

UNIVERZITET U SARAJEVU – FILOZOFSKI FAKULTET
ODSJEK ZA ANGLISTIKU

ZAVRŠNI RAD

KORIŠTENJE DRAMSKOG DIJALOGA U STVARANJU
ZNAČAJNIH SEMANTIČKIH VEZA ZA USVAJANJE ENGLESKOG JEZIKA

MENTOR: prof.dr. Selma Đuliman

STUDENT: Enver Kazić

april, 2024.

UNIVERSITY OF SARAJEVO – FACULTY OF PHILOSOPHY
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

FINAL PAPER

THE USE OF DRAMATIC DIALOGUE IN CREATING SIGNIFICANT
SEMANTIC RELATIONS FOR ENGLISH LANGUAGE ACQUISITION

MENTOR: Selma Đuliman, PhD

STUDENT: Enver Kazić

April, 2024

APSTRAKT

Rad će nastojiti istražiti podučavanje engleskog jezika kroz dramatizaciju ispitujući u kojoj mjeri ove dvije discipline mogu dovesti do uspješnijeg procesa usvajanja vokabulara i komunikacijskih vještina stranog jezika, ali i generalnog usvajanja engleskog jezika kao stranog jezika kod djece četvrtog razreda osnovne škole – dobi koja je iznimno relevantna za usvajanje novih znanja i vještina, te pripremanje djeteta za cjeloživotno učenje. Cilj istraživanja jeste i motiviranje nastavnika stranih jezika u odgojno-obrazovnim institucijama, te onih koji će to tek postati, da bez straha prihvate i usvoje ovu savremenu metodu, ali i da ih se potakne da se odvoje od tradicionalnog pristupa podučavanja i da počnu da istražuju i primjenjuju i druge poznate savremene metode podučavanja stranih jezika i pronađu najbolji i najefikasniji način za odgoj i obrazovanje djece pomenute uzrasne dobi.

Glavni zadatak istraživanja jeste ispitivanje i analiziranje teorijskog značaja i dosadašnjih istraživanja na temu usvajanja stranog jezika kroz savremene metode podučavanja - s posebnim naglaskom na usvajanje i učenje vokabulara i vježbanje komunikacijskih vještina, te holističkog načina podučavanja kroz dramu, te njihova primjena u podučavanju engleskog jezika u 4.razredu. I na kraju, praktični značaj koji podrazumijeva da će rezultati ovog istraživanja pokazati u kojoj mjeri je, zapravo, moguće sprovođenje teorije u praksu, te ukoliko jeste - da li je ono zaista uspješno i efikasno. Rezultati će pokazati i kako učenici reaguju na implementaciju spomenute savremene metode podučavanja vokabulara.

Ključne riječi: *drama, kostimi, improvizacija,, podučavanje engleskog jezika kao stranog jezika, tradicionalno podučavanje, savremene metode podučavanja, vokabular, komunikacija*

ABSTRACT

The research and thesis will try to explain the connection between teaching the English language as L2 in Bosnia and Herzegovina primary grade 4 and the concept of drama by exploring how both can lead to the successful method of vocabulary acquisition (together with the communication skills and generally L2 language acquisition). This age group is significant as it is highly relevant for skill upgrading and life learning which can leave a mark for the whole life in pupils' minds. The research also aims to motivate the teachers working and about to work in primary schools to adopt this contemporary teaching method and to move away from traditional teaching; while encouraging them to research further and look for other current teaching methods that can benefit their work career.

The main goal of the research is contemporary teaching analysis – especially the ones tied to vocabulary acquisition and communication skills, mainly focusing on the holistic drama-based teaching method in the L2 field, aiming to prove that these can be successfully conducted in the classroom. The research will also focus on pupils' reception of this particular teaching method. Even if the technique is successfully realized, it is essential to focus on how the pupils feel and if they accept this way of teaching.

Keywords: *drama, costumes, improvisation, learner-centered method, teaching English as a foreign language, traditional teaching, contemporary teaching method, vocabulary, communication*

Table of Contents

<i>APSTRAKT</i>	3
<i>ABSTRACT</i>	4
<i>Table of Contents</i>	5
<i>INTRODUCTION</i>	7
<i>1. VOCABULARY: ITS IMPORTANCE, AND HOW TO TEACH IT?</i>	10
1.1. THE DEFINITION AND TYPES OF VOCABULARY	10
1.2. WHY IS VOCABULARY SO IMPORTANT?	10
1.3. HOW TO TEACH VOCABULARY TO YOUNG ENGLISH LEARNERS?	12
1.3.1. WHO ARE YOUNG LANGUAGE LEARNERS?	12
1.3.2 TEACHING VOCABULARY TO YLL	14
1.4. FROM VOCABULARY TEACHING TO HOLISTIC TEACHING APPROACH.....	16
<i>2. CONTEMPORARY TEACHING METHODS, INTERCULTURAL COMPETENCE, AND INTERDISCIPLINARY TEACHING</i>	18
2.1 WHAT ARE CONTEMPORARY TEACHING METHODS?.....	18
2.1.1. FROM GRAMMAR TRANSLATION METHOD TO COMMUNICATIVE METHODOLOGY	18
2.1.2. MODERN TRENDS OF ENGLISH LANGUAGE TEACHING	21
2.2 THE SIGNIFICANCE OF INTERDISCIPLINARY TEACHING AND INTERCULTURAL COMPETENCE.....	24
2.3.1 INTERDISCIPLINARY TEACHING.....	24
2.3.2 INTERCULTURAL COMPETENCE.....	26
<i>3. DRAMA-BASED TEACHING OF VOCABULARY SKILLS IN ENGLISH LANGUAGE</i>	29
3.1. DEFINING DRAMA AND PLACING IT IN THE EDUCATIONAL SYSTEM.....	29
3.2 DRAMA BASED TEACHING/LEARNING METHOD	30
<i>4. PRACTICAL PART</i>	33
4.1. PARTICIPANTS	33
4.2. IDEA AND OUTLINE.....	33
4.3. INSTRUMENTS.....	35
4.3.1. VOCABULARY TESTS	35
4.3.2 CLASS BOOK LESSON VS. THE DRAMA STORY	36
4.3.3 COSTUMES	38
4.4. PROCEDURES.....	41
4.5. RESULTS	42
4.5. DISCUSSION	46
<i>6. CONCLUSION</i>	48

BIBLIOGRAPHY..... 50

APPENDIX 52

 Appendix 1 – Class Book Lesson: “The Prince and the Pauper.” 52

 Appendix 2 – “In the Jungle Drama.” 53

 Appendix 3 – “Vocabulary Tests.” 55

 Appendix 4 – “Costumes and Costume Making.” 69

 Appendix 5 – “Practical Part Attendance Confirmation.” 70

INTRODUCTION

Vocabulary teaching and learning is usually considered "problematic" but also the most important skill as it is crucial for successful communication and real-life experience. Suppose we closely reread the previous sentence. In that case, we will conclude that vocabulary and communication cannot be separate units but must be connected – as they cannot function if separated. Vocabulary skill upgrading and learning in the process of L2 acquisition is utterly vital in the classroom and beyond. Good vocabulary knowledge means more accessibility and faster understanding in school. In contrast, outside of it, it means a more prosperous life, especially if a certain someone happens to be in a location where that language is the primary language.

On the other side, good vocabulary knowledge also means a more efficient understanding of different language skills – listening, writing, reading, talking (communication), etc. Without vocabulary, all the language rules have no function. Unfortunately, in Bosnia and Herzegovina, most teachers (especially the ones who are working in schools for most of the years and do not work on upgrading their skills) consider that it is the most important if they successfully present the language "rules" (tied to the specific lessons) to the pupils. This also affects the pupils, as they think these rules must be learned if they want to pass or "know" English or any other language. Because of this, teachers and pupils place vocabulary and communication in a secondary place while forgetting that the most crucial aim of language learning is successful and clear communication. Various researchers proved that vocabulary teaching is the most problematic area for many teachers, mainly because they are not sure which method is the most effective or simply because they are not used to putting vocabulary learning in the first place. Furthermore, most of the teachers in Bosnia and Herzegovina consider that successful communication and vocabulary is something that pupils should work on "outside of the classroom," primarily by encouraging them to watch movies or listen to songs in that particular language.

We cannot talk about vocabulary and language acquisition without semantics and its relation to both. We define *semantics* as the study of how linguistic elements carry meaning. As Laura Wagner mentioned, *semantics sits squarely at the intersection between language and cognition, inextricably linked to the linguistic system which conveys meaning and the conceptual system which interprets it.* (Wagner, 2010: 519). To acquire the semantics of language, pupils need to undertake three essential tasks:

- *Recognize the linguistic elements/items*
- *Comprehend the associated meanings*
- *Form a connection between the two*

The good thing is that pupils and children (at a young age) are better and more successful in connecting linguistic elements and their meanings while also trying to find their place and map those in connecting to the real world. A significant number of topics are essential to the study of semantics in the process of language acquisition. However, the most important one for this thesis would be word meaning. It is the most obvious concept in language, and pupils convey mainly meaning through words. Every language has many words, as well as many synonyms that have the same meaning. As Wagner states, *the primary challenge for acquiring word meanings is the problem of reference, or how symbolic elements such as word forms are linked to elements in the world and our specific concepts of them.* (Wagner, 2010: 519). While young language learners are very good at semantics, they learn words (vocabulary) very slowly, they do not initially grasp the referential nature of words. This happens because pupils need to learn words, find their function in the sentence, and acquire meaning, depending on the reference and situation. Moreover, this applies to many different words at the same time. According to Michael Tomasello, there are three stages for learning the meaning of new words:

- ***Whole object assumption:*** *When introduced to a new word, pupils typically assume that it pertains to the entirety of an object. For instance, if the teacher shows the image of a sheep, pupils will describe it as an entire animal rather than specific attributes like its color or shape.*
- ***Type assumption:*** *Pupils tend to understand that a new word represents a category or type of thing, not solely an individual instance. For example, upon hearing the word "sheep," they will connect it to the general concept of the animal species, not just the particular sheep they observed.*
- ***Basic level assumption:*** *When encountering a new word, pupils typically associate it with objects that share fundamental similarities, such as appearance or behavior. (Tomasello M, 2003:43)*

Referring to this and understanding the complexity of semantics while also observing its close relation to vocabulary and language acquisition, we as teachers need to understand the complexity of this and make the process of language learning the most accessible possible for pupils. If we follow traditional teaching methods, we will make this process slower and harder while utilizing contemporary teaching methods alongside creativity, such as the Drama approach for vocabulary learning; we will allow pupils to learn words and their meanings naturally as if they were in the real world.

The perspective that vocabulary can be learned in the same way as grammar (by heart) is fortunately changed by recent studies and the occurrence of the so-called contemporary teaching methods. Current teaching places the learners in an active role, while teachers are more passive. Learners are the ones who lead the classes; they have the most critical part, and they are responsible for individual and group learning. The traditional, outdated teaching methods have no place in the 21st century, especially when vocabulary teaching is in focus. This thesis aims to present one of the contemporary vocabulary teaching methods – Drama-based teaching tested on pupils aged 7 to 9 (fourth graders in primary school). This method was conducted successfully throughout the whole process: lesson introduction, costume making, drama play, and vocabulary test.

1. VOCABULARY: ITS IMPORTANCE, AND HOW TO TEACH IT?

1.1. THE DEFINITION AND TYPES OF VOCABULARY

There are various official definitions of vocabulary, but I want to highlight the one that speaks to me the most. It is a definition by Neuman and Dwyer, who states that vocabulary is *words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)*(Neuman and Dwyer, *In The Reading Teacher* Vol. 62, No. 5, 2009: 385). Another interesting definition is by Michael Lessard-Clouston, who says that vocabulary refers to *the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items - words with specific meaning(s) - but it also includes lexical phrases or chunks.* (Lessard-Clouston, 2013: 9)

However, after reviewing many definitions, we always come to the core, meaning that this language area represents a significant number of words of a particular language that we need to communicate and express our ideas to indicate a specific meaning.

Among the definition, it is also essential to state the types of vocabulary. Some linguists, such as Harmer in “How to Teach Vocabulary,” divide vocabulary into two groups: the active and the passive ones. Although this seems like a raw division, it can be helpful to understand how the pupils and young English learners work on this skill. Active vocabulary is the one the pupils have been taught during the lesson in school and are expected to use successfully. The latter one (the passive vocabulary) represents the set of words that pupils should be able to recognize when they ‘encounter’ them in or outside the school. (Harmer and Thornbury, 1991: 3)

1.2. WHY IS VOCABULARY SO IMPORTANT?

Vocabulary, as an integrated part of every language and as an independent language area, plays a significant role in language acquisition, especially for young English learners. Among many language enthusiasts and researchers, it is considered that the vocabulary decayed for an extended period and that its importance was suddenly recognized and worth researching in the late 20th century. Linguists such as Nation in 1990, Arnaud in 1992, Coady in 1995, and Schmitt in

1998¹ highlighted this area. They made an impact by stating that we should put much effort into vocabulary in the second language acquisition process.

