UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**"DRAMA TECHNIQUES AS A LEARNING
STRATEGY TO IMPROVE ENGLISH SPEAKING
SKILLS"**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper and title "DRAMA TECHNIQUES AS A LEARNING STRATEGY TO IMPROVE ENGLISH SPEAKING SKILLS" prepared by Jefferson Alberto Sánchez Paguay, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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SKILLS" certify that this work is of my authorship, except for the quotes and reflections in this

research paper.

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Abstract

The present project aimed to explain the effect that the use of Drama techniques can have on eighth-grade students to improve English speaking skills, beginning with previous problems which prevent students from progressing such as shyness, lack of vocabulary, and the custom of making direct translations from the mother tongue, analyzing how is it possible to overcome these issues through the implementation of acting techniques to develop fluency and body language to succeed in expressing ideas. This research has a qualitative approach, taking as sample six English teachers from a private educative institution who were asked questionnaires with six questions detailing inconvenient, alternatives, and granted their respective opinions about the importance of looking for different alternatives to develop English speaking skills, advantages and disadvantages of applying drama techniques in English teaching, previous experiences that they had with their own students, and suggestions about how to carry out correctly the activities in possible scenarios. In conclusion, it is demonstrated that it is possible to adapt this strategy knowing how to manage time effectively.

Key Words: Drama, improve, speaking, fluency

Resumen

El presente proyecto de investigación tuvo como objetivo explicar el efecto que podrían tener las Técnicas de Drama para el mejoramiento de las habilidades de speaking en el idioma inglés en estudiantes de octavo año, comenzando desde previos problemas tales como la timidez, la falta de vocabulario y la costumbre de hacer traducciones directas desde la lengua materna que evitan que los estudiantes sigan progresando, haciendo un análisis de cómo es posible superar estos problemas a través de la implementación de técnicas de actuación para desarrollar la fluidez y el lenguaje corporal con el objetivo de lograr expresar ideas. Esta investigación tiene un enfoque cualitativo, tomando como muestra a seis profesores de inglés de una institución educativa privada a quienes se les aplicaron cuestionarios con seis preguntas que detallan inconvenientes, alternativas, y brindaron sus respectivas opiniones acerca de la importancia de buscar diferentes alternativas para desarrollar las habilidades de speaking, ventajas y desventajas de aplicar técnicas de drama en la enseñanza del idioma inglés, experiencias previas que tuvieron con sus propios estudiantes, y sugerencias sobre la correcta realización de las actividades en posibles escenarios. En conclusión, está demostrado que es posible adaptar esta estrategia sabiendo como gestionar efectivamente el tiempo para su aplicación.

Palabras claves: Drama, mejorar, speaking, fluidez

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Introduction

Throughout the decades, the English language has been scaling levels in our society as one of the most important languages in the world, this caused that it takes more relevance academically, becoming a requirement for schools and universities. It is important mention that the level of English proficiency is measured by following the Common European Framework of Reference for Languages, which is separated in six levels which are: A1for beginners and A2 for elementary; B1 for pre-intermediate and B2 for intermediate; finally, C1 advanced and C2 for proficient. These levels are focused on the four skills (reading, writing, listening and speaking) and they are evaluated with the objective of improving English language abilities in order to get a better level and comprehension when performing real conversations.

Besides, due to the development of new technologies, the sources of information for learning have become feasible and more accessible, making this a great advantage for the youth and for the sake of education. Despite the fact of availability of a world of information, it is difficult to know where to begin, and that it is where teachers play an important role; therefore, English teachers can also adapt different creative ways of teaching, applying strategies that can attract the students' attention getting them out from monotony or traditional methods that were popular years ago but it is not that effective nowadays.

There is a variety of strategies that could be used to strengthen English skills; and for this research project, it was suggested the use of Drama techniques to enhance English speaking skills as one of the most challenging skills in the English learning process, for the reason that getting accustomed to the words production, pronunciation, sounds, or even intonation, aspects

that can be really difficult issues for learners, affecting directly to the development of their fluency.

Using drama techniques in education, in specific, for developing English speaking skills, will allow a better comprehension of the language itself, emerging as a new interest that could permit them to reach higher levels in speaking. Dramatizations are a good way to involve students to portray themselves through their imagination and experiences, absorbing the required knowledge for particular situations that are worked in class (Maley & Duff, 2005, p. 2).

In chapter 1 it is found the Problem statement where all the problems that were thought before writing this research are shown. Additionally, contains the objectives either general or specific, and the respective problem and specific questions.

In chapter 2 which is the Theoretical framework, where previous theories and concepts based on the study by other authors were treated.

In chapter 3, known as Methodological framework, it is described all the techniques and instruments that were a key at the moment of collecting data based one-on-one interviews.

In chapter 4, Analysis of findings, it is made an analysis of the obtain results from the interviews compared to the information from other authors from the theoretical framework, taking the most relevant for the study.

In chapter 5, to summarize the whole research it is found the reflections of the study, describing all the process, lesson lives, and personal experiences while researching.

Chapter I

The Problem

1.1 Research Topic

Strategies and Speaking Skills

1.2 Title of the project

Drama Techniques as a Learning Strategy to Improve English Speaking Skills.

1.3 Problem Statement

Learning a second language requires a lot of practice to reach to a good level of proficiency. This action demands time, sacrifice and dedication; nevertheless, the process of developing oral skills in the moment of learning the target language may be a little challenging, which is comprehensible for people who are not native speakers. For the same reason that it is a challenge; In the English speaking learning process there is a presence of some factors that demonstrate how difficult can speaking be for students, these issues could be: shyness, low level of vocabulary, and thinking on the mother tongue. Some authors supported these ideas for the reason that those problems have been detected before. The present section aims to explore the causes which make learners stop expanding their speaking abilities.

Shyness is one the risk factors that prevent learners from developing their interpersonal skills in the learning process because this may cause isolation among people, affecting them psychologically for not feeling able enough to express ideas with partners. This dilemma could end up in not being socially accepted in a group for that single reason. Tabors (1998) points out that isolation and linguistic limitations can be linked together when learning a new language, because it is believed that people may feel invisible for not conveying thoughts because of

fearing making a mistake (pp. 21-22). Moreover, shyness is an aspect that teachers are not used to considering for keeping their schedule and covering their scholar program (Anaya, 2015).

