Drama techniques and their impact on vocabulary use in EFL students' oral and written production

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Máster en Formación del Profesorado de Educación Secundaria y Bachillerato Especialidad Inglés

MÁSTERES
DE LA UAM
2018 – 2019

Facultad de Educación y Formación del Profesorado

UAM
Universidad Autónoma
de Madrid

MÁSTER EN FORMACIÓN DE PROFESORADO DE
EDUCACIÓN SECUNDARIA OBLIGATORIA Y
BACHILLERATO - INGLÉS

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TRABAJO DE FIN DE MÁSTER

Curso: 2018-2019

Abstract

This research aims to explore the possible impact that the use of drama techniques in the EFL classroom might have on students' use of vocabulary in their oral and written production. Due to the relevance of knowing the lexis of a language, vocabulary should be always taught consciously in the EFL classroom. However, what we find in some of these classrooms is that vocabulary is often taught as an isolated component of the language where students are just asked to complete exercises, but they do not put into practice the real use of these words. As a consequence, some students feel unable to use vocabulary appropriately when speaking and writing.

During the last decades, numerous studies have shown the advantages of using drama techniques in the EFL classroom and, thus, it was decided to explore whether their use might have an impact on students' vocabulary use. So as to develop this research, two groups of participants were chosen: a control group and an experimental group. With this last group some drama techniques were implemented for five sessions where students were asked to practice some vocabulary related to travelling. So as to evaluate the possible results, an initial oral and written test and a final oral and written test were given to both groups, at the same time a self-assessment questionnaire was only given to the experimental group.

The final results show that the implementation of drama techniques might have had a positive impact on experimental students who improved their vocabulary use in both their oral and written production as well as their attitudes towards their productive skills and the employment of drama techniques to learn and practice vocabulary in the EFL classroom.

Keywords: drama techniques, teaching vocabulary, learning vocabulary, productive skills, EFL teaching methods.

Resumen

Esta investigación tiene como objetivo estudiar los posibles efectos que el uso de las técnicas dramáticas pueda tener en el empleo del vocabulario de los estudiantes de inglés en su producción oral y escrita. Debido a la importancia de conocer el léxico de una lengua, dicho vocabulario debería ser siempre enseñado conscientemente en clase. Sin embargo, lo que nos encontramos en estas clases es que dicho vocabulario muy a menudo es enseñado como un componente aislado de la lengua, donde los estudiantes solo completan ejercicios sin poner en

práctica su uso real. Como consecuencia, algunos de estos estudiantes se siente incapaces de usar el vocabulario apropiadamente cuando hablan o escriben.

Durante las últimas décadas, numerosos estudios han demostrado las ventajas del uso de las técnicas dramáticas en la clase de inglés y, por lo tanto, esta investigación estudia si su aplicación podría tener también un impacto positivo en el uso del vocabulario de estos estudiantes. Con el objetivo de desarrollar esta investigación, dos grupos de participantes fueron elegidos: un grupo control y un grupo experimental. Con este último grupo algunas técnicas dramáticas fueron implementadas durante cinco semanas donde los estudiantes practicaron vocabulario sobre el tema relacionado con viajar. Así pues, para evaluar los posibles resultados, un test inicial oral y escrito y un test final oral y escrito fueron dados a ambos grupos, mientras que un cuestionario de autoevaluación fue dado solo al grupo experimental.

Los resultados finales mostraron que el uso de las técnicas dramáticas podría haber tenido un impacto positivo en los estudiantes del grupo experimental quienes mejoraron su uso del vocabulario en su producción oral y escrita; al igual que dichos estudiantes mejoraron su actitud en relación a sus habilidades productivas y al uso de las técnicas dramáticas para aprender y practicar el vocabulario en la clase de inglés.

Palabras clave: técnicas dramáticas, enseñanza de vocabulario, aprendizaje de vocabulario, habilidades productivas, métodos de enseñanza para la clase de inglés.

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1. Introduction

This research aims to explore the possible impact that the use of drama techniques might have on students' vocabulary use in their oral and written production. As Wilkins stated (1972:111) "[…] while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Hence, this study focuses on students' vocabulary use due to the relevance when learning a language. From my experience as language student for many years and from what I could observe during my internship in the school where this research has been developed, vocabulary is often taught as an isolated component where students are just asked to complete some exercises and to study lists of vocabulary to pass a graded exam. As a consequence, these students do not learn the vocabulary itself, but they just learn isolated words and their meanings which mean that some of these students will forget most of these words after a while.

Hence, due to the importance of the lexis to be able to communicate, it is essential to teach vocabulary consciously in the EFL classroom. Therefore, as many studies have shown the advantages that drama techniques have on learning a second language, it was decided to explore whether the implementation of some drama techniques might have positive impact on students' vocabulary use in their oral and written production. Furthermore, this research also wants to explore whether their use have a more positive impact on one of these productive skills.

This study is composed of different sections. First, a theoretical framework is going to be portrayed where the importance of teaching vocabulary in the EFL classroom and the advantages and explanation of using some drama techniques are going to be described. Next, the main objectives of this research are going to be mentioned, taking into account the research questions and hypotheses of this study. We are going to continue with the methodology used to develop this research; in this part the participants, the instruments for data collection, the contents, the drama techniques, the procedure and the limitations are going to be examined. Later, the results of both oral and written pre-test and post-test which were given to both groups are going to be analyzed as well as the results from the experimental students' self-assessment. These results are going to lead to a brief discussion in the following section. Finally, a conclusion and future lines of research are going to be discussed.

2. Theoretical Framework

So as to begin with this research, some theoretical framework is going to be portrayed. First, a brief introduction of how vocabulary is taught in the EFL classroom is going to be explained. Second, a definition of what drama techniques are and their advantages in the EFL classroom are going to be mentioned. Next, some types of drama techniques which can be used for language teaching are going to be listed. Furthermore, the use of drama techniques to learn vocabulary is going to be explored. Finally, the role of the teacher when applying these techniques is going to be portrayed.

2.1. Learning Vocabulary in the EFL Classroom

Before focusing on how drama techniques could improve the use of vocabulary in the EFL classroom, we are going to focus on how vocabulary is learnt in these classrooms. From my experience and what I could observe during my internship, vocabulary is almost taught as an isolated component of the target language. In the school where this research has taken place, vocabulary was taught by completing the exercises of students' books, but it was not practiced in real context because it was not considered as relevant as grammar was. However, according to Wallace (1982:9), "learning a foreign language is basically a matter of learning a vocabulary of that language". Therefore, learning the vocabulary of a language enables us to communicate.

According to Campillo (1995:36), "vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried out lexically". It is important to make a distinction between two different types of vocabulary when learning. According to Wallace (1982), students learn two different types of vocabulary: receptive vocabulary (the one which students only recognize) and productive vocabulary (the one which students are able to use and understand). Students are used to recognize more words than to use them appropriately. This situation is closely connected to the context of the students who were involved in this project, due to the fact that students used to recognize the words, but they were unable to use them appropriately within a context.

Furthermore, there are different kinds of knowledge when a word is learnt. Basically, language users tend to be aware of the style and the register, the frequency of occurrence, the collocation, the morphology, the semantics, the polysemy, the spelling, the pronunciation and the translation of that specific word (Taylor, 1990). This knowledge of the word is acquired

so that language users can use that word in a specific context according to their needs. Fundamentally, as Wallace stated (1988:16), "words may be learnt or taught because they are seen to be of special relevance to a particular situation in which the learner finds himself, or might find himself". Therefore, teaching vocabulary should be always contextualized with the aim of helping our students to know when, where and how to use a particular word.

2.2. The Use of Drama Techniques in the EFL Classroom

First of all, it is essential to consider the definition of what drama techniques in the EFL classroom are. According to Dougill (1987), it is important to make a distinction between the drama which is used to be performed in a theatre, and the drama which is used as activities to be developed so as to enhance different outcomes in player's behaviour and future performance. Hence, the use of drama techniques in the EFL classroom is closely associated with the latter definition due to the fact that the main focus is not drama performance skills, but language instruction and proficiency (Phillips, 2003).

The use of drama techniques in the teaching of foreign languages has been investigated for the last decades so as to evaluate the advantages that their implementation could have on students' learning. These studies have listed their advantages; for example, the use of drama techniques provide a communicative environment; they enhance students' communicative skills, such as fluency; they enhance students' creativity; or they enhance students' self-esteem and motivation towards the target language among others (Dougill, 1987). As a result, these studies have concluded that the use of drama in the EFL classroom is an advantageous technique to teach and practice a second language. This is due to the fact that the use of drama let students activate their prior knowledge and practice their four skills due to the exposure to real language and real interactions (Ntelioglou, 2011:183).

This last concept given by Ntelioglou (2011) is closely associated with the Communicative Approach due to the fact that drama tries to build a bridge between the classroom and real world conversations. As a result, drama is used as a learner-centred approach which encourages students to communicate in the target language.

Furthermore, these investigations have shown that drama has also positive effects on collaboration and cooperation among classmates. As a result, a cooperative and respectful environment is built where students feel comfortable and confident to speak and interact in

class. According to **Žero** (2014), learning by dramatization is a memorable learning experience which benefits both the individual and the group.

In addition, according to Dougill (1987), the use of dramatization in the EFL classroom can be an advantageous tool when dealing with mixed-ability groups due to the fact that students freely practice their language production without any kind of rules or pressure. One of the aims of using dramatization is that students could be able to communicate and maintain simple conversations without taking into account their English level. Through the use of drama techniques, students can take advantage of paralinguistic communication, such as gestures, body language or the tone and pitch of the voice. As a result, students with different English levels are able to hold simple conversations, taking advantage of all the verbal and non-verbal communicative features, what makes them feel more confident and be willing to learn the target language.

Werner and Burton (1979) stated that when learners are physically active they are often more involved in the learning experience because they are focused on what they are doing, mainly when that learning experience is closely associated with reality because the experience is direct and immediate. This conception is closely associated with the principles of the constructivist learning which described that the knowledge is not put into students' heads, but it is constructed individually when students are actively involved in the experience with the world (Wagner, 1998). Therefore, the use of dramatization in the EFL classroom helps students to be more engaged in their learning process because they are able to interact with the world and to learn from the experiences which are created.

Finally, drama is a learner-centred approach which let students have an active role in their learning process. Thanks to the use of these techniques, students are urged not to remain in silent, but to communicate in the target language due to the fact that they are exposed to wide quantities of comprehensible input, which makes them to be actively involved in their learning experience (Scarcella and Crookall, 1990, as cited in Haruyama, 2010).

2.3. Types of Drama Techniques

In this following section, some drama techniques which can be used in the EFL classroom and, mainly which have been used to develop this research, are going to be explained.

» Mime: it is a non-verbal representation of a concept which involves the use of bodily movement. The use of mime in the EFL classroom is advantageous to students so as to become comfortable by acting in front of the class without using any kind of language (Dougill, 1987).

» Role Play: it is one of the most successful methods in foreign language teaching because students are actively involved in communicating as well as in impersonating the role which has been given to him/her (Livingstone, 1983).

» Storytelling activities: these activities are closely connected with improvisation in drama and they enhance students' creativity due to the fact that no one knows the ending of the story (Farmer, 2019).

» Reading, writing and impersonating scripts: the employment of scripts in the EFL classroom can be used in many different ways depending on what we want students to do. Therefore, depending on the focus of the lesson, scripts can be used for different purposes, but they are always a good option because they provide students authentic samples of language (Dougill, 1985).

2.4. The Use of Drama Techniques to Learn Vocabulary

So as to develop this project, it was decided to focus on the impact that the implementation of drama techniques could have on students' vocabulary use. Although many of the studies which have been centred on drama are closely connected with students' communicative skills and motivation towards the target language, there have been also some studies which have been focused on the influence of these techniques in learning and practicing vocabulary.

According to Nation (2001:27), the knowledge of a word involves knowing its form, its meaning and its use. Through the use of drama, students can observe and apply these three knowledges by using the words in real context. Wallace (1982:64) stated that the best way in which students could learn the vocabulary of a foreign language was a situation where they were allowed to practice it in a context as authentic as possible. The use of drama in the EFL classroom helps students to give context to the vocabulary they are learning because they are allowed to practice both the meaning and the use of the words.

As it was previously mentioned, in many schools teaching vocabulary is focused on doing some exercises, but students actually do not practice the vocabulary in real situations and, as a consequence, although they have been studying this vocabulary for many weeks, some of

them still feel unable to use it in real situations. However, the use of drama techniques helps students to create a visual and physical aid to internalize the vocabulary items in the mind (Dougill, 1987:39-40).

2.5. The Role of the Teacher in Drama

Finally, the teacher's role when using drama in the EFL classroom is going to be portrayed. As it was previously remarked, drama is a learner-centred approach; however, the teacher's role is as important as students' role due to the fact that it varies through the acting process.

First, when presenting the activities that students are supposed to do in that session, the teacher may act as an information provider and a planner so as to clearly organize and present the scenario so that every student could know what they are asked to do. During the acting process, the teacher may act as a supporter, helping students in every doubt they could have and encouraging them to feel confident to participate. In addition, depending on what the objectives of using drama are, the teacher may take two roles: on the one hand, he/she can take an observational position where the teacher let students have their own learning responsibility; and on the other hand, the teacher can take an active role and he/she can become an equal participant, promoting cooperation and collaboration among everyone (Holden, 1981; Morgan and Saxton, 1987).

3. Objectives

So as to begin with this research, this first section of the study is going to be focused on the main objectives which this research wants to pursue. Moreover, the research questions are going to be presented together with the hypotheses which give shape to this investigation.

3.1. Objectives of the Study

The main objective of this research is to measure EFL students' vocabulary use in their oral and written production after having worked with drama techniques. Taking into account the importance of being communicative nowadays, vocabulary should be always taught and practiced in real situations in order to make students aware of its use due to the fact that learning the lexis is a fundamental part to be able to communicate in the target language.

Furthermore, this research has one teaching objective. By the end of the study, students will be able to use vocabulary appropriately in their oral and written production. In order to be able to evaluate this research, it is decided to focus on students' oral and written output and explore whether students use the vocabulary practiced through drama techniques when they communicate using these two productive skills.

3.2. Research Questions

In this section, the research questions are going to be presented. Hence, this paper wants to answer the following questions:

a) What impact do drama techniques have on EFL students' vocabulary use in their oral and written production?
b) Will there be any difference between the results of students' oral and written production after the implementation of the drama techniques?

Both writing and speaking are productive skills where students have to put into practice all their knowledge to communicate a specific message. This research wants to examine whether the employment of drama techniques might have any impact on students' vocabulary use in these two skills and whether there is any significant difference between the results of students' oral and written production.

3.3. Hypotheses

In order to conclude with this first section of the research, the hypotheses which give shape to this investigation are going to be listed. Hence, the initial hypotheses of the current study were null because the possible results were completely unknown. These hypotheses are the following ones:

a) Students improve their use of vocabulary in their oral and written production.

b) Students do not improve their use of vocabulary in their oral and written production.

c) Students improve their use of vocabulary in their oral production, but they do not improve it in their written production.

d) Students improve their use of vocabulary in their written production, but they do not improve it in their oral production.

4. Methodology

In the following section, the methodology of this research is going to be described. First, the participants of this investigation are going to be presented. Next, the instruments used for collecting data are going to be mentioned. Later, the contents in which this study is based on and the materials and drama techniques which were used are going to be explained. The next part is going to be focused on the procedure, namely the five sessions which were implemented so as to develop this study. In the end some limitations which arose during the research process are going to be detailed.

4.1. Participants

This research has been carried out with second year EFL students of a Public Non-Bilingual High School, located at the District of La Latina (Madrid). The families who live in this neighborhood are lower-middle class and there are a high proportion of immigrant families. As a consequence, this High School is attended by a wide variety of students, each of them with academic and personal specific situations which in most of the cases influence students' learning and behaviour in class.

The participants of this investigation belonged to two different classes: 2ºB and 2ºC. In order to be able to compare the possible results between both groups, the first one was chosen as the control group, with whom the same previous methodology was used, and the second one was chosen as the experimental group, to whom the drama techniques were applied so as to investigate whether their employment had some kind of impact on students' use of vocabulary in their oral and written production.

Both the control and the experimental group were made up by 23 students with average age of 13.58 years. The control group was composed of 13 girls and 10 boys; while the experimental group was formed by 12 boys and 11 girls. At the present time, students have English lessons three times a week.

