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**CARRERA DE IDIOMAS**

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**THEME:**

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“DRAMA AND THE SPEAKING SKILL”

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Ambato – Ecuador

2019

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CERTIFY:

I, Marbella Cumandá Escalante Gamazo, M.Ed. holder of the I.D. No. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: **“DRAMA AND THE SPEAKING SKILL”** investigated by Miss Sadi Nohemí Piedra Aguirre with I.D No. 1500896376, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it, is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



Lcda. Mg. Marbella Cumandá Escalante Gamazo  
I.D. 1802917250  
SUPERVISOR

## DECLARATION PAGE

I declare this undergraduate dissertation entitled “**DRAMA AND THE SPEAKING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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Sadi Nohemí Piedra Aguirre  
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AUTHOR

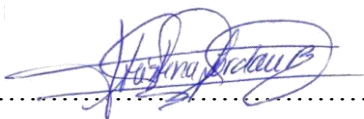
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Sadi Nohemí Piedra Aguirre  
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## **DEDICATION**

To my deceased parents who always supported me with their unconditional love. They will stay in my heart forever.

Sadi

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Last but most important, I want to express my great appreciation and gratitude to my parents. I owe a lot to them and there is no way I can pay them back, but I know they would be proud.

Sadi

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**Date:** December 2<sup>nd</sup>, 2019

**ABSTRACT**

At present, the English language has become almost a necessity for every person, academically, personally, and professionally, so that English is considered the main element of communication between very diverse cultures that share few or no features in common. Therefore, this research project investigates the relationship between drama and the speaking skill development in high school students at Unidad Educativa Archidona, Napo-Ecuador. The 40 students are in the third year of high school and they learn English as a foreign language. Since this research project was based on the quasi-experimental design, students were divided into two groups (experimental and control). The main research tools were a pre-test and a post test (KET) that were applied to both groups at the beginning and at the end of the quasi-experiment in order to study the relationship between both variables and thus obtain more significant results. The process took about 12 days and the results were analyzed using the Wilcoxon test. In consequence, the results showed that there was a significant improvement in the speaking skill of the experimental group because drama stimulates and strengthens students’ oral expression to communicate effectively in English. That is why this research project considers highly relevant the role that drama techniques can play when used as a learning tool in English language teaching, of course within a classroom, because when these techniques are correctly applied, they facilitate the oral development of the student and help to improve their verbal communication with others.

**Key words:** Drama, speaking skill, English language.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative Background

This research project is based on the theoretical contributions made by various authors of theses and academic articles that relate to the variables of the topic. There are several similar researches both nationally and internationally, thus, after searching on Google Scholar, University repositories and digital magazines, the best works were taken into account in order to have strong foundations and solid arguments to support this project.

At Lampung University in Indonesia, Lestardi (2018) in her research entitled “Developing students’ speaking through drama performance of SMK Negeri 1 Metro” aims to find out the important distinction between the learner’s speaking skill before and after the implementation of drama in SMKN 1 METRO (State Vocational High School). Therefore, the researcher applied the quasi-experimental method with one group pre-test post-test design. This data analysis helped the researcher to conclude that teaching English through drama gave positive effects on student’s speaking skill because this technique helped learners to significantly improve this skill, especially to gain fluency.

The research mentioned above is considered very relevant for this research project since it is directly related to both variables to be studied and it is very important to have an idea of the results obtained in other researches like this, which are positive since they show that drama benefits the speaking skill of English language learners.

Furthermore, at Islamic University of North Sumatra in Indonesia, Supriya (2018) in her research topic “Improving Students’ Speaking Ability through Play Scripts” sets out as a primary objective, as its name suggests, to improve the speaking ability of ninth grade students from SMP Muhammadiyah 7 Medan through written Play Scripts. The researcher used Classroom Action Research design in order to define and interpret her own experience and problems faced in her daily teaching practice. Thus, this research consisted of two cycles of planning, action, observation, and

reflection; each cycle having four sessions. As a conclusion, student's speaking ability improved through written play script because they spoke in English with more confidence and enthusiasm. Hence, it created a pleasant atmosphere in the classroom, which decreased students' boredom and made the learning process more effective.

This research is very pertinent despite the fact that the population and the independent variable are different, since the researcher developed it at the educational institution in a very practical way, which finally allowed her to reflect on the results that actually were very positive. For this reason, it is encouraging to know that drama-related strategies can really have a successful effect on English language learners, contributing with improvements in the way they express themselves, in the way they feel and therefore, in the environment within their classroom.

Similarly, at Universidad Central del Ecuador, Salguero (2017) in her research project under the topic “La dramatización como recurso didáctico en la expresión oral del idioma inglés en los estudiantes de décimo año de Educación General Básica de la Institución Educativa Juan Pío Montúfar, en el Período Académico 2016-2017” seeks to determine if teachers use dramatization techniques to improve the English oral skill of students and to describe how dramatization helps in this skill. In this case, the author conducted a field investigation because it took place in the educational institution where the author applied a questionnaire to both teachers and students in order to obtain real information. Accordingly, she concluded that teachers did use drama in English classes and that it gave students the chance to interact through verbal expressions and gestures, using their imagination and feeling happy and comfortable at the same time. It means that students not only learned English language but also enjoyed the learning process.

The previous research also has great importance since it has the same variables of the present research project and was carried out in the same country with high school students and teachers. Consequently, the results indicate that teachers of Institución Educativa Juan Pío Montúfar use drama during their English lessons, which gives students motivation to learn and to use this language to express themselves orally. This shows evidence that drama gives good results in high school students' speaking skills in Ecuador.

On the other hand, at University of Baghdad in Iraq, Krebt (2017) in the research article “The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students”, sets as main objective to investigate the effect of role-playing as a teaching tool on Iraqi EFL students from University of Baghdad. For this purpose, 40 college students were randomly chosen and divided into two groups (experimental and control). The researcher applied a speaking pre-test to both groups. Then, the control group was instructed in the traditional way while the experimental group was taught speaking skill by using role-playing techniques. After some language lessons, the researcher applied a speaking post-test to both groups again. Based on the results, the author concludes that role play strategies provided students with a kind of fascinating setting in which to excel. This increased learning and promoted engagement during English lessons.

It is vital to take into account the previous article that was carried out in Iraq because it was experimental and it was applied to college students who learn English as a foreign language. Besides, the conclusions reflect positive results after the application of role-playing strategies with the experimental group, which supports the present project’s purpose.

Furthermore, at Sookmyung Women's University in South Korea, the study carried out by Lee and Kang (2017) with the topic “The Effect of Drama on Students’ Anxiety of Speaking in English” aims to analyze the language anxiety levels of 27 college students and to investigate the impact of drama activities on their speaking anxiety levels along with possible factors that lead to their anxiety. The researchers applied a questionnaire and a reflective journal through which the following results were obtained: although many students were anxious while speaking English in the classroom at the beginning, their anxiety was reduced to a low level by using drama practices. In conclusion, students shared positive opinions about the use of drama to improve oral skills.

This last article is especially significant because it is closely linked to the subject of this project. Moreover, it presents evidence that drama also helps reduce the anxiety level in college students when speaking in English. Another positive aspect that gives the necessary guideline to this research project so that it develops in the best way.

## **1.2 Objectives**

### **1.2.1 General Objective**

It was possible to achieve the objective of analyzing the relationship between drama and the speaking skill because a group of students in the third year of high school at Unidad Educativa Archidona were exposed to different drama techniques to improve their speaking skill. Accordingly, it was possible to prove that there is such relationship through a quasi-experiment that was carried out within the educational institution.

### **1.2.2 Specific Objectives**

- The objective of establishing theoretical support about the use of drama in English learning was met because several articles and previous studies related to this were found. Therefore, those investigations contained important theories, concepts, and definitions regarding the use of drama in the English language speaking skill development and this gave support to the present research project.
- The objective of diagnosing students' speaking proficiency level of English language was reached since a mock KET test was applied to the students at the beginning of the quasi-experiment. This permitted to know their initial level of English and their difficulties in order to proceed accordingly with the application of drama. Thus through the pre-test, it was found that most students had a low level of speaking proficiency and that they had more difficulty in pronunciation.
- The objective of evaluating the influence of drama on the speaking skill development was accomplished through the statistical analysis by means of the Wilcoxon test. It allowed to calculate such influence and according to the p-value obtained, it suggests that drama has a significant and positive influence on the speaking skill development of English learners.



**CHAPTER II**  
**METHODOLOGY**

**2.1 Resources**

**Table 1**  
*Resources*

Institutional	Human	Material	Economic
Universidad Técnica de Ambato	Researcher Research tutor	Office supplies (sheets, folders, pens, markers, highlighters, books)	Transportation Printed material
Facultad de Ciencias Humanas y de la Educación	Authorities and professors from Universidad Técnica de Ambato	Technological material (computer, flash memory)	
Unidad Educativa Archidona	Authorities and professors from Unidad Educativa Archidona		
Libraries	Students from Unidad Educativa Archidona		

**Source:** General information  
**Author:** Piedra, S. (2019)

**2.2 Methods**

The research methodology stipulated in the project profile was fulfilled successfully since both quantitative and qualitative approaches were used in this research project. Firstly, the *qualitative approach* was implemented because students in the third year of high school at Unidad Educativa Archidona were studied within their natural context, which enabled to observe and analyze their reality in terms of both variables. Therefore, this research was conducted in a very orderly manner so that the needs or difficulties that appeared in the course of it were solved satisfactorily and in a feasible way without meandering from the target objective. Secondly, the *quantitative approach* was employed because this research was focused on a quasi-experiment through which students from UEA were applied a pre-test and post-test in order to see how both variables behaved. Moreover, they were surveyed at the end

of the quasi-experiment in order to know their opinion about the subject of study and their experience. Likewise, some data collection strategies and statistical methods were applied in order to verify the feasibility of the hypothesis and to explain in deep the relationship between drama and the speaking skill, whereby the final results were interpreted through the use of tables and graphs, in accordance with students' reality.

On the other hand, this research project was based on field, bibliographic, and quasi-experimental mode of research, according to what was stated in the project proposal. Firstly, it is *field research* because it was done precisely in the place of the scene (Unidad Educativa Archidona, Napo Province) with all the students from the third year of high school in order to obtain information from them about the variables of this project and to study how the use of drama in English lessons affected students' speaking skill. Secondly, it is *bibliographic or documentary research* because it relays on other authors' findings regarding the subject studied. Consequently, after a deep analysis and a selection process, some relevant information was found in papers, books, magazines, and newspapers. This allowed to know the status of the subject being investigated, to obtain a strong foundation necessary for the development of this project and to plan better the work to be done later. Thirdly, it is *quasi-experimental research* since it was carried out with two groups of students without any pre-selection, in order to test if the independent variable (drama) had any effect on the dependent variable (speaking skill) or not. This process involved three phases, however, it was mainly framed by a pre-test in order to evaluate the initial English-speaking levels of the participants and a post-test as the main research tool to evaluate the effectiveness of this strategy and thus obtain a more significant result.

Additionally, two types of research were followed up in accordance with the degree project proposal, too. The *exploratory research* was carried out since it was necessary first to have a superficial idea of the subject and an overview about the reality of the students. This enabled the hypothesis to be formulated and then to continue with a more rigorous investigation. Besides, the *correlational research* was used to measure the degree of relationship between the dependent variable and the independent variable. Therefore, it allowed to define the effect that the use of drama had in the speaking skill of students from UEA, that is, if the independent variable influences the dependent variable.

### 2.2.1 Data processing plan

This research project considered a group of 40 legally enrolled students in the third year of high school at Unidad Educativa Archidona, in the province of Napo (Ecuador). First of all, since this research project was based on the quasi-experimental design, students were divided into two equal groups (experimental and control) and the 'speaking section' of the Key English Test (KET) from Cambridge University was used to measure students' basic knowledge of speaking. That is to say that a *mock pre-test* (KET) was applied to both groups in order to know if students were able to communicate in simple and everyday situations. It should be considered that this exam is taken in pairs and consists of two parts. Therefore, in the first part the examiner asked each student questions about their personal information, daily life, interests, likes, and dislikes. In the second part, the examiner gave a card to each student, one card contained information about a topic and the other card contained some prompts to ask questions about the same topic. Consequently, one student asked questions and the other student answered them by using the cards. After that, the examiner again handed a card to each student but in this case the roles were changed. Hence, A2 Level Assessment Scales were used to decide which marks to give to each student according to their individual performance. Therefore, four aspects were taken into account: grammar and vocabulary, pronunciation, interactive communication, and the global achievement; each of them was worth 5 points; it means that the total points awarded provided a score out of 20 points.

Then, drama was implemented with the experimental group during 12 English lessons while the students that belonged to the control group continued with the traditional way of learning English. Thus, the experimental group experienced different drama techniques such as dramatizations, representations, improvisations, mimics, role-play games, imitations, monologues, and dialogues. Although students felt intimidated at first, little by little they developed the different activities with greater spontaneity because drama enabled the construction of imaginary environments and roles, which ended up becoming a real positive experience for students. All these activities were developed over 12 days, forty-five minutes per day, four days a week.

After this process, a *mock post-test* (KET) was applied again to both groups. However, the post-test was not equal to the pre-test in terms of content but in terms of difficulty, in order to avoid being repetitive. Therefore, it was possible to assess the students' progress in the speaking skill. Additionally, at the end of the quasi-experiment, a *survey* was administered only to students from the experimental group. This was done in order to have an idea of their perception about English language learning, especially the speaking skill, through the use of drama and to know whether they used this technique in the classroom before. It should be noted that this instrument was designed by the author. Furthermore, the survey was validated by three experts prior its application and a Cronbach's alpha test was performed on it to measure its reliability, where the value obtained (0,922) was satisfactory.

Finally, with the data obtained from the pre- and post-tests as well as the survey, the tabulation and graphing of the information was carried out. Then, once the statistical and mathematical calculations were finished in SPSS, the analysis and interpretation of results were conducted in order to verify the hypothesis and to draw definite conclusions and recommendations about the subjects under investigation.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

The current research project used a quasi-experimental statistical technique to measure the effect that one variable had on another. Therefore, comparison of means of results of the pre- and post-tests were developed through the Wilcoxon test. In addition, a survey was conducted on students from the experimental group as a research technique to analyze their perspectives about the subject under investigation.

