



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TITLE

DRAMA AS A COOPERATIVE LEARNING STRATEGY
TO IMPROVE SPEAKING SKILLS AMONG KIDS-4
STUDENTS, AFTERNOON SESSION AT ENGLISH
SPEAK UP CENTER IN THE CITY OF LOJA DURING
THE 2020-2021 SCHOOL YEAR.

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

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CERTIFICATION

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CERTIFIES:

The present research work entitled: **DRAMA AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS AMONG KIDS-4 STUDENTS, AFTERNOON SESSION AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.**, under the responsibility of the undergraduate student **JULISSA YERALDIN JIMÉNEZ GRANDA**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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THE AUTHOR

DEDICATION

With much love this thesis work is dedicated to God, my family and friends. To God for providing me with health, wellbeing, blessings and strength to continue with my set goals without losing heart. A special feeling of gratitude to my lovely parents, Lili Granda and José Jiménez. To my mother for her love and unconditional support that regardless of our differences of opinion has always been there to guide me during my life. To my father for always wishing the best for my life, for every advice and every wise word that have served to do my best in difficult times both as a student and as a person.

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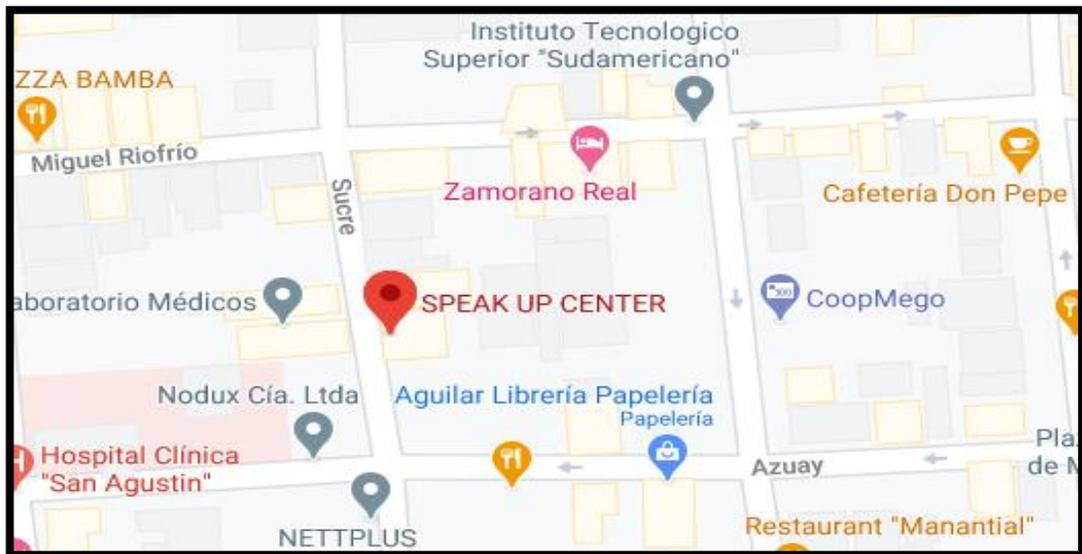
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a. TITLE

DRAMA AS A COOPERATIVE LEARNING STRATEGY TO
IMPROVE SPEAKING SKILLS AMONG KIDS-4 STUDENTS,
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CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.

b. RESUMEN

El objetivo del presente trabajo de investigación fue mejorar las habilidades de expresión oral a través del drama como estrategia de aprendizaje cooperativo con el nivel Kids-4, sesión vespertina en el Centro Speak Up de Inglés, en la ciudad de Loja durante el año lectivo 2020-2021. Para esta investigación se utilizaron los métodos científico, descriptivo, analítico-sintético y estadístico, los mismos que facilitaron la recolección, la descripción, la representación, el análisis y la interpretación de los datos obtenidos. El uso de instrumentos cualitativos y cuantitativos, como exámenes, cuestionarios, hojas de observación y notas de campo, fueron necesarios para recabar información sobre el desarrollo de las habilidades del habla y las actitudes hacia la estrategia de los seis participantes. Los resultados indican que los estudiantes mejoraron significativamente sus habilidades orales en términos de fluidez, gramática, pronunciación y vocabulario. En resumen, se incrementó la confianza y motivación de los alumnos para comunicarse e interactuar con los demás utilizando la lengua inglesa.

ABSTRACT

The major objective of the present research work was to improve speaking skills through drama as a cooperative learning strategy among Kids-4 students, afternoon session at English Speak Up Center, in the city of Loja during the 2020-2021 school year. To carry out this investigation, the scientific, descriptive, analytic-synthetic, and statistical methods were utilized, which facilitated the collection, description, representation, analysis, and interpretation of the data obtained. The use of qualitative and quantitative instruments, such as tests, questionnaires, observation sheets, and field notes were necessary to gather information about the development of speaking skills and attitudes towards the strategy of the six participants. The results indicate that students significantly improved their speaking skills in terms of fluency, grammar, pronunciation and vocabulary. To sum up, the implementation of this strategy was effective since it increased students' confidence and motivation to communicate and interact with each other using the English language.

c. INTRODUCTION

One of English language skills that must be mastered by any foreign language learner is the ability to speak. In this line, Nunan (2003) states that success in learning a language is measured in terms of the ability to carry out a conversation within it. Despite its importance, enabling students to communicate using the foreign language is not an easy process. Many students avoid talking for two main issues: because of their shyness since they are afraid of making mistakes or being laughed at by their friends; or because they have such high levels of anxiety about not having much chance to speak or because the teacher highlights and corrects their mistakes immediately (Fauzan, 2012). As a result, learners are not able to communicate among them effectively inside the classroom.

All of these problems were also found in the Kids-4 students at English Speak Up Center after being observed in their English language classes several times. The way they used to communicate in English was hesitating and making excessive pauses, the vocabulary they used was quite simple, they always failed to express complete ideas and to pronounce the words properly. This fact made the students unable to produce a clear and understandable communication. Another point to consider is that they used their mother tongue to communicate inside the classroom most of the time. These issues allowed the researcher to search for a strategy to improve students' speaking

skills, finding out that drama as a cooperative learning strategy could be an effective way to be applied for this purpose.

There are different reasons why drama was chosen. Firstly, this strategy directly promotes collaborative group work which is characterized by the high degree of communicative exchanges encouraging students to learn from each other. As noted by Kagan (2009) “Cooperation is working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to themselves and all other group members”. Secondly, drama not only helps pupils with a good background of English but include those with limited vocabulary. This activity is suitable for both, students who have a good knowledge of the language and for those who are having the first contact with it. And finally, this strategy allows learners feel more interested and stimulated to talk in front of others without fear of making mistakes.

To execute and attain the main objective of this research work, the following specific objectives were proposed: to research the theoretical and methodological references about drama as a cooperative learning strategy to improve speaking skills, to diagnose the issues that limit the improvement of speaking skills, to elaborate an intervention plan based on drama as a cooperative learning strategy, to apply the most suitable activities into drama in order to improve speaking skills, and finally, to validate the results obtained after the application of drama as a cooperative learning

strategy to improve the speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.

A variety of methods were the guide to develop this research successfully. Among them: *The scientific method* that enabled the search of appropriate information on drama as a cooperative learning strategy and the speaking skill, as well as the construction instruments to obtain data, make an analysis and the interpretation of it. *The descriptive method* that was used to make the description of the different stages of the study and the kind of resources used by the researcher. *The analytic-synthetic method* that served to analyze and interpret the results obtained from the pre- and post-test, as well as to draw up the conclusions. And *the statistical method* that was used to make both the quantitative and qualitative statistical analysis of the data gathered which is presented in tables and figures.

The components of the present research work are organized in the following way: at the beginning, *the Abstract*, which contains the general objective, the description of the principal methods, techniques and materials used, the main result attained from the data collection and conclusions. It is followed by *the Introduction*, which comprises the contextualization of the core problem, the reasons why the strategy was chosen, the specific objectives, the methodology applied, and the contents of the thesis. Then, *the Literature Review*, which focuses on essential information about the two variables of the research. Next, *the Materials and Methods*, which describes the different methods, techniques, instruments applied as well as the population involved in this

research and the description of the intervention plan. Subsequently, ***the Results***, which are organized into tables and graphs in order to show clearly and accurately the data. After that, ***the Discussion***, which includes a general analysis about the results obtained. ***The Conclusions***, which contains the findings of the intervention plan. And to finish, ***the Recommendations*** that presents some suggestions for teachers and future professionals in the field of education in order to improve the learning and teaching process apart from providing a guide for future research works.

d. LITERATURE REVIEW

DRAMA AS A COOPERATIVE LEARNING STRATEGY

Drama

The word drama refers to a wide concept which can be seen and defined through different points of view. Different authors have mentioned this concept and all of them have seen the necessity to do a distinction between drama and theatre. It is essential to recognize this difference in order to understand clearly what drama refers to (Ulldemolins i Company, 2014).

Drama in education.

Drama is defined as a specific action where the learning process become more active, exciting, communicative and contextual. “Acting is a way of learning by experiencing”. Moreover, the authors mention that drama strategy is characterized by the integration of body, mind and emotions which, in addition to motivating students, allows them to use their own personalities and experiences as resources for the production of language (Maley & Duff, 1978).

In fact, one of the characteristics of drama is that it introduces languages as an essential and authentic method of communication. Therefore, this strategy sustains interactions between students within the target language, creating a world of social roles and relations in which the learner is an active participant (Kao & O’Neil, 1998 as cited in Stinson & Winston, 2011).

Theater in/out of education.

The theater is based on the performance of a play, that is to say, on the end of the activity or what it is the same, the product; while drama resides in the experimentation, in the process (Peralta Alcaide, 2018).

Additionally, Wessels (1987) explains that drama in EFL classrooms uses the same tools employed by actors in theater. However, the difference is that with theater everything is contrived for the benefit of the audience, and a class where drama is applied everything is contrived for the benefit of the learners (as cited in Ulldemolins i Company, 2014).

On the other hand, Way (1967) makes a similar reflection explaining that in the context of drama teaching the difference between the two concepts can be seen in the way it is perceived. He explains that theater is understood as the communication between actors and audience, while drama is interpreted as the experience between the participants, independent of any function of communication to an audience (as cited in Ulldemolins i Company, 2014).

In short, according to Baldwin (2012), educational drama is often misunderstood as a synonym for spectacle and as a product, instead of conceiving it as a process, as it has been mentioned before. Furthermore, in order to make a distinction between both concepts, Peralta Alcaide (2018) summarized drama in education as a practice based on dramatic language that has essentially educational, not entertainment, purposes.

Drama in the Learning Process of English as a Foreign Language

There are several factors that interact in the process of acquiring language and learning new conceptual information through drama. One of the more important ones is “learning by doing” (Masoumi-Moghaddam, 2018). In fact, taking the famous ancient Chinese proverb into account “I hear and I forget, I see and I remember, I do and I understand”, it can be understood the positive effect drama can have in the education as a way to learn through experience.

Additionally, drama is closely related to Krashen’s Theory of Second Language Acquisition, which believes that there should be no difference between the way people acquire the first language and the subsequent languages. The author claims that “acquisition” of a second language is more important than the "learning" of it since “language acquisition does not require extensive use of conscious grammatical rules, or tedious drill” (Krashen, 1982).

Furthermore, the improvisational aspect in which drama is involved gives students opportunities to develop their communication skills in authentic and dynamic situations. In fact, the language can be used in context and brings it to life. Further, this strategy has the potential to make the learning experience fun for learners and even memorable because it is interactive and visual (Zyoud, 2010).

On the other hand, drama is a strategy that also directly promotes cooperative learning. A group work is characterized by the high degree of communicative exchanges, it encourages students to learn from each other (Medrano Chávez, 2016).

As noted by Jhonson and Jhonson (1994) “Cooperation is a way of collaboration, is to work together to achieve a goal”.

In this way, this strategy enables students to speak, which is the main goal of teachers who want student centered classes, and the speaking skills is the best way to see what they produce (Salii & Bytyqi, 2014). Moreover, it is important to highlight that the role of the teacher during this procedure is extremely important.

Role of the teacher.

Drama activities collocate the learner, rather than the language, at the center of the learning process. Hence, drama activities tend to abandon the classic one-sided classroom, characterized by a teacher-dominated lesson in favor of students’ pair and group works. In addition, students become more independent, confident and creative when they work in groups, which is an important goal in the teaching-learning (Salii & Bytyqi, 2014).

This implies that the success of drama within language class relies upon the relationship between teacher and student. Such activities cannot work unless there is a relaxed setting, where the teacher is no longer seen as “the source of all knowledge” nor the sole arbiter of what is “right” and “wrong” (Maley & Duff, 1982 as cited in Torrico, 2015), but as a facilitator of the learning process. Therefore, the student-teacher relationship has to be based on freedom and self-expression, which is achievable if there is equality between them (Carlin, 2007 as cited in Torrico, 2015).

Moreover, the teacher's speaking time should be minimized so that students have more opportunities to practice the language (Salii & Bytyqi, 2014).

On the other hand, the instructions of the teacher must be clear so that students can understand what they have to do. In addition, the teacher should not intervene if something goes "wrong" or if there are silent moments, since these are natural and necessary to make students reflect. What the teacher should do is to encourage the students to speak, to pay attention to the grammatical structures and to correct their mistakes by themselves during their performance, no matter how many times they have blundered, because that is exactly what happens in a normal everyday conversation. Additionally, the teacher has to keep in mind that students are not professional actors and actresses, but they are just practicing and using their English in an enjoyable way (Torricono, 2015).

Furthermore, it is fundamental for the teacher to give a feedback on what the students have done, not only about the final product or achievement, but also and especially the whole process, the way they collaborated in groups and how they found a common decision. Feedback is essential and constructive, so if the teacher provides it regularly during the drama activities, students will gradually refine their drama skills, their interest and their language (Phillips, 2003 as cited in Torricono, 2015). Of course, the educator has to focus on the positive points in order to motivate students and

reinforce their work. In fact, it should be kept in mind that the feedback is aimed to improve students' speaking skills.

Types of Drama Activities

Drama activities are good tools to ensure that all the students experience success during their learning process. These activities encourage motivation and positive attitude within the classroom. With each drama activity, every student can develop the four components of English-speaking skills (Lestari, 2018).

Additionally, these activities are based on the Communicative Approach. This approach gave the students a more active role in the process, by decentralizing the classroom and promoting a collaborative learning environment (Saeed Al-Sobhi, 2018).

Simulation.

“A simulation activity is one where the learners discuss a problem (or perhaps a series of related problems) within a defined setting” (Davies, 1990). Likewise, Buckner (1999) defined simulation as, "an intensive, interactive experience in which the content and roles assumed by participants are designed to reflect what people encounter in specific environments" (as cited in Angelianawati, 2019).

However, simulation and role play sometimes tend to be confused with each other or interpreted differently. In simulation activity, students act out a situation as if they are living the experience themselves, but in role play, students take on diverse

characters that may be different or similar to their personality. On top of that, the essential point is that teachers can create an opportunity to produce spoken language. Therefore, both activities provide a reason for speaking and allow the learner to use the foreign language in a meaningful way to communicate with others.

Simulation exercises can teach students how to deal with different situations appropriately from holding dialogues such as greetings, partings, introductions, compliments, and complaints, to buying a ticket at a train station, shopping in a store, etc. “In fact, any kind of problem-solving activity where permission is asked for and given and where problems are negotiated and solved can form the basis of a simulation exercise” (Davies, 1990).

To perform this activity, the teacher can involve the whole class or divide it into several groups according to the number of students. Next, the educator must provide students with background information of the problem. Then, using given details of the relevant aspects of a situation, participants have to make decisions or come to some kind of agreement to solve the dilemma.

The following is a good example where all pupils participate: a social club is in financial difficulties, and a decision has to be made on whether or not to close it down. Therefore, a meeting should be held to try to solve the problem. First, the teacher gives students the various obstacles the social club is facing. After, the role of the participants can be defined with some students performing official characters like chairman or club

secretary. The class could also work in three groups: 1) the committee of the club; 2) the members of the public; 3) reporters whose job it will be to take notes. And finally, the class can start with the simulation by sharing their ideas or opinions (Davies, 1990).

In a nutshell, the use of simulation enables the students to see the usefulness of the language they are learning. Furthermore, it helps learners have more chances to communicate and practice their language abilities in the real world (Angelianawati, 2019).

Role-play.

Role-play normally involves students playing imaginary people in an imaginary situation or in a real one (Davies, 1990). Byrne (1986) describes some of the ways of providing a framework for the practice of role-play: open-ended and mapped dialogues. Open-ended dialogues allow students free to decide how to develop the dialogues. Conversely, mapped dialogues give students a sort of chart telling them which functions they must use when they are interacting (as cited in Davies, 1990). Thus, role instructions are found in separate cards describing a situation and telling the participants how to interact. For example:

Card A	Card B
1) Invite B to go out with you.	1) Decline
2) Suggest another possibility.	2) Accept
3) Confirm arrangements.	3) Agree

The purpose here is to practice inviting and responding to invitations. Each student has in his or her cards the clues of how the conversation should go (Davies, 1990).

On the other hand, with these types of role-playing, the students are able to develop a wide range of abilities, such as initiative, self-confidence, group work and communication in general. When learners are working in groups, they will have to decide when the appropriate moment is to talk, whether or not to modify the scenario, and how they are going to do the role-play. In addition, the students will need to decide about the characters who they are exactly, what they look like, where they are going and have a clear idea about the setting (Davies, 1990). Therefore, role-play makes students ready not only for communicating in the target language but also in its cultural and social context (Angelianawati, 2019).

Creating one's own Script.

An English language class could, of course, write its own script" (Davies, 1990). This is a great way to reinforce the use of the foreign language in its different skills (Angelianawati, 2019).

To start with the process, the teacher and class must choose a situation that can be interpreted dramatically with a lot of interaction between students, for example, a crowded restaurant at noon. The roles could be typed on cards and assigned. Then, students are asked to study and prepare for their roles so that they can identify with the personalities behind the roles and move towards characterization (Davies, 1990).

