

**THAI NGUYEN UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES**

**PHAN THI THU GIANG**

**AN APPLICATION OF DRAMA IN ENGLISH PROJECT LESSONS  
IN BAC KAN GIFTED HIGH SCHOOL**

**(Áp dụng đóng kịch trong các tiết học “project” môn Tiếng Anh  
ở trường THPT Chuyên Bắc Kạn)**

**M.A THESIS**

**Field: English Linguistics  
Code: 8220201**

**THAI NGUYEN – 2019**

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**Field: English Linguistics**

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**Supervisor: Dr. Nguyen Trong Du**

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## **CERTIFICATE OF ORIGINALITY**

I, the undersigned, hereby certify my authority of the study project report entitled “An application of drama in English project lessons in Bac Kan Gifted High School” submitted in partial fulfillment of the requirements for the degree of Master in English Language. Except where the reference is indicated, no other person’s work has been used without due acknowledgement in the text of the thesis.

Thai Nguyen, July 2019

Phan Thi Thu Giang

Approved by  
**SUPERVISOR**

Date: .....

## **ACKNOWLEDGEMENTS**

The author of this minor study gratefully gives acknowledgement to all the support and motivation during the time of doing this research.

First of all, I would like to express me sincere thanks and gratefulness to my supervisor, Dr. Nguyen Trong Du. His kind support and helpful advice went through the process of completion of my thesis. Without his instructions, encouragement, and inspiration, the thesis would not have been done effectively.

I also acknowledge my thankfulness to my school principal, my colleagues, and my students who directly took part in my thesis with kind assistance and support.

Besides, I would like to express my thanks to the lecturers and my friends whose kind help, care, motivation gave me strength during the time I spent in Thai Nguyen.

My special thanks approve to my parents, my brothers, and my sister for their endless love. I especially thank my Mother who had never stop loving and encouraging me, and she, perhaps only watches me on my Master Thesis Defense Day FROM THE HEAVEN.

## **ABSTRACT**

English has become an indispensable tool in modern society, so teaching and learning English have to be innovated to meet the more and more demanding requirements. This minor thesis aims to investigate the attitude of the learners in a gifted high school in the north of Viet Nam towards the application of drama in project lessons as well as the influence of drama strategy on students' speaking performances and their soft skills development. The study is in the form of an action research, which is believed to enable the researcher to investigate the participants thoroughly and precisely. Qualitative and quantitative methods objectively supported for the main findings of the study. The data instruments include questionnaires and the researcher's observation sheets. Some video recorded are involved as a part of data for deeper observation and analysis. The results reveal that the majority of the students felt interested in the applying of drama in project lessons. Moreover, most students gained the improvement in their speaking competence in general. The main finding of the study from the analysis of both students' responses in the questionnaires and teacher's observation checklist was that students' soft skills such as team-building skill, problem-solving skill, and inter-personal skill improved significantly. However, the results also point out that some students seemed to have lost interest and motivation by the end of the project. It suggests that various teaching strategies should be combined to gain effectiveness. This study also provides some pedagogical implications for students, teachers, and other researchers to study the application of drama in project lessons in a larger scope with bigger population to reach more precise validity, reliability, and generalization.

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## **CHAPTER 1: INTRODUCTION**

### **1.1. Rationale of the study**

These days, English has proven its indispensable role in each nation's development all over the world. It is English that help bridge the different races, cultures, religions, politics, and society. In the world of globalization, English has become a dominant language used and spoken both nationally and internationally. There are a number of sectors where English is needed such as medicine, politics, engineering, economy, tourism, finance, international relations, education etc. English is not only important at a global scale but also at regional level like ASEAN regions. It is stated in the ASIAN Charter article 34 that the means of communication within ASEAN countries in the fields of government sectors as well as other organizations related in both government and private sectors. Therefore, English has shown its power when it becomes the first priority for the people of ASEAN to create the relationship without borders in geography and culture, and the world of competitiveness. To turn English a second language of the nation, much effort has been made in many ASIAN countries in order to improve their citizens' English proficiency to meet the great demand of the modern world. Regarding the foreign language teaching and learning in Viet Nam, English is considered the core subject in the national curriculum. According to To (2010), the English capacity of Vietnamese people is limited although there have been some positive changes in the teaching context recently. It is reported by executive manager of Project 2020 that 98% of Vietnamese students study English for seven years (from grade 6 to grade 12, age 11–18), but cannot use it for basic communication (Nhan, 2013). With a view to improving English language teaching and learning in Vietnam in the time of industrialization and modernization, Prime Minister has announced Decision No. 1400/QĐ-TTg “Teaching and Learning Foreign Languages in the National Education System, Period 2008 to 2020”. The general goal of this project is that “by the year 2020 most Vietnamese youth whoever graduate from vocational schools, colleges and universities gain the capacity to use a foreign language independently.

This will enable them to be more confident in communication, further their chance to study and work in an integrated and multi-cultural environment with variety of languages. This goal also makes language as an advantage for Vietnamese people, serving the cause of industrialization and modernization for the country” (MOET, 2008). For the Gifted High School System, another decision is issued by MOET in 2010 (Decision No. 959/QĐ-TTg – “Developing The Gifted High School System, Period 2010 to 2020”), which narrows the scope of the previous policy to gifted schools only. According to this Decision, from school year 2011-2012, natural science subjects, including Mathematics, Physics, Chemistry, Biology and Computer Science, will be taught totally in English in piloted gifted schools. The implementation would be applied in the remaining gifted schools by 2015. It requires not only teachers but also learners to innovate teaching and learning process to reach this goal.

In the teaching context in Bac Kan province, a remote and mountainous area, although most people are aware of the importance and the necessity of English, the underdeveloped social economic condition has become a barrier in improving this foreign language. In addition, the extreme lack of language speaking environment results in students’ quite low English proficiency. In details, the results of the National Examinations of Secondary Education in some recent years have shown that only around 10% of the students could get mark from 5.0 in English. This fact challenged both teachers and learners to innovate teaching and learning to meet the demand of the country’s industrialization, modernization, and international integration process.

Bac Kan Gifted high school was founded in 2003 and it has become a trustworthy place where educated talented students for the province. However, for students there, English is not their cup of tea and speaking English is a difficult task. Most of the students are ethnic minority people and quite shy to speak English in front of the others. Their English competence is pre-intermediate and they can hardly have chances to communicate with English native speakers. Three forty five-minute-lessons a week is time for practicing their speaking skill of most of the

students. Only a few of them have chance to interact with English speakers through social networks. As a result, although they spent six or seven years studying English at school, they have to make a great effort to pronounce an English sentence correctly, and they are not confident enough to communicate in the target language. They may understand the language and know a lot about its grammar and lexicon, but when they need to speak, they seem to be at a loss for words or too shy to speak in front of other people. Thus, their English scores in examinations were low. Moreover, English proficiency is currently a barrier for most of them, which disadvantages them from gaining prizes in some certain international competitions partly due to misunderstanding the requirements and poor English performances.

Piloted English textbook, which was applied in Bac Kan Gifted high school three years ago, is a new curriculum for both teachers and students. After each unit in this textbook, there is a lesson named “project” at which teacher can create different kinds of activities to help students develop their sub-skills. It is the time when the learners have more chances to improve their speaking skill. That is the reason why applying drama activities in teaching project lessons is selected as the research issue with a hope to have an in depth study to reach the expected result, which is whether drama as a technique of teaching speaking skill can help engage the students in their learning, involve and motivate them to use their target language in reality, as well as create the interest among learners. The research result may suggest valuable implications in teacher’s further career as an English teacher.

## **1.2. Aims of the study**

The study aims at investigating the attitude of grade 11 students towards the applying of drama in English project lessons during the second term of the school year 2018-2019; also the study’s main purpose is to find out whether drama can be used as an effective teaching technique to enhance students’ speaking. Investigation of the study may suggest important implications in teaching and learning English not only in this class but also in others.

### **1.3. Research questions**

The study attempts to answer two questions:

1. What are the attitudes of students towards the application of drama in project lessons?
2. To what extent can drama project lessons influence students' speaking performances and social skills development?

### **1.4. Scope of the study**

The study focuses on speaking skill, which is a challenge to both teachers and students in such a remote and mountainous area where the teaching and learning condition still face numerous difficulties. During the school year 2018-2019, the researcher was in charged of class 11A; therefore, she chose them as her study participants for her convenience.

The study was conducted in the year 2019. The study began at the beginning of the second semester of the school year 2018-2019 and was expected to be completed by the end of that semester. The study involved the participants of 28 grade 11 students from class 11A in Bac Kan gifted high school. The selected strategy, which is using drama, was applied in 05 Project lessons, each of which last forty minutes. Since the students were studying the new English books, they had one Project lesson after every unit. This was when the application of drama activities took place. Then the data collection and analysis were carried out to reach the findings.

The scope of the study includes the application of drama in project lessons in only one circle of an action research. The observation to diagnostic the problems in teaching and learning speaking skills is excluded from the scope of the study and regarded as teacher's experience in reality.

### **1.5. The significance of the study**

With a view to investigate the attitude of students towards the applying of drama activities in project lessons, the study is hoped to reveal students' preference in their ways approaching English speaking skill. Although drama is not a new

strategy in language teaching and learning, it is still expected to bring about certain effectiveness in getting students involved in the lessons excitedly. Those who benefit first from the study are learners because if the subjective expectation of the researcher become positive, the students will participate more actively, will not be nervous to speak English, be brave and confident to answer teachers' questions, and be able to communicate English well. This will result in the improvement of students' speaking proficiency.

Furthermore, it is also hoped that the findings of the study make both theoretical and practical contribution to the improvement of English teaching and learning process, especially in teaching speaking.

In addition, teachers in Bac Kan Gifted High School are likely to receive benefits from the information the research provides. The findings can be used as a source of reference for teachers in their pedagogical aspect. Whether the findings of the study are positive or negative, teachers in this school can have an overall insight about the effectiveness of drama activities applied in their own school, and on their students.

Finally, the study can give contribution to other researchers as references in conducting further research either in the related theme or in others. Generally, the significance of the study will be seen through the benefits it will bring to all parties involved from students, teachers to educators and other researchers.

## **1.6. Method of study**

This study was in the form of an action research in which both qualitative and quantitative methods were employed. An action research was believed to enable the researcher to investigate the participants thoroughly and precisely. Qualitative and quantitative methods objectively supported for the main findings of the study. Both methods were employed parallel and they were supportive of each other. Quantitative and qualitative methods were merged to help gain reliability and validity of the result.

