The Effect of Drama Activities in the Second Language Classroom:
Vocabulary Acquisition and Fluency Development

by

Elena F. Sánchez-Vizcaíno

A thesis submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Master of Arts in Spanish

Auburn, Alabama
May 10, 2015

Keywords: Second Language Acquisition, Drama Activities, Vocabulary Acquisition, and
Fluency Development

Approved by

Gilda Socarrás, Associate Professor of Foreign Languages & Literatures
Lourdes Betanzos, Associate Professor of Foreign Languages & Literatures
Tessa Carr, Assistant Professor of Theatre

Abstract

Recent studies stress the benefits of using drama activities in the L2 classroom to improve oral skills, based on qualitative analyses rather than on empirical evidence. This thesis explores, through quantitative analysis, whether or not role-plays can enhance L2 acquisition of Spanish, in particular vocabulary acquisition and fluency development. To address this issue, 56 participants were divided in three experimental groups: a) Control group; b) Experimental group 2, only memorized three scripts; c) Experimental group 3, memorized and embodied scripts. To analyze the effects, data were collected through the following instruments: pre-test and post-test to assess their Spanish level, production of target vocabulary and structures during role-plays and a final interview and, the perception of native-speaker instructors. Findings obtained from this research show that, although drama activities create a safe classroom environment for oral production, the exposure to these activities had no impact in participants' oral production or vocabulary learning.

Table of Contents

iv

List of Tables

List of Figures

I. Introduction

In the past 20 years research in SLA has been focused on how to improve second language (L2) learners' oral communication skills. This was mainly triggered by the adoption of the Communicative Language Teaching Approach in the foreign language classroom (Ommagio 2000). As its name suggests, the main goal of this approach is that L2 learners develop their communication skills and, ultimately, their communicative competence in the target language.

Similarly, the philosophy of the American Council on the Teaching Foreign Languages (ACTFL, 1996) has stressed the importance to educate students "to communicate successfully in a pluralistic American society and abroad" (p. 2). Furthermore, ACTFL's "content standards," state "what students should know and be able to do in foreign language education," specifically noting that communication is "the heart of a second language study" (p. 3). Therefore, in terms of ACTFL, the objective is not only to learn how and what, but why, who and when to use the L2. In other words, students must be aware of the importance of communicating meaningfully and appropriately in order to achieve effective communication with native speakers.

Omaggio (2000) points out that more activities should be created in the second language classroom that teach students how to communicate with accuracy, more fluently and in a precise manner. Bearing in mind the proficiency goals that Omaggio mentions (p. 91), these activities should provide learners with opportunities to practice using the language in similar contexts to which they will encounter in the target culture, as well as allowing them to practice different tasks that they might need to manage in the target culture. It is in this

aspect of L2 acquisition that the application of drama techniques might be used to foster the acquisition of cultural pragmatic aspects embedded in the language.

The purpose of this study is to explore whether or not drama techniques can serve to enhance L2 acquisition of Spanish in the foreign language classroom, in particular the acquisition of vocabulary and the development of fluency in oral production. In addition, the present research aims to test the validity of the hypothesis on the positive effects of drama techniques in L2 acquisition through a quantitative analysis instead of relying solely on a qualitative analysis, as seen in previous research.

II. Second Language Acquisition from Theory to Practice

Spanish is the second language of the United States, the 2011 US census shows (Ryan, 2011, p. 3). As a result, Spanish continues to be one of the most popular languages at the college level. Moreover, many disciplines have a language requirement for their major and students tend to choose Spanish. This preference could be because their familiarity with the language through high school or because they see the potential benefits learning Spanish might have in their professional future.

Furthermore, as learning a Second Language becomes a necessity in our global economy, it is crucial for instructors to familiarize themselves with different methodologies and their benefits. In the following section, a brief overview of relevant methodologies and approaches will be presented in order to create a theoretical framework for the present research.

II.1 The Communicative Approach

The ultimate goal of languages is to communicate with other people. Learning a new language develops not only our awareness of a foreign culture but also its relation with our own culture. Therefore, understanding a new language and its culture fosters not only our growth as individuals but also our understanding of what it is to be part of a global community.

In the late seventies, Second Language (L2) teaching methodology shifted from traditional teacher centered methods towards the communicative approach. This new approach looked for more interactive, action oriented, contextualized exercises and teaching practices. The new goal was to enable students to achieve a communicative competence and to produce with accuracy. Within this approach, elements such as the context of

communication, verbal and even nonverbal languages became relevant when teaching the language.

With this approach teachers should guide students to develop their communicative competence. As Hymes (1971) stated, the communicative competence is reflected in the ability of the speaker to decide on the "What, Where, How and Why" of her/his speech in order to make their speech a meaningful social activity (p.11). In other words, and as Ronke (2005) explains, the communicative competence enables the speaker to know "the grammar rules, to have the ability to give and receive information, the ability to respond to a social context with appropriate usage and the ability to perform in a communicative setting" (p. 59).

The adoption of the communicative approach in the foreign language classroom meant traditional methodologies had to change to adapt to this new approach in order to achieve its primary goal: the development of speaking and listening abilities. Under this new approach, students learned not only the linguistic aspects of a language but also how to use it and how to communicate with others. Thus, the role of the teacher became fundamental in order to provide materials for conversation and creating situations (contexts) where authentic communication could be achieved.

Furthermore, communicative activities should simulate certain aspects of a real communication but in a safe environment, such as the classroom, that will lead the student to understand the material shown. Moreover, topics of conversation should be related not only to the book, but also to various social or communicative settings related to the target culture in order to improve their social and cultural comprehension.

The communicative approach also addresses more pragmatic aspects of communication, such as enabling learners to speak appropriately in different situations. This appropriateness might be fundamental when talking to a native speaker to avoid a breakdown in communication. Hence, instructors need to create learners' awareness that there are other

aspects involved in speech production, such as nonverbal communication. For example, we speak to solve problems, to get things, to control the behavior of others, to create interaction with others or to express our feelings. Moreover, when we are communicating we are also aware of the context, the relationship with our interlocutor, the time and other elements.

II.2 Input and Output

The previous section discussed the communicative approach on language teaching and the role of the instructor as a guide in the learning process, as well as the provider of the appropriate contexts for learners to use language to communicate. However learning a language is a complex cognitive process. Research on second language acquisition has stressed the importance of input and output processes, i.e., the language input learners receive and language learners produce or output.

Regarding input, Krashen (1982) proposes two hypotheses relevant for the present study, within his Monitor Theory: The input hypothesis and the Affective Filter hypothesis. The input hypothesis states learners should be exposed to comprehensible input (*input + 1)*, that is, input that is "a little beyond" what they know (p. 23). Within this framework, the role of context becomes very relevant because it helps learners comprehend the meaning of what is being said, even if they do not know all the grammar or vocabulary structures present (p. 30). Hence, the focus is on the message and not on the form. In other words, input should expose learners to a natural situation as similar as it can be to the authentic use of the target language so the acquisition can take place. Task materials need to be meaningful to motivate learners to engage in the the task and use language.

Regarding output, Krashen states that "students are not expected to produce in the second language until they themselves decide they are ready" (p. 30). Krashen's views against learners' premature production seem strongly related with his *affective filter*

hypothesis. This hypothesis states how affective factors may influence the second language

(L2) acquisition process. Krashen proposes three categories of affective variables:

motivation, self-confidence and good self-image, and low anxiety. He believes that only

when the learners are motivated, have self-confidence and their level of anxiety is low,

acquisition can occur. "Those whose attitudes are not optimal for second language

acquisition will not only tend to seek less input, but they will also have a high or strong

Affective Filter –even if they understand the message, the input will not reach that part of the

brain responsible for language acquisition, or the language acquisition device (…)" (p. 31).

According to this hypothesis, in order for the acquisition process to succeed,

instructors need to create a safe environment in the classroom that encourages their

participation, e.g., using drama techniques in the L2 classroom might help learners keep a

low affective filter and as a result, promote successful language acquisition.

In contrast to Krashen's output views, researchers like Swain (1985) believe that

interaction is an essential condition to acquire a second language and that this interaction can

make the input comprehensible. Swain (1995) proposes three main production or output

outcomes. First, output can help learners enhance fluency through practicing. Also, the author

believes that "output promotes noticing" (p. 125) since learners "notice the gap between what

they want to say and what they can say" (p. 126). Therefore, if learners are aware of what

they are missing, it might help them realize what they need to review or practice in order to

succeed in the class. According to Swain the second possible outcome is that output gives

learners the opportunity to test their "linguistic well formedness hypothesis" and see if their

production is right or wrong. Through different tasks leaners will try to produce what they

think is correct. And the third outcome proposed by Swain is, the metalinguistic function of

output in order to internalize their linguistic knowledge. In other words, the output not also

6

helps the students' fluency, since he is practicing in the target language, but also makes him aware of what he knows correctly, where he is confused and what he is missing.

Swain claims that output requires a greater mental effort from students than input. With production they confront problem-solving situations where their lack of linguistic knowledge shows up and "they need to create linguistic form and meaning and in so doing, discover what they can and cannot do" (Swain, 1995, p.127). In other words and to conclude with the output hypothesis, as Swain states, output "provides de opportunity for meaningful use of one's linguistic resources" and therefore "one learns to speak by speaking" (Swain, 1985, p. 248). Thus, Swain encourages that learners produce or be "pushed" to produce comprehensible output (Swain, 1985, p. 249).

As Swain states both comprehensible input and output play an important role in Second Language (LA) (1985, p. 236). Therefore instructors should encourage both processes, *input+1* but also *output + 1*, in order to foster acquisition. However, this is not possible if the instructor doesn't create a safe environment in the class, or an affective space as Piazzoli describes (2011, p. 562), and develops activities that will encourage students to produce, while having a low affective filter.

Next section describes the teaching approach used in the elementary classes where the present study was conducted: the task based approach.

II.3 Task-based Approach

The present study was conducted as part of the instruction of elementary classes at Auburn University. The book used in these classes is *Gente* and it is a task-based approach. Therefore, this section describes this approach in terms of its main characteristics, benefits and drawbacks.

7

Three main approaches to task-based language teaching has been proposed in the literature by Long (1985), Skehan (1998) and Ellis (2003), as pointed out by Ellis (2009). Nonetheless, Hismanoglu and Hismanoglu (2011) believe that all of them have in common that "they all stress the characteristic of tasks in establishing contexts for natural language use and that they focus on form" (p. 48). However, one may ask what a task exactly is. As Ellis (2003) explains:

A task is a workplace that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive and oral or written skills and also various cognitive processes (2003, p. 16).

In other words, tasks will focus primarily on meaning and will have a context similar to real life. In order to develop these activities, there has to be an information "gap" that students need to solve to continue the conversation and they will need to rely on their linguistic and non linguistic resources to do this activity. Therefore, task-based language teaching focuses on creating communicative and meaningful tasks that will help the learner enhance communication and social interaction skills. The principal objective of this approach is to present opportunities for students to practice the target language through these practical and functional learning activities that have a meaningful purpose. Ellis (2009) distinguishes two types of tasks: unfocused and focused tasks. "Unfocused tasks are tasks designed to provide learners with opportunities for using language communicatively in general. Focused tasks are tasks designed to provide opportunities for communicating using some specific

8

linguistic feature (typically a grammatical structure)" (p. 223). However, although focused tasks are directed to the used of a particular structure, they are different from traditional grammar exercises in that they always have to have an outcome and a context. In other words, the "grammar structure" will be included but not explicit.

Also, as Ellis states, tasks can be used for "input providing" and also for "output-prompting" (2009, p. 224). Thus, this approach can be of use to develop all four communicational skills.

Task-based language teaching has several benefits for L2 acquisition, as Ellis (2009) states: it provides the "students" the opportunity for a natural learning in a classroom context; it stresses meaning over form but it can also emphasize form; "students" are motivated; it is primarily student-centered but it also allows teacher's input and guidance; it contributes to improve communicative fluency without disregarding accuracy and it can be combined with a more traditional approach (p. 242).

Nonetheless, task-based approaches to teaching have some drawbacks, as pointed out by Himanoglu and Himanoglu (2011). First, the resources needed beside the textbook and which the teachers would need to create and provide. Second, this approach relies on the creativity and the time of the instructor to develop and present those tasks. Third, instructors might face learner rejection to these types of activities because they are used to more traditional approaches.

Regarding the first two drawbacks, to implement task-based activities instructors have to make decisions and design which type of activities should be included. Moreover, task-based activities follow a sequence to guide the learner in the process, as explained by Ellis (2009). This sequence is described in three phases: pre-task phase, the main task phase and the post-task phase. The implications of this approach are then that, before performing the

main tasks learners need to be prepared and familiarized (through the pre-task phase) with the topic and/or the language models included in the main task. After the main task, the instructor might want to highlight how the task pertains to real life (through the post-task phase), showing learners the purpose of the task and review and practice the language structures covered. Linking tasks to real life is essential for this approach given the fact it is not conceived as language-based only but also as a means to understand the social context that surrounds the activity.

To help instructors with the implementation of task-based activities in the classroom, Ellis proposes several principles:

- Tasks must be adapted to the proficiency level of the students

- Tasks need to be trialed and revised to be sure they contribute to the purpose of the course

- Teachers need to understand what the task is

- Teachers and students need to understand the goal of using tasks in the class and the benefits for improving their communicative skills

- Teachers should be involved in the design of task materials

In addition, Task-based Language Teaching (TBLT) "aims to create a context in which grammar can be acquired gradually and dynamically while at the same time fostering the ability to use this grammar in communication," as explained by Ellis (2009, p. 238). That is, TBLT gives a great importance to the role of context and does not focus exclusively on grammar structures as other SLA traditional methodologies. Then within this approach the introduction of drama techniques, such as role-plays, could play an important role on the creation of task-based activities. Moreover, theatre tasks are always embedded in a context and involve authentic situations with authentic vocabulary and body language, similar to what a real situation could be, as TBLT advocates. Therefore, in these types of tasks learners are not focused on the form –memorizing verb conjugations or words– but instead, they are

10

learning these by understanding the context of a situation, learning the language meaningfully

since they are applying those structures and words to a real task.

Finally, regarding the third drawback listed by Himanoglu and Himanoglu (2011),

learners 'rejection of task-based activities, Ellis proposes that one option is to train or

familiarized the learner on this type of tasks. In addition, he suggests that planning is vital to

the success of a task; therefore learners should be given enough planning time for each task.

In this respect, drama techniques might help learners overcome this negative attitude about

task-based activities since preparing for them necessarily involves team collaboration.

II.4 Cooperative Learning

Second language instructors often encounter in the classroom students who are not

fully motivated to learn the target language or who do noT feel comfortable participating in

task-based activities where they have to produce an output. The incorporation of the

Cooperative Learning (CL) technique in the L2 classroom might serve to alleviate these

issues, by encouraging learners to collaborate within a group for a common goal. Johnson

and Johnson (n.d) define Cooperative Learning (CL) as "the instructional use of small groups

so that students work together to maximize their own and each other's learning" (p. 2). In

other words, the basic elements of CL are that students work together in small groups to

achieve a final goal: learning an academic subject. Thus, the teacher becomes a facilitator

that presents an activity or task that students will have to discuss and develop together.

Students are responsible not only for their individual outcome but also for the outcome of the

entire group. Moreover, all group members should accomplish the goals, and as a result, there

is an attitudinal shift on the members of the group, i.e., team members ask for help, explain

and motivate other members so they all succeed. Therefore, the two essential conditions of

CL are that there has to be a group goal, and also its success will depend on the individual

11

learning of every member, as stated by Slavin (1988). That is, there must be individual

accountability as well as group accountability. In other words, promoting cooperative

learning and an individual student achievement as well. In addition, Slavin (1991) points out

the importance of the idea of "equal opportunity for success" within CL, which means that

each member will be able to contribute to the team as long as she is improving from one

performance to another. The objective is that everybody does his best performance at the end

(Slavin, 1991, p. 73).

Jacobs, Power and Loh (2002), in their book *The Teacher's Sourcebook for*

Cooperative Learning: Practical Techniques, Basic Principles, and Frequently Asked

Questions, describe the benefits students might obtain from the use of CL, based on the

results of previous studies. These benefits are the following:

- Students can improve their academic achievement

- There is a more active involvement in learning

- More motivation

- Students have more responsibilities for their own learning

- There is an improvement in interethnic relations and acceptance of academically

  challenged students

- There is an improvement in time needed to realize the tasks

- Students improve their collaborative skills

- They like school more

- There is an improvement on students attitudes toward learning, school, peers and

  themselves

- They increase their ability to appreciate and consider different perspectives

- The teacher is able and has more opportunities to observe students learning and assess

(p. XI)

The introduction of CL techniques in the L2 classroom might serve to foster motivation as students work together for common and individual communicative goals. In addition, it might be conducive to empowering students in their own learning process due to the great responsibility they would be assigned not only in their own learning process but in their group members as well. This in turn, would help achieve a student-centered class, consistent the communicative approach. Finally, the application of drama techniques (in conjunction with CL) might help promote CL showing students how to be autonomous, facilitating their learning and fostering communication and interaction between the students.

In both fields, Second language acquisition and theatre, cooperative work and organization is encouraged because, as Johnson and Johnson (n.d) state in relation to CL, working in a cooperative way encourages all group members to help and benefit from the work of each other instead of competing between them. Moreover, it makes them aware that they all share the same fate and that each person´s behavior can influence and is influenced by the rest. Through cooperative learning integration skills are fostered with the consequence that in the end the group is proud of working together and celebrate their achievements (Johnson and Johnson, n.d). Therefore, bringing activities from the theatrical field to the L2 classroom seems to be desirable in order to help teachers create tasks (for example through role-plays) and develop learners´ CL, which has been found to bring positive outcomes in other disciplines.

III. Applied Theatre in the Second Language Classroom

The word "drama" in Greek means "action"

The present study explores the possible benefits of the introduction of drama activities in the second language (L2) classroom. We have discussed the importance of both the input and the output in the acquisition of an L2, as well as the context in the communicative classroom. Moreover, approaches such as task-based and cooperative learning were discussed as possible alternatives to enrich classroom activities, through learning to work towards a common goal as a team. Similarly, the implementation of drama activities might serve to enhance the L2 classroom experience through body movements and/or role-plays. This section discusses how drama techniques can be implemented in the L2 classroom.

As stated by Ronke (2005), the use of theatre or drama activities in the language classroom started in the context of teaching English as a Second Language (ESL) and this discipline has developed a long history of research (p. 37). This research, although in a different discipline, can be used to inform L2 teaching practices. Interestingly, a closer look at oral production activities for L2 learners reveals a close connection between these exercises and what is understood by theatre and drama. For example, in the L2 classroom grammar structures and/or new vocabulary are introduced to the learners through reading dialogues and representing different roles. Similarly, it is not rare to see a teacher using Total Physical Response to demonstrate concepts or to try to explain to students what they need to learn. Furthermore, when students develop conversations they are following examples that in some way imitate real life dialogues. In conclusion, these examples show how certain L2 activities already share a common ground with theatre.

Applied theatre or drama pedagogical activities in the L2 classroom is a growing field of interest. Perhaps one of the reasons is related to Michael Anderson and Julie Dunn´s (2013) book *How Drama Activates Learning: Contemporary Research and Practice* , where

they state that drama is "capable of adapting and transforming itself to activate many different types of learning by engaging its participants and audiences using approaches ranging from those normally associated with theatre to those that are more improvisational and processual in nature." (p. 4) That is, drama activities can be used in different fields such as L2 teaching because its techniques can fit the goals of many disciplines.

Support for this idea is found in Susanne Even's (2008) statement about the incorporation of drama pedagogy in a foreign language (FL) context. She asserts it is "is both a realization and an extension of communicative language teaching aimed at developing communicative (Canale and Swain, 1980) and interactional competence (Kramsch, 1986) in the foreign language" (2008, p. 162). She also states that an important part of this pedagogy is that it combines "interactive language in use with heightened awareness of appropriate linguistic structures." Moreover, Even believes that this pedagogy is unique since it involves both kinesthetic and emotional dimensions making students empathize with others but also having to involve their physicality.

Furthermore, Ronke (2005) draws a parallel between drama based techniques for FL and the communicative approach finding five common elements in both techniques: 1) students interact with each other; 2) activities are student centered; 3) learning is action oriented and students implication is a key element; 4) promote a low affective filter atmosphere in the classroom to be effective; and 5) utilize contextual and textual exercises.

The literature reviewed on the implementation of drama activities in the foreign language classroom seems to indicate that the implementation of these activities might have an effect on the following areas: 1) creation of a safe environment for students to collaborate; 2) student motivation; 3) students' intercultural awareness; 4) students' physical involvement; and 5) students' oral

15

proficiency. The following sections present a review of the literature on the effects of the implementation of drama techniques on each of these areas in order to establish a theoretical foundation for the present study.

III.1 The effect of drama activities in the creation of a safe and collaborative environment.

The creation of a safe environment in the foreign language classroom is a key factor for learning to occur, as stated by Krashen's *affective filter hypothesis*. Students usually feel afraid of producing in the foreign language in front of the class, their level of anxiety rises when it comes to participation and this might be one of the factors that contributes to the disparity between their performance and their linguistic competence, as Chomsky mentioned (1959). Thus, the creation of an environment where student anxiety won´t inhibit their learning process or influence negatively in their self-esteem is vital. Horowitz and Cope (in Piazzoli, 2011) identified three types of anxieties: communication apprehension, test anxiety and fear of negative evaluation from others (p. 562). According to Piazzoli instructors should attempt to reduce these elements that provoke anxiety by creating an affective space where students feel no pressure and are capable of interacting and producing in the target language. This author states that "when the affective space is established, a supportive atmosphere enables participants to take risks within the drama that can trigger experimental learning" (2011, p. 562). Piazzoli 's research confirms that this is possible through the incorporation of drama activities and that in an affective space students were capable of developing trust in their group and themselves. Moreover, she discusses the possibility of students increasing their spontaneous communication in the foreign language and being able to assume different roles and work in creating authentic contexts which motivated them.

16

Similarly, Susanne Even (2008) argues how "the fictional context of drama situations serves as safety zone" where students and teenagers, who normally are shy and afraid of making mistakes, can work on their oral production (p. 163). That is, drama activities, in some way, allow students to enter into an imaginary situation where they are no longer students in a classroom but instead, roles in a situation, creating a distance where their confidence is bigger.

Regarding the creation of a collaborative learning environment, Piazzoli also mentions the importance of students´ collaboration, in line with the collaborative learning technique. Theatre is a collaborative art and therefore the use of drama techniques in the classroom will always entail the participation of more than one person. Thus, one of the primary things that can create this affective space is the collaboration between students to form a cohesive group or ensemble. The benefits of working on an ensemble will encourage students to speak out in front of the class, finding their own voice and possibly losing their inhibitions. The ultimate goal is to break their language block through a supportive environment and this might be achieved, as stated by several authors, through drama activities which will involve collaborative work. For example, Guilfoyle and Mistry (2013), suggest in their article that if students are in a supportive and interactive environment their level of acquisition and performance will be higher. Their study applies role-plays to improve listening and speaking performance since they believe that, as language is developed from social interaction, drama activities can bring all these items towards a supportive and interactive environment to the class (2013, p. 68).

III.2 The effect of drama activities on students' motivation

Another area that implementation of drama activities might have an impact is on students' motivation. Joe Winston (2012), referring to new classroom dynamics, says "once

again, the problem of interest, of motivation has not been automatically solved by new technologies and newly designed curricula" (introduction). Nowadays, we face the problem of the "core" classrooms, i.e., many students are enrolled in a language class not because they want to learn but because it is a requirement. However, an abundance of studies have clearly stated that the use of literature and drama in the class might serve to engage students in the learning process (Collie and Slater (1987), Iandoli (1991), Selena Millares (2003), Ronke (2005) and Piazzolli (2011), among others). Collie and Slater (p. 4) argue that the incorporation of literature encourages students´ involvement and hence their motivation is greater. Thus, it stands to reason that if students´ involvement is greater, so are their initiative and creativity and as a result autonomous learning is feasible. Moreover, Millares (2003) believes that this type of activities trigger student's curiosity while Iandoli (1991) asserts that this engagement is even bigger if students relate these activities with their own lives or they see a practical component in them.

Furthermore, it seems then that collaborative activities can motivate students, giving them a common goal where each of them has a responsibility that is vital to succeed. In addition, having the ability to communicate and to create dialogues with their classmates where they are physically active (using their body as well) might increase their creativity and imagination, turning the exercises into fun activities.

Although motivation can be internally generated, it can also be triggered externally through interesting activities that stimulate student interest and attention. Students are more motivated when they believe that what they learn or see has a practical application for them. In this respect, activities proposed within drama pedagogy can be motivating and have a positive effect on student motivation, as they resemble real life situations.

III.3 The effects of drama activities in the creation students´ intercultural awareness

Another area where the implementation of drama techniques might have an impact is on the creation of students´ intercultural awareness. Activities resembling real situations in a foreign language, intrinsically entail the target culture. That is, students learning a language are also becoming aware and exploring a different culture. The importance of this awareness has been stressed on the American Council for the Teaching of Foreign Languages (ACTFL) five standards for foreign language learning as follows: Students must demonstrate "an understanding of the relationship between the practices and perspectives of the culture studied" (ACTFL). There seems to be consensus in the literature regarding the importance of understanding .how the target culture behaves, thinks or reacts. Mercuri (2002) states that language is the way to teach the culture and traditions of a society. With this goal in mind, theater might facilitate the development of students´cultural awareness.

Theatre activities are based on a communicative, interdisciplinary and collaborative approach to learning. As it can be seen, the combination of practicing language with the exposure to culture is given by these exercises. In the foreign language classroom, an effort should be made to select cultural relevant contexts for the dialogues, keeping in mind that the goal is for students to acquire cultural competence making them aware of what they might find in real social interactions. In addition, it is important for students to be able to relate their own lives with these exercises, as pointed out by Iandoli. In this respect, through the implementation of drama techniques, we are enabling students to understand better and to be capable of interacting with other cultures in the future by comparing the situations from one culture to another. As teachers we need to avoid stereotypes or mere data about

19

cultural components; we should encourage students to explore the differences and similarities and that is why the contexts provided by drama exercises can be so useful. If students participate in a role play, they are putting themselves in the shoes of others and their experience will enhance their linguistic and cultural competence acquisition. Typically, activities that involve drama include not only the context and the situation but also emotional reactions that allow students to examine behaviors and also be aware of their own communication style.

III.4 The effect of drama activities for embodiment

This section explores how drama activities can include the nonverbal component and incorporate the body in the communicative interaction. In other words, embodying actively with our body the language. Typically, nonverbal communication is not emphasized in the second language classroom. As a result, students are expected to produce language sitting at their desks, with no awareness of what´s happening with their body. In this fashion learners are expected to concentrate exclusively on their linguistic performance and, therefore, are not fully communicating.

Previous studies on the effects of incorporating the body or nonverbal communication in the learning process, claim to be highly beneficial for acquisition. Moreover, Rivers (1987) states that we should understand interaction "in a context, physical and experimental, with nonverbal clues adding aspects of meaning beyond the verbal" (p.4). Then teachers need to create "lively attention" and active involvement among the students to foster and enhance their communication skills, as pointed out by Ronke (2005, p. 105). In other words, the embodiment of an argument or a text with their entire sensorimotor system can help students not only to develop their communicative competence but their cultural one as well.

20

Furthermore, several studies have pointed out that experiences that are embodied might be retained better in our brain. In particular, Jennifer Parker-Starbuck (2014) states we learn through doing. Support for this hypothesis is found in cognitive research where "according to the embodied cognition framework, comprehension of language involves activation of the same sensorimotor areas of the brain that are activated when entities and events described by language structures are actually experienced" as shown in Vaci, Radanovic, Marmolejo-Ramos and Millin's (2014) research. In other words, the probability of retaining a particular linguistic structure is higher when learners relate language structures to an action that they have also experienced with their own body. Kleinschroth's (1996) study showed that when body movements or actions were included in the learning material, students memorized better and forgot less (in Ronke, 2005, 159). That is learning in an active way and not only being exposed to a linguistic structure.

The studies reviewed indicate the benefits of using drama as a pedagogical tool that will entail an active learner's participation with the use of the body to add to the communication message and to help him with the acquisition of new concepts. In this fashion, drama activities not only promote the acquisition of linguistic structure but also enhances learner motivation and interest since they are more engaged by experiencing the activity in a more active way, as explained by researchers such as Guilfoyle and Mistry (2013), Rebollo et. al (2012), Even (2008) and Ronke (2005).

