People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tébessi University-Tébessa

Faculty of Letters and Languages

Department of Letters and English Language

The Impact of Using Theatrical Activities in Teaching Vocabulary in EFL Classes

The Case of middle school teachers and pupils of Tebessa

A Dissertation Submitted to the Department of Letters and English Language

In Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

Candidates: **Supervisor:**

Imene HELAIMIA   Miss. Messaouda BOUCHOUCHA

Selma DERKI

Board of Examiners

President: Mr. Saleh DAIRA   – Larbi Tébessi University

Supervisor: Miss. Messaouda BOUCHOUCHA – Larbi Tébessi University

Examiner: Miss. Nawel KRARZIA   – Larbi Tébessi University

2019-2020

Acknowledgments

We would like to express our deeper and sincere gratitude to our respected supervisor

BOUCHOUCHA MESSAOUDA for her guidance, support and endless cooperation and advice.

I gratefully acknowledge the members of the jury, who accepted to devote some of their precious time to read, evaluate and comment on this work.

Thanks are also extended to the Faculty of Letters and Languages, Department of English of TEBESSA University.

Finally, special thanks to all participant, teachers and students, in this study for providing the necessary data which helped in realizing the work.

DEDICATION

❖ *To my dear parents who gave me strength and confidence and have been*

the source of inspiration behind all my achievements.

❖ *To my soul mate, brother, sisters and friends for their support and love.*

❖ *To everyone who stood beside me and had contributed to my education.*

❖ *To Asma Souane: I hope that you are in a better place, may God have*

mercy on your soul

****

DERKI SELMA

DEDICATION

To my Family: Mother& Father, Sister& Brothers,

To my Friends, and all the beloved ones,

To everyone who helped me to finish this work

****

HELEAIMIA IMENE

Abstract

The current study is interested in the role of theatrical activities in facilitating vocabulary learning in foreign language classes. It investigates the possibility of the involvement of theatrical activities during foreign language sessions to foster and ameliorate vocabulary acquirement, so, the ultimate goal of this research is to prove this.

The dissertation stresses two main questions: Do theatrical activities have positive impact on students' vocabulary in EFL classes? And, do EFL teachers believe in its importance and use it during their classes? The research hypothesize that the vocabulary development and acquirement is ameliorated by the help of theatrical activities and that all teachers of EFL classes in middle school use theatrical activities in teaching vocabulary . The research is quantitative in nature. In order to test these hypotheses, two questionnaires are designed and administrated to the pupils and teachers of English language of Bougarn Mohammed Middle School. Both of participants are asked to give their impressions and opinions toward the role of theatrical activities in foreign language vocabulary learning.

The findings reveal that the participants hold positive impression toward using theatrical activities during EFL classes, the collected results proved the hypotheses of this study. From the obtained results, it was clear that learners prefer to be involved in a theatrical activity in class rather than an ordinary session. This sort of activities also helps learners to be exposed to new vocabulary and use it in different real life situations which will help learners to speak English freely. Moreover, these activities can create a joyful and comfortable atmosphere for learners which will enhance their self-confidence so as to ameliorate the learning environment. At the end of this study some recommendations and suggestions are advised for both teachers and pupils to reinforce the use of theatrical activities in vocabulary acquisition.

Key words: theatrical activities, drama, vocabulary, teacher, EFL learners.

List of Abbreviations

EFL: English as a Foreign Language.

TV: Television.

TiE: Theatrical activities in Education.

DiE: Drama in Education.

Table of Contents

Chapter One: Vocabulary Learning and the Use of Theatrical Activities

Chapter two: The Field Work

Section one: Research Methodology

Section two: Analysis and Interpretation of the Results

X

List of Tables

List of Graphs

General Introduction

1. Background of the Study

Learners nowadays are facing a new world full of technologies and they are interested more in experiencing by doing rather than being passive part of any kind of practice, the traditional methods of teaching became more tiresome for learners due to its slow rhythm and poor results especially in an EFL context and here teachers need the help of various activities to achieve a better result in classes; "The games are a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep" (Nicolson and Williams, 1975, p.1).

Vocabulary is an essential component in language learning, also language learners are using vocabulary all the time during classes and in their real lives. So they need to be able to acquire and memorize it. One of the main duties for foreign language teachers is to help their learners to develop vast and helpful vocabulary knowledge.

Nation (2001) stressed that learning vocabulary is a progressive process and that it needs to be intentionally taught and learned. So learning vocabulary could be one of the hardest tasks for both learner and teacher, Nation (2001) added in the same scope that learners are in need to experience the new vocabulary in different settings. Additionally, learners memorize better new vocabulary when they have used them in various manners, so assortment is fundamental for vocabulary acquirement. Teachers and educators here are in need to create new approaches, methods and strategies to maximize the amount of required vocabulary of ordinary classes and lessons. EFL learners can learn English language vocabulary by the help of theatrical activities and many foreign language teachers today have an overview about what drama is and theatrical activities are in addition to the gains they bring to learners. The use of dramatic activities underscores the significance of collective work and builds trust among learners.

1

This research paper aims to examine the implementation of the theatrical activities in teaching and learning vocabulary in EFL classes.

2. Literature Review

In educational field, many researchers and workers had presented extensive studies and researches about the role of drama and Theatrical activities in fostering foreign language vocabulary learning. Due to the recorded difficulties which a wide range of foreign language Learners are facing.

In the same scope Ustuk & Inan (2017) carried out a study to investigate in the use of theater in education. This study aimed to highlight the effect of theater in education in curriculums of foreign language programs in the Turkish curriculum schools. The results indicated that the integration of theatrical activities in schools programs fostering active learning four participants.

Zyoud (2008), additionally, conducted a research in which he investigated in the same area of fostering English language learning as a foreign language by utilizing dramatic activities and problems that learners are facing. He claimed that the use of drama fulfill the gap between passive lessons of language in class in real life situations, and strengths the link between thought and language use and expression. It gives the learners chances Express themselves and experience real life situations outside the classroom and help them to build up their personalities.

Giebert (2014) conducted a study about the use of drama in foreign language education, but she focuses on the necessity of including drama focused classes in teachers formations at universities and institutions which are responsible for training language teachers, to make it an essential teaching method not just an additional activity.

In relation to the previous studies, Eskelinen (2017) investigated in this area of study. She declared that drama in education is an entertaining tool of teaching vocabulary, but it could not be the perfect way to do that for all topics and with all learning styles. Additionally, she said that it is difficult for teachers to measure and evaluate this sort of activity. She concluded that drama, after all, is the product of the participants.

Despite the fact that many studies have being made in the area of drama in education for foreign language learning, very few researches stressed on the area of learning vocabulary. Aligned with the previous investigations, an author topic is understudy in this research paper entitled" the impact of using theatrical activities in teaching vocabulary in EFL classes".

3. Statement of the Problem

Vocabulary is an important aspect to be developed in EFL classes via implementing modern methods of teaching, however, teachers and learners are depending a lot on the traditional methods of teaching. Therefore, improving learners' vocabulary should be via the use of different methods in classrooms and supported by using theatrical activities and different kinds of games.

4. Aim of the Study

The main aim of this study is:

- To investigate the impact of using theatrical activities in teaching vocabulary in EFL classes.

5. Research Questions

- Do all teachers of EFL classes in middle school use theatrical activities in teaching vocabulary?

- Do theatrical activities have positive impact on students' vocabulary in EFL classes?

6. Research Hypotheses

-All teachers of EFL classes in middle school use theatrical activities in teaching vocabulary.

-Theatrical activities have positive impact on students' vocabulary in EFL classes.

7. Assumptions

It is assumed that:

- All teachers of EFL classes in middle school use theatrical activities in teaching

- Theatrical activities have positive impact on students' vocabulary in EFL classes.

8. Research Methodology

In this research, the method which is used is a survey method, the researchers want to investigate two variables: The use of theatrical activities in EFL classes, and the impact of using theatrical activities in teaching vocabulary in EFL classes.

The researchers used a questionnaire as a tool for gathering data, this questionnaire addressed EFL teachers as well as students to know their opinion, researchers decided to choose 30 participants out of the total population of Bougarn Mohammed middle school of Tebessa, and they selected 5 teachers of middle school for doing this work.

9. The Structure of the Dissertation

This dissertation is divided into two parts, the theoretical part and the practical one: the theoretical part contains two sections, in the first part the researchers speak about the use of theatrical activities in EFL classes; and in the second part they talk about the role of theatrical activities in developing students' vocabulary. The practical part contains one chapter, the

researchers deal with the presentation and the analysis of the data that are collected from the questionnaires.

Chapter One

Introduction

   Teaching English as foreign language with all its aspects is not an easy task for teachers and learners. This task requires the integration of new methods and tools all the time so as to master the language and reach up an advanced proficiency. The current study stresses that theater and theatrical activities play a vital role in fostering vocabulary learning in foreign language classes. Theatrical activities as a tool in education has been described in several ways, John Somers in 1996 published a conference paper entitled "Drama and Theater in Education" in which he assumed that there is a strong relation between theater and the field of education. In the same conference paper, David Best (1996) added that it depends mainly on the subjective judgment of teacher and his abilities, which means that the teacher needs to evaluate his skills, available means to benefit the maximum from them, since they are a way and an opportunity to practice listening and speaking skills of the target language.

   This chapter is particularized for describing and giving an overview about the role of dramatic activities in vocabulary learning. It sheds light on the role and the needs of the teacher in organizing and preparing this sort of activities to reach at the end the target of the course, which is learning this foreign language and the ability of using it freely in writing or speaking processes as Ur (2009) claimed that the vast majority of foreign language learners are interested in developing speaking skill.

Section One: The Use of Theatrical Activities in EFL Classes

1.1.1. Definition of Theatrical Activities

There are multiple definitions of "theatrical activities", GB Tennyson (1967) as cited in the book of G. J. Watson "Drama_ An Introduction" (2017) defined theatrical activities as set of acts which are performed by actors in front of audiences.

In ancient Greek (south Italy nowadays), theatre got a great importance for all the layers of society as it was mentioned by Bosher (2013) who is an Assistant Professor of Classics at North western University. For instance low layers of society in south Italy and west Sicilia Greek people knew the comic shows or vases or what they called at that time (phlyax) as a rural simple drama. While high layers of society in the capital Athens felt arrogant for this sort of drama and they had a completely different form of drama. The attention of intent people toward theatre and drama was clear to modern people from the expensive and huge ancient theatres such as Pompeii theatre and Coliseum theatre in Rome.

Drama in its literary meaning is a structure in prose or verse introducing in discourse or emulate a story including strife or complexity of character, particularly one expected to be followed up on the stage; a play. Or it can also refer to the workmanship managing the composition and creation of plays as cited in Merriam-Webster dictionary.

In late ages, especially in 19th century English theater as whole and British one particularly has witnessed a revolution marked by William B. Yeats and Lady Gregory and others who wrote a socially conscious drama. In the following century, (1900s speciously 1950s and 1960s) a new perspective has emerged which is leading the audiences to be active and activate their imagination by giving them the opportunity to judge the mysterious events

themselves (Somers, 1996). This proves that theater has always occupied an important role in the minds of people and thinkers.

1.1.1.1. Theatrical Activities in Education

Theater in education is a worldwide used method in foreign language teaching; Courtney (1980) claimed that "the human process whereby imagination thought becomes action, drama is based on internal empathy and identification and lead to external impersonation." (p.7). Theater in education or Drama in education TiE/DiE is not a new field, but it dates back to the 1960s according to O'Toole, Stinson and Moore (2009) in their book "Drama and curriculum: A giant at the door." Mages (2016) defines TiE as the use of drama in a way that aims to problem solving in unreal world and characteristics. Susan Holden (1982) defined Theater in education: "Any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation" (p.2). As Cheng (1999) expressed that theatrical activities in class are a language learning activity in which every learner in the class plays a particular role with explicit objectives and afterward collaborates with different learners in the class to construct complete shared objectives. This means that the first and the last objective of theatrical activities in class are to facilitate the learning process and help in realizing the lesson targets. Through time researchers looked up the appropriate ways to benefit from theatrical activities in education duo to the population among young learners.

Theatrical activities advance dynamic learning among learners on the grounds that it connects with the mental, emotional and physical parts of them. Drama helps learners to build up a more development and sincerely dependable and stable character, Kalidas (2014). During theatrical activities in classes, the learners activate all their skills and abilities since they are obliged to listen, speak, think and activate all their emotions (like, dislike, anger and laugh). They help them to use all their abilities and previous experiences and imagination in unreal

settings. Drama offers for learners the activation of all language skills which is rare in traditional language activities.

Kondal (2016) stated that drama turns learners to become a part of the learning process (active learning) rather than passive learning which occurs in ordinary lessons so as to reach their learning experience, so their learning became more profound and more continued. Learners have a better interaction in learning process if they are enjoyed and linked emotionally with it. The traditional teaching methods aims on teacher sent redness and neglecting of the learner which can be annoying for them (no movements).

1.1.1.2. Learners Likeness toward Theatrical Activities

Drama offers collaborative and collective learning in class for learners since they are the performers of the activity. Lehtonen, Kaasinen, Karjalainen-Väkevä, &Toivanen (2016) said that dramatic activities in foreign language class lead learners to feel responsibility because they feel that they are affecting the learning process and that they have a loud voice in their learning process. They add that theatrical activities require from the teacher to often leave the control to the learning group. This means that theatrical activities offer for learners an amount of freedom unusual in traditional classes (no movements, no extra chats), so learners will obviously like it and be motivated to achieve learning targets. Young learners tend to move and exchange speech with each other's and this is forbidden in the traditional method.

1.1.2. Drama as a Motivating Instrument

Learning is an active process that should be roused and guided toward desirable results. The reason and significance of motivation ought to be clearly comprehended for the teacher. The central point of motivation is to stimulate and encourage learning activity. The central issue for EFL teachers and all teachers is how to motivate learners in order to develop their

requirement, so question here rises is: to what extent drama is motivating in foreign language classes?

Motivation is a complex component when it comes to the mastery of foreign language. Connie (2010) characterized motivation as the eternal derive that directs behavior toward some target. However, this definition is limited with the person's background and prior knowledge. Cherry (2010) contended that EFL learners might confront cretin difficulties in the target language if they are not quit motivated. Furthermore, psycho-sociological factors need to be considered in language acquisition for instance: aptitudes, interests and ambitions. Motivating learners is the major concern for all teachers because non motivated learners cannot acquire anything.

Numerous language teachers tend to practice their job in their comfort zone which is traditional learning (it is the easy choice for them since they have witnessed it when they were learners). They share the belief that effective learning requires from the learner to be serious and calm, also the learning needs by default to be hard and if it is funny it is doubtful to be significant (Dörnyei, 2001). Kristmanson (2006) recorded significant levels of motivation in foreign language classes where learners where occupied with preferred exercises, and demonstrated the positive impact for dramatic activities in learning process. When the teacher occupy his learners with proffered activities he will guaranty their total concentration and care about the course.

Dörnyei (2001) assumed that teacher aptitudes in motivating learners ought to be viewed as a focal teaching viability. Teachers need to be aware of the importance of motivation in learning process. Furthermore, Gardner and Lambert (1972) claimed that motivation will be present whenever learners feel that they have a responsibility and need to fulfill, they will be motivated when they experience the difficulties of the work. So, the motivation is not from

teacher to learner only but also from learners themselves: they are in need to like the module otherwise the teacher will fail in his target.

1.1.3. Major Obstacles of Using Theatrical Activities

Like all activities with learners, theatrical activities have many problems while preparing or practicing it in classroom. Yasuko Nishikawa (2012) who is a researcher in the field of educational drama conducted a research entitled "The Roles of Drama in English Teaching" in which she stated few problems and obstacle which may face theatrical activities users. She said that few EFL teachers are trained for using drama in their classes, which means that they will face different issues such as the difficulty of monitoring these activities, also the different reactions of students, another obstacle which is the lack of interest of many teachers to drama activities in learning, and the artificiality of the dramatic language which can be far of needed language in some topics all these may be an obstacle toward using theatrical activities or getting the maximum of benefits. As it was mentioned previously, the problems and obstacles are in need to be solved by the teacher so as he can benefit the max from this activity.

Schonmann (2016) said that the learners can consider these sorts of activities as games and they will not be fully focused. The two scholars (Billikova&Kissova, 2013, p.20) argue that practicing drama in a FL classroom is not only about playing roles but also a great way to help pupils in learning the FL in a warm and friendly environment. In addition to that it motivates learners, makes them feel comfortable and provide them with a clear input which makes an effective learning i.e., informal teaching style is more useful and preferable than the formal one. The friendly environment between learner and teacher can help learner to be able to ask the teacher later about lessons and broke the ice between them.

Stinson and Winston (2011) said that the teacher has: "to shift from teacher to actor, playwright to director at various points of the lesson." (p.485). They added in the same scope

that drama need a lot of time in order to be introduced and separate the activity into small parts and provide learners with basic techniques so as to make them familiar with the process of drama. Fleming (2017) stressed that the teacher must play different roles from a director of the lesson in general to a partner in the dramatic work, a writer of the play and also a controller, so we can notice that all those details will consume more time than a regular lesson and lead to a kind of obstruction in the learning process. Stinson and Winston (2011) added that teacher will face a noisy class full of energy and this may lead to an uncontrolled classroom. The teacher in this case the teacher is need to consume more effort to plan the activity well so as learners feel the serious of the lesson and stay under control.

Al-Arishi (1994) conducted a research about negatives and obstacles that may face theatrical activities in foreign language classes entitled "Role-play, real-play, and surreal-play in the ESOL classroom". He said that the use of dramatic activities in classes can lose its initial role gradually because once learners get the habit of participating in them they will gradually see it as a chance to escape from serious work. Neither the duration of the session or the national curriculum help the teacher to over use this activity so this problem is far to happen.

(Cody, 2012) stated that dramatic activities are a good opportunity but only for talented teachers and learners. But according to Billikova & Kissova (2013) they require from the teacher the willingness, braveness and motivation more than talent, moreover, being extrovert and having acting skills are not necessary; on the contrary the lesser the teacher is talented in acting the more it challenge and encourage the introvert learners. While concerning learners, do not need talented learners, rather it needs pupils who are willing to learn. Van Ments (1999) also added in the same scope that some learners during theatrical activities fell over exited, the class also can be overcrowded and this means that the teacher will lose control on class especially with young learners. This will damage the order of the lesson and consume

extra time and the focus on the activity is often lost. So the control of the class must be a priority for teacher because noisy environment is not preferred in learning process.