Vocabulary is nowadays viewed as a critical tool for the second language acquisition process, mainly because the poor vocabulary regex often leads to less successful communication, both in and out of the classroom. Schmitt underlines this idea by stating that *lexical knowledge is central to communicative competence and the acquisition of a second language*. (Schmitt, 2000: 55). This statement is constructive in understanding second language knowledge among young English learners. Successful pupils often have a rich vocabulary that helps them know what is expected from them: tests, tasks, colleagues, a teacher, etc. All together, leading to better performance. Nation states that vocabulary leads the most critical role in all language skills (listening, speaking, writing, and reading) (Nation and Webb, 2011: 7). On the other side, the lack of vocabulary skills usually represents the main obstacle for second-language learners and pupils. Language is an expression tool, and we must express ourselves to be understood. Is this what we, as teachers, often miss when trying to understand why our students cannot understand what is expected from them or, perhaps, why they cannot get better grades and show better knowledge? This may be a great question to ask ourselves. We need to pay more attention to the teaching of vocabulary.

Nevertheless, how should we teach vocabulary, then? According to Meara, vocabulary has been recognized as second language learners' *greatest source of problems*. The reason behind this is

¹ Ian Stephen Paul Nation (born 28 April 1944) is an internationally recognized scholar in the field of linguistics and teaching methodology. As a professor in the field of applied linguistics with a specialization in pedagogical methodology, he has been able to create a language teaching framework to identify key areas of language teaching focus.

Arnaud Fournet – French linguist with structuralist leanings, a macro-comparatist with a special focus on Indo-European, Uralic, Caucasian, and Siberian languages.

James Coady is the linguist and author of books such as *Second Language Vocabulary Acquisition*.

Norbert Schmitt (born 23 January 1956) is an American applied linguist and Emeritus Professor of Applied Linguistics at the University of Nottingham in the United Kingdom. He is known for his work on second-language vocabulary acquisition and second-language vocabulary teaching. He has published numerous books and papers on vocabulary acquisition.

that vocabulary, unlike grammar, syntax, or phonology, does not have patterns or rules that pupils can follow (it is not specified in the process of vocabulary learning what restrictions apply where or which vocabulary groups should be processed first).

If we are speaking about vocabulary skills that pupils and teachers should pay attention to, we are also talking about the so-called ‘vocabulary mastery.’ This mastery is a must if one wants to understand the other. In the words of Rivers, vocabulary mastery *refers to the great skill in processing words of a language. It is an individual achievement and possession* (Rivers,1989: 125). Successfully achieving vocabulary mastery should be a focal point in pupils’ minds, and we, as teachers, need to motivate them and raise their interest in the words of a second language.

1.3. HOW TO TEACH VOCABULARY TO YOUNG ENGLISH LEARNERS?

1.3.1. WHO ARE YOUNG LANGUAGE LEARNERS?

The term known as ‘young language learners’ (YLL) and its meaning were in focus to many special interest groups and organizations (e.g., IATEFL and EALTA), conferences, networks, professors, teachers, linguists, and other researchers. Why are YLLs so essential, and what makes them unique?

According to Hasselgreen, YLLs are *defined as learners from five years up to around 12/13 years, reflecting the lower and upper limits of primary school education, at least in Europe. YLLs are unique because they are children* (Hasselgreen, 2000: 262). This author also lists several features that explain this idea. YLLs are recognized for their openness and enthusiasm for acquiring new languages and their need for fresh, modern, or even exclusive teaching methods. This is because the L2 language and its meaning are produced differently by YLL than by adults (Hasselgreen, 2000: 262). In the history of second language teaching, the more formal study of language teaching and its output had a default group, not the YLL, but adults mostly. Methods based on this age group proved successful back in time, but nowadays, they are set in different language learning environments and becoming less efficient. This is when the more naturalistic approaches and theories took place and were acknowledged as relevant to the second language acquisition process. It is essential to mention Mitchell and Myles, who highlighted the unique capacity of the young language learners group by marking it as the critical age group for successful language acquisition. (Mitchell and Myles, 1998). In 2002, the European Council recently did a

project in Barcelona where two foreign languages should be taught from a very early age – which proved to be very fruitful. Soon after, the second foreign language teaching started moving from secondary to primary school. (Rixon, 2000).

It is crucial for language teachers to know and understand young learners' characteristics as it may and will influence various aspects of the teaching process to have a good teaching style, teaching methods, materials, lesson plans, and generally, the approach to get to their heads and hearts. According to Pinter, children's characteristics can be both biological and social. While biological ones have to do with their inborn characteristics that are continually growing and changing, the social point of view is seeing children as the ones who need our help to expand their knowledge (Pinter, 2006). Pinter further explains that the YLLs have a high tendency always to try new things and continuously explore from concrete to abstract. This is why teachers should avoid teaching abstract and theoretical concepts and instead focus on concrete ones that children can understand and connect with. Teachers should always give new experiences to YLL because, as Harmer informs, *young learners actively construct meaning from their experiences* (Harmer, 2001). Harmer also explains that YLLs start to understand not only from explanation but from their seeing and hearing senses, especially when they can touch and interact with objects, meaning when they can experience something (Harmer, 2001). Therefore, children in primary and elementary schools generally learn successfully via physical activities by doing something through the so-called 'hands-on' experience. In other words, the learning for YLL will come from real experiences and not abstract explanations. By referring to this, it is a must for teachers to tend to create enjoyable, entertaining, fun lessons for YLL. This is because YLLs have short attention spans and get bored quickly.

According to Brown, YLLs are very active, fast learners. They love talking about themselves and usually enjoy learning about something they can use and benefit from. In other words, they relate to understanding what they are doing. They remember best when the teaching and learning process is engaging, meaningful, and functional. Teachers should give them opportunities to make their own choices rather than telling them what to do (Brown, 2001: 56).

1.3.2 TEACHING VOCABULARY TO YLL

‘Commonly, there are several techniques concerning the teaching of’ vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learned, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible.’²

Young learners learn vocabulary fast but are slower to determine structures. This is because words have direct meanings, while the structures are more abstract and evident for them. Pupils need to learn and use words in a relevant context to process them in their heads. This is a process of establishing various relations to other words or expressions, which we can also understand as a network build-up. Duffelmeyer states that how words are learned is vital in language acquisition and affects how they are perceived. Otherwise, the pupils’ knowledge has a surface meaning, only missing the essential meaning of the word itself (Duffelmeyer, 1979). Referring to this, teachers should avoid the complicated ways of vocabulary teaching and accept various methods that tie the terms to students’ experiences. Pupils need to be active and directly involved in learning words. Their motivation for vocabulary learning is straightforward – it should be fun and enjoyable! This is why teachers should put much effort into creating a fun classroom atmosphere where vocabulary is playful without fear of being mistaken (Thornbury, 2002: 34). Another essential aspect of vocabulary learning and teaching is the movement that pupils need to experience to connect their gestures with individual words - *words are better understood when children physically act them out in the sequential order found in basic sentences* (Stewing and Buege, 1994: 123). Referring to this, let us look at some techniques for teaching vocabulary, as stated by Brewster, Ellis, and Girard:

² See more at: http://www.uobabylon.edu.iq/eprints/publication_12_16825_913.pdf (Retrieved June 16, 2020).

- **USING OBJECTS:** *This technique reflects the vocabulary teaching by using realia, visual aids, and/or various demonstrations. These are great in helping the pupils to remember words more successfully since human memory for objects and pictures is much more effective and reliable. The visual techniques act as cues for remembering words (Takač, 2008: 73). Besides, Gairns and Redman state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary (Gairns and Redman, 1986: 85). Teachers should use objects to show words' meanings when the vocabulary is focused on definite nouns. It is proven that introducing a new word by showing the real object along helps pupils to memorize the word through the process of visualization.*
- **DRAWING:** *In cases when we cannot provide physical objects, pupils' memory can be awoken through the illustration of a specific item that belongs to our vocabulary group we are teaching. The objects can be either drawn down on the blackboard or flashcards and even by using digital computer software. All of the can help the pupils understand the main points they learned during the lesson.*
- **ILLUSTRATIONS/PICTURES:** *Visual representations of any kind, including the pictures, help the pupils to connect prior knowledge to a new concept or a story and, ultimately, during the process, help them learn new expressions/words. The meaning of unknown (new) words become apparent and known. Almost all sorts of vocabulary can be presented via visual pictures. However, let us define what those exactly include; illustrations and pictures often include posters, flashcards, various charts, magazines, drawings, photographs, etc., and they come from many different sources. Among these, the so-called 'vocabulary books' and 'illustrative books,' and even some visually rich coursebooks can be helpful for young English learners. They contain a lot of appealing pictures that tend to explain the target words. Modern teachers should be aware of these and must not be limited to use material they find in school, but also be eager to research and create their materials that can help the pupils understand word meanings and ultimately widen their vocabulary range.*

- **SYNONYMS AND ACRONYMS:** *Some words can be easily explained through their opposites. The pupils find the comparisons of target words with their acronym exciting, and it is has been proven that this helps them understand and remember them with ease. Of course, we have to be aware that this hack cannot be used with almost every word. It is challenging to contrast the words when their opposite is gradable. In this case, instead of using an acronym, one can use a synonym instead. Learning synonyms is a popular way of expanding one's vocabulary. Monolingual dictionaries can be an excellent tool for this type of teaching as they are famous for using the synonyms when explaining a specific word. (Ideas from: Takač, 2008, Gaims and Redman, 1986).*

1.4. FROM VOCABULARY TEACHING TO HOLISTIC TEACHING APPROACH

As we concluded previously, the importance of having fruitful vocabulary skills purports the faster and more fundamental understanding of what is expected from a pupil in the school, while outside the school grounds represents the successful life experience, especially if a pupil finds oneself in a language-speaking environment. The vocabulary teaching and learning in the language acquisition process is often considered the most critical point as there is only successful communication with a wide vocabulary regex. The professor and linguist Cameron Lynne³ states that vocabulary upgrade is the center of a language acquisition process for young English learners.

This age group proved to be the most fruitful for vocabulary acquisition. Unfortunately, vocabulary teaching still needs to be the main focus in elementary schools in and out of Bosnia and Herzegovina. However, one thing is absolute here: we cannot and must not teach communicative competencies and skills individually but rather together. This is where we come to the so-called 'holistic teaching approach,' which every modern teacher should be familiar with. What exactly is the holistic teaching approach?

The idea of a holistic approach to teaching occurred when the debates on integrating different language skills with Schurr's 'whole language approach' in 1995 took place. This term appeared in Myers and Hillard's 'Childhood Education' book in 1997, where it became prominent by highlighting the integration of different language skills and technology as the dominant teaching

³ Professor Lynne Cameron is Professor of Applied Linguistics at the Open University and ESRC Global Uncertainties Research Fellow.

approach. In 2006, Nunn also focused on this term as he explained that language learning significantly moved forward with a holistic teaching technique. By referring to Schmitt, he states that *the last thirty years has seen a move towards viewing language in much more integrative and holistic terms* (Schmitt, 2002: 22). He also put attention to skills integration (by connecting it to the terms ‘interaction’ and ‘task continuity,’ ‘task outcome,’ and ‘real-world focus’) by claiming it as a prominent feature of language learning and teaching process (Nunn, 2016).

By referring to this, we come to inspiration for choosing a drama-based teaching approach as an exciting teaching method that indeed depends on a holistic teaching approach. Before reflecting on a drama-based practice in acquiring English language vocabulary, we will first explain the terms ‘contemporary teaching methods,’ ‘interdisciplinary teaching,’ and ‘intercultural competence’ in the following subchapters, as these are all tightly connected.

2. CONTEMPORARY TEACHING METHODS, INTERCULTURAL COMPETENCE, AND INTERDISCIPLINARY TEACHING

2.1 WHAT ARE CONTEMPORARY TEACHING METHODS?

2.1.1. FROM GRAMMAR TRANSLATION METHOD TO COMMUNICATIVE METHODOLOGY

It is a fact that second language teaching has witnessed the tremendous change over the years, especially over the last fifteen years. This is because the pupils became much more burdened with studying, learning the various materials, and lectures with the relevant information from strictly prescribed sources. The previously neglected alternatives in second language teaching are gaining much more importance nowadays, such as communication skills, interpersonal skills, intercultural competence (explained individually in the next chapter), technical expertise, etc. On the other hand, global competition for survival has become more challenging, with various disciplines demanding excellent English knowledge. Referring to this, the English language teaching process had to undergo a great transition from a traditional to a modern approach. However, this did not happen fast, and it is still developing in certain countries, including Bosnia and Herzegovina. Everything is rapidly changing in the digital era, but the English curriculum in both primary and secondary schools has undergone slight changes in the last century.

The history of learning and teaching a second language was always an essential part of education. We are all aware that the Latin language dominated fields such as education, religion, and government. At the beginning of the 16th century, French, English, and Italian languages gained much importance together with the political changes in Europe. Nevertheless, the status of Latin language teaching became the ‘model to follow’ with the accent of robust analysis of grammar from the 18th and 19th centuries. Unfortunately, this model remained present in many schools worldwide, even though the Communicative language teaching model occurred in the 21st century.