During the last years, another limitation detected for students when trying to reproduce their speech is the low level of respective vocabulary about a determined topic. This problem tends to be more evident when learners are non-native speakers. This means that nothing can be carried out if people do not count without descriptive linguistics briefs or the required vocabulary (Thornbury, 2002, p. 75). It is not possible for learners to achieve a high level of proficiency and make use of the language in context without having vocabulary as a basis (Richards & Renandya, 2002, p. 207).

One of the toughest problems that is related to the lack of vocabulary in the moment of performing a dialogue is making direct translations, which consists in translating everything from the mother tongue, this is caused by the habit of translating every single word to the second language, so second language learners can get confused with grammar structures and false friends; and consequently, it could bring misunderstandings to native speakers. Angeles Carreres (2006) states that translations do not fit in current education that is based on communicative methodology and considers that it is only focused on writing and reading but not on speaking.

Speaking is one of the most demanding skills in the moment of learning English as a second language, considering the reason that the majority of people do not grow up in countries where English is spoken; so, it is possible for learners to find barriers that limit them to keep developing their abilities. The object of the following approach is to motivate students to overcome these difficulties and demonstrate their capability.

1.4 Problem question

1.4.1 General question

How do drama techniques as a learning strategy enhance English speaking skills in 8th grade students?

1.4.2 Specific questions

- What are the problems about the development of speaking skills in 8th grade students?

- How could drama techniques increase the confidence of the speaking skills in 8th grade students?

1.5 Objectives

1.5.1 General Objective

- To explain the use of drama techniques as a learning strategy to improve English speaking skills in 8th grade students

1.5.2 Specific objectives

- To identify the problem of the development of speaking skills in 8th grade students.

- To analyze and compare the obtained results from teachers of Unidad Educativa "Academia Naval Cap. Leonardo Abad Astudillo" and other authors.

- To foster the use of drama techniques as a strategy to improve English speaking skills in 8th grade students.

1.6 Justification:

The speaking skills development are the most demanding in the English learning process and improving them is one of the most difficult tasks for any teacher, that is why this research project seeks to enhance the problems to 8th grade students.

The main advantage of this strategy is the development of fluency through the use of vocabulary for specific contexts in daily life; additionally, it increases students' confidence through the practice of body language exercises, which are crucial for communicating meaningful reactions and emotions.

Drama skills in class are mainly improvisation, role-playing and gestures which are designed to help the students learn how to speak convincingly and with conviction with the purpose of achieving a good communication. Students are required to project themselves and pretend to be into the skin of other characters by following the instructions and organization indicated by the teacher in order to convey the main idea of the scene that it is carrying out.

All the teachers should establish this initiative with a good classroom environment through setting rules and following them, in this way, the classroom atmosphere may feel safe for all the people that are participating while having fun at the same time.

The objective of finding a different strategy was the necessity of teaching using procedures that might be helpful for learners in order to make communication effective and help them to develop their interpersonal skills. For all of these reasons, this research project was carried out.

Chapter II

Theoretical framework

2.1 Background

Speaking skills are one the fundamental parts to develop in the English learning process, this action, requires the acquisition of vocabulary that can be used in every situation; besides, practicing simulations of real situations is the way of how learners can achieve a good level of proficiency. It is possible not to succeed or acquire vocabulary either when practice is not applied.

Despite the prevalence of the use of traditional methods for developing speaking skills, students still suffer some weaknesses in the performing process; moreover, explanations and instructions by the teacher are not clear enough, so it is probable to get confused and decrease encouragement that prevents from striving and reaching the common goal that is the development of speaking (Ahmed, 2019, p. 57).

Speaking skills development determines the capability of a person to express ideas and opinions, which allows the fostering of a comfortable atmosphere of communication among peers and the engagement of topics of interest for other people; and in consequence, succeeding in increasing the level of fluency through the contact of speakers.

However, it must be taken into account the aspects of the difficulties that can be presented throughout the procedure which could end up in the lack of motivation to keep progressing in the expansion of the eloquence. Some of these factors could be: shyness, low level of vocabulary, and thinking on the mother tongue or direct translations.

In the following text, there are some references taken from researches and authors that talk about the strategies that could be applied for the improvement of the speaking skills.

2.2 Pedagogical basis

From the beginning of humankind, the human being has been trying to expand and find ways to communicate and use resources to express feelings, information, messages, opinions and ideas. This is possible in most of the cases by the use of the natural mean known as the voice, which has the possibility of conveying words in different languages only through practice. There are some useful learning strategies to develop these conversational abilities that are a key for learners' education. In this case, this research is focused to determine a communicative approach that can be used for making an improvement with the proficiency at the moment of learning English as a second language.

Speaking skills at some point of the process of acquiring a second language are such a goal, and these are determined like the most difficult to develop. One point to analyze are the struggles that students face, it is found that contractions can be a real problem for learners, which are not used to making use of them due to the lack of practice in class (Romero, 2006, p. 88).

The low level of practice is also linked to other factors that prevent learners from improving their speaking competences. This first factor is considered as shyness, which is regarded as feeling that every person can feel when facing issues that establishes problems in communication. These kinds of problems are involved to psychological problems caused by events from the classroom environment that can interfere with social life and emotional heath, which generates the decrease of self-confidence and fear to the speech production (Mar'atul & Wuli, 2016, p. 64). The process of acquiring communicative abilities can be affected negatively

through the appearance of shyness, and this kind of fear could be manifested into anxiety, disturbing the performance of speaking (Ay, 2010, p. 83).

Among the problems that can be presented, there is one linguistic dilemma as the second factor that it is an constant obstacle due to the traditional teaching methods that cause a lack of motivation for investigating more words in context. This problem relies in the need of talking but not knowing what words to combine in order to create sentences that make sense (Fitriani et al., 2015).

The role of the lack of vocabulary is associated to the third factor that most of the second language learners tend to is making direct translations from their mother tongue. Students have a clear concept of what they are going to say in their own language, however, it is totally different when the speech is being conveyed in the target language, as a result, this finishes in the combination of both languages and the misinterpretation of the main message. In addition, some of the traditional methods known as the Grammar Translation Method that it has been used throughout the years which focuses on grammar and not on speaking itself, causing students to memorize words without a respective context and avoiding the practice of communication (Heredia, 2012, p. 17). According to García (2001), trying to learn English with the Grammar-translation method was far from the real use of language and it did not have a communicative approach (p. 3).

