UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

DRAMA AS A TOOL TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 6TH YEAR OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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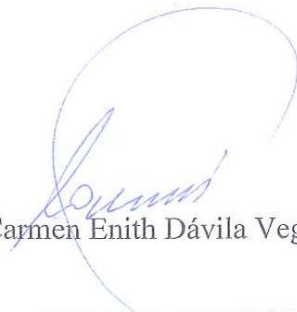
LOJA – ECUADOR

2016

CERTIFICATION

DRA. MG. SC. CARMEN ENITH DÁVILA VEGA, PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA.

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The present research work entitled **DRAMA AS A TOOL TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 6TH YEAR OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015**, under the responsibility of the undergraduate student **LILIANA KATHERINE FLORES SUÁREZ** has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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ACKNOWLEDGMENTS

DEDICATION

First of all, I want to dedicate this work to God, for letting me achieve one of the greatest goals in my life, and for putting in my path those who have been my support and company during this period.

I want to dedicate this work to my beloved parents Victor Flores y Lola Suárez, because they are the main reason for my life and for supporting me in everything I propose, and for teaching me the main values and principles of humility, honesty, responsibility and especially love.

To my brother Roberto Flores and my sisters Andrea and Juliana who have been with me in all the moments that I have needed to accomplish one of my dream. I also want to dedicate this work to my dear niece Dayra who is the ray of light that illuminates my life with her smile.
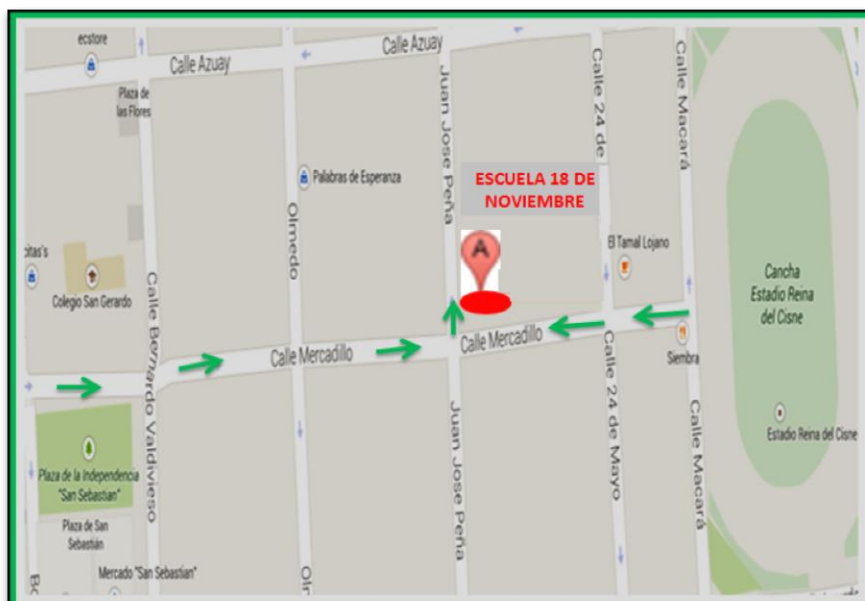
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MATRIZ DE ÁMBITO GEOGRÁFICO

TIPO DE DOCUMENTO	AUTORA / NOMBRE DE LA TESIS	FUENTE	FECHA/ AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	OTRAS OBSERVACIONESS
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				NACIONAL	REGIONAL	PROVINCIAL	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	**Liliana Katherine Flores Suárez** Drama as a tool to improve speaking skill among students of 6th year of basic education, at "18 de Noviembre" school of Loja city, during the academic year 2014-2015	UNL	2016	ECUADOR	ZONA 7	LOJA	LOJA	SAGRARIO	SAGRARIO	CD	LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN: IDIOMA INGLÉS.

MAPA GEOGRÁFICO Y CROQUIS

UBICACIÓN GEOGRÁFICA DEL CANTÓN DE LOJA

CROQUIS DE LA INVESTIGACIÓN ESCUELA "18 DE NOVIEMBRE"

THESIS OUTLINE

a. TITLE

DRAMA AS A TOOL TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 6TH YEAR OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015.

b. RESUMEN

El presente trabajo de investigación se desarrolló con el propósito de mejorar la habilidad de hablar de los estudiantes de sexto año de Educación Básica a través de la aplicación del drama. Para el desarrollo de esta investigación fue necesario el uso de algunos métodos tales como: el científico, descriptivo, analítico-sintético y el estadístico que permitieron analizar e interpretar los resultados. También se utilizaron algunos instrumentos como pruebas y cuestionarios que se aplicaron a treinta estudiantes. Los resultados mostraron que los estudiantes mejoraron considerablemente su habilidad de hablar en cuatro aspectos: comprensión, pronunciación, fluidez y precisión. Como conclusión principal la aplicación del drama tuvo un impacto positivo en los estudiantes, puesto que superaron el temor a hablar en inglés y su participación fue más frecuente e interactiva.

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ABSTRACT

The present research work was developed with the purpose of improving speaking skills of students of sixth year of Basic Education through the application of drama. To develop this research some methods were used, such as the scientific, descriptive, analytic-synthetic and statistic that allowed to analyze and interpret the results. Moreover some instruments were used like tests and questionnaires that were applied to thirty students. The results showed that students improved their speaking skills considerably in four aspects: comprehension, pronunciation, fluency and accuracy. As a main conclusion the application of drama had a positive impact on students, since overcame the fear of speaking in English and their participation was more frequent and interactive.

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c. INTRODUCTION

Speaking English plays an important role in the daily life nowadays learning to speak English confidently is a need. However learning to speak English has been met with some problems in the educational classrooms a large number of students do not reach a sufficient level of spoken English, which, means they do not have a basic grasp of speaking skills and they do not have the correct fluency and accuracy when speaking English. Other relevant issue is that they do not speak spontaneously, and only use single words. They struggle with grammar structures, and pronunciation of many words. They do not produce the proper speech sounds and sound pattern. These are the problems that impede the students´ correct use of the language to express their ideas. For the problems mentioned above the researcher considered it important to focus on the main problem: how does drama improve speaking skills?

This research work was chosen because drama, encourage learners to gain the confidence and self-esteem needed to use the language spontaneously and develop the ability of students to empathize with others and thus become better communicators. Also it motivates students to practice the language.

The specific objectives related to the research work were: to investigate theoretical references about speaking skills and the drama as a tool to help students, to diagnose the issues that limit speaking, to elaborate an intervention plan with the use of drama, to improve speaking skills, to apply the drama as a

part of classroom activities, to solve the limitations in learning speaking and finally to evaluate the effectiveness that drama had on students` speaking skill.

The methods used were the scientific method, to obtain and analyze theoretical referents, the descriptive method to describe the results of the pre and post- test and pre and post questionnaire, the analytic-synthetic method used to analyze and interpret the main result, The statistical method used to make possible quantitative and qualitative statistical analysis of the data gathered through the application of the test and questionnaire.

The present work contains the following parts:

The abstract, that gives a brief and clear description of the relevant aspects of the thesis. It summarizes the general objective, the methodology, main results and conclusions obtained through the present work.

The Introduction, which presents the work in its entirety, and contains the contextualization of the research problem, statement of the main problem, reasons why the topic was chosen, the specific objectives of the research, the methodology used and the content of the thesis.

The Literature review, which contains the main theoretical references about the two variables of the research drama and English speaking.

It also contains the materials and methods used during the research process, with the description of the specific methods, techniques and instruments that have been applied during the intervention. Moreover the population was important.

Subsequently, it has the results of the pre and post-test and pre and post questionnaire which were presented through statistical tables and graphics In addition each question has its respective interpretation and analysis.

After that, the discussion section that describes the most representative findings.

The conclusions which were established after having contrasted the information about the different instruments applied, and how they were related to the specific objectives stated in the project. Furthermore, it also helped to set up some recommendations which contains some suggestions to improve the teaching learning process and the development of speaking skills. Finally, this research concluded with the bibliography.

d. LITERATURE REVIEW

Speaking

Definition

According to Luoman (2004), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving. On the other hand Howarth (2001), states that speaking is a two way process involving a true communication of ideas, information or feelings as A.S (2003), says that speaking is to say exactly what you think, in every direct way, it means that speaking is a skill that has meaning, which appears directly from our mind to convey messages to other people. In other words speaking is a way to say what you feel now, and it is appears from our mind.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, time, pauses, voice quality changes, and pitch variation (Thornbury, 2005)

Importance of speaking skill

English has special or official status in more than 75 countries and is spoken as a first language by more than 375 million people. It is also the most commonly used language among foreign language speakers. In addition speaking English is the most important requirements in many professions. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where

meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. (Ansari, 2013).

Teaching speaking in ESL

According to Numan (2003), teaching speaking in ESL learners consists:

- Produce the English speech sounds and sound patterns

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

Types of speaking performances

Brown (2004) describes six categories of speaking skill area. Those six categories are as follows:

- **Imitative:** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling during the teaching learning process, due to, students get opportunity to listen and to repeat some words.

- **Intensive:** This refers to the students' speaking performance. In this type students practice some phonological and grammatical aspects of language. Students develop the task in pairs or groups. For example, reading aloud that

includes reading paragraph, reading dialogue with partner in turn, reading information from chart.

- **Responsive:** Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions.

- **Transactional (dialogue):** It is carried out for the purpose of conveying or exchanging specific information.

- **Interpersonal (dialogue):** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

- **Extensive (monologue):** Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

It can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Components of speaking skill

According to Syakur (2007:4), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

- **Comprehension**

For oral communication, it certainly requires a subject to respond, to speech as well   as to initiate it.

- **Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

- **Vocabulary**

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

- **Pronunciation**

Pronunciation is the way for students‟ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker   from   another   language community to understand.

- **Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

Principles for teaching speaking

According to Nunan (2003), there are four principles for teaching speaking. Those are the following:

Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for language teachers to be aware of how much they are talking in class so they don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Strategies for developing speaking skill

According Jim Scrivener (2011), there are some strategies that help students to develop their speaking skills such as:

- **Using minimal responses**

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

- **Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

- **Using drama activities**

Drama and speaking provides a great opportunity for students to practice being heard. Having mandatory drama and speaking will force more shy students to exert themselves and put them out of their comfort zones in a safe way. Public speaking and presentation is not an optional choice in the future beyond school, it's compulsory, and therefore, it should be in schools.

Drama activities give students an experience (dry-run) of using the language for genuine communication and real-life purposes; and by generating a need to speak. These can motivate students to increase their speaking fluency.

- **Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in

any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

Types of speaking test

There are some types of speaking tests. According to S. Kathleen Kitao and Kenji Kitao (2006), they are:

- **Reading aloud**

One way to test speaking is by having the testees read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

- **Conversational Exchanges**

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

- **Role play test**

Another type of test is a role-play. In a role-play the testee and a confederate are given information on which to base a role-play and the testees are evaluated on their ability to carry out the task in the role-play. Role-plays require the testee to use various functions that she/he might need in real communication.

- **Drama activities test**

This type of test integrated language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities;

and many of them require reading and writing, both as part of the input and the output.

- **Group or Pair Activities**

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate. In this research, the researcher will use the combination between Role-Play Test and Group or Pair Activities ones.

