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Boon or Burden? – The Impact of Drama on Foreign-Language Anxiety

Empirical study findings

Dramapädagogik-Tage / Drama in Education Days 2020, 16–19 July 2020

HTWG – Hochschule Konstanz Technik, Wirtschaft und Gestaltung (Virtual Conference)

Outline

1. State of research –
Drama pedagogy (DP) & Foreign-Language Anxiety (FLA)
2. Our study: Impact of DP elements on FLA
 - 2.1 Research questions
 - 2.2 Study design
 - 2.3 Study results
3. Summary & Discussion
4. Literature

Quick Survey

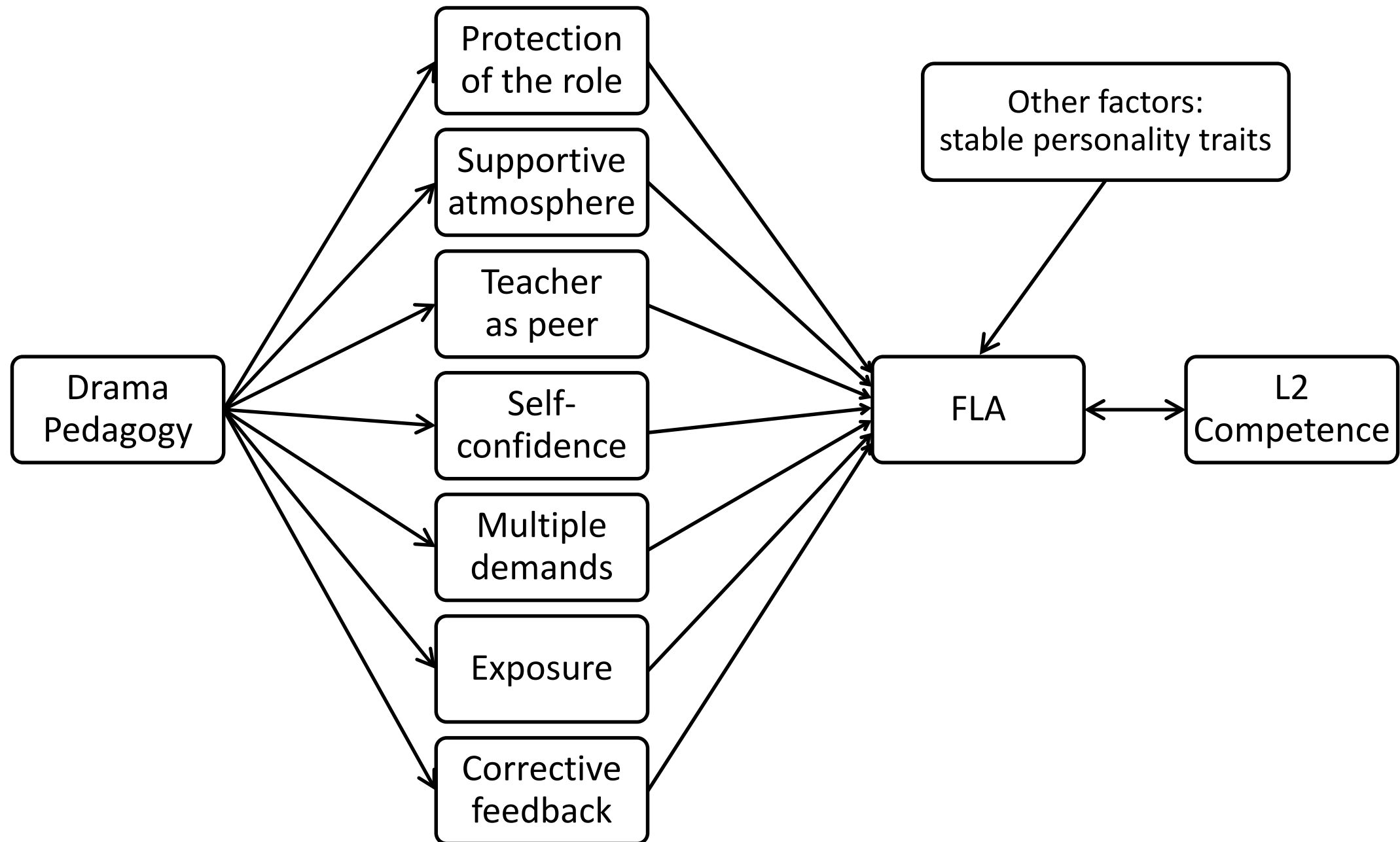
<https://app.sli.do/event/eyielkgs/embed/polls/74dd3fd8-bf28-4faa-b5e8-40d84901b235>

Influence of Drama on FLA?

