



UNIVERSIDAD DE SALAMANCA

FACULTAD DE FILOLOGÍA

GRADO EN ESTUDIOS INGLESES

Trabajo de Fin de Grado

Implementing Drama Activities in the

EFL Classroom

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## ABSTRACT

The main purpose of this dissertation is to demonstrate how drama can help students in the acquisition of English as a second language. In this research, multiple intelligence theory will be analysed to observe its influence on the process of learning. Drama is used as a learning strategy that develops personal skills in students and provides a different perspective of teaching and learning. In this dissertation, a study was carried out in a high school to provide data to support the investigation. The principal tool used in the study was the creation of a drama activity to foster learning strategies taking into account the MIT theory. Additionally, the students were provided with a survey to give their opinion about the drama activity and the current educational system. This dissertation will use the data from the study to support the benefits of using drama in the process of learning English as a second language.

Key words: multiple intelligence theory, drama as a learning strategy, drama activity, survey in high school

## RESUMEN

El propósito de esta tesis es demostrar cómo las actividades de dramatización pueden ayudar a la hora de adquirir el inglés como segunda lengua. En este trabajo, la teoría de las inteligencias múltiples será analizada para observar su influencia en el proceso de aprendizaje. La teatralización se utiliza como un método de aprendizaje que desarrolla las habilidades personales de los estudiantes y ofrece una perspectiva diferente, tanto del proceso de enseñanza como el de aprendizaje. En esta disertación se describe un estudio llevado a cabo en un instituto para recoger información que apoyara esta investigación. La principal herramienta utilizada en el estudio fue la creación de una actividad dramática para fomentar las estrategias de aprendizaje teniendo en cuenta la teoría de las inteligencias múltiples. Además, los estudiantes completaron una encuesta en donde tenían que aportar su opinión acerca de la actividad dramática y del actual sistema educativo. Este trabajo de fin de grado utilizará los datos recogidos en la encuesta para respaldar los beneficios que ofrece la teatralización en el proceso de aprendizaje del inglés como segunda lengua.

Palabras clave: teoría de las inteligencias múltiples, el drama como estrategia de aprendizaje, actividad dramática, encuesta en un instituto.

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## 1. INTRODUCTION

Throughout the years, education has evolved in order to adapt to different social contexts. Many teaching methods and learning strategies have been developed within education to enhance the success of the learning process. In the field of education there are many areas and themes which focus on the use of different learning strategies to enhance language acquisition. In foreign language teaching new methods based on communicative approaches are slowly replacing traditional grammar-centred perspectives. Nowadays learning a foreign or a second language has become crucial not only because we live in a globalised world, but also because more people want to learn a new language for communicative or academic purposes. Therefore, new learning strategies have been designed based on the needs of students. Howard Gardner, a linguistic researcher, worked on the multiple intelligence theory and reached some conclusions which have had a great impact on foreign language teaching. According to Richards and Rodgers (2001), “Gardner (1993) proposed a view of natural human talents that is labelled the ‘Multiple Intelligences Model’”. He defended that everybody has different intelligences, but each person develops them at different stages and levels. Consequently, new learning strategies are based on these intelligences. Drama teaching techniques “contributed to a range of positive results including improved spontaneity, fluency, articulation, vocabulary, and a greater use of language registers” (Stinson & Winston 479). Through drama activities intelligences flourish in the EFL classroom. To prove this theory, a study was carried out in a high school of Lugo, Spain, with a group of 72 students aged 16 to 17. A role-play activity was created to teach English in an engaging way. These students were required to use English to carry out this activity and

their opinions on the activity were gathered through a survey. Therefore, this article aims to demonstrate how drama can foster the acquisition of a second language, in this case English, by using the data collected in the study and using the theory of several linguistic and educational researchers.

## 2. THEORETICAL FRAMEWORK

### 2.1 Multiple Intelligences Theory

Emotional mechanisms play an important role in many aspects of human lives. People communicate and experience life through feelings and emotions. Thus, these human characteristics must be considered in the educational system. The theory developed by Howard Gardner explains that these different intelligences make humans perceive and acquire the information that surrounds us in different ways, especially in the academic field. These intelligences are within every human, and they contribute to the success of our academic curriculum. Each person has weak and strong intelligences depending on their personal skills. According to Gardner, “early identification of strengths can be very helpful in indicating what kinds of experiences children might profit from; but early identification of weaknesses can be equally important” (11). Therefore, some people will develop certain tasks easily or hardly depending on their mental capacities related to this theory. These intelligences are: “Verbal-Linguistic, Logical-Mathematical, Visual-spatial, Bodily kinaesthetic, Musical-Rhythmic, Intrapersonal and Interpersonal” (Gardner 17-25). All these intelligences are equally important, and students would need to use them in order to improve their academic development. Multiple intelligences “were predicted to serve as mediators between self-efficacy and academic achievement” (Green 36). These different intelligences must be considered by educators in their process of teaching because of their impact on the process of learning on each student. Teachers and

