



**LAICA "ELOY ALFARO" UNIVERSITY  
EXTENSION EN EL CARMEN  
CAREER IN LANGUAGES-ENGLISH MAJOR**

Creada Ley No. 10 – Registro Oficial 313 de Noviembre 13 de 1985



**RESEARCH WORK**

**Prior to obtaining the Bachelor Degree in Languages –  
English Major**

THE INFLUENCE OF DRAMATIZATIONS IN THE STUDENTS'  
MOTIVATION TO THE ENGLISH LANGUAGE LEARNING IN THE THIRD  
ACCOUNTING LEVEL "LAS DELICIAS" HIGH SCHOOL, IN SANTO  
DOMINGO DE LOS TSÁCHILAS, IN THE PERIOD 2016.

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**2016**

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The signed teacher: Lic. Dolores Moncerrate Vivas, Mg, in quality of tutor appointed by the academic coordinator in the English Major career of Eloy Alfaro University in El Carmen city:

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That the present research work with the theme: **THE INFLUENCE OF DRAMATIZATIONS IN THE STUDENTS' MOTIVATION TO THE ENGLISH LANGUAGE LEARNING IN THE THIRD ACCOUNTING LEVEL "LAS DELICIAS" HIGH SCHOOL, IN SANTO DOMINGO DE LOS TSÁCHILAS, IN THE PERIOD 2016.** It has been prepared by the graduate: CASTILLO HERMOSA ADRIÁN MARCELO, with the relevant advice of who subscribes to this document, the same is enable for its presentation and defense.

I certify the above statements to be true to the best of my knowledge

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El Carmen, on november, 2016.

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## **DECLARATION OF THE AUTHOR**

I declare that I have authored this project independently with the theme **“THE INFLUENCE OF DRAMATIZATIONS IN THE STUDENTS MOTIVATION TO THE ENGLISH LANGUAGE LEARNING IN THE THIRD ACCOUNTING LEVEL “LAS DELICIAS” HIGH SCHOOL, IN SANTO DOMINGO DE LOS TSÁCHILAS, IN THE PERIOD 2016”**. I have not used other than the declared sources / resources, and that I have explicitly marked all material, which has been quoted either literally or by content from the used sources.

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## **APPROVAL OF RESEARCH WORK**



**LAICA “ELOY ALFARO” UNIVERSITY**

**EXTENSION EN EL CARMEN**

**CAREER IN LANGUAGES-ENGLISH MAJOR**

**THEME:**

THE INFLUENCE OF DRAMATIZATIONS IN THE STUDENTS' MOTIVATION TO THE ENGLISH LANGUAGE LEARNING IN THE THIRD ACCOUNTING LEVEL “LAS DELICIAS” HIGH SCHOOL, IN SANTO DOMINGO DE LOS TSÁCHILAS, IN THE PERIOD 2016.

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Prior to obtaining the Bachelor Degree in:

**BACHELOR DEGREE IN LANGUAGES – ENGLISH MAJOR**

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## **ACKNOWLEDGMENT**

This Project would not have been possible to realize without the support and help of many close friends, family members, and colleagues.

In the first place, I want to thank my mothers, Ruth and Graciela, for all the support and their patient during my preparation as a teacher, my fellow researchers as Dolores Vivas, and Monica Gutierrez, I have learned a lot from them, they contributed to the research presented work, and supported me too.

Thanks also to my dear grandpa Jose Hermosa; He is always supporting me from heaven.

Adrián Castillo Hermosa

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## **ABSTRACT**

The development of this project aimed to know the different problems in the education field, through the experience of teaching practicing in the English language subject as a requirement in the curriculum for students in the university, and having contact with many educational institutions, some aspects allowed us to know the problems that exist in English learning inside the classroom.

The influence of dramatizations in the third accounting level students “Las Delicias” high school, it is the main motivation to learn English language subject, emerging from that point the need for investigating this work, and can contribute with a specific solution.