III.5 The effects of drama activities on oral proficiency

This section discusses the possible effects on oral proficiency of the implementation of drama techniques. Recent studies, such as Gill (2013), Rebollo, Laso and León (2012), Khatib and Sabah (2012) or Ronke (2005) among others, have pointed out the benefits of using drama activities in the second language classroom to improve students´oral skills.

21

Furthermore, the studies reviewed seemed to agree that the application of theater or drama activities in the classroom can enhance students´ confidence, fluency and accuracy in their speech. Likewise, Davies (1990) states that:

> Drama activities facilitate the type of language behavior that should lead to fluency, and it is accepted that the learners want to learn a language in order to make themselves understood in the target language, then drama does indeed further this end (p. 96).

Support for Davies's findings is found in Motos' (1993) study. He states that drama activities improve oral expression, influence the development of verbal fluency, encourage the acquisition of skills to express content in a sequenced manner and, finally, stimulate students´ imagination during oral production . Moreover, Boquete (2011) states that the use of drama can help students communicate with fluency. In his study, Boquete integrates dramatic games into the classroom in order to improve L2's oral production, particularly suprasegmental elements of Spanish as a second language. The data obtained from his interviews, surveys and recordings seem to indicate that these activities helped improving students´ communicative skills. However, we should point out that fluency was not measured individually in a quantitative way in his study. Furthermore, research seems to point to the positive effects the use of theater might have on the acquisition of vocabulary (Rebollo, Laso & León (2012); Ronke (2005)). In particular, in Rebollo, Laso & León´s (2012) *Thalia* project students were able to recall words that were learnt through a theatrical script, in a spontaneous conversation in a different context. In addition she states in her conclusions that the teachers who evaluated her results reported that "students spoke more fluently, spontaneously, and naturally, employ[ed] more varied

vocabulary and sentence structures, and [were] less inhibited towards language" (p. 279).

Gill (2013), among others, have pointed out another benefit of the use of drama activities in the classroom, namely it provides teachers with a tool for setting students practice and participation in the different types of oral interaction described in ACTFL´s Standards, such as interpersonal, interpretative and presentational oral productions. In this fashion through the use of drama techniques, teachers are able to create exercises designed to develop each type of oral communication that students might encounter in the future.Another aspect that should be taken into account is the use of drama to improve L2 pronunciation.

In sum, creating activities to improve oral skills in students is something that should not be neglected. Poor oral communication skills (due to a lack of fluency, a poor/incorrect pronunciation or others) can lead to a breakdown in communication and negative effects in the native speaker as a listener (Munro, 2013; Gluszek and Dovidio, 2010; Villasescusa, 2009; Gil, 2007). The challenges that students might face with oral production can create not only a low self confidence but also being less accepted by the native speakers. Therefore, activities should be implemented that will foster students´production as well as create a safe environment for learning to take place.

Overall, the literature reviewed seems to indicate that the use of drama techniques has positive effects on L2 classrooms. These student-centered drama activities, with a practical component, have a great potential to increase students' interest and enthusiasm for Spanish language and culture and motivate them to study beyond the requirement. Moreover, the use of drama exercises could help students learn how to interact and therefore to communicate adequately in the target culture.

The main goal of communication is to share ideas with another person, hence teaching a language implies preparing learners for a real interaction where they would be able to keep the listeners' attention and understand their responses. As Even (2008) states, through drama students will be able to confront fictitious situations that "require not only their intellectual-linguistic faculties but also body language, joint negotiation of meaning and emotional understanding" all of them skills prescribed in the ACTFL guidelines.

However, we should point out that most of the studies reviewed, suffer from a major drawback, i.e., they reach conclusions mostly based on intuition rather than on empirical evidence. Therefore, one of the goals of the present study is to provide a quantitive analysis, (as well as a qualitative one) of the data in order to achieve a more objective analysis of the results.

The following chapters present the study on the effects of the implementation of drama techniques in Spanish L2 learners´oral production. This study was carried out within the elementary Spanish classroom at Auburn University.

IV. Hypothesis and Objectives

As it has been stated in the theoretical framework, including drama activities in the class can be useful for: creating a safe environment where students can produce an output with less anxiety, motivating students, improving their intercultural awareness, learning in an active way including their body and improving their oral production as a result of everything mentioned before. This study aims to explore some of the potential effects that the introduction of drama activities in the classroom might have. The study's objectives, therefore, are the following:

- To analyze if students believed these activities created a safe environment where they could produce an output with less anxiety preparing them for their oral assignments in class.

- To analyze whether or not the drama activities improved their oral production (in terms of vocabulary acquisition and oral fluency development)

- To analyze whether including drama activities with an active/body component improves or not their oral production.

- To evaluate whether native speakers perceive differences between the group that did drama activities without including their body, the group that included active drama activities and a group that did not do any drama activities.

- To analyze if the use of drama activities enhances/favors retention.

V. Methodology

This section provides a description of the methodology used to collect the data for the present study, as well as the data analysis carried out**.**

V.1. Participants:

Participants for the present study were recruited from 9 different first year Elementary Spanish classes offered by the Foreign Language Department of Auburn University in the fall of 2015. In addition, native Spanish speaker instructors from the same university were recruited to evaluate participants' oral performance.

The selection of the 1010 level, first year Elementary, was made based on two parameters:

- First, a new task-based approach textbook, *Gente*, was adopted for the 1010 level; this book was more suited to the purpose of the study than the book the 1020 level was using the same semester, *Dos mundos*.

- Second, during the first semester of Spanish, students have been less exposed to oral production in Spanish. They lack fluency and have a very limited range of vocabulary. These characteristics made them an ideal population to study the impact of the dramatic techniques.

Participants who completed every phase of the study included 56 L2 speakers of Spanish. As you can see in Figure 1, 86% were between 19 and 20 years old, 11% between 21 and 22, 2% between 23 and 24 and 2% older than 24.
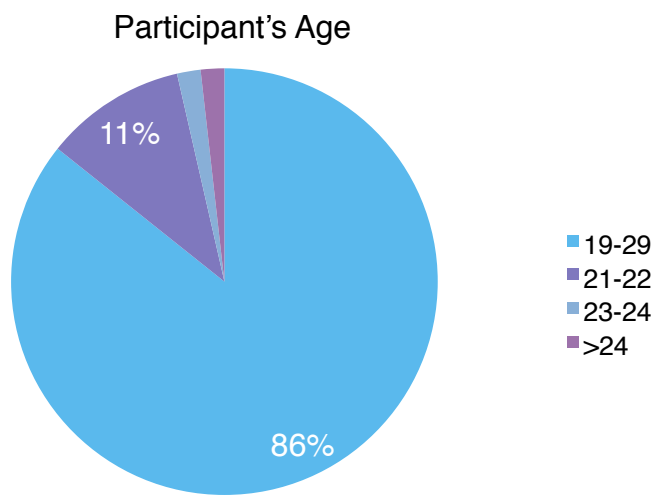
Participant's Age

Figure 1: Participants' Age

Among these participants 70% of them were women and 30% were men, as shown in Figure 2.

Participants' Gender
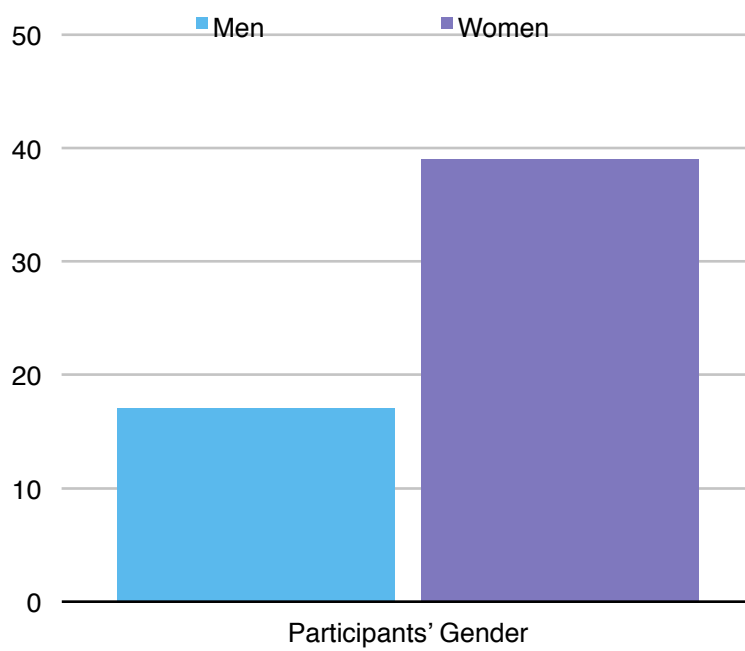
Figure 2: Participants' Gender
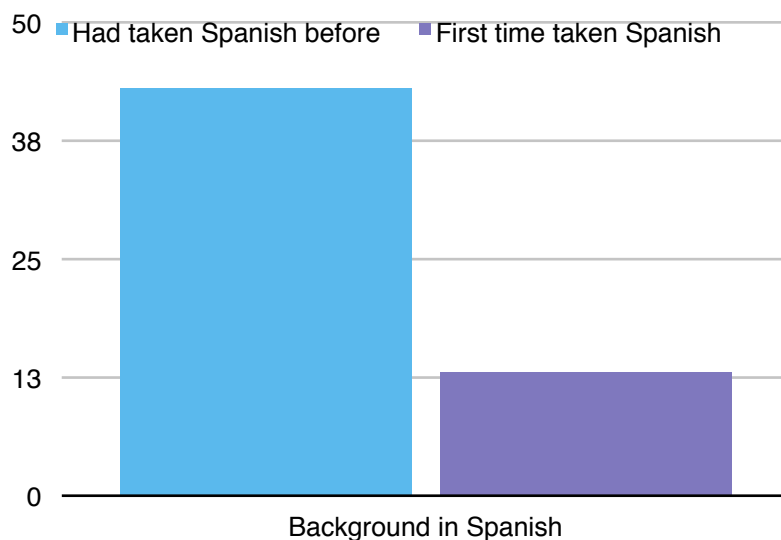
Figure 3: Participant's Background in Spanish

In terms of previous knowledge of Spanish, 77% of them had taken Spanish before College, while for 23% of them this was the first time they were taking the language, as illustrated in Figure 3. From the students that had taken Spanish before: 49% had taken between 2 and 3 years, 25% had taken 1 year, 14% between 4 and 5 years, 7% more than 7 years and 5% between 6 and 7 years of Spanish. Finally, 5% of the students had Spanish family members with whom they talked in Spanish.

Regarding their motivation to take Spanish, 64% of them stated that they were taking Spanish because they had a language requirement for their major, 23% answered that they chose Spanish for their career goals, 5% explained a teacher or a mentor recommended the language to them and 4% was taking Spanish because there was no other language option.

To recruit the participants, first a set of Elementary Spanish class sections and instructors were selected; this selection will be explained later. All students attending those sections received an email with the primary information about the study: the name of the researcher, the tasks they would be asked to do, the potential risks associated with participating in the study and the way these were minimized, the extra credit compensation they would gain and finally the researcher's contact information. After sending the email, the researcher visited all the selected classes to recruit participants through a power point

28

presentation about the study (Appendix 1). Regarding the native Spanish speaker instructors, 9 Elementary Spanish instructors or Graduate Teaching Assistants were recruited.

V.2. Procedure:

In order to asses the benefits of the implementation of drama activities in the Second Language (L2) classroom, a set of activities were designed to suit the Elementary Spanish curriculum and were easy to carried out. Moreover, since the study was going to be conducted within regular class time, all students were going to be exposed to the activities, i.e., students participating in the study and students not participating in the study. For this reason, activities were developed to cover the assigned material and to be suitable to all students in the classroom. As it was mentioned in a section before, the textbook used in the Elementary Spanish level at Auburn is *Gente,* a book based on a Task Based Learning Approach. Each chapter of the book suggests an oral interaction exercise is suggested in which students have to interact with a classmate within the context of a particular situation. Therefore, the book itself offered a place where the drama activity could be introduced. Role-plays were selected as the drama activity to be used in the experiment, based on the results from previous studies and the goals of the present research.

Role-plays were chosen over other activities because they help students to develop both the "verbal"[1] aspect of communication as well as the new "social learning[2]" component. In addition, role-plays usually involve authentic situations; vocabulary and body language similar to what the student will find in the target country, an aspect closely related to the task based learning approach followed by the book. Moreover, these activities also help the

---

[1] Verbal refers to vocabulary and language structure acquisition.
[2] Social learning refers to the techniques that help students learn in social contexts. Therefore role-plays can help them learn the target language through interactions and communication with others.

students to discover about their own aspects about the target language and culture and can serve to build their self-confidence when meeting native speakers, as pointed out by Boquete, 2011 (p. 205); Ronke, 2005 (p. 107).

Furthermore, the use of scripted role-plays based on the material of each chapter, could allow the students to incorporate grammar structures into scenes, beyond the mechanical exercises such as *fill-in-the-blank*. Scripts could serve to foster student production of meaningful language in contexts similar to real situations where dealing emotions and solving problems is expected.

V.2. 1. Experimental conditions

The present study was conducted during regular class time and as a result, it had to follow the set daily plan foe all Elementary Spanish class sections; meaning that each day all sections would be covering the same pages of the book (same vocabulary and grammar structures). Therefore, the activities could change from one class to another but not the content. In order to achieve the goals of the present study, that is, to asses the effects of drama activities in the acquisition of vocabulary and fluency, participants were divided into three experimental groups: a control group, and two experimental groups, as follows:

- Control Group One: This group was not exposed to any drama activities. It was comprised of a total of 10 students, recruited from two classes with the same instructor. These students represent the control group for this study.

- Experimental Group Two: This group of students memorized the role-play scripts but did not embody them. It was comprised of 21 students, recruited from 3 sections with 3 different instructors[3]. The objective of this group is asses whether or not embodying the

---

[3] One of them was the researcher

action improves students' oral production, as many researchers have suggested (Ronke, 2005; Guilfoyle and Mistry, 2013).

- Experimental Group Three: This group of participants memorized and embodied their role-play scripts. It was comprised of 24 students, recruited from 4 sections, with 4 different instructors[4]. This group represents the complete the implementation of drama activities in their entirely.

For groups 2 and 3, the researcher created the lesson plans of each chapter guaranteeing that, independently of who the instructor was, there was time to do the role-plays. Moreover, the researcher conducted all the role-plays in the third group, that is, the group that had to both memorize and embody the scripts.

The objectives of having these three groups were:

- To facilitate a comparison between the control group and the two experimental groups, i.e. covering the same materials with role-plays. The goal was to make sure that all groups received the same vocabulary and language input, but in a different format with respect to the implementation of drama activities.

- To analyze whether or not including physical activity in role-plays has an effect in the acquisition process, as suggested in previous research, e.g., Ronke (2005) among other authors. Ronke states that "actions broaden perception and enhance understanding" (2005 p.159). Moreover, students in group three incorporating the role-plays and the embodiment would be more likely to understand that not only the words are important when we communicate but also the nonverbal aspects such as actions, gestures and facial expressions. Notice that most of the dialogues were related to actions and if students were

---

[4] Three of these instructors were the same as in Experimental Group Two. At Auburn each instructor has, normally, 2 classes. Therefore, we had only 5 different instructors for all the classes, including the researcher.

31

able to learn both, they would be closer to the pragmatic use and the culture of the foreign language.

The main goal was that, after those chapters were covered, all groups would do a final interview/role-play where their performance could be compared.

V.2. 2. Development and integration of role-plays

To develop the scripts three chapters of the book *Gente* were selected: Chapter 4 "People shopping (clothes, colors, shopping)," chapter 5 " People in shape (healthy style of life, sports, parts of the body, healthy food)." and chapter 6 "People in their house and jobs (parts of the house, professions, commands)."

Four students were assigned to each role-play and two different scripts, with the same grammar structures and vocabulary covered in the chapter, were developed. In the first role-play (chapter 4) each student had a script that ranged in length between 26 and 28 words. In order to gradually build up their communication skills, the number of words in the scripts increased over the course of the study. Therefore, in the second role-play (chapter 5) I increased the number of words ranged in length between 36 and 38. In the last role-play (chapter 6) the increase rate was lower and each student had between 37 and 40 words.

The role-plays scripts were given to the students always one week before they were performed in class, in order to give them enough time to understand the various components that were part of each situation. Within the preparation time, the goals for students were to review: what the situation was about, to whom they were speaking, and what were the circumstances in order to be able to recreate a meaningful conversation.

Furthermore, the first two role-plays were recorded with three or four native speakers saying the dialogues, in order for students to use as a model for pronunciation. However, results and student comments in class showed that none of them listened to these recordings,

so for the last role-play, no native speaker recording was provided to students in order to see if there was any difference. Although some of these could be compared to the audio-lingual method because they expect them to memorize and repeat scripts, these scripts were totally contextualized and, in the experimental group 3, combined the use of simultaneous actions and body language. Moreover, an effort was made to recreate the real situation by using props in each role-play for group three. That way, the artificial situation would become more realistic and closer to the authentic life communication (Appendix 2 scripts and pictures of props). For this experimental group, the script included stage directions and actions students should do while they performed the script. In experimental group 2, students remained seated at their desks and said their script from there.

V.3 Data collection

To measure the results of the experiment, both quantitative and qualitative data were collected. Quantitative data was obtained from an analysis of different parameters established by the researcher and qualitative data were collected through native speaker's perception of the L2 learners' productions.

V.3.1 Data collection procedure

Although every student participated in the role-plays, the data was collected only from students who had agreed to participate in the study.

In this section I would like to note some of the potential risks that students associated with participating in the study. These concerns were that participating in this research would affect their Spanish grade, since most of the activities were part of their class and how their confidentiality was going to be protected, since some of the activities were video recorded. These elements were minimized removing their personal information from their data and

identifying the participants with randomly assigned numbers. In addition, the production data

evaluated by the instructors had only the audio and the evaluators were carefully assigned so

they were not evaluating their own students, so it would not affect their Spanish grade. For

the participants that were in the researcher's class, another instructor recruited them and kept

their data until after their final grade was posted. Moreover, other Spanish instructors, not

including the researcher, evaluated students' final interview.

V. 3.1.1. Data collection from the role-plays: Empirical evidence

The application of drama techniques in the L2 classroom can have the potential of

producing positive effects on several aspects of students' production, such as vocabulary

acquisition or spontaneity when speaking, as mentioned previously (Ronke, 2005). In order to

obtain the empirical evidence on how role-plays might affect oral production, this research

has focused on measuring two aspects: their vocabulary learning and retention, and their

fluency development.

Since the scripts were written using the vocabulary[5] of each chapter, the goal was to

see how many words/structures students, measured as their ability to produced these words

spontaneously in the final stages of the experiment, learned. As Paul Nation (2002) states,

the "most exiting findings on recent research on vocabulary learning have revealed how

spoken production of vocabulary items helps learning" (p. 270). Moreover, if students

practice vocabulary through the production of role-plays, it might be more beneficial than

just doing regular and more traditional exercises where they are developing other skills

different to the oral ones. Also, if these words/structures are learned in a meaningful

---

[5] In this research, the concept of vocabulary includes not only individual words but also
language structures (combinations of more than one word)

34

context such as a role-play, which resembles a real situation, it also might be more beneficial, as stated in previous sections.

However, Swain (1995) points out, based on other researchers (Ellis 1988; Schmidt 1992), that it can not be forgotten that fluency and accuracy are "different dimensions of language performance and, although practice may enhance fluency, it does not necessarily improve accuracy" (1995, p. 125). That is why it seems necessary to analyze both vocabulary acquisition and fluency in order to see students' accuracy with the use of structures and vocabulary and their fluency.

Regarding fluency, Morales-López (2000) says that the concept can be understood as the "degree of competence the speaker must achieve to carry out any type of oral activity – in this case, spontaneous conversation" (p. 268). In other words, students need to have the ability to express their message; to manage the communicative resources; and to identify the appropriate context to avoid interferences. Likewise, Oppenheim (2000) analyzes two dimensions in which fluency has been defined: "*nativelike selection* and *nativelike delivery*" (p. 220). She explains that *nativelike selection* is when the nonnative speaker uses familiar and used phrases that suit in particular situations "to convey a speaker's message." While the *nativelike delivery* (in American English) consists in 5 characteristics[6]:

> (1) a rate of delivery of between 150 and 200 words per minute; (2) short pauses
> lasting less than .5 seconds between short stretches of speech; (3) short stretches
> of speech consisting of between four and ten words; (4) an intonation pattern; and
> (5) stress-timed delivery, where important words are spoken at a slower rate and
> at a higher pitch or louder volume (p. 220)

---

[6] Oppenheim describes these 5 characteristics based on different authors such as Jansma 1987; de Bot 1992; Arevart and Nation 1991; Stern 1992; Ellis 1996; Staum 1987 and Stern 1992.

As we can see, fluency turns out to be a more complex term to assess. However, fluency could be a good characteristic to measure in order to assess the results of this study. These elements are the following:

- Oppenheim (2000) states that the use of recurrent sequences are "evidence of second/foreign speaker's fluency" (p. 220) which means that if students memorize the scripts which include those sequences, and they retain them and use them again, their fluency will also improve.

- Moreover, Pawley and Syder (1983) argue that "memorized sentences and phrases are the normal building blocks of fluent spoken discourse and at the same time provide models for the creation of many (partly) new sequences which are memorable and in their turn enter the stock of familiar usages" (p.208), which means that memory plays an important role in fluency and therefore, scripted role-plays can be a great tool for students to memorize those recurrent sequences in order to assimilate them and use them again. This statement recalls what Rebollo, et.al (2012) observed in their experiment *Thalia,* i.e where students were capable of recalling words learn through theatre in other environments and contexts. Furthermore, it seems logical to assume that all this establishes a relationship between the two dimensions that Swain stated: accuracy and fluency. Thus, measuring both of them we can collect more concrete results.

Therefore, from the role-plays we will measure and compare experimental groups 2 and 3 in order to assess in which of them participants memorized more structures and which structures were not recalled.

V.3.1.2. Pre-test, Role-play and Post-test

Participants completed a pre-test questionnaire before starting the experiment. The pre-test (Appendix 3) had four parts: first, four socio-demographic questions; second, three

questions regarding their Spanish background and their motivation to study Spanish; third, ten questions in Spanish to measure their Spanish level, as participants had to see if they could understand the questions and respond to them in Spanish to it; the last part of the questionnaire consisted of a recognition task. A list of 35 words and word sequences was presented to participants (some of them were part of the vocabulary and 5 of them were distractors). They were instructed to underline the words that were familiar to them and then try to translate them into English. Both questions and words/word sequences would appear in the role-play scripts.

At the end of the experiment participants had to complete a post-test. This post-test included a third part where participants were asked their opinions about the value of implementing or not role-plays (for participants in group 1) and the relationship between the use of role-plays and their oral production (Appendix 4).

V. 3.1.3. Final Interview

The final stage of the experiment was made the 1st, 2nd and 3rd of December after all role-plays were performed in the class. In this activity participants had to work with a partner (selected randomly). Each group received exactly the same three scenarios to perform a role-play together. One week prior to the interview, each participant received the role they would be playing and the instructions for each scenario (Appendix 6). Each pair of students had to create an improvised dialogue that would last minimum 1 minute and 30 seconds. The scenarios resembled what they had to do in the role-plays and the vocabulary and structures covered in those chapters. The three scenarios were the following:

 - Scenario 1: *The store*. One of the participants was the shop assistant and the other one the customer who had to buy presents for his/her mom and sister. The participants were provided with pictures of the items (which included colors and prices) and with the following

scheme of the action: a) greetings, b) ask for help, c) talk about 3 or 4 items, d) choose one item, e) pay. This scheme was given to them orally before they started the action. They could not see the items until they started.

- Scenario 2: *The doctor*. One participant was the doctor and the other participant was the student with bad and unhealthy habits. The participants were provided with a list of questions in English (for the doctor) and a list of responses (for the student) in English too.

- Scenario 3: *Their house*. Each participant separately had to describe in more than 50 seconds his or her apartment/house.

Therefore, from a memorized script I wanted to see how they would perform in each scenario. The scenario number one gave them elements to support their speech but it had to be a more spontaneous communication; the second scenario was a guided dialogue and the third one was a monologue. The goal was to see how they performed different problem-solving scenarios.

V. 3.1.4. Instructors' Questionnaire

Participant evaluating instructors were divided into 3 groups (3 instructors in each group). Each group listened to the production performance of 11 different groups of students performing the three scenarios. After listening to each group, the instructors had to complete a questionnaire for each student. This questionnaire (Appendix 6) consisted in seven questions. 6 general questions (talking about the overall of their performance) where they had to analyze: the level of comprehension of the students, the use of words and word sequences learned, the accuracy of their responses, their fluency, their capacity of changing from one scenario to another and their oral production. In the last question they had to establish in which scenario the student performed better and in which scenario the student performed worse.

V.4. Data analysis

These data were analyzed the following way:

- Role-plays: An excel template was used to record the number of times a word sequence or a single word was forgotten. Results were then compared between participants of Groups 2 and 3 and carried out a statistical analysis of the results.

- Pre-test and Post-test: responses were compared in excel in order to obtain quantitative results.

- For the final interviews/role-plays only the data from 25% of the participants were analyzed. This 25% was selected randomly from the entire group from those who had completed all the different tasks of the study. These data were analyzed in two different ways:

    - In scenarios 1 and 2 the vocabulary and structures used by the students were analyzed. A list of words and structures was created taking into account the chapters' vocabulary and structures, the material covered in the role-plays and the elements that students had to perform in this role-play. The goal was to analyze whether or not participants were capable of recalling words and structures from the role-plays that they performed in class or not.

    - In scenario 3: the fluency of their speech. Fluency has been measured in the literature by speech rate, articulation rate, phonation-time rate, mean length of runs (calculating the number of syllabus produced), number of silent pauses per minute, number of filled pauses, number of disfluencies, pace, space, among others. For the present study, the impact of drama techniques on fluency will be assessed through the analysis of participant silences or pauses made during their oral production, based on the technics that different studies

39

such us Cucchiarini et.al (2010) or Kormos & Denés (2004) have used. Therefore, these pauses will be studied in four different ways:

a) The number of silent pauses per minute, for example.

b) The length of all silences.

c) The number of filled pauses: pauses such as hum, er, mm, for example.

d) The number of words that are extended

d) The number of broken words: initial parts of a word, for example.

The choice of analyzing the silence was made because silence can point out hesitation phenomena in the students' speech, but it can also show when students use silence meaningfully (to maintain interest or suspense, for example, as mention by Sánchez (2002, p.152)).

VI. Results

This section presents results obtained for each phase of the experiment in the present study. Results will be introduced in the following order. Section VI.1 presents the results obtained on the Pre-test regarding participants' ability to respond to basic questions in Spanish and their ability to translate a list of vocabulary and phrases written in Spanish to English. Section VI.2 presents the data collected on the three Role-plays and section VI.3 shows the data collected through the Post-test. Finally, Section VI.4 presents the results obtained through a Final Interview. Presentation of results in this order would help track participants' fluency and vocabulary level in Spanish before and after the experimental treatment, as well as the difference between participants depending on the experimental group conditions.

VI.1 Pre-test

Questionnaires used in the pre-test phase had two main objectives. First to measure participant's ability to communicate in Spanish and second, to measure participants' prior knowledge of the vocabulary and structures targeted in the present study. With these objectives in mind, results were collected in these two areas.

VI.1.1 Ability to respond to basic questions

This section presents results collected through participants' ability to respond in written Spanish to a set of ten basic questions in Spanish. In order to carry out a data analysis, participants' responses were classified in seven categories using the following rubric:

- 0. The students did not answer to the question
- 1. They translated the question inaccurately to English and did not answer it
- 2. They translated the question correctly but did not answer it

- 3. They answered the question incorrectly in English, not Spanish

- 4. They answered the question correctly in English, not Spanish

- 5. They answered the question combining English and Spanish

- 6. They answered the question in Spanish but with a few grammar mistakes

- 7. They answered the question accurately in Spanish

It is important to notice that the material chosen for the pre-test questions was extracted from chapters 1 through 6 and the pre-test took place at a point in the semester when chapter 3 was being covered and students were about to begin chapter 4. Therefore, since all students were exposed to the content (vocabulary and language structures) of these initial chapters (1-3), we can assume they were at least familiar to the content of the questions 1, 2, and 3 asked in the pre-test, but they were not familiar to questions 4 to 10 since they were part of later chapters.

