

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review is essential in any study since it supports researchers' agreements and disagreements by providing a diversity of practices that are often difficult to duplicate (Machi & McEvoy, 2016). Studies have shown that educational drama and cooperative learning have a positive effect on developing different skills in teaching and learning English in general and in improving speaking and communication skills in particular. Also, the most promising thing is that educational drama supports students in developing learning skills that eventually promote the acquisition of languages. Hillyard (2020) identified such skills of learning as the 11 C's of drama, "...cooperation, confidence, control, coordination, creativity, cognition, culture, communication, compassion, critical thinking and challenge" (p.136). In addition, the combination and mixing of educational drama with cooperative learning is hoped to bring new and creative chances for students and teachers to improve their English language in an enjoyable teaching-learning environment.

When it comes to the advantages of using drama as a means to enhance students' learning, Courtney (1980) argued that drama as a human process paves the way for creative thinking, which turns into action, especially when drama is based on internal empathy and identity, and leads to external impersonation. Drama, he continued, represents real life because people are constantly improvising and acting. Moore (2004) described active learning as the act of using one's imagination to play the part of someone other than oneself. Drama is also known as "dramatic playing" in education,

and it is characterized by a high degree of spontaneity when both teachers and students use fiction to discuss topics that are important to them. Movement and characterization are also important elements of drama (Moore, 2004).

Drama in education, according to Koyluoglu (2010), is a play-based art process that helps students explore, discover, discuss, interact, understand, embrace, or reject the multifaceted world around them. When Koste (1995) claimed that playing is one of the most important ways for a child to learn, he brought the value of dramatic play for young learners to the forefront. The students observe the world around them and act out what they see, such as going to work, driving a bus, or making make-believe shops or parties. In addition, the students experiment with different acting styles, take on various roles, and confront themselves with a number of problems. Learners interact with one another, and thus, they integrate drama into language classrooms as a better means to understand these facets. Likewise, drama, especially role-play, is a traditional classroom technique that has long been recognized as a valuable and legitimate means of mastering a language (Alasmari & Alshae'el, 2020). By the same token, Hillyard (2020) stated that drama offered students training and practice of separate attention. Indeed, students' attention is not only realized in accuracy but also in other physical actions.

Furthermore, drama encourages a strong and cooperating atmosphere for the learning of English. There are likewise studies to sustain the benefits of drama on students' language abilities. Banjaree (2014) concentrated on the outcomes of consuming drama for teaching and learning language and communication skills in the schoolroom. The outcomes discovered that using drama in the schoolroom completes learning capabilities significant and enjoyable. Teaching English over drama and cooperative learning is a valuable resource for inspiring students to learn English in an innovative, enjoyable, and productive way. Extensive work has been carried out on the

use of cooperative learning in teaching speech (Nasri & Biria, 2017; Kandasamy & Habil, 2018). A significant number of studies have shown that the usage of cooperative learning strategies can contribute to optimistic attitudes toward cooperative learning and improved speech skills; (Alharby, 2015; Nasri & Biria, 2017). Moreover, Cooperative learning techniques, which are different from traditional learning approaches, have a few profits resulting from collective cooperation between learners (Leong & Ahmadi, 2017; Namaziandost, 2019). Also, classroom social interactions are effective for linguistic progress overall. It has been observed that learners who communicate and speak more frequently make greater improvements in oral skills than those who stay silent (Namaziandost, 2019). The literature review aimed to present studies related to speaking skills in general, as well as speaking skills in Palestine, which is a war-torn country, along with studies about cooperative learning in teaching speaking skills.

2.2 Education and War-Torn Cities in Palestine

Any argument for Palestinian improvement must begin with the statement that the occupation is the biggest and most obvious restriction on Palestinian progress. Every Palestinian living in the Occupied Palestinian Territory (OPT) is, to some extent, vulnerable after nearly 50 years of occupation. Occupation also affects the flow of people and commodities, geographically and socio-politically divides the region, inhibits economic development, and limits Palestinian use of vital incomes such as land, water, and minerals. Using the same tools, occupation delays the Palestinian Authority's policy-making, governance, and service delivery (WHO, 2017; ROFAS, 2018).

The occupation also affected the condition of Palestine's standard of education, which can be linked to the extension of war, frequent rounds of occupation, and military struggle. This contains damages to the right to education, such as assaults and pressures

on schools and pupils or teachers, arrests and detention of students, and other initiatives. The impediment to the right to education, including the access limitations and delays at checkpoints, and the destruction of schools or classrooms, affects the availability and expense of materials for creating and rehabilitating schools, resulting in lack of school accommodation, and overcrowded classrooms. The detrimental influence of occupation and conflict on education is particularly significant for students residing in West Bank Zone C and also the East Jerusalem and Gaza Strip, which are under Israeli administrative and security control (UN, 2018; UNICEF, 2018).

In addition, a report from the United Nations Relief and Works Agency (UNRWA) in 2016 records the influence of armed conflict and abuse in the latest years on UNRWA schools and the Agency's educational services. In Gaza, the blockade imposed by Israel and ongoing hostilities has had a devastating effect on the children of refugees from Palestine. Six UNRWA school buildings were used as selected emergency protections during the conflicts that took place throughout the summer of 2014, causing death or injury, and damage to at least 83 school buildings. Approximately fifty years of military occupation has disrupted the education and growth of children and youth in the West Bank, including East Jerusalem – all the more so with the increase in violence since October 2015. Even though occurring in diverse settings, the above-mentioned events have had a significant effect on the lives and well-being of refugee children in Palestine, expressed in the number of children killed, wounded, or devastated by armed conflict and violence. Additionally, the conflict has affected thousands of Palestinian refugee children's ability to access education (UNRWA, 2016).

Despite these challenging conditions, UNRWA teachers were also seriously obstructed, both by the threat of abuse and by the demands of delivering education. In

the West Bank, including East Jerusalem, 12 of 145 Palestinians murdered in 2015 were kids of refugees from Palestine. At least one case happened in the setting of a UNRWA school: on 5 October 2015, on his way back from school, Abd el Rahman, a 13-year-old child, was shot dead in the chest by a single shot in front of the UNRWA office in Aida refugee camp. An investigation by the Department suggests that the boy did not pose any threat at the time of the shooting. UNRWA protested these and other cases where Palestinian kids were murdered with demands for prosecutions and accountability for those found to have been in breach of the law. In addition to causing physical and psychosocial harm to the children and teachers involved, armed conflict and abuse often threaten the universal right to education by disrupting learning and restricting access to education (UNRWA, 2016).

Save the Children Sweden and Save the Children UK reported Growing Up Under Curfew in Jenin, Nablus, and Hebron in early 2003 based on research with Palestinian children aged between 10 and 12 years old. The work centered on the daily lives of children and their experiences growing up during the ongoing Intifada. Save the Children is proud to have put forward the voices of children and to tell their stories just as they told them. The latest study is another phase in their efforts to advocate for an end to child rights abuses and other acts that threaten children's lives and deprive them of schooling, health, and play. They visited several schools in January 2004 to ask the kids for their thoughts on their 2003 lives and their expectations and dreams for the future. Because of the closures and obstructions (there were 733 physical obstacles to movement in the West Bank), this manner posed a logistical challenge in itself. Jenin and Nablus had been unavailable to the team. Kids in Jenin and Nablus often stayed under curfew or were subject to incursions throughout 2003. Nablus had 42 days of curfew, 12 days of which only had a restriction for part of the day (between twelve to

twenty-two hours). Jenin had 48 days, of which it only had a curfew for part of the day for two days. Life is rather restricted under curfew. All the family must remain crowded indoors in fear and sometimes hungry and irritated. Kids were unable to go out to play or to school; parents were unable to go to work or shop for necessities. The curfew sometimes lasted hours and sometimes days.

2.3 Violating the Right to Education for Children: "I Lost My School"

Equally, teachers and children face problems in getting to school. There are two schools in Azun Atmeh: a basic school and a secondary school for students. Girls head to a school in a nearby village from grade 10 onwards and have to pass through the Wall. Of the 34 teachers in total, only four live in the village (i.e., inside the wall). Kids from Beit Amin's neighboring village are also attending schools, but the Wall will cut them off. Furthermore, Ras Atiyeh village's 3,000 inhabitants will be in an area formed by the wall as it wraps eastwards around Alfe Menashe's settlement. The co-ed school serves two other villages that are equally cut off by the barrier that passes within a few meters from the campus. On the other hand, are 60 students in Grades 7-10. Of the 25 teachers, only five are from Ras Atiyeh, i.e., 80% of teachers would have to walk through the wall on a regular basis as long as they are given permits. If teachers can reach the school, their already hard journeys are likely to be longer, with the risk that they will be turned back at the gates of the wall.

What risks do children face every day? Students respond to the Israeli occupation by a large amount. They related personal encounters with troops, telling about entering or demolishing houses or being publicly chastened and beaten up at checkpoints. Restricting travel due to restrictions was a major problem, as they were detained for weeks or more in their homes, were limited throughout summer breaks, and were

incapable of seeing relatives. After hearing reports of other students being arrested or shot at as they attempt to enter their classrooms, children talk of the anxiety they experience. "The rain was pouring heavily on a cold winter evening. While we slept, the Israeli militaries attacked our house and began searching for it, and kicked my young brothers and me out of the house into the rain. My early brothers just got sick. We felt really sad by the unfairness and brutality, ... they beat us on our backs and stomachs with their weapons." Teachers and parents demonstrated the powerlessness they need to protect children: their own lack of protection and the impossibility of providing security to others. As one has pointed out: "When anything is missing, you can never sell it" (Uk et al., 2004).

What role does education play in safeguarding the kids? Kids, parents, and educators underlined the following:

- School acts as a place to go, focusing on issues other than tension in life. It plays a significant position in preventing some children from entering the labor-power and girls from early marriage or household responsibilities.
- Education offers chances to learn, express, and improve one's life skills. It refines the actions of the students by teaching positive values and behaviors. It also "teaches us gently to solve problems." It is a place that gives certificates of high school for which one can obtain a healthier social and economic status in the future.
- School is a place where kids can construct social relationships and friendships among pupils and teachers themselves: "we can share experiences and learn from each other and ask for help."

For the students, a strong teacher is a role model. They can form or importantly impact the characters of children. Several students have identified teachers at school as a foundation of protection, especially when they are considerate, caring, compassionate, and patient. Teachers play a major role in understanding children's sufferings of terror, depression, or rage as a result of Israel's regular damages. In some schools, a similar focus has been put on social workers. Children said in one instance: "We really love the social worker because she can be trusted. We might tell her what our secrets are. We love her because when we are at school, she replaces our mother." Another aspect of child safety is the school management since it has an authority status. Kids and parents know that they can turn to the headmaster or headmistress to provide help for protection. Besides protecting children, schools are also a source of protection for the whole of society. Schools cultivate a community's social life and keep families involved. Such public places as stores, markets, and libraries stayed open in recent incursions when the students aimed to break the curfew to go to school.

