



## Teachers' Perceptions of Using Drama Activities in Teaching English Speaking Skills to Young Learners in Kindergarten

Marcos Ricardo Duarte Alcalá\*, Dao Quynh Dao

Kindergarten System- Vietnam

**\*Corresponding Authors:** Marcos Ricardo Duarte Alcalá, Kindergarten System- Vietnam

**Abstract:** Teaching young learners (YLS) to speak English freely, smoothly, and spontaneously is the ultimate objective of EFL instruction. Drama activities are among the strategies used to help YLS improve their English-speaking abilities. Therefore, the purpose of this study was to investigate how EFL teachers view the advantages and difficulties of employing drama activities to teach YLS how to speak English. This study was conducted in Vietnam at a private kindergarten system (PKS). Thirty-two English teachers who taught English there participated in the research. To guarantee the validity and reliability of the study, a mixed-method research design was used, collecting both quantitative and qualitative data. Three instruments—questionnaires, interviews, and observations—were used to gather data. Descriptive statistics and content analysis were used to analyze the data. According to the study's findings, drama activities were commonly used in bilingual classrooms. Teachers also found that using drama exercises helped YLS' English-speaking abilities, but they also faced several difficulties involving students, teachers, and the environment. It is anticipated that this study will clarify how speaking skills instruction is implemented for YLS in this setting and in other kindergartens generally.

**Keywords:** Speaking skills, drama activities, young learners, bilingual classes, Vietnamese context

### 1. INTRODUCTION

English has been regarded as the primary language of many countries since the 18th century. However, education advanced substantially in the nineteenth century, and learning and teaching English became more diversified thanks to a variety of teaching techniques. The major language that is now most often spoken worldwide is English. Foreign language teaching is becoming more and more valuable in today's increasingly globalized culture. Drama techniques are used in English classes to help individuals enhance their speaking abilities, as Khaemane (2011) based on literature and research investigations, the researcher discovered that, according to experts and language teachers, using dramatic activities to develop English speaking abilities might be beneficial.

Adıgüzel (2006) indicated that one of the approaches utilized in educational system is creative drama. Using techniques like improvisation and role-playing to act out any subject is referred to as creative drama in education. According to Adıgüzel (2006), activities that involve creative drama might enhance students' English-speaking abilities, which could then have a favorable impact on YLS' attitudes toward the course and help them do well on the subsequent speaking assignments. Based on this concept, imaginative drama-based exercises were created and put into practice. One of the prerequisites for having successful communication is good communication skills. Nevertheless, YLS require training and development. Teachers need to enhance the learning experience from stories or plays to adolescents through storytelling and acting abilities to promote individual English-speaking abilities. Students are motivated to study English due to the obvious exciting classes. The consequences of using storytelling and drama are crucial. Students of all ages are interested in using "student-centered" drama activities to improve their speaking skills. they will improve their ability to talk and their ability to react spontaneously while learning and using English. The purpose of the current study is to find out how instructors at PKS view the advantages and difficulties of employing narrative exercises to help YLS improve their English-speaking abilities. The following research issues were sought to be addressed by the current study.

a) What are the teachers' perceived benefits of using drama activities in teaching English skills to YLS?

b) What are the teachers' perceived challenges of using drama activities in teaching English speaking skills to YLs?

The study is anticipated to advance our understanding of speaking instruction in general and could serve as a guide for kindergarten teachers looking to modify their methods through activity design in order to increase the engagement of young learners.

## **2. LITERATURE REVIEW**

Another different kind of activity used for teaching speaking skills is called drama which is written for the stage, movie, radio, and television. A poem or chapter that recounts a tale through conversation or mime constitutes a drama, to put it simply. Courtney (1980) described drama as the human process by which imaginative thinking is translated into action, based on internal empathy and identification, and leading to exterior imitation. YLs can narrate stories through monologues or large-scale productions in which many people take part. YLs will work under the direction of an experienced teacher in a regulated way to enhance reflexes, communicative language usage, and speaking abilities through an interactive theatrical performance. Therefore, drama in the language classroom may indeed take many different forms, but it should always be a communicative exercise where the learner can develop their speaking abilities.

