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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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Título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros.**

THEME:

Drama techniques and the speaking skill

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DEDICATION

TO:

My mother, Lcda. Zoila Ramos Vera, for being the best support and held a person could ever have. To my best friends who have always carried me back from my anxiety, depression, and bad-tempered decisions. To all the years I had lived so far and to the life I'll have ahead once I write the last word on this dissertation. Thank you.

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To every person that has been on my side within this short period of my life which has quickly transformed in another wonderful life experience.

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TOPIC: “DRAMA TECHNIQUES AND THE SPEAKING SKILL”

AUTHOR: Dario Junior Rubio Ramos

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ABSTRACT

Learning English as a foreign language depends on the environment each person grows up. This research main aim is to determine the effects of using drama techniques in the development of the speaking skill. The population considered for this research were 35 students, 24 female and 11 males, from the first semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. The research had a length of 6 sessions in total, two sessions for roleplaying focus on improvisation, two sessions for imitation, and a pre-test and post-test. In addition, this research used a quasi-experimental design with a quantitative approach to gather the data of students’ speaking performance. Therefore, students took the KET speaking section test by Cambridge for the pre-test and the post-test. At the end of the treatment, the data gathered was analyzed and proved using the Wilcoxon ranks test from the SPSS program. To conclude, the results showed that drama techniques did improve participants’ speaking skills.

Keywords: Drama techniques, grammar and vocabulary, pronunciation, interactive communication, learning English

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RESUMEN

Aprender inglés como idioma extranjero depende totalmente del ambiente en el cual cada persona crece. El objetivo principal de esta investigación es de determinar los efectos del uso de técnicas de drama en el desarrollo del habla del inglés. La población considerada para esta investigación fue de 35 estudiantes, 24 mujeres y 11 hombres, correspondientes al primer semestre de la carrera de “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Esta investigación duró 6 sesiones en total, dos sesiones para juego de rol improvisado, dos para imitación, y de una prueba antes y después del tratamiento. Además, los participantes tomaron el examen oral estandarizado (KET) de Cambridge como pre-test y post-test para la obtención de datos correspondiente. Al final del tratamiento, la data obtenida fue analizada y aprobada usando la prueba de Wilcoxon del programa SPSS. Concluyendo de esta manera, los resultados demostraron que las técnicas de drama si tuvieron efecto en el desarrollo del habla de los participantes.

Palabras clave: Técnicas de drama, vocabulario y gramática, pronunciación, interacción comunicativa, prueba oral

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CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative Background

This research project has as main objective to analyze the effects of drama in the development of speaking skills. Therefore, it is crucial to ask if drama techniques are helpful for education.

The project elaborated by Masoumi-Moghaddam (2018) analyzed how drama can help students' to be more active during oral conversations. This research aimed to examine the ways in which drama techniques, as implemented in the English language classes and combined with pedagogical practices to teach and learn English conversation, can create the appropriate conditions that promote learning environments for learning English conversations. The members of this investigation were thirty under male and female. They were characterized into two groups: control group and experimental group. After analysing the data, the results showed that the control group did not have an improvement, but the experimental group revealed a significant achievement in their English conversations abilities after using dramatic discourse.

This research is valuable for this study because it contributed of knowing how drama can help students' to be more active during oral conversations. Participation is vital when it comes about developing speaking skills. Therefore, having students going in a higher level is necessary to become wiser while talking because they can have the information, but practicing is the most important part.

Next study was developed by Sirisrimangkorn (2018), and it used drama techniques from another perspective which is project-based learning. The main objective of this research was to examine the results of using PBL focusing on drama to promote EFL learners' speaking skills. This research used a pre-test and post-test design as well which aimed to see the results of promoting drama techniques on 23 students who were selectively on purpose for the sake of the research. As conclusion, this research highlighted the advantages of using PBL focusing on drama as an

effective teaching method. And at the same time as a great opportunity to provide learners a chance to speak English in an enjoyable way.

Analyzing how drama techniques are applied using PBL helped this research to overcome a potential fear: homework. As teachers, it is known that students will do anything to skip doing homework or tasks. But the previous article proved that students did have fun while scheduling their own way to use drama and at the same time learning how to talk properly. Therefore, assigning homework using drama techniques can be taken into consideration for the development of this research.

Another study published by Atas (2015) analyzed how drama techniques can make an impact on the speaking anxiety many people have while speaking in a foreign language. This research main objective was to explore the effects of drama on the speaking anxiety of students. It promoted 6-week-drama application on which students took a pre-test and post-test and it was found that there is a significant difference between the anxiety levels of students before and after the treatment. In addition, students felt comfortable during the drama application. They literally mentioned they were more relaxed during the drama activities than regular classes. Hence, students gained more confidence in speaking the foreign language.

Due to Covid-19 pandemic, anxiety was a real problem for a lot of people and having to work online made things worse. The previous article explained that using drama techniques have positive effects on students and it gave 'green light' to use them for the treatment of this paper. Finding ways to motivate students are teachers' number one concern but grading it is too. Therefore, landing on the conclusion that students felt more relaxed and participative by using drama it was a great first step to overcome this thesis main objective.

On another study by Lee and Liu (2021) conducted a research where drama techniques can be used to improve the oral fluency in front of an audience.. This research main objective was to stablish the effectiveness of drama-based tasks in promoting FL learners' oral presentation performance and uncovers their self-perceived acquisition in presentation techniques. Moreover, this paper used a quasi-experimental study with a pre-test and post-test. After applying the treatment, which was to introduce storytelling, role play, character review, monologue, and play

rehearsal to improve oral presentation; the results gathered were that students' oral performance was significantly enhanced once they started to talk for a real-life audience giving as a conclusion that drama techniques only worked when students use knowledge learned in front of an audience.

Real life interactive communication will always be a problem as long as students gain experience. The previous article proved that drama techniques help students to overcome fear and to be more confident while talking to large audiences. That contributed a lot to this paper because performing imitation or improvisation is not an easy task. Especially when students have that deep feeling to express themselves with things, they love such as: movies, songs, etc.

On another project elaborated by Galante and Catharines (2013) explained how a drama-based EFL program has an positive effect on students' oral fluency. The main objective of Galante's paper was to determine what positive effects have drama on the oral fluency and anxiety which is crucial to develop speaking skills. The research was experimental which involves an exploratory level and it used pre-test and post-test analysis. These tests were taken, and the gathered data gave as conclusion that anxiety levels were reduced thanks to the use of drama techniques as much as students' oral fluency increased.

This paper focused their work on students that studied English as a foreign language which is exactly the case of this research. As teachers it is quite easy for us to talk in English because we have learned all our life even though it isn't our mother tongue. Therefore, students that are involved with the language just for a couple months will have difficulties to talk, especially have a good oral fluency. Using drama techniques in order to determine if students have a positive outcome while talking in English was the previous and present research's main objective.

The next article by Hismanoglu and Çolak (2019) guided their research to understand the other side of the coin, and to know what are the teachers' opinion about using drama techniques as a current teaching technique. This research main objective was to investigate EFL teachers' perspectives and knowledge on the use and effectiveness of drama to develop students' speaking skills. Moreover, 42 teachers from different secondary schools participated in the study guided by a questionnaire.

The results indicated that they had a high level of English knowledge to make an impact on speaking skills, they did not know how to apply drama properly. Therefore, as conclusion, drama techniques need preparation and organization to make a great impact on students.

The same outcome of the previous article is seeing here but with the difference of what EFL teachers think about using drama techniques to improve students speaking skills. That helped the present research to be more prepared about using drama techniques in class because even though teachers knew the techniques are useful, they didn't know how to use it properly. Therefore, it could create a problem that this paper took into consideration to not do again.

On another view, the research by Göktürk, Çalışkan, and Öztürk (2020) provided a wider concept about which drama techniques are more useful to develop students' oral fluency. The main objective of this research was to examine the effects of creative drama activities used in a 7th grade English course to improve speaking skills. This investigation lasted 10 weeks and it were applied an attitude test before and after the treatment. In addition, the treatment lasted 8 weeks, and after the data was analyzed using through paired sample T-test; the results showed that creative drama activities improved students' speaking skills consequently their attitude and motivation were affected too. Therefore, as conclusion, drama techniques do make an impact depending on how much time they are used.

