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**Facultad de Lenguas**

**Licenciatura en la Enseñanza del Inglés**

**The Use of Drama Techniques to Improve the Speaking Performance in an  
EFL course: a case study**

Presenta: Gustavo López Cortés

Facultad de Lenguas, Benemérita Universidad Autónoma de Puebla.

Directora de Tesis: M.E.I: Áurea Marcela Rivera Mendoza.

Asesores: Dr. Emma Zambrano Santander, Mtro. Rubén Zárate Soriano

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## **ABSTRACT**

Drama Techniques are used within the English as a Foreign or Second Language classroom activities and may be useful to develop the oral communication skills and self-confidence.

This study was carried out in order to explore the use of theater drama techniques for improving speaking performance in an EFL class with teenagers and adults.

In situ observation was vital for this Case Study where the teacher-researcher focused on a drama language technique experience during an EFL course for true beginners. This exploration has permitted to examine an EFL class community, where some adapted drama techniques were applied as part of the class in order to develop the speaking performance and, at the same time, to obtain the general perception from the participants' experience: students and teacher-researcher.

In 2015 this Case Study provided enough information about the advantages of applying drama techniques as a tool in a EFL first course. The results show us different points of view from the students and the teacher and their development of their speaking performance. The students' written opinions, the pictures from videos, the teacher's reflexion and the speaking test evaluation, permitted to assess the effectiveness level of the drama techniques in EFL class where the participants were of different ages having the same language learning experience and similar opinions about this course.

This case study issued different kinds of positive results in addition to the speaking performance. This outcome confirmed some authors' ideas related to the confidence a community can get to achieve even in a beginners' class. The other aspects permitted us to know that the age is an irrelevant element when it is time to learn a language in a fun and interactive way.

Key words: Drama, Drama Pedagogy, Language Performance, Speaking skill,  
Theatre.

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## CHAPTER ONE: PRESENTATION

### 1.1 Introduction

This introductory chapter will explain the most important basis of this project using drama as an English teaching tool. The first part of this paper is about the purpose of the study where reasons are expressed. Then, the research question will be the part two; this particular section will help to address this Project, based on the pedagogic drama method, with the purpose and procedures. The third part provides information about the place and participants to help understand the general context of this project. The key words are the part four; the key words, focusing on the drama area, help the main concepts and the point of view in this project. The importance of developing this project is in the significance of the study. All these elements are expected to be sufficient to explain this drama project in a clear way.

The theatre has motivated teachers to use drama at classroom mainly in the language area. This situation is due to the flexibility of the theatre achieving people could use and adapt theatre depending on the purpose of an activity. We could use theatre as a tool in different areas even if the teachers or students are not professionals in this area. For this reason, we could consider the amateur and professional application of theatre in education (Shonmann, 2019). Taking advantage of this flexibility, some authors as Maley and Duff (2009), Bohem (2013), Farmer (2012), Winston J (2012), Hillyard (2016) and Savage (2019) have written books thinking of language teachers. Through the author's experiences, they want to provide encouragement to teachers looking for a different tool that could improve the students' language skills.

The foreign and second language learning require the development of communication. Communication is considered as a process where interchanging and conveying is the key of an effective communication. (Verderber, Deanna & Verderber: 2012). The Cambridge assessment English (2019) agrees with this point of view about the effectiveness when they noted that "for us, learning English is more than just exams and grades. It's about having the confidence to communicate and access a lifetime of enriching experiences and opportunities." (p. 2).

In other words, language education considers very important when learning a language such communicative interaction. Besides, the teaching of a second language has considered four skills to assess the language proficiency through a language certification. Consequently, teacher would have to consider some advice in the assessment based on the performance of the four language skills: reading, writing, listening and speaking.

“Assessment for Cambridge English: Proficiency is based on the performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales”. (Cambridge Assessment, 2019, p. 57).

Regarding the previous information about the importance of communication skills, Maley and Duff (2009), Winston J. (2012), Hillyard (2016) and Savage (2019) presented their books with a variety of activities that could cover the needs to obtain an effective performance according to the current certification standards making emphasis in the speaking area through an enjoyable experience.

The application of this drama techniques to obtain an effective performance in the speaking skills could seem encouraging. However, the students' perceptions have to be important to deduce how fruitful this case could be.

## **1.2 Problem Statement**

The community service results on a real learning experience at university. Each student has to find a program related to their area having to help to the society. As a result, this service experience provides the opportunity of exploring a government program where you could be a tourist host and teacher. The teacher function in the experience of the researcher of this paper consisted on going to the outskirts of Puebla city to give English classes in an Institute in favour of the community progress. The language course, obviously, was part of the benefits people could be part of. The language course was available for people over 12 years old without limit of age. These 3-hour-courses took place on Saturday. Students just needed to fill some formats as a part of the institute evidence to the government, it meant that the course was free.



The teachers needed to attend to a meeting in order to be aware of the course guidelines. The person in charge of this program talked about the course book, the teachers' attitude, and the reason of offering this course "English Speakers". The details of the course were really clear and the method of teaching was a free choice. The teacher did not receive previous information of the students until the first day. Before the first class, the teacher had an estimated number based on the number of seats in the classroom, in other words, 20 students. All the details would appear the first day of classes.

The course started in a big classroom. There were 17 students. They were false beginners among 12 to 72 years old. There were 8 women and 9 men. About the ages there were 8 students under 18 years old while there were 9 students over 18 years old. The course was really interesting because of the difference of ages. They were so enthusiastic in their first class outside the school.

The first class was based on different activities in order to know how to engage the group in the class objectives. These first activities showed they were inhibited and they specially enjoyed activities focused on the speaking and interaction to each other. This first class permitted to follow the main objective of the course "English Speakers" and keep the Students' motivation having as an approach the use of drama techniques.

### **1.3 Purpose of the study.**

The main purpose of this case study is to explore the use of drama techniques of theatre for improving speaking performance in an EFL class with teenagers and adults. This is a free course offered by the government where the only requirements are the age over 12 years old. This situation implies the diversity of ages; in addition to the students' character and their way of learning for real beginners. The classes were taken in a special centre where different courses help people to improve their lives through a foreign language, the self-defence, sports or arts and crafts. The centre organized everything in order to keep available the yard and a big classroom for the language courses. This situation gives the opportunity to study what could happen applying a methodology dedicated to improve the students' language development in the speaking skills through drama techniques.

## 1.4 Research Questions

This study addresses to the next questions:

1. How can the speaking performance be improved through the use of drama techniques in the EFL class with true beginners?
2. Which drama techniques can help to improve their oral communicative performance?
3. How do the students and teachers describe their experience using the performance techniques?
4. How does the researcher describe their experience using the performance techniques?
5. What are the recommendations for researcher through this course that is based on the drama techniques looking for an effective speaking performance?

## 1.5 Key Terms

**Drama.** Mark Fortier (2016, p. 4-5) making the deference between theatre and drama, he decided to do it through the Greek origin. So, the origin of the word drama is 'to do'. This definition allows us to consider the flexibility of drama to change every activity according to 'context, thereby permitting a greater number of language explorations.' (Haught, 2019, p. 93)

**Drama Pedagogy.** Considering a special multimodal way in the pedagogy area (Winston ,2012) the drama pedagogy is based on the interaction. The tools are visual, auditory, sensory items to get involved. In addition, this pedagogy is also flexible, direct and encouraging for teachers and students because it could be adapted and creative to an available space.

**Language Performance.** A full participation managing different situations "forms of life" (Haught 2019, p. 93)

**Language Technique.** Making the difference between principles and technique in the book ‘Techniques and Principles in Language Teaching 3rd edition’ Larsen-Freeman and Anderson (2011) decide to use actions as the definition of technique (p.1). In fact, all the examples given by Haught (2019, p. 92-93) such as activity, practice, exercise could emerge from the word ‘action’.

**Speaking skill.** ‘To develop speaking competence, learners must acquire knowledge of the language systems and the genres of discourse, the core skills of speech production and communication strategies that enable them to manage and negotiate rapid communication’ (Burns & Siegel, 2018, p. 6)

**Theatre.** Mark Fortier in his book “Theory/Theatre: an introduction” (2016, p, 4) mentioned that the Greek origin of this word is based on the ‘to see’. This base could express everything we would be able to watch as a final result after a previous preparation.

### **1.6 Significance of The Study**

This study as already stated, intends to be helpful for teachers because the different techniques explored in this study could assist teachers to improve their classes, by adapting or just complementing them. Also, these techniques could be useful to avoid the typical class without a strong speaking activity. In other words, this study might encourage teachers to use performance in ESL or EFL teaching.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

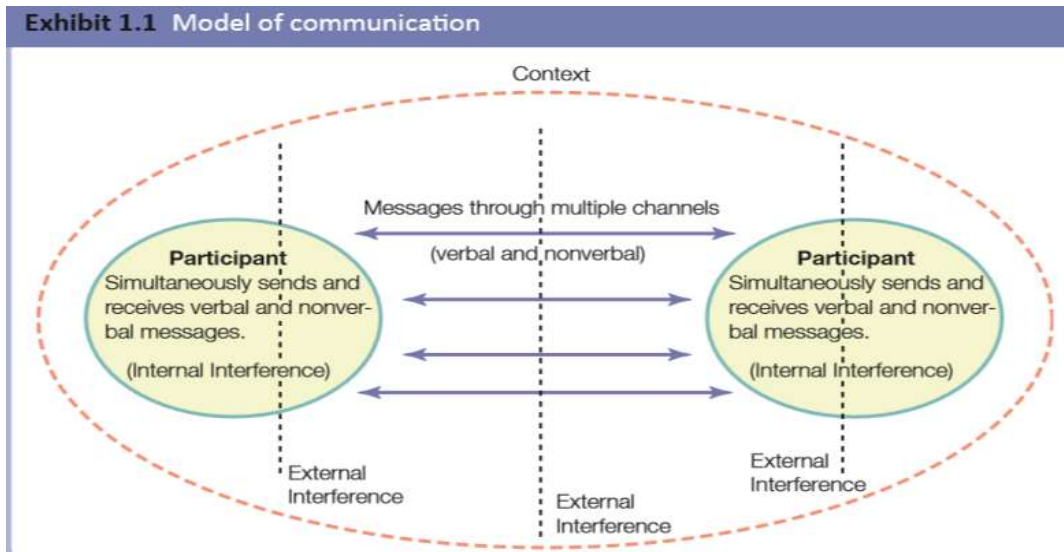
This chapter contains information of previous research and information related to the purposes of the present study. There are four sections, the first section has as a main topic: the communication; then, the second section concerns the speaking performance improvement, namely the main aim and the one of the two main topics of this project. The third section takes interest in drama topics in order to specify the meaning of the word “Performance”. The fourth section considers important to know how drama and language pedagogic have worked together in order to understand the teaching and learning process.

### **2.1 Effective Communication**

The most important element in a foreign language class is to understand the main objective. In this case, the communication enhancement is the students’ and teachers’ aim. They attempt to develop a successful communication in a foreign language through a course. In fact, language is considered as a tool of communication and the speech community and the culture are part of it. Moreover, language has different areas, some categories includes the nature, the reality, the philosophy, the history of the language, the communication system, the interaction and the information processing (Haught, 2019, p. 69). Therefore, the variety of activities could be expressed in different ways, but they keep the same objective: a successful communication or just an improvement.

The communication as a part of the language acquisition has some particularities. The definition of the “communication” could be a complex one because is defined as “...the process of creating shared meaning” (Verderber, Deanna, & Verderber, 2012, p. 3). The definition states that communication is a process, and this process is expressed through the next diagram.

**Figure 1. The challenge of effective speaking. As presented by Verderber, Deanna & Verderber (2012, p. 3)**



The diagram presented above in Figure 1 portrays a communication system, mainly in a linguistic area, where the verbal and non-verbal communication participate and the context is elemental. The context is included in everything as the main element to have a good communication. The communication occurs in different ways specially in the acquisition of a foreign or a second language. According to Verderber et.al. (2012) these ways differ by the number of participants and the balance of the roles among them. These ways are the following :

1. Intrapersonal communication is for yourself. For example, when you take a decision, you sometimes need to overthink the consequence of accepting or rejecting the proposal.

2. Interpersonal communication is between two participants. For instance, when you tell about your life with a friend or relative is interpersonal communication.
3. Small group communication is among three or ten participants. Some examples of small groups of family, friends, classmates, so on. These groups have the same purposes and interests.
4. Public communication is among and more than ten people and there is a specific message. In this communication, it could be considered the messages via media, newspapers, books, television, social media and another types of channels.

(p. 4)

This communication has special details in the acquisition of a second or foreign language. The details are focused on reaching a development for covering the needs to obtain a certain level of proficiency. Marin (2019) takes into account the next characteristics to learn a language:

- 1) The balance between the communication and the grammar
- 2) The use of the four abilities (listening, speaking, writing, reading)
- 3) The introduction of the sociocultural reality of places where a language is spoken.

(p. 3)

As a result, the acquisition of a second or foreign language considers that the students' mother tongue and the foreign language where the communication should consider a social cultural context beyond the stereotype language (Holloway, cited in Boehm, 2013, p. 43)

In addition to these details, the context could take into account the reason to communicate such as business trips, holiday trips, school exchange, work exchange, and so on. The non-verbal communication has an important role because it is part of the communication in a significant sense. According to the research developed by Ray Birdwhistell cited in Boehm (2013, p. 45), it could be explained that "the words conveyed in a conversation contain just the 35% of the message while the 65% is the non-verbal

communication”. However, Albert Mehrabian (cited in Boehm, 2013, p. 45) states that message could contain more non-verbal aspects, some of them are the face movements, intonation, volume, speed, voice quality.

All these communicative details in the acquisition are part of the standards in the guideline of the Common European Framework of Reference (CEFR). In fact, Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL) and the Cambridge certificates are some test in charge to evaluate the proficiency of a language, and they also consider the CEFR. Thus, the special details to communicate are the same for all the people who wants to learn a language.

Goh and Burn (2012, p. 19) cited the Swain’s benefits of negotiating meaning. This is because the speakers have to develop an efficient interaction. The benefits are:

- 1) Learners become aware. The language has a form and the learners of a foreign or second language have to follow. The learners develop an accurate communication.
- 2) The original input through the practise improves. Learners are able to test their knowledge and the way to use it. The improvement comes after noticing a mistake and the learner get an indirect feedback through the conversation or a direct feedback. The feedback brings reflection to avoid the same mistake the next time the learners have to face the error.
- 3) The metacognitive input is the result of the opportunities using the target language. The input, feedback and the output show a better comprehension, this is because the learner knows their mistakes, and they are aware to pay attention the next time the use the language.

The ideal way of communication in the language teaching are consider three elements (Goh and Burns, 2012, p. 19). The firs element is the input. The class provides the basis to start speaking, however there are some mistakes. The second element is the feedback. This part is the in charge of the correcting the mistakes. The interactions help to know the specific details to improve. The third one is the output. The output is a well-formed production during the learners’ utterances.

