

THE VALUE OF DRAMA IN ENGLISH LANGUAGE LEARNING

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1. Abstract

Teaching and learning English in schools, where the English language is L2, has been a challenge for both students and teachers. As a teacher, explaining the language, understanding it and acquiring each of its skills leads to the development of different strategies and specific techniques. Thus, this research carries out a study to know the value of drama in English as a foreign language, aimed at primary school children.

On the one hand, the different parts that make up the theoretical framework are presented in detail, highlighting the connection between drama and education, mentioning the curricular competencies, their motivation and the different drama techniques. Following, there is a description of the results obtained from the activities elaborated and carried out in a school located in the Maresme area (North of Barcelona), with sixth-grade students. Finally, the analysis of the observations and interviews with teachers and students conducted during the placement period stands out, in order to draw up a conclusion that answers the research question initially proposed.

In conclusion, the project resulted in drama being an effective tool to learn English. After carrying out an intervention with the pursuit of using drama in a successful way in class, it is demonstrated that, when drama is used as a technique by a teacher, students' learning can be faster and become more motivating than an ordinary lesson.

Keywords: drama, students, education, motivation, drama techniques, interviews, observations.

Resum

Des de fa temps, ensenyar i aprendre l'anglès com a llengua estrangera a les escoles és tot un repte tant per l'alumnat com per al professorat. Explicar la llengua, entendre-la i adquirir cadascun dels seus coneixements, porta al desenvolupament de diferents estratègies i tècniques específiques. Així doncs, en aquesta recerca es porta a terme un estudi per saber quin és el valor de les tècniques de dramatització en l'aprenentatge de la llengua anglesa, adreçat a infants de primària.

D'una banda, es presenten detalladament els diferents blocs que componen el marc teòric, on es destaca la relació de les tècniques de dramatització amb l'educació, fent menció dels factors curriculars, la motivació i les diverses tècniques de dramatització. Seguidament, es descriuen els resultats obtinguts de les activitats elaborades i dutes a

la pràctica a una escola de la comarca del Maresme, amb alumnes de sisè. Per acabar, es destaca l'anàlisi de les observacions i entrevistes al professorat i alumnat realitzats durant el període de pràctiques, per poder arribar a una conclusió final que respongui a la pregunta de recerca plantejada inicialment.

En conclusió, el projecte exposa que les tècniques de dramatització són una eina increïble per aprendre anglès. Després de dur a terme l'aplicació pràctica a l'aula de manera exitosa fent ús de les tècniques de dramatització, es demostra que l'aprenentatge dels alumnes pot ser més ràpid i esdevenir més motivador que una lliçó tradicional.

Paraules clau: drama, infants, educació, motivació, tècniques de dramatització, entrevistes, observacions

2. Introduction

To set out the Final Dissertation, deciding which would be the selected topic was a struggle. The first thing to do was choosing one of the topics that were written on a list given by a teacher from the faculty. The second step was thinking about it and speaking to the project leader. The final decision was to make this project about “the value of drama in English language learning”.

Hence, before starting the research, done from September 2021 to May 2022, the attendance of seven seminar classes was indispensable and also the meetings with the Final Dissertation’s tutor. Consequently, to have a significant advance, it was mandatory to follow up on some guidelines and academic standards to achieve a well-presented and structured work. For that reason, this paper has been divided into different parts.

Firstly, after this “Introduction”, there is the “Justification”, where you can find the explanation about the decision to study this topic, including all changes made during the process. Then, an essential part takes place: the “Theoretical Framework”. Here, there are many descriptions and points of view about different authors who discussed the topic chosen. To carry out this section, the information had to be studied and investigated before starting to write about it. Moreover, it was very important to divide this section into different parts, which aim to analyse in more detail the research topic.

Following, there is the practical part of this Final Dissertation, which is divided into different sections. The “Study” section explains the place, the time and the people with whom the practical intervention was done, as well as the description of all the activities proposed. “Research Methods” is the following one, where it is exposed how all the information had been obtained. Next, there is the “Results” section, where the different results are explained.

After that, the “Discussion” is written. At this point, the relation between the information collected and the main ideas that were identified in the Theoretical Framework is described. Results were obtained thanks to the practical teaching activity that I taught in a school. From here, different observations were made. Moreover, outcomes were achieved because of the interviews done with the English teacher, and also, the questionnaire that all students from 6th grade had answered.

Afterwards, you can find the “Conclusions” section, where the main findings are summarised. What is more, the problems and solutions are described. Last but not least,

in the same section, there are some reflections, where the experience during the entire process is explained, mentioning the learning process and the question investigated.

Finally, after the “Bibliography”, there is the “Appendices” section, where there are all the documents and materials that were used during the teaching lessons, as well as, the transcriptions and results of the interviews and surveys made.

3. Justification

If I stop for a while to think about my studying trajectory, the first thought that comes to my mind is a professor that I had in my second year in primary school. And it is curious that, as future teachers, we tend to think and to have in mind a reference or model teacher that we had during our scholarship. The one who proposed an activity that did not imply doing the traditional book tasks as filling the gaps with the correct tense, matching the correct answer for each question, among others. The teacher who suggested doing an exercise through play, to learn new concepts, making the learning meaningful, enhancing the cooperation with each other and developing certain skills and abilities, and all these without us realising it. Another aspect of these good memories is the humanity of this teacher, who became a friend of mine and I still remember her today. The psychological and ethics of this individual, her manners and her tone addressing different topics, is still in my memory.

Moreover, spending one year in Copenhagen doing an Erasmus Exchange Programme, made me realise that students can learn dynamically. After doing Nordic subject lessons and a placement at a school in Denmark, I sensed that education is the world's driving force. I did not understand, in my first weeks, why we started all classes with a song, a dance or a relaxation exercise. This was all new to me. I did not understand either why classes were developed with a joyful dynamic, using several methodologies, allowing fluent cooperation and participation of all students, with the necessary resources and environment.

Nevertheless, I did not have a conscience of the fact that drama and education were tight together until I was back home from my Denmark experience. That is because, here, in Catalonia, the teaching of the English language is different. The teacher constantly follows two books, a student's book (theoretical readings and use of English) and an activity book (exercises), generally followed by an audition (laptop) and comprehension exercises, all very repetitive and unmotivating.

These are the reasons that made me focus my Final Dissertation on *the value of drama in English Language Learning*. Although initially I was not convinced that I would find much information about this topic, once I started my research, I realised that it is a current issue as there are many works and essays about this subject. This realisation gave me extra motivation to find an answer to the following question:

- Is drama a good method for enhancing students' motivation to learn the English language?

Finally, the project is also based on a series of different ideas and facts that were investigated during the intervention I carried out in a school. On the one hand, the study aims to examine to what extent students learn some new vocabulary through drama activities. It is important to analyse the learning of this English as a Foreign Language as the use of drama is placed into context. On the other hand, the research intends to examine the impact on the learners' motivation as well as on their creativity and imagination while using drama in class.

4. Theoretical Framework

The main aim of this section is to understand what drama is as well as which reflections have made some authors in their articles or books about this concept. For this reason, this section is divided into two parts: “Drama in EFL education” and “Practical uses of drama in the English classroom”.

4.1. Drama in EFL Education

This part is divided into two subsections. While in the first part there is an introduction to the terminology and characteristics of the concept of drama in education, in the second part there is an explanation of the advantages and disadvantages of using it.

4.1.1 Terminology and characteristics

Nowadays, if we look up the word drama in the dictionary, we can find that definitions could include words such as dramatisation, role play, theatre, among others. There is a lot of vocabulary that is involved in drama, but we need to be aware of the meaning, the similarities and the differences between all of them. But what does the term “drama” mean? And how can drama be connected to education?

On the one hand, drama has not only one definition. Burgerová & Cimermanová (2013) pointed out that drama is an action in which a person acts intending to show or demonstrate something but in a fictional situation. As those authors mentioned, Davies (1990) agreed with the fact that “drama is concerned with the word ‘let’s pretend’; it asks the learner to project himself imaginatively into another situation” (p. 87). What is more, “drama is a composition in verse or prose intended to portray life or character or to tell a story usually involving conflicts and emotions through actions and dialogue and typically designed for theatrical performance” (Merriam-Webster, 1828, as cited in Hu, 2011, p. 2).

On the other hand, another author called Guliyeva (2011) described that “the term of drama in education refers to using theatre for a purpose beyond entertaining an audience. This purpose is generally to change the knowledge, attitudes, behaviours or perhaps all of them of audience members” (p. 521). Also, it should also be noted that the two authors mentioned above, wrote down that drama, in an educational context, refers to the representation of sketches. In an unreal situation, students took another character

and played the role of someone or something in the middle of a scenario (Burgerová & Cimermanová, 2013).

However, Phillips (2000) as cited in Zalta (2006) mentioned that “dramatising is perhaps a better word for this than drama. Dramatising means that the children become actively involved in a text. This personalization makes the language more meaningful and memorable than drilling or mechanical repetition” (p. 24). Nevertheless, Zalta (2006) argued that “drama offers an excellent opportunity for students to develop fluency in English” (p. 24) as well as it is a great opportunity to practice the language in an enjoyable way (Zalta, 2006).

Therefore, “using drama in English as Second Language classes reverses our conventional English education, and it explores students’ potential to learn and also improves their linguistic performance” (Chauhan, 2004, as cited in Hu, 2011, p. 4). Agreeing with this fact appears Casanova & Couto (2018) who considered that “drama can be an extremely useful technique for teaching and learning foreign languages in Bilingual or Plurilingual Schools” (p. 53). They added that “drama is a highly valued strategy to foster the Communicative Competence in a natural and spontaneous way, interacting with other individuals as it happens in a real-life context” (p. 53).

Following this, Hu (2011) argued that “drama which is used to convey feelings and emotions has become a popular tool for learning a language, especially in the teaching of English as a Second Language class” (p. 13). Using it at school is a good strategy to learn English because students can improve their motivation and creativity. Together, they need to create a scene where different characters and situations take place. For that, they must use different abilities and communication skills with the aim that what they are doing makes sense.

Therefore, teachers must offer a relaxed and rich environment where students can progress and improve their confidence as well as collaborate and cooperate while they are experiencing together, putting different ideas and thoughts in common (Hu, 2011). Nonetheless, drama is also a good technique to help students to better understand the grammar forms (structures). If drama is used as an educational resource, students will have the opportunity to be inspired with these values too (Hu, 2011).

Neal (2012) indicated that using drama in class can have positive aspects. Students will feel that they are playing games, but what they are doing is learning differently. Because of that, the knowledge that they are learning will be more meaningful and the lessons taught by the teacher more productive. Moreover, different authors agreed with the idea

that drama offers the opportunity to work in an exciting and entertaining atmosphere because learners, using their personalities, imagination and interest, create their script with the finality of representing it, a factor that leads to an increase of confidence and motivation (Davies, 1990 & Guliyeva, 2011).