Drama

Definition

According to John Dryden (2011), drama is a just and lively image of human nature, representing its passions and humors, and the changes of fortune to which it is subject, for the delight and instruction of mankind. On the other hand Keith Caldwell (2006), defines that drama is an essential form of behavior in all cultures. It is a fundamental human activity, it involving conflict, action, crisis and atmosphere designed to be acted by players on a stage before an audience. In addition Richard Courtney (2001), a professional in the area of drama in education, defines drama as the human process whereby imaginative thought becomes action, drama is based on internal empathy and identification, and leads to external impersonation. Courtney believes also that "life is a drama." Humans are always acting and improvisation.

Based on the previous definitions, it can be concluded that drama is the act of using the imagination and creativity to perform an activity in any moment

becoming someone or something other than yourself. Drama is a powerful process because has an unique balance of thought and feeling makes learning exciting, challenging relevant to real-life concerns and enjoyable.

The importance of using drama in English as a second language classes

Ting (2005), finds that children enjoyed learning language through drama. It can inspire students' creation, motivation, and English learning skills. Children can develop their multiple intelligences to learn language through drama. Another benefit of drama is providing a context to practice listening and speaking for learners and it makes language practice more meaningful than mechanical drills. According to Chauhan, (2004), drama is an effective pedagogy for literacy in English as a Second language classes. In addition Gomez (2010), showed that students will feel bored if the English class is tedious and monotonous, he argued that drama activity combines action and entertainment for students while achieving the teaching goals. Students don't only have fun but also learn a variety of components from acting the story, like how to make an English accent or imitate voices and intonations.

Types of drama

According to Cheever (2014), the main types of drama are the following:

- **Comedy:** Comedy makes us laugh when the play is well composed with the humorous elements. The story is usually based on real life characters, funny experiences in life or any type of fun provoking situation. A comical drama can also be sarcastic and raunchy.

- **Farce:** It is a comic dramatic piece that uses highly improbable situations, stereotyped characters, extravagant exaggeration, and violent horseplay.

- **Tragedy***:* The drama exposes the plight and suffering of humans to its audience.

- **Melodrama:** Is exaggeration of emotions. It's marked by surge of emotions, which is a technique to make the character and the plot more appealing to the audience.

- **Fantasy** It's a complete fictional work where characters virtually display supernatural skills. It's more appealing to children as fairies, angels; superheroes, etc are embedded in the plot.

- **Musical Music***,* melody and dance play a significant role in a musical drama. The music should be in sync with the actions and the performer often uses dance as a means of self-expression.

Drama as a teaching tool

Drama is an effective learning tool because it involves the student intellectually, physically, socially, and emotionally. Activities in improvisation, play-making, and scene reenactment serve to develop the creative potential in the participants and help to develop critical thinking skills.

Drama is a teaching tool that allows students to develop their creative potential and help to develop critical thinking skills and many of the communication skills.

Teachers can use the practice of drama activities to help to build to the self-esteem of the students, contribute their confidence in using the target language (English) as well as develop many of the communicative skills.

Drama has the potential to give learners many opportunities to have pride in their work, it teaches them responsibility, problem solving, management and directing proficiencies. Keith Caldwell, (2006)

In other hand Gomez, (2010), says that the use of drama as a teaching tool is based on the premise that an involved child is an interested child, an interested child will learn, and drama directly involves the child.

Drama applications in classroom

According to Billard (2011), drama has many practical classroom applications for teaching curricular material. Important concepts, ideas, events, and people can be dramatized through improvisation, and playwriting to stimulate interest, convey knowledge, gain comprehension, and improve retention. Drama can be used in the following applications:

- Role play situations to model/observe new skills or behaviors.

- Develop scenarios to introduce new concepts.

- Dramatize a meeting between characters or historical figures.

- Reenact a real event.

- Dramatize a scene that might have happened in a story.

- Improvise a scene that expresses the topic or theme.

- Act out scenarios as a way to approach writing dialogue.

- Create literary sketches.

- Stimulate ideas for composing essays, poetry, or fiction.

- Portray famous people.

Drama provides another "non-traditional" opportunity for students to learn and to demonstrate learning. At the same time, drama helps students get in touch with their creativity and spontaneity as well as to develop confidence in the expression of their ideas. Finally, it teaches self-discipline, acceptance of and positive response to criticism, and cooperation with others.

Advantages of using drama in an EFL classroom

According to Boudreault (2010), drama has clear advantages for language learning especially in speaking skill such as:

- To give learners an experience (dry-run) of using the language for genuine communication and real-life purposes; and by generating a need to speak.

Drama is an ideal way to encourage learners to guess the meaning of unknown language in a context. Learners will need to use a mixture of language structures and functions if they want to communicate successfully.

- To make language learning an active, motivating experience.

Dramatizing a text is very motivating and it's fun. In addition same activity can be done at different levels at the same time, which means that all the children can do it successfully.

- To help learners gain the confidence and self-esteem needed to use the language spontaneously.

By taking a role, students can escape from their everyday identity and "hide behind "another character. When teachers give learners special roles, it encourages them to be that character and abandon their shyness. The teacher can

use roles to encourage children who would otherwise hold back, and control children who dominate the weaker ones.

- To emulate the way children naturally acquire language through play, make-believe and meaningful interaction

Dramatizing is part of children's life from an early age. Children try out different roles in make-believe play, in day-to-day situations (shopping, visiting doctors). They rehearse the language and the "script" of the situation and experience the emotions involved, knowing that they can switch back to reality whenever they want.

- To stimulate learners' intellect and imagination

Make-believe play encourages children's creativity and develops their imagination, and at the same time gives them the opportunity to use language that is outside their daily needs. Language teachers can use this natural desire to act out situations.

- To develop students' ability to empathize with others and thus become better communicators.

Students often work in a group or pairs when dramatizing. They have to make decisions as a group, listen to each other, and value each other's suggestions. They have to co-operate to achieve their aims.

Drama activities in classroom

Scrivener (2005), describes the most traditional drama activities as follows:

- "**Role-play** – students act small scenes using their ideas or from ideas and information on role cards.

- **Simulation** – a large-scale role-play. The intention is to create a much more complete, complex 'world', say of a business company, television studio, etc.

- **Drama games –** short games that usually involve movement and imagination.

- **Guided improvisation –** you improvise a scene and the students join in one by one in character, until the whole scene (story) takes on a life on its own.

- **Acting play scripts** – short written sketches or scenes are acted by the students.

- **Prepared improvised drama** – students in small groups invent and rehearse a short scene or story that they perform for the others.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used. The human resources that participated in the development of this work were 30 students 4 boys and 26 girls of 6th year of Basic Education, parallel A, the researcher who applied the intervention plan, the teacher who helped to control the discipline during the lessons, and the thesis advisor who gave suggestions about the application of the intervention plan. The material resources were: scripts for each lesson, cardboard to make some flashcards, foamed and tape to make some wings and fancy dresses. The technical resources were: the computer that was used to type the information, the printer to reproduce the worksheets and the internet to research the information.

Design of the research

The Action Research Model proposed by Kemmis and McTaggart (2000) was the basis of this research work and was employed in order to understand, to evaluate and then to change a situation. It includes a self-reflective cycle of identifying a problem, planning a solution, applying and observing the processes and consequences.

Methods

The data collected resulting from the application of the intervention plan was analyzed, through the following methods:

The Scientific method was effective to provide information about the two variables: speaking skill and drama. The data gathered was useful in order to design the data collection instruments, the plans and in order to interpret the results.

The Descriptive method was suitable to describe the different phases of study (before, during and after) it also helped to explain and analyze how the implementation of drama improves the speaking skill. Also helps to describe the results between tables and figures with the purpose to describe the object of the investigation.

The Analytic-Synthetic method helped to analyze the gathered information from the tests and questionnaire. Also, it was adopted to draw up the conclusions.

The Statistics method allowed to make possible the quantitative statistical analysis of the results obtained from the pre and post tests and the qualitative results from the pre and post questionnaires. It also helped to tabulate the information into tables and figures applied the formula to obtain the media $x = \frac{x}{n}$.

Techniques and instruments

To collect the data, test and questionnaire, were designed and applied, at the beginning, and at the end of the intervention plan, and observation and a diary were used during the same.

Tests

Two kinds of tests were used. A pre-test of four questions was used to collect students' answers, in order to diagnose the level of the students 'knowledge about speaking, at the beginning of the intervention plan.

The test was conducted in class and the researcher gave students a clear explanation and clarified all queries raised. The same pre-test was used as a post-test and applied at the end of the intervention plan, to obtained information about students' progress on speaking during the intervention. To assessed the pre and post-test was used a rubric found on page.99.

Observation

Through the observation sheet, the researcher observed the students´ achievements during the lesson. It was also used to keep a record of what happened in class. Then, it helped to analyze the findings when the plan ended.

Questionnaire

A questionnaire with six questions: three yes/ no questions and three multiple-choice questions, was applied at the beginning of the intervention to obtain information from students, about the perception of the students about speaking inside the classroom. Then, at the end of the intervention the same questionnaire was used in order to verify if the drama as a tool improve speaking skill. And also it served to know if drama had a positive impact on students

Field dairy and notes

The researcher used a diary to record what happened in each lesson. It helped to write the findings during the intervention, relevant events during the observation or particular situation that happened.

Population

The students of 6th year of Basic Education were who participate in the development of the intervention plan. The participants of the study were 30

students: 4 boys and 26 girls. They were between eight and ten years old, their English level was poor before the intervention plan. The students received two hours of English per week with a certificate teacher

f. RESULTS

This section details how the objectives of the present research work were accomplished.

Objective one: This objective was accomplished with the investigation of suitable theoretical references about the two variables of this research, which were speaking skills and drama taking into account the most useful information some authors provide. Furthermore, they were useful to design the intervention plan, to support the results gathered in the pre-post tests and pre-post questionnaires and to propose the recommendations.

Objective two was fulfilled with the pre-test results that are shown below in Table 1 and permitted to diagnose the students' limitations in speaking.

Objective three was accomplished with the design of the intervention plan, which included nine lessons that were developed during two months. Moreover, it contained different activities, which varied from role playing, dramatizing funny scripts and performing sketches.

The fourth objective was accomplished through the application of drama and the results gathered from pre and post questionnaires, presented in tables from 2 to 7.

The fifth objective was verified with the post-test findings that are shown below in table 8, which helped to confirm the intervention plan proposed.

