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ABSTRACT

Being a teacher is not an easy task. We have to look for new and different methods, different tools, different strategies or techniques, so students can have an active participation in developing skills in the English learning process.

This work suggests teachers the use of an alternative technique called Drama. This is a powerful tool because this technique is effective and efficient when we teach English as a foreign language.

Drama offers a lot of activities that teachers could use in the classroom if added to their curriculum; this activity would maintain the students' interest and keep them very motivated; thus, it will provide an excellent environment where the learning process will be fun and entertaining. In this way students will take part in these activities, increasing their creative input.

The following work is focused on how this technique will help students to improve English communication. Moreover, it is going to explain how useful this method in the EFL class is.

Drama was applied to a group of 40 students. It is important to mention that the students' language and their major was not English, but according to the results I got, I can assure that Drama can help students to improve speaking skills, making the EFL learning in the classroom effective.

KEY WORDS

- **DRAMA**
- **ROLE PLAY**
- **THE SPOKEN COMMUNICATION**
- **A EFL CLASS**



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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA**

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Lengua y Literatura Inglesa.**

TEMA:

**“DRAMA IN THE CLASSROOM TO IMPROVE THE SPOKEN
COMMUNICATION SKILL FOR JUNIOR HIGH SCHOOL STUDENTS”**

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All the content of this thesis is the exclusive responsibility of its author.

Diana Calle E.



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DEDICATION

The present work is dedicated to my mother, who has been my support all my life. To my father, although he is not with me, I know he is very proud of my goals, and to my brothers Diego and Santiago.

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INTRODUCTION

Drama is a method that teachers can use when their students have difficulty developing speaking skills. This method takes place in a social and communal situation. In this way, it will create a cooperative and warm relationship between teachers and students.

Drama activities will help the students to develop their natural potential in concrete situations of real life. In addition, students have many opportunities to make decisions, solve problems, socialize with their classmates, and most important, they develop oral communication skills.

Taking advantage of the useful benefits that drama gives teachers, I have decided to introduce a drama activity in Sto. Domingo de Guzman High School, where I have worked for a year. Here I have noticed that students are very afraid of speaking in English because it is not their native language. They are very sure they will make mistakes.

Teaching a foreign language in Ecuadorian schools is very difficult because a classroom has 30- 40 students, and each student has different level of English knowledge. These problems affect the learning process. For these reasons, I decided to introduce a drama activity, using Role Play. If the teacher adds this activity to the curriculum, she or he could solve these problems because this activity requires forming groups, which allows students to improve their speaking skill in a fun way.

Teachers could integrate Drama as a communicative resource in the English learning process since it motivates and encourages students to speak in English in spite of their resistance to learning the language.



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I hope this work encourages teachers to use Drama when they teach a foreign language in their classrooms. If the teacher uses this method, he or she will realize how useful this method is to improve the speaking skill in the students and how effective and efficient these activities are.



CHAPTER I

1. What is Drama?

The word drama is derived from the Greek verb “to do or to act.” Drama involved some physical actions, and these actions could be performed in front of an audience and on a stage in ancient times.

Drama in education is a useful tool to teach a foreigner language. It can involve all the students interactively until the teacher finishes the class. In the last thirty years or so, this technique has been regarded as a useful language learning technique to improve spoken communication in the classroom.

If teachers use drama to teach English, they can create an admirable environment where students apply real communication, emotions, feelings, appropriateness, adaptability, and great ideas. Besides, this technique helps students to develop fluency, because they are forced to use their language resources or language abilities to speak the foreign language.

Using drama in the ESL classroom can help the teacher arise the imagination of students since drama activities help them to participate in the classroom. Drama activities give students the opportunity to use their own personality, encouraging the natural abilities of each student such as mime, imitation, and gestures. Surely, they will release their imagination and energy to do such activities, and at the same time, acquire knowledge of the foreign language, although unconsciously.

Maley and Duff mention “what we mean by “dramatic activities”. They are activities which give the students an opportunity to use his or her personality in creating the material on which part of the language class in to be based. These activities draw on the natural ability of every person to imitate, mimic and express him or herself through gestures. They draw, too, on the student’s



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imagination and memory, and natural capacity to bring to life parts of his or her past experience that might never otherwise emerge” (6).

Based on the technique of drama, there are many activities that can be applied in the classroom in order to encourage and help our students with English speaking skills with a better fluency, without fear or limitation.

“The value of drama techniques for language learning has steadily risen on the Communicative Stock Exchange over the past ten years. Drama is now readily accepted alongside simulations, information-gap activities, problem-solving, and the like, in a way which would previously have been inconceivable” (Wessle, Charly 3).

“Drama is a whole- person approach to language teaching which requires us to look at communication holistically. Creating a character and acting in a play can be a visceral, intellectual and emotional experience which make the learning process more meaningful and memorable and more transferable to the real world.” (Almond, Mark 10).

Applying drama in class will be one of the most memorable activities for students, as they enjoy and have fun performing the activities; drama, at the same time, helps the students in language acquisition. Students must know some characteristics of drama to do such activities.

“The drama activities give students an opportunity to strike a balance between fluency and accuracy” (Maley, Alan and Alan Duff 14).

Using these fun activities, students will find it almost impossible to resist speaking English: even the shiest students will be involved in these activities because they will show their own personality and the skills they possess to create their own material.