2.4 Attacks on School Students, Teachers, and Other Education Personnel

Over the reporting period, there were more than one hundred confirmed attacks on West Bank pupils, teachers, and other educational staff. Reports suggested that Israeli settlers were threatening and harassing students and teachers on their way to school, at checkpoints, and on school premises. Clashes were focused among wounded students in places including Jerusalem, Nablus, Jenin, and Hebron. In addition, according to the UN, the forcefulness of Israeli settlers and Israeli troops was marginally more widespread in 2015, targeting Palestinian pupils and school workers, and continued in similar ways as in previous years. The United Nations reported 46 assaults and threats of violence against students and teachers, such as what OCHA confirmed

that a 13-year-old girl with rubber bullets was shot and wounded by Israeli forces during clashes with Palestinians in mid-April 2015 while she was on her way home from school in East Jerusalem. Also, UNICEF confirmed that a 10-year-old boy from al-Razi School in Shu'fat in East Jerusalem was on his way home from school in the second quarter of 2015 when he was shot with a rubber bullet by Israeli forces causing him to lose his left eye. In addition to that, UNICEF reported that Israeli forces pursued schoolboys from Taqu High School in Bethlehem and shot teargas containers at them.

In 2017, Save the Children recorded numerous attacks on Palestinian pupils and educational staff: 39 incidents in which Israeli forces abducted or arrested school pupils and educational workers and 114 cases in which students and teachers were stopped at checkpoints on their way to schools or because of military activity in or near schools. Samples of the different forms of violations include:

- In one incident that took place on an undisclosed date in 2017, Israeli soldiers apparently harassed and detained a student at the Abu Al-Reesh checkpoint in Hebron for an hour.
- According to OCHA, two clashes between schools in Qalqiliya town and Bizzariya village in Nablus wounded five pupils in mid-February 2017.
- OCHA also confirmed that a 14-year-old Palestinian girl was attacked and wounded by Israeli settlers on her way to Hebron school in mid-April 2017, and the Qurtuba School headmaster in Hebron in mid-May 2017.
- During the first quarter of 2016, Israeli security militaries infiltrated Zebdeh Secondary School for Boys in Jenin and used its roof to track the Israeli checkpoint nearby campus. Israel troops, according to OCHA, used the roof of the 'Awarta Village Secondary School for several hours to shield settlers when visiting a religious site in late January 2016. That usage damaged the doors to

the school (Global Education Against Violence Alliance, 2018; Global Coalition to Protect Education from Attack, 2018).

Furthermore, Behak and Bsharat (2021) said that Palestinian students in the occupied territories of Palestine face unique challenges as compared to students in other countries throughout the world. All of these are the results of Israel's ongoing occupation. This study aimed to discover English Language Education during the Israeli Occupation for EFL students in Palestine using a dramatization method. The findings of the research revealed that the dramatization approach for EFL students in Palestine under occupation is efficient in teaching English. The interviews with eight students showed that they have a favorable opinion of the dramatization approach to learning English. As a result, the dramatization technique helps to investigate their thoughts, memories, and responses, providing deeper insights into this complicated and troubling situation caused by conflict and occupation (Behak and Bsharat, 2021).

There are many definitions of *speaking*, but the researcher agrees with the following definitions. First, *talking* is the informal use of language and a means through which people interact with one another (Namaziandost, 2019). In everyday situations, it is the most challenging capacity that individuals need to communicate. Talking is usually the ability to say something in a spoken language. This brings ideas into writing to allow other people to understand the meaning being communicated. Speaking is one of four competencies in language teaching and learning. English is actually commonly used as an active language for several purposes and enjoys a higher status than in the past (Namaziandost, 2019). According to Kandasamy and Habil (2018), English in the world is now synonymous with advances in technology, economics, tourism, the internet, science, business, politics, making English the most important language in

various aspects of life (Kandasamy & Habil, 2018). As a consequence, the ability to talk is necessary for many, if not all, of the above fields. However, most students at Iranian EFL have difficulty speaking English. They have discomfort with pronunciation, vocabulary, syntax, fluency, and understanding (Namaziandost, 2019). In addition to that, speaking is an integrated method of meaning-building involving knowledge generation, reception, and processing. Its shape and meaning depend on the context in which it occurs, containing the participants themselves, their practices, the physical atmosphere, and the purposes for which they speak. It is unpredictable, open-ended, and always changing. However, speaking is not always changeable. It demands students to not only know how to produce basic language points such as syntax, pronunciation, and vocabulary (linguistic skills) but also recognize where, why, and how to generate language (sociolinguistic skills) (Bounar et al., 2017; ULFA, 2018). Thus, talking is an important skill which language learners have to master with some language skills, according to Febriyanti Emma (2014). It is defined as a compound process whereby messages are sent and received using vocal words. However, in various contexts, it can be verbal or nonverbal signals, such as gestures and facial expressions. Furthermore, Efrizal (2012), Gilakjani and Sabouri (2016), and Jepkosgey (2018) indicated that speaking is of great importance to the interaction of people when they speak everywhere and every day. If we need to inspire pupils to talk in English, we should use the language and request them to do the same process in actual communication. Speaking helps learners grow their vocabulary and grammar skills and then strengthen their ability to write to express their thought. Also, Al Nakhalah (2016) stated that the situation in Palestine is not far away from the Chinese example. While teaching English in Palestine is aimed at enabling students to interact with English speakers who use oral and written skills, these students struggle to express themselves

properly in speech despite having an extensive vocabulary range. Teachers still use traditional teaching methods and place greater emphasis on reading and writing, while listening and speaking are practically deemphasized. Anxiety is thus an actual phenomenon that has always had a significant negative impact on foreign language learners at Palestinian universities (Nakhalah, 2016).

Another research by Samira Al Hosni (2014), as quoted by Nakhalah (2016), aimed to find out speaking difficulties faced by fifth grade in Oman's elementary schools. The research also sought to recognize the key factors leading to the nature of the difficulties. Based on the study, it was found that cooperative learning has a helpful effect in improving speaking skills, and this particular result is used to support the viewpoints of the current study on one side, i.e., cooperative learning improves speaking skills. In addition, Namaziandost (2019) found a remarkable improvement in the students' speaking skills following the implementation of cooperative learning techniques. Significant variances favor cooperative learning in improving intrinsic inspiration, but no differences were discovered in other motivational aspects. In the light of the results, the researchers suggest that teachers should take advantage of the application of cooperative learning in English classes, which in turn may improve students' language skills and encourage them.

Speaking can also be the act of bringing language through the mouth by using various parts of our body, containing the vocal cords, vocal tract, and the tongue. Therefore, pupils should practice speaking as much as possible in English. There are however, some speaking components that deal with aspects that affect the learners' success in creating the language, namely grammar, vocabulary, pronunciation, and fluency, and they are important for successful communication (Boumar et al., 2017).

Hence, the findings of a study by Zahara discovered that using theater techniques to

develop students' creativity in speaking skills is helpful. According to the results of the survey, 26 students (92.85%) agreed that theatre should be used in speaking classes. Four students were interviewed, and the results showed that they have a positive attitude toward using drama in speaking class (Zahara, 2018; Rahayu et al., 2020).

2.5 Component of Speaking Skills

Brown (2007) indicated that it is possible to maintain oral communication by having three components that include accuracy, fluency, pronunciation, and intonation.

2.5.1 Accuracy

This is the knowledge of the elements of phonology, syntax, and discourse. It is also the linguistic competence that deals with utterance correction in order to get the correct communication. Thornbury (2005), as quoted in Latha & Ramesh (2012), said that accurate English speaking means doing both grammar and pronunciation without or with few errors. Building self-confidence amongst students to eliminate their fear of making mistakes is a priority that a teacher should consider making learners feel comfortable with their use of language (Patil, 2008). Teachers should stress the consistency of their teaching processes. When speaking, like concentrating on syntactic structures, vocabulary, and pronunciation, learners also need to pay close attention to the accuracy and completeness of language form (Mazouzi, 2013).

2.5.2 Fluency

Fluency is the capacity to speak eloquently or pausing or signs of hesitation. It also applies to other things, such as reacting coherently throughout the turns of the conversation, connecting terms and phrases, bearing in mind an understandable

pronunciation, and sufficient intonation without too much hesitation (Richards, 2005). Some learners may fail to speak fluently because of a lack of self-confidence and fear of making errors (Trent, 2009), but it is also possible for them to speak foreign languages fluently (Mazouzi, 2013). In this case, grammatical skills can help learners to correctly interpret English language structures, which ultimately leads to fluidity (Latha and Ramesh, 2012).

2.5.2.1 Pronunciation and Intonation

The development and awareness of significant sounds in a specific language are critical to attaining excellent performance in language usage (Carter and Nunan, 2004, as cited in Morozova, 2013). In this case, two things are prominent: *pronunciation*, which is the development of stressed and unstressed syllables (segmental sounds), and *intonation*, which is the speech melody. Listeners only hear what a speaker means when grammar is correct, so this makes communication easier. Pronunciation is, therefore, critical in the way students can engage and connect with their culture, both in academic and social interactions. Mother-tongue speakers may make errors, but such errors do not change the context of the phrases they wish to convey (Mahripah, 2014).

Mistakes made by non-native speakers, in this case, ESL, are the ones that change the meaning of the expressions they wish to express. Cooperative learning (CL) is an opportunity for learners to practice speaking and pronunciation of words such as native speakers. In English speaking, there is a connection between pronunciation and intonation. Apprentices must know the stress, intonation, and pitch of the structures they use in their English-speaking language. Mahripah (2014) noted that the pronunciations of English words are not the same as their spellings. Words with identical spellings are

often pronounced inversely due to their underlying contexts, such as tenses and phonemes, which follow.

Pronunciation requires exposure to the basic sounds of a language, features of speech beyond the separable sound level, such as intonation, phrasing, tension, pacing, rhythm, how the voice is articulated in its broadest sense, exposure to movements and expressions closely connected to the way we speak a language. Pronunciation includes both supra-segmental and segmental characteristics and when we speak, they all function in tandem, so they are typically better understood as an essential component of the spoken language (Gilakjani & Sabouri, 2016). Pronunciation is a global system consisting of segmental and supra-segmental elements over the past decade, and a number of studies have explored the field of speech skills, including speech evaluation (Ning, 2011; Morozova, 2013; Bengu, 2014), language acquisition of phonology (Leong & Ahmadi, 2017).

Among these studies focused on speaking skills, pronunciation receives more attention in many ESL classrooms as it is recognized that students should primarily acquire a basic skill because it can affect accuracy and understanding (Gilakjani, 2016). Although some researchers claimed that all learners have the same capability to learn a second or foreign language once they have mastered their first language, some ESL teachers have difficulty enhancing pronunciation issues for the students. Consequently, CLA was investigated in this research as a tool for developing the pronunciation skills of learners in English speaking.

Mahripah (2014) said it should be noted that intrusion or negative transmission from the first language is likely to cause aspiration, intonation, rhythm, and melody errors in the target language. According to Efrizal (2012), language experience has influenced pronunciation ability, and therefore learners should be encouraged to always

communicate in English. Based on the different research, language learning offers opportunities to use English in everyday life. The studies suggested that students with poor pronunciation, who were considered less experienced, had more problems with language transfer than those with good pronunciation. Therefore, the students with decent pronunciation will be better than the weak ones. Their results were observed by Bashir et al. (2011) by pointing out that learners living in an English-speaking country or culture where English is the second language will have plenty of chances to listen and use the language in question. The value of learning and teaching English also relied on the skill and knowledge of the students. Therefore, conducting a conversation or dialog was not adequate to help students develop their speaking skills (Jepkosgey, 2018).