This project has also influenced education, and it investigates the way learning and knowledge enhanced the problem in the foreign language area. Because the performances realization with dramatizations, motivate students to learn strategically, doing a funny teaching focusing on the domain that is within the curricular planning about the Department of Education, ensuring students will develop the skills and abilities.

From this kind of problem is parting the need to realize educational formats that help through different dramatizations activities to learn a foreign language as English subject.

## INTRODUCTION

Around the world, English language has been very important because it is the language most spoken by people, serving as a basis for communication between people from foreign countries, and as a support in the education of the whole society.

In Ecuador, learning English as a second language is a necessary resource in the educational knowledge, it has some relevant and methodological aspects, based on a correlation that teachers should direct their prospects in the sense that students are receivers and issuers of the information provided.

There are many teachers in some high schools that they are following the same methodology as long time ago; it means students will not want to continue learning the subject. Leading a limiting overexertion for students getting a negative result, having a partial lack of awareness in the subject leaving apart the initiative to be independent, which was required at the beginning of the school year.

In “Las Delicias” high school, an important aspect is “student can solve problems occurred during the process of teaching and learning based on the critical domain in dramatizations in and outside the classroom, also developing skills and unknown abilities by himself”.

To choose an unusual topic it is because the usefully of recreational agilities and empirical routine playwright learning linked to the English language, focusing the exciting world of dramatizations in the classroom as a technique with the reasoning ability and creativeness becoming the main axis of the information.

The research Project has two variables:

**Influence of dramatizations:** is a suitable technique to understand any situation practicing it, unlike the usual method of learning with the

textbook, develops the agility needed to express a topic by means of dramatizations with other people.

**Students' motivation in learning:** understanding as an essential element that allows students to take their own initiatives, set goals and self-confidence, promoting the desire and interest to get something specific predisposing to receive and transmit the information shared.

In the same way the general objective, consists in determining the design of a proposal with the dramatizations technique to motivate students to learn English language in the third accounting level in "Las Delicias" high school.

Its scientific tasks, which are:

Determine whether the implementation of dramatizations motivate students into the English language learning.

Feasibility of human resources such as students to obtain information.

Knowing the level of predisposition and motivation of students with the use of dramatizations.

Designing the proposal to motivate them to the English language learning.

Making formats with which students have a guide to realize the dramas.

The research methodology was the descriptive method, allowed to describe and evaluate the characteristics of a particular situation in one or more points, analyzing the collected data to discover the relationship between the two variables.

Exploratory method: allowed rule out factors that are not linked with our research helping us to get any relation.

Deductive method: allowed the elaboration phase of the theoretical framework according to the influence of dramas to motivate students to the English language learning.

Analytical method: derives from data reviewing each one, study them and examine them with the synthesis occurs based on the results.

The population consist of the group of 31 students in the institution.

The research criteria for the proper structuring of this work are established on the presentation of research papers, it is composed of three chapters:

In this section, it shows the chapter I: description of the same theoretical framework characterized by providing detailed information and research on the two main variables and its structure.

Chapter II includes: proper evaluation of the results from the collected data, as an instrument applied for students and English subject professor in the institution.

Chapter III includes: the proposal that allows solve the problem given to students of the institution.

Further including the conclusions and recommendations, ending with the bibliography and annexes.

## **CHAPTER I**

### **1. THEORETICAL FRAMEWORK**

#### **1.1 INFLUENCE OF DRAMATIZATIONS**

##### **1.1.1 Definition**

Being a suitable technique to understand a particular situation, taking place apart to the usual method of learning with the textbook on the subject. About English subject as a foreign language, develops the agility needed to express a topic with dramatizations, in a language that predominates globally in education field and the key of teaching involves acting applied in different types of dramas.

The author Porter Ladousse (1987) explained: “the term of “dramatization” come to mind the fable of the blind man trying to describe an elephant; the same word acquire many meanings, as for him as for others”, (p. 5).

About the dramatization is not only monitoring of actions, it has undertaken to achieve a specific topic, they are phrases to follow allowing integrate some elements with its interrelated complete structure to acquire a strict result which is performing a story developed in scenes, chapters, sketches, et.