Pre-Test Results

Objective Two

To diagnose the issues that limit speaking of 6th year students of Basic Education.

a. Table 1

The Pre-Test Scores of Sixth Year Students in Speaking Skills

Students 'code	C	P	A	F	TOTAL
	/2.5	/2.5	/2.5	/2.5	/10
EDN001	1.25	1,25	0.63	1.25	4.38
EDN002	1.25	1,25	0.63	1.25	4.38
EDN003	1.25	1.25	0.63	1.25	4.38
EDN004	0.63	0.63	0.63	0.63	2.52
EDN005	1.88	1.88	1.25	1.88	6.89
EDN006	0.63	0.63	0.63	0.63	2.52
EDN007	1.25	1.25	0.63	0.63	3.76
EDN008	1.25	1.25	0.63	1.25	4.38
EDN009	0.63	0.63	0.63	0.63	2.52
EDN010	1.25	1.25	0.63	1.25	4.38
EDN011	1.25	1.25	0.63	0.63	3.76
EDN012	1.25	1.25	0.63	1.25	4.38
EDN013	0.63	0.63	0.63	0.63	2.52
EDN014	1.88	1.88	0.63	1.25	5.64
EDN015	1.25	1.25	0.63	1.25	4.38
EDN016	1.25	1.25	0.63	0.63	3.76
EDN017	1.25	1.25	0.63	1.25	4.38
EDN018	1.25	1.25	0.63	1.25	4.38
EDN019	1.25	1.25	0.63	1.25	4.38
EDN020	1.25	1.25	0.63	1.25	4.38
EDN021	1.25	1.25	0.63	0.63	3.76
EDN022	1.25	1.25	0.63	1.25	4.38
EDN023	1.88	1.25	0.63	1.25	5.01
EDN024	1.25	1.25	0.63	1.25	4.38
EDN025	1.25	0.63	0.63	0.63	3.14
EDN026	1.25	1.25	0.63	0.63	3.76
EDN027	1.25	1.25	0.63	1.25	4.38
EDN028	1.25	1.25	0.63	0.63	3.76
EDN029	0.63	0.63	0.63	0.63	2.52
EDN030	1.88	1.88	1.25	1.88	6.89
Mean	1.23	1.19	0.67	1.04	4.14

Note. EDN= Escuela 18 de Noviembre, 001= student´s code C=comprehension, P=pronunciation, A=accuracy, F=fluency

c, Analysis and Interpretation

As it can be seen in table 1, the total score mean gathered by students in speaking was 4.14/10, which reflects that this score mean was below the expected level 8/10. Interpreting the results showed before, it is visible that the highest score mean was for comprehension aspect,1.23/2.5, that place students in a medium level (see grading scale p.102), which means students could understand some of the questions asked and answer some of them, only with few mistakes. However, the most difficulty students presented was in accuracy that is demonstrated with the lowest score mean 0.67/2.5, which indicates that students were in a low level (see grading scale p.102). This was because, students could not use correct grammar structures and the appropriate vocabulary to express their ideas when they speak, and they made many cohesion mistakes. Furthermore the students presented troubles in fluency, they took a long time to ask and respond to questions. In addition, they hesitated at the moment of speaking due to the lack of wide range of vocabulary. In conclusion, it is evident that students faced problems in accuracy, fluency, pronunciation and comprehension.

As Syakur (2007), mentions that there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. He argues that all these components are so important at the moment of express ideas, feeling and thoughts, in oral way due to is necessary that students have a good level of comprehension oral to can respond to speech.

Comparison of the Pre-Post Questionnaires Results

Objective four

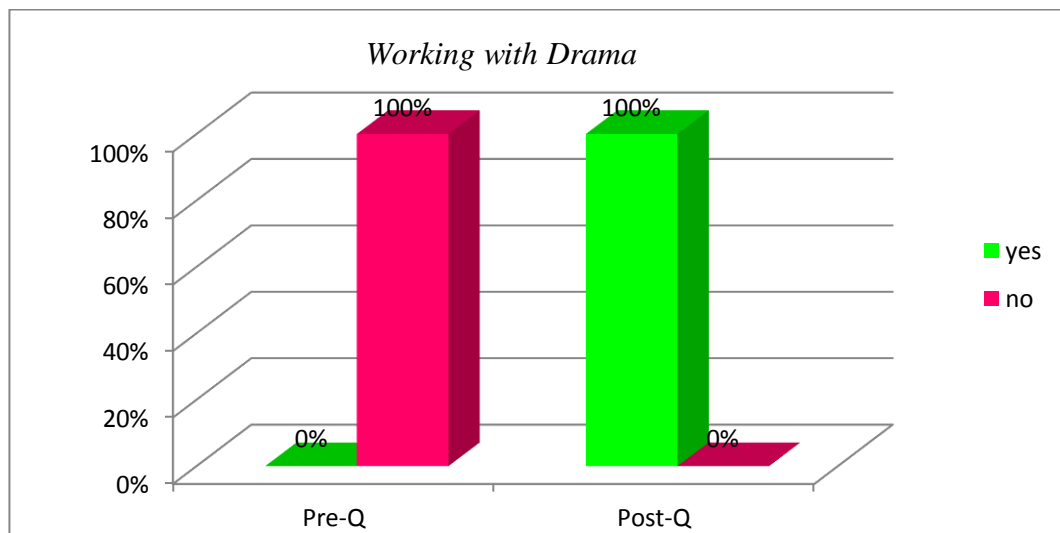To apply drama as part of the classroom activities to solve the limitations in learning speaking.

Question 1: Have you ever worked with Drama?

a. Table 2

Working with Drama

	Pre-questionnaire		Post-questionnaire	
	F	**%**	**f**	**%**
Yes	0	0	30	100
No	30	100	0	0
Total	30	100	30	100

b. Figure 1

c. Interpretation and Analysis

Based on the results gathered from this question, all students represented by 100% answered that they have not worked with drama in classes. It indicates that speaking skills were not developed with practical activities that encourage

students to speak English correctly. However, after applying drama as a tool, students were feeling more motivated, they participated in all the activities in class and worked enthusiastically and actively. This is, when they performed dramas, they gained confidence enough to move around in the room and established contact with their peers, and they were able to experiment more demanding tasks. As a Ting (2005), states that working with drama inspire students' creation, motivation, and English learning skills. Also they can develop their multiple intelligences to learn language through drama.
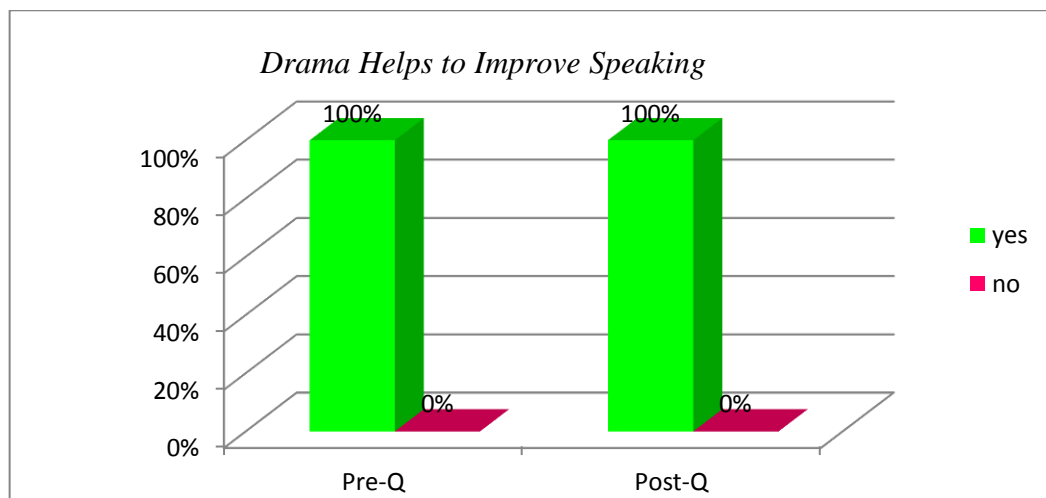
Question 2: Do you think that drama help you to improve speaking?

a. Table 3

Drama Helps to Improve Speaking

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Yes	30	100	30	100
No	0	0	0	0
Total	30	100	30	100

b. Figure 2

c. Interpretation and Analysis

As it can be seen in table 3, all students represented by 100% agreed that drama can help them to develop their speaking skills. It means that students were aware of the usefulness that drama provides in the speaking learning process. However, after applying the intervention plan, it was noticeable that drama provided students an opportunity to undergo an imaginary experience that allowed them to adapt themselves to new situations and to increase the development of oral language. As Gomez (2010), remarks that drama activity combines action and entertainment for students while achieving the teaching goals. Students do not only have fun but also learn a variety of components from acting the story, like how to make an English accent or imitate voices and intonations.

Question 3: Does the teacher use drama to develop speaking skill in the English class?
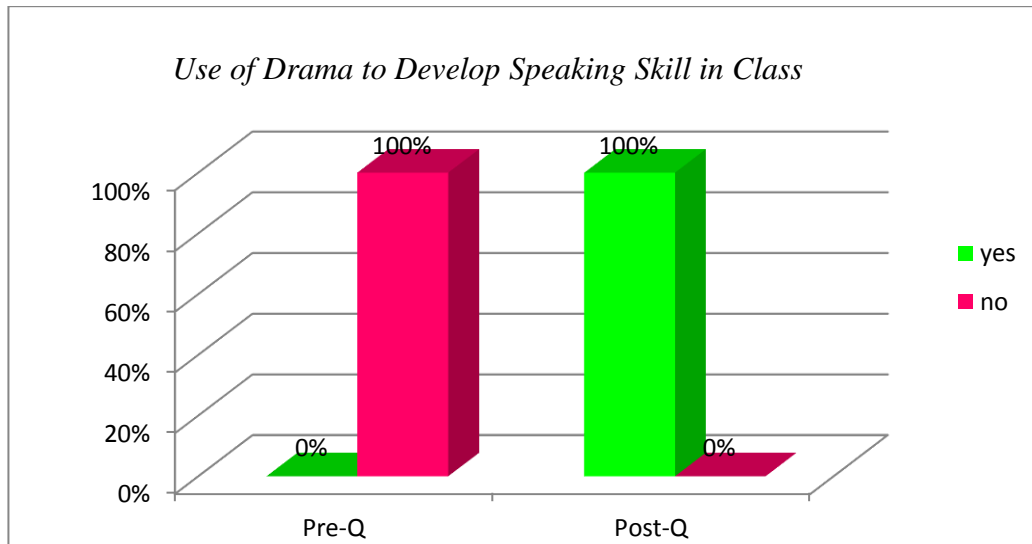
a. Table 4

Use of Drama to Develop Speaking Skill in Class

	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Yes	0	0	30	100
No	30	100	0	0
Total	30	100	30	100

b. Figure 3

Use of Drama to Develop Speaking Skill in Class

c. Interpretation and Analysis

The results collected from this question revealed that all students represented by the 100%, said that drama is not taken into account to develop speaking skills in class, before the intervention plan. It indicates that the activities applied did not allow students to practice their speaking skills. This way students could not achieve a significant oral communication improvement. Nevertheless, after the intervention plan all of the students mentioned that the performing of dramas represented a positive reinforcement for them and a way of encouraging more speaking practice. As Heikkinen (2004), points out that the use of drama in education creates meaningful learning experiences, which are those dramatic moments that lead students into discussions, he also indicated that when the experiences are discussed and explored, students gain knowledge of the new language.
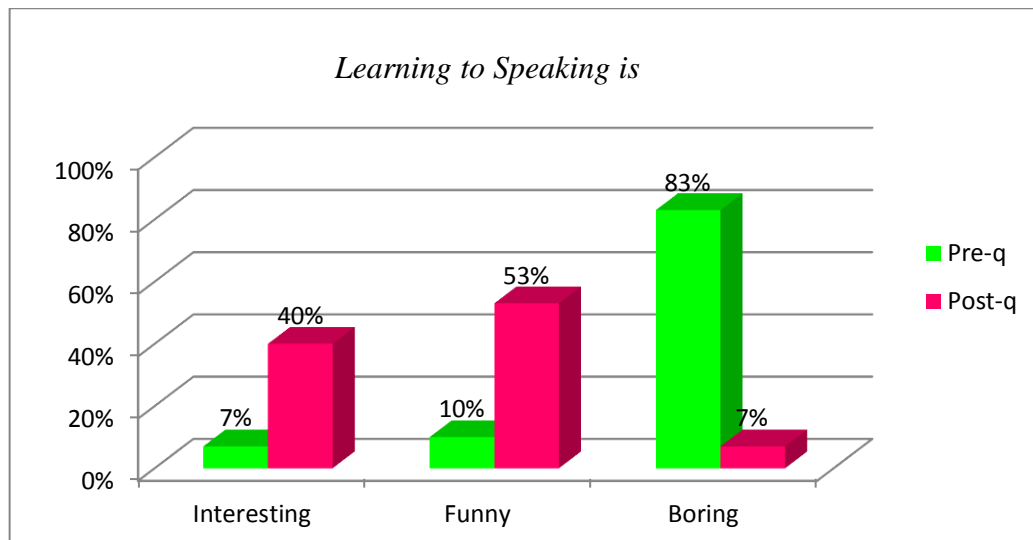
Question 4: In the English class the speaking learning is?

a. **Table 5**

Learning to Speaking is

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Interesting	2	7	12	40
Funny	3	10	16	53
Boring	25	83	2	7
TOTAL	30	100	30	100

b. **Figure 4**

c. **Interpretation and Analysis**

Based on the outcomes gathered before the intervention plan, many students which are represented by the 83% answered that learning to speak English in class is boring. This demonstrates that the techniques and tools applied in class did not motivate students to practice the language in oral way.

