

DEVELOPING INTERPERSONAL COMMUNICATION SKILLS OF 2<sup>ND</sup> YEAR  
BUSINESS ENGLISH MAJOR STUDENTS, LIBERAL ARTS FACULTY  
THROUGH ACTING AND DRAWING

การพัฒนาทักษะการสื่อสารระหว่างบุคคลของนักศึกษาวิชาเอกธุรกิจชั้นปีที่ 2  
คณะศิลปศาสตร์ วิทยาลัยเซนต์อิสรท์บางกอก ด้วยการแสดงและการวาดภาพ

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### Abstract

This research aimed to develop 2nd year Business English majors' interpersonal communication skills and to integrate drawing and dramatic approaches to learning to enhance their English fluency in academic year 2019. The population for the research consisted of 14 students: 6 males and 8 females aged between 19 and 23 years. The project took place in the 2nd semester in a 3 hour class from November 5, 2019 to February 12, 2020 for a period of 12 weeks. The tools for data analysis were pretest, posttest, students' assignments, including their responses to the class activities. Both qualitative and quantitative research methods were employed to analyze the data. The findings revealed that there was a significant improvement on students' interpersonal communication skills. They had more confident in using English to communicate their ideas in creative and natural ways along with positive attitudes towards English communication. It can be concluded that integrating drawing and acting in the teaching and learning process was an important factor leading to improving their communication skills on their own.

**Keywords:** Acting and drawing, Task-based activities, Interpersonal communication skills

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## บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อพัฒนาทักษะการสื่อสารระหว่างบุคคลให้กับนักศึกษาวิชาเอกภาษาอังกฤษธุรกิจชั้นปีที่ 2 คณะศิลปศาสตร์ วิทยาลัยเซนต์อีส์ท์บางกอก ปีการศึกษา 2562 โดยการบูรณาการการวาดภาพและการแสดงละครมาเป็นกิจกรรมหลักในการเรียน ประชากรกลุ่มตัวอย่างที่ใช้ในการวิจัยประกอบด้วยนักศึกษาจำนวน 14 คน เป็นชาย 6 คน และ หญิง 8 คน อายุระหว่าง 19-23 ปี โดยการทดลองใช้เวลา 12 สัปดาห์ เริ่มตั้งแต่วันที่ 5 พฤศจิกายน 2562 ถึงวันที่ 12 กุมภาพันธ์ 2563 เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบทดสอบก่อนและหลังการทดลอง แบบฝึกหัดการนำเสนอของผู้เรียนตลอดจนการแสดงความคิดเห็นของกลุ่มตัวอย่างต่อกิจกรรมการเรียนการสอน การวิจัยนี้เป็นการผสมผสานระหว่างการวิจัยเชิงปริมาณและเชิงคุณภาพ ผลการวิจัยพบว่านักศึกษาทุกคนมีพัฒนาการในการสื่อสารระหว่างบุคคลที่ดีขึ้นรวมทั้งมีความมั่นใจในการสื่อสารภาษาอังกฤษได้อย่างสร้างสรรค์และมีประสิทธิภาพตลอดจนมีทัศนคติเชิงบวกที่สร้างความมั่นใจในการพัฒนาทักษะสื่อสารภาษาอังกฤษได้อย่างเป็นรูปธรรม สรุปได้ว่าการประยุกต์ใช้การแสดงและการวาดภาพในการจัดการเรียนการสอนภาษาอังกฤษเป็นปัจจัยสำคัญที่ทำให้ผู้เรียนสามารถพัฒนาทักษะการสื่อสารภาษาอังกฤษระหว่างบุคคลได้ดีขึ้น

