

UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

**THESIS TO OPT THE LICENTIATE
DEGREE IN ENGLISH LANGUAGE
TEACHING**

THESIS

**The Use of Mime, Scripts, and Role Play
Drama Techniques, to Enhance the Speaking
Skills of the EFL in Students of Tenth Grade,
from the CINDEA Judas de Chomes, during
the I Period of 2019**

Student:

Indira Álvarez Velásquez

Tutor:

M.Ed. Marta Eugenia Rojas Fernández

Julio 2019

TABLE OF CONTENTS

| | |
|-------------------------------------------------------------------------|-------------|
| TABLE OF CONTENTS..... | II |
| DEDICATION..... | VII |
| ACKNOWLEDGMENTS | VIII |
| Abstrac..... | IIX |
| Declaration of Originality..... | IIX |
| Thesis Tutor’s Letter | XI |
| Thesis Reader’s Letter..... | XII |
| Philologist’s Letter | XIII |
| Author authorization's Letter | XIX |
| CHAPTER I: THE RESEARCH PROBLEM..... | 1 |
| 1.1 DESCRIPTION OF THE PROBLEM..... | 3 |
| 1.1.1 Background of the Problem | 3 |
| 1.1.2 The Statement of the Problem..... | 5 |
| 1.1.3 Justification..... | 7 |
| 1.2 THE PROBLEM | 9 |
| 1.3 OBJECTIVES OF THE RESEARCH | 10 |
| 1.3.1 General Objective | 10 |
| 1.3.2 Specific Objectives..... | 11 |
| 1.4 SCOPE AND DELIMITATIONS OF THE PROBLEM | 12 |
| 1.4.1 Scope | 12 |
| 1.4.2 Limitations | 13 |
| CHAPTER II: THEORETICAL FRAMEWORK | 14 |
| 2.1 HISTORICAL CONTEXT..... | 16 |
| 2.1.1 Background of the Organization | 16 |
| 2.1.2 Educational Programs..... | 20 |
| 2.1.3 Educational Services | 23 |
| 2.1.4 Entry Requirements | 25 |
| 2.1.5 Structure and Organization of the Adult Education Curriculum..... | 26 |
| 2.2 THEORETICAL CONTEXT | 28 |
| 2.2.1 History of the Teaching English in Costa Rica..... | 28 |
| 2.2.2 English as a Foreign Language..... | 31 |
| 2.2.3 Speaking Skills..... | 33 |
| 2.2.3.1 Speaking Characteristics..... | 34 |

| | |
|----------------------------------------------------------------|-----------|
| 2.2.4 Communicative Language Teaching (CLT) | 35 |
| 2.2.5 Factors Influencing Speaking Skills..... | 37 |
| 2.2.5.1 Anxiety | 38 |
| 2.2.5.2 Affective Filter | 40 |
| 2.2.5.3 Motivation..... | 41 |
| 2.2.5.4 Multiple Intelligences Theory..... | 42 |
| 2.2.5.5 Learning Styles | 44 |
| 2.2.6 The Use of Drama in English Teaching | 48 |
| 2.2.7 Drama Techniques..... | 51 |
| 2.2.7.1 Mimics | 51 |
| 2.2.7.2 Scripts | 52 |
| 2.2.7.3 Role Play..... | 53 |
| 2.2.8 Teachers' and Students' Role | 55 |
| 2.3 HYPOTHESIS | 57 |
| 2.3.1 Variables Definition | 59 |
| 2.4 OPERATIONALIZATION OF HYPOTHESIS | 60 |
| CHAPTER III: METHODOLOGICAL FRAMEWORK..... | 62 |
| 3.1 RESEARCH TYPE | 64 |
| 3.1.1 Purpose | 64 |
| 3.1.2 Temporal Dimension..... | 65 |
| 3.1.3 Methodology Frame | 66 |
| 3.1.4 Methodology Nature..... | 67 |
| 3.1.5 Methodology Scope | 68 |
| 3.2 SUBJECTS AND SOURCES OF INFORMATION..... | 69 |
| 3.2.1 Subjects..... | 69 |
| 3.2.2 Primary Sources..... | 69 |
| 3.2.3 Secondary Sources..... | 70 |
| 3.2.3 Third Sources..... | 71 |
| 3.3 SAMPLE SELECTION | 73 |
| 3.3.1 The Population | 73 |
| 3.3.2 The Sample | 74 |
| 3.3.3 Non-Probabilistic Sample | 75 |
| 3.4 DESCRIPTION OF THE TECHNIQUES AND INSTRUMENTS | 76 |
| 3.4.1 Questionnaire..... | 76 |
| 3.4.2 Interview | 77 |
| 3.4.3 Checklist..... | 78 |

| | |
|---------------------------------------------------------|------------|
| 3.4.4 Scale..... | 79 |
| 3.5 OPERATIONALIZATION OF THE VARIABLES | 80 |
| CHAPTER IV: DATA ANALYSIS..... | 84 |
| 4.1 Diagnosis of the Current Situation..... | 85 |
| 4.2 Questionnaire..... | 86 |
| 4.3 Interview..... | 95 |
| 4.4 Checklist..... | 97 |
| 4.5 Scale..... | 101 |
| CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS | 104 |
| 5.1 Conclusions | 106 |
| 5.2 Recommendations | 108 |
| BIBLIOGRAPHY | 109 |
| GLOSSARY | 118 |
| APPENDIXES..... | 120 |

LIST OF TABLES

| | |
|-------------------------------------------------------------------------------------------------|-----------|
| Table 1. Admission Requirements to the Adult Education Curriculum..... | 25 |
| Table 2. Distribution of Credits and Lessons by Levels and Areas of the Curriculum | 31 |
| Table 3. Variables Definition | 59 |
| Table 4. Operationalization of Hypothesis | 60 |
| Table 5. Primary Source | 69 |
| Table 6. Secondary Source | 70 |
| Table 7. Third Source..... | 71 |

LIST OF FIGURES

| | |
|----------------------------------------------------------------------------------------|------------|
| Figure 1. Students' percepton about the English Language | 86 |
| Figure 2. Students' percepton about the Importance to learn English | 87 |
| Figure 3. Frequency of using English Language during English classes | 88 |
| Figure 4. Students' opinion about how the English class should be given ... | 89 |
| Figure 5. Factors the influence students' oral activities in front of the class | 90 |
| Figure 6. Frequency participation of drama techniques | 91 |
| Figure 7. Situations affecting students' oral particiation..... | 92 |
| Figure 8. People in which students feel more comfortable with..... | 92 |
| Figure 9. Activities students enjoy during English classes | 93 |
| Figure 10. Activities to help students improve their English level | 94 |
| Figure 11. Observation 1: Mime technique | 97 |
| Figure 12. Observation 2: Script technique | 98 |
| Figure 13. Observation 3: Role play technique | 99 |
| Figure 14. Students' self-evaluation 1: Mimic techniques | 101 |
| Figure 15. Students' self-evaluation 2: Script technique | 102 |
| Figure 16. Students' self-evaluation 3: Role play technique | 103 |

DEDICATION

This work is dedicated to my Heavenly Father, to give me this great blessing. To my family and my husband for their unconditional support in such an important step of my life, and all the people who in one way or another was a fundamental part to achieve this project.

Thanks with all my heart!

ACKNOWLEDGMENTS

First, I am grateful to God for giving me the strength to pursue my goal, without His help, I would not have been able to fulfill my dream of getting the Licenciatura degree in the teaching of English. Also I would like to thank professor Marta Eugenia Rojas Fernandez for her knowledge, valuable guidance and support during the entire research; I will always treasure her patience and all the advice she gave me. Finally, I want to thank my family, for giving me their unconditional support since I started this journey. I really appreciate their help and constant words of encouragement.

Abstract

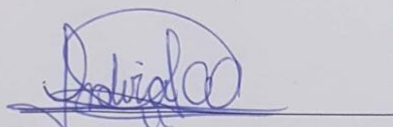
The present work aims to enhance students the use of the target language during the English lessons through the application of three drama techniques namely mime, scripts, and role play technique. The main objective of this project is to encourage students the use of oral communication suggested by the Ministry of Public Education as the teaching method for the English language (Communicative Language Teaching). This project is developed for a group of tenth grade students from the CINDEA Judas de Chomes during the I Period of 2019. The participants were an English teacher and twenty-four students with ages ranging between 15 and 30 years old. The information for this project is obtained through questionnaires, observations and interviews which were later analyzed and compared with different authors' points of view with the purpose of obtaining the conclusions of this inquiry; such as testing the effectiveness of drama techniques to increase the oral production of the students during English classes.

Keywords: Drama, technique, speaking skills, mime, scripts, role plays, Ministry of Public Education (MEP), Communicative Language Teaching (CLT).

Declaration of Originality

DECLARACIÓN JURADA

Yo Indira Álvarez Velásquez, mayor de edad, portadora de la cédula de identidad número 114830422 egresada de la carrera de la Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de este acto y debidamente apercibida y entendida de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: *The Use of Mime, Scripts, and Role Play Drama Techniques to Enhance the Speaking Skills of the EFL in Students of Tenth Grade from the CINDEA Judas de Chomes during the I Period of 2019*, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70: "Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original". Asimismo, quedo advertida que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los veinte dos días del mes de abril del año dos mil diecinueve.



Firma del estudiante

Cédula 114830422

Thesis Tutor's Letter

CARTA DEL TUTOR

San José, 22 de Abril de 2019

Señores
 Facultad de Educación
 Licenciatura en la Enseñanza del Inglés
 Universidad Hispanoamericana

Estimados señores:

La estudiante Indira Álvarez Velásquez, cédula de identidad número 1-1483-0422, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado *The Use of Mime, Scripts and Role Play Drama Techniques to Enhance the Speaking Skills of the EFL in Students of Tenth Grade from the CINDEA Judas de Chomes during the I Period of 2019*, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés.

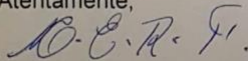
En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

| | | | |
|----|-------------------------------------------------------------------------------------------------|-----|----|
| a) | ORIGINAL DEL TEMA | 10% | 10 |
| b) | CUMPLIMIENTO DE ENTREGA DE AVANCES | 20% | 17 |
| c) | COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION | 30% | 27 |
| d) | RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES | 20% | 18 |
| e) | CALIDAD, DETALLE DEL MARCO TEORICO | 20% | 20 |
| | TOTAL | | 92 |

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Marta Eugenia Rojas Fernández
 103300145
 Carné:018279

Thesis Reader's Letter

CARTA DE LECTOR

San José,

Universidad Hispanoamericana
Sede Llorente
Enseñanza del Inglés

Estimado señor

La estudiante Indira Alvarez Velasquez, cédula de identidad 114830422, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The Use of Mime, Scripts and Role Play Drama Techniques to enhance the speaking skills of the EFL in students of tenth grade from the CINDEA Judas de Chomes during the I Period of 2019", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.



M.A. Geovanna María Regidor Valerín
Cédula 1-1002-0309
Carné 84333

Philologist's Letter

9 de julio 2019

Señores

Departamento de Registro

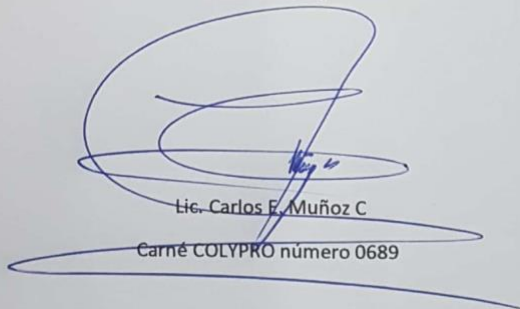
Universidad Hispanoamericana

S.M.

Estimados señores:

Por este medio hago constar que he revisado filológicamente la tesis denominada THE USE OF MIME, SCRIPTS, AND ROLE PLAY DRAMA TECHNIQUES, TO ENHANCE THE SPEAKING SKILLS OF THE EFL IN STUDENTS OF TENTH GRADE, FROM THE CINDEA JUDAS DE CHOMES, DURING THE I PERIOD OF 2019, cuya autoría es de la estudiante INDIRA ÁLVAREZ VELÁZQUEZ, cédula de identidad número 114830422, quien ha cumplido con las correcciones solicitadas. Por lo tanto, doy mi aprobación al presente documento, para que continúe con el proceso que la universidad determine.

Atentamente,



Lic. Carlos E. Muñoz C
Carné COLYPRO número 0689

Author's Authorization Letter

UNIVERSIDAD HISPANOAMERICANA
CENTRO DE INFORMACION TECNOLOGICO (CENIT)
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA
DE LOS TRABAJOS FINALES DE GRADUACION

San José, 09 Julio 2019

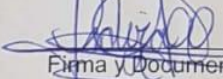
Señores:
Universidad Hispanoamericana
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrita Indira Álvarez Velásquez con número de identificación 114830422 autora del trabajo de graduación titulado "THE USE OF MIME, SCRIPTS, AND ROLE PLAY DRAMA TECHNIQUES TO ENHANCE THE SPEAKING SKILLS OF THE EFL IN STUDENTS OF TENTH GRADE FROM THE CINDEA JUDAS DE CHOMES DURING THE I PERIOD OF 2019" presentado y aprobado en el año 2019 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés; Si autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

 11483-0422
Firma y Documento de Identidad

CHAPTER I
THE RESEARCH PROBLEM

The first chapter of this thesis focuses to show the problem existent in order to be answered or solved. Bernal (2010) affirms “everything that becomes an object of reflection and on which the need to know and, therefore, to study is perceived”.

(p.88) Alike, based on the author’s opinions, it is necessary to formulate the problem appropriately for being the most important phase during the research. For this purpose, this paper covers four major sections: The first one is the Problem Approach which explains the delimitation of the sample, demographic, temporal and geographical aspects. The second section covers the formulation of the problem which consists to write a clear question in order to show the central issue of research. In addition, the objectives of the research, both general and specific, are exposed to reflect the essence of the problem approach to help the reader obtain a clear vision of the problem to be investigated; and finally the scope and limitations of what is expected with the results.

1.1 DESCRIPTION OF THE PROBLEM

The research is carry out to students of tenth grade of the Cindea Judas, Chomes, with ages ranging between 15 and 30 years old, in the province of Puntarenas during the I Period of 2019.

1.1.1 Background of the problem

The use of drama as a fundamental tool for learning a second language has received remarkable attention for decades. Several researchers in the field have contributed to amplify the influence and impact that the use of drama has had during the process of learning the English language. Therefore, authors such as Córdoba, Coto, and Ramirez (2005), argue that the need to learn another language began during the Babel Tower in ancient Egypt. In fact, in the last decades, based on Córdoba et al (2005), the University of Costa Rica (U.C.R.) offered for the first time training courses for English educators focused on repetition and memorization. That means that the methodology used at that time was based on the audiolingual approach.

On the other hand, Córdoba et al (2005) affirm that in the nineties, the Costa Rican educational system evolved towards radical changes. Therefore, in 1990, the communicative method began with a free environment, in which the oral teaching process took place. This approach promotes interaction among students, which offers the opportunity to use L2 in a real-life situation.

Nowadays, studies have been made to ensure the use of drama techniques. This is an innovative strategy to encourage students to learn in a creative way, likewise, Mok (2012) points out that "the use of drama in education is always said to have the function of enhancing students' motivation and interesting in learning." (p.284) In other words, motivation plays a predominant role in the execution of

dramatic techniques for a better performance in the oral communication of the English language. In addition, according to Gao & Dawdy (2014) the use of drama is a powerful tool to implement in class since it helps learners increase their conversational skills. Undoubtedly, the topic under discussion shows the effectiveness to enhance the oral production of a foreign language such as the English language.

1.1.2 The Statement of the Problem

The purpose of this study is to describe if the implementation of the mime, scripts, and role play drama techniques to improve learners their oral communication. Brown, Burns, and Joyce (as cited in Nuraini, 2016) state that speaking “is an interactive process of constructing meaning that involves producing and receiving and processing information.” (p.7) Based on the previous information, one of the reasons why tenth grade students are the participants of this inquiry is because they may have the motivation to speak and get familiar with the target language.

According to the Ministry of Public Education (MEP) (2016) “learners have to perform real life tasks that can be used in real exchanges out of the classroom setting.” (p.46). This research requires an exhaustive study in order to motivate students to learn a new language and also be capable to speak it naturally. Based on the previous idea, it is mandatory that educators of English language acquired compromise during classes to teach contents where students get involve in real life situation.

In addition, one aspect that may influence students’ speaking skills development is anxiety. Jalongo and Hirsh (2010) state that “anxiety is a negative emotion that impairs learning, and when anxiety becomes intense, it limits students’ attention” (p. 433). Hence, the use of meaningful drama activities during English classes encourages learners to experiment a low affective filter with the purpose to improve their speech skills and to reduce the fear of making mistakes and / or being reprimanded. Therefore, the objective of this research is the creation of indispensable tools for students to be immersed in an environment similar to real life, giving them confidence, self-confidence without fear of being wrong and a high

enough self-esteem to be able to communicate the target language as spontaneously as possible.

1.1.3 Justification:

The ability to communicate orally in the English language is the main objective of the Ministry of Public Education and globally it has become the language of business, which is why it is highly competitive. According to MEP (2016, p.4) “English has become the language of international and intercultural communication and trade among countries.” In other words, it is important to develop this ability to speak because it allows people to express ideas and emotions and, in addition, to satisfy what society demands.

In relation to the previous idea, learning to speak English in Costa Rica allows more possibilities to communicate in different contexts. As a result, it has several advantages, such as putting a foreign language into practice in the real context and obtaining a holistic knowledge that allows students to improve their interpersonal communication skills.

Therefore, the MEP (2016, p. 4) states that “speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities.” This means that the research project focuses on the development of speech to improve oral communication. In fact, the ability to speak involves an effective design of teaching strategies for the acquisition of a second language. The objective of this research is to determine if drama techniques help learners to enhance speaking skills during the English classes.

The present research is justified from the social relevance (Hernandez et al., 2014) because the benefits are primarily focused on the students. This object of study helps improve the oral production of a second language since it provides didactic tools such as drama techniques to carry out effectively the teaching and learning process.

Afterward, this study can benefit teachers to make their teaching work more meaningful and besides for providing trustworthy results to improve the difficulties faced by the group of tenth grade students from the CINDEA Judas in Chomes.

1.2 THE PROBLEM

The study of this research states the importance of improving oral skills meaningfully in order to contribute with the learning process through drama as a fun and reliable technique in which students can obtain the necessary knowledge to improve. As a result, the following question is highlighted:

In which way the use of mime, scripts and role play drama techniques help students of tenth grade from the CINDEA Judas in Chomes to enhance the speaking skills during the I Period of 2019 of their English classes?

1.3 OBJECTIVES OF THE RESEARCH

1.3.1 General Objective:

It is the general idea of what is intended to accomplish in a research. Hence, the general objective “is the purpose of the research, the verb used must correspond to a process that culminates with what it raises. (Own translation, Universidad Hispanoamericana, 2018, p.15)

Therefore, the following objective has the purpose to describe the general idea of the research:

- **To analyze the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL in students of tenth grade from the CINDEA Judas de Chomes during the I Period of 2019.**

1.3.2 Specific Objectives:

The specific objectives are the steps every researcher has to follow during the inquiry. Due to this, Torres (as cited in Universidad Hispanoamericana, 2018) states that the specific objectives "must be formulated [...] towards the achievement of the general objective; that is, that each specific objective is designed to achieve an aspect of that; and all together, the totality of the general objectives." (Own translation, p.16)

The following are the steps required to follow in order to help students enhance their oral skills during English classes:

- **To identify the frequency of the use of L2 in oral production during English classes.**
- **To describe the characteristics of the implementation of mime, scripts and role play drama techniques to promote in the students the use of speaking skills.**
- **To determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.**

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope:

This research takes place in the CINDEA Judas located in Chomes, Puntarenas with just one group of tenth grade students. The study takes an average of 24 pupils from ages between 15 to 30 years old. Therefore, with this inquiry the first benefited one is the researcher in terms of knowing how to apply different drama techniques to encourage students to enhance their oral skills.

