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Implementing Improvisation Techniques to Teach Spoken English at Undergraduate Level: A Classroom Action Research

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Abstract:

The present study investigated the effectiveness of the implementation of improvisation techniques in the English language classroom to enhance the speaking skill of the students of BS level at the university of the Punjab, Lahore, Pakistan. The improvement in students' speaking scores and the betterment of the classroom ambiance were the two target goals of this research. The study employed the collaborative classroom action research design by following the Kemmis' and McTaggart (2004) spiral model as theoretical framework. The subject of the study was the first semester students of BS Secondary Education, University of the Punjab. The study was carried out in two cycles where each cycle was based on four stages i.e. planning, action, observation and reflection. The results of the speaking exam show the significant progress of students speaking competence. Their average grades were increased from 2.43 in pretest scores to 3.23 during the first cycle and 3.78 in the second cycle. It indicates a noticeable improvement. The students' cooperation, response and active participation in the activities in the whole teaching learning process highlights the higher motivation level and learning spirits after the implementation of the improvisation techniques. It was evidenced by their participation rates of 78.6% in cycle 1 and 88.6% participants in cycle 2.

Keywords: Improvisation Techniques, Spiral Model, Classroom Ambiance, Students' cooperation.

Introduction:

Speaking skills require more hard work than any other skills such as listening, reading or writing. For spontaneous speaking, many students cannot utter well in English or do not want

to as Nunan (1999) claims that there are many English learners who are hesitant and lacking in enthusiasm. It may be due to some ethnic, linguistics or emotional factor. EFL learners also face the problem of not to talk. This may be due to their shyness or high level of being anxious to converse in English. Moreover, some students also fear about making mistakes while speaking or facing friends who always make fun of their inaccurate language use. Perhaps it may be due to their anxiety of not having much vocabulary to change words for continuous conversation or always receiving critics or correction alerts from their teachers.

The students of BS Secondary Education at Punjab University, Lahore also appeared to have speaking problem. Depending upon the teaching experience of researcher as well as her preliminary study, some problems have also been identified. Such as the student's low confidence level, afraid of making mistakes and feeling nervousness of speaking English before their friends or teachers. Some students, thinking of not well enough to have profound English vocabulary, are unhappy to participate in conversations. In improvisation techniques, students are assigned with some characters to play out dialogues or conversations with the function of their own words or utterances depending upon the discussion topic on the hint card, the part of improvisational teaching strategies.

As far as the benefits of implementing the improvisation techniques are concerned, Berlinger (2000) justifies that the improvisation has a key role in motivating students to create ideas and generate detailed imagination of the situation, in enhancing the vocabulary as well as language skills, and in attaining fluency through active participation; since it also makes a setting available for students to identify diverse cultural and social norms and traditions, and strengthens the confidence of learners in educational context which is the essential part of any language acquisition. Moreover, Syamsurizal (2008) also states that assessments furthermore enhance the students' speaking ability by indicating their scores achieved in improvisation strategies.

Research Objectives:

The following are the research objectives:

1. To investigate the effects on the speaking skills of the learners by the implementation of improvisation techniques.
2. To provide practical solutions in order to improve the fluency and pronunciation of the learners through the reflection process by classroom action research.

Literature Review:

Conversation is a part of daily life interaction as people speak with each other every day, all the time and even every second. Every day, many people create thousands of words, and we

repeat the process everyday routine. Speech production is an aspect of our daily life that we just presuppose. To speak in such a way, many people face this difficulty of conversing in foreign language. Hedge justifies that there are three aspects of speaking competence as understanding different speaking situation, being understood and organizing interactions. The improvisations as it is a very helpful drama technique that focuses on the ability of language use by every student that they acquired without any script assistance. All improvisations ought to have a purpose or a problem to tackle. This provides the students with definite topic to discuss.

Berlinger (2000), however, implied the improvisations that are script-based strategies in order to promote English language expressions. The outcome of these strategies has greatly thrived the vocabulary words in students and their far greater fluency skills has also attained through practical implementation of language principles which propels the students toward imaginative creation of more detailed ideas. According to Ali, I, & Ahmed, K. (2019). aimed at the motivational orientations of the ESL students of public and private sector schools in Lahore city of Pakistan. The prime motivational orientations of public sector ESL students were instrumental. i.e. for getting job, their promotions or passing exams, whereas the private school ESL learners have dominant intrinsic motivations. i.e. for their wish or to affiliate themselves with native speakers.