The data instruments of the study included questionnaires to investigate the attitude of students toward drama activities applied in project lessons and observation sheets used by teacher during the application of drama activities in five project lessons. After being collected, questionnaires about students' attitude toward drama activities used in project lessons were synthesized and analyzed quantitatively. The video clips recording lessons were used for further analysis in term of students' behavior, participation, and improvement in their speaking performance. Performances of units 6 and 9 were recorded since they were the first and the nearly last units in the second term, so the achievements if there were would be clear to be seen. Other Units, including units 7, 8, and 10, were observed and noted.

Base on the analysis of the data collected, the main findings, conclusions, as well as implications of the study were made with the hope to contribute to the language teaching and learning process.

### **1.7. Design of the study**

This minor thesis is divided into five chapters.

Chapter 1, INTRODUCTION, presents the rationale, the aims, research questions, participants, scope of the study, significance, method, and design of the study.

Chapter 2, LITERATURE REVIEW, presents various concepts most relevant to the research topic such as project-based learning, cooperative learning, drama activities, and speaking English skill. In addition, theoretical concept of teaching and learning English speaking skill both in Viet Nam and in other countries is presented in this part. It, moreover, mentions the previous studies on drama activities as a strategy in language teaching and learning.

Chapter 3, METHODOLOGY, provides the methodology underlying the study, which includes the general information about study subjects, the current state of teaching and learning speaking at Bac Kan gifted high school. The focus of this chapter includes the methods of data instruments, data collection, and introduces the method of data analysis.

Chapter 4, FINDINGS AND DISCUSSIONS, presents the main findings of the study, which are found base on the analysis of the data collected including results from questionnaires and observation sheets.

Chapter 5, CONCLUSION AND IMPLICATIONS, summarizes the findings and give some implications in which drama activities applied in the project lesson for grade 11<sup>th</sup> English major students at Bac Kan gifted high School. This chapter also points out the limitations of the study and provides some suggestions for further studies.

## CHAPTER 2: LITERATURE REVIEW

### 2.1. Cooperative Learning

Cooperative learning is a term referring to a strategy for group instruction. It is one of teaching and learning strategies that follow learner-centered approach. Different educators and researchers give this term different definitions.

In general, according to Slavin (1995,p.84) :

“Cooperative learning is an instructional program in which students work in small groups to help one another master academic content.”

In more detail about forms of cooperation, Brown (1994, 192) supposes:

“Cooperative learning involves students working together in pairs or groups, and they share information .They are a team whose players must work together in order to achieve goals successfully.”

Additionally, Kessler (1992,p.131) gives the definition of cooperative learning particularly in language learning context as follow:

“Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience.”

According to D. Johnson and R. Johnson (2000), cooperative learning is defined as a successful teaching strategy in which students work in small groups to contribute different ideas to achieve the learning objective.

Regarding the benefits that cooperative learning brings to the learners, it can be summarized as following:

Academically, cooperative learning may help maximize the learning ability since by working together; the students can discuss, finish and submit the required task. Through cooperative learning, students have more chances to use the target language as well as construct their own language because it both requires and gets students involved in communication. In term of speaking skill, cooperative learning



enables students to actively build up their own concept to communicate their opinions with others (Isjoni, 2011). Since the target language is used more frequently, students' speaking competence is more likely to be enhanced.

Socially, cooperative learning helps students identify the problem and find out the solutions to it. Thus, in a cooperative learning classroom, students have more chances “to discuss with peers, present and defend their ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged in the learning process” (Brown, 2011). It is time when problem – solving skill is formed and developed. Besides, through group meeting and discussing, each member may have a chance to build up their team working skill. Also, students can gain improvement in their interpersonal skill through exchanging and processing information and reaching the final conclusion. The most important benefit is that cooperative learning creates the environment for students to develop their critical thinking- one of the most significant qualifications of the young in the 21<sup>st</sup> century.

When learning speaking skill with drama strategy, students have to use cooperative skill during the learning process, from deciding the script, dividing the roles, planning schedule for rehearsals, selecting costumes, to performing. If the students do not take strong responsibility in group work and do not co-work effectively with other members, their results can not be satisfied. In other words, to achieve the goal, students must share, support, and co-work smoothly.

To put it in the nutshell, with both academic and social benefits, cooperative learning is a promise learning strategy to apply in the modern world of development and globalization trends.

## **2.2. Project-based learning**

Project-based learning is an instructional model that involves students in investigations of compelling problems that result in authentic products. The original of Project is derived from Pragmatism, which, according to Frey (1986), is the philosophical movement, which appeared in the middle of the 19th century and promotes action and practical application of knowledge in everyday life. The implementation of the project method was based on three pedagogical principles

(Crisafidis, 2005), among which learners' active participation in the learning process plays the key role.

Projects are believed to help create stronger classroom learning opportunities. For students, benefits of project-based learning are mainly on the following points. First and foremost, it helps increase attendance, growth in self-reliance, and improved attitudes toward learning (Thomas, 2000). Taking part in project, students have more chances to access to a quite-different-from-traditional learning method. They are likely to pay more attention to learning process as well as get motivated in doing the projects. Secondly, while participating in projects, students take greater responsibility for their own learning than during more traditional classroom activities (Boaler, 1997; Railsback, 2002). The reason is that Projects put students in different active roles such as: problem solver, decision maker, investigator, or documentarian. Hence, students have to work responsibly to complete their duty. A further benefit is that students have enhanced motivation, engagement and enjoyment (Lee, 2002). From a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest, motivation to participate, and can promote learning (Brophy, 2004). Enjoyment and motivation also stem from the fact that classroom language is not predetermined, but depends on the nature of the project (Larsen-Freeman, 2000:149). One more benefit students get from doing projects is that they are provided with a variety of opportunities to develop complex skills, such as higher-order thinking, problem solving, collaborating, and communicating (SRI, 2000). Joining a project means working in groups, so students will learn to co-work to reach the goal. It is believed that students can develop their social and soft skills very well such as group working skill, interpersonal skill, problem-solving skill. According to Allen (2004), among those skills, the development of problem-solving and higher order critical thinking skills are very important, since they are life-long, transferable skills to settings outside the classroom. Last but not least, project-based learning allows students to access to a broader range of learning opportunities in the classroom, providing a strategy for engaging culturally diverse learners (Railsback, 2002)

In terms of benefits for teachers, the implementation of project-based learning helps them to improve professionalism and collaboration among colleagues, and create more opportunities to build relationships with students (Thomas, 2000). Besides, introducing a wider range of learning opportunities into the classroom for diverse learners also make teachers pleased.

### **Steps of Project Development**

#### *Step 1: Starting the project*

Each project often starts with a question or a problem that needs tackling. Through the analysis of the factual teaching and learning context as well as the requirement of the curriculum in each unit, teacher will raise a question or a problem for students to address. After the teacher and the students agree upon the theme of the project, they will determine the outcome, and figure out project details that guide students from the opening activity to the completion of the project. At this step, students consider their roles, responsibilities, and collaborative work groups.

#### *Step 2: Developing the project*

In this step, after receiving the requirement, students are divided into groups. Each group's members meet and arrange the timing for gathering, sharing, and compiling information, and then prepare to present their final project.

#### *Step 3: Reporting the project*

In this step, students present their outcome of their project, as planned.

#### *Step 4: Assessing the project*

The students reflect the project theme on the target language. They are also asked to make recommendations that can be used to improve their projects in the future. The teachers provide students with feedback on their language and content learning. Peer feedback is sometimes useful for both the presenters and the audiences.

In the new English textbook, there is a project lesson at the end of each unit. This part is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life

situation. Students are often asked to carry out a small research or to do a survey to get information about the people and the real world around them. To complete the task in the project lesson, much of the work can be done outside of class. The teacher is allowed to use all the task designed in the book or design her own task for students. The project activities often involve teamwork, which develop students' collaborative skills as well as promotes their team spirit.

### **2.3. Drama**

Drama has been applied in language teaching in different names such as role-play activities, drama activities, and dramatic activities. It is not a new approach used in foreign language teaching since it dated back to the 19<sup>th</sup> century (Schewe, 2007). Since the late 1970s, together with the raising prevalence of the Communicative Approach, drama has become an indispensable part of foreign language teaching and learning – for the area of English as a foreign language. According to Praputkit (1983), drama activities are characterized by the integration of various activities using mime, role-playing, improvisation, simulation, language games, story telling, and dramatization.

A widely cited definition of drama is proposed by Holden (1981: 1) who defines it as “any activity which asks the student to portray a) himself in an imaginary situation or b) another person in an imaginary situation”. This definition can be applied to most formats of drama in language teaching and includes role-play as a form of drama. In the name of role-play, it is defined by Harmer (1998) that “Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly.”

To describe drama in a wider in scope, the following characteristics can be used to classify drama activities by Bolton (1986,p.229-231).

- Short/long: a drama game can be played in only several minutes while a drama project can last over a few months or even longer.
- Non-verbal/verbal: the use of verbal form of activities in language teaching is considered self-explanatory ; however, in a drama, non-verbal activities also have various meanings. For example, non-verbal signals can be used as

icebreakers to decrease the anxiety of the learners, or to broaden the students' perspective on the target language by drawing their attention to aspects of body language, gestures, postures, or facial expressions.

- Open/closed: Kao & O'Neill (1998: p.5-18) suggest a continuum model of drama approaches which ranges from "closed/controlled" (script-based) to "open communication" with process drama at the far end of the spectrum. Open forms, on one hand, will allow learners to create language use (focus on meaning) and while they can be used with lower-level learners, these forms may be more effective on the condition that the learners have already gained a certain level of language competence. Closed forms (among which Kao & O'Neill also include language games), on the other hand, seem to be in favor of the emphasis on accuracy for pronunciation, vocabulary, and grammar or text-genre practice but they can also be used for the introduction of new linguistic input. It is clear that different teaching goals and learner needs will necessitate different types of learning and teaching approaches.
- Process-oriented/product-oriented: Is there an audience-product-oriented approach - or is the focus on the experience of the participants-process-oriented approach (cf. Moody 2002 and Fleming 2006)? Product-oriented forms can get learners who prefer working towards a concrete end-product more motivated in learning process (Fonio & Genicot 2011; Schewe & Scott 2003) and they tend to be more beneficial for a focus on accuracy. On the one hand, Glock (1993), Kao and O'Neill (1998) have the same view that process-oriented approaches are argued to be more creative and liberating for some learners (Culham 2002) when fluency is valued over accuracy and pressure in performance is reduced flawlessly. On the contrary, process and product can be joined in drama projects, e.g. as students' process-oriented explorations of a topic (improvisations, hot-seating, thought-tracking, etc.) are turned into a scripted play which is rehearsed and finally performed in public.

