THE ROLE OF GAMES AND DRAMA IN IMPROVING ENGLISH LANGUAGE TEACHING IN BASIC SCHOOL

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ABSTRACT: *This study aimed at assessing the role of games and drama in improving English language teaching in primary schools in Khartoum state. The population of the study is composed of primary school teachers in Khartoum state. Only one tool was employed for collecting data from the teachers' questionnaire. The results of the study revealed that although basic level teachers of English language are highly convinced of the necessity of using games and drama in teaching English at basic level, they do not agree that they are actually used. Also, there are many difficulties that face teachers in using games and drama activities in teaching English. Teachers believe that there are a number of reasons why games and drama activities are effective techniques in teaching English. This study ends up with a set of recommendations 1) games and drama activities have to have their due weight in classroom practice. They have to be used more frequently 2) Textbooks should incorporate as many activities of games and drama as possible and they have to be given their time in the language course. They should not be just as toppings for lessons; rather they have to be integrated in the teaching process as essential components 3) Teachers should be trained on how to avoid the pitfalls of games and drama activities and they should be trained on how to maximize their benefits 4) School administrations should be made aware of the importance of games and drama activities and they should provide more opportunities for the teachers to use them 5) Pupils have to be trained on how to carry out these activities and they should be coached on how to use the time allotted for them in the proper manner 6) Special care has to be given to pupils who are by their nature withdrawn 7) Class tests and continuous assessment has to include games and drama activities 8) Parents should be educated on the value of games and drama activities as effective techniques for learning English. Games and drama should be a constant feature in the Parents Day. It is suggested that 1) the ability of games and drama activities to develop listening and speaking skills 2) the potentiality of games and drama to develop cultural awareness 3) the intrinsic value of games and drama to develop the 4 Cs of the 21st century skills (Communication, Creativity, Critical thinking, Collaboration 4) the potentiality of games and drama activities to match the characteristics of the new generations (Alpha Gen in particular).*

KEY WORDS: games, drama, education, technique, classroom

INTRODUCTION

It is known that English is an international language. It is a bridge to the outside world, and it is the language of Science and Technology. Therefore, it becomes very important to learn this language as the most widely used means use of communication in the world. To learn a language, one must learn its vocabulary (stole 2005) In fact, without vocabulary one cannot find enough elements to form sentences and without these fundamental elements learning is impossible both on literary and oral levels. The role of games and drama are commonly one of techniques that are used to facilitate learning teaching English as a foreign language. When teachers use games and scenic activities in the ESL/EFL classroom effectively, pupils will broaden their learning teaching English. Use of games and drama also motivates the students to learn.

Statement of the problem

The researcher noticed that in the basic level schools, the learners are taught the same language material, by the same teacher and at the same pace of instruction. All the learners are expected to achieve the same or nearly the same level of attainment. However, the learners in the same class are not the same in terms of their competences. There are gaps between the learners that affect their ability to learn. Unless these gaps are filled, many of the learners will be left behind and those who will make the maximum use of the learning experience will be a small minority. What makes these two techniques qualified as the most suitable methods for addressing this problem? Is it the great potentialities they have in relation to young learners? Games and scenic activities in the ESL/EFL classroom are part of the natural everyday life of children. Indeed

1.   Games and drama activities in the ESL/EFL classroom are part of the natural everyday life of children.
2.   Games and drama activities in the ESL/EFL classroom create an anxiety-free atmosphere for learning.
3.   Games and drama activities in the ESL/EFL classroom provide a meaningful context for children.
4.   Games and drama activities in the ESL/EFL classroom give learners with high competences a rewarding sense of achievement as they find themselves helping their classmates.
So, these two techniques are thought to be of great help to both teachers and learners in classes where the competences vary greatly.

Objectives of the study

5.   To find out to what extent EFL teachers are utilized games and drama in the ESL/EFL classroom in teaching English in basic schools.
6.   To discover the difficulties which encounter the using of games and drama when they are used in teaching English vocabulary?
7.   To assess the efficacy of utilization of games and drama in teaching English as a foreign language to classes with varying competences in basic school pupils.

The significance of the study:
This study addresses one of the most important, but relatively neglected methods techniques of teaching games and drama in the ESL/EFL classroom. It is intended to increase understanding of the effectiveness of games and drama in the ESL/EFL classroom in English teaching as a foreign language in primary school. Furthermore, the study is pedagogically significant as it is expected to provide some recommendation about most effective English games and drama teaching method and techniques.

