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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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Theme: DRAMA-BASED INSTRUCTION AND SPEAKING SKILL

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DEDICATION

TO:

God for giving me strength, protection, wisdom in difficult moments and for guiding me on the path to success. To my parents who have supported me in every decision I have made. To my siblings who have always encouraged me to never give up on this arduous journey. To my sister Yadira, who is my inspiration and the light of my life. To my best friends who have always provided their support, trust, loyalty, and happiness.

Gissela.

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ABSTRACT

The present research is demanded to cover an investigation accomplished with the topic: “Drama-based instruction and speaking skill”. The objective of the present study was to determine the impact of drama-based instruction to develop the speaking skill in the students of fifth semester A of PINE major at Technical University of Ambato. A pre-experimental study design with a quantitative approach was used for this study. Moreover, the population was 29 students, 22 females and 7 males. A standardized B1 Preliminary English Test taken from Cambridge formats specially speaking section part 2 was used to administer the pre-test and post-test. The interventions were applied in 6 face-to-face modality sessions using CLT (Communicative Language Teaching) approach. After the interventions, the results were analyzed using the Statistical Package for the Social Science (SPSS) program to compare the data collected. Finally, the average obtained in the pre-test was 6,64 out of 10, while the post-test showed an average of 7,70 out of 10. Consequently, the alternative hypothesis was accepted, which corroborates that the drama-based instruction strategies were effective in the improvement of speaking skill.

Keywords: Drama, speaking skill, strategies, English language.

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RESUMEN

La presente investigación pretende cubrir una investigación realizada con el tema: “Instrucción basada en el drama y habilidad oral”. El objetivo del presente estudio es determinar el impacto de la instrucción basada en el drama para desarrollar la habilidad de expresión oral en los estudiantes de quinto semestre A de la carrera de PINE de la Universidad Técnica de Ambato. Para este estudio se utilizó un diseño de estudio preexperimental con un enfoque cuantitativo. Además, la población fue de 29 estudiantes, 22 mujeres y 7 hombres. Para la administración del pre-test y post-test se utilizó una prueba estandarizada B1 Preliminary English Test tomada de los formatos de Cambridge especialmente la sección de habilidad oral parte 2. Las intervenciones se aplicaron en 6 sesiones de modalidad presencial utilizando el enfoque CLT (Communicative Language Teaching). Tras las intervenciones, se analizaron los resultados utilizando el programa Statistical Package for the Social Science (SPSS) para comparar los datos recogidos. Finalmente, el promedio obtenido en el pre-test fue de 6,64 sobre 10, mientras que el post-test mostró un promedio de 7,70 sobre 10. En consecuencia, se aceptó la hipótesis alternativa, lo que corrobora que las estrategias de instrucción basadas en el teatro fueron eficaces en la mejora de la destreza oral.

Palabras claves: Drama, habilidad oral, estrategias, idioma inglés.

B. CONTENT

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This research is supported by different scientific articles and academic journals that are associated with the variables under study drama-based instruction and speaking skill. Articles and journals were extracted from the Internet, especially from academic websites such as Scielo, Eric Documents, Google Scholar, etc. It was necessary to read many articles with the two variables to gather solid information. The arguments in these articles support how the independent variable influences the dependent variable.

Bataineh and Salah (2017) analyzed the effectiveness of using drama-based instruction strategies in writing skills. The purpose of this research was to identify the effectiveness of drama in improving the writing ability in the English language in eighth grade students. The modality used was field because an experiment was implemented in the natural environment of the population. Also, it was bibliographic because several authors were cited in the theoretical part. The population consisted of 80 male high school students in Irbid, Jordan. A quasi-experimental design was used in which a pre-test and treatment was applied. The same test was used for each group. The control group was taught with the teacher's book, while the experimental group was taught various aspects of dramatization to improve writing. The statistical results showed significant evidence that benefits the students of the experimental group. It concludes with the different relevant implications for learning writing and teacher education.

The research conducted by Aykac (2017) aimed to study the effectiveness of creative drama-based instruction activities with the learning and teaching process. The study population was randomly selected from the seven regions primary schools of Turkey and consisted of 20 female and 20 male in-service teachers. An explanatory

mixed research method was manipulated, including an open-ended questionnaire and a standardized test. The results showed a significant improvement in teachers' teaching. In addition, it was observed that elementary school teachers showed confidence, self-efficacy, and classroom practice with the implementation of this strategy. Finally, the author concluded that such aspects related to student social skills, personal development, teaching, and learning were effectively developed through drama-based instruction teaching strategies.

Stanton et al. (2018) conducted research explaining the relationship between concerns, comfort level, self-efficacy, teacher involvement and drama-based instruction strategy. The purpose of the study was to use new methods within current methods, such as arts, to create learning opportunities. The population was made up of two groups who attended three training sessions with an artist teacher who supported them with talks throughout the educational period 2012-2013. Twenty-three Bryant elementary school teachers made up the first group, which received intensive cadre training and training on professional development models. On the other hand, the second group consisted of 50 secondary school teachers who received the same training as the first group. Additionally, they received summer training at the university specializing in drama-based instruction. Correlational research methods, including a 35-item survey, were used to achieve the main objective. The results show a significant difference between the two groups; the teachers who received the talks obtained a great benefit compared to those who did not receive the talks. In conclusion, teachers who used drama-based instruction felt more comfortable in the classroom, as they observed a significant improvement in teaching.

This article developed by Galante (2018) aimed to reduce students' anxiety through activities linked to drama strategies. A mixed-method design was used to get a clear idea of a specific phenomenon. The study population was 11 women and 13 men pre-intermediate students from 13 to 16 years old. The experiment was in a private English institute located in São Paulo, Brazil. A standardized test and a semi-structured interview questionnaires of 26 items with a multiple-choice format were applied. The results did not show a significant difference in the statistical data; however, an improvement was observed in the students who belonged to the experimental group.

The author concluded that anxiety was greatly reduced by using drama to teach English. In addition, the author mentioned that the students, especially the shy ones, felt comfortable using English in oral communication.

Moghaddam (2018) explained the ways in which drama practice and techniques create the right conditions to promote English conversations in the classroom. The purpose of this article was to explain how English conversation skills can be improved using drama techniques. Thirty undergraduate students from the secondary and high school levels at the Ardebil school made up the population. The population was divided into two groups: experimental and control, which were evaluated using a test-retest to assess knowledge of the language studied. The first instrument was the traditional syllabus that was applied to the control group, while a syllabus with a dramatic structure was applied to the experimental group. The author collected data through direct and indirect observation through video and audio recording. Also, it was applied an interview to gather the important information. The results confirmed that the students of the experimental group obtained a higher grade than the ones of the control group thanks to the careful selection of the treatment. The author concluded in his research that the use of dramatization promotes cooperative work since students recognize the role of each member in the activities carried out.

The article elaborated by Gabitova et al. (2018) explored the importance of dramatic tools in teaching a foreign language. The purpose of the article was to analyze the effectiveness of the drama method as a new trend in the practice of oral communication. Sixty pre-intermediate level students from KFU's Institute of Philology and Intercultural Communication were chosen. A questionnaire and a test were used as instruments for the assessment of their initial and subsequent levels of English and for the collection of the main data in the investigation. The results showed a positive attitude with 59% of the students using drama techniques in class. Furthermore, the students of the experimental group used spoken language with more fluency and coherence. The authors concluded that the drama method is effective in the development of communication skills as well as positively affects the social interaction of students.

Risdianto et al. (2019) conducted an investigation for determining the effect of the drama method on students' learning autonomy. This investigation was descriptive with a qualitative approach because the study data was collected through observation and documentation. A questionnaire was applied before and after the development of drama techniques in the classes. Pronunciation, articulation, fluency, and precision were the main aspects analyzed in the research carried out on 24 students from an international class program at IAIN Salatiga. These aspects were examined through the score sheet instrument. As a result, it was deduced that the drama classes ensured a realistic practice in communication that develops self-confidence in students. In conclusion, the authors stated that the greatest potential for collaborative and autonomous learning arose from the dramatized method.

Abdullah and Omar (2020) investigated the efficacy of drama-based instruction in English language teaching to different levels of university students. Pragmatic competence is studied as the main branch of this research. The population was 50 university students which were divided into experimental and control groups. Participants were from Erbil in Kurdistan region of Iraq. This research has a quasi-experimental design. The researchers created a pre-test and a post-test with 25 multiple-choice items. This test assessed students' knowledge. After analysis, the results showed a significant difference between the two study groups, where the effectiveness of drama strategies was demonstrated in the experimental group. Finally, the authors concluded that the use of drama contributes to better progress in the English language teaching in university students.

