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Títol: Can Drama Techniques Help Students Improve their Speaking Skills?

NOM AUTOR: Neus Ribot Ferriol

Memòria del Treball de Final de Màster

Màster Universitari de Formació del Professorat
(Especialitat/Itinerari d'Anglès i Alemany)

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Signatura de l'autor _____

Nom Tutor del Treball Karen Lesley Jacob Abad

Signatura Tutor _____

Acceptat pel Director del Màster Universitari de _____ Signatura _____

Abstract

In the EFL context, there are many methodologies that teachers use in order to foster students' oral abilities. However, in Spain the oral skills are very often neglected in the EFL class, which prevents students acquiring valuable communicative competences that are essential in the global era. The introduction of activities related to and coming from the field of drama can be a good strategy to enhance student's oral skills. This paper aims to contribute to the EFL field with an empirical, qualitative and quantitative study. The main purpose of this research is to analyse if different drama techniques applied to the English subject in a high school are positive to improve students speaking skills. The participants of the study were four different groups from three different levels: first of Secondary Education, fourth of Secondary Education, and second of Post-Obligatory Secondary Education. Two different questionnaires have been done in order to collect information and analyse the results. The results obtained from the questionnaires were manually analysed and compared between each level. Even though this paper represents a very small analysis, from the results, one can say that drama techniques can be a very useful tool for EFL teachers when working on speaking skills.

Key Words: EFL, speaking skills, drama techniques, improvisation, mimics, role-plays.

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1. Introduction

It is well-known that drama can be integrated into foreign language classrooms in order to blend different language skills and to achieve different communicative purposes (Maley & Duff, 1982; Ulas, 2008). In fact, current theories in second language acquisition support the idea that drama activities can enhance students' language learning and most specifically, the communicative competence (Holden, 1982; Maley & Duff, 1982; Smith, 1984; Dougill, 1987). The current educational legislation in Spain *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* (LOMCE) reinforces the importance of teaching methodologies that guarantee the active role of students in the process of learning, as well as the development of different competences that will enable them to develop personally and professionally. Therefore, EFL (English as a Foreign Language) teaching requires methodologies that foster the development of different competences and communicative skills. Considering that a lot of experts agree on the fact that "traditional language teaching methodology has failed to deliver" (Gill, 2007, p. 8), teaching programs that include drama strategies would give response to these needs since as Kao & O'Neill (1998, p. 4) express:

Drama does things with words. It introduces language as an essential and authentic method of communication. Drama sustains interactions between students within the target language, creating a world of social roles and relations in which the learner is an active participant.

As Galante and Thomson do in their study *The Effectiveness of Drama as an Instructional Approach for the Development of Second Language Oral Fluency, Comprehensibility, and Accentedness* (2017), the term *drama* in this paper has been applied using its broadest meaning, referring to techniques that are borrowed from both theatre and drama (p. 119). The main purpose will not be a rehearsal or a performance of plays, but drama will be considered as a "participatory form of pedagogy that engages learners" (Winston, 2012, n.p.).

A quantitative and qualitative empirical study has been carried in a Majorcan High School with students from different levels in order to see if drama strategies result efficient in the EFL context in terms of enhancing students' oral skills.

1.1 Aims

The overall aim of this paper is to analyse if different drama techniques applied to teaching EFL are useful to enhance students' speaking skills and are viable as language teaching and learning tools. I have decided to work on this field since when I was a student I had the feeling that speaking skills were disregarded by English teachers and the main focus of teaching was the use of English, including grammar and vocabulary. In fact, as Rosa Alonso Alonso argues, in Spain oral skills have not always been central in EFL teaching methodologies (2014, p. 146). In my case, I experienced a lack of speaking opportunities in class and I think that this should change. Moreover, I have always loved theatre and musicals and for that reason I think that a teaching methodology which uses different drama techniques can be innovative and can motivate our students in their process of learning a second or foreign language.

1.2. Structure of the paper

This dissertation has the following structure: section 2 presents a revision of the literature related to the field. Section 3 discusses the methodological considerations, which include the participants of the study, the research materials and the didactic proposal. Section 4 presents the analysis and results of the empirical study. Finally, section 5 summarises the results and reaches some conclusions.

2. Literature Review

In this part of the paper a revision of the literature related to the field of foreign language teaching, oral skills and drama techniques applied to EFL teaching will be analysed.

2.1. EFL teaching and the oral skills

There has been an evident shift through history in the way EFL has been taught and how methodologies have approached the important issue of speaking skills. This shift involves an evolution from traditional teacher-centred methodologies to methodologies in which students are the real protagonists of the process of learning.

In the late 1970s there was a shift in EFL teaching from a linguistic structure-centred approach to a Communicative Approach (Larsen-Freeman, 2000, p. 121). This methodology, mainly proposed by the linguists Halliday and Hymes, aims to make the “communicative competence the goal of language teaching” and to acknowledge “the interdependence of language and communication” (Larsen-Freeman, 2000, p. 121). Hence, there is an obvious emphasis on the process of communication and the oral skills, which at the same time involves the other skills, rather than just the knowledge of language forms. Nevertheless, speaking can be considered one of the most difficult skills to acquire “since it requires command of both listening comprehension and speech production subskills (e.g. vocabulary retrieval, pronunciation, choice of grammatical pattern, and so forth) in unpredictable, unplanned situations” (Celce-Murcia & Olshtein, 2000, p. 165).

Foreign language teachers should create situations of real communication in order to encourage students to be confident speaking in English. For this reason, EFL teachers should follow the communicative approach. As Ulas (2008, p. 876) states:

Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. Furthermore, speaking is linked to success in life, as it occupies an important position both individually and socially.

For all these reasons, EFL lessons should be planned considering the oral competence as a necessity for success. We live in the communication age and one of the most important skills that people should have is effective communication (Ulas, 2008 p. 876). However, in some occasions the oral competence does not take an important role in the EFL classroom. Even after many years of studying a foreign language, English in this case, a lot of students do not feel secure and capable of speaking in English outside the classroom context. In fact, Spanish students “are generally not able to speak English fluently by the end of compulsory education” (Alonso Alonso, 2013, p. 145), even though the importance of students’ communicative skills in English is reflected in the Spanish legislation (LOMCE) as we can observe in the following points from the aforementioned law in which the students’ valuable learning standards are presented:

- *Se desenvuelve adecuadamente en situaciones cotidianas y menos habituales que pueden surgir durante un viaje o estancia en otros países por motivos personales, educativos u ocupacionales (transporte, alojamiento, comidas, compras, estudios, trabajo, relaciones con las autoridades, salud, ocio) y sabe solicitar atención, información, ayuda o explicaciones, y hacer una reclamación o una gestión formal de manera sencilla pero correcta y adecuada al contexto.*
- *Participa adecuadamente en conversaciones informales cara a cara o por teléfono u otros medios técnicos, sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica brevemente opiniones y puntos de vista; narra y describe de forma coherente hechos ocurridos en el pasado o planes de futuro reales o inventados; formula hipótesis; hace sugerencias; pide y da indicaciones o instrucciones con cierto detalle; expresa y justifica sentimientos, y describe aspectos concretos y abstractos de temas como, por ejemplo,*

This flaw in the system may be a consequence of the traditional educational methodologies based on grammar books which do not give students the chance to practice the language orally. Also, in many traditional foreign language teaching contexts “teachers tend to take over and do most of the talking, thus limiting learner’s speaking time” (Gill, 2007, p. 6). As EFL teachers we have to bear in mind that the more students speak the more they will command the target language and the more confidence they will get to communicate not only in the classroom context but also outside.

2.2. Correlation of theatre techniques and language teaching.

The use of drama in language teaching is a growing field (Stinson & Winston, 2011, p. 485) and a lot of scholars share the point of view that there are many parallels between the use of theatre arts and language teaching (Smith, 1984, p. 1). In fact, language learners and actors share some goals and obstacles. One of their main purposes is to convey the appropriate message with the correct meaning and to do so they have to decide what they want to communicate and how to deliver that message (Smith, 1984, p. 2). In the past, Piaget and Vygotsky both suggested connections between education and drama (Mc. Guinn, 2014, p. 19) since they thought that through drama, learners constructed meaning. In fact, Vygotsky tried to provide a theoretical foundation for teacher language through drama strategies. He emphasized on the idea of students playing active roles in order to achieve meaningful learning (Chukueggu, 2012, p.155). Obviously, theatre involves language learning and for that reason, language learners can benefit from drama techniques in their process of learning. Nevertheless, drama strategies do not pretend to substitute different didactic methodologies, but to complement the EFL teaching with different activities which can help “to achieve certain educational goals and objectives more efficiently” (Özbek, 2014, p. 47).

Theatre has become a valuable teaching technique that plays on creativity and innovation in the process of language learning (Atas, 2015, p. 962).

Furthermore, through drama activities learners can express themselves with freedom and they are able to relate their learnings to their daily lives (Pesen & Üzüm, 2017, p. 1378). When using different drama techniques such as improvisation or role plays students have the opportunity to use language in order to cope with different possible real situations they may come across in the real life. At the same time students develop their capacity to interact with other people (Porter, 1989, p. 5), so they also work on their social and interpersonal competences. In fact, the introduction of drama in the process of learning a foreign language is considered an effective method for students in order to develop and improve their empathy, awareness, and personality (Özbek, 2014, p. 59).

We can establish a correlation between the Total Physical Response (TPR) methodology proposed by James Asher and drama techniques. He defends that “meaning in the target language can often be conveyed through actions” (Larsen-Freeman, 2000, p. 111), and obviously drama techniques involve action-based activities. Moreover, TPR is a methodology that pretends to reduce the anxiety of students when having to speak in the foreign language (Larsen-Freeman, 2000, p. 113) and the same happens with theatre techniques. Body movements and language have a strong connection, and according to the the TPR methodology “the brain and the nervous system are biologically programmed to acquire a language, the first or the second, in a particular sequence (speaking after understanding) and in a particular way (synchronizing language with body movements)” (Solé, 1987, p. 92). Therefore, drama techniques, in which actions and corporal movements play an essential role, must be valuable teaching tools in the process of learning a foreign language.