Questions of the study:
1.   To what extent are games and drama utilized in the basic schools?
2.   What are the difficulties which encounter the use of games and drama in the ESL/EFL classroom activities in primary school?
3.   To what extent are games and drama in the ESL/EFL classroom effective in teaching English to basic school pupils?

Hypotheses of the study
1.   Games and drama are not widely utilized at basic schools in Khartoum state.
2.   There are some difficulties that encounter teachers in utilizing games and drama in English as a foreign language.
3.   Games and drama are effective in teaching English as a foreign language

Literature Review

What is Games?
Games are fun activities that promote interaction, thinking, learning, and problem-solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. There are countless definitions of the game. Dictionaries, for instance, give the following concepts: Any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, as football, chess, or war games. A universal form of recreation generally including any activity engaged in for diversion or amusement, and often establishing a situation that involves a contest or rivalry. (Safra, Yannias & Goulka, 1998: p 105.) It is a form of play or sport, especially a competitive one with rules. An activity or sport involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle. Moreover, some writers have defined a game as: A structure —that— has rules, goals and agreement of players on the surface, and wonderful hidden processes underneath. (Turtledove, 1996: p 3)An activity with rules, a goal and an element of fun.(Hadfield, 1990 p:5.) The essence of many games lies in outstripping, in friendly fashion, someone else's performance, or (and adult learners often prefer this) in bettering one's own, as in the world of sport. Avedon & Sutton-Smith (1971, p : 28- 29) believes, "The main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses."

What is drama?

Drama could be seen as a blanket term covering "a wide range of oral activities that have an element of creativity present" "(Hubbardetal 1986:p317). Susan Holden takes drama to mean any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation:" In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person"(Holden1982:p1). Alan and Duff make the point that dramatic activity are not the performance of plays before passive audiences; the value of these activities lies "not in what they lead up to but in what they are, in what they bring out right now" (Maley and Duff 1984:p 6).

Why should game be used in classrooms?

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing educational games teach the students how to strategize, to consider alternatives, and to think flexibly" (Martinson & Chu 2008: p 478). That quote summarizes the beliefs about using games to teach, practice and reinforce a foreign language**.** Games provide a constructivist classroom environment where students and their learning is central. "Learning through performance requires active discovery, analysis, interpretation, problem-solving, memory, and physical activity and extensive cognitive processing" (Foreman 2003: p16). Games, if produced well, can do the same thing. Easy ways to do that involve the students finishing a sentence, listing words that begin with a certain letter answering open ended questions on a board game or telling a story. Games also reinforce learning through many of Gardner's multiple intelligences. Since individuals receive and process information in very different ways, it is important that teachers utilize different strategies and styles. Games often incorporate logical reasoning, communication, kinesthetic, visual stimulation and spatial relations. Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide English as a foreign language (EFL) and English as a second language ESL) students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency (Richard - Amato, 1996, P: 192-196).

When should drama be used?

Drama activities could probably be used in any or all stages of the typical five-stage Lesson to take the focus away from the teacher and put it on the students to give them the maximum amount of talking time. Drama could be particularly effective in stages two to five of a lesson, above all in the fifth stage. In stage two-the Presentation Stage-a new item of language could be presented by means of a dramatized dialogue on video or audio cassette, as silent reading, or as reading while listening to the teacher or to an audio cassette. This can be done in a regular classroom setting before any sort of area for acting has been created. In the third stage-the Practice Stage- the new vocabulary, structures, or lexis to be learnt can be practiced by means of connecting exercises. The students match new vocabulary items on the left side of the page with their definitions on the right-