educators must be aware of these intelligences due to the diversity of students they can find in the educational context. Old academic methods did not consider the different types of students in the classroom and their different necessities. Therefore, this theory should be taken into account in order to provide students with materials that secure the efficient acquisition of knowledge. It is known that each student feels and manages success and failure in a different way, hence positive emotions will increase academic efforts and self-confidence (Sanchez-Martin, Alvarez-Gragera, Davila Acedo & Mellando, 60). Moreover, students have different perceptions of failure and success, and teachers must deal with them efficiently. In addition, these intelligences can work together and benefit from each other. In a certain academic session, these intelligences can be developed together contributing positively to student learning. For example, in an oral presentation, the student would be developing both verbal-linguistic intelligence and body-kinesthetic. With the fusion of these two intelligences, the student will be able to achieve good communication both through linguistic factors and gestures utilising their own resources. This theory must be developed in the educational field because it benefits the process of learning depending on students' necessities and individual characteristics. Therefore, drama activities are a good way to implement this theory and develop the different intelligences of students to achieve an enhancement in their language learning development.

## 2.2 How can drama foster the acquisition of English as second language?

In the field of second language teaching, teachers are trying to replace old-fashioned techniques and methods with new methodological innovations, some of which are based on the previous multiple intelligence theory. This theory helps to understand the different ways in which every type of student process and remember information. There are many



approaches to study a language, through music, video, literature or by using technological devices. Each of these techniques provides students with an innovative way of developing their competence and skills in the English language. One of the most innovative teaching tactics is the use of drama activities. Creative drama is a new learning strategy that has demonstrated that it “facilitates learning principally by motivating students, sustaining their attention and stimulating discourse” (Jordan 15). Creative drama has an impact on the process of learning due to its capacity to make students communicate easily and provide a comfortable environment in the class (Göktürk, Çaliskan, Öztürk 2). Thus, using drama activities, teachers can encompass every dimension of the English language, especially vocabulary and speaking skills, since “it integrated language skills in natural way” (Maley & Duff 1). Creative drama activities also improve students’ interaction in the classroom because these activities bring a comfortable atmosphere which motivates students to participate without being afraid of making mistakes. Drama activities entail a context for communicative language use by collaboration and teamwork in a play (Kalogirou, Beauchamp and Whyte 335). Drama strategies show how a learning experience can be enjoyable. Students acquire knowledge while they are having fun so that there is active participation among them. Furthermore, according to Stinson & Winston “drama contributed to a range of positive results including improved spontaneity, fluency, articulation, vocabulary and a greater use of language registers” (479). Many drama activities allow students to tell their own stories or their experiences using the new language. Therefore, telling personal experiences, students convey their opinion and perspective about specific topics, which helps them to connect their new knowledge with the real world. This teaching approach includes more than didactic knowledge since it also helps to work on the personality and relationship of students with the world. Creative drama supplies students with an improvement on their skills of

communicating in public, expressing their ideas clearly and consistently, and paying attention to their body language as well when they communicate. Every drama activity develops specially one type of intelligence: bodily/kinesthetic. Nevertheless, complementary activities can develop the rest of the intelligences. For example, improvisation and mime help to develop mainly bodily/kinesthetic intelligence but the activity work as well on the linguistic intelligence. To improvise, most of the students need to work on their ability to use language creatively, and to mime activities, students develop their body coordination and body language (Richards & Rodgers 116). Nevertheless, as complementary activities can develop the rest of the intelligences the drama approach has many benefits that improve the quality of learning a second language, in this case, English, within the educational system.

### 3. THE STUDY

#### 3.1 Methodology

To demonstrate the benefits of using drama to learn English a study was carried out with a group of 72 students aged 16 to 17 at a high school in Lugo, Spain. A role-play was designed to teach the specific vocabulary of a lesson, to practice speaking skills, and to learn to practice English by working in groups. With this activity, students practice their linguistic intelligence, bodily/kinesthetic, and interpersonal intelligences. In doing this activity, students will reinforce their knowledge of a specific vocabulary and grammar. Furthermore, students will learn to communicate in front of an audience. They will work in groups, and they will discuss together to get an agreement so that they will learn to have formal discussions with their peers. Through this activity students developed many intelligences while learning. Their bodily-kinesthetic intelligence is used to get a proper body posture and gestures to convey their message to the audience and

communicate the text easily. The verbal-linguistic intelligence is used to achieve a coherent message, in this case, to make their alibi clear to understand from a linguistic point of view. Their interpersonal intelligence took place when they worked in groups and they help and interact with each other.

