

## **The Role of Drama on Cultural Awareness, Motivation, and Literacy in a Second Language Context.**

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This paper presents findings of a research project that examined how a series of drama activities within elementary second language classrooms (grade 6 French immersion) impacted attitudes towards francophone people, motivation to learn a second language, and literacy. In the paper the researchers share the theoretical framework, methodologies, and methods used for the study, with particular attention to describing the drama process used in the study. The three-week study took place in two schools, where two experienced teachers taught the same content (Acadian history) to their respective students, yet one incorporated a drama-based approach, whereas the other led the group through a traditional stand and deliver model. Pre- and post-test surveys, as well as writing samples at the beginning and end of the project, were collected from all participants (n=61). The researchers observed both classrooms and took field notes during the process. A continuous dialogue with the teachers took place throughout the project, and then once all lessons and data were collected both teachers participated in semi-structured interviews. The quantitative findings strongly suggest how students participating in the drama process (in comparison to the traditional teaching) gained a greater appreciation of culture, increased motivation, and provided more depth and breadth in their writing. These findings are supported by the qualitative analysis where teachers and researchers noted the different levels of engagement of participants, highlighting the drama group's intrinsic motivation, enthusiasm, and the quality and quantity of verbal and written comments.