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## **Fostering Students' Self -Confidence through the Integration of Drama in EFL Classes**

The Case of Middle School Pupils at ksar El Hirane , Laghouat

Dissertation submitted as a partial fulfilment for the requirements of Master Degree in  
Literature and Civilization

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## *Dedication*

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I dedicate this work to my dearest people on this planet; my loving parents who gave me not only love and support but also strength ...

To my dear son "AMIR" , all my sisters and brothers, my friends, and everyone who gave me the power to achieve this work .

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## *Abstract*

The current work brings forward the importance of drama in modern education and foreign language teaching. It aims to use theatrical techniques in the English as a Foreign Language (EFL) classroom for the goal of fostering students' self-confidence . This concerned research, therefore, explains the significance of these methods and its role in both evaluation and development of students' self-confidence ; besides, it illustrates the various techniques of drama and shows the benefit of this approach, which is boosting students' self-confidence .It uses a Qualitative research method in the format of the teacher's questionnaire (the study was directed to the teachers of Middle Schools of Ksar El Hirane , Laghouat). It aims to understand the usefulness of these activities to improve the pupil's outcomes and to acknowledge the role of the teacher in the drama class through the participant's perspective .Moreover, the gathered data are analysed using a quantitative method. The test result revealed that drama if used appropriately in the classroom setting , helps EFL learners to enhance their self-confidence in both the education and routine life. All in all, this research humbly suggests certain procedures to improve students' self-confidence .

**Keywords :** Self-confidence ; drama pedagogy ; self-esteem ; EFL ; Ksar El Hirane Middle Schools .

## *List of Abbreviations*

**EFL** : English as a Foreign Language

**FL** : Foreign Language

**ITIA Formula** : Intention Thought Imagination Action Formula

**L2** : Second Language

**TL** : Target Language

## ***List of Tables***

<b><i>Table 1.1</i></b> Teachers' Age .....	42
<b><i>Table 1.2</i></b> Teachers' Gender.....	42
<b><i>Table 1.3</i></b> Teachers' Experiences in Teaching.....	43
<b><i>Table 1.4</i></b> Drama as a Part of the Teaching Content/ Syllabus .....	43
<b><i>Table 1.5</i></b> The Motive to Start Drama Classes.....	44
<b><i>Table 1.6</i></b> Drama Restores Student's Self-confidence and Well-being.....	44
<b><i>Table 1.7</i></b> The Goal(s) of Drama.....	45
<b><i>Table 1.8</i></b> Drama Activities in Terms of Personal Growth.....	45
<b><i>Table 1.9</i></b> Improving one's life by changing their perspective on past experiences , through Drama .....	46
<b><i>Table 1.10</i></b> The Relationship between Drama Teachers and Learners affects their Performance.....	46
<b><i>Table 1.11</i></b> Teachers' awareness of the Personal Background of the Student.....	47
<b><i>Table 1.12</i></b> The Teacher's Role as a Guide in the Drama Class .....	47
<b><i>Table 1.13</i></b> The Teacher of Drama as a Responsible to Provide the Right Atmosphere for his Learners.....	48
<b><i>Table 1.14</i></b> The teachers' awareness of the psychological sicknesses of the students, and the right procedures which can be taken in case of something wrong.....	48

<b>Table 1.15</b> The contribution of Drama in providing a less Stressed Environment to Develop Focused Thoughts by Embracing Distracting and Worrying Thoughts.....	49
<b>Table 1.16</b> Improvisation as a Spontaneous and Creative performance.....	49
<b>Table 1.17</b> Fostering Students' Self-confidence through Drama .....	50
<b>Table 1.18</b> The Most Helpful Activity to boost Students' Self-confidence in a Short Time.....	50

## *Table of contents*

Dedication.....	I
Acknowledgments.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Tables.....	V
Table of Contents.....	VII
General Introduction.....	1
1- Background of the research.....	2
2- Identification of the problem.....	2
3- Research questions .....	3
4- Purpose of the research .....	3
5- Significance of the research .....	3
6- Previous studies .....	4
7- Methodology and Hypotheses .....	4
8- Motivation .....	5
9- Structure of the study .....	5

<b>Chapter One : General Review of Self-confidence</b> .....	7
Introduction.....	8
1.1. Definition of self-confidence.....	8
1.2. The importance of self-confidence.....	9
1.3. The characteristics of students with low and high self-confidence.....	10
1.3.1. High self-confidence.....	10
1.3.2. Low self-confidence.....	11
1.4. The interference between self-confidence and some concepts.....	12
1.4.1. Motivation.....	12
1.4.2. Autonomy.....	14
1.4.3. Self-esteem.....	14
1.4.4. Self-efficacy.....	15
1.5 Steps for building and developing students self-confidence.....	16
1.6 The role of teacher in developing students self-confidence.....	18
1.6.1. Teaching with care.....	19
1.6.2. Fairness and respect.....	20
1.6.3. Reflective practices.....	21
Conclusion .....	22

<b>Chapter Two: The Integration of Drama Techniques and Activities in EFL Classes</b> .....	23
Introduction.....	24
1.1. Definition of drama.....	24
1.2. The history of drama in education.....	25
1.3. Significance of using drama in English language classes .....	26
1.4. Techniques of using drama in EFL classroom.....	29
1.4.1. Role-play.....	29
1.4.2. Miming.....	30
1.4.3. Simulation.....	30
1.4.4. Improvisation.....	31
1.4.5. Script writing.....	32
1.5. Benefits of the use of drama in EFL classroom.....	32
1.6. Developing students' self-confidence through drama.....	34
1.7. The procedures of the integration of drama in EFL classes.....	35
1.8. Role of the teacher in drama class.....	36
Conclusion.....	36

<b>Chapter Three: Research Methodology and Data Analysis.....</b>	<b>37</b>
Introduction.....	38
1.Research local.....	38
2.Sampling.....	38
3.Participants .....	38
4.Rsearch Methodology.....	38
4.1. Case Study Design.....	39
4.1.1 Descriptive Research design.....	39
4.1.2 Explorative Research Design.....	39
4.1.3 Interpretive Research Design.....	39
4.1.4 Quantitative Research.....	40
4.1.5 Techniques for Collecting Data.....	40
4.1.6 Questionnaire.....	40
4.1.7 Observation.....	40
4.1.8 Data Analysis.....	41
5. Limitation.....	41
6. Thesis Structure.....	41
7. the Questionnaire Sample.....	41
7.1. Description of the questionnaire.....	42

8. Analysis of the questionnaire.....	42
9. Interpretation.....	51
Conclusion.....	51
General conclusion.....	52
Appendix	
Work Cited	
Résumé	
الملخص	



***General  
Introduction***

## **Background of the Research**

Foreign language teachers were most concerned about the development of the student's communication skills. Scholars used drama because it proved a great help in improving both the personality and language skills of the learner in the EFL class. Several studies theoretically described the importance of this technique. A few empirical studies have aimed to prove the benefits of the use of Drama for the sake of enhancing the learners' self-confidence .

The integration of drama technique in EFL classes may not only provide language skills including reading, writing, speaking, and listening , but also may act as an effective tool to foster students' self-confidence . Drama is an effective language-learning method that actively engages all of the students during the whole lesson. Dramatic expression allows students to interact with language and explore the relationship between thinking and action, which can help learners integrate their emotions and cognitive abilities. Drama can help teachers of English as a foreign language to effectively address the need to mix the development of receptive and productive abilities of entertainment and fun. By doing this, it captures the learners' emotions and attention and enhances their understanding of the language.

## **Identification Of the Problem**

Today's EFL teachers focus primarily on teaching the curriculum, ignoring the reality that their major role is to change the learners' perceptions of everyday life. Today, it is acknowledged that addressing moral concerns is a crucial component of the teacher's job. The primary goal of the lesson that teachers impart is to educate pupils for life in general, not only for examinations .To boost student's self-confidence teachers need to understand the learners psychological problems and insecurities because the human experiences influences their current choices and behaviours . Drama activities are useful to establish a leading way for the learners to practice on building their self-confidence (Laskarides et al , 2019). The present research is designed and focused to foster middle school students' self-confidence by integrating drama techniques in EFL classes .

## **Research Questions**

Regarding the problem statement , the questions that will guide this research work are :

1-How can drama be an effective teaching tool ?

2-What is the role of the teacher in the drama activities ?

3-To what extent drama activities can influence middle school EFL learners' self-confidence in any given situation ?

## **Purpose of the Research**

According to the background of the study , the focus of the research and research question presented above , the purposes of this research are :

1-To investigate the efficacy of using drama activities in EFL classes to boost learners' self-confidence.

2-To focus on improving the learner's personality and psychological abilities .

3-To emphasize the value of drama activities in offering an excellent platform for examining learner's mental and psychological problems that may affect their self-confidence and their level in the classroom .

## **Significance of the Research**

By implementing this method , the significance of the research is intended to provide some significant benefits and contribution to :

The students: this research is beneficial to make students more autonomous by the integration of drama in EFL classes .

The teachers: this research is expected to give some input on how to teach in more interactive and effective as well as to motivate teachers to implement drama techniques as one of the methods in teaching by integrating technology as the media .

The researchers: this research is intended to offer the other researchers some helpful insights and resources as a reference in conducting further research on how to foster students' self-confidence .

