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Mini-drama as a Pedagogical Strategy to Enhance the Speaking Skills in Fifth Grade Students  
from Liceo Nuestra Señora del Carmelo



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### **Abstract**

This research is aimed at the incidence of mini-drama as a pedagogical strategy engaged to enhance the speaking skills in EFL in the fifth grade students from Liceo Nuestra Señora del Carmelo in Acacias-Meta.

Since the mini-drama has been practiced in the classroom, students have shown positive attitudes toward English speaking, such as creativity development, participation in speaking activities, increment and communication skills improvement. For this reason, it seems important to implement the mini-drama as a pedagogical strategy. It allows us to develop good processes.

*Key words:* English as a Foreign Language (EFL), pedagogical strategy, mini-drama, English learning, speaking skills.

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**Mini-drama as a Pedagogical Strategy to Enhance the Speaking Skills in Fifth Grade****Students from Liceo Nuestra Señora del Carmelo****Contextualization**

Meta department has 29 municipalities that include Acacías, which is an important part of Llanos Orientales from Colombia. This town has a cordial population, a wealth of culture, economical importance in the region, and places that allow tourism. Also, it has different public and private schools, such as Liceo Nuestra Señora del Carmelo located in Pablo Sexto neighborhood where I have been working for 9 years and have conducted this research.

Liceo Nuestra Señora del Carmelo from Acacías is 33 years old. Its principal Ana Patricia Gutierrez created and started this educational project on October 7<sup>th</sup>-1987, and used the original name "Escuela Maternal Mirringa" with children from 2-3 years old.

The educational community was satisfied with the results of the project and decided to continue the education of children so, in 1989 it was called "Preescolar Mirringa" and later they opened the first grade in elementary school in 1992 and it was called Liceo Nuestra Señora del Carmelo.

Currently, the elementary school is a private educational institution, schedule A. It has five grades in pre-school and five grades in elementary school from nursery to fifth grade. The institution has been a pioneer in the orientation of the new education in Acacías, it works on strengthening of values, liberty, leadership and building of better society, also it offers the educational programs, welfare services such as music, dance, skating, basketball, football, gymnastics (cheerleading), chess, horse riding, drama, and English intensification program, it has 11 hours of English classes per week and two English teachers.

This study involved a group of eighteen students from fifth graders, they were 10 girls and 8 boys in an age range from 9 to 11 years old, their EFL level was beginning (A1) according to the CEFR (Common European Framework of References for Languages). Also, they had economical level medium, and some of them had the opportunity to visit other countries or places where they had to communicate in English language or technological access receiving information in a foreign language such as song songs, movies, foreign T.V. shows or talk to English native people.

According to the observation, I could see students showed problems regarding the lack of participation and hesitation in speaking activities, feeling nervousness when trying to express ideas in the English as a foreign Language in fear of making mistakes. Therefore, Students and the school were affected in academic performance, external English tests, learners' future professional career and improvement in speaking skills through a pedagogical strategy able to reduce shyness and fear of public speaking, and encourage participation in speaking activities inside and outside the school.

Moreover, students were characterized by showing motivation and sympathy for activities designed that implicated body movement, mimic, drama exercises, drama games and pretend they were other people or characters, so these are the reasons to propose drama activities as pedagogical strategies that allow strengthening of speaking skills and my professional growth.

**Research Statement**

This research came from a long work for more than seven years as an English and drama teacher at Liceo Nuestra Señora del Carmelo from Acacías. While I was observing our English activities I realized the students from fifth grade had problems orally communicating ideas and feelings in an EFL. They had nervousness and fear when participating and interacting in speaking skills activities; also they did not use of enough appropriated vocabulary and pronunciation to speak. They did not use body expression and language gesture to express ideas.

I confirmed this situation through preliminary worksheet (appendix 1) and a Students Questionnaire (appendix 2) that help me to identify and analyze some important aspects in this research as it shows below (appendix 3):

Firstly, some students always had difficulty making conversation naturally because it was complicated to make a simple conversation with others, they could not say anything because they had difficulty pronouncing, confusion when expressing ideas, nervousness, and fear of making mistakes. Secondly, they liked pretending to be fictional characters for fun. Thirdly, some students loved plays because it could be a tool to learn English but other students said that they did not like participating because the script was long and there were words which were very difficult to pronounce. Fourth, most of the students could improve in speaking English with native people when they had the opportunity because they knew how to express ideas already memorized. Fifth, half of the students loved plays in English because they felt they were improving and they had fun because classmates applauded them, but some of them had difficulty because they felt confusion and shyness. Sixth, students thought they reinforced the English language through plays and scripts. Seventh, students said they were improving their English and they wanted to speak in English like their characters.

Therefore, emerged curiously and needed to find a pedagogical strategy to help students to improve speaking skills, so I thought to make lessons including mini-drama activities in teaching and learning English process because in mini-drama I could mix arts, dance, music, and acting in the same stage.

According to the above, the specific topic was the implementation of mini-drama as a pedagogical strategy to give advantage in speaking skills improvement and learning process in E.F.L., which brings about the following question and general objective:

### **Research Questions**

What are the results of including mini-drama as a pedagogical strategy to enhance speaking skills in EFL in students of the fifth grade?

### **Research objective**

To describe and analyze the results of including mini-drama activities as a pedagogical strategy in the development of speaking skills to students from fifth grade.

### **Justification**

Learning a foreign language has a great impact on the sociocultural, economic, educational and professional development of people in our country. Therefore, this research sought to implement the mini-drama as a pedagogical strategy to enhance speaking skills in the students of fifth grade from Liceo Nuestra Señora del Carmelo in Acacias-Meta. Also, it took into account that children learn through games and practicing performance arts.

At that point, it was very important to provide children with meaningful activities through a pedagogical project that could overcome weaknesses regarding speaking skills and at the same time had confidence and improvement of the academic performance in the chosen population.

Therefore, this research was aimed at accomplishing the implementation of mini-drama because it offered many possibilities to improve and motivate children's education and foreign language learning while acting and playing.

For this reason, mini-drama had been proposed as a pedagogical strategy to contribute to the development of English teaching and learning as a Foreign Language, in order to improve pedagogical practices in the English area, enhance research according to the English teaching in the region and as a teacher-researcher, propose good alternatives to facilitate Language Learning and Teaching.

In the same way, EFL along with mini-drama turned into a visionary strategy to transform new knowledge and at the same time strengthen the communicative competence in the students from the institution selected to have better academic performance and the promotion of comprehensive education of these children.

Likewise, General educational law 115 of 1994 supported this research for its specific objective to basic education that said: "the acquisition of conversation and reading elements at least in a foreign language" (art. 21, m).

## **Theoretical Framework**

### **Related studies**

I needed to investigate other studies that carried about English learning, I found some studies, such as Cárdenas & Robayo (2001) who proposed "Improving Speaking through Role Plays and Dramatization". This thesis described how role-plays and dramatization improve speaking skills and used imagination, improvisation, drill phrases, work in roles in real-life situations, grammar, and vocabulary. The production was building sentences without mistakes, so it permitted that students used the language in a communicative situation related to their lives. The result was

satisfactory because this allowed improvement of communication skills in EFL, for instance, intonation, corporal expressions, pronunciation and fluency. In the same way, Forero & Loaiza (2013) contributed the use of role-plays as a strategy to learn English promoting the communication in a foreign language, contributing in the easy acquisition and production of the knowledge and stimulating students' spontaneity, imagination and encourage values when they were interacting with others.

Also, Díaz & Uribe (2014) motivated this research for their contribution on “Aspectos de la pedagogía teatral que inciden en el desarrollo de la expresión oral del idioma extranjero inglés”, They were identifying characteristics proposed of Drama Pedagogy and its influence in the learning of E.F.L. and the improvement of speaking skills. Drama activities invited students to experience different roles under imaginary situations in a safe way, also it allowed the integral development of students as social, cognitive, emotional, expressive, confidence environment and the possibility to speak in English language without fear to be wrong.

On the other hand, Jeremy Harmer (2007) mentioned the theory of EFL that is produced in children when they learn their first language. This is an interaction in natural communication with other people, speaking and understanding the messages. The key was to give students opportunities to express feelings, language knowledge, and ideas to speak in English. He said, “role-play activities are those where students are asked to imagine that they are in a different situation and act accordingly” (Harmer, 2007). Students loved to pretend they were other people or characters, taking the opportunity to make easy, funny, and proactive things with the new language, so they communicated in a foreign language with their partners.

Besides, English teacher Galina Zalta (2006) wrote an article in the English Teaching Forum “Drama helps children to activate language and have fun”. The use of drama activities had clear

advantages for language learning because it encouraged children to speak and give them the chance to communicate with limited language. They used nonverbal communication, such as body movements and facial expressions. The use of drama reduced the pressure that students felt. They became ready to talk sooner. There were several factors that drama and role-play made as a powerful strategy in this research and language classrooms.

Finally, Paul Knight (2006) called mini-drama to this pedagogical strategy. It was the better strategy to improve speaking skills, for children ability such as imagination, creativity, happiness all the time and motivation with games like role plays and dynamic activities that allowed them to learn and perform in different contexts enjoying of E.F.L. learning.

### **Main Constructs**

This research emerged from subproject one called Pedagogical Innovation in EFL learning and teaching. The context where the study in this field referred to the implementation of pedagogical strategies in the classroom, such as the incidence of mini-drama employed to enhance the speaking skills in EFL in the fifth-grade students from Liceo Nuestra Señora del Carmelo from Acacias-Meta.

#### **Language learning.**

This subproject exposes a general construct such as Language; Harvey and Nuttall (2000) mentioned that Language is the ability to get and use a way to communicate, express feelings, emotions, or wishes. To learn and teach a foreign language, Krashen (1982) established the importance of developing the acquisition of EFL (English as a Foreign Language) before teaching a specific topic in class. Children acquire a language when they can first understand to produce the information after, then to teach or learn a language is necessary the use real

situations and interaction with others, so students develop the communicative skills to communicate efficiently.

According to Krashen (1982) input is the linguistic flow where students are exposed to external stimulus and develop habits and learning in the EFL. Input can be given through educational material such as images, oral and written texts, activities, games, and everything to helps learners understanding. If they do not understand everything about the topic, students use their already acquired linguistic competence, context, body language, and other non-verbal cues to understand meanings and messages. On the other hand, the output refers to the production carried out by students when they can speak, interact, and write to communicate, putting into practice the acquired knowledge.

Non-verbal communication is communication without words (DaVito,2002, p. 134), for instance, posture, gesture, smile or frown, widen your eyes, move your chair closer to someone, wear jewelry, touch someone, or raise your vocal volume. Even if someone remains silent and other attributes meaning to the silence, communication takes place. On the other hand, someone gesture or smile, and no one perceives these movements, communication does not take place. It does not mean that both sender and receiver have to give the same meanings to the signals, so Nonverbal messages can communicate meaning as verbal messages do.

### **Speaking Skills.**

The Cambridge English Key, Key English Test (KET) handbook for teachers (2016) was used as a linguistic reference in this research. The definition of speaking skills is the interaction of a person with another person. Students answer and ask questions about a specific topic and demonstrated strategies for dealing with communication difficulties: they could be gesture language, corporal expression, sounds, signs, etc. Also, Lindsay and Knight (2017) define

speaking as a productive skill where students communicate the message and interact with other people using elements of the language.

### ***Phonological Features.***

Phonological features include the pronunciation of individual sounds, words, and sentence stress. Intonation where individual sounds were pronounced vowels, for example, the // in cat or the // in bed diphthongs, when two vowels were rolled together to produce one sound, e.g. the // in host or the // in hate consonants, e.g. the // in cut or the // in fish. According to the Key English Test (KET) handbook for teachers (2016) as a linguistic reference.

### ***Pronunciation.***

According to McCarthy (1991), pronunciation is the ability of linguistic to divide the sound of language into smaller elements called phonemes. It can construct words, position, and manner of articulation of phonemes in a language like English. They are well described and can present and practice in language classes. In Key English Test (KET) handbook for teachers (2016), pronunciation refers to the intelligibility of the person's speech. Intelligible is a contribution that can generally be understood by a non-EFL/ESOL specialist, even if the speaker is a strong or unfamiliar accent.

### ***Intonation and Stress.***

Besides Key English Test (KET) handbook for teachers (2016) defines stress and shows the emphasis laid on a syllable or word, so words of two or more syllables have one syllable which stands out from the rest because it is pronounced more loudly and clearly. It is longer than the others like "imPORtant". The word stress can also have distinguished between words for instance "proTEST vs PROtest". In sentences, stress can be used to indicate important meaning, for example, "WHY is that one important? Vs Why is THAT one important?" Additionally,

Intonation is the way the voice rises and falls like to convey the speaker's mood, to support the meaning, or to indicate new information.

***Vocabulary.***

Furthermore, according to the Key English Test (KET) handbook for teachers (2016) document, Vocabulary refers to the person's ability to use vocabulary to convey meaning, this means that people are expected to have limited linguistic resources, and it is a success in using these limited resources to communicate a message. The appropriation of vocabulary mentioned the use of words and phrases that fit the context of the given task. For example, "in the utterance I'm very sensible to noise", the word sensible was inappropriate as the word should be sensitive. On top of that, Flexibility meant the ability of learners to adapt the language they used in order to give emphasis, to differentiate according to the context, and to eliminate ambiguity.

***Interaction.***

Key English Test (KET) handbook for teachers (2016) conveys basic meaning. Learners can get their message across to their listeners, despite possible inaccuracies in the structure and delivery of the message so, students sometimes need to use prompting in instances when the interlocutor repeats or uses a backup prompt or gesture to get the classmate to respond or make a further contribution.

***Mini-Drama as a Pedagogical Strategy.***

A pedagogical strategy is all the actions carry out by the teacher to facilitate the training and learning of the students, Bravo (2008) mentioned, "They make up the curricular scenarios of organization of the training activities and the interaction of the teaching and learning process where knowledge, values, practices, procedures, and problems of the training field are achieved".

On the other hand, it is necessary to mention the difference between drama, role-play, and mini-drama to understand the correct construct of this micro-projects; firstly, Wessels (1987)

said "drama in education uses the same tools employed by actors in the theatre. In particular, it used improvisation and mime. But while in the theatre everything is contrived for the benefit of the audience, in-classroom drama everything is contrived for the benefit of the learners" (p.8).

The definition of drama is global for this proposal because the objective is enhancing some items in speaking skills and corporal expressions in the conversation. Wessels (1987) points out that "drama games should involve action, exercise the imagination, involve both learning and acquisition, and permit the expression of emotion". This kind of activities engaged students in learning and experience the dynamics of the learning experience. Also, Scrivener (1994) is the following list of drama activities that are found in English language teaching, for example, Role-play that enable students to step outside themselves, to accept and change into a different character, they improvise or create their character. It has a stimulating effect to they feel freer to engage themselves in learning. However, this definition is short for the proposal and the final objective of this research. The same situation happens with Simulation; students become acquainted with various roles starting from the simpler ones before they take up more complex ones, for example, to solve problems in real life.

