

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**THE USE OF DRAMA-BASED ACTIVITIES IN TEACHING
NARRATIVE TENSES TO 6TH-GRADERS**

MA thesis

LIIS VALDRE

SUPERVISOR: *Jun. Lect.* EVA REIN

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ABSTRACT

The present master's thesis aims to create materials for teaching the English narrative tenses (past simple, past continuous, past perfect) in the 6th grade using drama-based activities. As grammar should be taught in context, while making sure that the lessons are engaging for the students, drama is a method that is worth considering and testing.

The thesis focuses on the following research questions: 1) How does using the prepared materials that incorporate drama elements affect the way students perceive the concepts of past simple, past continuous and past perfect tenses? 2) How does using drama to teach these tense forms impact the students' behavioural and emotional engagement during the lessons? 3) What improvements should be made to the materials based on the data gathered during the testing period?

The thesis is divided into two main parts. The first part provides an overview of the benefits of and problems in using drama to teach English as a foreign language along with discussing the different drama-based activities that can be used to teach English as a foreign language and gives an overview of the concepts of emotional and behavioural engagement. The second part describes the research carried out, including the process of designing the lesson plans and conducting the lessons with 6th-grade students in an EFL classroom, gathering and analysing data.

The conclusion summarises the main findings of the thesis.

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INTRODUCTION

As stated by Ur (2012: 10) “motivation is a crucial factor in successful language learning”, meaning that finding ways to support the motivation of students to learn a foreign language is an essential part of the work of a teacher while also being one of the biggest challenges. Motivation, in turn, is closely related to learner engagement as “motivation is the relatively more private, subjectively experienced cause, while engagement is the relatively more public, objectively observed effect” (Reeve 2012: 151). Reeve (2012: 150) defines learner engagement as “the extent of a student’s active involvement in a learning activity”. Research indicates that they both affect each other as improving motivation increases engagement and improving engagement increases motivation (Reeve 2012: 165-166). One way to improve learner engagement is through implementing drama as is shown by Cawthon, Dawson and Ihorn (2011: 19).

Holden (1982: 1), defines drama as an activity in which students portray themselves or someone else in an imaginary situation: "In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (Holden 1982: 1). As such, drama can include a variety of activities also in the context of teaching English as a Foreign Language (TEFL). Even though drama has been used in TEFL already since the era of the grammar translation method when the so-called Gouin series of actions that had to be performed and narrated at the same time was implemented to learn the use of verbs, using drama-based games, role-plays, techniques and simulations has become even more popular in the learner-centred communicative language teaching commonly practised today (Kovacs 2013: 135-136).

Communicative language teaching or putting emphasis on communication as the means and objective of language learning is also the preferred language teaching method

according to the Estonian National Curriculum for Basic Schools (ENCBS), page 2 of Appendix 8 (Subject Field: Foreign Languages, amended on 23.03.2023) of which states that the objective of language learning is for the learners to cope in different communication situations and become competent in communication, while the grammar and vocabulary of a language are to be acquired in context by using the language purposefully. This is where drama can be employed, as according to Boudreault, (2010: 1) by using drama “the artificial world of the classroom can be transformed into a quasi-real language situation”.

Using drama in teaching English grammar is promoted by authors such as Even (2011) whose work has resulted in a method of using drama to teach English grammar called “drama grammar” and Savage (2019) whose work includes lesson plans and activities for teaching English grammar. In Estonia, using drama elements to teach grammar has been researched by Külavee (2020) who successfully used drama to teach the passive voice and reported speech to 7th-graders.

However, even though the suitability of using drama to teach English as a second or a foreign language has been researched and confirmed, its use in English lessons is still limited. One reason for this is teachers' limited training and confidence, which, according to Royka (2002: para. 4, 6) stops teachers from using drama activities. Royka (2002: para. 19, 20) also points out that teachers may be willing to try out drama games and activities, but often have difficulties in finding the materials or do not have enough time to spend on understanding a drama activity well enough to be able to carry it out successfully in a classroom.

Therefore, the use of drama in EFL classrooms could be promoted by creating new ready-to-use materials that teachers can apply without having to do extensive research and make preparations themselves. Hence, the current thesis aims to promote the use of drama-

based activities among EFL teachers by creating materials that help students perceive the relevant grammar while increasing their engagement by integrating drama-based activities and are accompanied by clear guidelines and instructions for the teachers, so that they can use the materials with confidence. The materials include all the necessary instructions, texts, visual aids etc., so that they could be used without the teacher having to do any additional work and regardless of the coursebook used by the teacher.

The research questions of the current thesis are as follows:

- 1) How does using the prepared materials that incorporate drama elements affect the way students perceive the concepts of past simple, past continuous and past perfect tenses?
- 2) How does using drama to teach these tense forms impact the students' behavioural and emotional engagement during the lessons?
- 3) What improvements should be made to the materials based on the data gathered during the testing period?

In order to answer the questions, action research was conducted, including a two-week period of testing the materials in January 2024, at a basic school in Estonia involving two groups of 6th-grade students. The data necessary for answering the research questions was gathered by surveying the students after each lesson using a questionnaire and from observations made during the lessons by the author of the thesis. Based on the results of the action research, the materials were supplemented and improved before creating the final version that can also be used by other teachers (see Appendix 4).

The thesis itself consists of two main chapters. The first chapter provides an overview of the benefits of and problems in using drama to teach English as a foreign language along with discussing the different drama-based activities that can be used to teach English as a foreign language and gives an overview of the concepts of emotional

and behavioural engagement. The second chapter describes the research carried out, providing an overview of the process of designing the lesson plans and conducting the lessons with 6th-grade students in an EFL classroom, gathering and analysing data and drawing conclusions on that basis on what aspects of the materials need improvement before being made available to the public.

1. TEACHING ENGLISH USING DRAMA AND STUDENT ENGAGEMENT

The first chapter of the present thesis consists of three subchapters based on previous research to provide a background for the empirical study. The first subchapter gives an overview of the benefits of and problems in using drama-based activities in teaching English as a foreign language along with ways to manage these problems. The second subchapter looks at previous research on using drama-based activities to teach English as a foreign language. The third subchapter provides an overview of the concepts of behavioural and emotional engagement.

1.1. Benefits of and Problems in Using Drama in TEFL and the Ways to Manage Them

This subchapter gives an overview of the benefits of and problems in using drama-based activities in teaching English as a foreign language by taking a look at studies that have investigated drama-based instruction, highlighting relevant studies and research in the field. The first section of the subchapter looks at the benefits, the second at the problems, and the third at ways to manage the problems. This aims to define a set of principles to be considered when preparing the materials and lesson plans to be used within this thesis.

1.1.1. The Benefits of Using Drama for TEFL

Teaching English as a foreign language often presents challenges in engaging students and promoting active participation but the use of drama can improve engagement and motivation. Drama-based activities increase the student's "motivation, self-esteem, spontaneity and empathy" while "their fear of embarrassment and 'loss of face' decrease because theatre provides them with 'masks'" as stated by Gill (2007: 5,6). According to

Bessadet (2022: 528), using drama “involves excitement, fun, and laughter into the language classroom and encourages cooperation and collaboration in a creative context”.

Using drama has also been found to improve various language skills, including speaking, listening, reading, and writing. Role-playing, improvisation, and script work provide opportunities for meaningful communication, allowing students to practise and develop their language abilities (Bora 2015: 471).

In particular, drama has proven to be useful in improving oral interaction skills. For example, play scripts and drama-based approaches create spontaneous and authentic speaking opportunities (Bora 2015: 462). Also, Gill (2007: 5) states that speaking skills are one of the skills particularly enhanced by using drama activities. As stated by Bourdeault (2010: 2) role-playing is connected to the improvement of authentic listening skills, i.e., the skills needed to understand actual spoken language, not just pre-recorded listening materials often used in language lessons. According to Sam (1990: 9), it is related to “conversational competence among second language learners”, i.e., the listening and speaking skills necessary for participating in oral interaction. Therefore, it can be concluded that drama-based activities in language learning support active listening and the ability to comprehend spoken language because students need to understand and respond to verbal and non-verbal cues from their peers.

Drama-based activities also provide a rich context for vocabulary development, as, for example, according to Bessadet (2022: 530), when combined with literary texts, it can help “students focus on the register, vocabulary in context, and fluency”. The embodied experience of acting out scenes or performing dialogues aids in retaining the vocabulary of a foreign language as was shown by a study carried out among the learners of the Welsh language by Kalogirou, Beauchamp and Whyte (2017). Korkut and Çelik (2018: 156) have also studied using creative drama to teach pronunciation and concluded that “creative

drama can provide an effective alternative to traditional ways of teaching pronunciation”. Hence, drama is an effective tool to learn new vocabulary while also learning how to pronounce it correctly.

1.1.2. The Problems in Using Drama for TEFL

One of the primary challenges in implementing drama for EFL instruction is the limited training and confidence of the language teachers (Giebert 2014: 146). According to Royka (2002: para. 4, 6), “many teachers feel that they cannot approach drama activities without being a trained actor”. In other words, teachers feel that if they do not have experience or training in drama, they cannot successfully use drama activities.

Another significant problem faced in using drama for EFL instruction is the scarcity of time both within the curriculum and also with regard to the time needed to find suitable materials. As both Royka (2002: para. 19, 20) and Habe (2015: 12) point out, teachers may be willing to try out drama games and activities, but often have difficulties in finding materials for the specific target group or just do not have enough time to do the extra work of understanding a drama activity well enough to be able to carry it out successfully in a classroom.

Classroom management also poses a considerable challenge when employing drama in EFL classrooms. Drama activities often involve increased student movement, noise levels, and interaction, which can be challenging for teachers to control. As concluded by Alasmari and Alshae (2020: 63), the noise and loud voices occurring when carrying out a drama activity “may make classroom management difficult and give the appearance that learners are not totally engaged in the lesson”. This can restrain teachers from using drama-activities as they are afraid of experiencing such difficulties.

It may also happen that some students who are shy or self-conscious have trouble with drama activities and still feel the embarrassment that drama is supposed to lessen. This means, as Angelianawati (2019: 129) states, “that the teacher should find a way to help students overcome their fears and shyness so that they are willing to actively participate”, which again puts an extra burden on the teacher.

Another disadvantage that Angelianawati (2019: 129) highlights is that correcting students' mistakes during a drama performance poses a unique difficulty. Providing feedback without interrupting the flow or discouraging students is complex. Drama's dynamic nature requires educators to develop nuanced techniques that seamlessly fit into the performance, maintaining the immersive experience. Striking this balance is crucial to ensure corrections enhance, rather than detract from, the overall learning experience.

1.1.3. Ways to Manage the Problems in Using Drama in TEFL

The first two of the problems specified above – lack of training, confidence and time among teachers – is tackled by this thesis itself as its objective is to create new ready-to-use materials that teachers can employ without having to do extensive research and make preparations themselves. However, in the course of preparing the materials, it has to be kept in mind that they are designed to be used also by teachers with no previous experience in using drama and, therefore, this should be not forgotten when choosing the activities, and the materials must include clear and comprehensive explanations of all the activities.

As for the problems with classroom management when using drama, coping with them depends a lot on the personal skills of the teacher carrying out the activities and their personal relationship with the students. However, some principles can already be applied during the planning stage. For example, Penny Ur (2012: 246-250) suggests the following:

selecting appropriate activities, good planning that includes logical transitions from one activity to another along with ways to adapt the lesson in the case of some activities taking more or less time than initially planned, making sure that the instructions are clear, including varied activities to keep the students interested.

There are also ways to manage the problems related to the shyness or lack of confidence of students. As in pedagogy in general, it is also advisable to begin using drama activities in a group starting with easier tasks and then moving on to more complicated ones, which is why it is a good idea to start with group or pair activities (Hein 2014: 82). It is also essential to start the lesson with activities that free the participants from other disruptive tensions. This requires exercises and games called icebreakers that require full concentration on a reaction so that there is no time to focus on one's insecurities (Hein 2014: 64). It is also advisable to start a drama lesson in a circle as it promotes a sense of security and equality in the group (Hein 2014: 64).

As for providing feedback and correcting mistakes during drama activities, Gillette and McNish (2023: 27) do not recommend scoring drama activities as it could “dampen the freedom they are meant to foster”, but while observing the students, the teacher can assess the students' language use “simply by listening for issues” and going over the problems noticed after the activity. These activities can also be used to foster self-assessment by providing opportunities for students to reflect (Gillette and McNish 2023: 27). Providing feedback after the drama activity is also supported by Savage (2019: 98) who recommends using notes and comments instead of scores and grades.

1.2. Drama-based Activities Used in TEFL

This subchapter gives an overview of previous research on using drama activities to teach English as a foreign language. To make the chapter easier to follow, it has been

divided into four parts. The first three sections are based on the classification of drama-based activities proposed by McGovern (2017: 6), according to whom three approaches to drama emerge the most in research: theatrical performance, process drama, and games and improvisation. Therefore, the first three parts of the subchapter follow that classification and cover the main principles of each approach along with examples of previous studies to select the approach most suitable for use within the current thesis. The fourth and final part specifies the drama-based activities chosen for use within this thesis.

1.2.1. Theatrical Performance

As implied by the term itself, using theatrical performance in a foreign language classroom “entails students rehearsing and performing a scripted play” (McGovern 2017: 7). As McGovern (2017: 7) summarises, the main benefits of using theatrical performance in a language classroom that have been pointed out by different researchers are that it promotes the use of the target language for a meaningful purpose, supports speaking skills, self-confidence and spontaneity, while also enabling students to learn about the target culture by working with literary texts.

This approach has been used by, for example, Gill (2007: 1-2) who studied the benefits of using theatrical performance in teaching English by carrying out a 12-week course for foreign students at Bond University in Australia that consisted of three stages: play creation, production, and final staging. Gill (2007: 6-8) contends that drama techniques foster creativity, learner-centeredness, and improve speaking and listening skills, and that having a final goal in mind (putting on a successful performance) helps to keep students motivated. Aita (2013: 79), who used Shakespeare’s *Twelfth Night* with a group of EFL students in Austria, found that “that Shakespeare’s dramaturgy provides uniquely rich and varied pedagogical resources for the L2 learner”.

Therefore, using scripted plays in teaching English as a foreign language has proven to be useful. However, it requires weeks of dedicated lessons and so cannot be done by all English teachers. It is also difficult to use it to teach specific aspects of the language as finding scripts that would focus on, for example, a specific element of English grammar is extremely challenging and so the scripts would have to be written by the teacher.

1.2.2. Process Drama

While in theatrical performance, a literary text is used and performed in front of an audience, process drama takes on an opposite approach by always involving improvisation, all learners being involved as participants, having no clear end product, and involving no external audience (O'Toole and O'Mara 2007: 211). As the name implies, it involves a process comprised of different drama-based activities serving the purpose of taking a deeper look into a story, theme, topic, idea or problem "resulting in an improvisational or unscripted drama experience" that is based on a pre-text (it can be a newspaper article, lyrics to a song, an image etc.) that establishes a framework for the dramatic world created (Campbell and Hogan 2019: 41). For example, this may involve reading the story of "Little Red Riding Hood", but instead of performing it, the story is explored by different improvisational exercises in which the students take on different roles.

