

**BARRIERS IN THE BEGINNING OF
TEACHING ENGLISH USING DRAMA
AN ACTION RESEARCH CASE**

Final Degree Project in Early Childhood Education

Ingrid VILA i TAÑÀ

Year: 2017-2018

Tutor: Eva Marichalar Freixa

Double Degree in Early Childhood and Primary Education

Faculty of Education, Translation and Humanities

Universitat de Vic – Universitat Central de Catalunya

Vic, May 2018

Table of contents

Acknowledgments.....	3
Abstract	4
1. Introduction.....	5
2. Theoretical framework	7
2.1 English language learning.....	7
2.2 Teaching English as a foreign language	10
2.3 Educational drama.....	13
2.4 Barriers in teaching English and drama	18
3. Methodology	23
3.1 Research question.....	23
3.2 Participatory action research	23
3.3 Instruments.....	25
3.4 Procedure.....	27
4. Data analysis and results.....	29
5. Discussion	45
6. To finish.....	53
6.1 Limitations and reflections	53
6.2 Future contributions	54
6.3 Further research	55
6.4 Final conclusion.....	56
7. References	59
8. Appendices.....	64

Acknowledgments

This project would not have been possible without the support from all the who have been with me during all the process. Firstly, I would like to express my deep appreciation to my tutor, Eva Marichalar, for helping and guiding me through the whole process. Also, I would like to thank the staff of the school that gave me plenty of access to the school and especially, Laia Riba, the English teacher of my third placement, for supporting me during my process and giving me the opportunity to implement the sessions in the school. I would also like to thank both P5 students from the same school because without them I could not have got the information for my study. Finally, but not least, special thanks to my parents, my sister and Arnau for their patience, support and encouragement day by day over the years to achieve my goals.

Abstract

Over the past years, teaching English as a foreign language in young learners is increasing. The use of drama in education is gaining influence because it focuses on the child, therefore, educators use this method to effectively teach English to children. However, teachers may face some barriers that they need to overcome to promote a meaningful and real communication between the students and the teacher and hence, to become an effective teaching. The study is a participatory action research that discusses the challenges I face as an English teacher who wants to implement drama for the first time. The investigation was carried out in a Catalan school in a 5-year-old classroom. To gather the data I used video recordings, a diary, and a notebook that has led to identify some common barriers based on the four groups classified by Cantú and Martínez (2005) that integrates the rest of the barriers I faced.

Key words: English as a Foreign language, drama techniques, Teaching, Preschool Education, Barriers of novice teachers

Durant els últims anys, l'ensenyament de l'anglès com una llengua estrangera als infants està augmentant. La utilització de la dramatització en educació està guanyant pes perquè està centrada en l'infant, per tant, els educadors utilitzen aquest mètode per ensenyar de manera eficaç als infants. Tot i això, els mestres s'enfronten a algunes barreres que han de superar per tal de promoure una comunicació significativa i real entre els alumnes i el mestre, i per tant, convertir-se en una ensenyança eficaç. L'estudi és una investigació experimental que presenta les barreres que jo m'enfronto com una mestra d'anglès que vol implementar el teatre a l'escola per primera vegada. La investigació es va dur a terme en una escola catalana en una classe de P5. Per tal d'analitzar les dades he utilitzat gravacions de vídeo, un diari de camp i un bloc de notes que m'han portat a identificar algunes barreres comunes basades en els quatre grups classificats per Cantú i Martínez (2005) que integren la resta de reptes viscuts.

Paraules clau: anglès com a llengua estrangera, tècniques dramàtiques, ensenyament, educació infantil, barreres dels mestres novells

1. Introduction

The current study focuses on identifying the barriers that novice teachers face in teaching English by using drama. It consists on the final degree project of Childhood Education teacher with the mention in English.

When I was told to choose a specific topic to work on the research, I was lost because there were many topics in which I was interested in. As we had to decide one within a week, I chose to work on storytelling and drama. I love telling stories and drama techniques, so, I thought that mixing them would be a good option to keep me motivated during all the investigation. Furthermore, two years ago, in the subject “Psychomotor development and body expression”, we worked using different drama techniques and I discovered that I enjoyed doing them. Hence, this could be a great opportunity to deepen them.

After the first meeting with my tutor Eva, I changed the aim of my research. I wanted to work on drama techniques and English because I discovered that to teach a foreign language by using this method was effective. However, she made me realize that it was impossible to identify the learners’ knowledge due to the limited time I had to implement my study, therefore, instead of investigating about what students will learn I will investigate about the barriers that I face when carrying out drama sessions in English, that is even more meaningfully for my future profession. Throughout college, I have never heard about the shocking reality that teachers face when entering the classroom reality. But, I consider essential to identify the most common barriers in order to overcome them in a near future. Furthermore, I strongly believe that future teachers would need to know them to teach effectively from the first year of teaching. So, the purpose of this study is to examine and identify the barriers that I face while implementing drama sessions in English in a P5 classroom.

This study was the first step to start and continue investigating about this taboo topic. Firstly, I conducted a research of several issues and expert authors regarding the field of my study. After having read all the information, I started building my theoretical framework and it became the basis for identifying the barriers that novice teachers face to get closer to my study. Gradually, I was gaining knowledge about the main ideas of the investigation and I started planning my practical part. However, until I joined all my findings in a notebook and created a list of barriers that I could deal with in my implementation I was still a bit lost on how to overcome the barriers identified. After having planned the lessons, I started to search more information about how to handle

them. Then, I Carried out my sessions in a five-year-old classroom. During my sessions, I used a diary and I videotaped them to contrast my results with my literature review. All this information is in the methodology section.

In the part of data analysis, results and discussion I was able to answer my research question and identified the barriers that I handled based on the analysis and the interpretation of the results collected of my participatory action research while contrasting and comparing them with more authors and researchers. Finally, in the last section I described my limitations, I proposed some future contributions and improvement for a next study, and a final conclusion in which I explain how I felt during all the investigation is explained. Hence, the study you are going to find, it was my first experience in the field of educational research that has been built mainly from my illusion of entering to this world.

2. Theoretical framework

In this section, the aim is to discover the barriers that novice teachers must deal with when teaching a drama session in English. Firstly, I am going to introduce how children learn, afterwards, the concept of drama education is mentioned. Then, it appears a description of the different teaching approaches of foreign languages. Finally, the barriers faced by novice teachers in relation to drama and English are mentioned.

Nowadays, introducing English to early years is a general trend. Therefore, there are emerging different methodologies in order to help teachers to facilitate the development of teaching strategies of foreign languages (Puskás, 2016). At the same time, drama education is integrated into some foreign language classrooms as it enhances communicative competence and students' language learning in general terms (Dundar, 2013). Teaching English and drama is challenging for new teachers, therefore in the last section, the barriers that are more mentioned by many researchers are classified into four categories according to Cantú and Martínez findings (2006).

2.1 English language learning

Most schools in Catalonia teach English as a foreign language and Spanish as a second language as in the school where I did my participatory action research. However, not all the students have Spanish as their second language because for some it is their first language and some others neither Catalan nor Spanish are their first language as it is Amazigh, which is the highest percentage of students' language spoken at home in that school (Escola Mare de Déu del Sòl del Pont, 2017). There is a clear difference between second language acquisition and foreign language learning. When living in second language situations the language can be spoken outside the school context, for instance, mass media and official institutions language, like Spanish in Catalonia (Broughton, Brumfit, Flavell, Hill & Pincas, 1980). On the contrary, the foreign language is not used outside the classroom, therefore, foreign language learners will not have the opportunity to use the target language for communicating in their daily life, like English in Spain (Broughton, Brumfit, Flavell, Hill & Pincas, 1980).

Before digging into the learning of a foreign language, it is important to clarify how young children develop and learn a language. In early years they are naturally curious and enthusiastic to explore the world around them. They love living new experiences such

as learning a new language (Uysal & Yavuz, 2015). Hence, two main positions can be distinguished when talking about the acquisition of language in young learners. On one hand, some argue that children are born with an innate universal structure that guides them to what language can be. On the other hand, other linguists believe that children construct their language structure depending on the amount of input received and the language they produce in interacting with others (Scheffler, 2015). Piaget believes that young learners construct their learning by being actively engaged with their environment and immediate settings. Therefore, Saboor & Farid (2013) supported that learning occurs when children solve problems around them. However, Cameron (2001) neglected the social dimension as she stated that children pass through a series of stages within giving importance to interaction with others. According to Vygotsky, children construct their knowledge through social interaction, as pupils reach their optimum capacity to solve problems through scaffolding, with the guidance of an adult or peer (Uysal & Yavuz, 2015). Therefore, people who surround a child play an important role while interacting with them in helping children to learn and develop. Hence, adults are mediators between the child and the world.

The development of children's first language is fundamental to the cognitive development because it provides new opportunities for using the language (Cameron, 2001). Bruner argues the importance of language as a tool for cognitive growth. Saboor & Farid (2013) defended that routines allow scaffolding to take place, combining the security of the familiar with the excitement of the new, so, it provides new opportunities for meaningful language development. Cameron (2001) supported that "they allow the child to actively make sense of new language from familiar experience and provide a space for language growth" (p.11) and they create many possibilities for developing language skills. Socio-cultural arguments break the traditional teacher-centred method, with the introduction of a child-centred approach in which pupils are involved in hands-on, rich and dynamic experiences to acquire an effective and successful language learning (Broughton, Brumfit, Flavell, Hill & Pincas, 1980; Uysal & Yavuz, 2015).

Young learners can acquire languages without any retardation of their mother tongue. Although children develop differently between a three-year-old child and a six-year-old, their communicative capacity is at its maximum (Broughton, Brumfit, Flavell, Hill & Pincas, 1980). For this reason, they do not develop any negative barrier like stress, anxiety or embarrassment when speaking the target language (Saboor & Farid, 2013). Furthermore, young learners can interpret meaning without understanding some specific words faster than adults based on their direct experience, and they are able to use their

limited language in a more creative way (Saboor & Farid, 2013). However, there are some language structures that are acquired later due to their connection between the written language (Cameron, 2001).

Cameron (2001) stated that children's foreign language learning lies in the amount and type of exposure they experience,

there are important links between what and how children are taught, and what they learn. With ZPD, the broader and richer the language experience that is provided for children, the more they are likely to learn. If we want children to develop certain language skills, we need to ensure they have experiences in lessons that will build these skills. The activities that happen in classrooms create an environment for learning and offer different kinds of opportunities for language learning (p.20).

Therefore, she claimed that providing exposure and opportunities to use the target language is essential to learn a foreign language.

Children are enthusiastic and positive about learning; however, they have short attention and concentration span (Scott & Ytreberg, 1990; Puskás, 2016). Also, they lose interest more quickly than adults especially if they are not motivated, or they find the task difficult for them. According to Uysal & Yavuz (2015), engaging them in a variety of experiences and a set of activities that do not last more than five or ten minutes are the best to keep them active during all their learning process and not to get them bored. They agree that each activity should be focused on different skills and balanced among all the experiences provided while using pupil-pupil interaction in pair work, groups or whole class activities. Lessons should be short and regular as well as frequently changing from one activity to another (Broughton, Brumfit, Flavell, Hill & Pincas, 1980). Hence, valuing and knowing children's needs and their development is crucial for teaching effectively (Uysal & Yavuz, 2015). In the next section, I am going to focus on the teaching methods that provide meaningful learning for young children.

Moreover, using drama in classrooms is an alternative to a traditional teacher-centred approach that leads students to actively participate in their learning process and prepares them to be more creative while facing daily situations (Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen, 2016). According to socio constructivists theories, educational drama is essential because participants are engaged in constructing meaning together (Bolton, 1984). In these situations, pupils use fictional roles, time and space to communicate with others helping them to overcome barriers when speaking a foreign language (Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen, 2016).

Furthermore, using the language in different settings lead students to live and explore a similar to real-life experience (Dundar, 2013). Therefore, using drama has many advantages among other teaching methodologies that are going to be explained in the next sections.

2.2 Teaching English as a foreign language

In the previous section, we explore how children learn a foreign language. Language should be understood in a context, not as a simple set of structures isolated from other learnings and social skills, therefore, all skills are important when learning a language (Puskás, 2016). The teacher is an important factor in students' learning. Since the nature of language is complex, educators should find the most effective approaches and methods according to students' needs depending on their educational experience (Rivers & Temperley, 1978). Teaching a language is not as easy as it seems, in consequence, through the years there have existed different approaches that have been in transition and nowadays they are still changing and being updated to improve the effectiveness of language teaching. These approaches have changed from more teacher-centred to more student-centred; in which children learn while they communicate with each other and are active learners (Richards & Rodgers, 2014; Pica, 2000).

The first language approach that appeared was the Grammar-Translation Approach. It is teacher centred and their instructions are given in the native language. The aim is to translate sentences from the target language into the mother tongue, so, it only focuses on grammar rules (Richards & Rodgers, 2014; Celce-Murcia, 2001). Students are not able to use the target language for communication, due to its failure some different approaches raised to defend a natural learning. Then, in the Direct Approach, the mother tongue is not permitted, and the target language is learned by using active demonstrations and actions in the classroom. So, grammar rules are learned inductively (Richards & Rodgers, 2014; Celce-Murcia, 2001). Other approaches that also emphasized oral skills were the Oral Approach and the Audio-Lingual Approach. Both were a reaction of the Direct Approach; therefore, they use systematic language principles. In the first one, different situations and repetitions are used to teach the language. In the second one, students listen to English patterns and they repeat them being accurately in pronunciation (Richards & Rodgers, 2014). Afterwards, the Cognitive Approach appeared trying to change students' role from passive actors to active constructors of knowledge (Tsvetkova, 2016). Pupils learn the language using the same

process as a rule acquisition by individually being faced with new information in the target language rather than by repetition (Tsvetkova, 2016; Richards & Rodgers, 2014). Again, the three approaches mentioned, fail to use language for communication purposes.

That is why, from the Cognitive Approach and later on, student-centred approaches that used the language for communication were emphasized. Puskás (2016) stated that language learning should have a meaningful, purposeful and enjoyable aim to help students to develop a positive attitude in language learning. A Humanistic Approach was developed, and it focuses “on human values, growth in self-awareness and in the understanding of others, sensitivity to human feelings and emotions and active student involvement in learning” (Richards & Rodgers, 2014, p.23) was developed. A positive classroom environment is essential to motivate learners in order to create a keen attitude on learning a foreign language as well as to develop meaningful learning and communication. Pair and small groups are used to discuss with their peers using the target language. Then, a Communicative Approach appeared. Its aim is to develop students’ ability to communicate in the target language and to acknowledge the interdependence of the four skills in language and communication while interacting with others (Richards & Rodgers, 2014; Celce-Murcia, 2001). According to Puskás (2016):

teaching a foreign language should rely on the interdependence of different skills as well as areas and should focus on the child as a complex phenomenon rather than the target of language acquisition, who needs to absorb fixed grammar rules (p.15).

