



COLLEGE OF EDUCATION

MASTER OF EDUCATION

**DRAMA USE IN TEACHING ENGLISH LANGUAGE TO PROMOTE
STUDENTS' SPEAKING SKILLS IN KIGALI SECONDARY SCHOOLS**

A Dissertation submitted to the University of Rwanda-College of Education, in Partial Fulfillment of the Requirements for the Award of a Master's Degree of Education in English Education.

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September 2024

DECLARATION

I, Emmanuel Mugiraneza hereby affirm that this dissertation is truly my own work and has not been submitted for any other degree at the University of Rwanda or any other institution.

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TURNITIN DECLARATION

I, Emmanuel MUGIRANEZA a student of Master's degree in English Education with Registration number 220020280, declare that I have used Turn tin according to University's policy in this regard.

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APPROVAL

I acknowledge that this research entitled” **Drama use in teaching English language to promote students’ speaking skills in Kigali city secondary schools**, is the original work of Emmanuel Mugiraneza, has been done under my guidance and supervision.

Supervisor: Associate Professor Epimaque Niyibizi

Signature..... 

Date: *23 September 2024*.....

DEDICATION

This dissertation is dedicated to

My parents,

Sisters and brothers as well as

Beloved friends and relatives.

ACKNOWLEDGEMENTS

The extensive duration dedicated to the research and composition of this dissertation constituted challenge and occasionally frustrating journey. The successful completion of this endeavor would have been impossible without the valuable support of my various individuals, to whom I owe a profound debt of gratitude both individually and collectively. Above all, my heartfelt thanks go to the Almighty God for providing guidance through this transformative journey that I am concluding. I also acknowledge the goodwill of the Government of Rwanda, which is working to advance education, particularly in the University of Rwanda, college of Education's Masters of Education in English Education program.

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Emmanuel Mugiraneza

ABSTRACT

The focus of this study is to explore the extent to which the use of drama in teaching English language promotes students' speaking skills in four selected schools in Kigali city secondary schools. The identified gap is that few studies investigated the use of drama in teaching English language. In addition, some scholars indicated that the lack of fluency, poor pronunciation, limited vocabulary, and a general lack of confidence in using English in academic settings is caused by insufficient exposure to English and traditional teaching methods. They often emphasize on grammar, reading, and writing but without using drama as a teaching method. This study addressed this gap by investigating on how drama use in teaching English language promote students' speaking skills. The social Learning Theory and Cognitive Learning Theory of drama use to teach language guided this investigation. As methodology, the study adopted the mixed methods. It adopted a descriptive research design with a random sampling of 100 students, and 8 teachers from the selected schools in Kigali City, from the target population of 142. Questionnaires, interview and observation were used to collect data. The study's findings indicated that using drama activities to teach English in the classroom had a beneficial impact on students' speaking skills in secondary schools in Kigali City. In addition, the study's findings indicated that students' positive attitude to drama in speaking was improved at 96%. As a result, the use of drama in four selected secondary schools in Kigali City enhanced the fluency, pronunciation and accuracy of the students' speaking. The research recommends that teachers should be aware that all schools needed to integrate drama as a significant teaching method to enhance students' speaking skills, increase their learners' motivation in speaking skills and initiate clubs of speaking competition through drama.

Keywords: Drama, English, Students, Speaking skills, Kigali City, Secondary schools

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LIST OF ABBREVIATIONS AND ACRONYMS

C.L.T: Communicative Language Teaching

C.T.M: Communicative Teaching Methods

E.F.L: English as Foreign Language

E.S.L: English As a Second Language

E.S.L: English as Second Language

G.S: Groupe Scolaire

G.T.M: Grammar Translation Methods

L1: First Language

L2: Second Language

TEFL: Teaching English as Foreign Language

TESOL: Teaching English to Speakers of Other Languages.

S.P.S.S: Statistical Package for Social Sciences

UR: University of Rwanda

CHAPTER I: GENERAL INTRODUCTION

1.1 Introduction

This first chapter of this dissertation consists of the background of the study, problem statement, objectives of the study, research questions, significance of the study, and limitation of the study, scope of the study as well as the organization of the study.

1.2. Background about using drama to improve English speaking skills

The use of drama in teaching English language represents a transformative approach in language learning (Diniarty & Bunau, 2018). Drama involves students in dynamic, real-life situation where language becomes a tool for real communication (Boggs et al., 2007). Students might role-play as characters in classroom scene, engaging in dialogue, and share common interactions while practicing spoken English in practical context (Boggs, 2007).

However, despite its potential, a researcher himself observed a significant gap persists in Rwanda n schools especially in Kigali City secondary schools. This gap limits the emphasis on speaking skills in traditional language instruction. In addition, in classroom where English is taught as a second language, students may perform in reading comprehension and written expression but struggle with fluency and spontaneity in speaking (Spencer & Wagner, 2018).

This problem of traditional teaching methods hinders their ability to confidently apply English speaking environments outside the classroom, impacting their oral language proficiency and communicative competence (Daar, 2020). As a result, the application of traditional methods in teaching and learning English skills in Kigali City secondary schools is often hesitant among students where they struggle to express their feelings or express themselves effectively in discussions and presentations.

The integration of drama can address the gap by providing a supportive program for students to practice speaking in a higher pressure by interacting language learning. Through drama activities such as improvisation, role playing, storytelling or scripted performance, students not only practice

language skills but also develop confidence in using English authentically (Akyüz & Tanış, 2020). For instance, drama allows students to engage in thoughtful exchanges, where students must think on their own, respond to challenges, and articulate arguments convincingly in all essential aspects of effective speaking skills in English (Çerkez et al., 2012). In essence, the gap in promoting speaking skills through traditional methods inhibits the need for innovative approaches like drama in language education (Pengiran, 2018).

1.2.1. Drama use in different parts of world

In Worldwide like in Australia, drama is one of the methods based on communication, (Gill, 2013). In addition, this can show how using drama could help students in improving their English speaking abilities. The problem for English-speaking students in this nation needs to speak the language orally in a range of situations (Gill, 2013).

In Turkey, drama has been perceived as a means for students to practice their English speaking abilities by placing it in authentic contexts (İkinci, 2019). Because it enables target speaking skills that focus various aspects of spoken communication, such as the ability to express ideas clearly, precision in language use, proper pronunciation in all aspects of a language, e.tc., language teachers have used it extensively in speaking classes (İkinci, 2019). Furthermore, research has shown that applying drama in English classes enhances students' speaking skills (Akyüz& Tanış, 2020).

In Lampung, Indonesia, the students' linguistic proficiency does not develop in the way that the curriculum calls for. Additionally, this issue has been discussed with the Indonesian educational system, specifically in relation to the achievement of EFL learners (Göktürk et al., 2020). One of its main purposes is to meet the diverse interests, abilities, and motivations of students for learning a foreign language. One potential solution to the problem is to propose applying drama in English pedagogy as a teaching tool to explore and understand the students' interests, abilities and motivation (Göktürk 2020). In order to explore and understand students' interests, skills and motivation in using English language, particularly in speaking, research has been conducted on the

project of using drama a means of delving into knowledge and facilitating learning in Indonesian schools for the instruction of English as a foreign language (Nanda and Susanto2021).

In the African context and Namibia in particular, drama helps students with speaking in English classes (Namundjebo et al., 2018). According to Namundjebo, (2018), research has provided good solution to students' low English proficiency levels to a number of issues, and few have provided particular strategies to enhance the academic underachievement at schools in Namibia.

In Nigeria, drama is a method used to assist students in developing their communication (Worugji & Affiah, 2021). Students can have the opportunity to acquire knowledge and articulate their thoughts using verbal communication with the aid of drama and drama activities such storytelling, improvisation, and role play (Iroh 2022). According to Iroh, (2022), since students are more likely to participate in verbal conversations , drama introduces a special strategy to enhance the learning experience by promoting active, communicative , and context- based learning.

In Rwanda, drama gives students a variety of opportunities to interact with the arts, which is beneficial for their personal growth (Level, 2015). This study sought to solve the identified gap, by opting to use drama in teaching English language to promote students' speaking where learners can express their thoughts freely, and increase their interest and confidence in speaking skills. With this target, this study has applied this teaching method in selected Rwandan secondary schools, which were selected in Kigali City as a sample area.

1.3. Problem Statement

In the context of secondary schools education in Kigali City, there is a growing concern regarding the proficiency of students in speaking English (NZASABIMFURA & Andala, 2022). Despite the extensive teaching of English as a subject and its use as a medium of instruction in many schools, a significant number of students struggle with speaking English language (NZASABIMFURA & Andala, 2022). The study investigated these challenges include a lack of fluency, poor pronunciation, limited vocabulary, and a general lack of confidence in using English in academic settings, which in most cases caused by insufficient exposure to English, lack of practice and fear of making mistakes (NZASABIMFURA & Andala, 2022). According to Khudhur Omar, (2023), the factors that hinder poor English speaking among learners, majority of them are usually those who lack the vocabulary and pronunciation skills which is necessary to participate in spoken discussion.

In addition, traditional teaching methods, which often emphasize grammar, reading, and writing, may not provide sufficient opportunities for students to practice and enhance their fluency in spoken English (Pengiran, 2018). According to Riga and Botsoglou (2014), traditional teaching methods typically refer to conventional approaches used in education before modern or innovative techniques emerged. These methods often emphasize direct instruction and teacher-centered practices. Some common characteristics include Lecture-Based Instruction, Rote Learning, Textbook-Centric and passive learning (Riga & Botsoglou2014).This leads to limited students interaction, passive learning and lack of real life context (Hu, 2024). Consequently, there is a need to explore innovative and engaging pedagogical approaches that can effectively enhance students' speaking skills (Soomro, 2018).

By recognizing this gap, the study has explored innovative pedagogical strategy to enhance speaking skills among language learners. Drama, as an educational tool and its immersive and interactive nature, can offer a promising solution to this problem (Diniarty & Bunau, 2018). Through drama activities, students can engage in interactive and communicative experiences that mimic real-life scenarios, thereby providing a practical context for language use (Akyüz & Tanış, 2020). According to Akyüz (2020), drama activities may encourage active participation, collaboration, and creativity, which can significantly boost students' confidence and competence in speaking English.

Therefore, this problem of speaking may be solved by using drama in teaching English language to promote students' speaking skills particularly in Kigali City Secondary schools by allowing students to learn speaking English practically in participating in conversation, which can consistently and actively improve their speaking.

As, the gap in the existing literature, some scholars carried out research on this topic, i.e (drama use in teaching English language to promote students' speaking skills), but most of them did not focus on factors that influence speaking skills like fluency, accuracy and pronunciation. In addition, some scholars only focused on one factor in using drama and ignored others while others investigated on the use of drama to improve students' speaking skills but without indicating the language applied to while teaching speaking skills.

According to Noor (2012), who undertook a related research project, i.e (the connection involving the use of drama and students' speaking skills) but he only emphasized on fluency and failed to indicate other factors of speaking such as accuracy, and pronunciation. Similarly, Latif (2018), carried out the research with the topic "Effectiveness of drama in teaching and learning English". In this topic, the researcher failed to indicate any skill among the skills used to teach and learn English but he only did it in general by using drama in teaching and learning English. Also Setiyawan, (2017), study titled "the use of drama in improving the students' speaking ability (skill) in terms of accuracy and fluency. Focused on two aspects, and therefore this study tackled the drama in improving the students' speaking skills but did not focus on using it in teaching English language. Hence, this dissertation strives to contribute in addressing the identified gap.

1.4 Research objectives

1.4.1 General objective

The main objective of this study is to find out the extent to which drama use in teaching English language promotes students' speaking skills in selected Rwandan secondary schools.

1.4.2. Specific objectives

1. To explore the perceptions of teachers and students regarding the use of drama in English language teaching
2. To identify and evaluate drama activities that are most effective for improving speaking skills
3. To evaluate the influence of using drama activities in enhancing students' speaking skills in Kigali City secondary schools.

1.4.3. Research questions

1. What are the perceptions of teachers and students regarding the use of drama in teaching English?
2. What drama activities that are most effective for improving speaking skills in English?
3. How does the use of drama activities in teaching English influence students' speaking skills in Kigali City secondary schools?

Significance of the study

This study is important because it examines drama use in teaching English language to promote students' speaking skills in Rwandan secondary schools, and explores different language aspects like good proficiency leading to language mastery from other speaking like debates and discussions. The learners' ability in speaking will help people to speak fluently and grammatically.

The study is also important to the following individuals: teachers, students, and other researchers. For teachers, the findings of this dissertation enable them to find the educational English speaking skills and strategies that may help learners to uplift their speaking skills.

For students, it helped them to have equal understanding in speaking since their speaking skills was improved through gaining more vocabulary. The students also felt more confident to speak publically because of drama that made them entertain through acting. For researchers, it was to make them future researchers in the field of English with a clear insight in the domain of English speaking skills. Hence, this study explores the role of using drama in teaching English language and its effect on students' performance in speaking skills, specifically among of students of four secondary schools located in Kigali City.

Scope of the study

Content scope: Scope related to the sample size: The study explored the effect of using drama in teaching English language in Kigali City secondary schools and its selected four secondary schools.

Geographical scope: In actual sense, this study would have been conducted in nationwide. However, due to time and financial constraints, it was limited. Capturing all secondary schools in Kigali City, seemed impossible because they were beyond the researcher's capability in terms of time, distance and financial issues.

Scope related to the time frame: This study has been carried out within the period that ranged from March 2023 and January 2024.

The structure of the study

The structure of this research includes five chapters. The first chapter focuses on background of the study, problem statement, general and specific objectives of the study, research questions, the significance of the study, scope of the study and structure of the study. The second chapter of this Master's dissertation is the review of the literature, which provides an overview of the literature that the researcher read and referred to, to investigate the perspective and study and to support the findings from this study. The focus was the linkage between the use of drama in teaching English language and effects on students' speaking skills. The third chapter of this study described the methodology, including the research design, research population, sample size, sample procedures, research instrument, data collection and data analysis procedure. The chapter four of this study described the discussion of findings of three objectives and chapter five of this study described the summary of key findings of four objectives.

CHAPTER II: LITERATURE REVIEW

This has identified the insights on using drama in teaching English language to promote students' speaking skills. The chapter describes the main concepts of literature reviews by looking on empirical review, which presents the findings from various scholars in line with using drama in teaching English language to promote students' speaking skill in secondary schools, globally, regionally and locally. It has also followed by the theoretical framework, which shows the theory that guided this study and enabled it to achieve the objectives.

2.1. Theoretical framework

In this study, two theories (Social Learning Theory and Cognitive Learning Theory) were applied, where Cognitive Learning Theory used to extend Social Learning Theory.

2.1.1. SOCIAL LEARNING THEORY BY BANDURA 1960

Arbert Bandura (1960) is well known by psychologist who developed the Social Learning Theory, guides this study. According to Bandura social learning Theory happened through imitation, modeling, and observation. People learn by seeing the actions of others and the results of those actions (Berge and County, 2012). This theory emphasizes the importance of modeling and reinforcement in the learning process, as argued by Berge and County (2012).

This simple but effective theory proposes that acquiring knowledge is a systematic development of habits that advances through repeated reinforcement of a stimulus-response. Concepcion (2022), argues that this stimulus could be verbal or physical, internal or exterior. For instance, the utterance "I am hungry" could be a language reaction to the internal condition of hunger (Elbah, 2022).

In order for a child to learn to respond in this way, his effort to produce the language piece must be reinforced and If reinforced, it is likely to result in additional utterances or, at the very least, in the mastery of the initial utterances through repeated use (Feldman, 2019). As Feldman (2019), argues, a child can't learn from circumstances that don't call for a reaction from him. In other words, learning through "direct experience" which drama-in-education is relevant to language learning especially in speaking skills because it challenges each student employing analytical thinking and

skills in addressing problems and gives language learners the direct experience that drama in education aims to provide at the individual learning process and the stimulus-response idea (Kong, 2021). The social Learning Theory is rooted in behaviorism which means that people learn through observation, imitation and reinforcement of behaviors shown by others and this theory suggests that knowledge acquisition happens as an outcome of interactions with the environment and that people can acquire new skills and behaviors by watching others (Firmansyah and Saepuloh,2022).