Drama is considered as usually helpful in terms of improving language proficiency in the classroom. Drama also gives students the chance to tell tales in ways that get them ready to read and communicate persuasively. Since oral fluency is so important for language proficiency, teachers should use drama in their classrooms to foster oral fluency in YLs. Similarly, Smith (2009) emphasized that theatre provides young language learners with the opportunity to practice the four language skills and so increase their competence level. In addition, Koyluoglu (2010) confirmed that incorporating drama in the classroom is an effective strategy for inspiring learners and facilitating their understanding of the lessons being taught. Concomitantly, Zafeiriadou (2009) emphasized the link between motivation and drama as well as the impact of the latter factor on language learning. Drama encourages and maintains learners' motivation since it is enjoyable and interesting, and because it stimulates emotions, it may provide learners with a deep experience of language.

In terms of challenges encountered by teachers in the application of activities in teaching English speaking skills to YLs, it has been found in literature that there may be young learner-related, teacher-related, and context-related challenges. Those challenges may be related to YLs, teachers, and the context. Firstly, YLs may cause challenges for teachers when they integrate drama in the classroom. YLs' English proficiency will be challenging for teachers. YLs sometimes do not appear eager to pay attention or comply with the teacher's directions because YLs lack the understanding and language necessary to comprehend English stories (Setyariny, 2011). According (Angelianawati, 2019), dramatic events may not appeal to shy students. They are shy, nervous leading to frequently forgetting their scripts and therefore, they cannot make the performance. Secondly, regarding teacher-related challenges, the majority of English language instructors working in an EFL environment lack proficiency because they are not native English speakers.

Finally, Finally, in terms of context-related challenges, the time allotted for the entire lesson in class is insufficient for them to use any strategies, even though some teachers think that teaching speaking is crucial for language development. Besides, the time of the play is based on the content. However, a kindergarten class lasts just 20-30 minutes. Drama activities cannot be completed due to time limitations.

In conclusion, using drama activities to enhance English speaking skills for YLs not only has a variety of benefits, but it also causes challenges to EFL teachers. It is necessary for EFL teachers to understand those benefits and challenges in any context.

## **3. METHODOLOGY**

### **3.1. Research Site and Participants**

This study was conducted in Kindergarten System (NKS) in District 12, Ho Chi Minh City, Vietnam. The system has two branches in Ho Chi Minh City, and currently more than 200 young learners aged from 18 months to 5 years are learning in the two branches. At present 35 English teachers are working

there. All teachers have university degrees, master's degrees, TESOL or Cambridge certificates in order to meet the Starter Cambridge output goals. The school is well equipped with facilities. There are two types of classes, including monolingual classes for children aged from 12 months to 36 months and bilingual classes for children aged from 4 to 5 years. English has been taught for 3 years in all bilingual classes in two branches. Since drama is a challenging activity, each teacher must prepare lesson plans, stories, and resources before instruction. One drama lesson is scheduled in a bilingual class's weekly schedule for students aged from 4 to 5.

### 3.2. Research Instruments

This study used a mixed methods research approach, including semi-structured interviews and a questionnaire to gather both quantitative and qualitative data.

The survey consists of two primary sections: The five elements in Part A deal with participant demographic data. In addition to their age and gender, teachers had to provide the number of years they had been teaching EFL. Part B comprises 26 questions that explore instructors' perspectives on the advantages and difficulties of employing theater activities to teach young learners how to speak English. The Likert scale used in this section has four points, with 1 denoting "strongly disagree" and 4 denoting "strongly agree."

The questionnaire's reliability is strong, as evidenced by its Cronbach's alpha of **0.91** for the eight benefits questions and **0.94** for the 18 items of challenges. Semi-structured interviews served as the second tool, gathering qualitative information to supplement the quantitative information gathered from the survey. Seven questions are included in the interview to get the instructors' opinions on the benefits and challenges of using drama activities.