**Table 2**

*Pre-test scores from the control group*

<i>Student</i>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>	<b>Global Achievement</b>	<b>TOTAL</b>
<i>1</i>	2	2	2	2	8
<i>2</i>	3	2	3	3	11
<i>3</i>	2	2	3	2	9
<i>4</i>	2	2	2	2	8
<i>5</i>	2	1	1	1	5
<i>6</i>	2	2	3	2	9
<i>7</i>	3	2	3	3	11
<i>8</i>	2	2	3	2	9
<i>9</i>	2	3	2	3	10
<i>10</i>	3	3	3	3	12
<i>11</i>	2	3	3	3	11
<i>12</i>	3	2	3	3	11
<i>13</i>	2	3	3	3	11
<i>14</i>	1	2	2	2	7
<i>15</i>	2	2	2	2	8
<i>16</i>	3	2	3	3	11
<i>17</i>	2	2	3	2	9
<i>18</i>	3	2	3	3	11
<i>19</i>	3	2	2	2	9
<i>20</i>	3	3	4	3	13
<i>X</i>	2,35	2,2	2,65	2,45	9,65

**Source:** Pre-test – Control Group

**Author:** Piedra, S. (2019)

**Table 3***Post-test scores from the control group*

<i>Student</i>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>	<b>Global Achievement</b>	<b>TOTAL</b>
<i>1</i>	3	2	2	2	9
<i>2</i>	3	3	3	3	12
<i>3</i>	2	2	2	2	8
<i>4</i>	3	2	3	2	10
<i>5</i>	2	2	1	2	7
<i>6</i>	3	2	3	3	11
<i>7</i>	3	2	2	2	9
<i>8</i>	2	2	2	2	8
<i>9</i>	2	3	3	3	11
<i>10</i>	3	2	3	3	11
<i>11</i>	2	3	2	3	10
<i>12</i>	3	2	3	3	11
<i>13</i>	3	3	3	3	12
<i>14</i>	1	2	1	2	6
<i>15</i>	3	2	2	2	9
<i>16</i>	3	3	3	3	12
<i>17</i>	2	2	3	3	10
<i>18</i>	3	3	4	3	13
<i>19</i>	3	3	3	3	12
<i>20</i>	4	3	4	4	15
<i>X</i>	2,65	2,4	2,6	2,65	10,3

**Source:** Post-test – Control Group**Author:** Piedra, S. (2019)

**Table 4***Pre-test scores from the experimental group*

<i>Student</i>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>	<b>Global Achievement</b>	<b>TOTAL</b>
<i>1</i>	2	2	1	2	7
<i>2</i>	3	3	3	3	12
<i>3</i>	2	3	3	3	11
<i>4</i>	2	1	2	2	7
<i>5</i>	3	4	3	3	13
<i>6</i>	3	3	3	3	12
<i>7</i>	3	2	2	2	9
<i>8</i>	1	1	2	2	6
<i>9</i>	2	3	3	3	11
<i>10</i>	2	4	2	3	11
<i>11</i>	2	2	3	2	9
<i>12</i>	2	2	2	2	8
<i>13</i>	3	2	3	3	11
<i>14</i>	3	3	3	3	12
<i>15</i>	2	1	2	2	7
<i>16</i>	2	3	3	3	11
<i>17</i>	3	3	2	3	11
<i>18</i>	2	3	3	3	11
<i>19</i>	2	2	2	2	8
<i>20</i>	2	1	2	2	7
<i>X</i>	2,3	2,4	2,45	2,55	9,7

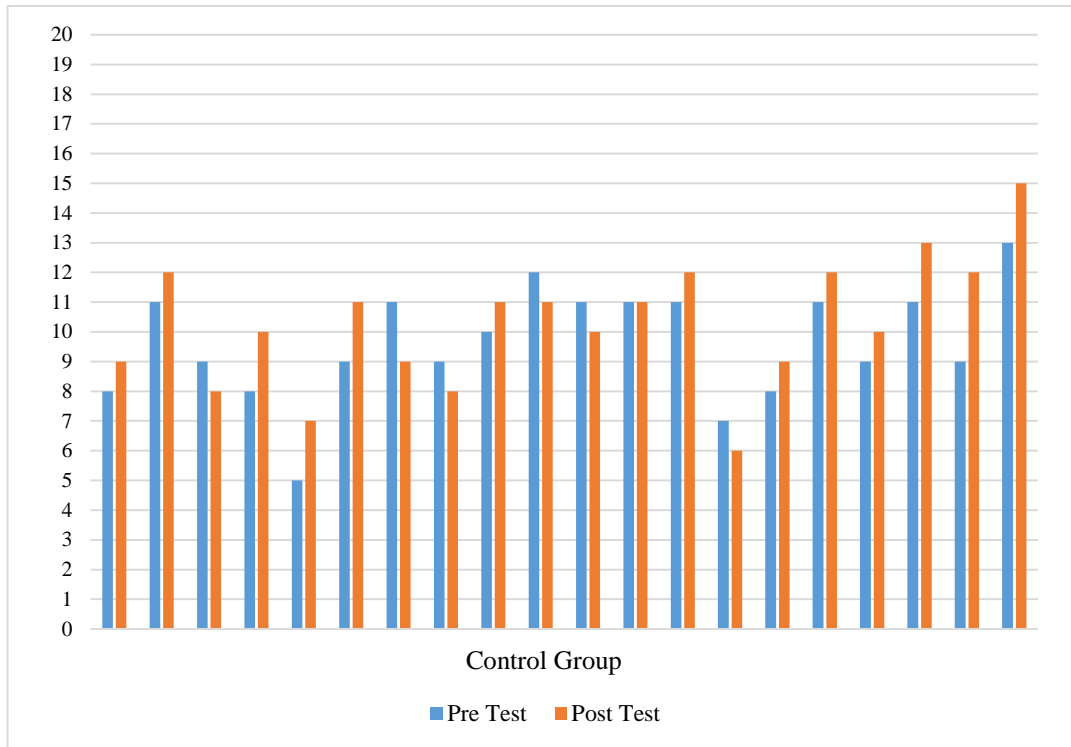
**Source:** Pre-test – Experimental Group**Author:** Piedra, S. (2019)

**Table 5***Post-test scores from the experimental group*

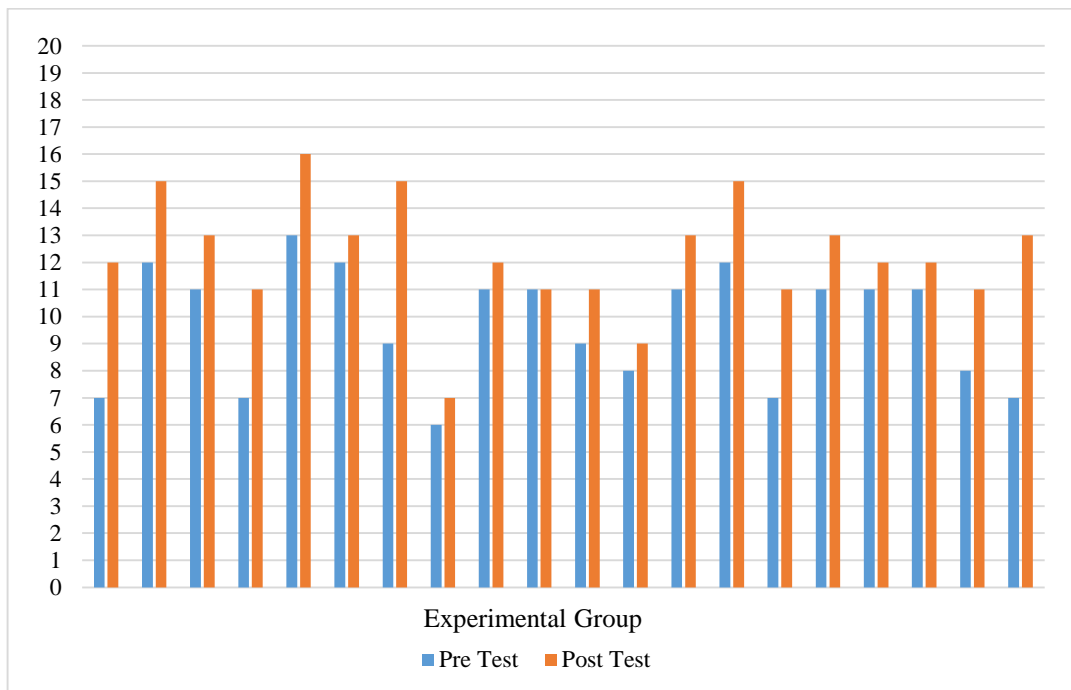
<i>Student</i>	<b>Grammar and Vocabulary</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>	<b>Global Achievement</b>	<b>TOTAL</b>
<i>1</i>	3	3	3	3	12
<i>2</i>	4	3	4	4	15
<i>3</i>	3	3	4	3	13
<i>4</i>	3	2	3	3	11
<i>5</i>	4	4	4	4	16
<i>6</i>	4	3	3	3	13
<i>7</i>	4	3	4	4	15
<i>8</i>	2	1	2	2	7
<i>9</i>	3	3	3	3	12
<i>10</i>	3	2	3	3	11
<i>11</i>	3	2	3	3	11
<i>12</i>	3	2	2	2	9
<i>13</i>	3	3	4	3	13
<i>14</i>	3	4	4	4	15
<i>15</i>	3	3	2	3	11
<i>16</i>	3	3	4	3	13
<i>17</i>	3	3	3	3	12
<i>18</i>	3	3	3	3	12
<i>19</i>	3	2	3	3	11
<i>20</i>	3	3	4	3	13
<i>X</i>	3,15	2,75	3,25	3,1	12,25

**Source:** Post-test – Experimental Group**Author:** Piedra, S. (2019)





**Graphic 1.** Students' individual scores obtained in the pre- and post-test (control group)  
**Source:** Pre-test and post-test – Control Group  
**Author:** Piedra, S. (2019)



**Graphic 2.** Students' individual scores obtained in the pre- and post-test (experimental group)  
**Source:** Pre-test and post-test – Experimental Group  
**Author:** Piedra, S. (2019)

## Analysis and interpretation

Graphic 1 shows individual grades obtained by the students from both groups. It can be noted that the majority of students from the control group increased their scores, but unfortunately six students decreased their scores. On the other hand, all students from the experimental group improved their scores, except for just one student who maintained the punctuation. In general, the experimental group obtained higher scores than the control group. The lowest grade from the control and experimental groups in the pre-test was 5/20 points, while the highest score from the control and experimental groups in the post-test was 16/20 points. Therefore, it is possible to observe better results in the experimental group in comparison with the control group's scores.

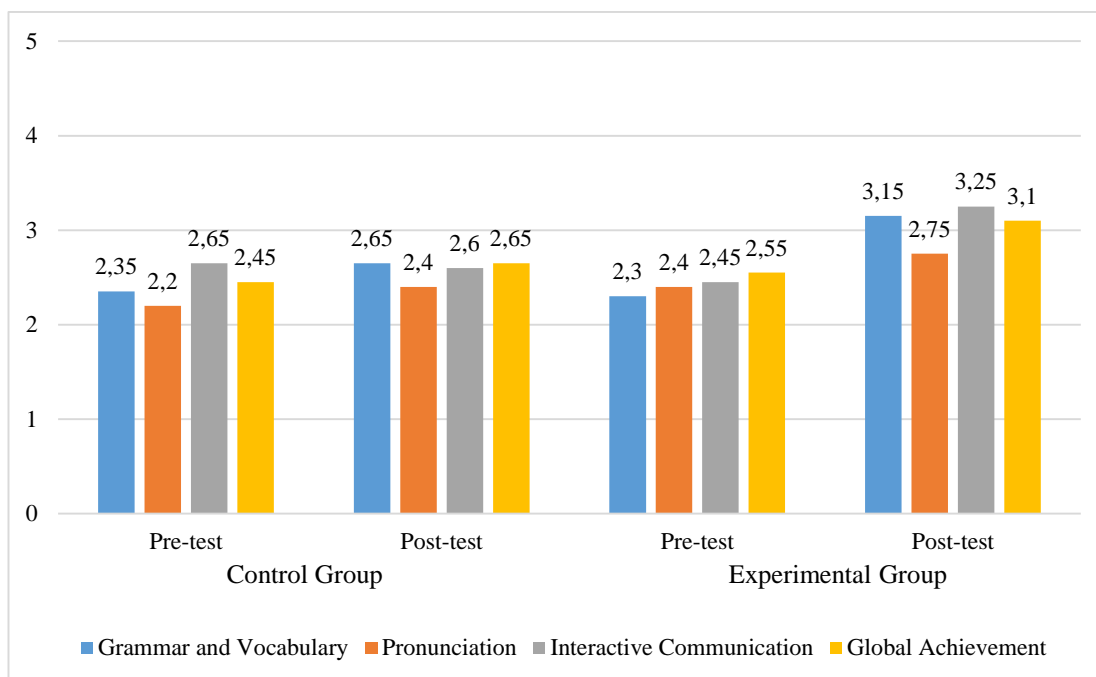
**Table 6**

*Averages or media obtained in each parameter in the pre- and the post-test (control and experimental groups)*

<i>Parameter</i>	<b>Control Group</b>		<b>Experimental Group</b>	
	Pre-test	Post-test	Pre-test	Post-test
Grammar and Vocabulary	2,35	2,65	2,3	3,15
Pronunciation	2,2	2,4	2,4	2,75
Interactive Communication	2,65	2,6	2,45	3,25
Global Achievement	2,45	2,65	2,55	3,1

**Source:** Pre- and post-test - Control and Experimental groups

**Author:** Piedra, S. (2019)



**Graphic 3.** Comparison of averages obtained in: grammar and vocabulary, pronunciation, interactive communication, and global achievement in the pre- and post-test from both groups

**Source:** Pre- and post-test - Control and Experimental groups

**Author:** Piedra, S. (2019)

### Analysis and interpretation

Table 6 and graphic 2 show a comparison between the average scores obtained by the control and experimental group in the pre- and post-test. The averages belong to four parameters: grammar and vocabulary, pronunciation, interactive communication, and global achievement. According to graphic 2, the control and experimental group have similar average scores in the pre-test. However, there are some differences in the average scores in the post-test. Therefore, when comparing the post-test average scores, it can be seen that the experimental group obtained higher scores in each parameter in contrast with the control group.

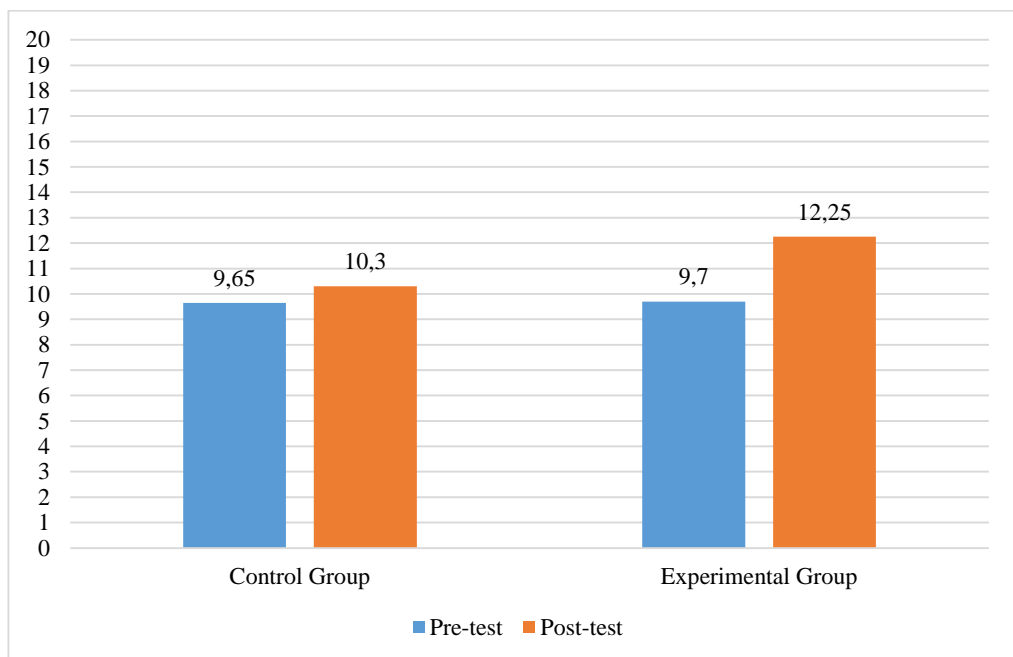
Furthermore, the pre-test average scores of the control and experimental group do not reach 3 points in any parameter. Nonetheless, the post-test results of the experimental group are higher than 3 points out of 5, in three parameters (grammar and vocabulary, interactive communication, and global achievement). These results suggest there could possibly be the treatment (drama lessons) applied to the experimental group causing an increase in students' scores.

