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**The Use of Roleplay to Enhance the  
Teaching of Civilization**

The Case of Third Year Students at  
The Department of English, University of Laghouat

A Dissertation Submitted to the Department of English in Partial Fulfillment of  
the Requirements of the Master Degree in English Literature and Civilization.

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# *Dedication*

I dedicate this work to my father; May Allah has mercy on him and placed him into His highest Heavens, who sacrificed until the last moment of his life for me to complete my studies.

I dedicate this thesis also to my beloved mother, thanks to whom I could resume my studies.

Ben Atallah Cherifa

# *Dedication*

I dedicate this work to my wonderful family for their love, motivation and support throughout the course of my study.

A special dedication and feeling of gratitude also to all my colleagues and brilliant students whom I truly consider a source of inspiration and motivation that traced my journey to finish this thesis.

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## **Abstract**

Civilization is generally taught using the conventional approach which is based on lecturing. The latter makes the teaching process tiring and effort consuming where it leads students to feel bored and exhausted. As a result, teachers unfortunately, have to bear a heavy burden. Moreover; students lose interest during the session. Basically, the main aim of this research is to enhance both the teaching and learning of civilization through the use of role playing. This study is also conducted to shed light on the importance and effectiveness of role playing as an educational tool in the teaching and learning of civilization to EFL third year students who constitute the sample of our study, at the Department of English, University of Laghouat. This study suggests the use of this simulation technique that helps teachers in engaging their learners in the class. By doing so, civilization teaching and learning can be facilitated and appreciated as well. In fact, this research hypothesizes that the use of such enhancing strategy enables students become both mentally and physically involved as well as it helps both teachers and students foster the teaching and learning of civilization. A descriptive / analytical study is chosen to prove or disprove the hypotheses. As for the data collection method, two research instruments are used. A questionnaire is addressed to third year LMD students followed by semi-structured interview with teachers of civilization to inquire about their attitudes and perceptions towards the use of role-playing in the teaching of civilization and its impact on delivering and acquiring well-grasped lessons in a creative and an enjoyable learning environment. The results from the analyses of students and teachers' questionnaire and interview confirm the hypotheses in which both students and teachers' responses are positive towards the use of this technique. Additionally, based on the findings of this study, the use of role playing may provide a starting point for further investigation about the integration of drama and acting in traditional settings so that to support the teaching and learning process.

**Key words:** Civilization, role playing, drama, acting.

## List of Abbreviations

<b>EFL</b>	English as Foreign Language
<b>LMD</b>	Licence, Master and Doctorate
<b>ESL</b>	English as Second Language
<b>TTT</b>	Teacher's Talk Time
<b>STT</b>	Students' Talk Time

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## General Introduction

### **Background of the Study:**

According to Singhal (2022) history and civilization class is more than just reading from a textbook. The development of mankind is chronicled in history, from their initial appearance on Earth to the time they fought for thrones and sparked the Industrial Revolution. Basically, a variety of methods are available to help students learn something new in civilization lesson, which they often find boring. This method is based on the use of roleplaying as a creative technique that can help students understand history and civilization to a great extent.

The proper use of drama and roleplaying in history class will make students appreciate history more. For making history courses exciting and engaging for the pupils is to incorporate some drama and roleplaying into sessions. The teacher will consider setting up an activity where the students must dress up and behave like characters from the Renaissance for instance while the teacher is lecturing on the topic. Having the situation played out in front of the class will increase interest in the lesson more than the conventional method of instruction Singhal (2022). Again, the use of creative and enjoyable methods in specific aid to create a helpful environment where the students are more interested and motivated for such classes. Being able to recall dates and events is simply one requirement for better learning and understanding of history and civilization.

### **Statement of the Problem:**

Being the only responsible for the preparation and delivery of lessons, some teachers of civilization at university usually express their dissatisfaction and keep complaining that they are no longer at ease. Bearing such a heavy duty will certainly result in bad consequences on both teachers and learners as well. In addition, the traditional approach to teaching based on pure lecturing seems to have several drawbacks in terms of teaching performance, learning and achievement since neither attraction from the part of teachers nor interaction from the part of learners is noticed and reinforced. Moreover, no creativity and engagement are fostered to attain better results. Thus, the teaching process in general is discouraging, tiresome and demotivating as no creative approach or techniques are introduced.

### **Aim of the Study:**

This study is intended to introduce and explore the usefulness of roleplay in enhancing the teaching and learning of civilization through the use of roleplay and drama. By doing so, we could ease the burden on teachers, and broaden the students' comprehension, engagement

## General Introduction

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and imagination of events. The purpose of this research paper is to examine also the effectiveness of roleplay as a method in teaching civilization, and investigate its effects on students' understanding and learning of civilization courses. Accordingly, the study is conducted to achieve more objectives: Reminding both teachers and students about the value of roleplay in helping students comprehend challenging historical issues, and highlighting the significance of employing such creative technique to reduce the complexity of historical events and civilization module for third year students of English.

For this reason, the incorporation of modern techniques such as roleplaying into civilization classes may have a remarkable impact on teaching as it could inspire both teachers and students to appreciate and enjoy the teaching and study of civilization. However, in order for roleplay to be effective in class, both teachers and students need to know how to connect and exploit it in the topic being covered.

### **The Rationale:**

The motivation behind selecting this topic is to broaden the use of roleplaying to other domains rather than being linked and associated only with literature, the challenge that we seek to engage in, is to couple role playing with civilization teaching. In fact, we noticed that teachers rarely use this technique during the course of study. Moreover, previous researchers have not tackled this topic profoundly. Thus, we decided to handle this research to revalue roleplaying and provide our insights and suggestion concerning the integration of this technique in the teaching of civilization

### **The Research questions:**

This dissertation is meant to answer the following questions:

- 1/ To what extent does roleplaying help students enhance their achievement in learning civilization?
- 2/ What are the attitudes and perceptions of both teachers and students towards the integration of roleplaying in civilization class?

## **Hypotheses**

This dissertation hypothesises the followings:

### **Hypothesis One:**

Roleplaying can be quite beneficial since it enables students to act imaginatively and become both mentally and physically involved in the historical topic being studied.

### **Hypothesis Two:**

If roleplaying is integrated in the teaching of civilization, teachers and students' performances will significantly be enhanced, civilization lessons might be less tiring and students develop a greater appreciation for civilization module.

## **Literature Review:**

Liu & Ding (2009) stated that role-playing is a useful strategy to animate the teaching and learning environment, pique learners' interests, and facilitate outstanding language learning. Four elements are essential to its success: The teacher should "feed-in" the necessary terminology and correct faults in a proper manner. Some teachers play the roles of facilitator, spectator, and participant. The topic chosen should be authentic and meaningful. Role-playing in the classroom provides variety, a change of pace, and several chances for language output while also being a lot of fun. (Feng Liu, 2009)

According to the findings of the study of Beidatsch & Broomhal (2010), role-playing exercises are a valuable addition to the tertiary history teaching repertoire, but practitioners need to be aware of both their advantages and disadvantages. This setting can help students learn about historical processes, the significance of imagination and empathy in the work of historians, as well as how to acquire a grasp of historical social and cultural dynamics. It seems that learning material in simulated, student-centered formats has a significant impact on students' memory and recall. This seems to be especially true in lessons where students must take personal responsibility for carrying out responsibilities or duties within a larger team context.

Paquette (2012) asserts that using roleplay to teach offers a number of benefits. Role play is a type of experiential learning that leads to the transformation of learners from passive to active. Additionally, role play helps students acquire new abilities like leadership, coordination, and teamwork as well as long-term learning of the subject matter.

Christina Nechifor (2018) explains her experience of performing two masterful speeches that have been written by Brutus and Mar Antony about Julius Caesar. She has acted the two monologues herself with a bit of exaggeration on gestures and poses. Surprisingly, students have started to participate and to feel fun because they are motivated. Therefore, Nichifor claims she is convinced that when the teacher or his students are put in the shoes of the characters, history becomes closer to students' hearts.

### **Methodology:**

Any research needs a suitable method to be followed as well as the correct way of collecting data. For this reason, this work adopts a descriptive and analytical study to identify the usefulness of using roleplaying in civilization classes. To investigate and collect data, an online questionnaire is addressed to third year LMD students, at the Department of English, University of Laghouat, in addition to a semi-structured interview with teachers of civilization at the same department.

### **Structure of the Dissertation:**

This research paper is divided into three chapters; the first chapter is devoted to an overview of civilization teaching approaches and methods. The second one tackles the use of drama and role playing in education and the teaching of civilization. Finally, yet importantly, the third chapter is dedicated to methodology, data analysis and interpretations of the results about the integration of roleplaying in the teaching and learning of civilization, in addition to a short roleplay sample to be acted out.

# **Chapter One: An Overview of Civilization / History Teaching Approaches and Methods.**

- 1.1.** Defining the Word History.
  - 1.2.** History and Language Teaching.
  - 1.3.** The Historical Background of Teaching History.
  - 1.4.** Reasons behind Teaching History.
  - 1.5.** Models of Teaching History.
    - 1.5.1.** The Factual Model.
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  - 1.6.** Approaches to Teach History.
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  - 1.8.** The Significance of Learning English through role playing.
  - 1.9.** The Teacher's Role in Teaching History.
- Conclusion.

Bringing the past back to life in class can encourage students exercise their critical thinking skills to contemporary problems. With regard to the implementation of civilization and history in the discipline of English Language Teaching (ELT), methods and techniques are always changing. This chapter attempts to elicit some researchers' perspectives on the teaching of civilization. In this sense, we intend to discuss some teaching techniques and how the teaching of civilization is related to teaching languages, in addition to the significance and reasons for including history and civilization in the teaching of English. Then, well-known teaching strategies, models, and approaches in history and civilization are reviewed. Lastly, the relationship between historical awareness and language proficiency is then discussed.

### **1.1 Defining the Word History:**

The Greek word "historia" (which in English is translated as "story") is where the term "history" originates. Historia was originally a Greek word that meant both the process of inquiry and the knowledge that resulted from it. A little distance separates that location from the accounts of occurrences that can be created through investigation. It may also be used to describe a historical tale or account. a collection of countless historical narratives told by numerous people.

Accordingly, Burckhardt (2002) stated "History is the record of what one age finds worthy of note in another". While Johnson (1940) claimed "History, in its broadest sense, is everything that ever happened." Furthermore, NCERT (2002) stated "History is the scientific study of past happenings in all their aspects, in the life of a social group, in the light of present happenings."

Thus, the passages mentioned above suggest that history is a significant record of historical events, a crucial account of mankind that explains what happened to man and why it happened. From these definitions, it is possible to deduce that history is essential to the process of changing our lives. We can improve intellectually and personally by studying history, which can have a big impact on people's attitudes and actions.

### **1.2. History and Language Teaching:**

According to Britannica, Language serves as a tool for communication as well as a window into the society, culture, and historical setting in which it develops. Hence, Language serves as the foundation for history and gives it life. The main source of historical evidence is language. Ancient manuscripts, inscriptions, and other written records are a priceless source of knowledge about bygone civilizations, occasions, and people. These writings provide

understanding of the political, social, economic, and cultural features of a specific era. For instance, historical interpretation of the history and culture of ancient Egypt has been made possible by the use of hieroglyphics. Moreover, History should be used with students because it is a good source of material for encouraging students in EFL classes.

Basically, Language and culture are inextricably linked; it is impossible to understand a language without also studying its culture. The relevance of both language and culture would be diminished if they were separated because language is a component of culture and culture is a component of language. (Brown, 2007)

Additionally, since language history is intimately correlated with the politics and culture of its speakers, history helps EFL students understand the culture and politics of that language. For instance, the region of Catalunya in Northeastern Spain is currently getting news attention as a result of its attempts to secede from the rest of Spain. Speaking Catalan was prohibited from 1939 to 1975 during Francisco Franco's dictatorship, as anyone who studies Spanish or Catalan history will discover. The language is now a crucial component of the campaign for Catalonia's independence.

