



**DRAMATIZATION" IS ONE OF THE WAYS TO INCREASE SECONDARY SCHOOL  
STUDENTS' FLUENCY**

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### **Abstract**

The purpose of this study is to analyze how the dramatization method might help students improve their fluency. A group of secondary school students has been chosen to conduct the study in order to attain this goal. The group was evaluated to determine their fluency level before beginning the investigation. The research group then followed a learner-centered lesson plan that included a dramatization method. The research group was evaluated again at the end of the experiment to determine their fluency progress. The outcomes of the data analysis show that the fluency investigation has been improved. Despite the short research period, the respondents had better results.

*Keywords:* dramatization method, fluency, speaking skills, secondary school students

### *Introduction*

*Dramatization* is a teaching strategy used by teachers to promote and strengthen English language fluency and decrease the language barrier. According to Comajoan (2014), teaching the English language through dramatization benefits listening and meaningful interaction where learners use their language resources during the teaching and learning process. Stephanie (2011) indicated that dramatization effectively motivates learners and promotes self-esteem through non-threatening environments for improved learner fluency. Study findings concur with the views of Prasad (2011), who argued that teaching the English language using dramatization motivates learners to learn and provides them with a relaxing and challenging study environment. Further, the study supports the views of Barbu and Lucia (2007), who reaffirmed that dramatization employs the use of role-playing as an activity; for example, learners develop a story and act in class, hence boosting oral skills for improved learner fluency. According to Heather (2011), learning the English language is greatly influenced by role play as learners' language acquisition processes are stimulated and supported. This proposition is further supported by Zyoud (2010), who argued that the dramatization method could be considered as a blanket covering a wide range of oral activities. Zyoud (2016) supported these points of view, asserting that dramatization facilitates learning of oral skills, manifests innovations, empowers imaginative prowess, and assists learners in exploring new horizons of knowledge. Desialova (2009) supported these opinions and argued that drama activities promote the acquisition of new concepts that benefit both learners and teachers in the learning process. Dramatization presents the learner as an active



participant in learning the English language in the classroom. It allows the student to use language with confidence and develop fluency in speaking. According to Astrid (2005), dramatic features such as role-play, simulation, mime, and language games promote self-learning, group interaction, and fluency in authentic situations.

Additionally, Ulas (2008) asserts that concepts that are difficult to master can be dramatized for effective internalization and acquisition of English language skills. It is possible to integrate dramatization into learning the English Language. Maley (2005) explained that language skills such as speech work, reading, and pronunciation are acquired when learners present a short play to the class.

Kempe (2002) supported using the dramatization method in developing oral communication among the learners. Moreover, Koppett (2013) supported the use of drama in developing oral communications among the learner. The author affirmed that drama stimulates natural spontaneous spoken English, grammatically correct and appropriate, as defined by place and mood.

Dramatization makes the learner active and an equal partner in his learning. The learners are encouraged to express themselves and ask questions. According to Desialova (2009), the idea of inclusivity affirmed that drama assists learners from both good and poor academic backgrounds in improving and developing fluency. While practising role-play, the learner uses sight, ears, taste, feeling, and physical body gestures. Therefore, the language will "enter" through the most appropriate channel for each learner.

#### *Research questions*

- to what extent does the fluency of students have changed after dramatization has been used in teaching the English Language

#### *Methodology*

##### The research instruments

A pre- speaking test was conducted to the participant group to determine their first level of fluency(Appendix II). Students participated in conversations about various themes that were recorded. They were given some time before starting to read the questions and think of possible answers. A post-speaking test was also conducted with the group in order to assess any potential improvements in fluency. Each participant provided a short oral presentation on a particular subject. There were three main types of conversation topics available,such as discussion,making a



case and storytelling.(AppendixIII)

#### Research site and participants

Fifteen students of a secondary school participated in the study. Participants were nine graders who taught English as a foreign language. The educational area where the study was done and the students' identities will not be mentioned throughout the research in terms of the confidentiality agreement between the researcher and the subject. The participants' names were changed to alias ( Student number,1.2 3....).

Study area: Karagandy secondary school

#### *Procedure*

The first phase took place before starting the lessons with the group. Pre-speaking tests were held in pairs with students to evaluate their starting level. After with the help of rubrics, the researcher assessed students and gave points.The implementation process was the second phase. It included the group being exposed to the experimental didactic unit. It was divided into four 45-minute sessions. Students have a different lesson plan for each lesson in which they seek to improve their fluency,such as games, telephone conversations, dramatic poems, and dialogues are all included. (Appendix IV) The teacher took on the role of a guide, assisting the learning process and encouraging pupils to be creative and express their points of view, thoughts, and feelings while having their expression monitored. As a result, the lessons were learner-centred, as the students were given responsibility for their learning. The teacher assumed the role of a guide facilitating the learning process and encouraging the students to be creative and to speak out their own points of view, ideas and feelings, while their expression was being monitored in the process. Therefore, the lessons were learner centered, as the students were given responsibility for their own learning.