Regarding learning and teaching English speaking skill, dramatic activities also provide learners with opportunities to use their personal characters, via gestures, facial expression, imagination, memories and potential experience in the past to act the roles assigned (Maley and Duff, 2001). Besides, drama activities not only help enhance the learners communicative and speaking performance but also motivate the individuals in taking part in activities if they are used effectively by the teachers (Davies,1990).

#### **2.4. Drama activities as a strategy in teaching and learning language**

Since the appearance of drama in the 19<sup>th</sup> century, it has been applied in foreign language teaching and learning on an international scale. This teaching approach is proved to be one of the most favorable and effective methods in language teaching.

A number of studies on drama in teaching English have shown that this approach is worth applying. The earliest studies date from the 1970s and 1980s. In one of the earliest studies, the main finding reveals that students' behavior changed and dramatic activities resulted in students' imaginary development and effective communication (Ridel,1975). Stern (1983) examined psycholinguistic aspects, while Gaudart (1990) focused on different formats' effectiveness in different school types. In another study, Maranon (1981) found that the students who were treated with the dramatic activities were more fluent in terms of speaking skill and writing skill than the non-dramatic class. In addition, Singh (2000) discovered that the students were more interested in joining activities than the conventional teaching and they had fun in doing the activities. In Viet Nam, Hien (2013) found that role-play as a part of drama activities enabled students gradually to become familiar with the content of normal conversation in their lives and bridged the gap between the classroom and the world outside the classroom. It can be seen from different researches from both Viet Nam and overseas that communicative speaking skill by dramatic activities enables learners to have confidence in performing their roles and develop their communication more fluently and efficiently.

In addition, a number of articles reflect the advantages of drama in language teaching. For illustration, Sam (1990) and Boudreault (2010) present an overview on the benefits of drama activities in language teaching. O’Gara (2008) investigated that using drama for teaching verb tenses in a secondary school setting brought about great effectiveness. For the more mature learners, Kao & O’Neill (1998) examined the effectiveness of process drama for oral communication among adult learners of English as a second language. In addition, Gill (2013), in his article, regarded a number of researchers such as Miccoli (2003), Stinson (2007), Stinson & Freebody (2006a; 2006b), and Ulas (2008) as “international studies which show the extent to which drama works”.

In conclusion, drama in language teaching benefits both learners and teachers in four main ways as listed in the following:

#### **2.4.1. Contextualizing language and providing a safe environment**

Drama activities convey the meaning to language structures; therefore, students cannot only memorize words and phrases but also can use them in appropriate situations. For illustration, in stead of learning by heart all the structures that express agreement or disagreement with others, through role-play activities in specific situations like a conversation between a father and a mother about taking care of and educating their small kids , learners may memorize faster and more effectively. Here, parallels to communicative language teaching are apparent but Fleming (2006) describes how drama can go further:

For example, instead of a simple presentation of talking about one of the seven wonders of the ancient world, the teacher might set up a richer context in which students work in groups to perform a drama about how the story about this wonder happened. Moreover, the audience can imagine they are at the theatre sits, enjoying an emotion-filled story about wonders of the world. In this situation, drama activities contextualize language and thus, it helps put the language in the real context. “It is in this way that drama activities can be used to explore thoughts and feelings” (Fleming, 2006).

Back to the first example, it is clear that learners can practice using both language and behavior adequate to potentially complex situations in the safety of the classroom. To extend this example, while in a real life situation using the wrong expressions to show agreement or disagreement might lead to an argument or even a conflict between the father and the mother. However, in the classroom the situation can be analyzed after being acted and/or frozen, slowed down or repeated with an alternative outcome (Fleming, 2006). Moreover, Fleming also points out that the role of a fictional persona is often felt by learners to be a kind of protection and they seem to experience less embarrassment about making mistakes.

#### **2.4.2. Sustainable, holistic learning**

O’Gara (2008), and ten years later, Kao & O’Neill (1998) reach the same finding that drama activities, in general, involve physical activity and emotional involvement which can lead to improved retention of language structures and vocabulary.

Dubrac in his research in 2013 concluded that the physical aspect, which includes non-verbal (body-language, proxemics) and para-verbal communication (intonation and stress, volume, pauses) can become suitable to learning on some levels. In term of the smallest level, phoneme level, pronunciation and articulation games can benefit learners in the way they help learners to explore the sounds of the target language. Regarding the word/phrase level, learners can memorize words and phrases longer as well as can internalize the correct rhythm and intonation when they accompany words and phrases with gestures. Besides, movement can illustrate some grammatical aspects. For shy and/or weaker learners, they can get motivated and feel more confident through the integration of non-verbal activities in speaking. It can also encourage them to speak more because they will find that they can complement their verbal skills through non-verbal aspects (Culham, 2002).

Emotionally, learners’ emotion and feelings get involved in drama activities on not only a direct but a meta-level as well. On the one hand, through direct acting in drama or role-playing, learners’ feelings are directly involved. On the other hand, learners’ attitude towards the drama themselves help raise the emotional aspect.



Therefore, whether the feelings are positive such as enjoying a collaborative and creative atmosphere and pride in achievement or negative occasionally such as insecurity or stage-fright, the learning will be more memorable than in a neutral, predominantly cognitive setting, as it is set apart from other events. According to DeCoursey, “Damasio [1994] suggests that when there is an emotional response to a perception or a bit of learning, the brain marks it as useful to the organism. So why do drama in the language classroom? In order to mark elements of language with emotion so that students will remember them” (2012: 7). Such kind of long-term memory in learning language is regarded as the key element for the learners to master the target language.

### **2.4.3. Improving personal and social competences**

Drama activities are not only beneficial learning process; they also help increase students’ self-confidence (cf. e.g. Stern 1983; Schewe & Scott 2003) and decrease fear of using the foreign language spontaneously. Since drama activities are largely collaborative, learners can also improve their social competences. Through group working and cooperating activities, learners can develop their social skill including teambuilding skill, problem-solving skill, interpersonal skill, and communicative skill. Cooperating activities also help learners build their critical-thinking skill, one of the most important skills for learners in the 21<sup>st</sup> century. Moreover, exploring identities beyond their own through inhabiting fictional characters can support learners in developing their capability for empathy.

### **2.4.4. Motivation**

From the benefits of drama activities in above-mentioned aspects, it can draw a conclusion that learning motivation may be raised since drama activities involve more (physically) active learning including the learner’s whole person, an experience of collaboration, a sense of achievement and taking joy in a creative approach.

## **2.5. Speaking**

In Oxford Advanced Dictionary (1987, p.827) the definition of speaking is “to express or communicate opinions, feelings, and ideas etc.”

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Richard, (2007, p.1) “The functions of speaking are classified into three types; they are talk as interaction, talk as transaction and talk as performance”. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches. For the first type, Richard (2007) summarizes the main features of talk as interaction as follows:

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker’s identity.
- May be formal or casual.
- Uses conversational conventions.
- Reflects degrees of politeness.
- Employs many generic words.
- Uses conversational register.

In talk as interaction, there is a need to speak in natural way so that speakers can create a good communication. That is why some students sometimes avoid this kind of situation because they often loss for words and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some certain learners especially the ones with lower competence in speaking.

Meanwhile, the second category of speaking forms, talk as transaction has several main features according to Richard (2007) as follows:

- It has a primarily information focus.
- The focus is the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks.
- There may be negotiation and digression.
- Linguistic accuracy is not always important some of the skills involved in using talk for transactions are:

- Explaining a need or intention
- Describing something
- Asking questioning
- Confirming information
- Justifying an opinion
- Making suggestions
- Clarifying understanding
- Making comparisons

Compared with talk as interaction, talk as transaction seems to be easier for some students because it only focuses on the meaning and the messages delivered to the others

Richard (2007) also points out the main features of talk as performance, which both focus on the message and the audience, as follow:

- It reflects organization and sequencing.
- Form and accuracy are important.
- Language is more like written language.
- It is often using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, appropriate opening and closing.

It seems that this type of speaking requires a different teaching method since the way to prepare to performance is quite like the way to prepare a written text.

When students perform drama in English, they practice speaking skill in certain roles and contexts. This can make speaking English more real and practical. Moreover, students have to practice a lot before the performance. There fore, it can be concluded that, through drama project lessons, students will have more chances to practice and enhance their speaking skill.

## **2.6. Teaching and learning English speaking skill**

The learning happens in the social world, which means learners, through interactions with people around them, can learn and master their knowledge

(Vygotsky, 2014). This is especially true in an English language classroom where students are expected to enhance their speaking skills through cooperative learning.

Speaking is a productive skill with many components (Chastain, 1988; Brinton, 2014). It is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). Davies & Pearse (2000) state that the main aim of English language teaching is to give learners the ability to use English language to communicate effectively and correctly. When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill requires the learners to deploy the language in real situations rather than to produce the right sounds, saying out the proper word or sentences or answering the questions grammatically correct. Hence, besides the improvement of vocabulary, grammar, as well as pronunciation; students need to be engaged to numerous of speaking situations to practice speaking skill.

According to Nunan (2003), teaching speaking is considered a way to teach ESL learners how to produce the English speech sounds and sound patterns. It is a process in which learners are enabled to use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Teaching speaking at teaching the learners how to organize their thoughts in a meaningful way and logical sequence, how to use the language quickly, fluently and confidently with only some natural pauses.

To teach English speaking skill well, teachers should be aware of factors that have influence on speaking. Tuan & Mai (2015) synthesize six factors affecting students' speaking skill as following:

- The first factor is pertinent to performance conditions. Speaking activity is conducted under different conditions. Performance conditions affect speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

- The second factor is related to affective ones. One of the important factors in learning a language is the affective side of students (Oxford, 1990). According to Krashen (1982), a number of affective variables have been connected to second language acquisition, among of them motivation, self-confidence, and anxiety were the three major types that have been examined by many researchers.
- Listening ability is the next factor. Listening and speaking are parallel skills and they are supportive of each other. In more details, learners should comprehend what is uttered to them in order to have a successful dialogue. In a talk, speakers play the role of both listeners and speakers. Since speaking is very closely related to listening, it can be summarized that students are not able to reply if they cannot comprehend what is told.
- Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. The two researchers assert that topical knowledge has a great impact on the learners' speaking performance. The speakers' knowledge of related topical information enables students to apply language with respect to the world in which they live. If the speakers are not well informed of the topic, limitation in speaking competence is unavoidable.
- The fifth factor is related to the feedback during speaking activities. Harmer (1986), Baker and Westrup (2003) have the same conclusion that the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Baker and Westrup (2003) add more that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that the good teachers should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah (2014), EFL learners' speaking skill is affected by not only linguistic components of language but also psychological factors such as motivation and personality. To conclude, the factors that have great influence on

students' speaking skill include both linguistic and non-linguistic elements, as a result, the teachers should be aware of this issue to take advantage of the positive factors as well as restrict the ones which are considered the barriers to the process of developing speaking skill.