Process drama also has some specific benefits and limitations. McGovern (2017: 8) summarises the benefits of using process drama in a TEFL classroom as follows: it facilitates natural interaction and allows exploring different registers, increases student engagement and reduces anxiety. However, using process drama requires special skills and artistry from the teachers so that they would be able to facilitate it efficiently as Dunn and Stinson (2011: 630) have concluded that the teacher's ability to carry out the process drama activities has a direct impact on the results of the students.

1.2.3. Games and Improvisation

Games and improvisation encompass “the broad array of approaches that call for theatre games to be used in L2 contexts” (McGovern 2017: 6). The term “theatre games” in turn refers to games that were initially developed for training actors that have now been adapted and adjusted in various ways for use in classrooms (McGovern 2017: 8-9), while improvisational games and activities involve some type of constraint within which the participants have to create their improvisations without previous preparations (MacDonald 2011: 272). Hein (2012: 157) defines drama games as games built on imagination in which the participants often have to take on a role.

What differentiates them from theatrical performance and process drama is that even though games and improvisation can be and are used within the aforementioned larger processes, they can also be used separately in combination with other methods and are “not tied to any one conceptual frame” (McGovern 2017: 8). In other words, while in theatrical performance the purpose of games and improvisation is to prepare the participants for performance and in a process drama their purpose is to study and explore a single story, they can also be used separately without such an overextending end goal. This means that it is easier to use activities based on games and improvisation for teachers who do not have specialised training.

Improvisational games foster communication while enabling students to communicate on their language level, using the vocabulary they know, while encouraging focus and presence which improve student engagement and confidence (MacDonald 2011: 271). Using game-like constraints that require students to use specific elements of a foreign language, while putting emphasis on play and experimentation can help students accept mistakes with less stress (MacDonald 2011: 272).

1.2.4. Drama Elements and Activities Chosen for this Thesis

The three approaches discussed above each have their distinct benefits and uses in an EFL classroom and – as is shown by previous studies – can all be used for different purposes in teaching English to different groups of learners. However, considering the focus of the current thesis being on specific elements of English grammar and the limited number of lessons to be carried out, it makes the most sense to take the “games and improvisation” approach, as the other two – theatrical performance and process drama – are not suitable. Also, as the purpose of the thesis is to prepare materials that can also be used by teachers with little or even no experience in implementing drama activities, it would not be sensible to base the materials on theatrical performance or process drama that require more preparation from the teacher.

As stated above, drama games can include a variety of different activities and elements of drama. In order to understand the activities, it is important to understand the drama elements involved and so the drama elements used in the materials are defined as follows:

Role-play

Role-play is the general term for drama activities involving taking on a role. It means creating an imaginary situation with specific limits, taking a role and acting in it. It can be used in improvisations or exercises involving a script (Hein 2014: 86).

Miming

Miming means that an action, situation, story or event is communicated only by using one’s body language and it can be used in individual, pair and group activities (Hein 2014: 88).

Tableau

The central idea of the tableau or still-image is that a situation (emotion, moment in time, event etc.) is depicted by the participants taking a pose and holding that, thereby forming a human sculpture (Hein 2014: 82).

Improvisation

Fleming (2011: 81) defines improvisation as a drama activity in which the students work without a text. Hein (2014: 116) adds that actually all drama activities involve a spontaneous element and defines improvisation as any activity that is created in the moment without previous practice.

1.3. Behavioural and Emotional Engagement

As one of the research questions of the present thesis focuses on the impact of the materials prepared on the students' behavioural and emotional engagement, it is important to specify these concepts. Therefore, the purpose of this subchapter is to provide an overview of the concept of student engagement, focussing particularly on behavioural and emotional engagement.

Defining student engagement is not easy, as there are a multitude of definitions and ways of dividing it into different subtypes. However, according to Reschly and Christenson (2012: 11), there is a general agreement that engagement is “comprised of participatory behaviour and some affective component”, i.e., all models and definitions of engagement involve behavioural and emotional engagement. For this reason, the present thesis also focuses on behavioural and emotional engagement.

According to Mahatmya et al (2012: 47), behavioural engagement is usually defined in three ways: (1) as positive conduct along with the absence of disruptive behaviours, (2) being involved in learning tasks and demonstrating “effort, persistence, concentration, attention, asking questions etc.) and (3) involving participating in school-

related activities. The same multitude of definitions is reflected in the work of Fredericks and McColskey (2012: 764) who state that behavioural engagement includes, on the one hand, participation and involvement in activities, and, on the other hand, “positive conduct and the absence of disruptive behaviour”. While these two definitions take a wider perspective on behavioural engagement, Reeve (2012: 151) looks at behavioural engagement strictly during the learning activity and according to him, it is characterised by on-task attention, concentration, high effort and high task persistence.

According to Fredericks and McColskey (2012: 764), emotional engagement also involves different aspects such as the extent of positive and negative reactions, the sense of belonging and appreciation of success in school-related outcomes. Mahatmya et al (2012: 47) add that it also “refers to students’ affective reactions in the classroom, including interest, boredom, happiness, sadness and anxiety. Reeve (2012: 151), who looks at it strictly in the context of learning activities, defines it as the “presence of task-facilitating emotions (e.g., interest, curiosity, and enthusiasm)” and the “absence of task withdrawing emotions (e.g., distress, anger, frustration, anxiety and fear).

Both behavioural and emotional engagement (along with all other aspects of engagement) have been linked to better learning outcomes and, therefore, promoting engagement is important. In order to promote engagement specifically through learning activities, a teacher should carry out authentic activities, hands-on, allow students to make choices and work cooperatively, and ensure that the activities are challenging and fun (Skinner and Pitzer 2012: 34). In the context of language learning, “this means creating a space where learners can act and interact” (Oga-Baldwin 2019: 22).

2. CREATING MATERIALS TO TEACH NARRATIVE TENSES THROUGH DRAMA-BASED ACTIVITIES

This chapter of the present study gives an overview of and analyses the process of designing the lesson plans and conducting the lessons with 6th-grade students in an EFL classroom. The chapter is divided into three subchapters. The first subchapter provides the methodology of the study, including the participants and data collection, and the second subchapter addresses the process of designing the lesson plans and the materials that can be used by other teachers in the future. The final subchapter focuses on the results of the study, including an analysis of the lessons based on the author's notes and the students' feedback provided through questionnaires.

2.1. Methodology

The current study was conducted to test and analyse using drama-based activities in teaching three past tense forms (past simple, past continuous and past perfect). The study was carried out as action research by creating lesson plans and materials, and testing them out on two groups of 6th-grade students during a two-week period in January 2024, making adjustments to the plans between the lessons of the two groups and then also making final improvements to the materials based on the test-period as a whole. Therefore, the action research involved four stages. 1) preparing the initial materials; 2) testing the materials with one group and gathering feedback; 3) adjusting the materials, 4) testing the materials with the other group and gathering feedback; 5) preparing the final version of the materials, making improvements based on the test-period experience as a whole.

The lesson plans used during the lessons are provided in Appendix 2, while the final lesson plans provided in Appendix 4 were prepared after the activities had been tested out

and the author's observations and students' feedback were both analysed to answer the research questions and determine whether the materials needed any significant changes or improvements.

The following three research questions were formulated:

1) How does using the prepared materials that incorporate drama elements affect the way students perceive the concepts of past simple, past continuous and past perfect tenses?

2) How does using drama to teach these tense forms impact the students' behavioural and emotional engagement during the lessons?

3) What improvements should be made to the materials based on the data gathered during the testing period?

In order to gather data necessary for answering the research questions a quantitative survey using a questionnaire was carried out among the students in the test groups after every lesson. In addition, qualitative data was also gathered based on the author's observations and notes made during the lesson.

2.1.1. Participants and Data Collection

The lessons involving drama activities were conducted in a basic school in Estonia in January 2024. The sample included two groups of 6th-grade students aged 12-13 years – one group consisted of 13 students and the other of 17 students (hereinafter the former referred to as Group A and the latter as Group B). The author used convenience sampling for choosing the participants and the school as she is not currently working as a teacher, but completed her teacher training practice at that school under the supervision of the teacher who usually teaches these groups and so got the teacher's consent to test the materials by teaching these students for two weeks. Both groups were approximately on the same language level. As all the students were underage, they were given parental

consent forms (see Appendix 1) to fill out and bring back to the teacher. All the parents (or legal guardians) of the students in these groups consented to their children participating in the study.

The data was collected by using student questionnaires (see Appendix 3) and the author's observations made during the lessons. The student questionnaires were carried out on hard copies in Estonian to make sure that all the students were able to understand the questions and provide their answers.

2.1.1.1. Data Gathered to Evaluate the Impact of the Activities on the Way Students Perceive the Concepts of Past Simple, Past Continuous and Past Perfect Tenses

The impact of the activities on the way students perceive the concepts of past simple, past continuous and past perfect tenses was gathered primarily through the student feedback questionnaires (Appendix 3).

For this purpose, the first section of the questionnaires included 2 statements that had to be evaluated on a Likert-type scale. In the first statement, the students evaluated whether the drama activities helped them to better understand how the tense form(s) covered during the lesson are formed and in the second statement the students evaluated whether the drama activities helped them to better understand how the tense form(s) covered during the lesson are used.

Data was also gathered by the author of the thesis who during the lessons took notes on how the students used language during the activities, the mistakes they made, the questions they asked and other comments they made.

2.1.1.2. Data Gathered to Evaluate the Impact of the Activities on the Students' Behavioural and Emotional Engagement

The impact of the activities on students' behavioural and emotional engagement during the lessons was gathered through the student feedback questionnaires (Appendix 3) and the author's notes made during the lesson.

For this purpose, the second section of the questionnaires included four statements that had to be evaluated on a Likert-type scale, whereas using self-report survey measures is the most common way of measuring engagement (Fredricks and McColskey 2012: 765). The students gave their evaluations on whether the activities were fun and interesting, whether they felt confident during the activities and whether it was easy for them to focus on the activities. These aspects were chosen for evaluation as behavioural engagement is characterised by high concentration and attention on an activity and emotional engagement is characterised by the presence of task-facilitating emotions such as interest, enjoyment, and confidence (Reeve 2012: 151).

Behavioural engagement is also characterised by high effort and high task persistence, while emotional engagement is also characterised by the absence of task-withdrawing emotions such as distress, anger, frustration etc. (Reeve 2012: 151). These aspects were evaluated by the author of the thesis during the lessons by noting whether the students made an effort during the activities, were focussed on the activities or lost their focus, and expressed any negative emotions such as distress or frustration in their behaviour. According to Fredricks and McColskey (2012: 766), teacher ratings and observations are a reliable way of measuring engagement, particularly behavioural engagement.

2.1.1.2. Data Gathered to Evaluate the Materials Themselves

Concerning the materials themselves, it was necessary to evaluate, firstly, whether the instructions, and guidelines given to the students were sufficient and understandable and, secondly, whether any of the activities would require adjusting or switching, so that the materials could be corrected and improved before being disclosed for potential use by other teachers.

For this, the students' feedback questionnaire included a question on whether the instructions provided were sufficient and understandable in their opinion. The questionnaire also included three open-ended questions on the favourite activity of the students, the least liked activity of the students and a chance to add any comments regarding the lesson.

During the lessons, the author of the thesis also took notes on any questions asked and suggestions made by the students about the activities, any problems the students had with understanding or completing the activities, any adjustments to the materials made during the lesson and all ideas that came up during the lessons with regard to how the activities could be changed.

2.1.2. Process of Designing the Materials

This section of the thesis describes the process of designing the materials starting from the work done before starting the actual process, the selection of materials and consolidating them into lesson plans and the improvements made to the final materials.

2.1.2.1. Choosing the Group and Deciding the Topic of the Lessons

The process of designing the materials began with determining the group of students and their needs. The author found the group by contacting her teacher training

practice supervisor and asking whether she had any groups of students who could benefit from an experiment of teaching them by using drama activities. The supervisor suggested working with her 6th-grade groups as this created the opportunity to test the materials on two groups, which meant that the number of students participating in the study would be greater.

The second step was to determine the specific topic of the lessons to be planned. For this, it was necessary to determine a topic which could be taught through drama while also being beneficial for the groups to focus on. The author of the thesis carefully examined the course materials and work plans already in place for the groups and in cooperation with their teacher it was decided that the topic that they have trouble with that could be taught through drama-based activities is past tense forms, namely the narrative tenses past simple, past continuous and past perfect.

According to the teacher, they had already covered past simple and past continuous, and the students had trouble understanding how these tenses were formed and used. It was decided to include past perfect even though it is usually taught in the 7th grade as both the teacher and the author of the thesis were of the opinion that it would be useful for the students to learn all three narrative tenses together. As the two-week period of testing out the materials included a total of four lessons per group, it was decided to dedicate one lesson to past simple, one to past continuous, one to past perfect and one to combining and contrasting the three tenses.

At the school where the action research was carried out, the lesson duration is 75 minutes and students are required to do approximately 15 minutes of independent work at home, which is why every lesson plan also includes a homework task.

2.1.2.2. General Principles of Planning a Lesson that Incorporates Drama that Were Taken into Account

As in pedagogy in general, it is also advisable to begin using drama activities in a group starting with easier tasks and then move on to more complicated ones, which is why it is a good idea to start with group or pair activities (Hein 2014: 82). It is also essential to start the lesson with activities that free the participants from other disruptive tensions. This requires exercises and games called icebreakers that require full concentration on a reaction so that there is no time to focus on one's insecurities (Hein 2014: 64). It is also advisable to start a drama lesson in a circle as it promotes a sense of security and equality in the group (Hein 2014: 64). It is also important that the participants are notified of the content and objectives of the lesson (Hein 2014: 59). The content of a drama-based lesson can include games, improvisational tasks, working with texts etc. based on the objective of the lesson, whereas the teacher must be aware of the reasons why an activity has been chosen and what its purpose is (Hein 2014: 60). It is essential that a drama lesson ends with a reflective phase that may entail oral or written self-reflection and giving feedback to a partner or group (Hein 2014: 62-63).

As for the problems in classroom management when using drama, coping with them depends a lot on the personal skills of the teacher carrying out the activities and their personal relationship with the students. However, some principles can already be applied during the planning stage. For example, Ur (2012: 246-250) suggests the following: selecting appropriate activities, good planning that includes logical transitions from one activity to another along with ways to adapt the lesson in case of some activities taking more or less time than initially planned, making sure that the instructions are clear, including varied activities to keep the students interested.

For planning English lessons incorporating drama that focus on grammar in particular, the modular approach suggested by Even (2011) called drama grammar provides the following structure for a grammar lesson using drama: (1) an awareness-raising phase, designed in a way that elicits the grammar structures from the learners, (2) a context-finding phase where the single utterances are enlarged into bigger contexts, (3) a linguistic phase in which the grammatical structures are cognitively examined by the learners, followed by (4) a dramatic play phase where the new structures are practised through dramatic improvisations, (5) a presentation phase where learners perform for the other participants, and ending with (6) a reflection phase during which different issues and ideas that have risen in the course of the lesson can be discussed (Even 2011: 307-308).