However, after implementing the drama, learning to speak English became interesting and funny. This tool motivated students to learn to speak English actively. Likewise, this tool helped learners to increase their self-esteem needed to

use the language spontaneously, and it allowed students be involved directly in the English language learning when they performed the activities. In relation to what has been mentioned Gomez (2010), said that the use of drama as a teaching tool is based on the premise that an involved child is an interested child, an interested child will learn, and drama directly involves the child.
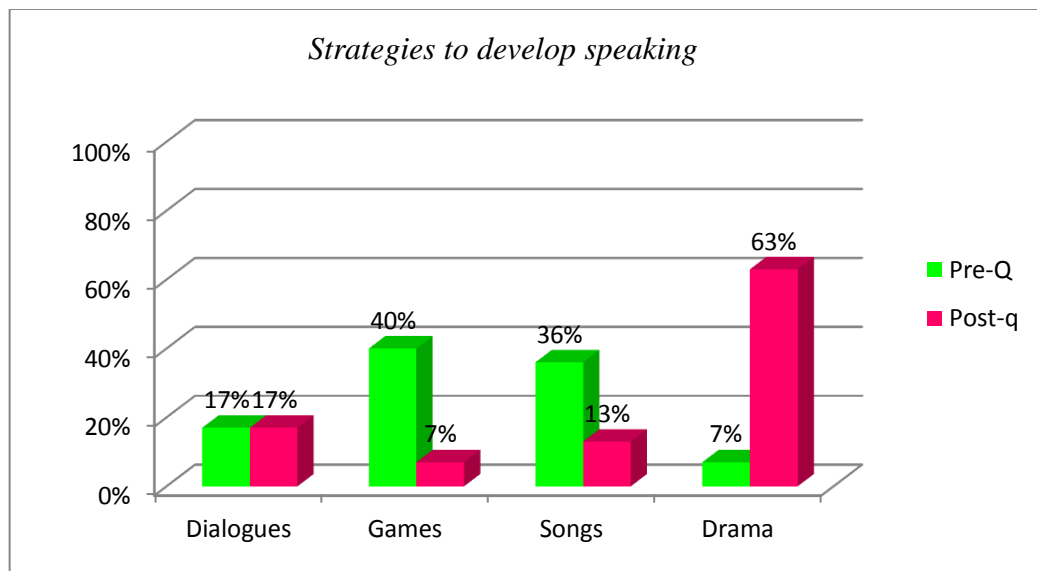
Question 5: Which strategies help you to develop speaking?

a. Table 6

Strategies to develop speaking

	Pre-questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Dialogues	5	17	5	17
Games	12	40	2	7
Songs	11	36	4	13
Drama	2	7	19	63
Total	30	100	30	100

b. Figure 5

c. Interpretation and Analysis

The results gathered from this question revealed that several students represented by 40% and 36% answered that games and songs are strategies that promote them to improve their speaking skills. It means that they did not know that drama is an effective learning tool that encourage the development of their oral communication and their implication in the class activities. However after applying the intervention plan students thought that drama is a didactical tool that helped them to develop their speaking skills, along with other strategies such as songs, games and dialogues, which ware especially useful for practicing pronunciation, stress, rhythm, intonation, and accuracy. In relation to what has been mentioned, Keith Caldwell (2006), says, that drama is a teaching tool that allows students to develop their creative potential and help to develop critical thinking skills and many of the communication skills, In addition of this Jim Scrivener (2011), states that drama is one of the strategies that help students to develop speaking skills.
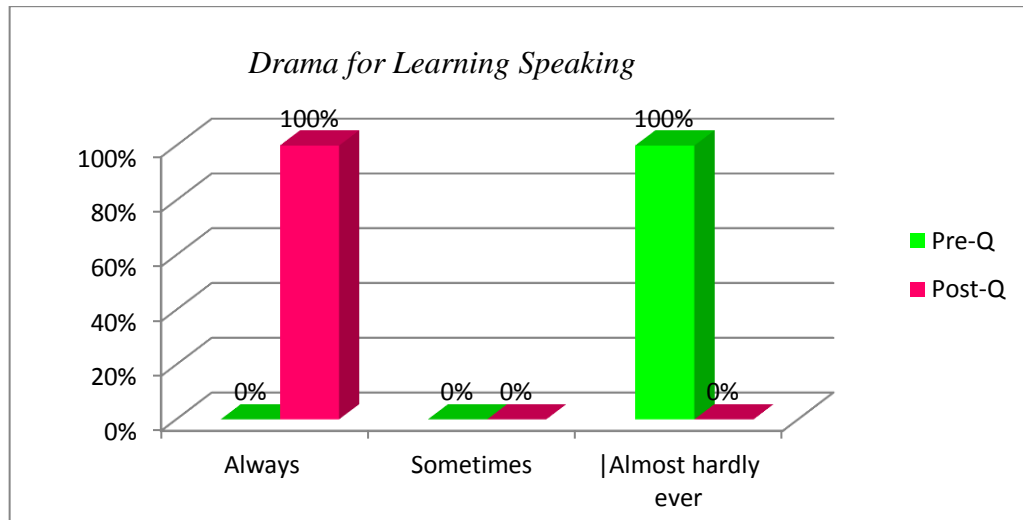
Question 6: How often does the teacher use drama to teach speaking?

a. Table 7

Drama for Learning Speaking

	Pre-questionnaire		Post-questionnaire	
	f	%	f	%
Always	0	0	30	100
Sometimes	0	0	0	0
|Almost hardly ever	30	100	0	0
Total	30	100	30	100

b. Figure 6

Drama for Learning Speaking

c. Interpretation and Analysis

Based on the data gathered, it was noticeable that all students represented by 100% answered that drama is hardly ever used to teach speaking .It reflects that students did not have the opportunity to use drama activities to develop their verbal communication with the appropriate frequency that they need in order to feel interested in the speaking learning. However, after applying the same all students that correspond to 100% answered that drama had been used in all classes during the application of the intervention. This indicates that the interest by speaking learning increased totally, because, the performing of drama helped students get in touch with their creativity and spontaneity as well as developed confidence in expressing their ideas. As Boudreault (2010), mentions in one of the advantages of using drama in an EFL classroom that drama stimulate learners' intellect and imagination. It encourages children's creativity and develops their imagination, and at the same time gives them the opportunity to use language that is outside their daily needs.

Post-Test Results

Objective Five

To evaluate the effectiveness that drama had on students` speaking skill.

a. **Table 8**

The Post-Test Scores of Sixth Year Students in Speaking Skills

Students 'code	C	P	A	F	TOTAL
	/2.5	/2.5	/2.5	/2.5	/10
EDN001	1.88	1.88	1.88	1.88	7.52
EDN002	1.88	1.88	1.25	1.88	6.89
EDN003	1.88	1.88	1.88	1.88	7.52
EDN004	1.88	1.88	1.25	1.25	6.26
EDN005	2.5	1.88	1.88	1.88	8.14
EDN006	1.88	1.25	1.25	1.25	5.63
EDN007	1.88	1.88	1.25	1.88	6.89
EDN008	2.5	1.88	1.88	1.88	8.14
EDN009	1.88	1.88	1.25	1.25	6.26
EDN010	1.88	1.88	1.25	1.88	6.89
EDN011	1.88	1.88	1.88	1.88	7.52
EDN012	1.88	1.88	1.25	1.88	6.89
EDN013	1.88	1.25	1.25	1.25	5.63
EDN014	2.5	1.88	1.88	1.88	8.14
EDN015	1.88	1.88	1.25	1.25	6.26
EDN016	1.88	1.88	1.25	1.25	6.26
EDN017	2.5	1.88	1.88	1.88	8.14
EDN018	1.88	1.88	1.25	1.25	6.26
EDN019	2.5	1.88	1.88	1.88	8.14
EDN020	1.88	1.88	1.25	1.25	6.26
EDN021	1.88	1.88	1.25	1.25	6.26
EDN022	1.88	1.88	1.88	1.88	7.52
EDN023	2.5	1.88	1.88	1.88	8.14
EDN024	1.88	1.88	1.25	1.88	6.89
EDN025	1.88	1.88	1.88	1.88	7.52
EDN026	1.88	1.88	1.25	1.88	6.89
EDN027	2.5	1.88	1.25	1.88	7.51
EDN028	1.88	1.88	1.88	1.88	7.52
EDN029	1.25	1.25	1.88	1.88	6,26
EDN030	2.5	1.88	1.88	1.88	8.14
Mean	2.02	1.82	1.54	1.69	7.08