This article helped the present research to differentiate between drama techniques and creative drama techniques. Even though most of them are special on their own, it had to be understood that there are a few that cannot be used. Therefore, imitation and roleplay using improvisation were chosen because they were perfect to fulfill the prepared activities. Students can have fun imitating a song or movie or talking to a friend about anything without a script.

The following article by Harmawati (2017) developed their research to understand how drama techniques worked with a large group of students from an elementary school. Hence, the main objective of this research was to analyze how drama techniques used to improve the students' speaking ability in terms of accuracy and fluency at the 8th grade students of SMP Nasional Makassar. The researchers

applied classroom action research design which was divided in two parts. Each part was carefully planned, analyzed, and observed. For each part it was applied a speaking test, and it was done to analyze students' improvement of the speaking ability before and after applying drama techniques. The results showed an improvement of 7,6 between the two parts. Moreover, students showed an improvement on pronunciation and smoothness. Therefore, it can be concluded that even though the methodology used was different from the present project, drama techniques did improve the students' speaking ability in terms of pronunciation and fluency.

The article previously mentioned contributed with the idea that drama techniques have not an age limit. That if a bunch of elementary students can perform drama activities, then older students can do it better. Thus, it helped to choose activities where students felt challenged and motivated to use everything they have known so far thanks to experiences or to the life itself. Hence, students chose songs or movie scenes for imitation and talked about experiences improvising a roleplay.

Finally, the article presented by Çulha (2020) worked with the premise to research how creative drama developed speaking fluency on students. Therefore, this paper's main objective was to research the effect of creative drama on the students' success and speaking skill in FL teaching. Moreover, this research used a quasi-experimental pattern and it analyzed 20 students. At the same time, it had a control group and an experimental group, and it lasted 9 workshops. The obtained results from the pre-test and post-test showed a normal distribution after applying the Smirnov test, and it gave as a conclusion that the creative drama techniques as a positive influence on the speaking skill in the foreign language teaching.

Creativity comes from experimenting new things hence we called it 'experience'. This article confirmed the idea that using creative drama techniques can easily gather students' experience that later will become knowledge. Knowledge has many forms and concepts, but when it comes to know how to talk in English it is necessary to create memories that will help you later. Therefore, creative drama techniques such as imitating, and improvising will help a lot to reminisce in future daily situations.

The presented investigations were linked according to the topic of this research because it can be found similarities on Drama Techniques and the Speaking Skill.

Some of these paper above showed that drama techniques can make a great advantage on English classes.

1.2 Theoretical Framework

1.2.1 Dependent Variable

Speaking

Bailey and Nunan (2005) consider that the activity of creating sounds with the mouth organ, which start from the mouth to the stomach, is called “speaking”. These sounds produce systematic verbal utterances that convey meaning. In addition, these utterances are used to communicate as human beings since the beginning of time itself. Speaking is one of the ways societies communicate among others being unique with other species. Therefore, communication is vital to people. As human race, people have always tried to communicate with others being these purposes several. These purposes have entitled speaking as the most important tool people have to communicate. Having good speaking skills not only showed good handle on the owned topic but that person has a perfect relation with the communication skills. Nevertheless, learning a foreign language and trying to become fluent is harder than everybody thinks.

Speaking skills

According to Harmer (2007), there are 3 basic reasons why it is a good idea to give students speaking tasks which motivate them to use all and any language at their command. These reasons are:

Rehearsal is to get students to have a free discussion gives them a chance to rehearse having discussions outside the classroom.

Feedback can be considered as tasks where students are trying to use all and any language, they know provides feedback for both teacher and students.

Engagement is to manage good speaking activities that can and should be highly motivating- If all the students are participating fully – and if the teacher has set up the activity properly and can then give sympathetic.

Teaching speaking skills provide opportunities to rehearsal, give both teacher and students feedback and motivate students because of their engaging qualities.

Speaking sub-skills

Speaking has four sub-skills. They are grammar and pronunciation, vocabulary, and fluency. These sub-skills have main purposes that must be included to master a speaking skill at its finest. On main concepts, the purposes of each are:

Grammar and vocabulary

Batstone (2003) mentions that grammar is a speaking sub-skill necessary to give language a proper use because involves the mechanics of the language system. For instance, there are familiar words that can be taken as a subject to follow the common grammatical structure. English language structure can be difficult to understand sometimes because there are words that can be seen as nouns and nouns that can be seen as verbs. Nevertheless, their familiar and constantly use of them can make connections with the meaning.

On the other hand, according to McCarthy (1990), the vocabulary of any language can be stated as native but not necessarily exclusive for that language. Words have different meaning depending on the sound, the order, and the use they can have. Therefore, knowing how to use words properly is part of the language, especially for speaking skills.

Vocabulary can be considered as the most important part of speaking skills because not knowing the word means an inability to say it or to even mention it. People do not use words they don't understand because the main reason of communication is to convey your ideas properly to others. Being a good speaker means to be on constantly training of your vocabulary. Therefore, reading and speaking are linked together. It can't be one without the other.

Saville-Troike (2006) pointed out that students must learned various aspects of vocabulary in a lexical level. Most of the times it is not enough to know the meaning of a word because the speaker must deal with the following features: pronunciation of the word, the word meaning, the grammatical category, and the possible combination with other followed words.

Pronunciation

In addition, even though pronunciation is an acquired sub-skill that people learn from nurture, it can be taught with the proper techniques and strategies. Pronunciation can have many other sub skills that can be practiced. For example: stress, intonation, rhythm, and the use of the individual sounds of a language. It is suggested to copy sounds and phrases heard to improve pronunciation sub-skills.

- **Stress:** It is about sounds we emphasise in words and sentences. Words that are stressed are easier to understand because it involves people's feelings.
- **Intonation:** It is the way the pitch of a speaker's voice can level up or down as they are speaking. We use intonation to make our voice being heard.
- **Rhythm:** It is about how we use a combination of stressed and unstressed words in sentences. Emphasizing words while using rhythm can determine where the conversation is going without say it.

Interactive communication

Cambridge University Press (2018) defines interactive communication as the ability to interact about daily concerns, information, routines, directions and more in a daily basis. It is where people put their knowledge into practice because communication is the base for everything. People talk desiring to express feelings, emotions, objectives, and problems. Those features could easily affect what we say and what we say can easily affect other people's feelings giving as a result a null interactive communication. It is what we say what people will remember us.

Oral fluency

Baker and Westrup (2003) mentioned that talking in an understandable way is the same as being an excellent listener. Fluent or native speakers can easily catalogue as good communicators because of the fast and smooth they convey ideas. Oral fluency is the ability to speak a foreign language without hesitation while combining the ability to understand what others try to say without effort.

Lestari (2018) described that there are some factors that can affect students' oral fluency. They are cognitive factors, linguistic factors, and affective factors. According

to cognitive factors, it describes three step process to obtain cognitive oral fluency which are: formulation, articulation, and conceptualization.

In addition, linguistic factors that have an impact on students' fluency are grammar, vocabulary, and pronunciation. And finally, the affective factors are intrinsic to the students. This means the environment in where students can feel comfortable while studying or practicing oral fluency.

To conclude, drama techniques can reinforce the 3 sub-skills as students gain motivation to perform them. Furthermore, the idea of performing does include reading a scripted conversation, but it should not be the only one applied to the use of drama since these activities develop students' fluency and confidence to talk using the foreign language.

1.2.2 Independent Variable

Drama

Cambridge University Press (2018) defines drama as a play, especially a serious one, written to be performed by actors or performers. On a school environment, drama can be perceived as a play featured on a theater with an audience normally executed for a contest or competition usually known as a talent show. Drama has been called a mixed art for decades, since it combines characteristics that are necessary to play a role, but at the same time the participation of an audience to create an environment of uncertainty.

Gudu (2015) defined drama as acting out using an innate skill. However, there are several techniques that can be used to learn these skills. From that reason, it is totally understandable why teachers have used drama in their classes to accomplish many purposes such as: interaction, classroom management, and more. Drama can promote learning in the classroom by using its several techniques, which normally are those techniques that develop the use of performance. Therefore, these techniques and activities can promote the development of listening skills and speaking skills.