2.1.2.3. Choosing Particular Activities and Preparing the Lessons

After determining the structure of the lessons, it was possible to start choosing particular activities for each stage of the lesson. For that the author went through different materials available to her, noting down options that were suitable, firstly, for teaching narrative tenses, and secondly, for the different stages of the lesson.

The warm-up/improvisation activities were sourced from previous experience of the author as a drama teacher – all drama teachers usually have their own collection of games they have gathered from other teachers and trainings they have participated in. As these games are shared from teacher to teacher and have been shared like this for decades, it is practically impossible to determine their initial creators or sources.

The main source for other activities was the author's personal collection of drama games, which was supplemented by ideas from *Drama Techniques* by Maley and Duff (2005), *Grammar Games* by Rinvoluceri (1995), *Draamaraamat* by Hein (2014) and *The Drama Book: Lesson Plans, Activities, and Scripts for English-Language Learners*

(*Teacher Tools*) by Savage (2019). All these were carefully looked through and notes were made on all the activities that fell into the categories of drama games and improvisational activities and could possibly be suitable for use during the lessons.

After the initial choice of potential activities was made, the process of structuring the lessons began. When structuring the lessons, the author kept in mind the ways to manage the problems in using drama in TEFL covered in subchapter 1.1.3. The author also attempted to balance the lessons so that they would involve some reading and writing activities in addition to listening and speaking, which come more naturally in a drama setting. For this purpose, some of the activities were changed and adapted. For some activities, the author also needed to find additional materials (for example, the story to be read for Lesson 3) that were suitable for the activity and the language level of the group. Some materials, such as the situation or word cards, had to be created by the author.

The final step in the process was formalising the lesson plans and materials as they are shown in Appendix 2.

2.2. Results and Discussion

This section of the thesis gives a brief overview of the lessons along with the author's observations regarding the effectiveness of the activities and materials on language learning and the students' engagement made during the lessons. An overview is also given of the results of the students' feedback questionnaires. The section ends with a discussion of the results of the action research aimed at answering the research questions set for the thesis and concluding what improvements the initial lesson plans would need before being made available for use by other teachers.

2.2.1. Lesson Overviews and Teacher's Reflection

This section of the thesis gives an overview of the lessons focussing on whether the lesson plans (provided in Appendix 2) were suitable and lessons carried out as planned to see whether the plans need adjusting, focussing also on how well the students understood the instructions. Also, the author took notes on the impact of the activities on the students' language skills by observing how they used language, what mistakes they made, the questions they asked and the comments they made. Also, attention was paid to the students' behavioural and emotional engagement by noting whether the students made an effort during the activities, were focussed on the activities or lost their focus, expressed any negative emotions such as distress or frustration in their behaviour.

2.2.1.1. Lessons on Past Simple

The first lesson with **Group A** took place on January 8 from 10.30 am to 11.45 am. There were 12 students present and one student was absent. The lesson followed the lesson plan provided in Appendix 2; minor adjustments were made regarding time management.

As for disruptions caused by the students not being focussed on the activities, there were some during the warm-up activity when some of the students seemed to feel awkward and there were a lot of giggles, but this is natural and the objective of the warm-up is to get the awkwardness out of the way for the content part of the lesson. Some minor problems occurred also during the context finding activity (Being Billionaires). It was possible to carry it out in the hallway so that the students were able to walk around in pairs and have their conversations this way. However, this made it more difficult to make sure that their discussions were relevant to the lesson and it seemed that some of them used this time to also talk about things not related to the topic.

During the first part of the practice activity (First this, then that ...) where the students were observing the teacher and taking notes, they were very focused on the activity and there were no disruptions. There were some difficulties in finding a volunteer from every group to come and repeat the actions as performing in front of the class can be embarrassing for the students. In this case, I allowed the alternative of the representative of the group reading the list of actions so that we could move on. This was also the only time during the lesson when students expressed any frustration. Other activities of the lesson (What Did You Do Yesterday? Revising the theory and Mimes from the Past, were carried out without any disruptions and the students were focussed on the activities and seemed to enjoy them.

During the activities, the author paid attention to the students' language use, particularly to their use of the past simple. During the activities, the students used past simple mostly correctly and only some corrections regarding irregular verbs were required.

With regard to the materials and instructions themselves, the students were mostly able to understand all the activities and what they needed to do, but some students required additional explanations and demonstrations/examples that were given privately.

The lesson for **Group B** took place on January 9 from 10.30 am to 11.45 am. There were 17 students present. As the lesson with Group A was successful and no major changes were needed in the activities and instructions, the lesson followed the same plan.

Group B had more disruptions. Firstly, they struggled with the warm-up activity (Name+Action) more as some of the students fooled around and did not take the activity seriously. However, their focus did improve a bit by the awareness raising activity (What did you do yesterday?). In order to improve the engagement for the context finding activity (Being Billionaires) that was also carried out in the hallway as it was done with Group A,

we limited the space the students could use so that it was easier to move among the groups, keep an eye on the students, and redirect the conversations if necessary.

There were no major disruptions or students losing focus on activities during the rest of the activities – going over the theory and practice activities. Even in case of the practice activity (First this, then that ...), no students expressed any frustrations and there were volunteers ready to come in front of the class and show the actions in all groups even though the alternative of reading the actions out loud was given to them too. A minor problem during the second practice activity (Mimes from the Past) was that some of the students began guessing in Estonian and so had to be reminded that they needed to use only English.

As for the language use of the students, they had a bit more trouble with forming correct sentences during the first activities and needed to be corrected more, but after going over the theory with them, they were able to give correct examples of the use of past simple and did not require any correcting during the practice activities, except for a few corrections related to the use of irregular verbs.

With regard to the materials and instructions themselves, some students needed additional explanations and demonstrations/explanations to understand what they needed to do.

2.2.1.2. Lessons on Past Continuous

The second lesson was carried out with **Group B** first and it took place on January 10, 2024, from 10.30 am to 11.45 am. The whole group of 17 students was present. The lesson followed the lesson plan provided in Appendix 2; minor adjustments were made with regard to time management.

The warm-up activity (catching an imaginary ball) was difficult to comprehend for the students and so created some frustration. To make it easier to understand, it was restarted by throwing actual balls and then removing the balls and continuing with the activity as it was initially intended. This helped the students understand what they were supposed to do.

There were some difficulties during the awareness raising activity (All Kinds of Actions) not because of the activity itself, but because one of the students fell over with a chair and so the activity was completely disrupted and had to start again. For the second attempt, we added the rule that none of the actions that the students were doing could be disturbing to others.

The main problem with the context-finding activity (Past Continuous Parrots) was that all the students had not completed the homework or had structured their sentences differently so that they could not be reworded easily. This meant that some students were unable to participate, were not engaged in the activity and disturbed others.

The theory explanation part of the lesson was well accepted by the students. They participated in the discussion, suggested examples and were actively engaged in the activity.

The practice activity (Tableaux/Still images) was engaging for the students as they were focused, had fun and everyone participated. However, the problem was that as a specific time was not set for the preparation phase, it took a lot of time and so there was less time for the language learning part of the activity which was the main aim of the activity.

There were a few problems with the following practice activity (Strange Explanations) when it was attempted as a whole class activity, as some of the students had difficulties with waiting for their turn to speak and became frustrated as a result. This was

improved by adapting the activity so that it was done in smaller groups of 3-4 students as this way all the students were more actively involved and did not have the chance to lose focus or get bored.

The final practice activity (Random Sentences) was a group activity from the start and, therefore, more successful. There were no disruptions during this activity and the students were focused.

The same lesson for **Group A** took place on the same day, January 10, 2024, from 12.45 pm to 2.00 pm. There were 11 students present and 2 students absent. The lesson was carried out according to the lesson plan provided in Appendix 2 with some minor adjustments made based on the problems that occurred during the lesson with Group B.

This time we started the warm-up activity (catching an imaginary ball) by throwing actual balls and then removing the balls and continuing with the activity as during the lesson with Group B this proved to be a way to make it easier for the students to understand what they need to do. This worked and there were no problems with the activity this time. There were also no difficulties with the awareness raising activity (All kinds of actions). However, the activity was also adjusted based on the experience with Group B by setting the rule that none of the activities could be disturbing for others, dangerous in any way etc.

This time the main problem with the context-finding activity (Past Continuous Parrots) was again that all the students had not completed the homework or had structured their sentences differently so that they could not be reworded easily. To deal with this problem, some handouts of sample sentences had been prepared so that the students could use them as an alternative to still be able to participate in the activity. During the theory explanation, the students were engaged, answered the questions and suggested examples.

The problems that occurred during the practice activities with Group B were prevented by making adjustments. In order to prevent the problem with (Tableaux/Still images) experienced with Group B of the preparations taking too long, a limit of 5 minutes was set for the preparations. The activity itself was still engaging for the students and there were no problems with the students focussing on the activity. The following practice activity (Strange Explanations) was carried out as a group task from the start to prevent the problems that arose with Group B. This way the students did not get bored or frustrated. The final practice activity (Random Sentences) was also carried out as a group activity from the start, there were no disruptions during this activity and the students were focused.

During the activities, the author also took notes on the students' language use, particularly their use of the past continuous tense. Mistakes in using it were quite prevalent during the context finding activity (Past Continuous Parrots) which proved to be quite challenging for the students and during this activity, the author went around the class quietly correcting the students working in groups. Language use was greatly improved after the theory explanation and fewer mistakes were noticed during the practice activities.

2.2.1.3. Lessons on Past Perfect

The lesson for **Group A** took place on January 15, from 10.30 am to 11.45 am, there were 9 present and 4 absent students and it was carried out according to the lesson plan provided in Appendix 2.

There were no disruptions or problems caused by the students lacking focus or disrupting the lesson during any of the activities. Some students did express their discontent during the Story Timeline activity finding it boring, however, they continued to participate.

With regard to students understanding and being able to follow instructions for the activities, problems occurred only in the case of the Time Traveller Interviews. All the groups had trouble understanding what they were supposed to do and how, which caused some frustration. To solve this, the author went to each group separately and explained the activity again by demonstrating the process. This helped and the students were able to continue with the activity without problems.

As for the language use of the students, the author paid attention to their use of past perfect. During the first practice activity, the students needed reminding that they had to use past perfect as many of them attempted to bypass it by structuring their questions and answers in some other way. There were fewer problems during the second practice activity.

The lesson on past perfect for **Group B** took place on 16 January from 10.30 am to 11.45 am, all 17 students belonging to this group were present. The lesson followed the same lesson plan as with Group A, with some adjustments made with regard to the instructions provided to the students based on the problems that occurred with Group A.

Disruptions caused by the students lacking focus occurred during the first part of the lesson. In the case of the warm-up activity, having some problems is usually natural as the purpose of the warm-up is to get any problems out of the way. However, the lack of focus continued into the Story Timelines activity during which some students found their place in the story very quickly and got bored while others needed more time.

Regarding students' understanding and being able to follow the instructions for the activities, the author attempted to prevent problems that occurred with the Time Traveller Interviews during the lesson with Group A by demonstrating the activity with more detail and providing sample questions and sentences on the board. This time the students had

fewer problems with the activity, but two of the groups still needed additional explanations.

The progress of the students' use of past perfect was similar to the other group – during the first practice activity, the students needed reminding that they had to use past perfect even though sample questions and answers were provided on the board. There were fewer problems with the use of past perfect during the second practice activity.

2.2.1.4. Lessons on All Three Narrative Tenses

The fourth lesson was carried out with **Group B** first and it took place on January 17, 2024, from 10.30 am to 11.45 am and it followed the lesson plan provided in Appendix 2.

The warm-up activity for this lesson was Back-Writing done in pairs. The students were able to understand the instructions well, focused on the activity and did not express any discontent during the activity. For the awareness raising activity, the students played the game called Two Truths and a Lie. Having the sample on the board made it easy for the students to understand what they were supposed to be doing. With this activity, some students enjoyed it, but some got bored before the allocated time ended and began to disrupt the lesson.

This was followed by working with the scripts the students prepared at home. Some students had trouble with finding the confidence to come in front of the class and perform, but still did it with some encouragement. Allowing them to take their written scripts with them and having the support of others in the group decreased their anxiety and improved their confidence. The students were also interested in the work of others and there were no disruptions among the audience during the performances.

The way how the three narrative tenses are formed and the differences between them were reviewed by writing the rules and examples on the board in three columns so that the students could compare them. Then more sample sentences were elicited from the students and added to the board. As this part was kept short, the students focussed on the activity and did not express any frustration.

The group had trouble with the practice activity Alibi as the students got to choose the other student to work in a pair with, but the groups for interrogations were assigned randomly and so they began protesting working with each other. It was difficult to find a quick solution as the author did not know the students that well and so only one round of the game was played. The remaining 15 minutes were spent on an alternative activity called Group Stories. This activity was welcomed by the students and everyone participated with a good attitude.

During the lesson, the author also took notes on the language use of the students, paying particular attention to the use of narrative tenses. Some mistakes had to be corrected, but in general, the students used the tense forms correctly. However, it was noted, that in activities where they had more freedom, such as the Alibi game, they tended to use more past simple than the other tense forms, probably as they felt the most confident in using that.

The lesson for **Group A** took place on January 17, 2024, from 12.45 pm to 2.00 pm. The lesson followed the plan provided in Appendix 2 with the exception of leaving out the extra activity as it was not needed.

The students had no problems with understanding the instructions or focussing on the activity during the warm-up or the awareness raising activities and when working with the scripts. This group had no problems with finding the confidence to come in front of the

class and perform. During the performances, the students in the audience were also focused and there were no disruptions.

As was done with the other group, the way how the three narrative tenses are formed and differences between them were reviewed by writing the rules and examples on the board in three columns so that the students could compare them. Then more sample sentences were elicited from the students and added to the board. As this part was kept short, the students focussed on the activity and did not express any discontent.

In order to prevent the problems with the practice activity Alibi, the students got to choose their groups. As there were no disruptions and everything flowed smoothly, it was possible to play a total of three rounds of the game. The students enjoyed the game and were focused. The only discontent expressed was that the crimes could have been more interesting so a possible adaptation could be to have the students come up with the crimes and alibis completely on their own.

Notes on the students' language use were also taken during the lesson, with a particular focus on the use of narrative tenses. There were a few mistakes that had to be corrected in the scripts the students had prepared, but in general, their use of the tenses was correct. However, the author noticed that, whenever possible, the students avoided using past perfect, probably because this tense was the least familiar to them.

2.2.2. Results and Analysis of the Students' Feedback Questionnaires

This section gives an overview of the results of the students' feedback questionnaires that both groups of students answered after each of the four lessons carried out during the two-week test period in January 2024. The data is presented lesson by lesson, together for both groups. The questions have been grouped according to the research questions they are aimed at.

2.2.2.1. Lessons on Past Simple

During the lesson on past simple, there were 12 students present in Group A and 17 students present in Group B, so a total of 29 students provided their answers. All results are shown in Tables 1-3 in Appendix 5.

