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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA

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**TEMA:** “DRAMA TECHNIQUE TO IMPROVE SPEAKING SKILL  
OF ENGLISH LANGUAGE IN EFL CLASSROOM”.

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Trabajo de investigación, previo a la obtención del Grado Académico de Magister  
en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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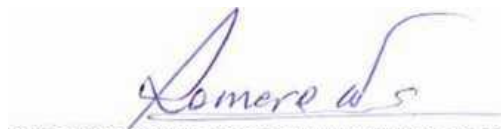
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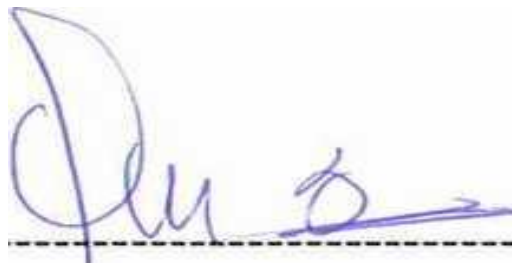
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El presente trabajo se lo dedico a mi apreciada familia, a mi padre Jerónimo quien ya no está conmigo en este momento, a mi madre Rosario, a todos mis hermanos, con mucho cariño y esfuerzo.

*De: Elsa Caín Y.*

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EXTRANJERA

**TEMA:**

“TÉCNICA DE DRAMA PARA MEJORAR LA DESTREZA ORAL DEL  
IDIOMA INGLÉS EN EL AULA DE INGLÉS COMO LENGUA  
EXTRANJERA”

Autor: Licenciada Elsa María Caín Yuquilema  
Directora: Doctora Judith Alexandra Silva Chávez, Magíster.  
Fecha: 10 de junio de 2019.

**RESUMEN EJECUTIVO**

El presente proyecto de investigación tiene como objetivo determinar la influencia de la técnica de drama en el desarrollo de la destreza oral del idioma Inglés en los estudiantes de nivel A2. El proceso se dio inicio luego de la identificación de una deficiencia en el desarrollo de las destrezas oral de los estudiantes, y la reflexión sobre las posibles causas y consecuencias de esto. Se llevó a cabo una exhaustiva revisión de la literatura para determinar la interrelación de las variables—el uso de la técnica de drama y por otra parte la destreza oral—y varias categorías, subcategorías y sus componentes más pequeños fueron identificados, los cuales contrastó cómo cada uno de estos elementos son interdependientes. Además, se aplicó el método cuali-cuantitativo para aumentar la validez analítica. Por lo tanto, se utilizó los siguientes instrumentos de investigación como los cuestionarios, las guías de observación, las tablas de análisis de contenido con 37 estudiantes de nivel A2, del Instituto Jaime Roldós Aguilera. Adicionalmente, se utilizó la entrevista con los participantes para medir el impacto de la técnica. Se aplicó el T-Test para verificar los datos recolectados durante el pre- y el post-test, resultando en la aceptación de la hipótesis alternativa que la técnica de drama influye significativamente en el desarrollo de la destreza oral. Especialmente, se demostró que el desarrollo de la destreza oral es aún más efectivo cuando los estudiantes son parte de actividades interactivas como el role play, simulación, improvisación, mímica, contar cuentos y el juego. El estudio concluye que la técnica de drama no es comúnmente utilizado en las clases de Inglés como Lengua Extranjera y que esto podría tener un impacto negativo sobre el desarrollo de la destreza oral del estudiante. Po lo tanto, se recomienda utilizar una variedad de actividades para desarrollar las habilidades comunicativas, mediante constante práctica de los elementos más específicos de la destreza oral tales como la gramática, la pronunciación, el vocabulario y la interacción.

**Descriptor:** técnica de drama, destreza oral, actividades interactivas, juego de roles, simulación, improvisación, mímica, contar cuentos, juego, destrezas comunicativas, la gramática, la pronunciación, el vocabulario, la interacción.

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MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA

**THEME:**

“DRAMA TECHNIQUE TO IMPROVE SPEAKING SKILL OF ENGLISH  
LANGUAGE IN EFL CLASSROOM”

Author: Licenciada Elsa María Caín Yuquilema  
Directed by: Doctora Judith Alexandra Silva Chávez, Magíster.  
Date: June 10<sup>th</sup>, 2019.

**EXECUTIVE SUMMARY**

The present research project is intended to determine the influence of the drama technique on the development of speaking skills of English language students of level A2. The process came about following the identification of a deficiency in the development of student oral skills, and reflection on the possible causes and consequences of this. A thorough literature review was carried out in order to determine the interrelation of the variables—the use of the drama technique and, on the other hand, speaking skills— and various categories, subcategories and smaller components were identified, which demonstrated how each of these elements are interdependent. Moreover, the qualitative-quantitative mixed methods approach were applied in order increase analytical validity. For this purpose, the following research tools were used: questionnaires, observation guides, content-analysis tables with 37 students of A2 level, at the further education institute “Instituto Jime Roldós Aguilera”. Additionally, interviews with participants were used in order to measure the technique’s impact. A T-Test was used to verify the collected data during pre- and post-test, resulting in the acceptance of the alternative hypothesis that the drama technique significantly influences the development of speaking skills. Specifically, it was demonstrated that oral proficiency development is more effective when students take part in interactive activities such as role play, simulation, improvisation, mime, storytelling and games. The study concludes that drama techniques are not commonly used in EFL lessons and that this may have a negative impact on the development of student speaking skill. Hence, it is recommended a variety of activities to develop communicative skills, through continual practice of the most specific elements of the oral skill such as grammar, pronunciation, vocabulary and interaction.

**Descriptors:** drama technique, speaking skill, interactive activities, role play, simulation, improvisation, mime, storytelling, game, communicative skills, grammar, pronunciation, vocabulary, interaction.

## **INTRODUCTION**

Currently, English is recognized as a global lingua franca, which means that people around the world are learning English as their first, second or foreign language. The number of speakers of this language is increasing constantly since English plays a very important role in society; hence, speaking this language has become a personal skill of vital importance to be competitive in 21<sup>st</sup> century. Based on this necessity, Ecuador has also promoted the teaching-learning process of the English language in primary, secondary and also in higher education. But it is evident, in most cases, that teaching English is inefficient because many educators are limited to using traditional teaching techniques; as a result, learners are not able to communicate effectively. This problem has also been identified among English language students of the further education institute “Instituto Jaime Roldós Aguilera”, located in Colta-Chimborazo, Ecuador, which was selected as the focus of this research project. One of the best approaches for teaching a foreign language is to use techniques centered on the communicative approach as these are focused on developing communicative skills in students by generating interactive and cooperative activities which strengthen students through meaningful learning.

The drama technique establishes different types of activity with the purpose of developing students’ communicative skills by involving them in an immersive interaction and communication, at the same time as addressing their personal needs and purposes. Drama is used in several activities that provide opportunities to speak and interact with each other students through the exchange of ideas or feelings in a particular context. For this reason, the present research examines how the drama technique influences the development of English speaking skills, as describes in the following chapters.

### **CHAPTER I**

This refers to the problem and its contextualization, focusing on the analysis of causes and effects of the problem. The research question to be addressed is

justified and explicitly stated, together with the delimitation of the study and the objectives to be carried out the study.

## CHATER II

This establishes the research background and the theoretical framework that supports scientific knowledge, and the concept of the categories and subcategories of each variable of the study resulting from a literature review.

## CHAPTR III

This describes the methodological process used to address the research question. The type of methods, techniques, instruments and population used to collect the data is explained.

## CHAPTER IV

In this chapter, the analysis and interpretation of the data collected during the pre- test and post-test phase is presented. It also demonstrates how the results obtained facilitated testing of the hypothesis.

## CHAPTER V

This establishes the conclusions and recommendations based on the experience and the results obtained during the whole research process.

## CHAPTER VI

This final chapter consists of a manual designed by the researcher, which contains several drama technique activities aimed at improving the speaking skill of English language learners.

# CHAPTER I

## THE PROBLEM

### 1.1 Theme

“DRAMA TECHNIQUE TO IMPROVE SPEAKING SKILL OF ENGLISH LANGUAGE IN EFL CLASSROOM”.

### 1.2 Statement of problem

#### 1.2.1 Contextualization of the problem

As Serrano, Vizcaíno, Cazco, & Kuhlman (2015) assert, the worldwide adoption of English as a lingua franca has led to an increase in English language learning. In Ecuador, the learning of this language has also increased for social and economic reasons. Therefore, English language has become a pressing requirement throughout the country. El Comercio (2017) reports that professionals who speak English are more competitive in the workplace. The necessity of developing this language has pushed successive governments to introduce English to the curricula of primary and secondary schools. However, regarding higher education, and based on the latest legislation (Reglamento del Regimen Académico, March 2016) higher education students are required to have an intermediate foreign language proficiency in order to finish their undergraduate studies, and a higher level of proficiency is a prerequisite for people wishing to access postgraduate programs.

According to El Comercio (2017), Ecuador maintains a low level of English proficiency since it is ranked in 55th of 80 countries that participated in the English proficiency index in 2017. In 2017, about 85,000 people took the EF test across the whole country. The average grade was 49.32 over 100; within this group, there were adults (average age of 31 to 40 years) who obtained 47.26 on average, while youths (18 to 20 years) on average obtained 53.57. In another area of deficiency it is reported that “the majority of English teachers in Ecuador have neither the language proficiency nor the methodologies to teach English effectively in schools” (Serrano et al., 2015, p.109). Undoubtedly, the teaching-learning process of EFL is not effective in Ecuador.



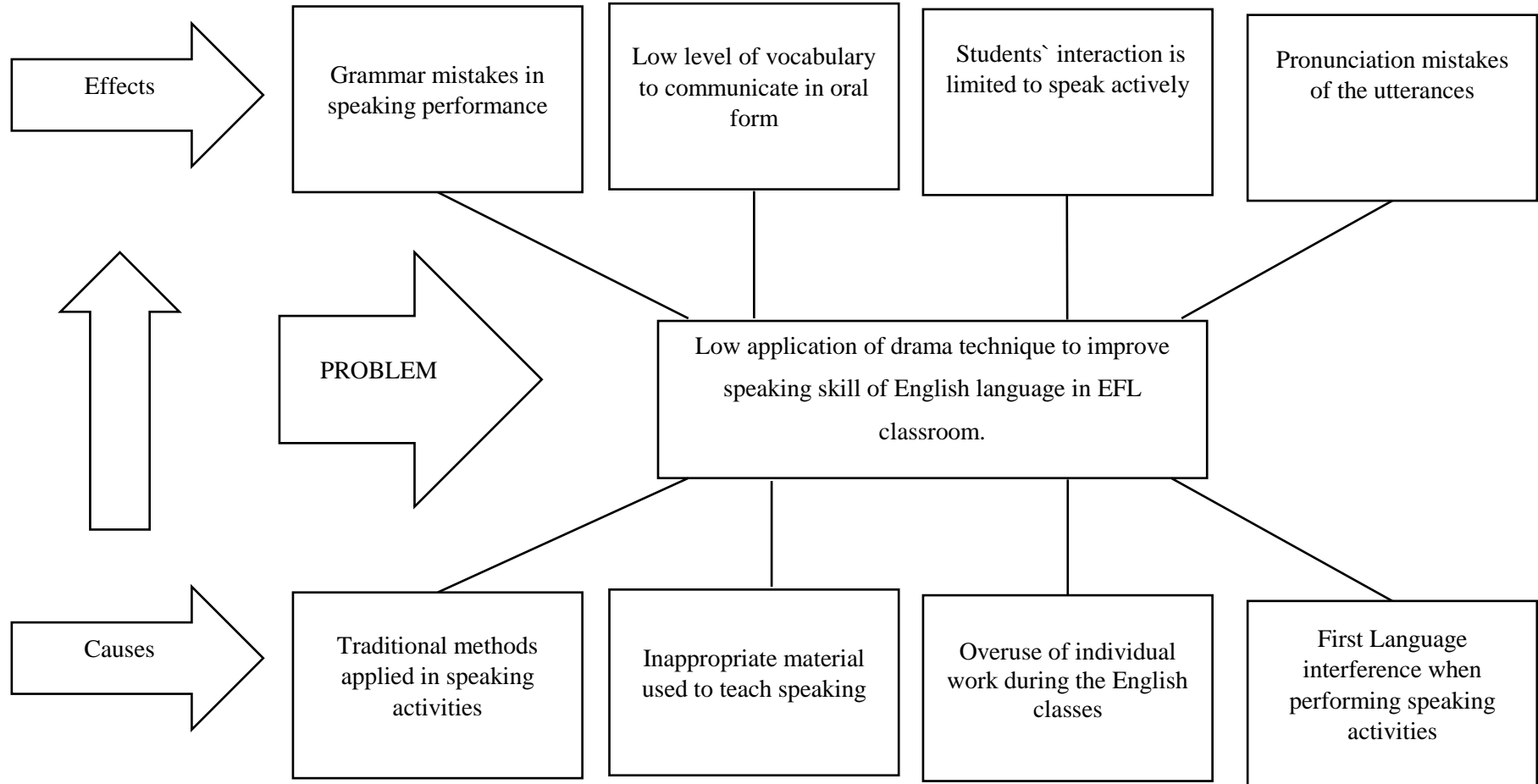
In the local area, research conducted at Escuela Superior Politécnica de Chimborazo (ESPOCH), located in the Province of Chimborazo, affirms the deficiency in English Language learning (Pixel, 2016). The study was carried out with 200 students who took the placement test including the four skills (reading, writing, speaking and listening) from whom 51 (25%) of learners passed on to the second level while 149 students (74,5%) got grades of less than seven out of ten (7/10). Based on the above information, more than half of the population of the study did not have basic English language knowledge despite having studied it at school and high school.

The further education institute “Instituto Superior Pedagógico Jaime Roldós Aguilera Bilingüe Intercultural” (ISPEDIB JRA) located in Cicalpa-Colta-Chimborazo currently has 125 students in the program of studies “Tecnología en Desarrollo Infantil Integral”. The curriculum (Resolución RPC-SO-33-No.629-2015, 16 of December, 2015) does not include English as a subject, despite the requirement of having a foreign language proficiency of level B1 of CERF in order to complete the studies. In this context, the institution has created a foreign language branch to promote student learning of EFL, in which learners are part of, in different levels.

But, students from this institution do not seem to enjoy English classes as they remarks that this subject turns out to be tedious, difficult to understand, complicated pronunciation and not very meaningful for their lives. Besides that, students from different levels do not show a satisfactory level of English when they speak. What is more, they are usually reluctant to talk because they feel they are unable to do, they do not have the sufficient input and self-confidence to establish a short conversation. Since, learners have a traditionalist perception of language learning because they tend to organize ideas in their first language, then, translate the words or phrase to the target language, which is not efficient because they have a *structural* rather than a *communicative* view of the language; however, there are several factor that influences negatively on language learning.

### 1.2.2 Critical analysis

Figure N° 1. Critical analysis



Created by: Elsa Caín

The first factor is that, the teacher commonly uses traditional methods to teach English which makes students to have a lot of grammar mistakes in speaking performance. Hence, traditional teaching style is affected by behaviorist which determines what students have to learn; their teaching methods are formal and impersonal and the activities focus on drills and practices as well as memory and review of knowledge (Wang, 2010). This means, the traditional teaching style have learners training grammar passively into abstract and isolated sentences, enhancing students to memorize the language patters in order to reproduce immediate. Therefore, for some students, grammar can be developed better in writing exercises but they have more problems when they speak. In fact, inappropriate use of grammar can impede communication of the message.

Another factor for students to have such low level of vocabulary to communicate is often because inappropriate materials used to teach speaking. According to Al Hosni (2014) states some of these factors are related to the learners themselves, the teaching strategies, and the environment, as result many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. It refers that meaningful learning depends on good teaching strategies and the way of using materials to provide language input to learners; improper use of materials conveys to poor knowledge. It is evident; speaking requires varied knowledge of vocabulary to be actively part of a conversation. It seems challenging since students do not know enough vocabulary in order to express themselves in different contexts.

Similarly, another reason for this problem to take place is due to the fact that teachers overuse individual activities which limit students' interaction to speak actively. Interaction occurs between at least two people since it is a reciprocal event; therefore, interactions do not happen only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication (Pourhossein, 2014). The author also remarks, it is noticeable that

students who interact and speak in the classroom achieve better in oral expression in most cases than those who always keep silent. That is why, if students are limited to work in groups by using the target language, they are not very able to interact with others. However, some students are active when participating in groups whereas others are shy and prefer to work individually. But, it is palpable that individual speaking tasks avoid learner to know how to manage the conversation, which means knowing how to interact, how and when to ask and answer, how to initiate, maintain and end a dialogue. In conclusion, individual speaking activities do not contribute to the development of communicative skills efficiently.

Another factor that hinder learners from being competent in English is the first language interference since it directly influences negatively on pronunciation features. The L1 interference is known as a deviation from norms of either language which occurs in the speech of bilinguals, this influence of L1 on L2 acquisition has been termed as Language Transfer and studies have shown that the learning of the first one essentially affects the ways one learns the second language; these transfers might be positive or negative where a positive transfer results in no error in the learning of L2 and the negative one may lead to significant errors (Akteruzzaman, 2016). This problem is observable meanwhile English learners' pronunciation presents problems in intonation, stress and rhythm of words and phrases, in most cases because of negative transfer from Spanish rules pronunciation applying into English. For example, students often read English dialogues in a similar way as they read in Spanish, with the same intonation and word sounds. This fact affects when they speak and can disrupt communication.

Consequently, the present project seeks to improve learners' speaking ability through the drama technique.

### **1.2.3 Prognosis**

If the fact that the low application of drama technique to improve speaking skill of English language learners of level A2, at further education institute Jaime Roldós Aguilera is not successfully solved now, it will negatively affect their future academic, social and professional lives.

First, students will face demanding academic challenges after finishing their career. Those students as part of the program “Tecnología en Desarrollo Infantil Integral” (tercer nivel tecnológico), they have to enroll in other study programs in the future and in some way they will face with English. At this level, they will require to have good prior knowledge in order to access to academic information of high quality and to communicate in target language in basic level. Besides, English proficiency is a requirement to access to some study programs, for applying for a scholarship for studying abroad, for doing research and for participating in international conferences. Therefore, If they do not have basic knowledge of dealing with English language, it will be a big obstacle what makes unsuccessful academically.

Second, students’ social features will be affected too, since their communicative skills are limited to interact with others. If the problem persists, students can not communicate through with people from English speaking countries to get to know to each other or to share their cultures. Useful expression like asking for personal information, daily activities and hobbies might seem difficult to use, which makes a complicated interaction. It does not necessarily happen in an English speaking country, since Ecuador receives thousands of tourists over the years; some of them do not speak Spanish at all, it is where English take place as a mean of communication. However, if they are planning to travel abroad where English is spoken, their trip may become into a chaos for being unable to talk in English to face with unexpected situations. That is why; students might have limited social interaction

Third, the existence of this issue will affect students' professional performance. If learners are not trained appropriately about how to communicate in English, they will not be able to use it. Being unable to talk in English is to be professionally uncompetitive, so in consequence they are not completely prepared for their jobs. They might have limited opportunity job, neither lose some special offer abroad. On the other hand, the students have to work with children directly, so English is essential for them, to be familiar with songs, cartoons, short phrases, and useful expression to be used at children Centers, otherwise, they will only use one single language.

Learning to speak English has been a serious obstacle for students over the years. Some students believe they are able to read and write in English, but are not able to speak. In some cases, learners have considered that learning to speak English is a waste of time. This is the most common issue in English learners; they have created this perception because of their past learning experiences. Therefore, to change that idea, English teachers have to focus on transforming that reality. Innovating techniques and activities that will overcome English language learning barriers are of paramount importance.

#### **1.2.4 Research Problem Formulation**

How does the drama technique influence the development of students' English speaking skill at ISPEDIB Jaime Roldós Aguilera?

#### **1.2.5 Research questions**

- What is the English speaking level in the students at ISPEDIB Jaime Roldós Aguilera?
- How does the drama technique improve the speaking skill of English language students of level A2, at ISPEDIB Jaime Roldós Aguilera?
- What kind of activities will be applied based on the Drama Technique in order to improve students' English speaking skills?

### **1.2.6 Delimitation of the Research**

The present research was carried out in the following context;

**Field:** Education

**Area:** Teaching English as a Foreign Language

**Aspect:** Teaching and learning process of English Language

**Temporal Delimitation:** The study was carried out during the period November 2018-January 2019.

**Specific Location of the Research:** This study is conducted at Instituto Superior Pedagógico Intercultural Bilingüe, Jaime Roldós Aguilera located in Valle de Colta Monjas, Canton Colta in the Province of Chimborazo.

### **1.3 Justification**

Currently, Ecuador has adopted English as a foreign language in order to promote the development of better professionals. Learning English is a personal need since it is a useful tool to have a wide access to the fields of education, science, and technology and to communicate with people of other cultures. Academically, English is a complementary subject of students' professionalization in a specific area. Therefore, teaching English in Ecuador is encouraged in primary, secondary and higher education. However, it is important to mention that teaching this language is to prepare learners to communicate appropriately in written and oral forms because the main aim of learning English is to be able to communicate.

Teaching speaking skills in EFL is a demanding challenge that requires teachers to use dynamic and interactive activities in order to achieve significant outcomes. It is necessary to implement a method to develop this important communicative skill. A meaningful alternative for getting these objectives is the Drama Technique. Moreover, role-plays, simulation and mimes are part of drama activities which are focused on speaking skills to enhance learners in a meaningful practice of communicative competences. Besides, it is indispensable to develop speaking skills in students, while the main aim of learning a language is to make people be able to communicate. The objective is to develop competitive

professionals in the XXI century, for that reason English plays an important role in the local, regional, national and also international growth. A clear example is that English promotes economic development and globalization. In fact, it facilitates a wide access to those areas and it is a main tool for academic success.

The application of the drama technique has significant **importance** in English teaching. Drama and role-play activities are very valuable teaching techniques which engage learners in an active learning process. Furthermore, these role-play activities support teachers to create a positive, enjoyable classroom atmosphere and also they spark motivation for students to learn the target language. The most effective way of developing speaking skills of the English language is by facilitating learners to be active and engaged in practice. Since the drama technique helps oral skill development, it encourages the growth of fluency, pronunciation, cooperative learning, self-confidence and cultural awareness. Role-plays have a positive impact on students because they encourage them to use their imagination, creativity and engage in cooperative learning.

Also, the present research responds to personal, institutional and communal **interest** regarding to this matter. The researcher intends to determine how beneficial is the application of drama technique specifically on speaking skill by taking into account that learners need to improve their communicative competence through interactive activities. Similarly, the institution is concerned about promoting a good atmosphere for students to learn a foreign since it must certificate in English language proficiency at level A2 to allow them to graduate. Moreover, the whole community want to evidence to some innovative ways of teaching which have to focus on providing meaningful learning, this means the aim of language learning is to use it in real context.

Besides, the research is conducted with 37 English students of A2 level. The **direct beneficiaries** of the interventions, in terms of speaking skill improvement, are those 37 students. Hence, students, teachers and authorities of this institution are **indirect beneficiaries** since there is a positive motivation which encourages



them to believe that speaking English is attractive, it fulfills a personal need and a useful complementary tool in their professionalization.

Additionally, it is **feasibly** because of having required and needed resources and also the contribution of the institution. On one hand, research tools, the teaching materials and human resources will be provided by the researcher. On the other hand, the authorities provide all kind of support by facilitating the development of the project.

Finally, it is fundamental to find out **the impact of** drama techniques on the development of the speaking skill of the learners to benefit them be more accurate and fluent in English when using it to communicate. Furthermore, it will provide a positive impact to the institution in the way that the learners of English of level A2, are expected to be able to talk by using this language in daily contexts at the end of the course. Moreover ISPEDIB JRA, as the only accredited institute (by CEAACCESS) in the Chimborazo Province, and because of its reputation, has been as a model to follow for other institutes over the years. ISPEDIB Canelos from Puyo, and ISPEDIB Quilloac from Cañar, among others may observe the implementation of this project leading to its contribution as a reference for other institutes.

## **1.4 OBJECTIVES**

### **1.4.1 General objective**

- To determine the effect of the drama technique in the development of students' English speaking skill.

### **1.4.2 Specific objectives**

- To analyze to what extent English language learners are immersed in drama activities enrich their oral skills.
- To diagnose the students' English speaking skill level through the application of research tools.
- To propose a handbook that contains several activities based on the drama technique to foster students' English speaking skills

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Research background

The following studies were analyzed as instances of using the drama technique to develop communicative skills.

Two studies carried out in Turkey were reviewed. The first is entitled “Effects of creative, educational drama activities on developing oral skills in primary school children” (Ulas 2008). The main purpose was to determine the effectiveness of drama activities on the development of oral communication skills with sixty five learners of four years old. The observation technique was used to collect and analyze the data. Finally, it demonstrated significant results since drama activities improved the speaking skill of learners in a meaningful way.

The second research was “Using drama in teaching English for young learners” (Köylüoğlu, 2010). The purpose was to study whether a traditional method or a drama technique produces better results in learning. Thirty four learners were part of experiment and statistical analysis. Based on the comparison of the results from the experimental group and control during the pre- and post-test phase, the researcher concluded students who were taught through drama obtained significantly better results than learners who were trained with the traditional method.

Another study was carried out in Thailand, “A study of effect of Dramatic Activities on improving English Communicative Speaking Skill of 11<sup>th</sup> Grade Students” (Iamsaard & Kerdpol, 2015). This was developed in order to determine the effect of drama activities on students’ communicative skills. An English speaking test was used as the instrument for data analysis. After the implementation of the drama technique, the findings were that learners’ speaking skill were significantly higher than before; also their opinions toward drama activities were positive.

In another piece of research in Spain, “Drama technique to enhance speaking skill and motivation in EFL secondary classroom” (Torrico, 2015), the aim was to analyze how students’ speaking skill and motivation may be enhanced through drama activities. This study was conducted with a quasi-experimental research method. The research tool applied were questionnaires to measure the level of student motivation, and a test to assess their level of speaking skill. The author concluded that the results of data analysis evidenced that the experimental group’s motivation and speaking had improved.

Two national studies have been conducted. The first was entitled “Dramatización de hechos de la vida real como técnicas para desarrollar la destreza de hablar en inglés en los estudiantes de 9no Año de E.B. del Colegio Nacional “Emilio Uzcátegui” de la ciudad de Quito durante el año lectivo 2012-2013” (Guzmán, 2014). This research was developed to determine how helpful the drama technique is on the improvement of speaking skills. Deductive-inductive methods were used since the researcher made conclusion based on the results obtained through the application of a survey to 99 participants. The author determined several types of drama activities were really helpful for learners to develop their speaking skills.

The second study was, “La dramatización como recurso didáctico en la expresión oral del idioma inglés en los estudiantes de 10mo Año de E.G.B. de la Institución Educativa “Juan Pío Montufar en el Período Académico 2016-2017” (Salguero, 2017). The purpose was to study how drama, as a didactic resource, influences student oral skills. It was a descriptive study of 128 learners in which the researcher analyzed each individual situation, the attitudes, activities and procedures of each class by descriptive detail. In addition, the analysis was validated and manifested that drama improved students’ ability to speak by using gestures, imagination and their self-confidence.

All the authors of the studies reviewed concluded that the use of the drama technique has a positive impact on students’ speaking skills.

## **2.2 Philosophical foundations**

Since an approach consists of specific principles focused on the philosophical basis of language teaching (Richards & Rodgers, 2001), the present research is associated with the theory of the Communicative Approach. In particular, this approach “places an emphasis on developing communicative competence. In other words, knowing a language involves being able to use that language efficiently in real life situations” (Watkins, 2005, p.10). The aim of the teaching-learning process is communication by effectively using verbal and non-verb language according to the context, being able to express personal views, ideas and feelings. In this case, language is used as a means of communication in order to accomplish some functions which engage learners to practice authentic and useful phrases.

On other hand, teachers assume the role of a facilitator yo guide the learning process by learner-centered activities where students are responsible for their own learning. Meanwhile, language patterns, grammar and vocabulary are trained inductively through authentic material, giving more emphasis on meaning than accuracy. Errors and mistakes are part of the learning process; therefore, they are not interrupted during the performance, though feedback takes place at the end of the activity in order to create a positive impact and self-confidence. In addition, most of the activities are developed in pairs or groups which promote cooperative learning in the classroom. As a result, this theory encourages the development of oral interaction applicable to real life.

## **2.3 Legal basis**

The present research is supported by the following cited norms:

### **Constitución de la República del Ecuador**

Artículo 350.-El Sistema de Educación Superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la

construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo; (Constitución del Ecuador, 2008).

### **Ley Orgánica de Educación Superior (LOES)**

Artículo 84.-Requisitos para aprobación de cursos y carreras.- Los requisitos de carácter académico y disciplinario necesarios para la aprobación de cursos y carreras, constarán en el Reglamento de Régimen Académico, en los respectivos estatutos, reglamentos y demás normas que rigen al Sistema de Educación Superior. Solamente en casos establecidos excepcionalmente en la normativa interna, un estudiante podrá matricularse hasta por tercera ocasión en una misma materia o en el mismo ciclo, curso o nivel académico (LOES, 2018).

**Artículo 124.-**Formación en valores y derechos.- Es responsabilidad de las instituciones de educación superior proporcionar a quienes egresen de cualquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de una lengua diferente a la materna y el manejo efectivo de herramientas informáticas (LOES, 2018).

### **Reglamento del Régimen Académico**

Artículo 31, Aprendizaje de una lengua extranjera.- Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las signaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus

estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

En las carreras de nivel técnico superior, tecnológico superior y equivalentes, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a B1.1 y B1.2, respectivamente, del Marco Común Europeo de referencia para las Lenguas. En las carreras de tercer nivel, de grado, se entenderá por suficiencia en el manejo de una lengua extranjera al menos el nivel correspondiente a B2 del Marco Común Europeo de referencia para las Lenguas.