### 3.2 Teaching procedure

This role-play activity was implemented in a high school in Lugo, Spain, with 72 students divided into four heterogeneous groups at the 1° BAC level. Each group has a different number of students, but they were 72 students of 16-17 years old in total. Among the 72 students, 45.3% were boys and 54.1% were girls. At this point of the course, students were working on a lesson in which vocabulary was related to crimes. In addition, students at this level know the present simple, past simple, and past perfect. Therefore, in the activity, they will work with these verbal tenses. The role-play dealt mainly with the word “alibi”. Students had to create an alibi to defend themselves against criminal accusations. The teacher provided students with some headlines of newspaper with a list of possible suspects. Students were divided into groups of four or five people each. They had to play a character, which is one of the suspects, and create an alibi defending themselves against the crime. They worked in groups to support and help each other in the process of creating their alibies. Among them was the criminal of each crime. Later, they had to present their alibi in front of their classmates. After defending themselves, the rest of the class had to try to guess who the criminal was. In the end, the criminal reveals his or her identity.

### 3.3 Data collection and analysis

The activity was carried out dividing the class in four groups of students. Each group had a different approach to the activity and a different engagement, but the general aspects will be considered later. The activity was explained to the students to make them clearly understand the task. Students paid attention to the indications given, and they started working on it. During the session, all the questions and doubts were solved, and they received help from the teacher. Students were not used to speaking in English and, most of them used their mother tongue. However, when the teacher asked them to speak English, they made the effort and replied in the target language. Therefore, one of the main goals of the activity was achieved: to engage students in meaningful communication using English. They demonstrated they knew how to communicate in English, but they had not often practiced speaking English. Therefore, this activity provided students with a comfortable environment to speak English. Furthermore, students in groups started helping each other to complete the task. It indicated that the implementation of this activity also improved the skills of the students working in groups. When they finished the creative part of writing their alibis, the presentations began. Most of the students felt no confidence in this part of the session. It demonstrated that students were not used to doing this type of activity. Developing communicative skills helps them to ensure their knowledge about the language and teach students how to convey their ideas in a second language. While more students were participating, the atmosphere was changing. Students felt more confident about the task and started presenting such original ideas. The capacity of students to be creative and to express their originality in English could be observed. Regarding this activity, the creative capacity is developed, and students can express themselves with no restrictions since they are creating what are they saying. Students felt motivated because of the possibility of choosing aspects of their interest and

use them to create their alibi. In this way, they made the effort of speaking in English to communicate their creative alibis. The last presentations of each group demonstrated that students felt more engaged through time and their language production increased. Students demonstrate positive attitudes towards the activity, and they enjoyed it while they were working on their different English skills. Hence, students get engaged in this activity since they could be creative and express what they wanted to say through the alibi. They showed their actual teacher what they can produce in English through different activities, especially this drama activity. They felt motivated while working on the task because of the gaming part of the activity. They had to guess who the criminal was and, so the engagement towards the activity increased. Therefore, this drama activity demonstrated how students can enhance their different English skills differently from the current education system.

### 3.4 Results of the survey

At the end of the development of the drama activity, students were provided with a survey. In this survey, students had to answer the different statements providing their degree of agreement. The survey was divided into four sections to distinguish the different aspects: Student's profile, Language Interest, Role-Play: learning and Role-Play: Motivation. The information gathered helped to demonstrate students' motivation towards the English language and their interest in the accomplished drama activity. There were 72 participants, 45.8% boys and 54.1% girls. The first part of the survey deals with the interests of these students in terms of studying English as a second language. Only 69.45% of the students really like English. It shows that most students enjoy this subject. However, educators have to consider that 31% of students do not like the subject and should try to adapt their teaching according to their necessities and expectations.