It is a holistic approach because learning is both cognitive and affective, in other words, this approach satisfies and recognises the whole-person needs and abilities. Therefore, “learning takes place in a communicative situation where teachers and students are involved in” (Richards & Rodgers, 2014, p.117). The educator is a learning facilitator and students are active characters of their own learning. Furthermore, by using this approach students’ motivation raises and natural learning occurs in different learning environments (Richards & Rodgers, 2014; Celce-Murcia, 2001). According to Pica (2000), using a communicative approach is more effective than the previous ones in promoting young learners’ confidence and fluency in speaking and writing in a foreign language. It also has positive effects when children have a positive attitude towards what they are doing and learning (Williams, 1995).

Drama as a methodology would fit in the last approach. It is a powerful tool that helps students be actively involved in their learning and the use of the target language to communicate with others as well as to express their emotions and ideas in different ways

(Sharma, 2016). Pica (2000) and other researchers agree that it doesn't exist a perfect method which could meet all of learners' needs. Therefore, teachers must implement an alternative to them based on their professional experience and their children's needs because a great variety of methods and techniques are essential to keep young learners engaged during the activities (Rivers & Temperley, 1978).

Regarding teacher's role, as previously stated, teachers are an important factor in raising children's positive attitude to learn a foreign language, for this reason, an emphasis on children's activity should be considered (Puskás, 2016). Young learners are physically active, enthusiastic and lively (Broughton, Brumfit, Flavell, Hill & Pincas, 1980; Saboor & Farid, 2013). They require a lot of attention to make them involved in their own learning because they need more sense of security than adults, especially in learning a foreign language as it is difficult for them to understand the language and sometimes they got frustrated (Saboor, & Farid, 2013). To avoid this frustration, the educators' language needs to be natural to learners' maturational language level in which children use the foreign language instrumentally for an enjoyable, meaningful and purposeful end (Broughton, Brumfit, Flavell, Hill & Pincas, 1980). Cameron (2001) defended that "first language experience influences second language use", therefore, teachers must be well-informed about learners' background and maturational level of their first language to provide opportunities to build the next supports on them (Puskás, 2016).

Educators should provide an exposure to the language and offer a variety of possibilities for learning because as mentioned previously, according to Cameron (2001) type and amount of exposure are crucial in learning a foreign language. A comprehensible input is needed to adjust their exposure in next sessions and an appropriate model is also essential for a greater comprehensibility, appropriateness and accuracy (Pica, 2000). The language used by teachers is an important step in scaffolding because all language experiences that children receive will influence their language development (Cameron, 2001). Furthermore, young learners are less able to give prolonged attention and concentration to specific tasks and are more easily distracted by their peers, hence, tasks should be short, approximately ten minutes, and teachers should offer a variety of activities, classroom organisation such as whole class activities, small group activities, individual activities, child-selected activities, techniques and methods and frequently switch from one to another in each session. In addition, the activities should include a lot of visual aids, pictures, objects and posters to make the language more tangible (Broughton, Brumfit, Flavell, Hill & Pincas, 1980; Puskás, 2016; Cameron, 2001). Educators need to be resourceful in order to adjust their activities to learners' needs and

goals. As children love imitating and miming because they perform various roles giving them a sense of self-confidence and achievement, using patterned activities like games, dialogues, songs, dramatization and role-playing are important to lend themselves to repetition becoming natural to them (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980). Also, games involving collecting and guessing have a strong appeal in young learners.

Broughton, Brumfit, Flavell, Hill & Pincas (1980) proved that oral methods could achieve excellent results in students' learning and Cameron (2001) confirmed that the

spoken language is the medium through which the new language is encountered, understood, practised and learnt. Rather than oral skills being simply one aspect of learning language [...]. New language is largely introduced orally, understood orally and aurally, practised and automatised orally (p.18).

As a result, an Oral Approach is essential to teach young learners. Group activities are preferred rather than being lectured in a traditional way as they have a chance to talk to each other developing the ability to communicate with others using the foreign language in a natural environment (Saboor & Farid, 2013; Broughton, Brumfit, Flavell, Hill & Pica, 2000).

2.3 Educational drama

As previously explained, using drama in schools is beneficial. However, the meaning of drama has diverged in the recent years. Hence, firstly, it is important to differentiate between drama and theatre to clearly understand the meaning of drama. This concept has been defined in many points of views because it has existed since human civilization appeared in the world, so, it is not a new concept.

Wessels (1987, p.7) believes that "drama is doing", being and a normal thing in our daily life when facing different situations. Özbek (2014) refers to drama when students pretend to be someone else while being in an imaginary environment. The aim is the process of language learning that children experience in drama contexts and not about the last product (Phillips, 1999). She defends that "it gives those children who are shy when speaking a foreign language another character to 'hide behind'" (p.5). In those contexts, children are actively engaged making language more meaningful rather than drills or repetition activities as they become actively involved in their learning process (Zalta, 2006). Therefore, Özbek (2014) defends that dramatizing allows children to add

emotions in their learning process, as a consequence, “participants of drama cannot easily forget what they have experienced in drama class” (p.49) because by interpreting their words, pupils make their own.

On the other hand, Zafeiriadou (2009) defines theatre as a phenomenon related to communication between actors and audience whereas drama is understood as an experience between participants and do not communicate to any audience. Slade (1955) refers to theatre when students are performing on stage and to drama when they are engaged in more spontaneous work. Therefore, the main difference between theatre and drama according to Phillips (1999) is that drama focuses on the process of learning and experiences through improvisations and that theatre focuses on the last product, about the performance. Therefore, in schools, it is necessary to focus on drama teaching rather than theatre to help students create more meaningful learning.

Özbek (2014) believes that educational drama should be used as a tool for teaching and learning and as an art form to support personal development. Firstly, he defends that, “when the chosen content is in accordance with curricular goals and objectives, drama may serve as an authentic method in education” (p.48). In drama contexts, children experience direct participation as they are faced with different situations that they should overcome. Young learners can incorporate their feelings and imagination into the content of a lesson. Secondly, drama can help children in the development of the whole person by reinforcing their self-esteem, express and control their emotions and behaviours and promote communication skills (Bolton, 1984).

Using drama with young learners is especially effective, since it exploits children’s extreme need for movement, imagination and creativity. They are given the opportunity to move around the classroom, which is especially beneficial for kinaesthetic learners, and are asked to make contact with others. Therefore, using drama techniques often requires the rearrangement of the classroom, moving desks and chairs. This may also change the status of the teacher; s/he is no more the source of knowledge, an authoritative figure, but rather a facilitator and helper (Puskás, 2016, p. 51).

Using drama in classrooms has clear advantages. That I why, according to Maley and Duff (2005) a list was set out defending the use of drama activities and techniques in classroom that is the following:

- It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities, and many of them require reading and writing, both as part of the input and the output.

- It integrates verbal and non-verbal aspects of communication, thus bringing together both mind and body, restoring the balance between physical and intellectual aspects of learning.
- It draws upon both cognitive and affective domains, giving importance of feeling as well as thinking.
- By fully contextualizing the language, it brings the classroom interaction to real life through an intensive focus on meaning.
- The emphasis on whole-person learning and multi-sensory inputs helps learners to maximize their strength and to extend their range. In doing so, it offers unequalled opportunities for dealing with learner differences.
- It fosters self-awareness and the awareness of others, self-esteem and confidence; and through this, motivation is developed.
- Motivation is fostered and sustained through the variety and sense of expectancy generated by the activities.
- There is a transfer of responsibility for learning from teacher to learners which is where it belongs.
- It encourages an open, exploratory style of learning where creativity and the imagination take place. This, in turn, promotes risk-taking, which is an essential element in effective language learning.
- It has a positive effect on classroom dynamics and atmosphere, facilitating the formation of a bonded group, in which they learn together.
- It is an enjoyable experience.
- It is low-resource. For most of the time, all you need is only a room full of human beings.

Other researchers discuss Maley and Duff's arguments focusing only on particular advantages. Bolton (1984) defended that drama engaged children in both their bodies and minds while they construct meaning. Zyoud (2010) findings confirmed that drama is a powerful tool for children as it provides opportunities for taking risks with language while they enrich their language experiences and connect their actions, feelings and thoughts. Drama uses language as an essential method for communication, therefore, students' language is fluent and meaningful (Eskelinen, 2017). Zalta (2006) agrees that drama enables pupils to communicate with others, even with limited language by using non-verbal communication, hence, all children can express their ideas successfully because "the same activity can be done at different levels" (p.24), nevertheless, the activities are limited by the fluency of the children (Zafeiriadou, 2009). Learners also become more confident in using the target language as they use language in operation

(Dougill, 1987). All in all, drama is a methodology based on the communicative approach which focuses on fluency rather than accuracy, an important factor when children learning a foreign language.

After mentioning the advantages of using drama, there are plenty of reasons supporting its use in schools. The main reason related to language learning is that drama fosters speaking skills and fluency as it provides opportunities to use the target language meaningfully in different concrete situations similar to a more natural language learning environment (Phillips, 1999).

Desiatova (2009) outlined some benefits in which drama is beneficial for learning a foreign language. Firstly, it gives learners an experience of using the language for genuine communication and real-life purposes. Drama is an ideal way to encourage learners to guess the meaning of unknown language in a context and to work cross-curricular contents (Phillips, 1999). Secondly, it makes language learning an active and motivating experience as drama is part of our everyday life since we were born, since with drama it is possible to play, move and act in different concrete situations (Phillips, 1999). As mentioned before, according to Zalta (2006) dramatizing is motivating and fun for children and at the same time, the activities can be done in various levels, therefore, all pupils from the classroom can do it successfully respecting their time and learning styles while achieving an inclusive classroom. For this reason, it is suitable for both young learners who know English and for the ones who don't understand a word and it is the first time they listen to English. In addition, it helps learners to build skills in group dynamics and gain self-confidence, self-awareness and self-esteem to facilitate spontaneously communication. Nordin (2012) demonstrated that students feel safer and confident when they are acting as someone else rather than being themselves.

Zafeiriadou (2009) believes that drama allows the creation of imaginary contexts where children can escape from their identity and hide behind another character providing them opportunities to use the language in operation. Through direct experience children are actively involved and allow them to add emotions to the activities, making language memorable (Zalta, 2006). Pupils often work in groups or pairs and discuss, negotiate, listen to each other and value others' suggestions, hence, the ability to empathise with others is acquired and, simultaneously, they are becoming better communicators (Phillips, 1999). Furthermore, it stimulates learners' thinking and imagination. Zalta (2006) supports that learners develop their creativity and imagination through being able to use their language outside the classroom by dealing with daily challenges in various situations.

Additionally, it helps learners acquire language by focusing on the message they want to transmit, not the form of their sentences. Zyoud (2010) claims that drama activities are based on the communicative approach in which “appropriacy and meaning are more important than form or structure of the language” (p.3), consequently, grammar mistakes are tolerated, since fluency is the main goal. Using drama techniques to teach English as a foreign language has many advantages, however, teachers should be given different opportunities to improve their creativity, flexibility, openness and other values essential for being a drama teacher (Demircioglu, 2010). This support will develop their confidence in using drama activities and will help them gain more knowledge about the method. Most drama educators find difficult to plan their lessons, for this reason, the most experienced drama teachers should help the novice ones to overcome the challenges novice drama educators face in their teaching practice.

Referring to what I highlighted regularly, the role of the drama teacher is essential to help students benefit from drama activities. Collaboration is an important factor to support children’s imagination and encourage them to act creatively leading to experience a fruitful learning environment in which children feel comfortable to express themselves and their emotions because as Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen (2016) defend “when the students realize that their teacher is present, listening and reacting to their initiatives, a positive atmosphere of mutual trust is promoted” (p. 561).

All in all, drama educators must find a balance between creativity and structure in order to maximize students’ learning. It is a teaching method, therefore, there are many structural elements that teachers need to consider such as lesson planning, structuring or classroom environment, among others (Wessels, 1987). Nevertheless, at the same time, it requires using improvisational skills to change their plans if needed and manage unpredictable situations. This technique is not teacher-centred, so, the collaborative learning between students and teacher give a chance to react to students’ inputs and be flexible for rapid decision-making to teach something new that was not planned (Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen, 2016).

2.4 Barriers in teaching English and drama

Finally, this section is related to the barriers teachers face when planning and implementing a lesson in order to support and assess students learning. According to Farrell (2005), the transition from being a student to becoming a teacher in a real school life is “a type of reality shock in which beginner teachers realize that the ideals they formed while training may not be appropriate for the realism they are faced with” (p.95). As mentioned many times, learning to teach is a complex process and preparing future teachers to deal with this transition and other influences they face during the first years of teaching has an enormous impact on their future career. Future educators should be aware of what they will face in everyday school life, although each school presents different cultures and contexts, offering and preparing novice teachers “a broad range of relevant knowledge and skills” (Vold, 2017, p.40) to handle all the new challenges it's crucial for an effective professional development (Farrell, 2005).

These early years are the riskiest in the job because it is the time when most teachers are about to leave, or they experience a period of anxiety, for this reason, many researchers named the early years of teaching a ‘sink or swim experience’ (Farrell, 2005; Bartell, 2005). Farrell (2005) and Bartell (2005) agree that in this period, most educators’ energy is used to survive the structural and personal influences of the new school environment while they become active participants in teachers’ society. Therefore, according to Vold (2017), this will lead them to become textbook dependent and use a teacher-centred approach due to their lack of confidence and experience. Not all the barriers can be removed, but recognizing and tackling those challenges may be the first step to overcome them. According to Anburaj and Christopher (2015) “by eliminating these barriers there is a more effective communication between students and the teacher and the teaching becomes more effective” (p.67).

The early years of teaching are crucial in the development of a teacher, many ideas learned during this period will be the ones that educators rely on throughout their professional experience (Bartell, 2005). Teacher education programs are not successful in helping beginner teachers to overcome all the challenges they will face in the first years, regardless, preparing the students to deal with this transition is becoming more prevalent in many countries as it is necessary to help novice to create more effective classrooms (Fantilli & McDougall, 2009). All first years of teaching are unique, and generalisations are not easy to derive from these specific experiences in educations programs, hence, teacher mentorship programs are increasing. Its aim is to support the beginner teacher during his or her transition and during the first years of working as a

teacher (Fantilli & McDougall, 2009; Farrell, 2005). They also maintain that although in some countries there are existing some supports in order to overcome these barriers, such as collaboration with experienced colleagues or a school principal who help the novice ones, it isn't enough to handle the reality shock faced by inexperienced teachers.