**คำสำคัญ:** การแสดง การวาดภาพ กิจกรรมในชั้นเรียน ทักษะความสัมพันธ์ระหว่างบุคคล

## Introduction

### 1. Rationale and Significance of the Study

We English teachers are well aware that English is a world language. Yet, no matter how hard we strive to find the best teaching method that works for all our students, we still have not achieved our goal. This study is then an attempt to integrate acting and drawing as the main task-based activities to encourage young students to use their imagination to convey their message with one another. It is also believed that language learning involves creativity and active interaction between teacher-student and student-student based on a sociocultural perspective of language learning being learned in the classroom, and the teacher's role is to promote language learning through interacting with students. In order to improve students' communication skills, especially speaking, the teacher's main duty is to encourage their active engagement in class activities. Many studies have proved that role-playing is a praised technique in task-based language teaching. Consequently, this study aimed to motivate students to draw pictures to express their ideas and

feelings and act out to present their stories in the target settings so that they were able to use these skills in their interpersonal communication outside class. In so doing, they would have fulfilled their language needs as well.

Hall, et al (2002,186) makes the following remark:

Recent theoretical insights and research on classroom interaction have broadened, and in many ways transformed our understanding of its link to language learning. Current understandings are based on the premise that much of our linguistic, social, and cognitive knowledge is intimately tied to our extended participation and active apprenticeship in sociocultural events and activities considered significant to our everyday world. Because schools are important sociocultural contexts, their classrooms, and more specifically, their discursively formed instructional environments created through teacher-student interaction, are consequential in the creation of effectual learning environments and ultimately in the shaping of individual learners' language development.

It is obvious from Hall's remark that teacher-student classroom interaction has improved significantly through integration of linguistic, social and cognitive knowledge as well as specifically the supportive learning environment, which result in individual learners' language improvement. It is; therefore, important for teachers to seek for new teaching pedagogy to enhance students' language competence. Acting and drawing have important roles to play in inspiring learners to express themselves in imaginative and creative ways.

## **2. Review of Related Studies**

Many recent studies reveal that the integration of drama in second language learning can develop learners' language skills, intercultural understanding, attitudes to language learning and use, content learning and connection to literature. As most of our students are artistic and creative, we encourage them to incorporate their drawing to the language lesson, inspiring them to set up a situation in their imagination or instruct them to make use of their drawing to tell a simple story, or event. In this way, they can develop their interpersonal communication skills with others, either individually or in a group of more than two people.

Terada (2019,1) remarks that 'drawing something helps a person remember it, referring to a new study that shows drawing is superior to activities such as reading

or writing because it forces the person to process information in multiple ways: visually, kinesthetically, and semantically.

Gidoni (2013,15) also recommends that drawing tasks are creative activities that break the classroom routine and make learning more enjoyable, which, in turn, increase motivation and participation. However, teachers should develop sensitivity to pupils who might feel demotivated about drawing. Teachers need to take into consideration their negative reactions towards drawing tasks. One way to address those pupils can be by offering a task that contains both drawing and writing. For instance, they can draw their reaction to the text or write as many sentences as they wish to describe their drawing.'

### **The Impact of Dramatic Techniques on Language Learning**

Dunn and Stinson (2011) indicate that for more than thirty years, drama has been promoted as a valuable teaching tool for language learning. Recent research results have reinforced this position. Culham (2003) observes the benefits from using simple drama activities with students and in teacher-in-service workshops as follows: (1) Students are able to express themselves in ways other than through words; (2) Drama activities offer community-building opportunities in a classroom where there are students of varying levels of language proficiency; (3) Teachers are also able to use non-verbal cues to demonstrate caring and concern for students in a way that more formal language instruction does not allow which bound as it is by the physical constraints and the pressure to understand; (4) Non-verbal drama activities provide an excellent means of releasing the stress of language learning; (5) Students are often hesitant to speak out and can become confident when the language expectation is removed entirely; (6.) Physical Response is enhanced through drama activities; (7) In all drama work, power dynamics shift as the teacher becomes a participant alongside the students; and (8) Non-verbal drama activities transfer directly to verbal ones, and subsequent verbal interchanges are triggered by these non-verbal activities.