Para que los estudiantes regulares matriculados en una carrera cumplan el requisito de suficiencia de una lengua extranjera, las instituciones de educación superior, en el caso de que así lo requieran, podrán realizar convenios con otras IES o instituciones que, si bien no forman parte del Sistema de Educación Superior, brindan programas o cursos de lenguas, siempre que éstas emitan certificados de suficiencia mediante la rendición de exámenes con reconocimientos internacional.

Las instituciones de educación superior, además de sus propios profesores, podrán contar con personal académico no titular ocasional<sup>2</sup> para la realización de cursos de idiomas regulares, que sirvan a los estudiantes en el propósito de aprender una lengua extranjera. Las mismas condiciones se podrán aplicar para el aprendizaje de una segunda lengua.

La presente disposición no se aplicará para las carreras de idiomas (..) (Reglamento del Régimen Académico, 2016).

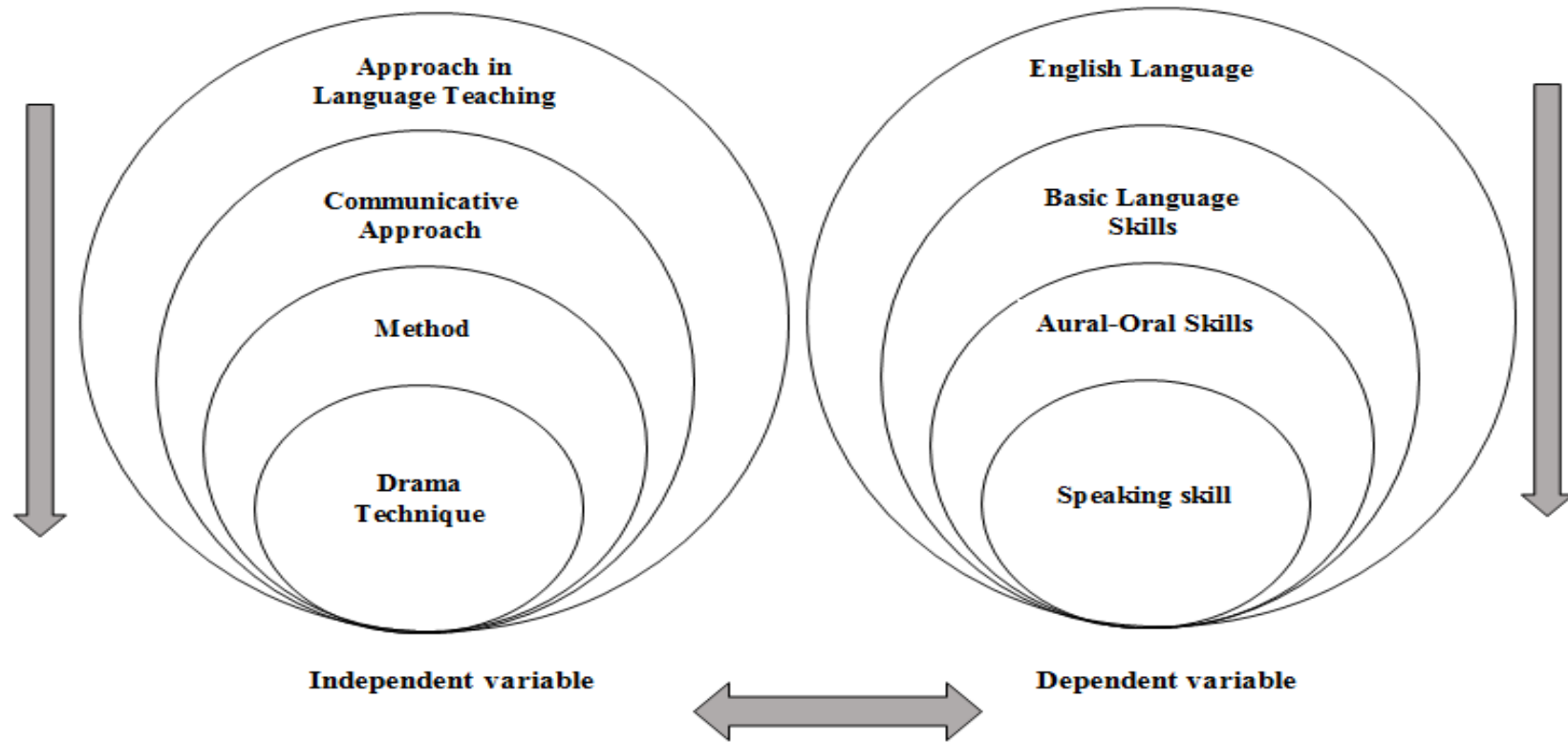
The importance of speaking a foreign language has contributed significantly to the education system in Ecuador. Therefore, all levels of education must support students in learning a foreign language such as English by exploring the knowledge and culture of other countries. It is evident that the above norms specify the

responsibility of higher education institutions to guarantee students learn a target language in order to achieve language proficiency at the end of any program of studies. This research was designed to assist learners in accomplishing A2 level of English of the CEFR.



## 2.4 Key categories

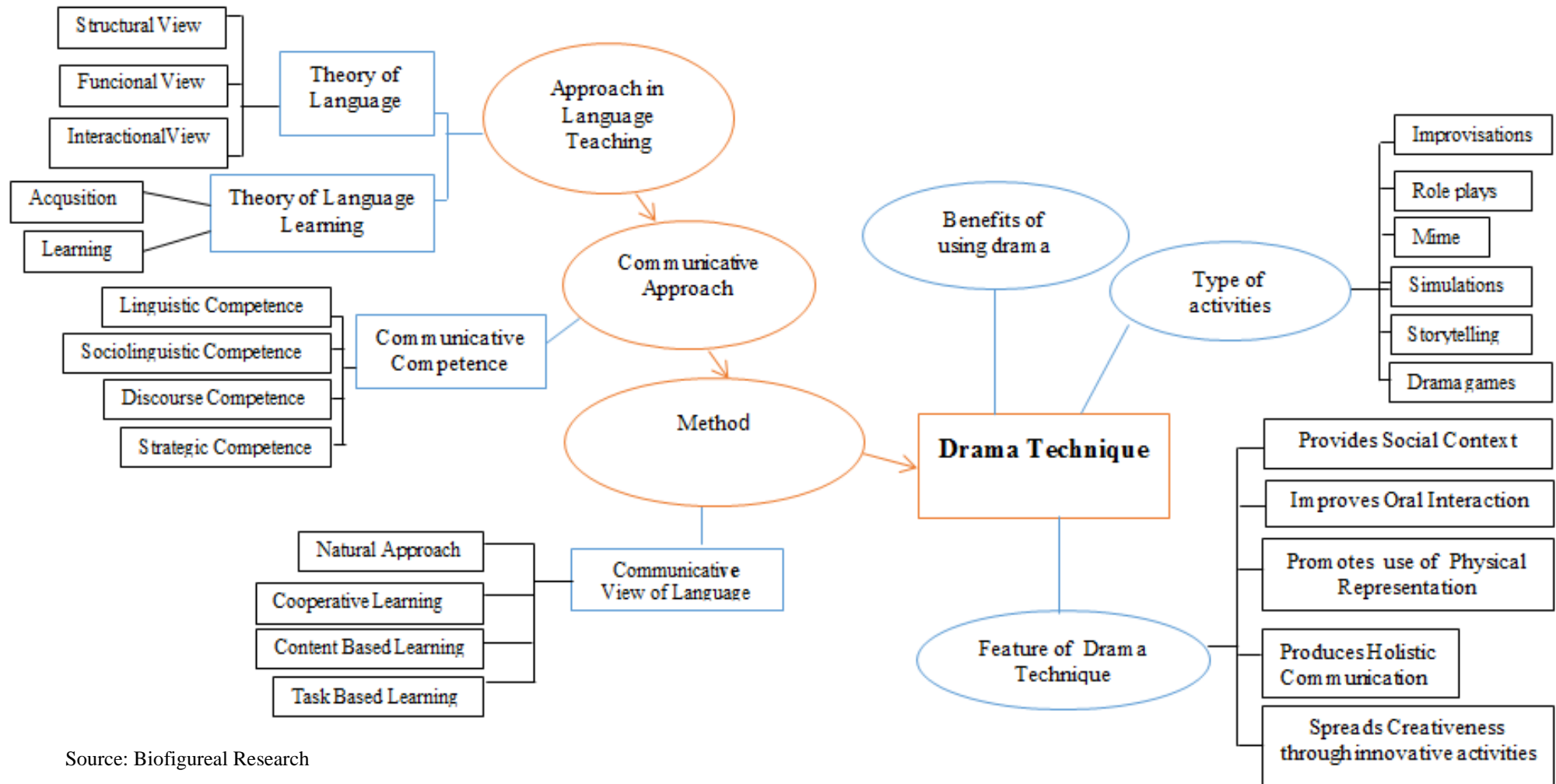
Figure N° 2. Fundamental categories



Source: Biofigural Research

Created by: Elsa Caín

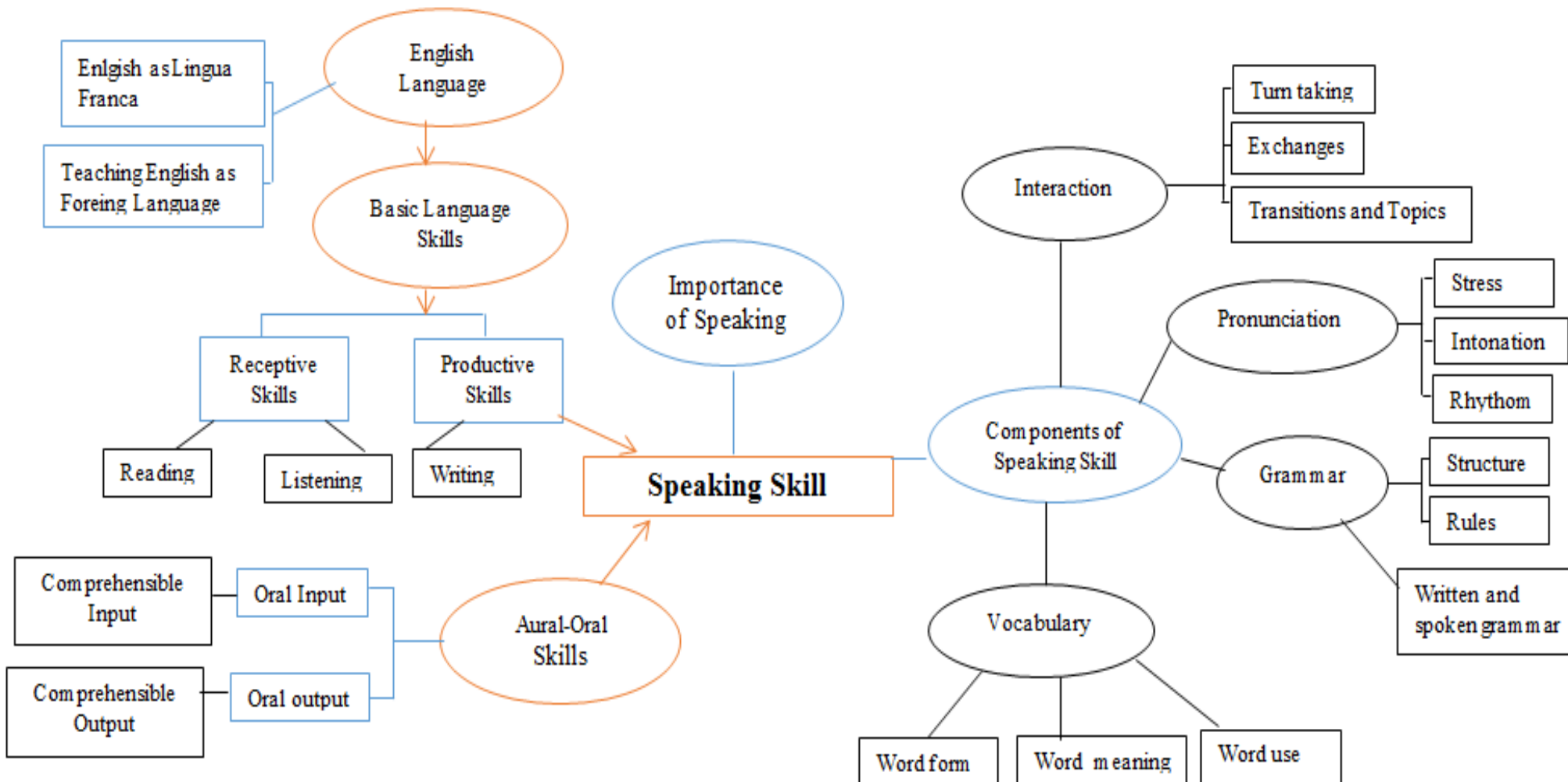
Figure N° 3. Independent Variable Interrelated Figures



Source: Biofigural Research

Created by: Elsa Caín

Figure N° 4. Dependent Variable Interrelated Figures



Source: Biofigureal Research

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## **2.4.1 Independent Variable Framework**

### **Approach in Language Teaching**

According to Richards & Rodgers (2001) approaches are theories based on how a language is taught from a psychological and linguistic view and are, therefore, used to develop a practical and philosophical basis for language teaching. This means teaching a language must be focused on specific principles, procedures, and goals in order to explore systematically linguistic knowledge. Moreover, the model proposed by Anthony (as cited in Richards & Rodgers, 2001) analyzes the difference between the philosophical aspects of language teaching by determining three levels of conceptualization: approach, method and technique. This distinction indicates that an approach provides theory and principles while a method puts in practice that theory through a particular technique.

Based on these ideas, a particular approach provides instructors with a roadmap for teaching. Hence, the main feature of an approach is that it specifies the methodological process to apply in terms of what to teach and how to teach a language. Teachers have to select the suitable methods and techniques to be used in the teaching-learning process to achieve the learning goals proposed. Furthermore, an approach specifies the principles of teaching and the nature of language learning that may vary between theories with each theory displaying aspects to be treated with more or less emphasis in the classroom.

### **The theory of language**

According to (Richards & Rodgers, 2001) there are three different theoretical views about language and the nature of language which are articulated explicitly or implicitly in current approaches. Therefore, any distinct approach focuses on a specific view and principle of language teaching that differentiates its teaching practices. Some approaches are grounded in a *structural* view, and others have designed their principles based on the *functional* view. Finally, there are others based on teaching a language with an *interactional* view (Richards & Rodgers, 2001).

### ***Structural view***

The structural view defines language as a system made of words, rules and patterns, since people speak in patterns (Algeo, 2009). Moreover, this system is generally “defined in terms of phonological units (e.g., phonemes), grammatical units (e.g., clauses phrases, sentences), grammatical operations (e.g., adding, shifting, joining or transforming elements), and lexical items (e.g., function words and structure words)” (Richards & Rodgers, 2001, p.20-21). In fact, the structural view theory claims that a language is a system of symbols that occurs in structural order, since it prioritizes the dimension of language elements from the linguistic view point which are, grammar, vocabulary and pronunciation.

### ***Functional view***

The term functional, applied to language, is derivative of the systematic functional theory that identifies language as part of human daily life in which it is used to construct meanings for different purposes of communication (Ewing, 2001). According to Richards & Rodgers (2001), this theory emphasizes the semantic and communicative dimensions more than grammatical features and focuses on teaching a language by categories of function and meaning, while determining the topics, notion and concepts that a learner needs to communicate. A functional model consists of learning how to choose the language to refer to a particular personal need according to the situation.

### ***Interactional view***

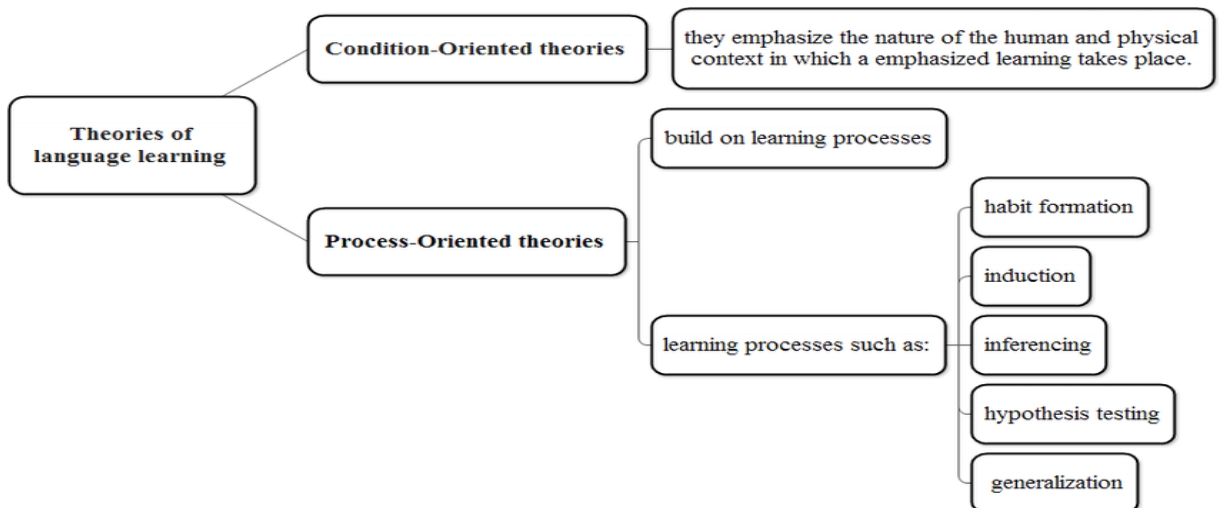
The interactional view refers to language as a vehicle for recognition of interpersonal relationships and for performance of social connections among individuals, so that language is a tool for social relations (Richards & Rodgers, 2001). “The target of language learning in the interactional view is learning to initiate and maintain conversations with others” (Bejo, 2010). Furthermore, Richards & Rodgers (2001) points out that this interactional theory focuses on teaching the patterns of moves, negotiation, acts and interaction of a conversation. That is to say, language is an essential element which facilitates interaction in a particular group through conveying and receiving messages.

## Theory of language learning

According to Richards & Rodgers (2001), any approach must answer these questions: *a) What are the psychological, linguistic and cognitive process involved in language learning;* *b) What are the conditions that need to be met in order for these learning process to be activated?* Learning theories may emphasize one or both of following dimensions: *process oriented theories* build on learning processes and *condition oriented theories* emphasize the nature of human and physical context, as figure 4 shows.

Figure 4. Theories of language Learning

Figure N° 5. Theories of language Learning



Source: (Elahi & Taherian, 2016)

Torres (2010) analyzes the Monitor Model of Second Language Acquisition Theory, which addresses the dimension of the process and condition of language learning. Krashen makes a distinction at the level of process between two key concepts: acquisition and learning (as cited in Richards & Rodgers, 2001).

## Acquisition

“Acquisition is subconscious, and involves the innate language acquisition device which accounts for children’s L1” (Saville-Troike, 2006, p.45). Additionally, acquisition is defined as an unconscious process which results in the

knowledge of a language (Torres, 2010). This means that acquisition occurs in a natural way similar to how people acquire the first language.

### **Learning**

“Learning is conscious and is exemplified by the L2 learning which takes place in many classroom contexts” (Saville-Troike, 2006, p.45). In other words, learning is a cognitive process that results in knowledge about the language (Torres, 2010). Learning occurs in a formal context, which requires the knowledge of how language works (grammar, vocabulary, pronunciation, etc) in order to communicate.

### **The Communicative Approach**

Watkins (2005) gives a detailed explanation of the principles of the Communicative Approach. He asserts that communicative language learning consists of a variety of teaching strategies with more emphasis on developing communicative competence on students in order to be able to use the language efficiently in real situations. The most important feature is communication since language systems such as grammar and vocabulary are taught inductively. Furthermore, this theory deals with functional language, thus language is used to accomplish some functions such as arguing, excusing, inviting, etc. In fact, a set of communicative activities such as role plays or simulations are based on the principles of the Communicative Approach because they put more emphasis on the meaning of the language rather than its form and are also set in real life situations Watkins (2005).

### **Communicative competence**

The Communicative Approach in language teaching is the theory of language as communication, whose aim is to develop what Hymes refers as communicative competence (as cited in Richards & Rodgers, 2001). Similarly, Torres (2010) asserts the primary function of language is to allow learners to communicate by using the language as a means of expressing ideas, as well as the functions that meet their needs, hence the need for students to become

communicatively competent. Canale and Swain (as cited in Torres, 2010) explain that communicative competence refers to the ability that underlies speaking proficiency and is comprised of *linguistic competence, socio-linguistic competence, discourse competence, strategic competence*.

### ***Linguistic competence***

Linguistic competence promotes student understanding and use of the structure of the language with accuracy and fluency, in terms of grammar (morphology and syntax), vocabulary (meaning) and pronunciation (stress, intonation and rhythm) of words and sentences. Therefore, linguistic competence refers to the ability to use the language correctly in written or oral communication (Torres, 2010).

### ***Socio-linguistic competence***

Socio Linguistic Competence “includes knowledge of sociocultural rules of use. It is concerned with the learners’ ability to handle, for example, setting, topics and communicative functions in different sociolinguistic contexts” (Nordquist, 2018, p.1). In addition, it deals with the appropriate use of language by understanding the social and cultural context of communication.

### ***Discourse competence***

This is the ability to combine words, phrases and sentences in a text with cohesion and coherence. In other words, “the knowledge of how to establish a connection between previous sentences and those that are coming later” (Torres, 2010, p.70). This means that discourse competence is the skill of joining ideas organized appropriately in order to maintain fluency during the conversation while avoiding hesitation or long pauses.

### ***Strategic competence.***

“Strategic competence refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference



source, grammatical and lexical phrases, request for repetition, clarification, slower speech (...)"(Nordquist, 2018, p.1). Moreover, according to Torres (2010) it is the ability to initiate, terminate, maintain, improve and facilitate communication.

## **Method**

The term method in language teaching is defined in different ways. "It is a systematic set of teaching practices based on a particular theory of language learning, stated to accomplish linguistics objectives. It contains prescribed techniques and practices" (Torres, 2010, p.56). Similarly, "method is a process of planning, selection and grading language materials and items, techniques of teaching, etc (Patel & Jain 2008, p.71). As a result, method is the connection of theory and practice in teaching by determining how didactic resources and contents are presented in order to achieve learning goals.

## **The communicative view of language**

The Communicative or functional view of language is the means of expressing functional meaning in which semantic and communicative aspects are more emphasized (Bejo, 2010). From the viewpoint of language as function, there are several approaches and methods of language teaching.

### ***The Natural Approach***

Krashen and Terrell defined the natural approach as what they called a traditional approach to language teaching, "based on the use of the language in communicative situations without recourse to native language and, perhaps needless to say, without reference to grammatical analysis, grammatical drilling, or a particular theory of grammar" (Richards & Rodgers, 2001,p.178). This approach allows learner to acquire the target language in a similar way to their first language.

### ***Cooperative Learning***

Cooperative learning consists of "students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important"

(Larsen-Freeman, 2000, p.164). In this method, the teacher focuses on motivating students' collaborative or social skills in order to guarantee effective learning.

### ***Content Based Instruction***

This method refers to “second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001,p.204). This means that content plays an essential role since, through it, language is taught inductively.

### ***Task Based Learning***

According to Torres (2010), the aim of this method is to develop communicative competence that will enable students to communicate efficiently in a foreign language. The author defines task as an activity which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

### ***Drama technique***

A technique proceeds from a particular method. Torres (2010) defines this as “a wide variety of activities, tasks or devices used in language classroom for accomplishing the lesson objectives and the method” (p.56). On the other hand, drama is defined in several ways; according to Courtney (as cited in Bouzoukis, 2001) it is “the human process whereby imaginative thought becomes action;” (p.26). Moreover, Chioma & Chukueggu (2012) state “drama is an activity, involving people in a social context” (p.2). They state that drama promotes the use of oral communication, forms of communication, body language and intonation and it also refers to the physical representation of feeling and thoughts.

Drama activities have a positive impact since they are effective at improving the speaking skill. According to Makita (as cited in Ulas 2008) dramatic and role play activities are valued techniques that enhance students in active participation during the learning process. Moreover, Makita indicates that drama activities may be applied in different forms, and teachers have to provide learners with different

learning experiences through a variety of techniques according to student interest, needs and level. In addition, he states that these activities support the teacher in creating a positive and enjoyable classroom atmosphere.

Holden asserts that “drama is a kind of activity in which students portray themselves in an imaginary situation” (as cited in Chioma & Chukueggu, 2012, p.2). Moreover, Chauhan (2004) points out that using drama in teaching English means involving ideas in real communication, involving emotions, feelings appropriateness and adaptability. It is an opportunity to use authentic language in a conventional language class because it gives a context for listening and meaningful language production. It is also an opportunity to enhance learners` language resources and improve their linguistic abilities.

### **Benefits of using the drama technique**

The use of drama provides a lot of benefits to the students. Drama engages students in a natural learning experience by promoting the development of skills through imaginative enjoyment while stimulating the intellectual, emotional and physical capacities of the learners (West, 2011). Drama provides new perceptions and understanding by exploring ideas, which lets learners improve their concentration, cooperation and self-confidence. In fact, drama as a teaching tool is useful because it strengthens cognitive and physical skills and also the empathy of the students: they are able to understand other points of view and make valuable arguments.

Moreover, learning through drama contributes several practical results. The use of drama in a language classroom promotes spontaneity, communication fluency, pronunciation, vocabulary knowledge and improvements in expressive language and narrative structures (Winston & Stinson, 2016). Additionally, Boyles (2013) points out that the main reasons for using drama for learning is that “it is a powerful vehicle for contextualizing and using language; it assists learning, understanding and memory through active engagement and experience; it is an effective medium for expressing and communicating thoughts and ideas” (p.4).

Desialova (as cited in Chioma & Chukueggu, 2012) states seven reasons for using drama in the language classroom as a powerful teaching tool:

- Drama is an ideal way to encourage learners to communicate for real-life purposes.
- To make language learning an active motivating experience.
- To help learners gain the confidence and self-esteem needed to use the language spontaneously.
- To bring the real world into the classroom.
- To make language learning memorable through direct experience.
- To stimulate learners' intellect, imagination, and creativity.
- To develop students' ability to empathize with others and thus become better communicators. (p.2)

Based on the previous ideas of some authors, it is evident that the drama technique is an interactive way of teaching. In fact, it supports students in developing basic thinking skills. It also improves language features: grammar, vocabulary, pronunciation, fluency and body language.

### **Features of the drama technique**

Through drama activities, students are engaged in active learning. Shraiber & Yaroslavova (2016) argue that drama engages students in active learning and interactive pedagogy that encourages them to improve their social and linguistic skills. Regarding Vygotsky's concept of the zone of proximal development "learning and linguistic development are both communally driven. There we may conclude that drama method with its social interaction can be regarded as a key, providing the basis for internalization and consequently development" (as cited in Shraiber & Yaroslavova, 2016, p.60). As a consequence, this technique facilitates the opportunity to use the language in different environments in more natural way according to a particular situation. Vygotsky's theory also claims learning and acquisition occur through social interaction among individuals.

Drama activities additionally help learners to improve themselves in the following aspects:

- Provide social context
- Improve oral interaction
- Promote the use of physical representation
- Produce holistic communication
- Provide Social Context

Drama is a language teaching tool which involves students in a social context through authentic language use. As Chioma & Chukueggu (2012) discuss “drama puts language into context and gives the students experience in real life situations” (p.3). This means that authentic resources bring practical and real life language to the classroom so that learners may experience a context similar to real life. Shraiber & Yaroslavova (2016) state that “drama can generate a need to speak through a context that appeals to the students. It stimulates them to reveal their creative potential and to apply their artistic talents” (p. 60). Thus, it motivates the speakers to use the language to accomplish their personal necessities within a variety of contexts, such as ordering food, taking public transportation, buying a trip ticket, all of which prepares them for real communication by using language appropriately.

Authentic materials provide an understanding of social and cultural context allowing learners to develop their sociolinguistic competence and proxemics. In addition, Torres (2010) points out that “sociolinguistic competence is the ability to use the right language at the right time” (p.70). This implies understanding the cultural and social background in which communication takes place; for example, knowing how to ask questions, knowing how to answer and how to act. This means that students are encouraged to use appropriate grammar and vocabulary in a meaningful context, expressing themselves naturally via verbal and non-verbal interaction.

### **Improving oral interaction**

Dramatization is a technique which leads students to active oral interaction by exchanging information. Interaction is vital: “Human beings are able to exchange thoughts, feelings, or ideas, so interaction involves a reciprocal action which encourages students to use the L2 as a mutual understanding device” (Pastas, 2014, p.9). Hence, oral interaction is an active process of receiving and sending information by asking and answering. Moreover, according to Robinson (as cited in Tuan & Nhu, 2010), interaction consist of two types: verbal and non-verbal; the first type is related to behavioral responses, whereas the second type refers to interaction with others by speaking. For this reason, drama activities encourage interaction through pairs or group-work. Learners also have the opportunity to use body language combined with spoken words in order to transmit thoughts between the speaker and listener.

The Council of Europe (as cited in Tuan & Nhu, 2010) defines interaction as consisting of at least of two participants exchanging information in which the speaker and the listener alternately build oral communication between them. The drama techniques of role plays or simulations are activities which require interaction between two or more characters, and turn-taking in speaking must be respected. Furthermore, the receptive process is considered to be language input, while the productive process is language output. Thus, activities such as role plays encourage learners to produce language while understanding the received message and giving an immediate response; this action repeats continuously in a conversation that is defined as interaction.