It should be highlighted that Gaudart (1990) as cited in Hu (2011) points out, “drama can be also used for introducing or concluding the class, and it stimulates students’ interests and creates their enthusiasm for English learning” (p. 4).

To sum up, as “drama is a creative form of learning” (Guliyeva, 2011, p. 521), Neal (2012) commented that “using drama in the EFL classroom can be of great benefit, especially for students who may have already received years of English instruction in school” (p. 5).

4.1.2. Advantages and disadvantages

As we have seen before, using drama in EFL lessons is an important tool to improve language learning. Using it in English classes can help students to practise and develop better their language skills. Some different academic authors and writers defended and argued this issue, emphasising and describing its advantages and disadvantages. In the following paragraphs can be found some examples of these authors and writers’ opinions.

Davies (1990) declared that “drama helps to bridge a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations. Drama strengthens the bond between thought and expression in language [...] and offers good listening practice” (p. 96). Also, Burgerová & Cimermanová (2013) agreed with the fact that “using drama allows us to create a real-life situation that involves ideas, emotions, and in some cases adaptability and improvisation” (p. 48). Moreover, W. S. Sam (1990), as cited in Burgerová & Cimermanová (2013), enumerated nine disadvantages connected with drama education. Those are the following ones:

- “Activity is artificial
- Difficult to monitor
- Causes embarrassment
- Encourages incorrect forms
- Has cultural bias
- Teachers’ fear of losing control
- Spontaneity is lost

- Timing lessons is difficult
- Activities may not be suitable for all levels” (p. 54)

What is more, Zalta (2006) declared that “if an activity does not correspond to students’ interests, [...] it could be a waste of time” (p. 26). Guardart (1990) as cited in Hu (2011), commented that “there are some problems with using drama activities because some students like acting but others are reluctant to be involved in the activities” (p. 11).

Nevertheless, Hu (2011) also argued that “all the activities are planned to satisfy the students’ needs and interests” (p. 13). He said that drama stimulates students to brainstorm together, creating a scenario with different characters using their imagination and developing as much creativity as they can (Hu, 2011). Guliyeva (2011) shared the same opinions as Hu because he made some reflections saying:

Drama not only motivates students and helps to speed up the learning process, but also improves their relationship with each other and the atmosphere of the class. Integrating drama as a teaching method in language teaching means bringing real life as well as fantasy situations and characters into the classroom (p. 521).

Concurrently, Neal (2012) argued that “in drama, there is no wrong answer, every effort is correct and every language misuses us an opportunity to learn” (p. 8). Having all these advantages in mind, as Hu (2011) declared, drama has become a popular tool to teach English in class as a Second Language, even though in some cases, it can be difficult to manage the class and control can be lost.

There is another point related to advantages and disadvantages for teachers when they have to use drama in class. Different authors discussed that fact. On the one hand, if we talk about the disadvantages, we find that Hu (2011) commented that “some teachers feel anxious and reluctant to use drama” (p. 2). Moreover, Neal (2012) wrote that “teachers reported feeling inadequate to teach drama and fear of looking foolish. Many teachers felt that this type of activity did not lend itself to serious learning and was merely play” (p. 4). What is more, drama activities are not used as a “serious learning” (Neal, 2012). At the same time, one of the main problems is that as Guliyeva (2006) affirmed, “drama methods have not often been included in teacher training so far” (p. 521).

Nevertheless, Davies (1990) stated that:

If the teachers know their classes well, they will be able to recognize any social or religious taboos the group may have [...] An atmosphere must be established in which both teacher

and class can feel secure in the knowledge and expectation that they will enjoy and benefit from drama activities (p. 88).

To sum up, as some authors pointed out, using drama in English classrooms can have different disadvantages. Indeed, dramatisation is associated with movements and actions which aim to express and communicate something to someone. Nonetheless, occasionally, there are some students who do not know how to communicate or develop their non-verbal skills and not even teachers can understand them. That is because they are shy or insecure and they do not have enough confidence. Luckily, other authors determined with diverse statements that using drama to learn the English language has good results and that there are different benefits for both teachers and students.

4.2. Practical uses of Drama in the English classroom

In this second part, the use of drama in the English classroom is commented. There are three main points. In the first section, different authors discuss what drama techniques are, their benefits..., some of them used with students in this research. In the second section, there is an explanation of how dramatisation can help in language skills. To finish with this section, the importance of motivation when students are doing drama activities is briefly exposed.

4.2.1. Drama Techniques

Nowadays, different drama techniques can be used to teach English as a foreign language. Many authors have been talking about this topic and have commented which are the most important ones. As Burgerová & Cimermanová (2013) pointed out “if we say drama in an educational context, people understand it as a theatrical performance, stage representation. However, in language classes, we may use different techniques that develop acting abilities and at the same time communication skills” (p. 47).

Moreover, they explained that drama techniques are used in different moments of our lives. For that, using them is an opportunity for students to improve and develop their imagination where it is required the production and the use of gestures and expressions (Burgerová & Cimermanová, 2013).

What is more, Hu (2011) affirmed, as Burgerová & Cimermanová (2013), that drama activities are effective in English as a Second Language, playing a significant role when it is taught but, when is it important to use these drama techniques? Why are they relevant?

A different writer exposed that “drama involves students at many levels” (Zalta, 2006, p. 24). It is not important at which level they are, because learning, developing and using good techniques can help them to be active in class. So, through their body language, students can interact with others and express their emotions and feelings. At the same time, their learning increases because, through drama techniques, children can stimulate their imagination and abilities as well as develop and improve their communication skills (Burgerová & Cimermanová, 2013 & Davies, 1990).

On the one hand, H.D Brown (s.d) as cited in Burgerová & Cimermanová (2013) stated that “drama techniques lead to automaticity in a language which makes our learners be effective speakers and language users” (p. 55). On the other hand, “using drama in the foreign language classroom can significantly increase students’ confidence and self-esteem” (Chauhan et al., 2004 as cited in Neal, 2012, p. 2).

Another point that has to be taken into consideration, as Casanova (2018), Davies (1990) & Hu (2011) mentioned, is that drama includes different techniques. Mime, role-playing or theatre, improvisation, and simulations are some of the most important ones that are used in English as a Foreign Language in classrooms. Moreover, there are other types of interactive activities such as creating and representing dialogues, storytelling, among others.

Following that, it is a must to have in mind, as one of these authors explained that, even though the language that is used in drama classrooms can be very diverse, students need to be comfortable with the communicative activity they choose. For that, as Hu (2011) commented, drama techniques are a good way for teachers to organise the class because, in this way, they can capture students’ attention, developing actively their English learning process. Therefore, as Hu (2011) affirmed “drama techniques offer innovative approaches to teachers and help them to be successful” (p. 13).

Now the three drama techniques are going to be presented and explained. These techniques are the ones that were effectively applied during an intervention in two 6th-grade classes.

- **Mime:**

To start with, mime is a drama technique used in dramatisation. If we talk about its definition, as John Dougill (1987) as cited in Davies (1990), pointed out “mime is a non-verbal representation of an idea or story through gesture, bodily movement, and expression” (p.90). Moreover, Guardart (1990) as cited in Hu (2011) reaffirmed that:

Miming is also an appropriate technique to use for warming-up activities. Its strength lies in that although no language is used during the mime, the mime itself can act as a catalyst to generate and elicit language before, during, and after the activity (p. 7).

Meanwhile, different authors, Burgerová & Cimermanová (2013) & Zalta (2006) said that students learn new vocabulary that is represented by gestures. What is more, guessing words acted out or hearing the plot of a story and representing it, are various ways to use mime in class.

However, Rose (1985) as cited in Davies (1990) commented, “mime is also a good way to reinforce paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another” (p. 90). Also, it helps because students can develop imagination and creativity.

- **Improvisation:**

Following another drama technique, improvisation is found. There are different authors like Davies (1990) & Neal (2012) who agreed that improvisation is a representation without a script where people flow with the scene that is created. So, it is not necessary to learn by hand the text because they only act out situations using movements and speech. Moreover, they remarked that there is no need upon reading and writing skills. This fact requires them to listen carefully, speak and pronounce clearly and use language authentically.

Nevertheless, one of these authors, Davies (1990), pointed out that:

There are two main types of this technique. On the one hand, there is spontaneous improvisation, which is an open-ended process initiated by the teacher [...] where learners are presented with a situation and challenged to respond to it. On the other hand, prepared improvisation, where a class makes up a complete play starting from a basic theme or situation, and during the improvisation, the class should develop its ideas, selecting, shaping, and organising them into a communicative structure (pp. 94-95).

- **Role Play:**

Finally, the last technique that is going to be explained in this Final Dissertation is role play. So many writers exposed their thoughts and opinions about this topic. Sam (1990) as cited in Hu (2011) affirmed that role play is “an activity that requires a person to take on a role that is real or imaginary” (p. 7).

What is more, Davies (1990) added that “role play normally involves students playing imaginary people in an imaginary situation” (p. 92). Following that idea, Burgerová & Cimermanová (2013) commented that “preparing a performance with students requires much work and time but there are a lot of benefits that can help to improve their language competencies” (p. 54). Hu (2011) also agreed that involving kids to create the content is really interesting progress because “it gives them a good chance to express their own opinions and practice how to use languages” (p. 7).

To conclude, drama encompasses a huge variety of different techniques. Each of them is characterised by obtaining a specific objective. Mime, improvisation and role-play, the ones that are commented on and explained previously, are connected between them and they can be used in class with students. There are extraordinary techniques that facilitate the learning of English as a Foreign Language in class.

4.2.2. Dramatization in Language Skills

Nowadays, when a topic is explained to students, different language skills are involved such as reading, listening, writing and speaking. Those are the main important ones but are not always used at the same level. Some teachers prefer to focus more attention on speaking while others on listening or writing. Nevertheless, all of them are essential and students need to achieve a specific level in each grade. But if we talk about drama activities, how are those involved?

Culham et al., (2002) as cited in Neal (2012) stated that “drama activities, while providing a kinaesthetic learning process, allow teachers to accomplish the goals of Communicative Language Teaching (CLT)” (p. 2). Following that, Burgerová & Cimermanová (2013) also said that “the application of drama techniques enables teachers to integrate all language skills” (p. 49).

Moreover, Hu (2011) explained that “those activities contribute to improving students’ integrated linguistic competence” (p. 8) and that “the effectiveness of drama activities facilitated learning language” (p. 8). So, as Gomez (2010) as cited in Hu (2011) highlighted “drama allows students to integrate their competencies of speaking, listening, reading and writing in English as a Second Language classes” (p. 6).