As we previously stated, communication and vocabulary are groundbreaking upon which any idea can progress and develop in second language teaching. Teachers who practiced the Grammar-Translation method in language teaching (from the previous decades) primarily rely on the chalkboard as the primary tool for communication skills and the nuances of the English language. The chalkboard was soon replaced with the head projectors as a different medium for

the teacher-dominated classroom. A teacher-dominated classroom is a setting where the teacher gives instructions, and the content is delivered to the class by a teacher who emphasizes factual knowledge. In different words, the teacher provides the lecture while the pupils listen to them. The teacher has a dominant (active) role, while the pupils have the passive (submissive) one with little participation in the learning process. This method stayed present for an extended period, but eventually, it proved much more unsuccessful than fruitful. This idea led to the so-called Audio-Lingual Method. The ALM is especially famous for the use of audio-visual aids and is also called a 'direct method.' As we stated, it was a reaction to GTM with the idea that pupils should think directly in a foreign language. This method teaches the language intending to create a direct connection between words and their meaning. It also aimed at improving pronunciation. At the beginning of the 21st century, the ALM was replaced with the so-called 'communicative methodology.' This method of language teaching emphasizes real communication rather than the activity itself. This method opened the door to what we know as the 'modern trends' of second language teaching.

Methodological features of GTM by *Gabriel Tejada Molina, María Luisa Pérez Cañado, and Gloria Luque Agulló*:⁴

⁴ See more at: <https://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf> (Retrieved April 12, 2020).

Content	Linguistic notions: Rules and exceptions, Morphology of words, Syntax: Parts of the sentence, Simple and complex sentences
Objectives	The study of literary works is the ultimate goal, The reaching of conversation is postponed and underestimated, Extra-linguistic goal: mental gymnastics
Materials	The grammar book, The dictionary
Procedures	Explanations in the mother tongue by the teacher, who has a central role, Meta-language used for grammatical notions, Practice exercises to apply the notions in a deductive way, Memorization of long vocabulary lists, Reading comprehension and vocabulary exercises of a text, Translation of literary texts, Compositions
Assessment	Exams to evaluate the capacity to understand written texts and to translate sentences

Methodological features of the Direct Method by *Gabriel Tejada Molina, María Luisa Pérez Cañado, and Gloria Luque Agulló*:⁵

Content	Spoken everyday language, Gradual sequence
Objectives	Capacity to ask questions and to answer, Listening and speaking communicative skills
Materials	Posters, real objects, realia, and texts
Procedures	Direct techniques with no use of L1: immersion, Questions and answers, Small groups and native speakers
Assessment	Conversation and interview exams

⁵ See more at: <https://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf> (Retrieved April 12, 2020).

2.1.2. MODERN TRENDS OF ENGLISH LANGUAGE TEACHING

The English communication learning method is appreciated among modern teachers because it is more pupil-centered and less time-consuming. It promises a successful teaching quality that improves pupils' English communication and further develops their communicative competencies.

Teachers who use this modern method use a wide range of descriptive texts or rely on the English translation of literature as a part of a lecture. Different accents in listening activities and the use of the English language are needed in the classroom where this language is being learned. Some researchers also suggest that with tablets and smartphones on the plate, textbooks and coursebooks will soon disappear entirely. This method also focuses on fostering students' thinking and learning activities. It is expected from modern teachers to engage in a continuous professional development process. They should also seek professional learning activities from the beginning to the end of their teaching career. New trends in English language teaching, such as the 'interactive approach' that highlight the importance of interaction, are famous for the following activities:

- *Brain Storming*
- *Think pair and share*
- *Buzz session*
- *Q and A*
- *Total Physical Response (TPR)*
- *YouTube Videos*
- *Quizzes*
- *Puzzle pieces*
- *Drama and Theatre activities, etc.*

Referring to this, we can conclude that communicative language teaching emphasizes the process of communication itself rather than the mastery/rules of language.⁶ In the digital, modern age, successful English teaching and learning happens when teachers and pupils actively

⁶ See more at: <https://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf> (Retrieved April 12, 2020).

participate, sharing responsibilities mutually. A current English teacher also needs to learn the needs of pupils, both generally and individually.

In the article 'Ten Helpful Ideas for Teaching English to Young Learners,' Dr. Joan Kang Shin⁷ that was published in the prestigious *English Teaching Forum*⁸ journal, the author provides future or current English professors with ten effective practices they can use for the most effective teaching of young learners. The author directly declares in the text that all of the given ideas came from various discussions and assignments done in an online EFL teacher education course; all project participants come from different countries, which suggests that the results are as accurate as possible. In the introductory part, Dr. Shin highlights the fact that levels of language proficiency (no matter how old the learner is) depend on many factors, including the type of curriculum and the number of hours spent on English language usage; this fact especially drew my attention because I also think that every teacher should motivate and advise their students to use and speak English outside the classroom too. This can be achieved by reading books and watching cartoons in English, or we can tell our students to talk in English with themselves or their friends whenever they can. The author then defines the term young learners (children from 7-12 years old), clearly differing it from the term very young learners (children under the age of 7) and also stating that the following helpful ideas can apply to children from 5 to 12 only. From ten given beneficial ideas for teaching young learners, Dr. Shin, let us reflect on five of them, which are the most important ones for this thesis:

- ***Supplement activities with visuals, realia, and movement:*** *In this case, we define realia as objects or actions used to relate classroom teaching to real life, especially of people studied. The young learners lack psychical energy and get bored quickly; sometimes, every teacher has to be a magician to transmit their knowledge to those little brains. Dr. Shin suggests that every teacher who works with young learners, therefore, should use colored*

⁷ Joan Kang Shin, PhD is a Professor of Education at George Mason University and Director of Mason's Global Online Teacher Education Center (GOTEC).

⁸ The journal was made for all teachers of English language as a foreign or second language and it was first published in 1962. According to the statistics from the journal's official website it counts over 200,000 constant readers, which proves that it is successful for more than 50 years. All of the articles are written by famous scholars, readers from all over the World and many editors. The journal only contains articles regarding the theory and the practice of English teaching, but also many helpful ideas for English professors all over the World. Each journal's issue consists of several main parts: articles, reader's guide, teaching techniques, my classroom, try this and the lighter side.

visuals and things that are familiar to children (toys, puppets, objects that match those in the given material, etc.); he claims that all of this makes language input more efficient. The author explains in detail how we can create and prepare these materials, but he also draws attention to gestures that should not be separated from the material in this case.

- ***Move from activity to activity:*** *The importance of fast activities change is also the critical step towards successfully teaching young learners; according to Dr. Shin, teachers should not stick with one activity for more than 15 minutes because, as we said, young learners do not have the patience for the static practices. Young learners need as much as possible different activities to be physically present in the classroom. Another great piece of advice regarding this topic is that the teacher should connect every activity with the game.*
- ***Teach in themes:*** *This tip is directly connected to the previous one. Dr. Shin mentioned above that every teacher should move from activity to activity often and fast, but those activities must be related to the subject matter. Why? Simply because we do not want to confuse our students by providing them with much different information in a short time. Their cognitive skills still need to be fully developed, and this rapid information change can confuse them. Conversely, similar thematic units that revolve around the same topics can help children understand the lecture more successfully and focus more on the content, as Dr. Shin claims.*
- ***Establish classroom routines in English:*** *Dr. Shin informs us that young learners enjoy exercises, repetitions, and structured environments. This means that every teacher should create a set of rules or establish the structure they will present to the particular teaching group and obtain it every time; in this way, children will feel safer and more confident, and they will be prepared for the future school system.*
- ***Collaborate with other teachers in the school:*** *Dr. Shin warns us that it is vital to keep our relationships with other teachers in our surroundings because, in that way, we can enrich our and our student's learning experience and connect our lectures with the lessons children dealt with in other classes.*

At the end of the article, Dr. Shin presents his so-called TEFL Community Triangle that should admonish every (future) professor on how important it is to hold productive relations with other English Language professionals in their country and all around the World. All people engaged in English language studies are part of the community Dr. Shin created.⁹

2.2 THE SIGNIFICANCE OF INTERDISCIPLINARY TEACHING AND INTERCULTURAL COMPETENCE

2.3.1 INTERDISCIPLINARY TEACHING

Interdisciplinary learning and teaching of a second language have been an essential issue since around the 1890s. In the early 20th century, education theorist - John Dewey paid much attention to this teaching style. Until the 1980s, most educators favored the so-called discipline-field learning and feared that interdisciplinary teaching would threaten the integrity of the disciplines. However, by the end of the 1980s, educators started to gradually understand the fact that interdisciplinary learning and teaching could and should expand the traditional teaching style by developing higher-order thinking skills and discipline-based knowledge in an integrated way. Nowadays, interdisciplinary learning is widely accepted, but what does it represent correctly?

This style is famous as it affects teachers and students while encouraging them to develop links in the fields. It also helps them foster more powerful thinking skills to make a comparison that connects various disciplines. It is also essential because when the teacher can relate the disciplines associated with students' daily lives, it is proven that the students will find the content more exciting. Interdisciplinary learning and teaching, therefore, positively impacted students and teachers. According to Stephen, T., and Stephen, L., the *interdisciplinary approach helps students construct a more integrated web of knowledge, facilitates the assimilation of new information, and increases students' understanding of and appreciation for ideas they already possess* (Lafer and Tchudi, 2000: 45).

Referring to this, teachers in all fields should recognize the value of the interdisciplinary approach and continue to look for connections between disciplinary knowledge and their students' real needs and interests. It is a fact that 21st-century students live in a rapidly changing digital age. Economic, demographic, and environmental forces are shaping their lives across the Globe by

⁹ See more at: <https://files.eric.ed.gov/fulltext/EJ1107890.pdf> (Retrieved January 12, 2021).

increasing their intercultural encounters daily across different media. Suppose we want to determine which skills modern teachers need to promote education and learning required for the future. In that case, we need to start by reflecting on pupils instead and asking ourselves which competencies they need to succeed. To cope with this, some countries are currently rethinking their educational system, while others already did. According to Brown, one of these is Finland (often praised for its exemplary educational system), which introduced a new curriculum based on the interdisciplinary teaching and learning approach in 2016. Brown further explains that Finish students use a topic and look at it through multiple disciplines. Instead of a traditional approach where they would divide learning into several individual fields, the students are learning the required knowledge and skills by examining certain phenomena in a real-life context. The most critical skills they need are:

- *Critical thinking,*
- *Creativity,*
- *Innovation,*
- *Teamwork, and*
- *Communication* (Brown, 2009: 134)

Among Brown, Spiller also reflects on the importance of the interdisciplinary approach by referring to Professor Kirsti Lonka and notes the following:

Traditionally, learning has been defined as a list of subject matters and facts you need to acquire - such as arithmetic and grammar - with some decoration, like citizenship, built around it. But when it comes to real life, our brain is not sliced into disciplines in that way; we think in a very holistic way. And when you think about the problems in the world - global crises, migration, the economy, the post-truth era - we haven't given our children the tools to deal with this intercultural world. It is a significant mistake to lead children to believe the world is simple and that they are ready to go if they learn specific facts. Learning to think, and learning to understand, are essential skills - and it also makes learning fun, which promotes well-being (Spiller, 2017: 98).

The interdisciplinary approach translated into second language teaching, especially by focusing on communication skills, is essential as the traditional methods are insufficient. The emphasis in teaching communication and vocabulary should not be on using the second language for personal use but on the different needs we need for survival outside the classroom.

2.3.2 INTERCULTURAL COMPETENCE

Many recent researchers, such as Jiang, Kramsch, and Sharifian¹⁰, within ELT's field powerfully highlights the inevitable relationship between language and culture. Among these researchers, according to Steckenbiller, three focal educational bodies are standing behind this idea:

- *European Framework of Reference for Languages (CEFR)*
- *American Council on the Teaching of Foreign Languages (ACTFL)*
- *Modern Language Association (MLA)*

In literature, we find various teaching on the so-called ICC (Intercultural Communicative Competence), a language learning and teaching practice that provides language learners with a set of competencies for maintaining cross-cultural and intercultural communication (Deardorff, 2009). Every teacher needs to understand this as language is a social phenomenon where second language acquisition's cultural and social aspects must not be neglected. Regarding the pedagogical part and methodology of language teaching, modern teachers incorporate different tools and educational materials in classrooms to boost learners' cultural and intercultural competencies.

There has also been a massive shift in ELT when it comes to teaching vocabulary, as well. As Fischer discusses, vocabulary started to be taught by emphasizing communication, especially intercultural communication (Fischer, 2001).

He also highlights that this practice is not discarding the teaching of different language skills and making a whole class a cultural topic lesson, but instead showing that culture can have a role in making the language learner a successful intercultural speaker.