Asad, M. et. Al. (2020) conducted a study of Pronunciation variations among rural and urban Pakistani learners of English. The CV phonology theory was used as theoretical framework. The result shows that urban Punjabi speakers have changes according to the phonotactic constraints of Punjabi. Amanat, A., Ahmed, K., Siddiq, S (2022). investigated gender-based teaching practices of teachers of BS (English) level. The findings of the study show that although both genders employ various techniques and methods for effective teaching, yet the male English language practitioners comparatively use less techniques as compared to their counter parts. Farooq, M., Ahmed, K. (2021) investigated the positive backwash effect of self-assessment on Pakistani English as Second Language Learners. The results show that the improvement in self-assessment to highlight the demands for taking bold steps in traditional evaluation criteria would ultimately become the cause for students' self-learning and active participation.

Ershad et. al (2022) in their study investigated the perception of aspiring teachers on promoting the education of sustainability. Thematic analysis was used for data analysis. There were three themes found in the data i.e. the role in primary education, the issues in sustainability, the

attitudes towards ESD. The findings show that teachers very positively inculcated ESD in their curriculum of teaching.

Research Methodology:

The present research has used the classroom action research in which Kemmis' and McTaggart (2004) spiral model is followed that is designing, implementing, perceiving, and giving feedbacks. The researcher projected an action in planning step in order to answer the problems of teaching then she firstly organized the technique to follow, incorporated a lesson plan, made the sheets for assessment, provided the classroom with media, and then fixed a specific criterion for grading strategy. For implementation of these steps, the researcher put a plan into practice. In the first phase of observation, researcher documented and then gathered study data regarding any of the events or important subject matter which is connected with the teaching process of acquisition. The researcher has evaluated the results of implementation of the improvisation strategies in reflecting step and drew the conclusion in order to check, while comparing the success criteria, whether the plan of action was attained or not. The subject of the study was the first semester students of BS Secondary Education, Punjab University, Lahore.

Research Findings:

This section determines findings of the study supported by the examination of information gathered as a result of using improvisational techniques to teach the skill of speaking to BS Secondary Education students at Punjab University, Lahore. Based on the culmination of the students' speaking assessments, observation, and field notes, the data and findings of the research are given. They were obtained from ten sessions that were held across two cycles along with the use of implementing improvisation techniques in the classrooms.

1. Cycle 1: Data Findings:

The information gathered during Cycle 1 is presented in this section. Five sessions were held in Cycle 1. The observer helped the researcher from the first to the fourth sessions by observing the students' use of improvisations while accompanied with the researcher as well as her implemented teaching speech processes by utilizing the improvisations technique. During fifth session of cycle 1, the speaking test was given. Using the scoring tools on the score sheet, the researcher assessed the students' speaking abilities along with the observer. The information that are conferred in this section includes the repercussion of the Cycle 1 students' speaking test as well as observations on the teaching processes as well as learning practices of five sessions.

- **The Teaching –Learning Procedure:**

The execution of Cycle 1 action took place over the course of five sessions, including one for a speaking assessment and four for teaching and learning. The teacher divided the action-implementation process into three stages: planning, performing out, and receiving feedback. The lesson plan, instructional methods, and seat arrangements were the two items the researcher was concerned with before introducing the activity into reality. For each session, the researcher created a lesson plan that included the subjects and learning objectives, as well as instructional activities, methods for directing out the learning, and resources for the learning process. Introductions to the terminology used for particular improvisational situations were the main focus of each session.

- **The Classroom Seating, Induction and Warm Up:**

The researcher attended the session, and the class continued as usual. She explained the teaching and learning process that students would go through, emphasizing how it would involve improvisational drama. To avoid the students' confusion and to help them maximize the pedagogy technique in order to improve their English proficiency, it is crucial to explain how to apply it.

Role cards were created to represent the dramatic situations in which the students would improvise. They would try to act out according to the given situations in front of the class using all the words they were familiar with, after taking a little time to grasp what they were. This was done to foster improvisation and spark spontaneity.

Many different components were used to create educational materials. In cycle 1, the researcher used role-playing cards, a whiteboard, a board maker, and a camera. In order to explain what type of speaking situations or topics they probably encountered, whiteboard and board-maker were enrolled. Their pictures were taken with a camera. Role-play cards were designed to direct the dramatic improvisations in students' performances. *Effects of Internet on Family Life, the disadvantages of being Poor, Women empowerment, Rights of Equality* were some role-playing card examples.

