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CAN THE USE OF DRAMA IMPROVE STUDENTS' MOTIVATION AND ENGAGEMENT IN EFL BACCALAUREATE CLASSES IN CATALONIA?

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*To Ivan and Amelia,
for their patient and support throughout this journey, and for all the meals cooked
with love.*

*To Eva,
without her guidance, this project would never have come together.*

*And especially to all the students who took part in this research,
thank you for your enthusiasm and openness.*

ABSTRACT

This TFM explores how a drama-based approach can support motivation and engagement in EFL classes at the baccalaureate level in Catalonia. The study was carried out in one public secondary school and employed a qualitative design. Two short drama-based sessions were implemented with two baccalaureate groups, each preceded and followed by semi-structured focus group discussions. These discussions aimed to explore students' perceptions, feelings and their future outlook on English learning, with a particular focus on how creative methods might affect their motivation and classroom experience.

Although the intervention was too brief to fully experience a shift in motivation and engagement, the results clearly revealed a strong desire for more student-centered, creative and innovative methods in EFL instruction.

Students expressed enthusiasm for active learning and frustration with the repetitive, exam-oriented nature of their current English classes. These findings suggest that drama-based approaches can serve as a valuable tool to enhance student engagement and open space for a pedagogical renewal in the EFL baccalaureate context.

Keywords: Drama-based learning, motivation, engagement, English as a Foreign Language (EFL), Baccalaureate education.

RESUM

Aquest TFM explora com una metodologia basat en el drama pot afavorir la motivació i la implicació a les classes d'anglès com a llengua estrangera (EFL) al nivell de batxillerat a Catalunya. L'estudi es va dur a terme en un institut públic i va seguir un disseny qualitatiu. Es van implementar dues sessions breus amb activitats de drama en dos grups de batxillerat, precedides i seguides per discussions de grup focal semi-estructurades. Aquestes discussions tenien com a objectiu explorar les percepcions, emocions i perspectives de futur dels estudiants envers l'aprenentatge de l'anglès, amb un focus especial en com els mètodes creatius poden influir en la seva motivació i experiència a l'aula. Tot i que la intervenció va ser massa breu per provocar un canvi profund en la motivació i la implicació, els resultats van revelar clarament un fort desig per

mètodes més creatius, centrats en l'alumnat i innovadors dins de l'ensenyament de l'anglès.

Els estudiants van expressar entusiasme per l'aprenentatge actiu i frustració pel caràcter repetitiu i orientat a exàmens de les seves classes actuals. Aquests resultats suggereixen que els enfocaments basats en el drama poden ser una eina valuosa per millorar la implicació de l'alumnat i obrir la porta a una renovació pedagògica en el context del batxillerat.

Paraules clau: Aprenentatge basat en el drama, motivació, participació activa, Anglès com a Llengua Estrangera (ALE), Educació de batxillerat.

RESUMEN

Este TFM explora cómo una metodología basado en el drama puede apoyar la motivación y la implicación en las clases de inglés como lengua extranjera (EFL) en el nivel de bachillerato en Cataluña. El estudio se llevó a cabo en un instituto público y utilizó un diseño cualitativo. Se implementaron dos sesiones breves con actividades teatrales en dos grupos de bachillerato, cada una precedida y seguida de grupos focales semiestructurados. Estas discusiones tenían como objetivo explorar las percepciones, emociones y expectativas futuras del alumnado respecto al aprendizaje del inglés, con especial atención a cómo los métodos creativos pueden influir en su motivación y experiencia en el aula. Aunque la intervención fue demasiado breve para generar un cambio profundo en la motivación y la implicación, los resultados revelaron claramente un fuerte deseo de métodos más creativos, innovadores y centrados en el estudiante dentro de la enseñanza del inglés.

El alumnado expresó entusiasmo por el aprendizaje activo y frustración con el carácter repetitivo y orientado a los exámenes de sus clases actuales. Estos hallazgos sugieren que los enfoques basados en el teatro pueden ser una herramienta valiosa para mejorar la implicación del alumnado y abrir espacio a una renovación pedagógica en el contexto del bachillerato.

Palabras clave: Aprendizaje basado en el drama, motivación, participación activa, Inglés como Lengua Extranjera (ILE), Educación de bachillerato.

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1. INTRODUCTION

Since the early 2000s, especially after the publication of the Common European Framework of Reference for Languages (CEFR) in 2001, language teaching in Europe changed significantly towards competence-based and student-centred approaches. Emphasising what learners can do with language, this transformation prioritises lifelong learning, learner autonomy, communicative competence and meaningful learning experiences. In English as a Foreign Language (EFL) classrooms, this has translated into a move away from grammar-focused instruction in favour of more dynamic methodologies, including task- and project-based learning, formative assessment and the development of plurilingual and pluricultural competences. The 2020 update of the CEFR reinforces this direction by placing greater emphasis on multilingualism, mediation and real-world communication, thus further consolidating the action-oriented approach (Council of Europe, 2001, 2020).

During my internship at a Catalan public secondary school, considered a reference point in the area, I was slightly surprised by the general teaching approach within the English department, which remained largely traditional, particularly at the baccalaureate level. This is mostly due to the strong focus on academic preparation for the EBAU (University Entrance Exam). While this focus is totally understandable, it often results in rigid, exam-driven pedagogies that leave little room for creativity or student agency.

To gain more insights into the students' perspectives, I asked several baccalaureate groups: "What would you like to learn in English classes?" Almost all responses¹, especially from those in the arts and social sciences tracks, expressed a desire to use English for self-expression, storytelling and engaging with the world, rather than solely preparing for an exam. In contrast, students from the science and technology tracks tended to favor a more academic approach, viewing English as a tool for future professional use. This contrast

¹ The questions were posed informally in various groups and the responses gathered reflect a personal, non-systematic collection of student perspectives.

prompted deeper reflection on the concept of meaningful learning. While academic achievement is important, education should also foster critical thinking, creativity, collaboration and communication competencies emphasized both in the Catalan curriculum and in international frameworks such as the OECD's Learning Compass 2030 (OECD, 2018).

My own teaching philosophy is rooted in creativity, innovation and student engagement. Although I recognise the role of traditional models in certain contexts, I am especially drawn to constructivist methodologies (Piaget, 1952; Vygotsky, 1978) that make learning more relevant, dynamic and empowering. The motivation for this study also stems from a personal belief in the transformative potential of drama in education. Not as a means to produce theatrical performances, but as a toolkit for creating a classroom that transforms into a learning laboratory (Heathcote & Bolton, 1995; Bolton, 1984; Boal, 2002; Neelands, 2009). In this environment, students simulate real-life situations, experiment with language, make mistakes and grow through reflective practice, free from the pressures often associated with exams.

Admittedly, this vision may seem idealistic, but with thoughtful planning and commitment, a drama-based methodology can form part of a more innovative and responsive approach to teaching. This aligns with the CEFR's communicative vision and the recent reforms in the Catalan curriculum, which place a strong emphasis on experiential, learner-centred practices (Generalitat de Catalunya, Departament d'Educació, 2022). Within this framework, drama offers a creative, inclusive and culturally enriching methodology for learning, not only English, but also literature, theatre and intercultural awareness.

In this Final Master's Thesis, I aim to explore how drama-based activities might help reconcile the tension between academic demands and students' personal and social needs. Specifically, I investigate how drama can serve as a bridge between the institutional goal of achieving a B2 level for the EBAU and adolescents' desire for more engaging and meaningful language use. I believe drama has the potential to transform classroom dynamics by promoting active participation, supporting natural language development and creating a safe space for students to

experiment, self-correct and grow, crucial factors in maintaining adolescents' motivation in foreign language learning.

Moreover, drama allows room for inclusive practices such as translanguaging, strategic use of L1, code-switching and CLIL methodologies. These approaches enrich the learning experience, grounded it in students' linguistic and cultural realities while keeping the classroom student-centered and dynamic. Despite its potential, drama remains underused in EFL classrooms, especially at the baccalaureate level.

The central question guiding this study is: '*Can drama help students at the baccalaureate level overcome language barriers and improve their motivation and engagement with English?*' I believe it can and that, beyond enhancing language proficiency, it may help reconnect students with the more human, creative and transformative side of education.

2. LITERATURE REVIEW

2.1. Contrasting European approaches to English language teaching: contextualising the Catalan case.

Before analysing the implementation of drama-based activities in English classes, it is essential to understand how young learners across Europe, particularly in Catalonia, encounter the English language. This includes not only where and how they are taught, but also how they engage with English, what motivates them and how they develop their skills. To explore this, we must first consider both local and international educational contexts.

Although the *Common European Framework of Reference for Languages* (CEFR) provides a shared foundation for language teaching across Europe, the actual implementation of language education policies varies significantly between countries. These differences are rooted in national priorities, available resources, teacher training and broader sociolinguistic contexts.

As highlighted by the OECD (2024), in its report *How 15-Year-Olds Learn English*, students' motivation, attitudes and outcomes in English language learning are closely tied to the way English is taught in their respective countries. In nations like the Netherlands, Finland and Israel, where English instruction often extends beyond traditional academic settings and incorporates more natural methods, students tend to exhibit higher proficiency levels and greater motivation. In these systems, teaching methods are often communicative and immersive and students encounter English beyond the classroom, in media, technology and social settings, which supports more authentic and engaging learning experiences.

Conversely, the OECD (2024) noted that in countries such as Portugal and Greece, formal English education often does not fully meet students' communicative needs. Instead, many young people rely on private academies or extracurricular courses to acquire the English skills needed for certification and future career prospects. This reliance can exacerbate inequalities, creating a divide between students who can afford support and those who cannot.

The Eurydice report (European Commission/EACEA/Eurydice, 2023) further supports this analysis by highlighting structural challenges across Europe. These include inconsistent implementation of language policy, teacher shortages, limited opportunities for target language exposure and the ongoing struggle to balance national curriculum goals with the need for communicative competence and student motivation. Despite the CEFR's focus on active use of language and real-world skills, many systems remain bound to traditional assessment models and grammar-focused instruction.

Building on the broader European perspective, the situation in Catalonia reflects similar dynamics, where systemic demands and pedagogical intentions do not always align. Despite the integration of learner-centred principles in official documents such as the updated Catalan curriculum (Generalitat de Catalunya, Departament d'Educació, 2022), classroom practices, particularly at the baccalaureate level, often remain shaped by institutional pressures. These include the prioritisation of academic outcomes and performance-based assessment, which can constrain the implementation of more experiential or communicative

methodologies. This creates a complex landscape for both teachers and students, especially adolescents navigating the need for personal relevance, autonomy and active engagement in their learning. In this context, the role of innovative, inclusive methodologies becomes increasingly relevant, particularly those that support the development of competences outlined in frameworks like the CEFR and the OECD Learning Compass 2030.

2.2 The Limits of Traditional EFL in Catalonia: A Case for Innovation.

Although progressive curricular frameworks such as the CEFR and the Catalan curriculum encourage communicative and plurilingual approaches, English instruction in Catalonia still often reflects more traditional, teacher-centered practices, as observed in various classroom studies (Frigolé & Tresserras, 2022; Llurda & Mocanu, 2024). In their study of three multilingual public primary schools, Frigolé and Tresserras (2022) observed a notable gap between institutional discourse promoting plurilingualism and actual classroom practices. While school leaders often expressed support for inclusive, learner-centered approaches, English teachers tended to rely on monolingual and accuracy-focused methods, rarely incorporating students' linguistic resources or encouraging metalinguistic reflection.

This emphasis on linguistic precision is further reinforced by prevailing ideologies around native-speaker norms. As Llurda and Mocanu (2024) argue, native-speakerism continues to shape English language teaching in Catalonia, where native accents and cultural models from Inner Circle countries (Kachru, 1985) are often perceived as the ideal. This preference sustains rigid pedagogical models and hinders the adoption of innovative, student-centered practices that promote communicative competence and learner autonomy.

In bilingual and multilingual regions like Catalonia, where English is frequently a third language for students, the challenge is even greater. While Content and Language Integrated Learning (CLIL) has been introduced to integrate English through subject content, its implementation remains inconsistent. Research has shown that multilingual education systems tend to underuse learners' full linguistic

and cultural repertoires, despite policies promoting inclusion and diversity. Anderson, Graham and Thomas (2008), Escobar Urmeneta and Unamuno (2008) and O’Laoire (2008) argue that current practices often reinforce dominant language hierarchies and overlook students’ home languages and cultural experiences.

Together, these findings suggest a disconnect between the goals of policy and the realities of practice in many Catalan schools. While curricular frameworks advocate for communicative, inclusive and experience-based approaches, classroom culture often continues to revolve around linguistic control and teacher authority. This pedagogical landscape presents a challenge, but also an opportunity to explore alternative methodologies, such as drama-based activities, which have been shown to align with students’ linguistic realities, foster agency and promote engagement through meaningful language use. Drama pedagogy, as explored by Piazzoli and Kir Cullen (2021), not only enables creative expression and emotional safety but also supports identity negotiation and inclusivity in multilingual classrooms. Similarly, Winston (2012) highlights how drama enhances language acquisition by creating embodied, multimodal, and socially collaborative contexts, especially valuable for learners in linguistically diverse environments (Winston, 2012; Piazzoli & Kir Cullen, 2021).

2.3 The Role of Motivation in English Language Learning.

Motivation is a critical factor in language acquisition, influencing learners' engagement, persistence and success. Alizadeh (2016) distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation arises from personal interest or enjoyment in the language, often leading to more effective and sustainable learning. In contrast, extrinsic motivation is driven by external rewards or pressures, which may yield short-term results but often lack long-term commitment. Alizadeh challenges the assumption that external needs are the primary motivators for students, emphasizing that genuine motivation must come from within.

Building on earlier work, Dörnyei (2009) introduced the L2 Motivational Self System, which encompasses three components: the Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience. The Ideal L2 Self refers to the learner's aspirations and desires to become proficient in the language, aligning closely with intrinsic motivation. The Ought-to L2 Self involves external expectations and obligations, reflecting extrinsic motivation. The L2 Learning Experience pertains to the immediate learning environment and experiences, which can influence both intrinsic and extrinsic motivation. These components represent a shift from traditional motivation theories by linking motivation to learners' internalized future self-images and their ongoing interactions with the learning context (Dörnyei & Ushioda, 2009).

Research indicates that intrinsic motivation is associated with higher-quality learning and creativity (Ryan & Deci, 2000). Learners who are intrinsically motivated tend to exhibit greater interest, enthusiasm and persistence in language learning tasks. More recent evidence supports this distinction: Cerasoli, Nicklin, and Ford (2014), in a large-scale meta-analysis, found that while extrinsic incentives may increase the quantity of performance, intrinsic motivation is a stronger predictor of performance quality. Their findings reinforce the idea that extrinsic motivators alone are insufficient to sustain engagement and deep learning, particularly when tasks lack personal meaning or relevance.

In the context of English language learning, fostering intrinsic motivation is particularly important. Strategies to enhance intrinsic motivation include providing learners with autonomy, offering meaningful and relevant learning activities and creating a supportive and engaging learning environment. By focusing on these elements, educators can help students develop a deeper, more sustained interest in language learning, leading to improved outcomes and greater learner autonomy.

2.4 Fostering motivation through Drama-Based Language Learning.

Prioritizing intrinsic motivation aligns closely with the integration of drama in language classrooms. Drama-based methods, such as role-playing, improvisation

and simulations, can significantly increase student engagement by promoting active participation in the learning process (Bessadet, 2022). These techniques create dynamic and interactive environments that make language learning more enjoyable and motivating.

Research indicates that drama activities can reduce learners' inhibitions, increase spontaneity and enhance motivation, self-esteem and empathy (Stern, 1993). By engaging students in meaningful contexts, drama fosters a deeper connection to the language and encourages sustained interest. Zafeiriadou (2009) emphasizes that drama stimulates emotions and provides learners with profound language experiences, thereby maintaining their motivation.

In the context of English education in Catalonia, the insights of Frigolé and Tresserras (2022) and Llurda and Mocanu (2024) underline the need to reshape traditional methodologies. Drama-based methods offer a way to motivate students by actively involving them and utilizing their multilingual repertoires. These approaches not only address the lack of engagement noted in Catalan classrooms but also challenge deep-seated biases and conventional teaching practices.

Moreover, drama-based instruction supports the development of intercultural understanding and critical thinking skills. By immersing students in diverse perspectives and cultural contexts, drama encourages empathy and global awareness, essential components of language competence in today's interconnected world (Nilson, 2021).

In summary, integrating drama into language education can transform the learning experience by enhancing motivation, fostering emotional connections, and promoting a more inclusive and engaging classroom environment.

2.5 Navigating challenges and embracing opportunities: implementing Drama-Based Approaches in English Language Teaching.

While drama-based pedagogy offers significant benefits for language learning, its implementation in English language classrooms still face notable challenges. Ali

and Kani (2024) highlight key obstacles such as limited instructional time, overcrowded classrooms and insufficient materials, particularly in public school settings. Their findings suggest that the success of drama-based instruction relies not only on systemic improvements but also, perhaps more critically, on teacher preparation and professional development.

Teacher preparedness is a recurring theme in the literature. Ding (2022) identifies three primary difficulties teachers encounter when implementing drama approaches: selecting appropriate texts, adapting them into pedagogically effective activities and managing their classroom application. These findings point to the need for a shift in how teachers perceive both language and drama, not merely as content, but as powerful pedagogical tools that require dedicated training and support.

Similar challenges have been observed in other multilingual educational contexts. Farrah, Halahla and Sider (2021), in their study of EFL teachers in Palestine, report that although teachers value the motivational and linguistic benefits of drama, they often lack access to training, clear curricular guidance and adequate resources. The authors recommend targeted support measures, such as the development of drama-based teaching materials and teacher training programs that equip educators with practical strategies.

Zhao (2023) further illustrates that even in well-resourced international schools, teachers without relevant training may struggle to manage unstructured activities like improvisation. These difficulties can lead to classroom management issues, reduced confidence and ultimately, underutilization of drama's pedagogical potential. The study underlines the importance of building teacher confidence through structured support and hands-on experience with drama methodologies. Taken together, these studies suggest that while challenges exist, drama-based pedagogy holds strong potential to enhance language learning by fostering learner engagement, improving communication skills and promoting critical thinking (Farrah et al., 2021; Zhao, 2023). To unlock this potential, educational institutions must invest in teacher education, allocate resources for creative pedagogies and

cultivate environments that support experimentation and innovation (Ali & Kani, 2024; Ding, 2022).