This project also benefits the University in terms of information because it provides academic details necessary to allow criticism regarding to this topic.

In second place, the goal is to provide valuable information that can be evaluated and studied for futures English teachers and researchers.

In third place, teachers, learners and administrative ones of the institution are benefited as well for having a wider vision of the application of drama techniques and provide further better performances.

1.4.2 Limitations:

- In the present study, it was started with a sample of 28 people; however, when the instruments were applied, 4 people deserted, giving as a result a total of 24 students.
- Due to the national strike it was impossible to apply the instruments during the last quarter of 2018.
- Two observations had to be re-scheduled because the teacher requested time for academic activities that were not previously included in the lesson.

CHAPTER II
THEORETICAL FRAMEWORK

This section seeks to know the contents, background and origins of the CINDEA Judas institution, as well as its mission and vision. In addition, the opinion of various authors regarding the topics analyzed by this research, expressed the importance of being able to communicate in English as a foreign language. For that reason, it is describe a brief historical review of the emergence of the English teaching in Costa Rica. On the other hand, the factors that influence the students' learning in relation to the oral production of the English language are delimited, and the drama techniques that promote the development of the speaking skill in tenth grade students of the CINDEA Judas. Finally, the hypotheses, the variable definitions and the operationalization of the hypotheses are presented.

2.1 HISTORICAL CONTEXT

2.1.1 Background of the Organization:

The CINDEA Judas Institution was founded in 2013 with the budget code 6519, under the direction of Lic. Marco Vinicio Gómez León. There are two Satellites, one is called Costa de Pájaros, which is coordinated by Jonathan Barrantes Aguirre and the other one is Chomes Coordinated by Janina Jiménez Quesada.

The CINDEA is an official institution of the Costa Rican Educational System (MEP); its organizational structure is constituted by a principal place and its satellites. The working day can be continuous from 7:00 a.m. to 10:00 p.m., single or mixed day, during daytime and night.

The CINDEA develops the Adult Education Curriculum, approved by the Consejo Superior de Educación (CSE) in the agreement N ° 33-93. In the session N°9 of February 15th, 2001, the Commission of Plans and Programs of the CSE, agrees to adjust the contents of the modules to the National Curriculum, and the update of the Plan of Studies of Adult Education approved in the agreement of the CSE 10-23-13, of November 7, 2013.

The CINDEA satisfies the educational needs of the young and adult population in the various communities through satellites, including those that are difficult to access and do not have other educational services.

This Plan of Studies is characterized by its flexibility in the construction of learning in relation to young and adult people; takes into account the interests, pace of learning and the possibilities to participate in the educational process in an integral way. The syllabus responds to three areas of human development: Academic, Socio-Productive and Personal Development, consisting of modules for a certain number of credits.

The CINDEA Judas is located 11 kilometers north of the city of Puntarenas on the Pacific Ocean coast, between the banks of the Guacimal River and the Lagartos River.

Despite being a rural community, Chomes has basic services such as: public transportation, although irregular, since it only works twice a day: one to leave in the morning and another to enter in the afternoon. Also the institution has electricity, drinking water, primary and secondary education and health services.

As for the climate, being a coastal zone, just as Puntarenas has a warm and dry climate, it borders to the west with the canton of Abangares, to the east with the canton of Montes de Oro, to the north with the district of Monteverde and to the south with the Gulf of Nicoya, it has an extension of 432.75 Km².

At first, the Institution was as an IPEC (Instituto de Educación Comunitaria, for its acronym in Spanish) in 1996, due to the interest and effort of people who felt the need for a middle school educational center for the progress and welfare of the community. However, it was not until 2013, when it became CINDEA (Luis Guzman, personal communication, November 10, 2018). Therefore, the institution has a Mission and a Vision:

Mission:

Being a leading organization, hand to hand with quality in the administrative and educational area, which can be taken as a model and/or reference when designing plans, projects, and programs that lead and guarantee the success of education. (Own translation, CINDEA Judas de Chomes, 2013)

Vision:

Facilitate and promote the exchange of ideas and concepts among the members of the organizational structure, to improve mutual training and enrichment; where each member plays the role that corresponds to him, and / or being the facilitating instrument for the development of the mission and proposed objectives in the search and consolidation of a culture of quality in the educational and administrative area. (Own translation, CINDEA Judas de Chomes, 2013)

Located in the facilities of the Judas de Chomes High School, the CINDEA arises to fit students' needs and for those who are excluded from formal education, for communities located within a radius of action which corresponds to the districts of the central canton of Puntarenas: Chomes, Manzanillo, Costa de Pájaros, Pitahaya and Guacimal; besides the communities of the province of Guanacaste of the canton of Abangares: Lourdes, Poza Azul and others. Director Luis Guzmán argues that currently 100% of students have transportation services provided by the Ministry of Public Education. (Personal communication, November 10, 2018)

Actually, the CINDEA offers a curriculum where basic and special subjects are taught (Religion, Music, Physical Education, Home Education, Plastic Arts, Industrial Arts, and Computing), Technical careers and courses towards the community.

The physical structure and equipment of the high school are in acceptable conditions, it consists of a building where the offices of the institution are located, three pavilions with a total of 18 classrooms, a dining room, a computer room, a school canteen, a multipurpose court, green areas, library, classroom equipped in Industrial Arts, among others.

The CINDEA Judas de Chomes is a public institution, which serves young people from the fifteen years (Male and Female) of levels of I II III and IV cycle, and technical careers. In addition, in the academic part it provides school canteen service, curricular adjustments, FONABE scholarships, orientation, school canteen, photocopying, among others.

2.1.2 Educational Programs

Conventional Education

It facilitates the users, a cognitive process where their learning needs and interests are attended. It is organized in three levels:

- I level (Equivalent to First and Second Cycles of the EGB)
- II level (Equivalent to Third Cycle of the EGB)
- III level (Equivalent to Diversified Education)

Emerging Education:

It promotes the development of knowledge, skills, and abilities to work, social coexistence, communication, cultural updating and personal development.

Finally, the academic courses in the CINDEA include two periods; the first period covers from the beginning of the school year to the mid-year vacation. The second period covers the beginning of half-year lessons until the end of the school year, as established by the school calendar.

Descriptors of the Optional Modules:

With the update of the Adult Education Curriculum, the descriptors were also modified. This update was carried out in coordination with the specialists of subjects of III Cycles and Diversified Education, adjusting the contents to the curricula in force and approved by the Superior Council of Education.

The descriptor is the guide of the mediator for the development of each of the modules of the curriculum, indicating: name of the module, number of periods, credits, lessons that comprise it, the contents that make up each period, and the respective equivalence with III Cycle and Diversified Education.

It should be borne in mind that the reference to the study programs that is established in each descriptor is to the physical study programs, because digital programs may differ in terms of page numbering.

Technical Specialties

For the opening of a technical specialty, the procedure must be initiated in the period established in the school calendar. Then, it is necessary to present the documentation with the requirements established in the document "Educational Offer of Professional Technical Education" in the modalities: agricultural, industrial, commercial and services, approved in Session No. 5-2003 of January 30, 2003.

In order to register one of the technical specialties, the provisions of the document "Requirements to enter or continue in the process of training technical specialties 2011" must be met, issued by the Director of Technical Education and Entrepreneurial Skills.

For the filling of the personnel tables the curricular mesh corresponding to each one of the technical specialties must be considered, which is found in the DETCE study programs.

The teacher appointed in a technical specialty must prepare the didactic planning in accordance with what is established in the teaching model based on competency standards (EBNC), as indicated in the study programs.

The CINDEA that works two or three days a day can implement some of the educational offers of the technical modality: "Daily" or a "Curriculum for two years". The two-year curriculum is for those students who hold the high school diploma and wish to start a technical specialty.

The CINDEA that works only during night schedule must comply with what is established in the "Nighttime Educational Offer". Students who opt for the Middle-Level Technician degree must adjust only to what is established in the DETCE graduation requirements regulation. It is recommended the implementation of tours and internships in all those technical specialties that are added them in their study programs. It is recommended that the student who enrolls any of the technical specialties has an insurance policy.

2.1.3 Educational Services

The Adult Education Curriculum allows access to the educational process from the level of literacy to Diversified Education; with options in the academic, technical or artistic branches.

First Level

It is equivalent to I and II Cycles of Basic General Education and it is developed in six periods. This level is approved with 129 credits, of which 102 are compulsory and 27 are optional. Upon completion of this level, the student is awarded the certificate of completion of I and II cycles of Basic General Education.

Second Level

It is equivalent to the III Basic General Education Cycle. It develops in four periods. It is approved with 118 credits, of which 108 are mandatory and 10 optional. Upon completion of this level, the student is awarded the certificate of completion of the III cycles of Basic General Education.

Third Level

It is equivalent to Diversified Education and is developed in four periods. At this level the student withdraws from the academic option and has the possibility to choose between the technical or artistic branches.

The academic branch is approved with 109 credits, of which 89 are compulsory and 20 optional and upon graduation the student must complete the National Baccalaureate Tests, which once approved, certify him / her as a Bachelor in Middle Education.

The technical branch is approved according to the guidelines defined by the Directorate of Technical Education and Entrepreneurial Capacities (DETCE). Once the final comprehensive specialty test and the National Baccalaureate tests have been passed, they are awarded the title of Middle-Level Technicians, depending on the specialty studied.

2.1.4 Entry Requirements:

Table 1. Admission Requirements to the Adult Education Curriculum

| Conventional Education | Minimum Age | Academic Requirements |
|------------------------|-------------|------------------------------------------------------------------------------------------------|
| I Level | 15 years | None |
| II Level | 15 years | Conclusion of Studies of I and II Cycles of Basic General Education or I Level Approved. |
| III Level | 15 years | Conclusion of Studies of the III Basic General Education Cycle or II Level Approved. |
| Emerging Education | 15 years | Depending on the Course or Workshop Chosen (as established in the Adult Education Curriculum). |

Source: Barrantes, J. (2015). Historia del CINDEA Judas

The Adult Education Curriculum, which is taught by the CINDEA and IPEC, must be developed only at Headquarters or authorized Satellites.

2.1.5 Structure and Organization of the Adult Education Curriculum

The structure and organization of the Curriculum of Adult Education, responds to agreement 33-93 of the Higher Council of Education. In 2014, the update of the Adult Education Study Plan is implemented, according to agreement 10-23 of November 7, 2013, of the Higher Education Council. In order to maintain the curriculum of the Adult Education Curriculum, adjustments are made. The following table shows the distribution of credits and lessons by levels and areas of the curriculum.

Table 2. Distribution of Credits and Lessons by Levels and Areas of the Curriculum

| Levels and Areas | Number of Modules | Credits | Lessons |
|-------------------------|--------------------------|----------------|----------------|
| First Level | 23* | 129 | 63 |
| Academic | 9 | 62 | 28 |
| Personal Development | 8 | 22 | 18 |
| Socio-productive | 6 | 18 | 17 |
| Optional | | 27 | |
| Second Level | 20* | 118 | 61 |
| Academic | 8 | 56 | 27 |
| Personal Development | 4 | 14 | 12 |
| Socio-productive | 8 | 38 | 22 |
| Optional | | 10 | |
| Third Level | 16* | 109 | 52 |
| Academic | 7 | 41 | 22 |

| | | | |
|------------------|-----------|------------|------------|
| Personal | | | |
| Development | 1 | 3 | 3 |
| Socio-productive | 8 | 45 | 27 |
| Optional | | 20 | |
| Total: | 59 | 356 | 176 |

Source: Barrantes, J. (2015). Historia del CINDEA Judas

* Quantity of compulsory modules, in addition the optional modules corresponding to each level must be taken.

2.2 THEORETICAL CONTEXT

2.2.1 History of the Teaching English in Costa Rica

The Teaching of English in Costa Rica began in the mid-nineteenth century in the House of Teaching Santo Tomas where the growing influence of learning the language was reflected mainly by the trade for foreign countries such as England. (Solano, 2012). Similarly, Marin (2012) adds that in Costa Rica during the twentieth century there was a greater boom in social, economic and political aspects and for that reason, the development of these factors encourages the immediate need for learning English.

According to Chaves, Solano, and Villalobos (as cited in Solano, 2012, p.167)

The objectives and methodologies of teaching English have been changing because of the income production systems of the country: from a society based on the coffee oligarchy, to a society based on tourism and multinational companies. The emphasis has been on the "corporate" nature of English, where the supply and demand of this language guides the objectives of the teaching. (Own translation)

The growing socioeconomic and political influence of the country forces society to be more competitive and productive; therefore, people began to feel the need to learn English and in the first two decades of the twentieth century the methodology used for teaching English is the traditional, where classes were taught by foreign teachers and some Costa Ricans. Also, classes were taught in Spanish with emphasis on grammatical structures and text translation.

However, around 1901, Marin (2012) declares that the State "is obliged to contract foreign English professors, mainly from the United States" (p.5). Then, later

in 1954 the first training of English teaching professionals took place at the University of Costa Rica (UCR), which opened the doors to the hiring of Costa Ricans who knew the English language. (Cordoba et al., 2005)

In addition, Cordoba, Coto, and Ramírez (cited by Solano, 2012) point out that:

Up to the late 1990s English was considered a special subject, like art, music, and physical education. It was not until 1997 that English was established as a basic subject or content area, in primary school, making Costa Rica the only country in Central America with an English program at that level. (Pp.168-169)

It is worth mentioning that, in addition, English is currently considered by the Costa Rican education system as a basic subject due to the increase in the labor supply that exists globally. From the position of the author, Córdoba et al. (Cited by Salas, 2016), it highlights the need to make changes in the objectives, evaluation, and teaching, resulting the origin of the Communicative Method within the education system.

Learning English becomes a real necessity for anyone who wants to be immersed to the new work environment, especially if many foreign companies enter the country. In addition, the globalization and the technological revolution make the information and finance era evolve for society's needs. Therefore, it is due to these changes that the Government of Costa Rica makes many changes in the reform, mainly in the education sector as a consequence of the new challenges demanded by the Costa Rican society and the need for teaching English for the economic development of the country.

Currently, English classes are taught all around the country, not only in government institutions but also in private, having as a priority new reforms, new study programs, new methodologies and new effective methods for teaching.

2.2.2 English as a Foreign Language

Learning a new language is fundamental today because it opens a gap between people and the whole world. The Ministry of Public Education programs (2008) state that "English is considered the second most spoken language in the world because of the high number of individuals who use it." (p.5). Faced with this reality, the process of learning a foreign language requires a lot of discipline, willingness and enthusiasm to learn by knowing about other cultures because the language responds to a basic need of the human being: to communicate. (MEP, 2008)

Therefore, the term language is defined by Brown (as cited in Aguirre et al., 2016) as a "systematic means of communication, ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings". (p.9). In such a way that reflects the need of the human being to communicate verbally and non-verbally taking into account the components mentioned by the authors.

Similarly, through the learning of the English as a foreign language, learners are able to distinguish between formal and informal communication, accents in British, American and even other variants of the language. (Ministry of Public Education, 2008). Therefore, it is important to clarify that the learning of this language within the Costa Rican education system is focused through the perspective of English as a foreign language (EFL, for its acronym in English), which is defined by Oxford University (2011) as:

An EFL classroom in a country where English is not the dominant language. Students share the same language and culture. The teacher may be the only native English speaker they have exposure

to. Outside the classroom students have very few opportunities to use English. (p.1)

The above citation shows that learners do not practice enough English in contexts other than those of the classroom because the social context in which they live does not make use of the target language, as a result, the interaction during the period of English classes becomes a crucial learning space.

Mansfield & Poppi (2012) in the article “The English as a Foreign Language/Lingua Franca Debate: Sensitizing Teachers of English as a Foreign Language towards Teaching English as a Lingua Franca”, state:

Globalization changes the conditions under which language teaching and learning take place. In this sphere, as in others, some of the most significant changes are economic. People have always learned languages for economic reasons. Some commentators have suggested that languages are coming to be treated as economic commodities, and that this view is displacing traditional ideologies in which languages were primarily symbols of ethnic or national identity. (p.171)

The previous quote points out the necessity society has for teaching English in the context they are living for better economic opportunities, hence, the globalization takes an important role during English classes because the teachings are focused in real life contexts.

2.2.3 Speaking Skill

Speaking is one of the four skills of the English language that is considered the main objective of the students. Undoubtedly, each skill is important for its acquisition, but learners generally feel that they learn a language when they can speak it, in other words, student feels capable when producing orally the language. For example, Penny Ur (quoted by Kuśnierek, 2015) states that:

(...) of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak. (p.73)

In the previous idea, the author emphasizes the fact that when a person is learning a new language, he/she feels satisfied when he/she manages to produce it orally. In addition, the main objective of the students is to speak the English language fluently and naturally to interact with English native speakers.

According to Efrizal (2012) the ability to speak is more important to learn in order to interact with people. However, although the ability of speech is the main goal to achieve for the learners, getting to produce it turns out to be a challenge during real conversations. Brown (cited by Nasiri, 2016, p.54) indicates that “speaking is one of the most demanding skills for EFL learners because of contractions, vowel reductions and elision, the utilization of slang and idioms, stress, rhythm and intonation, and the necessity for interacting with another speaker”. While students are motivated to use the target language during classes, only a minority seeks opportunities to use the foreign language in real and authentic conversations.

2.2.3.1 Speaking Characteristics:

Some speaking characteristics for the production of English language mentioned by Abd El Fattah Torkey (cited by Nasiri, 2016) are: As a first characteristic, speech is face to face when the participants are present and where in the communication it becomes evident the facial expressions, gestures and corporal movements. As a second characteristic, speech must be interactive, therefore Nasiri (2016) suggests that “turn takings as a major aspect of interaction is a subconscious part of normal conversation” (p.55). In other words, interacting with peers, with the teacher, with native speakers of the language and in general with the environment that surrounds them, allows a spontaneous and natural English conversation.

Therefore, and as the last characteristic when speech occurs in real time, the author expresses the following:

(...) the production of speech in real time inflicts pressures and permits freedoms in terms of making up for these problems. The usage of formulaic expressions, hesitance tools, self-correction, paraphrasing, and repetition assist speakers become more fluent and cope with actual time requests. (Nasiri, 2016, p.55)

It is necessary to remember that fluency is not about talking fast, so English teachers should teach their pupils how to control the language they are learning, such as: managing stress situations, forgetting words or pronunciation, repetition of phrases, among others. Besides, the author points out the strong need to teach expressions, or techniques to face such situations.

2.2.4 Communicative Language Teaching (CLT)

Teaching the ability to speak in a foreign language as well as teaching other skills (listening, writing, and reading) requires an appropriate method; therefore, the Ministry of Education Programs emphasize the use of the communicative method as a tool that promotes communicative competence, using playful activities that involve real and meaningful communicative learning. (MEP, 2008)

The Communicative approach, as mentioned by Harmer (2001), was designed in response to the importance of the function of language and not only to the acquisition of grammar and vocabulary; in other words, the main objective is to acquire a communicative competence where spaces are open so that oral production takes place in real contexts of daily life.

According to the MEP, in its English program (cited by Salas, 2016, p.8) the Communicative Language Teaching:

Seeks to create a stress-free environment that leads to a learning of the target language full of opportunities to communicate. This approach promotes the interaction between those who learn, the needs of the student body as well as their interests are taken into account and are the center of the learning process. It makes use of a participative methodology that offers the opportunity of a real use of the language.

The teacher is a guide to the process and promotes critical thinking among his students.

In the previous citation, it is stated that the MEP seeks to create a methodology that encourages interaction among learners to create real communication environments with topics of interest to stimulate critical thinking during the language learning process.