From a linguistic point of view drama contexts allow students to “look at language from a different angle” not focusing only in the structure and grammar issues but “to behind the words”, through actions and body movements (Maley and Duff, 1982, p. 10). Even though accuracy is also important, through drama techniques students forget about making mistakes and feel more confident communicating in the foreign language, which is the purpose. In fact, “students need the occasional chance to take risks in the language, to try out new ways of

combining words, and of course, to find out where the gaps are in their knowledge” (Maley and Duff, 1982, p. 14), in order to enrich their process of learning the language.

For all the mentioned reasons, there is a real correlation between drama and language teaching which teachers should bear in mind while doing communicative lessons in the EFL environment.

2.3. Drama techniques to enhance oral skills and as a methodology for teaching EFL.

Different EFL’s teaching methodologies are needed in order to break with traditional language techniques which have failed. As a matter of fact, as Stern says: “a great deal of time has been wasted on routine exercises which have little purpose and which do not translate into real proficiency and application in language use” (1992, p. 313). Consequently, it is important that EFL teachers opt for methodologies that work with language in use and whose purposes are communication and interaction. In Kagan’s words: “there is evidence of greater language output in an interactive classroom in two minutes than there is in one hour in traditional classrooms” (1995, n.p.). Drama techniques are a valuable example of interactive activities which enable our students to develop their communicative competence.

Drama used as a teaching tool in L2 “provides contexts for multiple language encounters and encourages authentic dialogue between teachers and students” (Kao & O’Neill, 1988, p. 1) which are beneficial for students’ oral skills. Students become active participants and they interact between them creating “a world of social roles” (Kao & O’Neill, 1988, p. 4) that enables them to develop different competences such as the linguistic and the social one. As a matter of fact, not only drama activities work with many competences, but also take into consideration our students’ different multiple intelligences. Ashton-Hay, in a conference titled *Drama: Engaging all Learning Styles* (2005), lists all the intelligences that are engaged in drama activities, as follows:

Drama incorporates *verbal linguistic* learning through use of language, scripts, vocabulary and reading. *Intrapersonal* learning relates to the feelings and emotions involved in drama, characterizations and how we respond as an individual, while *interpersonal* learning comes from working with others to create a scene or role play. *Kinaesthetic* learning activates the physical self, the body and doing actions. As students re-create images, pictures, visual details, staging, movement, location and direction with drama their *spatial* learning skills are developed. *Logical* learning follows from using rational patterns, cause and effect relationships and other believable concepts involved with the drama. Sometimes *music*, or even the music of language, is also used in working with drama (Ashton-Hay, 2005, p. 3).

Therefore, drama teaching strategies reinforce the idea of students being the real protagonists of the process of learning as well as they offer different points of entry to the foreign language considering the multiple ways of learning of the students (Nicholson, 2000, p. 179)

As it has been discussed, drama-based lessons differ in many aspects from traditional methodologies. Some of the differences are the ones summarised in the table 1 below (adapted from Gill, 2007):

Table 1: Differences between traditional vs. drama-based lessons.

TRADITIONAL	DRAMA
Focus on grammar	Focus on communication
Objective	Subjective
Emphasis on accuracy	Emphasis on fluency
Sequenced language items (formal)	Meaningful activities with appropriate real-life language (informal)
Errors must be corrected	Accept errors
Learning	Acquisition
Teacher-centred	Student- centred
Language practice	Language use
Observation-based work	Participation based-work
Skill-getting	Skill-using
Predictability of response	Information gap

Analysing these differences, we can argue that theatre techniques allow students to generate “a greater output of authentic language” through different types of activities (Gill, 2017), and they will probably use this language in their future. Furthermore, drama-based activities enable learners to experiment with new roles and ideas, and use language in action and not in a mere grammar-based lesson in which communication is not real (Neelands, 1984, p. 6). The use of theatre techniques in the language teaching context enables students to talk about facts, ask for information, give opinions, express certainty or doubt, comment on others actions, give orders, show agreement or disagreements, between other functions of language. Drama activities will prepare students to face different communicative situations of the real world in the *lingua franca* (Lizasoain, Ortiz de Zarate, Walper, & Yilorm, 2012, p. 166). Ulas (2008, p. 876) summarises the scope of drama activities applied to the classroom context in six principles:

- A student learns meaningful content better than other content.
- Learning occurs as a result of a student’s interaction with his environment.
- The more sensory organs a student uses while learning, the greater the retention of the lessons.
- A student learns best by doing and experiencing.
- Effective participation is important in learning emotional conduct.
- Learning becomes easier and more permanent in educational environments where there is more than one stimulus.

He tries to justify the connection between students’ necessities and drama techniques’ benefits in the language teaching context.

A very important factor to take into account when teaching a foreign language is student's motivation. It is important that teachers use different sorts of activities in order to develop students' intrinsic motivation to learn English (Brown, 2002, p. 17). Drama techniques can be used as valuable pedagogical strategies that provide "both the freedom and the motivation for learners to develop oral skills in spontaneous communication" (Smith, 1984, p. 4). Language teachers have to be really involved in the process of teaching and motivating their students. Indeed, as Stephen M. Smith states "the role of the language teacher is similar to the role of the theatrical director- to create a setting conducive to language learning, and to direct the learners toward the attainment of their goal, that of effective communication" (1984, p. 4). So, theatre and language teaching have a lot in common and EFL teachers can benefit from drama techniques in order to enhance students' oral skills and to increase their motivation in learning a foreign language. Teachers have to motivate their students by:

- Creating a relaxed atmosphere in the classroom.
- Encouraging learners and facilitating learning rather than just imparting information.
- Welcoming learner-centeredness.
- Not consistently interrupting learner's speech in order to correct them, but noting the errors for subsequent discussion.
- Using her or his voice and body-language effectively

(Adapted from Gill, 2007)

These points are a good summary of the different items that any EFL teacher has to take into consideration prior to delivering their lesson and prior to introducing different theatre strategies. Furthermore, teachers have to take all the characteristics of their students into consideration as well as their context, personal background, learning level, and interests (Ulas, 2008, p. 877). Since the activities pretend to improve students' oral skills, teachers need to have extensive

knowledge of different didactic strategies in order to do speaking activities, as well as the capability to manage her/his students and the lesson in order to assure that the speaking activities will be productive (Rubio & Martínez, 2008, p. 57).

By using different drama techniques in ordinary lessons, students are asked to work in groups and this definitely enhances learners' cooperation (Salii & Bytyqi, 2014, p. 117) and oral interaction between them. A really potential strength of drama, which can be resourceful for language teachers, is "its social nature" (Winston, 2012, n.p.). In drama strategies students work together, share opinions and ideas and create an atmosphere of collaboration which may reduce the anxiety of many students to speak in front on the class using the target language. Also, students will create a relaxed atmosphere in which they can express their emotions and feelings through the language. As Maley & Duff (1982) state, "drama techniques have the singular merit of directly engaging students' feelings and, as a result, often making them aware of the need to be able to express them appropriately" (p. 11).

Undeniably, students have to be the protagonists of their process of learning and dramatic activities allow the lessons to be student-centred. So, theatre techniques favour students' motivation and participation in the process of learning a foreign language (Davies, 1990, p. 97). Furthermore, considering that the main focus in drama-based tasks is communication and interaction, students are allowed to "take risks in language" and "to strike a balance between fluency and accuracy" (Maley & Duff, 1982, p. 14). Finally, theatre will dote our students of different skills to face real daily communicative situations using a foreign language (Lizasoain, Ortiz de Zárate, Walper, & Yilorm, 2012, p. 166) while they are also improving their oral skills.

Regarding the issue of error-correction, teachers have to agree on the fact that "mistakes are an integral part of the language-learning process" and in drama strategies they do not have to worry about them but feel relaxed and confident to speak in front of the class. So, making errors "in a free phase in any lesson ultimately enhances learning, rather than hinders it" (Porter, 1989, p. 15).

All the advantages of using drama techniques have been exposed so forth, but we have to consider some difficulties that teachers may come across with.

The teaching conditions may not be as good as we would like them to be. “Sometimes we get too many students; often they have different proficiency levels [and] sometimes both problems arise in the same class” (Miccoli, 2003, p. 122). Teachers have to adapt each activity to their students taking into consideration different variables as it has been previously mentioned. Also, a problem that may arise is the students’ inhibition to speak. For that reason, we have to create confident, challenging, and real situations in which they overcome their fear of speaking in the target language. The success of the learning process is conditioned at some extent on whether students “care enough about the problem in the drama to try to meet the challenges it offers” (Byron, 1986, p. 127). Hence, EFL teachers have to work on this important issue.

In spite of these difficulties, there are many advantages of using drama in the language class which can be summarised as Dougill (1987, p. 8) do:

- They provide a framework for communicating.
- They allow for unpredictability in language use.
- They provide a bridge between classroom and the real world.
- They allow for creativity and involve the “whole person”.
- They provide physical involvement and release.
- They develop confidence and can be motivating.
- They help cater for mixed-ability classes and large numbers.

2.4 Different drama techniques or activities that can be applied in class.

Drama can take many different forms in the EFL classroom but it is really important that the main focus is communication and that these activities help our students to express different messages orally. These activities do not have the purpose of preparing our students to take part in a final performance but to enhance their motivation and their speaking skills in EFL. Throughout these activities students may be able to “bring a different life, a different background into the class” (Maley & Duff, 1982, p. 6) enhancing their imagination and their

speaking skills to communicate effectively. It is important to consider that “different activities require different arrangements” (Smith, 1984, p. 18), so we have to create a comfortable arrangement in the classroom in order the activities to succeed.

Different sorts of games can be a natural introduction to different dramatic activities such as role-plays or simulations and they involve different skills such as concentration, memorization and observation. They are really useful as warm-up activities and while students are playing they are also increasing their agility and fluency in their use of English (Davies, 1990, p. 96). Data from different studies show that mime is a valuable technique as a starting point (Maley& Duff, 1982; Smith, 1984) and it “emphasizes the paralinguistic features of communication” (Davies, 1990, p. 90), an issue which is sometimes neglected in speaking lessons. Dougill defines the mime as “a non-verbal representation of an idea or story through gesture, bodily movement and expression” (1987, p. 13) and through mimic activities students can create a comfortable atmosphere in which they speak without fear of making grammar or vocabulary mistakes. Moreover, as Chukueggu summarises in her article “The Use of Drama and Dramatic Activities in English Language Teaching (2012, p. 156), important uses of mime are:

- It can generate language use where explanation is required.
- It is a way of reinforcing memory and recalling language items, by means of visual association.
- It can be used to learn and practice vocabulary items.