2.6 Research focus and questions: Can drama motivate and engage Baccalaureate EFL students in Catalonia?

This study is motivated by a desire to explore whether creative, student-centred methods, specifically drama, can help address a persistent tension in English language teaching at the baccalaureate level in Catalonia. On one hand, students often face high extrinsic pressure to perform well on the EBAU exams, which tends to shape English instruction into a traditional, exam-focused model. On the other hand, many learners may feel disengaged or disconnected from this model, especially when their interests, linguistic backgrounds or preferred learning styles are not reflected in the classroom.

The main objective of this research is to explore what drives students to learn English and whether drama-based activities can help increase motivation and participation in this high-stakes educational context. Previous research has shown that motivation plays a key role in successful language acquisition (Dörnyei, 2001; Alizadeh, 2016; Ryan & Deci, 2000). While extrinsic motivators, like passing an exam, can be effective short-term, they often fail to sustain long-term engagement. In contrast, drama has the potential to support intrinsic motivation by offering space for creativity, expression, and emotional involvement in language use (Winston, 2012; Piazzoli & Kir Cullen, 2021).

My expectation as a researcher and future teacher is to see whether drama can serve as a transformative tool within the limitations of the current system. I aim to explore if drama can create more inclusive and motivating learning environments without undermining the academic rigour required for the EBAU. I also hope to better understand students' perceptions of both traditional and creative approaches to learning English and whether they feel drama-based tasks respond more effectively to their interests and needs.

This study is guided by the following questions:

1. What motivates students in baccalaureate EFL classes in Catalonia?
2. How do students perceive current teaching approaches in their EFL classes in relation to their learning needs?
3. Can drama-based methods support motivation and engagement in preparation for the English section of the EBAU?
4. What are students' views on drama as a pedagogical tool for learning English?

Fundamentally, this project is based on the hypothesis that that more dynamic and meaningful approaches to teaching, grounded in students' real experiences and creative expression, can be integrated into exam-oriented classrooms. While drama may not be a cure-all, it may offer a valuable alternative that deserves deeper exploration within English as a foreign language (EFL) contexts.

3. METHODOLOGY

3.1. Research approach

This study adopts an action research approach within a qualitative research framework. Action research is particularly appropriate in educational settings, as it enables practitioner-researchers to investigate and improve their own practices through cycles of planning, action, observation and reflection (Burns, 2010). In this case, it allows for the real-time implementation and evaluation of drama-based activities in the EFL classroom, while retaining the flexibility to make adjustments as the intervention unfolds.

Complementing this, a qualitative research design was chosen to gain deeper insights into students' attitudes, behaviours and emotional responses during the intervention. As Dörnyei (2007) notes, qualitative methods are especially valuable in language learning research for capturing the complexity of human experiences in authentic classroom settings. This approach aligns with the aim of

understanding how drama-based pedagogy influences learner motivation, engagement and participation in English learning.

3.2. Participants

The initial design of this study aimed to implement drama-based interventions across multiple baccalaureate tracks, natural sciences, engineering, humanities and arts, at different levels and both in public and private schools in Catalonia. This broader approach was intended to enable comparisons between academic tracks and institutional settings, with the goal of uncovering how external factors beyond the teaching methodology itself might influence outcomes.

However, due to time constraints and the ambitious size of the initial plan, the study was scaled down. The intervention was ultimately carried out in a single public secondary school located in the Vallès Oriental region, within the province of Barcelona. This institution is known in the area, especially by the families, as a reference point. Actually, its baccalaureate program brings together a diverse mix of students from surrounding villages and schools, which adds depth to the research.

The drama sessions were conducted in two first-year baccalaureate groups: one from the technical track and the other from the artistic track. These groups were selected based on the availability and collaboration of English teachers, who committed to running two sessions per group, the minimum required for the study. Additionally, the groups offered a valuable contrast in terms of academic focus and English proficiency.

The technical track consisted of approximately 30 students, 22 were male students and 8 were female. It was considered by the English teachers one of the school's strongest academic groups, including several high-achieving students with strong English skills. However, proficiency varied and some students were less confident in English.

In contrast, the artistic track had a very different profile. Comprising 24 students, of whom 20 actively participated throughout the entire process. The class was predominantly female, with only two male students. According to their English teachers, this group generally demonstrated lower academic engagement and a weaker level of English proficiency, which was evident in their participation during regular English classes.

This pairing allowed the study to explore how drama-based methodologies might be received and experienced by learners across different academic and linguistic profiles, offering insight into the potential adaptability and relevance of such approaches in diverse classroom contexts.

3.3 Research techniques

To collect qualitative data, this study used semi-structured focus group discussions conducted before and after a short classroom intervention. This method was chosen because it allows deeper understanding of participants' experiences, perceptions and attitudes through group interaction and reflective dialogue (Dörnyei, 2007, pp. 23-49; pp.134-152).

To collect qualitative data, this study used semi-structured focus group discussions conducted before and after a short classroom intervention. This method was chosen because it allows deeper understanding of participants' experiences, perceptions and attitudes through group interaction and reflective dialogue (Dörnyei, 2007, pp. 23-49; pp.134-152).

This research followed a three-phase structure. First, pre-intervention focus group discussions were carried out with each group to explore students' past experiences with creative or drama-based methods in English classes, their attitudes towards such approaches and their feelings of confidence or hesitation when participating in English learning. These focus groups offered insights into how students perceived their current classroom methodology, what motivates them and what kind of exercises helped them feel more engaged. The guiding questions for both sets of focus groups are outlined in section 3.4.

In the second phase, students participated in a two-session drama-based intervention. Each session lasted 55 minutes and was designed to introduce students to active, expressive methods for language use. Activities included warm-up games, guided role-plays and collaborative character development, with the change given for students to perform brief scenes in front of the group. These tasks were designed to foster oral expression, vocabulary use and classroom participation.

Following the intervention, post-intervention focus group discussions were held to examine students' reflections on the drama sessions. Participants were invited to share how they felt using drama and role-play in class, whether they noticed any changes in motivation and how they perceived the impact of these methods on their English skills (speaking, listening, reading and writing). They were also encouraged to express whether they would be interested in having more drama-based activities in future English lessons.

Although the initial concern was that students might be hesitant or unsure about the process, most responded positively and demonstrated a high level of interest and willingness to participate. No students objected to audio recording and occasional video recording was accepted without difficulty. The main challenge was ensuring that the energy and openness of the group discussions remained focused on the research aims. The full set of guiding questions is detailed in section 3.4 and complete transcripts of the focus groups are available in the annex.

3.4 Data collection process

The aim of this study was to explore how drama-based activities influence students' motivation and engagement in English language learning. Before beginning the intervention, students were informed about the project and its objectives through an initial explanation during the focus-groups and invited to participate voluntarily. Those who wished to take part signed a written consent form confirming their agreement before the first round of discussions. These pre-

intervention focus groups took place roughly one week before the drama sessions began.

These pre-interventions were semi-structured, each session began with the same four guiding questions to explore students' prior experiences and attitudes toward creative learning methods in English classes:

1. Have you ever used creative methods like drama or role-playing in English lessons? If yes, how did you feel about it?
2. What do you think about using drama in English classes?
3. Do you think drama or role-play could help you learn English better? Why or why not?
4. What kind of activities make you feel more motivated or confident to participate in English class?

These questions served as a starting point for a guided discussion, which remained flexible depending on the students' responses. I often followed up with spontaneous questions or asked for clarification to encourage more detailed reflection. The intention was to create a safe, open environment where students could freely share their thoughts. All participants were aware that the sessions were recorded. The only shared norm was that everyone should respect one another's speaking turns. This contributed to a relaxed and respectful atmosphere that supported the emergence of authentic, meaningful insights.

The intervention sessions were conducted in the students' regular classrooms, with students remaining in their established groups and among familiar peers. This helped ensure the focus remained on how the drama-based activities influenced language learning, without altering the broader classroom context. Although this approach maintained a sense of continuity, it also presented logistical challenges, such as rearranging desks and chairs to accommodate the

activities, which occasionally caused excitement or disruption. These conditions, however, were consistently maintained throughout the sessions.

Due to a scheduling conflict, the second drama-based session for the technical track had to be rescheduled. It eventually took place between two important exams, a factor that likely affected students' focus and participation. Despite such logistical challenges, both groups completed the intervention.

A week after the final session, post-intervention focus groups were conducted with the same participants from the initial discussions. This approach helped to more clearly identify any changes in students' attitudes, perceptions or engagement as a result of the drama-based activities. The structure and methodology of the post-intervention interviews were identical to those used in the pre-discussions, promoting continuity and making it easier to compare responses. The following guiding questions were used to prompt discussion:

1. How did you feel about using drama or role-play in your English sessions?
2. Did these activities make you feel more motivated to learn English? Why or why not?
3. Do you think drama helped you improve your English skills (speaking, writing, listening, or vocabulary)? How?
4. Would you like to do more drama-based activities in future English classes? Why or why not?

Once again, the format allowed for a flexible, conversational approach. Participants were encouraged to reflect on their experiences and to discuss any shifts in their learning process, motivation or confidence. To thank them for their time and contribution, each participant received a small token of appreciation after the final interview.

By maintaining consistency in the focus group structure and questions, this approach made it possible to gather valuable qualitative data, offering deeper

insight into how students perceived and engaged with the drama-based methodology. To analyze this data, selected fragments from the transcriptions will be examined to identify recurring patterns, similarities and emerging categories in students' responses.

3.5 Data Analysis Approach

In the analysis of the data, I used a qualitative discourse analysis approach inspired by Calsamiglia and Tusón's *Las cosas del decir* (1999, pp. 25–102; 145–168; 199–224), which offers tools to examine how meaning is constructed through language, particularly through narration, argumentation, evaluation and modality. My aim was to explore how students express and make sense of their motivation, engagement and perceptions of English language learning in the baccalaureate context.

Initially, I identified six main thematic areas emerging from the focus group transcripts, both before and after the drama-based intervention. These included: learning experiences, perceived methodologies, reflections on practice, motivation, definitions of methodology and classroom aspirations. For the post-intervention data, I also considered students' emotional responses to the sessions, the perceived usefulness of the drama activities and their openness to similar approaches in the future.

However, for a deeper and more coherent analyses, I reorganized these themes into six discourse categories, drawing on the theoretical lens of discourse analysis. These categories allowed me to focus not only on *what* students said, but also on *how* they said it, how they narrated past experiences, reasoned about their preferences, evaluated classroom practices and imagined ideal scenarios.

- **Narratives of practice** captured students' personal experiences with active learning methods. These sequences followed a narrative structure, often marked by temporal and evaluative language as students recalled moments of engagement or boredom.

- **Perceptions of current practice** reflected how students detected or inferred the types of methodology used in school. Here, I focused on epistemic modality, expressions of certainty, doubt, or assumption (e.g., I think there is not a lot of motivation because ...).
- **Reflections and judgments on teaching** included opinions and justifications regarding different methodological approaches. These argumentative sequences often included contrastive connectors such as but, because, or like ...)
- **Expressed motivation and engagement** explored how students articulated their emotional relationship with English learning, analysing evaluative language and attitude markers that signalled enthusiasm, boredom or frustration.
- **Representations of methodology** examined how students defined or described their typical classroom routines.
- **Aspirations and ideal scenarios** included students' wishes or imagined improvements for their English classes. I focused on deontic and optative modality, expressions of desire, possibility or obligation (e.g., "It would be better if..." or "I'd like more speaking activities").

This categorization guided the interpretation of both pre- and post-intervention data, allowing me to understand how students construct meaning around motivation, learning needs and potential role of drama-based activities in the EFL classroom.

4. RESULTS

4.1 Narratives of practice

Students recalled varied experiences with creative methods in earlier schooling. Some mentioned English festivals, songs or theatre-based tasks in primary school: "Cada classe feia una obra de teatre o cançons" (S1, Artistic 1) and "Cantàvem en

anglès i miràvem el significat de les paraules" (S2, Artistic 1). Others remembered collaborative storytelling and plays: "We have to play, like imagine I start the story and then you continue... it was good because it wasn't normal" (S6, Artistic 2).

A few had used video-making and creative projects: "Fèiem vídeos de dos o tres minuts. Ajudava a perdre la vergonya" (S1, Technical 3). However, several students stated they had not encountered these methods before: "Only teacher explanation and writing" (S3, Technical 3).

4.2 Perceptions of current practice

Most students described their current English classes as heavily based on traditional methods, with a focus on repetition and written tasks. Phrases like "Tot còpia, escriu" (S4, Artistic 2) and "Exercicis, teoria, examen. Sempre és el mateix" (S6, Technical 2) appeared frequently. Creative or communicative activities were rarely mentioned as part of regular practice: "Des que vam començar el batxillerat, no hem tornat a fer res creatiu" (S2, Artistic 2).

Some described oral tasks as mechanical: "Fem storytelling però és per l'examen, no per practicar" (S6, Artistic 3) and several indicated that speaking was rarely part of class unless it was assessed: "Només quan s'ha d'avaluar i ja està" (S1, Technical 1).

4.3 Reflections and judgments on teaching

Students generally preferred more dynamic approaches, finding them more useful and enjoyable. "It's more fun. And it's more useful, like you said" (S3, Artistic 2) and "Tu t'ho passes bé i se't queda més" (S5, Artistic 3) were common remarks. There were also critical reflections on oral exams. Students reported stress and artificiality: "You have to prepare it, it's not "espontaneous" (S6, Artistic 2). Some noted a mismatch between knowing the rules and using the language: "Saps la teoria però costa parlar" (S3, Technical 3).

4.4 Expressed motivation and engagement

Students reported low motivation in their current classes, often attributing this to routine and lack of variety. "És molta monotonia i no fem res nou" (S7, Artistic 2) and "Cada setmana és el mateix: vocabulari, examen, grammar, examen" (S2, Technical 2) were common statements.

Even students who liked English felt demotivated by grammar-heavy methods: "A mi m'agrada escriure històries, però les classes són només gramàtica. Això no motiva" (S2, Artistic 1).

4.5 Representation of methodology

Students described current methodologies as academic, test-oriented and focused on written accuracy. Tasks were seen as disconnected from communication: "Listening, reading... són molt acadèmics" (S4, Artistic 2) and "Només fem grammar, writing, listening per nota" (S1, Technical 3).

A few commented on the gap between knowing grammar and applying it: "Saber la teoria, però a la pràctica... costa" (S3, Technical 3) and "A classe no practiquem gaire el speaking" (S6, Technical 1).

4.6 Aspirations and ideal scenarios

Many students expressed a wish for more variety in class, suggesting drama or group activities as occasional alternatives. "Podríem fer teatre o més jocs, coses que t'animen a participar" (S1, Artistic 3) and "Jo prefereixo una barreja, és més creatiu i no tan repetitiu" (S3, Technical 3).

Drama-based activities were seen as helpful to stay focused: "No tens temps per dormir perquè estàs fent coses tota l'estona" (S6, Artistic 2). Others suggested that the sessions could work better with more structure and time: "Ara si ho fessis un altre cop, seria molt diferent" (S2, Technical 1).

4.7 Post-intervention: session experience

Most students described the drama sessions as entertaining, different and practical. "M'ho he passat molt bé. M'ha semblat divertit, dinàmic, entretingut" (S1, Artistic 1) and "Més pràctic... més vocabulari" (S5, Artistic 2). Some, however, noted that a lack of preparation and the exam period affected participation: "Era una setmana plena d'exàmens... la gent no s'implicava" (S3, Technical 3).

There were also comments about space and classroom logistics: "No teníem gaire espai. Hi havia molt soroll i descontrol" (S3, Technical 4), and "La gent s'ho va prendre com una hora lliure" (S1, Technical 4).

4.8 Post-intervention: language usefulness

Students generally agreed that the activities were useful for speaking and vocabulary. "Ajuda a parlar, a guanyar confiança, i perdre la vergonya" (S4, Technical 4) and "Et quedes amb les coses perquè les poses en pràctica" (S6, Artistic 1).

They saw value in the context-based use of grammar: "No serveix de res saber-ho si no saps aplicar" (S6, Artistic 1). A few students also mentioned improvements in listening and writing: "Et pot ajudar a escriure textos i interpretar-los" (S3, Technical 3).

4.9 Post-intervention: future interest

The majority expressed interest in doing more theatre-based activities in the future. "Sí, m'agradaria... no motiva estar assegut una hora escrivint" (S1, Artistic 1) and "És més dinàmic, passa ràpid i aprens" (S6, Artistic 2).

Several emphasized the contrast with traditional methods: "Aquí només fem gramàtica. A Anglaterra aprenen parlant" (S1, Artistic 1) and "No desconnectes tant. Estàs fent coses tota l'estona" (S3, Artistic 2).

Some pointed out the need for better organization and timing: “Si no haguéssim estat en exàmens, hauria anat millor” (S1, Technical 3) and “La idea està molt bé, però l'espai i l'atenció no ajudaven” (S3, Technical 4).

5. DISCUSSION

5.1 Connecting results to theoretical framework

The findings from the focus groups reinforce key concerns raised in the literature about English language education in Catalonia and Europe. Despite the communicative, learner-centred orientation of policy frameworks like the CEFR (Council of Europe, 2020) and the updated Catalan curriculum (Generalitat de Catalunya, 2022), the lived experience of students in this study reflected a traditional model based on grammar, copying and test preparation. This aligns with research by Frigolé and Tresserras (2022), who observed a disconnection between progressive pedagogical discourse and teacher practices, as well as with the OECD (2024), which identified similar trends in several European countries.

Although this research was conducted in a single public secondary school, the student voices collected offer a compelling snapshot of how baccalaureate learners perceive their EFL education. The gap between policy and practice, as seen through their reflections, has direct implications for their motivation, classroom engagement and sense of linguistic progress.

5.2 Traditional practices and the limits of extrinsic motivation

The pre-intervention transcripts highlight students' sense of routine and repetition. The phrase “Tot còpia, escriu. Còpia, escriu” (S4, Artistic 2) was echoed in various ways by participants from both technical and artistic tracks. S6 (Technical 2) added: “Sempre és el mateix: exercicis, teoria, examen”, while S2 (Technical 2) explained: “Fem vocabulari una setmana, examen; després grammar i un altre examen.”

These quotes point to a methodology focused on external outcomes, particularly the EBAU exam. This is consistent with what Dörnyei (2009) describes as the “Ought-to L2 Self”, a motivation model rooted in obligation rather than personal engagement. Similarly, Alizadeh (2016) argues that extrinsic pressure may drive short-term performance, but often leads to disengagement when tasks feel irrelevant or disconnected from the learner’s interests.

Students also indicated that even speaking tasks, which should offer opportunities for real communication, were perceived as artificial: “You have to prepare it. It is not spontaneous” (S6, Artistic 2) and “Fem storytelling però és per l’examen, no per practicar” (S6, Artistic 3). These experiences align with the findings of the Eurydice report (2023), which describes how formal systems continue to favour accuracy and written competence, despite advocating for active language use.

