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Introducing Drama in English as a Foreign Language Classes

The Case of M2 English Students at Abbas Laghrou University,

Khenchela

*Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements
for the Degree of Master in Language and Culture*

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Dedication

*I dedicate this work to my mother, my family and all those who
helped me from near or far.*

Acknowledgement

I would like to express my special thanks of gratitude to my supervisor Mr.Ouniss Salim, as well as all those who gave me the opportunity to do this research work.

Abstract

The value of drama in teaching foreign language has been more and more proved in numerous researches through time .It instills in the learners all the characteristics which prepare them to explore confidently the foreign lge. This paper, which was conducted in the English department at Khenchela University, puts the accent not only on the importance of drama techniques ,but rather on the awareness of both teachers and learners about this importance .It concentrates ,therefore, on how they evaluate it, the obstacles that hinder its employment and most importantly their suggestions, especially the teachers as specialist in the field who are in the first ranks in ascertaining the implementation of quality lessons., to introduce drama technique effectively in teaching EFL by providing a stress free atmosphere to overcome the affective filter and foster the whole process of learning .

List of abbreviations

EFL: English as a Foreign Language

EPI: English Proficiency Index

FLCA : Foreign Language Classroom Anxiety

CT: Communicative Teaching

TEFL: Teaching English as a Foreign Language

LAD: Language Acquisition Device

TL: Target Language

L1: First Language

ML: Mother Tongue

FL: Foreign Language

TN: Total Number

AF: Absolute Frequency

RF: Relative Frequency

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General Introduction

1-Statement of the Problem

“The limits of my language are the limits of my world” Ludwig Wittgenstein.

English is one of the most significant languages for people to guarantee and maintain their existence in the modern world. Students, who learn English, must practice it inside and outside of the classroom. However, in many instances EFL students do not have the possibility of out-of-classroom practicing. Algeria is a typical setting of learning EFL where English is not spoken outside of the classroom. As a consequence, Algeria ranks very low on some international English proficiency measurements. For example, on English Proficiency Index (EPI), Algeria ranks 90th out of 100 countries.

Given this fact, It should crucial to enliven learners’ motivation, self esteem and attitude towards English language by mean of introducing teaching methods which lead learners and help them get a higher ranking in this language .especially that ,as a lingua franca, English has become the key language for any knowledge in a world making steady steps in the globalization .

When teaching English as a foreign language in Algeria ,the most noticeable factor which constitutes an obstacle for both the teachers and students is the fact that these latter ,especially those who are newly introduced to this field , show a sense of reluctance as to express themselves freely during discussions or presentations or even when they have to ask questions during the courses .They stand helpless ,therefore ,as to make progression and to find appropriate answers to the questions many of them always ask, such as: What if I make mistakes? Are they going to laugh at me? What should I do to speak as good as them(the good elements)? etc.

These and other questions create a sort of reticence within the EFL classrooms ,and the results of a such phenomenon should hinder the whole process of foreign language(s) learning .This appeals for deep investigations to reveal levels of reluctance and the means to resolve such linguistic problems.

This study takes place at the university of Khenchela, Algeria. It aims to investigate the effect of employing drama techniques in EFL classes, to explore students' levels of affective factors; teachers' and students' attitude as to the process of introducing drama to overcome such difficulties to attain a better level of communicative competence in this language. The researcher relies on questionnaires designed for the teachers and students of the English department of this university. The results obtained from these questionnaires will be displayed on figures and charts to explain to which extent drama techniques are needed to equip EFL learners with suitable potential which permits them to face difficulties related to learning any foreign language.

2-Research Objectives

The objectives of this study are as follows:

1-To explore the type(s) of affective factors that exist in English department at Khenchela university and the extent to which students experience these factors.

2-To determine to what extent do university teachers and students agree with introducing drama techniques in the education curriculum to immerse learners in a real, social and cultural environment of the target language.

3-To determine the feasibility of implementing drama in teaching curricula to cope with the affective filter and pave the way to instill a communicative competence in EFL classes within a low pressure, funny and cooperative atmosphere and without much mental effort.

3-Research Questions

1-Which type(s) of affective factors exist in English department at Khenchela University and to which extent do students experience these factors?

2-Do university teachers and students agree with introducing drama techniques in education curriculum to immerse learners in a real, social and cultural environment of the target language?

3-To which extent can drama techniques be implemented in the education curriculum to cope with the affective filter and pave a way to instill a communicative competence in EFL classes within a low pressure, funny and cooperative atmosphere, and without much mental effort?

4-Hypothesis

University students who are instructed using drama techniques achieve at a higher level than those who receive classical instruction.

Students' speaking skills are deeply connected to their interest and motivation, so in order to improve the former, one should be working on the latter. The strategies used in EFL to achieve this objective are accomplished through drama techniques, which foster students' interaction and cooperation, and are a natural and meaningful way of bringing the outside world to the classroom and enhancing speaking abilities.

5-Background and Significance

“Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill”. Stephan Krashan

Foreign language teaching has always been a formidable and comprehensive domain. In recent years much emphasis has been put on the Teaching of English as a Second Language (TESL) using the "Communicative approach" CA. This has brought about changes in the approach to TESL. The learner is now seen as an active participant in the process of language learning in the classroom. Teachers who advocate the Communicative Approach are expected to come up with activities that would promote self-learning, group interaction in authentic situations and peer teaching. It is a task not easy for the teacher.

In Algeria, English is taught as a foreign language in different levels where the ultimate objective is to prepare the students for future researches and enhance their communicative

competence in this language .One of the major obstacles encountered by Algerian English language learners in this respect is the Affect Filter, for which Drama is said to be the solution.

The affective filter is first introduced by Dulay and Burt (1977), and incorporated by Krashen as one of his five input Hypotheses in 1985. The affective filter is like a mental wall that rises in a students' head reducing or effectively shutting of their ability to learn (Dually and Burt, 1977). It acts as a barrier to acquisition.i.e.it blocks the input from reaching the Language Acquisition Device. The filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious, trying to become a member of the group speaking. This state allows the input to “strike deeper” and be acquired. Krashen (1988) argues that affective filters are a sort of psychological hurdles that refrain language learners from grasping the available comprehensible input accurately.

With the emergence of new researches on foreign language teaching ,drama is proved in many instances to be the most efficient remedy to this mental blockage .It is a technique of communicative language teaching, where the creation of the need for genuine communication in the target language is one of the principal aims. Students get engaged in activities such as role plays, improvisations, simulations, or even putting on a play through which they improve their communicative skills, including pronunciation and body language. Through the application of drama techniques, a relaxed and supportive environment is created, where students feel encouraged to use the target language while interacting with each other.

Drama techniques can be used as a synonym for drama activities or drama games. Whichever term is used ,the ultimate goal remains constant ,which is to overcome the affective factors(lack of motivation, lack of self-confidence and foreign language classroom anxiety), and give rise to a more convenient teaching environment. And pave a safe way to the communicative competence.

Through time, positive results have been reached in this respect .Drama provides an excellent platform for exploring theoretical and practical aspects of the English language (Whiteson, 1996) .In a research conducted by Bünyamin Celik, entitled *The Role of Drama in Foreign Language Teaching*, One of the respondent students wrote “I had the opportunity to learn more about drama in this class. I thought it was just a romantic movie. It later turned out that it was a way to a door that opens to a larger world... I love English as a lesson, but now I feel I'm living in English”.

Drama techniques could be defined as situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully (Holden,1981;Maley and Duff.2005).

All the more that the domain of drama in foreign language teaching has received noticeable criticism ,on the grounds that it is difficult to be led by non expert teachers ,it is not useful in classrooms with large numbers, it opens the doors wide for unorganized classrooms ;in that student accede the pedagogical limits when dealing with drama techniques. This domain is still fertile as for further investigations to reveal the impact of the use of drama techniques in specific regions characterized by specific linguistic backgrounds and learning /teaching circumstances .The Algerian universities cab be considered as a vivid example where the linguistic phenomenon of reticence still represents an obstacle in front of EFL learners .where the whole process of teaching /learning this language is considerably hindered .

In such conditions ,what is necessary for learners is a teaching method which is learner centered and which opens the classroom doors and bring the outside world to the learners and teach them language in real situations within funny, attractive, and fruitful linguistic circumstances. It is undeniable that the right structures need to be taught, but what is important is to teach them in a meaningful way from the beginning. (Maley ve Duff, 1982, p.7).

This research investigates the possibility of incorporating drama and prove its effectiveness in creating such circumstances to foster the process of teaching English as a foreign language.

The aim of this research can be, therefore, summed up in the fact that from the previous analyses of the research literature, it is apparent that using drama in teaching EFL is quite effective. Hence it aims to raise the awareness about the significance of affective factors to both learners and teachers of EFL and explore which type(s) of affective factor(s) do students of kenchela university experience when learning English as a foreign language, to identify to which extent teachers apply drama in teaching speaking skill as well as how effective they think it is and how students are interested in learning speaking through drama activities. In addition, it is intended to point out some difficulties from using drama in order for the researcher to suggest solutions to these problems.

It aims ,as well, to exploit the fact that children, young and even adult learners have a natural tendency to imitate the characters found in the stories they read, by not only portray the characters but rather by ‘slipping into their character’s skin,’ such as Cinderella, Snow White ,Othello and Desdemona etc. Why don’t educators exploit this fact to let their students explore the unknown limits of foreign language(s) within real life contextualized situations ,by introducing drama in their curricula ?

Hopefully, the findings of the research may make a contribution to reinforce interest in learning and teaching speaking English through drama activities. EFL teachers may use the findings of this research as guidelines to better tackle the problem of affective filter when dealing with EFL to help their students attain higher levels of communicative competence and most importantly to create a safe environment for that reason. learners ,as well, will benefit, from this study and learn how to become active learners in the classroom, instead of being passive learners who sit on desks and receive information delivered to them by their instructors.

6-Research Methodology and Design

6-1-Choice of the Method

The quantitative method is being used in this research to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. The goal

of quantitative research methods is to collect numerical data from a group of people using objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys. It is used to quantify attitudes, opinions, behaviors, and other defined variables, then generalize those results to a larger group of people to explain a phenomenon. For this reason, the deductive logic is used to allow the researcher to start with hypothesis(es) and then collect data, which can be used to determine whether empirical evidence supports or rejects that hypothesis. This research method attempts to investigate the answers to the questions starting with how many, how much, to what extent. (Rasinger, 2013). In other words, the method lays heavy stress on measuring something or variables existing in the social world. A logical advantage of this approach, therefore, is that the results are valid, reliable and generalizable to a larger population. And it provides a stronger empirical evidence than other research approaches in this respect.

6-2-Population

A-Sample Frame

The research was conducted at the university Abes laghrour University of Khenchela. EFL teachers and Master2 EFL classes are considered at the university at the English department.

- Total number of teachers is 28 permanent teachers
- Total number of students is 137

B-Sample Size

- Using the table of random samples the sample size of each population is (source Krejcie and Morgan, 1970; as cited in L. Cohen, et al. 2005, p. 94)
- Sample size of teachers is 28
- Sample size of students is 97

C-Sampling Technique

Randomization was used as a strategy to get a representative sample.

6-3--Data Gathering Tools

One questionnaire is designed for the university Master 2 students . entitled *Introducing Drama in Teaching English Speaking to lower the level of Affective Filter in Khenchela University*. It aims to determine the type(s) of affective factors they have(experience) when studying EFL.And to determine their point of view concerning the use of drama techniques to reduce the affective filter and enhance their communicative competence .This questionnaire consists of 18 open-ended questions, closed-ended questions, rating questions or multiple choice questions.

One questionnaire designed for the teachers ,entitled *Introducing Drama in Teaching English Speaking to lower the level of Affective Filter in Khenchela University* , aiming to determine whether their students experience the phenomenon of the affective filter ,whether they make use of drama techniques when teaching English and whether they realize the effectiveness of drama activities in teaching speaking skills. The participants of the research are 30 teachers who teach English in the EFL department ,Khenchela University .Their teaching experience is from 5 to 15 years .This questionnaire consists of 20 open-ended questions, closed-ended questions, rating questions or multiple choice questions.

7-Definition of the Terms

Drama ,affective filter, drama techniques ,communicative competence, foreign language classroom anxiety .

8-Structure of the Study

This study is composed of a theoretical and a practical part. The former includes two chapters ; One chapter is entitled : *The significance of Drama in Teaching English as a Foreign Language* It is devoted to determine the notion of drama and its techniques as far as EFL is concerned .The second chapter is entitled: *The Impact of Drama Techniques on the Development of Speaking Skills in Teaching English as a Foreign Language*.

It is an attempt to shed some light on the importance of the use of drama activities in teaching speaking skills .And the convergence of these activities and the Communicative Language Teaching method in terms of overcoming the problem of affective filter and achieving the communicative competence .The latter includes one(third)chapter that will be of particular interest to investigate about the existence of the affective filter in English as a foreign language classrooms at Abbess Laghrour university . And the application of drama techniques by university teachers to decrease this phenomenon. In addition to the way students look at this phenomenon and at the manner to be tackled . It includes a discussion of the observations that will be illustrated in the tables and charts based on the teachers' and students' feedbacks .Finally ,suggestions to include drama techniques in the educational system and apply them extensively to overcome the linguistics phenomenon of Affective Filter either for beginners or even advanced English learners.