What is called “effective speaking” or “good speaking skill”? It depends on the teacher's assessment which is an inevitable element in teaching and learning English since it reflects not only the competence of the learners but also the effectiveness of teaching process, or in other words, it reveals academic information of both teachers and learners. However, it is not an easy thing to do due to some factors that need to be considered during the process which decides on how well someone can speak. In fact, there are some cases that one students' speaking is given different scores by different teachers. To overcome this problem, Brown (2004) suggests that several scores need to be assigned by teacher for each response, and each score represents one of several aspects like pronunciation, fluency, vocabulary use, grammar, and comprehensibility.

Spratt (2005) states that assessment means collecting information about learner's performance in order to make judgments about their learning. Either formal assessment or informal one can be used to assess students' speaking performance. Formal assessment is the form which enables teacher to use tests or exams and the students' work or performances' are given a mark or a grade, while in the other form, informal assessment, students' performances are assessed through observing or monitoring by the teacher during the teaching and learning process.

On the process of assessment students' speaking performances, Thornbury (2005) mentions two main methods including holistic scoring and analytic scoring. Holistic scoring is considered a quick method of assessment which gives a single score on the basis of an overall impression. This method is likely to be suitable for informal assessing progress while the other method, analytic scoring, is judged to be probably more reliable and fairer to assess students' speaking performances. In using analytic method, teacher give student score by separating score for different aspects of the task.

The process of assessment speaking skill is not always about assessing on the field of linguistics, such as the requirements that ask students to know the grammar and vocabulary of the language as well as to master its sound, Glenn Fulcher (2003). It means the other factors of sociolinguistics such as politeness, pragmatics are also important elements in assessing a speaking performance. In other words, all the knowledge of the grammatical or phonological mentioned above may become useless if the speaker violates the pragmatic conventions known as “rules of speaking”. For instance, he may not understand what the other speaker implies or more seriously, may imply something that he does not intend to express. Moreover, he also needs to be able to open and close conversations in acceptable ways, or to know just when to begin speaking, when to stop. Last but not least, it is important and necessary for him to be aware of the cultural taboo and sensitive to social context, (Chalhoub-Deville & Deville, 2005). In order to conduct a good assessment of English speaking skill as a second language, the framework is very important since it helps the assessor to build the most appropriate assessing criteria.

In conclusion, assessment which is given the definition as a process to measure the students’ performances has different types and can be chosen for different purposes, depending on each teacher and the learning context. Based on the specific features of the learning and teaching process, the teacher will select the type that is most appropriate and effective for him.

The learning process can be more effective when the teacher has the ability to create speaking activities that are appropriate to the learners’ age and physiologic psychology. In other words, the application of the proper teaching techniques plays the significant role in goal achieving process. Here are some of the most preferred strategies for teaching speaking skill examined by different researchers.

According to Hayriye Kayi (2006) the most common but effective way of getting students motivated in speaking is role-playing or drama activities. When using this strategy, students imagine they are in different social contexts and have a range of social roles. Applying this in teaching speaking, the teacher gives

information to the learners such as who they are and what they think or feel. After discussing and rehearsing, students act out their performance in front of the class.

Story telling is also an important way, which can be applied to enhance students' speaking competence. Harmer (2007) claimed that storytelling is one of the way in teaching speaking. There are a lot of activities that can be created by the teachers for their students to practice speaking skill. For example, students can create their own story base on the pictures given. They can briefly be summarized the story after they heard from somebody beforehand, or they may make up their own stories to tell their classmates. Story telling is believed not only to help develop creative thinking, but also to help students express ideas and events in the format of sequences from the beginning, developing, and ending.

Another way to enhance students' speaking capacity is describing pictures. This activity is favorably selected by many teachers since it is included in the format of some speaking examinations such as PET, FCE. There fore, describing pictures is regarded as a strategy for both teaching and preparing speaking skill for the examinations. This activity enables the teachers to foster the students' creativity and imagination as well as their public speaking skills.

In the era of information and technology, teaching speaking skill is also supported by some media tools such as video, clips, websites, and many others online sources. As can be seen from the above analysis, there are a lot of speaking strategies that teachers can use for their learners. Therefore, to help students overcome the difficulties in speaking English, the teachers should choose the most appropriate strategies to apply on their teaching and learning context.

## **2.7. Social skills**

The term social skills is defined as socially acceptable learned behaviors that enable an individual to interact effectively with others and to avoid or escape negative social interactions with others (Gresham & Elliott, 1990).

During the development process of teenagers, building social skills makes a great contribution to the development of their personalities, helps them to have a good relationship with others, and creates a good basis for their future life.



There is evidence in literature indicating that when social skills are taught in the classroom, students' problem-solving skills, (Lewis, Sugai, & Colvin, 1998; Shure & Spivack, 1980), interaction skills (Lewis et al., 1998), and cooperation skills increase, and problem behaviors displayed by these students decrease (Brigman, Lane, Switzer, Lane, & Lawrence, 1999)

## **CHAPTER 3: METHODOLOGY**

### **3.1. Research design**

This study was in the form of an action research, which was believed to enable the researcher to investigate the participants thoroughly and precisely. Action research in education is a process of self-reflective inquiry study conducted by teachers to improve the rationality of teaching methods or pedagogical situations (Minh, D. D, 2012). By doing action research, teachers can enhance their teaching effectiveness, making contribution to improve the teaching quality, especially in teaching foreign language, to meet the increasing need of the modern society. With the aim to deeply examine the effectiveness of drama activities in teaching English to grade 11 students, an action research was believed to be the most appropriate research method to reach the goal of the study.

Qualitative and quantitative methods objectively supported for the main findings of the study. Both methods were employed parallel and they were supportive of each other. Quantitative and qualitative methods were merged to help gain reliability and validity of the result.

#### **3.1.1. Qualitative method applied in the study**

According to Dawson (2002), qualitative method is suitable for studies that aim at exploring attitudes, behavior, and experiences. In this study, qualitative method was shown by the observation sheets and the direct recording of the focus lessons to gain a deeper and more specific understanding of the subjects of the study, or in other word, 28 students in class 11A. The exploitation of questionnaires as a quantitative method in this study may cope with the bias in the qualitative method since some of the participants' respondents may not be objective and reliable. Because the participants are the researcher's students, as a result, they may appear to be interested in the technique to please their teacher. The issue would be addressed by observing the participants through observation sheets. The teacher used the observation sheets to note all information about students' preparation and performances. One observation sheet was used in each unit then the teacher

synthesized and analyzed the data collected. The content of the observation includes the preparation of students with regard to how they assign the roles to members, how often they rehearse, how they deal with argument if there is, how often they contact with the teacher, and how they cooperate with other members to prepare well for the task. Students' performances are also observed in terms of their speaking skill, their reactions to their friends' performances, costumes and stage stuffs, the combination of verbal and non-verbal languages, and their feedbacks to the performances. However, due to the quite large number of students and some other factors, the teacher may miss some important points during the observation. Another tool to study the participants are the recorded video clips, which allow the research to watch repeatedly to gain deeper understanding into the behavior and attitudes of the people under the study. As a result, by combining the observation sheets and the video recordings, the researcher could examine the participants thoroughly.

### **3.1.2. Quantitative method applied in the study**

Quantitative method generates statistic (Dawson, 2002) and questionnaires as a statistical technique is one of the most familiar types applied in this study method. As the number of the participant is 28 students and the implementation time of the study lasts for a school term, this method enabled the evaluation of the subjects faster and more accurate. Closed-ended questionnaires were one of the most suitable choices as they can compensate the drawbacks of recording observation that may be dominated by emotional or subjective factors.

### **3.2. Application of drama in practical teaching context**

The implementation of action research in this study followed the steps suggested by Burns (2010) which include:

#### **Step 1: Plan**

In this step, the teacher observed students' speaking performance during lessons in classroom to determine the problems that need to be solved. Then, the teacher then analyzed the factual issues and came up with solutions to address the problem. In detail, the teacher planned to teach project lessons using drama

activities with a view to help improve students' speaking performance and get students involved in speaking activities. This step was excluded from the scope of the study and mainly based on the teacher's teaching experience in analyzing the situation and finding out the problem.

### **Step 2: Teach/act**

In this step, the teacher applied drama activities in all five project lessons in class. The new textbook consists of 10 units, each of which is sub-divided into seven lessons, including:

Lesson 1: Getting started + Language

Lesson 2: Reading skill

Lesson 3: Speaking skill

Lesson 4: Listening skill

Lesson 5: Writing skill

Lesson 6: communication, culture, and looking back

Lesson 7: Project

Project lesson is designed in the end of each unit; however, the preparing and process for teaching it started from the beginning lesson. This means that all requirements and orientation are assigned from the lesson one of the unit. In the five project lessons, teacher gives students the topic of each unit . Here are the topics:

Unit 6: Plastic pollution problem and solutions.

Unit 7: Future career.

Unit 8: Our world heritage sites.

Unit 9: A dream city in 2050.

Unit 10: Staying healthy.

Base on the given topic of each unit, students created their own script and make use of drama's features to have a successful performance. They had to decide on the length of the drama and discussed how to combine non-verbal and verbal language in an effective way. During the process of implementation of the project, students' activities were observed by the teacher. All groups' presentation would be

carried out at the last lesson-project lesson. The teaching of five project lessons followed the four steps:

1. Starting the project
2. Developing the project
3. Reporting the project
4. Assessing the project

### **Step 3: Observe**

Teacher observed students by using several tools such as students' preparation, students' performances in classroom, and video recordings. On studying these tools, the teacher marked on the observation sheets which would be used for further analysis to investigate the findings of the study. Questionnaires would also be distributed to 28 students at the end of the teaching process.

### **Step 4: Reflect**

All data collected in step 3 then were synthesized and analyzed to draw the final conclusions about the application of drama activities in project lessons.