For this reason, this proposal referred to by the name mini-drama because according to Lindsay with Knight (2006) "role plays" can be like "mini-dramas", teachers give to learners a character and some information about their role and the specific situation to be acted out, but it is not just a simple activity in English class, this means that mini-drama is used as a preparation to a play with the creation of scripts, costumes, music, makeup, setting, drama activities, and exercises. Students are able to solve real situations about a specific topic and it is used as a pedagogical strategy. Wolfgang Bauer (1986) created the term micro-drama, mini-drama, or just drama as a short work from 15 to 20 minutes, but it is usually much shorter, this include sketch,

foreplay, epilogue, theatrical stories, one-act, fragments, short monologues, mime or spontaneous improvisations. When students practice in mini-drama activities, they feel more comfortable using the language in the real environment, they respond spontaneously and act the roles they are assigned. Mime and body language became an important tool stimulating and enriching the learning experience. Additionally, Students did not only represent a specific role but go beyond, they can design, study, and go through a Character.

Furthermore, Kelly and Watson (1986) said “Confidence leads to taking advantage of more communication opportunities which leads to greater skill”, this allows students to enhance speaking skills and used other resources in communication as corporal expression. From the plastic, artistic, and creative of the body expressiveness, Platon and Aristotle defended that all the arts are mimetic, which implies reproduction, imitation, representation, expression, and recreation. Also, I consider paying attention to nervousness because it is a problem that affects the process to improve speaking skills. Corsini (2002) showed nervousness as a common term a state of restless tension and emotionally with a tendency to tremble and feel apprehensive. Nervous body language had specific signs such as pacing (to feel like running a marathon), fidgeting, swaying (to sway back and forth), stepping back and forth (tendency to move backward and forward), leaning to port or starboard (leaning noticeably to the left or right) and freezing (no movement at all). There was the bad habit of languages such as tags and joker word (unnecessary repetitions of words or other linguistic incorrectness).

There is a relationship between mini-drama and language teaching according to Hamilton and McLeod (1993). They describe this relationship as follows: “It is hard to imagine anything else that offers to language teachers such as a wide variety of types of talks, for example, monologues, paired speaking, role-plays, group discussions, reporting, talking in response to

other stimuli, problem-solving, developing scenarios, acting out, etc. from explaining, complaining, praising, disagreeing to exhorting, apologizing and requesting – there is no language function that drama is not capable of easily encompassing”. (p.5)

Hence mini-drama definition is used to give invaluable training alternatives developing speaking skills and corporal expression while students enjoyed, played, and learned with different real or imaginary situations and the interaction with others with control of phonological features.

## **Research Design**

### **Type of study**

Action Research Design (ARD) was considered important for development in this research, keeping in mind the authors' ideas presented in the Annotated bibliography. Patton (1990) defined action research as aiming “at solving specific problems within a program, organization, or community” (p. 157). The role of the Teacher-researcher is the evaluator of the process and explorer of author experts in the topic also, he is responsible for applying or designing pedagogical implementation, teaching approach, methodology, didactic units, lessons, and activities that contributed to transforming pedagogical practices in the own classroom. Students adopted the role of people affected. Besides, the classroom and other environments at the school allowed English language learning because they were suitable places to apply the research.

The problem was identified through observation in English Activities so, emerged the curiosity with a specific situation: “How and why students are shy in speaking skills activities?” and “Is only shyness the reason students have difficulty in speaking in EFL?”.

I used action research as a technic to collect the information that allowed me to specify and clarify the investigation; “The researcher using the qualitative method will argue that another

human being (e.g. himself) is the only instrument that is sufficiently complex to comprehend and learn about human existence” (Lave and Kvale,1995). It was necessary to keep in mind some tools such as a questionnaire, interviews, and rubric of observation, to collect important information in the research. This allowed identifying the objective, population thinking about the research, analyzing of the behavior before and after the implementation the strategy in population. Data collection was applied to the population in an academic period before and after the implementation of the strategy such as some activities programmed in the lesson plans, in a meeting with the academic coordinator, and analysis of the rubric at the end of each section recorded in a video.

#### **Data collection instruments.**

While the interventions were applied, I analyzed the process of improving speaking skills through the following data collection instruments:

1. **Students’ questionnaire:** This questionnaire was designed keeping in mind Sudma & Bradburn's (1973) questionnaires, with multiple-choice questions. I decided to use this data collection tool because I observed the behavior of students in speaking activities. I confirmed my hypothesis through it, and I found that students needed to participate and improve speaking skills, especially their interaction, pronunciation, intonation, and stress using a strategy that allowed them to learn and feel confident. They mentioned that they liked to pretend they were some fiction characters and act out like them.
2. **Observations:** Keeping in mind this was qualitative research, the observation was the data collection instrument how Marshall & Rossman (1989) defined it as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). So, this observation was taking with two important tools: video recorded using of

rubric took and adapted from Alberta (2000) along the process and interventions. I could observe from the students showed a lack of control of phonological features to the interest in improving their speaking skills and communicate ideas in the English language. At the end of the process and interventions finished, I could observe the improvement of speaking skills in students, especially those who always had problems in academic performance with the final play called "The Magic Tree" evidenced through video recorded (Appendix 12).

3. **Interviews:** According to Fox, Mathers & Hunn (2000) interview is an important data gathering technique involving verbal communication between the researcher and the subject. In this case, I used semi-structured interviews because it was based on open-ended questions to ask were planned and allowed to provide opportunities to discuss. The responses were either be tape-recorded and written down. These interviews evidenced an interest to participate in mini-drama activities to improve academic performance, speaking skills, and interact with other people in EFL and so, to have good opportunities in Students' future professional careers.

### **Timetable**

This action research was carried out in four phases that allowed to organize the process:

#### **Phases:**

1. **Exploratory phase:** The observation in preliminary activities like I showed in appendix 1 allowed to recognize population needs and context at the same time, the use of students' questionnaire (Appendix 2) determined the factors to affect the speaking skills in students. Due to my experience, I decided to implement mini-drama as a strategy to contribute to solving the problem.

2. ***Integrating theory phase:*** The case of this research was analyzed and consulted several theoretical support to clarify the needs and the interest to investigate the results extended of mini-drama as a pedagogical strategy in speaking skills in EFL.
3. ***Design and Action phase:*** According to the information of the research problem and the use of mini-drama as a pedagogical strategy, some activities were designed and implemented in three lessons plan in a didactic unit called “Let’s Act Out” with four interventions (Appendix 6), to enhance the speaking skills in fifth grade students and so evaluating the results of mini-drama through data collections such as coordinator interview (Appendix 4) after intervention 1, observation with videos recorded and use of a rubric (Appendix 5) after intervention 2 and 3. The last intervention was the creation of a play by students called “ The Magic Tree” (Appendix 8 and 12).
4. ***Evaluation phase:*** The collection of information allowed analyzing the results of mini-drama as a pedagogical strategy to enhance speaking skills. It was necessary to continue the observation over videos and to reflect on them using the rubric; this allowed to monitor the advance about the objectives of the proposal and the results acquired. Also, there was necessary to reflect the transformation in students, especially those who had problems in the English language learning through an additional interview (Appendix 13).

### **Instructional Design**

#### **Approach**

Speaking skills is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. The best methodology was taken from the adaptation of Prator and Celce-Murcia (1979) called ALM (The

Audiolingual Method). Students use dialogues, mimicry, memorization of set phrases, structural patterns using repetitive drills, grammar by deductive explanation, vocabulary in context, tapes, visual aids, pronunciation, immediately reinforced, and effort to produce error-free utterances in the activities. The Learner role is an organism that can be directed by skilled training techniques to produce correct responses. Teacher Roles is a central and active teacher-dominated method, provides a model, controls direction and pace, and the Material Role is primarily teacher-oriented. (Nunan,1989a).

### **Design**

SUMMERHILL is a pedagogical model. This is adopted by Liceo Nuestra Señora del Carmelo; each grade from nursery to fifth grade has a pedagogical project and they build their knowledge through collaborative work, games, and experiences in the integrated curriculum. It was necessary to integrate drama activities and EFL activities to help the learning process in each pedagogical project. They have the support of a native English teacher, in this case, the fifth grade had the called “ECO-ENGLISH LINUSCAR PROJECT” to learn how to save the planet. English teacher worked in this process to solve the shortcoming in speaking skills and assembling to the topics found in the syllabus of the academic period such as personal information, simple present, adverbs of frequency, past tense and environmental issue. I designed a didactic unit called “Let’s Act out” where I implemented mini-drama as a pedagogical strategy to show the monitor and discover of the factors that affect the progress of speaking skills in students, analysis of the results and the students' behavior to achieve the proposed objective.

The idea was that students could reinforce the topics and integrate the knowledge so that they could perform better in speaking skills. I consider that mini-drama was the best option to continue this work at the school because it was deep into every activity. It helped to improve

other communication skills like body language, confidence, vocalization, and control of fear to speak in EFL.

### **Procedure**

According to Harmer (2015), action research is a procedure teacher can engage. This qualitative action research was participatory, where teachers and students involved knew the research purpose and gave their ideas to the development of the process. The researcher had significant roles: observer, explorer, designer, the applicator of pedagogical strategy, and evaluator along the process. This research was carried out through action research phases: exploratory, design, action, and evaluation.

Firstly, in the exploratory phase, I observed the preliminary activities that allowed me to identify the problem. Then I designed a preliminary worksheet with activities that implicate speaking skills. After that, I had to corroborate my hypothesis through a Students' questionnaire designed and using multiple-choice questions that asked about relevant aspects. Later, I analyze the results to defined the research question and research objective; based on it, I investigated some studies that clarified my theoretical support.

Therefore, I designed and put in action the didactic unit called "Let's act out". These have three lessons and four interventions in this way: the explanation of the topic about grammar and new vocabulary, practice in the notebooks, do the intervention using mini-drama as a pedagogical strategy with activities and creation of dialogs in context to enhancing speaking skills in EFL.

Later, the students made groups, and they memorized the dialogs to present it in front of the class. They showed their knowledge (Appendix 10); each mini-dramas section was recorded through a video to be analyzed, evaluated, and coding the data in a comparative table. It is worth

to mention that students co-evaluated their classmates at the end of each performance to find the improvement in speaking skills and nonverbal communication using the rubric (Appendices 5). At the end of each intervention, I designed and applied the data collections through Interviews to be analyzed and coding. It was important for this research to evaluate the process all the time to improve the pedagogical, and research process.

In the last intervention, students designed a play using mini-dramas to show the importance of taking care of the environment, firstly, they made four teams to create scenes (each team had to create a specific part of the play (Appendix 11), they used environmental issue vocabulary, present, and past tense, etc. Secondly, the mistakes in the performance were corrected by students and me as an English teacher. Then, the scenes were joined together to make the play called “The Magic Tree” (Appendix 8); thirdly, I selected the characters according to the profile of each student. Fourthly, students had to memorize the dialogs from the final script, according to the character; they had to pay special attention to the pronunciation, vocabulary, intonation, and stress and meaning to use body language appropriately. Fifthly, students made mini-drama exercises before each rehearsal. Sixthly, students presented the final play, and they evidenced change and improvement in their drama and speaking skills (Appendix 12). It was necessary to use resources as an English dictionary, handout scripts, internet, laptop, recorder, costumes, setting accessories, drama books, etc.

### **Implementation and Data Collection**

In the pedagogical implementation process, I took the lesson plan model from Brown (2007) and Audio Lingual Method to design a Didactic Unit called “Let’s act out”. I carry out the didactic unit for an academic period (appendix 6). It had relevant aspects such as topics, time, activities in three lessons, four interventions, assessment, resources, etcetera.

Firstly, in lesson one, I observed the situation and designed a preliminary worksheet with speaking skills activities to analyze the students' behavior. Then, I designed and applied the students' questionnaire (appendix 2) to 18 students at the end of the lesson to corroborate my hypothesis. After that, I analyzed the results and designed the second lesson. It has two interventions keeping in mind the research question and research objective in the following way: In the first intervention, I explained the topic according to the syllabus, students made examples in their notebooks and used the new vocabulary in context, then the students made groups of four people and proposed a real situation where they had to use the topic and new vocabulary, each group reinforced the knowledge through the creation of Mini-dramas.

The second intervention consists of students presented mini-dramas in front of the partners. They had to pay attention in control of phonological features and use drama tools according to the rubric (appendix 5); at the end of each presentation, students evaluated their partners through the rubric in an oral way to improve speaking skills and nonverbal communication skills. At the end of the second lesson and two interventions, I collected data using observation and Coordinator Interview.

In the third lesson, I applied the third intervention. Students started doing mini-drama exercises, they made four groups of work, and each group had to propose mini-dramas about an environmental issue putting into practice their EFL knowledge. I gave them feedback, and each student memorized the dialogs corrected. They presented their mini-dramas in front of the class, and they kept in mind the rubric to improve their presentation, correct the phonological feature, and grade their partners' performance.

According to the last intervention, students kept in mind the feedback of the last mini-dramas and joined the scenes together to make a final play called "The Magic Tree (Appendix 8). They

had to use control of phonological features, body expressions, and gesture language in their performance according to the character. Finally, students showed their play in a cultural event from the school using the appropriation of speaking skills and drama tools. At the end of these interventions, I collected the data through observations in videos recorded and students' interviews.

### **Data Analysis**

Based on Creswell (2012) in the document *Qualitative Research: Data Analysis and Interpretation*, the data collected with the instruments applied were analyzed following four steps to organize and display the findings. These instruments allowed me to make the triangulation of the information, and this was the reason to select this author.

**Step 1: Organizing Data for analysis.** The Organization of data is essential in qualitative research like this proposal because of the large amount of information gathered during a study. Hence, I organized the materials by type: the preliminary activities: preliminary worksheet, the students' questionnaires and analysis of students' questionnaire by circular diagrams; the observations: videos recorded, photographs and rubric that were transcribed and coding; interviews: coordinator interview and students' interview recorded, transcribed and coding.

**Step 2: Transcribing Data.** Keeping in mind the definition of this qualitative research, it involves data collection procedures that result primarily in open-ended, non-numeral data that is analyzed by non-statistical methods (Dörnyei, 2016). During data processing, I recorded the observation through videos and interviews recorded through audios. I transcribed the information myself using the computer, converting audio, videotape recordings, or field notes into text data to be organized in tables and analyzed. (Davies 1995).

**Step 3: Codes to build descriptions and themes.** A preliminary exploratory analysis in this qualitative research consisted of exploring the data to obtain a general sense of the data, thinking about the organization of the data, and considering whether I need more data. Agar (1980) suggested “read the transcripts in their entirety several times. Immerse yourself in the details, trying to get a sense of the interview as a whole before breaking it into parts” (p. 103). When I coded the data, I segmented and labeled text to form descriptions and broad themes in the data using tables (Creswell, 2007; Tesch, 1990); Thus, this is an inductive process of narrowing data into a few themes (Creswell, 2001). Also, I selected specific data to use and disregard other data that do not provide evidence for themes in this process.

The coordinator’s interviews (Appendixes 4), videos of observation along with the intervention (Appendixes 10 and 11), and students’ interviews (Appendixes 14) were transcribed in tables to have more organized and better access to the information. This part of the process was carried out according to the previous step; the most repeated words and phrases had been identified from the observation (using the rubric from appendix 5) through the codification.

**Step 4: Interpret and Validity in the Data Analysis.** Miles & Huberman (1994) proposed to display their findings visually by using figures, so I did the triangulation to interpret and valid the information through a comparison table. I found the results of mini-drama as a pedagogical strategy to improve speaking skills using triangulation because this is the process of corroborating evidence from a different type of data: interviews and observation, and so support the findings (Creswell and Miller, 2020).