The article elaborated by Altweissi and Maaytah (2022) to investigate the effect of drama in a textbook unit in relation to English language learning. A quasi-experimental investigation was used including pre-test and post-test to the experimental and control group. In addition, the self-completed questionnaire was administered to both groups to measure the attitude towards the treatment. Seventy students from the Karak Education Directorate were randomly selected as a population. The first instrument for data collection was the English language achievement test with 13 questions. The second instrument was a questionnaire with 35 items. The results showed that there is no significant difference in the analysis of

results since the students were exposed to the same treatment regardless of gender. Finally, the authors mentioned that the uses of drama improve the academic performance of students since it involves not only oral communication but also other skills.

Kumar et al. (2022) stated that the uses of drama techniques evaluate the effectiveness the English language learning. This article has qualitative research with an action research design because it tended to determine the role of drama technique in oral fluency. Study participants were 29 undergraduate students from the English Department at Prince Sattam Bin Abdulaziz University located in Saudi Arabia. Various data collection tools were used to support the validity and reliability of the study, such as observation, audio and video recording, interview, and diary. The results showed that the drama technique has a positive impact on the development of oral skills, as well as on student-centered practices. The authors conclude that this technique contains action dimensions that help students' fluency, contrary to traditional techniques.

All these different studies have contributed positively to the present study by demonstrating that drama-based instruction strategy can significantly influence the development of speaking skills. Moreover, students' confidence and security in communication activities increase as a result of this, which has an impact on oral competency as well. In brief, this strategy is helpful and advisable because it makes learning the English language simple, enjoyable, and creative.

1.2 Theoretical foundations of variables

1.3 Independent variable: Drama-based instruction

1.3.1 English language teaching

English is one of the most widely spoken languages in the world; more than 100 countries consider it a global language because it has gone from being a privilege to becoming a necessity. English has spread for decades impregnated in various fields such as education, social, cultural, sports and work. The teacher has an important role in this area since he will be the one who imparts knowledge specifically based on the use of the English language through various methodological techniques that help the student to easily acquire it. Teachers have a leading role in teaching the English language because they are facilitators, mediators, guides, advisors, evaluators who are responsible for promoting the interest and active participation of the student during the learning process (Anderson, 2020).

1.3.2 Instructional approach

The English language teaching methodology is constantly evolving; therefore, several approaches have been created according to the needs of the students. There are some approaches in language teaching: content-based learning, situational language teaching, task-based learning, instructional approach, total physical response, presentation, practice, and production, among others. Each approach develops a series of methodologies, techniques, and tools that teachers use for effective teaching. Besides, approaches show how a language can be learned as well as a theoretical vision of them (Shodiyeva et al., 2022).

The instructional approach is a process by which a set of materials and an appropriate environment are created for students to develop the necessary skills and use them to perform their tasks effectively. Teachers must plan a class or lesson through a series of instructional decisions that consider factors such as the content to study, the process to follow, strengths, needs, and the most effective instructional approaches to develop a class in a thorough and practical way. Also, lesson planning

should focus on developing instructional skills such as asking questions, discussing, giving directions, explaining, and demonstrating (Scherera & Sánchez, 2020).

Instructional approach is a set of activities that make the class come alive, that is, they are activities that motivate students to participate following the instructions provided by the teacher. Teachers using this approach will get students to demonstrate their level of English language skills, whether for educational purposes or for pleasure (Benonguil & Barnido, 2020).

1.3.3 Drama-based instruction

Drama-based instruction is a strategy that helps improve students' comprehension skills. The different skills developed by this strategy can motivate students to have a positive attitude towards the learning process they are going through and acquire a great sense of achievement in it. This strategy can be applied in any class, that is, it can be applied to students of any age; however, high school and middle school students can benefit more from oral interaction and fluency. Students define themselves as characters when using drama-based instruction as they use physical and mental processes that involve body movement and comprehension. In addition, students can create stories using movements to give a better sense of use to the language (Udalla, 2020).

Drama strategies

Drama strategies are activities in which speaking and listening skills are greatly developed. Teachers can actively engage their students in the learning process through story development and storytelling. Students who interpret the different dramatic roles develop great confidence in active and collaborative participation within the classes, while the students who do not dramatize do not use the spoken language through questions, since the activities stimulate curiosity in the students (Athimoolam, 2018).

Examples of drama activities embedded into instruction:

Conscience alley: it is an activity that encourages students to create a dilemma of a topic of interest in which students create arguments for or against that topic with the aim of manipulating the thinking of the people who will make the decision. This

strategy is also known as decision alley or thought tunnel, which is linked to thinking and speaking activities. Students work collaboratively resolving conflicts through their critical thinking. It generates confidence in the decisions they make according to various real or imaginary situations (Lannie, 2021).

Conscience alley allows students to take on different facets. In this activity a character walks between two rows of students who pretend to be the conscience of the main character. While the character walks each group give advice on a problem encouraging the student to decide. Usually, each row provides opposite advice according to the main problem. Finally, the student decides based on what she/he heard. This activity is very beneficial as it motivates students to participate in class, to use the language that is being learned and to improve their speaking ability (Baldwin, 2018).

Frozen picture or stage picture: it is an interactive activity in which students create visual representations of some topic, scene, and story with the help of their body. This activity involves cooperative work. The teacher divides the class into small groups which must represent a story in frozen images using their bodies. Students can take photos of the scenes to later use them to create a story. As scenes play, students can make transitions with sounds or short phrases. On the other hand, the teacher asks questions like: What do you see? What is happening in the image? What are the characters trying to convey? What would be the title of the scene? In addition, the teacher can ask the students of each group to describe the positions of the characters. Stage Picture promotes students' creative development as well as integration (Katz-Buonincontro et al., 2020).

Hot seating: It is another drama strategy that aims to amuse students. This activity is generally applied as a warm-up. However, it can be adapted as a complete activity in the lesson plan that improves the oral skills of the students. The instructions to follow are easy and understandable.

First, the teacher selects a student to represent a character, animal, famous person, etc. Then, the selected student performs movements, positions, gestures that show which character he/she is characterizing. The rest of the classmates ask open-

ended questions that are answered by the student. However, the student who is sitting in front of his classmates will only be able to give clues. The other classmates must guess the character he/she is characterizing. This activity can be done collectively, that is, the whole class. It can also be developed in small groups as students are able to represent various characters and demonstrate their creative capacity (Chapman, 2021).

Role play: it is a collaborative activity in which students create imaginary situations or their own to develop oral skill. Different situations are represented by the students for example shopping, asking for directions, meeting new people, etc. This activity can be done in a group or individually, however each person must play a role. Students must write a script that defines the characters, scenes, and the dialogue they represent. Role play is a very important activity because it allows students to express themselves orally in a social context. Through practice, students develop communication skills that help them face new situations outside the classroom with appropriate language (Yasmin et al., 2022).

On the other hand, the teacher's role is to find a familiar context or situation for the student or of interest, observe and correct errors during or after each activity, provide feedback and be a guide. This activity has many benefits such as promoting modern and communicative teaching strategies, developing students' critical thinking, encouraging active learning, and improving student organization (Irkinovich, 2022).

1.4 Dependent variable: Speaking skill

1.4.1 Communication

Communication is the conscious act of exchanging information between people with the aim of receiving, transmitting, and exchanging ideas, opinions, and information among others. Communication is usually transmitted through verbal interaction with coexisting beings that try to pass some type of information from one point to another through verbal codes or linguistic symbols that are manipulated by the speaker (Salamondra, 2021).

Communication comes from the Latin word *communis*, which means that there must be a common relationship between the sender, the receiver and the message that

people want to communicate. The act of communicating has the objective of creating a rational meaning of the message. Communication is a bidirectional process since information is transmitted and received between human beings. In addition, through proper interaction, the participants reach a mutual agreement. People do it every day in different ways and through different means some abilities that we apply in that process are interpersonal and intrapersonal such as observing, speaking, questioning, analyzing, and assimilating. Furthermore, it allows collaboration and cooperation (Fatimayin, 2018).

Communication should not be seen only as the process of transmitting and receiving information but has a deeper meaning that implies an interactive and conversational process between human beings that influences or manipulates people's thoughts depending on the context in which it develops (Van Ruler, 2018).