Category of responses/Questions	Category 0	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
Question 1: Name	2%	0%	0%	0%	0%	0%	33%	65%
Question 2: Age	0%	0%	2%	0%	0%	0%	44%	55%
Question 3: Nationality	2%	0%	0%	0%	11%	0%	56%	31%
5Question 4: Date	24%	2%	7%	0%	9%	4%	20%	35%
Question 5: Price of the backpack	62%	2%	0%	2%	4%	0%	18%	13%
Question 6: Is there a gym in the university?	13%	0%	0%	2%	4%	2%	24%	56%
Question 7: What do you want to visit in Puerto Rico?	15%	0%	2%	2%	2%	4%	53%	24%
Question 8: How are you?	35%	0%	2%	0%	4%	0%	18%	42%

Question 9: Where is the cafeteria?	62%	0%	0%	2%	2%	0%	27%	7%
Question 10: Number of rooms at your apartment?	29%	0%	0%	5%	0%	0%	29%	36%

Table 1: Data collected from 55 participants in this first part of the pre-test. Percentage of responses divided in the 7 categories. In blue the positive results for the majority; in pink when the results were negative for the majority; and in brown when half of the subjects respond accurately and the other half did not respond.

As we can see in Table 1 the majority of the participants were able to respond in Spanish accurately to questions 1, 2, 3, 6 and 7, with percentages for correct responses ranging from 65% to 53%. On the contrary, the majority of participants did not respond accurately to questions 5 and 9, which can be interpreted as they did not understand them or were not able to respond. Finally, results for questions 4, 8 and 10 show a percentage split between participants who were able to answer these questions and those who seemed to not understand the questions or were not able to respond to them, as shown in Table 1.

Furthermore, a general comparison of pre-test results among experimental conditions (i.e., group 1- control group; experimental group 2- role-play/no embodiment; and experimental group 3 -role-play plus embodiment) reveals similar results. As table 2 shows, the majority of participants had the same difficulties answering the same questions, pointing to the homogeneity of the groups (with the exception of the instructor of record) in terms of their ability to answer these questions, before the experimental treatment. Nonetheless, we should point out that a difference was found in participants' responses (to one question) among these three experimental conditions. Table 2 shows a contrast in participants' responses to question 10. That is, while participants in experimental conditions 2 and 3 answered correctly to question 10, participants in experimental condition 1 failed to do so.

Experimental Groups (E.G) /Questions	E.G 1	E.G 2	E.G 3
Question 1: Name	7	7	7
Question 2: Age	6	7	6
Question 3: Nationality	6	6	6
Question 4: Date	2	0	0
Question 5: Price of the backpack	0	0	0
Question 6: Is there a gym in the university?	7	7	7
Question 7: What do you want to visit in Puerto Rico?	6	6	6
Question 8: How are you?	0	0	0
Question 9: Where is the cafeteria?	0	0	0
Question 10: Number of rooms at your apartment?	0	7	7

Table 2: These results represent what the majority of the responses (classified in the 7 categories) in each group were

The results presented in table 2 seem to indicate that the level of the students at the beginning of the experiment was similar, independently from the class and experimental condition. Moreover, the questions where students had more problems with were those that covered material from chapters 4, 5 and 6, questions 4 through 10

VI.1.2. Ability to understand and translate vocabulary and phrases.

The second part of the pre-test was designed to measure participants' familiarity with the vocabulary included in the experimental treatment. Participants were presented a written list of 35 vocabulary words or phrases in Spanish, e.g. "tickets" (boletos), "I know Marcos" (conozco a Marcos). Participants were instructed to underline the concept if they recognized it and then translate it to English. Participants' responses for this section of the pre-test were classified according to accuracy into six categories, as seen in the rubric below.

1. They do not know (because they don't underline the word or phrase) or do not answer

2. They seem to recognize the concept and underline it but do not translate it

3. They do an inaccurate translation

4. They try to explain the concept or what it can be

5. They write something related but not exact

6. They do an accurate translation

Table 3 presents a summary of the overall results for this part of the pre-test. The rows include the list of vocabulary and phrases in Spanish and the columns the category of their response according to their accuracy.

List of Vocabulary and phrases/ Categories of responses	1	2	3	4	5	6
Tickets	56%	9%	18%	0%	0%	16%
Red	4%	0%	2%	0%	0%	95%
Student	0%	0%	0%	0%	4%	96%
"You are right"	47%	5%	25%	2%	7%	13%
Name	0%	0%	5%	0%	2%	93%
"I have to buy"	22%	2%	11%	0%	18%	47%
Beach	2%	0%	0%	0%	2%	96%
Purse	49%	9%	18%	0%	0%	24%
Early	60%	5%	27%	0%	2%	5%
"I know Marcos"	67%	7%	9%	0%	4%	13%
"I want to pay with cash"	25%	2%	18%	7%	25%	22%
Gym	0%	0%	0%	0%	0%	100%
Food	2%	0%	5%	0%	0%	93%
"I am sick"	24%	0%	9%	2%	9%	56%
Downtown	9%	2%	18%	0%	7%	64%
"She works too much"	45%	2%	13%	4%	22%	15%
Rooms	22%	2%	53%	0%	7%	16%
Car	16%	0%	5%	0%	0%	78%
"What is your profession?"	75%	5%	2%	0%	7%	11%
"It is important to eat healthy"	47%	4%	7%	2%	16%	20%
Sick	29%	0%	11%	0%	0%	60%
"I agree"	76%	5%	15%	0%	0%	4%

45

"Continue in this road"	87%	4%	5%	0%	0%	4%
Monument	2%	4%	0%	0%	4%	91%
Sleep	4%	2%	0%	0%	4%	91%
Back	75%	4%	9%	0%	0%	13%
"We are going to Madrid"	15%	2%	5%	0%	65%	15%
"They are too expensive"	85%	2%	4%	0%	4%	5%
Luxury	96%	2%	0%	0%	0%	2%
Problem	2%	0%	0%	0%	2%	96%
Pesos (Currency in Mexico)	24%	0%	2%	0%	13%	62%
"I prefer to travel by train"	13%	0%	9%	2%	49%	27%
Constructor	96%	2%	0%	0%	2%	0%
Cheap	71%	9%	5%	0%	0%	15%
Hello	0%	0%	0%	0%	0%	100%

Table 3: List of vocabulary/structures. Data collected from 55 subjects. The words/structures in blue represents the vocabulary that had not been covered yet

Overall the results presented in Table 3 show a contrast between vocabulary/structures which have been covered versus those which have not. Table 4 shows this contrast.

Words and Structures/Responses from the majority	Accuracy in Responses (categories 5 and 6)	No Accuracy in Responses (categories 1 and 2)
Words/Structures covered in chapters 1 to 3	74%	26%
Words/Structures that will be covered in chapters 4 to 6	31%	68%

Table 4: Contrast between vocabulary/structures covered and not covered and the subjects' recognition

That is, 74% of participants are able to respond accurately to structures/vocabulary to which they have been exposed to. However, this is not true for a few cases (26%), as shown in Tables 3 and 4. In other words, on the one hand we find vocabulary/structures that seem problematic for the students but that were already covered in the Spanish class (26%), while

in the other hand, we find words/structures that have not been covered yet but students know them (31%). One logical explanation for knowledge of vocabulary/structures not covered in class is that some participants had studied Spanish in high school before coming to Auburn University.

A comparison of the overall results with the average of responses of the participants, divided in the different experimental conditions, reveals not much of a difference between the groups, as shown in Table 5.

List of Vocabulary and phrases/ Average Categories of responses in experimental g.	E.G 1	E.G 2	E.G 3
Tickets	3	1	1
Red	6	6	6
Student	6	6	6
"You are right"	1	1	1
Name	6	6	6
"I have to buy"	6	6	6
Beach	6	6	6
Purse	6	1	6
Early	1	1	1
"I know Marcos"	1	1	1
"I want to pay with cash"	5	5	5
Gym	6	6	6
Food	6	6	6
"I am sick"	1	6	6
Downtown	6	6	6
"She works too much"	1	1	1
Rooms	3	3	3
Car	6	6	6
"What is your profession?"	1	1	1
"It is important to eat healthy"	1	1	1
Sick	1	6	6
"I agree"	1	1	1

47

"Continue in this road"	1	1	1
Monument	6	6	6
Sleep	6	6	6
Back	1	1	1
"We are going to Madrid"	5	5	5
"They are too expensive"	1	1	1
Luxury	1	1	1
Problem	6	6	6
Pesos (Currency in Mexico)	6	6	6
"I prefer to travel by train"	6	6	6
Constructor	1	1	1
Cheap	1	1	1
Hello	6	6	6

Table 5: Average response in each experimental group. Rows in red indicate vocabulary where there was a big difference among the groups

In Table 5 we can see a general comparison of results among the three different groups. This comparison reveals similar results pointing, once again, the homogeneity of the groups. However, it's interesting to point out the difference that was found in two words and one structure among the three groups. While participants in group 1 and 3 did recognize the word "purse" and translated correctly, participants in experimental group 2 did not recognized it. As for the word "sick" and the structure "I am sick", which had not been covered yet, participants in experimental groups 2 and 3 translated them correctly while participants in experimental group 1 failed to do so.

The results obtained from this pre-test allow us to compare the abilities of the subjects responding questions in Spanish and their prior knowledge of vocabulary and structures in the target language at the beginning of the experiment. Moreover, these data seems to indicate that the level of Spanish in the subjects, independently from the experimental group they attend to was very similar with few exceptions. Furthermore, we were able to see the contrast between vocabulary and structures that have been covered versus those that have not,

and how there were words/structures covered that students failed to translate them adequately and vice versa.

VI. 2 Role-plays

As it was stated in chapter V, role-plays were chosen above other activities because they help students develop their verbal and their non-verbal skills. Moreover, the use of scripted role-plays makes sure that the vocabulary and structures of each chapter are included in the experiment. For this study we developed three role-plays, one for chapter 4 (people shopping), one for chapter 5 (people in shape) and a last one for chapter 6 (people in their house). These role-plays were included as part of the classroom activities and students had to memorize the scripts. Students in experimental group 2 only memorized the script and performed it from their seats; students in experimental group 3 memorized the script and embodied it. One of the goals of the research is to measure the effectiveness of using drama techniques in the acquisition of vocabulary/structures and therefore the role of memorization. In other words, analyze if students would be able to retain the structures at the end of the semester for the final interview. This retention not only will explain students' vocabulary acquisition but it will also help their fluency.

In order to be able to quantify the results obtained through the use of role-plays in the Spanish classroom, all role-plays were recorded. Data analysis was carried out in the following areas for each role-play:

- Overall percentage of students who read the script

- Overall percentage of students who memorized the script

  o Percentage of words memorized

  o Percentage of words omitted

- Results comparison by:

  o Experimental condition (i.e., experimental group 2- script memorization only

versus experimental group 3-script memorization and embodiment).

- o Script and level of embodiment required
- Overall analysis of individual vocabulary/structure memorization difficulty rates

Presentation of experimental results on the use of role-plays is organized as follows. First, results for three role-plays carried out in the classroom are analyzed individually due to the amount of data involved, and then an overall summary is provided on the results of the use of role-plays in the Spanish classroom.

VI. 2.1 Role-play 1 for chapter 4

The first role-play carried out for the experiment was based on the content of chapter 4 (See Appendix 2 for the actual scripts developed for it). In this role-play 4 subjects had a different role: role A, role B, role C and role D. Several aspects were analyzed for results in each role-play as mentioned above. First, results were analyzed in terms of percentage of students who memorized the scripts versus those who read it, as seen in Figure VI.1.
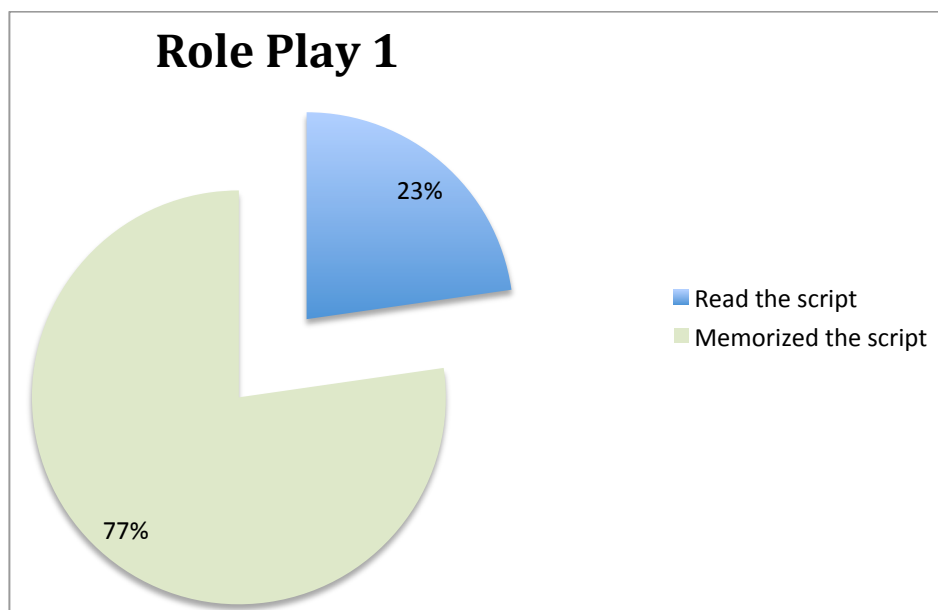
Figure 4: Percentage of vocabulary/structures read and memorized for role-play 1

As illustrated in Figure 4, a large majority of participants memorized the script (77%), while 23% of the participants read the script. Second, an analysis was carried out to measure the effect (if any) of the experimental condition on the memorization or recall percentage. The analysis showed that out of the 77 % who memorized the script 41% were in experimental group 2 and 62% in experimental group 3. In addition, out of the 23% of participants who read the script, 50% were in experimental group 2 (no embodiment) and 50% were in experimental group 3.

In order to analyze the performance and the ability to recall vocabulary and structures, the group of participants who memorized the script was studied in more detail. First, the analysis was focused on the percentage of vocabulary/structures recalled and whether or not there was any difference between scripts A and B. Second, the effect of the experimental conditions 2 and 3 was measured (i.e., script memorization with no-embodiment versus with embodiment). The data analysis shows that 92% of the words were memorized in both scripts, indicating that there was no difference between scripts A and B in terms of difficulty. In contrast, a comparison of the results on the words recalled in the two experimental conditions yields mixed results, as shown in Figure 5.
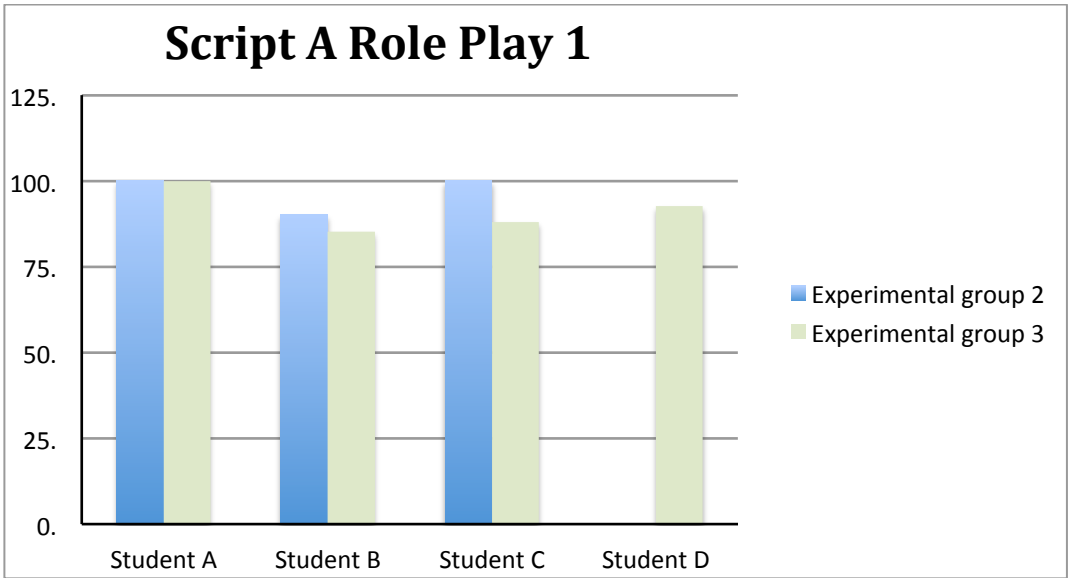
Figure 5: Comparison of words memorized in script A for two experimental groups. Student A, B, C and D are the names of the different roles in the scrip

Figure 5 shows that in script A there was no difference in terms of words recalled for participants with role A. However, performance of participants with roles B and C showed a variation between the two experimental groups, with higher proportion of the script recall for experimental group 2: for role B, 90% of the words were memorized in experimental group 2 while in experimental group 3 it was 85%; for role C, 100% of words were memorized in experimental group 2 and 88% in experimental group 3. There were no students to compare role D since the students that had this role either did not come to class or read the script but did not memorized it.

A further analysis was conducted on the required level of movement and actions for each role in experimental group 3. Notice that this analysis is vital to answer the question on whether drama techniques facilitate or not the acquisition of Spanish, shown in the present research as the recall of vocabulary/structures. An analysis of the scripts developed for the experiment points to the fact that participants who were assigned to role C were the ones with the highest number of action/movements required (9 movement in total), followed by participants with roles B (5 movement in total), and A (4 movement in total). Finally, participants with role D with 2 action/movement marked.

The data analysis for script B was conducted in a similar fashion, as illustrated in Figure 6.

Script B Role Play 1
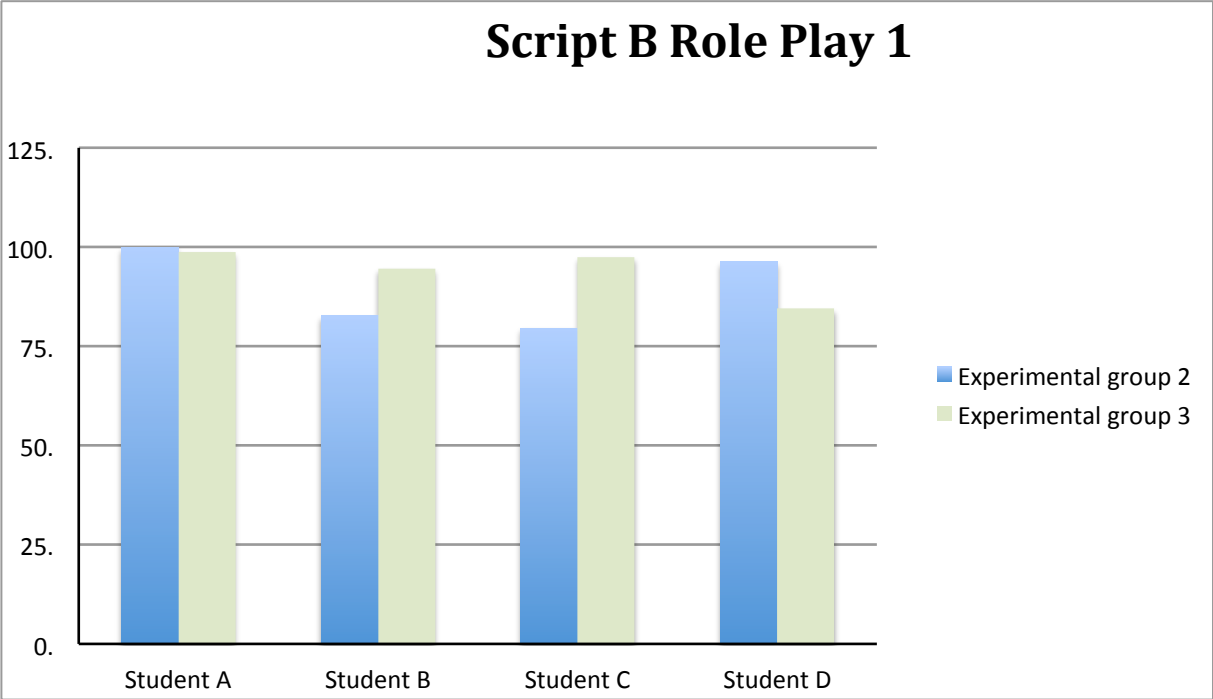
Figure 6: Comparison of words memorized in Script B for two experimental groups

The analysis reveals no differences for students with role A in the two experimental conditions (i.e., script memorization with no-embodiment versus with embodiment). However, for this script the following contrast was found: while participants assigned roles B and C performed better in experimental group 3 (for role B, 82% of the words were memorized in experimental group 2 while in experimental group 3 it was 96%; for role C, 80% of words were memorized in experimental group 2 and 98% in experimental group 3), participants assigned role D performed better in experimental group 2 (96% of words were memorized in experimental group 2 while 85% in experimental group 3). In relation with the movement/actions analysis for experimental group 3, in this script the subjects that had more action/movement were: (in order) students with role A (5 movements), followed by roles B (4 movement) and C (4 movements). Students with role D had 2 movements marked.

Finally, the last aspect included in the analysis was the vocabulary and structures that were difficult to memorize. An overall comparison of the omitted items yielded no pattern with each student omitting different words. As a result only a few words were common to a group of students in both scripts, e.g. six participants omitted the word *bolso* "purse" and three participants could not say or said the numbers 375 and 500 in English.

VI. 2.2 Role-play 2 for chapter 5

The second role-play performed was based on the content of chapter 5 (see appendix 2 for the scripts A and B). As the previous role-play the script has 4 roles: role A, role B, role C and role D. Once again, several aspects were analyzed. The following figure shows the results in terms of percentage of subjects that performed this role-play who read the scripts versus those who memorized it.
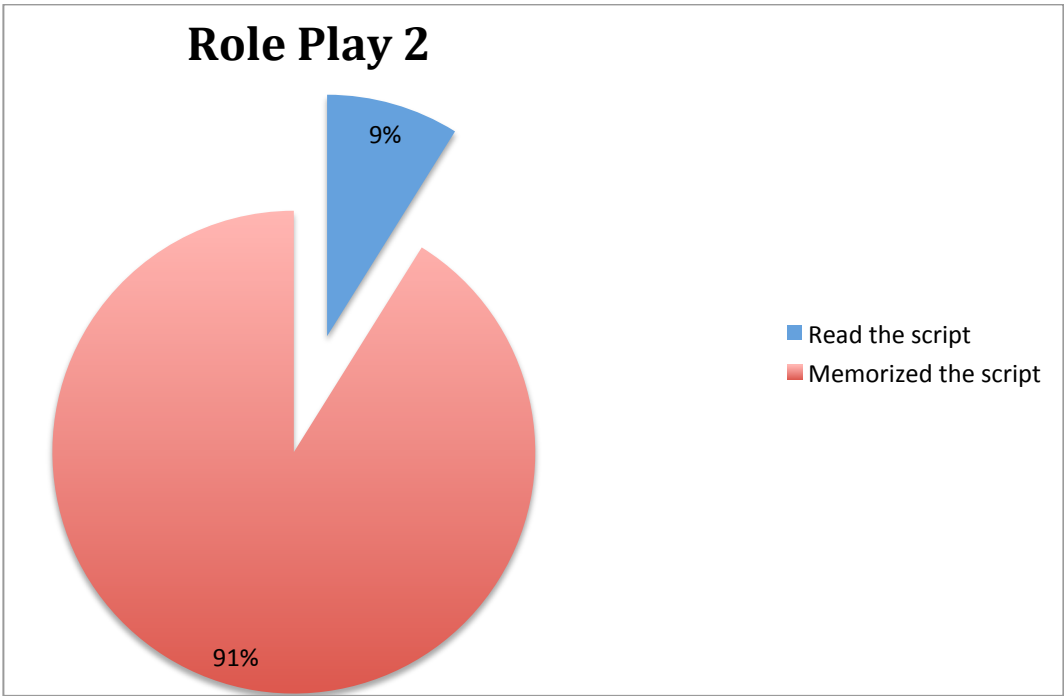
Figure 7: Percentage of vocabulary/structures read and memorized for role-play 2

As illustrated in Figure 7, 45 participants did role-play 2. A large majority memorized the script (91%) while 9% of the students read the script. Second, by comparing the two experimental groups the analysis showed that out of 91% who memorized the script 34% were from experimental group 2 and 66% from experimental group 3. In addition, out of the 9% that read the script, 100% of them were in experimental group 2 (no embodiment).

To analyze the performance and the ability to recall vocabulary and structures, the group that memorized the script (91%) was studied in more detail. As in the previous role-play, the percentage of vocabulary/structures recalled and whether or not there was a difference between scripts was analyzed. Second, the effects of the different experimental groups (2 and 3) were measured. The data analysis shows that 93% of the words were memorized in general. However, there is a slight difference between scripts, the results show that script B was more difficult to memorize than script A. Thus, only 91% of the words were recalled in script B whereas 95% of the words were recalled in script A.

In order to see if this difference was also noticeable in both experimental groups, a comparison of the results on the words recalled in each group was conducted. The mixed results are illustrated in Figure 8:
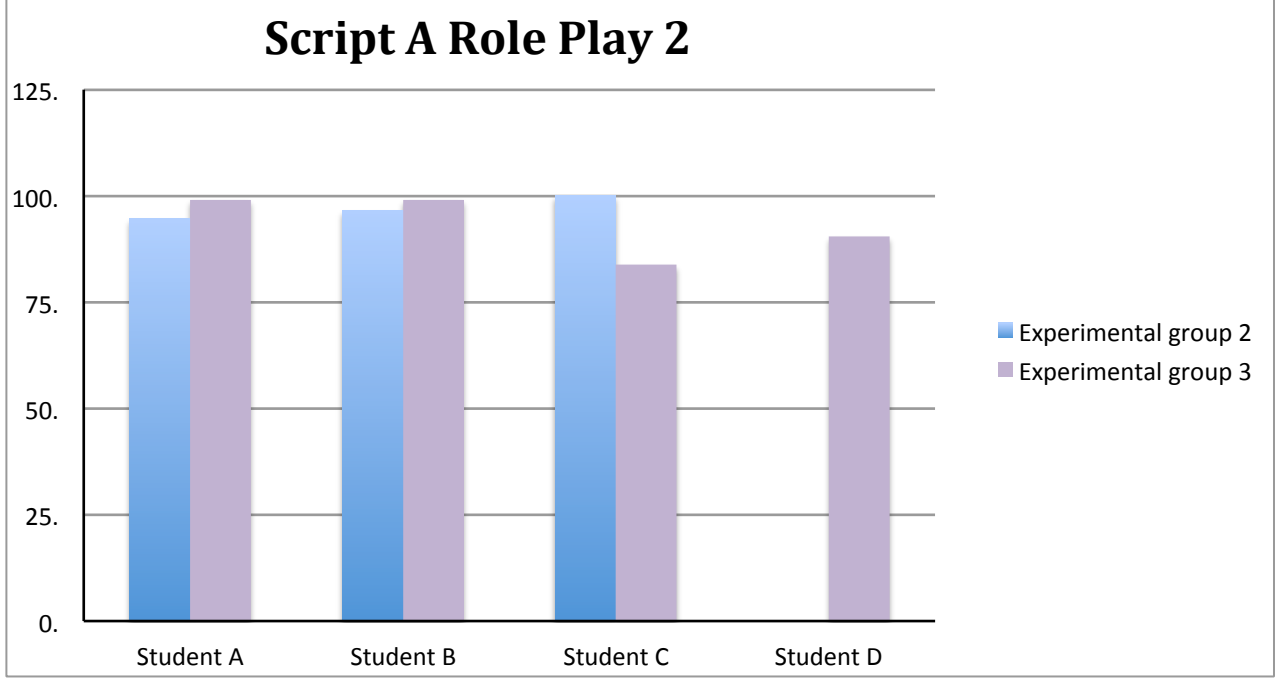
Figure 8: Comparison of words/structures memorized in Script A for two experimental groups

Figure 8 shows that students with role A and B had a higher proportion of the script recall for experimental group 3: for role A, 95% of the words were recalled in experimental group 2 versus 99% recalled in experimental group 3; for role B, 97% of the words were recalled in experimental group 2 versus 99% recalled in experimental group 3. In contrast, role C recalled more words in experimental group 2 (100%) than in experimental group 3 (84%). Unfortunately, we do not have any students with role D for experimental group 2 to compare. An analysis of the required movements in experimental group 3 for each role was conducted. The analysis pointed out the fact that the roles with higher number of movements were roles B (6 movements) and C (5 movements) followed by A (4 movements) and, finally D (4 movements).

