

Using Educational Drama and Role-Playing Teaching English in Gaza Governorates

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ABSTRACT— *The purpose of the study was to examine the perceptions of the teachers' use of educational drama in teaching English in Palestine whose first language was Arabic toward English drama. To achieve the purpose of the study, the researcher used a questionnaire in order to collect data about the teachers' use of educational drama in their classes. The sample of the study was 107 female and male teachers from Gaza southern Governorates. The study findings were as follows:*

1. *There are statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to the gender.*
2. *There are statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English due to teachers' experience.*
3. *There are statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to the institution to which they belong.*
4. *There are statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to qualifications.*

Based on the study results, the researcher recommends that teachers should make good use of educational drama in their classes as it is considered an essential strategy for teaching English.

Keywords— Education, educational drama, teaching English

1. INTRODUCTION

Drama has special ability to engage many several learning styles, therefore, it facilitates connections with students and motivates learners. As teachers, we understand that people learn differently and at different paces because of their biological and psychological differences (Reiff, 1992).

"Readers' Theatre is another useful teaching strategy where students orally participate in reading poetry. Gestures and actions may be applied to enhance understanding and learning. Groups of students may share their creative interpretations or play roles related to Readers' Theatre. There are a number of websites for Readers' Theatre or teachers where they can create their own texts for active, kinesthetic readings. These activities encourage active listening, speaking and action performance in response to the words of the poetry. Multiple perspectives and interpretations may be presented by different student groups, which encourages a variety of possible readings." (Ashton-Hay, 2005:21).

Teachers of English recognise the important role drama plays in engaging pupils in understanding the exploration of texts and in developing pupils' skills in analysing characters motivation, themes and ideas, the language and literary techniques and authorial viewpoint. Planned drama approaches, which develop pupils' critical analysis and creativity, embed the appropriate structures, processes and skills to create personal responses which are then transferred when analysis of new texts, ideas or situations is required.

It is enactment that makes drama central to pupils' development. When pupils are emotionally engaged and analyse both in and out of role, they are actively developing the skills and understanding which are central to progress in English. They experience the construction and layering of texts, characters, roles, tensions and dilemmas for themselves. They are also able to step outside a text or situation to gain an additional perspective. Developing this ability to participate and observe means that, given a new situation, text or dilemma, pupils are able to transfer their analytical skills to the new situation. The use of visual and physical techniques contributes to the progress pupils make in higher-order thinking skills.

2. STATEMENT OF THE PROBLEM

The purpose of the study was to examine the perceptions of Palestinian EFL school teachers towards their use of educational drama and role-playing in teaching English.

3. RESEARCH QUESTIONS

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to gender?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to experience?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to institution?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to qualifications?

4. LITERATURE REVIEW

"Dramatic methods/techniques such as role-playing and simulations are well documented in social studies and history, business and vocational, foreign language, and even science classes. The literature of classroom drama suggests that there is considerable untapped potential for using drama as a teaching method"(Dervishaj (2009). Combs (1988: 9) reports that while drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form, and is governed and validated through criteria other than aesthetics. Informal drama's goals are based on pedagogical, developmental and learning theory as much or more than they are arts-based; its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer."

Using Drama in the Classroom

According to Dorothy Heathcote (1983: 701), an important value of using drama in the classroom is that "in drama the complexity of living is removed temporarily into this protected bower so that students not only can learn it and explore it, but also enjoy it." Heathcote also emphasizes the way drama encourages enactment of many different social roles and engages many levels, styles, and uses of language. Language is the central tool and concern for Heathcote, who notes the crucial nature of communication in society and places communication at the centre of the educational system. Drama has many applications in the classroom. The teacher may work in role, as Dorothy Heathcote (1985) demonstrates, assuming for him/herself and his/her students the "mantle of the expert." With this role-playing technique students assumed the attitudes and language of present-day scientists planning a Bronze-Age community; or they could become monks who find an ancient manuscript and must decide what should be done with it. Whether students become the town council in "The Pied Piper" (Tarlington, 1985), government officials in Farley Mowat's "Never Cry Wolf", or representatives of the publishing industry teacher and students collaboratively construct their imaginary world. The gradual construction and exploration of this world results in a better personal understanding of the central issues being studied.