Note. EDN= Escuela 18 de Noviembre, 001= students code C= comprehension, P= pronunciation, A= accuracy, F= fluency

b. Interpretation and Analysis

Based on the results gathered in table 8, the total score mean students gathered was 7.08/10, which is a score below the expected level 8/10. This indicates that although students continue making few mistakes in speech, they had a positive progress in the speaking performance. Furthermore, the highest score mean was for comprehension 2.02/2.5, which shows students reached excellent level (see grading scale, p.102). This indicates that students understood what other person says or asks with little difficulty, and their speech was understandable. Nevertheless, the lowest score was for accuracy 1.54/2.5, which indicates that students got a medium level (see grading scale, p.102). Even though they still continue making few mistakes using grammatical structures and appropriate vocabulary. Thus, it is demonstrated that students increased their level in those speaking aspects not in a 100% but their progress was good. Consequently, students felt more confident speaking, and they could give their opinions and express their feelings with little difficulty. As Numan (2003), says, teaching speaking in ESL learners consists in produce the English speech sounds and sound patterns. Use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Organize their thoughts in a meaningful and logical sequence. Use language as a means of expressing values and judgments.
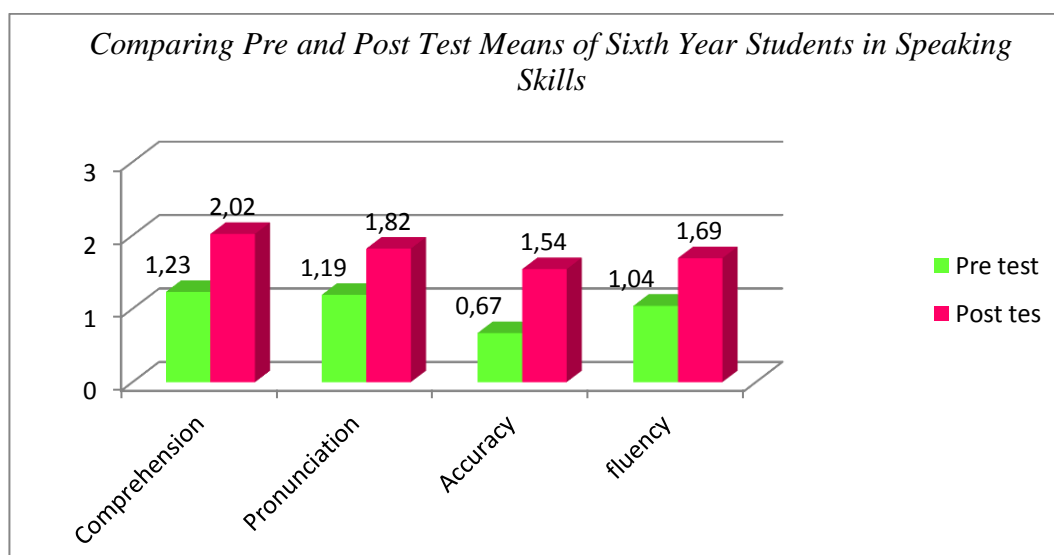
Comparing Pre and Post Test Means in Speaking Skills

a. Table 9

Comparing Pre and Post Test Means of Sixth Year Students in Speaking Skills

Aspects	Pre test	Post test
Comprehension	1.23	2.02
Pronunciation	1.19	1.82
Accuracy	0.67	1.54
Fluency	1.04	1.69
Total	4.14	7.08

b. Figure 7

Comparing Pre and Post Test Means of Sixth Year Students in Speaking Skills

c. Interpretation and Analysis

The findings in table 9, shows that students got a considerable improvement in almost all the aspects. It is demonstrated in the scores in the pre-test 4.14 and post- test 7.8. It indicates that drama as a tool applied, had a good influence in the development students´ speaking. Thus, it would be mentioned that the activities implemented during the development of this work had a positive impact on the improvement of the speaking skills. However, these aspects of speaking skill need more practice for the successful of learning speak English.

g. DISCUSSION

The results of this research work, drama as a tool to encourage speaking, had a positive impact on the development of speaking. This effect was presented in the scores of the pre-posttest, which were applied at the beginning and at the end of the intervention plan to 30 students of sixth year of Basic Education at "18 de Noviembre" School. Which indicate students reached a good performance in speaking after the intervention. The findings in the pre and post-test, pre and post questionnaires, the researcher's diary and observation sheet, similarly exposed the positive effect that this tool produced on students´ speaking performance. These outcomes were consistent with according to Gomez (2010), who says that drama as a teaching tool is based on the premise that an involved child is an interested child, an interested child will learn, and drama directly involves the child, it means that through dramas students can improve their communicative skill in an effective and memorable way.

The intervention plan focused on drama changed the development of speaking skills of learners significantly from a low level to a good. This adjustment can be seen in the great increment of students mean from the pre-test that was 4.14 and in the post test mean which was 7.8. The pre-test showed that most of students had problems in speaking fluency and accuracy, they could not use correct grammar structures in sentences, they answered some questions only with single words and had many pronunciation problems, they did not produce the correct sound patterns of each word. In the post test after the intervention the findings indicated that the

speaking performance changed in a considerable way, showing an improvement in all aspects of speaking. Such as, comprehension, pronunciation, fluency and accuracy. These findings were supported by Ting (2005), who points out that children can develop their multiple intelligences to learn language through drama. Another benefit of drama is providing a context to practice speaking for learners and it makes language practice more meaningful than mechanical drills.

At the beginning, through the application of the intervention plan, the student's attitude towards the implementation of drama was good and it was improving class by class in a slow way, taking into account the problems that students faced in all aspects of speaking. But then, during the process students started improving their comprehension, pronunciation, fluency and accuracy step by step. They produced speech gently using single words, short phrases, they started speaking and felt confident to express their ideas and opinions in a free way. At the end of the process the results were positive because this tool not only helped to improve each aspect of speaking but it also developed a positive attitude toward English learning.

Additionally, this research had certain strengths and limitation during the intervention that influenced on students` progress. A number of strengths in the implemented application were that students felt so excited to participate in class having a lot of interest to all the instructions. Also, the time used for every class was the required for achieving their speaking performance because they practice as much as they could. Nevertheless, there were limitations to be considered, the large number of students which caused them sometimes made rampage. Other

limitations were that the students just preferred to work between close friends and sometimes to one of them did not like the character that she/ he had to interpret.

In addition, it is important and necessary to reflect on, that since students worked with drama a noticeable improvement in their speaking skill was shown between the beginning and the ending of the intervention plan. The tool applied contributed to get students more involved and engaged with speaking performance. Furthermore, it facilitated that students get more confidence and motivated in developing their oral communication.

h. CONCLUSIONS

- The sixth year students of 18 de Noviembre school, faced speaking limitations in: Comprehension, accuracy, fluency and pronunciation. In comprehension, students showed little comprehension in asking and answering questions. In pronunciation, they could not produce the correct sounds of the words, and when they spoke was hard to understand what they were saying. In the same way, in fluency, students hesitated a lot and did not speak spontaneously. They took a long time to ask and respond to questions. In accuracy, they could not use the correct grammar structures and appropriate vocabulary to communicate their ideas. Also, students did not like to speak English in class and they did not feel motivated doing it. Likewise, the tools and activities used in the English classes were not enough to develop the oral expression and get the students` interest on the speaking performance.

- The application of drama as part of the classroom activities improved speaking English and solved meaningfully the students´ limitations in the development of speaking. They reduced their hesitation when speaking, their questions and answers were awkward at times but always understandable. In addition, they reduced their pronunciation mistakes. They were able to pronounce correctly most of the words, and also, they increased their range of vocabulary at the moment of expressing their ideas and feelings.

- The findings of the research showed that the implementation of the drama as a tool was effective. Students at the end of the intervention plan demonstrated

they had more confidence when use the target language and felt relaxed while they expressed their opinions in classes, they overcame their negativism to work with other classmates, definitively they loved to practice speaking through drama, interpreting some characters. Obviously, drama as a tool motivated learners to learn by breaking the monotony of the English class and encouraged them to discuss and act out their roles, learning what they are going to say and decide how they are going to say it.

i. RECOMMENDATIONS

- Teachers should pay more attention on the basic aspects of speaking such as comprehension, pronunciation, fluency and accuracy, by evaluating the students' knowledge giving tests, making observations and applying questionnaires. The information provided from them can be used as feedback to change the teaching and learning methods in order to improve the limitations that students have in speaking performance, and to motivate the participation of students during the classes activities.

- Teachers should select the most appropriate strategy and tools for presenting the lesson that can be suitable to motivate students in performing speaking. Such as dialogues games, simulations, minimal responses and drama. Drama is a good tool that stimulates learners' intellect and imagination and at the same time develop students' ability to empathize with others and thus become better communicators making language practice more meaningful.

- Teachers should consider the positive impact that drama provides to improve speaking skills, so that students can have an opportunity to interact with others, participate in class and learn English in an interesting, funny and pleasant way. In addition teacher should familiarize with beneficiaries that drama offer in the perform speaking, due to through the drama activities all students are equally and actively involved.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

DRAMA AS A TOOL TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 6TH YEAR OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015

Thesis project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization.

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LOJA – ECUADOR

2015

a. THEME

DRAMA AS A TOOL TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 6TH YEAR OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015.

b. PROBLEM STATEMENT

Background

This research will be carried out at "18 de Noviembre" school. It was created in 1904, with the participation of Dr. Lauro Vicente Loiza, who was worried about women education in Loja, for this reason he founded an educational institution with the initial name of "Sociedad Religiosa Industrial de Señoritas".

In 1909 was renamed "Protectorado Industrial Artistico" being its first principal professor Mercedes Hidalgo de Guerrero.

In 1924 with the initiative of the professor Virginia Duarte de Guerrero, school principal, and with Dr. Clodoveo Jaramillo Alvarado, Principal of Education of that time, this school become a Public School and was named as, "Escuela Superior 18 de Noviembre".

In 1962, being school principal, the professor Lasso Rosario Ruiz, the actual building was constructed on the Mercadillo and Juan José Peña streets.

In 2004, this school had a selected group of teachers with extensive experience and pedagogical preparation: Dra.Grimaneza Ordóñez Godoy the principle, and 23 female teachers and 2 male teachers. All of them work healthy in the "Escuela Fiscal de Niñas 18 de Noviembre"

In 2013 by decree of the Ministry of education the "Escuela Fiscal 18 de Noviembre" became Basic Education School being the school principal Dra. Maria Elena Loaiza. In December of the same year "18 de Noviembre" school is directed by Dra. María Eufracia Jiménez. Now it works with two sections, the

morning section has 25 classrooms and 1 computer center, and 30 teachers in the teaching staff with approximately 732 students. The afternoon section has 8 parallels, 8 teachers and approximately 180 students.

Current Situation or the Research Problem

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Luoman 2004). Around the world speaking English plays an important role in the daily life. Learning to speak English confidently is nowadays a need. It is no more an issue of status, however it is of supreme necessity for a good quality job and to flourish in one's career, but in many countries learn to speak English has some problems in the educational classrooms. According Carmen Vega Rivera, director of the New York Chapter of Say Yes to Education, the problems facing students in learning to speak English as a second language are varied and have been around for years. But one difficulty has notation with cultural and generational differences. "Many children are fighting for their cultural identity and are afraid of losing it if they learn to speak English. In the other hand Pam Spycher, director of West Ed´s English Learners and the Language Arts said that two of the problems that impede learning to speak English is the lack of training of teachers (who do not know techniques and strategies for teaching language) and faults in specialization (still knowing them,

do not improve their skills or learn new techniques). These are some of the factors around the world that prevent the learner to speak English.

In our country more than half of those who enroll to learn English drop out before completing the course and some who complete the course, although they get their diploma, never speak good English. The factors that impede learning speaking skills are that students cannot concentrate and lose the interest in learning the subjects taught by teachers due to lack of motivation. In some Institutions many students are frustrated because they do not realize their own progress because teachers do not aware them about it, the strategies apply are not suitable to teach how speak English and many teachers only focus in teaching vocabulary but not fluency speaking skills.

In the city of Loja a large number of students do not reach a right level sufficient to speak English, which means they do not have a basic grasp of speaking skills, in some schools some teachers often only use dialogues as strategies to develop the speaking skill, this do them, not speak in a spontaneous way.

According to the class observations done at "18 de Noviembre" School, it was noticed that the students level of sixth year student of Basic School in the speaking skills is very low, because they do not speak fluently and accurately at

the moment of speak English, this is they only use single words, and the vocabulary is not appropriate. Furthermore the pronunciation mistakes do not make possible undertand what they are expressing. All of these problems impede the effective development of them speaking skill.

For these reasons, this research work will be focused on improving speaking skill through drama as a tool, which will encourage learners to gain the confidence and self-esteem needed to use the language spontaneously and develop the ability of speaking with others and thus become better communicators.

