

Master's dissertation (TFM):

**Using drama games to boost
willingness to communicate:
a case study in a secondary
curriculum diversification
programme**

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ABSTRACT

This research aimed at investigating the effects of drama in a specific context, namely, a curriculum diversification programme in a Catalan secondary school. In particular, this case study sought to measure the impact of drama games and techniques on the willingness to communicate –as a primary research variable–, self-confidence and anxiety of the target students. The research used a mixed methodology consisting of a non-participant and a participant observation, a test, a final questionnaire, interviews with students and a survey. Considering the obtained results, this study concluded that while drama had an overall positive influence on most of the students, it would not be an effective tool to be used exclusively in this setting. Nevertheless, the study gathers clear evidence pointing to the effectiveness of using speaking communicative activities and a student-centered approach with the target students. In this respect, it was found that activities that are perceived as attainable, functional and enjoyable are more likely to encourage participation, foster interaction in L2 and motivate students. Finally, group cohesiveness issues were found to have negatively impacted students' participation in the studied context.

Key words: drama, curriculum diversification, EFL, secondary, WTC, self-confidence, anxiety

RESUM

L'objectiu d'aquesta recerca era investigar l'efecte del teatre en el context d'un programa de diversificació curricular d'una escola secundària de Catalunya. En concret, el present estudi de cas pretenia mesurar l'impacte dels jocs i tècniques teatrals en la voluntat de comunicar-se –com a principal variable estudiada–, la confiança en sí mateixos i l'ansietat del grup estudiat¹. Per tal de recollir suficients dades vàlides, aquesta recerca es va servir d'una metodologia mixta. Aquesta, consistia en una observació no-participant i participant, un test, un qüestionari final, entrevistes amb els estudiants i una breu enquesta a mà alçada.

A partir dels resultats obtinguts, es va concloure que si bé aproximadament dos terços dels estudiants havien percebut una millora en les variables estudiades, l'ús exclusiu de les activitats teatrals no seria una eina efectiva en aquest context. Tot i això, els resultats de la recerca demostren l'efectivitat d'emprar activitats comunicatives orals i una metodologia centrada en l'estudiant. En aquest sentit, l'estudi també va revelar que les activitats que eren percebudes pels participants com a assequibles, funcionals i divertides tenien el potencial de fomentar la participació i interacció oral en L2 i motivar els estudiants. Finalment, l'estudi suggereix que una manca de cohesió dins el grup pot impactar negativament en la participació dels estudiants en aquest context.

Paraules clau: teatre, diversificació curricular, anglès, secundària, voluntat de comunicar-se, confiança, ansietat

¹ En contextos EFL, els tres conceptes esmentats s'anomenen “, “self-confidence” i “anxiety”

1. Introduction

The initial motivation to undertake this research was to experiment with the effect of drama in the context of L2 teaching. Certainly, abundant literature claims that drama can be a useful tool in L2 classes. Conceived in its multiple forms, it has proven to benefit learners in a number of ways including fostering their multi-cultural competence, enhancing student interactions and increasing self-confidence.

During her teacher-training Master's, the author of this research was appointed to do her work placement in a secondary school in a rural area of Catalonia. There, two diversification programmes had been functioning for years, one of which caught the author's attention. The project was a "projecte singular", which is similar to the so-called "aula oberta". Following an observation in the English class, the setting was deemed appropriate as a suitable target for a case study and thus it was proposed as the context for the author's final dissertation.

The "aules obertes" and "projectes singulars" are well known to accommodate students who, for various reasons, do not thrive in the ordinary classroom and are thus offered an alternative. Apart from having cognitive problems in some cases, they are generally students who have a lack of motivation and/or are disruptive in class. Therefore, such programmes can be demanding from teachers, who need to find alternative ways of dealing with and planning for this very specific context.

Considering the abovementioned, a research was envisaged with four aims in mind. The first was to investigate whether drama could influence students' willingness to communicate (from now on WTC). WTC is the "readiness to enter into discourse at a particular time with a specific person or persons". However, while it has been proposed by some authors as the main goal of L2 teaching, it is also true that it is often played-down in schools, where linguistic competence often seem to be the primary aim of language instruction. In this vein, this study strived to investigate the potential of drama to enhance WTC. Likewise, the second and third aims of the study were to investigate whether two variables related to WTC, namely, self-confidence and anxiety, could also be influenced by drama.

Finally, the last aim of this research was to gauge the extent to which drama could be an effective tool in the limited context of the study.

In the following pages the introduced topic will be developed. First, a literature review will touch on the use of drama in the context of L2, give an insight into the studied variables and strive to describe important considerations and suitable teaching approaches in curriculum diversification programmes. Second, the method followed will be dealt with. In that section, a mixed methodology will be described, including the design of instruments, the data collection

procedure and its analysis. Furthermore, the content of the drama intervention will be briefly explained. Third, the gathered evidence from each instrument will be presented in the results section. Next, in the discussion section the results of the study will be analysed and contrasted with the ideas present in the literature review in an attempt to give an answer to the questions posed in the research aims. Finally, a brief section will summarize the conclusions of this study.

2. Theoretical Foundation

2.1 Benefits of Drama in the EFL classroom

The purpose of this research was to determine whether using drama activities in the classroom could boost the WTC and self-confidence of students of the target group, as well as reduce their speaking anxiety. First, though, it is necessary to define the term “drama” in the context of L2 teaching.

It is obvious that this is a broad concept that can be approached from different perspectives in the L2 classroom. Some of them are script writing, process drama, readers’ theatre, product orientated scripted theatre, drama techniques... Moreover, “Dougill distinguishes between the traditional type of drama, specifically the performance of a play, and a series of other activities such as role plays, simulations, games, songs, and so forth. He calls the former theatre and the latter informal drama” (Ahmed Mahrous Ahmed, 2019, p. 61). It is important to clarify that in this case, the term “drama” will be used in its second meaning. Therefore, a variety of techniques were used in the intervention with the target group, namely those that are sometimes used by actors when rehearsing (Duff & Maley, 2005).

Regardless of the approach taken to drama, something seems clear: that most L2 classes can benefit from its implementation one way or another. For the purpose of this research the Internet was reached for accessible published material that contained the key terms L2, drama, English, WTC, self-confidence, anxiety, motivation and so forth. The conclusion is that a lot has been written about the topic and that drama has much to offer to language teachers and students.

Amongst the papers that informed the present work, a research synthesis on the topic by Belliveau & Kim (2013) provided generous evidence pointing to the benefits of drama in an L2 context. With intercultural competence being the top positive outcome, drama can also contribute to enhanced student interactions and increased self-confidence, which has obvious relevance for this research. For instance, they refer to a research by Kao & O’Neill (1998, quoted by Belliveau and Kim) which “provides insights as to how drama-based pedagogy can

encourage participants to become more active language users while maintaining equal participation status” (p. 16). Another reference to confidence in the paper states that “drama encourages adaptability, fluency and communicative competence. It puts language into context and, by giving learners experience of success in real-life situations, it should arm them with the confidence for tackling the world outside the classroom” (Davies, 1990, quoted by Belliveau and Kim, p.97). In addition, the authors mention several studies that “looked into various L2 learning contexts to explore the learning potential of drama-based L2 instruction in enhancing linguistic awareness and increasing confidence and motivation in L2” (p.17). Such research papers include those by Cheng & Winston (2011), Janudom & Wasanasomsithi (2009) or El-Nady (2000) (all quoted by Belliveau and Kim, 2013).

The research concludes that “teaching resources, position papers and research studies affirm why and how the integration of drama into L2 classrooms can be advantageous: fostering communication competence, embodied and engaging learning, contextually situated interaction, confidence and motivation in learning and using language and deeper engagement with literature, to name a few” (p.18).

In the same lines, the book *Drama techniques. A resource book of communication activities for language teachers* by Duff and Maley was analysed since it is one of the cornerstones of most of the research concerning drama and L2. According to the authors, some of the benefits of drama include integrating skills in a natural way, a transfer of the responsibility from the teacher to the learners and a positive effect on the classroom atmosphere. More importantly, they claim that drama promotes creativity and risk-taking and brings about a contextualised classroom interaction through “an intense focus on meaning” (p. 1). Last but not least, it “draws both upon both cognitive and affective domains” (p. 1), thus restoring “some of the neglected emotional content to language” (p. 2). Finally, the authors clarify that

“the primary function of drama techniques is to offer opportunities for use of language already learnt. It is not primarily to teach new items. This does not, of course, preclude a good deal of incidental learning, whether from teacher input (supplying a missing phrase or word) or from peers (the class as a group has much greater linguistic resources than the individuals who make it up)” (p. 4).

Considering all the aforementioned benefits, it is interesting to mention that according to Belliveau and Kim,

“Despite a widespread interest in using drama by teachers who strive for more contextually situated, engaging, and communicative language use in the classroom, ironically drama does not seem to be widely implemented in language classrooms (Kao & O’Neill 1998; Liu 2002; Even

2008; Dinapoli 2009), as transmission models of language learning remain prevalent in many educational contexts (Kramsch 1996; Wagner 1998; Paran 2006; Gilmore 2007; Cummings 2009, 2011)” (2013, p. 10).

As far as the studied variables are concerned –WTC, self-confidence and anxiety–, further research touching on the benefits of drama was reviewed. While no literature was found overtly linking WTC to drama, there seem to be more information regarding self-confidence and anxiety. One example is the research carried out in Egypt at tertiary level by Ahmed Mahrous Ahmed (2019), who concludes that “results indicated that the students’ EFL speaking skills were developed, and their speaking anxiety level was reduced, as a result of studying the drama techniques-based program” (p. 81). Likewise, other papers were reviewed providing evidence of the potential of drama to influence self-confidence and anxiety, such as an exploratory study by Stern (1983), an article by Bernal (2007) or the master’s theses by Gören (2014) and Shand. (2008).