hand side. New structures or lexis could be practiced through connecting or information-gap exercises and True/False exercises could test listening comprehension. Pair and group role-play exercises using pictures or written cues could then follow from this, and the aim is for the Learners to infer a rule or pattern from these activities practiced under controlled conditions. In the fourth or Further Practice Stage, new situations and different cues are employed to put the recently learnt language items into a new context. Substitution tables asking students to complete gaps with appropriate content and language offer the possibility of making creative use of expressions the learners practiced in stage three. In addition, dialogues could be role-played by groups consisting of different members. In the final fifth or Free Stage, the teacher usually tries to create conditions in which the new language items can be used freely by the students experimenting with the language they have learnt. Students may organize and act out a scenario in groups centered on the new language. If the class had just been learning how to ask for information in stages one to four of the lesson, one possible way of practicing this would be a role-play activity similar to the one suggested by John Dougill (Dougill, 1987 p: 60- 61): the class is divided into two groups, A and B. Group A is sent outside the room, where its members are told by the teacher that they are all strangers in town wanting to find out where the bus station is, how long it takes to get there, and when the Next bus to London is. Group B is then told that its members are in their home town waiting for a bus at a bus stop and that they are hard of hearing. Group B spreads itself out around the class imagining it is waiting for a bus. Before bringing in Group A, the teacher tells its members they are walking down a street .When they see someone waiting at a bus stop to which their questions should be directed. The two groups pair off and interact, and the teacher finally, compares what happened in various pairs. This activity, which should last about ten minutes, draws upon three of the elements of drama, namely "the presence of conflict, the imitation of reality, and the practice of improvisation" (Dougill 1987:p 60).

Drama in education:
Drama in Education (DIE) is a method based on pedagogic and psychological principles, and compared to the above-mentioned forms of applied drama and theatre it is probably the most process centered. DIE can make teaching different subjects more efficient. Thanks to its process centeredness. DIE was developed from the practice of ―as if games. Using drama in education can lead to the development of broader understanding through "generalizing and making connections" via the personal involvement that initially engages and motivates students in their learning (Fleming 1995, p. 40). Drama games offer collective experience, through which the participants can encounter the pleasures of self-expression and recognition and develop their decision making and problem-solving skills. The socializing effects of drama in education can bridge the gap between institutional education and real life, because they can help the students to acquire the necessary skills, behavior and knowledge to improve their performance in different professions, and their ability to perform certain specific roles .Gavin Bolton (1993, p :86-88), the internationally recognized drama educator and theorist of drama in education, called the method developed by him drama for understanding, which can be very useful in teaching different subjects. In these activities the participants work in groups and create an imaginary world, where they play" different roles.

Games and drama techniques for teachers:
Some teachers are afraid of using games drama activity and they don't feel confident using the techniques in the class. It is difficult to persuade them to reverse the traditional style. Teachers are worried about how to build authority and how to organize the class when carrying on the drama game**.** If the teachers can better understand the effectiveness of drama activities; it may become easier for them to accept this methodology. Drama and games are an efficient way to make students communicative and sociable**.** Drama techniques aim to stimulate learners' imaginations and practice their abilities of communication and listening in an enjoyable process. Thus, learners should be the leader of activities. The teacher is just like a guide who directs students' action and helps them not to deviate from the authors' intents. Teachers should avoid detailed instruction for students. Royka (2002) added, as soon as teachers have a command of drama techniques, they will find it easy to prepare the actual lesson. Class materials which are often tedious will become alive with drama activities. However, the teachers are like guides who give clear and simple instructions to their students and then should make sure that every student understands how to do activities clearly. Gaudart (1990) suggests some constraints for teacher: the proper drama activity does not encourage teacher to be the major role in the class. Teacher should not control students' thoughts and their behaviors. Teachers should be clear about his or her role and what the relationship is between the teachers and the students.

Advantages of Games:
- Games give a variety of tools to facilitate the teaching-learning process.
- Games are flexible.
- Games make the lesson less monotonous.
- Games raise the students' motivation.
- Games make students produce language subconsciously.
- Games stimulate students' participation and give them confidence.

Why Drama is important:
- Drama is part of real life and prepares students to deal with life's problems.
- Drama engages students in creative problem-solving and decision, making Deep experiences through drama guides and supports student's problem.
- Drama develops verbal and nonverbal communication.
- Drama develops empathy and new perspectives, taking on various roles in character allow students to use all senses and characteristics to understand the character.
- Drama builds cooperation and develops other social skills, working together as a group promotes, encourages and motivates cooperation.

Previous Study:
This study has been discussed by Salopelto (2008) , Intercultural competence through drama University of Jyvaskyla in her MA thesis. She organized a teaching experiment with a material package. Her conclusions were that the students were able to learn from drama and culture. Thus, this study proves that drama can teach culture.