According to Catania (1999), in social learning theory, people learn new behaviors through imitating and observing others. Therefore, drama in the classroom helps students improve their speaking abilities in a fun and engaging way while giving them the chance to observe and mimic the words and actions of others in a safe and encouraging setting.

As a result, and in line with social learning theory, it can be concluded that drama can be employed as a method to teaching English speaking skills by giving students the chance to see and imitate the language and behavior of others in a good and safe atmosphere (Masoumi-Moghaddam, 2018).

2.1.2. Social learning theory with the linkage of drama use in teaching English-speaking skills

The integration of drama into teaching English language is an innovative pedagogical strategy that effectively promotes students speaking skills (Albalawi, 2014). This method aligns closely with social learning Theory, proposed by Arbert Bandura, which highlights the value of seeing , copying and modeling actions, attitude, and emotional response of other and this explores how drama as a teaching tool connects with this principle of Social Learning Theory to enhance students' speaking skills (Berge and County, 2012).

According Berge and County, (2012), in Learning Theory people pick up knowledge from one another by observation, imitation and modeling. According to Bandura, learning can occur without direct reinforcement but rather through the process of observing others and emulating the actions.

Drama captures students' interest and maintains their focus (Diniarty & Bunau, 2018). Engaging in dramatic activities requires students to pay attention to dialogues, expressions and actions, which are essential for effective communication(Eckersley, 2016), and this aligns with attention

aspect of Social Learning Theory, as students are more likely to pay attention to engaging and interesting activities. Besides, drama helps in repetitive nature of rehearsing lines and scenes helps students retain language structures and vocabulary (Jarrah, 2019). Additionally, learning language in context through drama makes it easier for students to remember and use it effectively (Uysal & Yavuz, 2018). This process minors the retention component of Social Learning Theory, where learners internalize and remember the behaviors observed (Ndwiga et al., 2020).

According to Ndwiga, (2020), drama activities require students to reproduce the language and behaviors they have observed and practiced. Role playing and acting out scenarios provide ample opportunities for students to use language in practical and meaningful way (Çerkez 2012). This practice is directly related to the production aspects of Social Learning Theory, emphasizing the importance of practicing and replicating observed behaviors (Ndwiga 2020).

Drama makes learning enjoyable and relevant, increasing students' intrinsic motivation to participate and learn (Eldin et al., 2021). Eldin (2021), argues that when students are motivated, they are more likely to engage deeply and put effort into mastering their speaking skills. This motivation is crucial in Social Learning Theory as learners need a reason to adopt and practice new behavior (Zareian, 2015).

2.2. COGNITIVE LEARNING THEORY BY JEAN PIAGET 1920s and 1930s

Jean Piaget, a Swiss psychologist, primarily developed cognitive Learning Theory. Piaget introduced his Theory of cognitive development in stages during the 1920s and 1930s, emphasizing how children construct knowledge through interaction with their environment (Ahmed Khan et al., 2023). According to Ahmed Khan(2023), his work laid the foundation for understanding how cognitive processes, such as thinking, reasoning, and problem-solving, evolve as individuals grow and learn. His key works on this theory were published in the 1930s and 1940s, establishing him as a major figure in developmental psychology (Lefa, 2014).

In addition, Cognitive Learning Theory focuses on internal processes, particularly how individuals understand, process, and store information (Pakpahan & Saragih, 2022). According to Pakpahan (2022), it emphasizes mental functions like thinking, memory, problem-solving, and the role of active learning in acquiring knowledge. This theory suggests that learning is an active and constructive process, where learners interpret information based on prior knowledge and experience, allowing them to form new mental models and frameworks (Yilmaz, 2011).

Moreover, Cognitive Learning Theory emerged to address certain limitations of Social Learning Theory, particularly its reliance on external observation and reinforcement. (Nabavi, 2014).Cognitive theorists argued that learning is not merely a result of external observation but involves intricate mental operations that happen internally (Yilmaz, 2011). For instance, learners actively engage with new information by organizing, categorizing, and relating it to what they already know (Yilmaz, 2011). This extension was necessary because social learning alone could not fully explain how individuals make sense of abstract concepts or solve problems without immediate external models (Norton & Grills, 2010) Cognitive Theory thus provided a more comprehensive understanding of learning by explaining how individuals mentally manage and apply knowledge independently of direct observation (Moesby-Jensen, 2008).

2.2.1. Linkage of Cognitive Learning Theory and Drama Use in Teaching English speaking skills

Cognitive Learning Theory can be effectively linked with the use of drama in teaching English to promote students' speaking skills (Andersen, 2017) Drama requires active participation, critical

thinking, and problem solving, all of which are essential components of cognitive learning. When students engage in role-playing, improvisation, or scripted performances, they are not merely mimicking speech patterns but are processing language, context, and meaning (Dima & Tsiaras, 2020). Students have to internalize their lines, understand the character's motivations, and organize their thoughts before they speak, which aligns with how Cognitive Theory explains the active construction of knowledge (Carvalho et al., 2023).

Additionally, drama provides a platform for students to practice language in meaningful, contextualized settings, promoting the cognitive process of linking new vocabulary and structures with prior knowledge (Bessadet, 2022). According to Bessadet (2022), the immersive nature of drama engages students in higher order thinking, encouraging them to synthesize information, apply it creatively, and reflect on their performance, which leads to deeper language acquisition. Thus, cognitive processes such as comprehension, memory, and linguistic application that are reinforced, making drama an ideal method for enhancing students' speaking skills within the framework of Cognitive Learning Theory (Andersen, 2017).

2.2.2. Cognitive Learning Theory, which applies better than Social Learning Theory in the application of drama in teaching English language

While both theories are useful, Cognitive Learning Theory better explains the internal processes that drama facilitates, particularly in language learning (Yilmaz, 2011). Drama involves much more than simple observation and imitation; that requires students to actively construct, organize, and retrieve language in realistic and creative ways (Dima & Tsiaras, 2020). This cognitive engagement is crucial in helping students internalize the language and improve their speaking skills (Andersen, 2017).

Moreover, the higher-level thinking and problem-solving required in drama such as understanding character motivations, adapting language to different contexts, and improvising in conversation that are central to Cognitive Learning Theory's framework of how learners process and apply new information (Dima & Tsiaras, 2020). These are essential components for promoting language proficiency and fluency, making Cognitive Theory a more suitable foundation in language learning.

2.3. Empirical review

This dissertation has focused on speaking skills using drama so that it could be integrated into learners' competence and get balanced with other skills. The empirical review first presents the related studies aligned with the objectives, the independent and dependent variables.

2.3.1. English speaking vs Drama

Speaking English refers to the ability to communicate using the English language, which involves both verbal expression and comprehension (Demir, 2017). It encompasses a range of skills including pronunciation, vocabulary, grammar, and fluency (Azlina et al., 2015). Being able to speak English means one can convey thoughts, ideas, emotions and information effectively to others who understand the language (Collinson et al., 1924). This form of communication can occur in various contexts such as casual conversations, academic discussions, professional settings and public speaking (Torky, 2014).

Moreover, speaking English has broader cultural and social implications. As a global lingua franca, English is often a bridge language used to by people from different linguistic background to interact and collaborate (Lewandowska, 2019). Proficiency in English can open up opportunities for education, employment, and social interactions and accessing a wealth of resources and opportunities (Rao2019). According to Rao, (2019), it also provides people to have access a wide range of media, literature and digital content, thereby enriching it also allows individuals to access a vast array of media, literature and digital content, thereby enriching their personal and professional lives. In essence., speaking English is not just about mastering a language; it's about connecting with a global community and accessing a wealth of resources and opportunities (Rao2019).

According to Eckersley, (2016), drama is a unique activity that promotes communication and activity satisfaction during the learning process. Using drama in the classroom not only helps students to have fun but also inspires them to practice speaking and expand their imaginations. Through drama, learners have different learning styles, which come together and engage in interactions that balance each other's language acquisition strengths and weaknesses. In that case, students have the chance to speak (Diniarty and Bunau, 2018).

Moreover, adding drama activities to the way academic material which is taught in the classroom, may enhance and encourage certain speaking factors such as pronunciation, fluency and accuracy (Akyüz & Tanış, 2020). Such a practice is also thought to offer opportunities for practicing English by putting the language to use in a real life situation (Akyüz & Tanış, 2020).

2.3.2. Affordances for promoting students' speaking skills in English classroom by using drama

The teaching and learning of speaking is a vital role for any educational environment for language instruction because it offers not only "affordances" for learning the language as the key medium of communication in the classroom but also it plays a crucial part in developing the syllabus and in setting the learning objective (Burns, 2019). However, numerous English educators continue to find it difficult to teach speaking, (Burns, 2019). In this case, Burns (2019), the question of whether what takes place in a speaking classroom is about "doing" instruction or "teaching" speaking is a crucial one in this situation. Hence, it is important for teachers to get informed about what speaking proficiency includes and exploring the interconnectedness of its various aspects that can empowers individuals to communicate in a comprehensive manner.

According to Khatimah (2021), drama is a literary genre in which the characters' physical interactions serve as a verbal representation of their conversations or dialogue. Davies (1990), argued that learning drama in the classroom is a method to boost the emotional intelligence of students and their self-confidence when speaking with them.

For Sukendro (2019), drama is one method that provides information to language acquisition and can be used in the school to teach language, particularly speaking, because it allows for exchange of words and conversation. Speaking instruction and learning both require experience on the side of teachers and learners, but dramatic speaking instruction improves speaking and communication in the learning process, it reduces the lack of exposure to conversation in the desired language, and involves concepts, sentimental, emotional state, suitability and flexibility.

2.3.3. Drama as a contributor in teaching English language

According to Bessadet (2022), drama increases students' linguistic and cultural sensitivity and proposes that drama should be used by the students to enhance their comprehension of their extra-linguistic environment, contemplate particular scenarios and enhance their comprehension of life experiences. An English language classroom with a focus on drama, provides for frequent demonstrations and discussions, aids teachers in recognizing and fix issues with the teaching of English language (Bessadet, 2022). Hence, it can be argued that these techniques are effective in practicing presentations that can help students to understand the English lessons while reducing their anxiety.

Drama is commonly used in English Language Teaching and foreign language programs that encourages students improve their oral language skills and overall communication competence (Eckersley, 2016). Whether or not they employ it personally, most teachers would agree that drama is a common teaching strategy that has been long acknowledged as a valuable and valid method of language acquisition. In addition, drama is a great way to increase students' active participation in the learning process, which is what matters most and offers enthusiasm, joy, and laughter into English language-learning environments and promotes teamwork and collaboration in a creative setting (Maolida & Savitri, 2017).

Drama brings literature to life because majority of teachers see the significance of drama in providing speech instruction. Unexpectedly, acting or demonstrating makes even abstract learning simpler and it can be used to make literature more engaging and vivid for students (Latif Zahid1 & Rohi2, 2018). As Desai (2020), argued, students start to relax and stop ignoring the new language when using drama stop thinking about how difficult it is and begin taking in the concepts. This indicates that learning process would greatly benefit by altering the students 'negative perception of a language learning to positive perception.

2.4. The perceptions of teachers and students regarding the use of drama in English language teaching

Teachers and students' perceptions regarding the use of drama in English language teaching reflect their views on how this method impacts language learning (Abu-Helu, 2018). According to Abu and Helu, (2018) , teachers often see drama as dynamic and engaging tool that enhances students' communicative competence, fosters creativity, and creates a more interactive and enjoyable learning environment (Shim et al., 2012). On the other hand, students typically perceive drama as an effective way to improve their speaking skills, build confidence, and gain a deeper understanding of the language through contextualized and experiential learning (Shim, 2012). As a result, learners generally recognize the value of drama in making the process more significant and memorable (Diniarty & Bunau, 2018).

2.4.1. The positive perceptions of teachers regarding the use of drama in English language teaching in classroom settings

2.4.1.1. Perception 1: Improved Language Acquisition

Teachers observe that drama facilitates language acquisition by providing authentic contexts for language use. Through acting out scenes or dialogues, students practice speaking , and understanding English in realistic manner (Abu-Helu, 2018). Drama holds a crucial role in enhancing language acquisition within classroom settings, as evidenced by extensive literature and scholarly contributions. According Ali (2011), drama is a transformative impact on language skills through its immersive, experiential learning environment. When engaging students in role-playing, improvisation, and script analysis, drama facilitates active participation and deepens comprehension of language nuances, thereby fostering linguistic confidence and proficiency (Akyüz & Tanış, 2020).

2.4.1.2. Perception 2: Cultural Understanding

Teachers appreciate how drama helps students gain insights into different cultures through exploring characters, scenarios, and settings and this empowers a deeper understanding of cultural nuances and enhances students' cross-cultural communication skills (Bournot-Trites et al., 2007). In addition, drama serves as a powerful cultural understanding in classroom settings, a concept underscored by scholars such as Brian Way and Philip Tylor. Through role-playing, storytelling, and exploring diverse narrative, enables students to embody and emphasize with different cultural perspectives (Borge, 2007). This experimental approach not only fosters deeper appreciation and respect for cultural diversity but also encourages critical reflection on societal norms and values (Bournot-Trites, 2007).

2.4.1.3. Perception 3: Boosted Confidence

Teachers notice that drama activities build students' confidence in using English while acting out roles and performing in front of peers which encourages students to overcome shyness, fear of speaking (Karatay et al., 2023). According to Karatay (2023), when improving their oral communication skills, drama plays a crucial role in building confidence among students within classroom settings, through participatory activities like improvisations, role-playing, and performance. Drama empowers students to discover and express themselves creatively in a supportive environment and this hands-on engagement not only builds public speaking skills but also cultivates self-assurance by encouraging students to take risks and embrace their individuality (Jarrah, 2019).

2.4.4. Negative perceptions of teachers regarding the use of drama in English language teaching in classroom setting

2.4.4.1. Perception 4: Perceived Disruption of classroom Order

Some teachers express concern that incorporating drama activities may disrupt the established classroom order (Bulunuz et al., 2023). According to Bulunuz (2023) , students worry that drama activities could lead to noise and difficulty in regaining students' attention. This perception often stems from a traditional view of classroom management where quiet and control are prioritized over active and expressive learning methods like drama (Evertson & Weinstein, 2006).

2.4.4.2. Perception 5: Time constraints and Curriculum Coverage

Another common perception is that using drama in English language teaching may consume valuable class time that otherwise be used to cover curriculum content (Lindkvist, 2024). Teachers under pressure to meet curriculum objectives and prepare students for standardized tests may view drama activities as extraneous or as detracting from the limited time available for instruction (Nevenglosky et al., 2019). According to Nevenglosky (2019), teachers fear that time spent on drama activities might diminish from essential content delivery, leading to concerns about students not mastering require material. Additionally, the perceived lack of direct academic outcomes from drama can make it difficult for teachers to prioritize its inclusion, despite its potential benefits in fostering creativity, empathy, and communication skills (Hradsky & Forgasz, 2023). Thus, while teachers recognize the value of holistic development through activities like drama, they often perceive these time constraints and curriculum pressures as formidable obstacles to their implementation in the classroom (Nevenglosky, 2019).

2.4.4.3. Perception 6: Lack of Teacher Training and Expertise

Many teachers feel inadequately trained or lacking in expertise to effectively incorporate drama into their English language teaching (Alice Peace, 2017). Teacher may perceive drama techniques as requiring specialized skills in acting or directing, which they may not possess and this perception can lead a reluctance to use drama in the classroom due to fears of incompetence or uncertainty about how to implement such activities (Hradsky & Forgasz, 2023). According to Alice Peace (2017) , the lack of teacher training and expertise in using drama within the classroom setting can significantly hinder its effectiveness and integration into the curriculum (Lindkvist, 2024). When this is properly implemented, it can serve as a powerful educational tool that enhances student engagement, fosters creativity, and develops critical thinking skills (Irugalbandara, 2023).