So far, it could be argued that while numerous papers have explored the effects of drama on anxiety and self-confidence, there is no relevant accessible research regarding the link between WTC and drama. In spite of that, in section 2.2 it will become clear that there is no need for that, since these two variables strongly influence behaviour intention, also called WTC of students. Therefore, as will be seen, the three studied variables are closely related.

2.2 Measured variables: willingness to communicate, self-confidence and anxiety

2.2.1 Willingness to communicate

In their article “Conceptualizing willingness to communicate in a L2: a situational model of L2 confidence and affiliation” (1998) MacIntyre, Clément, Dörnyei and Noels define WTC in L2 as “readiness to enter into discourse at a particular time with a specific person or persons, using L2” (p. 547).

The first goal of the authors in that paper is to provide an account of the “variables that might affect one’s willingness to communicate”. Their second goal is to outline “a comprehensive conceptual model that may be useful in describing, explaining, and predicting L2 communication.”

From their second goal, it follows that WTC is a tool that can possibly predict communicative behaviour (L2 use) but not a way to measure the behaviour itself. This is an important distinction since willing to do something is not the same as doing it. Nonetheless, according to Sheppard, Hartwick, & Warshaw, (1988, quoted by MacIntyre et al, 1998) “the evidence in favour of predicting behaviour from intention is fairly strong” (p. 548). In any case, the article

proposes WTC as the primary and ultimate goal of language instruction, going as far as to say that “A program that fails to produce students who are willing to use the language is simply a failed program” (p. 547).

In the lights of the reasons that will be stated in section 4.3, it can be understood that keeping this goal in mind is even more relevant in the case of the students in a curriculum diversification project. Because of the fact that most of them are not likely to progress into higher education, it is paramount that what they do while they are still at school can help them become confident enough and “engender in language students the willingness to seek out communication opportunities and the willingness to actually communicate in them” (MacIntyre et al., 1998, p. 547).

Two questions could arise at this point. The first one is whether WTC is something that can be influenced or rather an inherent trait. The second is whether WTC levels showed in L1 differ much from L2. McCroskey and Baer (1985, quoted by MacIntyre et al., 1998) initially conceptualized WTC with reference to L1 and saw it essentially as a personality trait. However, in their work, MacIntyre and his colleagues extend the former definition by going beyond this trait-like conceptualization of WTC and recognizing “more explicitly the situational variation in WTC” (p. 547). In addition, they focus on L2 communication and quote a study of beginning language students which “found a negative correlation between WTC in L1 and L2” (Charos, 1994, quoted by MacIntyre et al., 1998, p. 546).

At this point, the factors affecting WTC should be examined. MacIntyre found in a previous work that the most influential variables to WTC in L1 were “a combination of communication apprehension² and perceived communication competence.” (1994, MacIntyre, quoted by MacIntyre et al., 1998, p. 546). “However, perhaps the most dramatic variable one can change in the communication setting is the language of discourse” (p. 546). Initially, this statement could suggest that the main factor influencing WTC in L2 is language competence. However, that would not explain why “some learners speak in spite of limited communicative competence whereas others are quite reluctant to talk even with high competence” (p. 558). Moreover, “WTC will be a function of how the individual perceives his or her competence rather than of its objective development. (...) there are many incompetent communicators who believe they are competent and show a proportionately high level of WTC” (p. 555). That is the reason why, as it will now be developed, linguistic competence is not regarded as a direct influence of WTC, but a distant one.

Having made this distinction between WTC in L1 and in L2, the factors that influence the latter

² “Communication apprehension” can also be referred to as “anxiety”.

will be examined. In order to organize “the range of potential influences on WTC in L2” (p. 546), the authors propose an heuristic model (see Figure 1).

On the very top of the pyramid they place “L2 use” (communication behaviour), directly influenced by “WTC” (behavioural intention) on the layer below. The third layer features the “situated antecedents” and represents the two factors which the authors believe to be the most proximal causes, the most direct influence for situational WTC. Such variables are “state communicative self-confidence” (or “situational self-confidence”) and “desire to communicate with a specific person”. While the former will be dealt with in this research, the latter is outside the scope of it, although it will be taken into account when discussing the results.

Before going any further, it must be clarified that the authors make a distinction between overall self-confidence and state self-confidence. As previously mentioned, the reason for that is that they “draw a distinction between the trait-like self-confidence and a momentary feeling of confidence, which may be transient within a given situation and is called state self-confidence” (p. 549). In the light of this distinction, state communicative self-confidence is classified as a

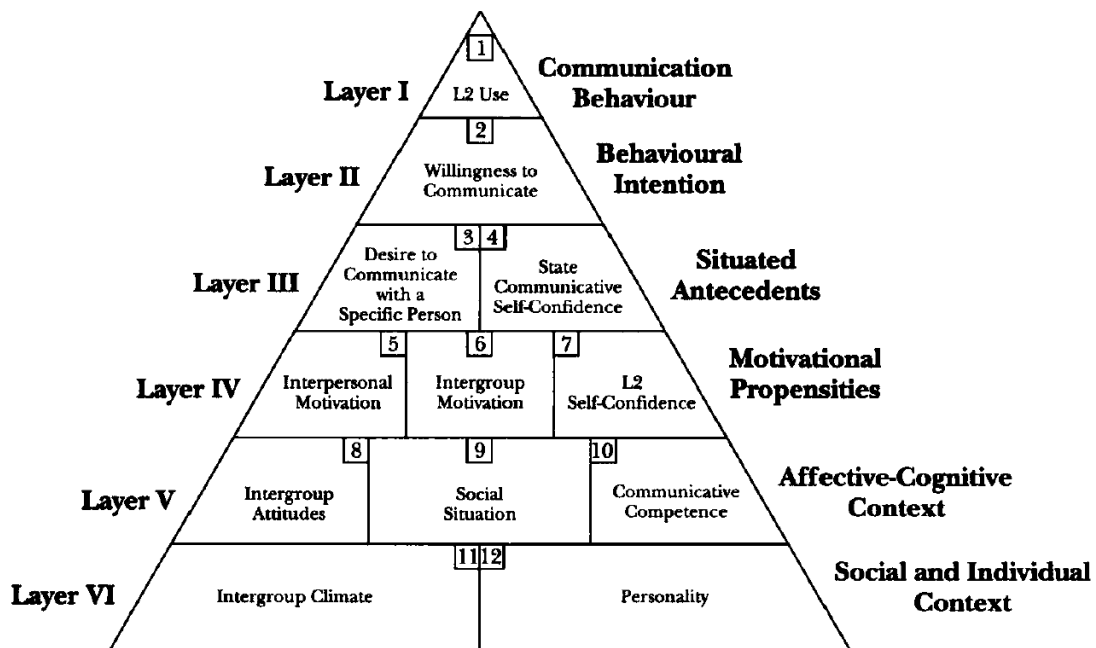


Figure 1

(MacIntyre et al., 1998, p. 547)

direct influence, whereas overall trait-like self-confidence is seen as a distant one. Here, it is important to make a clarification. On the one hand, it could be deduced that any experience that can boost state-self confidence can have an effect on overall confidence and vice-versa. On the other hand, it is important to bear in mind that the two concepts refer to two different variables.

Having said that, although the focus of this research is on one of the two direct variables affecting WTC (communicative state-confidence), it is worth considering the subsequent and less immediate influences on WTC.

As can be seen in Figure 1, there are numerous factors that also influence WTC. First, the “motivational propensities” (L2 self-confidence, intergroup motivation and interpersonal motivation). Second, the “affective-cognitive context” (intergroup attitudes, social situation and communicative competence). Third, the “social and individual context” (intergroup climate and personality). Having said that, considering these aspects will also be required when discussing the results of the research. In other words, *what* activities are selected will be just as important as *how* and in *what context* these are implemented. In this regard, in section 4.2.2 of this literature review some of these concepts will be approached.

Finally, there are two more aspects that need special consideration. In the first place, it must be said that in spite of the undeniable influence of the more distant aspects on the WTC of learners, a small number of sessions cannot have an effect on any enduring influences but only in transient ones. Once more, that is the reason why the focus of this research will be mainly on one of the two situational variables: the state communicative self-confidence. Secondly, a drama lesson conducted in a classroom cannot be compared to a real-life situation. Therefore, a question arises about whether its results can be reliable to predict actual language use given the circumstances. However, arguably a drama class can be similar to other communicative events such as informal conversation in L2. That is why there would be no fault in believing that the students’ reported intentions will be a source of invaluable information to predict WTC outside the classroom. Furthermore, they will provide insight into their perception and attitudes towards English.

2.2.2 Self-confidence and anxiety

“Self-confidence, as described by Clément, includes two key constructs: (a) perceived competence and (b) a lack of anxiety” (1980,1986, quoted by MacIntyre et al. 1998, p. 549).

This quote was written with regards to L1 and it implies that there is a distinction to be made between actual competence and perceived competence, as has already been clarified. Consequently, the instruments in this research will not endeavour to measure the students’ actual competence but their self-confidence and self-perceived competence.