The information was obtained through the data collection instruments was categorized into themes according to the findings from the students’ questionnaire, observation using a rubric, and academic coordinator interview. It was an adaptation from Jean Jones (1990). I wanted to

identify the aspects and results that the population improved in speaking skills through the use of mini-drama. The themes that emerged were: control of phonological feature that included pronunciation, intonation and stress, vocabulary and interaction; nonverbal communication that includes body language, gestures, and raises the vocal volume. Also, it is important to speak raises skills because according to Cárdenas & Robayo (2001) speaking and body expression are necessary to real life. Mini-drama as a pedagogical strategy includes results such as engage students in learning, interaction, and confidence for students' communication in EFL.

**Table 1.**

*Control of phonological feature.*

<b>Preliminar Students' Questionnaire</b>	<b>Observation (videos and rubric)</b>	<b>Academic Coordinator Interview</b>	<b>Students' Interview</b>
<p>1.Students sometimes made conversations without fluency and they said that it is complicated to make a simple conversation with others, they could not say anything without mistakes, and they had difficulty pronouncing, confusion when express ideas, nervousness, and shyness.</p> <p>2.Some students who did not know English or it was difficult to learn a foreign language wanted to speak in English and they</p>	<p>1.In the first analysis I could see students persisted in limited control of phonological feature such as incorrect pronunciation, intonation, stress, mistakes in grammar, and correct use of vocabulary, incorrect coherence in their dialogs, and good interaction in general.</p> <p>2. In the second analysis, some of the students showed control of phonological features, for example, the first, second, and fourth groups improved their intonation, pronunciation, and stress in their performance and body expression. The third group had a lack of responsibility for the process. I had to help the other groups to avoid their mistakes in the use of vocabulary and they used some resources such as English dictionaries, English portfolios, and the internet to create their dialogs,</p>	<p>The coordinator confirmed the importance of students improve interaction from speaking skills because this helps them in communication in EFL and integral training.</p>	<p>Students were interested in improving their pronunciation, intonation, stress, interaction, and vocabulary in the process of make mini-dramas.</p> <p>They understood that to improve speaking skills can be funny, but it needs dedication and effort to do a good job.</p>

<p>could do it by mini-dramas activities, also they paid special attention to the explanations to improve their English.</p>	<p>however others students had to work hard to enhance their speaking skills because they showed lack of vocalization, pronunciation, intonation and quiet voice that affect their interaction.</p> <p>3. At the end of the process, students showed correct pronunciation, fluency in their dialogs, appropriation of the vocabulary, and intonation. They showed improvement in their interaction and other phonological features, confidence, and control of nervousness were good results too. For these reasons, I could see the enhance in speaking skills and body expressions.</p>		
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According to the comparative table in the students’ questionnaires, I could find that students thought that it was complicated making a simple conversation with others in EFL. They could not say anything without mistakes, and they had difficulty pronouncing and confusion when they expressed ideas. They found in mini-dramas activities, an interesting way to pay attention to the improvement of speaking skills for the emotion and motivation to participate in plays with their partners. Lindsay and Knight (2017) define speaking such as a productive skill, so students communicate the message, and interact with other people using elements of the language. About the observation through videos analyzed, I could see the progress in each section; control of phonological features that were defined by Key English Test (KET) handbook for teachers (2016) as a linguistic reference “Phonological features include the pronunciation of individual sounds, word and sentence stress, and intonation”.

For this reason, I went in-depth in the next codes because these are part of the improvement in speaking skills, for instance, Key English Test (KET) also define pronunciation as the intelligibility of the person's speech, and McCarthy (1991) said that pronunciation is the position and manner of articulation of phonemes in a language; what it means that students needed to improve this skill to communicate correctly like native people of English language. If they wanted to have a good performance, they had to practice and ask others, English teacher, how to pronounce the dialogs or investigate on the internet and English dictionaries. Along with the rehearsal, they corrected their partners in pronunciations, and showed autonomy in their learning of EFL, and showed improvement in speaking skills.

Besides, the Key English Test (KET) mentioned that stress shows the emphasis laid on a syllable or word that is pronounced more loudly and clearly. These indicated important meaning in the dialogs, and it was used to transmit the messenger about the importance of taking care of the environment. In the same way, intonation is the way the voice rises and falls to convey the speaker's mood, to support the meaning, or to indicate new information. These codes help to speak more naturally in EFL. They asked for help from English teachers on how to use correct intonation and stress in their dialogs. They repeated and practiced other aspects such as fluency and grammar roles: the use of vocabulary according to the context because it refers to the person's ability to use words to convey meaning according to Key English Test (KET). It means that students enriched their linguistic resources to communicate messages and ideas. They learned to use a specific vocabulary according to the context when they made their dialogs for the script. This opened the way for interaction that is understood as the ability of learners to get their message across to their listeners, despite possible inaccuracies in the structure, and delivery of the message (Key English Test, 2017). I could see that students never tried to interact with

classmates, natives invited of English teaches using EFL, before the process they tried to communicate their ideas without fear to make mistakes because they understood that this is the beginning to improve speaking skills.

**Table 2.**  
*Nonverbal communication.*

<b>Preliminary Students' Questionnaire</b>	<b>Observation (videos and rubric)</b>	<b>Academic Coordinator Interview</b>	<b>Students' Interview</b>
<p>- Students reinforced the English language through plays, and it was funny to them. They could practice English, focus on the drama, and they could act out the scripts.</p>	<p>1- Most of the population showed good interaction and communication, but they did not use gesture language and body expression (no verbal communication) in the first part of the intervention.</p> <p>2-At the end of interventions students showed interest and dedication to improve their body expression because they wanted to show good performance and transmit the message about how to take care of the environment, against the audience did not speak English.</p>	<p>Also, she mentioned that mini-drama as a pedagogical strategy was assertive to improve both verbal and nonverbal communication in a foreign language through body expression and use of scenarios. It allowed that students lose their fears, communicate with confidence, motivate in English participation, and have control of their nervousness.</p>	<p>They learned to control the nervousness, use body expression, and gesture language in their communication.</p>

According to DaVito (2002), other ways of communication is nonverbal communication that includes body language, gestures, raise the vocal volume posture, gesture, smile, touch someone, or raise your vocal volume. In the first part, Students that made dialogs in the written way and acted out in front of their classmate but they show nervousness and lack of confidence to speak in the English language. Also, the majority of the population did not use gesture language and body expression (no verbal communication) so, apprehension, fidgeting, swaying and lack of appropriation of the character were the main features in this first part of the process. In the

second part of the intervention, students showed more confidence and determination, so I could see that mini-drama as a pedagogical strategy help to raise the motivation and control the nervousness in their verbal and nonverbal communication.

It is why body expression allowed finding their language through the use of the body (Schinca, 2000). Students became concerned with delivering the message in a foreign language using their gestural language and movements, knowing that the audience was Spanish speaking. In the final presentation (appendices 14), the communicative progress of the students could be evidenced, the confidence to express and appropriate their characters for the play “The Magic Tree” that among all built with a sense of belonging, leadership, and dedication.

**Table 3.**  
*Mini Drama as a Pedagogical Strategy.*

<b>Preliminary Students’ Questionnaire</b>	<b>Observation (videos and rubric)</b>	<b>Academic Coordinator Interview</b>	<b>Students’ Interview</b>
<p>- Students said, “we can not make mistakes so we do not like English and because some presentation is boring”.</p> <p>-Students said, “English is difficult, there are confuse”, they did not like feeling shy, and they have to practice to decrease mista</p>	<p>1-Students showed nervousness and lack of confidence to speak in the English language, so apprehension, fidgeting, swaying and lack of appropriation of the character were the main features in the first part of the process.</p> <p>2- In the second part of the intervention, students showed more confidence and determination, nervousness was reduced but students did not rehearse enough for their performance.</p> <p>3-At the end of the process, students were confident, have control of nervousness for that reason they enjoyed and</p>	<p>-Coordinator mentioned that mini-drama as a pedagogical strategy allowed that students lose their fears, communicate with confidence, and have control of their nervousness.</p> <p>-She said that ludic activities like mini-drama activities are a great way to help them to improve confidence and lose the fear to</p>	<p>It was identifying the motivation and confidence that students acquired in English learning when they participated in mini-drama activities. They were interested in improving their speaking skills.</p>

	rehearsed their mini-dramas improving their speaking skills, and they used body expressions and gesture language according to the context.	speaking in front of an audience.	
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O'Neill & Lambert (1982, p. 15-20) pointed out that the most positive contribution of drama in educational programs is promoting the assertive environment to develop various types of language to communicate. In this way, some thoughts emerged about the result of mini-drama activities as a pedagogical strategy to enhance speaking skills in EFL in this research. Lindsay with Knight (2006) "role plays" can be like "mini-dramas", where teachers give to learners a character and some information about their role to be acted out. It is not just a simple activity in English class, it means that mini-drama is used as a preparation for a play where students can solve a real situation in a context. Along with the process, I analyzed the results of mini-drama as a pedagogical strategy to improve the speaking skills wherein Students questionnaire allowed to see the annoyance of feeling shyness and nervousness in speaking activities by making mistakes. Also, the students expressed their pleasure in mini-drama activities. On the other hand, the interview with the academic coordinator showed interest to continue the research project for the advances, and the students' competencies showed in EFL and drama activities.

At the moment of analyzing the video's observation, I could see that students showed nervousness and lack of confidence to speak in the English language, so apprehension, fidgeting, swaying, and lack of appropriation of the character were the main features in the first part of the process. These aspects did not allow progress in speaking skills, I applied the interventions and, students showed more confidence and determination, so nervousness was reduced but students did not rehearse enough for their performance because they did not commit. When students had to create their scenes for a play, they acquired interest and motivation to improve their speaking

skills to participate in their play in assertive form. At the end of the process, I could see that students were confident, have control of nervousness, for that reason, they enjoyed and rehearsed their mini-dramas improving their speaking skills. They used body expressions, gesture language, and more control of phonological features according to the context. They were finding naturalness and nearness like native speakers. It was the most interesting result in the research, also improve other kinds of communication, for example, the body expressions.

After the presentations of the play “Magic Tree”, it was necessary to confirm the results of the mini-drama in academic improvement. In this case, I interviewed three students that had problems in learning EFL. They expressed their opinion about it, and the dialogue was in the participants’ native language. The interview with students mentioned the results of this research in their lives because they felt improving in speaking skills, body expression, and confidence to speak in EFL. The analysis of the previous table, allow me to confirm the definition of Motivation by Nakata (2006), students enriched their knowledge about speaking in a foreign language for the simple fact of having fun in the participation of the mini-dramas activities, engaged students in learning, improve the interaction and confidence for students’ communication in EFL.

This interview was the final data collection to identify the result of mini-drama to improve speaking skills, in this way, emerged themes like control of phonological features, confidence, and nonverbal communication. Students were interested in improving their pronunciation, intonation, stress, interaction, and vocabulary in the process of make mini-dramas, so I can say that learning a foreign language can be funny, but it needs dedication and effort.

### **Conclusions and Pedagogical Implications**

Throughout all the research process, I could identify the results of mini-drama as a pedagogical strategy to improve speaking skills in EFL in students of the fifth grade from Liceo Nuestra Señora del Carmelo from Acacías-Meta. I had the opportunity to see how students were growing up in their learning. It is evidenced through the observations and interviews analysis that carried out along four interventions, before the interventions, students had problems to make a simple conversation with others in EFL, they could not say anything without fear of mistakes and they had difficulty in control of phonological features when they expressed ideas, so students needed to improve to communicate correctly like native people of English language if they wanted to have a good performance.

During the process students' interviews and observation allowed to confirm the emotions and motivation that emerged from them for the use of mini-drama, each rehearsal was a new opportunity to enhance the control of phonological features, students corrected each other in pronunciation, they repeated the sentences from the script that a native teacher or I pronounced when they asked for help, so they improved in intonation and stress. Also, they put in practice the use of vocabulary when they made the dialogs using resources like English dictionaries, online dictionaries, and notes from their notebooks, finally they started to lost the fears to make mistakes because they felt the confidence to interact with other people and also they started to improve in their nonverbal communication for instance body language, gestures, raise of vocal volume and vocalization to be understood by all kind of audience, these aspects are very significant in this research because according to the article from Smith, Robinson, and Boosee "the key to success in both personal and professional relationships lies in your ability to

communicate well, it's not the words that you use but your nonverbal cues or "body language" that speak the loudest" (2020).

At the end of the process, Students showed autonomy in their learning of EFL because they had to create their plays and they had interested in showing the best performance to their audience. Then, Mini-drama helped to speak more naturally in EFL, exercising other aspects such as fluency, grammar roles, reading skills, and writing skills too.

On the other hand, I found that mini-drama was a good strategy to motivate, raise the confidence and control of nervousness in their verbal and nonverbal communication, also it helped all kind of population, for instance, it was interesting to interview three special students that always had problems in learning EFL and academic performance, I observed the improvement in their speaking skills because they made an effort to achieve the level of their partners and they wanted to speak like native speakers.

By using mini-drama as a pedagogical strategy, the monotony of an English class changed and the syllabus transformed into one which prepared learners to face their immediate world better as competent users of the English language because they got an opportunity to use the language, encourage the collaborative work, self-esteem and to share their knowledge.

This research was pretty important for my formation as a professional because I put into practice my knowledge about drama to introduce in teaching and learning English process, I understood that mini-drama is the beginning to improve speaking skills taking advantage of the pleasure that children still have for imagining situations and playing with them, furthermore, it is very important to evaluate my pedagogical practice to be a better encourager of learning in languages to further generations. I learned that as a teacher I must to keep in mind students' learning pace and their skills to strengthen them and work to improve their weaknesses, for

instance, students that had a low level in their academic performance were the most interested in learning and improve their speaking skills, their behavior and motivation to learn and speak in English had changed and improved. At the end of the process, I was pretty proud of myself and my students because we were able to show a play called “The Magic Three” at a drama contest called “XVI Encuentro Interinstitucional de Teatro” where we occupied the third place and they showed appropriation, confidences, improvement in speaking skills in EFL (Appendix 12), control of phonological features and use of body language to communicate the message as the final presentation evidenced. In an additional way, I applied an interview (appendix 13) to three special students at the end of the process to confirm the incidence of mini-drama as a pedagogical strategy, these students always had had difficulties in their English learning, so the motivation that they showed along the process and along the interview to improve their communication skill in EFL was the most relevant aspect that confirmed that mini-drama can be used as a pedagogical strategy to improve speaking skills in learning and teaching the English language.

As a final result of the process, the coordinator’s interview mentioned the importance of this research in the integral training of the population and the continued of the process in other grades because this benefit the school in general, also this research managed to enrich the subproject “Pedagogical Innovation in EFL Learning and Teaching Contexts” for the implementation of pedagogical strategies in the classroom such as the incidence of mini-drama employed to enhance the speaking skills in EFL in the fifth-grade students so, them, the school, this university and I as an English teacher turned out to be benefited.

In conclusion, currently learning a foreign language is a must for all students, if they want to be competitive in this globalized world, but going to the student reality, some of them are not

interested, and others think English is difficult because they have not had enough exposure to the language and to meaningful learning strategies. Therefore, as a teacher-researcher, I have to be an innovator and engage students in learning practices where they feel confident with the language to improve speaking skills; where they take active roles and practices that help them go beyond the texts and works in their notebook and get connected with their real life.

