

Unveiling Multifaceted Benefits and Pedagogical Insights from Drama and Cooperative Learning in English Language Education

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Abstract

This collection of research papers investigates the various uses of drama and cooperative learning strategies in teaching English. These studies highlight these pedagogical approaches' many advantages and difficulties, ranging from qualitative analyses of drama's effect on preservice teachers to examining the benefits of cooperative learning in EFL classrooms. The results point to gains in speaking proficiency, capacity for group work, and general language proficiency. The studies also stress the significance of providing teachers with systematic training and integrating these techniques into instructional practices to improve the quality of the learning process.

Keywords: drama, cooperative learning, speaking skills

1. Introduction

This collection of research studies examines the various ways that theater and cooperative learning techniques are used in language education. These research initiatives provide light on a variety of facets of language acquisition and instructional techniques. They range from qualitative studies evaluating the effectiveness of drama activities to quantitative investigations into the impact of cooperative learning. All of the research points to the benefits of drama, including increased self-assurance, better-speaking abilities, and the development of soft skills. Furthermore, cooperative learning is an effective pedagogical strategy that helps language learners develop teamwork, problem-solving, and collaboration

skills. The results highlight the importance of creative teaching strategies in language education and offer educators insightful information.

2. Statement of the Problem

Even though studies on the use of drama and cooperative learning in English language instruction have shown promising results (Ismail & Sharan, 2020), a thorough analysis of the difficulties and potential drawbacks of implementing these instructional strategies is still necessary. The currently available research also highlights the benefits for language learners, but little is known about the precise effects on teachers, particularly in terms of their preparation and willingness to use these

strategies in the classroom. To close these gaps, this study will look into possible barriers that teachers and students may encounter when implementing cooperative learning and drama,

as well as practical methods for incorporating these cutting-edge teaching methods into language instruction.

Year	Authors	Title	Summary	Type of the study	Instruments
2017	Senel Elaldi1 & Nazli Sila Yerliyurt2	The Efficacy of Drama in Field Experience: A Qualitative Study Using Maxqda	The purpose of this study was to assess senior preservice preschool teachers' opinions regarding the effectiveness of drama activities. The descriptive analysis method and MAXQDA-11 were used to analyze the data. The results showed that senior preschool preservice teachers' opinions about the value of theater-related field experience activities were favorable. It was recommended that in-service training programs be methodically created for preservice teachers' professional growth.	qualitative	interview form including five semi-structured questions
2019	Bui Phu Hung	Impacts of cooperative learning: A qualitative study with EFL students and teachers in Vietnamese colleges	This study looked into the advantages and difficulties of using cooperative learning as a teaching strategy when teaching English to speakers of other languages. The findings demonstrated that students improved their confidence, problem-solving abilities, and group work skills. The main causes of the	qualitative	Interviews

			advantages or difficulties were the participant's adherence to the five cooperative learning principle.		
2017	Dionesia Marisa Ica1), Mardian2), Wahyuni Oktavia3)	Improving Speaking Skills through Cooperative Learning Model Talking Stick Type on Students of Class XI IPS 2 SMA Negeri 7 Singkawang School Year 2015/2016	Based on this research, it can be concluded that speaking skills in playing drama through Cooperative Learning Model Talking Stick Type is good, it is suggested to teachers especially Indonesian teachers using Cooperative Learning Model Talking Stick Type improves speaking skill, especially on play plays material.	descriptive with the form of qualitative and quantitative	
2021	Fariza Puteh Behak1* Tahani R.K. Bsharat2	The English Language Education under Israeli Occupation through Dramatization Method for the EFL Students in Palestine: A Case Study	According to the findings of eight student interviews, the dramatization method used in English language classes is well-liked by the students. Because of this conflict and occupation, the dramatization technique looks at their memories, thoughts, and reactions, providing more understanding of this complicated and unsettling situation.	qualitative	interviewing the students
2015	Tahani Bsharat R.K.	The role of drama in improving students' English from the teachers' perspectives.	The study's findings demonstrated how drama fosters students' self-esteem and	Quantitative study	questionnaire

			improves their capacity for cooperation, comprehension, and judgment. Drama also encourages students to use language more confidently and imaginatively. The study's variables (gender and years of experience) did not yield any statistically significant differences in the role that drama plays in helping teachers improve their students' English.		
2021	Shalini. D & Dr. C. Alamelu	Teaching of soft skills through drama	Drama can be used effectively in the classroom to teach soft skills by enacting key soft skills.	Literature review	
2018	L. Gabitova ¹ , L. Shayakhmetova ¹ , Zh. Beisembayeva ²	The effectiveness of drama methods in the development of communication skills	The use of drama techniques fosters the development of quick thinking, creativity, and emotional expressiveness, according to post-test analysis. Students in the experimental group were able to speak with greater expression, accuracy, and speed than those in the control group. They didn't take many long pauses in their speech. In addition, their speech delivery was more imaginative; even students with	Quantitative study	survey: a questionnaire & post-test