¹⁰ Jiang, 2000; Kramsch, 1998, 2013; Sharifian, 2013

Dr Wenying (Wendy) Jiang taught at the Department of East Asian Studies, University of Alberta in Canada and The University of Western Australia in Perth before taking a position at School of Languages and Cultures at The University of Queensland in Australia. She is a specialist in Applied Linguistics, a graduate of Qufu Normal University (BA 1988, MA 1998) in China, University of Luton (MA 2001) in UK and The University of Queensland (PhD 2006) in Australia.

Claire J. Kramsch has been Professor of German and Foreign Language Acquisition at the University of Berkeley since 1989. She is also director of the Berkeley Language Centre and teaches in the School of Education. Her fields of interest are second language acquisition, applied linguistics, discourse analysis and social and cultural theory.

Farzad Sharifian was a pioneer of cultural linguistics and held the Chair in Cultural Linguistics at Monash University.

'The 'intercultural speaker' is not a cosmopolitan being who floats over cultures (...); they are committed to turning intercultural encounters into intercultural relationships. They are not satisfied with a view from the outside, marveling at differences and what seems exotic and intriguing about another culture. An intercultural speaker is determined to understand, to gain an inside view of the other person's culture, and at the same time to contribute to the other person's understanding of their own culture from an insider's point of view.' (Sercu, 2002: 63).

Byram, one of the most famous researchers in the field of ICC, defines this term through the following five abilities:

- **Knowledge:** *Acquisition of information about social groups and practices in learners' country and one's interlocutor's land, and societal and individual interaction.*
- **Discovery and interaction:** *Ability to learn about new cultural knowledge and cultural practices; the ability to operate with that knowledge and acquired skills (under the constraints of real-time communication and interaction).*
- **Critical cultural awareness:** *Ability to evaluate perspectives, practices, and products in one's and other cultures and countries.*
- **Intercultural attitudes:** *Tendency for curiosity and openness; readiness to suspend disbelief about different cultures and beliefs about one's own.*
- **Interpreting and relating:** *Ability to understand a custom from another culture, to explain it, and connect it to traditions of one's own culture.* (Byram, 1997: 34).

On the other side, Huber and Reynolds define ICC as a combination of attitudes, knowledge, understanding, and skills applied through action that enables one, either singly or together with others, to:

- *Understand and respect people who are perceived to have different cultural affiliations from oneself;*
- *Respond appropriately, effectively, and respectfully when interacting and communicating with such people;*
- *Establish positive and constructive relationships with such people;*
- *Understand oneself and one's own multiple cultural affiliations through encounters with cultural 'differences'* (Barrett, Huber, and Reynolds, 2014: 16).

They also highlight that ICC does not aim to abandon one's cultural identity, nor does it make pupils adopt certain cultural practices of different cultures. Instead, pupils should be able to use their ICC skills to reflect on the cultural affiliations of their own cultures critically (Barrett, Huber, and Reynolds, 2014: 23).

Now that we know what ICC is and what it represents, it is essential to establish how to incorporate it through education for YLL. First of all, Huber and Reynolds state that ICC education is a part of pedagogy whose purpose is *to develop intercultural competence in learners of all ages in all types of education as a foundation for dialogue and living together* (Barrett, Huber, and Reynolds, 2014: 27). According to these authors, there are three types of ICC education:

- ***Informal education:*** *An individual gains the skills, attitudes, and knowledge from educational influences and own daily experiences and communication, usually via family, friends, mass media, play, etc.*
- ***Non-formal education:*** *Usually planned programs of education, exercises, and courses that tend to improve some skills or competencies of ICC* (Barrett, Huber, and Reynolds, 2014: 27).

The authors also highlight the seven activities that proved to be very successful for developing ICC in the school as a part of a lesson. These are:

- *Activities emphasizing multiple perspectives;*
- *Role-playing / Simulation / Drama activities;*
- *Theatre / Poetry / Creative writing*
- *Ethnographic tasks*
- *Films / Texts*
- *Image-making / Still images in class*
- *Social media and Online tools* (Barrett, Huber, and Reynolds, 2014: 39).

The following chapter will cover one of these – *drama-based activities* as a tool for vocabulary teaching, which is the main focus of this thesis.

3. DRAMA-BASED TEACHING OF VOCABULARY SKILLS IN ENGLISH LANGUAGE

3.1. DEFINING DRAMA AND PLACING IT IN THE EDUCATIONAL SYSTEM

This section presents the starting points and uses drama in the field of education with a few definitions of what theater presents in theory.

Let us first reflect on O'Neill and Kao, who state that drama in the field of education originates from the concept of children's games and children's playing and that its justification belongs to the so-called children-centered modern aspect of teaching. Drama in education was first acknowledged in the US, around the 1920s and 1930s, while its roots occurred in the UK something later – in the 1940s and 1950s. Drama in the teaching/learning process is famous for spontaneity, self-expression, and creativity rather than the acquisition of drama theory and theatre/acting skills (O'Neill, 1998: 2–3).

Referring to this, McGregor states that by learning something through drama, pupils gain a much deeper understanding of what is expected from them as the drama provides both physical and visual, direct experiences, which is contrary to reading, writing, etc. (McGregor, 1976: 1). Furthermore, Maley and Duff highlight that drama in education stimulates pupils' imagination and memory naturally – bringing to life one's experience (Maley and Duff, 1994: 151).

Nevertheless, how to define what drama is precise? Heikkinen defined two different concepts of drama – drama in education and drama as the individual discipline/practice. He explains the first concept as the principle of *telling stories verbally, bodily, auditorily, visually, and spatially; therefore, learning in drama happens holistically*. In contrast, the latter, as *drama education, consists of studying theatre and a variety of different kinds of themes*.

Similarly, Bolton also made the distinction between those two concepts, defining drama through three categories:

- **Drama exercises:** *Usually, short-term tasks that have specific goals and rules. In schools, these are conducted individually or via small groups or pairs.*
- **Dramatic playing:** *Determined by place, storyline, and character study. It is more complicated than the first concept and is famous for spontaneity.*
- **Theatre:** *A performance that has its audience where the 'final product' of the show is the primary goal (Bolton, 1979: 2–11).*

Heikkinen also states that elements of drama in the teaching process are not and should not be elaborate and artistic as actual drama discipline. Using drama techniques in the educational system has the main objective of teaching something else through the means of drama. Therefore the creative dimension may not be that obvious, and it is all right (Heikkinen, 2005: 26).

3.2 DRAMA BASED TEACHING/LEARNING METHOD

Drama-based teaching in education is famous through several terms - *drama education, drama in education, drama as education, curriculum drama*, etc. Drama education is valuable to every classroom as it gives a context for listening and successful language production. It ‘forces’ the pupils to use their language resources and enhance language skills in a natural, modern way. It also provides excellent situations for reading and writing and is especially useful in teaching literary texts. This teaching technique puts the pupils in active roles by involving them positively in the core of the texts as it helps them analyze the plot, characters, setting, etc. Drama education is famous for its interactive and visual nature that marries all learner personalities. As the still alternative but contemporary teaching and pedagogy method, it has communicative properties that surely help pupils acquire new knowledge by scaffolding and experiences, as Ong states (Ong, 2011: 24). According to Rieg and Paquette, drama and movement in teaching proved to be very successful in developing decoding skills such as vocabulary, fluency, and metacognitive skills (Rieg and Paquette, 2009: 148). Besides, Dougill highlights that via the drama techniques, pupils become more confident in using their second language as the drama setting allows them to experience the target language directly. This author also analyses that drama education is beneficial when teaching mixed-ability groups. It stimulates the weaker pupils to ‘hide’ their lack of language skills by using body language, movement, acting skills, etc. (Dougill, 1987: 7).

Heikkinen spent much time researching drama teaching methods and stated that there are many ways to categorize these. Let us follow Østern’s categorization, the person who depicted fifteen categories of drama-based teaching methods that can be and are implemented in the classrooms. However, below are a few highlighted ones that can be helpful and easy for the implementation in second language teaching lessons:

- **Roleplay:** *A technique that allows students to explore realistic situations by interacting with others in a managed way to develop experience and trial different strategies in a*

supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the 'opposite' point of view.¹¹

- **Storyline:** Storyline is a genre where drama is integrated into teaching. This method creates a context for curriculum linkage through a topic study called the Storyline. The essential elements of the Storyline topic are the setting, characters, and events. Storytelling - Participants create stories on their own or in small groups. Then these stories can be shared with the rest of the group.¹²
- **Drama Play:** Similar to the Role Play technique, but more complex, the teacher is also involved in the play.
- **Forum Theatre:** Forum theatre aims to explore real practice scenarios in a way that empowers pupils to rehearse solutions and change the outcome of a scenario for the better. It is a form of interactive drama. Augustus Boal has been mostly credited for forming and developing forum theatre. The purpose was to use it to explore solutions to real-life dilemmas in a safe environment that stimulates action, discussion, and debate. It has been used successfully in many different places and formats around the world.¹³
- **From Idea to Performance:** The pupils and a teacher create a performance of a selected theme or text, creating their meaningful materials. The performance is based on improvisation, and the teacher must actively help the pupils make the needed materials. Typically it is famous for non-dramatic text, pictures, music, or memories that are transferred into a dramatic form.
- **Preparing a Theatre Performance Based on a Text:** A class prepares a performance based on a previously existing text. The teacher works as the director.

¹¹ See more at: https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/?doing_wp_cron=1583091134.5193879604339599609375 (Retrieved, August 24, 2020).

¹² See more at: <http://www.storyline.org/history/topicweb-storyline.html> (Retrieved, August 26, 2020).

¹³ See more at: https://www.southampton.ac.uk/healthsciences/business_partnership/innovations/forum_theatre.page (Retrieved, August 26, 2020).

- ***Digital Drama Pedagogy:*** *The pupils use digital media to produce something or participate in drama work.*
- ***Writing a Drama Text:*** *Writing drama texts demands the writer an ability to see the visual picture of what has been written. Similarly, the reader should be able to interpret the picturized version of the text (Østern, 2000: 20–24).*

Drama education, according to Heikkinen, is a holistic approach to learning and teaching and has excellent learning potential. Therefore Bolton analyzed that using this teaching method for a more extended period in a classroom can and will provide significant development in pupils and will positively affect their thinking, talking, decision-making, acting, mutual respect, teamwork spirit, writing, artistic skills, etc. (Bolton, 1986: 37).

4. PRACTICAL PART

4.1. PARTICIPANTS

As the Practical part was realized during the Covid-19 pandemic period (considering that it was tough even to realize it per the various constrictions), the population sample for this study is relatively small. It consists of 7-10 students of English as a foreign language (grade 4-A, 8-10 year-olds). The students attend an elementary school, "Internationale Deutsche Schule Sarajevo," located in the Sarajevo Canton municipality Centar. The small-scale research in this school regarding foreign language aptitude lasted for one week (12/7/20 – 12/11/20). English is the second foreign language in this school, and it is taught five classes per week from grade 1 by teacher Victoria Bartz. Additionally, the school organizes Summer School every year so pupils can speak English as part of this extracurricular activity.

Referring to the above, the participants in the study receive five classes (one lasting 45 minutes) of EFL per week. However, only some of the participants in the survey have always attended the same school, and thus they were asked at what age they had begun learning English. Most of the students started learning English in the first grade of elementary school, and some even earlier in the school's preschool program.

4.2. IDEA AND OUTLINE

One of the primary goals of this practical part research was to analyze fourth-grade students' behavior and compare vocabulary acquisition via traditional and contemporary methods for fruitful vocabulary learning and successful communication.

The practical part study approach is realized as a small project of five total classes. The study results are compared via short, fifteen-minute-long vocabulary tests. Below is the outline of all the classes the pupils participated in:

Class #1:

- *Meeting the children in 4-A grade*
- *Selecting the vocabulary-based lesson directly from the class book.*
- *Presenting the lesson in the traditional way of teaching (active role of the teacher, passive role of the pupils)*

Class #2:

- *Conducting a short vocabulary test*
- *Analyzing the test and presenting correct answers to the pupils*

Class #3:

- *Presenting a Drama Story, also vocabulary-based.*
- *Role assignment*
- *Costume making*

Class #4:

- *Continuation of costume making*
- *Drama show presented in groups*

Class #5:

- *Conducting a short vocabulary test*
- *Analyzing the test and presenting correct answers to the pupils*

The main idea of the research was to compare the traditional teaching method and the contemporary practice of drama teaching techniques. In this case, the traditional way of teaching represents selecting the lesson from the Class Book (vocabulary-based) and asking pupils to read in silently at first and then out loud in front of their colleagues. Each paragraph of the lesson is given to a particular student. After the reading was completed, the volunteer pupils translated the sections into the Bosnian language. After this was conducted, the unknown words were written on the blackboard with its translation. The pupils needed to write these into their notebooks to learn them moving forward. On the other side, the drama-based teaching technique involves pupils in the whole experience of being active and present and learning new words unconsciously. First, the pupils were given a story that was not part of their Class Book, which made them more engaged already. The feeling of something new and fresh is always a good technique as it makes the pupils more interested. The story the pupils were provided with was taken from the internet and proved to be much more relatable to them than the story in the Class Book. After this, the pupils were asked to read the story and choose the character they relate to so they could later on act upon it.