Having said that, drawing a distinction between these two “self” concepts is not straightforward. Certainly, a cursory scan of the PSYCHINFO database revealed more than 75,000 articles with “self” in their titles and “a very long list of self-related concepts used in the literature” (Dörnyei,

2008, p. 10). At the same time, even if the terms “self-confidence” and “self-perceived competence” can be generally used to refer to a very similar concept, it is important to take into consideration that they are slightly different in meaning. While “self-confidence” can be defined as a feeling of trust in one’s abilities, “self-perceived competence” “reflects the judgement of people about their own abilities”. (Nobre & Valentini 2019, p. 1).

As far as anxiety is concerned, MacIntyre and his colleagues state that “anything that increases anxiety will reduce one’s self-confidence and, therefore, one’s WTC” (p. 549). Likewise, “no wonder that language anxiety has been found to be a powerful factor hindering L2 learning achievement (MacIntyre 1999; Young 1999). The solution, according to the general consensus amongst motivation researchers, is straightforward: We need to create a pleasant and supportive classroom atmosphere” (Dörnyei, 2001, p. 40).

This second idea is developed in Dörnyei’s *Motivational Strategies in the Language Classroom* (2001). In his handbook, Dörnyei makes many points on how to ensure the right conditions for motivation, which of course includes looking after students’ anxiety and self-confidence. In the following section some of these conditions will be briefly outlined.

2.3 Approaching L2 teaching in curriculum diversification programmes

2.3.1 Curriculum diversification programmes

In recent times, curriculum diversification programmes have become common practice in Catalan secondary schools as a means of attending to diversity and making schools more inclusive. In Catalonia, where the present research takes place, there are two main diversification programme types: “aules obertes” and “projectes singulars”. In the first type, the participants spend a hundred per cent of their school time in the school premises. Conversely, in the second type they spend a maximum of forty per cent of their school time at the school, with the remaining hours being devoted to a work placement outside premises. In spite of this difference, both modalities share the feature of being addressed to children in 4th and sometimes 3rd of ESO –the last two courses of compulsory secondary education in Spain–. In addition, they take a very limited number of students and are usually looked after by a reduced number of teachers.

When it comes to the reasons why some students are offered a place in such programmes, it is important to bear in mind that any attempt to define the former has to be extremely cautious. In spite of that, it could be argued that such students share a common feature: they are at risk of or have already fallen behind in comparison to their peers in the ordinary classroom. The reasons for this can vary but generally there is a rejection of academic or formal learning, a lack of

motivation, a lack of learning strategies or aptitude and emotional issues (M. Cruz, s.d). Moreover, such students tend to have low confidence and low self-esteem (González et al, 1997). Finally, in a number of cases –if not always– they students display disruptive behaviour in class and are labelled as “challenging”. Considering these characteristics, the ultimate aims of a curriculum diversification programme are several: to respond to the needs of pupils that repeatedly display a disruptive behaviour in class, to prevent early school leaving, to help such students graduate from secondary school and, finally, to enable them to progress into further educational programmes such as vocational training. (González et al, 1997; “Document d’orientacions per la implementació d’un programa de diversificació curricular (PDC)” s.d.).

As far as curriculum diversification is concerned, guidelines issued by educational institutions and other literature can be a source of guidance on how to implement such programs in schools. Repeatedly, they advocate for programs that can yield better results without lowering expectations from students. In this sense, there is a general consensus that such programmes should strive to motivate students with a competency-based approach that can foster meaningful learning. Hence, they should rely on activities which are contextualised, transferrable to other domains, permanent, productive in nature and functional (Bassagaña, 2021). Finally, they highlight the relevance of manual work and using a wide variety of group dynamics and teaching resources.

2.3.2 Fostering motivation in the framework of this research

When considering all of the aforementioned recommendations it seems clear that a traditional and more academic approach is even more detrimental to these students than it is for their counterparts. In this vein, teachers are expected to implement adequate language programmes that can work in such context. Granted, that is easier said than done, as it is not straightforward to plan for such challenging groups where constant distractions and poor motivation abound. Certainly, motivation seems to be an important concept here and it follows that a motivation-sensitive teaching practice can go a long way.

To some extent, being motivation-sensitive requires from a teacher to be somewhat familiar to the theory behind motivation. Although this is a vast concept, for the purpose of this research some interesting ideas will be mentioned. First, in his book Dörnyei thoroughly reviews the existing literature on motivation. In this sense, he points out that:

few people would find fault with the argument that people will only be motivated to do something if they expect success and they value the outcome (expectancy-value theories), or that it is the goal that gives meaning, direction and purpose to a particular action (goal theories). Neither would we question the fact that people are generally motivated to behave in ways that puts them in a better

light (self-worth theory) or that if we lack confidence about being able to carry out a certain task, we are likely to avoid it (self-efficacy theory). It is also reasonable to assume that our past actions, and particularly the way we interpret our past successes and failures, determine our current and future behaviour (attribution theory), and that we will be more motivated to do something out of our own will than something that we are forced to do (self-determination theory). Finally, no one can deny that our personal likes and dislikes – i.e. attitudes – also play an important role in deciding what we will do and what we won't (theory of planned behaviour). (Dörnyei, 2001, p. 12)

In relation to L2, Dörnyei also reviews his own 1994 framework of L2 motivation that makes a distinction between three levels. At the language level, the integrative and instrumental motivational subsystems can be found. At the learner level, the need for achievement and the self-confidence construct (language use anxiety, perceived L2-competence, casual attribution and self-efficacy) take place. Finally, at the learning situation level there are course-specific motivational components (interest, relevance, satisfaction and expectancy of success), teacher-specific components (affiliative motive – to please the teacher–, authority type and direct socialization of motivation, which includes feedback), and group-specific motivational components (amongst others: group cohesiveness and classroom goal structure, be it cooperative, competitive or individualistic).

In his comprehensive handbook Dörnyei defines, or rather describes, a concept that is vague precisely because “it is a very convenient way of referring to what is a rather complex issue” (p.1). However, after reviewing the background knowledge on the topic, he tackles the ultimate purpose of this publication: to provide teachers with strategies in creating the basic conditions for motivation, generating initial motivation and maintaining it throughout the course.

At this point, Dörnyei plainly states that above all the aspects described that can contribute to good motivation in students, teacher behaviour comes number one. In effect, all of the teacher's decisions concerning a group will have an impact on the motivation of its members. Thus, appropriate teacher behaviours are desired as those that foster a pleasant and supportive atmosphere in the classroom and help shape a cohesive learner group with appropriate group norms.

According to the author, some practical ways in which a teacher can foster initial motivation are increasing the learners' expectancy of success and making the teaching materials relevant for the learners. Similarly, examples of good practice to maintain motivation are making learning stimulating and enjoyable, presenting tasks in a motivating way, promoting cooperation among the learners and protecting the learners' self-esteem and increasing their self-confidence.

With regards to increasing the learners' self-confidence, it “concerns a crucial aspect of

motivational teaching practice, yet one that is very often ignored or played down in the classroom.” Be as it may, he also states that teenagers are insecure in nature and “let’s not forget that the foreign language is the only school subject in which one cannot even say a simple sentence without the danger of making a serious mistake”. In this regard, Dörnyei explores some strategies to tackle this affective issue, which include providing experiences of success, encouraging the learner, reducing language anxiety (considering issues like social comparison, competition, mistakes and error correction) and teaching learner strategies.

It is necessary to point out that all of the aforementioned aspects were taken into account in the design of the drama intervention and will therefore be discussed at a later stage.

2.3.3 Additional background concepts

This theoretical foundation could not be complete without mentioning some other theoretical influences informing this research. Firstly, the influence of communicative language teaching is present. On the one hand, it is true that since its introduction in the 70’s there have been different definitions and interpretations of it, which has brought about controversy on areas such as use of L1 and overt grammar instruction, to name a few. On the other hand, most of its definitions widely agree on the emphasis on authentic communication and meaning as the cornerstone of foreign language acquisition. Effectively, at this stage, there is little doubt that language is acquired rather than learned and therefore should be more practiced rather taught.

In the same vein, this research will draw upon well-known notions developed around teaching and education and will make use of terms and ideas that are now common-ground for scholars and teachers alike. Some of these include theories such as Vygotski’s Proximal Development Zone and the concept of “scaffolding”; constructs such as Krashen’s comprehensible input hypothesis and his notion of “affective filter”; Long’s Interaction Hypothesis with its notion of “negotiation of meaning” and Hymes and Savignon’s term “communicative competence”.

3. Method

In an attempt to provide an answer to the questions embodied in the research aims, a case study was conducted in a large Catalan secondary school located in a rural town in the province of Barcelona.

A mixed methodology was used to collect data for the present study. The quantitative instruments consisted of a test, which was administered prior and post the intervention, a final questionnaire and a survey. Regarding quantitative tools, they consisted of a non-participant and

a participant observation and interviews with eleven students. The instruments will be described in more detail in subsequent sections.

3.1 Setting and participants

This case study was carried out in a large state secondary school where the author of this research did her Master's work placement. The setting was a "projecte singular" aimed at students who, for a number of reasons, have difficulties in the ordinary class and are at risk of abandoning school. As already explained, such students do not necessarily have cognitive learning difficulties, but rather tend to get distracted, have relational problems or disrupt de class. The programme strives to help such students obtain a compulsory secondary graduation certificate and to transition to further studies, particularly vocational-training programmes. This support is attained as a result of different factors. Firstly, the ratio is kept under 13 students. Secondly, the same four teachers facilitate most subjects. This includes their two co-tutors, an additional teacher specialised in diversity, a PE teacher and an English teacher. Both of these factors allow for more one-to-one support and personalised attention. Thirdly, the curriculum is adjusted so that students can acquire the basic competences. Last but not least, the methodology used with this group strives to adapt to the students' needs.