Moreover, students have a different goal related to this subject. For example, 51.39% of the participants study English to pass the exams but, 16% of them hate it. Hence, with these different data, the educational system must focus on students and their individual development. Furthermore, 65% of students go to private sessions of English to improve their level. This indicates that in the high school sessions students do not acquire the necessary knowledge at that level and that they need supportive teaching. These data demonstrated that the implementation of innovative activities that develop efficiently the knowledge of student is urgently required. Regarding different strategies to learn a language, the survey showed that 70% of students would like to learn English through innovative methods. Within the different strategies, resources such as music, books or new technology are the ones students consider to help them to acquire competence in English. In addition, regarding the different linguistic skills, the two more difficult for students were the Use of English + Vocabulary and Speaking, with 41.67% and 38.89%, respectively. Hence, activities or strategies such as those implemented in this study help them improve their weakest language skills. Drama activities can be designed to develop each skill, but in this case, the activity help them develop the two skills which they find more difficult. Focusing on the benefits of this activity, students enhance different approaches. The three benefits obtained from this activity were: the assimilation of the vocabulary with 72.23%, the ability to work in groups with 75% and the enhancement of speaking in front of an audience with 73.62%. These three highlighted aspects of the activity demonstrate that drama activities help to improve their acquisition of the theoretical part of the language, the vocabulary and use of English, their empathy and collaboration within students and their capacity of conveying in public in English as a second language. Focusing on the section of motivation of the survey, there are different aspects to deal with. 86.11% of the students agree that motivational activities have a

positive impact on the learning of a second language and 80.55% confirm that this activity has really engaged them. The drama activity was an innovative teaching method for these students, and they feel confident to carry out this type of activities since they increment their competence in the second language. Regarding the current educational system, 54.17% declare that they do not feel motivated in that system and, 37.5% confirmed that it was the first time they had done an innovative activity. These data show that new teaching methods must be integrated within secondary education since it may help teachers to improve the process of teaching a second language. Regarding the drama activity, 75% stated that similar activities to the drama task would help them to develop their capacity of speaking in public. They would feel more confident when they spoke in English. Moreover, 83.33% of the students agree that working with drama activities would effectively increase their vocabulary and knowledge of English grammar. In doing this activity, they realised how the learning of a language depends on the methodology of teaching. Therefore, the results of this survey show that students enjoy learning the language per se, but they do not achieve complete competence at high school through the methods commonly used. Through this drama activity, they noticed the benefits of using innovative activities since it helped them to learn easily the vocabulary, to work in groups and to develop their oral skills. Moreover, students declare that they feel more motivated with engaging activities that make them feel comfortable and with a positive attitude towards the subject. Finally, students affirm that the implementation of drama activities as a teaching method would help them to develop and improve their language skills, especially vocabulary, grammar and speaking. This last one is a relevant aspect to improve the students' socio-communicative skills in English.

#### 4. CONCLUSION

This dissertation has demonstrated that drama can foster the acquisition of English as a second language since the results of the accomplished study supported the arguments of educational researchers. Gardner's Multiple intelligences theory has illustrated the variety of needs and characteristics within students which must be considered in the process of teaching and learning. Considering this theory, drama strategies work according to the different intelligences. Drama activities have proved that when students work and participate in engaging activities in a comfortable atmosphere, they can easily communicate in English. This activity demonstrated that students have a positive attitude towards English when they work in a pleasant atmosphere in their class. Moreover, this strategy supplies students with factors that motivate them in the classroom, and they effectively achieved the goals of the process of learning. Creative drama activities encompass different dynamics that enhance student language acquisition. Through the study and the survey, students have confirmed that their motivation and learning has increased positively since innovative activities, such as this drama activity, help them experience good results in learning English. Therefore, drama strategies have a positive impact on the process of learning English as a second language. Further research is needed on this scope focusing on the more suitable types of drama activities in different contexts of teaching and learning a second language.



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## APPENDIX

## Appendix 1.

**Characteristics of the groups:**

There are four groups of students between 16-17 years old.

Group 1: 19 students; 4 groups of 4 and 1 of 3.

Group 2: 20 students; 5 groups of 4;

Group 3: 22 students; 3 groups of 4 and 2 of 5.

Group 4: 24 students; 6 groups of 4.

**Aims of the drama activity:**

1. Students will learn to narrate stories about crimes from news from different perspectives.
2. Students will work in groups to present their work in front of their classmates (in front of an audience)
3. Students will learn to use present and past tenses to describe events related to crimes.
4. They will reinforce their knowledge of the vocabulary about crimes.