In the next phase, students are directed through a little improvisation. Scenes of interaction between customers and waiters are created. After this improvised session, the action is carefully plotted, shaped, and edited with the help of the teacher. Once the structure has been agreed, the play can be staged. Of course, after the dramatization, if students think it is suitable, the play can be properly scripted by making appropriate changes in the script or in the ways of characters develop. As soon as the students are familiar with their roles and the play's action, they can start to learn the words, and the play can be rehearsed until the performance stage is reached, always provided that everyone involved really wants to perform to an audience (Davies, 1990).

Improvisation without a script.

Improvisation is a spontaneous action without any script, and in some cases, with minimal instruction from the teacher (Angelianawati, 2019). What is more, the ability to improvise is a necessary ingredient of language use (Torrice, 2015).

This kind of exercise is based completely on students' creativity, because no one knows what will happen. Trivedi (2013) explains that improvisation not only provides students with possibilities of improving their linguistic communication skills, but also and especially their self-confidence (as cited in Torrice, 2015).

There are two main types of improvisation. The first is spontaneous improvisation, an open-ended process in which students are presented with a situation and challenged to respond to it. The teacher introduces the situation and tries to create a drama in which all the students can get involved and participate. Thus, the instructor could simply start

talking to the class, for example, about garbage cans. The educator asks the class if anyone would like to say something about the recent complaints as to garbage cans not being emptied. By now the students should have realized that some sort of residents' meeting on a housing estate is being improvised, and they should start to participate (Davies, 1990).

The second type of this activity is prepared improvisation, in which the class composes a complete play from a basic theme or situation, and during the improvisation students must develop their ideas, selecting, shaping, and organizing them into a communicative structure. The preparation of the performance must be done in small groups, and without using or preparing any script. This type of group-prepared improvisation gives the learners the practice of working together, sharing ideas, making decisions, and organizing dramatic statements (Davies, 1990).

Hence, the main advantage of improvisation is undoubtedly the level of freedom that students are given during the whole performance. They can develop their own characters as they prefer and speak as much as they feel like (Torrico, 2015).

Benefits and Advantages of the Use of Drama

1. Inclusivity in the classroom. One of the most important features is that drama not only helps pupils with a good background of English but include those with limited vocabulary. This activity is suitable both for students who have a good knowledge of the language and for those who are having the first contact with it. Moreover, the same

exercise can be adapted to the different levels so that everyone can do it at the same time (Aldavero, 2008 as cited in Ulldemolins i Company, 2014).

2. Learning to work in teams. Drama plays enhance learner cooperation, since learners are put into groups to work on the play (Salii & Bytyqi, 2014). In fact, group-work increases talking time in class, which is very important, because pupils use the target language with their colleagues while preparing for the play (Gill, 2013). Therefore, with proper coordination among students and through the support of a teacher, learners can carry out a joint project, being each and every one responsible for the final result. This is not the sum of individual contributions, but conduct that encompasses aspects such as complementarity, coordination, communication, trust and mutual commitment (Medrano Chávez, 2016)

3. Motivator and encouraging. Learners feel more interested and stimulated if they are given a friendly environment where they can “take risks in the language” (Torrico, 2015) without fear of making mistakes.

4. Improving self-confidence and self-esteem. The experience of learning English by doing and the enjoyment as reward from performing all contribute to boosting these affects. Learning by doing means that students acquire language in a natural way, using body language, facial expressions, making pauses and interruptions, and showing emotions in their interpretations of the play. When this process is rewarded on stage or by the teacher, the sense of accomplishment and the confidence that students feel will

have positive effects on English learning in general (Moon, 2013). In fact, found that the increased motivation to learn language often leads to greater success in language proficiency.

5. Development of speaking skills. The main purpose of learning a foreign language is communication. All English classes must be oriented to the use of the language from a communicative approach. Through the adoption of characters, students establish a “dialogical conversation” that helps them to improve their way of expressing themselves, and their ability to speak fluently applying the correct grammatical structures as well as the appropriate vocabulary and pronunciation in the foreign language. Moreover, drama activities prepare students for real-life situations since, according to the topic, they will be able to simulate a possible scenario to occur in the future employing a huge variety of language structures and functions, in order to have a successful communication (Peralta Alcaide, 2018). In this way is how students are able to acquire a foreign language through drama by constantly interpreting meaning from a context, using their previous knowledge in a creative way, interacting with each other and working with imagination and fantasy (Desiatova, 2009 as cited in Torrico, 2015).

6. Development of listening and writing skills. Drama allows students to practice other skills at once. For instance, drama enables students to develop listening skills in an interactive and non-stressful way by its activities. These activities focus mainly on

the process of improving speaking skills but in turn help learners become an active listener. In this process students do not need a copy of the transcript as is normally needed to understand what the topic is about because the listening activity occurs directly by listening to other students (Moon, 2013).

Furthermore, drama contributes with the development of writing skills when the activity requires the students' participation from the beginning. Thus, learners have to create their own script taken the vocabulary and grammar rules into account. In addition, Masoumi-Moghaddam (2018) affirms that using drama in classroom context helps learners acquire grammar much better than learning it through artificial and traditional methods where many rules are taught in a boring way with little outcome. Over time, when they have acquired knowledge of the language and practice it frequently, they will be able to speak the language fluently and accurately.

7. Stimulator of learners' thinking and imagination. Drama makes constant demands on a person's imagination, and it develops the learner's ability to think more effectively (Torricono, 2015). Further, drama encourages learners' creativity, which is necessary to carry out the activity. In addition, Katz (2000) affirms that when pupils are involved with drama, they develop a higher order thinking skill such as: inventing, generating, speculating, deducing, analyzing, selecting, refining and judging (as cited in Torricono, 2015).

8. Improvement of multiply intelligences. Drama also favors the development of Gardner's "multiple intelligences. According to Gardner, individuals possess nine distinct intelligences (logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, verbal/linguistic, naturalist, existentialist intelligence). Each of these intelligences creates a unique profile in each person and become the main media of learning (Peralta Alcaide, 2018). However, in the traditional teaching, only the students with the logical/mathematical and verbal/linguistic intelligence tend to have an advantage at school. Hence, in order to promote language acquisition among diverse students with different strengths, teachers are recommended to develop learning activities which tap on more than one intelligence. In that sense, drama offers a variety of activities where multiple intelligences such as visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, verbal/linguistic intelligence are drawn (Moon, 2013).

SPEAKING SKILLS

Definition of Speaking

Spoken language is different from written language. Unlike reading or writing, speaking happens in real-time; someone who is speaking cannot check or edit what they are about to say. Therefore, the information is packed less densely in oral language than in written language with a much greater use of phrases and simple sentences (Fauzan, 2012).

In contrast, Efrizal (2012) interpret speaking as the way of communicating ideas and messages orally. Furthermore, Burns and Joyce (1997) define this term as an interactive process of making meaning that includes producing, receiving, and processing information. Interaction is not only about producing words and sentences, but it is also about managing a conversation. Even, communication can occur in a monologue as most speakers adjust their speech to take into account the response of their audience, although it is true that most of the time, speaking is formed in a face-to-face dialogue of the time.

In addition, within managing talk, two sub skills are developed. Firstly, turn-taking, which implies that no two speakers should speak at the same time and when someone is talking the other person must listen. Further, long silences should also be avoided. Secondly, paralinguistic, which is the interactional use of eye and gesture. For instance, a sharp intake of breath and raising of the shoulders is the signal to take a turn (Thornbury, 2005).

Furthermore, Thornbury (2005) explains that speaking skills can be categorized as extralinguistic knowledge or linguistic knowledge. The extralinguistic knowledge (that is independent of language) includes the knowledge of the topic, the context, the socio-cultural, and the familiarity of other speakers. In other words, when someone talks to a Spaniard about *the Rioja* (a Spanish wine), it is not necessary to explain what they are referring to. As well as, according to the context, speakers cannot use formal language

in a family meeting. Matching the context of the talk will make the interaction better. Similarly, before traveling to another country, people should be aware of the socio-cultural aspects of that country. For example, Javanese like to shake hands to show cultural courtesy.

On the other hand, linguistic knowledge involves some aspects: genre, discourse and pragmatic knowledge, fluency, grammar, vocabulary, and phonology. Firstly, genre knowledge is about the speaking functions: transactional talk is message-oriented, this is, the message should be clearly expressed so that there is less chance for misunderstanding; and interactional talk is much more people-oriented where its main purpose is to establish and maintain social relationships (Burkart, 1998). Secondly, discourse knowledge is about how to organize and connect individual utterance, as well as how to map this knowledge on the turn-taking structures on interactive talk. Thirdly, pragmatic knowledge is the relation between language and its contexts of use, including the purpose for which language is being used. Lastly, English speakers should speak the language with a wide range of vocabulary, good pronunciation, grammatically correct and, of course, fluently (Thornbury, 2005).

To sum up, speaking is a process that involves managing a conversation, and transferring a message from the speaker to another in a spontaneous way. This ability covers two elements; linguistics knowledge related to the use of language in making

and exchanging meaning while extra-linguistics knowledge deals with the knowledge of the topic, the context, the socio-cultural, and the familiarity of the other speakers.

The Importance of Speaking Skills

People spend much greater time interacting orally instead of using the language in its written form. In fact, speaking is a very important skill since it is one of the abilities that is needed to perform a conversation. Further, English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Masoumeh Ahmadi, 2017). If teachers want to encourage students to communicate in English, they should use the language in real communication and ask them to do the same process (Efrizal, 2012).

Regardless of its importance, teaching speaking skills have been undervalued and the majority of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Even the learners learn the language for so many years; they find it difficult to speak in real-time situations when it is demanded. Speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Hence, the English language

learners of EFL/ESL face many problems in speaking grammatical sentences in English (Srinivas Rao, 2019).

Nevertheless, speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies (Leong & Masoumeh Ahmadi, 2017). Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world.

In fact, in the present modern world, everything is linked with speaking skills. One who has excellent talent in speaking can conquer the whole world. Having exceptional communication is the passport to get better employment opportunities. In the modern interviews, the real talent of the job aspirants is tested through their performance in group discussions, debates, presentation skills, and so on. Once the learners practice these speaking skills in their EFL/ESL classrooms, they get the mastery of these skills and perform well in the activities in and outside their classrooms (Srinivas Rao, 2019).

The Teaching of English-Speaking Skills in the Classroom

“The use of English as a Second Language (ESL) or Foreign Language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language” (Al Hosni, 2014).

According to Brown (2001), in teaching speaking, there are some principles for designing speech techniques that should be paid attention to. Teachers must provide intrinsically motivating procedures, promoting the use of authentic language in meaningful contexts, providing appropriate feedback and correction, and encouraging the development of speaking strategies. Furthermore, English teachers could apply some operating procedures such as intonation, stress, and meaningful minimal pairs to teach pronunciation. In fact, knowing the types of classroom speaking performances, selecting the appropriate principles for designing speaking activities, using various conversation teaching processes, and implementing some teaching pronunciation techniques will allow the instructor to successfully teach English speaking.

In addition, Bailey in Nunan (2003) states that there are five principles for teaching speaking:

- Be aware of the differences between mother tongue and foreign language learning contexts.
- Give students practice both fluency, and accuracy.
- Provide opportunities for pupils to talk by using group work or pair work, and limiting teacher talk.
- Plan speaking tasks that involve negotiation for meaning.
- Design classroom activities that involve guidance and practice in both transactional, where a person and the listener or listeners are trying to share

information in as efficient way as possible; and interactional speaking, where two or more people share a casual conversation.

In a nutshell, in the teaching of speaking, the teacher should focus on choosing the appropriate types of classroom speaking performance, designing speaking techniques, and paying attention to the learners how to motivate them in learning English.

Components of Speaking Skills

According to Common European Framework of Reference for Languages (CEFR) (2011), components of speaking skills, such as fluency and accuracy, are fundamental to assess spoken performances and, in the same way, the knowledge on what each component involves is important to apply the strategy effectively.

Fluency.

Fluency means using simple words to express meaning and speak slowly and clearly instead of speaking fast and unclearly (Hong Minh, 2016). Moreover, Gebhard (2006) defines fluency as a natural language use occurring when a speaker engages in meaningful interaction, maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Additionally, Hong Minh (2016) mentions that people can be said as a fluent speakers if they are able to speak at a normal speed without stumbling over words and sounds with perfect English, convey the speaker's message in an easy, clear and understandable way, use a simple language that suits the listener's level, produce

comprehensible sentences with no major complications, expose ideas calmly and spontaneously, argue persuasively, manifest a certain number of hesitations, pauses, backtracking and corrections, and using gap-fillers correctly.

On the whole, developing fluency depends on designing classroom activities where students apply communicative strategies, negotiate meaning, avoid communicative breakdowns and correct misunderstandings (Gebhard, 2006).

Accuracy.

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary (British Council, n.d.).

Grammar.

Grammar is the study of how words combine to form sentences. That is, grammar is a system of rules governing the structure and arrangement of language. Hence, this sub-skill is needed for students to arrange correct sentences in a conversation both in written and oral forms (Nelson & Greenbaum, 2013). However, this does not mean that the grammar of speech is identical to the grammar of written texts. Thornbury (2005) affirms that speaking tend to be less complex than writing due to spontaneity and the minimal planning opportunities with which it occurs. Thus, in order to generate a much more sophisticated range of meanings, the resources of the language grammar need to be enlisted.

As noted by Nelson and Greenbaum (2013), the function of grammar is to arrange the correct meaning of sentences based on the context so that a clear and concise message can be conveyed. In addition, it is used to avoid misunderstanding in each communicator.

Pronunciation.

Pronunciation means the appropriate diction within communication, that is, it is the way for students to produce clearer language when they are speaking. Without the correct pronunciation, students are not able to communicate effectively even though they have sufficient knowledge of vocabulary and grammar (Thornbury, 2005).

On the other hand, pronunciation also 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 (Thornbury, 2005).

Vocabulary.

Vocabulary is the knowledge of meanings of words. Having an extensive range of vocabulary means to have the key for a successful communication. However, having limited vocabulary is to have a barrier that precludes learning a language. What is more, without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2005). Thus, it can be said that vocabulary is a basic building block of language learning and for a comprehensible communication.

Factors that Cause Speaking Difficulties in EFL Learners

Speaking takes on a considerable significance among other language skills. However, learning to speak is not an easy task because students usually face a number of problems that hinder them from speaking. These include five factors:

1. Limited knowledge of English.

The English language requires extensive knowledge of grammar and vocabulary as well as pronunciation in order to speak it fluently and accurately. For this reason, it is important that teachers apply the necessary techniques, strategies or tools to increase their students' awareness of these language components (Saeed Al-Sobhi, 2018). Likewise, students without adequate knowledge of the language will not be able to interact with someone or hold a conversation, rather, they will create embarrassing and uncomfortable situations that will trigger other factors for the development of speech skills.

2. Lack of exposure to the language.

“The environment plays an influential role in developing a learner’s language. Once a learner receives a lot of exposure to a second language and communicates with the people in the surrounding area, his/her acquisition of the target language is expected to be highly possible” (Saeed Al-Sobhi, 2018). In his study, Fillmore (1989) concluded that social setting creates and shapes good chances for a second language learner because it develops his learning potential. In this way, students who live in English-speaking countries have many opportunities to achieve great

fluency of speech because they practice it daily. Nevertheless, in countries where English is spoken as a foreign language, students find it difficult to develop their ability to speak because they cannot use the foreign language to communicate in or outside school. In fact, lack of exposure to English in everyday interactions is considered one of the language barriers that limit students' ability to achieve a high level of linguistic fluency and competence (Khan, 2011; Alrashidi & Phan, 2015 as cited in Saeed Al-Sobhi, 2018).

3. Excessive use of the first language (Spanish).

The significance of language exposure in improving the students' speaking ability is undeniable. However, students find it difficult to communicate in English because it is not used in their everyday life, that is, English is only a school subject not a means of communication. As a result, students prefer to use their native language to communicate among them inside and outside the classroom because they feel less exposed if they are speaking their mother tongue (Saeed Al-Sobhi, 2018).

As noted by Saeed Al-Sobhi (2018), learners' lack of exposure to the target language is considered one of the main reasons behind their low proficiency of English. "Clearly, non-native English speakers have little opportunity to learn English through natural interaction".

4. Ineffective teaching methodology.

Using the most effective methods and strategies in teaching English speaking skills makes the students attentive while interacting in the classroom (Saeed Al-Sobhi, 2018). This aim can successfully be achieved through the implementation of some teaching methods such as Communicative Language Teaching (CLT), which enhances the students' ability to communicate in the target language. In CLT, classes are learner-centered, that is, students are not passive receivers, and a teacher plays many roles in the classroom in order to develop the students' speaking abilities. He is not only information provider, but also a facilitator, an organizer and a guide.

Unfortunately, a study conducted by Burgin and Daniel (2017) in one of the urban institutions from Ecuador conclude that most English classes are teacher-centered. Accordingly, students are not given sufficient time to practice English in the classroom. Likewise, the authors suggest that English language teachers should incorporate classroom tasks such as games, dialogues, group work, and experiential activities focused on student-centered approach.

5. Lack of motivation and confidence.

The encouragement and support which the student receives from his teachers, parents and classmates help and facilitate his learning process. Thus, students achieve better if they are encouraged. It is generally admitted that students who are self-confident can learn better because they are brave and believe in their

abilities. Therefore, there is a strong relationship between motivation, confidence and students' performance and achievement (Elsheikh, 2015; Al Samdani & Ibnian, 2015; Khan, 2016 as cited in Saeed Al-Sobhi, 2018).

On the contrary, lack of motivation and confidence can hinder the students' language proficiency. Juhana (2012) argues that fear of mistake and shyness becomes two of the main factors of students' reluctance to speak in English in the classroom. The author adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. "As a result, students commonly stop participating in the speaking activity" (as cited in Rahayu, 2015).

e. MATERIALS AND METHODS

Materials

For the successful development of this research work, it was necessary the application of different kind of resources classified in human, material, and technical. The human resources were: the researcher, who applied the most suitable drama activities to improve students' speaking skills; the six students of Kids-4 class at English Speak Up Center, who actively collaborated and participated in the implementation of the intervention plan; and the thesis advisor who reviewed the intervention plan and gave suggestions for their proper application.