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The activities that are within the technique of drama require an actor or actors; the students will be presented in front of an audience (students, authorities, and teachers), students require resources, objects, and specific techniques for developing these activities.

Students who will do the activities of drama are going to require the ability to produce new things, valuable and innovative complemented by a practical knowledge or some procedures. The students involved will become authors, actors and directors of their own material, and they will need some resources such as imitation, improvisation, and creativity.

“Drama is neither a terrifying, riderless horse to be approached only by the naturally extrovert, nor is it a complete answer to all the problems of language teaching” (Wessels, Charly 8).

We, as teachers, must know we have to use many resources to teach our students, but we should not believe that this is the only technique that we can apply in class and solve all the problems. To teach English, there are many techniques and methods we can apply in the classroom, and we will get equally good results.

This technique can develop language skills, especially speaking skills through the students learning the language in a fun way. Drama increases the student’s motivation, and it creates an environment that is a lot of fun and entertaining.

“If drama is motivating- and we believe it is- the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different, unique, result every time it is practiced” (Maley, Alan and Alan Duff 13).



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Motivation is very important at the moment to apply drama activities in the classroom, because if there is no motivation by part of the protagonists of these activities (students and teacher), we will not obtain the expected results.

According to Wessles(ctd in Janudom, Ratchadaporn and Punchalee Wasanasomsithi 4) “ drama is beneficial especially to speaking development. Adding drama in the curriculum teachers can reinforce a need to speak by drawing learners’ attention to focus on creating dramatic situations, dialogues, role plays, or problem solving exercises”. Drama has some techniques which these are called as strategies to develop the speaking skill since these activities will be used as a resource in the moment of the learning process, in addition, drama offers a lot of activities to be applied in the classroom, so the teacher can encourage their learners to use students’ creativity, and in the same way, they can be more creative using these drama approaches.

Using drama to teach English is a modern method; therefore, students enjoy learning in this way. They do not just look at a teacher’s explanations on the board, or copy some explanations. Paying too much attention and listening to a teacher can be sometimes daunting or boring for a student. Sometimes students are afraid to ask their teacher questions, or to make mistakes. On the other hand, this drama technique helps students and teachers to be in agreement with each other. Students are not passive listeners; they are active and the principal character in this learning process.

Drama allows students to develop communicative skills. In addition, they will be able to develop leadership, team work, compromise, and self-confidence. These are some of the benefits students acquire using drama techniques in the classroom.



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It is very important to incorporate drama techniques in the curriculum because this technique helps students learn in a realistic and meaningful way, and it will assist in developing their imagination.

Drama is excellent to overcome behavioral problems. There are some students in the classroom who are very shy, and they do not want to join in with their classmates, or they never participate in some activities as volunteers. Using drama activities will allow these learners to participate in class more actively.

For a short time students will forget their egos because in some drama activities students must act out roles; they will have to express thought, ideas and feelings different from their own.

“Drama can lead pupils to an appreciation of drama as an art form.” (Scharengnival). Drama is an art form all over the world. Students are encouraged to be actors and present their talent in a stage and in front of an audience.

Drama technique changes a monotone, boring, and a traditional class into a class where the students have the opportunity to learn a meaningful and appropriate level of communication in English.

Some scientists are sure that by applying drama activities students have good results in the learning process of a foreign language because these activities improve speaking communication.

According to Whitear (ctd in Dr. Zyoud, Munther 4)“Speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner.”



Students have the opportunity to improve the oral communication using drama activities. In addition, they develop other skills like fluency, cooperative, learning pronunciation, and self- confidence

1.1 Purposes of using drama in the TESL

When the teacher uses drama in the classroom, students can be engaged in real or imaginary situations, obviously in meaningful situations. Likewise drama is excellent to retain, reinforce, and extend knowledge acquired. These attributes could be vocabulary and sentence structures; in addition, drama trains students to apply the language in a meaningful and appropriate way in their real life.

“Learning a second language can be enjoyable, stimulating and meaningful when combined with drama activities” (Mordecai).

When teachers incorporate drama to teach a second language, their classes become a lot of fun and students enjoy learning another language since their abilities unknowingly flow.

Teachers can use mixed ability students when students perform some drama activities; for example, in a role play, students who master the language better can act as the main characters because it takes more fluency in the speaking skill; shy students or weaker ones can do paralinguistic communication; that is, it could be their capacity to act (body and mime expressions). Drama can help teachers to reduce mixed abilities since these are a big problem in TESL.

According to Barbu (ctd in Dr. Zyoud, Munther 3) “Using drama to teach English results in real communication, involving ideas, emotions, feelings, appropriateness and adaptability.”



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Teachers can share their knowledge with their students through an excellent communication between teacher and student; the most important thing is that teachers should generate an exceptional environment in the classroom overall with students; in this way, the learners learn the foreign language in a fun and entertaining manner.

Drama activities are very relaxing for students, but it does not mean students are going to laugh about the performance of other students all the time; in the same manner, drama helps teachers to be very creative since they can create great ideas with their students and for themselves.

Learners can develop their personality since they can use students' imagination, and they could interact with their classmates. Thus they improve also their self-esteem.

Aldavero said (ctd in Dr. Zyoud. Munther 2) "Drama activities are also useful in the development of oral communication skills, and reading and writing as well. Drama activities help students to communicate in the foreign language including those with limited vocabulary"

During the application of these drama activities, learners will have the opportunity to improve the oral expression because they learn new vocabulary or new words and different ways to speak and talk since classmates will have to interact among themselves.