Drama techniques

According to Winston and Stinson (2016), drama techniques have 3 dimensions: text interpretations with performance; improvisation and roleplay; and process dramas. By

instance, the first one refers to perform and to communicate sub skills through physical and vocal features while improvisation and roleplay promote active and spontaneous interaction simulating a role about anything. Finally, process drama involves a script that provide general features to improvise in a dramatic way.

Those 3 techniques are not the only which can be used to improve speaking skills in students. Since drama focuses on acting out using an innate skill, it is needed to find the proper techniques to develop performance skills and speaking skills. Therefore, drama techniques have been used to improve skills, or even to teach grammar and vocabulary. The techniques most used are improvisation, roleplaying and imitation.

Improvisation

Improvising is inventing and creating content spontaneously. It's a great way to generate new ideas and for creating and developing characters, using a variety of techniques. (BBC, n.d.)

On improvisation activities there is no needed nor required scripted dialogues. Students will only need the will of finish a conversation that has already started. This is the reason why improvisation is the main technique to improve speaking skills because it gives the opportunity to use the language known into a conversation. At the same time, it helps students to think faster, and to generate creativity among them. The key is to use English with a purpose which is to communicate with others.

Roleplay

According to Çakir (2010), authentic scripted dialogues allow students to play a specific role to perform. In addition, roleplay help students to engage meaningful conversations with their partners, to think creatively, and to practice a behavior they have only learned from text, curated books, and dialogues. Furthermore, roleplays encourage students to think creatively and to develop new communicative abilities while practicing talking in a foreign language in a natural way within a realistic context.

There are two types of roleplays: based on situations and based on dialogues.

Based on situations

Roleplays based on situations are guided by the teacher's instructions where he/she gives a situation to the students, and they must create a conversation using any vocabulary. For example: Yesterday I went to the cinema with my friends. Nevertheless, a few steps should be followed:

- Establish the situation.
- Discuss what they can or might say.
- Organize the conversation.
- Set a limit of time.
- Perform.

Based on dialogues

Roleplaying have been always used from textbooks which allow students to use the language acquired. At the same time, there are some steps to be followed:

- Drill the dialogue.
- Preparation with prompts on the board.
- Practice the dialogue.
- Give a demonstration.
- Ask learners to improvise if they can.

Imitation

Imitation is defined by Hayne (1998) as an innate interaction between people. It is not considered as a phenomenon of nature, but sometimes occur at different levels. When we are babies, we tend to copy all what our parents do: eating, talking, and even their reactions to emotions. Therefore, babies learned by nurture all they need to survive to the world.

On the other hand, Cambridge University Press (2018) defines imitation as the action of copying something that looks like the real thing. In other words, it is to mime an object, animal, or person behavior for a short period of time. Moreover, imitate reflects an action from real life. It's something close to be real but it's not that close. On drama terms, imitation helps students to assume a role taking the personality of the person or

the situation they are imitating. Therefore, it involves being an illusion of the reality and a willing to make the action believable.

Benefits of using drama in the classroom

According to Ashton-Hay (2005), the use of drama techniques in the classroom has been proved to give benefits for students' learning process. Students learn differently, think differently and act differently according to the knowledge and to the experience they acquired everyday. Therefore, drama techniques have a unique ability to engage students in many different learning styles, thus facilitating the increase of motivation and partnership among students.

1.3 Objectives

1.3.1 General objective

To determine the effects of using drama techniques in the development of the speaking skill from students of first semester of PINE

1.3.2 Specific objectives

- To evaluate students' spoken proficiency before and after the application of the experimental procedure.
- To describe theoretical support about using drama techniques to develop speaking skills.
- To gather some footage of students' drama performance as evidence of their speaking development before, during, and after this procedure.

1.3.3 Description of the fulfillment of the objectives

To achieve these objectives; first, it was needed bibliographic research from scientific articles, references, and theoretical information that supported this paper's idea. Once established the theoretical part, students from the first semester at Pedagogia de los

Idiomas Nacionales y Extranjeros were used as population. Second, it was necessary to evaluate students' spoken proficiency focused on their speaking skills to analyze their performance before and after the treatment. Therefore, students' data was collected thanks to a pre-test and post-test using the KET speaking section. Then, when a general score was obtained, the researcher carefully planned activities using two drama techniques: roleplaying focused on improvisation, and imitation. The treatment lasted 6 sessions and at the end it was obtained students' development thanks to the KET test. Finally, students' interaction, participation, and performance were carefully analyzed due to the collected footage which showed they did enjoy the planned activities for the classroom. But also, their speaking improvement was analyzed and proved using the Wilcoxon signed rank test. In that way, the researcher determined the positive and negative effects of using drama techniques in the development of students' speaking skills.

CHAPTER II. METHODOLOGY

2.1 Resources

2.1.1 Population

For conducting this research, the participants involved were 35 students in total, 24 women and 11 men. They were first semester students who were enrolled to the subject Conversational English as part of the “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. This research lasted 1 week in which all the participants received 6 sessions through online guidance.

2.1.2 Instruments

- A pre-test and pos-test to identify students’ level of proficiency of the speaking skill. This instrument was taken from the KET sample test designed by Cambridge. This test was an interview aimed to pairs and to last at least 10 minutes. The pre-test was taken at the beginning of the experiment to identify their level of proficiency in the speaking section. Eventually, students took the post-test after the treatment with drama techniques (improv roleplay and imitation) to determine if they did improve their level of speaking proficiency.
- The WhatsApp mobile app to interact and send important information related to the experiment to the students. In addition, it was used to check on students concerns, to remind them the activities they need to do, and to solve any doubt they might have when they were at home doing the activities.
- The ‘Start Up 2’ from Pearson which is the book that participants worked with as first semester students. The book contains 10 units, and it was used to create 10 topics according to each unit.
- One Drive platform to gather all the recorded footage of the participants’ activities and to give them the unit topics (activities recorded only). Also, to

maintain a trustful schedule, the footage and the previously mentioned improv roleplay' topics and imitation's activities.

- Power Point presentations about drama techniques to maintain participants interested on the experiment. It was also used to introduce the topic, to give the proper acknowledgements to the participants, and to give the experiment an adequate ending.
- Zoom to have online classes. Normally, this kind of experimental procedure would be lot easier within a presential face-to-face environment. However, even though Coronavirus pandemic was partially over, we were still working online to maintain a safer outsider for everyone.

2.1.3 Procedure

This investigation followed a schedule using Zoom which lasted 1 week with 6 sessions in total (1 for pre-test, 4 for the experimental procedure, and 1 for the post-test)

In the **first session**, the researcher introduced himself to the participants, talked about his project's objective, and explained the next 4 sessions (2 of improv-roleplaying and 2 of imitation) with the experimental group. In addition, due to quasi-experimental purposes, the researcher worked with half the class to fulfill the process within a week and luckily students were excited to help with the process. After that, the researcher started the pre-test using the KET speaking section.

By the **second session**, the researcher provided his Zoom room to the experimental group through WhatsApp a day before. Once most volunteers attended to the class, the researcher explained what improv-roleplaying is and how they were going to work. In addition, researcher provided the One Drive doc file link with the improv-roleplaying topics provided by 'Start Up 2' from Pearson. Next, students were randomly organized in pairs thanks to breakout rooms and, of course, their participation were recorded after following the next instruction: Work in pairs and choose a topic you both like. Wait until the teacher access to your breakout room and start to improvise for 2 minutes tops

(be ready to the questions). Furthermore, **third session** worked the same, but participants had to choose a different topic than the session before.

In the **fourth and last experimental session**, due to previous researcher's explanation through Zoom and WhatsApp, students attended with just one instruction to accomplish. The instruction was: Work with a partner or by yourself, and search for a movie scene or song you would like to imitate for 2 minutes. This activity's objective was to rout students' shame when they must talk using the foreign language (The imitation experimental part was recorded a few times because of Covid-19's sixth wave called 'Omicron' and some students were unable to attend on the day proposed because they got sick. Fortunately, students were vaccinated before, so there were no high risks.)