Both groups were homogeneous, having studied English since they began the school. Although it was not possible to do a test to know their English level, after having observed students for few days and after having talked to their English teachers for a more detailed analysis of their students, it was concluded that students of both groups were good at grammar, but they had some problems when they had to communicate. It is for this reason

that one of the teaching objectives of this research is closely linked to their communicative skills.

4.2. Instruments for Data Collection

The present study was evaluated through some instruments which were used so as to collect the data and analyze the consequent students' results. Before starting the research, students from the experimental group were given a brief questionnaire in order to know students' perceptions regarding three sections: their speaking skills, their writing skills and their opinions about the use of dramatization. Later, a pre-test was created to measure students' initial level of vocabulary related to means of transport and travelling vocabulary. This pre-test was given to both groups and was done orally and in writing due to its relevance for this study. Once the pre-test was done by both groups, the results were evaluated and the research started. During the process, results from every session were collected. So as to evaluate the students' speaking and writing skills, two rubrics were created in order to be able to evaluate specifically the objectives of this study. Finally, when the research was finishing, another questionnaire was given to the experimental group; at the same time a post-test was given to both groups in order to compare the final results so as to be able to reach a conclusion.

First of all, the questionnaires were elaborated in order to collect information from students' self-assessment. These questionnaires were only given to the experimental group because it was the group with whom this investigation was going to be put into practice. Students' self-assessment was important so as to know their opinions and perspectives towards what it would be practiced. The questionnaires were formed by three sections: speaking skills, writing skills and dramatization (see Appendix).

In the first part of the questionnaires, students were asked about their own evaluation regarding their speaking skills. Students were asked to choose from 1 to 4 whether they strongly agreed (4) or disagreed (1) on four statements: whether they could hold a conversation in English, whether they had problems finding the correct words when they spoke in English, whether they thought the vocabulary that they learnt in English was useful for real conversations, and whether they used the vocabulary that they learnt in class when they spoke. Later, the final questionnaire was created following the same pattern than the first one; however students were asked their opinions regarding their speaking skills after the implementation of the drama techniques. As a result, the first two statements changed to

whether they could easily hold a conversation in English after having practiced dramatization and whether thanks to dramatization they had fewer problems finding the correct words when they spoke in English; nevertheless, the last two statements remained the same than in the previous questionnaire.

In the second part of the questionnaires, students were asked their own evaluation regarding their writing skills. On the one hand, in the first questionnaire students were asked to strongly agree (4) and disagree (1) on four statements: whether they could easily write an essay or a story in English, whether they had problems finding the correct words when they wrote, whether they thought the vocabulary they learnt in class was useful when they had to write something, and whether they used the vocabulary they learnt in class when writing something. On the other hand, in the final questionnaire, the same pattern was followed to ask students to strongly agree and disagree on these statements after having practiced drama. Therefore, the two first statements changed to whether after the implementation of drama techniques they could easily write an essay or a story in English and whether having practiced some drama techniques they had fewer problems finding the correct words when writing; however, the last statements remained the same than in the initial questionnaire.

Finally, in this last section of the questionnaires, students' perceptions about the use of drama in class were asked. On the one hand, in the first questionnaire, students were asked four statements connected with the use of dramatization to learn English; for instance, they were asked to strongly agree (4) and disagree (1) on whether they thought dramatization could help them to practice vocabulary, whether they thought dramatization could help them to learn vocabulary more efficiently, whether they thought dramatization could help them to speak more efficiently and whether they thought dramatization could help them to write more efficiently. On the other hand, the final questionnaire followed the same pattern than first one, but this part was closely connected with students' opinions on dramatization right after having been using drama techniques for five sessions. Therefore, this final questionnaire focused on whether dramatization had helped them to practice and learn vocabulary and to speak and write more efficiently in the target language.

Both the pre-test and the post-test were used to compare the control and the experimental groups' results. These tests were oral and written due to the fact that both productive skills were necessary to be evaluated so as to explore any possible progress in students' vocabulary use after the implementation of the drama techniques.

First, the oral tests are going to be described. On the one hand, the oral pre-test was composed of three questions which students had to discuss in pairs. These questions were whether they liked travelling, what kind of transport they preferred on holiday and to list things that visitors could do in their city, including means of transport they had to use. On the other hand, the oral post-test was also formed by three questions: whether they liked travelling, where they would like to go on holidays, including the means of transport they would use and to recommend one of their friends places and things to do in their city, including the means of transport they would need to use to go to those places (see Appendix).

Next, the written tests are going to be explained. On the one hand, the written pre-test was formed by two sections. In the first section, students were asked to complete two vocabulary exercises: one related to definitions of means of transport and verbs of movement related to travelling and the second was about choosing the appropriate word according to the context. In the second section, students were asked to write a travel journal where they had to include travelling vocabulary. On the other hand, the written post-test was created following the same pattern than the written pre-test and, therefore, it was formed by the same two sections of vocabulary exercises and the travel journal (see Appendix).

Finally, two rubrics were specifically created so as to evaluate students' oral and written production. Both rubrics were divided into three levels: limited vocabulary, appropriate vocabulary and wide vocabulary. In addition, the criteria which was followed to evaluate students into these three levels was according to the number of words, the phrasal verbs and the use of the vocabulary in the appropriate context; besides, in their oral output the pronunciation was evaluated in contrast to the spelling in their written output (see Appendix).

4.3. Contents

The contents which the drama techniques were applied to were closely related to the contents from the unit which students were supposed to study during the period of the research. The vocabulary from that unit was related to transport. However, it was considered that this vocabulary was short and simple and, as a result, it was decided to introduce more words and expressions related to transport and travelling vocabulary so as to be able to develop this study. These contents can be divided into different sections. First, isolated lexis which refers to means of transport (e.g. yacht, helicopter, bicycle, tram, ferry or caravan among others); secondly, isolated lexis which refers to verbs of movement and phrasal verbs (e.g. drive, ride,

fly, sail, land or set off among others); and, finally, functional language structures for travelling (e.g. could you tell me how to get…? how much is it?).

4.4. Materials and Drama Techniques

In this section, the materials which were used to develop this research both in the control group and the experimental group are going to be explained. Moreover, the drama techniques which were implemented in the experimental group are going to be examined.

On the one hand, the materials which the control group used were closely connected with their English books, both the Students' book and the Activity's book [*New Pulse Live 2* (Macmillan)], which were the basis of their usual English lessons. The English teachers from this school considered that it was more useful to focus on practicing grammar than on practicing vocabulary; therefore, because of the low level students had, they preferred to ask students to complete the vocabulary exercises from their books so as to give more focus on other aspects of the target language. As a result, students were asked to complete different exercises from their books, such as crosswords or completing the gaps. However, as it was previously explained, as this vocabulary was considered too simple and short, students from the control group were also given extra-worksheets where they also practiced this additional vocabulary. These extra-worksheets were created following the pattern of their books, so as to create similar exercises, such as matching the word with the picture or completing the gaps. Therefore, students were asked to complete the vocabulary exercises from their books so as to practice their written production and they also were asked to work in pairs discussing some questions related to means of transport and travelling vocabulary in order to practice their oral production.

Picture taken from students' online workbook (*New Pulse Live 2: Macmillan*)

On the other hand, the materials which the experimental group used were more diverse because students practiced the vocabulary through different drama techniques (see Appendix). Therefore, these students did not practice the exercises from their books, but these vocabulary exercises were applied to drama. Experimental students practiced their use of contextualized vocabulary through a wide variety of activities, such as mime, role play, reading and impersonating scripts and even writing scripts by themselves. A deep explanation of the activities which were implemented in the experimental group is going to be described in the following section.

4.5. Procedure: Sessions

This coming section is going to be focused on the procedure of this research. So as to put this study into practice, it was decided to divide the investigation into three phases. The first phase is related to the beginning of the study: the pre-test and the initial questionnaire. The second phase is connected with the research process, namely the five sessions which were implemented. Finally, the last phase of the research is focused on the post-test and the final questionnaire which led to the concluding results.

As it has just been mentioned, the first phase of this research is related to the pre-test and the initial questionnaire which students were given in order to take a starting point of students' vocabulary level. The questionnaire was only given to the experimental group because it was used as a students' self-assessment activity. Later, the pre-test was given to both groups so as to know their knowledge about means of transport and travelling vocabulary. This pre-test was both spoken and written due to their relevance for the research.

The second phase is closely associated with the research process: on the one hand, the traditional methodology used in the control group; and on the other hand, the implementation of some drama techniques in the experimental group. Before analyzing in depth the sessions which were developed in the experimental group, the exercises which were done in the control group are going to be briefly explained.

Thus, the control group practiced the vocabulary following the traditional methodology their teacher uses. So as to learn and practice vocabulary, students are used to completing vocabulary exercises from their books, what makes that students can barely have input and output of this vocabulary used in real context. As a result, students from the control group continued completing these vocabulary exercises from the book; at the same time, they

completed the extra-worksheets which had the additional vocabulary that students were supposed to learn too.

In contrast to the control group, the experimental group practiced the same vocabulary through the use of drama techniques. Now, the five sessions where the drama techniques were implemented are going to be described as well as the main activities which were done:

» First session: Students were asked to play the game "two truths, one lie" about themselves. The main purpose of this activity was that students could know more about their classmates and they could understand how the game worked so as to start the real activity. Later, the game was focused on transport vocabulary which students were supposed to learn and practice. As it was the first day, mime activities were also chosen to practice improvisation; therefore, students were given a piece of paper where means of transport or verbs of movement related to travelling were written down; students had to mime the transport or the action without saying anything. For the last activity students were divided into two groups and they play "Pictionary". One student from each group had to go to the blackboard and guess and draw the word that his/her group was describing.

» Second session: Students in pairs had to stand next to the blackboard and they practiced a role play activity. Students were given a situation where each participant had a role which they had to impersonate. This exercise was closely connected with improvisation. Some students really impersonated their characters by using their voice, movement or even changing their clothes.

» Third session: Students practiced a storytelling activity. Students were asked to create a story following the previous sentence their classmates had said. The only rule of this game was that students were asked to create a story related to travelling vocabulary. Finally, students were asked to write the continuation of that story.

» Fourth session: Students were given a script which they were asked to impersonate. Students had to stand next to the blackboard and read the script they were given. Finally, students were asked to write a similar script to the one they acted in pairs.

» Fifth session: The last session was connected with the previous one. Students in pairs went to the blackboard and they impersonated the script they wrote in the last session. The result was that some students really wrote fantastic stories and they enjoyed acting in front of their classmates, changing their voices and even their movements.

Finally, the third phase of the research is related to the post-test and the final questionnaire. On the one hand, the final questionnaire was only given to the experimental group so as to know students' final self-assessment and to explore whether their views of their productive skills and the use of drama had changed. The oral and written post-tests were given to both the control and the experimental group and they were created following the same pattern than the pre-tests.

4.6. Limitations

The last section of the methodology is going be centred on the limitations which arose during the research process. To begin with, the first limitation was the type of vocabulary which the research had to focus on. As a teacher-in-training, I was not allowed to have the freedom of choosing a topic which I liked or students could be more interested in. I was asked to work with the vocabulary students were supposed to study during the period of my internship. As a consequence, I had to adapt my research to the vocabulary that students had to study for that unit. As it was previously mentioned, the vocabulary was related to means of transport and travelling vocabulary. As it was considered that this vocabulary was quite simple and short, it was decided to include more lexis and structures related to this same topic.

Moreover, another limitation was related to the fact that I was not allowed to divide one same group into two groups for creating the experimental and the control group. Therefore, I had to choose two homogeneous courses (2ºB and 2ºC) in order to have similar possible results. Within this limitation, it is important to highlight that 2ºC was the course of the teacher I worked with during the internship; for this reason, she let me do the research with her course. However, 2ºB was the course of one of her colleagues and I was not allowed to give lessons to that course. In spite of this problem, that English teacher kindly accepted to control my research through her lessons; besides, she accepted to introduce the new words and functional language which were practiced in the experimental group into her didactic unit. Nevertheless, although I did not teach these lessons with the control group, this English teacher showed me every day what they were doing with vocabulary, which was basically based on completing exercises. Finally, it is important to highlight that I was allowed to do both the pre-test and the post-test in the control group.

5. Results

In this following section, the data which was collected during the research process is going to be deeply analyzed. This section is going to be divided into three parts. First, the results of the oral pre-test and post-test are going to be explained. Later, the results of the written pre-test and post-test are going to be presented. Finally, a comparison of students' oral and written tests is going to be examined.

5.1. Speaking Skills: Pre-test and Post-test Results

As it was previously mentioned, these tests were given to both the experimental and the control group in order to have a reliable comparison of both groups at the beginning and at the end of this research. These results were the product of the evaluation of students' oral production through the use of an oral rubric which was created specifically for this research. This rubric is composed of three sections: limited vocabulary use, appropriate vocabulary use and wide vocabulary use.

5.1.1. Oral Pre-test

First, the results of the oral pre-test which was given to both the experimental and the control group are going to be presented. As it can be seen in the graph below, the results were quite similar in both groups.

Hence, **74%** of the students from the experimental group and **60.9%** of the students from the control group had a limited vocabulary use. Basically, these students used to repeat the same words over and over again and they did not use more than five words related to means of transport when they were asked to discuss the questions. Moreover, some of them pronounced incorrectly these words and they did not use them appropriately according to the context of the question or what they wanted to communicate.

However, there were some students whose performance was not as bad as the previous results. 26% of the students from the experimental group and 39.1% of the students from the control group had an appropriate vocabulary use. Basically, these students used more than five different words related to means of transport and travelling vocabulary when they answered the questions and even some of them used some phrasal verbs. Moreover, some of the students had a correct pronunciation of the words related to the topic and some of them used the vocabulary in the appropriate context.
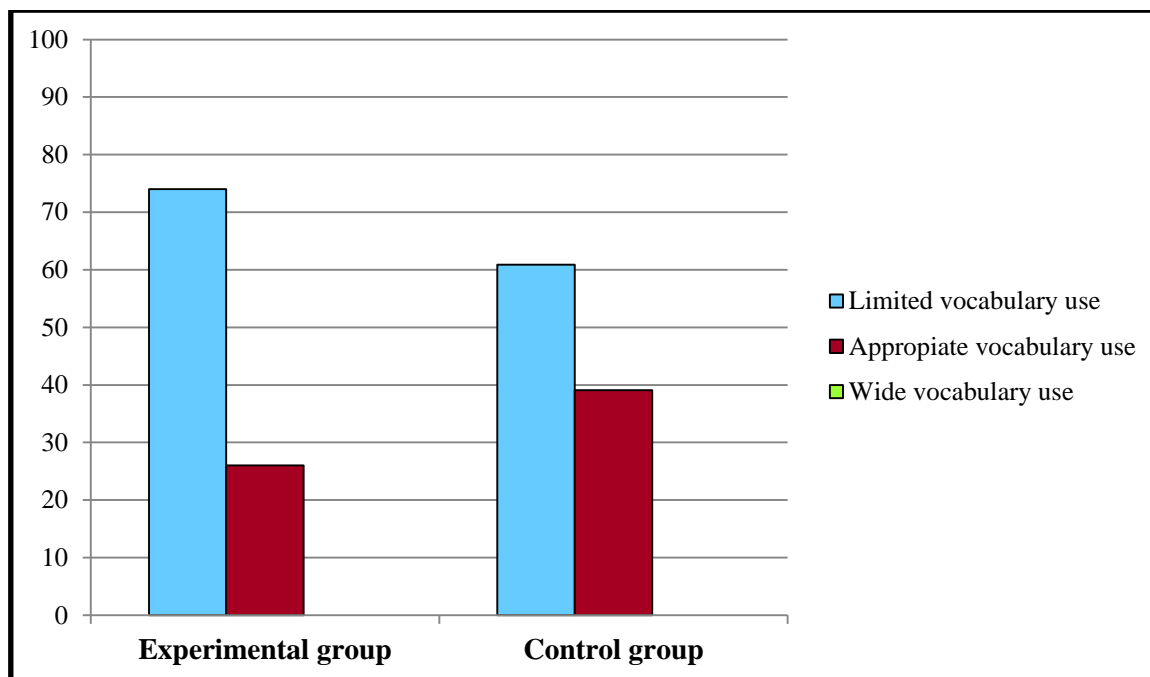
Graph 1: Oral Pre-test

To sum up this initial test on students' oral production, although some students had an appropriate vocabulary use, the great majority of them had a limited vocabulary use. Moreover, although the differences between the experimental group and the control group were slightly small, it can be seen that a small proportion of students from the experimental group had more difficulties in their speaking skills than the students from the control group.

