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APPLIED LINGUISTICS SCHOOL

THESIS REPORT:

DRAMA AS A TECHNIQUE TO DEVELOP COMMUNICATIVE SKILLS IN
THE THIRD YEAR OF BASIC GENERAL EDUCATION STUDENTS FROM
“JUAN MONTALVO” SCHOOL IN ESMERALDAS 2017.

TESIS DE GRADO

EL DRAMA COMO TÉCNICA PARA DESARROLLAR LAS DESTREZAS
COMUNICATIVAS EN LOS ESTUDIANTES DEL TERCER AÑO DE LA
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“I, DIANA CAROLINA NAZARENO ARCE, declare that the investigation in the current thesis report research is absolutely original, authentic, and personal.

The content of this research is an exclusive legal and academic responsibility of the author and PUCESE.”

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DEDICATION

To God and to my parents who gave me their support and love in my career.

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I would like to express my sincere gratitude to all who have made possible to achieve this goal. My sincere gratitude and respect to my teachers of English who gave me their unconditional support in every step of this process. Thus, I would like to express my gratitude to my thesis advisor because of her patience and love which contributed to the culmination of this dream.

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TABLE OF CONTENTS

COVER.....	i
DISSERTATION COMMITTEE.....	ii
AUTHORSHIP.....	iii
AKNOWLEDGMEENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF GRAPHS.....	vi
RESUMEN.....	vii
ABSTRACT.....	viii
THEORETICAL FRAMEWORK	
1. INTRODUCTION.....	1
1.2 OBJECTIVES OF THE STUDY.....	2
1.2.1 GENERALOBJECTIVES.....	2
1.2.2 SPECIFIC OBJECTIVES.....	2
2. JUSTIFICATION.....	2
3. THEORETICAL BACKGROUND.....	3
3.1 DEFINITION OF DRAMA.....	3
3.2 METHODS FOR ENGLISH LANGUAGE TEACHING.....	3
3.3THE LUDIC METHODOLOGY FOR THE ENGLISH LANGUAGE TEACHING.....	7
3.4 THE USE OF DRAMA IN THE ENGLISH LANGUAGE TEACHING- LEARNING PROCESS	8
3.5THE IMPORTANCE OF DRAMA IN LANGUAGE TEACHING.....	9
3.6BENEFITS OF THE USE DRAMA IN LANGUAGE TEACHING.....	10

3.7 PEDAGOGICAL AND PSYCHOLOGICAL THEORIES.....	13
3.8THE SOCIOCULTURAL APPROACH.....	13
3.9 THE ZONE OF PROXIMAL DEVELOPMENT.....	14
3.10MULTIPLE INTELLIGENCES.....	14
4. RESEARCH ANTECEDENTS.....	15
5. LEGAL FOUNDATION.....	18
6. METHODOLOGY.....	19
6.1 METHODOLOGICAL APPROACH.....	19
6.2 TYPE OF STUDY.....	19
6.3 VARIABLES OF THE RESEARCH.....	19
6.4 POPULATION AND SAMPLE.....	19
6.5 DATA PROCESSING.....	20
6.6 TECHNIQUES.....	20
6.7 METHODS.....	20
7. RESULTS.....	20
7.1 OBSERVATION.....	20
7.2RESULTS OF THE SURVEY APPLIED TO ENGLISH LANGUAGE TEACHERS.....	22
7.3 RESULTS OF THE SURVEY APPLIED TO STUDENTS.....	27
8. DISCUSSION.....	32
9. CONCLUSIONS AND RECOMENDATIONS.....	33
9.1 CONCLUSIONS.....	33
9.2 RECOMMENDATIONS.....	33

10. PROPOSAL.....	34
11. REFERENCES.....	40
11.1 BIBLIOGRAPHY.....	40
12. APPENDICES.....	43
12.1 APENDIX 1.....	43
12.2 APENDIX 2.....	45
LIST OF GRAPHICS	
RESULT OF THE SURVEY APPLIED TO ENGLISH LANGUAGE TEACHERS...	22
FIGURE 1: WHAT DRAMA TECHNIQUE IS.....	22
FIGURE 2: THE USE OF DRAMA TECHNIQUE WITH THE STUDENTS.....	23
FIGURE 3: THE IMPORTANCE TO USE DRAMA TECHNIQUE TO IMPROVE THE COMMUNICATIVE SKILLS.....	24
FIGURE 4: ENGLISH CLASSES WILL BE SUCCESFUL USING DRAMA TECHNIQUE OR TRADITIONAL TECHNIQUES.....	25
FIGURE 5: APPLIYING DRAMA TECHNIQUE THE STUDENTS WILL BE MOTIVATED TO DEVELOP THEIR COMMUNICATIVE SKILLS.....	26
RESULTS OF THE SURVEY APPLIED TO STUDENTS.....	27
FIGURE 1: STUDENTS KNOW WHAT DRAMA TECHNIQUE IS.....	27
FIGURE 2: STUDENTS LIKE THE WAY THAT TEIR TEACHERS TEACH THEM ENGLISH.....	28
FIGURE 3: STUDENTS RECEIVE LESSON INTENDED FOR TEACHING COMMUNICATIVE SKILLS.....	29
FIGURE 4: STUDENTS WOULD LIKE THEIR TEACHERS APPLY A NEW COMMUNICATIVE WAY TO TEACH ENGLISH.....	30

FIGURE 5: STUDENTS WOULD LIKE THEIR TEACHERS USE THE DRAMA TECHNIQUE TO TEACH THE ENGLISH LANGUAGE.....	31
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ABSTRACT

A descriptive investigation was carried out to analyze the influence of the use of the drama technique to develop the communicative skills in the students from third year of basic general education at “Juan Montalvo” School in Esmeraldas, using the deductive and inductive methods, a bibliographical research about the drama technique in the English teaching-learning process was done. Some instruments were applied such as a survey and an observation. The population was formed by 42 students, 2 teachers and, the sample was composed by 42. The results showed that the students of the educational institution already mentioned, present difficulties in the communicative skills because of the lack of activities which allow them to improve the use of the communicative skills that are necessary for the students’ linguistic development. The teachers would have consider that the communicative skills influence in a positive way in the students because they will help them to increase the motivation to work actively in classes, avoiding the boredom and the distraction. In conclusion, the general results of this investigation coincided with results of previous investigations related to the topic of the influence of the use of drama in the development of the communicative skills, both supported by the application and use of didactic materials for improving students’ communicative skills and the English language knowledge. For instance, they had developed some strategies and methodologies, teachers can work with in their lessons. The author of this investigation had also designed a set of exercises, so that teachers can use them in their lessons for engaging students and making them to work actively with communicative tasks. Through these exercises learning turned to be very significant and motivation increased for developing of all the other skills.

Key Words: communicative skills, technique, drama, Educational Institution.

RESUMEN

Se realizó una investigación descriptiva acerca de la influencia del uso de la técnica del drama en el desarrollo de las habilidades comunicativas del idioma inglés en los estudiantes de la Unidad Educativa “Juan Montalvo”, usando el método inductivo y el deductivo, se realizó una revisión bibliográfica sobre el drama en la enseñanza del inglés. Se aplicaron instrumentos de investigación como la encuesta y la observación. La población estuvo formada por 42 estudiantes y 2 profesores, la muestra de 42. Los resultados mostraron que los estudiantes de la institución educativa ya antes mencionada presentan dificultades en las habilidades orales por la falta de actividades relacionadas con diálogos, las cuales permiten despertar el interés en el uso de las destrezas comunicativas que son necesarias para el desarrollo lingüístico de un estudiante. Los profesores deberían considerar que las destrezas comunicativas influyen de manera positiva en los estudiantes porque les ayudaran a incrementar la motivación a trabajar de manera activa en clases evitando el aburrimiento y la distracción. En conclusión, los resultados generales de esta investigación coincidieron con resultados de previas investigaciones relacionadas con el tema de la influencia del drama en el desarrollo de las habilidades comunicativas del idioma inglés, las cuales apoyan la aplicación y uso de materiales didácticos para mejorar dichas destrezas en los estudiantes y el dominio del idioma . Para ello, se han desarrollado algunas estrategias y metodologías las cuales los profesores pueden utilizar en sus clases. La autora de esta investigación ha diseñado un grupo de ejercicios que los profesores pueden utilizar para motivar e involucrar a los estudiantes a trabajar de manera activa, con el uso del drama. A través de estos ejercicios el aprendizaje se desarrolla de manera significativa y la motivación aumenta para el desarrollo de otras destrezas.

Palabras clave: habilidades comunicativas, técnicas, drama, Unidad Educativa

1. INTRODUCTION

The English language is mostly spoken by everyone, and it is actually being taught in different parts around the world as a foreign or as a second language. When a foreign language is being learned, students need to get used to it and apply themselves the skills such as speaking, listening, reading, and writing.