## **3.3. Data collection instrument**

The process of data collection instruments included:

\*Observing students' participation in drama project

All the five project lessons were applied with drama activities. There are five units in the second term, from unit 6 to unit 10, and as mentioned above, each unit is sub-divided into seven lessons.

In the first lesson, the teacher had to assign students with their drama task to perform in the project lesson. Students worked in groups of seven and each group would be assigned one drama. Then, the students had time to plan, prepare for their final performance in the last lesson of the unit.

All five project lessons with the drama performances of students were observed and two of them including unit 6 and unit 9 were recorded for the purpose of analyzing the participation and the quality of students' performances through an observation sheet.

\* Questionnaire about students' attitudes toward the strategies

In this study, questionnaires were selected as one of the important data collection instruments since it both provides information gathered from participants and information about different aspects of the issue.

Nunan (1992) states that a questionnaire is described as an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects. In another research, Richards (1994) defines questionnaire as an effective way of collecting information about “affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences; and enable a teacher to collect a large amount of information relatively quickly”. Sharing the same viewpoint in this issue, Seliger and Shohamy (1995) also points out that questionnaire is an effective means of collecting data on phenomena, which can not be easily observed, such as motivation, attitude, language learning strategy use, etc.

The questionnaires were given to 28 students at the end of the second semester when the application of drama activities was complete. In each question, there were scales from 1 to 5 (from disagree to agree) for students to choose. The questionnaire then was collected and analyzed carefully to identify the attitude of the students towards the application of the teaching technique.

### **3.4. Data analytical method**

#### **3.4.1. Data analysis of questionnaires**

After being collected, questionnaires about the students' attitude toward drama activities used in project lessons were synthesized and analyzed quantitatively. The aim of this analysis was to find out whether the students have interest in drama activities as a strategy for learning speaking skill. From the students' responds, not only the attitude of students toward the applied technique but also the effectiveness of the applied approach would be examined.

#### **3.4.2. Data analysis of observation sheets and video clips**

The observation sheets and video clips recording lessons were used for further analysis in term of students' behavior, participation, and improvement in

their speaking performance. In fact, video clips were not the only instrument of the study. Students worked in groups of seven to complete the tasks in projects. The researcher used observation sheets with each group of students to examine the behavior of students when they participated in the drama project. Their participation and the quality of work were also assessed through the observation sheets. In addition, the teacher could observe students' skills through cooperative learning such as group working skill, problem-solving skill, interpersonal skill, and critical thinking skill. However, the researcher played the role of both the teacher and the researcher, so it was difficult to observe all students' actions during teaching. As a result, the video recordings would help the teacher have a deep investigation to the participants of the study.

## CHAPTER 4: FINDINGS AND DISCUSSIONS

### 4.1. The main findings of the study

#### 4.1.1. The students' attitude towards drama project lessons

This study is consistent with Singh (2000) who studied English teaching by using dramatic activities and found that the students were more interested in joining activities than the conventional teaching and they had fun in doing the activities.

The results of the observation checklists and the analyzing of the video recordings were consistent with the aforementioned findings. Most of the students showed their interest from the first lesson when the teacher assigned the task for each group. They discussed excitedly the topic that the teacher gave to them and quickly assigned the role to each member (see appendix 3). Only in Unit 8, boys had some difficulties in selecting the scriptwriter. Then, during the preparation, they often kept in touch with the teacher and strictly obeyed the plan. They were present at all group rehearsals and co-worked hard. They also prepared with great care for their costumes and some other stage stuffs. The observation showed that in almost performances, the students made great effort to hire costumes and sometimes they made full use of their old clothes to turn them to the new costumes or stage stuffs for their drama (groups 2 and 3 in unit 8 and 9). While they prepared for the performance, they were eager to ask the teacher for help to perform well. It can be seen from the checklist that almost all the students showed their excitement about watching other groups' performances in units 6 to 9. In the last unit, although more than two thirds of the students were still involved much in their friends' drama, by somehow, some of them seemed to lose a little bit their interest in what was going to be played then. During the performance, they watched their friends' drama attentively and were ready to give comments for the others. The teacher observed and found that nearly 100% of the students paid great attention to their friends' performances. They watched the dramas with much attention and sometimes they did not hesitate to give the big applause for excellent ones. Especially in unit 9, for the first time the students were asked to record their drama out of the school, so they got very excited about watching the video clips of all groups (see Appendix 3).





**Picture 1a: Eagerly prepare for drama performance**



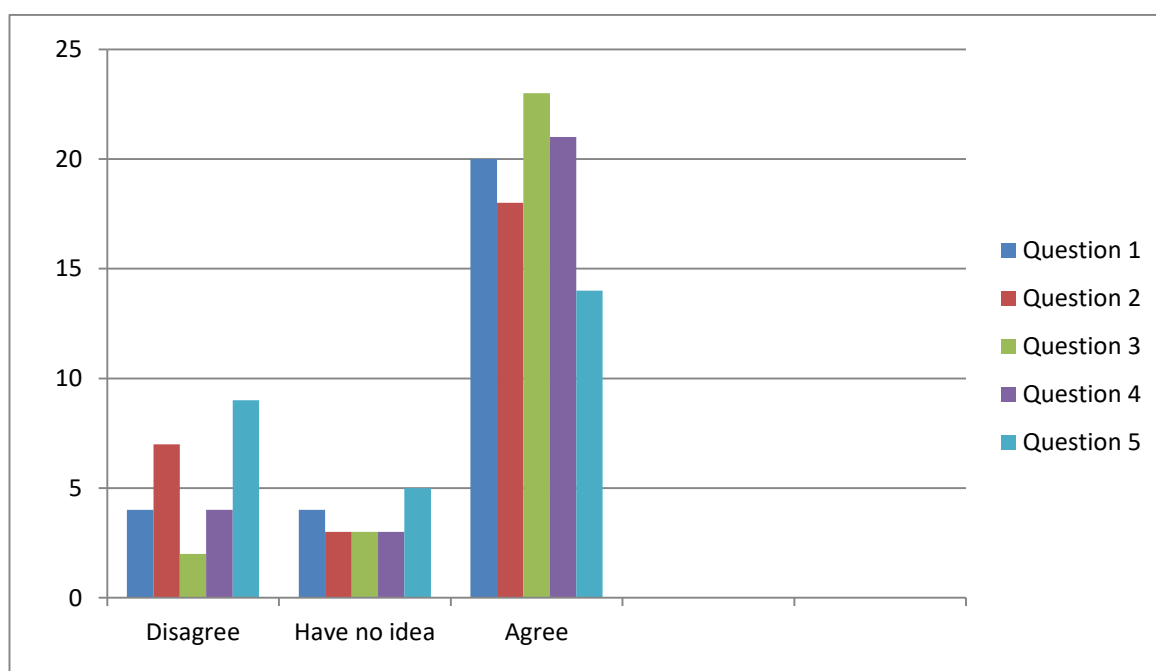
**Picture 1b: Eagerly prepare for drama performance**

**(All the students have signed the confirmation of agreement to show their pictures in this study.)**

However, the result showed that the students' enthusiasm, interest for drama preparation and performances seemed to be neglected in the two last units (see Appendix 3). In the three first units (Unit 6, Unit 7, and Unit 8), students seemed to be excited about their plan for their drama. They kept in touch within members in groups and with the teacher. The students accessed to different websites on the Internet to search for information and tried different ways of casting to gain the

most qualified performances. They even posted their clips of dramas on facebook with great pride. However, there were the first signs showing their tiredness, boredom in the two last units (Unit 9 and Unit 10). Though these expressions were blurring, they also suggested the teacher that there should be a consideration about the suitable number of drama projects in one term to stimulate learning spirit among students (see Appendix 3). The results suggested that there should be a combination of drama and other kinds of activities so that students can keep themselves motivated and involved in the lessons.

From the responses of the students to the questionnaires 1 to 5, it could be concluded that the majority of the students felt interested in the applying of drama in project lessons. The total of agree answers accounted for 65.7% in average (see Appendix 4).



**Chart 1: Student’s attitude towards the applying of drama in project lessons.**

Not surprisingly, regarding the first question about student’s excitement for their performances during each project lesson, two thirds of them agreed that they felt excited about performing their drama in front of the others. It showed that students spent a lot concern about their roles in the drama and expected to achieve a good performance. For the second question which asked the students whether they felt

drama suitable for practicing speaking skill, nearly 65% of them showed their agreement on this. Regarding the next question, more than 80% of the students admitted having rehearsed carefully for the performance, which means that they concentrated remarkably on the task and they were all in attempt to gain the good result. In addition, in answering question number 4, the number of students who paid great attention to their friends' performances was 21. This means that most of the students were interested in the drama. For the fifth question, however, the number of agree answer was fewer compared with that for the first four questions. Half of the students showed that they took part in all the rehearsals with pleasures, while 5 among them had no idea about this, and a thirds of them, for some reasons, did not find pleased when participating in the rehearsals for their drama. This results reveal that the students may feel uninterested in applying drama in project lessons in a long time and as the only learning approach.

#### **4.1.2. The influence of drama on students' speaking performances**

The observation checklist and the further study on the recordings revealed that most students gained the improvement in their speaking competence in general.

The observation checklist showed that when they performed their drama, most of the students played their roles well and communicated fluently with others (see Appendix 3). Most students' communicative competence developed, mainly discourse competence, which means that the students were able to connect sentences to form a meaningful whole. They communicated more effectively and for some weaker students whose utterances in the first term were quite simple and short, in the second term they seemed to be more confident in speaking more complicated structures and longer utterances. However, some students still looked quite embarrassed because they sometimes forgot the script and they were shy to perform in front of the others. In terms of acting, most of the students in their given roles could combine both verbal language and non-verbal language effectively. Facial expressions, gestures, postures, body language were used to express the thoughts, feelings, and the characteristics of each character in the drama successfully.

Regarding the word/phrase level, learners could memorize words and phrases longer as well as can internalize the correct rhythm and intonation when they accompany words and phrases with gestures. From the teacher’s observation, it can be concluded that most of the students in groups used a wide range of vocabulary and different structures (see Appendix 3). Since they were asked to use unit-related words, phrases, their vocabularies were widened after each topic of each unit, and they could use topic-related words and phrases in certain contexts. For example, in the project lesson of unit 9 about the World Heritage Sites, most students used words this unit such as “intact”, “in ruin”, “complex”, “construction”, “archaeology”, “excavate”, “dynasty” ect in their performances. However, their grammatical competence, rules of morphology, syntax, sentence-grammar semantics and phonology, and socio-cultural competence (using language in a social context) were less improved.