In addition, the students in this "projecte singular" do not mix with the ordinary classroom and have their own schedule. The reason for that is that they spend three days at the school, with the remaining two spent on a work placement. According to their tutor, the placement heightens their self-esteem. This is due to the fact that the students in the project have difficulties with studying, and therefore largely benefit from doing supplementary manual and practical work.

The target participants were 3 girls and 9 boys³ in 3rd or 4th of ESO, ranging from fifteen to seventeen years of age. All of them struggled in the ordinary classroom for various reasons and at least half of them came from disadvantaged families with financial or relational problems or lived away from their parents.

Regarding the English subject, this group had a weekly one-hour session. In the results section, the context of the subject will be briefly presented as part of the non-participant observation carried out in the English class.

³ Although there were thirteen students in the group, one of the boys was absent during the time of the drama intervention and therefore did not take part in the present research. While other three students missed one or two sessions, they were nonetheless administered the measurement instruments.

3.2 The drama intervention

Initially, the intervention was planned to last eight full lessons at a rate of two lessons per week. However, during the time this research was taking place, the sanitary crisis was on-going and the group were put to quarantine. This made it necessary to do fewer sessions and to restructure the intervention. In the end, four one-hour sessions and three half-an-hour sessions were carried out, which adds up to five and a half hours in total.

As suggested in the theoretical foundation, the proposed activities involved physical warm-ups and icebreakers, observation and listening games and techniques, miming and voice-work games, and a role-play. In fact, most of the activities were extracted from the aforementioned handbook by Duff and Maley (2005).

Another point to consider is that while the author of this study facilitated the didactic intervention, another teacher –a different one every time– was present. Last but not least, it goes without saying that the teacher behaviour during the sessions endeavoured to foster the participants' WTC and self-confidence and to lower their anxiety levels. In this sense, comprehensible input ($i + 1$)⁴ was provided and it was decided that some L1 would be used for bonding and clarification purposes. Likewise, other teacher behaviour aspects were observed in order to enhance motivation in students. For instance, there was a cautious use of corrective feedback avoiding explicit correction and abuse of negative feedback. Similarly, mistakes were regarded as part of the learning process, social comparison was avoided and a supportive and encouraging attitude was strived for.

3.3 Measurement instruments and data collection procedure

In this section the design of the measurement instruments and the data collection procedure will be described as two indivisible and interconnected processes. This had been decided on the basis that, in the course of this study, each stage of the research informed the next and, therefore, some of the instruments were gradually designed.

First, a non-participant observation took place in the English classroom in order to become more acquainted with the group dynamics. In this regard, a field diary was kept and a script was designed so as to report on various aspects such as class atmosphere, materials, activities, teacher behaviour and any indicators that could diagnose the studied variables (see Appendix 1). Moreover, it must be said that informal conversations with the teacher and the participants also provided relevant data at that stage of the research and were gathered in the field diary. This was also the support used in the participant observation made during the drama intervention.

⁴ For further information on $i+1$, see Krashen's research papers.

Before the drama sessions, a test was administered to students in order to make a diagnosis of the studied variables before the intervention (see Appendix 2). Here, the three studied variables were addressed using multi-item scales. However, it is important to mention that a distinction was made between the items measuring WTC in the classroom and those predicting WTC outside of it –in authentic communicative contexts–.

The test contained thirty-one items following a Likert scale, which were both original and adapted from other studies (Horwitz, Horwitz & Cope, 1986; Lee & Park, 2006; Zakahi & McCroskey, 1989)⁵. Considering that the target was a class of teenagers, an even number of four was used in the scale to avoid a potential abundance of “in-between” answers. Moreover, an extra multiple-choice item attempted to get an insight into the students’ background in relation to English. Finally, an open item permitted any questions or comments from the participants.

Two important factors were considered in the test design. First, that it was non-biased. Second, that it was comprehensible for students and therefore reliable. In an attempt to ensure success regarding the first factor, the items kept to the same response pattern –the multiple choice Likert scale–. Considering the second factor, there was a balance of positive and negative items within each of the multi-item scales. Apart from that, the items were informally clarified before administering the test. In addition, the answered test was reviewed with the whole class after they had completed it.

As already mentioned, during the drama intervention the field diary was also used to keep a record of the participant observation. This instrument reported on class atmosphere, participation, engagement from students and any other relevant information concerning the studied variables.

After the intervention, the test was administered a second time in order to detect any changes in the measured variables. In addition to the post-test, an additional final questionnaire was administered (see Appendix 3). The aim of this tool was two-fold. First, it intended to measure the participants’ satisfaction with the sessions. Second, it inquired on their direct opinions about whether they had experience a variation in their WTC, self-confidence and anxiety level. Again, it is important to mention here that two separate categories of items were established for WTC in the classroom and WTC outside of it.

Once more, the fifteen items in this questionnaire followed a 4-points Likert scale. Finally, an

⁵ Likewise, the recommendations suggested in the following papers were also reviewed in the design of the instruments: Dörnyei & Csizér (2012), Estaire (2004)

extra open question was aimed at eliciting more comments on the experience. In order to prevent ambiguous unreliable results, each item was carefully explained this time. Moreover, the participants were explicitly suggested both a positive and a negative interpretation of the items, which aimed at preventing the instrument from being biased and inducing answers.

The next step in the research was to proceed to semi-structured interviews with students. Initially, the sample was planned to be composed of 4 randomly selected participants. In spite of that, due to ambiguous test results it was deemed necessary to extend this initial number of interviewees. In this regard, the final sample was random as was based on the participants' willingness to participate in the study. In this vein, eleven out of the twelve participants were finally interviewed. The exchange was audio-recorded and its length varied from fifteen minutes to one hour, with most interviews lasting between thirty and forty-five minutes.

As far as the script is concerned, two aspects were taken into account. First of all, the test results had proved to be unreliable because it had become clear that occasionally some students had not correctly interpreted some of the items. Moreover, some of the answers given in the final questionnaire contradicted the test results. Therefore, all the items in the test and the final questionnaires were carefully analysed from a qualitative perspective and used to develop the interview scripts. In this vein, the interviewees were asked to clarify any individual answers that were clearly ambiguous –and such answers were corrected–, singular or indicative. For example, this involved tackling post-test answers that showed a variation of more than 2 points with respect to the pre-test or that varied from “agree” to “disagree”. Consequently, the final script was different for each interview.

Nonetheless, it must be said that the scrip was only a guide, as the participants were given time between questions to come up with their own contributions and appreciations.

Finally, it must be mentioned that a focus group was considered initially as a potential instrument for this research. However, given the sensitive nature of the variables self-confidence and anxiety, this tool was discarded and individual interviews were preferred.

Nevertheless, the group was brought together at the end of the fieldwork and a brief survey was carried out. This consisted of 4 dichotomous questions –yes/no– that were answered on the spot by hand rising. This last instrument was devised in the last week as a response to the initial ambiguous quantitative results. Thus, its purpose was to obtain explicit and unambiguous supplementary quantitative data that could validate the rest of the results by triangulation.

3.4 Data analysis

As already mentioned, the results of the test and the final questionnaire were analysed qualitatively prior to the interviews. However, the quantitative analysis of the Likert-scale items was carried out after the fieldwork, together with the rest of instruments.

As far as the test is concerned, the total amount of items measuring each of the four variables was dealt with as a whole. In this vein, each variable was analysed by a means of a Likert scale that permitted to quantify the number of responses. Thus, a total percentage for each answer was obtained. Finally, for clarity purposes, the percentages of “strongly agree” and “agree” were added up. Likewise, “strongly disagree” and “disagree” were also combined. Subsequently, the results of both tests were compared in order to evince any changes in the variables.

As far as the final questionnaire is concerned, a similar analysis was undertaken. Hence, a resulting set of percentages revealed the extent to which the participants thought the sessions had been useful in improving each of the studied variables. With regards to the items about the students’ general satisfaction with the sessions, the same approach was taken. Additionally, some loose items were counted individually.

Finally, the dichotomous answers from the four-item survey were also expressed in percentages.

The analysis of the qualitative results proceeded as follows. First of all, the transcript of the interviews was read through and several recurring topics were classified into categories. In addition to the studied variables, such categories included topics that had been consistently brought up by students. Moreover, answers that suggested automatic or potentially induced responses were largely discarded for the purpose of analysis. On the contrary, whole statements and fully argued responses were given prominence.

With regards to the participant observation, the most recurrent comments on the field diary were summarised and used in triangulation with the interview results.

At the final stage of analysis, the results of both qualitative and quantitative instruments were compiled and contrasted in order to draw appropriate conclusions.