Besides, Datta (2017) claimed that it is simpler for others to control us when we lack critical thinking abilities, historical and cultural knowledge, and these things. Studying history, foreign languages, and cultures does not have to be impractical because it gives students the skills they need to be engaged, knowledgeable, and active citizens of the world. Accordingly, Datta (2017) established that “Studying history does more than just teach students about the past; It also obliges them to think critically, to process large amounts of information and make sense of conflicting analyses“. Consequently, history plays an important role in the field of teaching foreign language in which it should be integrated into the language teaching curriculum. (Datta, 2017)

### **1.3. The Historical Background of Teaching History:**

Black (2011) states that one of the core subjects that is taught in schools is history. History was once taught to just the prince who would succeed to the throne, and history books were kept in a separate library called "ad usum delphini". However, many different civilizations used to teach history via oral performances like the Egyptian one.

According to Black (2011), since history education is a highly politicized topic that politicians and political parties aim to dominate, history has been taught for a variety of purposes. The subject of history often sparks discussion and contention. For a very long time,

the goal of history instruction in Western nations was to create moral and patriotic people. As a result, history lessons in schools had to cover both the national narrative and moral instruction. After World War II in Europe, this idea was questioned, which resulted in significant modifications in the methods used to teach history. Like in many other realms of life, the 1960s and 1970s saw the biggest changes. Furthermore, In the 1960s, national history predominated the syllabi, but no longer from a moral perspective; in fact, this had to be prevented. The sources used mostly as illustrations in the textbooks' narrative content. In the 1970s, textbooks started to present greater sources and less stories, and students were required to learn by doing, or starting to work with sources. The strategy continued to reject moral instruction

Consequently, Students today study history to learn about and comprehend the forces, movements, and events that have influenced the world they live in, and they do this by working with sources as a way to acquire particular skills.

#### **1.4. Reasons behind Teaching History:**

Many students who study history in high school feel either bored, irrelevant, or both afterward. But when we age, even a little bit, we begin to realize how important it is to comprehend the past. We study history because it doesn't remain in the past. Understanding how historical events influenced current events is made possible by studying history. With the help of historical lessons, we not only gain knowledge about who we are and how we came to be, but we also improve our abilities to prevent mistakes and forge better paths for our communities.

Furthermore, Fordham (2016) contends that much more is required than merely a dictionary definition in order to fully understand notions like "slavery," "peasant," "parliament," and "revolution." These concepts are clarified and given more meaning through the study of history, which aids history students in understanding them better.

Moreover, Sean M (2016) claims that reading and writing skills are increased through history, and that teaching history aids learners with numerous language skills, including reading and writing. History is similar to English classes in many ways for the development of reading and writing abilities because it employs many of the same techniques while also adding a few more. Reading different sources, including letters, records, and even novels, is important for understanding history because it enables us to spot trends, motifs, and other characteristics that shed light on the past Similar to the project given to the English students,

but with additional layers of political and social development that have impacted contemporary society.

This means that history is a subject that encourages students to exercise critical thinking. History is often used in language instruction since it has given students wonderful opportunities to efficiently learn the language. Thus, it is vital to emphasize the value of history in the classroom.

### **1.5. Models of Teaching History:**

The integration of different student learning objectives into the study of history has improved over time. Teachers use a range of methods and approaches to attain those goals when teaching history. These approaches and techniques may differ from history as a source, a subject, or a body of knowledge.

In light of the fact that models have three fundamental characteristics, Nasib (2017) claimed that they are essential in the teaching and learning of history. First, they act as a representation of the real thing, which might not be available or might be too big to carry into the classroom. Second, they add context and reality to an object's explanation. Thirdly, they make learning more interesting. (Nasib, 2018)

There are numerous models that are extensively employed in history instruction and are regarded as the finest ones for managing historical content. Therefore, this chapter will focus on three different types of historical teaching models: The Factual Model, The Cause and Effect Model

#### **1.5.1. The Factual Model:**

The Factual Model, which enables students to understand historical events as they occurred within a certain period of time, is one of the most frequently employed in civilization and history teaching classes

The Factual Model is therefore described by Tahadmin (2016) as a model that "teaches about the events, such as the dates, the major players, and the locations. The historical events are the main topic of instruction. Students must be able to recall specific details about the events; for instance, teachers may inform their classes that World War I occurred in the years specified, that some countries supported one side while others supported the other, that many people died, and that important battles occurred in various places. Then, history professors instruct students about World War II using the same kind of facts.

### **1.5.2. The Cause and Effect Model:**

This model is renowned for its significance in the historical education process. The events are discussed in relation to previous episodes. Students are expected to form conclusions and connect various occurrences. For instance, according to Tahadmin (2016), teachers could explain to their students how the economic hardships Germany experienced after World War I influenced the rise of the National Socialist German Workers' Party and, ultimately, the outbreak of World War II.

Caitlyn (2017) added to this concept by saying that learners should be taught how to think about cause and effect because it may highlight multiple points of view. For instance, different people may hold different viewpoints regarding the actual cause of World War I. Students who understand cause and effect can assess the everyday situations they experience. Through the study required to use this concept in the history classroom, students gain expertise in analyzing occurrences to ascertain why they occur and how they may have gone differently.

### **1.6. Approaches to Teach History:**

Approaches to learning and teaching History is the perfect companion for teachers who want to understand key teaching techniques and use them to create effective and engaging lessons considering the local and global contexts when planning and teaching a syllabus.

Furthermore, one of the largest challenges for history teachers are is condensing such a vast body of knowledge into a single academic year. Therefore, while maintaining academic standards, history teachers must employ strategies to make history learning more enjoyable and beneficial for students. The chronological approach and the thematic approach have both been employed recently.

#### **1.6.1. The Chronological Approach:**

The chronological –based approach is an approach used to teach history. The origin of the word chronological is a Greek word “chronos” that means time, and the word chronology refers to timeline and order. Thus, history is taught through a chronological order starting from the beginning to the end “Homeschool History-A Chronological Approach”, n.d., para.1). In addition, it is absolutely necessary to use a chronological order in history teaching. It is used for listing events, names, and dates. In this case, historical events are listed in well-ordered way. This leads students to understand what happen first and what is last (Edraw, n.d., para.2).

Using the chronological approach in teaching history promotes some advantages in the classroom. At first, teaching history chronologically makes students satisfied about what they

have learned. The order of events can seem as telling a story in which there is characters, a problem rising, and then it becomes as a conflict. Through a narration of historical events students' interest is increased in which they focus during the lesson (Ben, 2016, para.3). Second, this approach promotes understandable courses because it clarifies many things since the teacher moves smoothly from past to present. Thus, history learning becomes easy and logic (Ben, 2016, para.6). At last, a chronological order of events helps to develop many skills like critical thinking. The historical events which are organized from first to last help students to understand cause effect relations. All events are related to each other (Ben, 2016, para.7).

Furthermore, some history teachers may find the chronological approach to be preferable for the simple reason that students anticipate the lesson plans to go in a regular fashion. Also, it enables teachers to lay a foundation in one unit on which to build the next. For instance, they move from the Civil War to Reconstruction. While, other teachers believe that it has some drawbacks. The first limitation is that the teacher may use some examples of present days to clarify some complex past events. So, to connect between past and present can be seen as a challenge for teachers in which it takes time. The other limitation is related to the content. A day may include many events what about a year or decade. Thus, teachers are confused about what should be mentioned and what should not be mentioned. It becomes too hard to cover everything even for students

### **1.6.2. The Thematic Approach:**

An orderly passage through time is avoided in the thematic approach. Instead, it encourages taking a thorough look at the things, people, movements, and concepts that have shaped the world across time.

A thematic curriculum is additionally divided into units. Every unit has a subject, which may be related to any of the historical periods the class is studying. Williams (2016) shows how "thematic approach highlights views or points of view, emphasizes themes and concepts, it is not constrained by "time" (periodization), and relevance to the present is easier established when it is applied. Because it can seem to spark students' interest in the material and helps them understand historical connections within the right context, new teachers commonly select for the thematic approach.

### **1.7. Methods of Teaching History:**

Bertrand Russell (1908) stated that the matter of instructional methods and the spirit in which teaching is presented is more crucial than the subject. Thus, Methods are used to create a suitable learning environment for both teachers and students. There are a variety of methods

that are widely used in the teaching of history and are considered to be the best ones for effectively handling historical events and figures.

Consequently, this chapter will be dedicated to treating two categories of teaching methods in history classes namely: the teacher- Centered learning methods and the student active learning methods.

### **1.7.1. The Teacher - Centered Learning Methods:**

Students who participate in Teacher- Centered education completely concentrate on the teacher. The students only hear the teacher speak. The classroom stays organized when learning is teacher- centered. The class is silent, and the teacher maintains complete control over all of the activities. Under a teacher-c entered learning method, instructors serve as the primary authorities Jyothish K (2021).

Furthermore, the first phase in the process is to determine the goals and objectives, or "what to teach." The teacher must then choose "how to teach." In order to make learning effective and engaging, the teacher chooses the methods and resources to use after deciding on the subject matter to be taught Jay Prakash (2011). Consequently, there are three famous methods in this category which are, the lecture Method, the story telling Method and the biographical Method.

#### **1.7.1. a. The Lecture Method:**

The lecture method is important when teaching history to students. A lecture is an oral presentation made with the goal of educating or entertaining listeners about a certain subject (Protocnik 2017). With this method of instruction, students' main responsibility is to pay attention during lectures and occasionally take notes in order to organize and synthesize the information. One of the main advantages of the lecture mode of instruction is that a substantial amount of content may be taught in a single class hour. Jyothish K (2021).

The lecture method is also known as the authority method since the teacher has an absolute authority in the classroom. It is a teacher centered method. The teacher delivers his lesson and students take notes. It is the most useful method in teaching civilization. This way of lessons helps to memorize facts and dates. (Gill 2013).

Consequently, when using the lecture method, the teacher should follow the following rules. According to Okai et al, history teacher must use illustrative resources, slow down when presenting the lesson, and allow additional questions and comments from the students.

The history teacher should also be less serious by lowering his or her voice, tone, and any other distracting learning characteristics. Always be on the lookout for indicators of restlessness, boredom and confusion. Moreover, the teacher of civilization may offer homework to the class after the lecture, and then grade the papers immediately.

### **1.7.1.b. The Storytelling Method:**

Storytelling is one of the greatest skills a person can possess, but only a few people know how to really tell a story. The act of telling a story involves expressing information about a person, place, or thing verbally while including sound, pictures, diagrams, and other visual and auditory elements. Literally, it is about sharing a story, someone who is knowledgeable shares stories from their life experiences with those who are seeking information. The history of storytelling is quite old. It may have existed before humans developed a social structure. Matt Moriss (2014)

People will remember stories much longer than facts or data, claims Jyothish K (2021). If a teacher improves their narrative abilities, they may ensure that every subject they teach will be remembered for years to come. Stories have been told for as long as there have been people. It is one of the best ways to communicate a critical truth to someone else. It acts as the two people's connecting thread. In a world that is frequently disorganized and utterly chaotic, it offers context, meaning, and understanding. Because of this, educators who wish to engage their students must tell stories.

### **1.7.2. The Student- Centered Active Learning Methods:**

Teachers have been emphasizing on student participation in the learning process more recently since researches from the modern era demonstrate that this increases the likelihood that students will learn effectively. There are two straightforward methods to promote active learning. The first tactic is a short lecture format, in which the instructor speaks for 10 to twenty minutes on a specific subject before pausing to allow the class a time to check their notes, identify any gaps, and work together to fill them in. The second method is called active listening lectures, in which students just pay attention to a lecture without taking notes and then work with a classmate or small group to recall, elaborate, and discuss the lecture's topic after ten to twenty minutes.