Effective communication helps people's organizational growth and performance, on the other hand, poor communication leads to poor results. Listening, producing language, and the ability to effectively comprehend verbal and nonverbal meanings help maintain organized communication among living things. Communication occurs in two direct and immediate ways through physical interaction and indirectly through means of communication such as letters, telephones, emails, among others (Kalogiannidis, 2020).

1.4.2 Communicative competence

Communicative competence is the ability that people must develop in a certain community specifically with spoken ability, that is, a group of people who share the same language. People within this social circle must follow the same grammatical rules and levels of linguistic description as lexicon, phonetics and semantics. Furthermore, it tells us when we should talk, when we should not talk, what to talk about, who we should talk to, in what situations we should talk, and in what way we should talk (Akinwamide & Akande, 2019).

Kiessling and Götz (2021) explain that communicative competence can be defined as a skill that people learn throughout their lives through sequences of repeated experiences that follow an order. Also, it achieves communicative objectives in an

adequate way before society since it contributes to the correct choice and application of skills in each context. The previous experience of the students is very important since they can easily acquire motor and cognitive skills. Students who have acquired more experience tend to resolve conflicts more quickly since they have been enriched with knowledge that helps them develop brief critical thinking, however, students who have not developed their communicative competence will feel overwhelmed, because they won't be able to release their cognitive capacity in a conflict situation.

Dimensions of communicative competence

Linguistic competence: it is the ability that human beings must use and manipulate the rules of a language, generally it is the knowledge we must communicate. Native speakers of a language naturally acquire this competence through exposure to the language in the early years of learning. Understanding how a new language works linguistically brings us closer to its ideologies and customs, which encourages us to respect new lifestyles (Xaydarovna, 2021).

Sociolinguistic competence: This component allows the adequate production and understanding of the different linguistic expressions in the context in which it is used, in addition, within the sociolinguistic competence various factors influence such as situation, relationship, intentions, communicative fact, interaction, among others. Besides, sociolinguistic competence can be defined as the ability to use precise grammatical expressions within a discourse that is exposed to society, which, if poorly structured, can transmit wrong messages. It also has its roots in the cultural rules that are transmitted through the rules of cohesion and coherence (Martinez & De Vera, 2019).

Pragmatic competence: It refers to the functional use of a language related to contextual understanding and cultural issues that the speaker uses appropriately to communicate. Moreover, grammatical competence acquires an important role in the acquisition of a new language because communication can fail due to lack of command of the conversational norms that are applied in the production of speech. Therefore, the speaker and the listener use their knowledge to be participants in the communication that includes the successful way in which both participate. Some

linguists mentioned that foreign language learners show significant differences in comprehension compared to native learners, meaning that a learner with high grammatical proficiency may not have a high degree of pragmatic competence due to poor exposition of pragmatic instruction (Sapoetra, 2019).

Productive skills

Sreena and Ilankumaran (2019) mentioned that productive skills or active skills are those that produce an original language through writing or speaking not only in the English language but also in other languages. These skills are directly related to receptive skills (listening and reading) since without these skills there would be no productive skills. Students need to create the language to convey their ideas either orally or in writing in a formal, informal, or neutral way with the aim of persuading or manipulating the thinking of the people who receive the message. Productive skills are part of our daily lives. People are social creatures who need to communicate and without writing and speaking, people would not be able to provide information.

1.4.3 Speaking skill

There are 4 skills within a language which are listening, speaking, reading, and writing. Speaking is a productive skill which aims to convey ideas, opinions, and feelings through a spoken language. This linguistic ability allows people to interact with each other to communicate real-life events spontaneously through a process of constructing meanings made up of non-verbal verbal symbols. Eye contacts, gestures, body movements, intonation, among others, are symbols used to develop speech. In addition, factors such as pronunciation, the correct use of words, asking for explanations and clarifications influence communication during the speaking process. Then it can be concluded that, all people produce spoken language in a different way, which is why teachers should focus on carrying out activities specifically focused on the communicative area in classes so that students can improve this skill (Sha'ar & Boonsuk, 2021).

Speaking is a crucial skill for communication between human beings. Nowadays, speaking several languages is essential since it allows you to broaden your knowledge towards different cultures, religions, and customs. English is the most

spoken language in the world. It is the most widely taught in the curriculum around the world as it creates many opportunities globally in all areas. Furthermore, speaking can be defined as a complex ability since it is a challenge for students to express themselves orally in a coherent and fluent way. To express themselves as native English speakers, students must expand their lexical vocabulary and learn grammatical rules (Meena, 2020).

If students can adequately communicate orally in English, it means they have achieved their goals. Teachers have the responsibility to motivate students to find the right strategy to manage their speaking ability. Activities like debates, conversations, presentations can help students practice pronunciation in class.

Grammar and vocabulary: Grammar is the structure of the language that allows to properly order different words for the creation of sentences or phrases, this structure follows a set of rules that involve combinations, words, tenses, among others. By mastering grammar, we can control both writing and oral expression because it allows us to understand its context and use. On the other hand, vocabulary is a set of words that correspond to a certain language used by the speakers, which are subdivided into simple and complex according to the situation in which they are presented. Moreover, vocabulary is an important part of the language acquisition process because when a student's vocabulary is wide, it is easier to acquire grammatical learning and mastery of spoken skill (Pronina et al., 2019).

Discourse management: It is the ability to create written or spoken speeches in a coherent, organized, and relevant way. Students with a B1 level must develop oral production with adequate ideas when speaking. In addition, it is necessary to evaluate the oral production with a rubric that allows determining the linguistic communication of the students. Basically, discourse management can be defined as a form of formal evaluation of productive abilities that focuses mainly on coherence and cohesion, which allow the effective development of communicative functions (Darics, 2019).

Pronunciation: It is the way in which people produce sounds, letters and words using oral skills. Pronunciation is a fundamental part of the language acquisition process. Students make many pronunciation errors during this process; however,

teachers must correct them so that they do not fossilize. The most relevant aspects that must be considered in pronunciation are intonation, fluency, rhythm, and accentuation. Oral communication must be precise to identify the function of each word within the sentence in this way the listener will identify the message quickly and easily (Lucky et al., 2022).

Interactive communication: It allows collaborative communication between two or more people in which the listener has the ability to listen and understand the message received and then transmit it orally. There are two types of interaction within the educational field; the first is the interaction between teacher - teacher, the second is the interaction between student-student. During this action, the individuals involved unconsciously mechanize the instructions that they must follow during this process, however, it is usually a spontaneous process since the individuals respond to what is asked of them at that moment (Garzon, 2019).

1.5 Objectives

1.5.1 General objective

- To determine the impact of drama-based instruction to develop the speaking skill in the students of fifth semester A of PINE major at Technical University of Ambato in the academic period April – September 2023.

1.5.2 Specific objectives

- To support theoretically the use of drama-based instruction that enhances the development of speaking skill.
- To analyze the students' English speaking skill before and after the treatment.
- To demonstrate the usefulness of drama-based instruction to motivate the speaking skill in students.

1.6 Fulfillment of objectives

The first objective was achieved through the compilation of different scientific articles that are part of the theoretical framework of this study. These investigations are arguments of previous studies of the variables under study. The second objective was reached through a pre-test and post-test application. These were completed by students before and after the treatment process. Finally, the third objective was fulfilled through hypothesis testing, analysis and comparison of pre-test and post-test results.

CHAPTER II

METHODOLOGY

2.1 Materials

To carry out this research, human, bibliographic and physical materials were used. First of all, a pre-test and post-test were conducted to assess the student's speaking ability. The Cambridge forms were used for both standardized PET exams. Furthermore, lesson plans were the primary materials that enabled me to train participants. The CLT approach was implemented to build lesson plans based on a TBL framework, which assists examiners get involved in dramatical activities.

Students from fifth level of PINE major at Technical University of Ambato were the substantial human resource. In terms of technological resources, the interventions demanded the use of several tangible resources, such as cell phones, computers, television, blackboards, markers, and worksheets. These were used to properly plan and carry out the lessons. Besides, resources related to money were used to print materials and bought online documents. Finally, the pre-test and post-test findings were analyzed using SPSS (Statistical Package for Social Science).

