



UNIVERSIDAD DE JAÉN

Centro de Estudios de Postgrado

Máster en Lingüística Aplicada A La Enseñanza Del Inglés Como Lengua Extranjera

Trabajo Fin de Máster

**USING DRAMA IN EFLT AS A
RESOURCE TO IMPROVE THE
SKILL OF SPEAKING: A
PROPOSAL**

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Contents

0. ABSTRACT /RESUMEN	3
1. INTRODUCTION	4
2. JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC.....	6
3. OBJECTIVES	6
3.1.. Aims	7
3.2. Main goal of the Project	7
3.3. Specific Objectives	7
3.4. Hypotheses	7
4. THEORETICAL BACKGROUND	9
4.1 STATE OF THE ART	9
4.1.1 Drama in the classroom.....	9
4.1.2. Benefits of using drama in the classroom	9
4.1.3 Stages of cognitive development	10
4.1.4 Stages of psychological development	11
4.1.4 Learning styles	13
4.1.5 Theory of Multiple intelligences.....	15
4.1.6 Motivating teenage students through learning	16
4.1.7 How to integrate theater in the classroom	17
4.1.8 Theater games for the classroom	17
5. METHODOLOGY	18
5.1 Research Paradigm	18
5.1.1 Description of the context and target group / students.....	18
5.1.2 How the study has been developed	19
5.1.3 Stages covered.	19
5.1.4 The research tools	20
5.1.5 The data analysis and interpretation	20
6. STUDY.....	21
6.1 Corpus and data collection	21
6.2 Description of the context	21
6.2.1 General description of the educational institution	21
6.2.2 Group profile description	23
6.2.3. Description of the participants	23
7. RESULTS	23
7.1 Results of the observations	24
7.2 Results of the Interviews	29
7.3 Results of the surveys	33
7.4 Results of the Speaking AssessmentProcess	39
7.5 Video recordings	44
8. CONCLUSIONS	47
9. FUTURE PLAN OF ACTION	50
10. REFERENCES	51
11. APPENDIX.....	53
11.1 Class Observation Sheet.....	53
11.2 Interview Questions.....	54
11.3 Students' Survey (Questionnaire)	55
11.4. Criteria for Evaluating Speaking.....	57
11.5 Criteria for Evaluating Speaking in Group Presentations	58



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0. ABSTRACT

The topic of my research project is "Using drama in EFLT as a resource to improve the skill of speaking" and it is related to both English and Arts topics. I chose to use drama to teach English in the classroom because I think that students usually have problems learning a new language. In my opinion using dramatizations in the classroom can help students lower stress levels and obtain a good affective filter: thus the learning of a language is made easier and the skill of speaking could be developed more effectively. I have been an English teacher of different levels for twenty-five years and I think that working with teenagers is the most difficult area because of their age, their interests and necessities. The aim of my project is to show through research that drama is really helpful in the classroom when teaching English.

0. RESUMEN

El tema de mi investigación es "Usando drama en EFLT (la enseñanza del Inglés como lengua extranjera) como un recurso para mejorar la habilidad de hablar" y se relaciona con el inglés y las artes. Opté por usar el drama para enseñar Inglés en el aula porque creo que los estudiantes generalmente tienen problemas de aprender un nuevo idioma. En mi opinión utilizar dramatizaciones en el aula puede ayudar a los estudiantes a bajar niveles de estrés y conseguir un buen filtro afectivo: así el aprendizaje de una lengua se hace más fácil y la habilidad de hablar podría desarrollarse más eficazmente. He sido profesora de Inglés de diferentes niveles durante veinticinco años y creo que el trabajo con adolescentes es más difícil debido a su edad, sus intereses y necesidades. El objetivo de mi proyecto es mostrar a través de investigación que el uso del drama en el aula es muy útil al enseñar inglés.



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1. INTRODUCTION

The topic of my research project is "Using drama in EFLT as a resource to improve the skill of speaking" and it is related to both English and Arts topics. I chose to use drama to teach English in the classroom because I think that students usually have problems learning a new language. Indeed, Demetriou and Ruiz Mas (2009), strongly recommend EFL teachers to use drama in the classroom. In my opinion using dramatizations in the classroom can help students lower stress levels and obtain a good affective filter: thus the learning of a language is made easier and the skill of speaking could be developed more effectively.

I have been an English teacher for twenty-five years and I have worked at primary school level, high school level and at university with students from five to twenty-four years old. From this experience, I think that working with teenagers is the most difficult area because of their age, their interests and necessities.

This project includes eleven parts: Introduction, Objectives, State of the Art, Statement of purpose, Methodology, Study, Results, Conclusion, Plan of actions, References and Appendix.

In the Introduction I state the area and topic addressed in my research.

The Objectives Chapter explains the specific and general objectives of my research.

The State of the Art section contains the theoretical background of the project. It includes relevant information about the use of drama in the classroom, the benefits of using drama in the classroom, stages of cognitive development, stages of psychological development, learning styles, theory of multiple intelligences, motivating teenage students and finally, how to integrate drama in the classroom.

The Statement of purpose contains the main goal of the project and some of the most relevant hypotheses of the research.

In the Methodology section I talk about the Research paradigm that I have used to carry out my research, the description of the context and target group of students, how the study was developed, stages that were covered in the investigation, research tools employed, and the data analysis and interpretation.

The Study section includes the corpus and data collection, the context description, the group profile description and information description.



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In the Results Chapter I explain the information that I obtained from observation, interviews, surveys, and speaking assessment.

Finally, I provide a conclusion for the research project and I suggest a plan of action that could be of help to teachers of other primary schools and high schools.

All references consulted in this research will be provided at the end together with an appendix with all the documents used in observations, interviews, and surveys.



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2. JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC

I have chosen the title "Teaching English in the classroom through drama" because at the moment I am an English teacher at the María Auxiliadora, all girls, High School and at the Catholic University in Quito (Ecuador) and, as mentioned above, I think that teaching a foreign language to teenagers is more demanding than teaching adults.

My students at high school are fifteen to eighteen years old and my students at university are eighteen to twenty-four. Having two different groups of students has helped me to compare them and I have concluded that teenagers have different characteristics that make them difficult learners although they are very active and creative.

The ladies of María Auxiliadora High school receive only five or six hours of English a week and most of them do not like learning English or they have serious difficulties with it. It is for this reason that I think that working with drama in the classroom can be a good idea to motivate them to learn English and to develop speaking skills.

Personally, I love everything related to drama and I have noticed that teenagers love performing in plays and dramatizations. When students are involved in activities they like they do not even notice that they are learning or practicing the language.

With this research project I hope to prove that drama in the classroom help teenagers to learn English easily, motivating them highly as they like to participate in different activities related to dramatization and singing.

To conclude this section, I can say that I find the Topic "Teaching English in the classroom through drama" interesting and motivating not only for me but also for other teachers as it can give them ideas of how to work with teenagers in an English class.



3. OBJECTIVES

3.1. Aims

Some of the aims of the study that could be listed are:

- To determine a problem in the learning of English as a foreign language and its possible solution.
- To analyze the effects of using drama in the classroom.
- To investigate about the use of drama and in the classroom as teaching resources.
- To observe how students react when using drama in the classroom.
- To prepare the students to speak in English.
- To develop students' creativity.
- To refine communication skills among the students in the classroom.
- To study the consequences of using drama in the classroom by showing that the students' involvement in the classroom may help them to learn English more easily
- To identify general findings and conclusions.

3.2. Main goal of the Project

The main goal of the project is to carry out an analysis of how the use of drama in the classroom can help in teaching English.

3.3. Specific Objectives

The general objective of this project is to carry out an analysis of how the use of drama in the classroom can contribute to the teaching of English. For this reason I expect to promote the following specific objectives:

- To develop students' creativity.
- To make it easier for students to learn English.
- To develop students' communication skills.
- To show that drama and music in the classroom help students in their learning.
- To show a solution for students' problems of learning English.

3.4. Hypotheses

The hypotheses I wish to work on are the following:



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- Teenagers learn better when they do activities that they enjoy, especially if they are not conscious that they are learning.
- Teenagers like English but they find speaking difficult.
- Teenagers prefer group activities in class for learning English.
- The use of drama and in the classroom can help teenagers develop speaking skills.
- The use of drama and in the classroom helps students to learn English more easily.



4. THEORETICAL BACKGROUND

4.1 STATE OF THE ART

This section will contain the theoretical background of this project.

4.1.1 Drama in the classroom

Using drama in the ESL/EFL classroom is not a new concept. Drama provides an excellent platform for exploring theoretical and practical aspects of the English language. The improvisation aspect of drama gives students opportunities for developing their communicative skills in authentic and dynamic situations. By using drama in the English classroom, we can use English with our students in intriguing and useful ways. The language can be used in context and makes it come to life. Drama has the potential of making the learning experience fun for the students and even memorable because it is interactive and visual (Whiteson, 1996: 1-7).

There are many studies about using drama to learn English. Wan Yee Sam writes about the communicative approach, drama techniques, the value of drama in education and the advantages and disadvantages of including drama in the classroom (Raw, 2013: 182-185).

