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The Role of Using Drama in Developing English Reading Skill at the Primary stage from the Point of View of Teachers in Jordan

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Abstract

This study aims to take the examining the role of using drama in developing English reading skill at primary stage from the point of view of teachers in Jordan. To achieve the aims of the study, a qustionnaire was used in which the participants of the study consisted of 112 male and female teachersat Mafraq Directorate of Education, in the second semester of 2020.To collect data, a questionnaire was prepared. The results showed that there were satistifically significant differences in the scores of the participants. The study recommended using drama in developing English reading skill.

Keywords: Drama, Reading, Primary stage

* Introduction

The scientific progress and the intelligence explosion that occurred in the knowledge fields in general, and the scientific materials in particular, necessitated the educational institutions to make exceptional efforts and provide possible means and methods, in order to prepare the children for the future to be able to solve their problems themselves, and keep pace with the era of development and Knowledge; therefore, the

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attention of researchers and educators has turned to search for different new teaching methods in which the teacher is a guide, mentor and assistant to students in order to realize the knowledge, how to use it and use it in their lives to improve students' achievement in the science subject in its various types and skills.

One of the methods that can be used in teaching the primary stage is the strategy of the puppet theater, which is a strategy that makes the child amazed by the general form of the doll, and then it has positive or negative attitudes towards this doll, if it is a positive attitudes, he will work to adopt its views and ideas that the doll presents in front of the child, therefore using puppet theater, are considered one of the most important modern educational tools that convey the child to the world of playing and imagination, then the child can interact with this puppet, in addition to that it contributes to confirming the ideas and information that the teacher wants to explain to the child, and this is what educational and social institutions, particularly kindergartens, seek as an effective institution in the child's life through their contribution in providing him with social behaviors that agree With the values and customs of the society to which he belongs. (Zakaria, 2009)

Using dramatized curricula strategy in teaching is considered one of the important teaching strategies that can be used in teaching English language at the primary stage. It combines the educational, cultural and artistic elements all at the same time. The school theater is an art that the student interacts with and lives its events directly, so the process of teaching the student theatrically focuses on two important aspects: which are the educational and the entertainment that indicates the characteristic of the play in terms of preparation, participation and immediate events that create something new that others can see and hear

The dolls which are presented through the theater or a special platform that are play life roles are seen as a wonderful thing, which guarantees sympathy for the student, whom he does not see as alien to him. Rather, it constitutes an important part of his most attractive world, which is playing world, because the dolls

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belong to the world of play, as it's the student's primary concern (Kuwafheh, 2017)

Scientists and researchers with their various approaches and the multiplicity of their methods in the fields of education from the past till now have emphasized on the development of teaching methods and the role of the teacher in this field. In the field of the English language, they focused on the goal of teaching this language which is to learn the ability to communicate with others, this is cannot be done only by forming sentences, rather by using them to form different sentences that are appropriate for different life situations, Therefore, educational situations that the learner can use and speak about must be chosen (Akl, 2004).

As the English language is considered the second official language in Jordan, the Ministry of Education has worked very hard to develop the teaching of the English language and thus the general framework of the curricula and evaluation, which was issued in (2006), has been applied in preparing English language curricula and developing its teaching methods. The general framework for developing English language curricula focusing on preparing general outcomes for teaching the English language so these outcomes are based on guiding students who are the main elements in the learning and teaching process, also it provides the teachers by training courses about the development of teaching and evaluation methods, in addition to train the students on the self-evaluation, The Ministry of Education has also given great attention to the use of educational technology. (Al Zoubi, 2013)

As a result, the teacher was chosen as one of the important evaluation tools to know his perceptions of the role of the dramatized curricula strategy in developing reading skill of the English language, as it is an effective and important element in the educational process, in addition he is familiar with the new and traditional methods of teaching.

Accordingly, because of the importance of the English language, this study aims to clarify the role of the dramatized curricula strategy in developing English reading skill for

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the primary stage from the point of view of their teachers in Jordan.

* The problem and questions of the study

As a teacher of the English language for the various academic stages, the researcher noted the poor achievement of the students, and the weakness in their reading skills, due to the lack of use of modern teaching methods among teachers, and focus on traditional methods. Since educational theories emphasize on effective education and activating the role of the learner, attract his attention, to explore and interpret knowledge, and expand it. Dramatized curricula strategy indicates that using the appropriate teaching methods proved its effective role in improve the achievement of learners in various subjects. Many educators are encouraged to use this method in teaching, so, teachers' attitudes toward using dramatized curricula strategy in teaching have been divided into two directions, the first group was positive and encouraged the use of new and diverse teaching methods as the method of dramatized curricula strategy, while the second group was a negative that rejects using this method and he demand to focus on traditional methods of teaching. (Wells, 2004) believes that drama plays a big role in developing children thinking, because it is one of the ways to create thinking, in addition it make the thinking of the child more abstract, while (Al-Omari, 2003) mentioned that although many of researchers have confirmed the effect of drama and theater, it can be used to develop children cognitively and emotionally, but there is still a gap between its value and the actual application, Therefore, the teacher was chosen as one of the important evaluation tools to know his perceptions of the role of the educational theater in developing the reading skill of the English language.