Chapter One:
**The Significance of Drama in Teaching English as a Foreign
Language**

Introduction

This chapter sheds some light on the description of using drama in second language teaching . It deals with the essence of drama in teaching as an exploitation of a human nature , the value of drama in teaching English as a Foreign Language as well as the different techniques used with drama.

I-The General Concept of Drama

Drama is a technique of communicative language teaching, where the creation of the need for genuine communication in the target language is one of the principal aims. Students get engaged in activities such as role plays, improvisations, simulations, or even putting on a play through which they improve their communicative skills, including pronunciation and body language. Through the application of drama technique a relaxed and supportive environment is created, where students feel encouraged to use the target language while interacting with each other. Drama techniques, on the other hand, can be used as a synonym for drama activities or drama games. Susan Holden (1981) defines drama as any activity which asks the participant to portray himself in an imaginary situation; or to portray another person in an imaginary situation. Drama is thus concerned with the world of 'let's pretend'. It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory.

The word *drama* is originally derived from the Greek word *dran* which means “to do, to act.” And action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process (Miccoli, 2003; Gorjian, Moosavinia, & Jabripour, 2010). Drama also creates a friendly, stress-free atmosphere where optimal learning occurs (Miccoli, 2003; Conejeros & Fernandez, 2008;Gorjian et al., 2010). Drama here means any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation(Holden,1981).

Drama practitioners tend to use the term "creative drama", "developmental drama", "educational drama", and "process drama" .whatever the term used in this respect, the objective(s) of drama

lessons focuses on personal development such as creativity or independent thinking, rather than performing skills as a final outcome.(Phillips, 2003; Hillyard, 2010). Via drama activities the student learns by developing practical “hands-on” skills for applying meaning into real-life situations. This is in perfect agreement with the communicative principles of languages teaching which aside to the view that the small stage in the classroom is a nice preparation for the learner to face later on the larger stage known as life.

II-The Value of Drama in Teaching English as a Foreign Language

The basic idea to the development of creative drama was the realization that the need to play is an important developmental process in a child (Redington, 1983). When educationists realized this need, more attention was given to the use of drama in education.

Even though texts and conversations share vocabularies and expressions necessary for learning, they are lifeless words on a page that can neutralize a learner. Wessel’s believes that using drama activities brings the text books to life by putting imaginations, emotions and feelings of the learners into the process of learning (Wessels 1987).

The method of drama teaching which developed from the 1950s onwards and embraced more free forms of dramatic play and improvisation can be seen as a reaction to the stifling and uncreative approaches at the time which involved children acting out in a rather formal way the words of others rather than developing ideas of their own (Slade, 1954). It was suggested that when participants are engaged in more spontaneous, improvised work (traditionally called 'drama') their level of engagement and feeling will be more intense and 'genuine' than when they are performing on stage (traditionally called 'theatre').The emphasis was on the personal growth of the individual through creative self expression and the search for personal meaning. The influence of progressive psychology theorists as George Kelly in the 1950s and his 'personal construct theory' that urges people to uncover their own 'constructs' with minimal intervention by the 'therapist' were also

apparent in the advocates of drama in education. Which provides another "non-traditional" opportunity for students to learn and to demonstrate learning

Transferring acquired skills from educational settings to real life situations has always been a challenging task in education. The value of drama is often attributed to the fact that it allows the creation of contexts for different language uses, thus fostering students' language awareness. In both language teaching and drama, context is often thought to be everything. Children talking and listening to each other in a dramatic play situation use language in a communicative way (taking turns, interacting verbally, using body movements, gestures and facial expression, listening actively). Hutt et al. (1989), found that in a role play children's verbal responses were longer and included more adverbs than in other situations. Because speech has its origin in social action and life (Lantolf 2000, Merleau-Ponty 1962, Vygotsky 1987) dramatic play and improvisation are advantageous to language acquisition as the created situations place the emphasis on social interaction and thus, facilitate knowledge transfer from the classroom to the outside world.

Dramatic Arts education is an important means of stimulating creativity in problem solving. It can challenge students' perception about their world and about themselves.; because, Dramatic exploration can provide students with an outlet for emotions, thoughts, and dreams that they might not otherwise have means to express. It is a valuable form of communication. It provides children with an opportunity to work together cooperatively on a shared life. As a result, it gives children the change to express themselves more effectively in everyday situations. It encourages children to learn how to influence others and how to put themselves in other people's shoes. This activity is thought to have an important educational value. (McMaster, 1998). However, McMaster points out that the use of drama, as a teaching strategy, is highly effective because "an involved child is an interested child, an interested child will learn."

Heldenbrand (2003) highlights several advantages of teaching language through drama. He considers it as a funny, relaxed and informal way to learn English. Moreover, he states that drama helps in learning new vocabulary and proper pronunciation and intonation, builds confidence for

the learner to speak English, creates atmosphere in the better understanding of culture, motivates the language learner, removes the focus from English textbook and involves the whole person as a total physical activity.

The value of drama lies ,therefore, in the benefits it provides for the process of TEFL .It can be summed up by Susan Stern (1980)who looked into drama in second language learning from a psycholinguistic point of view. She stated that drama heightened self-esteem, motivation, spontaneity, increased capacity for empathy, and lowered sensitivity to rejection. All these facilitate communication and provide an appropriate psycholinguistic climate for language learning.

III-Types of Drama Techniques

“Tell me and I forget .teach me and I may remember .involve me and I learn” This famous Benjamin Franklin’s statement sums up the essence of drama in teaching.It means:told

something is fleeting,being taught something **is** more memorable but learning something is unforgettable.

Drama techniques could be defined as situational and instructional settings that allow learners to be themselves or someone else using their emotional content to understand and practice the language meaningfully(Holden,1981;Maley and Duff,2005) To make something unforgettable needs that the learner should experience it by being completely and intelligently immersed within it . A simple modern example of learning through experience is best demonstrated in learning to drive; yes, there is theory; yes, there is teaching; but you actually have to do it to learn.

According to Dodson (2000),drama technique “encompasses everything from improvisation and role play activities that encourage fluency, to reading and discussing plays as literature, to producing full-length plays that require careful attention to language and pronunciation while developing problem solving skills in the target language” (p.129). The following drama techniques show to what extent the teacher can rely on them to instill in the learner the art of ‘slipping in the others’ skin.’

III-1-Role-play:

The essence of this activity is to exploit learners need (tendency to play) in order to explore linguistic and paralinguistic aspects of the Target language. It is an activity which requires a person to take on a role that is real or imaginary. It involves spontaneous interaction of participants as they attempt to complete a task.

There is a whole range of role-play activities. It ranges from the simple to the complex, from the structured to the unstructured. Some examples of the types of role-play are socio-drama, sketches, story dramatization, mock interviews, business meetings and even debates.

Assuming a role is an essential element in drama. Some theorists see it as intrinsic to all human behavior whether in games children play or roles that adults play each day. Heathcoat, (1984) states that role taking is so flexible that when applied in education, it will suit all personalities and teaching circumstances. Livingstone (1983) sees role-play as a class activity which gives the students the opportunities to practice the language aspects of role-behavior, the actual roles they may need outside the classroom. Bordeault (2010) mentions problem solving, decision making, and cooperation as beneficial facets of role plays in English language teaching.

In the ESL/EFL classroom, role playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between the students, it builds confidence and self-esteem, refines presentation skills, encourages self-acceptance and acceptance of others, features of empowerment, pride in work, responsibility, problem solving, management and organizational skills ,begets creativity and imagination. The point in this respect is to choose tv shows ,cartoons, short stories etc, in which learners are most interested and let them perform the characters' roles .This permits to the learner to get under someone's skin ,to perform a role which does not belong to him/her .It involves being an imaginary person usually in a hypothetical situation. It also involves a finite interaction between characters within a range of possibilities. This process strengthens the learners' self-esteem and their personality and most of all ,prepares them to understand their society and get the target language culture.

The importance of this technique lies in that it permits to the learners discover a new world where every impossible becomes accessible ;They become super creatures, they can possess super powers they can talk with animals ,they can travel to outer spaces or the jungles, and the sky can be green while the grass is blue and so forth. What is important in this respect is that learners should be free to explore and experience the texts in ways that foster their creative thinking and personal growth.

III-2-Simulation:

Jones described simulations as "(...) a reality of functions in a simulated and structures environment". (Jones, 1982: 5). There are three essential elements of simulation shown in this definition. Firstly, students must accept a reality of function, they have to think not as a student, but taking a role, that is why they should step inside a role mentally in order to fulfill their duties in the situation. It means that a student having a role of a pilot or a nurse can communicate effectively in order to do the job. Secondly, in simulation activities also environment must be simulated, the contact between the participants and the world outside of the classroom is not needed. (Jones, 1982: 5).When a setting for simulation is a post office, it is not necessary to create a real building, but only arrange the classroom, desks and other materials to look like in a post office. What is important to remember, only the participants behavior is real, the environment is simulated. Thirdly, it is vital that "the essential "facts" of the simulation environment are provided, not invented by the participants, to preserve reality of function". (Jones, 1982: 5). When a structure is not provided, it is not a simulation because there must be a reality of function.

The great advantage of simulation is that students could see that the language that is taught is useful. Blaz is of the opinion that children "in a situation where they must actually perform, using the language in a life-like "reality" situation, and they suddenly see the relevance of what they have been learning, as well as get back feedback on how well they have mastered these communication skills." (Blaz, 2013: 122).When applying simulation in the classroom the teacher creates the

opportunity for his or her students to have more chances to communicate and practice their language abilities in a real world with their engagement and enjoyment.

It is often difficult to draw a line between role-play and simulation and teachers often confuse these two drama activities. The greatest distinction is that in simulation students participate in activities which resemble real-life events and they are not strictly indicated what to say. Simulation creates real communication in a controlled realistic situation, whereas in role-plays pupils have to act out roles according to scripts or descriptions. Harmer specifies simulation as “(...) a chance to rehearse real-life encounters.” (Harmer, 2012: 121). However, in teaching the clear distinction between this two drama techniques is not vital, “(...) the main concern for the language teacher is the opportunities role play and simulation provide.” (Livingstone, 1983: 56).

III-3-Improvisation:

It is a spontaneous action without any script or rehearsal with a minimal instructions or framework from the teacher .It lies in the creation of natural situations where characters speak spontaneously. Improvisation reveals the language skills of the students and tests the communication features. They use their ideas and imaginations as well as they have to cooperate with each other . Wessels is of the opinion that “(...) improvisation taps the students’ already existing command of the language and tests their communicative strategies” (Wessels, 1987: 85).

Exercises with the use of improvisation could involve the whole class or small groups. The facilitator establishes the context in which the students are involved. When the theme is provided the participants can spontaneously take part in the activity. However, pupils should be prepared for improvisation activities with a suitable warm-up: “(...) as even native speakers can find improvisation quite daunting without adequate warm-up activities” (Wessels, 1987: 85).

Improvisation gives the students practice in working together, develops their language and communication abilities and gives the opportunity to play roles which are not known for them as well as they can make their own decision and share their ideas with others.

III-4 –Miming:

which is the art of acting out a story or word with the body only and without using any language. Its aim is to help memorize meaning of new terms. Mime or pantomime is a universal drama made only by movements without using words or sounds; The student doesn't look for the words ,he just acts. Mime techniques are used in order to convey the correct meaning when words are inadequate, especially when teaching a new word peculiar to a certain culture. Rhythmic practices based on imitation in movement rehearsals are considered as preparation for mime technique. The rhythmic movements of those who act out in the drama play instead of someone other than themselves, make these movements dramatic and as a result the pantomime occurs. This technique ensures that non-verbal tools can be used to communicate with students. The activities in which paralinguistic communication elements such as facial expressions, gestures, and body movements are emphasized. In such studies, it is not intended to replace the non-verbal communication tools but to develop these elements." Holden (1981).Moreover, grammar topics such as verbs or prominent adjectives can be taught or reinforced through the mime.

III-5-Acting a scripted play :

It is a scene or sketch that is acted out by students in front of their classmates and the teacher. The sketches can be either original or written by students. It is a great way to reinforce the use of the foreign language. This technique provides the opportunity to improve speaking and interaction with other people as well as enriches the learners' vocabulary and functional language like : agreeing or disagreeing, apologizing, refusing, offering help, etc. Scrivener also points out other advantages of using scripted plays in teaching children foreign languages. He claims that they develop imagination, help to overcome shyness and bring outside of the world into the classroom. (Scrivener, 1994: 69).

III-6- Teacher-In-Role:

Teachers can perform simple roles to share knowledge with learners and break barriers of supremacy; If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. Especially that sometimes it is fruitful for the teacher to change the nature of his interactions with students by playing a role .This is where drama becomes an invaluable tool.

Teacher in role is a precious technique for shaping the dramatic process and developing students' learning. In this activity, the teacher is able to directly participate in the dramatic process and influence it from the inside. This makes it possible to present challenging and controversial points of view and to stimulate thought, discussion and action by students. Teacher in role validates and supports the students' involvement in a make-believe situation by enabling the teacher to work and 'play' alongside them.