**Grammar focus:** present and past tense and specific vocabulary (crimes).

**Communicative skills:** oral presentations

**Time:** 35- 40 minutes

**Type of activity:** role-play

**Resources:** Every student will be given handouts specifying the task and the topic. The information will be divided into three parts:

1. The first handout will provide students with the vocabulary they need to carry out the activity (vocabulary related to crimes).
2. The second handout will provide students with the news they have to work with, and they will be given different points of view to narrate each event.
3. The last handout will give instructions about the task itself (its procedure and the time needed)

**Learning outcomes:** students will reinforce their knowledge of specific vocabulary and grammar. Moreover, students will learn to express themselves in English in front of an audience and to collaborate in order to guess who the protagonist of each event is. They

will work in groups and they will discuss together until they get an agreement so they will learn to have formal discussions with their peers.

### **Procedure:**

Pre- task (4 minutes)

The activity will be explained. Then the class will be divided into four groups of around 4-5 people each. The teacher will distribute the handouts which are divided into three parts.

During task (25-30 minutes)

Part 1: (10 minutes)

Students will read the handouts while the teacher explains the handouts and the activity by providing an example. Each group will have to create stories to explain their alibi given from different points of view (given in the handouts as well). Each group will know who the protagonist of the story is but they have to create different stories to make the rest of the student guess who was the person involved in the event. Later they will present their stories to their classmates.

Part 2: (15-20 minutes)

They will present their anecdotes of the event from the different points of view provided. Later, the class will have to guess who the protagonist of that event was after listening the different stories of each group.

Post task: (3 minutes)

Ask students if they have enjoyed doing the activity and what they have learnt.

Survey (5 minutes)

### **Example:**

The crime:

At Beyoncé's house there was a robbery and the expensive necklace used on her performance in the Super Bowl has disappeared.

The burglar was a fan.

Points of view of suspects:

- Neighbour: I was at night watching TV when I heard a strong noise coming from the outside. In that moment I thought that my cats had captured a little mouse or any other animal because they are used to do it. Next morning, I woke up and I saw the police.
- Two fans: the day before we were together because we meet to go to the cinema and to eat pizza. At the time of the robbery, we were eating pizza at the beach and later we went home.

- Robbers: it is true that I robbed that bicycle from the street, but when the neckless was stolen, I was trying to sell the bicycle.
- Another celebrity: it is horrible what happened to her. I was at home that afternoon because I had organized a party in which Beyoncé was not invited because we do not have a really close relationship. I live in front of her and during the afternoon neither me nor my guests heard any strange noise.

## Appendix 2.

**Rubric:**

Role-Play activity	Beginning (0-5)	Developing (5-10)	Accomplished (10-15)	Competent (15-20)
Student's Engagement	does not show interest in doing the activity	does the activity but most of the time does not participate actively	participates actively in the activity	participates actively in the activity and s/he enjoys doing it
Language Competence: grammar	does not control the basic structures of grammar needed for the activity	uses the basic structures of grammar needed for the activity	uses the appropriate structures of grammar required for the activity	uses complex grammar structures
Group interaction	does not communicate within the group	minimum communication to be able to do the activity	good communication within the group to do the activity	great communication within the group, helping each other
Communicative competence	is not able to express ideas, does not understand the message, confuse pronunciation	the ideas are expressed but with difficult understanding, regular pronunciation	express ideas correctly and the message is understood, good pronunciation	Ideas express clearly and the message in full understood, the pronunciation is very good
Understanding/ carrying out the activity	does not comprehend the activity creating confusion	part of the activity was understood but s/he does not feel confident	confidence to do the activity due to its full understanding	complete understanding of the activity and a complete developing of it
Creativity	copies and imitates the example given	same idea as the example given but introduces some changes	uses creative ideas and structures to do the activity	very creative content, very different from the example
Use of the material	does not use the materials appropriately	uses the materials to accomplish the activity	uses the materials appropriately to accomplish the goals of the activity	gets the most out of the materials in order to reach the goals of the activity

**Table of the different competences:**

Role-play activity	<b>GROUP 1 (0-20)</b>	<b>GROUP 2 (0-20)</b>	<b>GROUP 3 (0-20)</b>	<b>GROUP 4 (0-20)</b>
Student's Engagement	<b>19</b>	<b>17</b>	<b>18</b>	<b>15</b>
Language Competence: grammar	<b>17</b>	<b>11</b>	<b>13</b>	<b>8</b>
Group interaction	<b>17</b>	<b>16</b>	<b>17</b>	<b>19</b>
Communicative competence	<b>19</b>	<b>17</b>	<b>18</b>	<b>12</b>
Understanding/ carrying out the activity	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
Creativity	<b>18</b>	<b>11</b>	<b>10</b>	<b>18</b>
Use of the material	<b>16</b>	<b>14</b>	<b>15</b>	<b>13</b>

Group 1: 121

Group 2: 99

Group 3: 108

Group 4: 103

Appendix 3.