At present, many teachers must face problems that are already common as the monotonous way to teach this language. They are neglecting the useful dynamism and motivation in the classroom which is very necessary to teach a foreign language. That is the reason why some students do not have the required knowledge in the development of the four skills of the language, in order to make some progress in this language. Because of that fact, they are not sure of what they have learned, and they cannot avoid thinking in their mother tongue, while they try to translate a word or a sentence into English they mix ideas in English with their mother tongue losing the idea that they want to express, therefore, they feel ashamed and disappointed. This situation exasperates teachers who have to investigate other techniques already used and styles of learning.

Among the techniques that can help teachers, there is one known as the drama. This will give a new perspective to the way to teach English, making learning more practical and helping the students to improve their knowledge and communicative skills. However, there is still a necessity to help teachers to know how this technique develops the students' communicative skills in English. This allows the investigator to state the following problem of investigation:

How may the technique of drama develop the students' communicative skills in English?

Other important questions to consider are:

What is the current situation of teachers from "Juan Montalvo" school in relation to the use of drama to develop the communicative skills in English classes?

What kind of exercises would be useful using drama to develop the students' communicative skills in the English Language?

1.2. OBJECTIVES

1.2.1. General objective:

To analyze how the drama may develop the students' communicative skills in the English language.

1.2.2. Specific Objective:

To diagnose how teachers use the drama in the English language lessons for the development of students' communicative skills at "Juan Montalvo" school.

To design a set of exercises to develop the students' communicative skills in the English Language through drama.

2. JUSTIFICATION

Monotonous lessons affect student's learning that is why lesson should be taught as dynamic as possible. It is very important that teachers take it as an important element when teaching English, so it would be of a great importance to use different teaching techniques to have students improve their communicative skills.

This investigation is very important because it will permit to know which teaching techniques teachers use in their lessons to develop students' communicative skills. It also will show how teachers can use Drama as a technique to develop these skills at "Juan Montalvo" school, the author will also provide a group of exercises which teachers can use to develop these skills, through the technique of Drama.

3. THEORETICAL BACKGROUND

3.1. Definition of Drama

Calle, D. (2011) states the word drama comes from the Greek verb “to do or to act”. This has been expressed in ancient times and it was executed in front of spectator or a stage to the delight of the audience.

Nowadays, the drama is expressed in theaters as art which allows us to appreciate the characters acting in different roles. But from an educational point of view we can say that the drama allows students to develop skills in different roles interpreted, acting freely and making movements, gestures or starring a character never known before.

According to Üstündağ, T. (1997) drama is an important model of learning permits children to think about their individual and social problems. Children learn to explore and solve problems that they have created with their own experience and bring to a real world by means drama.

Through the technique of drama, children are taught a foreign language which can be attractive and easy to be learned if this technique is applied and the conventional way of teaching English is replaced.

3.2. Methods for English Language Teaching

Richards, J and .Rogers, T. (2014), give a summary of the different methods for English Language Teaching:

The Grammar Translation Method

This method was first known in the United States. It consists of a mental discipline to study a foreign language. Sentences and texts are translated through an analysis of grammatical rules, memorizing, manipulating and understanding morphology and syntax of the foreign language. Also, it is focused on reading and writing skills giving a

little attention to the speaking and the listening skills and introducing the vocabulary by reading texts.

The Direct Method

It is also called the natural method. The direct method was the result of the response towards the grammar-translation method. It was based on the presumption that the learners of foreign and second language should directly think in English. It is against the translation of oral and written texts and centers the attention on telling the meanings of the words through demonstration and actions with real objects. As a method, it is focused on a second language doing discussion and conversations. The use of the target language and the teaching of the oral skills are the principal goals in this method. The vocabulary is practiced and introduced by visual materials and an inductive approach is used to teach grammar.

Audio-Lingual Method

The Audio-Lingual Method is founded on the behaviorist theory, which introduces learning through a system of reinforcement. Also called The Army Method, related to the Direct Method, The Audio-Lingual Method does not have the need to use the native language because, it has direct teaching of language and the students are drilled.

Drills include:

Repetition: To repeat statements as soon as students hear

Inflection: Words that appear in another form in a sentence and are repeated

Replacement: To replace words by others

Restatement: Statements re-phrases

The Structural Approach Method

This method aims grammar rules together to be learned following the same order.

The structural approach as the direct method employs the same technique but the reading and the writing skills are not totally neglected. It is based on the sound principles of the language learning. This method says that the arrangement of the words in such way as to form an appropriate guide and that guide may make the meaning of

the language clear and easy to understand. As any language has its own structure and to give a decent appearance, the structural approach tries to give an understanding through grammatical rules to provide an understandable meaning.

Suggestopedia Method

It is a method developed by Georgi Lozanov, a Bulgarian psychotherapist used to learn foreign languages. In 1970 he applied it as a positive suggestion teaching later focused on the suggestive learning also known as "suggestopedia". This method is introduced in a pleasant, comfortable environment where the learners can feel more comfortable, confident and the process of teaching should be successful. Also, the classical music takes an important place because this can relax the learners and create a positive environment to establish a relationship between a teacher and a student as the same in a parent-relationship.

Total Physical Response Method(TPR)

This method works with actions such as listening and responding intended for two purposes: to know the meaning of words in the language that is being learned, and understand the structure of a language through passive learning. The teacher gives instructions to the students and the students follow the instructions by using the whole body responses. As a clear example of this method the process of the communication can be seen between a parent and a child. It consists of verbal and physical aspects. When the child is not able to speak at the time he/she is internalizing the language and a code breaking occurs helping the child to develop a language able to speak and reproduce a new language too. In the TPR method the teacher repeats the same process in the class.

The Silent Way Method

Caleb Gattegno was the founder of this method. It focuses on discovery learning. The teacher is in a silent way to give opportunities for students to explore the language itself and encouraged to express themselves freely and spontaneously. Beginning students talk about what they see and then later talk about their lives and what they think. The teacher gives feedback subtly, not to correct the way in this process. This method is a good example of an articulatory approach which includes the teaching of pronunciation.

Immersion Method Method

The word immersion means being submerged or surrounded by something. This method is a successful way of learning a second language. Because it uses the language every day. Children are able to learn a second language in the same way that they learn the first one .So they will develop bilingualism easily.

The Natural Approach Method

This method focuses on the similarities between learning the first and second languages. Students are exposed to language that is understood and easy for them. No error correction is performed, therefore students are not learning the target language in general but they must be engaged in activities which are presented for a significant learning.

The Lexical Syllabus Method

This approach was developed by Michael Lewis and focuses on teaching foreign languages. Since computerized language analysis is done, the technology is used to prepare students, so that they will be able to understand and produce lexical chunks based on the most common words of the language and its various uses of them.

The methods presented have been used by English teachers mostly to achieve the desired objective in the classroom. Some teachers combine them with others, because the majority of teachers give priority to teach the content.

Community Language Learning Method

This is a good method to practice speaking and listening. Also known as Counseling-learning, it helps establishing links between a student and a teacher. The native language which is used by the teacher to repeat and translate it and the students used it extensively.

Communicative Language Teaching Method (CLT), also known as *the Communicative Approach*, emphasizes the interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms, it continues being popular, particularly in Europe, where constructivism views on language learning and education in general dominate academic discourse.

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations that he/she would be likely to find himself/

herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, and location.

Task-Based Language Learning Method

The goal of this method is to create the need to use a language with students to achieve specific results. The activities are reflected in the students' real life by helping them to create opportunities in a lively way focusing on language and meaning. Students are free to use any language they wish to give the opportunity to use the target language in class. When playing a game, solving problems, or sharing experiences it can be considered as a real task to generate the opportunity to continue acquiring the language.

(Richards, 2014)

3.3. The Ludic Methodology for the English Language Teaching

Ludic is understood as denoting the party playful emotions in humans, expressed through joy or enjoy games and activities to delight within environments that do not give time or place to put aside the stress. These activities are oriented to the development of the human being as a person for personal fulfillment, well-being and social interaction.

According to Bolivar, quoted by Moreno, G. (2003) the ludic is expressed in different activities such as dance, theater, poetry, reading, watching a football game, work and study.

One of the best ways to learn is by playing and discovering through creativity, the ability to share knowledge and learning experiences with others. As we learn more, when something gives us joy and enjoy it. Through playful learning tools, students are closer to the knowledge and motivation to provide such activities. According to Llinás quoted by Jimenez, C. (2000), the way we understand is in our brain that is active when we need it.

From an educational point of view, the knowledge that is taught should promote the development of values such as cooperation and solidarity, which will help to develop compassionate and altruistic attitudes aside the typical competitive attitudes that make the environment annoyance and boredom in school doing no comprehensive learning.