Research problem

1. How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

Delimitation of the problem research

Temporal: This project will be develop during the academic period   2014-2015

Spatial: This project will be carried out at "18 de Noviembre" School.

Observation units: Teacher and students of the 6th year.

Subproblems:

1. What kind of theoretical references about English speaking and drama are useful to help the sixth year students, at 18 de Noviembre school, during the year 2014-2015?

2. What are the problems that limit the development of speaking skill with sixth year students?

3. What are the important phases of the intervention plan that address the correct issues of speaking skill with drama of sixth year students, at 18 de Noviembre school during the year 2014-2015?

4. which drama activities are implemented to improve speaking skill of sixth year students, at 18 de Noviembre school, during the year 2014-2015

5. How does drama as a part of the classroom activities reduce students' limitations on speaking skill?

c. JUSTIFICATION

The researcher has chosen to use drama as a tool to improve speaking English among students of 6th year of basic education, at 18 de Noviembre School. This is because drama is the act of using the imagination and creativity to become someone or something other than yourself. Drama is a performing art, an outlet for self-expression, a way of learning that prepares students for their successful on language use. Drama wakes the imagination and creativity of students, and helps them to communicate with others in a spontaneous way.

This research work is relevant because it might provide to students an interactive way for learning English didactically. Drama is an effective learning tool that involves the student intellectually, physically, socially, and emotionally. Through drama students build their self-esteem, increase their confidence in using the target language as well as to develop many of the communicative skills, which make students learn to speak English in a real way. Also drama prepares students for success and helps them develop a growing sense of autonomy in their language learning and language use, through drama; learners are encouraged to actively engage with the content, to reflect and to communicate their reflections and opinions.

The research work will be useful because it will help the researcher to gain much experience as a future teacher, and it is a very important point because nowadays is essential to have professional experience.

It is elemental to perform this research work because it is a vital requisite that will permit the researcher to get the bachelor's degree in Sciences of Education, English language specialization and also the accreditation of the subject. The researcher is able to develop this work because she has enough theoretical knowledge and the necessary resources to carry out it.

d. OBJECTIVES

General objective

To improve speaking skill among students of 6th year of basic education, at "18 de Noviembre" School of Loja city, during the academic year 2014-2015.

Specific objectives

- To investigate theoretical references about speaking skill and the drama as a tool to help students of 6th year of basic education, at "18 de Noviembre" School.

- To diagnose the issues that limit speaking of 6th year students of Basic Education.

- To elaborate an intervention plan with the use of drama, to improve speaking skills of the students of sixth year of basic education.

- To apply the drama as a part of classroom activities, to solve the limitations in learning speaking.

- To evaluate the effectiveness that drama had on students` speaking skill.

e. THEORICAL FRAMEWORK

Speaking

Definition

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. (Luoman 2004),

Speaking is a tool to assist the identification and labeling of components of linguistic interaction that was driven by his view that, in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, time, pauses, voice quality changes, and pitch variation (Thornbury, 2005)

However, according to Howarth (2001), speaking is a two way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. as A.S (2003), says that speaking is to say exactly what you think, in every direct way, it means that speaking is a skill that has meaning, which appears directly from our

mind to convey messages to other people. In other words speaking is a way to say what you feel now, and it is appears from our mind.

Importance of speaking English

English has special or official status in more than 75 countries and is spoken as a first language by more than 375 million people. It is also the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they mostly use English to communicate.

Furthermore it is the most dominant language of diplomacy, business and science, economy, computer and internet. You can have a lot of benefits in your professional life, because speaking English is the most important requirements in many professions. A person that speaks English well also has a better chance of finding a good job abroad. Many multi-national companies when dealing with cross-border business communication will do it in English.

In other hand teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. (Ansari, 2013)

Teaching speaking in ESL

Teaching speaking in ESL learners consists in:

- Select appropriate words and sentences according to the social setting, audience, situation and subject matter.

- Present new vocabulary words and grammatical structures in situational and communicative contexts.

- Produce the English speech sound and sound patterns.

- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Organize their thoughts in a meaningful and logical sequence.

- Use language as a means of expressing values and judgments.

- Use the language quickly and confidently with few pauses, which is called fluency.

- Understand what is said to the speaker using their current proficiency to the fullest. (Nunan, 2003)

Types of speaking performances

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

- **Imitative:** This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The

reason is by using drilling, students get opportunity to listen and to orally repeat some words.

- **Intensive**: This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

- **Responsive:** Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

- **Transactional (dialogue)** It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

- **Interpersonal (dialogue)** It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

- **Extensive (monologue)** Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Components of speaking skill

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates.

According to Syakur (2007:4), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well   as to initiate it

Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

Principles for teaching speaking

Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions:

Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-

building practice and realize that making mistakes is a natural part of learning a new language.

Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

Plan speaking tasks that involve negotiation for meaning.

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Strategies for developing speaking skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning

process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using drama activities

Drama and speaking provides a great opportunity for students to practice being heard. Having mandatory drama and speaking will force more shy students to exert themselves and put them out of their comfort zones in a safe way. Public speaking and presentation is no an optional choice in the future beyond school, it's compulsory, and therefore, it should be in schools.

Drama activities give students an experience (dry-run) of using the language for genuine communication and real-life purposes; and by generating a need to speak. These can motivate students to increase their speaking fluency.

Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. (Jim Scrivener 2011)

Types of speaking test

There are some types of speaking tests. According to S. Kathleen Kitao and Kenji Kitao (2006), they are:

Reading aloud

One way to test speaking is by having the testees read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

Role play test

Another type of test is a role-play. In a role-play the testee and a confederate are given information on which to base a role-play and the testees are evaluated on their ability to carry out the task in the role-play. Role-plays require the testee to use various functions that she/he might need in real communication.

Drama activities test

It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output.

Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimuli speech for the tester to evaluate. In this research, the researcher will use the combination between Role-Play Test and Group or Pair Activities ones.

DRAMA

Definition

Drama is an essential form of behavior in all cultures, it is a fundamental human activity, it involving conflict, action crisis and atmosphere designed to be acted by players on a stage before an audience.

Drama is the act of using the imagination and creativity to become someone or something other than yourself. It can take one any place to any period of time, because is a way of life. It is embedded in each and every person's lives from birth to death. We naturally use drama to learn, explore, and solve problems in new and difficult situations.

According to John Dryden (2011), drama is a just and lively image of human nature, representing its passions and humors, and the changes of fortune to which it is subject, for the delight and instruction of mankind. In support of the words, it

must be admitted that material of all topics is drawn from a society. The society is made of mankind or living things, and without them, society is nothing. However Keith Caldwell (2006), defines that drama is an essential form of behavior in all cultures. It is a fundamental human activity, it involving conflict, action, crisis and atmosphere designed to be acted by players on a stage before an audience.

Richard Courtney (2001), a professional in the area of drama in education defines drama as. The human process whereby imaginative thought becomes action, drama is based on internal empathy and identification, and leads to external impersonation" (vii). Courtney believes also that "life is a drama." Humans are always acting and improvising. When we meet someone for the first time, we improvise our conversation. Life has no script written for us, however, we can use role-play to practice the anticipated situation.

The importance of using drama in English as a second language classes

Ting (2005) found that children enjoyed learning language through drama activities. Drama can inspire students' creation, motivation, and English learning skills. Children can develop their multiple intelligences to learn language through drama. Another benefit of drama is providing a context to practice listening and speaking for learners and it makes language practice more meaningful than mechanical drills. It is also an effective pedagogy for literacy in English as a Second language classes (Chauhan, 2004).

In the other hand, Gomez (2010), showed that students will feel bored if the English class is tedious and monotonous. Drama activity combines action and entertainment for students while achieving the teaching goals. Students don't only

have fun but also learn a variety of components from acting the story, like how to make an English accent or imitate voices and intonations.

Drama allows students to integrate their competences of speaking, listening, reading, and writing in English as a Second Language classes. First, students learn English emotionally through the drama strategy to learn syntax and fundamentals. Then they will accept the sounds and idioms, until at last they can speak language with great accuracy and fluency (Gomez, 2010).

Types of drama

According to Cheever (2014), the main types of drama are the following:

- **Comedy:** Comedy makes us laugh when the play is well composed with the humorous elements. The story is usually based on real life characters, funny experiences in life or any type of fun provoking situation. A comical drama can also be sarcastic and raunchy. Composing a comical drama requires high level of intellect and perceptive faculties because provoking laughter is not something easy.

- **Farce:** According to the definition given by Britannica, it is a comic dramatic piece that uses highly improbable situations, stereotyped characters, extravagant exaggeration, and violent horseplay. Farce, although a sub category of comedy, is intellectually inferior to comedy because the plots and the characters are substantially crude, ambiguous and unimaginative.

- **Tragedy***:* The drama exposes the plight and suffering of humans to its audience. The perfect example of a tragic drama is Shakespeare's Hamlet. The theme of a tragedy usually rotates around ruination of dynasty, downfall of

man, emotional betrayals, moral setback, personal loss, death and denials. A tragedy when composed and enacted well can touch your sentiments deeply.

- **Melodrama:** Is exaggeration of emotions. It's marked by surge of emotions, which is a technique to make the character and the plot more appealing to the audience. A melodrama often fails to derive applause because excessive display of emotions becomes sheer monotonous. On the contrary a superbly executed melodramatic plot can absorb you completely within it.

- **Fantasy:** It's a complete fictional work where characters virtually display supernatural skills. It's more appealing to children as fairies, angels, superheroes, etc are embedded in the plot. Use of magic, pseudo-science, horror and spooky themes through various kinds of technical devices create a perfect world of fantasy. The modern version of drama incorporates a great deal of special effects.

- **Musical Music:** melody and dance play a significant role in a musical drama. The music should be in sync with the actions and the performer often uses dance as a means of self expression. The stage is equipped with a band of orchestra, well-rehearsed with the plot and use of music. Musical drama became popular as opera, which is still considered to be intensely sensuous.

Drama as a teaching tool

Drama is a performing art, an outlet for self-expression, and a way of learning. (Keith Caldwell, 2006) Drama is an effective learning tool because it involves the student intellectually, physically, socially, and emotionally. Activities in

improvisation, play-making, and scene reenactment serve to develop the creative potential in the participants and help to develop critical thinking skills.

Drama is a teaching tool that allows students to develop their creative potential and help to develop critical thinking skills and many of the communication skills

Teachers can use the practice of drama activities to help to build to the self-esteem of the students, contribute their confidence in using the target language (English) as well as develop many of the communicative skills.

Drama has the potential to give learners many opportunities to have pride in their work, it teaches them responsibility, problem solving, management and directing proficiencies. "The use of drama as a teaching tool is based on the premise that an involved child is an interested child, an interested child will learn, and drama directly involves the child" (Gomez, 2010, p.31). In drama activity, student use their prior experience to understand the roles and give their response, just as the reader and writer of the novel conceives of the image or response.

Drama should be a useful tool to help students understand new language from grammar structures to syntactic knowledge. It also gives them a platform to exercise their imagination and creativity (Sun, 1998). Drama is an instructional and powerful strategy. It provides an opportunity for students to undergo an imaginary experience and it affects students' thinking and their way of looking at the world (Wagner, 2002).