However, without adequate training, teachers may struggle to effectively structure drama activities, connect them to educational goals, or manage the dynamics of classroom performances, which can lead to inconsistent learning experiences, missed opportunities for skill development, and even student disinterest or frustration (Alice Peace, 2017).

2.4.4.4. Perception 7: challenges in assessing drama activities

Teachers often face difficulties in assessing students' learning outcomes from dram activities. Unlike traditional assessments such as tests and quizzes, evaluating the effectiveness of drama in developing language skills like speaking, listening , and comprehension can be perceived as subjective and challenging (Jacobs, 2017). According to Jacobs Jacobs, (2017), this perception may discourage teachers from using drama as they prefer more measurable and objective forms of assessment.

In addition, the challenge associated with assessing student learning in a drama-based classroom setting can contribute to a negative perception of its effectiveness (Shakfa, 2012). Unlike traditional forms of assessment that rely heavily on written tests or exam, drama requires a more nuanced approach to evaluation where teachers may find it difficult to objectively measure students' understanding and mastery of concepts through performances or improvisations, leading to ambiguity in grading and feedback (Hu, 2024).

Moreover, assessing collaborative skills, creativity, and emotional expressions integral aspects of drama poses additional complexities that standardized assessments may not adequately captures and create uncertainty among teachers and stakeholders about the validity and reliability of using drama as a means of academic assessment, potentially overshadowing its recognized benefits in fostering holistic student development, and engagement in learning process (Olaniyan, 2015).

2.4.5. The positive perceptions of students regarding the use of drama in English language teaching in classroom settings

2. 1. Perception 8: Improved Speaking Skills

Drama encourages students to practice speaking (Diniarty & Bunau, 2018). English in a natural and contextually relevant manner, this speaking can boost their confidence in using the language, as they get real-world practice in conversations and expressions (Digital Commons et al., 2016). Applying drama in a classroom setting can significantly enhance students' speaking skills by providing a dynamic platform for practice and improvement (Diniarty & Bunau, 2018). When engaging in theatrical activities like role-playing, improvisation, and scripted performances, students actively develop their ability to express thoughts, emotions, and narratives in a clear and expressive manner (Borge, 2007). Drama encourages students to project their voices, use appropriate intonation and pacing, and convey meaning through body language and facial expressions, thereby sharpening their overall communication skills (Masoumi-Moghaddam, 2018).

2.4.5.2. Perception 9: Teamwork and collaboration

Drama activities typically involve working in-group or pairs, fostering teamwork and collaboration among students. This collaborative learning environment can strengthen interpersonal skills and create a supportive classroom (Toivanen & Pyykkö, 2012). Applying classroom fosters teamwork and collaboration among students through various interactive activities such as group improvisations, ensemble performance, and collaborative scriptwriting (Çerkez et al., 2012).

These activities require students to work together closely, communicate effectively, and coordinate their efforts to achieve a common creative goal (Çerkez, 2012). In addition participating in drama, students learn to listen actively to their peers, respect different viewpoints, and negotiate roles and ideas within the context of a shared performance (Khamouja et al., 2023). This collaborative

process not only improve learners interpersonal skills but also promotes empathy and understanding as they explore diverse characters and narratives together (Khamouja, 2023).

Moreover, drama encourages students to appreciate the contributions of each member, reinforcing the importance of cooperation and collective effort in aces, both in dramatic productions and I real-life collaborative endeavors atmosphere(Lee et al., 2013).

2.4.5.3. Perception 10: Memory of Learning

Drama involves physical movement, emotion, and interaction where students often remember vocabulary, grammar structures, and language usage more effectively (Sutjiati, 2017). When students participate in dramatic activities in classroom such as acting out historical events, enacting scientific processes, or performing literacy scenes, they are more likely to retain information through experiential learning (Ceylan et al., 2019). And this engages in multiple senses and emotional responses, making the content more relatable and easier to remember interactive nature of drama, and encourages students to actively process and revisit information, reinforcing their understanding and recall through repetition and rehearsal (Ceylan , 2019).

2.4.5.4. Perception 11: Application of Language Skills

Students appreciate drama for its practical application of language skills (Sutjiati et al., 2017) . It bridges the gap between theoretical language knowledge and practical usage, making language learning more relevant and applicable to real-life situation (Allsopp et al., 2006). In addition, the application of language skills through drama in the classroom provides students with a dynamic and immersive context to practice and refine their linguistic abilities by engaging in activities such as role-playing, improvisation, and script reading in which students actively use language to portray characters, express emotions, and communicate within the framework of a theatrical scenario (Karatay,2023). This hands-on approach not only improve the learning of vocabulary and grammar comprehension but also encourages students to try out language in various contexts (Sutjiati, 2017).

2.4.6. Negative perceptions of students regarding the use of drama in English language teaching in classroom setting

2.4.6.1. Perception 12: Shyness and Embarrassment

Some students may feel self-conscious or embarrassed when asked to perform in front of their peers and this can hinder their participation in drama activities and limit the effectiveness of this teaching method for them (Hadziosmanovic, 2012).

In classroom setting, the perception of shyness and embarrassment as negatives in drama can hinder students' creative and social development, which might prevent students from fully engaging in dramatic activities, limiting their ability to express themselves and explore different role (Ahsan et al., 2020). This inhibition could inhibits someone's confidence and willingness to participate actively in class discussions and performances (Ahsan, 2020). Similarly, feelings of embarrassment, stemming from fear of judgment or making mistakes, might determine students from taking risks in improvisation or experimenting with new acting techniques. As a result, these negative perceptions can impede the collaborative learning process that drama encourages, where students learn to emphasize with others' perspectives and develop crucial interpersonal skills (Shakfa, 2012).

2.4.6.2. Perception 13: Lack of Interest in Acting

When students are disengaged or uninterested in acting, they may miss valuable opportunities to develop important skills such as empathy, communication, and creativity (Ork et al., 2024). Drama exercises are designed to encourage learners to adopt and investigate various viewpoints, explore diverse perspectives, and collaborative with their peers, fostering a deeper understanding of both themselves and others (Karatay et al., 2023). Without interest in acting, students may not fully participate in these activities, limiting their ability to practice and refine these skills (Ork et, 2024).

Additionally, a lack of interest can create a barrier to building confidence in public speaking and performing, skills that are valuable in not only academic settings but also in future personal and professional endeavors (Afifah , 2020).

2.4.6.3. Perception 14: Language Proficiency Barriers

Students at different proficiency levels may find it difficult to fully engage in drama activities especially those with limited English proficiency may struggle to express themselves effectively or understand the roles and scenarios presented (Ennin & Manariyo, 2023) . According to Ennin , (2023), language proficiency barriers can pose significant challenges to the effective use of drama in a classroom setting.

When students struggle with the language in which dramatic activities are conducted, whether due to limit vocabulary, grammar comprehension, or pronunciation issues, it can impede their ability to fully engage and participate (Abuarqoub, 2019). Understanding and conveying emotions, intentions, and nuances in a different language through acting requires a solid grasp of vocabulary and grammar, which language learners may find it difficult (Souriyavongsa et al., 2013). Therefore, this barrier can hinder their confidence in expressing themselves and understanding others during improvisations, scripted scenes, or discussions about character motivations (Souriyavongsa, 2013). In this case, language proficiency barriers may also affect students' ability to collaborate effectively with peers, as clear communication is essential for group dynamics in drama activities (Daar, 2020).

2.5. Drama activities for improving students' speaking skills in English language.

Dram activities in the classroom involve using dramatic techniques and exercises to enhance students' learning experience (Borge, 2007) . These activities include role-playing, improvisation, storytelling, and body language, which provide students with opportunities to actively engage in speaking (Akyüz & Tanış, 2020). Moreover, the essence of drama activities lies in their ability to create a dynamic and interactive environment where students can practice language in context and developing speaking skills, increasing self-confidence, and promoting emotional and social growth (Karatay et al., 2023).

The integration of drama activities in English language learning in the classroom enhances both linguistic and communicative skills through interactive and immersive experiences (Borge, 2007). By participating in role-plays, improvisations, and scripted performances, students are prompted to apply their language knowledge in real-time, fostering fluency and confidence (Karatay, 2023).

In addition, drama activities in English-speaking language learning facilitate the development of critical thinking and problem-solving skills and students are required to interpret and analyze characters, scenarios, and dialogue by encouraging them to think creatively and emphatically (Dima & Tsiaras, 2020). Therefore, these activities also promote collaborative learning as students work together to plan and execute performances, thereby enhancing their social and teamwork skills (Kasbary & Novák, 2024). Here below is explained the types of drama activities in classroom setting.

2.5.1. Drama activity one: Role Play

Role-play in drama refers to a teaching and performance technique where individuals assume act out the roles of characters in specific scenarios (Khamouja et al., 2023). This method allows participants to explore different perspectives, practice problem solving, and develop empathy by stepping into someone else's shoes, which is widely used in educational settings to enhance communication skills, creativity, and emotional understanding(Khamouja,2023). Moreover, role-play is a widely used drama activity in language learning that allows learners to assume characters and act out scenarios and students use language in a variety of contexts and practice conversational skills (Katemba & Grace, 2023). Therefore, this offers a safe environment for learners to

experiment with language and develop fluency (Katemba & Grace, 2023). In addition, role-play enhances learners' ability to use language spontaneously by improving students' confidence in speaking and expands their imaginations while allowing them to engage all of their senses, interactions, feelings, and extra experiences (Ayuningtias 2019). Developing and enhancing social skills is one of the main goals of using role-playing techniques in schools (Putri & Hariyati, 2016). This raises awareness of the art of making impressions and taking on different roles (Neupane, 2019).

In classroom setting, role-play as a dram activity can significantly enhance students' speaking skills by creating an immersive and engaging environment where they can practice language in a real-world context (Henisah et al., 2023). By assisting roles and scenarios, teachers encourage students to use creative thinking, problem solving, and spontaneous dialogue, which helps them become more comfortable with speaking in front of others (Henisah, 2023). This activity promotes active participation, collaboration, and the use of varied vocabulary and expressions, which allow students to experiment with different tones, accents, and speaking styles, thereby improving their fluency and confidence in using the language (Athiemoolam, 2013).

2.5.2. Drama activity 2: Improvisation

Improvisation in drama refers to the act of creating and performing scenes, dialogue, or action spontaneously, without a script where actors rely on their creativity, imagination, and ability to react in the moment to develop characters, plot, and interactions (Ahmed et al., 2024). This can be used as a rehearsal technique to explore characters and situations, or it can be a performance method in its own right, such as in improving comedy shows(Ahmed, 2024). Improvisation involves spontaneous, unscripted acting, which requires learners to think quickly and use language creatively(Gerber, 2009). Therefore, this fosters a dynamic learning environment where students can practice thinking on their feet and using language in real-time situations (Zondag et al., 2020). This activity helps learners develop quick response skills, which are crucial for fluent conversation and motivate learners to come up with creative and detailed thoughtful, significantly increase their vocabulary, actively exercise their language skills and become more fluent (Zondag, 2020).

In classroom setting, improvisation as drama activity is applied by teachers to boost speaking skills among learners by encouraging spontaneously verbal expression and creativity where students are prompted to engage in unrehearsed dialogues and role-plays, which helps them to think on their feet and articulate their thoughts more easily (Athiemoolam, 2013). This practice not only enhances their vocabulary and pronunciation but builds confidence in speaking publicly (Zondag, 2020).

2.5.3. Drama activity 3: Storytelling

In drama, storytelling refers to the art of conveying a narrative through various elements such as dialogue, action, characters development, and stagecraft (Hermansyah & Hastomo, 2019). Drama involves creating a compelling and engaging tale that captivates the audience, allowing learners to experience the emotions, conflicts, and resolutions of characters, performances, directors' vision, and the use of lighting, sound, set design, and costumes (Sophia & Boris, 2017). This combines these elements to create a cohesive and immersive experience that communicates the intended themes and messages to the audience (Mokhtar , 2011).

Moreover, either story telling as a drama activity involves students narrating stories, their own or pre-existing an helps them organize their thoughts and articulate them coherently and encourages the use of descriptive language and complex sentences structures (Siavichay et al.,2022). Story telling can significantly boost speaking confidence and proficiency, as it allows learners to practice extended discourse and narrative skills (Tambunan et al., 2020). In addition, this is a teaching strategy where students are encouraged to retell the stories plot using various constructive words by incorporating a specific interaction between the storyteller and the listener through voice and gesture (Tambunan ,2020).

In classroom setting, storytelling as a drama activity is encouraged by teachers to boost speaking skills among learners through various interactive and engaging techniques (Mokhtar , 2011). In storytelling, teachers may create a supportive environment where students feel comfortable sharing their stories, often by modelling storytelling themselves and providing clear examples (Ranzau & Thomas, 2016). As a result, this encourages students to use expressive language, varied intonation, and body language to bring their stories to life by integrating feedback sessions and peer evaluation s and teacher can help them to refine their storytelling abilities where fluency and confidence in speaking in classroom settings are improved (Mokhtar , 2011).

2.5.4. Drama activity 4: Body language

Body language in classroom of drama activities is instrumental in improving speaking skills (Gregersen, 2007). According to Gregersen, (2007) , when students engage in drama, they are encouraged to use their entire bodies to express meaning, which helps them become more comfortable and effective communicators. This physical engagement supports verbal expression, making speech more dynamic and expressive as students learn to synchronize their body movements with their spoken words and develop a more holistic approach to communication, which can enhance their ability to articulate thoughts clearly and convincingly (Kilag et al., 2023). Moreover, the integration of body language in drama activities allows students to practice and refine their public speaking skills in a supportive and interactive environment (Şahin, 2023). The use of gestures, facial expressions, and posture can help reduce anxiety and build confidence, as students learns to project their voices and convey emotions more naturally.

In classroom setting, teachers encourage students to apply body language in drama activities within the classroom by incorporating exercises that emphasize expressive movement, facial expressions, and gestures, which are crucial in conveying emotions and narrative without relying solely on dialogue (Kucuk, 2023).

2.6. The influence of drama activities in enhancing speaking English of secondary school students in Kigali City

Drama activities have long been recognized as a potent tool in language education that provide a dynamic and interactive environment where learners can practice in the classroom and enhance their speaking skills and explores the influence of drama activities on the speaking proficiency (Bessadet, 2022). The following are the influences of drama activities has in speaking.

2.6.1. Influence one: Impact on Fluency and Accuracy

Drama brings out positive impact through its activities on students' speaking fluency and accuracy (Nguyen, 2023). Bessadet, (2022) argued that students engaged in drama-based instruction showed significant improvement in their ability to speak spontaneously and with greater grammatical accuracy revealed that drama activities helped students reduce their hesitation and increase their use of complex sentence structures.

Besides, engaging in drama requires students to practice speaking in real-time, which boosts their fluency as they learn to think and articulate their thoughts more quickly and naturally (Astiandani & Mustofa, 2021). Additionally, involve repeated rehearsals and performances, which provide ample opportunities for students to refine their pronunciation, grammar, and vocabulary, thereby increasing accuracy (Nguyen, 2023). Therefore, these activities create a supportive and interactive environment where students feel more comfortable experimenting with language and receiving constructive feedback, leading to improved overall speaking skills (Eckersley, 2016). According to Wee (2011), the collaborative nature of drama also encourages peer learning and communication, further enhancing students' ability to express themselves clearly and correctly.

2.6.2. Influence 2: Confidence and Motivation

Drama activities have also been shown to boost students' confidence and motivation to speak English language and this provides a low-stress environment where students feel more comfortable taking and making mistakes, which are essential for language learning (Shand, 2011). This increases confidence often translates into more active participation and better speaking performance (Susanti, 2019).