Additionally, Larsen and Freeman (cited by Fonseca et al., 2016) point out some of the characteristics of the Communicative Method, which:

The most prominent ones are the presence of authentic language, the focus on the four English skills since the beginning of the learning process, the emphasis on the target language, and the role of the teacher as the evaluator of student's accuracy and fluency. (p.22)

According to the above, the role of the teacher is one of the crucial characteristics for the creation of environments that encourage meaningful learning, since it is the educator who plans his/her class in advance. Bren & Candlin (cited by MEP, 2008) describe the role of the teacher in the following quote:

The teacher has two main roles; the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. (p.80)

According to the previous quote, the teacher is perceived as a facilitator during the process of learning the English language, since students are the main actors in the transmission and acquisition of knowledge, therefore, it is a negotiation between their peers, the teaching process, the teacher and the object of study to relate everything learned to the environment that surrounds them.

2.2.5 Factors Influencing Speaking Skills

Teaching English using drama techniques plays an important role to enhance pupils to use the target language in the classroom and outside of it with the purpose to be able to communicate in a real life environment. Klanrit & Sroinam (2012) state:

Theorists have long emphasized using the target language in classroom teaching. Teaching the language by using the target language in the classroom is essential. It uses authentic language for communication. Within this environment, teachers and students are enabled to use the target language as much as possible. Though there was no evidence that the target language was used in the classroom, the fact is that the more the target language is used, the more the learners gain language acquisition. (p.493)

Undoubtedly, despite learners receive English classes since primary; they are not capable to keep a conversation fluently. For that reason, there are some factors that students have to deal with when speaking English during drama activities.

2.2.5.1 Anxiety

Anxiety is a factor that determines students' success in the language learning process. Saglamel & Kayaoglu (2013, p. 377) affirm that "it is possible to see learners who experience anxiety and distress when learning a new language". Additionally, Von Worde (as cited in Saglamel & Kayaoglu, 2013) believes that "anxiety is a problem experienced probably by one-third to half of the students." (p.378). In the same line, Horwitz, Horwitz and Cope (as cited in Saglamel & Kayaoglu, 2013) consider that "listening and speaking as the main sources of anxiety while some other studies point to the higher levels of anxiety as a result of learners' oral performance." (p. 378)

In particular, MacIntyre (as cited in Punsiri, 2011) defines language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language" (pp.10-11). Notably, negative emotion reactions when learning a new language can be resulting of ineffective outcomes in the classroom. In fact, according to Saglamel & Kayaoglu (2013) "many researches have noted the gravity of the problem and suggest that too much anxiety may impede the learning process." (p. 378). Likewise, Kimura (2008) adds that negative feelings can discourage or obstruct the language acquisition process.

Another definition of anxiety by Klanrit & Sroinam (2012) claims that: Anxiety is a feeling that learners usually possess when they learn a new language. They have to confront uncertainty in their abilities and they may fear failure. This feeling is a negative component of learning a language. A number of teaching methodologies have been determined that in managing the language classroom, it is essential to ease anxieties of learners. (p.493)

Indeed, the authors believe that when students experience anxiety feelings, so it can result in negative consequences in the attempt to achieve success during the English language learning, and more especially if the teacher's objective is to enhance students to produce orally and fluently the target language.

On the contrary, the same authors suggest that:

Research indicates that it is positive and encourages it in learning language since the task assigned for the learners might be interesting and generate enthusiasm. It can be stated that participation and curiosity are beneficial and help to establish success in learning a language.”

(Klanrit & Sroinam, 2012, p.493)

Although for some specific cases it may be beneficial, for some others it could be very harmful to health. Furthermore, educators' job is very demanding, it is essential they motivate and encourage students to participate in classroom activities, planning, students' evaluation, meetings and all kind of documentation; hence, (Klanrit & Sroinam, 2012, p.493) assert that:

[...] many studies reported that the teaching is one of the most stressful occupations. Additionally, teachers are confronted by several problems in teaching English. Not only they teach English to non-English majors, but also they need to teach every subject. This causes teachers anxiety when using English for teaching.

In regard to this matter, not only learners are affected but also educators despite being in a learning environment. In the same path, Andrade and Williams (as cited in Fonseca et al, 2016) express that “since anxiety can cause poor performance in any classroom situation, language learning can also be affected by this negative feeling” (p.25) For this reason, it is important that educators update

themselves to know how they can deal with a classroom environment where anxiety is presented in students.

2.2.5.2 Affective Filter

Another factor that affects students' proficiency to speak English is the Affective Filter Hypothesis, defined by Krashen (as cited in Fonseca et al, 2016) as a "mental block that prevents acquirers [of an additional language] from fully utilizing the comprehensible input they receive for language acquisition" (p. 24). According to Wood (2008) "Affective variables include self-image, motivations, and emotional state. Language learners who are more at ease have lower affective filters that allow acquisition to take place." (p.20)

Likewise, Richards and Schmidt (2010) explain that "successful second language acquisition depends on the learner's feelings. Negative attitudes (including a lack of motivation or self-confidence and anxiety) are said to act as a filter, preventing the learner from making use of input, and thus hindering success in language learning" (p. 16)

Moreover, Krashen (as cited in Fonseca et al, 2016) affirms that "learner's affective filter must be low enough to allow the entrance and processing of the information received" (p.24). For this reason, instructors need to teach as creative as possible to catch students' attention and to put into practice the drama techniques to enhance pupils to learn English and to guarantee a comfortable environment in the language class, which is also one of the main objectives of this research. According to experts, it is essential to ensure that the affective filter of students remains as low as possible when using drama techniques during student performance or participation in the class, because otherwise, they can increase their levels of anxiety during their process of learning English.

2.2.5.3 Motivation

The motivation is extremely important in students' learning process because it brings them the faculty to believe that success and failure depend on themselves, and their expectations and goals can be changed through continuous practice and effort. For instance, Burlinska (2016) considers "it is motivation that has a great impact on the process of learning a foreign language." (p.40)

Besides, the term motivation is explained by Liu (2013) as:

"...the internal driving force of human behavior (a motivation is to achieve a certain objective of the internal driving force), its meaning is mankind's specific requirements. To be interested in something is one of its important performance characteristics, and the things its own interest is an important motivation generated incentives." (p.2072)

Students that use their skills for their own progress, show their ability to improve in the learning process. In fact, pupils can make the learning more meaningful if they actively participate in drama techniques to enhance their speaking skills. With the use of dramatizations, learners are motivated to be creative, and avoid routine classes.

2.2.5.4 Multiple Intelligences

Howard Gardner believes that the use of drama is an important element in his Multiple Intelligence Theory. He proposes that there are 8 different types of intelligences in which people learn and acquire knowledge. These intelligences affect the way in which students improve their speaking ability in the English language.

In the next section, the author Salas (2016, own translation) explains in details each of the Multiple Intelligences taking into account others researchers such as Gardner and Perez:

1. Logical Mathematical: defined by Bravo and Valverde (as cited in Perez, 2013) as "the ability to use numbers effectively and to reason well. This intelligence includes sensitivity to relationships and logical patterns, statements and proposals, functions and other related abstractions "(p.12). This intelligence, according to Gardner (1993), evidences "the non-verbal nature of intelligence. The solution to the problem can be constructed before it is articulated "(p.37).
2. Linguistic Intelligence: which is basically the ability to use words efficiently both orally and in writing. Gardner (1993) defines it as "the type of capacity exhibited in its fullest form, perhaps, by poets" (p.26).
3. Spatial Intelligence: It is defined by Bravo and Valverde (as cited in Perez, 2013) as "the ability to accurately perceive the visual and spatial world and to transform those perceptions. This intelligence implies sensitivity to the color, line, shape, figure, space and the existing relationship between these elements "(p.12). According to Gardner (1993), this type of intelligence "is

the ability to form a mental model of a space world and to maneuver and operate using this model" (p.26).

4. Musical Intelligence: This intelligence, as defined by Schneider (as cited in Perez, 2013), is the ability to "perceive and express oneself through different musical forms. Distinguishing properly the tone, intonation and rhythm of a melody indicates having this skill enabled "(p.13). Gardner (1993) states that "musical ability passes the necessary tests to be considered intelligence" (p.35), despite the fact that, continues Gardner (1993), "musical ability is not generally considered an intellectual capacity, as Mathematics "(p.35).
5. Bodily-Kinesthetic Intelligence: This is basically the ability to make use of the body and movements for the expression of ideas, thoughts and feelings. Gardner (1993) defines this intelligence as "the ability to solve problems or to produce products using the body, or parts of it" (p.26).
6. Intrapersonal Intelligence: According to Gardner (1993) this is "the ability to form an adjusted, veridical, and self-model and to be able to use this model to function effectively in life" (p.27). It is therefore a "correlative, inward-oriented capacity" (Gardner, 1993, p.27).
7. Interpersonal Intelligence: Gardner (1993) states that this intelligence "is the ability to understand other people: what motivates them, how they work, how to work with them in a cooperative way" (p.26). This intelligence, continues Gardner (1993) "is built from a nuclear capacity to feel distinctions among others: in particular, contrasts in their moods, temperaments, motivations and intentions" (p.40).

8. **Naturalistic Intelligence:** This intelligence refers to the ability to understand, investigate and work the environment. It is learned because of the nature and its elements.

2.2.5.5 Learning Styles

Each person is born with certain characteristics that facilitate them to learn and acquire new things, therefore, Brown (as cited in Gilakjani, 2012) defines learning styles as “the manner in which individuals perceive and process information in learning situation. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another”, (p.105).

Learning style are all the factors, behaviors, and attitudes individuals have that influence how to learn, how teachers teach, and how the two of them interact in a given situation. Since childhood, people are influenced by culture, personal experiences, maturity level, and everything that surround them can contribute to the learning process, especially when students is getting contact with a new language.

Each learner has different methods for learning, organizing and retaining the new information received according to their perceptions and personal experiences. These learning styles give a cognitive, affective, and emotional aspect in which students behave according to what they perceive, interact with, and respond, taking into consideration that pupils learn differently from each other.

Auditory

The first learning style defined by Ldpride (as cited in Gilakjani, 2012) states that auditory learners “discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from

reading out loud in the classroom and may not have a full understanding of information that is written” (p. 22). Hence, the author affirms that by means of listening strategies students may receive meaningful input that will later contribute to the improvement of speaking skills. For this reason, pupils as Burlinska (2016) mention “learn best through hearing and they find useful learning with the use of video conferences, video clips, listening to lectures, etc.” (p.44).

Consequently, the educator has to take into consideration all these aspects to implement during English classes to influence students’ enthusiasm for learning and develop their abilities to communicate in a foreign language, for instance: classroom interactions, listening to tapes or CDs, role-plays and participating in discussions, debates and cooperative learning groups.

Above all, Burlinska (2016, p.45) affirms that pupils learn when they:

- Prefer listening and taking notes
- Listen for patterns
- Consult peers to ascertain that they have the correct details
- Can recall what they have heard
- Can follow oral directions
- Repeat words aloud for memorization
- Use oral language effectively

In the same fashion, this author shares that by means of listening practice, learners can receive and experience new vocabulary, expressions, idioms, ideas, rhythm, among other elements necessary for oral production purposes.

Visual

On the other hand, Fonseca et al (2016), quoting to Gilakjani, states that “visual learners think in pictures and learn best in visual images. They depend on the

instructor's or facilitator's non-verbal cues such as body language to help with understanding". For instance, those students who have this kind of learning style can relate or associate a given word with a picture to memorize information.

Another definition of visual learners is given by Sieber and Hatche (2012) which consist in "the ability to interpret and make meaning from information presented in the form of an image (photograph, web page, movie, object, etc.)." (p.7). Therefore, the use of pictures and graphic material could help support students to enhance their speaking skills in the foreign language.

Likewise, Fonseca et al (2016) emphasize that the use of visual aids to teach English as a foreign language benefits educators because students can learn to associate the words and their meaning with a graphic representation and teachers can transmit the subject easily. For that reason, Brown (2000) says that "visual learners tend to prefer reading, and studying charts, drawings, and other graphic information", (p.122). In addition, Burlinska (2016) believes that students:

Learn most effectively using their sight, seeing and reading are said to be important for them. The most useful and suitable for visual learners are pictures, charts, hangouts, graphs, presentations, mind maps etc. Reading is an easy way for learning for them and with the use of pictures visually learning students can easily study in virtual environment. (p.44)

Based on the above, pupils can remember vocabulary and phrases through mental representation of images, graphs, pictures and other visual aspects. This leaning style is effective to help students to promote their speaking skills during English classes.

Kinesthetic

Burlinska (2016) expresses that “learners learn best through whole-body movement, feeling and experimenting. [...] These learners like physical experiences; feeling, doing, holding, touching, and practical hands-on experiences. That is why the virtual learning environment is very challenging to their learning.” (p.45) Thus, there are multiple drama activities that educators can implement to encourage students interact with their environment such as role plays, games or charades.

Fonseca et al (2016) state that:

The use of kinesthetic strategies helps students to improve their communication skills thanks to the opportunity pupils are provided with to express themselves in simulated situations. This allows them to use background knowledge such as vocabulary and their creativity to transmit a message in a similar manner to the one normally used for everyday activities. (Pp.24-25)

It is for that reason this strategy is so useful among students because allows them to feel more motivated to apply them in real life contexts. Tai (as cited in Fonseca, 2016) points out that:

Shy learners, who usually can write and read in the L2 language, but not speak it easily, can reach this goal through body language provided by the teacher and by non-shy students as they keep their interest in learning English.” (p.25)

Therefore, it is a great opportunity for both teachers and learners to be engaged to advance together to reach the goal to speak English through body language and drama activities.

Burlinska (2016, p.45) affirms that pupils learn when they:

- Learn by touching and manipulating objects
- Often learn inductively rather than deductively
- Tend toward psychomotor over abstract thinking
- Prefer personal connections to topics
- Follow directions they have written themselves / that they have rehearsed

2.2.6 The Use of Drama in English Teaching

Moody (as cited in Khatib & Sabah, 2012) states that “drama is a useful medium in the communicative language classroom where the focus is placed on the meaning of language rather than form.” (p.1125). Additionally, Schejbal (as cited in Dundar, 2013) believes that:

Drama in foreign language teaching context does not mean using a classical play or performing a theatre performance. Drama inhibits an active involvement of learners. Thus, the learners, who experience using a language in the classroom, become similar to the real-life experience.” (p.1424).

Both authors manifest that through the use of drama during English classes, pupils will experience an authentic learning in which increase their oral communication skills as well as reinforcing their abilities to interact with each other.

Consequently, through the use of drama, Burlinska (2016) claims that “gives teachers the opportunity to teach students in a more spontaneous, imaginative and fascinating way, which would create a love for learning. It provides valuable problem solving, social, and creative skills.” (p.20) Also, learners may benefit from participating in dramatic activities when it “allows students to work together, to

cooperate and to solve problems and to find the right solutions. They may be engaged in creating scenes, producing role-plays, and spontaneously using their imaginations to learn interactively, in context and to use their creativity and imagination.” (p. 20)

Furthermore, it has been said that teaching drama contributes to having a meaningful experience where English language is used in real-life contexts. For that reason, Burlińska (2016) states:

Drama helps to develop the awareness of the use of language in different environment and situations, building self-confidence, creativity, spontaneity, and improvisation and involving emotions of the participants. Drama facilitates an active involvement of learners. Thus, the learners' experience using language in the classroom becomes similar to the real-life experience. The learners' understanding is enhanced, the knowledge deepened and skills necessary for successful reproduction of a language acquired. The use of drama can contribute to build a solid base which second language need to have in order to be more competent and confident user of the foreign language. (p.24)

Equally important, the same author emphasizes that using drama during English classes; individuals might experience emotions, ideas, feelings as if they really were in a situation or context of everyday life. Moreover, Heldenbran (as cited in Burlińska, 2016) lists six main advantages of using drama during English classes:

- Drama puts new vocabulary and expressions in their proper context and environment.
- Drama helps in getting acceptable pronunciation and intonation in English.
- Drama helps students to take responsibility for their own learning.

- Drama sets a stress free atmosphere to learn the language.
- Drama encourages learners and builds up their confidence to speak in public.
- Drama helps students to build a better understanding of the foreign language culture. (p.25)

Additionally, Dougill (as cited in Torrico, 2015) affirms that implementing drama in English classes will “provide a bridge between classroom and real world.” (p.9). In like manner, individuals build up experience to be more spontaneous and to explore creativity and imagination, not only in class but also in reality.

2.2.7 Drama Techniques

The use of drama techniques to enhance speaking skills allows students to create a natural ability to imitate and express their feelings as well as to use imagination and creativity. Therefore, Burlińska (2016) sustains that:

Drama provides the opportunity to use the authentic language in the classroom through a diverse range of communicate situations created by teachers. Drama activities are based on problems that need to be solved with the use of a second language. This kind of activities creates the opportunity for learners not only to speak and listen but also to think creatively and to use imagination. Students become more self-confident and more aware of their language abilities, their motivation to learning increases as well as cooperation with other pupils and their surroundings are developed. (p.30)

2.2.7.1 Mime:

According to Davies (as cited in Dougill, Hayes & Rose, 1999) mime is "a non-verbal representation of an idea or story through gesture, bodily movement and expression". (p.90). To put it differently; individuals may use the bodies to express ideas, feelings, vocabulary which is a key element of students to achieve understanding and successful communication (Alabasi, 2016). For that reason, Dundar (2012) citing Savignon suggests that "mime helps learners become comfortable with the idea of performing in front of peers without concern for language and that although no language is used during a mime it can be a spur to use language." (p.1427)

2.2.7.2 Scripts:

Scriviner (as cited in Burlińska, 2016) defines scripts as “a scene or sketch that is acted out by pupils in front of their classmates and the teacher.” (p.34) besides, this technique, “provides the opportunity to improve speaking and interaction with other people as well as enrich learners’ vocabulary and functional language like: agreeing or disagreeing, apologizing, refusing, offering help, etc.” (p.34). To put it differently, when students write their own scripts, it provides an opportunity to learn vocabulary, grammatical structure sentences, memorize words, create a relax environment, develop imagination, and improve speaking skills.

In the same fashion, Dundar (2012) believes that script “is an activity in which students write their own words (and sometimes actions) to dramatize. [...] After students write their script, they can act it out. Scriptwriting can be done individually, in pairs, or in groups.” (p.1428)

The previous quote emphasizes that working on a script is an experience that can be taught individually or in a cooperative learning, also students may register their own feedback while they are editing and re-drafted their scripts. Also, pupils may participate actively in a dramatized scene when their script is complete because they are putting into reality something they created.

2.2.7.3 Role Play:

To understand the meaning of role play, first it is convenient to consider the definition of role and play separately. For instance, Ladousse (as cited in Burlińska, 2016) says that “when students assume a ‘role’, they play a part (either their own or somebody else’s) in a specific situation”. (p.31). Further, play means, the author continues saying, that “the role is taken on in a safe environment in which students are as inventive and playful as possible.” (p.31). Knowing the meaning separately, it is possible to obtain a clear and concise definition of what role play is. Therefore, Gao & Dowdy (2014) using Budden’s words defines role play “as any speaking activity when you either put yourself into somebody else’s shoes, when you stay in your own shoes, but put yourself into a fictitious situation.” (p.29). That is, when individuals participate in an activity that involves acting in different contexts or scenarios to bring them to life. Consequently, Kowalska (as cited in Burlińska, 2016) affirms that role-play gives students “the opportunity to use language in different kinds of situations and in various circumstances. [...] It develops learners speaking abilities; they speak more fluently and can use language functions in an appropriate way.” (p.32)

In the previous quote, educators have to make a well-designed plan to catch students’ interest in order to increase their oral skills through the use role play. By doing so, there are some steps that Harmer considers important to follow:

To begin with, the teacher’s role is to engage students and keep their interest and attention in a lesson. After that, in the study stage the teacher needs to introduce the new vocabulary and/or grammar. Then in the activate stage students have a possibility to activate the new

language as well as the language they have known already. (As cited in
Burlínska, 2016, p.32)

2.2.8 Teachers' and Students' Role

Kuśnierek (2015), states that “one of the teachers' functions is being a facilitator.” (p.86). This function allows English educators to act a mediator and give them help when is necessary. In addition, instructors may avoid being completely involved during the process and enable students the opportunity to take control over their participation and to gain their own experience.

