



Secondary Vocational School of Economics "Prof. Dr. D. Tabakov"
Sliven, Bulgaria

DEVELOPING KEY COMPETENCES THROUGH DRAMA

STUDENTS QUESTIONNAIRE SUMMARY

The survey was completed by 50 students from The Secondary Vocational School of Economics "Prof. Dr. Dimitar Tabakov" - Sliven, Bulgaria. The age of the students is from 14 to 18. The girls are 64% and the boys 36%.

Drama techniques

1. Have you ever role-played anything in class?

Most of the students have sometimes role-played in different classes. Only 4% of them answer that they have never role-played.

2. Role-play helps you understand the topic of the lessons better.

Half of the students agree that role-playing helps them to understand the lesson better. Only 4 % of them don't agree with this statement.

3. When you think of role-play (drama techniques) in class which 3 ideas come to your mind?

A small part of the students doesn't have any idea. The majority of them confirm the use of role-playing and dramatization as drama techniques in the classes of different school subjects. Answering this question the students also use words like: creative work, imagination, improvisation, emotion, enthusiasm, interest, understanding, different, useful, new knowledge, skills, team, entertainment, fun.

Key competencies

1. Team work is better than individual work when it comes to learning new things.

66% of the students totally agree that they prefer team work. Only 2% of them prefer working individually.

2. While doing group or team work which role/roles do you generally assume/like?

80% of the students answered that they would like any role, it doesn't matter which one, just to be part of the team and work together with the others. 10% of the students prefer to be the group leader. Only 2 % prefer the individual work.



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3. When you think of your gadgets (digital competences) which do you consider most helpful to learn new things: tick and explain why briefly:

The smart phone and the computer/laptop are used by all students to learn new things. 18 % of the students also use their tablets. All of them are categorical that their gadgets are easily portable and fast sources of information. The gadgets are interactive and can replace the heavy boring books.

4. Have you ever been involved in your city life (volunteer work, social work)?

More than half of the students have been involved in the city and school life as volunteers in the Red Cross organization, charities and other social activities.

5. Have you belonged/Do you belong to a club/association/artistic endeavor?

60% of the students answered that they participate in different clubs where they can develop their artistic interests and talents.

6. If yes, please name it/them and your role there. (Cultural competences)

A lot of the students answered that they participate in the school drama club, the cheerleaders club and the folk dances club. A part of them answered that they have the desire to sing and dance and even be actors but they have never participated in that kind of activities.

TEACHERS QUESTIONNAIRE SUMMARY

The survey was completed by 15 teachers from The Secondary Vocational School of Economics "Prof. Dr. Dimitar Tabakov"- Sliven, Bulgaria. Most of them have long years of teaching experience. The young teachers that answered the survey are only 7 %.

1. Are you familiar with the term "drama techniques in teaching"?

40% of the teachers answered that they aren't familiar with the term "drama techniques in teaching". 33% have heard it but don't know what's the matter about.

2. Do you use drama techniques in the teaching process?

53% of the teachers answered that they never use drama techniques. 33% of them answered sometimes and only 14% answered often.

3. Specify the drama techniques used by you.

The majority of the teachers can't specify any drama techniques. Very few of them use only dramatization and role-playing.



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4. Do you find that using drama techniques increases the motivation and interests of students?

87% of the teachers agree that using drama techniques increases the motivation and interests of students.

5. Does the European Qualifications Framework have 8 key competences?

Only 7% of the teachers know the 8 key competencies in the European Qualifications Framework. 54% of the teachers don't know them.

6. Would you participate in activities / school project related to the implementation of drama techniques?

67% of the teachers answered yes and left their phone numbers for contact. 20% of them need more information on the project activities.

PARENTS QUESTIONNAIRE SUMMARY

The survey was completed by 15 parents. Some of them are members of the parents committee.

1. What is the grade of your child?

The children of the interviewed parents are in grades 10 and 11.

2. Has your child participated in role and drama activities?

67% of the parents confirmed that their children participated in role and drama activities.

3. Are you familiar with the term "drama techniques in teaching"?

All of the parents answered that they aren't familiar or they are a little familiar with the term "drama techniques in teaching".

4. Does the European Qualifications Framework have 8 key competencies?

47% of parents can list a few key competencies. The others aren't familiar.

5. Would you support your child to participate in activities related to using drama techniques?

All of the parents are willing to support their children.



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6. Would you participate in activities / projects related to the implementation of dramatic techniques in the school of your child?

All of the parents confirm their willingness to support the project activities and left their phone numbers for contact.

CONCLUSION

The study has shown that drama techniques are not widely used by the teachers. Although the current study is based on a small sample of participants, the findings suggest that students, teachers and parents do not have a relevant background of these techniques as a large amount of respondents stated they have a lack of knowledge of this methodology. These particular findings could be clearly seen in the teachers' confusion when they were asked to specify the drama techniques used by them. The summary of the survey confirms the willingness of students, teachers and parents to participate in project activities related to the use of drama techniques in learning-teaching process.