

*Developing English Communicative Ability and Promoting Collaborative Learning  
through Project-based Voice Acting in Holistic Approach*

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**Abstract**

This study aims to assure the positive influence of integrated language learning and teaching focused on improving English communicative ability and promoting collaborative learning through voice acting. The study explores possibilities of promoting collaborative as well as holistic learning atmosphere in EFL(English as a Foreign Language) context through an integrated voice acting project. The class action project involves a process of reading first followed by selecting and reorganizing topics and themes, writing a script for voice acting and performing. Implementing learning and teaching strategies to assemble the whole work and practicing the outcome finalize the project. The survey shows that the voice acting project results in facilitating learners' collaborative learning attitude and holistic academic atmosphere as well as improving general communicative abilities for both spoken and written English. The study discusses advantages of extensive use of hand-on templates of voice acting not for limited language education only but for integrated project-based learning and teaching.

**Keywords:** project-based teaching and learning, English communicative ability, collaborative learning, voice acting, integrated language learning

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## Introduction

Project-based language learning is popularly implemented to provide opportunities for students to engage with language authentically (Kim 2014). It supports the idea that hands-on projects help develop integrated learning and activate knowledge into practical applications. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view (Littlewood 1981). The learner must develop skills and strategies for using language to communicative meanings effectively. Communicative abilities embrace linguistic skills but not the reverse (Widdowson1978.) Overemphasis on drills and exercises for the production and reception of sentences tends to inhibit the development of communicative abilities. Language learning within a communicative curriculum is, therefore, most appropriately seen as communicative interaction involving all the participants in the learning and including the various materials resources. Breen and Candlin (1980) state that language learning may be seen as a process which grows out of the interaction between learners, teachers, texts and activities. The pedagogic rationale for project-based learning rests on the claim that they will help to develop learners' communicative skills and their linguistic development. Communication tasks are important for both fluency and accuracy (Brumfit 1984). They aid fluency by enabling learners to activate their linguistic knowledge for use and contribute to accuracy by enabling learners to discover new linguistic forms and also by increasing their control over already-acquired forms (Nobuyosh and Ellis 1993:203). Long and Crooks (1992) adopt tasks and projects as the unit of analysis, support a focus on form and aim to help students systematize and extend their knowledge of particular grammatical or lexical features.

## Aim

The voice acting project intends to achieve the following aims:

- 1) To develop English communicative ability through project-based learning
- 2) To enhance holistic language learning through combination of productive and receptive language skills
- 3) To cultivate collaborative learning environment through team work

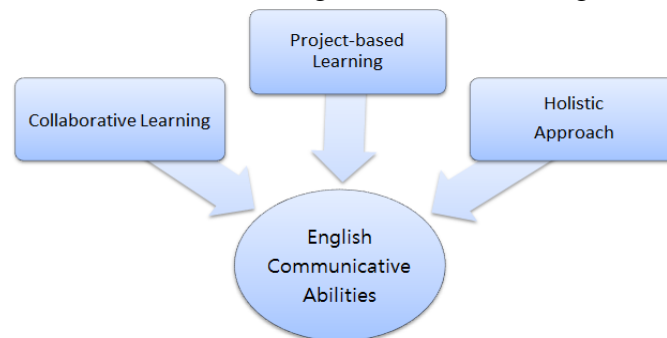


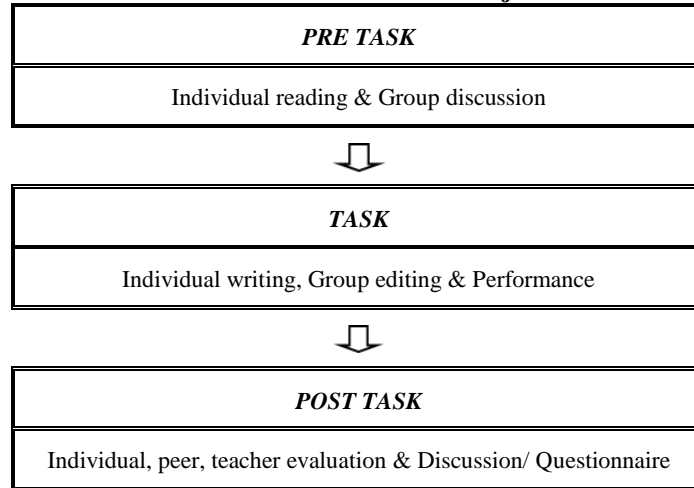
Figure 1: Principles of Project

## Method

Project guidelines and evaluation information were given to 116 students along with previous project samples. Twelve to sixteen students in 8 classes were grouped into four. Sixteen groups of three or four students conducted 15-minute voice acting group project together. Students started brainstorming together, exchanging ideas and opinions to write an outline after selecting chapters and roles of each member. Each

group needed to submit a final script and perform voice acting in class for 15 minutes. Evaluation processes were followed at the end for feedback. The whole process continued and was completed for two weeks in the form of the round-tour method to maximize members' involvement and collaboration.