The term ludic also is understood as a cultural experience and is not only tied to the game. Well, through all human life in different dimensions such as mental, cultural and biological. Being part of human development, it generates elements that cause excitement, invading our whole product physicality and giving stimulation when we interact with others in daily activities involving use of imagination as games, jokes, writing and arts, break dancing, love.

These so-called cultural practices have a common goal which in most cases are rewarded with gratitude and happiness produced by these events enjoyed in our lives.

In the human being creativity and ludic start in the womb when the intrauterine child plays with the umbilical cord. Hearing the voice of his mother giving small kicks, moving his hands and laughs.

Through medical science surprising evidence given by the 4D system (ultrasounds of high resolution real-time) which shows the eleven weeks that the child could perform motor activities such as kicking, jumping, walking, yawning, stretching. Here and in five weeks as the nervous system develops, its neuroludic behavior becomes more complex. In addition, it has two hemispheres and begins to have a series of intellectual and playful behaviors like scratching, moun, hiccups, suck their fingers. Being demonstrated these biologic and ludic behaviors in the womb the nervous system does not need to be fully developed, the child may act as a cognitive and cognitive being and not as argued by some psychoanalysts as "tabula rasa", it is means as a blank, and then there is everything in it is learned by experience.

3.4. The Use of Drama in the English Language Teaching-Learning Process

The drama can be defined as the activity involving people in social contexts that lead to forms of emotional communication going beyond linguistics, which includes body posture, gestures, intonation and other characteristics elaborated in language. It gives the students opportunities to develop their communicative skills in real situations.

Godfray quoted by Chukuegg, C. (2012) stated that the use of drama in the English language encourage the students' develop their language learning potential providing an active, stimulating, and creative environment permitting the students to explore their imagination, express themselves through the English Language and other forms of communicative activities such as movements, actions, dance, etc.

According to Dessialova quoted by Chukueggu, C. (2012) stated some points to introduce to the students in the English Language through the drama:

The drama is a perfect way to motivate the students to connect them for real life experiences.

It is an unforgettable experience to allow the students find answers to solve difficulties.

The students increase their confidence to use the English language naturally.

To connect the students to a real world inside the classroom.

Encourage the students' creativity, imagination, and intelligence.

To help the students 'skills, to identify them with their classmates and to grow as good communicators.

3.5.-The Importance of Drama in Language Teaching

According to Bondrerault C. (2010) stated the use of drama can create in the students curiosity of using the language and make it real in real situations. As an interactive and visual resource drama can become a fun and memorable experience in the teaching learning process.

However, Zyoud M. (2011) stated drama as a technique can promote the motivation in the four language skills that are listening, speaking, reading, and writing involving to the students in an interactive environment where their emotions and knowledge it will be ready to take risks to use the language in action. Also, at the moment to teach a foreign language are involved the receptive and productive skills which go by hand with the communicative skills. Here drama takes place integrating them and providing the necessary motivation to catch the attention and feelings of the students giving them an enriches and new experience learning a new language.

According to Chauhan, V. (2004) stated that teaching language through drama is an attractive alternative because encourage using the language resources and helping to the students to create situations for reading and writing that they can resolve using their linguistics abilities.

Throughout the imagination children learn to explore their world pretending play and involve in. There is a strong link between imagination and pretend play that keep it

when children are in imaginary situations. According to Vernon, S. stated that in an imaginary plays the power of the language give to the child understanding that makes possible demonstrate they are able to tell a story or organize a game through their own work and fantasy, here it will take part the spoken and writing language and both it will be developed.

When a foreign language is acquired drama can help it to increase this experience. According to Schejbal. D, (2006) stated drama helps to improve in some areas in different environments to develop awareness in the progress of a language, self confidence in the abilities acquired, own creativity, encouraging to the improvisation and involve emotion in the students enhancing the use of foreign language in natural way according to the need and situation.

Also, drama as a practical experience in communicating to teach to the children work together, to show solidarity, tolerance and empathy, these grow helping to see the world from different perspectives encouraging active learning that elevating and reinforcing the traditional school experiences and making it more interesting to lead motivation to learn.

3.6. Benefits of the Use Drama in Language Teaching

According to Üstündağ, T. (1997) stated some points about benefits to use drama technique with the students:

- Students can examine their own problems with a new perspective.
- To give the way to direct he or she own plan.
- To do comparisons with the experiences that they had and what they did with other people through of reflection.
- Encourage the responsibility giving freedom.
- To help students to work with something they do not agree to find a route and solve it as soon as they can.
- Promote the use of vocabulary through interaction with others.

There are many benefits when drama is used in teaching a foreign language. It has the potential to function as a catalyser of a learning process.

Schejbal, D. (2006) states the use of drama in teaching English have many benefits and work as a motor that impulse the learning process in the students. Schejbal gives some aspects about benefits of the use of drama:

Meaningful Situations

When language is used in meaningful situations or context the teacher has to achieve to his students giving them the opportunity to practice the language in a place where the co-operation is mutual and innate talents and creativity can be stimulated. So, this way the students will be motivated and learning will be reinforce it.

Reinforcement of the Language

When language has been learnt drama, activities can act as a main to reinforce it. These activities give to the teacher opportunities to practice the foreign language with the students. In this case the classroom becomes a stage where the actors could be the students and the language can be practiced freely.

Enjoyable Learning

Drama become enjoyable when is combined through of drama activities because is stimulating and meaningful. It makes an environment that is able to learn and teach to the students to focus in the foreign language and avoid that they feel ashamed to make mistakes in front of their partners.

Mixed Level Classes

Drama activities decrease the use of mixed abilities. The teacher has to face the situation of students with different levels of learning. This can be represented as a theatre's scene where actors to receive different roles, spaces and show their theatrical skills. It can be used inside classroom where advanced students can take advanced roles with difficult language and to be model for less advanced students helping them progressively. The key is the benefit for all students in the activity.

Deeper Experience of Learning

Language learning takes into consideration the intuitive creative aspect of personality to appeal to the rationality and conscious. Whereby drama helps to be part of language learning. It is important the active participation of the students because they have to face challenges which they can get to create that their personality be active and the logic and awareness form part of it.

Maley quoted by Zyoud, M. (2011) stated the language skills are integrated together with carefully listening in a natural way. The verbal expressions become spontaneous and requiring reading and writing and both are part of the input and output being integrated in the activities. Also, verbal and nonverbal aspects of communication form part of this process because mind and body work together to establish a connection among physical and intellectual aspects of learning. It takes to account domains as affective and cognitive which going to be locked with feelings and thoughts. So, the interaction it will take place inside classroom and the language will be meaningful and developed.

Drama works through cooperation in active way. According to Fleming quoted by Zyoud. M, (2011) stated social activities are emphasized through aspects of learning because the activities that are doing inside classroom offers opportunities where students can use the language in concrete situations. Also Zyoud. M, (2011) through some studies done by Maley, Duff, and Philips suggest drama encourage to teachers and students to be motivated because with drama activities they can act at the same time play, move and learn.

Maley and Duff quoted by Zyoud. M. before gives an important contribution stating that activities bring the opportunity to the students to build their own material to form a creative personality which help them to integrate part of the language class are being developed expressing feelings, taking risk to solve problems, to take decisions, and being socialize in person. It permits the development of oral communication skills, reading and writing increasing the communication in the foreign language together with students whose has an imperfect vocabulary.

3.7. Pedagogical and Psychological Theories

According to David Kolb and John Dewey quoted by Kovács, G. (2003), some theories that justify the use of drama to teach languages is experiential learning. It was set by John Dewey and developed by David Kolb. Kolb developed a model of experiential learning taking into account other three models as John Dewey, Kurt Lewin y Jean Piaget. First, in Lewin's model shows learning, change and growth, it is identified with the "here and now" experience. Then, by collecting and analyzing data the observation of this experience concludes in a feed back to the learners of this experience to modify their behavior and choice of new experiences. Second, in Dewey's model of experiential learning it is clearer the way that learning is developed stated by Lewin as a feedback process referring to how learning changes the impulses, feelings, and desires of real experience into superior purposeful action. Third, in Piaget's model, the basic scale for the development of mature thought is made for the size of the experience and notion, reflection and continuous action. Since the development from childhood until adult life the world moves to a concrete view toward an abstract view. In conclusion, learning is the way through which knowledge is formed by means of experiences.

3.8 The Socio-Cultural Approach

Lev Vigotsky developed this theory in 1917 and it explains how social interactions and cultural activities influence in psychological advance. This theory emphasizes the communication among developing people and the culture in which they live.

Lev Vigotsky quoted by Cherry, K. (2015) stated that functions in the child's cultural development appears twice: first, on the social level, second, on the individual level; first, among people around him (interpsychological) and then inside him (intrapsychological). These functions are applied to voluntary attention, to logic memory, and the formation of concepts. Moreover, the sociocultural theory focused not only on how individual learning can be influenced by adults and friends, but also on the way that cultural beliefs and attitudes impact on how teaching carry out.