According to Abdurrahman (2016), most novice teachers at the end of the first year working as an educator believe that they were not prepared for dealing with all the problems faced, therefore, an initial support could be essential for the beginners. Fantilli & McDougall (2009) emphasized that if the reality shock faced from being a student to a teacher is tackled, they will be able to concentrate "on the important areas of long-term planning, overall student goals, and individual students' needs" (p. 814). Hayes (2009) includes that beginner teachers must consider that teaching is not only about having knowledge on methodologies, they are also important, though. However, they are only one aspect in comparison to all the others novice encounter to achieve an effective teaching.

Considering all the aspects mentioned, knowing all the challenges that language teachers face when teaching a drama session in a foreign language, in this case, using drama to teach English as a foreign language in Catalonia is essential. As stated in the beginning of the theoretical framework, the Cantú and Martínez (2006) classification will be used to classify the different barriers that novice teachers face in their early years. For this reason, according to them the problems can be classified in four different categories: academic, organizational, social and material barriers.

Firstly, academic problems are the most obvious ones because they are related to pedagogical practice, in other words, the ability to put into practice all the knowledge learnt in the education institutions (Higueta & Díaz, 2015). The most difficult challenge faced by beginner teachers is classroom management (Abdurrahman, 2016; Farrell, 2003, 2005; Fantilli & McDougall, 2009; Copland, Garton & Burns, 2014; Bartell, 2005; Abdullah, 2015; Higueta & Díaz, 2015; Hayes, 2009; Vold, 2017). Then, the second one most experienced is regarding teaching methodologies (Abdurrahman, 2016; Anburaj & Christopher, 2015; Farrell, 2003, 2005; Higueta & Díaz, 2015; Hayes, 2009; Copland, Garton & Burns, 2014; Bartell, 2005; Gochitashvili, 2016). Additionally, there is a list of the challenges that researchers identified that novice teachers handled in their findings¹.

¹ Abdullah, 2015; Abdurrahman, 2016; Anburaj, G., & Christopher, 2015; Bartell, 2005; Cantú & Martínez, 2006; Copland, Garton, & Burns, 2014; Fantilli & McDougall, 2009; Farrell, 2003, 2005; Gochitashvili, 2016; Hayes, 2009; Higueta, & Díaz, 2015; Vold, 2017.

- Inexperience
- Teaching methodologies
- Discipline
- Motivation
- Creativity for improvising
- Assessment
- Individual differences
- Educational and drama strategies and techniques
- Classroom management
- Knowledge of material
- Meet special needs
- Treatment of learning problems
- Dealing with sensitive issues
- Professional development
- Improvisational elements

Afterwards, organizational problems occur due to the lack of induction programs in which the more experienced teachers help the novice to face the reality shock (Farrell, 2003). According to Bartell (2005) “beginning teachers are traditionally expected to assume all the same responsibilities as the more experienced teachers, and are often assigned to the most difficult and challenging students, those that their more experienced colleagues do not want to teach” (p.3). The most difficult challenge according to novice teachers is the lesson planning as they spend a lot of time in preparing their sessions (Abdurrahman, 2016; Farrell, 2003, 2005; Fantilli & McDougall, 2009; Copland, Garton & Burns, 2014; Bartell, 2005; Hayes, 2009; Vold, 2017; Gochitashvili, 2016). In this section, there is a list of the challenges that researchers highlighted that novice teachers faced in their research² in relation with organizational barriers.

- Lack of preparation
- Support and orientation regarding methodology
- Lack of support from school
- Become familiar with the school context
- Lesson planning
- Administrative and report cards

² Abdullah, 2015; Abdurrahman, 2016; Anburaj, G., & Christopher, 2015; Bartell, 2005; Cantú & Martínez, 2006; Copland, Garton, & Burns, 2014; Fantilli & McDougall, 2009; Farrell, 2003, 2005; Gochitashvili, 2016; Hayes, 2009; Higueta, & Díaz, 2015; Vold, 2017.

- Pressures on beginner teachers
- Classroom organization
- Classroom size
- Salary
- Following the curriculum
- Long-range planning
- Classroom environment

Then, social problems are related with the novice teachers' relationships established with other members of the society such as teachers, families or administrators (Farrell, 2003). A successful socialization in the school is essential to support to survival of the beginner teachers on their early years in order not to leave teaching or feeling isolated (Farrell, 2003 & Bartell, 2005). The most challenge perceived regarding social problem is the communication with colleagues (Abdurrahman, 2016; Farrell, 2003, 2005; Fantilli & McDougall, 2009; Bartell, 2005; Hayes, 2009; Higueta & Díaz, 2015) as they are faced with it every day. Also, there is a list of challenges related to social problems that researchers identified that inexperienced teachers face in their findings³.

- Leaving the profession
- Communicative skills
- Communication with colleagues
- Communication with families
- Communication with administration
- Adaptation to school
- Community problems
- Involvement of families
- Maintenance of personal sanity
- Flexibility and openness
- Relationship with students
- Vocation for teaching

Finally, material and technology problems are lived day by day. Technology plays an important role in education because nowadays learners are born after the digital revolution, and electronic resources are part of their daily life (Gochitashvili, 2016). In some research one of the main barrier experienced is to offer the appropriate resources

³ Abdullah, 2015; Abdurrahman, 2016; Anburaj, G., & Christopher, 2015; Bartell, 2005; Cantú & Martínez, 2006; Copland, Garton, & Burns, 2014; Fantilli & McDougall, 2009; Farrell, 2003, 2005; Gochitashvili, 2016; Hayes, 2009; Higueta, & Díaz, 2015; Vold, 2017.

according to students' needs (Abdurrahman, 2016; Farrell, 2003, 2005; Fantilli & McDougall, 2009; Copland, Garton & Burns, 2014; Hayes, 2009; Gochitashvili, 2016; Anburaj & Christopher, 2015). In this section, there is a list of the barriers that researchers found that novice teachers handled related to material problems⁴.

- Planning and production of teaching material
- Classroom resources
- Technology aids

All the problems that investigators identified in their findings that teachers could face in their profession are listed above. Considering all the barriers that novice teachers might face when entering the job is crucial to overcome them in the future (Farrell, 2003 & Abdullah, 2015). Therefore, in Catalonia, there is a need for developing induction programs and support to inexperienced teachers.

⁴ Abdullah, 2015; Abdurrahman, 2016; Anburaj, G., & Christopher, 2015; Bartell, 2005; Cantú & Martínez, 2006; Copland, Garton, & Burns, 2014; Fantilli & McDougall, 2009; Farrell, 2003, 2005; Gochitashvili, 2016; Hayes, 2009; Higueta, & Díaz, 2015; Vold, 2017.

3. Methodology

3.1 Research question

After having defined the concepts of drama and teaching, having presented its benefits of using them in a foreign language classroom, in my case, English, and having mentioned the challenges that researchers identified in their findings that teachers handle when leaving the education institutions to become a teacher, this section focuses on the action research I did. This research project tries to identify the challenges that I face when teaching English as a foreign language by using drama techniques. In order to develop this study, I carried out a participatory action research in P5's classroom in a public school in Roda de Ter that helped me discover and identify the challenges faced.

It was not easy to formulate my research question. Firstly, I put emphasis on discovering the language benefits of using drama in learning a foreign language by doing an action research. However, my tutor, helped me realize that due to the limited time and that I cannot control external factors it was not possible to perceive learners' benefits in two months. Although some achievements could be perceived as a result of my planned drama sessions, there were other factors that would have influenced my research such as children doing extra-English lessons, their facilitation in acquiring vocabulary or their family backgrounds. Finally, considering my interests I used the same topic, but I changed the aim of the study. As a result, I decided to focus on the barriers that I face when carrying out drama sessions in English.

For this reason, the main objective of this study is to identify the barriers I deal with in teaching a foreign language while using drama as a methodology. Another objective is to analyse the barriers of teaching a foreign language in drama sessions. Thus, my research question is: What challenges emerge when I carry out drama sessions in English for the first time in a 5-year-old classroom? To do so, I will go into a participative action research as I will be the object of the research.

3.2 Participatory action research

The study is a qualitative educational research. First of all, according to Guba and Lincoln (2000), the paradigm of this research is interpretative as its aim is to describe and analyse the human actions and social phenomenon. Consequently, I will carry out a participatory action research in P5's classroom, more specifically I will carry out various

drama sessions in English. In addition, I want to identify the challenges that I will find in planning and implementing the sessions. Therefore, my research is subjective because I am a part of the knowledge, in other words, I am the investigation object (Alvarado, Manuel, Martínez & García, 2008).

As mentioned previously, the research is qualitative because as Morse (1987) stated it means to understand and interpret the complex interrelationship among everything that surrounds us, hence, in my research, I will analyse and interpret the interrelationship between the teacher and the students, the drama lessons, the environment, the colleagues, etc. That is why during the investigation, I had two roles: firstly, a researcher; looking, reading, contrasting and constructing knowledge about drama, teaching a foreign language and its challenges; and, simultaneously, I was a teacher, who puts into practice drama sessions in English in a P5 classroom. All in all, I introduced drama as a methodology in English sessions in the classroom to identify my own challenges encountered. Getting to know the barriers that I face in the school reality is the first step to control and overcome them in a near future.

Finally, educational research needs different strategies to help researchers describe and conceptualize the multi faced complexity situations in which actions are done. Combining at least two different strategies in a single study is known as triangulation and it is essential for the comprehensiveness and validity of the study (Morse, 1987). For this reason, I used three different strategies for data collection. Firstly, I used a notebook where I wrote down all the important information related to English, drama and barriers that educators handled. Furthermore, I used a diary in order to write down my personal perspectives of the various sessions and also, in every lesson I filled out a table to know which barriers I thought I faced. Lastly, I contrasted my personal perspectives of the diary and the information of the notebook, using a video recording to obtain more accurate results about the challenges faced in the sessions. Each strategy helped me tap different aspects of the action implemented about the barriers I face while dramatizing in English.

In this section, the practical application of my research is presented. First, I am going to introduce how I got access to the research field. It is not a simple task as it requires careful planning and sometimes luck. I did my action research in a public school in Roda de Ter. I chose it because I have lived in this small village since I was born, and I was chosen to do my placement in this school, therefore, I thought it would be a good opportunity to carry out my investigation. Although I did my schooling in the other school of the village, this was a chance to get closer to another educational institution, not the one I went when I was a child. Initially, I contacted the school by telephone to confirm

my acceptance for the placement and at the same time, I talked with the school's director who gave me the number of the early years' English teacher. Then, I contacted her by telephone, and I explained her my research and she agreed to give me the sessions needed for the investigation. The early years' courses started teaching English in these stages last year and they only have English limited time per week. Therefore, I decided to implement my study in a P5 classroom as it is the course they do more hours of English as students do one hour and a quarter each week divided in two sessions; one session of 45 minutes with half of the group and 30 minutes with the whole group. Randomly, I chose to present my research in the P5 A classroom formed by 24 students.

When I was about to start doing the sessions, I had a problem. I needed at least 4 sessions and two weeks later the school was going to execute a schools' project called "PyeongChang 2018 – Winter Olympics Games" in which all the students were involved. For this reason, I postponed the investigation. Finally, I started my research in the third week of February until mid-March. The first three sessions lasted 45 minutes each with half of the group, and the last session lasted 30 minutes with the whole group.

3.3 Instruments

- Notebook: During all my research process I used a notebook. Firstly, I wrote down all the data I thought it could be useful to create my theoretical framework and the challenges that researchers found that novice teachers experienced in their early years. Then, after each session, I wrote down the barriers I experienced. It was very useful to have all my data collected in one place in order to compare the theory with my practice.
- Video recordings: Before recording all the sessions I asked the schools' principal the permission for videotaping the children. I only used the material to carefully identify the barriers I observed in the sessions because without this tool it would have been difficult to write down in my diary all the information.
- Diary: During my practical part I used a diary. Before each session, I wrote down the challenges that I was supposed to encounter and a table that I would fill in during or after each session. I also wrote down some important aspects that I considered meaningful related to my investigation while I was doing the sessions.

To establish the trustworthiness of this investigation and to increase the credibility I used the technique of triangulation. As mentioned before, one of the techniques I used was a notebook. During all my research and especially, before the practical application, I used a notebook in which I wrote the bibliography of the different investigations related to the barriers that researchers found that novice teachers face in the reality of the school. Furthermore, I wrote all the challenges that they handle when beginning to work as educators. These notes, helped me to collect all the data in a list and to be aware of the barriers that I could encounter in my practical research and to know the barriers faced during my investigation. Therefore, I had all the information gathered together to support my interventions.

In addition, to gather data, I used a diary. I chose this tool because it allows collecting direct information about how I experienced the investigation and to observe the barriers that I found in each session as I was physically involved. In addition, for each session, the diary had a structured research table in which I divided the barriers that could influence my sessions in “experienced” and “not experienced” and some observations while I was in the sessions. The reason for taking this decision was that I considered difficult to write down the challenges faced during the session without any support, but using this research table helped me to focus on the specific barriers that I thought I could find before and while implementing the sessions in order to collect all the ones experienced.

Finally, I collected data by video recording each session done in a P5 classroom to complement my own observations about the information gathered. It is a useful tool because all the aspects happened during the lessons were taped allowing to analyse all the information later. The video camera was placed on a corner at the back of the classroom to clearly videotape the teacher and students’ dialogues and movements. Moreover, to collect the data, a table with the barriers mentioned in the theoretical framework was designed to facilitate the analysis of the video recordings after each session. To elaborate the research table, firstly I identified all the information related to the barriers that novice teachers face in their first years according to the researchers’ findings.

3.4 Procedure

To develop my research, firstly, I elaborated a theoretical framework in which I explained how children learn a foreign language, the advantages of using drama in teaching a foreign language in young learners and I identified the barriers that novice educators face in the transition of becoming a teacher, using different books and articles written by different researchers.

After choosing the school in which I was going to do my participatory action research, for the reasons mentioned before I chose the course of P5 and randomly the “A” classroom. Then, to verify the theory, I decided to carry out six drama sessions in English. However, due to the limited hours they have English, just one hour and a quarter per week, the pressure on planning activities related to the “PyeongChang 2018 – Winter Olympics Games” project and some extra activities done related to the project while I was trying to carry out my research I had to reduce my sessions to four.