Another interesting activity that will help our EFL students improve their oral skills is to do different role-plays which involve students performing different roles in imaginary situations. “Drama is concerned with the world of ‘let’s pretend” (Holden, 1982, p. 1), which allows students to project themselves in the skin of another person and to create an imaginative world. Role-playing is a recurrent activity in EFL contexts to practice speaking since it offers many advantages such as the interaction between students in the classroom, the increase of their

motivation (Ladousse, 2004, p. 7), the improvement on their communication skills as well as their capacity to verbalize opinions (Furness, 1976, p. 19). Through role-plays students become aware of the practicality of English and practice the language in a more realistic way (Huang, 2008, n.p.) since they recreate ordinary situations which can occur in their daily lives.

Some other techniques borrowed from theatre that can be used as pedagogical strategies to enhance student's different oral dimensions are simulations and improvisations. By doing simulation exercises students can develop their social and civic competences and these exercises may help them to know how to behave in different social situations (Davies, 199, p. 91). Then, improvisation enhances students' spontaneity and their comfortableness while speaking English since improvisation allows the learner "to take ownership of personal dialogue, even before grammar, syntax and vocabulary have been completely mastered" (Jordan, 2015, p. 19). In conclusion, all these drama techniques can have a positive impact in terms of motivation, spontaneity and fluency while they are using the target language being English in this case.

3. Methodology

In this section the methodology of the study is exposed. First, there is an overview and brief description of all the participants of the study. Second, the research materials used to do the analysis are explained in detail. And third, the intervention in class in order to put into practice drama strategies in the EFL context is presented.

3.1 Participants

The participants for the analysis of this research study were students of the high school IES Sineu, located in Sineu, a small village in the centre of Majorca. The students that go to IES Sineu come from nine different villages: Maria de la Salut, Llubí, Petra, Ariany, Sineu, Costitx, Sencelles, Lloret and Sant Joan and most of them have Catalan or Spanish as their L1. The participants for this study were

students from three different educational levels; 23 students from 1st of Secondary Education (SE), 29 students from 4th of SE and 18 from 2nd of Post-Obligatory Secondary Education. Even though the groups corresponded to three different levels according to the curriculum, the study was done considering four different groups since two different groups from 4th of SE from different levels did the questionnaires and the activities. In this high school students from 4th of SE are divided into three groups according to their level of proficiency in English, and for that reason I found it interesting to analyse if the proposed drama techniques had a different impact on students depending on their level of English. It is important to say that I did my teaching placement with the group of 4th of SE with a low level and consequently, I had more background on their behaviour and on how to work with them. I must also say that this study could be carried out thanks to the fact that I was doing the teaching placement in the high school and that the teachers allowed me to do it.

All the following information on each group was obtained from a pre-questionnaire in which they had to answer some general questions about themselves and their contact with the English language and then with some questions related to the theatre in order to know students' first impression regarding drama. The questionnaire will be explained in full in the section of research materials (section 3.2 of the paper), and the questionnaires used to obtain a profile of the participants involved in the research can be found in appendices I and III.

1st of SE

This was a whole class of 1st of SE of 23 students. According to the legislation in the Balearic Islands in Secondary Education the groups in English have to be split into two, but in this case the whole group worked together but with two teachers instead of one. Their ages ranged between 12 and 13 years old, nevertheless, there were three students who retook the course and were 14 years old. Out of 23 students 11 were males and 12 females, so it was an equal gender-mixed class. They were from different villages: Sineu, Llubí, Sant Joan, Costitx, Petra, Sencelles, Sineu, Lloret de Vistalegre and Maria de la Salut. Moreover,

four of them had relatives who are English native speakers but only two of them speak English with them. Then, 13 students had travelled abroad and used English to communicate, and most of them enjoyed it.

4th of SE (Low level)

They were 12 students in a group of low level of English. Their ages ranged between 15 and 16 years old, but there was also a girl of 18 years old. They were 6 females and 6 males, so this group was also gender-mixed. They were from different villages: Costitx, Sineu, Maria de la Salut, Llubí, Sant Joan, Vilafranca, and there was one girl from Germany but who was living in Mallorca. Only one student had a relative with whom she speaks English, even though her English level was low. 8 of the students had travelled abroad and used English to communicate and they agreed that they enjoyed these experiences.

4th of Secondary Education (High level)

They were 17 students of 15 and 16 years' old who had a good level of English. They were 11 females, 5 males, and 1 student that did not feel identified with the binary division female/male. They were from Sineu, Maria de la Salut, Sant Joan, Costitx, Petra, Sineu, Lloret de Vistalegre, and then one girl from Morocco, another girl from Argentina, and a boy from Venezuela. One out of the seventeen students had a relative with whom he speaks English, and 11 students had travelled abroad and used English to communicate.

2nd of Post-Obligatory SE

This was a whole group of 18 students from the scientific branch of Post-Obligatory SE. They were between seventeen and eighteen years old and 10 of them were females and 8 were males. They came from villages from the centre of Majorca: Sencelles, Llubí, Sineu, Maria de la Salut, Costitx, Petra and Ariany.

None of them had English native speakers' relatives, and ten students had travelled abroad and used English to communicate. Most of them argued that it was an exciting and funny experience although some found the communication difficult.

3.2 Research material

In order to collect material for the analysis of this study two different questionnaires¹ were created for the students to complete. On the one hand, there was a pre-questionnaire in order to obtain some background knowledge of the students' thoughts regarding the process of learning in EFL and more specifically on the different strategies they use or they feel comfortable with while learning a new language. Moreover, some questions regarding drama were asked in order to know students' first impression regarding drama activities. On the other hand, a post-questionnaire was given to students after having done different theatre techniques. The purpose of this post-questionnaire was to observe if students have changed their mind regarding drama as a tool for learning English after having done different drama activities, and to observe if these techniques are valuable to improve their oral skills. These questionnaires were used to obtain both quantitative and qualitative results.

The questionnaires for the students from fourth of SE and Second of Post-Obligatory SE were written in English, however, they were told that they could answer it with their mother tongue if they felt more comfortable. This decision was made since the main objective was not to see if they could write in English but to assure that they answer all the question in order to obtain results in terms of their speaking skills. For that reason, the lowest level, 1st of SE, had the questionnaires in Catalan and they could answer it with their L1 (Catalan or Spanish in all cases).

The pre-questionnaire consisted of eleven different questions. The first 5 questions were to get some background of each student in terms of age, origin, relatives, and their experience with the English language:

- *How old are you?*
- *Where are you from?*
- *Are you female/male/other?*

¹ An example of the pre-questionnaire and the post-questionnaire appears in appendices I and II of this paper.

- *Do you have any relatives who are English native speakers? In this case, do you practice English with them?*
- *Have you ever travelled and used English to communicate? In this case, where did you go and how was the experience?*

All this information obtained through the questions served to describe the participants of the study. Then, there were 6 questions related to the students' relation with theatre and their speaking abilities. Questions 6, 8, and 9 were Yes/No questions but also open-ended, since the students had to argue their responses:

- *Do you like acting? Why?*
- *Have you ever done drama/acting? In that case, when was it? Did you like it?*
- *Do you think that drama/acting in English can help you to learn the language? Why?*

Also, there were two multiple choice questions, the first one related to their frequency of going to the theatre, and the second one to their methods of practising their English speaking skills:

- *How often do you go to the theatre?*
 - *More than once a month _____*
 - *Once a month _____*
 - *More than 5 times a year _____*
 - *Between 2 and 5 times a year _____*
 - *Once or twice a year _____*
 - *Never _____*
- *How do you practise your speaking abilities in English? (you can check as many answers as you want)*
 - *Listening to music and singing along _____*
 - *Reading out loud _____*
 - *Speaking with other people _____*
 - *Speaking through computer games _____*

- *Talking to yourself _____*
- *Using different apps _____*

Finally, the last one was a scale-based question related to the students' fear or security while speaking in English in public:

- *On a scale from 1 to 6, do you feel comfortable speaking in English in public? (1 would be **I don't feel comfortable at all**, and 6 **I feel really comfortable**).*

I don't feel comfortable 1 2 3 4 5 6 I feel really comfortable

The post-questionnaire consisted of six different questions in order to have students' feedback on the drama activities we did in class. Questions 1, 2, 4, and 5 were No/Yes questions but also open-ended because students had to justify their answers:

- *Did you enjoy doing the activities? Explain why.*
- *After having done different activities related to drama, do you think that drama techniques can help you improve your speaking skills? Explain why.*
- *Which activity did you like the most? Explain why.*
- *Would you like to do more speaking activities in English class? Explain why.*

Then, question 3 was scale-based, in which students had to evaluate from 1 to 6 the different drama activities we did in the session (1 was *I didn't like it at all and it was not useful to learn and practice English*, and 6 was *I really enjoyed it and it was very useful to learn and practice English*). Finally, the last question was open-ended and they had to write about the strategies they can use to improve their oral skills in English.

3.3 Intervention (Didactic Proposal)

In order to observe if drama techniques can be considered a valuable tool to use in the EFL context to work on speaking skills different activities were carried on with each group. These activities can be applied to all the levels if we take into consideration the characteristics of each group, and we adapt the activities according to them. As Huang states: “the teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching” (2008, n.p.). In my case, I considered three different drama strategies, which were: mimics, improvisation, and role-plays, and I adapted them to each group. It is important to say that not all the groups did all three activities since this study was carried out during my teaching placement and I had important time constraints, and I had to adapt the activities to the curriculum. Moreover, teachers have to remember that each strategy borrowed from drama and applied to the EFL context may yield a very different result every time it is practised (Smith, 1984, p. 13) since there are a lot of factors that will determine the effectiveness of each activity

The main objectives of the intervention were:

- To observe how students react to different sort of activities in the EFL context.
- To analyse if drama techniques are a valuable tool in the process of teaching and learning a foreign language.
- To release our students' imagination.
- To give more importance to the speaking skills in the area of EFL.
- To enhance students' oral skills.