**Survey:** (5 minutos)

Hola, soy una estudiante de Estudios Ingleses en la Universidad de Salamanca. La actividad realizada junto con esta encuesta me aportará datos útiles y relevantes para completar mi trabajo de fin de grado. Todas las respuestas serán tratadas de forma anónima. Muchas gracias por su participación:

**1. Perfil del estudiante:**

Edad:

Género:

Nivel de inglés:

Años estudiando inglés:

**2. Interés por el idioma**

*Pregunta 1:* Marca del 1 al 5, siendo 1, en desacuerdo, y 5 totalmente de acuerdo, las siguientes afirmaciones.

- Disfruto estudiando inglés

1 2 3 4 5

- Me gusta el inglés

1 2 3 4 5

- Estudio inglés para poder comunicarme en el extranjero

1 2 3 4 5

- Me gusta estudiar el inglés porque me gustan los idiomas

1 2 3 4 5

- Estudio inglés para tener un título más en el currículum

1 2 3 4 5

- Estudio inglés porque tengo que sacarme la asignatura

1 2 3 4 5



- No me gusta el inglés, prefiero otro idioma

1 2 3 4 5

- No me gusta estudiar inglés

1 2 3 4 5

- No me gusta estudiar idiomas

1 2 3 4 5

- Estoy yendo a clases particulares de inglés para reforzar lo que damos en el instituto

1 2 3 4 5

- Estoy yendo a clases particulares para ir más allá del inglés escolar

1 2 3 4 5

- No estoy yendo a clases particulares

1 2 3 4 5

- Me gusta aprender inglés leyendo en ese idioma cosas que me interesan

1 2 3 4 5

- Me gusta aprender inglés a través de música en ese idioma

1 2 3 4 5

- Me gusta aprender inglés a través de vídeos que me interesan en ese idioma

1 2 3 4 5

- Prefiero aprender inglés con juegos o actividades entretenidas

1 2 3 4 5

- Prefiero aprender inglés con el sistema actual de educación

1 2 3 4 5

- Prefiero aprender inglés de manera innovativa

1 2 3 4 5

### 3. Role-play: Aprendizaje

*Pregunta 1:* Marca del 1 al 5, siendo 1, en desacuerdo, y 5 totalmente de acuerdo, las siguientes afirmaciones.

- A la hora de aprender inglés la destreza lingüística que me resulta más complicada es “Use of English (grammar + vocabulary)”  
1 2 3 4 5
- A la hora de aprender inglés la destreza lingüística con la que tengo más dificultades es “Speaking”  
1 2 3 4 5
- A la hora de aprender inglés la destreza lingüística que me resulta más complicada es “Listening”  
1 2 3 4 5
- A la hora de aprender inglés la destreza lingüística con la que tengo más dificultades es “Writing”  
1 2 3 4 5
- La actividad realizada me ha ayudado a ganar fluidez a la hora de hablar inglés  
1 2 3 4 5
- La actividad realizada me ha reforzado la capacidad de escribir un texto en inglés  
1 2 3 4 5
- La actividad realizada me ha ayudado a repasar y a asimilar el vocabulario utilizado  
1 2 3 4 5
- La actividad realizada me ha enseñado a trabajar en grupo  
1 2 3 4 5

- La actividad realizada me ha ayudado a atreverme a hablar en inglés en público

1 2 3 4 5

- La actividad realizada me ha ayudado a darme cuenta en lo que tengo que mejorar respecto al aprendizaje del inglés

1 2 3 4 5

- La actividad me ha ayudado a reforzar mi destreza auditiva a la hora de comprender el inglés

1 2 3 4 5

- La actividad me ha ayudado a ganar confianza a la hora de expresarme en el inglés

1 2 3 4 5

- La actividad realizada ha hecho interesarme por el inglés

1 2 3 4 5

- La actividad realizada me ha ayudado a atreverme a hablar en inglés y dejar atrás la vergüenza de hablar en otro idioma

1 2 3 4 5

*Pregunta 2:* Valora la actividad del 1 al 10. ¿Cambiarías o añadirías algo? Marca con una X tu respuesta.

1 2 3 4 5 6 7 8 9 10

Sí (el qué)

No, está bien así

#### 4. Role-play: Motivación

*Pregunta 1:* Marca del 1 al 5, siendo 1, en desacuerdo, y 5 totalmente de acuerdo, las siguientes afirmaciones.