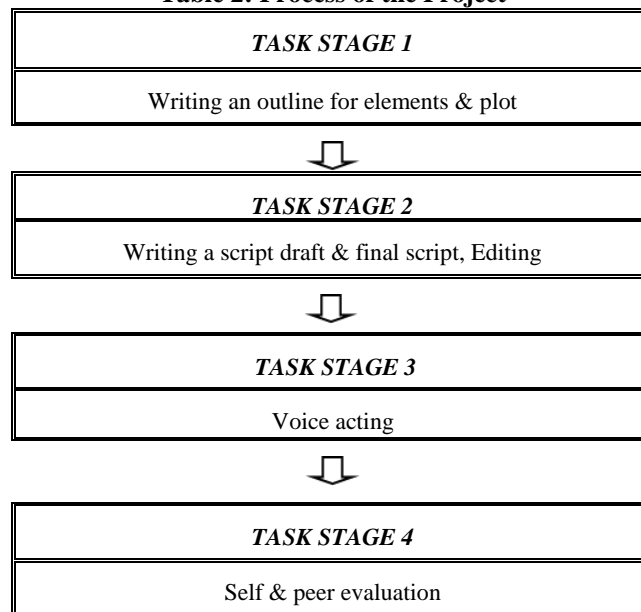
**Table 1: Overview of the Project**



**Procedure/ Content**

Four parts of the main task stage are the core content of a voice acting project. The first part is to write an outline, including key elements and a plot for the project. After Students are introduced to the details of the project with specified guidelines (Figure2), they are provided with two types of outline formats (Figure 3), descriptive and guided. One of students' main activities is to write a script for a fifteen-minute radio drama. Students go through sessions of discussion and role taking and interact with a teacher to complete their final scripts in the form of draft script editing. The other main activity is the performance of fifteen-minute voice acting in class. During the performance other students conduct peer evaluation in the forms provided by a teacher. Right after the performance students evaluate themselves with a self-evaluation form (Figure 4).

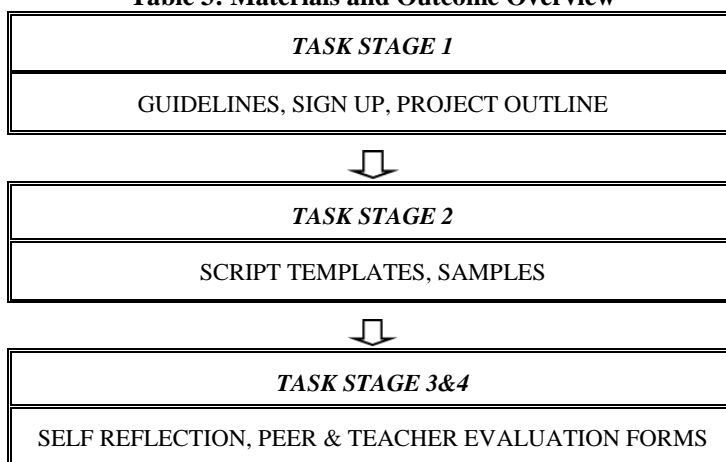
**Table 2: Process of the Project**



## Materials and Outcome

At each part of the task stage, students are provided with relevant materials and appropriate outcome is expected to be produced. In the task stage one, documented specific guidelines for the whole project are given and students sign up for random grouping. In this stage, students' outcome is checked by the form of project outlines (Figure 2 and 3). For the stage of writing a script, teachers introduce script templates with samples of previous students' outlines and scripts (Figure 4). In the main performance and followed evaluation stage, teachers use formatted documents of peer evaluation and self-evaluation with the explanation of rationale of evaluation processes. Teachers provide each group with detailed feedback in the form of documented evaluation.