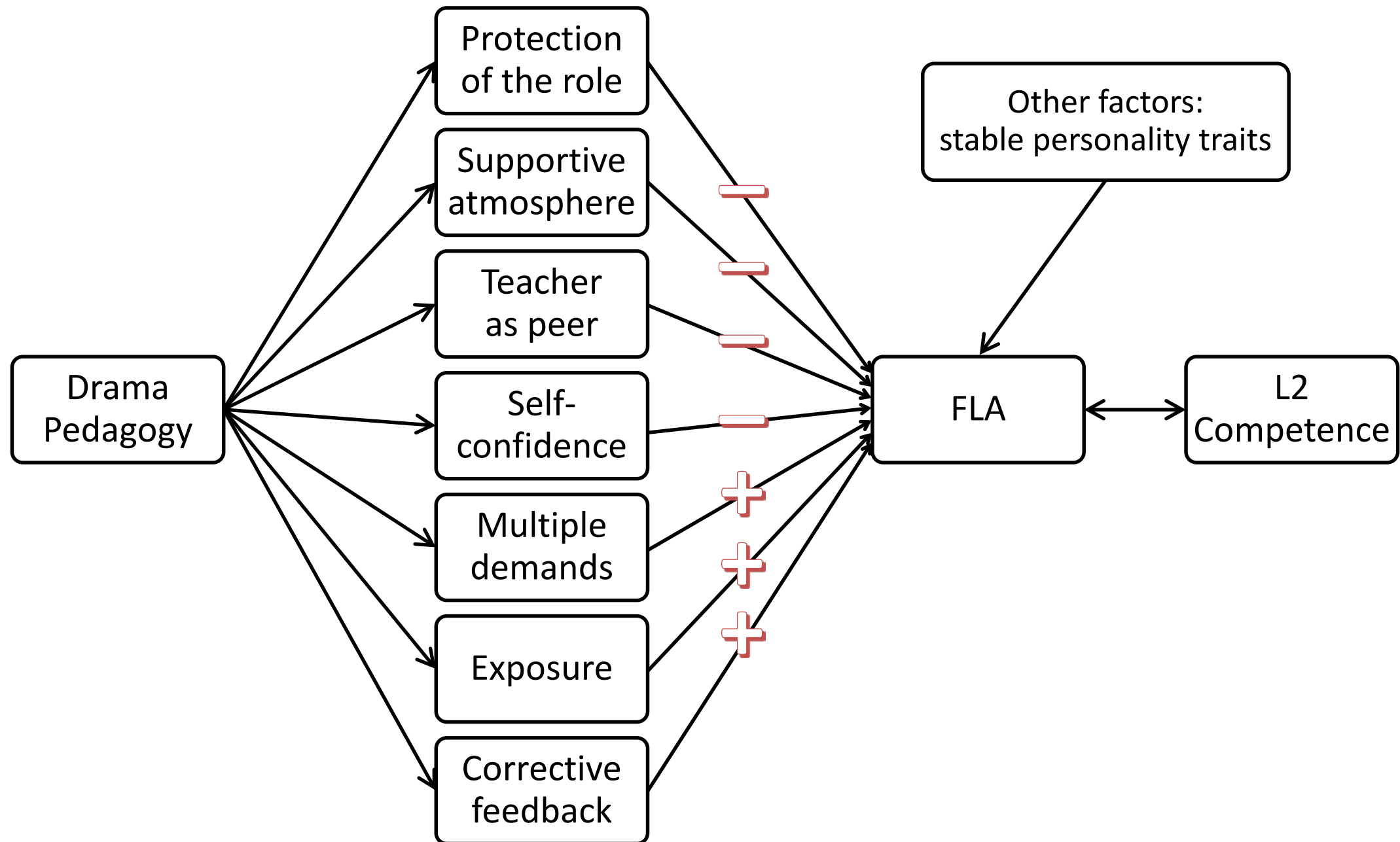
Which impact does drama in the L2 classroom have on students' foreign-language anxiety?

- ... lower FLA?
- ... increase FLA?
- ... none of the above?
- ... both of the above?