### 3.3. Data Collection and Analysis Procedures

First, two teachers participated in a pilot study of the questionnaire to gather data. The research did not include those two educators. The teachers must be able to comprehend every question and feel at ease filling out the questionnaire and interview. Changes were thus made to make it easier for the instructors to grasp and more suitable for and compatible with the research criteria. Second, 10 instructors offered to participate in the semi-structured interview, and 32 people completed the survey. The teachers needed around ten minutes to respond to the last interview questions and fifteen minutes to finish the final version of the questionnaire.

For questionnaire data analysis, "descriptive statistics" with the calculation of mean scores and standard deviation through the use of SPSS Statistics version 20.0 were employed. To interpret the mean scores, based on calculated interval coefficient for three intervals in four points (4-1=3), intervals with the range of 0.75 (3/4) were arranged. The following criteria in the Likert type scale were used to interpret the data: M= 1.00 - 1.75: Strongly disagree, M= 1.76 - 2.50: Disagree, M= 2.51 - 3.25: Agree, and M= 3.26 - 4.00: Strongly agree. For interview data analysis, "thematic analysis" was employed. The teachers' responses were coded as T1, T2, T3, etc. to T10.

## 4. RESULTS OF THE STUDY

### 4.1. Benefits of Storytelling Activities

Research question 1 attempted to explore teachers' perceived benefits of drama activities. The data collected from the questionnaire as well as interviews and observations are presented as follows:

It can be seen in Table 4.1 that most of the teachers **agreed** that using drama activities to teach English speaking skills to young learners have many benefits with mean scores ranging from 3.00 to 3.50. More specifically, drama activities help young learners develop their English-speaking skills (item 1) with M= 3.25 & St. D= .672, enhance fluency (item 2) with M = 3.50 & St. D = .672, accuracy (item 3) with M = 3.22 & St. D = .659, and interaction ability (item 4) with M = 3.09 & St. D = .689. In addition, it is evident that drama activities helped young learners feel self-confidence (item 5) with M = 3.16 & St. D = .677 and increase motivation (item 6) with M = 3.28 & St. D = .634. Students can also enhance collaboration (item 7) with M = 3.00 & St. D = .508, and creation (item 8) with M = 3.16 & St. D = .62 in learning English speaking skills. The only one item that the teachers **strongly agreed** with is "Drama activities help young learners enhance fluency in speaking English (item 2) with M = 3.50 and St. D= .672.

**Table4.1.** Descriptive statistics of benefits of drama activities

No	Items	N	Mean	St.D
1	Drama activities help young learners develop their English-speaking skills.	32	3.25	.672
2	Drama activities help young learners enhance fluency in speaking English.	32	3.50	.672
3	Drama activities help young learners enhance accuracy in speaking English.	32	3.22	.659
4	Drama activities help young learners enhance interaction ability in speaking English.	32	3.09	.689
5	Drama activities help young learners enhance self-confidence in speaking English.	32	3.16	.677
6	Drama activities help young learners increase motivation in learning English speaking skills.	32	3.28	.634
7	Drama activities help enhance collaboration for young learners in learning English speaking skills.	32	3.00	.508
8	Drama activities help enhance creation for young learners in learning English speaking skills.	32	3.16	.62

Regarding the data collected from the interviews, it is evidence that the data are consistent with those collected from the questionnaire. All the interviewees reported that storytelling and drama activities have many similar benefits when being used for teaching speaking skills to young learners, such as YLs' confidence, imagination and motivation are enhanced. For example: T2 expressed, *"storytelling activities help increase learners' interest in speaking English"*; or *"once their listening skills get better, their speaking skills will automatically get impacted positively (T3); "The students are self-confident in themselves. Students are motivated for studying English and enhancing" (T2) "...improve children imagination, confidence as well as motivation in speaking English"(T5); "enhance learner's motivation, confidence.... Especially toward high-level proficiency students" (T6); "help students are confident and enhance speaking skills" (T8).*

**4.2. Challenges teachers face in the use of drama activities**

Research question 2 attempted to explore teachers' perceived challenges of using drama activities to teaching English speaking to YLs. The data collected from the questionnaire and interviews are presented in this section to display challenges related to learners, teachers, and the context.