Moreover, learning styles differs from one learner to another, Ashton-hay (2005) stated that different learning styles is related with losing control in the classroom, noise levels will be increased and may annoy other nearby classes. Teachers have to be highly equipped and flexible to incorporate drama for achieving the maximum benefit and joy. In addition, Schonmann (2016) said that it is hard for teacher to provide the accessories and the costumes required for the activity due to the limited budget. At the same time teacher and learner can provide low budget accessories for the activity so as to keep learners in the mood.

Teachers, mainly, argue that drama techniques are: an additional element to the course, costs time and requires much from the teachers and the learners, acting skills are demanded from both teachers and learners, only bright learners can get engaged into it, they (teachers) are basically dependent on course books, and that they follow the educational curriculum as it is (Billikova &Kissova, 2013, p.20). Learning a language can never be depending only on text book but the learner need to express him freely.

1.1.4. Drama as a Tool in EFL Classes

Drama is considered a vivid tool in class and lots of advantages could be gained through the use of theatrical activities in foreign language learning process; Kalidas (2014) stated that: "Drama promotes reflection in students which is a powerful tool for students to develop a more mature and emotionally responsible and stable individual." (p.448). Hence, via the effective use of drama, learners could achieve better results in classroom. It develops their imagination and ameliorates team work and collaboration between learners as well as the feeling of entertainment and joy which enhance self-esteem and self-acceptance and improve lots of learners' social skills such as taking responsibility of their own work in real life

situations (Boudreault, 2010). Drama brings the outside world to the classroom so the learners will act imaginary to real life situations and develop their language.

Chukueggu (2012, p.2-3-4) has mentioned some of the main advantages of using theatrical activities as a method of teachingwhich include the following:

- ✓ More self-esteem and motivation: engaging in theatrical activities will increase self-awareness and awareness of others; it encourages self-confidence and boosts motivation.

- ✓ Better oral skills and proper pronunciation: theatrical activities provides carful listening and spontaneous verbal expression, as a result, it combines language skills in a natural way.

- ✓ Learner-centered approach to hearing: via theatrical activities, learner could feel that he is responsible of his own learning.

- ✓ Multisensory and whole-personality learning: dramatic activities offer lots of chances for learners to use their whole senses and to share their personality not only the mental abilities.

1.1.5. Genres of Drama in Education

Learners have the opportunity to test real life language in classroom via using multiple genres of theatrical activities, the aim behind drama and theatrical activities is to reinforce, support, and foster learner's own expression not only improving knowledge and skills. Lots of researchers have divided genres of drama as following:

1.1.5.1. Role Play

Wan (2017)stated that: "role-play is thus 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." (p.7). Therefore, Role play is based on imagination; it is a speaking activity where learner can put himself in the shoes of other people for instance footballer, king, and so on. Liu& Ding (2009): "Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive" (p.140). So via role play learners could create lots of scenarios and real life situations and this provide them with an opportunity to enrich their vocabulary and benefit the most from making mistakes.

Role-play is not like the traditional way of teaching. Learners must lead themselves and take the responsibility of their own performance and teachers may help them via providing them with instruction, scenarios, etc. (Livingstone, 1983).

1.1.5.2. Simulation

Uguma& Obiekezie (2018) stated that: "Simulation is an innovative teaching method which is a learner-centered, activity-oriented teaching strategy" (p.1). Therefore, it is related to a specific situations and specific interactive skills and the success of this activity is determined by the creativeness and discipline of the participants, it could be in a form of game, role play and so on, the most important parts in a simulation activity is the learner's opinion, personality and experience (Livingstone 1983).

1.1.5.3. Improvisation

Berlin & Hornbeck (2005) stated that: "Improvisation is a process of creating a scene in the moment without using a script. By its nature, improvisation is creative and immediate. It gives young people control over the creative process and encourages them to use their bodies and emotions, not just their intellect." (p.11). Therefore, improvisation is a type of drama activity that relies on creativity of the learners far away from planning their work; it is

spontaneous and based on personal skills. Here learners are free to express themselves without any previous preparation.

1.1.5.4. Mime

Dougill (1987) states that mime is: "a non-verbal representation of an idea or story through gesture, bodily movement and expression" (p.13). Therefore, mime do not rely on verbal expressions or language, it relies on movements and gestures and it is a comfortable technique for most learners especially those who cannot speak the language fluently. Tartari (2018) spoke about the relation between movements and the learning of new words he stated: "When teaching a new word to a young learner, combining it with movements, students tend to remember it easier. If you say cat, and you mime a cat, then young learners, tend to save it in their brain as the word and the movement they saw (visual enhancement) and the movement they did." (p.171).

1.1.6. The Role of Teacher

Before starting and carrying out any drama lesson, teachers must take into their consideration some important procedures to ensure the completion of the lesson. The role of teachers in dramatic activities cannot be denied and considered an essential part in the classroom in term of organizing the settings of the classroom, controlling the whole environment of the class, guiding the learners during activities, and supporting them to learn appropriately via those dramatic activities, all those elements consume the time more than the traditional method of teaching, so a teacher must balance his time starting from the preparation of an activity till the last performance with learners (Liu, 2002).

Furthermore, Salii and Bytyqi (2014) stated that: "Modern teaching is mostly organized around the fact that classes must be learner centered so that they gain the most from the classroom, the teacher talking time should be minimized so that the learners have a chance

to express themselves and practice the language." (p.119). Hence, since drama is a modern activity, teachers must focus on giving more time for student to express themselves as well as encouraging and motivating them to speak freely during the dramatic activity.

Moreover, teacher authority should not be present in the drama activity; Hoetker (1969) mentioned that: "In practice, a teacher sometimes may assume an authoritarian role, in violation of the spirit of creative dramatics, either because he is otherwise uncomfortable or because he cares so much for production values." (p.28). This means that teacher must leave a chance for learners to show their creativity and imagination during the drama, he may participate in learners' activities as a guide, a supporter, a prompter, a partner, and so on.

In other words, Liu (2002) mentioned that: "many teachers believe in the effectiveness of using drama in language classrooms, but they have not received special training and they do not know how to use it appropriately" (p.65). So theatrical activities require from the teacher training and acting different roles according to the situation, the kind of the activity itself and also the learners' needs, since there is no specific activity to represent drama and the teacher should be able to shift between roles skillfully.

1.1.6.1. The Needs of Teachers to Teach Drama

It is clear that dramatic activities are beneficial in foreign language learning in general and in vocabulary learning specifically, but foreign language teachers is in need to few aspects so as to benefit from the activity as max. Schonmann (2011) as an acknowledged scholar in the field of theatrical activities in education stated in her book "Key Concepts in Theatre/Drama Education" that: "I believe, need skills in managing and shaping dramatic play, understanding the relationships of drama to all the arts and play, and to learning." (p.14). in this context, it is clear that the teacher with beginner learners during theatrical activities is in need to manage and organize the play, besides the need to control the behaviour of his learners, also he is in

need to have a clear view about the relation of these activities to learning process the teacher is in need to identify the lesson target. Fleming (2017) said that the teacher must play different roles from a director of the lesson in general to a partner in the dramatic work, a writer of the play and also a controller during theatrical activities. Foreign language teachers in public schools are restricted also by textbook, curriculum and examinations.

According to Swartz (2015) language teachers who choose to use drama to foster the learning process ought to provide the needed materials and equipments related to the presented topics so as to put the learners in the atmosphere and catch their attentions through these colours and things. In case learners were performing theatrical activities without the needed materials and costumes and equipments will not be well concentrated. Class size also is one of the important component effects in the hole learning process and during dramatic activities particularly. The teachers as advised to limit the number of working groups to 25 learners (NCTE 1999, as cited in Swartz, 2015). Teachers and learners can provide low budget costumes and accessories so as to keep learners in the mood of the activity.

Foreign language teachers were learners one day as well, before they get their degree, they were exposed to all language aspects and skills (speaking, writing, reading and listening) also they are in need to be exposed to drama as teaching method so as to be well informed about its pedagogies and techniques (Davies 1990). Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen (2016) in an article entitled "Promoting creativity in teaching drama" said thatthe creativity in leaning in general and in dramatic activities in particular is an essential skill for teachers. The teacher is in need to improvise; aside with the spent effort in planning the lesson and the activity teacher need to spent more effort to be ready to change the lesson plan whenever is needed because the learners sometimes draw the activity to a non-planed point that need to be learnt. This is the reason why the teacher is needed to learn about improvisation and flexibility skills. Schonmann (2011) suggested two types of training to

facilitate the use of drama in lesson planning: Pre-service training and in-service training. The first type can depend on teaching it as a module before graduation. The second type of training is that teachers may depend on in-service preparing. This also might be in colleges or specialized institutions or workshops. Aside from that, the teacher can depend on farther readings and private courses so as to developed their skills and abilities. All previous mentioned needs of teachers require from the beginning a well-motivated teacher because the needs require effort to fulfil.

1.1.7. Theatrical Activities as Oral Expression Training

Nunan (2001) defined speaking skill as: "a productive oral skill and it consists of producing systematic verbal utterances to convey meaning" (p.12). This means that speaking is a set of words to construct a meaningful discourse. In speaking we require to transform the linguistic package into oral communication through specific organs. Speaking is important skill in personal and academic life, so learners need to focus on it. In EFL class case, learners usually get satisfied and depend only on textbook which is not enough to master the language. In EFL class, the learner needs to use the linguistic package reputedly and interact with others to acquire language (Sarosdy et al, 2006). Theatrical activities offer a chance for foreign language learners to practice their oral skill. Dramatic activities are used in foreign language classes in order to create a professional and confident public speaker (Gray, 2015). The theatrical activities are aiming basically on speaking skill therefore it is a good opportunity to develop it.

In any sort of communication the dialoguers are both the addressers and the addressees who are expected to effectively comprehend and react to one another. Bakhtin (1986) clarified how new meanings are created in a discourse: "The word in language is half somebody else's. It turns into "one's own" lone when the speaker populates it with his own intention, his own

accent, when he appropriates the word, adjusting it to his own semantic and expressive lexicon" (p.293). This statement means that the person can guaranty that he completely acquired the new word just in case he heard it and use it in his appropriate way and personality, otherwise, if he keeps just listening or receiving it passively it is hard for him to keep it for a long time.

These thoughts affirm that when the learners are drawing or retained in the drama activity world they can learn language better than traditional method. Tam (2016) carried in the same scope:

"Likewise it is conceivable after the learners have come back to this present reality and their social and cultural settings that they start to interact and repeat what they have learned in the drama world. In this sense, the creative mind and investment components of drama education are important that permit the youngsters to connect and explore between their imaginary and genuine encounters" (p.06).

This statement means that learners get exposed to the new vocabulary during theatrical activities, and they process this new arrive when they bring and apply it to their own social and cultural setting (real world). Brougton (2003) agree with him at this point and he said that: leaning a language cannot rely only on receptive skills (listening and reading) but learners are in need to train their productive skills (speaking and writing). Speaking is important for EFL learners to develop their vocabulary and by result to develop their language, and it is wide available during theatrical activities because they offer a chance for foreign language learners to practice their oral skill freely. Learners of language are considered as sussed only if they are able to speak it freely.

Section Two: Vocabulary Learning

1.2.1. Teaching Vocabulary in Foreign Language

Silsüpür (2017) stated that: "Vocabulary is one of the most important language elements that support the skills of speaking, listening, reading and writing." (p.85). Therefore, languages are based on words and teaching vocabulary is an essential part in teaching languages. According to some researches, teachers have a problem in finding the appropriate practices that lead to the needed results with learners when teaching vocabulary (Berne & Blachowicz 2008, as cited in Al Quahtani, 2015). Additionally, Diamond & Gutlohn (2006) stated that mastering vocabulary is a matter of time and experience and no one can totally master the knowledge of vocabulary in a small period of time. According to Al Quahtani (2015, p.24) teachers have to take into consideration that teaching foreign language for young learners is completely different from teaching adults in term of adopting the appropriate techniques which will be used for learners and the material as well. Moreover, they have to know the characteristics of their learners and their learning styles so as to achieve the goal of vocabulary teaching and the wanted results.

Al Quahtani (2015) stated that vocabulary skill is regarded as an essential part of foreign language teaching because having a limited vocabulary leads to communication problems, he (2015) claimed: "students majoring in English rely heavily on their knowledge of vocabulary rather than on their knowledge of grammar in learning English. The more vocabulary students have at their disposal, the better they learn, regardless of their grammatical knowledge" (p.24). Hence, this shows that teaching the vocabulary effectively will lead to a positive impact over all other language skills and he (2015, p.22) added that some researchers such as Laufer and Nation (1999) found that good acquisition of vocabulary facilitate the learning process of foreign language as a whole.

1.2.2. Vocabulary Knowledge

Vocabulary is to one of the language aspects refers to the amount of words the person know from a language, which differ in its amount between people as it is defined in Merriam-Webster dictionary, while vocabulary knowledge is defined by Gu (2017) as more than knowing the meaning of words. It is rather the ability to grasp the meaning of the word depending on the presented context, which is not available for all learners. Schoonen (2010) guaranteed that vocabulary knowledge requires procuring different sorts of information with respect to each word and making semantic systems among numerous lexical things. This ability differs from one to other which explains the differences in performance between them.

Vocabulary knowledge according to Nation (2001, as cited in Gyllstad, 2013) has three aspects or components: form (spoken and written structures and grammatical categories), meaning, (definition, and synonymy) and use (syntactic characteristics). This means that the learner must cover all these three components for a word to be able to use and understand it correctly. It is clear that all the vocabulary knowledge components are interrelated.

Most of the famous vocabulary knowledge researches were stressing on the size or the amount of the required vocabulary while few of them emphasized on what is called Breadth and Depth. Cobb (1999) defined breadth as the number and amount of words that the learner acquired while the depth is defined as the ability to use the word in different contexts and different semantic patters. Breadth and depth of vocabulary knowledge affect the amount of vocabulary and the foreign language acquisition as a whole (Bardakçi, 2016). Breadth and depth also can be developed through practicing language by speaking and writing.

1.2.2.1. Receptive and Productive Vocabulary

One of the important vocabulary knowledge aspects is productive and perceptive vocabulary. Receptive vocabulary is defined as that acquired vocabulary through reading and

listening and cause learners to understand the following text or passage but they did not use it to write or speak (Laufer & Goldstein, 2004). While Productive vocabulary is these words which learners have acquired and have the ability to retrieve it through speech and writing (Webb, 2005). This deviation for vocabulary knowledge can help teachers to distinguish the suitable sort of activities to develop each of them.

1.2.3. The Importance of Vocabulary

A foreign language learner cannot learn a language and a language rules (grammar) without the learning of vocabulary, because good vocabulary mastering will lead to good grammar and language rules use as the experienced second language teacher and scholar Long (2001) said. As much as vocabulary learning is important is easy at the same time. The reason behind is because foreign language learners usually are not obliged from the beginning to learn the hidden meanings behind words which makes the learning of words and vocabulary easy than learning grammar rules as Johnson (1996) said. While Stahl and Nagy (2006) have different opinion: Vocabulary learning is not an easy process for teachers, since learners should be motivated, the teacher needs to draw in learners in vocabulary learning by driving them to produce words in various settings to seek after the necessary achievement. This means that the teacher is responsible to motivate his learners to engage in the vocabulary learning process. Learning vocabulary is not a difficult process but at the same time the teacher and learner is need to be aware of its importance to language learning.

For a large community of learners the essential target is to communicate correctly in this new language. Bogaards and Laufer (2004) said that the significant job of the lexical dimensions for foreign language development was discovered by applied linguists, teachers, psychologists, and language scholars in the recent decades. While in the past teachers were depending mainly on memory and taking by hart sets of new words because vocabulary

learning was vied as a secondary and additional component of foreign language learning. Learning a language is an active process that needs active and creative minds.

Vocabulary is an essential language component and without sufficient vocabulary knowledge learners cannot communicate with each others. Wilkins (1972, as cited in Akramovna, 2019) mentioned that without grammar rules and with the help of some nonverbal communication the meaning can pass from the addresser to the addressee but without vocabulary knowledge the idea cannot pass. This expression shows the importance of vocabulary in language learning to language scholars. This means that the lexicon is the crucial element in foreign language not just for experts but also for learners because it is the mean of communication. Schmitt (2008) said that the proficiency in foreign language can happen only if the learner acquires large vocabulary knowledge. Vocabulary knowledge is the most face problem for learners therefore teachers need to be creative and innovative in finding new ways to facilitate it for learners.

1.2.4. Vocabulary Learning

Wilkins (1972) said: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). Therefore, one of the most challenging aspect for every language learner is the acquisition of vocabulary. Learners, however, complain that they cannot remember the words they have learned (Amiryousefi& Ketabi, 2011), and this is due to the retention of vocabulary which is regarded as the most difficult field in any language and need a lot of efforts and responsibility from the learner himself to be developed as Al Quahtani (2015) argued that: "vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation." (p.26). Therefore, learners don't just pick up vocabulary from reading and

listening, they need to be active and improve their vocabulary in order to differentiate between the meaning of the word and its use.

1.2.5. Techniques of Teaching Vocabulary

It was mentioned previously that vocabulary is an important language system which is in need to get a special interest from both: teacher and learner. For this reason teachers across time are trying to find and create various teaching techniques so as to get the best result and lead learners to catch the maximum of the presented vocabulary:

1.2.5.1. Images and Drawing

Pictures and drawings are a universal language which can be understood by the entire world and almost all the age categories. Sets of pictures activity can be a good choice in vocabulary teaching. The pictures and draws will help the learner to memorize the new word and also this technique will please learners and make them more motivated in learning and there are plenty of social media pages and web pages can help (Purna, 2005). Pictures and drawing are a good choice for language teachers because they are available and easy to access and are good for visual learners.

1.2.5.2. Real and Concrete Objects

This technique is wide use by teachers because the most easy and available technique because the teacher can simply point the real object directly, for instance: the teacher can point to the door and name it. Desthia (2019) said that learners will be able to see the real objects when the teacher use concrete object in presenting vocabulary.

1.2.5.3. Dictionary

All foreign language learners bay and carry on dictionaries; it is recognized as one of the most important tools in learning vocabulary as Nation and Meara (2010) said. Through time, electronic dictionaries also proved their efficiency in learning vocabulary duo to their availability: Chen (2012) agreed with that and said that most famous dictionaries in the world are offering electronic copies such as Oxford, Longman and Cambridge. He added that using dictionaries will help them to understand the word deeply for these reasons; teachers ought to encourage learners to use dictionaries from the beginning. The use of dictionary is beneficial for language learners because they look for the meanings by themselves and may also discover new meanings and uses of the word.

1.2.6. The Role of Reading in Vocabulary Acquisition

Montgomery (2007) argued that vocabulary constitutes of four types, each learner has a favorite type, and however, reading is considered to be the most important part in learning vocabulary. The difference between active and passive learners is related mainly to the reading skill, Sedita (2005) stated that students who read less face a problem in learning new vocabulary items while those with a developed vocabulary skills tend to read more and encounter new words, spoken (listening and speaking) and written (reading and writing) forms of vocabulary are essential to be learned and the learning of each type leads to the growth of the others.