Alan Maley and Alan Duff are the classic sources for the explanations of the benefits of using drama techniques: how they help to learn new vocabulary, build confidence, motivate students and help shift the focus from the teacher to the students (Maley, 1982: 229-231). The use of drama in the classroom provides a special communicative situation which can lead the students to develop activities in the classroom. Morrow (1981: 59) gives some guiding principles behind the use of communicative activities. S. Holden (1981: 1-9) adds some definitions as to what drama is and how it provides opportunities for a person to express him/herself. She also states that the personal nature of improvisation provides many outlets for self-expression.

Charlyn Wessel (1987: 21) is in favor of using different strategies in the classroom to motivate students in the learning process. For example, she speaks about essays, video productions and tape recordings. Students can learn English through drama and record their performance on video to watch and to listen to themselves.

4.1.2. Benefits of using drama in the classroom

The benefits of using drama in the classroom are:



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- The acquisition of meaningful, fluent interaction in the target language (Boudreault, 2010: 2).
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner (2).
- The fully contextualized acquisition of new vocabulary and structures(2).
- An improved sense of confidence in the student in his or her ability to learn the target language can be an essential aid in learning (Wessel, 2003: 10-21).
- By including plays in the EFL curriculum, students will have a more rounded literature experience and still gain valuable language skills through their study (Boudreault, 2010: 2).
- To help the student achieve trust and build up his /her self-esteem.
- To analyze and understand his/her own values and appreciate those of others .
- To improve social relationships and appreciate cultural heritage.
- To develop the student's creativity and imagination and enhance memorization (Demetriou and Ruiz Mas, 2009: 94).

4.1.3 Stages of cognitive development

According to Piaget (Novak, 2004:223) there are four stages of cognitive development. The first one is the *Sensory Motor Stage*, which occurs in children from birth to approximately two years. The *Pre-operational Stage* is next, and this occurs in children aged around two to seven years old. Children aged around seven to eleven or twelve go through the *Concrete Operational stage*, and adolescents go through the *Formal Operations Stage*, from the age of around eleven to sixteen or more. The stage that concerns this research project due to the age of the students with whom I will work is the age of around eleven to sixteen or more.

In the Formal Operational Stage of adolescence, the structures of development become the abstract, logically organized system of adult intelligence. When faced with a complex problem, an adolescent will speculate about all possible solutions before trying them out in the real world (Novak, 2004:224).

The Formal Operational Stage begins around age eleven and is fully achieved by age sixteen, bringing with it the capacity for abstraction. According to Novak (2004: 225), "this permits adolescents to reason beyond a world of concrete reality to a world of possibilities and to operate logically on symbols and information that do not necessarily refer to objects and events in the real world".

Indeed, according to Piaget (225), there are two major characteristics of what he calls *Formal Operational Thought*:



The first is 'hypothetic-deductive reasoning'. When faced with a problem, adolescents come up with a general theory of all possible factors that might affect an outcome and deduce from it specific hypotheses that might occur. They then systematically treat these hypotheses to see which ones do in fact occur in the real world. Thus, adolescent problem-solving begins with possibility and preceeds reality (225).

The second important characteristic of this stage is that it is 'propositional' in nature. Adolescents can focus on verbal assertions and evaluate their logical validity without making reference to real-world circumstances. In contrast, what Piaget calls *Concrete Operational children* (children aged around seven to eleven or twelve) can only evaluate the logic of statements by considering them against concrete evidence (225).

Taking into account that teenagers belong to the *Formal Operational stage* I can say that it is an excellent age to work with drama and theater in the classroom. They cannot only perform different scripts but also create their own.

4.1.4 Stages of psychological development

Benjamin and Virginia Sadock state that, according to Erik Erikson (1902-1994), the German-born American psychoanalyst, there are eight stages of psychological development that should be taken into consideration for understanding teenagers' behavior in order to incorporate theater and drama in the classroom (Sadock & Sadock, 2011:208–211).

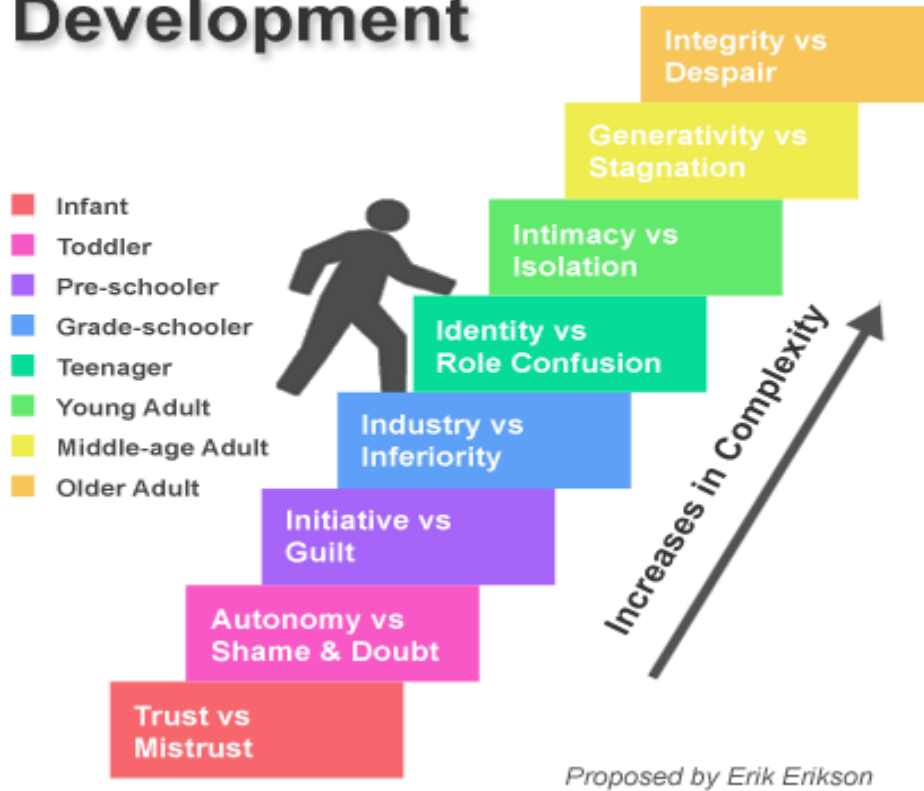
Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	<u>Trust vs. Mistrust</u>	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	<u>Autonomy vs. Shame and Doubt</u>	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy; failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	<u>Initiative vs. Guilt</u>	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	<u>Industry vs. Inferiority</u>	School	Children need to cope with new social and academic demands. Success leads



			to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	<u>Identity vs. Role Confusion</u>	Social Relationships	Teenagers need to develop a sense of self and personal identity. Success leads to an ability to stay true to themselves, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	<u>Intimacy vs. Isolation</u>	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	<u>Generativity vs. Stagnation</u>	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	<u>Ego Integrity vs. Despair</u>	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.



Stages of Psychosocial Development



A power point presentation about Erikson's Stages of Psychosocial Development (Makin, 2013:11).

4.1.4 Learning styles

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. Keefe (1979:30) defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." Stewart and Felicetti (Jijou, 2014:197) define learning styles as those "educational conditions under which a student is most likely to learn." Thus, this leads us to the conclusion that learning styles are not really concerned with what learners learn, but rather how they prefer to learn.

There are different learning styles according to different authors. One of the authors who speaks about learning styles is David Kolb (in Evans, 2006:115-117).

Kolb's model works on two levels which contains a four-stage cycle:



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1. Concrete Experience - (CE)
2. Reflective Observation - (RO)
3. Abstract Conceptualization - (AC)
4. Active Experimentation - (AE)

According to Pont (Pont, 2003: 86), Honey and Mumford also presented a model of learning styles and it included:

Activist: Having an experience

Theorist: Reviewing the experience

Pragmatist: Concluding from the experience

Reflector: Planning the next steps.

Goldston and Downey (2012:211-212) state that another model is Anthony Gregorc's (1984: 27):

Concrete Sequential: The student must practice an activity, needs order in his/her activities, needs specific directions, can be distracted when learning, sees everything in discrete parts

Abstract Random: The student pays great attention to human behavior, prefers to receive instruction in an unstructured manner, learns best when experience is different, needs time to assimilate information, prefers a really busy environment, is holistic in nature

Abstract Sequential: The student prefers an authority figure in the teacher, a voracious reader, has a long term memory, cannot be distracted at the moment of learning, makes one activity at the time

Concrete Random: The student gets the gist of ideas, skips steps in problem solving, prefers trial and error approach, learns well in creative situations, prefers a busy environment.