As a result, there are plenty of methods of keeping students interested in civilization class, including the debate method and the simulation approach.

### **1.7.2.a. The Debate Method:**

Chiwanga (2018) stated that in order to improve their knowledge, comprehension, or interpretation of the subject at hand, the students will actively participate in the learning process using this approach. Discussions may be teacher or student led and open to the entire class. The students will work in groups to discuss whatever issue the teacher chooses for the class to debate. Students will better understand the subject through discussion if you do this.

Additionally, Jyothish K (2021) offered a concrete illustration of this approach, stating that the history teacher might ask the students to debate the question, "Who were Aryans? Where did the first Aryans originate? The class could be split into two separate groups at initially. Finally, each group should be given readings and background materials that support a certain historical understanding of the Aryan Problem. The instructor would then lead a discussion between the two groups. Thus, the debate technique would foster critical thinking in students.

In order to enhance the discussion, history instructors should consider the following factors. A problem that is pertinent to the entire class must be found in order to establish a focus. The teacher should advise the students to read every relevant source of information to ensure full and active engagement. It's necessary to select group leaders. Additionally, the history teacher must establish the conversation's guidelines and mentor the students rather than taking the initiative; both participants should nevertheless contribute. The next step is to write a summary of the main points raised. This should be finished by the instructor and the pupils jointly.

### **1.7.2.b. The Simulation Method:**

This method is described as "Simulation learning, which refers to the process where students study a historical topic in a Simulated Learning Environment (SLE) before studying actual textbook" Jyothish K (2021). This strategy asks students to reenact specific historical events in order to teach them historical lessons.

Additionally, when students sign up for history lessons, they automatically assume a dreary experience with limited chance for inventive presentation of the historical content. However, by employing this strategy, students will interact physically and emotionally with the information.

Dramatization is a different method for simulating historical events. Students can, for instance, perform historical dramatizations of the Benin Massacre, the Igala-Benin Wars, the Jukun-Wukari Wars, and the military coup in the early 1960s. Another illustration of this technique is provided by Jyothish K (2021), who states that a simulation may entail having a class act out the "Round Table Conferences 1931," with each student taking on the role of a different historical figure.

### **1.8. The Significance of Learning English through History and Civilization:**

History and civilization are essential components of language learning. In order to increase language fluency and allow learners to fully immerse themselves in the language, it is important to become aware of one's cultural background, including its history, literature and way of life. If so, the student would be better off continuing with an unintelligible machine translation and staring at book illustrations of people.

History and civilization teach the fourth set of skills required to learn a language. Reading is the first skill; EFL students can read books about historical events involving Native Americans and colonial conflict between French and British settlers. The second skill is listening; learners can hear tales of historic explorers and how they chronicled their travels in diaries. Writing is the third one that students can use to compare and contrast the lifestyles of the past and the present. Lastly, Students will speak and have the opportunity to discuss historical issues with their peers or teachers. English language is then learnt after gaining these abilities through historical experiences.

As a result, Okai et all (nd) argue that studying history helps students improve their critical thinking, reasoning, and comprehension of issues and developments from all angles. The only way to gain a thorough grasp of the world and to be able to value both one's own thoughts and those of others who may have different viewpoints is through historical thinking. The study of history not only increases students' global knowledge and understanding, but it also offers a foundation for constructive conversation and impartiality in problem-solving.

### **1.9. The Teacher's Role in Teaching History:**

A teacher's role is to facilitate students' learning, not to provide advice or solutions. As a facilitator, the teacher gives students feedback, mentors them, and gradually takes away scaffolding as students advance in skill. However, teaching history can be challenging because of the topic's abstract character. It is impossible to physically reconstruct the past and

assess its veracity, just as it is impossible to physically look at and evaluate how judgments were formed Hmelo-silver, (2002, 2004)

In this regard, many authors provide the characteristics of a good history teacher. At first, history teacher should be enthusiastic about history and history teaching. He may make them really like studying history. He should be aware about the content that he delivers and the methods he tends to use. Thus, his students' interest is highly increased. Also, history teacher is required to create a peaceful and respectful environment of learning. Students may express their opinions so they should listen to each other and respect each other. Here the teacher is responsible to get them used with such qualities. In addition, a good history teacher enables his students to think historically. He gives them an opportunity to analyse historical events, cause and effect relationships, historical themes, scholars' interpretations...etc. Analyzing these elements make students think as historians, they gain a deep understanding and they are actively involved. More importantly, history instructor should not be racist. He should convey messages of social justice and he forgets about his beliefs and from where he belongs. Further, it would be beneficial if the teacher has the quality of a storyteller. It helps him to make a connection between past and present. Thus, a good history teacher should care about the information and the way of transmitting them. He should usually look for the best to do (Rayme. Para2).

**Conclusion:**

The teaching of civilization is an essential and crucial aspect of language instruction. Students are exposed to a wide range of cultures, thoughts, and information that may enhance their capacity for critical thought. Students' motivation to learn and master a new language is greatly influenced by civilization lessons they receive. In this context, the four fundamental language skills, which are the main objectives of EFL classes, are also targeted mainly when offering the students, the opportunity to practice the language. Teachers must employ effective strategies that make use of varied techniques in different contexts and circumstances so that to ensure their students' comprehension and maintain their attention. Consequently, in order to attain their educational goals, teachers had better use multiple methods. Roleplay is one of these various methods that could make learning more enjoyable and valuable.

## **Chapter Two: The Use of Roleplaying and Drama in Teaching Civilization**

**2.1. Introduction**

**2.2. Definition of Drama and Theatre**

**2.3. Definition of Roleplaying**

**2.4. Drama, Roleplaying in Education**

**2.5. Reasons to Using Drama and Roleplaying in Civilization Classes**

**2.6. Techniques of Roleplaying and Drama in Civilization Classes**

**2.6.1. Teacher in Role**

**2.6.2. Freeze Frame and Expressive Movement Techniques**

**2.6.3. Hot Seating**

**2.7. A Comparison of Traditional and Roleplay- based Approaches to Teaching History and Civilization**

**2.8. The Effectiveness of Roleplaying in Enhancing the Teaching and Learning of Civilization**

**2.9. Conclusion**

### **2.1. Introduction:**

The development of technology has completely changed the way students' study and how teachers impart knowledge. More engaging ways are replacing traditional teaching strategies. Drama and roleplaying are one of these methods. However, a roleplaying-based approach will only enhance the traditional approach rather than replace it. Acting out certain historical eras offers an excellent opportunity to immerse students in the language and culture of the era being portrayed and providing a real-life setting for language learning in addition to the physical and mental experience that can aid students in understanding complicated past events and concepts. Teachers will no longer have to deal with such boring history lectures since innovation in teaching is encouraged. This chapter highlights the effectiveness of using roleplaying in teaching and learning civilization and exploring its impact on students' learning and achievements.

### **2.2. Definition of Drama and Theater:**

The Greek words "dra(n)" and "thea," which are the roots of both the words drama and theater, both imply "to do." Clearly, the former requires action, whereas the latter requires performance. It seeks to get the characters invested in the narrative. Drama helps students learn languages in an engaging and lasting way in an educational situation. Wherever people are, there is activity. Teachers should support their students by using drama to engage them physically and emotionally. Additionally, it strives to reward the learner inwardly and interpersonally by fostering self-assurance and intercultural comprehension in the target language. Drama improves the kinetic aspects of communication, such as movements and facial expressions, and brings self-expression, creativity, and imagination Uzuner (2019).

### **2.3. Definition of Roleplaying:**

Amanatidis (2014) stated that the term "role playing" is derived from the Greek term "sociodrama," which Moreno defines as: *"A deep action method dealing with intergroup relations and collective ideologies. The true subject of a socio-drama is the group. The concept underlying this approach is the recognition that man is a role player, that every individual is characterised by a certain range of roles which dominate his behaviour and that every culture is characterised by a certain set of roles which it imposes with a varying degree of success upon its members."* - J.L.Moreno(1946) .

Furthermore, according to Towill (1997) as cited by (Sher Banu A. L. Khan), role- playing is the re-enactment of a scenario in which players take on certain roles. Role-playing in history can encourage students to act out a well-known historical event or a historical persona. It requires children to pretend they are well-known historical personalities and behave as these characters could have, or it may ask them to infer how particular categories of historical persons might have behaved and felt in a given context

### **2.4. Drama and Roleplaying in Education:**

Uzuner (2019) demonstrated that drama in the educational setting is a helpful teaching strategy for students. Using creative drama approaches while having students participate in scenarios where they speak and act like objects is an efficient strategy to improve language development. There are certain strategies that are related to drama if we think of it as a method: Role-playing, improvisation, pantomime, drawing, and other similar techniques. Additionally, Dramatic tactics in education are recognized as a means for making information relevant. Drama's advantages include helping people become more self-aware, multitasking while demonstrating empathy, actively participating in the learning process, and improving their ability to cooperate and communicate. Drama also improves critical thinking skills, democratic attitude development, and explanation.

Moreover, drama education employs the theatrical discipline as an educational technique for all age groups of pupils. In order to aid the pupils' physical, social, emotional, and cognitive growth, it integrates components of an actor's training. It is a multimodal learning approach intended to: Heighten awareness of oneself (thought, body, and voice), as well as others (collaboration and empathy). Amanatidis (2014)

Eventually, Drama in the classroom is a successful method for inspiring the majority of students. It can be applied in a variety of ways and offers chances for the entire class to participate in the making of a drama. Not every student has to participate in the play as an actor; some students can be employed in other ways that may better suit their skills and personalities. It can be exciting to get students to think about topics like relationships, historical power struggles, local environmental challenges, and disputes through drama or by acting out or dancing a story. Similar to role play, but with a tangible result.

### **2.5. Reasons to Using Drama and Roleplaying in Civilization Classes:**

Drama is a tremendously useful tool for delving into topics, making lessons stick, and fostering collaboration and empathy. Drama is also excellent for giving students who are new to English the chance to interact with others.

According to Lapkin (1995), the use of drama and role play can give learners the chance to hear and use language in a meaningful context. This relates to Michael Halliday's beliefs regarding the value of communication and the negotiation of meaning in the growth of language. Additionally, Williams (2019) stated three reasons why the teacher should incorporate roleplaying in the classroom as follow:

- **Develop new skills and concepts:** Role-playing can improve communication skills, reading comprehension, and dispute resolution in addition to speaking talents. employing role-playing is not limited in English language arts only; it may be used in science and math as well. Students may use role-playing to illustrate scientific processes in science, for instance, the role of macromolecules in the food digestion cycle, the steps involved in a meteorological event, the life cycle of a plant or animal, or the role of electrons in an electric circuit. In arithmetic, role-playing can show how to solve problems, enabling pupils to approach ideas in novel ways. Instead of using a pen and paper, students might play out an issue. One application might be for younger elementary-level pupils starting to learn mathematics and problem-solving: How many flowers are left in the garden if there are three pupils portraying flowers and another student comes along and "picks" one of the flowers to put in their basket? This would be particularly helpful for visual learners. Regardless of the class subject, role-playing offers an enriching shift in viewpoint. Students can approach ideas from the perspective of a novel character or a food molecule transiting the digestive system. Students won't soon forget this learning experience thanks to these exercises.

- Appeal to different learning styles and incorporate active learning: Role-playing appeals to a variety of learning preferences, including linguistic, kinaesthetic, and auditory. Additionally, it gives students the opportunity to demonstrate their knowledge in a manner that differs from how they are accustomed to doing it, like a test or even a standard presentation. Role-playing is an excellent technique for reinforcing essential learning skills that will benefit a variety of students in your class because it is also an active learning activity. Since most students will naturally find active learning engaging, it is a definite additional benefit.
- Inject fun and creativity: Role-playing and creativity go hand in hand. During role-playing exercises, students are not only actively involved and acquiring skills that go beyond the subject matter being covered, but they are also likely to have a blast and employ their creative skills. Playing a role allows for more interpretation. Students get to exercise their creativity and unconventional thinking by adding their own flair to what they're doing, whether it's picking a specific manner to play out a character's role or acting out exactly how an electron would "behave" in their minds. Students' individual viewpoints on concepts, literature, and other topics will grow more sophisticated as they grow more at ease with the process.