In drama activities students are going to add verbal and non-verbal aspects of communication. In this way, learners join two aspects: body and mind; that is, they are going to mix physical and intellectual aspects to learn a foreign language.

Maley and Duff suggest (ctd in Dr. Zyoud, Munther 2 "Drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time"(Phillips(ctd in Dr. Zyoud, Munther 2)



There are different reasons to mention that the application of drama is very important since it encourages students in different aspects: self-awareness, self-esteem, and confidence. These are developed through motivation. Likewise creativity and imagination play an essential role in the learning process. Students work and learn together, creating an atmosphere of respect and friendship.

Maley and Duff said (ctd in Dr. Zyoud, Munther 5) “Students' involvement in the negotiation and construction of meaning during participation in drama allows them insights into the relationship between context and language, and lets them link the language they are learning to the world around them”.

1.2 Advantages of drama in the EFL class.

The most important advantage of using drama is to encourage students to speak, despite their possession of limited language.

Besides, students improve the spoken communication skill, and they can use some non-verbal communications such as body and mime expressions.

When teachers are using drama in their classes, students can engage in real communication or real life; thus, they are unconsciously being forced to speak. If teachers want to get good results, students should apply a lot of language structures and functions during drama activities; in this way, they get a successful communication.

According to Maley and Duff (ctd in Dr. Zyoud, Munther 2) “Drama activities are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based”



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Drama gives students an opportunity to express freely what they really want to say; in addition, during the drama activities, they have to add their own imagination, be spontaneous, and be very creative. If students want to obtain good results in the class, then they will have to work together. When they are organizing the teacher's activities; for example, a role play, they exchange information with each other; they express ideas. In this way, they get in a language of criticism, discussion, agreements, and disagreements where they can express their ideas. So this activity changes into a special task where it will be impossible to work in silence; besides, the whole class enjoys doing it and all of them are participating all the time, including the shier learners.

Performing drama activities in the classroom is very helpful because students can build confidence in each other since they can trust their classmates and be able to create something of succession, quality, and value. Likewise they work together to accomplish a specific aim.

Drama gives the teacher the opportunity to interact with student's daily life; it can also help overcome different culture issues or help understand different cultures, which is very important in their real life communication. Moreover, they improve their confidence, spontaneity, increase their fluency, and their ability to speak in realistic situations.

1.3 Theories involved in drama

When there is an oral communication in society, human beings need some mechanism in order for the oral communication to be successful. When a person learns a foreign language, he or she should not learn just the linguistic forms, he or she should learn the content and the manner to communicate with the society, too.



Students who want to learn a second language should be participating in different ways of interaction within society, so they could know some linguistic forms and communication context.

➤ **Social Interactionism by Lev Vygotsky.**

Vygotsky proposes (ctd in Janudom, Ratchadaporn and Punchalee Wasanasomsithi 3) “Language development depends entirely on social interaction.”

This learning theorist says the people can use the language interactively among themselves. This means they have to interact with society. In this way, they know not only the linguistic forms but, also even in what situation they should use these linguistic forms, according to Hymes (ctd in Paulston, Christina 59) “Communicative competence must include not only the linguistic form of a language but also a knowledge of when, how and to whom it is appropriate to use this form”.

Drama techniques give students the opportunity to learn the language in a context where the elements of communication will be applied.

Vygotsky says that human beings are very active and each person makes his or her own learning process based in a stimulus called social environment. Vygotsky’s theory does not refuse the associative learning. He believes the knowledge is not a thing that people can pass from one another. This takes shape when people follow cognitive mechanisms and abilities and they are induced in social interaction.

➤ **Multiple Intelligences by Howard Gardner.**

Howard Gardner’s theory says that the human being has nine different intelligences at least. It means that some students who have excellent grades, will not necessary have an excellent future. Also, this theory says that all the



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people are born with a genetic potential, but the other intelligences will be developed according to the environment, the experiences of the person, and his or her knowledge learned.

According to Howard Gardner, intelligence is the ability to solve and create problems; also human beings are able to generate goods and services in their own environment or culture.

In the nine intelligences that Howard Gardner mentions, there is one called Verbal Linguistic. This means a person is able to use the oral and written language to inform, to speak fluently, and to entertain other people. That is to say those students could develop different skills like learning languages to understand the meaning of the words, to memorize, and to remember events, things, etc.

When students develop these skills, they could do some activities like dialogues, rhymes, tongue twisters, poems, and tales in English.

Another important intelligence is called Bodily kinesthetic. It means that a person is able to use his or her body to perform activities or solve problems. In this intelligence, the learners develop some skills like the ability to apply their body and mind, so they can do motor and physical skills; in other words, students will be able to perform activities as sports and theater; they will express ideas and feelings through physical movements. In addition, students can control their program or involuntary movements. There is a relation between the mind and the body: this connection will demonstrate that students are very skilled at mime.

If students develop this intelligence, according to what Gardner says, then they will be talented enough to use their body, express their feelings and thoughts, and they will be capable to perform controlled or involuntary



movements. Also they will have a connection between bodies and mind; therefore, they will be very skilled at mine.

Finally, both theories contribute to the application of drama techniques to teach a foreign language; they are very important in implementing drama techniques in the classroom. Likewise, students will need objects or props when they interact with the public.