For these reasons, it is necessary to develop drama as a learning strategy to assure the improvement of speaking skills in a real context using methods focused on conversational English.

2.3 Theoretical basis

2.3.1 Develop Speaking Skills

Developing speaking skills implies a set of procedures that emphasizes features that need to be strengthened, these features are classified into fluency, accuracy, intonation, vocabulary, and pronunciation. Developing speaking skills requires managing to control the correct functions of the language in real-life situations more than knowing grammar rules without context and form (Salmawati, 2020, p. 14).

According to Wong & Md Yunus (2021), developing speaking skills allow learners to produce interactions processing information with other speakers connecting speech effectively with appropriate intonation, pauses, and the respective lexicon for a better comprehension of contents (p. 3). Additionally, Rao (2019) mentions that improving oral skills through the immersion of activities that could catch the attention and help students to leave their fear behind is a good strategy, these activities may be games in the classroom to learn while having fun (p. 13).

2.3.2 Learning Strategies to Develop Speaking Skills

The meaning of learning strategies can be defined as the steps that must be followed in a process that allows the acquisition of new knowledge. A strategy can be introduced in a heuristic way depending on the learners' needs through the seeking of their solutions for their weaknesses, which causes a great impact at the moment of getting the target cognition. A strategy is specific to the ground or skill that is intended to be employed; correspondingly, it is adapted to a certain level of difficulty for challenging participants to always reach their best version (Dansereau, 1985, p. 210). A Learning strategy facilitates the process of integrating new knowledge in a less repetitive way, which motivates students (Abboud & Salman Shabban, 2017, p. 148). According

to Nickols (2016), a learning strategy is regarded as the rules, procedures, and plans that a person must follow to get a common objective of improvement (p. 7).

In this case, a learning strategy based on drama is an idea that could attract the attention of people who are interested in finding different ways of enhancing their communicative abilities.

2.3.4 Drama Techniques as a Learning Strategy to Develop Speaking Skills

According to Collins Dictionary (2019), drama is a literary genre that is generally linked to plays for the theatre, television, and cinema through the production of stories and performing characters. In education, drama is used to encourage students to demonstrate their skills on their own and make meaning of the environment around them. On the other hand, training students with drama as a strategy is an approach that motivates them to expand their communicative language abilities and increase their confidence as main aim.

The effect that this causes on students is developing their physical, social, intellectual, and verbal and nonverbal skills for communicating ideas.

To be specific, drama strategy includes more than only acting, it is also involved: improvisation, dramatized storytelling, mime, dialogues, role-playing, games, and vocabulary. Hence, drama is depicted in a variety of manners when is put into practice in the classroom, but the decision depends on the students when the communicative activity is carried out.

Janine Hostettler (2017) describes that applying drama to the learning process, helps students to get engaged and compromised by expressing themselves and feel better with the character they are playing; therefore, their involvement gets deeper to achieve a good quality of proficiency (p. 64) .

2.4 Legal basis

2.4.1 Constitution of Ecuador

Article 57, item 14: Recognizes that must be developed and reinforced intercultural bilingual education with quality from an early age until a superior level. This is to protect and preserve cultural diversity, identity, and ethnicity related to the methodologies applied to the learning process. A worthy teacher career must be guaranteed. Administration from this system must prevail collective and participative, based on community overseer and accountability.

2.4.2 Law of Intercultural Education

Article 26: Establishes that all Ecuadorians deserve the right to education, which includes learning a second language. People from the country have all the right to participate in the learning process. It is required learning a second language for the reason that it allows people having better job opportunities and improve the quality of the citizens.

Article 343: The Ecuadorian national educational system has as a main target the development of individual and collective abilities that grant the use of techniques, knowledge, art, and culture. This system is student-centered, and it works dynamically that it is inclusive and effective. The national system with an integrated intercultural vision supports the respect for communities and nationalities according to geographical diversity, culture and linguistics.

2.5 Variables of the study

Dependent: Drama as a learning strategy

Independent: English speaking skills

Chapter III

Methodological framework

3.1 Research Method

Collecting data by using a determined method is very important for the researcher to generate explanations, personal opinions, interpretations, and comparisons, and it allows for analyzing the collected information for the research project (Paradis et al., 2016, p. 263).

The elements for gathering different thoughts and behavior about a specific research project depends on the data collection. The importance of applying methods and instruments will help to measure the scope of the investigation, causing a successful organization that could help answering and overcome any doubt that can be presented throughout the study.

Setting a collecting data method is one of the first steps of the protocol of investigation which will define preliminary information for a research project detecting the strategic points to investigate. This enables to measure how adequate are the instruments to be applied (Fernández Sánchez et al., 2020, p. 2).

Among the methods for researching in the present project, it was necessary to make use of the Qualitative method, for making a significant investigation by giving context and descriptions of the topic that it was researched.

3.2 Qualitative method

Qualitative research is the methodology that is used in which questions like "how", "why" and "what" are frequently asked. This method aims to explain the perspectives of the people who are being interviewed, therefore it becomes interactive, managing to get closer to the

person. Moreover, all the obtained responses will be gathered by using instruments such as focus groups, interviews, and observations (Haven & Van Grootel, 2019, pp. 232-233).

According to Edward Groenland & Léo-Paul Dana (2019) Qualitative method is a scientific kind of research that is descriptive, providing details from a certain context and different points of view, making the individual engages to feel comfortable when this is being studied (p. 2).

The goal of Qualitative method is to get information through feelings, thoughts and opinions using tools like observations, interviews and analysis. This is important when describing the environment where the study is carried out; and, to know about the opinion of the content that it is being studied in specific. Due to this method, it will be possible to obtain specific responses to evaluate.

This research project was guided to look for the determination of the effectiveness of drama techniques for improving speaking skills in eighth-grade students which implies acquiring a good level of proficiency and boosting oral skills throughout the learning process. To study and get the required information for the main purpose of this investigation, it was necessary to use the Qualitative Method, which played a very important role in the structuring of this method; because of that, it was possible to determine the techniques and instruments that were important for the accomplishment of this project. This method was applied to use appropriate instruments to know the opinions of the interviewees about the main effect that this strategy causes on students. Therefore, the researcher could formulate questions, interviews, and surveys for the participants; in this case, the English teachers of 8th grade from Unidad Educativa Academia Naval Leonardo Abad Astudillo.