Additionally, the material resources that included an interactive digital book that was utilized as a guide for the teacher on the topics to be taught and as a learning tool for the students due to the different activities in which they could participate virtually; online flashcards that were employed to teach the new vocabulary of each topic as well as its pronunciation which are two of the components of speaking skills; website games that were used as warm-up activities to introduce the lesson topics; online quizzes were made to assess students' knowledge about the grammatical structures learnt in each class; and PowerPoint slides that were used by the teacher to explain students the contents of each lesson and develop the other two components of speaking skills which are grammar and fluency. On the other hand, the technical resources which were a computer that was used to make the lesson plans and to prepare the corresponding

material for the classes; and mainly, the internet connection which was necessary to connect with the students online.

Design of the Research

The present research work was developed through the Creswell's action research model (2012), which establishes that action research is a systematic procedure done by teachers or others who are involved in an educational setting in order to gather information about the functioning of their particular educational environment, their teaching and the learning of their students, and subsequently improve it. Furthermore, the author looks at procedure of action research as detail process with seven steps as: identifying a research problem, locating resources to help address the problem, searching information to be needed, gathering data, interpreting the data, proposing an action plan based on the data and finally, reflecting on the work done.

Taking into account Creswell's steps, this research was developed in the following way: First, through some observations made at English Speak Up Center, speaking skills was identified as the main difficulty faced by Kids-4 students. Second, the researcher looked for several theoretical resources to overcome the students' problem, finding out that drama as a cooperative learning strategy is a suitable option to improve students' speaking skills. Third, the information about drama as a cooperative learning strategy and speaking skills (such as its definitions, importance, benefits, etc.) was collected. Fourth, an intervention plan was designed and implemented based on the

theoretical framework of the research work. Fifth, the collection of the data was done by applying some instruments such as tests and questionnaires. And finally, the results obtained from the data were analyzed and interpreted through tables and figures in order to draw conclusions, which reflected whether or not the strategy was effective in improving the students' speaking skills.

Methods, Techniques and Instruments

Methods.

The methods which were applied along this research work were the following:

The scientific method enabled the search of appropriate information on drama as a cooperative learning strategy and the speaking skills, which also allowed the construction of instruments for data collection, analysis, and interpretation.

The descriptive method was used to describe the different stages of the study, from the identification of the problem to the formulation of conclusions and recommendations, and the types of resources applied by the researcher such as human, material and technical.

The analytic-synthetic method was utilized to analyze and interpret the results obtained from the pre-/post- tests and questionnaires, as well as the observations sheets and field notes, and then to draw the conclusions.

The statistical method was applied to make both the quantitative and qualitative statistical analysis of the collected data, which was presented in tables and figures.

Techniques and instruments.

This research work was based on action research; therefore, the use of quantitative and qualitative data instruments was necessary for the collection of the information:

Tests.

Before implementing the intervention plan, a pre-test was applied to measure students' speaking skills. And at the end, a post-test was used to evaluate students' improvement. The test contained six open-ended questions which aim was to evaluate the four components of speaking skills as fluency, grammar, vocabulary and pronunciation. Each question was answered orally. The first question served to evaluate students' fluency by telling a story according to some pictures. The second question measured the students' knowledge of grammar in which students had to answer five items applying the correct grammatical structure of Present Simple tense. The third and fourth questions enabled to evaluate students' pronunciation. And the two last questions helped to measure the students' range of vocabulary.

Questionnaires.

Questionnaires were employed to diagnose students' opinions, attitudes and feelings about the effectiveness of drama as a cooperative learning strategy in the English classes. The questionnaire contained five multiple choice questions and was applied at the beginning (pre-questionnaire) and end of the intervention plan (post-questionnaire) in order to get qualitative data.

Observation sheets.

This instrument helped the researcher describe the students' performance during the execution of the intervention plan and how their progress was improving in the components of speaking skills such as fluency, grammar, vocabulary, and pronunciation.

Field notes.

Field notes were utilized by the researcher to take notes about what happened in each session of the intervention plan. This instrument provided qualitative data about students' behavior, attitudes, and feelings toward the application of drama activities to improve speaking skills.

Population

Six students of Kids-4 level (three girls and three boys), afternoon session at English Speak Up Center participated in the development of this action research, who all were about 10 to 11 years old.

Description of the Intervention Plan

The development of the intervention plan was carried out in different phases:

Phase 1. Initial reflection.

Through some observations at English Speak Up Center, the researcher found out that speaking skills was an issue among Kids-4 students, who had difficulties to express

their doubts, opinions and ideas orally. Thus, it was identified that learners' issue was regarding the components of English-speaking skills (fluency, grammar, pronunciation and vocabulary). This situation allowed the researcher to identify drama as a cooperative learning strategy to improve students' speaking skills.

Phase 2. Planning.

To overcome the Kids-4 students' problems on speaking skills, an intervention plan containing 10 lessons was designed. Each lesson was developed taking into account the process of activation, connection and affirmation.

Phase 3. Action.

The intervention plan was carried out in 30 sessions in a period of ten weeks. The first and last week were dedicated to the administration of the data collection instruments (pre-/post- tests and questionnaires) and in the other weeks, the drama activities were applied.

Phase 4. Observation.

During the implementation of the intervention plan, the researcher monitored and recorded the reactions and achievements of Kids-4 students to the planned activities through observation sheets and field notes.

Phase 5. Reflection.

Once the intervention plan was completed, the researcher was able to critically reflect on the effectiveness of drama as a cooperative learning strategy to improve

speaking skills among Kids-4 students, afternoon session at English Speak Up Center during the 2020-2021 school year.

f. RESULTS

Pre-test Results

a. Table 1

Pre-test Scores of Kids-4 Students in Speaking Skills

Students' code	F /2.5	G /2.5	P /2.5	V /2.5	Total /10
ESUPK4 01	0.5	1	1.1	1.5	4.1
ESUPK4 02	0.5	0.5	0.9	1.1	3
ESUPK4 03	0.5	1	1.2	1.4	4.1
ESUPK4 04	0	0	0.9	0.8	1.7
ESUPK4 05	0.5	1	1.1	1	3.6
ESUPK4 06	0.5	1	0.6	1.7	3.8
Mean	0.4	0.7	1	1.3	3.4

Note. ESUP= English Speak Up Center, K4= Kids-4, 01= Students' code, F= Fluency, G= Grammar, P= Pronunciation, V= Vocabulary.

b. Interpretation and Analysis

The results collected from the pre-test are presented in Table 1, which illustrates that the Kids-4 students' total mean score in speaking skills was 3.4/10. This finding corresponds to the qualitative score range of needs improvement (see grading scale on page 175). This indicates the very low level of the students in terms of English-speaking skills.

The highest mean score obtained by participants was 1.3/2.5 in vocabulary. Students demonstrated a basic range of vocabulary related to clothing and spotting differences between two food images. However, despite being the highest score, students had difficulty describing the characters' clothing due to incorrect use of vocabulary. Conversely, the lowest mean score was 0.4/2.5 in fluency. Students had problems narrating a story (based on images) in a clear and understandable way. That is, they had problems in applying the correct grammatical structures to give an idea or a message, so they only produced incomplete sentences. As a result, their speaking speed was very slow, with excessive pauses and hesitation.

Speaking is defined as a process that involves managing a conversation, and transferring a message from the speaker to another in a spontaneous way. In addition, Efrizal (2012) considers that it is necessary to take into account the four components of speaking skills, such as fluency, grammar, pronunciation and vocabulary, in order to communicate ideas effectively. Nevertheless, the participants showed many difficulties in developing language accuracy, which affected their fluency, with the exception of vocabulary, which was the aspect they mastered the most within a low range.

Comparison of the Pre and Post Questionnaire Results

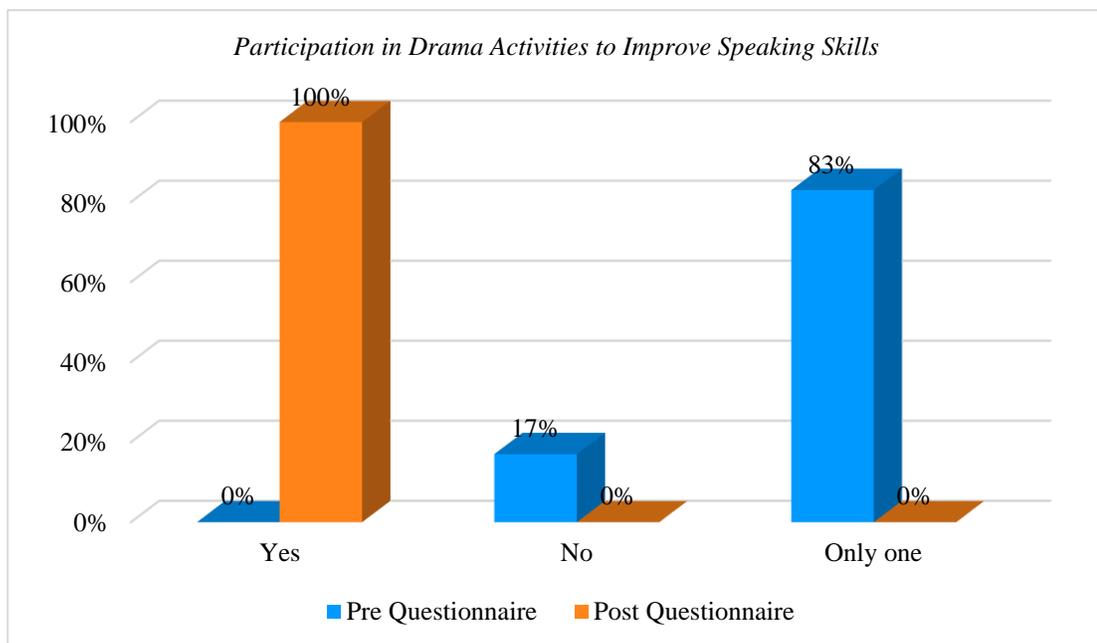
Question 1: Have you ever participated in any drama activity to improve speaking skills during the English classes?

a. Table 2

Participation in Drama Activities to Improve Speaking Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	0	0	6	100
No	1	17	0	0
Only one	5	83	0	0
TOTAL	6	100	6	100

b. Figure 1



c. Interpretation and Analysis

The data in Table 2, before the application of the intervention plan, show that many students (83%) have participated only once in any drama activity to improve speaking skills. This indicates that drama activities were not commonly used in English classes to practice oral communication. The activities applied in classes were focused on answering questions, saying sentences, and reading dialogues which provided little practice for the development of speaking skills. On the contrary, after the intervention plan, all students' answers were positive due to the implementation of the three drama activities: simulation, role-play, and improvisation. Thus, the participants claimed to have improved their speaking skills through these activities. Now, they can formulate clear utterances and communicate in the English language without hesitating and making excessive pauses.

As Peralta Alcaide (2018) mentions, the main purpose of learning a foreign language is communication. By participating in drama activities, students establish a “dialogical conversation” that helps them to improve their way of expressing themselves, and their ability to speak fluently applying the correct grammatical structures as well as the appropriate vocabulary and pronunciation in the foreign language.

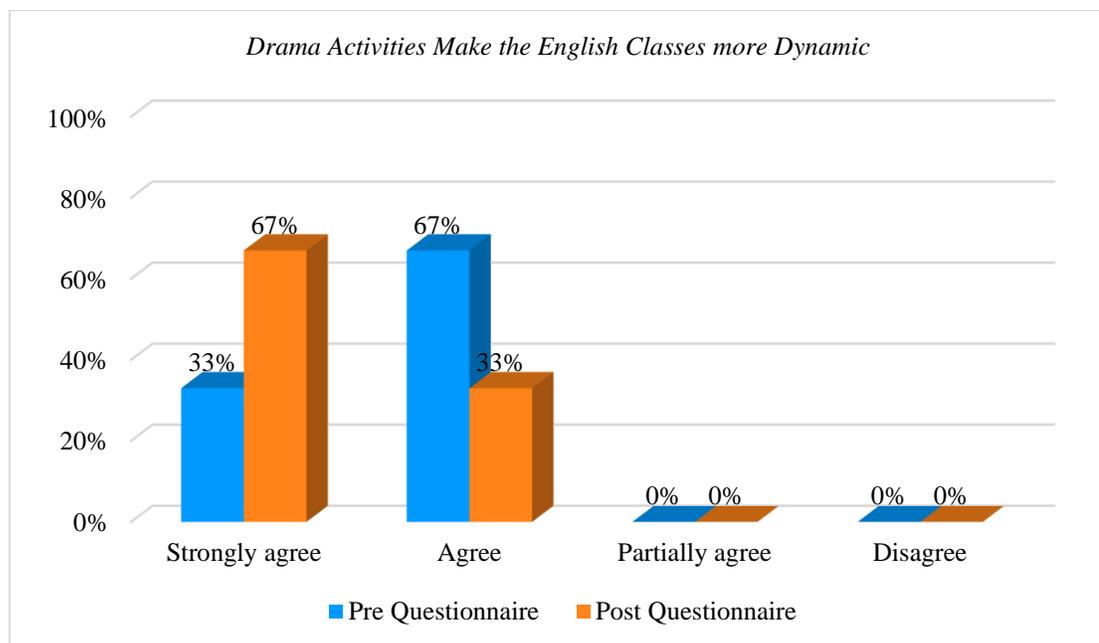
Question 2: I consider that drama activities make the English classes more dynamic.

a. Table 3

Drama Activities Make the English Classes more Dynamic

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly agree	2	33	4	67
Agree	4	67	2	33
Partially agree	0	0	0	0
Disagree	0	0	0	0
TOTAL	6	100	6	100

b. Figure 2



c. Interpretation and Analysis

According to the results presented in Table 3, more than half of students (67%) agree that drama activities make the English classes more dynamic. This means that the classes were developed with a traditional methodology. The speaking activities in which the students were involved promoted passive learning that prevented them from expressing themselves and, as a result, they became bored and did not pay attention to the lessons. Nevertheless, after the application of the intervention plan, more than half students (67%) strongly agreed with the dynamism of drama activities. This reflects that participants felt more interested, motivated, and stimulated to perform in different situations within the drama activities since some of them were based on a real context and others imaginary. Therefore, these kinds of activities increased students' performance in the classroom because of the active learning it provided.

As Zyoud (2010) argues, the use of drama in education supports the process for the development of students' speaking skills. The improvisational aspect in which drama is involved gives students opportunities to develop their communication skills in authentic and dynamic situations. In fact, the language can be used in context and brings it to life. Further, this strategy has the potential to make the learning experience fun for the students and even memorable because it is interactive and visual.

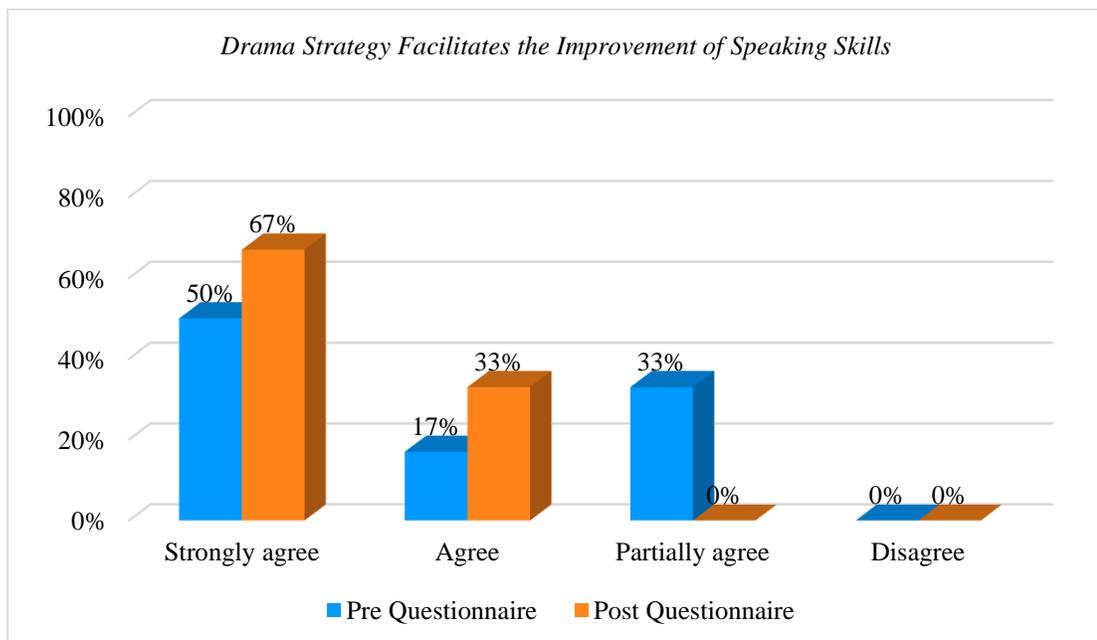
Question 3: I consider that drama as a cooperative learning strategy facilitates the improvement of speaking skills.

a. Table 4

Drama Strategy Facilitates the Improvement of Speaking Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly agree	3	50	4	67
Agree	1	17	2	33
Partially agree	2	33	0	0
Disagree	0	0	0	0
TOTAL	6	100	6	100

b. Figure 3



c. Interpretation and Analysis

The findings showed in Table 4 that half of students (50%) strongly agree that drama as a cooperative learning strategy facilitates the improvement of speaking skills. This reveals that drama activities were rarely applied in the classes and not in the most appropriate way since individual work was emphasized more. This made it difficult for students to take advantage of cooperative work to communicate or hold a conversation using the English language. However, after the intervention plan, the participants' answers increased to 67%. More than half of students benefited from working cooperatively due to the high degree of communicative exchanges provided by drama as a strategy. This helped students to learn from each other, coordinate the activities, complement ideas, develop a mutual commitment, and, consequently, to improve their speaking skills.