## **Previous Studies**

This part of the study explores previous studies related to students' self-confidence ,it explores the level of the students' self-confidence on learning and how drama impacts on their learning. Teachers need to understand that learning a language depends more on the student's motivation and effort than on the teacher's presentations, theoretical issues on why and how they can help students choose practical ways such as "Drama" in which they can do this will explored. According to both of (Benson,2011;Onozawa,2010); Learners autonomy has been the focus of language learning and in language educational context as it is perceived that becoming autonomous learners can led to the effective language learners, Benson also defines it as "the capacity to take control of one's own learning" . Several scholars in the domains of drama/theatre in education have acknowledged drama for its educational contributions to learning (Heathcoat and Bolton 1995;Wagner 1998;Neelands 2000;Nicholson 2011;Andesron 2012). For drama role in teaching and learning, as well as drama and teaching and learning, these scholars propose to varying degrees, aesthetic, creative , imaginative and educational experience for participants . The cited writers (as well as others) provide insights on how and why the use of drama facilitates learning in various contexts, with a variety of learners, including second language learners (L2) (Bowell and Heap 2001,2005;Miller and Saxton 2004;Booth 2005; Fels and Belliveau2008) .

## **Methodology and Hypotheses**

The study is descriptive and analytical in nature where a quantitative questionnaire will be administered to middle school EFL drama teachers to prove the efficacy of drama activities on building self-confidence . The study will be conducted at middle schools of ksar El Hirane , Laghouat 2022/2023 .

Therefore, this research is based on the following hypotheses:

1-Drama method represents a secondary exercise to stimulate the mind of the student . For example , as the last half-hour activity to improve learner's outcome .

2-The teacher in drama activity is a psychologist who observes and analyses the behaviours and judgments of his students .

3-Drama activities evoke a challenging atmosphere through the use of imagination or acting . Learners interpret the phenomena from various perspectives to reach self-confidence .

## **Motivation**

The reasons behind choosing this topic , in particular , are :

1-We observe the lack of interaction and motivation in the EFL classroom .

2- There is a need for a school curriculum that prepares pupils not only for exams but also for daily life .

3- The lack of self-confidence among students .

## **Structure of the study**

This research is divided into two parts ; the theoretical part and the practical part ,the theoretical part is divided into two chapters ; the first chapter is general review of self-confidence . It discusses its definitions , its importance , and the characteristics of high and low self-confidence . Moreover , it highlights the interference between self-confidence and some concepts (motivation , autonomy , self-esteem , self-efficacy ) . Finally , it deals with some steps for building and developing student's self-confidence and some roles of the teachers for promoting self-confidence .

The second chapter is about the integration of drama techniques and activities in middle school EFL classes . It provides the definition of drama and the historical background of drama in education . Furthermore , it highlights the significance of using drama in English language classes and the techniques of using drama in EFL classroom (role-play , miming , simulation , improvisation , script writing ) . Besides this , it sheds the light on developing students self-confidence through drama and the procedures of the

integration of drama in EFL classes . In final it tackles the role of the teacher in drama class .

Finally , the practical part is the field work and data analysis . It provides the description , the administration , the analysis , and the discussion of teachers questionnaire results .

# *Chapter One*



## *General Review of Self-confidence*

## Introduction

Teachers of English as a foreign language should pay attention of the fact that students have varied personalities that can be influenced by various emotional aspects. One of the emotional components with a discernible effect on how well pupils are learning is self-confidence. There are pupils in the classroom who have high self-confidence and others have low self-confidence . The students may experience difficulty learning the foreign language as a result of this later. In order to improve students' learning, teachers and students both need to be aware of the significance of self-confidence.

This chapter will be a general overview about the issue of self-confidence. First, it starts with some definitions of self-confidence and it tackles its importance on the process of teaching and learning foreign language . Besides this , it deals with the characteristics of high and low self-confidence students and mentioning some points that can help in building and developing self-confidence . This vein will additionally provide description to the interference between self-confidence and some concepts (motivation , autonomy , self-esteem , self-efficacy ) ,and it will suggest some steps which can help students to build and develop self-confidence . Last , it will conclude with the role of the teacher in developing students self-confidence .

### 1.1. Definition of Self-confidence

The way someone views himself or herself favourably might be used to define their level of self-confidence . Self-confidence, according to humanistic psychologists , is a link between one's actual self and one's ideal self that thrives on positive behaviours (Baumeister , 2008 ; Leary ,1999, 2000 ) .

According to other scholars, having a high level of self-confidence encourages people to achieve their goals because it is a personal trait that depends on how appropriately one acts (Leary 1999).

Murray (2006) argued that , “*confidence is defined in my dictionary .If you are confident about something ,you don ’t worry about its outcome , you just take it for granted*

*that it will go well*”(p.53). This means that self-confidence is the belief that something will be successful and go well.

In the same context , Adalikwu(2012)proposed another definition , “*Self-confidence can be summed up as the belief that a person has it in their ability to succeed at a task , based on whether or not they have been able to perform that task in the past*” (pp .5-6). So , students will succeed in their learning when they have self-confidence in their skills, regardless of prior knowledge.

The self-confidence of the new instructors proved to be a crucial effect on the employment of teaching tactics that actively included the pupils. Content knowledge and teaching abilities were associated with feelings of self-confidence, with "experience" playing an important role in teachers' judgments of their knowledge and skills. The findings have implications for employers to ensure that new employees have a familiar and steady teaching schedule as feasible, and for teacher development to foster conversation and reflection on new instructors' self-confidence and topic competence (Murray , 2006 ; Adalikwu , 2012 ) .

## **1.2. The importance of Self-confidence**

One of the biggest challenges in learning a foreign language is the lack of self-confidence. High self-confidence is a characteristic of successful learners . According to Kakepoto (2012) “*Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively*” (p.71). So, having confidence is a fundamental component that may aid learners in efficiently speaking and exchanging ideas. Students need to understand the value of confidence since it greatly affects both their academic performance in particular and their daily lives in general. In addition to this , a happy and fulfilled existence depends on confidence. It affects how well you do at work, in relationships, with your family, and in your free time. It impairs how well you perform in whatever you do Preston (2001 , p.7).

Furthermore , self-confidence is a crucial first step on the road to living a successful life Azmandian (2010, p.80) . So , it is regarded as the cornerstone and secret to living a successful life . Dornyei (2001) asserted on page 87 that , even if

you use the most innovative motivational strategies, pupils won't be able to "bloom" as learners if they have even the most fundamental self-doubts . Developing students' self-confidence is very important issue , so teachers should focus more on it .

### **1.3. The Characteristics of Students with Low and High Self-confidence**

In the face of challenges to their sense of self, persons with high and low self-confidence both seek for self-assurance, but they approach it in different ways (Blaine & Crocker, 1993). In turn, they are less concerned with avoiding failure in contingency domains and more likely to adopt approach goals with regard to self-confidence (Power & Crocker, 2002), as well as directly enhance themselves (e.g., by favourably evaluating their own creations) (Brown, Collins & Schmidt, 1998). High self-confidence people have more optimistic views of themselves and are more certain of them (Blaine & Crocker, 1993).

Lastly, being really confident Self-confidence is often earned via dominance and talent. Contrarily, those with low self-esteem are less certain of their own views and have relatively negative self-concepts (Blaine & Crocker, 1993). As a result, they are more concerned with avoiding failure in domains of contingency, more likely to adopt avoidance or prevention self-confidence goals, and more likely to indirectly self-enhance (for instance, by complimenting their group's creations) (Brown et al., 1998). According to incremental theorists, when one has staked their self-worth on a domain, progress is possible, hence one should persist rather than give up (Dweck, 2000).

Wright (2009 , p.24) indicated some characteristics of students with high and low self-confidence in his book , *Building self-confidence with Encouraging Work* , which are :

#### **1.3.1. Low Self-confidence**

a-They are fearful of change : They worry and are afraid of what could occur in the future, "what if....." They tend to be re-active rather than pro-active and have negative ideas about their capacities.

b- They are gloomy and frequently perceive things negatively: they consider that the other are responsible for what happen to them . They never made an effort or tried to be active, and they consistently believed that bad things would occur.

c- They struggle to express their true desires in life because they lack a clear understanding of their goals or aspirations. Usually, people only consider broad concepts like "to be rich," "to be thin," "to be beautiful," and so on . Everything is challenging for them, and they are unable to do it.

d- They choose to make others happy and pleased over trying to realize their potential and alter their views because they want to satisfy others more than they want to be true to themselves.

e- They lack confidence and are drawn to those who identify as victims; they have damaging beliefs and never attempt to succeed in life or in their studies. When faced with difficulties, they are ready to give up.

### **1.3.2. High Self-confidence**

In the same context , Wright (2009 , p.26 ) mentioned other characteristics of students with high self-confidence :

a-They are ambitious : They did not view life as only a matter of survival; rather, they had a strong drive to succeed and realize their ambitions.

b- They have aspirations : They make objectives for themselves and work toward achieving them. They always strive for the highest degree or outcome ever attained.

c-They are visionary : They have positive outlooks, are confident in their talents, never give up, and draw an image of what success will look like.

d- They've mastered communication : They are adept at acting in an intellectual manner (how to ask , how to need advice and so on.). They want to be efficient, therefore they listen more than they speak.

e- They are loving and kind : Since they have a positive internal view of themselves, high self-confidence students are more likely to create positive relationships than ones that are harmful.

f-They are attractive and open to others : self-confidence Students have a charming and lovely character. They exude a confident energy that brings positive things and positive people to them.

Indeed, students with higher levels of self-confidence succeed better than those with lower levels. It is the duty of the teacher to help students who lack confidence in themselves in order to enable them to overcome problems and become successful and productive learners. Juhana (2012 ) (as cited in Dr . Abdallah and Dr . Ahmed ,2015,p.1095 ) suggested solution for lack of self-confidence which affect negatively on EFL learning by stating that

*The possible solution to overcome those psychological factors , most students believed that motivating them to be more confident to speak English is worth considering . This finding suggests that the teachers should be more aware of their students' hindrance to speak in English class .*

#### **1.4. The interference between Self-confidence and some Concepts**

There is a strong relationship between self-confidence and other concepts such as ; motivation , autonomy , self-esteem , and self-efficacy .