3.9 The Zone of Proximal Development

This is known as an important concept in the sociocultural theory. According to Vigostky, the zone of proximal development (ZDP) is the distance between what the children can do without help to what they can achieve by means of mediators or help from others.

3.10 Multiple Intelligences

According to Howard Gardner quoted by Calle, D. (2001) states there are nine different intelligences at least. So, students who always have excellent grades may be it will not have a brilliant future. Also, this theory says that every human being born with a genetic potential and the rest of the intelligences that are inside of everyone will be developed according to the environment where he or she lives, the experiences and his or her knowledge.

Also, Howard Gardner adds intelligence is the capacity to solve and create situations; However, the human being are able to create good things and services in their own culture.

There is one of the nine intelligences that Gardner mentions, this is the verbal linguistics where take place the oral and written language to give information, to speak naturally and fluently, and to entertain other people. It means, the students could develop different skills, learn new languages, understand meaning of the words, to memorize events, things and also they will be able to do and understand some activities like dialogues, rhymes, poems, and tales in English.

Body kinesthetic is part of the nine different intelligences that Gardner mentioned before; this consists to solve problems and complete activities using our body.

The body and mind are connected to develop skills so, students have the ability to express with their body movements and with their minds feelings. These are showed when the activities inside classroom are developed with physical movements, mimics, gestures, etc.

4. Research Antecedents

Susan Holden quoted by Sam, W. (1990) describes drama as every activity that asks the participant to expose himself in an imaginary situation; or to expose another person in an imaginary situation. Drama is hence defined as 'let's pretend'. It affords an opportunity for a person to express himself with gestures and verbal expressions through his imagination and memory.

The author of the thesis can infer that the activities can take different aspects such as appreciative and cognitive. These give a guide to the students and motivate their curiosity. Thus, student's predisposition lends to themselves to be induced and transmitted through drama, because through their eyes they can take the relevant aspects and transform into unforgettable moments. Also, students will keep in mind the central idea about what the teacher wants to teach them and what the teacher wants that they learn trying to improve their innate abilities.

According to Wilga Rivers quoted by Chauhan, V. (2004) drama allows the students to use learning with realistic purpose that is not the same to learn it through explanations. Therefore, the traditional lessons can be changed by the contemporary lessons which prepares students to face their environment and use the language in real life situation.

In real world students have to face the use of foreign language in unconventional way. The mind is ready to project that entire see and listen and express it in daily activities. Drama helps the students to develop their communicative skills and they can use the language in a natural and creative way, it lets them know things and use them spontaneously.

According to Canale and Swain, 1980; Rivers, 1987; Savignon, 1983; Wells, quoted by Young, B. (2003) when teachers and students have a direct and active interaction through the target language it can build up communicative competence and prepare them to use the language in spontaneous way creating a dynamic and interactive environment.

A foreign language is attractive when is learned. With the drama technique the student will focus and will give his attention on the language, if the teacher takes with empathy advantage of the student's mental predisposition and curiosity stimulated through facial expressions, gestures or approximated words to the taught language. It is understood

dramatized is an art and by means of this is introduced the principal object that want to get as subtle way.

However, Stevick quoted by Young, B. (2003) stated that the four skills such as speaking, listening, reading and writing should be used as a whole context integrating it as a one activity that run of natural way giving part to the next. Besides, students can express them with their own ideas, be ready to listen to other's opinions, to read texts associated with the topic they were trying, and work on drama projects according to their progress.

In drama listening is something abstract. This is not considered by ability and attention. The teacher uses mental exercises to transmit and help to the students to develop writing skill in this way they will know how to express what they listened. Their brain will relate and coordinate ideas helping them to develop speaking skill helping to express as they the way they can do it to be understood, this helps to students to develop speaking skill. This process allows seeing that students are able to read, to speak, to listen and to write correctly.

As a useful tool to teach a foreign language drama can involve students, helping them to use the language inside classroom in an interactive way improving communication between teachers and students.

Applying drama in the classroom the teacher can avoid that students are forced to use their language resource in a real communication and do it naturally. The students can show feelings when they practice a language that are not their own. But with drama they are going to adapt their ideas, emotions and create an admirable environment when the confidence and share ideas each other take place.

According to Alford quoted by D. Calle (2011) stated in drama makes the process of learning a language it can be an intellectual and emotional experience helping students to create imaginary characters and acting in a play that it can be deep and unforgettable, because there are some students who have some problems in their behavior. This can be evident when they express shyness in their face fear, they do not want to join with their classmates, or they never want to participate in classroom's activities as volunteers. Using drama activities they are going to integrate to the rest of the class and participate. The teacher paves the way in common is able to find motivation in his students.

Because cannot create an imaginary character without real motivation so, the students can turn on their imagination and have an idea to think about the importance what they are going to do in that way this will keep in the students' mind it will understanding the objective which the teacher wants to work with them.

In some drama activities students will put aside their ego and act out roles expressing ideas, feelings, thought, different from each other. This will change a boring, monotone and traditional class in a class where the students will be able to learn a meaningful and appropriate level of communication in English.

Castillo, A. (2014) stated that one of the most significant aspects is trough drama that students can learn in natural way focusing on communication and meaning and not in the form of how they develop the language. In her investigation, she added some role-plays called “ice breaker games” which were played at the beginning of the class to encourage students to act themselves and act out a part. Some of these plays were “Puppet on a string and Robot”. Both of them are similar, because the games were played in pairs. Student A (this is the puppet) and student B (this is the puppeteer). A, cannot walk, talk, laugh, or move without B’s help. B has to back up A, moves A’s limbs, and is A’s voice. They have to move around the classroom, relating with other puppets. Finally, they invert the roles.

In robot’s game A is a robot, and B is her or his programmer. A has to do every command that B tell it. In addition, the programmer can do things with or to other robots. After five minutes, the roles change.

With those activities, the author could improve confidence, imagination, and some communicative skills in the students as speaking and listening. The students had to imitate what their classmates in class did including words. With the confidence, she could notice weak in the students and the happy time that they were enjoying, they showed some feelings according to the character that they represented.

In Ecuador, Ambato, Infante, R. (2010) stated innovative techniques that might help to the teacher to teach a foreign language through the drama. One of these are:

Questioning in Role or Hot Sitting.

This technique can be used with several levels of students. If there is not a volunteer, the teacher can take on the hot seat. With this activity, the students can work on comprehension of characters and practice the writing skill.

The activity consist of the students are the newspaper reporters at the press conference o interview to a character afterward his/ her life, travels, and future projects. The character (the student who was volunteer to take on the role) sits to the front ready to answer questions. The reporter asks and takes notes in order to write a new story for the next edition of their newspaper. The activity can be more dramatic asking not to the students to make a placard with the name of newspaper name and show it in their desks. One student can take the role of moderator. After the interview is over, the teams of "reporters" work together for the **write-up**. The learner who has been asked in the role of the character can join one of the teams of the reporters.

5. Legal Foundation

The Ministry of Education of Ecuador has developed the section called Ecuadorian in-service English Teacher Standards which are based on five domains that are associated with those stated for the general curriculum of the English language teaching and learning.

The domain number 3 that is Curriculum Development has a general standard that is Implementing and Managing Standards-Based English and Content Instruction, and this one is divided into different specific standards, but two are related with this investigation, they are standards 3.b.3 and 3.c.2. The standard 3.b.3 states the teachers are responsible to provide activities and materials that integrate listening, speaking, reading, and writing in the students and the standard 3.c.2 states that teachers have to select appropriate resources for students as additional materials to help them develop the skills and the correct use of the English language. (Educación, 2009)

6. METHODOLOGY

6.1. METHODOLOGICAL APPROACH

The investigation was categorized as:

- a. Bibliographic: according to the literature were consulted in books founded in websites
- b. Documentary: according to the documents were revised by the author of this investigation
- c. Of field: according to the observation and surveys applied to the students and teachers of Juan Montalvo School

6.2. TYPE OF STUDY

The present investigation included the following levels:

Descriptive: this investigation will describe the use of drama to develop communicative skills in the English language teaching- learning process of the Juan Montalvo School' students in Esmeraldas, Ecuador from the third year of basic general education. Where the observation and the survey were the key points to determine the lack of knowledge to improve the English language in the students using their communicative skills.

6.3. VARIABLES OF THE RESEARCH

Independent: The drama as a teaching technique.

Dependent: The development of communicative skills in the students from third year of basic general education from Juan Montalvo School.

6.4. POPULATION AND SAMPLE

Students from Juan Montalvo School, 42 students of which are 21 male and 21 are female all of them belonging to the third year of basic general education, all of them with similar English levels, and 2 teachers both men, will be the participants of this research.