Risdianto (2019) concluded that the use of drama performance is an effective method to develop the autonomous learning habit of the students. In his final analysis, students were able to develop their potential in maximum way and be able to learn together in their peer learning group. It can be notably seen the

performance on a dramatic approach can improve students' speaking ability, mastery of vocabulary, and boost their self-confidence. As further concluded by Yavuz (2018), using drama in language teaching would facilitate emotional and social development, in addition to language development of students, while it points out that the number of studies on the issue is limited.

### **Benefits of Using Drawing to Enhance Learners' Communication Skills**

A 2002 report by the Arts Education Partnership revealed that school children exposed to drama, music and dance are often more proficient in reading, writing, and math. Using this data, the researcher determined that students who received more arts education did better on standardized tests, improved their social skills and were more motivated than those who had reduced or no access.

Terada (2019,1) stated the following:

It has long been known that drawing something helps a person remember it. A new study shows that drawing is superior to activities such as reading or writing because it forces the person to process information in multiple ways: visually, kinesthetically, and semantically. Across a series of experiments, researchers found drawing information to be a powerful way to boost memory, increasing recall by nearly double.

Lee (2014) explored the effects of art-integration on Chinese student's English learning through content analysis, observation and in-depth interviews. The researcher found that, as the participants were encouraged to integrate the arts into their English learning, they showed positive attitudes on English learning, high involvement in English writing tasks through visual arts. The researcher also mentioned that this approach of art integration into English learning was suitable for English as foreign language learners, especially for Chinese-speaking students because Chinese characters were pictographic. Chinese characters expressed meaning through signs rather than sounds. The visual stimulus encouraged Chinese-speaking students to learn English efficiently. The researcher also suggested that this integration approach could also benefit teachers of EFL in curriculum design not only for Chinese speaking environment but the multi environmental environment as well.

From what has been discussed earlier, it is obvious that arts and drama can significantly help enhance learners' communication skills. Therefore, it is well worth to apply them in this experiment.

### **3. Objectives of the Study:**

3.1 To develop 2<sup>nd</sup> Year Business English inter-personal communication skills

3.2 To integrate drawing and dramatic approaches to learning to enhance the students' English fluency.

### **4. Definition of Terms:**

4.1 Students in this study refer to 14 second year Business English majors studying at the Faculty of Liberal Arts, Southeast Bangkok College in 2019 academic year

4.2 Acting in this study refers to task-based activities that encouraged the students to act to tell either a comic or tragic story or express themselves either individually or in groups, using both verbal and non-verbal to express themselves.

4.3 Drawing in this study refers to students' drawings to express their ideas or feelings as part of their assigned activities in class.

### **5. Methodology**

The methodologies included both detailed analysis and basic descriptive statistics. The data for analysis comprised the participants' learning outputs through acting and drawing assignments, the pretest and posttest, and their responses to the learning activities.

### **6. Research Questions**

6.1 What were the positive impacts of using drawing and acting in teaching 2<sup>nd</sup> year Business English majors at the faculty of Liberal Arts, Southeast Bangkok College?

6.2 How did students improve their interpersonal communication skills?

The project started in the second semester of 2019 academic year from November 5, 2019 to February 12, 2020 for the total of 12 weeks. At the beginning, all the students were given a pretest as a record of their language proficiency, and their background on related elements of drama, including figurative language. Then they were given a tentative course outline for the study. They were also assigned to read two plays: George Bernard Shaw's *Arms and the Man* and Arthur Miller's *Death of a*

*Sales Man*. After the first 4 weeks, the students were acquainted with dramatic terminology and figurative language, which were supplemented each week to broaden their understanding of dramatic elements to enhance their interpersonal communication skills.