5.1.2. Oral Post-test

Second, the results of the post-test of both the experimental and the control group are going to be analyzed.

Thus, in contrast to the previous results, only 13% of the students from the experimental group and 34.8% of the students from the control group had limited vocabulary use. However, one of the main changes was that **56.5%** of both the experimental and the control group had an appropriate vocabulary use. These students used more than five words related to means of transport and most of them used them in an appropriate context according to the topic of the questions. In addition, 30.5% of the students from the experimental group and only 8.7% of the students from the control group had a wide vocabulary use. These students used more than ten words related to means of transport, including some phrasal verbs related to the topic. Moreover, they pronounced appropriately these words and all of them used them in the correct context.
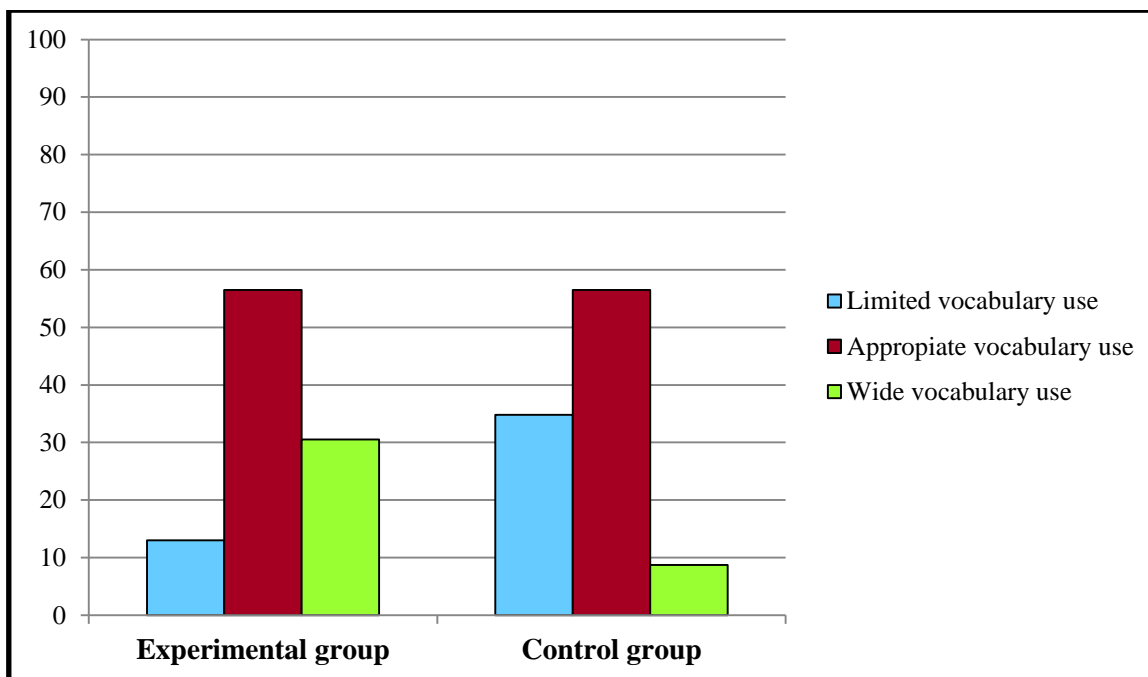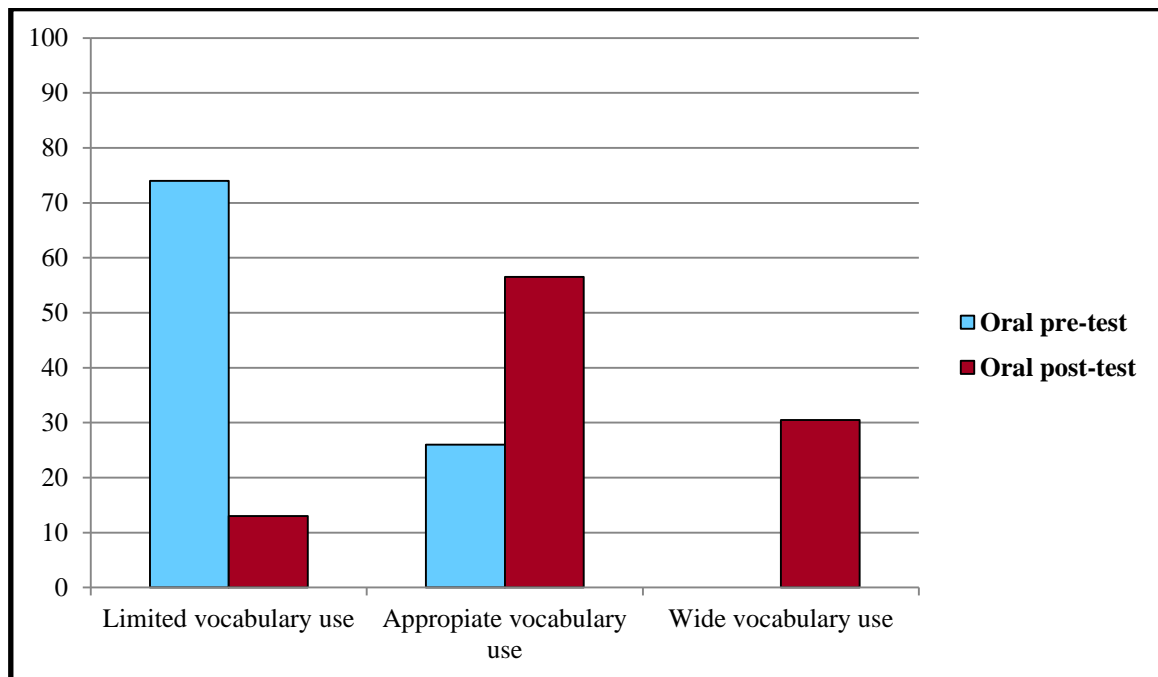
Graph 2: Oral Post-test

In conclusion to this final test, students from both groups had an improvement in their vocabulary use, mainly experimental students where only a small proportion of them continued having some difficulties, but the results were very positive to the rest of the group where even some of them improved surprisingly their vocabulary use.

5.1.3. Comparison of the Oral Pre-test and Post-test Results of the Experimental Group

Finally, the results of both the oral pre-test and post-test of the experimental group are going to be examined so as to examine whether there has been an impact after the implementation of drama techniques.

As it can be seen in the graph below, there was a notable difference in these two tests. Before the implementation of the drama techniques, most of the students had limited vocabulary use. Basically, they had difficulties while communicating because they had a little lexis to refer to; as a consequence, students used to repeat the same words over and over again and they only used from three to five words related to means of transport. However, after the implementation of the drama techniques, the final results showed a difference. Now, students had a more appropriate vocabulary use. They used more than five words related to means of transport and even some of them used phrasal verbs. These results showed an improvement in

students' oral production because their output was higher that it was before the implementation. Moreover, in the final results, a relevant proportion of students had a wide vocabulary use, using more than ten words and some phrasal verbs related to the topic, but they also used vocabulary in the appropriate context.

Graph 3: Oral Pre-test and Post-test

To conclude with this first section of the results which are connected with students' oral production, the results of this final test were very positive to the research because they might show that after the implementation of the drama techniques in the experimental group, these students apparently improved in their vocabulary use when speaking. As a consequence, it might seem that the use of drama techniques may be advantageous to these students when using vocabulary in context in their oral production.

5.2. Writing Skills: Pre-test and Post-test

Now, the results of the written pre-test and post-test which were given to both the experimental and the control group are going to be analyzed. These results were the product of the evaluation which was made using a written rubric in order to evaluate students' written production.

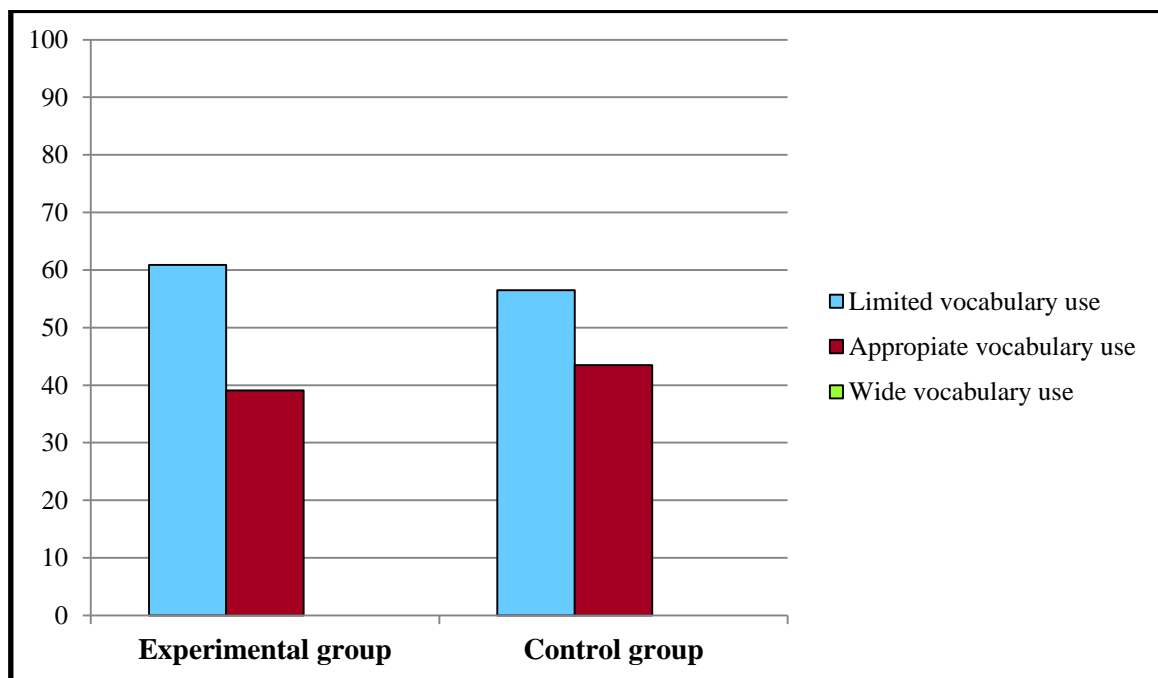### 5.2.1. Written Pre-tests: Vocabulary Exercises and Travel Journal

As it was previously explained, this written pre-test was composed of two sections. In this part of the study, each section of that pre-test is going to be analyzed.

First, as it can be seen in the graph below, although 13% of the students from the experimental group and 17.4% of the students from the control group failed this pre-test, a big proportion of students from both groups passed these vocabulary exercises. Thus, the great majority of the students from the experimental group (**34.8%** of them) got from 5 to 6 in these exercises; while only **26.1%** of the students from the control group got the same results. Both 26.1% of the students from both groups got from 6 to 7. Moreover, 17.4% of the students from the experimental group got from 7 to 8; while only 4.4% of the students from the control group got the same results. However, only 8.7% of the students from the experimental group were able to get from 8 to 9; while in the control group 13% of the students got from 8 to 9 and even 13% of them got a higher grade from 9 to 10. These results showed that students from the control group had better results in the vocabulary exercises than the experimental group; nevertheless, the results also showed that students had more difficulties when they had to write the appropriate word according to the context.
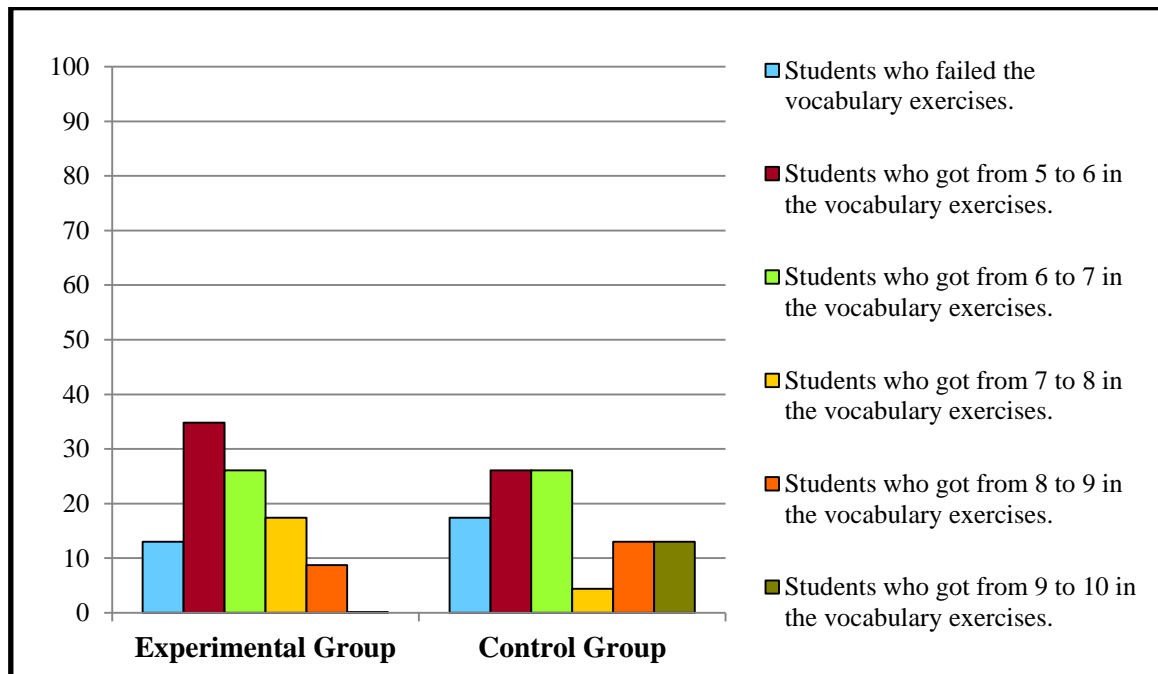
Graph 4: Written Pre-test (Vocabulary Exercises)

After having completed the vocabulary exercises, students had to write a travel journal including travelling vocabulary. The results showed that **60.9%** of the students from the experimental group and **56.5%** of the students from the control group had limited vocabulary use. These students practically repeated the same words related to the topic and some of them were written incorrectly. Moreover, students had difficulties communicating what they really wanted and they used incorrectly the context of the word. However, 39.1% of the students from the experimental group and 43.5% of the students from the control group had an appropriate vocabulary use. Therefore, these students used more than five words related to means of transport and there was less repetition than in the previous students' creations. Besides, these students almost wrote the words correctly, although some of them had some difficulties with the spelling of some words and most of them used these words in an appropriate context giving the meaning they really wanted to give.
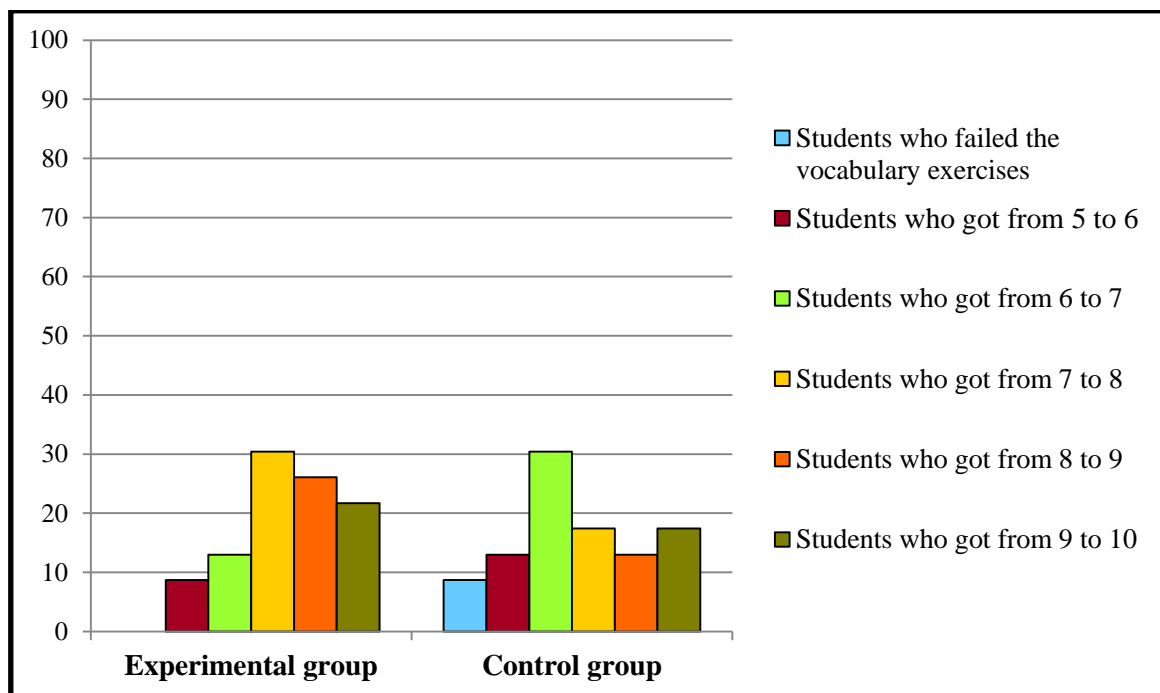

Graph 5: Written Pre-test (Travel Journal)

The conclusion of this first tests showed that students had less difficulties when they were asked to complete some vocabulary exercises, probably due to the fact that they were used to practicing vocabulary in that way. However, when students were asked to write a travel journal, it was discovered that students had more problems when they had to freely write a composition. Moreover, the results showed that students from the experimental group had more difficulties in their writing production than students from the control group.