Being in the role allows the teacher to keep the drama going by questioning, challenging, organizing thoughts, involving students, and managing difficulties. In role, the teacher can protect the drama from failure, encourage greater language use, point out consequences, summarize ideas, and engage the students in the dramatic action. It does not require great acting skills. It can be seen as an extension of the ever-changing role-play that we all experience ; whether as parent, child, teacher, student, colleague and so on. The strategy simply involves 'stepping into somebody else's shoes' for a while to put forward their point of view. This can be done by subtly changing your tone of voice and body language to communicate key attitudes, emotions and viewpoints. If you can use different voices for characters when you tell a story then you are certainly able to carry out teacher in role.

V-Disadvantages of employing drama techniques in foreign language teaching

Similarly to any other method of teaching a second language, apart from many significant advantages, drama also has its disadvantages. Although there are not as many dark sides as good reasons of including drama in the process of teaching, they are worth enumerating and explaining. All the problems can be avoided or be appropriately solved.

Drama could be frustrating for students who are shy and do not like to speak in public. These latter feel uncomfortable when they have to speak or perform in public. For that pupils, taking part in lessons with the use of drama may be difficult and frustrating. Thornbury points out that “(...) learners who feel self-conscious performing in front of their peers, especially if this involves a degree of improvisation, and care has to be exercised in choosing and setting up such activities so as not to make even more demands on them than speaking in another language normally requires.” (Thornbury, 2005: 96) That is why, it is the role of the teacher to find a way to help such children to overcome their fears and shyness and how to change it into an active and pleasurable participation. Moreover, language teachers including drama in their lessons should act gradually and in a sensitive way, they need to start from the simplest and the less complicated activities and then step by step introduce the most sophisticated ones. The children who are not brave enough and familiar with drama activities should have enough time to get used to it, build their confidence and try to experiment. Also each student should have a carefully chosen and selected role in order to avoid frustration.

The next potential problems can occur with correcting mistakes during drama activities. How should teachers correct pupils and not disturb their engagement in the activity? How should they deal with the mistakes students make?

More and more teachers are adhering to the view that mistakes are an integral part of the language-learning process, and that an opportunity to make them in a free phase in any lesson ultimately

enhances learning, rather than hinders it. Some mistakes do ‘fossilize’, but most of them just seem to indicate certain stages in the acquisition of the language. (Landousse, 1987) .

Mistakes are part of the language learning process and it is natural that they occur. “It is reasonable to assume that students will make mistakes when acquiring and using the target language. Doing so is a normal aspect of language learning.” (Winston, 2012: 101). However, students should learn from the mistakes they make, that is why they should have be given a feedback from the teacher. He or she should apply such feedback techniques of correcting which do not disturb and discourage pupils from speaking.

In addition to that, lessons with drama activities are difficult to predict; how long they will take and what children’s reaction will be to various kind of activities and exercises. That is why, as Wessels claims: "(...) drama requires meticulous planning and structuring." and also “create a learning situation which will ensure a constant supply of stimuli to the students, which will keep them active and alert.” (Wessels, 1987: 15). Teachers should be always well prepared to the lessons, they should have extra activities close at hand because it is not easy to plan exactly how long the activity will take, it may be finished too early or last too long. Those additional exercises may also be only for groups which finish earlier than other students or for pupils who want to do more, to avoid boredom and interrupting during lesson.

Generally, drama activities may cause troubles for teachers when taking into consideration the discipline and order among children. When the atmosphere is too relaxed they could seize the opportunity to be noisy, to scream, shout and be naughty. The teacher should be prepared to this kind of situation and he or she should have methods to settle down the students and not let them change the drama lesson into the lesson full of chaos.

All in all, teaching a second language through drama has its pros and cons. However, when taking all aspects into account, it may be concluded that there are more advantages than disadvantages in including drama into the language teaching process. Problems that occur during drama lessons could be avoided by the teacher’s right reaction and preparation. He or she needs to decide on the method of correction, evaluation and giving feedback to his or her students. The teacher should be careful not to make any learner feel neglected or discouraged. The more teachers are experienced in the domain ,the easier it would be to introduce drama techniques to them and vice versa.

Conclusion

In the previous chapter we have discussed the significance of drama in TEFL, the next chapter will be devoted to the impact of drama technique on development of speaking skills in teaching English as a foreign language.

Chapter two:
The Impact of drama techniques on developing speaking skills in
Teaching English as a Foreign Language

Introduction

This chapter is an attempt to relate the use of drama to the Communicative Approach(CA) in teaching English as a second language(ESL) . It discusses the general concept of the Affective Filter as mental blockage that hinders the process of teaching and the manner to overcome this problem using drama techniques.

I-Drama as a Basic Principle of Communicative Language Teaching

It has been proved in many instances that drama activities converge clearly with all the goals of CLT (Communicative Language Teaching), in that both lead the learner to acquire a communicative competence in EFL that permits him to interact safely within a socially acceptable medium of mutual intelligibility in real life situations outside the classroom.

In drama oriented activities that give a virtual experience in functioning in extended, realistic discourse in the target language, learners are able not only to learn appropriate language use ,but real communicative processes as well. Such activities as a whole stress the importance of providing language learners with more opportunities to interact directly with the target language to acquire it by using it rather than to learn it by studying it .Also communicative language teaching is compatible with the ‘whole language ‘ philosophy (stevick 1980) who maintains that the four language skills (speaking ,listening ,reading and writing)should be used as a whole in real social contexts and should not be learnt or taught as separate entities .

The use of communicative activities is a technique to achieve one of the aims of the communicative approach, which is to obtain communicative competence. The essence of this approach is to communicate with another persons in the classroom and in the long term, the society. Drama used in the classroom can be considered a communicative activity since it fosters communication between learners and provides opportunities to use the target language in various 'make believe' situations.

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson to lead learners to the communicative competence which is, in turn, the core of the CLT.

Most authors of books and papers about the role of drama in foreign language teaching (Maley and Duff, 1978; Wessels, 1987; Hamilton and McLeod, 1993; Dodson, 2000; Miccoli, 2003; Chauhan, 2004; Bourdeault, 2010) agree that drama activities create a genuine need to speak. Since “in the communicative approach to language teaching, students use language for a purpose to convey real meaning and to solve real problems (Dodson, 2000, p.129); consequently, drama should be considered a technique of communicative language teaching (Wessels, 1987).

II-The affective Filter as a Main Problem in Teaching English as a Foreign Language

Because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it. Because there is no point knowing a lot about language if you can't use it (Scrivener, 2005, p.146). However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties known as Affective Filter which filtrates the amount of input in learners' brains; It acts as a barrier to acquisition. People with high affective filter will lower their intake whereas people with low affective filter allow more input into their Language Acquisition Device. It allows the input to “strike deeper” and be acquired. And a raised affective filter can block input from reaching Language Acquisition Device (LAD).

Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input 'in'. The filter is up when the acquirer is

unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is trying to become a member of the group peaking. Ni (2012) explains that, “when language learners with high motivation, self-confidence and a low level of anxiety, they have low filters and so receive and take in plenty of input” (p. 1508).

III-Drama Techniques as Effective Means to Overcome the Affective Filter

III-1-Drama Boosts Learners’ self-confidence

“Low self-esteem is like driving through life with your hand brake on.” -- Maxwell Maltz

Nobody is born with limitless self-confidence. If someone seems to have incredible self-confidence, it’s because he or she has worked on building it for years. Self-confidence is something that you learn to build up because the challenging world experiences, and life in general, can deflate it.

While dealing with drama in EFL, the process of preparing a play promotes fluency because learners learn and repeat their lines frequently, gaining in skill and confidence progressively. And as confidence grows they can become clear and confident speakers, a great asset for life. Even shy students are coaxed out of their shell since they can hide behind a role or props. The power of the persona is such that students who might otherwise be hesitant about speaking in public are often able to do so unselfconsciously when playing a part.

Importantly, using plays is also beneficial for all those learners who prefer a mix of learning styles, especially those who are tactile learners. The varied and active nature of preparing a play allows visual, auditory and tactile learners to each find their own way of integrating the language.

Learners' self-confidence, can be enhanced through some measures, such as generating “a feeling of responsibility and independence” among learners (Deci & Ryan, 2000; Dişlen, 2013; Gerndt, 2014; Grant & Dweck, 2003; Nakamura, 2000; Scharle & Szabo, 2005). Deci and Ryan (2000) put

greater emphasis on learners' autonomy to boost their self confidence. i.e. it teaches self reliance, self discipline, acceptance and positive response to criticism, and cooperation with the others .

These characteristics supply learners with high level of self confidence, hence they become more equipped to take risks and explore steadily the hidden sides of the FL.

III-2-Drama Enhances Learners' Motivation

Learners are more motivated when they are assigned others' roles to perform .It allows learners to become active participants in the learning/teaching process. Some research studies (Maley and Duff 2001, Phillips, 2003) show that drama activities can motivate language learners and teachers. Drama activities lead students to communicate in the foreign language including those with limited vocabulary (Aldavero, 2008). Carkin et al. (2008) studied the effects of three genres of drama in Taiwan and found what students with low proficiency and low confidence can benefit greatly from drama, just like the "good" students. Students can benefit from participating in group work as well as in pairs. Drama provides them with a broad range of opportunities in learning English, and drama motivates them to learn English and gives them more confidence to learn English(p.23).

III-3-Drama Decreases Learners' Foreign Language Classroom Anxiety

While trying to find out if drama helps students' oral skills development, researchers have also found that drama lowers anxiety levels of EFL learners (Miccoli, 2003; Conejeros & Fernandez, 2008; Gorjian et al., 2010) ... Hamilton and Mcleod (1993) claim that the use of drama techniques fits naturally into the nature of language and learners (p.2). According to Du Mont (2007), in drama, there is emotion and movement, both of which have the power for liberating linguistic abilities. "because students can loose themselves in the characters, plots and situations, they are more apt to receive the benefits of reduced anxiety levels, increased self-confidence and self-esteem and heightened awareness" (Richard Amato 1988, P.145).

The important outcome of the drama application is that students feel comfortable. The word "comfortable" might define several situations here such as, not excited, not anxious, not

embarrassed, no fear of making mistakes, no grammar rules, and feeling comfortable among friends. Regardless of these meanings, most of the students said that they feel more comfortable in drama classes than in regular classes.

At this point, what teachers are supposed to do is to create an atmosphere of low or no anxiety. Only by doing this can the student overcome the apprehension of speaking an foreign language .

III-4- Drama Develops Learners' Creativity and Imagination

Einstein said: *'Imagination is more important than knowledge'*

In the general sense, imagination is identified as the faculty of forming intellectual images and phantasms regarding the objects that are perceived or objects that do not exist at that time being or do not exist at all (Budak, 2000).

In EFL, Drama is essential in making creative choices, thinking of new ideas, and interpreting familiar material in new ways .Drama develops the imagination by encouraging the use of mental imagery (Mages, 2006) . The imaginations of participants can be strengthened and developed for the benefit of society and the participants themselves (Brown&Pleydell, 1999;McCaslin, 2006). ... Imagination is necessary for creative ideas to emerge. Drama activities are therefore, crucial in EFL ,specifically in establishing communicative competence, for they motivate and stimulate the imagination. This helps learners explore sociolinguistic intricacies of the language and help progress the process of EFL learning.

The real creative process of language learning lies within the nature of interaction amongst the learners and the teacher whose principle goal should. Piaget (1974) stated "to create men who are capable of doing new things, not simply of repeating what other generations have done- men who are creative, inventive and discoverers". With drama activities students can not only improve their listening skills (Wessels, 1987; Hamilton and McLeod,12 1993) but they also have the possibility for the acquisition of new vocabulary and structure in context. (Wessels, 1987).

III-5-Drama Nurtures Cultural Awareness

Drama helps students to build a better understanding of the foreign language culture; Legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures, in past or present times and all over the world.

Miccoli (2003, P.123) also goes so to say that language and culture are married and learning a language cannot be divorced from cultural learning. Brian Heldenbarnd in his book *Drama techniques in English language learning* is also of the opinion that “within short skits and drama activities, cultural elements can be described and better understood. Being able to include familiarity with these cultural learning points helps bring a stronger relationship between the language and its meaning. This cultural awareness is easily communicated through drama” (Heldenbarnd, 2005: 31).The connection between language and culture is strengthened and better understood by children when drama activities are used.

Conclusion

The employment of drama activities in TESL can be used as an innovative method in language teaching. With the emphasis on the use of the Communicative approach in language teaching. Drama in the ESL classroom provides a meaningful way of learning the language by providing the possibility to overcome the affective filter when replacing negative factors with positive ones.

Chapter three

Methodological Framework: Findings and Results

Introduction

This chapter discusses how speakers of a foreign language can be compared to actors who are performing roles that do not belong to them. It tests the awareness of both the teachers and M2 students in the English department, at Abbes Laghrour University, Khenchela , about the importance of drama activities in EFL teaching, the problems encountered in this field ,as well as their suggestions to overcome the difficulties encountered when introducing drama techniques in this respect.

I-Methodology

The method used in this research was carried out in two phases; The first measuring was conducted to students' questionnaire survey. The second one was conducted to teachers' questionnaire survey.

A questionnaire is one of the most common research instruments consisting of a series of questions about a specific topic, using a set of clear, open or closed questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. It can be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods.