Neil Fleming's VAK/VARK model also talks about learning styles (1987:101) (in Fleming, and Baume, 2006:4-7):

Visual learners (pictures, movies, diagrams)

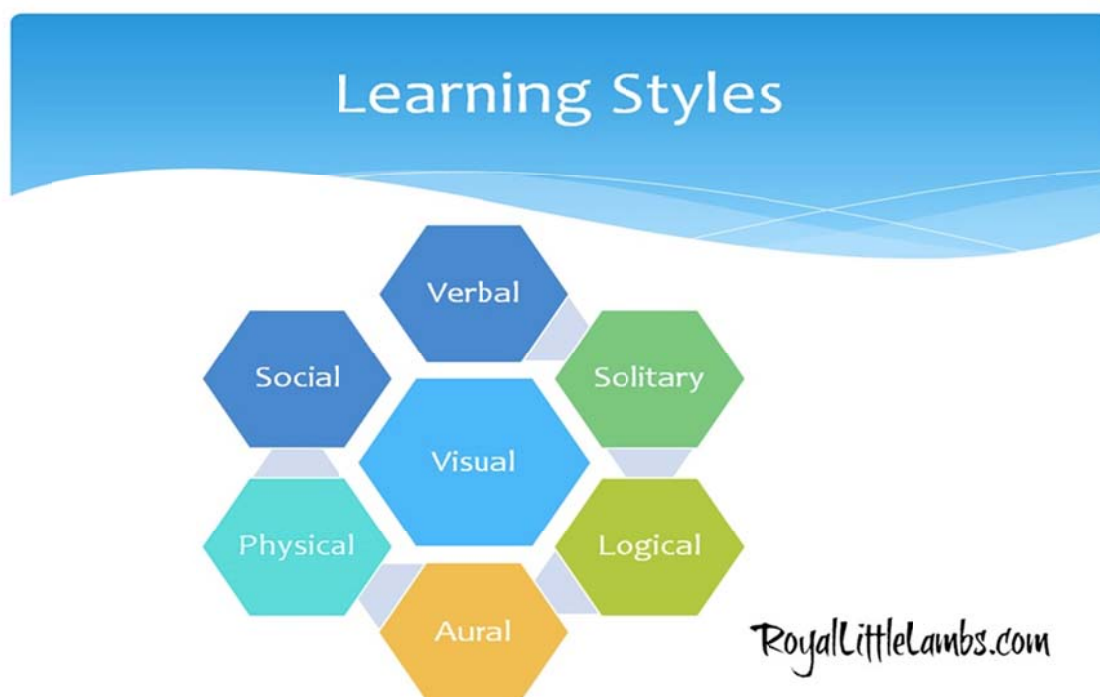
Auditory learners (music, discussion, lectures)

Kinesthetic learners or tactile learners (movement, experiments, hands - on activities)



One of the most common and widely-used categorizations of the various types of learning styles is this model which expanded upon earlier Neuro-linguistic programming models.

Fleming said that visual learners preference is for seeing, like for example: images, pictures; visual aids. Auditory learners learn best through listening, like in lectures, discussions, tapes. Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing Its use in pedagogy allows teachers to prepare classes that address each of these areas. Identifying their preferred learning style and maximizing their educational experience by focusing on what benefits them the most can also help students. (Fleming and Baume, 2006: 4-7).



(Illustration taken from Lambert, 2013: 1)

4.1.5 Theory of Multiple intelligences

The Theory of Multiple Intelligences (MI) was developed in 1983 by Dr. Howard Gardner, a psychologist and professor of neuroscience at Harvard University. The theory challenged traditional beliefs in the fields of education and cognitive science. Opposite to the established understanding of intelligence, Gardner states that people are born with a uniform cognitive capacity that can be easily measured by tests which contain simple questions and short answers.

According to Gardner there are nine multiple intelligences (Gardner, 2006: 8-17):



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1. Linguistic Intelligence: This is the capacity to use language to express what is on your mind and to understand other people. People who have Linguistic intelligence are orators, writers, speakers, lawyers and people for whom language is important.

2. Logical/Mathematical Intelligence: This is the capacity to understand the underlying principles of some kind of causal system, the way a scientist does mathematical operations.

3. Musical Rhythmic Intelligence: This is the capacity to think in music; to be able to hear patterns, recognize them, manipulate and use them. People who have strong musical intelligence do not just remember music easily, they cannot get it out of their minds.

4. Bodily/Kinesthetic Intelligence: This is the capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. Examples of people with kinesthetic intelligence are athletes, artists, dancers, actors.

5. Spatial Intelligence: This is the ability to represent the spatial world internally in your mind Spatial intelligence can be used in the arts or in the sciences.

6. Naturalist Intelligence: This is the ability to distinguish between living things (plants, animals) and sensitivity to other features of the natural world (clouds, rock configurations). This ability was used by our ancestors who were hunters, gatherers, and farmers. Nowadays people who use this intelligence are botanists or chefs.

7. Intrapersonal Intelligence: This is the capacity of having an understanding of yourself; knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and how to face things. This refers to people who have a good understanding of them. They know what they can and cannot do, and where to go if they need help.

8. Interpersonal Intelligence: This is the ability to understand other people. It is an ability we all need, but is especially important for teachers, or politicians, anyone who has to deal with other people.

9. Existential Intelligence: This is the ability to pose questions about life, death, and eventual realities.

4.1.6 Motivating teenage students through learning

Motivating teenagers is a very difficult task for parents and teachers. According to Burden, (2000: 1) classroom management has to do with actions and strategies that help to maintain order in the classroom. He says that sometimes students feel bored and begin to bother other students and even the teacher. At this point motivation is an important and effective



part in classroom management. Burden (3) states that there is intrinsic and extrinsic motivation. Intrinsic motivation has to do with needs within the student like curiosity. Extrinsic motivation is motivation from outside the learner and has to do with external rewards for completion of a task. Using rewards all the time can be dangerous so the teacher has to find other ways for motivating the students. There are different strategies that can be used and one of these, in my opinion, could be drama. Student motivation is essential to their future success. Teenagers only learn what they like or what they want. One of the main reasons why many teenagers are not interested in learning is mainly because of the standardization of themes, activities and methodology. Teenagers like innovation, new ideas, experimenting and having fun in the classroom. Drama and theater in the classroom can give all these things to students.

4.1.7 How to integrate theater in the classroom

Theater can be integrated in the classroom in different ways. The teacher can provide the students with some topics to choose or the students can bring their topics to class. They can even write their own scripts. After choosing the theme the students can talk about the characters and can choose one according to their likes and dislikes. The students will have to plan the setting of the play and adapt some furniture, decorations, lighting, sound and music, too. Many rehearsals will be needed. If they want they can film or record the rehearsals to learn from mistakes and make corrections. They should set a time and a place for the rehearsals. They can decide if they will perform the play in front of their parents and schoolteachers or just in front of their classmates, or in front of both. Finally, they will stage a performance. At the end they can analyze their performance and draw some conclusions for their next event.

4.1.8 Theater games for the classroom

Viola Spolin (1986:2-5) suggests that theater games in the classroom make the students play, have freedom and develop their intuition. She considers three essentials of a theater game that are a) to focus, b) side coaching and c) evaluation.

There are certain games that can be played in the classroom before beginning with a serious performance to give the students the environment and the idea of preparing a more complicated piece. These games have to do with warm-ups, concentration, improvisation, skills' development, group cohesion, open scenes, etc. For example, the students could prepare short dialogues like buying in a supermarket, taking a bus, finding a friend in a street. They can play in front of a mirror to practice acting, fluency and pronunciation. They can also do breathing exercises.



5. METHODOLOGY

5.1 Research Paradigm

The research paradigm I have used in my project is Critical theory, but what is this theory about? The main protagonist of this theory was Jurgen Habermas, who worked at the Frankfurt School in Germany to develop an approach of research and action in the social sciences, which could describe the historical forces that restrict human freedom and expose the ideological justification of those forces. John Scott (1978:1-2), states that critical theorists such as Habermas were critical of the earlier paradigms as they were not tuned to question or transform the existing situation. He states that Habermas developed theories which were built on a typology of interest. He postulated three types of interest which generate three types of knowledge (2):

- A technical interest that has to do with the control of the physical environment. It generates empirical and analytical knowledge.
- A practical interest that considers understanding the meaning of situation, which generates hermeneutic and historical knowledge.
- An emancipatory interest which has to do with the provision for growth and advancement. It generates critical knowledge.

Critical theorists suggest two kinds of research methodologies, namely, ideology critique and action research, for undertaking research. Notwithstanding, Critical theory has been criticized by some contemporary scholars. Cohen et al. (2013: 35) states that Gabrielle Lakowski questions the acceptability of the consensus theory of truth on which Habermas' work is premised and states that work is little more than speculation. There are a multitude of interests and ways of understanding the world; and it is simply artificial to reduce these to three interests (37). I myself believe that Critical theory can be useful to develop an action research project because it helps to develop good work and inform in a better way about the study and research of the project. this is why I will use it as my research paradigm.

5.1.1 Description of the context and target group / students.

The context I have chosen for my project has to do with the learning environment at María Auxiliadora High School. It is a non-bilingual Catholic school for girls. They receive five or six sessions of English each week; lasting forty minutes each. I work with one hundred thirty students from the first, second and third years of High School. Their age is between fifteen and eighteen years old. Their level of English is pre-intermediate.



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María Auxiliadora School and its English Department have specialized in the teaching of English for teenagers. It includes a well-equipped laboratory to develop listening skills. It also has an English classroom with a projector and a virtual board as support resources. The students do a series of academic activities that help them develop the rest of the skills that are needed for the acquisition of a foreign language. The school also has a gymnasium and an assembly hall with a stage for acting performances.

I have carried out specific research activities for this project, mainly with students of the third year. They range from 17 to 18 years old. They are native speakers of Spanish and they only have five or six sessions of English a week.

I have had the support of María Auxiliadora High School's authorities to work on this project. This means that I have had access to the resources I needed for my project and the necessary time to carry out my research. I worked with the same group for almost one year and this was an aid to carry out the observation, analysis and practice of the point of action that my project involves.

This is not a project that can be carried out in only a few months because proving an effective change of behavior or learning results takes a long time. This is why I began to put my project into practice immediately after I conceived the idea.