##### **1.4.1. Motivation**

Motivation is essential in life it gives purpose and meaning to life. It is considered as an important issue in the process of learning language . As Dornyei (2001 ) argued that “*motivation is one of the key issues in language learning*” (p.1) . Also Blerkom (2009)pointed out that “*Motivation can be described as something that energizes , directs , and sustains behaviour toward a particular goal*”(p.17) . This means that motivation is the ability and support to take action in pursuit of a certain goal .

Moreover , motivation is a type of internal drive that encourages someone to take action in order to accomplish a goal Harmer (2001) .

There are two types of motivation ; intrinsic and extrinsic motivation. Intrinsic motivation derives from a person's inner self and may be fuelled by a desire to feel better about oneself or by the enjoyment of the learning process itself (Harmer, 2001, p. 51). As stated by Brophy (2004), "intrinsic motivation refers primarily to affective experience-enjoyment of the processes involved in engaging in an activity" (p. 51). Students that are organically driven will like learning. Additionally, Richard and Schmidt (2010) said on page 378 that "intrinsic motivation, enjoyment of language learning itself" was a factor in their argument. Furthermore, Kernis (1995) noted that "they are the behaviours that people engage in with interest when they are free from demands, constraints, or homeostatic urgencies" (p. 37). The strongest type of motivation is thought to be intrinsic motivation as Goldsmith (2010) said that , "the most powerful form of motivation is the type that comes from within us" (p.149).

Extrinsic motivation is prompted by outside stimuli, such as the necessity to succeed on a test, the expectation of financial reward, or the potential for future travel (Harmer, 2001, p. 51). Richard and Schimdt (2010) asserted that "Extrinsic motivation" is "driven by external factors, such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments" (p. 378). Extrinsically driven behaviours first need to be requested or compelled by promised consequences since they are carried out instrumentally to accomplish some separate result (Kernis, 1995).

According to Pintirich (1994), there are three interacting elements in the college classroom that have a significant influence on students' motivation. The first component is the internal factors (student's beliefs and perceptions ), the second is the classroom environment factors (instructional experiences), and the third is the personal and sociocultural factors (student individual characteristics) (Dembo , 2004 ,pp.53-54) .

Burton and Plattes (2006) mentioned that “ *if you can increase your motivation , you automatically increase your confidence*”(p . 51) which means ,when students are highly motivated to learn , their self-confidence automatically increased . So , motivation has strong relationship with self-confidence .

### 1.4.2. Autonomy

Holec (1981) defines autonomy as “the ability to take charge of one’s own learning” . This means , being autonomous is having the freedom to make your own decisions without interference from others. According to Thornbury (2005), "*autonomy is the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated*" (p. 90). In other words , autonomy is the ability of a learner to direct and regulate their own learning. Autonomous learners are capable of evaluating their educational objectives. Moreover, autonomy enables students to exercise self-control, which shows that they possess the necessary skills to succeed.

High self-confidence students will behave more independently in class. They speak the foreign language fluently. Therefore, as autonomy supports self-confidence, it is essential for each student's success as well as for enhanced performance in oral presentations. As Dembo (2000) stated *on* page 25 that successful learners employ particular attitudes and techniques to drive and regulate their own behaviour , and Thornbury (2005 ) said that gaining a small amount of autonomy may boost one's self-confidence, which can be a strong motivator to take more chances in this manner .

### 1.4.3. Self-esteem

Self-esteem is how people feel about themselves and how much they like themselves , especially socially and academically when it comes to students , it is considered as an essential affective factor in the learning process . Self-esteem is also known as self-respect and relates to one’s self-assurance and self-satisfaction. Adolescents plays a significant role in the development of self-esteem. It may be encouraged and developed with the help of both parents and teachers. Adolescents' attitudes and actions, both at home and in the classroom, are a reflection of their degree of self-worth ( Mogonea , 2014). Lawrence (2006 ) stated that “*self-esteem is an attitude towards oneself*” (p.67) . Moreover , Wong (2009 ) , said that “*self-esteem is the perception you have of yourself as a human being*” (p .134 ) . So , both Lawrence and Wong define self-esteem as a person's perspective on his or her personality and abilities.

Lawrence (2006 ) described self-esteem as an umbrella term in page 5, self-esteem is an individual's assessment of the gap between self-image and their ideal self . In other words , self-image is defined as how students perceive themselves. When learners are conscious of their self-image, they begin to consider ways to embody their ideal self . Self-esteem, on the other hand, is something that both of them share; it refers to how pupils view themselves and what they hope to become.

Azmadian (2010 ) pointed out that “ *your entire character is shaped by your self-esteem , which is a prerequisite for self-confidence . Self-confidence is the manifestation and expression of self-esteem to the outside world*” (p .79) . That is to say , self-esteem and self-confidence completed each other because when student is self-confident , this means that he/she has high level of self-esteem . In brief , self-esteem is the students’ evaluation of themselves. However ,self-confidence is the students’ belief in their own abilities . High self-esteem increases self-confidence .

#### **1.4.4. Self-efficacy**

According to Bandura (1977, 1986, 1997), self-efficacy is the confidence a person has in his or her ability to carry out the behaviours required to achieve a given level of performance. Self-efficacy is the belief in one's capacity to exercise control over one's own driving forces, actions, and social circumstances. All aspects of human experience are influenced by these cognitive self-evaluations, including the objectives pursued, the amount of effort put out in pursuing them, and the possibility of achieving various levels of behavioural performance. Self-efficacy beliefs, in contrast to conventional psychological notions, are anticipated to change based on the functional domain and environmental factors influencing behaviour. Also , Richards and Schmidt (2010 ) defined self-efficacy as “ *a person’s belief in their own capabilities and their ability to attain specific goals*” (p . 517) . Another definition suggested by Adalikwu which is, self-efficacy is the assessment of a person's capacity to carry out certain objectives with success (2012 , p .7) .

Self-confidence is a general term that refers to students' belief in their abilities to complete all tasks, while self-efficacy is a component of it. According to Lland (2013),

self-efficacy is merely one component of overall self-confidence, which also includes many other qualities that can be summed up in the words "belief" and "faith." Though each student can set a variety of goals, they find it difficult to figure out how to actually accomplish them. Self-efficacy enables students to be more adaptable and aware of how to accomplish those goals. So increasing students' self-efficacy will also boost their confidence.

### **1.5. Steps for Building and Developing Students' Self-confidence**

Based on the work published in Flow Coach Institute there are four main coaching techniques that may all be used on a daily basis to assist people increase their self-confidence . Each of these levels is the journey of self-reflection through coaching questions that boost confidence . And these strategies are :

1. Building strong confidence begins with developing self-awareness. Being courageous and allowing yourself to become aware of, experience, and move through the entire spectrum of your emotions both positive and negative will help you do this . Positive self-talk , learning optimism ,and putting more emphasis on what you have than what you lack are all crucial for developing a development mind-set. Finally, it's critical to keep in mind the value of planning ahead, practicing, and receiving outside support from a life coach or confidence .

2. The second phase involves developing a growth mind-set by engaging in constructive self-talk developing learnt optimistic, and emphasizing your strengths rather than your weaknesses. Stop being tough on yourself and stop talking negatively to yourself. This behaviour just feeds selfdoubt and saps your drive to move forward.

3. Remember that if you consistently take things personally, you are missing out on the possibility to grow .

You'll be more motivated to keep developing your confidence if you keep your attention on your potential for improvement and your long-term objectives .

4. Remind yourself of the value of planning ahead and practicing. If there is a stressful event coming ahead, prepare until you feel capable. Another option is to seek out side assistance from a “life coach” or “confidence coach”.

Your confidence in your ability to manage the emotional consequences of life’s events will grow as a result of these confidence-boosting coaching techniques .

Also , a lot of studies have sought to come up with techniques and methods to increase and improve self-confidence. Carnegie (1956, p. 15) summarized four basic approaches as follows:

a. Begin with a powerful and steadfast desire. Students should practice conveying their desires to others since this will be essential to their success.

c. Setting up. Students should plan out what they will say or do in advance.

b. Be confident and keep your fear under control.

d. Training. Practice is essential since a lack of it will lead to self-confidence issues.

Additionally, Preston (2001, p. 14) noted that developing self-awareness comes before attempting to increase confidence. In order to improve their personalities and identify the things that make them feel insecure, students need to be aware of their weaknesses. Then , they apply the ITIA Formula :

a. Make a pledge to yourself that you will change and be more confident.

b. Change your thinking : Passive attitudes and beliefs need to be modified.

c. Use your imagination to pretend that you are a confident student.

d. Act as though you are already confident: When you talk and act confidently, you will develop self-confidence.

According to Scrivener (2012), when a teacher gets to know his / her class, he / she will start to notice pupils who don't speak out much in class. At that point, Scrivener said, "it is worth taking some time to support them and boost their confidence" (p. 181).

Scrivener (2012) listed some strategies for boosting student's self-confidence, including:

a. A lot of the students in the class should vote that teachers should treat every student equally in the classroom. Even if their answers are false, they should still be positively evaluated and encouraged.

b. Use 'choral-answer' questions when appropriate. This is a useful technique for eliciting answers from a group of pupils. The fact that each student has the chance to speak up and contribute is crucial in this situation.

c. Ask open questions to more capable students, closed questions that need an explanation to more capable students, and closed questions with fewer explanation to less capable students.

d. Allowing pupils to have individual turns while teachers are asking them questions is an excellent method to boost their self-confidence.

e. Tutorial: During class, teachers should have a brief tutorial session with the class to get the students talking about their issues and feelings while encouraging them to come up with solutions.

f. After-class conversation: Teachers should strive to set aside some time for post-class conversation with pupils.