Gill (2013) states that this strategy also directly promotes cooperative learning. Group work increases talking time in class, which is very important, because pupils use the target language with their colleagues while preparing for the play. "Cooperation is a way of collaboration, is to work together to achieve a goal" (Jhonson & Jhonson, 1994). Therefore, this strategy sustains interactions between students within the target language, creating a world of social roles and relations in which the learner is an active participant.

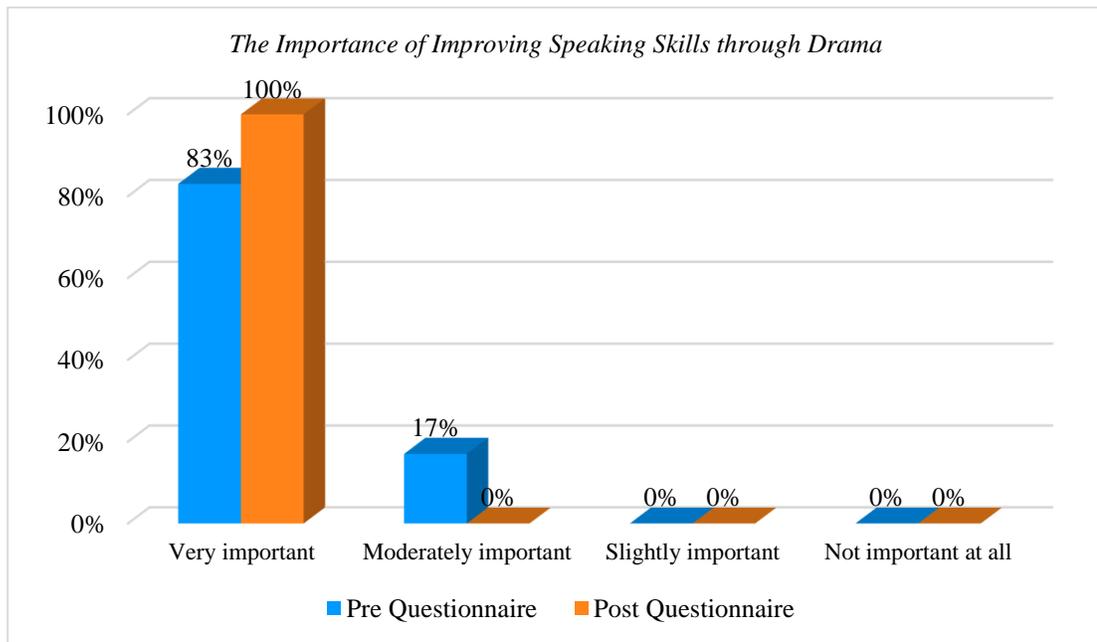
Question 4: How important is for you to improve speaking skills with drama as a cooperative learning strategy in your English classes?

a. Table 5

The Importance of Improving Speaking Skills through Drama

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Very important	5	83	6	100
Moderately important	1	17	0	0
Slightly important	0	0	0	0
Not important at all	0	0	0	0
TOTAL	6	100	6	100

b. Figure 4



c. Interpretation and Analysis

The results illustrated in Table 5 show that many students (83%) considered very important to improve speaking skills through drama. This determines that students participated in activities that provided them few opportunities to interact each other and to practice oral language, which limited them to improve their speaking skills when holding a conversation. However, after the application of the intervention plan, the percentage of students' answers increased to 100%. They realized that drama strategy offers many potential benefits since it gives them the opportunity to express themselves freely in order to speak fluent and accurate the English language.

According to Salii and Bytyqi (2014), the development of drama activities is important. These are a perfect way to give the students the opportunity to express themselves freely, to give them space to become creative and make up their own scenario, they cooperate with their peers, and they do most of the work themselves, which fosters learner autonomy.

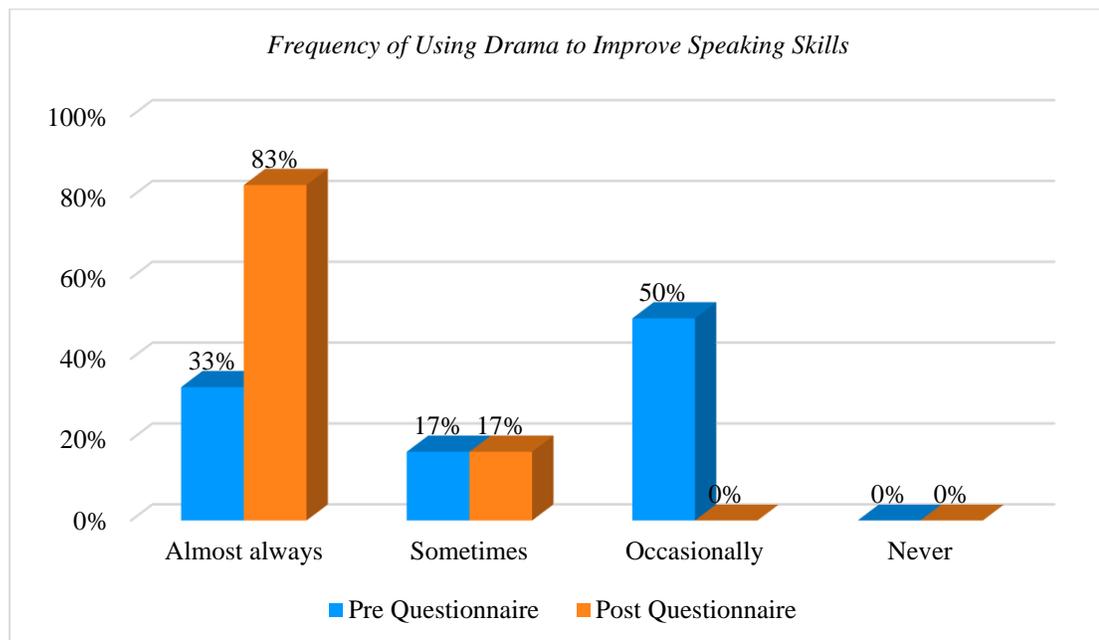
Question 5: How often do you consider that drama should be used to improve English-speaking skills?

a. Table 6

Frequency of Using Drama to Improve Speaking Skills

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Almost always	2	33	5	83
Sometimes	1	17	1	17
Occasionally	3	50	0	0
Never	0	0	0	0
TOTAL	6	100	6	100

b. Figure 5



c. Interpretation and Analysis

The results displayed in Table 6 reports that half of students (50%) affirmed that drama should be applied occasionally to improve speaking skills. This reveals that students had little awareness that this strategy increases motivation, cooperative work, and helps to speak fluently and accurately. Nevertheless, after the execution of the intervention plan, many students (83%) sustained that drama should be almost always employed to improve speaking skills. This demonstrates that students changed their attitude towards the use of drama. They now think it is a useful strategy to improve speaking skills. The permanent application of different drama activities, such as simulation or improvisation of real situations, allowed the students to interact and communicate with each other using the English language and, therefore, to improve their oral expression skills in an appropriate way.

According to Iamsaard and Kerdpol (2015), the frequent use of drama activities brings many advantages and benefits to learners. Experiential learning allows learners to improve their speaking skills as well as develop social and communication skills, since it is based on a collaborative process.

Post-test Results

a. Table 6

Post-test Scores of Kids-4 Students in Speaking Skills

Students' code	F <i>/2.5</i>	G <i>/2.5</i>	P <i>/2.5</i>	V <i>/2.5</i>	Total <i>/10</i>
ESUPK4 01	2	2.5	1.9	2.2	8.6
ESUPK4 02	2	1.5	2.2	2	7.7
ESUPK4 03	2	2.5	1.9	2.5	8.9
ESUPK4 04	1.5	1.5	1.7	2.2	6.9
ESUPK4 05	2	2	1.9	2.2	8.1
ESUPK4 06	2	2	2.2	2.5	8.7
Mean	1.9	2	2	2.3	8.2

Note. ESUP= English Speak Up Center, K4= Kids-4, 01= Students' code, F= Fluency, G= Grammar, P= Pronunciation, V= Vocabulary.

b. Interpretation and Analysis

The findings gathered from the post-test are set out in Table 6, which illustrates that the total mean score obtained by Kid-4 students was 8.2/10 in speaking skills. This result corresponds to a good qualitative score range (see grading scale on page 175). This indicates the significant improvement of students in their English-speaking skills.

The major improvement achieved by the participants was in the use of appropriate vocabulary, this being the highest mean score attained by them, which was 2.3/2.5. Students increased their range of vocabulary in different topics such as food and clothes. The use of vocabulary to spot differences about food and describe characters'

clothes was appropriate. Indeed, in the performance of the drama activities, students felt more confident to use the vocabulary from the lessons in conversation, since they knew its proper meaning. On the other hand, students showed a good increase in fluent speech, corroborated by the lowest obtained score of 1.9/2.5. This means that students can carry on conversations for a long time, speaking faster than before, but with some pauses and hesitations. Therefore, it is evident that drama activities enabled students to significantly improve their English-speaking skills.

According to Kao & O’Neil, 1998 (as cited in Stinson & Winston, 2011) one of the characteristics of drama is that it introduces languages as an essential and authentic method of communication. Therefore, this strategy allowed students to use the foreign language to interact among them. In this way, students maintained understandable communication despite the few pauses they made.

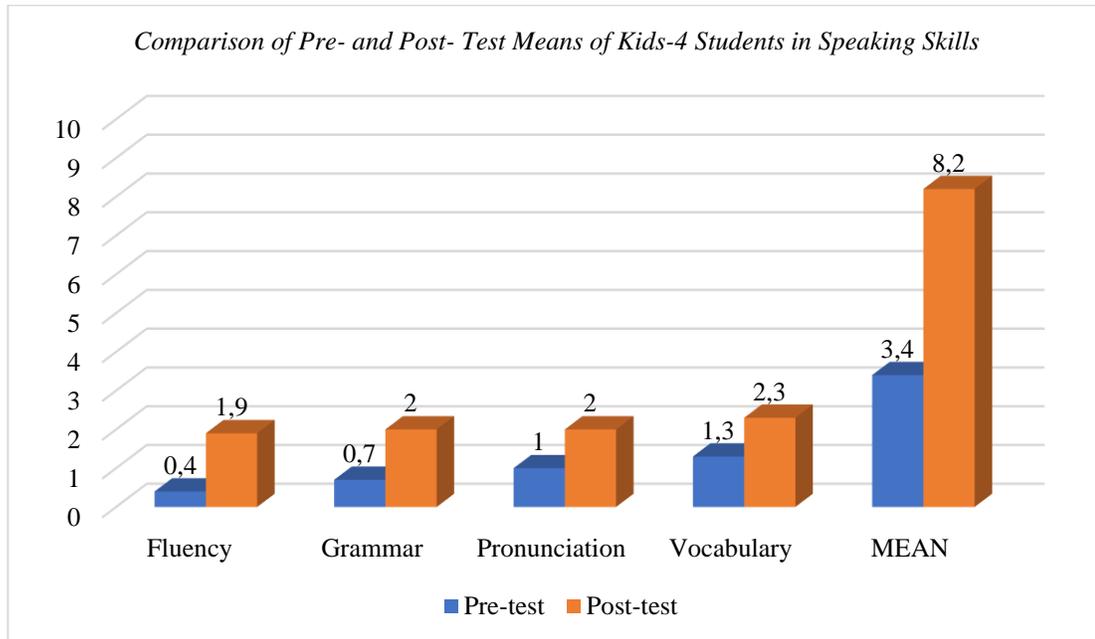
Comparing Pre- and Post- Test Means

a. Table 7

Comparison of Pre- and Post- Test Means of Kids-4 Students in Speaking Skills

Aspects	Pre-Test	Post-Test
Fluency	0.4	1.9
Grammar	0.7	2
Pronunciation	1	2
Vocabulary	1.3	2.3
MEAN	3.4	8.2

b. Figure 6



c. Interpretation and Analysis

As can be seen from the Table 7 and Figure 6, students reported a significantly improvement of speaking skills through the use of drama as a cooperative learning strategy. This is reflected on the difference of the total mean score achieved by the participants in the pre-test, which was 3.4/10, and the post-test, which was 8.2/10. In addition, the highest improvement made was in vocabulary, aspect in which students increased from 1.3/2.5 points to 2.3/2.5. Students extended their range of vocabulary on different topics such as food and clothes. Similarly, there was a good performance in the aspects of grammar and pronunciation from 0.7/2.5 and 1/2.5 points to 2/2.5 respectively. Students formulated grammatically correct sentences and their

phonological features improved. Conversely, the lowest improvement was in the aspect of fluency in which students increased the mean score from 0.4/2.5 to 1.9/2.5. Despite this fact, students produced comprehensible sentences with considerable pauses and hesitations. These results determined how the implementation of drama as a cooperative learning strategy helped students to overcome their difficulties in speaking skills.

g. DISCUSSION

Drama as a cooperative learning strategy to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year influenced the good improvement of students' oral communication involving the ability to speak fluently and accurately. The results demonstrate the progress of students after applying the intervention plan. In the pre-test, the mean score was 3.4/10 while in the post-test, the mean score obtained was 8.2/10. The difference between the mean scores is 4.8, which indicates the significant improvement in students' speaking skills. In words of Salii and Bytyqi (2014), this strategy enables students to speak, which is the main goal of teachers who want student-centered classes, and the speaking skills is the best way to see what they produce.

The four components of speaking to be evaluated were: fluency, grammar, pronunciation, and vocabulary. The gotten results in the pre-test revealed the students' difficulties in English-speaking skills. Regarding to fluency aspect, students had problems narrating a story, that is, their speaking speed was very slow, with excessive pauses and hesitations which make their speech unintelligible. In grammar, students presented difficulties applying grammatical structures to convey a clear message. In the aspect of pronunciation, students found difficult to name adjectives and the past tense of some regular and irregular verbs appropriately. Finally, in vocabulary, students demonstrated a basic range of vocabulary for describing characters' clothing

and spotting differences between two food images. Nonetheless, after the intervention plan, students' problems aforementioned were reduced as it is shown in the post-test results. Students communicated successfully with each other at near-normal speaking speed, taking into account precise grammatical structures, proper pronunciation and a good range of vocabulary. These improvements in speaking skills indicate that drama as a cooperative learning strategy is an effective way to be applied for this purpose.

The participants' attitude towards the implementation of the intervention plan was not positive at the beginning. Students were embarrassed to speak and participate in the drama activities because of their nervousness, so they would turn off the camera when speaking. These attitudes and behaviors hindered the improvement of their speaking skills at first. However, during the development of the intervention plan, students' interest in performing the drama activities increased. They actively participated in each class although they were a little frustrated by the grammar mistakes they made when trying to communicate. At the end of the intervention plan, students felt more confident and motivated to interact and perform the drama activities cooperatively. The fear of making mistakes when communicating was overcome since they were given the opportunity to correct by themselves. As a result, students improve their speaking skills significantly.

Additionally, some strengths and weaknesses were found in the classes. Inside the strengths, the low number of students facilitated discipline within classes as well as the commitment to work on drama activities cooperatively; the teacher created a

friendly classroom environment that allowed the researcher to develop the intervention plan effectively; and the institution provided the necessary resource material to carry out the classes, such as the interactive digital book that served as a guide to plan the topic to be taught and on which each drama activity was based. About the weaknesses, Internet connection was a major limitation for students' learning because it complicated the development of the strategy during the classes. Students found it difficult to work in groups when one of them lost Internet connection for a period of time. Thus, some drama activities took longer than expected.

The implementation of drama as a cooperative learning strategy contributed to improve Kids-4 students' speaking skills. This strategy promotes students' learning through experiences. That is, they had interactions with each other that allowed them to use the English language to communicate within the drama activities. In this way, students acquire the foreign language in a natural way increasing their motivation and self-confidence to give a speech. This helped the students to improve the way they speak or communicate fluently and accurately.

h. CONCLUSIONS

Students of Kids-4 at English Speak Up Center faced several problems related to speaking fluently and accurately. They had difficulty communicating complete ideas due to the grammatical mistakes they made when speaking, their mispronunciation of some adjectives and verbs, and their basic range of vocabulary. As a result, the speed of messages was conveyed slow with excessive pauses and hesitations.

The application of drama activities reduced the students' limitations in speaking skills significantly. The cooperative work in which the strategy was involved enabled the students to improve their oral skills in terms of fluency and accuracy. Students maintain an understandable conversation due to the correct application of grammatical structures, the wide use of vocabulary and their proper pronunciation by speaking faster than before.

The implementation of drama as a cooperative learning strategy was effective. The dispersion between the pre-test and post-test total mean scores demonstrated the significant improvement in students' speaking skills. This strategy allowed students to use the foreign language by interacting with each other, and increase their confidence and motivation when speaking.

i. RECOMMENDATIONS

Teachers should be aware of the limitations faced by students in terms of speaking skills by applying a diagnostic test at the beginning of the academic period. Then, teachers should provide motivating speaking activities, such as drama, that introduce the English language in authentic and meaningful contexts and also promote cooperative learning.

Teachers should employ drama activities in almost all of their classes. The frequent use of this strategy would help students to interact and communicate fluently and accurately when speaking. Students will learn to work in groups as well as to carry on an understandable conversation with few pauses or hesitations and a simple command of grammatical forms, vocabulary and corresponding pronunciations for a predetermined amount of time.

Teachers should apply drama as a cooperative learning strategy in their classes due to the benefits and advantages this strategy provides to students in order to improve their performance in speaking skills. However, it is advisable that this strategy should be applied in a face-to-face environment to take better advantage of its benefits because in a virtual modality it is difficult to develop some drama activities, such as "Creating one's script", which means that its benefits are not fully achieved.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

DRAMA AS A COOPERATIVE LEARNING
STRATEGY TO IMPROVE SPEAKING SKILLS
AMONG KIDS-4 STUDENTS, AFTERNOON SESSION
AT ENGLISH SPEAK UP CENTER IN THE CITY OF
LOJA DURING THE 2020-2021 SCHOOL YEAR.