### **Promoting the use of physical representation**

Role plays, simulations and improvisations encourage learners to communicate by using physical representation or non-verbal language. According to Phillips (as cited in Torrico, 2015) through drama activities “students are encouraged to speak and have the chance to communicate, even with limited language, by using non-verbal communication such as body language, gestures,

facial expressions” (p.8). Philips also discusses the importance of developing drama activities because language is not used in an isolated way, instead spoken words go together with body movements and mimes, touch and the use of space, which makes the message clear and understandable to the listener.

Students strengthen non-verbal communication through drama. According to Segal's (2018) study, there are seven features of non-verbal language: *facial expressions*, which are expressive of meaning and give a message without words; *body movements and posture*, which provide cues by the way individuals stand and walk; *gestures*, which come naturally during conversation; *eye contac*, which is a visual cue during conversation; *touch*, which transmits speakers' attitudes; *use of space*, which communicates many nonverbal messages such as affection or dominance; finally, *voice* refers to how something is said—loud or low—which indicates affection or anger. To conclude, these signals are enhanced in students through communicative activities.

### **Producing holistic communication**

Holistic communication is represented by mental power, feelings and emotional aspects since “emotional aspects are involved in drama activities on both a direct and a meta-level” (Giebert, 2014, p.7). Furthermore Giebert (2014) asserts that, on one hand, feelings are involved directly by acting in role plays; on the other hand, students have emotional attitudes toward drama actions, where learners may experience positive feelings like enjoyment and sometimes negative feelings such as insecurity. Positive feelings are extremely helpful for learners because they make learning more memorable. In other words, if students experience positive feelings during the performance of the activity, they will retain greater input of language learning.

According to Damasio ( as cited in Decoursey, 2012), “when there is an emotional response to a perception or a bit of learning, the brain marks it as useful to the organism” (p.7). He discusses how language features are understood successfully by learners when they are emotionally motivated. Additionally,

Giebert (2014) indicates that drama activities provide students with the opportunity to see the behavior of the characters from the viewpoints denominated as *interior perspective* (the learner imitating a character) and *exterior perspective* (audience response to the actor's behavior). This means, innovative activities such as role plays or games provide helpful tools for exploring holistic communication through feelings and emotions.

### **Spreading creativeness through innovative activities**

Drama activities have been defined in different ways in language teaching. They have been called creative play activities, dramatic activities, or the drama technique (Iamsaard & Kerdpol, 2015). Iamsaard & Kerdpol (2015) propose that the main characteristic of the drama technique is the integration of several activities by using mimes, improvisation, role plays, simulations, storytelling and language games which encourage students to develop their personal attitudes and communicative skills. Moreover "they can role-play via gestures, facial expression, imagination, memories and potential experience in the past to act the roles assigned" (Iamsaard & Kerdpol, 2015, p. 71).

### **Type of Drama Activities**

Winston & Stinson (2016) affirm that the drama technique is broadly categorized in three dimensions: text interpretations and performance; improvisations and role plays; and process dramas. Text interpretation and performance refers to performance and communication skills through physical and vocal features produced by a characterization; meanwhile, improvisations and role plays focus on promoting active and spontaneous interactions and simulating real life; finally, process dramas involve text interpretation and improvisation undertaken in a dramatic way. Therefore, it is better to apply a variety of dramatic activities which provide different social context and performance skill in order to expand student knowledge and interaction abilities.

### **Role plays**



Authentic English dialogues allow students to play a specific role to perform; moreover, role plays help students to engage in meaningful speaking by applying their knowledge during the action of performing a specific role (Torres, 2010). Furthermore, role plays “encourage thinking and creativity, let students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur” (Köylüoğlu, 2010, p.50). In addition, role plays are useful for learners since they provide practice of the foreign language in a natural way in a realistic context.

According to Torres (2010) there are two types of role plays: role plays based on dialogues and role plays based on situations.

#### ***Role plays based on dialogues***

Role plays may be based on dialogues from a textbook which allows learners to use the language in a practical and creative way.

##### ***Steps***

- Drill the dialogue
- Write prompts on the board
- Practice the dialogue
- Give a demonstration
- Ask learners to improvise similar dialogues

#### ***Role plays based on situations***

In this case, the teacher will give a situation to the students, for which they have to create a conversation using any language; for example, a group of students are planning their best friend’s birthday party.

##### ***Steps***

- Establish the situation

- Discuss what the speaker might say
- Provide help to guide the role play
- Organize the conversation and practice
- Set a time limit
- Ask students to perform

### **Improvisation**

According to Chioma & Chukueggu (2012) improvisation is defined “as a play without a script” (p.8). Sam defines “improvisation as a dramatic hypothetical situation in which two speakers interact without any special preparation, demanding a high degree of language proficiency and imagination” (as cited in Köylüoğlu, 2010) p. 62. That is to say, students have to communicate spontaneously without prior practice and preparation. This involves spontaneous acting abilities in unexpected or hypothetical situations.

### ***Types of improvisation***

Davies (as cited in Chioma & Chukueggu, 2012) identifies two types of improvisation:

- Spontaneous improvisation
- Prepared improvisation.

*Spontaneous improvisation* “gives learners practice in language skills and helps them develop their emotional range by playing roles they are not familiar with. Prepared improvisation gives students practice in working together, sharing ideas and making decision” (p.8). Furthermore, Davies explains that spontaneous improvisation consists of an open ended process established by the teacher.

*Prepared improvisation*, Davies explains, consists of learners and the teacher choosing the situation and the topic in which they select relevant ideas and organize them to be presented; moreover, the situations must be based on real life settings. The teacher provides the circumstances to allow students to use their ability to communicate in a natural way, with each situation changing the concepts, feelings,

emotions and creativity required. Cooperative learning is promoted because improvisations are performed in pairs or groups, which creates a positive atmosphere in the classroom.

An example of prepared improvisation is where one student pretends to have a talent for singing and wishes to participate in a reality show. Meanwhile, a group of students take different parts in that reality show, such as presenter and the judges and audience.

### **Simulation**

Simulation involves features of planning, preparation and also improvisation with less spontaneity. This requires prior preparation about a specific topic which might include information from books, character planning, costumes, and props. Participants should know exactly what is going to happen in the dramatization (Boyles, 2013). According to Buckner (as cited in Torrico, 2015) “a simulation is an intensive, interactive experience in which the content and roles assumed by participants are designed to reflect what people encounter in specific environments” (p.21). In addition, Boyles (2013) affirms that this approach is valuable because it provides opportunities for learners to have experiences in which they can speak, listen and observe a situation that they normally do not have access to. Finally, simulation creates a meaningful environment for students and creates an authentic and real content from the world to provide them with target language practice. “A simulation activity is one where the learners discuss a problem (or perhaps series of related problems) within a defined setting. In simulation activities, students are either playing themselves or someone else.” (Okoye, 2014, p.10). According to Torres (2010), in simulations, students are not asked to play at being someone else, instead they are asked to be themselves in an imaginary situation. This means that the teacher has to provide a situation placed in context and students have to use their skills and values to organize the conversation (for example, students have to organize a Christmas dinner and have to decide where to go and what to eat). Indeed, this kind of activity stimulates creativity, imagination and organization.

## **Mime**

Dougill (as cited in Torrico, 2015) defines mime as a non-verbal representation of an idea or story through gestures, body movements and expression. According to Torrico (2015), the use of mime demonstrates the importance of non-verbal communication, especially gestures and facial expressions. Torrico also emphasizes that “mime allows students to become comfortable with the idea of performing in front of their classmates without worrying about the language” (p. 18). It is necessary to mention the importance of developing non-verbal communication in students because these also transmit messages from speaker to listener.

### ***Benefits of using mime***

Chioma & Chukueggu (2012) discuss the use of mime in language teaching and they propose the following benefits:

- It can generate language use where explanation is required.
- It is a way of reinforcing memory and recalling language items.
- It can be used to learn and practice vocabulary items (p.6).

### ***Relevant activities using mime***

Phillips (1999) asserts that dramatization through using mime promotes language acquisition at a subconscious level since students are not concerned about what to say, but rather how to show meaning; he suggests the following activities focused on mime, using the body to express meaning.

- Mime and guessing
- Mime a word
- Mime short dialogues
- Listen and mime
- Mime an action
- Mime a character (p.13-25).

## **Storytelling**

“Storytelling is one of the simplest and perhaps most compelling forms of dramatic and imaginative activity” (Farmer, 2014, p.1). Telling stories to students enhances their concentration since they must identify important moments and key pictures or descriptions and retell it with their own words. According to (Morgan & Rinvoluceri, 1983) there are two main criteria that teachers have to be aware of for selecting a story: 1) an enjoyable story for telling; 2) a story that learners might find entertaining. Therefore, this kind of activity improves student communicative skills and cognitive abilities such as imagination and creativity to organize and present the story.

### **Story telling through freeze frames**

Farmer (2014) describes some ideas about the use of storytelling in the classroom. He suggests *freeze frames*, which consists of using pictures or story maps in the right order so that the student has to focus on retelling the story. This could include sound effects, the use of mime, facial expressions, gesture, space, rhythm, or voice, all of which make for interesting and attractive narration. Moreover, *freeze frames* are an effective way of applying story telling techniques since it involves a lot of practice of speaking, aspects of holistic communication and the use of body language; in this way, teachers are preparing students for natural and spontaneous language use.

### **Drama games**

Games encourage motivation and interest in students to speak the foreign language. According to Köylüoğlu (2010), drama games play an important role in teaching English since they are social and cooperative and directed by conventions and rules which raise interest, attention, curiosity and enjoyment among students. Similarly, "games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students" (Mora & Lopera, 2001, p.75). This means games are the best tool to motivate learners to talk in front of the class, which also promotes concentration and provides better learning processes.

### **Characteristics of drama games**

Through games, learners use the language unconsciously in a funny way. Language games provide an enjoyable and challenging oral activity with clear goals. They explore positive emotions and feelings toward students, and also create a good classroom atmosphere for language learning. Furthermore, “drama games allow students to express a range of emotions. Aggression and tension are released in a safe, controlled environment, reducing antisocial behaviors.” (Köylüoğlu, 2010, p.30). In fact, Wessels (as cited in Köylüoğlu, 2010) points out four characteristics of drama games:

- A drama game involves action
- A drama game exercises the imagination
- A drama game involves both learning and acquisition
- A drama game permits the expression of emotion both linguistically and para-linguistically. (p.69).

## **2.4.2 Dependent variable framework**

### **English Language**

According to Bedón, (2018) “language is a system of linguistic communication, which can be both oral and written, and which is characterized by being governed by a series of conventions and grammar rules, that guarantee communication between people” (p.41). Moreover, language has two fundamental features which differentiate it from other signals: *productivity* and *structural complexity*. First, language allows to human beings to produce utterances; second, language is not a sequence of signals, where each stands for a particular meaning” (Broughton, Broughton, Brumfit, Pincas, & Wilde, 2002). This means that English is a language that facilitates communication between humans, in written or spoken form.

### **English as a lingua franca**

“English, undoubtedly, continues to enjoy the international status of a world language, being the language most widely spoken, especially outside its place of

origin” (Owolab & Ikechukwu, 2013, p.124). English is considered a *lingua franca* because it is widely spoken around the world, as a mother tongue, official or second language and as a foreign language (Owolab & Ikechukwu, 2013). Kachru (as cited in Owolab & Ikechukwu, 2013) explains that there are three models of English as a lingua franca; *inner circle*, in which people use it as first language; *outer circle*, in which users assume it as an official or second language; *expanding circle*, in which people use it as foreign language. In this last point, English language has an increasing number of learners around the world.

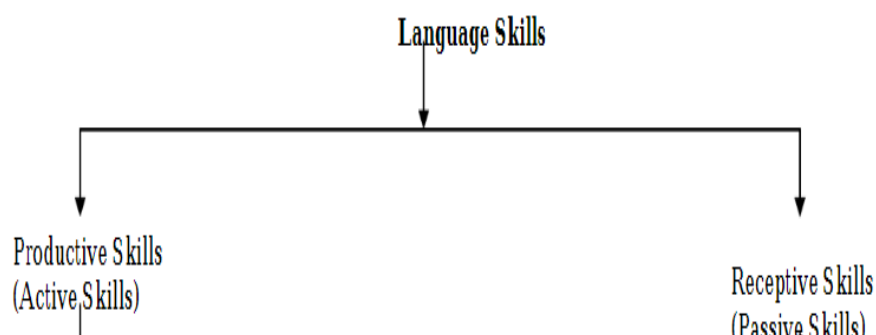
### **Teaching of English as a foreign language (EFL)**

The international status of the English language has increased the learning and teaching of this language around the world in recent years in commercial and educational institutions; there are teachers who train learners in English as a mother tongue, others as modern foreign language and others as a language for specific purposes (ESP) (Broughton et al., 2002). Therefore, it is evident that many countries around the world have adopted EFL, and they have encouraged their citizens to learn it.

### **Fundamental language skills**

Since, “a skill is an ability to do something well, especially because you have learned and practiced it” (Logman, 2018); the learner of English language has to acquire the main skills in order to communicate with others. According to Husain (2015) language is essentially a skill, “it is not a content based subject”, which means it is not concerned with providing information or knowledge to the brain. Additionally, Husain (2015) states, English is a complex language and the purpose of learning English is to use the language appropriately in context by mastering the four skills of *listening, speaking, reading and writing*. Husain (2015) divides these fundamental language skills into two groups:

**Figure N° 6.** Classification of Language Skills



Source: Husain (2015)

### **Receptive Skills**

The receptive or passive skills are the activities of *reading* and *listening* which involve the foreign language user in interpreting the meaning of the language by processing the input information (Saville-Troike, 2006). Developing receptive ability normally precedes the productive skills, the learner then proceeds to connect both abilities —receptive and productive—which requires a relatively high degree of proficiency by engaging with both written and oral activities. Likewise, Saville-Troike (2006) remarks that productive and receptive abilities are in some way interdependent on one another. Receptive skills provide the input to learners through reading or listening; from which they have to construct the meaning based on language knowledge.

### **Reading**

Reading is defined “as an interactive, sociocognitive process involving a text, a reader and a social context within which the activity of reading take place” (Celce, 2001, p.154). Moreover, according to Broughton et al., (2002) reading encompasses the knowledge of three different aspects: the ability to recognize the stylized patterned shapes; the ability to correlate the elements of the patterns (the



element could be words, phrases or sentences); the ability to further correlate the meaning of elements involving intellectual skill. Broughton et al. state that the reading skill is a cognitive process of recognizing language patterns, analyzing the relationship of the phrases and, finally, interpreting the meaning of the whole text.

### **Listening**

The process of listening is a receptive ability. Listening is an active process which allows the construction of a reasonable interpretation of what the speaker said, based on the contextual knowledge that includes *the situation, the topic* of the conversation, *relationship* of the speaker taking part in conversation, and other factors (Nunan, 2015). Additionally, Tyagi (as cited in Calle, 2018) asserts that listening is the awareness of sounds by understanding the codes heard; the meaning is examined through *remembering* the message, *evaluating* the presence or absence of a particular tendency such as inclination or feelings, and then *responding* using verbal or non-verbal language. This means that listening is not an isolated skill, rather it is interdependent on other skills such as speaking and reading.

### **Productive skills**

English language learners are exposed to both productive skills and receptive skills. Productive skills are speaking and writing also called active skills; both skills are interdependent and support each other (Golkova & Hubackova, 2014). Active skills refer to the information produced by the language learner in written or oral mode, by applying the knowledge of grammar, structure and vocabulary. This means speaking and writing are in a reciprocal relationship and require accuracy in language use. As Riggenbach and Lazaraton (as cited in Golkova & Hubackova, 2014) point out “rather than implementing activities that concentrate attention strictly to accuracy, plenty of language instructors focus on promoting communicative competence in language students by applying communicative activities” (p.481). In summary, communicative activities are necessary for promoting writing and speaking skills.

### **Writing**

This is a productive skill since it comprises producing information in written form. Sokolik (as cited in Nunan, 2015) defines writing in three key areas: first, writing as a physical as well as mental act which consists of generating ideas in order to compose in written symbols; second, it is a process that allows the writer to express and impress readers through written ideas and feelings; third, it involves following the steps that a writer goes through to create a written work which is the product or the end result. According to Sokolik, writing is a process of thinking about a specific topic, organizing and then representing ideas, through written codes, to the reader. A good writer is careful about the stages to follow during the composition of thoughts in order to achieve a successful final product.

### **Speaking**

Nunan (1999) asserts that speaking implicates *receiving, processing* and *producing* information, making it an interactive process which constructs meaning; this process occurs in a particular context, or physical environment, in order to achieve a specific purpose. Calle (2018) states that speaking involves individuals being “linguistically competent (knowing how to produce specific points of language, such as grammar, pronunciation, or vocabulary), but also socio-linguistically competent (understanding when, why, and in what ways to produce language)” (p.29). Furthermore, “Speaking is the most common and important means of communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection” (Ulas, 2018, p.856).

### **Aural-Oral Skills**

“The two most basic language skills, listening and speaking, sound exactly alike when we describe them as oral and aural skills, ‘aural’ language of course, refers to language as we hear it. ‘Oral’ language is what we say” (Mckenzie-Brown, 2006,p.1). The author also remarks that oral (speaking) and aural (listening) are homophone words that are spelled differently, but, perhaps, these skills cannot be

separated. Broughton et al., (2002) state that the receptive ability for decoding the content of the message should be trained through teaching, no less than the speaking skill. According to Krashen (as cited in Mckenzie-Brown) language learning involves diverse mental processes and those processes play distinct roles when a person acquires language naturally through the exposure to and use of comprehensible input.

### **Oral input**

According to Torres (2010), the student first receives input through the listening skill, then processes this information to produce language; therefore, listening should precede speaking. This means any target aural information that a student receives or is exposed to is called oral input. Nunan (2015) points out no special language learning is needed since children learn a language from the input they receive because they generalize beyond what they are exposed to. Likewise, , the oral input of target language encourages learners to produce the utterances in oral mode in response to listening.

### ***Comprehensible input***

This refers to spoken language which contains linguistic features that the learner does not fully understand; those elements are comprehensible because of the context in which they occur (Nunan, 2015). According to Krashen (as cited in Nunan, 2015), comprehensible input provides the necessary and sufficient condition of interpreting the meaning of the message. In fact, it facilitates comprehension of language meaning since the target language will be placed in a particular context.

### **Oral output**

Once language learners receive oral input, they will be able to respond or produce oral output. “The term output has traditionally been used to describe what ELL students can produce in the spoken modality” (Beckman, 2008, p.454). Although a student could be good at listening, this does not guarantee making them a good speaker, “a discriminating ear does not always produce a fluent tongue.

There has to be training in the productive skill of speech as well. In many cases, listening should lead naturally on to speaking (Broughton et al., 2002,p.76). Oral output is produced through the speaking skill since it occurs as a feedback of received aural input.

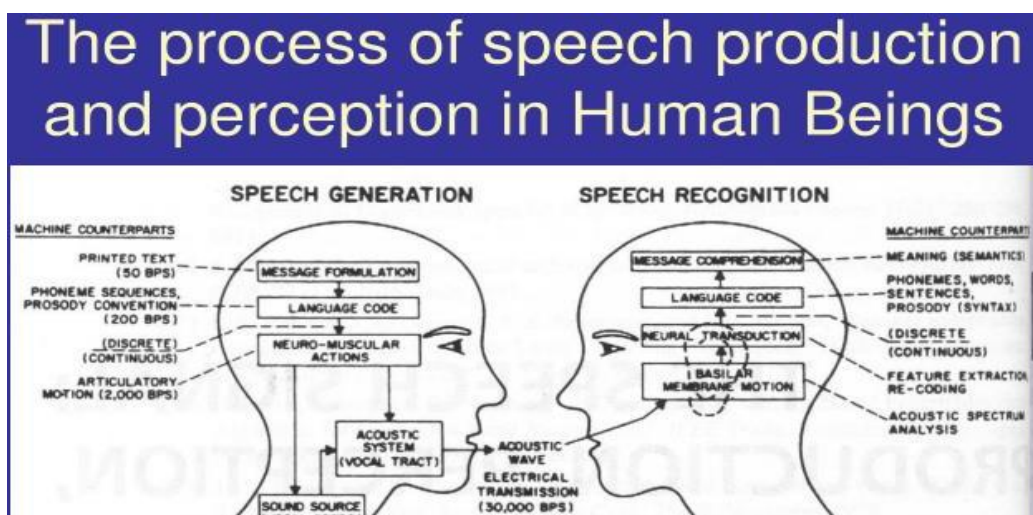
### *Comprehensible output*

Krashen (1998) stipulates comprehensible output is what learners produce when they attempt to convey a message, even though they may fail and need to try again. “Eventually, we arrive at the correct form of our utterance, our conversational pattern finally understands, and we acquire the new form we have produced” (Krashen, 1998,p.1). Swain and Lapkin (as cited in Krashen, 1998) explain “rather, the claim is that sometimes, under some conditions, output facilitates second language learning in ways that are different from, or enhance, those of input” (p.1). As a result, based on this argument, producing the language provides an opportunity to self-correct and learn from the new experience.

### **The speaking skills of EFL**

Speaking is the productive skill in the oral mode delivered through the mouth, but involves more than merely pronouncing words. In order to speak, people create sounds using many parts of the body, including the lungs, vocal chords, tongue, teeth and lips (Irianti, 2011). Therefore, speaking is a complex cognitive process which receives, processes and sends information; many parts of the body are used to produce the spoken language and this implies the development of communicative competence. Speaking would not be possible without listening since they are interdependent skills. The following figure explains how speaking occurs.

**Figure N° 7.** The process of Speech Production and Perception



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Source:(Rance, 2014)

### **The importance of teaching speaking skill**

Speaking English outside the class is a difficulty that learners and teachers must overcome. Many teachers tend to teach grammar and vocabulary in order to prepare students for written tests, but speaking is neglected in the classrooms; therefore, students are often good at grammar and vocabulary but speaking remains a challenge (Baker & Westrup, 2003). In addition, most Ecuadorian students have been learning English for almost twelve years before entering higher Education, but are not able to speak with any degree of fluency. They are frequently good at reading and writing because they have been trained in these areas with more emphasis, but they cannot communicate orally in English. For these reasons, teaching speaking to students is a challenge.

It is essential that students learn to speak English, and for teachers to teach speaking skills (Baker & Westrup, 2003). This is because governments, companies and employers need people who speak English, as well as those people have good opportunities to be involved in international markets and in further education (Baker & Westrup, 2003). Moreover, Baker & Westrup (2003) affirm that people who speak English have a wide access to up-to-date information in the field of science, technology, etc; in this way, they may contribute positively to the economic, social and political development of a country; therefore, through learning to speak English, students acquire useful skills for their lives and they will

be able to contribute to society in general. Baker & Westrup (2003) point out three additional reasons for teaching speaking:

- Speaking activities can reinforce the learning of new vocabulary, grammar and functional language;
- Speaking activities give students the chance to use the new language they are learning;
- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and on different topics (p.5-6).

### **The components of the speaking skills**

#### **Interaction**

The relationship between interaction and speaking skills allows human beings to exchange their thoughts and feelings. Wagner (1994) defines interaction as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence to another”. Besides, the process of interaction occurs in two ways: written and oral mode; written interaction is when students write their ideas by interacting with others; on the other hand, oral interaction includes the production of the spoken words and non-verbal language such as facial expression and gestures (Pastàs, 2014). The process of interaction takes place from two sides: there must be a mutual influence of sending and receiving information in order to achieve communication.

#### **Aspects of verbal interaction**

The practice of verbal interaction helps students to prepare for a natural language use outside of class. That is why students should learn how to act when speaking. Successful interaction involves the following aspects.

#### ***Turn taking***

Taking turns is essential during a conversation. “This phenomenon refers to both the construction and distribution of turns” (Ellis & Barkhuizen, 2005,p.201). According to Thornbury (2011), interaction is successful when the speaker respects when the other person is talking because two speakers should not be speaking at the same time, or at least for any continued period of time; long silences also should be avoided and it is essential to listen when the other person is speaking. Thornbury also describes the rules and skills that the speaker should be familiar with:

- Recognizing the appropriate opportunity
- Signaling the fact that you want to speak
- Holding the floor while you have the turn
- Recognizing when other persons are signaling their wish to speak
- Yielding the turn
- Signaling the fact that you are listening (p.8-9).

### ***Exchanges***

The term exchanges consists of the utterance produced by the speakers that are called *moves*: the opening or initiation move, the answering or response move and the follow-up move (Pourhossein, 2014). Exchanges are the most important unit of the interaction process, and are observable and interdependent units. Therefore, the teacher’s role is to allow learners to practice how to manage communication outside the class. Furthermore, “it [exchanging] implies the ability to initiate, terminate, maintain, improve and make easy communication”(Torres, 2010, p.70). In summary, it is the way the speaker handles communication spontaneously in any context.

### ***Transitions and Topic***

“Transitions are concerned with how speakers manage longer stretches of talks; a topic is a crucial factor and considered the basis for interaction to take place” McCarthy (as cited in Pourhossein, 2014). Transitions are found in dialogues to make openings and closings. Examples include *so, ok, well, now*, etc; likewise, several questions arise based on the topic notion—by using transitions, tone of

voice, or single words—that indicate different content of speech acts since these refer to how particular content is opened, developed and closed.

### **Pronunciation**

Pronunciation refers to the way in which people make the sounds of words. To pronounce the words, people push the air from lungs through the throat and vocal cords, it passes through the tongue and between the teeth and lips and emerges as the sounds known as phonemes; sometimes the air also travels through the nose (English Club, 2015). The muscles of the mouth, tongue and the lips are used to produce correct vowel or consonant sound; there are other important aspects of pronunciation, including: stress, intonation and rhythm.

#### ***Stress***

Stress refers to “the amount of volume that the speaker gives to a particular sound, syllable or word while saying it. The words accent, stress and emphasis are frequently used interchangeably. A major characteristic of the English language is the use of strong and weak stress” (Ajao, 2014). Moreover, Yangklang (2013) states that “syllables in disyllabic and multisyllabic words that do not receive primary stress may receive secondary stress, depending on the level emphasis given to the individual syllable” (p.446). Therefore, stress problems should be improved in students, teachers have to provide activities to practice word and sentence stress.

#### ***Intonation***

Intonation is the musicality of rise and fall of the voice and is a fundamental factor in speech (Yangklang, 2013). The basic element of intonation is the tone unit, “a tone unit may only be one word or syllable, or it may be a clause, a sentence or part of a sentence” (Torres, 2010, p.35). Each tone unit has a nucleus which is the most important part of the communication. According to Yangklang (2013), there are two main intonation patterns which are:

1) the rising-falling intonation pattern is used with statements, commands, exclamations and questions beginning with wh-words; they are also known as 2-3-1 patterns, which indicate pitch levels: pitch level 1 is a low pitch, level 2 is a normal pitch, and pitch level 3 is a high pitch.



2) The rising intonation pattern is normally used with yes-no questions, and for addressing and asking for information to be repeated. (p.447)

In language learning, it is essential to produce the appropriate rhythm of the phrases and sentences, since incorrect intonation would make it difficult to understand the conversation.

### ***Rhythm***

Rhythm is “a regular repeated pattern of sounds or movements” (Logman, 2018.) This means that the rhythm of spoken words and sentences changes as a function of the amount of energy used to pronounce. According to Ajao (2014), rhythm is “made by strong stress or beats in a sentences. In English, syllables can be reduced by rhythm”. It involves events that occur at particular intervals of time, and can be perceived as the rhythm of a heartbeat of a piece of the musicality (Roach, 2009) The English language is rhythmical and this is noticeable in the regular incidence of stressed syllables which are separated by unstressed syllables.

### **Grammar**

Grammar is defined as “the description of the ways in which words can change their forms and can be combined into sentences in that language” (Harmer, 2001, p.12). This description is represented in a sentence as in the following example: *The parrots can talk*. The sentence (S) is made of a noun phrase (NP) and a verb phrase (VP). The noun phrase encompasses a determiner (D) and a noun (N). The verb phrase consists of a verb (V) and another noun phrase (NP). According to Harmer (2001) this kind of description demonstrates how a sentence is structured and how grammar rules give the scaffolding on which people can create new and different sentences. These rules are known at the subconscious level by language users.

### **Structure**

The term structure, in the language field, is defined in the following ways: “sentence structure is the arrangement of words, phrases and clauses in a sentence. The grammatical meaning of a sentence is dependent on this structural organization,

which is called syntax or syntactic structure” (Nordquist, 2018, p.1). Torres (2010) states that “structure is a pattern of words which makes a meaningful utterance. It is a linguistic form that enables us to speak and write correctly” (p.23). This means that a structure could be a simple sentence or utterance which provides meaning. Moreover, any particular structure allows the speaker to produce numerous sentences based on the language pattern provided.

### ***Set of rules***

According to Torres (2010), grammar is a set of rules of language use which generates all possible sentences. “It is the analysis of each word individually (verb, nouns, adjectives, prepositions, conjunctions, articles). Simple words without grammar do not constitute a language” (p.23). Torres cites an example to distinguish between grammar and structure. *Grammar*: can is a modal verb used to express ability and is followed by another verb in infinitive without to; *structure* is the sentence *He can play the piano*. Harmer (2001) states that once speakers know the grammatical rules at a subconscious level, they are able to create an innumerable amount of sentences. Some rules seem simple, while others are complex. One simple rule is the use of morpheme *s* on the third person of simple present.

Swan (as cited in Harmer, 2001) states that there are several methods of measuring a good language rule: “*Simplicity*: though we have seen how this may cause problems. *Truth*: clearly some rules are more true than others. *Clarity*: because rules that are unclear help nobody. *Relevance*: there are some things which a teacher or student probably does not really need to know” (p.15-16). In fact, grammar rules are the fundamental part of linguistics which constitutes a language. If grammar rules are used inappropriately, communication may be broken, hence the importance of using it accurately in order to achieve the purpose of the communication.

### **Written and spoken grammar**

Thornbury (2011) establishes the difference between written and spoken grammar by categorizing particular items in a chart (p.21).