1.2.7. Main Kinds of Vocabulary Learning

Ahmadi, Ismail& Abdullah (2012) stated that researchers have divided vocabulary learning into two kinds: incidental vocabulary learning and intentional vocabulary learning (Nation, 2001). As mentioned by Diamond & Gutlohn (2006): "Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction

in specific words and word-learning strategies" (p.1). Therefore, the first kind of learning happens accidentally without any intention to get vocabulary knowledge, while the second kind is considered to be any task or activity which is intentionally programmed to encounter the learner during the learning process. Both kinds have similar results and the differences between them are rare.

1.2.8. Engagement in Learning Vocabulary

As far as learners are engaged in the class activities, they will for sure learn vocabulary easily, learners get a large amount of vocabulary items, whenever they are actively engaged in activities of learning vocabulary (National Reading Panel, 2000). Therefore, engaging learners in the classroom activities makes the acquisition easier and improves learners' learning. Fredricks, Blumenfeld, & Paris (2004) have talked about the importance of engagement, they stated that: "It is assumed that students will be more engaged when classroom contexts meet their needs for relatedness, which is likely to occur in classrooms where teachers and peers create a caring and supportive environment." (p.80), hence, engagement is related to teachers and classmates encouragement as well, whenever a learner feel that he is accepted and supported by the teacher and his friends he will develop the feeling of belonging and achieve better results.

1.2.9. Issues Raised by Learning Vocabulary

Vocabulary knowledge is fundamental and initial in learning language; the size of learnt vocabulary is certainly affecting language mastery. As much as vocabulary learning is easy as much as its learners may face difficulties this obstructs the acquisition (Rohmatillah, 2014). Correct pronunciation and words' spelling can cause an obstacle for foreign language learners and this will definitely affect their communicative skills according to Rohmatillah (2017, as cited in Afzal, 2019). He added that the appropriate understanding of words and grammar

rules and categories may be another obstacle in foreign language class. Also teachers who are non-native speakers of the target language tend to teach grammar rules more than vocabulary knowledge and this will lead to lack of vocabulary size and consequently lack of understanding (Nation, 2007). Vocabulary learning obstacles make teachers and learners aware of its importance; as much as learning vocabulary is not hard as much as is principal in language learning.

In addition, one of the well spread problems is that the vocabulary sessions are separated through long period of time this means that vocabulary learning sessions are not successive and this can lead that the learning rhythm will be slower than what it was planned (Bjork, 2015). Also, learners are facing difficulties in understanding the meanings that are based on contexts especially for those idiomatic sentences because they are culturally biased (McCarthy, 1990). Culturally based expression may be understood for learners once they are frequently exposed to the target language through active learning not by textbooks.

1.2.10. Vocabulary Storing in Mental Lexicon

The mental lexicon or the internal ones memory part which is responsible for storing, comprehending and retrieving words is also a subfield of psycholinguistics. McCarthy (1990) suggested that the process of storing vocabulary in mental lexicon is composed of three steps. Firstly, the learner recognizes the words through listening and reading through its structure, rhythm and shape. Then, when the word is known will be inserted to the mental lexicon which is dynamic and changing all the time because it always gain new words and drop others. According to him, words in mental lexicon are stored through three layers: phonological, orthographic and semantic layer, through which the word is retrieved and lead to the last step. Then the last and the most important step which is "retrieval", Here the vocabulary knowledge will be divided into: productive and receptive knowledge. The receptive

vocabulary means that the person will be able to retrieve the word and understand it but without been able to use it, while the productive knowledge means that the addresser can both understand and use it freely. The vast majority of the acquired vocabulary needs to be productive because learners are in need basically on speaking and writing skills.

The mental lexicon of human been is semantic highly organized and complex, therefore psycholinguists through time tried to simplify this concept through famous models. Starting from "The Hierarchical Network Model" of Collins and Quillian (1969, 1970) which aims on the hypothesis that says: vocabulary is linked through semantic networks hieratically, followed by "The spreading activation model" of Collins and Loftus (1975) which hypotheses that vocabulary knowledge is linked together through phonological and semantic nods. These models suppose that the influencing variables in vocabulary knowledge organization are: phonology, semantic and morphology (He and Deng, 2015). Therefore, the mental lexicon can be described as the most complex dictionary.

1.2.11. Vocabulary Size for Foreign Language Learners

The amount of acquired vocabulary or vocabulary size affects definitely the ability of learners to communicate (writing or speaking) but at the same time, it is impossible for a learner to be able to acquire all the vocabulary knowledge of a foreign language and it is impossible even for native speakers who are exposed to the target language from the surrounding environment and culture. Advanced foreign language learners are supposed to know about 20000 words from 80000 words certificated in international dictionaries (Thornbury, 2002). This amount certainly can develop through conversations and readings.

The teacher is in need to state and understand the target of his learners behind learning this language because this will help him to determine the amount of needed vocabulary knowledge to teach; for instance who is learning English to study the Shakespearian literature is not

asked to learn the same amount of vocabulary knowledge as these who are learning English for labor, travel or study medicine. The teacher here is obliged to know such information so as to choose the adequate teaching strategy and plan the lessons properly (Nation, 2001). The target of learning language is to be able to use it in communication and this can happen only if the speaker has enough vocabulary knowledge.

As it was mentioned previously, the foreign language learners are not obliged to learn all language vocabulary. They are rather in need to learn "core vocabulary" or the basic vocabulary, which consists for beginners from almost 2000 word. Core vocabulary is these basic and most frequent used words by native speakers (Nation, 2001). Akar (2010) in his book "Teaching Vocabulary Bridging the Gap between Theory and Practice" said that primary school learners can learn from 7/8 new words during a session of at least 20 minute. While middle school learners are able to acquire 8/10 words during 10 minutes, secondary and university can reach to 30 words per session. He advises teachers to include 5% to 10% new words in the session not more so as to guaranty learners' complete acquirement (Akar, 2010). Core vocabulary aloud learners to perform well in conversations but they are in need to be frequently used and revised.

Conclusion

To sum up, this chapter tries to provide a general orientation about foreign language vocabulary and the use of theatrical activities in foreign language classes to learn it. It has been mentioned that they symbolize a good opportunity for learners to acquire and use foreign language vocabulary from different angles, since it is one of the most important language aspects and it affects all the other language skills (it is the heart of language) because without good vocabulary acquisition the learners of language will face lot of problems. The next chapter is the frame work which aims to explore in the opinions of teachers and learners in "Bougarn Mohamed middle school" to see whether they believe in the importance of theatrical activities in foreign language vocabulary learning.

Chapter two: The Field Work

Introduction

This chapter is dedicated to the practical part of the research. It contains the presentations' analysis and the interpretation of the obtained data from the questionnaires of both teachers and learners. It starts with the introduction of the research method, then the description of the samples, the analysis and the discussion of the collected data. Also this chapter is concluded by some suggestions, recommendations and limitations of the study.

Section One: Research Methodology

2.1.1. Research Method and Instrument

To investigate in the role of the theatrical activities in learning new vocabulary in Middle School a quantitative approach in relation to survey method is adopted to collect and analyze information. The nature of the research questions was the reason behind choosing this method.

The survey method was defined by Check and Schutt (2012): "the assortment of data from sample of people through their reactions to questions" (p.160). Pinssonneault and Kreamer (1993) define a survey as: "implies for gathering data about activities or assessments of an enormous Gathering of individuals." (p.77).

2.1.2. Learners' Questionnaire

2.1.2.1. Description of the Sample

The population in this research is the third year pupils of Bougarn Mohammed Middle School Tebessa. The sample is composed of 40 learner age between 13 and 14 years old. Which have been randomly selected from the total number 164. In order to achieve credibility

in the study, random sampling strategy is selecting names out of the lists. The aim behind choosing middle school learners is that they have been exposed to the class of English for a cretin period of time and it is supposed for them to achieve certain vocabulary knowledge.

2.1.2.2. Description of the Questionnaire

The learners' questionnaire is composed of 18 questions, which were composed of: multiple choice questions, Likert scale questions, close ended and open-ended questions, and learners were asked to respond according to their own opinions. The questionnaire is divided into two sections the first one aims to collect general information about the participants while the second one investigates and collects information about the effect of drama activities in EFL classes.

The questionnaire was delivered to learners to answer freely, pick up the corresponding choice and make a full statement when is necessary. It was designed in order to investigate the role of dramatic activities in enhancing learners' vocabulary learning during EFL classes.

2.1.3. Teachers' Questionnaire

2.1.3.1. Description of the Sample

The sample chosen in the current research consists of five teachers of English at the middle school of Bougharn Mohammed, Tebessa. They have been chosen as a sample to our research because they are teachers of different grades in middle school and they can provide the necessary information about teaching vocabulary through theatrical activities.

2.1.3.2. Description of the Questionnaire

The teachers' questionnaire consists of fifteen (15) questions of different types: close and open ended questions and also multiple choice ones, the teachers have to tick the appropriate box to indicate their choices, and to specify their answers when needed. The questionnaire is

divided into 2 sections; in the first section teachers are asked to answer general information questions concerning their teaching experience and their scientific degree. The second section provides a general view about drama in EFL classes, teachers are asked about teaching new vocabulary through theatrical activities, they are asked also about classroom discussion and student's' motivation as well as problems facing them. This questionnaire aims to investigate the impact of theatrical activities in teaching vocabulary in EFL classes.

Section Two: Analysis and Interpretation of the Results

2.2.1. Interpretation and Analysis of Students' Questionnaire

Section one: General information
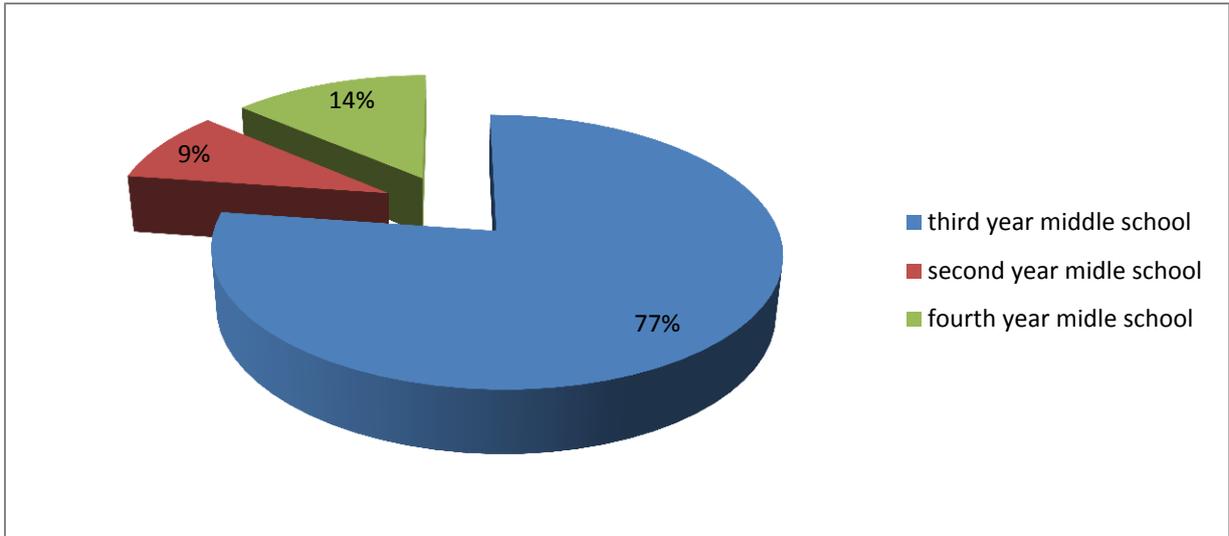
Q1: How old are you?
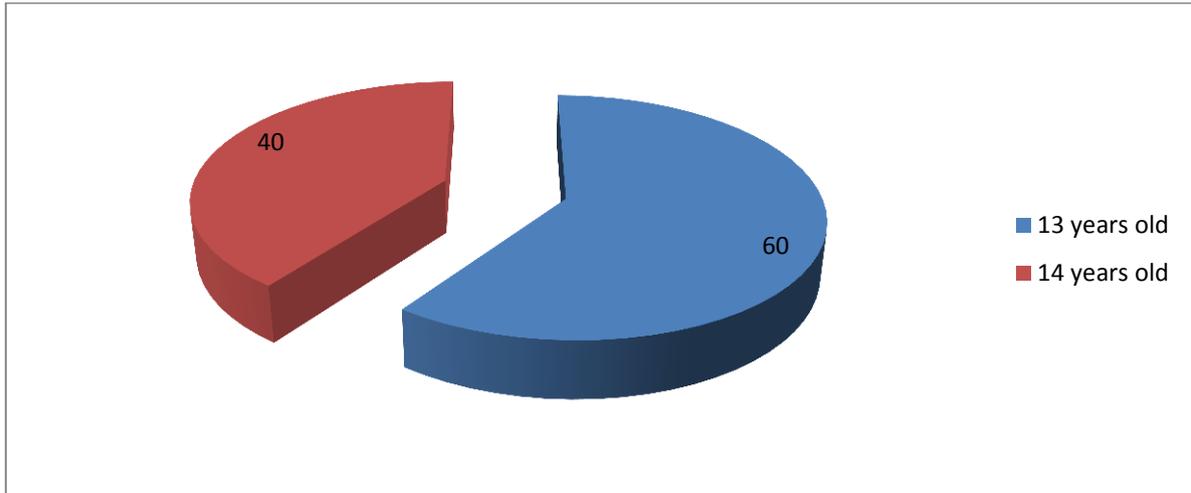
Graph 01: pupils' age

The learners were asked about their age. The chart above shows that the highest percentage 60% represents those learners whom age is 13. In addition, it shows that 40% of learners are at the age of 14. This means that all of them are in the ordinary age of second, third and fourth year Middle School.

Q2: What grade are you in?

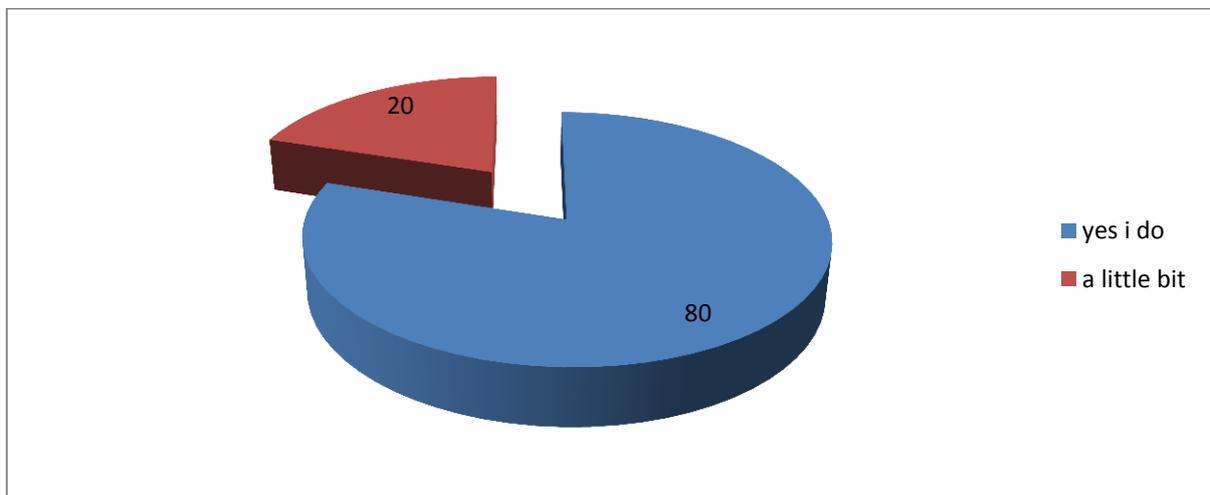**Graph 02**: pupils' grade

Depending on the chart above, it is clear that the learners are in second, third and fourth Middle School grade. The learners have been exposed to English language class for 3 years.

Section Two: Drama in EFL Class

Q3: Do you like learning English Language?

a. Yes I do

b. A little bit

c. No I do not

Graph 03: pupils' likeness toward English language

In this question, learners were asked about whether they like learning the English language or not. From the chart, it is noticed that the majority of them 80% like learning English. While 20% of them answered that they like it a little bit. While no one of them answered that they do not like it. This result shows that the majority of learners are willing to learn it.

Q4: Do you think that learning English as a foreign language is important?

a. Yes I do

b. A little bit

c. No I do not
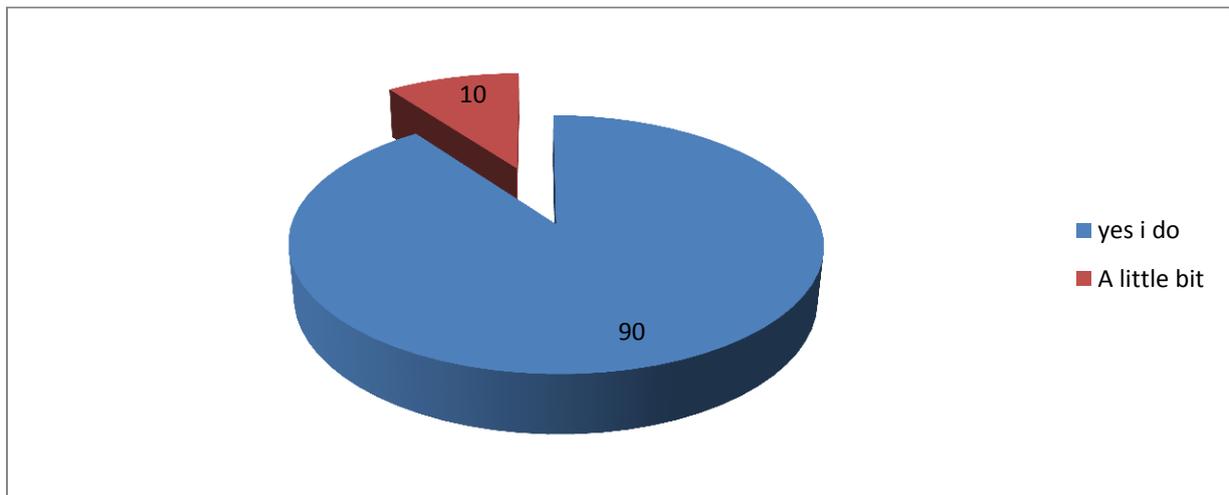
Graph 04: importance of English language learning

The results of this graph show that 90% of learners see that learning English is important for them. However 10% of them state that it is not that important for them. Also 0% of them stated that it's not important at all for them. These results show that the majority of learners are aware about the importance of learning English language while the rest are not appreciating this value.