The advantage of using quantitative method is that the results are statistically reliable ;It uses deductive logic, in which the researcher starts with a hypothesis and then collects data ;which can be used to determine whether empirical evidences support or reject that hypothesis .It tends to be highly specific ,describing clear relationship between independent and dependent variables .

The quantitative approach often provides stronger empirical evidence than other research approaches ;It deals with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena (Leedy 1993).

A-Teachers' Questionnaire

A-1-Description of the Questionnaire

Data was selected through online questionnaire submitted to 28 permanent EFL teachers of the English department in Abbes Laghrour University, Khenchela, Algeria. The questionnaire consists of 22 questions ,composed of 2 types of questions; The first is close ended questions in which 7 are binary questions These are also known as dichotomous questions as they permit only two possible answers. The respondent has to choose one of the two permissible answers. These questions have the response options ““Yes” or “No”” or ““True” or “False”” or ““Agree” or “Disagree””. In addition to 10 Ranking Questions which require the participant to rank the response options listed on a continuum basis in order of preference. And 3 Checklist Questions where the participant has the freedom to choose one or more of the response options available. This is different from multiple-choice questions in that it gives freedom to the respondents to choose one or more of the options available.

The second type is the open-ended questions . It consists of 2 questions that require participants to respond in their own words without being restricted to pre-defined response choices. They are also called infinite response or unsaturated type questions.

The questions included in this questionnaire are designed to explore the teachers' opinion concerning the importance of the speaking skill . The affective factors existing in their classes which hinder their students when expressing themselves publically ,their opinion about how to motivate their students and overcome these factors, their awareness about the importance of drama activities , the problems encountered ,if any, when implementing drama activities in the EFL classes. Finally ,the questionnaires aims to know the teachers' suggestions for this end .

A-2-Results and Findings

Question 1: In your opinion, how important is speaking in teaching English in comparison to other skills (listening, reading, writing)?

Table 1: Importance of speaking skill in teaching English.

	AF	RF
The most significant language skill at all	8	42.1%
As important as the other skills	11	57.9%
Less important than the other skills	0	0%
TN	19	100%

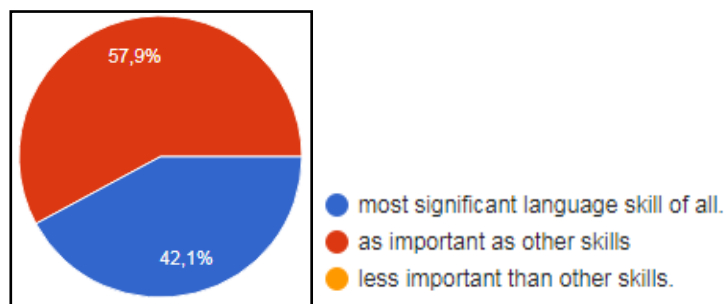


Figure 1 : Importance of speaking skill in teaching English.

Figure 1 shows clearly that more than 42 % of all teachers consider speaking the most significant language skill at all. 44.4% consider speaking as important as the other skills of language. And None of the teachers considers speaking less important than other language skills.

Question 2-A :When your students are expressing themselves , do they tend to perform the roles of native speakers?

Table 2.A: Students' tendency to perform native speakers' roles.

	AF	RF
Yes	12	63.2%
No	7	36.8%
TN	19	100%

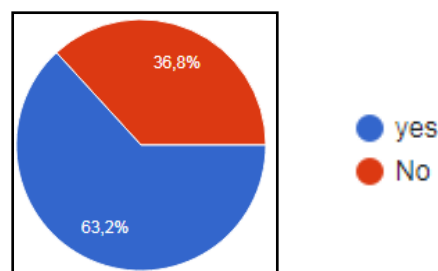


Figure 2.A: Students' tendency to perform native speakers' roles.

Figure 2.A: shows that more than 63 % of all teachers say that their students tend to perform native speakers' roles when expressing themselves in English .While more than 36.8 % do not admit this fact.

Question 2.B: If yes, what hinders them most?

Table 2.B: factors that hinder students' performance

fear of negative evaluation	9	64.3 %
shyness	7	50 %
low self-esteem	4	28.6 %
None	1	7.3 %
TN	14	100 %

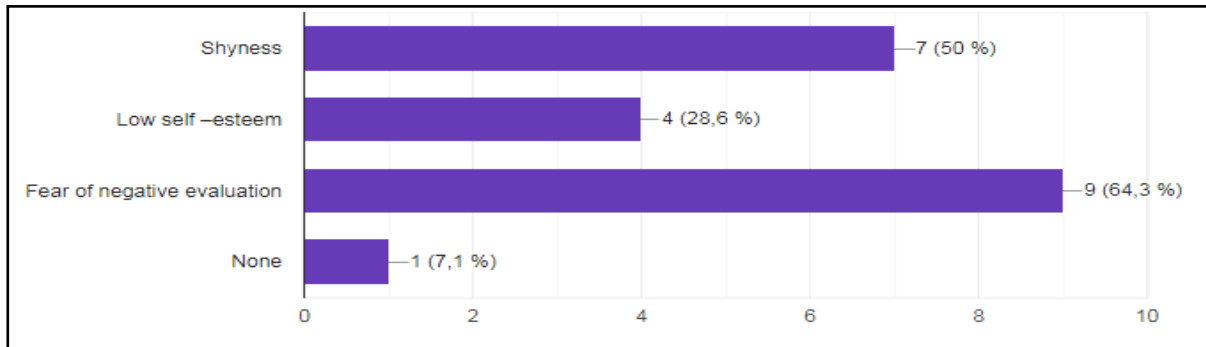


Figure 2. B: factors that hinder students' performance

This figure shows that 64.3% of the teachers confirm that their students are mostly hindered by fear of negative evaluation when they tend to perform native speakers' roles during discussions .50. % said that they are mostly hindered by shyness. While 28.6 % said that they are mostly hindered by low self-esteem. And only one teacher said that his /her students are not hindered by any of these factors .

Question 3: Do your students feel excessively self-conscious when speaking in public ?

Table 3: Students’ self-consciousness when speaking in public

	AF	RF
Yes	10	58.8 %
No	7	41.2 %
TN	17	100 %

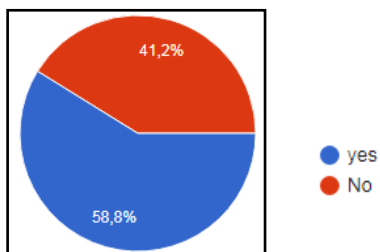


Figure 3: students’ self-consciousness when speaking in public

10 of the questioned teachers, who represent 58.8 % , find that their students feel self –conscious when speaking in public .While 7 teachers ,who represent more than 41 think that they do not.

Question 4: Are your students highly motivated to learn English?

Table 4: Students’ motivation to learn English

	AF	RF
Yes	16	84.2%
No	3	15.8%
TN	19	100%

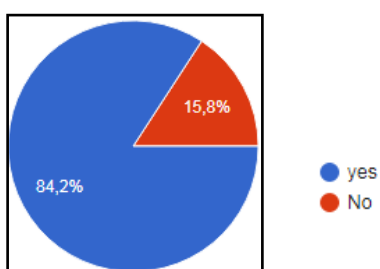


Figure 4: Students’ motivation

More than 84% which represents 16 of the questioned teachers think that their students are highly motivated to learn English .While 15.8 % which represents 3 of the questioned teachers find that they are not .

Question 5: Do your students feel anxious when they use English language ?

Table 5: Students’ anxiety when using EFL.

	AF	RF
Some of them	15	88.2 %
Most of them	2	11.8 %
All of them	0	0 %
None	0	0 %
TN	17	100 %

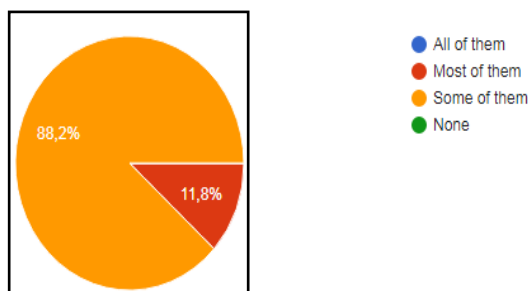


Figure 5: Students’ anxiety when using EFL.

This figure shows that more than 88 of the respondent teachers are of the opinion that some of their students are anxious when using EFL .And 11.8 state that most of them are anxious when speaking English .While none of the teachers chose the option “All of them” or “None of them”

Question 6: How does the majority of your students react when they are asked to express themselves in English?

Table 6:Students’ reactions when asked to express themselves in English .

	AF	RF
Active	8	47.1 %
Reticent	7	41.2 %
Passive	2	11.8 %
TN	17	100 %

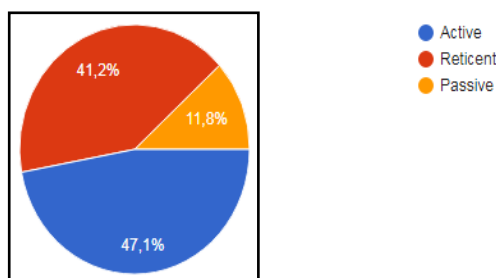


Figure 6: Students’ reactions when asked to express themselves.

In this figure, more than 47 % of the teachers claim that the majority of their students are active when they are asked to express themselves in English . 43.2% of the them claim that the majority of the students are reticent .While 11.8 % of the teachers are of the opinion that the majority is passive.

Question 7: Does public speaking fear influence your students’ proficiency in English language?

Table 7: Public speaking fear influence.

	AF	RF
Agree	13	76.5 %
Strongly agree	2	11.8 %
Neutral	1	5.9 %
Disagree	1	5.9 %
Strongly disagree	0	0 %
TN	17	100 %

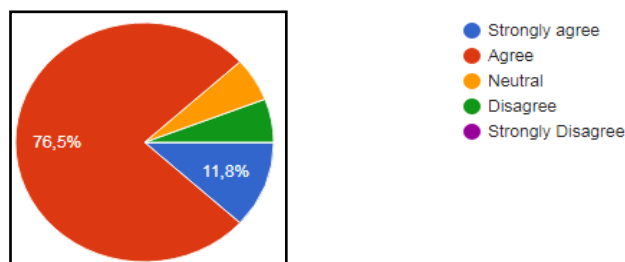


Figure 7: Public speaking fear influence.

Figure 7 shows that more than 76 % of the teachers agree that public speaking fear affects their students English proficiency. And 11.8% of them strongly agree .While 5.9 % are neutral .5.9 % disagree .And none of the teachers strongly disagree that public speaking fear influences his /her students’ proficiency in English language.

Question 8: Does it make them psychologically ill at ease when the class is too formal?

Table 8: Students’ psychological sate in too formal EFL classes

	AF	RF
Yes	10	58.8%
No	7	41.2%
TN	17	100%

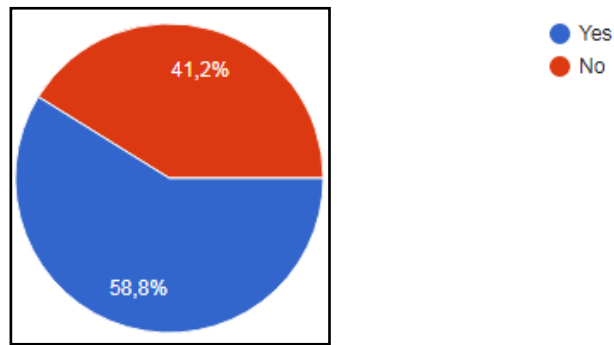


Figure 8: Students' psychological state in too formal EFL classes

58.8 % of the teachers who answered this question are of the opinion that their students are ill at ease when the EFL class is too formal .While 41.2 % of them find that they are not.

Question 9: Do your students like to enjoy more freedom in EFL classes?

Table 9: Students enjoy more freedom in EFL classes.

	AF	RF%
All of them	9	52.9%
Most of them	8	47.1%
Some of them	0	0%
None	0	0%
TN	17	100%

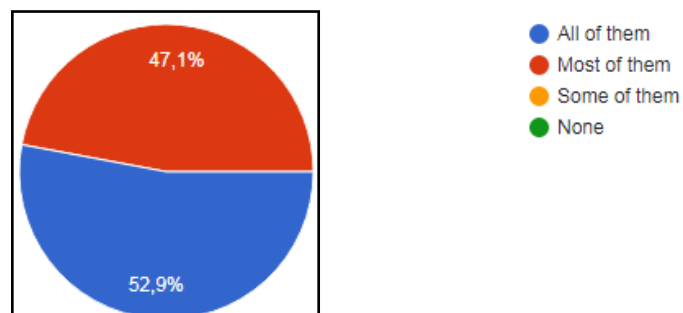


Figure 9: Students enjoy more freedom in EFL classes.

More than half of the teachers who were questioned state that all their students like to enjoy more freedom in EFL. 47.1 that most of them enjoy that .While none of them choses the option “some of them” or “none of them”.

Question 10: Do you think that more time should be devoted to speaking activities?