On the **sixth and final session**, all the participants took the KET speaking section again. After each interview, the researcher showed his gratitude to his students. It had to be said because it was 1 week of hard and excellent work thanks to them.

2.2 Methods

Basic methods of investigation

The present project was stablished in the following types of investigation and research:

Quasi-Experimental research

According to Sampieri (2010), a quasi-experimental research tends to analyze the independent variable effects on the dependent variable manipulating the process to get quantitative results. Hence to analyze these variables' behavior, it was applied quantitative research, and Watson (2015) described it as implying different methods regarding the investigation phenomena by using statistical data. This research had "Drama techniques" as independent variable and the speaking skills as the dependent one. Therefore, it was needed to work with half of the class to analyze the effects between the two variables.

Bibliographic or documentary research

This paper based its information on bibliographical research such as books, scientific articles, posted papers, and investigative research on scientific platforms such as IJALEL, Science Direct and more. In addition, Allen (2017) explained that a research

fundamentals is based on the reliability of the collected data, the information gathered about other resources, and the further analysis given to the found documents. All the collected information about drama techniques and speaking skills gave a clear idea of the impact these two variables had on the individuals and how it can affect students' English learning perspective.

Field research

This project was conducted on the first semester of PINE. Having that into consideration, the researcher had a closer approach with the purpose and the objectives of the study thanks to the analysis and proved data. In addition, the field had a good working environment due to individuals' cooperation. Even though, Covid-19 had changed the life of people, it had to be said that their cooperation and their hard work allowed to accomplish this paper's general objective.

Level or type of research

Exploratory level

This project resources and techniques approach to be innovative because drama techniques such as roleplaying had been seen before. Nevertheless, roleplaying where people must improvise dialogues and imitate gestures is an innovative idea. In addition, due to gathered footage the conclusions area will be extensive and more interpretative than other papers.

2.3 Hypothesis

Alternative

The use of drama techniques does contribute positive effects to the development of students' speaking skills.

Null

The use of drama techniques does not contribute positive effects to the development of students' speaking skills.

2.4 Variable identification

Independent: Drama techniques

Dependent: Speaking skills

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and findings gathered from 6 sessions: before, during and after the treatment.

Students scores' results on the pre-test and post-test KET speaking section were carefully analyzed to prove this project's main objective. This test has 3 subscales (Grammar & vocabulary, pronunciation, and interactive communication). Normally, this rubric maintains a set grade of 20, but to make it statistical understandable, it had been adapted to get a grade over 10 thanks to Excel Microsoft program.

After gathered the data from the experimental group it was proceeded to apply a normality test to find out which test would the most suitable for the analysis. At the end, the Wilcoxon ranks tests was the most suitable for the analysis.

Nevertheless, following tables and figures down below had been adapted to have a clear explanation and data interpretation.

Table 1. Pre-test and post-test result over 10

Researched Group	Pre-test	Post-test
Student 1	5,33	9,33
Student 2	9,33	10,00
Student 3	8,00	9,33
Student 4	5,33	6,00
Student 5	6,00	8,00
Student 6	7,33	8,67
Student 7	6,00	7,33
Student 8	8,00	8,00
Student 9	5,33	6,00
Student 10	5,33	6,00
Student 11	10,00	10,00
Student 12	9,33	10,00
Student 13	8,00	8,67
Student 14	5,33	5,33
Student 15	9,33	9,33
Student 16	10,00	10,00
Student 17	6,00	8,00
Student 18	7,33	7,33
Student 19	5,33	6,00
Student 20	6,67	7,33
Student 21	7,33	8,67
Student 22	7,33	8,00
Student 23	6,00	7,33

Student 24	8,67	8,67
Student 25	6,67	7,33
Student 26	6,67	7,33
Student 27	6,67	7,33
Student 28	5,33	7,33
Student 29	5,33	6,67
Student 30	8,00	8,67
Student 31	6,67	9,33
Student 32	7,33	8,00
Student 33	6,67	7,33
Student 34	5,33	6,00
Student 35	6,00	6,67

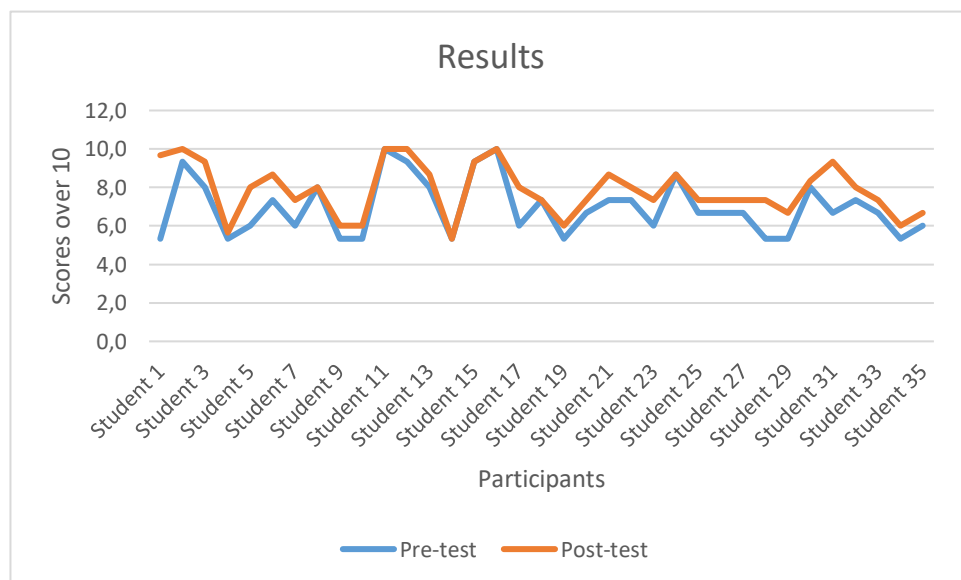
Source: Field research

Author: Rubio, D. (2022)

3.2 Data interpretation

3.2.1 Pre-test and post-test individual grades

Figure 1. Pre-test and post-test result over 10



Source: Field research

Author: Rubio, D. (2022)

Analysis and interpretation

Figure 1 displays a comparison between the pre-test and post-test that the 35 students took. This test was the A2 Speaking Assessment by Cambridge University which grades over 20, but they were transformed into a range of 0 to 10 to have a better understanding of the data recollection.

Due to be many students (35), figure 1 clearly shows the diversity of the students' results before and after taking the pre-test and post-test. Some students did not really need some help with their speaking proficiency because they stand on a perfect grade. On the other hand, other students did get a speaking improvement after using drama techniques, but that interpretation will be stated on the 'verification of the hypothesis' section (3.3).

3.2.2 Control group: pre-test and post-test averages

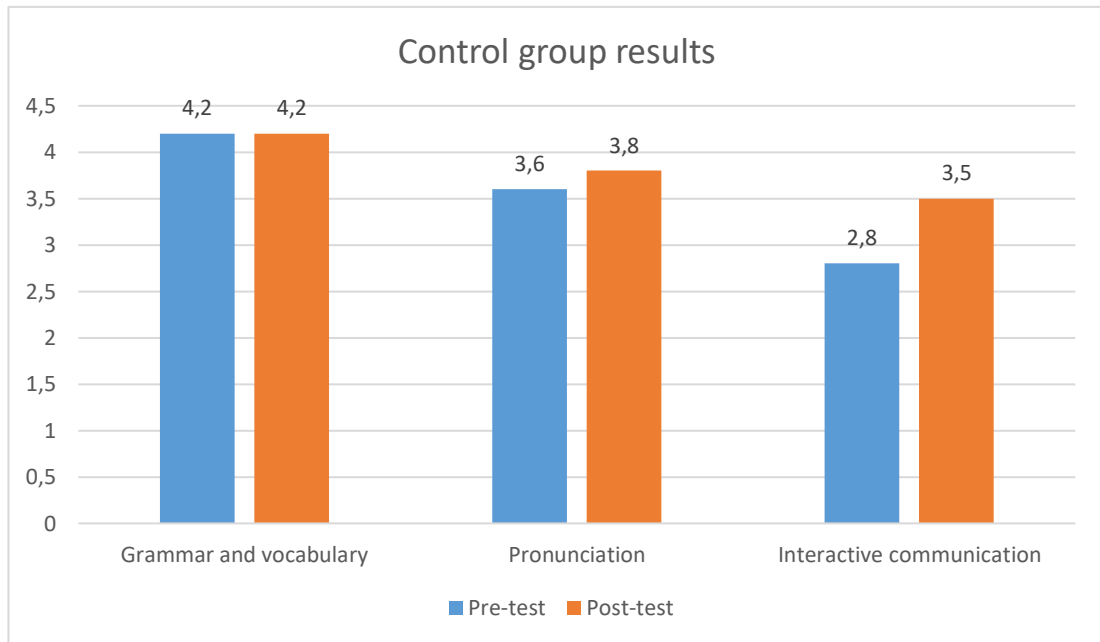
Table 2. Control group averages

Speaking skills	Pre-test	Post-test
Grammar and vocabulary	4,2	4,2
Pronunciation	3,6	3,8
Interactive communication	2,8	3,5
Total	3,5/5	3,8/5