**Screenshot picture 2: Drama performances**



For shy and/or weaker learners, they could get motivated and feel more confident through the integration of non-verbal activities in speaking. It also enabled them to speak more because they found that they could complement their verbal skills through non-verbal aspects (Culham 2002). This finding was similar to the one that Canale and Swain (1980) stated in their study that most students developed their strategic competence, “the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence”.

In addition, the findings of the study showed that not only students’ speaking competence developed, their listening and writing skills were enhanced as well. After each group’s performance, other groups’ members were asked some questions to check their understanding the content of the drama and almost all the answers from the students were correct, which means that they could listen and understand well. Sometimes, they were asked to retell the story, summarize the main idea of the drama, give the moral lesson through the drama, or talk about their feelings. As a result, students had to pay attention to the performances to complete the requirement. This study also was consistent with Davies (1990) who stated that drama could connect the classroom situation with the actual situations. When the students have a chance to rehearse their roles, they can practice listening skill as well. Through dramatic activities, the students are enabled for the language behavior and they can use the language fluently to interact and communicate. This study was also consistent with Ridell (1975) whose study entitled “An Investigation of the Effects of Creative Dramatics on Ninth Grade Students”. He used dramatic activities to survey the students’ opinions towards English and investigated students’ behavioral changes and he found that dramatic activities helped to develop students’ imaginary and communication significantly different at .01. This research also accorded with Maranon (1981) who studied “A Descriptive Analysis of Program of Creative Dramatics with a Bilingual/Bilingual Content (Spanish/English): Implications for English Oral Language of Mexican American Children” and reached the main findings that the students who were applied with

the dramatic activities were more fluent in terms of speaking skill and writing skill than the non-dramatic class significantly different at .01.

One interesting finding of this study was that drama activities enabled students to create their own utterances spontaneously. In some cases, when some of the students forgot the words, instead of trying to remember, they produced their own words that suited the context, like in the following:

The original script:

*Father: What are you watching, son?*

*Son: I'm watching a movie about our life in the future.*

*Father: It will be a modern and good place to live, won't it?*

*Son: On the contrary, it won't be. It will be stressful, overcrowded with lots of traffic jams and serious pollution.*

*Father: What about its security? Will it be a safe place?*

*Son: What a pity, no, Dad. Terrorist groups will become more powerful and conflicts between nations will get more serious.*

The adapted script:

*Father: What are you watching, son?*

*Son: I'm watching a movie about our life in the future.*

*Father: It will be a modern and good place to live, won't it?*

*Son: On the contrary, it won't be. It will be stressful. **Moreover, it will be overpopulated and people will have to experience a time of traffic jams and pollution as well.***

*Father: What about its security? Will it be a safe place?*

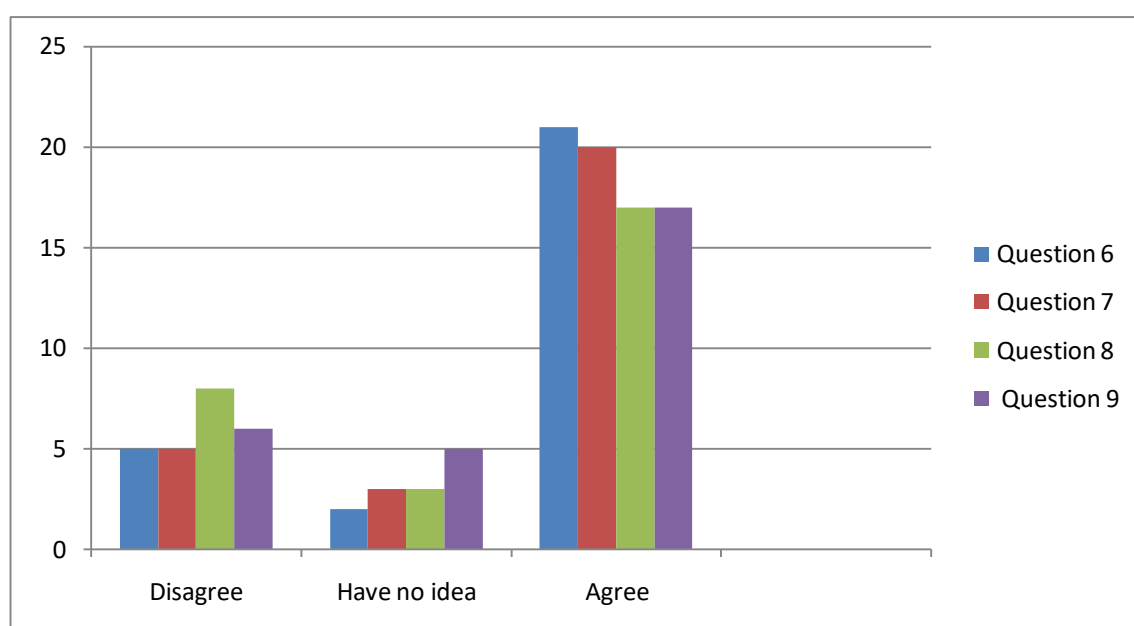
*Son: What a pity, no, Dad. Terrorist groups will become more powerful **and there will be more serious conflicts among countries in the world.***

It was clear that when students took part in playing a drama, they understood the content as well as the context of the script, so it would be easy for them to produce utterances or paraphrase the original ones maintaining their meanings.

For some weaker students, however, they tended to overuse forms of non-verbal language to perform their roles in the drama. Although it is undeniable that

the use of facial expressions, postures, gestures made great contribution to the successful exposure of the characteristics of the characters, take advantage of them too much may result in slower speaking improvement.

The responses from the students to the questionnaires showed similar results. In general, most of the students were in agreement that drama help develop their English speaking competence. More than two thirds of the students felt more confident with this form of speaking because they could speak in group and they had time to practice speaking out of classroom to prepare for the last performance. 71.4% of the students they could speak English more fluently and in a longer time than before. And 60,7% of them acknowledged that through drama activities, they could combine both verbal and non-verbal languages to express successfully the characteristics of the roles they played. Moreover, more than half of the students admitted that they had more time to practice speaking skill outside the classroom when preparing for their drama. Drama activities are not only beneficial learning process; they also help increase students' self-confidence (cf. e.g. Stern 1983; Schewe & Scott 2003) and decrease fear of using the foreign language spontaneously. This resulted in their ability to speak longer and communicate more effectively than usual.



**Chart 2: Influence of drama on students' speaking performances**

In addition, the use of verbal form of activities in language teaching is considered self-explanatory; however, in a drama, non-verbal activities also have various meanings. For example, non-verbal signals can be used as icebreakers to decrease the anxiety of the learners, or to broaden the students' perspective on the target language by drawing their attention to aspects of body language, gestures, postures, or facial expressions. More than half of the students agreed that drama activities enabled them to combine both verbal and non-verbal languages to express successfully the characteristics of the role they played. This investigating also accorded with Hien (2013) who found that role-play as a part of dramas enabled students gradually to become familiar with the content of normal conversation in their lives and bridged the gap between the classroom and the world outside the classroom.

It can be concluded from the findings about the influence of drama on students' speaking performances that communicative speaking skill by dramatic activities enabled learners to have confidence in performing their roles and develop their communication more fluently and efficiently.

#### **4.1.3. The influence of drama on students' social skills.**

The main finding of the study from the analysis of both teacher's observation checklist and students' responses to the questionnaires was that students' social skills and collaborative skills improved significantly, which is consistent with findings in the study of Coleman (1992).

The analysis of the observation sheets and the studying of the video recordings showed that since drama activities are largely collaborative, learners could also improve their social competences.

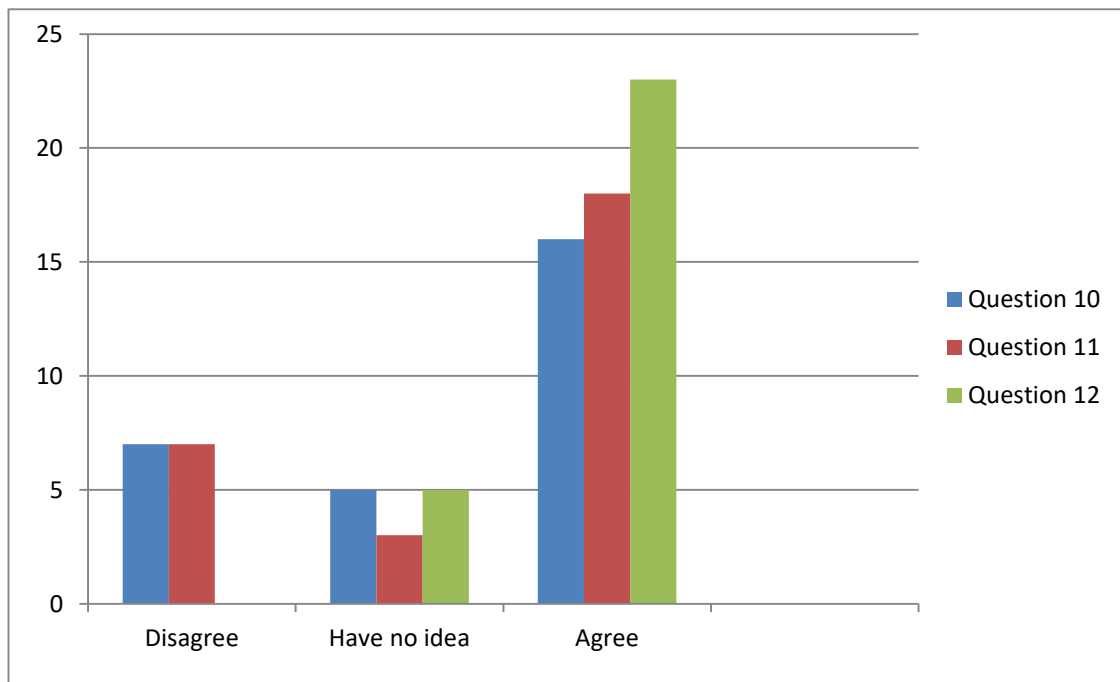




**Picture 3: Teambuilding spirit**

From the first lesson, when being assigned the task, students in each group did not have to spend much time construct their plan. Except for group 2 in unit 8 and group 3 in unit 9, other groups took less than 15 minutes to decide on the topic and divide the roles for all members as well as plan a detail schedule for rehearsals every week. The group leader played an important role in implementing the task of each group. There were still some conflicts in dividing the roles of groups 1 and 2 (Unit 8), and some disagreement among members of group 4 (Unit 6), however, they quickly found the same voice and co-worked effectively. During the preparation for their drama, the students showed a strong responsibility in cooperation with other members to complete the task. A lot of ideas were shared especially among members of groups 2 and 4. It was the great contribution of members in each group that made their performances successful. In conclusion, students' team-building skill, interpersonal skill and problem-solving skill were developed significantly through drama activities (see appendix 3).