The results for the first section of the questionnaire dedicated to evaluating the usefulness of drama activities in teaching past simple (Table 1, Appendix 5), show that most students in both groups (82% in Group A, 53% in Group B, and 65.4% in total) either agreed or strongly agreed that the drama activities had a positive effect on their understanding of how past simple is formed, while even more students (75% in Group A, 70.6% in Group B, and 72.4% in total) agreed or strongly agreed that the activities helped them understand the use of past simple better.

In the section dedicated to aspects of student engagement, the results show that participating in the activities had a generally positive effect on the students' engagement as 73.6% of the students (83.4% in Group A and 70.7% in Group B) either agreed or strongly agreed that the activities were interesting, 86.2% of the students (100% in Group A and 76.5% in Group B) either agreed or strongly agreed that the activities were fun, 82.7% (91.7% in Group A and 76.5% in Group B) either agreed or strongly agreed that they felt confident and 89.7% (83.3% in Group A and 94.1% in Group B) either agreed or strongly agreed that it was easy for them to focus on the activities.

Most students also considered the instructions for the activities as understandable and sufficient, as a total of 93.1% (91.7% in Group A and 94.1% in Group B) either agreed or strongly agreed with the respective statement.

The results for the questions on the most and least liked activities are provided in Table 2 in Appendix 5. As their favourite activities of the lesson, the students of Group B brought out the context finding activity Being Billionaires (on 7 occasions) and Group A

the practice activity Mimes from the Past (on 6 occasions), the reason being that they found these activities to be fun. As the least liked activity, the one mentioned the most by both groups was the warm-up game (mentioned 5 times in total), the reason being that the instructions were confusing.

Only 5 students in Group B felt the need to add something under the last question asking for any additional comments and all of them expressed that they had fun during the lesson. No comments were made by the students in Group A.

2.2.2.2. Lessons on Past Continuous

During the lesson on past continuous, there were 11 students present in Group A and 17 students present in Group B, so a total of 28 students provided their answers. All results are shown in Tables 4-6 in Appendix 5.

The results of the section of the questionnaire dedicated to evaluating the usefulness of drama methods in teaching past continuous show that most students (90.9% in Group A, 82.4% in Group B, 85.7% in total) either agreed or strongly agreed that the drama activities had a positive effect on their understanding of how the past continuous is formed, while the same number of students (90.9% in Group A, 82.4% in Group B, 85.7% in total) also agreed or strongly agreed that the activities helped them understand the usage of past continuous better.

In the section dedicated to aspects of student engagement, the results show that participating in the activities had a generally positive effect on the students' engagement as 85.7% of the students (100% in Group A, 76.5% in Group B) either agreed or strongly agreed that the activities were interesting, 92.9 % of the students (100% in Group A, 88.1% in Group B) either agreed or strongly agreed that the activities were fun, 75% (100% in Group A, 58.8% in Group B) either agreed or strongly agreed that they felt

confident and 85.7% (100% in Group A, 76.5% in Group B) either agreed or strongly agreed that it was easy for them to focus on the activities.

As for the statement on whether the instructions for the activities were understandable and sufficient, most students (100% in Group A, 94.1% in Group B, 96.4% in total) either agreed or strongly agreed.

As their favourite activities of the lesson, the students in Group B brought out the warm-up activity Invisible Ball (mentioned 5 times) and the students in Group A mentioned the practice activity Random Sentences (on 6 occasions) the most, the reason in both cases being that they found these activities to be fun. As the least liked activity, the one mentioned the most by both groups was the context finding activity Different Actions at the Same Time (mentioned 4 times in total), the reason being that it was boring for them.

Only 3 students in Group B felt the need to add something under the last question asking for any additional comments and all of them expressed that they had fun during the lesson and one student mentioned that it helped them to understand the topic better.

2.2.2.3. Lessons on Past Perfect

During the lesson on past perfect, there were 9 students present in Group A and 17 students present in Group B, so a total of 26 students provided their answers. All results are shown in Tables 7-9 in Appendix 5.

The results of the section of the questionnaire dedicated to evaluating the usefulness of drama methods in teaching past perfect show that most students (81.8% in Group A, 73.3% in Group B, 76.9% in total) either agreed or strongly agreed that the drama activities had a positive effect on their understanding of how past perfect is formed, while even more students (90.9% in Group A, 80% in Group B, 84.6% in total) agreed or strongly agreed that the activities helped them understand the usage of past perfect better.

In the section dedicated to aspects of student engagement, results show that participating in the activities had a generally positive effect on the students' engagement as 80.8 % of the students (100% in Group A, either agreed or strongly agreed that the activities were interesting, 88.4 % of the students (100% in Group A, 80% in Group B) either agreed or strongly agreed that the activities were fun, 80.8 % (81.8% in Group A, 80% in Group B) either agreed or strongly agreed that they felt confident and 92.4% (100% in Group A, 86.7% in Group B) either agreed or strongly agreed that it was easy for them to focus on the activities.

As for the statement on whether the instructions for the activities were understandable and sufficient, most students (90.9% in Group A, 93.3% in Group B, 92.3% in total) agreed or strongly agreed.

As their favourite activities of the lesson, the students brought out the warm-up game Sending Claps (on 4 occasions in both groups, 8 in total) and the practice activity Time Travellers (2 occasions in Group A, 7 occasions in Group B, 9 in total), the reason being that they found these activities to be fun. As the least liked activity, the one mentioned the most was the context finding activity Story Timeline (mentioned 6 times in total, 2 times by Group A and 2 times by Group B), the reason being that they found it boring.

Only 3 students in Group B felt the need to add something under the last question asking for any additional comments. Two students mentioned that the lesson was fun and one that it was very useful.

2.2.2.4. Lessons on All Three Narrative Tenses

During the lesson on past simple, past continuous, and past perfect together, there were 8 students present in Group A and 15 students present in Group B, so a total of 23 students provided their answers. All results are shown in Tables 10-12 in Appendix 5.

The results of the section of the questionnaire dedicated to evaluating the usefulness of drama activities, the results show that most students (87.5 in Group A, 66.6% in Group B, 73.9% in total) either agreed or strongly agreed that the drama activities had a positive effect on their understanding of the differences between forming past simple, past continuous and past perfect tenses. Even more students (100% in Group A, 79.9% in Group B, 86.6% in total) agreed or strongly agreed that the activities helped them understand the differences in using the past simple, past continuous and past perfect tense forms.

In the section dedicated to aspects of student engagement, the results show that participating in the activities had a generally positive effect on the students' engagement as 82.6% of the students (100% in Group A, 73.4% in Group B) either agreed or strongly agreed that the activities were interesting, 91.3% of the students (100% in Group A, 73.4% in Group B) either agreed or strongly agreed that the activities were fun, 82.6% (87.5% in Group A, 80% in Group B) either agreed or strongly agreed that they felt confident and 86.9% (100% in Group A, 80% in Group B) either agreed or strongly agreed that it was easy for them to focus on the activities.

The results for the statement on whether the instructions for the activities were understandable and sufficient show that 100% of the students in Group A and 60% of the students in Group B (73.9% in total) agreed or strongly agreed with the statement.

As their favourite activity of the lesson, the practice activity Group Stories was mentioned the most (4 times in Group A, 9 times in Group B, 13 in total), the reason being

that the students found the activity to be fun and interesting because the stories were funny. As the least liked activity, the one mentioned the most was the warm-up game Back Writing (mentioned 2 times in Group A, 4 times in Group B, 6 times total), the reason being that the students found it boring.

Only 2 students in Group B felt the need to add something under the last question asking for any additional comments, one of them stated that the lesson was very fun, the other that they loved working together with others.

The last questionnaire also included a general statement on whether the students would like to learn English through drama also in the future. All the students in Group A (100%) either agreed or strongly agreed and 60% of the students in Group B either strongly agreed or agreed that they would like to learn English through drama also in the future.

2.2.3 Discussion

As the purpose of the research was to ensure that the materials prepared were beneficial with regard to language skills and student engagement and what improvements the materials needed, the objective of this section of the thesis is to answer the research questions set and point out the changes made to the materials.

To answer the first research question – how does using the prepared materials that incorporate drama elements affect the way students perceive the concepts of past simple, past continuous and past perfect tenses? – data was gathered through the student questionnaires and teacher observations. Both show that the activities mostly had a positive impact on the students' understanding of the tenses with regard to their use and formation. Therefore, even though this way of teaching might not be suited for all students, the materials can be considered suitable for use in teaching these tense forms in the 6th grade.

The second question – how does using drama to teach these tense forms impact the students' behavioural and emotional engagement during the lessons? – was also answered through the student questionnaires and the teacher's observations. The data gathered through both means shows that the activities had a mostly positive impact on the students' behavioural and emotional engagement. Some common problems in using drama in a classroom, such as difficulties in classroom management and shyness experienced by students, did occur during the test period but were mitigated by adjusting the activities. Hence, the materials are also suitable in the sense that they promote student engagement and in turn help to achieve better results.

The third research question focussed on the materials themselves – what improvements should be made to the materials based on the data gathered during the testing period? To answer this question, one of the aspects evaluated by the students in the questionnaires was whether the instructions were sufficient and understandable for the students and while in the case of all lessons, most students did consider them as such, the teacher's notes and experience show that some students did need additional explanations, demonstrations and examples to understand what was expected of them. Therefore, the final version of the materials includes improved instructions along with notes for the teacher on how to explain the activity better or simplify it, if needed.

Some improvements were made to the materials also during the testing period, between the lessons for two groups. The changes include, for example, improvements made to the instructions for activities, having back-up materials that can be used in the case of incomplete homework, setting specific time constraints for some activities, carrying out some activities rather in a smaller group than with the whole class. These changes are included in the final version of the materials as they proved to be beneficial.

The purpose of asking the students to mention their most liked activities was to see whether any of the activities were preferred by the students to an extent that would justify spending more time on them. The reason for specifying the least liked activities of the students was to see if any of the activities were so disliked that it would be reasonable to replace them with some other activity in the final version of the materials. The results, however, showed that such changes are not necessary as none of the activities were mentioned so often as to necessitate such a change.

The general experience of using drama activities to teach English narrative tenses in the 6th grade was a positive one for the students. This was expressed by the students in their questionnaires when they agreed to the statement that they would also like to learn English through drama activities in the future. The students also expressed it verbally during the last lesson, however, that having four consecutive lessons of drama activities was somewhat tedious and they would have preferred them to be more spaced out and so such a recommendation to not carry out the lessons consecutively is included in the final version of the materials.

CONCLUSION

The objective of this thesis was to promote the use of drama-based activities among EFL teachers by creating materials that help students perceive the use and formation of narrative tenses (past simple, past continuous, past perfect) in English and are engaging for the students. In order to ensure that the materials prepared are beneficial with regard to the students' language skills and have a positive impact on student behavioural and emotional engagement, and to make improvements to the materials, three research questions were formulated:

- 1) How does using the prepared materials that incorporate drama elements affect the way students perceive the concepts of past simple, past continuous and past perfect tenses?
- 2) How does using drama to teach these tense forms impact the students' behavioural and emotional engagement during the lessons?
- 3) What improvements should be made to the materials based on the data gathered during the testing period?

The questions were answered by gathering information through student feedback questionnaires and observation notes during a two-week period of testing the materials in January 2024 at a basic school in Estonia. During the test period, four 75-minute lessons (8 in total) were carried out with two groups of 6th graders (13 students in Group A and 17 students in Group B) and the students were asked to answer a questionnaire after each lesson. The data gathered was then analysed separately for each lesson and conclusions were drawn on that basis.

The results of both the student feedback questionnaires and the author's observations showed that using the materials had a positive effect on both the students' language skills and their behavioural and emotional engagement. In the case of all the four

lessons, most students expressed an opinion that the materials helped to improve their understanding of the formation and use of all the three tense forms and this was also supported by the author's observations made during the lessons. The data also showed a prevalence of positive emotions – such as having fun, being interested, feeling confident and focused – that imply emotional engagement. Behavioural engagement was indicated by the fact that only a few disruptive behaviours were noted during the lessons. The present study confirms the results of previous research by Gill (2007: 5, 6) and Bessadet (2022: 528) who found that drama had a positive impact on the students' emotional state and cooperation. It can be concluded that using drama-based activities to teach grammar enables creating lessons that have a positive impact on the students' behavioural and emotional engagement in language classrooms.

However, during and after the test period, the materials were still improved as during the test lessons, some weaknesses did become apparent. Firstly, even though the results of the student feedback questionnaires indicated that the students considered the instructions of the activities to be sufficient, the author noticed some need for improvement in the lessons. For this reason, some of the instructions have been revised by making their wording clearer, providing examples and adjusting the time constraints of the activities. As there were some disruptions, the final versions include variations for some activities to prevent such behaviour. There are also variations to help the teacher adapt the activity to the needs of their group. To assist other teachers in using the materials, the final version also includes some general advice and tips. As the aim of the thesis was to provide other teachers with the materials that they can use, these improvements hopefully help them to use the materials with confidence and good results. The structure of the materials was also altered so that they would be more convenient to use.

All in all, the research proved the suitability of the use of drama activities in teaching English narrative tenses to 6th graders and resulted in a collection of lesson plans along with all the necessary materials that help the students understand the formation and use of the narrative tenses while also being engaging for the students. This thesis also implies that drama could prove useful for teaching other elements of English grammar in an engaging way and, therefore, future studies could prepare and test drama-based activities in teaching other topics and as well as involve other age groups.

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APPENDIX 1 – Parental Consent Form

18.12.2023

Lugupeetud lapsevanem või eestkostja

Palun nõusolekut kaasata Teie laps enda magistritöö uurimusse, mille valimisse kuulub ka Teie lapse inglise keele rühm.

Uurimuse eesmärgiks on analüüsida draamameetodite kasutamist inglise keele mineviku ajavormide õpetamisel ja õppimisel. Uurimuse käigus täidetav küsitlus on anonüümne ning uurimisobjektiks on koostatud õppevahendid ja õpilaste hinnang neile õppevahenditele.

Uurimusega selgitatakse välja, kas draamameetoditel põhinevaid tegevusi on võimalik tõhusalt kasutada inglise keele mineviku ajavormide õpetamiseks ning õpilaste hinnangud neile õppetegevustele. Selleks viiakse õpilastega läbi neli 75-minutilist tundi, pärast mida täidavad õpilased tagasisideküsimustiku.

Uurimust viib Tartu Ülikooli anglistika osakonna magistrant Liis Valdre. Uurimus toimub nelja 75-minutilise tunni jooksul ajavahemikus 8.01-21.01.2024.

Tänan Teid koostöö eest!

Lugupidamisega

Liis Valdre

Küsimuste korral võite pöörduda minu poole aadressil valdrelis@gmail.com

Annan nõusoleku uurimuses osalemiseks.

Lapse nimi:

Lapsevanema allkiri:

Kuupäev:

APPENDIX 2 – The Initial Lesson Plans and Materials

Lesson Plan 1: Past simple

Topic: Past simple

Lesson outcomes:

By the end of the lesson, the students will ...