The most exciting part of this research was costume making; it motivated the pupils as it was creative and was not something they used to do in class. The pupils were far more engaged, energetic, and eager to be present in the next lesson. After the costumes were made, the pupils had to learn the text and act according to the story.

4.3. INSTRUMENTS

4.3.1. VOCABULARY TESTS

Young EFL learners who were part of the research completed two Vocabulary tests in December 2020. It took two classes (2 x 15 min) to finish the given test. The students were supposed to complete five parts of the tests:

- **Part 1:** Translate the following words from Bosnian to the English language
- **Part 2:** Translate the following words from English to the Bosnian language
- **Part 3:** Fill in the blanks with the correct word
- **Part 4:** Write down the word whose meaning is explained in the sentence
- **Part 5:** Connect the 2-word phrases from column A to the column B

In Part 1, pupils were provided five words listed in the Bosnian language (Test #1 – princeza, dragulj, stit/oklop, skupa odjeca, strazar; Test #2 – okupiti se, Sloboda, vodopad, papagaj, lijek). Each word was mentioned either in the lesson we went over in Class #1 or a drama we went over in Class #3. Their task was to translate these words into English.

In Part 2, similar to Part 1, I listed the five words in English (Test #1 – castle, sword, pauper, guards, fortress; Test #2 – glorious, supermarket, destiny, to meet, sanctuary) and the pupils' task was to translate these into their native, Bosnian language.

The inspiration behind translation exercises was based on research, "The Effects of Using L1 Translation on Young Learners' Foreign Language Vocabulary Learning" by Aïda Codina Camó, who declares that *using the L1 when teaching vocabulary will be beneficial for young learners' vocabulary learning. Participants provided with the L1 equivalent translations are predicted to retain more words and access them with greater ease.*¹⁴

¹⁴ See more at: <https://www.semanticscholar.org/paper/THE-EFFECTS-OF-USING-L1-TRANSLATION-ON-YOUNG-Cam%C3%B3-Ballester/59fd36078502c48f05ff6e5c3090d66f69b6a1c3> (Retrieved, February 12, 2021).

In Part 3, the pupils were supposed to fill in the blanks of one sentence with the correct word. They were provided three sentences and three possible solutions (a, b, and c). The goal of the task was to test if they were skilled in interpreting complete sentences and their meaning. Choosing the correct word is beneficial in various ways – either by trying to pick the right word by understanding the purpose of the sentence or recognizing the sentence structure on its own. The pupils had to remember specific words and their meanings and think of putting them directly into the sentence. Per the article *Multisensory Vocabulary Instruction: Guidelines and Activities* by Susan Jones, this exercise is also an excellent way to test students or transition between working with the definitions available and recalling what the words mean on their own. She also claims that these exercises are opportunities for pupils to give a broader scope to a word and discuss how that word fits into a sentence that the students might not have considered before. Furthermore, in “Fill-in-the-Blank or Write an Original Sentence,” the research states that fill-in-the-blank exercises led to better retention than other, more creative, exercises such as an original sentence writing exercise, thus suggesting, in terms of practice materials, that the number of word retrievals means more for retention than cognitive depth.¹⁵

In Part 4, the pupils were provided with three sentences explaining the meaning of a particular word in English. After they understood the meaning, they had to write down a corresponding word whose definition was explained. Indeed, when we went over Lesson and Drama Story and when I presented them with new vocabulary for the first time, we explained words’ meanings in the English language in a similar way as shown in the exercise.

In Part 5, I came up with two categories (A and B), each consisting of three words. The students were supposed to connect words from category A with the ones from the second category and recognize the 2-word phrases which were presented either in Lesson #1 or Lesson #3.

4.3.2 CLASS BOOK LESSON VS. THE DRAMA STORY

The fourth-grade pupils in “Internationale Deutsche Schule Sarajevo” use the “Family and Friends 3” school book by Oxford University Press. The Lesson I went over in Lesson #1 of the study is called “The Prince and the Pauper” and can be found on pages 118/119; it is part of the Extensive Reading section, which is included in the book. The Lesson was held in the traditional

¹⁵ See more at: <https://www.diva-portal.org/smash/get/diva2:1414673/FULLTEXT02> (Retrieved, February 12, 2021).

teaching style – firstly, the teacher read the whole story in front of the class, then introduced new vocabulary and wrote it on the board. Then the pupils had to read parts of the story out loud in front of the class while others followed them reading silently. Finally, the pupils had to translate parts of the story out loud. Clearly, this way of teaching represents a typical feature of traditional methodology - “teacher-dominated interaction,” as Viera Boumová claims in her Master thesis “Traditional vs. Modern Teaching Methods: Advantages and Disadvantages of Each.” She further explains that traditional teaching is deeply teacher-centered, as it is based on a “traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers.”¹⁶ Clearly, by introducing this Lesson to the pupils, I (as a teacher) was mainly in an active role – I gave orders to the pupils, corrected them, read the text to them, etc. Boumová further claims that this widespread attitude is based on a precondition that “*being in a class in the presence of a teacher and ‘listening attentively’ is [...] enough to ensure that learning will take place*”, and highlights that in his book *Communicative Language Teaching Today*, Jack C. Richards highlights that in traditional methodology “*learning was very much seen as under the control of the teacher.*”¹⁷ Referring to this, we can conclude that the traditional methodology puts the focus for teaching and learning on the teacher, and it is believed that if students are present in the lesson and listen to the teacher’s explanations and examples, they will be able to use the knowledge.

On the other hand, Lesson #3 introduced the students to the extracurricular Drama story “In the Jungle” that I found on the internet. The story was not part of the school book. As previously explained in the theoretical part, Drama-Based teaching is a contemporary method based on the holistic approach to teaching vocabulary and communication. The modern/current methodology is much more student-centered than the traditional one. Boumová further explains that, according to Jim Scrivener, the teacher’s central role is to “help to learn to happen,” which includes “*involving*” *students in what is going on “by enabling them to work at their speed by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc.”* and that “*the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher’s skills are moving him forward to a fuller competence in a foreign language.*”¹⁸ Briefly, the pupils are the most active

¹⁶ See more at: <https://is.muni.cz/th/f62v8/MgrDiplomkaBoumova.pdf> (Retrieved, February 12, 2021).

¹⁷ See more at: <https://is.muni.cz/th/f62v8/MgrDiplomkaBoumova.pdf> (Retrieved, February 12, 2021).

¹⁸ See more at: <https://is.muni.cz/th/f62v8/MgrDiplomkaBoumova.pdf> (Retrieved, February 12, 2021).

element in this process of teaching and learning. The teacher is there to explain but also, most notably, to encourage and help students to explore, try, get active, communicate between themselves, sing, act, etc. Furthermore, it is proved that young children are not interested in thinking about the language system in terms of structures or its rules but rather in its meaning holistically, primarily via play, song, or an act.

4.3.3 COSTUMES

In Class #3 and #4, the pupils had a chance to create the costumes needed for the “In the Jungle” drama play based on their character. The drama story had four characters in total (Kitty Cat, Doggy Dog, Parry the Parrot, and Mouse Mouse. For pupils to create their costumes, the following materials were provided to them:

- *Colorful papers*
- *Scissors*
- *Glue*
- *Costume ideas sheets/sketches*
- *Pencils/watercolors*

As already mentioned, the research was conducted during the Covid-19 pandemic, so the pupils could not craft the complete costumes (head-to-toe). According to the school rules, they could only craft a headpiece suggesting the character they play. Even if the pupils were not involved in full costume-making, they were highly motivated and excited about the headpiece. The costume-making exercise was the most crucial part of the drama-based vocabulary teaching techniques. In the BBC article “Costume Design,” it is explained that costume is an essential aspect of production, as it helps to:

- *Establish a character*
- *Convey the context of the play*
- *Support the style of the production*

The other goal custom design has would be helping the audience understand information about the character and the performance as a whole; performers can find it easier to ‘become’ their character once they try their costume on. According to the same article, costumes can:

- *Provide the audience with basic information about a character, such as age, gender, occupation, and economic and social background.*
- *Reveal lots of information about a character's personality, e.g., a vain character might wear a dazzling outfit to draw attention to themselves. In contrast, a shy character might wear plain clothes in dull colors.*
- *Reveal information about a character's circumstances within the play, helping to tell their story, e.g., a character might begin wearing bright clothes. Still, by the end of the play, their costume might look creased and untidy to help communicate their journey and what they have experienced.*¹⁹

The idea behind the creation of costumes is that creative arts make learning English fun and interesting. Students of all ages enjoy making things and being active rather than just sitting and listening to the teacher. This is why I incorporated English into art, craft, and drama activities to motivate students to express themselves in many ways. The whole experience provided pupils with not only being actors but also custom designers. This allowed them to develop social competencies through teamwork and offered room for students with different talents to contribute to the overall outcome, which can help motivate other learner groups. It was also evident that these pupils lacked the potential to be exposed to a theatre context. Using theatre to learn the English language and playfully discover new vocabulary, the experience helped pupils transcend their fears of expressing themselves in front of an audience. I am glad to note that pupils were highly involved in the task throughout all its stages, showing a great interest in performing their roles and making their costumes while communicating their ideas. Different from Lesson #1, the pupils were no more passive learners. Instead, they overcame their hesitation to intervene in class discussions, communicate with their peers, and enjoy teamwork.

In the "How to teach English through arts and crafts" article (Kids Club English), the author presented the following, which is of great importance in understanding the concept of introducing Arts and Crafts into L2 language learning:

¹⁹ See more at: <https://www.bbc.co.uk/bitesize/guides/z7skbdm/revision/1> (Retrieved, February 13, 2021).

Research into child development shows that children benefit from doing arts and crafts in several ways. Below are some of the main ones:

- ***Bilateral coordination:*** Kids need to develop the ability to use both sides of their bodies to coordinate movements in an organized and controlled manner.
- ***Fine motor coordination:*** Kids need to use their body's small muscles, especially their hands, to perform more delicate tasks. Using scissors, gripping crayons to color, staying within the lines, and holding a piece of paper to glue are examples of tasks requiring fine motor skills.
- ***Self-regulation:*** Kids need to develop the ability to manage their emotions and behavior when faced with a difficult task. While doing crafts, they will have to be able to wait their turn, cope with things not going how they wanted, be willing to share, and resist impulsive behavior.
- ***Social skills:*** While doing arts and crafts, kids usually need to work with others, even if it's only you they're working with. They develop the skills they need to treat others with respect and kindness. They might need to share materials, comment on each others' work, help with activities, wait their turn patiently, etc.
- ***Creativity and imagination:*** Doing arts and crafts gives children the space to use their creativity and express themselves. This may manifest in their choice of color or where they choose to stick an object. We're not talking about the ability to create a masterpiece!
- ***Motivation:*** Most kids enjoy doing arts and crafts, and it's often the part of the lesson they most look forward to. Being engaged in doing something they enjoy creates favorable conditions for language acquisition.

Furthermore, the article explains the language learning benefits of arts and crafts activities:

- *It caters to mixed levels and ages – Every child can participate according to their ability without having to keep up with the rest (all of our Kids Club English crafts have differentiated variations too, so it's easy to add another level of challenge for more able kids).*

- *It provides a visual representation of learning – It’s motivating for kids to see what they have learned physically. It also provides a memory hook to the topic or story.*
- *It allows you to recycle language – Kids will enjoy returning to their crafts for recycling language and games. Much more exciting than using impersonal materials! You can recycle language when you make the crafts themselves, and they can create a portfolio of the language they have learned for you to review later.*
- *The children can practice request, suggestion, opinion, and praise language – While making the craft, they can ask for the things they need. You can also provide exposure to suggestions, opinions, and praise language. They can even start to use it to talk about each others’ work.*
- *You can consolidate the target language – The crafts I use often provide more opportunities for the children to hear and use the phrases and vocabulary they’ve listened to in a story or classroom games.*
- *Crafts provide opportunities for individual language production – Often, when teaching a group, it can be difficult to have one-on-one time with each student. Art allows you to interact with each individual and give them more opportunities to use English.*
- *The learners can ‘re-live’ language they’ve been exposed to – If you build quiet moments for kids to work on their arts and crafts, there might be moments when the kids have an ‘ear-worm.’ For example, if you’ve recently told a story or sung a song, the child might be replaying parts of what they’ve heard in their mind. Of course, you can always encourage a more conscious version of this by prompting them with a song or repeated phrases in a story or chant.²⁰*

The costume-making class was the class the pupils were waiting for as soon as I presented the outline of the lessons they were part of. The pupils constantly asked me for advice, information, and costume-making tips. The pupils were motivated to attend the classes in between, knowing they would be part of the creative process.

4.4. PROCEDURES

²⁰ See more at: <https://kidsclubenglish.com/how-to-teach-english-through-arts-and-crafts/> (Retrieved, March 2, 2021).