This project as a previous requirement to
obtain the Bachelor's Degree in Sciences of
Education, English Language Major

AUTHOR

JULISSA YERALDIN JIMÉNEZ GRANDA

LOJA – ECUADOR
2020

a. THEME:

DRAMA AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS AMONG KIDS-4 STUDENTS, AFTERNOON SESSION AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research project will be carried out at English Speak Up Center during the 2020-2021 academic year. This prestigious private institution was founded on February 18th, 2004 as Centro de Capacitación Ocupacional Servicios Pedagógicos Integrados “English Speak Up Center”. However, following and obeying the new legal corpus that regulates occupational centers, this institution is currently named: Centro Particular de Enseñanza de Idiomas “English Speak Up Center”, and offers preparation for international exams, personalized classes, regular courses, summer courses and translation services. The courses are addressed to children, teenagers and adults who have the objective of learning a new language.

The current location of the institution is in the parish of San Sebastián on Sucre street between Azuay and Miguel Riofrío streets in the city of Loja. Its main authority is Mg. Sc. Leonor Elizabeth Sánchez Burneo.

On the other hand, the mission of the institution is to respond the demand of learning English as a foreign language, through a diverse educational offer which satisfy both general and specific interests; and its vision is to achieve a comprehensive training for students and professionals in English as a second language by promoting the development of cognitive, evaluative and practical processes.

The institution offers education to 50 students in different courses according to their English levels and counts with a qualified staff of three educators to teach English following the parameters of the Common European Framework of Reference for Languages (CEFR).

Current Situation

Nowadays, multilingualism has become extremely important. More than 7,000 languages are spoken in the world and the importance of some of them are growing, but other languages are in decline and some are even threatened with disappearance (Grenier, 2015). However, learning a foreign language has evolved to be extremely beneficial since it helps to be in touch and interact with many people. The English language has taken an important role by characterizing itself as a lingua franca and being the most demanded language around the world. In fact, 430.8 million people speak English as a first or second language in the world (Rubio Alcalá & Martínez Lirola, 2008).

On the other hand, English language learning in Latin America is deficient. This region performs below the world average in the EF English Proficiency Index (EF EPI). Most Latin American countries are in the low or very low categories. In fact, Argentina is the only Latin American country ranked in the high proficiency band with a score of 58.38, along with countries such as Netherlands (70.27), Singapore (66.82), and South Africa (65.38). Therefore, due to the demand for English language worldwide, most countries of this region have implemented educational reforms to teach English better

and more widely. But, Only Costa Rica, Uruguay and Bolivia have benefited from these educational reforms since they have shown progress and improvements ranking with a score of 57.38, 54.08 and 51.54 respectively in the world average EF EPI. Moreover, inequalities in access to education in English was one of the biggest problems that some Latin American countries such as Mexico, Brazil and Ecuador had to face (EF Education First, 2019).

In Ecuador, by 2012, the Ministry of Education set a new National English Curriculum Guidelines in order to remove inequality in access to English language learning in the public and private sectors and improve the quality of English education in the public sector. But these guidelines made English optional for 2nd – 7th grades and mandatory from 8th grade (British Council, 2015). For that reason, the country launched a new agreement in 2016 (ACUERDO Nro. MINEDUC-ME-2016-00020-A), in which the teaching of the English language is compulsory from the 2nd grade of Basic General Education to the 3rd year of Bachillerato but with performance criteria that allows to start English lessons from the 1st grade, for all public, private, fiscomisional and municipal institutions. The number of hours of the subject varies by education levels. For instance, students of Basic Education received three hours of English as a subject while students of Bachillerato received five hours per week (Ministerio de Educación del Ecuador, 2016). Nevertheless, this does not seem to be enough. The results in the EF EPI (2019) show Ecuador with an average score of 46,57 and occupies the 81st position out of 100 countries in the world, and the 19 in Latin America. The score shows

a decrease compared to 2018, when Ecuador reached 48.52 points. According to the Minister of Education, Monserrat Creamer, there are two clear problems for these low scores: lack of teachers in this area and the lack of preparation of teachers to teach this subject. In addition, the Observatorio de la Educación de la Universidad Nacional (UNAE) reveals that 71% of English teachers in the country have an English level between basic and intermediate (Guerra, 2019). This fact indicates that the lack of preparation of the teachers directly influences these results since the students do not receive the necessary knowledge to obtain good grades.

Similarly, at the provincial level, Loja presented an average score of 50,48 and occupies the 3rd position out of 12 provinces of Ecuador (EF Education First, 2019). This fact represents a low English level in the Andes region. In fact, according to the results by TOEFL in December 2012, Ecuadorian students are classified as “intermediate” for reading and listening and “fair” for speaking and writing. This means that most Ecuadorian students have trouble developing English speaking skills.

In connection with English speaking skills, Kids-4 students will have reached A2 English level at the end of the school year. Hence, students will be able to interact with reasonable ease in structured situations (e.g. an interview) and short conversations for speaking interaction, and use a series of phrases and sentences to give short and basic descriptions for speaking production (Council of Europe, 2011). However, for the majority of Ecuadorian students, trying to develop English speaking skills in a target

language is not an easy thing to undertake because it requires more than knowing its grammatical and semantic rules (Heriansyah, 2012). Fortunately, the National Curriculum Guidelines set objectives that promote improvement in all four English skills.

The above-mentioned dilemma in speaking was demonstrated based on non-participant observations made at English Speak Up Center where most of the students showed difficulties in the development of the components of speaking skills (fluency, grammar, pronunciation and vocabulary) to express their doubts, opinions and ideas orally. Truly, students have problems with all four English skills. But, speaking skills was one of the abilities with more troubles to practice in the classroom. This situation could be due to the limit knowledge of English that make it difficult for learners to produce a speech. During the observation, it was also evidence that speaking was hardly developed due to lack of learning phonetics since English is characterized by having different pronunciation than the way words are written.

As a response to the problem that was manifested, this research project proposes the use of drama as a cooperative learning strategy to improve the students' speaking skills. English language learners will need more than good pronunciation to communicate effectively. For that reason, it is necessary to apply this resource to do it. In addition, face-to-face interaction is an important part of communication in any language. Therefore, the use of drama in education supports the process of development of

students' speaking skill so that they will be able to communicate and transmit ideas with the least possible problem.

Research Problem

HOW DOES DRAMA AS A COOPERATIVE LEARNING STRATEGY IMPROVE SPEAKING SKILLS AMONG KIDS-4 STUDENTS, AFTERNOON SESSION AT ENGLISH SPEAK UP CENTER IN THE CITY OF LOJA DURING THE 2020-2021 SCHOOL YEAR?

Delimitation of the Research Problem

Timing.

This research will be developed during the 2020-2021 school year.

Location.

The present research will take place at English Speak Up Center, afternoon session, which is a private academy located in the city of Loja, San Sebastián parish on Sucre street between Azuay and Miguel Riofrío streets.

Participants.

The participants of this research work will be six students of Kids-4 level, afternoon session at English Speak Up Center who are all among 10 to 11 years old.

Sub-problems

- What theoretical and methodological references about drama as a cooperative learning strategy are adequate to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?
- What are the issues that limit the improvement of speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?
- What are the phases of the intervention plan that help to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?
- Which specific activities into drama help to improve speaking skills among Kids-4 students, afternoon session at English Speak Up center in the city of Loja during the 2020-2021 school year?
- How effective is the application of drama as a cooperative learning strategy to improve the speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

c. JUSTIFICATION

The aim of this research is to improve speaking skills through drama as a cooperative learning strategy among Kids-4 students, afternoon session at English Speak Up Center during 2020-2021 school year. Clearly, one of the English language skills problems that many students face is the ability to speak (Heriansyah, 2012). However, speaking is one of the central elements of communication. Moreover, speaking is considered the most important skill since it allows students to express their emotions, ideas, or thoughts orally. Without speaking skills, learners will not be able to communicate and interact with others. On the whole, the development of English speaking skills improves students' communicative skills.

Brown (2004) argues that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. When someone speaks, they should be able to make meaning depending on the context of the information. For this reason, one effective strategy to improve speaking skills is drama since it involves the student intellectually, physically, socially, and emotionally. Using drama, students will reveal how they organize ideas, solve problems, work in a group, deal with conflict, and use their imagination.

The use of drama in education supports the process of development of students' speaking skills. The improvisational aspect in which drama is involved gives students opportunities to develop their communication skills in authentic and dynamic

situations. In fact, the language can be used in context and brings it to life. Further, this strategy has the potential to make the learning experience fun for the students and even memorable because it is interactive and visual (Zyoud, 2010).

In addition, the development of this research will benefit the researcher to gain experience in the use of drama strategy and in the knowledge of the results that students will reflect whether positive or negative. Furthermore, this investigation is a vital requisite that will permit the researcher to get a bachelor's degree in Science of Education, English Language Major and also the accreditation of the subject. What is more, the investigator is able to develop this research work because she has enough theoretical knowledge and necessary help of the institution where the research will be developed.

d. OBJECTIVES

General

- To improve speaking skills through drama as a cooperative learning strategy among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.

Specifics

- To research the theoretical and methodological references about drama as a cooperative learning strategy to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.
- To diagnose the issues that limit the improvement of speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.
- To elaborate an intervention plan based on drama as a cooperative learning strategy in order to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.
- To apply the most suitable activities into drama in order to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.

- To validate the results obtained after the application of drama as a cooperative learning strategy to improve the speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.

e. THEORETICAL FRAMEWORK

DRAMA AS A COOPERATIVE LEARNING STRATEGY

Historical Background of Drama

The use of drama as a teaching strategy in schools is not a new concept. Drama has been used since many years ago in different countries. For instance, England is the country of reference in the use of drama in education. They are pioneers in teacher training for this purpose and have a great deal of experience in this field. However, although drama has existed as a potential language teaching tool for hundreds of years it has only been in the last 30 years that its applicability as a language learning strategy to improve oral skills has come to the forefront (Ulas, 2008 as cited in Torrico, 2015).

Certainly, in Korea, many teachers at primary school integrate English drama into class, and some schools set up English drama clubs as a part of their after-school extracurricular program (Moon, 2013). Indonesia is another example where many teachers at high/vocational school integrate drama into their classes (Lestari, 2018). As many positive effects have been reported by different studies, Zyoud (2010) claims that learners' motivation, interests, and confidence are raised as a result of English drama class. This would be an indirect effect of drama on language learning.

Additionally, drama allows students to learn a new language by participating in different roles (within drama activities) through which they use language to express ideas and interact with others (Masoumi-Moghaddam, 2018). In that way, students

practice their speaking skills by using the target language with their colleagues while preparing for the play, which is very important.

In their major study, Fleming (2006) and Munther (2013) coincide that by introducing drama in the classroom the learning process becomes learner-centered due to the active cooperation among them (as cited in Torrico, 2015). On the whole, drama is a tool that allows students to get into the body of the new language and contextualize its learning in the concrete use of language in a particular context.

Drama definition.

The word drama refers to a wide concept which can be seen and defined through different points of view. Different authors have mentioned this concept and all of them have seen the necessity to do a distinction between drama and theatre. It is essential to recognize this difference in order to understand clearly what drama refers to (Ulldemolins i Company, 2014).

Drama in education.

Drama is described as a process concerned with the intellectual, personal, social, and aesthetic development of people as well as being a way of understanding and making culture. Furthermore, drama is multi-sensory, visual, auditory, kinesthetic, tactile, multi-intelligent, emotionally and cognitively linked learning (Baldwin, 2012).

According to Maley & Duff (1978), drama is defined as a specific action where the learning process become more active, exciting, communicative and contextual. “Acting is a way of learning by experiencing”. Moreover, the authors mention that drama strategy is characterized by the integration of body, mind and emotions which, in addition to motivating students, allows them to use their own personalities and experiences as resources for the production of language.

In fact, one of the characteristics of drama is that it introduces languages as an essential and authentic method of communication. Therefore, this strategy sustains interactions between students within the target language, creating a world of social roles and relations in which the learner is an active participant (Kao & O’Neil, 1998 as cited in Stinson & Winston, 2011).

Theater in/out of education.

The theater is based on the performance of a play, that is to say, on the end of the activity or what it is the same, the product; while the dramatization resides in the experimentation, in the process (Peralta Alcaide, 2018).

Additionally, Wessels (1987) explains that drama in EFL classrooms uses the same tools employed by actors in theater. However, the difference is that with theater everything is contrived for the benefit of the audience, and a class where drama is applied everything is contrived for the benefit of the learners (as cited in Ulldemolins i Company, 2014).

On the other hand, Way (1967) makes a similar reflection explaining that in the context of drama teaching the difference between the two concepts can be seen in the way it is perceived. He explains that theater is understood as the communication between actors and audience, while drama is interpreted as the experience between the participants, independent of any function of communication to an audience (as cited in Ulldemolins i Company, 2014).

In short, according to Baldwin (2012), educational drama is often misunderstood as a synonym for spectacle and as a product, instead of conceiving it as a process, as it has been mentioned before. Furthermore, in order to make a distinction between both concepts, Peralta Alcaide (2018) summarized drama in education as a practice based on dramatic language that has essentially educational, not entertainment, purposes.

Drama in the learning process of English as a foreign language.

There are several factors that interact in the process of acquiring language and learning new conceptual information through drama. One of the more important ones is “learning by doing” (Masoumi-Moghaddam, 2018). In fact, taking the famous ancient Chinese proverb into account “I hear and I forget, I see and I remember, I do and I understand”, it can be understood the positive effect drama can have in the education as a way to learn through experience.

Additionally, drama is closely related to Krashen’s Theory of Second Language Acquisition, which believes that there should be no difference between the way people

acquire the first language and the subsequent languages. The author claims that “acquisition” of a second language is more important than the "learning" of it since “language acquisition does not require extensive use of conscious grammatical rules, or tedious drill" (Krashen, 1987).

Furthermore, drama is a strategy that also directly promotes cooperative learning. A group work is characterized by the high degree of communicative exchanges, it encourages students to learn from each other (Medrano Chávez, 2016). As noted by Jhonson and Jhonson (1994) “Cooperation is a way of collaboration, is to work together to achieve a goal”.

In this way, this strategy enables students to speak, which is the main goal of teachers who want student centered classes, and the speaking skills is the best way to see what they produce (Salii & Bytyqi, 2014). Furthermore, it is important to highlight that the role of the teacher during this procedure is extremely important.

Role of the teacher.

Drama activities collocate the learner, rather than the language, at the center of the learning process. Hence, drama activities tend to abandon the classic one-sided classroom, characterized by a teacher-dominated lesson in favor of students’ pair and group works. In addition, students become more independent, confident and creative when they work in groups, which is an important goal in the teaching-learning (Salii & Bytyqi, 2014).

This implies that the success of drama within language class relies upon the relationship between teacher and student. Such activities cannot work unless there is a relaxed setting, where the teacher is no longer seen as “the source of all knowledge nor the sole arbiter of what is “right” and “wrong” (Maley & Duff, 1982 as cited in Torrico, 2015), but as a facilitator of the learning process. Therefore, the student-teacher relationship has to be based on freedom and self-expression, which is achievable if there is equality between them (Carlin, 2007 as cited in Torrico, 2015). Moreover, the teacher’s speaking time should be minimized so that students have more opportunities to practice the language (Salii & Bytyqi, 2014).

On the other hand, the instructions of the teacher must be clear so that students can understand what they have to do. In addition, the teacher should not intervene if something goes “wrong” or if there are silent moments, since these are natural and necessary to make students reflect. What the teacher should do is to encourage the students to speak, to pay attention to the grammatical structures and to correct their mistakes by themselves during their performance, no matter how many times they have blundered, because that is exactly what happens in a normal everyday conversation. Additionally, the teacher has to keep in mind that students are not professional actors and actresses, but they are just practicing and using their English in an enjoyable way (Torrico, 2015).

Furthermore, it is fundamental for the teacher to give a feedback on what the students have done, not only about the final product or achievement, but also and especially the whole process, the way they collaborated in groups and how they found a common decision. Feedback is essential and constructive, so if the teacher provides it regularly during dramatization activities, students will gradually refine their drama skills, their interest and their language (Phillips, 2003 as cited in Torrico, 2015). Of course, the educator has to focus on the positive points in order to motivate students and reinforce their work. In fact, it should be kept in mind that the feedback is aimed to improve students' speaking skills.

Contributions of Drama in Learning English Skills

As mentioned before, drama is closely related to the process of teaching and learning. Learners have the opportunity to practice many skills at once, and it activates other skills that students have or want to develop. The main purpose of learning a foreign language is communication. All English classes must be oriented to the use of the language from a communicative approach.

In drama classes, cognitive and linguistic skills are developed (Baldwin, 2012). Through the adoption of characters, the students establish a “dialogical conversation” that helps them to improve their way of expressing themselves by using the target language apart from the pronunciation and fluency. While learning a play, students are encouraged to repeat their lines over a period of time. By repeating the words and

phrases they become familiar with them and are able to tell them with increasing fluency (Peralta Alcaide, 2018).

In addition, the development of speaking skills prepares students for real-life situations when they have the opportunity to communicate with other around the world because according to the activities, they practice they will be able to use common expressions that native English countries use.

On the other hand, drama also contributes in the development of other English skills such as listening, grammar, and writing. For instance, drama enables students to develop listening skills in an interactive and non-stressful way by its activities. These activities focus mainly on the process of improving speaking skills but in turn help learners become an active listener. In this process students do not need a copy of the transcript as is normally needed to understand what the topic is about because the listening activity occurs directly by listening to other students (Moon, 2013).

Furthermore, drama contributes with the development of writing skills when the activity requires the students' participation from the beginning. Thus, learners have to create their own script taken the vocabulary and grammar rules into account. In addition, Masoumi-Moghaddam (2018) affirms that using drama in classroom context helps learners acquire grammar much better than learning it through artificial and traditional methods were many rules are though in a boring way with little outcome.

Over time, when they have acquired knowledge of the language and practice it frequently, they will be able to speak the language fluently and accurately.