## **1.6. The Role of the Teacher in Developing Students' Self-confidence**

Teachers play an essential role in the life of their students during school days and even after school in the practical world. They have a remarkable role in developing students' learning process . Maintaining a good atmosphere in the classroom and strong relationships with students is one of the teacher's responsibilities .The role of the teacher is in the classroom giving instructions that help students in the future. In addition, the teacher should be aware that nurturing students' self-esteem, self-confidence, and self-respect is one of the most crucial aspects of enhancing the quality of education .Teachers have many roles in developing students' self-confidence (Kyriacou, 2007, p. 76) .

### 1.6.1. Teaching with Care

Teachers share knowledge because they care. The greatest thing they can do is teach young people. Long hours, attention, and care are necessary.

Most people can recall a favorite teacher, usually by name. The fact that this teacher sincerely cared about each pupil is frequently mentioned when people are asked what they remember most about them. Relationships between teachers and students are built on the basic urge we all have to be cared for by others. When their teachers value and respect each student for their own skills and interests, it is obvious to the student. Horace Mann (1796–1859) .

When teachers genuinely care about each student's education, they are more effective. By putting the students at the center of the educational process, teachers who have faith in their students' talents show that they care about them. Teachers actively include students in the learning process by prioritizing care which is the bedrock of all successful education. This involvement is necessary for learning to be enjoyable, significant, and enduring . the caring teacher constantly evaluates and improves student teaching strategies ,to make sure that the requirements of each student are addressed (Noddings 1992, p.27) .

One of the most crucial qualities of good teachers is a feeling of caring; these are individuals who are concerned not just with improving their teaching methods and expertise but also with the efficiency with which they support their pupils' learning . According to Hindman , Grant and Strong (2010) ,*“caring is an intangible characteristic which manifest itself in tangible ways, often through interaction among people”* (p. 18).

Effective teachers have a strong sense of care for the subject matter, learners' needs, and school-related issues. Strong, Tucker, and Hindman (2004) state that *“caring is an important attribute of effective teachers, and students must be able to hear, see, and feel that caring in their daily contact with teachers”* (p.33).

The development of learners' self-confidence and performance on learning activities depends heavily on caring .Therefore, it is crucial to show concern for students

because doing so would aid in the growth of their self-confidence. Students that are treated with care tend to be more effective and confident.

### **1.6.2. Fairness and Respect**

Teachers should emphasize, model, and demonstrate fairness and respect to their pupils in order to build rapport and trustworthiness. Also, students want instructors to treat them fairly—both when they comply and when they don't—and to refrain from showing favouritism (Stronge, 2007, p. 25).

According to Cole et al. (2007), students have a right to expect their teachers to treat them with respect since doing so shows that they care. If the instructor doesn't treat the pupils with respect, they'll think she or he doesn't appreciate them or their opinions, which might hinder their advancement (p. 33).

Teachers have a responsibility to treat students equally, fairly, and with respect. As Kyriacou (2007) claims that, capable instructors demonstrate their concern for students' growth by organizing and carrying out efficient classes as well as other responsibilities. Also, Scrivener (2012) stated that *“being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good rapport”* (p.120).

According to Scrivener (2012), teachers may express their support for students in a variety of ways, by doing good activities and speaking encouraging words.

\*Teachers call students by their names, when they ask them questions.

\*Teachers use greeting to show students respect.

\* Teachers should encourage students by using supportive language throughout class discussions ,(daily interaction).

\* Making eye contact with students and the teacher is a good approach to demonstrate interest.

\* Teachers can make students feel comfortable by directing smiles to them.

\* Teachers should use suitable attitudes and gestures to show students that they appreciate being with them.

\* Teachers should show support with students when they are going to tell them about bad news such as bad marks .

\* Teachers may assist students in resolving their personal issues by providing solutions.

### **1.6.3. Reflective Practices**

According to teachers, thinking about and reflecting on teaching comes easily when students are actively involved in their learning and are treated with respect . This approach include routinely re-evaluating their methods of instruction, the reasons behind them, and what they might do to promote even more effective student learning (Escalante and Dirmann 1990 ; Bain . K , 2004).

Teachers can develop a critical understanding of what takes on in their classrooms by writing down thoughts on how well a class is organized, if the material and questions are given in a cohesive and accessible manner, and how actively and intellectually involved students are . This reflection process highlights how crucial it is to establish a supportive, learner-centred atmosphere marked by respectful and pleasant interactions with students (Keefer , 2002 ; Taylor et al. 2002).

In order to successfully teach, one must face problems and constantly reflect on one's practice. Stronge (2007) claims that *“effective teachers continually practice self-evaluation, and self-critique as learning tools. Reflective teachers portray themselves as students of learning”* (p. 30). Effective instructors also take on and respect their practice, self-reflect on their areas of strength and weakness, and attempt to make the necessary modifications to advance their professional practices. To improve instruction and advance students' learning, instructors must have the capacity to evaluate their own behaviour and conduct in-depth critical analyses of their teaching methods. According to Stronge (2007), *“thoughtful reflection translates into enhanced teacher efficacy, and a teacher’s sense of efficacy has an impact on how he or she approaches content and*

*students*”(p.31) . Teachers' opinions of their abilities to improve instructional strategies and student learning are significantly influenced by their self-reflection. Students will consequently feel more confidence when teachers are happy and secure in their ability to practice teaching.

Finally , several suggestions are made to English as a Foreign Language teachers in order to boost the self-confidence of their students. According to Al-Habaich (2012) (as cited in Dr. Abdallah and Dr. Ahmed, 2015, p.1095), language teachers should put their efforts into boosting their learners' self-confidence by creating a safe learning environment that encourages them to speak up and take part in oral activities without inhibition . They can assist pupils in identifying their concerns and teaching them coping mechanisms. They can combat unfavourable opinions and attitudes while promoting optimistic thinking. They should maintain a laid-back and amusing attitude throughout oral activities, create engaging activities that allow more time and opportunity, and focus on the positive (p. 64).

## **Conclusion**

To conclude, teachers at school do not deliver only lectures from the curriculum, but they teach their students lectures for life and skills that can help them in the class and the outside environment. self-confidence is one of the key emotional aspects that might support students' performance in school . Abilities like self-confidence can be improved by the aid of teachers . To enhance the process of teaching and learning the foreign language, teachers and students should focus on the significance of self-confidence. It is, therefore, necessary to understand the process and strategies that can assist in building self-confidence. For the goal of teaching such valuable skills, professors may use different techniques like drama activities .

# *Chapter two*

*The Integration of  
Drama Techniques and  
Activities in Middle  
School EFL Classes*

## Introduction

The use of drama activities and techniques in language classrooms is advantageous for a variety of reasons. First of all, it is enjoyable and interesting and may inspire people to study. Because it involves feelings, it can give participants rich language experiences and a variety of opportunities for using language in different ways. EFL learners aim to learn English for the purpose of expressing themselves, and conveying their thoughts in a meaningful communication; however, lack of self-confidence becomes an obstacle that obstructs them from reaching their goals. Therefore, this problem is the purpose of suggesting drama techniques as a key method to improve learner's self-confidence. This chapter is an attempt to provide a broad outline of drama. First, it starts with some definitions of drama, and a historical background of drama in education. Besides, we will identify the significance and the techniques of using drama in EFL classes. This vein will additionally include the contribution of drama strategy in developing students' self-confidence. Last, we conclude with the procedures of the integration of drama in EFL classes, and the significant role of the teacher in dramatic teaching.

### 1.1. Definition of Drama

Drama is considered as a significant literary genre. According to Holden (1982), *“drama is any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation”* (p. 1). Which means, it occurs when performers imitate real-life situations for the audience on stage.

Drama is an activity in which people are involved in a fictitious social situation where they engage in communication and interaction with one another. Drama is another instructional activity where students take on roles and take part in made-up social situations (Hubbard, 1986, p. 317). In the same setting Holden (1982) thought *that “Drama is concerned with the world of ‘let’s pretend’; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person”* (p. 1). That is to say, in order to teach or learn a language, it is performed in front of an audience while the participant assumes the role of another person. Another researcher, confirmed that drama is defined as the act of pretending to

be someone or something other than oneself . It also applies when you take on various fictional or even real-life roles (Courtney 1980, p. 7) .

For educational purposes , *“It is a multi-sensory tool, which combines listening, speaking, thinking, exploration and use of the immediate environment and the development of physical control”* (Gill Thompson & Huw Evans, 2005, p. 15). In pedagogical terms , it is believed that we should provide our students a multi-sensory experience and engage them physically and emotionally in order to make language learning more meaningful and remembered.

From the previous definitions , we can conclude that drama is an imagined scenario in which the actors assume different roles to successfully communicate and learn a language.

## **1.2. The History of Drama in Education**

Drama in education is a successful teaching strategy that encourages learners to be spontaneous and confident. Because there is flexibility in the foundation of drama in language instruction, it relies on student engagement. Rather of trying to comprehend the specific linguistic structures, students feel the language. It is through students’ direct participation and their reflection to the situations so called inductive educational approach (Kroflič 2011) .

In the twentieth century, two conflicting views on education , teacher-centred education and learner-centred education , are apparent when one examines educational attitudes . There have been a constant conflict between these views throughout the century. According to Gavin M. Bolton (2010, p. 25), who discussed these two opposing educational philosophies, the learner-centred approach focuses on taking into account a child's unique interests, skills, schemata, and cognitive development while the teacher-centred approach prioritizes the transmission of knowledge.