#### *Results*

##### Research methods

Student Number	Fluency. max (9 points)	Percentage(%)
1	4	44%
2	6	66%
3	5	55%



4	4	44%
5	4	44%
6	3	33%
7	5	55%
8	6	66%
9	6	66%
10	5	55%
11	3	33%
12	6	66%
13	6	66%
14	4	44%
15	5	55%
Average		53%

Table 1. Pre-speaking test analysis

According to the pre-speaking test results (table 1), most students got from 3 to 6 points from the maximum of 9 points. The average percentage of fluency among 15 students is 53%.

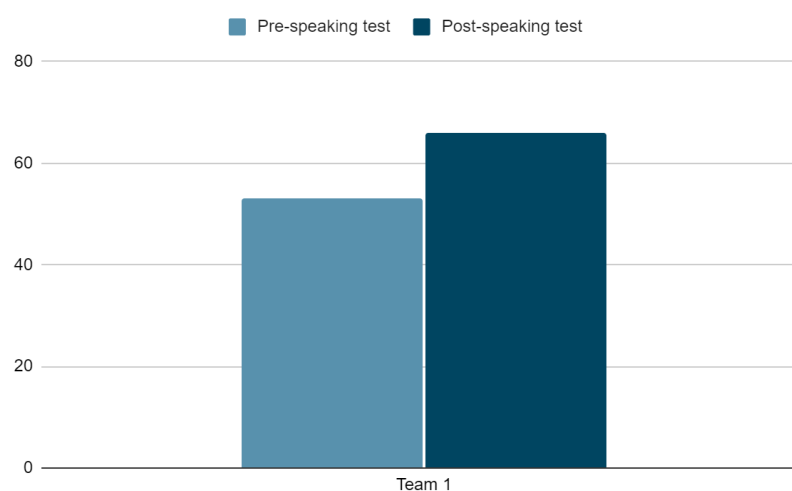
Student Number	Fluency. max (9 points)	Percentage (%)
1	5	55%
2	6	66%
3	5	55%
4	5	55%



5	6	66%
6	6	66%
7	7	77%
8	6	66%
9	6	66%
10	6	66%
11	7	77%
12	6	66%
13	8	88%
14	5	55%
15	6	66%
Average		66%

Table 2. Post-speaking test analysis

The percentage of students who had a higher score on their post-tests increased, as shown in table 2. According to the findings of the pre and post tests, the average fluency of pupils increased from 53% to 66%. This reveals that dramatization activities lasting four weeks assist students improve their fluency by 13%. The purpose of the post test was to see how the dramatization method affected learners' fluency who had been exposed to experimental treatment while learning English. The follow-up test was conducted two days after the instruction.



### *Conclusion*

This study aimed to show how helpful dramatization could be implemented for secondary school students. Drama activities, with their focus on imitating real-life scenarios, have the potential to bridge the gap between the classroom environment and the language used in regular human interactions (Dougill, 1987). Students have demonstrated their readiness and desire to communicate while working on the drama project. Students had the opportunity to work in groups in this setting and participate in cooperative learning. The participants enjoyed the pleasant atmosphere generated by the activities, and the majority of them were able to improve their fluency. Drama approaches have been effective tools for developing contextual and realistic language use, critical thinking, and creativity. It can be stated that dramatization method make learning a more enjoyable and productive experience by improving the fluency of the students and bringing real life into the classroom.

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## Appendix I

### *Fluency evaluation rubric*



Fluency	Needs improvement 0-3 points Speech was very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. It was difficult for a listener to understand.	Satisfactory 4-6 points Speech was slow and often hesitant and irregular. Sentences may be left uncompleted, but the student was able to continue.	Good 7-8 points Speech was mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Excellent 9 points Speech was effortless and smooth with speed that comes close to that of a native speaker
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## Appendix II

### *Speaking pre test*

#### Sample 1

You are going to discuss **STUDYING ENGLISH ABROAD**.

Talk to your partner(s) about the topic. You can include your own ideas.

You are going to study English in the UK, USA or another English- speaking country.

Discuss your plans.

How will you travel there?

What do you need to take with you?

What will you do with your free time?

What other plans do you have?

#### Sample 2

You are going to discuss **A SCHOOL PARTY**. Talk to your partner(s) about the topic.

You can include your own ideas.

You are going to hold a party to celebrate the end of the school year. Discuss your plans.



Where are you going to celebrate?

Will you have music?

What food and drink will you have?

What other plans do you have?

### Sample 3

Having a conversation: Shopping

Do you enjoy shopping?

What sort of things do you buy?

Where do you do most shopping? In market, a shopping centre or in small shops?

Who is responsible for shopping for food in your family? Do you ever help with the food shopping?

Tell me about the most expensive thing you have bought.

I would like to buy some new clothes, which shops would you recommend?

Internet shopping is very popular now, have you ever bought anything online?

When is the best time to go shopping?

Would you like to work in a shop? Why/not?

### Sample 4

Having a conversation: Holidays

Tell me what kind of activities you enjoy doing on holiday. Where did you go on holiday last year?

What did you do and see on your holiday?

Have you got any holiday plans for the summer?

Will you go with your family or with friends?

Would you rather go to the beach or to the countryside?

Have you ever been camping? Was it fun?