3.3.1 Mimics

This activity was prepared for 1st of SE and 2nd of Post-Obligatory SE. It was a really basic activity which included Dougill's (1987, p. 13) idea of placing a box in front of the class and asking students to mime what is inside it. I selected different celebrities, cartoons, and characters such as Donald Trump, Mickey Mouse, Shakira or Mariano Rajoy and students had to mimic them in front of their

classmates. The objective was that in order to guess the person being imitated, students had to ask questions and the person in stage could only answer yes or no. With this activity, students were asked to revise how to make questions in English.

3.3.2 Improvisation

This activity was prepared for the four groups, however each group did it with different modifications due to their level and time constraints. The activity consisted in creating a short improvised story using ten different random words. Students were asked to write ten words in the blackboard², and after, they had to write or think about a short story in small cooperative groups using the ten words.

Students from 1st of SE had 10 minutes to create and write the story³ and use their imagination. Then, they had to represent their improvised story. Students had to decide who was the narrator, and who were the actors and actresses who would stage the story. The narrator read the story while the other partners were representing with actions, gestures, and body movements the story. Students from 4th of SE, in both groups, also had 10 minutes to create and write the improvised story. However, they did not stage the story but they selected a narrator from each group and they read the story enthusiastically as they were narrators of an important play. Finally, students from 2nd of Post-Obligatory SE did not have time to prepare the story but the narrator had to improvise and use their imagination *in situ* to create a story using the ten words. The other members of the group had to represent and improvise what the narrator was saying. Throughout this activity, students were asked to use different verbal tenses according to their stories, to play with language, and to foster their improvisation abilities.

² An image of the activity appears in Appendix V.

³ Some images of the stories created by students are in the Appendix V.

3.3.3 Role-plays

This strategy was used with the groups of 4th of SE and 2nd of Post-Obligatory SE. Role-plays go hand in hand with the Communicative Approach since they allow students to communicate in different contexts with different social roles (Larsen-Freeman, 2000, p. 137) while they are practicing what they learnt about the language. For that reason, and considering the objective of the intervention, role-plays were a really valuable activity. Students were asked to make groups of 2, 3 and 4 and they were given a piece of paper with the situation or problem they had to simulate and interpret. They also had some instructions regarding the grammatical content they were supposed to use. Obviously, the role-plays were adapted to their level and to the curriculum. They had five minutes to prepare their role-plays, and then, each group did it in front of the class. As Brown remarks, each student was given a role and assigned an objective to accomplish (2001, p. 183).

With the two groups of 4th of SE we had the following situations and instructions:

- You are one customer and three sellers. The sellers have to convince the customer that their product is the best one. The product is an umbrella. Remember: use vocabulary related to marketing & shopping.
- You are three important people discussing about your future; You are really arrogant! Remember: use FUTURE tenses.
- You are three friends and you are discussing what you would do if you won the lottery. Remember: use CONDITIONALS.
- You are a doctor and a patient in the doctor office. The doctor has to prohibit her/his patient to eat sugar, but she/he loves it! Create a dialogue following this situation and raise some conclusions/ decisions.

With the group of high level, I added an extra one that was more difficult:

- You are three friends but two of you have argued and do not speak to each other. One of you (the one that is not angry) has to be the intermediary between the others. You have to choose the reason why you are upset, and you have to solve the problem. Remember: Use REPORTED SPEECH.

Then, the group of 2nd of Post-Obligatory SE had the following role-plays and information:

- Students are given a card with useful expressions (Fig.1) and are told the following: you have to imagine that you are in the airport and you want to check-in in your flight company desk (Ryanair). Two of you are a couple that want to travel to Thailand and the other person will be the handling agent. Your luggage has weight excess and you are asked to pay for it. You don't want to pay and you have to discuss it with the handling agent. Remember: You have to be polite, and you have to make a complaint or request.

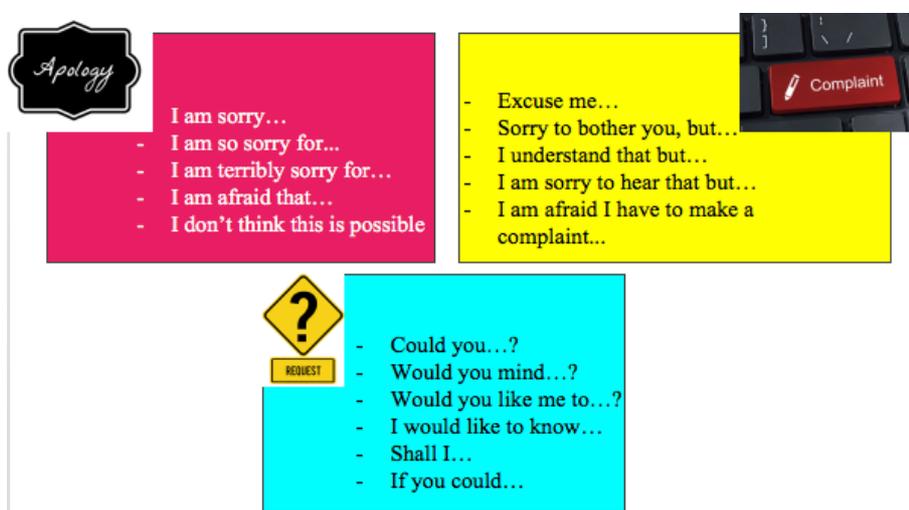


Figure 1: **Useful Expressions**

- Two of you are a couple and the other is a counsellor. They go to a counsellor since they have different opinions about their daughter going out during the night (one of you gives her permission and the other does not). They need advice! So, counsellor give them advice! Remember: You (the couple) need advice and the counsellor has to give advice. Use MODAL VERBS (should/ shouldn't/ ought to / oughtn't; can/ can't, must/ mustn't ...).
- You are two friends and one of you have to give advice and cheer up the other one because she/he has broken up with her/his partner. Remember: you have to give advice (MODAL VERBS), and explain what has happened (past tenses and perfect tenses).

- You are three friends but two of you have argued. The other one has to be the intermediary between you two in order to solve the problem and find a solution. Remember: the one who is the intermediary has to report what they say, so, you have to use REPORTED SPEECH.
- You are two dreamers and you have to speak about what you would do if you won 100.00 euros! Remember: They are hypothesis and you need to use CONDITIONALS.
- You are three important people but you are really arrogant. You have to talk about your future plans and you want to convince the others that your future will be the best. Remember: You will talk about your future, so you have to use FUTURE TENSES.
- You are three friends and one of you has invited the others to her/his house to have dinner. They know that she/he is a really bad cook but you cannot refuse the invitation. The meal she/he has prepared is extremely disgusting and you have to tell her/him with tact because she/he thinks that is a professional and fantastic cook! Remember: try to use different verb tenses and you have to be polite even though you can also be sarcastic and use humour.

4. Results and Discussion

The results of both pre and post questionnaires will be presented in this section of the paper. The results of each question are presented in different tables, and then, a comparison between the results of each level will be done in order to do the discussion. These results have been manually analysed considering all the pre-questionnaires and post-questionnaires of all levels. The data is quite easy to interpret since the numbers inserted in the tables represent the total number of participants of each group who opted for each option and the percentage that represents from the total of students of each group. Since the number of participants of this study was not very high, statistical analyses have not been carried out. Nevertheless, it would be interesting to do so in future studies related to this topic. It is important to say that questions 1 to 5 from the pre-questionnaire

have not been considered for the analysis of the results since the purpose of them was only to obtain some information to describe the participants of the study. All the results will be supported by examples including the arguments and answers that students gave in the questionnaires, which have been classified according to its nature. Finally, I will add some of the feedback and comments that teachers gave me after the sessions and a personal opinion of what I could observe doing the activities explained in the intervention (section 4.2).

4.1 Questionnaires

First, the results from questions 6 to 11 of the pre-questionnaire of each level will be exposed. The tables include the results of all the groups and the examples chosen to justify students' answers correspond to different students from different levels. Second, the results from all the questions of the post-questionnaire of each group are also presented. However, in this case, the results are shown group by group since each level did different types of activities.

Pre-Questionnaire (PQ)

Question (Q) 6: ***Do you like acting?***

Table 2: **Results PQ Q6**

	Yes	No
1st SE	16 (69,57%)	7 (30,43%)
4th SE (low level)	7 (58,33%)	5 (41,67%)
4th SE (high level)	7 (41,18%)	10 (58,82%)
2nd Post-Obligatory SE	7 (38,89%)	11 (61,11%)

As shown in Table 2, the groups that record a higher number of students who like acting were 1st of SE and the group of low level of 4th of SE, 16 students out of 23 in the former group and 7 out of 12 in the latter. This result can be related to

the fact that students of 12 and 13 years old are not as shy as older students when they have to speak in public. Regarding the group of fourth of ESO, and from my experience working with them, an important factor was that even though their proficiency in English was not very good, they were a very participative and active group. Most of the reasons why students of all groups answered that they do not like acting were related to their shyness of speaking in public, as we can see in Example 1:

Example 1

1.1 *No, perquè sóc tímid (1E1).*⁴

1.2 *No, perquè tenc molta vergonya (4EL4).*

1.3 *No, because I'm very shy and I prefer speak with my friends or relatives (4EH2).*

1.4 *No, because I am shy and because I am not used to acting. It isn't an activity that I practice frequently in my daily life (2B1).*

1.5 *No em sent còmode actuant o interactuant davant la gent (2B2).*

Then, some of the arguments of students who like acting were related to their intrinsic motivations, such as:

Example 2

2.1 *Sí, perquè m'agrada actuar i tenir un altre paper de vida que no sigui la meva (1E3).*

2.2 *Yes, because I like to be another person and learn a lot of thing about this person (1E4).*

2.3 *Sí, perquè m'introdueix dins escenes en les que potser mai m'hagués imaginat (1E5).*

2.4 *Sí, perquè així em llevo la vergonya de damunt i puc xerrar davant tothom (4EL9).*

⁴ Transcription conventions: all students' quotes are verbatim, this includes any grammatical errors that may have been made by the participants, although corrections (in square brackets) have been made when needed for the correct understanding of the phrase(s). Examples with multiple extracts have been numerated – e.g. in Example 1, we have “ex. 1.1”, “ex.1.2”, “ex. 1.3”, etc. Then, each student has been given a number corresponding to their level plus a number given at random- e.g. “1E1”, stands for 1st of SE student number one, “4EL1” means 4th of SE low level student number one, “4EH1” means 4th of SE high level student number one, 2B1 stands for 2nd of Post-Obligatory SE student number one, and so on.