Q5: Which strategy do you prefer to use to improve your vocabulary knowledge at school?

- Listening to your teacher

- Playing some games

- Reading texts from the textbook then writing paragraphs

- Engaging in conversations with classmates

- Other
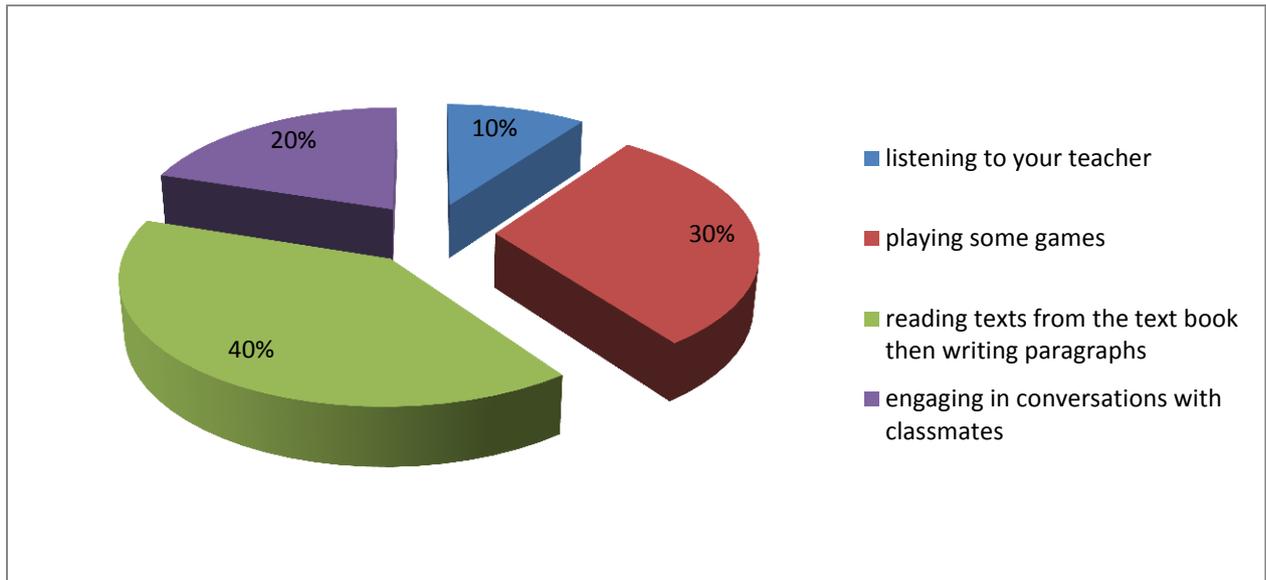
Graph 05: pupils' strategies in developing vocabulary knowledge

In this question, learners were asked about the most used strategy in learning new vocabulary. Depending on the analysis of the chart 30% of them are relying on reading texts from the textbook then writing paragraphs. While 40% of them prefer to play educational games, while the strategy of engaging conversations is used by 20% of them. Also 10% of learners are getting their new vocabulary from listening to the teacher. The results show that most of the learners are depending in their vocabulary development on educational games.

Q6: In your opinion, learning new vocabulary in English is regarded as:

a. Easy

b. Average

c. Difficult
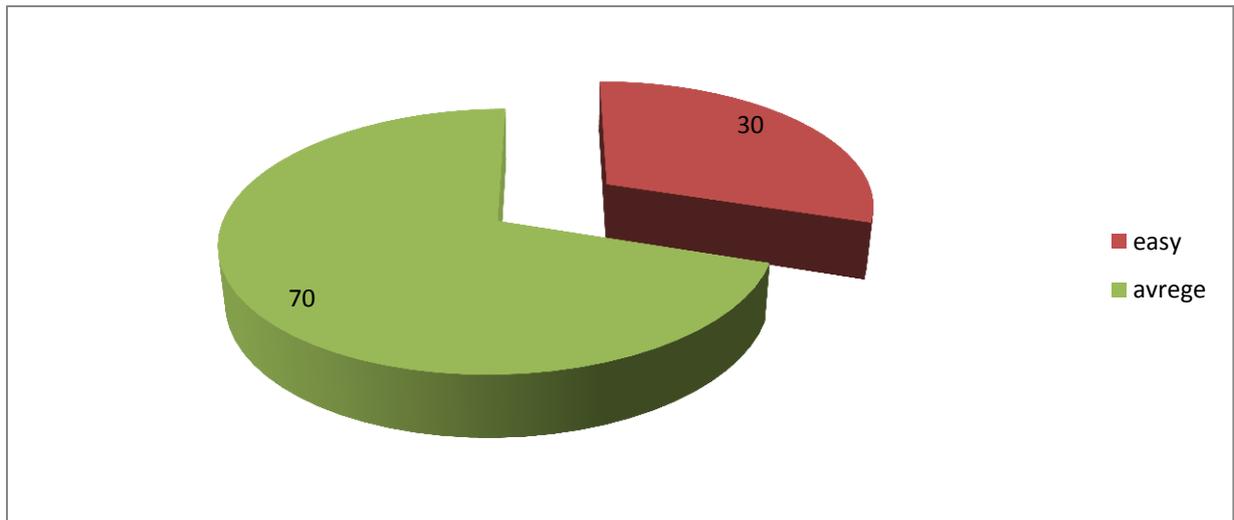
Graph 06: pupils' opinions about vocabulary learning easiness

The chart demonstrates that 70% of learners are regarding vocabulary acquisitions as average process, while 30% of them are regarding this task as an easy one. The results reflect that the majority of the learners feel comfortable toward English language vocabulary learning.

Q7: Are you willing to expand your vocabulary knowledge in English language?

a. Yes I do

b. No I do not
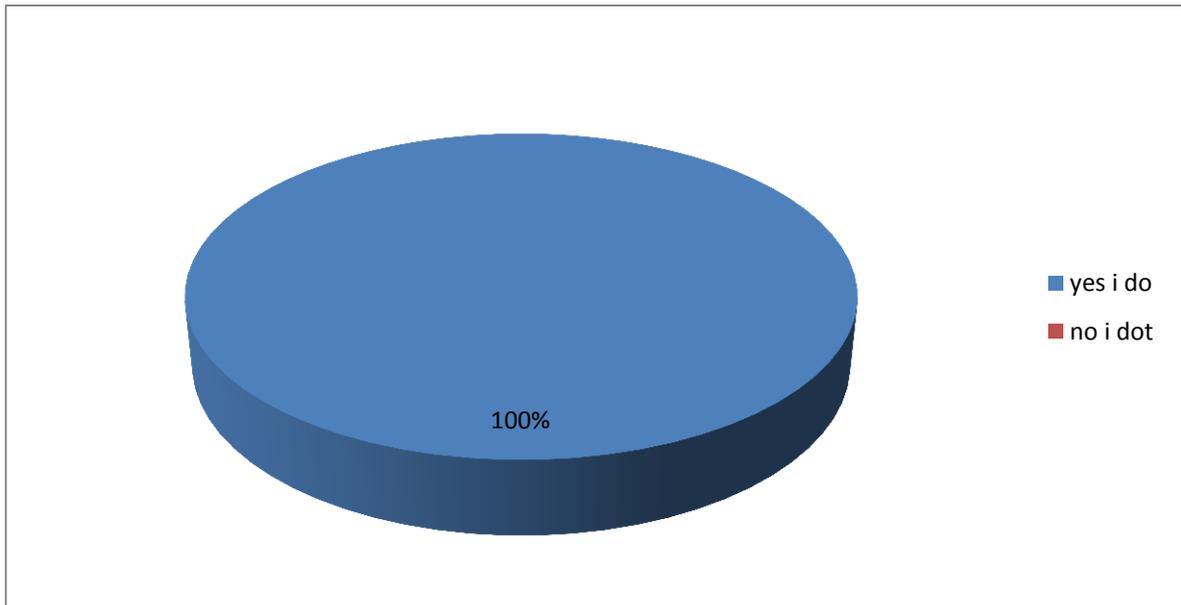
Graph 07: pupils' will to develop vocabulary knowledge

In this question learners where were asked whether they are willing to expand their English language vocabulary knowledge. From the chart above it is noticed that all of the learners 100% are having the will to develop their knowledge. This result shows that the learners are aware about the importance of vocabulary development

Q8: For what reasons do you want to develop your vocabulary knowledge?

a. To develop your speaking and writing skills in your learning process

b. To develop your speaking skill in your personal life

c. To achieve a personal desire

d. Others
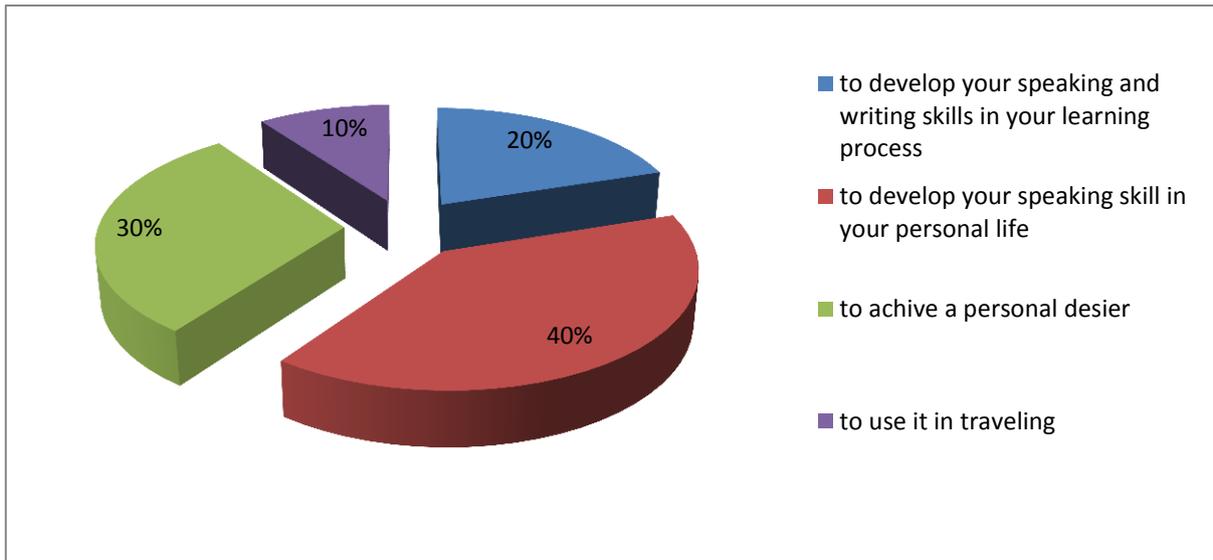
Graph 08: the reasons behind pupils' will to expend English language vocabulary

The majority of learner's 40% affirmed that they are willing to develop their vocabulary knowledge in order to achieve personal desire. However 30% of them state that the main reason behind the will is the development of both speaking and writing skills in the learning process. 20% argue that they are willing to develop their speaking and writing skills in their learning process. The lowest percentage 10% represents those who are willing to develop the vocabulary so as to use it in traveling. This sign shows that the majority of respondents are targeting to develop their speaking and writing skills to use them either in the learning process or in personal life and desires.

Q10: Have you ever witnessed or been involved in a theatrical activity during your EFL classes?

a. Yes I have

b. No I have not
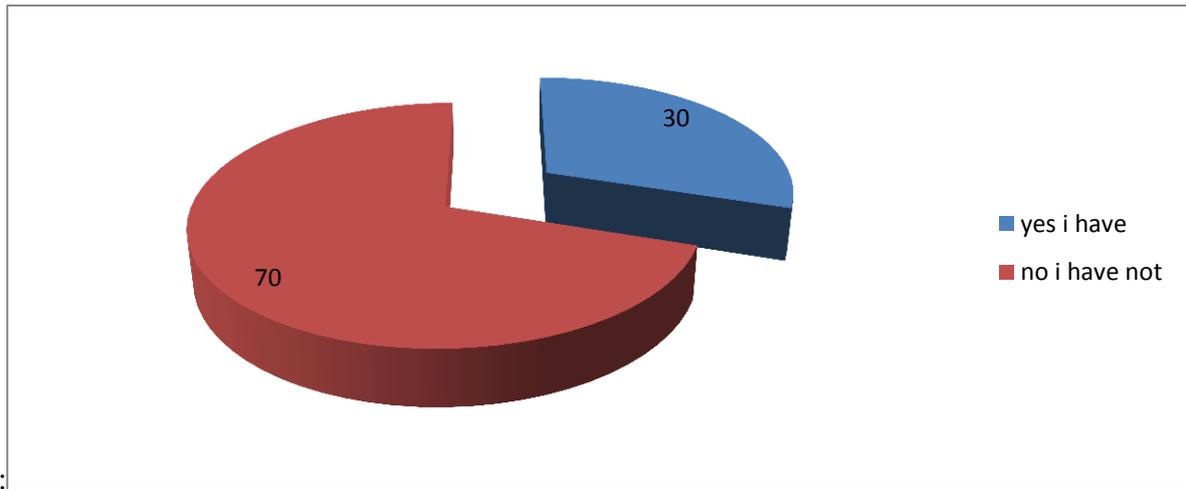
Graph 09: percentage of pupils who participated in a theatrical activity

Learners were asked whether they have ever witnessed or been involved in a theatrical activity during EFL classes. The results indicate that 70% of them have previously witnessed or participated in theatrical activities during English language classes, while 30% of them have never attended such a sort of activity. The results show that a wide range of teachers are using this sort of activity during classes.

Q10: Did you like it as a way of learning?

a. Yes I did

b. A little bit

c. No I did not
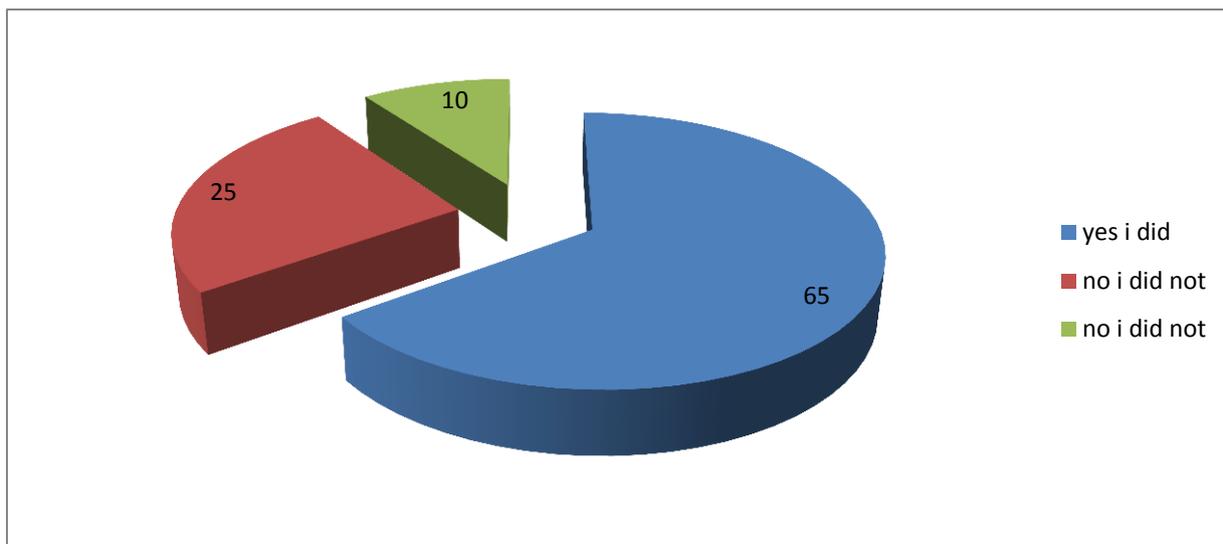
Graph 10: pupils' likeness toward theatrical activities as a way of learning

The learners were asked to what extent they like of this sort of activities. The findings represent that the highest percentage 75% is for those who like it. Moreover, the participants who opted for a little bit are 25% show it in the pie chart it is not there. However 10% of them opted for no I did not. So the majority like it.

Q12: If not, what was the reason?

a. You were shy

b. Your classmates laughed at you

c. You learnt nothing as a passive learner

d. You felt uncomfortable for other reasons:
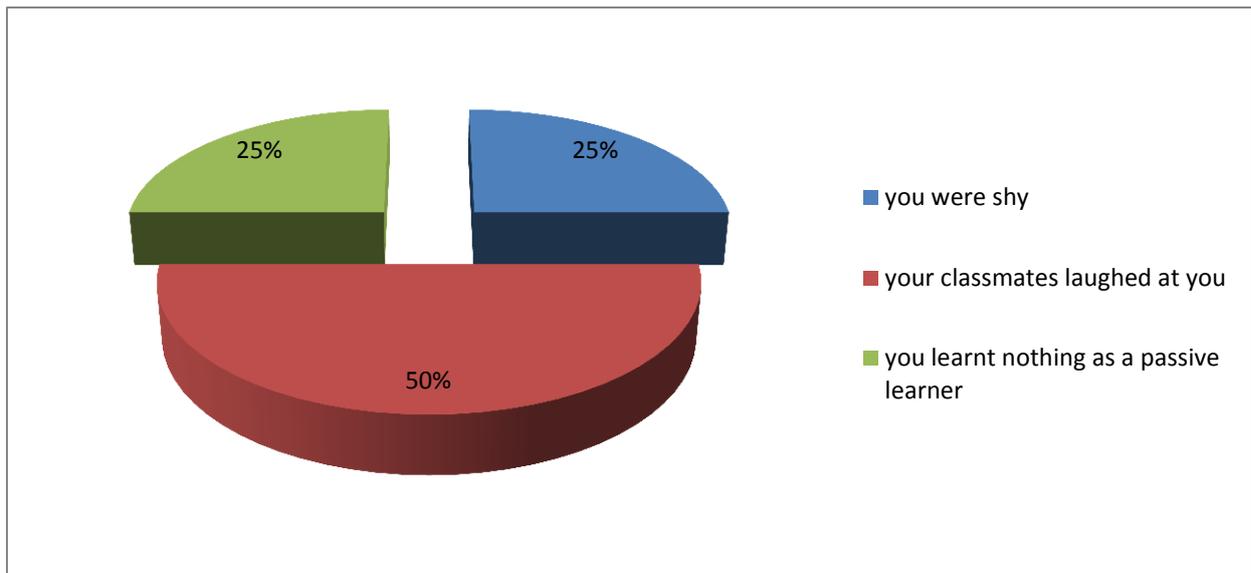
Graph 11: the reasons behind the dislikeness of theatrical activities as a way of teaching

It is noticed that there are learners who did not like the experience, so they were asked about the reasons behind that. The majority said that the reason was that their classmates laughed at them. Moreover 25% of them were shy during the activity. While 25% declared that they have not learned anything because they were among the audience and did not grasp anything. Therefore, the teacher is in need to control the class well and not to allow the audience to create an uncomfortable environment: love and hate relation for their classmates.