6.5. DATA PROCESSING

The data processing of the investigation was manually done by the investigator. It consisted of determining the results with the objective to give an answer to the problem of the investigation, fulfill the objectives, and make a proposal directed to improve the communicative skills of third level high school students from “Juan Montalvo” Educational Institution, Esmeraldas’ city, Ecuador.

The data were tabulated by means of the Microsoft Excel Program.

6.6. TECHNIQUES:

The techniques were used were observation and survey. Both of these were used to confirm the problems that many students present when they are learning a foreign language as the English language and the absence of the use of their communicative skills to improve the development in this language.

6.7. METHODS

The methods used were the inductive and deductive to get information according to this investigation which is addressed to a single objective to teach English as a foreign language. The following steps were followed from the particular to the general.

7. RESULTS

7.1. Observation

The observation was applied to the third -year students from Juan Montalvo School during their English classes in 2016. This method was applied during a week and an observation sheet was used in order to get a clear information about the way in which students learn the target language and how the teacher develop the communicative skills in the students.

The first thing that It was noticed refers the students have a low level of English, so the teachers did not use the English language in all activities to encourage them to use the language in real situations, what is a difficulty, because the objective is teach the

students to use the language inside the classrooms and outside them, and to motivate them to use it to improve their communicative skills. The students must be motivated to learn a foreign language and see the uses and benefits to learn it.

Another important thing that I noticed was that the only place where they have the chance to practice the target language in the classroom, with their teachers, who are the adequate people to correct their mistakes in reading, writing, speaking, and not at home where nobody speak English and the practice of this language was not possible in everyday situations.

The contents taught revealed it was selected from students' books and not all teachers develop these contents to supply the students' needs in the English language apart from the practice students have to do at home with their homework. The teachers should realize that the students are not going to complete the tasks if they are not clear enough while explaining the content developed in class. That is why it is important to give correct instructions to teacher in methodological meetings and in books' orientation, so, which they can develop their English classes appropriately and can encourage the communicative skills in their students to improve their learning.

In conclusion, the teachers need help to develop their English classes successfully considering the student's needs according to the teaching learning process of a foreign language and the material should be selected depending on the content and the students' needs, which could be useful for both students and teachers, because the classes can be organized covering the most fundamental communicative needs.

7.2. RESULTS OF THE SURVEY APPLIED TO ENGLISH LANGUAGE TEACHERS AT “JUAN MONTALVO” SCHOOL, IN ESMERALDAS, ECUADOR.

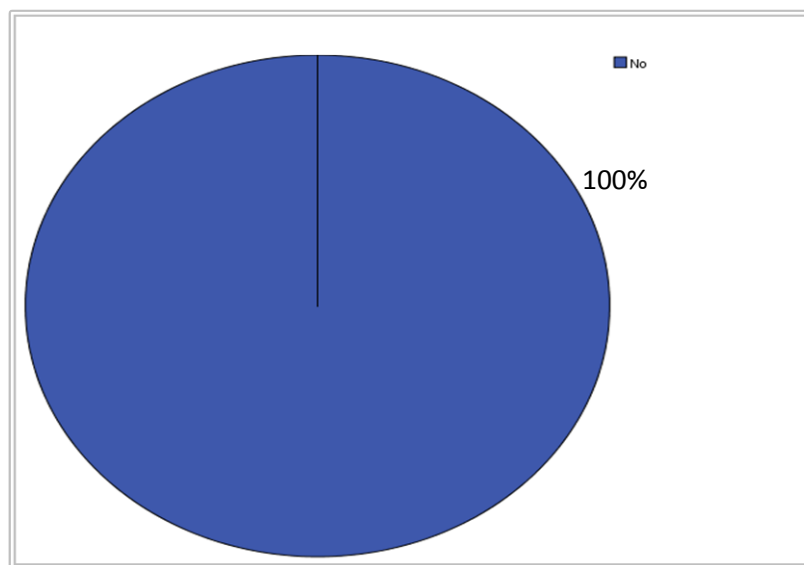


FIGURE 1: WHAT DRAMA TECHNIQUE IS

SOURCE: SURVEY APPLIED TO ENGLISH TEACHERS

INTREPRETATION AND ANALYSIS

This figure shows that teachers do not know the drama technique. It is clear the lack of knowledge by teachers to use teaching techniques, in which the drama is included, that involves more interaction among students using more dynamic activities.

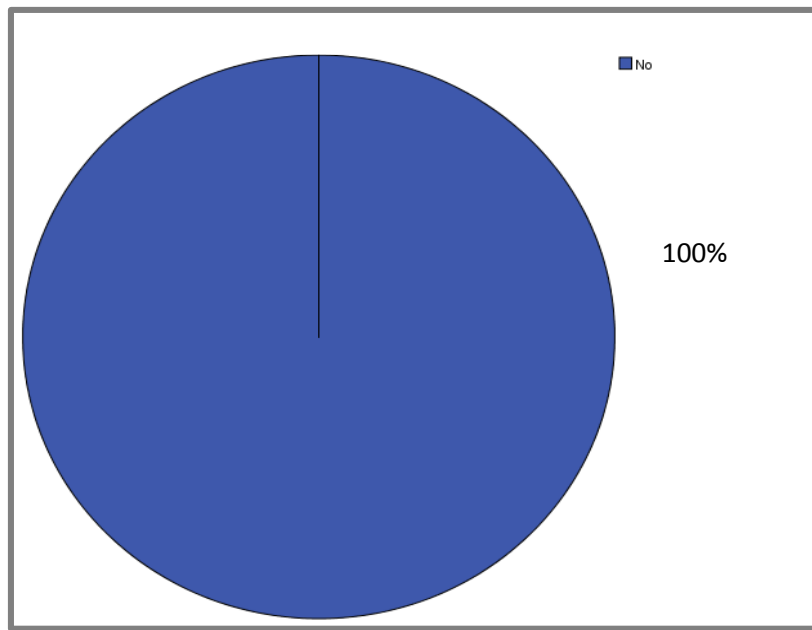


FIGURE 2: THE USE OF DRAMA TECHNIQUE WITH THE STUDENTS

SOURCE: SURVEY APPLIED TO ENGLISH TEACHERS

INTREPRETATION AND ANALYSIS

This figure reveals that teachers have not used drama technique with students. This is necessary because this technique helps students to improve their communicative skills while they are learning a foreign language.

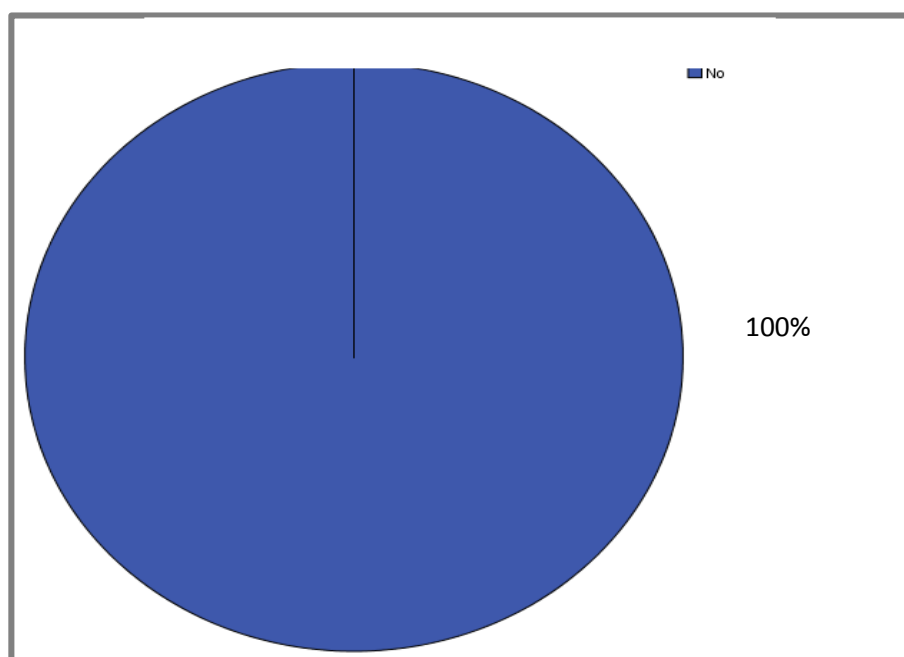


FIGURE 3: THE IMPORTANCE TO USE DRAMA TECHNIQUE TO IMPROVE THE COMMUNICATIVE SKILLS

SOURCE: SURVEY APPLIED TO ENGLISH TEACHERS.

INTREPRETATION AND ANALYSIS

This graphic determines that teachers agree with the importance of using the drama technique to improve the communicate skills in their students and encourage them to use the foreign language in real situations.