5.2.2. Written Post-test: Vocabulary Exercises and Travel Journal

Now, the results of the final post-test are going to be presented. As well as in the previous section, both parts of the post-test are going to be briefly explained in this part of the study.

Like the first part of the pre-test, in this first part of the written post-test, students were asked to complete some vocabulary exercises. The results showed a great improvement in experimental students. Thus, no one in the experimental group failed the exam in contrast to 13% of the students who failed the pre-test; however, 8.7% of the students from the control group failed these final vocabulary exercises. Nevertheless, the surprising result was that **30.4%** of the students from the experimental group and 17.4% of the students from the control group got from 7 to 8 in the vocabulary exercises, what showed that a great majority of experimental students improved their grade on vocabulary. Furthermore, students from the experimental group also reached higher grades, 26.1% of them got from 8 to 9 and 21.7% of them got from 9 to 10. In addition, experimental students wrote fewer spelling mistakes regarding travelling vocabulary and they had fewer problems in the section of contextualized vocabulary.

Graph 6: Written Post-test (Vocabulary Exercises)

To conclude the written post-test, students were asked again to write travel journal where they had to include travelling vocabulary they had worked for the last weeks. The results were very

positive regarding the experimental group. First, 13% of students from the experimental and 17.4% from the control group still had limited vocabulary, mainly having problems introducing these words in the correct context. However, **47.8%** of the students from the experimental group and the control group had an appropriate vocabulary use, where they used more than five words related to the topic and there were only few spelling mistakes of some words. Nevertheless, 39.1% of the students from the experimental group and 34.8% of the students from the control group had a wide vocabulary use. These students chose more than ten different words in their composition and they introduced these words without any vocabulary spelling and in the appropriate context.
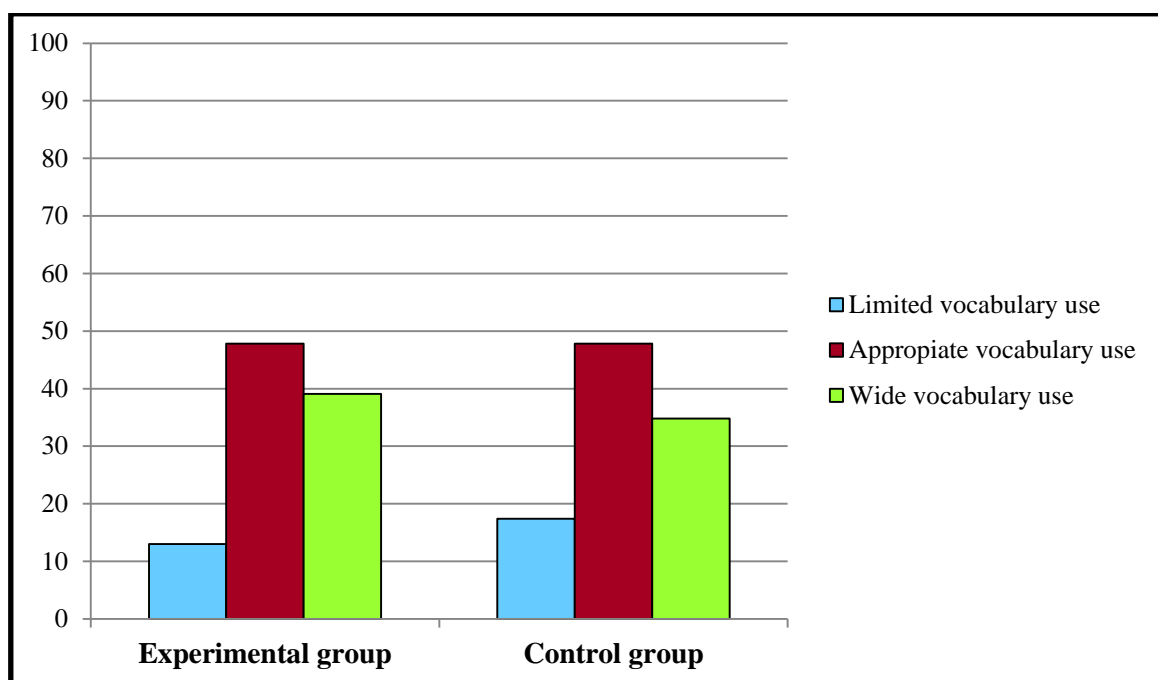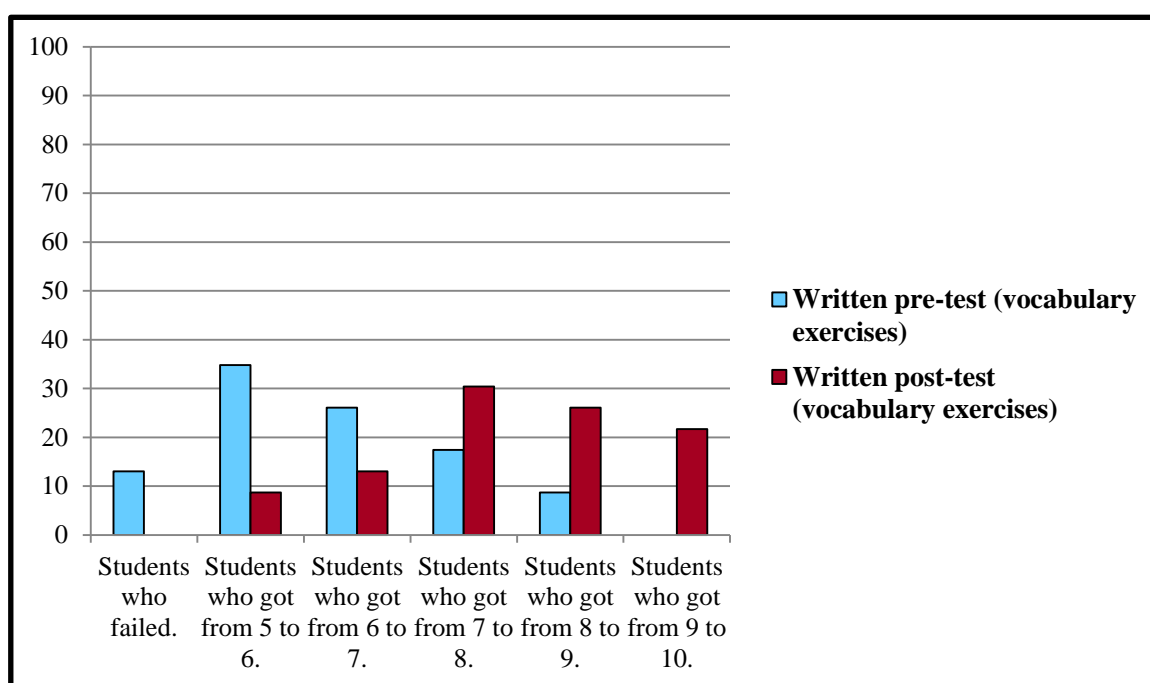

Graph 7: Written Post-test (Travel Journal)

To sum up, these results might show that experimental students might have improved their use of vocabulary in their written production after some drama techniques were implemented for five sessions.

5.2.3. Comparison of the Written Pre-test and Post-test Results of the Experimental Group

To conclude with these final results, the students' results of both written tests are going to be compared. First, the results of the tests related to the vocabulary exercises are going to be explored. Later, the results of the tests related to the travel journal are going to be examined.

As it can be seen in the first graph where the results of the vocabulary exercises are presented, in the first test 13% of the students failed these exercises; however, in the final exam, no one failed them. Next, a big number of students (**34.8%**) got from 5 to 6 in the first test, but at the end, only 8.7% of them got the same results. This change in the graph is due to the fact that students improved their grades in contrast to the previous results and, as a consequence, the results were higher than before. As a result, a big number of these students (**30.4%**) managed to get from 7 to 8 in this final exam. Furthermore, some of them (26.1%) got from 8 to 9 and others (21.7%) succeeded in getting from 9 to 10. Therefore, the results of these exercises might show a progress in students' answers regarding some vocabulary exercises after the implementation of the drama techniques.

Graph 8: Written Pre-test and Post-test (Vocabulary Exercises)

The graph below shows the results of the travel journals which students wrote for this research. As it can be easily perceived, before the implementation of the drama techniques, the great majority of students (**60.9%**) had a limited use of vocabulary; however, after that implementation only 13% of the students had limited vocabulary use. Furthermore, in this first test, some students (39.1%) showed an appropriate vocabulary use. However, taking into account the post-test results, it can be observed an increase in students' writing skills. As a result, **47.8%** of the students had an appropriate vocabulary use, but the surprising fact is that 39.1% of them managed to get a wide vocabulary use. Therefore, these results were also very

positive to this research because students succeeded in using wider vocabulary related to means of transport and travelling vocabulary.
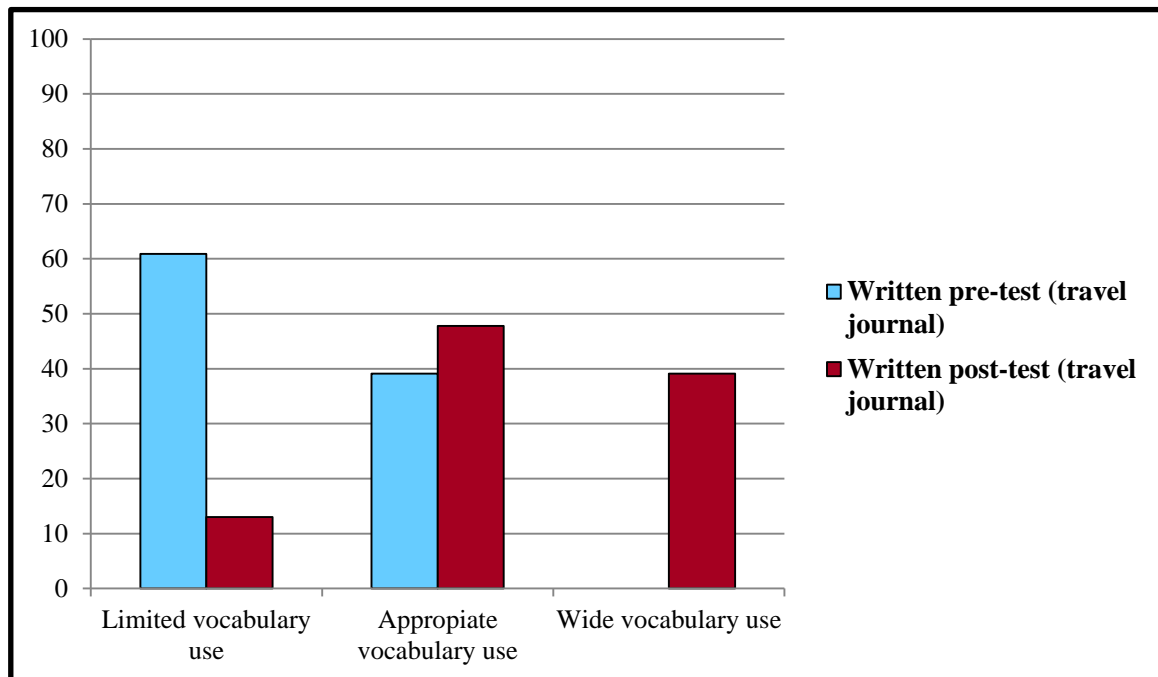
Graph 9: Written Pre-test and Post-test (Travel Journal)

To conclude with this section, as it can be perceived in the previous graphs, the results of both tests were very positive and they showed that the implementation of drama techniques in the experimental group might have been advantageous to these students whose vocabulary use in their written production improved in this final tests.

5.3. Comparison of Students' Oral and Written Results

In this last section, a comparison between the students' results of both the oral and written tests is going to be analyzed so as to examine whether the use of drama techniques might have had equal impact on these two skills or it might have had more impact on one of these productive skills.

First of all, the initial results of both written and oral pre-test are going to be analyzed in order to show the starting point of this research. As it can be seen in the graph below **74%** of the students had limited vocabulary use in their oral production; while in their written production, only **60.9%** of these students had the same limited vocabulary use. Hence, it could be said that experimental students had more difficulties in their oral production rather than on their written production when this research started.
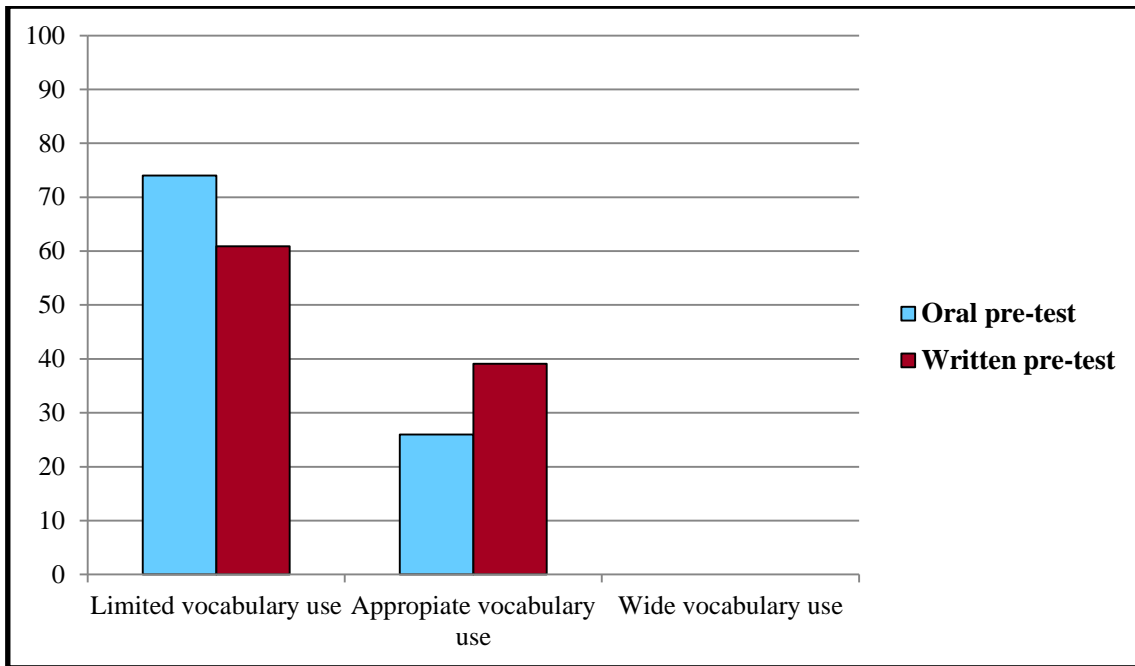
Graph 10: Oral Pre-test and Written Pre-test