2.2 Methods

2.3 Research approach

The quantitative approach is a process of collecting and analyzing numerical data. This investigation allows the researcher to represent the results graphically and numerically (Ahmad et al., 2019). This research study has a quantitative approach because it was designed for the collection of numerical data on the influence of drama-based instruction activities and speaking skill, which were analyzed through statistical data. It is an experimental investigation because a pre-test and post-test were applied to determine the influence of the independent variable on the dependent variable in different learning periods. At the beginning of the investigation, all the students were evaluated in order to collect scores on the use of speech during different activities applied in classes. After the treatment previously applied to the students, their scores

improved with respect to the initial data, with this process we were able to identify the differences when using and not using the activities of drama-based instruction in the teaching of speaking skill.

2.4 Basic mode of research

2.4.1 Field

Van de Ven and Poole (2017) mention that field research fulfills in the natural environment of the study population, the main objective is to observe their behavior. This research was immersed in field research because it took place in a real context in which face-to-face interaction between the researcher and the participants were fundamental. In addition, the participants were directly observed in their natural environment where the problem spreads. Besides, the research carried out in order to collect contextual data in the field modality.

2.4.2 Bibliographic

The variables "drama-based instruction" and "speaking skill" were supported with information from articles, e-books, websites, theses, and journals of previous work in order to create solid bases to understand the most important information of each variable. This part of the investigation was very important because it helped to formulate questions and hypotheses. The main objective of bibliographic research was to find solutions to the problems posed to have a clear idea of what we want to achieve with this research (Nazov et al., 2021).

2.5 Level or type of research

2.5.1 Experimental research

The different ideas that exist to promote the understanding of the English language allowed exploring the aspects involved in the teaching of speaking skill in students. Experimental research aims to collect true information to cover a problem and support the relationship between independent and dependent variables (Singh, 2021). This research complies with all the aspects required by experimental research, which is why it is defined as such. This research is experimental because it meets all the required aspects since it allows us to get to know the problem closely, have different points of view and collect information.

2.5.2 Pre-experimental design

According to Bin-Hady et al. (2020) pre-experimental design lets knowing the cause and effect of a phenomenon through observation. It is the simplest form of experimental research. This study has a pre-experimental design in which a single group was examined through a Cambridge test that determined the cause and effect of drama-based instruction and the speaking skill of 29 students of PINE major at Technical University of Ambato. Also, it is a pre-experimental investigation because a pre-test and a post-test were applied. This study was divided into three parts: Pre-test, Treatment, Post-test, which made it possible to determine the relationship between the two variables under study. After the post-test, the researcher was able to determine the effectiveness of her intervention through the application of the strategies used to improve the speaking ability.

2.6 Techniques and instruments

The pre-test and post-test measure the level of knowledge of the population. Generally, it is the same test in two different episodes of the investigation which contain the same questions. The main objective of the pre-test and post-test is to verify the progress of the population (Malik, 2019). The technique used in this research was a standardize pre-test and post-test taken from the Cambridge formats section speaking test 1 part 2 for B1 level students. Both had the same evaluation model which is the description of a picture. In the pre-test the topic focused on learning a new language and free time. On the other hand, the post-test focused on learning the English language and the people at an event. The objective of this technique was to compare how the performance of the students is before applying the treatment and the improvement in the performance of the students after this process. Moreover, the Cambridge Rubric for level B1 was used to assess student performance more accurately. The test was evaluated over 10 points according to the parameters of the rubric.

2.6.1 Pre-test and post-test

First, a pre-test was carried out in which the oral capacity of the students was evaluated with formats taken by Cambridge for level B1 (PET). This part is essential because it helped to achieve the research objectives. The pre-test was completed by 29

students of the fifth semester of the PINE major at Technical University of Ambato. In addition, they were evaluated with the appropriate rubric provided by Cambridge in which they must show the appropriate level of English to be achieved. Next, a treatment of six classes was applied during 5 weeks of face-to-face classes.

Then, a post-test had to be carried out. This post-test was used to determine the influence of the drama-based teaching activities and speaking skills. The post-test had the same format as the pre-test. It helped to observe and have a clear idea of the differences between these two tests.

2.6.2 Procedure

During this process, 6 appropriate lesson plans were used in which students were able to interact with their partner orally through fun activities. Communicative Language Teaching was the methodology implemented for the lesson plans as the task-based language framework focused on speaking skill. This methodology was very useful because of its emphasis on the students' oral interaction with the foreign language.

The first intervention was based on the conscience alley strategy. Students created a scenario in which a dilemma was posed using speaking skill. Students were divided into four groups of 8 and 7 members. Each member had a role in the presentation. Those providing arguments for and against the dilemma. Meanwhile, one student listened and made a decision based on the comments of their peers. Before applying the strategy in the class, a set of speaking activities were fulfilled by students such as picture description, in which students described characteristics of a good and a bad teacher. Moreover, students asked and answered questions using conditionals.

In session 2, hot seating strategy was adapted to the lesson plan. Students were able to formulate questions and anticipate answers from the students' theatrical performances. Students worked in different groups to determine the movie that was on TV based on information provided by other members of the group. Volunteers used their bodies, sounds and movements to act out the film. Then, students created 2-3 minutes audio describing their favorite movie using relate clauses. Before that, they found differences and similarities between two pictures in pairs.

In session 3 and 4, the frozen picture or stage picture strategy was applied. In this activity, students created a body representation of an important topic and described it orally in groups. Before that, students had to complete speaking activities in different online platforms such as Wordwall and Genially. They had the opportunity to improve their speaking ability by answering questions using simple past and past perfect tense. Moreover, they built sentences looking at the picture on the screen.

In the fifth and sixth intervention, students completed some written and speaking activities. In this lesson students had the opportunity to practice the intensifiers so and such through productive skills. Then, the role-play strategy was applied in the classroom. Through this strategy, students created conversations on topics connected to the English subject. They had to use the vocabulary about physical effects of fear to create their scripts.

Finally, a statistical analysis was carried out with the data collected in the tests evaluated to the students to observe in which test the students obtain a low score and in which they obtain the highest score. Finally, it verified if the treatment applied to the students was beneficial or not.

2.7 Population

Table 1

Population of the research project

POPULATION	EXPERIMENTAL GROUP	PERCENTAGE
Male	7	24%
Female	22	76%
Total	29	100%

Note. This table shows the number and percentage of participants.

The population has research limits to provide an adequate approach to the researcher. The population can be a set of individuals, communities, groups, organizations, etc., that share the same characteristics (Casteel & Bridier, 2021). The

present investigation was developed with 29 students of the fifth semester A of Pedagogy of National and Foreign Languages major. The total population consisted of 7 men and 22 women between 20 and 25 years old. Participants with a B1 level of English according to the Common European Framework of Reference easily executed the activities because their level was intermediate, which facilitated the study. In addition, the role of the teacher was important because the teacher allowed the classes to develop effectively so that the study was performed properly.

2.8 Hypothesis statement

2.8.1 Null hypothesis

H0: Drama-based instruction activities do not help the speaking skill development of students of fifth semester A of PINE major at Universidad Técnica de Ambato.

2.8.2 Alternative hypothesis

H1: Drama-based instruction activities help the speaking skill development of students of fifth semester A of PINE major at Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

This chapter shows the results after applying drama-based instruction to improve students' speaking skill. The results are presented in tables, which allow the reader a better understanding of the effect obtained. Likewise, analyses and interpretations that condense the findings of the inquiry are provided following each table.

This research was applied at Technical University of Ambato to 29 participants of fifth semester of PINE major. The population was between 20 and 25 years old. Face-to-face modality was used to instruct the population.

The quantitative information collected from the pre-test and post-test was assess based on a specific PET rubric designed by Cambridge English Assessment, that gets the measure of speaking ability. Grammar, vocabulary, discourse management, pronunciation, and interactive communication are among the four criteria on the rubric. These factors received a score out of 20; however, a rule of three was used to get a result out of 10.

To collect data, a standardized test was employed as an instrument. Statistical Package for the Social Sciences, or SPSS, was used to analyze the data. This program helped to accept or reject the null hypothesis by applying Wilcoxon test which is a non-parametric test. In addition, to check whether the results are normal, a normality test was conducted.

3.1.1 Pre-test results

In this part, the outcomes of the pre-test application are exhibited. It is important to mention that a Cambridge test was used prior to the six interventions that were conducted with the students. The speaking part was used, which was based on a description of a photograph. Participants had to talk about the people/person, place and other things in the photograph. They also had to complete this description in one

minute talking about the general things and the specific details that they were able to see in it.