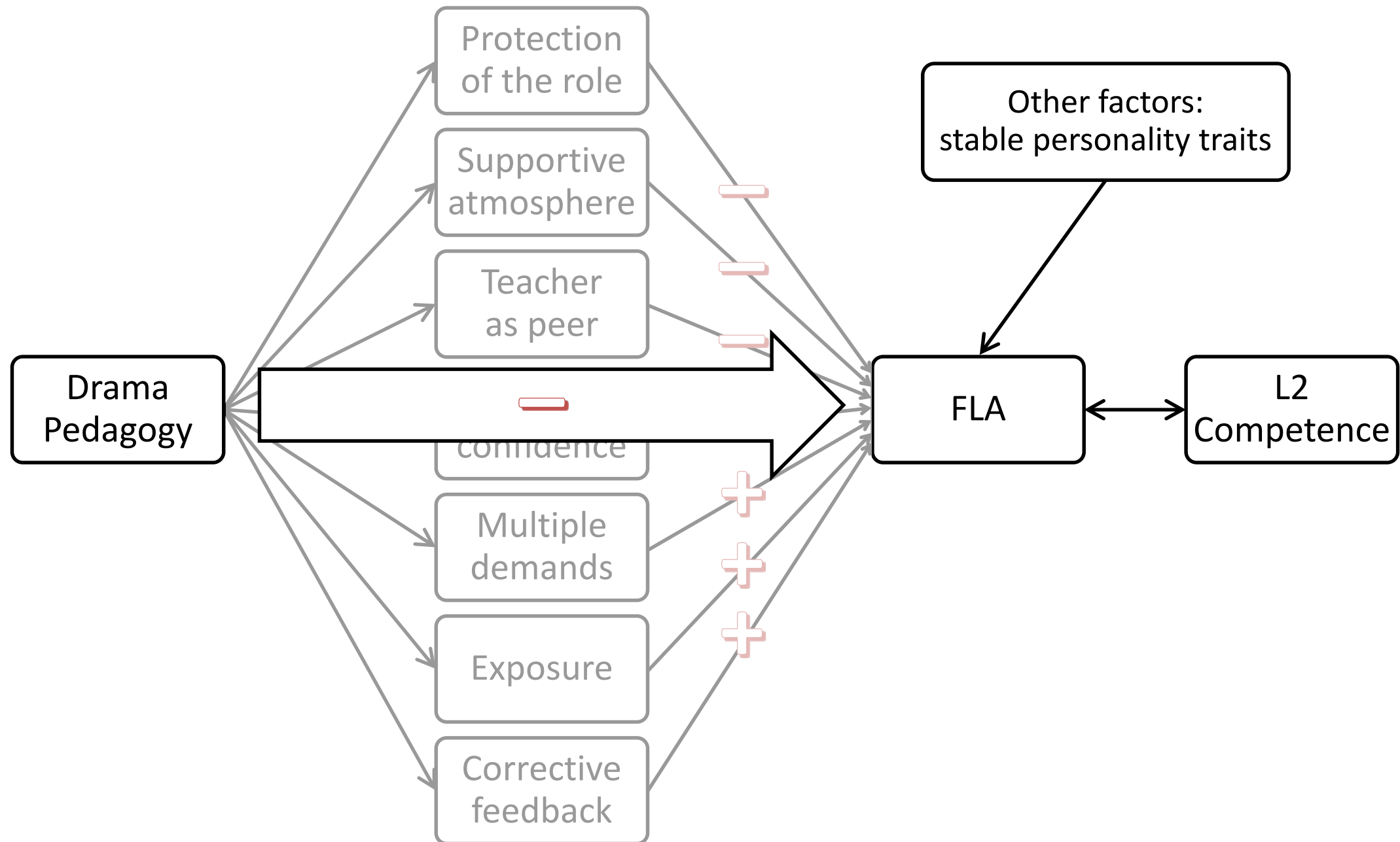
State of Research – Drama Pedagogy & Foreign-Language Anxiety