Regarding the final results, it can be seen that experimental students improved significantly their vocabulary use in both skills. Hence, in the oral post-test, **56.5%** of the students had appropriate vocabulary use in contrast to **47.8%** of the students in the written post-test. Moreover, **30.5%** of the students in the oral post-test and **39.1%** in the written post-test managed to use wide vocabulary use. Therefore, in the post-test, experimental students had better results in their written production, taking into account that they already had higher results in that skill.
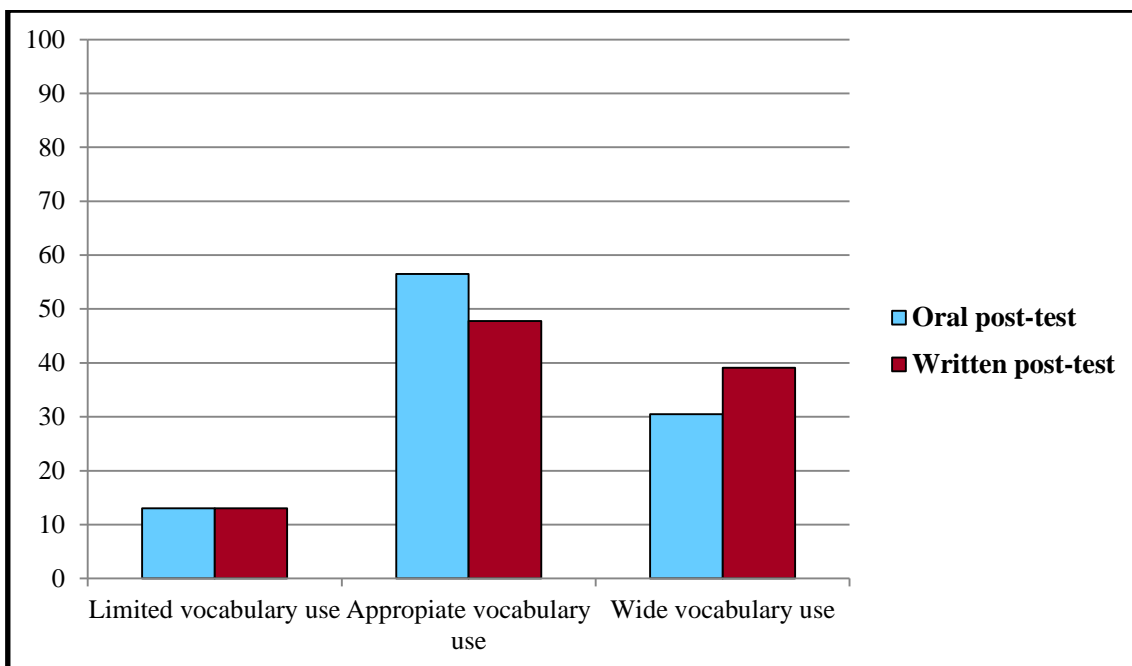
Graph 11: Oral Post-test and Written Post-test

Nevertheless, if these results are analyzed individually so as to explore the progress in each skill, it could be perceived that experimental students significantly improved more in their oral production than in their written production after the implementation of drama techniques. As it can be seen in the graphs below, the percentages of limited vocabulary use decreased **61%** in their oral production and **47.9%** in their written production. However, the percentages of appropriate vocabulary use increased **30.5%** in their oral production and only **8.7%** in their written production. Finally, the percentages of wide vocabulary use increased **30.5%** in their oral production and **39.1%** in their written one. Therefore, although the written results were higher, the oral results showed a more positive progress in students' speaking skills.
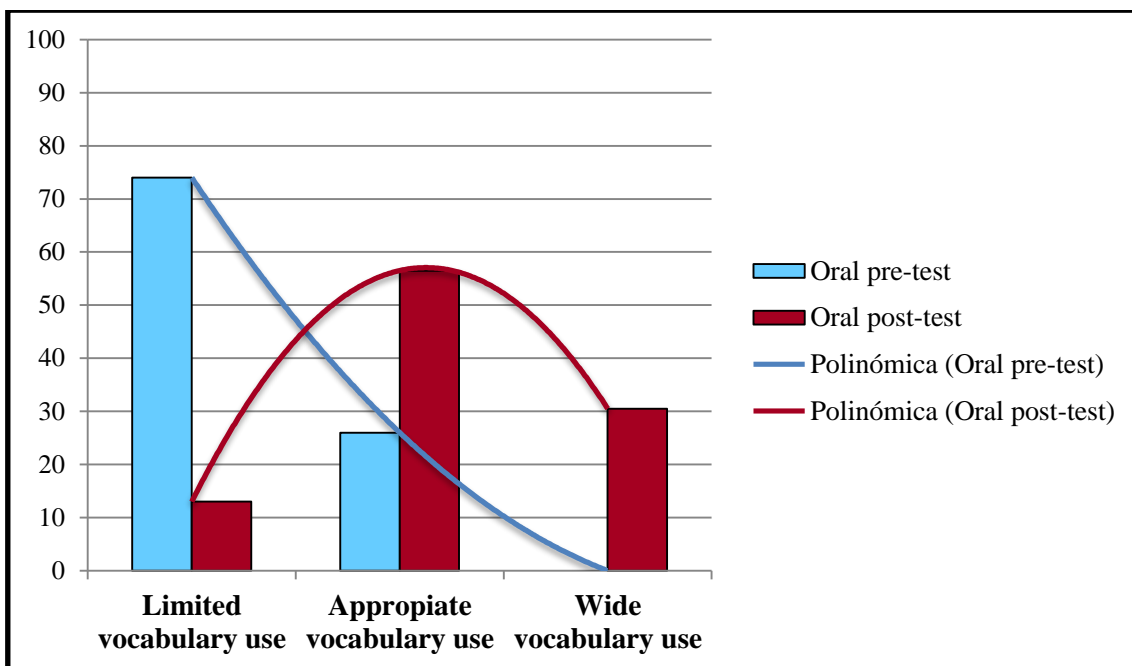
Graph 12: Progress in Students' Oral Production
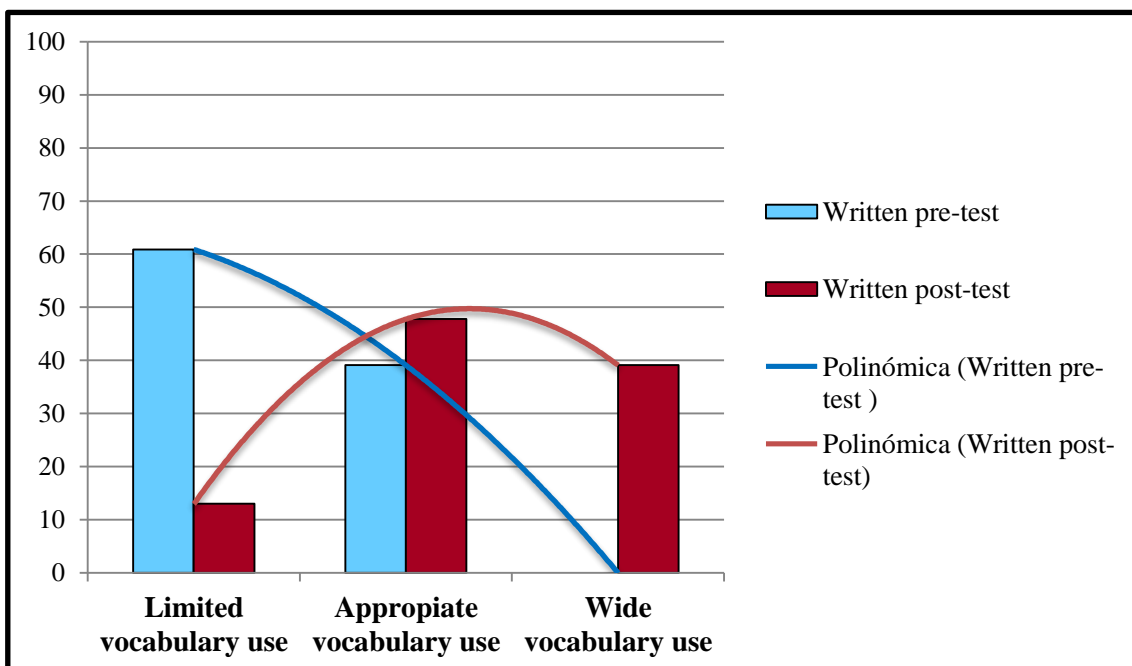
Graph 13: Progress in Students' Written Production

To conclude with this last section, it could be said that experimental students had higher results in their written production due to the fact they already had better results in that skills, what influenced these final results. However, after having analyzed these two skills individually, it could be perceived that experimental students had a higher improvement in their oral production.

6. Students' Self-assessment Questionnaires

These questionnaires were only given to the experimental group due to the fact that the main purpose was to know students' perspectives according to three parts: their speaking skills, their writing skills and their opinions about dramatization. All the three parts were connected with learning and using vocabulary in these three contexts. These three parts are going to be analyzed and some graphs are going to be presented in order to show the differences between the students' perceptions at the beginning of the study and students' perceptions at the end of it.

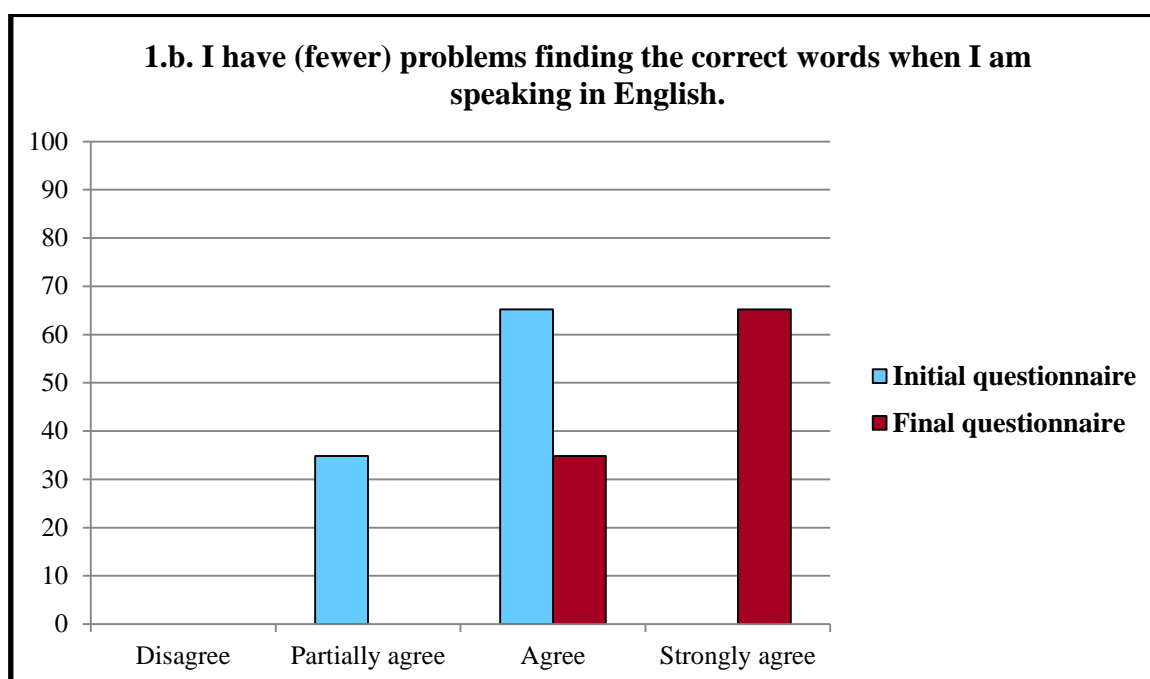### 6.1. Students' Self-assessment: Speaking Skills

To begin with, the first section of the questionnaires where students were asked about their opinions regarding their speaking skills is going to be examined. Different graphs according to each question of this first part are going to be presented.

First, before the implementation of the drama techniques, **47.8%** of the students partially agreed on the fact that they could hold a conversation in English; however, 26.1% of them felt unable to communicate in the target language. Later, after the implementation of the drama techniques, 43.4% of the students agreed and **56.6%** of them strongly agreed that they could easily hold a conversation in English. Therefore, the final results might show that thanks to dramatization, students felt more confident to hold a conversation in the target language.
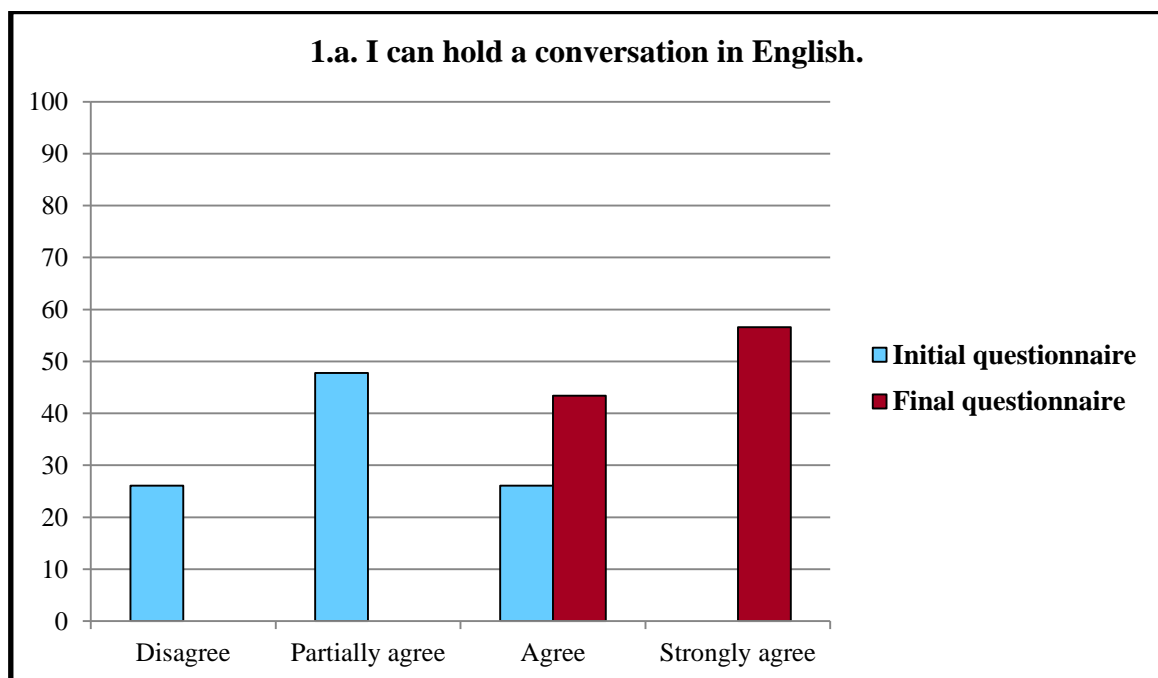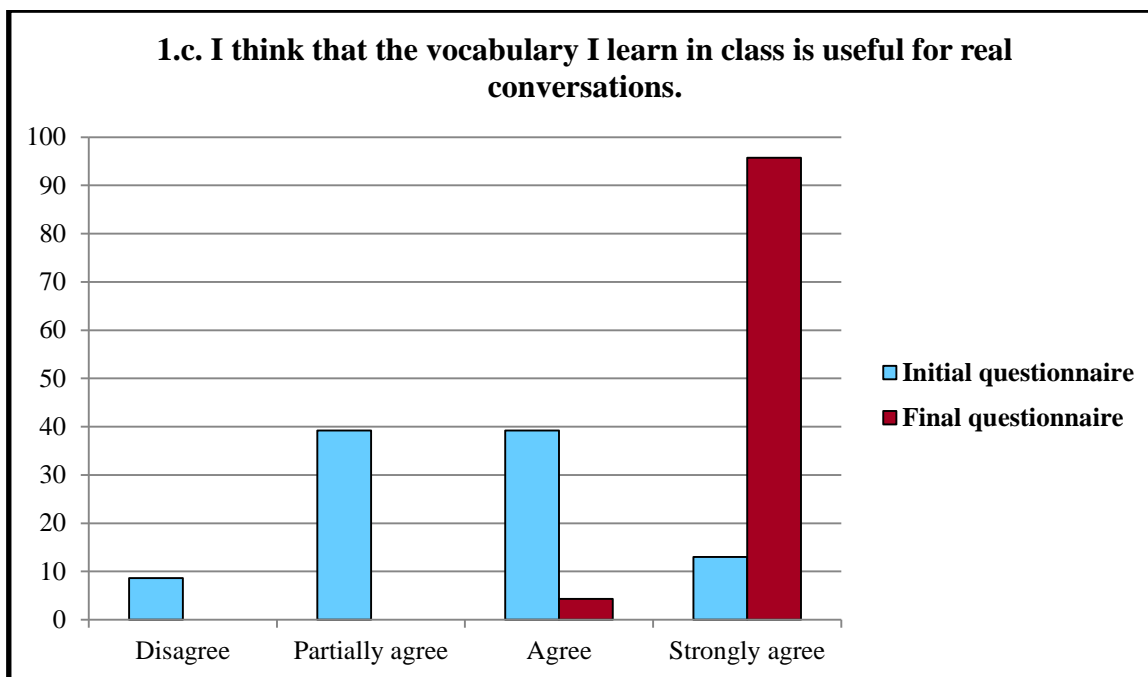
In the second question, **65.2%** of the students agreed that they had problems finding the correct words when they had to speak in English. However, after the implementation of the drama techniques, **65.2%** of the students strongly agreed that they had fewer problems finding the correct words when they spoke in the target language. As a result, the use of drama techniques might seem to help students to remember and use more words that they used to do.

1.b. I have (fewer) problems finding the correct words when I am speaking in English.