Now, different authors, Burgerová & Cimermanová (2013) & Neal (2012) mentioned that practising some of these skills such as listening and speaking through drama is beneficial because as a specific context and space in the classroom is built up, students will have

the opportunity to express and show their personality, develop consciousness, and what is more important to increase their confidence. So, as Guliyeva (2011) argued:

Drama allows influencing students' not only intellectual or cognitive skills but also emotions and self-confidence in ways that traditional instruction cannot. The more sense is involved the more effectively and actively you learn, and the improvements you make will be lasting (p. 522).

Nevertheless, drama has a significant impact on language learning. As students are doing drama activities the language becomes more meaningful. They can improve their knowledge and learn new vocabulary as they are playing and having fun (Hu, 2011 & Zalta 2006). Davies (1990) commented that "students become more confident in their use of English by experiencing the language in operation" (p. 97). Everything is connected because if they become more confident and they are improving their language, at the same time, as Zalta (2006) said "the use of drama can reduce the pressure that students feel, making drama a powerful tool in the language classroom" (p. 24).

Including these types of activities as Neal (2012) argued "provides opportunities for authentic communication" (p. 3). But that does not mean that everything needs to be talked about. In some cases, "if a student feels that their language is limited, she or he can feel free to use non-verbal communication like body movements or facial expressions" (Zalta, 2006, p. 24). Bas (2008) as cited in Hu (2011) reaffirmed this in his article pointing out that "it offers great opportunities for students to communicate with others even when they have limited vocabulary. They can use their body language and gestures to express their purposes" (p. 4).

Finally, we must keep in mind that language lets us communicate whatever we want or need.

4.2.3. Motivation

To help students improve in the area of English it is important to find different resources and activities that motivate them. One of these can be dramatisation. So, as Stern (1980) & Guardart (1990) as cited in Neal (2012) stated, "learning activities based on drama increase student motivation" (p. 2). Moreover, motivation is "seen to be the major affective individual difference variable contributing to achievement in learning another language" (Masgoret & Gardner, 2003, p. 7, as cited in Neal, 2012).

Hence, as Zalta (2006) described dramatisation helps many students to improve their skills in English language learning. That is why “students can develop language skills successfully if they are motivated” (p. 24). Therefore, he said that they can do the same activity at different levels, meaning that children can do and develop it perfectly.

Even so, Hu (2011) agreed that it is interesting to introduce drama in class because if the English class is monotonous, students will be selfless. That is why doing activities that combine action and entertainment will let students achieve different goals while they are motivated.

Another two authors, Burgerová & Cimermanová (2013) & Zalta (2006) mentioned that doing drama activities in English class enhances students to become less shy and at the same time, they start to join in groups. It is at that moment that cooperation is involved. Doing those activities is essential for students to work together and interact and, what is more, that helps them to develop and improve their empathy and creativity.

However, Neal (2012) commented that “because drama exercises can be presented in a way where students feel like they are playing, as opposed to working, the learning process becomes more positive and enjoyable” (p. 7). That lets students be more motivated while they are carrying out a task because as Zalta (2006) mentioned “they can escape from their every day” (p. 25). After all, that shows them how to use the language correctly as well as how that one works in a specific context (Burgerová & Cimermanová, 2013, p. 55).

5. Study

A school is an educational institution formed by teachers, non-teaching staff, students, and families, with the collaboration of the administrations. This community pursues a specific objective: to achieve a good development of students' abilities and their integration into society, always respecting their rights and freedom.

The place where I took my internship, is a public school situated in the Maresme area which is formed by a team of teachers and some administrative staff. Altogether, they do everything they can to teach students all the knowledge they have received and know. Therefore, the school has enough resources to develop its educational project with accuracy and preciseness.

During my placement, which took place from 10th January 2022 until 31st March 2022, I taught 2 classes with 24 students in each class at 6th-grade primary school level. The English level is in general medium. Several students take extracurricular English classes and have achieved already a higher standard, while others have learned the language thanks to their joy for videogames, films or even series in English. There are also the ones that have difficulties in understanding the methods and the language and are slow learners that need extra time and support from the teacher. Together, they formed two unique and peculiar classes called "Hawks" and "Eagles" that were very motivating, making me develop my skills to show them my love for the English language.

After two months of preparing my lesson plans with the aim to teach them in class, I did not know precisely if I could carry them out because of the different strikes organised by the teachers. Even so, after talking with the English teacher I was able to programme and do the four lessons, although they were not during English teaching hours. It should be remarked that those sessions were not related to the lessons taught for the practicum subject. So, below, there is a description of the different sessions taught in class.

- **Session 1: Introduction of verbs in past**

In the first session, the verbs were introduced. Firstly, individually, students had to complete a grid with some verbs in English (see Appendix 3, irregular & regular verbs list). They had to write all the past simple forms that they already knew. They did this practice again during the last session to see the knowledge they had obtained.

After that, they were presented the regular and irregular verbs by giving them some examples. This allowed students to relate the concept to their own mother tongue. Next,

they put the verbs into practice through playing. In this activity, the dynamic 1 – 2 – 4¹ was applied. A flashcard was given to them (see Appendix 3, flashcards), one with the verb in Catalan and another one with the same verb in English infinitive form. Moreover, the students were given a post-it where they had to write the past simple of the verb given. As the dynamic must be used during the activity, if they could not do it alone, they had to ask their partner, and if together they did not manage to write the verb, they had to do it with the rest of the group. Once finished, they hung the cards and the post-it on the whiteboard, building a large grid where later, together we supervised indicating whether the verbs were regular or irregular (see Appendix 4, whiteboard verbs).

In the end, they did a word search, just to review the verbs (see Appendix 3, word search worksheet).

- **Session 2: Mime activities**

To start the session, students reviewed the irregular and regular verbs worked on the day before through an online activity. In this, they had to match the verbs in Catalan with the simple past form in English. Once they finished, the session continued by practising the verbs in the past through mime. By acting and moving their bodies, they were representing, reviewing and learning the different verbs. In total, there were three different games.

The first game was called “papers on the back”. The purpose of this game was to classify into two different groups: irregular and regular. Each student wore, on their back, a post-it note with a past simple verb written on it. Through mime, students had to represent by movements the verb that their classmates wore on their backs. At this time, once the pupil recognised the movement, they had to classify in one part of the class (marked with a sign) according to whether they were irregular or regular verbs. Nonetheless, there was a chance that if they did not know exactly where to stand, they could stay in the middle. It should be remarked that talking was forbidden and anyone who broke the rule or told their partner where to take the stance was immediately disqualified.

Following this, the second activity was “the human chain”. On one side of the class, on a table, the flashcards with the verbs in the English past form were placed, while on the other side, they could find the small papers with the infinitive verbs written in both Catalan and English. Students were divided into two groups which formed two long queues. They

¹ It is a technique where students work on the same activity individually, in pairs or in groups; exchanging ideas and opinions.

all stood looking at the wall, in front of the table where the flashcards in the past form were placed. The game began as follows: the last child grabbed a paper with a verb written on it, touched the back of the person in front of them and represented the verb through mime (onomatopoeias and talking was not allowed). This one did the same action to the other who was in front of them and so on until it reached the person who was in front of the table with the flashcards. This student had to interpret the movements to choose the correct flashcard that corresponded to the action. Once, she/he caught it, she/he brought it to the other table, placed it next to the piece of paper with the infinitive form and this child started the round again grabbing a different paper.

The last activity was “the polystyrene balls”. In that case, the class group was divided into 4 different groups with 6 students in each. The game worked like this: each group lined up and the first students in the line, moved to the other side of the class, being in front of their group. The boy or the girl who was alone had to choose a verb from the list (see Appendix 3, regular and irregular verb list) and represented it through mime. The other members of the group had a bag with the verbs written in different polystyrene balls (see Appendix 3, polystyrene balls). The first on the queue, once he/she identified the verb done by his/her classmates, he/she had to look inside and choose the correct ball. Once found, he/she had to throw it to the child who was alone and that one had to write it down on the grid (see Appendix 3, verbs’ worksheet). Then the role changed. The student that threw the ball went to do the mime and the one who represented the verb went to the end of the queue.

- **Session 3: Dialogues**

Again, in groups of four, students had to prepare a roleplay. Six different situations were explained to them (see Appendix 3, situations role-play) where they had to come up with a solution / end / answer by working in cooperative groups. There was an important rule to follow: the guide notes had to include at least 8 verbs in the past tense. Those could be the ones already done in class or they could look up others in the dictionary. So, after giving them the situation randomly, the rest of the session was dedicated to preparing the dialogue.

- **Session 4: Role Play**

This final session aimed to show their roleplays created the day before. Each group represented their performance to the rest of the class. After doing it, some feedback was done. At the end of the lesson, they repeated the activity from session 1 where they had

to fill the grid with the past simple individually (see Appendix 3, irregular & regular verbs list), in order to see the learnings obtained.

Thus, all these activities were planned and carried out in a school with the aim of achieving specific results. By doing all these exercises in class with sixth graders, the study was based on being able to investigate the main ideas and factors exposed below:

- Examine to what extent students learn some new vocabulary through drama activities.
- Analyse the importance of learning the English language through drama.
- The impact on the learners' motivation when using drama.
- The impact on the learners' creativity and imagination when using drama.
- Put into context the use of drama with the aim to learn English in a Primary school class.

6. Research Methods

As it is explained before, the study aims to examine the importance of learning the English language through drama to see how drama, English and education can be connected. The purpose is to describe, analyse and understand all the points that are involved. For doing this, three different strategies were used.

Before and after teaching the practical application in class, two interviews with the 6th grade English teacher, who helped me during the lessons, were carried out. Moreover, all the lessons were supervised by her.

On the one hand, the first interview was related to what the teacher knew about the term “drama”. Some questions involved that topic while others were about the application she employed in class. On the other hand, the second one was an opinion about the fourth session taught in class. Her analysis and honest opinion were essential.

These two interviews were done face to face on different days. While the prepared questions were asked, the teacher’s answers were typed on a laptop. Nevertheless, after the interviews, the document was sent to the interviewee via email, just to let her review it and to give her the possibility to add everything she wanted calmly.

Moreover, observation, which is a good method for collecting data by watching what is going on in a natural environment, was applied. All of it was overt because students knew that they were observed all the time. What is more, the observation was direct. The different cases, interactions, learning processes, among others, were watched as they were happening. So, every day a lesson was taught, the different behaviours and attitudes that students had during the class were observed.

First, the activity where students had to fill the blanks of the grid (see Appendix 3, verbs’ worksheet) allowed me to observe if they had had an evolution in the learning of past simple irregular and regular verbs. Secondly, when they were doing the mime activities I could see if they had progressed in the terms of acting and loosing up as well as increased their motivation to learn and do English. In the last two sessions, where they had done the performances, it was observed if they had improved and retained the things that they had worked on during the lessons (irregular and regular past simple verbs) but also the use of the different skills (writing, speaking, reading and listening).