The responses from the students gained the same results (see appendix 4 and chart 3).



**Chart 3: Influence of drama on students' social skills**

With a view to the responses to question 10, which asked students about their relationship with their friends, more than 50% of them agreed that they knew more about group's members after taking part in drama project lessons. This number was not so high as the others because the students were in grade 11, which means that they already spent at least one year with each other, so they might know other members clearly. Drama activities provided them with a chance to improve their friendship.

With regard to the next question, 18 students showed their agreement that when problems came up, they discussed frankly and quickly found the solutions to them. After the project work students knew that being a team member entailed certain obligations, so conflicts and arguments were unavoidable. Learning to address these issues helped most of them develop skills for solving in-group conflicts, and be responsible in relation to the roles assigned to them. Most importantly, all students, regardless of language performance, or motivational intensity seemed to have developed their cooperative skills. Because to prepare well for the performance, through cooperative learning, students had more chances "to discuss with peers, present and defend their ideas, exchange diverse beliefs,

question other conceptual frameworks, and be actively engaged in the learning process” (Brown, 2011). Also, students gained improvement in their interpersonal skill through exchanging and processing information and reaching the final conclusion after each group meeting.

Question 12, which related to students’ support among members in a group, none of the students refused to help their partners who were in need. Almost all of them were always ready to give a hand to support other members when there was a problem. It showed that students owned not only responsibility but also solidarity and unity. By the same finding, Ladousse (1995) found that a role-play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation.

## CHAPTER 5: CONCLUSION AND IMPLICATIONS

### 5.1. The conclusion of the study

The study was aimed at investigating the influence of drama on students' learning attitude, speaking competence, and skill development.

Before the applying of drama in project lessons, students' speaking competence was quite low. They had to make a great effort to pronounce an English sentence correctly, and they were not confident enough to communicate in the target language. They might understand the language and know a lot about its grammar and lexicon, but when they needed to speak, they seemed to be at a loss for words or too shy to speak in front of other people.

After one semester of applying drama activities in classroom, the findings of the study could be summarized as follow:

In term of students' learning attitude towards the strategy applied, most of the students participating in the study showed their interest, enthusiasm, and excitement when they took part in project lessons. Almost the students were interested in joining rehearsals to prepare for their performances and they were all excited about watching the final performances of other groups. However, the less enthusiastic attitude of the students during the end time of the term revealed that five dramas in a term may make students get bored and tired of many rehearsals. The teacher, therefore, should consider the appropriate time and quantity to apply this technique so that it will help achieve effective results.

Regarding students' speaking competence, the analysis of observation checklists and students' respond to questionnaires reached the conclusion that communicative speaking skill by dramatic activities enabled learners to have confidence in performing their roles and develop their communication more fluently and efficiently. The improvement in students' speaking skill was shown by the fact that most of the students communicated effectively and fluently in their roles. The learners also used a wide range of vocabulary and structures as well as different forms of non-verbal languages to express their roles successfully. It is useful for

them to express thoughts, ideas, feelings well in real life. Through drama activities, most students could lengthen the time of speaking than before, and even some of them could respond spontaneously when they suddenly forgot the scripts, which means that the students were able to produce utterances that suited the context of the conversation.

With a view to enable the learners to improve some certain social skills, the applying of drama during five projects has brought about positive result. This study's result showed that through cooperative learning and group working to complete the tasks, students developed some important social skills like team-building skill, problem-solving skill, and inter-personal skill.

## **5.2. The limitation of the study**

The study gained some expected results; however, it cannot avoid some limitation that will be mentioned as follow.

The most serious problem related to the fact that students did not have much time to rehearse for the drama. As the students study in gifted high school, they spent much time in studying the major subject and attended intensive lessons for the gifted to prepare for the examinations in both provincial and national levels. While taking part in drama project lessons meant spending much time preparing for the performances. As a result, it was difficult for them to gather for group rehearsals every week.

Another difficulty concerned the fact that some students felt that the duration of the project was quite long. Some students seemed to have lost interest and motivation by the end of the project. It was clearly showed in the observation checklist analysis when in the last two units, the interest and enthusiasm of the students for the lessons seemed less than those for the three first units although they still worked hard and seriously. It seems that short-term projects may have more validity for the learners than long-term ones. It also suggests that various teaching strategies should be combined to gain effectiveness.

That the number of participants was restricted is also a limitation of the study. The results from the study on 28 students cannot ensure for a precise generalization, exact validity and reliability.

In addition, the applying of the new teaching approach was implemented in only one circular of four steps: plan – teach – observe – reflect while Burns (2010) states that when doing action research this circular should be repeated until the final results or the aims of the teacher can be achieved. After each circular, teacher should evaluate and adjust the teaching approach in order to gain the expected results. This is why the results of this study may somehow lack of validity and reliability.

### **5.3. The implications of the study.**

The applying of drama project lessons is non-traditional teaching practice in the teaching context and what gained by the teachers who implemented the project is extremely important. Despite the difficulties of school infrastructure and resources available, as well as the students' lack of experience in project work, they finally overcame their initial anxiety. The researcher evaluated positively the potential offered by the project method and benefits of drama activities to speaking skill and then expressed the need for her systematic training in the method. An implication for further research is to examine the relation between drama activities in short-term project work and students' speaking competence, social skill development, and the self-esteem of students with low performance. The pedagogical implications are clear. Teaching strategy plays an important role in teaching language, in more details, a suitable teaching method is an indispensable source of inspiration and encouragement to students. In addition, the teacher in the modern times should not only have the knowledge of modern teaching methods but also be willing to experiment with non-traditional teaching practices which might become powerful tools for the achievement of teaching aims, such as increased motivation, interest, and performance in the hands of teachers in the context of English as a foreign language instruction. Speaking is the communicative activity; therefore, if speaking activities are emerged with cooperative work, the result will

be positive. The findings of this paper indicated that learners found drama activities interesting in learning speaking skill and this teaching strategy helped develop the learners' speaking competence as well as improve their social skills such as group working, problem-solving, and inter-personal skills. It is proposed that drama should be picked up to be one of the activities to teach project lessons effectively. However, teacher should consider the amount of time to apply this technique so that it can bring the most effectiveness without making the learners feel bored or less interested.

This study also provides some suggestions for other researchers to study the application of drama in project lessons to in a larger scope with bigger population to reach more precise validity, reliability, and generalization.

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## APPENDIX

### Appendix 1

#### Observation Checklist of the Teaching-Learning Process

Observation Items	Yes	No	Comments
<b>Students' preparation</b>			
<ul style="list-style-type: none"> <li>• The students in a group discuss and agree quickly on each student' role in the task.</li> <li>• The groups submit their plan for preparation to the teacher.</li> <li>• The groups meet and rehearse for the drama as planned.</li> <li>• The groups members cooperate with each other to prepare for their performances.</li> <li>• During the rehearsal, arguments (if there are) are solved by students themselves.</li> <li>• The groups often contact with the teacher to inform her their preparation for the task or ask for advice.</li> </ul>			
<b>students' performance</b>			
<ul style="list-style-type: none"> <li>• The students show their excitement about watching other groups' performances.</li> <li>• The students prepare their costumes and stage stuffs carefully.</li> <li>• The students watch the other groups' performances attentively.</li> <li>• The students in their roles communicate fluently.</li> <li>• The students in their roles use body languages (facial expressions, gestures, postures...) effectively.</li> <li>• The students use a wide range of vocabulary and structures.</li> <li>• The students give feedback to the other groups.</li> </ul>			

## Appendix 2

### QUESTIONNAIRE FOR STUDENTS

*This survey questionnaire is designed for the research into “ An application of drama in English Project lessons in Bac Kan Gifted high school.”*

*All the assistance in completing the survey is highly appreciated. All the information provided by the participants is solely for the study purpose.*

*Thank you very much for your corporation!*

**Personal information**

Name:.....Gender:.....

Age:.....

*Please put a tick (√) in the box from 1 to 5 that you think it is true to you.*

Questionnaires	Disagree			Agree	
	1	2	3	4	5
<b>About my attitude towards “drama project lessons”,...</b>					
1. I feel excited about playing our drama.					
2. I think drama project lessons are appropriate for developing my speaking skill.					
3. I practiced carefully for my role in the drama.					
4. I watch all my friends’ performances attentively.					
5. I take part in all the rehearsal of my group with pleasure.					
<b>About my English speaking skill...</b>					
6. I feel more confident as I can talk in group when we perform our drama.					
7. I can speak English more fluently and longer than before.					
8. I can combine both verbal and non-verbal languages to express successfully the characteristics of the role I play in the drama.					



9. I have more time to practice speaking skill outside the classroom when I prepare for the drama.					
<b>About my social skill...</b>					
10. I understand more about my group's members after taking part in drama project lessons.					
11. Whenever we have problem, we discuss frankly and find the solutions to each problem quickly.					
12. I am ready to help my group's members when they have difficulty.					

1= strongly disagree

2 = disagree

3 = have no idea

4= agree

5 = strongly agree

**THANK YOU VERY MUCH!**

## PHỤ LỤC 2

### PHIẾU ĐIỀU TRA (DÙNG CHO HỌC SINH)

*Phiếu điều tra này được thiết kế cho mục đích nghiên cứu việc “Áp dụng đóng kịch trong các tiết học “project” môn Tiếng Anh ở trường THPT Chuyên Bắc Kạn.”*

*Tất cả mọi sự giúp đỡ để hoàn thành đề tài đều được ghi nhận và đánh giá cao. Tất cả thông tin cung cấp chỉ dành cho mục đích nghiên cứu.*

*Cảm ơn các em rất nhiều vì sự hợp tác này.*

#### Thông tin cá nhân

Họ và tên:.....Giới tính:.....

Tuổi:.....

Vui lòng đánh dấu  $\surd$  vào ô từ 1 đến 5 mà em cho là đúng với mình.