Q13: If yes, why do you like it?

a. It is entertaining and joyful

b. It is helpful for learning

c. Others
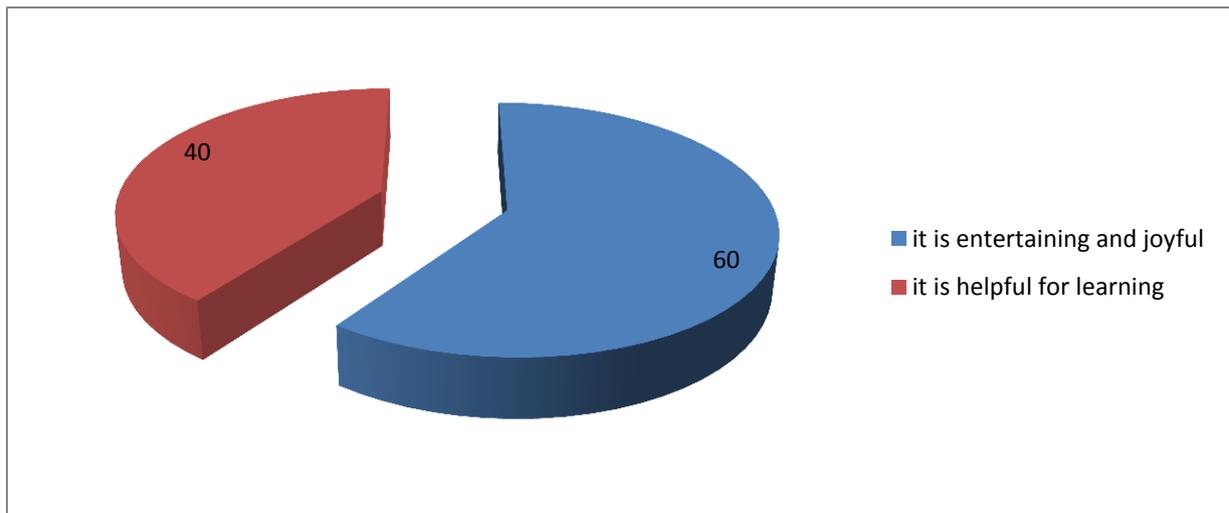
Graph 12: the reasons behind the likeness of theatrical activities as a way of teaching

Learners who like the activity have different reasons to do so. The activity was entertaining and joyful for 60% of the participants. While 40% find it helpful in the learning process. The results show that the attractive and funny thing about theatrical activities is entertainment and joy, because learners in this young age care much more about playing and having fun rather than passive learning.

Q14: Do you think that theatrical activities help learners boost the learning process?

a. Yes they do

b. No they do not

c. I do not know
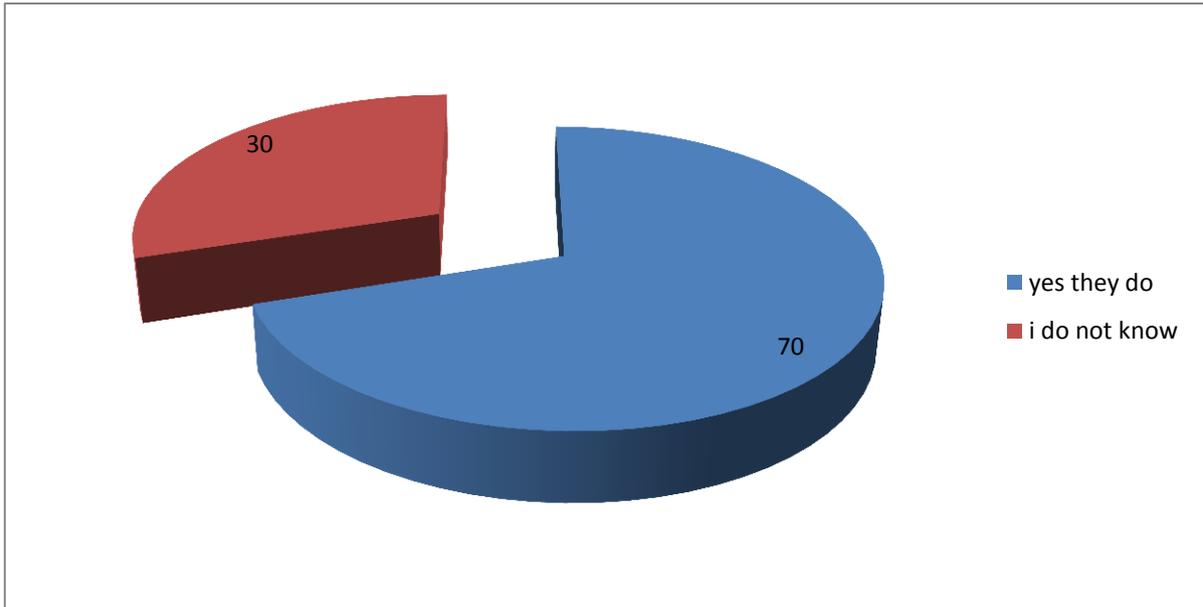
Graph 13: pupils' opinion toward the help of theatrical activities in learning vocabulary

Learners were asked whether they see that the theatrical activities can help learners to boost their learning process and help to facilitate it. 70% of respondents see that the theatrical activities are beneficial for learning, while 30% of them do not have a clear opinion about the benefits of the theatrical activities in foreign language classes.

Q15: What position motivates you best during a theatrical activity in class?

a. To be a participant in this activity (actor)

b. To be one of the audience (passive learner)
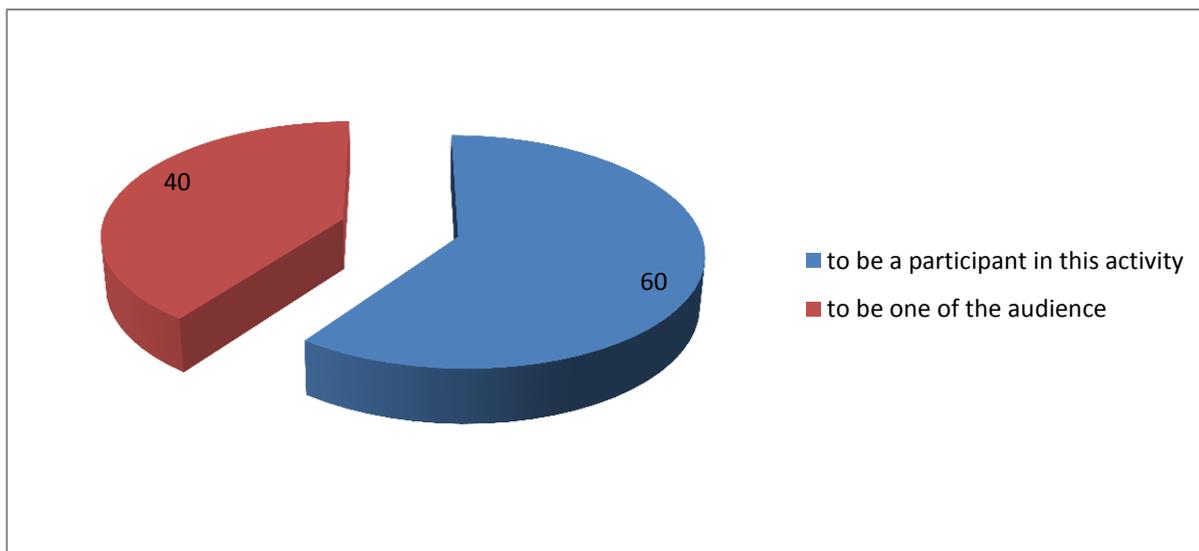
Graph 14: the motivating position for pupils during theatrical activities

According to the graph, the collected answers were divided into 2: 60% of Learners preferred to be participants in the activity as actors since the majority of learners prefer Active Learning and entertainment. Whereas, 40% of them have chosen to be among the audience as passive learners.

Q16: Does your teacher draw your attention to the importance of improving your vocabulary knowledge?

a. Yes he\she does

b. No he\she does not
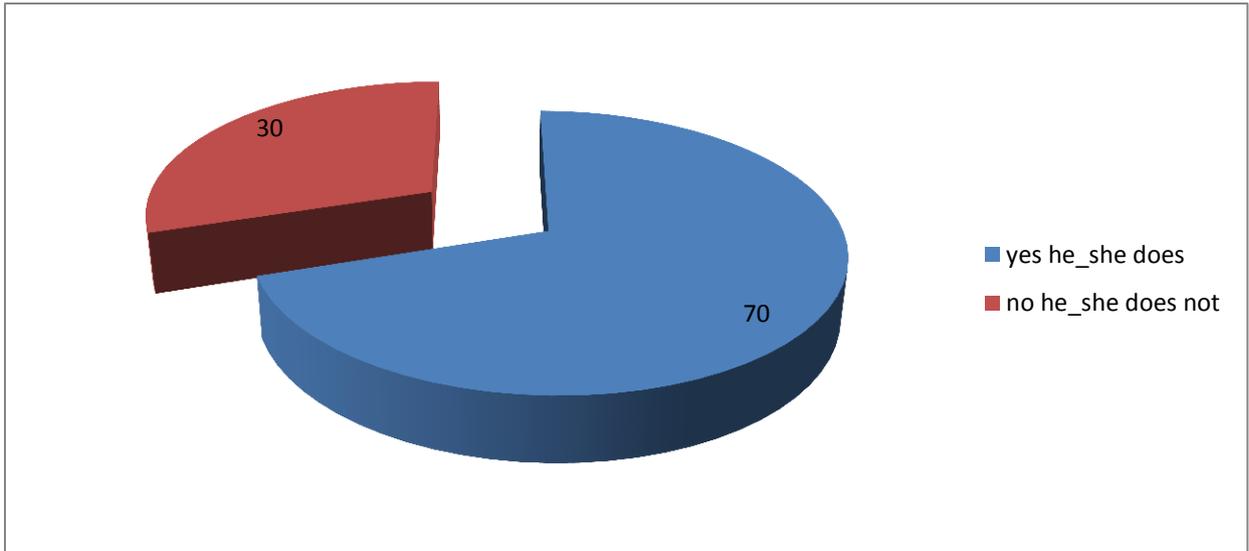
Graph 15: the percentage of teachers who draw the attention of pupils to the importance of theatrical

activities

It can be noted that the vast majority of the teachers succeeded in drawing the learners'
attention to vocabulary learning, 85% of them opted for yes he or she does. However 15% of
Learners opted for no he or she does not and this may represents those learners who drop
some information during class.

Q17: Do you benefit more from the theatrical activity when the teacher chooses a topic that
interests you?

a. Yes I do

b. No I do not
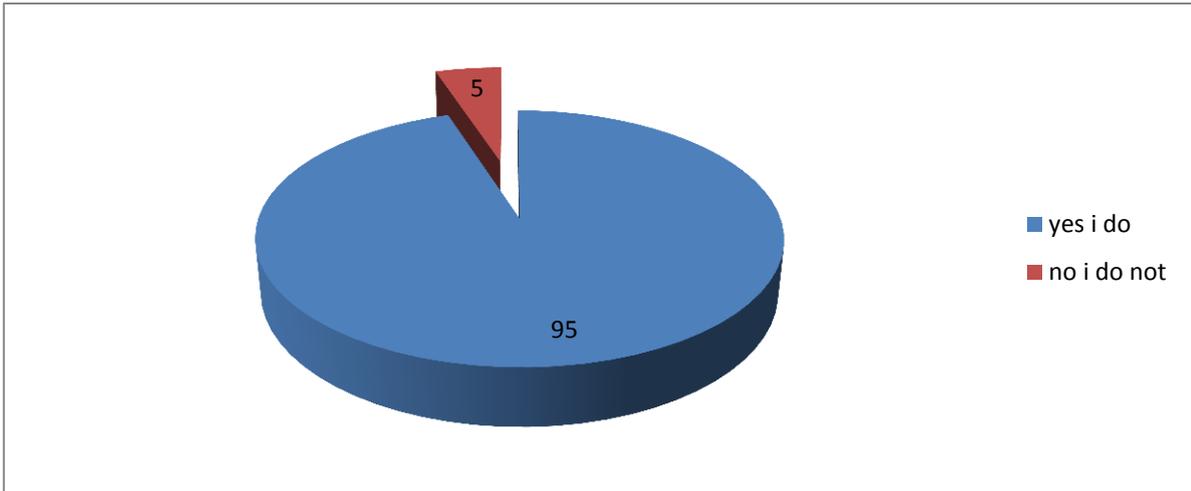
Graph 16: the percentage of pupils who benefit more in performing their preferred topics

Most of the learners 95% claim that they benefit more from lessons when the topic and the theme are interesting to them. While 5% of them opted for the opposite and do not really benefit even with preferable topics. So teachers draw the learners' attention during class when he or she is getting an interesting topic for them.

Q18: Please write down any related information you know or personal opinion related to the topic.

Finally, most of the learners did not answer question number 18 which is about mentioning opinion or information related to theatrical activities in relation to foreign language learning. Only four of them answered: the first participant said that he or she see that theatrical activities in English language can be a door for being an international actor. The second participant states that English language is a worldwide spoken language today in different fields so he or she is in need to develop it immediately. The third and the 4th agreed that theater in class is an attractive element for learners to improve their requirement rather than passive learning.

2.2.1.1. Discussion of the Learners' Results

From the results of the questionnaire it can be clear that all of the learners are in the ordinary age of third-year Middle school. Additionally the majority of them stated that they like learning English language and they are also aware about the importance of English language learning. Also the majority of teachers are drawing the attention of their learners toward the importance of vocabulary knowledge. The findings show also that the learners depend on using different strategies to improve their vocabulary in English language, mostly via educational games, reading and writing. An important point arises here is that most of the participants in this study are willing to expand their vocabulary knowledge but depending on different strategies. Moreover, most of the respondents claim that they consider learning vocabulary an average task.

Also the findings show that the main reason behind the will of vocabulary learning among the participants is to develop their speaking and writing skills either for learning or personal needs.

From the obtained results, the vast majority of the participants would expose to theatrical activities in their EFL classes. Those opinions were divided into two openings: the first one which represents the vast majority states that they like it and they find it entertaining, while few of them do not like it because they were uncomfortable during lessons. Additionally, those who like it felt joy and entertainment during learning process in theatrical activities.

Also it is noticed from learners' answers that most of them prefer to be involved in the activity rather than being one of the audience, and also when the topic is interesting for them.

The findings shows that the achievements during learning process is better in classes which rely on both ordinary lessons and dramatic activities rather than those classes which relies only on ordinary lessons passive learning.

The vast majority neglected this question. It was answered by four and they showed a positive attitude toward. They agreed that English is a worldwide spoken language, and theater is a joyful activity which cans open doors for gifted learners to be international artists.

Importantly all the obtained findings from the survey were helpful to answer the main questions of the study and confirming the research hypothesis. The prior studies agree with the findings of the desert that states that vocabulary learning in foreign language classes is ameliorated by the help of theatrical activities.

2.2.2. Interpretation and Analysis of Teachers' Questionnaire

Section one: general information

Q1: What is your scientific degree?

a. License

b. Magister / Master

c. Doctorate
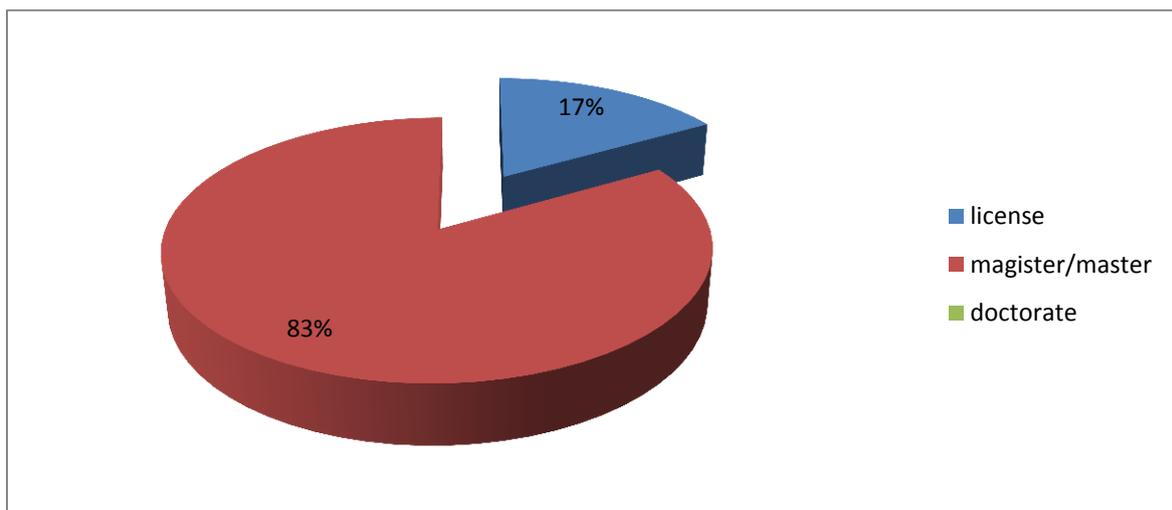
Graph 17: Teachers' scientific degree

The overwhelming percentage 83% shows that the majority of participants have a magister/master degree, while the remaining teachers 17% have license degree and this result indicates that teachers are competent enough to deal with middle school students and understand their needs.