**Figure N° 8.** Difference between Written and Spoken Grammar

Written grammar	Spoken grammar
Sentence is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded (subordination)	Clauses are usually added (co-ordination)
Subject + verb + object construction	Head + body + tail construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including: <ul style="list-style-type: none"> <li>• hesitations</li> <li>• repeats</li> <li>• false starts</li> <li>• incompleteness</li> <li>• syntactic blends</li> </ul>

Source: Thornbury (2011)

### **Vocabulary**

Vocabulary or lexis is the main feature of a foreign language that learners should develop for academic (written) or interpersonal (spoken) purposes or for a broader scope of communicative competence (Saville-Troike, 2006). Thornbury (2011) points out that the use of a wide range of words and phrases constitutes a meaningful and complete conversation between two people. The meaning of words used in written or spoken language is understood in context since “words do not have different meanings. However, they can also be stretched and twisted to fit different contexts and different uses, (...) what a word means is often defined by its relationship with other words” (Harmer, 2001, p.18-19).

The core vocabulary of a language includes function words and a number of terms that carry grammatical information. These are the most frequent words used in spoken language and include the determiners *the, that, this*; prepositions *to, for*; contractions *it`s, that`s*, etc. Meanwhile, there are some frequent words used mainly in written contexts which include modifiers such as *analytical, explanatory, implicit, or data* (Saville-Troike, 2006).

### Vocabulary knowledge

Additionally, Saville-Troike, (2006) points out that learners must acquire the various aspects at the lexical level (vocabulary). This means that it is not enough to know the meaning of a word, rather the speaker must be able to deal with the following word features: “word meaning, pronunciation (and spelling for written languages), grammatical category (part of speech) and possible occurrence in combination with other words and in idioms” (p.33). In the same way, Nation (as cited in TESOL, 2018) explains that the following aspects are involved in knowing a word. These are primarily: *word form, word meaning* and *word use*.

**Figure N° 9.** Aspects that involve *knowing* a word

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and spelled?
	word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	concepts and referents	What is included in this concept?	What items can the concept refer to?
	associations	What other words	What other words

Source: TESOL (2018)

In this context, Thornbury (2011) distinguishes between productive knowledge and receptive knowledge. *Productive Vocabulary* (or productive knowledge) consists of the number of words produced by the speaker; however, the quantity of the words used in speaking is less than in writing. *Receptive vocabulary* or (receptive knowledge) denotes the ability to recognize vocabulary or the meaning of the word produced by the speaker. This occurs in face-to-face conversation.

### ***Vocabulary form***

According to Nation (as cited in TESOL, 2018) the word *form* refers to its pronunciation (spoken form), its spelling (written form) and its formation or root, that is, its prefixes and suffixes that may indicate the meaning; finally, form also includes “what part of grammar it is, a verb, a noun, an adjective, etc,” (Torres, 2010, p.14). Therefore, knowing a word form involves considerable linguistic and phonological knowledge.

### ***Vocabulary meaning***

According to Torres (2010), this is the dictionary meaning and includes aspects such as denotation, and connotation (whether the word has a neutral, positive or negative association) and register (formal or informal). Alternatives to determine the meaning of the word is through its synonyms, antonyms and lexical sets. Likewise, “meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression” as stated by Nation (cited in TESOL, 2018,p.3).

### ***Vocabulary use***

If speakers know the word form and meaning, they will be able to produce the language by placing vocabulary appropriately in different contexts, in written or oral form. Nation (2001) points out that word use “involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth.” (as cited in TESOL, 2018,p.3). That is to say, the word form, meaning and knowledge allow students to use the vocabulary correctly in different dimensions, levels and circumstances.

## **2.5 Hypothesis**

### **Null hypothesis (H0)**

The implementation of the drama technique during English classes does not promote the development of the speaking skill of the students of A2 level at ISPEDIB Jaime Roldós Aguilera.

### **Alternative hypothesis (H1)**

The implementation of the drama technique during English classes promotes the development of speaking skill of the students of A2 level at ISPEDIB Jaime Roldós Aguilera.

## **2.6 Identification of variables**

### **Independent variable**

Drama Technique

### **Dependent variable**

Speaking Skill of English Language

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Approach**

The methodological process is based on a mixed research approach which proposes the combination of qualitative and quantitative methods in order to address the research question. It is qualitative since it seeks to understand the learners' perspective which pertains to a dynamic reality. The data are collected through observation and interview and were analyzed subjectively. The following instruments were used for this: questionnaires with open-ended questions, and an observation guide or rubric. On the other hand, it is quantitative because it assumes a measurable reality that focused on collecting the data objectively and reported by

statistical analysis. Data were gathered by a survey with closed questions and a content analysis table which carries out numerical comparisons that determine the hypothesis established.

## **3.2 Basic research modality**

### **3.2.1 Documental Research**

Qualified texts were used to analyze the literature pertaining to the variables of the drama technique and speaking skills. Books, papers, scientific journals, a dictionary, previous studies, theses and validated instruments were used to construct the literature framework. The purpose of this was to examine relationships, differences, steps and the positions of current scientific knowledge. Additionally, bibliographical reference supports its authenticity.

### **3.2.2 Observational research**

This involved a direct observation of the phenomena in a natural background, without manipulating the variables of the study. Hence, the researcher observed student performances and perceived the reality regarding the level of the English speaking skills and also recorded the audio for further analysis. The process of observation was conducted during the pre- and post-test phase in order to notice possible variations before and after the implementation of drama activities.

## **3.3 Level of research**

### **3.3.1 Descriptive**

This level of research attempted to examine the fundamental categories and characteristics of the drama technique and speaking skills in order to conduct the study. The scientific concept provided subcategories of the variables and those items were expanded in further small specific components that were analyzed and described in detail. The minor components were identified through a literature review, and the study was conducted through observation, content analysis,



interview and survey technique, and finally systematization of the data to interpret the results.

### **3.3.2 Correlational**

Based on the line of correlational research, this project examined the connection between the use of the drama technique with the development of the speaking skills of the students. To this end, there was a comparative analysis of the results obtained in the initial phase pertaining to the speaking level with the results from the final phase after the implementation of the drama technique; at the same time, learner attitudes to the drama technique were also gathered and analyzed.

### **3.4 Population and sample**

#### **3.4.1 Population**

The current study was carried out with the participation of the 37 English language students of level A2, of the study program: Tecnología en Desarrollo Infantil Integral, as set out in the following table:

**Table N° 1. Population**

<b>Population</b>	<b>Quantity</b>
Female	34
Male	3
<b>Total</b>	<b>37</b>

Created by: Elsa Caín

#### **3.4.2. Sample**

The total population of 37 individuals became the sample of the study in order to have as large a sample as possible.

### 3.5 Operationalization of variables

#### 3.5.1 Operationalization of independent variable

**Table N° 2.** Operationalization of independent variable

<b>Independent variable: Drama Technique</b>				
CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE/ TOOLS
<p><b>DRAMA TECHNIQUE</b> This is a language teaching tool which involves students in a <b>social context</b> that promotes the use of <b>oral interaction, physical representation</b> and <b>holistic communication</b> through a wide range of <b>creative drama</b></p>	Social context	<ul style="list-style-type: none"> <li>• Proxemics</li> <li>• Sociolinguistic competence</li> </ul>	<p>a) Survey criteria</p> <p><b>How often...</b></p> <p>1. Do you practice useful expressions to achieve your personal needs in different everyday contexts?</p>	<p>Pre and post test</p> <p><b>SURVEY</b></p> <ul style="list-style-type: none"> <li>• Closed ended questionnaire</li> </ul>
	Oral interaction	<ul style="list-style-type: none"> <li>• Receiving information</li> <li>• Sending information</li> </ul>	<p>-Always -Usually -Sometimes -Rarely -Never</p> <p>2. Do you participate in dialogues about simple and common topics?</p>	
	Physical representation	<ul style="list-style-type: none"> <li>• Gestures and facial expressions</li> <li>• Body posture and movement</li> </ul>	<p>3. Do you use nonverbal language, such as gestures, facial expressions, body posture and movements when you are speaking in English?</p> <p>4. Do you recognize the emotions and feelings of your partners when they express themselves in English?</p>	

<p><b>activities</b> by forming a character and acting in a play which is transferable to the real world in order to enhance meaningful learning.</p>	Holistic communication	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> </ul>	<p>5. Have you put yourself in someone else's place to perform the role of this character in English conversations?</p>	<p>INTERVIEW</p> <ul style="list-style-type: none"> <li>• Open ended questionnaire</li> </ul>
	Creative drama activities	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Improvisation</li> <li>• Simulation</li> <li>• Mime</li> <li>• Storytelling</li> <li>• Games</li> </ul>	<p>6. Do you take part in conversations without prior preparation, by using the basic expressions spontaneously?</p> <p>7. Do you practice dialogues simulated in imaginary situation, such as in a pharmacy, restaurant, in a reality show, etc?</p> <p>8. Do you use mimes to express ideas, phrases or expressions to your classmates?</p> <p>9. Have you participated in storytelling activities?</p> <p>10. Have you been part of games that involve speaking in English?</p> <p>b) Interview criteria</p> <p>-After the application of the project; what is your opinion about the attitude that you observe in your partners when they practice speaking skill?</p> <p>-According your perspective, after the application of the project; what are the changes that you observed in the students when they speak in English?</p>	

Source: Biofigureal Research

Created by: Elsa Caín

### 3.5.2 Operationalization of dependent variable

**Table N° 3.** Operationalization of dependent variable.

<b>Dependent variable: Speaking Skill</b>				
CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUE/ TOOLS
<p>This is an active productive skill that provides <b>interaction in oral mode</b> by using the verbal language as mean of communication, which focus on specific features of <b>pronunciation, grammar</b> and <b>vocabulary</b> in order to process and share information accurately and fluently in all context.</p>	Interaction in oral mode	<ul style="list-style-type: none"> <li>• Turn taking</li> <li>• Exchanges</li> <li>• Transitions</li> </ul>	<p>a) Survey criteria</p> <p><b>Do you consider that...</b></p> <p>1. Your level of speaking skill development in the English language is</p> <p>-Excellent -Very Good -Good -Regular -Bad</p> <p>2. The quality of your oral interaction in English is..</p> <p>3. Your ability to recognize the turn to speak when you are talking to another or others is..</p> <p>4. Your pronunciation of the words in English is..</p> <p>5. Your tone and rhythm when you are speaking English is..</p> <p>6. Your ability of the grammatical structures of the English language is..</p> <p>7. Your level of knowledge of the grammar rules is..</p>	<p>Pre and post test</p> <p><b>SURVEY</b></p> <ul style="list-style-type: none"> <li>• Closed ended questionnaire</li> </ul>
	Pronunciation	<ul style="list-style-type: none"> <li>• Intonation</li> <li>• Stress</li> <li>• Rhythm</li> </ul>		
	Grammar	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Rules</li> </ul>		

			8. Your ability to form words in English is..	
	Vocabulary	<ul style="list-style-type: none"> <li>• Form</li> <li>• Meaning</li> <li>• Use</li> </ul>	<p>9. The use of vocabulary in conversations is..</p> <p>10. The oral activities that the teacher applies in English classes are..</p> <p>b) Observation guide criteria Rubric descriptors and scale (0-5). Interaction, Pronunciation, Grammar, Vocabulary</p> <p>c) Content Analysis table criteria Errors (E) scale (0-10). -Interaction, Pronunciation, Grammar, Vocabulary</p> <p>d) interview criteria -What are the elements that you practice when you are preparing for an oral activity in order to improve the ability to speak English?  -What is the percentage improvement in the development of speaking skill that you have obtained after the application of the project?</p>	<p>OBSERVATION</p> <ul style="list-style-type: none"> <li>• Observation guide/rubric</li> </ul> <p>CONTENT ANALYSIS</p> <ul style="list-style-type: none"> <li>• Content analysis table</li> </ul> <p>INTERVIEW</p> <ul style="list-style-type: none"> <li>• Open ended questionnaire</li> </ul>

Source: Biofigural Research

Created by: Elsa Caín

### **3.6 Techniques and tools**

The information was gathered through a variety of research techniques and instruments of both quantitative and qualitative methods. These were: a survey and a questionnaire; observations with rubric; content analysis and a content analysis table; interviews and an open-ended questionnaire. The way in which these were applied during the research process is explained in the data collection plan.

### **3.7 Data Collection Plan**

In this process, it was important to establish two main elements that helped the researcher to gather the data: definition of the subjects and the selection of the techniques and tools to employ during data collection. Hence, the first element refers to the 37 English language students of A2 level of “Instituto Jaime Roldós Aguilera”, who were the subjects to be investigated. The second element refers to the following techniques and tools selected to carry out the study.

A survey was applied to students to diagnose the initial stage of the students regarding their use of drama and their speaking skills. The questionnaire was designed based on small components of both variables of the study (the drama technique and speaking skills). The purpose of this was to determine to what extent students had taken part in drama activities in EFL classes, and also to identify their communicative skills before the implementation of the process.

An observation technique was used to identify the level of speaking skills of the students. As an instrument, the researcher used an observation guide that is a Cambridge rubric for the assessment of speaking. The categories to be assessed were specifically interaction, grammar, vocabulary and pronunciation. Consequently, this process of evaluation was carried out during the pre- and post-test phase.

The content analysis technique was used in order to analyze in detail small categories of speaking skills. A content analysis table was constructed based on the categories stated in the rubric and focused on identifying the number of mistakes

produced by the student in order to quantify the results for further analysis and comparison. This instrument was used also during the pre- and post-test phase.

An interview was performed after the implementation of the drama technique in order to assess its impact on the development of student speaking skills. The interview consisted of a structured questionnaire. The results provided a clear idea about students' reactions on participating in drama activities in English classes in order to improve their oral communication.

### **3.8 Process and Analysis Plan**

Once the data were gathered through the different research tools referred to above, the results obtained were tabulated systematically in a statistical table and represented figuratively. After that, the data were analyzed in statistical terms, and interpreted, together with the results obtained during the pre-test and post-test, through the application of a rubric and content analysis table. Moreover, the information gathered from the interviews was interpreted subjectively, based on the student's statements. In summary, based upon the information above, analysis was guided by the process of hypothesis testing in order to achieve the general objective proposed.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

#### **4.1 Analysis of results and data interpretation**

This chapter presents the tabulation of the results gotten through the application of the survey to 37 students before the intervention at initial state. The survey contains twenty questions which are tabularized separately into percentage and frequencies; after that, the systematic analysis of each question is detailed based on the graphics also the interpretations were made by considering the theoretical framework to support more precisely in the relevant features. Moreover, the results were obtained by taking into account the general objective but mainly the specific objective that is to analyze to what extent English language learners are immersed in drama activities enrich their oral skills.

Similarly, it presents the data analysis based on the results gotten during pre and post test, which were obtained by the application of a rubric and the content analysis to those 37 students. This process was carried considering another specific objective that is to diagnose the students' English speaking skill level. This correlation analysis allowed to determine the fundamental connections interrelated between the variables of the study which driven to the process of hypotheses testing.

##### **4.1.1 Survey Results**



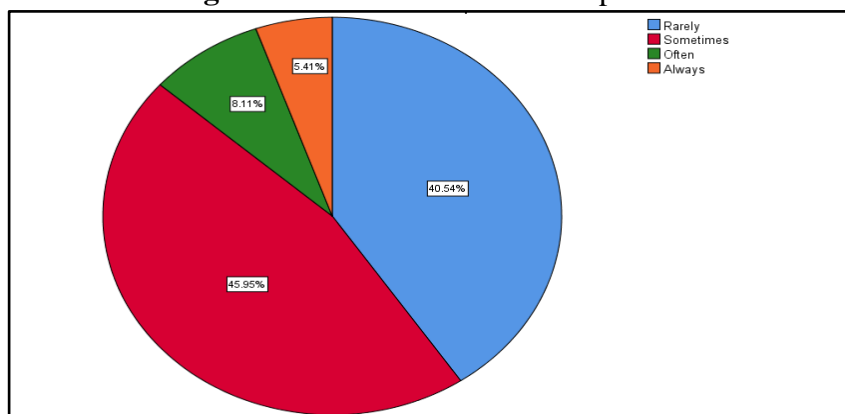
1. How often do you practice useful expressions to achieve your personal needs in different daily contexts?

**Table N° 4.** Practice useful expressions

Option	Frequency	Percentage
Always	2	5.1
Often	3	8.1
Sometimes	17	45.9
Rarely	15	40.5
Never	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 10.** Practice useful expressions



Source: Student survey  
Created by: Elsa Caín

### Analysis

According to the data presented, 5.4 % of learners said that they *always* practice useful expressions to be used in every day contexts, 8.1% stated they did this *often*, 45.9% stated *sometimes*, 40.5% rarely, while none stated *never*.

### Interpretation

Based on the result obtained, most students agree that they sometimes practice useful expressions; therefore, they are not preparing thoroughly to deal with real conversations outside the classroom; this correlation of results allowed evidencing the first specific objective.

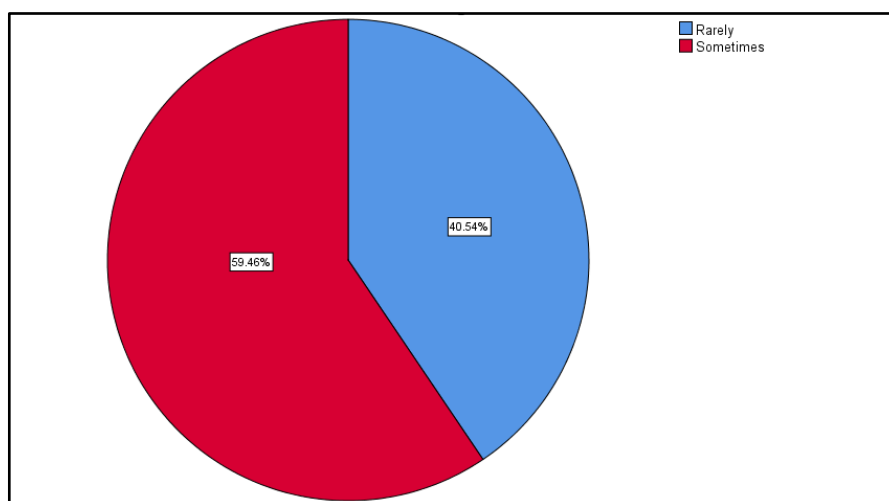
2. How often do you participate in dialogues about simple and common topics?

**Table N° 5.** Practice dialogues about simple topics

Option	Frequency	Percentage
Always	0	0%
Often	0	0%
Sometimes	22	59.5
Rarely	15	40.5
Never	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 11.** Practice dialogues about simple topics



Source: Student survey  
Created by: Elsa Caín

### **Analysis**

The results obtained show that 59.5 % of the students said that they *sometimes* participate in dialogues about simple and common topics, 40,5% stated *often*, while none stated *always*, *rarely* or *never*.

### **Interpretation**

The data collected reflects that most students have been part of simple conversations in English; therefore, the teacher creates opportunities to practice simple dialogues inside the class; this analysis of results let to accomplish the first specific objective.

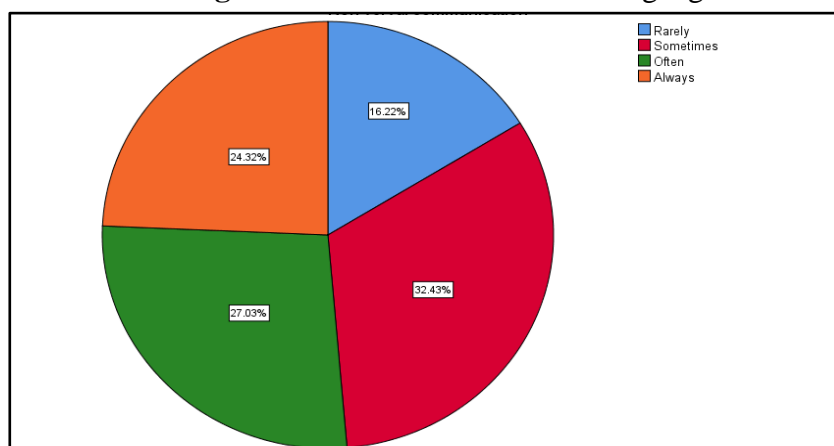
3. How often do you use nonverbal language, such as gestures, facial expressions, body posture and movements when you are speaking in English?

**Table N° 6.** Use of nonverbal language

Option	Frequency	Percentage
Always	9	24.3%
Often	10	27.0%
Sometimes	12	32.4%
Rarely	6	16.2%
Never	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 12.** Use of nonverbal language



Source: Student survey  
Created by: Elsa Caín

### Analysis

According to the results displayed, 24.3% of students asserted that they *always* use nonverbal language when they are speaking English, 27.0% stated they do this *often*, 32.4% stated *sometimes*, 16.2% stated *rarely*, lastly 0% stated *never*.

### Interpretation

Based on the figure representation, it is evident that not all of the learners use body language when they are talking; hence, they speak passively without worrying about gestures; therefore, this data interpretation contributed to evidence the first specific objective.

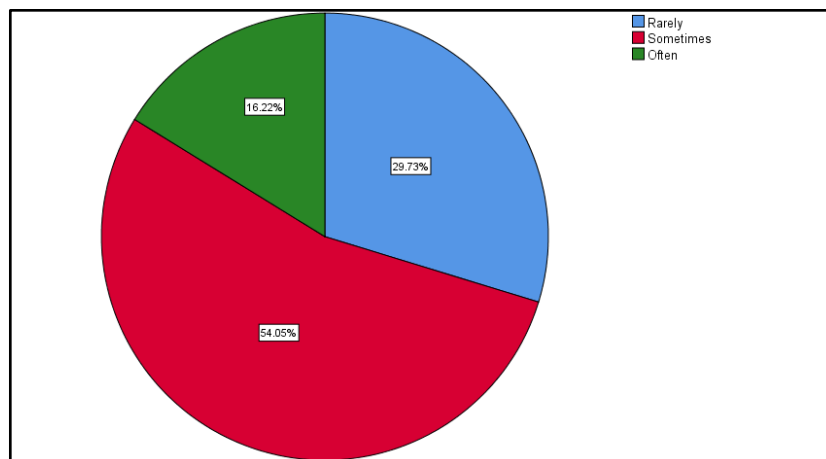
4. How often do you recognize the emotions and feelings of your partners when they express themselves in English?

**Table N° 7.** Recognize emotions and feelings

Option	Frequency	Percentage
Always	0	0%
Often	6	16.2%
Sometimes	20	54.1%
Rarely	11	29%
Never	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 13.** Recognize emotions and feeling



Source: Student survey  
Created by: Elsa Caín

### Analysis

Based on the data above, 16.2% of the learners said that they *often* recognize the emotions and feelings of their partners when they express themselves, 54.1% stated they did this *sometimes*, 29.0% stated *rarely*, 0% stated *always* and *never*.

### Interpretation

It is evident that half of the population is not aware of expressing ideas with feelings. Therefore, their classmates cannot recognize their peers' real emotions when they speak the foreign language; besides, this representation accomplishes the first objective.

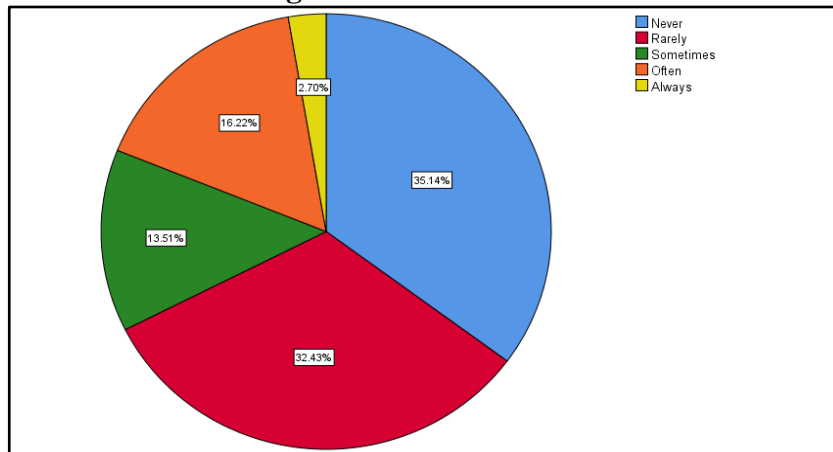
5. How often have you put yourself in someone else's place to perform the role of this character in English conversations?

**Table N° 8. Act like others**

Option	Frequency	Percentage
Always	1	2.7
Often	6	16.2
Sometimes	5	13.5
Rarely	12	32.4
Never	13	35.1
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 14. Act like others**



Source: Student survey  
Created by: Elsa Caín

### Analysis

Based on the results set out above, 2.7 % of the students said that they *always* put themselves in someone else's place to perform the role of a character, 16.2% stated they do this *often*, 13.5% stated *sometimes*, 32.4% *rarely*. Meanwhile, 35.1% answered *never*.

### Interpretation

It is evident that more than half of the population asserts that they have participated in activities where they can perform the role of another person on few occasions, thus, the teacher does not provide sufficient; which supports to undertake the first specific objective.

6. How often do you take part in conversations without prior preparation, by using the basic expressions spontaneously?

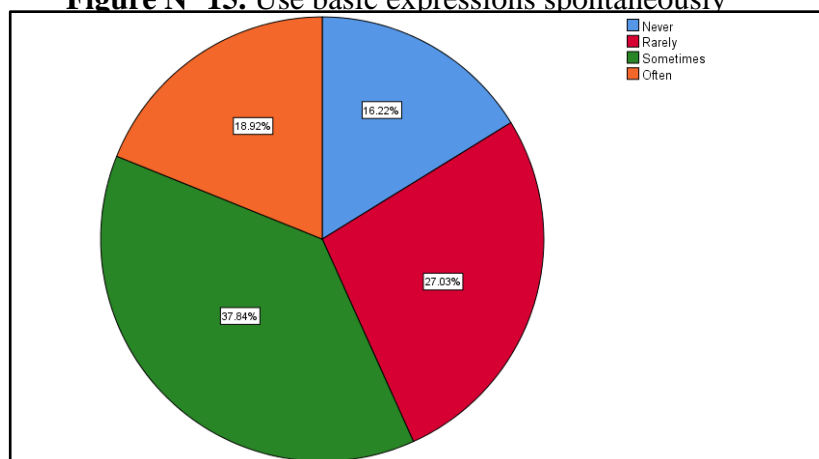
**Table N° 9.** Use basic expressions spontaneously

Option	Frequency	Percentage
Always	0	0%
Often	7	18.9%
Sometimes	14	37.8%
Rarely	10	27.0%
Never	6	16.2%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 15.** Use basic expressions spontaneously



Source: Student survey

Created by: Elsa Caín

### Analysis

The results obtained demonstrated that 18.9% of students asserted that they *often* take part in conversations without prior preparation, 37.8% stated they *sometimes* do this, 27.0% stated *rarely*, 16.2% stated *never* and 0% stated *always*.

### Interpretation

Based on the information above, it may be concluded that almost 80% of learners have limited opportunities to practice a spontaneous and natural conversation in which they can explore their knowledge without worrying about using formal language; besides, this representation accomplishes the first specific objective.

7. How often do you practice dialogues simulated in imaginary situation, such as in a pharmacy, restaurant, in a reality show, etc?

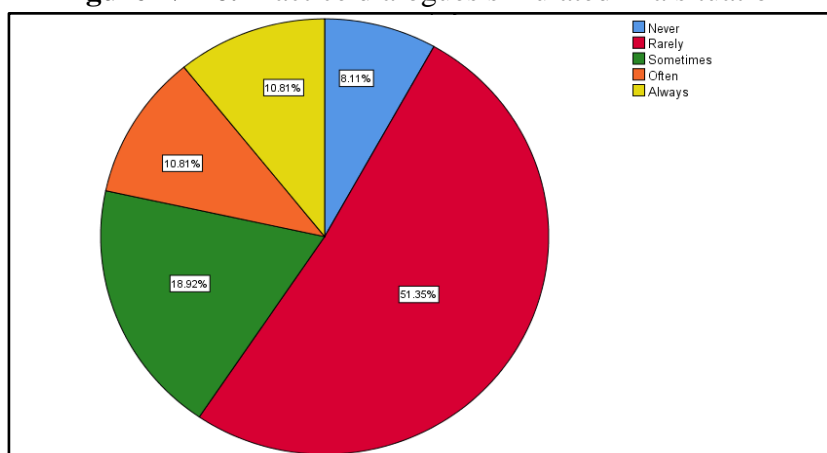
**Table N° 10.** Practice dialogues simulated in a situation

Option	Frequency	Percentage
Always	4	10.8%
Often	4	10.8%
Sometimes	7	18.9%
Rarely	19	51.4%
Never	3	8.1%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 16.** Practice dialogues simulated in a situation



Source: Student survey

Created by: Elsa Caín

### Analysis

According to the figure representation, 10.8% of learners believe that they *always* prepare for dialogues simulated in a real situation, 10.8% stated they do this *often*, 18.9% stated *sometimes*, 51.4% stated *rarely*, 8,1% affirmed *never*.

### Interpretation

This representation provides a clear idea that a huge number of the population affirm that they often or rarely practice conversation based on real situations. This might be because educators generally use only dialogues from the textbook related to abstract topics; this analysis of results let to accomplish the first specific objective.