In order to carry out my research, I carefully planned the sessions considering all the barriers identified in the theoretical framework before the sessions to overcome them. Some aspects couldn't be verified because I was not a “real” teacher in a real setting such as the salary, the communication with administration or families, etc. So, I took them out of my research table. However, there were others, that could influence my sessions and, therefore, I put them in my research table to try to tackle them when designing the intervention searching at least one solution to each of them. After planning all the sessions, I finally carried out my first session. Then, in order to analyse some barriers, I watched my video recording twice and I wrote down some notes in the notebook to identify my errors. Simultaneously, I compared my data collected with what I wrote in my diary and I wrote down some more notes in my notebook. When I had all these first indicators in the notebook, I compared all the data collected with the list of my theoretical framework and I carefully planned my second intervention in the school, changing the aspects needed to overcome the barriers I found in the first session.

After implementing the second session, I did the same to gather my data. I watched the recorded video of the second session twice, once the video of the first session and I wrote down some new barriers or the barriers overcome in the second session together in my notebook. Simultaneously, I compared all the information with my diary and I contrasted it with my theoretical framework and my previous indicators while changing some aspects needed to overcome in the third session.

Afterwards, I carried out my third session. I used the same tools to collect my data. Firstly, I watched the recorded video of the previous session twice, the second and the first video once, and I wrote down in my notebook some observations about the barriers found to keep all the data together. At the same time, as I did in the previous sessions, I compared all the information with my diary and I contrasted it with my theoretical framework and my previous indicators while changing some aspects needed to overcome in the last session.

Subsequently, I executed my last session. I used the same to gather my data. As I did before, I watched the recorded video of the last session twice, and the first, second and third video once and I wrote down the barriers faced in my notebook to have all the data together. Simultaneously, I compared all the information with my diary, and I contrasted the information with my theoretical framework and my previous indicators in order to establish a conclusion. Finally, to establish the trustworthiness of this investigation and to increase the credibility I used the three instruments needed to analyse the data and interpret the results and I had all the information in the notebook.

4. Data analysis and results

The present study was designed to discover the barriers that I face when teaching English using drama techniques. Although one cannot draw any general conclusions on identifying the barriers that educators face in teaching drama in English based on my narrow-isolated investigation, I believe that my research will provide me new useful information to plan a further investigation about the topic and to support me in my near future as a novice teacher. As previously mentioned in the procedure, to carry out my investigation I did four interventions in a P5 classroom. Starting with my research question: What challenges emerge when I carry out drama sessions in English for the first time in a 5-year-old classroom? I decided to analyse the challenges I could face when implementing drama sessions in English in a 5-year-old classroom to overcome them and answer my objectives. After analysing the data collected, a report that contains the results is going to be exposed.

Firstly, I created a list of challenges, which researchers defend that novice teachers encounter in their profession. I classified them according to their similarities, but it was still a long list (see appendix 1), hence, I divided the information using the four main topics elaborated by Cantú and Martínez (2006).





- Academic problems
- Organizational problems
- Social problems
- Material problems

In order to carry out my research, I divided the subtopics into the ones that could influence my implementation or the ones that I couldn't meet since I am only a researcher and not a novice teacher who enter into the profession or reality of the school (see appendix 2). Then, I focused on the challenges that I was supposed to encounter in my school intervention and I tried to deal with them, that is why the need to search for a new theoretical framework was present and helped me examine each barrier and tried to find a solution according to the investigations. According to Farrell (2003, 2005), novice teachers face many challenges in school and to overcome them it is essential to be aware of them. Therefore, the barriers, solutions and results gathered were written down in my notebook using a table to carefully plan the lessons and actions to be done in them (see appendix 3).

After implementing the intervention, I made a list of the challenges faced in the investigation according to their presence while implementing the sessions or outside them, by living the everyday reality of the school due to my placement. To group the barriers under the four categories, I designated each topic a colour and I marked each barrier using the appropriate colour.

ITEMS	OBSERVATIONS
Classroom management	Before – 1 – 2 – 3 – 4
Motivation	Before – 1 – 2 – 3 – 4
Individual differences	Before – 1 – 2 – 3 – 4
Assessment	Before – 1 – 2 – 3 – 4
Lack of preparation	Before and after
Communication with colleagues	Before and after
Classroom organization	Before – 1 – 2 – 3 – 4
Classroom size	Before – 1 – 2 – 3 – 4
Classroom resources	Before – 1 – 2 – 3 – 4
Technology aids	2 – 3
Lesson planning	Before – 1 – 2 – 3 – 4
Curriculum designing	Before
Support and orientation	Before – 4
Maintenance of personal sanity	1 – 2 – 3 – 4
Long-range planning	Before
Level of English	Before – 1 – 2 – 3 – 4
Communicative skills	1 – 2 – 3 – 4
Inexperience	Before – 1 – 2 – 3 – 4
Adaptation to school context	Before and after
Teaching methodologies	Before – 1 – 2 – 3 – 4
Teaching environment	Before – 1 – 2 – 3 – 4
Communication with students	Before – 1 – 2 – 3 – 4
Implement planning	1 – 2 – 3 – 4
Planning and production of teaching material	Before
Flexibility and openness	1 – 2 – 3 – 4
Improvisation	Before – 2 – 3 – 4
Drama techniques and strategies	Before – 1 – 2 – 3 – 4

Table 1. Barriers experienced during the study.

 <i>Academic Problems</i>	 <i>Organizational Problems</i>
 <i>Social Problems</i>	 <i>Material Problems</i>

I observed that the subcategories that were grouped under the four initial sections elaborated by Cantú and Martínez (2006) were present during my participatory action research. However, there were some categories that were more emphasized than others. Once I've come this far, I realized that the main aim focused on the barriers I handle when using drama to teach English was now in a second place because the challenges I faced were related to my inexperience of teaching, regardless of teaching drama neither English. Finally, I obtained the result of my research question which you are going to encounter in this section and in the next one is going to be developed. I am aware that this study could have been more developed, deepened and extended but my inexperience in relation to investigation, analysing the data gathered and interpreting the results has been a limitation.

The investigation has shown that I faced many problems when teaching as it was my first time too. Therefore, as you can observe in Table 1 there are the challenges faced during all the investigation, and they are grouped under the four categories marked with different colours. Depending on their presence before implementing the sessions, during the sessions (1, 2, 3 and 4) or after the sessions, we can observe that some were experienced not in the sessions, but before or after them, is also essential when teaching effectively. However, as mentioned many times, I was not a real professional and some barriers were removed due to their lack of presence.

Academic Problems

The most challenges I perceived were the **academic** ones, that are closely related to pedagogical knowledge and skills gained through educational institutions. The data gathered regarding these barriers is commented in Table 2. Additionally, in this topic, there are management issues that can only be gained through practice in real settings. Novice teachers need to overcome these barriers such as classroom management, individual differences, teaching methodologies, educational techniques, assessment and motivation, more emphasis should be given to preparing future teachers for the profession. Furthermore, as I taught a foreign language using drama as a methodology, other aspects essential to teaching effectively are improvisation, knowing and using drama techniques and a good level of English. Having gained this knowledge does not assure a good practice, however, knowing all these barriers is the first step to overcome them.

ITEMS	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Inexperience	Many worries while carrying out the activities.	Gain experience and confidence by implementing the first session. Some worries while doing the session.	Gain experience and confidence by doing it.	Confident in carrying out the session.
Level of English	English is used all the time, except in the last activity.	English is used all the time, except in the first activity.	English is used all the time, except in the last activity.	English is used all the time, more fluently than the other sessions.
Motivation	Children are curious about what is inside the box. Using simple activities to help them understand better the aim of the activities.	Using a chant with movement to remember the story. It seems they like to touch the objects. They are also curious about what is inside another small box.	Children ask many questions. It seems they like to touch the objects. They are also curious about what is inside the envelopes.	Children are curious about what objects are inside the envelopes. It seems they like to interact with each other.
Teaching methodologies	A communicative approach and drama activities are used. Also, storytelling is used. Circle activities are used.	A communicative approach and drama activities are used. Also, they perform the story. Circle activities are used.	A communicative approach and drama activities are used. Also, they perform the story. Circle activities are used.	A communicative approach and drama activities are used.
Improvisational elements	Not used in this session.	Talk for around 2 minutes about their interests and performing the story using different movements, they can choose which moves to use.	Talk for around 5 minutes about their interests.	Changing the aim of one activity and trying a new variation.
Assessment	Observing their actions and productions.	Asking some specific questions to each one of them during the session and observing their actions.	Asking some specific questions to each one of them or collective ones during the session and observing their actions.	Pass through all the groups and write down some notes of each one.
Individual differences	Guiding and helping them during the activities. Simple instructions are given.	Performing the story using freedom movements. Simple instructions are given. Some of them do not get the aim of one activity.	Performing the story using free movements. Changing one activity according to their needs. Explaining the aim using different ways.	Helping and guiding the ones who need more while the others are interacting in groups.
Educational drama strategies and techniques	Using movement while speaking. Two drama techniques are used.	Interacting with them and guiding them in the activities. Five drama activities are done.	Interacting and guiding them by encouraging them to do the activities. Five drama activities are used.	Three drama activities are used. Guiding them to use the language to interact with others.
Classroom management	Children need a lot of guidance as they are not used to these types of activities. The activities are too long.	A lot of guidance. Lots of activities seated on the floor. Children are too excited to do the first activity. Too strict in not letting them play with the objects. One boy is punished and he doesn't do the activity.	They act more autonomous than the previous sessions. Too many repeated activities. Using strategies to calm them down and getting their attention. Little time to choose what they want.	Simple instructions and one example is used to explain the aim of the activities. Small groups are done. Opportunity to play with the objects at the beginning of the session.
Professional development	-----	-----	-----	-----

Table 2. Academic problems experienced in the sessions.

Firstly, related with the **experience of teaching**, I didn't have any experience in relation to teaching drama and English and neither to younger learners. The only first contact I had related with English was during my placement, in which I observed the English lessons of an experienced English teacher. Despite this first contact with English lessons, I have never been involved in teaching any drama technique, therefore, at the beginning of the interventions, a high percentage of worries appeared on my mind. But, as I was gaining experience in teaching drama in English, I was able to deal with this problem and in the last session I became more confident.

According to my **level of English**, during all the sessions I spoke using the target language. In the first session, I think my English was natural and fluent but not enough as I was too nervous because as mentioned above, it was my first contact in teaching English and drama, especially, to young learners. In one occasion, when I was telling the story, I had to repeat one sentence twice as I got blocked, and I broke the fluency of telling it. Nevertheless, in the next sessions, my English was more fluent, and my pronunciation was more natural as I was less anxious about the fact of teaching English to them. It was only in rare circumstances in which I used my first language to help them understand the instructions of one specific activity, and to control a child, who I spoke to in Catalan individually because I didn't know how to manage the classroom at that moment.

About **motivation**, I tried to use meaningful activities in all the sessions, making them interact with each other in pair or group drama activities. However, in the second session some students were easily distracted in one activity because the demands were too high, and they didn't understand what they had to do, this helped me to rearrange and readapt the activities for the next sessions. Also, I worked with students' curiosity in order to catch their engagement during all the sessions that was really effective in my investigation. Additionally, I used simple instructions to support them to understand better the target language. Therefore, to sustain children's motivation, I used different strategies but the most used were drama strategies in which they actively participate in and use their language for communicating.

In regard to **teaching methodologies**, effective teaching was my priority, hence, promoting a learner-centred approach in which they were actively involved in their learning process was used. That is why, I chose the communicative approach as it was the most suitable. Then, more specific, drama as a methodology was chosen to make children become engaged in a variety of meaningful activities. In all the sessions implemented, I used a communicative approach by using different drama techniques in

which interaction between students and teacher was predominant. Using drama techniques helped me to develop a communicative approach in which students interact with each other most of the time while they tried to speak using the target language.

Then, for me, the most difficult challenge to deal with was **classroom management**. Firstly, I think the activities carried out were appropriate to children's needs as well as the guidance I gave them. As observed in the Table 2, they were not used to this type of active involvement, and they needed a lot of guidance or they just imitated me, nevertheless, in the two last sessions I could observe a progression as they were more autonomous when doing the drama activities. Also, talking about seating, most of the lesson they were seated in a circle, but I tried to change different groupings such as working in pairs or small groups to change the way they were seated and keep them engaged. So, in all the lessons I switched from one specific grouping to another to make them physically move as they are younger. My authority during the lessons was appropriate although in one occasion I needed to talk with a specific child due to his lack of attention and to control the situation, I talked to him using our native language. I am glad of the relationship I established with the students because I was respected in all the time. In all the lessons I started by doing a warm up activity that went well, except on one lesson in which children were too excited, maybe I should have done a calm down activity instead of increasing their energy. Additionally, I always finished by doing a cool down activity where students needed to concentrate and to pay attention as well as they were relaxing themselves. I didn't experience any serious problems, however, in order to "control" some students' behaviour I punished them, and I didn't let them play with their mates while they were punished.

Referring to **individual differences**, one strategy I used was to ask each of them different questions to help them value and be self-confident in using the target language. Also, when I explained the instructions, they were simple, and I used different ways; verbal and non-verbal communication to help students understand them while avoiding using the native language. As mentioned previously, children were not used to those types of activities and more guidance was needed in the first sessions among the others. During all the sessions, I tried to guide more the ones who were more dependent and let the more autonomous do the activity alone, giving them the minimum support while increasing their learning. Additionally, I let them perform the story using the movements they want, valuing each movement done positively.

In all the sessions I used **educational drama strategies and techniques**. As mentioned previously, I had never taught by using these strategies, however, I loved how children were involved through all the lessons. In the first session, I only did a few drama techniques, but when I realized the benefits and I gained more confidence in using them for teaching, more drama strategies were used in the following ones. Furthermore, I used various movements and gestures while speaking to help them understand better the instructions in English. It is important to use a specific structure in the sessions, so, this is what I did in all the sessions that gave me confidence in these types of techniques and I could give more emphasis to children, instead of wasting energy in remembering the order of the activities, as all the planned activities had a logical sequence. Firstly, at the beginning, a warm up activity and then a quiet activity at the end were done in all the sessions. Additionally, during the activities I guided them, but I also interacted with them, fostering and creating more opportunities to use the target language. Finally, I enjoyed using drama strategies to teach English to children as well as it helped me to avoid using my mother tongue.

Concerning **improvisational elements**, in the first session, I didn't use any of them. However, in the following ones I spent some minutes talking about the students' interests as they asked me different questions about what they were interested in. Therefore, this was a chance to teach something I hadn't planned, but as I was not used to it and I didn't have enough confidence to foster it, I only spent some limited minutes on it. Furthermore, in the third session, I changed one activity because of one student's needs and in the last session I created a variation of one game because I saw that students were enjoying while doing that activity. These two clear improvisations carried out in class were a step forward to teach effectively, but as I didn't do any more lessons, my development of these skills is still limited.