Q2: How long have you been teaching English in middle school?
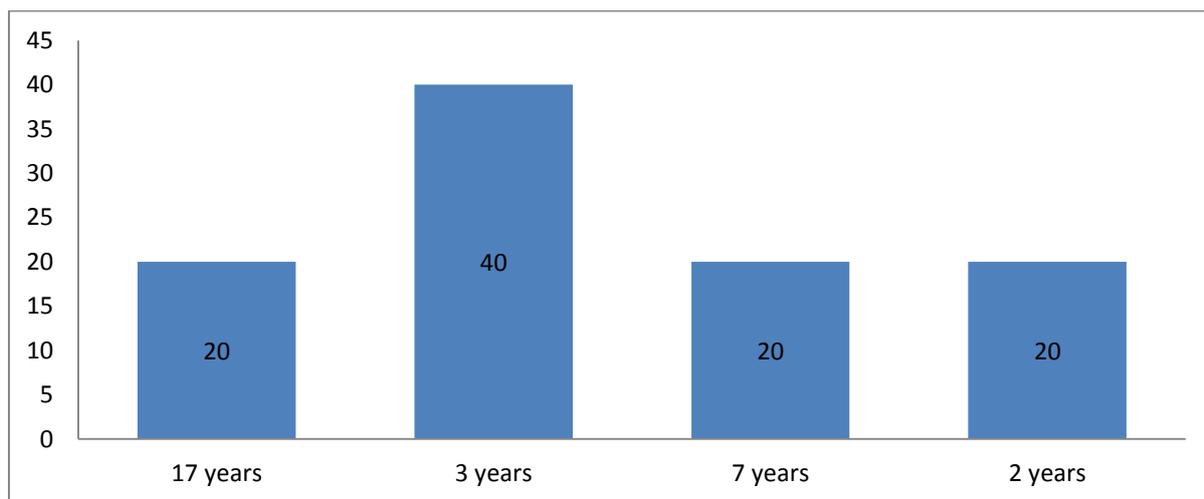
Graph 18: Teachers' experience in teaching

The data obtained indicates that teachers' experience vary from 2 to 17 years of teaching English in middle school. The first result shows that (1) teacher or about (20%) has 17 years of experience which is the longest period in this study. The second result shows that (2) teachers or about (40%) have three years of experience. The next result shows that (1) teacher or about (20%) has 7 years of experience, and the last result shows that only (1) teacher or about (20%) has 2 years of experience.

Section Two: Drama in EFL Class

Q3: Do you think that theatrical activities are useful in enhancing learners' vocabulary in teaching process?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree
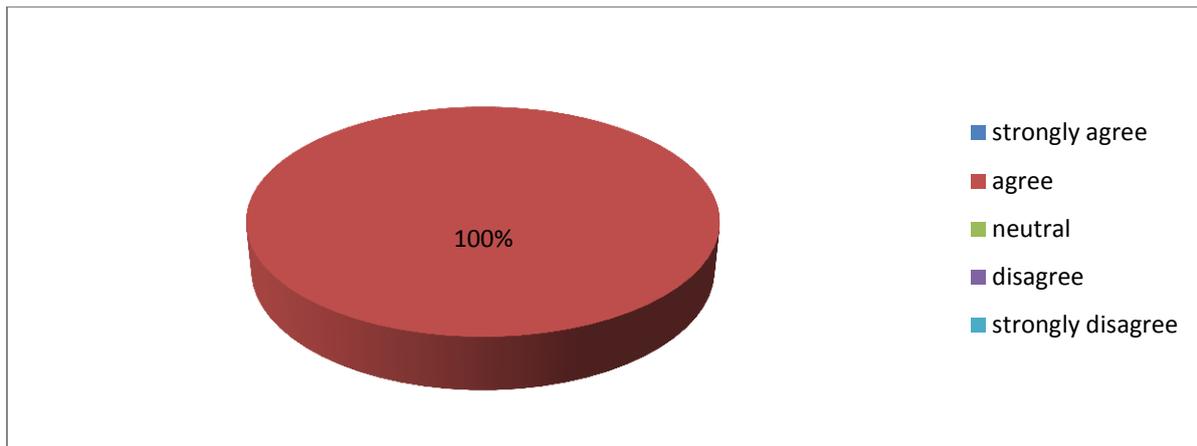
Graph 19: Teachers' views toward the importance of theatrical activities in learning

vocabulary

The data shows that all teachers agree with the importance of theatrical activities in enhancing learners' vocabulary in the teaching process, which means that learners need this kind of activities to ameliorate their vocabulary.

Q4: Do you usually plan to introduce new vocabulary items in a form of drama activities?

a. Yes I do.

b. Sometimes.

c. No, I do not.
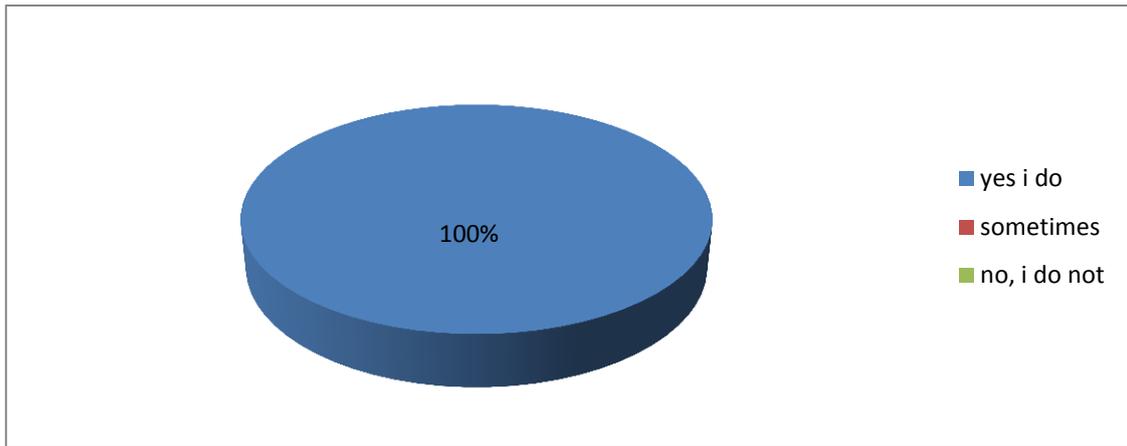
Graph 20: Teachers' planning toward the introduction of vocabulary through drama

As the results show, all participants mention that they plan to introduce new vocabulary items in a form of drama activities; maybe they plan to use them due to the important impact of theatrical activities on students' comprehension and the freedom offered by those activities.

Q5: Do you agree that the physical movement, which theatrical activities offer, is helpful for their motivation in learning vocabulary?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree
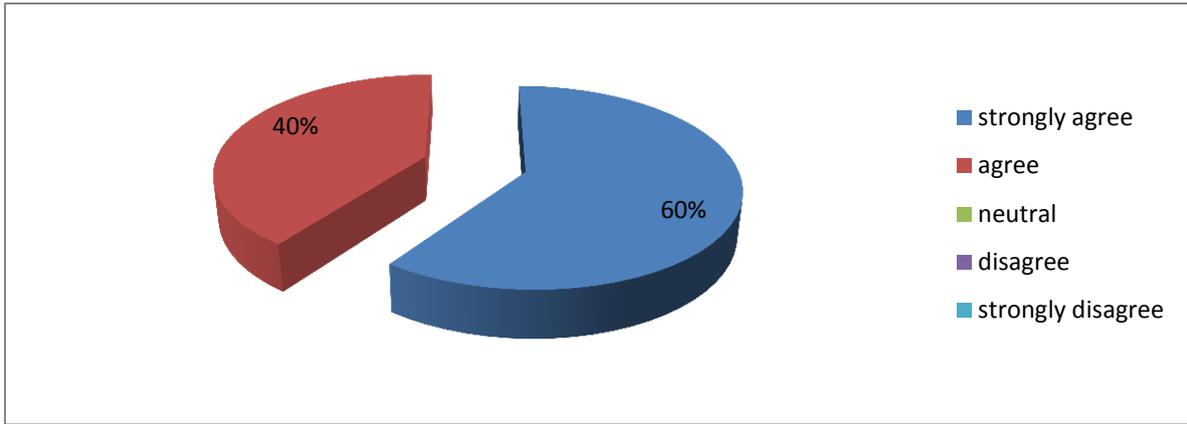
Graph 21: The importance of physical movements for learners' motivation

All the teachers agree on the importance of physical movements for learners' motivation. 60% of them strongly agree that the physical movement, which theatrical activities offer, is helpful for learners' motivation in learning vocabulary. And 40% agree with the same idea.

Q6: After presenting the drama activities, do you make your students summarize the dialogues to make sure they utilize the new vocabulary?

a. Yes I do.

b. Sometimes.

c. No, I do not.
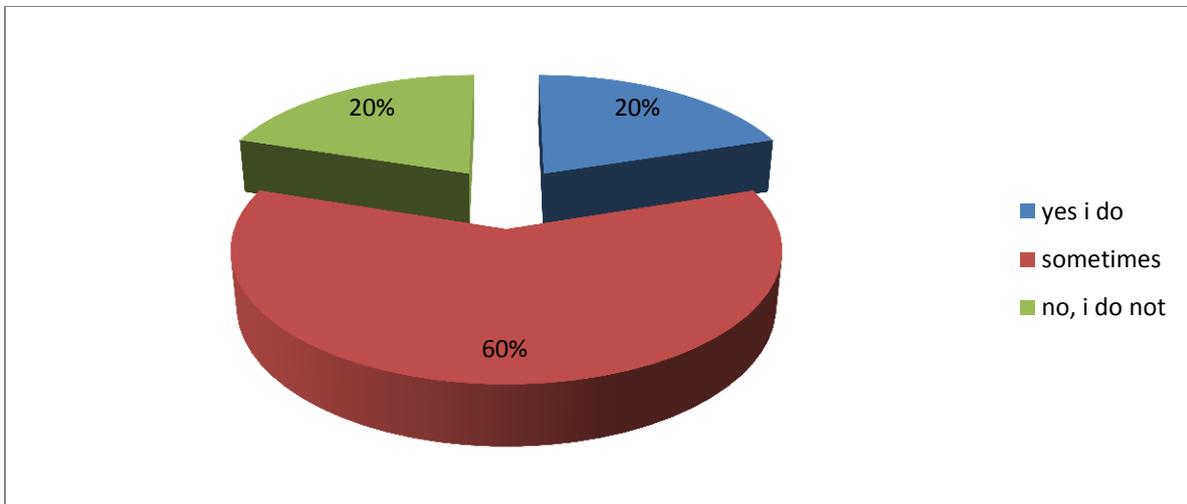
Graph 22: Teachers' attitudes after presenting theatrical activities

The majority of teachers state that they sometimes make students summarize the dialogues to make sure they utilize the new vocabulary, but only 20% affirm that they always test students' vocabulary after presentations, while the remaining teachers 20% never do so.

Q7: If yes, what other strategies do you use to make sure that learners have acquired new vocabulary items?

	Teachers strategies	**percentage**
1	-Role play in similar situations -Making a quick review by putting the new vocabulary in context using pictures	**60%**
2	-Written tasks and learning games -Writing any word they've heard even with mistakes, then come my role to correct	**20%**

Table 01: Strategies of teachers

Here we can notice that teachers' strategies are different, most of them (60%) focus on role play strategy and linking the vocabulary with pictures in order to make a review for learners. While 20% of them use different tasks and learning games as well as giving the opportunity for learners to write any word they have heard to test their vocabulary acquirement.

Q8: Have you ever given the opportunity to your learners to participate and act the dialogues instead of passive reading and listening?

a. No, I do not

b. Sometimes

c. Yes I do
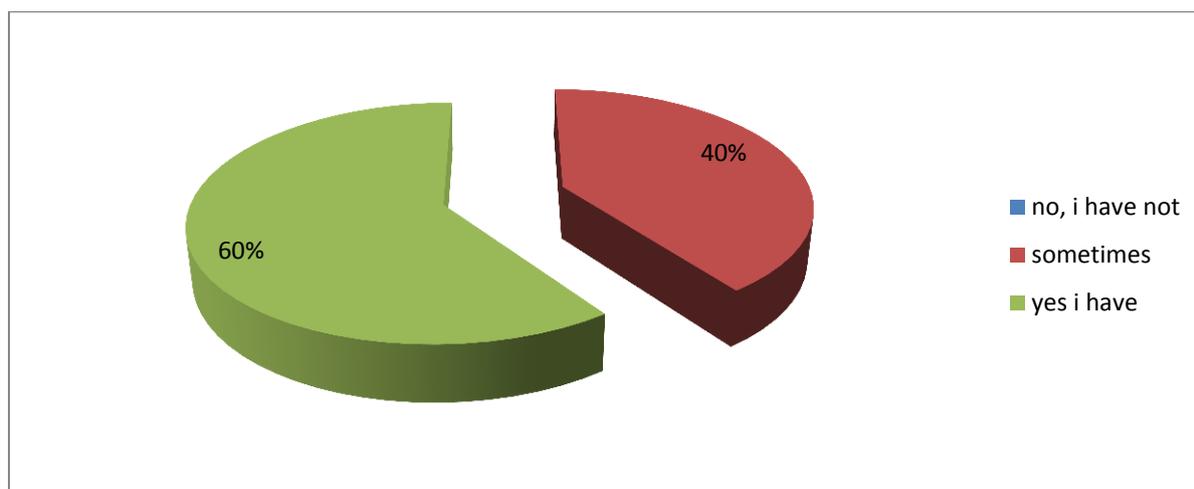
Graph 23: Students' participation and engagement in classroom

Since learning styles differ from one learner to another, teachers should work on getting all their learners into the classroom discussion. The results above indicate that the majority of teachers encourage their students to participate and try to engage them into the classroom dialogues and discussion. The rest of teachers note that they sometimes help student and encourage them to participate.

Q9: Do you think that using theatrical activities inside EFL classes helps learners become more self-confident?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree
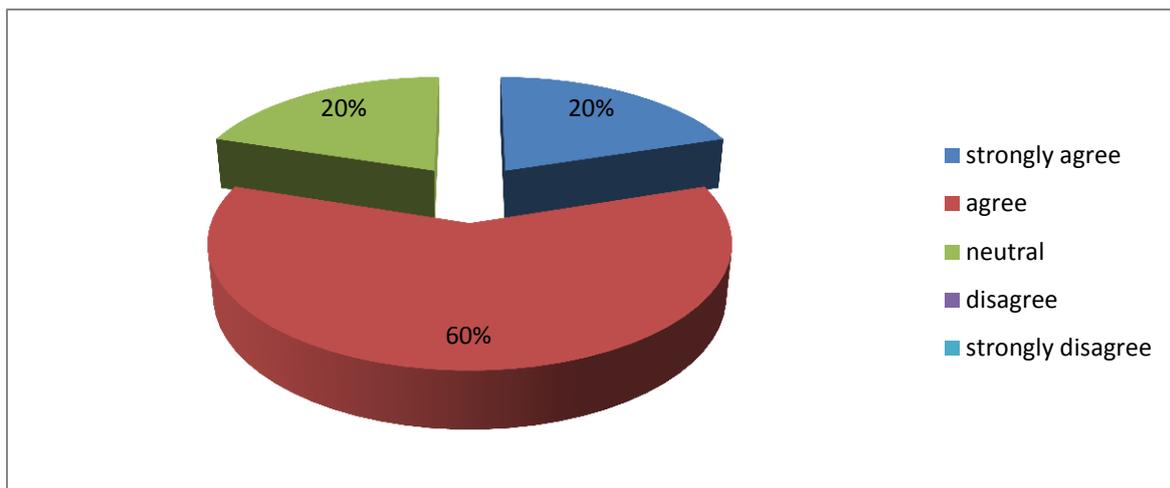
Graph 24: Relation between theatrical activities and students' confidence

The results above show that 60% of participants agree that using theatrical activities inside EFL classes helps learners becomes more self-confident. While 20% strongly agree with the same idea. However, the rest of teachers (20%) opted for neutral.

Q10: What type of theatrical activities do you think is beneficial the most in facilitating learners' comprehension toward vocabulary?

a. Role Play

b. Simulation

c. Improvisation

d. Scripted Play
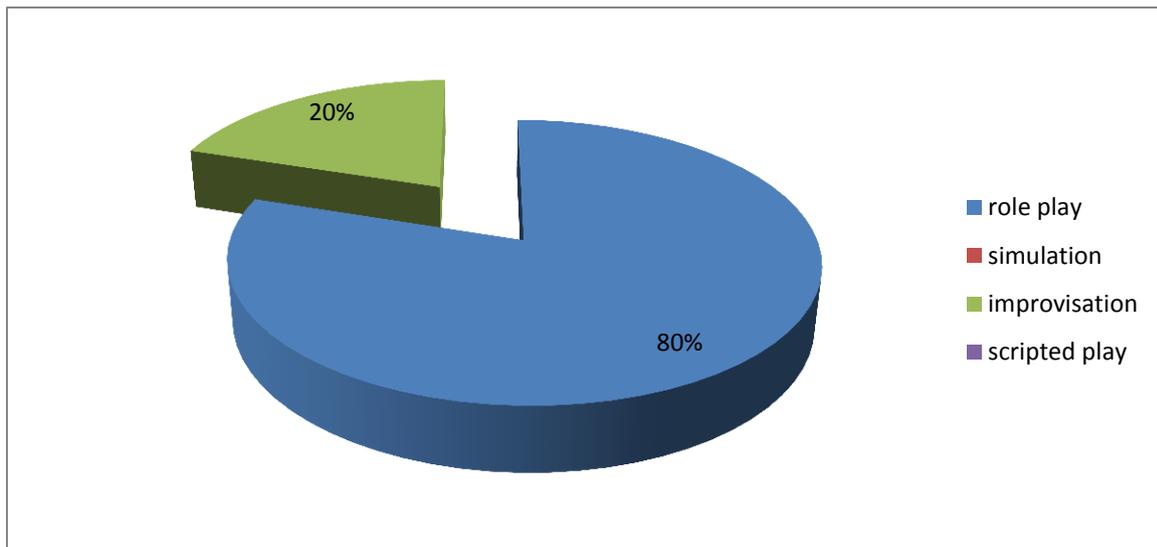
Graph 25: Most frequently types of theatrical activities used by the teachers which facilitate

vocabulary comprehension

The overwhelming percentage 80% indicates that most of teachers affirm that role play is

the most suitable type of theatrical activities which is used a lot by them to facilitate learners'

comprehension toward vocabulary. However, 20% of participants opted for improvisation as

an adequate type for them.

Q11: Theatrical activities offer EFL learners the opportunity to express themselves freely.

 a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree
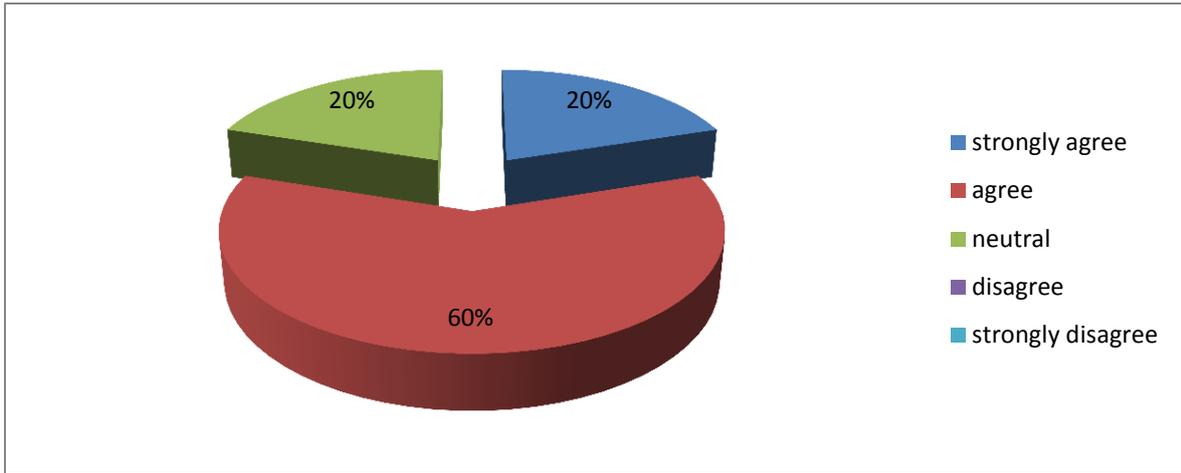
Graph 26: Teachers' opinion whether theatrical activities help learners in expressing themselves

The data above indicate that the majority of teachers 60% agree that theatrical activities help learners express themselves freely. 20% of teachers strongly agree with the same idea. However, the remaining teachers (20%) opted for neutral.