5.1.2 How the study has been developed

I have used observation and survey methods. I have observed normal classes to make a contrast with the ones where theater is incorporated. Last year, I observed the tenth year of primary school and the first year of High School taught by other teachers, but who are now in my first and second year High School classes. For the surveys I have used closed ended questionnaires. The surveys were made to find out the students' likes, dislikes, interests, preferences, etc. I have evaluated the oral skills of my students through some speaking checklists designed for pair or individual work. Finally, I have worked with my students in different pieces of theater plays and I have evaluated their oral skills again in order to compare them with their previous evaluations to find out results and reach sensible conclusions.

5.1.3 Stages covered.

I have used the following stages to perform my research:

- Diagnosing: Identifying or defining a problem.
- Observing: Observing and data collection.
- Action planning: Considering alternative points of action.



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- Taking action: Selecting and using a point of action.
- Reflecting: Reflecting on classroom experience.
- Evaluating: Studying consequences of an action.
- Specifying learning: Identifying general findings and conclusions.

5.1.4 The research tools

In order to elaborate this research project I have developed and used several tools such as: observation sheets, interview sheets, questionnaires, oral tests for individual and group work and video recordings. All these tools have been really useful to prove the hypothesis of my Action Research Project. A sample of these research tools will be included in the Appendix of the final report.

5.1.5 The data analysis and interpretation

In order to make a consistent data analysis I have administered the different research tools to the target audience consisting mainly of my students of the first, second and third years of High School. I have collected both qualitative and quantitative data because I found it important to obtain the most exact and realistic data I could in order to prove my hypotheses. I have represented the data in statistical graphs in order to make the data interpretation much clearer and easier to visualize.



6. STUDY

6.1 Corpus and data collection

Taking into consideration the hypotheses presented in this research project I have used a series of tools that I think are necessary to prove results of my research. These are: Observation sheets, Interview sheets, questionnaires, oral individual and group tests and video recordings. I have administered these tools to a selection of my students, as I have 115 students in total. The interviews were made to 10 students of each year chosen at random, so I made 30 interviews. The surveys were made to 20 students of each year, that is, I collected 60 surveys, but I also made the same surveys to 20 students of a bilingual school in order to compare their results with my non-bilingual/monolingual school. Some observations were made in the Tenth year of basic education and the First year of High School and some other observations were also made in the Second and Third years of High School during the 2014–2015 period. I used speaking checklists to evaluate the students' oral skill. This evaluation was done before working with drama in the classroom and after working with drama. As I have been planning this research project since I began my master's degree I have also made observations of my own students and I have collected some data from the activities I have done in class for the last few years. The data I have collected also includes some video recordings done by each of the participants students. They not only recorded videos but also wrote their scripts.

6.2 Description of the context

6.2.1 General description of the educational institution

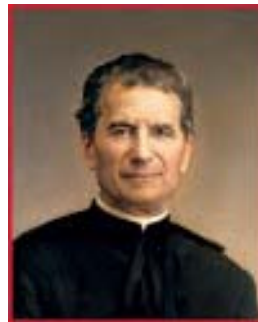
The Institution that I have chosen to develop my research project is the high school where I have worked for almost six years. Its name is María Auxiliadora High School. It is not a bilingual school. It has provided Catholic education for seventy-five years to boys and girls from five to eighteen years old.



Universidad de Jaén



Maria Auxiliadora High School is a private religious Institution whose education and moral values are inspired by the Gospel and Don Bosco and Madre Mazzarello´s Preventive Process, providing in this way a good quality of education in scientific, human and Christian knowledge, with the aim of contributing to the education of an evangelical citizenship for children and adolescents.



The school has boys and girls in Primary School. The institution has very large playground areas for the students to play and practice different sports. It also includes a large library, a chapel, a coliseum and very well-equipped laboratories for the different subjects, especially an English laboratory with 25 computers and a virtual board. The English staff is formed by five teachers and I am their Coordinator.

The English textbook that we use at school is *English in Mind* (Cambridge University Press), which includes a Students' Book, a Workbook, cds, cd rom, online support, a Teacher's Guide, etc. However, it does not follow a communicative approach, so the teachers have to include many speaking activities in their classes to develop the students' communicative skills. Among these activities I have recommended to use drama in the classroom.



Universidad de Jaén

6.2.2 Group profile description

As I said before, the group of students with whom I have worked for almost one year in this project belongs to the First, Second and Third years of the High School. They are between fifteen to eighteen years old and their level of English oscillates from beginner to pre-intermediate. These students are nevertheless very creative and dynamic.



6.2.3. Description of the participants

Regarding the participants of the surveys I can say that I have had two types of informants: my students and a few students from another bilingual school and the teachers whom I observed. The teachers have lots of teaching experience with students of different levels and have been very collaborative toward the welfare of my project.



7. RESULTS

7.1 Results of the observations

In order to proceed with the observations I needed, I used an observation checklist that can be found in Appendix 11.1. I made some observations on different occasions and to different years and classes in order to find out the type of activities the teachers used in their daily routine, the students' reactions and feedback, the use of materials, etc. I used the following Evaluation Scale:

A: Excellent; B: Good; C: Average; D: Needs attention; E: Poor; NA: Not Applicable

My first observation dated back to November 17th, 2014 with the tenth year of primary education and the first year of High School, and the results were:

Tenth Year of primary education:

Observation Rubrics	A	B	C	D	E	NA	Comments
Use of teaching materials:							
1. Use of the textbook		X					.....
2. Use of the blackboard			X				.....
3. Use of visual aids		X			X		.....Use of visual aids is needed.....
4. Use of other materials					X		.....
Teacher's personal qualities:							
5. Mastery of the language		X					.....
6. Interest in professional development/improvement		X					.....
7. Rapport with class			X				.....
Classroom management:							
8. Variety of interaction				X			.....
9. T vs Ss' talking ratio				X			.....
10. Error correction and feedback				X			.....
11. Time management		X					.....
12. Class coverage		X					.....
Activity types:							
13. Lesson opening and closing			X				.....
14. Promotion of learner autonomy				X			.....Class excessively guided by teachers; there should be more student interaction.....
15. Variety (Acc. vs. fl. / Rec. vs. pr.)			X				.....
16. Novelty/ creativity in techniques				X			.....
Pedagogical Documents:							
17. Lesson Plan		X					.....
18. Lessons' record		X					.....



book/progression							
19. Continuous Assessment				X			.....
20. Students' copy books/ projects/ ...				X			.....There should be more speaking activities.....

First year of High School

Observation Rubrics	A	B	C	D	E	NA	Comments
---------------------	---	---	---	---	---	----	----------

Use of teaching materials:							
1. Use of the textbook			X				.....
2. Use of the blackboard			X				.....
3. Use of visual aids				X			.....
4. Use of other materials				X			More materials are recommended to use in the classroom, such as realia.....
Teacher's personal qualities:							
5. Mastery of the language		X					.....
6. Interest in professional development/improvement		X					.....
7. Rapport with class		X					.....
Classroom management:							
8. Variety of interaction					X		.....
9. T vs Ss' talking ratio					X		.....
10. Error correction and feedback					X		.....
11. Time management		X					.....
12. Class coverage			X				.....
Activity types:							
13. Lesson opening and closing			X				.....
14. Promotion of learner autonomy					X		.....
15. Variety (Acc. vs. fl. / Rec. vs. pr.)					X		.....
16. Novelty/ creativity in techniques					X		.....
Pedagogical Documents:							
17. Lesson Plan		X					.....
18. Lessons' record book/progression		X					.....
19. Continuous Assessment					X		.....
20. Students' copy books/ projects/ ...					X		.....

Second observation on January 12th, 2015

Tenth Year of primary education



Observation Rubrics	A	B	C	D	E	NA	Comments
Use of teaching materials							
1. Use of the textbook		X					.....
2. Use of the blackboard		X					.....
3. Use of visual aids			X		X		.....
4. Use of other materials				X			.....
Teacher's personal qualities:							
5. Mastery of the language		X					I recommend the teacher to attend English courses to improve their performance in the language.....
6. Interest in professional development/improvement		X					I recommend English seminars for professional development.....
7. Rapport with class		X					.....
Classroom management:							
8. Variety of interaction			X				.....
9. T vs Ss' talking ratio			X				.....
10. Error correction and feedback			X				.....
11. Time management		X					.....
12. Class coverage		X					.....
Activity types:							
13. Lesson opening and closing			X				.....
14. Promotion of learner autonomy			X				.....
15. Variety (Acc. vs. fl. / Rec. vs. pr.)			X				.....
16. Novelty/ creativity in techniques			X				I recommend adding some speaking activities in the classroom such as drama, etc.....
Pedagogical Documents:							
17. Lesson Plan		X					.....
18. Lessons' record book/progression		X					.....
19. Continuous Assessment		X					.....
20. Students' copy books/ projects/ ...			X				.....

First Year of High School

Observation Rubrics	A	B	C	D	E	NA	Comments
Use of teaching materials:							
1. Use of the textbook		X					.....
2. Use of the blackboard		X					.....
3. Use of visual aids			X				.....
4. Use of other materials			X				.....
Teacher's personal qualities:							
5. Mastery of the language		X					.....