While Singhal (2022) believes that the reason why drama and roleplaying should be integrated in history classes is that this approach will transform history classes into stories. In the big scheme of things, every historical era is essentially a story. Make it Storytime instead of requiring students to study their textbooks. Reading monotonous lines of text is significantly more difficult for a learner to learn than being involved in a story. Role playing can help with this because it will make the historical period into an entertaining story that everyone will appreciate. When there are sensory cues for the story—visual, auditory, and emotional—students may engage with it easily. Through roleplaying, this historical figure might come to life and become relatable to the pupils.

### **2.6. Techniques of Using Roleplaying and Drama in Civilization Classes:**

Teachers often wonder how they can integrate drama and roleplaying in their civilization classes without being disorganized. Well, there are various types of techniques to using roleplaying in civilization classes, each of these techniques serve the purpose of the lesson. Thus, teachers need to have a background of the technique to be selected in the class.

This chapter is dedicated to address three types of roleplaying as follows: Teacher in Role, Freeze Frame and Expressive Movement Techniques, then Hot Seating.

### **2.6.1. Teacher in Role Technique:**

An effective method for directing the dramatic process and enhancing student learning is teacher in role (TiR). Simply said, the facilitator or teacher takes on a function in relation to the students. It doesn't matter whether you play the position of a leader, an equal, or someone with low rank as long as it helps the lesson develop. The teacher might quiz the students, possibly having them pretend to be a certain group, and inviting them to hot-seat her in response. Further, using teachers in roles is simple across the curriculum. In art, you can play a part from a painting; in geography, you can become an explorer or assistance worker; History classes can be made more interesting by a Roman centurion, an Egyptian youngster, a workhouse manager, or an archaeologist; in literacy, stories are the best source of characters, with anything from the Gruffalo to the Minotaur to Oliver Twist, Anansi, and the Cyclops. Farmer (2011)

Moreover, for history, a teacher acting in a role—such as that of a story character or a witness to an event—is particularly helpful. Many theater techniques are relatively easy; thus, the teacher does not need to be an expert or talented actor. Without realizing it, teachers frequently utilize drama, for example, seeming to not understand something so that students can explain it to them. The teacher should have a signal to let students know when they are entering or exiting a part, such as donning or removing a hat, scarf, or pair of glasses.

Additionally, Baldwin (2021) sets an example of this technique as follows: “Children in two lines facing each other. A historical character (the teacher) walks between the lines; each person speaks a character's inner thought as he/she passes by, for example: what might Neville Chamberlain be thinking as he walks towards the microphone, to announce that Britain is now at war with Germany”

Eventually, the dramatic process can be immediately engaged in by the teacher, who can then have an internal impact on it. This enables the presentation of difficult and contentious points of view while also inspiring students' reflection, debate, and action. By allowing the instructor to collaborate and 'play' with the students, the teacher in role affirms and encourages their participation in a make-believe scenario. It is a quick approach to create a scene and engage the students. Farmer (2011) illustrates that children are probably eager to participate since they are accustomed to changing roles in regular play.

### **2.6.2. Freeze Frame and Expressive Movement Techniques:**

According to The Historical Association (2005), freeze frames and expressive movement, like theatre and dance, open the door to comprehending the ideas, feelings, and deeds of past people. Participants communicate activity, motivation, and emotion using their faces and bodies. Through movement, gesture, and their interactions with other performers, they communicate. Since their life experiences and knowledge are less extensive than ours, children require assistance if they are to comprehend and empathize with the feelings of people in history. Although they are young, they also bring awe, novelty, and excitement to unfamiliar environments. This sensation of astonishment is evoked by expressive movement and freeze frames. Children can use their creativity within a defined structure using this teaching strategy. Both freeze frames and expressive movement urge students to enact a tale by creating a series of scenes or tableaux that represent a succession of events. Children only move when switching from one still image or tableau to the next while using freeze frames. Children move within each frame when they do expressive movement. Expressionistic movement incorporates language, just like theater. These transmit a situation's significance to the players, elicit a reaction from them, or convey a feeling. If the teacher wants students to grasp prior events and emotions from the inside, freeze frames and expressive movement require meticulous planning and preparation. A teaching plan for this strategy is as follows:

- Tell the tale, giving the pupils as much information as possible to help them visualize the situations they will be constructing. Typically, we only share the opening scenes of stories. The rest is withheld to heighten the tension.
- Pick the first scenario. Partition it so that several students can act it out using their own interpretations.
- Students in groups work on the introductory scene's freeze frames. You have three minutes to design a tableau that depicts how you feel about the death of the king.
- Each group then shares its tableau with the class.
- The kids work on two more scenes, repeating stages 2 and 3
- Sequencing: The kids act out the three scenes in order, with either you or a kid making a brief statement to indicate each sequence.
- Relate the story's conclusion.
- Go over the next steps for the project with the class.

- As with points 3 and 4, the class works on the closing scene or scenes.
- The story is finally performed, scene by scene. The tone and meaning of the story can be enhanced by the use of music or poetry.

### **2.6.3. Hot Seating Technique:**

The group asks a character question regarding their upbringing, actions, and motivations. The technique can be applied to post-performance analysis of a play or to building a character in the drama lesson or during rehearsals. Farmer (2011) points out that it is a great method of developing a character, even when done haphazardly. Individual, pair, or small-group hot-seating is an option for characters. The method can also be used to help the rest of the group improve their ability to ask probing questions.

Although characters may be hot-seated in pairs or groups, the conventional method calls for the student playing the character to sit on a chair in front of the class (organized in a semicircle). Farmer(2011) states that when a teacher assumes the role of facilitator, it helps to steer the questions in useful areas. Attempt hot-seating kids in pairs (such as a pair of homeless kids) or in groups (such as refugees or environmental demonstrators) to get pupils started An example of this technique may be Famous figures like Florence Nightingale, President Kennedy, or Tutankhamen can be put on the hot seat alongside regular folk like a chimney sweep, a Roman soldier, or a Saxon farmer. Students may be asked to research historical figures who held divergent viewpoints before being hot-seated by the class during a discussion .

### **2.7. A Comparison of Traditional and Roleplay-based Approaches to Teaching History and Civilization:**

Starting with the traditional one, lectures, textbook readings, and memorizing of facts and dates are commonly used in the traditional method of teaching history and civilization. With little possibilities for active participation or critical thought, the emphasis is frequently on passing along material from the teacher to the students. This method tends to be teacher-centered rather than student-centered and mainly relies on textbooks as the main knowledge source Carbone (n.d). There are many advantages of the traditional method to teaching civilization. Firstly, organization and Structure: The traditional method offers an organized framework for teaching history, making sure that significant topics are addressed sequentially. Secondly, familiarity: This strategy has been frequently employed in educational institutions for decades, so many students are acclimated to it. Thirdly, efficiency: Teachers can cover a

## Chapter Two: The Use of Roleplaying and Drama

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lot of material with the traditional method in a short amount of time. However, the conventional method also has many disadvantages. First, lack of Engagement: Passive learning techniques like lectures and textbook readings might cause students to lose interest in their studies. Second, limited Critical Thinking: The focus on memory may limit pupils' capacity to understand historical events and engage in critical thought. Lastly, Students may find it difficult to relate historical events to their larger social, cultural, and political settings.

On the other hand, using dramatic approaches like role-playing, improvisation, and reenactments to bring historical events to life is part of the theater approach to teaching history and civilization. This method seeks to actively include students in the learning process by promoting critical thinking, empathy for historical individuals, and a greater comprehension of historical events. Thus, this approach has many advantages. First, active Learning: Drama encourages student engagement and motivation by allowing them to actively participate in the learning process where Teachers Teacher's Talk Time (TTT) is maximized and Students' Talk Time (STT) is minimized. Secondly, empathy and Perspective-Taking: Students can cultivate empathy and acquire various perspectives on historical events by taking on the roles of historical figures. Third, critical Thinking and Analysis: Drama allows students to engage in critical thought, examine historical data, and draw comparisons between the past and present. While helping students with critical thinking, this approach also has some disadvantages. Firstly, time-consuming: When compared to conventional teaching techniques, implementing theater exercises may take more time. Second, limited Coverage: Because of time restrictions, it might not be able to cover as much ground as using the conventional method. Lastly, teacher Training: In order to successfully incorporate theatrical tactics into the classroom, teachers must receive specialized training.

Eventually, we can say that there are a number of characteristics that summaries this comparison. Firstly, engagement. While the traditional approach could result in passive learning, the theater approach excels at involving pupils through active engagement. Secondly, the traditional technique frequently places a strong emphasis on memorizing, whereas, drama fosters critical thinking and analysis. Finally, contextual understanding: While the traditional technique might fall short in this area, the theatre approach aids pupils in understanding historical events within their larger settings.

### **2.8. The Effectiveness of Roleplaying in Enhancing the Teaching and Learning of Civilization**

## Chapter Two: The Use of Roleplaying and Drama

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According to Cochran (2015), the use of drama and role-playing has a big impact on how socially aware students become. Students are "doing" their learning with others when they participate in the educational "process". Working in groups, learning together, collaborating, conversing, and negotiating are all necessary for drama. If appropriately implemented, these different activities can have a positive impact on students' social behavior and development. Numerous social studies instructors openly encourage these core habits in their students. Drama is useful in social studies because it encourages students to be empathic, negotiate and have constructive disagreements, be open to different cultures, and investigate and reflect on moral principles and problems.

Additionally, Kruglova (2020) states that roleplaying enables students to put their talents and knowledge into practice. The chance that the student will be asked to recite Hans Morgenthau's six points of realism will be quite slim; it is much more likely that they will be asked to describe a specific occurrence or respond to a specific scenario using a particular paradigm. Students can practice these fictitious circumstances in a secure setting by role-playing, which helps them get better at them. Also, it helps to establish a rapport with the students as well as between the teacher and them. Through role-playing, pupils can collaborate on a project that doesn't need them to be serious. Therefore, it facilitates their interaction and allows for casual conversation where they can crack jokes and get to know one another better. As the teacher will unavoidably take part in everything that happens during the activity, he/she will become more approachable.

### **Conclusion:**

In a nutshell, the roleplaying method, which involves acting out historical events and figures, can significantly improve students' comprehension to history and civilization. Additionally, by including drama and roleplaying, teachers can help students develop a strong emotional connection to historical events, which help students remember better. It is essential to illustrate the key concepts and methods of roleplaying in civilization lectures. By encouraging active participation in the learning process, roleplaying integration in the class aids in better delivery of lectures, lessens the burden on teachers and fosters students' comprehension. Moreover, this technique enhances the traditional approach and makes it more successful.

## **Chapter three: Methodology, Data Analysis and Interpretations**

**3.1.** Introduction.

**3.2.** Research Design.

**3.2.1.** Research Questions.

**3.2.2.** Research Objective.

**3.3.** The Sample of the Research.

**3.4.** Questionnaire and Semi Structured Interview Analyses.

**3.4.1.** The Students' Questionnaire.

**3.4.2.** The Teachers' Semi Structured Interview.

**3.5.** Interpretation of the Questionnaire Results.

**3.5.1.** Analyses and Interpretation

**3.6.** Interpretation of the Semi-structured Interview Answers.

**3.6.1.** The Teachers' Questionnaire.

**3.6.2.** The Students' Questionnaire.

**3.7.** Hypotheses Confirmation.

**3.8.** Recommendations.

**3.9.** Conclusion.

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### **3.1. Introduction:**

This chapter provides a comprehensive overview of the research methodology used and the results interpretations of the study. It introduces the research variables, the research plan, research sample and tools. The main focus is to present the results of the study, which are based on the data collected from a questionnaire which is addressed to third year LMD students, at Department of English, at Amar Thelidji University, and results from a semi structured interview with teachers of civilization, at the Department of English in Laghouat. The results are presented with clear and concise interpretations that aim to provide insights into the effectiveness of using roleplaying as a tool to enhance and promote teachers' performance and students' achievements in civilization classes.