The data analysis for script B was conducted in a similar way as illustrated in Figure 9:

Script B-Role Play 2
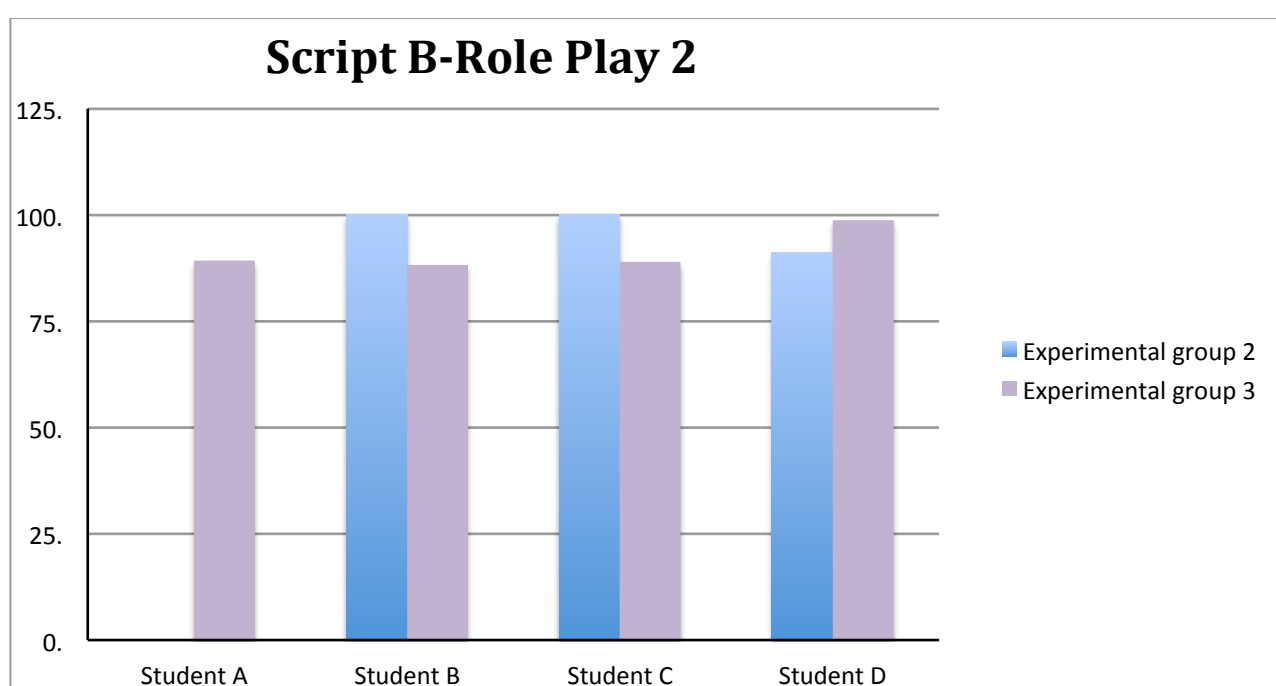
Figure 9: Comparison of words/structures memorized in Script B for two experimental groups

The results reveal that subjects with roles B and C performed better in experimental group 2 recalling a higher number of words/structures: for role B, 100% of the words were memorized in experimental group 2 while 88% were memorized in experimental group 3, for role C, the same percentages were found. On the contrary, the performance of role D was better in experimental group 3 recalling 99% of the words while 91% of them were memorized in experimental group 2. In this case there are no students with role A in experimental group 2 that memorized the script. As for the movement analysis, for script B in experimental group 3, the roles that had a higher number of movements were A, B and C with 6 action movements followed by role D with 5 actions marked.

Regarding the words and structures that were more difficult to memorize, an overall comparison yielded no pattern. As a result, only three students omitted the word *a menudo* "frequently".

VI. 2.3 Role-play 3

The last role-play carried out for the experiment was based on the content of chapter 6 (scripts are in the Appendix 2). The same aspects as the previous role-plays were analyzed. The following figure shows the results in terms of percentage of students who memorized the script versus those who read it.
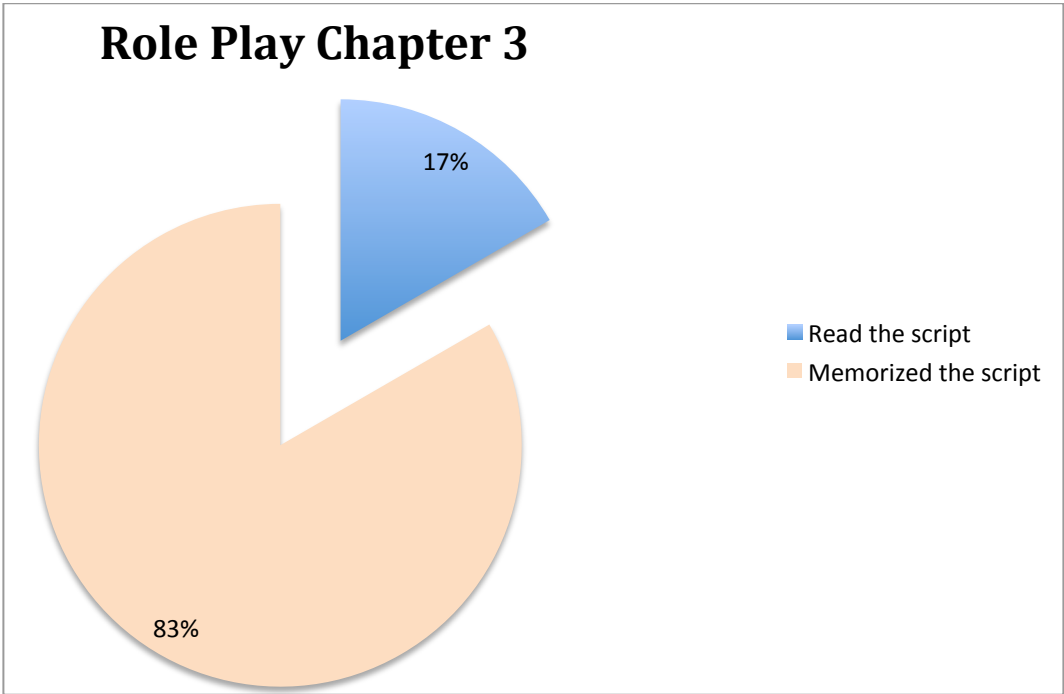
Figure 10: Percentage of vocabulary read and memorized for role-play 3

As illustrated in Figure 10, 42 students performed this last role-play. The majority (83%) memorized the script while 17% read the script. The analysis shows that out of the 83% who memorized the script 40% were in experimental group 2 and 60% were in experimental group 3. In addition, out of the 17% who read the script, 85% were students from experimental group 2 and 15% were students from experimental group 3.

To analyze participants' performance and the ability to recall vocabulary and structures of this role-play, the data of the participants who memorized the scripts (83%) were studied in detail. First, the data analysis of the percentage of vocabulary/structures

recalled in the different scripts, the data analysis shows that in general 90% of the words were memorized. In this role-play there was not a substantial difference between the scripts A and B, i.e., with 91% of the words in script A and 90% of the words were memorized in script B. Second, the analysis of the effects of the different experimental groups (e.g 2 with no embodiment and e.g 3 with embodiment) is shown in the following figures:
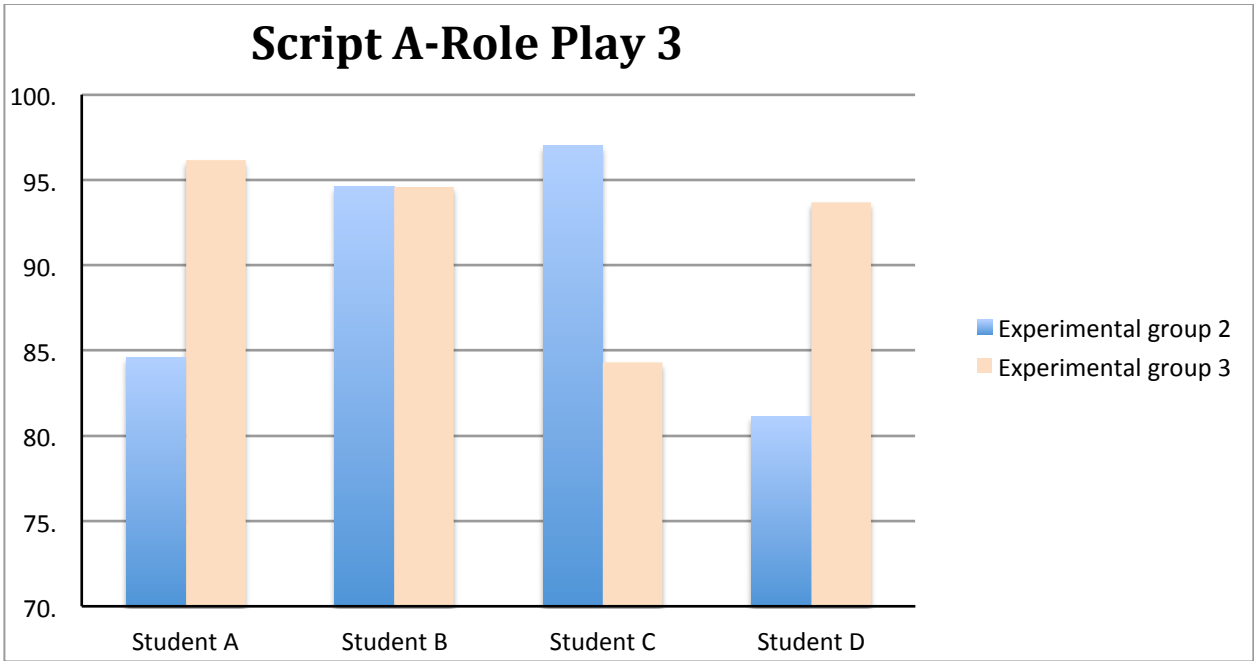
Figure 11: Comparison of words memorized in Script A for two experimental groups

Figure 11 shows that in script A students with roles A and D were capable of memorizing a higher number of words in experimental group 3: for role A, 85% of words were recalled in experimental group 2 and 96% in experimental group 3; for role D, 81% of words were memorized in experimental group 2 and 94% in experimental group 3. However, while there was no difference in the performance of participants with role B across experimental groups, participants with role C performed better in experimental group 2 (97% of words were memorized in group 2 versus 84% in group 3). The analysis of the level of movement and actions for each role pointed out that students that had more actions were role

A (5 movements marked) followed by D (4 movements) and B (3 movements) and finally C (2 movements marked).

The data analysis for script B was conducted in a similar fashion, results are illustrated in Figure 12:
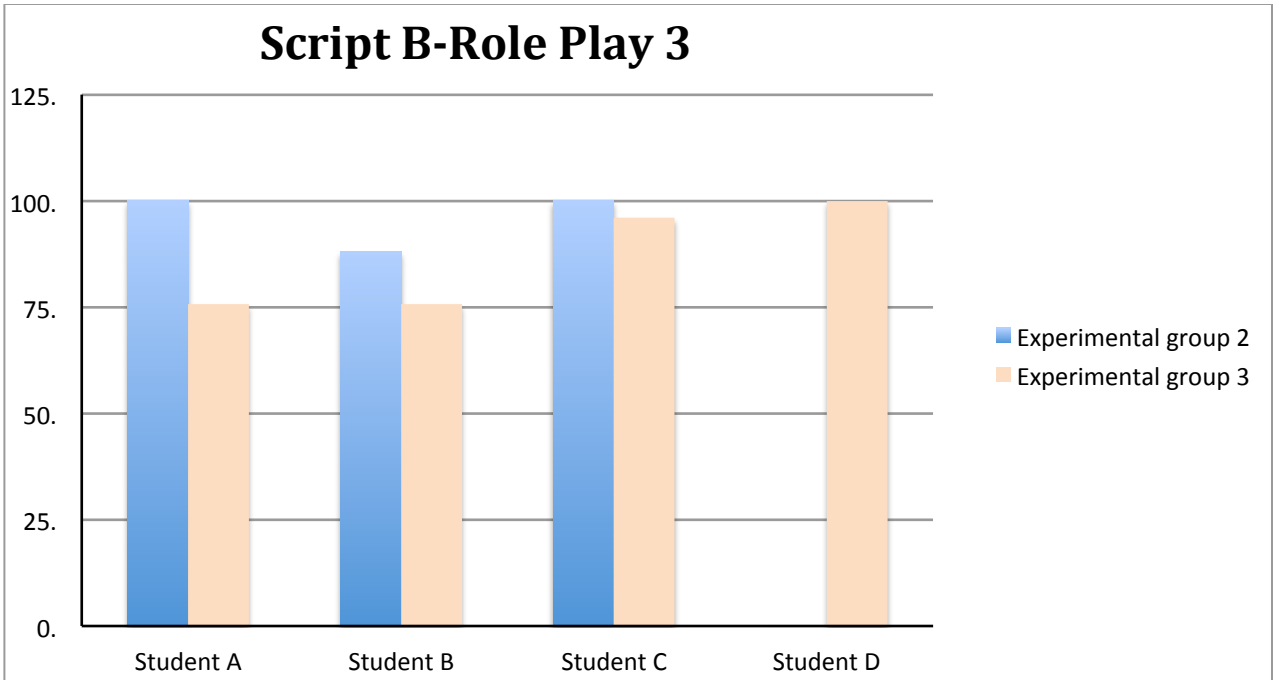
Figure 12: Comparison of words memorized in Script B for two experimental groups

The analysis reveals that participants with roles A, B and C recalled a higher number of words in group 2: for role A, 100% of words were recalled in group 2 and 78% in group 3; for role B, 88% in group 2 and 77% in group 3; and for role C, 100% of words were memorized in group 2 and 96% in group 3. Unfortunately, there was no participant with role D in group 2 in order to compare. The analysis of the movements revealed that the roles that had more actions were D (5 movements marked) and C (4 movements marked) followed by B (3 movements) and A (2 movements).

Finally, the last aspect analyzed was the vocabulary and structures that were difficult to memorize. The overall comparison shows that four students had problems remembering or

pronouncing the word "amueblado" (furnished), three with "albañiles" (constructors), another three with the structure "tenemos que pensarlo" (we have to think about it), and two more with the structure "caminen por este pasillo" (walk through this hall).

VI. 2.4. Role-plays' Summary

This last section has presented the different results obtained through the analysis of the three role-plays performed as part of the experiment. Each role-play has been analyzed separately attending to the percentage of participants whom memorized the script and those whom read it. Moreover, from the participants who memorized the script an overall analysis has been elaborated in order to study the number of words memorized and the differences between scripts and experimental groups. Furthermore, for each role-play a comparison was made regarding the level of embodiment required for each role. Finally, and analysis of vocabulary/structure memorization and their difficulties has been conducted. The goal of this analysis is to determine the use of this type of activities, the role of memorization and to compare participants' ability to recall the vocabulary and structures depending on the experimental group they have attended to.

VI.3. Results Post-test

This section explores the results of the post-test, consisting on a questionnaire that each participant took after the completion of the experiment. The post-test had the same questions as the pre-test: a first part with 10 questions to measure participants' ability to communicate in Spanish and answer questions and a second part to measure participants' knowledge of vocabulary and structures after the experiment. In addition, the post-test included a third part where participants evaluated the value of role-plays in the classroom or

the lack of them (for subjects in experimental group 1) and the relationship between the role-plays and the oral assignments that students had to performed in their classes as part of their Spanish evaluation. These questions addressed participants' perceptions about role-play activities. With these objectives in mind, results are presented in these three parts: 1) Ability to respond to basic questions in Spanish, 2) Ability to understand and translate vocabulary and phrases, and 3) Perceptions regarding the role-play.

VI.3.1 Ability to respond to basic questions

To carry out a data analysis the responses were again classified in the same seven categories used in the pre-test and presented in the following rubric:

- 0. The students did not answer to the question

- 1. They translated the question inaccurately to English and did not answer it

- 2. They translated the question correctly but did not answer it

- 3. They answered the question incorrectly in English not Spanish

- 4. They answered the question correctly in English not Spanish

- 5. They answered the question combining English and Spanish

- 6. They answered the question in Spanish but with a few grammar mistakes

- 7. They answered the question accurately in Spanish

It is important to notice that the content chosen to extract the questions for these questionnaires had already been covered in the class. Therefore, we can assume that at this point of the research, all students were familiar with all the content of the questions. Table VI.6 Summarizes general results for the participant's responses to the ten post-test questions.

Category of responses/Questions	Category 0	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6	Category 7
Question 1: Name	0%	0%	0%	2%	0%	0%	27%	**70%**
Question 2: Age	**4%**	0%	2%	0%	0%	0%	50%	**45%**
Question 3: Nationality	2%	0%	2%	2%	13%	0%	**55%**	**27%**
5Question 4: Date	**11%**	0%	2%	0%	4%	4%	**30%**	**50%**
Question 5: Price of the backpack	**61%**	2%	0%	2%	2%	0%	**16%**	**18%**
Question 6: Is there a gym in the university?	**5%**	0%	2%	4%	0%	2%	**32%**	**55%**
Question 7: What do you want to visit in Puerto Rico?	**14%**	0%	4%	0%	4%	4%	**55%**	**20%**
Question 8: How are you?	**27%**	2%	2%	2%	22%	2%	**11%**	**54%**
Question 9: Where is the cafeteria?	**59%**	0%	0%	2%	2%	4%	**32%**	**2%**
Question 10: Number of rooms at your apartment?	**4%**	2%	0%	0%	0%	2%	**34%**	**59%**

Table 6: Data collected from 56 participants in the post-test. Percentage of responses is divided in 7 categories. In blue positive results compared to the pre-test; in red when the results were negative compared to the ones obtained in the pre-test

As we can see in Table 6, the majority of the participants were able to respond in Spanish accurately (categories 6 and 7) to questions 1, 2, 3, 4, 6, 7, 8 and question 10, with percentages for correct responses ranging from 70% to 54%. On the contrary, the majority of participants did not response accurately (categories 1 and 2) to questions 5 and 9, which can be interpreted, as they did not understand those questions. In the discussion the comparison between these results and the pre-test will be analyzed.

Moreover, a general comparison of these results among the different experimental groups (i.e., e.g 1-control group; e.g 2-role-play with no embodiment; and e.g 3-role-play plus embodiment) reveals similar results. In other words, the results presented in Table 7 points out the homogeneity between groups after the experimental treatment. Nonetheless, it should be pointed out the difference found in the responses for question number 9 were participants in group 1 were capable of answering correctly while participants in groups 2 and 3 failed to do so.

Experimental G./Questions	E.G 1	E.G 2	E.G 3
Question 1: Name	7	7	7
Question 2: Age	6	6*	6
Question 3: Nationality	6	6	6
Question 4: Date	7	7	7
Question 5: Price of the backpack	0	0	0
Question 6: Is there a gym in the university?	7	7	7
Question 7: What do you want to visit in Puerto Rico?	6	6	6
Question 8: How are you?	7	7	7
Question 9: Where is the cafeteria?	6*	0	0
Question 10: Number of rooms at your apartment?	7*	7	7

Table 7: Majority of the responses in each group were attending to the 7 categories. In blue the questions were all the groups improved their responses compared with the pre-test and in red where they failed to do so

The results from Table 7 seem to indicate that the proficiency level of participants at the end of the experiment was similar, independently from the experimental group they were. However, it should be noticed as well that for question 9 the only group that was capable of answering accurately was the control group.

VI.3.2 Ability to understand and translate vocabulary and phrases

The second part of the post-test was designed to analyze participants' familiarity with the vocabulary and structures. Participants were presented a list of 35 vocabulary words or structures in Spanish such as "name" (nombre) or "I have to buy" (tengo que ir a comprar). As for the pre-test, participants were instructed to underline the concept if they recognized it and then translate it to English. The responses were classified into six categories presented in the following rubric:

1. They do not know (because they don't underline the word or phrase) or do not answer

2. They seem to recognize the concept and underline it but do not translate it

3. They do an inaccurate translation

4. They try to explain the concept or what it can be

5. They write something related but not exact

6. They do an accurate translation

Table 8 presents a summary of the overall results for this part of the post-test.

List of Vocabulary and phrases/ Categories of responses	1	2	3	4	5	6
Tickets	39%	11%	20%	0%	5%	25%
Red	2%	0%	4%	0%	0%	95%
Student	0%	0%	0%	0%	5%	95%
"You are right"	36%	5%	27%	4%	9%	18%
Name	2%	0%	2%	0%	0%	96%
"I have to buy"	13%	2%	7%	0%	39%	39%
Beach	0%	2%	0%	0%	0%	98%
Purse	45%	13%	11%	0%	0%	32%
Early	41%	13%	29%	0%	0%	18%
"I know Marcos"	66%	2%	7%	0%	11%	14%
"I want to pay with cash"	9%	0%	16%	2%	27%	46%

Gym	0%	0%	0%	0%	0%	100%
Food	2%	2%	11%	0%	0%	86%
"I am sick"	13%	2%	5%	2%	4%	75%
Downtown	5%	0%	23%	0%	11%	61%
"She works too much"	16%	2%	25%	2%	45%	11%
Rooms	4%	0%	21%	2%	21%	52%
Car	9%	0%	18%	0%	0%	73%
"What is your profession?"	70%	11%	4%	7%	0%	9%
"It is important to eat healthy"	13%	0%	4%	0%	50%	34%
Sick	13%	2%	13%	0%	0%	73%
"I agree"	61%	11%	20%	2%	2%	5%
"Continue in this road"	73%	9%	4%	0%	13%	2%
Monument	9%	0%	2%	0%	4%	86%
Sleep	0%	0%	0%	0%	0%	100%
Back	48%	9%	16%	0%	0%	27%
"We are going to Madrid"	0%	2%	2%	0%	70%	27%
"They are too expensive"	73%	5%	13%	0%	5%	4%
Luxury	82%	5%	2%	2%	7%	2%
Problem	0%	0%	0%	0%	0%	100%
Pesos (Currency in Mexico)	11%	2%	2%	0%	14%	71%
"I prefer to travel by train"	11%	0%	4%	2%	45%	39%
Constructor	70%	4%	9%	4%	7%	7%
Cheap	59%	9%	4%	0%	0%	27%
Hello	0%	0%	0%	0%	0%	100%

Table 8: Data collected from 56 subjects. The words/structures in light blue represent vocabulary and structures, which results have slightly improved, compared to the pre-test. In dark blue the ones that have highly improved and in red the ones that have worse results than in the pre-test.

The overall results presented in Table VI.8 show that the majority of the words and structures (60%) were recognized and translated accurately while the majority did not recognize 40% of them. The contrast between words and structures can be seen in Table 9.

	Accuracy in Responses (categories 5 and 6)	No Accuracy in Responses (categories 1 and 2)
Words/Responses from the majority	64%	36%
Structures/Responses from the majority	54%	46%

Table 9: Contrast between vocabulary/structures covered and not covered and the subjects' recognition

That is while 64% of participants were able to respond accurately to the words presented in the post-test and 54% to the structures, while 36% fail to respond accurately to words' translation and 46% to structures' translation.

As in the pre-test a comparison of the overall results with the responses of the participants divided in the different experimental groups was carried out for the post-test. These results shown in Table 10 reveal that there is not a substantial difference between groups.

List of Vocabulary and phrases/ Average Categories of responses in experimental groups	E.G 1	E.G 2	E.G 3
Tickets	1*	1	1
Red	6	6	6
Student	6	6	6
"You are right"	3*	3*	3*
Name	6	6	6
"I have to buy"	5*	5*	5*
Beach	6	6	6
Purse	6	1	1*
Early	1	1	3*
"I know Marcos"	1	1	1
"I want to pay with cash"	6*	6*	6*
Gym	6	6	6
Food	6	6	6
"I am sick"	6*	6	6

Downtown	6	6	6
"She works too much"	5*	5*	5*
Rooms	5*	5*	5*
Car	6	6	6
"What is your profession?"	1	1	1
"It is important to eat healthy"	6*	5*	5*
Sick	6*	6	6
"I agree"	1	1	1
"Continue in this road"	1	1	1
Monument	6	6	6
Sleep	6	6	6
Back	3*	3*	6*
"We are going to Madrid"	6*	5	5
"They are too expensive"	1	1	1
Luxury	1	1	1
Problem	6	6	6
Pesos (Currency in Mexico)	6	6	6
"I prefer to travel by train"	5*	6	6
Constructor	1	1	1
Cheap	6*	1	1
Hello	6	6	6

Table 10: Those results represent the average response in each experimental group. The numbers with a blue asterisk represent an improvement compared to the pre-test. The red asterisk represents less accuracy in their responses.

In Table 10 we can see a general comparison of results among the three different experimental groups. This comparison reveals similar results indicating groups were fairly homogeneous. However, it's interesting to point out the differences that were found in three words among the three experimental groups. While participants in group 1 recognized the word "purse" and translated correctly, participants in groups 2 and 3 did not recognized it. As for the word "back" participants in group 3 translated it them correctly while participants in groups 1 and 2 failed to do so. Finally, participants in group 1 were able to translate correctly the word "cheap" whereas participants in groups 2 and 3 did not.

68

VI.3.3 Perceptions regarding the role-play

The third part of the post-test consisted of questions addressing participant's perception of the value of the role-plays. For those in experimental group 1, whom did not have role-plays during the experiment, the questions were:

- Was the Oral Assignment a difficult activity to perform in front of the class?

- Would you like to have more activities such as role-plays before the Oral Assignment to prepare your Spanish oral skills for this activity?

The questions for participants' in groups 2 and 3 were:

- Did you like to have the role-play activities as part of your Spanish class?

- Do you think the role-play activities helped you prepare the Oral Assignment? (For example: it helped you to not be afraid of performing the assignment in front of the entire class)

- Do you think the role-play activities helped you learn new vocabulary and grammar structures?

- Do you think the role-play activities helped you improve your Spanish Oral skills?