5.3 Desire for innovation and the imagined potential of drama

Although most students had limited prior experience with drama in English classes, the few examples they recalled were framed positively. S1 (Artistic 1) described: “Cada classe feia una obra de teatre o cançons,” and S2 (Artistic 1) recalled “Cantàvem en anglès i miràvem el significat de les paraules.” More recent experiences were rare but still memorable, as in S1 (Technical 3): “Fèiem vídeos de dos o tres minuts. Ajudava a perdre la vergonya.”

These memories support findings by Winston (2012) and Piazzoli & Kir Cullen (2021), who emphasize drama’s power to create emotionally safe, embodied language environments. They also show how even short creative activities can leave a lasting impression when learners are active and personally involved.

Importantly, students were able to articulate ideas for innovation. S1 (Artistic 3) proposed: “Algun dia també podríem fer aquestes propostes de fer teatre o fer més dinàmiques i jocs,” and S3 (Technical 3) noted: “Jo prefereixo una barreja... més creatiu i no tan repetitiu.” These student-driven proposals reflect what the OECD (2024) identified in its cross-national study: that students respond more

positively in systems where teaching practices go beyond textbooks and include communication, movement and imagination.

Even though the intervention was brief, students used the focus groups to imagine how drama might help them speak more, use vocabulary actively, and 24 feel more motivated. S1 (Artistic 2) explained: "Per exemple, si tens un tema de fruites i verdures, you can put the vocabulary in the representation." In this way, students showed awareness of how drama could embed language in a meaningful context, even if they hadn't experienced this consistently.

5.4. Post-intervention reflections: engagement and motivation

After the two 55-minute drama-based sessions, most participants expressed that the experience was positive and different from regular lessons. S1 (Artistic 1) stated: "M'ho he passat molt bé. M'ha semblat divertit, dinàmic, entretingut," while S5 (Artistic 2) said: "Més pràctic... més vocabulari." These comments support Ryan and Deci's (2000) view that intrinsic motivation increases when learners feel autonomy, enjoyment and relevance in their tasks.

Other students reflected on the energy of the sessions. S6 (Artistic 2) said: "No tens temps per dormir perquè estàs fent coses tota l'estona." The implication is not just about entertainment, but about increased presence and attention. These remarks are consistent with Stern (1993), who highlighted drama's potential to enhance spontaneity and self-confidence in foreign language learning.

Still, the limitations of the intervention were acknowledged. Several students mentioned that the timing of the sessions, during exam weeks, reduced their attention. S3 (Technical 3) said: "Va faltar atenció i implicació. La idea està molt ben pensada, però no era el moment." S2 (Technical 1) added: "Només vam tenir dues classes... si haguéssim fet més, hauria sigut més fàcil." These reflections confirm that drama, like any pedagogical tool, needs thoughtful integration and planning to be effective, a point also raised by Ding (2022) and Zhao (2023).

5.5 Navigating constraints and opportunities

Students were also aware of the structural limitations in their school context. Comments such as “Hi havia molt soroll i descontrol” (S3, Technical 4) and “La gent s’ho va prendre com una hora lliure” (S1, Technical 4) suggest the need for classroom norms and teacher guidance when using new methodologies. These issues correspond with the findings of Ali and Kani (2024), who identify classroom management and teacher training as key factors in successful drama integration.

However, the fact that students still expressed interest in repeating or expanding such sessions, despite the obstacles, is significant. As S1 (Artistic 1) explained: “Sí, m’agradaria... no motiva estar assegut una hora escrivint.” This clarity about what does and does not support learning was one of the clearest outcomes of the study. Even when students were unsure how drama “should” be used, they were confident in their need for more active and participatory methods.

In this sense, the intervention acted as both a classroom experience and a conversation starter. It opened space for students to imagine new ways of learning English, ways that involve movement, interaction and creativity, while still recognising the institutional constraints they face.

5.6 Final reflections

This study confirms that traditional, exam-oriented English teaching often fails to meet the motivational and communicative needs of students in Catalonia, as suggested by Llurda & Mocanu (2024). At the same time, the results suggest that even small, short-term interventions can help students reconnect with the language and their own learning process.

By centring student voices, the research highlights the potential of drama not only as a teaching method, but as a means for students to feel more present, expressive and involved. While the sessions were not long enough to represent a full drama-based learning process, they revealed an appetite for more dynamic

teaching and a readiness among students to engage with alternative methodologies.

In line with the broader literature, this research suggests that motivation and learning improve when students are given space to move, speak, create and reflect. As Winston (2012) and Piazzoli & Kir Cullen (2021) note, drama offers a powerful tool for language development precisely because it connects linguistic, emotional and social dimensions of learning.

Even in high-stakes, exam-driven settings, small changes can make a difference. This study does not claim to offer a universal solution, but it does demonstrate that drama-based learning deserves further exploration, not only as a creative supplement, but as a legitimate response to the motivational needs of real students in real classrooms.

6. CONCLUSION

This study set out to explore whether drama-based methodologies could support motivation and engagement in English as a Foreign Language (EFL) classes at the baccalaureate level in Catalonia. Through a small-scale intervention in one public secondary school, the research aimed to understand how students perceive current teaching practices and whether drama could offer a meaningful alternative.

The results revealed that while many students had experienced creative methods during primary or earlier secondary school, these approaches were rarely sustained into the baccalaureate. English instruction at this level was described as rigid, repetitive and exam-driven, leaving little space for authentic communication or student participation. These classroom realities closely align with concerns raised by Frigolé & Tresserras (2022), Llurda & Mocanu (2024) and the OECD (2024) about the gap between communicative policy and traditional practice.

Although the intervention consisted of only two drama-based sessions, it triggered strong reactions and reflective commentary among students. While they did not

experience the full process of drama pedagogy, they expressed clear enthusiasm for more active, participatory methods and saw potential in integrating creative strategies, such as theatre, movement and storytelling, into their learning. Their reflections confirmed that drama does not need to follow a classical theatre format to be effective; rather, its strength lies in fostering engagement, expression and collaborative learning.

Importantly, students were not only reacting to the intervention, but also imagining what their English classes could become. Even those who struggled with the activities demonstrated curiosity and openness and many clearly stated the need for change. This supports the idea that even brief exposure to new methods can activate student voice and inspire pedagogical rethinking. These insights are particularly valuable in a context where EBAU pressures often limit innovation.

The contribution of this research lies in its grounded, student-centred perspective. It does not attempt to generalise beyond its context, but it does suggest that drama-based methods have real potential to complement academic preparation, improve motivation and increase classroom participation, even within exam-oriented environments. To realise this potential, institutional support and teacher training will be essential, along with a willingness to rethink what constitutes rigorous, effective English teaching.

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8. ANNEX

8.1 Transcription symbols and codes

The following codes and symbols are used in the transcription of the focus groups, based on Calsamiglia and Tusón (1999) and following simplified conventions focused on clarity.

Speakers:

- M: Moderator
- S1, S2, S3, ...: Student speakers (assigned numbers for anonymity and tracking)
- FG: All members of the focus group (overlapping)
- PV: Passive voice (Speakers who speak less frequently)
- LV: Leading voice (Speakers who dominate the interaction)

Symbols and notation:

- (): Unintelligible or inaudible fragment
- (word): Uncertain transcription
- /word/: Overlapping speech
- ...: pause
- Hmm (affirmative): Showing agreement
- WORD: Marked intonation
- (Laughs): Indicates one or two participants are laughing
- /Lauphs/: Indicates that more than two participants or the whole group are laughing

8.2 Transcription focus groups

8.2.1. Pre-intervention Focus Group 1_Artistic.wav

M: [00:00:04] Okey, comencem. No hem de pensar què estem gravant, eh! Okey, la primera pregunta. Okey, I will do in English and then in Catalan. The first question is, if you ever in the schools, in your career of the school used other methodologies like, more creative exercises in the English classes, like for example drama or songs, where you had to be creative? Si alguna vegada en l'escola a l'ESO o primària, heu utilitzat com metodologies diferents que esteu utilitzant ara en la classe? Com més creatiuuus, o més amb cançoons o igual teatreoo o VÍDEOOO o altres coses? Ho heu utilitzat alguna vegada en les classes?

S1: [00:01:21] Hmm, sí.

M: [00:01:22] Sí? Sí pots explicar.

S1: [00:01:22] En català?

M: [00:01:26] Com vulguis, en català està bé.

S1: [00:01:29] Almenys en el nostre col·le teníem un mes que fèiem un festival de English Festival.

M: [00:01:35] Hmmhm.

S1: [00:01:36] Que cadascú feia una obra de teatre, tot en anglès, cada classe. I si no fèiem balls o cançons, almenys al meu col·le, utilitzàvem bastant altres formes. A l'institut ja no tant.

M: [00:01:50] No tant.

S1: [00:01:51] No, no, no!

M: [00:01:52] I al col·le, vols dir, primària?

S1: [00:01:53] Primària.

M: [00:01:54] Vale, i això. Aquestes, aquestes coses eren dintre de les classes o eren fora de les classes.

S1: [00:02:05] Dintre.

M: [00:02:05] Dintre.

S1: [00:02:05] Si

M: [00:02:05] La preparació i tot això era...

S1: [00:02:07] Si.

M: [00:02:08] I t'ha agradat?

S1: [00:02:09] Si, era com una forma diferent d'ensenyar anglès i captivava més.

M: [00:02:15] Hmm

S1: [00:02:15] Si, almenys per com que érem nens i tampoc ho enteníem gaire, ajudava molt.

M: [00:02:20] Vale.

S1: [00:02:20] Em va agradar.

M: [00:02:21] I altres?

S2: [00:02:22] Jo per exemple, a 6è de primària fèiem les Nades.

M: [00:02:27] Hmm

S2: [00:02:28] I allà ens feien cantar una cançó en anglès, llavors miràvem tipò, el que volia dir les paraules com pronunciar-les, ens apreníem la cançó i després la cantàvem.

M: [00:02:40] Ah.

S2: [00:02:41] I això.

M: [00:02:41] I com era aquesta experiència?

S2: [00:02:44] Doncs la veritat és que molt bé, perquè és que te n'adones del que diuen les cançons i comences a saber pronunciar segons quines paraules. I crec que amb la música de vegades és com que et queda tot molt més dintre que no només allí i ja està.

M: [00:03:02] Només aprendre i ja està.

S2: [00:03:08] Si.

M: [00:03:08] Algú?

S3: [00:03:11] Algo parecido también. En Navidad cantábamos Villancicos en inglés. También hacíamos un día que era como el English Day, que hacíamos juegos y teníamos que hablar en inglés y los juegos en inglés. Creamos nosotros los juegos y tal i ...que más ... íbamos a teatros en inglés.

M: [00:03:34] Ah, si.

S3: [00:03:34] En inglés. Y ya está. Bueno, las tres porque íbamos al mismo Insti.

M: [00:03:38] Vale? I heu après alguna cosa d'aquestes activitats.

S3: [00:03:42] Si.

M: [00:03:42] Hi ha una diferència entre una classe normal i aquesta activitat, al nivell de...

S3: [00:03:47] Si.

M: [00:03:48] Si?

M: [00:03:49] Pots dir quina diferència seria?

S3: [00:03:51] Bueno, que por ejemplo, en el English Day es más didáctico. Es mucho más cómodo para decirlo porque estás haciendo actividades, no como en clase que es más ponerte.

M: [00:04:08] Hmm, et poses més dintre.

S3: [00:04:10] Si, y bueno y ya...si!

M: [00:04:12] Vale.

S4: [00:04:14] Jo no he tingut activitats d'aquest tipus.

M: [00:04:16] No?

S4: [00:04:17] No.

M: [00:04:17] I t'agradaria FER-HO?

S4: [00:04:19] La veritat és que sí. Seria molt més dinàmic,

M: [00:04:21] Sí? ... Iii ...Quines activitats us agradaria fer dintre de les classes d'anglès? No pensant ara que farem amb el teatre, però més en general? Com

teniu les classes ara, hi ha activitats que voleu canviar? O què us agradaria fer, perquè penseu que estaria millor? ... Per aprendre l'anglès? Per la motivació?

S2: [00:04:50] Bueno, jo crec que és molt típic, però tipo a l'escoltar música en anglès i veure pel·lícules en anglès, sèries i tot això o inclús documentals i tot això, crec que seria molt més pràctic a l'hora d'aprendre l'anglès, perquè si només t'ensenyen com es diuen les coses i ja està.

M: [00:05:12] Si.

S2: [00:05:12] Pues, millor veure varies vegades que a les series, pues a lo millor, et posen la mateixa paraula varies vegades i és com que te l'integra molt més que si t'ho diuen una vegada a classe i ja està.

M: [00:05:25] Clar, com és i com és practicar-lo en un context real. Com seria una pel·lícula, un documental?

S2: [00:05:35] Si, penso que com la gent veu l'anglès de les classes i diu: "I amb això què faig?" Però si ho veus, per exemple, una conversació en una sèrie o el que sigui és com, vale, ho puc utilitzar per això.

M: [00:05:49] Vale, ho entenc. Esteu d'acord tothom?

FG: [00:05:52] Si, si, si.

M: [00:05:52] I com, com si posem de 0 a 10, com és la vostra motivació ara en les classes d'anglès?

S1: [00:06:01] Sis.

M: [00:06:02] Sis, ah, està bé.

S4: [00:06:05] Cinc

M: [00:06:06] Cinc

S3: [00:06:08] I és que...

M: [00:06:09] No, però, pot ser sincera. (laughs) La veritat és que no hi ha una resposta correcta. Vull dir que l'escola no escoltarà això. És per saber-ho.

S2: [00:06:24] És que no sé un número exacte, però baixa, perquè aquí a l'institut és que les classes no m'agraden gens. És examen, reading, listening i poco más, writing. Hmmm, i tot el rato això.

M: [00:06:38] I també esteu d'acord amb això?

S3: [00:06:40] Sí, bueno. Euhm.

M: [00:06:43] Sí.

S3: [00:06:43] Si, creo que no hay tanta motivación porque las clases son más como ponerte teóricas y tal y no es tan práctico. No hacemos como cosas dinámicas que ... nos haga que como tenemos motivación. Es muy de esto ...

M: [00:06:57] És molt com preparar per un examen?

S3: [00:07:03] Si.

M: [00:07:03] Vale! I això no motiva?

S3: [00:07:06] No.

S3: [00:07:06] No. I...

S4: [00:07:07] I l'altra cosa és que aquestes tasques, en plan listening, reading, no motiven res perquè són molt acadèmics. És a dir, entenc que hagin de tenir

certes paraules, però que també marquin temes que ens podem trobar a la realitat. Saps?

M: [00:07:23] Clar!

S4: [00:07:23] Hi han listenings que siguin molt més propers que no que tractin temes que no entenem, ni res, saps?

M: [00:07:31] Si, si, entenc!

S4: [00:07:32] Una sèrie o el que sigui de listening o ... de que tracta aquest capítol? Pues, de no sé què, bueno. Però els listenings així són...

M: [00:07:40] Ja, i que seria millor si fos un tema més proper a la teva realitat.

S4: [00:07:45] Hmm, si.

[00:07:45] Vale.

S2: [00:07:46] Sí, perquè per exemple, de vegades ens posen coses científiques d'història i és com ... A mi no m'interessa tot això, o sigui, si vas a fer un cicle on hi hagi anglès i científic o algo així, temes científics i tot això, pues vale. Però aquí, pues no ho sé.

M: [00:08:04] Clar, i dius, bé vosaltres dieu que aquí al (Name school), bé, en aquesta escola és molt, és molt així, però vosaltres heu estat aquí a l'ESO?

FG: [00:08:16] Hmmm

M: [00:08:16] Ningú.

M: [00:08:16] Ah, a veure, en l'altra escola on heu estat era diferent a les classes?

FG: [00:08:23] Hmmm

FG: [00:08:24] Més o menys.

S3: [00:08:24] Una mica més, però tampoc...

FG: [00:08:28] (Que sigui ...).

S2: [00:08:29] Al menys, a mi les meves classes no eren tant per preparar un examen. Potser és perquè estem al batxillerat i tot això, però ...

M: [00:08:36] Si, si , llavors, penseu que heu, clar heu de preparar per un examen, no, la selectivitat.

S2: [00:08:45] Hmmm

M: [00:08:45] Al menys, aquest any no, però l'any que ve, no? Llavors, penseu que altres exercicis, encara que no sigui preparació per exàmens, us podria ajudar per preparar l'examen?

S2: [00:08:59] Si.

S4: [00:08:59] Si.

M: [00:09:00] Si? I sabeu quins exercicis serien? Teniu uns imatges de quins exercicis serien?

S4: [00:09:08] Jo, no (sé si és gaire així), però a mi m'agrada molt el teatre i tal. I jo què sé, fer un teatre que pueu a utilitzar el past temps o el que sigui. Doncs a vegades pots funcionar molt perquè te'l integres en el teu cap i com que l'has fet, l'has utilitzat TANT se't queda. No tant de practicar manual que cansa molt. T'avorreixes.

M: [00:09:30] T'avorreixes i desmotiva.

S2: [00:09:34] Jo també. A mi el que m'agrada de les llengües és, per exemple, escriure històries i coses així. I després vas a les classes i veus que és gramàtica tal i tal. No sé, a mi m'agrada més el fet d'escriure i no sé...

M: [00:09:51] Si a tu t'agrada ESCRIURE i vas a classe ... i és diferent.

S2: [00:09:55] Sí, o ... no sé.

M: [00:09:57] Sí, sí, ho entenc, és més acadèmic, és més, en una línia.

S2: [00:10:03] Hmmm

M: [00:10:03] I per exemple, clar, farem dues sessions, que són poquetes, però bé. Què espereu que farem en aquestes sessions? Quan jo dic bé, farem exercicis de drama. Que us imagineu que serà?

S4: [00:10:22] Una mica com d'interpretació, no! I de poder fer un speaking més dinàmic.

M: [00:10:27] Un speaking més dinàmic. I quins temes o com ? Teniu una idea?

FG: [00:10:35] No, no, no ...

M: [00:10:35] No, i què us agradaria fer en aquestes sessions?

S5: [00:10:46] No ho sé. Potser preparar entre grups una minióbra i exposar-la a la classe. O no ho sé. Per exemple, vam fer una activitat molt dinàmica sobre les injúries i tot això que havíem de sortir i interpretàvem una i que els de la classe l'endevinessin.

M: [00:11:07] Ah, clar, si.

S5: [00:11:07] I jo sento que això en veritat funciona molt bé. Si la classe participa.

M: [00:11:11] Si la classe participa.

FG: [00:11:11] (Lauph)

M: [00:11:12] Molt bé. Voleu dir alguna cosa més? Perquè jo ja he acabat amb les meves preguntes. O teniu preguntes?