8. How often do you use mimes to express ideas, phrases or expressions to your classmates?

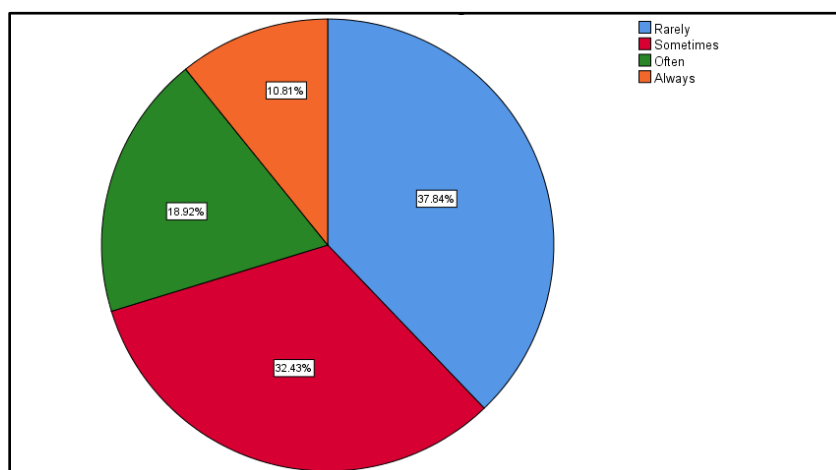
**Table N° 11.** Use mimes to express ideas

Option	Frequency	Percentage
Always	4	10.8%
Often	7	18.9%
Sometimes	12	32.4%
Rarely	14	37.8%
Never	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 17.** Use mimes to express ideas



Created by: Elsa Caín

### Analysis

Based on the results, 10.8% of students stated that they *always* use mimes to express ideas to their classmates, 18.9 % do this *often*, 32.4% believe *sometimes*, 37.8% stated *rarely*, 0% affirmed *never*.

### Interpretation

More than the half of the population affirms that they rarely or sometimes use mime, this means that they need to improve their use of body language when they are talking since this facilitates a better understanding of the spoken words; this correlation of results allowed evidencing the first specific objective.



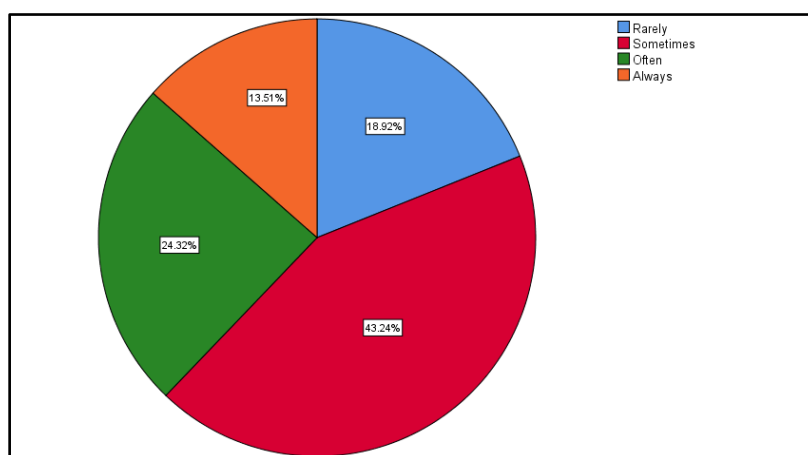
9. How often have you participated in storytelling activities?

**Table N° 12.** Practice storytelling activities

Option	Frequency	Percentage
Always	5	13.5%
Often	9	24.3%
Sometimes	16	43.2%
Rarely	7	18.9%
Never	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 18.** Practice storytelling activities



Source: Student survey  
Created by: Elsa Caín

### Analysis

The data show that 13.5% of students remarked that they *always* participated in storytelling activities, 24.3% affirmed they did this *often*, 43.2% stated *sometimes*, 18.9% *rarely*, 0% *never*.

### Interpretation

Most students said that they have the opportunity to be part of storytelling activities, but that they need to be encouraged to be constantly engaged in storytelling activities since this is a benefit for learners' speaking abilities; this analysis of results let to accomplish the first specific objective.

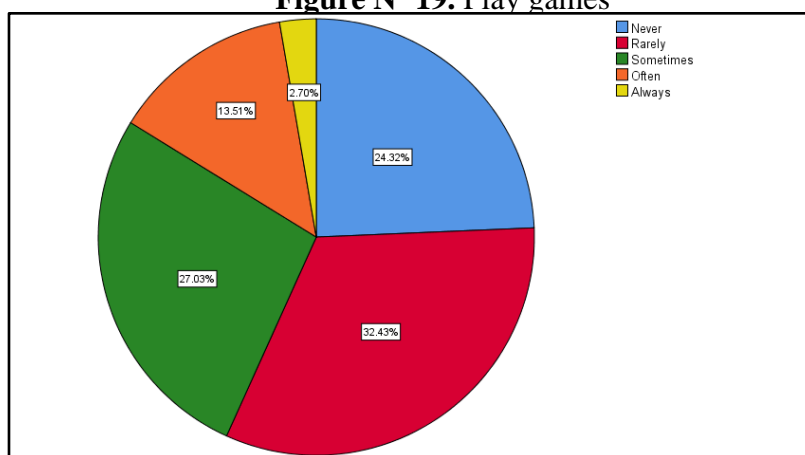
10. How often have you been part of games that involve speaking in English?

**Table N° 13. Play games**

Option	Frequency	Percentage
Always	1	2.7%
Often	5	13.5%
Sometimes	10	27.0%
Rarely	12	32.4%
Never	9	24.3%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 19. Play games**



Source: Student survey  
Created by: Elsa Caín

### Analysis

The gathered data show that 2.7% of learners said that they are *always* part of games that involve speaking, 13.5% believed they do this *often*, 27.0% stated *sometimes*, 32.4% *rarely*, 24.3% affirmed *never*.

### Interpretation

Almost 57% of students said that games focused on speaking are rarely or never applied in the classroom. Games are crucial in language learning because they raise students' attention, if students are not part of dynamic activities, they will lose their interest in learning; therefore, this data interpretation contributed to evidence the first specific objective.

11. Do you consider that your level of speaking skill development in the English language is,

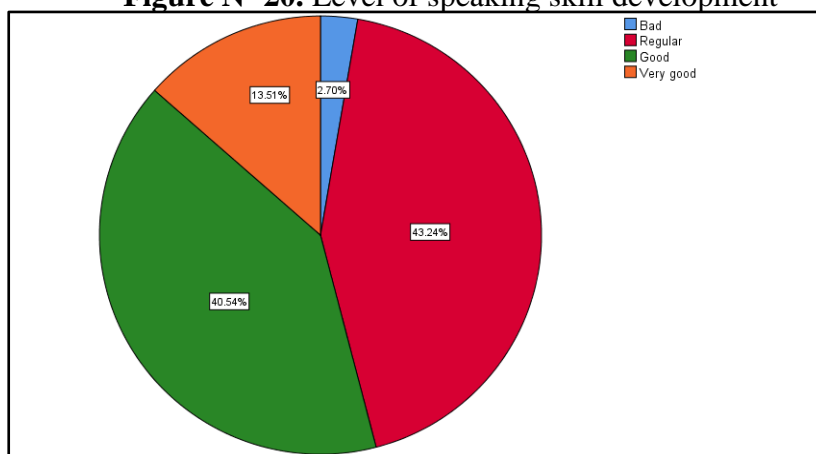
**Table N° 14.** Level of speaking skill development

Option	Frequency	Percentage
Excellent	0	0%
Very good	5	13.5%
Good	15	40.5%
Regular	16	43.2%
Bad	1	2.7%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 20.** Level of speaking skill development



Source: Student survey

Created by: Elsa Caín

### Analysis

According to the results obtained, 0% of learners considered that their level of English speaking skill development is *excellent*, 13.5% said it is *very good*, 40.5% thought it is *good*, 43.2% stated it is *regular*, 2.7% affirmed it is *bad*.

### Interpretation

The level of speaking skill development of students is, therefore, low, probably because the teacher does not create enough speaking opportunities to encourage practice in the class; besides, this representation accomplishes the second specific objective.

12. Do you consider that the quality of your oral interaction in English is,

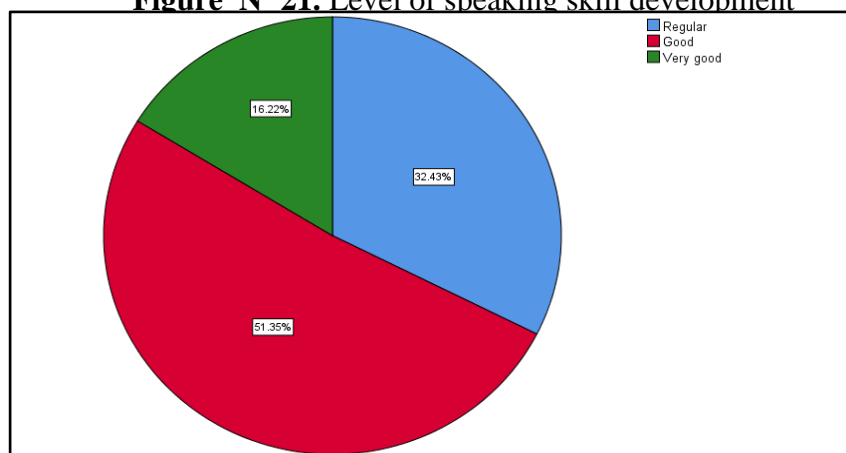
**Table N° 15.** The quality of oral interaction

Option	Frequency	Percentage
Excellent	0	0%
Very good	6	16.2%
Good	19	51.4%
Regular	12	32.4%
Bad	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 21.** Level of speaking skill development



Source: Student survey

Created by: Elsa Caín

### Analysis

Based upon the data, 0% of students considered that the quality of their oral interaction is *excellent*, 16.2% said it is *very good*, 51.4% affirmed it is *good*, 32.4% stated it is *regular*, 0% stated it is *bad*.

### Interpretation

Approximately 80% of the students interact with others improperly because they do not know strategies for maintaining good communication. It is concluded that the teacher has to provide more guidelines for students to follow when they are talking; this correlation of results allowed evidencing the second specific objective.

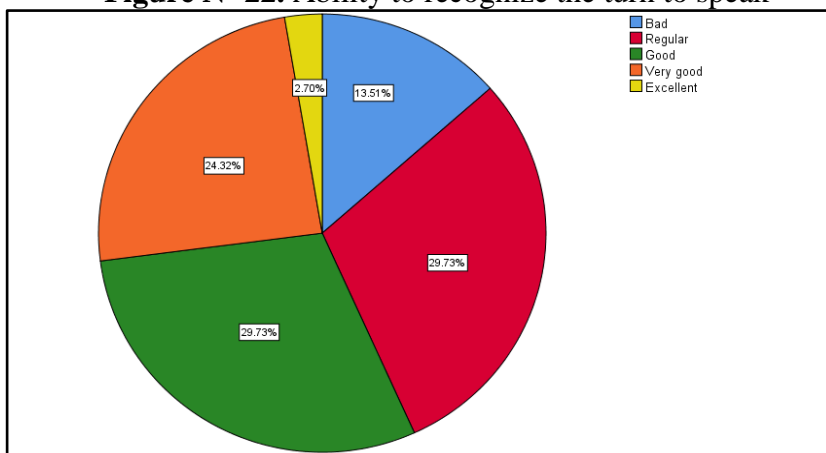
13. Do you consider that your ability to recognize the turn to speak when you are talking to another or others is,

**Table N° 16.** Ability to recognize the turn to speak

Option	Frequency	Percentage
Excellent	1	2.7%
Very good	9	24.3%
Good	11	29.7%
Regular	11	29.7%
Bad	5	13.5%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 22.** Ability to recognize the turn to speak



Source: Student survey  
Created by: Elsa Caín

### Analysis

The above results demonstrate that 2.7% of students considered that their ability to recognize speaking turns conversations is *excellent*, 24.3% believed it is *very good*, 29.7% considered it is *good*, 29.7% thought it is *regular*, 13.5% stated it is *bad*.

### Interpretation

A large proportion of the population agreed that they are not very able to recognize their turn to speak, since students have serious difficulties taking part in conversations; that is why this data allowed verifying the second specific objective.

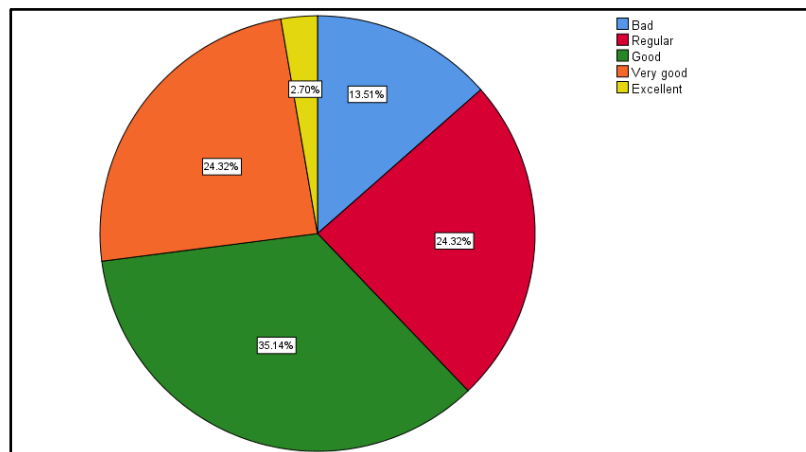
14. Do you consider that your pronunciation of the words in English is,

**Table N° 17.** Pronunciation of the words

Option	Frequency	Percentage
Excellent	1	2.7%
Very good	9	24.3%
Good	13	35.1%
Regular	9	24.3%
Bad	5	13.5%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 23.** Pronunciation of the words



Source: Student survey  
Created by: Elsa Caín

### Analysis

The data collected indicate that 2.7% of learners considered that their pronunciation skill is *excellent*, 24.3% stated it is *very good*, 35.1% said it is *good*, 24.3% believed it is *regular*, 13.5% affirmed it is *bad*.

### Interpretation

It is evident that most of the students considered that they face some difficulties in pronouncing words or phrases in English when producing utterances; as a result, communication may be incomprehensible; in this way, the data is taken by considering the second specific objective.

15. Do you consider that your tone and rhythm when you are speaking English is,

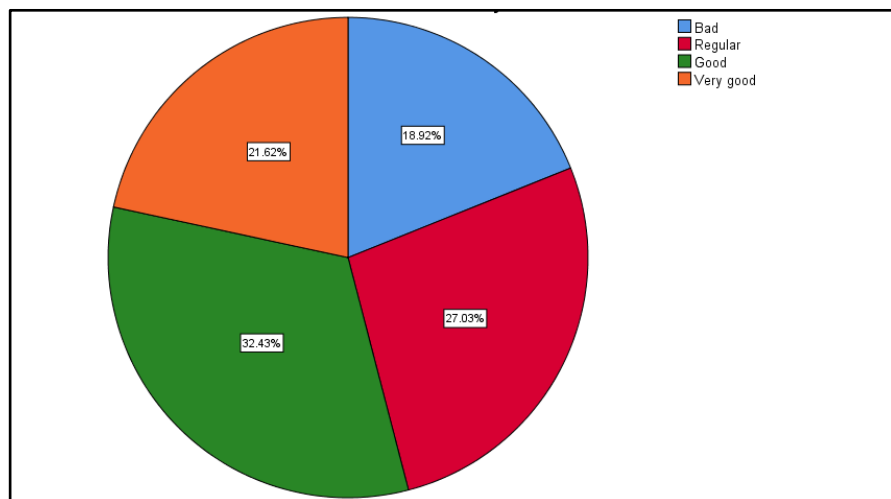
**Table N° 18.** Rhythm when speaking English

Option	Frequency	Percentage
Excellent	0	0%
Very good	8	21.6%
Good	12	32.4%
Regular	10	27.0%
Bad	7	17.5%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 24.** Rhythm when speaking English



Source: Student survey

Created by: Elsa Caín

### Analysis

The results demonstrate that 0% of students considered that their tone and rhythm of speaking is *excellent*, 21.6% said it is *very good*, 32.4% stated it is *good*, 27.0% believed it is *regular*, 17.5% thought it is *bad*.

### Interpretation

Overall, about 80% of students have tone and rhythm problems when they are talking in English, therefore they need to improve these aspects since improper pronunciation distorts the meaning of phrases; therefore, this data interpretation contributed to evidence the second specific objective.

16. Do you consider that your ability of the grammatical structures of the English language is,

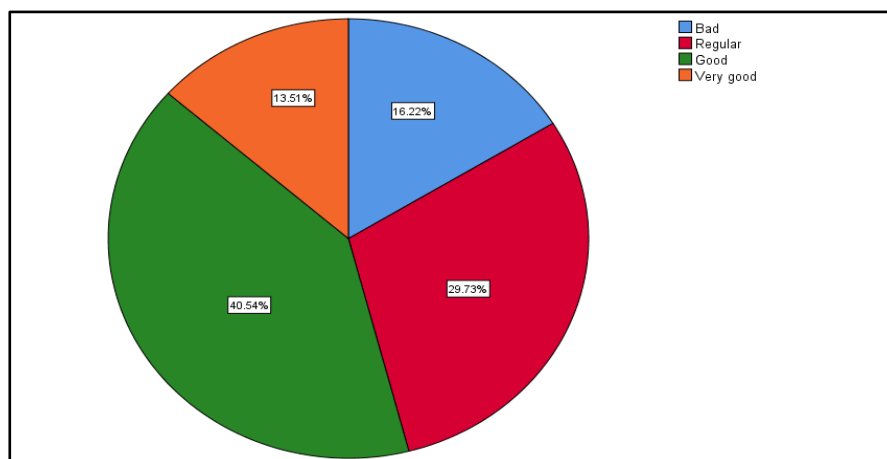
**Table N° 19.** Knowledge of grammatical structure

Option	Frequency	Percentage
Excellent	0	0%
Very good	5	13.5%
Good	15	40.5%
Regular	11	29.7%
Bad	6	16.2%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 25.** Knowledge of grammatical structure



Source: Student survey

Created by: Elsa Caín

### Analysis

Based upon the results, 0% of learners considered that their ability in grammatical structures is *excellent*, 13.5% thought it is *very good*, 40.5% affirmed it is *good*, 29.7% believed it is *regular*, 16.2% said it is *bad*.

### Interpretation

Approximately 80% of students do not master the basic aspects of grammatical structures. Grammatical knowledge is a key aspect of speaking a foreign language, which is why it is crucial to encourage students by teaching it inductively in context; this correlation of results allowed evidencing the second specific objective.



17. Do you consider that your level of knowledge of the grammar rules is,

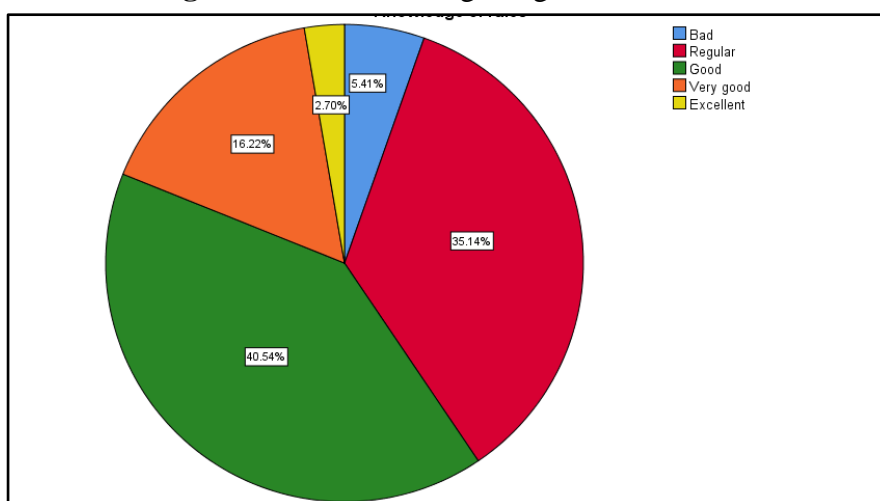
**Table N° 20. Knowledge of grammar rules**

Option	Frequency	Percentage
Excellent	1	2.7%
Very good	6	16.2%
Good	15	40.5%
Regular	13	35.1%
Bad	2	5.4%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 26. Knowledge of grammar rules**



Source: Student survey

Created by: Elsa Caín

### Analysis

According to the results obtained, 2.7% of students considered that their level of knowledge of grammar rules is *excellent*, 16.2% stated it is *very good*, 40,5% believed it is *good*, 35,1% thought it is *regular*, 5,4% said it is *bad*.

### Interpretation

Most of the students believe that their knowledge of grammar rules is poor. This might be because of a lack of good teaching strategies that facilitate meaningful learning of grammar rules, thus they need to have a good knowledge in order to establish good communication; besides, this representation accomplishes the second specific objective.

18. Do you consider that your ability to form words in English is,

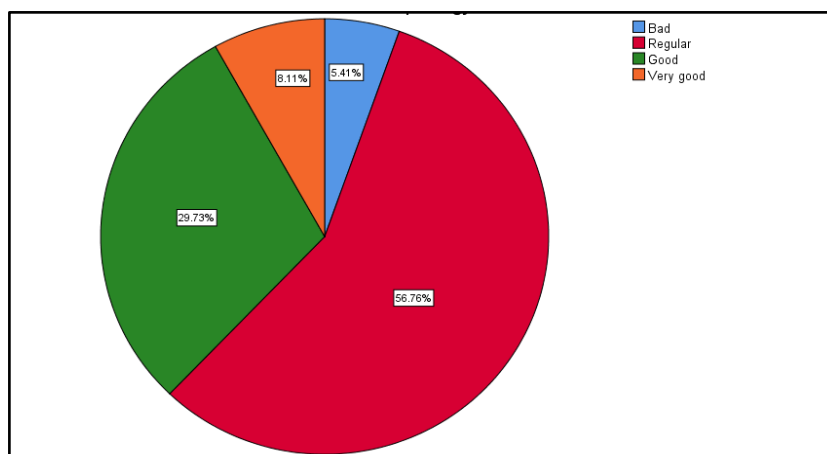
**Table N° 21.** Ability to form words

Option	Frequency	Percentage
Excellent	0	0%
Very good	3	8.1%
Good	11	29.7%
Regular	21	56.8%
Bad	2	5.4%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 27.** Ability to form words



Source: Student survey

Created by: Elsa Caín

### Analysis

Based on the data set out above, 0% of students considered that their ability to form words in English is *excellent*, 8,1% said it is *very good*, 29.7% affirmed it is *good*, 56.8% said it is *regular*, 5.4% thought it is *bad*.

### Interpretation

Almost 90% of the students think that they are not very able to form words when they are speaking; therefore, taking part in a conversation seems difficult. On the other hand, the teacher has to apply a series of techniques to enhance their vocabulary; this correlation of results allowed evidencing the second specific objective.

19. Do you consider that your use of vocabulary in conversations is,

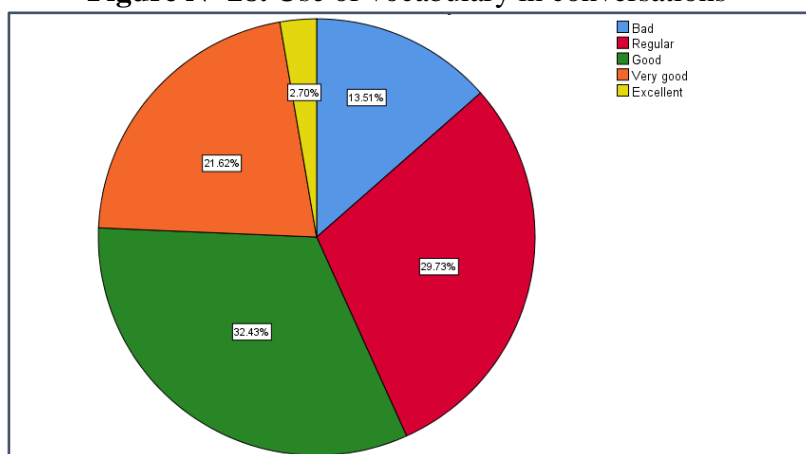
**Table N° 22.** Use of vocabulary in conversations

Option	Frequency	Percentage
Excellent	1	2.7%
Very good	8	21.6%
Good	12	32.4%
Regular	11	29.7%
Bad	5	13.5%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey

Created by: Elsa Caín

**Figure N° 28.** Use of vocabulary in conversations



Source: Student survey

Created by: Elsa Caín

### Analysis

The figure above demonstrates that 2.7% of learners considered that their use of vocabulary in conversations is *excellent*, 21.6% said it is *very good*, 32.4% believed it is *good*, 29.7% said it is *regular*, 13.5% thought it is *bad*.

### Interpretation

It is evident that the most of the learners have problems in using vocabulary appropriately in short conversations because they do not know how to use it in context, how to combine it with phrases, or they do not know the meaning of the word itself; therefore, this data interpretation contributed to evidence the second specific objective.

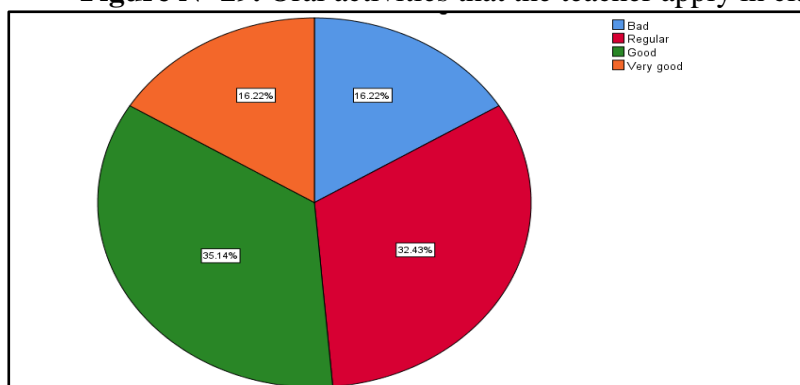
20. Do you consider that oral activities that the teacher applies in English classes are,

**Table N° 23.** Oral activities that the teacher apply in class

Option	Frequency	Percentage
Excellent	0	0%
Very good	6	16.2%
Good	13	35.1%
Regular	12	32.4%
Bad	6	16.2%
<b>Total</b>	<b>37</b>	<b>100%</b>

Source: Student survey  
Created by: Elsa Caín

**Figure N° 29.** Oral activities that the teacher apply in class



Source: Student survey  
Created by: Elsa Caín

### Analysis

According to the results obtained, 0% of students considered that oral activities applied by the teacher are *excellent*, 16.2% said they are *very good*, 35.1% thought they are *good*, 32.4% believed they are *regular*, 16.2% thought they are *bad*.

### Interpretation

It is concluded that only a few students appreciate the activities applied by the teacher in order to promote speaking skills; almost all of the student do not enjoy performing the activities, which they describe as good, regular or bad; in this way, the data is taken by considering the second specific objective.

## 4.2 T-Test results

### 4.2.1 T-Test Mistakes KET

This illustrates the data obtained from the pre-post test phase, regarding students' mistakes produced during speaking performance. The number of mistakes registered by each learner is displayed. A content analysis table was used in order to quantify the mistakes. Table 24 shows the comparison.

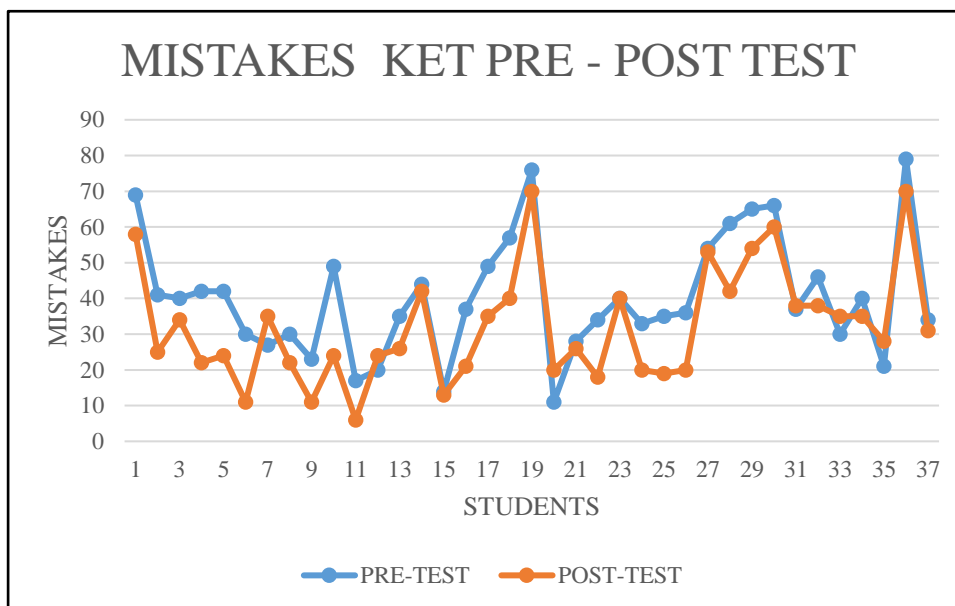
**Table N° 24.** Mistakes KET pre-post test

Students (S)	Total pre-test	Total post-test	Difference
S1	69	58	-11
S2	41	25	-16
S3	40	34	-6
S4	42	22	-20
S5	42	24	-18
S6	30	11	-19
S7	27	35	+8
S8	30	22	-8
S9	23	11	-12
S10	49	24	-25
S11	17	6	-11
S12	20	24	+4
S13	35	26	-9
S14	44	42	-2
S15	14	13	-1
S16	37	21	-16
S17	49	35	-14
S18	57	40	-17
S19	76	70	-6
S20	11	20	+9
S21	28	26	-2
S22	34	18	-16
S23	40	40	0
S24	33	20	-13
S25	35	19	-16
S26	36	20	-16
S27	54	53	-1
S28	61	42	-19
S29	65	54	-11
S30	66	60	-6
S31	37	38	+1
S32	46	38	-8
S33	30	35	+5
S34	40	35	-5
S35	21	28	+7
S36	79	70	-9
S37	34	31	-3
<b>MEAN</b>	<b>40.32</b>	<b>32.16</b>	<b>-8.16</b>

Source: Pre-post test results  
Created by: Elsa Caín

The following figure shows the data displayed in the *table of Mistakes KET pre-post test* plotted onto a line graph.