### **Research Procedures**

The population of the study were the 2<sup>nd</sup> year Business English majors consisted of 11 Thais and 3 Chinese students. There were 6 males and 8 females aged between 19-23 years. They chose Drama as their elective subject. Each lesson in class throughout the study focused on oral communication skills with integration of reading and writing. They were also motivated to learn more about the impact of figurative language, and body language in their interpersonal communication in addition to the given terminology and elements of the play. Most of the participants in this study had more or less similar English background. The researchers were acting as facilitators to enhance their learning activities for positive learning outcomes. Every lesson focused on students' interpersonal communication skills adapted from the two plays, beginning with *Arms and the Man* for 4 weeks, followed by *Death of a Sales Man* for another 4 weeks. Each week the students were assigned to perform their part adapted from a selected act in the play. They were also assigned to choose a VDO adaptation of the plays themselves for their presentation. With a combination of reading strategies and text adaptation a post reading task implementing acting and drawing strategies were applied. The students were assigned drawing tasks to present their creative ideas connected to the nature of the course.

#### **Method of Data Collection:**

Data from the participants' pretest were recorded. During the class all the scores of the participants' assignments were collected and at the end of the course all the students were given a posttest, and their reflections and responses to class activities.

#### **Data Analysis:**

Descriptive analysis and basic statistics including percentage were used to analyze the data based on the following:

The participants' scores based on all their drawing and acting assignments

The participants' pretest and posttest scores

The participants' feedbacks and responses to class activities

## Research Results

Details of the findings from data analyses mentioned above were presented and discussed in tables below:

**Table1** The Participants' Drawing Scores

| Group          | Number of casts | Gender    | Nationality | Group Scores<br>40 points | Drawing Story          |
|----------------|-----------------|-----------|-------------|---------------------------|------------------------|
| <b>Group A</b> | 3 students      | 3 males   | Thai        | 35                        | Gift for their Beloved |
| <b>Group B</b> | 4 students      | 4 females | Thai        | 38                        | Ambitions              |
| <b>Group C</b> | 4 students      | 4 females | Thai        | 31                        | Travelling             |
| <b>Group D</b> | 3 students      | 3 males   | Chinese     | 30                        | Cartoons               |

### Discussion:

As shown in table1 above, the participants' group scores varied, From the total 40 scores, group B got 38, which was the highest, while Group D got 30, which was the lowest scores. Anyway, when reversed into percentage, 30 scores are equivalent to 75%. That means the participants' have improved their communication skills in a satisfactory level according to the set criteria. In addition, when considering the highest scores, female participants outsmarted the male participants. Their 38 scores were equivalent to 95%, which was considered excellent based on the criteria. This female group also demonstrated that they were able to express abstract idea such as ambition in their drawing to reflect their powerful imaginative story. It is also interesting to note that the female participants outsmarted the male participants in their oral presentation, and they made great improvement in their interpersonal communication skills as well.

To enhance the participants' interpersonal communication skills, play enactment was used. The criteria to justify the participants' communication skills were based on their achievement scores as follows:

**Criteria for Drama Class Activities:**

From 60-69 = acceptable, from 70-79= satisfactory, from 80-89 = outstanding, and from 90 =excellent

**Script Writing Stories**

The participants were encouraged to develop their writing based on their drawing. They were allowed to choose their own members according to their design drawing preferences, and then wrote their scripts within an hour, and finally presented their written stories orally. The participants' achievement scores were quite satisfactory as shown in table 2 as follows:

**Table 2** The Participants' Group Script Writing Scores

| Group          | Number of Casts | Gender               | Nationality | Group Scores<br>100 points | Writing a Script |
|----------------|-----------------|----------------------|-------------|----------------------------|------------------|
| <b>Group A</b> | 3 students      | 2 males,<br>1 female | Thai        | 78                         | On the plane     |
| <b>Group B</b> | 3 students      | 3 females            | Thai        | 80                         | At School        |
| <b>Group C</b> | 5 students      | 1 male,<br>4 females | Thai        | 70                         | The witch        |
| <b>Group D</b> | 3 students      | 3 males              | Chinese     | 71                         | Travelling       |

**Discussion:**

As seen in table 2 above, the participants' group presentation on their script writing was quite satisfactory. In fact, Group C, D, and A were classified in the same level as their scores were from 70, 71 to 78 which was considered satisfactory. Except Group B, the score was 80, which was in an outstanding level. That means among the 14 participants, 11 or 78.57 % of them were able to communicate both in writing and speaking at a satisfactory level. 3 of the participants or 21.43% in Group B showed outstanding improvement in their communication skills both in writing and speaking. It is also found that Chinese and Thai students' interpersonal

communication skills in this class did not show any significant difference as reflected in their scores.