FG: [00:11:22] No, no

M: [00:11:22] No?

FG: [00:11:24] (Nooo)

M: [00:11:24] Val. Jo pararé tot.

M: [00:11:32] Aquí...

8.2.2. Pre-intervention Focus Group 2_Artistic.wav

M: [00:00:06] It is starting, hé! So the questions, do I ask them in English or in Catalan?

S6: [00:00:28] English.

M: [00:00:29] In English?

S6: [00:00:29] Yesss.

S2: [00:00:31] Whatever you want.

M: [00:00:31] No, for me...uhm...

S3: [00:00:34] If I don't understand you, I will say you.

M: [00:00:37] Okey, so, I will ask four questions more or less. Four main questions: the first question is: If you ever in your career in the schools in primary or in the institute, if you ever justed like creative methods in the English classes? ... What I want to say,like for example drama or songs or video or art, or something else than just what you're doing know, like the preparation of an exam. Did you ever used it in English classes?

S3: [00:01:10] No

S2: [00:01:11] No.

FG: [00:01:11] Nooo Hmm

S3: [00:01:12] One hundred percent is pray to approve. (Laughs)

S4: [00:01:18] Jo un cop vaig anar al teatre ... en anglès. Però ... solo eso.

M: [00:01:24] Solo. Solo Solo això. No heu utilitzat mai en primària o a l' ESO com coses diferents dintre de les escoles o dintre de les classes d'anglès?

S2: [00:01:35] No.

M: [00:01:36] Que no sigui fent exercicis?

S1: [00:01:38] Maybe karaoke.

M: [00:01:40] Karaoke.

S2: [00:01:41] Sí, pot ser. Però nooo ...

S3: [00:01:43] No

S6: [00:01:44] Jo, ni eso.

M: [00:01:46] Theatre? No?

S7: [00:01:49] Res.

S4: [00:01:50] Tot còpia, escriu. Còpia, escriu.

S2: [00:01:50] Si!

M: [00:01:50] Còpia, escriu copy, escriu.

S3: [00:01:53] (Allright) In activities with Internet.

M: [00:01:56] Activities with?

S3: [00:01:57] Internet.

M: [00:01:58] With Internet.

S6: [00:02:00] Last year I do like a plays. Like, we have to play. With ... like the joc you have like: imagine, I start the story and then you have to continuo.

M: [00:02:12] Ah, Ok.

S6: [00:02:13] I did this.

M: [00:02:15] Yeak, like plays, Like jocs, no? Like hmm, ok. And did you like it?

S6: [00:02:21] It was good because it is not ... It wasn't normal.

M: [00:02:28] Yeah, it wasn't normal. And did you learn something from it?

S6: [00:02:31] Well, you can ... You learn to talk and that was good, because we always writing and I don't know how to write.

S3: [00:02:41] and (sheets) in.

M: [00:02:43] (sheets) and series.

S3: [00:02:45] And gaaames.

S2: [00:02:45] In the class.

M: [00:02:48] And games in the class.

FG: [00:02:50] Yeah.

ES: [00:02:50] And how do you feel about this activities. Do you like them, do you think it's useful, when teachers do some other activities than normal classic activities?

S3: [00:03:04] It's more fun.

M: [00:03:06] It's more fun.

S6: [00:03:06] And it's more useful. Like you said.

S1: [00:03:06] You learn molt.

S2: [00:03:06] Jo crec és molt útil perquè hi ha ...com que normalment estem fent activitats és només escriure. Doncs hi ha vegades que tens bastant de nivell a l'hora de gramàtica i d'escriure tot, però després a l'hora de parlar et costa et trobes que no trobes les paraules, perquè com que no has practicat quasi parlar és més complicat.

M: [00:03:24] Ja, it's molt complicated.

S6: [00:03:25] I desconnectes molt. A classe.

S4: [00:03:29] Si.

S6: [00:03:29] Tot és escriure i passes i desconnectes de tot.

S2: [00:03:31] Si

M: [00:03:32] Hmm, yes, it 's more easy not to be connected with normal exercises.

ES: [00:03:39] Hmmm (Affirmative)

M: [00:03:39] And with these one you connect ...

S2: [00:03:41] Si

ES: [00:03:41] Hmm (Affirmative)

M: [00:03:41] with the exercices.

S1: [00:03:41] Si.

M: [00:03:42] Ok. And how in this moment, how is your motivation in the English classes?

FG: [00:03:48] (LAUGHS)

S6: [00:03:48] Less than zero.

FG: [00:03:48] (LAUGHS)

S3: [00:03:48] Pass to university.

S6: [00:03:53] Menos, menos 10.

M: [00:03:55] Menos 10, menys ...yeah.

S7: [00:03:57] Però perquè és molta monotonia, molta monotonia i no fem res nou.

M: [00:04:02] No feu res nou.

S7: [00:04:03] O sigui, sento que de l'ESO, el batxillerat no hi ha res nou.

S2: [00:04:07] És una mica que cada any ensenyen el mateix.

S2: [00:04:08] Que portem fent el mateix writing reading listening. Els verbs.

S2: [00:04:13] Els temps verbals. I ja està.

S6: [00:04:15] Jo, almenys l'any passat, feia MÉS que aquest any.

S3: [00:04:18] No aprens tant. LEARN more!

M: [00:04:21] Que volies dir, perdona.

S1: [00:04:23] Que el listening cada vegada va més ràpid.

FG: [00:04:26] (LAUGHS)

S6: [00:04:30] Però al final /LAUGHS/ Espera! Espera!

S1: [00:04:34] I és normal que passi així.

M: [00:04:37] Cada vegada el listening va més ràpid, però tú no.

FG: [00:04:42] /LAUGHS/

M: [00:04:45] Llavoren's ... Okey, so now thinking about what I said now, about drama , about theatre. Which kind of exercise would you like to do in the English classes? What motivates you more? Do you have an image of it, or...

S6: [00:05:06] To talk more.

S3: [00:05:07] Yes.

S6: [00:05:07] For me it's like talk more.

M: [00:05:08] To talk more.

S3: [00:05:09] Yes

S6: [00:05:09] And not like, like now, like oral exams. That is a shit. I'm sorry, pero es una mierda.

M: [00:05:16] No, no, you can say it. Why is it you don't like it?

S6: [00:05:21] Because, you have to prepare it,like, it is not 'espontaneous and...

M: [00:05:25] Hmm

S3: [00:05:25] And you have the 'tension'.

S6: [00:05:26] And if you don't say like the 'correct word',it's like, you have less 'points'.

M: [00:05:36] Less points, yeah.

S6: [00:05:37] Yeah, es que vaya mierda.

M: [00:05:40] You can't make mistake.

ES: [00:05:42] Hmm

M: [00:05:42] And that's what you need to do, no? To make mistake to learn.

S1: [00:05:45] /Clar./

S6: [00:05:45] /(And)/

S3: [00:05:46] I, en plan, a estudiar la gramàtica, en plan ...tampoc. No ho acabo d'entendre, per exemple a l'altre Insti sí que, vull dir, tenia més amics i tal, que parlava en anglès o en plan bilingües així des de casa. I, vull dir, mai s'havien sapigut la gramàtica, sempre havien en plan, el que millor sona. Si el saps parlar de veritat, ja saps que això. Igual que en català, per exemple ho sabem, però el mateix però amb anglès. I no saben la gramàtica, però en plan ...

M: [00:06:14] Hmm, ja,ho entenc, com més natural, no?

S2: [00:06:14] Si!

S7: [00:06:17] We need to like eeuh memorise vocabulary. As if we do with (Name teacher), it's like we go to the front of the class and we do mimic. And we need to like eeuhmmm try to understand what they are going. And that method eeuhm make me memorise better the words.

M: [00:06:42] Okey.

S7: [00:06:42] And I don't really need to study at home, anything.

M: [00:06:44] Yeah, yeah, I understand.

M: [00:06:45] And how do you imagine it would be the drama sessions that we are going to do?

S6: [00:06:53] In circle.

M: [00:06:54] In circle?

ES: [00:06:57] Hmhmm.

M: [00:06:57] And something more?

S6: [00:07:02] Body (parti ...)

S3: [00:07:03] More communication with all of the class.

M: [00:07:07] More communication and body participation.

M: [00:07:10] The ones who don't say anything, they agree with the other ones?

FG: [00:07:20] (LAUGHS)

M: [00:07:23] Tu estàs d'acord? No estàs dient res perquè estàs d'acord?

S1: [00:07:26] Si estic d'acord.

M: [00:07:29] Ah, vale!

S4: [00:07:29] (Laugh) (Res, però crec que no sé com t'ho curres)

M: [00:07:35] Ok? Ok, thank you! Crec que ... body... and something else that you think it would happen in the classes?

S2: [00:07:50] No, no tinc idea.

M: [00:07:50] Thank you very much.

[00:07:54] You're welcome!

M: [00:07:55] En l'última entrevista, bueno, in the last interview, I will explain a little bit more, but know I don't want to have influence. you understand?

ES: [00:08:03] Yes.

M: [00:08:03] Thank you! Buy, buy!

8.2.3. Pre-intervention Focus Group 3_Artistic.wav

S1: [00:00:18] Que tenim?

M: [00:00:18] Okey!

FG: [00:00:19] Cultura.

M: [00:00:20] Vale, vale, ok? Comencem a gravaaaar i jo faré les preguntes.

S2: [00:00:26] (Siiii!)

M: [00:00:26] Mira, la primera pregunta que tinc és: alguna vegada en la vostra vida a l'escola, des de petits petites fins ara heu fet com exercicis de drama dintre de les classes d'anglès o exercicis de drama o algo més creatiu que no siguin exercicis de fer, fitxes i llibres.

S1: [00:00:47] No.

S2: [00:00:48] No.

S3: [00:00:48] Sí.

S4: [00:00:48] Sí

S5: [00:00:49] Sí

S6: [00:00:49] No.

M: [00:00:49] Vale, els que diuen sí, quin exercicis eren?

S3: [00:00:55] Guah.

S1: [00:00:56] Euhm, bueno, alguns cops al meu col·le també havien fet algunes, obres entre nosaltres per als nens petits. També hi hagi llibres per als nens petits per Sant Jordi en anglès, sobretot.

M: [00:01:09] Això era en primària o infantil?

S1: [00:01:12] A l'ESO vaig fer el del llibre iii uuuhm de les obres. I aaa primària també.

M: [00:01:22] I vosaltres?

S3: [00:01:23] Nosaltres fèiem activitats a dins de classe, fèiem escape rooms, fèiem coses així, una mica creatives que preparava la meva professora d'anglès i després feiem activitats a l'exterior.

M: [00:01:35] Ala, que guai no?

S3: [00:01:37] Si

M: [00:01:38] I us ha agradat això?

S3: [00:01:40] Sí,

S1: [00:01:40] Sí.

M: [00:01:41] I penseu que això us ajuda a millorar l'anglès o aprendre l'anglès?

S1: [00:01:46] Sí.

S3: [00:01:47] Si.

S4: [00:01:47] Perquè és una manera que tu t'ho passes bé i et queden abans les coses, passant-ho bé. (Que...me toca)

S5: [00:01:55] Si

M: [00:01:59] I, uhmmm, esteu d'acord, no?

S3: [00:02:00] Sí, si si!

ES: [00:02:00] Vale. Iii en aquest moment esteu molt motivades? Esteu participant molt en les classes d'anglès? En aquest moment, ara?

ES: [00:02:12] No, no, no

S3: [00:02:12] Precisament ara no.

M: [00:02:13] I sabeu per què és això?

S3: [00:02:15] Si, perquè és molt monòton. Si, és com mooolt, si, constant, tot el que fem. És molt repetitiu.

M: [00:02:21] És molt repetitiu.

S5: [00:02:22] No són dinàmiques, les classes són molt, molt, no sé com dir-ho, molt avorrides. Se't fa molt pesat, saps. Passar l' hora molt pesada.

M: [00:02:31] Però el que feu són exercicis sobre paper o també parlar?

S1: [00:02:35] Sobre paper.

S3: [00:02:36] Sobre paper.

S4: [00:02:38] I el llibre.

S5: [00:02:39] I el llibre.

S6: [00:02:39] I alguna activitat. Com per exemple, el storytelling que hem fet, és una presentació. Tampoc estem...

S2: [00:02:43] Per l'examen.

S6: [00:02:44] Clar.

S2: [00:02:44] Para el examens, sí que practicamos los ejercicios.

S6: [00:02:47] I realment ...

S2: [00:02:47] Però no practiquem ahora de fer el speaking, ho has de portar tu més per (...). Potser si ho haguessin ben fet estar parlant o algo, ja ho pots contar a classe. No fa falta fer un examen, potser.

S3: [00:02:59] Realment no ho hem estudiat tant el speaking, o sigui, és algo NOU perquè a sobre entra vocabulari NOU i llavors, a l'hora de parlar davant de tots, doncs és normal no saber GAIRE vocabulari. Saps si no ho hem practicat?

M: [00:03:13] Vale, I què us agradaria fer en aquestes classes? Quins exercicis us ajudaria?

S3: [00:03:18] Doncs ...

S1: [00:03:20] Coses més dinàmiques.

S3: [00:03:22] Si.

S1: [00:03:22] A veure, sí que és veritat que també estem a Batxillerat, no ens podem posar a jugar a cartes, però algun dia o en alguna ocasió també podríem fer aquestes propostes de fer teatre o fer més dinàmiques i jocs. Algun cop, puntual, sí. Coses que t'animen a participar també, perquè realment la classe tampoc participa molt.

M: [00:03:45] Hmmm (Affirmative) I penseu que això participaria, la gent participaria més?

S1: [00:03:50] Jo crec que sí.

ES: [00:03:52] Sí, sí, si ...

M: [00:03:53] I llavors, pensant, per exemple, a l'examen de la selectivitat, aquests exercicis, penseu que també us podria ajudar a millorar l'examen?

S3: [00:04:02] Bastant, molt més del que estem fent ara.

M: [00:04:04] Molt més del que esteu fent.

S3: [00:04:07] Si

S4: [00:04:07] Bueno.

M: [00:04:07] I saps donar una raó, perquè?

S1: [00:04:11] Jo crec que al final s'et queda més del que hem dit, o sígui, si que t'ho estàs passant bé i tot, però al final, com t'ho passes bé, ho repeteixes més i et va quedant, jo crec, més.

S3: [00:04:21] Et treu la tensió.

S1: [00:04:22] Exacte.

S2: [00:04:22] Si ho has passas bé, t'en recordes d'aquell moment. Er recordar en aquell moment, pues ja penses en el que has parlat amb tot el què has dit.

M: [00:04:30] Vale, llavors, si ho passes bé, també és una bona manera d'aprendre?

S5: [00:04:34] Sí, perquè al final, t'atreu la teva atenció i quan tu poses atenció al final se't va quedant inconscientment.

S1: [00:04:39] Igual que al final si una profe ho va explicar bé, al final també l'escoltes més que un altre que ho explica malament.

S5: [00:04:44] Si estàs en una classe que no és gens dinàmica i és molt chofa total i tota l'estona el mateix, tota l'estona, el mateix, vulguis o no, ja arriba un moment que tu desconnectes i no estàs centrat del que està explicant ni res. I si és molt SILENCIOSA tota l'estona també. És millor que sigui més ACTIVA.

S3: [00:05:02] No (i aquest), que també ens van dir que a batxillerat artístic tenim molt menys temps, doncs per uhm per fer classes de llengües i tal. I al final fem dues activitats al llibre o tres i ja anem cap a l'examen.

M: [00:05:14] Clar.

S3: [00:05:14] Llavors és com ... Constantment, això.

M: [00:05:17] Sí.

S3: [00:05:17] I no aprens gaire.

M: [00:05:18] Sí. I uhm què pensareis... Si vols dir alguna cosa? Estàs d'acord amb elles?

S6: [00:05:24] Si!

M: [00:05:24] Ah, vale? Uhm, què penses que farem en les classes en les dues sessions d'aquestes de drama? Què esperes d'això?

S1: [00:05:34] Fer obres? Dinamitzar entre tots. Passar-t'ho bé.

S4: [00:05:40] Però una mica més deee, en plan...

M: [00:05:44] Bueno, primer tu i després ... Si!

S5: [00:05:46] De en plan molt ...

S1: [00:05:49] Dínamica?

S5: [00:05:49] No, que surt de sobte, que surt sol.

M: [00:05:51] Com improvisar.

S5: [00:05:52] Si, molt improvisat.

M: [00:05:55] Improvisat!

S5: [00:05:55] Si.

S3: [00:05:55] Obres de teatre en anglès.

M: [00:05:59] Vale. Tu volies dir una cosa, no? No. Ah, molt bé. Ja està.

S1: [00:06:04] Ja.

M: [00:06:04] Sí. Moltes gràcies.

S1: [00:06:06] A tu.

M: [00:06:06] Per (companyia)

S3: [00:06:15] Adeu.

8.2.4. Pre-intervention Focus Group 1_Technical.wav

M: [00:00:46] Ah perfecte! Bueno, comencem. Vale? ... (pausa) Vale. La primera pregunta és si alguna vegada heu utilitzat mètodes creatius com drama o altre mètode o jocs dintre de les classes d'anglès en la teva vida. I si és així com era. T'ha agradat, no t'ha agradat?

S1: [00:01:07] Si hem fet jocs en les classes d'anglès?

M: [00:01:10] Com?

S1: [00:01:11] Si hem fet joc a les classes d'anglès?

M: [00:01:12] Si heu fet altres coses què feu ara. Com més acadèmics, com des d'un llibre que la profe està explicant i vosaltres heu de fer exercicis. Heu fet altre tipus d'exercicis, com per exemple teatre, drama, música?

S2: [00:01:28] Sí, nosaltres vam fer teatre.

M: [00:01:29] Si?

S2: [00:01:30] Sí, no, hem fet teatre.

S3: [00:01:31] Jo, uhm, quan era petita sí que vaig fer bastant teatre en anglès.

M: [00:01:35] Si.

S3, S2: [00:01:36] Fèiem una obra cada any i a l'//Name school//, bé, al institut /vam fer dos o tres/ vam fer dos o tres.

M: [00:01:41] Dos o tres cops, com obres.

S3, S2: [00:01:44] /Si/ Siii, obres de teatre.

M: [00:01:45] Ah.

S2: [00:01:45] Representacions

S3: [00:01:45] Si, però curtes,eh!

M: [00:01:48] Molt curtes?

S3, S2: [00:01:49] Si, no una obra /Si/ no una obra com a tal. /Sinó/...

S2: [00:01:51] explicar alguna cosa que t'ha passat o coses així en anglès.

M: [00:01:56] Vale. I altres?

S4: [00:01:58] Coses també.