Participants were tested individually. The pupils were provided with all the explanations and directions for testing. The subjects' teacher was kindly asked to stay in the classroom while the tests were being administered to lessen test anxiety. The teacher gladly accepted to be present. The pupils knew that the test results wouldn't affect their grades.

Vocabulary Test #1 was conducted during Class #2, and the test was taken by seven pupils who participated in the research. Afterward, in Class #5, another vocabulary test was administered to the same seven pupils to get more valid results.

Regarding test management, the subjects were given test handouts at the beginning of the vocabulary testing session. Additionally, they were warned that they would take another test after the drama act. Undoubtedly, the testing went without problems, and all the pupils completed it within the time restriction.

4.5. RESULTS

Once the data of the research had been collected, it was time to present and analyze them since they are crucial to finding the answers to the research questions and approving or disapproving the thesis. Let us begin by looking at the results obtained by vocabulary Test #1, namely, the vocabulary test provided after the traditional teaching method was conducted. Below are the results of the exercise:

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
princeza	√	√	√	√	√	√	√
dragulji	x	√	x	x	√	√	√
stit/oklop	√	√	√	√	√	√	x
skupa odjeca	√	√	x	x	x	√	√
strazar	x	x	x	x	√	x	√

Table 4.1. Correct/Wrong answers to Exercise 1 per pupil.

According to table 4.1. we can notice that all the pupils knew the word “princess,” which is believed to be known from before. The pupils struggled with the words “dragulji” and “strazar”.

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
castle	√	√	√	x	√	√	√
sword	√	√	x	√	√	√	√
pauper	√	x	x	√	x	√	x
guards	√	√	x	√	√	√	√
fortress	x	√	x	√	√	√	√

Table 4.2. Correct/Wrong answers to Exercise 2 per pupil.

According to table 4.2. pupils were very successful as most of them knew a specific word. Their most difficult words in this exercise were “pauper” and “fortress.”

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
jewels	√	√	x	√	x	√	√
coronation	x	√	x	√	√	√	√
old clothes	x	√	x	√	x	√	√

Table 4.3. Correct/Wrong answers to Exercise 3 per pupil.

According to table 4.3. the word “old clothes” was problematic to some of the students.

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
sword	√	√	x	√	√	x	x
palace gates	x	x	x	x	√	x	√
swap clothes	x	√	x	x	x	√	√

Table 4.4. Correct/Wrong answers to Exercise 4 per pupil.

According to the table 4.4. we can notice that most of the students did not know each of the three words, especially the word “palace gates.”

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
fine clothes	√	√	√	√	√	√	√
palace gates	√	√	x	√	√	√	√
to reign	√	√	x	√	√	√	√

Table 4.5. Correct/Wrong answers to Exercise 5 per pupil.

According to table 4.5., as expected, this was the most successful exercise, as the students were provided with the solution; they just needed to connect the words which are tied together.

We will continue by presenting the results obtained by vocabulary Test #2, namely, the vocabulary test provided after the drama bases teaching technique. Below are the results of the exercise:

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
glorious	√	√	x	√	x	√	√
supermarket	√	√	√	√	√	√	√
destiny	√	√	√	x	√	x	√
to meet	√	√	√	√	x	√	√
sanctuary	√	√	x	√	x	x	x

Table 4.6. Correct/Wrong answers to Exercise 1 per pupil.

According to table 4.6. we can notice that all the pupils knew the word “supermarket,” which was expected as the term is the same in the Bosnian language. The pupils had a difficult time with the word “sanctuary.”

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
okupiti se	√	√	x	x	√	√	√
sloboda	√	√	x	√	√	x	√
vodopad	√	√	√	√	√	√	√
papagaj	√	√	x	√	√	x	√
lijek	√	√	√	√	√	√	√

Table 4.7. Correct/Wrong answers to Exercise 2 per pupil.

According to table 4.7. pupils were very successful as most of them knew a specific word. All the pupils knew the word “Ijek” and “vodopad.”

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
disease	√	√	√	√	√	√	√
magic	√	√	√	√	√	√	√
syrup	√	√	√	√	√	√	√

Table 4.8. Correct/Wrong answers to Exercise 3 per pupil.

According to table 4.8. all the pupils knew all the words.

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
to meet	√	√	x	√	√	√	x
jungle	√	√	√	√	√	√	x
syrup	√	√	√	√	√	√	√

Table 4.9. Correct/Wrong answers to Exercise 4 per pupil.

According to table 4.9. we can notice that almost all the students knew all the words, except for Pupil 7.

Word	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7
rare plants	√	√	√	√	√	√	√
high waterfall	√	√	x	√	√	√	√
to gather	√	√	x	√	√	√	√

Table 4.10. Correct/Wrong answers to Exercise 5 per pupil.

According to table 4.10., similar to Vocabulary Test #1, this was a successful exercise, as the students were provided with the solution; they just needed to connect the words which are tied together.

Furthermore, we will examine the correct and wrong answers per the exercise, per the Vocabulary test, and lastly, the total of right and wrong answers per the test so that we can analyze the results side by side:

	Correct answers:		Wrong answers:	
	Test 1	Test 2	Test 1	Test 2
Exercise #1	23	26	12	9
Exercise #2	26	29	9	6
Exercise #3	14	21	7	0
Exercise #4	9	18	12	3
Exercise #5	19	19	2	2

Table 4.11. Totals of Correct/Wrong answers per exercise, in Test #1 and Test #2.

	Correct answers:		Wrong answers:	
	Test 1	Test 2	Test 1	Test 2
Total	91	113	42	20

Table 4.12. Totals of Correct/Wrong answers in both tests.

4.5. DISCUSSION

After the deep analysis, It is now possible to draw together the threads and results of the research. The present study aimed to examine whether contemporary teaching methods, in this case, **the Drama-based Approach in the Acquisition of English Language Vocabulary**, are more successful and effective than the traditional way of teaching vocabulary in Bosnia and Herzegovina, 4th class of primary school. According to the overall results (presented via tables above), the hypothesis was fully supported as it was found that the pupils overall recognized more words in Test #2, which was conducted after the Drama-based approach of vocabulary teaching. If compared per exercise, we established that the pupils recognized more words in each exercise in Test #2; the results are incredibly vivid in Exercises #3 and #4. In Test #2, the pupils recognized seven more words in total in Exercise #3 and nine more in Exercise #4. In Exercise #5, the results

are the same in both tests. If we focus on Pupil 3, which had the worst results in Test #1 and most of the negative answers, it is interesting to compare the results of the same pupil in Test #2, as they had many more correct answers rather than the negative ones.

These results prove that the Drama-based approach in vocabulary acquisition works and is a must technique to be adopted by new teachers. As teachers, our primary mission is to provide knowledge. To succeed in this mission, we must be creative and be able to motivate the new generations, that are challenging and different in many ways. To keep pupils' interest and attention span, we must adopt contemporary teaching techniques, such as the Drama-Based technique. This small but significant research, even though conducted during the pandemic, proved that Drama-Based teaching in vocabulary is much more effective than traditional vocabulary teaching. To understand this better, kindly refer to Table 4.12, which presents the overall results (when all the exercises are counted together).

The research also proved that the connection between teaching the English language as L2 in Bosnia and Herzegovina primary grade 4 and the concept of drama is indeed possible to connect. After we joined both, we learned that we discovered a successful method of vocabulary acquisition that can also be beneficial in many other ways: upgraded communication skills, better and faster L2 acquisition (in general), boosted social skills, better creative skills, healthier teaching settings, active pupils' lifestyle, public speaking skills, etc.

The research also proved that it is easy to conduct this teaching method in every classroom, even if a smaller class is chosen. It also confirmed that the pupils enjoyed Drama-based teaching much more than the traditional one; they were motivated and excited about L2 courses, spoke about classes and costumes among themselves, and were happy and active.

6. CONCLUSION

The L2 vocabulary knowledge is fundamental in school; not only that it allows the pupils to understand either the teacher or their colleagues or what is needed from them, but it also prepares them for a successful life – allowing them to attend various conferences, studies, or to find a great job. In the "Teaching Languages to Young Learners "chapter four, Professor and linguist Cameron Lynne state that the upgrading of the vocabulary is the center of the process of second language acquisition, especially for young learners.

Young learners proved to be the most fruitful age for vocabulary acquisition, which is why the research was conducted in grade 4. However, we still see that teachers need to put more stress on vocabulary in primary schools. Like Cameron's thesis, Norbert Schmitt (the famous American linguist and professor) states that a great vocabulary results in a better understanding of meaning, written form, communication, grammar, register, etc. This proves that language learning categories and skills cannot be taught separately but together as a whole. This is explained through the concept of "holistic teaching, "as defined in the thesis. The importance of holistic teaching is also mentioned in "The Benefits and Challenges of Holistic In-house Task-based Language Learning and Assessment "by professor Nunn Roger where he notes that the holistic approach of teaching leads to interaction, focus in the real world, and connection between the language and the process of language learning. This is where we come to the heart of the thesis – Drama-Based teaching. Hillyard Susan, in the "English through Drama: Creative activities for inclusive ELT classes, "especially in Chapter 4, explains how to teach using this technique by including a series of methodological exercises to help teachers prepare drama activities successfully. Hillyard states that Drama is holistic teaching as it makes the participants use gesticulation, vocal expression of the body and the soul, etc. She also talks about the importance of using the body while teaching expression and vocabulary, the importance of imagination and visualization, understanding oneself and others, listening to instructions and following the rules, concentration, mimics, etc. As proved through the research, the pupils are using their imagination, they connect the meaning of the words with their surroundings, they use those words directly in the dialogue or monologue, they use gesticulation and costumes, and by using all of this, they unconsciously (and very successfully) gain new vocabulary, which they can use immediately.

The research also proved that drama techniques could be easily used as practical learning tools, even in Bosnia and Herzegovina, only if they are well structured and explored. Through Drama, I "took" the pupils beyond the matrix of the learning environment to reach the horizon of creativity and universality. As shown, putting pupils inside authentic situations unveil their hidden creativity and allow them to transcend their fears of expressing themselves in front of others. To conclude, if a drama activity is appropriately done, it creates a learner-centered classroom where the pupils are at the center of the learning process. The lesson I held (based on drama-based teaching) provided pupils with paralanguage practices and led them toward fluency, maturity, motivation, and physical involvement. Eventually, the whole study was an excellent opportunity to draw pupils' attention to the artistic and aesthetic appreciation of theatre, and it also proved to be much more successful rather than the traditional way of teaching, as shown in the results of the research.

BIBLIOGRAPHY

Books:

1. Cameron, Lynne. *Teaching Languages to Young Learners*. Cambridge, UK: Cambridge University Press, 2001.
2. Scott W. and Ytreberg L. *Teaching English to Children*. New York, US: Pearson Education ESL, 1995.
3. Trowbridge, S. *Arts and Crafts with Young Learners 6-12 Years*. London, UK: British Council, 2006.
4. Pinter, A. *Teaching Young Language Learners. Teaching Vocabulary and Grammar*. New York, US: Oxford University Press, 2006.
5. Schmitt, Norbert. *Vocabulary in Language Teaching*. Cambridge, UK: Cambridge University Press, 2000.
6. Whitaker, Todd. *What Great Teachers do Differently*. New York: Eye on Education, 2004.
7. Ruiz, Pedro. *Art as a Tool For Teachers of English Language Learners*. New York, US: The New York State University Publishing, 2010. Web.
8. Maley, A and Duff, A. *Drama Techniques: A Resource Book Of Communication Activities For Language Teachers*. Cambridge, UK. Cambridge University Press, 2005.
9. Hillyard, Susan. *English through Drama: Creative activities for inclusive ELT classes*. Berlin, GER: Helbling Verlag GmbH, 2016.
10. Winston, Joe. *Second Language Learning through Drama*. London, UK: Routledge, 2011.
11. Nikolov, Marianne. *Teaching modern languages to young learners – teachers, curricula, and materials*. Graz: Council of Europe Publishing, 2007.
12. Barker, Kim Stevens. *Innovative Ideas for Tutoring and Mentoring young English Learners*. Pennsylvania, US: Hershey IGI Global, 2014.
13. Nunan, David. *Teaching English to Young Learners*. New York, US: Springer US, 2011.
14. Bland, Janice. *Teaching English to Young Learners – Critical Issues in Language Teaching with 3-12 Years Olds*. London, UK: Bloomsbury Academic, 2015.
15. Lessard-Clouston, Michael. *Teaching Vocabulary*. Alexandria, Virginia, US: TESOLInternational Association, 2013.
16. Jeremy H. and Scott T. *How to Teach Vocabulary*. New York, US: Pearson Education ESL, 2002.
17. Nation, I.S.P., and Webb, S. *Researching and Analyzing Vocabulary*. Boston, US: Heinle, 2011.
18. Rixon, Shelagh. *Young Learners of English: Some Research Perspectives*. New York, US: Pearson Education ESL, 2000.
19. Pinter, Annamaria. *Teaching Young Language Learners*. London, UK: Oxford University Press, 2006.
20. Harmer, J. *The Practice of English Language Teaching*. Harlow, UK: Longman, 2001.