...be able to form affirmative, interrogative and negative sentences using the past simple.

...be able to use the past simple in context.

... be familiar with the concept of miming and be able to participate in activities using miming.

... be familiar with the concept of role-play and be able to participate in activities using role-play.

Materials needed: a stopwatch, board, markers, list of actions,

Procedure:

Time	Activities and instructions	Materials and comments
5 min	Warm-up/icebreaker: Name+action Everybody stands in a circle. Students take turns to say their name and mime something that they like to do. Others try to guess what the action is they are miming.	
10 min	Awareness raising activity: What did you do yesterday? (miming) Everybody stands in a circle. Students take turns to mime something that they did yesterday. When guessing, others need to form a full sentence, for example, "She ran".	
15 min	Context-finding activity: Being Billionaires (role-play, improvisation) Students are told to imagine being billionaires who have enough money to do anything that they would like and walk around the room mixing freely and ask each other about what they did during the holidays talking to one person for 2 minutes and then switching partners. The activity is repeated for a total of 10 minutes (so that every person gets to talk to 5 people). After that, everyone gathers in a circle and shares something that they found out about each other.	A stopwatch to keep time
5 min	Theory explanation During the previous activity, the teacher writes down some of the sentences uttered by the students and uses them as examples to go over the theory of how the past simple tense is formed and used. On the basis of the sample sentences, the teacher also elicits interrogative and negative sentences.	Board, markers

15 min	Practice activity: First this, then that ... (miming) Teacher tells the students to carefully observe his/her actions in the next few minutes. Teacher carries out the actions. Students form groups of three and must agree on the sequence of actions performed by the teacher and write it down as sentences in the past simple tense. Students nominate one student per group to repeat the sequence of actions. After the student has finished, the class gives feedback on whether they think it was correct. The teacher repeats the sequence for everyone to check.	A prepared list of actions that the teacher carries out so that it would be possible to check the answers.
10 min	Practice activity: Mimes from the past (miming) Students pick a situation that has happened to them and can be mimed. Then they work in groups of three taking turns to perform their mime of the event, their partners try to interpret the mime and get more details about the incident through questioning. Past simple should be used to form and answer questions.	
5 min	Summary: The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson	
5 min	Reflection: Answering the questionnaire (During an ordinary lesson not used for research, the reflection can be carried out verbally with students sharing in groups how they are feeling about their knowledge regarding past simple, how they felt during the activities and which activities they liked/disliked).	
Homework:	Write 10 sentences about your day. Sample sentence "I brushed my teeth at 7.30."	

Lesson Plan 2: Past continuous

Topic: Past continuous**Lesson outcomes:**

By the end of the lesson, the students will...

...be able to form affirmative, interrogative and negative sentences using the past continuous

...be able to use the past continuous in context.

... be familiar with the concept of miming and be able to participate in activities using miming.

... be familiar with the concept of role-play and be able to participate in activities using role-play.

... be familiar with the concept of still images and be able to participate in activities using still images.

... be familiar with the concept of improvisation and be able to participate in activities using improvisation.

Materials needed: word cards, situation cards, handouts of the story to be read for homework

Procedure:

Time	Activities and instructions	Materials and comments
5 min	Warm-up: Catching an imaginary ball The students work in pairs to throw and catch an imaginary ball to release tension and improve focus.	
5 min	Awareness raising activity: All kinds of actions (miming) The teacher lists some actions on the board, e.g. "tapping your fingers" and "yawning". Students are asked to mime any of the actions in any order they like and at some point the teacher shouts "Stop!" The students then test each other on what their classmates were doing at the time the teacher shouted stop with questions like "Who was polishing her fingernails?" and "What was Sam doing?"	Board, markers
10 min	Context-finding activity: Past Continuous Parrots (role-play) Students work in pairs. One student takes on the role of a parrot who repeats everything the other says but can do so only using the past continuous tense. Students then use their homework which was to list their activities during the day. One student then reads their sentences and the "parrot" repeats them in past continuous. For example. Student A: "I brushed my teeth at 7.30", Student B "At 7.30 I was brushing my teeth".	Students need to have completed their homework from the previous lesson on past simple.
5 min	Theory explanation During the previous activity, the teacher writes down some of the sentences uttered by the students and uses them as examples to go over the theory of how the past continuous tense is formed and used. On the basis of the sample sentences, the teacher also elicits interrogative and negative sentences.	Board, markers

15 min	Practice activity: Tableaux /Still images Students form groups of 3-4. Each group gets a card that describes an event or situation. The students then need to depict that situation as a tableau. The tableaux are then presented to the class and the students try to guess what is going on using the past continuous tense.	Cards describing events or situations
10 min	Practice activity: Strange Explanations (improvisation) One person acts as the accuser and asks classmates why they were doing strange activities, and the second student must explain that strange activity. Each question should start with 'When I saw you...' For example, the accuser might say, 'When I saw you, you were sticking bubble gum to your shoe'. The second student might answer, 'I was filling in a hole in my shoe'. Students can be as creative and outrageous as they can for this activity.	
10 min	Practice activity: Random sentences (improvisation) Students take two cards at random and try to make a sentence including those words or expressions with the past simple and past continuous. For example, if they pick the words "milk" and "presents", they could say "I was drinking milk while wrapping Christmas presents".	Cards with words on them
3 min	Summary: The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson	
7 min	Reflection: Answering the questionnaire (During an ordinary lesson not used for research, the reflection can be carried out verbally with students sharing in groups how they are feeling about their knowledge regarding past simple, how they felt during the activities and which activities they liked/disliked).	
Homework	Reading a story in preparation for the next lesson.	Handouts of the story

Lesson Plan 3: Past perfect

Topic: Past perfect

By the end of the lesson, the students will...

...be able to form affirmative, interrogative and negative sentences using the past perfect.

...be able to use the past perfect in context.

... be familiar with the concept of role-play and be able to participate in activities using role-play.

... be familiar with the concept of improvisation and be able to participate in activities using improvisation.

... be familiar with the concept of scriptwriting and be able to participate in activities using scriptwriting.

Materials needed: **a story, story cards, situation cards**

Procedure:

Time	Activities and instructions	Materials and comments
5 min	<p><u>Warm-up/ice-breaker: Sending Claps</u> Everyone stands in a circle, the teacher begins by turning to the person on their right and clapping, the person then catches the clap and sends it on to the next person by turning to them and clapping. After a few rounds, an additional rule can be added that the person can also send the clap back. To make it more challenging, several claps can be sent around the circle at the same time.</p>	
10 min	<p><u>Awareness raising and context finding activity: Story Timeline</u> The activity is based on the story the students read at home. Each student draws a card with an event that occurred in the story they read. The students need to line themselves up according to their cards in the order of the events in the story. Then the story is retold. During the retelling, the teacher asks questions and makes comments using the past perfect tense, for example, "So A happened after B had already happened?" etc. The cards are then put up on the wall of the classroom in the correct order forming a timeline.</p>	As many story cards as there are students in the class
10 min	<p><u>Theory explanation</u> The teacher writes down some of the sentences from the story (or based on the story) that use past perfect and uses them as examples to go over the theory of how the past perfect tense is formed and used. On the basis of the sample sentences, the teacher also elicits interrogative and negative sentences. On that basis, the rules for forming and using past perfect are deduced and written on the board.</p>	Board, markers
15 min	<p><u>Practice Activity: Time traveller interviews (role-play)</u></p>	Students can use their copies of the story to help them

	<p>The students form groups of 3-4. One of them takes on the role of a time traveller who has travelled back in time to a moment in the story discussed at the beginning of the lesson. The others can then ask him or her questions to determine the moment to which he or she travelled. For example, “Had X already happened?”.</p> <p>When someone guesses correctly, they take on the role of the time traveller.</p>	
20 min	<p>Practice activity: Improvisational explanations (improvisation, scriptwriting)</p> <p>Part I: Students work in groups of 3-4 and take turns to pick up a situation card and read the sentence aloud to the rest of the group, e.g. 'I slept in my car all night'. The other students have to each come up with an explanation for the situation using the past perfect tense, e.g. 'I slept in my car all night because the car had broken down and I was miles from home'. Each explanation the students give must be different.</p> <p>Part II: Students choose their favourite situations and explanations from the previous activity and prepare a script for a short scene on that basis.</p>	A set of situation cards for every group
3 min	<p>Summary:</p> <p>The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson</p>	
7 min	<p>Reflection:</p> <p>Answering the questionnaire (During an ordinary lesson not used for research, the reflection can be carried out verbally with students sharing in groups how they are feeling about their knowledge regarding past simple, how they felt during the activities and which activities they liked/disliked).</p>	
Homework	To complete the scripts	

Lesson Plan 4: Revision of narrative tenses

Topic: Past simple, past continuous and past perfect**Lesson outcomes:**

By the end of the lesson, the students will...

...be able to form affirmative, interrogative and negative sentences using the past simple, past continuous and past perfect tenses.

...be able to use the past simple, past continuous and past perfect tenses in context.

... be familiar with the concept of acting out scripts and be able to participate in activities using scripts.

... be familiar with the concept of simulation and be able to participate in activities using simulation.

Materials needed: board, markers, alibi cards

Procedure:

Time	Activities and instructions	Materials and comments
5 min	Warm-up/icebreaker: Back-writing Students work in pairs, one stands behind the other. The student standing behind traces a verb on the back of the other student who then tries to guess the verb.	
5 min	Awareness raising: Two truths and a lie (improvisation) Students work in pairs or groups of 3. They take turns talking about what they did that morning (By the time I arrived at school, I had already) stating two truths and one lie and guessing which was the lie.	
15 min	Context finding: Working with the scripts (acting out a scene) (20 min): Students form groups of 3-4 and share the scripts they wrote at home. They choose one script and act it out (they are given 5 minutes to read through the scene together). Then the scene is read out in front of the class, the class summarises the story with the help of the teacher. The teacher draws the attention of the class to the fact that when we tell stories, we use all the different tenses we have learned and practised: past simple, past continuous and past perfect.	
5 min	Theory: a comparison of all three tenses on the board The teacher writes a sentence using the same verb on the board in each of the three tenses. For example: I walked home and saw a cat. While I was walking home, I saw a cat. I had walked home when I saw a cat. The teacher uses these sample sentences to compare and contrast the meaning, use and formation of the three sentences. The teacher elicits other examples from the students.	Board, markers

30 min	<p>Practice Activity: Alibi (role-play) Students are divided into groups of 4. In the group 2 of the students will be criminals and 2 investigators. The criminals will receive cards which describe a crime that they have committed and suggest an alibi along with the details they should consider. The investigators get cards which describe a crime that they are investigating and suggest questions they should ask from the suspects. The students are then given 5 minutes to prepare. After that, the investigators will start questioning the suspects separately for 5 minutes. After that, the investigators compare the information they got from the suspects and will decide whether their alibi holds. Then the roles are switched and the activity starts over.</p>	Cards with information for suspects and investigators.
Extra activity	<p>Group stories (improvisation) Students work in groups of 3-4 to create a story. One student makes up the first sentence of the story, the second student continues with the second sentence and so on.</p>	
3 min	<p>Summary: The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson</p>	
7 min	<p>Reflection: Answering the questionnaire (During an ordinary lesson not used for research, the reflection can be carried out verbally with students sharing in groups how they are feeling about their knowledge regarding past simple, how they felt during the activities and which activities they liked/disliked).</p>	
Homework	A worksheet on all three tenses.	

Materials

Lesson 1: First this, then that ...

A suggested list of actions that the teacher can perform in front of the class:

Stand up, look out the window, walk to the door, knock on the door, open the door and look out, walk to the board, draw something on the board, look at it, erase the drawing, walk around the classroom, pick up a book, take a bow, sit down ...

Lesson 2: Tableaux /Still images

Situation cards

Children are playing football.	People are standing in line in a shop.	A photographer is taking photos of people playing tennis.
A group of people is having lunch	A rock band is performing.	The teacher discovered that someone in the class was cheating on a test.

Lesson 2: Random sentences
Word cards

Bracelet	Dream	Marker	Tape	Milk
Bread	Movie	Dinner	Apple	Phone
Computer	Book	Paper	Eggs	Box
Lamp	Chair	Desk	Floor	Straw- berry
Picture	Friend	Juice	Tree	Flower

Lesson 2: Homework**Story**

Source: <https://www.britishcouncil.org/voices-magazine/classroom-activities-teach-narrative-tenses>

It was raining outside when Sam got out of bed and looked out of the window. He picked up his phone and sent a text to his friend James: "No football today. How about going to the cinema?"

While he was waiting for a reply, Sam brushed his teeth, had a shower and got dressed. After he finished getting ready he checked his phone and saw that James had replied. James said he wanted to play football anyway and he didn't care about the rain. Sam changed his mind and decided to play too and left the house to join James in the park.

While he was walking to the park Sam met two of his other friends and invited them along. When they all arrived they saw that James had found some other kids to play with and they had enough people for a full match. While they were playing football, it stopped raining and Sam was really happy he hadn't gone to the cinema.

After the game Sam went home. On the way he stopped at a shop to buy something for his lunch. He was about to pay when he realised he had forgotten to take his wallet when he had left the house. He apologised and left the shop. Sam was feeling hungry but he knew that he had plenty of food at home.

He was walking home, thinking about the goals he had scored that day, when he saw his mum drive past. She saw him and stopped the car to give him a ride home. She had been working all morning but she was in a good mood. Sam sat back in his seat and looked forward to having his lunch. He was having a great day. When they arrived Sam cooked lunch for the whole family.

Lesson 3: Story timeline**Cards with parts of the story**

James said he wanted to play football anyway and he didn't care about the rain.	Sam changed his mind and decided to play too and left the house to join James in the park.	While he was walking to the park Sam met two of his other friends and invited them along.	When they all arrived they saw that James had found some other kids to play with and they had enough people for a full match.
While they were playing football, it stopped raining and Sam was really happy he hadn't gone to the cinema.	Sam got up and saw that it was raining. He picked up his phone and sent a text to his friend James: "No football today. How about going to the cinema?"	After the game Sam went home. On the way he stopped at a shop to buy something for his lunch.	He was about to pay when he realised he had forgotten to take his wallet when he had left the house.
He apologised and left the shop. Sam was feeling hungry but he knew that he had plenty of food at home.	He was walking home, thinking about the goals he had scored that day, when he saw his mum drive past.	She saw him and stopped the car to give him a ride home. She had been working all morning but she was in a good mood.	Sam sat back in his seat and looked forward to having his lunch. He was having a great day. When they arrived Sam cooked lunch for the whole family.
While he was waiting for a reply, Sam brushed his teeth, had a shower and got dressed. Then he saw that James had replied.			