S1: [00:01:59] Nosaltres ens vam ficar com dues fàbules petites i les teníem que fer com una obra de teatre amb unes quantes persones i el mateix. I això era molt més guai. Les classes d'anglès.

M: [00:02:10] Però, era també al batxillerat o era l'ESO o?

S4, S5, S6: [00:02:13] (Quart de l'ESO).

M: [00:02:14] Quart d'ESO!

S1: [00:02:15] Quart d'ESO.

S5: [00:02:15] Quart d'ESO.

M: [00:02:16] Aquí, en aquesta escola? O una altra escola?

S1: [00:02:19] No, no a la //name of school//.

S3: [00:02:21] Només ella no anava a aquesta escola.

S5: [00:02:23] Sí.

M: [00:02:23] Sí, molt bé. Iiihmmm. I com creueus? Com seria si utilitzem drama dintre de classes d'anglès? Com serien els exercicis? ... Què penseu que farem dintre d'aquest (...)

S6: [00:02:38] GUUUÍOO.

M: [00:02:40] Si, fem un guió?

S3, S6: [00:02:41] Si és que és com que apliques la gramàtica, també apliques speaking, listening, /vocabulari/ vocabulari. Ho apliques tot en una sola cosa perquè al final has de fer el guió i has de fer la representació.

M: [00:02:53] Sí?

S6: [00:02:53] Clar, és com tot en un.

S3: [00:02:55] Si

M: [00:02:55] És com tot en una cosa.

S6: [00:02:56] I a més a més, és una manera de fer-ho sense que sigui pesat.

S1: [00:03:00] Si, és divertit.

M: [00:03:01] És divertit?

FG: [00:03:01] Sí!

M: [00:03:02] I això ajuda. Creieu que ajuda a millorar l'anglès?

S1, S6: [00:03:07] Sí, sí. Molt!

M: [00:03:08] I que millorarà? Penseu? El speaking, el writing (...)

S1: [00:03:11] Tot

S5: [00:03:12] Sobretot el speaking.

M: [00:03:13] Sobretot el speaking.

S1: [00:03:13] Sí

S1: [00:03:17] Sí!

M: [00:03:18] I les classes? Ara, quines coses us motiven?

S3: [00:03:25] Que ems motiven ara?

M: [00:03:25] Sí.

S3: [00:03:29] Hmmm, pfff. (lauphs)

S2: [00:03:29] Poca cosa.

M: [00:03:30] Quins exercicis que penseu que: 'Això està molt bé.' M'ajuden i estic motivada o no? Positiu com negatiu.

S2,S3: [00:03:36] És que a batxillerat no hi ha ... /Si Batxillerat és, és .../

M: [00:03:39] Com és?

S3: [00:03:40] Difícil, perquè és molt ... 'així'.

S2,S3: [00:03:44] Cada setmana ... cada setmana .../.../ /Que no és/, no és dinàmic,és sempre el mateix./

S2: [00:03:48] Exacte.

S1, S2, S3: [00:03:49] /Si/, és vocabulari. Un dia, una setmana fem vocabulari i la setmana següent fem un examen de vocabulari i de no sé què més. La setmana següent fem grammar i la següent setmana tornem a tenir un examen de grammar /o listening/ /Si/ i així cada setmana és el mateix.

S2: [00:04:03] No hi ha res que et motivi, és tota l'estona el mateix.

S1: [00:04:05] És sempre igual.

S7, S2, S1: [00:04:08] El que fem és, aprendre una cosa, memoritzar-la per després /exacte/ /si/ fer l'examen i així tota l'estona /i així/.

S3: [00:04:14] I continuar.

M: [00:04:15] I continuar, tota l'estona. I això és per la preparació de la selectivitat?

S3: [00:04:18] Exacte.

S1: [00:04:18] Si!

M: [00:04:20] I creueu que el drama o altres exercicis us podria ajudar a millorar? També per l'examen, no només al anglès en general?

S5: [00:04:29] Jo crec que si.

S3: [00:04:30] Jo també crec que sí.

S5: [00:04:31] Que trobaràs molt vocabulari i gramàtica nova.

S6: [00:04:34] I si et queden més coses,

S5: [00:04:36] Claaar, és molt més fàcil.

S1: [00:04:37] Iii ens ho aprendríem com més com més divertit.

S2: [00:04:39] Si, més motivat.

S3: [00:04:41] Si

M: [00:04:41] I el fet que és divertit us ajuda a aprendre?

FG: [00:04:44] Sí...Si, si!

M: [00:04:45] Vale. Gràcies.

FG: [00:04:46] (laughs)

M: [00:04:48] Ja està. Molt bé. Mira, ha sigut curtet, eh? ... Bé, moltes gràcies.

S1: [00:04:55] A tu!

M: [00:04:55] Voleu dir alguna cosa? Sinó gravo.

S2: [00:04:58] No, ja està.

M: [00:04:59] No?

S1: [00:05:00] No.

S2: [00:05:01] Ja està?

S3: [00:05:01] Ja està? ...

M: [00:05:02] Sí. Ja. està.

S1: [00:05:10] Perfecte

8.2.5. Pre-intervention Focus Group 2_Technical.wav

M: [00:00:14] Llavors ... Uhm ... comencem, vale?. Jo faré unes preguntes, són molt senzilles, eh!

FG: [00:00:36] (Unclear segment).

M: [00:00:38] ... Bueno ...Uhm... Alguna vegada heu utilitzat commm mètodes més innovadores o diferents que utilitzeu ara en la classe, que he entès que és com molt acadèmic, no? Feu EXERCICIS amb un LLIBRE, amb FITXES i després feu un examen. És així, no, en aquest moment?

S1: [00:00:55] Si.

S2: [00:00:55] Siii.

M: [00:00:55] Alguna vegada en la vostra CARRERA , heu utilitzat algun altre tipus de mètode, com per exemple el drama o teatre, o cançons o altres que són una mica diferents. I en les classes d'anglès.

S1: [00:01:13] Ah...Uhhh...Jo recordo que a primària sí que feien com un petit teatre, ... Que fèiem així.

M: [00:01:19] I era dintre de les classes o fora de l'escola?

S1: [00:01:22] No, classe, classe.

M: [00:01:23] Ah, vale! I t'ha agradat ... això? Com era?

S1: [00:01:25] Estaba bé. A ser petit, doncs, aprens com paraules i a formular una frase. Potser que no està malament.

M: [00:01:33] Val, i algú més?

S2: [00:01:34] Jo igual...pues...quan era més petit, alguna cançó per aprendre...(hmm)...les parts del cos o peces de roba. Però ja està.

M: [00:01:43] I ja està. Hi ha algun joc o alguna cosa dintre de la classe?

S3: [00:01:47] (No, no tant)

S4: [00:01:48] Uhhh, fèiem la típica de... Per exemple, en el meu col·legi, fèiem la típica de ... Et deia una paraula en català i t'ho feia dir en anglès. Hi ha un joc què si la fallaves t'eliminaven. Era algo molt més dinàmic i era més entretingut.

M: [00:02:05] Ah, vale!

S5: [00:02:07] Jo l'any passat vaig fer com reescriure uhhh contes.

M: [00:02:11] Hmhmm!

S5: [00:02:12] Tipo La Caperucita Roja, i tot això en obres de teatre en anglès i les vam representar.

M: [00:02:18] Ah, molt bé!

S6: [00:02:20] Nosaltres, en el nostre institut, euu, fèiem molts vídeos, edició de vídeos, teatres, storytellings.

M: [00:02:27] Ah, si?

S6: [00:02:28] Siii, iii estava guai! Era més, ... Era MÉS fer vídeos, euu, queee exercicis d'anglès.

M: [00:02:34] Més vídeos que exercicis.

S6: [00:02:36] Si, si, (Que aprenien).

M: [00:02:37] I quin institut era?

S6: [00:02:38] El //Name school//.

M: [00:02:39] El //Name school//. Ah, molt bé. I t'ha agradat això?

S6: [00:02:42] Si, estava guai! Era fàcil d'aprovar!

M: [00:02:44] AH! Era fàcil d'aprovar!

S3: [00:02:45] (Laughs).

M: [00:02:46] I també has après alguna cosa? O...

S6: [00:02:49] Bueno, si... Anglès i (mentrestant) aprenies una mica amb manipular eines tecnològiques, nooo. Era una mica així..

M: [00:02:57] Si.

S6: [00:02:57] Un conjunt en anglès. També tenies que practicar l'entonació, perquè... Clar, era un vídeo, on parlaves, no?

M: [00:03:04] Si.

S6: [00:03:05] I tenies que fer ENTONACIÓÓ al context, no, on estaves. Si estaves en una història de terror, posar un accent més així de terrorífic.

M: [00:03:15] Ah, si, si. Tu vols dir (...)?

S7: [00:03:18] No, bueno, nosaltres, al nostre institut, fèiem això, cançons a vegades o algun joc i ja està.

M: [00:03:24] Vale, vale. I què creieu que serà? Com seria? Clar, jo faré, farem dues sessions. Com seria? Què faríem? Penseu! Podeu imaginar alguna cosa?

S4: [00:03:36] Una obra de teatre en anglès.

M: [00:03:38] Hmhmm!(Affirmative)

S1: [00:03:41] Sí, vaja, com el que feia jo a primària a l'escola, però més elaborat. Potser.

M: [00:03:47] Sí.

S1: [00:03:47] Potser posar-hi més sentiment o...

M: [00:03:50] Més sentiment a les paraules del text.

S1: [00:03:53] Sí, sí. Al diàleg.

M: [00:03:57] Vale, i alguna cosa més? (...long pause). La distribució de la classe. Com seria? ... Les taules?

S5: [00:04:08] Així. (Indicating with hands as we were seated around a table, facing each other)

M: [00:04:09] Hmhmm (confirmatiu)

S2: [00:04:11] En grups suposo.

M: [00:04:13] En grups. (...long pause) Vale, molt bé ii dintre de les vostres classes. Quin tipus d'activitats us agrada o esteu motivats amb l'anglès?

S4: [00:04:26] No

M: [00:04:26] Si no, per què? Amb quins exercicis? I bé...

S6: [00:04:35] La xxx (profe) escoltarà això?

M: [00:04:37] Com?

S6: [00:04:37] La xxx (profe) escoltarà això? És que ...

M: [00:04:38] No, no, no, els profes no escoltarán això. Això és per mi. No, no, no, no és. I després? No, no, no.

S6: [00:04:45] Està bé així, que és una mica tradicional aquesta manera d'ensenyar que en el //Name school//, que sempre és reading, writing, listening.

S1: [00:04:56] Vocabulari.

S6: [00:04:57] Si! Sempre és el mateix iii és exercicis, exercicis, teoria. Exercicis, exercicis, examen. Tota l'estona és el mateix i acaba cansant una mica,no?

M: [00:05:10] Si, i penseu que és una bona manera d'aprendre o no, o necessiteu altra cosa. Tu, com a persona, necessitaries una altra cosa o altra manera d'ensenyar per aprendre?

S6: [00:05:26] Jo crec que sí. Jo crec que la gent nativa no aprèn anglès com a tal així, sinó que aprèn practicant-lo amb gent i de manera més divertida, suposo, no?

M: [00:05:37] Clar!

S6: [00:05:38] Jo, el castellà o el català el parlo sense adonar-me que estic utilitzant el present simple o ...

M: [00:05:45] Si.

S6: [00:05:46] Saps que vull dir, no sé ...

M: [00:05:47] Si, si, jo t'entenc.

S1: [00:05:48] Jo crec que falta ... com ... molta part pràctica, saps? De com poder practicar, però, això ja és desde molts petits, entens?

M: [00:05:56] No només és ara, al batxillerat. És des de petit?

S1,S6: [00:05:58] Clar! /Hmhmm!/ (Affirmative).

M: [00:06:00] I pràctica dintre de la classe, fora de la classe o com ho veus?

S1: [00:06:04] Una mica de tot, jo crec. A classe, sobretot.

M: [00:06:07] Hmhmm!

S1: [00:06:07] Però potser, (jo vaig escoltar ... com), sobretot des de petit, com mirar sèries en anglès, saps? I això potser ho poden recomanar a classe també, com podem veure algun vídeo o alguna sèrie o algo així, sobretot més pràctica, molt més.

M: [00:06:24] Alguna persona més, (...pause) voleu dir alguna cosa? (...pause) No. Uhhh... Vale, ja està, Ja tinc tota la informació. Moltes gràcies. (Applause).

8.2.6. Pre-intervention Focus Group 3_Technical.wav

M: [00:00:22] Ja està gravant, eh?

S1: [00:00:24] Ok.

M: [00:00:25] Ok. I ask the question in English and if you want also in Catalan. So the first question is: if in your life, in your career of English classes, if in some English classes did you ever do like exercise, more creative exercise, like making a video or drama or ... songs? Heu utilitzat ...

S1: [00:00:53] Yes.

M: [00:00:54] Si? Yes?

S1: [00:00:54] Yes, not in batxillerat, but in ESO, we had a teacher that was like original in the task and every week with a video or a Ted presentation.

S2: [00:01:08] Yes. (With a ...)

S1: [00:01:09] We were together, yes.

S2: [00:01:11] Yes, we, we were in the same class.

M: [00:01:13] Oh, okey.

S1: [00:01:14] Yes, every week or every class we did like a video of two three minutes and after we watched it all the class together and it was very fun.

M: [00:01:23] It was very fun and also, was it good for you to learn something?

S2: [00:01:28] Yes, to know how to speak some words or something.

S1: [00:01:31] And also to lose your like 'la vergüenza'.

M: [00:01:34] Si.

S1: [00:01:35] Because if you know that the teachers are going to put the video in the class, you make more efforts.

M: [00:01:43] Efforts, yes. To speak better.

S1: [00:01:45] Yes and to, to make the videos better and look better. Te fuerzas más.

M: [00:01:51] I estaves més motivada o motivat per això?

S1: [00:01:55] Yes!

S2: [00:01:57] Sí, si, la veritat és que agrairm que es passin aquestes coses perquè ens agrada MOOOOLT, doncs, fer coses creatives i no tant exercicis mecànics, ja que l'important, jo crec, és practicar-ho perquè no és el mateix posar-ho en un paper que després poder parlar-ho, saps. O sigui, costa molt més parlar-lo. Llavors, si comences a practicar-lo des del principi, doncs ... ajuda molt.

M: [00:02:18] A vale, i aquests exercicis t'ajuda pel speaking, writing, per reading, per understanding o per tot?

S1: [00:02:27] For me it worked better for speaking, but it is true that before doing the video we needed to make like a draft and show the teacher and she corrected us. So we also worked like the writing.

M: [00:02:39] Yeah, yeah ...

S1: [00:02:40] And sometimes we needed to read like a text and make like a representation. So we worked speaking, writing and reading.

M: [00:02:52] Everything

S1: [00:02:52] Yes.

M: [00:02:52] Vocabulary, everthing.

S2: [00:02:52] Si, per expressar-te.

S1: [00:02:52] Yes, (a lot of things).

M: [00:02:56] Okey, okey, and the others?

S3: [00:03:00] Uhm. He and me went to the same school and we didn't use this type of exercises and we only did classes with our teacher without using any drama or theatre exercises.

M: [00:03:20] Which kind of exercises did you use in the class?

S3: [00:03:26] The most commonly was uhm... we don't did some speaking, but the most common was exercises and the teacher explained.

M: [00:03:41] Exercises like writing like, like the classical, like gaps and...

S3: [00:03:46] We did a lot of writings.

M: [00:03:48] Writings.

S3: [00:03:49] Yes.

M: [00:03:51] Okey, okey. And you?

S4: [00:03:54] Uhm, me and she and he were in the same class, but we had the same teacher and she make us to do a lot of videos too and do presentations and do normal exercises too.

M: [00:04:10] Like a mix?

S4,S5: [00:04:13] Yes. /Yes/

M: [00:04:13] And what did you like the most?

S4: [00:04:18] Hmm, I think ...

M: [00:04:18] The mix , (is the mix good?)

S4: [00:04:18] Si.

M: [00:04:18] Or it is better one thing?

S4: [00:04:22] I prefer the mix.

M: [00:04:23] You prefer the mix.

S4: [00:04:25] Hmm.

S5: [00:04:26] Me too.

M: [00:04:26] And you?

S6: [00:04:28] I prefer the mix, because umh ... it's not ...uhm ... It's better that we do a thing and another like .. Uhm... It's not repetitive. And it's umh ...no sé com ...

M: [00:04:51] Sí, diu in Catalan if you can't say it in english.

S6: [00:04:56] És més creatiu fer les dues coses perquè una ens ajuda a fer escriptures i l'altre a parlar.

M: [00:05:09] Si.

S6: [00:05:09] A parlar bé.

M: [00:05:11] Molt bé.

M: [00:05:12] Molt bé. Ok? So in this moment in the clase, you are not using this method.

S1,S2: [00:05:18] Noo, /No./

S2: [00:05:21] Hmmm, no, des de que vau començar el batxillerat, o sigui, no hem tornat a fer res creatiu, la veritat.

M: [00:05:26] Res creatiu.

S1: [00:05:27] Like the most creative thing that we did is the speaking that we are doing now.

S3: [00:05:31] Storrtelling.

M: [00:05:32] Storytelling and it is for assessments, no. It is for grades? Points?

S1: [00:05:38] Yes. Per nota.

S3: [00:05:40] Yes, yes.

M: [00:05:41] Sí, és com per posar punts.

S1: [00:05:43] We are doing speaking, but ...uhm...

S2: [00:05:47] Like an exam.

S1: [00:05:48] Si, and tipo the last speaking we did was like in pairs going out and talking about the questions she told us and now we need to make a history and explain to the class. It is more creative.

S3: [00:06:02] Like B2 test. That speaking test in B2?

M: [00:06:05] Yeah.

S3: [00:06:05] We do the same.

M: [00:06:05] Okey, you prepare like for a classic exam, no? Speaking, listening ...

S3: [00:06:05] Yeah.

S1: [00:06:05] Yeah.

M: [00:06:05] Okey, but because you have to prepare I think for an exam in batxillerat, like in the second batxillerat, like the 'selectivitat', no?

S3: [00:06:22] Hmm.

M: [00:06:22] I imagine it 's like this, this exam of English. So if you think about this , that you have to prepare for an exam, but which exercises would you like to do in the English clase to learn better English? What would you like to do in the clase?

S1: [00:06:46] Ah, more things like this, like we did in our school. Making maybe videos or like representations, like it was very fun to make like short stories, but not like learning the story and explaining.

M: [00:06:46] Yeah.

S1: [00:06:58] Like doing 'teatre' and representing the things in the class, making decoration. It was fun.

M: [00:07:05] Okey.

S3: [00:07:06] A mix.

M: [00:07:07] A mix.