### **3.2. Research Design:**

The importance of this research lies in its potential to enhance student's historical knowledge. By exploring the effects of role playing; as an educational tool, this study will provide insights into how such acting certain historical content can effectively be used to promote the teaching of civilization. However, the effectiveness of this approach remains a topic of debate and further investigation. The present research relies on a questionnaire that targets third year LMD students, at the Department of English, at Amar Thelidji University of Laghouat, and a semi-structured interview with teachers of civilization, at the same Department to be the sample of our study. Moreover, our research paper adopts a descriptive analytical approach to carry out the study. According to Dulock (1993) Descriptive study is used to describe the features of individuals, groups, situations, statuses, and phenomena. Also, it clarifies the relationship between elements. It tends to depict the existed situations as they are. Thus, descriptive research may involve collecting data through various methods such as surveys, interviews or observations and analysing the data to identify patterns, themes or trends. This study depends on a qualitative approach to investigate the effects of using roleplaying as a tool to enhance teachers' and students' performance and achievements in civilization classes.

#### **3.2.1 Research Questions:**

For this study, a set of questions have been raised to investigate the effectiveness of using roleplaying in teaching and learning civilization, and they are as follows:

1. To what extent does roleplaying help students enhance their achievement in learning civilization?

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2. What are the attitudes and perceptions of both teachers and students towards the integration of roleplaying in civilization class?

### **3.2.2 Research Objective:**

The main objective of this study is to introduce and explore the usefulness of roleplaying in enhancing the teaching and learning of civilization.

### **3.3 Sample of the Research:**

The study's population of interest is third year students and teachers from the Department of English, at Ammar Thelidji University of Laghouat, during the academic year 2022/2023. This conventionally selected population which is constituted of 45 students and 04 teachers is formed of varied sex and age. This sample is selected for many reasons: First, as for students, they are selected for the sake of language in which students at this level are supposed to respond and answer the questions at ease. Secondly, as undergraduate students, they have studied civilization module for three years and they might have encountered difficulties in learning civilization. Besides, they have attended lectures delivered by many teachers who probably have used different methods of teaching. So, it is helpful for us to determine whether civilization teachers during these three years have used multiple strategies or not.

### **3.4. Questionnaire and Semi Structured Interview Analyses:**

#### **3.4.1. Students Questionnaire:**

The students' questionnaire tends to reveal their perception towards learning civilization, the challenges they encounter, and their attitudes both before and after being exposed to roleplaying. This questionnaire also seeks to focus on the effectiveness of using roleplaying in civilization lessons to improve students' better understanding of history and civilization courses. The goal of the research is to improve the learners' performance in civilization module by unlocking the active part in the learning process. Moreover, to examine the impact of using such technique as a teaching tool, figures below provide a summary of the questionnaire's results.

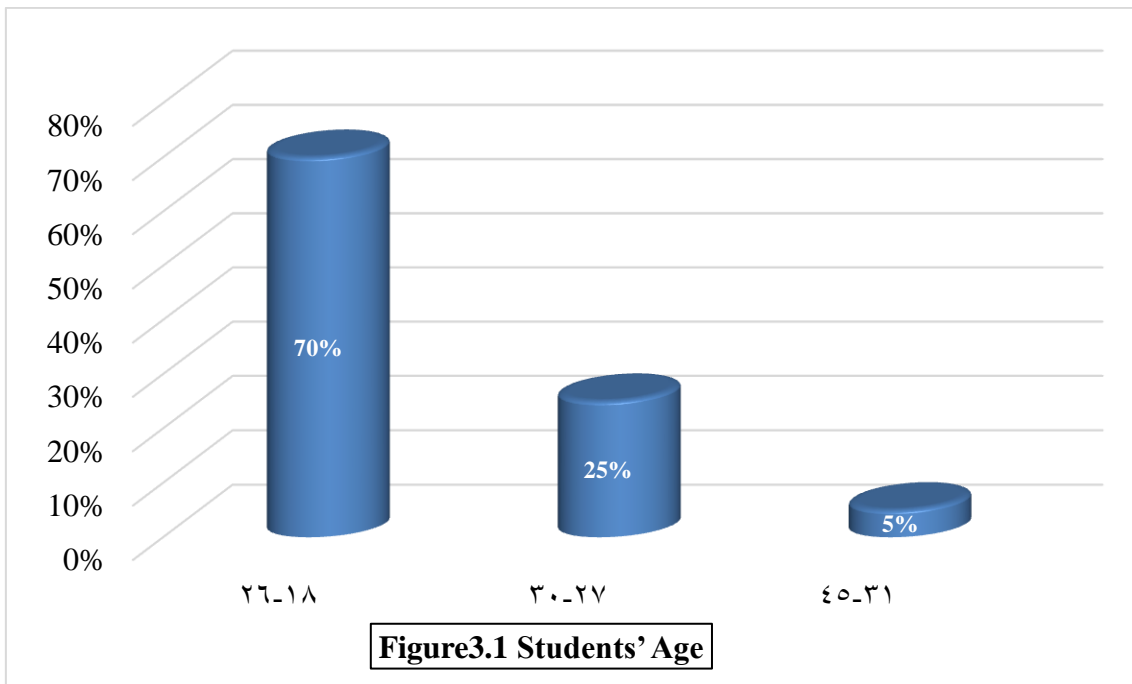
#### **3.4.2. Analyses of the Results:**

##### **A. Personal Information:**

Age and gender of participants are addressed in the first two questions.

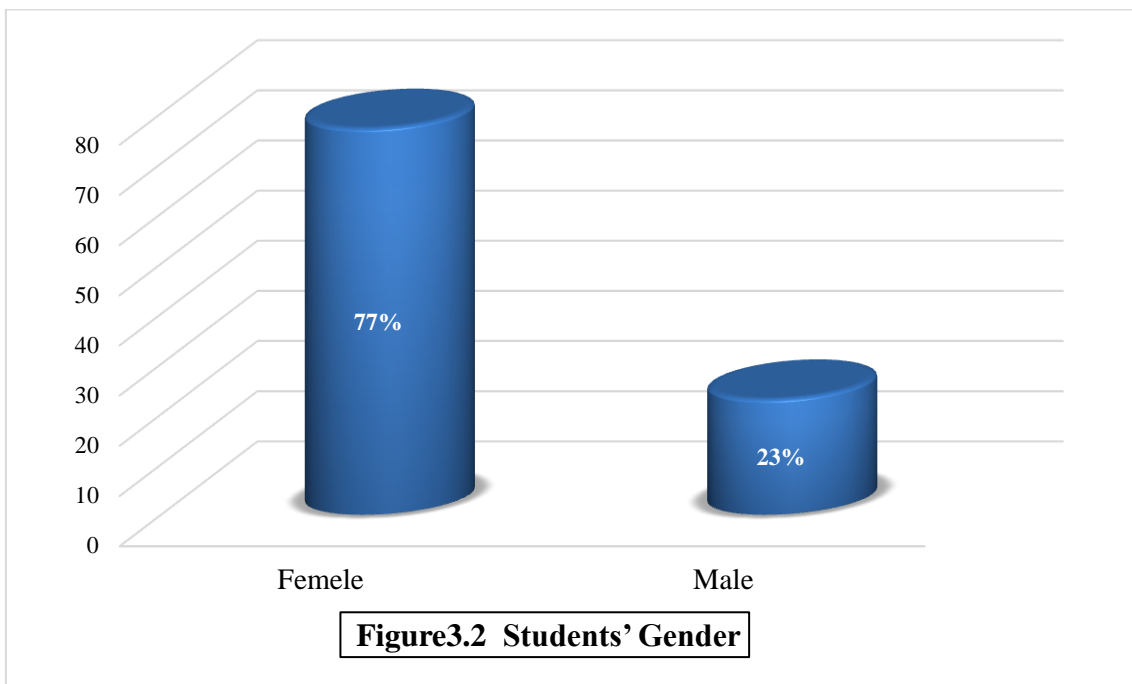
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### Question 01: How old are you?



It can be easily noticed that the majority of students are about 18-26 years old. The results show that most of our participants are young.

### Question 02: What is your gender?



As shown above, we can see that approximately 77% of the population are female, whereas 23% are male.

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**Part One:**

**Question01:**

**Do you like Civilization classes?**

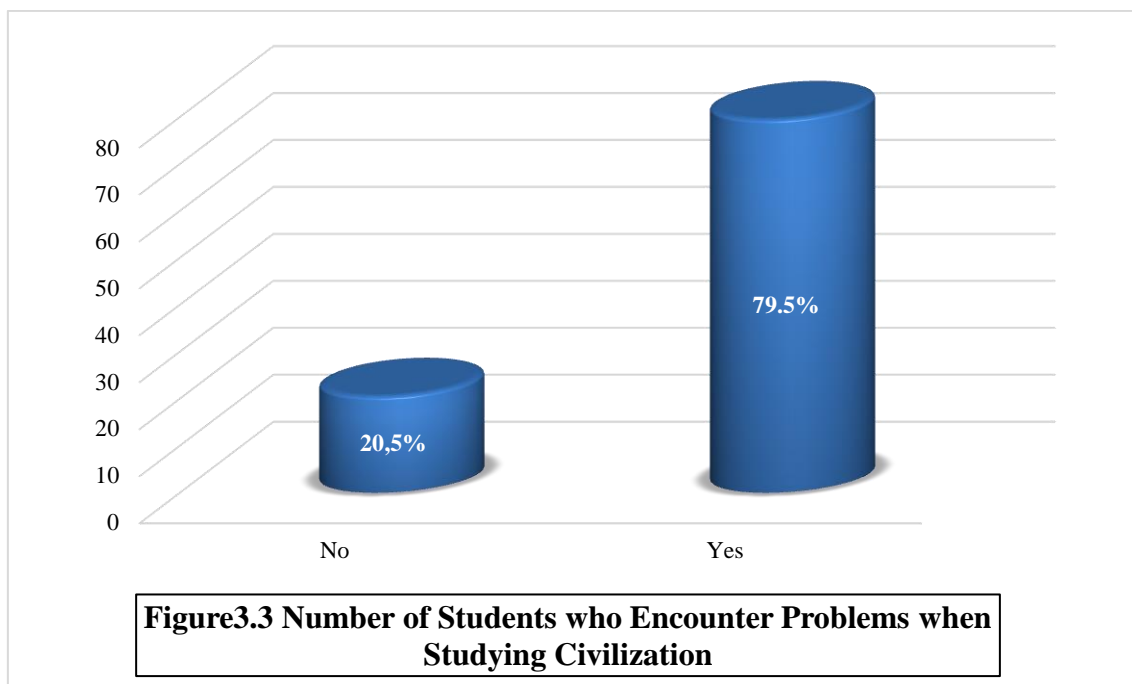
<b>Options</b>	<b>Students' number</b>	<b>Percentage</b>
Yes	32	70.05%
No	13	29.5%
Total	45	100%

**Table 3.1 Students' Perception towards Civilization Classes**

Surprisingly, when asked if they enjoyed their civilization classes, the majority of students (70.5%) responded positively. Only 29.5% of them responded negatively.