### **Further Research and Limitations**

About further researches, I recommend from my experience involving students in the research processes to achieve interest, autonomy, commitment, and responsibility with the learning of EFL. I can implement other activities that students lead themselves, such as news reports, T.V or radio shows, monologues of their favorite characters, to talk about their favorite moment and act out about them, etc.

Mini-drama as a pedagogical strategy can be used to improve the control of phonological features such as pronunciation, intonation, stress, vocabulary, and interaction that helps to speak more naturally, also, it can be implemented for all ranges of age. Besides, I think that it is necessary to continue this research for the big possibilities that mini-drama have to learn a foreign language; writing scripts, reading scripts and listening to plays. I think all children need the opportunity to improve confidence and body expression to communicate with others. With the results of mini-dramas in the English Language, students can participate in drama contests to give good messages and to motivate the continuity of the process.

Regarding limitations, it was difficult to focus the students due to the noise of classrooms near because there was not a space appropriate for the mini-drama activities. We worked everywhere in the school because mini-drama activities allowed it. It could be better than if the school had had a suitable place to practice drama class.

The major drawbacks in mini-drama as a pedagogical strategy were the insecurity in students for lack of rehearsal or investigation. Some students showed a lack of responsibility to memorize the scripts, in this case, it is important the collaborative work because students can help others to motivate or practice their performances. Also, the short time to make, practice, and improve the speaking skills using mini-dramas was a factor to affect the process, however, these difficulties with this pedagogical strategy were not insurmountable.

From my results, if someone wants to continue with this research, it is important to know that constructive criticism, respect for partners on stage, and discipline are aspects that should be required.

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Appendices

Appendix 1: Preliminary Worksheet

PRELIMINARY WORKSHEET

1. **ACTIVITY 1:** Imagine that you are in a new school. Then, listen, repeat and act out the following role play with a partner.

- A: Hello
- B: Hi
- A: I´m \_\_\_\_\_. What´s your name?
- B: My name is \_\_\_\_\_.
- A: Nice to meet you \_\_\_\_\_.
- B: Where are you from?
- A: I´m from \_\_\_\_\_. And you?
- B: I´m from \_\_\_\_\_. How old are you?
- A: I´m \_\_\_\_\_ years old. What about you?
- B: I´m \_\_\_\_\_ years old.
- A: I got to go! Nice to meet you!
- B: Ok. See you later!
- A: See you!

2. **ACTIVITY 2:** Listen and memorize the play-acting (MINI-DRAMA) to use in the classroom. Act out.

- A: Good morning.
- B: Good \_\_\_\_\_. How \_\_\_\_\_?
- A: I´m fine, \_\_\_\_\_, and you?
- B: I don´t feel well.
- A: Oh, I´m sorry. Can you borrow your \_\_\_\_\_, please?
- B: Sure.
- A: Thank you. See you later.
- B: You´re welcome. \_\_\_\_\_.

3. **ACTIVITY 3:** Ask the following question to three classmates, write the answer. Act out.

<u>What</u> is your name?	<u>How</u> old are you?	<u>Where</u> are you from?	<u>What</u> is your favorite color?

**Appendix 2: Students Questionnaire****STUDENTS QUESTIONNAIRE**

**OBJECTIVE:** To inquire into students from fifth grade from Liceo Nuestra Señora del Carmelo- Acacias about clarify the research problem in speaking skill and mini-drama interest.

1. ¿Es difícil para ti entablar una conversación con fluidez en el idioma inglés?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

2. ¿Te gustan las actividades donde pretendas ser un personaje de ficción y actuar como él?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

3. ¿Te gusta ver o participar en obras teatrales o actuaciones en el idioma inglés?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

4. ¿A través de la realización de actuaciones en el idioma inglés, sientes que esto ha servido para mejorar a la hora de comunicar ideas en el idioma extranjero con naturalidad?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

5. ¿Te gusta crear tus propias representaciones y actuarlas frente a tus compañeros utilizando el idioma inglés?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

6. ¿Consideras que es importante el uso de actuaciones y representaciones de personajes en las actividades propias de la lengua extranjera inglés?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

7. ¿Sientes que has mejorado en tu habilidad para comunicarte en forma oral utilizando el idioma extranjero inglés?

Siempre \_\_\_\_\_ algunas veces \_\_\_\_\_ nunca \_\_\_\_\_

¿Por qué? \_\_\_\_\_

Thank you!

*Reference: Sudman, S. and Bradburn, N. M. (1973), Asking Questions, pp. 208 - 28.*

### Appendix 3: Questionnaire Analysis

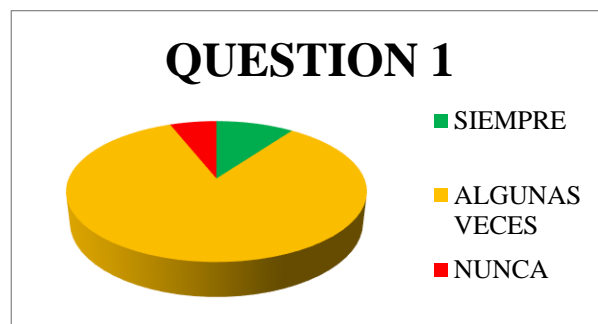
#### Questionnaire Analysis

To analyze the answers into students from fourth grade from Liceo Nuestra Señora del Carmelo- Acacias about mini-drama interest and its influence in speaking skills through questionnaire.

1. ¿Es difícil para ti entablar una conversación con fluidez en el idioma inglés?

#### Figure 1.

*Graphic question 1.*

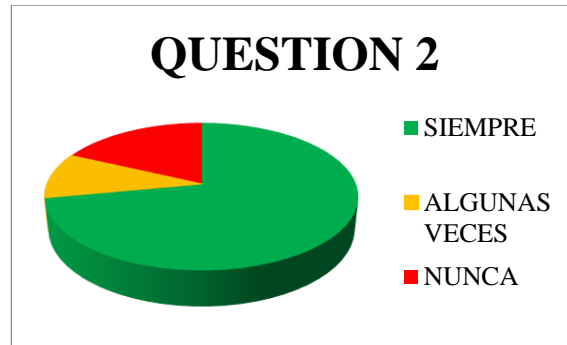


The 10 % of students always have difficult to looking for words in the dictionary and to make conversation in natural way. 6% of students never have been very good in English classes. According to the chart 84 % of the students sometimes make conversations without fluency and they said that it is complicated to make a simple conversation with other, they can not say anything without mistakes and they have difficulty pronouncing, confusion when express ideas, nervousness and shyness.

2. ¿Te gustan las actividades donde pretendas ser un personaje de ficción y actuar como él?

**Figure 2.**

*Graphic question 2.*

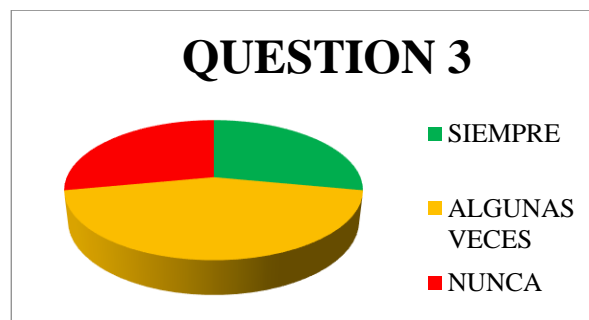


72% of students like pretending to be fiction character, it is funny, there are 10% of students sometimes show difficult to learn the scripts, and 18% of students select never because they do not want to be bad in each performance.

3. ¿Te gusta ver o participar en representaciones teatrales utilizando el idioma inglés?

**Figure 3.**

*Graphic question 3.*



28% select “always” because they like plays, it is funny to present plays to their classmates, and can be tool to learn English, they said “it is a tool that help me in my vocalization and lose the fear to speak in English”.

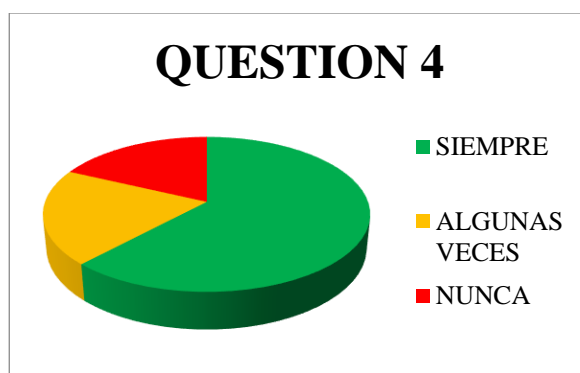
44 % students sometimes like plays but do not like participate, the script is long and there are words very difficult to pronounce, they have to memorize very good and they said “we can not make mistakes so we do not like English and some presentation are boring”.

28% of students said “never” because it is difficult, there are confuse, they do not like feel shyness and they have to practice for decrease mistakes.

4. ¿A través de la realización de actuaciones en el idioma inglés, sientes que esto ha servido para mejorar a la hora de comunicar ideas en el idioma extranjero con naturalidad?

**Figure 4.**

*Graphic question 4.*

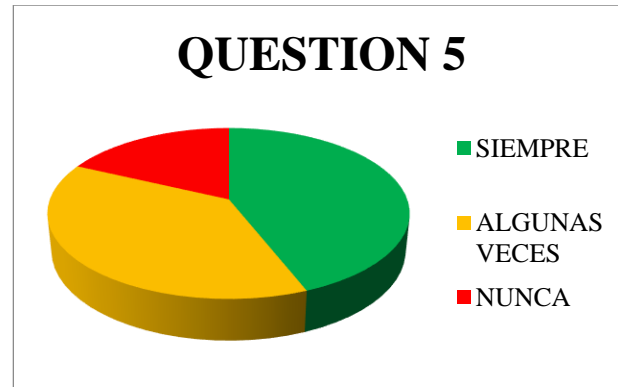


62% of students said “always” because they can speak in english with native people when they go to anglo countries. To know how to express ideas, they can improve in english language. 20% said “sometimes” because it is difficult to speak in English, it is useful and they like it but they feel shy, 18% said “never” because they do not like English language, they do not know English.

5. ¿Te gusta crear tus propias representaciones teatrales y actuarlas frente a tus compañeros utilizando el idioma inglés?

**Figure 5.**

*Graphic question 5.*



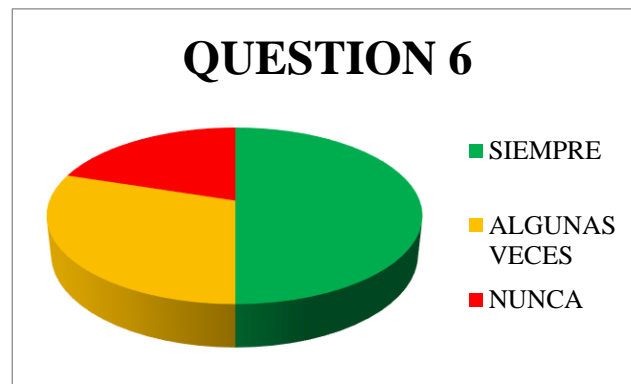
44% of students always love acting because it is funny to speak in English and act out, they can improve, speak and understand native people and they love the plays because classmates' applause them.

38% of students said "sometimes" because nobody laughs and they feel confidence, they can do it but they feel shy, they feel embarrassed, and it is a little easy to make scrips for acting. 18% said "never" because they feel embarrassed.

6. ¿Consideras que es importante el uso de representaciones teatrales de personajes en las actividades propias de la lengua extranjera inglés?

**Figure 6.**

*Graphic question 6.*

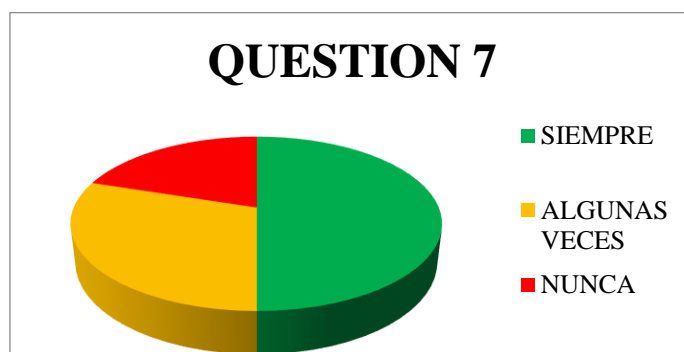


50% of students always reinforce the English language through plays and it is funny too, they can practice English, focused on the plays and they can act out the scripts, 30% said “sometimes” because English is difficult to learn, it is important, they can understand the language. 20% said “never” because they have to practice pronunciation and other things, they do not like it.

7. ¿Sientes que has mejorado en tu habilidad para comunicarte en forma oral utilizando el idioma extranjero inglés?

**Figure 7.**

*Graphic question 7.*



50% of students said “always because teachers demand us and teach us”, they know more English and understand so much, they want to speak in English and they can do it now, they pay special attention. 30% said “sometimes” because they did not know anything in English before, because for them it is difficult to learn a new foreign language, on the other hand, 20% said “never” because they do not know English, they can not see the improvement, it is difficult for them, these activities.

#### **Appendix 4: Interview to Academic Coordinator**

This is an interview with the academic coordinator from Liceo Nuestra Señora del Carmelo to identify the incidence of this research along the process and to know coordinator expectation, the dialogue was in the participant’s native language to capture relevant information.