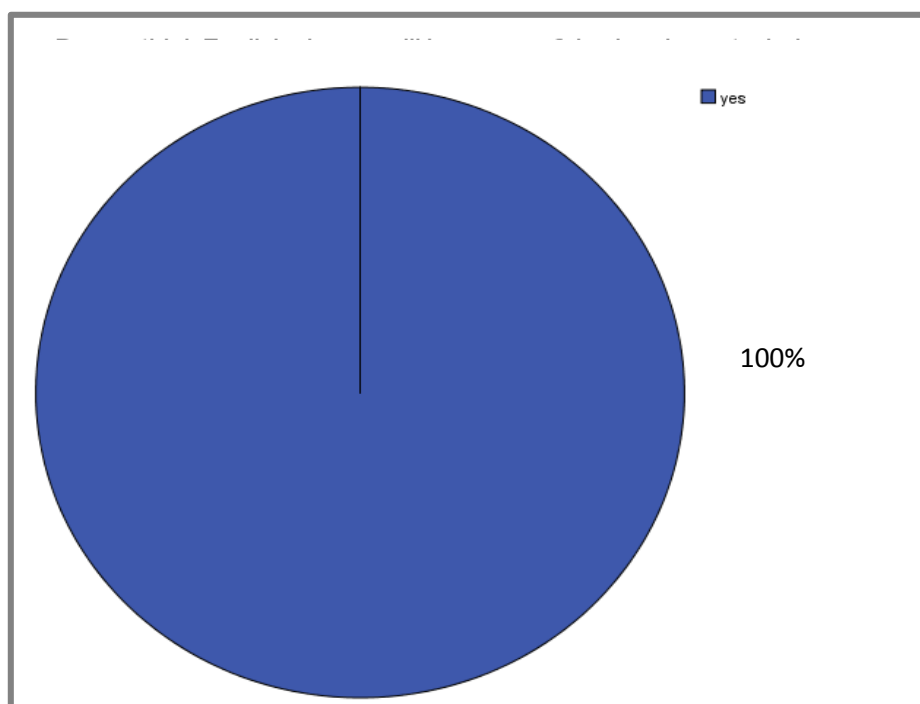


FIGURE 4: ENGLISH CLASSES WILL BE SUCCESFUL USING DRAMA TECHNIQUE OR TRADITIONAL TECHNIQUES.

SOURCE: SURVEY APPLIED TO ENGLISH TEACHERS

INTREPRETATION AND ANALYSIS

This figure refers that teachers agree if they use drama technique, English classes will be successful. This technique helps students to improve their communicative skills and being ready to use the language in action.

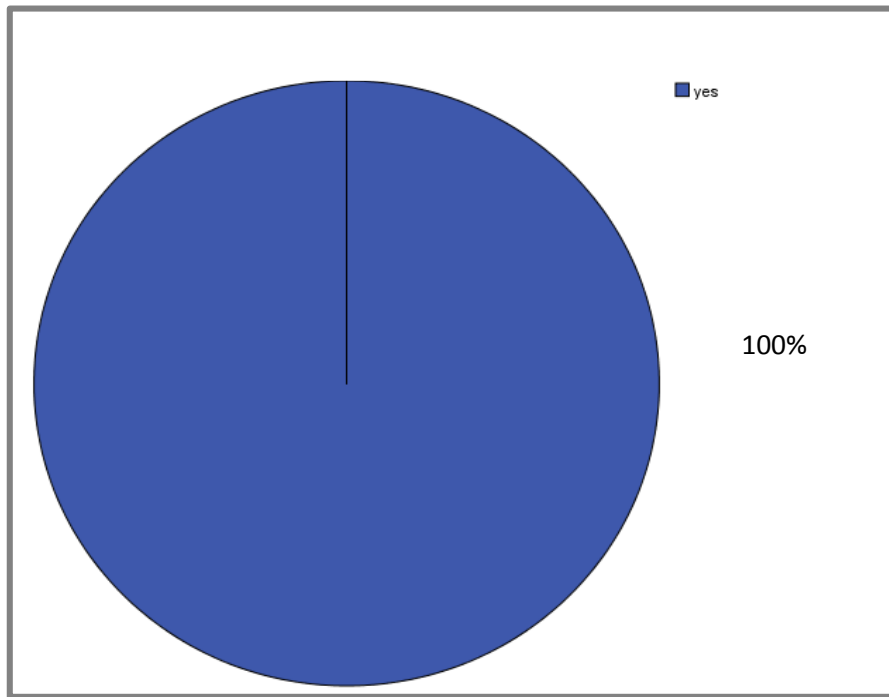


FIGURE 5: APPLIYING DRAMA TECHNIQUES THE STUDENTS WILL BE MOTIVATED TO DEVELOP THEIR COMMUNICATIVE SKILS

SOURCE: SURVEY APPLIED TO ENGLISH TEACHERS

INTREPRETATION AND ANALYSIS

This figure establishes that teachers think if they use drama technique in their classes they will motive to students to develop their communicative skills better avoiding they are bored in English classes.

7.3. RESULTS OF THE SURVEY APPLIED TO STUDENTS AT “JUAN MONTALVO” SCHOOL, IN ESMERALDAS, ECUADOR.

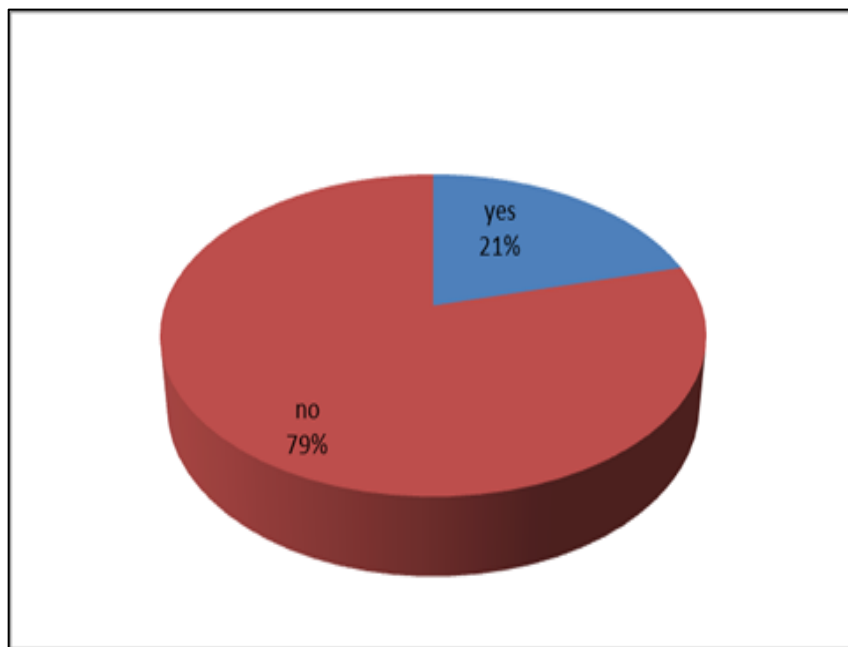


FIGURE 1: STUDENTS KNOW WHAT DRAMA TECHNIQUE IS

SOURCE: SURVEY APPLIED TO STUDENTS

INTREPRETATION AND ANALYSIS

This figure evidences that student do not know what is drama technique. However, apart from other techniques that teachers use, this technique is useful to improve the communicative skills in the students.

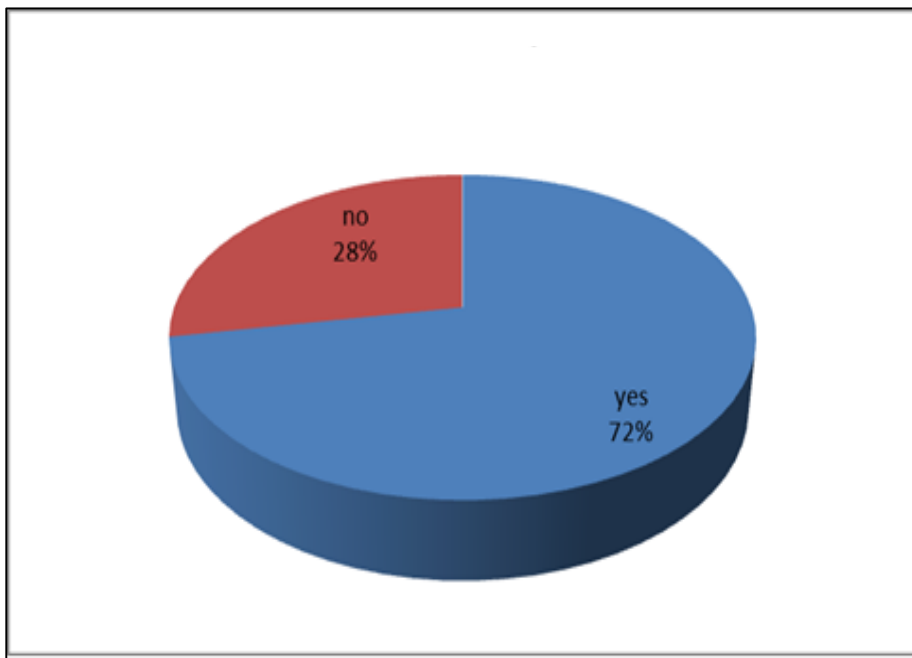


FIGURE 2: STUDENTS LIKE THE WAY THAT THEIR TEACHERS TEACH THEM ENGLISH

SOURCE: SURVEY APPLIED TO STUDENTS

INTREPRETATION AND ANALYSIS

This figure proves that students do not like the way that their teachers teach them. It is important the way that teachers teach because they can see what technique is useful in order to reach their students' knowledge and encourage to use their communicative skills.