To performance a skit or role-play commonly known, should consider human resources, drama materials, and financial resources, as part of the staging or similar like a stage play, in this case is related to learning a new foreign language as English, allowing gain wider knowledge, equally determine an emotional different teaching.

This technique leads to improve the ability of thinking, also the initiative by the student or students involved in the learning process; they are, the main character of dramatization, doing that they get self-motivated into a new experience methodology based in acting, stage development, oral and

written expression, characterizing a different role bringing to life a character through the drama.

The drama or simulation of roles linked to the techniques used as tools within several contexts such as evaluating a person through acting, being used as a therapy to canalize the mood, and likewise in education as a learning, in this case the English subject.

### **1.1.2 Dramatization importance**

Must develop the dramatization increasing the imaginative capacity as well as other students are involved with the group, taking away the inhibition of participation, cooperation, and increases the ability to hear the judgement from the members linked in the activity.

Essential part of the process of teaching and learning is the imagination, it takes more importance than knowledge, because knowledge is limited even if it refers to a foreign language requires a lot of attention to get the appropriate vocabulary, and imagination is extensive involving the entire world, and all that it knows and understands.

It is important encourage students to keep in mind all the experience acquired, before, during, and after the drama, as it relates to maintain the posture in and outside the character assigned to be interpreted. (Cohen, Manion, & Morrison , 2011).

Students can acquire qualities, skills or attitudes that they think they would not be able to show, learning about all teamwork because empathy is an opposite point with the others students, expressing those hidden feelings, demonstrating the interpretation by means improvising with the body language too.

The relevance to the importance of the drama in a foreign language is that students complement the learning methods and develop when they are going to act, demonstrating the speaking skill, about pronunciation and

improving a new speech, it means with this new speech they can work better previously at the moment to act.

### **Dramatization and Education**

Another point of view very important for dramatization to learn a new foreign language is the link with education, taking part in the students' development based on emotions and intelligence, facing the behavior in the society.

As part in the art of expression allowing to their minds keep active, doing the body and voice flow in a coordinated way to what they want to express, for that reason doing body expression roles, variety of characters roles, involve students participation constantly and exist the communication capacity between the group people.

The communication method will be in English language, because students are studying the final year at high school, they have an extend knowledge about the subject, they can pronounce and write correctly sentences, phrases and even improve spontaneously a dialogue. Of course, people know English as a new language, in education is the same; students should apply this new methodology in classes.

The importance is not in the final performance, otherwise in the process students get on with the group, because that is the complete work for them in solving the different frequently problems through roles interpretation. (Amagata, 1999)

#### **1.1.3 Dramatization usefulness**

There are many different points of view in education, which are in a perfect way to understand the useful that dramas have on students do not forgetting the right development, and these are:

- Allow students to get sensibility through feelings involved around the teamwork, as that proverb said, “getting ourselves inside the shoes of the other person”.
- Dramatization allows seeing life from another empirically point of view.
- Increase the emotional stage, and develop the interest in learn about the subject with all members in the teamwork.
- Creating skills and recognition to the problem explaining the steps that they need to work on.
- Understanding about interpretive the character as well as the same situation.

Students can achieve a better understanding about the activity, solving a problem on a true story or maybe in a proposal given by them, bringing to life a particular character, its motivation by the imagination and their creative skill on the scene.

One of the benefits that the activity has for students is “they can develop ideas without help”, producing everything they know, and the participation from the others solving something in common being the communication in English subject.

Developing tools in English subject as part of the education: art, corporal expression, and knowledge, continue to be a mix of contributions connected to the skills in society, personal as interpersonal relationships.