Students could also speak well if they spent time with complete focus and curiosity in pronunciation (Gilakjani, 2016). In short, if they were inspired and had a strong desire to submit themselves to the target language, students might simply enhance the development of pronunciation competence. The study indicated that the experience of language learning and exposure to language could help students learn a foreign language and have a continuous opportunity to learn it to communicate. Pronunciation is of particular significance when speaking a foreign language. If a student cannot say words properly, he cannot get himself understood. Language is a communication tool, but poor pronunciation can never be a good communication tool. Intonation is used to represent the mood of a speaker. Learning to speak good English requires learning to speak with the correct intonation. The secret to speaking a second language lies in its strong intonation mastery, to which our teaching and learning always offer priority (Mahripah, 2014). In several cases, the use of cooperative learning (CL) approaches has been shown to enhance second language learning effectively due to its

emphasis on individual responsibility and positive interdependence (Bashir et al., 2011). Pronunciation and intonation from the literature above are important skills in English speaking. Through this study, they have been tested to find out whether they have any impact on English speaking with high school language learners. A second language learner has extraordinary difficulties recognizing the pronunciation and intonation patterns of their L2 in most cases. Pronunciation is a significant issue for both teachers and pupils who are concerned with studying a second language. Once pupils move back to the villages and use their first language as a means of communication, the pronunciation of English words is impaired. Teachers often face moments of difficulty in developing a structured way to determine what to teach and how to do it. Lack of proper instruction on how to teach L2 leads teachers to face several problems in confirming that all English terms are pronounced correctly by L1 learners (Levis & Levelle, 2012).

2.6 Speaking Skills in Palestine: A War-Torn Country

The Palestinian Repertoire British Mandated government and Israel's linguistic education programs have approved three languages in Palestine: English, Arabic, and Hebrew. English was abolished as an authorized language, and Hebrew and Arabic were retained (Saban & Amara, 2002; Yitzhaki, 2008; Pinto, 2009; Mendel, 2016). The Palestinian community and the Jewish colonies had been forced to administer their own education systems during the British Mandate. Most schools in Palestine used Arabic, and most Jewish schools taught Hebrew. In Jewish schools, some Arabic was taught. English has been used as an educational language in Palestinian and Jewish culture high schools. Hebrew has not been taught in Palestinian schools, though (Amara and Mar'i, 2006). Jewish and Palestinian pupils today study in different schools in Israel. In Jewish

schools, Hebrew is the language of instruction (except for certain ultra-Orthodox schools where Yiddish or other languages are used).

Arabic is an instructional language in Palestinian schools. All Palestinian pupils from grade two on, or even earlier, study Hebrew as a second language. Tens of thousands of Hebrew speakers' study Arabic, mostly in junior high schools (Landau-Tasseron et al., 2012). Both Jews and Palestinians learn English as a foreign language (Amara, 2018). There is a wide and diverse linguistic array of Palestinian people in Israel. Arabic is the language of identity, intimate, cultural, and regional. The importance of Hebrew for social mobility, higher education, and mutual citizenship. As an international language, English is a space for a wider world (Amara, 2018).

English is relegated to the subordinate preference post-Hebrew spot. Next, Palestinian pupils must deal with their own Arabic mother tongue, which is marked by a significant disparity between the spoken language and the written one. They need then become acquainted with Hebrew, which is essential to them in their daily lives. Only after mastering these two languages they can concentrate on English – a language whose analysis is mainly teacher-centered and frontal and spoken only seldom by students. As far as language education is concerned, the Ministry of Education has adopted a dual approach towards the Arabs: Arabic as a mother tongue and Hebrew for Arabic speakers (Amara, 2018).

For both the Arabic and Hebrew fields, the syllabuses are different from those for Hebrew as a mother tongue and Arabic for Hebrew speakers, but for English and French as a second or foreign language, the syllabuses are identical. An apparent consequence of this is the use of the Arab-Palestinian society's language syllabuses to promote Israelization and impede Arab and Palestinian nationalism (Amara, 2018). In Israel, Mar'i (1978) described Arab education as a battlefield between the Jewish authority and

the Arab community. The teaching of the two languages, Arabic and Hebrew, reflects the war. The aim of Hebrew teaching is to introduce Arab students to the Hebrew culture and its past and present principles, as well as to teach Arabic attempts to weaken the emotional and national ties of the students with the Arab nation (Amara, 2018).

2.7 Speaking Skills Teaching in Palestine

The Palestinian English as a Foreign Language (EFL) Curriculum for Grade 1-12 encourages teachers to use textbooks for ELT. The Ministry of Education and Higher Education (MoEHE) chooses these textbooks, with no room for teachers to opt-out of the chosen method. In addition, teachers frequently lament the complexity and scope of the information that needs to be covered throughout the school year. The English textbooks and manuals for teachers are the only materials given to teachers to teach English at all grades. Before 1993, Palestinian EFL teachers used textbooks chosen by the education authorities in Jordan and Egypt. West Bank teachers used to use English Jordanian textbooks, while Gaza Strip English teachers used Egyptian English textbooks (Amara, 2018).

As mentioned above, Palestine's existing education program for Grades 1-12 is guided by national textbooks. This raises the critical and significant question: Is there a Palestinian curriculum for EFL? There seems to be general confusion because the textbook is the only instruction for many Palestinian EFL teachers. This is because they do not have a manual outlining the general and precise standards they are expected to meet by the end of each degree stage. An effective English syllabus will determine what students are required to learn in areas such as listening, speaking, reading, writing, vocabulary, grammar, sociocultural skills, and media literacy at the end of each grade (Grades 1-12).

In the absence of such a syllabus guide, Palestinian EFL teachers are left with a textbook that recommends not only the manner in which they will teach but also the material they need to teach. An English textbook typically has 12 units covering a range of topics. A typical unit has two lecture lessons on such an associated topic as a business. The tasks within each unit concentrate on reading, learning vocabulary, listening, speaking, writing, and grammar. From our observations and after talking to many Palestinian teachers, we have come to understand that nearly all of them give vocabulary and grammar teaching priority over all other fields. Hence listening, speaking, and writing skills are not properly taught, if taught at all. Hence, Palestinian students graduate from secondary school with relatively solid vocabulary and grammar knowledge. In contrast, they are very poor in their listening, speaking, and writing skills. The general and precise standards for each of these areas of ability that each teacher will teach by the end of the grade level he/she is teaching are not clear. Also, the depth and amount of content that Palestinian EFL teachers need to cover are making it very difficult for them to properly teach other skills, such as listening, speaking, and writing. In addition to the lack of a controlling English syllabus guide, the vast majority of Palestinian EFL teachers are English majors who do not even have a teaching diploma. In 2014, the MoEHE started mandating all new teachers to hold an education certificate in addition to their undergraduate degrees (Amara, 2018; Razeq, 2016); and while there are incentives for professional advancement in service, the quality of such a creation is uncertain. Therefore, Palestinian EFL teachers' actual preparation is another problem that influences their teaching efficiency.

2.8 The Curriculum, Materials, and Resources for Speaking Skills

2.8.1 Characteristics of Modern Curriculum

The following factors were included in the preparation of the first English Curriculum for Palestinian Schools. Generally speaking, the agreed models for syllabus writing are focused on the goals derived from several key points of view, namely the essence of education, the needs and values of society, the learners and their needs and interests, and the teacher and his/her role(s). The syllabus is also designed with an eye to following the values of versatility, variety, choice, and choices. Flexibility will be reflected in the content structure, the standard, the degree of depth, and the age division according to the preparation of the learner.

2.8.2 Issues in Teaching Spoken English in Palestine

The deficiencies of traditional teaching methods can be explained based on two characteristics. First, the traditional teaching goal in the classroom is over-simplified. The teachers should “prepare” the teaching aim based on the lesson planning and simply repeat the preparation in the classroom. However, in many situations, the preparations were not properly repeated with an argument that the teachers knew the teaching aim reasonably well and were capable of illustrating it with merely an intent. As a result, the students were far from understanding the goal and believed that knowing fairly well was unnecessary. Students, therefore, do not know what knowledge to grasp in the classroom.

Second, student learning is autonomous. Teachers assume what students know or do not know, what are the important points, and what are the tough points from their own subjective consciousness, so they do not take students’ needs into consideration (Dong et al., 2016). For example, the teachers believe that "set-out" is very important

and repeatedly describe it, but the students mastered the use and collocation of this sentence. Teachers waste time in class, but they fail to explain something the students should learn, resulting in low learning efficiency, high investment, and low output. The subjective consciousness of the teachers determines the regular learning. Students are not autonomous, so they have been in a state of passive learning and lack initiative. Third, students lack cooperative awareness (Dong et al., 2016). Nowadays, the social division of labor is becoming increasingly refined, requiring a sense of cooperative consciousness among people. Nevertheless, this capacity cultivation is ignored in the regular education process (Dong et al., 2016; Tularam & Machisella, 2018).

2.9 Cooperative Learning in Teaching Speaking Skills

Cooperative Learning (CL) is a good alternative to traditional speaking classes since it is seen as an effective teaching method for enhancing speaking and social interaction among students. According to Hoover et al. (2015), teachers must define and make acceptable pedagogical modifications for English as a Second Language (ESL) classrooms because inadequate improvement would result from a lack of proper adjustments and implementation. Piller and Skillings (2005) found that successful English language instruction for English learners should develop proficiency in the natural language through activities focused on the children's daily experiences, recitation, repetition, and practice of knowledge and skills. In this regard, the CL classroom is well-suited for second language learners because it helps them to interact, cooperate, solve problems, and think critically (Zuo, 2011). This might be due to the fact that CL is based on constructivist learning theory and is marked by a change in the educational model from teacher-centered to learner-centered instruction (Muraya, 2011). It was found that students who participate in a CL environment tend to master

the learning material by cooperating, supporting one another, and exchanging ideas (Ahmad, 2010). Hence, CL entails each student looking for a solution and completing a task that benefits both the student and other members of the group. Besides, CL can increase material awareness efficiency and enhance cognitive, social, emotional, and motivational processes (Vrhovec, 2015). Hoover et al. (2015) stressed the value of teachers recognizing and implementing acceptable pedagogical modifications in the ESL classroom. Thus, CL was developed for secondary and primary schools (Anderson, 2019) especially and more importantly in English language classrooms (Dendup & Onthanee, 2020).

Due to the various benefits of cooperative learning, it is now used in almost every area of school curriculums and, increasingly, in university and college contexts around the world, where it is recognized as an important teaching method in foreign language education (Namaziandost et al., 2019). Moreover, CL is generally regarded as the best alternative for all students because it emphasizes active cooperation among students of different abilities and backgrounds and results in more promising student outcomes in academic performance, social conduct, and successful success (Namaziandost et al., 2020). Cooperative Learning has become one of the most popular strategies for enhancing student speaking fluency and their engagement in language learning classrooms (McCafferty, 2006; Namaziandost & Akmak, 2020). Lai (2002) also suggested that prior instruction is necessary for the teacher to gain professional capacity in cooperative learning.

Extensive research has been done on the use of cooperative learning in the teaching of speaking (Al-Tamimi & Attamimi, 2014; Bagheri et al., 2013; Kandasamy & Habil, 2018; Nasri & Biria, 2017). A large number of studies have shown that using cooperative learning strategies can lead to improved speaking skills and positive

attitudes toward cooperative learning (Alharby, 2015; Nasri & Biria, 2017; Suhendan and Bengu, 2014). Cooperative learning methods, which differ from conventional learning, have a few benefits that stem from student social collaboration (Leong & Ahmadi, 2017; Namaziandost, 2019). Furthermore, classroom social experiences are beneficial to overall language development. It has been observed that learners who communicate and talk more often make greater progress in oral skills than those who remain silent all the time (Namaziandost, 2019).