**Figure N° 30.** Mistakes KET pre-post test



Source: Pre-post test results  
Created by: Elsa Caín

According to the obtained results, the mean of mistakes in the KET pre-test applied to the students is 40.3243, on the other hand, the mean of mistakes in the KET post-test is 32.1622, as is presented in the following table.

**Table N° 25.** T-Test Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	40.3243	37	16.68175	2.74246
	Post	32.1622	37	15.88065	2.61076

Source: Pre-post test results  
Created by: Elsa Caín

Additionally, the mean T-Test paired sample correlation between the results of the pre- and post-test is .858. This means that the students reduced the number of mistakes to a mean of 8.58. This represents an improvement of approximately 20% in speaking skills according to the instrument *Content analysis table*.

**Table N° 26. T-Test Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pre & post	37	.858	.000

Source: Pre-post test results  
Created by: Elsa Caín

Table 27 and table 28 show the paired differences between the variables of study in relation to mistakes in the KET pre-post test.

**Table N° 27. Paired Differences**

		95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	pre – post	8.16216	8.70030	1.43032	5.26134	11.06299

Source: Pre-post test results  
Created by: Elsa Caín

**Table N° 28. Paired Samples Test**

		T	Df	Sig. (2-tailed)
Pair 1	pre - post	5.707	36	.000

Source: Pre-post test results  
Created by: Elsa Caín

#### 4.2.2 T-Test Scores KET

The table shows a detailed comparison of the scores between the pre and post-test. This was obtained through the application of the KET rubric for speaking of level A2. The score was given based on the number of the mistakes of each student, which means a low number of mistakes provided a high score, or vice versa.

**Table N° 29.** Data of pre- and post-test phase

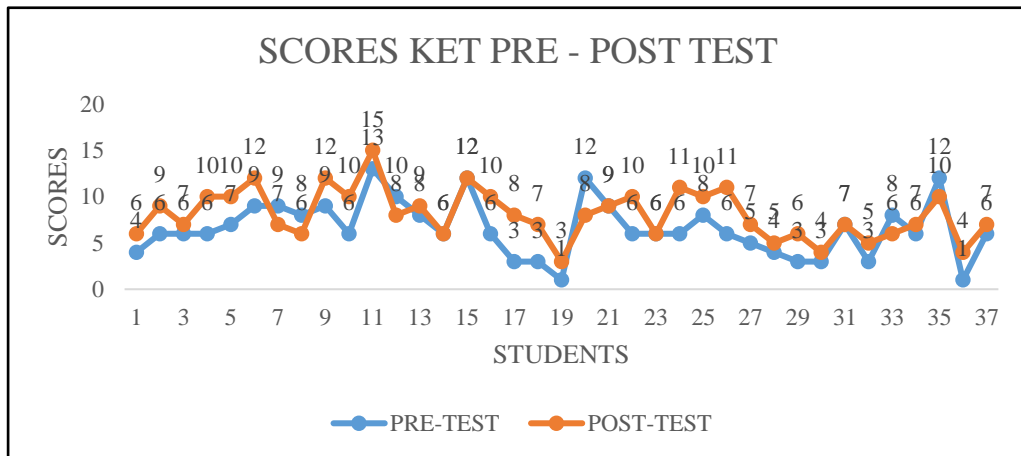
Student (S)	SCORES KET								Difference
	Pre-test				Post-test				
	Grammar/Vocabulary	Pronunciation	Interactive Communication	Total	Grammar/Vocabulary	Pronunciation	Interactive Communication	Total	
<b>S1</b>	2	1	1	<b>4</b>	2	2	2	<b>6</b>	+2
<b>S2</b>	3	2	1	<b>6</b>	3	5	1	<b>9</b>	+3
<b>S3</b>	2	2	2	<b>6</b>	3	2	2	<b>7</b>	+1
<b>S4</b>	1	3	2	<b>6</b>	4	4	2	<b>10</b>	+4
<b>S5</b>	2	3	2	<b>7</b>	3	3	4	<b>10</b>	+3
<b>S6</b>	3	3	3	<b>9</b>	4	5	3	<b>12</b>	+3
<b>S7</b>	3	4	2	<b>9</b>	3	2	2	<b>7</b>	-2
<b>S8</b>	4	3	1	<b>8</b>	2	2	2	<b>6</b>	-2
<b>S9</b>	3	4	2	<b>9</b>	4	4	4	<b>12</b>	+3
<b>S10</b>	2	2	2	<b>6</b>	4	4	2	<b>10</b>	+4
<b>S11</b>	4	4	5	<b>13</b>	5	5	5	<b>15</b>	+2
<b>S12</b>	3	3	4	<b>10</b>	3	3	2	<b>8</b>	-2
<b>S13</b>	3	3	2	<b>8</b>	4	2	3	<b>9</b>	+1
<b>S14</b>	3	3	2	<b>6</b>	2	2	2	<b>6</b>	+2
<b>S15</b>	4	5	3	<b>12</b>	4	4	4	<b>12</b>	0
<b>S16</b>	3	2	1	<b>6</b>	4	4	2	<b>10</b>	+4
<b>S17</b>	2	1	0	<b>3</b>	3	3	2	<b>8</b>	+5
<b>S18</b>	1	1	1	<b>3</b>	2	3	2	<b>7</b>	+4
<b>S19</b>	1	1	0	<b>1</b>	1	1	1	<b>3</b>	+2
<b>S20</b>	3	5	4	<b>12</b>	3	3	2	<b>8</b>	-4
<b>S21</b>	3	3	3	<b>9</b>	3	3	3	<b>9</b>	0
<b>S22</b>	3	2	1	<b>6</b>	3	2	4	<b>10</b>	+4
<b>S23</b>	2	2	2	<b>6</b>	2	2	2	<b>6</b>	0
<b>S24</b>	4	1	1	<b>6</b>	4	5	2	<b>11</b>	+5
<b>S25</b>	3	4	1	<b>8</b>	4	3	3	<b>10</b>	+2
<b>S26</b>	2	2	2	<b>6</b>	4	4	3	<b>11</b>	+5
<b>S27</b>	1	3	1	<b>5</b>	3	3	1	<b>7</b>	+2
<b>S28</b>	1	2	1	<b>4</b>	2	1	2	<b>5</b>	+1
<b>S29</b>	1	1	0	<b>3</b>	2	2	2	<b>6</b>	+3
<b>S30</b>	1	1	1	<b>3</b>	1	2	1	<b>4</b>	+1
<b>S31</b>	3	2	2	<b>7</b>	3	2	2	<b>7</b>	0
<b>S32</b>	1	2	0	<b>3</b>	2	2	1	<b>5</b>	+2
<b>S33</b>	2	3	3	<b>8</b>	2	2	2	<b>6</b>	-2
<b>S34</b>	2	2	2	<b>6</b>	2	2	3	<b>7</b>	+1
<b>S35</b>	4	4	4	<b>12</b>	3	4	3	<b>10</b>	-2
<b>S36</b>	1	0	0	<b>1</b>	2	1	1	<b>4</b>	+3
<b>S37</b>	2	2	2	<b>6</b>	2	4	1	<b>7</b>	+1
<b>MEAN</b>				<b>6.5676</b>				<b>8.1081</b>	

Source: Pre-post test results  
 Created by: Elsa Caín

The above table of KET scores is demonstrated in the following figure, the results of pre- and post-test are presented.



**Figure N° 31.** Data of pre- and post-test phase



Source: Pre-post test results

Created by: Elsa Caín

The general results obtained in the pre-post test phase is displayed below. The mean of the data of the pre-test is 6.5676, meanwhile, the post-test mean is 8.1081.

**Table N° 30.** T-Test Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	6.5676	37	2.97714	.48944
	Post	8.1081	37	2.64348	.43459

Source: Pre-post test results

Created by: Elsa Caín

The following table represents the paired sample correlations between the data obtained during pre- and post-tests. This is .677, which represents an improvement of approximately 20% in the speaking skill according to the rubric which is considered an observation guide.

**Table N° 31.** T-Test Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pre & post	37	.677	.000

Source: Pre-post test results

Created by: Elsa Caín

Table 32 and table 33 display the paired differences between the variables of study in relation to scores in the KET pre- and post-test.

**Table N° 32. Paired Differences**

		95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	pre – post	-1.54054	2.28029	.37488	-2.30083	-.78026

Source: Pre-post test results

Created by: Elsa Caín

**Table N° 33. Paired Samples Test**

		T	Df	Sig. (2-tailed)
Pair 1	pre – post	-4.109	36	.000

Source: Pre-post test results

Created by: Elsa Caín

### **4.3 Results of the interview**

The interviews were carried out with the all 37 participants who constituted the sample of this research. Student responses, in general, showed acceptance, satisfaction and a positive perception of the drama technique for developing speaking skills.

The students affirmed that the drama technique has a positive influence on the development of their speaking skills. Students highlighted the improved confidence they felt when they speak both to classmates and to the teacher, and their greater participation in class.

### **4.4 Hypothesis Verification**

#### **4.4.1 Hypothesis Approach**

##### **Null hypothesis (H0)**

The implementation of the drama technique during English classes does not improve the development of speaking skill of the students of A2 level at ISPEDIB Jaime Roldós Aguilera.

##### **Alternative hypothesis (H1)**

The implementation of the drama technique during English classes improves the development of the speaking skill of the students of A2 level at ISPEDIB Jaime Roldós Aguilera.

#### 4.4.2 Significance level

The research used a quanti-qualitative mixed-methods approach. The use of four instruments permitted data to be obtained with a high level of reliability. The alternative hypothesis “The implementation of the drama technique during English classes improves the development of the speaking skill of the students of A2 level at ISPEDIB Jaime Roldós Aguilera” was demonstrated through the application of the following instruments: survey, observation guide, content analysis table and an interview.

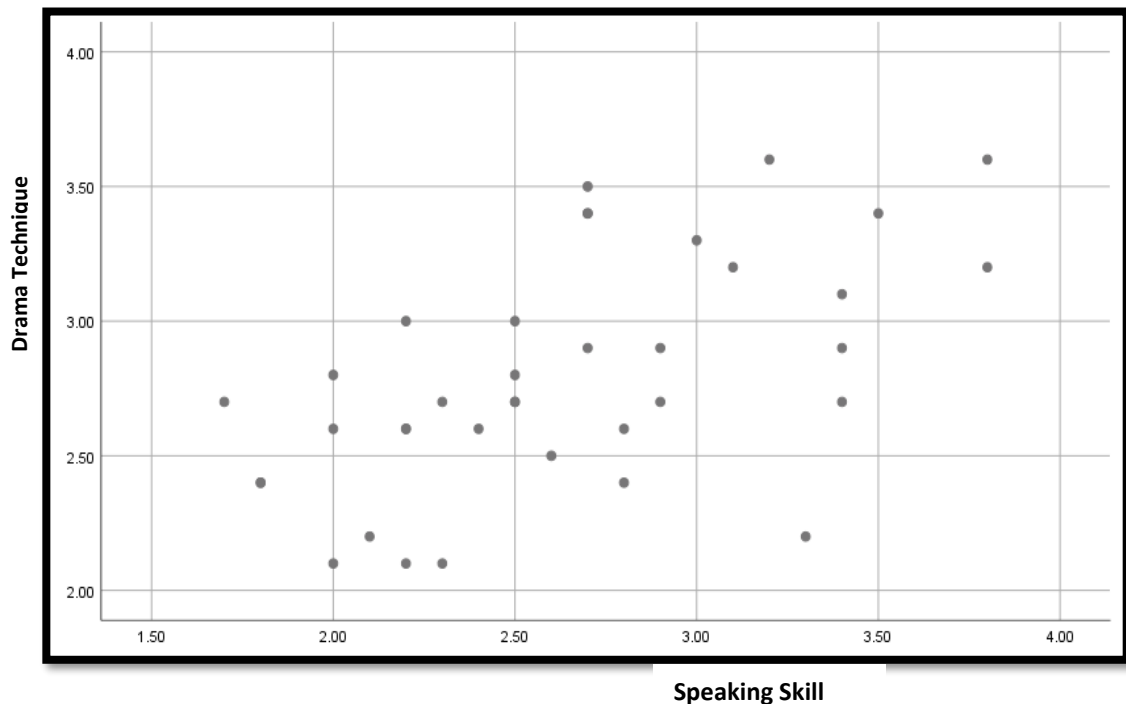
After applying the Person Correlation Coefficient statistical analysis, the results of the survey instrument showed a clear connection between the variables Speaking and Drama Technique. The correlation was significant at the 0.01 level (2-tailed), which indicates a strong relationship. This qualitative correlation was the first step to demonstrate the hypothesis, as set out in table 34 and figure 32.

**Table N°. 34.** Correlations

		Drama Technique	Speaking Skill
<b>Drama Technique</b>	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	37	37
<b>Speaking Skill</b>	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	37	37

Source: Pre-post test results  
Created by: Elsa Caín

**Figure N° 32.** Correlation



Source: Pre-post test results  
 Created by: Elsa Caín

The content analysis table instrument showed that the mistakes performed in speaking after the application of the drama techniques reduced by an average of 8.58. This means, in effect, that the drama techniques improved the Speaking level of the students of ISPEDIB Jaime Roldós Aguilera.

The observation guide (rubric) instrument demonstrated that the speaking level of the students increased by 6.77 points in the posttest according to the rubric of Cambridge used at PET level. The hypothesis was proved quantitatively with this instrument.

Finally, the interview instrument applied to the students demonstrated their degree of satisfaction in qualitative terms. The answers of the students were positive in all the questions regarding their overall satisfaction and their sense of improvement of their speaking level after the application of the drama techniques. Thus, the hypothesis was proven through quantitative and qualitative data.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

After carrying out this research, the following conclusions are given:

- Most of the students who participated in the research revealed that their English teacher does not commonly use interactive techniques to encourage student communication abilities; normally, class activities are focused on developing reading and writing skills, giving little time for training oral skills. However, interactive drama techniques are proven to be beneficial for enhancing the development of the speaking skill in learners.
- The majority of the learners considered that they are not able to speak clearly and fluently in English, because of limited vocabulary, pronunciation complexity and a lack of good knowledge about using language patterns, all of which make communication difficult. Lack of confidence also has a negative impact on the interaction process; therefore, students do not interact actively and do not know how to speak appropriately.
- Students consider that they learn foreign languages best through cooperative and interactive activities; they especially love games since they practice language dynamically. After the implementation of the proposal, it was evident that most learners enjoyed being part of the drama activities, since they learned the target language while having fun. Finally, they learned new ways to express their feelings, ideas and creativity through English.

#### **5.2 Recommendations**

Based upon the conclusions given, the following recommendations are put forward:

- It is recommended that EFL Teachers use a set of varied teaching techniques focused on developing student communicative skills. Teachers should seek out activities based on the Communicative Approach because these emphasize communicative competence as central to language teaching where the primary function of the language is to permit interaction and communication among learners within a context.
- It is suggested that teachers present speaking activities by focusing on small specific language elements. These are: grammar, vocabulary, pronunciation, interaction, and body language use, and these should be presented to students inductively. Assessing the speaking performance of each single student is essential in order to provide immediate feedback. In this way students and teachers will know the category to which they should give more emphasis. It is also very important to teach students strategies to communicate, since this facilitates good interaction.
- Teachers are advised to use the drama technique to enhance learners' speaking skills. Drama activities are interactive and dynamic, which gives students the opportunity to practice the language in a fun atmosphere where learning occurs naturally. Students love games, therefore, using drama games in the classroom will allow students to participate meaningfully in the process of learning English, but specifically it will help them to speak by expressing their feelings and ideas.

## **CHAPTER VI**

### **PROPOSAL**

**TOPIC:** Handbook of the drama technique to help EFL learners enrich their speaking skill of EFL students.

### **6.1 Informative Data**

**Name of the institution:** Instituto Superior Pedagógico Intercultural Bilingüe Jaime Roldós Aguilera

**Beneficiaries:** English language students and teachers

**Estimated time for the execution:** 10 weeks

**Beginning:** Second week of November 2018.

**End:** Fourth week of January 2019.

**Person in Charge:** Elsa María Caín Yuquilema

### **6.2 Background of the Proposal**

The proposal has its origin in the observed problem of the development of students' English language speaking skills at level A2 at the ISPEDIB Jaime Roldós Aguilera. Specifically, students are not competent enough to speak English inside or outside the class on familiar topics, they are not able to establish a simple conversation in the foreign language, and learners, therefore, feel more uncomfortable during speaking activities compared to doing reading, writing or listening tasks. In some cases, learners' oral communication is incomprehensible because of grammar mistakes, incorrect pronunciation and a low level of vocabulary. Moreover, a lack of vocabulary knowledge forces students to use words that do not match with the context. In fact, those aspects influence negatively in student interaction.

Furthermore, students are not aware that speaking involves other features such as body language, thus communicating with others passively. This means they are not able to use facial expression, mimes or body movements in order to transmit what they are referring to. They also have to be imaginative and creative to perform dialogues in the class. Additionally, there is an inappropriate use of the teaching resources and over use of individual task influence in the development of

communicative skills. At the same time, students use their first language during speaking activities, since they organize the idea in L1 (Spanish) then translate it into English making it difficult for them to communicate spontaneously.

These observations were evidenced through the application of a survey to students, in which questions sought to address the reason why students have lower than expected speaking skills in English. The results obtained were analyzed and interpreted, giving rise to general conclusions and recommendations. Consequently, it was noticeable that the teacher does not generally use drama activities to enhance students' communicative abilities. Similarly, learners were aware that they have some difficulties in interacting with others orally.

Therefore this proposal was developed to overcome these problems and entails several activities based on drama techniques to enhance speaking skills in EFL classroom.

### **6.3 Justification**

Certainly, teaching English is not an easy task and many aspects present a considerable challenge for teachers of this subject. In most cases, the limited number of hours of English classes, the lack of technological resources and the excessive number of the students are the common factors that make the teaching-learning process difficult. It is frequently seen that teachers spend a large proportion of lesson time on the completion of book exercises, and avoid looking for extra interactive material to teach. Consequently, a lack of interest among students is another feature which creates demotivation in learning English in general, and in speaking skills specifically.

The main aim of learning a language is communication, hence the importance of the present proposal with its numerous suggestions for drama activities to promote oral interaction in students. There are activities which involve active participation between students and teachers based on developing communicative competence, and fun activities designed to engage learners and



enhance communication. As students are better able to speak, they will be more capable of exchanging their ideas, feelings and perceptions to each other. For this reason, it is essential that teachers prepare learners to speak, by providing useful language to be used in real world.

The present proposal will benefit A2 level learners of English and their instructors. It can be easily integrated with the content of text books since it allows teachers to select the activity that best matches the topic that they are teaching, and makes some suggestions for adaptation or variation as necessary. Finally, it is an authentic source produced by the researcher specifically designed for the purposes outlined here and supported by bibliographical research.

## **6.4 Objectives**

### **6.4.1 General**

To devise a handbook of interactive activities based on the drama technique to enhance students' English speaking skills.

Devise a handbook of communicative language teaching techniques to help high school students enrich their speaking skills.

### **6.4.2 Specific objectives**

- To review the theoretical basis regarding the drama technique to enhance the speaking skill of English language through bibliographical research.
- To promote the most effective drama activities to improve speaking skills by elaborating a handbook for classroom use.
- To make public the present proposal to the teachers of the institution.

## **6.5 Feasibility Analysis**

The proposal can be implemented feasibly in English classes since the activities established in the present handbook do not require any special technological or economic resources, and require little preparation time and common classroom resources. The activities and the key concepts are supported by proven theoretical foundations and recommendations to be found in the relevant literature. Moreover, the following activities may be carried out, with some adaptation, both inside and outside the class according to necessity. The proposal enjoyed the full support and permission of the institution in order to achieve its main objective. The proposal is also sustainable in terms of infrastructure since the institution provides large classrooms and some free spaces to be used. Finally, this handbook is to be made public within the institution for the benefit of the teaching-learning process of English.

## **6.6 Foundation**

**Handbook:** According to Dom (a cited in Silva, 2018) “A handbook is basically a book that encompasses instructions, suggestions or guidelines on how to do something. It provides the most significant and helpful information about a specific subject” (p.90).

### **Communicative Approach**

The activities established in the present handbook are associated with theory of the Communicative Approach. In particular, this approach “places an emphasis on developing communicative competence. In other words, knowing a language involves being able to use that language efficiently in real life situations” (Watkins, 2005, p.10). Moreover, the aim of the teaching-learning process is communication by using verbal and non-verbal language effectively according to the context, and enabling learners to express personal views, ideas and feelings. In this case, language is used as a means of communication in order to accomplish some functions which engage learners to practice authentic and useful phrases.

### **Drama Technique**

A **technique** proceeds from a particular method. Torres (2010) defines this as “a wide variety of activities, tasks or devices used in language classroom for accomplishing the lesson objectives and the method” (p.56).

On the other hand, **drama** is defined in several ways; according to Courtney (as cited in Bouzoukis, 2001) it is “the human process whereby imaginative thought becomes action;” (p.26). Moreover, Chioma & Chukueggu (2012) state that “drama is an activity, involving people in a social context” (p.2). Moreover, learning through drama contributes several practical results. The use of drama in a language classroom promotes spontaneity, communication fluency, pronunciation, vocabulary knowledge and improvements in expressive language and narrative structures (Winston & Stinson, 2016). Certainly, drama promotes the use of oral communication, forms of communication, body language and intonation and it also allows the physical representation of feelings and thoughts.

### **Types of Drama Activities**

**Role plays:** These help students to engage in meaningful speech by applying their knowledge during the action of performing a specific role (Torres, 2010).

**Improvisation:** This is defined “as a play without a script” (Chioma & Chukueggu, 2012, p.8). That is to say, when students have to communicate spontaneously without previous practice and preparation.

**Simulations:** This involves features of planning, preparation and also improvisation with less spontaneity, and requires a previous preparation on a specific topic. Participants should, therefore, know exactly what is going to happen in the drama (Boyles, 2013).

**Mime:** This shows the significant importance of non-verbal communication, especially gestures and facial expressions during a conversation (Torricco, 2015); since it promotes language acquisition at subconscious level (Phillips,1999).

**Storytelling:** “It is one of the simplest and perhaps most compelling forms of dramatic and imaginative activity” which enhances students’ concentration; it

allows them to identify important moments and retell them in their own words (Farmer, 2014, p.1).

***Drama games:*** These play an important role in teaching English since they are social and cooperative and directed by conventions and rules which raise interest, attention, curiosity and enjoyment among students (Köylüoğlu, 2010).

### **Speaking skill**

Speaking is a productive skill in the oral mode delivered through the mouth which involves more than merely pronouncing words. Nunan (1999) asserts that speaking implicates *receiving*, *processing* and *producing* information as it is an interactive process which constructs meaning; this process occurs in a particular context, or physical environment. Calle (2018) states that speaking requires individuals to be “linguistically competent (know how to produce specific points of language, such as *grammar, pronunciation, or vocabulary*), but also socio-linguistically competent (understand when, why, and in what ways to produce language)” (p.29). Furthermore, “speaking is the most common and important means of communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection” (Ulas, 2018, p.856).

### **6.7 Methodology**

The methodology consists of an operative model. This handbook establishes some practical techniques which have been adapted based upon student interest and needs. The activities are grounded in the Communicative Approach also known as Communicative Language Teaching CLT, which encourages teachers to improve students’ communicative competence. Similarly, the primary function of language is to allow learners to communicate by using the language as a means of expressing their ideas, as well as the functions that meet their need. This is why students have to become communicatively competent, as argued by Canale and Swain (as cited in Torres, 2010). This means that learning a foreign language involves using it as a means of satisfying personal necessities in a realistic context.

Therefore, the present handbook is made up of a large number of interactive activities to be developed individually and cooperatively among students and between students and the teacher, with the teacher taking the role of facilitator. Furthermore, the activities have been aligned to the features of the A2 level of the European Framework of Reference for language in which learners of ISPEDIB Jaime Roldós Aguilera are enrolled. Finally, the implementation of this proposal has been designed based on the following scheme:

## OPERATING MODEL

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
1. PLANING	To elaborate a timetable of activities to present the alternative proposal to the current English teacher.	-Write a formal letter to the principal authority of the institution, asking for permission to carry out a workshop with the teachers of whole institution. -Organize a one-day workshop to present the Drama Technique	-Formal letter -Handbook	-Principal authority of the institution -Author	1 hour
2. SOCILIZATION	To make a presentation of Drama technique to teachers by making a real demonstration of, how does it work?	-Presentation of mail details of each activity with PPT. -Demonstration and development of drama activities.	-Computer -Projector -Handbook -Didactic material -PPT presentation	-Teacher - Principal authority of the institution -Author	2 hours
3. APLICATION	To apply all the activities of drama technique proposed on the handbook, with the EFL learners	-Execute about 1 or 2 activity each week.	-Handbook -Didactic materials	-Teacher -Students -Author	10 weeks
4. EVALUATION	-To evaluate the effectiveness of drama technique	-Complete the evaluation form to judge each Drama activity. - Free conversation with students	-Evaluation form	-Author -Students	1 hour

Source: Handbook  
Created by: Elsa Caín



UNIVERSIDAD TÉCNICA  
DE  
AMBATO



# A guide for teachers using Drama Techniques to help EFL learners enrich their speaking skill



By Elsa Caín Y.

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## **INTRODUCTION**

The present manual contains a number of drama activities to aid the development of students' speaking skill of English language. It is the result of research carried out with the topic: "DRAMA TECHNIQUE TO IMPROVE SPEAKING SKILL OF ENGLISH LANGUAGE IN EFL CLASSROOM", in which, it was determined that the drama technique influences the development of speaking skills. Therefore, it is presented as proposal to be used as a guide for educators and learners of EFL..

The present proposal is designed specifically for EFL teachers, to support them to create an interactive, dynamic and cooperative classroom atmosphere which facilitates students' effective learning. Particularly, they are focused on developing communicative skills in order to accomplish personal needs by using the language spontaneously into a specific context. Likewise, drama activities such as role play, simulation, improvisation, storytelling, mimes and drama games will generate the opportunity to practice oral communication and improve the small components of speaking; they are: grammar, vocabulary, pronunciation and interaction.

Furthermore, each activity established in the manual, states the learning outcome based on students, the time required, the resources to be used to develop the activity, the step-by-step procedure of execution, suggestions for the teacher, the assessment process and possible variations to adapt for other topics. It could be used as extra material to support the textbook that normally students use, since the topics in the manual are related to those established in the book. However, the effectiveness of the implementation depends on teacher`s organization and planning the class.

## **ROLE PLAYS BASED ON DIALOGUE**



1

## Reminder Card



### Learning outcome

To practice grammar by asking and answering the questions.

**Function:** Introducing to new people.

**Level:** A2

**Time:** 20 minutes

**Interaction:** Work in pairs

**Resource:** Dialogue, reminder cards, piece of paper, scotch tape.

### Procedure

- ✚ Present the dialogue *the first English class* in a piece of paper, ask students to look at the picture and predict the context of this conversation and make them to familiarize with the topic.
- ✚ Read aloud the dialogue at least twice, making some sound effects, using the gestures, mimes and body language adjusted to the topic, also change the voice to refer to each different character.
- ✚ Organize students to work in pairs and assign the role of Peter to one learner and the role of Jen to the other. Students have to write their new names in a piece of paper and stick on their chest.
- ✚ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.

- ✚ After practicing the dialogue, give the reminder card to each single student depending on the roles given, which contains cue words that will guide students to go over through them. Emphasize the language structure/grammar that they are practicing.
- ✚ Finally, ask two students to demonstrate it in front of the class by using only the reminder cards and the rest of the learners have to perform the dialogue based on the example provided.

### **Suggestions**

The teacher should give the dialogue and the reminder card to each single student, since in this way learners will prepare better to perform the dialogue. You can read the dialogue at least twice to help students with accurate pronunciation. It is also suggested, to ask learners to write the name of the person in a piece of paper and stick on the chest for the identification. Pairs will be conformed in the way how the teacher best organizes.

### **Assessment**

Students are able to perform orally the roles assigned to each of them, by asking and answering questions, using appropriately the language pattern provided in the dialogue.

### **Variations**

Any kind of written dialogues might be adapted to this technique, as well as the number of the player to perform in the conversation. The time might be invested according to the situation. The cue words will be reduced according to the students' level, the rules can be modified.

### **Evaluation**

To evaluate learners, make students to get in pairs at random and ask them to perform the conversation that they have practiced. The grade will depend on how good is their grammar to ask and answer the questions; it is recommended to use the grammar assessment holistic rubric, attached in annex.

## **PRACTICE THE DIALOGUE**

### ***THE FIRST ENGLISH CLASS***

**Peter:** Hello, I'm Peter Smith. I'm a new student in this class.

**Jen:** Hi. My name's Jennifer Miller. But, please call me Jen.

**Peter:** Ok. Where are you from, Jen?

**Jen:** Mexico, how about you?

**Peter:** I'm from Brazil.

**Jen:** Oh, I love Brazil! It's really beautiful



Dialogue adapted from: Interchange Level 1. (Unit 1)  
Author: Richards (2013)

#### REMINDER CARD FOR PETER

**Peter:** Greet Jen, say your name and your student condition.  
**Peter:** Ask Jen where is she from.  
**Peter:** Answer to Jean.  
**Peter:** Point at Matt.  
**Peter:** Answer that Matt is your classmate.  
**Peter:** Answer and ask Jen to greet Matt?; ask for Jen's last name.  
**Peter:** Ask for spelling.

#### REMINDER CARD FOR JEN

**Jen:** Greet Peter, say your name.  
Ask him to call you by nickname.  
**Jen:** Answer and do the same question.  
**Jen:** Say that you love Brazil.  
**Jen:** Ask about Matt.  
**Jen:** Ask where is Matt from.  
**Jen:** Say your last name.  
**Jen:** Ask for spelling.  
**Jen:** Spell it.