Regarding **assessment**, it was difficult to know how to assess them as I didn't have much experience in this field. Before implementing the sessions, I decided on some short-term learning goals according to the Catalan curriculum, that, at some point were achieved. In order to observe children's progress during the lessons, I had an assessment grid with different items related to oral communication which I filled during them. Although during the sessions I asked some questions to each of them and I interacted during the activities as well, it was difficult for me to assess all children's learning process as my time was limited and I could only focus on some of them. Moreover, another opportunity to observe their process was in the last lesson where they worked in small groups, at this session I carefully observed most of them, but I was only

focusing on the vocabulary understood and produced with the support of the evaluation grid.

Talking about my **professional development**, as one can observe, although I didn't participate in any in-service professional seminar, by carrying out all the sessions I gained experience in the field of education that will help me to develop professionally for my future job.

Ultimately, in my study I didn't face any **special needs, learning problems or sensitive issues** due to the limited time I had to implement the investigation. However, when becoming a real professional, I will have to deal with these issues. Furthermore, as mentioned many times, I was not a real teacher facing everyday barriers, nevertheless, in the sessions, I experienced different opportunities to develop my teaching practice by implementing sessions in a classroom but not in a real setting.

Organizational problems

The second category of challenges that I perceived were **organizational** barriers. Most of those challenges were experienced before implementing the lessons such as lesson planning, following the curriculum and long-range planning that are the ones closely related to what I wanted to work on depending on students' needs and the learning aims, contents and competences of the Catalan curriculum. Moreover, classroom organization, environment and size are also observed before and during my lessons because, although physical barriers are sometimes perceived, non-physical barriers are also essential to overcome to teach effectively. The data gathered during the sessions is in Table 3.

According to **lesson planning**, I had some experience in planning sessions because of the need to do it in some subjects at UVic's university. Therefore, for the lessons, I planned some activities and I decided on some learning goals to be achieved. I also had more activities to do in case some of them didn't work, however, I didn't implement all the activities, as the activities planned lasted longer than what I expected. As previously mentioned, I planned a classroom routine, firstly, I planned a warm up activity, then, some core activities in the middle and finally, a calm down activity at the end of all the sessions. Furthermore, after each session, I reviewed the activities and actions taken to change and improve the following ones. I didn't change much about the activities chosen at the beginning because I think they were appropriate to students' needs, although some alternatives were chosen to increase their motivation during all the session.

Concerning to **lack of preparation**. Before and during the first lesson, I experienced many worries about my preparedness because as mentioned previously, I had never taught drama nor English in a five-year-old classroom. Although I had prepared the lessons carefully, in the first session I was nervous and in some occasions, I spoke artificial English. However, as seen in Table 3, in the next sessions, I was more relaxed, therefore, I had more confidence in speaking and implementing the activities planned and my worries disappear from my mind.

ITEMS	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Lack of preparation	Many worries about the preparation of the activities. The first time the book is read it is an artificial reading.	Some worries about how to implement the new activities. More relaxed when performing the story.	Some worries about how to implement the new activities. Relaxed when performing the story	Relaxed when implementing the activities.
Support and orientation regarding methodology	-----	-----	-----	-----
Support from school	-----	-----	-----	The English teacher also helps and guides children.
Lesson planning	The activities planned are implemented. Some more activities are planned in case some don't work.	The activities planned are implemented. Some more activities are planned in case some don't work.	The activities planned are implemented. One activity is changed due to their needs.	The activities planned are implemented.
Long – range planning	The aim of the lesson is achieved.	The aim of the lesson is achieved.	The aim of the lesson is achieved.	The aim of the lesson is achieved.
Classroom organization	In the English classroom without tables.	In the English classroom without tables.	In the English classroom without tables.	In the P5 classroom with tables.
Classroom size	Twelve students.	Eleven students.	Twelve students.	Twenty-four students.
Classroom environment	Sitting next to the students in the circle. Calm tone of voice.	Sitting next to the students in the circle.	Sitting next to the students in the circle. Calm tone of voice.	Sitting next to the students in the circle. Calm tone of voice.
Following the curriculum	-----	-----	-----	-----

Table 3: Organizational problems faced in the sessions.

About **classroom organization**, I tried to arrange my classroom in order to foster a student-centred approach. I had some limitations in choosing where to do my lessons because I wanted to implement at least two outside, in the playground, but as I didn't have much time in each lesson and it was winter, the English teacher of the school

recommended implementing the lessons in the English classroom. That is why, in the first three sessions I used the English classroom (see appendix 4) in which I removed all the tables and shelves that could influence on the perception of the space to have a big space in which children could walk and move freely without having any physical obstacles. Finally, in the last session, it was impossible to go to the English classroom as it is smaller than their ordinary classroom and there were twenty-four students, hence, I did my last session in their P5 classroom (see appendix 5). The space of this classroom was not the most appropriate to foster drama techniques, but I decided to move the tables and create four groups to work the thirty minutes in small groups.

Referring to **classroom size**, I arranged with my English tutor to carry out the sessions when they were only half of the group in which there were only twelve students. Despite this arrangement, I also wanted to do a session with the whole group as it is what I will face in my future profession. Hence, in the last session, they were twenty-four students. All in all, my relationship when they were half of the group was different and more individualized rather than when they were the whole group because sometimes it was impossible to deal with all their demands and work with all of them.

In regard to the **classroom environment**, during my lessons, I tried to create an atmosphere of mutual trust by sitting with them while sitting in a circle, by interacting with them in the activities, by asking different questions to them or by listening to their opinions. However, as previously stated, I could not deal with all of their interests because I wasn't too flexible in the firsts two sessions as I had many worries on my mind. Despite this, in the next sessions, I tried to listen to them and I spent some minutes talking about their interests. Moreover, in all the sessions, there was a good communication and every time I spoke to them, or they spoke to me I made eye contact to make them feel valued as well as I used drama techniques to help to maintain students' motivation.

Referring to the issue of **following the curriculum**, before implementing the sessions, I carefully planned them accordingly to the Catalan curriculum contents, objectives, competences and capacities related to learning a foreign language according to students' needs. Additionally, the use of drama in the sessions fosters cross-curricular goals that improve the effectiveness of teaching. That is why by following my planned lessons during them I emphasized the Catalan curriculum goals. So, in my lessons, I worked not only linguistic goals, as many other social skills were valued such as creativity or improvisation.

I received some **support from the school** as it was the same school where I did my school placement. That is why, before implementing my investigation I had the opportunity to observe the English teacher lessons and she helped me to familiarise with the school from the first day. Furthermore, I received support from her and many other educators during my placement to get closer to school's context. As mentioned many times, my responsibility in the school was different from a real teacher, however, I felt very welcomed and supported during my stayed. The only support I received in my sessions was in the last one in which I had 24 students, hence, when students were working in small groups, the English teacher helped me and passed throughout the groups to make them feel more valued. Additionally, before implementing my sessions I received some **support and orientation regarding the methodology** teachers used in the preschool stages because as previously mentioned, I observed all the English lessons in the early stages and some other lessons not related with English in which I had the opportunity to receive support on the methodology used in the school.

I encountered a minimum experience when talking about **my long-range planning** because I only had to plan four sessions, that, in comparison to the whole course is nothing. Even though I implemented limited sessions, I carefully used a logical sequence of planning in which I first presented the material and finally I reviewed what students have learnt.

Lastly, more items referred to organizational problems are **salary, pressures on beginner teachers and administrative and report cards**. I didn't experience any of these aspects during my investigation because as mentioned many times, I was not a professional in a real context as some responsibilities such as these ones were not perceived.

Social problems

The third type of barriers experienced were the **social** problems closely related to communication and socio-affective skills. These skills depend on each personality and behaviour, hence, it will vary from person to person. Regarding communication with colleagues and adaptation to school, there are two barriers that I experienced before implementing the lessons, however, there were also perceived after the lessons. Additionally, communicative skills, maintenance of personal sanity and flexibility and openness are experienced during the sessions, these types of barriers are very personal and depend on each personality how the barrier affects them. For me, it was difficult to

deal with maintaining personal sanity in some occasions, to be flexible and open to students' interests and changing the activities when needed because it was my first experience in teaching. However, as the lessons proceeded, I became more confident in controlling these aspects and I became more flexible to learners' needs. The information collected about this topic during the sessions is below (see Table 4).

ITEMS	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Communicative skills	The tone of the voice is confident and firm. Use of non-verbal movements to help understanding.	The tone of the voice is confident and firm, except when punishing the child. Use of non-verbal movements to help understanding.	The tone of the voice is confident and firm. Use of non-verbal movements to help understanding.	The tone of the voice is confident and firm. Use of non-verbal movements to help understanding.
Communication with colleagues	-----	Talking with the tutor of the group to arrange the schedule as she needed a change.	-----	Talking with the English teacher who supported me and commented with students some assessment items.
Adaptation to school	-----	-----	-----	-----
Flexibility and openness	At the beginning of the session when explaining the relation between what they would do and by asking questions to children.	Answering questions from students' interests. Changing the timing of the session. Not a lot of opportunities to choose what they wanted.	Answering questions about students' interests. Not a lot of opportunities to choose what they want.	Changing an activity. Answering questions about students' interests. Little time to play free with the objects.
Relationship with students	Asking particular questions to each one and doing the activities with them as well as guiding them. Mutual respect. Calling them by their names.	Asking particular questions to each one and doing the activities with them as well as guiding them. Didn't listen to what a child was saying. Mutual respect. Calling them by their names.	Asking particular questions to each one and doing the activities with them as well as guiding them. Mutual respect. Calling them by their names.	Doing the activities with them as well as guiding them. Mutual respect. Calling them by their names.
Maintenance of personal sanity	Enthusiasm in explaining the instructions and activities.	Enthusiasm in explaining the instructions and activities. Is not patient enough in the second activity.	Enthusiasm in explaining the instructions and activities. Is not patient enough in the second activity.	Enthusiasm in explaining the instructions and activities.

Table 4. Social problems faced in the sessions.

Firstly, regarding the **relationship with students**, as mentioned previously, I used a student-centred approach, and I used drama techniques in all my sessions emphasizing the relation of mutual respect between me and the students. When implementing the first session, it was not the first time we met as I had been with them in the previous English

lessons for about five weeks and the mutual respect has been worked before starting carrying out the sessions. Furthermore, as stated above, in all the sessions I tried to value each individual student, one strategy used was calling them by using their names. Nevertheless, in the second session I didn't listen to what a child was explaining, and this mutual respect could have been broken, but as we have experienced various situations and our relationship was already built, I didn't notice any difference in his actions in that or the following sessions. Also, interacting with them during the activities was a good option chosen to maintain and foster this bond of mutual respect with children.

Concerning to **flexibility and openness** of my own practice. In most sessions, although I wanted to implement the planned activities, I listened to my students' interests and I gave them some minutes to talk about their interests, which made them stay engaged during all the time and foster a mutual trust between me and them. Nevertheless, I didn't offer them a variety of opportunities to play freely with the objects related to the book, so, maybe more flexibility should have been promoted. Also, I was not used to taking risks in my previous teaching experience, therefore, in the sessions I took some limited risks. I did the activities with them trying to demonstrate that mistakes were not a problem and that we could learn from mistakes. In the last session, it was the only moment in which I took a remarkable risk by inventing a variation of an activity at the same time they were playing another one. I was afraid of failing, but, then I realised that the activity went well. This was my first experience in taking a risk in relation to teaching and it was positive, hopefully, if more sessions had been implemented, more risks I would have taken.

In relation to **communicative skills**, during all the sessions, my tone of voice was confident and pleasant. As mentioned above, in the first session I had many worries and I was not confident enough, that is why, I relayed on non-verbal communication to express what I wanted to explain while avoiding speaking my mother tongue. Additionally, during all the sessions I used a lot of gestures and movements to support my instructions and help students understand the meaning more clearly trying to avoid the translation as they were used to having it immediately in their mother tongue. Moreover, I was clear, and I gave them simple instructions to support their learning.

As previously stated, during my sessions I experience rare contact in the **relationship with colleagues**, nevertheless, as I did my school placement in this school, before and after the lessons, during all the period I was there I established a relationship with most of preschool teachers. Before starting the second session, I had to arrange with students'

tutor the timing of the session because they needed more time to do another activity. In the last session the English tutor helped me by passing throughout the groups of children and we compared our student's observations. Additionally, I had a strong relationship with my English tutor who helped during all my stay, and we shared various opinions about many educational issues. Furthermore, as mentioned above, with the ones that I established a stronger relationship were the preschool teachers because as the school has two buildings, one for primary and the other, for preschool, I rarely went to the primary building during my placement neither my research.

Relative to **my well-being**, during all the lessons I was emotional healthy as I was enthusiast from the beginning to the end and I enjoyed teaching them a lot. Though, in the second session, in a specific moment I was not enjoying the lesson because I felt bad for punishing a child for not doing an activity, and at the same time, I was a bit confused about my feelings and when I finished the session I was not as satisfied as the other sessions, however, I did not lose my emotional state in front of the children. Furthermore, I was patience in most of the activities by giving the time children needed to do what were they supposed to do, except on one activity in the second session in which I didn't wait for them to answer, instead I force them to answer quickly, so, more time would have been beneficial for them and for me and my emotional state.

Referring to my **adaptation in the school**, as mentioned many times, during the sessions I didn't experience anything related to it. Nevertheless, as I was doing my school placement there and I was only a practitioner my responsibilities were limited and let me felt a bit adapted in the school, but I was aware that I could not be adapted properly due to my limitations as being only a practitioner and a researcher and not a real teacher.

Ultimately, during the sessions, there was no evidence in relation **to leaving the profession, the vocation for teaching, the involvement of families, community problems, neither to communication with families and administration** because as mentioned many times, I was not a real teacher facing the same barriers as the professionals in their school everyday reality.

Material problems

The fourth group of challenges observed were the **resources** barriers. According to my learning objectives and contents needed, I chose the most appropriate material according to my students' interests. Furthermore, for me it was not a problem to use some technology in some sessions as I am used to working with them. The information gathered about this topic can be found below (see Table 5).

ITEMS	SESSION 1	SESSION 2	SESSION 3	SESSION 4
Classroom resources	A round box with objects related with the book and a book.	A round box with objects related with the book and a rectangle box with more objects but smaller. Music used.	A round box with objects related with the book and a rectangle box with more objects but smaller. Music used.	Envelopes with small objects related with the book.
Technology aids	-----	Computer and loudspeakers.	Computer and loudspeakers.	-----

Table 5. Material problems experienced in the sessions.