6. Interest in professional development/improvement		X								.....
7. Rapport with class		X								.....
Classroom management:										
8. Variety of interaction			X							.....
9. T vs Ss' talking ratio			X							.....
10. Error correction and feedback			X							.....
11. Time management		X								.....
12. Class coverage		X								.....
Activity types:										
13. Lesson opening and closing		X								.....
14. Promotion of learner autonomy		X								.....
15. Variety (Acc. vs. fl. / Rec. vs. pr.)		X								.....
16. Novelty/ creativity in techniques			X							.....
Pedagogical Documents:										
17. Lesson Plan		X								.....
18. Lessons' record book/progression			X							.....
19. Continuous Assessment			X							.....
20. Students' copy books/ projects/ ...			X							Recommendation, add drama in the classroom.....

Third observation after applying the different recommendations: May18th, 2015

Tenth Year of primary education

Observation Rubrics	A	B	C	D	E	NA	Comments
Use of teaching materials:							
1. Use of the textbook		X					.....
2. Use of the blackboard		X					.....
3. Use of visual aids	X						.....
4. Use of other materials	X						.....
Teacher's personal qualities:							
5. Mastery of the language	X						.....
6. Interest in professional development/improvement	X						.....
7. Rapport with class	X						.....
Classroom management:							
8. Variety of interaction	X						.....
9. T vs Ss' talking ratio	X						.....
10. Error correction and feedback		X					.....
11. Time management	X						.....



12. Class coverage	X							.....
Activity types:								
13. Lesson opening and closing		X						.....
14. Promotion of learner autonomy	X							.....
15. Variety (Acc. vs. fl. / Rec. vs. pr.)		X						.....
16. Novelty/ creativity in techniques	X							.....
Pedagogical Documents:								
17. Lesson Plan	X							.....
18. Lessons' record book/progression		X						.....
19. Continuous Assessment	X							.....
20. Students' copy books/ projects/ ...		X						.....

First Year of High School

Observation Rubrics	A	B	C	D	E	NA	Comments
Use of teaching materials:							
1. Use of the textbook		X					.....
2. Use of the blackboard		X					.....
3. Use of visual aids	X						.....
4. Use of other materials	X						.....
Teacher's personal qualities:							
5. Mastery of the language	X						.....
6. Interest in professional development/improvement	X						.....
7. Rapport with class	X						.....
Classroom management:							
8. Variety of interaction	X						.....
9. T vs Ss' talking ratio	X						.....
10. Error correction and feedback	X						.....
11. Time management	X						.....
12. Class coverage	X						.....
Activity types:							
13. Lesson opening and closing	X						.....
14. Promotion of learner autonomy	X						.....
15. Variety (Acc. vs. fl. / Rec. vs. pr.)	X						.....
16. Novelty/ creativity in techniques	X						.....
Pedagogical Documents:							
17. Lesson Plan	X						.....
18. Lessons' record	X						.....



book/progression								
19. Continuous Assessment	X							.....
20. Students' copy books/ projects/	X							.....
...							

After the third observation many improvements were observed:

- The teachers increased the visual activities and other activities in general and the use of visual and other aids, too.
- The teachers attended extra English courses and seminars and their level of the language improved.
- The teachers increased the variety of interaction in the classroom and they spent more time doing speaking activities and evaluating the students.
- The teachers improved their error correction and feedback with the students.
- The teachers added speaking activities in their classes and specially acting and drama and more creative techniques and in this way the students felt more comfortable when speaking.
- The students received and benefited from a continuous assessment and teachers were able to measure the students' progress more accurately.
- The teachers incorporated an English Project in the curriculum such as a speaking presentation or a play at the end of the year.

7.2 Results of the Interviews

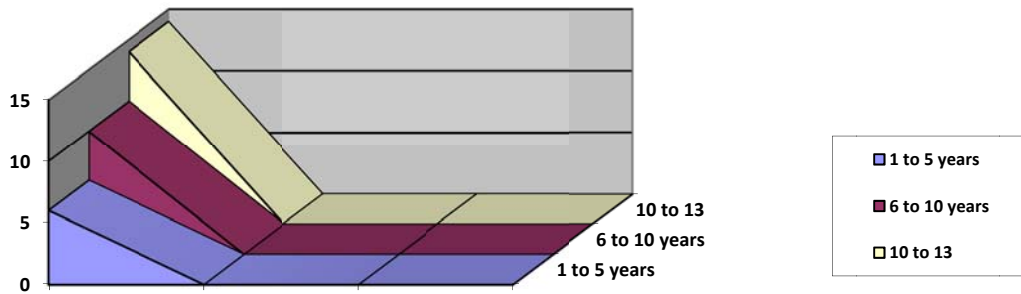
I made an interview (included in Appendix 11.2) to 10 students of the First, Second and Third years of High School. I thought that one thing is answering a questionnaire and another thing is speaking directly with the students to listen to their voice, to evaluate their reactions and emotions and to understand what they wanted to say.

The first three were just information questions about details that I already knew but that were necessary to begin an interview: I asked their names, age and school level.

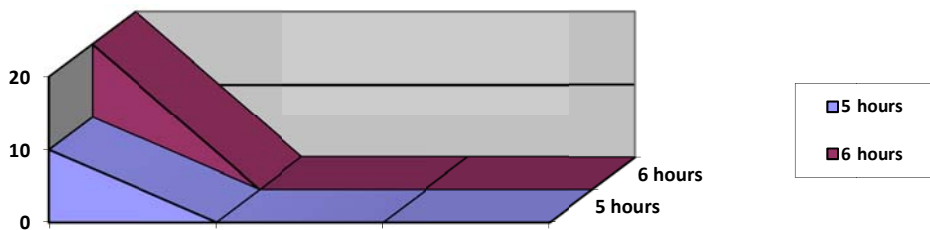
The rest of the questions will be explained in the following graphs:



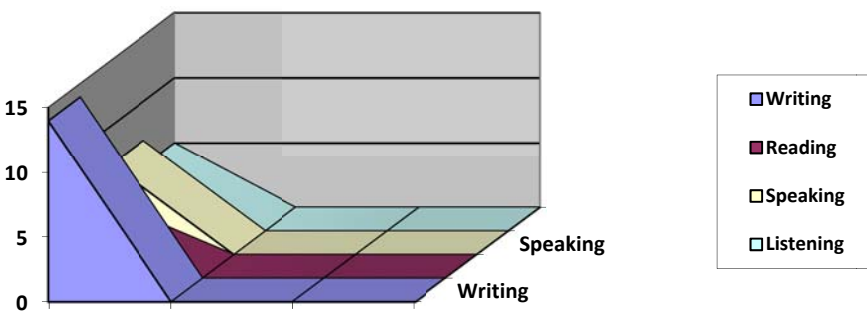
4. How long have you been studying English?



5. How many hours a week do you have English classes?

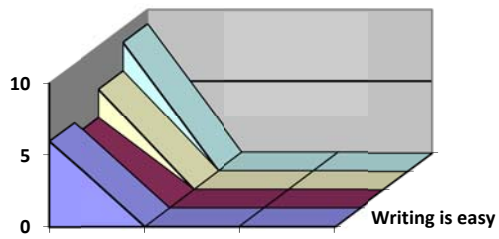


6. What is your favorite skill in English?



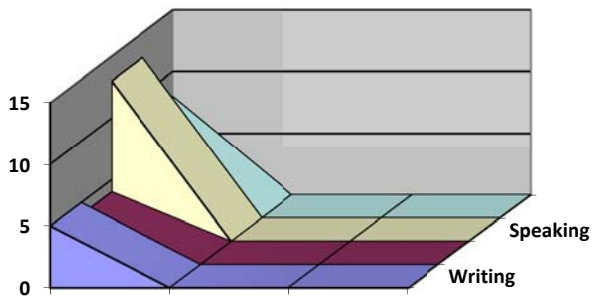


7. Why?



- Writing is easy
- Reading is interesting
- I don't like to speak
- I find listening difficult

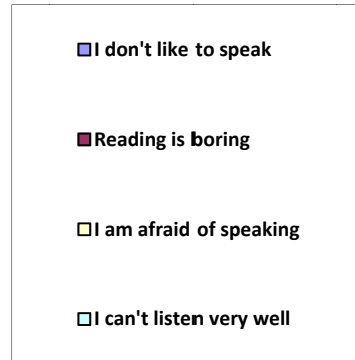
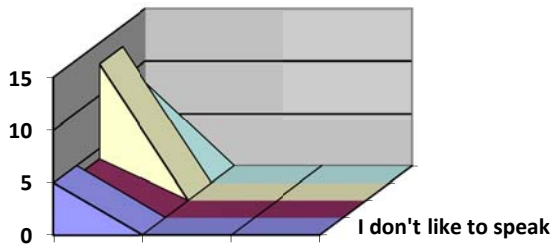
8. Which skill is the most difficult for you?



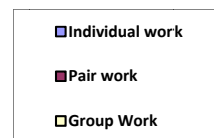
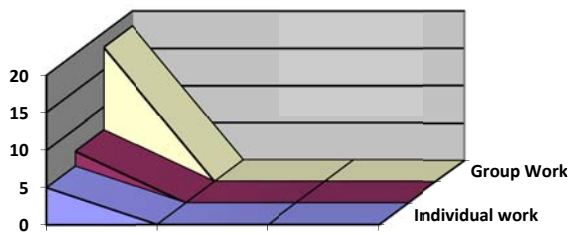
- Writing
- Reading
- Speaking
- Listening



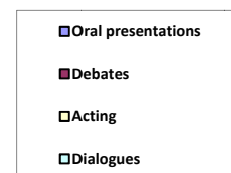
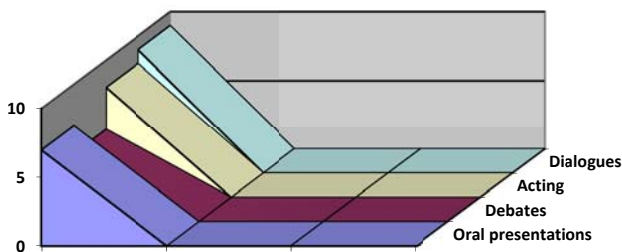
9. Why?