Another role of the teacher is being a spectator. Budden & Ladousse (as cited in Kuśnierek, 2015) describe it in the following way:

His or her task is to watch the role-play and then give remarks and advice at the end of the performances. The teacher walks round the classroom listening to the students talking and putting down the mistakes that should be discussed. (p.86)

In the past, educators' role was to be the main responsible where the teaching process is carried out; however, Torrico (2015) quoting Maley &Duff, expresses that “the teacher is not seen any more as the source of all knowledge nor the sole arbiter of what is ‘right’ and ‘wrong’, but as a facilitator of the learning process.” (p.12) Additionally, Dougill (as cited in Torrico, 2015) claims that:

Language teaching should stimulate students' creation, intuition as well as the intellectual part. Through games, role-plays, miming and acting students' whole personality is involved and stressed, not just the thought-processing aspect. Therefore, drama techniques tend to abandon the classic one-sided classroom, characterized by a teacher-dominated lesson in favor of students' pair and group works. (p.12)

On the other hand, students' role is to be the center or the learning process. Fleming (as cited in Torrico 2015) points out that “drama is definitely learner-

centered, since it would not work without students' active cooperation." (p.13). For that reason, nowadays it is important that teachers and students create a relationship based on confidence and respect. Through drama, pupils are involved during the learning process instead of being just observers; in other words, their learning is deeper and able to foster their speaking skills. Finally, learners get social skills, handle a problem-situation to be successful in life and expand their ability to use their imagination.

2.3 HYPOTHESIS

Hernández Sampieri et al. (2014) defines hypothesis as “the guides of a research or study. The hypotheses indicate what it is intended to prove and they are defined as tentative explanations of the phenomenon investigated. They are derived from the existing theory and must be formulated as propositions.” (Own translation, p.104)

General Objective:

-To analyze the use of mime, scripts and role play drama techniques to enhance the speaking skills of the EFL in students of tenth grade from the CINDEA Judas de Chomes during the I Period of 2019.

- **Hypothesis: The more drama techniques that teachers implement during English classes, the more speaking skills students will have.**

Specific Objectives:

-To identify the frequency of the use of L2 in oral production during English classes.

- **Hypothesis: The more use of English language students apply during English classes, the more acquisition of the language they will have.**

-To describe the characteristics of the implementation of mime, scripts and role play drama techniques to promote in the students the use of speaking skills.

- **Hypothesis: The more characteristics students acquired during classes that positively influence the English language learning, the more confidence students will have to produce it orally.**

-To determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.

- **Hypothesis: The more improvements students have in the oral production of the English language, the more effective the use of drama techniques will be.**

2.3.1 Variables Definition:

Sampieri et al (2014), affirms that "a variable is a property that can fluctuate and whose variation is susceptible of being measured or observed" (Own translation, Universidad Hispanoamericana, 2018, p.105)

Table N° 3. Variables Definition

| Specific Objectives | Variable | Definition |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -To identify the frequency of the use of L2 in oral production during English classes. | - The use of L2 in oral production during English classes. | The English language as a foreign language occurs when it is learned by people whose first language is not English and the context where they learn it is not the target language. (Alvarez, 2018) |
| -To describe the characteristics of the implementation of mime, scripts and role play drama techniques to promote in the students the use of speaking skills. | -Characteristics to implement mime, scripts and role play drama techniques to promote in students the use of speaking skills. | The ability to speak English is perceived through factors or characteristics such as motivation, cooperative learning, and the affective filter, among others that impel the student to acquire the language in a natural way. (Alvarez, 2018) |
| -To determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students | - The effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students. | Drama techniques are defined as a playful and didactic tool that facilitates real and authentic communication between the characters. (Alvarez, 2018) |

Source: Alvarez, 2018

2.4 OPERATIONALIZATION OF HYPOTHESIS

The Operationalization of the hypothesis is "divide it into its basic segments to treat them separately, in such a way as to guide the most important indicators, which are those that allow measuring the variables through the instruments." (Universidad Hispanoamericana, 2018, p. 24)

| Table N° 4. Operationalization of Hypothesis | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Hypothesis | Concepts | Variables | Indicators |
| -The more use of English language students apply during English classes, the more acquisition of the language they will have. | The English language as a foreign language occurs when it is learned by people whose first language is not English and the context where they learn it is not the target language. (Alvarez, 2018) | -The use of L2 in oral production during English classes. | -Frequency of the use of L2. -English as a Foreign Language (EFL) -Speaking Skills. -Communicative Language Teaching (CLT). |
| -The more characteristics students acquired during classes that positively influence the English language learning, the more confidence students will have to produce it orally. | The ability to speak English is perceived through factors or characteristics such as motivation, cooperative learning, and the affective filter, among others that impel the student to acquire the language in a natural way. (Alvarez, 2018) | -Characteristics to implement mime, scripts and role play drama techniques to promote in students the use of speaking skills. | - Anxiety -Motivation -Affective Filter -Multiples Intelligences -Learning Styles |
| -The more improvements | Drama techniques are defined | -The effectiveness of | -Definition of |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p>students have in the oral production of the English language, the more effective the use of drama techniques will be.</p> | <p>as a playful and didactic tool that facilitates real and authentic communication between the characters. (Alvarez, 2018)</p> | <p>the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.</p> | <p>Drama. -Mimics -Scripts -Role Play -Teachers' Role -Students' Role</p> |
| <p><i>Source: Alvarez, 2018</i></p> | | | |

Chapter III

Methodological Framework

This chapter gives relevant methodological aspects in order to fulfill the study's objectives. As a first instance, the type of research is defined as the purpose of solving problems, the temporal dimension is perceived in a given time during the micro research. Finally, the type of nature that it possesses is manifested to obtain the necessary information using a descriptive method as an alternative to collect data.

Besides, in this section the subjects and the sources of information are analyzed in order to know if the participants carry out the study as well as the instruments to be used based on the proposed objectives.

The Methodological Framework is undoubtedly the preliminary guideline for the execution of the results where the researcher and future researchers have to visualize the scenario of the facts proposed in this inquiry through the analysis of data that need to be applied.

The following methodological criteria show the solution of the problem under study.

3.1 RESEARCH TYPE

For the development of this research, the methodological aspects are shown in order to fulfill the study's objectives. Below are the most relevant points of types of research.

3.1.1 Purpose

According to the purpose, this research is applied because it seeks to solve everyday problems in a practical way. In words of Barrantes (2013) "... aims to solve practical problems, to transform the conditions of an event that concerns us ..." (p.64); Therefore, the information gathered from this research seeks to improve the speaking skills to the teacher and a group of tenth grade students from the CINDEA Judas by providing tools to make possible the application of drama activities during English classes.

3.1.2 Temporal Dimension

The temporal dimension of this study is transversal, since according to Universidad Hispanoamericana (2018) what is intended is to analyze the topic in a specific, profound and short-term manner. Therefore, its purpose is to describe in detail the object of study at a given time. On the contrary, in the longitudinal dimension "the interest of the researcher is to analyze changes over time in certain categories, concepts, events, variables, contexts, or communities, or in the relationships between them" (Sampieri et al., 2014, page 159) It is affirmed, then, that the research is transversal since it is developed in a short period of time.

3.1.3 Methodology Frame

The framework is related to the magnitude of what covers the object of study.

Universidad Hispanoamericana (2018) states that:

The research framework refers to the size or scope of the research; in other words, to the magnitude and extension of the organization, the areas, the place or the subject that is presented during the investigation. It refers, then, to what the research covers; this depends, among other things, on the existence or not of economic resources, time, number of researchers and the degree of knowledge of the subject. (p.26)

Based on the previous idea, the framework of this research is micro type because it delimits the object of study, or in other words it is, "a part, an element, a subtopic or a micro-space, on which or where the researcher will do the research." (Universidad Hispanoamericana, 2018, p.26). Therefore, the micro-space of this research is institutional because it focuses on a group of tenth grade students of the CINDEA Judas.

3.1.4 Methodology Nature

Based on the instruments, the methodology nature of this investigation is a mixed approach (quantitative and qualitative). For instance, Creswell and Plano Clark (cited in Creswell, 2008) define that, "the mixed-method research design is a procedure for collecting, analyzing and mixing both quantitative and qualitative research and methods in a single study to understand a research problem "(P.552).

The previous quote, the author states that in order to obtain the necessary information in a research it is fundamental to implement the two types of approaches, in other words, the quantitative (represented with numerical information) and the qualitative, that quoting Sampieri et al (2014) is, "The collection and analysis of data to refine research questions or reveal new questions in the interpretation process" (p.7). Having said the above and given the qualitative predominance, it is crucial to mention its relevance and its contribution to the object of study.

3.1.5 Methodology Scope

The nature of the research is descriptive-explanatory, because as a first instance, the descriptive consists on "describing phenomena, situations, contexts and events; that is, detail how they are and manifest themselves." (Sampieri et al, 2014, p.92)

Likewise, the facts of the study are described in detail, which is why both the learners and the teacher are influenced.

In addition, it is explanatory because "as its name indicates, is the research that is carried out to learn about a topic that is not very well known. Its main purpose is to provide new information, in which new researchers can be use and study in depth." (Own translation, Universidad Hispanoamericana, 2018, p.32)

Taking into account the previous idea, not only it is limited to explain the topic, but seeks to deepen to find a reason for the events that are studied.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Subjects

The subjects are tenth grade students from the CINDEA Judas, Chomes. The initial population is 28 students; however, in practice only 24 students participated. The age of the students is approximately 18 to 30 years of age, as well as another indicator of inclusion, it is determined that the English teacher in charge of the group is part of the subject of study.

3.2.2 Primary Sources

| Table N° 5. Primary Source | | | |
|-----------------------------------|-----------------------------------|----------------|-------------|
| Authors | University or Organization | Country | Year |
| Aguirre et al | Universidad de Costa Rica | Costa Rica | 2016 |
| Fonseca et al | Universidad de Costa Rica | Costa Rica | 2016 |
| Wood, J | The University of Arizona | EEUU | 2008 |
| Torrigo Fabio | Universidad Complutense Madrid | Spain | 2015 |
| Torres, A | Universidad de Sevilla | Spain | 2017 |
| <i>Source: Alvarez, 2019</i> | | | |

3.2.3 Secondary Source

| Table Nº 6. Secondary Source | | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------|
| Author | Topic | Publication Year |
| Barrantes, R | Investigación: Un Camino al Conocimiento: Enfoque Cuantitativo y Cualitativo | 2013 |
| Creswell, J | Educational Research: Lanning, Conducting, and Evaluating Quantitative and Qualitative Research. | 2008 |
| Gonzalez et al | Manual: VANCOUVER, APA. Citas y Referencias Bibliográficas | 2017 |
| | Guía, Trabajos Finales De Graduación, Tesinas y Tesis en Ciencias Sociales. | 2017 |
| Harmer, J | The Practice of English Language Teaching | 2001 |
| Ministerio de Educación Pública | Especialidad Secretariado Ejecutivo. Departamento de Educación Técnica. | 2008 |
| <i>Source: Alvarez, 2019</i> | | |

3.2.4 Third Sources

| Table N° 7. Third Source | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------|-------------|
| Name of the Article | Name of the Journal | Number | Year |
| Learn and Unlearn: Drama as an Effective Tool in Teaching English Language and Communication | International Journal of English Language & Translation Studies | | 2014 |
| La Enseñanza del Inglés en Costa Rica y la Destreza Auditiva en el Aula desde una Perspectiva Histórica | Revista Electrónica Actualidades Investigativas en Educación | 2 | 2005 |
| Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu | Indonesia. International Journal of Humanities and Social Science | 20 | 2012 |
| English for Specific Purposes: Brief History and Definitions | Revista de Lenguas Modernas | 23 | 2015 |
| Emotional Engagement through Drama: Strategies to Assist Learning through Role Play | International Journal of Teaching and Learning in Higher Education | 2 | 2010 |
| EFL Teacher's Anxiety in Using English in Teaching in the Language Classroom | International Journal of Social Science and Humanity | 6 | 2012 |
| Developing Students' Speaking Skills through Role-Play. | World Scientific News. | | 2015 |
| Cronología de la Enseñanza del Inglés | Revista Comunicación. | 1 | 2012 |

| | | | |
|----------------------------------------------------------------------------------------------|----------------------------------------------|---|------|
| en Costa Rica durante el Siglo XX. | | | |
| A Review of EFL Learners' Speaking Skill and the Strategies for Improvement. | Modern Journal of Language Teaching Methods. | 9 | 2016 |
| Creative Drama: A Possible Way to Alleviate Foreign Language Anxiety. | RELC Journal. | 3 | 2013 |
| El Uso del Teatro en la Clase de Inglés como Estrategia Didáctica. | Revista InterSedes. | | 2016 |
| Improving Students' Low Class Participation in Speaking Activities by Using Drama Technique. | Pendidikan Bahasa Dan Sastra. | 1 | 2013 |
| <i>Source: Alvarez, 2019</i> | | | |

3.3 SAMPLE SELECTION

3.3.1 The Population

The population “constitutes the total universe in which the research is made and can be shaped by communities, groups, people, situations, and organizations.”

(Own translation, Universidad Hispanoamericana, 2018, p.40). For that reason, the study population is composed by an English teacher and a group of tenth grade students from the CINDEA Judas.

The ages from the students' population are around fifteen years to eighty years old approximately. Besides, the location they live is close to a coastal rural area, where fishing, livestock and agriculture are their main income. Thus, the population has limited resources and suffers social problems, such as: family breakdown, male chauvinism, alcohol, drugs and violence problems. In spite of these situations, students are motivated to continue their studies to progress in life.

3.3.2 The Sample

The sample “is a subgroup of the population, identical in their extremes, the size does not imply that a research is better because it is held with large groups, the quality of the research is determined by the characteristics of the sample [...]” (Own translation, Universidad Hispanoamericana, 2018, p.41).

The study population is composed by the English teacher of the Judas Satellite and a group of tenth grade students (section 10-1) of the CINDEA Judas de Chomes. The group has a total of 24 officially enrolled students whose ages range between 18 to 30 years old, in which the majority are women.

3.3.3 Non-Probabilistic Sample

The non-probabilistic sample from the point of view of Sampieri et al (2014) refers to a "subgroup of the population in which the choice of the elements does not depend on the probability, but on the characteristics of the investigation." (p.176) the previous quote emphasized this inquiry is considered non-probabilistic since it is not random because it involves the only group of tenth grade students of the institution under study.

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

In order to obtain the necessary information for the research, the following instruments are used:

3.4.1 Questionnaire:

The questionnaire is defined as “a form of inquiry document, which contains a systematically compiled and well organized series of questions intended to elicit the information which will provide insight into the nature of the problem under study.”

(Annum, 2015, p.1)

For this reason, the purpose of this questionnaire is to analyze the use of mime, scripts and role play drama techniques to enhance the speaking skills of the EFL students of tenth grade from the CINDEA Judas, Chomes during the I Period of 2019.

The questionnaire is directed to this population in order to know their preliminary perspective about the use of drama techniques to enhance speaking skills during English classes. In addition, the instrument responds to each of the variables of the specific objectives. The first variable covers question 1 to question 4, the second variable covers from question 5 to question 8, and for the third variable the questionnaire covers from question 9 to 10. (See Appendix 3, p. 124)

3.4.2 Interview:

Through the interview, a better and wide communication is achieved using verbal messages as corporal expressions. Sampieri et al (2014) defines the interview as "a meeting to discuss and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewed)." (p.403) Following the same line, for this object of study an interview is used directed to the English teacher with the purpose of obtaining information about his/her perspective of using drama techniques as a teaching method to enhance the speaking skills in the English Language.

The interview is applied in the CINDEA Judas Institution during the I Period, 2019 with the purpose to have an overall instructor's opinion about the topic under discussion. The instrument consists in two parts; the first one is related with the general information of the teacher and the second part is five open-questions about the use of drama techniques to enhance speaking skills during English classes.

(See Appendix 4, p. 126)

3.4.3 Checklist Observation:

Annum (2015) explains observation instrument as:

One of the very important methods for obtaining comprehensive data in qualitative research, especially when a composite of both oral and visual data become vital to the research. A researcher obviously needs an audio-visual recorder for a complete collection of such comprehensive record. (p.3)

According to the previous idea, this research uses checklist as an observation, which aims to identify the students' reaction toward the factors that influence the oral production of the English language through drama techniques.

The instrument consists in aspects that the researcher needs to observe in the group of students under discussion. The statements are elaborated based on each drama techniques; for instance, mimic technique has four statements in order to know if learners achieved the objectives of the activity, script technique has four aspects to observe and role play technique has five. In this manner, it is easier to the researcher to observe every aspect of the drama techniques. (See Appendix 5, p. 127)

3.4.4 Scale:

Joshi et al. (2015) sustains that the scale “is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale.” (p. 397)

This instrument is directed to the tenth grade students of the CINDEA Judas, and it is designed with the purpose to help them to determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.

The scale is elaborated with statements that best described learners’ feelings when performing drama activities indicating their level of agreement (strongly disagree, disagree, neutral, agree, and strongly agree). By doing so, pupils are able to determine if their speaking skills of the English language improved or remained the same. (See Appendix 6, p. 128)

3.5 OPERATIONALIZATION OF VARIABLES

The operationalization of the variables according to the Universidad Hispanoamericana (2018) serves "to specify as much as possible the meaning given to the variable in this study." (Own translation, p.39)

For this reason, some concepts are explained below:

- Variable or Dimension:

The definition of this variable "refers to the theoretical clarity of the variable and is extracted from the theoretical framework, indicating which definition is used in this research" (Own translation, Universidad Hispanoamericana, 2018, p.41) The variables are extracted from the specific objectives; therefore the variable of the first specific objective is the use of L2 in oral production during English classes. From the second specific objective, the variable are the characteristics of the implementation of mime, scripts and role play drama techniques to promote in the students the use of speaking skills. And finally of the third objective, the variable is the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.

- Conceptual Definition:

According to the first variable, it is defined as the management of the English language of the tenth grade students during the I Period of 2019. In the second variable, the conceptual definition refers to factors that influence the use of speaking skills during English classes. Finally, the last variable refers to the use of drama techniques to improve the oral production of the tenth grade students during the I Period of 2019.

- Instrumental Definition:

For the first variable a questionnaire from question 1 to question 4 is used directed to students, for the second variable a questionnaire from question 5 to question 8 is also, directed to students, and for the third variable the same questionnaire is directed to students from question 9 to 10. In addition, an interview is directed to the teacher with items from 1 to 5. A checklist observation is directed to the students with the items from 1 to 13 is also used. And finally, a scale directed to students with items 1 to 11.

- Operational Definition:

The operational definition “refers to translate into indicators that allow direct observation of the variable (Own translation, Universidad Hispanoamericana, 2018, p.41). The variable that has from 0% to 60% is considered negative for the research, at the contrary, the variable that has from 70% to 100% is considered positive for the research.

In addition, from variable number one, from 100% to 50% the English language is used as a foreign language, which is relatively negative for research. The second variable is from 100% to 95%, it is considered that the factors influence the improvement of oral production of the English language, which is relatively positive for research. Finally, the third variable indicates that from 100% to 70% is considered that the use of drama techniques students improve their oral skills in the English language, which is relatively positive for research.