Notwithstanding, once each class finished, the procedure of the lessons, the little details and the behaviours observed were written down on a piece of paper. Therefore, all the

movements that happened inside the class, including the different working methods that students were using at each specific moment, were noticed. With all these pieces of information, a conclusion about the evolution and the learning process that the students had done was drawn.

Last but not least, after talking to the teacher, it was decided to do a questionnaire for students via Google forms. Due to lack of time, it was the only option. Some questions for them related to the activities they had carried out in class were prepared. Some of them were about the performance, while the others were about the mime activities or their personal opinions (feelings and emotions) while they were doing the different sessions.

To finish with this section, it was considered that those tools, the interviews, the observations and the questionnaire, were the best choice to obtain the information needed. All the activities done were different, as they had to act and interact with each other using verbal and non-verbal communication. In that way, after using those data collection methods, it was possible to strengthen the outcomes. So, the answers that the teacher gave, the questionnaires that students answered online and all the different observations done during the sessions helped me to write particular and detailed results.

7. Results

It has been a challenge to describe the different results obtained after having done the four sessions with 6th-grade students as it was my first-time using drama activities while teaching. The obtained results are explained in the following paragraphs.

Before anything, it needs to be noted that both classes, which are formed by 24 students each, participated in the activities equally. To analyse the practice done in class, five different students were selected randomly, without bearing in mind the level of English they had. The study was focused on only these five students in order to make a complete analysis. In this way, the following facts could be demonstrated: dramatization is a good tool to teach the English language, students had acquired new concepts and they had progressed their learning, among others. These students will be presented by numbers instead of names, due to their information being confidential.

Firstly, as lessons were linked with the learning of past simple verbs (regulars and irregulars), it was necessary to collect data to make a comparison later. Therefore, after explaining to students that lessons would be connected with the final dissertation, they were given a paper with a grid (see Appendix 3, verbs' worksheet) to fill out the past simple verbs column. Many of them were really worried as they did not know any of them. It was explained that it did not matter because that was the placement test to see their level and to analyse the progress they were going to make during the next four lessons. However, children were still preoccupied and anxious about their results.

Thus, it could be seen how all the students tested made positive and interesting progress. So, the five students learnt different verbs after the practice in class, although their results were varying (see Appendix 4, verbs worksheet).

Below, a bar chart is shown. There, you can learn the Past Simple verbs learning evolution of these five students from the first lesson (in green) to the last one (in blue).

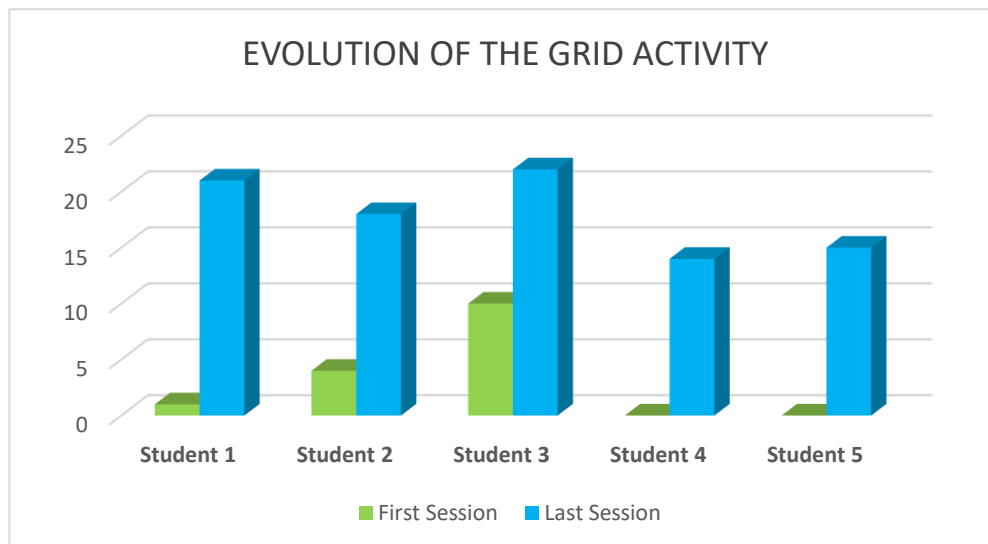


Figure 1. Results of the grid's activity done by 5 students

Mainly, if we take a look at the chart (figure 1) it can be observed that all students improve their performance regarding the knowledge of Past Simple verbs. As it is shown, all of them progressed positively, as from the first session until the last one, they learnt more content (see Appendix 4, verbs worksheet). Student 1 wrote only one correct verb in the first session while she wrote 21 correctly in the last one. In the same way, Student 2, who had only written 4 correct verbs, ended up writing 18 perfectly. In contrast, Student 3, who knew a little bit more about Past Simple verbs, got 9 in the first attempt, but upgraded to 22 from the 23 they were asked to complete. Finally, Students 4 and 5 got better. In the beginning, neither of them did not know any verbs at all, but as you can see in the chart, at the end of the fourth session, Student 4 guessed 14 and Student 5 15, after doing all the activities.

Therefore, all these results of the chart are taken from the different grids completed by these five students during the first and last lessons. You can find this information in Appendix 4, verbs worksheet. There you will see a comparison between the verbs written by those children in the first class as well as in the final session, after having carried out all the activities related to dramatisation.

Another factor to remark is that not all the verbs studied in class were easy for students to remember and understand. On the one hand, if you analyse the last grid done by them (see Appendix 4, verbs worksheet), you will see that regular verbs were mostly consolidated. Students 1, 2 and 3 wrote the regular verbs perfectly, while the last two students, 4 and 5, could not remember all of them.

On the other hand, when talking about irregular verbs, it is shown that there are three verbs that every student remembers. These are: “run”, “drink” and “see”. In the same line, there are other verbs such as “sing”, “go” or “eat” that most of them wrote correctly. However, there are others that students did not manage to remember. As this study confirmed, “sleep”, “eat” or “do” can be the most difficult ones. It came as a surprise that only one student of five got the past form of the verb “have” right.

Then, in order to complete this information, a questionnaire was sent to the students. Due to lack of time, it was impossible to interview them or do the questionnaire in class. For this reason, pupils had to answer it online at home. This was composed of a series of questions related to the sessions they had done at school with me as their teacher. Although in general the answers were not very developed, the different results obtained from these 5 students are analysed below individually and equally.

Student 1 answered that she had been happy and hardworking in the course of all the activities. She also replied that she had learnt new content in English such as the verb “play” turns out to be “played” in the past or “spoke” resulting from “speak”. Hence, she expressed that she felt very motivated over the lessons because she enjoyed doing English and playing games in the classroom. Finally, she said that she sometimes got over her shyness and felt almost comfortable working with her group. However, she was motivated to create the play and when she performed it with her classmates, she was happy but a little embarrassed.

Student 2 commented that even though she felt hard-working while she was doing the different activities, she got nervous during the post-it activity where students had to write the correct Past Simple verb. Then, she answered that she had learnt new words in English as the past tense of the verbs “run”, “eat”, and so on. What is more, she replied that working the past simple verbs through drama was a fantastic way because it helped her to understand the meaning better and also, to learn new verbs that she had not known before. On the other hand, she said that during the sessions she felt motivated because she learnt more things about irregular and regular verbs. Also, she affirmed that she had completely lost her embarrassment. To finish, although this student did not create the play with her group, she performed it. She commented that even though she had been a little embarrassed, she would have wanted to have more text to act on.

Student 3 said that he was really happy while doing the different activities in English. In question number 2, he answered that he had learnt new words such as the verbs “sat”, “wrote”, and “spoke” in the past tense form. However, he remarked that working on the

verbs based on drama had not made him understand their meaning better. In one of the suggested mime activities (polystyrene balls), his group was very confused because there was a moment when he was representing the verb “run” and his classmates misunderstood his performance. He went on to say that he was very motivated during the sessions because it was so much fun doing activities like that. Finally, he said that he has never been ashamed during the lessons and that working with a group has not always been comfortable. Nevertheless, while creating the play, the student stated that he thought he was learning English and when he performed it with his group he was happy.

Student 4 answered that she felt nervous and hardworking during the activities. She also replied that she had learnt new verbs in English such as “went”, “saw”, “sat”... However, she stated that working on the verbs in the past through drama has not made her understand the meaning better because there were some verbs that she did not understand. On the other hand, she said that during the sessions she felt motivated because she was very focused. Finally, she affirmed that sometimes she lost her shyness and she felt comfortable working with a group. Nevertheless, when it came to creating the play, she felt confident and when she had to perform it with her group it was fine.

Student 5 said that she was happy during all the activities, especially when they were playing mime games. Then, she replied that she had learnt new verbs in English, as she did not know any of them. Therefore, she answered that working on English verbs through drama has made her understand the meaning better, specifically when they were representing the verb with mime. Moreover, she confirmed that during the sessions she felt motivated because playing is the funniest way of learning English. Finally, she said that she always lost her shyness and that she also felt comfortable working in a group. In the same way, when she created the play, she was excited, but when she performed it with her group, she said that she was ashamed because she did not know the text by heart.

Furthermore, every student has responded to the questionnaire due to how they felt while doing the activities. In general, the answers are very similar and the results are very positive.

In addition, for the purpose to complete all these results, two different interviews with the English teacher were one (see Appendix 2). On the one hand, the first interview was related to what she knew about the term dramatisation and how she applied it in the

classroom. On the other hand, the second one was about the sessions taught to 6th-grade students. The main important answers to the first interview are written below, in a text form, as if the teacher is explaining them at that moment.

“I understand by dramatisation the methodology where dramatic play or theatre is used to integrate learning situations. Sometimes I used it in my classes. Based on the topic we have done, vocabulary or grammatical structures, I ask students to invent a dialogue to create a little role play where the things that we have learnt must appear.” [...]

[...] “Doing activities such as role-play, I think that, on the one hand, many students learn to intonate their sentences better and also to know how to apply vocabulary or grammatical structures in a more real context. On the other hand, they work on the loss of shame when they are speaking in a foreign language. Also, here there is an opportunity to continue working in cooperative learning since the students help each other to reach a better result.”

On the other hand, as it was said before, a second interview was done once all four sessions about drama with the students were carried out. Therefore, some of the arguments given by the teacher are set out below.

“Firstly, I consider that students had learnt new knowledge and contents with the different lessons that you had taught. With the small initial and a final evaluation with a grid activity, the evolution of students was seen in most cases. Also, not only have we seen an evolution, but also, they have been able to see their progress. Thus, with the different activities proposed, students worked on these skills: writing, speaking, listening and reading.