**Table 7**

*Total average scores obtained in the pre- and post-test (control and experimental group)*

Control Group		Experimental Group	
Pre-test	Post-test	Pre-test	Post-test
9,65	10,3	9,7	12,25

**Source:** Pre- and post-test – Control and Experimental Groups  
**Author:** Piedra, S. (2019)



**Graphic 4.** Comparison of total average scores obtained in the pre- and post-test in both groups  
**Source:** Pre- and post-test – Control and Experimental Groups  
**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

Table 7 and graphic 3 contain KET total average scores from both groups in the pre- and post-test. Students from the control group were able to increase their overall achievement from 9,65 to 10,3 points out of 20. On the other hand, students from the experimental group obtained a total average score of 9,7 out of 20 points in the pre-test, similar to the control group. However, they improved the average score to 12,25/20 in the post-test. This demonstrates a better performance by the experimental group in contrast with the control group, perhaps due to the application of drama.

## Students' survey

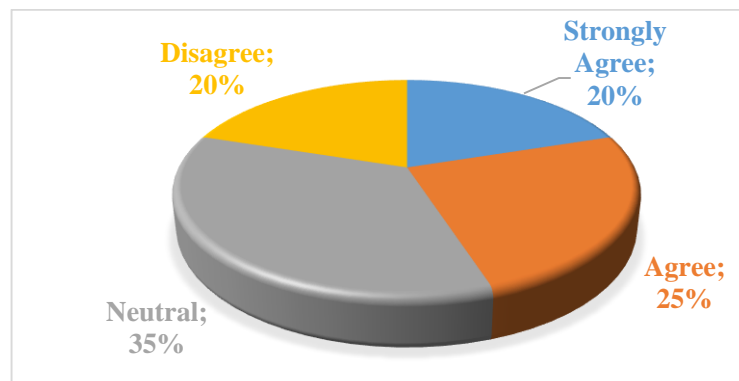
**Question 1:** Do you like to speak in English?

**Table 8**

*Tabulation Question 1*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	4	20%
<i>Agree</i>	5	25%
<i>Neutral</i>	7	35%
<i>Disagree</i>	4	20%
<i>Strongly Disagree</i>	0	0%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)



**Graphic 5.** Graphic representation Question 1

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)

### Analysis and interpretation

After analyzing question No. 1, the following data was obtained: 20% of students strongly agreed and 25% of students agreed that they like speaking in English; 35% of students neither like nor dislike speaking in English; and 20% of students disagreed with this. According to these results, it is clear that several students are indifferent regarding the oral ability in the English language, maybe because there is lack of motivation. However, many students accepted they like speaking in English.

**Question 2:** Are you able to communicate your opinions orally in English without difficulty?

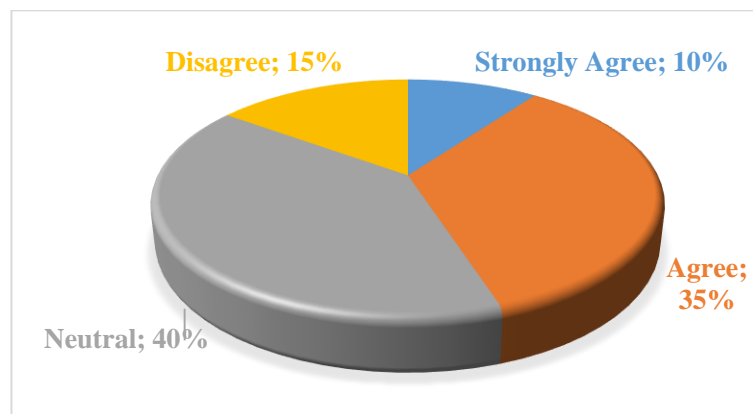
**Table 9**

*Tabulation Question 2*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	2	10%
<i>Agree</i>	7	35%
<i>Neutral</i>	8	40%
<i>Disagree</i>	3	15%
<i>Strongly Disagree</i>	0	0%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona

**Author:** Piedra, S. (2019)



**Graphic 6.** Graphic representation Question 2

**Source:** Survey addressed to students at Unidad Educativa Archidona

**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

The results of question No. 2 show that 40% of students are neither able nor unable to communicate their opinions orally in English without difficulty, 10% of students strongly agreed and 35% of students agreed with that, while 15% of students disagreed. Hence, based on these results, it is easy to mention that even though many students do not care about oral communication in English, the majority of students consider they are capable of expressing themselves by using this foreign language.

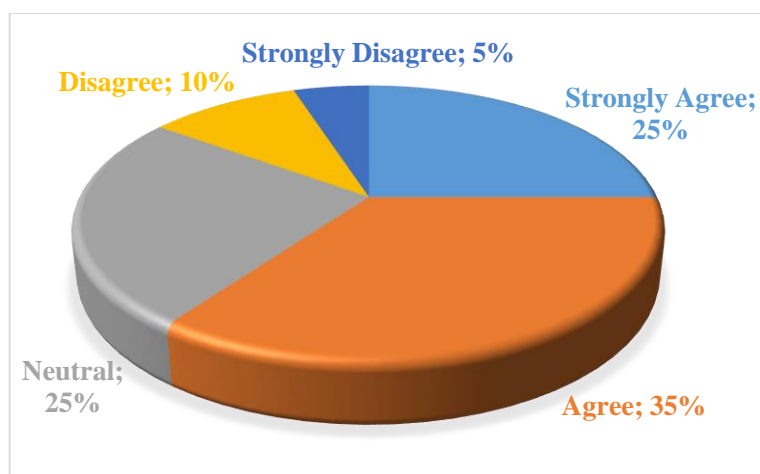
**Question 3:** Do you spend time on strengthening the speaking skill in the classroom?

**Table 10**

*Tabulation Question 3*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	5	25%
<i>Agree</i>	7	35%
<i>Neutral</i>	5	25%
<i>Disagree</i>	2	10%
<i>Strongly Disagree</i>	1	5%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)



**Graphic 7.** Graphic representation Question 3

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

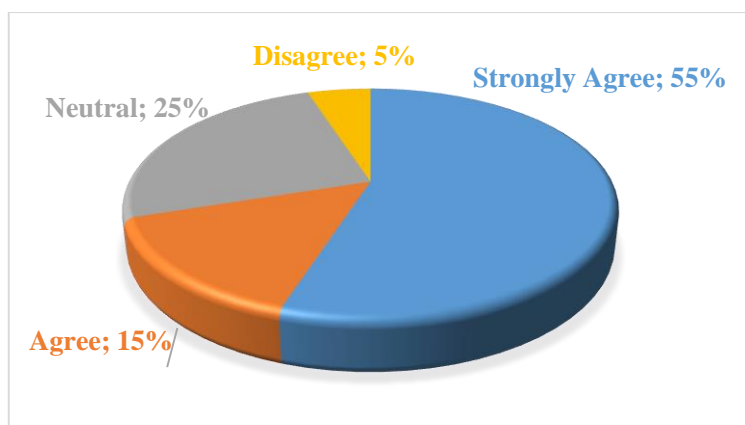
The results of question No. 3 show that 25% of students strongly agreed and 35% of students agreed that they spend time on strengthening the speaking skill in the classroom; 25% of students were indifferent; 10% of students disagreed and 5% of students strongly disagreed with that. According to these results, the vast majority of students recognized they spend time on reinforcing the speaking skill inside the classroom, which means they have speaking practice during English lessons.

**Question 4:** Did you use drama to develop the speaking skill during classes last month?

**Table 11**  
*Tabulation Question 4*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	11	55%
<i>Agree</i>	3	15%
<i>Neutral</i>	5	25%
<i>Disagree</i>	1	5%
<i>Strongly Disagree</i>	0	0%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)



**Graphic 8.** Graphic representation Question 4  
**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

After analyzing question No. 4, the following data was obtained: 55% of students strongly agreed and 15% of students agreed that they used drama to develop the speaking skill during classes last month; 25% of students were indifferent to that; and just 5% of students disagreed with that. As these results show, the majority of students admitted they used drama to develop the speaking skill during English lessons while the quasi-experiment was performed.

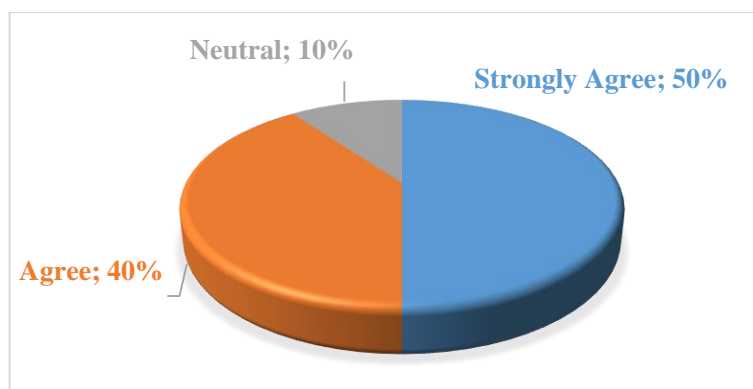


**Question 5:** Did you use drama techniques that help students to develop the speaking skill last month?

**Table 12**  
*Tabulation Question 5*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	10	50%
<i>Agree</i>	8	40%
<i>Neutral</i>	2	10%
<i>Disagree</i>	0	0%
<i>Strongly Disagree</i>	0	0%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)



**Graphic 9.** Graphic representation Question 5  
**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

After analyzing question No. 5, the following results were obtained: 50% of students strongly agreed and 40% of students agreed that they used drama techniques to develop the speaking skill last month; and just 10% of students had a neutral opinion on that. These results clearly confirm that the quasi-experiment was carried out with this group of students because the majority of them accepted that they used drama techniques inside the classroom in order to improve their speaking skill over the previous month.

**Question 6:** Have you had speaking practice inside the classroom before?

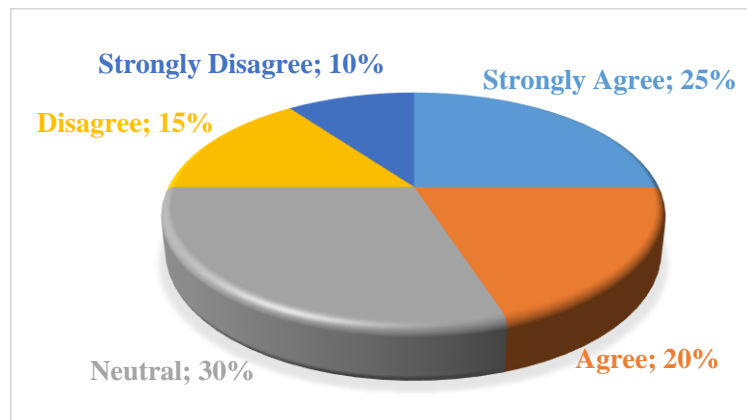
**Table 13**

*Tabulation Question 6*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	5	25%
<i>Agree</i>	4	20%
<i>Neutral</i>	6	30%
<i>Disagree</i>	3	15%
<i>Strongly Disagree</i>	2	10%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona

**Author:** Piedra, S. (2019)



**Graphic 10.** Graphic representation Question 6

**Source:** Survey addressed to students at Unidad Educativa Archidona

**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

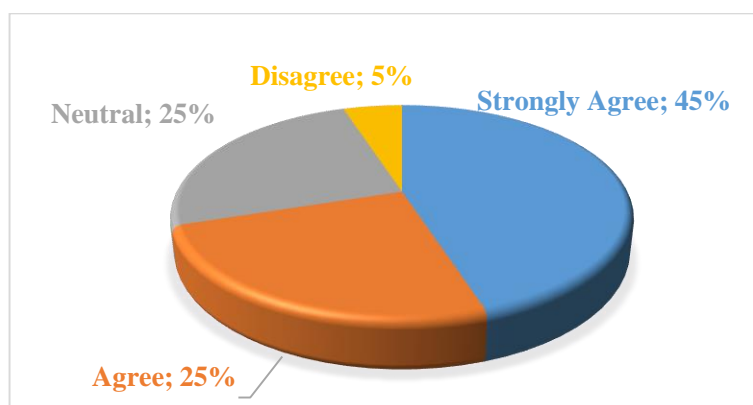
After analyzing question No. 6, the following data was obtained: 25% of students strongly agreed and 20% of students agreed that they have had speaking practice inside the classroom before; 30% of students were indifferent to that; 15% of students disagreed and 10% strongly disagreed with that. As these results show, most students considered they have not had speaking practice inside the classroom before. It reflects that maybe the English teacher do not use effective and catching speaking activities in order to motivate students to communicate among them in class.

**Question 7:** Has your teacher used drama before in order to enhance the speaking skill?

**Table 14**  
*Tabulation Question 7*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	9	45%
<i>Agree</i>	5	25%
<i>Neutral</i>	5	25%
<i>Disagree</i>	1	5%
<i>Strongly Disagree</i>	0	0%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)



**Graphic 11.** Graphic representation Question 7  
**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

After analyzing question No. 7: 45% of students strongly agreed and 25% of students agreed that their teacher has used drama before in order to enhance the speaking skill; 25% of students had a neutral opinion; and 5% of students disagreed with that. These results clearly demonstrate that the English teacher has used drama during English lessons, so that students were already familiar with the use of this technique in order to enhance the speaking skill.

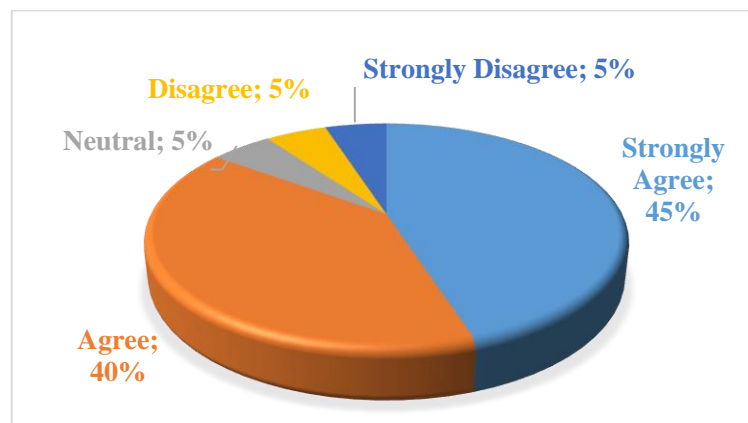
**Question 8:** Has drama helped you to improve your speaking skill?