10. Which activities in the English class do you like best?

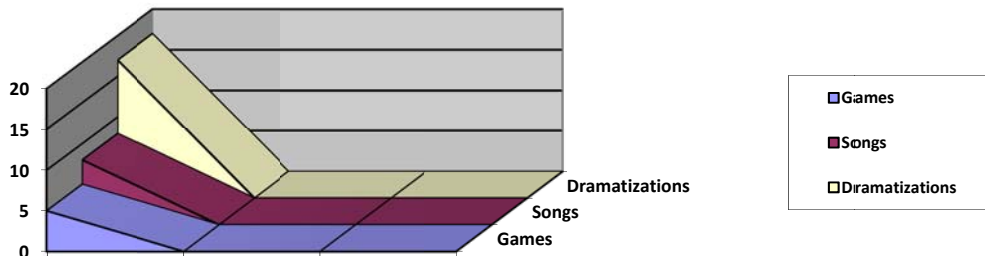


11. Which activities do think can help you to reinforce the skill of Speaking?





12. Which activities would you like your teacher to incorporate in the English class?

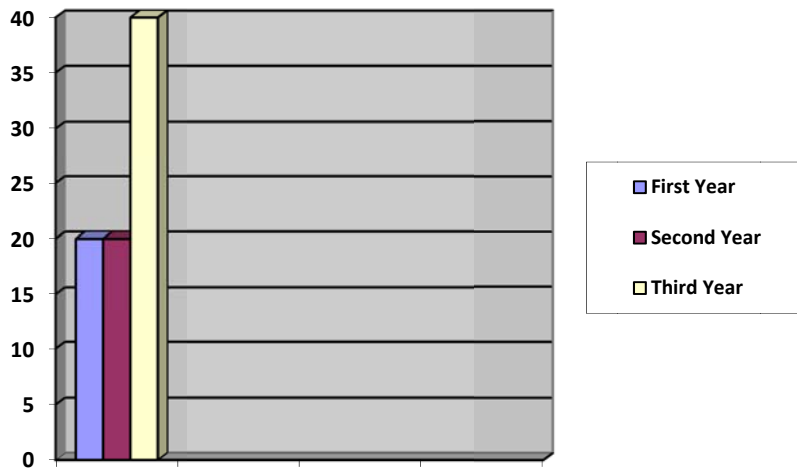


I was pleased to see that students could tell me more things besides the questions I posed to them. What I could conclude after doing the interviews was that the students' greatest difficulty was speaking in English. They did not like speaking in public and they felt afraid of having to prepare themselves for oral presentations. They were specifically worried about pronunciation and grammar. They thought that preparing plays and dramatizations was a lot easier, first because they had to work in groups and they felt supported. Secondly, because using disguises and costumes helped them hide their own personalities. They also said that by doing these types of activities, they had a lot of fun and they felt they learned more grammar, vocabulary, pronunciation, etc.

7.3 Results of the surveys

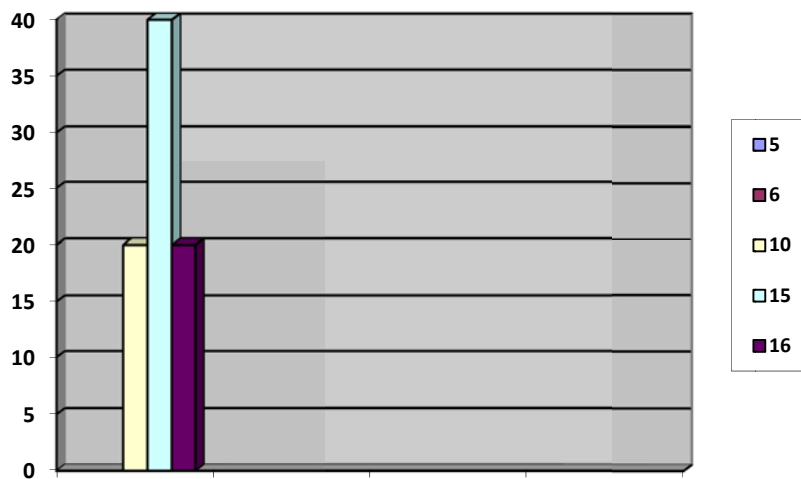
The survey included 10 objective questions. An example of it can be found in Appendix 11.3. These are the results of the surveys:

1. What year of high school are you?



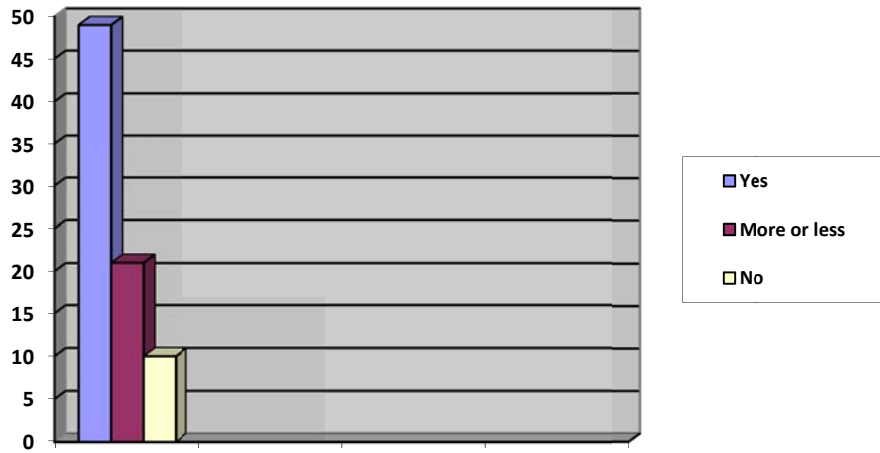
a. First b. Second c. Third

2. How many hours a week do you have English classes?



a. 5 b. 6 c. 10 d. 15 e. 16

3. Do you like learning English?



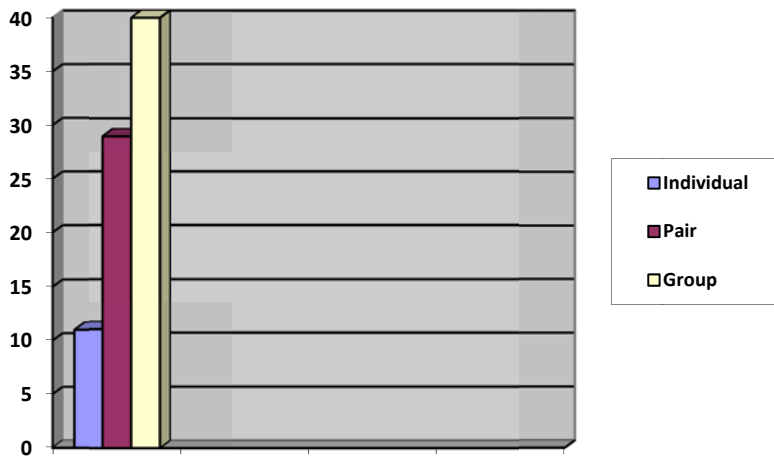
- a. Yes b. More or less c. No

4. Why?



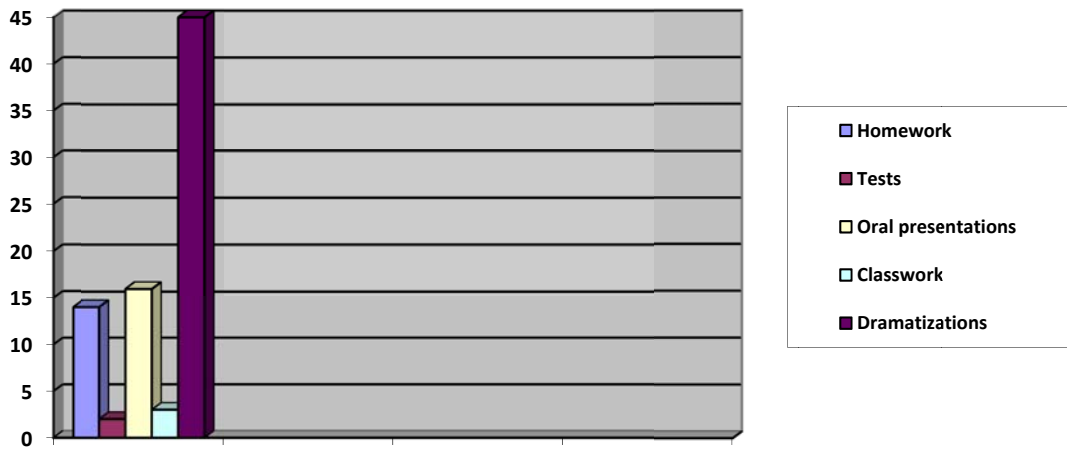
- a. I don't understand English
b. The class is boring
c. I find speaking difficult
d. I don't have fun activities in English