However, many of them understood and learnt better the content through body expressions. I think that those expressions help to internalise the vocabulary if they are accompanied by gestures, making students able to see it in a real form/with their own eyes. Regarding the fact of doing theatre in class helps students who are never encouraged to participate, to do so. [...] The fact that they had created a role play, I think that they had developed their creativity, as well as, they had been motivated because they saw a reason to work in English.

Finally, I believe that teachers should use drama to teach English because it is a very good way to make students produce and use English. Moreover, it is a fantastic way to make them see that they are capable of speaking English, apart from working on all other skills (writing, listening and reading). [...]

Therefore, those are the results obtained before and after the lessons taught in 6th-grade classes, which helped to analyse the investigation called “the value of drama in English

language learning". What is more, data was also collected by doing different observations while the students were carrying out the different activities. Those are commented on below.

In the four lessons planned to do with 6th-grade students, dramatisation was involved. Different skills were developed such as writing, reading, speaking and listening. Thanks to the first session it could be seen which verbs each child already knew, giving the possibility to see their improvement at the end of the fourth session. Although at the beginning they were so nervous, in the end, they managed to do it more calmly. Moreover, when it came to doing the post-it activity (see Appendix 4, whiteboard verbs), with the dynamic 1 - 2 - 4, they were more motivated as they were working in groups.

Therefore, their reaction while they were doing the mime activities could be observed. In the first activity, "papers on the backs", where students had a paper on their back and they had to classify irregular or regular verbs, some of them were nervous. The thing was that despite the fact they recognised which was the verb represented by their classmate, they did not know if that was irregular or regular. Moreover, it should be noticed that not all the verbs were easy to represent. Students that had on their backs the verbs such as "run", "play", "write" or "eat" understood better their classmates' representations than the ones that had "do", "go" "there is/are" and "be". However, motivation, excitement, positive interest, and what is more important, huge cooperation could be witnessed.

In the other two activities, "the human chain" and "polystyrene balls", students felt more comfortable and relaxed as they knew how mime activities worked, the dynamics used and also, the verbs practised. They were carrying out the activities in a more natural way, trying to focus all their attention on what they were doing. Also, their effort and tenacity while doing the exercises were important facts. These allowed them to increase their confidence and motivation. So, feeling more secure helped them to act and show their potential in English classes. Nevertheless, during the sessions, there were different misunderstandings in one group while they were representing some verbs, developing feelings of nervousness or annoyance.

Finally, in the last two sessions, where they had to write a role-play scene and represent it, a great change in the learning of verbs in the past form could be seen.

This activity was done in groups of four where students managed to write an ending to the situation given (see Appendix 3, situations role-play), where it was mandatory to use,

at least, 8 different simple past verbs. To see the performances written by the students go to Appendix 4, role play.

To start with, all verbs were not used in the same line, some of them stand out from the rest because of their use. Those were: “bought”, “went”, “spoke” and “was”. In the same way, verbs like “ran”, “saw”, “ate” and “came” were also used in their guide notes, although those were not as frequently used as the ones commented before. Nevertheless, students wrote other verbs such as “happened”, “forgot”, “tried” and “bit”, those verbs were not studied in class: they had to look them up in the dictionary. Having said that, it can be noticed that some verbs were not used in any of the performances. These were: “jump”, “listen”, “play”, among others.

In addition, there was an improvement in the different language skills. As noticed, students developed their fluency in speaking in the English language while they were acting as well as in listening or reading. However, there is a skill that stands out from all the others: writing. Without this skill, students would not be able to prepare the role play and also to learn how verbs are spelt correctly.

So, thanks to those results, although they cannot be generalised, it was discovered that children can improve their communication abilities through drama activities.

8. Discussion

If you look up in the dictionary the word “discuss”, you will find a clear definition. This word means “to consider or examine by argument, comment, etc” (Word Reference Dictionary, s.d., definition 1). In this section, you will find comparisons between the main ideas identified by different authors which were explained in the Theoretical Framework with the results and observations obtained during the teaching lessons in 6th-grade classes. As the term drama involves different factors, those will be exposed below, separately, making a relation with the results obtained.

To start with, Zalta (2006) explained that “drama offers an excellent opportunity for students to develop fluency in English” (p. 24) as well as it is a great opportunity to practise the language in an enjoyable way (Zalta, 2006). The current study demonstrated that doing activities based on dramatisation helps students learn new content as they are having fun, a point that students 3 and 5 answered in the questionnaire (see Appendix 1, students’ answers).

In addition, Hu (2011) exposed that “drama allows students to integrate their competencies of speaking, listening, reading, and writing in English as Second Language classes” (p. 6). In other words, as the English tutor said, “using drama in class is a way to make them see that they are capable of speaking English, apart from working on all other skills (writing, listening and reading).”

This last point was also demonstrated with the different activities done inside the classroom. Students learnt the verbs using different skills. As the English teacher Roser commented in the interview, “the different activities taught, let students work on these skills: writing, speaking, listening and reading.” Hence, according to Hu (2011) “drama activity contributes to improving students’ integrated linguistic competencies” (p. 8).

Another fact to comment is the different drama techniques used in class with students. On the one hand, related to the mime technique, Davies (1990) stated that “mime emphasises the paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another” (p. 90). This point was observed in the mime activities proposed. Firstly, as some students answered in the survey (see Appendix 1, students’ answers), they were so nervous, but as soon as they were carrying out the activity, they started to feel comfortable. The fact is that communicating with gestures or body movements can help students to be less fearful.

Furthermore, Zalta (2006) commented that “It encourages children to speak and gives them the chance to communicate, even with limited language, using nonverbal communication, such as body movements and facial expressions” (p. 24). Equally, the English tutor during an interview explained that those expressions and movements let students understand the content better. They internalised the vocabulary as it was accompanied by gestures, making students able to see it in a real form with their own eyes.

To follow with another drama technique, role play was used. Burgerová & Cimermanová (2013) explained that “in role-plays students are actively involved in creating the content” (p. 53). At this point, it could be observed that, with the creation of the performances, children could invent their theatres. As the only requisition was to use eight different verbs in the past form, students were able to use them to create guide notes. Moreover, those authors (2013) said that although “preparing a performance requires a lot of work and time, there is a lot the children can benefit from” (p. 54). Thus, the evolution they had made was enormous because they not only demonstrated that they had learnt new verbs but also that they had improved in the use of English.

Those affirmations are linked with feelings that students can experience while they are working individually or in a group. Different authors talked about creativity, motivation and cooperation. On the one hand, Sun (1998) as cited in Hu (2011) commented that “drama (...) gives them a platform to exercise their imagination and creativity” (p. 6). At that point, the English tutor agreed with the fact that creating a role-play gave them the opportunity to develop their creativity.

On the other hand, Hu (2011) pointed out that “drama stimulates students to come up with ideas and put them together. They work together to create the scenario with new characters” (p. 5). With him, agreed, Burgerová & Cimermanová (2013) who stated that “it leads to cooperation, empathy, creativity and also it gives the sense of belonging to the group which is a step to self-realisation” (p. 55). According to the observations done, motivation was noted all the time, something that was very positive at the end of each lesson. Therefore, those results can be also demonstrated in the questionnaires answered by students (see Appendix 1, students’ answers). They commented that while creating the performance, although sometimes they had some troubles with the group, they feel comfortable.

Hence, Guliyeva (2011) exposed that “drama not only motivates students and helps to speed up the learning process, but also improves their relationship with each other and

the atmosphere of the class” (p. 521). The observations showed that while students were doing the activities in class the atmosphere created was vivid. They were helping each other trying to achieve their objective. In all the lessons, they were so active and when it came to preparing the notes from the role play, students were so focused as well as creative.

Finally, according to the teacher’s beliefs sometimes, when children have to perform a role play, they are never encouraged to participate. This is because they feel insecure and embarrassed. Even so, those students end up regulating what they want to say during the play, especially if they are very shy. But the best thing is that they end up participating, little, but they take part in. This information is confirmed by the little literature where different authors exposed some disadvantages of using drama in class. As Guardart (1990) as cited in Hu (2011), expressed, “some students like acting, but some are reluctant to be involved in the activities” (p. 11). Also, Burgerová & Cimermanová (2013) agreed with the fact that drama sometimes “causes embarrassment” (p. 54).

In the end, the study showed that despite the fact the student is shy, did not know English..., drama is a good tool to learn English as a Foreign Language. The tutor pointed out that teachers must use drama to teach English because it is a very good way to make them produce and use the language”. So, as Neal (2012) said, “in drama, there is no wrong answer, every effort is correct and every language misuse gives them an opportunity to learn” (p. 8).

9. Conclusions

Starting the Final Dissertation was not easy. Months later, after searching, looking and working a lot, the research about “the value of drama in English language learning” is coming to its end. Therefore, going back in time, at the beginning of this project there is a research question, which has to be answered. Moreover, there are also some principal ideas and facts that were investigated during the intervention carried out at the school, which also will be commented on below.

Firstly, before starting to draw the conclusions, it is important to have in mind that the data was only collected in just one school over a short period of time. As it had been taught only four sessions to 6th-grade students, any results obtained are not necessarily transferable to any other school or institution.

Starting with and answering the research question, is drama a good method for enhancing students’ motivation to learn the English language, it should be remarked that is totally true. After obtaining the different results and comparing them to the theory found in different articles, the conclusion is that when children are doing drama activities such as mime or theatre, they are more motivated than when they are doing worksheet activities. Those results were obtained thanks to the observations done and to the answers given by students in the questionnaires (see Appendix 1, students’ answers).

Having the opportunity to stand up, go around the class and interact with their classmates, help them to be more involved in the activities proposed. Therefore, having the feeling that they are playing while learning the English language demonstrates that the results obtained are better. The impact on the learners’ motivation using drama was bigger than it was imagined. This fact is demonstrated in one question from the survey done to students (see Appendix 4, students’ answers). Three of five students answered that they were always motivated (pointing to a 5 of 5), while the other two said that they almost always feel motivated in class (choosing a 4 of 5).

Following, carrying out the different drama activities let students develop different English skills. As speaking and writing were the most used, listening and reading were also introduced. In all the activities, students had to use some of these skills in order to achieve the goals. Therefore, there was a huge evolution in learning the past verbs in English. The results in the writing grid activity (see Appendix 4, verbs worksheet) demonstrated that pupils had learnt new vocabulary through drama activities. Moreover, with the activity where they had to write a guide notes for doing a role-play (see Appendix

4, role play), they applied verbs in the English past form while at the same time, they practiced the grammar structure (Past Simple).

What is more, the impact on the learners' creativity and imagination was seen in performing the verbs in mime activities as well as composing and writing a role-play. Letting them analyse the situation given and create their own guide notes, was noted in their results (see Appendix 4, role play).