**Table 4.***Interview to Academic Coordinator*

CODE	INTERVIEW TRANSCRIPT	THEME
Interaction	<p><b>Entrevistador:</b> Nos encontramos con la coordinadora de la institución Liceo Nuestra Señora del Carmelo-Acacias Ángela Marcela Montaña quien muy amablemente aceptó responder a esta entrevista respecto al proyecto el uso de las representaciones teatrales (mini-teatro) para fortalecer la habilidad de hablar en el idioma inglés, mi nombre es Leidy Dahiana Arevalo. Buenas tardes...</p> <p><b>Entrevistado:</b> buenas tardes profe Dahiana, mi nombre es Ángela Marcela Montaña y estoy dispuesta a colaborar.</p> <p><b>Entrevistador:</b> Gracias profe, heee bueno, primera pregunta: <b>¿Cuántos años lleva laborando en esta institución educativa?</b></p> <p><b>Entrevistado:</b> catorce años.</p> <p><b>Entrevistador:</b> <b>¿siempre ha sido docente o coordinadora?</b></p> <p><b>Entrevistado:</b> he tenido por muchos años el cargo de docente y llevo dos años como coordinadora del colegio.</p> <p><b>Entrevistador:</b> <b>¿Considera de suma importancia que los estudiantes del grado quinto desarrollen la habilidad de hablar en el aprendizaje inglés?</b></p> <p><b>Entrevistado:</b> si por supuesto, porque <b>les ayuda a los niños en su formación integral y a expresarse en el idioma inglés.</b></p> <p><b>Entrevistador:</b> Si fueras docente de inglés <b>¿Qué estrategia utilizarías para fortalecer la habilidad de hablar en un idioma extranjero?</b></p>	1. Verbal communication
Body expression	<p><b>Entrevistado:</b> sin duda, <b>las actividades lúdicas, donde puedan expresar sus ideas mediante su expresión oral y corporal.</b></p> <p><b>Entrevistador:</b> <b>¿Qué recursos ofrece la institución para fortalecer las habilidades de hablar en un idioma extranjero?</b></p> <p><b>Entrevistado:</b> Bueno pues, la institución nos permite aprovechar su espacio físico, los recursos didácticos con los que cuenta, los recursos audiovisuales, textos y definitivamente el apoyo constante de los dos docentes de inglés, quienes están liderando el proyecto de intensificación del idioma extranjero inglés, donde afortunadamente uno de ellos es nativo.</p>	2. Nonverbal communication
Confidence	<p><b>Entrevistador:</b> Interesante profe... <b>¿Cree usted que el nivel de hablar en inglés como lengua extranjera de los estudiantes ha mejorado desde que se implementó las representaciones teatrales (mini-teatro) como estrategia pedagógica?</b></p>	3. Mini-drama

<p>Interaction</p>	<p><b>Entrevistado:</b> Si profe Dahiana, por que mediante las actividades lúdicas los niños son más espontáneos, les da confianza en su seguridad al comunicarse en el idioma inglés.</p> <p><b>Entrevistador:</b> ¿Considera que el uso de representaciones teatrales (mini-teatro) en el idioma inglés fomenta el mejoramiento de las habilidades comunicativas específicamente la habilidad de hablar en inglés (speaking skills) en los estudiantes?</p>	
<p>Confidence</p>	<p><b>Entrevistado:</b> Si, claro profe Dahiana, pues es que permite que ellos pierdan sus temores y se den a entender con los demás.</p>	
<p>Motivation</p>	<p><b>Entrevistador:</b> ¿Cómo ha visto la actitud de los estudiantes con la implementación las representaciones teatrales (mini-teatro) como estrategia pedagógica en la enseñanza del idioma inglés?</p> <p><b>Entrevistado:</b> heeee, los niños reflejan agrado en la participación de las actividades, disfrutan lo que hacen y proyectan motivación a los demás estudiantes.</p>	
<p>Motivation</p>	<p><b>Entrevistador:</b> ¿Podría hablarme de la experiencia más significativa que como coordinadora de la institución ha observado durante el desarrollo de la propuesta “Mini-drama as a pedagogical strategy to enhance speaking skills”?</p>	
<p>Learning Language</p>	<p><b>Entrevistado:</b> Profe Dahiana, cuando los niños se han presentado en los diferentes concursos interinstitucionales y han ganado con las representaciones teatrales en inglés, definitivamente ellos son orgullo y un gran ejemplo para los demás compañeros.</p> <p><b>Entrevistador:</b> Desde su opinión personal ¿Quiénes se benefician con el desarrollo de este proyecto?</p> <p><b>Entrevistado:</b> Pues la comunidad educativa, pero especialmente los niños porque ellos reflejan una educación integral.</p> <p><b>Entrevistador:</b> ¿Qué recomendación haría para el fortalecimiento de este proyecto?</p> <p><b>Entrevistado:</b> Que se intensifique el horario de las actividades.</p> <p><b>Entrevistador:</b> Muchas gracias profe Marcela.</p> <p><b>Entrevistado:</b> Okey profe Dahiana.</p>	

*Source: Adapted Jean Jones, Ph. D from the January 1990 “Words” newsletter, Teachers College Word Processing Center, University of NebraskaLincoln, Marlene Starr and Donald C. Freed, editors*

This is an interview for the academic coordinator from Liceo Nuestra Señora del Carmelo to identify the incidence of this research along the process and to know coordinator expectation, the dialogue was in the participants’ native language to capture relevant information.

O’Neill & Lambert (1982, p. 15-20) pointed out that the most positive contribution of drama in educational programs is to promote the assertive environment to develop various types of language to communicate so, this interview with the academic coordinator showed three themes that confirm this affirmation: first verbal communication, second nonverbal communication, and third Mini-drama, referencing to verbal communication, coordinator confirmed the importance that students improve interaction and discourse management in speaking skill because this helps them in integral training, also she said that ludic activities are a good way to help them to improve confidence and lose of fear to speak in front of an audience.

Also, she mentioned that mini-drama as a pedagogical strategy was assertive to improve both, verbal and nonverbal communication in a foreign language. It allowed that students lose their fears, communicate with confidence, motivate in English participation, and have control of their nervousness.

On the other hand, the interview with the academic coordinator showed special interest to continue the research project and for the advances, asked more time for the research, and express pride for the students’ competencies showed in drama contests and diary life.





**Appendix 5: Rubric Speaking Skill**

**Table 5.**

*Speaking Skill and Mini-drama Rubric*

**RUBRIC SPEAKING SKILL**

ACTIVITY: \_\_\_\_\_

SPEAKING SKILL AND MINI-DRAMA	 5 <b>Very Good</b>	 4 <b>Good</b>	 3 <b>I'm learning</b>	 2 <b>Try again</b>
<b>Vocabulary</b>	Students use functional vocabulary to give and exchange dialogs and good control of simple	Students use appropriate vocabulary to give and exchange dialogs and good control of simple	Students use appropriate vocabulary and good control of simple grammatical	Students use a limited range of vocabulary and control of simple phrases to talk

	and complex grammatical form in wide range of topics.	grammatical form with some errors that do not impede communication.	form to talk about specific situation.	about specific situation.
<b>Pronunciation</b>	Students pronounce clearly and correctly demonstrating appropriate pacing.	Students pronounce clearly but do not demonstrate appropriate pacing.	Students pronounce incorrectly and rarely demonstrates accurate intonation and appropriate pacing.	Students do not talk clearly and do not show correct pronunciation and intonation.
<b>Character and scenario</b>	Students appropriate of the character in a logical manner using relevant detail and scenario is creatively understandable.	Students appropriate of the character and the scenario is mostly understandable.	Students develop the character in basic way and the scenario needs relevant detail.	Students lack appropriation of the character and the scenario is limited.
<b>Body Expression and Gesture Language</b>	Students use appropriate voice, body expression and functional gesture language showing confidence.	Students show confidence and appropriate gesture language.	Students show confidence but limited body expressions.	Students show lack of confidence and do not use gesture language.

*Adapted by Leidy Dahiana Arevalo Riveros from Lenguaje y Comunicación-NB3 (2013) and Alberta Learning, Alberta, Canada (2000)*

*Maura, 2016. Emoticones de whatsapp. <https://imagenwhatsapp.com/imagen-con-mensaje/40-emoticones-imagenes-divertidas-con-emoticones-para-whatsapp/>*

**Table 6.**

*General Speaking Skill and Mini-drama Rubric- Interventions Analysis*

<b>Qualitative Grade</b>	<b>Intervention 1 Representation of personal information</b>	<b>Intervention 2 Mini-drama first part</b>	<b>Intervention 3 Mini-drama second part</b>	<b>Intervention 4 Final presentation- Play “The Magic Three”</b>
<b>Vocabulary</b>	4	3	4	4
<b>Pronunciation</b>	2	3	3	5
<b>Character and Scenario development</b>	3	3	4	5

<b>Body expression and gesture language</b>	3	3	3	4
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### Appendix 6: Didactic Unit “Let’s Act Out”

The following Didactic Unit called “Let’s Act Out” was taken by the pedagogical practice IV from Santo Tomas University, there are relevant aspects such as objectives, topics, time, activities, assessment, resources, etc. in three lessons plan and four interventions into them that support this research.

#### Table 7.

#### *Didactic Unit “Let’s act out”*

“LET’S ACT OUT”	
Title: <b>LET’S ACT OUT</b> Level: FIFTH GRADE School: OUR LADY OF CARMEL SCHOOL. Term: I period Temporalisation: 4 INTERVENTIONS Time: 5 hours per week, 1 hour per day. Author: Leidy Dahiana Arevalo Riveros	
OBJECTIVES	
Communicative	Students will be able to communicate ideas in oral way.
Linguistic	The students will express ideas through mini-drama application in real situations.
Attitudinal	The students will learn the topics practicing responsibility and express ideas practicing respect, tolerance and collaborative work.
CONTENTS	
Grammatical content	Adverbs of frequency and present and past tense.
Lexical content	Daily routine vocabulary, Environmental issue vocabulary, personal information, adverbs of frequency and verbs.

Socio-cultural aspects	Practice values to life such as collaborative work, respecting in the participation and the knowledge of other cultures, and responsibility in their works in class, gentleness and be polite (use expressions).			
<b>EXERCISES</b>				
<p><b>Speaking exercises:</b> Mini-drama exercises, Play with puppets, creation and memorization of conversations to practice pronunciation, intonation and stress, use of vocabulary and communication in real situation.</p> <p><b>Grammar exercises:</b> Make a conversation and use past and present tense and frequency adverbs.</p> <p><b>Reinforcement exercises:</b> express ideas, play games, videos, and mini-dramas.</p>				
<b>METHODOLOGY</b>				
<p>The best methodology to develop this project is taking the adaptation from Prator and Celce-Murcia, (1979). I used ALM (The Audiolingual Method), where students use dialogues, mimicry, memorization of set phases, structural patterns using repetitive drills, grammar by deductive explanation, vocabulary in context, tapes, language labs, visual aids, pronunciation, immediately reinforced and effort to produce error-free utterances in the activities. In this project, students are actives in their process. it proposes some play-acting activities to reflect on students' behavior, planning new activities, apply them, and evaluate all the time.</p>				
<b>RESOURCES</b>				
<p>Notebook, pencil, Colors, Board, Markers, pencil case, T.V, lap top, HDMI cable, handout and scripts, camera, English dictionary, videos, internet, recycle material, costumes, puppets.</p>				
<b>PEDAGOGICAL ISSUES PER SESSION</b>				
<b>LESSON 1</b>				
<b>AIM</b>	<b>ACTIVITIES/TASKS</b>	<b>TIMING</b>	<b>RESOURCES</b>	<b>SKILLS</b>
<p>To ask and answer about personal information in oral way.</p>	<p style="text-align: center;"><b>Preliminary Activities</b></p> <p><b>Activity 1:</b> Game “name wave” as an ice breaker in the group. Students make a movement while they say “My name is _____”, the other students copy and repeat the name and its movement.</p> <p><b>Activity 2:</b> -Students watch a video about a real conversation.</p> <p><a href="https://www.youtube.com/watch?v=KutS5YYOWyc">https://www.youtube.com/watch?v=KutS5YYOWyc</a></p> <p>:Personal information in English.</p>	<p>5 hour per week</p>	<p>Video T.V. Laptop Internet</p>	<p>Listening Speaking</p>

	<p><b>Activity 3:</b> -Students in pairs do a representation from the video in front of the class (oral way and body expression).</p> <p><b>Activity 4:</b> - Students make groups of three people and they think about their personal information then they say the last conversation with their own information and use puppets to do the new representation called “mini-drama” in front of the class. Teacher teaches how to use puppets, vocalization in each conversation, practice new vocabulary, pronunciation, intonation and stress.</p> <p><b>Activity 5:</b> -Complete the worksheet called <b>Preliminary worksheet (appendix 1).</b></p> <p><b>Data Collection 1: Students’ Questionnaire (appendix 2).</b></p>		<p>Notebook, pencil, Board, Markers, pencil case, worksheet, puppets</p>	<p>Speaking</p>
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**COURSE ASSESSMENT & EVALUATION CRITERIA**

Self-evaluation, Co-evaluation in oral way, Hetero-evaluation, behavior, responsibility, respect, work in class, mini-drama (rubric), collaborative work.

**EVALUATION:** The preliminary activities proposed for this first lesson was interested for kids for the puppets for some students were shy at the time to speak in front of their classmates, the video allowed to keep in mind phonological features and correct use of language in each situation. Puppets were good tool to speaking skill acquire confidence in front of their classmates.

**LESSON 2**

AIM	ACTIVITIES/TASKS	TIMING	RESOURCES	SKILLS
<p>To use simple present and adverbs of frequency in</p>	<p style="text-align: center;"><b>INTERVENTION 1</b></p> <p><b>Activity 1:</b> Drama exercises: -Vocalization (breathing exercises and voice projection).</p>	<p>5 hours per week</p>	<p>Notebook, pencil, eraser, Board, Markers,</p>	<p>Listening Speaking Reading Writing</p>

<p>written and oral way.</p>	<p>-Body expression (Imitate and follow the hand of my classmate).</p> <p>-Read script “The Lion and the Mouse (appendix 7) and used different kind of voices and gesture language, pay attention to vocabulary and sentences in present tense. (Group of four students).</p> <p><b>Activity 2:</b> Students reinforce their knowledge about of adverbs of frequency and simple present tense through making mini-dramas (group of four students), they think about setting, customs, characters and write short scripts.</p> <p><b>Activity 3:</b> Teacher make a feedback of the scripts and students make corrections of their mini-drama written in their notebooks or peace of papers recycled.</p> <p><b>Data Collection 2: Coordinator Interview (appendix 4).</b></p> <p><b>INTERVENTION 2</b></p> <p><b>Activity 1:</b> -Memorize the script and use correct pronunciation and prepare a mini-drama to the class. (Use sitting, costumes, etc.).</p> <p><b>Activity 2:</b> -Each group presents their mini-drama in front of the class.</p> <p><b>Activity 3:</b> - Students keep in mind the rubric to improve their presentation, correct use of phonological feature and grade their classmate performance. (co-evaluation)</p>		<p>pencil case, recycle paper.</p> <p>-Audio Recorder</p> <p>-Camera to record videos</p> <p>-Rubric</p> <p>-Accessories in the setting.</p>	
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		<b>Data Collection 3: I Observation and Rubric (appendix 5)</b>					
<p><b>Evaluation:</b> There were some problems of intolerance in the collaborative work, students had to solve their living together problems. The students' presentations were favorable and students help each other and improve their pronunciation and coherence. They need teacher assistance all the time.</p>							
<p><b>LESSON 3</b></p>							
AIM	ACTIVITIES/TASKS			TIMING	RESOURCES	SKILLS	
<p>To use past tense and environmental issue vocabulary</p>	<p style="text-align: center;"><b>INTERVENTION 3</b></p> <p><b>Activity 1:</b> Do drama exercises before each activity. The students form 4 groups and each group have to propose a mini-dramas about take care of the environment and use the topics (past tense and vocabulary). Each group have to create a scene to a play.</p> <p><b>Activity 2:</b> Teacher make a feedback of the scripts and students make corrections of their mini-drama written in their notebooks or piece of papers recycled.</p> <p><b>Activity 3:</b> Each group memorize the scripts corrected, analyze the real situation where use the dialogs and present their mini-dramas in front of the class using body expressions, also they can use improvisation accessories.</p> <p><b>Activity 4:</b> Each Students keep in mind the rubric to improve their presentation, correct use of phonological feature, and grade their classmate performance. (co-evaluation)</p> <p><b>Data Collection 3: Analysis of II Observation and Rubric (appendix 5).</b></p>			<p>5 hours per week</p>	<p>Notebook, pencil, eraser, Board, Markers, pencil case, recycle paper. English Dictionary.</p>	<p>Speaking Writing</p>	



on the audience in cultural week from the school. The experience was awesome to me as a teacher, to students for the process and for audience for the message.