5. How do you prefer to work in English?



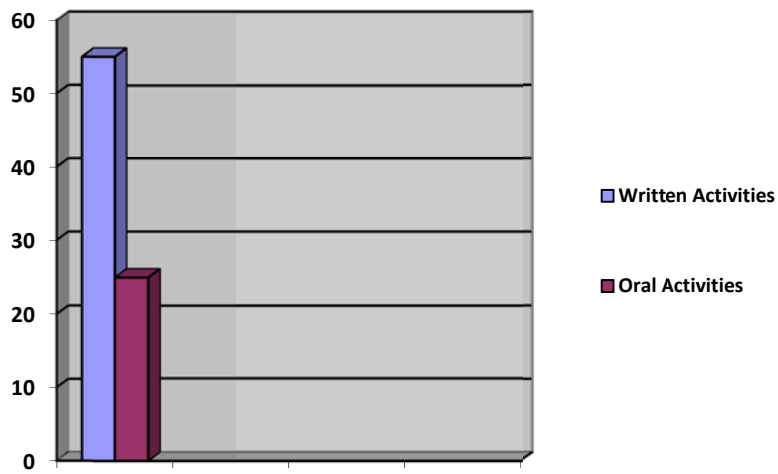
- a. Individual work
- b. Pair work
- c. Group work

6. What kind of work do you like to do in English classes?



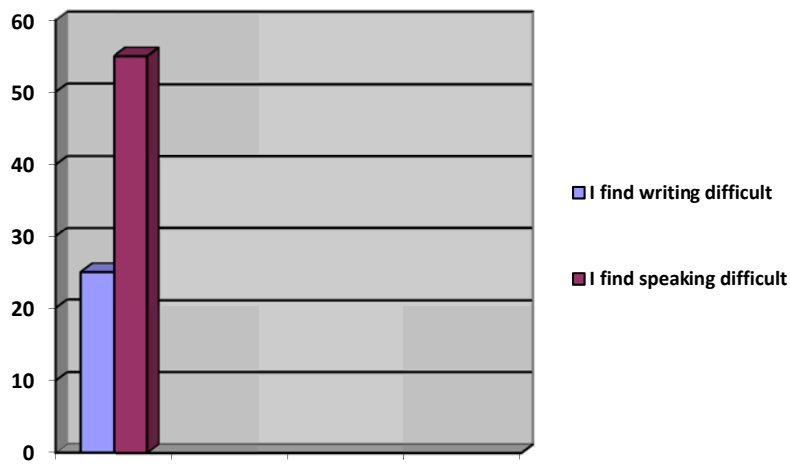
- a. Homework
- b. Tests
- c. Oral Presentations
- d. Classwork
- e. Dramatizations

7. What type of activities do you prefer doing, written or oral activities?



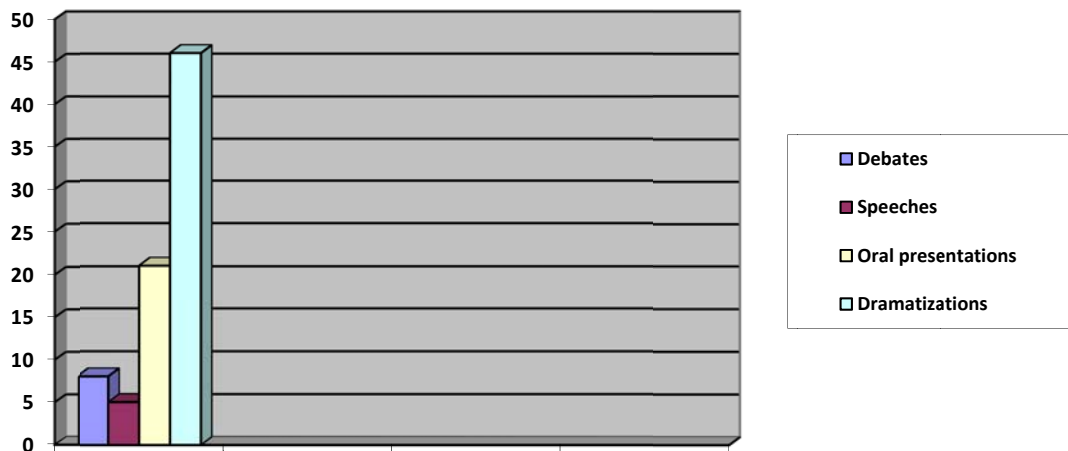
- a. Written Activities
- b. Oral Activities

8. Why?



- a. I find writing difficult
- b. I find speaking difficult

9. How do you think you practice speaking in English in a better way?



- a. Debates
- b. Speeches
- c. Oral presentations
- d. Dramatizations

10. Which of these activities would you like to have more in your English class?



- a. Debates
- b. Speeches
- c. Oral presentations
- d. Dramatizations

These surveys were done to find out the students' likes, dislikes and preferences in learning English, especially as far as practicing the skill of speaking was concerned. I thought this skill was the most difficult for them. As we can see on the charts, among the surveys' results I found out that regarding the two first questions, most of the students belonged to the Third year of High School and they had five hours of English per week. This is something I already knew. In the third question I found out that a fifty percent of the students liked learning English, twenty-five percent liked English more or less and a fifteen percent did not



like it. Some students did not answer at all. In the fourth question most of the girls who liked English more or less or did not like it at all said that they it was because they found speaking too difficult. In the third question regarding their preferences in working in English, most of the students said they preferred working in groups. In the sixth question, most of the students said that they liked to do dramatizations. In the seventh and eighth questions most of the students said that they preferred writing activities because they found speaking difficult. In the ninth question most of the students said that they thought that dramatizations would help in practicing the speaking skill in English. Finally in the tenth question most of the students said that they would like to have dramatizations in their English classes.

7.4 Results of the Speaking Assessment Process

In order to proceed with an oral assessment of the students I used two different speaking checklists (See Appendices 11.4 and 11.5), which helped me compare the results and concentrate on their development of the speaking skill. One checklist had to do with group evaluation and the other one with the evaluation of individual speaking. I had asked the teachers to increase the speaking activities in the classroom and suggested that it would be a good idea to introduce plays, drama activities, role-plays, etc., in the curriculum. They did so and I could see how each student improved in the speaking skill and how fun and easy it was for them. I obtained excellent results, as we can see in the next charts:

First Assessment (November 20th 2014)

	1 INADEQUATE	2 POOR	4 GOOD	5 EXCELLENT
AMOUNT OF COMMUNICATION		X		
FLUENCY	X			
PRONUNCIATION		X		
VOCABULARY		X		
ACCURACY	X			
EYE CONTACT			X	



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CONTENTS OF THEMES			X	
VOCAL EXPRESSION		X		

Criteria	Rate 1-10	Comments
Appearance of Team (professionally dressed, , etc.)	0	
The Presentation was well organized.	0	
Collaboration of team members in presentation.	0	
Dialogues were not read from cards.	0	
Team members participated equally.	0	
Students spoke loud enough to be heard.	0	
Students spoke clearly and fluently.	0	
Creativity was shown in presentation	0	
Materials used in presentation	0	
Respect was shown throughout the presentation.	0	
Points Earned: _____0_____/100 Points		

Second Assessment (January 16th, 2015)

	1 INADEQUATE	2 POOR	4 GOOD	5 EXCELLENT
AMOUNT OF COMMUNICATION		X		
FLUENCY		X		



PRONUNCIATION		X		
VOCABULARY			X	
ACCURACY		X		
EYE CONTACT			X	
CONTENTS OF THEMES			X	
VOCAL EXPRESSION		X		

Criteria	Rate 1-10	Comments
Appearance of Team (Professionally dressed, , etc.)	5	
The Presentation was well organized.	6	
Collaboration of team members in presentation	7	
Dialogues were not read from cards.	5	
Team members participated equally.	7	
Students spoke loud enough to be heard.	6	
Students spoke clearly and fluently.	4	
Creativity was shown in presentation	5	
Materials used in presentation	7	
Respect was shown throughout the presentation.	8	



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Points Earned: _____60_____/100 Points

Third Assessment (May 22nd, 2015)

	1 INADEQUATE	2 POOR	4 GOOD	5 EXCELLENT
AMOUNT OF COMMUNICATION			X	
FLUENCY		X		
PRONUNCIATION			X	
VOCABULARY			X	
ACCURACY		X		
EYE CONTACT			X	
CONTENTS OF THEMES			X	
VOCAL EXPRESSION			X	

Criteria	Rate 1-10	Comments
Appearance of Team (Professionally dressed , etc.)	7	
The Presentation was well organized.	8	
Collaboration of team members in presentation	7	
Dialogues were not read from cards.	7	
Team members participated equally.	6	



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Students spoke loud enough to be heard.	6	
Students spoke clearly and fluently.	7	
Creativity was shown in presentation	8	
Materials used in presentation	8	
Respect was shown throughout the presentation.	9	
Points Earned: _____73_____ /100 Points		

Fourth Assessment (June, 8th, 2015)

	1 INADEQUATE	2 POOR	4 GOOD	5 EXCELLENT
AMOUNT OF COMMUNICATION				X
FLUENCY			X	
PRONUNCIATION				X
VOCABULARY				X
ACCURACY			X	
EYE CONTACT				X
CONTENTS OF THEMES				X
VOCAL EXPRESSION				X

Criteria	Rate 1-10	Comments
Appearance of Team (Professionally dressed, etc.)	10	



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The Presentation was well organized.	10	
Collaboration of team members in presentation	9	
Dialogues were not read from cards.	9	
Team members participated equally.	10	
Students spoke loud enough to be heard.	9	
Students spoke clearly and fluently.	9	
Creativity was shown in presentation	10	
Materials used in presentation	10	
Respect was shown throughout the presentation.	10	
Points Earned: _____96_____ /100 Points		

7.5 Video recordings

After the data collection and analysis I found that teenagers needed a different way to learn English because, due to the age, they had other interests and needs, so I had to plan an action and it was certainly going to use my proposal as a base to start from. I decided to make them dramatize different events and then record them. They liked this idea so much, they had so much fun, and they did not even realize they were learning or practicing English.