**Table3** Drama Enactment Group Scores

| Group          | Number of casts | Gender                | Nationality | Group score<br>100 points | Acting       |
|----------------|-----------------|-----------------------|-------------|---------------------------|--------------|
| <b>Group A</b> | 4 students      | 1 male ,<br>3 females | Thai        | 75                        | On the plane |
| <b>Group B</b> | 3 students      | 2 males,<br>1 female  | Thai        | 83                        | At school    |
| <b>Group C</b> | 4 students      | 4 females             | Thai        | 73                        | The witch    |
| <b>Group D</b> | 3 students      | 3 males               | Chinese     | 74                        | Travelling   |

**Discussion:**

From the group scores presented in table 3 above, Group B got 83 points which was classified as outstanding, while the scores of groups A, C, and D were 75, 73, and 74 respectively, which were classified as satisfactory. That means 3 or 21.43% of the participants had good talent in acting and writing discussed earlier.

**Table 4** The Participants' Individual Improvement in Their Interpersonal Communication Skills

| Participants   | Gender | Drama Enactment<br>(Acting Part) | Level of Acceptance<br>Group Score => 60 |
|----------------|--------|----------------------------------|--|
| Participant 1  | Female | 70                               | Satisfactory                             |
| Participant 2  | Female | 80                               | Outstanding                              |
| Participant 3  | Male   | 80                               | Outstanding                              |
| Participant 4  | Female | 70                               | Satisfactory                             |
| Participant 5  | Female | 78                               | Satisfactory                             |
| Participant 6  | Male   | 78                               | Satisfactory                             |
| Participant 7  | Male   | 78                               | Satisfactory                             |
| Participant 8  | Male   | 71                               | Satisfactory                             |
| Participant 9  | Male   | 71                               | Satisfactory                             |
| Participant 10 | Female | 70                               | Satisfactory                             |
| Participant 11 | Female | 70                               | Satisfactory                             |
| Participant 12 | Female | 70                               | Satisfactory                             |
| Participant 13 | Male   | 70                               | Satisfactory                             |
| Participant 14 | Female | 70                               | Satisfactory                             |

**Discussion:**

Using play enactment to enhance the participants' communication skills was practical. The data presented in table 4. Above shows that 12 or 85.71% of the participants got the scores from 70 to 78 which was considered satisfactory, while the rest 2 participants or 14.29% of the population got 80 scores which was considered outstanding. It can be concluded that as the students were engaged in drawing and acting to communicate their ideas, they showed a satisfactory improvement in their interpersonal communication skills.

**Pre-test and Post-test Scores**

The purpose of both the pre-test and post-test was to find out if the students' general comprehension of the dramatic technique could help enhance

their communication skills. The test was based on related elements of drama: figurative language, conflict, tone, inferences and craft techniques with the total scores of 100. The pretest was given on November 5, 2019, the first week of the research project. The posttest was given on February 12, 2020, which was the end of the study.