Q12: Do you encourage passive learners to engage and participate in theatrical activities?

a. No, I do not

b. Sometimes

c. Yes I do
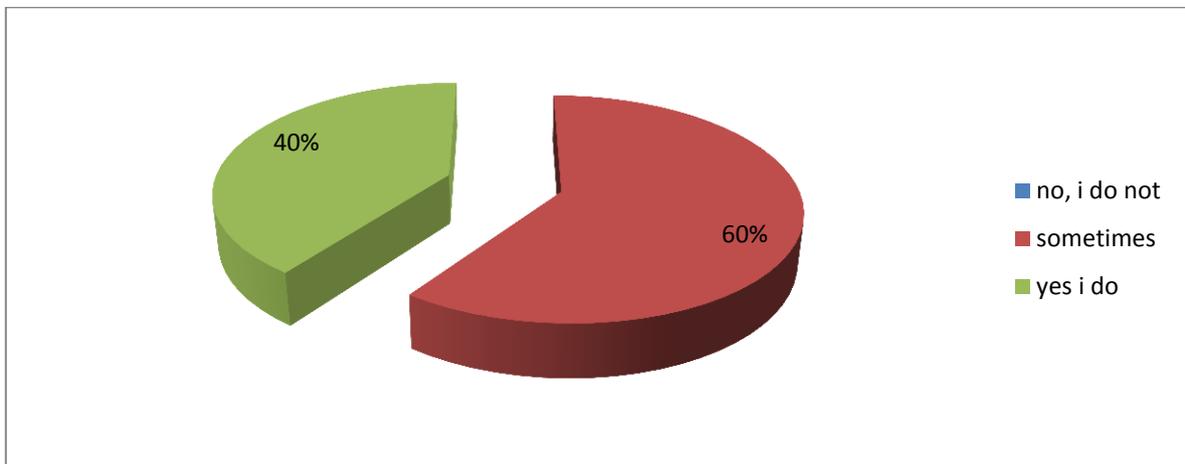
Graph 27: Role of the teachers in the encouragement of passive students

In order to ameliorate classroom discussion, teachers have to encourage all their learners to be part of it, in this regard, 40% of teachers state that they do so. While 60% of teachers state that they sometimes encourage them.

Q13: Theatrical activities based on learner's interest increase their motivation toward foreign language learning**.**

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree
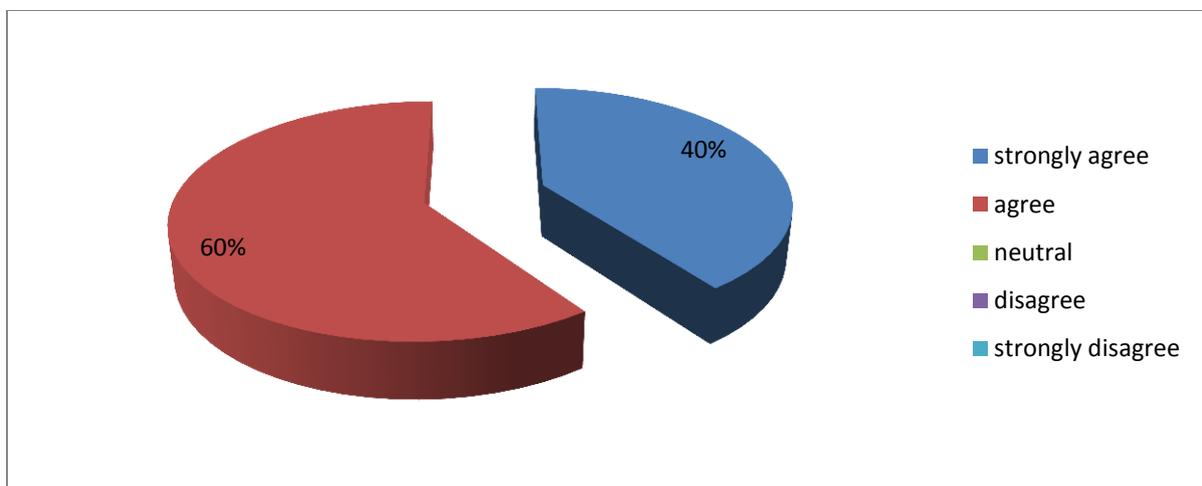
Graph 28: Effect of students' interests on their learning and motivation

All teachers believe that theatrical activities are prepared according to learner's interest increase their motivation in learning. The data obtained shows that 40% of teachers opted for strongly agree. While the majority of other teachers 60% opted for agree.

Q14: The lack of English use outside classes affects the learners speaking proficiency and vocabulary memorization.

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree
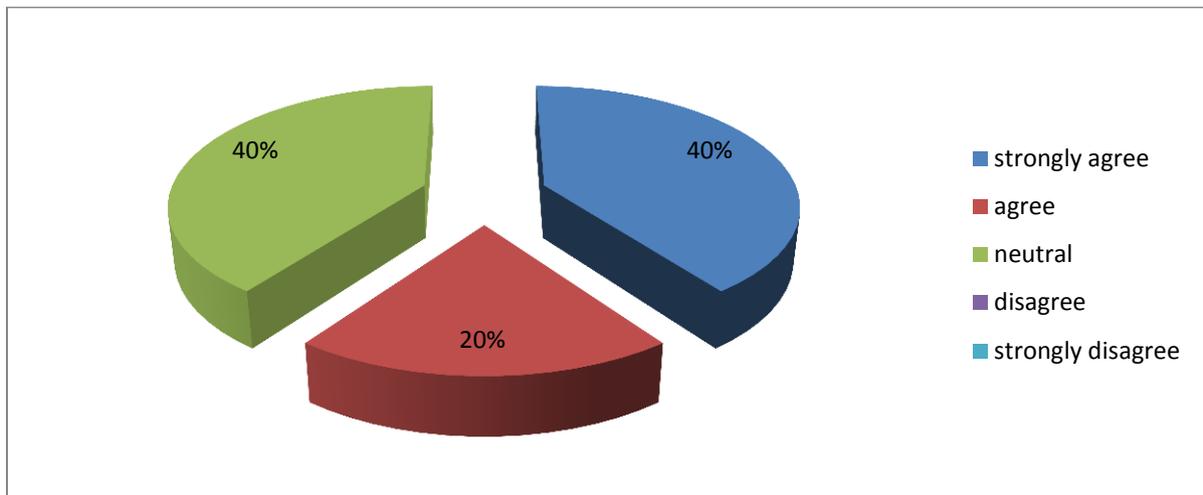
Graph 29: The impact of the limited use of English language outside classroom

The results above indicate that 40% of teachers strongly agree with the idea of speaking English outside classroom is helpful to improve learners' speaking and vocabulary memorization. Also 20% of teachers agree with the same idea while 40% of them opted for neutral.

Q15: In your opinion, what are the obstacles which prevent teachers from using theatrical activities in EFL classes?

a. Lack of time

b. It causes chaos and uncomfortable learning environment

c. It helps only gifted learners and neglects average and poor performing learner

d. Others
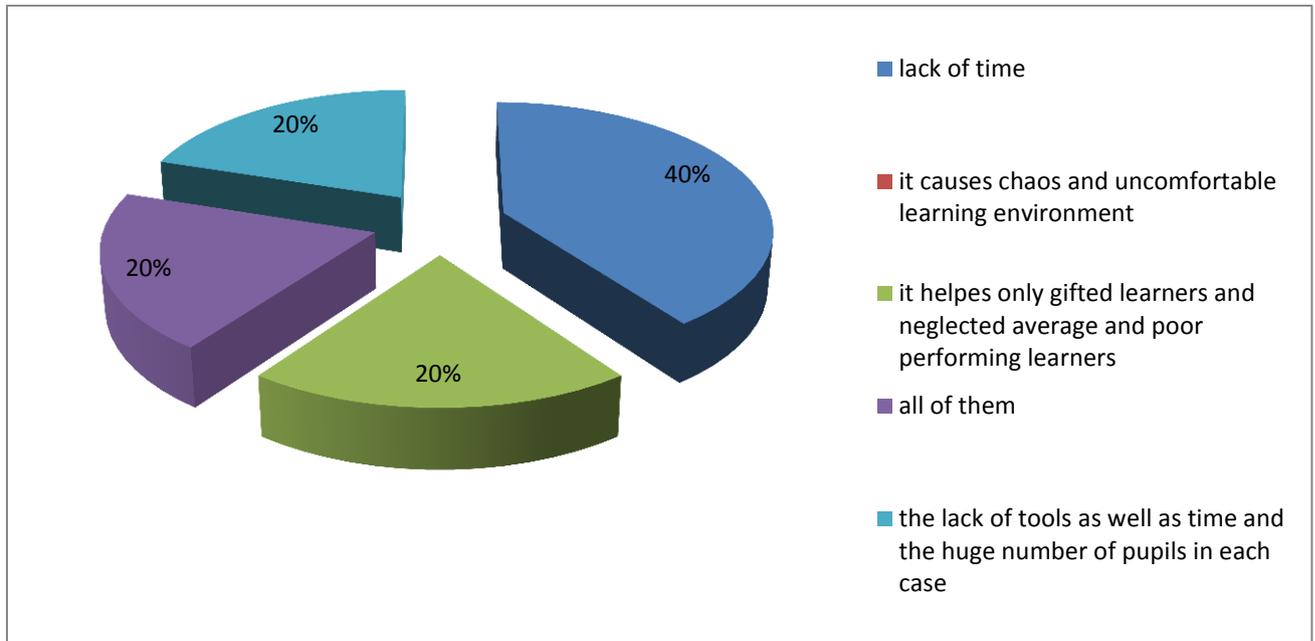
Graph 30: Teachers' views toward the classroom problems that cause a reduction in the use

of theatrical activities

Classroom problems are unlimited and here teachers were asked about obstacles which prevent teachers from using theatrical activities in EFL classrooms. 40% of teachers opted for the lack of time which means that time is the first problem facing teachers in classes, 20% of teachers face the problem of learners' levels which means that theatrical activities help active learners only, 20% of teachers opted for all the problems mentioned there, and the remaining teachers (20%) state other problems such us lack of tools and time and the huge number of pupils.

2.2.2.1. Discussion and Interpretation of Teachers' Results

According to the findings of this research, it is obvious that teachers have an acceptance toward the use of theatrical activities inside their classrooms and rely on those activities in different aspects in accordance with what Philips (2003) said that drama does not refer only to the product, the performance, but also to the entire process of language learning. and they see that those activities help learners in gaining more vocabulary knowledge; Nation (2001) claimed that vocabulary learning and language use complete each other's, i.e. whenever learners use certain language, vocabulary knowledge will increase and vocabulary acquirement lead automatically to the use of language. In addition, it is noticed that teachers prefer role play over all the other types of theatrical activities due to its easiness in conformity with choosing topics that interest their learners so as to increase their motivation and attract their interests as Park and Won (2003) mentioned that younger students benefit more from the use of drama in classes which means that primary school students are the most benefited ones from those activities than come middle school students and then high school students which considered to be the least benefited from the dramatic activities. .

Furthermore, Vygotsky (1987) claimed that social interaction is the key toward language development which is affirmed by teachers in the findings, the majority of them believe that whenever students use English outside classes their speaking proficiency and vocabulary memorization will ameliorate.

Finally, teachers provide strategies and techniques after presenting the dramatic activities in order to test vocabulary memorization of learners and how to engage them all in the discussion especially passive ones and also encourage them to debate even if they were not part of the performance. And they also provide the researchers with the major problems facing

them while using theatrical activities. Importantly, those answers confirm that theatrical activities have a big role in teaching vocabulary and ameliorating learners' capacities.

2.2.3. Suggestions and Recommendations for Learners

- Learners should practice English language in ordinary life and stop expecting to receive all the information passively so as to enlarge their linguistic capacities.

- Learner should be motivated and engaged in theatrical activities in EFI classes so as to be comfortable during their classes to develop their language and improve their vocabulary knowledge.

- Learner should encourage each other's and stop the ironic acts and making fun of classmates so as the less bold learners can be comfortable doing the theatrical activity and be able to act and participate freely.

2.2.4. Suggestions and Recommendations for Teachers

Based on what is found in this paper, it should be very useful for anyone to repeat the

study in a broader way. Also the researchers would like to provide some recommendations for teachers.

- Teacher should show interest to each individual student because this will ameliorate his self-confidence and help him to share his ideas in the classroom.

- Talk with students and act as a partner with them in order to know their needs and discover their favorite learning styles in the class.

- Advise students to watch movies, plays and listen to music so as to be motivated, also to enhance their vocabulary and reinforce their speaking skills.

- Encourage students to speak outside classroom with classmates because this will help them to be familiarized with the language as well as the dramatic activities.

Conclusion

To sum up, this chapter has described the research design of the study, the sample, the data collection tools and the statistical analysis of the results which confirm that the role of theatrical activities is very important in teaching vocabulary. The collected findings from the questionnaire prove that learners and teachers agree that the theatrical activities are a beneficial tool to expand vocabulary knowledge. Also it is a motivation instrument to push learners to introduce the culture of the target language. It also affirms that teachers have positive attitude toward using theatrical activities in their classrooms, and that learners need some motivation and encouragement to engage in the learning process. Moreover, the description of the collected data almost lightens the truthfulness of the research hypotheses and questions which are represented in the following: all teachers of EFL classes in middle school use theatrical activities in teaching vocabulary. Also theatrical activities have positive impact on students' vocabulary in EFL classes.

Limitations of the Study

Some research limitations faced the researchers, this research was limited to teachers and students of middle school. Researchers had to search for participants either going to their homes or waiting for some of them to have a meeting and collect the needed data. Yet, not all of them were available and researchers had a problem to find the number needed.

General Conclusion

The current research was conducted to investigate the impact of using theatrical activities in teaching vocabulary in EFL classes. It has dealt with how teachers of EFL classes in middle school use theatrical activities in teaching vocabulary as well as the reaction of learners toward this method.

This research is divided into two main chapters. The first chapter represents the theoretical part which deals with vocabulary learning and the use of theatrical activities. It is divided into two sections, the first section deals with the use of theatrical activities in EFL classes, while the second section provides the role of theatrical activities in developing students' vocabulary. The second chapter is concerned with the field work. It provides a description and analysis of two questionnaires addressed to both teachers and learners of Bougarn Mohammed middle school of Tebessa.

The analysis of both learners' and teachers' questionnaire indicates that teachers and learners hold a positive attitude toward the use of theatrical activities in classroom. Thus, the current results proved the hypotheses of this study which states that teachers of EFL classes in middle school use theatrical activities in teaching vocabulary, and that theatrical activities have positive impact on students' vocabulary in EFL classes. Those activities are full of entertainment and joy which attract learners and gain their acceptance. In addition, they help them understanding the vocabulary in different comfortable ways.

References

Afzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. Arab World English Journal (AWEJ) Volume, 10.

Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2012). Improving vocabulary learning in foreign language learning through reciprocal teaching strategy. International Journal of Learning and Development, 2(6), 186-201.

Akar, N. (2010). Teaching Vocabulary Bridging the Gap between Theory and Practice.

Al-Arishi, A. Y. (1994). Role-play, real-play, and surreal-play in the ESOL classroom.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. International journal of teaching and education, 3(3), 21-34.

Amiryousefi, M., & Ketabi, S. (2011). Mnemonic instruction: A way to boost vocabulary learning and recall. Journal of Language Teaching and Research, 2(1), 178.

Araki-Metcalfe, N. (2006). The waterhole: using educational drama as apedagogical tool in a foreign language class at a public primary school in Japan (Doctoral dissertation).

Ashton-Hay, S. (2005). Drama: Engaging all learning styles.

Bakhtin, M. (1952). M.(1986). The problem of speech genres. Speech genres and other late essays, 60-102.

Bardakçi, M. (2016). Breadth and Depth of Vocabulary Knowledge and Their Effects on L2 Vocabulary Profiles. English Language Teaching, 9(4), 239-250.

Bentley, E. (1957). The Playwright as a Thinker: A Study of Drama in Modern Times... U of Minnesota Press.

Berlin, C., & Hornbeck, K. (2005). Theatre-based techniques for youth peer education: a training manual. United Nations Population Fund and Youth Peer Education Network.(Y-Peer) New York.

Billíková, A., & Kiššová, M. (2013). Drama Techniques in Foreign Language Classroom. Nitra, Slovakia: Constantine the Philosopher University in Nitra.

Bitchener, J. ISP Nation, Learning Vocabulary in Another Language:(Cambridge: Cambridge University Press, UK. 2001. pp. xiv, 477).

Bitchener, J. ISP Nation, Learning Vocabulary in Another Language:(Cambridge: Cambridge University Press, UK. 2001. pp. xiv, 477).

Bjork, R. A., & Kroll, J. F. (2015). Desirable difficulties in vocabulary learning. The American journal of psychology, 128(2), 241.

Bogaards, P., & Laufer, B. (Eds.). (2004). Vocabulary in a second language: Selection, acquisition, and testing (Vol. 10). John Benjamins Publishing.

Bosher, K. (2013). Infinite Variety: Ancient Greek Drama in Sicily. Sicily. Art and Invention between Greece and Rome, The J. Paul Getty Museum, Los Angeles, 110-121.

Boudreault, C. (2010). The benefits of using drama in the ESL/EFL classroom. The Internet TESL Journal, 16(1), 1-5.

Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). Teaching English as a foreign language. Routledge.

Bytyqi, B. (2014). The effectiveness of using drama plays in advanced academic English classes in promoting learner cooperation, creativity and autonomy. Journal of Teaching English for Specific and Academic Purposes, 2(1), 117-124.

Chang, F., & Burns, B. M. (2005). Attention in preschoolers: Associations with effortful control and motivation. Child Development, 76(1), 247-263.

Chen, Y. (2012). Dictionary use and vocabulary learning in the context of reading. International Journal of Lexicography, 25(2), 216-247.

Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. Language learning, 49(3), 417-446.