4. Results

4.1 Test results

The first tool used in the present study was a questionnaire that was administered as a pre-test and then as a post-test after the drama intervention. As already mentioned, its aim was to measure whether the sessions had influenced the students' WTC in the classroom, WTC outside the classroom, self-confidence and anxiety. Contrarily to what was expected, the results of both

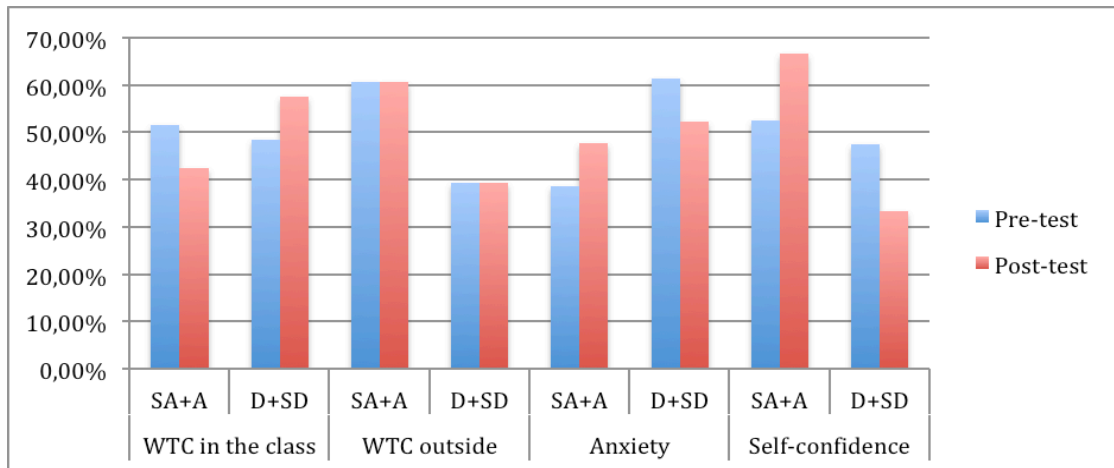


Table 1

tests differed only slightly (Table 1). Considering that the “agree” and “totally agree” answers were added up, self-confidence increased a 14.14%, WTC in the classroom diminished a 9.1%, anxiety increased a 9.08% and WTC outside of the classroom showed no variation.

4.2 Non-participant and participant observation results

In informal conversations with the teacher, she stated that her primary aim with the group was to review what had been done the previous year. She was concerned because the students were slow and forgetful and needed to catch up with the curriculum. Consequently, she considered it necessary to spend at least half of the time following a beginner's workbook, with the remaining minutes being spent in a less cognitively demanding activity. Thus, as observed, students worked individually at their desks doing mostly grammar and vocabulary review exercises. Next, she assisted from desk to desk and then they corrected the exercises as a class. During the lessons, teacher used L2 at all times.

The teacher also informally reported that she missed a specific programme for this group in particular, as she found it very difficult to work with this multi-level class containing students from two different courses and with so little time available. Lastly, she acknowledged the fact

that the students were most motivated when not doing the workbook and that they might need to do something more engaging.

With regards to the results from participant observation, they will now be briefly summarized. Some initial informal conversations with students revealed that most participants showed interest in trying out the drama activities and welcomed the idea of doing something new. Later on during the drama sessions, some aspects were consistently observed throughout. First, even if there were undeniable frequent distractions, a positive classroom climate was present, with most students being quite attentive and engaged in the lessons, if not over enthusiastic by any means. Second, it became clear that hardly any student was confident speaking in L2 and that many of them had major pronunciation issues. Moreover, getting them to speak was not straightforward. In particular, it was clear that whenever the activity involved standing up and performing a role in front of their classmates, only about a third of the class volunteered, while the remaining students were reluctant to do so. Nevertheless, since they were quite engaged in most sessions, they made an effort to speak, which brought about just enough participation to carry out the activities.

4.3 Final questionnaire results

As already explained, this instrument explicitly inquired students about their satisfaction with the drama activities. More importantly, students were also asked their own opinion as to how much the activities had impacted their WTC in and outside the classroom, self-confidence and anxiety.

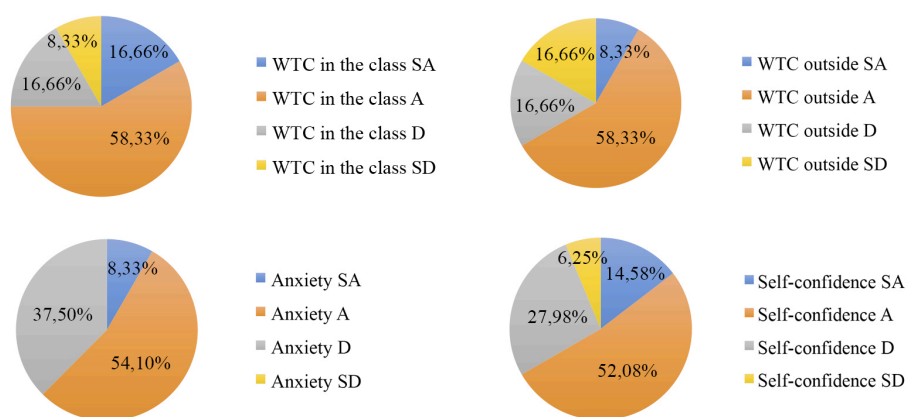


Table 2

An average of the results (Table 2) indicates that 66.58% of the answers support an enhanced WTC in the classroom, with the WTC outside the classroom accounting to the same percentage. Similarly, 62.43% of answers pointed to students feeling less anxious, with 0% strongly

opposing to this idea. Finally, 66.66% of the answers support the idea that self-confidence had increased amongst students. As a matter of fact, the percentage of “strongly agree” answers is the highest in this particular variable, adding up to a 30% of answer.

In addition to the four measured variables, the questionnaire also revealed that 81.67% of students were satisfied with the sessions and considered them to be useful and/or fun.

Finally, further results are worth mentioning. First, it was interesting to find out that 58% of the students thought the sessions had boosted their motivation to study English. Last but not least, the same percentage considered that their pronunciation had improved and all students except for one believed that their understanding of English was much better than what they thought before. In other words, their self-perceived competence with regards to receptive skills had increased.

4.4 Interview results

At this point, attention will be drawn to the fact that the results of the tests and the final questionnaire do not coincide. First, the former suggested that there had not been much variation in the studied variables, whereas the latter suggested otherwise. Second, the only result that seemed point to the same direction in both instruments was that of self-confidence. Given this circumstance, the interviews with students were capital, as they had the potential to validate or question the results of the final questionnaire. In this regard, with exception of WTC outside the classroom, overall the interview results validated the results gathered in the questionnaire. Nevertheless, the data gathered in the interviews was slightly more favourable than what can be inferred from the results of the questionnaire.

In this vein, 70% of the interviewees claimed that their WTC in class had increased since they had participated more than usual and been active to a greater or lesser extent. Moreover, there was a general consensus that everyone in the class had been more actively involved and that some students who were usually quiet had made an effort and dared to speak.

Interestingly, when asked about WTC outside of the classroom, most interviewees contradicted the questionnaire results by answering that this variable had not been influenced. While a few of them argued that they might feel somehow more confident to speak in authentic communicative situations, most of them also declared that they would only be willing to do so if it was absolutely necessary. In other words, they would not actively seek an opportunity to speak English outside of the classroom.

Regarding anxiety, some interviewees suggested that the sessions had helped them become less shy and more daring to speak. According to them, thanks to their engaging more in the activities and participating, they had realised that they were more capable than they thought, which in turn had help them overcome the fear of speaking. Moreover, some students acknowledged that some use of L1 by the teacher had also helped them in becoming less anxious.

That being said, an important topic must be covered here before going any further. In the initial informal conversations with students, some of them had complained that three of their classmates constantly made fun of others in the classroom. According to them, this caused frustration, anger and discomfort and therefore hindered participation. Moreover, it also contributed to other students being constantly distracted in class. When asked in the interviews whether the situation had improved during the sessions, 50% of the interviewees insisted that those three students had been a nuisance and 25% reported that they had held back when they were around –they had been absent or expelled in two sessions–.

With regards to self-confidence, some participants admitted that they were under-confident. More importantly, most stated that the sessions had been beneficial in that regard. As a matter of fact, ten interviewees acknowledged this fact using words such as “secure”, “confident”, “self-assured”, “less shy” and “daring” to describe that their self-confidence had improved to a lesser or greater extent.

As has already been mentioned, some students had realised they were more able to communicate in L2 than they thought. Similarly, most students reported that their comprehension was also better than they thought and some said it had improved as a result of the sessions. In fact, it is interesting to mention one student going as far as to say that he was now more able to understand his private English tutor.

Going back to WTC in the classroom, the reasons given by students as to why they had participated more were several and interconnected. First of all, according to them it was due to the fact that their own expectancy of success had been higher. In other words, they had felt they were more likely to make adequate contributions in that context and less likely to fail. Moreover, they reported that this was because what was asked from them was “easy” in the sense that they understood the task and felt able to accomplish it.

Secondly, another reason was that the activities had been enjoyable. In fact, all of them came out with the word “fun” when talking about the sessions, even if there was no specific item in the interviews script containing these term. Moreover, some described the sessions as dynamic

and claimed that a class based on speaking was easier to follow. As a result, they had made an extra effort to be more attentive, which in turn had enhanced their participation in the class.

Thirdly, almost half of the interviewees claimed that the proposed activities were close to real-life interaction and had been useful in upgrading their skill to communicate in English. In that sense, overall their belief was that focusing on oral activities was much more beneficial to their learning. Moreover, three claimed that they preferred to-the-point activities that could make the most of their limited class time.

Apart from that, another interesting result obtained in the interviews is worth mentioning. Specifically, three students had felt somehow more anxious than usual at some points during the sessions. Although this result is apparently contradictory, they explained that this anxiety had to do with the fact that they had felt more challenged and had no book to resort to. However, this tension had been experienced as positive since the outcome was that they had managed to make themselves understood, which was very satisfactory for them. In addition, this degree of tension or positive challenge had also the effect of them being more attentive and making a bigger effort to understand and follow the class.

With regards to motivation to study English, the questionnaire had suggested that a 58% of the participants did not feel particularly more motivated to learn the target language than before the sessions. Similarly, when asked about their motivation to learn English, most interviewees acknowledged the importance of studying it but demonstrated an instrumental motivation to learn that was low even after the drama sessions.