**Table 3: Materials and Outcome Overview**



<p style="text-align: center; font-size: small;">Project 1, (Group) Voice Acting – Guidelines</p> <p><b>SCHEDULE:</b></p> <p><b>Read Holes (ASAP)</b></p> <p><b>Find Scenes</b> (Recommended by week 3) Find two or three scenes from the book suitable for making a fifteen minute play. Decide the role / character for each student, make sure that everyone contributes.</p> <p><b>Project Outline</b> (Due week 4) Submit a completed project outline with each student's role by week four.</p> <p><b>Script Draft</b> (Due week 5) Submit a script for the play by week five. This must be based on the book Holes, but adaptation is recommended.</p> <p><b>Edit &amp; Practice</b> (Week 6) Complete a script draft and bring it to the first class of project week. Each group will have time to edit and practice the script in that class.</p> <p><b>Final Draft / Performance</b> (Week 6) Submit the completed script final draft in the class of your performance. Perform the play for fifteen minutes.</p>	<p style="text-align: center; font-size: small;">Project 1, (Group) Voice Acting – Guidelines</p> <p><b>SCHEDULE:</b></p> <p><b>Read Holes (ASAP)</b></p> <p><b>Find Scenes</b> (Recommended by week 3) Find two or three scenes from the book suitable for making a fifteen minute play. Decide the role / character for each student, make sure that everyone contributes.</p> <p><b>Project Outline</b> (Due week 4) Submit a completed project outline with each student's role by week four.</p> <p><b>Script Draft</b> (Due week 5) Submit a script for the play by week five. This must be based on the book Holes, but adaptation is recommended.</p> <p><b>Edit &amp; Practice</b> (Week 6) Complete a script draft and bring it to the first class of project week. Each group will have time to edit and practice the script in that class.</p> <p><b>Final Draft / Performance</b> (Week 6) Submit the completed script final draft in the class of your performance. Perform the play for fifteen minutes.</p>
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**Figure 2: Project Guideline**

<p style="text-align: center; font-size: small;">Group Project Outline: VOICE ACTING</p> <p><b>MEMBER:</b> <b>TITLE:</b></p> <ol style="list-style-type: none"> <li>1. What part / pages of the novel are you covering?</li> <li>2. Which character / part is each student playing?</li> <li>3. What is each student going to do for the project specifically, eg. planning / practice / script ?</li> <li>4. Are you going to change / adapt the script from the original text? How?</li> <li>5. How are you going to perform the script?</li> </ol>	<p style="text-align: center; font-size: small;">Group Project Outline: VOICE ACTING</p> <p><b>MEMBER:</b> <b>TITLE:</b> <b>SETTING:</b></p> <ul style="list-style-type: none"> <li>▶ TIME</li> <li>▶ PLACE</li> </ul> <p><b>CHARACTER:</b> Responsible Member: ▶</p> <p><b>PLOT/SCENE:</b></p> <ul style="list-style-type: none"> <li>▶ OPENING</li> <li>▶ CONFLICT</li> <li>▶ COMPLICATION</li> <li>▶ CLIMAX</li> <li>▶ RESOLUTION</li> </ul>
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**Figure 3: Project Outline**

**GROUP PROJECT OUTLINE**

MEMBER: [names]

TITLE: Stanley's first day in Camp Green Lake

SETTING: [location]

CHARACTER: [names]

PROSCENE: [description]

CONFLICT: [description]

COMPLICATION: [description]

CLIMAX: [description]

RESOLUTION: [description]

**SCRIPT samples**

Stanley's first day in the Camp Green Lake

English Voice acting

14-037 김민우  
14-116 정민영  
14-206 장영준

**SCRIPT samples**

MEMBER: [names]

TITLE: Stanley's first day in the Camp Green Lake

SETTING: [location]

CHARACTER: [names]

PROSCENE: [description]

CONFLICT: [description]

COMPLICATION: [description]

CLIMAX: [description]

RESOLUTION: [description]

**CONFLICT**

There were six large tents, and each one had a black letter on it: A, B, C, D, E, F. Stanley was assigned to D tent. Mr. Pendanski was the counselor.

Mr. Pendanski: My name is easy to remember. Three easy words: pen, danc, key.

Mr. Sir went back to his office.

Mr. Pendanski: Mr. Sir isn't really so bad. He's just been in a bad mood ever since he quit smoking. The person you've got to worry about is the Warden. There's really only one rule at Camp Green Lake. Don't upset the Warden.

Stanley: (nodding) Okay, Mr. Pendanski.

Mr. Pendanski: I want you to know, Stanley, that I respect you. I understand you did some bad mistakes in your life. Otherwise you wouldn't be here. But everyone makes mistakes. You may have done something bad, but that doesn't mean you are a bad kid. I'm going to help you turn your life around. But you are going to help me, too. Can I count on your help?

Stanley: Yes, sir.

Mr. Pendanski: Good.

Two boys carrying a wheelbarrow were coming across the compound. Mr. Pendanski called to them.