Source: Field research

Author: Rubio, D. (2022)

Figure 2. Control group results



Source: Field research

Author: Rubio, D. (2022)

Analysis and interpretation

Table 2 displays the difference between the pre-test and post-test results among the students from the control group. And, even though they are not from the experimental group it can be seen 0,3 points more after not having the treatment. This means that students from an English program will improve their language in a daily basis.

Nevertheless, the bars from figure 2 shows a different point of view. For example, the grammar and vocabulary's bar stayed in the same score before and after the treatment (4,2). A similar issue happened for the pronunciation subskill's bar. It had just improved 0,2 points while the last bar showed a massive improvement of 0,7 points from the interactive communication subskill. In conclusion, the major improvement got was for interactive communication subskill which is normal because students are normally talking, communicating, hanging out, and discussing each class. That daily process gave them confidence and security.

3.2.3 Experimental group: pre-test and post-test averages

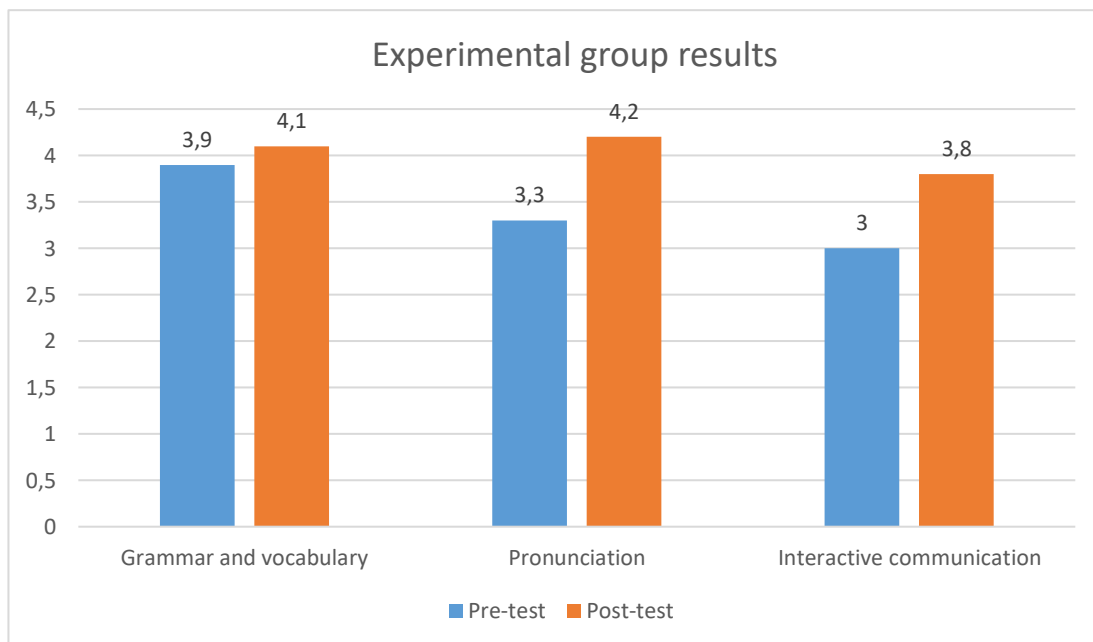
Table 3. Experimental group averages

Speaking skills	Pre-test	Post-test
Grammar and vocabulary	3,9	4,1
Pronunciation	3,3	4,2
Interactive communication	3,0	3,8
Total	3,4/5	4,0/5

Source: Field research

Author: Rubio, D. (2022)

Figure 3. Experimental group results



Source: Field research

Author: Rubio, D. (2022)

Analysis and interpretation

Table 3 shows the difference between the pre-test and post-test results among the students from the experimental group. The numbers speak from themselves showing a difference of 0,6 points more after students having the treatment. Therefore, this proved that drama techniques did improve students speaking skills.

In a further analysis, figure 3 shows numerical differences on each sub-skill score bar than the bars from the control group. The grammar and vocabulary sub-skill bar displays an improvement of 0,2 points after the treatment which means students learned more vocabulary than before. In addition, the second sub-skill bar shows an improvement of almost 1 point which is huge for the pronunciation part hence it is the most important speaking skill. Finally, the third sub-skill bar shows an improvement of 0,8 points for the interactive communication part. This means that students not only have improved the other sub-skills but their social skills too thanks to the drama activities used.

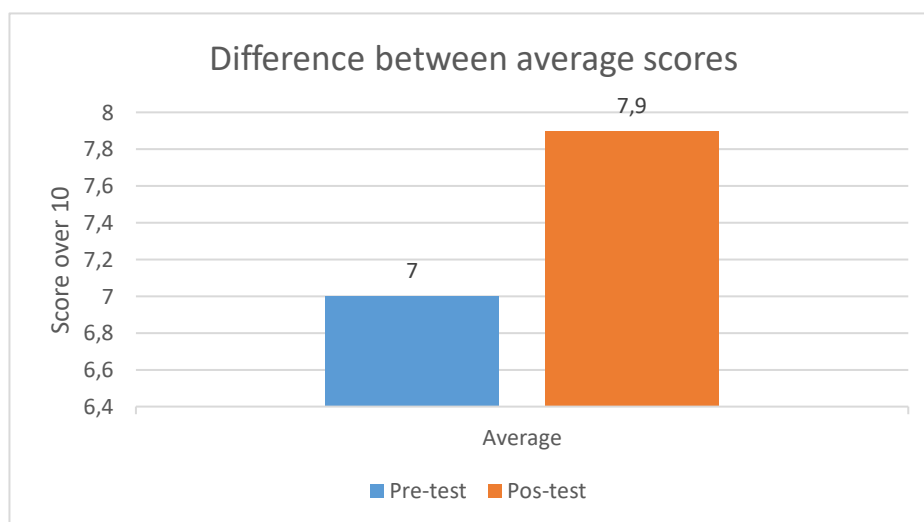
In conclusion, drama techniques did improve students speaking skills, especially the pronunciation sub-skill. Furthermore, students' scores had proved that using drama on classes can improve their speaking skills by doing activities they enjoyed.

3.2.4 Pre-test and post-test average

Table 4. Pre-test and post-test average

Results	Pre-test	Post-test	Difference
Average	7,0	7,9	0,9

Figure 4. Pre-test and post-test average scores



Source: Field research

Author: Rubio, D. (2022)

Analysis and interpretation

Once again, 35 students' data was analyzed, hence figure 4 shows a not-remarkable improvement on the speaking proficiency. Nevertheless, the average of the post-test (7,9) is higher than the average of the pre-test (7,0) which states that the participants did get a speaking improvement. Therefore, students improved almost 1 additional point as a class.

Figure 4 displayed difference proves that the use of drama techniques does improve speaking skills.

3.3 Verification of hypotheses

This paper's main objective is to determine the effects of using drama techniques in the development of the speaking skills. Therefore, the following gathered and analyzed results were from the experimental procedure's students who took and applied the drama techniques. These results were analyzed by using Wilcoxon statistical test with the SPSS program.