**Learner-related challenges**

Data in Table 4.2 show that young learners "do not have enough knowledge and language to understand English plays" (items 1) with  $M= 3.25$  &  $SD= .662$ , "not capable enough of thinking creatively and solving problems in drama activities" (items 2) with  $M= 3.31$  &  $SD= .644$ , "may be afraid of speaking English in drama activities (items 3) with  $M= 3.22$  &  $SD= .659$ , "The attitudes of young learners towards learning English" (items 4) with  $M= 3.31$  &  $SD= .535$ , and "are not much motivated to participate in drama activities" (items 5) with  $M= 3.31$  &  $SD= .535$ .

**Table4.2.** Descriptive statistics of learner-related challenges

No	Items	N	M	St.D
1	Young learners do not have enough knowledge and language to understand English plays.	32	3.25	.662
2	Young learners are not capable enough of thinking creatively and solving problems in drama activities.	32	3.31	.644
3	Young learners may be afraid of speaking English in drama activities.	32	3.22	.659
4	The attitudes of young learners towards learning English prevents me from using drama activities.	32	3.31	.535
5	Young learners are not motivated to participate in drama activities.	32	3.31	.535

Regarding the data collected from the interviews, it is evident that the data are consistent with those collected from the questionnaire. All the interviewees reported that storytelling and drama activities have several similar learner-related challenges when being used for teaching speaking skills to young learners. For example, YLs have a lack of English language, or their skills are still limited, so it is not



easy for teachers to implement story and drama activities effectively. Some teachers expressed: “...as storytelling is nearly one-way interact, interaction and speaking skill practice might be limited (T2); “... young learners have a lack of knowledge of the language, vocabulary (T5); “... their listening skill and speaking are limited. A few students can’t focus on the questions and understand the lesson. .... especially toward high-level proficiency students (T6).”

This skill has not yet developed among YLs, so solving problems in drama activities seems impossible. Some teachers reported: “Young learners lack the language and understanding necessary to comprehend English plays” (T3); “In theatre activities, young students are not yet able to think creatively and solve difficulties” (T8); “...besides that, I am unable to use theater exercises due to young learners' attitudes about learning English” (T1)

**Teacher-related challenges**

Regarding quantitative data related to drama activities, it can be seen in Table 4.3 that among 7 items, the teachers **agreed** with 6 items and **strongly agreed** with 1 item (item 12) with mean scores ranging from 3.13 to 3.41. Specifically, the teachers had beliefs in increasing young learners’ ability to speak English through drama activities (items 11) with M=3.31 & SD=.592, but they had difficulty in assessing students’ performance (items 7) with M= 3.19 & SD=.644, and in managing the classroom (items 8) with M=3.22 & SD= .553. Especially, they reported that they did not have sufficient training (items 9) with M=3.22 , SD= .659, and it took them much time to meticulously prepare the lessons (items 10) with M= 3.25 & SD= .672, and their lack of English proficiency hindered the application (items 11) with M=3.13 & SD= .554, and they were **not confident enough to use drama activities (items 24) with M= 3.41 & SD= .560.**

**Table4.3.** Descriptive Statistics of teacher-related challenges

No	Items	N	Mean	St. D
6	My belief is that using drama activities certainly will increase young learners’ ability to speak English.	32	3.31	.592
7	I have difficulty in assessing students’ performance when asking them to play the roles of someone in a play.	32	3.19	.644
8	I have difficulty in managing the classroom when the young learners have drama activities.	32	3.22	.553
9	<b>I do not have sufficient training on how to use drama activities in teaching English speaking skills.</b>	32	3.22	.659
10	Using drama activities for teaching speaking skills frequently takes me much time to meticulously prepare the lessons.	32	3.25	.672
11	My English proficiency affects the application of drama activities in teaching English speaking skills.	32	3.13	.554
12	<b>I am less confident to use drama activities to teach English language skills.</b>	32	3.41	.560