**Table 5** Comparison of Pre-test and Post-test Scores

|                | Gender | Pre-Test<br>(Writing Part)<br>100 points | Post-Test<br>(Writing Part)<br>100 points |
|----------------|--------|--|---|
| Participant 1  | Female | 48                                       | 66  |
| Participant 2  | Female | 71                                       | 86  |
| Participant 3  | Male   | 67                                       | 73  |
| Participant 4  | Female | 70                                       | 74  |
| Participant 5  | Female | 61                                       | 71  |
| Participant 6  | Male   | 40                                       | 48  |
| Participant 7  | Male   | 45                                       | 71  |
| Participant 8  | Male   | 45                                       | 54  |
| Participant 9  | Male   | 54                                       | 67  |
| Participant 10 | Female | 62                                       | 71  |
| Participant 11 | Female | 50                                       | 67  |
| Participant 12 | Female | 37                                       | 49  |
| Participant 13 | Male   | 37                                       | 50  |
| Participant 14 | Female | 49                                       | 54  |

**Discussion:**

As presented in table 5, all the participants had higher scores in the posttest when comparing with their pretest scores. In the pre-test, the lowest score was 37 and the highest 71, while in the post-test, the lowest was 48 and the highest 86. These figures showed significant improvement among all the participants. That meant they got better comprehension of the basic elements of the plays, including the use

of figurative language, and non-verbal communication to develop their interpersonal communication skills, and they were able to interact with their peers more effectively in presenting their stories.

**Table 6** Give a reflection or short response on your language improvement based on what you have learned both in and outside class.

| The Response |  |
|--------------|--|
| <b>P1:</b>   | I learned more terminology or specific terms and visual expression in communication. I also learn from the Internet, which have broadened my knowledge.  |
| <b>P2:</b>   | Pair work was very good for me. I have improved my English and I liked it when my friends corrected my mistakes.   |
| <b>P3:</b>   | Outside class, I watched a lot of plays and was able to improve my listening skills although I did not understand everything.  |
| <b>P4:</b>   | Groupwork helped me create the script and to complete the play with my friends. It was better for me to study English with them.   |
| <b>P5:</b>   | I liked this class because we sometimes worked in pair, or in a group, or individually. It was good to have many activities  |
| <b>P6:</b>   | Through acting, I have gained more knowledge and gained more confidence in English communication.  |
| <b>P7:</b>   | Everything was good, but I think we needed more time for preparation.  |
| <b>P8:</b>   | All the activities were good for me, and I enjoyed feedbacks from my peers and the teachers.   |
| <b>P9:</b>   | I think it was good to learn English this way. We had a lot of opportunities to act out and to work together. Outside class activities were very useful for me to improve my English. I learned more about plays, and there are many movies for me to see to improve myself. |
| <b>P10:</b>  | I learned that visual has a lot of impact on my communication. It was good that the teacher introduced me about body language. I also improved my grammar.   |

**Table 6 (continued)** Give a reflection or short response on your language improvement based on what you have learned both in and outside class.

| The Response |   |
|--------------|---|
| <b>P11:</b>  | Everything was good. I liked the way we were given feedbacks, and group scores I think the teachers were very kind and not too strict about the marks. We got the same scores if our group work was good. That made my scores improve, too. |
| <b>P11:</b>  | I liked everything and the feedbacks from the teachers with exercises. I have improved my grammar and enlarged my vocabulary. Thank you, teacher.   |
| <b>P12:</b>  | I enjoyed this class with my friends giving good feedbacks for my improvement.  |
| <b>P13:</b>  | Acting was good for me. It was not difficult, but. I think I need more exercises to improve my reading and writing.   |
| <b>P14:</b>  | I think everything was good   |

**Discussion:**

The data presented earlier in table 6 shows that all the participants enjoyed learning English through task-based activities. There were 2 participants or 14.28% of the group who realized their limitations and understood what they had to do to improve their language and communication skills. In conclusion, everyone agreed that group activities were very beneficial for their English improvement. The teachers' feedbacks were useful, and the participants enjoyed remedial works as well as outside class activities. All the participants gained more knowledge and benefited a lot by participating in class activities.

**Discussion and conclusion**

**Discussion based on the two research questions:**

**Research Question 1.**

What were the positive impacts of using drawing and acting in teaching 2<sup>nd</sup> year Business English majors at the Faculty of Liberal Arts, Southeast Bangkok College?