3.3 Type of Research

3.3.1 Phenomenological study

The phenomenological study is a qualitative method that consists of the description of personal experiences and tries to identify phenomena using research tools such as interviews, observations, analysis, and discussions to get deeper information emphasizing the relevance of the interpretation of perspectives (Lester, 1999). This method was used with teachers of 8th grade from Unidad Educativa Academia Naval Leonardo Abad Astudillo for collecting different opinions about the main topic that it is being researched; bringing results in common, managing to make a hypothesis taken from their experiences.

3.4 Data Collection

3.4.1 Techniques

The technique that is going to be employed to carry out this study is a mixture of technological and traditional instruments focused on one-on-one. The first instrument will be a questionnaire using online resources for gathering responses qualitatively, letting the participant be free to give their opinion and facts about the topic. On the other hand, another instrument that will be implemented is the one-on-one interviews which are the most personal way to get engaged between researcher and interviewee.

3.4.2 One-on-one interview

This technique is a resource especially used to get information from a particular source applied to the current study, which is guided by someone who works straight to the point, making use of open questions and letting the candidate grant the possibility to develop their interpretation.

3.4.3 Questionnaire

The questionnaire used for this investigation was designed through the platform Microsoft Forms, which allowed to collect given ideas from experiences throughout the path. This will help to analyze thoughts from other authors to get conclusions and find possible solutions to the presented problem.

3.4.4 Interviews

This instrument is quite useful for the researcher to get sources of information about points of view from the people who are participating in the study. It can be modified from formal to informal interviews depending on the occasion and how comfortable feels the person who is interviewed. The researcher can associate the results to analyze difficulties to develop speaking skills and possible solutions.

3.4.5 Open-ended questions

The respective questions applied in the questionnaire were open-ended, so the participants for the interview can have the opportunity to support and explain in more details their perspectives about the research topic.

The questionnaire has a total of six questions, and it was designed according to the rules of a qualitative study by using an online mean which was Microsoft Forms, to manage all the responses with ease. Although, it was required by the director to interview in person each teacher with the two first questions of the questionnaire.

These questions aim to determine the main challenges that an English teacher faces in the moment of practicing speaking skills with students, and the importance of looking for other alternatives that they took, considering "Drama Techniques as a Learning Strategy to Improve

English Speaking Skills" among those alternatives. Finally, advantages and disadvantages were discussed.

These facts relate to the theories of other authors that made previous studies about this strategy, managing to find solutions to this common problem that a non-native person goes through when learning a second language.

3.5 Data collection processing and resources

The process of collecting data based on the research is detailed in the following chart below:

Table 1

Data collection processing and resources

Questions	Explanations
What?	Interviews
Where?	At Unidad Educativa Academia Naval Leonardo Abad Astudillo
When?	2022
How?	Six Questionnaires, six open-ended questions
What for?	To explain the use of Drama techniques as a learning strategy to improve English speaking skills in 8th grade students.

3.6 Sample

The selected sample to develop this research were six English teachers from Unidad Educativa "Academia Naval Cap. Leonardo Abad Astudillo" who took part in the interviews, sharing their knowledge and experiences about the improvement of speaking skills in eight grade students. These teachers already worked with dynamic exercises and participated in open houses with eight-grade students; besides, some of these interviewees performed plays with students, so their responses count with their personal experiences.

Chapter IV

Analysis of Findings

Hereafter in the present section, the results and opinions from interviews are going to be presented. These interviews were made to English teachers who already have worked with eight-grade students, explaining the alternatives that they took when they faced problems with the practice of English speaking skills in the learning process. All the keywords, interpretations, and comparison with previous studies based on the improvement of speaking skills are going to be demonstrated.

4.1 Interpretation of data from the interview or focus group

The following interview about the topic Drama Techniques as a Learning Strategy to Improve English Speaking Skills was applied to English teachers with the objective of getting to know their opinion about the matter that it is proposed. One point to clarify is that the interview was applied to their mother tongue in order to obtain responses with objective vocabulary,

making their ideas being communicated with ease. Another point to remark is that the first part of the interview was made in person by oral means, and the second part of the interview was carried out through technological means, using the platform Microsoft Forms to collect their opinions based on their experience related to the questions.

4.2 Interview questions

1.- What are the problems that you have identified at the moment of practicing speaking with your students?

Figure 1: problems in speaking skills

Author: Jefferson Sánchez

The common word found in the answers is "falta" which translated into English means "lack", word that is related to the phrases lack of vocabulary or lack of confidence as the causes for not developing speech.

2.- What are the alternatives that helped you to face the problems in the speaking practice?

Figure 2: alternatives to face problems in speaking

Author: Jefferson Sánchez

One of the common words that most of the interviewees agreed is "practicar", and in English means "practice" which is important because practicing is the main key as an alternative for facing problems in the speaking practice.

3.- Explain the importance of looking for different alternatives like Drama to Improve English Speaking Skills.

Figure 3: the importance

Author: Jefferson Sánchez

For the third question, the most repeated word is "desarrollar" which in English means "develop" which is referred to the methods and strategies to be developed for enhancing English speaking skills.

4.- Do you think that using these techniques could help in the development of English speaking skills in students?

Figure 4: Drama techniques to develop speaking skills

Author: Jefferson Sánchez

The word which had more influence on teachers was "fluidez", which translated into English is "fluency", and this could be the possible result of applying Drama Techniques to Improve English Speaking Skills in students.

5.- What are the advantages to consider using this learning strategy?

Figure 5: advantages

Author: Jefferson Sánchez

The word "interés" is the most repeated word and in English means "interest", which could be the outcome of the advantages of this strategy. One inconvenient to remark is that one teacher refused to answer this question.

6.- What are the disadvantages to consider using this learning strategy?

Figure 6: disadvantages

Author: Jefferson Sánchez

In this last question, the common word in the answers was "tiempo" or in English "time". For the reason that in some cases making arrangements for a play may take some time when talking about disadvantages, and the interviewees agreed with that.