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## Appendix 7: The Lion and the Mouse –Story Telling

### The Lion and The Mouse

Retold by Jenny Dooley and Vanessa Page

#### Scene 1 (In the Jungle)

*Some animals on the stage moving about in group. They stop on a cue:*

**Animals:** It's hot and it's sunny this summer day,

**Rhino:** deep in the jungle the animals say.

**Zebra:** Here comes the lion, the King of this land.

**Rhino:** He's big and he's strong and proudly he stands.

**King Lion:** *(He enters stage right and in the center he looks around over the head of the other animals)* Listen you all! I'm going to sleep. Be quiet everybody. Nobody speak!

*As soon as lion starts talking, the other animals put their heads down and look at him in fear.*

**Butterflies:** King Lion lies down under the trees, and everyone's quiet-even the bees!

**Snake:** There's Mrs. Mouse, a Little White thing. She comes out of her house and she starts to sing.

**Mom's Mouse:** It's sunny, it's warm. It's a wonderful day!

**Mrs. Mouse:** Let's go for a swim! What do you say?

*Animals put their hands over their mouths, shocked.*

**Elephant:** Be quiet, Mrs. Mouse!

**Birds:** Do not stay here!

**Parrot:** Go back to your house!

**Birds:** Kind Lion is near!

*Mrs. Mouse goes up close to the lion and looks at him. Then she smiles.*

**Mrs. Mouse:** Don't worry, he's sleeping. Don't worry, I say. I'm going to be careful. I'll swim far away.

**Rabbits:** So away she goes. She counts 1-2-3.

And splashes her toes where he cannot see.

**Monkeys:** But soon she forgets the lion is there.

She swims very close to the lion's hair!

*King Lion wakes up and is very angry. He shouts. Mrs. Mouse is afraid and shakes.*

**King Lion:** What's that? What's the matter? A noise I hear. My eyes tell me a mouse is near.

**Mrs. Mouse:** I'm sorry, O Lion! I'm sorry, my King. But this summer day is good for a swim. Don't eat me, don't eat me, don't eat me. I'll help you one day. Please let me go. What do you say?

**King Lion:** *(laugh)* Hahahaha! That's funny. You'll help me one day? You're too small for me. Just go far away!

## Scene 2

**Crocodile:** A long time later, on another hot day, a noise much greater the mouse hears far away.

*The stage is empty or dark, the actor playing King Lion's part is heard roaring in background. Lion enters in a net,*

*Mrs. Mouse look him for, Lion is roaring and crying.*

**Parrot:** She runs to the lion and what does she see?

**Leopard:** He is in a net, hanging under a tree!

**Elephant:** The lion is sad, he roars and he cries. This is so bad. There are tears in his eyes.

**Mrs. Mouse:** Don't worry, my friend, don't worry my King. Your trouble will end when I bite through this thing. *(She bites the net)*

**Parrot:** So she starts to bite the ropes of the net,

**Zebra:** and soon he falls through and lands on his head.

**King Lion:** Thank you my friend. I won't forget you. We'll always be friends and I'll protect you.

**Mrs. Mouse:** Your welcome, dear Lion. Now you can see, no matter how small, a good friend I'll be.

*The rest of the animals come back onto the stage and clap their hands in approval.*

## Appendix 8: The Magic Tree Play

### Play: THE MAGIC TREE

By Leidy Dahiana Arévalo and fifth grade students 2018

**Characters:** Araguaney Magic tree, bird, jaguar, monkey, capybara, fairy 1, fairy 2, little girl, businessman, assistance, woodcutter, workers, people, trees.

**Setting:** In the forest

#### SCENE I

Back ground music and animals, plants and fairies dance. (*Go Green - Save Trees @ Delhi School of Excellence*) <https://www.youtube.com/watch?v=l8PYRsAgjvE>

<https://www.youtube.com/watch?v=6CoMDwhfaew> (*Música Zen y Sonidos de la Naturaleza*) *sonidos de naturaleza.*

(*Sad piano music-abandoned*) <https://www.youtube.com/watch?v=2uPjkhH8sFk>

(Dance stops)

**Jaguar:** This is a story, magical and real.

**Bird:** a story where a little girl rescued a magic tree.

**Monkey:** It was powerful, kind and it loves to be

**Capybara:** the animal protector and all you can see.

(Dance continues and animals leave the scene)

#### SCENE II

<https://www.youtube.com/watch?v=6CoMDwhfaew> (*Música Zen y Sonidos de la Naturaleza*) *sonidos de naturaleza.*

People enter and throw trash under the tree, little girl enters, looks around and picks up some papers, she leaves the scene.

**Magic tree:** Oh no, my nature is contaminated again! I have an idea; I will call my friends, the fairies.

**Fairy 1:** Hello Magic tree!.

**Fairy 2:** What's happening magic tree?

**Magic tree:** I'm sad because people is throwing trash again. People can't see that they contaminate the environment. This is our earth; this is our only one home.

**Fairy 1:** (sad) I know; we have to do something!

**Fairy 2:** (angry) they don't know who are you! (They're scared when someone comes and they hide).

**Businessman:** Assistance, come fast!

**Assistance:** Yes Sr. (he's writing in a notebook and using a paper that he tears up and throws on the floor)

**Businessman:** (Show the area and use his hands) This is the space where I want my new factory. I'll make my money in big piles. But, one moment, what is that? (he's looking the tree)

**Assistance:** That is the Araguaney tree Sr. That is the only one in the region.

**Businessman:** This tree is occupying our space, cut it down! Woodcutter, bring the saw and cut it down. (he leaves)

**Woodcutter:** (he enters) Yes Sir! <https://www.youtube.com/watch?v=MDXSsOFmcW8>

(The tree is so scared and the fairies too. Suddenly a little girl appears)

**Girl:** STOP! STOP! Don't you care what will happen to the animals and our land?

STOP! STOP! STOP! ... STOP!

**Woodcutter:** Okay little girl, this is just a tree, there are many around this region, what's the problem?

**Girl:** This isn't just a tree; this is the Araguaney magic tree. If you cut down it, you will make an ecological disaster.

**Woodcutter:** I don't understand.

**Fairy 2:** (angry and exasperate) oooyyy!!! Humans never understand anything!

**Fairy 1:** animals will tell you.

(Animals dance and sing – *I am the earth* and the men and girl are surprised)

<https://www.youtube.com/watch?v=TNtmqStVRo0>

**Capybara:** we have to save this tree.

**Bird:** of course, we have to prevent this catastrophe.

**Jaguar:** what can we do? Our lives will end.

**Bird:** this is our home; this is our refuge.

**Jaguar:** this tree is magic, it gives us the power to talk with humans, sing and dance. Please, don't cut down the tree.

**Monkey:** I live to climb from limb to limb. What will I do from now on? Please, don't cut down the tree.

**Bird:** We fly from branch to branch and play. We give our babies worms to eat. Please, don't cut down the tree.

**Monkey:** This magic tree has the power to show our future if humans don't stop pollution everywhere. Please, don't cut down the tree.

**Girl:** We have to recycle paper and write on both sides. The tree gives us shade and oxygen to breathe. Please, don't cut down the tree.

**Businessman:** (Enter very angry) Oh, look at the animals over here. (take the animals out) shuu shuu!

**Woodcutter:** I'm sorry boss, but I can't cut down this tree, poor animals, poor humans.

**Businessman:** (Angry) what are you talking about?

**Girl:** Dad, the nature is our responsibility. Please, help me to take care of it.

**Assistance:** Excuse me boss, but your daughter is right.

**Businessman:** (Angry) Are you crazy? (They are leaving the place) Assistance, call the workers from the last construction. (Assistance takes note).

**Girl:** (sad) Stop dad, if we cut down the trees, we will be destroyed the earth. Daaad! He never hears me. (She leaves the scene).

### SCENE III

Workers use a digger and a saw to cut down the trees. Fairies run and bring the girl to help them.

<https://www.youtube.com/watch?v=entqnXxMn7k> **Rc Excavator, RC Trucks, RC Fahrzeuge, Maquinas y camiones rc, rc adventures, aventura 4x4.**

**Fairy 1:** Help us little girl, help us please.

**Fairy 2:** Do you know what we have to do? Help us, please.

**Fairy 1:** You could help us if you don't cut down trees.

**Magic Tree:** Help me little girl, there are many people who want to hurt me.

**Girl:** I have an idea (say to them a secret).

Girl distracts the workers while the fairies take frost from the tree. Then they blow frost on each other's faces and they fall asleep. In the dream they see how humans and nature are destroyed by lack of air, polluted water, noise and garbage everywhere. <https://www.youtube.com/watch?v=Ms7Qu3XcwVo> **Pusher Music- Finish Line (Epic Action**

**Dark Orchestral Choral Suspense Style)**

**Workers:** (they are scared, shout and run) We are going to die! Everything will die!

**Businessman:** (Angry) what's happen again?

**Girl:** Dad, please, stops this destruction!

In this moment the fairy puts frost on Businessman's face and he imagines his daughter dying and looks at the destruction of the earth. <https://www.youtube.com/watch?v=Ms7Qu3XcwVo> **Pusher Music- Finish Line (Epic**

**Action Dark Orchestral Choral Suspense Style)**

Now he can look at the fairies and the real magic tree.

<https://www.youtube.com/watch?v=l1M3hzZZfl> **REIKI ENERGÍA SANADORA, LIBERA BLOQUEOS Y**

**PURIFICA - UNA VIDA PLENA**

**Fairy 1:** hello Sr., we are the fairies of this forest and we protect this tree.

**Fairy 2:** Yes Sr., this is Araguaney magic tree, the only one in the world, it give us powers to protect the environment, your home, your family and you.

**Fairy 1:** This is our home, help us to protect it, please.

**Assistance:** I told you Sr. this forest is magic; this tree is amazing.

**Businessman:** (Sad) I am confused but I love my daughter so, I want the best home for her. This earth is our home, we have to understand and take care of it. Thank you magic fairies, I am sorry magic tree. I was a selfish. What can I do?

**Magic Tree:** Don't worry, Look! You can protect things in nature and plant these seeds to improve the land. (They receive the seeds and everybody plant.)

**Jaguar:** This is the story that doesn't end.

**Bird:** Story where someone decided to change.

**Monkey:** the power of love to his little girl.

**Capybara:** it was the way to protect the earth. (sing the song)

**Gaia Sing: LOVE SONG TO THE EARTH:** <https://www.youtube.com/watch?v=oRGO0xzcZU8>

End

**Appendix 9: Timetable**

**Table 8.**

*Timetable 2018*

<b>YEAR</b>		<b>2018</b>															
		Month 1				Month 2				Month 3				Month 4			
		February				March				April				May			
		WEEKS				WEEKS				WEEKS				WEEKS			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Observation in some E.F.L activities (Speaking skill)																
2	Preliminary Activities Design																
3	Preliminary activities application																
4	Intervention activities design (lesson plan 1 & 2)																
5	Data collection 1: Students' questionnaire																
6	Intervention # 1																
7	Data collection 2: Coordinator interview.																
8	Intervention # 2																
9	Data Collection 3: Observation with video and Rubric																
10	Analysis and reflection: Videos Codification # 1																
11	Intervention activities design (lesson plan 3)																
12	Intervention # 3																
13	Data collection 4: Observation through videos and rubric.																

YEAR		2018																			
		Month 1				Month 2				Month 3				Month 4							
ACTIVITIES		August				September				October				November							
		WEEKS				WEEKS				WEEKS				WEEKS							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
14	Intervention # 4	█	█	█	█																
15	Data collection 5: Observation through videos and rubric.					█															
16	Analysis and reflection: Videos Codification # 2						█														
17	Rehearsal and final presentation "The magic Three play"							█	█	█	█	█	█								
18	Analysis and reflection: Final Video Codification # 3															█					
19	Data collection 6: students interview																█				
20	Analyze the results																		█		
21	Conclusions and elaboration of final report.																				█

Castillo, M. 2011. Guía para la formulación de proyectos de investigación. Bogotá-Colombia. Editorial Magisterio. P. 72

**Appendix 10: Data Collection # 3: Observation and Rubric Part 1**

The following chart tables are the analysis of videos recorded along with the presentations of four groups of students, they designed the context and dialog to communicate their message, and they and I as a researcher kept in mind the rubric to evaluate the process.

**Table 9.**

First Team Analysis: [https://www.youtube.com/watch?v=Ds\\_WGTDPfZ8&feature=youtu.be](https://www.youtube.com/watch?v=Ds_WGTDPfZ8&feature=youtu.be)

CODE	TRANSCRIPT	THEME
<p>Apprehension</p> <p>Fidgeting</p> <p>Swaying</p> <p>Lack of confidence</p> <p>Incorrect Pronunciation</p> <p>Incorrect intonation and stress</p> <p>Limited use of vocabulary</p> <p>Good intonation</p> <p>Lack of coherence</p> <p>Good body expression</p> <p>Incorrect Pronunciation</p> <p>Incorrect grammar and vocabulary</p> <p>Good interaction</p> <p>Incorrect Pronunciation</p> <p>Lack appropriation of the character</p>	<p><i>“(Before the presentation, the students show nervousness and lack of confidence so they read the dialogs and do not use body expression to show the message and their intention of communication.)”</i></p> <p><b>ROSARIO:</b> sister, we were going to look for monkeys at the plane.</p> <p><b>MARIANA:</b> I do not sister, I prefer the bears.</p> <p><b>ROSARIO:</b> Let’s go find the monkeys.</p> <p><b>MARIANA:</b> No, to bears.</p> <p><i>“(Students use body language and other non-verbal cues to understand or transmit the meanings and messages)”</i>.</p> <p><b>ROSARIO:</b> Let’s do it both ways we will have what we want as always. <i>“(She still swings)”</i></p> <p><b>MARIANA:</b> It have one in there or no one the monkey? And me, the bear. <i>“(Inaudible)”</i></p> <p><b>ROSARIO:</b> Look, there are the monkeys. <b>MARIANA:</b> So good are the bears. Let’s do something I play hair.</p> <p><b>ROSARIO:</b> and me...</p> <p><b>MARIANA:</b> You can play run. See you! <b>ROSARIO:</b> Good</p> <p><i>“(They are not sure about the next part of the play so there is a pause. They see each other and communicate by gestures to be continued)”</i>.</p> <p><i>“(Students change the position to finish the play)”</i></p> <p><b>CORDOBA:</b> I’ll see you and I’ll say you when you come, you play with us.</p>	<p>1. Nervousness</p> <p>2. Lack of nonverbal communication</p> <p>3. Limited control of phonological features.</p>

**Table 10.**

Second Team Analysis: <https://www.youtube.com/watch?v=JcVRjXxmMI8>

CODE	TRANSCRIPT	THEME
<p>Confidence</p> <p>Nervousness</p> <p>Correct Pronunciation</p> <p>Good interaction</p> <p>Appropriation of the character</p> <p>Nervousness</p> <p>Incorrect grammar and vocabulary</p> <p>Incorrect Pronunciation</p> <p>Lack of coherence</p> <p>Nervousness and lack of confidence</p> <p>Correct Pronunciation</p> <p>Assertive movement in the communication</p> <p>Incorrect grammar and vocabulary</p> <p>Good intonation and stress</p>	<p><b>SETTING:</b> At the school (Gabriela plays with her elastic band and shows nervousness but Gustavo shows confidence and use assertive movements in his speech)</p> <p><b>JULIETA:</b> Hi brothers.</p> <p><b>MARK:</b> Hello Julieta</p> <p><b>MARK AND JULIETA:</b> Get Up Cristian.</p> <p><b>CRISTIAN:</b> What happened! What happened!</p> <p>(Students enjoy the activity and they try to appropriates of the character, use corporal expression and speak aloud)</p> <p><b>JULIETA:</b> Let's play</p> <p>(they forget the dialog and see each other)</p> <p><b>CRISTIAN:</b> That we play?</p> <p><b>JULIETA:</b> Hide and seek.</p> <p>(They forget the dialog again)</p> <p><b>MARK:</b> You count how... to count Cristian.</p> <p><b>CRISTIAN:</b> No</p> <p>(They show insecurity and nervousness)</p> <p><b>MARK:</b> 1,2,3,4,5,6,7,8,9 and 10.</p> <p>(Student uses correct movements to communicate the idea, looking for the classmates and find a blue rock)</p> <p><b>MARK:</b> Brothers found a blue neon blue... Cristian!</p>	<p>1. Nervousness</p> <p>2. Verbal and non verbal communication</p> <p>3. Limited Control of phonological features.</p>

**Table 11.**

*Third Team Analysis:* [https://www.youtube.com/watch?v=VFx\\_gq6nLUA](https://www.youtube.com/watch?v=VFx_gq6nLUA)

CODE	TRANSCRIPT	THEME
Lack of Confidence Use of repetitive movements Lack of coherence Nervousness Incorrect grammar and vocabulary Correct Pronunciation Good intonation and stress Lack of interaction	<p><b>SETTING:</b> In the forest</p> <p>(Students read parts of papers with the conversation, they show lack of confidence).</p> <p><b>B.</b> hello  <b>A.</b> hello  <b>C.</b> go let's forest  <b>B.</b> Let's go to forest.</p> <p><b>A.</b>I carry the map</p> <p>(they read the dialogs and do not use corporal expression to communicate the idea)</p> <p><b>C.</b> yes, go</p> <p><b>B.</b> he look that forest is pretty.</p> <p><b>A.</b>I go to see whether he is predator</p> <p><b>C.</b> let's go don't waste time...</p>	1. Nervousness  2. Only Verbal communication  3. Limited control of phonological features.