This study has been discussed by Sauro (2014) Games in the Language Classroom-To Play is to Learn .Malmo University. This thesis investigated why games are a helpful tool in the teaching classroom and what methods could be used when teaching with the help of games. The research method was a small-scale research synthesis where former studies were summarized and compared. In addition to this, interviews (with two teachers who had focused on developing their teaching with the help of games) were conducted for the research to become as sufficient as possible. An overview of the ways in which games could be beneficial in the classroom has been provided and the reasons to why they should be used. The results indicated that games should be used in a more conscious way and that learners can benefit from learning with the help of games. This thesis has been carried out by Putus (2008) draws attention in her Licentiate's thesis towards drama .Creating opportunities for interaction in an English classroom. University of Jyvaskyla. The study was carried out by studying two different drama activities in different classrooms. Her findings pointed out that both, classroom discourse as well as regular speech, occurred in the courses. Even though the means in Putus' study were not vast, the results proved that students can have a discussion environment with the teacher, which benefits learning. However, because the study pursued to find interactional benefits and although achieving for it, it neglected any other possible findings that might have been of an interest in the current study.

Summary:

Based on all the information above it seems clear that games and drama can and should be used as a teaching method when teaching languages. One reason why games and drama could work well as a teaching method is because of the change that has occurred in teaching, where students have become much more active in the whole learning process. The researcher has also learned that by creating diversity, teachers are reaching out to a broader group of students and that is very important because students are individuals that differ from each other in so many ways.

THE METHODOLOGY

This study followed a descriptive method. A questionnaire was given to the basic school teachers for the purpose of having their opinions on the English language teaching. This is the first research Instrument for collecting relevant data and information and both the validity and reliability of the research will be confirmed.

Sample of the Study

The study was conducted in Khartoum locality at Al Humira primary School. A purposive sample was used for this study which includes (50) respondents from different Sudanese basic Schools in Khartoum locality.

Data Analysis:

The questionnaire consists of 18 items distributed over 3 aspects:

(1)   First Aspect: Use of games and drama in basic level schools : 2 items
(2)   Second Aspect: Difficulties that encounter teachers in using games and drama: 6 items
(3)   Third Aspect: Effectiveness of games and drama in teaching English :10 items

The first aspect:

This aspect is concerned with the extent to which games and drama activities are used by English language teachers in the Basic level.

Table (4.1): The role of games and drama in improving English language teaching in the basic school

		SA	A	N	DA	SDA	Mean	Std.Deviation	Result
Use of games and drama by Basic Level Teachers	frequency	13	26	3	5	3	3.8200	1.11922	N
	Percent	26.0	52.0	6.0	10.0	6.0			
Necessity of using games and drama in teaching English language courses	frequency	16	18	6	5	1	4.5400	4.23884	SA
	Percent	36.0	36.0	16.0	10.0	2.0			
Total							4.1800	2.32282	A

Table (4.1) above shows that the weighted mean for the first item in this aspect is 3.8200 which is equivalent to 'neutral". This means that the respondents are neutral in their views of the extent to which games and drama are used in Basic level schools as activities for teaching English, However, the weighted mean for item two in this aspect is 4.5400 which is equivalent to 'Strongly Agree'. This means that although the respondents are not decided about the extent to which the two techniques are used in Basic level school, they strongly agree that the two techniques are important and they necessary for teaching English language at this level.

Result One

Although Basic Level teachers of English language are highly convinced of the necessity of using games and drama in teaching English at Basic Level, they do not agree that they are actually used.

The Second aspect

This aspect tries to discover the difficulties that can face teachers in using games and drama in teaching English.

Table (4.2): Difficulties that encounter teachers in using games and scenic activities

		SA	A	N	DA	SDA	Mean	Std. Deviation	Result
Games and drama activities consume a lot of time at the expense of explaining language material	Frequency	17	13	8	10	2	3.6600	1.25536	A
	Percent	34.0	26.0	16.0	20.0	4.0			
.Reluctance on the part of schools to allow chances for using games and drama	Frequency	21	18	4	5	2	4.0200	1.13371	A
	Percent	42.0	36.0	8.0	10.0	4.0			
Physical and verbal difficulties to monitor games and drama activities	Frequency	13	10	12	10	5	3.3200	1.33156	N
	Percent	26.0	20.0	24.0	20.0	10.0			
Games and drama cause embarrassment and awkwardness in some situations	Frequency	11	18	7	13	11	3.3000	1.46036	N
	Percent	22.0	36.0	14.0	6.0	22.0			
In games and drama activities, some pupils may feel inadequate and self-conscious	Frequency	11	14	18	7	00	3.5800	.99160	A
	Percent	22.0	28.0	36.0	14.0	00			
Difficulty of effective integration of the four basic language skills in games and drama activities	Frequency	23	13	6	7	1	4.0000	1.16058	A
	Percent	46.0	26.0	12.0	14.0	2.0			
Total							3.6467	1.17689	A