3.3.1 Hypothesis statement

Null hypothesis (H₀)

The use of drama techniques does not contribute positive effects to the development of students' speaking skills.

3.3.2 Alternative hypothesis (H₁)

The use of drama techniques does contribute positive effects to the development of students' speaking skills.

3.3.3 Normality test

Table 5. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,212	18	,032	,856	18	,011
Post-test	,146	18	,200	,919	18	,122

a. Lilliefors Significance Correction

Source: Field research

Author: Rubio, D. (2022)

Analysis and interpretation

From this normality test, Shapiro-Wilk's data gathered were taken into consideration because the population is less than 50 participants. Table 4 showed that the significance value of the pre-test (0.011) is less than 0.05 (reliability value), hence the data recollected does not follow a normal distribution. Therefore, a non-parametric test was applied or in other words: a Wilcoxon signed Ranks test was used.

3.3.4 Wilcoxon signed Ranks test

Table 6. Wilcoxon signed Ranks test

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	,00	,00
Positive Ranks	16 ^b	8,50	136,00
Posttest – Pretest	Ties	2 ^c	
	Total	18	

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Source: Field research

Author: Rubio, D. (2022)

Table 7. Test Statistics

Post-test – Pre-test	
Z	-3,532 ^b
Asymp. Sig. (2-tailed)	,001

a. Wilcoxon Signed Ranks Test.

b. Based on negative rank.

Source: Field research

Author: Rubio, D. (2022)

Analysis and interpretation

Table 6 shows that the asymptotic significance, which in other words mean the numerical hypothesis, has a value of 0,001. This value is less than the reliability value (0,05). Therefore, there are evidence to reject the null hypothesis (H_0) and to accept the alternative hypothesis (H_1) “The use of drama techniques **does contribute** to the development of the speaking skills.”

CHAPTER IV.

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- ✓ Analyzed data showed that students did improve their speaking skills after the treatment using drama techniques. Therefore, this paper's main objective confirmed that drama techniques do have a positive effect in the development of students' speaking skills.
- ✓ Figure 2 displays participants were evaluated using the KET speaking section test before and after the treatment. Those averages showed that there is a difference between each time they took the test. Therefore, after the treatment's results proved that students did have an improvement on their speaking proficiency.
- ✓ As far as general knowledge is, teaching English with drama depends on how many techniques are used. Hence, this paper's third objective was to introduce improvisation along roleplaying to create a more natural speaking environment because people cannot have a scripted conversation daily. In addition, imitation technique was introduced to build an environment where students can have fun and make mistakes imitating gestures, phrases, and conversations without having repercussions about it.
- ✓ Recorded and gathered footage of students' performance showed their excitement and participation during the treatment. Even though, there is statistical proof of their participation (Figure 2), the uploaded material displays a significant improvement of confidence, interactive communication, and vocabulary.

4.2 Recommendations

After having a real experience using drama techniques in a full room of students, this paper should recommend to further researchers:

- ✓ For having positive effects using drama techniques to improve students' speaking skills, teacher should pay close attention to students' personal motivators. Therefore, the use of the imitation technique is recommended to apply because it can be used as a fun activity that motivate students to participate. For example: imitate a movie scene you like.
- ✓ For identifying students' speaking skills it should be used standardized tests such as the KET test. Since they are full of instructions, guidance, and the data they provide are reliable enough to continue with an evaluation or analysis.
- ✓ For describing an adequate use of drama techniques is recommended to apply examples and activities that you would like to be part of too. Imitation and improvisation were used because it felt comfortable to everybody including the teacher.
- ✓ For having a positive student-teacher relationship in an online learning environment it is recommended to use technological aids that everybody have access to. Search for appropriate tools to organize your schedule and students will follow it easily such as Zoom, One Drive, etc.

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ANNEXES

Annex 1: Approval

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 18 de Octubre 2022

Doctor,

Mg. Marcelo Núñez

Presidente

Unidad De Titulación

**Carrera De Pedagogía De Los Idiomas Nacionales Y Extranjeros
Facultad De Ciencias Humanas Y De La Educación**

Yo, Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del trabajo de titulación bajo el tema: "DRAMA TECHNIQUES AND THE SPEAKING SKILL" propuesto por el estudiante RUBIO RAMOS DARIO JUNIOR, portador de la cédula de ciudadanía 0803323146, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Mg. Sarah Jacqueline Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2: Lesson Plans

LESSON PLAN JANUARY 5th 2022

Teacher: Dario Rubio	
Class: First semester	Date: January 5 th , 2022
Topic	Pre-test
Objective	Students will be able to take the KET speaking section.
Resources	<p>Zoom class</p> <p>PPP: Introducing the project: https://utaedu-my.sharepoint.com/:p:g/personal/drubio3146_uta_edu_ec/ERg31SmQoRxCtL7W9hDd1Q8B9CYumKmIm7ut9uOV-6sLkA?e=Ovfde6</p> <p>Ket Speaking Test 3</p>
Activities	Time
PPP: Introducing the project	10 min
Agenda: Project Explanation <ul style="list-style-type: none"> - Introduction to the drama techniques - Selection of participants for the project 	
Activity	50 min
<p>Students will do a KET speaking exam.</p> <p>Both, the teacher, and students will participate in aKET Exam.</p>	

Rubric

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	<p>Is intelligible.</p> <p>Intonation is generally appropriate.</p> <p>Sentence and word stress is generally accurately placed.</p> <p>Individual sounds are generally articulated clearly.</p>	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

RESOURCES

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PRE-TEST

INTRUCTIONS: This a test for diagnosing your English-speaking level. It has two speaking parts, and it is done in pairs.

Part 1 contains questions of a factual and personal nature to each candidate.

Part 2: candidates talk to each other about some pictures and a prompt question given by the interlocutor who also leads a follow—up discussion on the same topic.

TIME: 5-8 min per pair.

TEST

Phase 1: Questions about factual and personal nature.

What's your name?

How old are you?

What nationality are you?

Where do you live?

Do you work or are you a student? What do you do/ study?

Are you married?

Have you got a boyfriend / girlfriend?

Can you spell your family name?

Do you enjoy studying English?

Why? Why not?

Do you think that English will be useful for you in the future?

Have you got any brothers or sisters?

Have you got any children?

How do you get to school?

How long does it take to come to school?

Tell me about your day at school/college

Tell me about your family

What are your favorite foods?

What are your hobbies?

What are your plans after school?

What did you do yesterday / lastweekend?

What do you do in your spare time?

What do you study?

What are your favorite subjects? What's your job? What do you do?

Phase 2: Topic-based

University

What subject do you like best?

Do you like English?

What clothes do you wear to school?

Do you wear a uniform? Who do you live with?

What time do you finish college?

Do you finish college at 4 o'clock? What do you eat after college?

Do you eat snack after college?

Do you get a lot of homework every day?

Did you do any homework yesterday? Do you like homework? Why?

Home

Who do you live with?

Do you live with your family?

How many bedrooms are there in your house?

Are there three bedrooms in your house?

Where do you watch TV at home?

Do you watch TV in the kitchen?

PART 2

Phase 1: Conversation about hobbies

Do you like these different hobbies? Why?



Do you think ...

... playing football is fun?

... playing an instrument is difficult?

... playing computer games is boring?

... reading is interesting? ... painting/drawing is easy?

Phase 2: Follow-up questions

Do you prefer to spend your free time alone or with other people? Why?

Which is more fun, playing sports or watching sports? Why?

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**PROYECTO DE TITULACIÓN:
“DRAMA TECHNIQUES AND THE SPEAKING SKILL”**

EXPERIMENTAL PROCEDURE SCHEDULE

Researcher: Rubio Ramos Dario Junior

Level: 1st Semester (A2)

Objective: To determine the effects of using drama techniques in the development of the speaking skill from students of first semester of PINE.