4.3 Interpretation of bibliographic review

Developing English speaking skills is an advantage that will allow to communicate, process and produce information, and get to know other cultures through interaction. In this process are involved some important aspects to take into account to improve from a beginner's to an advanced level. These aspects to strengthen are: fluency, intonation, vocabulary and pronunciation. Besides, developing English speaking goes far beyond than knowing grammar

rules, for the reason that in real life situations, there is not any time to think about grammar structures but to act and speak. The implementation of activities that involves the production of speech will attract the attention of learners causing their encouragement and succeeding in leaving their fears to speak in the target language behind.

These activities need to keep rules and procedures in order to achieve the goal that it is proposed, these rules can be classified into strategies; in specific, learning strategies. It seeks for an improvement of students' weaknesses and needs in learning. Strategies will always have certain levels of difficulty, which challenges learners to reach to give their best effort respectively to the level that they are at. The application of strategies for developing English speaking skills make the process easier, so students can assimilate knowledge more quickly avoiding traditional translating methods.

Because of this, Drama Techniques as a Learning Strategy is a topic which was thought to be applied in classrooms, for the reason that it is more possible to captivate the attention of students when they get involved in an activity where they can organize themselves in different workgroups or individual depending on the situation, making this alternative students centered learning considering the different activities to be performed; therefore, learners can get compromised with the character they are depicting. Among the activities there are: improvisation, storytelling, mime, dialogues and role-playing. It is important to mention that the acquisition of vocabulary is carried out through the implementation of games and putting into practice rehearsals simulating real situations. Additionally, using a strategy which employs body language and oral communication, helps to increase language abilities, interpersonal relationships and gain confidence.

4.4 Analysis and discussion of the interview or focus group vs bibliographic review.

The present interview was carried out in order to look for the reasons why students struggle to develop English speaking skills; additionally, it was determined to get to know the opinions about the topic from English teachers of a private institution in order to reach to a conclusion making a comparison with previous studies and researches.

Question 1

In the interviews, it was evident that the most repeated word was "lack", which means that there are three factors that are related at the moment of expressing an opinion with the aforementioned word. Among them, we have: "lack of vocabulary", "lack of confidence", and "lack of practice".

Heredia (2012) mentions that the lack of vocabulary associated with the use of traditional methods like "Grammar Translation Method" which prevent students from producing speech in a direct way but translating from the mother tongue, doing exactly the opposite of what is expected to reach (p.17).

Sometimes, the lack of confidence is produced for the reason of the fear that people can have as a beginner, they are afraid of making mistakes and they are aware of what others can say, which affects in a socio-affective way turning into anxiety (Ay, 2010, p. 83).

According to Romero (2006), when learning a foreign language, speaking is found among the hardest skills to develop, due to the differences that there are between English and Spanish, like contractions or any other problem to face because of the lack of practice (p.88).

Question 2

Regarding the second question, "practice" is the word in common as the result of the proposed alternatives by teachers. They emphasized that the practice through the creation of

scenarios can help students to employ the acquired knowledge in their real life. Apart from that, they also suggested that recording voice or videos is another alternative that can be used to enhance vocabulary, intonation and pronunciation. The key is all about practicing.

Salmawati (2020) suggests that for developing speaking skills, it is important to dominate the correct functions of language, putting into practice the use of real situations for improving them, which involves much more than only knowing grammar rules.

Question 3

The interviewees mentioned the importance of looking for other alternatives for improving speaking through their responses. The keyword to interpret is "develop", for the reason that they implement activities and tools that allow students to develop their creativity to break the barrier of fear. One teacher describes that drama could increase students' confidence and can increase their interest in language structures.

Applying drama in the English subject, generates an involvement with the learning process making students participate and express themselves. This can make them feel better about their role, and cooperates to develop and go further in order to achieve a good English quality (Scharer, 2017, p. 64).

Question 4

In the question about the development of speaking skills with the use of drama techniques, the result keyword by the interviewees is "fluency", which is considered the most important factor to be developed to succeed in communicating ideas and messages by oral means. It is regarded that using drama techniques to improve speaking skills can help students to express themselves more naturally endowing a better words production and pronunciation, making the interpretation more significant depending on the given role.

The production of interaction is connected to the transmission of information to other people having a complete understanding of contents. Developing techniques for improving speaking skills involve the use of an appropriate intonation, respective pauses, and the increasing of respective lexicon for every different situation (Wong & Md Yunus, 2021, p. 3).

Question 5

The word that played an important role in this question was "interest". This implies the generation of curiosity to get to know more about the interpretation of language; moreover, it will give them the creativity to apply language in the required context as a goal for their future professional career.

Dansereau (1985) mentions that a learning strategy like drama for improving speaking skills challenges learners to be better with their level of proficiency (p.210).

Motivation in students can boost through the integration of non-repetitive exercises, facilitating the opportunity of finding different ways for learning (Abboud & Salman Shabban, 2017, p. 148).

Question 6

Two of the interviewees said there was not any problem or disadvantage for them; but on the other hand, the other part of interviewees said that the main disadvantage was the time to implement a play, and some of the students cannot be ready for the particular moment of presenting their performance. Sometimes, even the topic of the play may not be of students' liking. Therefore, "time" is the common word among the participants of this interview.

Ahmed (2019) states that an indisputable disadvantage that prevents students from participating and decrease motivation is the instructions that are not clear enough in a few cases,

causing a confusion in students. Additionally, this may probably take a few minutes more for making a good organization (p.57).

Once the interviews were completed, there was a total support by the English teachers towards this research, concluding that it is possible to get good results employing this strategy correctly and knowing how to manage the availability of time to carry out a rehearsal through respective lesson plans. Thus, teachers can evidence the evolution of their students' oral skills.

Chapter V

Reflexions of the study

The present research project with the topic Drama techniques as a learning strategy to improve English speaking skills aimed to explain its use towards the increase of motivation to achieve a higher level of proficiency in the second language acquisition in eight-grade students. This research topic was thought while I was doing my pre-professional practices, and my institutional tutor asked me to work more with my students' speaking abilities, then I reckon that English was not only focused on grammar but in speaking when it is used in real life. According to the process, I recognized that my students had a problem to express themselves for these three particular limitations: shyness, lack of vocabulary, and direct translations; besides, I found that there was a coincidence between my personal experience and my interviewees' experiences, because of their responses after the interview.