#### **1.1.4 Guide for dramatization management**

Rozenblum de Horowitz, (2007) in this sense defines the guide as “the technique for demonstrating the relation of the goals with what you want to be done, and this you can achieve by the acronym (PIAP)”. (p. 37)

The acronym presented in the previous paragraph as (PIAP) does reference to those steps that need to be follow for a perfect accurate and execution of the guide, these steps are:



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## 1. Preparation

## 2. Introduction

## 3. Action

## 4. Processing and analysis

**Source:** (Convivencia y resolución de conflictos en la comunidad)

**Author:** (Rozenblum de Horowitz, 2007)

### 1.1.4.1 Preparation

Within the correct preparation to realize successfully the dramatization in English language, it is the use of a script or a guideline to create the scenes; teacher can teach or deliver a script model to students obviously teacher needs to explain its development limiting the role to be performed by them. Alternatively, students can create something different, allowing them have their own ideas about the character they want to interpretative in a new stage environment.

English teacher has the function to supplement the learning way of the language; otherwise, students take the responsibility to get the sharing knowledge, and the point is that teacher has to stay in a distance situation leaving students searching the information about the new ways of learning, breaking the same routine to be the principal axis in education.

Teachers have to know the environment where it explains about characters and how these have to be developed, in other way-dividing students in groups, couples, et., otherwise, to determine the time of the action combining the story of the dramatization.

#### **1.1.4.2 Introduction**

A brief explaining about characters are described in the dialogue and how these are acting on the stage, students certainly assume a role that they can accept or not, and here it is the relation with imagination, demonstrating the study of the character also can set experiences narrated for students understanding with the character's life.

These guidelines are exclusively with people in the teamwork but not in general with everybody, each group have a different story to tell, a previous trial with each group is essential for correct mistakes, evaluating what they really want to do with the gained information during the process.

#### **1.1.4.3 Action**

This is based on, allow students to have privacy and space, feeling comfortable and sure with directives given before, students' environment, should not be inferred every moment just to tell some structural suggestions, getting the situation or scene helping them to get better.

When the group or student has acted his dialogue in front the class, everyone can clap showing gratitude, to generate an atmosphere of self-confidence when the student backs to sit.

#### **1.1.4.4 Processing and analysis**

The author Rozenblum de Horowitz (2007) explains, "The processing and analysis in dramatization applied to the English language have an objective to know the parts about participation, its experience, and the intervention inside the activity" (p. 39).

It means in this phase teacher has to realize an evaluation of the participation with some common questions like, How was the experience in the activity? What does achieve doing it? If the performance was good? What was the hardest thing?, doing this with each student to get more information about the ideas for acting.

### 1.1.5 Kind of dramatizations

Dramas for students mean the way that they are related developing a role or character, which does not have any relation in their lives, the goal of its realization is learning a second language being good in creativeness and imagination achieving to go beyond the limits, communicating and getting a better understanding attention from de teamwork.

There are many kind of dramas, but the most useful types in educational learning are those applied in English classes, related with the daily life, character roles, stage, et, and these are:

**1.1.5.1 Improving:** it is a spontaneous type of drama in stage giving a stimulus where the situation of the scene reflects something that students do not plan before; ideas come to the brain improving with persuasion.

Students can do it through the improving that helps the brain to give new ideas and a total direction about things they want to do.

**1.1.5.2 Comedy:** its main idea is trying to convince the audience gets a smile through the performance and making fun of things or real life age acting on a stage with a story.

This dramatization type also helps to get an easy atmosphere in class, students bring emotions back on stage, so a good way to have acceptance with the teamwork is using a basic understandable English vocabulary.

**1.1.5.3 Tragedy:** its output gives a realistic crisis to the receiver caused by the habitual development in the dialogue, expressing informal social actions or physical decline of characters.

Its purpose is to keep a continuous tragic rhythm to alter the audience mood into sadness, suspense, and many emotions during the acting process, taking a formal understandable vocabulary leaving the technique words because it would become boring.

**1.1.5.4 Puppets:** that situation of the scene becomes creative, develops the audience's imagination, and the mind makes more dynamic according to the educational dialogue execution.

Using this type of drama would be enough to the people minds in an explanatory way giving a message at the end of the story, it's used with children because its story is unique also it has a raise awareness idea.

**1.1.5.5 Creative dance:** consist in the character or roles develop movements according to the selected music and its relation is on measuring sliding rhythmically.