Drama was one of the approaches taken by learner-centred educators. The drama teaching method and improvisation were developed as a response to the constrictive and unimaginative techniques of the 1950s and beyond, which entailed children acting out in a very formal fashion rather of coming up with their own ideas . It was asserted that participants' levels of participation and feeling would be more intense and "genuine" when they were participating in more impromptu, spontaneous work (traditionally called 'drama') than when they were acting on stage (traditionally called 'theatre') . Drama was chosen as one of the learner-centred education's approaches because it was linked to self-expression, which was crucial to identifying a learner as an individual. “Learning by doing”, “activity method” and “play-way” were other reasons behind why drama has become a tool of the learner-centred education (Slade, 1954) .

### **1.3. Significance of using Drama in English Language Classes**

There is clear importance to using drama and drama activities for language acquisition. It motivates learners to talk and provides them with the opportunity to interact even when they have low language skills by employing non-verbal cues , like body language and facial expression. Drama is an extremely effective teaching method in language classrooms due to a variety of factors. Desialova (2009) highlighted some of the areas where drama is very useful to language learners and teachers, and they are listed below;

1. To create a need for speaking among students and to provide them practice utilizing the language for real-world interactions and communication. Drama is a great tool for encouraging students to infer the meaning of unfamiliar words from context. If learners wish to communicate effectively, they will need to employ a variety of language functions and structures (also known as "chunks").
2. To make language learning an active, motivating experience .
3. To encourage students to develop self-confidence and self-esteem needed to use language spontaneously . Students might "hide behind" a

persona they play in order to dissociate from reality. Giving pupils unique roles allows them to embrace their identity and overcome their shyness.

4.To mimic how students naturally pick up languages via pretend play, and meaningful interaction.

5.To incorporate real-world skills into the curriculum, such as problem-solving, research, using dictionaries, real-world application, and cross-curricular material.

The goal of employing drama might go beyond linguistics; teachers can use topics from other courses. For example, students can act out historical events and work on concepts and problems that cross all academic areas. Drama may also be utilized as a backdrop for practicing various types of conduct while introducing the culture of the new language through stories and conventions.

6.To help students with various learning preferences remember what they have learnt via first-hand experience and impact (emotions).

7.Each student will choose the channel that best suits them when they dramatize because they employ all three senses (sight, hearing, and physical bodies). This indicates that they will all actively participate in the activity, and that the language will "enter" through the proper route for them.

8. To inspire students' minds and imaginations .

9.To improve pupils' capacity for empathy, which will help them communicate more effectively.

10.Aids language acquisition by emphasizing the message that speakers are delivering rather than the specifics of how they are speaking.

Moreover, Maley and Duff (1988) stated that : *“if drama is motivating– and we believe it is- the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different and unique result every time it*

*is practiced*”(p.13) . Which means , by using various drama techniques , it makes learning enjoyable, lively, and motivating .

Maley and Duff (2005) also compiled a list of arguments supporting the use of theatre as a teaching method and outlining its benefits in general:

- It seamlessly combines verbal communication abilities, attentive listening, and spontaneity .

- It takes into account both the verbal and nonverbal components of communication (as well as the physical and mental components of learning) .

- It incorporates the relevance of both thinking and feeling in the affective and cognitive domains .

- A strong emphasis on meaning brings the interactions in the classroom to life .

- It provides unparalleled chances to take into account learners' differences.

- It boosts self-awareness , social awareness, confidence, and self-esteem .

- The range of expectations created by the activities serves as motivation.

- It allows for the transfer of learners' learning responsibilities from teachers.

- It encourages the growth of imagination and creativity through an open, exploratory learning method. You need to be willing to take risks if you want to learn a language efficiently .

- It improves the dynamism and environment of the classroom.

- It is a fun experience .

- It has little resources. All you need is a roomful of human beings . (p. 2)

To sum up, drama activities provide students a new method to express their creativity, help them gain confidence, and make it easier for them to communicate.

## **1.4. Techniques of using Drama in EFL Classroom**

Drama provides a variety of methods for teaching EFL since it is a useful tool for communication. Through copying, mimicking, and using different facial expressions, these approaches allow learners to express their personalities . Teachers use many drama techniques like role-plays, mime, simulation, improvisation, scriptwriting, and skits to make their learners confident and fluent speakers . ( Maley & Duff, 2005, p. 2)

### **1.4.1. Role-play**

Role-playing is acting out a fictional character, usually in an imaginary context but sometimes in a real one (Venugopal, 1986). Role play, according to Livingstone (1983), is an activity that students can participate in the class to practice the language skills necessary for the role they might play outside of the classroom . Role-playing involves a scenario in which the characters, the environment, and a goal problem are all articulated. Participants must complete the assignment while utilizing all available language resources. So ,we can come up with the result that role-play is an activity which requires a person to take on a role that is real or imaginary. It involves spontaneous interaction of participants as they attempt to complete a task ( Richards , 1985) .

According to Blatner (2009), role play helps students become more motivated and active, particularly when they put their knowledge into practice by resolving problems , evaluating their options, and coming up with innovative solutions. Students can learn a variety of skills through role-playing, including initiative, self-confidence, group work , and general communication. Role-playing therefore prepares students for communication in the target language as well as in the social and cultural context of that language (Kodotchigova, 2002).

Role play can take many different forms. Dramatic plays, story dramatization and socio-drama , seminar-style presentations, debates, and interviews. They vary according to the level of the learners (from beginner to proficient). Also, they range according to the way of introducing the description of the roles and its easiness (Zyoud, 2010).

### 1.4.2. Miming

In drama activities, communication takes place both verbal and non-verbal. John Dougill (1987) defines mime as "*a non-verbal representation of an idea or story through gesture, bodily movement and expression*". The paralinguistic aspects of communication are highlighted through mime. It boosts students confidence by encouraging them to stand up and perform in front of one another . Hayes (1984) noted that mime tends to "be a source of great enjoyment" , students often "become very enthusiastic about this aspect of drama," it also helps to improve students' powers of imagination and observation. To the language instructor, miming is often defined as playing out a concept or story without using words using gesture, physical movement, and expression. According to Savignon (1983), even if no language is used during a mime, it can act as a catalyst to utilize it since mimes enable learners feel at ease with the concept of acting in front of peers without regard for language. John Dougill (1987), who supports this, claims that mime is not only one of the most beneficial exercises for language practice, but it is also one of the most effective and relatively undemanding . Its strength lies in that although no language is utilized during the mime, the mime itself may work as a catalyst to develop and elicit words before, during, and after the action. Mime is an excellent approach to use visual association to strengthen memory, and every time an associated picture is shown, it helps with language item recall (Rose, 1985).

Guadart (1990) listed three main ways to use mime in the classroom as follows:

- The first way to use mime is imagination, in which students imagine themselves in a particular physical environment .
- Students participate in a more structured movement in the formal mime.
- Learners perform them in groups (p.24).

### 1.4.3. Simulation

Buckner (1999) defined simulation as, "*an intensive, interactive experience in which the content and roles assumed by participants are designed to reflect what people encounter in specific environments*" (p. 1). It is a simulation mode designed to make users feel as though they are actually participating in an event. Learners have roles,

responsibilities, and tasks ,within a problem-solving scenario . Sturtridge (1984) clarified that in a simulation, the learner is given an activity to complete or a problem to solve; the problem's context and surroundings are simulated (p. 128). Occasionally simulation and role-play tend to be confused with each other . Livingstone (1985), makes a distinction between them , "*simulations need not stick so closely to real life. The essential point is that the student brings his personality, experience and opinions to the task*" (p. 1). For instance, students participating in a simulation where they are asked to act as a football squad and strategize a way to win a game. Realia , like a football strategy board, is required for that activity. Simulated learning gives learners the chance to practice fluency and accuracy in context, fosters creativity and motivation, and reduces anxiety (Zyoud, 2010).

The learners can see the value of the language they are learning thanks to the usage of simulation. As a result, it aids the instructor in creating opportunities for students to speak and practice their language skills in the real world while they are interested in and having fun.

#### **1.4.4. Improvisation**

Improvisation is a spontaneous performance that lacks a script or rehearsal and requires little guidance or structure from the teacher. Students work together in improvisation by using their creative thoughts and imaginations. "*... improvisation taps the students' already existing command of the language and tests their communicative strategies*" , due to the lack of a script, every learner should be able to participate and enjoy it regardless of their level which eliminates the need for reading or remembering abilities (Wessels ,1987, p.85) . The goal of improvisation, according to McCashin (1990), is to help students find their own resources, which are the origins of their most imaginative ideas and strong feelings. Participants gain freedom as their self-control and capacity to collaborate with others improve.

The use of improvisation in the FL/L2 classroom is highly recommended since it encourages students to take an active role in real-world interactions, which lowers their sense of self-consciousness. Students will first be hesitant and shy to engage in the activities, but after a few sessions, they will become more enthusiastic, and their

confidence level will significantly increase. The usage of the target language will inevitably improve as a result of the application of approaches designed to increase the FL learners' level of confidence. Students have the chance to grow their confidence via improvisation, which will eventually help them establish positive concepts. Improvisation also gives students the chance to practice their language communication abilities (McCashin , 1990) .

The teacher might assign improvisational activities to the whole class or to smaller groups. In order to do this ,he or she must provide the framework for the learners participation . Once they understand the concept, the students can engage in the activity on their own. However, students should warm up properly before participating in improvisational exercises since "even native speakers can find improvisation quite daunting without adequate warm-up activities" (Wessels, 1987, p. 85).

#### **1.4.5. Script Writing**

Script writing is another technique of drama. It is possible to do it individually, in pairs , or in groups. Script writing is more comfortable for students, because it doesn't have a time limitation like other activities . So , it is a great way to reinforce the use of the foreign language . Learners in this activity should also write their own script and analyse it, and then they discuss it and memorize it in order to perform it in front of their classmates. Because the preparation and the performance extensively require language uses ,scripted plays offer the chance to improve speaking and interaction with others as well as to enrich the learners' vocabulary and functional language, such as agreeing or disagreeing, apologizing, refusing, offering help, etc (Davis et al , 2012 ; Scrivener, 1994: 69).