Once the problems were identified, it was necessary to analyze them with the obtained results to get to certain conclusions related to the topic looking for a solution. In this case, I could say that using Drama techniques to improve English speaking skills is a viable proposal to

encourage kids to keep expanding their oral abilities; nevertheless, I consider that these techniques could be adapted to the different students' needs, assigning different roles to develop themselves and scaling level by level from easiest to hardest, so students will be motivated to be more involved with every role or activity in the classroom. The main benefit is seen in the words production and variety of expressions, pronunciation, articulation, intonation, and in addition, the improvement of other important skills. However, something to mention is that kids can confuse this proposal with the acting world; like being famous or any other mistaken thought, which goes far beyond from the main objective of this idea.

My experience while structuring this project was totally optimistic, for the reason that I researched about a topic that I actually enjoy, and I looked for it so students can appreciate learning while having fun combing artistic means and education; therefore, there is a benefit in both parts. I could also mention that I learned a lot more from other authors and their statements about Drama and English teaching and the effect on students' cognitive development which goes along imagination.

In addition, teachers also suggested their ideas about the implementation of this strategy in possible scenarios in the future, for the reason that some of them already have worked with plays or storytelling in other events in their institution, relying on their students' capability to make the presentation successful. Moreover, I was not aware of their students' level of dominance with fluency, something that totally impressed me when I heard it. Even when the English levels in Ecuador are not good enough, this institution is giving the best endeavors to grant the best education to the students; adopting English language not only as a subject, but the second language that must be spoken compulsorily to stay as a student, which is admirable.

Among the challenges, I have to admit that trying to find useful information in specific was a kind of hard; even when there was a lot of bibliographic information to look for, but when there was something in specific that I needed, it was necessary to pay for it. That was the most remarkable challenge; because on the other hand, I did not have any problem in requesting for an interview with the English teachers. They were so kind and open to share their knowledge and experiences for the formation of this project.

Every investigation and activity to be carried out brings a life lesson; and in this case, I recognize the importance of communication and interactions, and the power that they have to organize and talk about ideas reflected on comprehension, convey important messages, and convince people. This lesson becomes much significant when it is applied to education, making all the classroom environment cooperative, willing to share space and experiences among classmates.

Enhancing English speaking skills with Drama is a challenge, but it is not impossible to overcome all the problems that afflict students to keep progressing and evolving. I did not have any doubt to come up with this idea because I have practiced with Drama techniques in my mother tongue with the objective of increasing my acting skills, thing that made me thought that it is possible to apply the same exercises to the English language teaching, thinking about the future and how come I could obtain possible results throughout the time. Today, I have the same thoughts that I had the very first day that I started researching; but now, I could go deeper, and I got to know a lot more of technical processes related to Drama and how this have an effect not only in learning but in socio-affective skills and educational psychology, which goes along with body language and interpersonal relationships.

To conclude this chapter, if I had the opportunity to do something differently to go on further research, I would also choose a focus group for having a reference about eight-grade students' thoughts on this research. Would it be an interesting plan for them? Would it be any particular character or monologue that they would like to perform in English entirely? Maybe I could know those facts in the future.

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ANNEXES

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "DRAMA
TECHNIQUESAS A LEARNING STRATEGY TO IMPROVE ENGLISH SPEAKING
SKILLS" elaborado por

el estudiante Jefferson Alberto Sánchez Paguay, de la Carrera de Pedagogía de los Idiomas
Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad
Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti
plagio OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el
presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por
consiguientese procede a emitir el informe.

Atentamente,

Firmado electrónicamente por:
GEOMAR
LEONABAD

Eliana G. León Abad,

M.Ed.TUTORA

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Interview 1

¿Cuáles son los problemas que ha identificado en el momento de practicar speaking con sus estudiantes?

Falta de confianza en ellos mismos a la hora de expresar sus ideas y temor a equivocarse frente a los demás.

El principal problema que observado es que la mayoría de los estudiantes tienen miedo a hablar es decir que se ponen nerviosos y no quieren practicar debido a los nervios debido al miedo a equivocarse y eso hace que no practiquen en lo absoluto y por lo tanto más tarde presentan problemas en speaking.

¿Cuáles han sido las alternativas que le han ayudado a afrontar los problemas que se presentan en la práctica de speaking?

Principalmente nuestro objetivo es crear un ambiente que sea cómodo para poder hablar para poder practicar en el cual no se juzgue cómo está su nivel por esa razón nosotros lo que hacemos es aplicar una a una página llamada a Ava English en la cual los chicos pueden observar un diálogo y los pueden observar varias veces varias veces pueden escucharlo pueden observar un vídeo y luego más tarde ellos pueden recrear y se les da la libertad de que ellos cambien algunas partes del diálogo para que puedan ser más más ajustados a ellos y por lo tanto de esa manera ellos sienten más libres de expresarse en inglés y también aplican el vocabulario aprendido y las reglas de gramática aprendida y en este caso se les evalúa por parejas por lo tanto hay más comodidad ya que no tienen que ser observados por todos sus compañeros.

Motivar a hacer role plays con la intención de que ellos aprendan en la práctica estructuras de una conversación en base a una temática del día a día y así puedan interactuar con mayor naturalidad.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

Tener variedad en las herramientas de aprendizaje permite hacer del idioma algo diferente, divertido e interesante puesto que así se rompe la barrera al temor, al aburrimiento o a pensar que hablar otro idioma es algo imposible.

¿Cree usted que utilizar técnicas de drama ayudaría en el desarrollo de las habilidades de speaking de los estudiantes? ¿Por qué?

Eso contribuye a mejorar la fluidez en los estudiantes a la hora de hablar además de que se concentran en tener un acento americano que suene más natural. A usar gestos y a imitar formas de expresiones naturales propias del idioma inglés.

¿Cuáles son las ventajas a considerar utilizando esta estrategia de aprendizaje?

Tener estudiantes más dispuestos a aprender más del idioma. Que sea una meta que les abra oportunidades como futuros profesionales.

¿Cuáles son las desventajas a considerar utilizando esta estrategia de aprendizaje?

Ninguna

Interview 2

¿Cuáles son los problemas que ha identificado en el momento de practicar speaking con sus estudiantes?