According to Shand, (2011), participating in drama fosters a safe and engaging environment where students can express themselves without the fear of judgement, which significantly boosts their self-confidence. Through role-playing and performance, students are encouraged to step out of their comfort zones and speak in front of others, gradually overcoming stage fright and anxiety, which increases in confidence, translates to more willing participation and active engagement in speaking (Chesler & Fox, 1966). Additionally, the creative and enjoyable nature of drama keeps students motivated and interested in learning, as they associate language practice with fun and interactive experiences that provides accomplishment from successfully performing drama which further reinforces their motivation to contribute improving their speaking skills (Susanti, 2019).

2.6.3. Influence 3: Pronunciation and Intonation

Research indicates that drama activities can significantly improve students' pronunciation and intonation with repeated practice and imitation of native speakers in drama activities where students become more aware of the nuances of English pronunciation (Korkut & Çelik, 2021). Moreover, the emotional and expressive nature of drama helps students practice and internalize the rhythm and intonation patterns of the language (Tsybaneva et al., 2019).

Through repeated rehearsals and performances in drama, students get the chance to practice the correct pronunciation of words and phrases in a dynamic and memorable context (Elborolosy, 2020). In this situation, drama often involves mimicking native speakers and engaging in dialogues that require attention to the nuances of spoken language, that helps students to internalize proper pronunciation patterns Korkut (2021). The expressive nature of drama encourages students to experiment with intonation, stress, and rhythm, making their speech sound more natural and engaging by embodying different characters and emotions, students learn to vary their pitch and tone meaning more accurately and vividly (Tsybaneva ., 2019) .

2.6.4. Influence 4: Increased vocabulary

Drama activities offer contextual learning opportunities, which are essential for language acquisition and immerses students in real-life scenarios where they must use language functionally (Huang et al., 2014). According to Huang (2014), contextualization helps students understand and retain vocabulary and expressions more effectively, thereby enhancing their speaking proficiency.

Drama immerses students in realistic scenarios where language is used authentically and meaningfully, allowing them to understand and practice vocabulary, phrases, and expressions in relevant contexts which experience learning approach that helps students to grasp the subtleties of language use, including cultural and situational appropriateness, which textbook exercises often fail to convey (Nawi, 2014). By engaging in role-playing and simulations, students are able to apply language skills in diverse situations, enhancing their ability to think on their feet and use language spontaneously (Carson, 2012). In addition, this contextual learning fosters deeper retention and comprehension, as students are more likely to remember and effectively use language that they have practiced in meaningful, real-life situations (Huang, 2014).

As conclusion, drama fills the gap between textbook dialogue and real-world usage and can help to close the gap between the classroom and real-world circumstances by teaching students how to deal with difficult situations (Medina et al., 2021). Drama improves the connection between ideas and verbal speech, helps with para-linguistics and helps with listening skills (Astiandani & Mustofa, 2021). As Tseng (2018) argues, drama can be a key tool in the development of communicative competence if it is viewed as a teaching method in the sense of being a component of the eclectic approach to language education. Similarly, engaging drama activities promotes the type of language usage conducive to achieving fluency, assuming that language learners aim to acquire a language for effective communication in the target language, drama undeniably contributes to this objective (Tseng, 2018). Students gain more confidence in their use of English by witnessing it in use, which is perhaps one of the biggest advantage of using drama in the classroom (Shand & Wood Publisher, 2016). Drama also incorporates the idea of language learning through action, which is a successful variation on total physical response and other holistic approaches to language instruction (Uysal & Yavuz, 2018). Drama draws upon students' innate capacities for imitation and self-expression, and when managed skillfully, it should spark their

interest and imagination (van de Water, 2021). Drama promotes adaptability, fluency, and communication skills in contextualized language, and by providing students success in real-world situations, it should give them the self-assurance they need to face the outside world (Angelianawati, 2019).

2.7. Conceptual frame work

To achieve the objectives of the research, the study explores the use of drama in teaching English language to promote students' speaking skill. Under this study, the conceptual framework presents the relationship between independent variable and dependent variable.

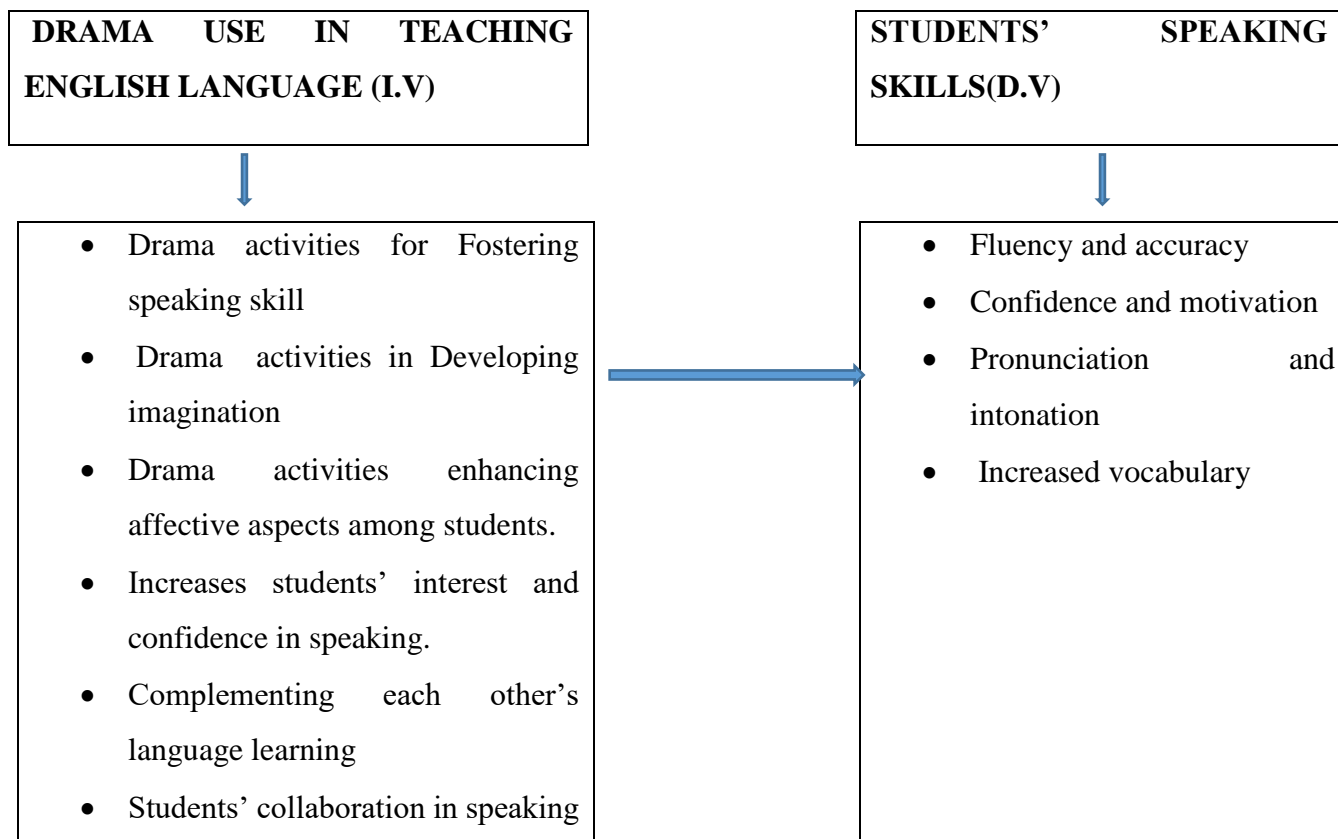


Figure 1: Conceptual framework

In this conceptual framework, the independent variable that was used in this research is the use of drama in teaching English language. This independent variable is associated with sub-variables such as fostering speaking skill, developing imagination and enhancing effective aspects, increases students' interest and confidence, complementing each other's language and improvement of English speaking skill and students' collaboration, as proposed (Albalawi, 2014). It is also associated with the dependent variable, i.e. students' speaking skill, which is expressed by fluency and accuracy, confidence and motivation, fluency, pronunciation and intonation and increased vocabulary , as proposed (Setiyawan, 2017).

CHAPTER III: RESEARCH METHODOLOGY

In this section, the researcher provides a detailed explanation of the chosen research design, the target population, and the instruments utilized for data collection, the determination of sample size and the methods used for sampling, the procedure for collecting data, the assessment of the instruments' reliability and validity and finally the approach of data analysis. In this chapter, the researcher describes the methods used to address the questions raised from drama use in teaching English language and its effects on students' speaking skills.

3.1. Research design

According to (Hakim, 2000), design primarily focuses on the objectives, uses, goals, intentions, and plans that must be implemented while keeping in mind the practical constraints of space, time, resources, and the researcher's availability (Hakim, 2000). By avoiding frustration, it is connecting the study through a structural plan that demonstrates how all the key components cooperate to try to address the research issues. In this study, a mixed research design was used. In this section, the researcher used mixed approach where qualitative is more dominant than quantitative according to the nature of research topic. Both methods helped the researcher to gather and analyze data to explain the trait of the target population, which consists of teachers and students in Advanced level in Senior5 in four selected secondary schools in Kigali City. With this process, the study topic is more attention. In this study, questionnaire for teachers and students, an interview guide for teachers to meet the results from drama use in teaching English as well as the observation guide that aids the research in gathering additional data were used.

3.2. Research population

According to Shukla (2020), research population is the set or group of all the people or units to whom the research findings are to be applied. In this study, the researcher randomly selected four secondary schools in Kigali City, out of 143 schools in total, 142 population of students and teachers, 8 teachers and 134 students. In selecting those schools, the researcher used comparative group where schools of control group and non-control group used to observe the level of speaking English. According to Pithon, (2013), control group is a group of participant that does not receive the experimental treatment or intervention. This group is used as a baseline to compare the effects of the treatment given to the experimental or non-control group (Pithon, 2013). And experimental group or non-control group refers to the group of participants that receive the intervention or treatment being studied (Russell, 2020).

In fact, the researcher used 2 schools for control and 2 schools for non-control group to effectively measure the impact drama activities on enhancing students' speaking English. This approach allows to compare the outcomes between students who participate in drama activities and those who do not (Bilal et al., 2022). Therefore, the research population of this study was 8 teachers and 134 students, including 35 students from school A, 33 students from school B, 32 students from school C and 34 students from school D. The total population for students was 134 participants.

Table1: Research Population

Schools	Teachers	Students	Grand total
School A	2	35	36
School B	2	33	34
School C	2	32	33
School D	2	34	35
Total	8	134	142

Table 1: The study Population

3.3. Sample size

Sampling refers to the practice of selecting individuals from population to estimate the characteristics of entire population. In addition, its benefits are the faster data collecting and reduce cost(Neilson, 2011).

The sample for this study was drawn from the target population using the Sloven's formula as

follows:
$$n = \frac{N}{1 + N(e)^2}$$

n: is the sample size,

N: is population size and

e: the level of is confidence = 100%-

5%=5%. e= 5:100=0.05

Based on the formula described above the sample size for teachers is not necessary to be sampled due to its little number (8 teachers), this means that all number of teachers was eligible. To determine the sample size of students, the same sampling was systematically to determine students

of 4 schools in Kigali City with the total number of 134. Based on the formula described, the

$$\text{sample size of all students was: } n = \frac{N}{1 + N(e)^2} = \frac{134}{1 + 134(0.05)^2} = 100.$$

The sample for this study was drawn from the target population using the Sloven's formula as

$$\text{follows: } n = \frac{N}{1 + N(e)^2}$$

Based on the formula described above the sample size for teachers is not necessary to be sampled due to its few number (8 teachers), this means that all number of teachers was eligible. As the research was carried in four schools (Advanced Level S5), and this means that in each school, only four English teachers teach in that level.

To determine the sample size of students, the same sampling was systematically to determine students of four schools in Kigali City with the total number of

$$\text{Sample size of all students was } n = \frac{N}{1 + N(e)^2} = \frac{134}{1 + 134(0.05)^2} = 100 \text{ students}$$

The teachers in this study were chosen as research participants to participate in this study because they are the ones who meet the purpose of this study of whatever can be done to improve students' speaking skills.

Demographic characteristics of respondents including gender, age, school location, level of education, marital status and teaching experience.

NO	Ident ificati on	Gender		Age(years)			Schools location		Level of education		Marital status		Teaching experience(years)		
		M	F	>20	20- 30	31- 40	Villa ge	urban	A1	A0	singl e	ma rrie d	>5	5- 10	11- 20
Stud ents		67	33	73	27	0	0	100	Not applic able	Not applic able	Not appli cabl e	Not appl icab le	Not appli cabl e	Not appl icab le	Not appli cabl e
Teac hers		6	2	0	2	6	0	8	1	7	1	7	1	2	5
Tota l		73	35	73	29	6	0	108	1	7	1	7	1	2	5

3.4. Sampling techniques and sample procedure

The sample process included both consisted of purposive random sampling (Muhammad & Kabir, 2016). Through purposive sampling, respondents are chosen based on the researcher’s criteria about how well informed respondents are (Smith & Albaum, 2010). These respondents were teachers and students. In this study, the researcher made sampling from respondents by using the

Formula as follows: $n = \frac{N}{1 + N(e)^2}$ as shown above.

3.5. Research instruments

The research instruments that were used in this study are questionnaires, interviews, and classroom observations. The questionnaire is a written collection of questions completed by a respondent or on their behalf to express; their perspectives constitute a fundamental instrument for acquiring

quantitative primary data. To ensure and the uniform and internally coherent collection of quantitative data for analysis, the use of questionnaires is necessary(Satya ,2017).

An interview is a dialogue aimed at collecting information, where an interviewer guides the discussion by posing questions, and an interviewee responds those questions(Wang 2011).

The classroom observation is defined as a method of data collection technique in which a person (typically trained) observes phenomena or collects data and details about the phenomena characteristics (Zevalkink, 2021).

For classroom observations in this study, the researcher used an observation checklist during the teaching lesson, and this helped the researcher to verify and clarify the mood of the lesson. The researcher used four observations as the research was conducted in two schools where drama is applied and two schools where drama is not applied.

3.6. Reliability and Validity of Data

The reliability determines whether the research truly measures what it is intended to measure or how truthful the research results are and is the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Chapman, 2014). The validity in this study supported the administration of straightforward, accurate and understandable questions to participants. Additionally, the researcher verified the pre-formulated questions in the questionnaire and interview aligned with the objective of the study.

3.7. Ethical Considerations

The University of Rwanda, College of Education administration provided ethical and scientific approval prior to data and then the researcher obtained the permission and acceptance letter for data collection from Kigali City authority. The introductory letter was addressed to the head teachers of four selected schools in Kigali City in order to have access to the participating teachers and students. Moreover, the researcher obtained consent letter from the participants. The participants were assured that the investigation was for only academic purposes and that their confidential information was treated with confidentiality. Furthermore, the participants were permitted to withdraw from the research at any phase without experiencing any penalties.

CHAPTER IV: DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION

4.0. Introduction

In order to reach to the objectives of the study mentioned in the first chapter, the researcher had to analyze the views from the sample of selected respondents that represent the whole population.

To gather information, the researcher used different instruments such as questionnaires, interview for teachers and observation methods. The purpose of this chapter is to represent, analyze and interpret the results on drama use in teaching English language to promote students' speaking skills in Kigali secondary schools.

Questionnaires were divided into two categories: first category was designed for respondents who were English teachers and the second category was designed for students from sampled secondary schools in Kigali City. The study results were presented by using the tables and figures/ charts showed by the percentages of the views of different respondents. This chapter is to present, analyze and interpret the data collected from the field under drama use in teaching English and its influence on students' speaking. In order to provide the responses to the research questions with the intention in line with the study objectives and help the researcher to draw the adequate conclusion and recommendations.