In the first place, regarding **classroom resources**, as previously stated, I used a real book and I created some material according to my students' needs and the aim of the lessons, therefore, by creating this material I foster all students' learning. To maintain students' curiosity during all the lessons I put my own made material in different metal boxes and I left the boxes in a visible place where children could see it, then, children's curiosity was present, and they were able to manipulate the objects. I didn't use any more material as the drama activities are mostly done without the need of material and the activities implemented were also done without any other material or by just playing music.

The only **technology aid** I used was a computer to put music, although I am keen on technologies I decided to create some sessions in which students were able to learn without them because they always use it in their everyday life. Hence, in the second and third session I only used a computer and a loudspeaker to put some instrumental music to relax children when doing a specific drama activity.

To conclude, although this study is based on a limited case study, my final conclusion corroborates Bartell's (2004) investigation, which defended that much more assistance is needed in the first years of novice teachers in order to overcome all the challenges mentioned above related to academic, organizational, social and material barriers. The research has shown that not only drama neither English teachers need help during their first years of teaching, as all novice teachers needed because in Catalonia there are no mentorship programs that help them in their new profession. All this information can be used in further investigations to develop more mentorship programs aimed at novice teachers in Catalonia in order to help them overcome all type of barriers faced because each teacher is unique and generalizations are too far away to help beginner teachers. Therefore, one can begin realizing that, although my research tried to identify the barriers that I face when implementing drama in English, these two aspects (drama and English) are only mentioned in specific occasions because the major barriers handled are related to what I face as it was my first experience in a real school setting.

5. Discussion

After collecting the data and analysing the results, my feelings about the barriers that I could face in the future have changed. I realised that, although while studying in university some academic problems are given a lot of importance, such as teaching methodologies or how to motivate students, there are other problems related with social and organizational items that I had never heard before carrying out the investigation that are important. Hence, I have discovered that future teachers should take into account all the barriers mentioned above in order to teach effectively and not leaving the profession or being stressed during the first years.

According to Bartell (2005) novice teachers “bring varying backgrounds, motivations, experiences and preparation levels to their initial teaching experience” (p.1). Therefore, supporting teachers to identify and overcome their barriers is essential to help them to promote an effective teaching. A variety of different barriers are identified in the study and I adopted some strategies that helped me to cope with them during the implementation of the sessions. Consequently, in this section I am going to present the four key players based on the findings obtained from my study and the aspects identified through my investigation that supported that I not only experienced pedagogical problems, but also social, organizational and resources issues based on my professional background experience. All in all, these topics working together ensure that I need support in the first years of teaching.

Academic problems

First of all, the most challenges experienced in the investigation were the academic problems, however, as mentioned many times, they are not the only ones. Firstly, depending on the **experience of teaching** each educator has in this field will have many worries or not. The only thing necessary to overcome it is by doing more practices in real settings if not, although I know and many researchers (Zyoud, 2010; Özbek, 2014; Zafeiriadou, 2009; Cameron, 2001) claim that more learner centred experiences are needed, a teacher-centred approach will be used. Therefore, more practices should be done in a real school setting. According to Puskás (2016) an enjoyable teaching and learning is essential, so, **motivation** of young learners should be arisen from the very beginning, especially in teaching a foreign language. Zyoud (2010) defended that children need to feel that learning a foreign language is enjoyable and entertaining, for

this reason, if an experience in which they are able to manage the language is created, their motivation will be fostered and sustained during all their stages. Nevertheless, it is difficult to motivate them because educators must offer an appropriate teaching regarding their students' needs. Complex activities in which the demands are too high and are not appropriate to the levels of students, discourage them as they cannot understand anything and are easily distracted, so, they never finish the task. Furthermore, according to Cameron (2001), to sustain children's motivation, drama strategies might be an effective way to involve them in their learning process because they actively participate in the activities and task performances. As mentioned above, the use of drama techniques is clearly a good opportunity to foster students' motivation and the use of the target language as a mean of communication. In relation to **teaching methodologies**, as Gochitashvili (2016) supported, teachers need to know all the teaching methods in order to choose the most appropriate for their students' interests to help them succeed in learning. According to Hayes (2009) and Pica (2000), a communicative approach is essential to promote a learner-centred methodology because its aim is to focus on students and their process. Also, it recognises the importance of using the target language to communicate in different contexts. Going deeper into this approach, as Zyoud (2010) defended in his findings, drama activities are an effective technique to teach a foreign language to young learners. Additionally, Demircioglu (2010) affirmed that drama creates a positive emotional environment for both, teachers and students while encouraging them to take risks in using the target language. Furthermore, as mentioned before, in this approach the native language is eliminated because various communicative strategies are incorporated in the teaching of the language helping to avoid the native language. Then, according to Copland, Garton & Burns (2014), another potential challenge experienced by teachers of foreign languages is their **level of English**. In some cases, English teachers cannot even speak fluently, so, teaching students to learn the language is a waste of time. Hence, proficiency level in English is essential to overcome it and teach effectively. As stated by Cameron (2001) if educators do not feel confident in using English in a full range of situations, they will never develop their students' language learning. Additionally, the educator needs to have experience in classroom management, organization and socialization to not turn back to their native language while teaching as "the more language the pupils hear, the more they will learn" (Cameron, 2001, p.199), All in all, as researchers agree, to be confident in using the target language, more in-service training programs should be offered to help being more fluent and natural. Relative to **classroom management**, Farrell (2005) emphasized the importance of being skilled in managing the classroom to teach effectively. According to Scrivener (2011) classroom

management is the decisions and actions done by the educator, therefore, the ideal lesson doesn't exist as it only depends on the option chosen, which in some concrete situations will be more effective than others. The activities, the grouping, the seating, the authority and some critical moments during the lesson are essential when trying to manage the students. Firstly, the activities should be appropriate to students' interests as well as offering them the opportunity to be actively involved in their learning. Also, talking about seating and grouping, according to Scrivener (2011), changing from one grouping or seating to another is also essential to create a positive environment, especially, when they are young as they have a lot of energy and being seated in the same place for more than ten minutes it is not effective, and they get easily distracted (Cameron, 2001). The authority during the lessons might be appropriate because gathering and holding the students' attention is essential to establish a good relationship with students. Scrivener (2011) recognizes some critical moments in the sessions that are in the beginning and end of each lesson as well as experiencing unexpected problems. All in all, some novice educators don't know how to manage their classroom as their principal and school context make them believe that the best way of demonstrating good teaching is by having all the students seated in silence (Puskás, 2016). Nonetheless, many researchers who strongly defend the communicative approach, don't agree with the reality of the school, but they don't have the support enough to handle the situation. Therefore, much more techniques regarding classroom management should be offered to teachers. Students' **individual differences** are difficult to identify, even more for novice teachers. According to Özbek (2014) each child is unique and has their own learning strategies, nevertheless, by being actively involved in their learning process, all children are valued. Moreover, he declared that it is not possible to develop drama activities if students are not accepted and recognized as unique, hence, as mentioned previously, when implementing drama activities each child is valued and respected. Also, Puskás (2016) defended, young learners need a lot of movement as they have a lot of energy and that physical movement that occurs in drama activities help children to express their opinions and emotions. Referring to **educational drama strategies and techniques**, according to Zalta (2006), drama is learner centred. As mentioned in the theoretical framework, using drama in the classroom has many advantages such as fostering interest and cooperation between students among others. Also, it increases self-confidence, creativity and the opportunities to use the target language in different situations. Puskás (2016) supported that body language is a strategy that most teachers use to avoid the translation into the mother tongue. Regarding the structure of a session, a warm up activity at the beginning of the lesson and a quiet activity at the end is beneficial to maintain children's involvement and

motivation as they know when drama starts and when it finishes. **Improvisational elements** are important when talking about drama educators. Based on Lehtonen, Kaasinen, Karjalainen-Väkevä and Toivanen's (2016) findings, they claimed that effective teaching involves having carefully planned the lesson but, simultaneously, improvisation is required to change plans if needed. Additionally, by improvising teachers become more flexible and more confident in using their creativity and at the same time, they become more fearless for taking risks (Zyoud, 2010). Finally, connected to **assessment**, according to Puskás (2016) it is a complex issue, especially, when talking about young learners because it can influence their further lessons. Moreover, it gives feedback to the teacher to plan next the sessions and establish further goals. Puskás (2016) defended that teachers should focus on students' interests, not on the curriculum or their final results to assess them, rather they should focus on the process of each child to achieve a specific goal.

Organizational problems

The second topic related with the barriers that I faced in my implementation it is organizational problems. Referring to the barrier about **lack of preparation**, as mentioned above, educators must be offered different opportunities to practice their teaching in order to begin to work having at least a minimum preparation that gives them confidence in teaching. In relation to the **lesson planning**, Puskás (2016) claimed that careful planning is essential to teach effectively to young learners. In Farrell (2003, 2005) findings, novice teachers affirmed that during the first years of teaching they spend an excessive amount of time in planning the lessons as they have the same responsibilities as the more experienced teachers, and they didn't know how to manage them. According to Gochitashvili (2016), educators must choose the appropriate activities for their students, so, this will vary from one class to another and an ideal lesson planning is not useful as each child is unique. Additionally, Petty (2009) mentioned that it is better to prepare more activities rather than run out of material. Another important aspect is that all teachers need to be well-organized in order to select the activities carefully and grade the complexity to build success on students' learning. Therefore, the educator is the only who takes responsibility for the decisions taken in planning the lesson. Moreover, **classroom organization** is important when teaching effectively as many researchers supported in my literature review. According to Ley (1999), the development of language learning and the routines of a lesson depends on how each educator organizes their classrooms. Hence, furniture and equipment depend on the type of activity that will take

place in the classroom. As specified by Puskás (2016), using drama techniques requires arranging the class in a specific organization by removing some physical elements in order to move freely in the classroom. Regarding **classroom size**, it is clearly demonstrated that reducing class size will improve students learning, however, it is expensive. Lewit and Baker's (1997) investigation supported that children from smaller classes perform better than children from standard classes, that are about from 20 to 25 students. Therefore, much more emphasis should be given in promoting classes in which they are half of the group or the minimum children possible. A positive **classroom environment** is also essential to teach effectively. Zyoud (2010) affirmed that an atmosphere in which students and teachers feel secure, especially, while doing drama activities, will promote an enjoyable students' learning and it can be a support for children to overcome their fear of making mistakes when using the target language. As mentioned in the theoretical framework, when learners feel that the teacher values their inputs, mutual trust is promoted. According to Puskás (2016), using drama also helps to maintain students' motivation and therefore, it provides a positive atmosphere in which students feel involved, valued and respected. Moreover, a good communication between students and teacher is fostered to create a positive environment during the lessons. **Following the curriculum** guidelines is a must that all teachers should be aware of. Zyoud (2010) strongly believed that by using drama techniques, competences and contents related to learning a foreign language are perceived. Furthermore, Phillips (1999) defended that by using drama, more aims rather than only linguistic ones can be achieved. Additionally, according to Higueta & Díaz (2015), not knowing the curriculum guidelines makes the teacher more vulnerable in front of the other colleagues or administrators. Regarding the **support from the school**, Fantilli (2009) defended that to ensure an effective teaching from the very beginning, schools and experienced teachers must support the novice ones during their first years. Additionally, **support regarding methodology** should be offered by the school too. As mentioned in the theoretical framework, novice teachers need induction programs in which some guidelines are offered to overcome the barriers that most educators handle. Bartell (2005) defended that induction programs should be designed to promote an effective teaching and keeping teachers motivated and their well-being during the first years which is called "a sink or swim experience" because they are faced with reality shock. Farrell (2003) and Demircioglu (2010) also agreed that a support program is essential to guide the novice teachers, especially, in helping them gain knowledge about drama techniques and to prepare drama sessions. Finally, referring to **long-range planning**, Petty (2009) supported the idea that long range planning should follow a sequence of firstly, presenting the material they will work on, secondly, to apply the learning presented in

the previous stage and finally, reviewing what students have learnt. In order to plan long term goals, educators must know students' interests and curriculum guidelines to foster children's development.

Social problems

The third group concerning the barriers that I handle in my implementation is social problems. Referring to the **relationship with students**, as mentioned previously, Zyoud (2010) expressed, drama fosters active cooperation and involvement between students and between teacher and students, so, good communication and mutual respect are established. Drama also provides an opportunity to get closer with students and break down the space between teachers and students (Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen, 2016). Petty (2009) highlighted the importance of respecting and valuing each individual student, not only tolerating them, hence, they should feel fully equally accepted. Also, according to him most students value that teachers refers to them by using their names to manage the classroom better fostering a proximity relationship. In relation to **flexibility and openness of the teacher**, according to my theoretical framework it is essential that drama educators have these attributes in order to change and improvise when necessary. Richards (2007) defended the importance of having a positive and playful attitude but at the same time teaching effectively what each teacher had planned. Richards (2007) also expressed that by taking risks one become creatively confident and value learning from mistakes, so, this is what educators might offer to their students, different opportunities to develop their creativity by taking risks and using the language for communication. Moreover, **communicative skills**, are necessary to communicate with students and teach effectively what was planned. These skills are mentioned by some beginning teachers in Vold's (2017) findings; however, it only depends on each teacher ease of communication. These skills are acquired by using and practising them. Zyoud (2010) expressed that using drama integrates verbal and non-verbal aspects, which help teachers who do not have these skills acquired, to relay on them. Furthermore, according to Richmond, McCroskey, & Wrench (2013), the instructions must be short and clear to support students' learning. Farrell (2003) indicated that the most influential factor for novice teacher's socialization in schools is their **relationships with colleagues**. Establishing a positive relationship with their peers increase a positive teacher emotional state, therefore, the creation of communities of learners in the school in which educators share their opinions must be increased (Vincent, 1999). As claimed by Rivers and Temperley (1978), learning from more

experienced colleagues is a key for success on teaching effectively as well as sharing our failures with them. Finally, **teacher's well-being** is expressed as a positive emotional state and is a challenge that most educators face in their daily routines. In my theoretical framework some researchers agree that more emotional support should be given to novice teachers, nevertheless, there are no perfect guidelines on how to manage emotions when teaching as each educator is unique. According to Kyriacou (2001), teachers' emotional sanity depends on each educators' stress, burnout and job satisfaction, so, a positive combination of them ensure an effective teaching. Maintenance of personal sanity is even more difficult in a classroom in which children play an important role like student-centred classrooms. Also, it defended that having a positive emotional state depends on personal expectations and environmental factors, therefore, having a good relationship with students will help teachers to be emotionally healthy. Therefore, being emotionally healthy promotes a school positive environment in which good communication is established and all the members of it are valued (Kyriacou, 2001).