Temor a la equivocación

Falta de confianza en la producción del Lenguaje

Primero que todo, es la falta de vocabulario cuando alguien no tiene suficiente elocuencia al hablar, especialmente mis estudiantes. He encontrado que ellos no pueden expresarse porque no tienen el contenido necesario para transmitir. Para mí, la razón número uno es la falta de vocabulario el no saber identificar la diferencia entre inglés y español, yo considero que el estudiante que conoce las pequeñas diferencias será capaz de poder pronunciar correctamente. Además, también existen aquellos casos de estudiantes que saben diferenciar, pero sienten miedo y nervios al momento de producir el lenguaje.

¿Cuáles han sido las alternativas que le han ayudado a afrontar los problemas que se presentan en la práctica de speaking?

Siempre, todos los días trato de animar a mis estudiantes a intentar aprender las diferencias entre el español y el inglés en todas mis clases. Tengo que asegurarme que participen, y por supuesto el speaking está involucrado. Cada día, cada semana, tenemos algo que practicar acerca del speaking, así que básicamente se trata de ayudar a los estudiantes a aprender más vocabulario, y reforzar la forma de cómo expresarse beneficiando la fluidez en inglés usando cualquier tipo de dinámicas como canciones, presentaciones, role plays y debates utilizando diversos tipos de expresiones.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

La versatilidad y diversificación de actividades para la una interacción efectiva y dinámica en las clases. Así como evitar redundancia en actividades y despierta el interés en los estudiantes.

¿Cree usted que utilizar técnicas de drama ayudaría en el desarrollo de las habilidades de speaking de los estudiantes? ¿Por qué?

Si, porque permiten a los estudiantes desarrollar otros aspectos de su desenvolvimiento y comunicación.

¿Cuáles son las ventajas a considerar utilizando esta estrategia de aprendizaje?

Genera interés y curiosidad de los estudiantes hacia la interpretación del lenguaje.

dominación del idioma en situaciones reales

¿Cuáles son las desventajas a considerar utilizando esta estrategia de aprendizaje?

No considero alguna desventaja que se pueda mencionar

Interview 3

¿Cuáles son los problemas que ha identificado en el momento de practicar speaking con sus estudiantes?

Una de las cosas principales que por lo general se logra observar en ellos es la falta de confianza al momento de expresar ideas es decir pueden tener todas las respuestas estructurada en su cabeza pero el temor a equivocarse puede hacer que ellos a la final no terminen tal vez expresando lo que tenía planificado y eso puede pues obviamente incurrir en ciertas pausas al

momento ellos de ofrecer sus respuestas o cuando se trata de exposiciones de igual forma de pronto no logran el desempeño que ellos pensaban que iban a tener pero más que nada es por el miedo el temor a equivocarse.

¿Cuáles han sido las alternativas que le han ayudado a afrontar los problemas que se presentan en la práctica de speaking?

Algo que ayuda mucho a los estudiantes es poderles dar modelos de conversación en cuanto a temas relacionados con actividades cotidianas eso ayuda mucho a que ellos puedan aprender a través de la práctica estructura entonación y más que nada a poder mencionar ideas que no son demasiadas estructuradas pero que a la final resultan sencillas de expresar ejemplo si yo quiero que mis estudiantes sepan cómo abordar a una persona en un aeropuerto o de pronto como ellos pueden hacer una compra en línea que cosas tienen que decir qué cosas deberían preguntar entonces a través de modelos de conversación ellos pueden saber las estructuras básicas de lo que deberían decir y cómo pueden inclusive contestar.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

Al aplicar este tipo de estrategias, los estudiantes se enfrentarán a diferentes contextos hipotéticos en los cuales cada vez más aplicarán un vocabulario y gramática diferente, y los pondrán en práctica. Además, los estudiantes, a través de estas estrategias, pueden desarrollar su creatividad espontaneidad, y fluidez, además perder el miedo a hablar el idioma, y pueden observar las formas en las que lo pueden aplicar en su día a día.

¿Cree usted que utilizar técnicas de drama ayudaría en el desarrollo de las habilidades de speaking de los estudiantes? ¿Por qué?

Sí, porque al enfocarse en un diálogo que deben dramatizar, aplican vocabulario, gramática, entonación y fluidez. En caso de necesitarlo, en ocasiones los estudiantes van a improvisar, lo cual los llevará a aplicar sus conocimientos previos en inglés. La naturaleza creativa de una dramatización va a crear un ambiente relajado para los estudiantes en el cual se sentirán cómodos y perderán el miedo a hablar, y mientras más lo practiquen, más rendimiento tendrán en Speaking.

¿Cuáles son las ventajas a considerar utilizando esta estrategia de aprendizaje?

Los estudiantes practicando el idioma en un ambiente ameno para ellos, en un contexto que imita situaciones de la vida real, lo cual les dará el conocimiento de cómo expresarse y aplicar el idioma en contextos similares aumentando su interés.

¿Cuáles son las desventajas a considerar utilizando esta estrategia de aprendizaje?

Existe la posibilidad de que los estudiantes memoricen sus líneas sin internalizar los conocimientos nuevos que hay en ellas y también puede que tome mucho tiempo el preparar una obra.

Interview 4

¿Cuáles son los problemas que ha identificado en el momento de practicar speaking con sus estudiantes?

La falta de conexión entre lo aprendido y su uso en la vida diaria

Pues bien en la práctica docente nos enfrentamos a diferentes problemas sobre todo el temor que tienen los estudiantes al poder expresar sus pensamientos a veces todo lo tiene reflejado en su mente pero el temor de expresarse y cometer algún error de pronunciación o algún error gramaticales lo que evita que además también hemos podido se puede evidenciar

durante las clases que los estudiantes no tienen esa confianza de poder expresar su opinión porque no tienen cómo decir cómo comenzar no saben cómo dar el primer paso cómo comenzar idea y poder continuar con ese proceso entonces esos son los problemas que he podido detectar esa esa falta de seguridad en sí mismo de lo que pueden extender registrado en un papel o las ideas que pueden tener y poder traducirlas expresarlas mediante un la comunicación hablada.

¿Cuáles han sido las alternativas que le han ayudado a afrontar los problemas que se presentan en la práctica de speaking?

Crear escenarios donde el estudiante demuestre cómo aplicar lo aprendido y su utilidad en diferentes circunstancias de su entorno.