Cooperative learning is also known as a coordinated teaching technique, which provides students with opportunities to collaborate in groups on such tasks to achieve the best result for a student to achieve educational aims. Furthermore, each student works in a small group in cooperative learning to assist his/her peers with specific educational material. The CL approach encourages a learner-centered model for the purposes of teaching and learning as opposed to the conventional method of teaching. Johnson & Johnson (2002) reported that an approach to CL requires positive effects on educational results. Cooperative learning may loosely be characterized as any learning situation in the classroom where students of all performance levels work together in organized groups towards a common goal. Students are given responsibility for developing a learning environment in which all students participate in a significant and substantive way in the competition with every other participant in the classroom. Several CL research showed that the approach had beneficial effects on student skills (Pattanpichet, 2011), including the comprehension of English reading (Bolukbas et al., 2011; Meng, 2010; Law, 2011; Roddy, 2009; Singh et al., 2019; Hautemo, 2016; Alrayah, 2018).

The model for teaching speaking using CL is effective in making students more involved or inspired to talk in groups or pairs, more successful working in groups or

pairs, not a shamed of making mistakes, and learning from their peers and lecturers to improve all speaking measures (Ngadiso, 2015). Cook (2003) claimed that either directly or implicitly, the concept of communicative competency has been commonly used in all fields of applied linguistics. The researcher also maintained that the definition of communicative competency is commonly used and covers numerous areas. The CL practices are concerned with teaching and learning processes that are in the field of applied linguistics. Therefore, both CL and communicative skills are important ideas in ELT since they have dimensions for learning. When students participate in cooperative learning groups, they learn to give and take knowledge, acquire new language skills and perspectives and connect in a way that is socially acceptable. Students learn to use words differently to describe new perspectives by engaging in mutual conversations with one another. It is important to realize how cooperative learning activities can contribute in terms of speaking skills to better learning outcomes in foreign language learning. Brown (2000) supported the concept by saying: "Another significant problem in defining communication skills is how we use language in various styles depending on the context of a communicative act in terms of subject matter, audience, motivation, mutual experience, and communication intent." Similar to this quotation, classroom targets are all components of communicative skills and are not limited to grammatical or linguistic abilities. Language strategies are designed to enable learners to use language for practical purposes in a realistic, genuine, and usable way. Organizational language types are not the central focus but rather language aspects that allow the learner to achieve certain purposes. Fluency and accuracy are seen as complementary principles on which communication techniques are based. Often fluency can have to take on more significance than precision to keep learners interested in language use in

a meaningful way. In the communicative classroom, students must ultimately use the language in unrehearsed contexts effectively and receptively (Alrayah, 2018).

Gillies, Millis and Davidson (2023) stressed the importance of Cooperative learning as a pedagogical practice that promotes socialization and learning among students, from kindergarten to tertiary education and across different subject domains. A range of cooperative learning pedagogies including relational, online, and peer learning, STAD, the Jigsaw model, and dialogic talk can be used in EFL classroom. The researchers pointed out to the significant role of the teacher in utilizing cooperative learning techniques and activities to enhance students' affective, social, cognitive, and metacognitive learning.

Kagan and Miguel (2009) stated that pupils in a cooperative classroom are more communicative and capable of improving their communication skills, so they are more likely to communicate and settle disputes in a constructive manner. That is, students who study the language through CL tend to practice several dissimilar components of communicative skills. Planned competence is used in the exchange of language that takes place in the attempt to be understood by others; pragmatic competence relates to the use of speech-acts that often do not occur all that often in teaching circumstances, such as encouragement, guidance, and clarification of questions (Alrayah,2018). Discourse skill is at the very center of the inner and outer spheres, both when listening to and providing input on the structure of the presentation and when addressing the structure in teams. When one operates through cooperative learning, all facets, at least the oral side of communicative competency, are involved. One type of pedagogy is collaborative learning. In many countries and with many kinds of children, it has been demonstrated to function well. When taught by teachers who understand the theory behind the system, it should task well with Saudi Arabian students. Now the

consequences on the classroom have been considered, the broader concerns of this empirical analysis can be addressed in national policies (Aldosari, 2016). Furthermore, Ehsan and Mehdi (2019) indicated that after using CL strategies, the students' speaking skills improved dramatically. As a result of their findings, the researchers suggest that teachers use CL in English lessons to help students improve their speaking abilities and motivation (Namaziandost, 2019). Furthermore, Icaet al. (2017) concluded that using the Cooperative Learning Model Talking Stick Type to improve speaking skills in playing drama is beneficial. It is recommended that teachers, particularly Indonesian teachers, use the Cooperative Learning Model Talking Stick Type to improve speaking skills, particularly on play material (Ica et al., 2017).

2.9.1 Cooperative Language Learning

Cooperative Learning (CL) has an old history since James Coleman initiated it in 1959. Coleman's work was established in 1984 by Robert Slavin in a study he called Student Team Learning. Slavin defined CL as training programs that are used by students to help them master content in education. According to Slavin, CL can capitalize on developmental traits in teenagers and harness their excitement, orientation, and behavior within established frameworks. He also added that there are many approaches that can be implemented across the various levels of the cooperative system of teaching and learning in all the subject areas, but their effectiveness depends on individual student accountability for the group's progress. In his conclusion, Slavin outlined cooperative learning principles related to learners, classes, and the strategies employed by teachers who are often cautious about adopting the cooperative learning approach because they fear the loss of classroom autonomy that comes with it.

Nevertheless, the approach has proven very successful in teaching skills such as leadership, communication, and academic achievement enhancement (Aldosari, 2016).

Additionally, Cooperative Language Learning is a method used to teach English that seeks to build a more learner-qualified atmosphere in which the learning of the students is established by themselves. Speaking, which is one of the skills in learning English, is difficult for learners as they have to deal with new vocabulary. Cooperative learning in English teaching is a student-qualified, instructor-facilitated education technique in which a small group of students is responsible for their knowledge and the education of all members of the school. Students participate in the same community to learn and practice the elements of a topic to solve a problem, complete a task, or achieve a goal (Har, 2013; Dendup & Onthanee, 2020).

2.9.2 Components of Cooperative Learning

Cooperative Learning consists of five fundamental components. Such five elements make a distinction between CL and other types of group learning. The outcome is a cooperative working community when these components are present in a learning environment. They include positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and social skills, and group processing (Johnson et al., 2009; Jepkosgey, 2018; Tufail, 2017; Aldosari, 2016).

2.9.2.1 Positive Interdependence

Through the point of view of positive interdependence, learners have two responsibilities: first, learning the assigned topic/material; and second, ensuring that all community members learn the same. The existence of positive interdependence in the cooperative community makes students feel that they are interconnected with their

group partners in such a way that their performance depends on the performance of their group mates; thus, they must align their efforts with the efforts of their group mates to complete a task (Tufail, 2017; Johnson & Johnson, 2009; Siltala, 2010; Godoy et al., 2019).

2.9.2.2 Individual Accountability

Individual responsibility includes the awareness of the students that they will be held responsible for their contributions to the community, that freeloading is not accepted, and that everyone has to participate (Brown & Ciuffeteli, 2009; Godoy et al., 2019).

2.9.2.3 Face-to-face Promotive Interaction

Face-to-face interaction is not just a verbal interaction in CL. It promotes interaction, encouraging more and more interaction in various forms, such as the sharing of verbal knowledge, assistance, motivation, and practical resources, such as resources required to complete the task (Tufail, 2017). Group work can be conducted interactively with members of the community, giving input and teaching to each other, as well as inspiring others. The interaction helps the learners to accomplish a given mission and common interests of the classes. Apprentices must communicate verbally with each other on learning tasks. Members explain, discuss and teach colleagues what they learn. Teams are organized by teachers to sit and talk about any aspect of the tasks they are trying to achieve (Scheurell, 2010; Siltala et al., 2007). Face-to-face promotive interaction can be maintained by asking learners to orally address certain issues (Johnson & Johnson, 2009). One learner can talk to others about a concept which allows each member to speak. Learners help each other to correct the items presented in

English language learning, such as grammar, intonation, and pronunciation of words or sentences (Godoy et al., 2019).

2.9.2.4 Interpersonal and Social Skills

Interpersonal and social skills refer to a set of skills that include activities such as providing positive feedback, consensus-building, effective and unambiguous communication, and engaging each participant in the learning process. These skills must be taught to the learners before addressing the issue to ensure the group's success in CL (Baker & Clark, 2010). Teachers will carefully teach their learners the skills required, including skills in teachership, decision-making, confidence building, communication, and conflict management. The instructor is not someone who tests the capacities of the learners with regard to the final outcome but someone who serves as a partner, organizer, operator, guide, counselor, and facilitator (Fahraeus, 2013). These skills make students more responsible in their work, so they will not rely on group members to handle their group tasks.

By the same token, Odehova, Nevska, and Perlova (2022) carried out an experimental enquiry to explore the influence of cooperative learning on enhancing grammar skills through using pair work and group work. 23 third-year students of the Foreign Philology Faculty of H. S. Skovoroda Kharkiv National Pedagogical University participated in the study. Both quantitative and qualitative methods were used. The findings showed the efficacy of pair work and group work in enhancing accuracy and that grammar instruction can benefit from incorporating both pair work and group work into classroom practices.

2.9.2.5 Group Processing

This is another important feature of CL that allows group leaders to set goals and regularly review their roles and contribute to the progress of all group activities, and consider improvements they can make to operate more efficiently in the future (Scheurell, 2010). Group processing focuses on team members' positive behaviors and actions and not on the negative ones. Like in this case speaking, the instructor can prefer to spend time working on developing an ability. After the learning exercises, the instructor will then track the groups and provide guidance about what has been learned. Learners have to engage entirely within their cooperative groups and make every effort. Each member in the group has a task or role to play within the group and is therefore responsible for both their learning and that of the group (Aldrich & Shimazoe, 2010). They then focus on which member activities were beneficial and agree on which acts to go ahead with or alter. The aim of group processing is to explain and enhance the effectiveness with which members carry out the necessary processes to attain the goals of the group. Team leaders need to be able to connect with each other freely to share their concerns and celebrate their accomplishments. They discuss how well they achieve their objectives and how well they maintain effective working relationships (Sitala, 2010). To ensure the effectiveness of group interaction, group members identify the helpful or unhelpful actions of each other and decide on what actions to alter as a group (Johnson & Johnson, 2009).