"Other techniques useful in the classroom are readers' theatre and choral readings and writing and producing radio programs, television screenplays, or documentaries. Students develop both the understanding of and appreciation for literary genres and for particular works of fiction by writing scripts from fiction or writing fiction descriptions from play scenes. Dramatic activity is a useful way to begin a piece of literature or to generate ideas for writing. Drama can encourage students to explore, clarify, and elaborate feelings, attitudes, and ideas. Because drama requires students to organize, synthesize, and articulate their ideas, it provides an excellent opportunity for reflection and evaluation at the conclusion of a unit of study." Dervishaj (2009)

Educational Drama Techniques

Drama techniques are defined as strategies to communicate or convey the intended meaning which involves a wide range of activities. Therefore, it is worth noting that these two terms will be used interchangeably throughout this study. Heathcote (1989); Wagner (1998: 22) affirm that they are the everyday tools of the drama teacher. They help to develop enquiry skills, to encourage negotiation, understanding and creativity. They can enhance performance skills such as character development and storytelling and be used across the curriculum to actively involve students in their own learning. Drama strategies may include: role plays, teacher in role, forum theatre, conscience alley, hot seating, tableaux, still image and freeze frame, thought tracking, storytelling, spotlight, cross-cutting, soundscape, dance, games, and simulations. Each dramatic genre is distinct with different purposes and learning outcomes. Meanwhile, drama techniques utilized in a language class have generally been divided into seven types, including games, mime or pantomime, role playing, improvisation, simulation, storytelling, and dramatization. Dillion (1988: 37) presents those

techniques with regard to speaking skills; they are considered pedagogical devices vital for initiating classroom interaction.

5. PREVIOUS STUDIES

Sari (2011) carried a study whose purpose was to improve student's speaking skills at the eleventh grade. Sari sought to find out whether socio drama improve the students' speaking skills? Socio drama, according to him, is a method by which a group of individuals select spontaneously to enact a specific social situation common to their experience. It is effective in clarifying values, developing social skills, solving problems, diagnosing an organization, developing and rehearsing action plans or improving personal effectiveness and awareness. The target population of this study included all students at the eleventh grade of SMA N 1 Pac Iran. The researcher selected the sample of one teacher and a class of students at the eleventh grade, in order to get specific information about socio drama method and the students' responses to it. The researcher used: questionnaires, interviews and observation. After analyzing these three instruments, results revealed that using socio drama techniques in teaching had a positive effect in developing speaking skills.

Similarly, Aqlisty Nia (2011) conducted a study to know whether drama can improve students speaking ability. It also aimed to give general description about the implementation of drama in the classroom and about the things happening in the class when it was implemented. The sample of this study was from the second graders of SMA Muhammadiyah 1 Surakarta. The method used in this research was an action research where the researcher taught speaking English using drama technique. The research data were collected by using techniques of qualitative and quantitative data collection which included: observation, interview, pre-test and post-test. This classroom action research concerned with solving the problems by identifying them, planning, implementing, and observing the action, reflecting the result of the observation, and revising the plan for the next steps. The result of the research showed that drama could improve students speaking ability. Besides, their test achievement during the research was better than their score in the teacher's note before the actions were implemented.