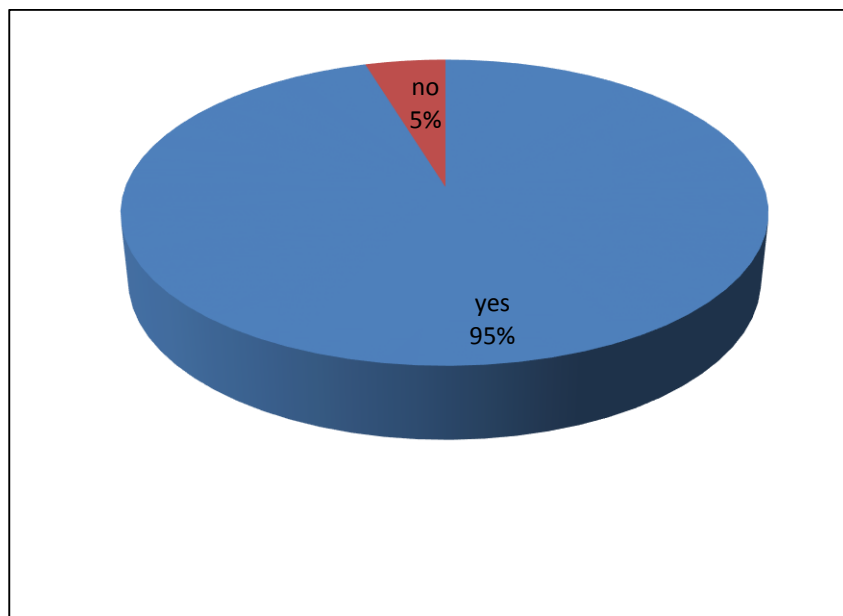


FIGURE 3: STUDENTS RECEIVE LESSON INTENDED FOR TEACHING COMMUNICATIVE SKILLS

SOURCE: SURVEY APPLIED TO STUDENTS

INTREPRETATION AND ANALYSIS

This figure indicates that students receive lessons to improve their communicative skills according to their knowledge and needs. Nevertheless, the lesson has to be intended to help students improve their vocabulary and skills in a foreign language.

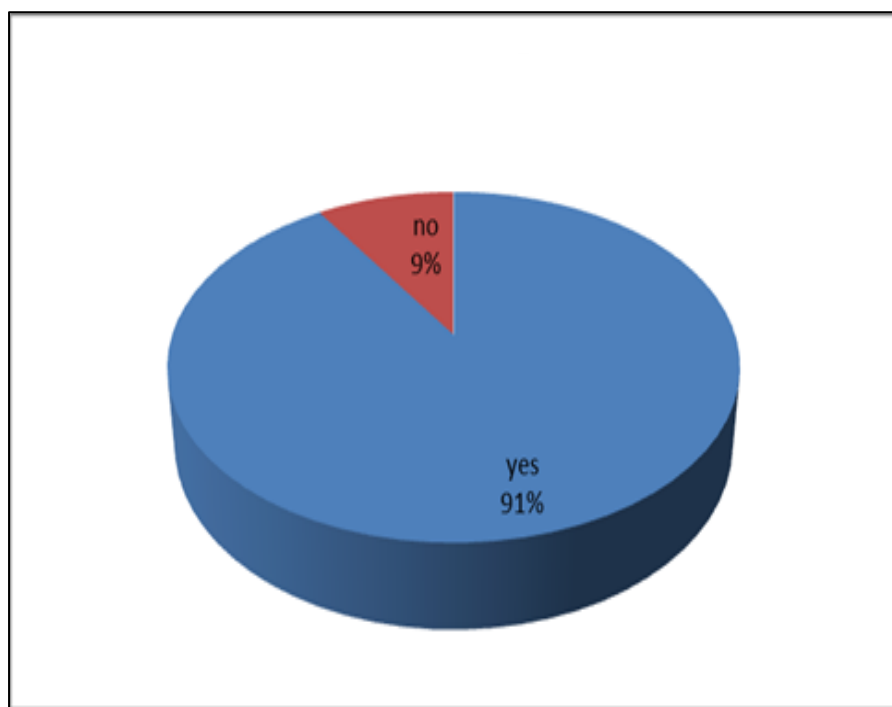


FIGURE 4: STUDENTS WOULD LIKE THEIR TEACHERS APPLY A NEW COMMUNICATIVE WAY TO TEACH ENGLISH

SOURCE: SURVEY APPLIED TO STUDENTS

INTREPRETATION AND ANALYSIS

This figure determines that students would not like their teachers apply a new communicative way to teach English. But it is important take it to account the way how the teacher teach to their students because a new way to teach English help not only to teachers also to students to enjoy the classes and see the variety of several topics that will help them to improve communicative skills.

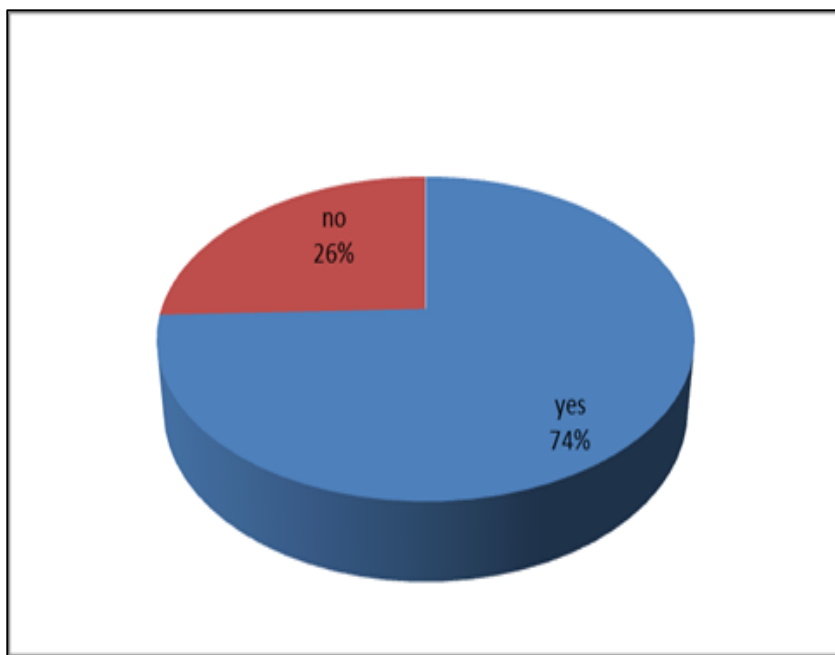


FIGURE 5: STUDENTS WOULD LIKE THEIR TEACHERS USE THE DRAMA TECHNIQUE TO TEACH THE ENGLISH LANGUAGE

SOURCE: SURVEY APPLIED TO STUDENTS

INTREPRETATION AND ANALYSIS

This figure refers that the majority of students are agree to use a new technique to learn English language. With the use of a new technique to teach the English language students will feel motivated and confidence to learn English and their communicative skills will improve.

8. DISCUSSION

The objectives of the current investigation were fulfilled carefully because a set of exercises to develop the students' communicative skills in the English Language through drama is presented, after investigating different theories concerning the use of drama for teaching English and making a diagnosis of the real situation of the development of communicative skills that the students from "Juan Montalvo" Educational Institution present.

The results obtained coincided with the ones got by other investigators (Castillo. A, 2014; Infante. R, 2010), in relation to the benefit of using drama as a technique to develop communicative skills to improve the students' knowledge of the English language, and the communicative skills, because they become encourage to study the language and to use it in real situations.

The teachers from the Educational Institution where the investigation was carried out considered that it would be good to have a didactic material with a set of exercises that could help them to use drama as a technique in the English classroom, because not all students have the textbook and it was not enough for their learning improvement. Also, they confirmed their lack of knowledge concerning the use of drama to develop the students' communicative skills in the English language classroom.