Drama applications in classroom

Drama has many practical classroom applications for teaching curricular material.   Important concepts, ideas, events, and people can be dramatized

through improvisation, and playwriting to stimulate interest, convey knowledge, gain comprehension, and improve retention. Drama can be used in the following applications:

- Role play situations to model/observe new skills or behaviors.

- Develop scenarios to introduce new concepts.

- Dramatize a meeting between characters or historical figures.

- Reenact a real event.

- Dramatize a scene that might have happened in a story.

- Improvise a scene that expresses the topic or theme.

- Act out scenarios as a way to approach writing dialogue.

- Create literary sketches.

- Stimulate ideas for composing essays, poetry, or fiction.

- Portray famous people.

Drama provides another "non-traditional" opportunity for students to learn and to demonstrate learning. At the same time, drama helps students get in touch with their creativity and spontaneity as well as to develop confidence in the expression of their ideas. Finally, it teaches self-discipline, acceptance of and positive response to criticism, and cooperation with others. (Billard,2011).

Advantages of using drama in an efl classroom

According to Boudreault (2010), Drama has clear advantages for language learning. It encourage children to speak gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. There are also a number of other factors which

makes drama a very powerful tool in the language classroom. Some of the areas where drama is very useful to language learners and teachers are outlined below.

- To give learners an experience (dry-run) of using the language for genuine communication and real-life purposes; and by generating a need to speak.

In the classrooms, teachers usually expose children to small bits of language such as individual words, rather than whole phrases or "chunks". Drama is an ideal way to encourage learners to guess the meaning of unknown language in a context. Learners will need to use a mixture of language structures and functions ("chunks") if they want to communicate successfully.

- To make language learning an active, motivating experience

Dramatizing a text is very motivating and it's fun. In addition same activity can be done at different levels at the same time, which means that all the children can do it successfully.

- To help learners gain the confidence and self-esteem needed to use the language spontaneously.

By taking a role, children can escape from their everyday identity and "hide behind "another character. When teachers give children special roles, it encourages them to be that character and abandon their shyness. The teacher can use roles to encourage children who would otherwise hold back, and control children who dominate the weaker ones.

- To emulate the way children naturally acquire language through play, make-believe and meaningful interaction.

Dramatizing is part of children's life from an early age. Children try out different roles in make-believe play, in day-to-day situations (shopping, visiting doctors). They rehearse the language and the "script" of the situation and experience the emotions involved, knowing that they can switch back to reality whenever they want to.

- To make what is learned memorable through direct experience and affect (emotions) for learners with different learning styles.

Dramatizing appeals to all kinds of learners. When children dramatize they use all the channels (sight, hearing, and physical bodies) and each child will draw to on the one that suits them best. This means they will all be actively involved in the activity and the language will "enter" through the channel most appropriate for them. Dramatizing allow learners to add emotion r personality to a text that they have read or listened to. This makes language memorable.

- To stimulate learners' intellect and imagination.

Make-believe play encourages children's creativity and develops their imagination, and at the same time gives them the opportunity to use language that is outside their daily needs. Language teachers can use this natural desire to act out situations.

- To develop students' ability to empathize with others and thus become better communicators.

Children often work in a group or pairs when dramatizing. They have to make decisions as a group, listen to each other, and value each other's suggestions. They have to co-operate to achieve their aims.

Drama activities in classroom

Scrivener (2005) describes the most traditional drama activities as follows:

- Role-play – students act small scenes using their ideas or from ideas and information on role cards.

- Simulation – a large-scale role-play. The intention is to create a much more complete, complex 'world', say of a business company, television studio, etc.

- Drama games – short games that usually involve movement and imagination.

- Guided improvisation – you improvise a scene and the students join in one by one in character, until the whole scene (story) takes on a life on its own.

- Acting play scripts – short written sketches or scenes are acted by the students.

- Prepared improvised drama – students in small groups invent and rehearse a short scene or story that they perform for the others.

ESA Method to teach the second foreign language

Jeremy Harmer, in his book How to Teach English, summarizes the three elements of ESA as follows:

Engage

In order to teach students English, the teacher must have the attention of students and involve them emotionally. Students who are involved often perform better and are better behaved. Some activities that engage students include games, stories, music, and pictures. These activities can be used to lead into the language content targeted for that lesson.

Study

During this part of the lesson, the focus is on language and how it is constructed. New information or a revision of previously learned information can be included during this time. The teacher can use a variety of styles to present the information, focusing on grammar, vocabulary or pronunciation. Styles include the teacher presenting the material and students learning by working in groups.

Activate

Now students are meant to use the language as freely and communicatively as possible. Exercises and activities are designed for students to use English in communication, rehearsing what they have learned. Without the activate element, students will have trouble taking their classroom experience into real-world communication. Some Activate activities include role-playing, debating, story or poem writing, and discussions.

f. METHODOLOGY

Design of the Research

The present Research work is based on the Action Research as a constructive inquire, which is carry out in order to understand , to evaluate and then to change a situation, at the time Research is conducting in improve educational practice.

This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of drama, with the purpose to encourage students to speak English.

Methods, Techniques and instruments

Methods

The following general methods will be applied along the Research:

The specific method will facilitate the study of appropriate resources to to encourage students to speak English. Also, it will help in the observation don't before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

The descriptive method will be useful to describe the different stages of the study and the kind of the research used by the researcher.it will serve to slain and analyze the object of the investigation.

The analytic- synthetic method will be used to analyze and interpret the obtained results through the tests. It also will help to drown up the conclusion.

The statistics method will be used to make the quantitative statistical analysis of the data obtained from the test and the qualitative data from observation and teacher´s dairy.

This research work also will follow the process of and action research which includes planning, acting, observing and reflective sagest, proposed by (Kemmis, 2000).

This process will help the researcher to see if any necessary modification of amendment would be necessary to encourage students to speak English.

The process the research will be carry out systematically by collecting data on one's every day practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collections

To collect the data, oral test, observations and a diary will be design and applied at the beginning, during and after the application of the intervention plan.

Oral test

Two kinds of tests will be used. A pre-test of four information questions, will be used to collect student's answers, in order to diagnose the level of the students 'knowledge about speaking, at the beginning of the intervention plan.

The test was conducted in class and the researcher will give students a clear explanation and clarified all queries raised. The same pre-test will be used as a post-test and applied at the end of the intervention plan, to obtaining information

about students' progress on speaking during the intervention. To assess the pre and post-test will be used a rubric found in page..

Observation

Through the observation sheep the researcher will observe the students' performance during the lesson.it also will be used to determine what has happened in the class and then analyze and reflect upon the finding when the plan ends.

Questionnaire

A questionnaire with six questions: three yes/ no questions and three multiple-choice questions, was applied at the beginning of the intervention to obtain information from students, about the perception of the students about speaking inside the classroom. Then, at the end of the intervention the same questionnaire was used in order to verify if the drama as a tool improve speaking skill. And also it served to know if drama had a positive impact on students.

File dairy and notes

The researcher will use a dairy to record what happens in each lesson.it will help to write the findings during the intervention, relevant events during the observation or particular situation that happen.

Population

The students of 6th t year of Basic Education will be who participate in the development of the intervention plan. The participants of the research will be 30 students 4 boys and 26 girls. They are between eight and ten years old,. The students receive two hours of English per week with a certificate teacher.

Intervention and Observation Plan

Alternative

Drama as a tool to improve speaking skill among students of 6th year of basic education, at "18 de Noviembre" School of Loja city, during the academic year 2014-2015.

Objective

To improve speaking skill among students of 6th year of basic education, at "18 de Noviembre" School of Loja city, during the academic year 2014-2015.

Introduction

The intervention plan is a two month course program that will prepare students of sixth grade, to speak in a spontaneous manner and with correct fluency and accuracy through the use drama as a tool to encourage students to speak English

The goal of the intervention plan is to make speaking English easy and enjoyable through:

- Role playing the topics studied.

- Dramatizing funny scripts about several topics.

- Performing sketches.

Also, it includes eight lessons with a set of short funny scripts, which are based on the topic students are studying. Each lesson is developed considering three steps: Engage, Study and Activate (ESA). Engage: This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. Study activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study

and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text activate. This element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. Taken from the book How to Teach English (Harmer 2011).

Engage: This step will be developed:

- Building background knowledge, using realia, puppets, photos, or illustrations, video related to the topic.

Study: it will be developed

- Reviewing the parts of a script.
- Working on intonation, speed, movement.
- Practicing the script

Activate: it will be developed

- Performing drama in a funny way and speaking spontaneously. Props make up and wigs will be used to the performing.

This intervention plan will be implemented during the months of April and May of 2015, one hour a week.

RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Pre-test, field diary, questionnaire, observation sheet.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE 2 hours	To diagnose the level of the students in reading skill. To answer the questionnaire.	Pre-test	- Researcher introduces the contents about pre-test and questionnaire. - Researcher gives the pre-test to students. - Researcher explains question by question in order to students answer in a good way. - Researcher explains about the questionnaire. - Students answer the pre-test. - Students answer the questionnaire. - Researcher helps and monitors to students during the development of the pre-test and questionnaire	Pre-test

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE …………………………………………………………………………………………….................
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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO 2 hours	To talk about places.	Places Possessive adjectives	**Drama: comedy about places** **Engage:** Researcher presents students a video about places Researcher explains the meaning of each photo about places **STUDY** Researcher asks students to listen and practice the correct pronunciation of each place Researcher models going to places and students guess the place where the researcher went. Researcher shows a funny script about places Researcher explains the content of the script Researcher makes groups of four students and asks them make a dramatization of the script. Students read and practice the script in groups **ACTIVATE:** Students perform the script about places Researcher asks some questions about the contents of the script in order to asses if the students understood the script. Researcher asks students to express their ideas about places.	• Script • Wigs • Toys • Make up • Video

SUPPORT: Coaching and guidance from the university professor.
OBSERVATION NOTE …………………………………………………………………………………………………................
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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and rubric

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE 2 hours	Students are able to talk about funny activities	My funny activities	**Drama: *Fantasy* (My funny activities)** **ENGAGE:** Researcher asks students to talk about their favorite place. Researcher shows to students some puppets making some funny activities to show the new topic to students. **STUDY** Researcher asks students to repeat the correct pronunciation of some funny activities. Researcher asks students what is their favorite activity. Researcher shows a script about funny activities. Researcher explains the content of the script. Researcher makes groups of four students and asks them make a dramatization of the script. Students read and practice the script in groups. **ACTIVATE:** Students perform the script about funny activities. Researcher asks students to express their ideas about funny activities.	• Script • Wigs • Toys • Make up • puppets

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE …………………………………………………………………………………………………..................

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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR 2 hours	Students are able to recognize and name some signs	Use of signs	**Drama:** *force* (signs) **ENGAGE:** Researcher asks students some questions about their favorite activities. Researcher shows to students some flashcards about some important signs in order to introduce the topic. **STUDY** Researcher asks students to repeat the correct pronunciation of some important signs. Researcher makes some sentences using the vocabulary about signs, and then asks students to make sentences. Researcher shows a script about some important signs Researcher explains the content of the script Researcher makes groups of five students and asks them make a dramatization of the script. Students read and practice the script in groups **ACTIVATE:** Students perform the script about important signs. Researcher asks students to express their ideas about some important signs.	• Script • Props • Make up • Illustrations

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE …………………………………………………………………………………………...............