			lower proficiency in vocabulary and grammar were able to recall and employ relevant phrases from the plays they had performed.		
2020	Laila K. A. Dawoud ^{1*} Zuwati Hasim ² Mohd Rashid Mohd Saad ³	CREATIVE DRAMA IN TEACHING ENGLISH LANGUAGE: A SYSTEMATIC REVIEW OF THE LITERATURE	The results indicated that there are three levels of barriers in the processes of learning and teaching English: language acquisition, language skills, and language teaching. The reasons for using creative drama in the classroom to teach English are discussed in terms of students, teachers, and learning skills.	Literature review	
2021	Hoa Mai Phuong Nguyen	The Use of Drama Role-Playing in Teaching English Literature for English Majored Students:	In order to address the challenges of teaching English literature in the Vietnamese context, this study attempts to characterize literary class activities, which is thought to be the initial stage of action research. Participating in the pre-, while, and post-activities in the English Literature class are one hundred senior English major students. Post-session interviews were carried out to find out more about the attitudes of the	An Action Research	

			students. Students' interest in comprehending literary works was initially piqued by these activities, which also improved their comprehension of the chosen stories.		
2020	Nasser Alasmari & Amal Alshae'el	The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6th Grade Female Pupils in Sakaka City	The use of drama increases participants' language proficiency because it encourages them to participate more actively in the learning process. This is especially true for communicative language skills like interactions and conversations. There was a lot of learning because these participants also showed greater accountability and independence. These findings supported the broad hypothesis that adding theater-related activities to language classes aids students' language learning.		English language test and classroom observations.
2021	Deri Sis Nanda & Susanto Susanto	USING DRAMA IN EFL CLASSROOM FOR EXPLORING STUDENTS' KNOWLEDGE AND LEARNING	According to this study, students have good comprehension and engagement skills. Regarding several areas of the students' performance and preparation, the teachers' opinions differed. Moreover, their perspectives	qualitative method	

			mirror the educational environment providing opportunities for cultural creation during language acquisition. The study's findings highlight how drama can help early language learners develop their skills, particularly in social interaction and language comprehension.		
2020	Dr. Lana Hussain Ahmed Shehata, Hassan Alsayed Ahmed Fadol & Elfadil Mahgoub Ibrahim Ahmed	THE ROLE OF GAMES AND DRAMA IN IMPROVING ENGLISH LANGUAGE TEACHING IN BASIC SCHOOL	The study's findings showed that while basic-level English language instructors strongly believe that games and drama are essential for teaching the language at the beginner level, they disagree that they are. Educators encounter numerous challenges when attempting to teach English through games and dramatization exercises. Teachers think that games and dramatization exercises are useful methods for teaching English for several reasons. To improve speaking, listening, and cultural awareness as well as 21st-century abilities like teamwork, creativity, critical	descriptive method	questionnaire

			thinking, and communication, Parents Day should also include drama and games that speak to the traits of the younger generation.		
2020	Daiva Jakavonytė-Staškuvienė	The Benefits of Cooperative Learning of Language in Different Subject Lessons as Seen by	The findings demonstrated that most students in grades 1 through 4 believe they can collaborate and work in groups because they are open to hearing what others have to say, are willing to explain and assist others, are not bored, are eager to work with others, and are curious to learn new things.	Quantitative study	questionnaire
2021	Abdulbagi Babiker Ali Abulhassan1 & Fatima Ibrahim Eltayeb Hamid	Primary School Pupils: The Case of One Lithuanian City School	Regarding gender differences and grade-level differences, respectively, ELLs preferred collaborative teaching methods and group activities. It was determined that group activities were preferred by students taking different classes over collaborative teaching methods.		
2020	Guoqiao Wang1	Perception and Interest of English Language Learners (ELL) toward Collaborative Teaching; Evaluation towards Group Activities	The results showed a strong relationship between language learners' speaking fluency and cooperative learning techniques. It is safe to say that there is a	Quantitative study	questionnaire