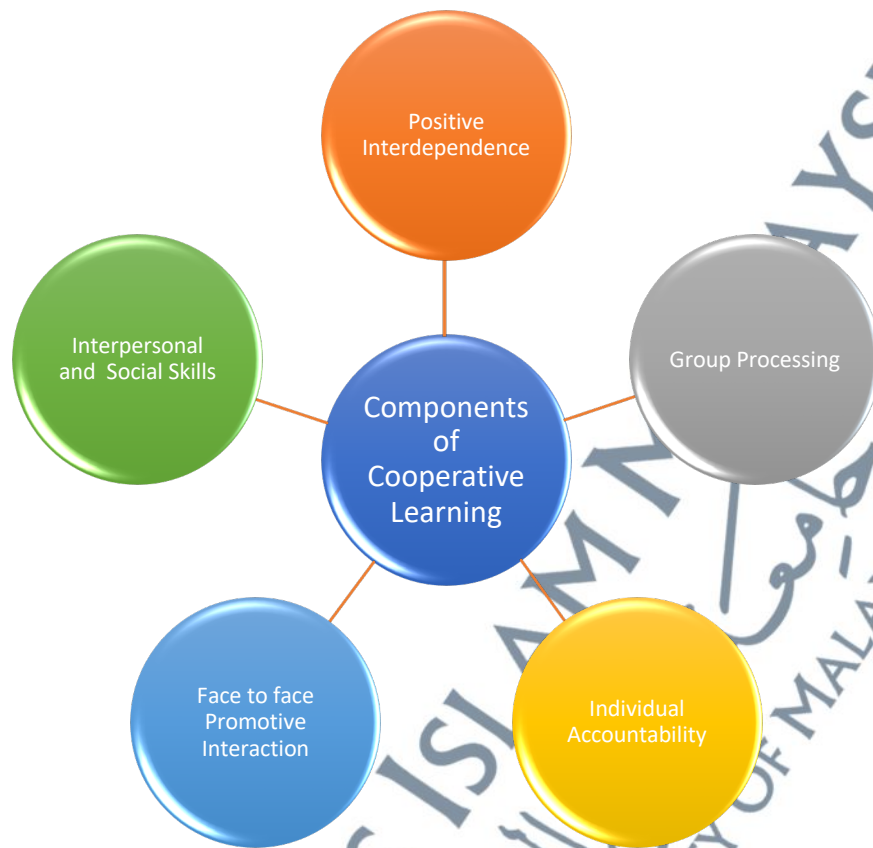


Figure 2.1: Components of Cooperative Learning

2.9.3 Types of Cooperative Learning

Johnson & Johnson (2014) described four main forms of cooperative learning, including the following (Cornelius-Ukpepi et al., 2016):

2.9.3.1 Formal Cooperative Learning

Formal CL consists of pupils working together to accomplish common learning goals and collectively completing similar tasks and assignments from one class session to several weeks. Assignments could range from solving a set of issues, completing a curriculum unit, writing a report, conducting a story-reading experiment, playing, or

reading a book. Cooperative learning allows the instructor to act in a facilitator capacity due to its highly organized nature. In formal cooperative learning groups, the teacher:

1. Specifies the teaching goals (one curriculum and one social skill).
2. Makes a set of decisions about how to organize the learning groups (what size groups are allocated to classes to students, what positions to assign to individual students, how to arrange resources and how to arrange sitting for students).
3. Teaches the learning concepts, values, and techniques to be learned and applied by the students and discusses (a) the mission to be accomplished, (b) performance criteria, (c) social interdependence, (d) individual responsibility, and (e) predicted student behaviors.
4. Track the operation of the learning groups and participate to (a) teach communication skills and (b) assist when appropriate in academic learning.
5. Evaluates student success against the existing excellence standards and ensure groups assess how well participants worked together.

2.9.3.2 Informal Cooperative Learning

Informal Cooperative Learning consists of students working together temporarily to reach a shared learning objective and classes that last from a few minutes to a one-time class duration. The method can be used during a lecture, presentation, or video watching. The aim is to let students pay attention to the material to be learned, create an environment conducive to learning, help set standards as to what will be discussed in a class session, ensure that the information being taught is cognitively absorbed by the students, and provide closure to an instructional session. The instructional task for the instructor during direct teaching is to ensure that students do the academic work of arranging content, describing it, summing it up, and incorporating it into established

conceptual frameworks. Informal cooperative learning groups are often structured in such a way that students participate in three-to-five-minute centered discussions before and after a lecture and three-to-five-minute turn-to-your-partner discussions that are interspersed during a lecture. In this way, the key issue of lectures can be countered: "The knowledge moves from the teacher's notes to the student's notes without going through anyone's mind."

2.9.3.3 Cooperative Base Groups

Long-term, heterogeneous, stable membership cooperative learning groups are cooperative core groups in which students provide support, encouragement, and assistance to each other (attending class, completing all assignments, learning) in making academic progress. They also help each other grow in healthier ways, cognitively and socially, as well as keep each other responsible for the effort to learn. Core groups meet regularly (or at the time the class meets). These are lifelong (ranging from one to many years) and include the long-term caregiving peer relationships needed to reliably motivate members to work hard at school. We regularly meet to assess each member's academic progress, offer mutual support and assistance, and check that each member completes assignments and is making adequate progress across the academic program. This might also be the duty of base groups to let absent group members know what happened in the class when they skipped a session. Informally, students communicate inside and between classes every day, discuss assignments, and support each other with homework. Having base groups helps to increase attendance, tailor the required work and the school environment, and enhance the learning quality and quantity. The bigger the class or school, and the more complicated and demanding the subject, the more important it is to have base groups.

2.9.3.4 Constructive Controversy

Constructive controversy exists when the ideas, opinions, information, theories, or conclusions of one person are incompatible with those of another person, and the two seek agreement (Johnson & Johnson, 2007). Some of the central aspects of individuals encouraging the advancement of each other are conflict and increase between members of cooperative groups when they have to make a decision or come to an agreement. Constructive controversy includes what Aristotle called careful dialogue (discussing the advantages and drawbacks of possible actions) with the goal of synthesizing new solutions (creative problem-solving). The constructive controversy begins with students being randomly assigned to heterogeneous cooperative learning groups (usually four members). Every group receives a question for writing a report and passing a test. Each community of the cooperatives is divided into two. One half is taking the con stance on the matter; the other half is taking the pro stance. Every half receives the instructional materials required to identify their role and guide them to information supporting them.

The materials illustrate the cooperative goal of reaching a consensus on the problem (by synthesizing both sides' best reasoning) and writing a professional group study. Students then (a) inquire, read about, and plan their assigned position; (b) make a convincing argument that their position is correct; (c) engage in an open debate in which there is a lively disagreement; (d) reverse outlook and present the best argument for the opposite position; (e) agree on a synthesis or combination of the best arguments on both sides; and (f) think about the process, so that they can benefit from the experience. Cooperative formal, informal, base groups and constructive conflict, when used in combination, offer an overarching framework for school learning and managing classrooms.

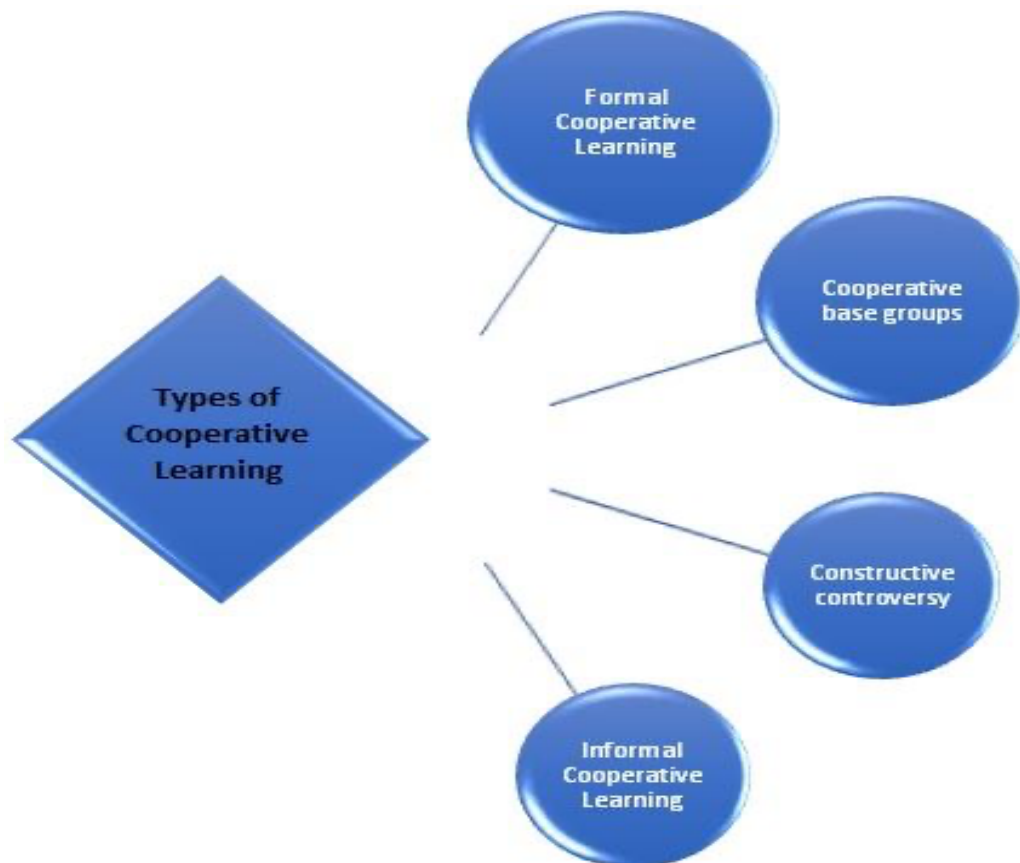


Figure 2.2: Types of Cooperative Learning

2.9.4 Strategies of Cooperative Learning

There are three main strategies of Cooperative Learning (CL) that help students to be fluent in English (Godoy et al., 2019; Alrayah, 2018).

2.9.4.1 Jeopardy

According to Godoy et al. (2019), Jeopardy is a game-like learning tool that can improve student participation. According to one article in the Journal of Information Systems Education entitled: "Playing Jeopardy in the Classroom: An Empirical Analysis," Jeopardy can also help students to incorporate topics or learn difficult content (Godoy et al., 2019) by using the game after a subject has begun, or before a

class check. Jeopardy helps the students remember facts and statistics in a more detailed way than simply staring at a sheet of paper.

2.9.4.2 Role-Play

Role-play is a significant strategy for animating the environment of teaching and learning, enhancing learners' interests, and making the acquisition of languages impressive. The result reveals four main factors to its success: the chosen subject should be real and relevant; the teacher needs to 'feed' in the appropriate language; correct mistakes properly; some of the roles of teachers should be facilitators, observers, or participants. The inclusion of role-playing in the classroom brings variety, a change of pace, and opportunities for a lot of language development and a lot of fun as well. Also, the instructor must have a background and many tasks for the students to plan and then execute in the classroom while planning role-play practice (Ding, 2009).

2.9.4.3 Board Game

A board game as described by Putri (2015) is a game involving counters or pieces moved or placed on a pre-marked surface or "board" according to a set of rules. The game often lets students engage with each other without hesitation and express the language. Therefore, the teaching and learning process of speaking will be appealing and well-performed. Board game has been used to develop the speaking skills of the students to solve certain problems. Study results found that after playing board games, there were changes in the speech abilities of the students. The researcher applied the board game in the instruction of speech in the treatments.

2.9.4.4 Round Robin

Cooperative Learning is also claimed as part of a community teaching/learning strategy in which students collaborate to obtain and practice the elements of a subject matter and achieve specific learning objectives (Macpherson, 2015). Cooperative learning varies, one of which is called Round Robin Technique. Round Robin is a process partially rooted in the nominal group technique (NGT), in which the participants produce ideas individually, a facilitator records the ideas of all group members, the participants discuss the ideas, then score and rank the ideas, then the group agrees on the prioritization of the ideas. According to Khodareza and Taheri (2015), Round Robin Technique is a group activity in which each group is composed of four to six students with a recorder to answer an open-ended question through the time of thinking before each student expresses their thoughts in a given period (Khodareza, 2015). Kagan and Kagan (2009) stated that Round Robin is cooperative learning that is useful to enhance team-building, social skills, communication skills, knowledge-building, thinking skills, and information processing through the implementation of all the procedures. Thus, Mayuni and Hidayat (2020) concluded that Round Robin Technique is a group-sharing practice in which each student turns to express their thoughts at a given time while the other group members listen. Based on recent studies, the use of the Round Robin cooperative will boost the holistic potential of students, including their presentation skills (Asari, 2017). Alrayah (2018) claimed that the use of a Round Robin framework not only offers an equal opportunity for each person to generate an idea but also hinders evaluative debate during the process. Hence, Mayuni and Hidayat (2020) chose to use Round Robin Technique to resolve the speaking issue.

