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**Al-Quds University**  
**Graduate Studies**  
**Department of Education**

**The Effects of Using Drama Techniques in  
TEFL on the Ninth Grade Students'  
Achievement and Attitudes**

**By**  
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**Supervised By**  
**DR. Hanna Yousef Tushyeh**

**Master Thesis**

**Thesis Submitted in Partial Fulfillment of the  
Requirements For the Degree of Master of  
Arts in Methodology**

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**Graduate Studies**  
**Department of Education**

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On the Ninth Grade Students' Achievement and  
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**By**

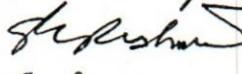
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**Master Thesis**

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**July/2001**

## **Dedication**

To my parents  
To my wife, sons and daughters  
To my advisor Dr. Hanna Tushyeh  
To my colleagues and all the Palestinian teachers  
To all the Palestinian students  
I present this study

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## **ABSTRACT**

# The Effects of Using Drama Techniques in TEFL on the Ninth Grade Students' Achievement and Attitudes

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July/ 2001

This study investigated the effects of using drama as a teaching medium in teaching English as a foreign language on the Ninth Grade students' achievement and attitudes in the governmental schools in Jerusalem Directorate of Education. This study attempted to answer the following questions:

1. Is there a significant difference in the achievement of the ninth grade students in the governmental schools in Jerusalem in English due to the method of teaching ,drama techniques and traditional techniques?
2. Is there a significant difference in the achievement of the ninth grade students in the governmental schools in Jerusalem in English due to gender?
3. Is there a significant difference in the achievement of the ninth grade students in the governmental schools in Jerusalem in English due to pre-test and post-test?
4. Is there a significant difference in the achievement of the ninth grade students in the governmental schools in Jerusalem in English due to the interaction between gender and pre-test and post-test?
5. Is there a significant difference in the achievement of the ninth grade students in the governmental schools in Jerusalem in English due to the interaction between gender and group?
6. Is there a significant difference in the achievement of the ninth grade students in the governmental schools in Jerusalem in English due to the interaction between group and pre-test and post-test?

7. Is there a significant difference in the ninth grade students' attitudes towards English due to drama techniques and traditional techniques?

8. Is there a significant difference between the boys' attitudes and the girls' attitudes towards English as a foreign language in the governmental schools in Jerusalem in two different methods of teaching, drama techniques and traditional techniques?

The sample of this study consisted of EFL learners at the ninth grade students in the governmental schools in the Directorate of Education in Jerusalem. The sample consisted of 112 students taken from a population of 747 students. Males were 62 students and females were 50 students from Husni Al-Ashhab Boys School and Al-Fata Al-Laj'a Girls School-B. The students in every school were divided into two groups, controlled and experimental group. The sample was purposeful and the two groups were pre-tested and post-tested using the same English achievement test. Also, students filled out an attitude questionnaire to investigate their attitudes towards English as a foreign language after the implementation of drama techniques in teaching English. The experiment took place in the first semester of the school year 2000/2001.

The instructional material consisted of three units from PETRA 5, unit 4, unit 5 and unit 6. The two experimental groups were taught by using drama techniques while the two controlled groups were taught by the traditional way. Statistical analysis was conducted through SAS. The results of this study were considered statistically significant at ( $\alpha=0.05$ ). The researcher used two way ANOVA to test the hypotheses of two variables. In addition, the reliability of the students' attitudes was computed by using Cronbach Alpha. It was 0.86. Also, the means, standard deviation, frequency, t-test, Pearson Correlation and percentages were calculated by using SAS programme.

The findings of the study were:

1. There is no statistical significant difference at ( $\alpha=0.05$ ) between the means of the ninth grade students' achievement due to the method of teaching, drama techniques and traditional techniques.

2. There is statistical significant difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' achievement due to gender.
3. There is no significance difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' achievement due to pre-test and post-test.
4. There is statistical significant difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' achievement due to the interaction between gender and pre-test and post-test in favour of females in the post-test.
5. There is statistical significant difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' achievement due to the interaction between gender and the group in favour of females in the controlled group.
6. There is no statistical significant difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' achievement due to the interaction between the group and pre-test and post-test.
7. There is statistical significant difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' attitudes due to the method of teaching, drama techniques and traditional techniques in favour of the students in the experimental groups.
8. There is no statistical significant difference at ( $\alpha = 0.05$ ) between the means of the ninth grade students' attitudes due to gender.

Chapter One  
**Introduction**

## Chapter One

### Introduction

Recent trends in ESL/EFL curriculum design and pedagogy have stressed the importance of teaching communicative strategies and functional use of language. The last four decades have witnessed a rapid increase in instructional communication. Many people, across the world, have begun to criticize the traditional approaches such as the Grammar Translation, the Direct and Reading methods and the Aural Oral Approach. There were several questions about their validity and adequacy. Linguists and teachers became impatient with the ineffective teaching in these methods. None of these methods has been found comprehensive enough to meet the requirement of effective foreign language teaching and learning despite the particular benefits attributed to each method that it stresses certain aspects of language acquisition. As a remedy to these traditional methods, a new method emerged in the early 1970s as a result of the work of the Council of Europe experts. This approach was called the Communicative Approach. This approach was designed to meet the needs of the learner in various aspects of life. However, it can be traced to the work of Chomsky in the 1960s, when he advanced the two notions of "competence" and "performance" as a reaction against the prevalent audio-lingual method and its views and language learning.