The effective day-to-day conversation is the fundamental objective to develop in language learners (Goh and Burns, 2012, p. 20). The effective communication requires to do it step by step in different situations. The first situation where communication starts as an indispensable tool in the classroom. Then, the students think about the different day-to-day conversations. The day-to-day conversation depends on the reason of learning a second or foreign language. At the end, the speakers have to engage with other people.

### **2.3 Teaching the Four Skills**

The use of the language is the main objective in a foreign or second language class. During the class different skills need to be fostered in order to assess or evaluate the students' progress. Burns and Siegel (2018, p. 3) consider four basic 'micro' skills taking into account the way of assessing a language. The mode can be 'oral' or 'written'; and the direction can be 'input (receptive)' or 'output (productive)'. The result provides the well-known four language skills: speaking, listening, writing and speaking. It would be said the receptive skills are listening and reading, whereas the productive skills are writing and speaking. Although they also use the word 'reciprocal' skills to express that they could interact each other speaking-listening and writing with reading. (p. 2). This regarding confirms the idea of teaching skills must be integrated "where the emphasis should be taught" (Hinkel cited in Burns and Siegel, 2018, p. 3).

The oral and written skills are interconnected fields necessary to develop a successful language learning experience. Students are mainly focusing in the oral skills as a parameter to determine the level of language proficiency; they give speaking skills a bigger exponent than others. According to Burns and Hill (2013. p. 334) "Spoken Language is highly dynamic, interactive and processed in real time.". Despite of the different skills, students seem to be worried in the spoken element. An example of this fact could be a trip where students need to speak in order to buy souvenirs, to book a hotel, to ask for food and so on. They will travel and the speaking skill will be the protagonist when students face to real possible problems in a country with a different language as English.

In addition to this, the oral skills are part of the certification tests. These tests content sections based on the four skills, where the examinees need to demonstrate the correct use of



the language in order to have a better note or to obtain the certificate. The next chart shows the criteria to obtain the test score of TOELF IBT.

**Table 2. TOEFL Score Scales (as shown in the website : ETS TOEFL, 2020)**

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## Understanding Your *TOEFL iBT*® Scores

### What Do Your Scores Mean?

You will receive 4 scaled section scores and a total score.

- Each section has a score range of 0–30.
- These are added together for a total score of 0–120.

Each skill has 4 or 5 proficiency levels, so where your score falls within that range tells you your proficiency for that skill.

Skill	Level
Reading	Advanced (24–30) High-Intermediate (18–23) Low-Intermediate (4–17) Below Low-Intermediate (0–3)
Listening	Advanced (22–30) High-Intermediate (17–21) Low-Intermediate (9–16) Below Low-Intermediate (0–8)
Speaking	Advanced (25–30) High-Intermediate (20–24) Low-Intermediate (16–19) Basic (10–15) Below Basic (0–9)
Writing	Advanced (24–30) High-Intermediate (17–23) Low-Intermediate (13–16) Basic (7–12) Below Basic (0–6)

Source: <https://www.ets.org/toefl/test-takers/ibt/scores/understanding/> retrieved December 2020)

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In the TOEFL iBT's criteria the four scales contain the same score range. However, the scale in the speaking and writing skills consider five ways to give a result: below basic, basic, low-intermediate, high-intermediate and advanced. Focusing on the speaking skill, this one contains more considerations or levels to be evaluated; these levels show the complexity of this skill based on the objective of this test.

“The TOEFL iBT® Speaking section is designed to measure your ability to speak English effectively in academic settings. It is composed of 4 tasks that resemble real-life situations you might encounter both in and outside of a classroom.”. (ETS TOEFL, website 2020).

In addition to the TOEFL iBT, there is another example of certification Test. For instance: First Certificate English (FCE). Despite having the explanation of the different skills, the assessment of this certification remarks two important points in the speaking skill:

1. The way to be applied
2. The significance of this ability: Use the language in a realistic way.





**Table 3. Cambridge English: First Certificate (as presented in its website 2020)**

## Exam format

B2 First is a test of all areas of language ability.

The updated exam (for exam sessions from January 2015) is made up of four papers developed to test your English language skills. You can see exactly what's in each paper below.

The Speaking test is taken face to face, with two candidates and two examiners. This creates a more realistic and reliable measure of your ability to use English to communicate.

Paper	Content	Purpose
<b>Reading and Use of English</b> (1 hour 15 minutes)  <a href="#">See sample paper</a>	<b>7</b> parts/52 questions	Shows you can deal confidently with different types of text, such as fiction, newspapers and magazines. Tests your use of English with tasks that show how well you can control your grammar and vocabulary.
<b>Writing</b> (1 hour 20 minutes)  <a href="#">See sample paper</a>	<b>2</b> parts	Requires you to be able to produce two different pieces of writing, such as letters, reports, reviews and essays.
<b>Listening</b> (about 40 minutes)  <a href="#">See sample paper</a>	<b>4</b> parts/30 questions	Requires you to be able to follow and understand a range of spoken materials, such as news programmes, presentations and everyday conversations.
<b>Speaking</b> (14 minutes per pair of candidates)  <a href="#">See sample paper</a>	<b>4</b> parts	Tests your ability to communicate effectively in face to face situations. You will take the Speaking test with one or two other candidates.

Taking into account the application of the four skills in the educational area, identifying the different styles of teaching spoken English is a necessity when teachers want to develop or improve the speaking skill. The knowledge about the results that we are going to obtain through the use of different styles can help to plan and choose the style that could cover a weakness or could be a helpful situation to develop the spoken language in an EFL classroom. About styles C. M Goh (2016, p. 145) states that “They also need to consider the context of interaction and engage their listeners in socially appropriate ways through various linguistic choices and forms.”

Finally, the relevance of the speaking skills in the exams and this case of study lead us to talk about its sub-skills in order to understand its complexity.

#### **2.4 Speaking Competence and Sub-skills**

The speaking competence involves different details in order to get a good performance. Goh and Burns (2012) listed some common speaking details based on different teachers’ perspectives. The listed aspects describe what a good speaker in a foreign language should be:

- a) good at pronunciation
- b) able to speak standard English
- c) fluently with few and no grammatical mistakes
- d) in a way indistinguishable from a native speaker.
- e) confident in the speaking performance.
- f) aware when the speaker uses certain things to express effectively in a specific context.
- g) able to communicate with native speakers.
- h) understood easily by others.
- i) able to speak fluently in different topics.

(P.p. 57-58)

In addition to these aspects to know what to develop in the speaking skill. The speaking performance is also considered as a micro skill (Anne and Siegel, 2018, p. 3). This skill as mode is oral and as a direction can be an ‘output’. It is also related to the listening skill

because this skill requires interactions '(Burns and Hill, 2013. p.334)'. In addition, the skill has been regarded as a way of 'proceduralize' a language knowledge to put it into practice based on the real life. (Goh and Burns, 2012, p. 58). Cambridge University

According to Goh (2016) "Speaking involves dynamic interactions of mental, articulatory and social processes." (p. 145). This process is complex where the reasons are limited to: "grammar and pronunciation, insufficient vocabulary, inability to participate in sustained conversation and slow speaking rate, amongst others" (Tante, 2018, p. 82). This situation comes from the need to become competent in speaking (Goh and Burns, 2012, p.53) or it is also call in the Cambridge University blog 'the nature of the spoken language' Doff and Thaine (2015) classify the main characteristics of the speaking competence in the following categories:

**The knowledge language** implies Sub Skills such as:

- a) Phonology
- b) Vocabulary
- c) Grammar
- d) Discourse

Core speaking skills which regard Sub-skills like:

- a) Pronunciation
- b) Speech performance
- c) Interaction management
- d) Discourse organisation of certain spoken texts.

**Communicative** strategies consider the next strategies:

- 1) Cognitive.
- 2) Metacognitive
- 3) Interaction

(p. 2)

Thus, the speaking skill could be considered as the application of a knowledge where there are four categories called 'core skills' or 'sub Skills'. (Goh and Burn, 2012) These sub

skills also contain specific skills in order to appropriately assess or identify the aspects to improve the students' language proficiency. (p.58)

According to Goh and Burns (2012) the four categories or sub skills are:

1. **Pronunciation.**
2. **Speech function**
3. **Interaction management**
4. **Discourse organization.**

(p. 59).

Although the speakers could think accurate grammar is enough, they will need to take into account specific sub skills. The speakers enable the sub skills to obtain a real speaking competence where the words 'acceptable' and 'context' are part of these speaking performance. (Goh, 2018, 2016, 145). As a matter of fact, aside from Goh, Doff and Thaine (2015, p. 3) affirm that 'the development of these sub-skills as central to the interactional nature of spoken language'. Hence, the specific speaking skills (Goh and Burn, 2012) that play an important role are named below in detail.

#### **2.4.1 The Pronunciation**

The pronunciation could be considered as a key element to be assess. The assessment of the speaking skill by Cambridge Assessment English (2019, p. 61) regards the pronunciation as a: intelligible part with phonological features to obtain an effective communication. This sub-skill has to take into account: (Goh and Burns, 2012):

- a) **Articulate the vowels and consonants**
- b) **Blended sounds**
- c) **Word stress**
- d) **Intonation patterns**

(p. 59)

In addition to this first sub-skill, there are more sub-skills to consider in order to have a fluent conversation. The next sub-skill is the Speech Function and it is explained below:

#### **2.4.2 Speech Function.**

According to Goh and Burn (2012) the Speech function performs ‘a precise communicative function or speech act.’ (p. 59). This situation is assessed (Cambridge assessment of English, 2019, p. 60) in the ‘Grammar and vocabulary’ section from the A1 to B2 levels in the ‘Grammatical Resource’ while the ‘Lexical Resource’ areas in the C1 and C2 levels are related to this sub-skill. These comparisons between the Goh and Burn (2012) ideas and the Cambridge Assessment of English (2019), it is possible to conclude that the next words are part of this sub-skill.

- a) Request. Permission, help clarification, assistance, etc.
- b) Express. Encouragement, agreement, thanks, regret, good, wishes, disagreement, disapproval, complaints, tentativeness, etc.
- c) Explain. reasons, purposes, procedures, processes, cause and effect, etc.
- d) Give. instructions, directions, commands, orders, opinions, etc.
- e) Offer. advice, condolences, suggestion, alternatives, etc.
- f) Describe. events, people, objects, settings, moods, etc.

(Goh and Burns, 2012, p. 59)

The previous specific sub-skills are presented in the next elements proposed by Cambridge assessment of English (2019, p.60):

- a) Appropriacy of vocabulary: Effective use of words and phrases that are adequate to a specific context. Where the flexibility is part of the speakers’ adaptation.
- b) Grammatical control: The ability to constantly use precise grammar to convey intended meaning.
- c) Grammatical forms: Simple grammatical forms like words, phrases, basic tenses and simple clauses; in addition to this, there are complex grammatical forms such as clauses, subordinations, passive forms, verb patterns and the tenses contrasts. The range is also part of the speaking assessment.

### 2.4.3 Interaction

The objective of this sub skill is seeking to regulate the speaking development. On one hand Goh and Burns (2012, p.59) consider this part as the “regulation of a conversation”. On the other hand, Cambridge Assessment of English (2019, p. 61) names this objective as “Development of the interaction”. Then, the next the sub skills unify the Goh and Burns’ ideas (2012, p.59) and the Cambridge Standards (2019) in the interaction skill.

- a) **Persuasion and understanding.** The recognition and the use of verbal and non-verbal communication aiming to clarify a meaning and intention. So, prompting and supporting are considered in this sub skill.
- b) **Adequate sequence.** This sub skill regards the interaction in the way the speaker initiates, responds and ends a conversation. The speaking performance should permit to offers turns to keep a conversation taking into account the context and the topic.
- c) **Switch. Finding the difference between adequate sequence and this sub-skill is the things where they belong.** The adequate sequence is part of a conversation with a specific topic, meanwhile the switch focuses on the topic. A conversation could have a topic and then this topic could be change, in other words, we switch the conversation. Changing the topics should finish correctly avoiding misunderstanding. The speakers should be aware, they have finished a topic, and they are talking about something different.

Even if there are more aspects in the Goh and Burns’ analysis (2012), they all can be placed in the current Cambridge Assessment of English (2019) without any inconvenient pointing to the interaction management. After this comparison, it is time to pass to the next sub-skill.

(p.61)

### 2.4.4 Discourse Organization.

This sub-skill is pointing Goh mentions (2016, p.147) ‘to frame the moves’ when you are speaking. The presentations and narrating stories could be excellent examples of what this sub-skill because there are markers helping to keep the sequence. The transition when a



person is speaking helps to obtain a better understanding. This is way we consider the organization to know the beginning or the possible end of what the speakers want to convey. Taking into account Cambridge Assessment of English (2019) and Goh and Burns (2012, p. 59) the main specific sub skills of discourse organization are:

- a) Coherence and cohesion
- b) Cohesive devices
- c) Related vocabulary
- d) Grammatical devices
- e) Discourse markers
- f) Relevance
- g) Repetition

(p.61)

The previous specific sub-skills help to develop an effective extended discourse. The effectiveness depends on the spoken genres, the choice of the sort of genre concerns the norms of a language based on the socio-cultural aspects. (Goh and Burns, 2012, p. 59).

The consideration of this sub-skills and their specific sub-skills are part of an effective speaking language production aiming to communication goals built on an appropriate social context. The sub-skills enable the speaker to work any interaction. Therefore, the objective of an effective communication could serve ‘to determine what type of information and how much of it is needed, as well as effective ways to express their meaning, organise their speech and articulate the sounds that accompany their speech intelligibly. (Goh, 2016, p.145)

After stablishing the function of the Speaking skill, the teaching of this skill go beyond the previous points. The students are the reason of any activity applicated and the reaction could affect the development if the teacher doesn’t take into account aspects about anxiety. Goh and Burns (2012) presented some reasons to consider if the students may not want to speak in class. All these details are:

- a) **Personal and interpersonal beliefs.** These ones are integrated for situation such as the competitiveness, the failure, negative experiences or evaluation or apprehension.

- b) **Learner beliefs about language learning.** These beliefs take into account the perception mistakes, the instructional activities, the priorities and preferences. The preferences would depend on the necessities of the students. For example, the distance.
- c) **Instructor beliefs about the language learning.** The beliefs are based on class environment like the role of instructors and the relationships with the learners.
- d) **The instructor-learner interactions.** The way of making a correction could change the students' participation.
- e) **Classroom procedures.** Analysing the school context helps to create a suitable way to learn and teach.
- f) **Language Testing.** This last situation should consider the objective of the course and the way to present the activities aiming to the comprehension of doing this during the class. The practice is a way to be tested. The way is wide enough to do different activities in the class getting a good result at the end.