The study answers the following question: -

What is the effect of using dramatized curricula strategy in developing reading skill of the English language from the point of view of the primary stage teachers?

It has the following sub-question: Are there statistically significant differences at the level of significance ($\leq\alpha$ 0.05) in the perceptions of the primary stage teachers in the schools of the

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Northwestern Badia distract in Jordan due to the gender, experience and qualification?

* Hypotheses of the Study

1- There is a significant correlation between using dramatized curricula strategy and the development of reading skill for primary stage students from the point of view of primary stage teachers in the schools of the Northwestern Badia distract in Jordan.

2- There is no significant correlation between using dramatized curricula strategy and the development of reading skill for primary stage students from the point of view of primary school teachers in the Badia Northwestern District schools in Jordan due to the gender.

3- There is no significant correlation between using dramatized curricula strategy and the development of reading skill for students of the primary stage from the point of view of the primary stage teachers in the Badia Northwestern District schools in Jordan due to the qualification.

* Aims of the study

1- To show the effect of using the dramatized curricula strategy in developing reading skill in the English language in Jordan among primary stage teachers' perceptions.

2- To identify the significance differences of using dramatized curricula strategy in developing the skill of reading in the English language in Jordan, according to the variables of the gender qualification among teachers' perceptions.

* Importance of the study

This study is important because it is one of the rare studies that have discussed accurately the effect of dramatized curricula strategy on developing reading skill in the English language in Jordan from the point of view of teachers of the primary stage, in addition it will address one of the uncommon modern teaching methods in education, especially in teaching English subject, and its effect on developing reading skill in the students 'English language, which is the method of using dramatized curricula strategy, moreover, the importance of this study came from the curriculum that it deal with, which is the English language curriculum, that is one of the most important curricula, which teaches the student one of the languages of the modern era so, the results of this study may enrich

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theoretical and dramatized curricula strategy in the field of teaching methods and its use in the educational process, and may help researchers, specialists, teachers, curriculum developers and workers in the Ministry of Education to identify the importance of dramatized curricula strategy in developing students' reading skill for the English language subject.

* Terms of the study

1- Dramatized curricula method: It is the organization of curricula and their implementation in a theatrical and dramatic form with the aim of providing students with knowledge, skills, concepts, values and attitudes, which leads to achieve the desired goals in a likable and interesting way.

2- Reading skill in the English language: It is the result of what students have learned from the learning process according to the method of dramatized curricula, which is related to recognition, understanding, linking sound to written code, visual analysis of parts of words, and distinguishing between names of letters and their sounds, and trying to make a relationship between words and meanings in order to realize the intellectual units of the text and the organization followed by the writer, and extract general ideas.

3- English language: it is one of the subjects that are to be taught by the Ministry of Education in Jordan for sixth-grade students in Jordan for the academic year 2019/2020.

4- Teachers of the primary stage: They are all teachers in government schools who are teaching (the first three grades) in the Directorate of Education for the Southern Shouneh District for the second academic year (2020).

* Literature review

Inoa, Weltesk and Tabone (2014) conducted a study aimed at identifying the relationship between theater arts and student achievement in language and mathematics, the sample of their study consisted of (1193) sixth and seventh graders, divided into two groups which are experimental and control groups. The results of the study showed that the students who studied theater arts outperformed the control group in language arts and mathematics; in addition, the study showed that Using Theater can support the academic achievement of the student.

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As for Al-Saad (2014) in his study, which aimed to use the drama to support and develop the cognitive, social and psychological aspects of students from primary stages, the researcher used the experimental approach, and designed a tool to collect data and information and used the SPSS program for statistical analysis. The sample consists of (28) student from the fifth grade, the results showed that there are statistically significant differences in the experimental group in the cognitive, social and psychological aspects and achievement.