Nevertheless, as it is the first time doing a project like this, some failures were found while carrying out the teaching lessons. Moreover, there were also found different difficulties, which are written in this document. All those points are commented on in the following paragraphs.

To start with, the first limitation found was that there were not many English sessions to carry out the teaching lessons. That happened because when the teacher said that the practice could start, there were many things to do. On the one hand, as Saint Patrick's day was coming (the school celebrated on Monday 28th March 2022), students were preparing a role-play called "*Have you seen a leprechaun?*" That took them many English sessions because they needed to choose the characters, learn by heart their lines, record the role play, among other actions. On the other hand, there were five strikes convoked by teachers, meaning that any curricular subject could be done in those days. Adding that only a few students came to class.

Related to time, there was another point. Every day, during the playground or at lunchtime, different conflicts happened between students. That fact limited the time a lot because each activity had to be reduced, meaning that students did not have enough time to complete all of them.

Secondly, another limitation that was not thought of when planning the activities was the space. As drama activities need movements, as the class was very big, it was thought that they would have enough space, moving away the chairs and tables to one side of the class. But this belief was wrong. The space was perfect for the two firsts mime exercises, but the problem came when they had to do the polystyrene activity. As they were divided into 4 different groups and they had to throw the correct ball, the space between the student who was representing the verb and the one that was guessing the movement was very short. Nevertheless, they managed to complete the exercises successfully.

Finally, the last limitation was found in the third session. As this session was taught during one of the strikes many pupils were missing. At that moment, the previous groups made in the sessions before were rebuilt again because of the absence of some students, meaning that those students who were at home that day, could not write the guide notes for the role play. Nevertheless, the students that were in class were told that they had to include the ones that were missing because the performances were going to be represented the day after, so maybe, as it was not a strike day, they would come.

Reflecting on all those lines written before, as it was the first time elaborating on a project like this, different things were learnt. On the one hand, about the question investigated, it is come to the conclusion, as commented before, that drama can be an essential tool to use in class with students to learn English as a Foreign Language.

On the other hand, in the process of doing this research, it was learnt that it is important to read and compare the beliefs and opinions of different authors. Nevertheless, starting to write the project was so difficult, but in the end, thanks to the application of different strategies, was easier to do it. At this point, if there is something to change in doing any research like this, is the fact that when collecting all the information, the different sections would be written little by little, just to not get collapsed again.

Thanks to that project it could be put into practice to see how drama works to learn English in a Primary School class. It was a grateful experience which helps students to learn new concepts as well as to enjoy while they were learning English. Those students from the 6th-grade level had the opportunity to learn the verbs' past tense differently. Through drama, they experimented another way of learning concepts.

To sum up, this school is a good school where dramatisation can be introduced in the English subject. Teachers who are carrying out these lessons can develop interactive activities for their students. Pupils can learn the language without realising it, while they are having fun through play. But for that, they must be aware that time is important and that preparation before it is essential. What is more, the school has incredible spaces such as the gymnasium, the cement path, or any classroom without lots of tables and chairs, to carry out these types of activities.

Therefore, avoiding traditional teaching, breaking this barrier, and starting to introduce drama, can be beneficial for students when learning the English language. But those are only beliefs about what this school can do. Each institution has to consider its spaces, dynamics and planification's tasks.

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11. Appendices

11.1. Appendix 1: Questionnaire

11.1.1. Sample



QUESTIONNAIRE REGULAR & IRREGULAR VERBS

Hello Eagles and Hawks! As you know, I finished my practicum and also, we finished the classes about regular and irregular verbs. Now I need your help because I have to finish my final project.

Per tant, a continuació trobaràs un qüestionari final amb un seguit de preguntes sobre el que hem treballat aquestes últimes sessions.

Respon les preguntes marcant la casella o les caselles indicades o escrivint allò que se't demani.

***Obligatorio**

Class: *

Eagles

Hawks

Name and Surname: *

Tu respuesta

1. Com t'has sentit fent les activitats proposades? Marca la casella o les caselles que consideris necessàries. *

- Nerviós/a
- Trist/a
- Avergonyit/da
- Enfadat/da
- Content/a
- Treballador/a

De les opcions marcades, descriu breument en quin moment has sentit aquesta emoció. *

Tu respuesta _____

2. Després d'haver fet totes les activitats, creus que has après noves paraules en anglès? *

- Sí
- No

Si la resposta anterior és sí, escriu alguns exemples:

Tu respuesta _____

3. Treballar els verbs en anglès a partir de la dramàtica (mímica, improvisació i teatre), t'ha fet entendre millor el significat i aprendre'l. *

- Sí
- No

Explica la resposta anterior, posant algun exemple. *

Tu respuesta

4. T'has sentit motivat durant les sessions? *

- | | | | | | | |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Gens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Molt |

Per què t'has sentit o no motivat? *

Tu respuesta

Consideres que has perdut la vergonya quan feies els exercicis? *

- Mai
- De vegades
- Casi Sempre
- Sempre

6. T'has sentit còmode treballant amb grup? *

- Mai
- De vegades
- Casi sempre
- Sempre
- No he treballat en grup

7. Com t'has sentit quan heu creat l'obra de teatre? *

Tu respuesta

I quan l'heu representat davant dels companys i companyes? *

Tu respuesta

Thank you very much!

11.1.2. Students' answers

- **Student 1:**

1. Com t'has sentit fent les activitats proposades? Marca la casella o les caselles que consideris necessàries. *

- Nerviós/a
- Trist/a
- Avergonyit/da
- Enfadat/da
- Content/a
- Treballador/a

De les opcions marcades, descriu breument en quin moment has sentit aquesta emoció. *

En totes les activitats m'he sentit contenta i treballadora.

2. Després d'haver fet totes les activitats, creus que has après noves paraules en anglès? *

Sí

No

Si la resposta anterior és sí, escriu alguns exemples:

Speak=spoke Play=played Drink=drank

3. Treballar els verbs en anglès a partir de la dramàtica (mímica, improvisació i teatre), t'ha fet entendre millor el significat i aprendre'l. *

Sí

No

Explica la resposta anterior, posant algun exemple. *

Have=had buy=bought

4. T'has sentit motivat durant les sessions? *

	1	2	3	4	5	
Gens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Molt

Per què t'has sentit o no motivat? *

Because I like a lot English and with play games in class

Consideres que has perdut la vergonya quan feies els exercicis? *

- Mai
- De vegades
- Casi Sempre
- Sempre

6. T'has sentit còmode treballant amb grup? *

- Mai
- De vegades
- Casi sempre
- Sempre
- No he treballat en grup

7. Com t'has sentit quan heu creat l'obra de teatre? *

Motivada

I quan l'heu representat davant dels companys i companyes? *

Contenta i una mica amb vergonya

- **Student 2:**

1. Com t'has sentit fent les activitats proposades? Marca la casella o les caselles que consideris necessàries. *

- Nerviós/a
- Trist/a
- Avergonyit/da
- Enfadat/da
- Content/a
- Treballador/a

De les opcions marcades, descriu breument en quin moment has sentit aquesta emoció. *

A l'hora de escriure els vers en aquell full petit _____

2. Després d'haver fet totes les activitats, creus que has après noves paraules en anglès? *

- Sí
- No

Si la resposta anterior és sí, escriu alguns exemples:

Run=Ran, eat=ate, play=played, see=saw...

3. Treballar els verbs en anglès a partir de la dramàtica (mímica, improvisació i teatre), t'ha fet entendre millor el significat i aprendre'l. *

- Sí
- No

Explica la resposta anterior, posant algun exemple. *

Go= wen buy=bought

4. T'has sentit motivat durant les sessions? *

Gens 1 2 3 4 5 Molt

Per què t'has sentit o no motivat? *

Perque he après moltes coses més sobre els verbs irregulars & regulars

Consideres que has perdut la vergonya quan feies els exercicis? *

- Mai
- De vegades
- Casi Sempre
- Sempre

6. T'has sentit còmode treballant amb grup? *

- Mai
- De vegades
- Casi sempre
- Sempre
- No he treballat en grup

7. Com t'has sentit quan heu creat l'obra de teatre? *

Bé, però el meu grup em va posar molt poc text i jo en volia més

I quan l'heu representat davant dels companys i companyes? *

Una mica de vergonya

- Student 3:

1. Com t'has sentit fent les activitats proposades? Marca la casella o les caselles que consideris necessàries. *

- Nerviós/a
- Trist/a
- Avergonyit/da
- Enfadat/da
- Content/a
- Treballador/a

De les opcions marcades, descriu breument en quin moment has sentit aquesta emoció. *

Glad because I like to do English

2. Després d'haver fet totes les activitats, creus que has après noves paraules en anglès? *

- Sí
- No

Si la resposta anterior és sí, escriu alguns exemples:

sat, wrote, spoke, ...

3. Treballar els verbs en anglès a partir de la dramàtica (mímica, improvizació i teatre), t'ha fet entendre millor el significat i aprendre'l. *

- Sí
- No

Explica la resposta anterior, posant algun exemple. *

No, because when we did the balls game, we don't knew if was run or walk.

4. T'has sentit motivat durant les sessions? *

- | | | | | | | |
|------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Gens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | Molt |

Per què t'has sentit o no motivat? *

Because it was fun

Consideres que has perdut la vergonya quan feies els exercicis? *

- Mai
- De vegades
- Casi Sempre
- Sempre

6. T'has sentit còmode treballant amb grup? *

- Mai
- De vegades
- Casi sempre
- Sempre
- No he treballat en grup

7. Com t'has sentit quan heu creat l'obra de teatre? *

Learning English.

I quan l'heu representat davant dels companys i companyes? *

Happy.