Regarding the data collected from the interviews, it is evident that the data is consistent with those collected from the questionnaire. Several interviewees reported that they faced challenges related to themselves when being used for teaching speaking skills to young learners. For example: “When I ask students to take on characters in a play, it is challenging for me to evaluate their performance” (T5); “When the young learners are participating in theatre exercises, I find it challenging to control the classroom” (T7); “I typically spend a lot of time carefully planning the sessions when I use theater exercises to teach speaking skills” (T4); “Besides that, teachers don’t understand their level of understanding.” (T9)

**Context-related challenges**

Regarding context-related challenges teachers face in teaching drama activities, the participants agreed with all the 6 items. They reported that “large classes with **more than 25 young learners prevent them from using drama activities**” (items 17) with M=3.25 & SD=.568, “limited time allotted for drama activities for young learners every week in class influenced their teaching (items 14) with M=3.34 & SD= .653, “there are not many plays which have relevant content to the young learners at the age of 5-6 (items 15) with M=3.31 & SD=.644, “the school encourages them to use drama activities in teaching English speaking skills” (items 16) with M=3.19 & SD=.644, “The facilities prevent them from being

creative in designing drama activities for the young learners” (items 17) with  $M=3.25$  &  $SD=.568$ , and finally, “they are not provided enough materials and resources for designing drama activities” (items 18) with  $M=3.22$  &  $SD=.659$ .

**Table 4.4.** *Descriptive Statistics of context-related challenges*

No	Items	N	Mean	St. D
13	<i>My large class with more than 25 young learners prevents me from using drama activities in teaching English speaking skills.</i>	32	3.25	.568
14	The time allotted for drama activities for young learners every week in class is limited.	32	3.34	.653
15	There are not many plays which have relevant content to the young learners at the age of 5-6.	32	3.31	.644
16	The school encourages me to use drama activities in teaching English speaking skills.	32	3.19	.644
17	The facilities at my school prevent me from being creative in designing drama activities for the young learners.	32	3.25	.568
18	I am not provided enough materials and resources for designing drama activities English lessons.	32	3.22	.659

Regarding the data collected from the interviews, it is evident that the data is consistent with those collected from the questionnaire. Several interviewees reported that they faced challenges related to the context in using storytelling and drama activities for teaching speaking skills to YLs. Several teachers reported: “*Story activities greatly contribute to the development of students' English language competency by fostering an engaging learning environment but time in class being very limited for story activities*” (T8); “*As they are unable to create the content because there are too many communication and speaking norms in English, they also feel worn out from speaking or using the language in everyday settings*” or “*Dramatic activities can't be used in my huge class of more than 25 young students to develop English speaking abilities.*” (T6); “*.... I think many contents or topics of stories are too difficult for students to understand. As a result, it is hard for them to explain their ideas about these topics*” (T7); “*The amount of time given each week for dramas performed for young students in class is constrained because the content of drama is long.*” (T3) “*My school's finances limit my ability to develop innovative theatrical lessons for younger students. Teaching tools or materials are limited and not enough to make some puppets, pictures, or models.*” (T2).

## 5. DISCUSSION

The aim of this study is to explore EFL teachers’ perceptions of the benefits and challenges they face in using drama activities in teaching English speaking skills to YLs and NKS. In particular, the results of the current study were evaluated and discussed concerning the literature reviews and the collected data.

This finding is in line with the conclusions of several researchers. For example, using drama activities enhance learners in learning to speak Djigonovic (2012). The finding of the study also revealed that drama activities help YLs enhance their confidence. Obviously, Smith (2009) emphasized that theatre provides YLs with chances to practice the four language skills and so increase competence. Therefore, they help YLs enhance self-confidence, increase motivation in speaking English. In addition, Davies (1990) said that although if dramatic exercises just consist of role plays, if teachers know how to use them effectively, they may aid YLs in developing their expressive skills. For YLs, while employing theatrical exercises, they may feel more at ease, more inclined to talk, and less self-conscious about making mistakes in a foreign language (Even, 2011; Gill, 2016). It can also be said that the drama activities employment in teaching speaking skills helps YLs able to express themselves and improve the YLs’ speaking skills, stimulating their imaginations, expanding their vocabulary, and increasing their passion and knowledge of speaking. This finding is consistent with Satriani’s study (2019), demonstrating the effectiveness of drama in the instruction of English-speaking abilities.