2.5 Yes, because I like speaking in public (4EH3).

2.6 Yes, because I think it's really funny to invent your own personality, and also making up your characters (4EH16)

Some of the students' answers were related to extrinsic reasons such as what they can obtain from their performances:

Example 3

3.1 *Sí, perquè quan representes me sent bé i animat ja que tothom està pendent de lo que fas i te miren* (4EL1).

3.2 *Sí, perquè m'agrada entretenir a la gent* (4EL6).

Some students talked about their past experiences and their personality:

Example 4

4.1 *Sí, perquè a l'escola vàrem fer un petit teatre, jo era la protagonista i em va agradar molt* (1E15).

4.2 *Sí. Des de molt petit he fet teatre i en segueixo fent a l'actualitat; sempre m'he sentit còmode sobre l'escenari* (2B4).

4.3 Yes, because I am an expressive person (2B18).

Finally, some others, talked about positive things of acting and doing activities related to drama:

Example 5

5.1 *Sí, perquè és entretingut i passes el temps* (1E21).

5.2 Yes, because it's interesting and funny (4EL8).

5.3 Yes, because I think [it] is really funny (2B5).

Q 7: *How often do you go to the theatre?*

This question was asked in order to obtain some background information of the participants' relation with the field of theatre.

Table 3: Results PQ Q7

	More than once a month	Once a month	More than five times a year	Between two and five times a year	Once or twice a year	Never
1 st SE	3 (13,04%)	1 (4,35%)	9 (39,13%)	4 (17,39%)	4 (17,39%)	2 (8,7%)
4 th SE (low level)	0	0	2 (16,67%)	0	2 (16,67%)	8 (66,66%)
4 th SE (high level)	2 (11,76%)	0	1 (5,88%)	5 (29,41%)	3 (17,65%)	6 (35,3%)
2 nd Post-Obligatory SE	1 (5,56%)	0	2 (11,11%)	10 (55,55%)	4 (22,22%)	1 (5,56%)

We can observe in Table 3 that the group in which more students go to theatre is 1st of SE with a very relevant percentage in comparison to the other groups. This issue can also give evidence to the fact that students from 1st of SE were more engaged with all the activities. Another interesting fact is that more than half of the total of students from 4th of SE (low level) never go to theatre, so they did not have any kind of contact with the world of drama. However, this was not an impediment at all since as it has been previously mentioned, the objective of these activities was not to do a final performance.

Q 8: Have you ever done drama/acting? In that case, when was it? Did you like it?

Table 4: Results PQ Q8

	Yes	No
1 st SE	16 (69,57%)	7 (30,43%)
4 th SE (low level)	8 (66,67%)	4 (33,33%)
4 th SE (high level)	9 (52,94%)	8 (47,06%)
2 nd Post-Obligatory SE	4 (22,22%)	14 (77,78%)

As Table 4 shows, despite the group of 2nd Post-Obligatory SE, a high number of students of the other groups did drama in the past. Most of them did it in the school, or in extracurricular activities and they enjoyed it as we can see in some of the students' quotes presented in Example 6:

Example 6

6.1 *Sí, perquè a l'escola vàrem fer un petit teatre, jo era la protagonista i em va agradar molt (1E15).*

6.2 *Vaig actuar a l'escola i a l'institut i me va agradar molt (4EL1).*

6.3 Yes, in school. Yes, I liked it because the acting was amazing and I felt really happy about myself because I'm not really into drama (4EH11).

6.4 It was years ago in an extracurricular activity (2B7).

6.5 *En el curset de monitors de temps lliure. Me va agradar molt (2B8).*

Surprisingly, some students talked about the idea of playing different roles in different contexts and the introduction of gestures and body movements:

Example 7

7.1 *Sí, perquè m'agrada actuar i tenir un altre paper de vida que no sigui la meva (1E3).*

7.2 Yes, because I like to be another person and learn a lot of thing about this person (1E4).

7.3 *Sí, m'agrada molt entretenir i "jugar" a fer el paper d'altres (4EL7).*

7.4 *Sí, perquè m'introdueix dins escenes en les que potser mai m'hagués imaginat (1E5).*

7.5 *Sí, perquè m'agrada la part de gestos (1E17).*

Finally, one student also thought about how acting can help them improve their level of English:

Example 8

8.1 Yes, because that can help you in your fluency and to learn more vocabulary (4EH1).

Q 9: Do you think that drama/acting in English can help you to learn the language? Why?

Table 5: Results PQ Q9

	Yes	No
1 st SE	23 (100%)	0
4 th SE (low level)	12 (100%)	0
4 th SE (high level)	16 (94,12%)	1 (5,88%)
2 nd Post-Obligatory SE	16 (88,89%)	2 (11,11%)

The results of this question, shown in Table 5, are relevant since from the beginning nearly all students agreed on the idea that drama/acting in English can help them to learn the language. The students that answered no argued that they were shy and nervous and with this type of activities they would not speak, therefore, they would not learn. Students from all groups reflected on the fact that drama in English could help them to learn new vocabulary:

Example 9

- 9.1 *Sí, perquè quan escoltes i xerres aprens moltes paraules (1E1).*
- 9.2 Yes, because when I do theatre I'm learning a lot of vocabulary (1E4).
- 9.3 Yes, because you listen and learn a lot of vocabulary (2B11).
- 9.4 Yes, because it is a way of speaking a lot. It is also a way of using all the verb tenses and vocabulary we have learned throughout the years at school (2B1).

They also talked about the fact that it facilitates the process of learning in a funnier way:

Example 10

- 10.1 *Sí, perquè t'ajuda a entendre amb els gests (1E3).*
- 10.2 Yes, because you practice while you are having fun, and that's always better (4EH16).
- 10.3 Yes, because acting or playing games help us learning the language easier (4EH11).
- 10.4 They are more useful than grammar classes (2B5).
- 10.5 *És molt més didàctic, nos entrenem i estam atents (2B10).*

Moreover, they also reflected on the importance of communication and the idea that these type of activities can make them meliorate their pronunciation:

Example 11

11.1 *Sí, perquè et pot ajudar a pronunciar més bé i tu pots aprendre dels teus companys i ells poden aprendre de tu (1E6).*

11.2 *Sí, perquè aprendria a comunicar-me i explicar coses en anglès (1E16).*

11.3 *Sí, perquè et fa introduir dins una actuació amb anglès que et pot ajudar a desfer-te'n d'algun moment en el qual t'hagis de comunicar amb algú que parla anglès (1E5).*

11.4 *Sí, perquè podria escoltar bé la pronunciació i aprendre més vocabulari (4EL7).*

11.5 *Sí ja que practicam el que de veres necessitam que és xerrar amb altre gent. Jo li donaria més importància a parlar entre companys (4EL6).*

11.6 *Yes, because it is the most nearly thing to a normal conversation (4EH13).*

11.7 *Yes, because we can practice our speaking (2B9).*

Q 10: *How do you practise your speaking abilities in English? (you can check as many answers as you want).*

In Table 6, the options checked by more than half of the class have been highlighted in red so as to help the reader in the interpretation of the data.

Table 6: Results PQ Q10

	1 st SE	4 th SE (low level)	4 th SE (high level)	2 nd Post-Obligatory SE
Listening to music and singing out loud	19 (82,61%)	9 (75%)	14 (82,35%)	15 (83,33%)
Reading out loud	14 (60,87%)	3 (25%)	7 (41,18%)	2 (11,11%)
Speaking with other people	15 (65,22%)	8 (66,67%)	15 (88,23%)	10 (55,55%)
Speaking through computer games	8 (34,78%)	4 (33'33%)	2 (11,76%)	1 (5,56%)
Talking to yourself	4 (17,39%)	3 (25%)	10 (58,82%)	3 (16,67%)
Using different apps	13 (56,52%)	9 (75%)	8 (47,06%)	7 (38,89%)

Having a look to the table we can observe that the more recurrent ways with which students practise their speaking abilities are: listening to music and singing out loud in the groups of 1st of SE, 4th of SE (low level), and 2nd of Post-Obligatory SE, and speaking with other people in 4th SE (high level). We could consider these results in order to prepare different activities in the EFL context using these previous mentioned strategies.

I have to add that in this question, one student of first of SE added an option that was *No practic*, and one student of 2nd of Post-Obligatory SE added another answer which was *nothing*. In a future study this could be considered as an extra option to add in the question.

Q 11: *On scale from 1 to 6, do you feel comfortable while speaking in English in public? (1 would be I don't feel comfortable at all, and 6 I feel really comfortable).*

The results of this question are presented in two different tables. In Table 7 we can see through a scale how students feel while speaking in English in public, and then, Table 8 summarises the results of Table 7 with the percentages corresponding to each group. I have considered that from 1 to 3 points means that they do not feel comfortable, and from 4 to 6 that they do.

Table 7: Results PQ Q11

	1	2	3	4	5	6
1st SE	1	4	5	2	8	3
4th SE (low level)	2	0	2	4	3	1
4th SE (high level)	0	1	3	6	5	2
2nd Post-Obligatory SE	0	5	4	6	3	0

Table 8: Summary of the results PQ Q11

	Do not feel comfortable (1-3)	Feel comfortable (4-6)
1 st SE	10 (43,48%)	13 (56,52%)
4 th SE (low level)	4 (33'33%)	8 (66'67%)
4 th SE (high level)	4 (23,53%)	13 (76'47%)
2 nd Post-Obligatory SE	9 (50%)	9 (50%)

It is curious to see that most of the students of all groups feel comfortable speaking in public, but then in Q 6 most of them answered that they do not like acting. As I expected, the group that felt less comfortable, according to the results and matching with the previous questions, was the group of 2nd Post-Obligatory SE. In turn, the group that felt more comfortable was the high level group of 4th SE, probably because they commanded the language better.