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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE 2 hours	To talk about some objects of classroom in singular and plural way.	One day with my friends in our classroom Use of singular and plural	**Drama:** *comedy (*One day with my friends in our classroom) **ENGAGE:** Researcher asks students to talk about important signs. Researcher shows to students realia about classroom objects and students guess the new topic. **STUDY** Researcher asks students to repeat the correct pronunciation of each classroom object. Researcher makes some of the classroom objects. Researcher asks students make sentences with their classroom objects. Researcher shows a script name One day with my friends in our classroom. Researcher explains and reads the content of the script Researcher makes groups of five students and asks them make a role play with the contents of the script. Students read and practice the script in groups. **ACTIVATE:** Students perform the script about One day with my friends in our classroom. Researcher asks students to give a comment about their perform.	- Script - Wigs - Toys - Customers - Props - Make up

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE …………………………………………………………………………………………………….................

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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary, and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SIX 2 hours	To share oral information about vocabulary used in the hospital.	The animals in the hospital	**Drama:** *fantasy (*The animals in the hospital) **ENGAGE:** Researcher presents some puppets going to the hospital Researcher presents a list of the vocabulary used to diagnose diseases. **STUDY** Researcher asks students listen and repeat the correct pronunciation of the vocabulary about diseases. Researcher makes gestures about a disease and students guess what disease is. Researcher shows a script name The animals in the hospital. Researcher explains and reads the content of the script Researcher makes groups of four students and asks them make a role play with the contents of the script. Students read and practice the script in groups. **ACTIVATE:** Students perform the script name "The animals in the hospital" Researcher asks students to talk about one experience similar lo the content of the script.	• Script • Wigs • Toys • Make up • Puppets

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE …………………………………………………………………………………………..................

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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN 2 hours	To talk about ordinal numbers.	My friends and I on the beach	**Drama:** *musical* (The butterfly competition) **ENGAGE:** Researcher asks students talk about one of their experiences in a hospital. Researcher shows to students a poster about ordinal numbers **STUDY** Researcher asks students listen and repeat the correct pronunciation of the ordinal numbers Researcher makes sentences using ordinal numbers. Researcher shows a script name The butterfly competition. Researcher explains and reads the content of the script Researcher makes groups of four students and asks them make a role play with the contents of the script. Students read and practice the script in groups. **ACTIVATE:** Students perform the script name " The butterfly competition" Researcher asks students to give a message about the script.	• Script • Wigs • Toys • Make up

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE ……...............

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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary,

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT 2 hours	To share oral information about vocabulary used in the 0cean	My friends and I on the beach	**Drama:** *musical (*My friends and I on the beach) **ENGAGE:** Researcher asks students some questions about the contents of the script learned the last class, Researcher shows to students photos about the beach and students try to guess the new topic. **STUDY** Researcher asks students listen and repeat the correct pronunciation of some object and animals found on the beach, and then researcher and students make sentences using those vocabularies. Researcher shows a script name My friends and I on the beach. Researcher explains and reads the content of the script Researcher makes groups of four students and asks them make a role play with the contents of the script. Students read and practice the script in groups. **ACTIVATE:** Students perform the script name " My friends and I on the beach" Researcher asks students to express their opinions about what happened in the beach.	• Script • Wigs • Toys • Make up • Photos

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE ……....................

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RESEARCH PROBLEM: How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School?

DATA COLLECTION INSTRUMENTS: Test and questionnaire.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK NINE 2 hours	To determine the level acquired of students in speaking skill.	Post-test	**Engage:** Researcher talk with students about their experience using drama as tool to teach speak English. **Study:** Researcher explains the instructions of the pre-test to the students. **Activate:** Researcher calls students one by one in order to apply the post-test to evaluate the level of speaking. While the other students complete the questionnaire.	• Script • Wigs • Toys • Customers • Props • Make up

These plans was acquired from the book How to teach English of Jeremy Harmer

http://images.pcmac.org/uploads/cge/cge/divisions/documentscategories/documents/lesson7part1.pdf

Researcher(R)   Students (Ss)

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTE …………………………………………………………………………………………………...............

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g. TIME LINE

PHASES	ACTIVITIES	2015											2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
PROJECT	**Project presentation**	x													
	Appointment of the teacher advisor		X												
	Project approval		X												
	Appointment of thesis advisor		X												
INTERVENTION/ ACTION	**Application of the instruments**		X												
	Act-observe			xxxx	xxxx										
THESIS PROCES S	**data organization and tabulation**					xx									
	Interpreting and reflecting					xx									
	Writing up and reporting						xx								
	Presenting the thesis report						x								
	Thesis revision						x								
	Submission of the folder								xxxx	xxxx	xxxx				
	Thesis presentation											xxxx			
	Private review and thesis approval												xxxx		
	Corrections													xxxx	
	Public presentation and incorporation														xxxx

h. BUDGET AND FINANCING

Recourses

Human

- The researcher ,

- The 6th year of Basic Education

- The teacher

- The thesis advisor

Material

- Scripts

- Book

- Paper

- Tape

- Cardboard and Foamex

Technical

- Computer

- Projector

- Printer

- internet

Budget

RESOURCES	COST
Internet	$ 35.00
Print of reports	$ 20.00
Print of the project	$ 25.00
Print of the final report and thesis	$150.00
Unexpected expenses	$50.00

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

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UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Oral pre-test
NAME: ……………………………………….
DATE: ………………………………………….

1. **Tell me about yourself as these information (Comprehension)**

   What is your name?
   How old are you?
   What is your favorite fruit?
   What is your favorite food?
   What is your favorite music?

2. **Describe your house. Taking into account the following aspects: (accuracy)**

   | Size   color big small   house rooms   living room kitchen   bedroom |

3. **Describe the picture using the following words (fluency)**

   beach, sea, sand, boy sun, play, read, ball , clean, umbrella, happy, book,

   4. **Read the following paragraph (pronunciation)**

   The Fruit I Like

   I eat every fruit. Fruit is good for health. But I like apple most. It has more iron. It has more vitamins. It is easily digestible. We can eat this fruit before or after meal. Kashmiri apples are the best to eat.

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ENGLISH LANGUAGE CAREER

Speaking rubric

Category	Score
Fluency	
• Student was unable to ask or respond to questions.	0.5
• Student took a long time to ask and respond to questions.	1.25
• Students were able to ask and answer the questions with little difficulty.	1.88
• Students were able to communicate clearly with no difficulty.	2.5
Pronunciation	
• Student's pronunciation was incomprehensible.	0.5
• Student's pronunciation made understanding difficult	1.25
• Student's pronunciation was understandable with some error.	1.88
• Student's pronunciation was like a native speaker.	2.5
Comprehension	
• Student was unable to comprehend questions. Questions had to be repeated.	0.5
• The student showed little comprehension of questions. Questions had to be repeated.	1.25

• The student understood most of what was asked of him/her.	1.88
• The student fully understood the questions asked and answered correctly.	2.5
Accuracy	
• Student used very limited vocabulary to express ideas and feelings	0.5
• student did not use of cohesive devices to connect ideas	1.25
• student used appropriate stress and intonation to express ideas and opinions with little difficulty	1.88
• student used appropriate stress and intonation to express ideas and opinions without difficulty	2,5

Grading scale for Speaking Skill

ASPECTS	Excellent	Good	Medium	Low	Very low
COMPREHENSION 2.5	2.1 – 2.5	1.51 – 2	1.1 – 1.5	0.51 – 1	0 - 0.5
PRONUNCIATION 2.5	2.1 – 2.5	1.51 – 2	1.1 – 1.5	0.51 – 1	0 - 0.5
FLUENCY 2.5	2.1 – 2.5	1.51 – 2	1.1 – 1.5	0.51 – 1	0 - 0.5
ACCURACY 2.5	2.1 – 2.5	1.51 – 2	1.1 – 1.5	0.51 – 1	0 - 0.5

Elaborated by the researcher
(8/10) Expected level before and after the intervention plan.

Researcher Field diary

Lesson						
Activity						
Objective:						
Materials:						
Timing:						
Procedure:						
Grouping:						
Do students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Observation sheet

	OBSERVATION SHEET			
Observer:			**Dare:**	
Things to be observed	**ACTIVITIES**	**YES**	**NO**	**SOMETIMES REMARKS**
Have all the students participated during class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				

Name…………………………………………… **Date**……………………………………….

QUESTIONNAIRE

As an undergraduate of the English language career the research is doing an action research work about drama as a tool to improve speaking skill. This study will help you to develop speaking skills at the English language learning. For that reason I ask you politely the question in real and responsible way.

1) **Have you ever worked with Drama?**

   Yes ( )   No ( )

2) **Do you think that drama help you to improve speaking?**

   Yes( )   No ( )

3) **Does the teacher use drama to develop speaking skills in the English class?**

   Yes( )   No ( )

4) **In the English class the speaking learning is ?**

   Interesting ( )   funny ( )   boring ( )

5) **Which strategies help you to develop speaking?**

   Dialogues ( )   games ( )   Songs ( )   drama ( )

6) **How often does the teacher use drama to teach speaking?**

   Always( ) Sometimes( ) Almost ( ) Hardly ever ( )

MATRIX

THEME: **DRAMA AS A TOOL TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 6TH YEAR OF BASIC EDUCATION, AT "18 DE NOVIEMBRE" SCHOOL OF LOJA CITY, DURING THE ACADEMIC YEAR 2014-2015**

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENS
Main Research Problem How does drama improve speaking skill among students of 6th year of Basic Education, at ''18 de Noviembre'' School? **Sub-problems¿** What kind of theoretical references about English speaking and drama are useful to help the sixth year students, at 18 de Noviembre school, during the year 2014-2015? What are the problems that limit the	**General** To improve speaking skill among students of 6th year of basic education, at "18 de Noviembre" School of Loja city, during the academic year 2014-2015 **Specific** To investigate theoretical references about speaking skill and the drama as a tool to help students of 6th year of basic education, at "18 de Noviembre" School. To diagnose the issues that limit speaking of 6th year	**SPEAKING** Definition Importance of speaking skill Teaching speaking in ESL Types of speaking performances Components of speaking skill Principles for teaching speaking Strategies for developing speaking skill Types of speaking test	Preliminary investigation -Observation of the English classes. -Stating the background of problem. -Describing the current situation -Locating and reviewing the literature. -Creating a methodological framework for the research. - Preparing an intervention plan. Presentation of Research findings -Reflecting, analyzing and answering the proposed inquiries. -Organization the final report.	Questionnaire Test Field Diary Observation sheet

development of speaking skill with sixth year students?	students of Basic Education.	**DRAMA** Definition		
What are the important phases of the intervention plan that address the correct issues of speaking skill with drama of sixth year students, at 18 de Noviembre school during the year 2014-2015?	To elaborate an intervention plan with the use of drama, to improve speaking skills of the students of sixth year basic education	The importance of using drama in English as a second language classes Types of drama Drama as a teaching tool Drama applications in classroom		
Which drama activities are implemented to improve speaking skill of sixth year students, at 18 de Noviembre school, during the year 2014-2015.	To apply the drama as a part of classroom activities, to solve the limitations in learning speaking.	Advantages of using drama in an EFL classroom Drama activities in classroom		
How does drama as a part of the classroom activities reduce students' limitations on speaking skill?	To evaluate the effectiveness that drama had on students` speaking skill.	**ESA Method to teach the second foreign language**		

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