Mr. Pendanski: Real. Real! I want you to come say hello to Stanley. He is the newest member of our team.

The boys glanced wearily at Stanley.

X-Ray/Ray: What happened to the barf bag?

Mr. Pendanski: (low) It's still in the hospital. He won't be returning.

Mr. Pendanski told the boys to come shake Stanley's hand and introduce themselves.

Mr. Pendanski: Like gentlemen.

**COMPLICATION**

As Stanley lay on his cot, he thought it was kind of funny in a way. When he said he stole the sneakers nobody believed him.

Clyde "Sweet Feet" Livingston was a famous baseball player and he had hit the American League over the last 3 years. In history, he is the only player to ever hit four dingers in one game. Stanley recalls the day when he was arrested.

At that time, Stanley felt the worst feelings, because Clyde Livingston was his hero and he thought that Stanley was a real good little fellow then.

Stanley: Come and get it, Stanley!

Stanley: Oh, please. Give it back to me!

Detrick: (laughing) He had. Come and get it! Oh, so bad your notebook went to the restroom, huh?

By the time Stanley retrieved his notebook, he had missed the bus and had to walk home. It was while he was walking home carrying his wet notebook, that the sneakers fell from the sky. It fell like the gift from god to him. And Stanley ran with the sneakers.

Detrick: Hey, you there! What are you doing? Stop!

Stanley: (busted) HA! It's something wrong?

Detrick: Why are you running so fast?

Stanley: Uh, it's just...

Detrick: (blows Stanley's talk) Wait. What's that you are hiding now?

Stanley: It's just some sneakers.

Detrick: Just some sneakers? You wait here for a second.

The policemen took the shoes and made a call on his radio. Shortly thereafter, Stanley was arrested. It turned out the sneakers had been stolen from a display at the homeless shelter. Clyde Livingston was going to steal and sign autographs. His shoes were expected to be sold.

**CLIMAX**

The court started.

Judge: Stanley Velvets, please stand up.

After Judge said to stand up, Stanley, his father, Stanley Velvets III and his grandfather, Stanley Velvets II, all three stood up.

Judge: Oh, please, only Stanley Velvets IV! Mr. Clyde Livingston, what is your comment to say about the stolen shoes?

Clyde Livingston: (mad at Stanley) Yes, those shoes are my shoes. I had once lived at the shelter when I was younger. So I had donated to help homeless shelter. I am really enraged what type of horrible person stole it from homeless children.

At this time, Stanley felt the worst feelings, because Clyde Livingston was his hero and he thought that Stanley was a real good little fellow then.

Judge: Excuse me, Stanley Velvets IV. Can you explain to us what really happened? And why you were running to your home with the shoes?

Stanley: Yes, sir, I was walking to my home. Then that sneakers fell from the sky, and hit my head. That shoes seem like nothing, but I felt something special. Then suddenly I ran to my home. Because my father had been trying to figure out a way to recycle old sneakers. But on my way home, the policemen asked me why I was running. Shortly after, I was arrested.

Clyde Livingston: (angrily) How it could be true? The shoes fell from the sky and hit your head? Hey little boy, telling the truth is the best way to express you! Mr. Judge! He stole it from homeless children, it expressed who is this boy?

Judge: The shoes were valued at over 5000 dollars. It was money that would provide food and shelter for the homeless. And you stole that from them, just so you could have a souvenir. You have two choices. One is jail and other is Camp Green Lake. I don't know which one is good or bad for you, but Camp Green Lake will help you to build your good character. Choose are yours.

**RESOLUTION**

In this situation, he didn't know which one is better. But he thought, Camp Green Lake might be same as children's camp.