Questions had two possible responses: "yes" or "no". Notice these questions were related to the Oral Assignment is because that assessment is set up as a role-play and, therefore, these questions allow us to measure if students believed that these type of activities prepared them for the oral assignment or not. Figure 13 shows the results collected from participants in group 1:
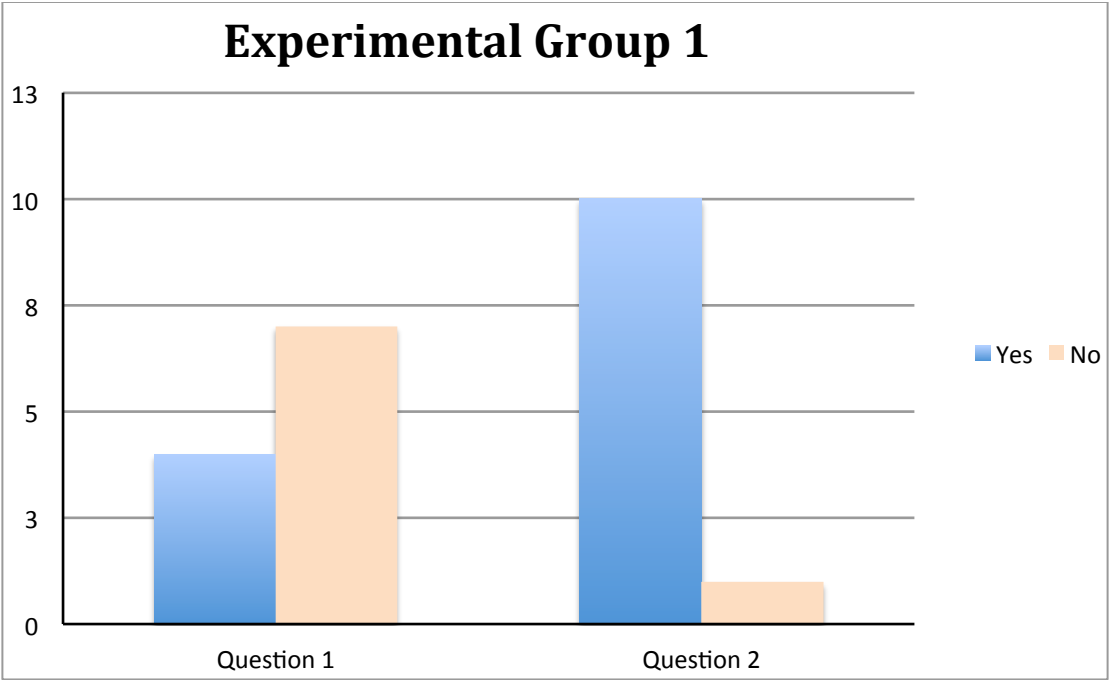
Figure 13 Responses to questions about role-play activities in group 1
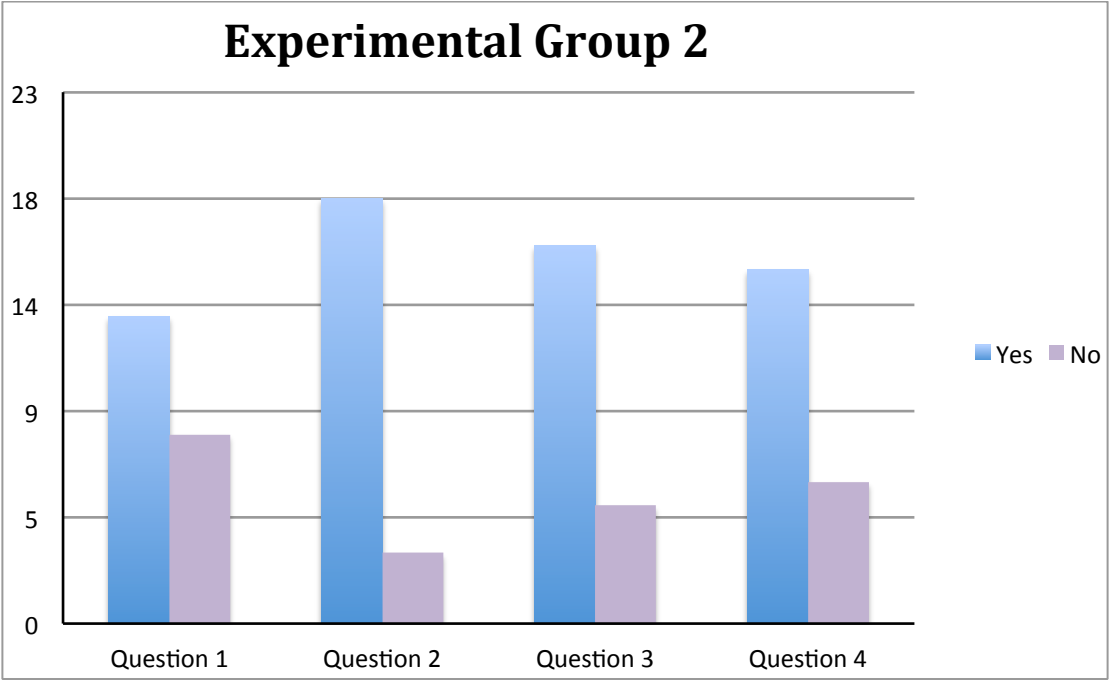
Figure 14: Responses to questions about role-play activities in group 2
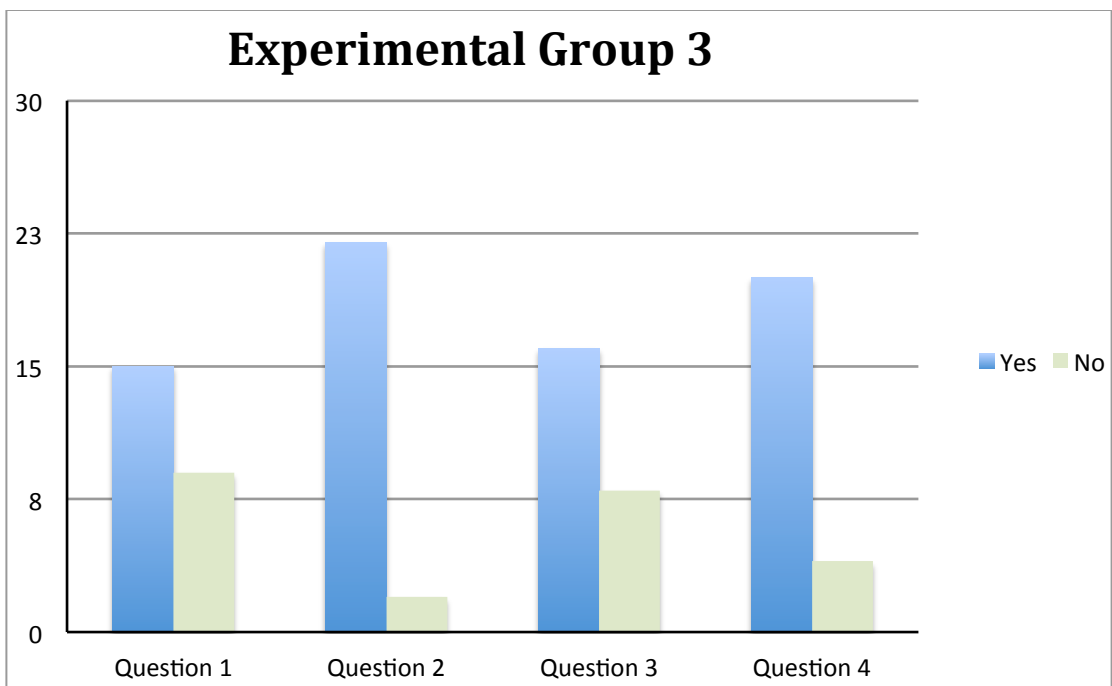
Figure 15: Responses to questions about role-play activities in group 3

Results presented in these three figures show that the majority (90%) of the participant's in group 1 would like to have role-play activities in the classroom. A comparison of these results with those in groups 2 and 3, whom had role-play activities, reveals that although the majority of participants in these groups liked them (62% in group 2 and 63% in group 3) there was also a high percentage that did not like them (38% in groups 2 and 3). In addition, participants in both experimental groups 2 (86%) and 3 (92%) considered that role-play activities helped them with the Oral Assignment. Regarding the question on the value of role-plays on the acquisition of vocabulary and grammar, the results were mixed. In experimental group 2, 76% thought role-plays were beneficial in their acquisition but 24% said no; while in group 3, 67% perceived role-plays as beneficial and 33% answered no. Finally, the responses to the fourth question on whether they thought the role-play activities improved their oral skills, revealed that the majority of both groups answered yes (71% in group 2 and 83% in group 3).

In sum, post-test's results allow us to compare the participant's abilities to respond questions in Spanish and their knowledge of vocabulary and structures in the target language after the experiment. Moreover, this data seems to indicate that participants' level of Spanish, independently from their experimental group, was very similar with a few exceptions. Furthermore, the third part of the questionnaire provides us insight on participant's perception about role-plays and their value in the L2 classroom.

VI.4. Final interview

In the final stage of the experiment all participants had to participate in a final interview with a partner (selected randomly), comprised of three scenarios. Each scenario resembled the role-plays and the vocabulary and structures covered in chapters 4, 5 and 6. This final interview had the following objectives:

- Analyze the ability of the participants to recognize and recall vocabulary and structures covered in the role-plays.

- Analyze how the memorization of structures can affect their fluency in the target language.

- Compare these performances across the different experimental group: e.g 1 where participants did not have role-play activities; e.g 2 where the participants memorized a script but did not embody it; and e.g 3 where participants memorized the script and embodied it.

With these objectives in mind, results were collected in the following areas:

- An overall analysis of the production of participants in this final interview by native speaker instructors of the target language.

- A detailed analysis of 25% of the production of participants in each scenario of the final interview. This group was selected randomly after all participants that did not

complete all the phases of the experiment were excluded as well as the participants who attended the researcher's class. This 25% includes three participants from each experimental group.

VI.4.1 Overall evaluations of the Native Speaker instructors

This section presents the overall analysis of nine native speaker instructors' of Spanish responses regarding the final interview performance of participants. Three different instructors evaluated each participant. In order to protect the student's privacy none of the instructors knew the participants and they were only able to listen to the audio of the three scenarios.
The instructors' questionnaires can be found in Appendix 6. In order to carry out a data analysis, instructors' responses were classified in five categories using the following rubric:

- 1. The level of the student's performance is very low

- 2. The level of the student's performance is low

- 3. The level of the student's performance is medium

- 4. The level of the student's performance is high

- 5. The level of the student's performance is very high

These questionnaires have several objectives: To analyze the overall comprehension of the students (question 1); their correct use of vocabulary and structures in Spanish (question 2); the accuracy in their responses (question 3); their fluency (question 4); the participants' ability to change from one scenario to another (question 5); and sixth their oral production (question 6). Moreover, each instructor had to evaluate in which scenario each student had a higher performance. It is important to remember that in the first scenario the students had to perform as if they were in a store and one of them was the sales person and the other one the customer who wanted to buy two presents. In the second scenario, the

students performed a counselor´s office where one of them was the counselor asking questions to the other one about his daily routine and then giving him advice. Finally, in the third scenario there was no dialogue and each of them had to describe their own apartment.

Figure 16 presents a summary of results illustrating the average response of all instructors to each question and differentiating the three experimental groups.
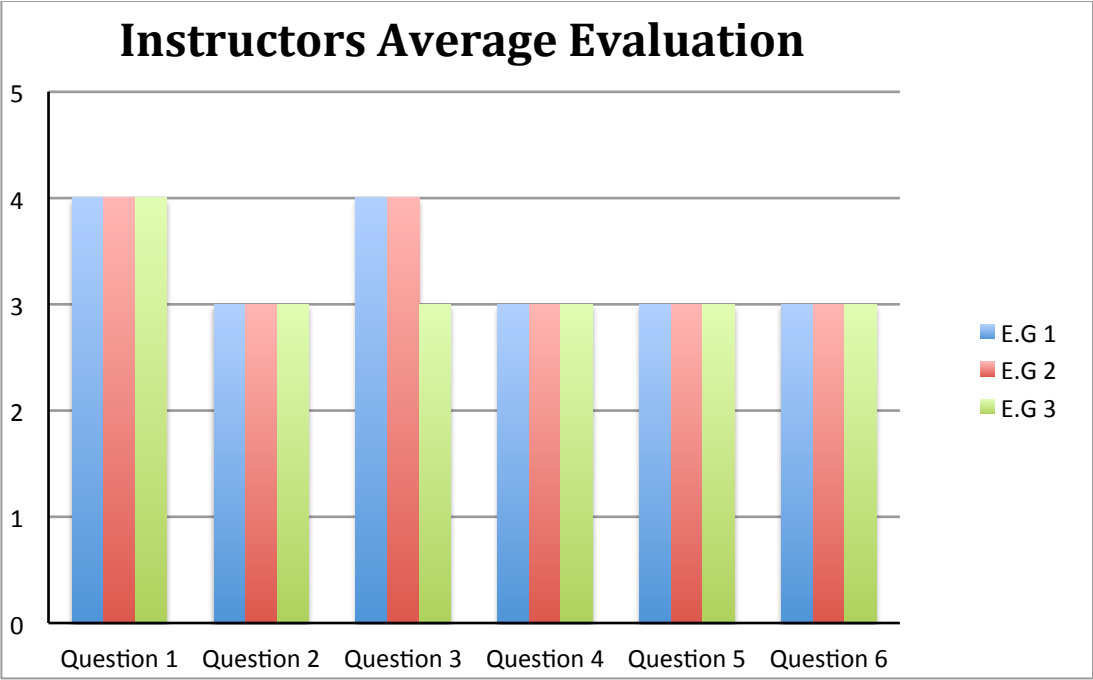
Figure 16: Overall analysis of the instructor's evaluation to the participants and the difference between experimental groups

Figure 16 shows similar results between the three experimental groups although there are two things that should be pointed out. First, the evaluations to question one, which analyzes the comprehension of students, received higher assessment scores than the rest of evaluations. The average considers that all students in the three experimental groups had a high level of comprehension. Second, the instructor's responses to question three are higher in groups 1 and 2. This question is related to the accuracy of the students' responses. The average of the instructors' evaluation average shows that they rated participant's performance in these two groups as higher, while participants in group 3 were rated as medium.

Next results were analyzed across scenarios to see if there were any differences, as shown in figure 17.
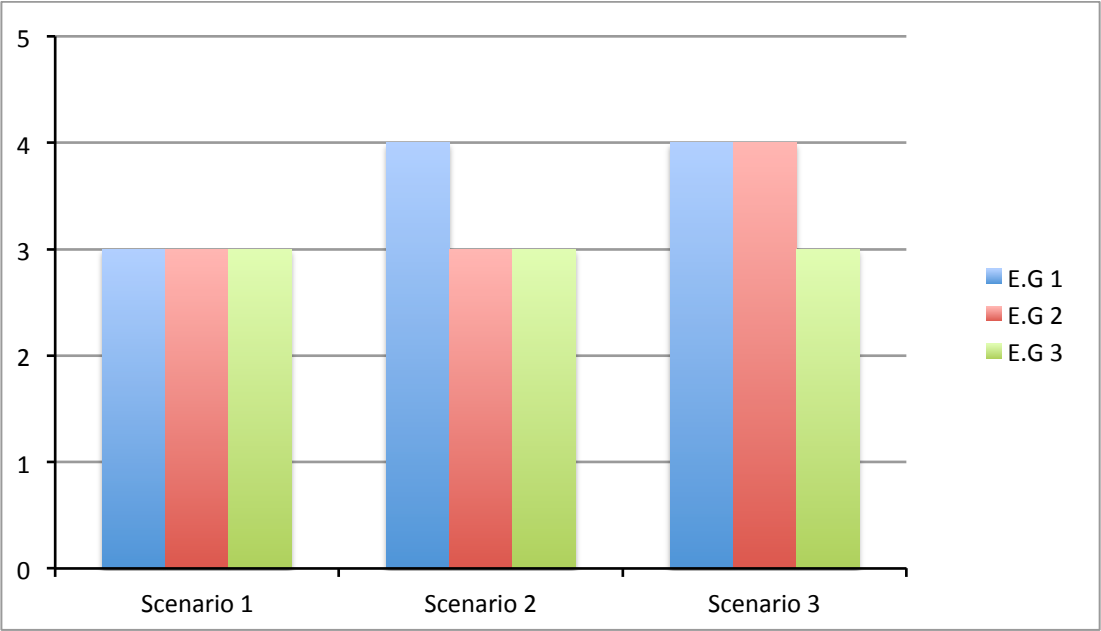
Figure 17: Overall analysis of the instructor's evaluation to the participants, the difference between scenarios and experimental groups

This figure illustrates the overall evaluation of the instructors regarding the performance of the students in each scenario. As it can be seen in scenario 1, all participants were rated as having a medium level of performance. In scenario 2, the students from group 1 were rated as having a higher performance while students from groups 2 and 3 were rated as having a medium performance. Finally, in scenario 3, students from groups 1 and 2 scored a higher level of performance while students from group 3 stayed in a medium performance from the instructors' perspective.

These results will also be compared to the individual evaluations of the selected group in next section.

VI.4.2 Results from the 25% of the students in the final interview

This section presents the results of 25% of the participants, randomly selected and obtained in the final phase of this study: the final interview/role-play. The results are divided in two areas: the first area evaluates the capability of the participants to recognize and recall vocabulary and structures covered in class and in the previous role-plays in scenarios 1 and 2. The second area studies the fluency of each participant through the analysis of the silences or pauses that they produce while participating in the third scenario.

VI.4.2.1 Vocabulary and Structures' recognition and recall

This part of the experiment was designed to assess the number of words and structures that each participant was capable of recalling. A list comprised of words and structures covered through the semester (in role-plays or traditional exercises for the control group) was created for both scenarios 1 and 2. The responses were classified into 3 categories using the following rubric:

- Blank. They did not say or attempt to say the word or structure

- No. They wanted to say it but they could not produce the word in Spanish and said it in English, although they were asked not to do so.

- Yes. If they said it. This category had three more subcategories:

    o Yes. If they said it accurately

    o *V. If they had vocabulary mistakes

    o *G. If they had grammar mistakes

Table 11 summarizes the results for scenario 1 (The store) of the 25% of the participants.

Word/Structure	Blank	No	Yes

			Yes	*V	*G
Good morning	22%	0%	**78%**	0%	0%
Dress	67%	0%	**33%**	0%	0%
Gloves	100%	0%	0%	0%	0%
Wallet	78%	0%	22%	0%	0%
Bracelet	100%	0%	0%	0%	0%
Shirt	44%	0%	**44%**	11%	0%
Blouse	100%	0%	0%	0%	0%
Belt	89%	0%	11%	0%	0%
Hat	100%	0%	0%	0%	0%
Pants	89%	0%	11%	0%	0%
Earrings	100%	0%	0%	0%	0%
Purse	44%	0%	**44%**	11%	0%
Red	78%	0%	22%	0%	0%
Black	78%	0%	22%	0%	0%
White	78%	0%	22%	0%	0%
Green	100%	0%	0%	0%	0%
Blue	100%	0%	0%	0%	0%
How much does it cost?	67%	0%	22%	0%	11%
Can I help you?	100%	0%	0%	0%	0%
I want to buy…	89%	0%	0%	0%	11%
It costs…	100%	0%	0%	0%	0%

I have to buy	89%	0%	0%	0%	11%
There are too expensive	100%	0%	0%	0%	0%
Luxurious	100%	0%	0%	0%	0%
Pesos (currency in Mexico)	67%	0%	**33%**	0%	0%
Cheap	100%	0%	0%	0%	0%
I prefer to pay…	89%	0%	11%	0%	0%
Present	100%	0%	0%	0%	0%
Elegant	100%	0%	0%	0%	0%
Informal	100%	0%	0%	0%	0%
Modern	100%	0%	0%	0%	0%
I have to safe money	100%	0%	0%	0%	0%
It's worth..	100%	0%	0%	0%	0%
How much is worth?	100%	0%	0%	0%	0%
I need to buy	78%	0%	11%	11%	0%
300	44%	0%	**33%**	22%	0%
150	89%	0%	11%	0%	0%
389	100%	0%	0%	0%	0%
85	100%	0%	0%	0%	0%
50	56%	11%	**33%**	0%	0%
75	100%	0%	0%	0%	0%
240	67%	0%	11%	22%	0%
800	100%	0	0%	0%	0%

		%			
420	89%	0 %	0%	11%	0%

Table 11: These results represent the words/structures that were recalled in the final interview from 25% of the participants. In blue the cases where more than 33% was able to recall the word/structure

The data presented in Table 11 shows that in 97% of the cases the majority of students were not able to recall the word or the structure. Only in the greetings "Good morning", 78% of the students were capable of recalling the target structure. The other six cases where 30% or more of the participants were able to recall the words, these were: "dress" (33%), "shirt" (44%), "purse" (44%), "pesos" (33%), "300" (33%) and "50" (33%).

An overall comparison of the overall of these results, dividing the participants into the different experimental groups reveals that: from all the "Yes" responses, 36% correspond to the control group (e.g 1), 39% correspond to the participants of group 2 (role-play with no embodiment) and 25% to the participants of group 3 (role-play with embodiment). As for the "Blank" responses, 32% correspond to the participants in group 1, 31% to participants in group 2 and 34% to participants in group 3.

The same analysis was conducted for the scenario 2 (The doctor). Table 12 summarizes the results of the 25% of the participants.

Word/Structure	Blank	N o	Yes		
			Yes	*V	*G
How are you today?	89%	0 %	11%	0%	0%
I am sick	89%	0 %	0%	0%	11%
I don't feel well	89%	0 %	11%	0%	0%
I am tired	100%	0 %	0%	0%	0%
Gymnasium	100%	0	0%	0%	0%

		%			
Is necessary to…	100%	0 %	0%	0%	0%
You must..	100%	0 %	0%	0%	0%
Is good to…	89%	0 %	11%	0%	0%
Eat Healthy	89%	0 %	11%	0%	0%
You are right	100%	0 %	0%	0%	0%
Sleep	100%	0 %	0%	0%	0%
Back	100%	0 %	0%	0%	0%
Head	89%	0 %	11%	0%	0%
Problem	100%	0 %	0%	0%	0%
How many hours do you sleep?	56%	0 %	22%	11%	11%
I can not sleep	100%	0 %	0%	0%	0%
I sleep	56%	0 %	**33%**	0%	11%
I go to bed	78%	0 %	0%	22%	0%
I wake up	89%	0 %	0%	11%	0%
I get up	100%	0 %	0%	0%	0%
Do you do exercise?	56%	0 %	0%	**11%**	**33%**
I don't do exercise	56%	0 %	0%	**11%**	**33%**
I want to do yoga	56%	0 %	**33%**	11%	0%
I relax	67%	0 %	11%	11%	11%
What type of food do you eat?	67%	0 %	0%	33%	0%
I eat fast food	67%	0 %	11%	11%	11%

Fat	67%	33%	0%	0%	0%
I smoke	56%	11%	22%	0%	11%
Do you work a lot?	78%	0%	11%	0%	11%
I work a lot	67%	0%	22%	11%	0%
Work less	100%	0%	0%	0%	0%
Stress	78%	11%	0%	11%	0%
Healthy life	100%	0%	0%	0%	0%

Table 12: Words/structures that were recalled in the final interview from 25% of the participants. In blue the cases where more than 33% was able to recall the word/structures

The data presented in Table 12 shows that in 100% of the cases the majority of students were not able to recall the target word or the structure. There were four cases where 30% or more of the participants were able to recall the words/structures, these were: "I sleep" (33%), "Do you exercise?" (44%), "I don't do exercise" (44%) and "I want to do yoga" (33%).

An overall comparison of the overall of results, dividing the participants into the different groups reveals that: from all the "Yes" responses, 40% correspond to the control group (e.g 1), 29% correspond to the participants of group 2 (role-play with no embodiment) and 29% to the participants of group 3 (role-play with embodiment). As for the "Blank" responses, 33% correspond to the participants in group 1, 34% to participants in group 2 and 34% to participants in group 3. However, it should be noted that most of the "Yes" responses in group 1 are from the same participant.

VI.4.2.2 Fluency Analysis

This section presents the analysis of participant's fluency. The data collected is categorized into different areas presented in the following rubric:

- Identification of the participant

- The number of the total words* versus the meaningful words

- The number of silent pauses in the entire monologue

- The length of all the silences

- The number of filled pauses (a, am, e, mm)

- The number of words that are lengthen

- The number of broken words

- The number of English words included in the monologue

The data collected is summarized in Table 13:

# Participant	Total Min.	# Words	# Silent	Length						Filled Pauses	Word Extension	Cut Words	Eng. Words
				1sec	2 sec	3 sec	4 sec	5 sec	6 sec				
101060	68s	43*/35	8		1	6	1			2	20	0	6
101062	55s	45*/39	5	1	2	1				1	15	3	3
101058	72s	77*/76	3		3					3	45	1	1
101018	48s	51*/42	0							8	17	1	0
101024	60s	85*/66	4		1	1		1	1	6	28	1	12
101052	53s	46*/40	1			1				4	25	0	0
101012	38s	28*/20	3		1	2				4	18	1	2
101032	33s	39*/32	0							6	20	0	0
101048	51s	34*/19	3			1	1	1		6	14	2	7

Table 13 Data from the monologues. Number of silences, length, filled pauses, word extension, cut words and words in English.

Table 13, reveals that there is an important difference between the number of words that the participants say and the real number of meaningful words produced, contrast illustrated in the third column of this table. First, the total number of words that include (the number with a *): "words" that fill the pauses, words that were cut, words in English, and words that are repeated or reformulated. Second, the real number of words includes words that can be taken into account in the speech. The analysis of these data shows that approximately 80% of the words produced by participants are meaningful. Moreover, from the 20% of "non-meaningful" words, the analysis reveals that 9% are "words" used to fill pauses, 2% are words that have been cut, 7% are words in English and the last 2% correspond to words that have been repeated or reformulated. Regarding the number of words lengthen (i.e., sound of last vocalic element was made longer), the data shows that 46% of the words in the entire monologue (taking into account meaningful and non-meaningful words) were lengthen.

In terms of timing, the average duration of speech length was 53 seconds, and the average number of pauses made by participants per speech was 3. The majority of these pauses had a duration of 3 seconds (46%) followed by pauses of 2 seconds (31%). An overall analysis of the pauses found in the data led to the conclusion that none of the pauses were intended silences with a meaningful purpose. The participants used the pauses as a strategy to find the next word or phrase to say. Thus, the next figure presents a comparison between number of words (total and significant), time (total and without pauses) and experimental groups.

Words per Minute Average

	Total word p.m	Total word p.m without pauses	Significant words p.m	Significant words p.m withouth pauses
Experimental Group 1	54.1	63.9	47.3	55.6
Experimental Group 2	66.9	78.2	55.7	64.7
Experimental Group 3	51.7	59.7	37.4	42.5
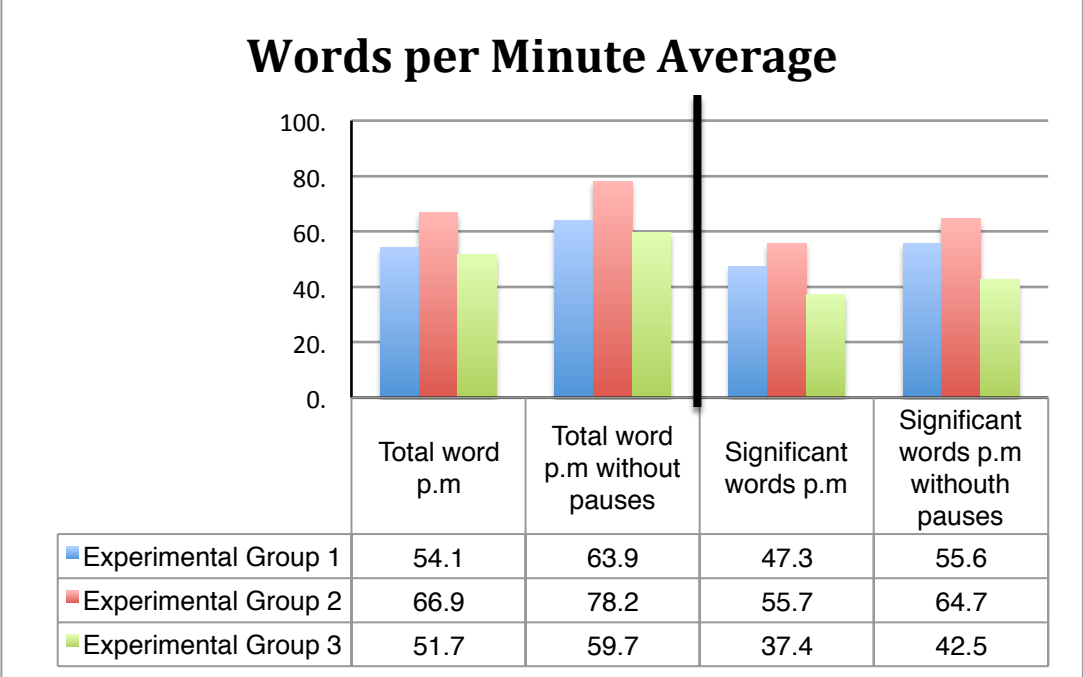
Figure 18: Comparison between amount of words, time and experimental group

First, an examination of the first two graphics, corresponding to a comparison of the total words versus time (with and without pauses), shows that both experimental groups 1 and 2 have marked differences between them regarding the amount of words while group 3 has a smaller difference. Moreover, it could be stated that experimental group 2 seems to have a higher level of fluency than the other groups based on the amount of words produced. In this case, and in terms of fluency, the data shows that participants in group 2 have a higher rate of words per minute (64.7), followed by participants in groups 1 (55.6) and 3 (42.5).

Next chapter discusses these experimental results as a whole, their implications and their relation with previous studies.

VII. Discussion

This chapter discusses experimental results presented in chapter VI and their implications. The main goal of this study was to explore the potential effects the introduction of drama activities; in particular, role-play exercises would have in the acquisition of vocabulary and fluency development in Spanish. With that purpose in mind, fifty six L2-learners of Spanish were recruited from nine different sections of Elementary Spanish classes, taught by four different instructors. Depending on the section they attended to, the participants were divided into three experimental groups: Group 1 was the control group, i.e., participants in this group did not perform any role-play activities; Group 2, included participants who performed role-plays by memorizing the scripts while seated with no body movement involved; in Group 3, the participants performed the role-play scripts as a theatrical exercise where props and body movements were included.

As presented in the previous chapter, data were collected in three phases: first at the beginning of the research through a pre-test: second, through the results of the role-play activities and third, through a posttest in the final phase of the study, a final interview and an evaluation of student's oral production by native speaker instructors. In addition, these data were compared among experimental conditions.

Discussion will be presented in the following orders: Section VII.1 The data obtained from the role-plays; Section VII.2. A comparison between the pre-test and the post-test results; Section VII.3 the final phase results and their correlation with the research questions.

VII.1 Role-play

The goals of this study were to analyze whether or not the implementation of drama activities, such as role-plays, had any effect on: students' motivation to produce in the L2; the

creation of a safe environment through these activities for them to produce an output; and vocabulary acquisition enhancement and fostering of oral fluency, as stated in chapter five.