Lesson 3: Improvisational explanations**Situation cards**

I didn't go to school today	I didn't eat lunch	I forgot my homework
I slept in	I walked home	I was late to dinner
I used your pencil	I broke your ruler	I didn't study for the test

Lesson 4: Alibi cards

<p>A: Alibi – Missing cookie jar</p> <p>You stole the teacher’s cookie jar from her desk but said that you were eating lunch at the cafeteria at the time it went missing.</p> <p>Here are some questions the people investigating it may ask:</p> <ul style="list-style-type: none"> - Did you meet before lunch? - What classes did you have before lunch and after lunch? - When did you go to the cafeteria? - What was for lunch? - What were you wearing? - What did both of you eat? - Who else did you see there? - How long were you there? - When did you leave? - What did you do after? 	<p>B: Alibi – graffiti on the school walls</p> <p>You made some graffiti on the school walls at night but you told the teachers that at the time you were at the cinema. Work with your partner to create an alibi.</p> <p>Here are some questions the investigators may ask:</p> <ul style="list-style-type: none"> - Where did you meet? - When did you meet? - What were you wearing? - What did you do before the cinema? - What film did you see? - What was it about? - Can you describe the main characters? - What did you do after the cinema?
<p>A: Investigation – Missing cookie jar</p> <p>You have two or three suspects. A witness saw them at the scene of the crime but they say they were at the cafeteria. Ask them questions, if there are differences in their stories, you know they are lying.</p> <p>Example questions:</p> <ul style="list-style-type: none"> - Where/when did you meet? - What was your friend wearing? - What did you do before/after having lunch? - What can you tell me about the food you had? <p>Think about other questions you can ask.</p>	<p>B: Investigation – Graffiti on the school walls</p> <p>You have two or three suspects. A witness saw them at the scene of the crime but they say they went to the cinema. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.</p> <p>Example questions:</p> <ul style="list-style-type: none"> - Where/when did you meet? - What was your friend wearing? - What did you do before/after the cinema? - What can you tell me about the film? <p>Think about other questions you can ask.</p>

Lesson 4: Homework worksheet

1. Match the narrative tenses from the box to their descriptions.

Past simple past continuous past perfect

- 1) is used for an action that took place before another action or event in the past.
- 2) is used to describe a finished action or event in the past.
- 3) is used to describe an action or event in progress at a specific time in the past.

2. Underline the tense form used in the part of the sentence written in bold.

- 1) **I went** to school yesterday. (past simple, past continuous, past perfect).
- 2) Before today, **I had never been** to a concert. (past simple, past continuous, past perfect)
- 3) When you came home, **I was having** a shower. (past simple, past continuous, past perfect)
- 4) When **we arrived** at the park, they were already playing football. (past simple, past continuous, past perfect)
- 5) When **I came** home, my mother had already left. (past simple, past continuous, past perfect)
- 6) I got on the bus and realised that **I had forgotten** my wallet. (past simple, past continuous, past perfect)
- 7) I got on the bus and saw that **the driver was yelling** at someone. (past simple, past continuous, past perfect)
- 8) When I woke up, **my mother had already made pancakes**. (past simple, past continuous, past perfect)

3. Put the verb in the brackets in the correct form

1. Last night while I _____ (do) my homework, my little brother came into my room.
2. While he *was waiting* for a reply, Sam _____ (*brush*) his teeth.
3. When I opened the curtains this morning, I realised it _____ (snow) during the night.
4. I was playing on my computer when it suddenly _____ (stop) working.
5. I was late to the cinema and when I arrived, the film _____ (start) already.

APPENDIX 3 – Student Questionnaires

Questionnaire 1 – Past Simple

Mõttele tagasi tänasele tunnile ja anna oma hinnangud järgmistele väidetele skaalal 1-5, kus 1=ei ole üldse nõus; 2=pigem ei ole nõus, 3=ei oska öelda, 4=pigem olen nõus, 5=olen täiesti nõus.

1. Draamategevused aitasid mul lihtmineviku (past simple) moodustamisest paremini aru saada.

1 2 3 4 5

2. Draamategevused aitasid mul lihtmineviku (past simple) kasutamisest paremini aru saada.

1 2 3 4 5

3. Tegevustes osalemine oli minu jaoks huvitav.

1 2 3 4 5

4. Tegevustes osalemine oli minu jaoks lõbus.

1 2 3 4 5

5. Tundsin end tegevustes osaledes enesekindlalt.

1 2 3 4 5

6. Mul oli lihtne tegevustele keskenduda.

1 2 3 4 5

7. Tegevuste juhised olid minu jaoks arusaadavad ja piisavad.

1 2 3 4 5

8. Milline tegevus oli sinu lemmik? Mis sulle selle juures meeldis?

9. Milline tegevus meeldis sulle kõige vähem? Mis sulle selle juures ei meeldinud?

10. Kas soovid veel midagi lisada?

Questionnaire 2 – Past Continuous

Mõttele tagasi tänasele tunnile ja anna oma hinnangud järgmistele väidetele skaalal 1-5, kus 1=ei ole üldse nõus; 2=pigem ei ole nõus, 3=ei oska öelda, 4=pigem olen nõus, 5=olen täiesti nõus.

1. Draamategevused aitasid mul kestva mineviku (past continuous) moodustamisest paremini aru saada.

1 2 3 4 5

2. Draamategevused aitasid mul kestva mineviku (past continuous) kasutamisest paremini aru saada.

1 2 3 4 5

3. Tegevustes osalemine oli minu jaoks huvitav.

1 2 3 4 5

4. Tegevustes osalemine oli minu jaoks lõbus.

1 2 3 4 5

5. Tundsin end tegevustes osaledes enesekindlalt.

1 2 3 4 5

6. Mul oli lihtne tegevustele keskenduda.

1 2 3 4 5

7. Tegevuste juhised olid minu jaoks arusaadavad ja piisavad.

1 2 3 4 5

8. Milline tegevus oli sinu lemmik? Mis sulle selle juures meeldis?

9. Milline tegevus meeldis sulle kõige vähem? Mis sulle selle juures ei meeldinud?

10. Kas soovid veel midagi lisada?

Questionnaire 3 – Past Perfect

Mõttele tagasi tänasele tunnile ja anna oma hinnangud järgmistele väidetele skaalal 1-5, kus 1=ei ole üldse nõus; 2=pigem ei ole nõus, 3=ei oska öelda, 4=pigem olen nõus, 5=olen täiesti nõus.

1. Draamategevused aitasid mul ennemineviku (past perfect) moodustamisest paremini aru saada.

1 2 3 4 5

2. Draamategevused aitasid mul ennemineviku (past perfect) kasutamisest paremini aru saada.

1 2 3 4 5

3. Tegevustes osalemine oli minu jaoks huvitav.

1 2 3 4 5

4. Tegevustes osalemine oli minu jaoks lõbus.

1 2 3 4 5

5. Tundsin end tegevustes osaledes enesekindlalt.

1 2 3 4 5

6. Mul oli lihtne tegevustele keskenduda.

1 2 3 4 5

7. Tegevuste juhised olid minu jaoks arusaadavad ja piisavad.

1 2 3 4 5

8. Milline tegevus oli sinu lemmik? Mis sulle selle juures meeldis?

9. Milline tegevus meeldis sulle kõige vähem? Mis sulle selle juures ei meeldinud?

10. Kas soovid veel midagi lisada?

Questionnaire 4 – The Three Narrative Tenses

Mõttele tagasi tänasele tunnile ja anna oma hinnangud järgmistele väidetele skaalal 1-5, kus 1=ei ole üldse nõus; 2=pigem ei ole nõus, 3=ei oska öelda, 4=pigem olen nõus, 5=olen täiesti nõus.

1. Draamategevused aitasid mul kolme käsitletud ajavormi (past simple, past continuous, past perfect) moodustamisest paremini aru saada.

1 2 3 4 5

2. Draamategevused aitasid mul kolme käsitletud ajavormi (past simple, past continuous, past perfect) kasutamise erinevustest paremini aru saada.

1 2 3 4 5

3. Tegevustes osalemine oli minu jaoks huvitav.

1 2 3 4 5

4. Tegevustes osalemine oli minu jaoks lõbus.

1 2 3 4 5

5. Tundsin end tegevustes osaledes enesekindlalt.

1 2 3 4 5

6. Mul oli lihtne tegevustele keskenduda.

1 2 3 4 5

7. Tegevuste juhised olid minu jaoks arusaadavad ja piisavad.

1 2 3 4 5

8. Sooviksin ka tulevikus inglise keelt draamategevuste abil õppida.

1 2 3 4 5

9. Milline tegevus oli sinu lemmik? Mis sulle selle juures meeldis?

10. Milline tegevus meeldis sulle kõige vähem? Mis sulle selle juures ei meeldinud?

11. Kas soovid veel midagi lisada?

APPENDIX 4 – The Final Version of the Materials

General information

These lesson plans have been prepared for 75-minute lessons. They can be adapted for shorter lessons by choosing only one practice activity and/or using the shorter version of the activity, if such a version is described in the instructions.

The lessons can be carried out consecutively or at an interval of, for example, once a week depending on the preferences of the students and the teacher.

Even though the activities have been structured to comply with the drama grammar method developed by Susanne Even (2011), in which each activity carries a specific purpose within the lesson, they can also be used separately. However, it is recommended that a warm-up activity is still used to prepare the students and the drama activity should always be followed by a reflection., i.e., even if you choose to carry out only one drama-based activity, it should be preceded by a warm-up and followed by a reflection.

The materials are structured in the way that they begin with a lesson plan providing the order of the activities, followed by specific instructions and materials for each activity.

Some instructions for the activities include tips on what to keep in mind and ideas for variations.

Lesson Plan 1: Past simple

Topic: Past simple

Lesson outcomes:

By the end of the lesson, the students will ...

- ... form affirmative, interrogative and negative sentences using the past simple.
- ... use the past simple in context.
- ... be familiar with the concept of miming and participate in activities using miming.
- ... be familiar with the concept of role-play and participate in activities using role-play.

Materials needed: a stopwatch, board, markers, list of actions

Procedure:

Time	Activities and instructions	Materials and comments
5 min	Warm-up/icebreaker: Name+action	
10 min	<u>Awareness raising activity:</u> What did you do yesterday?	
15 min	<u>Context-finding activity:</u> Being Billionaires	A stopwatch to keep time
5 min	<u>Theory explanation</u>	Board, markers
15 min	Practice activity: First this, then that ...	A prepared list of actions
10 min	Practice activity: Mimes from the past	
5 min	Summary	
5 min	Reflection:	
Homework:	Write 10 sentences about your day. Sample sentence "I brushed my teeth at 7.30."	

Instructions and materials for the activities

Name+Action

Everybody stands in a circle. Students take turns to say their name and mime something that they like to do. Others try to guess what the action is they are miming.

Variations: Depending on the group, you can either make the activity more challenging by not allowing students to repeat actions, or make it easier by allowing them to repeat what others have already mimed.

The activity can be extended by playing more than one round.

What did you do yesterday? (miming)

Everybody stands in a circle. Students take turns to mime something that they did yesterday. When guessing, others need to form a full sentence in past simple, for example, “She ran”.

Variations: Depending on the group, you can either make the activity more challenging by not allowing students to repeat actions, or make it easier, by allowing them to repeat what others have already mimed.

The activity can be extended by playing more than one round.

Being Billionaires (role-play, improvisation)

Students are told to imagine being billionaires who have enough money to do anything that they would like and they have just gone on a holiday of their dreams. Then they are told to walk around the room mixing freely and ask each other about what they did during the holiday talking to one person for 2 minutes and then switching partners. The activity is repeated for a total of 10 minutes (so that every person gets to talk to 5 people). After that, everyone gathers in a circle and shares something that they found out about each other.

Tip: When the activity is carried out in a bigger space (e.g., a hallway), it might be a good idea to limit the space the students can use so that the teacher can make sure that the students remain on topic.

Variations: The activity can be shortened by having each student only talk with one person or made longer by having them talk to more than five people.

Theory explanation

During the previous activity, the teacher writes down some of the sentences uttered by the students and uses them as examples to go over the theory of how the past simple tense is formed and used.

On the basis of the sample sentences, the teacher also elicits interrogative and negative sentences.

Practice activity: First this, then that ... (miming)

Teacher tells the students to carefully observe his/her actions in the next few minutes. The teacher carries out the actions. Students form groups of three and must agree on the sequence of actions performed by the teacher and write it down as sentences in the past simple tense. Students nominate one student per group to repeat the sequence of actions. After the student has finished, the class gives feedback on whether they think it was correct. The teacher repeats the sequence for everyone to check.

Variations: If the students feel too nervous to come and perform in front of the class, a variation that can be used is to have the representative of the group read out the list of actions.

The duration of the activity can be adjusted by either extending the list of actions or shortening it.

A suggested list of actions that the teacher can perform in front of the class:

Stand up, look out the window, walk to the door, knock on the door, open the door and look out, walk to the board, draw something on the board, look at it, erase the drawing, walk around the classroom, pick up a book, take a bow, sit down ...

Practice activity: Mimes from the past (miming)

Students pick a situation that has happened to them that can be mimed. Then they work in groups of three taking turns to perform their mime of the event, their partners try to interpret the mime and get more details about the incident through questioning. Past simple should be used to form and answer questions.

Variation: The activity can also be carried out as a whole-class activity with one student miming in front of the class and all students guessing.

Summary

The teacher asks the students to remember what activities were completed during the lesson and writes them down on the board.

Reflection

Students share in pairs, groups or the whole class which activities they liked, which activities were the most challenging, what they learned and what they still need to learn.

Lesson Plan 2: Past continuous

Topic: Past continuous

Lesson outcomes:

By the end of the lesson, the students will...

... form affirmative, interrogative and negative sentences using the past continuous

... use the past continuous in context.

... be familiar with the concept of miming and participate in activities using miming.

... be familiar with the concept of role-play and participate in activities using role-play.

... be familiar with the concept of still images and participate in activities using still images.

... be familiar with the concept of improvisation and participate in activities using improvisation.

Materials needed: word cards, situation cards, handouts of the story to be read for homework

Procedure:

Time	Activities and instructions	Materials and comments
5 min	Warm-up: Catching an imaginary ball	
5 min	Awareness raising activity: All kinds of actions (miming)	Board, markers
10 min	Context-finding activity: Past Continuous Parrots (role-play)	Students need to have completed their homework from the previous lesson on past simple
5 min	Theory explanation	Board, markers
15 min	Practice activity: Tableaux /Still images	Cards describing events or situations
10 min	Practice activity: Strange Explanations (improvisation)	
10 min	Practice activity: Random sentences (improvisation)	Cards with words on them
3 min	Summary:	
7 min	Reflection:	
Homework	Reading a story in preparation for the next lesson.	Handouts of the story

Instructions and materials

Warm-up: Catching an imaginary ball

The students work in pairs to throw and catch an imaginary ball to release tension and improve focus.

Tip: It may be difficult for the students to work with only their imagination, so a real ball can be used at first and then removed during the activity.

Awareness raising activity: All kinds of actions (miming)

The teacher lists some actions on the board, e.g. “tapping your fingers” and “yawning”. Students are asked to mime any of the actions in any order they like and at some point the teacher shouts “Stop!” The students then test each other on what their classmates were doing at the time the teacher shouted stop with questions like “Who was polishing her fingernails?” and “What was Sam doing?”