Types of Drama Activities

Drama activities are good tools to ensure that all the students experience success during their learning process. These activities encourage motivation and positive attitude within the classroom. With drama, and the appropriate play and roles, every student can develop their English speaking skills (Lestari, 2018).

Moreover, these activities are based on the Communicative Approach. This approach gave the students a more active role in the process, by decentralizing the classroom and promoting a collaborative learning environment.

Simulation.

“A simulation activity is one where the learners discuss a problem (or perhaps a series of related problems) within a defined setting” (Davies, 1990). Likewise, Buckner (1999) defined simulation as, "an intensive, interactive experience in which the content and roles assumed by participants are designed to reflect what people encounter in specific environments" (as cited in Angelianawati, 2019).

However, simulation and role play sometimes tend to be confused with each other or interpreted differently. In simulation activity, students act out a situation as if they are living the experience themselves, but in role play, students take on diverse characters that may be different or similar to their personality. On top of that, the

essential point is that teachers can create an opportunity to produce spoken language. Therefore, both activities provide a reason for speaking and allow the learner to use the foreign language in a meaningful way to communicate with others.

Simulation exercises can teach students how to deal with different situations appropriately from holding dialogues such as greetings, partings, introductions, compliments, and complaints, to buying a ticket at a train station, shopping in a store, etc. “In fact, any kind of problem-solving activity where permission is asked for and given and where problems are negotiated and solved can form the basis of a simulation exercise” (Davies, 1990).

To perform this activity, the teacher can involve the whole class or divide it into several groups according to the number of students. Next, the educator must provide students with background information of the problem. Then, using given details of the relevant aspects of a situation, participants have to make decisions or come to some kind of agreement to solve the dilemma.

The following is a good example where all pupils participate: a social club is in financial difficulties, and a decision has to be made on whether or not to close it down. Therefore, a meeting should be held to try to solve the problem. First, the teacher gives students the various obstacles the social club is facing. After, the role of the participants can be defined with some students performing official characters like chairman or club secretary. The class could also work in three groups: 1) the committee of the club; 2)

the members of the public; 3) reporters whose job it will be to take notes. And finally, the class can start with the simulation by sharing their ideas or opinions (Davies, 1990).

In a nutshell, the use of simulation enables the students to see the usefulness of the language they are learning. Furthermore, it helps learners have more chances to communicate and practice their language abilities in the real world (Angelianawati, 2019).

Role-play.

Role-play normally involves students playing imaginary people in an imaginary situation or in a real one (Davies, 1990). Byrne (1986) describes some of the ways of providing a framework for the practice of role-play: open-ended and mapped dialogues. Open-ended dialogues allow students free to decide how to develop the dialogues. Conversely, mapped dialogues give students a sort of chart telling them which functions they must use when they are interacting (as cited in Davies, 1990). Thus, role instructions are found in separate cards describing a situation and telling the participants how to interact.

For example, card A can have the following instructions: 1) Invite B to go out with you, 2) Suggest another possibility, 3) Confirm arrangements; likewise, card B: 1) Decline, 2) Accept, 3) Agree. The purpose here is to practice inviting and responding to invitations. Each student has in his or her cards the clues of how the conversation should go (Davies, 1990).

On the other hand, with these types of role-playing, the students are able to develop a wide range of abilities, such as initiative, self-confidence, group work and communication in general. When learners are working in groups, they will have to decide when the appropriate moment is to talk, whether or not to modify the scenario, and how they are going to do the role-play. In addition, the students will need to decide about the characters who they are exactly, what they look like, where they are going and have a clear idea about the setting (Davies, 1990). Therefore, role-play makes students ready not only for communicating in the target language but also in its cultural and social context (Angelianawati, 2019).

Creating one's own Script.

“An English language class could, of course, write its own script” (Davies, 1990). This is a great way to reinforce the use of the foreign language in its different skills (Angelianawati, 2019).

To start with the process, the teacher and class must choose a situation that can be interpreted dramatically with a lot of interaction between students, for example, a crowded restaurant at noon. The roles could be typed on cards and assigned. Then, students are asked to study and prepare for their roles so that they can identify with the personalities behind the roles and move towards characterization (Davies, 1990).

In the next phase, students are directed through a little improvisation. Scenes of interaction between customers and waiters are created. After this improvised session,

the action is carefully plotted, shaped, and edited with the teacher and his or her class. Once the structure has been agreed, the play can be properly scripted by the class with the help of the teacher. After the first reading of the completed script, the play can be staged. If the students think it is suitable, they can make changes in the script or in the ways of developing characters before dramatizing them. As soon as the students are familiar with their roles and the play's action, they can start to learn the words, and the play can be rehearsed until the performance stage is reached, always provided that everyone involved really wants to perform to an audience (Davies, 1990).

Improvisation without a script.

Improvisation is a spontaneous action without any script, and in some cases, with minimal instruction from the teacher (Angelianawati, 2019). What is more, the ability to improvise is a necessary ingredient of language use (Torricono, 2015).

This kind of exercise is based completely on students' creativity, because no one knows what will happen. Trivedi (2013) explains that improvisation not only provides students with possibilities of improving their linguistic communication skills, but also and especially their self-confidence (as cited in Torricono, 2015).

There are two main types of improvisation. The first is spontaneous improvisation, an open-ended process in which students are presented with a situation and challenged to respond to it. The teacher introduces the situation and tries to create a drama in which all the students can get involved and participate. Thus, the instructor could simply start

talking to the class, for example, about garbage cans. The educator asks the class if anyone would like to say something about the recent complaints as to garbage cans not being emptied. By now the students should have realized that some sort of residents' meeting on a housing estate is being improvised, and they should start to participate (Davies, 1990).

The second type of this activity is prepared improvisation, in which the class composes a complete play from a basic theme or situation, and during the improvisation students must develop their ideas, selecting, shaping, and organizing them into a communicative structure. The preparation of the performance must be done in small groups, and without using or preparing any script. This type of group-prepared improvisation gives the learners the practice of working together, sharing ideas, making decisions, and organizing dramatic statements (Davies, 1990).

Hence, the main advantage of improvisation is undoubtedly the level of freedom that students are given during the whole performance. They can develop their own characters as they prefer and speak as much as they feel like (Torricco, 2015).

Benefits and Advantages of the use of Drama

1. Inclusion in the classroom. One of the most important features is that drama not only helps pupils with a good background of English but include those with limited vocabulary. This activity is suitable both for students who have a good knowledge of the language and for those who are having the first contact with it. Moreover, the same

exercise can be adapted to the different levels so that everyone can do it at the same time (Aldavero, 2008 as cited in Ulldemolins i Company, 2014).

2. Learning to work in teams. Drama plays enhance learner cooperation, since learners are put into groups to work on the play (Salii & Bytyqi, 2014). In fact, group-work increases talking time in class, which is very important, because pupils use the target language with their colleagues while preparing for the play (Gill, 2013). Therefore, with proper coordination among students and through the support of a teacher, learners can carry out a joint project, being each and every one responsible for the final result. This is not the sum of individual contributions, but conduct that encompasses aspects such as complementarity, coordination, communication, trust and mutual commitment (Medrano Chávez, 2016)

3. Motivator and encouraging. Learners feel more interested and stimulated if they are given a friendly environment where they can “take risks in the language” (Torrico, 2015) without fear of making mistakes.

4. Improving self-confidence and self-esteem. The experience of learning English by doing and the enjoyment as reward from performing all contribute to boosting these affects. Learning by doing means that students acquire language in a natural way, using body language, facial expressions, making pauses and interruptions, and showing emotions in their interpretations of the play. When this process is rewarded on stage or by the teacher, the sense of accomplishment and the confidence that students feel will

have positive effects on English learning in general (Moon, 2013). In fact, found that the increased motivation to learn language often leads to greater success in language proficiency.

5. Development of oral communication. Drama makes learners use the language for genuine communication and real life purposes (Parviz, 2013). In addition to improving speaking skills, this activity helps students use language that is both grammatically correct and appropriate, according to the context (Torricono, 2015). When a specific context is given, the relationship between the language form and function becomes clear, which promotes meaningful language learning. In addition, from the discursive point of view, meaning becomes clearest in the context of a large stretch of discourse. What is more, for young learners with limited English ability in particular, English drama can be a good starting tool in providing language in contexts within the extended length of a coherent story (Moon, 2013).

6. Stimulator of learners' thinking and imagination. Drama makes constant demands on a person's imagination, and it develops the learner's ability to think more effectively (Torricono, 2015). Further, dramatization encourages learners' creativity, which is necessary to carry out the activity. In addition, Katz (2000) affirms that when pupils are involved with drama, they develop a higher order thinking skill such as: inventing, generating, speculating, deducing, analyzing, selecting, refining and judging (as cited in Torricono, 2015).

7. Improvement of multiply intelligences. Dramatization also favors the development of Gardner's "multiple intelligences. According to Gardner, individuals possess nine distinct intelligences (logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, verbal/linguistic, naturalist, existentialist intelligence). Each of these intelligences creates a unique profile in each person and become the main media of learning (Peralta Alcaide, 2018). However, in the traditional teaching, only the students with the logical/mathematical and verbal/linguistic intelligence tend to have an advantage at school. Hence, in order to promote language acquisition among diverse students with different strengths, teachers are recommended to develop learning activities which tap on more than one intelligence. In that sense, drama offers a variety of activities where multiple intelligences such as visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, verbal/linguistic intelligence are drawn (Moon, 2013).

SPEAKING SKILLS

Definition of Speaking

Spoken language is different from written language. Unlike reading or writing, speaking happens in real-time; someone who is speaking cannot check or edit what they are about to say. Therefore, the information is packed less densely in oral language than in written language with a much greater use of phrases and simple sentences (Fauzan, 2012).

In contrast, Efrizal (2012) interpret speaking as the way of communicating ideas and messages orally. Furthermore, Burns and Joyce (1997) define this term as an interactive process of making meaning that includes producing, receiving, and processing information. Interaction is not only about producing words and sentences, but it is also about managing a conversation. Even, communication can occur in a monologue as most speakers adjust their speech to take into account the response of their audience, although it is true that most of the time, speaking is formed in a face-to-face dialogue of the time.

In addition, within managing talk, two sub skills are developed. Firstly, turn-taking, which implies that no two speakers should speak at the same time and when someone is talking the other person must listen. Further, long silences should also be avoided. Secondly, paralinguistic, which is the interactional use of eye and gesture. For instance, a sharp intake of breath and raising of the shoulders is the signal to take a turn (Thornbury, 2005).

Furthermore, Thornbury (2005) explains that speaking skills can be categorized as extralinguistic knowledge or linguistic knowledge. The extralinguistic knowledge (that is independent of language) includes the knowledge of the topic, the context, the socio-cultural, and the familiarity of other speakers. In other words, when someone talks to a Spaniard about *the Rioja* (a Spanish wine), it is not necessary to explain what they are referring to. As well as, according to the context, speakers cannot use formal language

in a family meeting. Matching the context of the talk will make the interaction better. Similarly, before traveling to another country, people should be aware of the socio-cultural aspects of that country. For example, Javanese like to shake hands to show cultural courtesy.

On the other hand, linguistic knowledge involves some aspects: genre, discourse and pragmatic knowledge, grammar, vocabulary, and phonology. Firstly, genre knowledge is about the speaking functions: transactional talk is message-oriented, this is, the message should be clearly expressed so that there is less chance for misunderstanding; and interactional talk is much more people-oriented where its main purpose is to establish and maintain social relationships (Burkart, 1998). Secondly, discourse knowledge is about how to organize and connect individual utterance, as well as how to map this knowledge on the turn-taking structures on interactive talk. Thirdly, pragmatic knowledge is the relation between language and its contexts of use, including the purpose for which language is being used. Lastly, English speakers should speak the language with a wide range of vocabulary, good pronunciation, and grammatically correct (Thornbury, 2005).

To sum up, speaking is a process that involves managing a conversation, and transferring a message from the speaker to another in a spontaneous way. This ability covers two elements; linguistics knowledge related to the use of language in making

and exchanging meaning while extra-linguistics knowledge deals with the knowledge of the topic, the context, the socio-cultural, and the familiarity of the other speakers.

The Importance of Speaking skills

People spend much greater time interacting orally instead of using the language in its written form. In fact, speaking is a very important skill since it is one of the abilities that is needed to perform a conversation. Further, English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Masoumeh Ahmadi, 2017). If teachers want to encourage students to communicate in English, they should use the language in real communication and ask them to do the same process (Efrizal, 2012).

According to Bueno, Madrid, & McLaren (2006), speaking is one of the most difficult skills language learners have to face. This is how speaking stands out from the other three English skills (as cited in Srinivas Rao, 2019). Regardless of its importance, teaching speaking skills have been undervalued and the majority of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Even the learners learn the language for so many years; they find it difficult to speak in real-time situations when it is demanded. Speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce

sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Hence, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English (Srinivas Rao, 2019).

On the other hand, the significance of speaking is indicated with the integration of other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skills. “Students can express their emotions, ideas, say stories, request, talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom”. Therefore, language speakers have more opportunities to find jobs in different organizations and companies (Leong & Masoumeh Ahmadi, 2017). Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world.

In fact, in the present modern world, everything is linked with speaking skills. One who has excellent talent in speaking can conquer the whole world. Having exceptional communication is the passport to get better employment opportunities. In the modern interviews, the real talent of the job aspirants is tested through their performance in group discussions, debates, presentation skills, and so on. Once the learners practice these speaking skills in their EFL/ESL classrooms, they get the mastery of these skills and perform well in the activities in and outside their classrooms (Srinivas Rao, 2019).

Kinds of Speaking Situations

There are three kinds of speaking situations: interactive, partially-interactive, and non-interactive.

Interactive.

Telephone calls and face-to-face conversations are included in interactive speaking situations where speaking and listening are alternatives in English. In these kinds of speaking situations, there will be a chance to ask for repetition, clarification, or request for a slower speech from the conversation partner. Therefore, these are more useful situations both for the speaker and the listener as they can understand the matter without having any further doubts (Srinivas Rao, 2019).

Partially-interactive.

In partially interactive situations, a lecture is given to the live audience and the audience does not interrupt the speaker's speech. In these conversations, the speaker can directly see the audience and also judge from their facial expressions and gestures whether the participants have understood his/her discourse or not. Here the audience can clarify their doubts through the question and answer session that generally takes place at the end of the speech presentation (Srinivas Rao, 2019).

Non-interactive.

On contrary to interactive and partial-interactive, in non-interactive speaking situations, there will not be any interaction of the audience where speakers have to just record their speech for a radio broadcast. In all these situations, speaking is a major problem for the ELLs (English Language learners) as it involves many things and it is not so simple to acquire good speaking skills in a day or two. Moreover, the students have to do continuous practice and spend a lot of time on speaking skills as they are quite difficult to acquire without proper practice. Therefore, the best way to improve the ELLs' speaking skills is by giving a great emphasis on practicing speaking skills both in and outside the classrooms (Srinivas Rao, 2019).

The Teaching of English-Speaking skills in the Classroom

“The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language” (Al Hosni, 2014).

According to Brown (2001), in teaching speaking, there are some principles for designing speech techniques that should be paid attention to. Teachers must provide intrinsically motivating procedures, promoting the use of authentic language in meaningful contexts, providing appropriate feedback and correction, and encouraging the development of speaking strategies. Furthermore, English teachers could apply

some operating procedures such as intonation, stress, and meaningful minimal pairs to teach pronunciation. In fact, knowing the types of classroom speaking performances, selecting the appropriate principles for designing speaking activities, using various conversation teaching processes, and implementing some teaching pronunciation techniques will allow the instructor to successfully teach English speaking.

Moreover, Gebhard (2006) argues that the teaching of speaking should focus on teaching learners to comprehend spoken English. That is, the success to teach speaking is also contributed by the teaching of listening. This includes the kinds of listening activities and the media to teach listening.

In addition, Bailey in Nunan (2003) states that there are five principles for teaching speaking; be aware of the differences between mother tongue and foreign language learning contexts, give students practice both fluency, and accuracy, provide opportunities for pupils to talk by using group work or pair work, and limiting teacher talk, plan speaking tasks that involve negotiation for meaning, and design classroom activities that involve guidance and practice in both transactional, where a person and the listener or listeners are trying to share information in as efficient way as possible, and interactional speaking, where two or more people share a casual conversation.

In a nutshell, in the teaching of speaking, the teacher should focus on choosing the appropriate types of classroom speaking performance, designing speaking techniques, and paying attention to the learners how to motivate them in learning English.

Components of Speaking skills

Fluency.

Fluency means using simple words to express meaning and speak slowly and clearly instead of speaking fast and unclearly (Hong Minh, 2016). Moreover, Gebhard (2006) defines fluency as a natural language use occurring when a speaker engages in meaningful interaction, maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Additionally, Hong Minh (2016) mentions that people can be said as a fluent speakers if they are able to speak at a normal speed without stumbling over words and sounds with perfect English, convey the speaker's message in an easy, clear and understandable way, use a simple language that suits the listener's level, produce comprehensible sentences with no major complications, expose ideas calmly and spontaneously, argue persuasively, manifest a certain number of hesitations, pauses, backtracking and corrections, and using gap-fillers correctly.

On the whole, developing fluency depends on designing classroom activities where students negotiate meaning, apply communicative strategies, correct misunderstandings and avoid communicative breakdowns (Gebhard, 2006).

Accuracy.

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary (British Council, n.d.).

Grammar.

Grammar is the study of how words combine to form sentences. That is, grammar is a system of rules governing the structure and arrangement of language. Hence, this sub-skill is needed for students to arrange correct sentences in a conversation both in written and oral forms (Nelson & Greenbaum, 2013). However, this does not mean that the grammar of speech is identical to the grammar of written texts. Thornbury (2005) affirms that speaking tend to be less complex than writing due to spontaneity and the minimal planning opportunities with which it occurs. Thus, in order to generate a much more sophisticated range of meanings, the resources of the language grammar need to be enlisted.