**Table 15**

*Tabulation Question 8*

Alternative	Frequency	Percentage
<i>Strongly Agree</i>	9	45%
<i>Agree</i>	8	40%
<i>Neutral</i>	1	5%
<i>Disagree</i>	1	5%
<i>Strongly Disagree</i>	1	5%
<b>TOTAL</b>	20	100%

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)



**Graphic 12.** Graphic representation Question 8

**Source:** Survey addressed to students at Unidad Educativa Archidona  
**Author:** Piedra, S. (2019)

### **Analysis and interpretation**

After analyzing question No. 8, the following results were obtained: 45% of students strongly agreed and 40% of students agreed that drama has helped them to improve their speaking skill, 5% of students had a neutral opinion; other 5% of students disagreed and the other 5% of students strongly disagreed with that. Accordingly, the majority of students are aware of the fact that drama has helped them to improve their speaking skill.

## Survey Validation

Table 16 shows Cronbach's alpha coefficient, which was calculated in SPSS program in order to verify the consistency and reliability of the 8 items. The values of each response were assigned according to the Likert scales in the following way; strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Thus, the Cronbach's alpha coefficient value obtained was 0,922 which validates the survey because CA values range from 0 to 1 and the higher the value, the greater the reliability.

**Table 16**  
*Reliability Statistics*

Cronbach's Alpha	N of items
,922	8

**Source:** Student's survey  
**Author:** Piedra, S. (2019)

### 3.1.1 Discussion

Many authors agree that drama helps EFL learners improve their speaking skills. For example, Fernandez and Coil (1986) stated that drama encourages students to practice their sensitivity and creativity, making learning more practical and meaningful. Moreover, according to Maley and Duff (1982) drama releases imagination and energy and puts back some of the forgotten emotional content into language, which makes language learning more significant and attempts to prepare students for real-life situations. These statements agree with the results of this research, that drama provides the opportunity for students to use language meaningfully and appropriately, which helps them to improve their speaking skill. By using drama techniques to teach English, the monotony of a conventional English class can be broken because it gives a context for substantial language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. Nevertheless, according to Richards & Rodgers (1986) drama techniques make use of artificial language inside the classroom, they are difficult to monitor, generates the possibility that shy students get frustrated, among others. However, these disadvantages can all be solved with an appropriate attitude from the teacher, planning carefully the lessons and being ready to be flexible.

### 3.2 Hypothesis Verification

This research project has been analyzed with the Wilcoxon signed-rank test to obtain the final verification of the hypothesis.

#### Null hypothesis ( $H_0$ )

The use of drama does not affect the speaking skill development in students in the third year of high school at Unidad Educativa Archidona.

#### Alternative hypothesis ( $H_1$ )

The use of drama affects the speaking skill development in students in the third year of high school at Unidad Educativa Archidona.

**Table 17**

*Wilcoxon signed-ranks test*

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	19 <sup>b</sup>	10,00	190,00
	Ties	1 <sup>c</sup>		
	Total	20		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

**Source:** Hypothesis verification

**Author:** Piedra, S. (2019)

Table 17 provides some information about the comparison of students' scores before and after the treatment in order to determine if the difference between them was by chance or not. The table offers the number, mean rank and sum of ranks. The footnotes allow to know the meaning of the ranks. Therefore, there are 0 negative ranks, 19 positive ranks (post-test score > pre-test score), and just 1 tie (post-test score = pre-test score).

**Table 18**

*Test Statistics Table*

	Post-test – Pre-test
Z	-3,845 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon signed sign test  
b. Based on negative ranges

**Source:** Hypothesis verification

**Author:** Piedra, S. (2019)

Table 18 contains the Wilcoxon statistic "Z" and the "Asymp. Sig. (2-tailed)" value which is 0,000 in this case. Consequently, since the p-value or Asymp. Sig. (2-tailed) is less than 0.05, the null hypothesis is rejected and it can be concluded that the variables compared differ significantly because there is a visible difference in the pre- and post-test scores. This suggests that the treatment with drama contributed to the speaking skill improvement so that the alternative hypothesis is accepted.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Based on the results obtained through the statistical analysis, it was proved that there is a relationship between drama and the speaking skill of students in the third year of high school at Unidad Educativa Archidona because drama facilitates speaking practice and improvisation through interaction with their peers. Thus, it stimulates and strengthens their oral expression to communicate effectively in English.

There are enough theoretical contributions made by many authors in other studies that evidence that the use of drama techniques such as improvisations, role-plays, imitations, and dialogues, benefit the oral ability development of EFL learners because these techniques are a very complete, dynamic, motivating, pleasant, and integrating for the students. At first these theories allowed to explain, predict, and understand this subject matter and at the end, they sustained the results of the present research project.

The results showed that the speaking skill proficiency level in students was very low because the highest score in the pre-test was 13 out of 20 points. The majority of students were not capable of expressing simple ideas, which demonstrated that they did not have a good level of English at the beginning. It could be noticed that they do not learn effectively or do not have frequent oral practice in the classroom, due to the use of inappropriate or poorly applied techniques in English language teaching, and because English teachers focus mostly on theory, but not on practice.

It was found that drama influences positively the speaking skill development since the p-value of the experimental group was less than 0.05 and there is a visible difference in the pre- and post-test scores. Consequently, the use of drama with the experimental group was an effective tool because students showed a great acceptance of it and they enjoyed speaking in English. This favored the speaking skill development and the experimental group's scores improved considerably in relation to the control group. Mostly, they got better scores in grammar and vocabulary and interactive communication.



## **4.2 Recommendations**

Since the teacher is the one who is primarily responsible for diagnosing the students' needs at the beginning of the academic period in order to reinforce the previous knowledge they have and connect it with new content, to guide them towards learning. It is necessary to improve in many aspects, in this case to stimulate the interest in developing the speaking skill in English, the use of effective techniques such as drama should be taken into account, because it encourages students not only to communicate effectively in English, but also to express their ideas, feelings, needs, and desires more fluently and accurately.

English teachers should give more importance to the speaking skill and encourage interactive communication among students. They should dedicate significant time to prepare excellent material and activities to make students practice and improve this skill during English lessons. Therefore, drama is a good alternative because it enables students to learn in an enjoyable environment by giving them the possibility to express their criteria and ideas in a spoken way while having fun, and helping them overcome their fear of making mistakes or teasing from others, which also facilitates their oral development and makes their verbal communication with other students become more efficient.

English educators ought to consider that each student learns differently since each one uses different strategies, learns at different speed, with greater or lesser efficiency, even if they have the same motivations, the same age or if they are studying the same topic. Therefore, in a communicative class, it must be considered fundamental the use of drama in order to motivate students to create an ideal learning environment which includes very varied elements such as meaningful tasks for the students, recreational activities, competitions, teamwork, etc. so that they can learn with great enthusiasm and achieve an optimal development of their speaking skill.

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**Annexes**

**Annex 1.** Degree Project Proposal



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE IDIOMAS**

**Perfil de investigación previo al informe final de trabajo de graduación y  
obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés.**

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**“DRAMA AND THE SPEAKING SKILL”**

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**Author:** Sadi Nohemí Piedra Aguirre

Ambato – Ecuador

2019

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## **A. GENERAL INFORMATION**

MODALITY: On campus

AUTHOR: Sadi Nohemí Piedra Aguirre

MAJOR: Languages

FIELD: Education

LINE OF RESEARCH: Language teaching (Speaking skill)

ACADEMIC PERIOD: September 2019 – January 2020

PLACE AND DATE OF PRESENTATION: Ambato, September 17<sup>th</sup>, 2019

## **B. CONTENT**

### **1. Theme**

Drama and the speaking skill.

### **2. Justification**

It is worth mentioning that this research project is *important* since the technique to be studied would help to significantly improve the study environment to better develop the speaking skill of students from “Unidad Educativa Archidona”, since it is based primarily on dialogue through the interpretation of roles. In fact, Hutchinson and Walters (1987) consider that communication and learning are the two main elements that nurture the field of English language teaching or, as it is more commonly known, the ELT field, acronym for English Language Teaching (Richards, 1991).

This research is really *interesting* since, as mentioned above, it has great significance and makes a great contribution to “Unidad Educativa Archidona”. In addition, the technique to be investigated has as its main protagonist linguistic expression, which also helps to develop creativity and enthusiasm in students for the reason that drama is considered the basis of theater (Tejerina, 1994).

It is very *original* despite the fact that there are investigations related to the use of drama in the development of speaking English language skill, since this research project will be carried out in an authentic way to avoid taking ideas taken from other sources or violating the copyright rights of other authors, in order to achieve factual results in accordance with the variables.

It is *feasible* because there are other studies and research that show that the drama is a natural means of learning. Natural education is done by practice, doing things, and not by instruction (Cook, 1917). More importantly, it has the support of the authorities from “Unidad Educativa Archidona”, which will facilitate its realization.

### **3. General Objective**

To analyze the relationship between drama and the speaking skill.

### **4. Specific Objectives**

- To establish theoretical support about the use of drama in English learning.
- To diagnose students’ speaking proficiency level of English.
- To evaluate the influence of drama on the speaking skill development.

## **5. Technical - Scientific foundation**

### **Drama**

Drama is a representational art because it gives learners the opportunity to directly represent life experiences. Therefore, it uses language in the form of gesture or dialogue to present or to represent an action. Holden (1982) states that drama is an activity that requires participants to be imaginative to use gestures, movements and verbal expressions to assume the assigned role or character. Nicholson (2000) describes drama as the combination of thought, language and feeling in a variety of creative ways; although students can learn by using drama, gaining new knowledge implies creative and personal engagement with the work. Drama is as a great instrument that allow students to express freely, so that the teacher can understand how they see things, how they feel, how they reason, and what they think about what is around them. Moreover, Dodson (2000) considers drama techniques allow students to use language for different purposes as the activities provide rich contexts for students to make use of the language. Lastly, drama is a significant model of learning because it favors self-confidence, personality formation, cognitive development, and emotional potential. In addition, these activities contribute to direct communication and help to improve it, since it enables communication as well as coexistence and respect for others.

### **Models for drama**

According to Byron (1986) there are three models for drama: exploratory, illustrative and expressive. First of all, the exploratory model is the most common in classrooms and therefore, it is the most widely known among students. Teachers use this model for students to explore new experiences and to examine their own problems with a new perspective. Secondly, the illustrative model enables students to analyze their own inner meaning by means of their mental power, body and voice. This model allows students to use dramatic action to see what they have in common with other people and to understand personal relationships. Finally, the expressive model has a socially practical significance since it is used to communicate ideas through interaction with others.



## **Drama techniques**

According to the methodological principles, drama techniques are based on the Communicative Approach. As Larsen-Freeman (1990) remarks, the principal goal of such approach is not focused on the linguistic accuracy, but rather on making students communicate in the target language with fluency. Therefore, there are drama techniques such as dramatization, improvisation, mime, role-play, imitation, monologue, and dialogue, which are briefly described below.

### **Mime**

Dougill (1987) defines the mime as a nonverbal representation of an idea or story by using gestures, body movements, and facial expressions. This technique emphasizes paralinguistic features of communication and helps learners build up their confidence because they have to do things or act in front of one another without using words. It also helps students to develop their imagination and to become more enthusiastic about learning. Although spoken language is not used during this activity, the mime can stimulate language production before or after it.

### **Dramatization**

Tejerina (2004) states, dramatization is an activity that uses the theatrical practice as a playful tool, oriented itself and without external projection. It is a collection of practices in the service of the creative expression and full development of the individual. Furthermore, Demircioglu (2010) believes that in drama the learner is both participant and observer, playing a role while interacting with others. In addition, according to Peregoy and Boyle (2008), dramatization provides students with a variety of contextualized and scaffold activities that have a lot of fun, but that gradually take in more participation and more oral language proficiency.

## Role play

It involves being an imaginary character in a hypothetical situation. It consists of the representation of specific characters which are assigned in advance, in order to act out or illustrate experiences that lead students to take the role to learn skills and attitude changes, in different situations and perspectives, according to the behavior of each actor according to the role they play. Blatner (2009) states, role plays help students to become more interested and involved, especially by applying knowledge to action, by solving problems, looking for alternatives or original solutions. Moreover, role plays enable students to practice language and to get prepared for possible future life situations. As Kodotchigova (2002) suggests role plays prepare students not only for speaking in a foreign language, but also in another cultural and social context.

## Simulation

According to Sturtridge (1984), in a simulation the participant is given a task to perform or a problem to solve; the contextual information and the setting of the problem is simulated. Therefore, it is a technique in which students discuss a problem within a defined setting or a specific situation. Simulation exercises are interactive and create an environment in which learners are involved in a personally meaningful activity because they can play themselves or somebody else. Consequently, students learn how to function in a social situation in real life and how to cope with different situations like shopping, turning down a request for a date or a party, convincing others, arguing opinions, analyzing situations, among others.

## Imitation

Imitation to some extent is a reflection of an action in real life. It is close to reality but it is not reality. In imitation, students assume a role or take on the personality of the person they are imitating. An imitation therefore involves an illusion of the reality and a willing suspension of disbelief in order to make the action credible.

## Improvisation

Hodgson and Richards (1974) define this term as an unscripted, unrehearsed and spontaneous response to an unexpected situation. Improvisation is an excellent technique to motivate learners to express their ideas and opinions freely and spontaneously since it gives them many possibilities to participate and gain confidence. Therefore, improvisation not only enables students to improve their linguistic communication skills, but also and especially their self-confidence.

## Monologue

A monologue is generally a single person making a speech that is given directly to the audience to reveal inner thoughts or intentions. The speech can be formal or informal, funny or serious; but it is almost always significant in both length and purpose. Typically, a monologue occurs in a scene where the character is alone and is talking to nobody in particular apart from the audience/viewer.

## Dialogue

It is the exchange of spoken words between two or more characters. It allows to communicate ideas, thoughts and opinions efficiently. Thus, this technique not only permits to convey a message, but to engage in a conversation with others in order to know and/or understand their beliefs, needs and their way of thinking as well.

## **Drama to develop the speaking skill in EFL teaching**

Drama is both interactive and collaborative and is concerned with the development of the whole learner: emotionally, physically, intellectually, imaginatively, artistically, and socially. It provides diverse opportunities to express experiences, reformulate ideas and explore language in a unique way through a process of acting out. Accordingly, drama enables all learners to be heard and valued, since it provides them with appropriate support to share and gain knowledge. That is why drama techniques can be used as an innovative method in teaching English as a foreign language, of course, with an emphasis on the use of the communicative approach in

language teaching. According to Richards (1985), the communicative approach thus emphasizes that the goal of language learning is the communicative competence, which refers not only to the knowledge of grammatical rules of a language and how to form grammatical sentences, but also to know when, where and to whom to use these sentences in a speech community. As a form of communication methodology, drama provides the opportunity for the student to use language meaningfully and appropriately. Drama is an important means to stimulate students' ability to use their knowledge because they need to identify different ways of reacting to various situations by experiencing new behaviors in a climate of limited risk, since it is not a real situation. Moreover, drama techniques can be used to extend, retain and reinforce vocabulary and therefore, improve oral communication. This attempts to prepare learners for real-life situations and makes learning a foreign language more enjoyable and meaningful.