Tip: A rule should be set that none of the actions can be disruptive, for example, it is not allowed to poke others, make very loud noises etc.

Context-finding activity: Past Continuous Parrots (role-play)

Students work in pairs. One student takes on the role of a parrot who repeats everything the other says but can do so only by using the past continuous tense. Students then use their homework which was to list their activities during the day. One student then reads their sentences and the “parrot” repeats them in past continuous. For example. Student A: “I brushed my teeth at 7.30”, Student B “At 7.30 I was brushing my teeth”.

Tip: As sometimes students do not complete their homework, it is a good idea to have some sample sentences ready that can be given to them so that they can still participate in the activity.

Theory explanation

During the previous activity, the teacher writes down some of the sentences uttered by the students and uses them as examples to go over the theory of how the past continuous tense is formed and used.

On the basis of the sample sentences, the teacher also elicits interrogative and negative sentences.

Practice activity: Tableaux /Still images

Students form groups of 3-4. Each group gets a card that describes an event or situation. The students then need to depict that situation as a tableau and have 5 minutes to prepare. The tableaux are then presented to the class and the students try to guess what is going on using the past continuous tense.

Tip: The situation cards can be changed so that they reflect topics that have been recently studied with the group.

Situation cards

Children are playing football.	People are standing in line in a shop.	A photographer is taking photos of people playing tennis.
A group of people is having lunch	A rock band is performing.	The teacher discovered that someone in the class was cheating on a test.

Practice activity: Strange Explanations (improvisation)

Students form groups of 3-4. One person acts as the accuser and asks someone why they were doing strange activities, and the second student must explain that strange activity. Each question should start with ‘When I saw you...’ For example, the accuser might say, ‘When I saw you, you were sticking bubble gum to your shoe’. The second student might answer, ‘I was filling in a hole in my shoe’. Students can be as creative and outrageous as they can for this activity.

Tip: If the students have trouble coming up with ideas, the teacher can help them by providing some examples or cards that they can use.

Practice activity: Random sentences (improvisation)

Students take two cards at random and try to make a sentence including those words or expressions using the past continuous. For example, if they pick the words “milk” and “presents”, they could say “I was drinking milk while wrapping Christmas presents”.

Tip: The list of words can be changed to include recently learned vocabulary.

Bracelet	Dream	Marker	Tape	Milk
Bread	Movie	Dinner	Apple	Phone
Computer	Book	Paper	Eggs	Box
Lamp	Chair	Desk	Floor	Berry
Picture	Friend	Juice	Tree	Flower

Homework:**Story**

Source: <https://www.britishcouncil.org/voices-magazine/classroom-activities-teach-narrative-tenses>

It was raining outside when Sam got out of bed and looked out of the window. He picked up his phone and sent a text to his friend James: "No football today. How about going to the cinema?"

While he was waiting for a reply, Sam brushed his teeth, had a shower and got dressed. After he finished getting ready he checked his phone and saw that James had replied. James said he wanted to play football anyway and he didn't care about the rain. Sam changed his mind and decided to play too and left the house to join James in the park.

While he was walking to the park Sam met two of his other friends and invited them along. When they all arrived they saw that James had found some other kids to play with and they had enough people for a full match. While they were playing football, it stopped raining and Sam was really happy he hadn't gone to the cinema.

After the game Sam went home. On the way he stopped at a shop to buy something for his lunch. He was about to pay when he realised he had forgotten to take his wallet when he had left the house. He apologised and left the shop. Sam was feeling hungry but he knew that he had plenty of food at home.

He was walking home, thinking about the goals he had scored that day, when he saw his mum drive past. She saw him and stopped the car to give him a ride home. She had been working all morning but she was in a good mood. Sam sat back in his seat and looked forward to having his lunch. He was having a great day. When they arrived Sam cooked lunch for the whole family.

Summary:

The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson and writes them on the board.

Reflection:

Students share in pairs or groups how they feel about their knowledge regarding past continuous, how they felt during the activities and which activities they liked/disliked.

Lesson Plan 3: Past perfect

Topic: Past perfect

By the end of the lesson, the students will...

... form affirmative, interrogative and negative sentences using the past perfect.

... use the past perfect in context.

... be familiar with the concept of role-play and participate in activities using role-play.

... be familiar with the concept of improvisation and participate in activities using improvisation.

... be familiar with the concept of scriptwriting and participate in activities using scriptwriting.

Materials needed: a story, story cards, situation cards

Procedure:

Time	Activities and instructions	Materials and comments
5 min	<u>Warm-up/ice-breaker: Sending Claps</u>	
10 min	<u>Awareness raising and context finding activity:</u> Story timeline	As many story cards as there are students in the class
10 min	Theory explanation	Board, markers
15 min	Practice activity: Time traveller interviews (role-play)	Students can use their copies of the story to help them
20 min	Practice activity: Improvisational explanations (improvisation, scriptwriting)	A set of situation cards for every group
3 min	Summary:	
7 min	Reflection:	
Homework	To complete the scripts	

Instructions and materials

Warm-up/ice-breaker: Sending Claps

Everyone stands in a circle, the teacher begins by turning to the person on their right and clapping, the person then catches the clap and sends it on to the next person by turning to them and clapping. After a few rounds, an additional rule can be added that the person can

also send the clap back. To make it more challenging, several claps can be sent around the circle at the same time.

Awareness raising and context finding activity:

Story timeline

The activity is based on the story the students read at home. Each student draws a card with an event that occurred in the story they read. The students need to line themselves up according to their cards in the order of the events in the story.

Then the story is retold. During the retelling, the teacher asks questions and makes comments using the past perfect tense, for example, "So A happened after B had already happened?" etc.

The cards are then put up on the wall of the classroom in the correct order forming a timeline.

Cards with parts of the story

James said he wanted to play football anyway and he didn't care about the rain.	Sam changed his mind and decided to play too and left the house to join James in the park.	While he was walking to the park Sam met two of his other friends and invited them along.	When they all arrived they saw that James had found some other kids to play with and they had enough people for a full match.
While they were playing football, it stopped raining and Sam was really happy he hadn't gone to the cinema.	Sam got up and saw that it was raining. He picked up his phone and sent a text to his friend James: "No football today. How about going to the cinema?"	After the game Sam went home. On the way he stopped at a shop to buy something for his lunch.	He was about to pay when he realised he had forgotten to take his wallet when he had left the house.
He apologised and left the shop. Sam was feeling hungry but he knew that he had plenty of food at home.	He was walking home, thinking about the goals he had scored that day, when he saw his mum drive past.	She saw him and stopped the car to give him a ride home. She had been working all morning but she was in a good mood.	Sam sat back in his seat and looked forward to having his lunch. He was having a great day. When they arrived Sam cooked lunch for the whole family.

<p>While he was waiting for a reply, Sam brushed his teeth, had a shower and got dressed. Then he saw that James had replied.</p>			
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Theory explanation

The teacher writes down some of the sentences from the story (or based on the story) that use past perfect and uses them as examples to go over the theory of how the past perfect tense is formed and used.

On the basis of the sample sentences, the teacher also elicits interrogative and negative sentences.

On that basis, the rules for forming and using past perfect are deduced and written on the board.

Practice activity: Time traveller interviews (role-play)

The students form groups of 3-4. One of them takes on the role of a time traveller who has travelled back in time to a moment in the story discussed at the beginning of the lesson. The others can then ask him or her questions to determine the moment to which he or she travelled. For example, "Had X already happened?"

When someone guesses correctly, they take on the role of the time traveller.

The students can use their copies of the story to help them.

Tip: If the students have trouble understanding the activity, it is useful to demonstrate the process and provide sample questions on the board.

Practice activity: Improvisational explanations (improvisation, scriptwriting)

Part I: Students work in groups of 3-4 and take turns to pick up a situation card and read the sentence aloud to the rest of the group, e.g. 'I slept in my car all night'. The other students have to each come up with an explanation for the situation using the past perfect tense, e.g. 'I slept in my car all night because the car had broken down and I was miles from home'. Each explanation the students give must be different.

Part II: Students choose their favourite situations and explanations from the previous activity and prepare a script for a short scene on that basis.

Tip: Scriptwriting can be made easier by providing a template for the scene.

Situation cards

I didn't go to school today	I didn't eat lunch	I forgot my homework
I slept in	I walked home	I was late to dinner
I used your pencil	I broke your ruler	I didn't study for the test

Summary:

The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson

Reflection:

Students share in groups how they feel about their knowledge regarding past perfect, how they felt during the activities and which activities they liked/disliked.

Lesson Plan 4: Revision of narrative tenses

Topic: Past simple, past continuous and past perfect

Lesson outcomes:

By the end of the lesson, the students will...

... form affirmative, interrogative and negative sentences using the past simple, past continuous and past perfect tenses.

... use the past simple, past continuous and past perfect tenses in context.

... be familiar with the concept of acting out scripts and participate in activities using scripts.

... be familiar with the concept of role-play and participate in activities using role-play.

Materials needed: board, markers, alibi cards

Procedure:

Time	Activities and instructions	Materials and comments
5 min	Warm-up/icebreaker: Back-writing	
5 min	Awareness raising: Two truths and a lie (improvisation)	
15 min	Context finding: Working with the scripts (acting out a scene)	
5 min	Theory: a comparison of all three tenses on the board	Board, markers
30 min	Practice activity: Alibi (role-play)	Cards with information for suspects and investigators.
Extra activity	Group stories (improvisation)	
3 min	Summary	
7 min	Reflection	
Homework	A worksheet on all three tenses.	

Instructions and materials

Warm-up/icebreaker: Back-writing

Students work in pairs, one stands behind the other. The student standing behind traces a verb on the back of the other student who then tries to guess the verb.

Awareness raising: Two truths and a lie (improvisation)

Students work in pairs or groups of 3. They take turns in talking about what they did that morning (By the time I arrived at school, I had already...) stating two truths and one lie and guessing which was the lie.

Context finding:

Working with the scripts (acting out a scene): Students form groups of 3-4 and share the scripts they wrote at home. They choose one script and act it out (they are given 5 minutes to read through the scene together). Then the scene is read out in front of the class, the class summarises the story with the help of the teacher.

The teacher draws the attention of the class to the fact that when we tell stories, we use all the different tenses we have learned and practised: past simple, past continuous and past perfect.

Tip: As some students struggle with performing in front of the class, they may need more encouragement. One way to make it easier for them is to allow them to read from the script.

Theory: a comparison of all three tenses on the board

The teacher writes a sentence using the same verb on the board in each of the three tenses. For example: I walked home and saw a cat. While I was walking home, I saw a cat. I had walked home when I saw a cat. The teacher uses these sample sentences to compare and contrast the meaning, use and formation of the three sentences.

The teacher elicits other examples from the students.

Practice activity: Alibi (role-play)

Students are divided into groups of 4. In the group 2 of the students will be criminals and 2 investigators. The criminals will receive cards which describe a crime that they have committed and suggest an alibi along with the details they should consider. The investigators get cards which describe a crime that they are investigating and suggest questions they should ask from the suspects.

The students are then given 5 minutes to prepare.

After that, the investigators will start questioning the suspects separately for 5 minutes. After that, the investigators compare the information they got from the suspects and will decide whether their alibi holds.

Then the roles are switched and the activity starts over.

Variation: To shorten the activity, it is possible to play only one round. To make it more challenging, the students can make up their own crimes and alibis.

<p>A: Alibi – Missing cookie jar</p> <p>You stole the teacher’s cookie jar from her desk but said that you were eating lunch at the cafeteria at the time it went missing.</p> <p>Here are some questions the people investigating it may ask:</p> <ul style="list-style-type: none"> - Did you meet before lunch? - What classes did you have before lunch and after lunch? - When did you go to the cafeteria? - What was for lunch? - What were you wearing? - What did both of you eat? - Who else did you see there? - How long were you there? - When did you leave? - What did you do after? 	<p>B: Alibi – graffiti on the school walls</p> <p>You made some graffiti on the school walls at night but you told the teachers that at the time you were at the cinema. Work with your partner to create an alibi.</p> <p>Here are some questions the investigators may ask:</p> <ul style="list-style-type: none"> - Where did you meet? - When did you meet? - What were you wearing? - What did you do before the cinema? - What film did you see? - What was it about? - Can you describe the main characters? - What did you do after the cinema?
<p>A: Investigation – Missing cookie jar</p> <p>You have two or three suspects. A witness saw them at the scene of the crime but they say they were at the cafeteria. Ask them questions, if there are differences in their stories, you know they are lying.</p> <p>Example questions:</p> <ul style="list-style-type: none"> - Where/when did you meet? - What was your friend wearing? - What did you do before/after having lunch? - What can you tell me about the food you had? <p>Think about other questions you can ask.</p>	<p>B: Investigation – Graffiti on the school walls</p> <p>You have two or three suspects. A witness saw them at the scene of the crime but they say they went to the cinema. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.</p> <p>Example questions:</p> <ul style="list-style-type: none"> - Where/when did you meet? - What was your friend wearing? - What did you do before/after the cinema? - What can you tell me about the film? <p>Think about other questions you can ask.</p>

Group stories (improvisation)

Students work in groups of 3-4 to create a story. One student makes up the first sentence of the story, the second student continues with the second sentence and so on. One person in the group writes down the story so that it can be read to the whole class.

Summary:

The teacher elicits from the students what they learned from the lesson and what activities were carried out during the lesson.

Reflection:

Students share in groups how they feel about their knowledge regarding the three tenses, how they felt during the activities and which activities they liked/disliked.

Homework:**4. Match the narrative tenses from the box to their descriptions.**

Past simple	past continuous	past perfect
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- 4) is used for an action that took place before another action or event in the past.
- 5)is used to describe a finished action or event in the past.
- 6)is used to describe an action or event in progress at a specific time in the past.

5. Underline the tense form used in the part of the sentence written in bold.

- 9) **I went** to school yesterday. (past simple, past continuous, past perfect).
- 10) Before today, **I had never been** to a concert. (past simple, past continuous, past perfect)
- 11) When you came home, **I was having** a shower. (past simple, past continuous, past perfect)
- 12) When **we arrived** at the park, they were already playing football. (past simple, past continuous, past perfect)
- 13) When **I came** home, my mother had already left. (past simple, past continuous, past perfect)

- 14) I got on the bus and realised that **I had forgotten** my wallet. (past simple, past continuous, past perfect)
- 15) I got on the bus and saw that **the driver was yelling** at someone. (past simple, past continuous, past perfect)
- 16) When I woke up, **my mother had already made pancakes**. (past simple, past continuous, past perfect)

6. Put the verb in the brackets in the correct form

6. Last night while I _____ (do) my homework, my little brother came into my room.
7. While he *was waiting* for a reply, Sam _____ (brush) his teeth.
8. When I opened the curtains this morning, I realised it _____ (snow) during the night.
9. I was playing on my computer when it suddenly _____ (stop) working.
10. I was late to the cinema and when I arrived, the film _____ (start) already.

APPENDIX 5 – The Results of the Student Feedback Questionnaires

Table 1. Results of questions 1-7 of the student questionnaires for the lesson on past simple.

