

Exploring the use of drama-based activities as a learning tool in English oral proficiency development among students from non-Malay-medium national schools: A preliminary study

ABSTRACT

Transitioning from Non-Malay-medium national schools to Malay-medium or English-medium secondary schools proved to be a struggle for many students due to the negligence in developing audio-lingual skills of the second language (L2) throughout the six-years of primary education. This study aims to explore the effectiveness of drama-based activities as a language learning strategy on L2 oral proficiency among the students aged between 12 to 13 years old from Non-Malay-Medium National School. Over a period of five weeks, pre-intervention interviews (on the first week), intervention (over the span of three weeks with two hours per week), and post-intervention interviews (on the fifth week) were carried out. The content of the intervention was adapted from Trinity College London's Grade 4 Communication Skills syllabus. The instruments used for data collection included: (1) pre-determined pre- and post-intervention speaking assessments, (2) classroom observation speaking assessments and (3) oral proficiency assessment rubric adapted from Cambridge English speaking assessment of Common European Framework of Reference Level B1 and a published drama assessment tool focusing on elements such as Grammar and Vocabulary, Pronunciation, Discourse Management, and Task Completion. The results of the post-intervention oral proficiency assessment showed that there was an overall improvement especially in discourse management and task completion.