- **Student 4:**

1. Com t'has sentit fent les activitats proposades? Marca la casella o les caselles que consideris necessàries. *

- Nerviós/a
- Trist/a
- Avergonyit/da
- Enfadat/da
- Content/a
- Treballador/a

De les opcions marcades, descriu breument en quin moment has sentit aquesta emoció. *

how much i did the activities

2. Després d'haver fet totes les activitats, creus que has après noves paraules en anglès? *

Sí

No

Si la resposta anterior és sí, escriu alguns exemples:

went,saw,sat,ran ,spoke ,drank ,needed,bought i was,were

3. Treballar els verbs en anglès a partir de la dramàtica (mímica, improvitació i teatre), t'ha fet entendre millor el significat i aprendre'l. *

Sí

No

Explica la resposta anterior, posant algun exemple. *

not because he didn't understand everything well

4. T'has sentit motivat durant les sessions? *

	1	2	3	4	5	
Gens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Molt

Per què t'has sentit o no motivat? *

because i concentrated a lot

Consideres que has perdut la vergonya quan feies els exercicis? *

- Mai
- De vegades
- Casi Sempre
- Sempre

6. T'has sentit còmode treballant amb grup? *

- Mai
- De vegades
- Casi sempre
- Sempre
- No he treballat en grup

7. Com t'has sentit quan heu creat l'obra de teatre? *

sure of myself

I quan l'heu representat davant dels companys i companyes? *

ok

- **Student 5:**

1. Com t'has sentit fent les activitats proposades? Marca la casella o les caselles que consideris necessàries. *

- Nerviós/a
- Trist/a
- Avergonyit/da
- Enfadat/da
- Content/a
- Treballador/a

De les opcions marcades, descriu breument en quin moment has sentit aquesta emoció. *

Quan estavem fent els jocs _____

2. Després d'haver fet totes les activitats, creus que has après noves paraules en anglès? *

- Sí
- No

Si la resposta anterior és sí, escriu alguns exemples:

No sabia cap paraula i ara n'he après mes

3. Treballar els verbs en anglès a partir de la dramàtica (mímica, improvisació i teatre), t'ha fet entendre millor el significat i aprendre'l. *

- Sí
- No

Explica la resposta anterior, posant algun exemple. *

Fent mímica com que ho feies s'entenia mes

4. T'has sentit motivat durant les sessions? *

Gens 1 2 3 4 5 Molt

Per què t'has sentit o no motivat? *

Perquè hem fet molts jocs i molava mes

Consideres que has perdut la vergonya quan feies els exercicis? *

- Mai
- De vegades
- Casi Sempre
- Sempre

6. T'has sentit còmode treballant amb grup? *

- Mai
- De vegades
- Casi sempre
- Sempre
- No he treballat en grup

7. Com t'has sentit quan heu creat l'obra de teatre? *

Emocionada

I quan l'heu representat davant dels companys i companyes? *

Amb vergonya perquè no m'ho sabia de memòria

11.2. Appendix 2: Teacher's interviews

11.2.1. Before the practice

QUESTION 1

What do you understand by the term dramatization?

I understand by dramatization the methodology where dramatic play or theatre is used to integrate learning situations.

QUESTION 2

Do you use drama in the classroom? How?

Yes, sometimes. Based on the topic we have done, vocabulary or grammatic structures, I ask students to invent a dialogue to elaborate a little role play where the things that we have learnt must appear. Also, occasionally, they have to represent a play they have already seen in order to copy the intonation and pronunciation.

QUESTION 3

Which drama techniques do you know? If you know any, could you explain them which your words?

I do not know the name of any particular technique.

QUESTION 4

During your career as a teacher, have you applied any of these techniques? If so, which one? Can you give an example?

I have applied dramatization to finish a lesson or to introduce it, but I do not know the name of any particular technique.

QUESTION 5

What skills do you think students can improve/strengthen through drama?

When the activity proposed is to represent a role-play, on the one hand, many students learn to intonate their sentences better and also to know how to apply vocabulary or grammatic structures in a more real context.

On the other hand, they work on the loss of shame when they are speaking in a foreign language. Also, here is an opportunity to continue working in cooperative learning, since the students help each other to reach a better result.

11.2.2. After the practice

QUESTION 6

If we talk about the session I taught in class, even if they have been short, do you consider that students have achieved new knowledge and/or content?

Yes.

In addition, there was made a small initial and a final evaluation with a grid activity where the evolution of students was seen in most cases.

QUESTION 7

Which skills do you think they have worked on during the different sessions?

They worked on these skills: speaking, listening, reading and writing.

QUESTION 8

Do you think that the body expressions that students made have helped them to learn and understand the content?

I think that those expressions help to better internalize the vocabulary. As those were accompanied by gestures, students had been able to see it in a real form.

QUESTION 9

Do you consider that each child's way of being has progressed properly? For example, have some of them lost their shame? Have they spoken more in English?

The fact of doing theatre in class helps students who are never encouraged to participate, to do so. However, those students end up regulating what they want to say during the play, especially if they are very shy. But the best thing is that they end up participating, little, but they take part in.

The only issue is that some students at the end only learn to say their sentence and still do not understand what others say, but at least they understand a word.

QUESTION 10

Do you think that the majority of the students have developed their creativity or they have been motivated when they have created and represented a role play?

Yes, because they see a reason to work in English.

QUESTION 11

Do you think that did it work the activity of asking them to write the verbs they knew in the first session and then again in the last one?

A lot, since they have been able to see their progress.

QUESTION 12

Finally, do you consider that teachers must use drama to teach English? Why?

Yes, because it is a very good way to make them produce and use English. Moreover, it is a fantastic way to make them see that they are capable of speaking English, apart from working on all other skills (writing, listening and reading). So, giving them the opportunity to create a play can help to enhance and develop those skills but also to increase their creativity and motivation.

11.3. Appendix 3: Materials

11.3.1. Flashcards

- Catalan:



- **Infinitive:**



- **Past Simple:**



11.3.2. Polystyrene balls



11.3.3. Regular & irregular verbs list

CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	was / were
Poder	can	could
Dormir	sleep	slept
Córrer	run	ran
Fer	do	did
Comprar	buy	bought
Cantar	sing	sang
Anar	go	went
Parlar	speak	spoke
Escriure	write	wrote
Veure	see	saw
Beure	drink	drank
Menjar	eat	ate
Necessitar	need	needed
Saltar	jump	jumped
Ballar	dance	danced
Agradar	like	liked
Pintar	paint	painted
Escoltar	listen	listened
Jugar	play	played
Tenir	have	had
Hi ha	there is / there are	there was / there were
Seure	sit	sat

11.3.4. Verbs' worksheet

IRREGULAR & REGULAR VERBS

CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	
Poder	can	
Dormir	sleep	
Córrer	run	
Fer	do	
Comprar	buy	
Cantar	sing	
Anar	go	
Parlar	speak	
Escriure	write	
Veure	see	
Seure	sit	
Beure	drink	
Tenir	have	
Menjar	eat	
Necessitar	need	
Saltar	jump	
Ballar	dance	
Agradar	like	
Pintar	paint	
Escoltar	listen	
Jugar	play	

11.3.5. Word search worksheet

Name:

PAST SIMPLE (irregular & regular verbs)

Find 15 verbs in Past Simple form in this word search.

D	P	O	N	E	E	D	E	D	A	S
R	W	W	E	R	W	E	N	T	I	D
A	S	E	P	O	L	C	I	L	O	E
N	M	O	R	P	Q	N	R	I	P	T
K	T	U	G	E	W	A	S	K	L	N
A	G	N	R	S	N	D	B	E	A	I
H	A	I	J	L	K	E	N	D	C	A
S	D	I	D	E	O	P	K	L	I	P
W	J	U	M	P	E	D	M	O	R	H
E	R	T	V	T	A	T	B	E	P	Y
B	O	U	G	H	T	S	E	T	A	S

11.3.6. Situations role-play

Situation 1: AIRPORT

Yesterday John and Kelly went to the airport. When they arrived at the entrance, John realized that he had forgotten his ID card at home. Now, they are explaining what happened to two friends.

Situation 2: TV NEWS

You are on the TV News, and you need to explain the next situation: last week a disaster happened in Barcelona. Two men stole eight iPhone 6 in the Apple Store.

Situation 3: DINNER

You are having dinner with a family and all the members are explaining what they did during the day.

Situation 4: CLASSROOM

Today, in class, two kids with the headmaster and the teacher are trying to solve a problem that happened on the playground one hour before.

Situation 5: HOSPITAL / POLICE STATION

Two people had an accident and they are talking with a doctor and the police explaining what happened.

Situation 6: HAIRDRESSER

Three clients are in a hairdresser and they are talking and explaining to the hairdresser about an interesting gossip that happened yesterday in a supermarket.

11.4. Appendix 4: Students' results

11.4.1. Verbs worksheets

- Student 1:

March 2

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	there was
Poder	can	
Dormir	sleep	
Córrer	run	
Fer	do	
Comprar	buy	
Cantar	sing	
Anar	go	went
Parlar	speak	
Escriure	write	
Veure	see	seen
Seure	sit	
Beure	drink	
Tenir	have	
Menjar	eat	
Necessitar	need	
Saltar	jump	
Ballar	dance	
Agradar	like	
Pintar	paint	
Escolltar	listen	
Jugar	play	

First session

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	was / were
Hi ha	there is / there are	there was / there were
Poder	can	could
Dormir	sleep	sleep
Córrer	run	ran
Fer	do	did
Comprar	buy	bought
Cantar	sing	sang
Anar	go	went
Parlar	speak	spoke
Escriure	write	wrote
Veure	see	saw
Seure	sit	sat
Beure	drink	drank
Tenir	have	
Menjar	eat	eat
Necessitar	need	needed
Saltar	jump	jumped
Ballar	dance	danced
Agradar	like	liked
Pintar	paint	paint
Escolltar	listen	listened
Jugar	play	played

Last session

- Student 2:

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	
Poder	can	
Dormir	sleep	sleeped
Córrer	run	
Fer	do	doed
Comprat	buy	buyed
Cantar	sing	
Anar	go	went
Parlar	speak	
Escriure	write	writed
Veure	see	
Seure	sit	
Beure	drink	drinkeed
Tenir	have	
Menjar	eat	eated
Necessitar	need	
Saltar	jump	jumped
Ballar	dance	
Agradar	like	liked
Pintar	paint	painted
Escolltar	listen	
Jugar	play	

First session

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	was/were
Hi ha	there is / there are	there was/there were
Poder	can	
Dormir	sleep	slap
Córrer	run	ran
Fer	do	
Comprat	buy	baught
Cantar	sing	sang
Anar	go	
Parlar	speak	spoke
Escriure	write	wrote
Veure	see	saw
Seure	sit	sat
Beure	drink	drank
Tenir	have	
Menjar	eat	ate
Necessitar	need	needed
Saltar	jump	jumped
Ballar	dance	danced
Agradar	like	liked
Pintar	paint	painted
Escolltar	listen	listened
Jugar	play	played

Last session

- Student 3:

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	was/were
Hi ha	there is / there are	
Poder	can	
Dormir	sleep	
Córrer	run	ran
Fer	do	did
Comprat	buy	
Cantar	sing	sang
Anar	go	went
Parlar	speak	
Escriure	write	
Veure	see	saw
Seure	sit	
Beure	drink	drank
Tenir	have	had
Menjar	eat	ate
Necessitar	need	
Saltar	jump	
Ballar	dance	
Agradar	like	liked
Pintar	paint	
Escolltar	listen	
Jugar	play	played