Table 2

Pre-test scores

	Frequency	Percent	Valid Percent	Cumulative Percent
3,40	1	3,4	3,4	3,4
4,00	1	3,4	3,4	6,9
4,80	1	3,4	3,4	10,3
5,10	1	3,4	3,4	13,8
5,20	1	3,4	3,4	17,2
5,40	1	3,4	3,4	20,7
6,00	4	13,8	13,8	34,5
6,20	1	3,4	3,4	37,9
6,40	1	3,4	3,4	41,4
Valid 6,50	1	3,4	3,4	44,8
7,00	6	20,7	20,7	65,5
7,10	1	3,4	3,4	69,0
7,20	1	3,4	3,4	72,4
7,60	1	3,4	3,4	75,9
8,00	4	13,8	13,8	89,7
8,30	1	3,4	3,4	93,1
8,40	1	3,4	3,4	96,6
9,00	1	3,4	3,4	100,0
Total	29	100,0	100,0	

Note. Results of the students' pre-tests

Analysis and interpretation

Table 2 shows the number of participants who took this pre-test, which were 29 students. This test consists of a spoken description of a photograph, in which students must pay attention to the situation that was presented in the image. Then, the participants had to narrate what they could see in it. The table indicates that 6 students obtained a grade of 7. Following that, 4 students obtained a grade of 6 and 8 respectively. The rest of the population got different scores between the lowest grade, which is 3.4 and the highest grade, which is 9.

Students' bad grades are attributed to several reasons. First, they did not use correct grammatical structure and vocabulary. Second, they did not describe the images coherently and in order. Third, they did not express themselves fluently and they hesitate a lot. These reasons produce that students do not develop the exam adequately according to their level of English since the score of the participants was reduced.

3.1.2 Post-test

The results of the post-test were obtained after 6 classroom interventions. The post-test was administered in the same format as the pre-test, however, the context of the images changed.

Table 3*Post-test scores*

	Frequency	Percent	Valid Percent	Cumulative Percent
6,00	3	10,3	10,3	10,3
6,50	1	3,4	3,4	13,8
6,70	1	3,4	3,4	17,2
6,80	2	6,9	6,9	24,1
7,00	2	6,9	6,9	31,0
7,20	1	3,4	3,4	34,5
7,30	1	3,4	3,4	37,9
7,70	2	6,9	6,9	44,8
Valid 7,80	2	6,9	6,9	51,7
8,00	3	10,3	10,3	62,1
8,30	1	3,4	3,4	65,5
8,50	5	17,2	17,2	82,8
8,60	1	3,4	3,4	86,2
8,70	1	3,4	3,4	89,7
8,80	2	6,9	6,9	96,6
9,20	1	3,4	3,4	100,0
Total	29	100,0	100,0	

Note. Results of the students' post-tests

Analysis and interpretation

Table 3 shows the post-test scores of the population, where the different frequency of scores is clear to appreciate. The lowest score in this test is 6. On the other hand, the highest score is 9.20. It is observed that there are 5 students who obtained a score of 8.50. Following this, 3 students obtained a score of 6. Also 3 students got a score of 8. The rest of the participants got scores between the lowest and the highest.

Due to the treatment, every aspect of the rubric used to evaluate speaking skills has increased. In other words, there is an increase in the ability to describe photographs with the help of the strategy under study. Moreover, it is important to mention that fluency, pronunciation, and confidence of the population increased spontaneously in each class intervention. This is because they have enough time to practice this skill through several speaking activities. These results are a confirmation that drama-based instruction is helpful in the improvement of speaking skill.

Table 4

Difference and average of pre-test and post-test

Results	Pre-test	Post-test	Difference
Average	6,64	7,70	1,06

Note. Fifth semester of the PINE major at Technical University of Ambato

Analysis and interpretation

Table 4 shows the discrete averaged of scores collected by the fifth semester students of the PINE major after the pre and post-test. The average corresponding to the pre-test was 6,34 out of 10. However, 7,70 out of 10 was the average collected in the post-test. This indicates that the pre-experimental group improved 1,06 decimals in their speaking performance.

The findings demonstrate that drama-based instruction is successful in assisting students in developing their speaking abilities because it was possible to demonstrate a rise in the average of the test.

3.2 Verification of the hypothesis

Table 5

Hypothesis test summary

	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between PRETEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,050.

Note. This table shows the related-samples Wilcoxon signed rank test.

Analysis and interpretation

Table 5 shows the SPSS software that determined the results obtained in the hypothesis, since this research is considered pre-experimental. First, the normality test was performed. The Wilcoxon signed rank test was designed to test the null hypothesis. It is used to compare whether an element of the first sample is smaller than the magnitude of the second sample (Rodrigo, 2016). In this table the Wilcoxon statistic shows that the differences between the pre-test and post-test is equal to 0; so the null hypothesis “Drama-based instruction activities do not help the speaking skill development of students of fifth semester A of PINE major at Universidad Técnica de Ambato” is rejected; while the alternative hypothesis “Drama-based instruction activities help the speaking skill development of students of fifth semester A of PINE major at Universidad Técnica de Ambato” is accepted.

Table 6*Test of Normality*

One-Sample Kolmogorov-Smirnov Test			
		PRETEST	POSTTEST
	N	29	29
Normal Parameters^{a,b}	Mean	6,6414	7,6966
	Std. Deviation	1,33350	,93445
Most Extreme Differences	Absolute	,158	,150
	Positive	,062	,084
	Negative	-,158	-,150
Test Statistic		,158	,150
Asymp. Sig. (2-tailed)		,063 ^c	,095 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Note. This table shows the normality test results from Kolmogorov-Smirnov test.

Analysis and interpretation

Table 6 demonstrates the results obtained to the hypothesis after applying the normality test. Kolmogorov-Smirnov and Shapiro-Wilk tests are the two statistics that analyzed the population data which were 29. The population is the primary distinction between these two statistics. The Shapiro Wilk method is used when the population is small or less than 50; while the Kolmogorov-Smirnov method is used when the sample is higher than or equal to 50 (Mishra, et al., 2019). The mean in the pre-test is 6,6414; while the mean in the post-test is 7,6966. Based on the result data, the test distribution is normal. Also, the significant value of the mean was corrected by applying the Lilliefors correction. As a result, there was an improvement in student's scores. The data also represent normality due to their balanced significance.

Table 7*Paired Samples T-Student Test*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	6,6414	29	1,33350	,24763
	POSTTEST	7,6966	29	,93445	,17352

Note. Pre-test and post-test paired sample statistics.

Analysis and interpretation

The statistical results of the T-test obtained to evaluate the verification of the hypothesis are presented in table 7. The mean of the pre-test is 6.6414; while the mean of the post-test is 7.6966, applied to 29 participants. Furthermore, the standard deviations are 1.33350 and 0.93445 respectively. In relation to the standard error of the mean, the pre-test shows an error of 0.24763 and the post-test shows an error of 0.17352.

After this analysis, there is an improvement in the students' speaking skills because of an increase in the mean of the post-test, which is evident in the T-test. The quantifiable significant difference between the means of two groups according to their distribution is shown by the t-test (Wadhwa, 2023).

Discussion of results

This work shows the data obtained after and before the treatment that was applied to the students of the fifth semester at the Technical University of Ambato. Positive effects are evident in the speaking skill after the application of different drama-based instruction strategies. Likewise, the pre-test gave an average of 6.64, which can be considered low. Whereas the post-test gave an average of 7.70 after 6 interventions conducted by the researcher. In addition, it was supposed that there was an increase of 1.06. This process was successful since using drama in the classroom facilitates students' participation in spoken activities.

Mavroudis and Bournelli (2019) mention that using different drama strategies, students practice alternative ways of thinking and acting to develop productive skills. Students also learn empathy, which helps people communicate with each other and break down stereotypes and prejudices. Through theatrical activities, improvising and dramatizing, the students demonstrate and activate the communicative components related to their spoken ability, strengthening both their language acquisition and the social context in which they lead. Finally, the authors emphasize effective learning with these strategies since it is easy to express and describe things through body movements.

Giebert (2019) pointed out that drama in education creates a creative environment in the classroom because it implies learning through the senses, which forces students to think about the content they are learning in a way that makes its use more natural and spontaneous. It also affects unusual learning factors, such as memorizing grammatical structures that students generally forget. However, they practice and associate them with fun facts that remain in the brain's long-term memory. Because of this, students find them attractive.