### **1.5. Benefits of using Drama in EFL Classrooms**

Many researchers have discussed the benefits of drama in language teaching . According to Boudreault (2010), using drama in language teaching facilitates:

\*Gaining the ability to communicate effectively and fluently in the target language

- \*The contextualized and interactive absorption of a wide range of pronunciation and prosody qualities

- \*The learning of fresh, contextualized vocabulary and syntax

- \*An increase in learners belief that they can learn the target language

- \*A chance for students to grow their imaginations

- \*An opportunity to develop autonomous thinking

- \*Critical and creative thinking drills

- \*The improvement of cooperative, social awareness, and understanding skills

- \*The opportunity for a healthy release of emotion in a secure environment, which can help reduce the stress of language acquisition.

Charles and Kusanagi (2007) argued that the dramatic method offers several benefits in teaching languages because drama;

- \*Increases learners understanding of many forms of communication and their ability to communicate effectively

- \* Aids students in developing their English abilities, including speech actions, pronunciation and intonation, and discourse tactics. Provides a true setting for communication and gives the target language a more authentic feel.

Additionally, based on his observations of the use of straightforward drama exercises with students and in teacher-in-service workshops, Culham (as stated in Albalawi, 2014) summarized the use of drama in language acquisition as follows ;

- \*Students have many techniques for expression besides words

- \*Drama activities provide opportunity for community building , when there are pupils with different levels of language competency in a classroom

- \*More formal language training, which is constrained by physical limitations and the need to comprehend, does not let teachers to employ non-verbal indicators to show concern and care for students in the same manner

\*Activities involving non-verbal drama are a fantastic way to relieve language learning stress

\*When the linguistic requirement is completely gone, students, who are frequently shy to speak out, might become out and confident

\*“Dramatic activities improve one's overall physical reaction

\*Power dynamics change in every drama class as the teacher participates with the students

\*behaviours in non-verbal drama translate immediately into vocal ones, and these non-verbal behaviours initiate future verbal exchanges” (p.54) .

Both students with high and low English proficiency benefited from drama, and students may use the terms they learned there to a variety of contexts.

## **1.6. Developing Students Self-confidence Through Drama**

According to Lenakakis (2004), Hentschel (2010), Neelands and Goode (2015), drama pedagogy looks to be a valuable technique that blends the aesthetic components and the collective/collaborative art of theatre with educational objectives. The use of play and drama in the classroom has been shown to be extremely beneficial in a variety of learning contexts as well as in teaching of many subjects, including math, science, social studies, intercultural studies, teaching of languages, history, and music . They also significantly contribute to the development of all aspects of the teenager's structure and character (Giotaki and Lenakakis, 2015 ; Laskarides et al , 2019) .

In particular , via the use of drama pedagogy , students acquire knowledge by acting out various roles based on their own experiences (Sezerel , 2020). Thanks to these roles learners are able to express feelings and thoughts that they previously suppressed or were too afraid to express (şyar and Akay, 2017). The outcome is that teenagers acquire socio-emotional skills (Celume et al., 2020) , including social ability (Tsiaras 2016a), critical thinking (Dima et al., 2021) and creative imagination (Gündoan et al., 2013) . Drama pedagogy finally offers guidance on how to help students overcome shyness, improve their language communication skills (Teruel et al., 2019), form lasting

friendships (Tsiaras, 2016b), and increase their creativity (Bailin, 2011; Dai, 2020) through group work and dramatic improvisation (Toivanen and Halkilathi, 2014). In this way, students develop strong relationships based on solidarity, respect for one another, and acceptance of individuality, which strengthens their self-image, their self-esteem, and their sense of self-confidence (Lenakakis et al., 2019).

### **1.7. The Procedures of the Integration of Drama in EFL Classes**

Drama is like any other language learning activities, requires planning before it is integrated into a lesson. The following five-points was suggested by Holden (1982) for integrating drama activities into the class ;

\*First of all, the teacher first describes the topic, theme, or problem to them and sets up any necessary prior work, to make sure that the pupils are completely clear on what to accomplish.

\*Second, the students collaborate in groups to discuss, plan, and clearly understand how the plan should be carried out.

\*In the third stage ; they test out different interpretations in groups before settling on the best one.

\*Fourthly, students present their analysis or solution to one or more other groups.

\*In the fifth and the final step, students discuss their work or solution, either in small groups or with the rest of the class. This discussion may be an evaluation for them of their work. This evaluation, which is conducted in the target language, gives additional opportunities for the learners to practice their target language and determine whether the scenario they have just finished is adequate. The discussion session might be led by the teacher or by a chosen learner. It may also be done in groups under the direction of a chosen group leader, and this would surely increase the quantity of individual student talking time.

## 1.8. Role of the Teacher in Drama Class

When employing drama in the classroom, the teacher takes on the role of a facilitator rather than an expert or knowledge provider. According to Hoetker (1969) "*the teacher who too often imposes his authority or who conceives of drama as a kind of inductive method for arriving at preordained correct answer, will certainly vitiate the developmental values of drama and possibly its educational value as well*".

Drama in the classroom is most effective for illuminating subjects when there isn't a single right response or interpretation, when variation is more interesting than conformity, and when truth is construable. Douglas Barnes (1968) said "*Education should strive not for the acceptance of one voice, but for an active exploration of many voices*".

The role of the teacher has changed as a result of the use of drama activities and strategies in the classroom. The class starts to become more learner-centred, instead of being teacher-centred. The teacher is merely the facilitator.

## Conclusion

To sum up, drama plays a significant role in teaching EFL. Dramatic education in EFL classes helps students build self-confidence and self-esteem while preparing them for the unexpected realities of life. It is an active method where students are actively involved; on the contrary of the teacher-centred techniques that affect pupils to be receptive. Drama gives learners the chance to learn the TL through acting in different activities such as role play, mime, simulation, improvisation and script writing. These later help in making the learning process more challenging, motivating and active. Furthermore, using drama in teaching FL prepares students for unpredictable real life situations and develops their confidence and self-esteem.

# *Chapter Three*



*Research  
Methodology and  
Data Analysis*

## **Introduction**

Research is the systematic collecting, analysis, and assessment of data by humans that advances knowledge. The research methodology outlines the researcher's approach to obtaining the desired outcomes. It involves employing certain methods to gather, put together, and evaluate data as part of the research process. It establishes the equipment utilized in a certain research try to get relevant information. It explains the methods used to apply the data gathered to get to the correct conclusions.

### **1. Research Local**

This research is a study focused on EFL teachers of drama ; Middle schools of Ksar El Hirane (Laghouat).

### **2. Sampling**

A sample is a small group of teachers selected for observation and analysis. The research population is a mix of teachers from various aspects: gender, age, linguistic background, educational level, and culture; In this research 16 teachers are chosen from the whole group of drama educators.

### **3. Participants**

This study will include a group of participants , who are drama teachers who teach the English language in "Middle schools of Ksar El Hirane" Laghouat for the academic year of 2022-2023.

### **4. Research Methodology**

Research Method represents the instruments or techniques used to carry out the objectives and attributes of performing a research process.

## **4.1. Case Study Design**

“A case study is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context”. (Definition of Case Study, 2018)

In this research, we consider that this case study design will be useful. It can lead to detailed discoveries and interpretations of the drama teacher's perceptions regarding the utility of the incorporation of drama activities in the EFL classroom and its influence on learners self-confidence. In the case of this study, we examine the views of different participants to learn more and better meet the needs of EFL pupils to foster their self-confidence and to improve their level in the classroom through the integration of drama activities.

### **4.1.1. Descriptive Research Design**

Descriptive work intends to discover new meanings and to provide new information when the phenomenon of interest is not well documented. As Adi Bhat said, “*Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied* ” In this research, we adopt a descriptive method to understand the efficacy of drama activities in boosting EFL learner’s self-confidence .

### **4.1.2. Explorative Research Design**

“Exploratory research is defined as a research used to investigate a problem which is not clearly defined. It is conducted to have a better understanding of the existing problem” (Adi Bhat).Exploratory research is applied when the subject of study is new or not addressed by researchers. As the case with the current study of implementing drama activities to build the process of self-confidence for EFL students.

### **4.1.3. Interpretive Research Design**

"Interpretive research is a research paradigm that is based on the assumption that social reality is not singular or objective, but is rather shaped by human experiences and social contexts, and is therefore best studied within its socio-historic context" (Interpretive research, n.d.).In addition to the exploratory nature of this research, we will

also apply an interpretive study that seeks to examine and interpret the significance of the EFL student's perspective about the influence of drama activities on their self-confidence. In this study, we will analyse quantitative data (questionnaire) using the methods of interpretive research .

#### **4.1.4. Quantitative Research**

Quantitative research methods use numbers and everything measurable in a systematic way when investigating phenomena. In order to understand, forecast, and manage occurrences, it "is used to answer questions on relationships within measurable variables" (Leedy , 1993). The investigated hypotheses are often confirmed or refuted at the conclusion of a quantitative investigation.

The quantitative method typically begins with data collection based on a hypothesis or theory followed by the application of descriptive statistics.

#### **4.1.5. Data Collection Techniques**

Because this research is exploratory , we'll employ a range of strategies and procedures. In addition to ensuring that the results of this study are accurate and reliable, a questionnaire and observation will be used to gather information and comprehend the answers of the teachers .