This section presents a discussion of the effects of the implementation of role-plays, through a comparison of experimental groups 2 (script only) and 3 (script and active/body component) results. Regarding reading versus memorizing the scripts, the results showed a fluctuation in the percentages that went from a reduction on the number of participants who read the script from role-play 1 (23%) to role-play 2 (9%) to an increase on the percentage of participants reading the script in role-play 3 (17%). Interestingly, the number of words increased from role-play 1 to role-play 2, while. the amount of words from role-plays 2 and 3 were the same. These results seem to point to the fact that script length was not a determining factor in successful memorization of a role-play.

Furthermore, an overall analysis comparing the effects of the experimental conditions showed that the percentage of participants whom memorized the scripts was higher for participants in experimental group 3 (script and action) in the three role-plays, supporting the theories of Ronke (2005), Guilfoyle and Mistry (2013) or Parker-Starbuck (2014), among others, whom stated that, when movements or actions are included, the memorization and acquisition is higher. In other words, since participants in group 3 had not only to memorize the script but also to embody it, their memorization rate was higher. Although, it should be pointed out that in the first role-play the percentage of students that read the script was equal in both experimental groups.

Nonetheless, a more detailed data analysis of participants that who memorized the scripts, does not support the previous conclusion about experimental group 3. A comparison of the three role-plays found no distinguishable pattern, i.e., participants in experimental

group 2 recalled a higher number of words in some scripts, while in other scripts participants in experimental group 3 performed them more accurately. In addition, the analysis on the number of movements required of experimental group 3 participants, revealed that in the majority of cases, participants with roles that had a higher number of movements assigned to them were the ones who recalled a lower number of words, not supporting the conclusion stated above. One could consider that the performance of participants in experimental group 3 was less accurate due to the difficulty of the task assigned, i.e., while participants in group 2 only had to memorize a script, participants in group 3 had to memorize a script along with movements and actions attached to them. Therefore, this higher degree of task complexity could account for their less accurate performance.

Regarding students' overall perception of the value of role-plays in the L2 classroom, the post-test's revealed that the majority of participants in both experimental groups liked the exercises, with 62% in scenario 2 and 63% in scenario 3. A more detailed analysis of students' perception showed that a higher percentage of participants in experimental condition 3 (92%) than experimental condition 2 (86%) considered role-plays as beneficial for their oral assignment. In addition, participants in both experimental groups thought that this type of activities helped them improve their oral skills, their vocabulary acquisition and their fluency, with an average of 74% for experimental group 2 and 75% for experimental group 3.

However, participants' positive perception on role-plays was not reflected in their performance in terms of their production and motivation to participate in them. Participants in both experimental groups hardly learned the scripts (23% in role-play 1; 9% in role-play 2 and 17% in role-play 3) and were not enthusiastic in participating in them. Moreover, we should point out that participants´ attitude also depended on the instructor and the classroom environment. As Neelands (2009) stated "[d]rama by

itself does nothing. It is only what teachers do with drama that makes the difference" (p. 11). That is, the instructor's task is to enhance the learning for the students, as stated by Neelans. Likewise, Madonna Stinson and Erika Piazzoli (2013) also stated that "they believe that teachers who use drama in the second language classroom need to have equal ease, confidence and facility in both areas" because that is the only way drama can be beneficial to the second language class. Some of the instructors' of record of the sections where participants were recruited did not encourage their students to prepare for the role-play activities, as only saw them as something that took away valuable class time.

Furthermore, it was interesting to see that although participants were memorizing scripts, sometimes, if they could not remember the line, instead of trying to negotiate the intended meaning, they skipped the line or produce something incorrect in terms of meaning. Moreover, when other participants heard the non-target production in the dialogue, they continued with their line even if it did not make sense. Thus pointing to the fact that students were memorizing the scripts without understanding them. This performance does not support Swain´s (1995) proposal that output can serve as an opportunity for learners to test how much they know, as well as an opportunity to receive feedback from the interlocutors.

Participants' lack of attention to the production of other participants in the role-plays, put into question the idea that role-plays could foster collaborative work. As stated by Evan (2008), Piazzoli (2011) and Guilfoyle and Mistry (2013), the use of drama techniques encourages teamwork and a supportive and interactive environment where students' level of vocabulary acquisition and oral performance is higher. Therefore, one could ask why in these role-plays participants did not help each other or meet to practice before the date of the exercise if they had their group assigned and their scripts one week in advance.

In relation to the "rehearsal" aspect of role-plays, the lack of repetition in this role-plays should be taken into account in the present discussion.. Studies such as Ronke's (2005) and Laso & Rebollo (2013) mentioned the importance of repetition and practicing the script. Maybe if the study would have allocated more time for rehearsals to develop each role-play interactions, as Ronke mentions, students would have been more motivated and their involvement would have been higher. Support for this idea was found in their performance on the final (graded) oral assignment. For this oral assignment students had the opportunity to practice the same sequence at home and repeat it twice in the classroom and the results showed that their oral production was higher and more accurate to the one developed in the role-plays. In addition, most of the participants in the study were taking Spanish as a requirement; hence their level of commitment to the course was very low. Therefore, since the oral assignment had a higher weight on their grades, they prepared more and were more engaged in it than in the role-plays.

In sum, the results obtained from the role-play data suggest that there were no big differences between experimental groups 2 and 3, that participants with more movement/actions tended to have more issues to recalling, and that in general their motivation was lower than expected. Next sections present a discussion of the results of the post-test in comparison with the pre-test; and the final interview in order to draw conclusions regarding participants' vocabulary learning and retention as well as fluency development.

VII.2. Comparison between the pre-test and the post-test

The pre-test was developed in order to assess participants' Spanish level before the experimental treatment and compare these data with the data obtained in the post-test.

Moreover, the analysis of the post-test would serve to examine whether or not there were any positive effects in terms of vocabulary learning on each experimental group (1, 2 and 3).

The pre-test data analysis revealed that participants in the study were fairly homogenous in terms of their knowledge of Spanish, even though there were participants who had taken Spanish before and participants who were true beginners. Moreover, the majority of participants (74%) were able to respond accurately to structures and vocabulary to which they had been exposed to in class before the experiment started, and 68% of those participants were not able to respond accurately to items that had not been covered yet. Therefore, these data not only show what could be expected but also that participants' knowledge of Spanish of the was higher than expected, i.e., 31% of them was able to respond accurately to items that had not been covered in class.

Table 6 compares the results from the pre-test and the post-test. The results show that the majority of participants were able to respond accurately to most of the questions once the experiment was completed. However, the majority of the participants did not respond accurately to two questions: question 5 (i.e., The price of the backpack) and question 9 (i.e., Where is the cafeteria?). In addition, a comparison between pre-test/post-test results and experimental groups revealed homogeneity between groups after the experimental treatment. Nevertheless, it should be pointed out that participants in experimental group 1 showed a higher accuracy rate in some of the responses; for example this group was the only one responding to question number 9.

In terms of their ability to understand and translate vocabulary and phrases, overall results show an improvement for the majority of the words/structures in the post-test, as shown in Table 8. Interestingly, there were words which participants

were able to translate in the pre-test but failed to do so in the post-test. This can be linked to the importance of practicing language and frequently recycling words/structures learned in order to be support the acquisition process. Finally, a comparison of these results among the three experimental groups yielded no marked differences between participants.

Therefore, the comparison of the pre- and post-tests results seems to indicate that the level of Spanish in all participants was similar regardless of the class section they attended and the experimental condition they were exposed to. Thus, the inclusion or not of drama activities seems to have no effect in vocabulary learning. Moreover, the results show that there is a slight difference between experimental groups. In particular, participants in experimental group 1 (or the control group) reached a higher level of accuracy, in some words/structures, in comparison with their pre-test results and the results of the other two groups. These findings do not support, previous claims made in the literature on positive effects of drama activities in terms of vocabulary acquisition e,g., Davies (1990), Ronke (2005), Rebollo, Laso & León (2012). An explanation to this could be related to the way participants were exposed to the vocabulary items. While in experimental group 1 they were passively learning vocabulary, in experimental conditions 2 and 3 participants were required to perform and learn words/structures in a contextualized discussion. This could have imposed an excessive load in terms of information with classmates via a role-play, and/or body movement.

VII.3. Final Interview

The final phase of the experiment was a final interview. In this activity participants in pairs had to interact and speak in three different scenarios, two

dialogues: the store, the doctor; and a monologue: a description of their home.. In the first scenario, *the store*, one of the participants was the shop employee and the other one a customer buying presents. Pictures of available items (which included color and prices) for sale in the store and a scheme of action were given to participants.

In the second scenario, *the doctor*, one of the students was the doctor and the other one was a patient with unhealthy daily habits. Participants received a list of questions in English to ask the doctor, and a list of answers also in English to give the patient. Finally, in the third scenario the students had to describe to their partner their house.

As it can be seen, each scenario represented a different challenge for the participants. In the first scenario, participants had materials to support their dialogue but they had to create it themselves, therefore, it was a spontaneous dialogue. The second scenario was a guided dialogue, i.e., they only had to "translate" the elements provided in English. And the third scenario was not an interaction but a monologue involving the description of their house. Discussion of these aspects is organized as follows: 1) Spanish native-speaker evaluations of participants' output; 2) analysis of participants production: and 3) fluency of participants.

First in terms of Spanish native-speaker instructor's participants' oral production assessment, their overall analysis showed that participants' level of comprehension was higher (4 points out of 5) than their oral production (3 points out of 5), as seen in Figure 16. That is language comprehension might develop before language production, as has been pointed out in the literature by many authors such as Chomsky (1959) and Krashen (1982). Moreover, it seems that for the instructors the level of all participants was similar. However, it should be pointed out that in question 3, which pertained to participants' accuracy in their responses, the results show that

participants in experimental groups 1 and 2 achieved a higher level of accuracy than participants in experimental group 3. It should be also stated that while performance of role-plays could be the reason why participants in experimental group 3 had more difficulties –due to having to learn not only the words but also the movements– in this phase all the students had to improvise and had the same elements to rely on. Therefore, one could question whether different exposure levels and performances in class, during the semester, could affect their actual performance. In other words, whether a passive learning method (experimental group 1) which needed less commitment from the student help them more to memorize the vocabulary than having to use them in a role-play.

These results can also be compared to the issue regarding the difficulty level in each scenario. As figure 17 shows, while scenario 1 (i.e., the store) turned out to be the most challenging for all participants, rated only a 3 out of 5 in a scale, participants in experimental group 1 had a higher performance in scenario 2 (i.e., the doctor) than participants in the other two groups (4 out of 5 compared to 3 out of five in the other two groups). In addition, in scenario 3 (i.e., house description), participants from experimental groups 1 and 2 achieved a higher ranking (4 out of 5) than participants in experimental group 3 (3 out of 5).

In conclusion, the results from the native speaker's assessment clearly state that in terms of comprehension all students have the same level and, although in a general overview the oral production is similar in all students, there are a few components that indicate that participants in experimental group 1 have a higher performance in terms of accuracy than the other two experimental groups, followed by participants in experimental group 2 and finally, participants in experimental group 3 with a lowest rate of accuracy. These results do not seem to support Nation's (1991)

93

statement about how spoken production of vocabulary helps learning, i.e., role-plays can be considered as spoken production exercises.

Now we turn the discussion to the detailed examination of 25% of participants' production. The analysis shows that, in terms of vocabulary and structure recognition and recall, the majority of the participants in both scenarios 1 and 2 did not recall 98.5% of words/structures. Moreover, regarding the words/structures that were recalled correctly, in scenario 1 participants in experimental group 2 (39%) performed more accurately followed by participants in experimental group 1 (36%). However, in scenario 2, participants in experimental group 1 (40%) achieved a higher result compared to the other two experimental groups both with 30%. Thus in general, participants in experimental group 1 once again were able to recall more words/structures than the others. However, these results cannot be taken at face value since many of the target like responses were produced by one particular individual, in experimental group 1, who recalled most of the words. Therefore, in order to determine whether or not this particular participant was skewing the results, his data were eliminated from the control group data and the results showed that the experimental group that had a higher performance in the three scenarios was experimental group 2 with: 39% of accurate responses of scenario 1; 37% in scenario.

In addition, a comparison of the native speaker's evaluation to these results, point to a different conclusion: Syder (1983) specified that the memorization of new sentences and phrases not only help with fluency in the speech but also with the creation of new sequences. Therefore, it is understandable that participants fluency was rated by the native speakers as 3 (out of five) and that they were not capable of creating new sequences, if they did not memorized in a long term the role-play

structures, not recalling them in these final interview. In addition it may also explain

one of the limitations of this study. If most of these words/structures were memorized

in the role-plays but were not processed or retained in long-term memory, the

problem was not a matter of words/structures difficulty *but* an issue regarding the

proficiency level of the participants. Participants in the study had a very low

knowledge of Spanish, therefore, their capability of improvising and creating new

structures is highly unlikely since they do not have a minimum vocabulary to do so.

Nevertheless, it was interesting to observe the change of participants' attitude in

this phase of the study as compared to their attitude during the role-plays. In these two

scenarios, participants interacted with their partners trying to fill in the gaps and

succeed with the dialogue. Sometimes, participants with a higher level of oral

proficiency recognized the non-target output of their partner but answered correctly or

helped them restate the question. This cooperative attitude can be related to what

Nation (1991) states that "learners are able to provide useful information to each other

on most of the vocabulary in a typical communicative task; that is, if someone in a

group does not know a particular word, there is likely someone else in the group who

knows something useful about it and who can communicate this information

effectively (p. 270).

Another aspect included in the participants' production analysis was fluency

and it was assessed in the third scenario, i.e., the monologue. Results showed that

participants in experimental group 2 had a higher production rate of meaningful

words per minute (64.7) than the rest of participants (55.6 for participants in

experimental group 1 and 42.5 for participants in experimental group 3). Moreover,

according to Oppenheim (2000), fluency is defined as having a *nativelike delivery,*

i.e., 150 to 200 words, with pauses of 0.5 seconds or less. Since the production of

participants do not reach the number of words required and 46% of their pauses had a length of 3 seconds, they do not meet the criteria for being considered as fluent. However, for this beginning level is normal not to achieve a *nativelike delivery* status. Furthermore, it was really interesting to see that participants searched for the words and tried to keep the interlocutors' attention through vowel lengthening at the end of the words. This strategy was used more commonly than filling the pauses with "a…" or "amm," as shown in table 13. This and the fact that 80% of the words they produced were "meaningful words" is an indication that participants were able to communicate accurately in this part of the experiment. This result brings support to ACTFL proficiency speaking guidelines (2012). In these guidelines, learners at the novice level, which could be the linked to elementary level courses, are described as able to communicate minimally by using isolated words specially when responding to direct questions but they are not capable of participating in a conversational exchange. Thus, the results obtained in this final phase of the experiment are a reflection of what these guidelines express. In other words, they account for participants' ability to perform with a higher accuracy in the last part because they only had to respond to a request of "describe your house", while in the other two situations they had to create an entire conversational exchange. This points to one of the limitations of the present research, namely, the need to elicit language at this level. One idea for future research would be to assign an instructor to conduct the interview in those two situations, instead of having two students with the same level. This could have yielded different results.

Notice while students try to complete the tasks of the final interview, they verbalized that they were having a hard time finding and producing the structures they wanted to use. Therefore, they *noticed* a problem without a feedback. Evidence of this

process was found through their think aloud process. Students were aware of their gaps in their knowledge of Spanish, some of them were able to solve them, but others –although they identify the problem– ended up responding in English (Swain 130, 1995). Thus, as Swain (1985) stated, comprehensible output is a necessary mechanism of acquisition "to provide opportunities for contextualized, meaningful use, to test out hypothesis about the target language, and to move the learner from a purely semantic analysis of the language to a syntactic analysis of it" (p. 252).

The discussion of the current findings raised questions about the hypothesis of this research. Although it seems drama exercises can serve to facilitate many aspects of the acquisition of an L2, the present study has found no clear differences among the three experimental groups. Furthermore, participants in experimental group 1 in many of the exercises/activities had a more accurate response rate than the other two groups.

In conclusion, the findings of present study suggest that an elementary level does not provide an appropriate setting for the use of drama activities for many reasons. First, students do not have a sufficient level in the target language to improvise if they do not memorize the script. Second, learners are more concerned in memorizing all the words in the script than the meaning of what they are trying to communicate. Third, most of the students are in those classes due to a requirement; therefore, there is a lack of motivation. Fourth, the time frame to conduct these type of activities is very limited and does not allow for repetition in order to promote learners processing of the contents. Finally,the role of instructors is fundamental for a successful implementation of these type of activities, if the instructor is not engaged and does not believe in their effectiveness his/her lack of motivation will affect learners in their course section.

VIII. Conclusions

Although several parallels can be drawn between the theoretical frameworks of theatre and second language teaching, this research does not support previous research claims on the beneficial outcomes of introducing drama activities into the L2 classroom. The data obtained seem to indicate that the use of drama activities in the elementary Spanish classroom not only does not have a positive effect on participants L2 learning but also, in some cases, the use of these activities might hinder their acquisition due to the cognitive demands generated to learn in an active way. In addition, while the majority of the participants liked the activities and believed that they improved their oral acquisition skills, the data shows that this improvement was only in their perception and not reflected in the actual results. However, this last statement can be related to the age of the students. As we know adults tend to be more inhibited when it comes to production in the target language, and although at the beginning of the experiment there was a lot of resistance toward oral production, after the second role-play participants lost their fear to perform in front of the class. Thus, while vocabulary learning and fluency development were not fostered by drama activities, they seem to have a beneficial effect on classroom atmosphere as exposure to this type of activities continued.

Finally, this research had a number of limitations. As mentioned earlier, drama activities seem to have a lot of potential in the L2 classroom but not at the beginner's level. In particular, theatre may be beneficial at higher levels of language proficiency where students have a basic knowledge of the target language. Participants at a novice level are still focusing on understanding basic concepts but cannot grasp the whole meaning of a situation. This explains why memorization of simple words/structures might be achieved in a short period of time but it will not be internalized entirely if is

not repeated more than once. As a result, drama activities require a bigger time frame to be implemented successfully; this was not feasible in the Elementary Spanish program at Auburn University which has a set curriculum..

In addition, student motivation to learn in a required class is not the same as the motivation of students who are choosing to take the class. Also, the role of the instructor should be taken into account. This research points out the importance of the instructors' commitment to the successful implementation of this type of activities; if there is no instructor engagement there will be no results.

Therefore, this research has shown that although drama activities create a safe classroom environment for oral production, but it does not support to the idea that these activities improve participants' oral production in terms of vocabulary learning and oral fluency. Moreover, the data show that exposure to these activities had no impact in participants' oral production or vocabulary learning, and in some instances these participants produced a lower outcome and were perceived more negatively by native speaker evaluators. To conclude, further research is needed to explore the value of the implementation of drama activities in the L2 classroom at higher proficiency levels. In addition, future research should also explore how to best integrate these activities into the L2 classroom to maximize their potential impact in terms of linguistic development, cultural awareness and the creation of a safe learning environment.

XIX. Bibliography

ACTFL. (1996). *Standards for Foreign Language Learning: Preparing for the 21ˢᵗ Century*. Yonkers, NY: National Standards in Foreign Language Education Project.

ACTFL (2012). *ACTFL Proficiency guidelines 2012*. Retrieved from http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

Anderson, M. & Dunn, J. (2013). *How Drama Activates Learning: Contemporary Research and Practice*. New York: Bloomsbury Publishing.

Boquete, G. (2011). El uso del juego dramático en la enseñanza de lenguas: las destrezas orales. (PhD), University of Alcalá, Madrid.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.

Chomsky, N. (1959). A review of B.F Skinner's verbal behavior. *Language* 35:26-58.

Collie, J. & Slater, S. (1987) *Literature in the language classroom: a resource book of ideas and activities*. Cambridge: Cambridge University Press.

Cucchiarini, C., Doremalen, J.J.H.C. van & Strik, H. (2010). Fluency in non-native read and spontaneous speech. In *Proceedings of DiSS-LPSS Joint Workshop 2010* (pp. CD). Tokyo, Japan.

Davies, P. (1990). The use of drama in English language teaching. *TESL Canada Journal, 8(1)*, 87-99.

De Jong, N.H. & Hulstijn, J. (2009). *Relating ratings of fluency to temporal and lexical aspects of speech*. Paper presented at the VI Conference of the European association for language testing and assessment.

De la Fuente, M.J., Martín, E., Sans, N. (2012). *Gente*. New Barkerville: Pierson.

Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press.

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. International Journal of Applied Linguistics, 19(3), 221-246.

Even, S. (2008). Moving in(to) imaginary worlds: Drama pedagogy for foreign language teaching and learning. *Die Unterrichts Praxis /Teaching German*, 41, 161-170.

Gil, J. (2007). *Fonética para profesores de español: de la teoría a la práctica.* Madrid: Arco Libros.

Gill, C. (2013). Enhancing the English-language oral skills of international students through drama. *English Language Teaching*, *6 (4)*, 29-41.

Gluszek, A., & Dovidio, J.F. (2010). Speaking with a nonnative accent: Perception of bias, communication difficulties, and belonging in the United States. *Journal of Language and Social Psychology*, 29(2), 224-234.

Guilfoyle and Mistry (2013) How effective is role play in supporting speaking and listening for pupils with English as an additional language in the Foundation Stage. *Education (3-13): International Journal of Primary, Elementary and Early Years Education*, 41(1), 63-70.

Hismanoglu, M. & Hismanoglu, S. (2011). Task-based language teaching: what every EFL teacher should do. *Priced Social and Behavioral Sciences, 15, 46-52*.

Hymes, D. (1971). Competence and Performance in Linguistic Theory. In R. Huxley and E. Ingram (Eds.), *Language Acquisition: Models and Methods*. London: Academic Press.

Iandoli, L.J. (1991). Improving oral communication in an interactive introduction to literature course. *ProQuest*, 24, 479-486.

Jacobs, G. Power, M. & Wan, L. (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. London: Sage Publications.

Johnson, D. & Johnson, R.T. (n.d) *Cooperative Learning Institute. Interaction Book Company*. Wordpress. http://www.co-operation.org Web 31 Ag. 2014.

Khatib, M. & Sabah, S. (2012). Task-oriented conversations: The implications of drama for second language acquisition. *Theory and practice in language studies*, 2(6), 1120-1127.

Kormos,J. & Denés, M. Exploring measures and perceptions of fluency in the speech of second language learners. *System*. 2004, 32(2), 145-164.

Kramsch, C. (1986). From language proficiency to international competence. *Modern Language Journal*, 70(4), 366-372.

Krashen, S. (1982). *Principles and practice in second language acquisition.* Hertfordshire: Prentice Hall Europe.

Long, M. (1985). A role for instruction in second language acquisition: task-based language

teaching. In Hyltenstam and M. Pienemann (eds.), *Modeling and assessing second language acquisition*. Clevedon: Multilingual Matters.

Mercuri, S.P. (2012). Understanding the interconnectedness between language choices, cultural identity construction and school practices in the life of a latina educator. *GIST: Revista Colombiana de educación bilingüe*, 6, 12-43.

Millares, S. (2003). Función didáctica de la literatura en la enseñanza de una segunda lengua. *Frecuencia* L, 40-45.

Morales-López, E. (2000). Fluency levels and the organization of conversation in nonnative Spanish speakers' speech. In H. Riggenbach (ed.) P*erspectives on Fluency*, 266-286.

Motos, T. (1993). Las técnicas dramáticas: procedimiento didáctico para la enseñanza de la lengua y la literatura. *Enseñanza: anuario interuniversitario de didáctica*, Universidad de Salamanca.

Munro, M., & Derwing, T. (2013). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 45, 285-310.

Nation, P. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: University Press.

Neelands, J. (2009). The art of togetherness: Reflections on some essential artistic and pedagogic qualities of drama curricula. NJ (The Drama Australia Journal), 33 (1), 9-18.

Omaggio, A. (2000). *Teaching language in context*. Canada: Thompson Wadsworth.

Oppenheim, N. (2000). The importance of recurrent sequences for nonnative speaker fluency and cognition. In H. Riggenbach (ed.) P*erspectives on Fluency*, 220-242.

Parker-Starbuck, J. Seeing performance through the eyes of another. *Theatre Topics* 24(2), 125-136.

Pawley, A. and Syder, F. (1983). Two puzzles for linguistic theory: Native-like selection and native-like fluency. In J. Richards and R. Schmidt (eds), *Language and Communication*, 1921-225.

Piazolli, E. (2010). Process drama and intercultural language learning: an experience of contemporary Italy, *Research in Drama Education: The Journal of Applied Theatre and Performance.*, 15(3), 385-402.

Rebollo, M., Laso y León, E., & Labra, A. (2012). *Talia: primeras conclusiones.* Paper presented at the VI Encuentro de Innovación en docencia universitaria, Alcalá de Henares.

Rivers, W. (1987). *Interactive Language Teaching*. Cambridge: Cambridge University Press.

Ronke, A. (2005). *Drama and theater as a method for Foreign Language Reaching and Learning in higher education in the United States*. (PhD), University of Berlin.

Ryan, C. (August 2013). *Language use in the United States: 2011.* American Community Survey Reports. Retrieved from http://www.census.gov/prod/2013pubs/acs-22.pdf

Sánchez, C. (2002). La percepción de la fluidez en español como segunda lengua. *Filología y Lingüística, XXVIII(1)*, 137-163.

Slavin, R. (1988). Cooperative learning and student achievement. *Educational Leadership*, 31-33.

Slavin, R. (1991). Synthesis of research on cooperative learning. *Educational Leadership*, 71-82.

Skehan, P. (1998) *A cognitive approach to language learning.* Oxford: Oxford University Press.

Stinson, M and Piazzoli, E. (2013). Drama for Additional Language Learning: Dramatic Contexts and Pedagogical Possibilities. *How drama activates learning: contemporary research and practice*. 208-225.

Swain, M. (1985) Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Gass, S.M & Madalen, C. (eds). *Input in Second Language Acquisition*, 235-253.

Swain, M. (1995). Three functions of output in second language learning. In Cook, G. & Seidlhofer, B. (eds). *Principle and Practice in Applied Linguistics*, 125-144.

Vaci, N.; Radanovic, J.;Marmolejo-Ramos, F.; Millin, P. Comprehending negated action(s):

embodiment perspective. Cognitive Processing 10, 71-72.

Villaescusa, I. (2007). La enseñanza de la pronunciación en la clase de E/LE. Retrieved from
http://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/pdf/manila
_2009/10_investigaciones_03.pdf

Winston, J. (2012). *Second language learning through drama: Practical techniques and
applications*. Abingdon: Routledge

X. Appendix

Appendix 1

APPENDIX B

I am Elena F. Sánchez-Vizcaíno a graduate student in the Department of Foreign Language at Auburn University. I would like to invite you to participate in my research to study the application of drama techniques in the Second Language Classroom. If you want you can participate in it if you are 19 or older.

As a participant, you will be asked to do in class a pre-test regarding your spanish level (5 minutes), record an audio in english about a Spanish topic (5 minutes at home), to attend and letting me video record your Oral Assignment 2 (in class), to answer to a post-test and to do an interview with me in Spanish at the end of the semester (1st of December, 15 minutes).

The potential risks associated with participating in this study that you might encounter are: concern that this research may affect your Spanish grade, since the Oral Assignment 2 activity is part of the Spanish class you attend. The second one is, since video and audio are going to be recorded, the difficulty of maintaining your confidentially. To minimize these risks, we want to explain that the elements that will be evaluated in this research will NOT be related to the Spanish course, focusing on results that are not part of the course evaluation. Moreover, the questionnaires and the interview will be totally apart from the class and these are the main sources for the data we need to obtain. Also, from the beginning of the study your personal information (such as your name) will be removed from the data identifying these data with randomized numbers. The only person that will have the information, relating the name and the results, will be the researcher and her advisor. Also, the final interviews, which will be listen to by native speaker instructors', will not have the image and will not be evaluated by your instructor, guaranteeing your privacy.

If you participate you will get EXTRA CREDIT points, 100 (out of 200) which equals going 3 times to Mesa Española.

If you would like to participate in this research study, please send me an email to efs0006@auburn.edu and I will send you the letter of acceptance and further instructions. If you have questions, please contact me at the same email address or in my office HC 2020, MWF (11-12pm) or you may contact my advisor, Dr. Gilda Socarrás, at HC 6020 or socargm@auburn.edu.
Thank you for your consideration,

Elena F. Sánchez Vizcaíno

E-MAIL INVITATION FOR EXPERIMENT
(FOR EXPERIMENTAL GROUP CLASSROOMS)

I am Elena F. Sánchez-Vizcaíno a graduate student in the Department of Foreign Language at Auburn University. I would like to invite you to participate in my research to study the application of drama techniques in the Second Language Classroom. If you want you can participate in it if you are 19 or older.