Cherry, K., & Mattiuzzi, P. G. (2010). The Everything Psychology Book: Explore the human psyche and understand why we do the things we do. Simon and Schuster.

Chukueggu, C. O. C. (2012). The use of drama and dramatic activities in English language teaching. The Crab: Journal of theatre and media arts, 7, 151-159.

Clement, D. S., & Dörnyei, Z. (2001). Situating second language motivation. Motivation and second language acquisition, 23, 69.

Cobb, T. (1999). Breadth and depth of lexical acquisition with hands-on concordance. Computer Assisted Language Learning, 12(4), 345-360.

Cody, T. L. (2013). Drama education in New Zealand schools: The practice of six experienced drama teachers.

Courtney, R. (1980). Our dramatic universe. The dramatic curriculum, 5-22.

Davies, P. (1990). The use of drama in English language teaching. TESL Canada Journal, 87-99.

Desthia, A. (2019). Effective Teaching Vocabulary to Young Learners. English Literature, Faculty of Letters, Gunadarma University

Diamond, L., & Gutlohn, L. (2006). Teaching vocabulary. Retrieved from the Reading Rockets website: http://www. readingrockets. org/article/teaching-vocabulary.

Eskelinen, M. (2017). Drama as a method of teaching EFL vocabulary.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of educational research, 74(1), 59-109.

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and Motivation in Second-Language Learning.

Giebert, S. (2014). Drama and theatre in teaching foreign languages for professional purposes. Recherche et pratiques pédagogiques en langues de spécialité. Cahiers de l'Apliut, 33(1), 138-150.

Gray, M. (2015). Using Drama Activities in an Oral Expression Class for Trainee English Language Teachers in a French University Setting (MEEF 1). Lidil. Revue de linguistique et de didactique des langues, (52), 83-106.

Gu, T. (2017). The Effect of Vocabulary Knowledge on Chinese English Learners' Reading Comprehension. International Journal of English Linguistics, 7(4), p45.

Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. Language learning, 46(4), 643-679.

Gyllstad, H. (2013). Looking at L2 vocabulary knowledge dimensions from an assessment perspective—challenges and potential solutions. Bardel, C., Lindqvist, C., & Laufer, B.(Eds.) L, 2, 11-28.

He, H., & Deng, Y. (2015). The Mental Lexicon and English Vocabulary Teaching. English Language Teaching, 8(7), 40-45.

Hill, D., & Holden, S. (Eds.). (1989). Creativity in Language Teaching: 1988 Milan Conference Organised by the British Council. Modern English Publications.

Hoetker, J. (1969). Dramatics and the Teaching of Literature. NCTE/ERIC Studies in the Teaching of English.

Kalidas, C. S. (2014). Drama: A tool for learning. Procedia-Social and Behavioral Sciences, 123, 444-449.

Kristmanson, P. (2006). Beyond time on task in second language teaching and learning: A case study of cognitive processing in intensive French. PhD diss., University of New Brunswick.

Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. Language learning, 54(3), 399-436.

Lehtonen, A., Kaasinen, M., Karjalainen-Väkevä, M., & Toivanen, T. (2016). Promoting creativity in teaching drama. Procedia-social and behavioral sciences, 217, 558-566.

Liu, F., & Ding, Y. (2009). Role-play in English language teaching. Asian Social Science, 5(10), 140-143.

Liu, J. (2002). Process drama in second-and foreign-language classrooms. Body and language: Intercultural learning through drama, 51-70.

Long, N. (2001). Further strengthening vocabulary teaching—on the importance of vocabulary teaching [J]. Foreign Language World, 3, 015.

Mages, W. K. (2016). Educational Drama and Theatre: Paradigms for Understanding and Engagement. Open Online Journal for Research and Education, 5, 1-9.

McCarthy, M. (1990). Vocabulary. Oxford University Press.

Merriam-Webster. (n.d.). Drama. In Merriam-Webster.com dictionary. Retrieved August 10, 2020, from https://www.merriam-webster.com/dictionary/drama

Merriam-Webster. (n.d.). Vocabulary. In Merriam-Webster.com dictionary. Retrieved August 18, 2020, from https://www.merriam-webster.com/dictionary/vocabulary

Montgomery, J. K. (2007). The Bridge of Vocabulary: Evidence Based Activities for Academic Success. USA: NCS Pearson Inc.

Nation, I. S. P., & Meara, P. (2010). Vocabulary. An introduction to applied linguistics, 34-52.

Nation, P., & Wang Ming-tzu, K. (1999). Graded readers and vocabulary.

National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), United States. Public Health Service, & United States Department of Health. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. National Institute of Child Health and Human Development, National Institutes of Health.

Nunan, D. (2001). Is language teaching a profession?. TESOL in Context, 11(1), 4.

O'G, Y. M. D. E., & Akramovna, T. N. (2019). Vocabulary and its importance in language learning. Достижения науки и образования, (8-2 (49)).

Purna, D. 2005. The Use of Series Pictures in Teaching Speaking. Bandung: Universitas Pendidikan Indonesia.

Rohmatillah, R. (2014). A Study on Students' Difficulties in Learning Vocabulary. English Education: Jurnal Tadris Bahasa Inggris, 6(1), 75-93.

Rosati, C. S. (2006). Moral motivation.

Sarosdy, et al. (2006). Applied Linguistics I. Ertekunki az Ember: Unpublished.

Schmitt, N. (2008). Instructed second language vocabulary learning. Language teaching research, 12(3), 329-363.

Schonmann, S. (Ed.). (2011). Key concepts in theatre/drama education. Springer Science & Business Media.

Schoonen, R., & Verhallen, M. (2008). The assessment of deep word knowledge in young first and second language learners. Language Testing, 25(2), 211-236.

Sedita, J. (2005). Effective vocabulary instruction. Insights on learning disabilities, 2(1), 33-45.

Silsüpür, B. (2017). Does Using Language Games Affect Vocabulary Learning in EFL Classes?. Journal of Foreign Language Education and Technology, 2(1), 83-104.

Somers, J. (Ed.). (1996). Drama and theatre in education: Contemporary research. Captus Press.

Stahl, S. A., & Nagy, W. E. (2006). The literacy teaching series. Teaching word meanings. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Stinson, M., & Winston, J. (2011). Drama education and second language learning: a growing field of practice and research.

Swartz, L. A. R. R. Y. (2015). Carrying the torch: How and when we teach teachers to teach drama. Drama, theatre and performance education in Canada: Classroom and community contexts, 44-52.

Tam, P. C. (2016). Children's creative understanding of drama education: A Bakhtinian perspective. Thinking Skills and Creativity, 20, 29-39.

Tartari, B. M. (2018). Teaching Vocabulary to Young Learners Through Drama Techniques. CONFRONTING CONTEMPORARY EDUCATIONAL CHALLENGES THROUGH RESEARCH, 166.

Thornbury, S. (2002). How to teach vocabulary. England.

Uguma, V. U., & Obiekezie, E. O. (2018). Simulation and Dramatization Teaching Methods and Students' Academic Performance in English Language.

Ur, P. (2009). A Course in Language Teaching: Practice and Theory. 17 Printing.

Ustuk, Ö., & Inan, D. (2017). A Comparative Literature Review of the Studies on Drama in English Language Teaching in Turkey. Novitas-ROYAL (Research on Youth and Language), 11(1), 27-41.

Van Ments, M. (1999). The effective use of role-play: Practical techniques for improving learning. Kogan Page Publishers.

Wan, Y. S. (2017). [OBJ] Drama in Teaching English as a Second Language-[OBJ] A Communicative Approach. The English Teacher, 13.

Watson, G. J. (2017). Drama: an introduction. Macmillan International Higher Education.

Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. Studies in second language acquisition, 33-52.

Wilkins, D. A. (1972). Linguistics in language teaching. E. Arnold, 1973.

Zyoud, M. Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: a Theoretical Perspective. 2008. URL: http://www. finchpark. com/drama/articles/(accessed: 12.06. 2016).

Appendices

Appendix (A): Learners' Questionnaire

Dear learner,

This questionnaire is a data collection tool for master dissertation about the role of theatrical activities in teaching vocabulary. We would like to thank you for kindly contributing to this study by answering this questionnaire. Your answers will be of great help for our research.

Please, tick (✓) the appropriate answer box to indicate your choice, and write full statements whenever needed.

Section One: General Information

Q1: How old are you?

………………………………………………………………………………………………...

Q2: What grade are you in?

- …………………………………………………………………………………………

Section Two: Drama in EFL Class

Q3: Do you like learning English Language?

   a. Yes I do ⬚

   b. A little bit ⬚

   c. No I do not ⬚

Q4: Do you think that learning English as a foreign language is important?

   a. Yes I do ⬚

   b. A little bit ⬚

c. No I do not ☐

Q5: Which strategy do you prefer to use to improve your vocabulary knowledge at school?

- Listening to your teacher ☐

- Playing some games ☐

- Reading texts from the textbook then writing paragraphs ☐

- Engaging in conversations with classmates ☐

- Other ☐

Q6: In your opinion, learning new vocabulary in English is regarded as:

a. Easy ☐

b. Average ☐

c. Difficult ☐

Q7: Are you willing to expand your vocabulary knowledge in English language?

a. Yes I do ☐

b. No I do not ☐

Q8: For what reasons do you want to develop your vocabulary knowledge?

a. To develop your speaking and writing skills in your learning process ☐

b. To develop your speaking skill in your personal life ☐

c. To achieve a personal desire ☐

d. Others ☐

Q10: Have you ever witnessed or been involved in a theatrical activity during your EFL

classes?

a. Yes I have ☐

b. No I have not ☐

Q11: Did you like it as a way of learning?

    a. Yes I did ☐

    b. A little bit ☐

    c. No I did not ☐

Q12: If not, what was the reason?

    a. You were shy ☐

    b. Your classmates laughed at you ☐

    c. You learnt nothing as a passive learner ☐

    d. You felt uncomfortable for other reasons:

        ………………………………………………………………………………………

        ………………………………………………………………………………….……….

Q13: If yes, why do you like it?

    a. It is entertaining and joyful ☐

    b. It is helpful for learning ☐

    c. Others…………………………………………………………………………………

        ……..………………………………………………….…………………………………

Q14: Do you think that theatrical activities help learners boost the learning process?

    a. Yes they do ☐

    b. No they do not ☐

    c. I do not know ☐

Q15: What position motivates you best during a theatrical activity in class?

    a. To be a participant in this activity (actor) ☐

    b. To be one of the audience (passive learner) ☐

Q16: Does your teacher draw your attention to the importance of improving your vocabulary knowledge?

    a.   Yes he\she does ☐

    b.   No he\she does not ☐

Q17: Do you benefit more from the theatrical activity when the teacher chooses a topic that interests you?

    a.   Yes I do ☐

    b.   No I do not ☐

Q18: Please write down any related information you know or personal opinion related to the topic

……………………………………………………………………………………………………

……………………………………………………………………………………………………

…………………………………………………………………………………………………….

Thank you for your time and collaboration

Appendix (B): Teachers' Questionnaire

Dear Teachers,

This questionnaire is a data collection tool for master dissertation about the role of theatrical activities in teaching vocabulary. We would like to thank you for kindly contributing to this study by answering this questionnaire. Your answers will be of great help for our research.

Please, tick (✓) the appropriate answer box to indicate your choice, and write full statements whenever needed.

Section One: General Information

Q1: What is your scientific degree?

a. License ☐

b. Magister / Master ☐

c. Doctorate ☐

Q2: How long have you been teaching English in middle school?

....

Section Two: Drama in EFL Class

Q3: Do you think that theatrical activities are useful in enhancing learners' vocabulary in teaching process?

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree [_____]

Q4: Do you usually plan to introduce new vocabulary items in a form of drama activities?

a. Yes I do. [_____]

b. Sometimes. [_____]

c. No, I do not. [_____]

Q5: Do you agree that the physical movement, which theatrical activities offer, is helpful for their motivation in learning vocabulary?

a. Strongly agree [_____]

b. Agree [_____]

c. Neutral [_____]

d. Disagree [_____]

e. Strongly disagree [_____]

Q6: After presenting the drama activities, do you make your students summarize the dialogues to make sure they utilize the new vocabulary?

f. Yes I do. [_____]

g. Sometimes. [_____]

h. No, I do not. [_____]

Q7: If yes, what other strategies do you follow to make sure that learners have acquired new vocabulary items?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q8: Have you ever given the opportunity to your learners to participate and perform the dialogues instead of passive reading and listening?

a. No, I do not ☐

b. Sometimes ☐

c. Yes I do ☐

Q9: Do you think that using theatrical activities inside EFL classes helps learners become more self-confident?

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

Q10: What type of theatrical activities do you think is beneficial the most in facilitating learners' comprehension toward vocabulary?

a. Role Play ☐

b. Simulation ☐

c. Improvisation ☐

d. Scripted Play ☐

e. Others……………………………………………………………………………………

………………………………………………………………………………………………....

Q11: Theatrical activities offer EFL learners the opportunity to express themselves freely.

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

Q12: Do you encourage passive learners to engage and participate in theatrical activities?

    a. No, I do not ☐

    b. Sometimes ☐

    c. Yes I do ☐

Q13: Theatrical activities based on learner's interest increase their motivation toward foreign language learning.

    a. Strongly agree ☐

    b. Agree ☐

    c. Neutral ☐

    d. Disagree ☐

    e. Strongly disagree ☐

Q14: The lack of English use outside classes affects the learners speaking proficiency and vocabulary memorization.

    a. Strongly agree ☐

    b. Agree ☐

    c. Neutral ☐

    d. Disagree ☐

    e. Strongly disagree ☐

Q15: In your opinion, what are the obstacles which prevent teachers from using theatrical activities in EFL classes?

    a. Lack of time ☐

    b. It causes chaos and uncomfortable learning environment ☐

    c. It helps only gifted learners and neglects average and poor performing learner ☐

d. Others:………………………………………………………………………………………

………………………………………………………………………………………

Thank you for your time and collaboration

Résumé

Cette étude s'intéresse au rôle des activités théâtrales dans la facilitation de l'apprentissage du vocabulaire dans les cours de langues étrangères. Il explore la possibilité de partager des activités théâtrales pendant les cours de langue étrangère pour améliorer l'acquisition du vocabulaire, le but ultime de cette recherche est donc de le démontrer.

La thèse se concentre sur les principales questions: Les activités théâtrales ont-elles un impact positif sur le vocabulaire des élèves dans les classes EFL ? Les professeurs d'anglais comme langue étrangère croient-ils en son importance et l'utilisent-ils en classe? La recherche suppose que le développement et les exigences du vocabulaire sont améliorés grâce à des activités théâtrales, et que tous les enseignants des classes EFL au collège utilisent des activités théâtrales pour enseigner le vocabulaire. La recherche est de nature quantitative. Afin de tester ces hypothèses, deux questionnaires ont été conçus et administrés à l'intention des élèves et des enseignants d'anglais de l'école intermédiaire Bougarn Mohamed, où chacun des participants a été invité à donner ses impressions et opinions sur le rôle des activités théâtrales dans l'apprentissage du vocabulaire des langues étrangères.

Les résultats ont montré que les participants ont une impression positive sur l'utilisation des activités théâtrales pendant les cours d'anglais langue étrangère, et les résultats recueillis ont démontré les hypothèses de cette étude. Parmi les résultats obtenus, il était clair que les apprenants préféraient participer à une activité théâtrale en classe plutôt qu'à une classe ordinaire. Ce type d'activité aide également les apprenants à découvrir un nouveau vocabulaire et à l'utiliser dans diverses situations de la vie réelle qui aideront les apprenants à parler anglais librement. De plus, ces activités peuvent créer une atmosphère joyeuse et détendue pour les apprenants, renforçant leur confiance en soi pour améliorer l'environnement d'apprentissage. À la fin de cette étude, certaines recommandations et suggestions sont

recommandées aux enseignants et aux élèves afin d'améliorer l'utilisation des activités théâtrales dans l'acquisition du vocabulaire.

Mots clés: activités théâtrales, théâtre, vocabulaire, enseignant, apprenants EFL.

الملخص

تهتم هذه الدراسة بدور الأنشطة المسرحية في تسهيل تعلم المفردات في فصول اللغات الأجنبية. حيث تبحث عن إمكانية مشاركة الأنشطة المسرحية خلال دروس اللغات الأجنبية لتعزيز وتحسين اكتساب المفردات، لذا فإن الهدف النهائي من هذا البحث هو إثبات ذلك.

تركز الأطروحة على الأسئلة الرئيسية: هل للأنشطة المسرحية تأثير إيجابي على مفردات الطلاب في فصول اللغة الإنجليزية ؟ وهل يؤمن معلموا اللغة الإنجليزية كلغة أجنبية بأهميتها ويستخدمونها خلال الفصول الدراسية؟ يفترض البحث أن تطوير المفردات واكتسابها يتم تحسينها بمساعدة الأنشطة المسرحية، و ان جميع معلمي اللغة الإنجليزية يستخدمون الأنشطة المسرحية في تدريس المفردات في المدرسة الإعدادية. البحث ذو طبيعة كمية. من أجل اختبار هذه الفرضيات ، تم تصميم استبيانين وإدارتهما لتلاميذ ومعلمي اللغة الإنجليزية في مدرسة بوقرن محمد المتوسطة. حيث يُطلب من كل من المشاركين إعطاء انطباعاتهم وآرائهم تجاه دور الأنشطة المسرحية في تعلم مفردات اللغة الأجنبية.

أوضحت النتائج أن المشاركين لديهم انطباع إيجابي تجاه استخدام الأنشطة المسرحية أثناء دروس اللغة الإنجليزية كلغة أجنبية، وقد أثبتت النتائج التي تم جمعها فرضية هذه الدراسة. و من ضمن النتائج التي تم الحصول عليها، كان من الواضح أن المتعلمين يفضلون المشاركة في نشاط مسرحي في الفصل بدلاً من حصة عادية. يساعد هذا النوع من الأنشطة أيضًا المتعلمين على التعرض لمفردات جديدة واستخدامها في مواقف الحياة الواقعية المختلفة التي ستساعد المتعلمين على التحدث باللغة الإنجليزية بحرية. علاوة على ذلك، يمكن لهذه الأنشطة أن تخلق جوًا بهيجًا ومريحًا للمتعلمين مما يعزز ثقتهم بأنفسهم لتحسين بيئة التعلم. في نهاية هذه الدراسة ينصح ببعض التوصيات والاقتراحات لكل من المعلمين والتلاميذ لتعزيز استخدام الأنشطة المسرحية في اكتساب المفردات.

الكلمات المفتاحية: الأنشطة المسرحية ، الدراما ، المفردات ، المعلم ، متعلمي اللغة الإنجليزية كلغة أجنبية