Type of experiment: Quasi-experimental

Teacher: Mg. Parra Lorena

SESSIONS			
Days	Topic	Time	
January 5, Wednesday	Introduction, explanation of the project, and introduction of the drama techniques. + Pre-test	1 hour +	Teaching hours
January 6, Thursday	Experiment (1 st class: Drama technique 1: Improv Roleplaying)	1 hour	Outside the schedule (11am)
January 7, Friday	Experiment (2 nd class: Drama technique 1: Improv Roleplaying)	1 hour	Outside the schedule (16pm)
January 10, Monday	Experiment (3 rd class: Drama Technique 2: Imitation) Students will search for a scene of a movie or tv series to imitate for 2 mins.	1 hour	Tutoring hours (16pm)
January 11, Tuesday	Experiment (4 th class: Drama Technique 2: Imitation, 2 nd part)	1 hour	Outside the schedule (11am)
January 12, Wednesday	Post-test	1 hour +	Teaching hours

LESSON PLAN 6&7 JANUARY 2022

Teacher: Dario Rubio	
Class: First semester	Date: Thursday and Friday
Topic	Improv Roleplaying Activity
Objective	Students will improve their speaking skill using improv roleplaying
Resources	<ul style="list-style-type: none"> - Zoom class: https://zoom.us/j/96518446712?pwd=U0N2T2E0dTJnMVNjN2E0OEkrNDIjUT09 - Unit Topics from the book Start Up 2 by Pearson: https://utaedu-my.sharepoint.com/:w:/g/personal/drubio3146_uta_edu_ec/ETkVTD3ZgFFPp2XjqleKNsEBXnIqwCbru7EHZPZXZA90rA?e=QIF6xW - Start Up 2 units
Activities	Time
Practicing Improv Roleplaying	1 hour
<ul style="list-style-type: none"> - Teacher will explain the agenda to the students - Students will choose one topic from the units and will work in partners - Teacher will set breakout rooms in order students practice improv roleplaying - Teacher will guide any doubt and will be jumping to each breakout room. <p style="color: red; text-align: center;">Students will practice improv roleplaying for 2 sessions using different topics (Thursday and Friday)</p>	

UNIT TOPICS

1 What do you do?

Talk with your partner about your daily routine. What do you do in the morning? What time do you have lunch? Are you studying, working, etc.? Do you have any hobbies?

2 Who is that?

Talk with your partner about your favorite family member. Describe his/her personality. How is your relationship with her/him? What abilities this person have?

3 What are you doing today?

Pretend one of you is arriving late to the movies and the other is waiting on you. Talk about what were you doing, what happened, and why you should watch a movie you have picked.

4 Whose phone is this?

You ran into your friend after a long day. Turns out that you left your phone in the taxicab and you and your friend are trying to reach it back.

5 Any plans for the weekend?

You and your partner are planning a meeting with your friends from high school for the weekend. You can talk about who can come, and who can't and why.

6 Are you OK?

A friend of yours told you that is sick, and you are asking how you can help him/her with medication or some meals that will make her/him feel better.

7 How do I get there?

You are visiting Ambato and you are asking for directions because you want to do some sightseeing a little bit. Ask for touristic places, traditional meals, and where you can get a souvenir.

8 How was your vacation?

Talk about the last holiday you have. Describe how was the weather, the things you did being there, and how was the trip.

9 What's for dinner?

You are in a restaurant and the waiter approaches to ask you what you want. You talk a little bit about your like and dislikes. What is the today's meal, etc.

10 Where are you going?

You and your partner talk about Christmas vacations. Both of you are planning to go to visit someone far away. Also, you are going to talk about your plans once you arrive there.

LESSON PLAN 10&11 JANUARY 2022

Teacher: Dario Rubio	
Class: First semester	Date: Monday 10 and Tuesday 11
Topic	Imitation Activity
Objective	Students will imitate any movie scene or song to improve their speaking skills
Resources	<ul style="list-style-type: none"> - Zoom class: https://zoom.us/j/96518446712?pwd=U0N2T2E0dTJnMVNjN2E0OEkrNDIjUT09 - Youtube or other sources - Footage recollection folder: https://utaedu-my.sharepoint.com/:f:/g/personal/drubio3146_uta_edu_ec/EmgkHH2m8KVEg8q8k05ouaIBGniDUt2kRD6rmtUR4m_i2g?e=4qvf4f
Activities	Time
Practicing Imitation	1 hour
<ul style="list-style-type: none"> - Teacher will explain the agenda to the students - Students will come and talk about the scene/song they have chosen - Teacher will set breakout rooms in order students practice imitation - Teacher will guide any doubt and will be jumping to each breakout room. 	

LESSON PLAN JANUARY 12TH 2022

Teacher: Dario Rubio	
Class: First semester	Date: January 12 th , 2022
Topic	Post-test
Objective	Students will be able to take the KET speaking section.
Resources	<ul style="list-style-type: none"> - Zoom class - KET Speaking Test 3
Activities	
Activity	
<ul style="list-style-type: none"> - Students will do a KET speaking exam. - Both, the teacher, and students will participate in a KET Exam. 	
Time	
60 min	

Rubric

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

RESOURCES

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PRE-TEST

INTRUCTIONS: This a test for diagnosing your English-speaking level. It has two speaking parts, and it is done in pairs.

Part 1 contains questions of a factual and personal nature to each candidate.

Part 2: candidates talk to each other about some pictures and a prompt question given by the interlocutor who also leads a follow—up discussion on the same topic.

TIME: 5-8 min per pair.

TEST

Phase 1: Questions about factual and personal nature.

What's your name?

How old are you?

What nationality are you?

Where do you live?

Do you work or are you a student? What do you do/ study?

Are you married?

Have you got a boyfriend / girlfriend?

Can you spell your family name?

Do you enjoy studying English?

Why? Why not?

Do you think that English will be useful for you in the future?

Have you got any brothers or sisters?

Have you got any children?

How do you get to school?

How long does it take to come to school?

Tell me about your day at school/college

Tell me about your family

What are your favorite foods?

What are your hobbies?

What are your plans after school?

What did you do yesterday / lastweekend?

What do you do in your spare time?

What do you study?

What are your favorite subjects? What's your job? What do you do?

Phase 2: Topic-based

University

What subject do you like best?

Do you like English?

What clothes do you wear to school?

Do you wear a uniform? Who do you live with?

What time do you finish college?

Do you finish college at 4 o'clock? What do you eat after college?

Do you eat snack after college?

Do you get a lot of homework every day?

Did you do any homework yesterday? Do you like homework? Why?

Home

Who do you live with?

Do you live with your family?

How many bedrooms are there in your house?

Are there three bedrooms in your house?

Where do you watch TV at home?

Do you watch TV in the kitchen?

PART 2

Phase 1: Conversation about hobbies

Do you like these different hobbies? Why?



Do you think ...

- ... playing football is fun?
- ... playing an instrument is difficult?
- ... playing computer games is boring?
- ... reading is interesting? ... painting/drawing is easy?