The drama techniques mentioned above are focused on encouraging students to increase their confidence, developing the speaking skill and therefore, acquiring fluency. These techniques are based on the communicative approach and include activities in pairs or in groups, in which learners require cooperation among them. Wessels (1987) considers that drama activities in general have a positive impact on language learners because they promote acquisition of meaningful and fluent interaction in the target language along with the assimilation of a whole range of pronunciation and prosodic-features in a fully contextualized manner. However, Maley and Duff (1982) remark teachers are the key for these activities to succeed because these activities must be efficiently planned, introduced, explained and exemplified, before being performed by students. This implies that learners need to be constantly guided towards such activities in order to grow their self-confidence and language ability (Dougill, 1987). Undeniably, drama enables to create an ideal learning environment, both for students and for the teacher, when it includes very varied elements, techniques, and recreational activities to enhance students' motivation to speak in a foreign language.

## 6. Methodology

This research project is quantitative and qualitative. It is quantitative because it is carried out through the use of statistical methods in order to verify the feasibility of the hypothesis and the results are interpreted through the use of tables and graphs. On the other hand, it is qualitative because it aims to describe, explain, and ascertain phenomena (Hernández, 2014). This research is very reflective and some data collection strategies are applied in order to explain in deep the relationship between the two variables.

This project is based on field research since it will be done precisely in the place of the scene with all the students from third semester of PINE to obtain information according to the objectives of the project. Moreover, this research is bibliographic because it is based on the reasoning of various authors found in books, magazines, newspapers, monographs, and publications. Finally, it is experimental in order to check how the independent variable affects the dependent variable. This process involves three phases, however, it is mainly framed by a pre-test (PET) in order to evaluate the initial English-speaking levels of the participants and a post-test (PET) as the main research tool to evaluate the effectiveness of this teaching strategy.

## 7. Resources

Institutional	Human	Material	Economic
<ul style="list-style-type: none"> <li>• Universidad Técnica de Ambato</li> <li>• Faculty of Human Sciences and Education</li> <li>• Libraries</li> <li>• Educational field</li> <li>• Ministry of Education</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher</li> <li>• Tutor</li> <li>• Authorities and professors from PINE and Languages career</li> <li>• Students from PINE</li> </ul>	<ul style="list-style-type: none"> <li>• Office supplies (sheets, folders, pens, markers, books)</li> <li>• Technological material (computer, flash memory)</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Printed material</li> </ul>

## 8. Timeline

ACTIVITIES	MONTHS																			
	1				2				3				4				5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Theme selection and approval.	■	■																		
2. Elaboration and presentation of project proposal.			■	■																
3. Elaboration of chapter I.					■	■														
4. Elaboration of chapter II.							■	■												
5. Elaboration of chapter III.									■	■										
6. Elaboration of chapter IV.											■	■								
7. Elaboration of Reference material..													■	■						
8. Presentation and revision of the Final Report of the research project													■	■	■	■				
9. Final edition.																			■	
10. Dissertation.																				■

## 9. Bibliography

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## 10. Annexes

### Preliminary English Test for Schools Speaking Test

#### Part 1 (2-3 minutes)

<p><i>Phase 1</i> <b>Interlocutor</b></p> <p><b>A/B</b> Good morning / afternoon / evening. Can I have your mark sheets, please?</p> <p><i>(Hand over the mark sheets to the Assessor.)</i></p> <p><b>A/B</b> I'm ..... and this is ..... He / she is just going to listen to us.</p> <p><b>A</b> Now, what's your name? Thank you.</p> <p><b>B</b> And what's your name? Thank you.</p>	
<b>Back-up prompts</b>	
<p><b>B</b> Candidate B, what's your surname? How do you spell it?</p> <p>Thank you.</p>	<p>How do you write your family / second name?</p>
<p><b>A</b> And, Candidate A, what's your surname? How do you spell it?</p> <p>Thank you.</p>	<p>How do you write your family / second name?</p>
<p><i>(Ask the following questions. Ask Candidate A first.)</i></p> <p>Where do you live / come from?</p> <p>Do you study English at school? Do you like it?</p> <p>Thank you.</p> <p><i>(Repeat for Candidate B.)</i></p>	<p>Do you live in ...?</p> <p>Do you have English lessons?</p>
<p><i>Phase 2</i> <b>Interlocutor</b></p> <p><i>(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)</i></p> <p>What's your favourite school subject? Why?</p> <p>Tell us about your English teacher.</p> <p>What do you enjoy doing in your free time?</p> <p>Tell us about your family.</p> <p>Thank you.</p>	

#### Source:

[http://www.zkouskypark.cz/uploads/ckfinder/userfiles/files/zkcentrum/informa%C4%8Dn%C3%AD%20materi%C3%A1ly/PET%20for%20schools/PET\\_schl\\_Spk\\_Sample\\_Paper.pdf](http://www.zkouskypark.cz/uploads/ckfinder/userfiles/files/zkcentrum/informa%C4%8Dn%C3%AD%20materi%C3%A1ly/PET%20for%20schools/PET_schl_Spk_Sample_Paper.pdf)



## Annex 2. Approval of degree project proposal



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
SECRETARÍA DE FACULTAD  
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 410-021 / Casilla 101  
Ambato-Ecuador

Ambato 30 septiembre 2019  
Res. N° FCHE-CD-2634-2019

Señores/as  
Piedra Aguirre Sadi Nohemi  
Estudiante de la Carrera de Idiomas, Modalidad presencial  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 septiembre de 2019, en atención al informe favorable de los profesores evaluadores Mg. Cristina Jordán Y Mg. Dorys Cumbe, sobre el tema: "DRAMA AND THE SPEAKING SKILL" por usted propuesto resuelve:

DESIGNAR A LA DOCENTE MG. MARBELLA ESCALANTE COMO TUTOR DE LA PROPUESTA DEL PERFIL DEL TRABAJO DE TITULACIÓN QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL ART.15 DEL REGLAMENTO PARA LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL DE GRADO DICE: " El tiempo para el desarrollo del trabajo de Titulación.- El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la opción de titulación escogida en el periodo académico de culminación de estudios (es decir aquel en el que el estudiante se matriculó en todas las actividades académicas que requiera aprobar para concluir su carrera o programa) si el estudiante concluye con el trabajo de titulación podrá presentarlo en cualquier momento de ciclo académico destinado a la titulación. Se entenderá que el estudiante concluye y aprueba el trabajo de titulación únicamente cuando haya realizado la sustentación de este. Para tal efecto el estudiante podrá entregar su trabajo final (informe final del trabajo de titulación) 45 días antes de la culminación del ciclo académico destinado a la titulación o a las prorrogas respectivas. Además se deberá tomar en cuenta lo determinado en el Reglamento de Régimen Académico vigente y Normativa Legal aplicable para el efecto;

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOMA EN CUENTA LA REDACCIÓN; ORTOGRAFIA Y EL NOMBRE CORRECTO DE LA CARRERA

Atentamente,

Dr. Mg. Víctor Hernández del Salto  
PRESIDENTE

CC: DIRECTOR DE PROYECTO Adj: Proyecto  
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL  
ARCHIVO NUMERICO CONSEJO DIRECTIVO  
CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

**Annex 3. Commitment Letter (High School)**

**CARTA DE COMPROMISO**

Ambato, 26 de septiembre de 2019

Doctor  
Marcelo Núñez  
Presidente  
Unidad de Titulación  
Carrera de Idiomas  
Facultad de Ciencias Humanas y de Educación

Magister Jaime Ramón Huaca Lata, en mi calidad de Rector de la Unidad Educativa "Archidona", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**DRAMA AND THE SPEAKING SKILL**" propuesto por la estudiante Piedra Aguirre Sadi Nohemí, portadora de la Cédula de Ciudadanía N° 1500896376, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Jaime Ramón Huaca Lata  
RECTOR DE LA UNIDAD EDUCATIVA ARCHIDONA  
C.I. 1500247398  
(06) 2889170  
0987721583  
[jahua800@yahoo.es](mailto:jahua800@yahoo.es)



## Annex 4. Instrument for Pre-Test (KET - Speaking part)

### Key English Test for Schools Speaking Test

#### Part 1 5 – 6 minutes

In this part of the Speaking test, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family, etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

#### *Greetings and introductions*

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

#### *Giving information about place of origin, occupation, studies*

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

#### *Giving general information about self*

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

#### *Extended response*

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

#### QUESTIONS:

- What's your name?
- What's your surname?
- How do you spell it?
- How old are you?
- Where do you live?
- Where do you study?
- Do you enjoy studying English? Why? Why not?
- Tell me about your family
- What are your hobbies?
- What is your favorite color?
- What is your favorite Singer?
- What do you do on weekends?

#### Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

Candidate A, there is some information about a skateboarding competition. Candidate B, you don't know anything about the skateboarding competition, so ask A some questions about it. Now B, ask A your questions about the skateboarding competition and A, you answer them.

Candidate A – your answers

Candidate B – your questions


**Skateboarding Competition**  
for anyone 11 – 15 years old

at  
**Green Park**  
20 June



**1<sup>st</sup> prize**  
New Skateboard  
visit [www.citynews.com](http://www.citynews.com) for more  
information

**Skateboarding Competition**



- ♦ where ?
- ♦ for children ?
- ♦ date ?
- ♦ website ?
- ♦ what / win ?


The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a theatre school.

Candidate B, here is some information about a theatre school. Candidate A, you don't know anything about the theatre school, so ask B some questions about it. Now A, ask B your questions about the theatre school and B, you answer them.

Candidate B – your answers

Candidate A – your questions

**"Lenny Grade"**



Theatre School  
22 High Street


**We'll teach you to act, sing and dance!**

Classes 3 to 5 p.m. Every Saturday

Fee: £35 a month

Visit: [www.theatre.com](http://www.theatre.com)

**Theatre school**



- ♦ name / school ?
- ♦ what / learn ?
- ♦ when / classes ?
- ♦ cost ?
- ♦ address ?

Source: [https://www.cambridge-exams.ch/sites/default/files/ket\\_sSpeaking.pdf](https://www.cambridge-exams.ch/sites/default/files/ket_sSpeaking.pdf)

## Annex 5. Instrument for Post-Test (KET - Speaking part)

### Key English Test for Schools Speaking Test

#### Part 1 5 – 6 minutes

In this part of the Speaking test, each candidate interacts with the interlocutor, using the language normally associated with meeting people for the first time, giving factual information of a personal kind, for example, name, place of origin, study, family, etc. Candidates are also expected to be able to talk about their daily life, interests, likes, etc.

#### *Greetings and introductions*

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

#### *Giving information about place of origin, occupation, studies*

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies/work.

#### *Giving general information about self*

The interlocutor asks candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

#### *Extended response*

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

#### QUESTIONS:

- What's your name?
- How old are you?
- Where are you from?
- Do you like to study?
- How many brothers/sisters do you have?
- What is your best friend's name?
- What is your favorite subject?
- What do you do in your free time?

#### Part 2 3 – 4 minutes (Prompt card activity)

Prompt cards are used to stimulate questions and answers of a non-personal kind. The interlocutor reads out instructions and gives a question card to one candidate and an answer card to the other. After the candidates have asked and answered the questions, they change roles, as in the example below.

The interlocutor reads out these instructions and gives a question card to Candidate B and an answer card to Candidate A.

**Candidate A, there is some information about a museum.  
Candidate B, you don't know anything about the museum,  
so ask A some questions about it. Now B, ask A your  
questions about the museum and A, you answer them.**

Candidate A – your answers

Candidate B – your questions

**SANDON AIR MUSEUM**



More than 70 aeroplanes to look at  
**OPEN DAILY 10 am – 6 pm**  
Shop with books and postcards  
Large free car park

Tickets: Adults £8.00  
Students £5.00

**MUSEUM**

- ♦ what / see?
- ♦ open / weekends?
- ♦ student ticket? £ ?
- ♦ car park?
- ♦ buy / postcard?


The examiner will stop the interaction after 4 or 5 questions have been asked and answered. A different set of prompt cards is then given out, so that Candidate A has the opportunity to ask questions and Candidate B to answer them. In this example, the questions are about a theatre school.

**Candidate B, here is some information about a bookshop.  
Candidate A, you don't know anything about the bookshop,  
so ask B some questions about it. Now A, ask B your questions  
about the bookshop and B, you answer them.**

Candidate B - your answers.

Candidate A - your questions.

**WORLD BOOKS**  
212 Main Street



**Largest bookshop in the country**  
*Get your travel books here*

Monday – Saturday 10.00 am – 8.00 pm  
Sunday 12.30 pm – 8.00 pm

Tel: 724 399

**BOOKSHOP**

- ♦ address ?
- ♦ big / small ?
- ♦ closed / Sundays ?
- ♦ sell / travel books ?
- ♦ telephone number ?