As illustrated in detail, the findings of the research discussed earlier showed that all the participants have improved their interpersonal communication skills in comparison to the scores from the pretest. This is a proof that the integration of drawing and acting as task-based learning activities have significant learning outputs. There were a lot of evidences that showed positive impacts on the participants' learning achievement in all the 4 language skills: listening, speaking, reading and writing. Most of the participants agreed that they made a lot of improvement especially in their speaking skills shown in their reflections and responses in table 6. To a certain extent, the findings of the study have supported the previous research findings that task-based language learning integrating drawing and acting has a lot of beneficial impacts on language learning.

By integrating role-play and drawing into the class activities, the participants had been motivated and became proactive and imaginative. They were able to communicate their ideas in class in authentic and natural ways. In addition, it is considered practical to apply specific tasks as the basis for the language curriculum as Cook (2001) observes that TBLT develops communicative language teaching by providing much greater overall guidance for the teacher. In addition, Ellis (2003) remarks that tasks provide the basis for an entire language curriculum. TBLT develops communicative language teaching by providing much greater overall guidance for the teacher.

In sum, integration of drawing and acting in a language class has a lot of positive impacts both for the teachers and the learners. It made learning more fun and relaxing, as well as creating a good rapport between the teachers and the learners.

From what has been discussed above, it is obvious that there were a lot of positive impacts of using dramatic approaches and drawing to activate students' learning achievement in their interpersonal communication skills.

### **Research Question 2:**

How did students improve their interpersonal communication skills?

The research findings showed that students had improved their interpersonal communication skills by actively participating in the tasks assigned both individually and as a group. In addition, they were encouraged to work outside class to explore

related materials on their own to present in class. This also motivated them to read and form their ideas to present their stories. In so doing, the students had not only enhanced their interpersonal communication skills, but developed their socio-cultural skills needed to work in harmony with their peers. In addition, and they had learned to adjust themselves and develop their positive attitude toward language learning. All the participants strived to learn to catch up with their peers. In this way, language learning became natural, and they had become more mature in making judgement as reflected in their responses discussed previously. Moreover, they had also improved other related language skills: listening, reading, and writing.

Consequently, Aliakbari (2010, 15) remarks as follows:

Speaking is considered as one of the central elements of communication in EFL teaching, and it is an aspect that needs special attention and instruction.

In addition, by integrating role-play and drawing into class activities as task-based learning, the participants were motivated and they became proactive and imaginative. They were able to use their own language to communicate their ideas in class in authentic and natural ways. It is; therefore, practical to apply specific tasks as the basis for the language curriculum as Cook (2001) observes that TBLT develops communicative language teaching by providing much greater overall guidance for the teacher. Moreover, Ellis (2003) states that tasks provide the basis for an entire language curriculum. TBLT develops communicative language teaching by providing much greater overall guidance for the teacher.

In sum, application of task-based activities with integration of acting and drawing have a lot of benefits for the students. They had been encouraged to intensively use English in and outside class that acquainted them with public speaking skills.

#### **Limitations of the Study:**

This study was based on the second year Business English majors, therefore, the findings may not represent all Thai students. There were considerable limitations in the study. Firstly, the participants in the project consisted of only 14 second year Business English majors who did not have strong language background. In this class female students outsmarted the male students, but it cannot, yet be assumed that female students could learn better than males. Therefore, further studies need to be

undertaken to find out if there is a gender difference in language learning. It is recommended that the following topics should be further investigated to develop English communication skills for Thai students.

#### **Recommendations for Further Studies:**

From the limitations mentioned above, it is strongly recommended for those interested in applying acting and drawing as task-based activities to make a further study on one of the following topics:

1. Using dramatic approach to see if the students with similar language background can improve significantly at the same level
2. Integrating drawing and writing to improve students' language learning proficiency
3. Using drawing to enhance a larger number of students' story telling with impact
4. Using dramatic approaches to enhance students' use of body language
5. A comparison between young and adult learners using dramatic approach

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