Material problems

The last topic related to the barriers that I faced in my investigation it was material problems. Regarding **classroom resources**, Puskás (2016) defended that adequate resources must be chosen to develop students' learning. Additionally, material should be authentic and real. According to Pica (2000), Rivers and Temperley (1978), educators must be resourceful because they must diagnose, select and adjust the materials according to a particular situation regarding curriculum, lesson planning and students' needs and interests. However, is sometimes difficult to choose a material because teachers depend on the financial resources of the school. Referring to **technology aids**, Gochitashvili (2016) stated that nowadays learners are born in a digital era, therefore, using technologies during the lessons allows teachers to create a more comfortable atmosphere as children are keen on using it every day. Kuimova, Uzunboylu, Startseva and Devyatova (2016), defended that using music in drama activities helps teachers to create a positive environment in which students become active listeners.

To conclude, I would like to demonstrate that, in trying to overcome the barriers that I handled, it is also important to give much emphasis to all the elements before starting implementing and planning the first session. After each session, I identified the barriers faced during the sessions and I tried to overcome them by implementing different

strategies or different actions. Each teacher is different, therefore, my strategies to deal with my students may not be effective for another teacher in another context. Regarding drama techniques, teachers should understand that to teach drama effectively, special knowledge is needed in order to achieve the intended objectives (Lehtonen, Kaasinen, Karjalainen-Väkevä and Toivanen, 2016).

Finally, as the reader might have already identified during the reading of my results and its discussion. My research question was aimed to identify the barriers related to English and drama, however, in the study I only mentioned few indicators about it such as the level of English, the drama techniques and strategies and the creativity and flexibility of the educator. Therefore, in the investigation I mentioned other barriers experienced because I observed myself and it was my first time in teaching, not because I was teaching drama in English, that was left in a second place. As stated many times, I am new in the field of teaching in a real setting, hence, the results are more focused on the barriers I handled in planning and implementing a session in front of a group of students, regardless of teaching drama nor English. Evidently, my final results were different from the ones I expected, but rather they demonstrated that this was my first experience in teaching, so, the inexperience of doing it for the first time helped me discover the barriers that I face in this field in general. In a future a study could be carried out in order to identify drama and English challenges, hence, when I will have gained more experience and I will have different strategies to overcome the previous challenges of the profession mentioned, I will be able to identify the barriers related to drama and English. All in all, my research ended up identifying the barriers I faced as an educator for the first time, regardless of drama nor English.

6. To finish

In the previous section, the conclusions identified were related to my action research. However, in this section I am going to expose my own conclusions referring to my study. The present study was carried out to identify the barriers faced by English teachers in drama sessions. After the four weeks spent in the school, I experienced many challenges that not only English drama teachers face, novice teachers experienced them as well. I tried to deal with all the challenges identified before carrying out the sessions and during the sessions.

6.1 Limitations and reflections

This study was my first investigation; therefore, this was my first experienced limitation. I knew that the aim of my study was to discover something related to education and English, but it was difficult to look for an interesting topic to work on. After determining something that I was interested in, drama as a methodology, the most difficult part was to plan the research. I was afraid and I had many worries about how to carry on the study, but at the same time, I was curious about the topic of drama, teaching and English, and to learn what is an investigation and how to investigate on the field of education.

Due to my limited experience in this field, during all my investigation, many worries and doubts appeared in my mind and sometimes I was not sure about what I was doing or if I was going on the right direction. In order to organize the time needed for the investigation, I made a schedule that helped me not to get lost during all the research. However, at the beginning of the investigation, I was spending many hours in it, but I didn't obtain the results expected as I only obtained few of them, that is why many doubts were still on my mind. Only when I finished my investigation, I realized all the work done from the beginning to the end. This was the only occasion in which I was self-satisfied of my own work done. Also, it helped me realise that investigation needs time and coherence from the beginning to the end.

Another limitation of my research was my limited collected data, which was just my experience in one specific school, over a short period, only four weeks. This means that the results found cannot be transferable to any other context because each one is different, and each person acts differently in dealing with barriers. Furthermore, as mentioned many times, the results cannot be generalised because of the narrow data.

Additionally, although my access to data was easy because I did my placement in the school where I did my participatory action research, the time of my research had been changed due to the schedule of the school as they had some essential lessons planned where I could not intervene. Among these changes, I finally implemented four sessions in a P5 classroom. In order to contrast the results, I used the triangulation technique to obtain the results, but I am aware that it is not as deepened as I expected. I also planned to interview a drama educator, however, due to my limited time and my everyday responsibilities it was impossible to meet with her.

As mentioned many times, I wanted to identify the barriers that teachers face in using drama in English. However, as mentioned in the discussion, drama and English were left in a second position and the barriers I experienced as a teacher were identified. This research has allowed me to investigate on a topic I am really interested in and that will be very useful for my professional future because knowing the challenges I could experience in my future job is the first step to overcome them. Therefore, this first contact with most of the barriers I will need to deal with in the future will help me to teach effectively and at the same time, it will help to foster students' learning. Additionally, I observed that doing drama lessons helped me to work many English contents.

Thanks to this first contact with the field of research is a solid base to conduct and carry out new investigations related to this topic. Doing a research is not easy as it takes time, that is why organizing the research is the first step to go forward. Then, searching and having a good theoretical framework is essential in order to carry out the practical part of the investigation in which the researcher realizes the contrast between theory and practice. Being patient and the need for time for doing a research are the most important things I have learnt. All in all, it was a good experience that without any doubt will be useful for my future as a teacher.

6.2 Future contributions

This was the first contact I had in relation to educational research. Therefore, planning and carrying out this study helped me learn useful things for my professional future as a teacher. Looking for a research question helped me realise that depending on what you want to analyse and your interest, you should focus on one thing or another. It was difficult for me to focus on the barriers faced by teachers, but when having worked with them very carefully, it was easy to work and try to overcome them. Hence, as a future

teacher, I need to take into account the main topic of my research in order to focus on a useful research question that conducts all my investigations in a near future.

Furthermore, this study helped me learn to analyse data and discuss the results using a scientific method. I did a participatory action research in which simultaneously, I was a teacher and a researcher. This helped me reflect on my own practice as I was both. As a student and future English teacher, I found this investigation meaningful because all the data gathered in this study will be useful for my future profession in which I will need to take into account all the barriers found in the investigation to tackle them.

Additionally, doing this qualitative research helped me experience and identifying new ideas that will be useful for my professional future. Being aware of the challenges that novice teachers face in their real everyday life is one step forward to overcome them and therefore, these new ideas will help me to focus on the teaching of English as a foreign language and drama as a technique.

Finally, this research has raised in me the desire and curiosity of getting closer with investigation, a field that I have never heard or experienced and I hope it will become part of my everyday life, as teachers need to keep learning through their lives. This study also helped me to discover that, as a future teacher, I am really interested in overcoming the barriers I will encounter and in drama to promote an effective teaching and learning in young students while using a foreign language, in my case, English. Hopefully, my desire it is to continue my research in a near future when becoming a real teacher in a real context. This research is only my first contact with the barriers that novice teachers face, however, I am really sure that I will encounter more challenges when working as a teacher.

6.3 Further research

As mentioned many times, this was my first experience in the field of investigation. I had never done anything related to this topic and at first, I didn't know how to manage all the research process. Nevertheless, next year when I do another study about primary education and English, I will plan it differently. Firstly, I will start by searching the theoretical framework and then, I will spend more time to analysing it, interpreting and reflecting on the data collected as I had limited time in this research.

Furthermore, in relation to the interpretation of the information gathered, I am conscious that implementing more sessions in the school would have been better in order to obtain deeper and more realistic results. Also, interviewing different professionals would have been beneficial for my triangulation to obtain elaborated and meaningful results.

From the beginning, as I chose a topic I was really interested, during all the investigation I was enjoying while doing it, however, in some specific moments in which I was completely lost, what allowed me to keep going was that I was always looking forward discovering and deepen my knowledge in the subject. In carrying out this research, I realised I enjoyed planning and implementing drama sessions, a methodology that is sometimes forgotten by teachers, but it can be very beneficial in teaching a foreign language, also, being aware of the challenges that I could face was beneficial in carrying out the sessions effectively.

As I am really keen on drama, in a near future I would like to investigate in relation to this topic. Although many researchers support the advantages of using drama for teaching a foreign language or other curricular contents, in the reality of the school, teachers do not usually use this technique. A further study, to identify the advantages of students' learning in drama activities should be carried out. Therefore, a long and deepen study is needed because with the limited time I had to do this research it was impossible to clearly demonstrate students' learning achievement and acquisition.

As a future teacher, being interested and motivated on investigating is essential to learn and discover new findings that will help in my professional experience. Lifelong learning is essential and teachers who love their jobs will enjoy the experience of teaching and simultaneously learn from others.

6.4 Final conclusion

This investigation helped me discover a new field from a different point of view. During my degree, I read many investigations, but I didn't know how they were made and the difficulty of carrying out one. Now, I will give more value to the studies, because, although my study was narrow and limited I had many, sometimes I felt lost and I didn't know how to go forward in the research when doing it. However, each small step forward in the investigation helped me to keep going on, to finally be self-satisfied of the work done.

When planning my theoretical framework, I realized that although I had chosen a topic, it was too generic, and I needed to concrete more, that is when I started thinking about my research question to focus on what I was really interested in. Additionally, in elaborating the theoretical framework I appreciated the need to reference the researchers as I was taking their opinions and I believed it was not appropriate to take on someone else's ideas.

Then, in the first tutorial with Eva, she helped me to focus on a different and reachable objective but respecting my interests in implementing a participatory action research. We agreed on analysing and investigating my own experiences in implementing drama in English in a P5 classroom for the first time. Also, we determined that the best techniques to gather data while doing the investigation were keeping a diary and video recording all my sessions in order to observe my teaching later. Before carrying out the sessions, I had to investigate more about how to overcome the barriers that I was supposed to face and I wrote them down in my notebook. Afterwards, I decided to plan my sessions trying to teach in the most effective way. However, when talking to my English tutor in the school to arrange the number of sessions, it was complicated carrying out more than four, hence, I decided to implement only four sessions which made me rearrange my work plan. All these changes, have helped me to learn because in further investigations I will modify my work plan in order to anticipate the availability of the school and in that case, of the English teacher that was the one who gave me her time to implement my sessions.

When carrying out my sessions, I felt satisfied and I realized all the work I had done before. Many barriers handled during the sessions were identified in my theoretical framework, that is why I was able to establish the first connection between my practical and theoretical part. Afterwards, during the process of analysing and interpreting the data gathered I felt lost many times because I had plenty of information and I didn't know how to manage it. However, after asking for help to my tutor, I discovered the tools to go forward with my research. As mentioned many times, due to my limited time this research is not as elaborated as it could have been with more time. I am aware that my results are limited, but this is only the first step towards a further investigation. Once I had elaborated the interpretation of my data in the discussion of my results, I had the necessity to research a new theoretical framework in order to reaffirm the ideas and barriers encountered related to handling the barriers.

As a future teacher, I have learnt that investigation is present in our everyday life and it is essential for my future profession because in the future I will also face smaller investigations that I will have to deal with using different educational techniques. As I have exposed in the discussion of my results, the process of developing the study helped me experience some barriers that I will face in my future profession, I gained a deeper knowledge about them and some guidelines to overcome them.

7. References

- Abdullah, S. (2015). Challenges for Teaching English as a Second Language and their Remedies. *International Journal of Humanities and Management Sciences*, 3(6), 371-373.
- Abdurrahman, K. (2016). Problems of Novice teachers: Challenges vs. Support. *Journal of Education in Black Sea Region*, 1(2), 92-101.
- Alvarado, L., Manuel, J., Martínez, S. & García, M. (2008). Características más relevantes del paradigma socio-crítico: su aplicación en investigaciones de educación ambiental y de enseñanza de las ciencias realizadas en el Doctorado de Educación del Instituto Pedagógico de Caracas. *Revista Universitaria de Investigación*, 9(2), 187-202.
- Anburaj, G., & Christopher, G. (2015). Barriers in Teaching English. *IOSR Journal of Humanities And Social Science*, 20(9), 67-70.
- Bartell, C. A. (2005). The Challenges Facing Beginning Teachers. In C. A. Bartell, *Cultivating High-Quality Teaching Thorough Induction and Mentoring* (1-19). California: Corwin Press
- Bolton, G. (1984). *Drama as education: an argument for placing drama at the centre of the curriculum*. Harlow: Longman.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Language*. London: Routledge.
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Cantú, M. Y., & Martínez, N. H. (2006). Problems faced by Beginning Teachers in Private Elementary Schools: A comparative Study between Spain and Mexico. *Revista Electrónica de Investigación Educativa*, 8(2), 1-16.
- Celce-Murcia, M. (2001). Language Teaching Approaches: An Overview. In M. Celce-Murica (ed.), *Teaching English as a Second or Foreign Language* (3-11). Boston: Heinle & Heinle.
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. *TESOL Quarterly*, 48(4), 738-762.

- Davies, P. (1990). The Use of Drama in English Language Teaching. *TESL Canada Journal*, 8 (1), 87-99.
- Demircioglu, S. (2010). Teaching English vocabulary to young learners via drama. *Procedia – Social and Behavioral Sciences*, 2, 439-443.
- Desiatova, L. (2009). Using different forms of Drama in the EFL Classroom. Humanizing language teaching, 4. Accessed on 20th January 2018, retrieved from <http://www.hltmag.co.uk/aug09/sart07.htm>
- Dougill, J. (1987). *Drama activities for language learning*. London: Macmillan.
- Dundar, S. (2013). Nine drama activities for foreign language classrooms: Benefits and challenges. *Procedia – Social and Behavioral Sciences*, 70, 1424-1431.
- Escola Mare de Déu del Sòl del Pont. (2017). *Normes d'Organització i Funcionament del Centre*. Accessed on 1st January 2018, retrieved from <https://drive.google.com/file/d/0B5DT07ZpBtb1WWIDaW1BUjN6aGo5SFNacmhqVIZOWVICRW44/view>
- Eskelinen, M. (2017). *Drama as a method of teaching EFL vocabulary: A material package for lower secondary school teachers* (Master's Thesis). University of Jyväskylä, Finland.
- Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25, 814-825.
- Farrell, T. (2003). Learning to teach English language during the first year: personal influences and challenges. *Teaching and Teacher Education*, 19, 95-111.
- Farrell, T. (2005). The first year of language teaching: Imposing order. *System*, 34, 211-221.
- Gochitashvili, K. (2016). Second/Foreign language teachers' challenges and the ways of solutions. *International Journal of Multilingual Education*, 7, 42-48.
- Hayes, D. (2009). Non-native English-speaking teachers, context and English language teaching. *System*, 37, 1-11.
- Higueta, M. & Díaz, A. E. (2015). Docentes novel·les de anglés en shock: ¿Qué factores lo generan?. *Ikala*, 20(2), 173-185.