Likewise, the aim of Tsou's study (2005) was to improve speaking skills through instruction in oral classroom participation. Student participation included many forms of student actions such as speaking, listening, reading, writing, and body language or physical movement. Students at a university in southern Taiwan were selected from the freshman English class, a required course for all first-year students. Those participants were divided into two groups: experimental and control group. The researcher designed a course that depended on Participation Instruction (PI). PI is a kind of instruction which depends mainly on using drama techniques in teaching. Therefore, the initial hypothesis of this study whether PI increase Taiwanese students' oral participation in class. The study included both quantitative and qualitative data. The quantitative data were collected through questionnaires, tests, and observations; the qualitative data were gathered through passive participant observation, survey responses, and an interview with the teacher. In order to examine differences between the experimental and control groups before the onset of the experiment, preliminary tests were done. At the end of each semester, every student was required to fill out course and teacher evaluation forms. These two completed forms were then analyzed and their average scores were calculated. The experimental group had consistently higher mean scores than the control group. As a result, the researcher recommended teachers to use the PI in developing speaking oral skills.

Moreover, Emel et al (2010) conducted a study to examine whether the creative drama, which was integrated with communication skills, had any effect on communication skills of the students of Child Development and Education Teaching Department. The participants of this study consisted of 48 students divided into two groups: the experimental group with 24 students and the control group had the same number of students. Those participants were from Selçuk University, Faculty of Vocational Education students. Both pre and post test were distributed to both groups. The experiment group students were exposed to communication skills education program that was integrated with 90 minutes creative drama for 8 weeks. The pretest was applied to the experimental and control groups before the implementation of the educational program. At the end of 8 weeks both groups sat for to the post-test. Evaluating Communication Skills Scale was used as data gathering tool to measure communication skills of the students. The pretest scores showed that the experimental and control groups are equal in the scores of the pre-test. When the researchers examined the post-test score average of experimental and control groups; it was seen that the post-test average of experiment group was higher than post-test point average of control group. The result also showed that the communication skills that were given through creative drama education increased students' communication skill scores.

Furthermore, the purpose of Jarayseh's (2010) study was to highlight the impact of using drama in teaching on the proficiency and fluency of the students studying English. Moreover, it was important to discover its impact on their social and academic life, hoping that this may lead to giving more attention and care for the use of drama in teaching English and the expected advantages for Palestinian students in the future. The students of seventh and eighth graders in Herman Gmeiner School/ SOS and Talitha Kumi School in Beit Jala were the participants of the study. There were 31 students from Herman Gmeiner School and 26 students from Talitha Kumi School. The sample was chosen randomly from these two schools. After exposing fifty-seven students from seventh and eighth grades to drama-in-education techniques, they filled out the specifically designed questionnaire, which was given to all students in order to know their views during the drama lessons. Moreover, they took a test after being exposed to the two drama pieces. At the end of exposing them to drama for twelve weeks practicum, an assessment was carried out of every student in the two schools.

Results indicated that using drama in learning English would make the students more enthusiastic and had more impact compared to the traditional approaches. The researcher explained the positive effect of using drama in enhancing students' confidence, self-esteem and oral communication skills. Finally, the results indicated that the use of drama in education led to an overall ensuring that they became active participants rather than passive recipients in the class.

In a unique study, Lin (2009) attempted to create a holistic picture of Chinese EFL teacher's role-play implementation in secondary school classrooms and to provide valuable insights into role-play pedagogy in EFL education. Through a multiple case study of seven teachers and some of their students in an authentic Chinese secondary school context, the writer gathered data from various sources including in-depth interviews, direct classroom observations, student focus group discussions and subsequent questionnaires. The findings reflected the benefits of role play as a language teaching strategy. Moreover, the outcomes of this study included a sample role-play project and a series of recommendations that were helpful to teachers, administrators and teacher training program developers to create a better situation to encourage the use of role-play both effectively and communicatively.