Operationalization of Variables Chart

General Objective: To analyze the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL in students of tenth grade from the CINDEA Judas de Chomes during the I Period of 2019.

| Specific Objective | Variable | Conceptual Definition | Instrumental Definition | Operational Definition |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -To identify the frequency of the use of L2 in oral production during English classes. | The use of L2 in oral production during English classes. | The use of English as a foreign language in students of tenth grade during the I Period of 2019. | A questionnaire from question 1 to question 4 is used directed to students. | From 100% to 50% the English language is used as a foreign language, which is negative for the research. |
| -To describe the characteristics of the implementation of mime, scripts, and role play drama techniques to promote in the students the use of speaking skills. | Characteristics to implement mime, scripts, and role play drama techniques to promote students the use of speaking skills. | Factors that influence the use of speaking skills during English classes. | A questionnaire from question 5 to question 8 directed to students is used. In addition, an interview is directed to the teacher with items from 1 to 5. A checklist observation is directed to the students with the items from 1 to 13 is also used. Finally, a scale directed to students with items 1 to 11. | From 100% to 95%, it is considered that the factors influence the improvement of oral production of the English language, which is relatively positive for research. |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>-To determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.</p> | <p>Effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students.</p> | <p>Drama techniques to improve the oral production of the tenth grade students during the I Period of 2019.</p> | <p>A questionnaire from question 9 to question 10 is used directed to students. In addition, an interview is directed to the teacher with items from 1 to 5. A checklist observation is directed to the students with the items from 1 to 13 is also used. Finally, a scale directed to students with items 1 to 11.</p> | <p>From 100% to 70% it is considered that the use of drama techniques in English classes improves the oral production of the English language, which is relatively positive for research.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

CHAPTER IV
DATA ANALYSIS

4.1 DIAGNOSIS OF THE CURRENT SITUATION

In this chapter, it is presented the results of the study carried out to students of tenth grade of the CINDEA Judas to analyze if the use of mime, script, and role play techniques in order to improve their speaking skills during English classes.

The Universidad Hispanoamericana (2018) suggests that the analysis “should be through a description of the data, the interpretation of the instruments and go deep into cause, reason or judgment of the situation that occurs”. (p.48) As a matter of fact, the data collected is provided in graphs and in a descriptive form in order to present the results and their interpretation easily.

Therefore, the study population is a total of 24 students, which constitutes all the members of a group of tenth grade pupils from the CINDEA Judas, during the I Period, 2019.

In addition, the information gathered through the instruments shows a positive impact of using drama techniques to enhance speaking skills. For that reason, the instruments used to collect data is a questionnaire directed to students, an interview to gather educator’s responses, a checklist to observe students’ participation during each drama techniques, and finally a scale to determine students’ responses about the effectiveness of using drama techniques to enhance speaking skills.

All these instruments show the scaffolding process of the students to achieve the improvement of speaking skills during its application.

4.2 QUESTIONNAIRE

This instrument is applied to twenty four students whose ages range from 18 to 30 years old, in which the majority are women. All students of tenth grade from CINDEA Judas were evaluated individually to identify the frequency of the use of L2 in oral production during the English classes, and to determine the characteristics of implementing mime, scripts, and role play drama techniques to promote in students the use of speaking skills. The following figure illustrates how students perceive the English language.

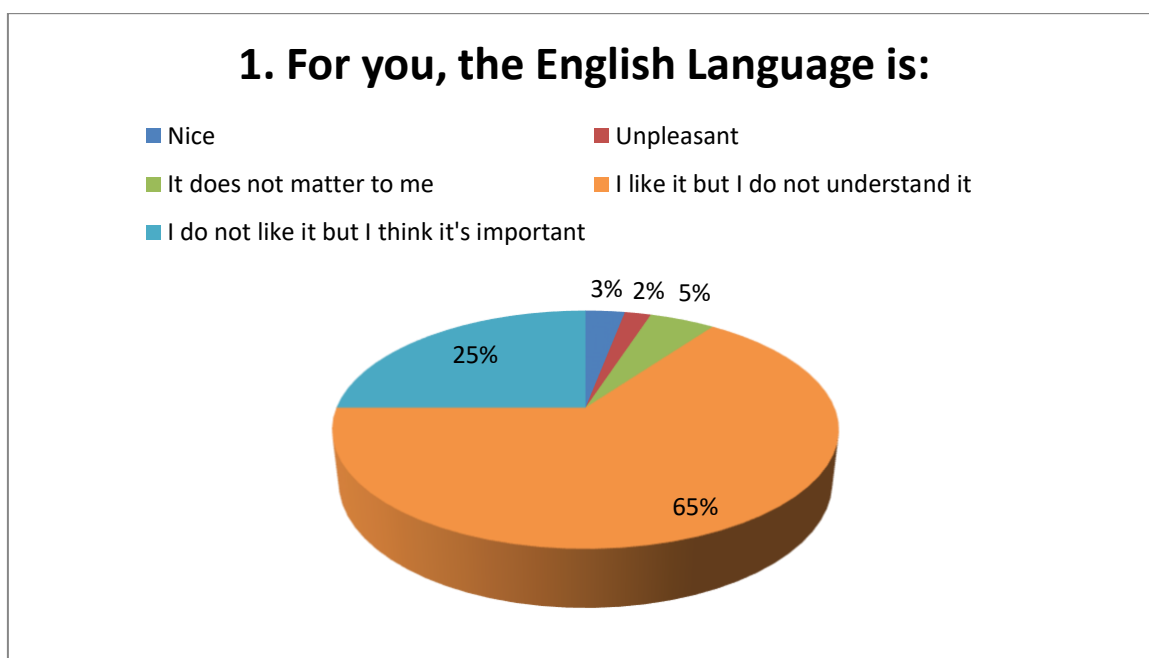


Figure 1: Students' perception about the use of English Language Question 1. Students' questionnaire.

As it is perceived, the higher percentage (65%) of students considers that they like the English language; however, they do not understand it. On the other hand, the 25% of the students argue they do not like the English language, but consider it is important to study it.

Besides, figure 2 shows the amount of students that believe it is necessary to learn English.

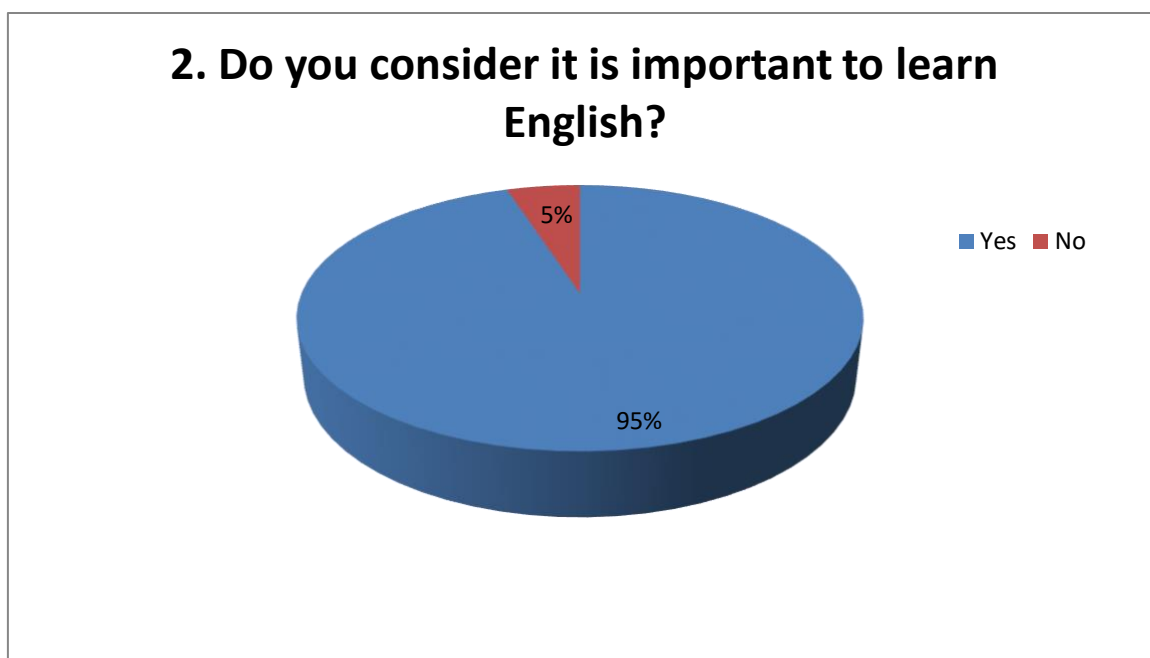


Figure 2: Students' perception about the importance to learn English
Question 2. Students' questionnaire.

The information above shows students' responses on question number 2 about the importance to learn English is 95% positive and just a 5% of the population considered the English language is not important. Additionally, students' comments affirm that they consider important to learn English because "it creates better job opportunities", some students believe that "the English language is important to travel around the world" and finally, other students' opinion is that "English helps people being informed of many events because it is a language used worldwide".

On the other hand, figure 3 illustrated how often is the English language used during English classes.

3. During English class, how often is the English language used?

■ Never ■ Hardly Ever ■ Sometimes ■ Usually ■ Forever

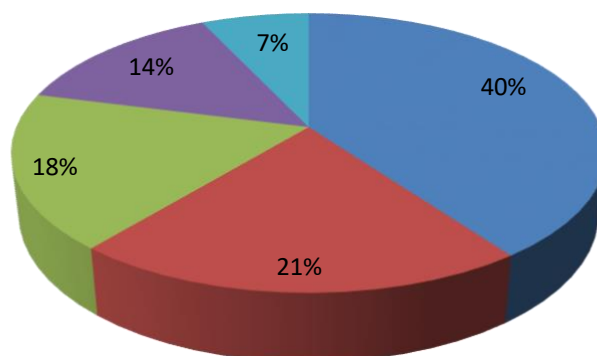


Figure 3: Frequency of using English language during English classes. Question 3. Students' questionnaire.

The given results evidently demonstrate that 40% of the population *Never* uses the target language during English classes, which highlights the urge of implementing drama techniques to enhance their oral skills. Also, the graphic shows that 21% of the learners *Hardly Ever* use the language during classes, other group points out that *Sometimes* (18%), another group of the students *Usually* (14%) use the target language.

Otherwise, figure 4 indicates pupils' opinion about how the English class should be given:

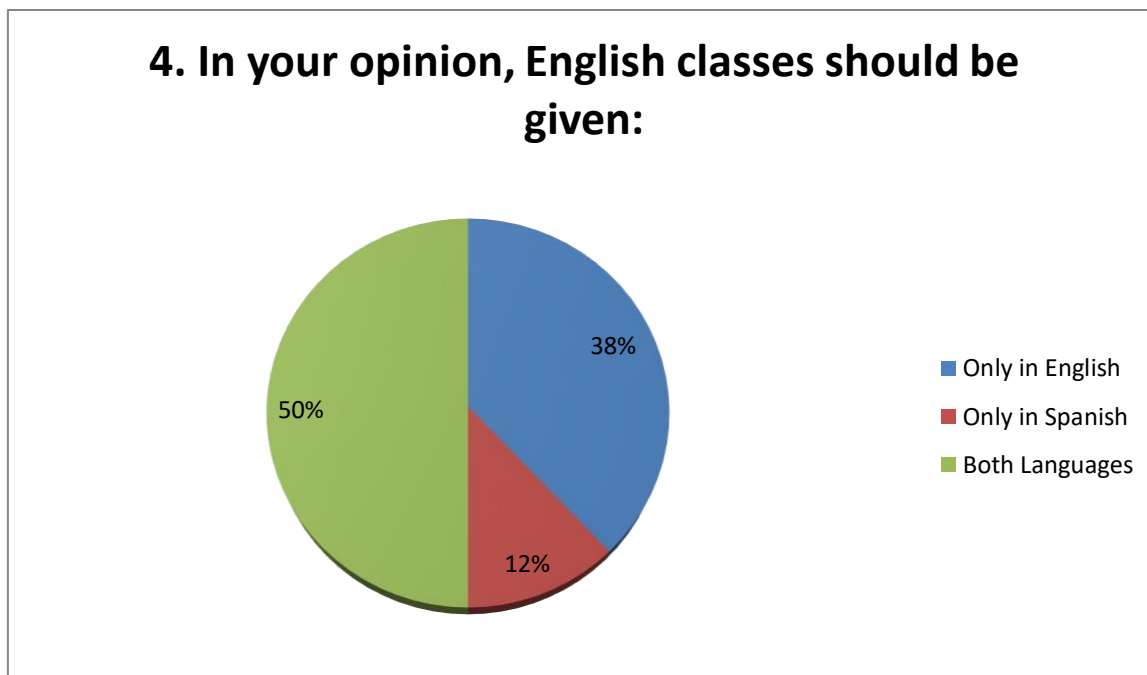


Figure 4: Students' opinion about how the English class should be given
Question 4. Students' questionnaire.

The information retrieved from question #4 points out that English class should be given only in Spanish with a 12%, only in English with a 38%, and both languages with a 50% of the students' population suggest that it is necessary a balance when educators teach the English language.

Research has found that some factors might influence students' performance during oral activities in front of the English class. The following figure illustrates the percentages gathered.

5. What factors make you feel uncomfortable when you are in front of the class performing oral activities in the English language?

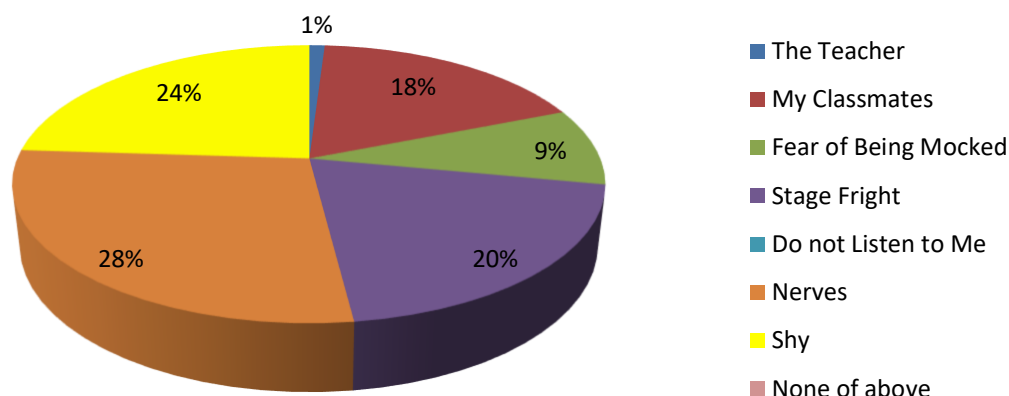


Figure 5: Factors that influence students' oral activities in front of the class. Question 5. Students' questionnaire.

It is observed that there are three main factors that influence students' performance when doing oral activities, most of the participants, 28%, attributed to the *Nerves*, when they are in front of the class, 24% of the students were affected by their *Shyness*, and a 20% of the same population argue that the *Stage Fright* affects them in a negative way their learning process to enhance speaking skills. Interestingly, only 4% of the participants in this study consider that the teacher is the cause of feeling unconformity when they are in front of the class doing oral activities. Moreover, the classmates, 18% and the fear of being mocked, 9% are other reasons why students feel uncomfortable when they use the target language.

6. When the teacher proposes dynamics (mimics, scripts, and role plays) during English classes, how often do you participate?

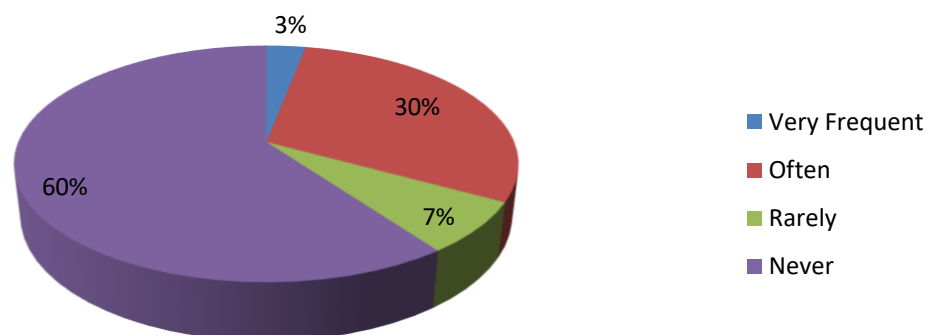


Figure 6: Frequency participation of drama activities
Question 6. Students' questionnaire.

The information retrieved from figure 6 about how often students participate when the teacher proposes dynamics such as: mimics, scripts, and role play techniques during English classes revealed that 3% of the students have *very frequent* participation, 7% thinks that *rarely* are involved in drama activities, some other students *often* (30%), and finally, 60% of the students considers *do not like* to participate in class.

The information below explains the reasons why there is a great amount of students who do not like participate in class when teacher makes drama activities.

7. Which of the following situations do you think affect your oral participation in English classes?

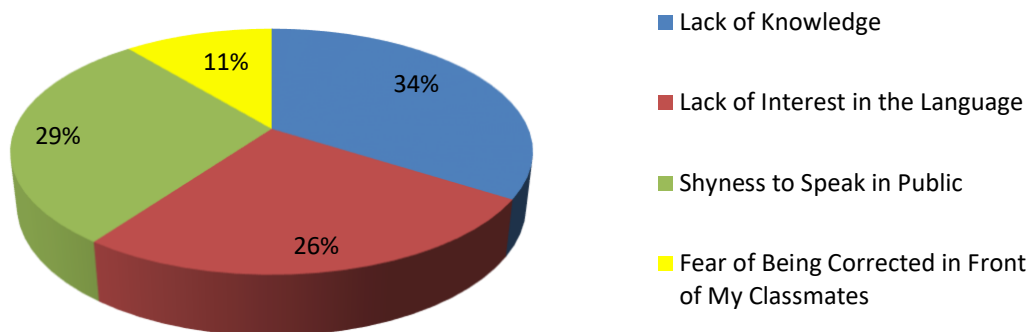


Figure 7: Situations Affecting Students' Oral Participation.
Question 7. Students' questionnaire.

It proves the low participation in class is the result of lack of knowledge (34%), shyness to speak in public (29%), lack of interest in the language (26%), and fear of being corrected in front of my classmates (11%). In other words, the results show the lack of motivation of students to participate in oral activities during the English classes.

8. When carrying out activities in English such as: mimics, scripts, and role plays; who do you feel most comfortable with when you participate?

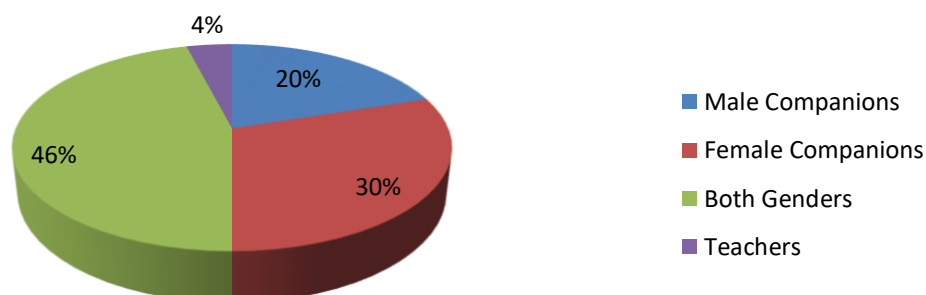


Figure 8: People in which students feel more comfortable with.
Question 8. Students' questionnaire.

Consequently, the results of question number eight clearly show that students' affective filter impacted their feelings towards both genders with a 46% of the students, which is equivalent to the highest percentage of the population under study and 30% of the students feel that females are the ones who are more comfortable to work with.

Figure 9 illustrates the information gathered about what kind of activities the students like the most during English classes. Also, students become more self-confident and more aware of their language abilities and their motivation to learn increases.