**Table 12.**

*Fourth Team Analysis:* [https://www.youtube.com/watch?v=RTO--H\\_eii0](https://www.youtube.com/watch?v=RTO--H_eii0)

CODE	TRANSCRIPT	THEME
Confidence Lack of corporal expression Lack of interaction Nervousness and hesitation Lack of intonation and stress	<p><b>SETTING:</b> At the Zoo</p> <p>(Students show control in the conversation, nervousness and pronunciation, they have difficulty in their intonation and vocalization)</p> <p><b>A.</b>Hello                      Hi, what's your name?  <b>B.</b> My name is Maria Jose. How can I see the lion?  <b>A.</b>Go to straight ahead, where there is a big tree, turn left. It's two big rocks.</p> <p>(Students do not use movements and gestures, they show nervousness, hesitation and read the dialog to continue the conversation)</p>	1. Nervousness  2. Verbal and corporal communication.

<p>Assertive corporal expression</p> <p><b>Incorrect Pronunciation</b></p> <p><b>Correct grammar and vocabulary</b></p>	<p><b>A.</b> Thank you</p> <p>(This last student show confidence and corporal expression, fluency and good pronunciation)</p> <p><b>LION.</b> Grrrr... hello I'm the strongest in the zoo... Grrrrr</p>	<p>3. Limited control of phonological features.</p>
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Four groups of students made dialogs in a written way first. They acted out in front of their classmate; in general, they show nervousness and lack of confidence to speak in the English language. They persisted in limited control of phonological features such as incorrect pronunciation, intonation, and stress, mistakes in grammar, and use of vocabulary, incorrect coherence in their dialogs, but they have good interaction in general. Also, the majority of the population did not use gesture language and body expression (no verbal communication) so, apprehension, fidgeting, swaying and lack of appropriation of the character were the main features in this first part of the process.

**Appendix 11: Data Collection #4: Observation and Rubric Part 2**

This was the beginning of the second part of the intervention where we used mini-drama (play-acting) as a pedagogical strategy to improve speaking skills in fifth-grade students. They made groups to create the scenes for a big play. They used the topics in this period such as present and past tense, ecological issue vocabulary, and improve their body expression in their interaction. They designed dialogs, actions, settings, costumes, and make-up and using resources such as an English dictionary, the internet, the English portfolio, and so on.

<https://youtu.be/e-z5KvSOO8A>

**Table 13.**

*First Team Analysis II:* <https://youtu.be/sTLI4voiV-c>

CODE	TRANSCRIPT	THEME
<p>Nervousness</p> <p>Lack of previous rehearse</p> <p>Correct Pronunciation</p> <p>Correct grammar and vocabulary</p> <p>Lack of body expression</p> <p>Lack of interaction</p> <p>Correct and intonation, stress</p> <p>Lack of fluency</p>	<p>The tree started to grow and a businesswoman want to build a new factory in the same place.</p> <p>(The students use movements and corporal expression in the performance, they still show nervousness and try to pronounce correctly):</p> <p><b>Businesswoman:</b> assistant come fast. This tree is occupying our space, you have to knock it down, take out the saw.</p> <p><b>Assistant:</b> Okay.</p> <p><b>Storyteller:</b> meanwhile, in the forest, the animals were very worried.</p> <p>(The animals speak correctly but do not use movements)</p> <p><b>Jaguar:</b> we have to save the tree. <b>Corocora:</b> of course, we have to prevent this catastrophe.</p> <p><b>Storyteller:</b> the animals are making a plan while the assistant takes action.</p> <p>(Some students prepared the conversation but others have to read or need help in their dialogs, they do not show confidence and corporal expression):</p> <p><b>Corocora:</b> Please do not cut the tree down. <b>Businesswoman:</b> Your stupid tree is occupying our property.</p> <p>(These students need help in the dialog)</p> <p><b>Jaguar:</b> This tree is magic! It strengthens us, you can't knock it down.</p> <p><b>Assistant:</b> Sorry boss but we shouldn't cut the tree, poor animals.</p>	<p>1. Nervousness</p> <p>2. Lack of Nonverbal communication</p> <p>3. Good control of phonological features.</p>

**Table 14.**

*Second Team Analysis II:* <https://youtu.be/9R8AEAAZIGg>

CODE	TRANSCRIPT	THEME
<p>Correct intonation and vocalization</p> <p>Good intonation, stress and fluency</p> <p>Correct pronunciation</p> <p>Confidence</p> <p>Appropriates of the character</p> <p>Assertive movement in the communication</p> <p>Correct grammar and vocabulary</p> <p>Good interaction</p>	<p>(The student read a description of the story)</p> <p><b>Magic Tree:</b> Oh, no my nature is not contaminated, I have an idea I will call my friend the fairy.</p> <p><b>Magic Fairy:</b> What happened magic tree.</p> <p>(The student continues to read the story and pronounce very well).</p> <p><b>Polluter:</b> I'm going to contaminate everything.</p> <p><b>Magic Tree:</b> Oh no... help me! (Student could use better corporal expression and intonation in this part).</p>	<p>1. Good control of phonological features.</p> <p>2. Nonverbal communication</p>

**Table 15.**

*Third Team Analysis II:* <https://youtu.be/BB8IXNAhAh4>

CODE	TRANSCRIPT	THEME
<p>Confidence</p> <p>Body expression</p> <p>Incorrect pronunciation</p> <p>Lack body expression</p> <p>Nervousness</p> <p>Lack of interaction</p>	<p>(The student talk with confidence but does not have correct pronunciation)</p> <p><b>Samuel:</b> Stop you if we are going to knock down the tree.</p> <p>(The other students do not use body expression or vocalization)</p> <p><b>Jimena:</b> Yeah come on.</p> <p><b>Samuel:</b> No wait.</p> <p><b>Rosario:</b> Hello tree.</p> <p><b>Sara:</b> You are a majestic tree.</p> <p><b>Tree:</b> yes, but I only help people who do not live in trees.</p> <p><b>Sara:</b> Then you could help us because we do not knock down trees.</p>	<p>1. Lack of Confidence</p> <p>2. Only Verbal communication</p>

<p><b>Incorrect grammar and vocabulary</b></p> <p>Lack of vocalization</p> <p>Quiet Voice</p> <p><b>Lack of intonation and stress.</b></p> <p>Lack of confidence</p>	<p><b>Tree:</b> Of course I help them but you help me because there are people who want to hurt me.</p> <p><b>Rosario:</b> well we were going to help you.</p> <p><b>Tree:</b> And what do you want me to do</p> <p><b>Sara:</b> We want to be fairies.</p> <p><b>Tree:</b> ok.</p> <p><b>Rosario and Sara:</b> Thank you very much.</p> <p><b>Jimena:</b> Well now that they left we can go for the tree.</p> <p><b>Samuel:</b> Let's go because the supposed fairies have.</p> <p><b>Sara:</b> Rochi went to the tree.</p> <p><b>Rosario:</b> Sara since we are magic we can cure the tree.</p> <p><b>Samuel:</b> Now we can not hurt the tree. (Students did not practice the scrips)</p>	<p>3. Limited control of phonological features.</p>
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**Table 16.**

*Fourth Team Analysis II:* <https://www.youtube.com/watch?v=wRy4Ilfydd4>

CODE	TRANSCRIPT	THEME
<p>Confidence and body expression</p> <p><b>Incorrect pronunciation</b></p> <p>Good interaction</p> <p><b>Good intonation and stress.</b></p> <p>Good Body expression</p> <p><b>Correct Pronunciation and intonation.</b></p> <p><b>Correct grammar and vocabulary</b></p>	<p>(This student in particular has many problems to acquire English lessons but love drama, so their behavior, participation in speaking activities and performance is very good):</p> <p><b>Hunter:</b> I hope you do not come by the magic Pepa.</p> <p><b>Lion:</b> It is better hunter that you are away.</p> <p><b>Hunter:</b> Why</p> <p>(They show movements and gestures, touch and use of space)</p> <p><b>Hunter:</b> I gave that...</p> <p><b>Girls:</b> What are you <b>wearing?</b></p> <p><b>Hunter:</b> nothing</p> <p><b>Girls:</b> What are you <b>wearing?</b></p> <p><b>Hunter:</b> a lion.</p>	<p>4. Confidence</p> <p>5. Verbal and non verbal communication</p> <p>6. Control of phonological features.</p>

In the second part of the intervention, students showed more confidence and determination, some of them showed control of phonological features, for example, the first, second, and fourth groups improved their intonation, pronunciation, intimation, and stress in their performance and body expression. I had to help them to avoid their mistakes in the use of grammar and vocabulary, and they used some resources such as English dictionaries, English portfolios, and the internet to create their dialogs, however, others students had to work hard to enhance their speaking skills because they showed lack of vocalization, pronunciation, intonation and quiet voice that affect the communication. Also, I could see that mini-drama as a pedagogical strategy help to raise the motivation and control the nervousness in their communicative skills.

## Appendix 12: Data Collection of final presentation and evidences

### Part 3: Final presentation PLAY “The Magic Tree”

#### 1. Final Rehearsals

Students enjoyed in the rehearsals, they corrected the mistakes to their classmates and tried to remember the dialogs and correct pronunciation, intonation and stress, now they improved their participation in speaking skills activities like shows the next videos:

<https://www.youtube.com/watch?v=z8cc1SBXkCY&feature=youtu.be>

I find it pertinent to analyze the last rehearsal to find the final results of the process in improving speaking skills through mini-drama as a pedagogical strategy:

**Table 17.**

*Final rehearsal of the play “The Magic Tree”*

CODE	TRANSCRIPT	THEME
Confidence Correct vocalization and voice tone	<p><b>Jaguar:</b> what can we do? Our lives will end.  <b>Bird:</b> this is our home; this is our refuge.  <b>Jaguar:</b> this tree is magic, it gives us the power to talk with humans, sing and dance. Please, don't cut down the tree.  <b>Bird:</b> We fly from branch to branch and play. Please, don't cut down the tree.</p>	1. Drama as a pedagogical Strategy

<p>Body expression</p> <p><b>Correct pronunciation</b></p> <p>Control of Nervousness</p> <p>Good interaction</p> <p><b>Correct use of vocabulary</b></p> <p><b>Good intonation and stress.</b></p> <p>Confidence</p> <p><b>Correct pronunciation</b> and fluency</p>	<p><b>Girl:</b> We have to recycle paper and write on both sides. Please, don't cut down the tree.</p> <p><b>Businessman:</b> (Enter very angry) Oh, look at the animals over here. (take the animals out) shuu shuu!</p> <p><b>Woodcutter:</b> I'm sorry boss, but I can't cut down this tree, poor animals.</p> <p><b>Businessman:</b> (Angry) what are you talking about?</p> <p><b>Girl:</b> Dad, the nature is our responsibility. Please, help me to take care of it.</p> <p><b>Businessman:</b> (Angry) Are you crazy? (They are leaving the place) Assistance, call the workers from the last construction. (Assistance takes note).</p> <p><b>Girl:</b> (sad) Stop Dad!... Daaad! He never hears me. (She leaves the scene).</p> <p><b>Fairy 2:</b> Do you know what we have to do? Help us, please.</p> <p><b>Fairy 1:</b> You could help us if you don't cut down trees.</p> <p><b>Magic Tree:</b> Help me little girl.</p> <p><b>Girl:</b> I have an idea (say to them a secret). Girl distracts the workers while the fairies take frost from the tree. Then they blow frost on each other's faces and they fall asleep. In the dream they see how humans and nature are destroyed by lack of air, polluted water, noise and garbage everywhere.</p> <p><b>Workers:</b> (they are scared, shout and run) We are going to die! Everything will die! Go! (Teacher corrects a student in the scene) ...</p>	<p>2. Non Verbal communication</p> <p>3. Control of phonological features.</p>
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At the end of the process, students showed correct pronunciation, fluency in their dialogs, appropriation of the vocabulary and intonation, improvement in their interaction and others phonological features, confidence, and control of nervousness. There were amazing results for these reasons, I could see the enhancement in speaking skills and body expressions according to the context:

<https://www.youtube.com/watch?v=3Pit300oq2o>

## 2. Play “THE MAGIC TREE”

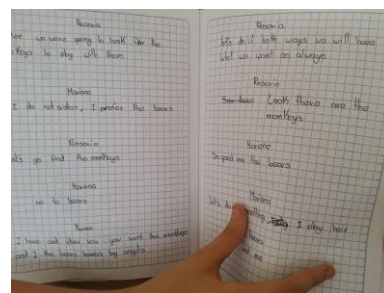
In this video, you can watch student’s participation in a drama festival called “XV Encuentro Interinstitucional de Teatro”, where their play “The Magic Tree – Nuestra Señora del Carmelo”

won third place in the children category. This kind of award helps the motivation to continue the process to improve in drama and speaking skills.

<https://www.youtube.com/watch?v=-jXZWB-PFMo>

[https://m.facebook.com/story.php?story\\_fbid=1092721714240311&id=419761254869697&sf\\_nsn=scwspwa&extid=JrfIVlcX9Wb7CzvW](https://m.facebook.com/story.php?story_fbid=1092721714240311&id=419761254869697&sf_nsn=scwspwa&extid=JrfIVlcX9Wb7CzvW)

**Appendix 13: Photograph Evidences**



**Appendix 14: Interview After the Play “The Magic Tree”**

After the presentations of the play “Magic Tree”, it was necessary to confirm the results of mini-drama in the academic improvement in the English area. I interviewed three students that had problems in learning EFL along the process, they expressed their opinion about it, this dialogue was in the participants’ native language.