Finally, an enhancement in students' speaking ability is reflected through drama-based instruction interventions. This technique has shown many benefits in students who have increased their level of oral expression. As students became less afraid to speak in front of their peers, their tone of voice changed throughout the intervention. In addition, thanks to this technique, the students had fun in class.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After collecting and analyzing information on drama-based instruction and speaking skill, three conclusions were reached.

- Considering the theoretical review, it is important to mention that drama-based instruction strategies promote creative thinking and imagination in students. This means that they are involved in producing artistic activities, the same ones that develop communicative ability to improve the speaking skill. Furthermore, the effectiveness of using these strategies with students in the classroom has been verified by previous studies. Aycak (2017) concluded that the use of drama-based instruction strategies in the classroom helped teachers to feel more confident because they encouraged students to develop self-efficacy without relying on traditional teaching methods.
- The level of oral ability of 29 fifth semester students of PINE major was diagnosed by applying the B1 preliminary PET Cambridge English test speaking part 2. During the application of the pre-test, the students could not describe important details in an organized way of the photographs. However, after applying strategies such as conscience alley, frozen picture, hot seating and role play, a positive development of the student's speech was observed. According to Udalla (2020), students spontaneously participate in drama-based activities because they can imitate different imaginary characters in a theatrical context. Finally, the post-test showed an improvement because the average was 7.70 with a significant difference of 1.06 in relation to the pre-test.
- After applying 6 interventions, the results obtained showed positive effects on the improvement of speaking skill such as increasing confidence, facing fears, improving memory capacity and concentration. These strategies also provided opportunities for collaborative learning through activities like conscience alley,

frozen picture, hot seating, and role play that promoted oral interaction. The academic performance of the students was also influenced by using these strategies, since the students adopted a positive attitude towards learning by practice. Finally, the author Moghaddam (2018) mentioned that theatrical activities can motivate students to create planned or improvised dialogues that support cooperative learning, in addition to using the body as a means of expression.

4.2 Recommendations

The following suggestions are intended for educators who want to incorporate drama-based instruction strategies into their effective teaching to support students in developing their speaking skill.

- To promote the use of these strategies individually or in groups inside and outside the classroom; since this facilitates the learning of the English language, especially the spoken ability. The same ones that motivate students to participate in oral activities during the learning process. For this reason, teachers must provide real objects such as flashcards, posters, photos, etc., and students must use classroom supplies such as tables, chairs, markers, backpacks, whiteboards, among others.
- The CLT approach should be used to generate lesson plans so that students can create communicative activities that advance ability to speak. It is important to maintain a good interaction with the students during the interventions, as this leads to an effective treatment. Moreover, a rubric that specifies the criteria for evaluation must be used to assess the students' final products. In fact, it is needed to document the pre-test and post-test through recordings so that teachers can evaluate the student's errors in detail.
- Dramatic strategies transform the classroom environment by changing routine aspects to make them enjoyable and challenging for learners. For this reason, it is advisable that teachers adapt the fun drama activities like conversations,

dialogues, and guessing games in their lesson plans according to the level and age of the students. They must have clear instructions so students can develop them correctly. In addition, the attention of the students is captured by these activities because they motivate them to learn more.

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Annexes

In the present study, a 2-3 minute spoken pre-test was taken. It is made up of a series of images that was described by the students. The points that were considered were description of people, place and extras. The images were different for each student which allowed them to show their own ideas.

The post-test follows the same procedure and time as the pre-test. The images of the post-test were different since the students had to describe photographs in a different context.

Annex N°1: Pre-test

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a new skill

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone learning how to do something**.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At home after school

Interlocutor **B**, here is your photograph. It shows **someone at home after school**.

Place Part 2 booklet, open at Task 1B, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1A



1B



Annex N° 2: Post-test

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve **Part 2** booklet.

1B At a party

Interlocutor

B, here is your photograph. It shows **people at a party**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet please?) Retrieve **Part 2** booklet.



1A



1B

Annex N°3: Rubric

Name: _____

Date: _____

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Source: Cambridge Assessment English (2020).

Annex N° 4: Urkund report

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CÁCERES

Dra. Mayorie Chimbo Cáceres
TUTOR TRABAJO TITULACIÓN

Annex N° 5: Lesson plans

LESSON PLAN 1

<p>GENERAL INFORMATION</p> <p>CLASS: fifth semester “A”</p> <p>DATE: 11/05/2023</p> <p>TEACHER’S NAME: Gissela Machaquiza</p>	<p>TOPIC: Conditionals</p> <p>LENGTH OF LESSON: 7:00-8:00 am</p> <p>TIME: 60 minutes</p> <p>CLASS PROFILE: 31 students at intermediate (B1) level.</p>
<p>LESSON OBJECTIVES</p> <p>GENERAL:</p> <ul style="list-style-type: none"> ● At the end of this lesson, students will be able to talk about real-life dilemmas using conditionals. 	<p>SPECIFIC:</p> <ul style="list-style-type: none"> ● To construct cooperative environment by communicative activity. ● To solve problems through critical thinking. ● To create sentences orally that support student’s opinions.
<p>METHODOLOGY: Communicative Language Teaching</p>	
<p>CONTENTS: Conditionals</p> <p>STRATEGY OF DRAMA: Conscience alley</p> <p>FRAMEWORK: Task-Based Learning</p> <p align="right">SKILL: Speaking</p>	
<p align="center">PROCEDURE</p>	

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	Interaction	RESOURCES	TIME
Pre-task Brainstorming	<ul style="list-style-type: none"> - The teacher introduces the class with a brainstorming activity. - The teacher asks the students in a general way: <ul style="list-style-type: none"> ➤ What are the actions that make a good teacher or a bad teacher? - The teacher listens the answers of the students. 	<ul style="list-style-type: none"> - Students pay attention to the activity. - Students practice correct pronunciation in groups. - Students answer the question and give details of it. - Students create sentences orally to argue their opinions. 	<p>T – Ss</p> <p>Whole class</p>	<p>Computer, canva presentation, TV.</p> <p>https://www.canva.com/design/DAGgedTv1n0/sDc_ZA7_9Mtvqcu9pHhgNw/view?utm_content=DAGgedTv1n0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>	5 min
Task preparation	<ul style="list-style-type: none"> - The teacher asks the students to work in groups of 4 students. - The teacher sends an online activity to the students on the Wordwall platform. - The teacher explains the use of conditionals through examples. - The teacher solves students' concerns. - The teacher presents an online game on 	<ul style="list-style-type: none"> - Students work collaboratively. - Students develop the wheel activity by asking and answering questions. - Students pay attention. - Students develop the quiz. 	<p>T-Ss</p> <p>Group work</p>	<p>Wordwall</p> <p>https://wordwall.net/es/resource/50622242/conditionals-0123-speaking-activity</p> <p>Canva presentation, cellphone</p>	15 min

	<p>quizzz platform.</p> <p>-The teacher monitors the activity.</p>			<p>Quizizz game</p> <p>https://quizizz.com/admin/quiz/6444728e145900001da2f6ea?source=quiz_share</p>	
During task	<ul style="list-style-type: none"> - The teacher introduces the instructions for the Conscience alley activity. - The teacher divides the class into 4 groups of 8 people. - The teacher assigns different dilemmas to the groups. <ul style="list-style-type: none"> ➤ Getting back with your ex-boyfriend/girlfriend. ➤ Going out to a party without permission from your parents. ➤ Cheating on the final exam. ➤ Lying on your CV to get a job. - The teacher gives examples of the different dilemmas using conditionals. - The teacher monitors the group discussion. 	<ul style="list-style-type: none"> - Students pay attention to the instructions. - Students assign roles to develop the activity. - Each group is subdivided to create opinions for and against the dilemma. - Students work collaboratively in groups. - Students discuss opposing arguments to support the different opinions. - Students write 1 sentence in their notebooks according to their role. - Each group creates a dramatic presentation in which a student 	<p>T-Ss</p> <p>Ss-Ss</p> <p>Group work</p>	<p>Notebooks</p>	<p>20 min</p>

	- The teacher provides feedback.	chooses a position on the dilemma.			
Post-task	<p>-The teacher asks the students to create a 2-3 minute presentation choosing a position in the dilemma according to the group using conditionals.</p> <p>- The teacher asks the students to represent the characteristics of the dilemmas through drawings on a piece of paper.</p>	<p>- Students work in groups.</p> <p>- Students have to pay attention to the instructions given by the teacher.</p> <p>- Students create presentations according to the topic that corresponds to the group activity.</p> <p>- Students describe their drawings orally.</p>	<p>T-Ss</p> <p>Group work</p>	<p>Paper, pencil, colors, markers.</p>	<p>20 min</p>