Al-Turi study (2014) entitled: The effect of using the puppet theater on social development and verbal improvement for children in the kindergarten stage. This study aimed to identify the effect of the using the puppet theater on social development and on the verbal improvement for children in the kindergarten stage, by using the experimental and control group and the pre-post-test, the experimental group was taught through by using the puppet theater, while the control group was taught by the conventional way. The research sample consisted of 50 children divided into two groups. The researchers used two tools for the first research to measure social growth and the second to measure verbal improvement of the children. The results of the study showed that there was a significant difference (at a level of 0.05) between the average scores of the experimental group between the pre and post tests according to the social growth in favor of the post test. The is a significant difference (at a level of 0.05) between the achievements average of the experimental group between the experimental and control groups according to social growth in the post-test for the favor of the experimental group.There is a significant difference (at a level of 0.05) between the average of the experimental group achievements between the pre and post tests on the verbal improvement tool for the favor of the post test, there is no significant difference (at the level of 0.05) between the achievement average of the experimental group and the control on according to the verbal improvement tool in the Post test.

A study of Al balawi (2014) titled " Effectiveness of Teaching English Subject using Drama on the

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Development of Students' Creative Thinking " aimed to investigates the influence of teaching English subject using drama on the development of intermediate students' creative thinking. The sample population of the study comprises two randomly selected first year intermediate classes of the 33 intermediate female schools in Tabuk. One class of 24 students has been assigned to be control group. The other class of 23 students has been assigned to be experimental. Upon review of related literature and previous studies, 4 dramatic teaching scenes were prepared in the light of drama for each lesson in unit 10 (the body) of first year intermediate English subject. Tool (Torrance creative thinking test) was adopted upon review of literature and related studies. Validity and reliability of the tools have been measured by applying the pre-test of creative thinking for both control and experimental groups. The control group has been taught using the traditional way of teaching whereas the experimental group has been taught using drama. The post--test of creative thinking applied by the end of teaching the assigned unit. Data was statistically analyzed. Results

have been discussed. Based on results recommendations and suggestions have been occurred.

Saud Study (2016) entitled: The effect of using puppet theater strategy to improve listening skills among third-grade students in Jordan. This study aimed to identify the effect of using Puppet Theater to improve listening skills among third-grade primary students in the mixed primary school of the Directorate of Education in Amman, to achieve this goal, the researcher used the semi-experimental approach. The sample of the study consisted of 40 third-grade students who are studying at the Petra Mixed Primary School in Amman, divided into two groups, experimental group which consist of 20 students, they are taught by using puppet theater strategy, and control group which is consist of 20 students, they are taught by using the conventional way. The researcher prepared a test to measure listening skills, and verified the validity and reliability. As for the results, the researcher used the averages, standard deviations and one way ANOVA test. The most important findings of the study were: There were statistically significant differences at

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the level of significance (0.05 = a) in favor of the experimental group that was studied by using the puppet theater.

A study of Uysal & Yavuz (2018) titled " **Language learning through drama"** aimed to review of the literature regarding the impact of drama on dimensions of second/foreign language learning. The paper first discusses the importance of integrating drama into the second/foreign language learning process and the role of teachers and students in the learning process. Then, after introducing the pedagogical and linguistic aspects of using drama techniques in the language classroom in a broader perspective, it focuses on the drama-oriented verbal and nonverbal exercises. Next, the paper reviews the studies on the language learning through drama and concludes that using drama in language teaching would facilitate emotional and social development in addition to language development of students while it points out that the number of studies on the issue is limited.

* The importance of previous studies

The importance of previous studies was to enrich the theoretical literature of this study and help to define the appropriate method and formulate the problem of the study and define it accurately, as well as define the study tool and the appropriate statistical method.

* What distinguishes this study

What distinguishes this study from previous studies is that most of the previous studies focused on the impact of using dramatized curricula strategy on academic achievement in some courses, while this study is one of the first studies that focused on the impact of the using dramatizes method on developing reading skill in the English language course for the primary stage in Jordan.

* Limitations of the study

The study is identified by the following limitations:-

1- Time limits: The study was applied during the second semester of the 2020 academic year

2- Spatial limits: The study will be limited to the primary government schools of the Northwestern Badia Directorate of Education in Al-Mafraq Governorate.

3- The human determinant: The sample of the study consisted of primary school teachers in government

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schools and the directorates of education in the Northwestern Badia District.

4- The objective limits: The study is limited to the role of drama in developing reading skill of the English language for the primary stage from the pointof view of teachers in Jordan.

* Methodology and procedures of the study

* Methodology of the study

The researcher used the descriptive analytical method in order to fulfill the aims of the study.

* Population and sample of the Study

The population of the study consisted of (112) male and female teachers, and the entire study population was taken, as the study sample reached (112) male and female teachers who are studying basic stage in the Directorate of Education in the Northwestern Badia District.