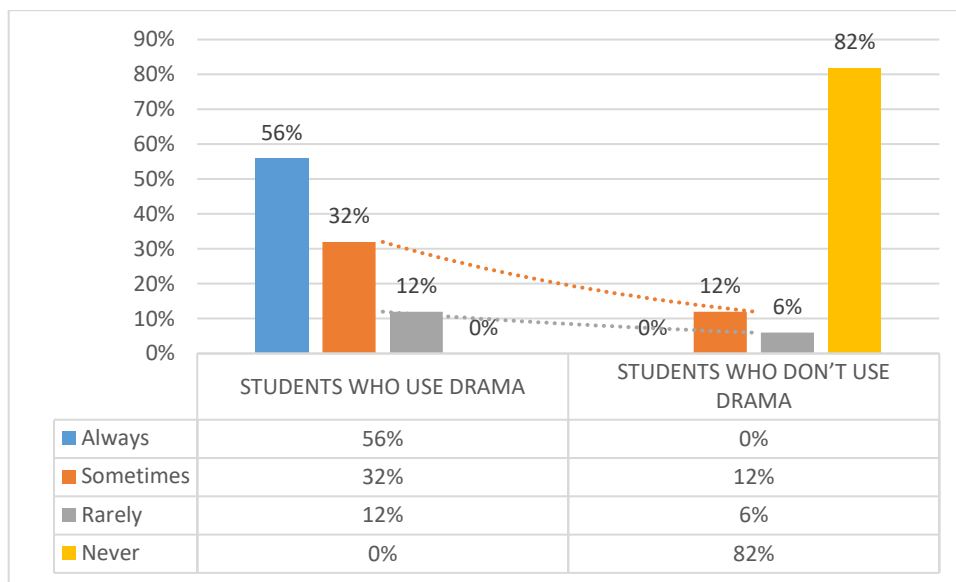
4.1.0. Presentation of findings and interpretation

4.2. Findings of perceptions of teachers and students regarding the use of drama in English language

Finding1: Students' perception on frequency of drama use as a teaching method for improving English-speaking skills.

This table illustrates different frequencies of students' perception of using drama as a teaching method for improving English-speaking skills

Figure 2: Different Students' perception on frequency of using drama as a teaching method for improving English-speaking skills.



Source: Field data, collected in June, 2023

The findings revealed on students' perception of using drama as a teaching method for improving English-speaking skills indicates a strong engagement and frequent use among students use drama with this method. Specifically, 56% of students always use drama, 32% use it sometimes. This suggests that students who are engaged in drama as a teaching tool find it beneficial and integrate it regularly into their learning practices, highlighting its effectiveness in enhancing English-speaking skills.

On the other hand, the data for students who do not use drama shows a significant lack of engagement with this method. A great majority of 82% never use drama, 12% use it sometimes,

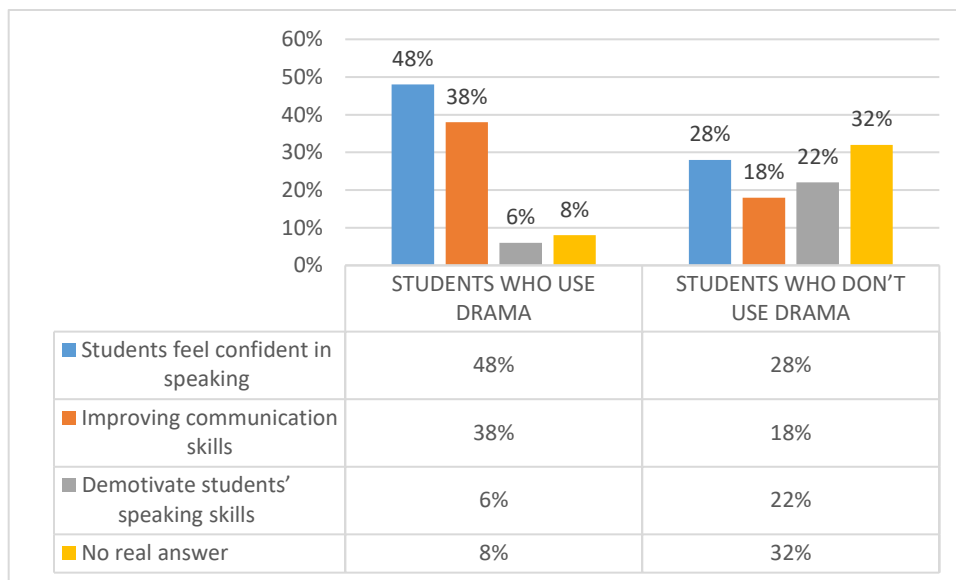
and only 6% rarely engage with it, with none of these students always using drama. This contrast points to a potential gap in either the accessibility or the appeal of drama-based teaching methods for a large portion of students. According to Borge, (2007), the integration of drama activities in English language teaching and learning in the classroom enhances both linguistic and communicative skills through interactive and immersive experiences. By participating in role-plays, improvisations, and scripted performances, students are prompted to apply their language knowledge in real-time, fostering fluency and confidence (Karatay, 2023).

In addition, drama activities in English-speaking language learning facilitate the development of critical thinking and problem-solving skills and students are required to interpret and analyze characters, scenarios, and dialogue by encouraging them to think creatively and emphatically (Dima & Tsiaras, 2020).

Finding2: Students’ opinions on the impact of drama activities on English Language Learning

This table illustrates findings on the impact of Drama activities on English Language Learning of students

Figure 3: Students’ opinions on the impact of Drama activities on English Language Learning



Source: Field data, collected in June, 2023

The findings revealed the impact of drama activities on English language learning in enhancing students' confidence and communication skills. Among students who use drama, 48% feel confident in speaking, and 38% report improved communication skills. This indicates that a considerable majority recognize the positive influence of drama activities on their language abilities. However, a small portion (6%) feels that drama demotivates their speaking skills, and 8% did not provide a definitive answer, suggesting that while drama is generally beneficial, it may not be equally effective for everyone.

In contrast, students who do not use drama report lower levels of confidence and communication skill improvement, with only 28% feeling confident in speaking and 18% noting improved communication skills. This means the small number of students who support confidence and

communication said that they have little skills about drama in their previous learning. Additionally, a higher percentage (22%) believe that not using drama demotivates their speaking skills, and 32% provided no real answer, indicating uncertainty or lack of awareness about the potential benefits of drama. This difference suggests that drama activities can play a crucial role in enhancing language learning, and increasing their accessibility and appeal could help more students gain confidence and improve their communication skills. According to Jarrah (2019), and Karatay (2023), drama activities empower students to explore and express themselves creatively in a supportive environment and this hands on engagement not only builds public speaking skills but also cultivates self-assurance by encouraging students to take risks and embrace their individuality.

Finding 3: Teachers' view points on perceptions of drama as a teaching method for improving English-speaking skills

During the interview with English teacher, they shared their common opinions about their perceptions of drama in English language teaching.

One teacher from the non-control group expressed a very positive viewpoint on the use of drama in teaching English-speaking skills. He stated, *"I believe that using drama in teaching English skills is beneficial."* This comment emphasizes his strong belief in the effectiveness of drama as teaching tool. He developed, saying, *"It allows students to engage more actively and creatively in the learning process."* This highlights the teacher's perception that drama activities significantly enhance engagement and creativity.

Furthermore, the second teacher from the non-control group emphasized the practical advantages of drama, saying, *"Through role play and improvisation, students can practice real-life communication scenarios, which boosts their confidence and fluency."* This suggests that the teacher values drama for its ability to provide students with practical speaking practice in real contexts, thereby improving their confidence and fluency in English. However, the teacher also highlighted some challenges, saying, *"There are some challenges, such as time constraints and the need for proper training to effectively implement drama activities."* This indicates a perception of training some issues that need to be suggested for effective implementation.

Additionally, the third teacher from the non-control group expressed a highly positive perceptiveness on the role of drama in teaching English-speaking skills. He stated, “*Drama plays a crucial role in making language learning more interactive and enjoyable. It brings a new energy to the lessons.*” This highlights the teacher’s belief that drama significantly enhances the learning experience by making it a great tool in enhancing speaking skills. The teacher further explained, “*Drama activities help students develop their speaking skills by providing a safe environment to practice and experiment with language.*”

Moreover, the fourth teacher from the non-control group explained positive perception of drama on students’ speaking skills, stating, “*In addition to improving speaking skills, drama encourages teamwork, creativity, and critical thinking. Students learn to express themselves better and collaborate with their groups.*” This suggests that the teacher sees drama as an educational tool that increases important skills in speaking.

In contrast, the first teacher from the control group had different points of view of drama in teaching English-speaking skills. He remarked, “*While drama can be a useful tool, its role might be limited in my classroom. It can be difficult to manage and sometimes disrupts the progression of lessons.*” This suggestion reflects the teacher’s feelings about incorporating drama into their teaching program.

Furthermore, the second teacher from the control group expressed doubt about the effectiveness of drama in improving speaking skills, stating, “*I am not convinced that drama is more effective than traditional methods like structured speaking exercises. Drama is challenging to measure its impact on student’s progress.*” This suggests that the teacher values more traditional approaches to teaching speaking skills and is unable to see the tangible benefits of drama.

Additionally, the third teacher from the control group expressed some issues about using drama in teaching English-speaking skills. He said, “*While drama can be engaging, I might find it difficult to manage in a classroom setting.*” This can be very serious attention, pointing to challenges in classroom management as a significant challenge. The teacher also explained, “*There might be too many disruptions and it can take too much time, which we can’t afford regarding the curriculum schedule.*” This highlights the teacher’s perception that drama activities can be disruptive and time-consuming, posing a challenge in meeting curriculum goals.

Moreover, the fourth teacher from the control group questioned the overall effectiveness of drama, saying, *“I am convinced that drama can significantly improve speaking skills compared to more traditional methods.”* This statement reveals about the effectiveness of drama-based teaching methods. The teacher also mentioned a lack of program in their own ability to use drama effectively, stating, *“According to my past experience, I am aware of drama activities that can improve speaking skills but it can be intimidating to implement them without guidance.”* This suggests the need for desire for teachers to integrate drama in their schools as a teaching tool.

The researchers like (Abu-Helu, 2018) and (Ali, 2011), stated that teachers observe that drama facilitates language acquisition by providing authentic contexts for language use. Through acting out scenes or dialogues, students practice speaking, and understanding English in realistic manner. Drama holds a crucial role in enhancing language acquisition within classroom settings, as evidenced by extensive literature and scholarly contribution (Abu-Helu, 2018).

Finding4: Teachers’ opinion about negative perceptions on the application of drama activities

One teacher from the non-control group acknowledged some challenges but highlighted a positive point of view. He stated, *“Yes, there have been challenges, but they are manageable. Sometimes students get too excited and it becomes noisy, but it’s a sign they are engaged”* This comment highlights the teacher’s perception that while drama activities can lead to increased noise and excitement, these are indicators of active engagement rather great disruptions.

Moreover, another teacher in non-control group expressed a positive overall experience, noting, *“The benefits are greater than the challenges. Students are more motivated and their speaking skills have improved significantly.”* This indicates that the teacher sees the occasional disruptions as simple issues compared to basic advantages of using drama in the classroom.

In contrast, teachers from the control group reported more significant challenges and disruptions. He said, *“Drama activities might lead to disorder in the classroom. Students might get too excited and it cannot be easy to put them to order.”* This issue reflects the teacher’s on how they can struggle with maintaining control when drama activities are applicable in classroom, seeing a disruptive element rather than a positive sign of engagement.

Some teachers express concern that incorporating drama activities may disrupt the established classroom order (Bulunuz et al., 2023). According to Bulunuz, (2023) , students worry that drama activities could lead to noise and difficulty in regaining students' attention. This perception often stems from a traditional view of classroom management where quiet and control are prioritized over active and expressive learning methods like drama (Evertson, C.M. & Weinstein, 2006).

Finding5: Students' view points on perceptions of drama as a teaching method for improving English-speaking skills

Students in the non-control group, who are engaged in drama activities in classroom, generally expressed significant improvements in their speaking skills. In terms of confidence and motivation, many students found drama activities transformative. *"I used to be shy about speaking English, but drama activities made it fun and less intimidating,"* One student remarked, highlighting how the interactive nature of drama reduced their fear of speaking.

In addition, pronunciation and intonation also saw significant improvements. *"Practicing plays has helped me get better at pronouncing words correctly,"* a student observed, the practical benefits of repeated verbal practice. Another student mentioned, *"My intonation has improved a lot because we practice saying sentences with the right emotion and emphasis,"* showing how drama activities enhanced their expressive skills.

In contrast, students in the control group, who were not engaged in drama activities in classroom, reported less progress in their speaking skills. *"I don't get many chances to speak English in class, so I still feel confused when I have to talk,"* one student admitted, reflecting a lack of speaking practice. Another student expressed a similar thought, saying, *"We mostly focus on grammar and writing, so my speaking skills haven't improved much"* highlighting the limitations of traditional teaching methods.

Pronunciation and intonation remained challenging for these students as well. *"I may struggle with pronouncing some words correctly because we don't practice speaking them often,"* a student noted, pointing out the lack of oral practice. Another added, *"It's hard to get how some words are pronounced without hearing how they are supposed to sound in conversations,"* emphasizing the importance of hearing how words are produced.

Students may use drama in the classroom to be more involved in structural development. This situation might be characterized as a learner- centered approach that prioritizes the autonomy and independence of the students (Olaya,2018). Project- based learning as drama pushes students to share responsibilities within the group and fosters their sense of autonomy. During the debating activities, they may surely need to interact with one another in a group(Olaya,2018).

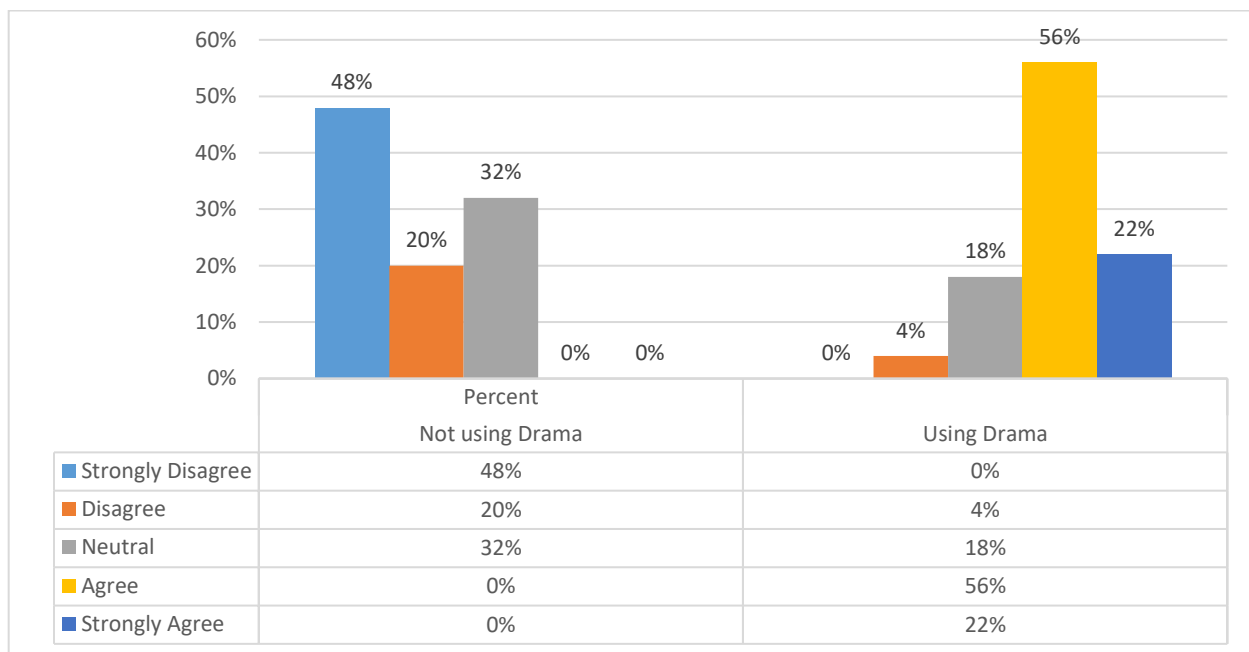
Studies revealed that drama helps students deal with the stress of learning a new language by incorporating pleasurable, amusing, and relaxing activities (Eldin et al., 2021). Students can practice speaking with their peers in cooperative learning environment in the classroom, and stimulating environment during drama activities that can strengthen students' interest, curiosity, and the desire, which encourage learning motivation (Eldin 2021).