Source:

<https://cambridge.fundacioudg.org/pujades/files/cambridge%20english%20key%20handbook%20for%20teachers.pdf>

## Annex 6. Scoring Rubric for Speaking Skill

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

A2	Global Achievement
5	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short - words or phrases - with frequent hesitation and pauses.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Has difficulty conveying basic meaning even in very familiar everyday situations. Responses are limited to short phrases or isolated words with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>

### Source:

<https://cambridge.fundacioudg.org/pujades/files/cambridge%20english%20key%20handbook%20for%20teachers.pdf>

Annex 7. Lesson Planning

UNIDAD EDUCATIVA ARCHIDONA		
LESSON PLAN 1		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Personal Information		<b>DATE:</b> October 1 <sup>st</sup> , 2019
<b>AIM:</b> To develop students' ability to give personal information in conversations.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Use expressions in simple communicative situations.</li> <li>• Speak with confidence and fluency</li> <li>• Engage in a small talk.</li> </ul>		
<b>MATERIALS:</b> Board, pens, markers, ball, poster.		
LESSON PROCEDURE		TIME
<b>Warmer - Game</b> <ul style="list-style-type: none"> <li>• T. greets the students as they enter the classroom and gestures for them to sit down. Then, T. writes the agenda on the board.</li> <li>• When everyone has sat down and is ready, T. says, "My name is ..."</li> <li>• T. tells everyone to stand up and form a circle. Takes a ball, hold it and say their name. Then, T. throws the ball to one student and they say their name. Students throw the ball around randomly, saying their name each time they catch the ball.</li> </ul>		15 minutes
<b>ACTIVITY – Making questions</b> <ul style="list-style-type: none"> <li>• T. draws a little woman on the board and writes her name under it. Then writes some personal information around the board, such as: age, hometown, pet, favorite food/color/drink, brothers, sisters, among others. The idea is to make students guess what these answers relate to and what the question is for each answer. As T. elicits and helps, writes the questions on the board until all the questions are there.</li> </ul>		15 minutes
<b>CLOSING ACTIVITY - Dialogue</b> <ul style="list-style-type: none"> <li>• T. asks students to draw a stick man / woman on a piece of paper with their name underneath, and write down their answers to the questions on the board - basically doing the same thing as they did on the board.</li> <li>• T. puts students in pairs and makes them practice asking and answering the questions about themselves. As they do this T. monitors, helping out with mistakes and pronunciation, and always give lots of praise.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance Assessment		



TEACHER'S SIGNATURE



UNIDAD EDUCATIVA ARCHIDONA		
LESSON PLAN 2		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Personal Information		<b>DATE:</b> October 15 <sup>th</sup> , 2019
<b>AIM:</b> To develop students' ability to give personal information in an interview.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Use expressions in an interview.</li> <li>• Answer to Wh-questions.</li> <li>• Speak with confidence and fluency.</li> </ul>		
<b>MATERIALS:</b> Board, pens, markers, worksheet.		
LESSON PROCEDURE		TIME
<b>Warmer - Game</b> <ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board</li> <li>• T. asks students to work in pairs and find three things that they have in common and then report back to the class. For example: <i>three thing/sports/food they like or dislike.</i></li> </ul>		10 minutes
<b>ACTIVITY – Interview</b> <ul style="list-style-type: none"> <li>• Students are divided into two groups (A and B) and each student is given a corresponding worksheet (<b>resource 1</b>). Working alone, students complete the personal information questions on their worksheet with question words. When the students have finished, the answers are checked with each group (A or B).</li> <li>• Each student then pairs up with someone from the other group. Students take it in turns to interview the classmate with the personal information questions on their worksheet and note down the answers in the spaces provided. Afterwards, students tell the class what they found out about their partner.</li> </ul>		20 minutes
<b>CLOSING ACTIVITY – Imitation</b> <ul style="list-style-type: none"> <li>• T. divides the class into two groups (A and B). The students from group A are given an identity card (<b>resource 2</b>) and they have to take on the identity of the person on it. The students from group B then go around the class and ask personal information questions To Students from group A e.g. <i>'What's your name?' 'Where do you live?'</i>. This process continues until the students have spoken to everyone in the other group.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance Assessment		


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**TEACHER'S SIGNATURE**

## Resource 1

### Student A

A. Complete each personal information question below with a question word.

#### Personal information questions

#### Your partner's answers

\_\_\_\_\_ do you spell your name?

\_\_\_\_\_

\_\_\_\_\_ do you live?

\_\_\_\_\_

\_\_\_\_\_ old are you?

\_\_\_\_\_

\_\_\_\_\_ time do you usually wake up?

\_\_\_\_\_

\_\_\_\_\_ is your favourite film?

\_\_\_\_\_

\_\_\_\_\_ is your birthday?

\_\_\_\_\_

\_\_\_\_\_ tall are you?

\_\_\_\_\_

\_\_\_\_\_ is your best friend?

\_\_\_\_\_

\_\_\_\_\_ is your email address?

\_\_\_\_\_

\_\_\_\_\_ do you study English?

\_\_\_\_\_

B. Now, take it in turns to ask your partner the questions and note down his or her answers in the spaces provided.



### Student B

A. Complete each personal information question below with a question word.

#### Personal information questions

#### Your partner's answers

\_\_\_\_\_ is your name?

\_\_\_\_\_

\_\_\_\_\_ is your hometown?

\_\_\_\_\_

\_\_\_\_\_ are your hobbies?

\_\_\_\_\_

\_\_\_\_\_ do you live with?

\_\_\_\_\_

\_\_\_\_\_ have you studied English?

\_\_\_\_\_

\_\_\_\_\_ do you play sport?

\_\_\_\_\_

\_\_\_\_\_ is your favourite place?

\_\_\_\_\_

\_\_\_\_\_ time do you usually go to bed?

\_\_\_\_\_

\_\_\_\_\_ do you eat for breakfast?

\_\_\_\_\_






\_\_\_\_\_ do you come to class?

\_\_\_\_\_

B. Now, take it in turns to ask your partner the questions and note down his or her answers in the spaces provided.

Source: <https://www.teach-this.com/images/preview-functional/personal-information/interview-question-words.png>

## Resource 2

 <p><b>Jay Wong</b> You are 26 years old. You are a photographer. You come from China. You live in Beijing. You have 1 brother.</p>	 <p><b>Danika Stuber</b> You are 31 years old. You are a childcare worker. You come from Brazil. You live in São Paulo. You have 2 sisters.</p>
 <p><b>Ora Santo</b> You are 24 years old. You are a physical therapist. You come from Mexico. You live in Tijuana. You have 1 sister.</p>	 <p><b>Zane Kutzmark</b> You are 30 years old. You are a fitness trainer. You come from New Zealand. You live in Auckland. You have 1 brother and 1 sister.</p>
 <p><b>Christian Johansson</b> You are 36 years old. You are a paramedic. You come from Denmark. You live in Copenhagen. You have 2 brothers and 1 sister.</p>	 <p><b>Carlene Huber</b> You are 41 years old. You are a reporter. You come from Germany. You live in Paris. You have 2 brothers.</p>
 <p><b>Gabi Morvay</b> You are 45 years old. You are a historian. You come from South Africa. You live in Cape Town. You have no brothers or sisters.</p>	 <p><b>Elliot Richmond</b> You are 35 years old. You are an English teacher. You come from England. You live in Thailand. You have 1 sister.</p>
 <p><b>Kerry Grace</b> You are 23 years old. You are an event planner. You come from Ireland. You live in London. You have 2 brothers and 2 sisters.</p>	 <p><b>Jill Lin</b> You are 39 years old. You are a microbiologist. You come from Japan. You live in Osaka. You have 3 brothers.</p>
 <p><b>Delmar Rushton</b> You are 29 years old. You are a secretary. You come from Australia. You live in Perth. You have 3 sisters.</p>	 <p><b>Tory Snow</b> You are 33 years old. You are an IT manager. You come from Peru. You live in Lima. You have no brothers or sisters.</p>
 <p><b>Alex Nagasawa</b> You are 28 years old. You are an electrician. You come from Vietnam. You live in Ho Chi Minh. You have 2 sisters.</p>	 <p><b>Selma Rovida</b> You are 42 years old. You are an architect. You come from Spain. You live in Madrid. You have 1 brother.</p>
 <p><b>Arlee Chin</b> You are 25 years old. You are a cashier. You come from Taiwan. You live in Taipei. You have 2 brothers.</p>	 <p><b>Ryan Sattely</b> You are 36 years old. You are a web developer. You come from France. You live in Lyon. You have 1 brother and 2 sisters.</p>

Source: <https://www.teach-this.com/images/preview-functional/personal-information/missing-details.png>

<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 3</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Daily routines		<b>DATE:</b> October 16 <sup>th</sup> , 2019
<b>AIM:</b> To make students talk about routines using simple present.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Talk about routines by using different action verbs.</li> <li>• Talk about routines by using time expressions.</li> <li>• Talk about other person's routines.</li> </ul>		
<b>MATERIALS:</b> Board, markers.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<p><b>Warmer – Game</b></p> <ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. starts the class with a game.</li> <li>• Students have to roll a story according to what the T. says, for example: <i>sing a song in your bedroom; jump in the gym.</i></li> </ul>		10 minutes
<p><b>ACTIVITY – Dialogue</b></p> <ul style="list-style-type: none"> <li>• T. draws a vertical and horizontal line on the board to create 4 equal squares and titles each square with "in the morning", "in the afternoon", "in the evening" and "at night".</li> <li>• T. makes students copy the chart into their notebooks or onto a sheet of paper and write some actions they usually do at each time of the day.</li> <li>• T. puts students in pairs and gets them to swap charts. Students test each other on the times they do things.</li> </ul>		20 minutes
<p><b>CLOSING ACTIVITY – Role play</b></p> <ul style="list-style-type: none"> <li>• Students use their charts to make a short play. For each pair, one student will act out their day whilst the other is the narrator (using the verbs from the chart to make complete actions).</li> <li>• T. gives each pair of students 5 minutes to practice before coming up to the front of the class and acting out their daily routines,</li> <li>• At the end, T. gets everyone to vote for their favorite play.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance assessment.		



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**TEACHER'S SIGNATURE**

<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 4</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Action Verbs		<b>DATE:</b> October 17 <sup>th</sup> , 2019
<b>AIM:</b> To make students talk about activities using simple present.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Create statements in simple present using different action verbs.</li> <li>• Talk about another person's activities.</li> <li>• Use some vocabulary related to action verbs.</li> </ul>		
<b>MATERIALS:</b> Board, markers, worksheets.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Game</b> <ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board.</li> <li>• Then, T. starts the class with a game called "broken telephone". T. asks students to form a chain, then thinks of a sentence and whispers it to the first student. That student then whispers what s/he heard to the next student. When the message reaches the end of the chain that student must speak out loud. Oftentimes the message is completely different when it reaches the end.</li> </ul>		10 minutes
<b>ACTIVITY – Reading</b> <ul style="list-style-type: none"> <li>• T. hands out the worksheets (<b>resource 1</b>) and asks students to complete the activity with the action verbs presented.</li> <li>• T. makes all students say the action verbs to practice pronunciation.</li> <li>• T. gives students a handout (<b>resource 2</b>) about a story in simple present and then, asks them to write some sentences about a classmate on their notebooks.</li> </ul>		20 minutes
<b>CLOSING ACTIVITY – Mime (charades)</b> <ul style="list-style-type: none"> <li>• T. makes students play a game of charades (<b>resource 3</b>). Students take turns acting out action verbs, with no talking or sound effects. Other students try to guess the words, and the student who guesses the most wins.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance assessment.		

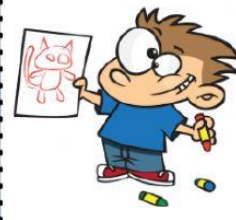


TEACHER'S SIGNATURE

# ACTION VERBS

Write the verbs under the pictures.

Eat Walk Work  
Draw Give Look  
Answer Run Write  
Listen Speak Drink  
Read Play



Source:

[https://es.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Action\\_verbs/Action\\_Verbs\\_-\\_Writing\\_ar5080va](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Action_verbs/Action_Verbs_-_Writing_ar5080va)

## Resource 2

### A story in the Present Simple


#### Lora and Tom

Lora lives in Texas.  
She comes from Mexico.  
She speaks Spanish but she learns English in school.  
She walks to school with Tom every morning.  
He speaks English but he learns Spanish in school.  
Tom and Lora like to walk together.  
Lora helps Tom with Spanish and Tom helps Lora with English.  
On Mondays and Wednesdays Lora and Tom speak only English.  
On Tuesdays and Thursdays they speak only Spanish.  
On Fridays Lora speaks English and Tom speaks Spanish.  
Lora learns English in school but she also learns English from Tom.  
Many people in Texas speak Spanish.  
Lora likes Texas very much.  
She says that the people are very nice and the food is delicious.  
She has many friends.  
They always go out together on Fridays nights.



Source: <https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/story-present-simple/4837>

Resource 3

 <p>eat a banana</p>	 <p>have a shower</p>
 <p>make a phone call</p>	 <p>drink soda</p>
 <p>smoke</p>	 <p>fly a kite</p>
 <p>read a book</p>	 <p>drive a car</p>



<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 5</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Informal speaking		<b>DATE:</b> October 18 <sup>th</sup> , 2019
<b>AIM:</b> To develop students' ability to engage in conversations.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Use facial expressions in simple communicative situations.</li> <li>• Speak with confidence and fluency</li> <li>• Engage in a small talk.</li> </ul>		
<b>MATERIALS:</b> Board, markers, emotions cards, worksheets.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Game</b> <ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board.</li> <li>• T. elicits what people say when they meet (e.g. <i>hi / hello</i>) and writes them up on the board. Then, asks students what other greeting they know.</li> <li>• T. demonstrates saying the greetings in different emotional states: happy, sad, bored, surprised, excited and ask 'how am I feeling?' to elicit emotional vocabulary.</li> <li>• T. puts the students into small groups and gives each group a set of emotion cards (<b>resource 1</b>) face down. Students pick one up in turn and say a greeting using the matching tone for the cards. The first member of the group to guess which emotion is being demonstrated picks a card and says a greeting in the manner of the card.</li> </ul>		10 minutes
<b>ACTIVITY – Dialogue</b> <ul style="list-style-type: none"> <li>• T. hands out <b>resource 2</b> and reads the worksheet with the class. Once they have a good understanding, T. asks them which activities they like.</li> <li>• T. invites them to find someone in the class that likes the same activities as them by asking, '<i>hello, do you like cooking?</i>' and to hold a short conversation using the vocabulary they already know.</li> <li>• T. monitors and supports conversations with minimal corrections to support confidence building.</li> </ul>		15 minutes
<b>CLOSING ACTIVITY - Game</b> <ul style="list-style-type: none"> <li>• T. invites students to stand up, form groups of 4 and sit around a table.</li> <li>• T. hands out <b>resource 3</b> with a dice and instructs them to roll the dice in turn and follow the instructions on the square on which they have landed. E.g. when the student lands on 'interrupt someone' they make a sentence using their chosen subject with an interruption, 'excuse me, 'can you speak more slowly''. The winner is the first person to get to the finish.</li> <li>• T. monitors each group playing the game and mediates when there are disagreements.</li> </ul>		20 minutes
<b>ASSESSMENT:</b> Performance Assessment		



TEACHER SIGNATURE

Resource 1



happy



excited



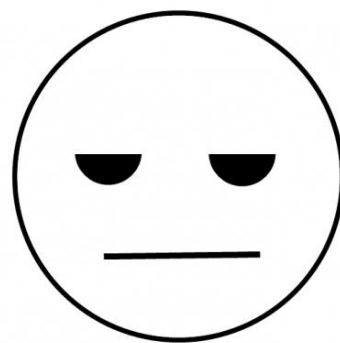
nasty



angry



sad



bored

Resource 2


 <p><b>cooking</b></p>	 <p><b>sports</b></p>
 <p><b>chess</b></p>	 <p><b>snooker/pool</b></p>
 <p><b>music</b></p>	 <p><b>weather</b></p>
 <p><b>film</b></p>	 <p><b>TV</b></p>

List other things that you like here.