As noted by Nelson and Greenbaum (2013), the function of grammar is to arrange the correct meaning of sentences based on the context so that a clear and concise message can be conveyed. In addition, it is used to avoid misunderstanding in each communicator.

Pronunciation.

Pronunciation means the appropriate diction within communication, that is, it is the way for students to produce clearer language when they are speaking. Without the

correct pronunciation, students are not able to communicate effectively even though they have sufficient knowledge of vocabulary and grammar (Thornbury, 2005).

On the other hand, pronunciation also 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 (Thornbury, 2005).

Vocabulary.

Vocabulary is the knowledge of meanings of words. Having an extensive range of vocabulary means to have the key for a successful communication. However, having limited vocabulary is to have a barrier that precludes learning a language. What is more, without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2005). Thus, it can be said that vocabulary is a basic building block of language learning and for a comprehensible communication.

Factors that Cause Speaking Difficulties in EFL Learners

Speaking takes on a considerable significance among other language skills. However, learning to speak is not an easy task because students usually face a number of problems that hinder them from speaking. These include **five** factors:

1. Limited knowledge of English.

The English language requires extensive knowledge of grammar and vocabulary as well as pronunciation in order to speak it fluently and accurately. For this

reason, it is important that teachers apply the necessary techniques, strategies or tools to increase their students' awareness of these language components (Saeed Al-Sobhi, 2018). Likewise, students without adequate knowledge of the language will not be able to interact with someone or hold a conversation, rather, they will create embarrassing and uncomfortable situations that will trigger other factors for the development of speech skills.

2. Lack of exposure to the language.

“The environment plays an influential role in developing a learner’s language. Once a learner receives a lot of exposure to a second language and communicates with the people in the surrounding area, his acquisition of the target language is expected to be highly possible” (Saeed Al-Sobhi, 2018). In his study, Fillmore (1989) concluded that social setting creates and shapes good chances for a second language learner because it develops his learning potential. In this way, students who live in English-speaking countries have many opportunities to achieve great fluency of speech because they practice it daily. Nevertheless, in countries where English is spoken as a foreign language, students find it difficult to develop their ability to speak because they cannot use the foreign language to communicate in or outside school. In fact, lack of exposure to English in everyday interactions is considered one of the language barriers that limit students' ability to achieve a high level of linguistic fluency and competence (Khan, 2011; Alrashidi & Phan, 2015 as cited in Saeed Al-Sobhi, 2018).

3. Excessive use of the first language (Spanish).

The significance of language exposure in improving the students' speaking ability is undeniable. However, students find it difficult to communicate in English because it is not used in their everyday life, that is, English is only a school subject not a means of communication. As a result, students prefer use their native language to communicate among them inside and outside the classroom because they feel less exposed if they are speaking their mother tongue (Saeed Al-Sobhi, 2018).

As noted by Saeed Al-Sobhi (2018), learners' lack of exposure to the target language is considered one of the main reasons behind their low proficiency of English. "Clearly, non-native English speakers have little opportunity to learn English through natural interaction".

4. Ineffective teaching methodology.

Using the most effective methods and strategies in teaching English speaking skills makes the students attentive while interacting in the classroom (Saeed Al-Sobhi, 2018). This aim can successfully be achieved through the implementation of some teaching methods such as Communicative Language Teaching (CLT), which enhances the students' ability to communicate in the target language. In CLT, classes are learner-centered, that is, students are not passive receivers, and a teacher plays many roles in the classroom in order to develop the students'

speaking abilities. He is not only information provider, but also a facilitator, an organizer and a guide.

Unfortunately, a study conducted by Burgin and Daniel (2017) in one of the urban institutions from Ecuador conclude that most English classes are teacher-centered. Accordingly, students are not given sufficient time to practice English in the classroom. Likewise, the authors suggest that English language teachers should incorporate classroom tasks such as games, dialogues, group work, and experiential activities focused on student-centered approach.

5. Lack of motivation and confidence.

The encouragement and support which the student receives from his teachers, parents and classmates help and facilitate his learning process. Thus, students achieve better if they are encouraged. It is generally admitted that students who are self-confident can learn better because they are brave and believe in their abilities. Therefore, there is a strong relationship between motivation, confidence and students' performance and achievement (Elsheikh, 2015; Al Samdani & Ibnian, 2015; Khan, 2016 as cited in Saeed Al-Sobhi, 2018).

On the contrary, lack of motivation and confidence can hinder the students' language proficiency. Juhana (2012) argues that fear of mistake and shyness becomes two of the main factors of students' reluctance to speak in English in the classroom. The author adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students'

fear of being laughed at by other students or being criticized by the teacher. “As a result, students commonly stop participating in the speaking activity” (as cited in Rahayu, 2015).

f. METHODOLOGY

Design of the Research

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Mill (cited by Creswell, 2012) “action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. Based on the aforementioned, the procedure of action research is cyclic and follow these steps; identify a problem, gather data through different instruments, interpret the data, propose an action based on the data and finally reflect on the work done (Ferrance, 2000).

This research study titled drama as a cooperative learning strategy to improve speaking skills is based on action research and will allow the pre-service teacher to become a participant to study aspects in the problematic situation, gather information and analyze or reflect on the results that will be derived from the application of an intervention plan that lasts ten weeks, in which the results will justify if this work was effective or not in improving the learning of writing in students.

Methods, Techniques and Instruments

Methods.

This study will make a description of the data that result from the intervention plan.

The following general methods will be applied along the research:

The Scientific method will facilitate the study of drama as a cooperative learning strategy intended to improve speaking skills, and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate the description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The Analytic/ Synthetic method will be applied to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistical method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and instruments.

Data collection.

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests.

Tests will allow participants to perform cognitive tasks in relation to the basic speaking skills. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and post-test results.

Pre-test/Post-test.

A researcher-made pre-test will provide a measure on the performance of speaking skills before the participants (Kids-4 students at English Speak Up Center) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a post-test will measure again the performance of the

speaking skills in order to make a pre-test and post-test comparison of the cognitive dimension of the performance of the speaking skills of the participants being treated.

Questionnaires.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward drama as a cooperative learning strategy. Likewise, the pre- and post-questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the Kids-4 students afternoon session, at English Speak Up Center during their English classes. There will be two types of observations as detailed below.

Non-participant observation.

In non-participant observation, the researcher is not involved in the situation being observed. Through this observation it will be recorded behavior but does not interact or participate in the setting under study. The objective of this non-participant observation is to identify the issue for this action research project which will be supported through the participant observation.

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of drama as a cooperative learning strategy in order to improve speaking skills among Kids-4 students afternoon session, at English Speak Up Center in the city of Loja during 2020-2021 school year.

Field notes.

Field notes refer to the qualitative notes recorded by the researchers in the course of the field research in order to have an accurate understanding of what is being studied. Therefore, through field notes, the investigator will note what happened in each class. It will help to evidence the findings, record relevant and important events during the observation or a particular situation that happen while the intervention plan is developed.

Population

The population that will be considered in this action research will be the six students of Kids-4 level, afternoon session at English Speak Up Center who are all among them 10 to 11 years old.

Description of the Intervention Plan

The development of the intervention plan will be carried out in different phases:

Phase 1. Initial reflection.

During a non-participant observation, the researcher was able to see that Kids-4 students have difficulties in the development of the components of English speaking skills (fluency, grammar, pronunciation and vocabulary) to express their doubts, opinions and ideas orally. This situation allowed the researcher to recognize speaking skills as an issue among learners who do not have learning opportunities to speak during their English classes.

Being this the concern, the researcher asked herself whether there are some different strategies that would better prepare students to improve speaking skills. Therefore, having read some mainstream literature on speaking skills, the researcher found out that drama as a cooperative learning strategy will empower learners to produce utterances to interact with other in a comprehensible way.

Phase 2. Planning.

As a consequence, to remedy the Kids-4 students' weaknesses on speaking skills, activation-connection-affirmation lesson plan will be presented, which are organized with drama activities such as simulation, role-play, and improvisation. An Activation-Connection-Affirmation lesson model plan will be adopted as a treatment to help students in the improvement of their speaking skills. The data obtained through the data collection instruments will be used to consider the most appropriate ways of improving

speaking skills through the use of drama. These phases can be used and summarized as follow:

Activation.

Teacher will use activities and warm ups to access students' knowledge. This phase will be developed with charades, hangman, and so on, in other words, games associated to the vocabulary of the topic.

Connection.

The teacher serves as a monitor and facilitator for student's learning. This phase will be developed by applying the drama activities where students will be able to use their knowledge about the language to produce utterances within a dialogue or to hold a conversation.

Affirming.

This phase will be developed with oral quizzes to assess students' progress and to document the students' knowledge acquired during the class.

The goal of this strategy is to make students to improve their speaking skills focused on fluency, grammar, pronunciation, and vocabulary by applying drama activities such as simulation, role-play, and improvisation in order to achieve successfully the English communication competence.

On the other hand, this plan of action will explicitly respond to the following research questions:

- What are the phases of the action plan that contribute with the improvement of speaking skills among Kids-4 students, afternoon session at English Speak Up Center during the 2020-2021 school year?

- Which drama activities are implemented to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center during the 2020-2021 school year?

Phase 3. Action.

The intervention plan will be developed during 30 sessions in a period of ten weeks of three hours each one. The first and last week will be devoted to the administration of the data collection instruments (pre-/post- tests and questionnaires). In addition, the ten weeks will be developed with lesson plans and the researcher will record her observations on a field note to reflect upon the use of drama as a treatment to solve students' speaking skills. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation.

During the intervention plan, the researcher will monitor and record Kids-4 student's reactions and achievements to the planned activities by means of a pre- and post-test, pre- and post-questionnaire, observation sheet and field notes.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of drama as a cooperative learning strategy to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center during the 2020-2021 school year.

This intervention plan will be developed with a Lesson Plan Model that contains the following stages: activation (before), connecting (during), and affirmation (after).



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INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 3 - Danger!

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused on the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To elaborate sentences applying the grammatical structure of the lesson through the “Simulation” drama activity.
- To tell the vocabulary of the lesson appropriately.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Pre-questionnaire</p> <p>Pre-test</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Climb, stick, fall, break, watch, chase, sleep, make, do, run, work, play, give, start. <p>Grammatical Structures</p> <ul style="list-style-type: none"> • Past Continuous <p>Key Words</p> <ul style="list-style-type: none"> • Past continuous, climb, stick, fall, break, watch, play, chase, sleep, make, do, run, work 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher explains the students how the pre-questionnaire is going to be taken and shares with them the link to complete it. • Teacher takes the pre-test student by student through Zoom Video Communications. • Teacher makes a warm-up activity to introduce the vocabulary verb. Through an online game, the students should label each picture with the correct verb. <p>CONNECTION</p> <p>“Simulation” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> • Teacher introduces and explains the grammar structure (for affirmative and negative sentences) of Past Continuous tense by giving the students some examples using the vocabulary. • Teacher shows them the correct pronunciation of each verb in the vocabulary and asks them to tell the verbs again appropriately. • Teacher asks the students to say affirmative and negative sentences using the verbs. • Teacher introduces the drama activity “Simulation” by explaining the students how it is going to be developed. All the 	<ul style="list-style-type: none"> • Pre-questionnaire (Google form platform) • Pre-test (Zoom Video Communications) • Online game (Cerebriti) • Past Continuous Slides

	<p>students should perform a situation where they are passers-by and the teacher is a journalist who is going to ask them what they were doing when the lights went out last night, and the pupils should answer with Past Continuous sentences.</p> <ul style="list-style-type: none"> ● Teacher gives the students the opportunity to use other different verbs to elaborate the sentences. ● Teacher gives the students a minute to think the possible answers and begins the activity by naming a student and asking the question. <p>AFFIRMING</p> <ul style="list-style-type: none"> ● Teacher takes an oral quiz where the students have to elaborate negative sentences using the correct grammatical structures of Past Continuous tense. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Pre-test / Pre-questionnaire</p> <p>Data Source 2: Field notes</p> <p>Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 9th to November 13th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 3 - Danger!

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused on the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To formulate questions and answers utilizing the grammatical structure of the lesson through the “Role-play” drama activity.
- To name the vocabulary properly.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Vocabulary</p> <ul style="list-style-type: none"> ● clean, drink, sit, read, eat, call, get, catch, want, walk, came, ask, arrive, finish. <p>Grammatical Structures</p> <ul style="list-style-type: none"> ● Past Continuous questions <p>Key Words</p> <ul style="list-style-type: none"> ● Past Continuous questions, clean, drink, sit, read, eat, call, get, catch, want, walk, came, ask, arrive, finish. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> ● Teacher makes a warm-up activity “Word sneak” to presents the vocabulary of the lesson. The students have to use the words presented in the flashcards into a conversation with the other students as casually as possible. <p>CONNECTION</p> <p>“Role-play” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> ● Teacher explains the grammar structure of Past Continuous questions and gives the students some examples using the vocabulary. ● Teacher gives the students the correct pronunciation of each verb in the vocabulary and ask them to name each one properly. ● Teacher introduces the drama activity “Role-play (open-ended dialogues)” by explaining the students how it is going to be developed. All the students should perform a situation where one of them is a detective and the others are suspects of a “crime”. The student who is the detective should formulate questions to her/his partners to guess who is the thief, and they 	<ul style="list-style-type: none"> ● Flashcards online ● Past Continuous questions slides

	<p>should use Past Continuous sentences to give their alibis. The student who is slow to respond is the culprit and the roles change. Now, the culprit is the detective.</p> <p>In the activity, all the students play the role of detective.</p> <ul style="list-style-type: none"> ● Teacher appoints a student to begin the activity and gives him/her 5 min to formulate questions. ● Teacher gives the students a feedback about the lesson at the end of the activity. <p>AFFIRMING</p> <ul style="list-style-type: none"> ● Teacher takes an informal test by asking the students to ask her questions using the correct grammar structure of Past Continuous questions. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 16th to November 20th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 4 - Two return tickets

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused on the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To demonstrate that they can use prepositions of time to talk about days, dates, times of the day or when things take place through the “Simulation” drama activity.
- To tell the vocabulary appropriately.

<p>Key Words</p> <ul style="list-style-type: none"> • Prepositions of time, months, seasons, time of day, dates, days. 	<ul style="list-style-type: none"> • Teacher gives the students five minutes to each couple to complete the activity. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher takes an oral quiz in which she shows the students a picture with some objects located in different places and ask them where a specific object was (<i>E.g.: where is the dog?</i>). The students should 	<ul style="list-style-type: none"> • Pictures
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: November 23rd to November 27th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 4 - Two return tickets

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused in the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To create long sentences using the grammatical structures of the lesson through the “Improvisation” drama activity.
- To name the verbs in the vocabulary properly.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Vocabulary</p> <ul style="list-style-type: none"> • Live, meet, wait, see, say, be, listen, jump, know, buy, think, slip. <p>Grammatical structures</p> <ul style="list-style-type: none"> • Past continuous and Simple past tenses. <p>Key Words</p> <ul style="list-style-type: none"> • Past continuous, Simple past, live, meet, wait, see, say, be, listen, jump, know, buy, think, slip. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher narrates what happened to her a few days ago by using slides to present the story. Then, she asks the students to identify what action interrupt the other and in what past time is. <p>CONNECTION</p> <p>“Improvisation” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> • Teacher explains the difference between Past Continuous and Simple Past tenses and gives the students some examples using the vocabulary. • Teacher gives the students the correct pronunciation of each verb in the vocabulary and ask them to name them properly. • Teacher asks the students to give examples using the grammatical structures. • Teacher presents the drama activity “Improvisation (Spontaneous improvisation)” explaining how it is going to be developed. The students have to help the teacher to complete the sentences that she is going to say but cannot because she has “a memory loss” by creating another sentence to do it using the correct grammatical structure. 	<ul style="list-style-type: none"> • Personal story slides • Past continuous and Simple past tenses slides

	<ul style="list-style-type: none"> • Teacher starts the activity and gets all the students involved. • Teacher appoints another student to take the role of a person with a memory loss and do the same action involving all members. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher asks the students to complete the sentences about the grammatical structures of the lesson presented in the game. 	<ul style="list-style-type: none"> • Online game (Cerebriti)
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: December 7th to December 11th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 5 - Police!

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused in the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To generate long sentences applying the grammatical structure of the lesson through the “Simulation” drama activity.
- To tell the verbs in the vocabulary properly.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Vocabulary</p> <ul style="list-style-type: none"> • Carry, drive, watch, visit, swim, write, take, dance, ride, sing, participate, travel, draw, fly. <p>Grammatical structures</p> <ul style="list-style-type: none"> • Used to <p>Key Words</p> <ul style="list-style-type: none"> • Used to, carry, drive, watch, visit, swim, write, take, dance, ride, sing, participate, travel, draw. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher makes a warm up activity “Hangman” to introduce the new unit utilizing slides. The students have to discover what the hidden verb is by each saying one letter until they guess the word. <p>CONNECTION</p> <p>“Simulation” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> • Teacher gives the students the correct pronunciation of the vocabulary and asks them to teal each verb properly. • Teacher introduces and explains the grammatical structure of “Used to” giving some real examples about what she used to do as a child and using the vocabulary. • Teacher asks the students for real examples about what they used to do five years ago. • Teacher explains the drama activity “Simulation” how it is going to be developed. The teacher sets the discussion topic "Life before smartphones" where the students should find a possible solution to make some habits (which were made before the vast majority had a phone in their hands) persist. To do this, they make comparisons about the activities they used to do before 	<ul style="list-style-type: none"> • Educandy game • Used to grammar slides

	<p>they had a smartphone by generating long sentences using the corresponding grammatical structure.</p> <ul style="list-style-type: none"> • Teacher starts the activity and asks the students to use the verb in the vocabulary as much as possible. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher shows the students some flashcards about other verbs already learn until this lesson and asks them to generate a long sentence using the grammar structure of “Used to”. 	<ul style="list-style-type: none"> • Flashcards online
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: December 14th to December 18th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 5 – Police!