4.4. Findings on of drama activities applied in classroom

Finding 6: Teachers’ views about increasing the use of drama activities as a teaching method within English classes

This table illustrates findings of different view on drama activities as teaching method with English classes between students who use drama and who do not.

Figure 4: Teachers’ views about increasing the use of drama activities as a teaching method within English classes



Source: Field data, collected in June, 2023

The findings revealed a significant divergence in attitudes towards the use of drama activities in English classes between teachers who currently use drama and those who do not. Among teachers who apply drama, 56% agreeing and 22% are strongly agreeing. This positive perception likely from firsthand experience, where these teachers have observed benefits such as improved speaking skills, and classroom interactions. The small percentage of disagreement are 4% and neutrality 18%, which means that they do not have any idea on the given point. In contrast, teachers who do not use drama activities show unpleasant different perspective. A significant majority 68% either strongly disagree or disagree with increasing the use of drama, indicating a lack of confidence in the teaching method. The 32%, who are neutral, might represent those who are uncertain drama

effectiveness or are open to the idea but lack sufficient information to form a strong opinion. Teachers in this group agree with increasing the use of drama activities, highlighting a potential barrier to its border option. This difference underscores the need for successful implementation of drama activities.

The integration of drama activities in English language learning in the classroom enhances both linguistic and communicative skills through interactive and immersive experiences (Borge, 2007). By participating in role-plays, improvisations, and scripted performances, students are prompted to apply their language knowledge in real-time, fostering fluency and confidence (Karatay, 2023).

However, teachers in control group have different views with those in non-control group where the application of drama in their classrooms seems impossible, as it is not in their curriculum rather they apply traditional teaching method. According to Riga & Botsoglou(2014), traditional teaching methods typically refer to conventional approaches used in education before more modern or innovative techniques emerged. These methods often emphasize direct instruction and teacher-centered practices. Some common characteristics include Lecture-Based Instruction, Rote Learning, Textbook-Centric and passive learning, (Riga & Botsoglou2014). Therefore, this leads to limited students; interaction, passive learning and lack of real life context(Hu, 2024). Consequently, there is a need to explore innovative and engaging pedagogical approaches that can effectively enhance students; speaking skills (Soomro, 2018).

Finding7: students' view on evaluating the most effective drama activity for improving students' speaking skills

The responses from students in both the non-control and control groups reveal different views and regarding the effectiveness of various drama activities in enhancing their speaking skills. In the non-control group, students frequently preferred role-play as the most beneficial activity. One student stated, "*Role play allows me to practice real-life conversations, making me more confident in speaking English.*" Many others who emphasized the use of role-play, which helps them engage in good communication scenarios, said this view. Additionally, some students mentioned that storytelling helps them "*organize thoughts and express ideas clearly,*" contributing significantly to their speaking proficiency.

On the other hand, the control group, which did not have any exposure to drama activities, showed various views but also expressed curiosity and interest in drama-based learning. A student from this group noted, "*Although we haven't done much role play, I think it could help us speak more naturally and fluently.*" Another pointed out the potential of improvisation to "*boost spontaneity and quick thinking in conversations.*" The responses indicate a general awareness among control group students of the benefits of drama activities, even if they had not experienced them extensively. This contrast in experiences highlights the positive impact of drama activities on speaking skills, particularly for those who actively participate in them.

Students expressed different views on drama the most effective drama activity they apply for improving their speaking skills. Among drama activities applied in classroom, they showed different reactions on them. According to speaking Akyüz & Tanış, (2020), drama activities such as role-playing, improvisation, storytelling, and body language, provide students with opportunities to actively engage in speaking. Moreover, the essence of drama activities lies in their ability to create a dynamic and interactive environment where students can practice language in context and developing speaking skills, increasing self-confidence, and promoting emotional and social growth (Karatay et al., 2023).

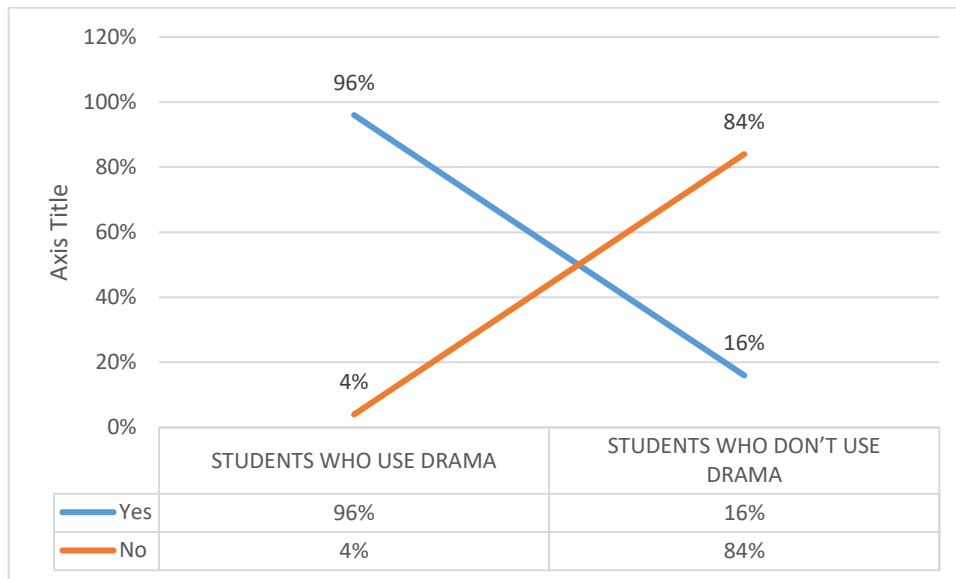
4.5. Findings on the influence of drama activities on students speaking

The findings on the influence of drama activities in enhancing students' speaking skills reveals a significant difference between the perspectives of teachers and students from non-control and control group.

Finding8: Students' opinions on contribution of drama activities in English classes in spoken English on fluency, pronunciation and accuracy

This table below illustrates different opinions students have on the contribution of drama activities in English classes in spoken English on fluency, pronunciation and accuracy.

Figure 5: Students' opinions on contribution of drama activities in English classes in spoken English on fluency, pronunciation and accuracy



Source: Field data, collected in June, 2023

This figure illustrates the students' perception regarding the contribution of drama activities in English classes on the confidence in speaking English, specifically focusing on pronunciation, fluency and accuracy on control and non-control group.

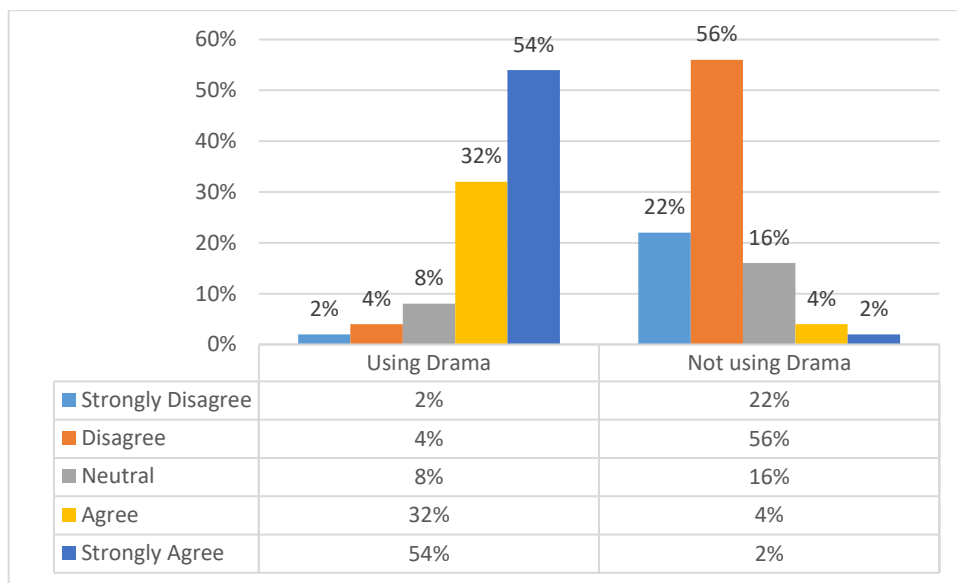
The findings of students' opinions on the contribution of drama activities in English classes to spoken English, specifically focusing on fluency, pronunciation, and accuracy, reveals a significant positive impact. Among students who use drama in their English classes, an overwhelming 96% reported that drama activities enhance their spoken English skills. This high percentage indicates that these students perceive drama as an effective tool for improving their language abilities, likely due to the interactive and engaging nature of drama, which provides a practical and immersive environment for practicing speaking skills. According to (Nguyen, 2023), involve repeated rehearsals and performances, provide ample opportunities for students to refine their pronunciation, grammar, and vocabulary, thereby increasing accuracy. Therefore, these activities create a supportive and interactive environment where students feel more comfortable experimenting with language and receiving constructive feedback, leading to improved overall speaking skills (Eckersley, 2016).

In contrast, students who do not use drama activities in their English classes showed different perspective. Only 16% of these students felt that their spoken English skills have positive views on drama. They said that this is due to their little experience they have on drama, while a considerable 84% did not see any improvement. This difference suggests that the absence of drama activities may result in fewer opportunities for students to practice and refine their speaking skills in a dynamic and contextually rich setting. Therefore, the data strongly supports the idea that incorporating drama into English language instruction can significantly benefit students' fluency, pronunciation, and accuracy in spoken English.

Finding 9: Teachers’ view on the influence of drama activities verses traditional methods in enhancing speaking skills

This table illustrates findings in different perceptions of the effectiveness of drama activities compared to traditional methods for improving speaking skills between students who use drama and those who do not.

Figure 6: Teachers’ view on the influence of drama activities verses traditional methods in enhancing speaking skills



Source: Field data, collected in June, 2023

The findings revealed that among teachers who engage in drama activities, a significant majority 86% either agree 32% or strongly agree 54% that drama activities are more effective than traditional methods. This suggests that these teachers have experienced using drama activities in the classroom and perceive them as a valuable tool for enhancing their speaking skills. This also provides students with practical and engaging context to practice speaking, which traditional methods may not. According to (Bessadet, 2022), drama activities are recognized as a potent tools in language education that provide a dynamic and interactive environment where learners can practice in the classroom and enhance their speaking skills and explores the influence of students’ speaking skills through fluency, pronunciation and accuracy.

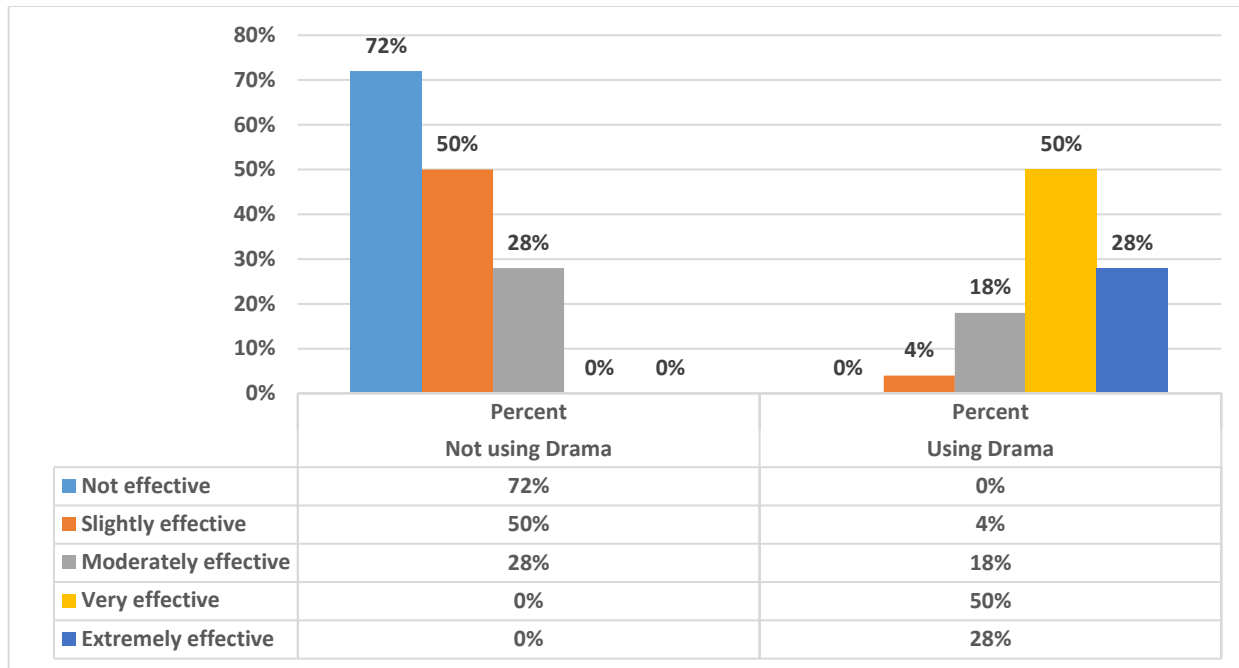
In contrast, teachers who do not use drama in drama activities in the classroom 78% of these teachers, either disagree 56 % or strongly disagree 22% indicate that they do apply drama activities in the classroom therefore, they are not sure whether or not drama activities are more effective than traditional methods. This could be due to their limited exposure to or experience with drama activities in their teaching which lead them to rely on traditional methods they are familiar with.

According to Riga & Botsoglou, (2014), traditional teaching methods typically refer to conventional approaches used in education before more modern or innovative techniques emerged. These methods often emphasize direct instruction and teacher-centered practices. Some common characteristics include Lecture-Based Instruction, Rote Learning, Textbook-Centric and passive learning(Riga & Botsoglou2014). This leads to limited students; interaction, passive learning and lack of real life context(Hu, 2024). Consequently, there is a need to explore innovative and engaging pedagogical approaches that can effectively enhance students; speaking skills (Soomro, 2018).

Finding10: Students’ opinion about the effectiveness of drama activities in enhancing students ‘speaking skills

This table illustrates findings of different opinions about the effectiveness of drama activities in enhancing students’ speaking skills.

Figure 7: Students’ opinion about the effectiveness of drama activities in enhancing students ‘speaking skills



Source: Field data, collected in June, 2023

The findings revealed significant results between non-control and control group on the effectiveness drama activities in enhancing students’ speaking skills. Majority of students who apply drama in their schools 78% perceive it as either very effective or extremely effective in improving students speaking skills. Specifically, 50% rate it as very effective, and 28% as extremely effective. This contrasts with the opinions of those who do not apply drama activities, where a substantial 72% consider it not effective at all, and none rate it as very effective or extremely effective. This indicated that those who apply them while those who do not engage with drama activities tend to undervalue its potential impacts view drama activities as highly beneficial.