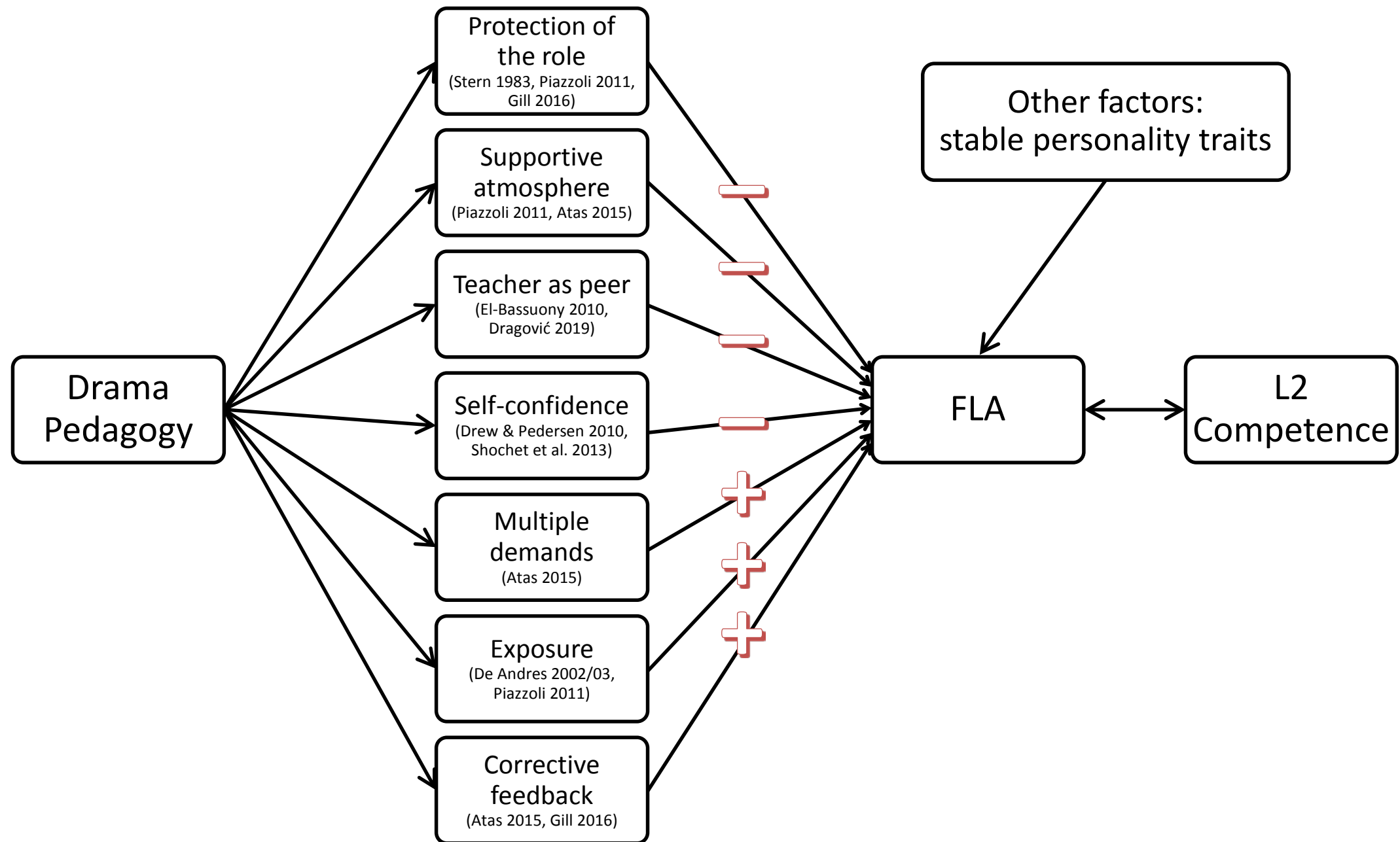
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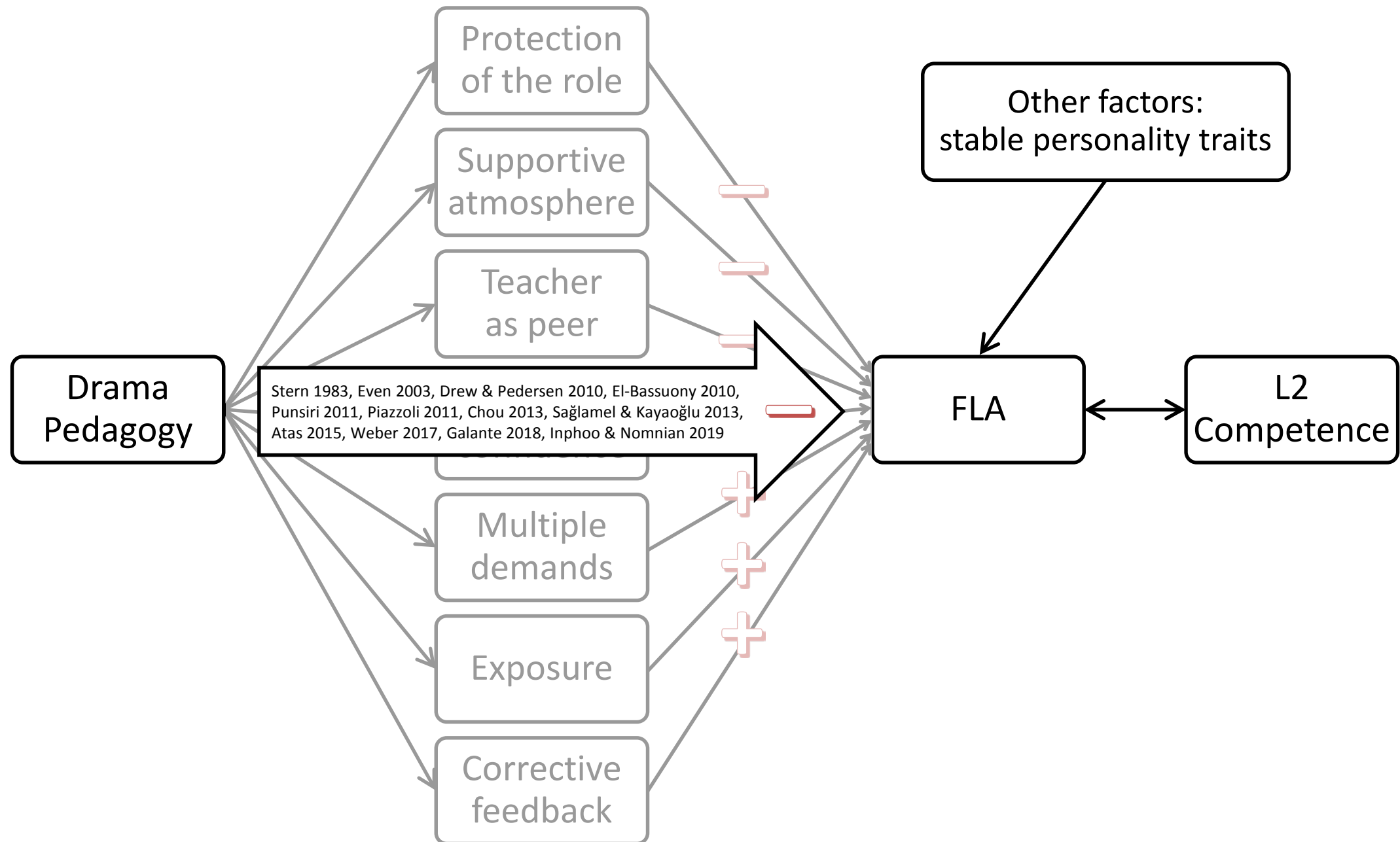