(p. 28)

The speaking skills requires procedures where the affective and educational purposes have to work together. The co-dependence could determine the type of language learning and teaching experience.

### **2.5 Drama and Language Performance.**

Drama enables to teach a language. Taking in account the Fleming's list (2017, p. 7) "there are many reasons for teaching drama". The reasons presented could not 'capture the depth meaning and often hide underlying assumptions'; however, the list could help to obtain a general idea about the possible objectives of the drama. The general idea taking into account drama as a subject or drama as a part of a subject are (Fleming, 2017):

- a) To provide future artists and audience;
- b) To help pupils to think;
- c) To develop personal qualities;
- d) To develop imagination and creativity;

- e) To provide insight into human situations;
- f) To improve teaching of other subjects;
- g) To educate the emotions;
- h) To develop confidence;
- i) To provide entertainment and relaxation;
- j) To develop appreciation of the cultural heritage;
- k) To develop understanding of how drama works as a genre.

(p.7)

Achieving the reasons are listed only to be taken into account. The use of drama gives us the opportunity to be focused on what the teacher wants and the course objectives. The reason ‘to improve teaching of other subjects’ consents to be adapt to different subjects because drama ‘is to explore other differences in emphasis that lie below the surface’. (Fleming, 2017, p. 8).

After recognising the drama as a part of a language subject, the next point is to consider how this could help the language performance specially the speaking skill. The reasons for using drama such as ‘to help pupils to think’, ‘to develop personal qualities’, to develop imagination and creativity’, ‘to provide insight into human situations’ and ‘to develop confidence’ could be enough to boost a language performance, specially the speaking skill. Newton (2016, p. 171) presented two ways of an effective oral communication to interact with a language and these ones are:

- 1) **The way communication proceeds.** A language and cultural boundaries exploration involving the target language.
- 2) **Content.** The cultural aspect exploration to discuss about cultural comparisons.

The previous ways of an effective communication in the speaking skill (Newton, 2016) could be expressed through the Speaking Performance. Goh cited Segalowitz (2016, p. 250) to define Performance as ‘dynamics relationships among a number of variables, which can variously exert demands on L2 learners’ speech. Then they presented the next types of demands based on cognitive perceptual systems such as:

- a) speed production

- b) utterance fluency features
- c) motivation
- d) the social or interactive communicative context, and
- e) fluency-relevant perceptual and cognitive experience.

Fleming (2017) and Goh (2016) presented drama as possible way to obtain an effective performance in a Foreign or Second Language. So, Fleming (2017, p. 8) stated drama is ‘to provide insight into human situations’ the same situations that we need in order ‘to speak in the social or interactive communicative context’ (Goh 2016, p. 250).

## 2.6 The Importance of Theatre in English Teaching

The use of theatre could be part of a language class. The results of a class where theatre is mainly a tool to boost the students experience in the speaking skill. Paul (2015, p. 116) cited Augusto Boal to remember that ‘all human beings are actors’ and “the theatrical language is the most essential human language”. In addition, Paul named Spolin’s words to persuade people to use theatre in the teaching area to improve communication and not as a tool just for professional actors or students in the pure art area.

Beyond this, some other points cannot be part of these advantages in the use of drama from the educational perspective. Schewe (as cited in Boehm, 2013, p.54) analyses the drama-pedagogic teaching where:

- a) **The simulations**, theatrical game are not the best activities in the classroom. They are closed, given that, there is not a highlight and the learners do not feel identified with the played role. These activities need to cover the last fails to be successful.
- b) **The brief dramas** foster the reading skills but there is not a role playing
- c) **School play is classic drama**. The students feel out of the formal education.

(p. 54)

On the other hand, Schewe (cited in Boehm, 2013) takes into consideration some other points that could result if the drama techniques are well applied, the students could have a good experience taking into account the next points:

- a) Freedom for student.

- b) The variety of role playing helps the adaptation to the classroom activities.
- c) The literary texts could use according to the possibilities in the classroom.
- d) Fictional situation permits emotions similar to the real situations.
- e) The motivation is a product of the unexpected sequence in the scenes.
- f) The stress is absent owing to the lack of external audience.

(p. 54)

The importance of theatre in teaching has to be considered as a set of tools. The different tools could be used according to the course needs. The course does not use the same methodology as a specialised theatre course. (Shewe cited in Boehm, 2013, p. 54) The artistic quality of the presentation is not the scope; it is the pedagogic quality of the learning process. Boehm (2013) comments, the scientist and the artistic disciplines mingle in order to redefine in the foreign languages didactic. Additionally, the affective element is the key according to different authors. In fact, Gabrielle Réjane, one of the most important modern actresses in the XXI century, observed: “I just think what I feel and I just feel what I can understand, too” (Strassberg, cited in Boehm, 2013, p. 54). The learners use the language to learn how to use it in different possible situations.

It seems very likely that the teachers and learners, who use the drama techniques, could obtain a successful experience meanwhile they learn a new language. The key to do it well depends on the focus learning process and the thing available according to the context.

## **2.7 The Pedagogic-Drama Didactic**

The teachers’ preparation is a crucial factor for the success of a class. An example of the pedagogic-drama process considered by Tselikas (cited in Boehm, 2013) is divided in three faces:

- a. The personification goes to the reality of the daily life to natural representation of the character. The imagination permits the freedom to personify.

- b. The entry is in the dramatic reality. The interaction aims to the realization of the character in a specific place, intentions, motivations and relations through the theatrical game.
- c. The closure goes from the dramatic reality to the reality of the daily life.

The example presents some features in the pedagogic-drama didactic.

1. Introduce the learner. The fictional situation claims specific vocabulary, ways to communicate (the voice and the body). Learner needs to be prepared to participate.
2. Integrate group interaction and development of theatrical games to a main activity. The after the preparation, learners participate in drills to facilitate the performance or the main activity. Students engage easily in the activities because they had a preparation in the linguistic and situational process.
3. Feedback. Learners clarify doubts about the vocabulary. Even, some students could have difficulties to understand linguistic aspects or the difference between oral and written language creates doubts in the students. Some example, the use of the contraction “gotta”, the misunderstanding expressions “piece of cake”, the new words “synonyms or antonyms” said by the partners, etc...

(p. 54-55)

Teachers prepare classes based on the objectives and context where they are immersing. Although, the objectives are not completed yet, Shaller (cited in Boehm, 2013), the basis could consider most objective in this area. The Shaller’s contribution is divided into 3 types of objectives.

First, the cognitive objectives are aimed to the comprehension of theories based on the experience from specific events. This comprehension permits to acquire the knowledge that would be helpful to develop strategies for a specific action.

This action is part of the facilities to adapt any activity to different contexts. In addition to these facilities, the opinions would help to avoid mistakes and make the activity an enjoyable students’ experience. Therefore, the creation of questions about the values

should help to improve the activities. After a reflexion of the information about the experience, the creation of rules and norms becomes meaningful limit to develop an activity depending on the students and teachers' abilities and weakness. Then the next steps could be:

- a) Know the non-verbal aspects.
- b) Analyse problems.
- c) Define processes of definition
- d) Identify conflicts and power structure including hierarchies

After this cognitive way, an intrapersonal and interpersonal reflexion becomes an experience to be adapted or improved. The way to boost an activity built in this way of learning should consider most of the details the situation could provide.

Secondly, the affective objective is involved outside roles and situations. All the problems are obstacles in the drama activities, so overcoming traumatic facts and conflicts needs to be fundamental to succeed applying this teaching method. Fortunately, this method offers different activities to develop improving the class environment. The teacher should know the students' emotional aspects during the activities until the group will be really engaged to group work. The teacher has to perceive the individual feelings and needs because some students could face several obstacles that could come from their personality, or the way they have been learning. This situation requires to expand the teacher and students' flexibility

The affective objective involving the roles and the situations seeks to foster autonomy and capacity of a decision. The drama method requires students identify their own ambivalences, the positive thing they could get through the activities. Putting pressure to know the specific students' result is not the better way to know how effective the drama activities could be. The key to know what is happening, in addition to the language performance, is to keep a distance towards the situation. The personal space could allow to observe and reflect about each student to help the student efficiently. The ways to obtained results built under an atmosphere where the participants' welfare has been enhanced are:

- I. Foster humour
- II. Foster and keep spontaneity

- III. Develop creativity.
- IV. Foster, keep and engage the group dynamic.

Furthermore, the practice of the non-verbal aspects should take into account in order to keep the affective objective in the drama pedagogy class.

The third type proposed is the psycho-social objective taking into account the next aspects:

- a) Correct behaviour according to the role
- b) Foster responsibility
- c) Have the ability to cooperate
- d) Training in the self-security
- e) Communicative training
- f) Behaviour training
- g) Rhetorical training
- h) Linguistic training

(p. 57)

The objectives permit to develop different kinds the activities. However, the objectives could differ according to the types of drama-pedagogic methods and learning styles. Boehm (2013) mentioned to Bolton and Heathcote who noticed the methods used in this drama teaching area:

- a) The social learning. Interaction and cooperation are inevitable
- b) The cognitive learning. Reflection based on the activities.
- c) The learning focuses on the skills. They develop tools or improve ways to interact within the activities.

(p.58)

Then, Shewe, 1993: 106 (cited in Boehm, 2013, p. 59a) considers that the “aesthetic learning is possible if the three kinds of learning, presented before by Bolton and Heathcote,



are integrated”. In addition, this author Shewe (cited in Boehm, 2013) reflects about the importance and limits of the drama methods in teaching:

- a. The drama-pedagogic methods are presented as an artistic model:  
However,
- b. The activities cannot be the basis for a professional degree dedicated only in the theatre (actors, writers, etc.) because the purpose seeks the linguistic, and the culture enhancement in a second or foreign language.

(p. 59b)

Then, Shewe, (cited in Boehm, 2013, p. 59c) considers that the “aesthetic learning is possible if the three kinds of learning, presented before by Bolton and Heathcote, are integrated”. In addition, this author Shewe (cited in Boehm, 2013) reflects about the importance and limits of the drama methods in teaching:

- a) The drama-pedagogic methods are presented as an artistic model: However,
- b) The activities cannot be the basis for a professional degree dedicated only in the theatre (actors, writers, etc.) because the purpose seeks the linguistic, and the culture enhancement in a second or foreign language

(p.59d)

Having this in the mind, there is a possible variety of methods according to the different artistic expression of theatre where the preparation, development and discussion obtain different benefits. And hence, based on the author Shewe (cited in Boehm, 2013, p. 59e) the possible methods, according to the artistic, variation could be.

Table 4. Shewe’s methods, according to the artistic, variation. (as shown in Boehm, 2013). The artistic expressions are:

- a) Theatre as an artistic expression. Directed and starred method. Sub-method: Personification of the learning process.
- b) Literature: Creative writing method.
- c) Telling tales: Tell vividly.

- d) Films and videos. Technological means method.
- e) Radiophone presentation: Phonetics and phonology methods.

(p.59)

The drama pedagogic didactic contents practice. The practice is the place where students and teachers could interact in different ways applying the theories; although, the theories could be built within the practice (Boehm, 2013, p. 60). The variety and the benefits are wide in the kind of activities and even in the learning or teaching style. According previous aspects and Farmer (2012) the use of Drama Activities could allow to:

- a) Help groups work together aiming a specific objective.
- b) Encourage feeling and increasing playfulness and creativity
- c) Cover kinaesthetic needs
- d) Interact as a group taking into account cultural target language aspects.
- e) Improve communication skills
- f) Became confident.
- g) Make memorable and enjoyable experience.
- h) Stimulate presentation and performance skills
- i) Foster an atmosphere where the ‘failure’ is a part of the learning process.

(p. x)

## **2.8 The Role of the Group**

The teacher would be the guide and the students the players of the drama activities. This is the way Farmer (2012) gives some advice to the people developing his drama activities. These ones are:

- a) The body.
- b) The body in the space.
- c) Individual imaginative activity.
- d) Working with a partner.
- e) Working in a small group.

(p.4)

The pedagogic drama implies some necessary considerations to develop the activities. Before applying a specific activity, Teachers need to considerate the characteristics of the group because the group is the mean to learn (Boehm, 2013, p. 60). Considering the mean, students participate more than teacher. The activities depend on everybody, so the group has to be unified.

Teacher examines the group in order to know the activities to apply. Generally, the teacher needs to balance the interaction in the group. The group needs to face the difference for being responsible to the activities. Boehm (2013, p. 60) advised the searching for a solution is the base on a unified group. Moreover, the group does not have to be an expert in the drama area. The group without any experience needs to be familiarised with the pedagogic drama techniques. So, the absence in the group could be crucial for future complex activities. For that reason, Boehm (2013, 60) recommends to emphasize the importance of the assistance in the course in order to get involve at the same time.

In a nutshell, students need or develop in the pedagogic drama activities:

- a) Interacting without no problems
- b) Being unified and responsible in the activities
- c) Being familiarised with the pedagogic.
- d) Being present without long absents.

After developing these aspects, the students could communicate effectively in different contexts. The effectiveness and the situation to face would be determined by the type of course they are doing.

## **2.9 Group management considerations for developing a drama activity.**

The learning-teaching process needs the interaction. Hall (2011: P.p. 3-4) mentioned the interaction as a “potential necessity in the language classroom regarding the complexity and the diversity”. These aspects make the classroom as a unique context. Each classroom is different creating a necessity of the teachers’ observation. So, the study of a group could make provide the enough tools to manage a group.

All the courses should be analysed in order to make a suitable educational plan. There could be a school syllabus to follow, but there are more aspects to consider in order to achieve course objectives. The aspects could be based on material aspects such as the size of the classroom, the furniture, the book and other school materials. However, teachers should consider the student's details. Harmer (2015, p. 127-131) presents the mixed classes. These mixed classes are based on the students' abilities or language proficiency. For this reason, this author mentions five aspects a teacher should consider:

- I. Different aspects.
- II. Different learning speed.
- III. Different learning styles.
- IV. Different needs

Harmer (2015: p. 127-131) explains the importance of the different students' actions. Therefore, the students should receive different tasks, roles and encouragement. The task could be the same but with a different focus. The teacher needs to create an environment where the students know there is not only one answer. The activities want to be encouraging and flexible. Then, the students could do their best and start knowing their strengths. The teacher identifies the students' strengths trying to create circumstances or activities where the students could share their knowledge and abilities. The rest of the students could observe the advantages and use them in a group activity. Taking this into account, the teacher could treat the students through:

- a) Efficient Feedback
- b) Inclusive activities
- c) Flexible organization during the group activities.

A functional management requires the setting up of the classroom. Scrivener (2012; p. 7-13) describes different types and ways to set up the classroom through different layouts. This classroom layouts considers the:

- a) Size of the group
- b) Furniture
- c) Size of the classroom

- d) The activity
- e) Students' perspective.