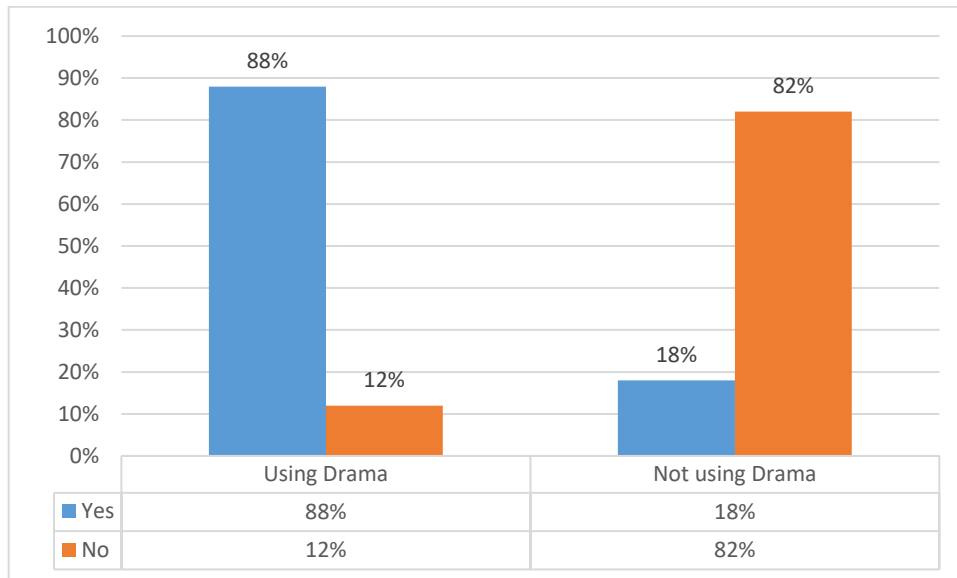
For students who incorporate drama into their learning practices, the positive feedback is evident, with only 22% rating it as slightly or moderate effective. This suggests that the hands-on experience

with drama activities fosters a great appreciation of their benefits in developing students' speaking skill. In contrast, those who do not use drama activities are predominantly doubtful about its efficacy, with the majority 72% perceiving it as ineffective. According to Shim, (2012) , students typically perceive drama activities as an effective way to improve their speaking skills, build confidence, and gain a deeper understanding of the language through contextualized and experiential learning. As a result, learners generally recognize the value of drama in making the learning process more meaningful and memorable (Diniarty & Bunau, 2018).

Finding11: Teachers’ view on how engaging in drama activities in classroom provides real life situation

This table illustrates how engaging in drama activities in classroom provides real life situation

Figure 8: Teachers’ view on how engaging in drama activities in classroom provides real life situation



Source: Field data, collected in June, 2023

The findings on teachers’ views on the effectiveness of engaging in drama activities in the classroom to provide real-life situations reveals a strong positive outcome among those who incorporate drama into their teaching. Among teachers who use drama activities, 88% believe that these activities create real-life contexts for students, indicating a high level of approval for drama as a practical and immersive teaching method. This majority suggests that teachers who use drama see it as an effective tool for making language learning more relevant and engaging for students, likely due to the active participation and realistic scenarios that drama activities offer.

In contrast, teachers who do not use drama activities in their classrooms have a significantly different perspective. Only 18% of these teachers believe that drama can provide real-life situations, while a substantial 82% do not see its benefits in this regard. This difference highlights a potential gap in understanding or experience with the benefits of drama in language teaching among non-users. The data clearly indicates that teachers who have integrated drama into their

teaching situation are more likely to recognize and value its role in simulating real-life situations, thereby enhancing the overall learning experience for students.

Drama activities offer contextual learning opportunities, which are essential for language acquisition and immerses students in real-life scenarios where they must use language financially (Huang et al., 2014). According to Huang, (2014), contextualization helps students understand and retain vocabulary and expressions more effectively, thereby enhancing their speaking proficiency.

4.4. Finding on classroom observation analysis.

Activities done in classroom	Language used by teachers and students in the class	Observation made by the researcher
Introduction of the lesson on drama activities such as role-playing, storytelling, body language and improvisation	The language used was the language of instruction in the classroom (English)	During this activity, the teacher introduced the topic of the lesson, focusing on various drama activities such as role-playing, storytelling, and body language
Learners answering the questions	The language used was easy and understandable	In this activity, the learners responded questions related to the lesson by showing comprehension of drama activities discussed. This also encouraged critical thinking and active participation. However, most of learners who don't use drama in their schools showed low participation and passive interaction in the classroom
Learners discussing in group works	They used the language they were learning	Learners engaged in group discussions to explore and

	(English) to communicate and express their understanding.	analyse drama activities. They used the language to communicate with their group, discuss on different perspectives and shared on understanding the concepts more deeply. However, most of learners who don't use drama in their schools did not have common understanding on concepts of drama activities
Learners presentation	They used simple language(English)	Learners prepared and delivered presentations on drama activities. They used language to convey their ideas on what they have discussed. This activity helped them enhance their public speaking skills and confidence. However, most of learners who don't use drama showed low willingness to speak publically in their class presentations.
Teachers giving instructions	Using clear and simple language (English)	Techers provided the instructions for various

		activities related to drama features. Some teachers used clear and good language to ensure that learners understood what was expected. However, teachers who did not apply drama were passive and used incorrect language and their learners were passive in their learning process
Explaining new concepts	The language used here was complex to go deeper into the subject.	During this activity, teachers explained new things with relevant skills related to drama activities. Learners followed to understand complex things. Clear explanations with examples were given for effective learning. However, learners in non-language combinations seemed bored to follow their teachers.

This table illustrated the observation made by the researcher in the classroom on the lesson of the integration of drama activities to investigate students' engagement, participation, and speaking activities.

Finding 12: Students' participation in drama activities in classroom settings

This finding revealed that the classroom that incorporate drama activities, students of the non-control group were active compared to those in control groups. These students tended to more engaged and confident, showing higher level of participation in classroom activities. They showed activeness and volunteer for role-plays, storytelling, improvisation and body language tasks. Their participation was not only to respond to their teachers questions but it also intended to collaborate with others and demonstrate creativity in their performances. In contrast, students in control group, who were not exposed to drama activities, showed lower participation. They appeared to be more passive to respond to their teacher.

Finding 13: The types of speaking interactions occurred during classroom activities

The findings revealed that in non-control group, the types of speaking interactions during drama activities in classroom were dynamic. Students in engage in role-plays and improvisation, which foster good conversations. They participated in peer discussions, and collaborative storytelling, using a higher language functions such as asking questions, making suggestions and expressing emotions. These activities encourage good speeches depending on the context. However, speaking interactions in control group are more limited and critical to their teacher.

Finding 14: Collaboration and peer support during classroom activities

In con-control groups, students showed a high level of peer support and collaboration during drama activities. Students provide feedback and encouragement to each other, fostering support in classroom environment. This peer support is significant in how students help each other with language use, pronunciation and understanding of the activities and work together to solve some problems. However, in control group, there is passive peer support observed. Students in these groups tend to rely on teachers' feedback, and opportunities for collaborative learning is limited. Students in this classroom worked individually with fewer interaction and support among them.

Discussion of Findings

In this chapter, the researcher explores the results of the study, aiming to provide resolution to the research questions, which were: what are the perceptions of teachers and students regarding the use of drama in teaching English? What is the role of drama in teaching English-speaking skills in selected secondary in Schools in Kigali City? What drama activities that are most beneficial for improving speaking skills in English? How does the use of drama activities in teaching English influence students' speaking skills in Kigali City secondary schools? Two theories such as Social Learning Theory and Cognitive Learning Theory also guided this study.

Objective 1: The perceptions of teachers and students on the use of drama as a method of teaching English

The findings on students' perceptions regarding the frequency of using drama as a teaching method for improving English-speaking skills reveal a significant divide between those who engage with drama and those who do not. Among the students who use drama, 56% always use it, 32% sometimes use it, and only 12% rarely use it, with none never using it. This indicates a strong engagement with drama activities and suggests that these students find drama beneficial and regularly integrate it into their learning practices, enhancing their English-speaking skills. According to Borge, (2007), the integration of drama activities in English language teaching and learning in the classroom enhances both linguistic and communicative skills through interactive and immersive experiences. By participating in role-plays, improvisations, and scripted performances, students are prompted to apply their language knowledge in real-time, fostering fluency and confidence (Karatay, 2023).

However, students who do not engage with drama, the lack of usage 82% never use drama, 12% sometimes use it, and only 6% rarely use it, with none always using it. This disparity highlights a significant gap in the accessibility or appeal of drama-based teaching methods for a large portion of students. The lack of engagement could be attributed to the absence of drama in their teaching and learning programs.

Moreover, on the impact of drama activities on English language learning emphasizes its benefits. Among students who use drama, 48% feel confident in speaking, and 38% report improved communication skills, demonstrating the positive influence of drama on their language abilities. However, 6% feel demotivated by drama, and 8% are undecided, indicating that while drama is generally beneficial, it may not be equally effective for everyone. In contrast, students who do not use drama report lower levels of confidence (28%) and communication skill improvement (18%), with a higher percentage (22%) feeling demotivated and 32% uncertain about drama's potential benefits. This suggests that increasing the accessibility and appeal of drama activities could help more students gain confidence and improve their communication skills.

Additionally, teachers' viewpoints on drama as a teaching method for improving English-speaking skills also present mixed viewpoints. Teachers in the non-control group generally have positive perceptions, highlighting drama's ability to enhance engagement, creativity, confidence, and fluency through practical activities like role-play and improvisation. Other teachers in the same group expressed highly positive views, emphasizing the interactive and enjoyable nature of drama highlighting that drama brings a new energy to lessons, making language learning more engaging and effective while other teachers believed that drama provides a safe environment for students to practice and experiment with language, significantly enhancing their speaking skills. Finally, other teachers from also noted that drama encourages teamwork, creativity and critical thinking, suggesting that it not only improves speaking skills but also fosters broader educational benefits.

According to Jarrah, (2019), and Karatay, (2023), drama activities empower students to explore and express themselves creatively in a supportive environment and this hands on engagement not only builds public speaking skills but also cultivates self-assurance by encouraging students to take risks and embrace their individuality.

In addition, teachers from the control group who did not have drama in their classrooms showed different views. Some teachers acknowledged the potential usefulness of drama but pointed out the challenges in managing it noting some disruptions on the progression the lesson. According to Bulunuz(2023) , drama activities could lead to noise and difficulty in regaining students' attention. This perception often stems from a traditional view of classroom management where quiet and control are prioritized over active and expressive learning methods like drama (Evertson, C.M. & Weinstein, 2006). Teachers from the control group also expressed reservations about incorporating

drama into their teaching program, reflecting a preference for more structured and easily manageable methods. Other teachers doubted the effectiveness of drama compared to traditional methods like structured speaking exercises. Those teachers questioned the tangible benefits of drama, highlighting difficulties in measuring its impact on students' progress and expressing a preference for conventional approaches. According to Riga & Botsoglou(2014), traditional teaching methods typically refer to conventional approaches used in education before more modern or innovative techniques emerged. These methods often emphasize direct instruction and teacher-centered practices. Some common characteristics include Lecture-Based Instruction, Rote Learning, Textbook-Centric and passive learning(Riga & Botsoglou2014).

However, teachers also acknowledge challenges such as time constraints and the need for proper training to implement drama effectively. According to Alice Peace, (2017) , the lack of teacher training and expertise in using drama within the classroom setting, can significantly hinder its effectiveness and integration into the curriculum. On the other hand, teachers in the control group express concerns about classroom management, potential disruptions, and the time-consuming nature of drama activities, questioning their overall effectiveness compared to traditional methods. According to Nevenglosky, (2019), some teachers fear that time spent on drama activities might diminish from essential content delivery, leading to concerns about students not mastering require material.

Moreover, students' opinions further illustrated the impact of drama on speaking skills. Those in the non-control group, who engaged in drama activities, reported significant improvements in confidence and motivation. According to Albalawi, (2014), drama offers three positive affective outcomes: increased motivation, increased self-confidence, and decreased anxiety. Many students found drama activities as transformative techniques, as they made speaking English fun and less intimidating. These students also noted enhancements in pronunciation and intonation, attributing their progress to the practical benefits of repeated verbal practice and the emphasis on expressing emotions correctly during plays. According to Korkut, (2021), drama often involves mimicking native speakers and engaging in dialogues that require attention to the nuances of spoken language, that helps students to internalize proper pronunciation patterns.

In contrast, students in the control group, who did not participate in drama activities, reported less progress in their speaking skills. They highlighted limited opportunities to practice speaking English in class, which led to ongoing confusion and lack of confidence. These students emphasized that traditional teaching methods focused mainly on grammar and writing, leaving little room for oral practice. According to Riga & Botsoglou, (2014), traditional teaching methods typically refer to conventional approaches used in education before more modern or innovative techniques emerged. These methods often emphasize direct instruction and teacher-centered practices. Some common characteristics include Lecture-Based Instruction, Rote Learning, Textbook-Centric and passive learning(Riga & Botsoglou2014). Consequently, they faced challenges with pronunciation and intonation, underscoring the need for more interactive and practical speaking exercises.

In classroom observation, students' showed collaborative support. During drama activities. The non-control group provided feedback and encouragement to each other, which fostered a supportive classroom environment. This peer support was significant in helping students with language use, pronunciation, and understanding of activities, as well as collaboratively solving problems. According to Khamouja, (2023), collaborative support not only enhances students interpersonal skills but also promotes empathy and understanding as they explore diverse characters and narratives together.

Objective 2: Teachers and students' opinions on drama activities that are most effective for improving speaking skills in English

The findings illustrate a clear divide in teachers' attitudes towards increasing the use of drama activities in English classes. Teachers who actively incorporate drama into their teaching methods are notably supportive of its broader application on its benefits. Their positive views are sensible in observed improvements in student speaking skills and classroom engagement. By participating in role-plays, improvisations, and scripted performances, students are prompted to apply their language knowledge in real-time, fostering fluency and confidence (Karatay, 2023). However, among teachers who could not use drama, there is significant difference. This difference highlights a lack of confidence, which may result to lack of exposure or experience with using drama activities. According to (Afifah, 2020), a lack of interest can create a barrier to building confidence in public speaking and performing, skills that are valuable in not only academic settings but also in future personal and professional endeavors. Other teachers could not be open to idea but require more information or evidence to form a definitive opinion. This difference emphasizes the need for integrating drama to help all teachers effectively implement and benefit from drama activities in their teaching practices.

In addition, from the students' perspectives, the contrast between those exposed to drama activities and those who did not. Students in the non-control group, who regularly engage in drama, overwhelmingly prefer role-play as the most beneficial activity for improving their speaking skills, citing its effectiveness in practicing real-life conversations and boosting confidence. Role-play in drama refers to a teaching and performance technique where individuals assume act out the roles of characters in specific scenarios (Khamouja et al., 2023). Storytelling is also valued for aiding in the organization of thoughts and clarity of expression. According to Mokhtar, (2011), storytelling as a drama activity is encouraged by teachers to boost speaking skills among learners through various interactive and engaging techniques. In storytelling, teachers may create a supportive environment where students feel comfortable sharing their stories, often by modelling storytelling themselves and providing clear examples (Ranzau & Thomas, 2016). In contrast, students in the control group, despite limited exposure to drama, express curiosity about its potential benefits. They recognize that role-play, storytelling and improvisation could enhance their speaking fluency and spontaneity. This general awareness, despite minimal experience, highlights

the positive impact of drama activities and suggests that greater implementation could be advantageous for all students, particularly in fostering effective language skills and engagement.

In classroom observation, the findings revealed incorporating drama activities, students feel engaged and confident compared to traditional classrooms. Students in the non-control group, exposed drama activities, showed higher levels of participation, actively volunteering for role-plays, storytelling, improvisation and body language tasks. This active participation extended by responding to teacher questions and demonstrated collaboration and creative in their performances. However, students in the control group, who do not apply drama activities, showed significant lower levels of participation and were more passive in their responses to teacher.

Objective 3: The use of drama activities in teaching English on the influence students' speaking skills in Kigali City secondary schools

The findings showed clear difference between teachers and students who use drama and who do not. Teachers who use drama activities; 86% view them as more effective than traditional methods, appreciating their value in providing practical, engaging contexts for students to practice speaking. According to Bessadet, 2022), drama activities are recognized as a potent tools in language education that provide a dynamic and interactive environment where learners can practice in the classroom and enhance their speaking skills and explores the influence of students' speaking skills. Unlike, 78% of teachers who do not use drama activities are unsure about their effectiveness compared to traditional methods, likely due to limited exposure or experience with drama in their teaching. This suggests that familiarity with drama activities plays a crucial role in recognizing their benefits over conventional methods.