Table (4.2): above shows that the respondents agree on a number of difficulties that face the teachers in using the techniques of games and drama.
(1) The weighted mean of the first item in this aspect is 3.6600 which is equivalent to 'Agree'. This means that the subjects agree that one of the difficulties that face teaches in using the two techniques is that they are time consuming. This results in leaving little time for explaining the language items which the activities try to present.
(2) The weighted mean of the second item in this aspect is 4.0200 which is equivalent to 'Agree'. This means that the teachers are faced by the resistance of the school administration towards using these two techniques.

(3)   As for item three in this aspect, the respondents are not decided on it. The weighted mean here is 3.3200 which is equivalent to "Neutral'. This indicates that the teachers do not face a lot of problems in relation to the physical and verbal monitoring of the two activities.

(4)   The respondents are also not decided on the point about the possibility of the two techniques to cause embarrassment or awkwardness in some situations. The weighted mean for item four is 3.3000 which is equivalent to "Neutral'.

(5)   The weighted mean for item five is 3.5800 which is equivalent to "Agree". This means that the respondents agree that one of the difficulties which face teachers in using games and drama is that some pupils feel inadequate and self-conscious.

(6)   The weighted mean of item sic is 4.000 which is equivalent to 'Agree'. This indicates that one of the problems which face the teachers in using the two techniques is that it is not easy to integrate all four language skills in them.

Result two:

There are many difficulties that face teachers in using games and drama activities in teaching English. Some of these are:

(1)   Games and drama consume a lot of time. This will be at the expense of explaining the language material in question.

(2)   The school administration does normally welcome the using of games and drama activities in English language classes.

(3)   Some pupils do not feel at ease when games and drama activities are used in the English language class.

(4)   It is not easy for teachers to integrate the four skills in games and drama activities.

4.3 The third aspect

This aspect tries to elicit the views of the teachers in relation to the effectiveness of games and drama as techniques for teaching English language at basic level.

Table (4.3): Effectiveness of games and scenic activities in teaching English

		SA	A	N	DA	SDA	Mean	Std. Deviation	Result
Ability of games and drama activities to improve language in classes with varying competences	frequency	25	21	4	0	0	4.4200	.64175	SA
	Percent	50.0	42.0	8.0	00	00			
Games and drama create meaningful contexts for language use	frequency	30	14	4	2	0	4.4400	.81215	SA
	Percent	60.0	28.0	8.0	4.0	00			
Ability of games and drama activities to develop positive attitudes towards learning	frequency	24	19	5	1	1	4.2800	.88156	SA
	Percent	48.0	38.0	10.0	2.0	2.0			

Games and drama provide a context for engaging practice	frequency	19	18	6	5	2	3.9400	1.13227	A
	Percent	38.0	36.0	12.0	10.0	4.0			
Games and drama activities increase class cooperation	frequency	27	16	5	1	1	4.3400	.89466	SA
	Percent	54.0	32.0	10.0	2.0	2.0			
Games and drama activities help present language in meaningful contexts	frequency	18	21	7	1	3	4.0000	1.06904	A
	Percent	36.0	42.0	14.0	2.0	6.0			
Games and drama activities make pupils practice language by themselves	frequency	23	21	4	0	2	4.2600	.92162	SA
	Percent	46.0	42.0	8.0	00	4.0			
Games and drama activities create an interactive environment in the classroom	frequency	28	16	3	1	2	4.3400	.98167	SA
	Percent	56.0	32.0	6.0	2.0	4.0			
Games and drama activities increase learners' motivation and promote learning	frequency	22	16	12	0	0	4.2000	.80812	SA
	Percent	44.0	32.0	24.0	00	00			
Games and drama activities help teachers discover the weaknesses and strengths in the leaner's competences	frequency	27	19	2	2	00	4.4200	.75835	SA
	Percent	54.0	38.0	4.0	4.0	00			
Total							4.2886	.79696	SA

Table (4.3): above reveals the views of the teachers concerning the effectiveness of using the techniques of games and drama in teaching English.

(1)   The weighted mean of item one is 4.4200 which is equivalent to 'Strongly Agree'. This indicates that the respondents strongly agree that games and drama activities have the ability to improve language in classes where the competence of the pupils is not the same.