In the first stage of teaching, the speech-production class was warmed up by the researcher for about 15 minutes by making active conversations with some of the students. After this warming discussion, the researcher then elaborated how to re-initiate, sustain, and then generate thorough conversations. It was also accounted by researcher that where to make comments and counter actions. However, the pre-teaching phase was selected to develop the students' understanding of the lessons they would learn. At this step, he also illustrated the forms of dramatic improvisations by using this prior knowledge.

- **The Improvised Enactments:**

The pupils would improvise in groups for the plays. For each group, there were many speaking occasions and topics. They were each given a card with roles-play having same theme for single group as the first step proceed. A student from the same team, but not from a different group might exchange the role cards. They were given a span of five proceedings in order to prepare their plays according to the improvisations by developing the story's plot through their own prior knowledge. For each group, improvisations should last between four to seven minutes.

The researcher divided the students into groups of four after explaining how to execute improvisations in the situation specified above. The categories of both advanced and low-level achiever students were present in each group since he chose them at random. The research worker then dealt out the role-plays sheets that the students would use similar to the foundation for their drama improvisations once they were in groups. The students had the option of playing the speaking roles of *Effects of Internet on Family Life, the disadvantages of being Poor, Women empowerment, Rights of Equality*

In the first session of cycle 1, four groups presented improvisational drama. A group of students enacted on the topic given through improvisations. It was observed that only two groups performed dramatic improvisations at a lower point of supposed time allocated to them, their play was under almost less than four minutes.

The steps of the second session were identical: starting from activities before-teaching, outlining the learning goals and subject materials preceded by the speech production exercises during improvisation mode, and activities after teaching which is then concluded with a review and receiving comments. The improvisations were to be performed by the participants. The research worker utilized it by reviewing the most recent performances in meetings to describe the plans for speaking lessons of that session as well as to inspire the pupils to do dramatic improvisation during pre-teaching phase.

The third session of cycle 1 took place. Pre-teaching, which involved presenting the learning objectives and material, was then followed by speaking activities, such as improvisations, during instruction, and post-teaching, which involved evaluating and receiving outcomes.

For this time, there were just six group-performers who would portray a few speaking roles from the role cards. Speaking subjects were *A Farewell Party, Social Differences, A Friend in Need is a Friend Indeed, Disadvantages of Mobile Phone, Unemployment and Expenses, Coeducation System.*

Generally, the experience was outstanding. Only one groups misinterpreted their part even though they are given in the card, but all the students' performances of this session were truly

improved than the previous ones. However, sharing their ideas of the challenges would be better to improve the drama improvisations.

The fourth session also had the same approach of perceiving pedagogical speaking levels; includes pre-teaching techniques considering the learning objectives along with content explanation, the activities for speaking practices were implemented through dramatic improvisations methods during the implementation of teaching strategies, and in post teaching, the researcher would review and would get feedback.

There were six groups in this session who participated in performance. Students were allocated roles of oral presentation performed through dramatic improvisations present in their own role-cards. To improve fundamental interaction among students through English language, the content was made according to the speaking skill enhancement such as: *My Mother's Apprehensions, A Fun Party with My family, Side Effects of Love/ Arranged Marriages, Best friend's Engagement Party, Pathetic fashion Sense of New Generation.*

The learners received role cards, read them all, and prepared quickly. They just had a few follow-ups, maybe five minutes. Then, using the specified role and the allotted time, they were to do a theatre improvisation. This encounter allowed for better improvisation. They enjoyed performing the improvised drama. They could lessen their nervousness, hesitancy, and anxiety. They preferred issues from "real life." This time, the lesson plan focused on keeping the students motivated and encouraging them to speak more freely. It also emphasized the requirement for additional preparation time for improvisations and the need to correct grammatical errors.

- **Speaking Test Results:**

The researcher carried out a test at the completion of cycle 1 to ascertain the outcomes of the application of these drama improvisations. The test was speaking improvement examination by recording students' speaking proficiency by using a scoring guide that was modified and adapted from Tunku Moht (2005).

Pronunciation, grammatical correctness, vocabulary, relevancy of the material or cognitive content, students' fluency and their style of reflections were assessed for speaking abilities (confidence) through improvisations. Scores ranged from Excellent points (5 points) to Very Good (4 points) to Good (3 scores), to Fair (2 marks), and Poor (0 ratings) (1 marks). The students' speaking enactment was rated by the teacher and observer, and results were discovered such that the mean scores in GPA were 3.23, maximum CGPA 4.00, and the borderline scores were 2.00. The skill was rated as "good" in this category.