Post-Questionnaire (PtQ)

Q 1: *Did you enjoy doing the activities? Why?*

All 23 students from 1st of SE answered yes to this question. As we can see in Example 12, some of their arguments were about what they learnt, the dynamism of the activities, and their love for theatre:

Example 12

12.1 *Sí perquè van ser molt divertides i també útil per aprendre més vocabulary d'anglès (1E4).*

12.2 *Sí perquè em va ensenyar coses i vaig riure bastant (1E7).*

12.3 *Sí, perquè et diverteixes rius i et dona més ànims (1E1).*

12.4 *Sí perquè va participar tothom (1E22).*

12.5 *Sí, perquè m'agrada actuar i xerrar en anglès (1E3).*

12.6 *Sí, perquè fer teatre m'agrada molt, me sent com si pogués passar a ser una altra persona sense deixar de ser jo mateixa* (1E8).

12.7 *Em va agradar perquè m'agrada el teatre* (1E14).

Regarding the group of 4th SE (low level), all students despite one of them enjoyed doing the activities. The one that said *no* argued that he did not like the activities because they were not funny. However, some of the arguments of other students said quite the contrary since they enjoyed doing them:

Example 13

13.1 *Sí, eren molt divertides i apreníem molt fent les activitats així* (4EL2).

13.2 *Sí, eren molt dinàmiques* (4EL6).

13.3 *Sí, eren divertides i entretingudes, fetes per acabar d'entendre el vocabulari o la gramàtica. A mi em va semblar molt útil* (4EL8).

13.4 *Sí, perquè les classes han estat molt dinàmiques i és una altra manera d'aprendre anglès. I el que més m'[ha] agradat es que hem practicat bastant el xerrar amb anglès* (4EL10).

Just as the group of 1st of SE, all seventeen students from 4th SE (high level) answered *yes* to this question. They also reflected about the benefits of these activities and the fact that they are different from traditional methodologies which a lot of English teachers tend to follow:

Example 14

14.1 *Yes I did because they were funny and we had a great time with our mates* (4EH16).

14.2 *Yes, because we put in practice the speaking skills* (4EH13).

14.3 *It was exciting learning ways to express our feeling* (4EH11).

14.4 *Yes because it was something different. Normally we don't do this type of activities* (4EH9).

14.5 *I did. It's a more dynamic way of learning, putting our skills to test right away.*

Finally, all eighteen students from 2nd Post-Obligatory SE also answered *yes* to this question. They argued that they enjoyed doing alternative activities to

learn the English language. They said they had fun and love doing group work collaboratively:

Example 15

15.1 Yes. We laughed a lot and it was a way of speaking English despite the embarrassment (2B1).

15.2 Yes, because I like this kind of activities because they are so funny and you learn how we have to speak English in public more quickly (2B2).

15.3 Yes, I did. I really enjoyed the activities because we did them all together and with a lot of participation (2B6).

15.4 *Sí, perquè és una manera molt didàctica per aprendre anglès* (2B10).

15.5 Yes, because the activities were dynamic and I think that this type of activities we learn more and we have a great time (2B16).

Q 2: *After having done different activities related to drama, do you think that drama techniques can help you improve your speaking skills? Explain why.*

This question was asked in order to see if students changed their thoughts after doing the activities. However, we need to consider that in the pre-questionnaire (Q 9) only 3 students answered *no* to the same question.

In 1st SE, despite two students, all the other considered that drama strategies can help them improve their oral skills. Some of their arguments were related to vocabulary, the communicative skills, and the dynamism:

Example 16

16.1 *Sí, per que [q]uan fas gests i escoltes saps el que significa la paraula* (1E1).

16.2 *Sí per poder mantenir una conversació i expressar-se* (1E2).

16.3 *Jo crec que sí perquè s'apren molt vocabulari i qualsevol cosa s'entén millor representant-lo* (1E6).

16.4 *Sí, perquè així pràctic més la pronunciació* (1E7).

16.5 *Sí, perquè et fa introduir dins un fet normalment quotidià amb una altre llengua* (1E8).

16.6 *Sí, perquè xerràvem amb angles quasi tota l'hora* (1E15).

16.7 *Si, perquè aprens amb una forma divertida* (1E20).

The two students that answered *no* argued:

Example 17

17.1 *No, perquè només xerrava el narrador (1E18).*

17.2 *No, perquè no vaig xerrar amb anglès (1E19).*

Then, eleven out of twelve students from 4th of SE (low level) answered *yes* arguing:

Example 18

18.1 *Trob que sí que funcionen perquè casi mai practicam l'anglès i és millor així (4EL9).*

18.2 *Sí, perquè a poc a poc te vas llevant la vergonya i d'aquesta manera xerrem amb més fluïdesa (4EL7).*

18.3 *Sí, perquè et dona més soltura (4EL1).*

18.4 *Sí, perquè no tens tens de pensar i ho fas de forma improvisada i això t'ajuda a expressar-te millor amb una llengua que no és la teua (4EL10).*

One student did not think that drama strategies can help them improve their speaking skills. He said: “No, perquè a mi no m’agrada fer drama, o sigui, fer com teatre. Em bloqueig i ho pas malament, perquè tinc molta vergonya, així que no m’ajuda res” (4EL2). So, only this student changed her mind after doing the activities, since she had answered *yes* to this question in the pre-questionnaire.

All seventeen students from 4th of SE (high level) agreed on this question and answered *yes*. Therefore, the student that answered *no* in the pre-questionnaire changed his opinion after doing the activities. Some of the students’ arguments, as we can see in Example 19, were:

Example 19

19.1 *Yes, because you have to practise in front of other classmates and they can help you with your pronunciation (4EH3).*

19.2 *Yes, because I believe that through listening and speaking English is easier to learn (4EH5).*

19.3 Yes, because you learn new vocabulary and you practise the pronunciation (4EH15).

19.4 Yes, it was. While doing drama you focus more in your partners and in the conversation, and you don't have the pressure of teachers (4EH15).

Their responses had an evident connection with their responses in the pre-questionnaires since they talked again about pronunciation, vocabulary, and communicative skills.

Finally, almost all students from 2nd Post-Obligatory SE considered that drama strategies can help them improve their speaking skills. In fact, one of the students that answered *no* in the pre-questionnaire changed his mind after the activities. Some of their arguments were:

Example 20

20.1 Yes, when we act, we unconsciously use all the verb tenses. Moreover, it's a way of thinking quickly and, consequently, a way of speaking more fluently (2B1).

20.2 Yes, because I think that all the activities related to speaking help us to improve, and [they] are entertaining too (2B16).

20.3 Yes, because this help[s] you with the pronunciation (2B12).

20.4 Yes, because you take off the shyness (2B8).

They reflected on the fact that they do not practice their speaking abilities in the classroom and with drama activities they did:

Example 21

Sí, perquè a classe només feim readings, writings, vocabulary i grammar, però normalment mai feim speakings i jo trob que és el més important de l'inglès (2B10).

One student was not sure about the efficacy of drama strategies, but she considered that they may be useful for them in the future:

Example 22

For now, I don't think that activities related to drama help me. But in the future, if I practice these activities I will improve speaking skills (2B9).

Q 3: On a scale from 1 to 6, how would you evaluate the activities we did in class? (1 would be I didn't like it at all and it was not useful to learn and practice English, and 6 I really enjoyed it and it was very useful to learn and practice English).

The results of Q 3 and Q 4 are also shown group by group since as it has been explained in the methodology (section 3) each group did different activities with some adaptations. From Table 9 to 17 the number (from 1 to 6) with higher and relevant percentage of students who checked this option is highlighted in red to help the readers interpret the data and results.

1st of SE

Before commenting on the results, in this question one student wrote "*trob que aquestes activita[ts] s'haurien de fer a totes les classes perquè són molt útils.*" (1E1), and I found it really interesting and important enough to be considered. Then, the results are presented in Table 9 and 10.

Table 9: Results Activity 1 (mimics)

1	2	3	4	5	6
0	0	2 (8,7%)	3 (13,04%)	11 (47,83%)	7 (30,43%)

The mimics activity was evaluated with a high mark (between 5 and 6) by more than a 75% of the total of students from this group as we can see in Table 9. We can consider that mimics is a very valuable and dynamic activity to do with low levels. In this activity we fostered the supra-segmental features of language imitating different characters. However, we can also adapt this strategy and use it to introduce new vocabulary or new expressions in English.

Table 10: Results Activity 2 (narration and staging of an improvised story)

1	2	3	4	5	6
0	0	0	1 (4,35%)	9 (39,13%)	13 (56,52%)

The same happened with the second activity as Table 10 shows. The majority of students rated the activity between 5 and 6 points, hence, we can also consider they they enjoyed doing the activity and found it useful.

4th of SE (low level)

Table 11: Results Activity 1 (creation and narration of an improvised story)

1	2	3	4	5	6
0	0	0	3 (25%)	8 (66,67%)	1 (8,33%)

As Table 11 presents, more than half of the total of students coincided and graded the improvisation activity with a 5, which is a high grade.

Table 12: Results Activity 2 (role-plays)

1	2	3	4	5	6
0	0	1 (8,33%)	3 (25%)	3 (25%)	5 (41,67%)

Then, as Table 12 shows, more than 50% of the total number of students graded the role-playing activity with a good grade (between 5 and 6). However, it is relevant that 3 students only graded it with a 4, and in future studies we could have a question on how they would improve the activities.

4th of SE (high level)

Table 13: Results Activity 1 (creation and narration of an improvised story)

1	2	3	4	5	6
0	0	0	0	15 (88,24%)	2 (11,76%)

As we see in Table 13, nearly a 90% of students matched in grading their first activity with a 5. So, we can conclude that this activity was useful and funny for them.

Table 14: Results Activity 2 (role-plays)

1	2	3	4	5	6
0	0	0	3 (17,65%)	11(64,7%)	3 (17,65%)

The same happens with Activity 2 as we see in Table 14. Most students gave a 5 or a 6 to the role-playing activity.

2nd of Post-Obligatory SE

Table 15: Results Activity 1 (mimics)

1	2	3	4	5	6
0	0	5 (27,78%)	4 (22,22%)	5 (27,78%)	4 (22,22%)

This activity was not quite well graded by students since nearly a 50% of students gave it a 3 or a 4 as we see in Table 15. There is no highlighted percentage because any of the results represents an outstanding number. The activity did not have the effect it was supposed to since students did not make an effort to ask elaborate questions according to their English proficiency level, but they just said nouns of characters randomly. In future studies we should modify the activity or just leave it for lower levels.