Scrivener (2012, p. 13) provides some ideas about the drama activities and the suitable setting up. The main objective is to create a specific place to work. The teacher could name a section where the students could develop a drama activity related to the bank, office, school, garden, hospital, road, etc. The students would be aware where the activity is taking place allowing a better understanding of the context. The students also adapt the place according to the activity without the others groups' intervention.

The environment needs to be respectful. The students and teacher have to work together in order to practice the language making the failure as a part of the learning process. The creation of a community could make a supportive group. Scrivener (2012; p. 82-87) gives 5 technique in order to help a group to work together:

The first technique is "Getting to know". This one proposes several activities where students could feel comfortable. Then, they have to know the classmates' name and the beginning of small talks to develop reliability. They could exchange information and match the same likes, dislikes or objectives. This technique needs the creativity and some laughs to achieve the amenity.

The second technique is "Creating a sense of community." This one remarks the necessity of coming together a group. The support for each other becomes a resource to improve an achieve goals. Each student has different goals, but these goals seeks to be accomplished. Keep mixing the group in the different activities permits to develop the quality of interaction. The activities could also take into account the students' projection of life and the discussion of them in the group. The students discuss and suggest each other how to achieve the goals or reflect about what has been done.

The third technique is "Creating synergy". This technique combines the students' abilities and efforts to work together. The fourth technique is "Quick fixes to change the class mood". The teacher understands how is the relation in the class. If the situation does not have a good mood, the teacher has to develop activities to change the mood and create a better

class environment confirming one of the drama games use “they help to work together for a shared goal”. (Farmer, 2012, p. 20)

The fifth and last technique is “Recognizing stages in a group’s life”. The students had stages to know each other. This analysis could help to avoid or fix conflicts in the group. Some warm-Ups could help because some of them are “a lively game where people find out what they have in common” (Farmer, 2012, p.36)

Once a group is formed in a suitable atmosphere, the next step is the consideration of the student’s contribution. Stepanek (2015) mentions the appreciation of students’ contributions through three advantages such as:

- 1) the language creativity as a natural element.
- 2) The variety of subjects or knowledge to use.
- 3) The creative situation that could engage the students.

(p. 99)

These language advantages serve to discover the students’ contribution as a part of the group activities. Taking into account this, Stepanek (2015, p.100) regards the activities based on creativity seeks the language autonomy improvement allowing the individual learning style of each students. Everyone is more actively engaged to be part of an activity in somehow depending on their strengths. Therefore, “the drama games can be used to develop a creative approach...” (Farmer, 2012, p.20)

## **2.10 The Role of the Teacher.**

The teacher is responsible for preparing the group and providing a good experience (Farmer, 2012, p. xi). Teacher creates and maintains the group unified. The cohesion of a group permits to solve or avoid some conflicts. The attention is the same for the group, so there are no preferences in order to avoid students’ demotivation.

The importance of the process of theatre includes educational aspects. In fact, Maley and Duff (2009) encourage teachers providing the next aspects.

- a) The four skills are present in the activities in a natural way.

- b) Verbal, non-verbal communication and the physics integrate intellectual activities.
- c) The cognitive and affective domains are integrated to think and feel at the same time. Free expression.
- d) The class is focusing on the meaning because the language could be contextualized in order to permit the interaction.
- e) The variety of activities enables to be right with the multiply students' intelligence.
- f) Self-awareness, self-esteem and the confidence encourage the students.
- g) The learners' interested remains due to the variety and the expectations in the activities.
- h) The learners are the main character.
- i) Learners take risks. They explore and imagine in order giving scope to activities. "which is an essential element in effective language learning" The facilitation of learning together is clear because of the dynamic activities and the atmosphere.
- j) The learners' experience is memorable positively. They enjoy the activities while they use the foreign or second language.
- k) The activities are not expensive, if you want. The most inevitable tool is your students with enthusiasm.

(p. 1-2)

The conventional teachers' attitude is not permitted in pedagogic drama method. The teacher should permit students to feel free to develop the activities without affect their partners, this allows the students' autonomy. In addition, teacher is involved in the activities, examples and advices could be beneficial. The author (Boehm, 2013, p. 63) consider the teacher as "a guide, partner, cheerleader or organiser who avoids being the main participant in the class".

Using the pedagogic drama techniques, the teachers "need to have experiences" and they need to be sensitive and have the real intention to interact through the games or activities (Sheller cited by Boehm, 2013, p. 63). However, the experience is not necessary, but if teachers begin with the pedagogic drama, the use simple activities could help to develop complex ones according to the group's reaction (Royka, cited by Boehm, 2013, p. 64). Teachers need to be creative, spontaneous given that the activities require improvisation. In

fact, the teacher requires the students' confidence based on the respectful in order to provide a good experience to the students.

In the second or foreign language class, teachers correct to help students' enhancement. The correction in the pedagogic drama method recommends the correction without interruption during the activity. Boehm (2013) considers two important aspects to correct in the pedagogic drama activity. The aspects are:

- i. Writing down the mistakes and correct them after the scene or activity.
- ii. Correcting the mistakes to everybody if the mistakes were repeated frequently.

(p. 63)

Schewe (2000, cited by Boehm, 2013) presents that the construction of a pedagogic class; there are some aspects that teachers have to consider:

- a) The linguistic variety.
- b) The pronunciation, articulation and intonation.
- c) The cultural teaching.
- d) The use resources as images, texts and objects to reinforce the linguistic activities.
- e) The tension and surprises to maintain students' interests.
- f) The motivate students to express and take decision and actions
- g) The reflection about social topics.
- h) The empathic

(p. 64)

Summarizing the teacher's role implies organization and guidance. Students are the main part of the class whereas the teacher guides, motivates, gives examples, attracts learners' attention and promotes a good atmosphere in the class. Teacher needs to be conscious; in order to facilitate a pleasant experience could be pleasant.



## **2.11 The Relation between the Drama Activities and The Total Physical Response (TPR)**

Part of the drama activities implies the use of body language. The drama activities are, in a sense, physical and interactive. In addition to this, Farmer (2012, p. x) considered the drama activities could be suitable to kinaesthetic learners. Therefore, the relation makes possible the use of the body in certain activities, one of these examples, where the drama activities and the TPR works together, could be the activities proposed by farmer called “Circle Cross” (2012, p. 53) writing “Now ask them to drop their right hand and raise their left. With this hand they should draw the shape cross in the air”.

Hence, the Total Physical Response (TPR) is part of the drama activities. Moretta & Grazia di Francisci (2015, P. p. 2-3) explain that this method in the Foreign language is considered in the linguistic learning through a multisensorial system. This experience would be used mainly in the basic language course where negative feelings could discourage and frustrate students.

The TPR could be considered as a suitable manageable method in the learning-teaching process. The three words, added by Moretta & Grazia di Francisci (2015, p. 181-182) to define this method are: real, credible and suitable because of the necessity created in the classroom. The students will find a real context where they apply their knowledge. In fact, the same authors presented the next point to consider when it is time to develop and activity with TPR method:

- a) The teacher is clear to give instructions.
- b) The teacher provides examples of the activities.
- c) The students see and reflect the activity to develop.
- d) The students perform the action.

(p. 182)

Once the previous points presented are well developed, Moretta & Grazia di Francisci (2015) talks about the advantages that the teacher and students could obtained. The advantages have been some reason to make TPR an object of study. In addition, the

advantages seek for an activity where the risk of failure could be really low. The advantages of a well-developed activity based on the TPR are:

- a) The success of distressful learning
- b) Long term memorization
- c) Active students' involvement

(p. 183)

The TPR could be focused specially in children and adults. Moretta and Grazia di Francisci (2015) discuss about the children superiority about learning a language. They compare the adult and children context finding:

- a) Children learn through the activities they listen and observe. The repetition and imitation are crucial when children learn and use the language. The children will grow up and the become adults making this learning the same for everyone. However, the real differences are presented in the Second Foreign Language Learning. The children learn the language in a playful environment encouraging their language performance. They use their bodies movements in recreational activities.
- b) Adults learn in a different way. The variety of learning through TPR has not been a suitable option to learn a second language. Most of the time adults converse to learn. The connection between expressions and body movements have been an imitation in this kind of learning experience.

(P.p. 163-164)

After this comparison, Moretta and Grazia di Francisci (2015: 164-165) presented the exploration of Asher and Garcia (1977-2003) in the pronunciation area. The children's advantage basically depend on this part of the speaking skill. However, the effective communication could be more than this simple detail. The "Unfortunately the adult is not given this possibility, he will be marginalized from the context..." could be change in order to learn through the TPR activities in the language course at least as a part of the class. The activities could result attractive the adults although the participation could be limited at the beginning.

The patterns of the TPR are mainly based on the repetition and memorization of basic commands and words associated to certain body movements to develop a mental. This is the reason Moretta and Grazia di Francisci (2015) presented the next patterns having some of the are related to the drama activities:

- a) Presentation of the course
- b) Commands (actions)
- c) Review (repetition)
- d) New commands
- e) Role-reversals
- f) Role-playing
- g) Reading and writing
- h) Storytelling

(p. 187-189)

The previous patterns could be adapted according to the class necessities. The teacher could manage and use TPR method with other methods in order to provide a distressful and playing first experience to the students (Moretta and Grazia di Francisci (2015, p. 189). Taking this into account, the activities like “Bippity Bippity Bop” (Farmer, 2012, p. 126) using TPR as a tool to well develop this fast-moving game if students draw in the air and say shapes or actions. This variation could be possible because most of the drama activities have many variations (p. 126) depending of the group conditions.

## **2.12 The Preparation a Drama Pedagogy Activity in a EFL Class**

The pedagogic method plan could be thought as a difficult development but it is not. The teacher could be free of choosing or adapting an activity regarding the group context because “there are many ways in which drama games can be included in a session (Farmer, 2012, p. xi). Taking into account Farmer’s (2012) and Theodorou’s (2014) publications and Boehm (2013, p. 65); the teachers, who want to prepare or choose and activity, must take into consideration the points as:

- a) Suitability: Participants’ context.

- b) Time
- c) Skills
- d) Description of the activity
- e) Aims
- f) Resources
- g) Variations

However, the teachers need to be concentrated in the stages, because these phases have to help the preparation of the main theatre activity.

Tselikas (Cited in Boehm, 2013) considered three aspects:

1. Introduction for being preparing the main activity;
2. Integration, after a previous preparation of the development of the drama activity could be well developed and the
3. Feedback, for correction and reflections.

(p. 54-55)

All these elements are necessary to have a successful activity. Consequently, the teachers need to consider the next aspect to prepare an activity (Boehm, 2013, p. 55):

1. The sequence
2. The diversity of the activities
3. The concise instructions

Even when a drama pedagogy activity is applied within a class without previous drama activities, the students' perception needs to link the drama activity as a natural sequence of the class. Then, the diversity of the activities helps the cohesion and to engage the students' interests. Then, the activities as a way of autonomy permit improvisation during the activities. Oelshläger (cited by Boehm, 2013, p. 66) consider the improvisation as an effective technique to develop scripts because maintain vividly the activities because memorised an imposed script could limit the students' freedom.

When the class needs to create the stage, teachers could think that students waste their time. However, this time permits to have a better students' interaction; in fact, students find this time to get relaxed and reflect (Boehm, 2013, p. 67). Moreover, this time could be used as a time to examine deeply the linguistic aspects in general or specific situations. Teacher could ask about the students' feelings during this process in order to avoid repeated mistakes or forgotten deliberations.

Being aware about all the main aspects of any activity is of central importance to successfully develop it. The new experience or the improvement of an experience for a teacher needs full awareness to plan a pedagogic drama class or activity in an effective way. Boehm (2013, p. 67) cites Even and Schewe's talk about the awareness. He even considers a stage of awareness before doing the activity or the performance based on Schewe's actions.

Shewe (cited by Bohem, 2013, p. 67.) takes into consideration the teachers' and learners' actions:

1. The teachers' actions are the way of teaching and their behaviour.
2. The students' actions are the way of learning and their behaviour.

Taking this into account, the actions proposed by Shewes (cited by Boehm 2013, p. 68) introduce the central basis to develop a drama pedagogy activity in the awareness stage. In order to accomplish with the natural and effective aspects as much as possible, there is a way to apply a drama activity easier. Boehm (2013) proposes some ideas to create topics and stories to perform in a class based on the drama pedagogy.

1. Create the context. Images, texts, poems, stories, videos could be used to create the situation. Even, teacher could base on an activity from the text book.
2. Create the drama activity. Explain the instruction of the activity, prepare the activity until being prepare to perform.
3. Represent the drama activity or develop the main drama activity.

(p. 74)

The plan in the drama pedagogy activity considers extra deliberations than the traditional classes. The deliberations consider the students' freedom and the linguistic aspects based on an artistic activity as theatre. Although, teachers could use some drama techniques as a part of a class, and they must revise all these elements (Farmer, 2012, p. ix). These elements revised before helps to plan a activities based on the drama pedagogy EFL activity.

### **2.13 Drama Activities in English Teaching**

The drama activities are part of the class to reinforce the knowledge. Taking this function into account Maley and Duff (2009, p.4) stated “the primary function of drama techniques is to offer opportunities for use of language already learnt” Therefore, we have to concentrate in the process (part of the class and preparation for the students) and the performance (the result) to evaluate the missing speaking sub-skills and not just the pronunciation and the accuracy, it means, the oral production is more natural and effective. In fact, Maley and Duff established some sort of drama activities to have flexible basis to adapt different activities depending on the teacher and students' objectives. The different sort of activities based on Maley and Duff (2009, P. p. 6-239) are the next ones:

#### **I. Preparation exercise.**

Purpose: “All of them are intended to get students in the mood for more extended drama activities” (Maley and Duff, 2009)

Type of activities:

- a) non-verbal warming up
- b) non-verbal relaxation / cooling down
- c) activities involving language
- d) group formation activities.

## **II. Observation exercise.**

Purpose: “Observation is the key to anticipation. And anticipating what is going to happen, and what is going to be said, is critical for good dramatic communication.” (Maley and Duff, 2009, p. 38).

Type of activities:

- a) observation in the service of better communication.
- b) genuine opportunities to interact meaningfully in the foreign language.

## **III. Mime exercise.**

Purpose: Mime activities can provide a real stimulus to the imagination. (Maley and Duff, 2009, p. 50)

Type of activities:

- a) Non- verbal activities
- b) Close observation
- c) No expensive or elaborate or elaborate equipment.

## **IV. Voice exercise**

Purpose: Work on our voices to strengthen them and to make them more sensitive instruments of communication. Voicework can help build confidence in our ability to express ourselves in a clear, vibrant, natural voice. And this is surely an important part of being able to use a foreign language (or even our own). (Maley and Duff, 2009, p. 69a).

Type of activities

The activities in this chapter apply to language learning some of the very wide range of techniques which actors use. (Maley and Duff, 2009, p. 69b)

## **V. Object exercise**

Purpose: Use of the object to describe, stimulate, and associate and memorize through activities related through the use of our daily life.