"These two concepts were developed later on by Hymes(1974) into the notion of communicative competence, which refers to the psychological, cultural and social rules, which discipline the use of speech. Such competence, as Hymes(1974) remarks, is fed by social experience, needs and motives and issues in action that is itself a renewed source of motives, needs and experience(Widdowson,1978:52)."

The communicative approach is, of course, very much in vogue at present. As with all matters of fashion, the problem is that popular approbation tends to hide the needs for critical examination. There seems to be an assumption in some quarters,

for example, that language is automatically taught by expressing isolated notions or fulfilling isolated functions any more than they do so by uttering isolated sentence patterns.

“In communicative approach, students practice using the language. They should be told that no stigma is attached to making errors. On the contrary, errors often reveal the learning strategies employed by students, and teachers can adapt their teaching to such strategies. For example, if students are making errors that are result of overgeneralizing certain rules in the language, the teacher can emphasize those items which don't follow the particular rules(Robinett,1978:204).”

In the teaching-learning process, teachers are encouraged to concentrate on the four skills: listening, speaking, reading and writing. So, practicing each skill reinforces the others, and classroom activities are planned in such away as to include attention to more than one skill to provide variety as well as reinforcement. It is incumbent upon the teacher to select the kinds of activities most useful for particular students and in conformity with the agreed-upon curriculum.

So, there are several strategies to teach English communicatively such as using games, drama, using big books, using rhymes and teaching English collaboratively. For sometime now great emphasis has been placed on oral practice in language teaching. Young children will pay close attention to language that is correlated with toys which can be manipulated as if they were real objects. Games provide an excellent way to elicit speech; and they can be with adults as with children, if they are used well(Robinett,1978:219).

“Hook(1964) lists the following as forms of oral exercise: dialogue; games; play acting or role playing; conversations based on reading material; an oral account; visual aids; or shared experiences such as field trips(Robinett,1978:219).

Oral interaction involves at least two persons, a sender and a receiver. Generally, these roles are changed about every few minutes. In real life, people misunderstand each other, interrupt, and get distracted by other people or by things they see and hear. They interact not only through words, but also through

facial expression, gesture and non-verbal means. These aspects of oral communication, however, are ones which come as a shock to most learners when they are in an English-speaking environment for the first time (Holden, 1981:2).

Once the teacher has decided for himself what the real nature of oral communication is, he can use dramatic activities in the classroom. The activities will usually fit most naturally into the production stage of the lesson, when the students are experiencing with the language they have learnt in a relatively uncontrolled way. The aim is to bridge the gap between the classroom and the real world outside (Holden, 1981:7).

In ELT, drama can be viewed as a strategy of communicative language teaching because it changes the role of the teacher and the student. It emphasizes the role of the learner as an active participant rather than only a passive practitioner. "Drama techniques can offer the committed and enthusiastic teacher a means of bringing classroom interaction to life (Wessels, 1878 :11).

In the 1950s and early 1960s the ideas of the drama advisor Peter Slade became fashionable, spread by the publication in 1954 of his book "Child Drama". He argued strongly that child drama was an art form in its own right and quite different from theatre and performance. The teacher's job was to encourage or allow to happen what is essentially a natural process. Slade's ideas were superseded by those of Brian Way who as a drama practitioner felt that the main purpose of the subject was the personal development of the participants. Literally dozens of books were spawned as a result which gave hundreds of ideas for exercises and games to be played in the name of drama. In 1970, the BBC broadcast a highly influential film in their Omnibus series entitled "Three Looms Waiting" about Dorothy Heathcote, a lecturer in drama at Newcastle University. Heathcote would apparently go into a class, ask the children what they wanted the play to be about and form their suggestions create a spell-binding drama with them just like that. In 1979, another university lecturer, Gavin Bolton, published a seminal book "Towards a Theory of Drama in

Education'. His ideas together with Heathcote's were influential for the next ten years. Basically Bolton's work was taken to advocate drama as a medium for learning. Meanwhile a number of people began to develop the Bolton / Heathcote way of teaching. No longer did a teacher have to ask, What do you want to do a play about? but drama could now be planned as a part of ongoing classroom curriculum (Kitson and Spiby, 1997:12-13).

Throughout life we have been through different changes, and education had its own share in change and shift in language teaching from mechanical drills towards a greater emphasis on meaningful communicative activities that gave drama its role. By using drama, students were engaged in meaningful activities which helped them to practice using English.

Drama is not just acting. It is a way of learning and a method of teaching. It is an active, social process which draws on the pupils' capacity of role-play for projecting into imagined roles, characters and situations. It is a way of explaining expressing ideas through the body, the voice and the symbolic role of time and place. It is a process-centered education which provides an authentic mirroring of real situations to allow students discover new meanings by themselves.

"Drama in classroom can generate enormous enjoyment and commitment in children of all ages. Within this enjoyment there seem be real opportunities for positive and sustained educational achievement. Clearly, the way that teachers conceive of the nature and purpose of drama will affect their role in the classroom and of equal importance, their sense of priorities when they come to judge the value of what they see the children doing (McGregor, 1976:9)."

Educationalists specified the aims of teaching English as to provide students with skills which enable them to communicate with speakers of other languages and the people who have learned this language.

The use of drama in EFL classrooms enable students to develop a sense of awareness of self in the target culture and language through dramatic activities. Teachers who use this strategy need to consider the conversation or the subject that