Table 16: Results Activity 2 (narration and staging of an improvised story)

1	2	3	4	5	6
0	0	0	1 (5,56%)	10 (55,55%)	7 (38,89%)

The results presented in Table 16 are quite better in terms of effectiveness of the activity, since it was better graded. In fact, more than an 80% percent of students gave a 5 or 6 to the activity.

Table 17: Results Activity 3 (role-plays)

1	2	3	4	5	6
0	0	1 (5,56%)	6 (33,33%)	4 (22,22%)	7 (38,89%)

Finally, the results of the third activity presented in Table 17 show different opinions between students. Some of them graded it with a 4, some with a 5 and some with the top mark. In this table there isn't again any highlighted percentage because any of the results represents an outstanding number. The disparity of the results may be related to the fact that they did different situations and depending on the context you may feel more comfortable or less. As it has been explained before, this paper represents a very small study to prove the usefulness of drama techniques, so, deeper analysis and more sessions using drama techniques would be need to establish more relevant conclusions.

Q 4: **Which activity did you like the most? Explain why.**

1st of SE

Table 18: Results PtQ Q4a

Mimics	Narration and staging of an improvised story
7 (30,43%)	16 (69,57%)

As we observe in Table 18, the activity that students liked the most was the narration and staging of an improvised story matching with the results of the previous question. Some of their arguments, as we can see in Example 23, were related to the fact of working in groups and that they talked a lot in English:

Example 23

23.1 *L'activitat del teatre improvisat, perquè a més que es juga en grup, rius i et diverteixes (1E1).*

23.2 *En general totes però una mica més la narració en grup perquè tothom aportava idees i ajudava a millorar el contingut (1E2).*

23.3 *Me va agradar més la representació teatral en grups, perquè tenies més temps de participació i en grups és més divertit* (1E17).

23.4 *La de improvisar teatres perquè varem practicar xerra durant tota l'obra el angles i ens ho passarem molt bé* (1E3).

23.5 *La que més hem va agradar va ser la de posar-me amb escena en una història improvisada perquè hem va fer pensar amb anglès, xerrar, crear, amb una altre llengua* (1E8).

Then, some of the students that preferred the activity of mimics said:

Example 24

24.1 *Em va agradar més la mímica perquè va ser molt divertit veure als meus companys com intentaven semblar-se a un personatge* (1E6).

24.2 *La mímica, perquè ens expressàvem amb gestos* (1E7).

4th of SE (low level)

In the group of 4th SE (low level) this question was not considered for the analysis of the results since students got confused and did not give the expected answer. They were one of the groups with whom I did my teachers' placement and I did a lot of activities with them. For that reason, they said that the activity they liked the most was a game that we did one day to practice the grammar of the unit and not the drama activities that we did for this study. As a result, I just decided not to consider this question in this group.

4th of SE (high level)

Table 19: Results PtQ Q4b

Creation and narration of an improvised story	Role-plays
10 (58,82%)	7 (41,18%)

The results presented in Table 19 match the ones presented in tables 13 and 14, since they evaluate better the improvisation activity in respect to the role-plays. Students who preferred the first activity reflected on the idea of creating improvised situations and the freedom of imagination as we see in Example 25:

Example 25

25.1 Create and narrate an improvised story because with different words you could make original stories (4EH1).

25.2 Because it's more creative, and the results between different groups are very alternative and different (4EH13).

25.3 The first one, because we had to create a story from different words and we had to use our improvisation skills (4EH17).

In turn, some of the students that enjoyed more with the role-plays said:

Example 26

26.1 Role-plays, because you act like a normal situation (4EH15).

26.2 The second one because everyone has to participate in the activity (4EH5).

2nd of Post-Obligatory SE

Table 20: Results PtQ Q4c

Mimics	3 (16,67%)
Narration and staging of an improvised story	6 (33,33%)
Role-plays	9 (50%)

As Table 20 portrays, only three students considered the mimics activity the most interesting and they argued that was the funniest one. Then, nearly half of the class thought that the improvisation of a story was the best one justifying it with some of the following arguments:

Example 27

27.1 The improvised story because in this activity you speak in English and you think in English, and [it] is a way to improve in a global way (2B12).

27.2 I liked the narration and improvised story. I liked them because they are a way to talk in English and a way to be all together and not only sitting on the chair (2B6)

27.3 *La improvisació, ja que va ser molt entretinguda* (2B13).

Finally, half of the class considered the role-playing activity the one they liked the most. Some argued:

Example 28

28.1 Role-plays, because I like the idea of presenting a topic and talking about it and make a representation (2B16).

28.2 Role-plays, because [it was] very funny. Furthermore, you learn and review a lot of thin[g]s that you forgot (2B14).

28.3 My favourite activity was the role-plays. It was an activity in which everyone had to speak and participate. What I found very useful was that depending on the role, we had to use a verb tense or another (2B1).

Comparing Q 3 and Q 4 in this group we have to say that results do not totally match. In Q 3 the better graded activity was the narration and staging of an improvised story, while according to Q 4 the activity that the majority liked the most was the role-playing. Probably, we would need a deeper analysis and other different sessions in order to firmly determine which one of the two activities was more efficient.

Q 5: *Would you like to do more speaking activities in English class? Explain why.*

Trough this question I had the intention to see if after doing alternative speaking activities students could reflect on their ordinary English lessons and the amount of time they practice speaking skills in them.

Table 21: Results PtQ Q5

	Yes	No
1st SE	21 (91,3%)	2 (8,7%)
4th SE (low level)	11 (91,67%)	1 (8,33%)
4th SE (high level)	16 (94,12%)	1 (5,88%)
2nd Post-Obligatory SE	18 (100%)	0

As we see in Table 21 only four out of a total of seventy students would not like to do more speaking activities in English class. The ones that answered *no* coincided and argued that they are very shy and they would not enjoy doing more speaking activities, as we see in Example 29:

Example 29

No, perquè allò [a jo] no m'agrada interactuar molt en classe, o sigui, participar amb els demés. M'agraden les classes que no em forcin a participar (4EL2).

As we see in examples 30, 31 and 32 all the other students reflected on the different advantages of doing more speaking activities. They talked about the dynamism and funny part of doing alternative lessons while learning a foreign language:

Example 30

30.1 *Sí perquè és més divertit que fer classe normal (1E20).*

30.2 *Sí, perquè vaig passar molt de gust de fer aquesta activitat i pens que si es repetís això i altres tipus d'activitats el meu nivell d'anglès milloraria (1E8).*

30.3 *Sí, per riure tots junts, que participi tothom i ser creatius (1E2).*

30.4 *Yes, because it is more entertaining than normal classes (4EH7).*

30.5 *Yes because the system of being sit down on the chair and looking at the blackboard it's boring (2B6).*

Students also talked about the improvement of their pronunciation, their range of vocabulary and oral skills:

Example 31

31.1 *Sí, per practicar la pronunciació (1E6).*

31.2 *Sí, perquè podem aprendre més vocabulari d'una maner més divertida i tens l'oportunitat de participar més a l'activitat (1E4).*

31.3 *Sí, perquè trob que és tant important (en anglès) la gramàtica com l'expressió oral (1E3).*

31.4 *Si, perquè així aprenem llenguatge nou i com es pronuncia (4EL10).*

31.5 Yes, because they help you improving your fluency and the class is more interactive (4EH1).

And finally, about the practicality of English and the communicative skills:

Example 32

32.1 *Si, per aprendre a xerrar amb gent i fora nirvis, sabent pronunciar i vocalitzar* (4EL12).

32.2 Yes, because it helps us to put in practise the language we are learning (4EH8).

32.3 Yes because speaking activities can help me to improve in all the ways of the life. Like to socialize with other people (2B9).

32.4 Yes because it is also a very useful way to learn English and we will need to speak this language during our live. We may need to speak it and never write it. (2B1).

Q6: *How do you think you can improve your speaking skills in English?*

The purpose of the last question was to create a list of students' strategies to improve their oral abilities. I have listed the answers of students from all the groups together since a lot of them matched. I have classified them in different boxes and colours according to its nature. The green box are strategies related to the fact of having conversations and fostering the communicative skills. The blue box are strategies which require the use of different elements (books, music, television, radio, series...). The red one refers to travelling abroad, the purple one to strategies that include drama activities. And finally, the yellow box includes other strategies that do not fit in the other categories.

- Having conversations.
- Doing more dialogues in class.
- Doing more speaking activities.
- Having conversations in groups.
- Practising normal situations in English.
- Talking more in English.
- With simple and spontaneous conversations in English.
- Doing more oral activities in class.

- With mimics and improvisation activities (theatre).
- With more activities as the ones we did (drama strategies).
- Doing dynamic activities like the activities we have done these days in class.
- Doing activities like theatre, acting.

- Watching the television in English.
- Watching films in English.
- Reading books in English.
- Watching series in English.
- Listening to music.
- Listening to the radio

- Travelling abroad in an English speaking country.
- Speaking English with native speakers.
- Travelling a lot.

- More participation in the lesson.
- Extra curricular lessons.
- Oral presentations in class.
- Playing games.
- Taking advantage of the opportunities to speak English without fear of making mistakes.
- Acquiring more self-confidence speaking other languages.

With all these boxes we can presume that students are aware of the large number of different strategies to improve their oral capabilities and teachers must play with all these strategies in order to motivate their students and facilitate their process of learning a foreign language.