- Kuimova, M. V., Uzunboylu, H., Startseva, D. A., & Devyatova, K. P. (2016). Advantages of extracurricular drama activities in foreign language teaching. *Ponte*, 72(6), 52-56.
- Kyriacou, C. (2001). Teacher Stress: directions for future research. *Educational Review*, 53(1), 27-35.
- Lehtonen, A., Kaasinen, M., Karjalainen-Väkevä, M., & Toivanen, T. (2016). Promoting creativity in teaching drama. *Procedia – Social and Behavioral Sciences*, 217, 558-566.
- Lewit, E. M. & Baker, L. S. (1997). Class size. *Future of Children*, 7(3), 112-121.
- Lincoln, Y. & Guba, E. (2000). Paradigmatic controversies, contradictions and emerging confluences. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (163-188). London: Sage Publications.
- Maley, A. & Duff, A. (2005). *Drama Techniques: A resource book of communication activities for language teachers*. Cambridge: Cambridge University Press.
- Morse, J. (1987). *Qualitative Nursing Research: A Contemporary Dialogue*. Consulted 30 October 2017, retrieved from https://books.google.es/books?hl=ca&lr=&id=8245DQAAQBAJ&oi=fnd&pg=PA226&dq=triangulation+in+qualitative+research&ots=YPvBZchkfO&sig=m9r0GsUzI_iqz29Bk49GWdgOI5E#v=onepage&q=triangulation%20in%20qualitative%20research&f=false
- Nordin, N. A. (2012). Fulfilling the Tasks of Reading, Writing, Speaking and Listening through Drama Workshop. *Procedia – Social and Behavioral Sciences*, 66, 196-202.
- Özbek, G. (2014). Drama in education: key conceptual features. *Journal of Contemporary Educational Studies*, 1, 46-61.
- Petty, G. (2009). *Teaching today: a practical guide*. Cheltenham: Nelson Thornes.
- Phillips, S. (1999). *Drama with children*. Oxford: Oxford University Press.
- Pica, T. (2000). Tradition and transition in English language teaching methodology. *System*, 28, 1-18.
- Puskás, A. (2016). *The Challenges and Practices of Teaching Young Learners*. Komárno: J. Selye University.

- Richards, R. (2007). Everyday creativity and new views of human nature. *Psychological, social, and spiritual perspectives*. Washington: American Psychological Association.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richmond, V. P., McCroskey, J. C., & Wrench, J. S. (2013). *Communication apprehension, avoidance and effectiveness*. Boston: Pearson.
- Rivers, W. & Temperley, M. (1978). *A practical guide to the teaching of English: as a second or foreign language*. New York: Oxford University Press.
- Saboor, M. & Farid, A. (2013). English Language Teaching to Young Learners: Possible Pitfalls after Lowering the Age of Compulsory English in Pakistan. *International Journal of Applied Linguistics & English Literature*, 2(3), 95- 99.
- Scheffler, P. (2015). Introducing very young children to English as a foreign Language. *International Journal of Applied Linguistics*, 25(1), 1-22.
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to Children*. Harlow: Longman.
- Scrivener, J. (2011). Classroom management. In J. Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching* (54-81). Oxford: Macmillan.
- Sharma, C. (2016). *Drama and Theatre with Children: International perspectives*. New York: Routledge.
- Slade, P. (1955). *Child Drama*. Michigan: Philosophical Library.
- Tsvetkova, M. (2016). The cognitive approach as a challenge in foreign language teaching. *Series in Linguistics, Culture and FLT*, 1, 125-135.
- Uysal, N. & Yavuz, F. (2015). Teaching English to Very Young Learners. *Procedia – Social and Behavioral Sciences*, 197, 19-22.
- Vincent, S. (1999). *The multigrade classroom: a resource handbook for small, rural schools (Classroom Organization)*. Portland: Northwest Regional Educational Laboratory.
- Vold, E. T. (2017). Qualifying foreign language teachers: Is teacher training enough?. *International Journal of Educational Research*, 82, 40-53.
- Wessels, C. (1987). *Drama*. Oxford: Oxford University Press.

- Williams, M. (1995). A framework for teaching English to Young Learners. In C. Brumfit, J. Moon, & R. Tongue (ed.), *Teaching English to children: from practice to principle* (p. 203-212). Essex: Longman.
- Zafeiriadou, N. (2009). Drama in language teaching: a challenge for creative development. *Issues*, 23, 4-9.
- Zalta, G. (2006). Using Drama with Children. *English Teaching Forum*, 2, 24-46.
- Zyoud, M. (2010). Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: a Theoretical Perspective. *Al-Quds Open University*. Accessed on 10th January 2018, retrieved from https://www.researchgate.net/publication/297013590_Using_Drama_Activities_and_Techniques_to_Foster_Teaching_English_as_a_Foreign_Language_a_Theoretical_Perspective

8. Appendices

Appendix 1. List of barriers faced by novice teachers

- Inexperience
- Teaching methodologies
- Discipline
- Motivation
- Creativity for improvising
- Assessment
- Individual differences
- Educational and drama strategies and techniques
- Classroom management
- Knowledge of material
- Meet special needs
- Treatment of learning problems
- Involvement families
- Planning and production of teaching material
- Dealing with sensitive issues
- Professional development
- Lack of preparation
- Support and orientation regarding methodology
- Lack of support on school
- Become familiar with the school context
- Lesson planning
- Pressures on beginning teachers
- Classroom organization
- Classroom size
- Following the curriculum
- Long-range planning

- Classroom environment
- Leaving the profession
- Communication with colleagues
- Communication with families
- Communication with administration
- Adaptation to school
- Community problems
- Emotional support
- Vocation for teaching
- Flexibility and openness
- Relationship with students
- Classroom resources
- Technology aids

Appendix 2. Items controlled during my study

ITEMS	CONTROLLED	NOT CONTROLLED
Classroom management		
Discipline		
Motivation		
Individual differences		
Assessment		
Lack of preparation		
Communication with families		
Communication with colleagues		
Communication with administrators		
Classroom organization		
Classroom size		
Classroom resources		
Technology aids		
Community problems		
Lesson planning		
Curriculum designing		
Dealing with sensitive issues		
Support and orientation regarding		
Lack of support on school		
Salary		
Maintenance of personal sanity		
Administrative and report cards		

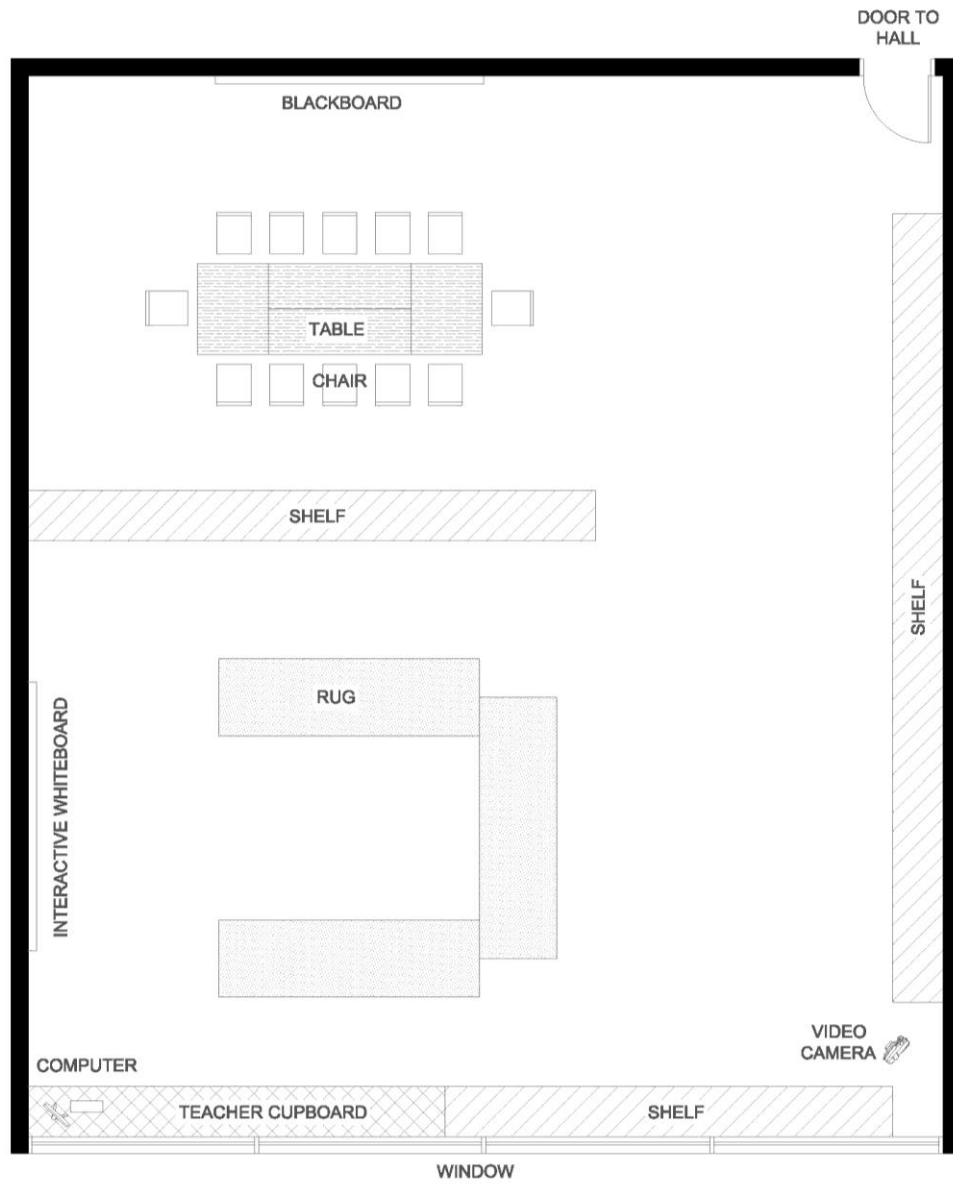
Meet special needs		
Long-range planning		
In service - professional development		
Level of English		
Communicative skills		
Inexperience		
Adaptation to school context		
Teaching methodologies		
Teaching environment		
Communication with students		
Pressures on beginning teachers		
Implement planning		
Planning and production of teaching material		
Vocation for teaching		
Treatment of learning problems		
Flexibility and openness		
Leaving the profession		
Involvement families		
Improvisation elements		
Drama strategies and techniques		

Appendix 3. Challenges faced before implementing a lesson

ITEMS	SOLUTIONS
Classroom management	<ul style="list-style-type: none"> • Give orders with a confident tone of voice • Face students squarely • Have a clear set of rules and applying them • Showing ordinary polite respect for students by saying please or thank you • Effective discipline • Gaining and maintaining silence is very important • Giving instructions: get silence first, and make sure the class are looking at you. Be brief, clear and positive. • Give lots of attention for learning related activities and as little attention as possible for the disruptive attention seeking problem
Motivation	<ul style="list-style-type: none"> • Interesting, involving plenty and of varied student activity • Standard of the work should not be too difficult or too easy • Ample and prompt reinforcement • Creating a safe classroom
Individual differences	<ul style="list-style-type: none"> • Showing interest in each students' work • Showing interest in students' attitudes, feelings and needs • Value students as individuals
Assessment	<ul style="list-style-type: none"> • Establishing assessment items • Evaluation strategies according to the curriculum • Opportunities for reviewing process
Lack of preparation	<ul style="list-style-type: none"> • Arrive before students in class and make sure you have everything you need • Prepare lesson planning
Communication with colleagues	<ul style="list-style-type: none"> • Talking effectively with colleagues • Recognise and respect the contributions of others • Collaborate and cooperate with others
Classroom organization	<ul style="list-style-type: none"> • English classroom • P5 classroom
Classroom size	<ul style="list-style-type: none"> • 12 • 24
Classroom resources	<ul style="list-style-type: none"> • Authentic material • Manipulative • Adequate
Technology aids	<ul style="list-style-type: none"> • Computer • Loudspeaker • Interactive whiteboard
Lesson planning	<ul style="list-style-type: none"> • Well planned, organized lessons • Good-time keeping • Determine lesson learning aims
Curriculum designing	<ul style="list-style-type: none"> • Effective lessons based on well-conceived curriculum • Resources to support the curriculum
Support and orientation	<ul style="list-style-type: none"> • Asking questions to other professionals • Being offered a tutor or mentor
Maintenance of personal sanity	<ul style="list-style-type: none"> • Being patient • Job satisfaction • Positive social relations • Enthusiasm
Long-range planning	<ul style="list-style-type: none"> • Determine learning goals • Aims • Content • Approaches and methodologies • Resources • Assessment • Other areas
Level of English	<ul style="list-style-type: none"> • Explanation clearly and in details • Speak clearly • Have a good accent

	<ul style="list-style-type: none"> • Never use mother tongue when talking with students • Have a good command of the language
Communicative skills	<ul style="list-style-type: none"> • The tone should be firm, confident and pleasant. • Short questions • Non-verbal movements • Being clear and easy to understand • Active listening
Confidence	<ul style="list-style-type: none"> • Self-confident • Relaxed • In control
Inexperience	<ul style="list-style-type: none"> • Arrive before students in class and make sure you have everything you need • Prepare the lessons • Practice before implementing the activities
Adaptation to school context	<ul style="list-style-type: none"> • Asking questions to the rest of the mates • Having a tutor during my placement
Teaching methodologies	<ul style="list-style-type: none"> • Grammar- Translation method • Direct Approach • Oral Approach • Audio-lingual Approach • Cognitive Approach • Humanistic Approach • Communicative Approach
Classroom environment	<ul style="list-style-type: none"> • Relaxed atmosphere • The first 5 minutes of any lesson are crucial • Good communication
Communication with students	<ul style="list-style-type: none"> • Mutual respect • Proximity • Eye contact • Posing questions • Using students' names
Implement planning	<ul style="list-style-type: none"> • Arrive before students in class and make sure you have everything you need • Be self-confident during all the lesson
Planning and production of teaching material	<ul style="list-style-type: none"> • Authentic • No textbook • Related with the objectives and contents of the lessons • Appropriate colours, sizes and adapted to each level
Flexibility and openness	<ul style="list-style-type: none"> • Value students' innovative contributions • Provide codes of behaviour and classroom procedures that promote creativity • No afraid to take risks • Alternative possibilities
Improvisation	<ul style="list-style-type: none"> • Trust and respect • Active listening • Spontaneity • Storytelling • Non-verbal communication • Warm up and cool down activities
Drama techniques and strategies	<ul style="list-style-type: none"> • Mime • Simulation • Role-play • Improvisation • Frozen image building • Warm up and cool down activities

Appendix 4. English Classroom



Appendix 5. P5 Classroom