1.4 Basic Drama Techniques involved in the EFL class.

1.4.1. Mime

Dougill said (ctd in Dr. Zyoud, Munther 5) "A non-verbal representation of an idea or story through gesture, bodily movement, and expression"

This consists of some body gestures that students have to do. This technique encourages students to do something interesting in front of their classmates.

The teacher can be sure that using mime is a valid technique. Mime is expressing ideas and stories using gestures, bodily movement. But they do not use a single spoken word.

Students can act alone or in pairs, and they can feel comfortable in doing something in front of the class. They do not speak and they do not use a specific language to communicate with each other. This technique can stimulate them to learn, use, and understand the foreign language.

According Dougill (ctd in Dr. Zyoud, Munther 5) "Not only is mime one of the most useful activities for language practice; it is also one of the most potent and relatively undemanding." Although English language is not used during the mime technique, this helps them to obtain the language in different stages of the activity, which is to say before, during, and after the activity.



If students do some tasks in groups, they can get into a discussion, and they accomplish some teacher's instructions. This is possible because students are very motivated.

1.4.2 Role Play

This drama technique is very original since role play is an instrument in order to help students to improve the skills they need to learn a foreign language. In this technique students apply some of their own skills like intuition, imagination, emotion, physical actions, and many elements that human beings employ in real life.

Wrentschur and Altman said (ctd in Dr. Zyoud, Munther 6) "The participants are able to adopt roles hither to alien to them, and to try what it feels like to be on the other side for once."

Role play is a useful tool to students as they are appointed some roles in such a manner they take action in scenes or part of a scene. Some topics of common interest for students encourage them to work together.

"Concurs that role taking is so flexible that when applied in education, it will suit all personalities and teaching circumstances"(Heathcote)This technique allows students to produce the foreign language in different situations or stages of the role play unconsciously.

In conclusion, students perform a role which could be real or imaginary. It requires participation, availability, and responsibility of each student in order for the learning process to be successful.

There are different kinds of role plays. Teachers can choose the role play they require, according to the necessities of their students.



1.4.3 Simulation

Jones calls (ctd in Dr. Zyoud, Munther 7) “A simulation as case study where learners become participants in an event and shape the course of the event.”

Students have roles, responsibilities, functions, duties where the whole class is involved in an environment of dialogues, greetings, introductions, compliments, and complaints. This technique helps students to participate in situations where the student gives some opinions to convince someone about something, solve problems, make decisions, and simulate situations. In this way, learners will use their skills and their knowledge, and at the same time, they will lose the fear to speak in English. They will also improve vocabulary and some structures, which are very helpful in the oral communication.

1.4.4 Improvisation

McCashin said (ctd in Dr. Zyoud, Munther 8) “The focus of improvisation is on helping learners to discover their own resources from which their most imaginative ideas and strongest feelings flow, participants gain freedom as self-discipline and the ability to work with others develops”.

This technique encourages students to participate more in the learning process because of motivation. At the beginning students feel very shy, but as time goes on, students will be more comfortable and their performance will be better.

According to McCuslin (ctd in Dr. Zyoud, Munther 8) “Dialogue in improvisation is apt to be brief and scanty at first, but with practice words begin to come and the players discover the possibilities of character development when oral language is added”.



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When students start to perform the roles, they improve oral communication, and they feel more self-confident.

This technique is important because of the freedom that students have at the moment they are acting the characters in the role play. In addition, teachers should prepare students and the classroom before the learners start to play because they have to fit in the characters and the storyline.

In conclusion, improvisation is a technique where students can use their imagination, and they have the freedom to use or add their ideas, experience, background, or opinions spontaneously, although some writers think there is no spontaneous participation by students. I think learners should be highly motivated by this technique. They can use it as a resource to learn a second language efficiently.

1.4.5 Group work

If teachers want to have exceptional learning results, they can use this technique. It consists of organizing the students in small groups: maybe 4 pupils per group. Teachers will get the expected results if they motivate their students. Teachers can create a responsive or enthusiastic environment in the classroom, too.

Another option is to create random groups using numbers. The teacher can number the students, for example, the teacher starts to count from one to five, then each student has his or her number. After that, the teacher will say to the learners that all the ones must be together. Next, all the twos and so on. Another idea is to play the game “mingle and grab”. It consists of the students walking around themselves, and when the teacher says a number, they have to



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join in groups, according to the number that the teacher has said previously to start the game.

Some writers believe that is not good advice to join groups according to friendship. They think they will not work nor participate in class. Some students could be excluded from the groups, and they could feel lonely; however, I consider the groups can work if the teacher imposes roles to each member of the group.



CHAPTER II

2. Setting up the role play as a drama technique in the classroom

2.1. Why is it important to use role play in the classroom?

I think it is very important to use role play to teach English for the following reasons:

First, students can participate in situations that happen in real life; for examples: people who travel to another country to study, for business, tourism, etc. The benefits of using role play are that students interact with other people and in different circumstances. Teacher and student can use these real life situations to create a role play, so students learn the foreign language using real situations.

Second, using role play will bring students into contact with real language; that is to say, this activity will transfer informal language into the students' lives. Students will use language that common people, use language that people utilize on the street: informal language, structures, idioms or slang. This does not mean that teachers are going to teach bad words to their students. This means students are going to learn new vocabulary that will be used in the real life. This vocabulary is usually used by teens.