Author: Elsa Caín Y.

## **ROLE PLAYS BASED ON SITUATION**

## 2

Interviewing a  
job survey**Learning outcome:**

To be aware about the correct intonation of making wh-questions and giving answers through interviewing people about their job.

**Function:** interviewing

**Level:** A2

**Time:** 20 minutes

**Interaction:** Working in groups

**Resource:** Board, marker, work sheet, pen,

**Procedure**

- ✚ Explain learners that they are going to organize a simulation of a national census regarding to job, in which they have to apply a survey to determine job condition of people, by interviewing to four citizens.
- ✚ Write down on the board the four wh-questions to be performed, which have to be familiarized with learners about making questions and answering them, by being aware of the correct intonation of the utterances.
- ✚ Divide the class in two groups: A and B, it is necessary to move away the desks in order to use a free space comfortably. Give the survey questionnaire to each single student and also ask them to use a pen.
- ✚ Tell to Group B to stand walking around the class and group A is going to move forward them, to interview orally to four students from B groups and take notes for each question. They will have five minutes.

- ✚ Then, after five minutes, tell the class, the groups have to change the role, therefore, the group B has to interview to four students of the group A and register the answers individually. They will also have five minutes.
- ✚ Ask students to organize their desks and sit down. Now, they have to prepare a report of the interview according to the chart of REPORT that they received before with survey questioner. But, the teacher has to provide an example since they have to focus on main points.
- ✚ Ask to five volunteers to report orally about the results gotten based on the interview, then, the teacher makes a general comment about the topic, emphasizing the main points to close the activity.

### **Suggestions**

It is suggested to provide students enough time to perform the interview and the teacher has to monitor all of the time. It is not recommended to interrupt students during the activity to correct pronunciation; instead it will be done at the end, as a feedback. It is necessary that all students should have the resources and they will use them individually. This activity might be used during while teaching phase or as follow up activity. If the number of learners is not longer, they all will participate to report the interview developed. Moreover, if the classroom is quite small, the teacher will work outside, like at court.

### **Assessment**

Learners will be able to make simple questions and answer, based on the provided topic by using accurate intonation, rising to falling intonation to make wh-questions and standard intonation to answer them in different context.

### **Variations**

Every kind of interviewing activity may be adapted to the proposed activity, some of them might be added or rejected, but it will be necessary to prepare the materials according to the topic and also set a time limit based on the students` level, to encourage them to practice any specific language features, like grammar, vocabulary, interaction, etc. Also, it is fairly adaptable to do as warm up activity.

### **Evaluation**

Through this technique, you can grade by listening to students during the development of survey, through the application of the pronunciation assessment rubric, attached in annex, paying great attention to the correct intonation of making wh-questions and giving answers.

**MAKE THE FOLLOWING QUESTIONS** (Interchange Level 1. Unit 2)

<p><b>NATIONAL JOB SURVEY</b> <b>01</b></p> <p>Questions</p> <p>Interviewer: What`s your name?            Citizen: .....</p> <p>Interviewer: What do you do?            Citizen: .....</p> <p>Interviewer: Where do you work?            Citizen: .....</p> <p>Interviewer: How do you like it?            Citizen: .....</p> <p style="text-align: center;">Thank you!</p>	<p><b>NATIONAL JOB SURVEY</b> <b>02</b></p> <p>Questions</p> <p>Interviewer: What`s your name?            Citizen: .....</p> <p>Interviewer: What do you do?            Citizen: .....</p> <p>Interviewer: Where do you work?            Citizen: .....</p> <p>Interviewer: How do you like it?            Citizen: .....</p> <p style="text-align: center;">Thank you!</p>
<p><b>NATIONAL JOB SURVEY</b> <b>03</b></p> <p>Questions</p> <p>Interviewer: What`s your name?            Citizen: .....</p> <p>Interviewer: What do you do?            Citizen: .....</p> <p>Interviewer: Where do you work?            Citizen: .....</p> <p>Interviewer: How do you like it?            Citizen: .....</p> <p style="text-align: center;">Thank you!</p>	<p><b>NATIONAL JOB SURVEY</b> <b>04</b></p> <p>Questions</p> <p>Interviewer: What`s your name?            Citizen: .....</p> <p>Interviewer: What do you do?            Citizen: .....</p> <p>Interviewer: Where do you work?            Citizen: .....</p> <p>Interviewer: How do you like it?            Citizen: .....</p> <p style="text-align: center;">Thank you!</p>

**NATIONAL JOB SURVEY REPORT**

Questions

Citizen`s names:

.....  
.....

Citizen`s occupation:

.....  
.....

Citizen`s working place:

.....  
.....

Citizen`s appreciation to their job:

.....  
.....

Adapted from: Busy Teacher  
Author: (Busy Teacher, 2011)  
Technique: Job survey

## **ROLE PLAYS BASED ON SITUATION**

### **3** Conversation building



#### **Learning outcome:**

To stimulate learners' interaction skills by using the language spontaneously based on their imagination.

**Function:** Asking and giving information

**Level:** A2

**Time:** 25 minutes

**Interaction:** Work in pairs

**Resource:** Picture illustration, pencil, an eraser

#### **Procedure**

- ✚ Group student in pairs, give the picture of *Exercising at the Gym* and explain that each pairs has to build a short conversation based upon the picture to present it in front of the classroom.
- ✚ Provide the context of the situation according to the picture. The context is that, *there are two people Beth and Mike, they are in their second day at the gym, and they do not know at all to each other, now they are exercising and they start to talk.* Then, assign roles to both students.
- ✚ Afford learners with some aids, to facilitate their performance. Tips might be, use the simple present/talk about daily activity. Provide an example: *Where do you work; What time do you star work?; What do you do exactly?;* They will have 10 minutes to organize.



- ✚ Check the organization of the conversation and give the necessary support, since they also have to present in front of the class without a script, by interacting naturally.
- ✚ Ask to two students to perform their dialogue but only as a demonstration, the teacher will give some suggestions based on the demonstration, so they will perform better.
- ✚ Finally, ask to all groups to present the dialogue in front of the class, and take notes some comments. At the end of all presentation, give them the necessary feedback.

### **Suggestions**

It is recommended to use colorful prints because they are more attractive. Set a time limit according to the topic; be aware that learners need enough time to build the conversation and to practice it. It is recommended to assign the role of Mike to a boy and Beth to a girl. If there is a limit number of boys or girls, accommodate as best as you organize. Monitor all the time when students are working. This can of activity will explore students' imagination, creativity and their interaction skills. Regarding to presentation of dialogues, if it is a large class, it will be done only with some volunteer.

### **Assessment**

Students will be able to build and perform a simple dialogue placed in context by interacting efficiently to each other

### **Variations**

This exercise is fairly adaptable to other contexts. But it is essential to select the picture that really matches with the situation you will provide and also the number of the characters as well as the numbers of the students. The time will be established according to the topic, but at least 15 minutes. Organization might vary, it depends on the teacher preparation, and some steps might be added or omitted. However, it is important to focus on one specific aspect like practicing present progressive,

practicing vocabulary about entertainment activities or enhancing a good intonation of yes/no question of present progressives, and so on.

### **Evaluation**

You can evaluate the students` interactions skill, fluency, taking turn to speak and how they manage during communication by employing the checklist to assess interaction, attached in annex. You can apply the same tool and give the same grade to both students.

### **LOOK AT THE PICTURE AND BUILD A SHORT CONVERSATION BASED ON JOB, OCCUPATIONS, HABITS AND DAILY ACTIVITIES.**

They are Beth and Mike who met at the gym.

#### **Exercising at the Gym**



Picture illustration based on the conversation (Interchange Level 1, Unit 2)  
Author: Elsa Caín Y.

## **DRAMA GAME**

### **4** Miming the picture



#### **Learning outcome:**

To promote students active participation to use the language in order to find out the answer by yes/no questions with simple present.

**Function:** Showing the meaning

**Level:** A2

**Time:** 10 minutes

**Interaction:** Work in groups

**Resource:** Prints, some extra resource that the student wants to use

#### **Procedure**

- ✚ Ask for six volunteers students to come to the front of the class. Tell the rest of the class that each student will mime as they see the pictures that the teacher will show, the prints are related to professions and occupation. They have to discover by making yes/no questions with simple present.
- ✚ Show the first picture to the first students and ask he/she to mime like in the picture and stay for a while until the rest discover the answer. The students can use some kind of extra resource to emphasize the meaning, for example a marker to show the meaning of a teacher.
- ✚ Tell the rest of the class, it is time to raise their right hand and make yes/no questions to find out what is this occupation. The student who is miming

should start to answer all of the questions of the partners. Once the learners discover, the volunteer student will take the sit.

- ✚ Then, the turn is for second volunteer student, the process is the same for him/her and for the rest of participants. But, the teacher should motivate to all students to make questions, specially give the opportunity to shy learners.

### **Suggestions**

Remind learners all the time that they can use only yes/no questions and the pictures are related to occupations. The teacher must be aware that everyone is participating during the game. It is also suggested that teacher might offer some kind of reward for the learners who addresses the answers, like some candies, one extra point to motivate them. You can not consume more than 10 minutes for this activity because it is like a warm up activity. You can also do this activity outside the class in a free and wide space for learners, then, go back to the classroom.

### **Assessment**

Students are able to participate and interact actively in the classroom by making yes/question in order to find out the meaning of the mimes regarding to occupation, they will also interact by respecting to each other.

### **Variations**

The teacher can use pictures of specific topics, like hobbies, daily activities, sports, etc. This activity can be done in large groups or small groups. You can give one picture to one students and he/she show the meaning with mimes and the rest of the groups have to guess the meaning with yes/no questions or with wh-questions. However, this activity might be adapted during while teaching or post teaching phase, focused to practice some specific item, specially the use of grammar for questioning.

### **Evaluation**

The teacher might evaluate the correct use of grammar and give an extra point to all students that make at least two questions, it is not necessary to apply the rubric.

**MIME THE FOLLOWING PICTURES RELATED TO JOB  
OCCOPATION** (Vocabulary taken from Interchange Level 1. Unit 2)

## OCCUPATIONS



**PAINTER**



**WAIETER**



**PHOTOGRAPHER**



**DANCING**



**ARTIST**



**DOCTOR**

Adapted from: Using gestures and mime for TEFL  
Author: Enjoy TEFL (2018).  
Technique: Miming and guessing

## **ROLE PLAY BASED ON DIALOGUE**

### **5** Wide-ranging the conversation



#### **Learning outcome:**

To expand lexical knowledge related to the topic by building a new contextualized conversation.

**Function:** Buying objects

**Level:** A2

**Time:** 15 minutes

**Interaction:** Work in pairs

**Resource:** Dialogue, worksheet, pen and piece of paper, scotch tape.

#### **Procedure**

- ✚ Present the dialogue *It's really nice* in a piece of paper, ask students to look at the picture and predict the context of this conversation and make them to familiarize with the topic.
- ✚ Read aloud the dialogue at least twice, use gestures, mimes and body language according to the topic, also change the voice to refer to each different character.
- ✚ Organize students to work in pairs and assign the role of salesperson to one learner and the role of customer to the other. Students have to label themselves with new identification.
- ✚ Give students the worksheet where they have to complete the dialogue by expanding their vocabulary, they have to look for the original conversation

and use other words but from same category. From example, if it is dress, they can say skirt.

- 🚩 Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.
- 🚩 Emphasize the type of words that they are practicing on the conversation, and monitor to the students all of the time.
- 🚩 Finally, ask two students to demonstrate it in front of the class and the rest of the learners have to perform the dialogue based on the example provided, without using any aids.

### **Suggestions**

Remind learner to fill in with the vocabulary of the same sort. You can give the one source per each pair, since they will work both on building a new conversation. You can read the dialogue enthusiastically at least twice to help students with accurate pronunciation. It is also recommended, to ask learners to label themselves with their identification. Pairs will be joined in the way how the teacher best organizes.

### **Assessment**

Learners are able to talk based on the topic and the roles assigned to each of them, by asking and answering questions, using properly the language patterns provided in the dialogue.

### **Variations**

Other written dialogues might be adapted to this technique, the number of the player will be determined based on characters of the dialogue. The time might be invested according to the situation and complexity of the topic. But, it is important to consider to provide dialogues with structure and vocabulary that learner already have trained or those that they are practicing.

### **Evaluation**

You can evaluate the correct use of the words related to clothes by using the vocabulary assessment rubric attached in annex, and how they are place into the given context. You can grade as group activity.

## **PRACTICE THE CONVERSATION**

*It's really nice!*

- |              |                                                |
|--------------|------------------------------------------------|
| Salesperson: | Can I help you?                                |
| Customer:    | Yes, thank you. How much is that dress?        |
| Salesperson: | The yellow one? It is \$ 25.                   |
| Customer:    | Oh, that's not too bad. Does it come in black? |



Dialogue adapted from: Interchange Level 1. (Unit 3)  
Author: Richards (2013)

Salesperson: Can I help you?  
Customer: Yes, thank you. How much is this .....?  
Salesperson: The ..... one? It is.....  
Customer: Oh, that's not too bad. Does it come in .....?  
Salesperson: No, Sorry, just .....  
Customer: Ok. Umm, how much is that .....?  
Salesperson: Which one? The ..... one.  
Customer: No, the ..... one.  
Salesperson: Let's see...it is .....  
Customer: It's really pretty. I'll take it.

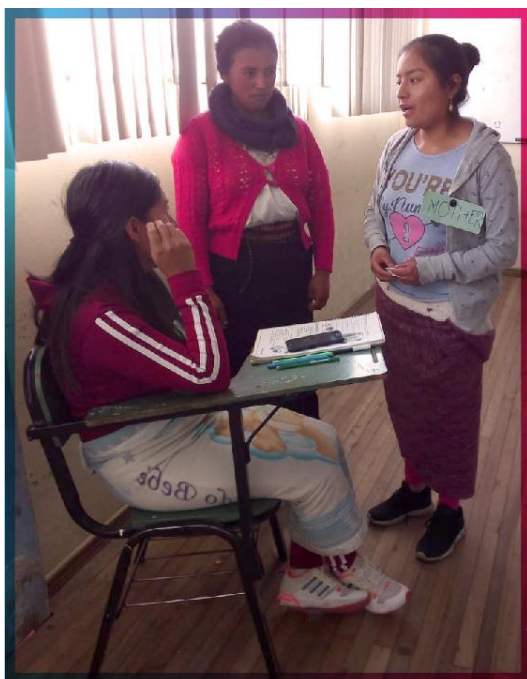
Adapted from: How to use dialogues  
Author: (Beare, 2010)  
Technique: Paraphrase dialogues

## **PREPARED IMPROVISATION**



## 6

## Solving a problem through discussion

**Learning outcome:**

To improve students' knowledge in the use of the modal *would* + *verb in infinitive* by expressing their ideas.

**Function:** Arguing

**Level:** A2

**Time:** 25 minutes

**Interaction:** Work groups

**Resource:** Colorful paper which describes a situation, a sheet of paper, pen

**Procedure**

- ✚ Organize students in groups of four, since they have to work together by discussing and arguing orally about a specific topic, by using the modal *would* + *verb in infinitive*.
- ✚ Give a note in a colorful paper which describes a situation, it establishes a problem into a particular context that they all have to solve. Give a different situation to each group.
- ✚ Ask learners to familiarize with the situation given, then, make a general idea about how to perform the conversation over the topic, once they have organized, they will assign themselves the roles of to based on the dialogue.

- ✚ Check the dialogue and help with some ideas when students are working on the conversation, specially provide example by using modal *would + verb in infinitive*, according to the topic.
- ✚ When students finish the dialogue, now, ask them to prepare to present it orally in front of the whole class, by performing a specific role of the character.
- ✚ Then, ask for the first volunteer group to perform the conversation in front of their classmates; and after that, ask to all groups to do the same. But, the teacher has to take note some comments, like grammar mistakes, etc.
- ✚ Finally, give a general feedback to all students, by clarifying some mistakes they made.

### **Suggestions**

It is suggested to group students as a maximum of four, since the large group limit the participation of all the members. The cards might be repeated because each group will inspire the conversation in different ways. This activity requires at least 20 minutes, it will be done during while teaching or as a follow up activity. If you do not have much time for all groups presentation, you can ask them to perform in their groups but, it is necessary to check that all of them participating.

### **Assessment**

Students are able to know and solve the situation placed into a context, through the participation of the members of the group, by using correctively the language patterns provided by the teacher.

### **Variations**

The teacher can design a different situation placed in a different context that student will develop. The topic must establish a conflict since it motivates learners to speak in order to solve it. Similarly, you can ephasize a specific grammar structure to go ever the conversation. The activity will be applied as feedback of a topic. If you want, you can organize learners

### **Evaluation**

You can evaluate as a group activity applying the grammar assessment holistic rubric attached in annex. You have to pay attention to each groups presentations. You can evaluate the correct use of *would + verb in infinitive and give* the same grade for all the members of the group.

## BUILD A CONVERSATION ABOUT THE SITUATION GIVEN

(Grammar focus-Interchange Level 1. Unit 4)

On Sunday is one of the best friend's birthday. You and your friends planned to celebrate him. You have already paid for the cake. But, once a year a company organizes a bike ride around the city this coming Sunday. You all love cycling, so what would you do?

One student can sing very well and he/she would like to participate in a reality show of singing talent. This event is constituted by 1 student as presenter, other 3 as the judges and the rest as the audience.

On Sunday is one of the best friend's birthday. You and your friends planned to celebrate him. You have already paid for the cake. But, once a year a company organizes a bike ride around the city this coming Sunday. You all love cycling, so what would you do?

Mother's day is coming, you are a group of friends that would like to organize a concert in your neighborhood to dedicate them as a special gift. Discuss and decide together.

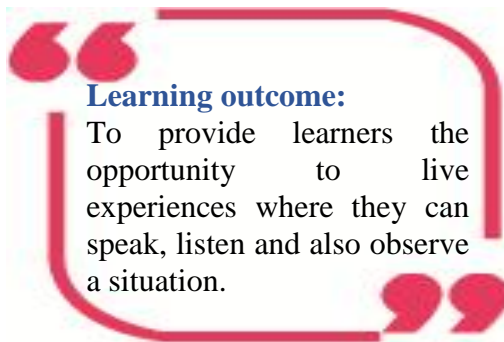
### **SIMULATION**

Adapted from: Basic Methodology to teach English

Author: Torres (2010)

Technique: Role play based on situation

Persuading to someone



**Function:** Persuading.

**Level:** A2

**Time:** 20 minutes

**Interaction:** Work in groups

**Resource:** Colorful notes

**Procedure:**

- ✚ Prepare the resources for accomplishing this activity that are given below. Each colorful note provides a situation in which learners should go over through by talking in groups.
- ✚ Organize learners in groups, it must be taken into account the people needed in each group according to the situation provided, then assign their roles (*father, mother, son, etc*). Once, learners are grouped, give each card which contains a specific situation.
- ✚ Explain that each student has to create a position based on the situation and persuade the orders to do what he/she thinks, it is necessary to support with arguments. They all have to fight trying to convince the rest. But, finally they have to agree together of doing something. They have to talk for about six minutes.
- Then, they will build a conversation by using the target language naturally and spontaneously. Tell the students that taking turn is essential during a conversation; they have to manage on the construction and distribution of turns by recognizing the appropriate moment to listen and to speak. But, before to start, the teacher has to model a conversation for the students.

- ✚ They can practice the conversation, but, they must avoid creating one specific pattern. Set a time limit for about four minutes of free practice.
- ✚ Finally, ask the groups to perform the conversation in front of the class, you can take note during the presentations regarding to taking turns and give a general feedback.

### **Suggestions**

It is suggested to group students according to the situation given. The cards might be repeated because each group will build the conversation different. The activity requires at least 20 minutes, it will be done during while teaching or as a follow up activity. If you do not have much time for all groups presentation, you can ask them to perform in their groups but, it is necessary to monitor all the time.

### **Assessment**

Learners are able to interact accurately by recognizing their times of taking turn to use the target language spontaneously without prior preparation.

### **Variations**

The teacher can design a different situation placed in a different context that student will develop. The topic must establish a conflict since it motivates learners to speak in order to solve it. Similarly, you can emphasize a specific grammar structure to go over the conversation or vocabulary.

### **Evaluation**

You can evaluate as a group activity and it is suggested to employ the checklist to assessment interaction attached in annex. You have to pay attention to each group's presentations the aspect of interaction. You can evaluate the correct way of taking turns.

## **TALK ABOUT THE SITUATION GIVEN**

(Content based on Interchange Level 1. Unit 5)

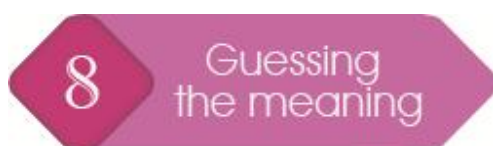


*It is a family, father, mother  
and two sons. They have to  
organize a Christmas dinner;  
they have to decide where to  
go*

*You and your cousin work at  
the hotel. It is Friday and you  
finish work at 5:PM. You both  
have a ticket to a soccer match  
for 7:PM. But, your boss asks  
you to stay until 9: working  
extra hours for this time.*

Author: Elsa Caín

## **DRAMA GAME**





**Learning outcome:**  
To rehearse the grammar rules of present continuous by miming and guessing the meaning.

**Function:** Describing

**Level:** A2

**Time:** 15 minutes

**Interaction:** Work groups

**Resource:** Colorful flash cards

**Procedure**

- ✚ Divide the class in two groups, say them to sit in a circle and put a desk in each center of the circle, and name a leader in each group who will manage the activity.
- ✚ Give some colorful pieces of papers to each group, which are labeled with family members. There are fifteen pieces for each group that they have to display on the desk.
- ✚ Tell students, the activity consists of, to stand up and walk to the desk individually, take one member of the family and think of what this person might be doing in this moment and mime. The rest of the group has to guess the meaning by doing yes/no questions of present progressive. Example, is she running?.
- ✚ Explain the groups the role of the leader. The leader has to organize how they will work, he/she can establish some rules but make sure all students will participate. Also the leader has to write all guessed answers in his/her notebook. Example: Mary`s aunt is cooking in this moment.

- ✚ The teacher has to monitor the groups when they are doing the activity, make sure that everything is over control and everyone is participating, and take notes if you have some comments.
- ✚ Finally, ask to the leaders to make report, to read the sentences that they discovered though guessing the meaning with yes/no questions.
- ✚ Give a feedback to all students, based on the notes taken, or something that you observed during the activity.

### **Suggestions**

It is recommended to apply this activity during pre teaching as a warm up or during while teaching phase to provide learners to practice the present progressive in oral form. The time you can give for this activity is about 15 minutes, but if it is a small class, you can give learners 10 minutes. It is necessary to name a leader since students take the responsibility over developing the activity by respecting to each other. Give students one minute to organize in circle because you do not have much time. This activity is not recommended to do outside the class since it might disturb themselves because it is not adaptable.

### **Assessment**

Students will be able to make questions and answers appropriately in order to guess the meaning by using the present progressive.

### **Variations**

You can adapt this activity in other context. But, it is important to focus on one specific language structure like simple present, past tense, etc. Also, the teacher might do this exercise to practice vocabulary. The groups might be formed according to the teacher organization, neither the rules might be modified, be sure that everyone is participating. Set a time limit, less than 15 minutes.

### **Evaluation**

You can evaluate students individually and subjectively, when they are making questions to find out the meaning. You have to pay attention to the correct use of



grammar to make yes/no questions with present progressive, it is not recommended to use any rubric.

**GUESS WHAT YOUR FAMILY IS DOING IN THIS MOMENT AND  
MIME**

(Grammar focus-Interchange Level 1. Unit 5)

Mother	Daughter	Wife
Father	Sister	Grandfather
Bother	Nephew	Mother in law
Uncle	Sister in law	Niece
Son	Husband	Brother in law

Adapted from: Teach English Trainer's Handbook: A Training Course for Teachers  
Author: (Doff, 2000)  
Technique: mime

**MIME**

## 9

Miming with  
finger play**Learning outcome:**

To aid students' pronunciation, regarding to intonation and rhythm by miming with finger play

**Function:** singing

**Level:** A2

**Time:** 10 minutes

**Interaction:** Work in pairs

**Resource:** Song Lyrics

**Procedure**

- ✚ First, the teacher must familiarize with the musicality of the rhyme below, *Round and round the garden* included the finger play actions.
- ✚ Then, write the song on the board for students and introduce the vocabulary to allow them to familiarize with it.
- ✚ Ask for one volunteer and make a demonstration of singing the song with finger play actions in front of the class very slowly, since they will know how to accomplish the game.
- ✚ Afterwards, ask students to work in pairs, STUDENT A and STUDENT B. Students A will take students' B palm and follow what the teacher is doing, sing the song with finger play actions, repeat it at least two times; later students

have a clear idea of how to sing the song. Remind learner to switch the roles, so, students B will take students` A palm and do the same two times more.

- ✚ Finally, learners have to sing the song with finger play actions without the teacher help. They have to play freely, but switching the roles. Check if all students are playing the game.

### **Suggestions**

It is suggested to practice singing *Round and round the garden* song with finger play action, before to do this activity with the students. It is important to make a clear demonstration of the game in front of the class. Make students to practice the song as much as possible, but focus on improving their pronunciation. Set a time limit no more than five minutes. Make sure that everybody is participating during the activity. It must be used as warm up activity.

### **Assessment**

Students will be able to sing the *Round and round the garden* song with finger play action by using a good rhythm and intonation.

### **Variations**

This activity is used to teach pronunciation features specifically. The song might be taught in different ways, the teacher might ask learners to create their own rhythm of the song. Another activity that you can do is to ask students to read the song according to different feeling, for example. Read the song being angry, read the song being happy, read the song being sad, etc. Other activity that you might do is to ask learners to read the song very slowly, and then read it very fast. Also, this song might be useful to teach some vocabulary because you can ask students to change the name of the animals of songs. But, this game must be used as warm up activity and the time to be invested is no more than five minutes.

### **Evaluation**

You can evaluate this activity by asking learners to sing the song individually and apply the pronunciation assessment rubric that you can find in annex, or to the entire class, but pay attention about the intonation and rhythm that the student produce. You can grade over 10.

### SING THE SONG WITH FINGER PLAY ACTIONS

#### *Round and round the garden*



*Round and round the garden, like a teddy bear,*  
(gently trace finger in a circle around student`s palm)

*One step, two step, tickle you under there.*  
(walk your fingers up students` arm, tickle under chin or under arm)

*Round and round the garden, like a little dog,*  
(gently trace finger in a circle around student`s palm)

*One step, two step tickle you under there.*  
(walk your fingers up students` arm, tickle under chin or under arm)

*Round and round the garden, like a little cat,*  
(gently trace finger in a circle around student`s palm)

*One step, two step, tickle you under there.*  
(walk your fingers up students` arm, tickle under chin or under arm)

*Round and round the garden, like a little deer.* (gently trace  
finger in a circle around student`s palm)

*One step, two step, tickle you under there.*  
(walk your fingers up students` arm, tickle under chin or under arm)

Rhyme adapted from: (DLTK`s, 2000)

### **DRAMA GAME**

10

## Clapping and finding your partner



### Learning outcome:

To rehearse language feature about using how, based on the guided questions and answers.

**Function:** asking for information

**Level:** A2

**Time:** 15 minutes

**Interaction:** Work groups

**Resource:** cards with questions

### Procedure

- ✚ The teacher will ask learners to move away their desks, reserving a free space for moving conformable during the game.
- ✚ Ask students to make an egg-shaped circle in the center of the class, give a card with few questions about sports by using how, to half of the learners, and then explain the rules of the game.
- ✚ It consist of, the teacher has to sing the phrases “*finding, finding, finding; finding your partner*” and students have to move on the circle, and every time when the teacher claps, learners have to look for their partner, and they have stop when the teacher makes double claps.

- ✚ When students has their partners, it is time to make questions that they have in their cards and the they have to stop and continue moving on the circle when the teacher starts singing, and so on. It will be done for about 5 minutes, then, ask them to give. the cards the ones who do not have, the roles must be switched, and continue with the five for the rest 5 minutes.
- ✚ When the time is over, tell learners to stop and move back their desk and take a sit. Then, ask four at least four volunteer to report what they remember related to the answers provided by their classmates, make an example to help them.

### **Suggestions**

Remind learners to do not break the rules provided for the game, ask them to participate actively and remind them to do also the negative statements. It must be applied as a warm up activity in order to motivate them. It is recommended to consume about 10 minutes before to star the class. Make your own rhythm of singing the song above. Tell students to avoid making questions to the same person twice.

### **Assessment**

Learner are able to produce complete and accurate questions and statements by using the expression how, participating actively.

### **Variations**

You can also do this activity to allow learners to practice any other language structure or grammar; also it could be done to practice intonation. On the other hand, you can also ask learners to write their question that they like to know from their partners in a piece of paper, it will be interesting. You can organize the time, according to the topic. It is possible to develop this game outside the class.

### **Evaluation**

This technique will allow the teacher to evaluate individually or in pairs, use the grammar assessment rubric that you can find in annex, focus on their interaction of making questions and answer by using how appropriately.

**ANSWER THE FOLLOWING QUESTIONS** (Interchange Level 1, Unit 6)



Adapted from: Foreign Language Teachers.  
Author: Torres (2010)  
Technique: Mingle game

## **SPONTANEOUS IMPROVISATION**

**Learning outcome:**

To involve learners in a deep interaction among their partner in order to advocate to someone by using the language spontaneously.