#### **4.1.6. Questionnaire**

This tool seeks to establish credibility for the subject and provide answers to the research questions. The questionnaire is the best way to ask questions that show how the teacher interprets drama activities and how they help students improve their self-confidence .

#### **4.1.7. Data Analysis**

When we've already decided on the fundamental initial steps of our study, such as our techniques and methods of inquiry, the analysis will be the last step after we've collected all of the data. Quantitative methods are more appropriate for this kind of investigation rather than the qualitative ones .

## **5. Limitation**

Various limitations impact the interpretation of the findings of any research. As the case of the exploratory nature of this study, the limited amount of time and the small sample size (16 teachers) were an obstacle in the path of this study .Due to specific requirements such as language restriction, the number of teachers had to be limited. However, similar studies of a larger sample are required to draw stronger conclusions and to make generalizations.

## **6. Thesis Structure**

We initiate this Dissertation with theoretical chapters. First, the general introduction includes the background of the study, the problem statement, the main objectives of this research, research questions, and hypotheses. The first chapter tackles the general review of self-confidence in addition to its importance for learners, in which we present the study's background regarding valuable existing studies and writings . The second chapter will be a review of related literary works. It includes drama as a technique of education . Nevertheless, the last chapter will tackle the research methodology and a practical part that contains analyses and organization of the data collected and a set of final results. The general conclusion suggests recommendations of the use of drama to foster students' self-confidence to give the research its value and objective.

## **7. The Questionnaire Sample**

The questionnaire was given to the teachers of middle schools (EFL teachers) ; Middle schools of Ksar El Hirane (Laghouat).

### **7.1. Description of the Questionnaire**

The questionnaire includes 18 questions that covered personal areas. It consists of close-ended questions to narrow and control the data needed and to have more objectivity in answers, in addition to open-ended questions to give teachers the chance to share their thoughts and experience. we sent The questionnaires to 16 teachers ; all of them answered all the questions .The goal behind the questionnaire was to comprehend

the usefulness of drama activities to improve the learner's outcomes and to understand the role of the teacher in the drama activities. Furthermore, we asked them to provide us with the kind of change that drama activities could achieve in their perception of their past experiences .

## 8. Analysis of the Questionnaire

**Question1:** How old are you ?

Option	Under 25	25-35	36-46	46-more	Total
Number of teachers	0	9	4	3	<b>16</b>
Percentage	0%	56.2%	25%	18.8%	<b>100%</b>

**Table 1.1 : Teachers' Age**

According to the table above , **9** out of **16** teachers aged from **25 to 35** . Four of them were between **36 and 46** years old , and the rest were **46 or more** years old .

**Question2 :** Gender

Option	Female	Male	Total
Number of teachers	11	5	<b>16</b>
Percentage	68.7%	31.3%	<b>100%</b>

**Table 1.2 : Teachers' Gender**

The majority of teachers (**68.7%**) are females whereas a few of them (**31.3%**) are males . This indicates that women show a higher attribution and more interest in teaching English language than men .

**Question3 :** How long have you been teaching ?

The aim of the question is to identify the teachers' teaching experience .

Option	1 to 5 years	6 to 10 years	11 and more	<b>Total</b>
Number of teachers	5	5	6	<b>16</b>
Percentage	31.3	31.3%	37.4%	<b>100%</b>

**Table 1.3 : Teachers' Experiences in Teaching**

The table above shows the teachers' teaching experience . Results imply that **11** teachers has been teaching six or more years .The remaining (**5 teachers**) had a teaching experience that lasted five years or less .Hence , it denotes that the teachers have a good experience and enough knowledge in teaching English and this should be informative to the present work .

**Question4** : Is Drama part of the teaching content/ Syllabus ?

Option	Yes	No	<b>Total</b>
Number of teachers	12	4	<b>16</b>
Percentage	75%	25%	<b>100%</b>

**Table 1.4 : Drama as a Part of the Teaching Content/ Syllabus**

The table shows that **75%** of teachers were agree that drama is part of teaching content/syllabus . Only four teachers said that it is not .

**Question5** : what was one's motive to start drama classes?

We asked this question to understand the goal of EFL teachers to start drama classes .

Option	To overcome the lack of self-confidence	To stimulate creativity in problem solving	To meet new people	<b>Total</b>
Number of teachers	5	11	0	<b>16</b>
Percentage	31.3%	68.7%	0%	<b>100%</b>

**Table 1.5 : The Motive to Start Drama Classes**

The data provided **68.7%** percentage of teachers who started drama to stimulate creativity in problem solving , and **31.3%** of teachers who were motivated to start drama activities to overcome the lack of self-confidence .While no one used it to meet new people . This proves the multifunctioning of drama techniques .

**Question6 :** Drama restores student's self-confidence and well-being.

Option	Strongly agree	Agree	Disagree	Strongly disagree	<b>Total</b>
Number of students	6	10	0	0	<b>16</b>
Percentage	37.5%	62.5%	0%	0%	<b>100%</b>

**Table 1.6 : Drama Restores Student's Self-confidence and Well-being**

All of the 16 teachers , forming a percentage of **100%**, either agreed or strongly agreed that drama restores student's self-confidence and well-being. These statistics prove the effectiveness of drama in terms of psychological support for learners.

**Question7** : the goal(s) of drama is (are) to ;

Option	A	B	C	Total
Number of teachers	3	10	3	<b>16</b>
Percentage	20%	60%	20%	<b>100%</b>

**Table 1.7 : The Goal(s) of Drama**

The table demonstrates that **60%** of participants believed that drama activities aim to encourage students to think and act creatively . **20%** of teachers sought that drama target is to provide a safe place for people to practice their acting abilities in a drama class .While the other **20%** agreed that drama’s goal is to focus on the life situation of one individual, with group members taking on roles.

**Question8** : Drama activities in terms of personal growth ;

Option	A	B	C	Total
Number of teachers	6	6	4	<b>16</b>
Percentage	37.5%	37.5%	25%	<b>100%</b>

**Table 1.8 : Drama Activities in Terms of Personal Growth**

The numbers from the table show a similar result of **37.5%** of equal agreement on the options A and B .And **25%** agreed that drama sessions widen students horizons . This data illustrates that drama activities have a great contribution in terms of personal growth.

**Question9** : On a personal level, does drama improve a personal aspect in one’s life by making a change in your perspective towards past experiences?

Option	Yes	No	Total
Number of teachers	13	3	<b>16</b>
Percentage	81.2%	18.8%	<b>100%</b>

**Table 1.9 : Improving one's life by changing their perspective on past experiences , through Drama**

The table shows that **81.2%** of teachers were affected by drama activities which resulted in a change in their perspective towards a past experience. Only three teachers said that they were not influenced by drama.

**Question10 :** As drama teacher , does your relationship with your learners affect their performance?

Option	Yes	No	Total
Number of teachers	16	0	<b>16</b>
Percentage	100%	0%	<b>100%</b>

**Table 1.10 : The Relationship between Drama Teachers and Learners affects their Performance**

It is significant to see that teacher-student relationship affects learner's performance in the classroom . The percentage of **100%** proves that all the participants agreed on the positive influence of having a good relationship with learners .

**Question11 :** Drama teachers must know the personal background of the student .

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	9	6	1	0	<b>16</b>
Percentage	53.3%	40%	6.7%	0%	<b>100%</b>

**Table 1.11 : Teachers' awareness of the Personal Background of the Student**

Those who strongly agreed or agreed formed **93.3%**, **15** participants approved that drama teacher must know the personal background of the student. Only one participant disagreed. So teachers can use this to provide the support needed by their students.

**Question12 :** The teacher in the drama class is supportive and guide for his students.

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	8	8	0	0	<b>16</b>
Percentage	50%	50%	0%	0%	<b>100%</b>

**Table 1.12 : The Teacher 's Role as a Guide in the Drama Class**

The table proves that all the **16** teachers forming **100%** percentage strongly agreed or agreed that the teacher in the drama class is supportive and guide for his students . This result that the role of the teacher in drama class is to support and guide the decisions of his learners .

**Question13 :** The teacher of drama provides the right atmosphere for his learners, so they will feel free to act out their ideas.

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	10	4	1	1	<b>16</b>
Percentage	62.5%	25%	6.25%	6.25%	<b>100%</b>

**Table 1.13 : The Teacher of Drama as a Responsible to Provide the Right Atmosphere for his Learners**

The great majority of teachers formed **87.5%** , either strongly agreed or agreed that The teacher of drama provides the right atmosphere for his learners, so they will feel free to act out their ideas. Two participants disagreed or strongly disagreed with the statement .

**Question14 :** The teacher should be aware of the psychological sicknesses of his students, so he can take the right procedure in case of something wrong.

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	8	8	0	0	<b>16</b>
Percentage	50%	50%	0%	0%	<b>100%</b>

**Table 1.14 : The teachers' awareness of the psychological sicknesses of the students, and the right procedures which can be taken in case of something wrong**

The table shows that all the **16** teachers forming **100%** percentage agreed or strongly agreed that The teacher should be aware of the psychological sicknesses of his students, so he can take the right procedure in case of something wrong.

**Question15 :** Drama provides a less stressed environment to develop focused thoughts by embracing distracting and worrying thoughts .

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	6	9	1	0	<b>16</b>
Percentage	37.5%	56.3%	6.2%	0%	<b>100%</b>

**Table 1.15 : The contribution of Drama in providing a less Stressed Environment to Develop Focused Thoughts by Embracing Distracting and Worrying Thoughts**

Those who agreed or strongly agreed formed **93.8%** , **15** teachers agreed on the statement that drama provides a less stressed environment to develop focused thoughts by embracing distracting and worrying thoughts .Only one participant disagreed .