Third, by applying role play in the classroom, students will have a great opportunity to practice spoken communication because there are a lot of situations or topics that they will use to create a nice discussion group at the moment they are performing the role play. These topics could be about family, food, health, or the environment. These can be formal or informal conversations.



Fourth, in this activity, the shy and weaker students are going to feel very comfortable and free of anxiety since they will be able to express their feelings or ideas without limitations. They will show their own personality.

Fifth, in this drama activity, students will enjoy learning the foreign language since the class will become a fun environment. In addition, using any of the techniques of drama - especially role plays - the learning process will be much more successful because this is a fun way for the students to learn and have fun.

These are some of the reasons we consider are very useful when applying role play in the classroom to teach English.

2.2 How to set up role play in the EFL class.

The teacher should consider that the effort will be unnecessary if the students memorize complete scripts, word by word. For this reason, teachers should avoid role plays with long monologues or long scripts. The material used should be very simple. The aim is to make the whole class participate all the time. Besides, students who have to speak will be less stressed.

The topics of role plays should be taken from real life. They should not be offensive because students have to identify with the characters of the play. If students think the topics are modern and interesting, they are going to feel more motivated.

The whole class should take part in the play because students are going to share their drama skill with their classmates. Nobody should feel forced to do



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something they are not comfortable with. On the contrary, they should volunteer to act in the role play. When teachers ask them to take part in the play, it is important to start by saying that nobody has any acting experience, and if somebody has any theatrical experience, he or she could help his or her classmates.

It is very important that the groups be divided equally. These groups should depend on the number of the students in a classroom. If the teacher is going to use role play to teach English, it is recommended that he or she form groups of 8 to 13 students. In addition, it is not necessary to work in a theater, an ordinary classroom is enough space to perform or act the play. If teachers work in the classroom students will feel less intimidated. There would be fewer distractions, and they would be able to concentrate on practicing and learning the language. When teachers work in the classroom, they should have a tape recorder with sound effects and some costumes in order for the language learning to be more effective.

Some students need a lot of help. We will call them weaker students. They usually need extra help with the understanding of their script or with the pronunciation. Teachers should not consider this activity as a waste time. It is advisable that teachers join advanced students with weaker students; in this way, advanced students will lend a hand to his or her classmate.

There is a big problem when students act or perform a role play. The problem starts when the whole class speaks at the same time. The teacher should control discipline in the classroom. According to Charly Wessels the teacher should be very firm and there are two aspects they should consider: "Lateness: stress that time is limited, and that each delay could affect the production adversely" (120)



“Excessive facetiousness and tomfoolery: if a hectic warm-up does not help to curb this, allow the students ten minutes of it and then insist on more concentration. Use expressions like “Concentrate! “, “Remain in role!”, and “Right, action! “ (Wessels 120)

If a student does not take seriously her or his job, the teacher should not offend the student in front of the class because this attitude can discourage the student.

When a teacher is about to choose the topic of the role play, he or she should take into account the age of students, the number of students, and the environment in the classroom.

I applied a drama activity (a role play) in a course in Sto. Domingo de Guzman High School. This role play activity was adapted for my students, and I hope this can encourage teachers to use role plays, in their own classrooms. I hope they realize that using drama activities are very useful in teaching a foreign language.

2.2 Application of the role play as a drama technique in the classroom.

2.2.1 Warm up activity.

Before I start with the role play, I begin with a warm up activity. This is a warm up activity taken from the book: *Drama Technique in Language Learning* by *Alan Maley and Alan Duff*.

Title: “Mirror Hands”

Level: All levels.

This activity is in pairs.



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Students stand face to face.

They must raise their hands.

They should be very close to each other.

The students do not touch their palms.

Procedure:

1. A student must be the leader.
2. They move their hands in the same way as if they were looking at themselves in a mirror.
3. Students should take turns to be the leader.

Purpose:

In this activity, students use mime, which belongs to the technique of drama. Before my students perform the role play, they have to concentrate and avoid being nervous. This warm up activity is perfect since they keep eye contact with their partner and stop them from being embarrassed; giving them the courage to act.

2.2.2 Role Play

Title: “My First Date”

Level: intermediate

The students wrote their own script.

Procedure:

This activity should follow some steps to make sure it is successful:

1. Students join in groups of 6 and 7 people.

Example:



Work in groups

- 1._ Students are working in groups.
2. Students should do a brainstorming session before they write the script

Example:



Brainstorm
"My First Date"

- 2._ This is the result of a brainstorming session by a group.
3. Students begin to write the script of the role play. It is important to keep the main topic in the script, which has to be written during the brainstorm. It should be short (10 minutes), without complicated lines.



Example:



Write the Script.

3._ They are contributing with some ideas.

4. Students have to include the new vocabulary in the script.

Example:



New vocabulary



4._ The student Karen Vera is looking in the dictionary for the meaning of a word that they do not remember.

5. When students finish writing the script, they have to assign the characters of the role play.

Example:



5._ Students designate the characters by playing a game.

6. Students have to make the stage design or extra material that they are going to use in the role play.



Example:



Extra material

6._ This group is going to use flowers in their presentation.

7. Students practice the role play in class. They will also try to memorize their script.

Example:



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7._ Ismael Espinosa and Roman Espinoza are rehearsing the role play.



Christian's
Script



Christian Quito is trying to memorize his script.