Table 10: More time to devote to speaking activities

	AF	RF
Yes	15	88.2 %
No	2	11.8 %
TN	17	100 %

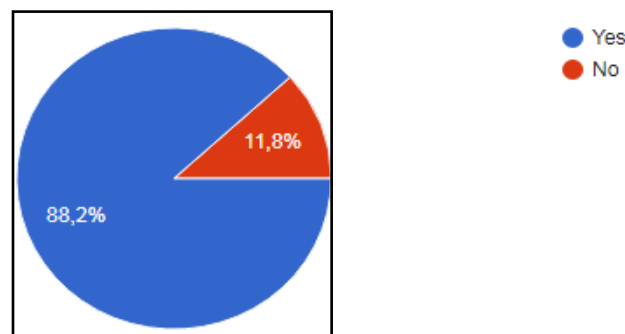


Figure 10: more time to devote to speaking activities

This figure shows that 15 of the questioned teachers , who represent more than 88% , are of the opinion that more time should be devoted to speaking activities . While 2 of them , who represent 11.8%, see the reverse .

Question 11: What is the most efficient technique to make your students enjoy speaking?

Table 11: The most efficient 'technique' in making students speak.

	AF	RF
Individual work	1	5.9%
Pair work	3	17.6%
Group work	9	52.9%
Whole class work	4	23.5%
TN	17	100%

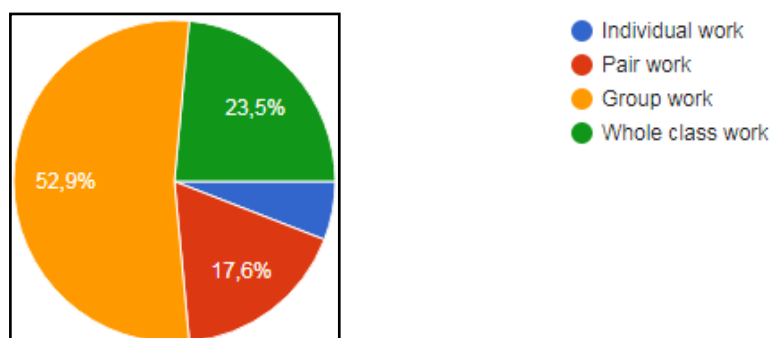


Figure 11: The most efficient 'technique' to make students speak.

52.9 % of teachers consider that group work is the most efficient technique in making their students speak .23.5% are of the opinion that whole class work is a good way of practicing speaking . 17.6% claim that the pair work may be an efficient technique in teaching speaking. And 5.9 % (one teacher) thinks that individual work is the most efficient technique in this respect.

Question12:When you were learning EFL,did you practice any type of drama activities regularly ?

Table 12: Types of drama activities practiced before

	AF	RF
Yes	9	52.9 %
No	8	47.1 %
TN	17	100 %

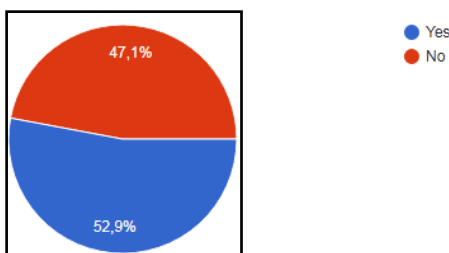


Figure 12: Types of drama activities practiced before

52.9% of the teachers who answered this question sate that they practiced regularly at least one type of drama activities when they were learning .But 47.1% claim that they never practiced such activities.

Question 13: How often do you apply drama activities in teaching speaking?

Table 13: Application of drama activities

	AF	RF
Never	4	23.5 %
Rarely	2	11.8 %
Sometimes	4	23.5 %
Often	4	23.5 %
Always	3	17.6 %
TN	17	100 %

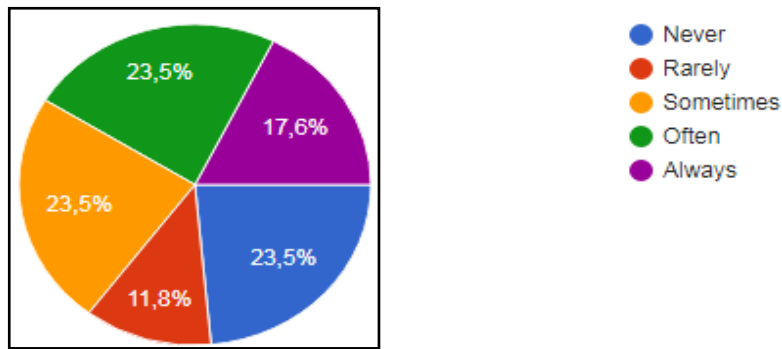


Figure13: Application of drama activities

4 teachers who constitute 23.5% of answers, say that they never apply drama activities when teaching speaking activities. 23.5% of them claim that they sometimes use this kind of teaching activities .23.5 of the questioned teachers state that they often employ drama activities. While 17 % of them claim that they always apply these activities .And 11.8 say that they rarely apply them

Question 14:On a scale of (1=low to 10=high) , indicate to which extent are drama activities important to enhance students’ communicative competence in your opinion?

Table 14: The importance of drama activities to enhance students’ communicative competence

	AF	RF
From 1 to 4	2	11.8 %
From 5 to 7	8	47 %
From 8 to 10	7	41.2 %
TN	17	100 %

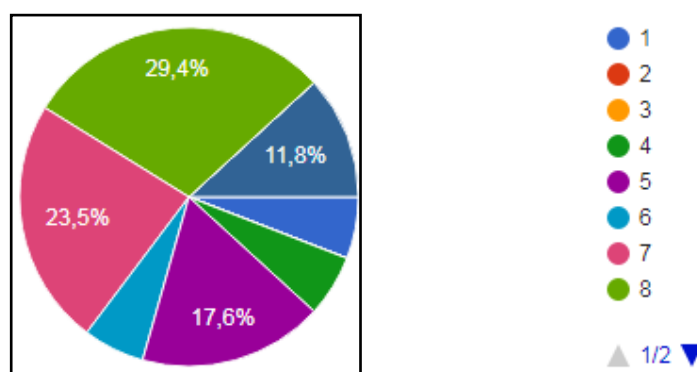


Figure 14: The importance of drama activities to enhance students’ communicative competence .

This figure shows that on a scale of (1= low to 10=high), 47% of the questioned teachers classify the importance of drama activities to enhance students’ communicative competence from 5 to 7. 41.2 classify it from 8 to 10. While only 11.8 classify it from 1 to 4.

Question 15: Please, choose the statement(s) you most agree with:

Table 15: The influence of drama activities on diverse language skills

	AF	RF
Drama activities foster imagination and creativity	12	70.6 %
Drama activities enhance self-confidence	13	76.5 %
Drama activities raise attitude to EFL	4	23.5 %
Drama activities instill self –reliance	4	23.5 %
None	1	5.9 %
TN	17	100 %

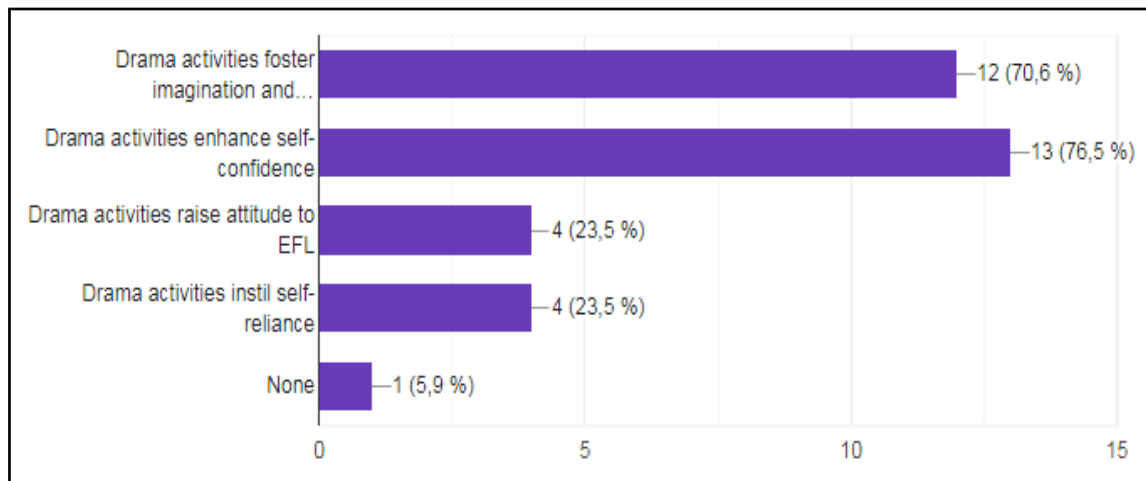


Figure 15: The influence of drama activities on diverse language skills

Figure 15 shows clearly that most of the questioned teachers know the advantages of applying drama because more than 70 of them pointed the answer “drama activities foster imagination and creativity. 76.5 are of the opinion that drama activities enhance self-confidence. 23.5 think that drama activities are beneficial to raise attitude to EFL And 23.5, as well, state that these techniques instill self-reliance . While only one of them selects the option (none) which means none of these options

NB: teachers are allowed here to select more than one option

Question 16: When applying drama activities, what are the difficulties that teachers may encounter?

Table 16: Difficulties in applying drama activities

The group number are too large for such activities	12	70.6 %
It takes too much time to prepare such activities	8	47.1 %
Shy students do not take part in them	4	23.5 %
Teacher is bound to predefined studying programs	1	5.9 %
TN	17	100 %

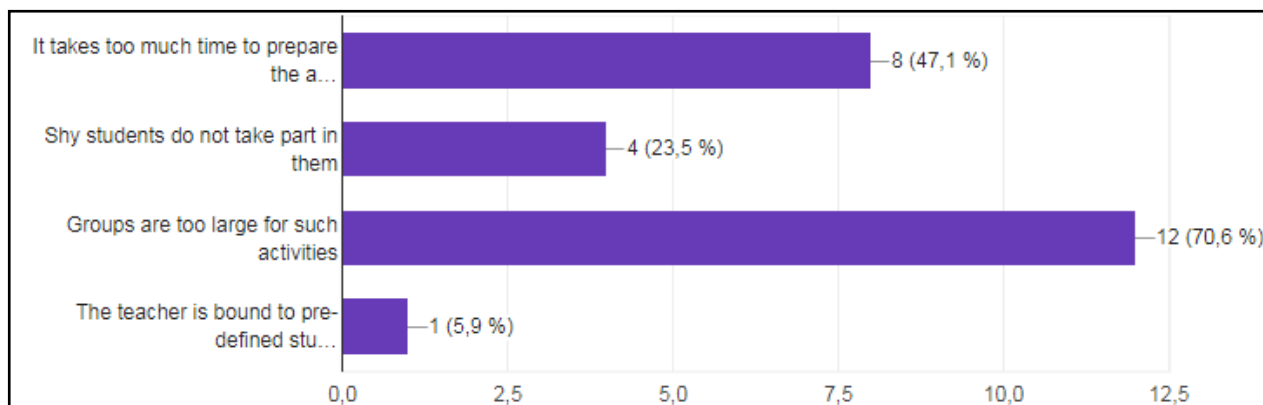


Figure 16: Difficulties in applying drama activities

In figure 16, 12 teachers, who constitute 70.6 % of the questioned teachers (who were given the possibility to choose more than one option) were of the opinion that the most noticeable difficulty in this respect is the group size which is too large for such activities. 8 teachers who constitute 47.1 % state that the difficulty lies in the fact that it takes too much time to prepare such activities. 4 teachers who constitute 23.5 % of all, say that the difficulty for them is that shy students do not take part in these activities. While only one teacher, who constitute 5.9 % sees that the teacher is bound by predefined studying programs which do not permit such activities.

Question 17.A: Apart from their speaking ability, are there other changes that would occur in your students' behaviors when applying drama activities?

Table 17.A: Changes in students' behavior

	AF	RF
YES	10	62.5 %
NO	6	37.5 %
TN	16	100 %

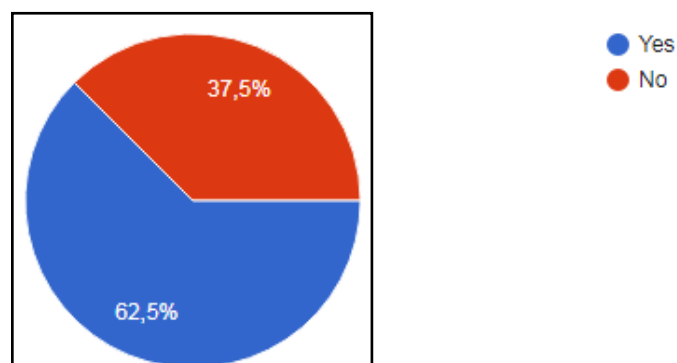


Figure 17.A: Changes in students' behaviors

In this figure, 10 of the questioned teachers, who represent 62.5 %, admit that there are other changes in students' behaviors when applying drama activities .While 6 teachers, who constitute 37.5 %, think that there are no changes in this respect.

Question 17.B: If yes, what are they?

Most of the teachers who answered this question put the accent upon self-confidence, self esteem and self evaluation . The other answers vary between raising tolerance towards the target language, raising creativity and motivation ,enhancing cultural competence ,getting students more involved and interested ,overcoming psychological troubles and decreasing FLCA.

Question 18: How do you react to this statement: Teachers should perform simple roles with students to motivate them and share knowledge with them ?