S3: [00:07:08] Yes.

M: [00:07:08] And do you think it will help also for the exam?

S1: [00:07:10] Yes.

S3: [00:07:10] Yes.

S1: [00:07:12] Because it is easier to... to practice the vocabulari too. Because like, si tu tens un tema de, jo què sé, hmm fruites i verdures, you can put the vocabulary in the representation.

M: [00:07:24] Yes.

S1: [00:07:24] I no t'ho has de memoritzar, just to copy in a paper.

M: [00:07:28] Okey, sí, sí, sí. I com esteu de motivació ara? I de participació?

S1: [00:07:34] Participati6n.

M: [00:07:35] Participation in the class.

S1: [00:07:41] Depending the person.

S3: [00:07:41] Yes

M: [00:07:43] The teachers are not listening. Because sometimes they ask: "Are they going to listen?" No, no, no, no. Do you feel motivated? Do you participate in the class. Do you think that you participate?

S3: [00:07:54] A little bit and not too much.

M: [00:07:55] A little bit and not too much. And you?

S2: [00:07:58] No, perquè sí jo crec que la motivació no és el punt fort ara mateix en el que estic.

M: [00:08:06] (Laughs) Vale.

S2: [00:08:07] Perquè o sigui, l'anglès és una cosa que per molta gent li costa, per a molta gent que és algú pesat. Iii si tu has de fer una classe, com uhhm, com molt d'aprendre tot mecànicament, a l'alumne no l'estàs, no l'estàs ajudant ben bé bé.

M: [00:08:27] Vale, si.

S2: [00:08:27] Perquè a algú que li costa i a sobre la classe se li fa pesada, llavors a l'alumne dirà que no vol estudiar anglès. Però en canvi, si tu fas coses interactives, doncs potser l'alumne vol practicar més l'anglès i...

M: [00:08:40] i participa més.

S2: [00:08:43] Clar.

M: [00:08:43] Vale. In the two sessions that we will do, what do you think that we will do? ... Do you want to say something?

S4: [00:08:48] No.

M: [00:08:49] En les dues sessions què farem, què penseu? Què penses, què farem?

S3: [00:08:56] Something like drama, theatre that we ... hmm ...hmmm I don't know.

M: [00:09:16] No?

S3: [00:09:18] Something like theatre.

S1: [00:09:20] The things that we are talking now, like more dynamic things, more dynamic things, representations, speakings.

M: [00:09:26] Ok, ok, thank you!

S1: [00:09:35] Yes?

M: [00:09:35] Moltes gràcies. Thank you!

8.2.7. Pre-intervention Focus Group 4_Technical.wav

M: [00:00:24] Okey, so my first question is: in your career in all your career of the school, did you ever did Drama based exercicis in English classes. Or drama based exercises like ..., or more creative things?

S1: [00:00:38] When you say drama, you say like theater?

M: [00:00:41] Yeah, it's not theatre, but it is like some ...

S2: [00:00:46] Like oral activities.

M: [00:00:46] Yeah.

S3: [00:00:49] I just did this in GCSE one of those, I think.

M: [00:00:50] (Lauph)

S1: [00:00:50] Yes.

S2: [00:00:50] Yeah.

M: [00:00:50] It 's like when actors and actresse they learn how to ...

S2: [00:00:50] Yeah

M: [00:00:50] ... like drama it means play, to play. It is more like games, like a role play.

M: [00:01:01] Creating stories and tell it to the group.

LV: [00:01:01] That's like drama. We did it ...

S3: [00:01:04] It was the activity we are just doing now, actually.

M: [00:01:05] Yes?

S2: [00:01:23] Yeah, we had to invent a storry.

S3: [00:01:24] Invent a storry like in GSCE.

S4: [00:01:24] And then explain it to all of us.

S2: [00:01:24] It counts as well, no?

M: [00:01:24] Yes, and did you like this kind of exercises?

S2: [00:01:30] Yes!

[00:01:30] Pretty good.

S1: [00:01:30] I think so.

M: [00:01:30] Yes?

S5: [00:01:30] Yeah, they are the best because if we have to have to do like work papers and all that ...

S2: [00:01:40] Yeah some work sheets.

S3: [00:01:40] I think if you to talk easily English, then you like them a lot, but if you struggle to talk English I think they are very, they are not too fun because not only you struggle to talk English, but also ...uhm...

S2: [00:01:46] You have to do it in front of the class.

S3: [00:01:52] Yeah, in front of the class, plus you have to do a character, you have to pretend you 're something, so ...

M: [00:01:55] Okey, and is there someone who does'nt speak English very well?

FG: [00:01:58] (No entenc res) (Unclear discourse).

M: [00:02:01] Bé, però no entens res? Ho puc traduir. Entens el que estem dient?

S6: [00:02:06] No, nada.

FG: [00:02:06] (Lauphs)

M: [00:02:10] Estava dient, bé estava preguntant si alguna vegada has utilitzat drama dintre de les classes d'anglès? O alguna, algun mètode més creatiu que no

sigui fent exercicis, uhm, el llibre. La professora està davant de la classe, explica i tu has de fer exercicis. Si alguna vegada ho has fet dintre les classes d'anglès.

S6: [00:02:34] (Bah)

S4: [00:02:36] Si no, es lo que vamos a hacer, es lo que hemos hecho.

M: [00:02:38] Hmmm?

SG: [00:02:40] (...) (very unclear discourse)

M: [00:02:44] Si (...) I t'agrada fer-ho encara que no tinguis un nivell tan alt? T'ajuda a aprendre anglès?

S6: [00:02:50] Hmmm, siiii la verdad es que sí.

M: [00:02:52] Si, i per què?

S6: [00:02:54] Bueno, en casos como el mío, que no entendemos muy bien el inglés ni tampoco lo hablamos frecuentemente.

M: [00:03:01] Hmmm (Affirmative)

S6: [00:03:01] Pueeees aprendemos más a hablar en público en inglés.

M: [00:03:04] Hmmm (Affirmative)

S6: [00:03:05] Y a l'hora de ... al...a l'ho ... Ayyymm

M: [00:03:08] A la hora de, si!

S6: [00:03:10] A la hora de escribir, pues nos ayuda bastante. Lo pensamos y después lo escribimos.

S1: [00:03:16] Okey, here.(adressing to silent participant) Do you agree, or not agree?

S8: [00:03:20] I agree, but ... it 's not that I like the most, because I rather do worksheets, because for me it is more easy than speaking. But, yeah, I have done some and it's very useful because it 's for more practicing the speaking, so you can get more fluent when you speak. But, it's not what I consider the most optimal option.

M: [00:03:46] Okey.

S8: [00:03:47] Well, it's a fun one.

M: [00:03:48] It 's a fun one.

M: [00:03:50] Okey. I vosaltres? Oh tu.

S9: [00:03:52] I Think that is more difficult than doing worksheet, but I think that is a very good way to spend time doing English in a different way that we are used to.

M: [00:04:06] Okey, okey. Other question: in this moment, with the classes of English, like know you are preparing a little bit for the exams, no?

S3: [00:04:17] Yeah, selectivity.

M: [00:04:17] Selectivitat. Would you like to do other kind of exercicises in the class? It's not a critic, eh! It is just to know what you would like to do in the class. The exercises you're doing now it's okey or do you want to do other exercises. Just thinking about that it would help you to learn better English.

S2: [00:04:42] In our case, we are not going to class these days, we have ...

M: [00:04:46] Yeah (Lauphs). And the ones who go to class?

S2: [00:04:47] ... and we can not like say anything

M: [00:04:52] No.

S2: [00:04:52] ... but oral is the best way, oral in English. But I don't know.

S5: [00:04:59] I think that the method that we use in the classes are pràctic for an exam, but for knowing true English, is not good, it's not good.

M: [00:05:10] Yeah.

S5: [00:05:10] Because I can't speak, well I cannot speak well the English with a person in England or in the Netherlands or countries...uhm....

M: [00:05:20] In other countries.

S5: [00:05:21] Yes.

M: [00:05:22] And the ones who speak very well English. How did you learn English?

S3: [00:05:28] Uhm, my second language is Catalan, so until I was like three I didn't talk Catalan.

M: [00:05:32] So your first language is English.

S3: [00:05:33] Yeah, because my parents spoke to me in English when I was younger, so.

M: [00:05:37] Ah, okey, so you learned it ... Are they English, or did they just spoke to you in English?

S3: [00:05:38] Yeah, my dad is Australian so he just spoke to me in English?

M: [00:05:42] Ah, okey, okey, okey,

S3: [00:05:42] Is it funny Broth.

LV: [00:05:42] (Laughs)

M: [00:05:42] Okey,okey, I understand. So you learned it in a every natural way.

S3: [00:05:52] Yes.

M: [00:05:53] Ok, ok and what do you think the drama sessions will be ... Do you understand? What will we do in the sessions?

S1: [00:06:07] (I make a feel more ...).

S3: [00:06:09] Act like characters.

S4: [00:06:10] Yeah.

S1: [00:06:11] I think we will have like...like ...

S3: [00:06:18] Or Karaoke maybe. That would be fun.

M: [00:06:18] (Laughs)

LV: [00:06:18] We will have like rolls, no. /And ...you have to .../

LV: [00:06:26] Like a theatre.

LV: [00:06:26] Create our own scene.

LV: [00:06:26] Like a show, I don't know, a show...

LV: [00:06:26] ...a theatre show ... yeah

S2: [00:06:30] We will have to play a role, everybody we have to play.

S3: [00:06:33] If we do karaoke, this will be great as well.

S2: [00:06:35] Yeah, I think you like to sing. (laughs) You are a karaoke gay.

S4: [00:06:41] Yeah, we've done it. We've done karaoke sometime.

S3: [00:06:41] Realy? (I wasn't ...

S1: [00:06:41] We've done.

M: [00:06:47] In this moment the ones who go to class, are the motivated? Maybe I asked it already? I don't remember. (Laughs).

S2: [00:06:54] We don't go to class.

LV: [00:06:57] (Laughs) There are people who goes to class here.

M: [00:06:58] The people who goes to class.

LV: [00:07:01] (Unclear, talking all together)

M: [00:07:01] Els alumnes que van a classe ara esteu motivats?

S5: [00:07:05] Però, de l'anglès o general?

M: [00:07:09] Amb l'anglès, en general o dintre de la classe. Esteu motivats a aprendre anglès?

S5: [00:07:14] No.

M: [00:07:14] Esteu participant en classe?

S6: [00:07:17] No, en anglès, no en absolut.

M: [00:07:22] I per què? Saps la raó? És una raó personal? O és més ...

S3: [00:07:27] És perquè no estem fent karaoke, oi?

FG: [00:07:28] (Laughs)

M: [00:07:29] Per què no estàs fent karaoke? (laughs)

S6: [00:07:32] Pues no tengo idea. Solo es que no me gustan las lenguas. Entonces, ... eso no ayuda mucho.

M: [00:07:37] Clar. I alguna persona més? Vol dir alguna cosa?

S5: [00:07:44] I'm not motivated because I don't like the sound. I don't think I need the english. I prefer uhm, other ...

M: [00:07:55] Other...

S5: [00:07:57] Assignatures.

M: [00:07:58] Yeah, yeah.

F7: [00:07:58] Jo, depèn del moment del què estiguem fent. Per exemple, a mi no m'agrada parlar en públic. I quan fem coses orals em poso molt nerviós i no, no m'agrada. Però quan fem fitxes o coses que anem fent poc a poc, sí que.

M: [00:08:14] Sí que t'agrada.

F7: [00:08:15] M'agrada més.

M: [00:08:16] Sí, sí, sí. Et sents més segur quan estàs ...

F7: [00:08:21] Si, tranquil i anant fent.

M: [00:08:22] Sí. Vale. Molt bé. Thank you. Thank you very much! (laughs) This is finished, so I'm not going to explain anything. Because we will do two drama ...

8.2.8 Post-intervention Focus Group 1_Artistic.wav

M: [00:00:16] Oh, it already start it! Very well! Okay. The question: Ok, how did you feel about using drama o role playing in our English lessons? So, how did you feel in the sessions? Com t'has sentit o com t'has trobat en les sessions de drama?

S1: [00:00:46] Doncs jo m'ho he passat molt bé, la veritat, m'ha semblat divertit, dinàmic, entretenit.

S2: [00:00:52] Entretingut.

S1: [00:00:52] Entretingut, i m'ha agradat. I m'ha agradat molt, la veritat. M'ho he passat bé. I al final també et queden les coses a dintre, tipo se't queden al cap.

M: [00:01:03] Si?

S2: [00:01:03] Hi han activitats que han sigut més guais que altres, com per exemple el que fèiem d'anar rols de fer mini teatres.

M: [00:01:09] Si.

S2: [00:01:10] Ara bé, penso jo que era més guai que no, per exemple, el que fèiem ('d'així'), perquè no el vaig entendre gaire la finalitat d'aquest joc.

M: [00:01:16] De quin joc.

S2: [00:01:17] De zig zag?

M: [00:01:19] A molta gent li passa.

S2: [00:01:21] No el vaig entendre gaire, però.

M: [00:01:24] Bueno, aquest és un joc per.,, És un joc molt teatral, però és un joc per entrar en un ritme. Primer és fàcil i després hauries de seguir amb aquest ritme, parlant. Però clar, no va funcionar del tot. Com que, però no va funcionar, però no amb aquest ritme. Però això seria igual quan ja has fet més sessions o has parlat més, com ara, uhm practiquem el ritme de parlar, de dir les coses com si estiguéssim parlant amb una persona al carrer. És una mica això. Llavors? Hi ha altres? Altres opinions? Others?

S3: [00:02:12] Per a mi ha estat bé, ha estat guai, però no sé com que sí, a lo millor, potser ho faria una vegada a la setmana, aquest tipus de classe. Almenys a batxillerat.

M: [00:02:21] Sí.

S2: [00:02:22] Jo,no.

M: [00:02:22] Què vols dir?

S3: [00:02:24] Jo sempre no, perquè si després hem de fer coses per la selectivitat d'escriure i tal, crec que si un dia a la setmana sí que estaria molt bé que es fes per practicar el parlar.

M: [00:02:35] Sí, que vols dir que estaria bé algunes classes, però no totes les classes.

S3: [00:02:39] No totes totes, però una vegada la setmana sí.

M: [00:02:41] Una vegada a la setmana sí. Dintre de les tres hores o una hora.

S3: [00:02:46] Sí.

S4: [00:02:46] Hmm.

S2: [00:02:47] Jo penso que en plan, ara per exemple, només vam poder fer dues classes d'aquesta cosa i potser no ens hem adaptat bé. Però per què, vull dir, només hem tingut dues classes i a la que haguéssim anat fent més i tal, potser, hauria sigut més fàcil perquè ara podem donar una opinió, però és que no anem bé. Almenys jo no vaig entendre els jocs, molt bé, saps.

M: [00:03:04] Sí! Sí, això és veritat, perquè només han donat dues sessions, però és millor que pots opinar després de 6 o 8 sessions.

S3: [00:03:14] Hmm (Affirmative)

S2: [00:03:14] Hmmhm Affirmative)

M: [00:03:14] Perquè comences a ENTENDRE i comences a fer-ho sense pensar.

S3: [00:03:22] Hmmhmm (Affirmative)

M: [00:03:22] Si, la, ... És difícil. Jo sé que és difícil donar una opinió perquè ho has d'imaginar una mica, no? Com seria ...Però bé, jo m'imagino igual no fer SESSIONS de teatre perquè aquests exercicis dintre de la classe d'anglès.

S3, S1: [00:03:40] /Hmmhm/. /Hmmm/ (Affirmative)

M: [00:03:40] Pots fer com GRAMMAR, Vocabulary.

S2: [00:03:45] I practicar-lo

M: [00:03:46] I després fes alguna cosa per practicar o algo així. No sé, no sé.

S4: [00:03:51] Hmm

S3: [00:03:51] Sí, sí, sí,

M: [00:03:53] Perquè no sé, però, ok. L'altra pregunta és: Did this is activities make you feel more motivated to learn English? Why or why not? Llavors, aquestes activitats t'han motivat d'alguna manera a practicar o aprendre més anglès? Sí o no? I per què?

S1: [00:04:11] Sí, jo a practicar a més anglès potser no, però sí a col·laborar més a la classe i com passar-t'ho bé. És això el que et motiva i col·labores més perquè t'ho passes bé. No estàs assentat a una cadira, fent ... NADA.

S2: [00:04:25] Past simple.

M: [00:04:25] Si.

S2: [00:04:27] Si no sé , jo dic aquestes, bé, aquestes dues classes últimes hem fet això de pas simple.

M: [00:04:33] Si.

S2: [00:04:33] Em costa molt d'entendre ho. Vull dir, vaig fer l'examen i em va anar ..., vull dir vaig aprovar, però em costa un munt d'entendre-ho i vull dir que ho estem fent, però tampoc ho estem practicant i no s'em queda. Vull dir, us heu posat ... Bé ..., ara t'ho dic sobretot més de la classe que esteu fent ara, però us heu posat a explicar que si el 'been' i 'had' al final no sé què és que no m'entero si no ho practico, no...

M: [00:04:55] Sé si no ho poses a la pràctica.

S1: [00:04:58] No serveix de res, tampoc. Bueno,tu saps (see), ho saps, però no saps aplicar. Llavors, al final no...

M: [00:05:05] Sí, sí, sí, sí.

S1: [00:05:06] Perquè per saber ho molt bé, però per parlar amb una persona ...hua.

S3: [00:05:10] Si al final és això, has de practicar parlar. Per exemple, el joc també, el fet de que sigui una mica també competitiu era guai perquè al final no volies que s'eliminessin i ho volies fer bé per poder seguir jugant.

M: [00:05:24] I t'esforces més.

S1: [00:05:26] I inconscientment, ja ho fas, esforçar-te més.

M: [00:05:29] Sí, clar, és com posar les coses en un context.

S1: [00:05:34] Hmmm

S3: [00:05:34] Hmmm

M: [00:05:34] No explicar, simple past, no és posar-lo en un context o utilitzar-lo allà.

S1: [00:05:39] Hmm.

S3: [00:05:39] Hmm.

M: [00:05:40] Si val, gràcies. And do you think drama helps you improve your English skills like speaking reading listening or vocabulary. Penses que això podria ajudar a millorar les habilitats? Bé, ja hem dit una mica com el speaking, writing, listening, vocabulary.

S3: [00:06:02] Potser writing no..

S4: [00:06:04] Bueno, el reading no tant.

S2: [00:06:06] Però al final speaking sí.

S4: [00:06:06] Pero, el listening and speaking.

M: [00:06:11] Sí, el que hem fet és speaking, però per exemple, quan fas més sessions també comences a llegir textos. Tu has d'escriure un text que podria ajudar?