**Question02:**

**Do you face difficulties while studying Civilization?**



We can see that the majority of students (79.5%) struggle in their standard English civilization class, while only 20.5% do not. According to 79.5 percent of the participants, having trouble in the classes is mostly due to being bored and confused. Others responded that they weren't interested in civilization and history because they represented things that have happened in the past and are no longer relevant. Others responded that it is challenging to retain dates and events, particularly when they find it difficult to recollect what happened.

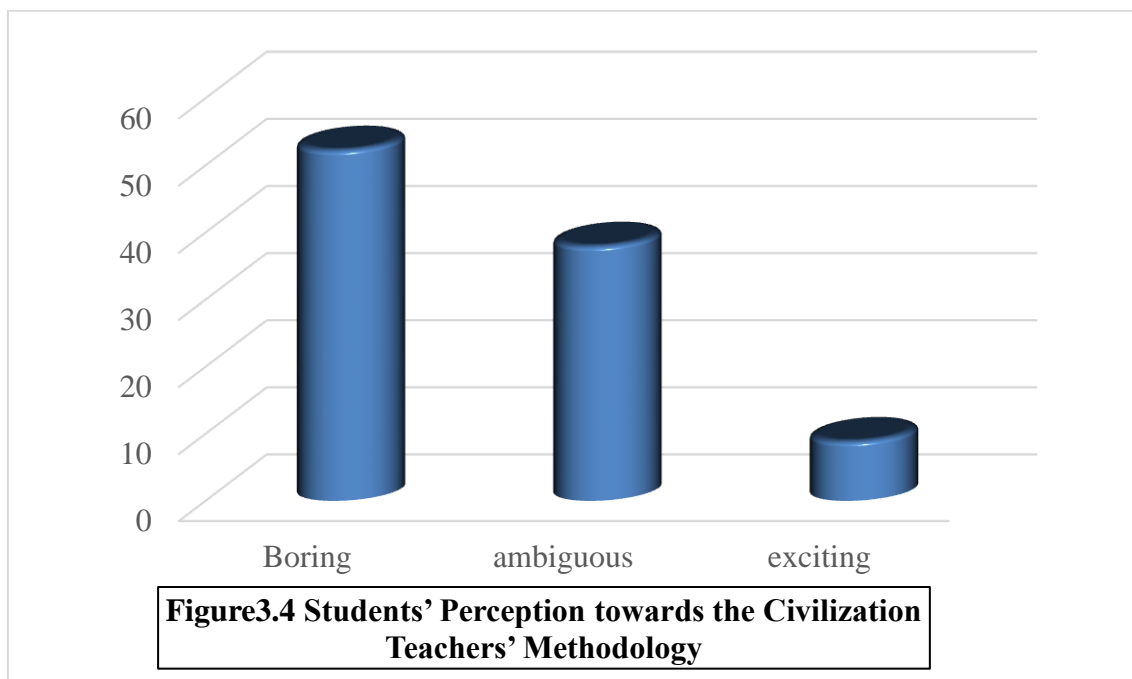
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**Question03:****What kind of struggles do you face while studying civilization?**

Struggles	Percentage
The content is so long	38.8%
Difficulties to focus in the class	27%
Easily get bored	7.2%
Teacher's method is boring	27%

**Table 3.2. Struggles that Students Face in Civilization Class**

The aforementioned chart demonstrates that the majority of students 38.8% struggle with the course material, which is typically lengthy. Moreover, 27% of students find it difficult to concentrate in class for long stretches of time and complain that the teacher's methodology is dull whereas 7.2% of students express dissatisfaction over the lack of stimulating materials in civilization classes.

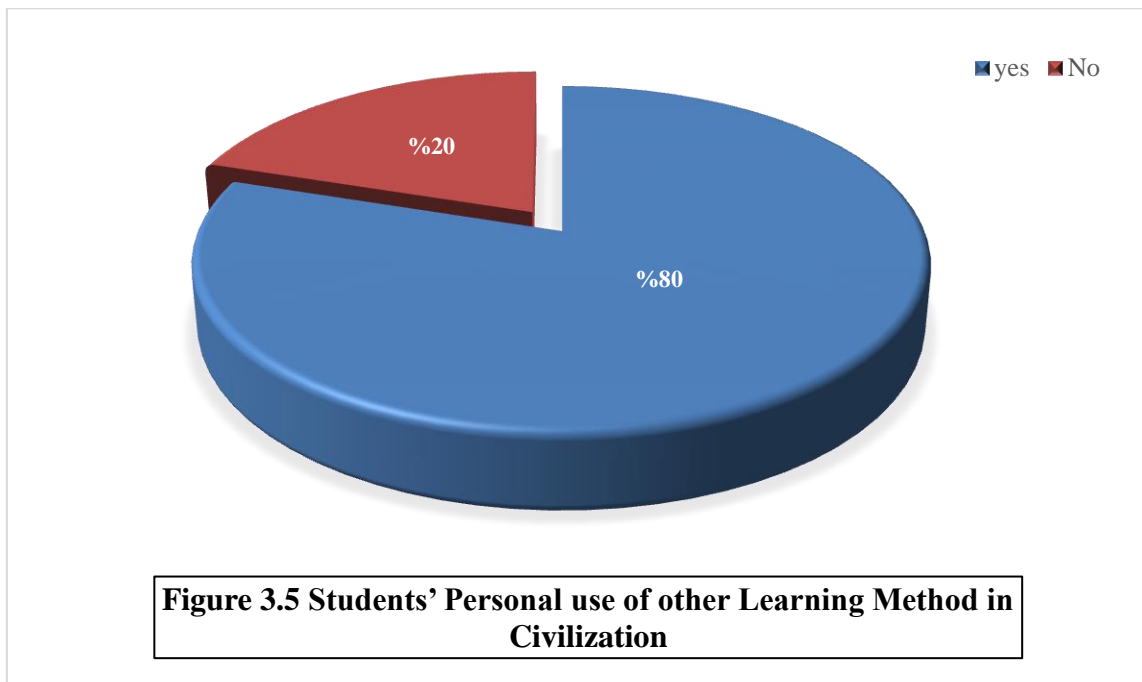
**Question04:****What do you think of the teacher's methodology in teaching Civilization?**

52.3% of the participants state that the civilization teacher's teaching method is monotonous whereas The teacher's method is seen as ambiguous by 31, 8 of students. The remaining 15.9 of the students assume the teacher's teaching method is interesting.

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**Question05:**

**Do you prefer to use any other methods to help you study civilization?**



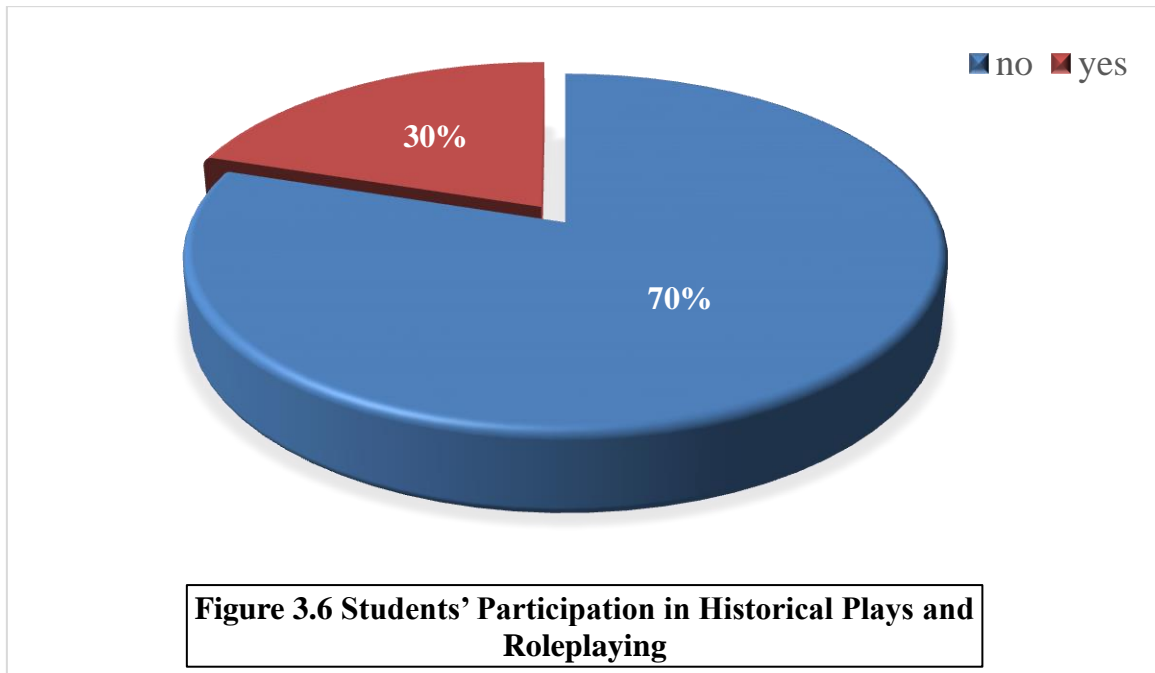
As the bar-graph above indicates, most students use other learning methods in order to help them learn better. When the research enquires about the other learning methods students prefer, most of them reply that they prefer watching Historical movies and YouTube videos in order to understand historical events and other people's cultures.

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**Part02:**

**Question01:**

**Have you ever participated in any historical play or roleplaying throughout your academic life? If yes, what have you benefited?**



The figure above shows that most participants 70 % did not participate in any roleplay. However, 30% responded that they participated in historical school plays that dealt with the Algerian Revolution and its famous heroes.

When we wanted to know whether they have benefited something, they responded that they have. They indicated also that they still remember the content of the play, and had no trouble acting it out.

**Question02:**

**As a third-year student, what do you think about teaching and learning civilization through roleplay?**

This open question provides each student's point of view towards role play in civilization classes.

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**Student one:** “it would be effective because it puts the student in the atmosphere of the lesson where he/she could get rid of anxiety and shyness. Moreover, it adds fun to the boring lessons.”

**Student two:** “I think that teaching civilization through role play is an effective method to teach history. It makes students understand the lessons easily and it leads them to be more active and interested.”

**Student three:** “it is a useful and creative method even though it needs efforts.”

All the opinions above are positive in which students encourage the idea of teaching civilization through role play. They believe that it can be a fruitful, effective and helpful strategy. They relate it to teaching environment and to the lesson’s success. They consider it as an active strategy that makes them involved and extremely interested and as a consequence they can easily understand and grasp the historical events.