Type of activities:

- a) Description games
- b) Stimulation
- c) Association games
- d) Memories

## **VI. Visual exercise**

Purpose: Stimulate the vocabulary through images in order to develop drama.

Type of activities:

- a) Interpretation of a picture
- b) Portraits
- c) Pictures with two people

## **VII. Imagination exercise**

Purpose: Through the learners' assumptions use the language with their imaginative faculty.  
(Maley and Duff, 2009, p. 145)

The way of creation this type of activities:

The next questions could help to foster the imagination:

“What if...? questions: What if the world were run by children? What if people could no longer have children? (the question P.D. James answers in her novel *The Children of Men*), What if we redefined what counts as a crime? etc.” (Maley and Duff, 2009, p. 145).

## **VIII Word, phrases, sentences activities :**



Purpose: Learners combine and recombine them to achieve a multiplicity of effects: to describe, to persuade, to deceive, to curse, to love, to grieve, to light up our imagination, to bring aesthetic pleasure, etc. Aiming to obtain a fully communication. (Maley and Duff, 2009, p. 160)

Types of activities:

Activities based on “The words we use and the way we use them are subtly interwoven with our personalities.” (Maley and Duff, 2009, p. 160)

## **IX. Text exercise**

Purpose: Learner use text s as a way into dramatization distinguishing prose or poetry texts (Maley and Duff, 2009, p. 189)

Type of activities:

- a) Drama actions
- b) To bring alive character
- c) To suggest a wider context

## **X. Scenarios and scripts exercise**

Purpose: Learner “...come one step closer to actual performance.” (Maley and Duff, 2009, p. 205a). For this reason, the drama activities for a language course “offer opportunities for students to put to use many of the skills they have acquired” (Maley and Duff, 2009, p.: 205b). Therefore, the next types of activities are:

- a) Scope of improvisation
- b) Description of the characters
- c) Specific words to be spoken.
- d) Interpretation

## **XI. Performance activities:**

Purpose: Drama activities have a value in contributing to the language learning process quite apart from any finished product they may lead to. (Maley and Duff, 2009, p. 229) That is learners do.

Type of activities:

- a) Plays
- b) Other types of evaluate the oral language.

The variety of the drama activities permits work with the variety of students in different subjects. Learners improve remarkably their way to communicate with enough tools in their useful vocabulary, better pronunciation and their self-confidence.

The drama activities need (Bohem, 2013) well-considered time, context, preparation and confidence. Some teacher could think that these kinds of activities invest too much time because of the preparation activities, however these activities help to be a close group. This could apply in case of having a special workshop, but if teachers are starting or use as a tool the drama EFL activities, they could mix both the traditional class and the drama EFL activities, so the students could get used to these kinds of activities making certain activities. Therefore, the drama activities that could be used in an ELF could be based on the next details:

- a) Teaching actions
- b) Teachers' behaviour
- c) Learning actions
- d) Students' behaviour

(p.67)

The last details are just a part of the activities proposed by Dundar (2013). This author proposed nine drama activities for Foreign Language Classroom. These activities could be modified according to the teacher's objective. These activities are:

- a) **Drama and Language games.** Activities to get ready for doing more drama activities. For example: Ice-breakers, Energizers, Brain teasers.
- b) **Role Play.** Imaginary situation to explore different situations. Students play a character.
- c) **Improvisation.** These activities are spontaneous. They create scene, the character, reactions and movements following minimal teacher's directions.
- d) **Mime.** These activities are non-verbal representation.
- e) **Simulation.** Representation where students play themselves. There are roles, functions, duties and responsibilities to solve a problem presented by the teacher.
- f) **Readers' theatre.** Students read a determine text. The students use their voices to represent the reading. These kinds of activities are ideal for students who are familiar with these types of activities
- g) **Frozen image building.** Students create a frozen image. The image may permit students use their imagination and bodies. In addition, students could discuss about the image.
- h) **Scriptwriting.** Students create their own dialogues. Students take decisions about the length of the text, the context, the characters to act out. Teachers mainly revise the writing process.
- i) **Skits.** These could be an extension of the reader's theatre. The skits are funny activities.

(p. 1425)

Furthermore, there are extra exercises to take into account in order to know the skills to develop during the activities. The skills are based on the learning-teaching process in the EFL class. The Boehm's exercises (2013) to apply are:

- a) Phonetic exercises
- b) Lexical exercises

- c) Grammar exercises
- d) Listening exercises
- e) Reading comprehension exercises
- f) Written production exercises

(p. 63)

The techniques of staging (Boehm, 2013, p. 75) also allow to see a different view of the use of the drama activities in order to consider the act out of a performance. The five general aspects (**Boehm, 2013, p.75**) are:

**1. The waRming-up. Exercise Style:**

- a) Inhale, Exhale and buzz
- b) Clapping in a circle
- c) Movements and walking
- d) Learn to know each other
- e) See more in Maley and Duff.

**2. Frozen images. Exercise Style:**

- a) Emphasize
- b) Creation of photographs, sculptures or paintings.
- c) explain feelings
- d) rebuilt events

**3. Verbal language. Exercise Style:**

- a) Training to develop a character
- b) Short scenes
- c) Simulations
- d) Games

**4. Characters' thoughts. Exercise Style:**

- a) Personify

- b) Gestures
- c) Imitations
- d) Improvisation

#### **5. The costume and the masks**

- a) Identify
- b) Icebreakers

The variety of the drama activities permits work with the variety of students in different subjects. Learners improve remarkably their way to communicate with enough tools in their useful vocabulary, better pronunciation and their self-confidence. So, it is important to understand the sub-skills development during this process.

## **CHAPTER THREE: METHODOLOGY**

This chapter explains the methodology used in this research. The first part of this chapter describes the action research and the method applied in it. In second place, the subjects under study are described. Thirdly, the context is described in order to delimit the area of this project. The following part is about the instruments considered after knowing the basis mentioned before. Finally, the procedures are described.

### **3.1 Case study**

The Case Study Methodology is an approach that suits the development of this research due to its specific characteristics. The type of research question evokes the author Neuman (2014) and his explanation about the implications of using the case of study research where the theories could be tested in a different variable. The variables, also called units, could be:

- Individuals
- Groups
- Organizations
- Events

(p. 42)

The Case Study as a part of the exploration requires being immersed in the investigation as a teacher-researcher. This type of participation could allow giving a personal opinion in this process where the direct intervention is necessary. This process or exploration becomes into a special specific story (Loewen & Plonsky, 2016, p. 30).

This type of action research provides different results. The results in this type of qualitative research are (Neuman, 2014) ‘detailed, varied and extensive’ (p.42). Therefore, the variety is not an obstacle because the case of study permits to focus on a specific subject of the variety obtained searching for properly answering our research questions.

The research evaluates the speaking performance after a course with drama activities as a way of practice. Creswell (2014, p.11) as a result the evaluation of a situation after the analysis of the details obtained of the defined period of time. This Case study is based on an

English course for real beginners where the development of any skills will be clear at the end of the course. Neuman (2014, p. 42) explained that this research method explores the situation. This situation will explore the students working with the drama techniques to enhance their oral communication. In other terms, the exploration is working with the drama techniques and the improvement is focused on the oral communication.

Collecting data depends on the researcher intervention as the organiser of the key instruments. Creswell noted (2014) “The researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers.” The instruments presented will be:

- a) Audio-visual material
- b) Observations
- c) Documents as teacher and students’ comments

(p. 207)

### **3.2 Subjects**

The project was developed at “Centro Integral de Prevención y Participación Ciudadana” through the courses provided by “Instituto Municipal de la Juventud”. The courses were aimed to young and adult people among 12 to 72 years old. The course called “English Basic 1” that I had were of 17 students. There were 8 women and 9 men. About the ages there were 8 students under 18 years old while there were 9 students over 18 years old. If the people were of those ages and had the time, they could attend to the courses without paying or being forced to finish the courses.

The participants were students, employees, graduates, pensioners, housewives, most of them in their first English course. A few of them took previous English courses at the same place, but they did not finish them. The teaching method is free, but the program had a specific object explained in a previous meeting with the people in charge of this municipal programs. So, the first day of class, the teacher-researcher did different activities to know to engage the group and to try to create a good class environment. In fact, they knew that they

were going to be recorded as a part of the institute evidences. The coordinator of the centre agreed to record for a research project.

At the end of the course, the results showed the students' speaking in a basic level. The speaking practice was developed through the drama techniques applied within this process. In fact, students presented a final test where they show the progress during the course taking into account the four skills mainly regarding the speaking skill. The evaluation was planned to help to this research to evaluate the students' development specially in the speaking area. The rest of the results were considered as part of the documents to have an evidence of the course in the Institution. There will only be a chart with the speaking evaluation.

### **3.3 Context**

It was planned to develop the present study in a bimestrial English course for teenagers and adults in a public institution devoted to work with all kinds of courses given as a community service, where the class took two hours per week. The classroom was a big one with plenty of light, but there was enough space to develop some theatre activities. In the case of changing the place to perform the activities, there was a yard where the students could develop their activities without any problem; in fact, the yard could be the most appropriate place to take a class.

The classroom had a computer and a screen but they were not working well. There was not a board and it was created a special board to write some important things within the class. The place had equipment for playing music or audios, and the music and audios were important in our project for fostering it. The conditions for the class were good.

There were seventeen participants. Most of them took a basic course of English, they could not speak freely and listening was hard for them. They talked about the previous courses and showed interest in the project. The rest of the students had a good level of English due to the fact that they had taken previous courses in different institutions dedicated to teaching English, and other students learnt through songs or experiences abroad.



### **3.4 Instruments**

The instruments used for the purposes of this research were five: students' reflections, teacher's reflection, the speaking performance evaluation, the adapted drama-pedagogic activities and some videos.

The final test is an instrument to evaluate speaking. The main research question seeks to explore the sub-skills developed through the performance techniques in the EFL class with the teenagers and adults. In order to answer this question a test could be enough. However, the test needs to emphasize the speaking skills in order to evaluate the speaking sub-skills.

This paper, the research questions intended to explore the possibility of improving the speaking performance by using the drama techniques developed in an EFL class. The teacher's reflection and the students' reflection permitted to know the subjects' perspectives about the convenience of using drama activities.

The teacher's reflections were planned in order to explain his experience through the use of different activities. The different activities will be specified in this reflection. However, the results were also planned to be confirmed in a general way through the students' reflection. Taking into account these two reflections is how the success of having used these activities could be suggested in order to improve the oral communication.

The videos intended to show the way in which the students developed some activities. These videos have as an objective, a better explanation about the description of the students' experience in this project. The videos were intended to confirm what students' express in their reflection about the way of learning English. This complement helps to achieve the Case Study's objective of having a detailed data collection which Creswell (2014, p. 207) suggested as an important requirement owing to the characteristic of exploration.

The last research question asked about the teacher's recommendations based on the pedagogic drama method. The reflection is pretended to facilitate the knowledge about what is needed to foster this activity. Some other comments from the students' reflection were designed also to permit to know a recommendation that teacher need to consider and reflect about in this Case Study.

In addition to the application of the instruments, all the time the teacher needs to be kind and respectful to the students. The values in these courses are of great importance; students need to collaborate and work on the confidence between each other which is extremely necessary. Duff and Maley (2009) noted that the use of drama techniques helps in the development of self-esteem and confidence. The experience needs to be a joyful experience.

### **3.5 Procedures**

The first step to carry out this study was to explain to the coordinators of these courses the purpose of this project in order to obtain the permission. Once the permission was given, the project was explained to the students since the first day. This explanation included the necessary rules to develop the course, students also could consider taking the course or waiting for a different course. Fortunately, students were not bound to accept the course.

After the general explanation was provided, the drama techniques began. At the end of each class every session contained at least two activities related (relaxation and pedagogic activity) to the performance techniques, in other words, the preparation to have a good performance based on the drama techniques.

Also, the pedagogic drama activities developed through the classes have to be explained to the students beforehand. This could permit the reflection about each activity in order to know if the activity was helpful for the students or not. The activities as a part of the class needed to be developed after have studied a specific topic. Maley and Duff (2009) proposed that the drama techniques are not convenient for acquiring a new knowledge, but for reinforcing knowledge. After this information was given, students could write a brief and general reflection about the activities at the end of the course. Teacher could also write his own reflection.

Finally, at the end of the course it was applied to students a final test. The test pretended to provide the possibility to evaluate in a special way the speaking skills apart from some videos taken during the courses. In this way the data collection could be obtained in order to answer the research questions of this research project.



## **CHAPTER FOUR: FINDINGS AND DISCUSSION**

This chapter is devoted to show the results found through the instruments that tried to answer the research question in chapter 1, and the discussion of these findings. Subsequent to these research questions, next part explains the speaking skills developed within the course and evaluated through a final test. Then, the performance techniques used are named in order to explore their usefulness to improve the oral communicative expression. Hereafter, the students' experience is described. Finally, the recommendations close this chapter.

### **4.1 Research Questions**

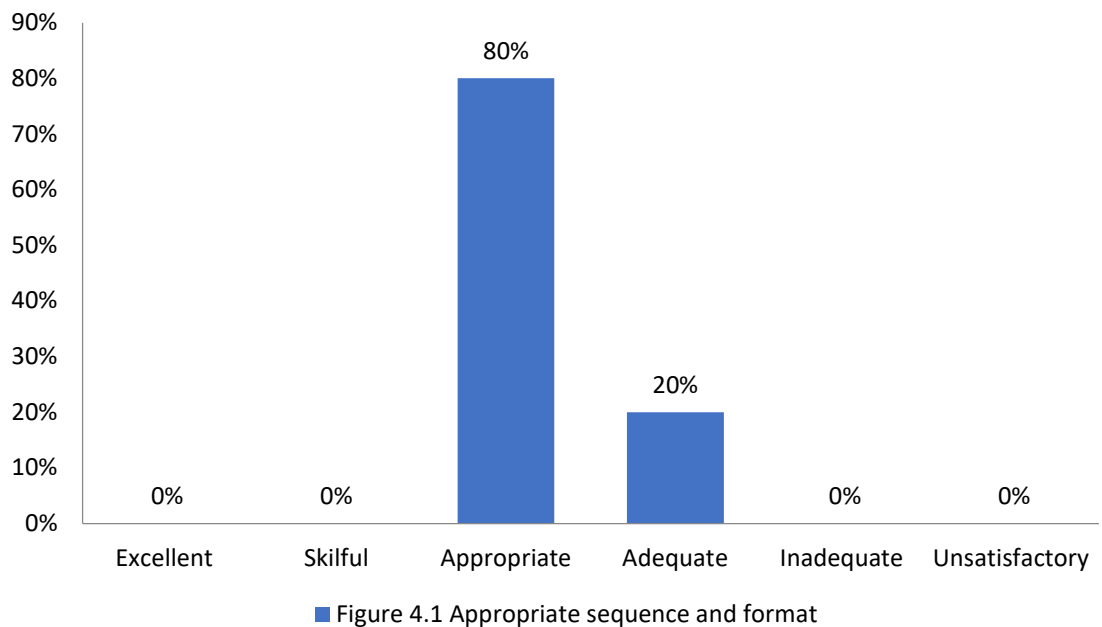
This research project was undertaken with the purpose of exploring the use of drama techniques for improving speaking performance in an EFL class with teenagers and adults. The research questions posed are aimed to achieve the purpose of this research are below:

1. How can the speaking performance be improved through the use of drama techniques in the EFL class with true beginners?
2. Which drama techniques can help to improve their oral communicative performance?
3. How do the students describe their experience using the performance techniques?
4. What are the recommendations for researcher through this course based on the drama techniques looking for an effective speaking performance?
5. What are the recommendations for researcher through this course based on the drama techniques looking for an effective speaking performance?