**Interviewee 1: Entrevistado 1**

**Interviewee 2: Entrevistado 2**

**Interviewee 3: Entrevistado 3**

**Table 18.**

*Interview After the Play “The Magic Tree”*

CODE	TRANSCRIPT	THEME
	<p><b>Entrevistador:</b> Buenos días, mi nombre es Dahiana Arevalo, soy docente de inglés de los estudiantes del grado quinto del Liceo Nuestra Señora del Carmelo de Acacias, hemos terminado un proceso que hemos hecho con la creación de obras de teatro en inglés, hemos presentado una obra de teatro que se llama “The Magic Tree”, y tengo acá tres estudiantes muy especiales. Estos tres estudiantes que tengo acá ellos me van a contar cual fue su experiencia con la creación de la obra, el proceso de elaboración y la puesta en escena de lo que se logró, pues contando también que ocupamos el tercer lugar en el festival de teatro con la obra de teatro “The Magic Tree” en inglés. (...)</p> <p><b>¿Les gustaron las actividades que se realizaron durante el proceso de creación de la obra de teatro “The Magic Tree”?</b></p> <p><b>Hablen más duro, más duro por favor... ¿si les gustó o no les gustaron las actividades?</b></p> <p><b>Entrevistados:</b> Si señora.</p> <p><b>Entrevistador:</b> ¿Ustedes recuerdan más o menos qué hicimos?</p>	

Appropriation of the process	<p><b>Entrevistado 2:</b> pues hicimos... heee ... la obra de teatro por el árbol... el de Araguaney para salvarlo, que no lo destruyan por que quedan muy pocos ...</p> <p><b>Entrevistador:</b> en esta región, en el llano ¿no? Entonces la idea surge de allí, listo, muy bien. Heee... <b>¿Por qué les gusto no tanto la obra cuando la presentamos, sino el proceso... que les pareció el proceso y por qué les gusto ese proceso, o sea las actividades que se hicieron para hacerla? (...)</b></p>	1. Confidence
Confidence	<p><b>Entrevistado 1:</b> primero que todo porque nosotros hicimos la obra... la hicimos, la practicamos... la ensayamos.</p> <p><b>Entrevistador:</b> la ensayaron, que más...</p> <p><b>Entrevistado 2:</b> y fue el momento en que ya la sabíamos muy bien y bueno... (quiere decir que ya se sentía seguro con su nuevo conocimiento del EFL)</p> <p><b>Entrevistador:</b> Ya sabían bien los libretos</p> <p><b>Entrevistado 2:</b> ...nos fue muy bien.</p> <p><b>Entrevistador:</b> ¿En qué idioma lo hicimos?</p> <p><b>Entrevistados:</b> En inglés</p> <p><b>Entrevistador:</b> ¿y los libretos?</p> <p><b>Entrevistado 3:</b> en inglés.</p> <p><b>Entrevistador:</b> cuando hicimos las escenas... esas escenas las hicimos ¿en español o en inglés?</p> <p><b>Entrevistados:</b> en inglés.</p> <p><b>Entrevistador:</b> y como se ayudaron... ¿qué recursos utilizaron para poder hacerlas?, porque no es fácil ¿no?, escribir en inglés...</p> <p><b>Entrevistado 1:</b> Creatividad</p> <p><b>Entrevistador:</b> que más... Que más usaron para eso</p> <p><b>Entrevistado 2:</b> Pues emmm...</p>	

<p>Improvement of Pronunciation and interaction</p>	<p><b>Entrevistador:</b> que utilizaron ustedes cuando las estaban haciendo.</p> <p><b>Entrevistado 1:</b> La imaginación</p> <p><b>Entrevistador:</b> y para saber que vocabulario iban a usar, iban a escribir, las estructuras gramaticales... de lo que la profe ya les había enseñado, <b>¿cómo se apoyaron, viendo a donde, buscando dónde?...</b></p> <p><b>Entrevistado 2:</b> en internet.</p> <p><b>Entrevistador:</b> en internet... que más...</p> <p><b>Entrevistado 2:</b> heee pues, en el cuaderno, escribimos y comenzamos a pronunciar, a ver como se llamaba esto, que para saber que es, y decirlo como ya sabía cómo era...</p> <p><b>Entrevistado 3:</b> usamos diccionario y buscar ahí las palabras que no entendíamos.</p> <p><b>Entrevistador:</b> muy bien... como se sintieron creando cada uno de las escenas.</p> <p><b>Entrevistado 2:</b> hee pues genial porque...</p> <p><b>Entrevistado 1:</b> porque fue algo que nosotros hicimos... algo que nosotros...</p> <p><b>Entrevistador 3:</b> creamos...</p> <p><b>Entrevistado 1:</b> hemos creado.</p> <p><b>Entrevistado 2:</b> enseña mucho para la naturaleza... como cuidarla... a mí me enseñó demasiado esa obra.</p>	<p>2.Control of phonological features</p>
<p>Motivation and confidence</p>	<p><b>Entrevistador:</b> otra pregunta. <b>¿Qué sintieron antes de haber empezado el proceso, cuando yo les dije que iban a escribir la obra, que ustedes la iban a crear, qué sintieron?</b></p> <p><b>Entrevistado 1:</b> nos sentimos muy felices, muy felices, muy animados, muy con toda...con toda.</p>	

<p>Lack of nervousness</p>	<p><b>Entrevistador 2:</b> Yo un poquito asustado porque no se mucho inglés y comencé a estudiar y me fue bien y lo pronuncié muy bien.</p> <p><b>Entrevistador:</b> ¿Yo puedo preguntar algo? <b>¿Cuál es su desempeño académico en general?</b> Sus materias, las materias de ustedes, los resultados académicos que han tenido, <b>¿cómo son?</b>, Juan José... la verdad... pues dilo, que me te regular... (...)</p> <p><b>Entrevistado 1:</b> me va un poquito regular...</p> <p><b>Entrevistador:</b> y tu entiendes las... en las clases de inglés normalitas cuando les explicamos, <b>¿tu entiendes todo claro o tienes dudar siempre, tienes que preguntar?</b></p> <p><b>Entrevistado 1:</b> un poquito de dudas, pero si entiendo.</p> <p><b>Entrevistador:</b> tu, <b>¿cómo te va en tu desempeño académico en genera?</b></p> <p><b>Entrevistado 2:</b> pues hee, regular porque soy muy recochero, entonces... pero si... si me gusta este colegio, enseñan demasiado. <i>(he get off topic frequently)</i></p> <p><b>Entrevistado 3:</b> A mí también me va regular, porque a veces no presto atención en las clases, y pues lo demás enseñan bien.</p> <p><b>Entrevistador:</b> y <b>¿sienten que aprendieron durante la obra?</b></p> <p><b>Entrevistado:</b> <i>(Inaudible)</i></p> <p><b>Entrevistado 2:</b> Mucho</p> <p><b>Entrevistado 3:</b> Si señora <i>(She is very shy so their comments are short)</i></p> <p><b>Entrevistador:</b> (...) bueno, <b>¿durante el proceso ustedes se sintieron conformes con lo que se hizo, y que sienten ahora, que hemos terminado la obra?</b>, la hemos presentado, ha salido muy bonita. Y el hecho de que ustedes tres hablaron en inglés.</p>	<p><b>3. Confidence</b></p>
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<p>Use of vocabulary</p>	<p><b>Entrevistado 1:</b> que sería mejor volver a presentarla, sería mejor volver a presentar la obra porque quedó muy chévere, todo, los personajes, el habla...</p>	
	<p><b>Entrevistado 3:</b> y algunas cosas pues también deberíamos cambiarlas, por ejemplo, cuando los arbustos estaban ahí al frente, deberíamos colocarlos diagonal.</p>	
<p>Lack of nervousness</p>	<p><b>Entrevistado 2:</b> aprendí en eso, en la obra aprendí un poquito de inglés, si por lo libretos que me toco.</p> <p><b>Entrevistador:</b> ¿a ustedes les gustaría seguir escribiendo o creando obras o seguir trabajando este proceso?</p>	
	<p><b>Entrevistado 2:</b> Si señora, eso es muy divertido, imaginarse las cosas, es muy divertido.</p> <p><b>Entrevistado 1:</b> Uno se siente bien.</p> <p><i>“(7:52’ a 9:10’ the interview was not relevant and there were interruptions)”</i></p>	
<p>Interaction</p>	<p><b>Entrevistador:</b> ¿Encontraron maneras de comunicarse en inglés aun cuando no conocían todo el vocabulario que necesitaban?... O sea, ¿había otras maneras de comunicarse, se lograron comunicar durante la obra?</p> <p><b>Entrevistados:</b> Si señora</p> <p><b>Entrevistador:</b> ¿de qué manera se comunican?</p> <p><b>Entrevistado 3:</b> Hablando con las personas...</p> <p><b>Entrevistador:</b> en inglés... si, que más... de que otra forma.</p>	
<p>Appropriation of character</p>	<p><b>Entrevistado 2:</b> pues... dee..., pues de los trajes que teníamos.</p> <p><b>Entrevistador:</b> los trajes también ayudaron a mostrar que era, los elementos, la utilería...</p> <p><b>Entrevistado 2:</b> Lo elementos que significaban qué era y que era para cómo vestir ese árbol.</p>	<p>4.Nonverbal communication</p>

<p>Body expression according to the context</p>	<p><b>Entrevistador:</b> o sea la utilería, escenografía, listo y que más, que más utilizaron.</p> <p><b>Entrevistado 1:</b> El cuerpo. Nosotros utilizamos el cuerpo.</p> <p><b>Entrevistador:</b> para expresarse, ¿no?</p> <p><b>Entrevistado 1:</b> Si para expresarse.</p> <p><b>Entrevistador:</b> O sea ustedes usaron gestos... que más... movimientos... para que se hicieran entender al público que no hablaba en inglés. ¿Qué más usaron?</p>	
<p>Gesture language</p>	<p><b>Entrevistado 2:</b> Hacer significados con las manos, que qué era lo que estaba pasando, que mire que pobrecita, que todo eso... las manos...</p> <p><b>Entrevistador:</b> (...) ¿consideran que las actividades teatrales son apropiadas o son buenas para estimular la habilidad de hablar en inglés?</p> <p><b>Entrevistados:</b> Si señora</p> <p><b>Entrevistador:</b> ¿Si les parece que aprendieron?</p> <p><b>Entrevistados:</b> Si señora</p> <p><b>Entrevistador:</b> ¿Aun cuando presentan dificultades en la parte académica?</p> <p><b>Entrevistado 2:</b> mmm... Si.</p> <p><b>Entrevistador:</b> ¿Qué personaje fue el tuyo Juan José? ¿Cuál fue tu personaje?</p> <p><b>Entrevistado 1:</b> un trabajador</p> <p><b>Entrevistador:</b> un trabajador y ¿qué función tenía el trabajador?</p> <p><b>Entrevistado 1:</b> para ir a cortar el árbol.</p> <p><b>Entrevistado 2:</b> hee pues el mío fue que era un hombre que cortaba los árboles.</p> <p><b>Entrevistador:</b> ¿y por qué no lo corto en la obra?</p>	

<p>Interaction</p>	<p><b>Entrevistado 2:</b> pues, porque me dio tristeza con esos animales porque estaban pidiendo que no lo rompiera porque era su hogar entonces no quise romperlo.</p> <p><b>Entrevistado 3:</b> y mi personaje fue el del hada, que es donde aparecía y donde le echaba polvo a los trabajadores para que no cortaran el árbol y para que no lo tocaran, no le hicieran daño.</p> <p><b>Entrevistador:</b> ¿Cómo se sintieron hablando en inglés?</p>	
<p>Motivation and confidence</p>	<p><b>Entrevistado 2:</b> pues, muy divertido porque por fin hablamos inglés. (<i>He showed happiness</i>)</p> <p><b>Entrevistador:</b> jaja por fin lo hablamos... ¿Cómo te sentiste como la hada hablando en inglés?</p> <p><b>Entrevistado 3:</b> Hee...Pues... buen.</p> <p><b>Entrevistado 1:</b> Feliz, emocionado, chévere.</p> <p><b>Entrevistador:</b> O sea que ¿les gustaría continuar con el proceso?</p> <p><b>Entrevistados:</b> Si señora.</p> <p><b>Entrevistador:</b> ¿Piensan que aprendieron mucho?</p> <p><b>Entrevistados:</b> si señora, sí.</p>	
<p>Intonation and stress</p>	<p><b>Entrevistador:</b> ¿Qué actividades podrían sugerir para mejorar el proceso de realizar durante y después de la presentación de la obra? ¿Qué les gustaría mejorar?</p> <p><b>Entrevistado 1:</b> La vocalización</p> <p><b>Entrevistador:</b> La vocalización, que más... ¿los gestos?</p> <p><b>Entrevistado 1:</b> si, los gestos, para mejorarlos más.</p> <p><b>Entrevistador:</b> Haaa, el trabajo del cuerpo, que más.</p> <p><b>Entrevistado 3:</b> La sonrisa.</p>	
<p>Body expression</p>	<p><b>Entrevistador:</b> sonrisa... expresión corporal, qué más...</p>	

<p>Improvement of pronunciation, intonation, stress and vocabulary.</p>	<p><b>Entrevistado 3:</b> No darle la espalda al público.</p> <p><b>Entrevistador:</b> y la pronunciación que tal, ¿Cómo se ayudaron ustedes con la pronunciación?</p> <p><b>Entrevistado 1:</b> heeemm... con las profesoras.</p> <p><b>Entrevistador:</b> Con las profesoras, qué más... preguntando...</p> <p><b>Entrevistado 2:</b> Preguntando qué es esto, para saber...</p> <p><b>Entrevistador:</b> ¿usaron internet para ver la pronunciación?</p> <p><b>Entrevistado 3:</b> heee, yo usé el diccionario.</p> <p><b>Entrevistador:</b> Usaron el diccionario, qué más... para saber cómo se pronunciaba...</p> <p><b>Entrevistado 2:</b> Si señora.</p> <p><b>Entrevistador:</b> ¿Qué les pareció cantar? La música que cantamos en vivo durante la obra...</p> <p><b>Entrevistado 2:</b> muy bonita, a mí me gustó mucho, linda...</p> <p><b>Entrevistado 3:</b> A demás que se trata de que debemos reciclar...</p> <p><b>Entrevistado 2:</b> de cuidar...</p> <p><b>Entrevistador:</b> Se trata de temas ecológicos, de cuidar el planeta... ha listo. Muchisimas gracias, muy amables por su participación...</p>	<p>5.Control phonological features</p>
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This interview was the final data collection to know the result of mini-drama as a pedagogical strategy to improve speaking skills. In this way emerged themes like control of phonological features, confidence, and nonverbal communication. It was identifying the motivation and confidence that students acquired in English learning when they participated in mini-drama

activities. They were interested in improving their pronunciation, intonation, stress, interaction, and vocabulary in the process of make mini-dramas, so students and I can say that learning a foreign language can be funny, but it needs dedication and effort.