As a participant, you will be asked to do in class a pre-test regarding your spanish level (5 minutes), record an audio in english about a Spanish topic (5 minutes at home), to attend and letting me video record the role-playing activities that will be done in your Spanish class (class time), to keep a mini diary after each activity (2-3 lines per role play), to let me record your oral assignment 2 (in class), to answer to a post-test and to do an interview with me in Spanish at the end of the semester (1st of December, 15 minutes).

The potential risks associated with participating in this study that you might encounter are: concern that this research may affect your Spanish grade, since the role plays activities are part of the Spanish class you attend. The second one is, since video and audio are going to be recorded, the difficulty of maintaining your confidentially. To minimize these risks, we want to explain that the elements that will be evaluated in this research will NOT be related to the Spanish course, focusing on results that are not part of the course evaluation. Moreover, the questionnaires and the interview will be totally apart from the class and these are the main sources for the data we need to obtain. Also, from the beginning of the study your personal information (such as your name) will be removed from the data identifying these data with randomized numbers. The only person that will have the information, relating the name and the results, will be the researcher and her advisor. Also, the final interviews, which will be listen to by native speaker instructors', will not have the image and will not be evaluated by your instructor, guaranteeing your privacy.
 If you participate you will get EXTRA CREDIT points, 100 (out of 200) which equals going 3 times to Mesa Española.

If you would like to participate in this research study, please send me an email to efs0006@auburn.edu and I will send you the letter of acceptance and further instructions. If you have questions, please contact me at the same email address or in my office HC 2020, MWF (11-12pm) or you may contact my advisor, Dr. Gilda Socarrás, at HC 6020 or socargm@auburn.edu.
Thank you for your consideration,

Elena F. Sánchez Vizcaíno

APPLIED THEATRE EXPERIMENT

EXTRA CREDIT FOR PARTICIPANTS

¿WHAT?

This research studies the use of drama techniques in the Spanish classroom...to see if it improves the vocabulary and fluency in your oral production

---

¿WHEN?

MOST OF THE EXPERIMENT WILL BE PART OF YOUR CLASS

¿HOW?

DURING THIS SEMESTER YOU WILL HAVE TO DO 7 ROLE-PLAYS: 1 PER CHAPTER. EVERYBODY WILL DO THOSE EXERCISES.

¿WHAT ELSE WILL I HAVE TO DO?

1. Pre-test **(5 minutes)**
2. Record yourself for 1 minute talking in English about an specific topic. **(5 minutes total) (only experimental groups)**
3. Keeping a **diary** in English **after each role play** activity **(2 -3 lines) (only experimental groups)**
4. Letting me record your 4 last role-plays and your **2nd oral assignment (in class)**
5. Doing a **post-test and a video recorded interview** in Spanish with me at the end of the semester **(15 minutes)**. 1st of December.

¿WHAT ELSE WILL I HAVE TO DO?

TOTAL TIME COMMITMENT UNDERLINE OUT OF THE CLASS WILL BE APPROXIMATELY:
1 HOUR AND A HALF.

¿EXTRA CREDIT?

IF YOU **PARTICIPATE AND DO EVERYTHING** YOU WILL GET THE SAME POINTS AS IF YOU WENT **3 TIMES** **TO MESA ESPAÑOLA** (100 points)

¿MY GRADE?

This experiment WILL NOT AFFECT your grade although most of it is done in the class. Your name will be kept confidential and your instructor will not evaluate your performance.

¿WHO?

If you are 19 or older

¿Until when can I sign up?

OCTOBER 5TH

Apúntate Ya!

TO SIGN UP:

efs0006@auburn.edu
Elena SV Flys. HC 2020
M, W, F 11:00–12:00 (Office Hours)

Appendix 2

ROLE PLAY CAPÍTULO 4: DE COMPRAS EN ARGENTINA

6 de octubre/clase 21 (Guiones se entregan el 29 de septiembre/clase 18)

2 different scripts for role plays in chapter 4 (translations in page 5)

SOLO TEXTO

RP. A

Instructions: Students have to memorize the dialogues for the given date.

Estudiante A: Buenos días

Estudiante B: Necesitamos comprar regalos para nuestras madres.

Estudiante C: Aquí tengo bolsos de cuero a 60 pesos.

Estudiante A: Y estos pendientes de plata ¿Cuánto cuestan?

Estudiante C: Cuestan… 860 pesos.

Estudiante B: Son muy elegantes.

Estudiante D: Son demasiado caros.

Estudiante A: Sí. Solo tengo 500 pesos.

Estudiante D: También tienen mates de varios colores: azul, marrón, verde…

Estudiante C: Pueden llevarles un gorro informal, unos guantes clásicos, un cinturón….

Estudiante D: … Estos vestidos son muy modernos.

Estudiante B: ¿Cuánto vale este vestido?

Estudiante C: Vale. 313 pesos.

Estudiante A: Me gusta mucho. Es barato y precioso.

Estudiante D: Sí, pero yo tengo que ahorrar. Yo compro el bolso.

Estudiante B: Yo le compro un vestido a mi madre, y… una corbata a mi padre.

Estudiante A: Yo también. Quiero el verde y blanco.

Estudiante C: Muy bien. Aquí tienen.

TEXTO + ACCIÓN

Props the teacher will have: 2 purses, 1 hat, gloves, 2 dresses, 2 bags, money, a map, a calculator, a box with earrings, 1 tie, 1 or 2 mates,

Instructions: Students have to memorize the dialogues for the given date. All the information in parenthesis corresponds to the movements they must do while they speak.

(Three students A , B and D are walking as if they were in the street with a map)

Estudiante A: Buenos días.

Estudiante B: Necesitamos comprar regalos para nuestras madres.

Estudiante C: *(pulls from below the table two different purses and a box with earrings)* Aquí tengo bolsos de cuero a 60 pesos.

Estudiante A: Y estos pendientes de plata *(opening the box and looking at the earrings)* ¿Cuánto cuestan?

Estudiante C: Cuestan… *(calculates with the calculator)* 860 pesos.

Estudiante B: Son muy elegantes.

Estudiante D: (sighing) Son demasiado caros.

Estudiante A: Sí. Solo tengo 500 pesos.

Estudiante D: También tienen mates de varios colores: azul, marrón, verde…

Estudiante C: *(pulls out the hat, the gloves and 2 dresses)* Pueden llevarles un gorro informal, unos guantes clásicos, un cinturón….

Estudiante D: … (interrupting) Estos vestidos son muy modernos.

Estudiante B: *(grabs one of the dresses and looks at it)* ¿Cuánto vale este vestido?

Estudiante C: Vale.. *(using the calculator again)* 313 pesos.

Estudiante A: Me gusta mucho. Es barato y precioso. *(leaves the dress on the counter)*

Estudiante D: Sí, pero yo tengo que ahorrar. Yo compro el bolso.

Estudiante B: Yo le compro un vestido a mi madre, y … *(pointing to one tie)* una corbata a mi padre. *(the student gives the money to the student C)*

Estudiante A: Yo también. *(pointing at the dress)* Quiero el verde y blanco. *(He/she gives the money to student C)*

Estudiante C: Muy bien. Aquí tienen. *(He/she gives them the bags) (the students leave)*

Instructions: Students have to memorize the dialogues for the given date.

Estudiante B: Esta es..

Estudiante C: Sí, la tienda de artesanía.

Estudiante A: Bienvenidos ¿Puedo ayudarles?

Estudiante D: Queremos comprar unas bombillas de plata y alpaca.

Estudiante A: No tengo bombillas en este momento.

Estudiante D: Hay bolsos de cuero.

Estudiante C: ¿Cuánto valen los bolsos?

Estudiante A: 150 pesos.

Estudiante B: Son más baratos que los pendientes.

Estudiante C: Yo quiero comprar uno. El rojo.

Estudiante D: Yo le compro a Marta uno también.

Estudiante B: Yo necesito comprar un regalo para mi amigo Marcos.

Estudiante C: Regálale una… una cartera a Marcos

Estudiante D: Conozco a Marcos y le gustan muchísimo las carteras.

Estudiante B: ¿Cuánto cuestan las carteras?

Estudiante A: Estas cuestan….. 225 pesos. Los dos cuestan…… 375 pesos en total.

Estudiante B: Yo prefiero pagar con dinero.

Estudiante C: Yo tengo que pagar con tarjeta.

Estudiante A: Muy bien. Adiós y muchas gracias.

Estudiante B: Adios.

TEXTO + ACCIÓN

Props the teacher will have: A shopping list, tag with the price of the earrings, box with earrings, 2 purses, 1 wallet, 2 bags, 1 credit card, money.

Instructions: Students have to memorize the dialogues for the given date. All the information in parenthesis corresponds to the movements they must do while they speak.

(Student B and student A walk out of the class and come back in as if they were entering a store)

Estudiante B: Esta es..

Estudiante C: Sí, la tienda de artesanía.

Estudiante A: Bienvenidos. ¿Puedo ayudarles?

Estudiante D: *(looking to his shopping list)* Queremos comprar unas bombillas de plata y alpaca.

Estudiante A: No tengo bombillas en este momento.

Estudiante D: Hay bolsos de cuero *(he/she pulls 2 purses out)*.

Estudiante C: ¿Cuánto valen los bolsos?

Estudiante A: *(using a calculator)* 150 pesos.

Estudiante B: *(pointing to a box of earrings where you can see the price)* Son más baratos que los pendientes.

Estudiante C: Yo quiero comprar uno. *(pointing to the red purse)* El rojo.

Estudiante D: Yo le compro a Marta uno también.

Estudiante B: Yo necesito comprar un regalo para mi amigo Marcos.

Estudiante C: Regálale una… *(he/she sees suddenly the wallet)* una cartera a Marcos

Estudiante D: Conozco a Marcos y le gustan muchísimo las carteras de cuero.

Estudiante B: ¿Cuánto cuestan las carteras?

Estudiante A: (with the calculator) Estas cuestan….. 225 pesos. Los dos cuestan…… 375 pesos en total.

Estudiante B: Yo prefiero pagar con dinero (*he/she gets her wallet and gives the student A the money).*

Estudiante C: Yo tengo que pagar con tarjeta (he/she gives the student A the credit card).

Estudiante A: Muy bien *(he/she returns the credit card and gives them the bags with the items).* Adiós y muchas gracias.

Estudiante B: Adios. *(Students B,C and D exit)*

ROLE PLAY CHAPTER 4: SHOPPING IN ARGENTINA (translations)

<u>RP. A</u>

<u>SCRIPT</u>

Student A: Good morning.

Student B: We would like to buy some presents for our mothers.

Student C: Here I have leather handbags at 60 pesos each.

Student A: And these silver earrings, how much do they cost?

Student C: They cost… 860 pesos.

Student B: They are very elegant.

Student D: They are too expensive.

Student A: Yes. I only have 500 pesos.

Student D: They also have Mate tea in different colors: blue, brown, green…

Student C: You can also bring them a casual hat, classic gloves, a belt…

Student D: … Those dresses are very modern.

Student B: How much is this dress?

Student C: It costs 313 pesos.

Student A: I like it very much. It is cheap and beautiful.

Student D: Yes, but I have ti save money. I buy the hand bag.

Student B: I buy my mom the dress, and … a tie for my dad.

Student A: Me too. I want the green and white one.

Student C: Very good. Here you are.

<u>RP. A</u>

<u>SCRIPT + ACTION</u>

Student A: Good morning.

Student B: We would like to buy some presents for our mothers.

Student C: *(pulls from below the table two different purses and a box with earrings)* Here I have leather handbags at 60 pesos each.

Student A: And these silver earrings *(opening the box and looking at the earrings)*, how much do they cost?

Student C: They cost… *(calculates with the calculator)* 860 pesos.

Student B: They are very elegant.

Student D: (sighing) They are too expensive.

Student A: Yes. I only have 500 pesos.

Student D: They also have Mate tea in different colors: blue, brown, green…

Student C: *(pulls out the hat, the gloves and 2 dresses)* You can also bring them a casual hat, classic gloves, a belt…

Student D: … (interrupting) Those dresses are very modern.

Student B: *(grabs one of the dresses and looks at it)* How much is this dress?

Student C: It costs.. *(using the calculator again)* 313 pesos.

Student A: I like it very much. It is cheap and beautiful. *(leaves the dress on the counter)*

Student D: Yes, but I have to save money. I buy the hand bag.

Student B: I buy my mom the dress, and … *(pointing to one tie)* a tie for my dad. *(the student gives the money to the student C)*

Student A: Me too. *(pointing at the dress)* I want the green and white one. *(He/she gives the money to student C)*

Student C: Very good. Here you are. *(He/she gives them the bags) (the students leave)*

RP. B
SCRIPT

Student B: This is it.

Student C: Yes. The craft shop.

Student A: Welcome. Can I help you?

Student D: We want to buy some silver and alpaca bulbs.

Student A: Right now I don´t have any bulbs.

Student D: There are leather purses.

Student C: How much do the purses cost?

Student A: 150 pesos.

Student B: They are cheaper than the earrings.

Student C: I want to buy one. The red one.

Student D: I will buy one for Marta as well.

Student B: I need to buy a present for my friend Marcos.

Student C: Give him a… a wallet.

Student D: I know Marcos and he loves wallets.

Student B: How much do the wallets cost?

Student A: This costs….. 225 pesos. The two cost…… 375 pesos in total.

Student B: I prefer to pay cash.

Student C: I have to pay with card.

Student A: very well. Goodbye and thank you very much.

Student B: Goodbye.

RP. B

SCRIPT + ACTION

Student B: This is it.

Student C: Yes. The craft shop.

Student A: Welcome. Can I help you?

Student D: *(looking to his shopping list)* We want to buy some silver and alpaca bulbs.

Student A: Right now I don´t have any bulbs.

Student D: There are leather purses *(he/she pulls 2 purses out).*

Student C: How much do the purses cost?

Student A: *(using a calculator)* 150 pesos.

Student B: *(pointing to a box of earrings where you can see the price)* They are cheaper than the earrings.

Student C: I want to buy one. *(pointing to the red purse)* The red one.

Student D: I will buy one for Marta as well.

Student B: I need to buy a present for my friend Marcos.

Student C: Give him a…*(he/she sees suddenly the wallet)* a wallet.

Student D: I know Marcos and he loves wallets.

Student B: How much do the wallets cost?

Student A: (with the calculator) This costs….. 225 pesos. The two cost…… 375 pesos in total.

Student B: I prefer to pay cash (*he/she gets her wallet and gives the student A the money)*.

Student C: I have to pay with card (he/she gives the student A the credit card).

Student A: very well *(he/she returns the credit card and gives them the bags with the items)*.

Goodbye and thank you very much.

Student B: Goodbye. . *(Students B,C and D exit)*

ROLE PLAY
CAPÍTULO 4
Posters para imprimir

MATERIALS

<u>SOLO TEXTO</u>

<u>RP. A</u>

(At a counselors office)

Estudiante A: Buenos días _____(real name of student B) y _____ (real name of student C). ¿Cómo estáis hoy?

Estudiante B: No estoy bien. Estoy enfermo/a.

Estudiante C: Yo también.

Estudiante D:¿Por qué estáis enfermos/as?

Estudiante C: Estoy muy cansado/a todos los días.

Estudiante A: ¿Cuántas horas duermes?

Estudiante C: Me acuesto a las doce y me levanto a las seis.

Estudiante D: ¿Y tú?

Estudiante B: No puedo dormir.

Estudiante A: ¿Trabajáis mucho?

Estudiante B: Nosotros/as trabajamos demasiado. 4 horas cada día lunes, martes y miércoles.

Estudiante C: y jueves y viernes. También estudiamos mucho todos los días…..¡sentados/as todo el tiempo!

Estudiante A: Un consejo: Hay que descansar más, y tenéis que hacer ejercicio.

Estudiante D: Es conveniente porque hay que llevar una vida sana.

Estudiante B: Quiero hacer yoga y acostarme más temprano para estar en forma y estar menos nervioso/a.

Estudiante D: Es bueno para la espalda y para la cabeza. La tranquilidad es importante.

Estudiante C: Yo quiero jugar al tenis.

Estudiante A: También es necesario que comáis sano y a la misma hora siempre.

Estudiante D: Y tenéis que haceros chequeos médicos regularmente.

Estudiante B: Tienen razón. Gracias. *(They say this while they shake students A's hand)*

Estudiante D: De nada.

Estudiante A: Adios.

Props the teacher will have: notebook, pen, calendar with hours, sports poster.

Instructions: Students have to memorize the dialogues for the given date. All the information in parenthesis corresponds to the movements they must do while they speak.

(Two students C and B go out of the classroom and come back as if they were entering to a counselors office. Student A is the counselor and Student D the assistant of the counselor)

Estudiante A: *(standing up shaking hands and offering them a seat)* Buenos días _____*(real name of student B)* y _____ *(real name of student C).* ¿Cómo estáis hoy?

Estudiante B: No estoy bien. *(touching his/her forehead)* Estoy enfermo/a.

Estudiante C: Yo también.

Estudiante D: (opening a notebook where he/she will be writing) ¿Por qué estáis enfermos/as?

Estudiante C: Estoy muy cansado/a todos los días.

Estudiante A: ¿Cuántas horas duermes?

Estudiante C: Me acuesto a las doce y me levanto a las seis.

Estudiante D: ¿Y tú?

Estudiante B: No puedo dormir.

Estudiante A: ¿Trabajáis mucho?

Estudiante B: *(they open up their calendars and they show the counselor their schedule)* Nosotros/as trabajamos demasiado. *(pointing to the schedule)* 4 horas cada día lunes, martes y miércoles.

Estudiante C: *(pointing to the schedule too and interrupting)* y jueves y viernes También estudiamos mucho todos los días….. *(exhausted)* ¡sentados/as todo el tiempo!

Estudiante A: Un consejo: Hay que descansar más, y tenéis que hacer ejercicio *(pointing to the sports poster)*.

Estudiante D: Es conveniente porque hay que llevar una vida sana.

Estudiante B: *(looking to a poster that the counselor has and pointing to the yoga image)* Quiero hacer yoga y acostarme más temprano para estar en forma y estar menos nervioso/a.

Estudiante D: Es bueno para (*pointing her/his back)* la espalda y… (*pointing her/his head*) para la cabeza. La tranquilidad es importante.

Estudiante C: *(pointing to the poster too)* Yo quiero jugar al tenis.

Estudiante A: *(writing down in her/his notebook the advices that she/he will give to them)* También es necesario que comáis sano y a la misma hora siempre.

Estudiante D: Y tenéis que haceros chequeos médicos regularmente *(she/he gives them the paper)*.

Estudiante B: Tienen razón. Gracias. *(They say this while they shake students A's hand)*

Estudiante D: De nada.

Estudiante A: Adios.

<u>RP. B</u>

<u>SOLO TEXTO</u>

(Four students talk after health class)

Estudiante D: _____ *(real name of student B)*, trabajas demasiado. Tienes que descansar más.

Estudiante B: Sí, tengo que trabajar menos cada día.

Estudiante C: Yo creo que también es importante acostarse temprano.

Estudiante A: Yo me acuesto siempre muy tarde.

Estudiante B: Y yo me levanto a menudo muy temprano.

Estudiante D: Yo también.

Estudiante C: Tenemos que llevar una vida sana.

Estudiante A: Hay que comer más fruta y verdura

Estudiante D: Y comer menos grasas.

Estudiante B: También es bueno hacer ejercicio…

Estudiante D: y es importante disfrutar mucho del tiempo libre.

Estudiante C: Sí, para estar más alegres.

Estudiante A: Y para estar menos nerviosos/as y más tranquilos/as.

Estudiante B:Yo quiero hacer yoga.

Estudiante D: Yo también, es bueno para la espalda y el cuello.

Estudiante C: Yo, quiero jugar al tenis.

Estudiante A: Tenéis razón. Para mí, lo mejor es tener horarios muy regulares y montar en bicicleta.

Estudiante B: Sí, pero es importante comer bien. Yo por ejemplo nunca como comida rápida.

Estudiante C: Estoy de acuerdo, pero la salud mental es muy importante también.

Estudiante D: Vamos a ir al gimnasio y apuntarnos.

Estudiante A, B y C: ¡Vamos!

RP. B

TEXTO + ACCIÓN

Props the teacher will have: 4 notebooks, 4 pen, 4 bags, 4 water bottles, 4 books .

Instructions: Students have to memorize the dialogues for the given date. All the information in parenthesis corresponds to the movements they must do while they speak.

(Four students talk after health class while they are picking up their things and putting them in the backpack)

Estudiante D: _____ *(real name of student B)*, trabajas demasiado. *(Erasing the white board)* Tienes que descansar más.

Estudiante B: *(while she/he finishes writing something in his/her notebook)* Sí, tengo que trabajar menos cada día.

Estudiante C: *(while putting the notebook and the pen in the bag)* Yo creo que también es importante acostarse temprano.

Estudiante A: *(while putting the notebook and the water bottle in the bag)* Yo me acuesto siempre muy tarde.

Estudiante B: *(she/he puts her notebook in the bag)* Y yo me levanto a menudo muy temprano.

Estudiante D: *(getting her/his flash-drive from the class computer)* Yo también.

Estudiante C: *(pointing to something related that appears in the book)* Tenemos que llevar una vida sana.

Estudiante A: *(as if he/she was reading in the book)* Hay que comer más fruta y verdura

Estudiante D: Y menos grasas.

Estudiante B: *(as if he/she was reading in the book)* También es bueno hacer ejercicio

Estudiante D: *(closing her computer session):* y es importante disfrutar mucho del tiempo libre.

Estudiante C: *(putting his/her book and water bottle in the bag)* Sí, para estar más alegres.

Estudiante A: *(putting his/her book and the rest of the things in the bag)* Y para estar menos nerviosos/as y más tranquilos/as.

Estudiante B: *(putting his/her book and the rest of the things in the bag)* Yo quiero hacer yoga.

Estudiante D: (Picking up her/his bag) Yo también, es bueno para la espalda y el cuello.

Estudiante C: Yo, jugar al tenis.

Estudiante A: *(standing up and facing the door)* Tenéis razón. Para mí, lo mejor es tener horarios muy regulares y montar en bicicleta.

Estudiante B: *(walking towards the door)* Sí, pero es importante comer bien. Yo por ejemplo nunca como comida rápida.

Estudiante C: *(opening the door)* Estoy de acuerdo, pero la salud mental es muy importante también.

Estudiante D: *(leaving the classroom)* Vamos a ir al gimnasio y apuntarnos.

Estudiante A, B y C: ¡Vamos! *(they exit)*

ROLE PLAY CHAPTER 5: A HEALTHY LIFE (translations)

RP. A
SCRIPT

Student A: Good morning_____ *(real name of student B)* and_____ *(real name of student C).* How are you today*?*

Student B: I am not well. I am ill.

Student C: Me too.

Student D: Why are you ill*?*

Student C: I am very tired every day.

Student A: How many hours do you sleep?

Student C: I go to bed at midnight and I wake up at six am.

Student D: And you?

Student B: I can´t sleep.

Student A: Do you work a lot?

Student B: We work too much. 4 hours a day on Monday, Tuesday and Wednesday…

Student C: ..and Thursday and Friday. We also study a lot every day…seated all the time!

Student A: One little advice: You have to rest more, and you have to do exercise.

Student D: It is convenient for a healthy life.

Student B: I want to do yoga and go to bed earlier to be fit and less nervous.

Student D: It is good for the back and the head. Tranquility is important.

Student C: I want to play tennis.

Student A: It is also necessary to eat healthy and at a regular time.

Student D: And you should have medical controls regularly.

Student B: You are right. Thank you. *(They say this while they shake students A's hand)*

Student D: You are welcome.

Student A: Goodbye.

RP. A
SCRIPT + ACTION

Student A: *(standing up shaking hands and offering them a seat)* Good morning_____

(real name of student B) and_____ *(real name of student C).* How are you today*?*

Student B: I am not well. *(touching his/her forehead)* I am ill.

Student C: Me too.

Student D: *(opening a notebook where he/she will be writing)* Why are you ill*?*

Student C: I am very tired every day.

Student A: How many hours do you sleep?

Student C: I go to bed at midnight and I wake up at six am.

Student D: And you?

Student B: I can´t sleep.

Student A: Do you work a lot?

Student B: *(they open up their calendars and they show the counselor their schedule)* We work too much. *(pointing to the schedule)* 4 hours a day on Monday, Tuesday and Wednesday…

Student C: *(pointing to the schedule too and interrupting)* and Thursday and Friday. We also study a lot every day.. *(exhausted)* seated all the time!

Student A: One little advice: You have to rest more, and you have to do exercise *(pointing to the sports poster)*.

Student D: It is convenient for a healthy life.

Student B: *(looking to a poster that the counselor has and pointing to the yoga image)* I want to do yoga and go to bed earlier to be fit and less nervous.

Student D: It is good for (*pointing her/his back)* the back and… (*pointing her/his head*) the head. Tranquility is important.

Student C: *(pointing to the poster too)* I want to play tennis.

Student A: *(writing down in her/his notebook the advices that she/he will give to them)* It is also necessary to eat healthy and at a regular time.

Student D: And you should have medical controls regularly *(she/he gives them the paper)*.

Student B: You are right. Thank you. *(They say this while they shake students A's hand)*

Student D: You are welcome.

Student A: Goodbye.

RP. B
SCRIPT

Student D: _____ *(real name of student B)*, you work too much. You have to take more breaks.

Student B: Yes, I have to work less every day.

Student C: I also think it is important to go to bed early.

Student A: I always go to sleep very late.

Student B: And I often get up very early.

Student D*:* Me too.

Student C: We have to carry on a healthy life.

Student A: We have to eat more fruit and vegetables.

Student D: And eat less fat.

Student B: It is also good to do exercise…

Student D*:* and it is important to enjoy spare time.

Student C: Yes, to be happier.

Student A: And to be less nervous and more relaxed.

Student B:I want to do yoga.

Student D*:* Me too, it is good for the back and the neck.

Student C: I want to play tennis.

Student A: You are right. For me, the best is to have regular schedules and ride a bike.

Student B: Yes, but it is important to eat healthy. I, for example, never eat fast food.

Student C: I agree, but mental health is important too.

Student D: Let´s go to the gym and enroll.

Student A, B and C: Let´s go!

RP. B
SCRIPT + ACTION

Student D: _____ *(real name of student B)*, you work too much. *(Erasing the white board)* You have to take more breaks.

Student B: *(while she/he finishes writing something in his/her notebook)* Yes, I have to work less every day.

Student C: *(while putting the notebook and the pen in the bag)* I also think it is important to go to bed early.

Student A: *(while putting the notebook and the water bottle in the bag)* I always go to sleep very late.

Student B: *(she/he puts her notebook in the bag)* And I often get up very early.

Student D*: (getting her/his flash-drive from the class computer)* Me too.

Student C: *(pointing to something related that appears in the book)* We have to carry on a healthy life.

Student A: *(as if he/she was reading in the book)* We have to eat more fruit and vegetables.

Student D: And eat less fat.

Student B: *(as if he/she was reading in the book)* It is also good to do exercise…

Student D*: (closing her computer session)* and it is important to enjoy spare time.

Student C: *(putting his/her book and water bottle in the bag)* Yes, to be happier.

Student A: *(putting his/her book and the rest of the things in the bag)* And to be less nervous and more relaxed.

Student B: *(putting his/her book and the rest of the things in the bag)* I want to do yoga.

Student D*: (Picking up her/his bag)* Me too, it is good for the back and the neck.

Student C: I want to play tennis.

Student A: *(standing up and facing the door)* You are right. For me, the best is to have regular schedules and ride a bike.

Student B: *(walking towards the door)* Yes, but it is important to eat healthy. I, for example, never eat fast food.

Student C: *(opening the door)* I agree, but mental health is important too.

Student D: *(leaving the classroom)* Let´s go to the gym and enroll.