### **4.2 The speaking performance improved through the use of drama techniques in the EFL class with true beginners.**

The final test created as an evidence for the Institute helped to observe the students' speaking performance. The special attention in the speaking test considered lot of speaking aspects beyond the pronunciation. The speaking test permitted to observe the improvement of the next speaking details:

**Figure 4.1 Appropriate Sequence and Format**



The above figure 4.1 presents what Goh and Burns, (2012, p. 59) referred as “a pleasant development in the discourse organization”. All the students could organize their ideas. They could identify the type of conversation. Students also behave polite and confident. No one asked for word translation to continue with the conversation. They paid attention to the question and took their time in order to follow the conversation. They only had to consider the speaking drama course activities to develop this part of the exam.

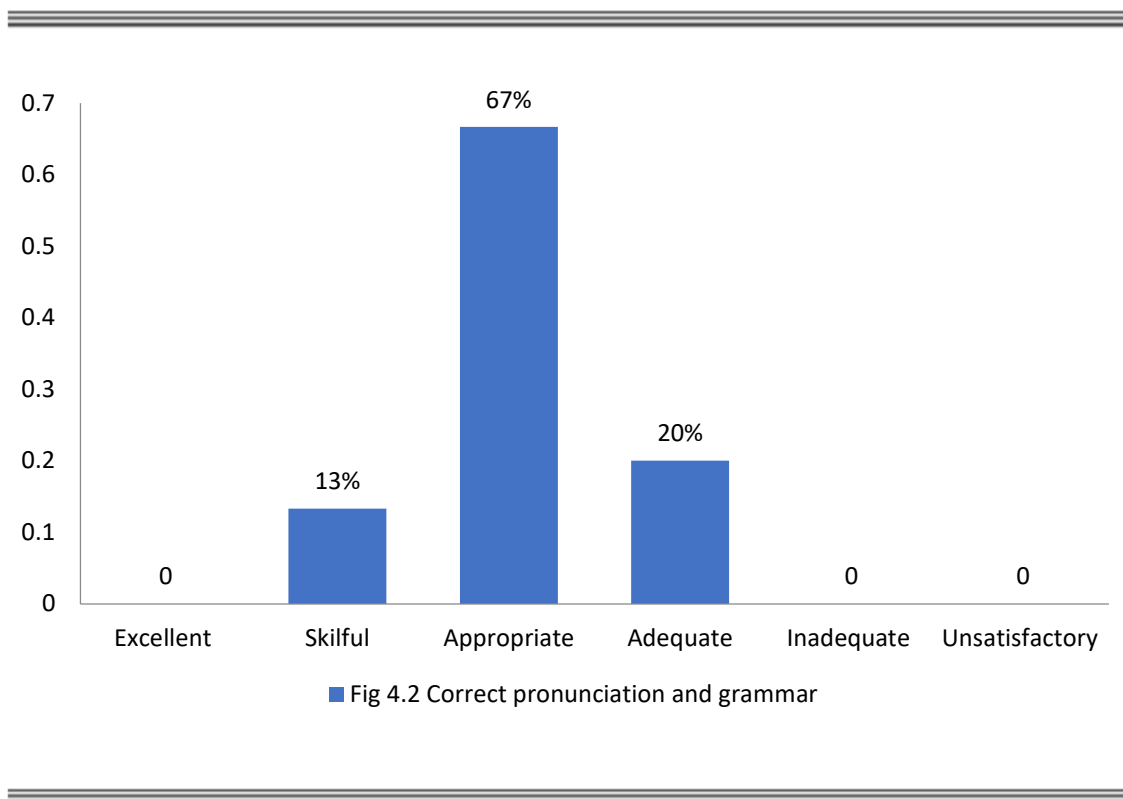
The frequency referred corresponds to 12 students (80%) who presented appropriate development directly asked for repetition of some questions and took time to continue with the conversation. The message to convey was understandable and they did not try to make a longer conversation.

The last 20%, 3 students did not need repetition of the questions. They sometimes took their time to organize a question, they whispered some words before saying the complete

idea to follow the conversation. They could keep the conversation and try to make a longer conversation.

Students showed they were indirectly aware of a good sequence and format helped in a conversation as Farmers (2014) stated in the chapter two.

**Figure. 4.2 Correct Pronunciation and Grammar.**



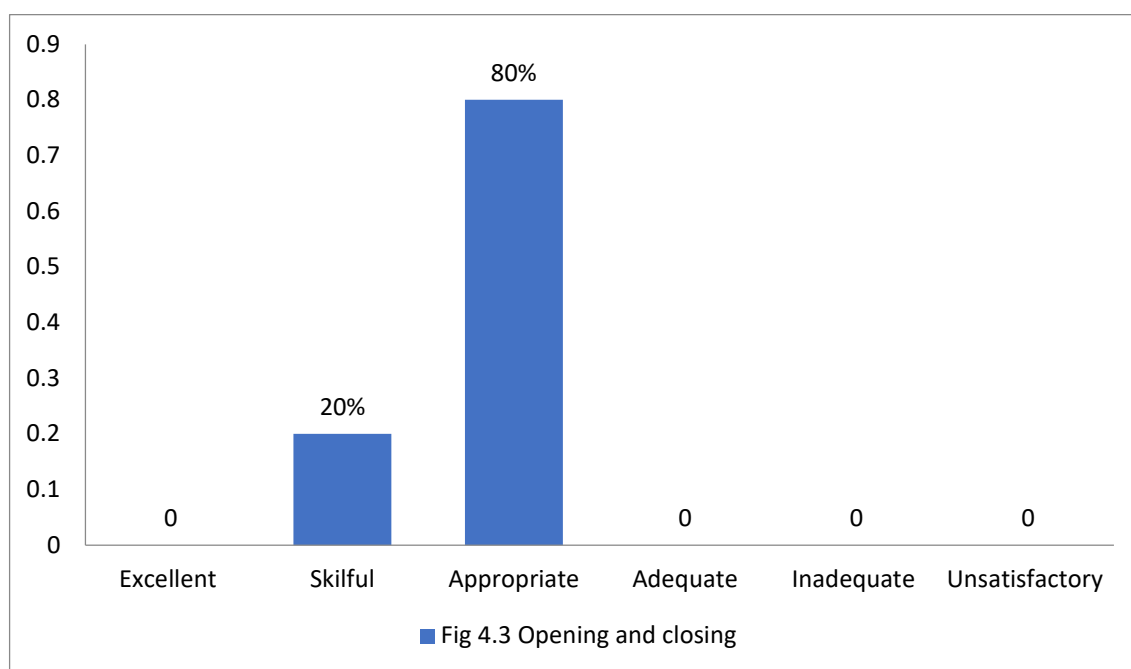
As a part of the “communication improvement” (as mentioned by Farmer, 2012, p. x), the students showed a positive development in the correction and grammar. The students had some mistakes and all of them try correct them.

According to the Figure. 4.2, 13% (two) of the students had a skilful development. The grammar mistakes were minimal, they corrected most of them. They made pauses after saying the subject, it seemed they thought about the correct form of the verb. They even slowly said the verb.

Ten of the students 67% had some details to correct in the grammar area having appropriate development. They reflected about their grammar mistakes making a pause before to make a correction. They try to remember things saying that the grammar topic was part of an activity. However, they could slightly correct all the mistakes.

Three of the students (20%) presented more details to correct in the grammar area than the students with adequate development. Most of the mistakes were not corrected. They preferred to continue with the speaking trying to correctly express after having a mistake. They tried to look confident. Segalowitz (2016 cited by Goh, 250) talked about “the social or interactive communicative context where the opening and closing are important”. Such element studies for the purposes of the present research can be seen below in figure 4.3.

**Figure 4.3 Opening and Closing.**

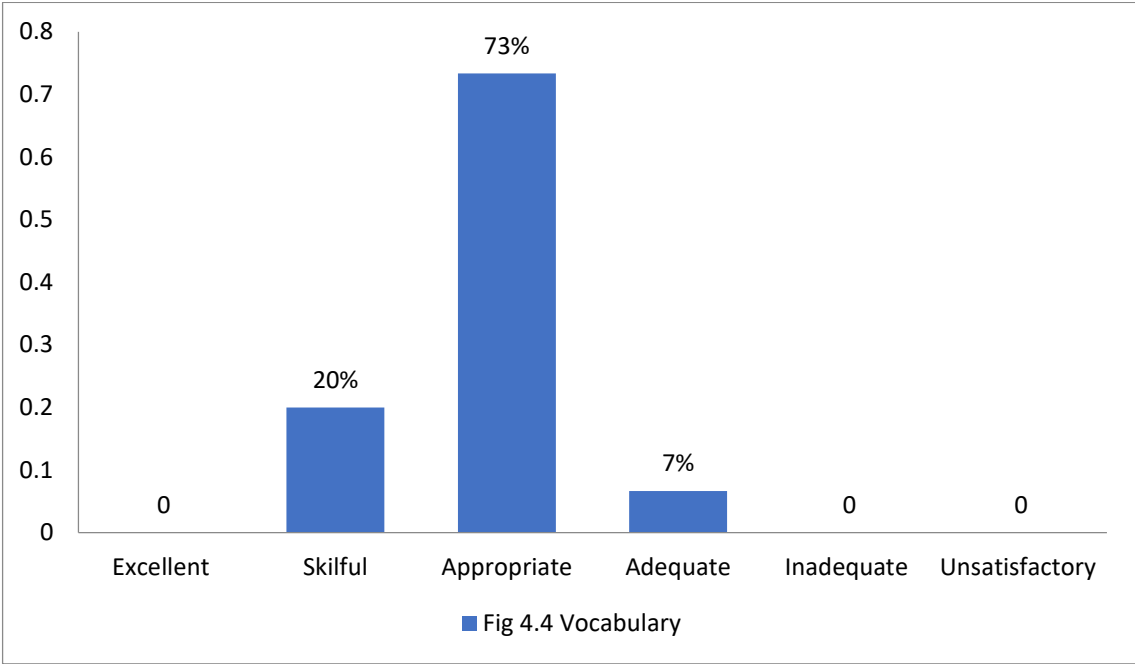


The fig 4.3 above shows the students' results performing this part of the speaking skill.

All the students could start and end a conversation. The 12 (80%) students, who were scored with appropriate development, used two or more greetings, then they waited until the interviewer say more than hello in order to advance with the conversation. At the end of the conversation, they used another basic word “good-bye” and “bye”.

The three skilful students (20%) in this performance also used the essential greetings. The difference could be that they did not said more than to greeting and they ask “How are you?”, but they did not used other similar questions. At the end of the conversation, these students said more than “Bye”, the answer used expressions like: thank you so much, teach, see you and similar ways to say good-bye. They did not use repeated words for greeting. They could say “that’s all” when they finish to answer a question without waiting the teacher notices they did not have something else to add like the pleasant students did. Other important point to be studied during this research was vocabulary. The results of vocabulary can be below in Figure 4.4.

**Figure 4.4 Vocabulary**





Following with the social and interactive communication (Goh, 2015) The vocabulary and their function of the words was mainly pleasant. The use of the written verbs and the different ways to express something were part of this observation. Most of the students tried to use different words to express the same idea when they needed to talk about their likes and dislikes.

The 3 students (20%), who were rated skilful, express their ideas without doubting about the word they would use. Even if they have some problems with the third person in present simple, they didn't stop talking until they finish to answer. They used the basic verbs and some speaking expressions. They proudly emphasize the expressions.

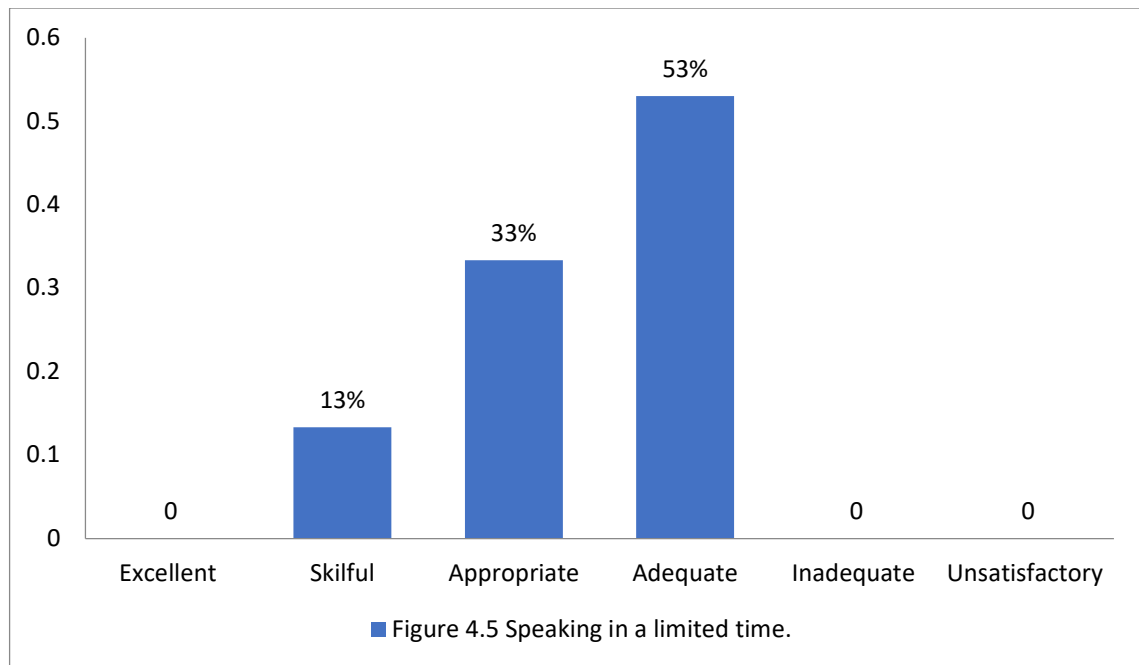
The 11 (73%) students, who were rated appropriate, express their ideas doubting at times. They had some problems with the third person, but after they made a pause, they continued with their answer. They used the right basic verbs.