Table (1) Frequencies and percentages according to the variables of the study

	Items	Frequencies	%
Gender	Male	37	33.0
	Female	75	67.0
Qualification	Diploma	12	10.7
	Bachelor	88	78.6
	Postgraduate	12	10.7
Experience	Less than 5 years	32	28.0
	From 5-10 years	35	31.0
	From10-15 years	22	20.0
	More than 15 years	23	21.0
	Total	112	100.0

* The Instruments of the Study

The researcher prepared a questionnaire for the study based on theoretical literature and previous studies. The questionnaire consisted of (13) questions to identify the point of view of the primary stage teachers.

* Validity of the instrument

To ensure the validity the instrument was presented to a jury, for their recommendations regarding the clearness of the items and their suitability to the sample of the study.

* Reliability of the study

The reliability of the test was verified by conducting test-retest, and re-applied after two weeks to a group outside the study sample consisting of (30), then the Pearson correlation coefficient was calculated.

Then the internal consistency was calculated according to Alpha Cronbach, Table No. (2) Shows the coefficient of internal consistency according to the Alpha Cronbach, and the Test-retest reliability of the items and the tool as a whole, these values were considered appropriate in order to fulfill the aims of the study.

Table (2) The internal consistency coefficient of the Cronbach alpha, the Test-retest of the items and the Total

Item	Test-retest	The internal consistency
The impact of dramatized curricula strategy in developing reading skills	0.89	0.92

* Variables of the study

First: the independent variable: the use of the dramatized curricula strategy

Second: Intervening Variable, gender, and it has two types (male, female), qualification (Bachelor's, diploma, postgraduate), and experience (from 1 to 10 years, from 10 years and more)

Third: dependent variables: developing reading skills in the English language.

* Statistical Analysis

The researcher calculated the average and standard deviations for the study sample answers for each question of the study.

* Findings of the study

Results related to the first question and its discussion, which states: "What is the impact of using of the dramatized curricula strategy in developing reading skill for the English language from the point of view of primary school teachers?

Table (3) Averages and standard deviations for primary stage teachers' assessments of the effect of the use of the dramatized strategy in developing the reading skill of the English language in descending order according to the average

Rank	No.	Item	Average	standard deviations	Degree
1	1	The dramatized curricula strategy helps to improve students' reading ability	4.70	.547	High
2	7	The dramatized curricula strategy helps distinguish between the names of letters and their sounds	4.42	.748	High
3	3	dramatized curricula strategy helps to understand meanings and words	4.40	.756	High
4	4	dramatized curricula strategy deduces general ideas in the text	4.39	.669	High
5	5	dramatized curricula strategy helps to understand the texts literally	4.30	.935	High
6	6	dramatized curricula strategy helps the student read better	4.28	.861	High
7	8	dramatized curricula strategy helps to recognize and	4.26	.856	High

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		understand words			
8	2	The dramatized curricula strategy helps students to develops curiosity	4.21	.818	High
9	13	The dramatized curricula strategy creates an important language knowledge for students	4.07	.958	High
10	12	The dramatized curricula strategy helps to develop the reading focus of students.	4.06	1.015	High
11	11	The dramatized curricula strategy helps in the interpretation of texts	4.03	.937	High
12	10	The dramatized curricula strategy helps to read similar words	3.91	1.087	High
13	9	The dramatized curricula strategy helps to link the sound with written code	3.53	1.205	Middle
		The effect of using the dramatized curricula strategy in developing the reading skill of the English language	4.19	.616	High

Table (3) shows that the averages ranged between (3.53-4.70), where the item No. (1) Which state that "The dramatized curricula strategy helps to improve students' reading ability" in the first rank with an average of (4.70), While paragraph (9) which reads: "The dramatized curricula strategy helps to link the sound with written code," at the last rank, with an average of (3.53). in addition, the average of the effect of the use of the dramatized curricula strategy in developing reading skill for the English language as a whole (4.19), and a standard deviation (.616) with high degree. This is due to the significant and effective impact of the use of the dramatized curricula strategy in developing reading skills in the English language for students, as the educational theater tries to link the sound with the written code and helps to develop and improve students' reading skills, to understand the meanings of texts, to simplify the reading process, and to distinguish between similar words and improve student's linguistic memory of words. This strategy is interesting to students and facilitates their reading process, and this is dealt with the study of Inoa, Weltesk & Tabone (2014), whose results indicated that students who

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studied theater arts outperform the control group in language arts,and with the Al-Saad study (2014), whose results indicated the results showed that there are statistical significant differences in the experimental group in the cognitive, social and psychological aspects and achievement.in addition to Al-Tawry's study (2014) whose results indicated that there was a significant difference (at a level of 0.05) between the average scores of the experimental group between the pre and post-tests according to the social growth in favor of the post test, and , the study of Al-Saud (2016) whose results indicated that there were statistical significant differences in favor of the experimental group that was studied by using the puppet theater.