A slight progression was noticed among students' standard grades, according to their test results, from pre-test to their quiz of first session. The average score of students' pre-tests were 2.43 while the ordinary scores of their first quiz was 3.23. It was overall a satisfactory of betterment in the average scores. However, the improvement was average, not for all students' scores.

- **A Reflection on the Classroom Ambiance:**

The students' participation and their performances were the two aspects of the classroom environment that were observed. The presence of the students and their participation was mandatory to get desired results of implementing improvisation technique. It was observed by the researcher that the students' participation increased from almost 74 % to 85% after the first two sessions. The eager and enthusiastic presence of the students was a good sign and an indication of paying a way for the achievement of the other goal of this action research that was an improvement in the class ambiance.

The students' performances and their eager participation made up the second aspect. The majority of the students in the first class were able to work well together during improvisations, and only 40 percent of them could answer to the voice communication of their friends, but very few participants could respond effectively. The majority of the students was able to work together, in the second meeting, for the dramatic improvisation; nevertheless, only about half participants were able to give replies to the general speech questions of their friends and inquire them about pertinent subjects. In the third session, almost all of the learners were able to work together to create improvisations; however, only a small number of them were able to express themselves freely. In their fourth discussion session, the students were collaborative in performing dramatic techniques of improvisation, while most of them were proficient enough to intercommunicate as well as give reactions while speaking with the participants.

- **Cycle 1: Reflection in a Nutshell:**

The use of improvisation significantly improved students' speaking abilities in cycle 1 of the research. Initially, they struggled with improvising dramatic scenarios, creating plots, and using English in daily conversations. However, this approach helped them reduce fear, reluctance, and anxiety, enabling them to construct improvised drama plots and engage in creative formal dialogues. Despite progress, deficiencies remained, with issues such as failure to meet time expectations, some students dominating discussions, "no solution" performances due to nervousness, language comprehension challenges requiring bilingual assistance, mispronunciations, and grammatical errors. These shortcomings were understandable given the

novelty of drama improvisation, making it challenging for students to initiate conversations after receiving speaking roles.

During the third and fourth meetings, participants displayed reduced hesitation and fear, improved in minimizing their use of Urdu, and showed progress in reducing grammatical errors and pronunciation issues. They also demonstrated better time management skills. Importantly, they found enjoyment in performing improvisations during this period.

The research aimed to enhance students' speaking skills and the classroom environment. While there were notable improvements in students' speaking performances, there was still room for enhancement. However, the classroom environment saw swift improvements. The language improvisation techniques were successfully demonstrated in the first cycle scores. In contrast, in terms of the classroom atmosphere component, the objectives of these implementations had not yet met the standards of success.

2. Cycle 2: Data Findings:

The information shown here was gathered from Cycle 2 data. Cycle 2 also included five meetings, much like Cycle 1. During cycle 2's sixth meeting, the speaking test was directed. Using the scoring tools on the mark sheet, the researcher and reporter together evaluated the students' speaking abilities. The observer helped the researcher by perceiving the students and researcher tried to make their improvisations practical.

• The Teaching-Learning Procedure:

There were five sessions held to implement Cycle 2 action, with four meetings dedicated to instruction and one meeting to a speaking exam. Based on the lesson plan created earlier, the instructions of speaking through improvisation in second cycle were put into practice. The way the teaching materials were used and how the seats were arranged differently for cycle 2. The researcher employed more tangible teaching aids in cycle 2, including photographs, music concert tickets, school fee cards, wallets, purses, cell phones, and so forth.

• The Classroom Seating, Induction and Warm Up:

Cycle 2 also had a U-shaped stage that was positioned in the middle of the classroom. However, neither the researcher nor the observing person was sitting before the learners. Students had assembled themselves in the class with both of them. The researcher and the observer were in left side, to the right, and in back of the students. The center of the classroom is where the stage is located. This classroom setup was designed to draw attention to the stage and towards the students' performances as well.

The researcher conducted the speech aids, a video camera, a whiteboard or board maker, and role-playing cards in cycle 2. Video cameras were used not only to attain the action of students

but also to boost up their confidence while performing improvisation. As far as the provision of the students' interpretations are concerned, speaking aids were privileged to be used to make these presentations more fascinating such as, cell-phones, tickets for concert, cigarettes, handbags, magazines, photographs, etc.

Before beginning the instructions, the researcher energized the speech production class by having pairs of the students and to direct them to converse for roughly 8 to 10 minutes. Following the warm-up exercise, the researcher described how to apply their findings through dramatic improvisations.