A student (7%) with an adequate rate spends more time thinking about what to say. Even if the time is not a problem in this section, the student could not use some words correctly. The vocabulary used was really basic compared to the rest of the group. Even if the student looked comfortable speaking, this participant did not want to take the risk to find more ways to express something. Their speaking performance was enough to express clear ideas.

Aiming the interaction management (Goh 2012, p.59) and an atmosphere where the 'failure' is a part of the learning process (Farmer, 2012, p. x), the next figures represent two important aspects: like the **time for speaking** and the repair-repetition.

Speaking in a limited time. Students had five to seven minutes in order to keep the conversation effectively. The previous observation took into account the time the students did not speak because they were correcting or thinking about the function of the words.

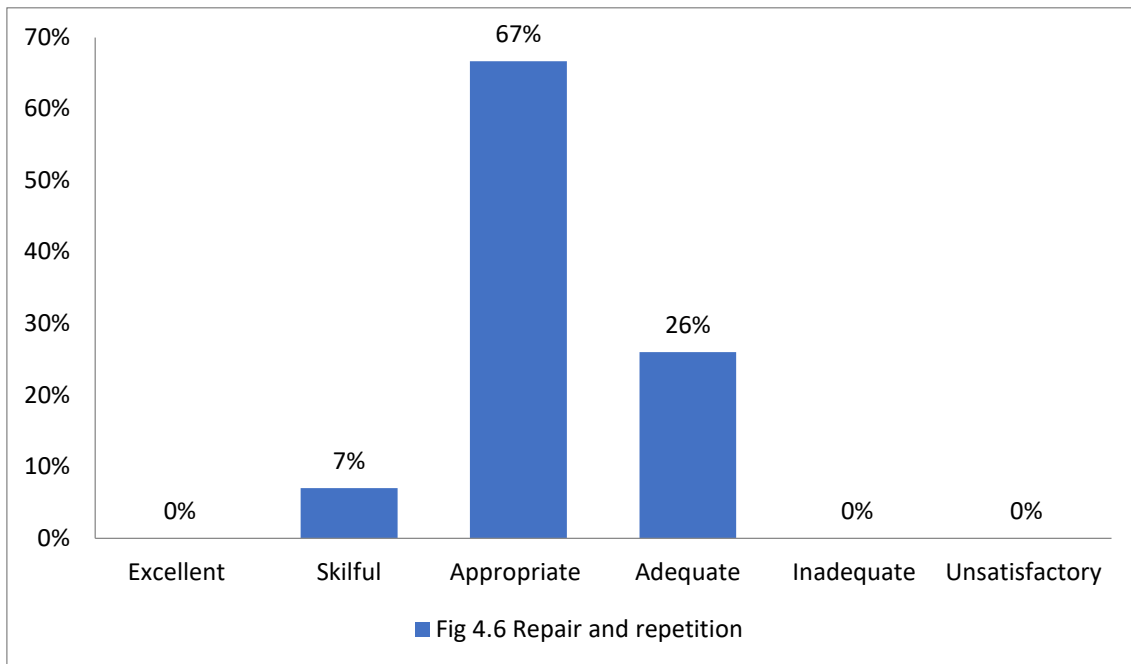
**Figure 4.5 Speaking in a Limited time.**



The adequate development rated 8 (53%) students representing more than the 50% of the participants, they did not have long spaces, they were less than a minute. This situation happened on the beginning because they could express with the essential spaces. It seemed they were warming-up before having the confidence to speak freely. However, this warming-up was the determiner to keep them in the adequate rate.

Meanwhile, the pleasant rate had 5 (33%), there were 2 (13%) students with a skilful rate. The difference between this group was the spaces. This group made a pause in the sentences and not between sentences. They began the sentence with the subject, then they made a pause to continue with the predicate. This, the skilful students did not use this method most of the time. The students rated with appropriate development used this method most of the time. This 50% percent group did not make spaces between sentences, they had more ideas to answer the questions.

**Fig 4.6 Repair and Repetition**



The repair and repetition action has been mentioned in most of the observation. This action deserves a special analysis because this was present in all the speaking test. The pauses were used while speaking mainly to repair and repeat. It was singular to feel the atmosphere of the “failure” is not bad when you speak because you can correct your mistakes. Students seem to feel comfortable trying to change or correct something. The difference between the 3 rated groups was the times they did this act of repair and repetition and how effectively resulted. The moderation of this act was part of the skilful and appropriate rated students, there were 10 (67%) students trying to keep concisely the conversation. The rest of the group, 4 (26%) students, could not fix most of the details, but they tried to be clear. Only 1 student (7%) was shown as skilful and did not seem to need pauses or repetition.

#### **4.2 The Drama Techniques Could Help to Improve the Oral Communication Performance.**

Despite of having 17 students in the final speaking test just 15 students were considered part of this project, but 12 gave their comments. (See appendix 2.1 teacher's reflection and 2.2 students' comments"). This is because two students were absent in the comments' day and then they did not give the comment to the teacher at the end of the exam. The majority of the students expressed their opinion about the drama techniques. Having into account the comments about the drama-pedagogic activities, it is necessary to introduce and share these activities based on the Farmer (2012, p. 1-118 ), Maley and Duff (2009, p. 26-226). They are the following:

**1. Breathing.** This activity was developed when before starting the class. No matter if the drama technique activity was in the middle or the end of the class, there was important to relax students in the class. In fact, this activity helped with the numbers and some instructions. Such as: Sit down, get comfortable, close your eyes, open your eyes, breathe, breathe out, let's count 1, 2, 3, etc.

**2. Going with the flow.** This activity was important to improve the pronunciation of the sentences playing with the volume of the voice and the stress of some words that they have learnt. Sometimes, this activity was the pre-activity of the next book activity. Thus, students could answer easily the activities and save time to other activities.

**3. 'Say cheese'.** This activity was used to describe and to imitate. There are two groups. Group 1 observes the photograph of the Group 2. Group 1 describes the photograph; the group 2 is in silence. Then, group 1 needs to recreate the photograph according to the perception and what they remember. Then, the group 2 observe the photograph recreated by the group one. Finally, the group 2 comments their perception and if the other group created a good copy. This activity permit to use the expression such as "I agree", "I don't agree", "I think", "It seems" and the verb to be in order to specify an activity or feeling. The activity was adapted.

**4. Something in common.** Students write their own information and they try to find the person that shares the same activity or state. Then, they could say who is that person and the activity or the state. This was applied in the lessons with the topics where they talk about likes and dislikes, daily activities, self-description (using the verb to be).

**5. What I am doing?** This activity presents a way of working with the present continuous. During this topic after the grammar explanation, they interact with list of different verbs that they could use to guess the students' pantomime. The verbs in the base form help to the creation of sentences in the correct form tense. Students speak a lot trying to guess the activity. They created lot of sentences.

**6. Miming a song.** The real name was 'miming a poem' (Maley and Duff, 2009). This activity change to a song. Usually before the activity, the students listened to the song a class before that activity. Students receive a line of the song, and they try to read the lyrics doing miming according what they are reading. In addition, they use the ideal feeling to do it. For example, if the line is something sad, they have to find the movements to represent the song and they read it sadly.

**7. Greetings** (different ways of greeting). The objective of this icebreaker is "Players mill around the space. On a given signal, they greet the next person they meet, and then continue walking." This activity could be uses with different words and even sentences. These sentences could be about likes and dislikes, feelings, and daily activities.

**8. Sound and action.** This adapted activity plays with the imitation of sound and movements. The case of this is the combination with the volume voice activities. They say an expression and words with a specific feeling. Then, students increase the volume of the voice and exaggerate the sound. Before doing this activity was necessary to do volume activities.

**9. Changing voices.** Changing the quality of the voice is the main objective of this activity. There is a variety of topics such as opposite adjectives, the way to say expressions. This activity promotes the game with the voices in order to improve pronunciation along with the situational movements.

**10. Catch the ball.** This is an adapted activity. The adaptation implies the use of the vocabulary in the class.

**11. Volume.** This activity permits students to play with the voice and prepare them for future activities, for instance Voice arrow, Crescendo and off the wall. The crescendo was the activity considered during the project.

**12. Working on words.** This activity was to prepare students to do complex activities where the movements and sentences take part of these subsequent activities.

**13. Portraits.** This adapted activity looked for the observation judgement. Expressions of agreement or supposition. They help as a feedback in the lesson of present simple tense.

**14. Recreating the scene.** This adapted activity presented during all course to create a situation based on a case in order to use the determined situation to use the language. Meet someone, looking for someone, asking for an order, order something, and so on. These activities are simple. This prepares students to be ready for the subsequent simulations in the course.

**15. Words and movements.** This words and movements prepare students to develop the miming activities such as 'miming song'. This part has as an objective the combination of words and movements.

**16. Mirror hands and mirror words.** The main objective is the interaction of the students through the imitation of the movement of the hand or the repetition of a word.

**17. Performance.** The performance is just the role play in this research. The simulations are the activities that integrate all the activities developed in class.

#### **4.3 Students' experience**

This teacher's perception was that this method was working well. After this, the students could confirm or add information expressed by the teacher. The comments about are shown below:

The students expressed that they have been learning about pronunciation writing down they find difficult this part of the learning language process. This comment is an example of this because takes this characteristic as the most relevant during the course:

- a) I like because I learn the pronunciation that it is difficult to me... **"Me gusta porque aprendo la pronunciación que a mí me cuesta mucho..."**

There are another two comments focusing on the confidence. In addition to the confidence, the student had an interactive class where the opportunity the speaking has been on the aspects to be relevant during the course.

- b) So far, the lesson has been very interactive... practice everything we have learn and finish with the shyness. **"Hasta el momento, la clase ha sido muy interactiva... practicar todo y quitar la timidez"**
- c) The Project is an excellent mean to self-improvement and it helps to the interested community in the English language. **"El proyecto es un medio de superación personal de excelencia y ayuda a la comunidad interesada en el inglés."**

The next comments express the importance of speaking in public. The student seems interested in the speaking in public activity. Then, the students add the interaction as a necessity.

- d) I agree with the Project because it is necessary to speak English to a public. **"Estoy de acuerdo con el proyecto porque tienes que hablar inglés y en público."**

The next comments talk about the language comprehension. The student considers the activities as enough tools to achieve the comprehension of the language thanks to the opportunities for speaking. The student's opinions show the relevant aspects focused on the listening and speaking skills. These skills are together in the language evaluation at times. The comment is below:

- e) The activities seem good, seeing the possibility of having speaking activities and understanding more the listening and speaking skills in English. **"Las actividades**

parecen buenas, ver la posibilidad de tener actividades que nos hagan hablar y entender en inglés"

- f) El curso está muy bien para mi aprendizaje práctico. 'The course is very well according to my practical learning'

The next comment shows the activities as a way of practicing what they have learned in the class. The student thinks this kind of activities help to remember and therefore to learn. It is like a process. First the class, secondly the activities and finally the reflection about what has been learned. The comment expressing this opinion is:

- g) The activities seem good, seeing the possibility of having speaking activities and understanding more the listening and speaking skills in English. "Las actividades me parecen buenas, ver la posibilidad de tener actividades que nos hagan hablar y entender inglés"

The next comment expresses miming as a relevant part of the course. The student shows this activity has been helpful for using vocabulary and expression. The comment also reaffirms some aspects like interactive and helping language learning experience. The comment is:

- a) The activities are interactive and we learn expressions and we do them using miming, this one helped us to understand better the expressions and vocabulary. "Las actividades son interactivas y aprendemos expresiones y usamos mímicas, estas nos ayudan a entender mejor las expresiones y vocabulario."

The next comments talk about the teacher intervention in order to help students. The use of the drama activities shows the relevance of a teacher participating in the class. The participation of the class helps to the students to learn through active activities. The active activity aspects could be related to the interactive class mentioned in the previous comments. The next comment expresses these relevant aspects:



- a) The activities are active and with lot of participation from the teacher to our benefits. **"Las actividades son muy activas y con mucha participación del maestro para nuestro beneficio."**

The next comment refers about the awareness of the project presented at the beginning of the class. The student provides a positive opinion rating the projects as a good project for the learning process. It seems the student paid attention on the project procedures having a last time comment. This comment is:

- b) Teacher's projects are good because we practice English. **"Sus proyectos son buenos porque practicamos el inglés."**

In addition to the comments the appendix E and appendix F shows the classroom community created where they could work in groups seeking for the learning improvement. They could stand up; they could work with his classmates and they could create conversation based on what they have been learning in class. They helped each other having the confidence they could give a fruitful feedback from the teacher and classmates.

Summarizing the previous comments about the students' perception about the course, the observation finds some meaningful and relevant points about the course. According to the students' experience, the course provided.

1. Pronunciation practice.
2. Interactive and active classes.
3. Speaking language practice.
4. Development of the confidence.
5. Beneficial teachers' intervention.
6. Feedback after the input.
7. Language understanding.
8. Reflection about the interaction.
9. Classroom community
10. A positive reaction when they develop some TPR activities with drama objectives.

Despite of having good opinions about the course there is a comment which has a different opinion about this course. The comments ask for:

- a) A fast learning
- b) Speaking more English
- c) Less games, more readings and speaking more

The course experience is not the only thing where the students could provide their opinion about the teacher. The study of this comments could help us to understand. The comments about the teacher are presented and observed.

- The first comment talks about the teacher's attitude. This expresses the patience as a relevant element during the project.
- I thank teachers' patient and disposition. **"Agradezco su paciencia y su buen carácter"**

The second comment is about the teacher's procedure. The relevant aspect is focusing on the way of teaching to enjoy the class. The class had some elements like good atmosphere and fun activities. The comments representing this is:

- I like the way of teaching this makes the class so pleasant and fun. **"Me encanta la manera en que da clases el profesor son muy amenas y divertidas."**

The management of the class has been part of the students' practice. The teacher looks like the agent to develop this kind of activities successfully. The teacher's intentions to make the students practise the language are reflected in the next comment.

- Teacher makes dynamic lessons... the projects are good because we can practice English. **"El profesor hace las clases muy dinámicas... Sus proyectos son muy buenos porque practicamos inglés."**

In brief, these comments gave us the next points as a relevant role of the teacher during the development of this activities. These ones are:

1. Teacher's management

2. Clear procedures
3. Enjoyable environment created by the teacher.
4. Teacher's interest in the students' development.

These examples represented the way of they experience the course having the drama activities during the process. Everything is related to the well management of the class to achieve an enjoyable moment where they feel are learning.

#### **4.5 Recommendation to the Teachers who Think to Use the Pedagogic Drama Method.**

The recommendations were born in this research are about the situation of the group.