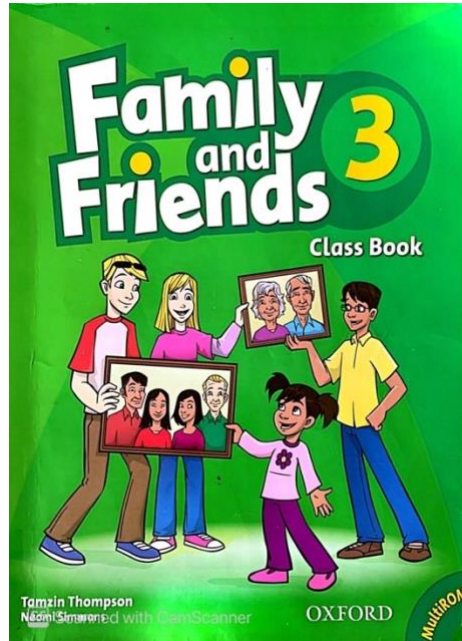
21. Brown, Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Harlow, UK: Longman, 2001.
22. Thornbury, Scott. *How to Teach Vocabulary*. New York, US: Pearson Education ESL, 2002.
23. Takač, Višnja. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Bristol, UK: Multilingual Matters, 2008.
24. Lafer and Tchudi. *The Interdisciplinary Teacher's Handbook: Integrated Teaching Across the Curriculum*. Portsmouth, US: Boynton/Cook Pub, 2000.
25. Deardorff, Darla. *Handbook of Intercultural Competence*. London, UK: SAGE, 2009.
26. Fischer, Joseph. *Teachers Doing Research - The Power of Action Through Inquiry*. London, UK: Routledge, 2001.
27. Barrett, Huber, and Reynolds. *Developing intercultural competence through education Développer la compétence interculturelle par l'éducation Developing intercultural competence through education*. Strasbourg, FR: Council of Europe Publishing, 2014.
28. Heikkinen, H. *Drama education – education, art, examination*. Sydney, AU: Minerva, 2005.
29. Østern, Anna-Lena. *Performative Approaches in Arts Education - Artful Teaching, Learning and Research*. London, UK: Routledge, 2000.
30. Tomasello, Michael. *Constructing a Language*, Harvard University Press, Massachusetts US, 2005.

Articles:

1. Bastianoni, R. „The Linguistic Benefits of Using Crafts in TEYL“ (2006). *The International TEYL Journal*: <http://www.teyl.org>. Web. 17 Dec. 2018. <<http://www.teyl.org/article16.html>>
2. Espinosa, Linda. „Challenging Common Myths About Young English Language Learners.“ (2008). *Foundation for Child Development: Priority Populations*: . <https://www.fcd-us.org>. Web. 17 Dec. 2018.
3. Hasselgreen, Angela. „Assessing the language of young learners“ (2000). *SAGE Journals*, Volume 22, Issue 3.
4. Duffelmeyer, Frederick. “Developing Vocabulary through Dramatization” (1979). *Journal of Reading*, Vol. 23, No. 2.
5. Sercu, L. “Autonomous Learning and the Acquisition of Intercultural Communicative Competence: Some Implications for Course Development.” (2002). *Language, Culture and Curriculum*, 15, 61-74.
6. Rieg and Paquette. “Using drama and movement to enhance English language learners' literacy development.” (2009). *Journal of Instructional Psychology* (Vol. 36, Issue 2).
7. Wagner, L. “The acquisition of semantics” (2010). *WIREs Cognitive Science*, Volume 1, 519-526.

APPENDIX

Appendix 1 – Class Book Lesson: “The Prince and the Pauper.”



Extensive reading: Fiction

1 Look at the picture. What are the boys doing?

2 Read and write short answers.

1 Was Tom Canty from a rich family? _____ 2 Was Tom clever? _____
 3 Did Edward want to be like Tom? _____ 4 Was Tom's father kind? _____
 5 Did Edward like life outside the palace? _____ 6 Did Tom become King? _____

3 Ask and answer.

1 Who do you think has a better life: Edward or Tom? Why?
 2 Why do you think the boys wanted to swap places?
 3 Do you want to swap places with anyone? Who and why?

Tom Canty was a boy from a very poor family. His clothes were old and dirty and he never had enough food. However, Tom believed that he could have a better life one day. He was clever and he knew how to read and write. He wanted to get a good job and earn enough money to have a house, clothes and good food.

One day, Tom was outside the palace gates when he saw Prince Edward. Tom stood and watched the Prince for a while. The guards tried to send Tom away, but the Prince stopped them. The two boys were very surprised when they saw each other. They had very different lives, but they looked just the same. They had the same eyes, the same hair and the same faces. The only thing that was different was their clothes. Prince Edward invited Tom into the palace and the two boys talked about their lives. Edward had lots of money, fine clothes, jewels and plenty of food, but he had to stay in the palace and be quiet and good all the time. Tom had nothing, but he could play in the street with other boys and meet lots of interesting people.

"I want to be like you," Tom said to Edward. "You are rich and you can have everything you want." "I want to be like you," Edward said to Tom. "You are free and you can do everything you want." "Well, you look just like me, and we are the same age," said Edward. "Let's swap clothes. You can stay here and I can live with your family for a while." Tom thought this was a wonderful idea. The two boys swapped clothes and looked at each other.

"We are like twins," Tom laughed. Before Edward left the palace, he hid a wax disc in a suit of armour. Then he left the palace quickly, before the guards found the two boys together. Soon Edward was with Tom's family, but it was not much fun. Tom's father was unkind. He was often angry and he shouted at Edward all the time. Edward wanted to leave. He ran away and met a soldier called Miles Hendon.

He was a kind man and he looked after Edward. They had lots of adventures together. Edward didn't really like life outside the palace. He saw that life was very difficult for poor people. He decided to be a good king and help the people of England.

Meanwhile, Tom was pretending to be the Prince. It wasn't easy. He didn't know how to act, or what to say to people. At first, people thought the Prince was ill, because he seemed so different. But Tom was a clever boy and he learned quickly. He had lots of good ideas and he was good at making important decisions. Soon everyone was sure that the Prince was well again.

Sadly, the King died while Edward was away. Prince Edward was now the King of England. Tom was very worried. He didn't want to be King. Luckily, Edward heard the news and came back to the palace. He arrived just in time. Tom was about to become the King of England. Edward and Tom tried to tell people the truth.

"I'm not Prince Edward," said Tom. "I'm Tom Canty."

"I'm the real Prince," said Edward. "We're sorry we lied. It was only a game."

Edward looked poor and dirty and people didn't believe that he was the real Prince. But Edward took the wax disc from the suit of armour and showed it to everyone. The wax disc was the Great Seal of England. Only the true King of England has the Great Seal. So Edward became King, but he remembered his adventures and the lessons he learned when he was with Miles. He was a good king and he helped the people of England. He made sure that life was better for poor people and Tom became a very important man. He was never poor or hungry again.

118 Extensive reading: The Prince and the Pauper

Extensive reading: The Prince and the Pauper 119

Appendix 2 – “In the Jungle Drama.”

IN THE JUNGLE

CAST: Narrator, Kitty Cat, Doggy Dog, Parry the Parrot, Mouse Mouse

Narrator: *Welcome, welcome – welcome everyone to the show! This is the story about 4 best friends who lived happily in the jungle – but one day the rich king bought the jungle and made a horrible decision to cut down all the trees in order to make a new glorious supermarket.*

The 4 best friends hear this conversation and seriously started to worry about their home.

Take your seats and enjoy!!

Kitty Cat: We should warn all the animals about this – they have to know what is happening and what is their destiny. Let’s meet near the river down the hill.

Narrator: *The 4 best friends gathered all the animals.*

Doggy Dog: Let’s all meet near the river immediately.

Narrator: *All the animals meet near the river!*

Parry the Parrot: Dear animals, and friends – we have a serious problem. The king wants to cut down all the trees in our jungle – our sanctuary. We will be forced to live in a zoo garden.

Mouse Mouse: I don’t want to live in a zoo garden – I want to be free and enjoy my freedom.

Doggy Dog: What can we do to fix this?

Kitty Cat: Let’s meet with the king and show him how beautiful our home is – he needs to see all the favorite spots we like to spend time at: blue stream, high waterfall, and the cliffs.

Mouse Mouse: Wonderful idea! I will show him banana trees and the sand beach.

Parry the Parrot: I will show him a lot of different birds – parrots, flamingos and toucans. They all sing beautifully.

Doggy Dog: I also know some plants that people use as a medicine for different diseases – they are rare and grow only in the jungle. They are of a great importance.

Kitty Cat: And let’s not forget – the jungle hides the gold behind all the rocks – the king will be even richer!

Narrator: *The next day the king's daughter started to feel sick – she could not talk, walk, eat or dance – she was in bed all day long. She had a cold. The king was so worried and asked everyone if there is someone who could help her.*

In the jungle, the animals want to help the king. They will make a special medicine by using the resources of jungle plants.

Parry the Parrot: Let's go to the beach – there is a magical plant growing in the sand. We must use it and make a syrup for the king's daughter.

Doggy Dog: Great idea – let's do it! Hurry up – the princess is very ill.

Kitty Cat: Let's go to the king and give him a syrup!

Parry the Parrot: King – please take our medicine which can help your daughter and make her feel so much better – we're happy to help you!

Narrator: *The king took the syrup from the 4 best friends and gave it to his daughter. The princess felt better only a couple of hours after.*

The king decided not to cut down all the trees and keep the jungle as it is.

Mouse Mouse: Our jungle is a great treasure!

THE END

Appendix 3 – “Vocabulary Tests.”

LS^v

16/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

glorious – veličanstveno ✓
supermarket – trgovina ✓
destiny – sudbina ✓
to meet – vidjeti se ✓
sanctuary – X

2) Translate the following words from Bosnian to English language:

okupiti se – gather ✓
sloboda – freedom ✓
vodopad – waterfall ✓
papagaj – parrot ✓
lijek – medecine ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease ✓.
a) disease b) dance c) jungle

We're not sure if it is real, but magic ✓ comes alive in the stories.
a) cliff b) toucan c) magic

My brother feels very sick/ill, so I prepared a syrup ✓ to make him feel better.
a) syrup b) plant c) treasure

4) Write down the word which meaning is explained in the sentence.

wave X - The verb we use when we first see someone new. (1 word)
trees X - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)
syrup ✓ - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

A		B
rare	_____	gather ✓
high	_____	waterfall ✓
to	_____	plants ✓

N.Y.

15/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

glorious - veličanstveno ✓
supermarket - super market ✓
destiny - budućnost ✓
to meet - okupiti se ✓
sanctuary - X

2) Translate the following words from Bosnian to English language:

okupiti se - to meet ✓
sloboda - free ✓
vodopad - waterfall ✓
papagaj - parrot ✓
lijek - medicine ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease.
a) disease b) dance c) jungle

We're not sure if it is real, but magic comes alive in the stories.
a) cliff b) toucan c) magic

My brother feels very sick/ill, so I prepared a syrup to make him feel better.
a) syrup b) plant c) treasure

4) Write down the word which meaning is explained in the sentence.

to meet - The verb we use when we first see someone new. (1 word)
jungle - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)
syrup - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

A	B
rare	gather ✓
high	waterfall ✓
to	plants ✓

A.G

112

16/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- glorious - ~~čisto~~ X
- supermarket - market/trgovina ✓
- destiny - destinacija X
- to meet - upoznati se ✓
- sanctuary - X

2) Translate the following words from Bosnian to English language:

- okupiti se - to gather ✓
- sloboda - Freedom ✓
- vodopad - Waterfall ✓
- papagaj - Parrot ✓
- lijek - Medicine ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease. ✓
 a) disease b) dance c) jungle

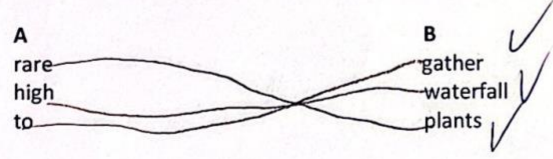
We're not sure if it is real, but magic comes alive in the stories.
 a) cliff b) toucan c) magic

My brother feels very sick/ill, so I prepared a syrup to make him feel better.
 a) syrup b) plant c) treasure

4) Write down the word which meaning is explained in the sentence.

- to introduce ✓ - The verb we use when we first see someone new. (1 word)
- Jungle ✓ - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)
- Syrup ✓ - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.