Table 18: Teachers performance of simple roles with students

	AF	RF
Strongly agree	4	23.5 %
Agree	8	47.1 %
Neutral	1	5.9 %
Disagree	4	23.5 %
Strongly disagree	0	0 %
TN	17	100 %

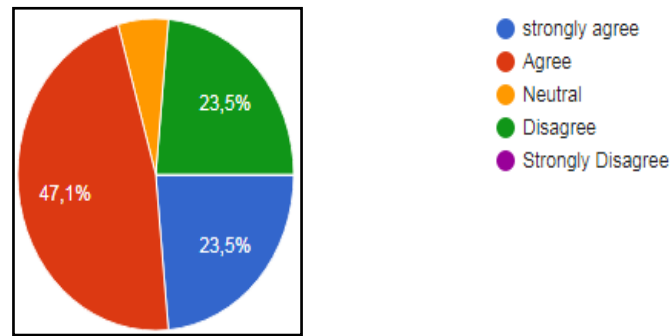


Figure 18 : teachers performance of simple roles with students

This figure shows clearly that most of the teachers who answered this question are of the opinion that teachers should perform simple roles with their students ;47.1 % of these teachers agree about this fact ,23.5 % strongly agree about that ,While 23.5 % disagree that teachers should perform these role .And only one teacher, who represents 5.9 %,is neutrals and none of them strongly disagrees that teachers should perform role with their students .

Question 19:To which extent do you agree or disagree with the idea of introducing drama techniques in EFL classes?

Table 19:Teachers view about introducing drama techniques in EFL classes

	AF	RF
Strongly agree	6	35.3 %
Agree	10	58.8 %
Neutral	0	0 %
Disagree	1	5.9 %
Strongly disagree	0	0 %
TN	17	100 %

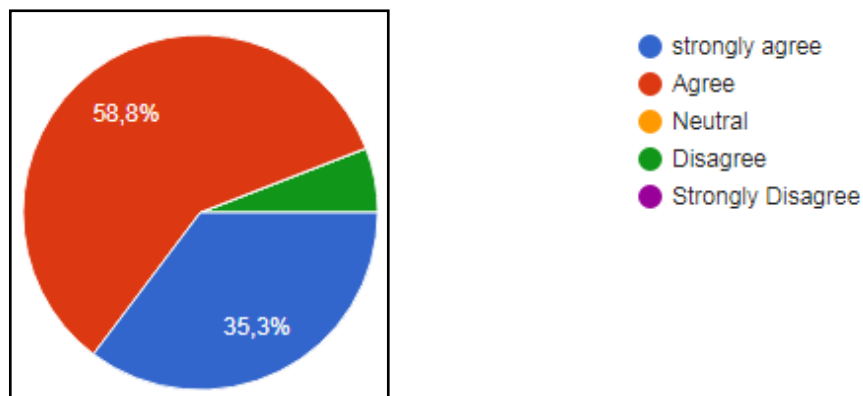


Figure 19:Teachers view about introducing drama techniques in EFL classes

This figure shows that 58.8 % of the questioned teacher agree about the idea of introducing drama in EFL classes .35.3 %of them strongly agree about this .While only 5.9 % disagree .And none of the teachers is neutral or strongly disagrees about this idea of introducing drama in EFL classes.

Question 20: What do you suggest to implement drama efficiently in EFL classes?

The teachers put the accent ,therefore, on creating more collaboration between EFL teachers ,specifically those charged with oral expression modules ,and give more freedom do design and include these activities to help implicate the student actively in the process of FL teaching and impulse them to generate their own imaginative roles within diverse social situations .They suggest also a more effective manner of allocating time in this respect; In that drama activities should be introduced at the level of language(s) departments and allocated sufficient time within the teaching curricula .Parallelly with the adjustment of these activities to the learners' levels ,interests and needs. This permits to the teachers to convey appropriately their teaching messages and to the learners to effectively and steadily explore the different language aspects via acting out stories ,plays etc .

B-Students' Questionnaire

B-1- Description of the Questionnaire

The students' questionnaire consists of 20 questions including 2 types of questions; The first is made up of close ended questions in which 7 are binary questions These are also known as dichotomous questions as they permit only two possible answers. The respondent has to choose one of the two permissible answers. These questions have the response options "Yes" or "No" or "True" or "False" or "Agree" or "Disagree". In addition to 9 Ranking Questions which require the participant to rank the response options listed on a continuum basis in order of preference. Ranking questions are used to get a classification of elements or ideas according to a specific scale. 2 Checklist Questions where the participant has the freedom to choose one or more of the response options available. This is different from multiple-choice questions in that it gives freedom to the respondents to choose one or more of the options available.

The second type is the open-ended questions. It consists of 2 questions that require participants to respond in their own words without being restricted to pre-defined response choices . They are also called infinite response or unsaturated type questions.

The ultimate objectives of these questions vary between knowing the affective factors existing in the EFL departments of Khenchela University, students opinion concerning the importance of speaking skill and how to promote it, students view about the importance of drama techniques in learning foreign languages and the feasibility of implementing them in teaching syllabi.

B-2-Results and findings

Question 1-What is your grade?

Table20:Students’ Grads

	AF	RF
First year	0	0 %
Second year	0	0 %
Third year	0	0 %
First year Master	0	0 %
Second year master	0	30 %
TN	100	100 %

Table 1 shows that all the students who answered the questions have the same educational level which is the second year Mater2 in English language and culture.

Question2-A-When your are expressing yourselves publically, do you tend to perform the role of native speakers?

Table 21 :Students’ tendency to perform native speakers roles

	AF	RF
Yes	84	86.6 %
No	13	13.4 %
TN	97	100 %

This table shows that the majority of the students ,86.6 % of the total amount, clearly advocate the fact that they tend to perform (imitate) the role of the native speaker when expressing themselves publically in English .While 13.4 % of them ,which represent the minority, pretend that they do not tend to perform the native speaker’s role.

Question 2-B-If yes ,what hinders you most ? (You can select more than one option)

Table 22.B: Factors that hinder students’ performance

shyness	72	77.4 %
low self-esteem	63	67.7 %
fear of negative evaluation	58	62.4 %
None	6	6.5 %
TN	93	100 %

This table shows that 74.4 % of the respondents chose shyness as the factor which hinders the students to perform the native speaker’s role. While 67.7 % chose low self-esteem . 62.4 % chosefear of negative evaluation .And only 6 students who represent 6.5 % chose the option “None”.

Question 3-Do your feel excessively self-conscious when speaking in public?

Table 23: Students’ self-consciousness when speaking English publically

	AF	RF
Yes	82	82.8 %
No	17	17.2 %
TN	99	100 %

Table 23 shows that 82 who represent 82.8 % agree that they feel excessively self-conscious when they speak in public. While 17 students who represent 17.2 % deny the fact that they feel excessively self-conscious when they speak in public using English language.

Question 4- To which extent do you feel anxious when you express yourself in English?

Table 24: students' anxiety when using EFL

	AF	RF
Often	40	40 %
Always	25	25 %
Sometimes	21	21 %
Rarely	12	12 %
Never	2	2 %
TN	100	100 %

This table shows the different levels of students anxiety when they express themselves in English: 40 % of them say that they are often anxious. 25 % pretend that they are always anxious . 21 % claim that sometimes they are anxious when they express themselves publically using English language . While 12 % claim that they are rarely anxious . And only 2 % chose the option “Never”

Question 5-How do you react when you are asked to express yourself in English?

Table 25: Students' reactions when asked to express themselves in English

	AF	RF
Reticent	49	49 %
Active	33	33 %
Passive	18	18 %
TN	100	100 %

This table shows that 49 % of the students who answered the questions are reticent when they are asked to express themselves in English .While 33 % claim that are active . And 8 % are passive .

Question 6-Public speaking fear influences your proficiency in English language.

Table 26- Public speaking fear influence on students' proficiency

	AF	RF
Agree	51	51 %
Strongly agree	42	42 %
Neutral	4	4 %
Disagree	2	2 %
Strongly disagree	1	1 %
TN	100	100 %

Table 6 shows that 51 % % of the respondent students agree that public speaking fear influences their proficiency in English language . 42 % strongly agree about that. 4 % are neutral. 2 % of them disagree .And 1 % (one student) strongly disagree with this idea.

Question 7: does it make you psychologically ill at ease when the class is too formal ?

Table 27: Students' psychological sate in too formal EFL classes

	AF	RF
Yes	82	82.8 %
No	17	17.2 %
TN	99	100 %

Table 7 shows that 82.8 % of the students who answered this question feel ill at ease when the class is too formal. While 17.2 % deny the fact that they feel ill at ease in a too formal class.

Question 8: do you like to enjoy more freedom in EFL classes?

Table 28: Students enjoy more freedom in EFL classes

	AF	RF
Yes	94	94.9 %
No	5	5.1 %
TN	99	100 %

Table 8 shows that 94.9 % of the respondent students (who represent the great majority) like to enjoy more freedom in EFL classes While only 5.1 % of them do not enjoy it .

Question 9: Do you think that more time should be devoted to speaking activities ?

Table 29: more time to devote to speaking activities

	AF	RF
Yes	97	97 %
No	3	3 %
TN	100	100 %

Table 29 shows that the great majority 97 % of the students who answered this question think that more time should be devoted to speaking activities, and only 3 % do not think so.

Question10: What is the most efficient technique to make you enjoy speaking ?

Table 30: The most efficient 'technique' in making students speak

	AF	RF
Group work	43	43 %
Pair work	27	27 %
Whole class work	22	22 %
Individual work	8	8 %
TN	100	100 %

Table 10 shows that 43 % of the students who answered this question admit that group work technique is the most efficient technique which makes them enjoy speaking. 27 % said that it is the pair wok which is the most efficient technique. While for 22 % of them it is the whole class work .And for 8 % it is the individual work technique which makes them most enjoy speaking .

Question 11: In your previous studies ,did you practice any type of drama activities regularly ?

Table 31: Types of drama activities practiced before

	AF	RF
Yes	66	66 %
No	34	34 %
TN	100	100 %

Table 31 shows that 66 % of the respondents have never been introduced to any of drama types. While 34 % state that they have already practiced at least one drama type.

Question 12: At university , how often do you apply drama activities in learning speaking?

Table 32: Application of drama activities

	AF	RF
Never	53	53 %
Rarely	36	36 %
Sometimes	7	7 %
Often	2	2 %
Always	2	2 %
TN	100	100 %

Table 32 shows that 53 % of the respondent students admit that they have never applied drama activities at university. 36 % state that they rarely apply them .7 % of them say that they sometimes apply drama activities. While only 2 % say that they often applied them .And 2 % say that they always apply these activities.

Question 13: On a scale of (1=low to 10=high) , indicate to which extent are drama activities important to enhance students' communicative competence, in your opinion?

Table 33: On a scale of (1=low to 10=high) ,the importance of drama activities to enhance students' communicative competence

	AF	RF
From 1 to 4	2	2 %
From 5 to 7	25	25 %
From 8 to 10	73	73 %
TN	100	100%

Table 33 shows on a scale of (1=low to 10=high) that 73% of the respondents classify the importance of drama activities to enhance students' communicative competence from 8 to 10 .While 25 % classify them from 5 to 7 .And only 2 % classify them from 1 to 4 .

Question 14: Please choose the statement(s) you agree with . (You can select more than one option)

Table 34: The influence of drama activities on diverse language skills

	AF	RF
Drama activities enhance self-confidence	85	85 %
Drama activities foster imagination and creativity	79	79 %
Drama activities raise attitude to EFL	60	60 %
Drama activities instill self –reliance	40	40 %
None	0	0%
TN	100	100%

Table 34 Shows that 85 % of the students who answered this questions admit that drama activities enhance self-confidence. 79 % of them say that drama activities foster imagination and creativity. 60 % say that drama activities raise attitude to EFL. 40 % admit that drama activities instill self – reliance .While none of the students had chosen the option “none of these factors” .

Question 15-A : Apart from your speaking ability, are there any other changes that may occur in your behaviors when applying drama ?

Table 35: Changes in students’ behavior

	AF	RF
YES	89	89 %
NO	11	11 %
TN	100	100 %

Table 35 shows that 89 of the questioned students ,who constitute 89 %, are of the opinion that there are other changes in students’ behaviors when applying drama activities .While 11,who constitute 11 %, think that there are no changes in this respect .

Question 15-B: If yes , what are they ?

The other changes stated by students vary between raising self confidence ,improving linguistic competence and fluency,dcreasing fear ,adopting native speakers’ culture and life style and using body language to enrich conversations.

Question 16: How do you react to this statement: Teachers should perform simple roles with students to motivate them and share knowledge with them ?

Table 36: Teachers performance of simple roles with students

	AF	RF
Strongly agree	66	66 %
Agree	32	32 %
Neutral	2	2 %
Disagree	0	0 %
Strongly disagree	0	0 %
TN	100	100 %

Table 36 shows that 66 % of the respondents strongly agree with the idea that teachers should perform simple roles with students to motivate them and share knowledge with them . 32 % agree with this statement .While 2 % are neutral .And none of them disagrees or strongly disagrees with this statement.

Question 17: To which extent do you agree or disagree with the idea of introducing drama techniques in EFL classes?