Additionally, teachers who use drama activities in the classroom overwhelmingly believe these activities provide real-life contexts, with 88% recognizing their effectiveness in making language learning more relevant and engaging. Unlike, only 18% of teachers who do not use drama activities see it as beneficial for creating real-life scenarios, suggesting a gap in understanding or experience. This indicates that familiarity with drama enhances appreciation of its role in simulating real-life situations for students. Drama activities offer contextual learning opportunities, which are essential

for language acquisition and immerses students in real-life scenarios where they must use language financially (Huang et al., 2014). According to Huang, (2014), contextualization helps students understand and retain vocabulary and expressions more effectively, thereby enhancing their speaking proficiency.

Moreover, Students who participate in drama activities in English classes clearly believe drama activities significantly enhance their fluency, pronunciation, and accuracy, with 96% reporting positive effects. This suggests that drama provides an effective, engaging, and immersive environment for improving spoken English. Unlike, students who do not engage in drama activities show few benefits, with only 16% acknowledging improvement according to their little experience they have on drama. This difference highlights that drama activities are crucial for developing speaking skills, indicating a substantial advantage for those who integrate drama into their language learning. According to (Nguyen, 2023), involve repeated rehearsals and performances, provide ample opportunities for students to refine their pronunciation, grammar, and vocabulary, thereby increasing accuracy. Therefore, these activities create a supportive and interactive environment where students feel more comfortable experimenting with language and receiving constructive feedback, leading to improved overall speaking skills (Eckersley, 2016).

In addition, students who use drama activities in their education overwhelmingly find them highly effective for improving speaking skills, with 78% rating them as a very or extremely effective. In contrast, students not using drama activities largely view them as ineffective, with 72%. This difference suggests that direct experience with drama enhances its perceived value, while a lack of engagement leads to doubt about its benefits.

In classroom observation, this indicated that drama activities significantly enhance students' engagement and confidence in speaking English. Students using drama, feel more active. Their participation followed by answering questions, they also collaborated with peer. In contrast, students in the control group, exhibited lower levels of participation and were more passive in responding to their teacher. This suggests that drama activities can foster a more dynamic and interactive learning.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. General conclusion

Objective1, the findings reveal a significant divide in students' engagement with drama as a teaching method. Among those who use drama, a majority, suggested its strong integration into their learning practices and perceived benefits in enhancing English-speaking skills. Conversely, a large number of students (82%) of students who do not use drama activities report never engaging with it, highlighting a gap in accessibility . This difference suggests that increasing the availability and attractiveness of drama-based teaching methods could enhance student engagement and improve their speaking skills. Students' opinions further illustrate this divide; those who engage in drama report significant improvements in confidence, motivation, pronunciation, and intonation, while students who do not participate in drama activities face ongoing challenges with speaking skills due to limited opportunities for practice in traditional teaching settings.

Teachers' perceptions are also mixed. The non-control group emphasize the benefits of drama in fostering engagement, creativity, confidence, and fluency. Teachers from the non-control group also highlight the interactive and enjoyable nature of drama, noting its effectiveness in making language learning more engaging and providing a safe environment for practicing language. They also emphasize its broader educational benefits, such as fostering teamwork, creativity, and critical thinking. Convulsively, teachers from the control group express concerns about the integration of drama in teaching and learning program and the time-consuming nature of drama activities, preferring traditional methods. They also expressed reservations about the management challenges and potential disruptions that caused by drama activities, preferring more structured methods.

Objective2, the findings indicate a clear divide in teachers' attitudes towards increasing the use of drama activities. Teachers who actively incorporate drama are notably supportive of its benefits, citing observed improvements in student speaking skills and classroom engagement. However, teachers without experience using drama express a lack of confidence and require more information or evidence to form a definitive opinion. From the students' perspectives, those regularly engaging in drama overwhelmingly prefer role- play for practicing real-life conversations and boosting confidence, while storytelling is valued for aiding thought organization and expression clarity. Despite the lack of exposure, students in the control group express curiosity about the potential benefits of drama activities, suggesting that the implementation of drama activities could enhance language skills and engagement for all students.

Objective3, the findings show a significant difference between teachers and students who use drama activities and those who do not. A majority of teachers who use drama view it as more effective than traditional methods, appreciating its practical, engaging contexts for practicing speaking. In contrast, 78% of teachers who do not use drama activities are unsure about their effectiveness, likely due to the lack of exposure or experience. This suggests that familiarity with drama plays a crucial role in recognizing its benefits. Additionally, students participating in drama activities report substantial improvements in fluency, pronunciation, and accuracy, with 96% noting positive effects. Conversely, students not engaging in drama activities show minimal benefits, highlighting less importance of integrating drama into language learning to develop speaking skills effectively.

5.2. Recommendations

After having analyzed key findings of this study, the following recommendations made in relation to research objectives:

1. The Rwandan education policy should equally integrate and put in place dramatic activities into the English language textbooks in all combinations taught in Rwandan secondary schools. It has been acknowledged that the level of speaking English from languages combination and non-languages combination is unbalanced.
2. The Ministry of Education, in Rwanda should integrate drama from primary school for empowering students to know early the concept and role of drama in speaking skills as it is only integrated in secondary schools level. Therefore, students are not aware of its value and motivation in improving their level of speaking English.
3. Curriculum designers and stakeholders in Rwanda should dramatize the topics in the English curriculum in an interesting and motivating way and English teachers should use active learning strategies based on drama with their students as they enhance their speaking skills in English language.
4. English language teachers should be aware of the importance of drama and are recommended to use this tool as a challenging task in order to increase their learners' motivation to improve their speaking skills.
5. English language teachers should also initiate clubs of speaking competitions through drama from students to enhance the competition and good performance in English speaking skills by acquiring more vocabulary and good expressions through fluency, accuracy and pronunciation.

5.2.1 Suggestions for further study

Since the research has been conducted in four selected secondary schools in Kigali City on drama use in teaching English language to promote students' speaking skills in Kigali city secondary schools. Future research should be conducted by exploring other schools in Kigali City and other parts of Rwanda and use qualitative research methods, such as interviews and focus groups, could be used to assess students' perceptions and emotional responses to drama in language learning. To apply the literature of play with all plot, characters, playing their roles in settings with a purpose and theme. A study could be conducted to explore with specific drama techniques (such as role-playing, improvisation, scripted performance, and storytelling) work best for different English language proficiency levels. This could help tailor drama activities more effectively to students' current abilities, providing a differentiated approach to teaching. A study could explore the attitudes and preparedness of secondary school teachers in Kigali towards using drama in their classroom. It could also examine the need for professional development programs that equip teachers with the skills and strategies to implement drama activities. Investigate the long-term impact of incorporating drama into English language lessons. This could involve tracking students' progress in speaking and overall English proficiency over several years to assess sustained improvement.

The area of further study should include:

- Compare the effectiveness of different types of drama activities in enhancing speaking skills.
- Investigate the impact of targeted teacher training on the implementation and effectiveness of drama activities.
- Longitudinal study on the impact of drama on English Proficiency
- Exploring drama techniques for different proficiency levels
- Impact of drama on students' confidence and motivation

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER FOR RESPONDENTS (STUDENTS)

Dear respondent,

The researcher is a student of masters' degree of education in English language in U.R College of Education with the topic "Drama use in teaching English language to promote students' speaking skill in Kigali secondary schools".

The information you provide will be treated with confidentiality and entirely used for purposes of this study.

APPENDIX II: QUESTIONNAIRE DESIGNED FOR STUDENTS (100 respondents)

INSTRUCTIONS:

Respond to all items by ticking the number which best interprets your opinion as follows

Identification:

Gender: 1=Male 2=Female

male	female

Age: 1= >15 years 2=15- 20years 3=21-25years

>15years	15-20years	21-25 years

What is the location of your school?

1: urban 2: village

urban	village

QUESTIONNAIRE RESERVED FOR STUDENTS

Respond to all items by answering the questions which best interprets your opinion of students' on drama use in teaching English language to promote students' speaking skills as follows:

ITEMS

A. Select the number which best interprets your opinion

1 How often have you experienced with drama activities in your classroom as a teaching method for improving English -speaking skills?

1. Always
2. Sometimes
3. Rarely
4. Never

2. Do you believe that drama activities in English classes influences you to feel confident in speaking English through pronunciation, fluency and accuracy?

1. Yes
2. No

B. Tick where necessary on the following items

3. How effective do you find drama activities in improving speaking skills?

- Not effective
- Slightly effective
- Moderately effective

- Very effective
- Extremely effective

4. In your opinion, how do you think that using drama activities in your classroom interaction

- Students feel confident in speaking
- Improving communication skills
- Demotivate students' speaking skills
- No real answer

C. Answer in your words the following items

Open questions

5. What are your perceptions about drama use in teaching English language?.....
.....
.....

6. In your opinion, which drama activity helps you the most in improving speaking skills? Why
.....
.....
.....

Thank you for your time and effort!

APPENDIX III: INTRODUCTORY LETTER TO THE RESPONDENTS (TEACHERS)

Dear respondent,

The researcher is a student of masters' degree of education in English language in U.R College of Education with the topic "Drama use in teaching English language to promote students' speaking skill in Kigali secondary schools".

It would deeply appreciate your acceptance to help me in my research by answering the following questions. Your time and effort are greatly valued for purposes of this study.

APPENDIX IV: QUESTIONNAIRE DESIGNED FOR THE TEACHERS

INSTRUCTIONS: Respond to all items by ticking the number which best interprets your opinion as follows

Identification: Gender: 1=Male 2=Female

male	female

Age: 1= 20-30years 2=31-40years 3=41-50years 4= >50years old

20-30years	31-40years	41-50years	>50years

Educational Level: 1=Secondary school certificate 2= Diploma (A1)3=Bachelor (A0) 4 =Masters.

secondary	Diploma	Bachelor	Masters

Marital Status: 1=Single 2= Married 3= Widow

single	married	widow

Working experience: 1=<5years 2= 5 – 10years 3=11 – 20years 4= >20years

<5years	5-10years	11-20years	>20years

QUESTIONNAIRE RESERVED FOR TEACHERS ON DRAMA USE IN TEACHING ENGLISH LANGUAGE TO PROMOTE STUDENTS' SPEAKING SKILL

QUESTIONNAIRE RESERVED FOR TEACHERS

Respond to all items by answering the questions which best interprets your opinion of students' on drama use in teaching English language to promote students' speaking skills as follows:

ITEMS

A. Tick where necessary on the following items

1. Do you believe that drama activities should be integrated more frequently in English classes?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. Do you think drama activities are more effective than traditional methods for improving speaking skills?

- Strongly agree
- Agree
- Neutral
- Disagree

Strongly disagree

B. Answer yes or no to the following items

3. Do you notice that drama activities build students' confidence in using English out roles and performing in front of others?

.....
.....

4. Do drama activities provide meaningful- real life contexts for practicing English speaking?

.....
.....

C .Interview items for teachers

5. What are your perceptions about drama use in teaching English language?

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

6. Have you encountered any negative perception or disruptions in classroom due to drama activities, Please describe?

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

APPENDIX V: CLASSROOM OBSERVATION CHECKLIST.

This table illustrated the observation made by the researcher in the classroom on the lesson of the integration of drama activities to investigate students’ engagement, participation, and speaking activities.

Activities	Language used	Remarks
Introduction of the lesson on drama activities such as role play, body language, storytelling and improvisation		
Learners answering the questions		
Learners discussing in group works		
Learners presentation		
Learners discuss in classroom peers		
Teachers giving instructions		
Explaining new concepts		

ITEMS ON OBSERVATION IN CLASSROOM

1. How actively do students participate in drama activities?

2. What types of speaking interactions occur during drama activities?

3. How do students support each other during drama activities?



Republic of Rwanda
City of Kigali



Ref. n° *ASD.2.107.01.16/23*

Kigali, on..... **19 JUN 2023**

Mr. MUGIRANEZA Emmanuel
Tel: 0788716911

Dear Sir,

Re: Your request for data collection authorization

Reference is made to your letter dated on 14th June 2023 requesting for data collection authorization in Mageragere and Nyakabanda Sectors/ Nyarugenge District, Gisozi Sector/ Gasabo District and Kagarama Sector/ Kicukiro District in the City of Kigali on *"Using drama in teaching English language to promote students' speaking skills in Kigali City secondary schools"*;

We would like to inform you that your request is hereby granted. However, before starting your research, you must first introduce you to the **Administration of Mageragere, Nyakabanda, Gisozi and Kagarama Sectors**, and clarifying your need.

Sincerely,

Joseph NIYONGABO
Director General of Corporate Services



Cc:

- City Manager of the City of Kigali
- District Executive Administrator/ Kicukiro
- District Executive Administrator/ Gasabo
- District Executive Administrator/ Nyarugenge
- Executive Secretary of Mageragere Sector
- Executive Secretary of Nyakabanda Sector
- Executive Secretary of Gisozi Sector
- Executive Secretary of Kagarama Sector

KIGALI



RESEARCH AND INNOVATION OFFICE

Rukara, 31 May, 2023

Ref: 03/DRI-CE/085(a)/ EN/gi/2023

Mr Emmanuel MUGIRANEZA

Master Student

Master of Education in English Education

School of Education

UR-CE

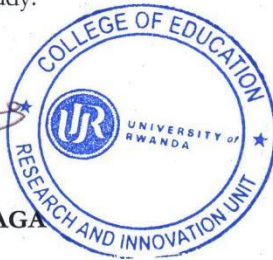
Dear Mr Mugiraneza,

RE: RESEARCH ETHICAL CLEARANCE FOR YOUR STUDY

Following your application for research clearance for your study entitled: **“The Use of Drama in Teaching English Language to Promote Students’ speaking skills in Kigali City Secondary Schools;”**

Having reviewed your application and being satisfied with your protocol (research topic, interview schedule, and questionnaire): this study is ethically acceptable. This ethical clearance shall last for 18 months and is renewable upon your request and presentation of the progress report to the UR-CE Research Screening and Ethics Clearance Committee (RSEC-C) through the Research and Innovation Unit. Please note that you will have to apply for ethical clearance before making changes in the protocol during the implementation phase. The Research and Innovation Unit shall receive a final copy of your study report at the end of your study.

We wish you success in your study.



Assoc. Prof. Eugene NDABAGA

Chairperson, UR-CE RSEC-C

Director of Research and Innovation Unit

Tel.: 250788308862

Email: ndabagav@yahoo.ie

UR-College of Education

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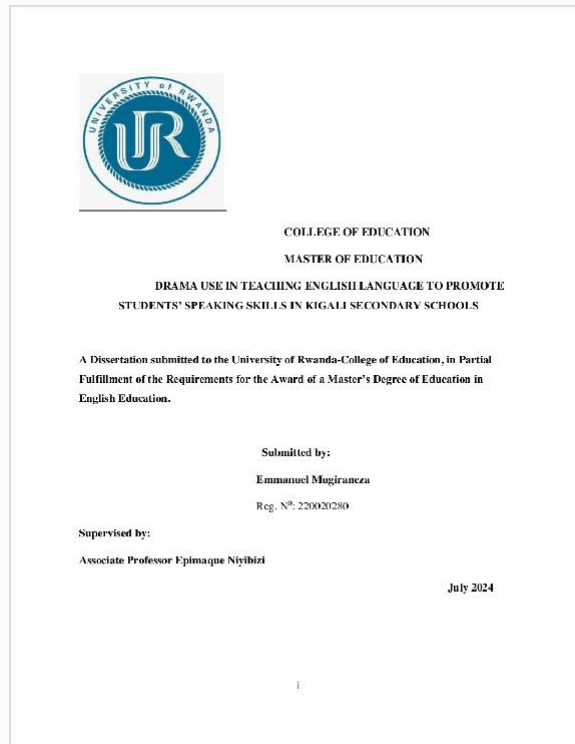
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