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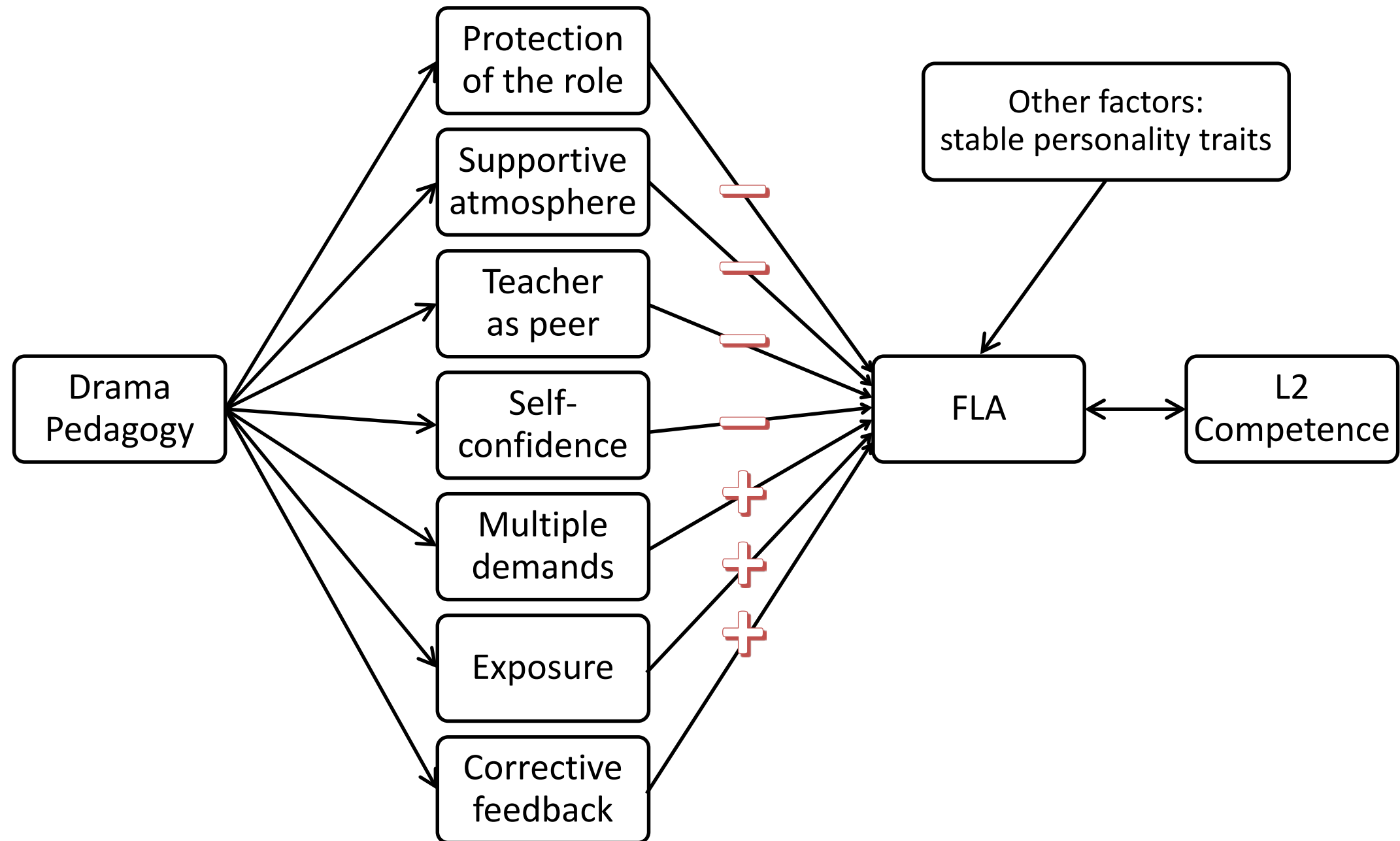
State of Research – Drama Pedagogy & Foreign-Language Anxiety