- Mi motivación a la hora de estudiar inglés es para conseguir un aprobado a final de curso

1 2 3 4 5

- Me motiva estudiar inglés porque me gusta

1 2 3 4 5

- Me motiva estudiar inglés porque me resulta fácil y se me da bien

1 2 3 4 5

- No tengo motivación a la hora de estudiar inglés

1 2 3 4 5

- Mi motivación para estudiar inglés depende de mi estado de ánimo

1 2 3 4 5

- Nunca siento motivación para estudiar inglés o interesarme por él

1 2 3 4 5

- No siempre estoy motivado/a para estudiar inglés

1 2 3 4 5

- Me siento motivado en la clase cuando se hacen cosas diferentes a las ordinarias

1 2 3 4 5

- Las actividades participativas, como a la realizada anteriormente, ayudan a mi motivación

1 2 3 4 5

- Actividades parecidas a la realizadas hoy son más efectivas a la hora de aprender un idioma

1 2 3 4 5

- Las actividades que motiven al estudiante benefician el aprendizaje del idioma

1 2 3 4 5

- El sistema de enseñanza establecido actualmente me motiva

1 2 3 4 5

- Con el sistema de enseñanza establecido actualmente siento que mi aprendizaje aumenta exponencialmente

1 2 3 4 5

- He tenido actividades parecidas a la realizada hoy en clase

1 2 3 4 5

- Actividades parecidas a la realizada hoy me ayudarían a perder el miedo a hablar inglés en público

1 2 3 4 5

- Actividades parecidas a la realizada hoy me ayudarán a mejorar mi pronunciación del inglés

1 2 3 4 5

- Actividades parecidas a la realizada hoy me ayudarían a interiorizar de una manera más efectiva el vocabulario y la gramática del idioma

1 2 3 4 5

- Actividades parecidas a la realizada hoy me ayudarían a pensar y producir ideas en inglés fácilmente

1 2 3 4 5

## Appendix 4.

**Vocabulary related to crimes:**

<b>Crimes:</b>	<b>Punishments:</b>	<b>People connected with law:</b>	<b>People connected with crimes:</b>
smuggling	prison	member of a jury	murderer
bribery	probation	judge	shoplifter
hi-jacking	death penalty	witness	burglar
traffic warden	community service	detective	smuggler
rape	fine	lawyer	kidnapper
drunken driving	arrested	accused	rapist
murder		suspect	robber
shoplifting		witness	pickpocket
burglary	<b>Verbs:</b>	guilty	blackmailer
kidnapping	investigate	<i>alibi</i>	drug trafficker
steal	punish		thief
rob	surround		forgery
terrorism	shot		mugger
blackmail	persecute		
drug-trafficking	break the law		
forgery	sentence		
mugging	injure		
pickpocketing	identify		

Steal → a thing / Rob → a person or place.

## News:

- “Saudi princess ‘has €800,000 of jewellery stolen’ from Ritz hotel in Paris”. The incident happened on Friday and the jewellery stolen was not in the bedroom’s safe when she arrived in her room. (group of thieves)– **Euro News**
- “. . . was caught on camera stealing a bucket of gold flakes”. The criminal stole 1.6 million dollars in gold flakes from the back of a truck in the middle in Manhattan– (a thief) **Mail Online**.
- “French bulldog stolen at gunpoint in Florida” A rewards of up to 1,000 is being offered for any information that leads investigators to the people who stole the dog, named Buggy, shortly after 9:15 pm on March 25 in Hiawassee, Florida. – (the ex-girlfriend of the owner) **Fox News**
- “Miami police arrest . . . in kidnapping, sex assault and shooting of 12-year-old boy” The 12-year-old boy had snuck out of his house of Friday around midnight and walked about 3 miles to a friend’s house in the city, according to police. – (unknown man) **Fox News**

- “...charged with trafficking ‘highly venomous’ snakes out of Georgia home” The criminal was taken into custody this week by U.S fish and Wildlife Service agent after being charged by a federal grand jury for trafficking vipers and turtles and illegally possessing two firearms. – (herpetologist) **Fox News**
- “... accused of fatally beating a girl on her favourite beach” A rock appeared to be the weapon used in the assault. Last Friday, the York Police Department responded to multiple 911 calls of a person assaulting a woman at Short Sands Beach. When officers arrived, they located the deceased woman. – (boyfriend) **Fox News**
- “... convicted of murdering and dismembering woman in Exeter”. ... has been found guilty of murdering a woman who went missing after a night out in Exeter and hiding her dismembered remains in bins and woodland. She was murdered in the room of the criminal above a kebab shop in Exeter after coming across her in the street after she had been out with friends. (an anonymous man) – **The Guardian**

Appendix 5.