Purpose:

This Role Play has some purposes:

The students wrote their own script for the role play. The purpose of the role play is that students add the new vocabulary to the script, so they learn the new words in a fun and easy way.

Then I chose an interesting topic for them. The title of the role play was "My First Date." The purpose is to enjoy creating and performing this activity because this topic has been taken from a real life situation that the students live out in their lives as teens.



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Next, this role play was presented orally in front of the class. The purpose is that students interact with people; in this way, I can show that Vygotsky's theory is applied when he said people should interact with society for learning to exist.

Finally, the most important purpose is that the students achieve a successful learning process. They will not worry about making some mistakes, and they will speak English and act freely; in this way, they will acquire the foreign language in a fun way.

- ❖ The following pictures show how the students used their creativity by bringing some extra material and wearing some costumes the day of the presentation.



These students were very creative because they wore some costumes to perform the role play.



❖ These pictures show how the students performed the role play.



They are in the park.

Boyfriend

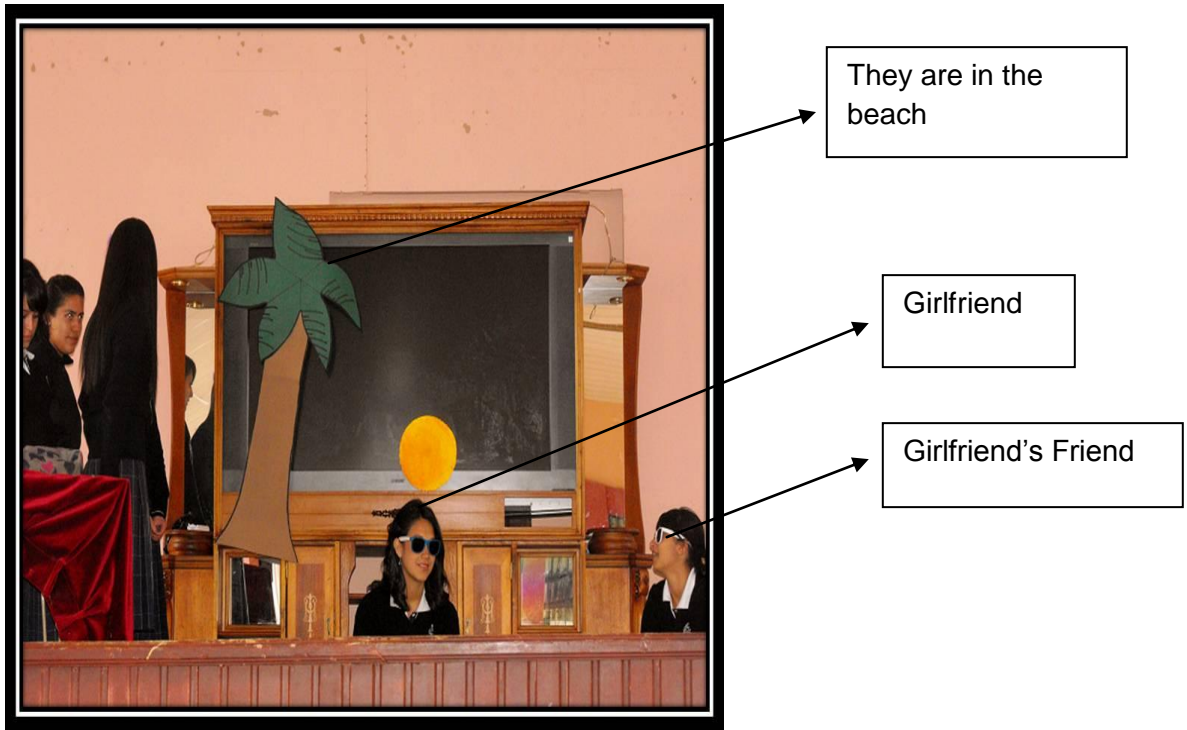
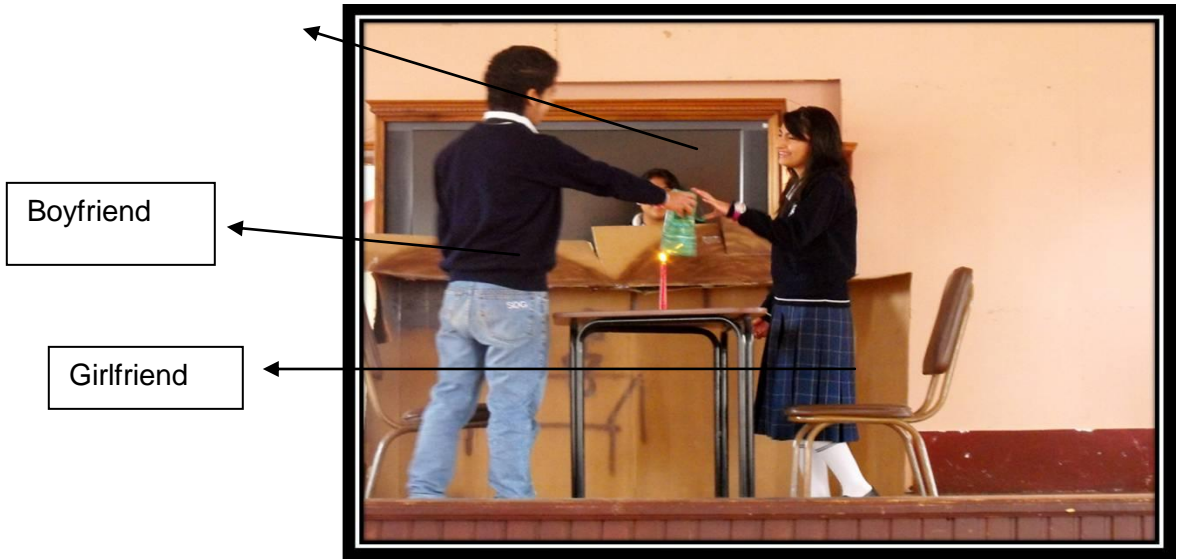
Aliens