LESSON PLAN 2

<p>GENERAL INFORMATION</p> <p>CLASS: fifth semester “A”</p> <p>DATE: 12/05/2023</p> <p>TEACHER’S NAME: Gissela Machaquiza</p>	<p>TOPIC: Relative clauses</p> <p>LENGTH OF LESSON: 7:00-8:00 am</p> <p>TIME: 60 minutes</p> <p>CLASS PROFILE: 31 students at intermediate (B1) level.</p>
<p>LESSON OBJECTIVES</p> <p>GENERAL:</p> <ul style="list-style-type: none"> ● At the end of this lesson, students will be able to describe their favorite movie using relative clauses. 	<p>SPECIFIC:</p> <ul style="list-style-type: none"> ● To demonstrate cooperative learning through hot seating activity. ● To discuss about similarities and differences between images. ● To create sentences orally that describe movies.
<p>METHODOLOGY: Communicative Language Teaching</p>	
<p>CONTENTS: Relative clauses</p> <p>STRATEGY: Hot seating</p> <p>FRAMEWORK: Task-Based Learning</p>	
<p>SKILL: Speaking</p>	
<p>PROCEDURE</p>	

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	Interaction	RESOURCES	TIME
Pre-task	<ul style="list-style-type: none"> - The teacher asks the students to describe two images. - The teacher asks the students to work in pairs. - The teacher formulates some questions: <ul style="list-style-type: none"> ➤ What can you see in the image? ➤ Who are in the images? ➤ What are they doing? ➤ Could you tell me what are the differences between the two images? ➤ What do you find in common between the images? 	<ul style="list-style-type: none"> - Students describe the images in pairs with similarities and differences. - Students discuss which are the most relevant aspects of each image. - Students individually answer the questions. 	<p>T – Ss</p> <p>Pairs work</p>	<p>Canva presentation:</p> <p>https://www.canva.com/design/DAFhg3H7vvA/pMEG6fi-lIP_Eicj3RwNRg/view?utm_content=DAFhg3H7vvA&utm_campaign=designshare&utm_medium=link&utm_source=publshsharelink</p>	10 min
Task preparation	<ul style="list-style-type: none"> - The teacher asks the class to divide into 2 groups. - The teacher provides a hula hoop to each group. - The teacher asks to complete orally the sentence shown on the screen. - The teacher provides examples of the 	<ul style="list-style-type: none"> - Students pass the hula hoop among all members of the group. - Students who do not finish soon will have to complete the sentence. - Students pay attention to the grammatical explanation. - Students create their own sentences 	<p>T-Ss</p> <p>Group work</p>	<p>Word wall:</p> <p>https://wordwall.net/es/resource/54511729/relative-clauses</p> <p>Canva presentation, notebook, pencil.</p>	20 min

	<p>topic and briefly explains the grammatical use.</p> <ul style="list-style-type: none"> - The teacher clarifies students 'concerns. 	using relative clauses.			
During task	<ul style="list-style-type: none"> - The teacher divides the class into 3 groups. - The teacher says the rules and instructions of the hot seating activity. - The teacher provides an example. - The teacher monitors the activity. 	<ul style="list-style-type: none"> - Students work collaboratively. - Students create sentences orally using relative clauses. - Students provide key sentences for the designated student to guess the movie that is on TV. - Students use gestures, movement, and sounds to represent movie characters. - Students who guess the most movie names win. 	<p>T-Ss Ss-Ss Group work</p>	TV, presentation, images	20 min
Post-task	<ul style="list-style-type: none"> -The teacher asks the students to create a 2-3 minute audio describing their favorite movie. -The teacher asks the students to answer the following questions. <ul style="list-style-type: none"> ➤ What is your favorite movie? 	<ul style="list-style-type: none"> - Students create an audio using relative clauses. - Students describe their favorite movie. - Students answer the questions. 	<p>T-Ss Group work</p>	WhatsApp group, cellphone	10 min

	<ul style="list-style-type: none">➤ Who are the characters? Describe them in detail.➤ What is the scene you like the most? Why?	- Students send their audios through the WhatsApp group.			
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LESSON PLAN 3

<p>GENERAL INFORMATION</p> <p>CLASS: fifth semester “A”</p> <p>DATE: 17/05/2023</p> <p>TEACHER’S NAME: Gissela Machaquiza</p>	<p>TOPIC: Simple past and past perfect</p> <p>LENGTH OF LESSON: 7:00-8:00 am</p> <p>TIME: 60 minutes</p> <p>CLASS PROFILE: 31 students at intermediate (B1) level.</p>
<p>LESSON OBJECTIVES</p> <p>GENERAL:</p> <ul style="list-style-type: none"> ● At the end of this lesson, students will be able to create a story orally using simple past and past perfect. 	<p>SPECIFIC:</p> <ul style="list-style-type: none"> ● To construct students’ cooperative learning. ● To practice the use of simple past and past perfect. ● To interpret scenarios creating a story.
<p>METHODOLOGY: Communicative Language Teaching</p>	
<p>CONTENTS: Simple past and past perfect.</p> <p>STRATEGY: Frozen stage</p> <p>FRAMEWORK: Task-Based Learning SKILL: Speaking</p>	
<p>PROCEDURE</p>	

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	Interaction	RESOURCES	TIME
Pre-task	<p>- The teacher asks the students to answer the following questions:</p> <ul style="list-style-type: none"> ➤ Have you ever sent a message to the wrong person because you had been in a bad condition? ➤ How old were you when you learnt to ride a bike? Who taught you? ➤ Have you ever been unable to enter your home because you had lost the keys? ➤ What was it that you had a problem with sharing on social networks? ➤ What was the strangest thing that has happened to you? 	<p>- Students individually answer the questions.</p> <p>- Students discuss the questions and provide information about each question.</p>	<p>T – Ss</p> <p>Whole class</p>	<p>Warm-up</p> <p>https://wordwall.net/es/resource/39164279</p>	<p>5 min</p>
Task preparation	<p>- The teacher chooses 2 volunteers</p> <p>- The teacher asks the students to place the plastic cups of the same color in the same position.</p> <p>- The teacher asks the students to</p>	<p>- Students work competitively.</p> <p>- Students place their plastic cups in the same position.</p> <p>- Students complete the sentences with the correct grammatical tenses.</p>	<p>T-Ss</p> <p>Pair work</p>	<p>Genially game</p> <p>https://view.genially/5fb5a13245d0f66d1a03cdc8/game-past-simple-and-past-perfect</p>	<p>10 min</p>

	<p>complete the sentence orally.</p> <ul style="list-style-type: none"> - The teacher provides examples the topic simple past and past perfect - The teacher clarifies students 'concerns. 	<ul style="list-style-type: none"> - Students pay attention. - Students work in an individual way to understand the difference between simple past and past perfect. - Students look at the images on tv and write sentences. 		<p>Canva presentation</p> <p>https://www.canva.com/design/DAFhl-HR7DE/SLFQMmzIsOeI_HZe-JIEeQ/view?utm_content=DAFhl-HR7DE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>	
During task	<ul style="list-style-type: none"> - The teacher assigns an online task. - The teacher monitors the class. - The teacher provides feedback 	<ul style="list-style-type: none"> - Students complete the chart with the correct form of the verb in simple past and past perfect tense. - Students choose the best option according to the expression of time. - Students choose the correct tense to complete the sentence. - Students filling in the gaps to complete the sentences in simple past or past participle. 	<p>T-Ss</p> <p>Individually</p>	<p>Cellphone, online source</p> <p>https://www.ego4u.com/en/cram-up/grammar/simpas-pasper/tests?test1</p>	20 min
Post-task	<ul style="list-style-type: none"> - The teacher chooses 4 volunteers to characterize scenes from a story with their bodies. 	<ul style="list-style-type: none"> - Students create 4 performances with the frozen stage strategy in which they act out scenes from the 	<p>T-Ss</p> <p>Ss-Ss</p> <p>Group</p>	<p>Canva presentation, Tv.</p>	10 min

	<ul style="list-style-type: none"> - The teacher provides feedback to students' presentations. -The teacher asks some questions: <ul style="list-style-type: none"> ➤ What did you see? ➤ What could be happening in this image? ➤ What about the bodies/characters that you saw make you say that? - The teacher reads the real story. 	<p>story "Fears".</p> <ul style="list-style-type: none"> - Students use their bodies to represent fears, plane, flight, girl, etc. - Students answer the questions. - Students create a story orally. 	<p>work</p>		
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LESSON PLAN 4