Student A, B and C: Let´s go! *(they exit)*

ROLE PLAY A
CAPÍTULO 5: LA VIDA SANA
POSTERS PARA EL GUIÓN A

CALENDARIO

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO	DOMINGO
	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	Estudiar	Estudiar		
	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	Estudiar	Estudiar		
	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	Estudiar	Estudiar		
	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	4 HORAS TRABAJO Estudiar	Estudiar	Estudiar		

POSTERS
HAZ DEPORTE

POSTERS
COME SANO

POSTERS

DESCANSA Y DISFRUTA

Vida sana

ROLE PLAY B
CAPÍTULO 5: LA VIDA SANA

Each student will have these elements: bag, notebook, pen, book and water bottle. Remember to use the instructions.
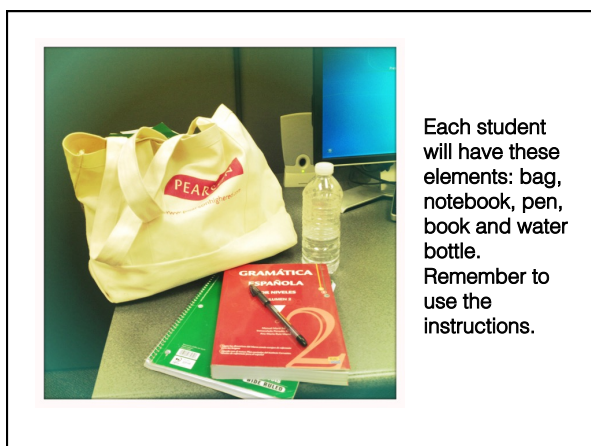
ROLE PLAY CAPÍTULO 6: LAS CASAS

3 de noviembre/clase 32 (Guiones se entregan el 27 de octubre/clase 29)

<u>SOLO TEXTO</u>

<u>RP. A</u>
(At a apartments lobby students B and C are looking for an apartment that they might want to rent. Student A is the receptionist and Student D is the renter)

Estudiante A (receptionist): Buenos días ¿cómo están?

Estudiante B: Muy bien gracias. Emmm….

Estudiante C: Estamos buscando un piso para alquilar.

Estudiante A: Caminen por este pasillo y suban en el ascensor a la tercera planta.

(On the third floor)

Estudiante D: Hola ¿Qué tal?

Estudiante C: Muy bien, gracias. Queremos ver el piso.

Estudiante B: ¿Cuántas habitaciones hay?

Estudiante D: Tiene dos dormitorios, un baño, una cocina y un salón.

Estudiante C: Perdone, ¿no está amueblado?

Estudiante D: No, tienen que amueblar el salón y los dormitorios.

Estudiante B: _____ (name of student C) mira ¿están cambiando las ventanas del salón?

Estudiante D: Sí, los albañiles están terminando en este momento.

Estudiante C: _____, (name of student B) ve y mira los muebles del baño.

Estudiante B: Están bien, son nuevos. ¿Cuánto dinero cuesta al mes?

Estudiante D: 1200 Euros.

Estudiante C: Muchas gracias. Tenemos que pensarlo.

Estudiante D: No hay problema. Hasta luego.

(back in the lobby)

Estudiante A: ¿Les gusta el piso?

Estudiante B: Sí, es muy bonito pero es muy caro.

Estudiante A: Tienen razón, pero es muy céntrico.

Estudiante C: Estoy de acuerdo, la ubicación es buena.

Estudiante B: Perdone, ¿sabe dónde está la estación de metro?

Estudiante A: Sí, siga por esta calle y tome la segunda a la derecha.

Estudiante B: ¡Adiós y muchas gracias!

RP. A

TEXTO + ACCIÓN

Props the teacher will have: papers for the renter, letters for the receptionist and a book.

Instructions: Students have to memorize the dialogues for the given date. All the information in parenthesis corresponds to the movements they must do while they speak.

(At a apartments lobby students B and C are looking for an apartment that they might want to rent. Student A is the receptionist and Student D is the renter)

Estudiante A: Buenos días ¿cómo están? *(organizing the mail)*

Estudiante B: Muy bien gracias. Emmm…. *(wandering around/lost)*

Estudiante A: *(approaching them to help them)*

Estudiante C: Estamos buscando un piso para alquilar

Estudiante A: *(giving instructions with his/her arms)* Caminen por este pasillo y suban en el ascensor a la tercera planta.

(Students walk. On the third floor)

Estudiante D: *(shaking their hands)* Hola ¿Qué tal?

Estudiante C: Muy bien, gracias. Queremos ver el piso.

Estudiante B: *(looking around)* ¿Cuántas habitaciones hay?

Estudiante D: *(telling the numbers not only with words but with gestures)* El piso tiene dos dormitorios, un baño, una cocina y un salón.

Estudiante C: Perdone, *(surprised)* ¿no está amueblado?

Estudiante D: No, tienen que amueblar el salón y los dormitorios.

Estudiante B: *(approaching the windows)* _____ *(name of student C) mira* ¿están cambiando las ventanas del salón?

Estudiante D: Sí, los albañiles están terminando en este momento.

Estudiante C: _____, (name of student B) vé y mira los muebles del baño. *(student B exits and comes back)*

Estudiante B: Están bien, son nuevos. ¿Cuánto dinero cuesta al mes?

Estudiante D: *(looking through her/his papers)* 1200 Euros.

Estudiante C: Muchas gracias. Tenemos que pensarlo.

Estudiante D: Sí, no hay problema. Hasta luego. *(shaking their hands)*

(back in the lobby)

Estudiante A: *(sitting down and reading a book)* ¿Les gusta el piso?

Estudiante B: Sí, es muy bonito pero es muy caro.

Estudiante A: Tienen razón, pero es muy céntrico.

Estudiante C: Estoy de acuerdo, la ubicación es buena.

Estudiante B: Perdone, ¿sabe dónde está la estación de metro?

Estudiante A: Sí, siga por esta calle y tome la segunda a la derecha.

Estudiante B: ¡Adiós y muchas gracias!

RP. B

SOLO TEXTO

(Students C and B come to visit some friends that just bought a house)

Estudiante D: Hola ¿Qué tal?

Estudiante C: Muy bien. Os presento a mi amigo/a _____ (name of student B), somos compañeros/as de trabajo.

Estudiante D: Mucho gusto.

Estudiante A: Encantado/a de conocerte.

Estudiante B: Igualmente.

Estudiante A: Venid y mirad, estamos comprando esta casa.

Estudiante B: ¡Es muy bonita y grande!

Estudiante D: Sí, tiene 2 plantas.

Estudiante B: ¿Y los albañiles? ¿Qué están haciendo?

Estudiante A: Están cambiando los baños.

Estudiante C: ¿Cuántas habitaciones hay?

Estudiante D: Hay 3 dormitorios, un comedor, una sala..

Estudiante A: Los baños y la cocina.

Estudiante D: Caminad por este pasillo y sentaos en el jardín.

Estudiante B: Es muy lujoso.

Estudiante A: ¿Os gusta?

Estudiante C: Mucho. ¿Tenéis que amueblarla?

Estudiante D: Sí, tenemos que comprar: camas…

Estudiante A: armarios, escritorios, mesas, sillas…

Estudiante B: ¿Está lejos del centro?

Estudiante C: No es muy céntrico pero hay transporte público.

Estudiante D: Sí, es cierto y nosotros caminamos a la oficina.

Estudiante B: ¿A qué os dedicáis?

Estudiante A: Somos abogados.

Estudiante B: Para ser buenos abogados hay que tener mucha experiencia.

Estudiante A: Sí y hay que saber escuchar.

(telephone rings)

Estudiante A: Contesta, no te preocupes.

Estudiante C: ¿Dígame?

Estudiante C: Tenemos que irnos. Hay un problema en el trabajo.

Estudiante B: Mucho gusto y hasta luego.

Estudiante A: Adios.

RP. B

TEXTO + ACCIÓN

No props

Instructions: Students have to memorize the dialogues for the given date. All the information in parenthesis corresponds to the movements they must do while they speak.

(Students C and B come to visit some friends that just bought a house)

Estudiante D: Hola ¿Qué tal? *(student D and A shaking hands with student C)*

Estudiante C: Muy bien. Os presento a mi amigo/a _____ (name of student B) somos compañeros/as de trabajo.

Estudiante D: *(student D shaking hands with B)* Mucho gusto.

Estudiante A: Encantado/a de conocerte.

Estudiante B: Igualmente.

Estudiante A: Venid y mirad, estamos comprando esta casa.

Estudiante B: ¡Es muy bonita y grande!

Estudiante D: Sí, tiene 2 plantas.

Estudiante B: ¿Y los albañiles? ¿Qué están haciendo?

Estudiante A: Están cambiando los baños.

Estudiante C: *(looking around)* ¿Cuántas habitaciones hay?

Estudiante D: *(telling the numbers not only with words but with gestures)* Hay 3 dormitorios, un comedor, una sala..

Estudiante A: *(telling the numbers not only with words but with gestures)* Los baños y la cocina.

Estudiante D: (He/she points out a direction) Caminad por este pasillo y sentaos en el jardín. *(they all walk and sit down)*

Estudiante B: Es muy lujoso.

Estudiante A: ¿Os gusta?

Estudiante C: Mucho. *(looking around)* ¿Tenéis que amueblarla?

Estudiante D: Sí, tenemos que comprar: camas…

Estudiante A: armarios, escritorios, mesas, sillas…

Estudiante B: *(standing up and looking around to try to know where the house is, in which part of the city)* ¿Está lejos del centro?

Estudiante C: No es muy céntrico pero hay transporte público.

Estudiante D: Sí, es cierto y nosotros caminamos a la oficina.

Estudiante B: ¿A qué os dedicáis?

Estudiante A: Somos abogados.

Estudiante B: Para ser buenos abogados hay que tener mucha experiencia.

Estudiante A: Sí y hay que saber escuchar.

(telephone rings)

Estudiante A: Contesta, no te preocupes.

Estudiante C: *(he/she grabs it)* ¿Dígame?

Estudiante C: Tenemos que irnos. Hay un problema en el trabajo.

Estudiante B: Mucho gusto y hasta luego. *(shaking hands. they exit)*

Estudiante A: Adios.

ROLE PLAY CHAPTER 6: LODGINGS (translations)

<u>RP. A</u>

<u>SCRIPT</u>

Student A (receptionist): Good morning. How are you?

Student B: Very well, thank you. Emmm….

Student C: We are looking for a flat to rent.

Student A: Walk down this hall and take the elevator to the third floor.

(at the third floor)

Student D: Hello. How are you?

Student C: Very well, thank you. We would like to see the flat.

Student B: How many rooms are there?

Student D: There are two bed rooms, a bathroom, a kitchen and a living room.

Student C: Excuse me, it is not furnished?

Student D: No, you have to furnish the living room and the bed rooms.

Student B: _____ (name of student C) look, are they replacing the windows of the living room?

Student D: Yes, the masons are finishing right now.

Student C: _____, (name of student B) go and watch the bathroom furniture.

Student B: They are good, they are new. How much is the month rate?

Student D: 1200 Euros.

Student C: Thank you very much. We have to think about it.

Student D: Without problem. Bye.

(back in the lobby)

Student A: did you like the flat?

Student B: Yes, it is very beautiful but very expensive.

Student A: You are right, but it is very central.

Student C: I agree. The situation is good.

Student B: Excuse me. Do you know where the subway station is?

Student A: Yes, follow this road and take the second to the right.

Student B: Goodbye and thank you very much!

RP. A
SCRIPT + ACTION

Student A (receptionist): Good morning. How are you? *(organizing the mail)*

Student B: Very well, thank you. Emmm…. *(wandering around/lost)*

Student A: *(approaching them to help them)*

Student C: We are looking for a flat to rent.

Student A: *(giving instructions with his/her arms)* Walk down this hall and take the elevator to the third floor.

(Students walk. On the third floor)

Student D: *(shaking their hands)* Hello. How are you?

Student C: Very well, thank you. We would like to see the flat.

Student B: *(looking around)* How many rooms are there?

Student D: *(telling the numbers not only with words but with gestures)* There are two bed rooms, a bathroom, a kitchen and a living room.

Student C: Excuse me, *(surprised)* it is not furnished?

Student D: No, you have to furnish the living room and the bed rooms.

Student B: *(approaching the windows)* _____ (name of student C) look, are they replacing the windows of the living room?

Student D: Yes, the masons are finishing right now.

Student C: _____, (name of student B) go and watch the bathroom furniture. *(student B exits and comes back)*

Student B: They are good, they are new. How much is the month rate?

Student D: *(looking through her/his papers)* 1200 Euros.

Student C: Thank you very much. We have to think about it.

Student D: Without problem. Bye. *(shaking their hands)*

(back in the lobby)

Student A: *(sitting down and reading a book)* Did you like the flat?

Student B: Yes, it is very beautiful but very expensive.

Student A: You are right, but it is very central.

Student C: I agree. The situation is good.

Student B: Excuse me. Do you know where the subway station is?

Student A: Yes, follow this road and take the second to the right.

Student B: Goodbye and thank you very much!

RP. B
SCRIPT

Student D: Hello. How do you do?

Student C: Very well. Let me introduce you my friend _____ (name of student B), we are co-workers.

Student D: It is a pleasure.

Student A: Nice to meet you.

Student B: Likewise.

Student A: Come and look. We are buying this house.

Student B: It´s big and beautiful.

Student D: Yes, it has two floors.

Student B: And the masons? What are they doing?

Student A: They are replacing the bathrooms equipments.

Student C: How many rooms are there?

Student D: There are 3 bedrooms, a dining room, a living…

Student A: The bathrooms and the kitchen.

Student D: Walk down the hall and take a seat in the garden.

Student B: It is very luxurious.

Student A: Do you like it?

Student C: Very much. Do you have to furnish it?

Student D: Yes, we have to buy: beds…

Student A: closets, desks, tables, chairs…

Student B: Is it far from downtown?

Student C: It is not very centric but there is public transportation.

Student D: Yes, it is true and we walk to the office.

Student B: What do you do as a job?

Student A: We are lawyers.

Student B: To be a good lawyer you need a lot of experience.

Student A: Yes. And you need to be able to listen.

(telephone rings)

Student A: Answer the phone, don´t worry.

Student C: Yes, hello?

Student C: We have to go. There is a problem at work.

Student B: Nice to meet you and see you soon.

Student A: Goodbye.

RP. B

SCRIPT + ACTION

Student D: Hello. How do you do? *(student D and A shaking hands with student C)*

Student C: Very well. Let me introduce you my friend _____ (name of student B), we are co-workers.

Student D: *(student D shaking hands with B)* It is a pleasure.

Student A: Nice to meet you.

Student B: Likewise.

Student A: Come and look. We are buying this house.

Student B: It´s big and beautiful.

Student D: Yes, it has two floors.

Student B: And the masons? What are they doing?

Student A: They are replacing the bathrooms equipments.

Student C: *(looking around)* How many rooms are there?

Student D: *(telling the numbers not only with words but with gestures)* There are 3 bedrooms, a dining room, a living…

Student A: *(telling the numbers not only with words but with gestures)* The bathrooms and the kitchen.

Student D: (He/she points out a direction) Walk down the hall and take a seat in the garden. *(they all walk and sit down)*

Student B: It is very luxurious.

Student A: Do you like it?

Student C: Very much. *(looking around)* Do you have to furnish it?

Student D: Yes, we have to buy: beds…

Student A: closets, desks, tables, chairs…

Student B: *(standing up and looking around to try to know where the house is, in which part of the city)* Is it far from downtown?

Student C: It is not very centric but there is public transportation.

Student D: Yes, it is true and we walk to the office.

Student B: What do you do as a job?

Student A: We are lawyers.

Student B: To be a good lawyer you need a lot of experience.

Student A: Yes. And you need to be able to listen.

(telephone rings)

Student A: Answer the phone, don´t worry.

Student C: *(he/she grabs it)* Yes, hello?

Student C: We have to go. There is a problem at work.

Student B: Nice to meet you and see you soon. *(shaking hands. they exit)*

Student A: Goodbye.

Appendix 3

APPENDIX C

"Applying Drama Techniques in the Second Language Classroom: Analysis of the Impact of Drama in Vocabulary and Fluency Acquisition in Elementary Oral Production"

1. FIRST QUESTIONNAIRE

ESVFIys

<u>**Participants' number of identification for the research:**</u>

Age:

Gender:

Major:

1. Have you ever taken a Spanish class?

    1. No

    2. Yes

    3. If yes, where have you taken it and for how long?

    _____

    _____

2. Do you have a partner or a family member that is Hispanic or Latino?

    1. Yes

    2. No

3. If yes, do you speak with them Spanish?

_____

3. Why are you taking FLSP (Spanish) 1010? Select all that apply.

   1. My major requires a foreign language

   2. My advisor recommended it

   3. I would like to learn Spanish as a second language considering my career goals

   4. I did not have any other options

<u>Spanish Level</u>

The following questions are to measure the level of Spanish you have, do not worry about it. This questionnaire is not for grade it only helps the researcher to know the level of the group.

Answer the questions you understand with a complete sentence in Spanish. If you cannot write the answer in Spanish but you know what they are asking, write them in English. Do not worry about spelling, we are only seeing your comprehension level.

1. ¿Cuál es tu nombre? _____

2. ¿Cuántos años tienes? _____

3. ¿Cuál es tu nacionalidad? _____

4. ¿Qué día es hoy? _____

5. ¿Cuánto cuesta la mochila que llevas? _____

6. ¿Hay un gimnasio en la Universidad de Auburn? _____

7. ¿Qué quieres visitar en Puerto Rico? _____

8. ¿Cómo estás hoy? _____

9. Estoy buscando la cafetería ¿Dónde está? (indique cómo llegar)

_____

10. ¿Cuántas habitaciones hay en tu casa? _____

See the following words and expressions and underline the ones with which you are

familiar and if you know the meaning translate it into English.

1. Boletos: _____

2. Rojo: _____

3. Estudiante: _____

4. Tienes razón: _____

5. Nombre: _____

6. Tengo que comprar: _____

7. Playa: _____

8. Bolso: _____

9. Temprano: _____

10. Conozco a Marcos: _____

11. Quiero pagar con dinero: _____

12. Gimnasio: _____

13. Comida: _____

14. Estoy enfermo: _____

15. Centro: _____

16. Ella trabaja demasiado: _____

17. Habitaciones: _____

18. Carro: _____

19. ¿A qué os dedicáis? _____

20. Es necesario comer sano: _____

21. Enfermo: _____

22. Estoy de acuerdo: _____

23. Siga por esta calle: _____

24. Monumento: _____

25. Dormir: _____

26. Espalda: _____

27. Vamos a ir a Madrid: _____

28. Son demasiado caros: _____

29. Lujoso: _____

30. Problema: _____

31. Pesos: _____

32. Prefiero viajar en tren: _____

33. Albañil: _____

34. Barato: _____

35. Hola: _____

1. <u>TRANSLATION. PRE-TEST</u>

Spanish level question´s translation

1. What´s your name? _____

2. How old are you? _____

3. What´s your nationality? _____

4. What day is it today? _____

5. How much does the bag cost you are carrying with you? _____

6. Is there a fitness center at Auburn University? _____

7. What would you like to visit in Puerto Rico? _____

8. How are you today? _____

9. I am looking for the coffee shop. Where is it? (explain how to get there)

_____

10. How many rooms are there at your house? _____

See the following words and expressions and underline the ones with which you are

familiar and if you know the meaning translate it into English.

1. Tickets: _____

2. Red: _____

3. Student: _____

4. You are right: _____

5. Name: _____

6. I have to buy: _____

7. Beach: _____

8. Purse: _____

9. Early: _____

10. I know Marcos: _____

11. I want to pay cash: _____

12. Fitness center: _____

13. Food: _____

14. I am ill: _____

15. Center / Downtown: _____

16. She works too much: _____

17. Rooms: _____

18. Car: _____

19. What do you do as a job? _____

20. It is necessary to eat healthy: _____

21. Ill / Pacient: _____

22. I agree: _____

23. Go down this street: _____

24. Monument: _____

25. Sleep: _____

26. Back: _____

27. We are going to Madrid: _____

28. They are too expensive: _____

29. Luxurious: _____

30. Problem: _____

31. Pesos: _____

32. I prefer to travel by train: _____

33. Mason: _____

34. Cheap: _____

35. Hello: _____

Appendix 4

"Applying Drama Techniques in the Second Language Classroom: Analysis of the Impact of Drama in Vocabulary and Fluency Acquisition in Elementary Oral Production"

2nd Questionnaire
ESVFlys

<u>**Participants´ number of the identification for the research:**</u>

<u>**Spanish Level**</u>

The following questions are to measure the level of spanish you have, do not worry about it. This questionnaire is not for grade it only helps the researcher to know the level of the group.

Answer the questions you understand with a complete sentence in Spanish. If you can not write the answer in Spanish but you know what they are asking, write them in English. Do not worry about spelling we are only seeing your comprehension level.

1. ¿Cuál es tu nombre? _____
2. ¿Cuántos años tienes? _____
3. ¿Cuál es tu nacionalidad? _____
4. ¿Qué día es hoy? _____
5. ¿Cuánto cuesta la mochila que llevas? _____
6. ¿Hay un gimnasio en la Universidad de Auburn? _____
7. ¿Qué quieres visitar en Puerto Rico? _____
8. ¿Cómo estás hoy? _____
9. Estoy buscando la cafetería ¿Dónde está? (indique cómo llegar)

   _____
10. ¿Cuántas habitaciones hay en tu casa? _____

See the following words and expressions and underline the ones with which you are familiar and if you know the meaning translate it into English.

1. Boletos: _____
2. Rojo: _____
3. Estudiante: _____

4. Tienes razón: _____

5. Nombre: _____

6. Tengo que comprar: _____

7. Playa: _____

8. Bolso: _____

9. Temprano: _____

10. Conozco a Marcos: _____

11. Quiero pagar con dinero: _____

12. Gimnasio: _____

13. Comida: _____

14. Estoy enfermo: _____

15. Centro: _____

16. Ella trabaja demasiado: _____

17. Habitaciones: _____

18. Carro: _____

19. ¿ A qué os dedicáis? _____

20. Es necesario comer sano: _____

21. Enfermo: _____

22. Estoy de acuerdo: _____

23. Siga por esta calle: _____

24. Monumento: _____

25. Dormir: _____

26. Espalda: _____

27. Vamos a ir a Madrid: _____

28. Son demasiado caros: _____

29. Lujoso: _____

30. Problema: _____

31. Pesos: _____

32. Prefiero viajar en tren: _____

33. Albañil: _____

34. Barato: _____

35. Hola: _____

QUESTIONS FOR SCENARIO 1

1. Was the Oral Assignment 2 a difficult activity to perform in front of the class?

YES	NO

2. Would you like to have more activities such as role-plays before the Oral Assignment 2 to prepare your Spanish oral skills?

YES	NO

QUESTIONS FOR SCENARIOS 2 AND 3

1. Did you like to have role-play activities as part of your Spanish class?

YES	NO

2. Do you think the role-play activities helped you prepare the Oral Assignment 2? (For example to not be afraid of performing the assignment in front of the entire class)

YES	NO

3. Do you think the role-play activities helped you learning new vocabulary and grammar structures?

YES	NO

4. Do you think that role-play activities helped you improved your Spanish Oral skills?

YES	NO

Appendix 5

FINAL INTERVIEW. Role A

Hello!

As you know on the 1ˢᵗ or the 2ⁿᵈ of December you will be doing a final interview with me. In this interview you will work with a partner. I will provide you with 3 situations and with the role you will be playing on each situation. On the day of the interview both of <u>you will improvise a dialogue</u> for the 3 situations. **<u>The dialogue has to last 1 minute and 30 seconds</u>**. Please let me know if you have any questions. The situations are based on material covered in chapters 3 to 6.

Here you have the descriptions for each situation.

SITUATION 1

Student A

Situation: You need to buy something for your mother and for your sister but you only have 500 pesos. What are you going to buy? You are going to a store that has lots of things. You are going to like 2 items but there is one thing that he/she is trying to sell and you do not like (wallet). You prefer to pay with money.

SITUATION 2

Student A: Non healthy person

Situation: You go to the advisor to ask him what you can do to feel better because you are very tired. He/She is going to ask you about your life style and this is your information:

- You only sleep 6 hours because you go to bed at 12am and you wake up at 6 every day

- You don't do exercise, although you would like to do yoga because it is relaxing

- You only eat fast food with a lot of fat

- You smoke

- You work a lot and you are very stress

SITUATION 3

Student A:

Situation: You are going to describe the house you live in. How is your house? How many rooms does it have? Is it furnished? And whether you like it or not.

FINAL INTERVIEW. Role B

Hello!

As you know on the 1st or the 2nd of December you will be doing a final interview with me. In this interview you will work with a partner. I will provide you with 3 situations and with the role you will be playing on each situation. On the day of the interview both of you will improvise a dialogue for the 3 situations. **The dialogue has to last 1 minute and 30 seconds**. Please let me know if you have any questions. The situations are based on material covered in chapters 3 to 6.

Here you have the descriptions for each situation.

SITUATION 1

Student B

Situation: You want to sell as much as you can, that is why you are very very nice with your customers. You will have pictures with all the products you have in the store, such as : pendientes 800 pesos. Each picture will have the price of the item. From all these items there is one you need to sell: the wallet.

SITUATION 2

Student B: Advisor

Situation: You are the health advisor. You have to give students advice. This are the questions you are going to ask the student in order to see his/her life style:

- How many hours you sleep? And do a recommendation

- If he/she does exercise? And do a recommendation

- What type of food? And do a recommendation

- Other bad habits? And do a recommendation

- And if she/he works a lot? And do a recommendation

SITUATION 3

Student B:

Situation: You are going to describe the house you live in. How is your house? How many rooms does it have? Is it furnished? And whether you like it or not.
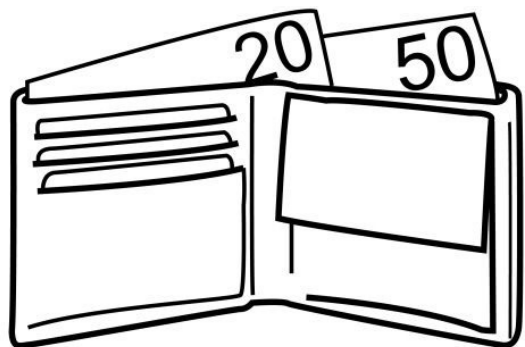
300 Pesos

red

150 Pesos

50 Pesos

white

130 Pesos

green

75 Pesos

Blue

240 Pesos

Black

800 Pesos

420 Pesos

You have them in: Red, Brown, Green and white

389 Pesos

Red, black and grey

85 Pesos

Black and white

CLÍNICA DE AUBURN

PREGUNTAS: (FORMAL CONVERSATION /USTED)

GREETINGS

- How many hours you sleep?

_____

Do a recommendation

- If he/she does exercise?

_____

Do a recommendation

- What type of food?

_____

Do a recommendation

- Other bad habits?

_____

Do a recommendation

- And if she/he works a lot?

_____

Do a recommendation

SAY GOODBYE AND COMMAND HE/SHE TO CALL YOU IN TWO WEEKS (FORMAL COMMAND)

GREETINGS TO THE DOCTOR

RESPONSES TO THE QUESTIONS:

- You only sleep 6 hours because you go to bed at 12am and you wake up at 6 every day

- You don't do exercise, although you would like to do yoga because it is relaxing

- You only eat fast food with a lot of fat

- You smoke

- You work a lot and you are very stress

SAY THANK YOU AND GOODBYE

Appendix 6

NATIVE INSTRUCTORS QUESTIONNAIRES (translation)

Value from 1 to 5 being 1(very low) and 5 (very high)

1. The student´s level of comprehension when listening to the instructor.

1	2	3	4	5

2. The use of language structure covered in this level.

1	2	3	4	5

3. Accuracy of her/his answers. (She/he knows what she/he is being told)

1	2	3	4	5

4. The student´s fluency (reflected in the number of pauses when responding) when talking and

answering to the instructor

1	2	3	4	5

5. The skill for adapting to the change of subject.

1	2	3	4	5

6. How would you rate her/his overall oral production for this level?

1	2	3	4	5

FLSP 1010 LANGUAGE STRUCTURE/MODEL	
GRAMÁR	VOCABULARY
Verbs: (My, your, her/his) name is, present in the 3 conjugations, demonstratives, obligations (must, have to, need ...), prefer and want, reflective, mandates go to.	Nationalities, professions, hobbies, family, tourism vocabulary (transport, places to visit, hotels), shopping (money, clothes, colors), healthy living (recommendations and moods).

VALORACIÓN DEL 1 AL 5: SIENDO 1 (MUY MALO); 2 (MALO); 3 (REGULAR); 4 (ALTO) Y 5 (MUY ALTO). VALUE FROM 1 TO 5 EACH SITUATION.

STUDENT A:_____

SITUATION 1

1	2	3	4	5

SITUATION 2

1	2	3	4	5

SITUATION 3

1	2	3	4	5

STUDENT B:_____

SITUATION 1

1	2	3	4	5

SITUATION 2

1	2	3	4	5

SITUATION 3

1	2	3	4	5