Do you like sightseeing and visiting monuments?

Have you ever been abroad? Where to?

Which country would you like to visit? Why?

### Appendix III



*Speaking post test*

Sample 1

Discussion topics

Choose ONE topic to discuss. You should mention pros and cons, or advantages and disadvantages:

The Internet is the best way to do your shopping.

All young people should stay at school until they are 18.

Young people under 15 shouldn't use mobile phones.

Sample 2

Discussion topics

Choose ONE topic to discuss. You should mention pros and cons, or advantages and disadvantages:

Young people under 15 shouldn't use mobile phones.

Young people should start working earlier, for example while they are studying.

Cultural places, such as museums and monuments, should be for free for students.

Sample 3

Make a case

Choose ONE option to discuss and give your reasons. Be persuasive:

People should choose a job they really enjoy.

Living in a big city is way better than a little town.

Studying a foreign language is really important nowadays.

Sample 4

Make a case

Choose ONE option to discuss and give your reasons. Be persuasive:

Living in a little town is way better than a big city.

Practicing sports constantly is really important.

Men and women should have the same job opportunities.

Sample 5

Storytelling tasks

Choose ONE story to tell:



Tell me about a holiday you had.

Tell me about a difficult journey you had.

Tell me about a perfect day you've had.

Tell me about a special event in your life.

#### Appendix IV

##### *LESSON PLAN 1-4 weeks*

##### Lesson plan one

#### Objectives

1. Students should be able to recite the game loudly in class.
2. Students should be able to write their own language game.
3. Students should be able to answer oral and written questions from the game play

#### Game

Step 1: The teacher introduces an interesting game to the class

Step 2: The teacher divides the class into teams and explain how to play character game

Step 3: Students engage in a lively discussion and each team gives one member of the other team a chance to mention a title of a book.

The student who has volunteered is requested to list any five titles of set books.

Step 4: The teacher guides the class on easy titles to mime. Only one member of the team is shown the title and he is to mime it without mouthing any of the words for his own team members who have to guess it.

Step 5: All the guesswork is noted down by members of the team. Step 6: The actors indicate the number of words in the title. There are common gestures for articles and prepositions which will be Discussed later.

Step 7: Actors mime various words and they identify rhyming words.

Step 8: The teacher asks oral questions on the game.

Step 9: The students did an exercise based on the content of the game.

##### Lesson plan two

#### Objectives

1. Students should be able to read the dialogue in pairs.
2. Students should be able to dramatize the dialogue in class.



3. Students should be able to answer oral and written questions from the dialogue.
4. Students should be able to identify the parts of speech used in the dialogue.

#### Dialogue

- Step 1: Introduce the topic/aim of the activity.
- Step 2: Display any relevant materials.
- Step 3: Give clear instructions on dialogue
- Step 4: Check instructions by asking checking questions.
- Step 5: Briefly demonstrate the activity with a student/or get students to do as an example/model
- Step 6: Put students into relevant pairs/grades.
- Step 7: Monitor students and help them as necessary.
- Step 8: Give tests on content dramatized.

#### Lesson plan three

##### Objectives

1. Students should be able to act the dialogue in class
2. Students should be able to dramatize the dialogue in their respective groups
3. Students should be able to answer oral and written questions from the dialogue

##### Telephone conversation

Step 1: The teacher introduces the importance of telephone conversation, it enables the learner to react quickly, communicate and sustain a meaningful telephone conversation. This technique enables the learner to acquire writing, reading, speaking and listening skills in the English language.

Step 2: The class is divided into groups of two learners. The learners sit down with their backs to each other so that they can only hear their telephone conversation from their partner.

Step 3: The students in each group imagine that they are two different characters.

Step 4: A particular situation from a set-book used in literature is taken for which every pair has to build up a telephone conversation.

Step 5: The teacher merges the groups and forms groups of five students (for larger classes) students are asked to role play the major event and characters.

Step 6: The students take notes on important events and characters covered in the role-play.



Step 7: The conversation can be later written down by all the students. These conversations are exchanged and read by different pairs.

Step8: The teacher uses the skills learnt to teach students on dialogue as stipulated in the secondary school English syllabus.

Step 9: Students are tested on speech work, gapped conversation and grammar.

#### Lesson plan four

##### Objectives

1. Students should be able to dramatize the poem.
2. Students should be able to act and analyze the poem critically
3. Students should be able to answer oral and written questions from the poem

##### Dramatized poetry

Step 1: Teacher introduces oral poetry. Types of songs examples birthday, marriage and initiation ceremonies. Teachers make prior arrangements with six students to present their work to class before the lesson ends.

Step 2: Teacher divides the class into groups of four students.

Step 3: Students practice games and simulation as guided by the teacher.

Step 4: Student uses miming technique through non verbal communication to act various characters in the poem.

Step 5: The teacher instructs a certain group of students to present their work to the class. The actors communicate mood, tone and new information to the rest of the class.

Step 6: Teacher guides the class in note-taking and asking oral questions.

Step 7: Teacher highlights features of oral poetry learnt through drama.

Step 8: Teacher gives an evaluation task from the performance made by the students.