**Question03:**

**Why do you think that roleplaying is an effective way in learning civilization?**

Advantages	Percentage
Both teachers and students are engaged in the learning process and this makes civilization more comprehensible	60%
It is a method that makes the students learn history, cultures and civilization in a fun and creative way	40%

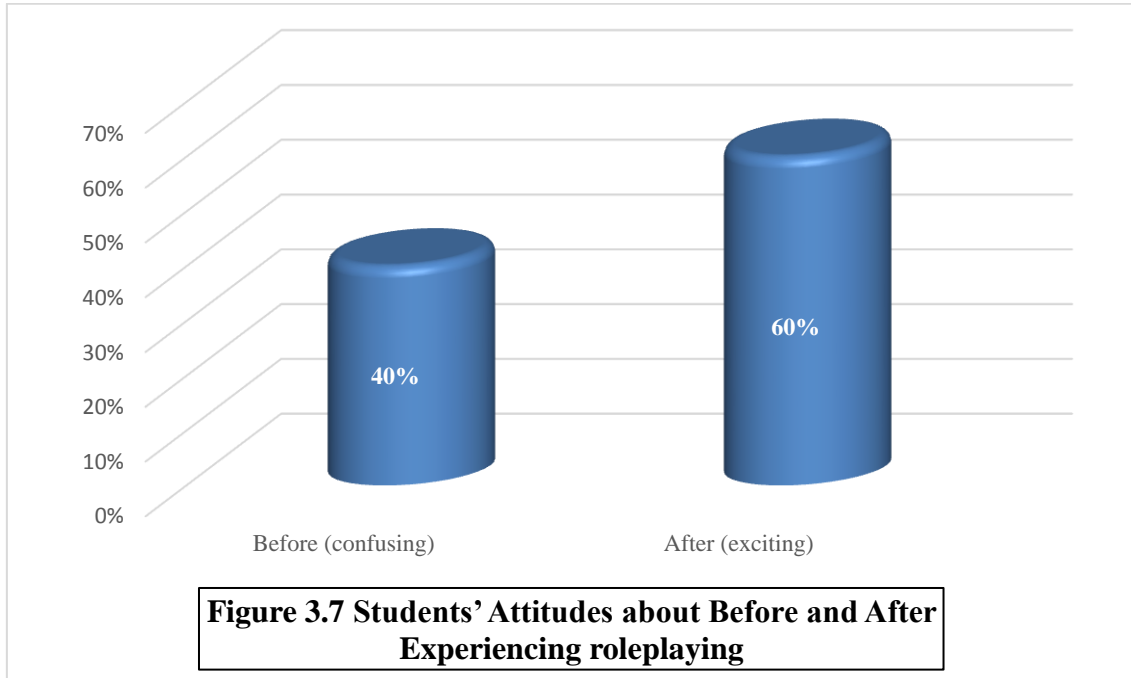
**Table 3.3 Students’ Opinion about the Advantages of roleplaying.**

The answers of the question above were different and various. Most of the students’ state that the use of roleplaying is helpful since it makes both teachers and students contribute in the delivery of the lesson, and students’ attention is captured when they see their colleagues perform. Others state that roleplaying reduces the boredom in civilization classes because it enhances creativity in a fun and enjoyable way.

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**Question04:**

**How much interest did/do you have in civilization before and after experiencing roleplaying?**

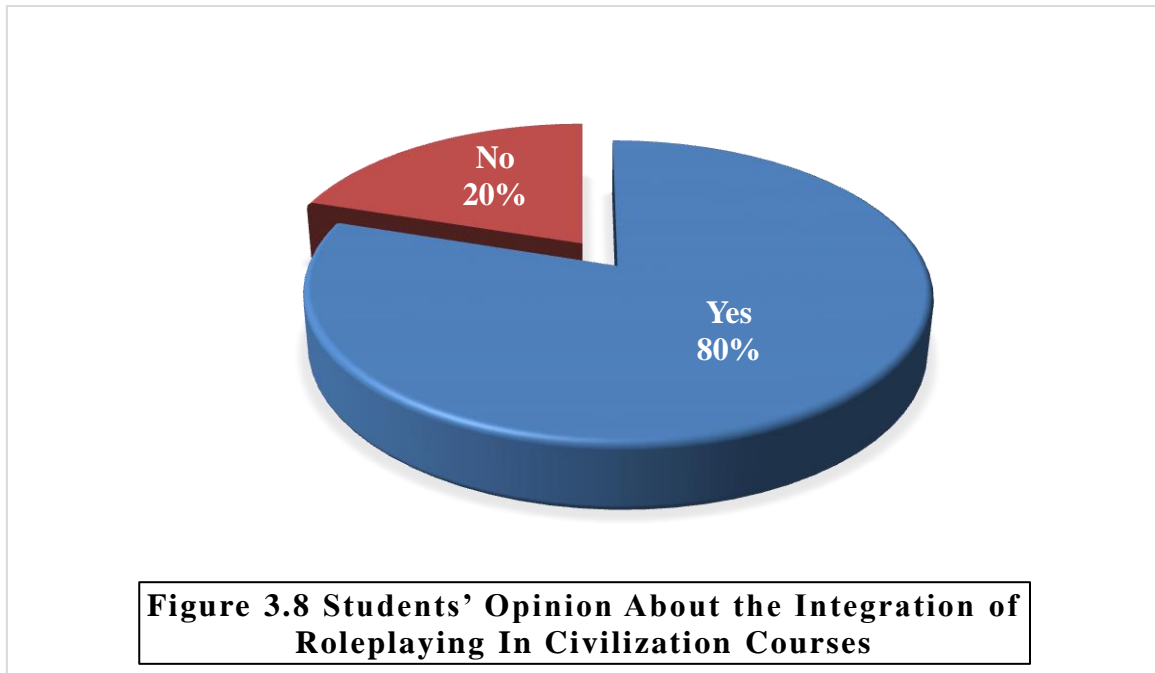


The majority of students agreed that civilization classes were dull and confusing before participating in roleplaying. However, after experiencing roleplaying, they become eager to participate in historical plays since it makes the events stick in their minds easily without memorization, and they become more engaged and interested in the era and the characters being performed. This can lead to learn more about civilizations, ancient times and historical events. Students also note that in order to make their acting more creative and credible, they have to search for more information from various sources.

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**Question05:**

**In your opinion, will the integration of roleplaying contribute positively in improving your understanding of civilization courses?**



The figure above shows that 35 of the participants think that if roleplaying is integrated in civilization classes, their attention will be more captured and attracted.

Since roleplaying is a method used to facilitate the learning of civilization, most students believe that it is an excellent choice to incorporate it into their studies. More importantly, students feel that by living and acting out historical events, they can bring back history to life, and be able to understand past events and past civilizations. Others think that roleplaying is created solely for amusement.

**3.4.2. The Teachers' Semi-Structured Interview:**

The goal of a semi-structured interview is to collect data by asking questions within a predetermined topic framework. But neither the sequence nor the wording of the questions are mentioned. The questions' topics and order are predetermined. Stolle (2022)

The four questions prepared by the researchers for the interview with the civilization teachers aim at providing some information about the challenges these teachers face while

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teaching as well as their opinions and perspectives towards the use of roleplaying in teaching civilization. These are the questions:

- How long have you been teaching civilization at university?
- What are the difficulties you usually encounter while teaching civilization?
- Do you use multiple methods while teaching civilization?
- Do you think that the integration of roleplaying in teaching is more beneficial than traditional lecturing?

### **3.5. Interpretation of the Questionnaire Results:**

According to students' answers to the first question, the majority of them dislike civilization classes. This might be the cause for their bad scores in the examination. The majority of students state in response to the second question that they do not feel at ease in their normal English civilization class and that they have troubles while learning civilization. They insist that if civilization courses are presented in a motivating way, they would learn and benefit better.

The results for question three show that a large proportion of students find it difficult to concentrate in civilization classes due to the length of the course content, therefore; they easily get bored. As for the answers to the fifth question, some students consider their teacher's methodology in teaching civilization boring, others regard it ambiguous while only few students express their satisfaction about their teachers' methodology. This shows that civilization courses need to be improved in order to prevent such problems. Thus, the researchers suggest roleplaying as an extra teaching strategy.

The length of the course material does not serve the students, especially the courses that are full of historical events, dates, names of personalities, political issues, wars and the succession for crown and power. Students are unable to memorize all these facts which will certainly result latter in little interaction between teachers and students. .By the integration of role playing, students feel more comfortable. It is encouraging that teachers employ roleplaying to engage, excite their learners. Besides; offering the opportunity to students to act out roles, will help them memorize naturally. This research suggests using roleplaying to minimize boredom in civilization lessons and foster engagement and creativity

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The majority of students use various strategies besides the conventional learning to aid them in their studies such as watching historical movies and YouTube videos. The researchers of this study recommend the integration of roleplaying because most students are already looking for different methods to study civilization; this means that they want something more creative and enjoyable.

The main focus of the first two questions is on the students' experience in acting to that to examine whether they have acquired new information and gained further understanding of civilization courses. The students confirm that roleplaying is a useful approach for teaching lessons about civilization since they had some experience with it performing plays by themselves or watching their peers doing so.

The purpose of the third inquiry is to ascertain the students' attitudes towards using roleplaying for learning civilization. The students' responses are supportive about the usage of roleplaying because they believe that it is very interesting to learn about how people used to live in the past. Roleplaying offers students easy and comprehensive features to understand civilization courses and think critically as well.

In reference to question four, which is intended to assess students' perception and comprehension both before and after role acting, it demonstrates that after acting out some roles and being exposed to such technique, their comprehension and learning has been improved and they received favourable feedback as they enjoyed the roles and the way they were engaged without any feeling of boredom.

In short, the students' responses are encouraging, and they support the use of roleplaying since they consider it a technique that can help them learn well and appreciate the past events.

Regarding the last question, the majority of students agree that roleplaying is a useful tool for teaching difficult historical events. They argue that playing out particular historical eras can be an effective way to evoke memories and past events. They can get a peek of earlier civilizations by seeing how previous societies used to dress, how their homes were built, and how they lived.

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### **3.6. Interpretation of the Semi-structured Interview Answers:**

#### **3.6.1. The Teachers' Interview Questions:**

##### **Question01:**

##### **How long have you been teaching civilization at university?**

The majority of the teachers we have interviewed have been teaching civilization for seven to 25 years. Using various techniques, such as roleplaying in civilization classes, is one of our research's main goals. The experiences of these teachers will help us collect trustworthy and accurate information pertinent to this goal.

##### **Question02:**

##### **What are the difficulties you usually encounter while teaching Civilization?**

The goal of this question is to inquire whether teachers of civilization face some constraints and struggle in their teaching.

With regard to this query, most civilization teachers face a range of challenges in the classroom. The largest challenge lies in the students' linguistic limitations and general lack of knowledge and information. Teachers claim that it is very challenging to engage students who lack the appropriate language abilities in a discussion about historical topics, ancient civilizations or even recent events.

Other teachers raise other issues, they blame the students' initial lack of interest in the material being taught in addition to their hate and discomfort with lessons based on memorization or to provide critical analyses to some historical events.

##### **Question03:**

##### **Do you use multiple methods while teaching civilization?**

According to the answers of the third question, most of civilization teachers use other teaching techniques. They state that they use other technological resources such as PowerPoint, images, historical films, YouTube, and so on. The goal of this question is to identify whether teachers of civilization blend other methods with the conventional one or they simply rely on the traditional method.

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#### **Question 4:**

#### **Do you think that the integration of roleplaying is more beneficial than traditional lecturing?**

The majority of the civilization teachers we surveyed state that it is impossible to compare various methods since each has its advantages and drawbacks. Most of them believe that roleplaying is crucial for enhancing and fostering the teaching of civilization and students' understanding of historical texts and events. Teachers claim that they have been always searching for innovative methods, techniques, and tools that add flavour and stimulate their lectures and learners. Unfortunately, they state that they could not entirely rely on roleplaying because some students are introvert, which could prevent the teachers to get them involved.

They emphasize that roleplaying should be used to engage students in a relevant educational environment. This demonstrates clearly that teachers regard roleplaying as a useful instrument for facilitating the teaching and study of civilization, but only when used in conjunction with the traditional teaching methodology.

#### **3.7. Hypotheses Confirmation:**

The findings from the students' questionnaire and the teacher's interpretation of the semi-structured interview confirm the study's hypotheses. The findings of the questionnaire support the idea that using roleplaying in civilization lessons improves students' performance, they demonstrate how much both teachers and students accept the idea. Additionally, the results support the study's second hypothesis, which argues that historical plays serve both teachers in presenting their lectures and students in understanding the lecture and appreciating civilization session. As a result, teachers may find it useful to incorporate roleplaying and get students involved in their lectures in order to fully reinforce the study of civilization. Ultimately, these descriptive analytical study's findings are consistent with the conviction that role playing is a productive and effective teaching technique that could potentially be used in conjunction with the conventional method.

#### **3.8. Recommendations:**

- This research highly recommends teachers and researchers in the field of education to adopt, encourage and foster the integration of role playing as a pedagogical tool and technique to improve the teaching of civilization and the teaching process as well.