- **The Improvised Enactments:**

Depending on their themes of speaking, the researcher also gave out certain teaching aids like photos, a bag, concert tickets, etc. Then, students had ten minutes to practice their improvisations with their group and create the story's plot based on their own knowledge. The plot and language usage were discussed throughout the rehearsal.

The students engaged in recreation regarding the role-selected cards prepared before, for drama improvisations. During this student-teacher meeting session, topics were mentioned on selected play cards for speaking included: *A Muslim Representation in the World, I Would Miss My Friends, The Biggest problem in my University, Healthy Eating Habits, Life is not a Bed of Roses, Unity is the Best Policy*. Supported by these topics, the learners have to make the scheme of performance, they have to prepare English language expressions as well as their prior knowledge, and to do a practice for some time before performing.

Only three groups participated under the allotted time. Reviewing prior performance knowledge and inspiring students to improve their speaking through improvisational techniques were the main goals of the pre-teaching. The researcher oversaw the integration of theatre improvisations into the major teaching activities. This time, the students used the role cards that were provided to play it. These were *Need a Home Loan, The Increasing Rate of Divorce, The Effects of Westernization on Pakistan, Role of Dramas to improve Speaking Skills, The effects of social media on Our Society and Religious Harmony*.

During this session, six groups of performers were involved. They created plots after receiving role cards, practiced with their peers, and performed dramatic improvisations in various situations, including sitting, standing, and moving around the classroom. They utilized natural expressions and body language effectively. Most participants managed to reduce their fear of making mistakes and improved their vocabulary, pronunciation, and grammar. The value of improvised drama was evidently heightened. Some students prepared reports, while others observed and listened to the performances.

The researcher observed ongoing improvement in the students' performances. The students showed a preference for addressing "real-world" issues and enjoyed acting with their friends in front of the teacher. To enhance their performances, the principal developer focused on improving time management, learning how to allocate time optimally, and avoiding assignments that were too brief. During one session, two of the groups exceeded their allotted time, lasting over 8 minutes, which caused a shortage of time for the other groups. This highlighted the critical importance of effective time management.

In the third session of the speaking teaching process, the following steps were outlined: introducing learning objectives and materials before teaching, using improvisational techniques for speaking exercises during teaching, and reviewing and providing feedback after teaching. During the pre-education phase, the study evaluated the previous meeting's performance and encouraged participants to enhance their drama improvisation skills. In this session, only six-person groups engaged in speaking portrayals using role cards. The selected speaking practice topics included My Favorite Celebrity, The Craze of Cricket, Stress and Depression: Reasons, Attending the Funeral of a Relative, Get Well Soon My Friend, and Superstitions. Students received role cards from the researcher, had ten minutes to plan their drama improvisations, and then performed them.

Getting with the fourth session. The same process for teaching speaking was used; prior to teaching, outlining the learning content aims and the course substantial; while postulating, using improvisational vocalization exercises; and after teaching process, providing feedback and reviewing all.

There were seven groups while the execution of fourth session of Cycle 2. Students had performed their spontaneous improvisation regarding their role of speaking practices in play cards. The themes for executing drama designed as *My Favorite Teacher*, *I Love my Hair*, *Effects of TV Commercials on Children*, *My Favorite Festival*, *The Distant Relatives*, and *Unexpected Guests*.

Obtaining role-play cards with the same theme for one group was the first step in adopting the improvisations in the fourth meeting. The researcher also supplied instructional aids like images, a purse, a wallet, etc., based on the speaking themes. Students were given 8 to 10 minutes to prepare a plot for their improvisation, drawing from their own knowledge and practicing before performing. The researcher observed that the play was successful due to interesting characters, clear instructions, and valuable feedback provided to the students.

- **Speaking Test Results:**

In order to realize the results of applications for these dramatic improvisation during second cycle, study has directed a language assessment quiz. The topics for speaking given to the performer were: *A Muslim Representation in the World, I Would Miss My Friends, The Biggest problem in my University, Healthy Eating Habits, Life is not a Bed of Roses, Unity is the Best Policy Need a Home Loan, The Increasing Rate of Divorce, The Effects of Westernization on Pakistan, Role of Dramas to improve Speaking Skills, and The Effects of Social Media on Our Society and Religious Harmony.*

The third step was to conduct the test, as well as grading the students' proficiency in speaking English during fourth stage, that were grammatical qualification, pronunciation assessment, relevancy in the contents or thoughts, vocabulary production, articulateness in speaking, and then manners of expression. According to the tests results, there was minor improvements in average scores of students' performances from their initial test towards the next ones. The mean of initial attempt was GPA 3.23 scores while in second test scores, students' achievements were increased to CGPA 3.78. This creates the improvement in the average scores.