In addition, Ramos (2002) conducted a study to find out students' perception about role-play and the effectiveness of using role-play activities in improving the interaction outside the classroom. The participants in this study were nine students enrolled in an intensive English program at a State University in North Central Appalachia. The group consisted of three Arabic speakers, four Spanish speakers, and two Japanese speakers. There were five male students and four female students, and their age range was between 18 and 32. Since the focus of the research was on the students' perceptions of role play activities, a qualitative research design seemed more appropriate. The three data gathering methods used in the study included a questionnaire, teacher and student interviews, and class observations. The questionnaire included twenty-four questions which included both structured response and open-ended questions. The purpose of the questionnaire was to elicit information about the learners' prior and current language-learning experiences, and learning strategies. The interview consisted of 13 open-ended questions, which focused on the participants' perceptions of role play activities. Moreover, the participants were observed over a seven-week period of time. Results indicated that role- play activities improve participants' interaction outside the classroom.

6. METHODOLOGY

In an attempt to identify intermediate English language teachers' perception of the use of educational drama and role-playing in teaching English, the researcher developed a questionnaire that was administered to 107 English language teachers in Gaza Southern Governorates.

Type of research methodology

The descriptive analytical method was adopted to describe and analyze the information taken from the questionnaires to explore the teachers' perceptions. The descriptive research is defined as "A research that describes group of characteristics or behaviors in numerical terms" (Brown and Rodgers, 2002:117). Descriptive research also interprets data in words in case of qualitative data (Maykut and Morehouse, 1994). In this study, the researcher used quantitative data that are taken from the questionnaires and described numerically.

Research variables

- A) Independent variables: type of school (UNRWA/ public), gender, academic qualification, and experience.
- B) Dependant variables: Teachers' use of educational drama and role playing.

Population of the study

Population of the study consists of all English language teachers who worked at UNRWA and public schools in Gaza Southern Governorates during the first term of the scholastic year (2012 – 2013). The population of the study was (250) teachers.

Sample of the study:

Sample of the study consisted of (107) teachers with percent (43%) who were randomly chosen from the study population. Tables (1, 2, 3, 4) show the distribution of the sample.

Table (1)

Distribution of the sample according to teachers' gender

Classification	No.	%
Male	48	44.86
Female	59	55.14
Total	107	100

Table (2)

Distribution of the sample according to teachers' experience

Classification	No.	%
1-5	25	23.36
5-10	33	30.84
10-up	49	45.79
Total	107	100

Table (3)

Distribution of the sample according to teachers' institution

Classification	No.	%
UNRWA	65	60.75
public school	42	39.25
Total	107	100

Table (4)

Distribution of the sample according to teachers' qualifications

Classification	No.	%
BA	97	90.65
M.ED	10	9.35
Total	107	100

Instrumentation

A Likert-scale questionnaire was used as the main tool to gather data about teachers' perceptions of using educational drama and role playing. A Likert scale gives a range of responses to a question (Cohen, Manion, and Morrison, 2010). Here, the scale is of five choices:

1 strongly agree, 2 agree, 3 neutral, 4 disagree, 5 strongly disagree.

The questionnaire was designed and developed by the researcher. It included six major domains; the first domain was concerned with fluency, the second domain dealt with accuracy, the third domain introduced vocabulary, the fourth domain dealt with content, the fifth introduced confidence and the last section focused on performance skills and it had two sentences.

Validity of the questionnaire:

A valid questionnaire measures what it is designed to measure (Cohen, Manion, and Morrison, 2010). The researcher used the referee validity and the internal consistency validity to ensure its validity.

A panel of referees refereed the questionnaire. Some are university professors and others are school teachers in addition to a school principal. The referees were asked to check the clarity and relevance of the questionnaire items. Some items were deleted, and some others were modified according to the referees' comments. Table (5) shows the number of each domain after modification.

Table (5)
Number of items in each domain

Scopes	No. of items
FLUENCY	6
ACCURACY	4
Vocabulary	2
CONTENT	2
Confidence	6
Performance skills	2
total	22

Internal consistency:

Al Agha & Al Ostaz (2004: 110) state that the internal consistency indicates the correlation of the degree of each item with the total of the questionnaire. The internal validity coefficient was computed by using Pearson formula. The following table shows the correlation coefficient of each item with the scope it belongs to.