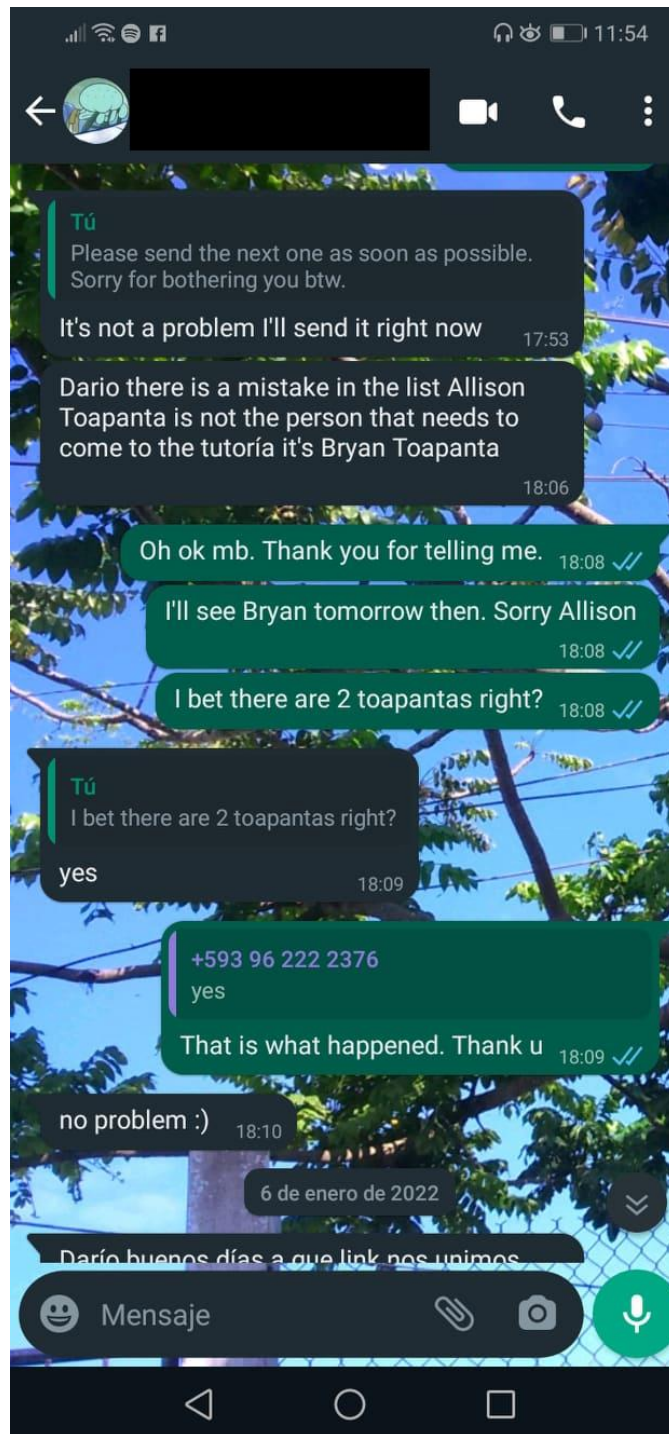
Phase 2: Follow-up questions

Do you prefer to spend your free time alone or with other people? Why?

Which is more fun, playing sports or watching sports? Why?

Annex 3: Several tools used

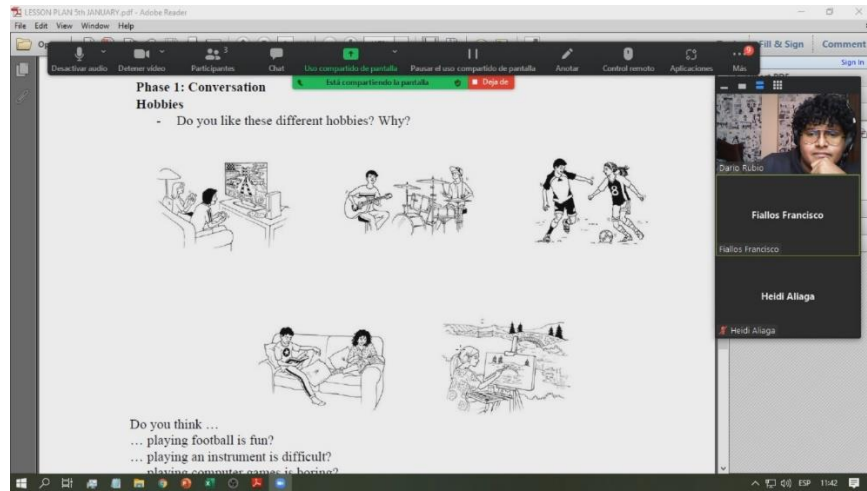
- WhatsApp



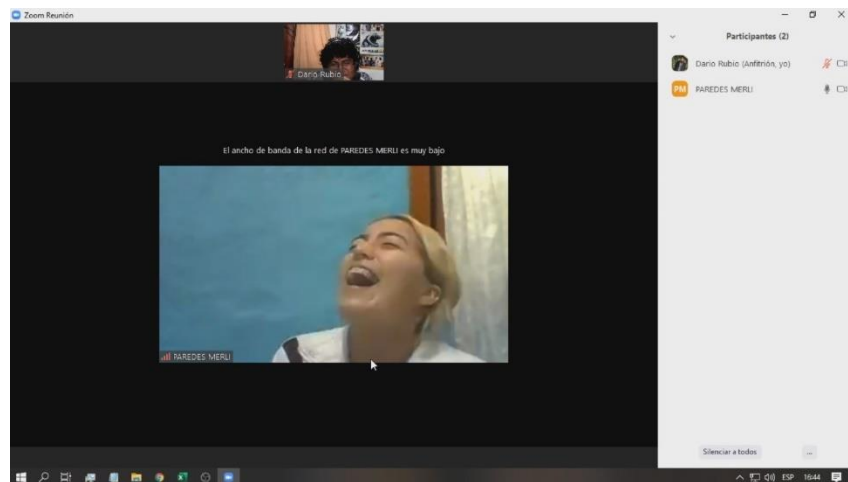
Source: Rubio, D. (2022)

Note: WhatsApp used to maintain communication with the treatment group, especially with the class's president.

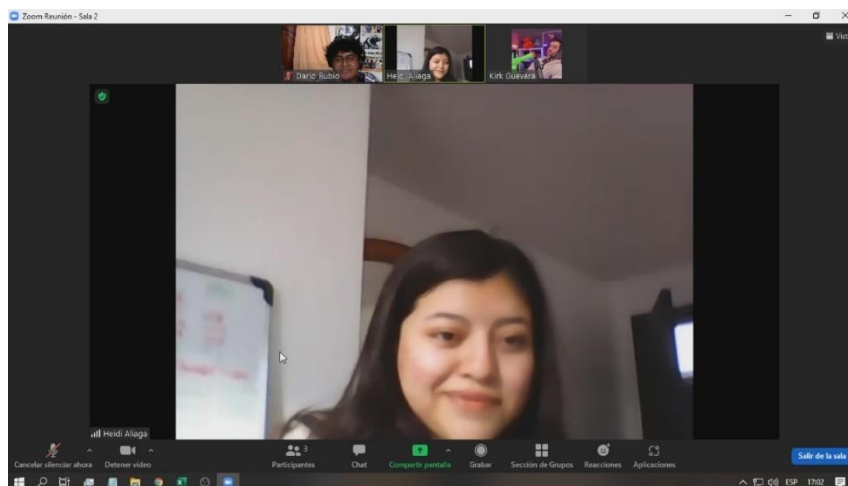
- **Gathered footage**



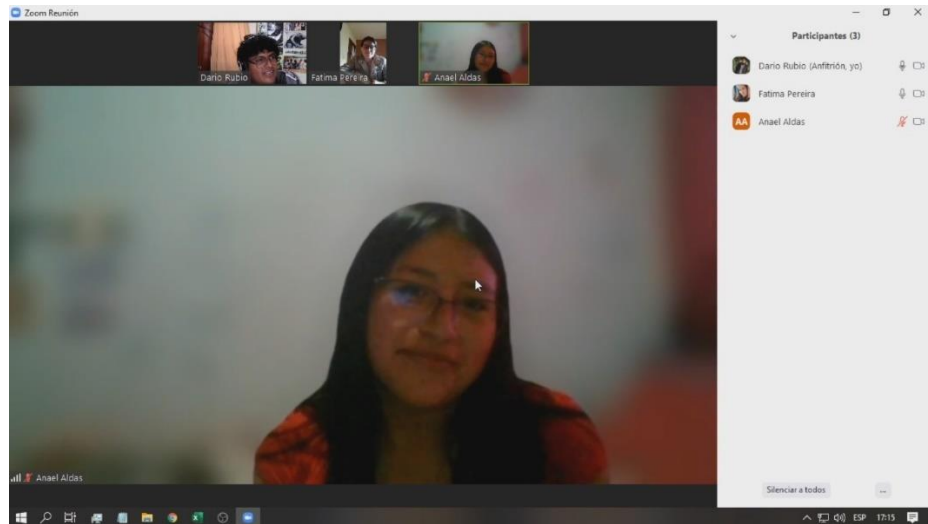
Source: Rubio, D. (2022)



Source: Rubio, D. (2022)



Source: Rubio, D. (2022)



Source: Rubio, D. (2022)

Note: Footage collected was completely used to analyze students' interaction, cooperation, and performance. And, as usual, some students had connectivity problems. Nevertheless, students showed enthusiasm and improvement with or without the needed peripherals.

Annex 4: Urkund report



Document Information

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