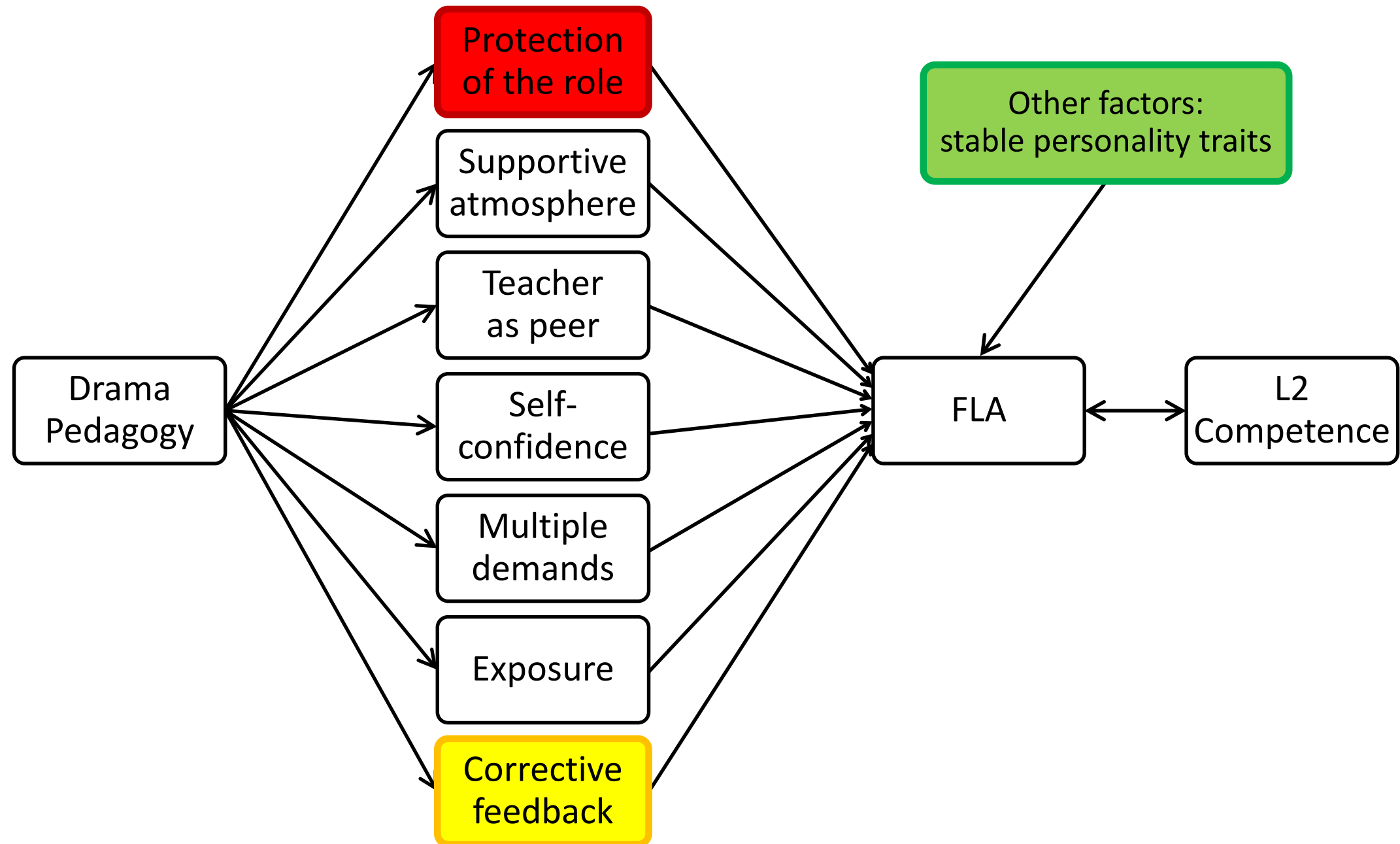
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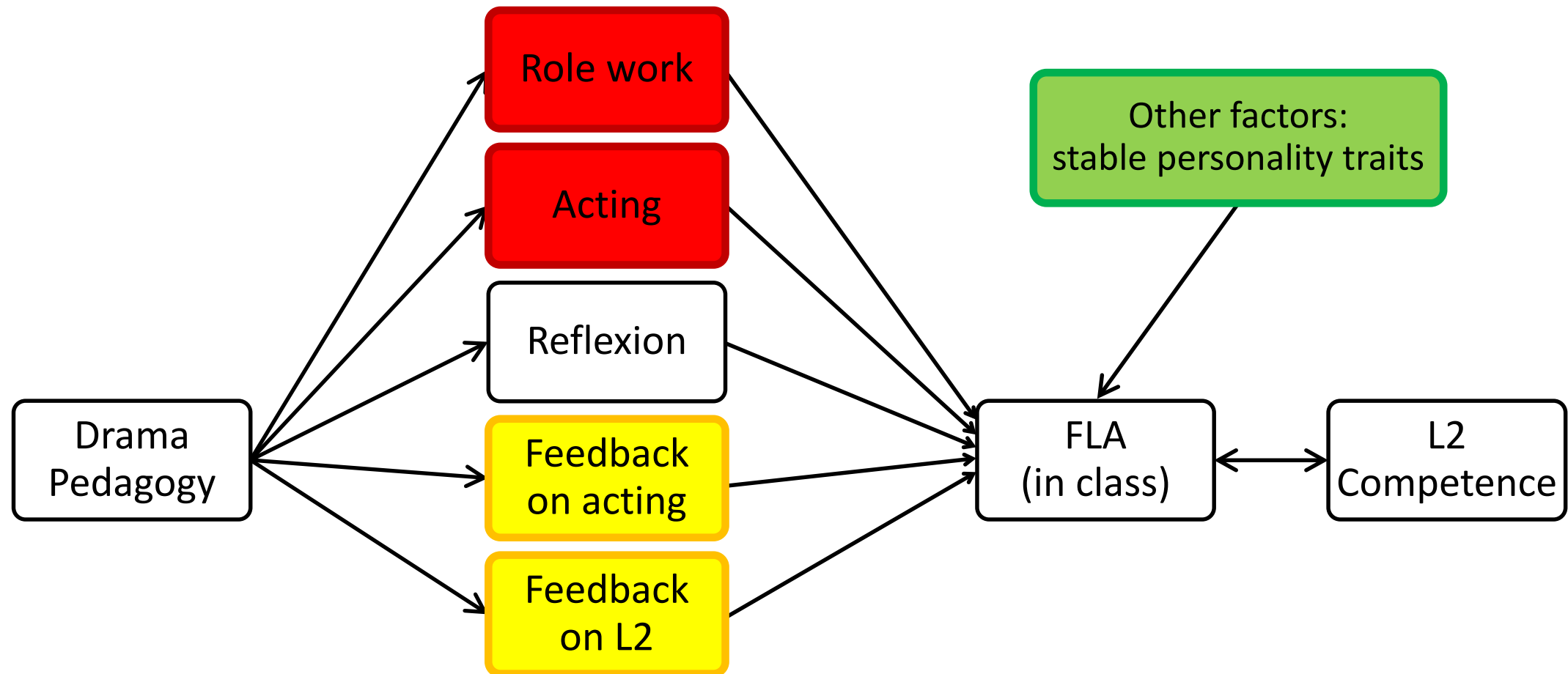
Our Study: Impact of DP Elements on FLA