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- This research recommends mainly the newly hired and novice teachers to rely first on readymade short plays to be presented for students so that to train them on role play and be familiar with such technique.
  - Revive the art of plays in general and role play technique in particular to serve the teaching of civilization as an extra- educative means.
  - Both teachers and students had better be innovative and try to improvise some role plays that best fit the lectures to be studied within the academic curriculum.
  - Establishing a twining between the Department of English and that of Arts so that students from both departments benefit from this technique in terms of exchanging knowledge, language and the art of acting. By doing so, we automatically respond to the Algerian Government and the Ministry of Higher Education's short and long term projects to generalize and broaden the use of English language in the teaching at universities, in addition to the establishment of a new stream and specialty which is Literature and Arts.
  - It is not obligatory to include all the students to perform the play on stage. Students, mainly the introverts, can be employed in other ways that suit their skills and personalities as to think of topics or write scenarios for their peers.

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### **3.9. Conclusion:**

This chapter is regarded as the study's core. It introduces information about the study's methods, sample, data analysis, and results interpretations. In fact, our data collection has led us to the conclusion that both teachers and students prefer a blended approach to learning. They show favorable views towards the use of roleplaying in teaching and learning about civilization since they were unable to minimize the value of the traditional approach. However, roleplaying can be utilized as a teaching method to foster creativity, lessen the boredom that surrounds civilization classes, and inspire students to perform better in civilization classes by broadening their imagination and exercising critical thought. They can help teachers to successfully accomplish their educational objectives. In general, using roleplaying as a teaching tool improves students' performance in civilization classes and increases their chances of earning top grades. This, suggests that incorporating roleplaying offers teachers and students the chance to interact and engage with one another in a better learning environment and successfully affects the method of teaching and learning.

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## **General Conclusion:**

This study intends to discuss and evaluate a number of topics that primarily concern the integration of roleplaying into higher education's civilization courses. Our analysis throughout the study demonstrates that roleplaying can be a useful strategy for improving students' comprehension. If historical figures and events are portrayed in a unique and engaging way, students might be more inspired to learn about them.

Additionally, the use of roleplaying in the session can also strengthen students' ability to analyse historical events and characters, connect historical events to current issues, think critically and draw conclusions. Students who have participated in roleplaying have demonstrated great logical and interpretive skills. These abilities are necessary for gaining a thorough comprehension of history and a wide understanding of civilization courses...

This study aims to explore the potential that roleplaying may offer to teachers and EFL students, especially those at Amar Thelidji University, as well as to inquire their attitudes and presumptions regarding the integration of drama and roleplaying in civilization courses, which represent the main focus of our investigation.

Roleplaying is regarded to be more beneficial when examining the difficulties students encounter when studying civilization. This technique is not an alternative to the traditional lecturing but it should be used occasionally in class. To put it right, the study does not underestimate the value of lecturing or even civilization teachers in introducing their courses to EFL students. The conclusion suggests the integration of roleplaying as an additional teaching tool in civilization classes.

A suitable methodology based on a qualitative approach is used in our investigation which is conducted in the Department of English at University of Laghouat, Algeria. In this research study, the population is represented by third year students. A questionnaire is prepared and developed to examine, explore, and investigate the students' attitudes towards the adoption of role playing as a teaching technique that enhances their performance in civilization sessions. Additionally, a semi-structured interview with civilization teachers has been conducted to inquire about their perceptions and benefit from their thoughts and experience about the integration of roleplaying in teaching.

The findings and analyses from our previous chapter show that EFL teachers are positive about employing roleplaying in EFL classrooms because it can result in important and positive learning outcomes like enhancing listening and speaking skills by exposing

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students to an authentic language especially in civilization classes. They maintain that no technique in education is superior to another, but they are complementary. Hence, they do not reject the conventional approach to teaching and learning. Therefore, the results obtained from this research support our hypotheses and confirm our views about how roleplaying can improve students' academic achievement and help teachers accomplish successfully their educational objectives.

In conclusion, based on the data at hand, we can reconfirm that integrating roleplaying in the teaching process has a major impact on enhancing both teachers and students' performances in civilization studies. Hence, the present study recommends the integration of new and creative approaches and techniques to the conventional teaching of civilization.

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## Appendices

## **Appendix01**

### **Semi- Structured Interview Questions**

The researchers had the chance to interview four teachers of civilization of different levels at the Department of English-Ammar Thelidji University. The researchers introduced the following four questions:

- How long have you been teaching civilization at university?
- What are the difficulties you usually encounter while teaching civilization?
- Do you use multiple methods while teaching civilization?
- Do you think that the integration of roleplaying is more beneficial than traditional lecturing?

**Appendix 02**

**People’s Democratic Republic of Algeria**

**Ammar Thelidji University of Laghouat**

**Faculty of Letters and Languages**

**Department of English**

**Students’ Questionnaire**

Dear colleagues,

You are kindly invited to answer this questionnaire which aims at gathering information about the effects of using roleplaying in enhancing civilization teaching and learning. Your responses will be used to help us evaluate the impact of using acting as a teaching tool in civilization class. Thereby, you are kindly requested to answer the questions below.

Thank you for your cooperation.

**First, we would like to know:**

- 1) Your age:
- 2) You gender:

**Part One:**

**1) Do you like civilization classes?**

Yes

No

**2) Do you feel comfortable in your traditional English civilization class?**

Yes

No

**Why?**

.....  
.....

**3) Do you face difficulties while studying civilization?**

Yes

No

## Appendices

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**4) What kind of struggles you face while studying civilization?**

- a) The course content is so long /confusing
- b) Easily get bored
- c) Hard to focus in history class
- d) The teacher's methodology is boring
- e) Lack of motivation Tools

**5) What do you think of the teacher's methodology in teaching civilization?**

- a) Ambiguous
- b) Boring
- c) Exciting

**6) Do you prefer to use any other method or technique to help you study civilization?**

Yes

No

**Why?**

.....  
.....  
.....  
.....

**Part Two:**

**1. Have you ever participated in any historical play or roleplaying throughout your academic life? If yes, what have you benefited?**

.....  
.....  
.....  
.....

**2. As a third-year student, what do you think of teaching civilization through roleplaying?**

.....  
.....  
.....

**3. Why do you think that roleplaying is an effective way in learning civilization?**

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.....  
.....  
.....

**4. How much interest did/ do you have in civilization before and after experiencing roleplaying?**

.....  
.....  
.....  
.....  
.....  
.....

**5. In your opinion, will the integration of roleplaying contribute positively in improving your understanding of civilization courses?**

.....  
.....  
.....  
.....

**Thank you for your cooperation**

## **Appendix 03**

**People's Democratic Republic of Algeria**

**Ammar Thelidji University of Laghouat**

**Faculty of Letters and Languages**

**Department of English**

### **Summary of the Play's Scenario**

#### **Remark**

This is a summary of a short play which is planned to be performed during the defence of the dissertation with the intention to be used as a support for our thesis.

#### **Discipline**

British Civilization

#### **Theme**

The play revolves around the causes of the European immigration to Britain during the inter -World Wars Era, that is to say, by the outbreak of WWI to the end of WWII.

#### **Characters**

**Main Actors** A British natives, an Irish, a Spanish, and Jew immigrants

**Secondary Actors** A Radio presenter, President Winston Churchill and a British soldier.

#### **Scenes**

Only one single scene where British natives belonging to a Charity Organization discussing with some immigrants about the causes of their movement to Britain

## **Resumé**

La civilisation est généralement enseignée selon l'approche conventionnelle basée sur les cours magistraux. Ce dernier rend le processus d'enseignement fatiguant et consommateur d'efforts, ce qui amène les étudiants à se sentir ennuyés et épuisés. En conséquence, les enseignants doivent malheureusement supporter une lourde responsabilité. De plus; les étudiants perdent tout intérêt pendant la séance. Fondamentalement, l'objectif principal de cette recherche est d'améliorer à la fois l'enseignement et l'apprentissage de la civilisation grâce au jeu de rôle. Cette étude est également menée pour mettre en lumière l'importance et l'efficacité du jeu de rôle comme outil pédagogique dans l'enseignement et l'apprentissage de la civilisation auprès des étudiants de troisième année d'EFL qui constituent l'échantillon de notre étude, au Département d'anglais de l'Université de Laghouat. Cette étude suggère l'utilisation de cette technique de simulation qui aide les enseignants à impliquer leurs apprenants en classe. Ce faisant, l'enseignement et l'apprentissage de la civilisation peuvent également être facilités et appréciés. En fait, cette recherche émet l'hypothèse que l'utilisation d'une telle stratégie d'amélioration aide à la fois les enseignants et les étudiants à favoriser l'enseignement et l'apprentissage. Une étude descriptive/analytique est choisie pour prouver ou infirmer les hypothèses. Comme méthode de collecte de données, deux instruments de recherche ont été utilisés. Un questionnaire est adressé aux étudiants de troisième année du LMD suivi d'un entretien semi-directif avec des enseignants de civilisation pour s'enquérir de leurs attitudes et perceptions à l'égard de l'utilisation des jeux de rôle dans l'enseignement de la civilisation et de son impact sur la délivrance et la perceptions des leçons dans un environnement d'apprentissage créatif et agréable. Les résultats de l'analyse des questionnaires et des entretiens conçus pour les étudiants et les enseignants confirment les hypothèses selon lesquelles leurs réponses des étudiants et des enseignants était positives à l'égard de l'utilisation de cette dernière. De plus, sur la base des résultats de cette étude, l'utilisation du jeu de rôle peut fournir un point de départ pour une enquête plus approfondie sur l'intégration du théâtre et du jeu de rôles dans des circonstances traditionnels afin d'améliorer le processus d'enseignement et d'apprentissage.

**Mots clés** : civilisation, jeu de rôle, drame

## ملخص الدراسة

يتم تدريس الحضارة عمومًا باستخدام المنهج التقليدي الذي يعتمد على المحاضرات. وهذا الأخير يجعل عملية التدريس متعبة ومستهلكة للجهد مما يؤدي بالطلاب إلى الشعور بالملل والإرهاق. ونتيجة لذلك يتحمل الاساتذة عبئًا ثقيلًا. علاوة على ذلك يفقد الطلاب الاهتمام أثناء الحصة. الهدف الرئيسي من هذا البحث هو تعزيز تعليم وتعلم الحضارة من خلال استخدام لعب الأدوار. كما تهدف هذه الدراسة إلى تسليط الضوء على أهمية وفعالية لعب الأدوار كأداة تعليمية في تعليم وتعلم الحضارة لدى طلاب السنة الثالثة لغة أجنبية الذين يشكلون عينة دراستنا بقسم اللغة الإنجليزية جامعة الأغواط. كما تقترح هذه الدراسة استخدام تقنية المحاكاة التي تساعد الأساتذة في إشراك المتعلمين في الدرس. في الواقع، يفترض هذا البحث أن استخدام مثل هذه الإستراتيجية انه يساعد كلا من الأساتذة والطلاب على تعزيز التدريس والتعلم. تم اختيار الدراسة الوصفية/التحليلية لإثبات أو دحض الفرضيات و لجمع البيانات تم استخدام أداتين. استبيان وجه إلى طلاب السنة الثالثة و مقابلة مع الاساتذة للاستفسار عن تصوراتهم حول استخدام تقنية لعب الأدوار في تدريس الحضارة وأثرها في تقديم واكتساب دروس سهلة الاستيعاب في بيئة تعليمية إبداعية وممتعة. تؤكد نتائج تحليل استبيان الطلاب والمقابلة مع الاساتذة ايجابية الفرضيات حول استخدام هذه التقنية بالإضافة إلى ذلك واستنادا إلى نتائج هذه الدراسة فإن استخدام لعب الأدوار قد يشكل نقطة انطلاق لمزيد من البحوث حول دمج الدراما والتمثيل بحيث يدعم عملية التدريس والتعلم.

**الكلمات المفتاحية :** لعب الادوار, الدراما , الحضارة