PREGUNTA 1	6,94	9,72	30,56	26,39	26,39	100,00
PREGUNTA 2	4,17	8,33	18,06	29,17	40,28	100,00
PREGUNTA 3	9,72	8,33	8,33	15,28	58,33	100,00
PREGUNTA 4	9,72	13,89	18,06	29,17	29,17	100,00
PREGUNTA 5	6,94	11,11	13,89	20,83	47,22	100,00
PREGUNTA 6	25,00	15,28	8,33	18,06	33,33	100,00
PREGUNTA 7	47,22	16,67	19,44	9,72	6,94	100,00
PREGUNTA 8	54,17	13,89	15,28	6,94	9,72	100,00
PREGUNTA 9	47,22	13,89	26,39	5,56	6,94	100,00
PREGUNTA 10	51,39	2,78	12,50	8,33	25,00	100,00
PREGUNTA 11	43,06	5,56	9,72	8,33	33,33	100,00
PREGUNTA 12	58,33	6,94	6,94	2,78	25,00	100,00
PREGUNTA 13	12,50	6,94	27,78	22,22	30,56	100,00
PREGUNTA 14	6,94	8,33	9,72	16,67	58,33	100,00
PREGUNTA 15	5,56	12,50	12,50	19,44	50,00	100,00
PREGUNTA 16	4,17	4,17	12,50	20,83	58,33	100,00
PREGUNTA 17	34,72	23,61	23,61	12,50	5,56	100,00
PREGUNTA 18	2,78	4,17	23,61	22,22	47,22	100,00
PREGUNTA 19	22,22	11,11	25,00	26,39	15,28	100,00
PREGUNTA 20	23,61	19,44	18,06	23,61	15,28	100,00
PREGUNTA 21	26,39	16,67	16,67	20,83	19,44	100,00
PREGUNTA 22	36,11	22,22	19,44	11,11	11,11	100,00
PREGUNTA 23	4,17	9,72	16,67	31,94	37,50	100,00
PREGUNTA 24	8,33	15,28	23,61	16,67	36,11	100,00
PREGUNTA 25	4,17	1,39	22,22	30,56	41,67	100,00
PREGUNTA 26	4,17	2,78	18,06	26,39	48,61	100,00
PREGUNTA 27	4,17	5,56	16,67	18,06	55,56	100,00
PREGUNTA 28	8,33	13,89	26,39	20,83	30,56	100,00
PREGUNTA 29	8,33	15,28	22,22	19,44	34,72	100,00
PREGUNTA 30	6,94	5,56	20,83	27,78	38,89	100,00
PREGUNTA 31	5,56	11,11	22,22	30,56	30,56	100,00
PREGUNTA 32	6,94	11,11	19,44	22,22	40,28	100,00
PREGUNTA 33	27,78	13,89	26,39	13,89	18,06	100,00
PREGUNTA 34	4,17	19,44	16,67	25,00	34,72	100,00
PREGUNTA 35	18,06	16,67	22,22	15,28	27,78	100,00
PREGUNTA 36	44,44	13,89	18,06	13,89	9,72	100,00
PREGUNTA 37	20,83	20,83	30,56	19,44	8,33	100,00
PREGUNTA 38	51,39	11,11	22,22	9,72	5,56	100,00
PREGUNTA 39	13,89	8,33	34,72	22,22	20,83	100,00
PREGUNTA 40	2,78	4,17	15,28	23,61	54,17	100,00
PREGUNTA 41	1,39	4,17	19,44	23,61	51,39	100,00
PREGUNTA 42	2,78	5,56	11,11	22,22	58,33	100,00
PREGUNTA 43	1,39	1,39	11,11	11,11	75,00	100,00
PREGUNTA 44	26,39	27,78	26,39	5,56	13,89	100,00
PREGUNTA 45	25,00	26,39	18,06	19,44	11,11	100,00
PREGUNTA 46	18,06	19,44	26,39	13,89	22,22	100,00
PREGUNTA 47	4,17	0,00	20,83	26,39	48,61	100,00
PREGUNTA 48	4,17	4,17	16,67	18,06	56,94	100,00
PREGUNTA 49	4,17	1,39	11,11	36,11	47,22	100,00
PREGUNTA 50	5,56	5,56	15,28	26,39	47,22	100,00

PREGUNTA 51	1,39	0,00	1,39	0,00	0,00	2,78	8,33	23,61	19,44	43,06
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