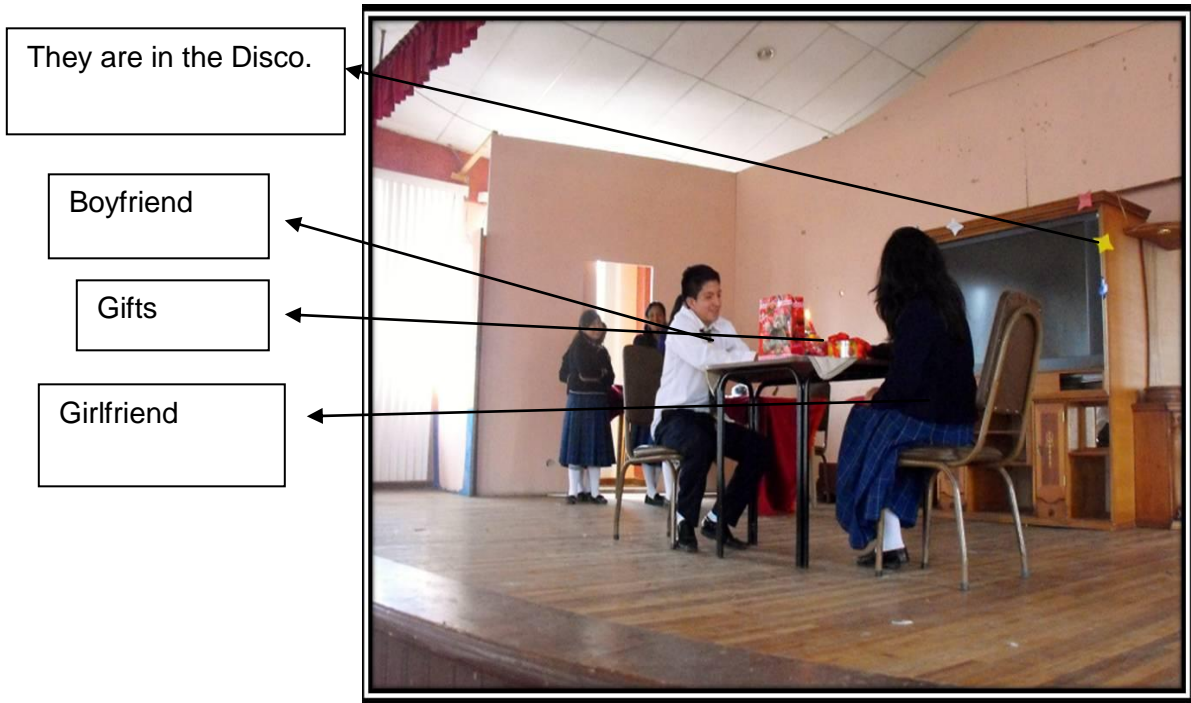
Girlfriend

They are in a restaurant



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They are in the Disco.

Boyfriend

Gifts

Girlfriend

❖ These pictures show my students getting themselves and the stage ready in order to perform the role play.



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They are arranging their stage.

They are getting ready to show us their role play.

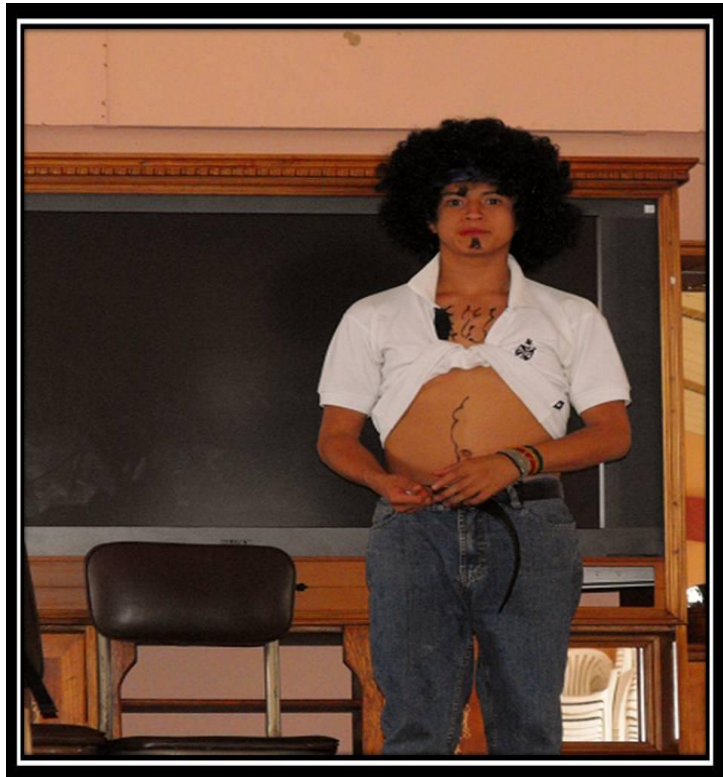


❖ These pictures show some lines the students said.