Respondent group	Group A (12 respondents)					Group B (17 respondents)					All students (29 respondents)					
	Rating	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 – agree	5 – strongly agree	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 – agree	5 – strongly agree	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 – agree	5 – strongly agree
Statement																
The drama activities helped me understand how past simple is formed		0 (0%)	0 (0%)	2 (16.6%)	5 (41.7%)	5 (41.7%)	0 (0%)	2 (11.7%)	6 (37.3%)	7 (41.3%)	2 (11.7%)	0 (0%)	2 (6.9%)	8 (27.6%)	12 (41.3%)	7 (24.1%)
The drama activities helped me understand how past simple is used		0 (0%)	0 (0%)	3 (25%)	6 (50%)	3 (25%)	0 (0%)	1 (5.9%)	4 (23.5%)	11 (64.7)	1 (5.9%)	0 (0%)	1 (3.4%)	7 (24.1%)	17 (58.6%)	4 (13.8%)
Participating in the activities was interesting for me		0 (0%)	0 (0%)	2 (16.6%)	5 (41.7%)	5 (41.7%)	0 (0%)	1 (5.9%)	4 (23.5%)	7 (41.3%)	5 (29.4%)	0 (0%)	1 (3.4%)	6 (20.7%)	12 (41.3%)	10 (34.4%)
Participating in the activities was fun for me		0 (0%)	0 (0%)	0 (0%)	7 (58.3%)	5 (41.7%)	0 (0%)	2 (.7%)	2 (11.7%)	6 (37.3%)	7 (41.3%)	0 (0%)	2 (6.9%)	2 (6.9%)	13 (44.8%)	12 (41.3%)
I felt confident when participating in the activities		0 (0%)	0 (0%)	1 (8.3%)	5 (41.7%)	6 (50%)	0 (0%)	2 (11.7%)	2 (11.7%)	8 (47%)	5 (29.4%)	0 (0%)	2 (6.9%)	3 (10.3%)	13 (44.8%)	11 (37.9%)
It was easy for me to focus on the activities		0 (0%)	0 (0%)	2 (16.6%)	6 (50%)	4 (33.3%)	0 (0)	1 (5.9%)	0 (0%)	10 (58.8%)	6 (37.3%)	0 (0%)	1 (3.4%)	2 (6.9%)	16 (55.3%)	10 (34.4%)

The instructions for the activities were understandable and sufficient for me	0 (0%)	0 (0%)	1 (8.3%)	4 (33.3%)	7 (58.3%)	0 (0%)	0 (0%)	1 (5.9%)	9 (52.9%)	7 (41.3%)	0 (0%)	0 (0%)	2 (6.9%)	13 (44.8%)	14 (48.3%)
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Table 2. The most and least liked activities of the lesson on past simple. as specified by the students.

Activity	The number of students who mentioned it as most liked			Reasons given
	Group A	Group B	Total	
Mimes from the past	6	4	10	It was fun to move around; it was fun, I liked working in a group; It was funny
Being billionaires	1	7	8	It was fun to use my imagination; It was interesting to use my own thoughts; I liked making things up and sharing them with others;
What did you do yesterday	0	1	1	
First this, then that	3	0	3	
	The number of students who mentioned it as least liked			
	Group A	Group B	Total	
Name+Action	3	2	5	Boring; instructions were confusing
Mimes from the past	1	1	2	Boring
What did you do yesterday	1	0	1	Difficult to remember what I did yesterday
Being billionaires	1	1	2	Took too much time; instructions were difficult to understand at first
First this, then that	1	3	4	Had difficulties working in a group

Table 3. Additional comments by students regarding the lesson on past simple

	Group A	Group B
Additional comments by students		The lesson was very fun. The lesson was nice and fun. I had fun. The lesson was interesting. It was a nice lesson.

Table 4. Results of questions 1-7 of the student questionnaires for the lesson on**past continuous.**

Respondent group	Group A (11 respondents)					Group B (17 respondents)					All students (28 respondents)					
	Rating	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 - agree	5 – strongly agree	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 - agree	5 – strongly agree	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 - agree	5 – strongly agree
Statement																
The drama activities helped me understand how the past continuous is formed		0 (0%)	0 (0%)	1 (9.1%)	5 (45.45%)	5 (45.45%)	0 (0%)	0 (0%)	3 (17.7%)	12 (70.6%)	2 (11.7%)	0 (0%)	0 (0%)	4 (14.3%)	17 (60.7%)	7 (25%)
The drama activities helped me understand how past continuous is used		0 (0%)	0 (0%)	1 (9.1%)	2 (18.2)	8 (72.7%)	0 (0%)	1 (5.9%)	2 (11.7%)	13 (76.5%)	1 (5.9%)	0 (0%)	1 (3.6%)	3 (10.7%)	15 (53.6%)	9 (32.1%)
Participating in the activities was interesting for me		0 (0%)	0 (0%)	0 (0%)	1 (9.1%)	10 (90.9%)	0 (0%)	1 (5.9%)	3 (17.6%)	5 (29.4%)	8 (47.1%)	0 (0%)	1 (3.6%)	3 (10.7%)	6 (21.4%)	18 (64.3%)
Participating in the activities was fun for me		0 (0%)	0 (0%)	0 (0%)	1 (9.1%)	10 (90.9%)	0 (0%)	0 (0%)	2 (11.8%)	4 (23.5%)	11 (64.7%)	0 (0%)	0 (0%)	2 (7.1%)	5 (17.9%)	21 (75%)
I felt confident when participating in the activities		0 (0%)	0 (0%)	0 (0%)	3 (27.3%)	8 (72.7%)	0 (0%)	1 (5.9%)	6 (35.3%)	6 (35.3%)	4 (23.5%)	0 (0%)	1 (3.6%)	6 (21.4%)	9 (32.1%)	12 (42.8%)
It was easy for me to focus on the activities		0 (0%)	0 (0%)	0 (0%)	2 (18.2)	9 (81.8%)	0 (0)	0 (0%)	4 (23.3%)	6 (35.3%)	7 (41.2%)	0 (0%)	0 (0%)	4 (14.3%)	8 (28.6%)	16 (57.1%)
The instructions for the activities were understandable and sufficient for me		0 (0%)	0 (0%)	0 (0%)	5 (45.5%)	6 (55.5%)	0 (0%)	0 (0%)	1 (5.9%)	10 (58.8%)	6 (35.3%)	0 (0%)	0 (0%)	1 (3.6%)	15 (53.6%)	12 (42.8%)

Table 5. The most and least liked activities of the lesson on past continuous as specified by the students.

Activity	The number of students who mentioned it as most liked			Reasons given
	Group A	Group B	Total	
Strange explanations	1	0	0	Fun
Random sentences	5	2	7	Fun; very funny; interesting and fun
Different actions at the same time	2	0	2	
Invisible Ball	1	5	6	Fun; it was nice to move around
Past Continuous Parrots	0	2	2	Fun
Still images	0	5	5	Cool and fun
	The number of students who mentioned it as least liked			
	Group A	Group B	Total	
Random sentences	1	1	2	Boring
Different actions at the same time	2	2	4	Boring
Invisible Ball	1	0	1	
Past continuous parrots	1	1	2	
Still images	0	1	1	Could have lasted longer

Table 6. Additional comments by students regarding the lesson on past continuous

	Group A	Group B
Additional comments by students		A fun lesson. The lesson was fun and helped me understand the topic better. Fun.

Table 7. Results of questions 1-7 of the student questionnaires for the lesson on**past perfect.**

Respondent group	Group A (11 respondents)					Group B (15 respondents)					All students (26 respondents)					
	Rating	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 - agree	5 – strongly agree	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 - agree	5 – strongly agree	1 – strongly disagree	2 – disagree	3 – neither agree nor disagree	4 - agree	5 – strongly agree
Statement																
The drama activities helped me understand how past perfect is formed		0 (0%)	0 (0%)	2 (18.2%)	6 (54.5%)	3 (27.3%)	0 (0%)	0 (0%)	4 (26.7%)	7 (46.6%)	4 (26.7%)	0 (0%)	0 (0%)	6 (23.1%)	13 (50%)	7 (26.9%)
The drama activities helped me understand how past perfect is used		0 (0%)	0 (0%)	1 (9.1%)	6 (54.5%)	4 (36.4%)	0 (0%)	0 (0%)	3 (20%)	8 (53.3%)	4 (26.7%)	0 (0%)	0 (0%)	4 (15.4%)	14 (53.9%)	8 (30.7%)
Participating in the activities was interesting for me		0 (0%)	0 (0%)	0 (0%)	4 (36.4%)	7 (36.6%)	0 (0%)	2 (13.3%)	3 (20%)	4 (26.7%)	6 (40%)	0 (0%)	2 (7.7%)	3 (11.5%)	8 (30.8%)	13 (50%)
Participating in the activities was fun for me		0 (0%)	0 (0%)	0 (0%)	2 (18.2%)	9 (81.8%)	0 (0%)	1 (6.7%)	2 (13.3%)	5 (33.3%)	7 (46.7%)	0 (0%)	1 (3.8%)	2 (7.7%)	7 (26.9%)	16 (61.6%)
I felt confident when participating in the activities		0 (0%)	0 (0%)	2 (18. %)	5 (45.4%)	4 (36.4%)	0 (0%)	0 (0%)	3 (20%)	8 (53.3%)	4 (26.7%)	0 (0%)	0 (0%)	5 (19.2%)	13 (50%)	8 (30.8%)
It was easy for me to focus on the activities		0 (0%)	0 (0%)	0 (0%)	5 (45.4%)	6 (54.5%)	0 (0)	0 (0%)	2 (13.3%)	6 (40%)	7 (46.7%)	0 (0%)	0 (0%)	2 (7.7%)	11 (42.3%)	13 (50%)
The instructions for the activities were understandable and sufficient for me		0 (0%)	0 (0%)	1 (9.1%)	6 (54.5%)	4 (36.4%)	0 (0%)	0 (0%)	1 (6.7%)	8 (53.3%)	6 (40%)	0 (0%)	0 (0%)	2 (7.7%)	14 (53.9%)	10 (38.4%)

Table 8. The most and least liked activities of the lesson on past perfect as specified by the students.

Activity	The number of students who mentioned it as most liked			Reasons given
	Group A	Group B	Total	
Scriptwriting	2	2	4	Interesting; I liked working in pairs; It was fun to imagine something;
Sending Claps	4	4	8	
Time Travellers	2	7	9	Fun; funny;
	The number of students who mentioned it as least liked			
	Group A	Group B	Total	
Story Timeline	2	4	6	Boring
Scriptwriting	1	2	3	Performing was hard; I did not like performing in front of the class
Clap Game	1	1	2	

Table 9. Additional comments by students regarding the lesson on past perfect.

	Group A	Group B
Additional comments by students		I really liked today's lesson; it was a very useful lesson; it was a fun lesson

It was easy for me to focus on the activities	0 (0%)	0 (0%)	0 (0%)	2 (25%)	6 (75%)	0 (0)	2 (13.3%)	1 (6.7%)	5 (33.3%)	7 (46.7%)	0 (0%)	2 (8.7%)	1 (4.3%)	7 (30.4%)	13 (56.6%)
The instructions for the activities were understandable and sufficient for me	0 (0%)	0 (0%)	0 (0%)	1 (12.5%)	7 (87.5%)	0 (0%)	0 (0%)	3 (13.3%)	5 (33.3%)	7 (46.7%)	0 (0%)	0 (0%)	3 (13%)	6 (26.1%)	14 (60.9%)
I would like to learn English through drama activities also in the future	0 (0%)	0 (0%)	0 (0%)	2 (35%)	6 (75%)	0 (0%)	0 (0%)	6 (40%)	5 (33.3%)	4 (26.7%)	0 (0%)	0 (0%)	6 (26.1%)	7 (30.4%)	10 (43.5%)

Table 11. The most and least liked activities of the lesson on the three narrative tenses as specified by the students.

	The number of students who mentioned it as most liked			Reasons given
Activity	Group A	Group B	Total	
Group stories	4	9	13	Very funny; it was fun listening to them;
Alibi	1	1	2	
Back writing	0	2	2	
	The number of students who mentioned it as least liked			Reasons given
	Group A	Group B	Total	
Back writing	2	4	6	Boring
Alibi	1	1	2	There was too much talking
Two truths 0and a lie	1	0	1	Boring

Table 12. Additional comments by students regarding the lesson on the three narrative tenses.

	Group A	Group B
Additional comments by students		I liked working with others. It was very fun

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Liis Valdre

The Use of Drama-Based Activities in Teaching Narrative Tenses to 6th-Graders

Draamapõhiste tegevuste kasutamine inglise keele lihtmineviku, kestva mineviku ja ennemineviku õpetamisel kuuendale klassile

Magistritöö

2024

Lehekülgede arv: 94

Annotatsioon:

Käesoleva magistritöö eesmärgiks on edendada draamategevuste kasutamist inglise keele kui võõrkeele õpetajate seas luues inglise keele lihtmineviku, kestva mineviku ja ennemineviku õpetamiseks sobilikud materjalid. Materjalide sobivust hinnatakse läbi kolme uurimisküsimuse: 1) Kuidas mõjutavad koostatud draamaelemente sisaldavad materjalid seda, kuidas õpilased lihtmineviku, kestva mineviku ja ennemineviku mõistetest aru saavad? 2) Kuidas mõjutab draama kasutamine nende ajavormide õpetamisel õpilaste käitumuslikku ja emotsionaalset kaasahaaratus? 3) Millised parandused tuleks materjalides teha katseperioodi käigus kogutud andmete alusel?

Töö on jaotatud kaheks peatükiks. Esimene neist annab ülevaate eelistest ja puudustest, mis esinevad draama kasutamisel inglise keele kui võõrkeele õpetamisel, erinevatest draamapõhistest tegevustest, mida saab inglise keele kui võõrkeele õpetamisel kasutada ning annab ülevaate emotsionaalse ja käitumusliku kaasahaaratus mõistetest. Teine peatükk kirjeldab läbi viidud uurimust ja see sisaldab ülevaadet tunnikavade ja materjalide loomise protsessist, tundide läbi viimist 6. klassi õpilastega, andmete kogumist ja analüüsi ning nende alusel tehtud järeldusi.

Kokkuvõttes saab kogutud andmete alusel järeldada, et koostatud materjalidel on positiivne mõju õpilaste keeleoskusele seoses õpetatud ajavormide moodustamise ja kasutamisega ning nende emotsionaalsele ja käitumuslikule kaasahaaratusle. Materjalides tehti siiski mõningaid parandusi ja täiendusi, et muuta juhised selgemaks ning pakkuda õpetajatele, kes neid materjale kasutama hakkavad, täiendavaid nõuandeid tegevuste läbi viimiseks ja kohandamiseks vastavalt oma õpilaste vajadustele.

Märksõnad: võõrkeele õpetamine, inglise keele õpetamine, põhikool, draamategevused, draamamängud, lihtminevik, kestev minevik, enneminevik, õpetamismeetodid

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Liis Valdre
14.05.2024

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Liis Valdre

14.05.2024

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14.05.2024