Finally, with regards to drama, most students stated that they did not like acting. Seemingly, the majority of them had felt somewhat uncomfortable or ridiculous during the activities involving putting on voices or performing a theatrical role. Hence, the most explicitly theatrical tasks proved to be the less successful activities amongst the majority of students. In fact, reportedly only 25% of students would be keen on getting involved in a school theatre performance in English.

4.5 Survey results

To finish this section, the outcome of the final survey will be presented, with its results closely coinciding with those gathered in the final questionnaire and the interviews. On the one hand, the percentage suggesting an increase of WTC in the classroom and a diminished anxiety (66.60% in both cases) is very close to the questionnaire results. On the other hand, WTC

outside the classroom (58.30%) and self-confidence (75%) differ only a -8.36% and a +8.4% respectively when compared to the questionnaire.

5. Discussion

5.1 Impact of the drama activities on the studied variables

5.1.1 Differing results from the test and the rest of instruments

By triangulating the collected data, the test results seem to contradict the rest of the instruments. While the former shows little to no variation in the studied variables, the latter indicate that around two thirds of the participants had experienced an increase in the studied variables. Furthermore, according to the test results, anxiety and self-confidence had increased. More remarkably, the test indicated a decrease in WTC in the classroom, which is an idea that the rest of results clearly contradicted.

Three interpretations could be given to this miss-match. First of all, one possible reason is that the post-test was done on the day the students received their end-of-term marks, which means that some of them were reportedly overwhelmed and might therefore have given unreliable answers. Secondly, some of the already mentioned misunderstood items in the test might have gone unseen and therefore might have misled the overall result (see section 3.3 p. 20).

However, there is yet a more plausible explanation for the lack of correlation. Specifically, while the items in the test aimed at measuring the variables through a set of indirect questions, the final questionnaire elicited the students' direct opinions on how much those variables may have been affected. In this way, while the test turned out to measure variables that were more trait-like, the direct questions in the questionnaire were more likely to reveal changes in the state (situational) variables. Consequently, the overall unaltered test results can be explained because of the fact that the intervention was far too short for the more permanent characteristics to be substantially affected. What is more, it must be borne in mind that WTC is more directly influenced by situational variables than it is by trait-like variables (see section 2.2.1 p.10). Therefore, it follows that the rather irrelevant variation in the test results does not necessarily contradict a transient increase in WTC and the rest of variables. As a matter of fact, while an increase in the permanent variables would certainly have had an impact on WTC, it is the increase in the situational ones that was more determining in this case.

Once again, by merely considering the test results, it could be initially proclaimed that drama did not have an effect on the students. However, this initial impression is also inevitably

contradicted when the rest of the collected data comes on the scene. Certainly, a triangulation of the results from the other four instruments suggests that there is more to consider in this research. First, they reveal that around two thirds of the class did perceive an improvement and give an insight into the reasons why. Second, they suggest that the remaining third were students who were clearly uninterested in the subject to start with or who categorically rejected the idea of doing drama in class.

5.1.2 Analysis of the self-perceived impact on WTC

Taking the results and the abovementioned considerations into account, it can be claimed that around two thirds of the participants did perceive an overall improvement in all variables. This section will focus on WTC as the ultimate measured variable of this study. As far as self-confidence and anxiety are concerned, they will be dealt with in more detail in the following section.

As seen in the results (section 4.4, p. 25), the students described the proposed activities as “easy”. This does not mean “too easy”, since they also pointed to a certain degree of positive challenge that kept them alert. Arguably, “easy” means in this context that the activities were “attainable”. In other words, the activities were just within the students’ ZDP. This is important because it means that the students’ self-efficacy and own expectancy of success was substantially enhanced, which in turn contributed to their participating more in the activities. At the same time, while it is true that participation in **an activity** does not necessarily involve communication in L2, in many cases it does.

In addition, as will be discussed later on, students claimed that another reason why they had participated more is because the activities had been “fun”.

Be as it may, as a result of this enhanced participation the participants experienced success, which in turn lowered their anxiety and increased their self-perceived competence. These, as seen, are precisely the two aspects which are the two most determining factors affecting self-confidence, and therefore state self-confidence (Clément, 1980,1986, quoted by MacIntyre *et al.* 1998).

Having said that, it must be recalled that the learners’ WTC has two immediate influences: state-communicative (situational) self-confidence and desire to communicate with a specific person (MacIntyre *et al.*, 1998). With this enhanced situational self-confidence during the lessons, it can be explained why they were subsequently more willing to communicate. In addition, the second situational variable “desire to communicate with a specific person” would also be present, since they perceived the activities as a positive challenge and were eager to try to communicate with the teacher in that context.

At this stage, one important aspect has to be discussed. While all data –apart from the test–coincide with regards to WTC in the classroom, the increase of WTC outside the classroom is not so clear-cut. On the one hand, the qualitative results from the interviews indicate that WTC outside the classroom had not improved. On the other hand, the final questionnaire and the survey indicate that they did, if only a bit less than the other variables (see results in sections 4.3 and 4.5). One interesting way to interpret this miss-match is that even though students felt that they would be more self-assured when faced with an authentic communicative situation, in this case the “desire to communicate with a specific person” was not a tangible reality. That is to say, when inquired about their WTC outside the classroom, students could not resort to a real situation like what they had experienced during the sessions but, instead, were required to think on how they would react in a hypothetical context. Hence, they had to imagine a situation where this “specific person” was unknown and therefore the desire to communicate with them was inexistent. Considering all this, it follows that if the “desire to communicate” was present, students would probably be more likely to engage in social interaction. In other words, they would be more willing to communicate.

5.2 The potential of drama in the context of this research

This section has a two-fold aim. First, it will further elaborate on the reasons why the students may have perceived an improvement in the studied variables. Second, it will deal with the last of the research aims, which brings up the question of whether drama can be considered an effective tool in this specific context. In this regard, it must be taken into account that the positive effect of drama was only overtly acknowledged by about two thirds of the class. Moreover, the question arises of whether the reported improvement was due to the drama activities in themselves or to a shift in their overall learning experience, which had moved from a more teacher-centered *traditional* approach to a more communicative learner-centered one.

5.2.1 Reported benefits of drama to the participants

As presented in the theoretical framework, there is a wide array of literature pointing to the positive influence of drama in the L2 classroom. In this regard, the results of this research seem to confirm that drama brings some of the benefits mentioned in the literature review. More specifically, the results seem to coincide with other literature in that drama can be a useful tool to enhance student interactions, increase self-esteem, reduce anxiety, foster an embodied and engaging learning and enhance motivation (see section 4.4).

Moreover, as has already been pointed to in section 5.1.2, from the interview results it can also be understood that the activities had been accessible (“easy”), practical and engaging (“fun”) and therefore had encouraged students to step out of their comfort zone.

The first factor is connected to self-efficacy. This already mentioned variable could be further justified here by the fact that the drama activities did not focus exclusively on what the students did not know yet, but rather tapped onto what was already there, which fostered self-confidence and risk-taking. Likewise, the drama activities seemed to be suitable in this multi-level context, as they provided a basic framework in which the participants could bring their own contribution into the class regardless of their level. Secondly, the activities were perceived as practical and functional because according to students they were close to real-life interaction and brought about a contextualised classroom interaction through “an intense focus on meaning” (Duff & Maley, 2005, p. 1). Thirdly, the fact that the activities were perceived as being “fun”, “varied” and “dynamic” also encouraged the students to take risks (section 4.4 p. 25).

5.2.2 Questioning the effectiveness of the drama techniques

In spite of all the aforementioned benefits, when trying to determine whether drama could be an adequate tool in this context, there are two crucial aspects that need to be weighed out with the benefits already described. The first aspect is straightforward: that a programme that fails to satisfy all students in a class at some point is an ineffective one. Certainly, the third of students who were less motivated in class cannot be ignored. The second aspect involves questioning whether what positively influenced the students was drama in itself or a shift in the overall learning experience.

Regarding the students’ acceptance of drama, only 25% of students were overtly inclined to performing theatrical tasks (section 4.4 p. 26). What is more, whenever the activities explicitly required students to interpret a text in a theatrical way or act out, it was always the same students who showed more enthusiasm (section 4.2 p. 23). Similarly, while it is true that other students reportedly enjoyed such activities and learned by participating in other ways (for example, by observing, guessing what the others were miming or offering solutions to a problem), it cannot be denied that they were reluctant to the idea of “going on the stage” to become actors and actresses. Accordingly, it can be inferred that while the spare or once-off use of drama was beneficial for the target participants, a programme solely based on drama would have been faced with unwilling, reluctant and probably unmotivated students on the short run. Finally, the fact that some students were less inclined than others to engage in theatrical performance, could arguably explain why, despite a remarkable interest in drama by teachers, this does “not seem to be widely implemented in language classrooms” (Belliveau and Kim, 2013).

Taking all the aforementioned into consideration, it seems that what most contributed to the WTC, self-confidence and lowered anxiety of some students was not so much the drama

component in itself. Rather, it was the fact that they were proposed communicative activities that they perceived to be useful, functional, fun and that they felt capable of undertaking.

5.3 Considerations on motivation in similar curriculum diversification programmes

As has already been acknowledged, this case study has been carried out in a very specific classroom context and it follows that its results cannot be extrapolated from such a small sample. Nonetheless, both the quantitative and the qualitative results can provide an insight into what could work in similar curriculum diversification projects where particularly unmotivated students are at stake. Moreover, the results seem to prove some of the important aspects described in the theoretical framework regarding motivation. In this section, some of the aforementioned results will be re-examined in relation to motivation in this specific setting. In particular, some of the recommendations given by Dörnyei (2001) will be taken into account.