Table 37: Students’ opinion about introducing drama techniques in EFL classes

	AF	RF
Strongly agree	65	65 %
Agree	32	32 %
Neutral	1	1 %
Disagree	2	2 %
Strongly disagree	0	0 %
TN	100	100 %

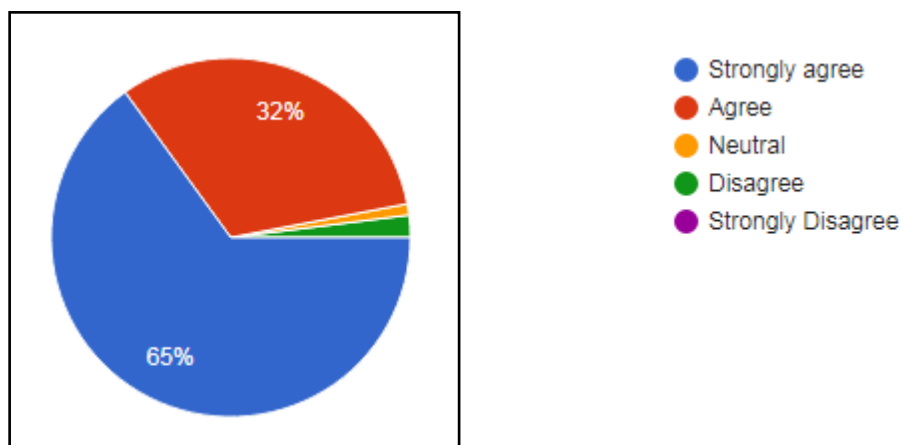


Figure 20: Students’ opinion about introducing drama techniques in EFL classes

This figure shows that 65 % of the students who answered this question strongly agree with the idea of introducing drama techniques in EFL classes. 32 % agree with it . 1 % are neutral. While only 2 % disagree. And none of them strongly disagrees with this statement .

Question 18: What do you suggest to implement drama efficiently in EFL classes ?

Most of the students suggest that students should be immersed in L2 by engaging in role-play, assigning to them roles that are related to reality ,keeping them more involved in the tasks and

embrace their creativity ,spare them the burden of old schooled techs.Some students put the accent upon giving the opportunity to the students to express themselves freely by involving them in drama techniques to enhance their fluency. Others focused on the role of the teachers to design lectures that involve both classical teaching and drama activities in order to lower the affective filter , make the lesson as enjoyable as possible and ultimately attain the teaching objectives . Finally ;some of the questioned students suggest more freedom in the choice of topics ,more consideration of the different levels of the students and that the practice of drama activities should be as frequent as possible .And the most significant suggestion came from a student who said “ *Let the learners be performers*”.

II-Discussion and Findings

The Major aim of this study is to explore and determine the level of the affect filter within EFL classes, by asking both university EFL teachers and students. This aim is bifold ,in that it diagnosis, on one hand, the learners communicative problems by mean of asking the university EFL teachers , who are in the front rank as far as teaching foreign langages is concerned . On the other hand , it reveals the seriousness of a such problem to the learners themselves in order to raise their awareness about it and put them on the right truck as to overcome it effectively within better learning circumstances.

The questions included in the questionnaires can be categorized into three main types: Questions that are deliberately designed either for the teachers or the university students to determine which type(s) of affective factors exist within the EFL classes . Other questions investigate the opinion of both teachers and students concerning introducing drama in EFL classes .And questions that reveal teachers' and students opinions about the difficulties encountered when introducing drama in EFL classes ,in the light of their long years of experience in the domain of foreign languages teaching /learning.

II-A. Discussion and Findings of Teachers' Questionnaire

Almost all the questioned teachers considered speaking either as the significant language skill or as important as the other skills. In both cases the recognizable importance of speaking skill necessitates a more deep and fruitful use of effective teaching techniques to develop this skill. Most of them assumed, as well, that their students tend to perform the role of native speakers. This reflects the extent to which students are aware of the importance of the speaking skill which paves the way before them to attain a native like competence. However, they (teachers) pointed to the factors which curtail the students attempt to reach this level; These factors are: the fear of negative evaluation, which results in reluctance, shyness when they express themselves publically or make presentations, low self-confidence, feeling of self-consciousness and anxiety when speaking in front of a public. These factors are in accordance with the research hypotheses and provide a clear answer to the research questions about the existence of affective filter. (see chapter two-II) which presents an obstacle that impedes the students to use their pre-existing linguistic background and explore new highlights in the TL.

In the light of these results, there exist an important proportion of these students who show a sense of reticence when they are involved to take part in discussions using English language. This shows that the affective filter represents a serious obstacle for the teachers who strongly agree that this problem affects negatively students' English proficiency and hinders them to attain a native like communicative proficiency. parallelly with the existence of a psychological state of ill at ease among the students, when the classes are too formal (see table 8)

The second trend of questions deals with the need to introduce drama in FL classes, given the fact that it leads to better results in teaching. The majority of the questioned teachers are of the opinion that too formal classes create a state of boredom and ill at ease within the learners; They need therefore to break this monotony and restrictions. That is why they showed a clear conviction about the importance of enjoying more freedom in EFL classes to devote more fruitful and funny

time to speaking activities. They agreed that pair work and group work are the most efficient techniques that make the students speak English efficiently. And this is the essence and aim of drama (see table 11)

Some questions ,such as the question no12 and 13 are deliberately designed to know whether the teachers have ever used drama activities ,either when they were learning or during their teaching programs, especially that they have already declared the importance of drama in teaching . Most of the teachers considered drama activities as very useful and they were of the opinion that drama activities help learners develop their imagination and creativity, they are beneficial in building up self-confidence, they raise attitude to EFL, as well as instilling self –reliance(see table 15).Most of the teachers even admitted that there are other changes in students’behaviors apart from their speaking abilities. The majority of the questioned teachers who answered the question number 17 relevant to this idea, put the accent upon self confidence .i.e. they stated that the application of drama activities enhances students’ self-confidence, raise creativity,tolerance,imagination and attitude to the target language. It enriches their vocabulary, pronunciation and communicative competence. It decreases FLCA and fear of negative evaluation etc.

The importance of drama in teaching EFL is apparent according to teachers’ answers , This noticeable recognition of the importance of drama activities, led the questioned teachers to adopt a more favorable and radical tendency to apply these techniques, in that they agreed or even strongly agreed that teachers ‘should’ perform simple roles with students to motivate them and share knowledge with them. A such opinion reflects not only the idea of sharing the knowledge between teachers and students ,but its an effective manner to melt all the obstacles of supremacy and differences that lie between them and open the doors wide for the students to get immersed in more sociolinguistic, beneficial and acceptable teaching circumstances of EFL.

However, still most of them either never or rarely practiced drama activities in teaching EFL (see table 12) .This paradoxical situation brings to the fore a basic and unavoidable question which is: Since drama is so important for teaching, why is not it applied? This, among other, question

would pave the way to know the difficulties in implementing drama in teaching foreign languages at least in Abbes Laghrour University.

Before stating these difficulties, teachers were asked ,on the light of the above stated importance ,whether drama should be implemented in teaching EFL; And their answers were expectedly favorable .In that most of them either strongly agree or agree about this fact (see table 37). All the more that they admitted after that there really exist difficulties which stand as obstacles to take such measures towards a more effective employment of drama techniques .Most of them admitted that the number of students in the classrooms is too large ;It must ,therefore, be reduced to permit to the teacher to apply such activities The second most noticeable factor stated in this respect is that it takes too much time to prepare such activates ;Which implies that drama should be given enough value by assigning enough time to introduce its activities in the teaching curriculum. Moreover, teachers who are not sufficiently experimented in this domain would not be able to employ drama techniques efficiently .These and other difficulties stand as obstacles to introduce drama in teaching. To overcome these difficulties, the teachers suggested more collaboration between EFL teachers ,specifically those charged with oral expression modules ,and give more freedom do design and include these activities in teaching syllabi to help implicate the student actively in the process of FL learning and impulse them to generate their own imaginative roles within diverse social situations .They suggested also a more effective manner of time allocation in this respect; In that, drama activities should be introduced at the level of language(s) departments and must be allocated sufficient time within the teaching programs , parallely with the adjustment of these activities to the learners' levels ,interests and needs. This permits to the teachers to convey appropriately their teaching messages and, at the same time, to the learners to move from a defensive position to an offensive one ,by arming them with confidence to explore the different language aspects and close scrutiny.

II-B. Discussion and Findings of Students' Questionnaire

The results obtained in this questionnaire could be categorized, as well, in three main ideas :The students' awareness about the importance of drama activities, the problems encountered in this domain and their suggestions to employ drama in teaching.

In the question no 2,the term 'perform' is deliberately employed to know the students' natural tendency to carry out the roles that do not belong to them (to get under others' skins) .The results show that most of the students 80 % said that they do tend to perform the role of the native speakers when they express themselves in EFL .this tendency is a natural aspect of the human being as it was stated by the Japanese writer Haruki Murakam : "*learning another language is like becoming another person*".

The aim of a such question is to draw the attention to the fact that drama is a natural aspect .i.e when students are performing roles (drama activities) they are indeed merely practicing one of their natural necessities .And this ,in turn, draws the attention to the fact that when they are deprived from this "right" they are indeed swimming against the current. And the ultimate result would be not satisfying as far as learning a foreign language is concerned .

The following questions(3,4,5and6) were designed to examine students' self consciousness,fear of public speaking and anxiety when expressing themselves in English. The results obtained show that although most of the students find themselves active (not passive) when dealing with EFL ,most of them ,as well , either agreed or strongly agreed that they are influenced by the fear of public speaking ,they are self conscious and they are anxious when dealing with EFL .

The questions 11 and 12 are designed and addressed to the students to know whether they had been introduced to these activities before. The results show that in their previous studies more than half amount of them said that they practiced drama in their previous studies .But almost half amount of them claimed that they have never practiced drama activities at university.The others answered with either never ,sometimes or rarely .

So far ,the aforementioned results constitute a clear answer to the research question concerning the existence of the affective factors,specifically the FLCA which hinders the process of EFL teaching .And this ,in turn, is in accordance with the research hypothesis stating that the students who are instructed to EFL using drama activities achieve at a high level than those who receive classical instruction .And here again, lies the extreme importance to introduce drama in FL teaching.

The answers of the questions 7,8,9,and 10 reflect the extent to which most of the students (more 90%) students claimed that they need more time for the speaking skill. And for this reason only 8 % chose the individual works ,while all the other students chose either pair work, group work or the whole class work (see table 30) .This shows the importance of cooperation between students when learning foreign languages .All the more that they stated that they experience a sense of boredom when the class is too much formal and they tend to have freedom and fun when learning . The point here is that both of the need to have more time to practice the foreign language and the need to get out of the classical learning of ‘pen and paper’ activities by creating a more funny and fruitful learning atmosphere ,all this makes part of the global objective of employing drama activities .(chapter one n°II) Having known the importance of the speaking skill for the students and the way (s) they prefer to practice EFL,the questions 13 and 14 are designed to test the importance of drama activities according to the students in order to develop their communicative competence in the foreign language .The answers showed that the majority(more than 70%) of them classified the importance of drama activities in this respect at 8,9 and 10 on a scale of 10 .In addition to that more than 85 % claimed that drama improves imagination .More than 71 % stated that drama activities enhance self-confidence .Other students stated that drama activities instill self-reliance and raise attitude towards EFL learning .What is most noticeable in these results is that none of the students had shown any disadvantageous effect of drama .i.e. all their answers were in favor of drama activities in teaching EFL (see table 31). The last four questions show the students‘ belief that ,besides developing the speaking abilities ,and even that students may feel uncomfortable at first, introducing drama leads to the creation of other positive behaviors in the students ,such as the use

of gestures, voice tone and intonation to explore the target language and attain a mutual intelligibility with the native speakers, cultural awareness and lifestyle ,reducing fears ,increasing the feeling of self-confidence and pride , building confidence, enriching mental intelligence etc. It is worth mentioning also that most of the students (more than 95%) reacted favorably, they either agreed or strongly agreed, with the idea that teachers must act roles with their students ,because this measure leads to lower the tension in the classroom and strengthens the relationship between the teacher and the student.

All in all ,what can be a synthesis of the students point of view is their answer of the question concerning introducing drama in EFL classes ,where only 2 % disagreed with idea while the majority 97 % either strongly agreed or agreed with this idea .Furthermore they made suggestion to include drama in teaching ;some of which vary between immersing the students within the target language by practicing role-play ,in order to keep them more involved in learning and teachers should use nontraditional methods of teaching by designing drama activities like performing segments from famous plays in the target language .Many students put the accent upon the fact that teachers should grant more freedom for their students to choose the topics to be performed and rid them of boredom because this permits to get linguistic material in a more real appropriate and enjoyable way .

III-Suggestions and Recommendations

Based on the aforementioned suggestions, the emphasis should be put on creating more collaboration between EFL teachers ,specifically those charged with oral expression modules ,and give more freedom do design and include these activities to help implicate the student actively in the process of FL teaching and impulse them to generate their own imaginative roles within diverse social situations .Moreover, and still according to these results ,drama activities should be introduced at the level of language(s) departments within an allocated sufficient time .Parallelly with the adjustment of these activities to the learners' levels ,interests and needs via acting out stories ,plays etc .