S3: [00:06:23] SSSiii! Perquè les paraules també es queden el cap ja.

S1: [00:06:26] Hmm (Affirmative)

M: [00:06:26] No ho hem fet, però bueno.

S1: [00:06:32] Ja

M: [00:06:32] Si, bé, això també ho he respost ja, però bueno. Would you like to do more drama based activities in the future in English classes? Si t'agradaria fer més aquest tipus d'exercicis en les classes d'anglès en el futur.

S1: [00:06:46] Sí, a mi sí.

M: [00:06:48] I per què?

S1: [00:06:49] Perquè és que... No motiva estar assegut en una cadira i que m'estigui explicant una hora seguida escrivint jo a la llibreta i sense entendre res. Ho puc apuntar-ho, però no ho entendre igual.

S4: [00:07:00] Una hora sencera, estar asseguts a una cadira sense entendre res. Escoltas perquè estan parlant, però no saber què diuen.

S2: [00:07:06] I sobretot en plan que no, o sigui que no ens expliquin com es fa, per exemple, què hem estat aprenent el Simple Past i coses d'aquestes que en

diuen. I 'had', 'subject', 'been' and 'have' o el que sigui. No en plan: explica'ns COM, com utilitzar-lo. En plan, si et saps la forma però no saps escriure, ni parlar. No saps FORMULAR-HO.

S4: [00:07:26] No saps res.

S1: [00:07:27] I al final del dia, també és cert que, ara mateix, si volem escriure un text, és tan fàcil com en un traductor o un tal. I al final, a mi m'interessa més saber parlar que no saber escriure.

M: [00:07:41] Clar, perquè tenim mitjans per ajudar-nos.

ES: [00:07:44] Hmmm.

S1: [00:07:45] Jo sé que les paraules es diuen de tal manera. I si vull revisar l'escrit que he fet, ho puc revisar a partir de l'internet i tal. Per parlar no.

S3: [00:07:56] Clar. Si viatges, escriure et servirà de poc. Bueno, òbviament et servirà, però més parlar i poder-te comunicar.

M: [00:08:03] Però quan viatges, també has de llegir coses.

ES: [00:08:08] /Bueno/ /Clar/ Però/ eeh/ Mes que t'escriure.

M: [00:08:09] Si, tens més temps.

S3: [00:08:10] Si.

S4: [00:08:11] Però, si ho saps PARLAR.

S1: [00:08:13] T'espaviles molt més.

S4: [00:08:15] Saps d'escriure, però el que t'estàs dient al cap és el què has d'apuntar. Si saps parlar-ho o ja saps, és més saber escoltar, saber el què diuen. Saber el què escrius i el què llegeixes.

S2: [00:08:25] Si aprenem, aprenem molt la gramàtica, aquí a Espanya. O sigui tant en català com en castellà, com en anglès, o sigui, ens centrem un montón amb la gramàtica, com el que estem en el que portem fent ara. O sigui, com fer o com formular-ho. Però en canvi, per exemple, te'n vas a Anglaterra, que tinc una tieta que viu allà a Anglaterra i els seus fills no aprenen gramàtica. Aprenen a parlar-ho o escriure'l. O sigui, no és que no sàpiguen gramàtica, perquè a la que escriuen, ja els hi surt sol.

M: [00:08:53] Si, clar, quan vas a Anglaterra i dius Simple Past. Ningú sap el que és.

S2: [00:08:58] Ni bé, ni verbs, bueno, verbs potser sí, però en plan conjugacions i coses així...

M: [00:09:05] Sí, que saben el que és, però ho utilitzen.

S1: [00:09:07] Perquè ho tenen interioritzat. Al final.

S4: [00:09:10] Igual que nosaltres, al català no.

S1: [00:09:12] No por eso.

S1: [00:09:14] Vale, vale, Gràcies.

M: [00:09:16] Sí, però tinc espera. Tinc un petit regal per donar ànims que tot.

8.2.9. Post intervention Focus Group 2_Artistic.wav

M: [00:00:14] Ok, I will ask it in English and then in .. Catalan. Ok, so, the first question is: 'How did you feel about using drama or role playing in your English lessons? So, how did you feel in the two sessions? There were very short, I know. Què us va semblar aquests exercicis o aquests jocs en les classes d'anglès?

S1: [00:00:53] Molt dinàmic, no? Més que fer només exercicis.

S2: [00:00:57] Sí.

S3: [00:00:57] Sí.

M: [00:00:58] Sí?

S2: [00:00:58] Sí, a més a més, practicàvem més vocabulari i tot.

S4: [00:01:02] Sí.

S5: [00:01:03] Sí.

M: [00:01:03] Sí?

S5: [00:01:04] Més pràctic.

M: [00:01:05] Més pràctic. Vale, i altres opinions?

S4: [00:01:11] Ha estat bé com combinar allò que vam fer en rotllana amb teoria a classe i tot això.

S6: [00:01:18] Hmm

M: [00:01:21] Vale, vale. Si entenc, el que heu après, com...

S6: [00:01:26] Aplicar-ho.

M: [00:01:26] Aplicar-ho. Vale, Gràcies. Uhm, second question. These activities made you feel more motivated to learn English? Why, or why not. (Així, són). Que , si, aquestes activitats t'han motivat d'alguna forma més aprendre anglès sí o no? I per què?

S1: [00:01:55] Jo crec que sí.

M: [00:01:56] Sí?

S1: [00:01:57] Sí, perquè també és més fàcil d'expressar-se.

S6: [00:01:59] Hmmm.

S1: [00:02:00] Llavors, si et costa una mica, és només corregir-ho oralment i ja està. I vas fent.

M: [00:02:06] Si, vas provant.

S1: [00:02:07] Sí.

S4: [00:02:08] Sí.

S6: [00:02:09] Sí, també, jo crec que ajuda a que les activitats aquestes, ajuden a que et quedi més el que has après. A memoritzar.

S4: [00:02:16] Hmm (Affirmative)

M: [00:02:19] Altres opinions? ... No?

FG: [00:02:23] /Laughs/.

M: [00:02:23] Vale. Ok? Do you think? Bé, igual, és una mica igual, hé però... Do you think drama helped you to improve your English SKILLS? Com sí ajuda a millorar les habilitats? Les habilitats són Speaking, Writing, Listening and Vocabulary.

S4: [00:02:42] Hmm

S1: [00:02:45] Sobretot el Speaking.

S6: [00:02:46] Si.

M: [00:02:47] Speaking.

S2: [00:02:50] I vocabulari.

S6: [00:02:51] Sí,

M: [00:02:51] Sí...Sí, clar. Només hem fet dos sessions. És molt poquet.

S6: [00:02:56] Sí.

M: [00:02:57] Igual, sí, per exemple, això ho heu d'imaginar: si es treballen amb textos o tu has d'escriure un text. Això t'ajudaria? En Writing and Reading also?

FG: [00:03:08] Sí, si, si!

M: [00:03:10] Sí? Vale. Would you like to do more of these activities in the future in English classes? Si us agradaria fer més aquest tipus d'exercicis?

S6: [00:03:22] Si.

FG: [00:03:22] /Si/, /si/, /si/.

M: [00:03:22] Si?

S1: [00:03:22] SSiii!

M: [00:03:22] Ah si. Béeé! I com? O perquè?

S1: [00:03:30] És que és més dinàmic, llavors.

M: [00:03:32] És més dinàmic.

S1: [00:03:33] Et passa més ràpid l'hora i aprens.

S4: [00:03:35] Hmm, tens una altra mentalitat.

S6: [00:03:38] (Que) no desconnectes tant perquè. Hi ha vegades a lo millor que potser portes una hora escoltant a la professora i és com que estàs allà. Que no t'acaba d'entre tota la informació. Al final, estàs mig adormit i en canvi aquí no tens temps per a dormir perquè estàs fent coses tota l'estona.

M: [00:03:52] Vale, si.

S3: [00:03:54] Si.

M: [00:03:55] Vale.

M: [00:03:55] I voleu dir alguna cosa més?

S6: [00:03:58] No.

M: [00:03:58] No?

S1: [00:03:59] No.

M: [00:03:59] Ah! Gràcies.

S2: [00:04:01] Gràcies.

M: [00:04:02] Espera que tinc un regal. Gràcies per participar. Podeu agafar també dues per donar energia!

8.2.10. Post-intervention Focus group 1_Technical.wav

FG: [00:00:00] Exàmens.

M: [00:00:01] Ja, després m'ho han dit. Era mal moment.

FG: [00:00:06] Si. Si. Si

S1: [00:00:06] Ara si ho fas.

M: [00:00:06] Hé?

S2: [00:00:06] Ara si ho fesis un altre cop, seria molt, MOLT diferent.

S3: [00:00:14] We can do it next week.

S4: [00:00:14] Yes, yes.

S3: [00:00:14] Yes, we can try again.

M: [00:00:16] Next week I'm not here!

S2: [00:00:17] Oooh!!!

S4: [00:00:17] Oh, no?

S5: [00:00:17] Next week tenim dos exàmens d'anglès.

S3: [00:00:20] And this week, the next lesson of English.

M: [00:00:25] Yeah, no because, you know what happend? XXX said I'm going to have one day of because of my...well she moved of our house.

S3: [00:00:33] Yes.

S5: [00:00:33] Si.

M: [00:00:33] Can you do it before and I said, okay, no problem. But maybe it was better to do it like ...

S6: [00:00:38] Yes.

M: [00:00:38] one week after.

S7: [00:00:38] Of course, of course.

S8: [00:00:44] Of course.

M: [00:00:45] És una pena, però no és un problema.

S6: [00:00:54] Ok.

M: [00:00:54] Really! Ja està.

S2: [00:00:59] Ja està. Ja no sé més. (Laugh).

M: [00:01:03] Segur en català?

S9: [00:01:04] En català. En català.

M: [00:01:07] Què et va semblar, què et fa semblar les sessions o el joc de rols en les classes? Què us va semblar?

S7: [00:01:16] A mi em va semblar algo més diferent del normal, que a mi em va semblar molt bé, la veritat. Perquè així és una nova forma d'aprendre i a mi em va agradar.

M: [00:01:29] Vale.

S5: [00:01:30] Més original.

S8: [00:01:30] Yes.

S6: [00:01:31] Jo penso que hauríem d'haver tingut més temps per preparar-nos-ho. Perquè va ser com moooolt ràpid tot, llavors costava improvisar i a l'estar en una setmana d'exàmens ens van ficar a tots massa nerviosos durant la classe.

M: [00:01:45] Si, llavors no va funcionar perquè, teníem molt poc temps.

S6: [00:01:48] Si.

M: [00:01:48] Molt poc temps.

S6: [00:01:50] Volíem estudiar.

M: [00:01:54] Altres opinions? Pots dir el que realment pensis.

S5: [00:01:59] No sé si, però ja ho he dit que va ser més original que les classes normals.

M: [00:02:07] Alguna cosa més? Bé, igual és difícil de respondre, no ho sé, però us ha motivat alguna, d'alguna forma aprendre més anglès?

S5: [00:02:23] Sí, perquè és més divertit, és més dinàmic i (no, sí,) I no és tot el rato el mateix i no tens, no és tan avorrit.

S6: [00:02:31] A més, millores el Speaking. Que de normal, a classe no treballem el speaking, jo crec. Només quan s'ha d'avaluar i ja està.

M: [00:02:39] Hmm, sí, si no feu exercicis. Sí? Altra cosa? No...Bueno, la propera pregunta era sí, si podria millorar les teves habilitats en anglès, com escriure, escoltar i vocabulari.

S4: [00:02:55] Si!

PS: [00:02:56] /Sobretot, el que dius, el speaking i el listening, yes/ ...

S2: [00:02:58] I també perdre la por a parlar en anglès.

M: [00:03:01] Sí.

S7: [00:03:02] Sí, això ajuda molt, això de perdre la por.

M: [00:03:05] Vale.

M: [00:03:06] Llavors t'agradaria fer més activitats?

S2: [00:03:08] Sí!!!.

PS: [00:03:09] Síii.

S5: [00:03:09] Sí.

S2: [00:03:11] Però no en setmana d'exàmens.

M: [00:03:12] Sí.

S6: [00:03:13] Haurien de ser al principi de trimestre.

S2: [00:03:15] Sí.

S8: [00:03:16] Per començar.

M: [00:03:17] Sí. I a més, jo crec que és la meva opinió després del que he vist com amb més regularitat, no? I no dintre de la classe, igual en una sala.

PS: [00:03:27] /Si, en un espai./

S5: [00:03:27] Al gimnàs.

M: [00:03:28] O fora.

S3: [00:03:29] El gimnàs, per exemple.

M: [00:03:30] Al gimnàs.

S5: [00:03:31] I depèn del moment, perquè hi ha moments que no ho sigui, si ho fas al principi de trimestre i quan no tenim exàmens, doncs t'ajudes com a millorar tu mateixa. Però quan tens més exàmens, prefereixes fer activitats més a classe, sense haver de moure't molt per estar més centrat.

M: [00:03:48] Clar, per preparar els exàmens, no?

M: [00:03:51] Perquè aquestes activitats de teatre no t'ajuda a preparar els exàmens?

S3: [00:03:55] Estaven col·lapsats. I no podies improvisar perquè estàs pensant en l'examen que tenies demà o coses així.

S5: [00:04:02] O després.

PS: [00:04:02] /Si./

PS: [00:04:02] /O després./

S5: [00:04:05] Si, t'ajuden a millorar el speaking i pot ser a l'escriure històries al writing. Però el que és examen de gramàtica, uhm no tant, vocabulari potser sí que et pot ajudar en alguna cosa, però no tant com fitxes, per exemple. Depenent de l'examen.

M: [00:04:22] Sí, sí. Molt bé, moltes gràcies perquè heu participat, encara que eren exàmens.

8.2.11. Post-intervention Focus Group 2_Technical.wav

M: [00:00:02] [00:00:02]We can try it first in English and then in Catalan.

S1: [00:00:09] Okey.

M: [00:00:10] Yeah?

S1: [00:00:10] Yeah!

S1: [00:00:10] Who start?

M: [00:00:13] Wait, wait, I start to ask, okey?

LV: [00:00:28] (Off-topic conversation)

M: [00:00:28] Yes, okey, so... How did you feel about using drama or role playing in the English lessons? So, what do you think about the sessions? Or what we did in the sessions? ... (laughs) In Catalan?

S2: [00:01:03] No, no, ho hem entés.

M: [00:01:03] You can say what you think, what you really think. I like this, I don't like ... You ...

S2: [00:01:03] What do you think?

S3: [00:01:04] You first.

S4: [00:01:05] XXX (Name of peer) first.

S5: [00:01:08] XXX (Name student) Thank you.

PS: [00:01:08] (Laughs)

M: [00:01:08] Maybe I can give some energy.

S5: [00:01:11] I'm in Ramadan.

S1: [00:01:14] Thank you.

S3: [00:01:15] Thank you.

M: [00:01:16] It's not good for the recording, but it is good for you.

S5: [00:01:20] I don't want.

M: [00:01:21] You don't want. For later.

S2: [00:01:22] He is in Ramadan.

M: [00:01:25] You can eat it tonight.

S5: [00:01:26] No, no. Da igual.

M: [00:01:32] I'm sorry, hé! I'm sorry.

S5: [00:01:37] No, da igual. Thanks.

S3: [00:01:40] Puc agafar la seva. (Laughs)

M: [00:01:40] Do you want?

S3: [00:01:40] No, no, no.

M: [00:01:40] Okey, Can you think better now? (Laughs)

S4: [00:01:40] Ara sí!

M: [00:01:40] Okey, I make another question. Did this activities make you feel more motivated to learn English? Why yes, or why not.

S2: [00:01:52] Be. (Laughs) Va ser com més entretingut. Jo crec,no?

S1: [00:01:56] Hmm.

S2: [00:01:59] Com més ...

S3: [00:01:59] divertit.

S2: [00:02:00] Sí.

S7: [00:02:03] Però jo vaig ... Jo vaig veure un problema que era que

PS: [00:02:08] (...)

M: [00:02:09] Diria, eh!

S7: [00:02:10] Que hi ha gent que no volia col·laborar, o no feia res, sinó que s'ho tomaven com perdre classe i ja està. Estaven allà parlant i xerrant i perdre

classe. Hi hi havia alguns que sí que participaven, però com en tot, hi ha gent que no participa i això ralentitza la classe, la classe com a tal perquè és un treball en grup. M'explico?

S1: [00:02:31] (T'expliques.)

M: [00:02:32] T'expliques molt bé.

S7: [00:02:34] Gràcies.

M: [00:02:35] So, do you think it good help, drama for your skills speaking, writing, listening or vocabulary.

S3: [00:02:41] Yeah.

S4: [00:02:41] Si.

S1: [00:02:43] Yes.

S3: [00:02:44] Yes, with the speaking.

S1: [00:02:45] With the speaking, you can have better 'vocalització' or something like that ...

M: [00:02:52] Pronunciation.

S1: [00:02:52] Pronunciation ... and it can do that you can add to other people and you... Hmm... Get out, get out that shy you have.

S3: [00:03:08] Feel comfortable talking in English.

M: [00:03:10] Yes. It is an exercise to feel comfortable. And in the future would you like to do more of this kind of exercisis, drama, thos kind of activities. Yes or no?

S2: [00:03:24] Jo crec que no és tipo bé bé el drama, sinó com parlar ... Més anglès, practicar-ho. Això com tenim més confiança, perdre una mica la por i la vergonya de que et diuen, això pronuncies malament, no sé què. I això com guanyar confiança, també aprendre una mica, vocalitzar millor en anglès, la pronunciació i tot.

M: [00:03:48] Vale.

M: [00:03:48] I ara teniu una opinió o no? Del primer. How did you feel about using this exercises or this sessions. The last session was a bit strange. It didn't work, because I said ok, they don't want. We didn't move the tables. It was like 'bah' and an exercise that maybe was a bit strange. Nobody was concentrated.

S4: [00:04:14] The first one was.

M: [00:04:16] But think about the first one.

S4: [00:04:18] The first one was a little bit like the second, it was chaotic. But a little bit less. But it was a nice form to do class, to speak English, for for the persons who don't speak a lot. So I think, it is it was hmm How can I say it It was a win for the persons who can't talk a lot.

M: [00:04:50] Something else?

S6: [00:04:54] Però jo penso que està bé fer això perquè, com han dit, doncs penso una mica en la vergonya i tot això. Però potser hagués estat millor si s'haguessin com organitzat abans les coses amb un lloc que més ... amb més espai, saps. I així...

M: [00:05:12] Si, si faltava espai, faltava una preparació. Faltava com sortir de la classe, no?

PS: [00:05:19] Hmmm

S6: [00:05:19] Si.