4.2 Teachers' feedback

The teachers that were inside the classroom when the activities were carried out gave me some feedback on the activities. The teacher of 2nd Post-Obligatory SE on the one hand commented that the activity of mimics was not adapted to the group since they did not make any effort to ask proper questions according to their level. I also thought the same as I have previously commented. I think that with high level groups mimic activities can work as warm-up activities or ice-breakers, whilst they work as proper main activities in lower levels. On the other hand, she considered the role-plays a great activity for the group since the activity was well-guided and they put into practise all the content learnt in during the course. She was also the teacher of the group of 4th SE (low level) and she was really surprised with the positive reaction of the students towards the activities. They were totally engaged with them and the teacher told me that she would consider to including them in her lessons. The teacher of 4th SE (high level) did not come to the session so, he could not give me his feedback. Finally, the two teachers of 1st of SE education agreed on the idea that the session was carried out in a quiet and easy atmosphere which helped to the development of the activities. They also told me that the strategies were really interesting but that in groups of 1st SE, taking into account their behaviour, these strategies should be done in different sessions and at different moments instead of a whole session dedicated to them. I totally agreed with them but I also explained that the activities were done in one session just for this study and due to time constraints. Nonetheless, the intention was to observe if different strategies could be added to the teaching methodologies of EFL teachers.

5. Conclusion and Further Research

All things considered, we can conclude that the field of foreign language teaching is a broad area of study, and different sorts of empirical studies can be carried out. This paper has analysed both quantitatively and qualitatively if three different drama techniques applied to the EFL context can be considered a valuable tool to enhance students' oral skills. The topic was mainly chosen because of a personal intrinsic preoccupation: the lack of speaking activities in English in high-schools. Moreover, I also considered to use alternative methodologies rather than traditional methods in order to engage and motivate the students.

As many scholars have pointed out (Holden, 1982; Maley & Duff, 1982; Smith, 1984; Dougill, 1987) there is a strong connection between language teaching and theatre techniques. Considering the positive results of this study and the feedback from students and teachers, we can conclude that drama strategies are interesting and valuable enough to be introduced in the teaching methodology of EFL teachers. It is important to say that teachers should work with drama not as an isolated issue and unique session, but including different activities in their lesson plans during different sessions. As Maley and Duff argue, it is true that in some activities the language command passes uncontrolled by the teachers (1982, p. 14), however, the whole class is motivated to participate and actively engaged in the lesson.

Obviously, we need more research in order to obtain more relevant results regarding the impact of drama techniques in students' oral skills. However, this study has intended to be a small sample of what could be a longer research. We need further research in order to improve in the field of foreign language teaching. Furthermore, English teachers have to open their minds and start including different methodologies that do not stick to the traditional methods which were teacher-centred. By doing so, we are giving students the opportunity to be the real protagonists of the process of learning a new foreign language.

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Appendices

Appendix I: English version of the pre-questionnaire with answers.



(281)

QUESTIONNAIRE: Are drama techniques useful to enhance EFL students' speaking skills?

1) How old are you?

17

2) Where are you from?

Llubi

3) Are you Female Male Other ?

4) Do you have any relatives who are English native speakers?

Yes In this case, do you practise English with them?

No

5) Have you ever travelled and used English to communicate?

Yes In this case, where did you go and how was the experience?

I went to England, Germany, Holland, Vienna

It was easy. I spent two months in England and it was easy to understand everything. I learnt a lot.

No In the other countries I could see how important learning English is. You can use it around the world and when you travel is when you realise it

6) Do you like acting?

Yes

No

• Why?

Because I am shy and because I am not used to acting. It isn't an activity that I practice frequently in my daily life

7) How often do you go to the theatre?

- More than once a month _____
- Once a month _____
- More than 5 times a year _____
- Between 2 and 5 times a year X
- Once or twice a year _____
- Never _____

8) Have you ever done drama/acting? In that case, when was it? Did you like it?

No

9) Do you think that drama/acting in English can help you to learn the language?

Why?

Yes. Because it is a way of speaking a lot. It is also a way of using all the verbs tenses and vocabulary we have learned throughout the years at school

10) How do you practise your speaking abilities in English? (you can check as many answers as you want)

- Listening to music and singing along X
- Reading out loud _____
- Speaking with other people X
- Speaking through computer games _____
- Talking to yourself _____
- Using different apps _____

11) On a scale from 1 to 6, do you feel comfortable while speaking in English in public? (1 would be *I don't feel comfortable at all*, and 6 *I feel really comfortable*).

I don't feel comfortable 1 2 3 (4) 5 6 *I feel really comfortable*

Appendix II: English version of the post-questionnaire with answers.



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(2B1)

POST-QUESTIONNAIRE: Are drama techniques useful to
enhance EFL students' speaking skills?

1) Did you enjoy doing the activities? Explain why.

Yes. We laughed a lot and it was a way of speaking English despite the embarrassment.

2) After having done different activities related to drama, do you think that drama techniques can help you improve your speaking skills? Explain why.

Yes. When we act, we unconsciously use all the verb tenses. Moreover it's a way of thinking quickly and, consequently, a way of speaking more fluently.

3) On a scale from 1 to 6, how would you evaluate the activities we did in class? (1 would be *I didn't like it at all and it was not useful to learn and practice English*, and 6 *I really enjoyed it and it was very useful to learn and practice English*).

Activity 1 (mimics) → 1 2 3 4 5 6

Activity 2 (narration and staging of an improvised story) → 1 2 3 4 5 6

Activity 3 (role-plays) → 1 2 3 4 5 6

4) Which activity did you like the most? Explain why.

My favourite activity was the role-plays. It was an activity in which everyone had to speak and participate. What I found very useful was that depending on the role, we had to use a verb tense or another.

5) Would you like to do more speaking activities in English class? Explain why.

Yes, because it is also a very useful way to learn English and we will need to speak this language during our lives. We may always need to speak it and never write it.

6) How do you think you can improve your speaking skills in English?

Speaking English with native speakers, traveling a lot and taking advantage of the opportunities to speak English without fear of making mistakes.

7) Amb quina freqüència vas al teatre?

- Més d'una vegada al més _____
- Una vegada al més _____
- Més de 5 vegades a l'any _____
- Entre 2 i 5 vegades a l'any _____
- 1 o 2 vegades a l'any _____
- Mai _____

8) Has fet mai teatre? En cas afirmatiu, quan va ser? Et va agradar?

9) Creus que el teatre en anglès et pot ajudar a aprendre la llengua? Per què?

10) Com practiques les teves habilitats orals en la llengua anglesa? (**pots marcar tantes opcions com siguin certes per a tu**)

- Escoltant música i cantant _____
- Llegint en veu alta _____
- Parlant amb altres persones _____
- Parlant a partir de jocs d'ordinador/ videojocs _____
- Parlant amb tu mateix/a _____
- Utilitzant diferents aplicacions (mòbil/ordinador..) _____

11) En una escala d'1 a 6, et sents còmode parlant en anglès en públic? (un 1 seria que no et sents gens còmode i un 6 seria que et sents molt còmode).

No em sent gens còmode 1 2 3 4 5 6 *Em sent molt còmode.*

Appendix IV: Catalan version of the post-questionnaire.



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POST-QUESTIONARI: Són les tècniques del teatre útils per millorar les habilitats orals dels estudiants d'anglès com a llengua estrangera?

- 1) Et va agradar fer les activitats relacionades amb el teatre? Explica per què.

- 2) Després d'haver realitzat activitats relacionades amb el teatre, creus que aquest tipus d'activitat et poden ajudar a millorar les teves habilitats orals en la llengua anglesa? Explica per què.

- 3) En una escala d'1 a 6, com avaluaries les activitats que vàrem fer a classe? (Un 1 representa que no et va agradar gens i que no la vares trobar útil per aprendre i practicar l'anglès, i un 6 que et va agradar molt i et va semblar molt útil per aprendre i practicar l'anglès).

Activitat 1 (mímica) → 1 2 3 4 5 6

Activitat 2 (narració i posta en escena d'una història improvisada)

→ 1 2 3 4 5 6

- 4) Quina activitat et va agradar més? Explica per què.

- 5) T'agradaria realitzar més activitats orals a l'àrea d'anglès? Explica per què

- 6) Com creus que podries millorar les teves habilitats orals en la llengua anglesa?

Appendix V: Image of the words for the story and examples of the stories created by students from 1st of SE and 4th of SE (high-level).

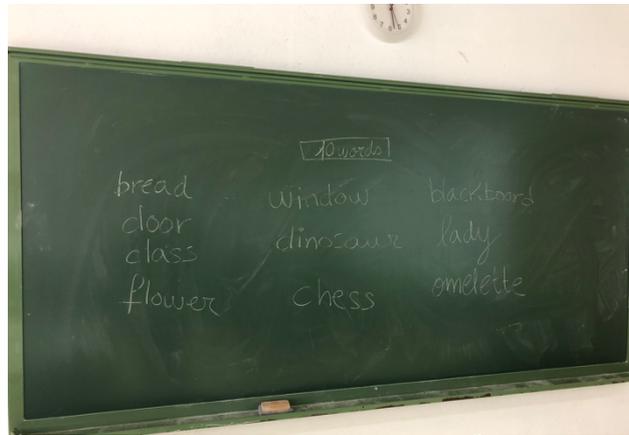


Figure A: words used for the story in 4th SE (high level).

A football player ~~riding~~ ^{riding} her horse and
 has horse burns ~~just~~ and he gets to
 the doctor and the ruler ~~take~~ on ~~apple~~
 apple with her dog and the police
 arrest ~~meantime~~ in listen to music

The football player ~~see~~ sees a stadium with
 fire and he calls to the police and they came
 with horses. And in front of the stadium it was
 a girl with her dog and listening to music and
 the girl sees a man in the floor and she calls to
~~the doctor.~~ ambulance and in the ambulance
 it was a doctor eating an apple.

Figures B and C: Examples of an improvised story from 1st SE.

Once upon a time there was
a lady in a class who was a witch.
She was doing a potion on a chess
table. She turned ~~the~~ blackboard into
an omelette, and a window into a bread.
As she had a date with a dinosaur,
she needed something to impress him.
Lady's ~~her~~ date was waiting for her in front
of the door holding a huge and
cute bunch of flowers.

Once upon a time, there was a very big lady dinosaur
who entered in ~~the~~ ^{a class} ~~through the~~ window with a flower on her
head. In the class there were a lot of students playing chess,
one of the students, was eating a very big sandwich with omelette.
The dinosaur jumped onto the students and ~~take~~ took
away his sandwich, the dinosaur only ~~eat~~ ate the bread
because she ~~doesn't~~ ^{didn't} like the omelette, after that she
hit and broke the blackboard and ~~she~~ she ~~escaped~~ escaped
through the door.

Figures D and E: Examples of an improvised story from 4th SE (high level).