2.9.4.5 Three-Step Interview

In the three-step interview, students are divided into small groups consisting of three learners. The role of interviewer, interviewee, and note-taker is assumed by each student in the groups, and each student will turn to play (Aristy et al., 2019). Involved students should identify themselves with an analogical name such as A, B, and C to identify the operation. Therefore, they added that by implementing a three-step interview technique to enhance student speaking capacity, certain conclusions could be drawn as follows:

- a. The three-step interview technique can improve the speaking interest of the students. Improving the speaking capacity of students can be established through the development of speaking skills.
- b. A three-step interview technique creates a better situation for speaking in the classroom. We were inspired to join the talking class. Their interest in representing people before the class is reflected in their success.
- c. In the speaking classroom, the importance of introducing a three-step interview is that it will make the students master the lesson better and make them eager to engage in speaking activities, thus improving their speaking capacity (Aristy et al., 2019).

2.9.4.6 Numbered Heads Together

Learners have the ability, through debate, to create such ideas or answers to a problem. Upon completion of the study, learners are randomly chosen to summarize small group conversations. The Numbered Heads Together (NHT) approach provides a forum for exchanging thoughts and discussing what is the most appropriate solution to a problem or question. This approach also encourages students to step up their

collaboration. The NHT approach is structured to provide the students with more active answers while teaching (McMillen et al., 2016). Verawati (2016) also conducted a study with an emphasis on speaking skills and numbered heads. Findings showed that NHT techniques produced better results in developing the speaking skills of the students, exchanging knowledge, and presenting ideas.

2.9.4.7 Think–Pair–Share

The Think-Pair-Share (TPS) learning system, which is a collaboration method developed by Frank Lyman, is one of the cooperative learning models. The TPS learning method includes three essential components: Think, Pair, and Share. TPS system is one of the basic cooperative learning methods (Ikhtiarfan, 2016). Students are asked to sit in pairs first. Then the lecturer may ask the students questions or problems. Students can think independently of the questions or problems to find the answers to these questions or issues, then discuss the results of their thoughts with their pair to get one response that can convey the answers to the other group members. Afterward, the lecturer asks each pair to explain or characterize their classmates' outcomes of the answers they have decided (Hetika et al., 2017).

2.9.4.8 Carousel Brainstorming

Carousel Brainstorming deliberately combines many proposals in brainstorming groups. The framework also includes movement that helps activate the mind and meets the needs of kinesthetic learners. There are various forms of brainstorming, including the generation of learner questions, stimulation of thoughts, solutions to a problem, presenting potential answers to an open question, and remembering knowledge (Alrayah, 2018).



Figure 2.3: Strategies of Cooperative Learning

2.9.5 Importance of Cooperative Learning

Cooperative learning (CL) has both social and academic benefits. Cooperative learning involves the development of social skills such as communication, building trust, leading, and managing conflict, all of which contribute to the overall satisfaction of the learning experience. The students interact with peers from diverse social backgrounds, cultural backgrounds, behavior patterns, and personalities. Watkins et al. (2007) stated that in the first phase of collaboration, and when learners clarify their meaning-making to each other, they deepen their knowledge, make sense of problems, and interact in such a way that they integrate their understandings. Watkins et al. emphasize the importance of explaining one another's concepts, which fosters many social skills and knowledge. Furthermore, the variability in responses to the importance of group activities is at least partly explained by the fact that individual students respond

to their personal experiences with distinctly different approaches to group learning structuring. It is necessary to receive other advantages of the Cooperative Learning Programs from mixed-ability groups. Many studies show that the most successful way to optimize student achievement is to group them combining their diverse ability in a single team.

Bećirović; Dubravac and Brdarević-Čeljo (2022) aimed to examine the effect of grade level and gender on cooperative learning and motivation of 211 high-school students. To achieve this objective, the non-experimental quantitative study design was employed. Cooperative learning as a predictor variable of students' motivation and achievement in learning English as a foreign language. Results indicated no significant effect of grade and gender in terms of cooperative learning and motivation. Besides, interpersonal skills and accountability were found important predictors of students' motivation. The results highlighted the significance of integrating cooperative learning strategies and activities into EFL classroom in as a means to improve students' achievement.

Teachers should make use of the benefits of CL and peer tutoring while students are in mixed-ability classes, resulting in successful learning experiences for all learners. When students connect with other students at various stages of growth, other students are more enthusiastic about learning and make major progress as they have the support and motivation from higher-level students as well as the exposure to the students' knowledge and work.

According to Jepkosgey (2018), CL approach has a significant positive impact on the language skills of learners at secondary schools in Nandi. The research concludes that interpersonal and social skills have a statistically significant positive effect on the English-speaking skills of learners. That is, interpersonal and social skills help students

apply the ability to turn to English speaking, listen carefully to the opinions of other people, predict when their turn comes, and apply the ability of polite interruption in speech. Face-to-face promotive interaction has a statistically important positive impact on English speaking skills for learners. It helps students to recognize and distinguish English-speaking homophones, correctly pronounce English words in speaking, and differentiate long vowels from short vowels in speaking. Furthermore, the majority of the participants in Hung's (2019) study mentioned that the main benefits of CL were social: group work skills, problem-solving abilities, communication, and self-confidence (Hung, 2019). Moreover, according to Jakavonyt-Stakuvien (2021) results through cooperation, most students said they liked their school and the activities they participated in during their education. This critical metric allows students to maintain a happy mindset and achieve academic success. Furthermore, youngsters stated that they are most likely to be successful or mediocre in school. Most 1st-4th graders said they could work in a group and collaborate because they were willing to listen to others, explain things to them, and assist them when necessary. Furthermore, most students are not bored when they work in a group and are eager to collaborate. Children rarely argue and frequently collaborate and master new skills (Jakavonyt-Stakuvien, 2021).

2.9.6 Cooperative Learning and Fluency Development in the English Class

Cooperative learning (CL) can be an effective method to support overcoming the shyness and lack of self-confidence of students and thereby improve their speaking skills. It can be hypothesized that if teachers use and plan effective cooperative learning strategies, EFL students can use English fluently and impulsively to create and negotiate their intended purpose (Samah, 2015). Teachers should apply cooperative learning methods to increase, inspire, and promote the process of teaching a foreign language

and achieve adequate fluency, which is a very important sub-capacity in English learners to make themselves understood, coherent, and capable of having real-life, rational dialogues.

For this reason, Alrayah (2017) stated that students who use CL to study the language tend to practice several different components of communicative ability. Strategic competence is used in the interpretation of the language that happens in the attempt to be heard by others; pragmatic competence involves the use of speech acts that usually do not occur all that much in teaching circumstances, such as praising, offering guidance, and asking clarification questions. Discourse skill is at the very center of the inner and outer circle, both when listening to and providing input on the presentation system and when addressing the system in teams. When one works through cooperative learning, all aspects of at least the oral side of communicative expertise are involved (Godoy et al., 2019).

The advantages of using CL are the several positive features that provide incentives for naturalistic second language learning through the interactions of learners. There are differences between language learning and language use. Students take lots and lots of lessons on the several features of language in the conventional classroom; on the contrary, they lose their practical fluency as they try to use it. Cooperative Learning improves instruction methodology as more clarity is created for language objects and communication techniques through interactive activities. Besides, CL encourages inspiration for students and decreases tension to create a healthy, enjoyable learning environment. Acquiring and learning a second language may trigger stress. Questions are placed in front of all students in a teacher-centered classroom; in such a case, some students who fail to get the right response will be the center of attention in the class, and those are considered detrimental for them in language learning.

Researchers have recorded that stress harms the attitudes and language learning of learners (Zegarra, 2008; Kagan, 2009). Also, Olsen (2018) recognized several advantages of CL approaches, including the amusing, interactive environment and the stimulus for critical thinking growth (Olsen, 2018; Mohammad & Mohammad, 2018).

Although some disadvantages have been noted, the benefits far outweigh the inconveniences. Cooperative learning can degenerate into confusion in the classroom when the instructor is not well-educated about the concept. It is time-consuming for new teachers because of its dynamic and highly organized existence, which needs adequate facilities and infrastructure. Many researchers have established many benefits for both students and teachers from cooperative learning. We find it necessary to highlight some of the advantages for teachers that were identified by Panitz and Panitz (1996) and Cornelius-ukpepi et al. (2016):

1. Because of the strong and intimate level of engagement, it creates positive student-teacher attitudes.
2. It provides alternative forms of student evaluations, such as intergroup evaluation which reduces the teacher's work.
3. It decreases the number of scripts a teacher marks when well structured.
4. Interaction between teachers and pupils leads to a greater understanding of the various learning styles.
5. Generally, collaborative learning as an instructional strategy offers the teacher the opportunity to develop himself.

As a comparison, the advantages of CL for students are listed below. Compared to individual or competitive environments, CL has been shown to have a beneficial impact on student learning (Slavin et al., 2003).

1. Cooperative learning can fulfill more learning-style demands than overt personalized instruction (Shindler, 2004).
2. The interpersonal and teamwork abilities that can learn in a cooperative learning environment teach competencies that are essential to personal and professional success later on.
3. It can create a degree of commitment that cannot be reached by other modes of learning (Slavin et al., 2003).
4. It can be a valuable resource for many positive objectives, such as building social relations, improving skills in conflict management, learning to consider others' needs, and learning how to be an active team member (Watson & Battistich, 2006).
5. Interdependency Positive. Group leaders are required to rely on each other to achieve the objective. If some of the leaders of the team fail to do their part, they all suffer the consequences.
6. Personal responsibility. All students within a school are responsible for doing their share of the work and understanding all the learning content.
7. Face-to-face (promotive) interaction. While some of the group work can be parceled out and completed separately, others have to be completed interactively, with group members providing input to each other, questioning arguments and assumptions, and perhaps most importantly, educating and motivating each other.
8. Collaborative techniques are used correctly. Pupils are supported and aided in learning and training skills in trust-building, cooperation, decision-making, communication, and conflict management.

9. Processing Teams. Team leaders set collective goals, regularly evaluate what they are doing well as a team, and define developments they are going to make in the future to work more efficiently.
10. In terms of social skills, the teacher must lay down rules so that all students are polite, talk in a manner suitable to the environment of the classroom, and use their time wisely during group interaction.

All practices will contain the evaluation of both persons and groups. A learning activity counts as CL, providing the elements mentioned above are present. It is here where teaching skills and management of classrooms become important in the teaching and learning sector. Concerning the advantages of CL for students, Zhu and Eamoraphan (2022) noted that students' perceptions of CL activities in English language teaching and learning at the selected school were positive, and students also discovered that CL has a positive impact on communication, motivation, and interest. Although the classroom can be noisy at times and group work takes longer time, teachers discovered that CL has a positive impact on student contribution and discussion, as well as a decrease in teaching problems (Zhu & Eamoraphan, 2022).

2.10 Educational Drama

Drama is one of the oldest recognized forms of performance art. Over time, cultures and communities have established a way of seeing the world through drama to share thoughts and feelings. Thus, drama is an examination and representation of the human condition as people, through it, communicate intimate, social, and cultural significances. It is also a type of social art that involves the physical, social, cognitive, affective, and aesthetic realms in the process of creating meanings as participants

engage collectively in human stories: our history, our present, and our potential future (MOES, 2018).