9. CONCLUSIONS AND RECOMMENDATIONS

9.1. CONCLUSIONS

- When the teacher uses traditional methods for teaching English in class, the learning process does not stimulate the students' communicative skills, so language learning is affected and there is no a correct development of the skills.
- The students from "Juan Montalvo" Educational Institution present difficulties in the oral and the writing skills because of lack of activities to improve them. Therefore, a set of exercises with activities with methodological orientations to improve communicative skills will be a good material for teaching the English language.
- The English teachers from "Juan Montalvo" Educational Institution need methodological orientations to improve the students' communicative abilities in the language, by encouraging their motivation and daily practice in every English classes.
- The drama is a very important technique to use in the English language classroom because it helps the students to improve their learning and encourage the use of communicative skills.

9.2. RECOMMENDATIONS

- To try methodological actions in the English language devoted to teachers at "Juan Montalvo" Educational Institution to introduce the use of drama to develop communicative skills in the students.
- To carry out a pedagogical experiment to put into practice the didactic material which account with a set of exercises designed and evaluate its contribution to the students' communicative skills development.
- To carry out meetings where the teachers can develop some strategies to improve the communicative skills of their students using didactic materials to encourage their creativity and permit them to work actively.

10. - PROPOSAL



I.-FINDING A JOB

Objective: To practice the communicative function: Asking for personal information:

Communicative functions:

Asking for personal information:

What is your name?

How old are you?

Where are you from?

What is your address?

What do you do?

Are you single or married?

Do you have children?

Can you speak more than one language?

Why did you choose our company to work?

Giving personal information:

My name is.....

I'm...years old

I'm from...

My address is...

I am a student/ teacher/ engineer/architect...

I am...

Yes, I am/ No, I am not

Yes, I can speak.../No I can not speak...

Because, it is a good opportunity to....

Vocabulary

Name, single, years old, address, from, teacher, engineer, architect..., married, single, company, English, Italian, French

Role A: You are looking for a job in a company. The boss asks you questions about your name, your age, your profession, where you live, if you can speak any foreign language, your marital status, if you have children. You answer the questions.

Role B: You work in a company. Someone goes there looking for a job. You ask him/her questions about: name, age, place of origin, if he/she speaks more than one language, about his /her marital status, if he/ she has children.

II.-MY FEELINGS

OBJECTIVE:

Students will recognize which feeling goes with which picture. Then, they will represent it in a dramatic presentation. Through this, students will present and observe the different situations in which feelings can be expressed and performed.

MATERIALS:

- a bag, a hat
- Pieces of paper with a different feelings written on each of them.
- Use words students are familiar with, that express feelings and emotions.

WORDS WHICH EXPRESS FEELINGS EMOTIONS

Guilty	Lonely	Embarrassed	Afraid	Bored	Surprised
--------	--------	-------------	--------	-------	-----------



Happy	Loving	Excited	Angry	Cheerful	Tired
Jealous	Nervous	Frightened	Annoyed	Confused	Worried
Joyful	Proud	Grumpy	Anxious	Curious	

METHOD:

- Write words which express feelings in some pieces of paper, and put them into a hat or a bag.
- Ask one student to come and pick out a piece of paper without looking inside of the bag/hat.
- Now, this student has to act out a scene related to the feeling selected.
- The rest of the class guess the feeling that is being represented. The student who guesses correctly is the next who is going to participate, and the process is repeated.

Follow activity: Have them write sentence using the feelings which were expressed .This will help them use these words in different appropriate situations.

III.-OBEY YOUR CONSCIENCE



OBJECTIVE:

Students will explore how to solve any kind of problem faced by any character giving them the opportunity to take a decision.

METHOD:

- The whole class has to form two lines facing each other.

- Choose one person (the teacher or a participant) who has to walk between the lines while each member of the group is expressing a piece of advice.
- One group can give a problem, and another can give a piece of advice and the other group can give another one.
- When the character reaches the end of the way, he/she has to make her/his decision.

-Students are going to write what they have discussed previously, that is the situation they used to give the piece of advice.

Follow up activity: The teacher is going to select some situations written by them and read them aloud, after that they are going to act them out.

IV.-TELLING STORIES



Objective:

It is a great way to motivate the students to keep in mind words creating a mental vocabulary through free thoughts.

Why use it?

Listening and speaking skills, giving ideas.

Who is the best for?

High school level students

How to play it?

- Organize the class in circle and start saying “Once-upon-a-time “and start a story...
- Bring a ball and pass it to the next person close to you, this person is going to continue with the story, saying another sentence.
- This has to continue till all the students have participated and end the story.
-
- Follow up activity: Also, the teacher can try to organize the class to work in pairs and both participants act the story out as it was told. In this case, tell the story in the past tense and as ‘we’. For example, ‘We – are – jumping -on – my - bed. – Look – a – giant -spider – coming – toward- to - me. Quick – run!’ Teacher can soon create an adventure story in this way.

V.-CRAZY DICTIONARY

Objective:

Students will be able to memorize words and phrases.



How to play it?

- Organize the class in circle and choose one player.
- This player has to say a word at random.
- The next player says a wrong word. The following player has to give a definition

imagining the name of an object formed by the two words said. For example, let's imagine that Maria says "apple-paint" and Carlos says "bicycle". Bryan might say, "apple-paint is a new kind of fruit that you eat while you are painting" or "apple paint is when you buy a fruit and try to eat it slowly".

- Continue walking around the circle with the other two words and a definition and keep on doing that.

Teacher can vary the game doing:

Organize the class in small groups or in pair.

Shows the students pictures and let them choose two of them. If they work in groups or in pairs they have to form definitions.

The group or pair with a definition more creative can win a prize.

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12. APPENDICES

12.1 APPENDIX 1

PONTIFICIAL CACATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

I.-This observation sheet will be useful for identifying the use of Drama as technique to develop communicative skills.

Date: _____

Subject: _____

Week: _____

Indicators	Yes	No
1. - The teacher use materials to develop communicative skills.		
2. - The teacher uses the listening, writing materials according to the level of the students (authenticity, level of the students).		
3. - The teacher follows the proper stages in listening, writing, speaking activities.		
4. - The students participate actively in classes after listening, writing, speaking and writing activities.		
5. - The students comprehend the tasks.		
6. - The students integrate at least the skills mentioned after finish activities.		

Scale of the observation sheet

Indicators	Yes	No
1. - The teacher use materials to develop communicative skills in the students.	The teacher use materials to develop communicative skills in the students in all lessons with the level of students he/she teaches	The teacher doesn't use materials to develops communicative skills in the students in few lessons with the level of students he/she teaches
2. - The teacher uses the listening, writing materials according to the level of the students (authenticity, level of the students).	The teacher always use the listening, writing materials according the level of students	The teacher use listening, writing materials few times
3. - The teacher follows the proper stages in listening, writing, speaking activities.	The teacher always follows the proper stages in listening, writing, speaking activities	The teacher follow few times the proper stages in listening, writing, speaking activities
4. - The students participate actively in classes after listening, writing, speaking and writing activities.	The students participate actively in all classes after listening, writing, speaking activities	The students participate few in classes after listening, writing, speaking activities
5. - The students comprehend the tasks.	The students comprehend the task	The students comprehend few the task
6. - The students integrate at least the skills mentioned after finish activities.	The students integrate at least the skills mentioned after finish activities	The students integrated few at least the skills mentioned after finish activities

12.2 APPENDIX 2



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In Esmeraldas

II.-SURVEY TO BE APPLIED TO TEACHERS AT “JUAN MONTALVO” SCHOOL, IN ESMERALDAS, ECUADOR.

Objective: To establish a preliminary diagnosis how teachers use drama in teaching the English L to develop students’ communicative skills at “Juan Montalvo” School.

Please, read carefully and answer all the questions

1. Do you know what the drama technique is?

Yes

☐

No

☐

2. Have you used drama technique with your students?

Yes

☐

No

☐

3. It is important to use this technique to improve the communicative skills?

Yes

☐

No

☐

4. Do you think English classes will be successful using drama technique or tradicional technique?

Yes

☐

No

☐

5. Do you think if you apply drama technique in your classes, you will motivate students to develop communicative skills?

Yes

☐

No

☐



Pontifical Catholic University of Ecuador

In Esmeraldas

**III.-SURVEY TO BE APPLIED TO STUDENTS AT “JUAN MONTALVO”
SCHOOL, IN ESMERALDAS, ECUADOR**

Objective: To establish a preliminary diagnosis about students ‘communicative skills in the English Language at “Juan Montalvo” School.

Please, read carefully and answer all the questions.

1. Do you know what drama technique is?

Yes ☐

No ☐

2. Do you like the way your teacher teaches English?

Yes ☐

No ☐

3. Are the lessons you receive intended for teaching communicative skills?

Yes ☐

No ☐

4. Would you like your teacher apply a new communicative way to teach English?

Yes ☐

No ☐

5. Would you like your teacher use the drama technique to teach the English Language?

Yes ☐

No ☐