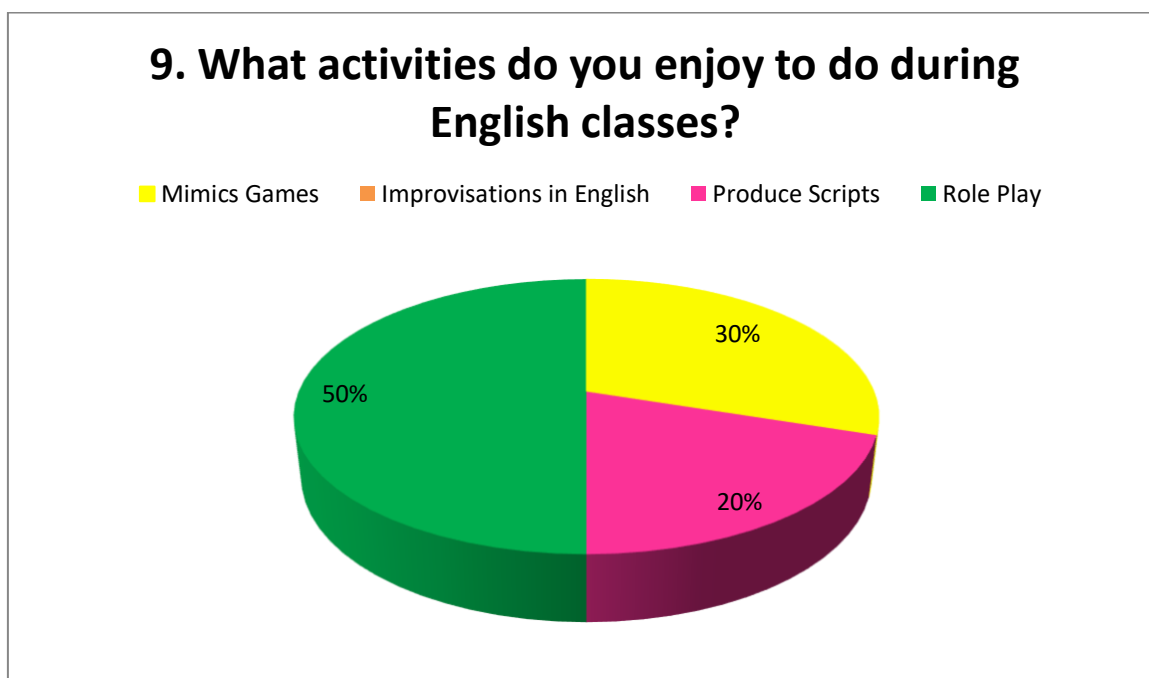


Figure 9: Activities students enjoy during English classes.
Question 9. Students' questionnaire.

The information above reveals that pupils prefer to use role plays during English classes and 30% of the population's opinion that they enjoy doing mimics games; however, the lowest result shows that producing scripts is not one of their favorites.

Moreover, figure 10 demonstrates drama techniques allow learners to enhance their English level proficiency.

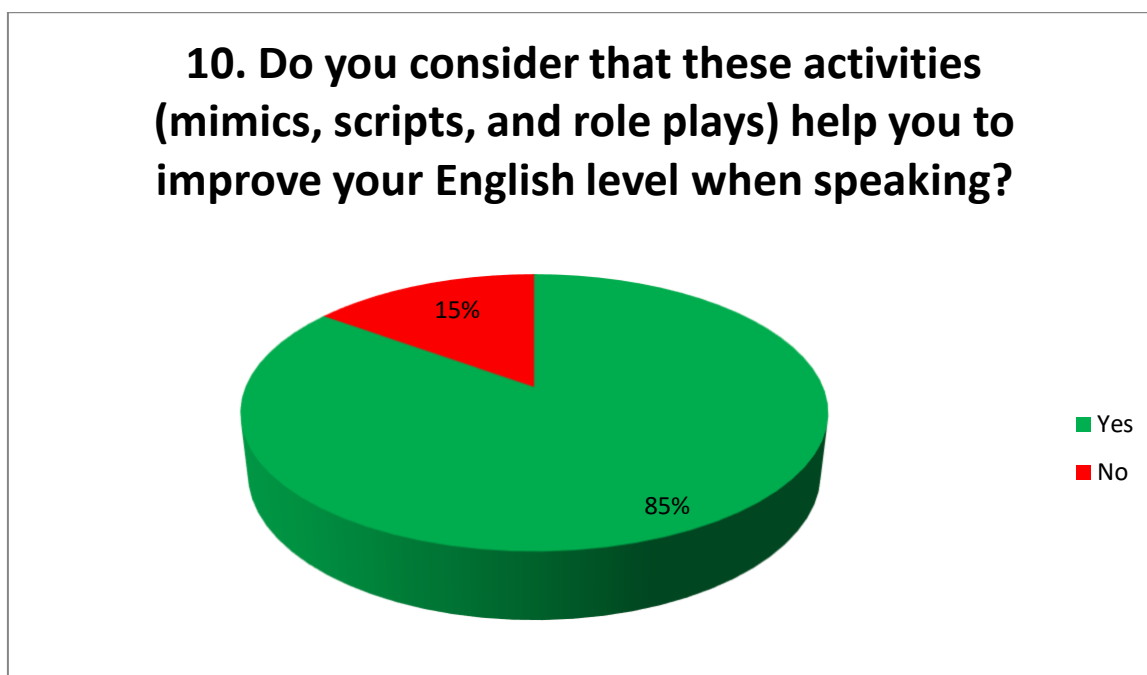


Figure 10: Activities to help students improve their English level. Question 10. Students' questionnaire.

Nevertheless, the graphic affirms that a total of 85% of students' population consider these activities help them to improve their English level when speaking and only 15% refuses. Some of the students' comments regarding why they consider drama activities helps them to enhance their oral production are because:

1. They help me to speak in front of an audience with more confidence.
2. The activities help me to practice the English language with my peers.
3. These activities led me to have feedback given by my peers.

As described in students' responses, the information gathered has a closer insight to authors' opinion about having a stress-free environment where the target language is learned with a full of opportunities to communicate.

4.3 INTERVIEW

The aim of this interview is to gather information about the English teacher's perception about the techniques she regularly implements when teaching speaking skills during English classes as well as to identify her opinion about the use of drama techniques to enhance oral skills in her group of tenth grade students from the CINDEA Judas institution. It is important to take into account that the English teacher has 14 years of experience working for the Ministry of Public Education (MEP), and her current position is working with the group of tenth and eleventh grade students from the CINDEA Judas.

The use of Drama techniques is essential to help students achieve accuracy in the target language. However, in the class under study, the English teacher has some techniques she implements to help pupils to improve their speaking skills. She comments that, firstly it is important to allow students to practice pronunciation and repeat the vocabulary in order to get familiar with the context, also, she mentions the use of songs, charades and reading comprehension practices help students to retain vocabulary in their brains. Those techniques mentioned by the instructor give a vague idea of what students need in order to foster speaking skills. Consequently, educator's opinion about the reason why she prefers to use these techniques is because they help to create a comfortable environment without monotonous classes in which students learn in a fun and more didactic way.

On the other hand, instructor's answer about implementing drama techniques during English classes might improve speaking skills in tenth grade students from the CINDEA Judas is connected with the motivation previously research in the literary review. She argues that performing drama techniques during English

classes allow students to think that learning English is a powerful tool to get better job opportunities in the future, confidence and self-esteem when they participate.

However, the teacher considers necessary to mention some weaknesses about the use of drama techniques to take into consideration when learning during English classes:

1. A low participation during the activities.
2. It is used primarily by advance's students.
3. Little time to develop drama techniques because of the extracurricular activities of the institution.

Besides that, teacher proposes some recommendations to other English teachers regarding applying drama techniques in the classroom. She states that English educators must be a facilitator during the learning process, also a motivator for students who look at them as a model and having the strength to be able to learn.

4.4 CHECKLIST: OBSERVATION

Nunan (as cited in Castro & Navarro, 2014) states that teachers should motivate students and help them to master, vocabulary, phrases and sentences under study. Accordingly, this instrument is to determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills in students of tenth grade of the CINDEA Judas. For example, during the observation on activity number one, students worked in pairs to make a game called “Statue”. The idea of doing this activity is that students practice vocabulary, phrases, grammatical structure as well as for trying to learn through gestures and body language creating self-confidence, motivation, creativity and a relaxing environment where the authentic learning is used. Through teacher’s guidance, students were encouraged to orally produce the command and perform it. When it was necessary, the teacher corrected students in L2 which helped them to complete the activity or to understand the action. Figure 11 shows the following results:

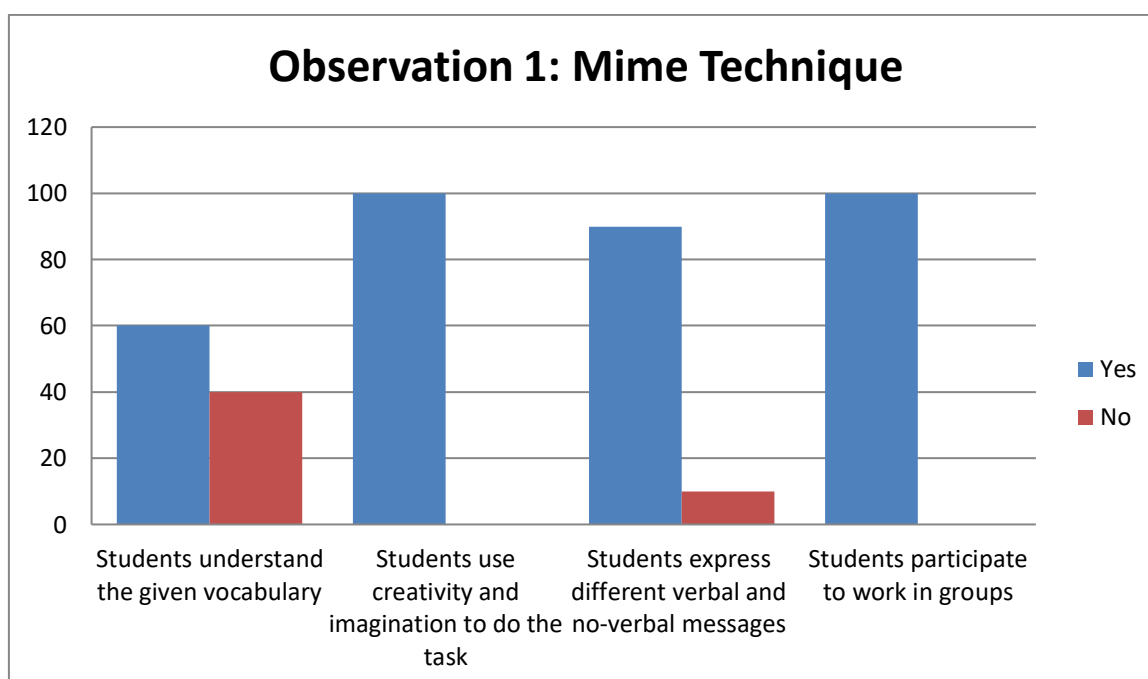


Figure 11: Observation 1: Mime Technique
Observation 1: Mime Technique. Students' Checklist.

The information gathered through researcher's observation indicates that a higher percent of the students accomplished a better understanding of the giving vocabulary (60%) during the mime activity. This happened because students achieve the objectives of expressing different verbal and no-verbal messages (90%) using the creativity and imagination to do the task (100%) and having all the participation of the members of the group (100%).

On the other hand, figure 12 illustrates the following results:

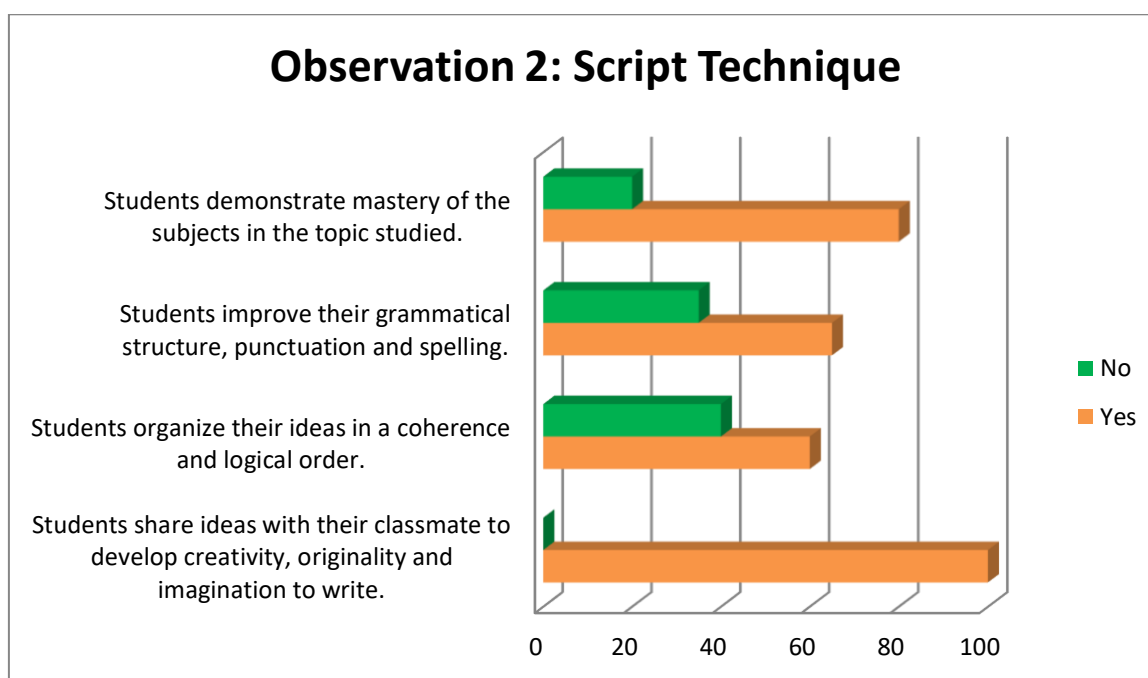


Figure 12: Observation 2: Script Technique
Observation 2: Script Technique. Students' Checklist.

The figure above clarifies the results about learners' participation for preparing a scrip dialogue about a job interview, taking into account the questions and the examples given by the teacher during the presentation part. Firstly, 80% of the students demonstrated to have mastery of the subjects in the topic studied. Second, 65% of the population improved their grammatical structure, punctuation and spelling. Third, 60% organized their ideas in a coherence and logical order, and

finally, 80% of the students aimed to share ideas with their classmates to develop creativity, originality and imagination to write.

During this activity learners write their scripts using the dictionary, the translator, and all kind of tools useful to work. The researcher observed that the teacher walks around the class to clarify ideas and doubts as well as feedback.

The researcher noticed students' reaction toward writing a script which points out that the use of this technique encouraged them to have a positive attitude to learn.

Eventually, this drama technique helps students to be prepared for acting out their own script doing a role play activity. Figure 13 reveals some of the collected data during their performed.

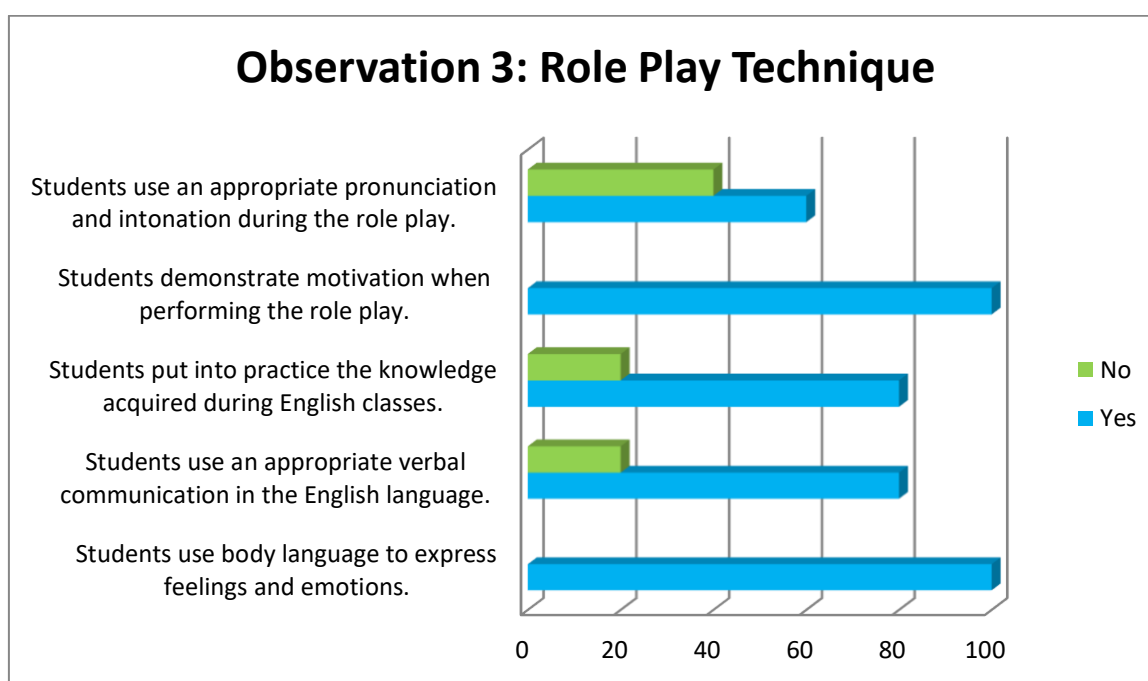


Figure 13: Observation 3: Role Play Technique
Observation 3: Role Play Technique. Student's checklist.

In this chart, it is seen how students make use of their oral skills through the use of role plays, having as a result, an active participation of them. For example, 60% of the students use an appropriate pronunciation an intonation during the role

play, 100% demonstrates motivation when performing the role play, an 80% of students put into practice the knowledge acquired during English classes and other 80% use body language to express feelings and emotions.

4.5 SCALE

The following figure has the purpose to determine the results about the effectiveness of using mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students. The data collected shows a significant impact in students' self-evaluation during post-mime activity.

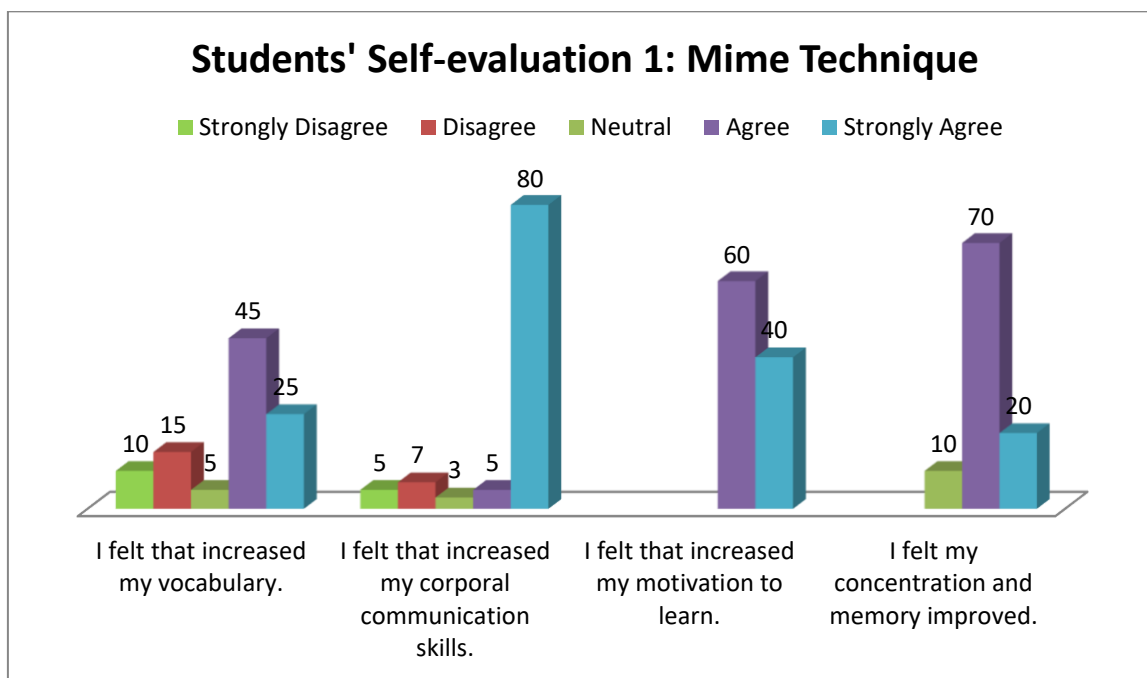


Figure 14: Students' Self-evaluation 1: Mimic Technique
Students' Self-evaluation 1: Mimic Technique. Student's scale.

The figure illustrates the percentage about participants' feelings when performed the mime activity. For example, 45% felt that increased their vocabulary, 80% of students felt that increased their corporal communication skills, a 60% increased their motivation to learn, and a 70% felt their concentration and memory improved.

Additionally, learners' responses agree with the last specific objective or this research because they achieved the following abilities.