Initial questionnaire
Final questionnaire

Disagree | Partially agree | Agree | Strongly agree

Graph 15: Questionnaire - Speaking skills - Question 2

When students were asked about whether they though the vocabulary they learnt in class was useful for real conversations, **most of them** partially agreed and agreed on that fact. However, after the research, **95.7%** of them strongly agreed that this vocabulary was useful for real conversations. Therefore, after having practiced dramatization, students considered that the vocabulary was useful when communicating.

1.c. I think that the vocabulary I learn in class is useful for real conversations.

Graph 16: Questionnaire - Speaking skills - Question 3

Finally, **39.2%** of the students agreed and another **39.2%** of them strongly agreed that they used the vocabulary they learnt in class when they communicated in the target language. However, after the implementation of the drama techniques, **95.7%** of them strongly agreed that they used the vocabulary they learnt in class while they spoke. Therefore, after the research students seemed to use more the vocabulary they learnt in class when they spoke.

**1.d. I use the vocabulary that I learn in class when I speak.**
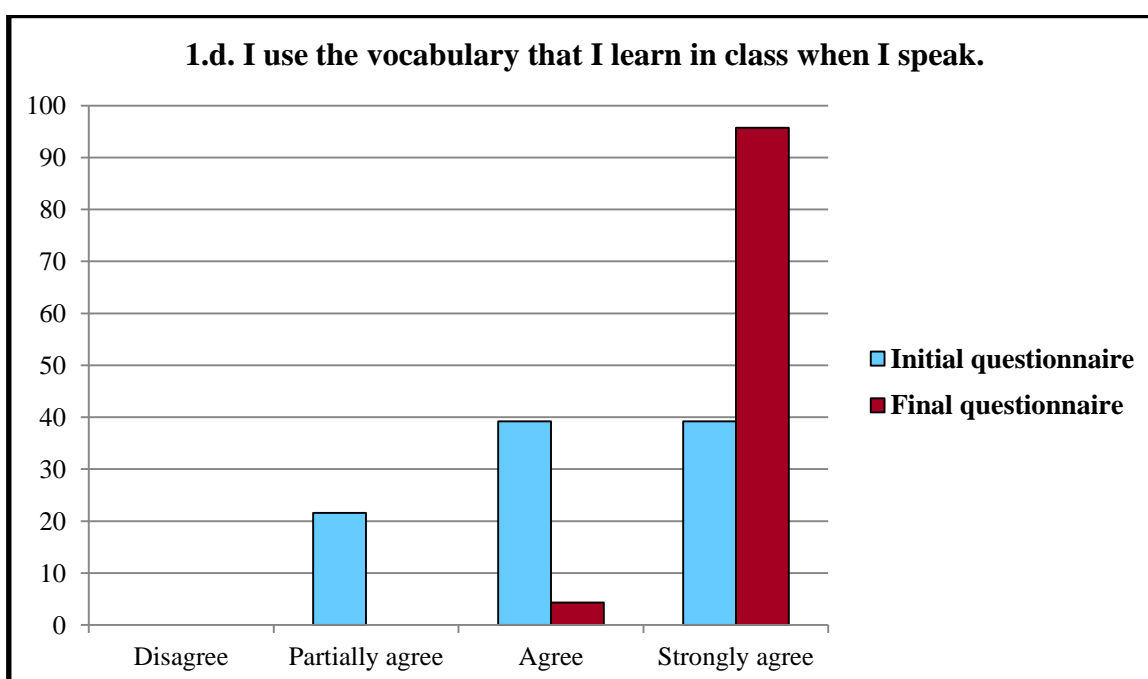
Graph 17: Questionnaire - Speaking skills - Question 4

In conclusion to this first part of both questionnaires, it can be easily perceived an increase in students' self-assessment regarding their speaking skills and the use of vocabulary when speaking in the target language. Before the implementation of the drama techniques, students felt insecure when they had to hold a conversation in English because they had problems finding the correct words they wanted to communicate. However, after the implementation of the drama techniques, students felt more confident to hold a conversation and they had fewer problems finding the words they wanted to communicate. As a result, it could be said that the use of drama in the experimental group might have helped them to enhance their confidence when speaking in English and to show them the use of vocabulary in context in order not to have problems when using these words in real conversations.

### 6.2. Students' Self-assessment: Writing Skills

In this following part, the results of the students' self-assessment regarding their writing skills are going to be presented together with some graphs which are going to describe the results from the initial and the final questionnaire.

First, in the initial questionnaire, **43.4%** of the students agreed and 39.2% of them partially agreed that they could easily write an essay or a story in English. This result showed that a high number of students had some difficulties when writing. However, in the final questionnaire, 43.4% of the students agreed and **56.6%** of them strongly agreed that thanks to dramatization they could easily write an essay or a story in English. As a result, students felt more confident to write now than before the implementation of the drama techniques.

2.a. I can easily write an essay or a story in English.
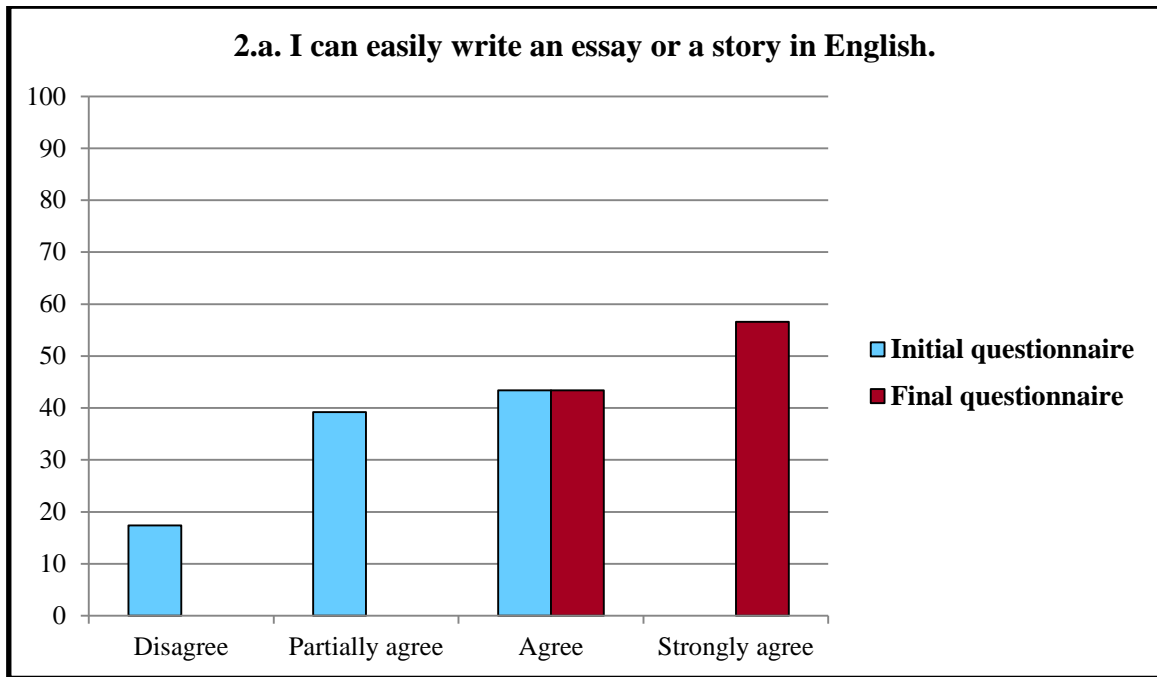
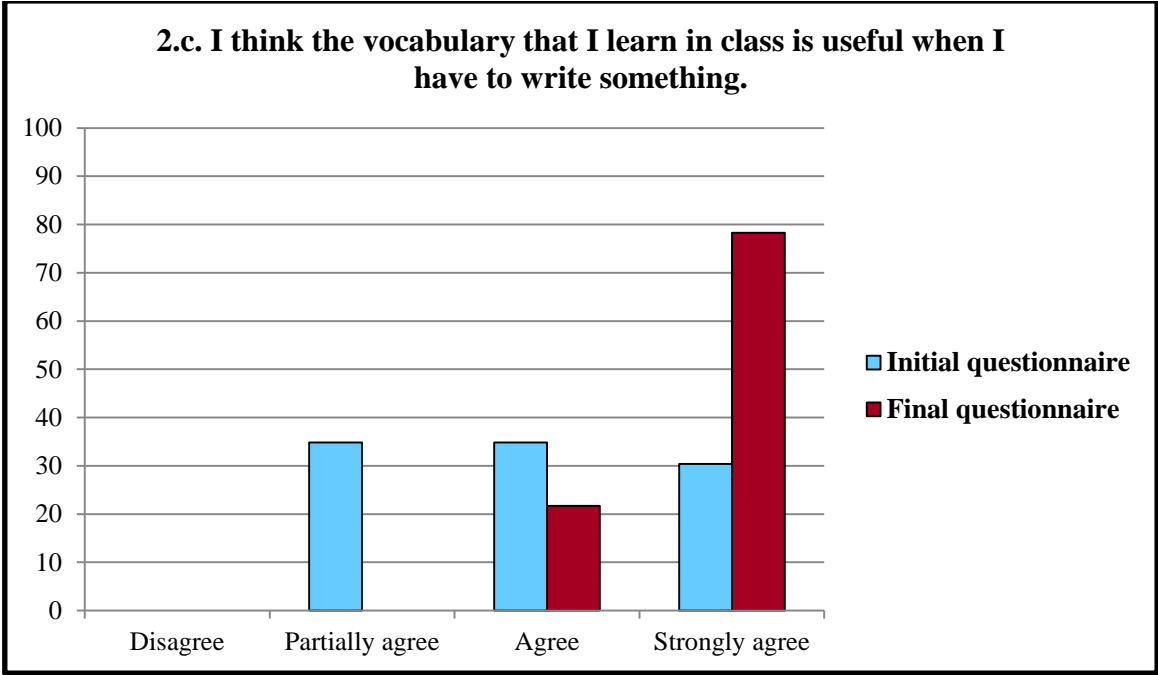**Graph 18: Questionnaire - Writing skills - Question 1**

When students were asked whether they had problems finding the words they wanted to write, **56.5%** of them agreed on that problem. However, after the implementation of the drama techniques, **60.8%** of them strongly agreed that they had fewer problems finding the correct words they wanted to write after having practiced drama. Therefore, students considered that the use of drama had helped them to remember and use the words they wanted to write.

2.b. I have (fewer) problems finding the words that I want to write.
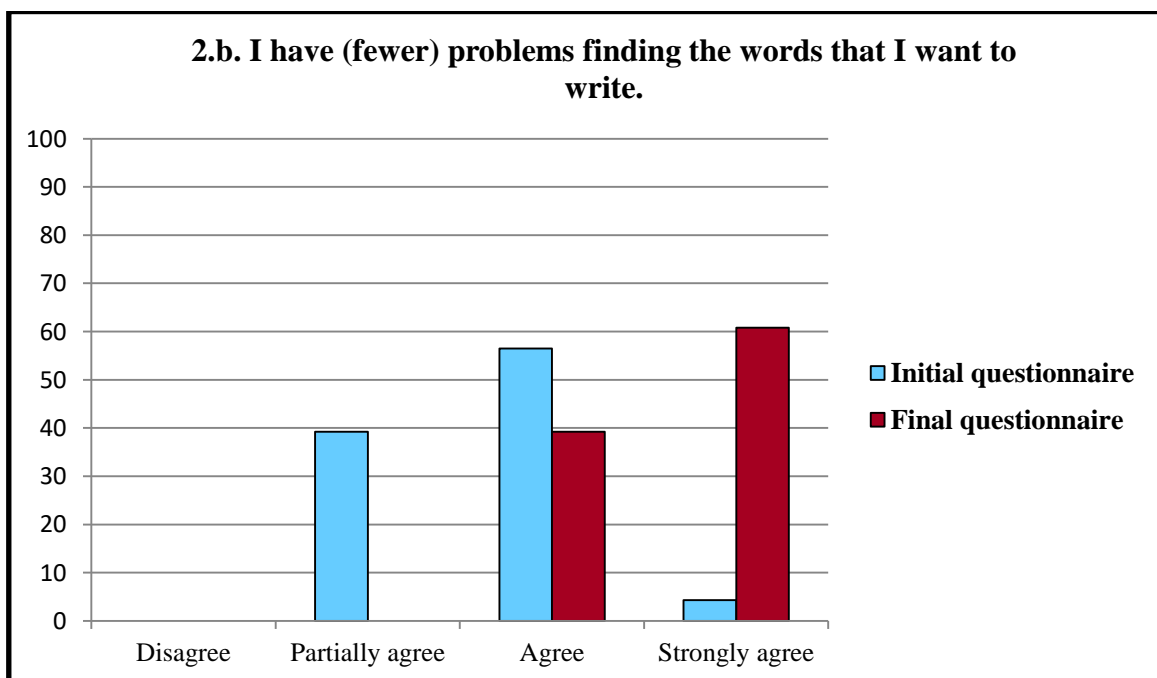
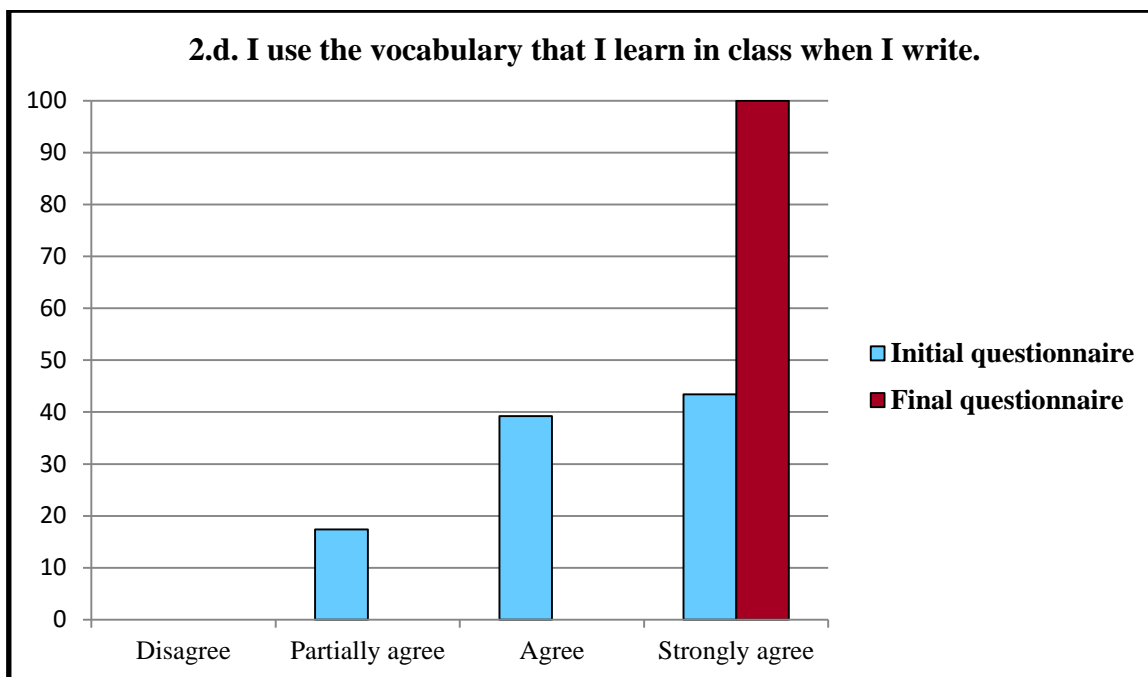**Graph 19: Questionnaire - Writing skills - Question 2**

Moreover, **most of the students** considered that the vocabulary they learnt in class was useful when they wrote. Later, **78.3%** of them thought the same. In this particular question, we see that students from the beginning considered that the vocabulary was useful, but after the use of the drama techniques, students totally saw the relevance of the vocabulary they learnt when they had to write.

2.c. I think the vocabulary that I learn in class is useful when I have to write something.

■ Initial questionnaire
■ Final questionnaire

Graph 20: Questionnaire - Writing skills - Question 3

Finally, 39.2% of the students agreed and **43.3%** of them and strongly agreed that they used the vocabulary when they had to write something. However, after the implementation of the drama techniques, **all of them** strongly agreed that they used the vocabulary they learnt in class when they wrote. As a result, after this research, students managed to use they vocabulary they learnt in class when writing.