Table (6)
Correlation Coefficient of the Questionnaire

Item	Pearson Correlation	Sig. level
1. Produce connected speech	0.435	sig. at 0.05
2. Produce speech occasionally disrupted by hesitations as students search for correct form of expression	0.475	sig. at 0.01
3. Eliminate Translation	0.432	sig. at 0.05
4. Omit of Filler Words (Reduction)	0.485	sig. at 0.01
5. speak fluently and talk for an appropriate length of time	0.452	sig. at 0.05
6. Respond and show basic competencies needed for everyday life communication.	0.788	sig. at 0.01
7. Use correct pronunciation for both familiar and some unfamiliar words	0.522	sig. at 0.01
8. Use a variety of sentences	0.702	sig. at 0.01
9. Make few grammatical errors which do not interfere with the message	0.436	sig. at 0.05
10. Make good use of cohesive devices to connect ideas	0.663	sig. at 0.01
11. Use vocabulary sufficient to express ideas and feelings	0.517	sig. at 0.01
12. Use Idioms and Phrasal Verbs	0.682	sig. at 0.01
13. Maintain topic	0.674	sig. at 0.01
14. Elaborate Topic	0.693	sig. at 0.01
15. Speak clearly and loudly	0.618	sig. at 0.01
16. be involved and holds their attention longer.	0.489	sig. at 0.01
17. Demonstrate cooperation among group members	0.654	sig. at 0.01
18. Demonstrate discomfort and embarrassment	0.387	sig. at 0.05
19. Make good use of body language to help express ideas and feelings (e.g. good eye-contact)	0.559	sig. at 0.01
20. Speak up or perform in class Willingly	0.497	sig. at 0.01
21. Make good use of gestures, posture and facial expression to convey meaning and intonation	0.674	sig. at 0.01
22. Vary tone to convey intended meanings or feelings	0.673	sig. at 0.01

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

The results of tables (6) show that the value of these items were suitable and highly consistent and valid for conducting this study. The researcher also made sure of the correlation between the six scopes with the total degree of the questionnaire, and the six scopes with others. (see table (7)).

Table (7)

Pearson Correlation coefficient of every scope from the Questionnaire with the total degree of the Questionnaire and the scopes with others scopes

domain	SUM	FLUENCY	ACCURACY	Vocabulary	CONTENT	Confidence	Performance skills
FLUENCY	0.795	1					
ACCURACY	0.747	0.462	1				
Vocabulary	0.758	0.518	0.579	1			
CONTENT	0.754	0.531	0.522	0.506	1		
Confidence	0.819	0.509	0.502	0.508	0.533	1	
Performance skills	0.716	0.422	0.424	0.657	0.515	0.540	1

r table value at df (28) and sig. level (0.05) = 0.361

r table value at df (28) and sig. level (0.01) = 0.463

As shown in the table (7), there is a relation correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01) that shows a high internal consistency of the questionnaire which reinforces the validity of the questionnaire.

Reliability of the questionnaire:

The test is reliable when it gives the same results if it is reapplied in the same conditions. Reliability of the study instrument was measured by Alpha Cronbach and Spilt- half methods.

Table (8)

Reliability coefficient of the questionnaire items

Alpha Cronbach method		
Scope	Total	Correlation
the questionnaire items	22	0.891

From table (8), it can be seen that the questionnaire is reliable.

Table (9)

Correlation between two parts (even X odd) and modify by Spearman brown:

SPILT –HALF METHOD			
	TOTAL	BEFORE	AFTER
Total degree	22	0.734	0.847

Tables (8) and (9) clearly show that the test is reliable . Alpha Cronbach coefficient is (0.891) and the Spilt- half coefficient is (0.847) which indicates that the questionnaire can be applied.