**Function:** Discussing

**Level:** A2

**Time:** 15 minutes

**Interaction:** Working in pairs

**Resource:** Speaking word sheet

**Procedure**

- ✚ Prepare the material to do the activity, separate each situation below on small slip of papers, each of them describes a problem into a particular context that students has to go over.
- ✚ Make the groups of three students and name them with alphabet letters, student A, student B and student C.
- ✚ Give the small slip of papers to all students A, They have to read the problem and blame to students B. Once the problem is stated, students B will advocate to students C and they both have to justify what As told is false, they have both will give arguments, but As will try to convince that it is true.
- ✚ Take two students and make a demonstration of how to perform the activity, provide a model, explaining clearly the roles of each, but they can use any language spontaneously and naturally. The aim is to convince A's to B's and Cs or vice versa.



- ✚ The students have to promote the respect among themselves, they have to listen to each other, they have to know how to act and when to speak during the discussion.
- ✚ Later, give learners 8 minutes to speak freely, monitor them all the time by checking that everyone is participating.
- ✚ After 8 minutes, chose the most active and funny groups, one or two groups and ask them to perform again in front of the class, the rest has to pay attention. Observe and take notes your comments; at the end give a feedback.

### **Suggestions**

Remind leaners to use the language freely, but, they have to promote the respects to each other when they want to speak, respect the turns when exchanging information. The situation might be repeated since each group will inspire differently. It is suggested to provide an example for the students because it empowers their imagination and creativity. Set a time limit from 8 to 10 minutes, you can not ask all groups to present in front of the class since they will not structure the dialogue; they will speak spontaneously without previous preparation. This activity will be performed outside the class.

### **Assessment**

Students will involve in a deep interaction with their partners by using the language freely and spontaneously to justify their arguments by respecting among themselves.

### **Variations**

This activity might be varied in different contexts; you can establish other situations related to the topics that they are studying and ask learners to use a particular language structure. You can add the number of the group based on the topic. It is important to set a time limit, approximately about 10 to 15 minutes.

### **Evaluation**

To evaluate the construction and distribution of turns to interact in their groups, apply the checklist to assess interaction, attached in annex, it involves the use of the language spontaneously, how they manage the conversation.

## TALK TO YOUR PARTNERS BASED ON THE SITUATIONS

(Content based on Interchange Level 1. Unit 7)

**SITUATIONS**

**A** The waitress of school cafeteria told me that you didn't pay for your breakfast yesterday.

**B** One of your classmates told me that you copied the homework that was for today.

**C** One of your partner of this class told me that you saw the student who stole Mery's computer.

**D** In the morning, I listened in the hall that you invited two of your partners to smoke and drink alcohol after school yesterday.

Author: Elsa Caín Y.

## **STORYTELLING**

12

Ending up  
the story



### **Learning outcome:**

To enhance students` imagination and creativity to narrate the story by emphasizing on pronunciation of the regular verbs.

**Function:** Narrating

**Level:** A2

**Time:** 20 minutes

**Interaction:** Work groups

**Resource:** Worksheet of the story

### **Procedure**

- ✚ Present the story illustrated with beautiful paintings bellow to each individual student, in order to allow them to inspire the final stage of the story.
- ✚ Ask students to familiarize with the story by reading and relating with the pictures, the story is not finished yet, since there is not last illustration and the last scene either.
- ✚ Then, group four learners and ask to end up the story or build the last scene, included the illustration. They have to use the past tense, regular and irregular verbs correctly. The teacher should monitor during the activity.
- ✚ Afterwards, the teacher will ask learners to prepare telling the whole story in oral form, each student will prepare one scene, remind them to highlight all the verbs of story, because they will guide to narrate the story easily. Check

student's pronunciation, especially the pronunciation of regular verbs in the past.

- ✚ Ask for one group to narrate the entire story in front of the class, as a demonstration. Then, organize learners in their groups in which they have to do story telling, one student as story teller and the others as the audience, by switching the role. The teacher has to take notes of incorrect pronunciation of regular verb in past.
- ✚ Finally, give a general feedback, especially of the correct pronunciation of regular verbs in past; about /t/ /id/ /d/ sounds, and remind how those sounds work.

### **Suggestions**

It is suggested to use colorful paintings since they will inspire students' imagination and creativity. You must set a time limit no more than 25 minutes. It is suggested to provide the source individually because students will work better. This activity is suitable to be applied as a follow up activity of teaching past tense. The teacher should monitor all the time, but he/she should give more emphasis on the pronunciation of regular verbs in the past, especially on /t/ /id/ /d/ sounds.

### **Assessment**

Students will be able to organize and narrate the entire story by using an accurate pronunciation of regular verbs in past.

### **Variations**

This activity is adaptable to teach writing, with more emphasis on grammar or vocabulary. You might ask to create the story based on the illustrations given for each scene. You might also ask students to work individually or in pairs, and one or two students will be able to tell the entire story orally. You might also focus on teaching rhythm, intonation and the use of body language. The time limit will be according to the level of difficulty of the activity, it depends on the teacher's organization and students ability.

### **Evaluation**

To evaluate the correct pronunciation of regular verbs in the past, especially on /t/ /id/ /d/ sounds. It is suggested to use the pronunciation assessment rubric, attached in annex. The teacher might evaluate individually or it might be graded in groups.

(Content based on Interchange Level 1. Unit 7)

## TELL THE STORY

### *A girl with her cat*



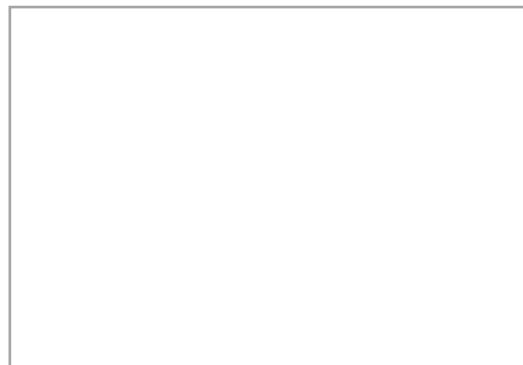
Once upon of time, there was a small town girl, living in a jungle. She had a cat named Pepe. It was her confident friend that she loved a lot. The little girl lived in an old fashion house with her parents and her grandmother. She didn't have any siblings.

One day, she was having lunch and her grandmother was preparing a dessert.

The cat was in the kitchen, unfortunately it hit the bottle of milk and it dropped. The grandmother got very angry and screamed; the cat ran over the door and disappeared into the jungle.



The girl went out immediately but she did not find it. The sun had fallen and she started to cry and she got depressed. It was almost 7:00 PM and it didn't appeared, so she took fire in her hands and walked to the forest by calling its name.



Adapted from: Sandy's Picture Stories is designed for busy teachers of Beginner ESL.

Author: (Price-Hosie, 2016)

Technique: Picture story

## **STORYTELLING GAME**

13

Creating story  
with random words



### **Learning outcome:**

To support learners to create a story by exploring words as much as possible.

**Function:** telling a story

**Level:** A2

**Time:** 10 minutes

**Interaction:** Individual work

**Resource:** Jar, pieces of paper with words or phrases

### **Procedure**

- ✚ Prepare all the resources to be used for the game. Bring a small jar with several pieces of paper, on each piece of paper write a random of words, they might be names, verbs, adjectives, phrasal verbs, etc; and put all the torn up pieces of paper inside the jar.
- ✚ Then, explain the rules for the game to students. Students have to stand up and take out one piece of paper to create a sentence which builds a story by using this word. The sentence must have sequence of the story. Learner will have 10 seconds to think of; the teacher will use their fingers to count the seconds. If they get stuck, they will be out and they must sit down. The rest will continue playing until to stay only one student who is the winner that will receive a reward, like an extra point, chocolate, etc.

- ✚ After given clear instruction, now it is time to start playing the game. You can take note some key words when students are playing, that will remind you the story.
- ✚ Finally, it is important to retell or summarize the story based on the notes taken, in order to remind learners the entire story.

### **Suggestions**

It is important to give clear instruction and make a short demonstration of how the game works before to start, in order to avoid any kind of confusions. It is suggested to use words of a short story, there must be at least 70 words, if the jar gets empty, you can use pieces of paper used before, to take into the jar and continue with the game. Prize the winner student with a good reward, it depends on the teacher. This is a warm up activity, students will enjoy. It is really helpful for students to expand their vocabulary.

### **Assessment**

Students will be able to use the words provided appropriately to create sentences which build a humorous story.

### **Variations**

The activity might be adapted in order context. It is recommended to use this activity to rehearse grammar or vocabulary. You can limit to use a specific category of words, like verbs, adjectives, idioms, adverbs, or you can use only the hyponyms such as fruits, vegetables, weather, clothes, entertainment activities, etc. Also, the teacher can use the words from the story that students learnt, but this time they have to create a different version. It is possible to adapt as group activity or writing activity. It is adaptable to work outside the classroom too; the time might be established according to the teacher organization.

### **Evaluation**

Through this technique you can evaluate individually the way how they use vocabulary to create a sentence; you can give grades as you organize, over 10 or over 1 extra point, to all students or only to the winner. It is not necessary to apply any rubric.

Adapted from: StoryTelling Activities for Kids  
Author: (skills & creativity., 2017)

Technique: Storytelling Prompts Jar

## **STORYTELLING**

14

Personal  
Narrative Story



### **Learning outcome:**

To rehearse the past of the regular and irregular verbs through narrating students' own personal story.

**Function:** Narrating

**Level:** A2

**Time:** 15 minutes

**Interaction:** Working in pairs.

**Resource:** Speaking card with clue questions, pencil, piece of paper.

### **Procedure**

- ✚ Prepare the cards bellow; there are some key questions in which students will go forward for accomplishing the activity. They do not have to limit to answer the questions only; it is just a path which will guide them.
- ✚ Ask students to sit face to face with their partners who are in another row in order to work together.
- ✚ Give the cards to students and assign them to create their own personal story about what they did before to start class and narrate to their partners, it is necessary to provide an example. Once, one student narrates, the other student



will take notes what he/she did. Say them to write only the verbs for reporting to the teacher. Once he/she finishes, they will switch the roles.

- ✚ Remind learners to use the past tense to refer their past actions; but, with more emphasize the correct use of the verbs in the past, regulars ending with *ed* and irregulars.
- ✚ Give learners about 12 minutes for the activity. Monitor students all the time, take notes when it is necessary, to provide a feedback at the end.
- ✚ Then, ask for three or four volunteer to summarize their classmates` stories by using their notes. But, they have to be very specific. *Example:* In this morning, he got up at 5:00, then, he had breakfast, etc.
- ✚ At the end, you have to give a quick feedback based on your notes, and also remind the rules for the regular forming past and the past of irregular verbs.

### **Suggestions**

Remind learner to create the story by guiding in the questions provided, but, thy do not have to limit, they have to organize their ideas in sequence. Check their grammar, mainly promotes the past form of regular and irregular verbs. Set a time limit to students for developing the activities. They can take notes, but they have to avoid writing the entire story. Also, check that students are narrating feedback. This activity might be developed during while teaching phase or as follow up activity.

### **Assessment**

Students will be able to narrate a simple story of what they have done at a specific time, to their partner by being careful of the correct form of regular and irregular verbs in the past.

### **Variations**

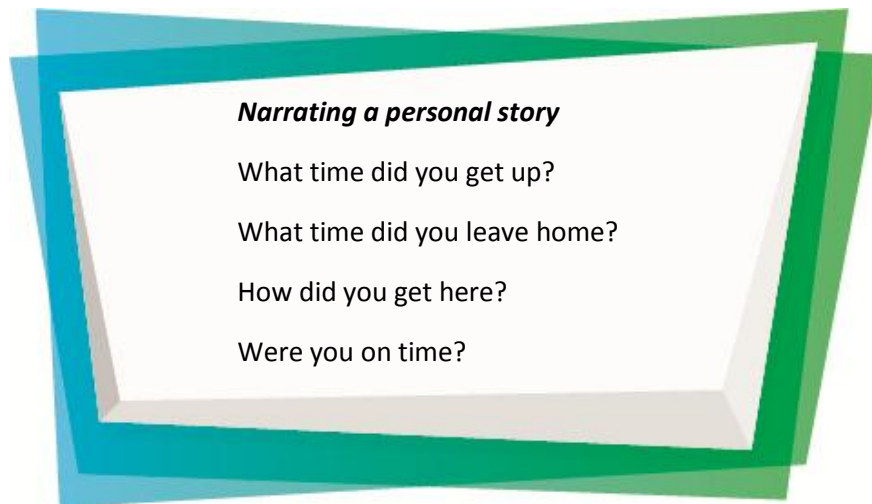
This activity might be used in order to work on grammar or vocabulary. It is better to focus on past tense, it also be used to promote students writing skills. You can establish any topic you want that seems interesting for students, such as, last vacation, last Christmas, last holiday, etc. But, set a time limit according to the activity.

### **Evaluation**

You can evaluate students` narration individually by employing the vocabulary assessment rubric that you can find in annexes, but pay great attention vocabulary knowledge in context.

### **TELL THE STORY BASED ON THE FOLOWING QUESTIONS**

(Verbs-Interchange Level 1. Unit 7)



***Narrating a personal story***

What time did you get up?

What time did you leave home?

How did you get here?

Were you on time?

Author: Elsa Caín Y.

### **DRAMA GAME**



**Learning outcome:**

To practice neighborhood places vocabulary to guess the meaning by using yes no question with there is/ there are?

**Function:** Guessing

**Level:** A2

**Time:** 10 minutes

**Interaction:** Working in group

**Procedure**

- ✚ Prepare the resources provided below. Cut out the drawings and punt into a bag, then place it on an independent desk in front of the class (it will be done twice since it must be prepared for two groups.) Draw a table of 4 x5=20 squares on the board, one per each group. Have ready a scotch tape.
- ✚ Explain students that they will play an easy guessing game, finding out the neighborhood places. Group students in two teams and ask them to stand up in a line. Give the rules below and tell them if they break the rules, they will lose the game.
- ✚ One student from each team goes to the front of the class. These two students choose a picture and give four clues, using *there is/there are* and *vocabulary of*

*the neighborhood places* and make these questions *Where I am?*. The first student has to guess what this place is, he/she can also make yes/no questions, using *there is/there are* and *vocabulary of neighborhood places*. Once it is revealed, it must be stuck on the first square and the student goes to stand up in the back of the team meanwhile the turn is for student who guessed, to do the same thing, and so on. The team who first complete the table will win an extra point.

- ✚ Before to start, make a short demonstration to students in order to avoid confusions. Show them how to play, then, they can start. Monitor the teams all the time. Give help as needed and take note if it is necessary.
- ✚ Once you have the winner, give extra point and give general comments and feedback if it is needed.

### **Suggestions**

It is suggested to review the vocabulary of the neighborhood places and the use of *there is* and *there are* before to start, since it will help learners to remind about the topic. This game will be applied as warm up activity. It is recommended to use colorful paintings hence it attracts students' attention. You can invest about 10 to 15 minutes. The reward for the winners is necessary because it motivates them to learn. Monitor the teams all the time; be sure that they are following the instructions given. If there is one team that lost the game because of rules, you can declare winners to the others and play the game again.

### **Assessment**

Learners will be able to explore their vocabulary related to neighborhood places and guess the meaning through yes/no question with *there is/ there are*.

### **Variations**

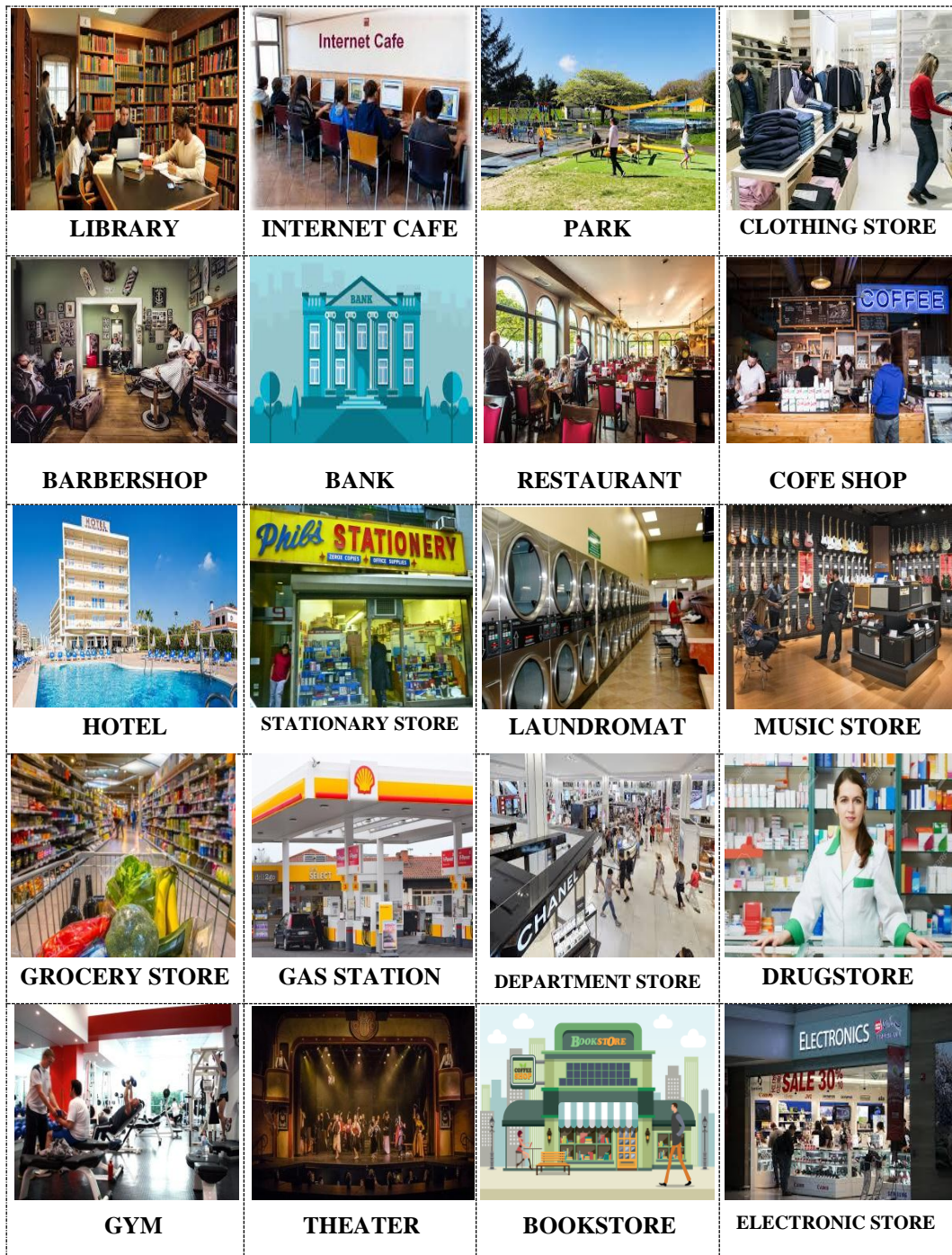
This game might be played only with words or sentences instead picture. It also be played with three or four teams. The resources are used according to teacher organization of the activity. The investment of the time will be about 10 or 15 minutes. It is used to teach grammar, vocabulary or pronunciation. But, the teacher should give more emphasis on one specific topic. The type of questions to find the meaning might be yes/no questions or wh-questions. This game is recommended to

use at the beginning of the classes by adapting to any topic that students are studying.

**Evaluation**

Through this technique you can evaluate individually the way how they use vocabulary to give key words; you can give grades as you organize, it might be over 1 extra point, to all students or only to the winners. It is not necessary to apply any rubric.

**PRACTICE VOCABULY (Vocabulary-Interchange Level 1. Unit 8)**



Adapted from: Teaching English 3-11: The Essential Guide for Teachers  
 Author: (Burnett & Myers, 2004)  
 Technique: Describing

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## **ANNEXES**

### **ANNEX 1: Students` survey before the intervention**



MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

SURVEY FOR ENGLISH LANGUAGE STUDENTS OF LEVEL A2, FOURTH SEMESTER OF THE CAREER: TECNOLOGÍA EN DESARROLLO INFANTIL INTEGRAL, AT ISPEDIB JAIME ROLDÓS AGUILERA.

**INSTRUCTIONS**

Dear student,  
 Politely, I ask you to answer this questionnaire, with the purpose of collecting information about students' learning process of English language. Mark with an X the option that reflects your criteria, taking into account the parameters of each question.

The results gotten will be used exclusively for academic purposes.

**OBJECTIVE**

To gather information about the activities used based on drama technique, to develop the speaking skill of English language.

STUDENTS' CRITERIA ABOUT DRAMA TECHNIQUE						
How often...		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
1	Do you practice useful expressions to achieve your personal needs in different everyday contexts?					
2	Do you participate in dialogues about simple and common topics?					
3	Do you use nonverbal language, such as gestures, facial expressions, body posture and movements when you are speaking in English?					
4	Do you recognize the emotions and feelings of your partners when they express themselves in English?					
5	Have you put yourself in someone else's place to perform the role of this character in English conversations?					
6	Do you take part in conversations without prior preparation, by using the basic expressions spontaneously?					
7	Do you practice dialogues simulated in imaginary situation, such as in a pharmacy, restaurant, in a reality show, etc?					
8	Do you use mimes to express ideas, phrases or expressions to your classmates?					
9	Have you participated in storytelling activities?					
10	Have you been part of games that involve speaking in English?					



STUDENTS' CRITERIA ABOUT THE SPEAKING SKILL OF ENGLISH LANGUAGE						
	Do you consider that...	Excellent (5)	Very Good (4)	Good (3)	Regular (2)	Bad (1)
11	Your level of speaking skill development in the English language is					
12	The quality of your oral interaction in English is					
13	Your ability to recognize the turn to speak when you are talking to another or others is					
14	Your pronunciation of the words in English is					
15	Your tone and rhythm when you are speaking English is					
16	Your ability of the grammatical structures of the English language is					
17	Your level of knowledge of the grammar rules is					
18	Your ability to form words in English is					
19	The use of vocabulary in conversations is					
20	The oral activities that the teacher applies in English classes are					

Adapted from (Mantilla, 2018)

Thank you!

## Annex 2: Speaking Rubric

RUBRIC CAMBRIDGE SPEAKING TEST KET

# Cambridge English

## Assessing Speaking Performance – Level A2

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> <li>Shows a good degree of control of simple grammatical forms.</li> <li>Uses a range of appropriate vocabulary when talking about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges.</li> <li>Requires very little prompting and support.</li> </ul>
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> <li>Shows sufficient control of simple grammatical forms.</li> <li>Uses appropriate vocabulary to talk about everyday situations.</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, despite limited control of phonological features.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains simple exchanges, despite some difficulty.</li> <li>Requires prompting and support.</li> </ul>
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> <li>Shows only limited control of a few grammatical forms.</li> <li>Uses a vocabulary of isolated words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Has very limited control of phonological features and is often unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Has considerable difficulty maintaining simple exchanges.</li> <li>Requires additional prompting and support.</li> </ul>
0	<i>Performance below Band 1.</i>		

Cambridge (2014)

## Annex 3: pre test and post test

### 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.

#### 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.

#### Example

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

**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

#### Candidate B – your questions

**Skateboarding Competition**



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

There is a variety of acceptable questions which may be produced using this material. For example:

Where is the competition?  
Is the competition for children?  
What date is it?  
Is there a website address?  
What can you 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**

**"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)

**Candidate A – your questions**

**Theatre school** 

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

Annex 4: pretest and posttest content analysis table



UNIVERSIDAD TÉCNICA DE AMBATO



MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA

CONTENT ANALYSIS TABLE APPLIED TO ENGLISH LANGUAGE STUDENTS OF LEVEL A2, FOURTH SEMESTER OF THE CAREER TECNOLOGÍA EN DESARROLLO INFANTIL INTEGRAL AT ISPEDIB JAIME ROLDÓS AGUILERA, DURING ACADEMIC PERIOD MAY-OCTOBER 2018.

**Instrument:** The content analysis table was applied during the pre test and post test phase of the intervention.

**Objective:** To systematized the errors and mistakes produced by the students when they are performing speaking activity.

**Development:**

1. An audio is recorded by the researcher at the moment of each student speaking performance.
2. It is analyzed in the terms of: interaction (ask questions and answer questions), grammar (structure and set of rules), vocabulary (form, meaning and use), pronunciation (intonation, stress and rhythm).
3. The results are systematized and quantified on the table for further analysis.

CONTENT ANALYSIS TABLE														
Errors/mistakes of students´ speaking / STUDENTS (S)														
Errors /mistakes of	S1	S2	S3	S4	S5	S6	S7	S8	S9	S9	S10	S11	S12	S13
Grammar														
Vocabulary														
Iteration														
Pronunciation														
TOTAL														

Adapted from (Mantilla, 2018)

## Annex 5: Students`interview



UNIVERSIDAD TÉCNICA DE AMBATO



MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA

INTERVIEW FOR ENGLISH LANGUAGE STUDENTS OF LEVEL A2, FOURTH  
SEMESTER OF THE CAREER: TECNOLOGÍA EN DESARROLLO INFANTIL  
INTEGRAL, AT ISPEDIB JAIME ROLDÓS AGUILERA.

<b>INSTRUCTIONS</b> Dear student, I cordially request to answer these questions, regarding to the application of the drama technique in the English classes. The results gotten will be used exclusively for academic purposes.
<b>OBJECTIVE</b> To gather information on the impact of the implementation of the drama technique to develop the speaking skill of English language to students of level A2.

After the application of the project; what is your opinion about the attitude that you observe in your partners when they practice speaking skill?

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According your perspective, after the application of the project; what are the changes that you observed in the students when they speak in English?

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What are the elements that you practice when you are preparing for an oral activity in order to improve the ability to speak English?

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What is the percentage improvement in the development of speaking skill that you have obtained after the application of the project?

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Adapted from (Mantilla, 2018)

Thank you!

## Annex 6: Speaking activities rubrics

### VOCABULARY ASSESSMENT RUBRIC

<b>Grade</b>
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Name: -----

Date: -----

Observation: this checklist is valid for teacher assessment; peer assessment; self- assessment; for individual or group assessment.

COMPONENTS	4 Excellent	3 Very good	2 Good	1 Bad
<b>Word form</b>	Pronunciation (spoken form), formation or root of word (prefixes and suffixes).	Pronunciation (spoken form), formation or root of word (prefixes and suffixes), with few interfering understanding.	Pronunciation (spoken form), formation or root of word (prefixes and suffixes) problems, with some interfering understanding.	Pronunciation (spoken form), formation or root of word (prefixes and suffixes), almost unable to understand.
<b>Word meaning</b>	Knowledge of vocabulary; excellent at recognizing word meaning.	Knowledge vocabulary; Very Good at recognizing word meaning.	Acceptable vocabulary knowledge. Still able to recognize word meaning.	Lack of vocabulary knowledge. Unable to recognize word meaning.
<b>Word use</b>	Vocabulary usage in general. Use just the right word in just right place precisely.	Vocabulary usage in general; use of the right word in just right place, with few mistakes.	Vocabulary usage in general; use of the right word in just right place, with some mistakes.	Vocabulary usage in general; use of the right word in just right place, almost unable to understand.

Created by: Elsa Caín Y.

### CHECKLIST TO ASSESS INTERACTION

<b>Grade</b>
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Name: -----

Date: -----

Observation: this checklist is valid for teacher assessment; peer assessment; self- assessment; for individual or group assessment.

	To what extend does the student do it:	Almost always <b>3</b>	Occasionally <b>2</b>	Almost never <b>1</b>
<b>Turn taking</b>				
1	Recognize the appropriate moment to speak.			
2	Recognize when other student/s is signaling their wish to speak.			
3	Signal the fact that the student/s is listening.			
<b>Exchanges</b>				
4	Be able to initiate the communication easily.			
5	Be able to maintain and handle the communication spontaneously.			
6	Be able to terminate the communication properly.			
<b>Transitions and Topic</b>				
7	Use some signal words to make openings and closings a topic, examples include <i>so, ok, well, now, etc;</i>			
8	Use a different tone of voice to indicate another content.			
9	Be able to participate actively to referring about topics.			

Adapter from Instructional Practices to promote Problem Solving.  
Teacher/Staff Self-assessment checklist

### PRONUNCIATION ASSESSMENT RUBRIC

<b>Grade</b>
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Name: -----

Date: -----

Observation: this checklist is valid for teacher assessment; peer assessment; self- assessment; for individual or group assessment.

COMPONENTS	Breakthrough <b>4</b>	Accelerator <b>3</b>	Transition <b>2</b>	Apprentice <b>1</b>
<b>Word stress</b>	Word stress is placed correctly almost all the time, rarely is misplaced.	Word stress is employed, but not always correctly.	Word stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.	Word stress is not used at all, leading to miscommunication or confusion.
<b>Intonation</b>	Intonation is employed effectively to express emotion, but; one particular pattern is overused.	Intonation is usually correct but occasionally, misleads listeners.	Raising and falling intonation patterns are sometimes used appropriately; but often impede understanding.	Intonation is used inappropriately and infers with communication or is distracting.
<b>Rhythm</b>	The musicality/rhythm of spoken language changes at particular time, almost perfectly.	The musicality/rhythm of spoken language changes at particular time; but have minor mistakes.	The musicality/rhythm of spoken language changes is less noticeable with many mistakes.	The musicality/rhythm spoken language is not distinguished. Monotone speaking style

## GRAMMAR ASSESSMENT HOLISTIC RUBRIC

<b>Grade</b>
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**Name:** .....

**Date:** .....

Observation: this checklist is valid for teacher assessment; peer assessment; self- assessment; for individual or group assessment.

<b>Features</b>		
L E V E L	Reaching <b>4</b>	Uses a variety of structures and apply rules with only occasionally grammar mistakes.
	Bridging <b>3</b>	Uses a variety of structures and apply rules; but with some mistakes which affect in some way the communication.
	Developing <b>2</b>	Uses a limited amount of structures but often impede understanding, and apply rules with frequent mistakes.
	Entering <b>1</b>	Use basic structures and apply rules; but make frequent mistakes, leading to miscommunication or confusion.

Adapted from ACCESS for ELLs training toolkit and test Administration Manuals.

**Annex 7: Pictures**