S3: [00:05:19] Hmmhm

M: [00:05:19] No en la classe vostra. Perquè hi ha molta

S6: [00:05:23] Hi ha molta gent i és molt petit. No pot ser.

S1: [00:05:23] Si.

S4: [00:05:27] Penso que ...

M: [00:05:27] What?

S4: [00:05:27] XXX talked very good.

S6: [00:05:30] Thank you, thank you!

M: [00:05:34] (Laughs)Alguna cosa més?

S1: [00:05:38] No.

M: [00:05:40] No? Okey, thank you. Thank you for participating.

S7: [00:05:45] No, no són molt parladors.

M: [00:05:48] No passa res.

8.2.12. Post-intervention Focus Group 3_Technical.wav

M: [00:00:01] Ok! ... So I will ask first in English?

S1: [00:00:32] Yes, and If we don't understand, we ...

M: [00:00:35] Okay, how do you feel about using the role playing in your English lessons? How did you feel in the sessions? Maybe think about the first session, a little bit about the second.

S1: [00:00:54] What we do in the role play , ah, Romeo and Juliet.

S2: [00:00:58] L'altre, les d'històries, el primer.

M: [00:00:59] Yeah, the roleplay or the activities, or the games.

S2: [00:01:03] Crear les històries en grup.

M: [00:01:09] Storytelling.

S3: [00:01:11] Create a story and you need to tell it with a difference...

M: [00:01:15] You participated, no?

S3: [00:01:19] Yes.

M: [00:01:20] Is it difficult to answer?

S4: [00:01:22] No

S3: [00:01:22] No, it's not.

M: [00:01:22] Ah, okay. So, en català. Mira, què us va semblar l'ús d'aquest teatre o l'ús del joc de rols a les classes d'anglès?

S1: [00:01:41] For me is uuuhmm ... divertit, va ser, FUNNY. Molt divertit. M'ho vaig passar molt bé.

M: [00:01:49] Ah, molt bé!

S3: [00:01:52] Jo crec que va ser divertit, però jo crec que la gent no ho acaba d'entendre bé al principi i tal. Oh, així, va faltar, va faltar atenció per part dels alumnes i implicació, la veritat. Però la idea està molt ben pensada. El que passa és que falta una mica d'implicació.

S2: [00:02:12] i cooperació.

S3: [00:02:14] amb els alumnes.

M: [00:02:16] I que penses que aquesta implicació, que per què no hi era, havia una raó o perquè, què necessiteu, què?

S1: [00:02:26] Crec que, no sé quan va ser, però aquesta setmana estàvem en una setmana plena d'exàmens.

M: [00:02:32] L'altre grup també ho ha dit.

S1: [00:02:33] Si, estaven tots estressats. Necessitàvem desfogar-nos i fer encara més activitats, era com que no estàvem, tots...

S3: [00:02:42] Si, teníem moltes coses al cap.

M: [00:02:43] No teníeu ganes. (laughs)

S3: [00:02:44] Teníem moltes coses al cap.

M: [00:02:47] Moltes coses.

S1: [00:02:49] Si!

S3: [00:02:50] Llavors la gent estava més per altres coses que per allò d'allà, pel teatre. Però jo crec que la idea està molt ben pensada i és.

S2: [00:02:59] Bé, no va ser el temps correcte per fer-ho.

S3: [00:03:01] Clar!

S2: [00:03:01] Si no ha d'haver estat una setmana més relaxada com...

S3: [00:03:05] Com aquest per exemple.

S2: [00:03:06] Perquè en aquell moment tots estàvem en plens exàmens i ningú posava atenció perquè estàvem pensant en una altra cosa, que no implicar-nos bé en l'activitat.

M: [00:03:18] Sí, sí, igual és millor fer-ho al principi del curs, oi? Vale. I també a l'espai?

S1: [00:03:25] Si!

M: [00:03:26] Us ha semblat adequat a l'espai?

S3: [00:03:27] Nooo.

S1: [00:03:27] No.

S3: [00:03:29] No, no. Sí, A part d'això, sí anava de moure taules i això i implicava molt soroll i molt descontrol de la classe, a part d'això, que tampoc teníem gaire espai. Sí, la veritat.

M: [00:03:41] Sí, sí. Molt bé. Altra cosa? Something else?

S1: [00:03:46] No.

M: [00:03:47] No. Ok? I'm going to ask another question! Ai, ai, ai, ai, ai! Okay. Did this activities made you feel more motivated to learn English? Why or why not?

S3: [00:04:05] Como?

M: [00:04:06] Yeah, it is another kind of question.

S3: [00:04:08] A mi, si! Em va motivar perquè em va motivar a utilitzar l'anglès, la veritat i escriure en anglès. Perquè són activitats que estan bastant bé i llavors són coses que ja no se't fa tan pesat com escriure en anglès i tal. Llavors, si tu vols crear una història, doncs, tu et posaràs la teva implicació en intentar crear la història i llavors, si t'equivoques, et poden corregir i així també aprens a base de prova i error.

M: [00:04:35] Hmm, si, si. Altres?

S5: [00:04:36] Uhhm. Per mi, a mi no em motiva, però perquè jo crec que personalment no m'agrada el teatre, però jo penso que per molta gent pot ser motivador i per altra gent no li agradarà tant.

M: [00:04:48] Si no és per tothom, no? Vale, vale. I altre? ...Others?

S3: [00:04:57] (A la vegada) la implicació, la motivació.

S2: [00:04:59] Bueno...Et relaxa.

M: [00:05:04] (Laughs) Do you think that this kind of exercicis can improve English skills o habilitats? Si pots millorar les habilitats d'anglès, speaking, writing, listening, vocabulary?

S1: [00:05:16] Jo crec que sí, perquè al final t'estàs acostumant a, per exemple, listening a escoltar a tota la gent parlar. També aprens vocabulari, és a dir, pots

aprendre noves paraules. Hmmm, a l'hora d'escriure, si fem alguna activitat escrita, també pots millorar i pots aprendre. I l'altra, quina era?

M: [00:05:38] Vocabulari ho has dit, no?

S1: [00:05:39] Sí.

[00:05:40] És speaking, writing, listening i vocabulary.

S1: [00:05:42] Sí, més o menys.

M: [00:05:43] Sí, has dit tot.

S1: [00:05:44] Sí, crec que sí que et pot ajudar. Si realment, per exemple, si tens interès. Doncs potser sí que fiques més a l'altra part i potser et pot ajudar més. Sí.

M: [00:05:56] Sí, sí. I els altres sí.

S3: [00:06:01] Sí, jo crec que t'ajuda molt, perquè tu pots saber la teoria, però a l'hora de la pràctica, doncs la pràctica més, perquè a classe moltes vegades no practiquem molt speaking perquè el speaking, jo crec, que hem fet 2 cops aquest trimestre. Aquest curs hem fet 2 cops speaking i ja està. Llavors coses com aquesta t'ajuden a millorar, a escriure textos i tu mateix interpretar-los i poder parlar i millorar el speaking.

M: [00:06:28] Algú més vol dir una cosa?

S2: [00:06:31] Més o menys. El que han dit ells. És bastant útil perquè és com aprendre d'una manera diferent.

M: [00:06:37] Vale. Vale. And would you like in the future to do more of this kind of activities in the English, in the English classes?

S1: [00:06:47] Jo crec que poden ser molt útils i en un futur ens poden anar bé, però sempre que la gent col·labori. Si estàs en un ambient on la gent no fa res o no té ganes, doncs al final no es farà l'activitat i no t'ajudarà. En canvi, si és un ambient on tothom fica la seva part i es vol i realment pot ser útil i en un futur ens pot ajudar i altres.

M: [00:07:09] I altres? Pensen igual?

S2: [00:07:12] Que era la pregunta?

M: [00:07:13] Si. En el futur aquest tipus d' exercicis podria ajudar o no, t'agradaria tenir-ho mes a les classes d'anglès?

S2: [00:07:26] A mi personalment sí, perquè jo a mi em costa molt l'anglès i considero que aquestes activitats m'ajudarien més a parlar més i aquestes coses.

M: [00:07:38] Ah, vale. I tu que no t'agrada el teatre?

S5: [00:07:42] No, a mi, no.

FG: [00:07:43] (Laughs)

M: [00:07:43] Clar, això depèn molt de si t'agrada o no t'agrada, no?

S5: [00:07:50] Si!

[00:07:51] Vale, ja està. Voleu dir alguna cosa més? Do you want to say something else?

S1: [00:07:57] Nooo.

[00:07:57] Ok, thank you very much for participation and I have some presents.

S3: [00:08:05] I em sap greu que no va acabar de sortir bé. Però bé.

M: [00:08:09] Ah, no? Però no passa res.

8.2.13. Post-intervention Focus Group 4_Technical.wav

M: [00:00:00] I és sobre les sessions com heu viscut les sessions, vale d'aquests exercicis?

S1: [00:00:07] Durant les sessions vam fer, que vam fer? Vam fer una història, no?

M: [00:00:11] Si, la primera sessió vam fer, vam apartar les taules.

S1: [00:00:15] Si

M: [00:00:16] I vam fer una història.

S1: [00:00:18] Vale.

M: [00:00:18] Primer un joc, em sembla, i després una història.

S2: [00:00:22] Zigzag.

M: [00:00:24] En Zigzag que no funcionava. (Laughs) Moltes coses no van funcionar i en la segona sessió no vam canviar les taules i vam fer un exercici amb ...

S1: [00:00:38] Què vam caminar i ...

M: [00:00:40] Si, vam caminar la segona? Ah, sí, al final vam caminar.

S1: [00:00:46] I ja està.

M: [00:00:47] Però, podeu donar ... com ho heu viscut aquestes sessions? Bueno, eren una mica caòtics. Com era la sala? Com si ... Tot el que .. Jo no dic res ara ... Des de la teva....

S1: [00:01:02] O sigui dir la opinió.

M: [00:01:03] Si, si la opinió sincera. No cal ser políticament correcte. Vale , perquè és una recerca. Saps què vull dir.

S1: [00:01:11] La meva opinió és que la idea de l'activitat està molt bé.

M: [00:01:15] Sí.

S1: [00:01:16] Però la situació a classe no va ser la millor i no vam poder realitzar les del tot bé. Però bé, ho deia, la idea era dinàmica i venia de gust fer les i estava bastant bé. Jo crec.

M: [00:01:31] Que pot ser sincera, eh!

S1: [00:01:32] Si.

M: [00:01:33] No passa res, vale. I bé, si la primera pregunta és què us va semblar aquestes sessions? Voleu dir alguna cosa? Si no faig altres preguntes.

S3: [00:01:45] Jo estic d'acord amb XXX (Name Peer).

M: [00:01:46] Sí.

S3: [00:01:47] I suposo que saber que era una mica caòtic tot, però, bueno, estava bé.

M: [00:01:55] I sabeu per què era caòtic?

S1: [00:01:58] Perquè la gent no feia cas.

S3: [00:02:00] Parlaven molt i ...

M: [00:02:00] Perquè no feia cas? No ho sé perquè no feia cas.

S1: [00:02:04] Perquè la gent s'ho va prendre com a una hora lliure i ja està.

S4: [00:02:07] Al final passes (a de tenir-ho clar la teoria fa xapa,) a fer una mica més dinàmic i clar, com que t'excita i...

M: [00:02:17] Ja, ja, ja. Sí, sí, sí, igual igual. He pensat que era una altra cosa, que no era això. Perquè clar, normalment amb el teatre, necessites estar, no sembla, però necessites estar concentrada. També, és un altre tipus d'exercicis, però clar, igual estàvem molt cansats o penseu que era una altra cosa, no? Pregunto, hé.

S1: [00:02:48] No he entès la pregunta de què feies?

M: [00:02:51] O igual no ens entenem.

S1: [00:02:53] No entenc al què et referies.

M: [00:02:54] Què bé que sabeu per què no heu fet cas.

S1: [00:03:01] Bé, suposo que després d'unes quantes hores estan prenent atenció i fent moltes activitats. Doncs a l'hora de fer una activitat més lliure la gent s'ho va prendre més a divertir-se i no fer tant de cas.

M: [00:03:18] A una activitat com...

S1: [00:03:20] Més seria.

M: [00:03:20] Seria. Sí, sí, sí. Jo tenia aquesta sensació també, però. Vale. I llavors, ara ... Una pregunta llavors va bé alguna cosa més? Vols dir. No?

S5: [00:03:37] It is just that.

M: [00:03:37] Yes

S5: [00:03:39] As you are not like officially a teacher here, that we didn't take you seriously.

M: [00:03:45] Yeah.

S5: [00:03:45] At least the other part of the class, the ones that are trying to be FUN, tell jokes or do anything. That is annoying but makes us laugh. So it make it a bit uncomfortable because it's like losing time also because you're not XXX , but we take her more seriously.

M: [00:04:14] Yeah, yeah.

S5: [00:04:14] It's like more a joke than an actual class.

M: [00:04:17] Yeah.

M: [00:04:22] And If XXX would do this exercises, would it be different?

S5: [00:04:27] A bit different, but It would be chaotic anyway.

M: [00:04:30] Yeah?

S3: [00:04:30] Yeah!

M: [00:04:30] Ok? Ok, ok? Ok, something else? Alguna cosa més?

S1: [00:04:37] No

M: [00:04:38] Ok, ok, Lla propera pregunta. És una mica diferent. Dintre d'aquest caos has de pensar (augh) si aquestes activitats t'ha motivat per aprendre més anglès si o no. Per què? O per què no.

S5: [00:05:01] Not really because theatre is not a thing I like.

M: [00:05:01] Okey.

S5: [00:05:01] For me, it is a thing that exist, but it's something I don't want to do it.

M: [00:05:01] Yeah.

S5: [00:05:01] I would rather to practice with a native English speaker.

M: [00:05:01] Okay.

S5: [00:05:01] And than having some arguments with him. Rather than doing some story, that we actually, we already did storytelling, so it was repetitive.

M: [00:05:31] Hmmhmm

S5: [00:05:31] And its done, it was like it wasn't practice at all. Since we just did some movements, but not speaking or learning something.

M: [00:05:42] Okay, for you it was not like something to LEARN.

S5: [00:05:48] No, to aply , we understand you are not.

M: [00:05:52] Ok, OK, ok, ok I understand. And the others. Els altres?

S1: [00:05:58] Jo estic d'acord que són unes activitats que si t'agrada el teatre et pot interessar més. I si no t'agrada tant, doncs potser no t'interessa tant l'activitat.

M: [00:06:11] Clar, si, si.

S1: [00:06:12] Va una mica així amb el que t'agrada el teatre o no.

M: [00:06:15] No és una activitat per a tothom, no?

S1: [00:06:17] Exacte.

M: [00:06:18] Si a tu t'agrada seria, t'apuntes i ho fas. I si no t'agrada, necessites altra cosa. Més o menys així?

S1: [00:06:27] Si.

M: [00:06:29] Hi penseu el mateix? Podeu pensar diferent, eh?

S2: [00:06:33] Si, és la veritat. Penso el mateix.

M: [00:06:37] Vale.

S3: [00:06:38] Està bé perquè per una part incita com millorar la pronunciació i a practicar-la.

M: [00:06:43] Sí.

S3: [00:06:43] Però bueno.

M: [00:06:45] Però no, no, no ho pots dir (laughs).

S3: [00:06:50] Com per practicar, per practicar i per practicar i tal. No està malament, però no ho sé.

M: [00:06:57] Però no acaba d'ajudar.

S3: [00:06:59] No acaba.

M: [00:07:00] D'ajudar. Sí, clar, perquè la propera pregunta és: què creus que aquests exercicis pot ajudar a les teves habilitats en anglès, com parlar, escriure, escoltar o vocabulari? Clar, heu donat una resposta.

S1: [00:07:19] Si jo vaig veure que com a activitats tampoc era MASSA, no era la gran cosa a dir... tampoc aprenies tant.

M: [00:07:29] Si.

S1: [00:07:29] Era molt del que ja sabies, dir i escriure el text d'aquell una historieta, però ja fèiem coses que ja sabíem. No vam aprendre res nou.

M: [00:07:41] Clar. No havia com input per tu?

S1: [00:07:46] Si.

M: [00:07:46] Okay. I els altres?

S5: [00:07:48] If the activities would be, well haguessin anat bé. We might improve it a bit. Because it was like a native speaker and we needed to understand him, we need to do also the activities. But we take it as a joke, we didn't improve anything, because we were all the time laughing and ... But if, if we take the activity seriously, we will get the skills, we improve a bit and we get more naturally with the English. Also we get more flexible with the vocabulary and we had to maybe be able to read the story like we did with Romeo and Juliet. So we may improve our knowledge by being able to read in english. We can at look out of the internet a lot of more things than just in Spanish.

M: [00:08:57] Yeah, yeah, yeah. Normally, it would be if you do more sessions, on the level of the people and you can do like all texts and read it in different kind of ways and read literature. But of course, there was no time and if you 're know you not concentrated, it is difficult, it's true...Something else? Alguna cosa més?

No? I t'agradaria fer més activitats així en el futur i dintre de les classes d'anglès?
Sí o no? Per què o per què no?

S1: [00:09:44] Jo sí. Però si es prengués més en serio i sigui ho dediquéssim més a aprendre i la gent respectés els torns de paraula i poguéssim fer les activitats bé, jo crec que sí que funcionarien per a practicar la comprensió oral i escoltar als demás. Però com no va ser així, tampoc ho podríem dir com un èxit.

M: [00:10:07] Clar, si la veritat és molt difícil. Si.

S1: [00:10:12] Aquesta és la meva opinió.

M: [00:10:13] Sí, sí, sí.

S4: [00:10:15] Sí. Jo crec que està bé així semblant com per practicar l'anglès, per guanyar més confiança. Amb això de l'anglès, la pronunciació sobretot, i una mica la vergonya, que no et diguin res. Com pronuncies això malament? No sé què.

M: [00:10:31] Vale! Alguna cosa més.

S1: [00:10:33] I una altra cosa que podria anar bé, seria fer-ho una mica per nivells d'anglès. Hi ha gent que pot parlar molt ràpid i molt bé i altres que ens costa més. Com per exemple a mi.

M: [00:10:45] Si.

S1: [00:10:46] I posar-ho per grups no?

M: [00:10:49] Clar.

S1: [00:10:49] Entre els que ens costa no hi hauria tanta diferència i potser ens entendríem més entre nosaltres o alguna cosa així. Podria ser una cosa per afegir?

M: [00:10:59] Clar! Sí, sí. Vale. Moltes gràcies i moltes gràcies per participar perquè al final heu participat. Encara que no tinguessis ganes. (Laugh)

S1: [00:11:12] Que vagi bé!

M: [00:11:12] Adeu!