Câu hỏi	Không đồng ý			Đồng ý	
	1	2	3	4	5
<b>Thái độ của tôi với các tiết học project có áp dụng kỹ thuật đóng kịch.</b>					
1. Tôi cảm thấy hào hứng khi được thể hiện kịch bản của nhóm mình.					
2. Tôi nghĩ kỹ thuật đóng kịch là phù hợp để phát triển kỹ năng nói tiếng Anh cho học sinh.					
3. Tôi chăm chỉ luyện tập cho vai diễn của mình.					
4. Tôi chăm chú xem các màn kịch được trình bày của các nhóm khác.					
5. Tôi hứng thú tham gia các buổi tập của nhóm mình.					
<b>Về kỹ năng nói tiếng Anh của tôi...</b>					
6. Tôi cảm thấy tự tin hơn vì tôi được nói trong nhóm khi thể hiện vở kịch của nhóm mình.					

7. Tôi có thể nói Tiếng Anh trôi chảy hơn và trong thời gian lâu hơn so với trước đây.					
8. Tôi có thể kết hợp ngôn ngữ bằng lời nói và phi lời nói trong việc thể hiện thành công nhân vật mình đóng.					
9. Tôi có nhiều thời gian thực hành kỹ năng nói ngoài lớp học khi tôi luyện tập cho vở kịch của nhóm.					
<b>Về mặt kỹ năng xã hội.....</b>					
10. Tôi hiểu rõ hơn về các thành viên trong nhóm kịch của mình.					
11. Bất cứ khi nào nảy sinh vấn đề, chúng tôi đều thảo luận thẳng thắn và nhanh chóng tìm ra giải pháp.					
12. Tôi luôn sẵn sàng giúp đỡ các thành viên trong nhóm khi có khó khăn.					

1 = hoàn toàn không đồng ý

2 = không đồng ý

3 = không có ý kiến

4 = đồng ý

5 = hoàn toàn đồng ý

**XIN CHÂN THÀNH CẢM ƠN !**

### Appendix 3: The results of observation checklists through out 5 units

UNIT 6  
Observation Checklist of the Teaching-Learning Process

Observation Items	Yes	No	Comments
Students' preparation			
- The students in a group discuss and agree quickly on each student' role in the task.	28	0	They are excited.
- The groups submit their plan for preparation to the teacher.	28	0	All groups : on-time
- The groups meet and rehearse for the drama as planned.	24	4	Quyên, Lâm, Thảo, Tú (personal reasons)
- The group's members cooperate with each other to prepare for their performances.	28	0	Group leaders report
- During the rehearsal, arguments (if there are) are solved by students themselves.	7	21	Huyền's group (assign roles)
- The groups often contact with the teacher to inform her their preparation for the task or ask for advice.	28	0	Gr 2 & 4 ask a lot
students' performance			
- The students show their excitement about watching other groups' performances.	26	2	Quyên, Tú
- The students prepare their costumes and stage stuffs carefully.	18	10	Boys' group : better.
- The students watch the other groups' performances attentively.	28	0	girls more attentively
- The students in their roles communicate fluently.	25	3	Lâm, Nam, Thảo sometimes forget words.
- The students in their roles use body languages (facial expressions, gestures, postures..) effectively.	28	0	Boys : better
- The students use a wide range of vocabulary and structures.	22	6	Gr 2 & 4 : better
- The students give feedback to the other groups.	8	20	each group: 2 ideas.

UNIT 7

Observation Checklist of the Teaching-Learning Process

Observation Items	Yes	No	Comments
<b>Students' preparation</b>			
- The students in a group discuss and agree quickly on each student' role in the task.	26	2	Huyền, Thuýng
- The groups submit their plan for preparation to the teacher.	21	7	gr 1: late
- The groups meet and rehearse for the drama as planned.	21	7	gr 1: change date
- The group's members cooperate with each other to prepare for their performances.	28	0	
- During the rehearsal, arguments (if there are) are solved by students themselves.	14	14	Gr 1 & 4: conflicts.
- The groups often contact with the teacher to inform her their preparation for the task or ask for advice.	20	8	Lots of messages from Gr 2, 3
<b>students' performance</b>			
- The students show their excitement about watching other groups' performances.	28	0	They look so excited
- The students prepare their costumes and stage stuffs carefully.	28	0	Gr 1 invest much in clothes.
- The students watch the other groups' performances attentively.	28	0	Some of them cry
- The students in their roles communicate fluently.	25	3	Nam, Thảo, sleep pause sometimes.
- The students in their roles use body languages (facial expressions, gestures, postures..) effectively.	28	0	
- The students use a wide range of vocabulary and structures.	16	12	sleep, Nam, Lâm: simple vocabulary
- The students give feedback to the other groups.	28	0	S <sub>3</sub> write a paragraph to summarize.

## Unit 8.

## Observation Checklist of the Teaching-Learning Process

Observation Items	Yes	No	Comments
<b>Students' preparation</b>			
• The students in a group discuss and agree quickly on each student' role in the task.	22	6	Boys take more time
• The groups submit their plan for preparation to the teacher.	28	0	
• The groups meet and rehearse for the drama as planned.	28	0	group leaders report
• The group's members cooperate with each other to prepare for their performances.	28	0	
• During the rehearsal, arguments (if there are) are solved by students themselves.	7	21	Girls group: venue costumes
• The groups often contact with the teacher to inform her their preparation for the task or ask for advice.	4	24	only group leaders ask
<b>students' performance</b>			
• The students show their excitement about watching other groups' performances.	28	0	
• The students prepare their costumes and stage stuffs carefully.	21	7	group 3 wear uniform only
• The students watch the other groups' performances attentively.	28	2	phong play game.
• The students in their roles communicate fluently.	24	4	Lâm, Nam, Ngọc sometimes forget scripts
• The students in their roles use body languages (facial expressions, gestures, postures..) effectively.	19	9	61 superb actings (Nam,
• The students use a wide range of vocabulary and structures.	20	8	Huyền, Hoàng, Mai : best
• The students give feedback to the other groups.	12	16	3 guess the moral lesson from story

UNIT 9

Observation Checklist of the Teaching-Learning Process

Observation Items	Yes	No	Comments
<b>Students' preparation</b>			
- The students in a group discuss and agree quickly on each student' role in the task.	21	7	Gr 2: take more time
- The groups submit their plan for preparation to the teacher.	28	0	
- The groups meet and rehearse for the drama as planned.	28	0	They make a clip
- The group's members cooperate with each other to prepare for their performances.	22	6	Nhung: sick, Others: take the English exam
- During the rehearsal, arguments (if there are) are solved by students themselves.	28	0	Gr 1: too many ideas
- The groups often contact with the teacher to inform her their preparation for the task or ask for advice.	4	24	4 group leaders only
<b>students' performance</b>			
- The students show their excitement about watching other groups' performances.	28	0	The 1 <sup>st</sup> time they watch video clip made by themselves
- The students prepare their costumes and stage stuffs carefully.	14	14	Gr 2 & 4: poor st preparation
- The students watch the other groups' performances attentively.	28	0	Big applause after watching
- The students in their roles communicate fluently.	20	8	Some of them pause more
- The students in their roles use body languages (facial expressions, gestures, postures..) effectively.	14	14	Gr 2 & 4.
- The students use a wide range of vocabulary and structures.	20	8	Excellent: Huyền, Hương, Kha, Giang
- The students give feedback to the other groups.	11	17	A lot of feedbacks from boys.







2. I think drama project lessons are appropriate for developing my speaking skill.	3	4	3	11	7
3. I practiced carefully for my role in the drama.	0	2	3	3	20
4. I watch all my friends' performances attentively.	1	3	3	12	9
5. I take part in all the rehearsal of my group with pleasure.	5	4	5	8	6
<b>About my English speaking skill...</b>					
6. I feel more confident as I can talk in group when we perform our drama.	1	4	2	8	13
7. I can speak English more fluently and longer than before.	2	3	3	10	10
8. I can combine both verbal and non-verbal languages to express successfully the characteristics of the role I play in the drama.	3	5	3	12	5
9. I have more time to practice speaking skill outside the classroom when I prepare for the drama.	3	3	5	8	9
<b>About my social skill...</b>					
10. I understand more about my group's members after taking part in drama project lessons.	5	2	5	8	8
11. Whenever we have problem, we discuss frankly and find the solutions to each problem quickly.	3	4	3	10	8
12. I am ready to help my group's members when they have difficulty.	0	0	5	10	13

## APPENDIX 5: LESSON PLAN SAMPLE

**Period: 140**

**Date of preparing: March 20<sup>th</sup>**

**Date of teaching: April 13<sup>th</sup>**

## **UNIT 9: CITIES OF THE FUTURE**

### **LESSON 7: PROJECT**

#### **A. Aims and Objectives:**

##### **1. Language focus**

##### **Students will be able to:**

- apply language they have learned in unit 9 in use.

##### **2. Skills**

##### **Students will be able to:**

- develop their communication skills, group working skill, and cultural understanding
- develop speaking skill.

##### **3. Attitudes**

- To encourage Ss to work harder
- To get Ss motivated.

#### **B. Preparations:**

- Teacher: steps for implementing a project lesson.
- Students: group meetings and rehearsals

#### **C. Methods:** - The whole lesson: Integrated, mainly communicative approach.

**D. Procedures:**

Time/Stages	Activities	Interactions
<p><b>Starting the project</b> (March 22<sup>nd</sup>)</p>	<p>T announces the plan for project lesson Unit 9 and assigns tasks for groups. Each group plans a drama of 5-7 minutes about human life in around 50 years. Ss have to submit a detail plan including role of each member, rehearse plan... Time for preparing: 3 weeks (from March 22<sup>nd</sup> to April 13<sup>th</sup>)</p>	<p>T &lt;--&gt; Ss</p>
<p><b>Developing the project</b> ( March 22<sup>nd</sup> - April 13<sup>th</sup>)</p>	<p>Ss prepare for the final performance in their groups. Group leaders report the preparation, rehearsals, and the participation of members in groups to the teacher every week.</p>	<p>Ss&lt;--&gt;Ss T &lt;--&gt; Ss</p>
<p><b>Reporting the project</b> (April 13<sup>th</sup>)</p>	<p>Each group performs their drama in 5-7 minutes.</p>	<p>Ss &lt;--&gt; Ss</p>
<p><b>Assessing the project</b> (April 13<sup>th</sup>)</p>	<p>Ss give comments on the performances. T gives feedbacks to Ss' performances Ss are asked to make a short oral report on the human life in around 50 years, basing on groups' dramas.</p>	<p>Ss &lt;--&gt; Ss T &lt;--&gt; Ss</p>

**E. Experience:**

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