First session

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	was/were
Hi ha	there is / there are	there was/there were
Poder	can	could
Dormir	sleep	slap
Córrer	run	ran
Fer	do	did
Comprat	buy	baught
Cantar	sing	sang
Anar	go	went
Parlar	speak	spoke
Escriure	write	wrote
Veure	see	saw
Seure	sit	sat
Beure	drink	drank
Tenir	have	had
Menjar	eat	ate
Necessitar	need	needed
Saltar	jump	jumped
Ballar	dance	danced
Agradar	like	liked
Pintar	paint	painted
Escolltar	listen	listened
Jugar	play	played

Last session

- Student 4:

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	
Poder	can	
Dormir	sleep	
Córrer	run	
Fer	do	
Comprar	buy	
Cantar	sing	
Anar	go	
Parlar	speak	
Escriure	write	
Veure	see	
Seure	sit	
Beure	drink	
Tenir	have	
Menjar	eat	
Necessitar	need	Necessitava x
Saltar	jump	Saltava x
Ballar	dance	
Agradar	like	
Pintar	paint	
Escolltar	listen	
Jugar	play	

First session

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	
Poder	can	could ✓
Dormir	sleep	Slept ✓
Córrer	run	Ran ✓
Fer	do	
Comprar	buy	
Cantar	sing	
Anar	go	Went ✓
Parlar	speak	Spoke ✓
Escriure	write	Wrote ✓
Veure	see	Saw ✓
Seure	sit	Sat ✓
Beure	drink	Drank ✓
Tenir	have	
Menjar	eat	ate ✓
Necessitar	need	needed ✓
Saltar	jump	Jumped ✓
Ballar	dance	
Agradar	like	liked ✓
Pintar	paint	Painted ✓
Escolltar	listen	
Jugar	play	played ✓

Last session

- Student 5:

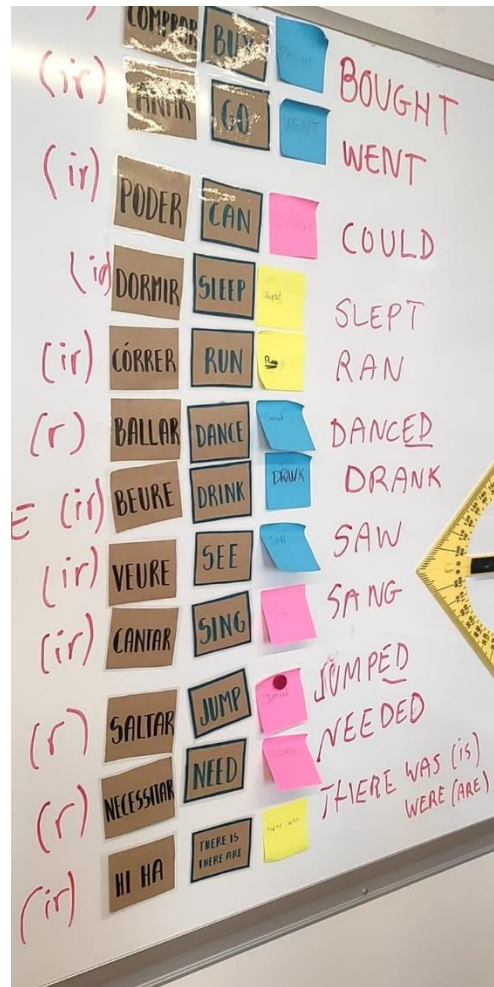
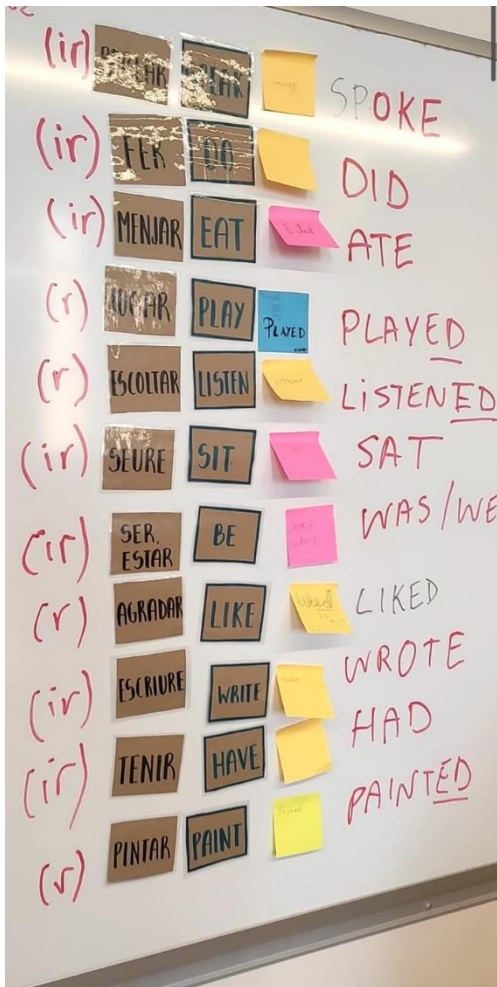
IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	
Poder	can	
Dormir	sleep	
Córrer	run	
Fer	do	does x
Comprar	buy	
Cantar	sing	
Anar	go	goes x
Parlar	speak	
Escriure	write	
Veure	see	
Seure	sit	
Beure	drink	
Tenir	have	
Menjar	eat	
Necessitar	need	
Saltar	jump	
Ballar	dance	
Agradar	like	
Pintar	paint	
Escolltar	listen	
Jugar	play	

First session

IRREGULAR & REGULAR VERBS		
CATALAN	INFINITIVE	PAST SIMPLE
Ser, estar	be	
Hi ha	there is / there are	There was ✓
Poder	can	could ✓
Dormir	sleep	
Córrer	run	ran ✓
Fer	do	
Comprar	buy	bought ✓
Cantar	sing	sang ✓
Anar	go	went ✓
Parlar	speak	Spok x
Escriure	write	
Veure	see	saw ✓
Seure	sit	Sat ✓
Beure	drink	drank ✓
Tenir	have	
Menjar	eat	ate ✓
Necessitar	need	needed ✓
Saltar	jump	jumped ✓
Ballar	dance	danced ✓
Agradar	like	liked ✓
Pintar	paint	Painted ✓
Escolltar	listen	
Jugar	play	played ✓

Last session

11.4.2. Whiteboard verb



Situation 3: DINNER

Miveia: Today, I went to the beach and I saw a shark.
The shark wanted to bite me, but I'm so fast that I escaped.

Aina: That's not interesting.

Nil: wow, are you okay?

Miveia: I'm fine, thanks.

Aina: Yes, she is OK!

Roger: omg, Do you know what happened to me? Today I went to the super market and I bought some cookies, milk and coffee.

Aina: Pfff for what?

Roger: Because I needed it.

Nil: Today, I ~~went~~ ^{ran} to the mountain, I saw a leprechaun and I stole his gold coins.

Aina: That's is false! Do you know what I did today?

M,R,N: what?!

Aina: Nothing lol, ha, ha!

Nil: You are so crazy, goodbye, I go to sleep!

M,R: Good night!

Aina: Yes, yes.

Situation 4: CLASSROOM

A: Teacher, Joan bit me!

P: What?! Joan come here!

P: Why did you bite him?

J: That's false!

P: Now we are going to headmasters' office!

J: I said that this is false!

V: Hello, what happened?

P: Good morning headmaster! One hour ago Joan bit to Aiman.

V: Joan that's not OK! Why did you bite Aiman?!

J: THIS IS FALSE.

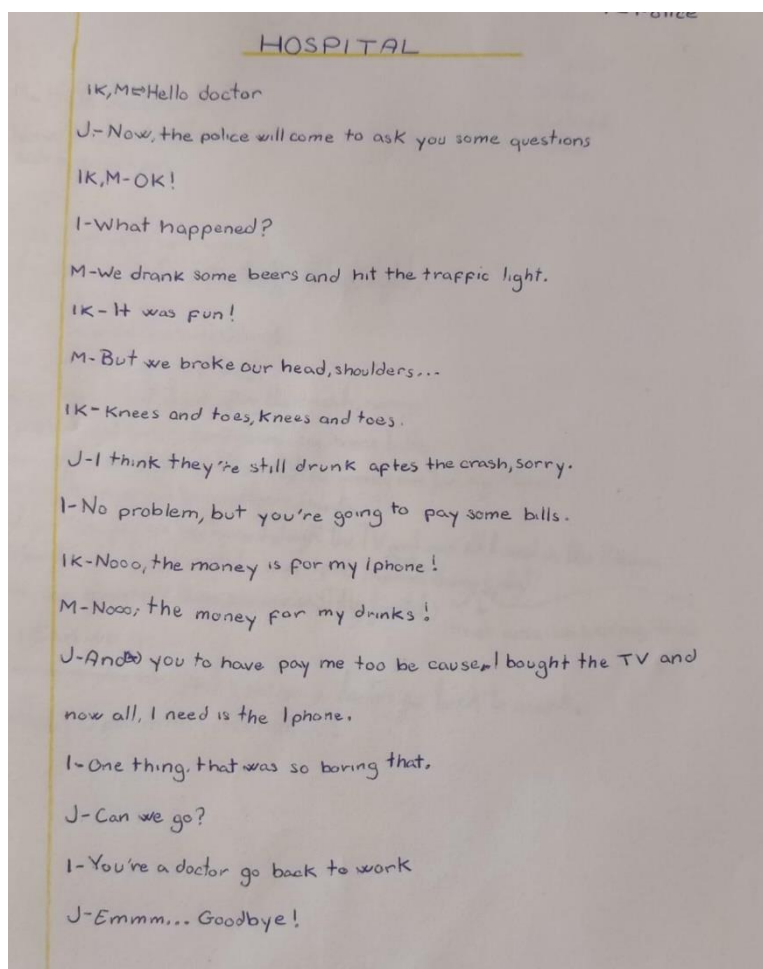
A: When, I went to the playground, crashed with Joan. *And Joan thought that I did it on purpose, and after this, he bit me.

V: Joan, is this true?

J: yes, headmaster

(P): It's a misunderstanding

Situation 5: HOSPITAL



Situation 6: HAIRDRESSER

Role play: Hairdresser

Z: Guys!

J, M: What?

Z: Yesterday, Dharek and me went to the supermarket.

D: There was a fire inside.

M: What happened?

J: Why did you go to the supermarket?

D: We went there and we bought some bread and meat to cook some hamburgers.

M, J: Delicious!

Z: Pay attention please, it's important!

J: At what time it happened?

D: At 10 o'clock.

J: At this time I was sleeping.

M: And I was at the hairdresser. ~~But~~ ~~and~~ which was the solution?

D: We called the firefighters.

Z: And ten minutes later the firefighters came.

D: Then we saw our neighbourhood and we spoke with her 5 minutes and then we left.

J: Was there someone injured?

Z: No, here's the money, bye, bye!

M: Bye, bye have a nice day!