Piloting the study:

In autumn 2012, in order to test the appropriateness and clarity of the items as well as to acquire an estimate of reliability of the investigative questionnaire, twenty teachers were chosen randomly to participate in the pilot study. The questionnaires were examined for suggestions and criticisms. At this time, the necessary revisions and recommendations were made.

Statistical treatment:

The researcher used the following statistical methods:

- 1- Frequencies and percentages.
- 2- Mann Whintny test.
- 3- One Way ANOVA and Scheffe post test.

7. THE STUDY RESULTS

To answer the first Question:

Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to the gender?

To answer this question, the researcher used T.Test. Results are presented in table (11) below:

Table (11)
Means, std. div, t value, sig. of the differences between teachers pertaining to gender

Variable		N	Mean	Std. Deviation	t	Sig. value	sig. level
FLUENCY	Male	48	23.396	2.871	0.179	0.858	not sig
	female	59	23.492	2.655			
ACCURACY	Male	48	16.125	2.100	1.280	0.203	not sig
	female	59	15.593	2.167			
Vocabulary	Male	48	7.563	1.147	0.184	0.854	not sig
	female	59	7.508	1.746			
CONTENT	Male	48	8.063	1.311	0.374	0.709	not sig
	female	59	7.966	1.339			
Confidence	Male	48	25.500	3.122	1.433	0.155	not sig
	female	59	24.610	3.254			
Performance skills	Male	48	8.438	1.529	0.404	0.687	not sig
	female	59	8.559	1.568			
Total	Male	48	89.083	8.246	0.791	0.431	not sig
	female	59	87.729	9.238			

t table value at df (105) and sig. level (0.05) = 1.98

t table value at df (105) and sig. level (0.05) = 2.62

The previous table shows that the computed T is lower than the tabulated T. in all the domains and in the total degree of the questionnaire. This confirms that there are no statistical significant differences attributed to the gender.

To answer the second Question:

Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to teachers' experience?

The researcher used One Way ANOVA to measure the statistical differences between the different groups table (12) show that:

Table (12)
One Way ANOVA results of the differences between the study sample due to their teaching experience period

Scope	Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
FLUENCY	Between Groups	10.036	2	5.018	0.664	0.517	not sig
	Within Groups	786.431	104	7.562			

	Total	796.467	106				
ACCURACY	Between Groups	26.846	2	13.423	3.034	0.052	not sig
	Within Groups	460.126	104	4.424			
	Total	486.972	106				
Vocabulary	Between Groups	1.421	2	0.710	0.311	0.733	not sig
	Within Groups	237.215	104	2.281			
	Total	238.636	106				
CONTENT	Between Groups	0.990	2	0.495	0.280	0.757	not sig
	Within Groups	184.001	104	1.769			
	Total	184.991	106				
Confidence	Between Groups	18.009	2	9.004	0.871	0.422	not sig
	Within Groups	1074.982	104	10.336			
	Total	1092.991	106				
Performance skills	Between Groups	12.665	2	6.333	2.743	0.069	not sig
	Within Groups	240.082	104	2.308			
	Total	252.748	106				
total	Between Groups	252.933	2	126.466	1.656	0.196	not sig
	Within Groups	7940.955	104	76.355			
	Total	8193.888	106				

“F” table value at (2, 106) d f. at (0.05) sig. level equal 3.09

“F” table value at (2, 106) d f. at (0.01) sig. level equal 4.82

The previous table shows that the computed T is lower than the tabulated T. in all the domains and in the total degree of the questionnaire. This confirms that there are no statistical significant differences attributed to teachers' experience period.

To answer the third Question:

Are there statistically significant differences at ($\alpha \leq 0.05$) in research about English language teachers' perception of the use of educational drama and role playing in teaching English attributed to the institution?