**2.d. I use the vocabulary that I learn in class when I write.**

Graph 21: Questionnaire - Writing skills - Question 4

In conclusion to this second part of the questionnaire, students' perceptions regarding their writing skills were more positive than their perceptions regarding their speaking skills. In spite of the fact that students had fewer problems when writing, some of them still felt insecure when they had to write, because they had difficulties finding the appropriate words they wanted to communicate. However, after the implementation of the drama techniques, students strongly agreed that they could easily write an essay or a story because they had fewer problems finding the words they wanted to write. Moreover, they found the vocabulary they learnt in class useful when writing. Hence, the implementation of dramatization might have helped experimental students to write easily using vocabulary in context.

6.3. Students' Self-assessment: Dramatization

The last part of both questionnaires was related to what students thought about the use of drama to learn and practice vocabulary as well as to speak and write more efficiently in English. Some graphs are going to be presented to show the results.

First, the **total number** of experimental students claimed that dramatization could not be useful to practice vocabulary in context. However, after the implementation of the drama techniques, students' perceptions totally changed and now **60.8%** of them strongly agreed that dramatization had been useful to practice vocabulary.

3.a. I think that dramatization can be useful to practice vocabulary in context.
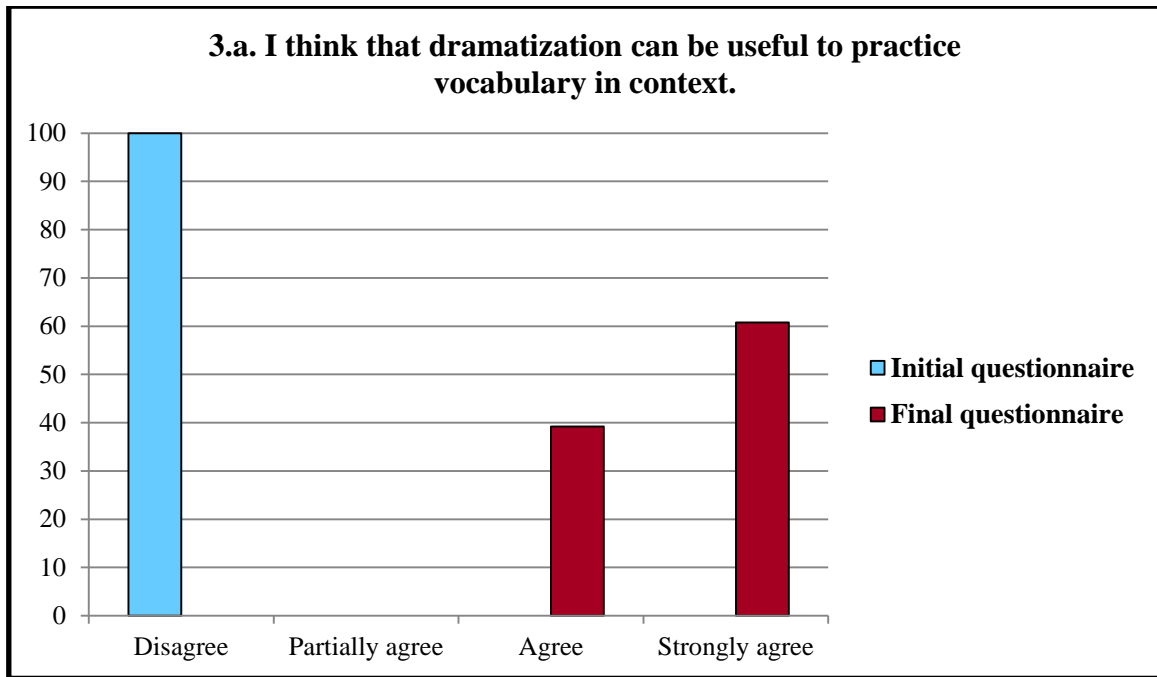
Graph 22: Questionnaire - Dramatization - Question 1

Moreover, **52.2%** of the students disagreed that dramatization could help them to learn vocabulary more efficiently. However, after the implementation of the drama techniques, **69.6%** of them strongly agreed that dramatization could help them to learn vocabulary.

3.b. I think that dramatization can help me to learn vocabulary more efficiently.
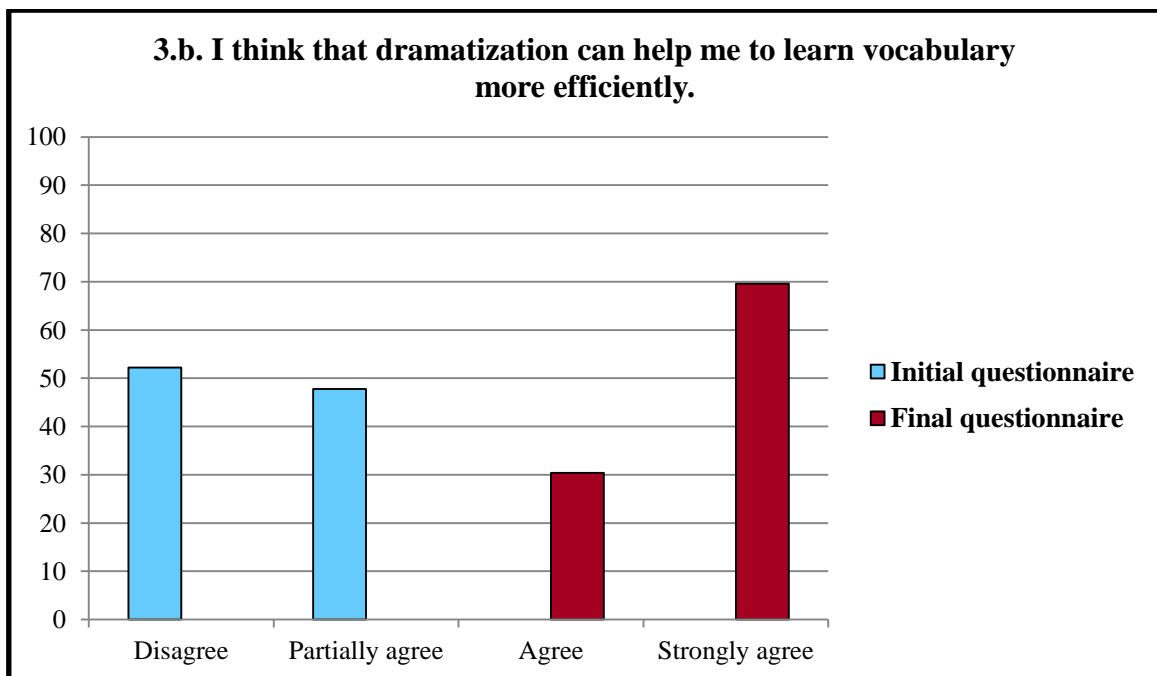
Graph 23: Questionnaire - Dramatization - Question 2

In addition, **43.4%** of the students partially agreed that dramatization could help them to improve their speaking skills. After the implementation of the drama techniques, **all of them** strongly agreed that dramatization helped them to speak more fluently.
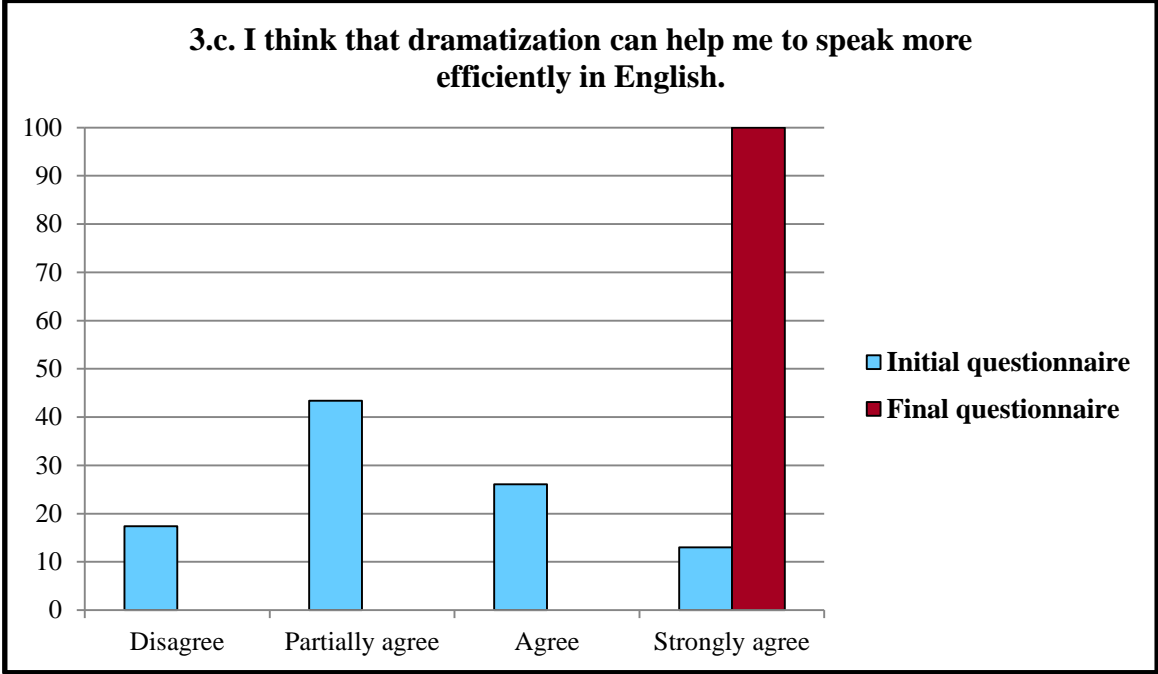
Graph 24: Questionnaire - Dramatization - Question 3

Finally, the **great majority** of the students disagreed that dramatization could help them to write more efficiently. However, later, **65.2%** of them strongly agreed that dramatization helped them to write more efficiently.
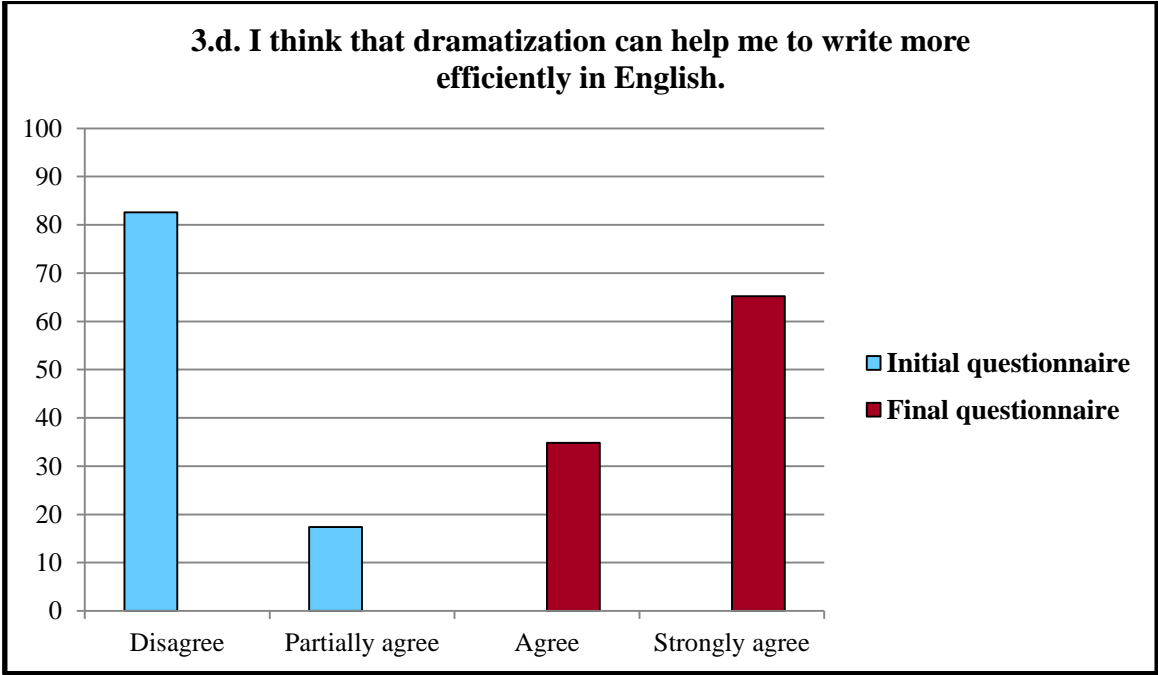
Graph 25: Questionnaire - Dramatization - Question 4

In conclusion to this last section of both questionnaires, it is surprising how students' opinions on dramatization changed positively towards the advantages of using drama techniques to practice the target language. It is important to take into account that before the implementation of drama techniques in class, experimental students strongly believed their use would not help them to learn vocabulary or write more efficiently; although their use might help them to speak properly. As a result, their views on drama and its possible effects on learning and practicing English were very negative. However, after this research, the results showed a considerable difference in students' opinions on drama. Experimental students considered that using drama in class had many advantages on their learning process, mainly on learning and practicing vocabulary and the target language itself.

7. Discussion of Outcomes

In this section, we are going to discuss the previous results so as to answer the research questions of this study:

a) What impact do drama techniques have on EFL students' vocabulary use in their oral and written production?

b) Will there be any difference between the results of students' oral and written production after the implementation of the drama techniques?

As Wallace (1982) stated, vocabulary is a fundamental component when a language is learnt and, therefore, vocabulary might be always taught consciously in the EFL classroom. When this research started, students often had problems using vocabulary in context. However, after the implementation of the drama techniques for five weeks in the experimental group, the final results might have shown an improvement in students' vocabulary use, both in their oral and written production. Thus, answering the first research question, it could be said that the use of drama techniques in the EFL classroom may have had a positive impact on experimental students. Basically, at the beginning of the research, most of them had limited vocabulary use in both their productive skills. However, after the employment of some drama techniques, the great majority of these students managed to use more words related to the topic and to use them appropriately with the correct spelling and pronunciation as well as in the appropriate context. Hence, these final results might have shown that the use of drama techniques may have been advantageous to these students to practice vocabulary.

Regarding the second research question of this study, the results might have shown that students had higher results in their written production because they already had better results in this skill at the beginning of the research. However, after having analyzed both skills individually, it could be perceived a great improvement in students' oral production. Therefore, it could be said that the use of drama techniques might have had a major impact on students' oral skills due to the notable progress students had. However, it is important to highlight that the use of drama might seem to be advantageous to both skills due to the positive results in both productive skills.

8. Conclusions and Future Lines of Research

This research has tried to explore the possible impact that the employment of some drama techniques could have on EFL students' vocabulary use in their oral and written production. The use of drama techniques in the EFL classroom has been investigated for the last decades, showing the numerous advantages that their use has on learning and practicing a second language.

Due to the importance of knowing the lexis of a language to be able to communicate, this research wanted to investigate whether the employment of drama techniques could be a good methodology to practice vocabulary in the EFL classroom. Before the research, students hardly ever practiced vocabulary in context and, as a result, most of them had difficulties using vocabulary when speaking and writing. However, after the implementation of some drama techniques, these students showed an improvement in their vocabulary use.

Hence, these final results may have shown that the use of drama techniques may be a good technique to learn and practice vocabulary in the EFL classroom, due to the fact that through the use of these drama techniques students were able to practice vocabulary, using authentic language in real conversations and giving meaning to what they had learnt in class.

In addition, although this study has been centred on the impact that some drama techniques could have on students' vocabulary use, future lines of research could explore other aspects related to drama and its use in the EFL classroom. Thus, it would be interesting to investigate whether this research could have the same positive impact on older students or higher English levels. Moreover, after having read students' final travel journals, some of them were more creative at first sight; therefore, it would be also curious to examine whether the use of drama could have some positive impact on students' creative writing.

To conclude, this research may have shown the positive impact that the employment of some drama techniques might have had on students' vocabulary use. Due to the importance of teaching vocabulary consciously in the EFL classroom, the use of drama could be one advantageous technique to EFL students.

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APPENDICES

a)Instruments for Data Collection

✚ Oral Pre-test and Post-test

ORAL PRE-TEST

» **Discuss with your partner these questions:**

1. Do you like travelling? Why?
2. What kind of transport do you prefer on holidays? Why?
3. Imagine that you have to write an article for a travel magazine. List things visitors can see and do in your city and what kind of means of transport they need in order to go to those places.

ORAL POST-TEST

» **Discuss with your partner these questions:**

1. Do you like travelling? Why?
2. Where would you like to go on your holidays? What kind of transport would you use?
3. One of your friends is coming to your city. List things he/she can do, basically the places where he/she can go and how he/she can go to those places (means of transport).