In terms of the challenges that teachers faced in the implementation of drama activities, the findings of the study revealed that teachers have experienced challenges relating to themselves, young learners, and the context which might also hinder the effectiveness of the teaching of English-speaking skills to YLs in PKS. The current study's findings of learner-related difficulties are in line with Satriani's (2019) assertion that students lack the language and understanding necessary to comprehend English stories.

Since most young students are just 5 or 6 years old, their skills are limited, and they could be hesitant to talk in English. But this issue is not really significant. According to psychological research, children as young as five or six can simultaneously acquire their native language and another language. Teachers should be aware that both naturally occurring language acquisition and teacher-guided language acquisition can occur gradually in young learners. Despite their inability to think creatively or solve issues in theater exercises, kids nonetheless mimic and pick up knowledge from their instructors and peers.

In terms of teacher-related challenges, the findings of the study show the teachers have difficulty in assessing YLs' performance, and in managing the classroom. Obviously, these challenges cannot be avoided because it might be that the learners are still too young. They are only 5 to 6 years old. Each lesson is about 30 minutes. They can only concentrate to learning in a very short time. It might also be that they do not have sufficient training at college or university, that is why it takes them much time to meticulously prepare the lessons when using storytelling or drama activities. Many of them also confirmed that their lack of English proficiency hindered the application of these activities in class. In addition, they are *not confident enough to use drama activities. That is because they might not be trained in how to apply these activities for YLs in kindergartens* (Yahya & Razali, 2018). Because teachers do not have sufficient training on how to use storytelling activities in teaching English-speaking skills. This might undermine students' enthusiasm and participation in the theatrical activities, which might not motivate them.

Finally, with respect to context-related challenges, teachers perceived that during the time they applied storytelling activities they faced several challenges; it is evident that under the non-native learning environment, challenges cannot be avoided like lack of time, a problem faced by almost all EFL contexts. However, YLs at kindergartens may not need much time for learning because they can only concentrate in a short time when they are in class. The finding also revealed that each class has 25 learners, which causes difficulty for teachers. Actually, the number of 25 learners is not very large. However, teaching English to young learners, teachers need to pay attention to every individual; the teachers in the context might not have enough time to contact all of the members in their classes. Additionally, the facilities and materials are also considered as challenges. That is because when teachers organize activities, they may need some toys, small boards, boxes, desks to support the activities but these things are not available in the classroom. So, they could not make the activities more interesting and effective. Also, the teachers also complained about the lack of materials. They might not have textbooks with sufficient storytelling activities for their learners, which is considered as a challenge hindering their teaching.

## 6. CONCLUSION AND IMPLICATIONS

The findings of the current study have revealed that most of the teachers perceived that using drama activities for teaching English speaking skills have a variety of benefits for YLs. However, teachers also perceived that they cannot avoid challenges in the implementation of those activities. Those challenges are related to YLs, teachers and the context. The learners in the context are still too young to recognize the importance of learning English and so they need support and leadership from the teachers.

To achieve the goals of teaching and learning English in bilingual classes in the context, it is necessary for the teachers to study more about the principles of using drama activities to teach English, especially discover how drama may be effectively carried out in EFL classes for YLs. Teachers' diverse techniques may attract students' participation and thus enhance their learning effectiveness. Managing a language classroom is always considered an art. To be able to get all the YLs in the class involved in the speaking task is also a requirement that any foreign language teacher must meet. Drama activities can only be successfully used in the context if this is done. For the YLs to comprehend the drama's narrative, teachers should speak in plain terms. Young learners between the ages of 4 and 5 find drama exercises challenging since their English proficiency varies. Teachers must thus have patience and be able to modify things to suit young learners. In order to improve their pedagogical understanding of how to teach English to young learners in kindergartens, teachers must also take part in in-service training courses. The study was conducted at PKG in Ho Chi Minh City, Vietnam, with the participation of 32 teachers. Hence, the scope of the study is likely to be limited. Further studies should be conducted with a larger sample from other similar bilingual contexts.