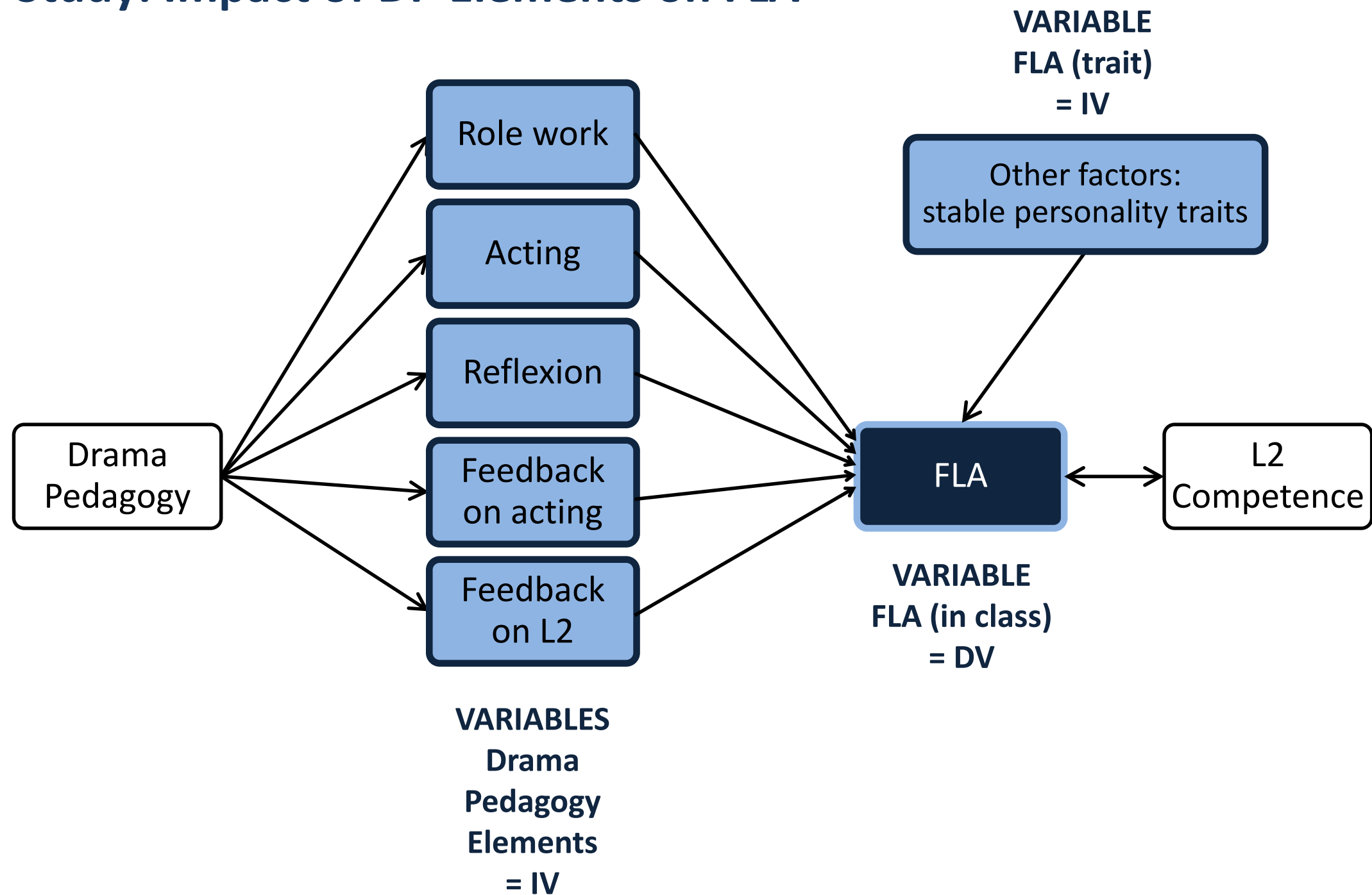
Our Study: Impact of DP Elements on FLA



Our Study: Impact of DP Elements on FLA



Our Study: Impact of DP Elements on FLA



Our Study: Impact of DP Elements on FLA

■ Research Questions

- Which elements of drama pedagogy have an impact on students' foreign-language anxiety?
- Which kind of impact?