To answer this question the researcher used T.Test table (13) shows this:

Table (13)
Means, std. div, t value and sig.

variable		N	Mean	Std. Deviation	t	Sig. value	sig. level
FLUENCY	UNRWA	65	23.677	2.964	1.073	0.286	not sig
	public school	42	23.095	2.346			
ACCURACY	UNRWA	65	15.523	1.985	1.875	0.064	not sig
	public school	42	16.310	2.311			
Vocabulary	UNRWA	65	7.446	1.458	0.741	0.460	not sig
	public school	42	7.667	1.572			
CONTENT	UNRWA	65	8.000	1.392	0.091	0.928	not sig
	public school	42	8.024	1.220			
Confidence	UNRWA	65	24.646	3.079	1.463	0.146	not sig
	public school	42	25.571	3.365			
Performance skills	UNRWA	65	8.538	1.393	0.280	0.780	not sig
	public school	42	8.452	1.770			
Total	UNRWA	65	87.831	8.859	0.739	0.462	not sig
	public school	42	89.119	8.735			

t table value at df (105) and sig. level (0.05) = 1.98

t table value at df (105) and sig. level (0.05) = 2.62

The table above shows that the computed T is lower than the tabulated T. in all the domains and in the total degree of the questionnaire. This confirms that there are no statistical significant differences attributed to the institution variable.

To answer the fourth Question:

Are there statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role-playing in teaching English attributed to teachers' qualifications?

to answer this question the researcher used T.Test table (14) shows this:

Table (14)

Means, std. div, t value and sig. of the differences between the sample due to qualification

Variable		N	Mean	Std. Deviation	T	Sig. value	sig. level
FLUENCY	BA	97	23.515	2.728	0.784	0.435	not sig
	M.ED	10	22.800	2.936			

ACCURACY	BA	97	15.876	2.132	0.667	0.506	not sig
	M.ED	10	15.400	2.319			
Vocabulary	BA	97	7.546	1.521	0.292	0.770	not sig
	M.ED	10	7.400	1.350			
CONTENT	BA	97	8.021	1.323	0.274	0.785	not sig
	M.ED	10	7.900	1.370			
Confidence	BA	97	25.000	3.276	0.093	0.926	not sig
	M.ED	10	25.100	2.644			
Performance skills	BA	97	8.423	1.587	1.727	0.087	not sig
	M.ED	10	9.300	0.675			
Total	BA	97	88.381	8.920	0.164	0.870	not sig
	M.ED	10	87.900	7.838			

t table value at df (105) and sig. level (0.05) = 1.98

t table value at df (105) and sig. level (0.05) = 2.62

The previous table shows that the computed T is lower than the tabulated T. in all the domains and in the total degree of the questionnaire. This confirms that there are no statistical significant differences attributed to qualification.

8. SUMMARY

The purpose of this study was to examine the perceptions of English teachers regarding the use of educational drama in teaching English. Specifically, this study investigated the teachers' perceptions in Gaza Southern Governorates. A questionnaire design was employed in this investigation to collect and analyze the data. One hundred and seven teachers were chosen randomly to participate in the study. The questionnaire was conducted to collect the data of this study. A panel of professors employed at Gaza universities and English supervisors agreed that the instrument was valid. The data was tested statistically. The following hypotheses were tested at .05 significance level or better in this descriptive study.

1. There are statistically significant differences at ($\alpha \leq 0.05$) in English language teachers' perception of the use of educational drama and role playing in teaching English attributed to the gender variable. As the mean concerning the male teachers was 89.083 and the mean concerning the female teachers was 87.729. In the contrary, the standard deviation regarding the male teachers was 8.246 and the standard deviation concerning the female teachers was 9.238.
2. There are statistically significant differences at ($\alpha \leq 0.05$) in research about English language teachers' perception of the use of educational drama and role playing in teaching English attributed to the Experience variable. As the mean concerning (Between groups) was 126.466 and the mean concerning (within groups) was 76.355.
3. There are statistically significant differences at ($\alpha \leq 0.05$) in research about English language teachers' perception of the use of educational drama and role playing in teaching English attributed to the institution variable. As the mean concerning the UNRWA teachers was 87.831 and the mean concerning the public teachers was 89.119. In the contrary, the standard deviation regarding the UNRWA teachers was 8.859 and the standard deviation concerning the public teachers was 8.735.
4. There are statistically significant differences at ($\alpha \leq 0.05$) in research about English language teachers' perception of the use of educational drama and role playing in teaching English attributed to the qualifications variable. As the mean concerning the BA, who were 97 teachers, was 88.381 and the mean concerning the M.ED teachers, who were 10 teachers, was 87.900. In addition, the standard deviation regarding the BA teachers was 8.246 and the standard deviation concerning the M.Ed teachers was 9.238.