First of all, students in such projects are discouraged by a lot of sitting and written work, which is precisely the strategy that often teachers use in order to keep classes under control. In this regard, this study suggests that speaking communicative activities can be beneficial both for students and teachers. Firstly, they move away from a teacher-centered approach by putting students in the centre of their learning process and thus strengthen their autonomy and self-confidence.

Secondly, such activities can lower anxiety, and can therefore foster participation and increase WTC in the class and, by extension, outside of it. However, this seems to be so provided that the activities are within the students' reach. In other words, they will be more likely to participate if their sense of self-efficacy is enhanced. Increasing self-efficacy of students requires the teacher to operate within their ZDP and to provide them with enough scaffolding to expand it. For example, it is a good idea to arrange plenty of opportunities to rehearse or practice the language. In this regard, an activity called "delayed repetition" (Duff & Maley, 2005), proved to be successful amongst students and may explain why 58% of them thought their pronunciation had improved (section 4.3). Likewise, at the receptive level, if the input from the teacher is comprehensible enough the learners' self-perceived competence increases and the affective filter decreases. In this sense, it is important to remark that all students except for one believed that their understanding of English was much better than what they thought before. Since it is highly unlikely that just a few sessions can have such an effect, this seems to illustrate the validity of Krashen's affective filter hypothesis. Even more illustrative is the anecdote of the student who believed he understood his private English tutor better after the sessions seems (section 4.4 p, 25).

In addition to that, this study suggests that when so little time is available –one hour per week in this case–, under-confident students with a low level of proficiency may benefit from some instruction in L1. As pointed out in section 3.2 (p. 18), some L1 was used for bonding and clarification purposes.

As has already been discussed (section 5.2.1, p. 29), another factor that reportedly encouraged participation was that the activities were enjoyable enough. In this regard, while individual activities may be necessary, whole-group activities that involve moving around can engage students and foster cooperation. By working towards a common goal (a guessing game, a communicative warmer, a short role-play etc.) negotiation of meaning takes place in a framework of positive interdependence. This is particularly positive in groups where there is a lack of cohesiveness or an element of conflict.

Thirdly, the proposed communicative activities were perceived as functional and close to real-life interaction and therefore were relevant for the learners (Dörnyei, 2001).

Having said that, another important aspect that must be reminded is that appropriate teacher behaviour can go a long way in improving self-confidence, reducing anxiety and enhancing motivation amongst participants. One example of such teacher behaviour is corrective feedback. The sessions suggest that explicit correction should be avoided and other types of corrective feedback can be used instead such as recast, clarification request or elicitation.

To conclude this discussion, it will be recalled that 58% of the class claimed that they felt more motivated to learn English after the sessions. Although this may seem little, arguably it is a substantial percentage considering that what students were asked was not if they had felt motivated *during* the sessions, but if their overall motivation to learn English had increased after the experience. With regards to the motivation observed throughout the sessions, on the one hand there is evidence pointing to drama as an effective tool to be used sparingly in this context. On the other hand, it can be estimated that any activity that is approached in a communicative way can have a positive impact on students' motivation and on the studied variables.

6. Conclusions

The conclusions of the present study have already been suggested throughout the discussion and will be summarized in this section.

As observed in the literature review, there is abundant evidence that drama can be a beneficial tool in the L2 classroom. In the light of the gathered results, this study points to the same

direction by revealing that the communicative nature of the drama activities can have a positive influence on students' WTC in the classroom, self-confidence and anxiety. In fact, while the limited number of sessions did not seem to affect the trait-like permanent state of such variables, it did have a positive influence on their situational value. Moreover, some evidence was gathered pointing to the idea that speaking communicative activities such as drama could have an impact on WTC in an authentic communicative situation. According to the theories of MacIntyre et al. (1998) regarding WTC in L2, this variable would also be enhanced outside the school's walls if, apart from an improved situational self-confidence, there was a desire to communicate with a specific person.

Nonetheless, for the abovementioned benefits of drama to be effective, two aspects were found to be particularly important in this research context: appropriate teacher behaviour and appropriate teaching materials and activities. As a matter of fact, these two elements were described by Dörnyei (2001) as important motivational factors and were therefore taken into account when designing and facilitating the drama sessions.

With regards to teacher behaviour, the study confirmed that creating a supportive atmosphere and encouraging students enhances motivation and therefore fosters communication in L2. Moreover, the results suggest that, in this context, a cautious use of corrective feedback is desired, with avoidance of explicit correction and negative feedback in favour of other corrective strategies that encourage risk-taking, such as recast, clarification request or elicitation.

As far as teaching materials and activities are concerned, this study found that students can become more motivated, and therefore more prone to interact in L2, provided the proposed activities comply with a series of characteristics.

First, the tasks should be perceived by students to be attainable and within their own reach. As a matter of fact, a conclusion from this study is that in order for students to whole-heartedly embark on a task they need to believe they are capable of fulfilling it. In other words, if the task is perceived as being arduous, unintelligible or unattainable, they will surely get discouraged. However, if the task seems accessible, they will be hopeful and make an effort to understand and to take risks. This idea revolves on the concept of self-efficacy, which is an important aspect to consider especially with under-confident learners.

Second, tasks should be perceived as functional and contextualised. Two aspects should be considered in this regard. The students in this project only had an hour of English per week. In addition, they were in their last two years of compulsory education. Consequently, the activities

that were practical and closer to real-life interaction were perceived as more useful and valuable.

Third, lessons should be enjoyable and diverse. In this case, the communicative drama activities were considered to be “fun” by most of the participants, who were reportedly more engaged than when doing accuracy and form-focused written activities.

The three abovementioned factors proved to positively affect motivation in this case study. Moreover, they were the reasons why students reportedly increased their participation as a class. Furthermore, they were also the reasons why they dared to speak more in L2 which, in turn, provided experiences of success and therefore enhanced their self-perceived competence and self-confidence and reduced their anxiety. As seen in the literature review, these are paramount factors influencing WTC.

Nevertheless, this study revealed that at least a third of the target students did not experience substantial benefit from the drama sessions. Moreover, seventy-five per cent were reluctant to the idea of engaging in theatre performance. In the light of such results, it can be concluded that while drama games and techniques could be an interesting tool to be used sparingly, a full programme based on acting would probably have been unsuccessful amongst the target group.

Consequently, a reasonable conclusion is that what positively influenced the studied variables was not so much the drama activities in themselves, but the fact that they were appropriate speaking communicative activities undertaken through a motivation-sensitive teaching practice. Once again, the obtained results suggest that a successful approach in similar cases could be shifting the focus from a corrective teacher-centered approach that insists on accuracy and achieving linguistic competence, to a student-centered approach that regards communicative competence as a whole, considers affective variables and can foster meaningful learning. Likewise, while a single weekly hour of English instruction is probably insufficient in terms of linguistic communicative achievement, it may be enough to “engender in language students the willingness to seek out communication opportunities and the willingness to actually communicate in them” (MacIntyre et al,1998, p. 547).

In addition to the abovementioned conclusions, the study also reveals that a lack of group cohesiveness can hinder WTC in the classroom and should therefore be specifically taken into account when dealing with learners in similar contexts.

As far as the limitations of the research are concerned, two aspects should be mentioned. First, acknowledging the limited scope of the research is necessary. Taking into consideration the small number of sessions and the limited target, it has to be borne in mind that the present

results and conclusions cannot be extrapolated to other contexts. Second, some aspects could have been improved regarding the design of the research instruments. For instance, there was no question on the students' self-perception regarding an increase in oral fluency or competency.

Finally, some further lines of research will be proposed. First, a study dealing with grouping strategies in curriculum diversification programmes would be recommended, such as cooperative work. Second, a longer-lasting programme based solely and specifically on drama would yield greater insight into the usefulness of this tool in the context of curriculum diversification programmes.

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Appendix 1

EINA 1: observació no participant de les classes anteriors a la intervenció

Data: _____ Faltes d'assistència: _____

Taula 1: Activitats de la sessió

#	Activitat del professor	Activitat dels alumnes	Comentaris

Taula 2: Aspectes concrets a observar (en document a part per canviar fàcilment de pantalla)

Aspectes a observar	Anotacions / Comentaris	# activitat
PROFESSOR		
Motiva/Desmotiva els alumnes (contextualització activitats, relació personal...)	Exemple: Motiva dient please i thank you molt sovint. És molt pacient i no perd els nervis. Desmotiva perquè no dona cap context, la correcció de l'error és molt directa i les ajudes no son bones. 1. <i>no quan fa tal cosa...</i> 2. <i>si quan fa tal altra...</i>	
Fomenta auto confiança /desconfiança . (ajuda o no, reafirmació o reprovació, ànims)	No reprova però penso que deuen sentir que no ho saben fer pq no estan a l'altura, quan en realitat hi ha un rprobema d'adequació de la tasca i les ajudes	
Genera ansietat . (tractament error, obligació, ridícul)	No genera ansietat perquè és molt relaxada i amable	
Anima alumnes a parlar en L2. Com?	Els demana que ho diguin en anglès. No obstant això, quan responen a vegades no escolta amb atenció o no té la paciència. Intenta només parlar en anglès tota l'estona. Ells a vegades també ho intenten.	
Altres		
ALUMNES (indicar nom)		
Signes de motivació (interès, participació, esforç, atenció)		
Signes de desmotivació (avorriment, distracció)	they make a mess, they complain that they don't undertsand, they get lost...	
Signes de confiança en ells mateixos	they are hapty when they get a question right.	
Signes de desconfiança en ells mateixos		
Signes d' ansietat	none	
Altres		
COMUNICACIÓ ORAL		
Intervencions iniciades per alumnes → profe (en L2 o L1?) Amb comentaris de les L2 (motiu, seguretat de l'alumne, durada torn, entusiasme) Indicar nom!	1. a vegades intenten expressar-se en anglès alguns (Aleixos, Toni), en general usen L1 2. 3. 4. 5. ...	
Intervencions alumne →	1.en castellà	

Alumne. (en L1 o L2?) En L2: motiu, grau entusiasme, durada... Indicar nom!	2. 3. 4. 5. ...	
Intervencions iniciades per professor → alumnes (en L2 o L1?) Amb comentaris de les L2 (motiu, seguretat de l'alumne, durada torn, entusiasme) Indicar nom!	1. gairebé sempre en anglès. dona poc context i poques ajudes per entendre-la, tot i que amb tothom parlant és comprensible que no trobi la calma per a fer-ho 2. 3. 4. 5. ...	
Aula:		
Ambient general principi classe	semblava com que volien boicotejar la classe, fer barullo a propòsit	
Ambient general durant c.	l'ambient ha anat virant cap a més concentrat però s'ha mantingut alterat i amb molta xerrera potser de desmotivació perquè la majoria només han pogut respondre una de les preguntes del listening.	
Ambient general final c.		