- a) The kindness is always a way to obtain the students' confidence.
- b) The dynamic of this kind class most of the students like.
- c) Some students prefer readings and other different ways of practicing English owing to the fact of the drama techniques could be consider as a game.
- d) The work despite of the difference in the age was not a barrier to continue to the project.
- e) Adapt the activities to the topics and the language book.

The difference in the age is not a problem to students, so It is possible to continue without the worry of that apparently barrier.

#### **4.4 Teacher's Experience.**

The teacher's reflection presents his expectations for the course, some facts and their feelings about the language course. The teacher feels satisfied because of the students' disposition. This fact was convenient to develop the performance techniques in the class. However, the process was somehow unexpected for the teacher.

“Students try to do the activities and then they improve watching their partners, receiving suggestions and the implications that the course permitted.” Teacher's reflection. This process for the students was step by step. Teacher knew students could accept the course after an explanation about it. However, the participation of the students was hesitant at the beginning.

“...Some students seem not convinced of doing the activities based on the drama techniques”

The teacher’s reflection presented some evidence of the students’ improvement detected in some of their attitudes. The points were:

- a) Students encourage other students doing what they suggested
- b) Students started to participate and improve their performance based on what they were living.
- c) The test reflects the use of words using within the activities and they were not considered important at that level.
- d) Students could interact easily in the final test.

## CHAPTER FIVE: CONCLUSIONS

**This chapter presents the general conclusions obtained through** this project. In addition, there are some suggestions that could be beneficial to the teachers. The conclusions are seeking to encourage teachers to the possibility of using theatre in the language courses. In this way, students could experience other types of teaching-learning process of a foreign language. This study addressed Five research questions whose answers found during this investigation are shown below in the points 5.2, 5.2, 5.3, 5.4 and 5.5 below.

### 5.1 The Improvement of the Speaking Performance

The first research question was:

1. How can the speaking performance be improved through the use of drama techniques in the EFL class with true beginners?

The students showed in most of their interventions an appropriate speaking performance in a confident way. All the students tried to keep the conversation and achieved to pass the speaking test without having any failed student. Going into details, the pleasant speaking performance was the result of some appropriate details such as:

- a) sequence and format
- b) pronunciation and grammar
- c) opening and closing.
- d) length of vocabulary
- e) speaking in a limited time
- f) repair and repetition

These details are related to the aspects of the speaking skill (Goh and Burns, 2012, p.59). Undoubtedly, the students had a promising beginning in their learning experience based on the drama activities.

## **5.2 The Drama Activities to Improve the Speaking Performance.**

The second research question was:

2. Which drama techniques can help to improve their oral communicative performance?

Students participated within the activities showing true interest. They tried to do the best and accepted help from other students. They tried to interact in order to get a good performance. The age didn't seem to be an obstacle. They told to feel themselves motivated and confident. These activities created a nice class environment. The applauses and the feedback after the activities were encouraging.

The achievement of a pleasant speaking performance with some drama activities is evident. Even if there are lot of activities proposed by different authors, these ones are basically a menu of activities to adapt. If the teachers are worried about not having ideas is not an option in this method. In fact, the teacher will see that it is easy with activity the activities presented in this research to choose from a plenty of drama activities. All the activities related to the drama activities seem to be adapted according to the needs of the group.

## **5.3 The Students' Experience.**

The third research question investigated during this research was:

3. How do the students describe their experience using the performance techniques?

The students' comments expressed opinions about the patient and good disposition from the teacher within the course, being this attitudes part of the good experience in the course. Additionally, the adaptation was not radical due to fact that the participants' needs and wants

were taken into account, so the work done resulted convenient for them. The self - improvement still mentioned by the author (Maley and Duff, 2009) was possible thanks this form of working.

The opinions and photographs presented about the experience in the course were positive. They felt the activities were a useful way to learn English. Even They had the opportunity of developing TPR activities with drama objectives in order to participate in class. The evidences also permitted to understand better the students and the confidence to make answer as honest as possible. They develop a language class community where they could participate waiting the positive feedback to be a better language student.

#### **5.4 Teacher's Experience**

The fourth question researched during this paper was:

4. How does the researcher describe their experience using the performance techniques?

The teacher's experience could help to encourage other teachers to explore this way of teach-and-learn process. The students' comments are part of the teacher experience. The points to regard in a course consider the attitude and behaviour where the drama-pedagogic methods serve to obtain a different experience in the EFL learning process.

The students and the teacher agree on the kindness. That was the way to obtain confidence to each other in the group. The adaptation was an important element in this project, too. This part permitted to work with a heterogeneous group with a diversity of ages, personal activities and objectives.

In a nutshell, the use of performance techniques in order to improve the language in a course with a variety of students could develop the necessary sub-skills to face an oral exam. The oral exam could be considered as the performance because students are not immersed in a country with English as a mother tongue. The creation of the circumstances in a similar environment to a real situation could be part of this method.

## 5.5 Proposals

The fifth and last question that this thesis addressed was:

5. What are the recommendations for researcher through this course based on the drama techniques looking for an effective speaking performance?

This research encourages teachers in general to use the drama pedagogic method because...

- a) This method could be effective in the oral production.
- b) This method permits to adapt the materials, even when you have to use a course book. In addition, there are enough materials on Internet.
- c) The students feel that they are using the language.

For further researches, this research permitted to think about the exploration of different context taking into account the drama activities. Some ideas could be related to:

1. the use of drama techniques to improve another skill.
2. The use of a de could be considered as a part of specific groups, it means, homogenous group. The application of this methods with only children, teenagers or adults.
3. The uses of different activities from this drama field to obtained a similar result in another context.
4. The use of the drama techniques in the virtual classroom.

Exploring this drama area in the EFL learning requires creativity in order to find the multiply possibilities to study.



## Appendix

Appendix A: Observer's Format.

Appendix B: Speaking students' test.

Appendix C: Teacher's reflection.

Appendix D: Students' comments.

Appendix E: Pictures about Students' participation

Appendix F: Student's Creation: Working in Groups.

## Appendix A 1.1

### Observer's format

Performance Sub-skills	Excellent 6	Skilful 5	Pleasant 4	Adequate 3	Inadequate 2	Unsatisfactory 1
Appropriate sequence and format						
Correct pronunciation and grammar						
Effect on the audience						
Opening and closing						
Vocabulary						
Relevant length						
Repair and repetition						
Range of words						

## Appendix B

### Speaking Students' Test.

Speaking test	20 points
Introduce yourself	_____ /10 points
Ask information	_____ /10 points

## Appendix C

### Teacher's Reflection

This course was an expected experience in my life. The use of drama techniques, or adapted drama pedagogic in class, is something that I really loved when I was taking my language class. Most of my courses used the role play as a main drama activity; however, there were some elements missing in that kind of activities. The elements, which I wanted to change within my language course, are the points of possible improvement.

The first day of classes, I told my students about my project. Nobody rejected my proposal and this acceptance gave me the opportunity to feel that they are interested in this kind of learning. Looking for activities, where students could improve their speaking skills, was not a hard work because there are different author who presented their ideas about drama pedagogic teaching. However, it takes time to include the main things that students need to learn in the class.

The first lessons, students some students seem not convinced of doing the activities based on the drama techniques. Maybe, the reason could be that they were starting in the English language learning. Some students did not want to participate because they do not feel ok to do that even if we have lessons and some pre-drama activities. Fortunately, there were students who wanted to participate, this participation encouraged students to participate consequently.

The students did not ask for these drama-pedagogic activities, but they suggest partners to do something to improve the performance within the activity. Some of them performed their suggestions.

The observation during the final speaking test was too interesting for me. The use the English language and some words told within the activities. Personally, I never taught they could use those words in the final exam. They feel comfortable within the test. In short moments, they express the things as they could feel what they were telling me. Their faces express "I forgot it" then after a moment without asking anything "they say what they wanted". This exam made me feel that they

learn and they could interact without having problems to find “how do you say that” when they want to express their ideas.

This experience was too different of the way I have learned or taught a language. I thought it would be easier after the acceptance of everybody, but it was not easy. Students try to do the activities and then they improve watching their partners, receiving suggestions and the implications that the course permitted.

## Appendix D

### Student's Comments

The course  
es un poco difícil para mí pero  
en todo fue muy bueno y me  
parece que el curso es muy  
bueno por que usted sabe explicar  
muy bien y espero que siga aquí  
dándonos más clase o cursos  
y espero que me tenga un poco  
de paciencia por que a mí se me  
dificulta un poco ya que deje de  
estudiar hace 3 años. ¡

Curso = fantástico muy bueno para mí es  
recordar lo que algún día aprendí lo poco  
en la escuela, siempre me fue muy difícil este  
idioma.  
Clase = Le agradezco su paciencia y su alegría  
y buen carácter muchas gracias teacher  
proyecto = me gusta porque aprendo la  
pronunciación que a mí me cuesta mucho,  
espero, esto siga más adelante para aprende  
r más

\* EL CURSO ME PARECE BUENO, SI SE PUDIERA  
SEGUIR REVISANDO REGLAS Y GRAMÁTICA DE  
INGLÉS Y HOMOGENIZAR MÁS EL GRUPO  
Y HACERLOS HABLAR MÁS A TODA EN  
INGLÉS.

\* EL PROYECTO YO PREFERIRÍA QUE EL  
PROFESOR NOS LO ASIGNARA Y INVESTIGAR  
MÁS Y UTILIZAR MÁS INGLÉS.

\* LAS ACTIVIDADES NO PARECEN BUENAS, VER  
POSIBILIDAD DE TENER ACTIVIDADES QUE NOS  
HAGAN HABLAR Y ENTENDER MÁS EL  
INGLÉS.

Hasta el momento la clase ha sido muy interactiva,  
retroalimenta los conocimientos de cada uno. Las  
actividades son satisfactorias, ya que ocasionan  
que en la clase se tome la atención necesaria,  
y se repase lo que anteriormente se había  
visto. El proyecto es interesante y divertido  
promueve que los estudiantes se hagan responsables  
de estudiar, repasar más, poner en práctica todo  
y quitar la timidez.

El profesor es muy divertido, una  
persona amable, paciente.

El curso me parece interesante y de aprendizaje  
→ continuo

El proyecto me parece genial porque es una manera  
de progresar en los metas que me he propuesto

Las actividades me parecen excelentes porque son  
una manera de practicar lo aprendido y así se  
nos queda mejor.

me encanta la manera en que da las clases  
el profesor son muy amenos y divertidas

- 1.- El maestro ha sido muy práctico  
en trabajar toda la clase en inglés  
con un sistema avanzado
- 2.- el curso muy interesante ha sido
- 3.- el programa para los avances pertinente
- 3.- ha pensado en proyectos para valorar  
nuestros avances en la pronunciación
- 4.- las actividades son muy activas  
y con mucha participación del  
maestro para nuestro beneficio  
Gracias.



JUEVES 19

El curso está muy bien, para mi aprendizaje práctico,

Es creativo, se practica verdaderamente el inglés

- hay investigaciones que acrecientan nuestra cultura y nuestro vocabulario en inglés

- el proyecto es muy interesante y nos ayudará a desarrollarnos con seguridad ante el público con una comunicación que debe fluir y que actuaremos también en expresión corporal y oral en inglés.

Las actividades son muy importantes, interactivas más y aprendemos expresiones y las realizamos mientras lo que nos ayuda a comprender mejor las expresiones y el vocabulario en inglés

What do you think about...

The Course:

Me gustaría que fuera más rápido, con más lectura y actividades donde hablémos más en inglés.

The project

Estoy de acuerdo en el proyecto porque tienes que hablar todo en inglés y en público.

Activities

Que fueran más juegos, más lectura y hablar más, además de más actividades de escuchar.

What Do you Think about

the Course is good For me I am Learning more  
el curso es un Buen medio Para aprender Inglés

the Project es un medio de Superación Personal  
de excelencia y ayuda a la Comunidad Interesada  
En el Inglés

Las actividades son positivas Para el aprendizaje  
De la materia, Facilita la Pronunciación y las  
Relaciones Interpersonales eleva la autoestima

Es muy bueno para saber mas en ingles y ir un poco mas avanzado como para mi escuela para poder pasar mi examen es muy pero muy bueno para los que saben y no saben de ingles

Me parece muy bien el curso. el profesor, hace la clase muy dinamica.

Sus proyectos son buenos, porque practicamos el ingles.

Las actividades tambien son buenas.

El profesor nos habla puro ingles nada de Spanish entonces escuchamos y lo practicamos, mejor.

Me gustaria que el profesor continuara el curso avanzado.

Fine

**Appendix E**

**Pictures about students' participation.**





## Appendix F

### Student's Creation: Working in Groups.

Title: Three dogs and a cat.

Author: Alan Rejon

Set Design: An alley with some garbage cans.

Characters:

Doberman (strong voice and drooling)

Akita dog (Proud and quiet)

Chihuahua dog (Trembling, speaking cantadito)

Tramp Dog (Dog / Cat)

Introduction: A day like any other 3 friend dogs walk down the alley looking for food, as they approached the trash cans in the distance saw another of their kind, a dog (skinny with short hair and the dog Tramp) that took months without food except for the chimes have a Chihuahua who you tell.

Chihuahua: Hey, hey, guess what they told me the bum.

Doberman I do not know, tell us.

Chihuahua: Poor mad dog thinks that it is a cat!

Akita: Are you sure? I think it's just talk to people.

Chihuahua: Well, sure, sure, but no ...

Doberman: (interrupting) Well, let's see, let's call.

Akita: If it is true not make fun of him, you must help.

Chihuahua: Sure, sure.

Doberman: Hey tramp, come!

(Wanderer looks and runs towards them.)

(~~VEN-AL~~ vagabond with a band of CATS DOG)

Vagabond: Friends, time no see! He introduced them to my cat friends.

Akita: Yes, long time, to be honest you talk to know if something is true

Wanderer: What?

Akita: Well ...



Doberman: (interrupting) I dont think a cat ...

Band: but he's a cat!

Vagabond: Haha, of course I do not think a cat ...

Akita: I thought so ...

Tramp: I am a cat! Look how hagoMiau.

Band: You saw

Chihuahua: I can not believe.

Doberman: Of course you're not a cat.

Tramp: Yes, I'm looking like I say Meow.

Akita: Friend're not a cat and you can show.

Wanderer: How?

Akita: Well, for starters if you were a cat we will chase you

Tramp: That's because I'm a cat, looks like I Miau (with rough voice)

Chihuahua: That proves nothing, if you were a cat. fish you like and do not like.

Tramp: Well, what happens is that I am a vegetarian cat, looks like I Miau (with elegant voice and licking his fingers)

Band: clear

Doberman: No, no, no, you're a cat could climb trees and I'm sure you cannot.

Vagabond: Of course I can not and that's because I'm a heavy cat, I just look like Miau (heavy voice)

Akita: because we will always be friends and respect your opinions

Chihuahua: true

Vagabundo: Thanks guys are finally understand



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