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Resource 3

<b>Start and finish</b>	Say a friendly greeting	Move forward 3 spaces	Ask a Wh-question	Ask someone to explain	Say a friendly greeting	<b>Go back to the start</b>
Say a happy greeting						Interrupt someone
Interrupt someone						Ask an open question
Move to the finish						Take another turn
Change the subject						Ask someone about sport
Ask a wh-question						Ask a Wh-question
Interrupt someone						What do you say if you don't understand?
<b>Miss a turn</b>						Interrupt someone

<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 6</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Food likes and dislikes		<b>DATE:</b> October 22 <sup>nd</sup> , 2019
<b>AIM:</b> To make students practice expressing likes and dislikes.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Use vocabulary related to food.</li> <li>• Express their likes and dislikes.</li> </ul>		
<b>MATERIALS:</b> Flash cards, handout, video, computer, projector, speakers.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Game</b>		
<ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. draws a happy face on the right side of the board and a sad face on the left. Next, divides students into two groups and gives each group flash cards (<b>resource 1</b>) containing food drawings for them to stick on the board next to one of the faces according to their preferences.</li> </ul>		10 minutes
<b>ACTIVITY – Video</b>		
<ul style="list-style-type: none"> <li>• T. presents a dinner scene from a movie and makes students repeat the new vocabulary.</li> <li>• T. provides a mini handout (<b>resource 2</b>) to make students practice the vocabulary learned.</li> <li>• T. presents the new topic and explains grammar about how to express food likes and dislikes.</li> <li>• T. makes reference with some examples about those expressions using flash cards.</li> </ul>		20 minutes
<b>CLOSING ACTIVITY – Role play</b>		
<ul style="list-style-type: none"> <li>• Students will make five 'Do you like...?' questions that they can use to interview another student.</li> <li>• T. tells them to use at least one of each type shown previously on the board and correct their work before beginning to act.</li> <li>• Students interview a partner using the questions that they made during the previous exercise.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance assessment.		
<b>Video Link:</b> <a href="https://youtu.be/f1BrQ5GT-Kc">https://youtu.be/f1BrQ5GT-Kc</a>		



TEACHER'S SIGNATURE

Resource 1



spaghetti



chicken



fried potatoes



hotdog



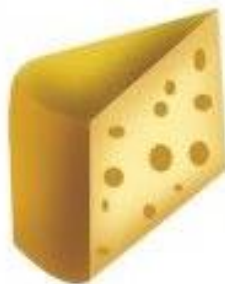
pizza



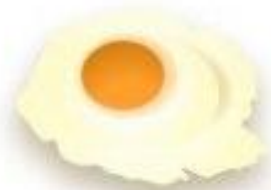
hamburger



sandwich



cheese



fried egg

## Resource 2

1) What meal will they eat?

- a. Breakfast
- b. Snack
- c. Lunch
- d. Dinner

2) What food was in front of Belle?

- a. Sandwich
- b. Soup
- c. Apples
- d. Cookies

3) Where is the clock?

- a. He is in the ice cream.
- b. He is in the hamburger.
- c. He is in the pie.
- d. He is in the pizza.

4)

Put the words in order: The drinks are jumping high.

5) What is making the "snow"?

- a. Salt
- b. Mustard
- c. Mushrooms
- d. Milk

6) Where is the clock?

- a. He is on the jello.
- b. He is above the jello.
- c. He is next to the jello.
- d. He is in the jello.

7) What drink is she serving?

- a. Water
- b. Juice
- c. Tea
- d. Milk

Adapted from: <https://en.islcollective.com/video-lessons/food-be-our-guest-beauty-and-beast-dinner-scene>

UNIDAD EDUCATIVA ARCHIDONA		
LESSON PLAN 7		
TEACHER: Sadi Piedra	COURSE: Third "B"	TIME: 45 minutes
TOPIC: Food and shopping		DATE: October 23 <sup>rd</sup> , 2019
AIM: To make students practice shopping food.		
OBJECTIVES: At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Use vocabulary related to food and drinks.</li> <li>• Use expressions for making requests.</li> <li>• Ask for food and drink items in a shop.</li> </ul>		
MATERIALS: Board, markers, pens, worksheet.		
LESSON PROCEDURE		TIME
<b>Warmer – Game</b>		
<ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. divides students into two groups and asks each student to write food names on the board. The group of students that finishes first wins.</li> </ul>		10 minutes
<b>ACTIVITY – Role play</b>		
<ul style="list-style-type: none"> <li>• T. elicits a situation where a shopkeeper and customer interact. T. does not tell the students what each person would say. Rather, elicits what each character might say. T. asks students if there are other ways of making requests. T. writes the various ways of communicating in a shop on the board.</li> <li>• T. makes students work in pairs. Students take turns asking for the prices of the items using the structures on the board.</li> <li>• Next, T. puts students into different pairs to perform a shopping role play activity. One student has a shopping list (<b>resource 1</b>) and the other student has a shop card (<b>resource 2</b>). The shoppers ask the price of the items on their list to the shopkeeper, noting down the prices on their shopping list. When they finish, the students swap roles and repeat the activity.</li> </ul>		25 minutes
<b>CLOSING ACTIVITY – Writing</b>		
<ul style="list-style-type: none"> <li>• T. provides students with a worksheet (<b>resource 3</b>) containing a dialogue to complete with the expressions learned.</li> </ul>		10 minutes
ASSESSMENT: Performance assessment.		



TEACHER'S SIGNATURE



Resource 1



The graphic features a vertical column of food illustrations on the left side, including a bowl of soup, a loaf of bread, a carrot, a jar of peanut butter, a fish, a watermelon slice, a mushroom, a slice of cheese, a carton of milk, a piece of meat, a loaf of bread, an apple, a carton of eggs, a bunch of bananas, and a sausage. To the right of the illustrations is the title "Shopping list" in a large, black, cursive font. Below the title is a checklist with 12 items, each preceded by a small square checkbox and followed by a horizontal line for writing.

*Shopping list*

- Eggs* \_\_\_\_\_
- Watermelon* \_\_\_\_\_
- Butter* \_\_\_\_\_
- Bread* \_\_\_\_\_
- Banana* \_\_\_\_\_
- Potato* \_\_\_\_\_
- Peanut Butter* \_\_\_\_\_
- Apples* \_\_\_\_\_
- Milk* \_\_\_\_\_
- Cheese* \_\_\_\_\_
- Lettuce* \_\_\_\_\_

Resource 2



The graphic features the same vertical column of food illustrations as Resource 1. To the right is the title "Shopping Card" in a large, black, cursive font. Below the title is a checklist with 12 items, each preceded by a small square checkbox, followed by the item name, a price, and a horizontal line for writing.

*Shopping Card*

- Apples* \$0.50 \_\_\_\_\_
- Milk* \$1.00 \_\_\_\_\_
- Cheese* \$2.50 \_\_\_\_\_
- Bread* \$0.20 \_\_\_\_\_
- Banana* \$0.10 \_\_\_\_\_
- Potato* \$0.20 \_\_\_\_\_
- Peanut Butter* \$3.00 \_\_\_\_\_
- Eggs* \$0.15 \_\_\_\_\_
- Watermelon* \$3.00 \_\_\_\_\_
- Butter* \$1.50 \_\_\_\_\_
- Lettuce* \$0.50 \_\_\_\_\_

**Resource 3**

**Shopper:** Good Morning!

**Shopkeeper:** \_\_\_\_\_

**Shopper:** Could I have some \_\_\_\_\_

**Shopkeeper:** How \_\_\_\_\_ would you like?

**Shopper:** I'd like \_\_\_\_\_, please.

**Shopkeeper:** Here you are. Would you like some \_\_\_\_\_?

**Shopper:** Ok. Give me \_\_\_\_\_, please.

**Shopkeeper:** Here you are.

**Shopper:** How much is that?

**Shopkeeper:** That's \$ \_\_\_\_\_

**Shopper:** Here you are.

**Shopkeeper:** Thank you.

<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 8</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Parts of the body		<b>DATE:</b> October 24 <sup>th</sup> , 2019
<b>AIM:</b> To make students practice the language, using vocabulary related to the parts of the body.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Recognize the parts of the body.</li> <li>• Pronounce the parts of the body.</li> <li>• Follow instructions in order to describe the parts of the body.</li> </ul>		
<b>MATERIALS:</b> Board, pens, markers, video, computer, projector, speakers.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Video</b>		
<ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. presents a video of a song about the parts of the body and asks students to imitate gestures from the video.</li> </ul>		10 minutes
<b>ACTIVITY – Mime</b>		
<ul style="list-style-type: none"> <li>• T. divides students into small groups. Each group is given a set of different names of famous people (politicians, singers, actors, actresses, among others).</li> <li>• The subgroups have to send a member to provide the physical characteristics of the famous person they got on the paper.</li> <li>• Students can only use gestures, no spoken language is permitted. They are allowed to provide at least six characteristics, if the group doesn't guess the name after those six characteristics, they can pass to the next famous name.</li> </ul>		20 minutes
<b>CLOSING ACTIVITY - Game</b>		
<ul style="list-style-type: none"> <li>• T. makes students play the game "Simon says" to remember and continue practicing the parts of the body.</li> <li>• T. makes the students who failed during the game say all the parts of the body that they have learned in front of the class.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance assessment.		
<b>Video Link:</b> <a href="https://youtu.be/h4eueDYPTIg">https://youtu.be/h4eueDYPTIg</a>		



TEACHER'S SIGNATURE

UNIDAD EDUCATIVA ARCHIDONA		
LESSON PLAN 9		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> Going to the doctor		<b>DATE:</b> October 25 <sup>th</sup> , 2019
<b>AIM:</b> To make students practice talking about pain, using body parts vocabulary.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Use vocabulary related to health problems.</li> <li>• Understand vocabulary they might encounter when visiting a doctor:</li> <li>• Respond to various commands that they might encounter at the doctor.</li> </ul>		
<b>MATERIALS:</b> Board, pens, markers, flash cards, handout, worksheet.		
LESSON PROCEDURE		TIME
<b>Warmer – Game</b> <ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. make students form groups of 4 to play the Word Jumble Race game in order to encourage teamwork.</li> <li>• Students form words (related to health problems) with letters (<b>resource 1</b>) provided by the teacher.</li> </ul>		10 minutes
<b>ACTIVITY – Worksheet</b> <ul style="list-style-type: none"> <li>• T. presents the new topic and explains grammar about how to express medical conditions. T. makes reference with some examples about those expressions on the board.</li> <li>• T. gives students a worksheet (<b>resource 2</b>) to complete and asks students to work individually and complete the table.</li> <li>• Students compare their answers in pairs and then check the answers with the whole class.</li> </ul>		15 minutes
<b>CLOSING ACTIVITY – Dramatization</b> <ul style="list-style-type: none"> <li>• T. divides students into groups of 5 and gives them a handout to complete (<b>resource 3</b>). T. tells them to read the example and note down some ideas for the spaces in blank.</li> <li>• T. asks them to take turns in order to dramatize a visit to the doctor and perform asking the doctor's questions and responding to them.</li> </ul>		20 minutes
<b>ASSESSMENT:</b> Performance assessment.		



TEACHER'S SIGNATURE

Resource 1

<b>h</b>	<b>e</b>	<b>a</b>
<b>d</b>	<b>c</b>	<b>h</b>
<b>e</b>	<b>s</b>	<b>t</b>
<b>o</b>	<b>m</b>	<b>a</b>
<b>r</b>	<b>b</b>	<b>k</b>

## Resource 2

# Language for ...

## visiting the doctor

Ask and answer the following questions with a partner:

- When was the last time you were ill?
- What was wrong with you?
- What did you do?

Complete the medical conditions using these words.

head          foot          arm          back          ear  
stomach          shoulder          leg

a pain in my _____	_____ ache
a pain in my _____	_____ ache
a pain in my _____	_____ ache
a pain in my _____	_____ ache



Adapted from: <http://www.onestopenish.com/language-for-visiting-the-doctor-lesson-plan/555595.article>

Resource 3



### DRAMA ACTIVITY

**Ex** : Patient:Ouch!

Doctor:What is the matter?

Patient:My head hurts!

Doctor:Oh,dear!Let me see.

Patient:Right here,doctor.

Doctor:Get well soon!

A- Patient:Ouch!

Doctor:.....?

Patient:My leg hurts!

Doctor:Oh,dear!Let me see.

Patient:Right here,doctor.

Doctor:Get well soon!

B- Patient:Ouch!

Doctor:What is the matter?

Patient:My head hurts!

Doctor:Oh, dear!Let me see.

Patient:Right here,doctor.

Doctor:.....!

C- Patient:Ouch!

Doctor:What is the matter?

Patient:.....!

Doctor:Oh,dear!Let me see.

Patient:Right here,doctor.

Doctor:Get well soon!

D- Patient:Ouch!

Doctor:.....?

Patient:.....!

Doctor:Oh,dear!Let me see.

Patient:Right here,doctor.

Doctor:.....!

<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 10</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> What can you do? (Abilities)		<b>DATE:</b> October 29 <sup>th</sup> , 2019
<b>AIM:</b> To make students practice the positive and negative modal verb can to talk about abilities.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Ask and answer questions with the modal verb <i>can</i>.</li> <li>• Recognize when and how to use the modal verbs <i>can</i> and <i>can't</i>.</li> <li>• Talk about the abilities they have by using different action verbs.</li> </ul>		
<b>MATERIALS:</b> Potato, flash cards, video, television, worksheets, board, markers.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Game</b> <ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. starts the class with the Hot Potato game.</li> <li>• T. divides the students into four groups of five and gives each group a potato, explains the rules and starts the game.</li> <li>• T. plays music while players stand in a circle and toss the potato from person to person while music plays.</li> <li>• Students pass the potato clockwise around the group until the music stops. Once the music stops, the student left holding the "hot potato" stands up and performs an action (according to what the others decide from <b>resource 1</b>), for example, <i>reading a book</i>. After it, the student is out and the game continues until one player is left (the winner) in each group.</li> </ul>		15 minutes
<b>ACTIVITY – Video (imitation)</b> <ul style="list-style-type: none"> <li>• T. presents the video of a song called "I can run", but before presenting the video, reviews vocabulary (the actions in the song, which are: run, jump, swim, hop, and skip) by presenting pictures (<b>resource 2</b>) on the board.</li> <li>• T. reminds students they should do the actions on the spot rather than moving around the room. Next, T. plays the video and encourages students to do the actions during the song.</li> <li>• Finally, T. plays the song again and this time, encourages students to sing along as well as imitate the actions.</li> <li>• T. introduces the new topic and explains how to use modal verb can and can't to talk about abilities and how to ask and answer questions using this modal verb, and make students give examples.</li> </ul>		20 minutes
<b>CLOSING ACTIVITY – Monologue</b> <ul style="list-style-type: none"> <li>• T. asks students to design (draw and paint) a superhero with six abilities. After it, each student introduce themselves in front of the class as if they were the superhero by performing a monologue for giving their description. Then, they vote on which one from the rest of the class they like best.</li> </ul>		10 minutes
<b>ASSESSMENT:</b> Performance assessment.		
<b>Video link:</b> <a href="https://www.youtube.com/watch?v=OKn5H1cekvg">https://www.youtube.com/watch?v=OKn5H1cekvg</a>		



TEACHER'S SIGNATURE



Resource 1



Resource 2



<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 11</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> What can you do? (Possibilities)		<b>DATE:</b> October 30 <sup>th</sup> , 2019
<b>AIM:</b> To make students practice the positive and negative modal verb can to talk about possibilities.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Give some solutions to problems using the modal verb <i>can</i>.</li> <li>• Recognize when and how to use the modal verbs <i>can</i> and <i>can't</i>.</li> <li>• Talk about some possibilities using the modal verb <i>can</i>.</li> </ul>		
<b>MATERIALS:</b> Worksheets, board, markers.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Eliciting meaning</b>		
<ul style="list-style-type: none"> <li>• T. writes some sentences on the whiteboard such as “<i>You could learn a thing or two</i>” and asks students to work in pairs to explain what they mean in their own words.</li> <li>• T. monitors students for five minutes, then selects volunteers to explain each sentence. Confirms/corrects meaning and allows students time to write down any notes.</li> </ul>		10 minutes
<b>ACTIVITY – Problem solving task</b>		
<ul style="list-style-type: none"> <li>• T. gives students a handout with some problem scenarios (<b>resource 1</b>) and encourages them to think of a possibility or alternative to solve them.</li> <li>• T. introduces the new use of the modal verb <i>can</i> and explains how to use it to talk about alternatives or possibilities and how to ask and answer questions using this modal verb.</li> <li>• T. encourages students to pass to the front of the class and say their solutions.</li> </ul>		20 minutes
<b>CLOSING ACTIVITY – Improvisation</b>		
<ul style="list-style-type: none"> <li>• T. gives students a handout (<b>resource 2</b>) and asks them to work in pairs using it. They have to imagine that they are going on a day trip and that they need to discuss what they are taking with them and why using the modal verb <i>can</i>, to reach an agreement. This needs to be done without any rehearsal.</li> </ul>		15 minutes
<b>ASSESSMENT:</b> Performance assessment.		