Appendix 2

TEST
(WTC IN CLASSROOM, WTC OUTSIDE, SELF-CONFIDENCE & ANXIETY)

(VERSIÓ INTERNA AMB ÍTEMS SEPARATS PER CATEGORIES)

Soc la Gina Ortega, estudiant del Màster de Formació del Professorat a la Universitat de Vic i estic fent una investigació sobre les activitats d'expressió oral i teatre amb diversos estudiants d'aula oberta de secundària. L'objectiu de la investigació és estudiar les possibilitats dels jocs i tècniques teatrals i d'expressió a l'aula d'anglès. Per aquest motiu, les teves opinions són molt importants per aquest estudi.

Si us plau, llegeix bé totes les preguntes i respon-les tenint en compte les teves experiències durant aquest curs. És important que responguis amb sinceritat. No hi ha cap resposta correcta o incorrecta, totes les respostes són totalment vàlides. Senzillament et demano que diguis teva opinió sincera. Has de saber que aquest qüestionari és anònim i no es mostrarà a cap altre professor ni a cap altra persona de la teva escola. D'altra banda, com que farem un segon qüestionari més endavant, et donarem un número per saber que ets la mateixa persona quan facis el proper qüestionari.

Moltes gràcies per participar! Les teves respostes ens seran de gran ajuda!

1. M'agraden les activitats on la professora ens demana que parlem o diem alguna cosa en anglès <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
2. Em molesta llegir textos en veu alta a classe d'anglès <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
3. A l'assignatura d'anglès, prefereixo fer exercicis individuals del dossier que fer activitats d'expressió oral <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
4. Quan la professora demana un voluntari per llegir en veu alta en anglès, gairebé sempre vull participar. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
5. Quan la professora ens pregunta a classe, prefereixo respondre en català/castellà enlloc d'anglès. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
6. Cada vegada que li pregunto alguna cosa a la professora, faig l'esforç de fer-ho en anglès <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord

7. M'agradaria esforçar-me més a parlar en anglès a classe

Totalment en desacord

En desacord

D'acord

Totalment d'acord

8. Si viatjo a l'estranger, intentaré parlar amb gent d'allà en anglès

Segur que no

Probablement no

Probablement

Segur que sí

9. Si vingués un estudiant d'intercanvi d'un altre país a passar unes setmanes a la meua classe, provaria de parlar-li en anglès per practicar

Segur que no

Probablement no

Probablement

Segur que sí

10. Si viatjo a l'estranger amb amics, preferiré que algú altre del grup parli en anglès amb la gent d'allà. Per exemple en un restaurant o una botiga.

Segur que no

Probablement no

Probablement

Segur que sí

11. Si em trobo pel carrer amb un grup de joves estrangers i em pregunten alguna cosa en anglès, els respondré en anglès encara que sigui amb paraules simples.

Segur que no

Probablement no

Probablement

Segur que sí

12. Si en el futur estic treballant i un client em parla en anglès, segur que li hauré de demanar ajuda a algú perquè em tradueixi.

Segur que no

Probablement no

Probablement

Segur que sí

13. Acceptaria una feina on em diguessin que a vegades hauré de parlar en anglès. Per exemple, una feina de cambrer o botiguer en una zona turística.

Segur que no

Probablement no

Probablement

Segur que sí

14. Em sento segur i tranquil practicant anglès amb el meu grup de classe.

Totalment en desacord

En desacord

D'acord

Totalment d'acord

15. Em poso molt nerviós quan la professora em pregunta en anglès <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
16. Quan em fan parlar a classe d'anglès, em prenc el temps necessari per pensar el que vull dir i després intento dir-ho. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
17. Quan la professora em pregunta en anglès i no l'entenc, sento que em bloquejo. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
18. M'angoixa que els meus companys es riguin de mi si m'equivoco. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
19. No em molesta gens que la professora em corregeixi. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
20. Evito parlar en anglès perquè em fa vergonya que el professor em corregeixi davant dels altres. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
21. A la meua classe puc practicar l'anglès sense que els companys es riguin de mi. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
22. El meu nivell d'anglès és prou bo per presentar-me, dir d'on soc i què m'agrada. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
23. Crec que m'atreviria a parlar anglès per comunicar-me amb persones d'altres països. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
24. Sento que l'anglès em resulta més difícil que a la majoria dels meus companys. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
25. Tinc prou capacitat per aprendre a parlar bé l'anglès. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord

27. Penso que seria incapaç de tenir una conversa en anglès amb un estranger. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
28. Estic satisfet amb el meu progrés a l'assignatura d'anglès encara que el meu nivell sigui millorable. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
29. Quan em fan parlar anglès a classe, sento que no soc capaç de comunicar res del que voldria dir. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
30. Crec que en el futur parlaré prou bé l'anglès per poder fer una entrevista de feina en aquest idioma. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord
31. Estic convençut que sabré fer-me entendre en anglès quan sigui necessari. Per exemple, si viatjo a un altre país o em trobo amb un estranger. <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord

32. A part de l'assignatura d'anglès, indica si practiques anglès en alguna d'aquestes situacions fora de l'institut <input type="checkbox"/> Vaig a una acadèmia d'anglès o faig classes particulars o de reforç <input type="checkbox"/> Veig sèries, pel·lícules o vídeos d'internet en anglès al menys dos cops per setmana <input type="checkbox"/> Tinc un familiar o amics amb qui parlo anglès sovint o a les vacances <input type="checkbox"/> Llegeixo llibres, revistes o webs en anglès al menys un cop a la setmana <input type="checkbox"/> Escolto música en anglès i m'agrada traduir algunes lletres <input type="checkbox"/> Altres. Si us plau, indica quines? _____
33. Tens algun dubte o comentari sobre aquesta investigació? Si us plau, explica-ho breument:

Moltes gràcies per la teva participació!

Número assignat:

Appendix 3

QÜESTIONARI VALORACIÓ SESSIONS

Pensa en les activitats d'expressió oral i teatre que hem fet aquestes setmanes. **Respon totes les preguntes amb absoluta sinceritat, indicant només una opció.** No hi ha opinions correctes o incorrectes, **totes les respostes són vàlides!**

Moltes gràcies per la teva participació, comencem!

<p>1. Les activitats que hem fet m'han semblat útils.</p> <p style="text-align: center;"> <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord </p>
<p>2. M'ho he passat bé fent les activitats.</p> <p style="text-align: center;"> <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord </p>
<p>3. M'agradaria fer més sessions com aquestes a classe d'anglès.</p> <p style="text-align: center;"> <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord </p>
<p>4. En general, m'he sentit en confiança durant les sessions i estic satisfet de les meves intervencions en anglès.</p> <p style="text-align: center;"> <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord </p>
<p>5. Les sessions m'han ajudat a adonar-me que entenc més l'anglès del que em pensava.</p> <p style="text-align: center;"> <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord </p>
<p>6. M'he sentit incòmode durant les sessions.</p> <p style="text-align: center;"> <input type="checkbox"/> Totalment en desacord <input type="checkbox"/> En desacord <input type="checkbox"/> D'acord <input type="checkbox"/> Totalment d'acord </p>

7. Sento que he guanyat confiança en mi mateix.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord
9. Ara em sento més capaç de comunicar-me en anglès que abans.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord
10. Respecte abans, crec que estic més desinhibit i m'atreveixo més a parlar en anglès a classe.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord
11. Crec que més sessions com aquestes m'ajudarien molt a millorar el meu anglès.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord
12. Les sessions m'han fet sentir més motivació per aprendre anglès.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord
13. Les sessions m'han fet venir ganes de participar més a classe del que ho faig normalment.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord
14. Respecte abans, ara em veig més capaç de comunicar-me en anglès en una situació real amb estrangers.	<input type="checkbox"/> Totalment en desacord	<input type="checkbox"/> En desacord	<input type="checkbox"/> D'acord	<input type="checkbox"/> Totalment d'acord

15. Crec que he millorat la meva pronunciació.

Totalment en desacord

En desacord

D'acord

Totalment d'acord

16. Respecte abans, em fa menys por equivocar-me quan dic coses en anglès.

Totalment en desacord

En desacord

D'acord

Totalment d'acord

17. Si us plau, afegeix les teves impressions i opinions sobre les sessions què hem fet.