♣ Written Pre-test (Vocabulary Exercises + Travel Journal)

Name: Date:

PRE-TEST: MEANS OF TRANSPORT AND TRAVELLING
VOCABULARY

1. **Read the definitions below and write the appropriate means of transport for each definition.**

1) It is a large road vehicle that is used for transporting large amounts of goods:

   _____

2) It is a two-wheeled vehicle that you sit on and move by turning the two pedals:

   _____

3) If an aircraft, bird, or insect takes off, it leaves the ground and begins to fly:

   _____

4) It is an electric vehicle that transports people, usually in cities, and goes along metal tracks in the road:

   _____

5) To move or travel on land in a motor vehicle, especially as the person controlling the vehicle's movement:

   _____

6) It is a vehicle designed for air travel, with wings and one or more engines:

   _____

2. **Read these sentences and circle the correct words.**

1) When I was six years old, I learnt how to ride a **motorbike // bicycle**.

2) This summer my family is going to stay in a **caravan // coach** near the sea.

3) Injured mountain climbers were rescued by a **helicopter // plane**.

4) The **coach // underground** is the cheapest means of transport to travel around the city.

5) I have just bought a **yacht // ferry** because I love sailing.

6) The carrier transports goods by **coach // lorry**.

3. **Write a travel journal (where have you gone? what have you done? what kind of transport have you used?)**

✚ Written Post-test (Vocabulary Exercises + Travel Journal)

Name: Date:

POST-TEST: MEANS OF TRANSPORT AND TRAVELLING
VOCABULARY

1. **Read the definitions below and write the appropriate means of transport or verb for each definition.**

1) To start on a trip:

_____

2) It is a boat for taking passengers and often vehicles across an area of water:

_____

3) To arrive at a place in an aircraft:

_____

4) A long walk, especially in the countryside:

_____

5) A boat with sails and sometimes an engine, used for either racing or travelling on for pleasure:

_____

6) It is a long motor vehicle with comfortable seats, used to take groups of people on journeys:

_____

2. **Read these sentences and circle the correct words.**

1) My sister told me to **pick up** // **miss** her at the train station.

2) We have hired a **coach** // **underground** to go to the airport.

3) When I was in Toronto, I leant to **drive** // **fly** a plane.

4) My uncle used to compete in sailing his **yacht** // **ferry**.

5) My father is teaching my little brother how to ride a **lorry** // **bicycle**.

6) The pilot said that we would **arrive** // **land** at 8:00 p.m.

3. **Write a travel journal (where have you gone? what have you done? what kind of transport have you used?)**

Students' Self-assessment Questionnaires

INITIAL QUESTIONNAIRE DRAMATIZATION AND VOCABULARY

~ The purpose of this questionnaire is to obtain a vision about your English skills.

~ This questionnaire is anonymous; please, be honest with your answers. There is no correct answer here.

		Disagree (0)	Partially agree	Agree	Strongly agree (10)
SPEAKING SKILLS					
1	I can hold a conversation in English.	1	2	3	4
2	I have problems finding the correct words when I am speaking in English.	1	2	3	4
3	I think the vocabulary I learn in class is useful for real conversations.	1	2	3	4
4	I use the vocabulary that I learn in class when I speak.	1	2	3	4
WRITING SKILLS					
1	I can easily write an essay or a story in English.	1	2	3	4
2	I have problems finding the words that I want to write.	1	2	3	4
3	I think that the vocabulary that I learn in class is useful when I have to write something.	1	2	3	4
4	I use the vocabulary that I learn in class when I write.	1	2	3	4
DRAMATIZATION					
1	I think that dramatization can help me to practice vocabulary.	1	2	3	4
2	I think that dramatization can help me to learn vocabulary more efficiently.	1	2	3	4
3	I think that dramatization can help me to speak more efficiently in English.	1	2	3	4
4	I think that dramatization can help me to write more efficiently in English.	1	2	3	4

FINAL QUESTIONNAIRE DRAMATIZATION AND VOCABULARY

~ The purpose of this questionnaire is to obtain a perspective about what you have learnt in these five sessions with your English teacher trainee.

~ This questionnaire is anonymous; please, be honest with your answers. There is no correct answer here.

		Disagree (0)	Partially agree	Agree	Strongly agree (10)
SPEAKING SKILLS					
1	After having practiced dramatization I can easily hold a conversation in English.	1	2	3	4
2	Thanks to dramatization I have fewer problems finding the correct words when I am speaking in English.	1	2	3	4
3	I think the vocabulary I learn in class is useful for real conversations.	1	2	3	4
4	I use the vocabulary that I learn in class when I speak.	1	2	3	4
WRITING SKILLS					
1	Thanks to dramatization I can easily write an essay or a story in English.	1	2	3	4
2	After having practiced some drama techniques I have fewer problems finding the words that I want to write.	1	2	3	4
3	I think that the vocabulary that I learn in class is useful when I have to write something.	1	2	3	4
4	I use the vocabulary that I learn in class when I write.	1	2	3	4
DRAMATIZATION					
1	I think that dramatization has been useful to practice vocabulary in context.	1	2	3	4
2	I think that dramatization can help me to learn vocabulary more efficiently.	1	2	3	4
3	I think that dramatization can help me to speak more efficiently in English.	1	2	3	4
4	I think that dramatization can help me to write more efficiently in English.	1	2	3	4

+ Oral Rubric

RUBRIC: STUDENTS' USE OF VOCABULARY IN THEIR <u>SPEAKING PERFORMANCE</u>

	LIMITED VOCABULARY USE (1)	APPROPIATE VOCABULARY USE (2)	WIDE VOCABULARY USE (3)
NUMBER OF WORDS	Students use **less than five words** related to means of transport and travelling vocabulary.	Students use **more than five words** related to means of transport and travelling vocabulary.	Students use **more than ten words** related to means of transport and travelling vocabulary.
PHRASAL VERBS	Students do **not use** any phrasal verbs related to travelling.	Students use **one or two** phrasal verbs related to travelling.	Students use **more than three** phrasal verbs related to travelling.
VOCABULARY IN CONTEXT	Students do **not use** words related to means of transport or travelling vocabulary in the appropriate context.	Students **usually use** words related to means of transport and travelling vocabulary in the appropriate context.	Students **use** words related to means of transport and travelling vocabulary in the appropriate context.
PRONUNCIATION	Students do **not pronounce appropriately** words related to means of transport and travelling vocabulary.	Students pronounce **appropriately some of the words** related to means of transport and travelling vocabulary.	Students pronounce **appropriately all the words** related to means of transport and travelling vocabulary.

Written Rubric

RUBRIC: STUDENTS' USE OF VOCABULARY IN THEIR <u>WRITING PERFORMANCE</u>

	LIMITED VOCABULARY USE (1)	APPROPIATE VOCABULARY USE (2)	WIDE VOCABULARY USE (3)
NUMBER OF WORDS	Students use **less than five words** related to means of transport and travelling vocabulary.	Students use **more than five words** related to means of transport and travelling vocabulary.	Students use **more than ten words** related to means of transport and travelling vocabulary.
PHRASAL VERBS	Students do **not use** any phrasal verbs related to travelling.	Students use **one or two** phrasal verbs related to travelling.	Students use **more than three** phrasal verbs related to travelling.
VOCABULARY IN CONTEXT	Students do **not use** words related to means of transport or travelling vocabulary in the appropriate context.	Students **usually use** words related to means of transport and travelling vocabulary in the appropriate context.	Students **use** words related to means of transport and travelling vocabulary in the appropriate context.
SPELLING	Students do **not write appropriately** words related to means of transport and travelling vocabulary.	Students write **appropriately some of the words** related to means of transport and travelling vocabulary.	Students write **appropriately all the words** related to means of transport and travelling vocabulary.

b)Materials

Flashcards: Mime and "Pictionary"

Bicycle	Hire	Tram
Jeep	Take off	Coach
Plane	Ride	Van
Boat	Fly	Horse and carriage
Underground	Sail	Truck// Lorry
Helicopter	Climb	Bus
Motorbike	Take	Submarine
Train	Travel	Taxi
Ferry	Arrive	Caravan
Hot air balloon	Pick up	Yacht

Flashcards: Role Play

You are a 15 years-old boy who has lost his **bicycle**. You don't have enough money for buying a **tram ticket**, but you need to go home because if you don't, your mum will be angry with you. You start crying.	You are rock woman who are seeing a young boy crying, but you don't know why. You have to ask him why he is crying. When he says that he does not have money to buy a tram ticket, you would ask him if he wants you to take him in your **caravan.**
The **plane** where your mother is has just taken off. Now, you are late and you know your mother will be angry with you if you are not there. You don't have driving license, so you cannot drive. Ask a carrier to take it to the airport in his **lorry**.	You are a 30 years-old carrier who is tired of carrying goods. You need some kind of adventure. When the girl asks you to take her to the airport you accept, but you prefer to take her in your **motorbike**.
You are German student who has just arrived to Spain. Ask the old man where you can ride a **horse and carriage**.	You are an old man who is crossing the park. A foreign boy asks you where he can ride a horse, but you know this is impossible here. Tell him the means of transport people often use: **underground, tram, bicycle.**
You are having lunch with your family and you are discussing what you are going to do on holidays. You want to cross Spain in a **caravan** and then to hire an **electric bike** for visiting some cities.	You disagree with him because you think his plan is boring. You love sailing, so you prefer to hire a **yacht** and go to desert islands where you can climb their hills.

"Let's go to Tenerife"

Emily: I am so excited! We are finally going to Tenerife!

Sam: Yes! We should plan everything.

Mark: We take the airplane at 8 A.M., right?

Sophie: Yes… Flying scares me…

Emily: Don't worry, it is very safe. Should we rent a car to travel around the island?

Sam: Just one? We are thirteen people!

Sophie: Right… Maybe a van?

Will: Someone could pick us up at the airport and then we could move by bus.

Helena: We could travel by bus, and some day we could rent some scooters. It could be fun!

Mark: Oh, yes! I would love that! And one day we should visit another island. There are boats that go there.

Will: I love sailing! If we want to do that, we should book the tickets as soon as possible.

Elizabeth: OK, so we should speed things up! We set off to Tenerife tomorrow!

Helena: Someone wants to go by taxi to the airport?

All: Yes!

Elizabeth: We will need more than one, then…

c) Sessions: Lesson Plans

Group: 2nd ESO C

Date: 26/03/2019

Lesson objectives: By the end of the lesson, students will be able to:

- use vocabulary related to means of transport and verbs of movement connected with travelling

STEP	TIME	ACTIVITY: PROCEDURE GUIDELINES	SKILLS	INTERACTION	AIDS	ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS
1	5'	Warm up: Students will ask some questions related to the vocabulary they saw two weeks ago about means of transport and travelling vocabulary. The teacher will create some sentences where students will have to say which means of transport they will use. Later, students will practice that vocabulary through games.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ T > S ▪ S > S ▪ Whole class interaction	▪ Projector ▪ Computer ▪ Blackboard ▪ Students' notes	▪ Students do not remember the vocabulary they saw two weeks ago. The possible solution may be that the teacher reminds them this vocabulary. ▪ Students do not participate. The teacher may ask students directly to answer the questions.
2	15'	Students will play one game called "two truths, one lie" where they will have to create statements about themselves which will be true and false. Later, students will be asked to play the same game, but now they will create statements related to means of transport.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ Groups of four	▪ Students' notes	▪ Students do not know how to play the game. The teacher will help them to understand the game with examples. ▪ Students do not do the activity. The teacher will walk around the class controlling that students are doing the activity.

3	15'	Students will be given a piece of paper where some means of transport and verbs of movement related to travelling are written down. Students will be asked to do mime without saying any word. One student will be in front of the class doing mime while the others will try to guess the words that will be miming.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ Whole class interacti on	▪ Students' mime ▪ Piece of paper	▪ Students are shy and they do not want to participate. One solution may be that the teacher explains that it is only a game and then the teacher will make a mimic. ▪ Students do not know which word is, the students could say one clue aloud.
4	15'	Students will be divided into two groups and they will have one part of the blackboard for each. Students will play a game called "Pictionary". One students from each group will go to the blackboard and his/her group will be shown a piece of paper where one of the words from that vocabulary are written down. The group will explain how the word is without saying what it is. The student in the blackboard will draw the word.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ Whole class interacti on	▪ Blackboard ▪ Piece of paper	▪ Students do not know how to describe the words. The teacher may help them with the vocabulary they do not know. ▪ The student next to the blackboard does not know the word. His/her group can mime to help him/her.

Group: 2nd ESO C

Date: 27/03/2019

Lesson objectives: By the end of the lesson, students will be able to:

- interpret a situation and give a solution using transport vocabulary (role-play activity)

STEP	TIME	ACTIVITY: PROCEDURE GUIDELINES	SKILLS	INTERAC TION	AIDS	ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS
1-3	35'	*ACTIVITIES NOT RELATED TO THE RESEARCH*				
4	15'	Students will be asked to work in pairs for practicing a role-play activity. Each pair will stand next to the blackboard and they will be given a situation where each participant will have a role they will have to impersonate. The situations are related to travelling situations.	▪ Productive skills: speaking ▪ Receptive skills: listening and reading	▪ In pairs	▪ Piece of paper	▪ Students do not want to participate. The activity will be presented as a game. ▪ Students do not understand the situation. The teacher will help him/her to understand it.

Group: 2nd ESO C

Date: 02/04/2019

Lesson objectives: By the end of the lesson, students will be able to:

- use vocabulary related to transport and travelling (e.g. car, yacht, boat, ferry, sail, fly, take of….) to create a story.

STEP	TIME	ACTIVITY: PROCEDURE GUIDELINES	SKILLS	INTERACTION	AIDS	ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS
1-2	20'	*ACTIVITIES NOT RELATED TO THE RESEARCH*				
3	15'	Students will be asked to practice a storytelling activity. First, students will be given instructions of what the activity will consist of. Later, each student will create a sentence which the other classmate will continue. At the end, students will create a story. The only rule is that the story has to be connected with travelling vocabulary.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ T > S ▪ S > S ▪ Whole class interaction	▪ Blackboard	▪ Students do not know how to continue the story. The teacher will help them.
4	15'	Students will be asked to write a continuation of that story.	▪ Productive skills: writing ▪ Receptive skills: reading	▪ Individual	▪ Piece of paper	▪ Students do not know how to continue the story. The teacher will help them. ▪ Students do not do the activity. The teacher will walk around controlling that they are doing it.

Group: 2nd ESO C

Date: 03/04/2019

Lesson objectives: By the end of the lesson, students will be able to:

- practice vocabulary related to means of transport and travelling in their oral and written performance.

STEP	TIME	ACTIVITY: PROCEDURE GUIDELINES	SKILLS	INTERACTION	AIDS	ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS
1	5'	Students will be explained the activity for today lesson. Students will impersonate a script. The teacher will give each student a role. Some students will have the same character. The script will be read in two/three times depending on how many students are in class in this session.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ T > S ▪ S > T	▪ Blackboard	▪ Students do not understand the activity. The teacher will explain it again.
2	10'	Students will read the script individually or in pairs.	▪ Productive skills: speaking ▪ Receptive skills: reading	▪ Individual ▪ In pairs	▪ Script	▪ Students do not understand what they are readinf
3	10'	First group	▪ Productive skills: speaking ▪ Receptive skills: listening and reading	▪ In groups	▪ Script	▪ Students take less time or more time that the one was thought.

4	10'	Second group	- Productive skills: speaking - Receptive skills: listening and reading	In groups	Script	Students take less time or more time that the one was thought.
5	15'	Students will write a similar script following the same pattern than the one they have just impersonated. The activity will be done in pairs and they will impersonate their script next day.	- Productive skills: speaking and writing - Receptive skills: listening and reading	In pairs	- Script - Students' notebook	Students do not know how to do the exercise. The teacher will help them to create dialogues.

Group: 2nd ESO C

Date: 10/04/2019

Lesson objective: By the end of the activity, students will be able to:

- perform orally a script which was written by them.

STEP	TIME	ACTIVITY: PROCEDURE GUIDELINES	SKILLS	INTERACTION	AIDS	ANTICIPATED PROBLEMS AND POSSIBLE SOLUTIONS
1	2'	The teacher will explain the activity which will be done later. Each pair of students will go next to the blackboard to impersonate the scripts they wrote some days before.	▪ Productive skills: speaking ▪ Receptive skills: listening	▪ T > S	▪ -	▪ Students do not pay attention. The teacher will ask for their attention.
2	30'	Students' performances	▪ Productive skills: speaking ▪ Receptive skills: listening and reading	▪ In pairs ▪ Whole class	▪ Students' scripts	▪ Students do not bring the scripts. They will do it next sessions. ▪ Students take less time impersonating. My mentor will start her activities.
3	*ACTIVITIES NOT RELATED TO THE RESEARCH*					