Educational drama has taken its role in the teaching of foreign languages. Some of the approaches used to teach languages have been tackling the cognitive dimension of teaching. Nevertheless, since language teaching is a method that involves grammar and vocabulary teaching and feelings, opinions, and cultural expressions, the experiences acquired through drama provide a better language acquisition and teaching atmosphere by exposing the students' mental and physical qualities in the teaching (Celik, 2019).

Furthermore, for second language learners, drama offers an opportunity to grow their imagination. The students will go beyond one another's here and now and even roll in the feet. It gives the ability to think differently (Celik, 2019; Tajareh et al., 2017). A person senses the energy he/she has lost through feeling in drama activities. Therefore, a person in the learning phase can break the patterns and gain various approaches. He/she understands the things that need to be in life (Tajareh et al., 2017). Furthermore, drama is seen as an essential learning technique (MOES, 2018). This enables drama to assist students not only in building games but also in lifting their consciousness, looking at life through imagination, and seeing what is behind their looks. What drama does is not to provide more knowledge to the students but to obtain the opportunity to use what they know (Isyar & Akay, 2017). It is also suggested that drama, as a technique, is an active way of learning through practice and experience. Drama ensures students' continuous learning, improvement of academic achievement, and various contributions to lessons. The technique is meant to be entertaining, fun, important, and useful; enabling a positive attitude towards lessons and school and helping students to identify themselves and their environment. Consequently, students

can reveal their creativity and skills and allow their social relationships to be formed in a positive direction. Celik (2019), Thi et al. (2016), and Tajareh et al. (2017) also suggested some foreign language teaching methods and tools for drama. In reality, the alternative uses of drama have exploded in various fields, including counseling, political engagement, business management, communication skills empowerment, school as a means of education, jails, and community prevention and management of social diseases. These alternative uses of drama vary in how they present important factors such as context, key problems, particular goals and objectives, participants' and stakeholders' characteristics, practitioners' and trainers' roles, and the structure and execution of dramatic action created. Also, various experiences, such as theatre in education, common theatre, theatre of the oppressed, theatre for health education, theatre for growth, prison theatre, community-based theatre, museum theatre, playback theatre, drama therapy, and other forms of experiences, are categorized based on these factors (TUCCI, 2013). Finally, Eskelinen (2017) added that drama could also be utilized to deal with difficult or abstract issues. However, it is most beneficial in the context of vocabulary instruction when presenting tangible topics and considering the student group. Also, drama is always a product of the people who take part in it (Eskelinen, 2017). Hence, according to Nguyen (2021), students can improve their listening, speaking, and pronunciation skills. The majority of students said that, in drama, reading, watching, and practicing dialogues and character speeches helped them pronounce words correctly and speak more fluently before the performance. Furthermore, following the performance, the entire class gave input, which helped the students to practice creative and critical thinking. Students might express their thoughts about their favorite role actors in a straightforward and comprehensive way. Students also mentioned that watching movies and role-playing were their favorite pastimes

because watching movies helped them visualize the characters through acting, nonverbal and vocal language, and pronunciation. Before witnessing the performance, they are better prepared. They also claimed that role-playing increased their confidence, activity, and creativity. They also mentioned that role-playing allows them to interact more and feel more at ease in class. Other students' criticism on a performance also allows them to openly discuss their thoughts on the conducted performance, which can help other presentation groups to draw lessons for future literary work performances. With drama, there are improvements in learning settings, as well as an increase in motivation among the participants. The role of performance in inspiring pupils is the second major concept that has emerged. Positive feedback from teachers and students is critical in instilling confidence in pupils' skills. Furthermore, it is the acting exercises that assist students in remembering the material (Nguyen, 2021). Hence, according to Nanda and Susanto (2021), drama aids in the development of students' social involvement and language comprehension abilities. With the teacher's participation in role-playing and as a facilitator, such abilities can be increased in theatre exercises. According to the findings of the study, students demonstrate high levels of interest and comprehension. However, teachers' opinions on several areas of the students' preparation and performance can be different. Furthermore, Nanda and Susanto's (2021) opinions reflect the instructional framework in which language learning provides opportunities for cultural production. Also, the findings show how theatre can be utilized to develop early language learners' abilities, particularly in terms of social engagement and language understanding (Nanda and Susanto, 2021).

2.10.1 Types of Drama Techniques

2.10.1.1 Improvisation

The definition of improvisation refers to a variety of professions and customs (Holdhus, 2016). However, the various characteristics of improvisation have a lesser focus on education (DeZutter, 2011; Jarning, 2006). Improvisus is a Latin term; meaning ‘the unpredictable’ (Karlsen, 2006; Montouri, 2003) or ‘to supply the unexpected’ (Dehlin, 2008). Improvisation means being open to new ideas and actions, with perceptions of what is not available there but can be realized (Dehlin, 2012). We also think of improvisation as a routine occurrence in a difficult situation, i.e., intuitive and spontaneous behavior. Improvisation is a spontaneous activity with limited direction or structure from the teacher, without any script or rehearsal. The students are using their thoughts and imaginations to engage in improvisation. Often, they are encouraged to take an active part. The instructor will have activities that include the entire class or small groups using improvisation. In doing so, he or she will establish the context the students are interested in. The students will participate in the activity spontaneously after having gotten the theme (Angelianawati, 2019).

Improvisation consists of developing circumstances in which characters speak spontaneously. Improvisation shows the students’ language skills and checks the contact features. They are instantaneous natural reactions. In foreign language teaching, when putting improvisation into practice, dialogs must be small. The more the pupil becomes used to the game, the more fluid the dialogs become, and the longer they become. Although the play’s events and situations are given in advance, the player naturally acts out the features and feelings of the characters in the game and the dialogs created, and the students feel it too. For instance, it is like how the person sitting next to you on a long train or bus ride naturally begins the conversation. In order to get the

student to use improvisation, only part of a story can be created with many decorations, such as costumes, masks, and so on, to help the pupil optimize his/her skills.

2.10.1.2 Role Play

Paulston (as cited in Lee, 2015) described role-playing as exercises in which a student has assigned a fictitious role from which to improvise some form of actions toward the other role-playing characters (Angelianawati, 2019). The students pick vocabulary and coherent phrases for the circumstances to play during the role-play preparation (Waffa, 2014), encouraging the imagination of the participants through collective learning habits. Kusnierek (2015) described role play as a comprehensive range of communication techniques that improve language fluency and promote student engagement in the classroom, increase the motivation of students, encourage their learning, and also share responsibilities between teacher and student (Kusnierek, 2015). Role play is a pedagogical psychodrama-based teaching strategy that involves the commitment and engagement of the participants to complete each stage (Perez, 2016), but also teacher guidance to prevent the intense reactions of the participants that may occur as a result of group problem-solving (Rojas & Villafuerte, 2018). According to Karimzadeh (2017), role-playing as an effective teaching method can be useful in different ways, such as promoting collaboration, teamwork, group work, decision-making, openly sharing ideas, building self-esteem, promoting self-acceptance, encouraging others' acceptance and creating real-life conditions (Karimzadeh, 2017).

2.10.1.3 Mime Technique

Mime or pantomime is a scene created by gestures alone, without using words or sounds. Most teachers of foreign languages use mime techniques without even

understanding the concept. When words are insufficient, mime techniques are used to express the correct meaning, particularly when teaching a new word that is unique to a particular culture. During movement rehearsals, rhythmic techniques based on imitation are known as training for mime technique. The regular gestures of those playing out in the drama play instead of someone other than themselves make these gestures dramatic, and the pantomime happens as a result. This approach allows for the use of non-verbal methods to interact with pupils. The experiments in which paralinguistic elements of communication, such as facial expressions, gestures, and body movements, are emphasized can be accompanied by parallel research where correct words are included. This is not intended in these studies to replace nonverbal communication devices but to improve these components (Holden, 1981; Burlínska, 2016). In addition, grammar topics such as verbs or popular adjectives may be taught or reinforced through the mime.

2.10.1.4 Instruments

The majority of drama activities are achieved with music. With that purpose, any kind of musical instrument and player are the most used devices. Visual devices such as images, photos, posters, documents, display boards; cardboard boards, drawing papers, puppets, colored crayons, toys, ornaments, boxes, vases, old clothing, broken actual objects such as shoes; printed materials such as newspapers, posts, advertisements, photos, news, books, magazines, newsletters, posters, brochures, etc. Household items; appliances like computers are essential. One of the most significant benefits of puppets used in the teaching of a foreign language is that shy or depressed students can solve the problems of expressing themselves in the target language by joining the puppet character. The area where puppets are used for teaching purposes is, without a doubt, the learning of languages. Since there is unprepared speech in

puppetry, the puppet's benefit is to mask the individual who is speaking and encourage people to talk who are restricted or nervous about verbal abilities. It is necessary to ensure that the equipment to be used in the drama is appropriate for the participants' (students') financial situation, is easy to find, does not hurt them, can be used for other determinations, and does not limit the work regions.

2.10.1.5 Simulation

Simulation is a creative teaching technique and which is an activity-oriented, learner-centered teaching approach. The word simulation comes from the Latin word '*similis*,' which means '*like*,' which means *acting like, resembling, and pretending to be*. Simulations are, therefore, exercises or resources that present real-life circumstances, past incidents, or organizations in such a way that students learn about them and appreciate them more (Uchegbu, 2006). Simulation involves role-plays, games, and computer programs that enable students to become involved in the classroom as participants. Simulations are instruments that promote learning in a repetitive, focused environment through representation and practice (Aldrich, 2004). According to Goldsim (2011), simulation helps define and consider the features driving the system and even predict the system's potential behavior. Simulation is a kind of experiential learning scenario in which the learner is subjected to the teacher's established real-world experience (Hertel & Millis, 2002; Uguma & Obiekezie, 2018). The instructor works more as a facilitator, supporter, or aid person and less as an expert or judge during a simulation (Odo & Odo, 2016). Simulations of challenging subjects promote a higher degree of interest from students. Simulation is an instructional method in which pupils benefit from a simulated real-world business situation by applying theory and decision-making. Researchers have identified the use of simulation

techniques in instruction at various levels as having high motivational value (Chauham, 2007). This is appropriate at all teaching levels because if any teaching strategy succeeds in generating enthusiasm in learners, all other issues will be dramatically reduced (Chauham, 2007; Uguma & Obiekezie, 2018). Accordingly, Uguma & Obiekezie (2018) reported that the use of simulation and dramatization methods of teaching had a major influence on the academic performance of the students and that the mean academic performance taught by dramatization was higher than that taught by a simulation process. Based on the results, it was strongly suggested, among other things, that teachers would strive to keep students alert and attentive in a class by the use of teaching methods for simulation and dramatization. This will encourage them to benefit as much as possible from lessons, thus positively influencing their academic performance.

2.10.1.6 Script Writing

Davis (1990) described script writing as an activity in which learners compose the text to dramatize using their language. This practice may be done independently, in groups, or in pairs. This lets learners not only concentrate on learning new words but also focus on learning basic grammar and pronunciation features. It also concentrates on the method of publishing. Also, script writing successfully incorporates all of the language competencies. Porcaro (2001) believed that script writing could integrate into EFL classrooms with other language skills such as reading, listening, and communicating. It offers an opportunity for reflective thinking and creative exercise. This activity also includes contributions from all class students and is quite informative and amusing (Tajareh & Oroji, 2017).