D B

17/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

glorious - veličanstvena ✓
supermarket - supermarket ✓
destiny - okupiti se ✓
to meet - upoznati se ✓
sanctuary - člacišće ✓

2) Translate the following words from Bosnian to English language:

okupiti se - destiny ✓
sloboda - freedom ✓
vodopad - water fall ✓
papagaj - parrot ✓
lijek - medicine ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease ✓.
a) disease b) dance c) jungle

We're not sure if it is real, but magic ✓ comes alive in the stories.
a) cliff b) toucan c) magic

My brother feels very sick/ill, so I prepared a syrup ✓ to make him feel better.
a) syrup b) plant c) treasure

4) Write down the word which meaning is explained in the sentence.

to meet ✓ - The verb we use when we first see someone new. (1 word)
jungle ✓ - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)
syrup ✓ - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

A	B
rare	gather ✓
high	waterfall ✓
to	plants ✓

10/19 LNP

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- glorious - ~~Prelepa~~ X
- supermarket - market ✓
- destiny - sudbina ✓
- to meet - te upozna ✓
- sanctuary - X

2) Translate the following words from Bosnian to English language:

- okupiti se - X
- sloboda - free X
- vodopad - waterfall ✓
- papagaj - papagaj X
- lijek - medicine ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease.
a) ~~disease~~ b) dance c) jungle

We're not sure if it is real, but magic comes alive in the stories.
a) cliff b) toucan c) magic

My brother feels very sick/ill, so I prepared a syrup to make him feel better.
a) ~~syrup~~ b) plant c) treasure

4) Write down the word which meaning is explained in the sentence.

- gledati - The verb we use when we first see someone new. (1 word)
- jungla - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)
- Syrup - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

- | | |
|------|-------------|
| A | B |
| rare | gather ✓ |
| high | waterfall X |
| to | plants X |

A.1.

19/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- glorious - veličanstveno ✓
- supermarket - prodavnica ✓
- destiny - sudbina ✓
- to meet - upoznati se / okupiti se ✓
- sanctuary - čitaviste ✓

2) Translate the following words from Bosnian to English language:

- okupiti se - to meet ✓
- sloboda - freedom ✓
- vodopad - waterfall ✓
- papagaj - parrot ✓
- lijek - medicine ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease ✓.

a) disease b) dance c) jungle ✓

We're not sure if it is real, but magic comes alive in the stories. ✓

a) cliff b) toucan c) magic ✓

My brother feels very sick/ill, so I prepared a syrup to make him feel better. ✓

a) syrup b) plant c) treasure ✓

4) Write down the word which meaning is explained in the sentence.

- meet ✓ - The verb we use when we first see someone new. (1 word)
- jungle ✓ - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)
- syrup ✓ - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

- | | |
|---|--|
| <p>A</p> <ul style="list-style-type: none"> rare high to | <p>B</p> <ul style="list-style-type: none"> gather ✓ waterfall ✓ plants ✓ |
|---|--|

LEG ♡

19/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- glorious - veličanstveno ✓
- supermarket - kupovna marketa (trgovina) ✓
- destiny - sudbina ✓
- to meet - upoznati se ✓
- sanctuary - utočište ✓

2) Translate the following words from Bosnian to English language:

- okupiti se - meet up ✓
- sloboda - freedom ✓
- vodopad - water fall ✓
- papagaj - parrot ✓
- lijek - medicine (syrup) ✓

3) Fill-in the blanks with the correct word:

The medicine is often used to cure a certain disease.

- a) disease b) dance c) jungle

We're not sure if it is real, but magic comes alive in the stories.

- a) cliff b) toucan c) magic

My brother feels very sick/ill, so I prepared a syrup to make him feel better.

- a) syrup b) plant c) treasure

4) Write down the word which meaning is explained in the sentence.

meet - The verb we use when we first see someone new. (1 word)

jungle - It is bigger than the forest, and it is the home of many animals and the plants. (1 word)

syrup - It is the medicine you have to drink when you feel sick. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

- | | |
|------|-------------|
| A | B |
| rare | gather ✓ |
| high | waterfall ✓ |
| to | plants ✓ |

U. J.

16/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- Princeza - princess ✓
- Dragulji - jewels ✓
- Stit/Oklop - armour/shield ✓
- Skupa odjeca - fine clothes ✓
- Strazar - ~~guard~~

2) Translate the following words from Bosnian to English language:

- Castle - dvorac ✓
- Mač - sword ✓
- Pauper - siromah ✓
- Guards - strazar ✓
- Fortress - tvrđava ✓

3) Fill-in the blanks with the correct word:

The jewel ✓ are usually very expensive and rare stones and are often used for the jewelry making.

- a) gold
- b) jewels
- c) sword

They all waited this moment - it was his time to become the king. It was his coronation ✓ day.

- a) coronation
- b) throne
- c) kingdom

I really like my old clothes ✓. They are full of memories - I wear it still sometimes.

- a) fine clothes
- b) tower
- c) old clothes

4) Write down the word which meaning is explained in the sentence.

- ~~Gate~~ - It was the weapon often used for soldier battles. (1 word)
- ~~Gate~~ ✓ - It represents the doors which are built to secure the place. (2 words)
- swap ✓ - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.



A.G

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- Princeza - Princess ✓
- Dragulji - jewels ✓
- Štit/Oklop - Shield ✓
- Skupa odjeća - expensive clothes X
- Strazar - guard ✓

14/19

2) Translate the following words from Bosnian to English language:

- Castle - dvorac ✓
- Mac - mač ✓
- Pauper - X
- Guards - čuvari ✓
- Fortress - tvrđava ✓

3) Fill-in the blanks with the correct word:

The ~~gold~~ are usually very expensive and rare stones and are often used for the jewelry making.

- a) gold
- b) jewels
- c) sword

They all waited this moment - it was his time to become the king. It was his coronation day.

- a) coronation
- b) throne
- c) kingdom

I really like my ~~old clothes~~. They are full of memories - I wear it still sometimes.

- a) fine clothes
- b) tower
- c) old clothes

4) Write down the word which meaning is explained in the sentence.

Sword ✓ - It was the weapon often used for soldier battles. (1 word)

Palace gates ✓ - It represents the doors which are built to secure the place. (2 words)

exchange X - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.



DH

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- Princeza - princeza ✓
- Dragulji - dragulji ✓
- Stit/Oklop - štito ✓
- Skupa odjeca - skupovinski odod ✓
- Strazar - strazar ✓

13/19

2) Translate the following words from Bosnian to English language:

- Castle - grad ✓
- Mac - mač ✓
- Pauper - siromah ✓
- Guards - strazari ✓
- Fortress - tvrđava ✓

3) Fill-in the blanks with the correct word:

The jewels are usually very expensive and rare stones and are often used for the jewelry-making.

- a) gold
- b) jewels ✓
- c) sword

They all waited this moment - it was his time to become the king. It was his coronation day.

- a) coronation ✓
- b) throne
- c) kingdom

I really like my old clothes. They are full of memories - I wear it still sometimes.

- a) fine clothes
- b) tower
- c) old clothes ✓

4) Write down the word which meaning is explained in the sentence.

- Swords - It was the weapon often used for soldier battles. (1 word)
- X - It represents the doors which are built to secure the place. (2 words)
- X - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

- | | | |
|--------|-------|-----------|
| A | | B |
| Fine | ----- | Gates ✓ |
| Palace | ----- | Reign ✓ |
| To | ----- | Clothes ✓ |

A.I.

12/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- Princeza - princess ✓
- Dragulji - ~~stones~~ X
- Stit/Oklop - shield/armor ✓
- Skupa odjeca - fine clothes ✓
- Strazar - ~~guard~~ X

2) Translate the following words from Bosnian to English language:

- Castle - dvorac ✓
- Mac - sword ✓
- Pauper - sitomanja ✓
- Guards - strazari ✓
- Fortress - ~~strazari~~ X

3) Fill-in the blanks with the correct word:

The jewels are usually very expensive and rare stones and are often used for the jewelry making.

- a) gold
- b) jewels
- c) sword

They all waited this moment - it was his time to become the king. It was his coronation day.

- a) coronation
- b) throne
- c) kingdom

I really like my old clothes. They are full of memories - I wear it still sometimes.

- a) fine clothes
- b) tower
- c) old clothes

4) Write down the word which meaning is explained in the sentence.

- sword ✓ - It was the weapon often used for soldier battles. (1 word)
- shield/armor ✓ - It represents the doors which are built to secure the place. (2 words)
- trade ✓ - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

- | | | |
|--------|--|-----------|
| A | | B |
| Fine | | Gates ✓ |
| Palace | | Reign ✓ |
| To | | Clothes ✓ |

LEG

16/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- Princeza - Princess ✓
- Dragulji - jewels ✓
- Stit/Oklop - shield ✓
- Skupa odjeca - fine clothes/expensive clothes ✓
- Strazari - ~~guard~~ X

2) Translate the following words from Bosnian to English language:

- Castle - dvorac ✓
- Mac - sword ✓
- Pauper - ~~poor~~ X
- Guards - strazari ✓
- Fortress - tvrđava ✓

3) Fill-in the blanks with the correct word:

The jewels are usually very expensive and rare stones and are often used for the jewelry making.

- a) gold
- b) jewels
- c) sword

They all waited this moment - it was his time to become the king. It was his coronation day.

- a) coronation
- b) throne
- c) kingdom

I really like my old clothes. They are full of memories - I wear it still sometimes.

- a) fine clothes
- b) tower
- c) old clothes

4) Write down the word which meaning is explained in the sentence.

- Sword ✓ - It was the weapon often used for soldier battles. (1 word)
- ~~Door~~ X - It represents the doors which are built to secure the place. (2 words)
- swap ✓ - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.



LNP

4/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

Princeza - Princess ✓
Dragulji - Diamonds ✓
Stit/Oklop - Shields ✓
Skupa odjeca - Expensive clothes ✓
Strazar - Guard ✓

2) Translate the following words from Bosnian to English language:

Castle - Dvorac ✓
Mac - Knife ✓
Pauper - Poor ✓
Guards - Guards ✓
Fortress - Fortress ✓

3) Fill-in the blanks with the correct word:

The Sword are usually very expensive and rare stones and are often used for the jewelry making.

a) gold b) jewels c) sword

They all waited this moment - it was his time to become the king. It was his Kingdom day.

a) coronation b) throne c) kingdom

I really like my fine clothes. They are full of memories - I wear it still sometimes.

a) fine clothes b) tower c) old clothes

4) Write down the word which meaning is explained in the sentence.

Sword - It was the weapon often used for soldier battles. (1 word)
Palace - It represents the doors which are built to secure the place. (2 words)
To - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

A		B	
Fine	Palace	Gates	✓
Palace	To	Reign	✗
To		Clothes	✗

LS^v

91

16/19

VOCABULARY TEST

1) Translate the following words from English to Bosnian language:

- Princeza - princess ✓
- Dragulji - jewels ✓
- Stit/Oklop - ~~armor~~ ✓
- Skupa odjeca - fine clothes ✓
- Strazar - guards ✓

2) Translate the following words from Bosnian to English language:

- Castle - dvorac ✓
- Mac - sword ✓
- Pauper - ~~poor~~ ✓
- Guards - strazar ✓
- Fortress - tvrđava ✓

3) Fill-in the blanks with the correct word:

The jewels are usually very expensive and rare stones and are often used for the jewelry making.

- a) gold
- b) jewels ✓
- c) sword

They all waited this moment - it was his time to become the king. It was his coronation day.

- a) coronation ✓
- b) throne
- c) kingdom

I really like my old clothes. They are full of memories - I wear it still sometimes.

- a) fine clothes
- b) tower
- c) old clothes ✓

4) Write down the word which meaning is explained in the sentence.

- sword - It was the weapon often used for soldier battles. (1 word)
- Palace gates - It represents the doors which are built to secure the place. (2 words)
- swap - The verb we used when we want to trade/change something with someone. (1 word)

5) Connect the 2-word phrases from the column A to the column B.

- | | |
|----------------------------------|---|
| A
Fine
Palace
To | B
Gates ✓
Reign ✓
Clothes ✓ |
|----------------------------------|---|

Appendix 4 – “Costumes and Costume Making.”



Appendix 5 – “Practical Part Attendance Confirmation.”



**Internationale
Deutsche Schule**
Sarajevo

Tel. +387 33 560 520
Cell Phone +387 62 243 515
Info@idss.ba
www.idss.ba

PU „Internationale Deutsche Schule Sarajevo“
- Međunarodna Njemačka Škola Sarajevo
Buka 13
71000 Sarajevo
Bosna i Hercegovina

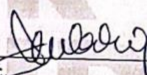
Br: 477/20

POTVRDA

Enver Kazić, student završne godine Anglistike realizovao je praktični dio svog završnog diplomskog rada pod nazivom „*The Role of Drama-based Approach in the Acquisition of English Language Vocabulary in the Primary Grade 4*“ u PU „Internationale Deutsche Schule Sarajevo“ u trajanju od pet školskih časova, u vremenu od 07.12.-11.12.2020. godine.

HALLO

PU „Internationale Deutsche Schule Sarajevo“ -
Međunarodna Njemačka Škola Sarajevo


Davor Mulatić
Direktor škole



Scanned with CamScanner

Internationale Deutsche Schule Sarajevo
Buka 13 | 71 000 Sarajevo, Bosnia and Herzegovina
Sparkasse Bank d.d. Sarajevo: 1994990021809884
IBAN BA39 1994990021809884 | BIC ABSBBA22