Here are some of the videos they recorded. Some of these videos belong to material I have collected over the years.

GUADALUPE'S ROSE I



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<http://www.youtube.com/watch?v=eWS6u6D7dys&feature=youtu.be>

GUADALUPE'S ROSE II



<http://www.youtube.com/watch?v=jVO4mzDNdzQ&feature=youtu.be>

FATAL DESTINY



<http://www.youtube.com/watch?v=EFVU0buptqM&feature=youtu.be>

THE CHUZALONGO



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<http://www.youtube.com/watch?v=ZpHNvLPFgYs>

THE HOUSE OF DOÑA INES



<http://www.youtube.com/watch?v=8w3P7iDYy8I>

NUNCKUI, MOTHER EARTH





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<https://www.youtube.com/watch?v=wfXzGqEKNWg#t=15>

THE CONDOR IN LOVE



<https://www.youtube.com/watch?v=IGmTFTORHSM>

The purpose of recording these videos was to see the development of the students in speaking and it is clearly shown in them. The last video "The Condor in love" was recorded in November 2014 for this year (2014-2015). It can also be watched in the school's English blog: <http://www.uemaenglish.blogspot.com/>. There are other short videos recorded during this year but I have not uploaded them on "youtube". What I can say is that the students used all their creativity to prepare and produce these videos. They had a good time preparing and recording them and I can say they learned and practiced English a lot in order to obtain good recordings.



8. CONCLUSIONS

Doing this Research Project has been one of the most interesting experiences that I have had in my professional life . I have worked for almost one year on it because I knew that proving my hypotheses would take a lot of time. I prepared my proposal theme and immediately set to do the observations, the interviews, etc.

The main goal of the project was to carry out an analysis and prove my hypotheses. These hypotheses were:

- Teenagers learn better when they do activities that they enjoy, especially if they are not conscious that they are learning.
- Teenagers like English but they find speaking difficult.
- Teenagers prefer group activities for learning English.
- The use of drama in the classroom can help to develop the skill of speaking in English in teenagers.
- The use of drama and theater in the classroom helps the students learn English more easily.

To support these hypotheses and to find out more about the theme I looked for some theoretical framework which included some previous studies about drama in the classroom and on the benefits of using drama in the classroom, the stages of cognitive development when drama is most successful and fruitful, the stages of psychological development, learning styles, the theory of Multiple intelligences, resources to motivate teenager students in their learning process (which invariably included drama activities), how to integrate theatre in the classroom and theatre games for the classroom.

I feel really happy with the results I obtained as I believe I have been able to prove all my early hypotheses. I have been able to do so via the different tools I have used: observations, interviews, surveys, assessments, etc. This research has been an experiment with good results and I think that it could help other teachers to improve the skill of speaking in the classroom. My dream is to be able to continue working in it with my students, and to improve it should this be possible.

For recording each video, the students follow the following process. They choose the theme, they write the script, I check it, they choose the characters, they prepare the scenery and costumes and props, they rehearse it until they think they are ready and finally they film the video. It is a complete process in which all the skills of English are involved. They practice reading, they learn vocabulary, they apply what they have learned in grammar, they practice writing when they are building up the script, but above all, they practice speaking. They do all of these things without noticing it. They not only spend time learning and



Universidad de Jaén

practicing English but they also have a lot of fun and they can use all the creativity that teenagers have.

I have planned the whole research for my teenage students but by discovering the excellent results I think that any teacher can work with his/her group of students without worrying too much about their age or level. They should begin preparing small dialogues, short plays in the classroom, etc, until they find that they are able to create something more elaborated.

I have also found out that by using drama in the classroom the students lose the fear of speaking in English. They feel more comfortable when they work in groups, they have fun, they enjoy inventing stories and they learn to share and collaborate with their classmates. They also lessen the anxiety that speaking in English can cause them.

Finally, I would like to conclude by expressing my belief that anything that a teacher plans for his/her students which he/she thinks is good for them should be put into practice because the purpose of an English teacher (indeed, any foreign/second language teacher) is to help students to learn the language. Being an active part of this process of learning makes a teacher feel loved by his/her students, rewarded and proud of his/her work. Can there be any better satisfaction?



9. FUTURE PLAN OF ACTION

My plan of action for the future definitely has to do with the objectives, goals and results of this research project which has taken almost one year to put into practice. My main objective was to find out that drama in the classroom helps teenagers develop their speaking skill and as well as their overall knowledge in English. With the results of my research I have been able to prove that this was true. Therefore my plan of action is full of new challenges that I will try to put in practice in a short term.

First, one of these challenges is to continue using drama in the classroom with my students, not only at High School but also with my students at University. At first I wanted to help teenagers but now I am convinced that there is not a specific age to do drama and I think my university students will also enjoy doing it in the classes. Secondly, I will try to encourage other teachers to use more speaking activities in the classroom and specially plays, role-plays, improvisations, theatre productions, etc. Thirdly, I will develop a course or seminar for English teachers in order to show them how effective drama and theater can be in their English classes. Finally, I am sure that more ideas and challenges will appear while working with theater in the class. I hope that my research on the use of drama in the EFL classes do not end here. Much more is to come.



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Universidad de Jaén

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13. Lesson opening and closing								
14. Promotion of learner autonomy								
15. Variety (Acc. vs. fl. / Rec. vs. pr.)								
16. Novelty/ creativity in techniques									.....
Pedagogical Documents:									
17. Lesson Plan									.....
18. Lessons' record book/progression									.....
19. Continuous Assessment									.....
20. Students' copy books/projects/ ...									.....
Overall evaluation of teacher's performance:									
.....									
.....									
.....									

11.2 Interview Questions

MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
 ACTION RESEARCH PROJECT
 INTERVIEW QUESTIONS
 LUCIA TROYA

1. What is your name?
2. In which course are you?
3. How old are you?
4. How long have you been studying English?
5. How many hours a week do you receive in English?
6. What is your favorite skill in English?



7. Why?
8. Which skill is the worst skill in English for you?
9. Why?
10. Which activities in the English class do you like?
11. Which activities do think help you for reinforcing Speaking?
12. Which activities would you like your teacher to incorporate in the English class?

11.3 Students' Survey (Questionnaire)

MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

ACTION RESEARCH PROJECT

STUDENTS' SURVEY (QUESTIONNAIRE)

LUCIA TROYA

CIRCLE THE LETTER OF YOUR PREFERENCE (Choose only one answer)

1. What year of high school are you?
 - a. First
 - b. Second
 - c. Third
2. How many hours a week do you have for English?
 - a. 5
 - b. 6
 - c. 10
 - d. 15
 - e. 16
3. Do you like learning English?
 - a. Yes
 - b. More or less
 - c. No
4. Why?
 - a. I don't understand English
 - b. The class is boring
 - c. I find speaking difficult
 - d. I don't have fun activities in English



5. How do you prefer to work in English?
 - d. Individual work
 - e. Pair work
 - f. Group work
6. Which kind of work do you like to do in English?
 - f. Homework
 - g. Tests
 - h. Oral Presentations
 - i. Classwork
 - j. Dramatizations
7. What do you prefer?
 - c. Written Activities
 - d. Oral Activities
8. Why?
 - c. I find writing difficult
 - d. I find speaking difficult
9. How do you think you practice speaking in English in a better way?
 - X. Debates
 - XI. Speeches
 - XII. Oral presentations
 - XIII. Dramatizations
10. Which of these activities would you like to have more in your English class?
 - e. Debates
 - f. Speeches
 - g. Oral presentations
 - h. Dramatizations



Universidad de Jaén

11.4. Criteria for Evaluating Speaking

MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE				
ACTION RESEARCH PROJECT				
CRITERIA FOR EVALUATING SPEAKING				
TROYA				LUCIA
STUDENT'S NAME: _____				
	1 INADEQUATE	2 POOR	4 GOOD	5 EXCELLENT
AMOUNT OF COMMUNICATION				
FLUENCY				
PRONUNCIATION				
VOCABULARY				
ACCURACY				
EYE CONTACT				
CONTENT OF THEME				
VOCAL EXPRESSION				



Universidad de Jaén

11.5 Criteria for Evaluating Speaking in Group Presentations

MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

ACTION RESEARCH PROJECT

CRITERIA FOR EVALUATING SPEAKING IN GROUPS PRESENTATIONS

LUCIA

TROYA

Criteria	Rate 1-10	Comments
Appearance of Team (Professionally dressed, required customs, etc.)		
Presentation was well organized.		
Collaboration of team members in presentation		
Dialogues were not read from cards.		
Team members participated equally.		
Students spoke loud enough to be heard.		
Students spoke clearly and fluently.		
Creativity was shown in presentation		
Materials used in presentation		
Respect was shown throughout the presentation.		
Points Awarded: _____/100 Points		