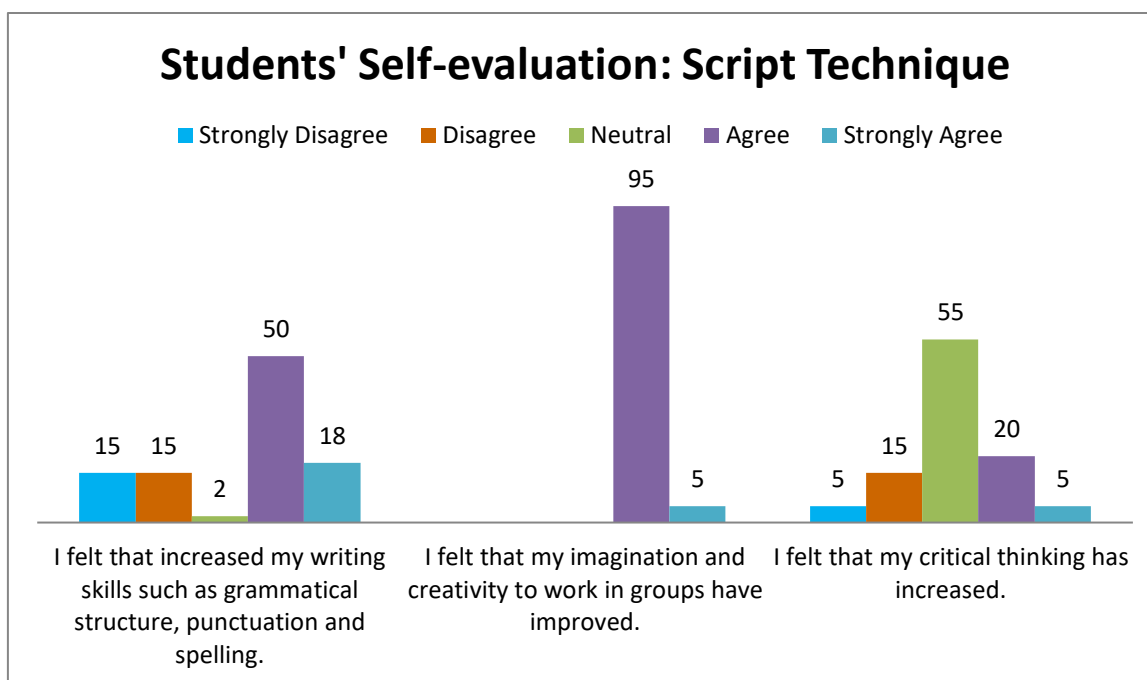


Figure 15: Students' Self-evaluation 2: Script Technique
Students' Self-evaluation 2: Script Technique. Student's scale.

Figure 15 highlights positive aspects about using script techniques; for example, the first aspect shows that 50% of the students' population increased their writing skills (logical structure, punctuation, and spelling). Also, 95% felt that their imagination and creativity to work in groups have improved and finally, the 55% of students felt that their critical thinking has increased.

As it can be seen, students experienced a more spontaneous, imaginative and fascinating way to write scripts. It builds a better understanding of the foreign language culture and allows students to work together, to solve problems, and to find the right solutions.

Figure 16 illustrates students' self-evaluation regarding the role play activity.

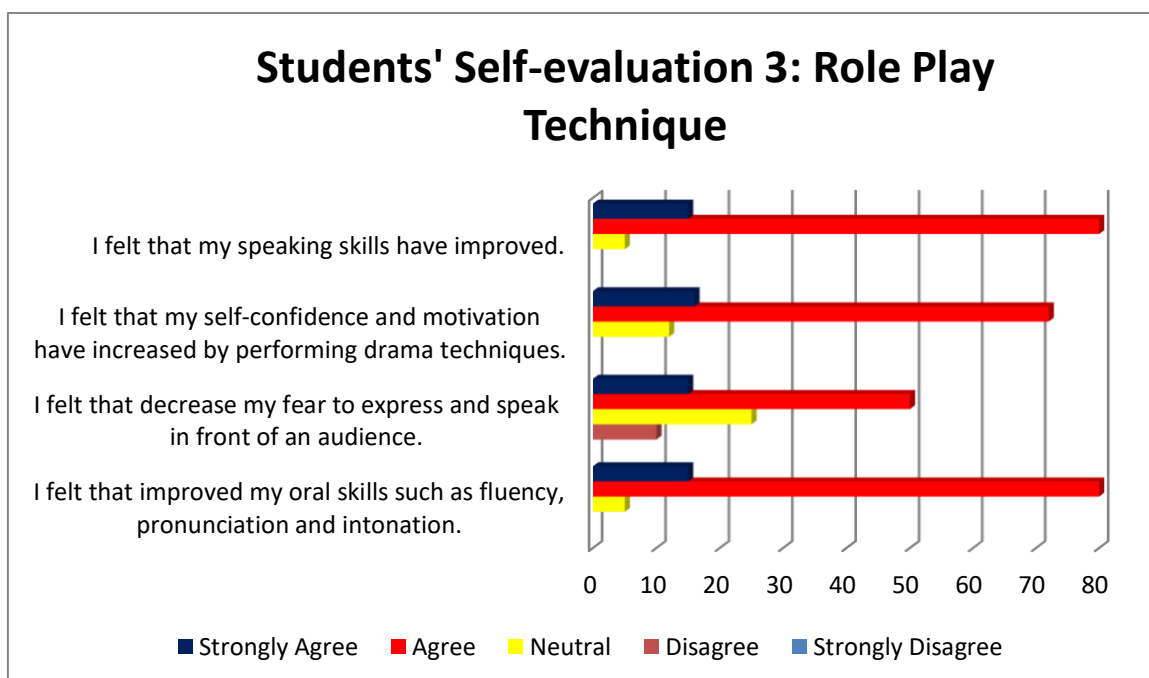


Figure 16: Students' Self-evaluation 3: Role Play Technique
Students' Self-evaluation 3: Role Play Technique. Student's scale.

The participants in this study expressed their positive reaction toward the role play activity implemented during English classes. The above chart displays that an 80% of students felt that their speaking skills have increased; also, the 72% felt that self-confidence and motivation have increased by performing drama techniques, a group of 50% felt that their fear decreased to express and speak in front of an audience and the last one, the 80% improved their oral skills such as fluency, pronunciation and intonation.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

During the development of this study, it was necessary to conduct an exhaustive research in order to analyze the information retrieved from different sources of the authors who explain in detail the most important aspects of this research.

In the current paper, the conclusions part is presented in a concise, precise, concrete, and clear manner. For that reason, Hernandez et al (2014) explain that “researcher must report their conclusions making reference in answering the question of the investigation, second to the general and specific objectives and last hypothesis is used as reference of the research.” (p.53) The conclusions respond the general objective about the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL in students of tenth grade from the CINDEA Judas de Chomes during the I Period of 2019. The research shows positive aspects during the English classroom about the improvement of the oral skills of this group and the factors that determine the motivation to learn the target language.

On the other hand, the Universidad Hispanoamericana (2018) adds that the recommendations are “part of the research is done a breakdown of the specific actions that are suggested in order to correct deficiencies, gaps founded, and the situations shown in the analysis of results.” (p.56)

Research has found some recommendations for future researchers of the field in order to fulfill students’ needs to guarantee the goal to enhance their English proficiency level when using drama techniques during speaking practices.

5.1 CONCLUSIONS

According to the objectives of the research, the conclusions are the following.

- Regarding the first specific objective, it is concluded that after diagnosing the participants through the questionnaire, their English proficiency level in speaking skills was inefficient and poor. Besides, data proved that it was possible to reduce the use of L1 increasing the use of English with the implementation of drama techniques.
- Regarding the second specific objective, it is concluded that students had the opportunity to be in contact with the target language, learn and practice through drama techniques, for example, using body language, eye contact, creativity, imagination, co-working, and other characteristics that help students to achieve communicative goals.
- Other conclusion for the second specific objective during the class observed, revealed that students showed a reduction of stress and anxiety. Also, increased their motivation to learn and their affective filter decreased during the performing activities.
- Another conclusion for the second specific objective is that the teacher took advantage of the students' multiple intelligences and learning styles.
- Regarding the third specific objective, it is concluded that the self-assessment revealed that students felt satisfied because they were able to improve their speaking skills when finished the tasks.
- Also, the instruments applied prove that the use of drama techniques (mime, scripts, and role plays) students get more involve with the target language and improve their speaking skills.

- Regarding the Research Hypothesis, it is concluded that the teacher showed a progressive interest to use the target language and encourage her students to do the same.
- Finally, regarding the general objective, it is concluded that the group gradually used the target language when carry on each of the tasks of drama techniques.

5.2 RECOMMENDATIONS

- It is recommended for future researchers to elaborate a diagnostic test to determine students' proficiency level in the English language.
- To implementing scaffolding activities to guide students to achieve their communicative goal.
- To carry out drama techniques to determine its effectiveness to improve students' speaking skills.
- Finally, it is recommended for educators to get more training on how to implement different drama techniques to ensure students' motivation toward their oral participation during English classes.

BIBLIOGRAPHY

- Aguirre et al. (2016). *The use of English for Instruction in the English Class*.
(Unpublished Bachelor Thesis). Escuela de Lenguas Modernas. Universidad de Costa Rica
- Alabsi, T. (2016). The Effectiveness of Role Play Strategy in Teaching Vocabulary. *Theory and Practice in Language Studies*. Vol.6 (2), pp. 227-234. doi: <http://dx.doi.org/10.17.507/tpls.0602.02>
- Andrade, M., & Williams, K. (2009). *Foreign Language Learning Anxiety in Japanese. EFL*
- Annum, G. (2015). Research instrument for Data Collection. Retrieved December 16, 2018. Retrieved from <http://campus.educadium.com/newmediart/file.php/1/giilmadstore/UgradResearch/ThesisWrit4all/files/notes/resInstr.pdf>
- Bailey, K. (2005). *Practical English Language Teaching: Speaking*. Mc Graw-Hill. ISBN: 0-07-310310-1
- Banerjee, S. (2014). Learn and Unlearn: Drama as an Effective Tool in Teaching English Language and Communication. *International Journal of English Language & Translation Studies*. Department of English. Sir Padampat Singhania University, India. ISSN: 2308-5460
- Barrantes, J. (2015). Historia del CINDEA Judas. CINDEA Judas de Chomes. Puntarenas, Costa Rica. Unpublished manuscript.
- Barrantes, R. (2013). *Investigación: Un Camino al Conocimiento: Enfoque Cuantitativo y Cualitativo*. 2° Reimp. San José: EUNED.

Bernal, C. (2010). *Metodología de la Investigación, Administración, Economía, Humanidades y Ciencias Sociales*, 3° ed. Colombia: Pearson Educación.

Brown, H. D. (2000). Styles and Strategies. In D. Brown (4th ed.) *Principles of Language Learning and Teaching* (p.113-141). New York: Longman.”

Retrieved

from:http://portal.cuc.edu.ve/upc/PNFT/INGLES/Principles_of_Language_Learning_and_Teaching.pdf

Burlinska, M. (2016). Ways of Implementing Drama Techniques in Teaching Speaking Skill to Young Learners at the Elementary Level. Selected Aspects. *BA Thesis*.

Córdoba et al. (2005). La Enseñanza del Inglés en Costa Rica y la Destreza Auditiva en el Aula desde una Perspectiva Histórica. *Revista Electrónica Actualidades Investigativas en Educación*. Vo.5 (2), pp. 5-12. DOI: <http://dx.doi.org/10.15517/aie.v5i2.9153>

Creswell, J. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Person / Merrill Prentice Hall.

Davies, P. (1990). The Use of Drama in English Language Teaching. *TESL Canada Journal*. Vol. 8 (1)

Dundar, S. (2013). Nine Drama Activities for Foreign Language Classrooms: Benefits and Challenges. *Procedia: Social and Behavioral Sciences*. Vol. 70, pp. 1424-1431. doi: 10.1016/j.sbspro.2013.01.206

Efrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(20), 127-134.

Fonseca et al. (2016). *To What Extent the Use of Explicit Error Correction Techniques Affects the Oral Participation of ESL Beginners in a Public High School Using CLT Approach*. (Tesis de Licenciatura). Escuela de Lenguas Modernas. Universidad de Costa Rica.

Gao, Y & Dowdy, J. (2014). Using Drama to Engage Language Learners in Literacy Activities. *The Ohio Journal of Teacher Education*. Vol. 44(1). ProQuest Central.

Gardner, H. (1993), *Inteligencias Múltiples: La Teoría en la Práctica* (Teresa Melero, trad). España: Ediciones Paidós Ibérica, S.A.

Gilakjani, AP. (2012). Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. *Journal of Studies in Education* 2 (1), 104-113. Retrieved from: <http://dx.doi.org/10.5296/jse.v2i1.1007>

Gonzalez et al. (2017). Manual: VANCOUVER, APA. Citas y Referencias Bibliográficas. *Dirección Metodológica de Investigación*. Universidad Hispanoamericana

Gonzalez, C. (2015). English for Specific Purposes: Brief History and Definitions. *Revista de Lenguas Modernas*. No. 23. ISSN: 1659-1933

Universidad Hispanoamericana. (2018). Guía, Trabajos Finales de Graduación, Tesinas y Tesis en Ciencias Sociales. *Dirección Metodológica de*

Investigación, Unidad de Investigación de Ciencias Sociales. Ed 2.18.

Universidad Hispanoamericana

Harmer, J. (2001). *The Practice of English Language Teaching*. London, New York

Hernández Sampieri et al. (2014). *Metodología de la Investigación*. 6^a ed. Mc Graw Hill Education. ISBN: 978-1-4562-2396-0

Heyward, P. (2010). Emotional Engagement through Drama: Strategies to Assist Learning through Role Play. *International Journal of Teaching and Learning in Higher Education*. Vo. 22 (2), pp. 197-203. ISSN 1812-9129

Jalongo & Hirsh (2010). Understanding Reading Anxiety: New Insights from Neuroscience. *Early Childhood Education Journal*. Vo. 37 (6), pp. 431-435. DOI 10.1007/s10643-010-0381-5

Joshi et al. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science and Technilogy*. Vol. 7 (4), pp. 396-403

Khatib, M. & Sabah, S. (2012). Task-Oriented Conversations: The Implications of Drama for Second Language Acquisition. *Theory and Practice in Language Studies*. Vol.2 (6), pp. 1120-1127. doi: 10.4304/+pls.2.6.1120-1127

Kimura, Midori (2008). "Affective Factors of Japanese EFL Learners at Junior College in the Oral Communication Tasks." (2008). Web. 24 December. 2018.

Klanrit, P & Sroinam, R. (2012). EFL Teacher's Anxiety in Using English in Teaching in the Language Classroom. *International Journal of Social Science and Humanity*. Vol. 2 (6), pp. 493-496. DOI: 10.7763/ IJSSH.

- Kuśnierek, A. (2015). Developing Students' Speaking Skills through Role-Play. *World Scientific News*. Vol. 7, pp. 73-11. EISSN 2392-2192
- Liu, Y. (2013). Applying Comprehensible Input and Culture Input Methodology to Inspire College Students' Learning Motivation. *Theory and Practice in Language Studies*. Vol .3 (11), pp. 2072-2077. ISSN 1799-2591
- Mansfield & Poppi (2012). The English as a Foreign Language/Lingua Franca Debate: Sensitizing Teachers of English as a Foreign Language towards Teaching English as a Lingua Franca. *PROFILE*. Vol. 14 (1), pp.159-172. ISSN:1657-0790
- Marín, E. (2012). Cronología de la Enseñanza del Inglés en Costa Rica durante el Siglo XX. *Revista Comunicación*. Vo. 21 (1), pp. 4-15
- Ministerio de Educación Pública. (2003).Tercer Ciclo y Educación Diversificada. *Programas de Estudio de Inglés*. San José, Costa Rica.
- Ministerio de Educación Pública. (2016).Tercer Ciclo y Educación Diversificada. *Programas de Estudio de Inglés*. San José, Costa Rica.
- Mok, S. (2012). Using Drama Activities to Teach English in Hong Kong Classroom. *GSTF Journal of Law and Social science*. Vo. 2(1), pp. 284-288. DOI: 10.5176/2251-2853_2.1.95
- Nasiri, A. (2016). A Review of EFL Learners' Speaking Skill and the Strategies for Improvement. *Modern Journal of Language Teaching Methods*. Vo.6 (9). ISSN:2251-6204

Nuraini, K. (2016). The Barries of Teaching Speaking English for EFL Learners.

ELLITE: Journal of English Language, Literature, and Teaching. Vol.1 (1), pp. 7-14

Oxford University Press ELT. (2011). How ESL and EFL classrooms Differ [Weblog message]. Retrieved from: <https://oupeltglobalblog.com/2011/07/12/how-esl-and-efl-classrooms-differ/>

Pérez, G. (2013). *El Teatro Infantil Como Elemento Potenciador de las Inteligencias*

Múltiples de las Niñas y Niños de Cinco Años de Edad de la Unidad

Educativa anexa a la Universidad Nacional de Loja, Periodo Abril 2012-

Febrero 2013 (Tesis de licenciatura, Universidad Nacional de Loja, Loja,

Ecuador). Retrieved from:

<http://dspace.unl.edu.ec/jspui/bitstream/123456789/3545/1/P%C3%89REZ%20GUERRERO%20GABRIELA%20CECIBEL%20.pdf>

Punsiri, B. (2011). The Effectiveness of Drama Techniques on Foreign Language

Classroom Anxiety Reduction of Thai EFL students. *Thesis for the Master of*

Arts Degree in Teaching English as a Foreign Language. Srinakharinwirot

University.

Richards, J. C., & Schmidt, R. W. (2010). *Longman Dictionary of Language*

Teaching and Applied Linguistics. Routledge.

Saglamel, H & Kayaoglu, M. (2013). Creative Drama: A Possible Way to Alleviate

Foreign Language Anxiety. *RELC Journal*. Vo. 44 (3), pp. 377-394. DOI:

10.1177/0033688213500597

Salas, J. (2016). El Uso del Teatro en la Clase de Inglés como Estrategia Didáctica.

Revista InterSedes. DoI: <http://dx.doi.org/10.15517/isucr.v17i36.27467>

Sieber, E., & Hatche, S. (2012). Teaching with Objects and Photographs. Retrieved

December 1st, 2018, from: <http://www.indiana.edu/~mathers/Tops.pdf>

Solano, A. (2012). Teaching and Learning English in Costa Rica: A Critical

Approach. *Letras*. Vo. 52. Emory University, Estados Unidos. ISSN1409-424X

Torres, A. (2017). *El Drama como Herramienta en el Aula de Lengua Inglesa*.

Grado en Educación Primaria (Lengua Inglesa). Universidad de Sevilla, España. Retrieved from:

<https://idus.us.es/xmlui/bitstream/handle/11441/63009/TFG%20ADORACION%20TORRES%20PARISH.pdf?sequence=1>

Torrice, F. (2015). Drama Techniques to Enhance Speaking Skills and Motivation in

the EFL Secondary Classroom. *Trabajo Fin de Máster*. Departamento de Inglés, Facultad de Filología. Universidad Complutense Madrid. Retrieved from: <http://eprints.ucm.es/32553/1/TFM%20%281%29.pdf>

Wahyuni, E. (2013). Improving Students' Low Class Participation in Speaking

Activities by Using Drama Technique. *Pendidikan Bahasa dan Sastra*. Vo.13 (1). Retrieved from:

https://www.researchgate.net/publication/299602035_IMPROVING_STUDENTS'_LOW_CLASS_PARTICIPATION_IN_SPEAKING_ACTIVITIES_BY_USING_DRAMA_TECHNIQUE

Wood, J. (2008). *The Use of Drama to Reduce Anxiety and Increase Confidence and Motivation towards Speaking English with Two Groups of English Language learners*. (A Master of Arts Thesis). The University of Arizona.

GLOSSARY

Activity: Situation in which a lot of things are being done, usually in order to achieve a particular purpose.

Affective Filter Hypothesis: Theory that explains the emotional stages that learners experience in the acquisition of a second language.