■ Drama Pedagogy Elements (= IV)

ROLE WORK, ACTING, REFLEXION, FEEDBACK ON ACTING, FEEDBACK ON L2

■ FOREIGN-LANGUAGE ANXIETY (TRAIT) (= IV)

■ FOREIGN-LANGUAGE ANXIETY (IN CLASS) (= DV)



Our Study: Impact of DP Elements on FLA

■ Quantitative questionnaire (= once)

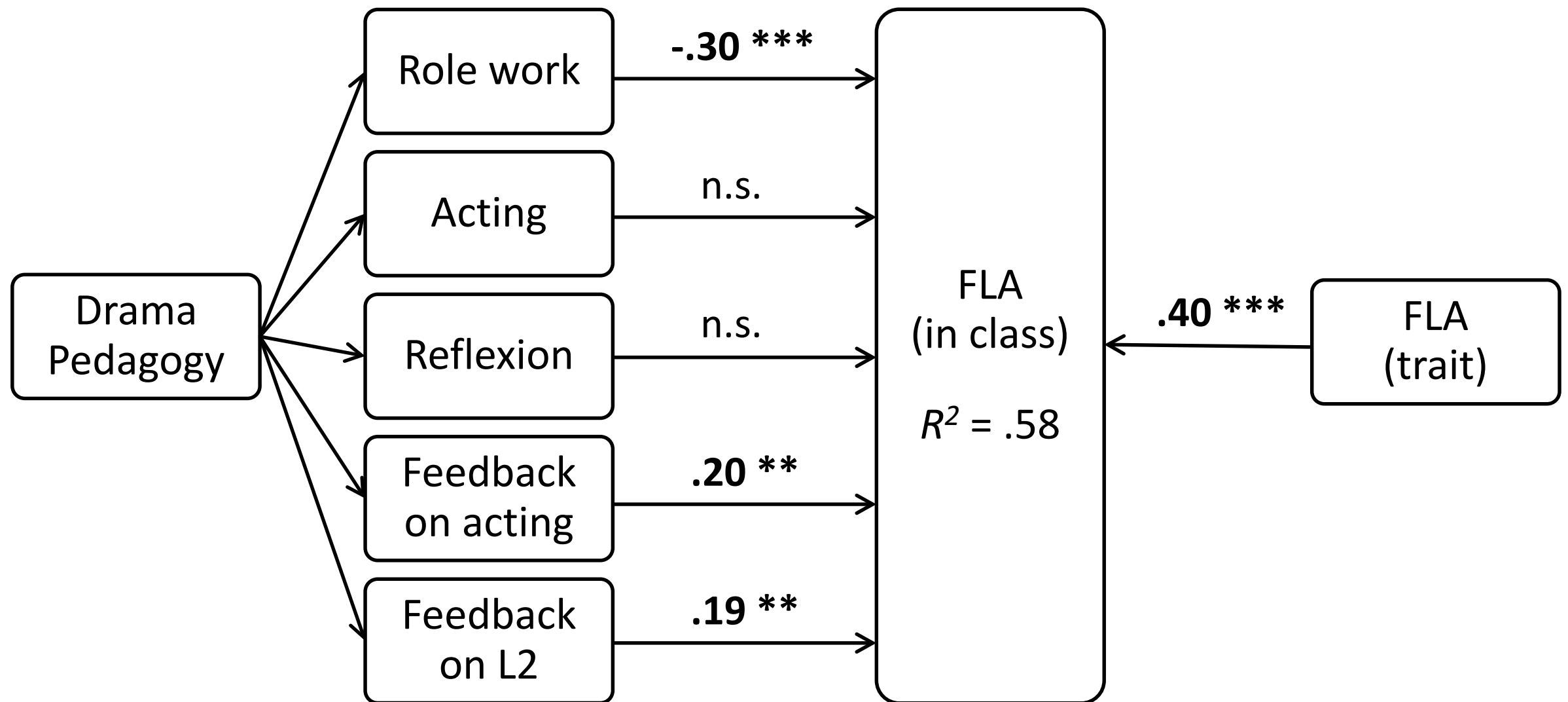
- FLA (TRAIT) Scale “Besorgtheit und Aufgeregtheit gegenüber unterrichtlichen Erzählsituationen” (Faber 2009)

■ Quantitative questionnaire (= each session)

- ROLE WORK 2 items, e.g. “I’ve been thinking about my role today (e.g. what she looks like, what she thinks, or feels).”
- ACTING 2 items, e.g. “I have acted in a drama scene today.”
- REFLEXION 2 items, e.g. “Today I’ve thought about what went well or badly in the drama group.”
- FEEDBACK ON ACTING 2 items, e.g. “The teachers have given me advice on acting today.”
- FEEDBACK ON L2 2 items, e.g. “The teachers have told me something about English today.”
- FLA (IN CLASS) 2 items, e.g. “When I’ve spoken English today, I felt insecure.”

Our Study: Impact of DP Elements on FLA

- Study results: Analysis with a Repeated-Measure Multiple Regression



Summary & Discussion

- Results: The strongest predictor (= FLA as trait) cannot be influenced by teaching.
- Role work-related drama activities will lower FLA, any kind of corrective feedback will increase FLA.
- The findings support earlier theoretical and empirical research.
- We do not know whether these are the strongest FLA predictors.
- The questionnaires collected self-reported data.
- Further research is necessary / welcome.

Literature

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