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused in the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To create sentences from a verb given using the grammatical structure of the lesson through the “Role-play” drama activity.
- To name each word in the vocabulary of the lesson appropriately.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Vocabulary</p> <ul style="list-style-type: none"> • Tidy, sweep, wash, paint, clean, talk, work, beard, moustache, blonde, fair, dark, curly, straight, long, short. <p>Grammatical structures</p> <ul style="list-style-type: none"> • Had to <p>Key Words</p> <ul style="list-style-type: none"> • Had to, tidy, sweep, wash, paint, clean, talk, work, beard, moustache, blonde, fair, dark, curly, straight, long, short. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher makes a warm up activity “Charades” where a student has to describe a word in the vocabulary - showed it on the card game – so that the other students can guess it. <p>CONNECTION</p> <p>“Role-play” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> • Teacher gives the students the correct pronunciation of each word in the vocabulary and asks them to name each word appropriately. • Teacher explains the grammar structure of “Had to” and gives some examples applying the vocabulary. • Teacher presents the drama activity “Role-play” by giving the students the instructions to develop. The whole class should participate in a contest where the teacher takes the role of presenter and the students of contestants. The presenter shows to the contestants a picture that shows an action (a verb), and based on this guide, the pupils who is quickest to rise his/her hand should create a sentence using the grammatical structure of the lesson. 	<ul style="list-style-type: none"> • Cards game • Had to grammar slides

	<ul style="list-style-type: none"> • Teacher makes a feedback about the activity, corrects some mistakes made by the students and congratulate them. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher asks the students for more examples of “Had to” grammar, but using other different verbs. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 4th to January 8th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 6 – Mythical beasts

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused on the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To compare two people, places, or things using the vocabulary of the lesson through the “Improvisation” drama activity.
- To tell the adjectives in the vocabulary appropriately.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Vocabulary</p> <ul style="list-style-type: none"> • Big, strong, heavy, friendly, beautiful, interesting, long, fast, dangerous, bad, good, exciting. <p>Grammatical Structures</p> <ul style="list-style-type: none"> • Comparative adjectives <p>Key Words</p> <ul style="list-style-type: none"> • Comparative adjectives, strong, heavy, friendly, dangerous, beautiful, interesting, long, fast, dangerous, bad, good, exciting. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher makes a warm up activity to introduce the vocabulary. The students should describe a picture in 30 seconds. <p>CONNECTION</p> <p>“Improvisation” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> • Teacher gives the students the correct pronunciation of the vocabulary and asks them to tell the adjectives appropriately. • Teacher explains the grammar structure of comparative adjectives by giving the students real examples. • Teacher asks the students for examples of the grammar but using the vocabulary. • Teacher explains how the drama activity “Improvisation (spontaneous improvisation)” is going to be developed. The students should dramatize a casual conversation between two friends and they should compare two people, places or things using the vocabulary of the lesson. • Teacher starts the activity and gives the students five minutes to perform it. • Teacher gives the students a feedback about the activity. 	<ul style="list-style-type: none"> • Pictures • Comparative adjectives slides

	<p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher takes an oral quiz in which a student should compare him/herself with another person; another student should compare the place where she/he lives with other place, and so on. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 11th to January 15th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 6 – Mythical beasts

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused in the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To emphasize one thing or person about a certain group by applying the grammatical structure and the vocabulary of the lesson through the “Role-play” drama activity.
- To name the adjectives in the vocabulary properly.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Colloquial expressions</p> <ul style="list-style-type: none"> Generous, expensive, good, bad, difficult, admire, embarrassing. <p>Grammatical Structures</p> <ul style="list-style-type: none"> Superlative adjectives <p>Key Words</p> <ul style="list-style-type: none"> Superlative adjectives, generous, expensive, good, bad, difficult, admire, embarrassing. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> Teacher makes a warm-up activity “Pasapalabra” to introduce the vocabulary. The students should guess the concept from the definition given by the teacher (<i>E.g.: T → with the letter G, a person who is willing to give help or support more than is usual or expected; S → Generous</i>). <p>CONNECTION</p> <p>“Role-play” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> Teacher gives the students the correct pronunciation of the vocabulary and asks them to name the adjectives properly. Teacher explains the grammar structure of superlative adjectives by giving the students real examples. Teacher asks the students for examples of the grammar but using the vocabulary. Teacher explains how is going to be developed the drama activity “Role-play”. The students should perform a situation in which they are interviewed by an interviewer, who is the teacher, with some questions. In this activity, the students should emphasize one thing or person about a certain group by 	<ul style="list-style-type: none"> Pasapalabra game Superlative adjectives slides

	<p>applying the grammatical structure and the vocabulary of the lesson.</p> <ul style="list-style-type: none"> • Teacher gives the students 1 minute to answer each question. <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher asks some students for different examples of “Superlative adjectives. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 18th to January 22th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN WEEK N° 9

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 7 – Orchestra practice

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused on the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To formulate questions and answers using the vocabulary of the lesson and present perfect tense through the “Improvisation” drama activity.
- To tell the past tense of some common irregular and regular verbs appropriately.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Vocabulary</p> <ul style="list-style-type: none"> ● Road, foreign language, karate, workshop, member, campaign <p>Grammatical Structures</p> <ul style="list-style-type: none"> ● Regular and irregular verbs ● Present perfect tense <p>Key Words</p> <ul style="list-style-type: none"> ● Present, past form, past participle 	<p>ACTIVATION</p> <ul style="list-style-type: none"> ● Teacher makes the warm up activity “Word sneak” to presents the vocabulary of the lesson. The students have to use the words put on a slide into a conversation with the other students as casually as possible. <p>CONNECTION</p> <p>“Improvisation” drama activity (Fluency, grammar, pronunciation and vocabulary)</p> <ul style="list-style-type: none"> ● Teacher introduces and explains the grammar structure of present perfect tense and its use by giving the students some examples using the vocabulary. ● Teacher gives the students twenty common regular and irregular verbs in present perfect tense and shows them the correct pronunciation of each one. ● Teacher asks the students to tell the past tense of the common irregular and regular verbs appropriately. ● Teacher introduces the drama activity “Improvisation” by asking the students “Have you ever been in another country?”. Immediately, the pupils realize it is an improvisation and start responding. For this activity, the learners should formulate 	<ul style="list-style-type: none"> ● Flashcards online ● Educandy game ● Present perfect slides

	<p>questions and answers using the vocabulary of the lesson and present perfect tense.</p> <p>AFFIRMING</p> <ul style="list-style-type: none"> • Teacher asks the students to formulate negative sentences applying the grammar structure of the lesson. The sentences should be real. 	
<p>MONITORING PLAN:</p> <p>Data Source 1: Field notes</p> <p>Data Source 2: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: January 25th to January 29th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.



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INTERVENTION AND OBSERVATION PLAN WEEK N° 10

INFORMATIVE DATA

Institution: English Speak Up Center

Teacher: Lic. Daniela Estefanía Cueva Medina

Teacher Candidate: Julissa Yeraldin Jimenez Granda

Participants: Kids-4

School Year: 2020-2021

Topic: Unit 7 – Orchestra practice

RESEARCH PROBLEM: How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?

GOAL: By the end of the intervention plan students will be able to improve their speaking skills using drama as a cooperative learning strategy focused on the following aspects: Fluency, grammar, pronunciation and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To demonstrate that they can link ideas using connectors of similarity and difference through the “Simulation” drama activity.
- To name the vocabulary about different types of review properly.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Post-questionnaire	ACTIVATION	

<p>camp, a video game review.</p>	<p>reviews presented for various students will be the winner. For that reason, the student council asks for opinions to help decide which one is best.</p> <ul style="list-style-type: none"> • The students discuss which of the types of review found more interesting to be selected. The learners give their opinion using the connectors of similarity and contrast to demonstrate that they can link ideas. <p>AFFIRMING</p> <ul style="list-style-type: none"> • The teacher takes an oral quiz where asks a student to give a sentence using the vocabulary and present perfect tense, and asks another student to link that idea with other sentences using any of the connectors. 	
<p>MONITORING PLAN:</p>		
<p>Data Source 1: Post-test / Post-questionnaire</p>		
<p>Data Source 2: Field notes</p>		
<p>Data Source 3: Observation sheet</p>		
<p>SUPPORT: Coaching and guidance from the thesis advisor.</p>		
<p>TIME: February 1th to February 5th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability.

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	\$300.00
Print of reports	\$40.00
Print of the project	\$25.00
Copies	\$120.00
Unforeseen	\$350.00
Print of the final report and thesis	\$35.00
TOTAL	\$870.00 _____ .

Financing

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

Resources

Human.

- The teacher candidate as a researcher

- The thesis advisor
- Students of Kids-4 level. afternoon session at English Speak Up Center in the city of Loja during 2019-2020 school year

Material.

- Printed materials
- Books
- Notebooks
- Laptop

Technical.

- Computer
- Printer
- Internet connection

i. BIBLIOGRAPHY

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ACfU3U22WbOZSbPExvCGfJ_MeePNhmD8Hg&hl=es&sa=X&ved=2ahUKE

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ANNEXES

Annex 1: Observation Sheet



**UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

Researcher: Julissa Yeraldin Jiménez Granda

OBSERVATION SHEET					
Observation N°:	Date/Time:			Role of the researcher:	
Topic:	Participants: Kids-4 students and the researcher.			Non-participant observer.	
Objective of the session:				Duration of the observation:	
Things to be observed (Indicators)	Levels of Acceptability				Remarks
	Excellent (10 pts.)	Good (8-9 pts.)	Satisfactory (5-7 pts.)	Needs improvement (1-4 pts.)	
Fluency					
Grammar					
Pronunciation					
Vocabulary					

Annex 2: Field Notes



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DATA COLLECTION SOURCE: FIELD NOTES

Researcher: Julissa Yeraldin Jiménez Granda

FIELD NOTES		
Observation N°:	Date/Time:	Role of the researcher: Participant observer.
Topic:	Class size:	Duration of the observation:
Objective of the session:	Participants: Kids-4 students and the researcher.	
Description of the event		Reflective notes

Annex 3: Pre/Post Test and Grading Scale



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE/POST TEST

Dear student, the objective of this test is to measure your speaking skills. Please, pay attention to the instructions to answer the questions correctly.

Student's code:

Date:

The questions consider the following speaking aspects: fluency, grammar, pronunciation, vocabulary.

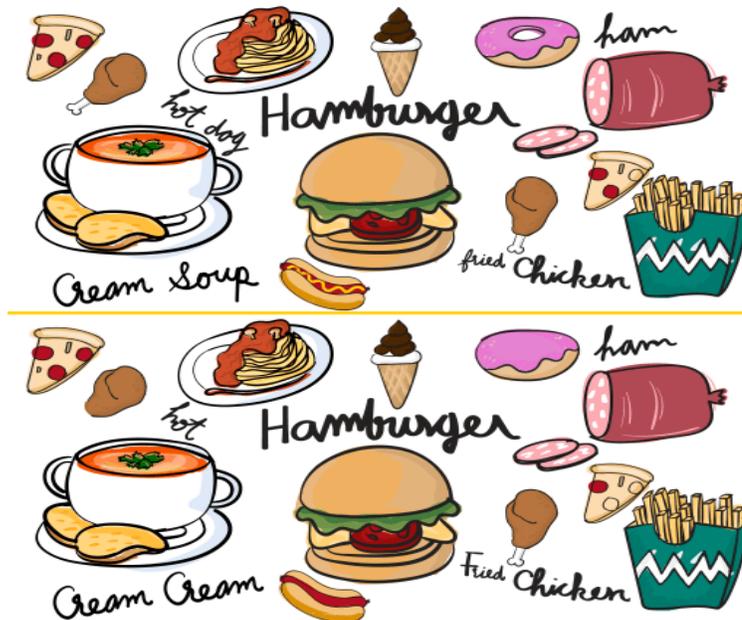
1. These pictures tell a story. Narrate what is happening in the pictures in your own words. (Fluency) (2,5 pts.)



Helen



2. **Talk about friends by answering the following questions using present simple tense: (Grammar) (2,5 pts.)**
- How often do you see your friends?
 - What do you like doing with your friends?
 - Where do your friends live?
 - When do you see your friends?
 - Tell something about one your friends.
3. **Read clearly and aloud the following vocabulary related to teens' lifestyles. (Pronunciation) (1 pt.)**
- brainy
 - stylish
 - adventurous
 - tech-savvy
4. **Read the past of the following regular verbs appropriately. (Pronunciation) (1,5 pts.)**
- Started
 - Missed
 - Waited
 - Worked
 - Needed
5. **Look at the two pictures below and spot the differences between them. Use there is/there isn't to give the answers (Vocabulary) (1 pts.)**



6. Look at the figures below, choose one and describe what she/he is wearing. Use the words in the box to guide you. (Vocabulary) (1,5 pts.)

jacket	skirt	shorts	hat	trainers
T-shirt	shoes	gloves	a blouse	sweater
trousers	jeans	socks	boots	scarf
glasses	cap			



Grading Scale (Rubric)

	Needs improvement 0,5 points	Satisfactory 1,5 points	Good 2 points	Excellent 2,5 points	Total
Fluency	Student has considerable difficulty to make him/herself understood. Slow speech with excessive pauses.	Student can make him/herself understood in long utterances with considerable pauses.	Student can make him/herself understood in short utterance with few pauses.	Student can make him/herself understood in very short utterances, even though pauses, are evident.	
Grammar	Insufficient range of grammar. Too many errors in simple sentences significantly hinder communication.	Repeated errors even in simple sentences but they do not generally hinder communication.	Sufficient range of grammar to formulate utterances and make the communication comprehensible	Advanced degree of control of simple grammatical forms making the communication easy to understand.	
Pronunciation	Student has very limited control of phonological features and is often unintelligible.	Student has limited control of phonological features but is intelligible.	Speech is mostly intelligible, despite limited control of phonological features.	Speech is mostly intelligible, and has some control of phonological features at both utterance and word levels.	
Vocabulary	Students have problems with vocabulary that leads listener to misunderstand each other.	Weak language control, basic vocabulary choice, with some words.	Adequate language control, good range of relatively, well-chosen vocabulary.	Excellent language of language features; a wide range of well-chosen vocabulary.	
				Total score	

Annex 4: Pre/Post Questionnaire and Grading Scale



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: PRE/POST QUESTIONNAIRE

Dear student, the objective of this questionnaire is to know your opinion about the application of drama strategy to improve speaking skills. Please, answer the following test with sincerity. Remember, your answers will be anonymous and confidential.

Student's code:

Date:

1. Have you ever participated in any drama activity to improve speaking skills during the English classes?

- Yes ()
- No ()
- Only one ()

2. I consider that drama activities make the English classes more dynamics.

- Strongly agree ()
- Agree ()
- Partially agree ()
- Disagree ()

3. I consider that drama as a cooperative learning strategy facilitates the improvement of speaking skills.

- Strongly agree ()
- Agree ()
- Partially agree ()
- Disagree ()

4. How important is for you to improve speaking skills with drama as a cooperative learning in your English classes?

- Very important ()
- Moderately important ()
- Slightly important ()
- Not important at all ()

5. How often do you consider that drama should be used to improve English speaking skills?

- Almost always ()
- Sometimes ()
- Occasionally ()
- Never ()

THANK YOU FOR YOUR COLLABORATION

Grading Scale

Quantitative score range	Qualitative score range
81-100	High level of acceptance to apply drama
61-80	Expected level of acceptance to apply drama
41-60	Moderate level of acceptance to apply drama
21-40	Unexpected level of acceptance to apply drama
01-20	Low level of acceptance to apply drama

Annex 5: Research Matrix

Theme: Drama as a cooperative learning strategy to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action research)	Techniques and instruments
<p>General How does drama as a cooperative learning strategy improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about drama as a 	<p>General To improve speaking skills through drama as a cooperative learning strategy among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.</p> <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and 	<p>Independent Variable</p> <ul style="list-style-type: none"> • Historical background of drama • Drama definition • Drama in the learning process of English as a foreign language • Contributions of Drama in Learning English Skills • Types of Drama Activities 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> • Observing the English classes. • Stating the background of the problem. • Describing the current situation. • Locating and reviewing the literature. • Creating a methodological framework for research. 	<ul style="list-style-type: none"> • Non-participant observation. • Pre- and post-test. • Pre- and post-questionnaire. • Field notes. • Observation sheet.

<p>cooperative learning strategy is adequate to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the improvement of speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year? • What are the phases of the intervention 	<p>methodological references about drama as a cooperative learning strategy to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the improvement of speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year. 	<ul style="list-style-type: none"> • Benefits and Advantages of the use of Drama <p>Dependent Variable</p> <ul style="list-style-type: none"> • Definition of Speaking • The Importance of Speaking skills • Kinds of Speaking Situations • The Teaching of English-Speaking skills in the Classroom • Speaking sub-skills • Factors that Cause Speaking Difficulties in EFL Learners 	<ul style="list-style-type: none"> • Designing an intervention plan. <p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students' performance according to the intervention plan. • Presentation of research findings. • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report. 	
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<p>plan that help to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year?</p> <ul style="list-style-type: none"> • Which specific activities into drama help to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year? 	<ul style="list-style-type: none"> •To elaborate an intervention plan based on drama in order to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year. •To apply the most suitable activities into drama in order to improve speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year. •To validate the results obtained 			
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<ul style="list-style-type: none"> • How effective was the application of drama as a cooperative learning strategy to improve the speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year? 	<p>after the application of drama as a cooperative learning strategy to improve the speaking skills among Kids-4 students, afternoon session at English Speak Up Center in the city of Loja during the 2020-2021 school year.</p>			
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Annex 6: Grading Scales

Speaking skills

Quantitative score range	Qualitative score range
10	Excellent
8-9	Good
5-7	Satisfactory
1-4	Needs improvement

Drama as a cooperative learning

Quantitative score range	Qualitative score range
81-100	High level of acceptance to apply drama
61-80	Expected level of acceptance to apply drama
41-60	Moderate level of acceptance to apply drama
21-40	Unexpected level of acceptance to apply drama
01-20	Low level of acceptance to apply drama

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