- **A Reflection on the Classroom Ambiance:**

The inspection focused on two main areas: students' participation and their performances. In Cycle 2, student participation notably improved compared to Cycle 1, with more than 85% of students attending the first session. During the research, students' performances were assessed. In the first session, most participants cooperated effectively during improvisations, responded to their peers' speeches, and asked questions. About half of the students were able to express themselves spontaneously.

In the second meeting, the majority of students participated in drama improvisations, engaged with classmates' speech, and asked questions about relevant subjects. However, only half of the students spoke spontaneously at this stage. In the third and fourth meetings, most students were able to express themselves spontaneously, work collaboratively during improvisations, and engage in interactive discussions with their peers.

The use of drama improvisations significantly improved students' speaking abilities. The findings from the researcher's execution, field notes, and Cycle 2 evaluations confirmed that the use of improvisations in teaching and learning processes had already demonstrated noticeable improvements.

- **Cycle 2: Reflection in a Nut Shell:**

In Cycle 2, the researcher made several modifications to the implementation of drama improvisation based on reflections from Cycle 1. These changes included simplifying the

themes on role cards, providing real-life examples, offering more practice time, creating student reports to encourage attention to performances, and introducing speaking aids like photos, tickets, bags, and wallets.

These modifications had a highly positive impact. Simplifying subjects related to real-life difficulties allowed students to improvise more emotionally. Increased preparation time led to more inventive storylines. Student reports enhanced their interest in the performed improvisations and facilitated writing exercises. Speaking aids were found to be incredibly helpful and boosted performance interest. Students improved their speaking skills significantly in Cycle 2. They performed improvisations like professional actors and actresses, expressing emotions freely while moving, sitting, and standing. Their accuracy and pronunciation improved as errors were pointed out. Discussing their improvisations proved crucial for enhancing performance, time management, and narrative development. Encouraging free English language production without fear of making mistakes significantly boosted their confidence and language fluency.

Suggestions:

To effectively teach speaking using improvisational techniques, the instructor's preparation is crucial. The teacher's preparation impacts how improvisations are implemented. Key aspects of conducting improvisations, such as seating arrangements, classroom equipment usage, role-playing materials, speech aids, and student involvement, should be carefully prepared for.

For drama improvisation performances, an optimal seating arrangement is important. A U-shaped arrangement with the stage in the middle, the researcher positioned ahead or seated among participants, and learners on either side of the stage can work well.

Role cards serve as the foundation for improvisations, and they should be engaging and relevant to students' daily experiences, covering topics like education, family, adolescence, interests, and more. Speaking aids, such as bags, wallets, mobile phones, photographs, cash, tickets, or menus, can help students express their thoughts and feelings during improvisations.

Lastly, student involvement is essential. All students in the speaking class should participate in the drama improvisations, not just those performing. The teacher can encourage more students to engage by summarizing scenarios in writing, presenting imaginative scenarios, and resolving theatrical improvisation techniques. This approach allows students to practice writing alongside listening and speaking skills.

Conclusion:

Concerning about the findings of investigation, it was claimed by the researcher that improvisational techniques can help the students of BS Secondary Education at Punjab

University, Lahore. The students were able to speak English more fluently because the students were more comfortable speaking English and are less afraid of generating errors or ridiculed by their own friends; speaking English could not make them nervous during conversations; not much reluctant to utter English; for the fourth technique they enjoy doing so.

Regarding outcomes, the demonstration of success criterion had also been achieved. Scores improvement and classroom environment were chosen according to two success standards for implementing drama improvisation strategies for students' speaking skills commandments. The results of the speaking exam illustrated the real progress of students such that their average grades have increased from 2.43 in pretest scores to 3.23 during first cycle and 3.78 in the second cycle, indicating some improvements. Above results showed a progression from "fair" to "good" ability. The students' active participation in the process of teaching and learning, as evidenced by their participation rates of 78.6% in cycle 1 and 88.6% participants in cycle 2, was also improving the classroom environment. Students were extremely motivated to participate in the process of educational learning. Learners has collaborated, reacted on inquires to demonstrate themselves spontaneously. Thus, in conclusion it is obvious that implementing the improvisation techniques can not only help students feel more comfortable and confident in speaking English but is also very supportive to attain better fluency.

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