2.10.1.7 Frozen Image Building

According to Jarayseh (2010), Frozen Image Building is a method in drama education where participants first create frozen images that later evolve into an animated situation involving a series of interviews with the characters embedded in the respective image. Also, Athiemoolam (2004) claimed this technique was useful in EFL classrooms as it allowed learners to collaborate as a team with other members to create their images. He also stated that when EFL learners were encouraged to exchange ideas and work in groups, they gained greater trust (Tajareh & Oroji, 2017).

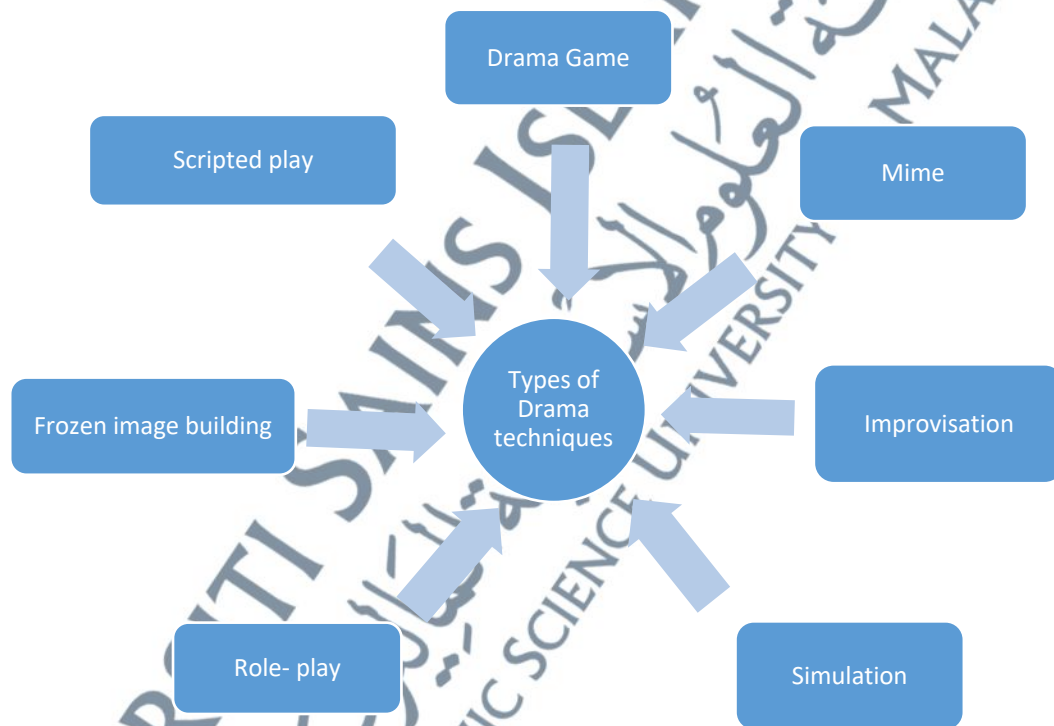


Figure 2.4: Types of Drama Techniques for EFL Learning

2.10.2 Influence of Drama on the Development of Speaking Skill

Drama is an effective teaching technique that encourages teamwork, cooperation, goal-oriented learning, self-control, and intelligence skill development. Drama is crucial in a foreign language classroom because it offers learners the ability to share their personalities. This kind of training is tailored to the natural capacities of the students. Students will articulate themselves and drama will arouse creativity and curiosity if it is presented in the right way. The enacted drama shall encourage fluency, flexibility, and communication skills. It provides the ability to place language in perspective and confidently strengthens students by giving them a comparable experience of performance to real-life circumstances (Burlínska, 2016). Besides, Karimzadeh (2017) suggested ten advantages of using drama in the classroom, which are brain-based learning concepts, while on the other hand, covering the feelings and gestures of learners. The ten benefits of classroom drama are (1) student participation, (2) teamwork and cooperation, (3) cooperative learning, (4) restricted imagination, (5) versatility, (6) learning commitment, (7) higher thinking skills, (8) showing gratitude, (9) fun, and (10) discipline (Karimzadeh, 2017). In addition, Karimzadeh (2017) reinforced the idea that the use of essential drama-based techniques as language learning strategies could be helpful and supportive. Drama-based guidance as an effective pedagogical method sheds light on primary English learners' ability to speak in Iran. Using innovative, elegant drama-based techniques, teachers as a supporter and a friend engage the students in various fun real-life activities and actively develop their communication skills. Furthermore, Ordoñez and Espinosa (2018) indicated that drama is beneficial in enhancing kids' natural and spontaneous speaking skills while having fun throughout the dramatic event. Drama is a good way to incorporate didactics into the language classroom while also boosting speaking abilities without putting students

under pressure or causing fear, resulting in natural and spontaneous oral production. Furthermore, according to Bsharat (2015), drama helps pupils develop self-confidence while also improving teamwork, comprehension, and decision-making skills. Drama also aids children in expressing inventive thoughts and improving their language skills. Furthermore, the researcher added that “Dramatic activities normally take the form of group work. Consequently, students were able to develop a sense of self-worth of themselves as they worked together.” Drama makes language learning more meaningful and attempts to prepare the student for real-life situations (Bsharat, 2015). Moreover, Gabitova et al. (2018) stated that it is important to use drama as a complement in foreign language teaching and learning. The application of theater techniques improves the development of rapid thinking, originality, and emotional expressiveness. Even weaker pupils with a low level of vocabulary and grammar remembered and used phrases from the plays they had performed more creatively in delivering their speech (Gabitova et al., 2018). Also, Alasmari & Alshae’el (2020) said that the use of drama improves participants’ language skills, particularly communicative skills like interactions and dialogues, and leads to higher proficiency levels since it inspires them to become more involved in the learning process. These individuals also showed more responsibility and self-reliance, indicating that they had learned a lot. These findings backed the popular belief that the inclusion of theatre exercises into language courses aids language learning (Alasmari & Alshae’el, 2020). Furthermore, Khasyar et al. (2020) added that drama events are a unique means of increasing student enthusiasm and participation. Students can be exposed to language skills not just through traditional methods but also through theatre performances. Students can investigate the contents of Drama in Language Education through project-based learning. In order to obtain the outcome, the core activities focus on the elements of drama, creative writing (composing a play

script), characterization, character make-up, providing students with information about drama in language education, and providing students with the opportunity to perform a drama in English (Khasyar et al., 2020). Finally, Zahara (2018) used theatrical techniques to teach students how to talk creatively, and from four student interviews, it was revealed that students see drama in speaking class as a pleasant experience (Zahara, 2018).

2.10.3 Educational Cooperative Drama (ECD) Approach

From the previous related studies, the researcher found that educational drama and cooperative learning share many activities, strategies, methods, and tools, such as role-playing and three-step interviews; However, the new academic cooperative drama combines all of the said activities to form new ones. For example, the current research managed to integrate the round table strategy from CL with the role-play element of drama to create a new activity in Educational Cooperative Drama (ECD).

Educational drama and cooperative learning promote student interactions in many ways. Desiatova (2009) summarized a few advantages of using drama in language classrooms. Learning a language is more fun and engaging when learners use it for real-life communication and real-world situations. Consequently, learners gain self-esteem and trust in their ability to speak the language spontaneously. As a result of drama, the outside world comes into the classroom (problem-solving, research, use of dictionaries, real-time, cross-curricular). In contrast, drama encourages students to learn language through play, make-believe, and meaningful interactions. Moreover, it creates an unforgettable learning experience through various learning styles. Furthermore, students engage in active participation in language learning while dramatizing, using their eyes, ears, and bodies. Consequently, drama stimulates students' intellect and

creativity. In addition to empathizing with others and communicating more effectively, drama helps students to develop empathy. Furthermore, it aids language acquisition by focusing on the message rather than the shape of the utterance (Angelianawati, 2019). According to Heldenbrand (2003), the use of drama in language instruction also offers several advantages. In his opinion, drama is a fun, relaxed, and informal way to learn English. He pointed out that drama helps students to develop a wider vocabulary, correct pronunciation and intonation, and build confidence in their ability to speak English. It also facilitates a better understanding of culture, motivates students, diverts attention away from English textbooks, and encourages students to involve their entire body as a whole in the learning process (Angelianawati, 2019). According to Shraiber & Yaroslavova (2016), using drama techniques in ESL allows FLL an involved, inspiring environment in which students can express themselves naturally and spontaneously through verbal and nonverbal means. It also helps learners concentrate on the basic communication, linguistic, and social skills needed to engage in drama activities and develop trust and self-esteem as the two help them cope with real-life situations. Thus, employing drama enhances the development of students' ability to work together as a team or community, learn to be empathetic and compassionate, share responsibility, and develop other linguistic and communicative competence through the use of grammar and vocabulary in a meaningful context. In addition, it also establishes a pleasant and cooperative environment that can enhance the development of students' ability to work together as a team or group. In this respect, Nye and Williams (2022) found that Learning classroom expectations through cooperative learning activities could help the classroom run more smoothly, efficiently, and lead to a positive classroom environment. Students can gain understanding of expectations through cooperative learning activities, and then transfer that understanding to other parts of the classroom.

Nevertheless, the most important thing is that drama strategies help students and teachers to exchange roles, strengthen teacher-student relationships, and inspire both students and teachers (Shraiber and Yaroslavova, 2016). It is evident that there is a connection between CL and Educational Drama with the different tenets that CL and Educational Drama can be merged to promote interaction among learners.

The advantages of CL are numerous (Pantiz, 1999), and it is helpful to organize CL's advantages into groups. According to Johnsons (1989) and Pantiz (1999), there are over 50 CL advantages. In terms of social benefits, CL aids in the creation of a social support system for learners and the development of diverse understanding among students and staff. In terms of psychological benefits, CL facilitates the development of a social support system for learners. In the context of academics, CL aids in the development of diverse understanding among students and staff. Lastly, for the appraisal benefits, CL sustains the development of diverse understanding among students and staff. As a result, CL creates a supportive environment for modeling and practicing collaboration, as well as building learning communities. There are also psychological advantages. Cooperation decreases anxiety, and student-centered instruction boosts self-esteem. Cooperative Learning also often fosters positive feelings about teachers. On the other hand, it encourages critical thinking skills, involves students actively in the learning process, increases classroom outcomes, and models effective student problem-solving strategies. Wide lectures may also be customized, so CL is particularly useful in inspiring students to complete specific instruction. In addition to alternative student and teacher evaluation strategies, collaborative teaching techniques seem to employ a range of assessments (Laal & Ghodsi, 2012). Chávez (2016) observed that students improved their knowledge of CL teaching tactics by performing dramatization.

Finally, Alexander (2008) argued that in the end, drama teachers should decide if it is competitive or cooperative learning taking place in their classroom, or whether both are taking place. Take, for example, a senior drama ensemble rehearsal, where one group divides tasks vertically, and another group divides tasks horizontally; it is possible to have a third group do both simultaneously, and all the processes take place in a single classroom. If drama teachers are aware of the characteristics of collaborative and cooperative learning, then they may design meaningful group activities for their students (Alexander, 2008).

2.11 Chapter Summary

This chapter described the theoretical background and literature of the current study. First, the chapter discussed the education and war-torn influence on the students, teachers, and the teaching-learning process. Furthermore, the chapter presented the speaking skills and its components in relation with the curriculum, materials, and resources. Also, the chapter elaborated on cooperative learning and its components, types, strategies, and its importance. Finally, the chapter clarified the educational drama types and the influence of drama on the development of speaking skills.