			<p>significant difference in the speaking fluency of students who were taught cooperative learning strategies compared to those who were taught traditional instruction, based on the findings of the statistical analysis of the data collected.</p> <p>Furthermore, group discussions, group creation, and group thinking can lead to more enjoyable classrooms and more fluent speaking from the participants, as well as a significant improvement in their learning motivation and speaking fluency.</p>		
2020	Ehsan Namaziandost		<p>In English language classes, the cooperative learning approach, which enables students to work together to accomplish shared learning objectives rather than individual learning, has also gained popularity. According to the statistical findings, the experimental groups outperformed the control groups in their reading comprehension progress, suggesting that the cooperative learning approach</p>		

			was superior to the traditional method for Turkish EFL learners' reading comprehension success.		
	Mina Homayouni & Pegah Rahmani	On the Application of Cooperative Learning in College English Teaching	<p>The results showed that, most importantly, students' motivation and encouragement in optimizing English language skills, cooperative learning (CL) had a positive impact on improving students' English language speaking abilities as well as their language knowledge. Students also disclosed that they experience social anxiety when they make mistakes in a group setting. Additionally, the teachers and the new Credit Hours System CHS both significantly contribute to the development of EFL students' English language learning abilities and group projects.</p>	Literature review	
2021	Ümmü ASLAN BERZENER & Selma DENEME		<p>The results of this study showed that: (1) grade 12 students at the chosen school had positive perceptions of cooperative learning in all areas; (2) there were no significant differences found between students' perceptions of the</p>		

			<p>use of cooperative learning and their gender; and (3) there were no significant differences found between students' achievement (GPAX) and their perceptions of the use of cooperative learning. (3) While there was occasional noise in the classroom, students reported that cooperative learning improved communication and increased motivation and interest. Teachers reported that cooperative learning reduced teaching challenges and improved student contribution and discussion, even though group work required more time.</p>		
2021	<p>Meita Lesmiaty Khasyar Rudi haryono & Ana Ratnasari Department</p>	<p>Lesson of Drama in Language Education:</p>	<p>Students can benefit greatly from the use of drama performances in project-based learning, and drama-related activities offer a special means of raising student engagement and motivation. Students can be exposed to language skills through drama performances in addition to traditional methods. Through</p>	<p>qualitative method</p>	<p>interviews & observation</p>

			<p>project-based learning, students can investigate the topics covered in Drama in Language Education. The primary activities center on the components of drama, creative writing (writing a play script), characterization, character development, and educating students about drama in language education. Additionally, they aim to enable students to perform a drama in English.</p>		
2018	WILDA ZAHARA	STUDENTS' PERCEPTION OF USING DRAMA TO CREATE STUDENTS' CREATIVITY IN SPEAKING SKILL	<p>The study's findings demonstrated how well drama techniques can be used to foster students' creativity in their speaking abilities. 26 (92,85%) of the students who responded to the questionnaire agreed that drama should be used in speaking classes. According to the findings of the interview conducted with four students, they think that using drama in speaking classes is a good idea.</p>	a mixed method,	interviewing & questionnaire
2020	Sulathi Rahayu	THE CORRELATION BETWEEN THE PERCEPTION OF PROJECT [1]	<p>According to the results, 68% of the students' speaking accomplishments were rated as low,</p>	Quantitative study	Questionnaire & speaking test

		BASE DRAMA ACTIVITIES AND SPEAKING ACHIEVEMENT OF THE TENTH-GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG	and 32% of them were rated as high. Nonetheless, 97% of students said they had a favorable opinion of project-based theatrical activities. Additionally, the results showed that there was no relationship between the speaking achievement of the students and their perception, as indicated by the Correlation Coefficient, which had a p-value of 0.743 in Sig. (2-tailed), which is higher than 0.05.		
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3. Discussion

The offered summaries highlight different research on the application of theatre and cooperative learning in language instruction. These studies investigate how these strategies improve students' language proficiency, self-assurance, and general level of engagement. The results imply that theatre and cooperative learning can be useful strategies for improving language instruction (Bsharat et al., 2023). A variety of research techniques, such as qualitative interviews (Abu Hamda et al., 2021), descriptive analyses, and quantitative questionnaires, are used in the studies to provide a thorough grasp of the topic.

4. Summary

This collection of research papers investigates the application of cooperative learning methods and theatre to language instruction. The results show beneficial effects on language learning (Bsharat et al., 2022), such as improved speaking confidence and skills. It is well known that cooperative learning and drama exercises help language learners develop soft skills and collaboration. Although the advantages are acknowledged, it is important to consider any potential obstacles to using these strategies, particularly for teachers. Based on a variety of

research approaches, the discussion emphasizes the theatre's and cooperative learning's overall beneficial effects on language instruction.

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