Centro Integrado de Educación de Adultos (CINDEA): Institutions for young and adult people, who do not finish primary and secondary education, or for students who want to receive a technical education for better job opportunities.

Communicative Language Teaching (CLT): It is an approach to language teaching that emphasizes interactions both the means and the ultimate goal of the study.

Drama: It is the portrayal of fictional or non-fictional events through the performance of written dialogue (either prose or poetry). Dramas can be performance on stage, on film, or the radio. Dramas are typically called *plays*, and their creators are known as “playwrights” or “dramatics”.

English as a Foreign Language (EFL): It refers to teaching and learning English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction.

First Language (L1): First language occurs when a person is exposed to and acquires from birth.

Ministerio de Educación Pública (MEP): It promotes the development of an excellent educational system that led the access of all the population to a quality education.

Role –Play: Drama-like classroom activities in which the students take the roles of different participants in the situations. They may act out which might typically happen in that situation.

Second Language (L2): Language that people acquires or learns which is different from the mother tongue.

Skill: Knowledge and ability that enables people to do something well. Linguistic skills enable people to fulfill the communication needs.

Speaking Skills: It gives individuals the ability to communicate effectively.

Syllabus: An educational program from the MEP.

Technique: A way of doing an activity which needs skill.

APPENDIXES

APPENDIX 1. License and Authorization of Authors to Publish and Allow the Consultation and Use

ANEXO 1 (Versión en línea dentro del Repositorio) LICENCIA Y AUTORIZACIÓN DE LOS AUTORES PARA PUBLICAR Y PERMITIR LA CONSULTA Y USO

Parte 1. Términos de la licencia general para publicación de obras en el repositorio institucional

Como titular del derecho de autor, confiero al Centro de Información Tecnológico (CENIT) una licencia no exclusiva, limitada y gratuita sobre la obra que se integrará en el Repositorio Institucional, que se ajusta a las siguientes características:

- a) Estará vigente a partir de la fecha de inclusión en el repositorio, el autor podrá dar por terminada la licencia solicitándolo a la Universidad por escrito.
- b) Autoriza al Centro de Información Tecnológico (CENIT) a publicar la obra en digital, los usuarios puedan consultar el contenido de su Trabajo Final de Graduación en la página Web de la Biblioteca Digital de la Universidad Hispanoamericana
- c) Los autores aceptan que la autorización se hace a título gratuito, por lo tanto, renuncian a recibir beneficio alguno por la publicación, distribución, comunicación pública y cualquier otro uso que se haga en los términos de la presente licencia y de la licencia de uso con que se publica.
- d) Los autores manifiestan que se trata de una obra original sobre la que tienen los derechos que autorizan y que son ellos quienes asumen total responsabilidad por el contenido de su obra ante el Centro de Información Tecnológico (CENIT) y ante terceros. En todo caso el Centro de Información Tecnológico (CENIT) se compromete a indicar siempre la autoría incluyendo el nombre del autor y la fecha de publicación.
- e) Autorizo al Centro de Información Tecnológica (CENIT) para incluir la obra en los índices y buscadores que estimen necesarios para promover su difusión.
- f) Acepto que el Centro de Información Tecnológico (CENIT) pueda convertir el documento a cualquier medio o formato para propósitos de preservación digital.
- g) Autorizo que la obra sea puesta a disposición de la comunidad universitaria en los términos autorizados en los literales anteriores bajo los límites definidos por la universidad en las "Condiciones de uso de estricto cumplimiento" de los recursos publicados en Repositorio Institucional.

SI EL DOCUMENTO SE BASA EN UN TRABAJO QUE HA SIDO PATROCINADO O APOYADO POR UNA AGENCIA O UNA ORGANIZACIÓN, CON EXCEPCIÓN DEL CENTRO DE INFORMACIÓN TECNOLÓGICO (CENIT), EL AUTOR GARANTIZA QUE SE HA CUMPLIDO CON LOS DERECHOS Y OBLIGACIONES REQUERIDOS POR EL RESPECTIVO CONTRATO O ACUERDO.

APPENDIX 2. Theoretical Framework Design

| Theoretical Framework Design | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Specific Objective | Variable | Breakdown of the Theoretical Framework |
| -To identify the frequency of the use of L2 in oral production during English classes. | - The use of L2 in oral production during English classes. | 2.2.1 History of the Teaching English in Costa Rica 2.2.2 English as a Foreign Language 2.2.3 Speaking Skills 2.2.3.1 Speaking Characteristics 2.2.4 Communicative Language Teaching (CLT) |
| -To describe the characteristics of the implementation of mime, scripts and role play drama techniques to promote in the students the use of speaking skills. | - Characteristics to implement mime, scripts and role play drama techniques to promote students the use of speaking skills. | 2.2.5 Factors Influencing Speaking Skills 2.2.5.1 Anxiety 2.2.5.2 Affective Filter 2.2.5.3 Motivation 2.2.5.4 Multiples Intelligences 2.2.5.5 Learning Styles |
| -To determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students. | - Effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students. | 2.2.6 The Use of Drama in the English Teaching 2.2.6.1 Drama Definition 2.2.7. Drama Techniques 2.2.7.1 Mimics 2.2.7.2 Scripts 2.2.7.3 Role Play 2.2.8 Teachers' and Students' Role |

APPENDIX 3. Questionnaire directed to students

Questionnaire directed to students of tenth grade of the CINDEA Judas

The aim of this questionnaire is to know the opinion of the students of the tenth grade of the CINDEA Judas in order to identify the frequency of the use of L2 in oral production during the English classes, and to determine the characteristics of the implementation of mime, scripts and role play drama techniques to promote in the students the use of speaking skills. The information obtained through this instrument is completely confidential.

I Part. Basic Information:

Age: _____

Gender: Male () Female ()

II Part. General Information:

1. For you, the English language is: (Check only one option)

- () Nice
- () Unpleasant
- () It does not matter to me
- () I like it but I do not understand it
- () I do not like it but I think it's important

2. Do you consider it is important to learn English?

- () Yes
- () No (goes to question 4)

Be affirmative or negative, please justify your answer:

3. During English class, how often is the English language used?

- () Never
- () Hardly ever
- () Sometimes
- () Usually
- () Forever

4. In your opinion, English classes should be given:

- () Only in English
- () Only in Spanish
- () In both languages (English and Spanish)

5. What factors make you feel uncomfortable when you are in front of the class performing oral activities in the English language? (You can check more than one option)

- () The teacher
- () My classmates
- () Fear of being mocked
- () Scenic panic
- () Do not listen to me
- () Nerves
- () Shy
- () None of above

6. When the teacher proposes dynamics (mimics, scripts and role plays) during English classes, how often do you participate?
- Very frequent
 - Often
 - Rarely
 - Never
 - Comment _____
7. Which of the following situations do you think affect your oral participation in English classes?
- Lack of knowledge
 - Lack of interest in the language
 - Shyness to speak in public
 - Fear of being corrected in front of my classmates
 - None of the above
8. When carrying out activities in English such as mimics, scripts and role plays; who do you feel most comfortable with when you participate?
- Men companions
 - Female companions
 - Both genders
 - Teachers
9. In the following options, what activities do you enjoy to do during English classes?
(You can check more than one option)
- Mimics Games
 - Improvisations in English
 - Produce scripts in English
 - Role Plays
 - Other _____
10. Do you consider that these activities (mimics, scripts, role plays) help you to improve your English level when speaking?
- Yes
 - No
 - Comment _____

Thank you for your collaboration!

APPENDIX 4. Interview directed to the English Instructor

Interview directed to the English Instructor of the CINDEA Judas

The aim of this interview is to gather information about the techniques regularly implemented by an English instructor when teaching speaking skills during English classes. Additionally, the interview is intended to identify the teacher's perceptions about drama techniques to enhance oral skills. The information gathered through this instrument is completely confidential.

I Part. General Information

High school name: _____

Current position: _____

Gender: Male () Female ()

Years of experience _____

Amount of students in this level _____

II Part. Oral Questions:

1. What techniques do you usually implement when teaching speaking skills?
2. Why do you prefer to use those techniques over the rest of existing techniques?
Please explain (briefly).
3. Do you think that by performing drama techniques during English classes, students might improve their speaking skills? Justify your answer
4. Have you noticed any weaknesses or strengths about the use of those techniques?
5. What recommendations would you give as an English teacher to other colleagues regarding applying drama techniques in the classroom?

Thank you for your collaboration!

APPENDIX 5. Checklist directed to Students

Observation: Checklist to determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking to students of tenth grade of the CINDEA Judas

| Technique | Aspects | Yes | No | Comment |
|-----------|-----------------------------------------------------------------------------------------------------------|-----|----|---------|
| Mimics | 1. Students understand the given vocabulary. | | | |
| | 2. Students use creativity and imagination to do the task. | | | |
| | 3. Students express different verbal and no-verbal messages. | | | |
| | 4. Students participate to work in groups. | | | |
| Scripts | 5. Students share ideas with their classmate to develop creativity, originality and imagination to write. | | | |
| | 6. Students organize their ideas in a coherence and logical order. | | | |
| | 7. Students improve their grammatical structure, punctuation and spelling. | | | |
| | 8. Students demonstrate mastery of the subjects in the topic studied. | | | |
| Role Play | 9. Students use body language to express feelings and emotions. | | | |
| | 10. Students use an appropriate verbal communication in the English language. | | | |
| | 11. Students put into practice the knowledge acquired during English classes. | | | |
| | 12. Students demonstrate motivation when performing the role play. | | | |
| | 13. Students use an appropriate pronunciation and intonation during the role play. | | | |

APPENDIX 6. Scale directed to students

Self-Assessment Scale directed to students of tenth grade of the CINDEA Judas

The following chart is a self-assessment instrument to determine the effectiveness of the use of mime, scripts, and role play drama techniques to enhance the speaking skills of the EFL students. The information gathered through this instrument is completely confidential.

Instructions: Answer each of the following statements by marking an (X) in the box that best described your case when performing the drama techniques activities.

| Technique | Aspect | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
|-----------|-----------------------------------------------------------------------------------------------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Mimics | 1. I felt that increased my vocabulary. | | | | | |
| | 2. I felt that increased my corporal communication skills. | | | | | |
| | 3. I felt that increased my motivation to learn. | | | | | |
| | 4. I felt my concentration and memory improved. | | | | | |
| Scripts | 5. I felt that increased my writing skills such as grammatical structure, punctuation and spelling. | | | | | |
| | 6. I felt that my imagination and creativity to work in groups have improved. | | | | | |
| | 7. I felt that my critical thinking has increased. | | | | | |
| Role Play | 8. I felt that improved my oral skills such as fluency, pronunciation and intonation. | | | | | |
| | 9. I felt that decrease my fear to express and speak in front of an audience. | | | | | |
| | 10. I felt that my self-confidence and motivation have increased by performing drama techniques. | | | | | |
| | 11. I felt that my speaking skills have improved. | | | | | |

Thank you for your collaboration!

APPENDIX 7. Daily Plan 1: Mimic Technique



Daily Plan

Institution: CINDEA de Judas de Chomes

Level: 10th grade

Approach: Communicative Language Teaching (CLT)

Group: 10-1

Unit 11^o: Careers, Jobs and Lifestyles

Course Schedule: Monday from 6: 00pm to 7:30pm

Cognitive Target: Identifying each of the different jobs by understanding ideas and information about them.

| Objectives | Language/ Functions | Values | Mediation Activities | Evaluation Outcomes | Resources |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------------------|
| Understanding ideas and information in the text through making inferences. | <p>Careers, jobs, lifestyles:</p> <p>Which professions are ____?</p> <p>What professions do you ____?</p> <p>What do you Know / think of ____?</p> <p>Are there as many ____ as ____?</p> <p>Which are the benefits of ____?</p> | Appreciation for equal job opportunities for men and women. | <p>Routines: T will greet students, write the day on the board and call the roll.</p> <p>Warm-up Activity: T will ask ss to play a game called “Letters Soup”. She will give each student a worksheet and they have to find out vocabulary about jobs. Some of the words are: Police Officer, Nurse, Singer, Vet, etc.</p> <p>Presentation: In order to introduce the topic, T will play a video called: “Jobs, careers and Lifestyles” by Profe en c@sa taken from: https://www.youtube.com/watch?v=a-zGPnXEdJ4 Then, students have to write down in their notebooks what types of jobs and occupations, does the video mentioned.</p> | | <p>-Worksheet</p> <p>-Computer -Video Beam -Speakers -Notebook</p> |

| | | | | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------|
| <p>Making themselves understood with little or no difficulty.</p> | <p>Functions: Describing procedures. Comparing facts and events related to possibilities, Advantages, disadvantages, and facilities on careers, jobs, and lifestyles. Requesting and providing information.</p> | | <p><u>Controlled Practice:</u></p> <p style="text-align: center;">Activity</p> <p>Pre-activity: Students are going to play “Statue”. The T is going to be the first one to do it as a way of example.</p> <p>During-Activity: The teacher is going to use mimic to explain the activity. She will explain students to make in pairs, one of them is going to be a sculptor and the other one will be a statue to be sculpted. This statue represents an occupation. Each pair of students is given 3 minutes to represent an occupation by “sculpting” the body of one of the members of the team. When the statue is done, the rest of the class has to guess the occupation the statue represents.</p> <p>Post-activity: . Once the guessing is done, the class has to talk about the occupation being represented. They have to use simple sentences by making use of the simple present tense, or they have to use present continuous sentences by making use of the present continuous tense. Both tenses were already studied during the previous topic. Example: 1. Who is she/he? She /He is a doctor 2. What does she/he do? She /He helps sick people</p> | <p>Production / interpretations of ads, notes, passages.</p> | <p>-Notebook</p> |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------|

| | | | | | |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|
| | | | 3. Where does she/he work? She /He works in a hospital. | | |
| | | | <p>Closure Activity: Students are going to review the vocabulary. T will ask ss to make a circle. She will give each of them a Job Description paper. For example:</p> <ul style="list-style-type: none"> -I wear a uniform. -A drive a vehicle. -I pick up people. -I drive a bus. <p>Then, each participant has to read aloud their description while the rest of the group has to guess which job refers to.</p> | | -Notebook -worksheet. |

Curricular Accommodations:

Observations:

The Methodology that is going to be applied for this daily plan is **Participatory Approach.**

Bibliography:

Blaz, D. (2006). Differentiated Instruction: From content to Process to Product. *Ideas Smorgasbord*.

Larsen- Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Second Edition. Oxford University Press.

Mora, G. Melissa. (2015). Case Study: Situation #4

Randall's ESL Cyber Listening Lab. Retrieved from <http://www.esl-lab.com/>

Abbreviations: T: Teacher Ss: Student.

APPENDIX 8. Daily Plan 2: Script Technique



Daily Plan

Institution: CINDEA de Judas de Chomes

Approach: Communicative Language Teaching (CLT)

Unit 11º: Careers, Jobs and Lifestyles

Cognitive Target: Identifying each of the different jobs by understanding ideas and information about them.

Level: 10th grade

Group: 10-1

Course Schedule: Monday from 6: 00pm to 7:30pm m

| Objectives | Language/ Functions | Values | Mediation Activities | Evaluation Outcomes | Resources |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------|
| Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language. | <p>Careers, jobs, lifestyles:</p> <p>Which professions are ____?</p> <p>What professions do you ____?</p> <p>What do you Know / think of ____?</p> <p>Are there as many ____ as ____?</p> <p>Which are the benefits of ____?</p> | Appreciation for equal job opportunities for men and women. | <p>Routines: T will greet students, write the day on the board and call the roll.</p> <p>Warm-up Activity: T will ask ss to make two groups. She will give each group a reading story about Job and occupations. T will explain that one group has to write a different beginning of the story. On the other hand, the other group has to write a different end of the story. At the end, they will read aloud the changes they did in the story.</p> <p>Presentation: T will write on the board 10 questions about a Job Interview. T will explain with some examples how to answer based on the question given.</p> | Production of interviews on topics such as: sports, music, jobs and others. | <p>-worksheets</p> <p>-Notebook</p> <p>-Whiteboard</p> |

| | | | | | |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <p>Expressing and justifying ideas, opinions or personal points of view and seeking the views of others.</p> | <p>Functions: Describing procedures. Comparing facts and events related to possibilities, Advantages, disadvantages, and facilities on careers, jobs, and lifestyles. Requesting and providing information.</p> | | <p><u>Controlled Practice:</u></p> <p style="text-align: center;">Activity</p> <p>Pre-activity: Students are going to work in pairs or trios to prepare a scrip dialogue about a Job Interview, taking into accounts the questions and the examples given by the teacher during the presentation part. Students are working in a collaborative way to give ideas, opinions and to think creativity to plan the script dialogue.</p> <p>During-Activity: Students are going to write the dialogue script by using the dictionary, the translator, and all kind of tools they need to support the work. Teacher will walk around the class and clarify ideas and doubts acting as a facilitator.</p> <p>Post-activity: At the end ach group is going to read aloud their scripts in front of the class. After they finish, teacher will give them feedback.</p> | <p>Analysis of ideas expressed, opinions or reasons about different topics</p> <p>Production of a complete written text giving opinions and reasons.</p> | <p>-Notebook</p> <p>-Notebook -Dictionary -Internet -Cellphones</p> |
| <p>Expressing and justifying ideas, opinions or personal points of view and seeking</p> | | | <p><u>Closure Activity:</u></p> <p>Teacher will give each student a worksheet to practice vocabulary and spelling by unscramble the words on the worksheet to find the names of jobs. Teacher will work around to check students' work.</p> | | <p>-Notebook -Worksheet</p> |

| | | | | | |
|----------------------|--|--|--|--|--|
| the views of others. | | | | | |
|----------------------|--|--|--|--|--|

Curricular Accommodations:

Observations:

The Methodology that is going to be applied for this daily plan is **Participatory Approach**.

Bibliography:

Blaz, D. (2006). Differentiated Instruction: From content to Process to Product. *Ideas Smorgasbord*.

Larsen- Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Second Edition. Oxford University Press.

Mora, G. Melissa. (2015). Case Study: Situation #4

Randall's ESL Cyber Listening Lab. Retrieved from <http://www.esl-lab.com/>

Abbreviations: T: Teacher Ss: Student.

APPENDIX 9. Daily Plan 3: Role Play Technique



Daily Plan

Institution: CINDEA de Judas de Chomes

Approach: Communicative Language Teaching (CLT)

Unit 11°: Careers, Jobs and Lifestyles

Cognitive Target: Identifying each of the different jobs by understanding ideas and information about them.

Level: 10th grade

Group: 10-1

Course Schedule: Monday from 6: 00pm to 7:30pm

| Objectives | Language/ Functions | Values | Mediation Activities | Evaluation Outcomes | Resources |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------|
| Making themselves understood with little or no difficulty. | <p>Careers, jobs, lifestyles:</p> <p>Which professions are ____?</p> <p>What professions do you ____?</p> <p>What do you Know / think of ____?</p> <p>Are there as many ____ as ____?</p> <p>Which are the benefits of ____?</p> | Appreciation for equal job opportunities for men and women. | <p>Routines: T will greet students, write the day on the board and call the roll.</p> <p>Warm-up Activity:</p> <p>Students are going to play a game called “Talking with numbers”. The aim of this activity is to practice body language, pronunciation, creativity and self-confidence. Students are grouped in pairs or in trios; each group is given 5 minutes to prepare a short conversation about any simple daily life situation using the topic about “Careers, Jobs and Lifestyles”. The dialogue can only make use of numbers, regular words are not permitted. Once the dialogue is done, each group has to present it in front of the class and the rest of the students have to guess what each dialogue is about.</p> | | -Notebook |

Observations:

The Methodology that is going to be applied for this daily plan is **Participatory Approach**.

Bibliography:

Blaz, D. (2006). Differentiated Instruction: From content to Process to Product. *Ideas Smorgasbord*.

Larsen- Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Second Edition. Oxford University Press.

Mora, G. Melissa. (2015). Case Study: Situation #4

Randall's ESL Cyber Listening Lab. Retrieved from <http://www.esl-lab.com/>

Abbreviations: T: Teacher Ss: Student.