**Question16 :** Improvisation sets the mind free so it can be more spontaneous and creative.

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	3	13	0	0	<b>16</b>
Percentage	18.8%	81.2%	0%	0%	<b>100%</b>

**Table 1.16 : Improvisation as a Spontaneous and Creative Performance**

The table indicates that all **16** participants either agreed or strongly agreed that improvisation sets the mind free so it can be more spontaneous and creative.

**Question17 :** Drama gives the opportunity to foster students' self-confidence .

Option	Strongly agree	Agree	Disagree	Strongly disagree	Total
Number of teachers	5	9	1	1	<b>16</b>
Percentage	31.3%	56.3%	6.2%	6.2%	<b>100%</b>

**Table 1.17 : Fostering Students' Self-confidence through Drama**

The numbers indicate that **87.6%** of teachers either agreed or strongly agreed that drama gives the opportunity to foster students' self-confidence .On the other hand , **12.4%** of the participants disagreed on this statement .

**Question18 :** What activity helped you the most to boost students' self-confidence in a short time?

A- Deciding topics for scenes

B- Praising and acknowledging accomplishments

C- Deciding about the group organization and tasks division

Option	A	B	C	Total
Number of teachers	6	5	5	<b>16</b>
Percentage	37.4%	31.3%	31.3%	<b>100%</b>

**Table 1.18 : The Most Helpful Activity to boost Students' Self-confidence in a Short Time**

**Six** teachers chose to decide topics for scenes as the most helpful activity .**Five** teachers selected praising and acknowledging accomplishments . Another **five** teachers chose to decide about the group organization and tasks division .The table shows that most activities were helpful for learners to boost their self-confidence in a short time .

## **9. Interpretation**

This section is devoted to explain the outcomes of the current study. The results of the current research are both qualitative and quantitative, namely in the teacher's questionnaire. Both kinds of results , quantitative and qualitative methods, reveal that the integration of drama activities in the EFL classroom is of tremendous help in building students' self-confidence as well as improving learner's level in the classroom through developing a good relationship with their teachers.

The study proves that the use of these methods in teaching English as a foreign language has become a necessity to reach what is considered a high self-confidence . Moreover, offering constant training for teachers is very serious; the way they should treat their learners and they should search for the newest innovative ways that improve the learning atmosphere as a whole.

## **Conclusion**

This chapter presents research methodology in addition to the analysis of the data collected from the different researches which are presented by the theoretical and practical aspects and the review of literature presented earlier. The gathered data originate from the questionnaire that was given to EFL teachers in the drama class. All the questions of the questionnaire have been analysed, and their responses are represented in tables . All in all, we concluded this phase with the recommendation for further research.



***General  
Conclusion***

Nowadays, everything in life has changed and advanced due to the development of technology. Education also needs to find new techniques and activities to deliver the curriculum for students in a more evolved way of teaching. Teaching students how to learn should be the primary responsibility of educators in the twenty-first century. It fosters innovation, promotes teamwork, demands and rewards critical thinking, and teaches children the value of successful communication as well as communication skills. Students must acquire these skills, if they want to succeed in the dynamic workplaces of today and in the future.

As pointed out in the previous chapters, implementing different techniques in the classroom can help develop education in Algeria. Drama in the digital age will pose challenges, but it may open up new doors into imaginative worlds. Interactivity instead of passive reception is very interesting from an educational perspective, and it may offer chances of new skills acquisition for the future, especially for the EFL classroom.

This dissertation attempted to prove that drama is a tool to build pupils' self-confidence. Based on the research findings, it is confirmed that drama may help improve EFL drama students' self-confidence. Teachers' answers in the questionnaire confirmed the hypotheses and fulfilled the research objectives. This study stands as a first step that can be improved in the future. Hence, it remains as a subject of research and examination in different contexts and larger populations to come up with more reliable results that can be generalised. We truly recommend carrying on further studies in this field to enrich the experience of teaching that gives pupils the opportunity to contribute to the content and take part in their process of learning.

The main focus of this study is actually to analyse the impact of using drama as a modal to enhance EFL learner's self-confidence. Based on this analysis, it is considered very important to make the following recommendations:

1. Self-confidence is linked to the development of life-long learning and professional practices that enable teachers to keep in touch with the development of this important skill.

2. Emphasis must be placed on the use of drama activities for teaching and learning.

3. Further research on the use of this technique with a larger number of participants must be used to prove the usefulness of this technique and to support its generalization.

The government should encourage schools to invest in the use of different techniques for teaching. It should support the curriculum to incorporate the use of drama techniques to foster self-confidence in the EFL classroom.

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C- Focus on the life situation of one individual, with group members taking on roles

**8- Drama activities in terms of personal growth:**

A. Drama builds confidence and self-esteem

B. Drama promotes group work for better results in less time

C. Drama sessions widen student's horizons

**9- On a personal level, does drama improve a personal aspect in one's life by making a change in your perspective towards past experiences?**

Yes  No

-How? Give examples?

.....  
 .....

**10-As drama teacher , does your relationship with your learners affect their performance? Yes  No**

Explain?

.....  
 .....

	Statement	Strongly agree	Agree	Disagree	Strongly disagree
11	<b>Drama teachers must know the personal background of the student .</b>				
12	<b>The teacher in the drama class is supportive and guide for his students.</b>				
13	<b>The teacher of drama provides the right atmosphere for his learners, so they will feel free to act out their</b>				
14	<b>The teacher should be aware of the psychological sicknesses of his students, so he can take the right procedure in case of something wrong.</b>				

15	<b>Drama provides a less stressed environment to develop focused thoughts by embracing distracting and worrying thoughts.</b>				
16	<b>Improvisation sets the mind free so it can be more spontaneous and creative.</b>				
17	<b>Drama gives the opportunity to foster students self-confidence .</b>				

**18- What activity helped you the most to boost students self-confidence in a short time?**

A- Deciding topics for scenes

B- Praising and acknowledging accomplishments

C- Deciding about the group organization and tasks division

## ***RESUME DE MEMOIRE DE MASTER***

**Domaine** : lettres et langues étrangères

**Filière** : Anglais                      **Option**: Littérature et Civilisations Anglaise

**Thème** :Fostering Students Self-confidence Through the Integration of Drama In EFL Classes : The Case of Middle School Pupils at Ksar El Hirane , Laghouat.

**Présenté par**: Taibi Ramlia

**Encadré par** : Dr. Gasmi Mustapha

### ***Résumé***

Les travaux en cours mettent en évidence l'importance de l'art dramatique dans l'éducation moderne et l'enseignement des langues étrangères. Il vise à utiliser des techniques théâtrales dans la classe d'anglais comme une langue étrangère (EFL) dans le but d'améliorer la confiance en soi . Cette recherche explique donc l'importance de ces méthodes et leur rôle , à la fois dans l'évaluation et le développement des compétences décisionnelles . En outre, il illustre les différents types de l'art dramatique et montre l'avantage de cette approche, qui est le développement des compétences de confiance en soi . Il utilise une méthode de recherche qualitative dans le format du questionnaire de l'enseignant(l'étude a été dirigée vers les enseignants des collèges de Ksar El Hirane , Laghouat) . Il vise à comprendre l'utilité de ces activités pour améliorer les résultats de l'élève et à reconnaître le rôle de l'enseignant dans la classe de drame à travers la perspective du participant. De plus, les données recueillies sont analysées à l'aide d'une méthode quantitative. Le résultat du test a révélé que l'art dramatique , s'il est utilisé de façon appropriée en classe, aide les apprenants à prendre confiance en soi .

**Les Mots Clés** : Confiance en soi ; L'art Dramatique ; Le Respect de soi ; L'anglais comme une Langue étrangère (EFL) ; Les Collèges de Ksar El Hirane .

## ملخص مذكرة الماستر

الميدان : آداب ولغات أجنبية

الشعبة : لغة إنجليزية

التخصص : آداب وحضارات إنجليزية

**عنوان المذكرة :** تعزيز ثقة الطلاب بأنفسهم من خلال دمج الدراما في فصول اللغة الإنجليزية

كلغة أجنبية: دراسة حالة تلاميذ المدرسة الإعدادية بقصر الحيران ، الأغواط.

تقديم الطالبة : طيبي رملية

الأستاذ المؤطر : قاسمي مصطفى

### ملخص المذكرة

يسلط هذا العمل الضوء على أهمية الدراما في التعليم الحديث وتعليم اللغة الأجنبية. ويهدف إلى استخدام التقنيات المسرحية في فصل اللغة الإنجليزية كلغة أجنبية بهدف تحسين الثقة بالنفس. لذلك فإن هذا البحث يشرح أهمية هذه الأساليب ودورها في كل من تقييم المهارات وتطويرها ؛ علاوة على ذلك ، فإنه يوضح الأساليب المختلفة للدراما ويظهر ميزة هذا النهج ، وهو تطوير مهارات الثقة بالنفس. يستخدم أسلوب البحث النوعي في شكل استبيان للمعلم(الدراسة موجهة لأساتذة المدارس الإعدادية بقصر الحيران ، الأغواط) . كما أنه يهدف إلى فهم فائدة هذه الأنشطة في تحسين تحصيل الطلاب والتعرف على دور المعلم في الفصل الدرامي من خلال منظور المشارك. بالإضافة إلى ذلك ، يتم تحليل البيانات التي تم جمعها باستخدام طريقة كمية. كشفت نتيجة الإختبار أنه إذا تم استخدام الدراما بشكل مناسب في الفصل الدراسي ، فإنها تساعد المتعلمين على اكتساب ثقة أفضل بأنفسهم.

**الكلمات المفتاحية :** الثقة بالنفس ؛ إستراتيجية الدراما ؛ إحترام الذات ؛ اللغة الإنجليزية كلغة أجنبية ؛ مدارس قصر الحيران الإعدادية .