<p>GENERAL INFORMATION</p> <p>CLASS: fifth semester “A”</p> <p>DATE: 19/05/2023</p> <p>TEACHER’S NAME: Gissela Machaquiza</p>	<p>TOPIC: Simple past and past perfect</p> <p>LENGTH OF LESSON: 7:00-8:00 am</p> <p>TIME: 60 minutes</p> <p>CLASS PROFILE: 32 students at intermediate (B1) level.</p>
<p>LESSON OBJECTIVES</p> <p>GENERAL:</p> <ul style="list-style-type: none"> ● At the end of this lesson, students will be able to create a short story using simple past and past perfect. 	<p>SPECIFIC:</p> <ul style="list-style-type: none"> ● To construct students’ cooperative learning. ● To practice the use of simple past and past perfect. ● To interpret scenarios creating a story.
<p>METHODOLOGY: Communicative Language Teaching</p>	
<p>CONTENTS: Simple past and past perfect.</p> <p>STRATEGY: Frozen stage</p> <p>FRAMEWORK: Task-Based Learning SKILL: Speaking</p>	
<p>PROCEDURE</p>	

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	Interaction	RESOURCES	TIME
Task preparation	<ul style="list-style-type: none"> - The teacher supervises the class. - The teacher clarifies the doubts of the students. 	<ul style="list-style-type: none"> - Students form their working groups. - Students prepare their stories and materials for the presentation. 	<p>T-Ss</p> <p>Group work</p>	Physical materials provided by Ss.	10 min
Post task	<ul style="list-style-type: none"> - The teacher monitors the class. - The teacher asks some questions. <ul style="list-style-type: none"> ➤ What was the scene that impressed you the most? ➤ What were the characters? ➤ what was the story about? - The teacher provides feedback. 	<ul style="list-style-type: none"> - Students develop their performances. - Students read their stories in a theatrical way. - Students answer questions. 	<p>T-Ss</p> <p>Ss-Ss</p> <p>Group work</p>	Physical materials, cellphones	30 min

LESSON PLAN 5

<p>GENERAL INFORMATION</p> <p>CLASS: fifth semester “A”</p> <p>DATE: 25/05/2023</p> <p>TEACHER’S NAME: Gissela Machaquiza</p>	<p>TOPIC: Intensifiers</p> <p>LENGTH OF LESSON: 8:00-8:40 am</p> <p>TIME: 40 minutes</p> <p>CLASS PROFILE: 32 students at intermediate (B1) level.</p>
<p>LESSON OBJECTIVES</p> <p>GENERAL:</p> <ul style="list-style-type: none"> ● At the end of this lesson, students will be able to talk about fears using intensifiers. 	<p>SPECIFIC:</p> <ul style="list-style-type: none"> ● To organize ideas in a logical order for the role play activity. ● To practice the use of intensifiers so and such. ● To analyze students’ behavior in a cooperative environment.
<p>METHODOLOGY: Communicative Language Teaching</p>	
<p>CONTENTS: Intensifiers</p> <p>STRATEGY: Role play</p> <p>FRAMEWORK: Task-Based Learning</p>	
<p>SKILL: Speaking</p>	
<p>PROCEDURE</p>	

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	Interaction	RESOURCES	TIME
Pre-task	<p>- The teacher shows pictures where new vocabulary is exposed.</p> <p>Topic: Physical effects of fear:</p> <ul style="list-style-type: none"> ➤ I lose my voice. ➤ My hands shake. ➤ I get palpitations. ➤ I get sweaty palms. ➤ I get sick to my stomach. <p>- The teacher describes the pictures.</p> <p>- The teacher corrects the pronunciation of the vocabulary.</p> <p>- The teacher encourages students to repeat the vocabulary.</p>	<p>- Students repeat the new vocabulary.</p> <p>- Students pay attention to the pronunciation.</p> <p>- Students relate the new vocabulary with real life situations.</p>	<p>T – Ss</p> <p>Whole class</p>	<p>Canva presentation</p> <p>https://www.canva.com/design/DAFhxewrFk/rBeNXkCYfyljaAxjWT4R_g/view?utm_content=DAFhxewrFk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink</p>	5 min
Task preparation	<p>- The teacher asks students to complete sentences using the intensifiers.</p> <p>- The teacher provides examples of the topic.</p> <p>- The teacher identifies students 'concerns and solve it.</p>	<p>- Students work in pairs.</p> <p>- They use online cards in which different parts of a sentences are exposed.</p> <p>- They create and complete the sentences orally.</p>	<p>T-Ss</p> <p>Pair work</p>	<p>Wordwall activity</p> <p>https://wordwall.net/es/resource/38917111/so-such-speaking</p> <p>Canva presentation,</p>	10 min

		<ul style="list-style-type: none"> - Students pay attention. - Students create their own examples. 		notebook, pencil.	
During task	<ul style="list-style-type: none"> - The teacher assigns an online task. - The teacher monitors the class. - The teacher provides feedback 	<ul style="list-style-type: none"> - Students filling the gaps using so, such, so much or so many. - Students choose the best option to complete 10 sentences according to the use of intensifiers. - Students choose the correct answer to complete sentences. 	T-Ss Individual work	Cellphone, computer Online activity https://test-english.com/grammar-points/b1/so-such-such-a-so-much-so-many/2/	15 min
Post-task	<ul style="list-style-type: none"> - The teacher divides the class into 8 groups of 4 students. - The teacher shows a board game to the students. - The teacher monitors the activity. - The teacher manages students 'participations. - The teacher provides feedback. - The teacher asks students to create a 2 to 3 minutes presentations about their 	<ul style="list-style-type: none"> - Students create groups in which each student must participate in a board game. - Students use the grammatical structure to build sentences orally. - Students discuss the use of intensifiers. - Students create a competitive environment. - Students create a role play where 	T-Ss Ss-Ss Group work	Board game, cellphone https://view.genial.ly/605267119f2a270da2656fa2/interactive-content-so-vs-such-board-game	10 min

	<p>fears.</p> <ul style="list-style-type: none"> - The teacher asks students to use the previous vocabulary learned in the role play activity. - The teacher asks students to create a script with the dialogue used in the activity. 	<p>dramatize an imaginary situation.</p> <ul style="list-style-type: none"> - Students divide roles in their groups. - Students plan their presentations. 			
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LESSON PLAN 6

<p>GENERAL INFORMATION</p> <p>CLASS: fifth semester “A”</p> <p>DATE: 31/05/2023</p> <p>TEACHER’S NAME: Gissela Machaquiza</p>	<p>TOPIC: Intensifiers</p> <p>LENGTH OF LESSON: 8:00-8:40</p> <p>TIME: 40 minutes</p> <p>CLASS PROFILE: 32 students at intermediate (B1) level.</p>
<p>LESSON OBJECTIVES</p> <p>GENERAL:</p> <ul style="list-style-type: none"> ● At the end of this lesson, students will be able to talk about fears using intensifiers. 	<p>SPECIFIC:</p> <ul style="list-style-type: none"> ● To organize ideas in a logical order for the role play activity. ● To practice the use of intensifiers so and such. ● To analyze students’ behavior in a cooperative environment.
<p>METHODOLOGY: Communicative Language Teaching</p>	
<p>CONTENTS: Intensifiers</p> <p>STRATEGY: Role play</p> <p>FRAMEWORK: Task-Based Learning</p>	
<p>SKILL: Speaking</p>	
<p>PROCEDURE</p>	

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	Interaction	RESOURCES	TIME
Pre-task	<ul style="list-style-type: none"> - The asks students to complete a printed activity. - The teacher provides feedback. 	<ul style="list-style-type: none"> - Students work in pairs. - Students complete some short conversations using so and such. - Students develop their critical thinking. - Students check their answers. 	<ul style="list-style-type: none"> T – Ss Ss-Ss Pair work 	Printed worksheets	10 min
Post-task	<ul style="list-style-type: none"> - The teacher provides 5 minutes to prepare students' presentations. - The teacher supervises the activity and help students to develop it in an effective way. 	<ul style="list-style-type: none"> - Students prepare their physical material to interpret each character. - Students develop the presentation. - Students improve their speaking skills. 	<ul style="list-style-type: none"> T-Ss Ss-Ss Group Work 	Material provided by students	30 min

Annex N° 6: Evidence of interventions