## REFERENCES

- Adıgüzel, Ö. (2006). Yaratıcı drama Kavramı, Bileşenleri ve Aşamaları. *Yaratıcı Drama Dergisi*, 1(1). <https://doi.org/10.21612/yader.2006.002>
- Angelianawati, L. (2019). Using drama in EFL classroom. *JET (Journal of English Teaching)*, 5(2), 125. <https://doi.org/10.33541/jet.v5i2.1066>.
- Courtney, R. (1980). *Dramatic Curriculum*. London: Heinemann Educational Books Ltd.
- Davies, P. (1990). The use of drama in English language teaching. *TESL Canada Journal*, 8(1), 87-99.
- Djigunovic, J. M. 2012. "Attitudes and Motivation in Early Foreign Language Learning." *Centre for Educational Policy Studies Journal*, 2(3), 55-74.
- Even, S. (2011). Drama Grammar: Towards a Performative Post method Pedagogy. *The Language Learning Journal*, 39(3), 299–312. doi:10.1080/09571736.2010.543287.
- Gill, C. (2016). Maximizing Asian ESL Learners' Communicative Oral English via Drama. *Advances in Language and Literary Studies* 7(5), 240–246. doi: 10.7575/aiac.all.v.7n.5p.240
- Khaemane, T. (2011). *Teaching Science: Knowledge for Effective Learning Process*. First edition Bangkok: Chulalongkorn University.
- Koyluoglu, N. (2010). Using Drama in Teaching English for Young Learners.
- Satriani, I. (2019). Storytelling in Teaching Speaking: Benefits and Challenges. *English Review: Journal of English Education*, 8(1).
- Setyarini, S. (2011). "Storytelling: An Innovative Language Learning for English for Young Learners. "Joint Conference UPI-UITM 2011" Strengthening Research Collaboration on Education. Conference materials.
- Smith, B. (2009). Task-based learning in the computer-mediated communicative ESL/EFL classroom. *CALL-EJ Online*, 11(1). Retrieved from <http://callej.org/journal/11-1/smith.html>
- Yahya, H., Razali, A. B., & Baki, R. (2018). To Tell or Not to Tell: Exploring Malaysian Teachers' Perceptions towards Storytelling in English Classrooms. *International Journal of Academic Research in Progressive Education and Development*. <https://doi.org/10.6007/ijarped/v7-i4/5020>
- Zafeiriadou, N. (2009). *Drama in Language Teaching: A Challenge for Creative Development*. 23, Issues

## AUTHOR'S BIOGRAPHY



I am Marcos Duarte, 35 years old. I am originally from Venezuela, where I graduated Magna Cum Laude as a Teacher of English as a Foreign Language, after that receiving pass B on the CELTA from Cambridge English and passing the TKT with flying colors. I have worked as an educator since 2010 and as a manager since 2015. In 2022, I moved to Vietnam, where I have been working as an educator, teacher trainer and manager not only inside the country but in other neighboring countries in Southeast Asia such as Singapore and Hong Kong. I am the COO and founder of FND Human Resources and Developmental Education Company since 2023.



My full name is **DAO QUYNH DAO**, I'm 28 years old. I live in Ho Chi Minh, where I graduated Master in HCM University of Technology. I am the CEO and founder of FND human resources and developmental education company. I used to be an Academic Manager of the English program- Built "Novakindy" monopoly Program for young learners through storytelling and drama methodology to enhance speaking skills in the International Kindergarten System. I have more than 7 years of experience managing and teaching English to children, teenagers, and adults.

**Citation:** Marcos Ricardo Duarte Alcala & Dao Quynh Dao, " Teachers' Perceptions of Using Drama Activities in Teaching English Speaking Skills to Young Learners in Kindergarten", *International Journal on Studies in English Language and Literature (IJSELL)*, vol. 13, no. 1, pp. 10-17, 2025. Available: DOI: <https://doi.org/10.20431/2347-3134.1301002>.

**Copyright:** © 2025 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.