Figure 4: Samples of Outlines and Scripts

**Teacher Evaluation**

**OUTLINE & SCRIPT**

- ORGANIZATION/ DEADLINE
- CREATIVITY
- OUTLINE/SCRIPT QUALITY

**ENGLISH**

- FLUENCY/ ACCURACY
- CLARITY/ COHESION
- PRONUNCIATION

**PERFORMANCE**

- DELIVERY
- TIME LIMIT

**TEAMWORK**

- DISTRIBUTION
- COOPERATION

**OVERALL COMMENTS**

**Project 1, (Group) Voice Acting**

**Teacher Evaluation**

Class / Group: 5-1 / Students: 김승주, 박동원, 이칸, 조희지

Date: 4/3 Title: A Pig for a Wife

CATEGORY	CRITERIA	Evaluation (1=Low - 5=High)
Outline & Script	1. Organization - The documents were well organized and structured.	1 2 3 4 5
	2. Deadline - Both documents were submitted before the deadline.	1 2 3 4 5
	3. Creativity - The script adaptations were original and creative.	1 2 3 4 5
	4. Outline Quality - The Outline was completed to a high quality standard.	1 2 3 4 5
	5. Script quality - The Script was completed to a high quality standard.	1 2 3 4 5
English	1. Fluency - Students spoke naturally, easily and smoothly.	1 2 3 4 5
	2. Accuracy - Students committed few mistakes / errors.	1 2 3 4 5
	3. Clarity - Students spoke loudly and clearly understood.	1 2 3 4 5
	4. Pronunciation - Vocabulary was well pronounced and accented.	1 2 3 4 5
Performance	1. Delivery - The performance was well delivered and engaged the audience.	1 2 3 4 5
	2. Time Limit - It was within the agreed time limit and well-paced.	1 2 3 4 5
Teamwork	1. Distribution - Work was evenly distributed among the group.	1 2 3 4 5
	2. Cooperation - The group cooperated well together on the project.	1 2 3 4 5
PRE-EVALUATION	Very convincing & funny. Good adaptation. Good pronunciation. It's hilarious. It's so funny. Voice clarity and made all being parts really fun.	A
OVERALL	The student demonstrated good team work and English proficiency	Total = 66 / 70
INDIVIDUAL EVALUATION	김승주: Good Performance, well delivered	박동원: Excellent
COMMENTS	Any further comments: Very convincing and impressive performance. Creative content and passionate performance. You surely enjoy yourselves! Evaluation made by Jooy Mee Kim which is the whole point of this project. Two thumbs up!	

**Voice Acting Peer-Evaluation Report**

GROUP: [names]

MEMBER: [names]

GROUP: [names]

MEMBER: [names]

GROUP: [names]

MEMBER: [names]

**Voice Acting Peer-Evaluation Report**

GROUP: [names]

MEMBER: [names]

GROUP: [names]

MEMBER: [names]

GROUP: [names]

MEMBER: [names]

**Voice Acting Self-Reflection**

Team Name: [names]

Group members: [names]

1. Describe your role in your project.

2. Describe the process of your project.

3. Describe the problems of your project.

4. Describe your contribution to your project.

Figure 5: Samples of Evaluation



Figure 6: Student Participation

### Discussion

Questionnaires followed the project and were analyzed for suggested research questions. The results show that the voice acting project helped enhance students' English communicative ability particularly for writing and speaking and raise awareness of the importance of cooperative learning. The project helped their confidence speaking in front of peers for an extended amount of time. It helped improve listening for the audience and reading (reading the text), speaking (performance) and writing (script production) for the speakers. The project encouraged students to work together, especially on the script production. In their feedback, many students said they made friends during the project. Also International students appreciated mixing with Korean students. The students responded very well to the project and it was especially useful for bringing freshmen students out of their shell in the first semester. It improved their knowledge of the book and encouraged and rewarded them for reading independently.

Table 4: Questionnaire Results

Students' Comments	Teachers' Comments
<ul style="list-style-type: none"> <li>-enhanced English communicative abilities for all four skills, particularly speaking</li> <li>-raised awareness of the importance of cooperative learning</li> <li>-provided a chance to activate prior knowledge</li> <li>-adapt language learning skills in real life situations</li> <li>-facilitated flexible &amp; creative thinking</li> <li>-highly satisfied with the process</li> <li>-'thank you' for teacher and other team mates</li> <li>-made friends during the project</li> <li>-fun and enjoyable environments</li> <li>-especially useful for bringing me out of my shell</li> <li>-would love to do more assignments like this</li> <li>-appreciated mixing with Korean students</li> </ul>	<ul style="list-style-type: none"> <li>-helped students' confidence speaking in front of peers for an extended amount of time</li> <li>-helped improve listening for the audience and reading (reading the text), speaking (performance) and writing (script production) for the speakers</li> <li>-encouraged students to work together, especially on the script production</li> <li>-improved their knowledge of the book and encouraged/ rewarded them for reading independently</li> </ul>

### Conclusion

Project-based activities involve individual and group research and give students opportunities to use English out of the class. Emphasis may be more on the process than the product itself (Byrne 1986) [17]. The process of voice acting project is focused on integrated language learning, covering speaking, listening, reading and writing. Collaborative learning environment is an additional merit for the project. The

project is found to be useful for English communicative abilities with the main impetus of speaking ability. The purposely designed project materials and processes have positive influence on collaborative learning and holistic language learning. The whole processes give an insight to teachers for their decisions for communicative language learning and teaching strategies. The project shows advantages not only for language education but for integrated project-based learning.

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