(2)   The weighted mean of item two is 4.4400 which equivalent to 'Strongly Agree'. This means that the respondents strongly believe that games and drama are effective techniques because they create meaningful contexts for language use.

(3)   The weighted mean of item three is 4.2800 which is equivalent to 'Strongly Agree'. This means that the teachers strongly agree that games and drama activities are

effective techniques since they have the ability to develop positive attitudes towards learning.

(4)   The weighted mean of item four is 3.9400 which is equivalent to 'Agree'. This means that the teachers believe that games and drama are effective techniques in teaching English in that they provide a context for engaging practice.

(5)   The weighted mean of item five is 4.3400 which is equivalent to 'Strongly Agree'. This indicates that teacher strongly agree that games and drama are effective techniques in teaching English because they increase class cooperation.

(6)   The weighted mean of item six is 4.000 which is equivalent to 'Agree'. This means that the teachers believe that games and drama activities are effective since they provide meaningful contexts for the presentation of language items.

(7)   The weighted mean of item seven is 4.2600 which is equivalent to 'Strongly Agree'. This means that there is a strong agreement among teachers concerning the effectiveness of games and drama techniques because they provide the pupils with opportunities to practice the language by themselves.

(8)   The weighted mean of item eight is 4.3400 which is equivalent to 'Strongly Agree'. This indicates a strong agreement among teachers regarding the effectiveness of games and drama activities in teaching English because of the interactive environment they create in the classroom.

(9)   The weighted mean of item nine is 4.2000vwhichis equivalent to 'Strongly Agree'. This indicates a strong agreement among teachers in relation to the effectiveness of games and drama activities as techniques that can increase the pupils' motivation and can consequently promote learning.

(10)   The weighted mean of item ten is 4.4200 which is equivalent to 'Strongly Agree'. This means that there is a strong belief among teachers related to the effectiveness of games and drama activities as techniques that can help teachers discover the strengths and weaknesses in the competences of their pupils.

Result three:
Teachers believe that there are a number of reasons why games and drama activities are effective techniques in teaching English. Some of these are:

(1)   They have the ability to improve the language of pupils in classes of varying competences.

(2)   They provide meaningful contexts for presenting and using language.

(3)   They develop positive attitudes towards learning, increase motivation and promote learning.

(4)   They create an interactive environment in the classroom and increase class cooperation.

(5)   They provide opportunities for pupils to practice the language by themselves.

(6)   The help teachers discover the strengths and weaknesses in the competence's of their pupils.

FINDINGS

1. In spite of the prevailing conviction of the necessity of games and drama activities in teaching English, the teachers feel that they are not widely used. Accordingly, the answer to the first question is that games and drama are not widely used by teachers. This leads to the acceptance of the first hypothesis.
2. There are many difficulties that face the teachers in using games and drama as activities for teaching. Accordingly, the question is answered positively and the third hypothesis is accepted.
3. There are numerous reasons that make games and drama effective in teaching English. Consequently, the fourth hypothesis is accepted.

Recommendations

This study offers the following recommendations:
1. Games and drama activities have to have their due weight in classroom practice. They have to be used more frequently.
2. Textbooks should incorporate as many activities of games and drama as possible and they have to be given their time in the language course. They should not be just as toppings for lessons; rather they have to be integrated in the teaching process as essential components.
3. Teachers should be trained on how to avoid the pitfalls of games and drama activities and they should be trained on how to maximize their benefits.
4. School administrations should be made aware of the importance of games and drama activities and they should provide more opportunities for the teachers to use them
5. Pupils have to be trained on how to carry out these activities and they should be coached on how to use the time allotted for them in the proper manner.
6. Special care has to be given to pupils who are by their nature withdrawn.
7. Class tests and continuous assessment has to include games and drama activities.
8. Parents should be educated on the value of games and drama activities as effective techniques for learning English. Games and drama should be a constant feature in the Parents Day.

Suggestions for further research

The following topics can be potential areas for further research:
1. The ability of games and drama activities to develop listening and speaking skills.
2. The potentiality of games and drama to develop cultural awareness.
3. The intrinsic value of games and drama to develop the 4 Cs of the 21st century skills (Communication, Creativity, Critical thinking, Collaboration)
4. The potentiality of games and drama activities to match the characteristics of the new generations (Alpha Gen in particular).

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