The results of the second question and its discussion, which states: "Are there statistically significant differences at the level of significance (α ≤0.05) in the perceptions of the primary stage teachers in the schools of the Northwestern Badia distract in Jordan due to the gender variable, experience and educational qualification?"

To answer this question, the averages and standard deviations were calculated for the answers of the study sample for all items of the tool of the study and the tool as a whole according to personal variables, the ANOVA analysis was applied to the fields of study according to personal variables, and ANOVA was applied to the tool as a whole, according to personal

Table (4) The averages and Standard deviations for the sample of the study answers About the tool as a whole depending on personal variables

	Items	Average	Standard deviation
Gender	Male	2.12	0.52
	Female	2.19	0.59
Qualification	Diploma	2.36	2.36
	Bachelor	2.09	2.09
	Postgraduate	1.97	0.47
	High diploma	1.43	-
Experience	Less than 5 years	0.55	28.0
	From 5-10 years	0.59	31.0
	From10-15 years	0.50	20.0
	More than 15 years	0.56	21.0

Table (4) indicates that there is a difference in the effect of using the dramatized curricula strategy in developing reading skill in the English language according to the following variables (gender, experience, and qualification). To show the statistical differences between the averages, (an

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independent T-test) was applied to the tool as a whole according to the gender as shown in Table (5).

Table (5) The results of applying the (independent T-test) to the tool as a whole according to the gender

Item	Gender	Average	Standard deviation	T test	Fd	Sig
Item as a whole	Male	1.818	.6330	-1.042	188	0.299
	Female	1.920	.685	-1.042		

* Statistically significant at the level of significance (0.05≥α)

Table (5) shows the following: The value of (T) for the field as a whole according to the gender was (1.042), which is a statistically significant value at the level of significance (α≤0.05), which is indicates that there are differences in the averages of the sample estimates for the items as a whole according to the gender. These differences in favor of females where the average was (1.920), while the average for males was (1.818), this is due to that most of the study sample was from female teachers because this educational stage requires more female teachers than male teachers, because female teachers know this strategy More and better than male teachers, in addition that female teachers have psychological characteristics that help them to teach according to this strategy.

Table (6) The results of applying ANOVA to the instrument as a whole, according to the experience

Item	Total square	Fd	Mean square	F	Sig
Years of experience	0.118	3	0.039	0.143	0.934

Table (6) shows the following: There were no statistically significant differences at the level of significance (α≤0.05) for the effect of the use of the dramatized curricula strategy in developing reading skill of the English language according to the (Experience), as the values of (F) (0.143) which is not statistically significant. And that there is no statistically significant difference for the experience, this is due to that this type of strategy requires the characteristics and personal skills of the teacher and not the experience of the teachers, and that the majority of the study sample don't have a lot of experiences.

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Table (7) The results of applying the Scheffe method for dimensional comparisons on the assessments of the primary stage teachers of the effect of using the dramatized curricula strategy in developing the reading skill of students in the English language according to the qualification

Qualification	Average	Diploma	Bachelor	High diploma	Postgraduate
Diploma	2.36		0.27*	0.93*	0.39*
Bachelor	2.09			0.66*	0.12
High diploma	1.43				*-0.54
Postgraduate	1.97				

* Statistically significant at the level of significance $(0.05 \geq \alpha)$

Table (7) shows that there are statistically significant differences at the level of significance $(\alpha \leq 0.05)$ of teachers of the primary stage perceptions of the effect of using the dramatized curricula strategy in developing reading skills for students in the English language, according to the qualification, as the value of (F) (2.284) Which is a statistically significant value, The results also showed that there are differences between the qualification (higher diploma) and the qualification (Bachelor's) for the benefit of (Bachelor) and between the qualifications (diploma, postgraduate studies) in favor of (diploma),and between the qualifications (postgraduate, higher diploma) in favor of (postgraduate). This is due that the more qualified teacher is, the more knowledgeable and teaching experience will be, and this is due to the role of the qualification in supporting teachers' experiences, improving their vision, teaching methods and developing their creativity thinking.

* Recommendations

1- Many studies and researches has been Conducted about this topic.

2- Focusing on the importance of using the dramatized curricula strategy by teachers.

3- Supporting schools with the necessary materials and equipment to make the dramatized curricula strategy successful in schools.

4- Giving teachers training courses about using the puppet theater strategy.

5- Attention to using dramatized curricula strategy.

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