of the various aspects of the PEE, they do not necessarily do as much as they could to ensure its successful implementation. This is reflected in the students’ relative lack of appreciation for the efforts of their teachers, and the hypothetical assumption that students would not be aware of the importance of the PEE was confirmed. Finally, it was shown, albeit on a very limited scale, that the use of drama techniques in the classroom had an overall positive influence on the sense of PEE, as it directly impacted on all the five constituent factors.

It is, consequently, recommended that further research be conducted into the nature of the reported discrepancy between what teachers believe they are doing to foster the PEE and what students actually perceive. Secondly, it is certainly worth looking in greater detail at the longitudinal impact of drama, and indeed other methodological tools, on the sense of PEE, and also how this impacts on such aspects as longitudinal motivation and achievement of learning goals. Finally, given the similarity of the children’s, university students’ and adult learners’ reactions to the workshops, it appears to be necessary to further investigate many of the assumptions that underlie the varied treatment of such learners. We would like to conclude by stating that we feel that this study validates the importance of the PEE in the classroom, and remain hopeful that it will inspire more effort to make the educational environment a positive place for the learners to be.

References