\_\_\_\_\_  
**TEACHER'S SIGNATURE**

## Problem Solving Scenarios

<p>1. Someone else has something that you want.</p>	<p>2. Another student is saying mean things.</p>
<p>3. You ask the teacher for something and he/she tells you "no".</p>	<p>4. You are talking to someone, but they are not listening to you.</p>
<p>5. You need to get someone's attention.</p>	<p>6. You don't want recess to end.</p>

Resource 2



Source: <https://www.teach-this.com/images/preview-parts-of-speech/modals-possibility-certainty/the-day-trip.png>

<b>UNIDAD EDUCATIVA ARCHIDONA</b>		
<b>LESSON PLAN 12</b>		
<b>TEACHER:</b> Sadi Piedra	<b>COURSE:</b> Third "B"	<b>TIME:</b> 45 minutes
<b>TOPIC:</b> "Little Red Hen"		<b>DATE:</b> October 31 <sup>st</sup> , 2019
<b>AIM:</b> To dramatize the story.		
<b>OBJECTIVES:</b> At the end of the class students will be able to: <ul style="list-style-type: none"> <li>• Answer questions about the story.</li> <li>• Recognize and memorize vocabulary about values and morals.</li> <li>• Repeat the dialogues from the story.</li> </ul>		
<b>MATERIALS:</b> Board, markers, book.		
<b>LESSON PROCEDURE</b>		<b>TIME</b>
<b>Warmer – Game</b>		
<ul style="list-style-type: none"> <li>• T. opens the class by greetings students and writes the agenda on the board. Then, T. makes students play hangman to guess the topic of the reading.</li> </ul>		5 minutes
<b>ACTIVITY – Reading</b>		
<ul style="list-style-type: none"> <li>• T. organizes the class in a circle. Then, teacher introduces vocabulary related to the story on the board.</li> <li>• T. presents the topic of the story and starts reading it by using different tone of voice and changing the voice according to the characters. Teacher shows students pictures from the book and makes mimics and gestures while reading the story.</li> <li>• T. asks students questions about what could happen next in the story while reading it. E.g. <i>Is this good or bad? Is the hen sad or happy?</i></li> <li>• After reading the whole story, T. asks students questions about it in order to discover the moral of "The Little Red Hen".</li> </ul>		15 minutes  25 minutes
<b>CLOSING ACTIVITY - Dramatization</b>		
<ul style="list-style-type: none"> <li>• T. makes students recreate the story. T. divides the students into 5 groups. Each group picks a page from the story to perform and T. provides time for them to read it again and practice acting it out. Then have each group perform their part of the story for the rest of the class in the right order.</li> </ul>		
<b>ASSESSMENT:</b> Performance assessment.		



\_\_\_\_\_  
**TEACHER'S SIGNATURE**

# The Little Red Hen, Page 1

## Reader's Theater

Name \_\_\_\_\_ Date \_\_\_\_\_



Welcome to our program, welcome to our show. This is the story of the Little Red Hen, it is a story you all know.



Sit back and relax, please enjoy the time.  
Look, the Little Red Hen just found something fine!



I just found a grain of wheat! We could plant it, grow the wheat, harvest it, and make it into bread! Who will help me plant it?



How do you do that?



You put your rake in, your put your rake out. You do the cokey pokey, and turn that dirt around. That's what its all about.



Not I, I have to sit in the warm sun.



I can't, I have to eat my cheese.



Oh, no, not me. I have to bury my bone.



No way! I have to swim in the pond.



Very, well, I'll do it myself.

## Page 2

Name \_\_\_\_\_



And she did, she planted that little grain of wheat and it grew.



Then it was time to harvest the wheat.



Look, the wheat has grown so tall! Who will help me harvest it?



How do you do that?



You take your scissors and cut and cut. You do the cokey pokey, and you're all done. It is really fun!



Not I, I have to sit in the warm sun.



I can't, I have to eat my cheese.



Oh, no, not me. I have to bury my bone.



No way! I have to swim in the pond.



Very, well, I'll do it myself.

Name \_\_\_\_\_



And she did, the Little Red Hen harvested the wheat by herself.



No one helped her, and then it was time to take the wheat to the mill.



Now that the wheat is harvested, it is time to take it to the mill.



How far away is that?



You pull your wagon for a mile, all the way to the mill. You do the cokey pokey, and wait an hour. Your muscles have to have lots of power.



Not I, I have to sit in the warm sun.



I can't, I have to eat my cheese.



Oh, no, not me. I have to bury my bone.



No way! I have to swim in the pond.



Very, well, I'll do it myself.



Name \_\_\_\_\_



And so she did! The Little Red Hen pulled the wagon a mile to the mill. It was uphill both ways!



Uphill both ways? You really are a story teller. Then it was time to make the bread.



Now we have some lovely flour! Who will help me bake the bread?



How do you do that?



You mix the dough and let it rise, you mix the dough and let it rise. You do the cokey pokey until it is done. Eating it will be fun.



Not I, I have to sit in the warm sun.



I can't, I have to eat my cheese.



Oh, no, not me. I have to bury my bone.



No way! I have to swim in the pond.



Very, well, I'll do it myself.

Name \_\_\_\_\_



And so she did! The Little Red Hen baked the bread all by herself.



The lovely smell of baking bread made all the other animals hungry. They all went in to the kitchen.



Doesn't the baking bread smell good? Are you hungry?



We're starved!



Well, none of you helped me grow the wheat, harvest the wheat, take the flour to the mill which was uphill both ways, or bake the bread.



I was busy sitting in the sun!



I was nibbling on my cheese!



I had to bury my bone!



I had to swim in the pond!



Well, I did the rest of the work by myself, and now my chicks and I will eat it by ourselves!



And they did! The end!

Source: <https://www.thewiseowlfactory.com/Little-Red-Hen-readers-theater-play.pdf>

**Annex 8. Photograph (Pre-test application)**



**Annex 9. Photograph (Post-test application)**



**Annex 10. Survey Validation Document**

**UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE IDIOMAS**



**RESEARCH PROJECT TOPIC: DRAMA AND THE SPEAKING SKILL**

**Content Validity Instrument**

**Author:** Sadi Nohemí Piedra Aguirre  
I.D. 150089637-6


**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

Dear Mg. or PhD:

I am writing to you to request your valuable collaboration in the revision of the information collection instrument that is attached, in order to determine its validity, to be applied in the Final Degree Project entitled "DRAMA AND THE SPEAKING SKILL"; fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences, Mention: English.

Your participation is fundamental, since it will consist of analyzing and evaluating the relevance of each item of the instrument, this will be done in order to judge the aspects and their concordance with the objectives, variables, dimensions and indicators of the research project, as well as the collection of information. Any suggestion or modification that you consider necessary will be very useful for the validity of the instrument.

Thank you in advance for your help.



---

Sadi Piedra Aguirre  
I. D. 150089637-6

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**CARRERA DE IDIOMAS**

**GENERAL INSTRUCTIONS FOR THE EXPERTS**

- ✓ Determine if each of the items of the instrument establishes a relationship with the research variable.
  
- ✓ An evaluation table is presented, in which you can give your opinion about each of the items that make up the instrument.
  
- ✓ There is a general evaluation of the instrument, where you can point out all those aspects that you consider important to improve the content.
  
- ✓ Make all relevant observations based on the objectives to be achieved.

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**CARRERA DE IDIOMAS**

**EXPERT'S GENERAL INFORMATION:**

<b>Full Name:</b> Verónica Elizabeth Chicaiza Redin
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<b>Bachelor's degree:</b> Licenciada en Ciencias de la Educación – Mención: Inglés
<b>Institution:</b> Universidad Técnica de Ambato
<b>Year:</b> 2003
<b>Master's degree:</b> Máster en Tecnología de la Información y Multimedia Educativa
<b>Institution:</b> Universidad Técnica de Ambato
<b>Year:</b> 2007
<b>Doctoral degree:</b> Formación Inicial y Permanente de Profesionales de la Educación e Innovación Educativa
<b>Institution:</b> Universidad Complutense de Madrid
<b>Year:</b> 2013

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<b>Institution:</b> Universidad Internacional de la Rioja
<b>Year:</b> 2017



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**CARRERA DE IDIOMAS**

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**Workplace:** Universidad Técnica de Ambato

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**Institution:** Universidad Técnica de Ambato

**Year:** 1998

**Master's degree:** Magister en Docencia Universitaria y Administración Educativa

**Institution:** Universidad Tecnológica Indoamérica

**Year:** 2013

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**EXPERT JUDGMENT AND GENERAL EVALUATION**

**Instructions:** Select the option you consider relevant to each question.

1. Do you consider that the indicators of the study variable are immersed in its theoretical context?

Sufficient: <input checked="" type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
---	--	-------------------------------------

2. Do you consider that the survey items measure the indicators selected for the study variable?

Sufficient: <input checked="" type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
---	--	-------------------------------------

3. Do you consider that the indicators and the items of the survey measure the selected variable in a good way?

Sufficient: <input checked="" type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
---	--	-------------------------------------

4. Do you consider that the designed instrument measures the variables?

Sufficient: <input checked="" type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
---	--	-------------------------------------

5. Do you consider that the designed instrument is valid?

Sufficient: <input checked="" type="checkbox"/>	Insufficient: <input type="checkbox"/>	Deficient: <input type="checkbox"/>
---	--	-------------------------------------

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**INSTRUMENT VALIDATION**

**Topic:** "DRAMA AND THE SPEAKING SKILL"

**Objective:** To collect information about the use of drama in the speaking skill development of students in the last year of high school at Unidad Educativa Archidona.

**Instructions:** Select the option you consider relevant to each item.

**R:** Relevant

**NR:** Not Relevant

**EXPERTS' NAMES:**

PhD. Verónica Elizabeth Chicaiza Redin

Mg. Elsa Mayorie Chimbo Cáceres.

Mg. Marbella Cumandá Escalante Gamazo

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		

Author: Piedra, S (2019).

**Final Resolution:**

<b>Approved</b>	✓	<b>Disapproved</b>	
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Author: Piedra, S (2019).


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**CARRERA DE IDIOMAS**

**EXPERT JUDGMENT EVIDENCE**

I, PhD. Verónica Elizabeth Chicaiza Redin, with I.D. No. 171510632-2, certify that I conducted the expert judgment on this instrument designed by Sadi Nohemí Piedra Aguirre, with I.D. No. 150089637-6 for the Final Degree Project entitled “DRAMA AND THE SPEAKING SKILL” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, October 1<sup>st</sup>, 2019.

Sincerely,

  
PhD. Verónica Elizabeth Chicaiza Redin  
I.D. 171510632-2

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**EXPERT JUDGMENT EVIDENCE**

I, Mg. Elsa Mayorie Chimbo Cáceres, with I.D. No. 180269645-8, certify that I conducted the expert judgment on this instrument designed by Sadi Nohemí Piedra Aguirre, with I.D. No. 150089637-6 for the Final Degree Project entitled “DRAMA AND THE SPEAKING SKILL” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, October 1<sup>st</sup>, 2019.

Sincerely,



Mg. Elsa Mayorie Chimbo Cáceres  
I.D. 180269645-8

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**EXPERT JUDGMENT EVIDENCE**

I, Mg. Marbella Cumandá Escalante Gamazo, with I.D. No. 180291725-0, certify that I conducted the expert judgment on this instrument designed by Sadi Nohemí Piedra Aguirre, with I.D. No. 150089637-6 for the Final Degree Project entitled “DRAMA AND THE SPEAKING SKILL” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, October 1<sup>st</sup>, 2019.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Marbella Escalante', is written over a horizontal line. The signature is stylized and cursive.

Mg. Marbella Escalante  
I.D. 180291725-0

**Annex 11.** Student’s survey



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**



Av. Los Chasquis y Río Guayllabamba / Campus Huachi / Tel: (03)2410189 Ext. 120 / Ambato-Ecuador

SURVEY ADDRESSED TO STUDENTS IN THE LAST YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA ARCHIDONA, NAPO – ECUADOR.

**Topic:** “Drama and the speaking skill”

**Objective:** To analyze the relationship between drama and the speaking skill development.

**Instructions:** Please put a tick (✓) in the appropriate column for each item.

- SD:** Strongly Disagree
- D:** Disagree
- N:** Neutral
- A:** Agree
- SA:** Strongly Agree

ITEM	SD	D	N	A	SA
1. Do you like to speak in English?					✓
2. Are you able to communicate your opinions orally in English without difficulty?				✓	
3. Do you spend time on strengthening the speaking skill in the classroom?				✓	
4. Did you use drama to develop the speaking skill during classes last month?				✓	
5. Did you use drama techniques that help students to develop the speaking skill last month?				✓	
6. Have you had speaking practice inside the classroom before?				✓	
7. Has your teacher used drama before in order to enhance the speaking skill?			✓		
8. Has drama helped you to improve your speaking skill?					✓

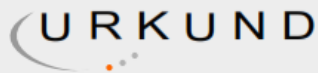
**Author:** Piedra, S. (2019)

**THANK YOU FOR YOUR VALUABLE COLLABORATION**

## Annex 12. Photograph (Survey application)



## Annex 13. Urkund analysis



### Urkund Analysis Result

**Analysed Document:** Final Report - Piedra Sadi.docx (D60223792)  
**Submitted:** 12/4/2019 1:40:00 AM  
**Submitted By:** sadipiedraguirre@gmail.com  
**Significance:** 2 %

#### Sources included in the report:

<https://www.coursehero.com/file/38503439/Wakeley-SPSS-A6-Part2doc/>  
<https://docplayer.info/55158633-Lembar-penjelasan-kepada-responden.html>  
<https://worldwidescience.org/topicpages/p/pre-test+post-test+experimental.html>

#### Instances where selected sources appear:

3