9. COMMENTARY

The researcher recognizes that only a minority of foreign language teachers use educational drama as a major strategy of Education. Most use a range of other techniques and approaches. In addition, the researcher holds the belief that the same principle holds for L2 instruction in the English literature classroom. The study has demonstrated that educators are becoming more and more aware that teachers and researchers cannot work in isolation from each other since their common objective is to help students meet personal needs and accomplish personal goals as they take on the challenge of English drama learning.

Based on the investigator's research, sampling of activities are being suggested that have proven successful in many English drama classrooms. More than a series of activities to be followed in the classroom, however, the researcher has implied an attitude toward the whole of education in general and English literature education in particular that may be applied in Gaza Governorates in teaching English literature classrooms and basically drama. As Cummins (1984: 386) stated:

A major aim of schooling is to develop students' ability to manipulate and interpret cognitively demanding context reduced text. The more initial reading and writing instruction can be embedded in a meaningful communicative context (i.e. related to the child's previous experiences), the more successful it is likely to be.

10. CONCLUSION

Based on the findings of the study, the following conclusions were reached:

- 1- Major problems facing English teachers in using educational drama in teaching English were the fluency and accuracy in addition to the performance skills.
- 2- Area of students' concentration had some influence on the perceptions of English teachers in teaching drama.

Moreover, the researcher's extensive study and experience in Gaza Governorates demonstrate that there are no quick, easy solutions to the problems at hand. The implementation of innovative alternative approaches for teaching English drama to undergraduate students in Gaza Governorates is not an easy task. One cannot underestimate the traditional English drama teaching methodology. It is quite understandable that teachers in Gaza Governorates as elsewhere are usually somewhat apprehensive about making changes. The researcher fully realizes that one cannot with one magic stroke fill the English drama classrooms in Gaza Schools with teachers highly trained in alternative teaching techniques.

The researcher is convinced that all teachers of English in Gaza must closely examine what it truly means to be a teacher of English drama. They must reflect on their role in areas such as English drama in the light of an increasing international and global society as well as expand their notions of drama to include a variety of literature genres. Over the course of the semester, teachers must think about balance – balance between long and short works, poetry, illustrated books and short stories in addition to classic and contemporary writings and multiple perspectives as well as a range of reading and interest levels. "By using a wide array of materials, from illustrated books to novels to films, it is possible for every student in Gaza Governorates to find an entry point into English literature" (Schiller, 1999: 102).

Implications

The following implications are offered for teachers regarding the teaching and understanding of English educational

English – speaking students should be aware of cultural factors which influence students' learning and understanding of English literature. A greater understanding of cultural differences can assist drama:

1. Teachers of English drama to non-native teachers in the selection process of literary works. Literary works that portray characters and life experiences similar to those of the students receiving instruction should be selected and discussed.
2. Teachers should be cognizant of the ideas and values that a literary work is trying to convey. An awareness, by teachers of English drama, of the narrative structure of English drama can enhance the overall literary work from a social and historical perspective.
3. Teachers should understand the importance of teaching approaches and strategies in the understand of English literature by non-native-English-speaking students. Teaching approaches and strategies that allow students to interact with their teachers and peers and act out the various parts of a literary work are key ingredients in non-native-English -speaking students' learning and understanding English drama.

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