Bueno como alternativa podemos mencionar que buscar la variedad de actividades que ellos puedan realizar es decir puede ser que en alguna actividad yo proponga un juego de roles donde ellos se ponen el personaje y eso crea motivación en ellos de pensar de que no son el estudiante sino que son otra persona algún adulto algún actor entonces todo aquello hace que su motivación se genere para poder expresarse ya como un otra persona además puede ser otro un debate donde ellos puedan expresar su opinión de lo que algún tema controversial algún tema que tenga relación con la adolescencia entonces la versatilidad de las de las actividades es la que nos puede ayudar a mejorar ese tipo de de situaciones que vemos en los problemas en la en la o no queremos aplicar la habilidad de speaking.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

Es de suma importancia pues el estudiante gana confianza de poder expresarse en un idioma extranjero.

¿Cree usted que utilizar técnicas de drama ayudaría en el desarrollo de las habilidades de speaking de los estudiantes? ¿Por qué?

Aparte del desarrollo de confianza también habilidades como la fluidez la pronunciación y la entonación se potencializa en un entorno cooperativo

¿Cuáles son las ventajas a considerar utilizando esta estrategia de aprendizaje?

No entiendo esta pregunta, creo que ya se respondió con la pregunta anterior

¿Cuáles son las desventajas a considerar utilizando esta estrategia de aprendizaje?

Para algunos estudiantes les tomara más tiempo conseguir desarrollar sus habilidades debido a introversiones o timidez

Interview 5

¿Cuáles son los problemas que ha identificado en el momento de practicar speaking con sus estudiantes?

Los estudiantes muestran sentimientos de temor e inseguridad en cuanto a cometer algún error en la pronunciación. Les cuestan un poco mostrar más naturalidad y expresiones al momento de interpretar los roles asignados.

¿Cuáles han sido las alternativas que le han ayudado a afrontar los problemas que se presentan en la práctica de speaking?

Emplear y practicar con audios que contengan mi voz, ya que los estudiantes están más familiarizados con mi voz en las clases y eso les da más seguridad para practicar los diálogos de las actividades de Speaking.

Grabar videos simulando la actividad a realizar el cual demuestre como presentar su diálogo o exposición.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

El Speaking es una de las habilidades más importantes en el aprendizaje de un idioma enfocada en desarrollar la comunicación oral mediante el uso de técnicas interactivas y el drama es una de ellas la cual ayudaría a fortalecer la confianza de los estudiantes y a tener mayor interés en la adquisición de nuevas estructuras del idioma.

¿Cree usted que utilizar técnicas de drama ayudaría en el desarrollo de las habilidades de speaking de los estudiantes? ¿Por qué?

Si, considero que las técnicas de drama fortalecerían a una adquisición del idioma de manera más significativa en donde la interpretación de roles ayudaría a los estudiantes a expresarse con más naturalidad, fluidez y soltura brindándoles mayor confianza de sus habilidades y conocimientos.

¿Cuáles son las ventajas a considerar utilizando esta estrategia de aprendizaje?

- Fortalece el vocabulario

- Mejora la pronunciación y fluidez

- Facilita el aprendizaje de nuevas estructuras gramaticales.

- Desarrolla la creatividad.

¿Cuáles son las desventajas a considerar utilizando esta estrategia de aprendizaje?

Demanda mucho tiempo en la preparación de los estudiantes.

Que el tema o historia a interpretar no sea del agrado o interés de los estudiantes.

Interview 6

¿Cuáles son los problemas que ha identificado en el momento de practicar speaking con sus estudiantes?

El mayor inconveniente es la pronunciación de nuevas palabras. El inglés es un idioma nuevo para la mayoría de los estudiantes, por lo que no saben cómo pronunciar palabras nuevas. Recuerda, siempre hay una palabra nueva.

Falta de vocabulario suficiente para usar al hablar. El vocabulario ayuda a expresar y explicar situaciones o cosas. sin vocabulario, siempre existe ese límite de qué decir o explicar.

La mayoría de los estudiantes también presentan miedo y nerviosismo. Algunos terminan sin decir nada.

SPEAKING necesita práctica constante y muchos estudiantes solo quieren aprender inglés de una clase y nunca hacen una investigación adicional para aprender más.

¿Cuáles han sido las alternativas que le han ayudado a afrontar los problemas que se presentan en la práctica de speaking?

El uso de diferentes dinámicas en clase.

Hacemos muchas presentaciones orales en clase.

Uso de videos, juegos y aplicaciones para aprender y practicar el Speaking.

Explique la importancia de buscar diferentes alternativas como el drama para el mejoramiento del speaking en el idioma inglés.

Durante mis clases. Hago un par de dinámicas para que mis clases sean vivas e interesantes.

La mayoría de las veces, me gusta las presentaciones prácticas. Actuando un drama o haciendo una pequeña interpretación, ayuda a estimular un aspecto de memorización oculto de un estudiante. Los estudiantes recuerdan fácilmente las cosas que han visto o actuado que simplemente escuchando y leyendo.

Uso música, videos y cualquier otra herramienta para ayudar a los estudiantes a familiarizarse con el idioma.

Uso PowerPoint o diapositivas para explicar la parte gramatical de la lección.

Todos estos métodos, junto con la enseñanza normal de la pizarra, ayudan a los estudiantes a aprender mejor y probablemente más rápido.

¿Cree usted que utilizar técnicas de drama ayudaría en el desarrollo de las habilidades de speaking de los estudiantes? ¿Por qué?

Cuando los alumnos representan una historia o una dinámica, lo hacen mientras hablan, argumentan o expresan las emociones.

Esto ayuda con el desarrollo de la fluidez y la construcción de nuevas pronunciaciones, lo que es más importante, tienen que prepararse para aprender la pronunciación de las palabras que van a decir en la presentación.

Drama ayuda mucho en la pronunciación de las palabras y la expresión.

¿Cuáles son las ventajas a considerar utilizando esta estrategia de aprendizaje?

Desarrolla confianza y fluidez.

Crea un pensamiento estable y rápido de las palabras en inglés.

El drama guía al alumno a recordar fácilmente lo que tiene que decir o hablar.

¿Cuáles son las desventajas a considerar utilizando esta estrategia de aprendizaje?

Veo que toma mucho tiempo preparar a los estudiantes para un sketch.

Muchos alumnos presentan muchos estados de ánimo nerviosos lo que afecta la participación del

resto.