“She is the neighbor’s daughter. I am going to tell her mom that her daughter is going out with an ugly boy”.

“My girlfriend doesn’t love me. What will the reason be?”





On the other hand, we should not forget the course I did not apply the drama technique to teach new vocabulary.



This learning process was very boring because the students were quiet and nobody spoke.



There was no social interaction, between each other.





The students just did exercises in the book to learn the new vocabulary.

2.3 Teacher's Role

“The teacher can take a less dominant role in the classroom without losing the respect of the class or losing control” (Wessels 14)

Drama techniques require the teachers are enthusiastic in the classroom, especially when they want to teach a foreign language; in this way, students enjoy learning, and they are going to feel motivated. This will be possible if there is an excellent relationship between the teacher and the student.

When teachers add role plays to the curriculum, there needs to be good planning with a lot of responsibility and time. This will determine a successful drama lesson and a successful learning process. In addition, teachers should take into consideration the age, abilities of each student, and the environment in the classroom.



CHAPTER III

3. Evaluation of the application of the Role Play as a Drama Technique in the classroom.

Final Report

First, I chose two grades for the application of drama in the classroom. The students were 16 and 18 years old. I am going to call grade “A” the one which performed the role play, and grade “B” the one which used just a book to learn new vocabulary. In grade “A” I decided to apply a drama activity, a role play, to teach new vocabulary, and in the other grade I did not apply any drama activity. In this grade I just used the book and dictionaries to teach new vocabulary.

I started the class with a warm up activity, so the learners could overcome their nervousness and could be ready to begin with the play. When I used drama activities in the classroom, it was very difficult because the students were not familiar with these fun activities. They used to learn English using traditional methods. They used a textbook, and the teachers used to teach the grammar based activities all the time. Too much study time was dedicated to book use.

I suggested them to implement a role play, and they accepted. I told them they had to work in groups and also they had to create a play according to their age. The title of the play was “My First Date”. The whole class liked the idea. On the other hand, I had a lot of difficulties.

My first difficulty was the fact that I did not have enough time. My students used their creativity, and they did an improv activity. I called it an improv activity



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because my students had to create the script for the role play. They used their imagination, and sometimes they improvised when they forgot the scripts. While grade “B” was learning the new vocabulary by doing some activities of the book, grade “A” was preparing the role play. They added the new vocabulary of the unit to their script, and also they planned the stage design. My students spent four days preparing everything to perform the play. I wish I applied this drama activity with three grades, but there was not enough time, so I just worked with one group.

The second difficulty was the noise because there were forty students in each grade. There was a lot of noise at the time my students were organizing and rehearsing for the play; for this reason, I got a lot of problems from the school’s authorities, who complained. However, the students enjoyed doing this activity.

In sum, I had two difficulties, but they were not an obstacle to proceed with the application of drama in the classroom to teach English. I consider this is an excellent way to show teachers that drama activities are a useful tool in order for the students to learn a foreign language in a fun and easy way.



Conclusion and Recommendations

Conclusions

When I decided to apply a role play to teach English, I checked if the students had already acquired a basic knowledge of the language.

I realized that students had a big problem with the speaking skills. They were afraid of speaking in English since they were making a lot of mistakes. For this reason, they said they did not like to participate in class because the whole class always laughed when a student did not have a good pronunciation or made mistakes.

Before I started to organize the groups, I made an agreement with the students. They promised they would have a good attitude, and that they would not laugh or annoy their classmates.

I chose this method because of my experience as a teacher. I think using drama to teach a foreign language is very practical. Teachers can use the theory and the methods and take advantage of them in the classroom. My students had many opportunities to practice the target language since they interacted in a play. The topic was taken from their real life or their environment, so the play became a real communication activity. In addition, this activity developed some personality characteristics like Vygostky and Gardner referred to in their theories.

By using drama activities like role play to teach a foreign language, I could see that the students enjoyed learning, and also they felt motivated due to the fact that they had discovered and developed some theatrical abilities they did not know they had. Furthermore, besides, developing speaking skills, the students also developed writing, listening, and reading skills.



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In conclusion, I can say that using drama activities like the role play to teach a target language is very effective in the classroom. This technique gives teachers a lot of opportunities to create an excellent learning language process.



Recommendations

I implemented a drama activity known as the role play, but my students actually wrote the dialogue. I would like to write some recommendations, so some teachers could use them in the classroom.

First, if a teacher has a lot of students, an excellent idea would be to work in groups. They can work with warm up activities and improvisations. It could take 5 minutes, in this way, the teacher and the students would save time, and there would be much more time to perform the play.

Second, if the students have to write long dialogues it is necessary to know that it is a little difficult for them. They may feel very stressed, so it is advisable for teachers to consider this aspect and apply this type of role play at the end of the semester. In this way, the students can be better prepared and perform successfully.

Third, school authorities should suggest their English teachers to include drama activities in the curriculum since first grade. In this way the students would feel familiar with them when they are in advanced grades.

I really hope teacher can use these recommendations since they are the result of my investigation and my own experience.



APPENDIXES

GROUPS

GROUP 1





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GROUP 2



GROUP 3



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GROUP 4





GROUP 5



GROUP 6



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