There should be a systematic employment of drama techniques with the immediately available materials .They should not wait for perfect conditions to do that. Drama activities can be performed with any kind of musical instrument or visual tools like pictures, posters ,old cloths and most importantly the dolls that are proved to be psychologically very useful because their advantage is to hide the person who is speaking and allow the people who are limited in terms of verbal abilities or shy to communicate freely. In fact a teacher using skits or any type of funny manner to convey his/her message is likely to achieve better teaching results than the one who refuses any form of “play” .Simply because when pupils are motivated and enjoying lessons they will try harder and be more likely to succeed, not to mention that they will like their teacher better too!

IV-The Solutions to Avoid the Affective Filter and Employ Drama Techniques

Throughout this research findings and results , the importance of drama in teaching seems unarguable. Teacher and students are , therefore, strongly recommended to rely on these results to assign drama a worth esteem and importance .First by correcting the misconception of drama itself ,for it is sometimes associated only to the tragedy. For the sake of overcoming the affective filter, FL teachers have to take profit of the fact that students, especially young ones, tend to imitate their teachers; They have to adopt a dramatic manner of presenting their courses , in order to get their students accustomed to it smoothly and intelligently. They have to think continually about the paralinguistic aspects of language and keep trying to bring the outside world into their classrooms ; Especially for young learners who are said to be in the critical period of language acquisition in which drama is of great help for the process of language lateralization.

V-The limitation of the Study

When learning or teaching foreign languages, most of us face the problem of reticence .The main focus of this study was to find out which type(s) of affective factors do EFL students and teachers encounter in this respect to prescribe accordingly what may overcome these problems .The researcher hoped better to investigate these problems within all educational level; The primary ,middle or secondary schools and all the levels, as well, of university students, in order to make a thorough and precise vision of the existence of the affective filter and whether the affective factors increase or decrease throughout their studding process .And most of all which drama techniques ,if any, are employed in all these levels. However due to the impossibility to get in touch with all of them because of corona circumstances, the researcher was bound to fulfill the task only at university ;There were no ways to examine the hypothesis in all these institutions.Hence, the researcher invites interested researchers in this domain to rely on these results and expend them to do further investigations elsewhere. Moreover ,it would be of great interest if they manage to employ drama techniques whenever and wherever they can, in order to obtain more reliable results from real spots.

Conclusion

This chapter reveals ,with concrete results, the existence of affective factors at Abbes Laghour University .It reveals ,as well ,that both of the teachers and students are aware of the importance of drama to solve this problem. However, due several difficulties, more collaboration and discussions between teachers and students are needed to render the employment of drama more feasible.

General Conclusion

This study has been intended to demonstrate not only the importance of drama in foreign language teaching ,which has been clearly demonstrated in numerous researches, but more importantly to reveal the level of awareness of Abbas Laghrour University students about the importance of drama techniques in teaching . And how do their teachers conceive the manner to employ it in their courses .In addition to that ,it is intended to know their(teachers and students) opinions and suggestions concerning the difficulties to involve these techniques in the syllabi and employ them efficiently in EFL classes.

Taking into account the teachers' and university students' answers included in the questionnaires, it can be assumed that the objectives of this paper were fully accomplished. Indeed, in terms of awareness, the results show clearly that most of the questioned students admit that they have been introduced at least to one type of drama activities either in the secondary schools or at university .The questioned teachers as well showed their awareness of the drama activities and some of them even could employ them sometimes when teaching EFL .But still others need to get more information about these techniques.

Moreover, most of the questioned students agreed about the importance of drama activities in teaching EFL.And most of the teachers as well do agreed about this fact .The results are expectedly in favor of the importance of drama in teaching. Most of the teachers and students consider drama activities as very useful and they are of the opinion that drama activities help children to develop their imagination and creativity, for they are beneficial in building up confidence as well as increasing students' interest. *With their concern for reproducing real life situations, drama activities have the power of bridging the eternal divergence between the classroom environment and the language actually employed in everyday human interactions* (Dougill, 1987).

They(teachers and students) know to what extent EFL is nowadays indispensable in everyone's career and future life projects. And that drama activities offer the perfect tools to accomplish that, involving both the learner's intellectual and emotional sphere, and aiming to create a meaningful,

pleasant and low-stress atmosphere. Both of them consider drama as a valuable method of teaching, which contributes greatly to English lessons at university level as well as increase learners' motivation and make classes more unpredictable.

These results are in conformity with what is stated by Chris Boudreault in *The Internet TESL Journal* "As an English teacher, I have often been amazed at how effective drama is to capture the attention of the students in the ESL/EFL classroom. Drama activities would sometimes have surprising and unexpected results. ESL/EFL professionals need to use this medium more because the artificial world of the classroom can be transformed into a quasi-real language situation and provides an endless amount of opportunities for student's personal growth. We cannot only teach grammar and phonetics with drama but also it has the power to transform the actors as well as the audience. We shouldn't underestimate this powerful teaching tool to reach our students."

In addition to that ,concerning the research questions related to the difficulties that stand as an obstacle to employ drama in teaching EFL in this university .The results obtained in this research show that the field of teaching EFL is not yet fertile as to receive a such method of teaching which is ,on one hand, completely different than what is actually taking place ;Most of the lecture are theoretical and more time is needed to be allocated to oral expression lecture with extensive use of laboratories. On the other hand, it represents a set of challenges that should be overcome before to take any decision to employ such techniques ,such as reducing the students' numbers in classrooms.

On the whole, the results of the survey highlight the positive aspects of applying drama during language lessons. The use of drama activities may be an effective and enjoyable way of helping students to increase their interest in learning speaking. Thanks to drama students are set into new and interesting talking environment that is why they can be encouraged to talk as much and well as possible. Moreover, such activities can help students use language in natural way and create opportunities to talk about daily- life topics that students are interested in . When employing drama, students can be anyone or anything they want and in any situation they wish. That is why shy students have the opportunity to pretend to be somebody else. Drama offers language educators the

chances to teach their students in such a way that it would create a love for learning. It provides valuable problem solving creativity, and helps develop social skills. Drama embraces children's imagination and emotions, and the participants of drama are actively involved in the learning process.

Finally ,it can be assumed that all the results obtained in this research , provide clear answers to the research questions ,specifically to the questions related to the types of affective factors existing in the English department at Khenchela University ,Moreover ,they show a positive opinion of the students and teachers about the value of drama in teaching EFL,as stated in the research hypothesis .And valuable suggestions and appeal to introduce drama activities in the educational system.

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Appendix A: Teachers' Questionnaire

Teachers' Questionnaire

The process of EFL teaching /learning has always been negatively influenced by factors such as Affective Filter, for which drama has been suggested to be the suitable solution. If drama activities, such as role-play ,simulation, miming and improvisation, are appropriately applied in EFL classrooms ,they equip learners with high level of motivation, self -confidence and positive attitude to this lge. This questionnaire ,entitled :Introducing Drama to EFL Classrooms ,has been designed to gather your feedback concerning your personal experiences with Affective Factors ,such as low motivation, low self -esteem shyness and negative attitude to EFL when interacting with students during discussions and presentations . And how you esteem the role of drama activities in overcoming these difficulties. I really do value your honest and detailed responses that are undoubtedly precious.

Please tick the appropriate answers and fill in the blanks when necessary:

1. In your opinion, how important is speaking in teaching English in comparison to other skills (listening, reading, writing)?

2.

most significant language skill of all as important as other skills
less important than other skills

2-When your students are expressing themselves , do they tend to perform the roles of native speakers?

Yes No

If yes, what prevents them most ?

Shyness Low self –esteem Fear of negative evaluation None of them

3-Do your students feel excessively self-conscious when speaking in public ?

Yes No

4-Are your students highly motivated to learn English?

Yes No

5- Do your students feel anxious when they use English language ?

All of them Most of them Some of them None

6-How does the majority of your students react when they are asked to express themselves in English?

Active Reticent Passive

7-public speaking fear influences your students proficiency in English language

strongly agree Agree Neutral Disagree strongly disagree

8-Does it make them psychologically ill at ease when the class is too formal ?

Yes No

9-Do your students like to enjoy more freedom in EFL classes?

All of them Most of them Some of them None

10-Do you think that more time should be devoted to speaking activities ?

Yes No

11-What is the most efficient technique to make your students enjoy speaking?- -individual work

Individual work Pair work Group work Whole class work

12-When you were learning EFL, did you ever practice any type of drama activities regularly ?

Yes No

13. How often do you apply drama activities in teaching speaking?

Never Rarely Sometimes often always

14-In your opinion, to what extent are drama activities important to enhance students' communicative competence ? On a scale from (1=low - 10=high)

From 1 to 4 from 5 to 7 from 8 to 10

15-Please, choose the statement you most agree with

Drama activities foster imagination and creativity Drama activities enhance self-confidence Drama activities raise attitude to EFL Drama activities instil self-reliance
All of them None

16. When applying drama activities, what are the difficulties that teachers may encounter?

It takes too much time to prepare the activities Shy students do not take part in them
Groups are too large for such activities The teacher is bound to pre-defined studying programs

17. Apart from their speaking ability, are there other changes that occur in your students' behaviors when applying drama activities?

Yes No

If yes, what are they

.....

18-How do you react to this statement: Teachers should perform simple roles with students to motivate them and share knowledge with them ?

strongly agree Agree Neutral Disagree strongly disagree

19-To which extent do you agree or disagree with the idea of introducing drama techniques in EFL classes?

strongly agree Agree Neutral Disagree strongly disagree

20 –What do you suggest to implement drama efficiently in EFL classes?

.....
.....

Thank you for your cooperation .Your input is valuable .In case you have any alternative suggestions regarding this questionnaire, please make sure to contact : medtayebkh17@gmail.com

Appendix B: Students' Questionnaire

Students' Questionnaire

The process EFL teaching /learning has been negatively influenced by factors such as Affective Filter, for which drama has been suggested to be the suitable solution. If drama activities such as role-play, simulation, miming and improvisation are appropriately applied in EFL classrooms, they equip learners with high level of motivation, self-confidence and positive attitude to this lge. This questionnaire, entitled :*Introducing Drama to EFL Classes*, has been designed to gather your feedback concerning your personal experiences with Affective Factors, such as low motivation, low self-esteem shyness and negative attitude to EFL during discussions and presentations. And how you esteem the role of drama activities in overcoming these difficulties.

I really do value your honest and detailed responses that are undoubtedly precious.

Please tick the appropriate answers and fill in the blanks when necessary:

1-What is your grade?

First year Second year Third year Master 1 Master2

2-When your are expressing yourselves publically, do u tend to perform the role of native speakers?

Yes No

If yes, what hinders you most ?

Shyness Low self-esteem Fear of negative evaluation None

3-Do your feel excessively self-conscious when speaking in public ?

Yes No

4- To which extent do you feel anxious when you express yourself in English

Never Rarely Sometimes Often Always

5-How do you react when you are asked to express yourself in English?

Active Reticent Passive

6-Public speaking fear influences your proficiency in English language.

Strongly agree Agree Neutral Disagree strongly disagree

7-does it make you psychologically ill at ease when the class is too formal ?

Yes No

8-do you like to enjoy more freedom in EFL classes?

Yes No

9-Do you think that more time should be devoted to speaking activities ?

Yes No

10-What is the most efficient technique to make you enjoy speaking ?

Individual work Pair work Group work Whole class work

11 In your previous studies ,did you ever practice any type of drama activities regularly

yes No

12. At university, how often do you apply drama activities in learning speaking?

Never Rarely Sometimes often always

13-In your opinion, to what extent are drama activities important to enhance your communicative competence? ,On a scale from (1=low - 10=high)

From 1 to 4

from 5 to 7

from 8 to 10

14-Please choose the statement you most agree with :

Drama activities foster imagination and creativity Drama activities enhance self-confidence Drama activities raise attitude to EFL Drama activities instil self-reliance
All of them None of them

15. Apart from your speaking ability, are there any other changes that may occur in your behaviors when applying drama ?

Yes

No

If yes ,what are they

.....

16-How do you react to this statement: Teachers should perform simple roles with students to motivate them and share knowledge with them ?

strongly agree Agree Neutral Disagree strongly disagree

17-To which extent do you agree or disagree with the idea of introducing drama techniques in EFL classes?

strongly agree Agree Neutral Disagree strongly disagree

18-What do you suggest to implement drama efficiently in EFL classes

.....

.....

Thank you for your cooperation .Your input is really valuable .In case you have any alternative suggestions regarding this questionnaire ,please make sure to contact : medtayebkh17@gmail.com

Abstract in Arabic

تم إثبات قيمة الدراما في تدريس اللغات الأجنبية أكثر فأكثر في العديد من الأبحاث عبر الزمن ، فهي تغرس في المتعلمين جميع الخصائص التي تعدهم لاستكشاف اللغات الأجنبية بثقة. هذه البحث الذي تم إجراؤها في قسم اللغة الإنجليزية في جامعة خنشلة ، يركز ليس فقط على أهمية تقنيات الدراما ، بل على مدى وعي كل من الاساتذة والطلاب بهذه الأهمية ، وبالتالي فهو يركز على كيفية تقييمهم لها. والعقبات التي تعيق توظيفها والأهم من ذلك اقتراحاتهم وخاصة الاساتذة المتخصصين في المجال، لإدخال تقنية الدراما بشكل فعال في تدريس اللغة الإنجليزية كلغة أجنبية من خلال توفير أجواء خالية من الإجهاد للتغلب على عامل التصفية العاطفي وتعزيز عملية التعلم برمتها.