In addition, it is known as body dance with the purpose of demonstrate actions, stories, feelings through necessary movements without a speech can get the idea of the performance.

**1.1.5.6 Theater:** focuses on the short or complete drama theater performance in front the selective public, playing with the creativity, the funny customs can be worn, doing the methodology be interesting for everyone.

### **1.1.6 Development of drama skills**

How students can develop the skills associated to the roles play, just keeping in mind what is the problem did not allow students to realize the activity, using this technique into a determine format in a social problematic action, for students understand the influence level with the technique.

Some skills are easy to understand and they are those with the drama connection, because are given into a real or social situation in that way their comprehension in English language, so those skills are the following:

- Creativity

One of the skills within the psychology field is creativity helping the proper personality for each human, fortifying the purpose of reaching happiness, in every life situation there are many reactions about how creativity can prosper. It is good to know recognizing the virtues and things people are not able to do, go deep into the activity or proposal, learning from the mistakes with the aim to get the objective.

- Speaking expression

There is a formal communication it means a polite speech, ask for favors with courtesy, and greetings, while informal communication is a brief speech, cutting off the speaking by the speaker. Becoming an easy way to understand the dialogue between people.

People can get the idea expressed by the speaker or speakers so the common code for the audience is the English language.

- Fluency

The book about the Introduction to the psychology in Education, (2005) says “the person with verbal fluency have a wide vocabulary, can read with a high level of understanding, could learn faster, demonstrating creativity and should speak easily about some particular topics, connecting ideas each other”. Meaning; it has the capacity of speaking constantly with any mistakes expressing a logical idea in their mind according the sounds, words, sentences in the English language.

- Pronunciation

It is right to make mistakes in an improper pronunciation, because when people want to talk, should do it with eloquence vocabulary, and necessary sense in English language for a specific group of people can be different or similar groups. Expressing a suitable speech in a correct manner giving clearly ideas to the public, because when someone could not speak well, pronouncing correctly the words audience cannot

get the topic or the things that want to try saying, increasing the disinterest in learning a second language.

- Script

It helps students to deliver a perfect performance because the written allow them to develop a drama or role-play without mistakes, having a sequence of the scenes and some demand changes, the characters' intervention on stage and their movements about how they are going to show on the floor setting.

The five steps form part of English language dramatizations understanding development, inside the different activities with students linking to get on the creativity and imagination, the main goal for the realization is the students' inclination to take it with successfully the activity.

## **1.2 STUDENTS' MOTIVATION TO THE ENGLISH LEARNING**

### **1.2.1 Definition**

Edwards, (1998) about motivation is “the combination of choices collection, feelings, passion and actions, it is a suitable choice that could help like a guide and taking to fulfil a desire objective by a person, group or mixed people”. (p. 19)

Also known as a reason that is used for some aspects about people do, it is just a way of communication for doing the actions in mind, when it studies the different types of motivation according to educational, personal and behavioral field, get better how the human being behaves into the environment.

It is easier recognize a student without motivation, but is hardest recognize the reasons about it, even more when its relation is with a second foreign language as English, students lose the concentration and the attention on the subject that makes the teacher does not achieve the expected results.

Every detail about motivation is an idea about people wants to know, but the way in which reflects the terms and specific values, where shows the beliefs of each one, every author selects the real information of something in particular.

The motivating thoughts in follow the steps of a basic process to make decisions could be an effective acceptance, considering that authors and writers since years ago said when people have motivation the results are very effective.

Motivation is associated with actions, using the action word as the most expand interesting events category for the psychological motivation, the behavior and responses are common terms also have negative connotations, this author explains it in that way. (Edwards, 1998).

- General description of the motivation: Theoretically, motivation is setting to explain the management, tenacity, and the quality of the behavior to the planned objective.
- Motivation evolution: the meaning does mention in the important evolution from many points of view, their influenced by the behavioral and research theory.
- Self-motivation to learn: students can learn to give their own general point of view in a specific situation, as they should develop the self-thinking into words.
- Motivational autonomy: person is ready to do self-sufficient in the teamwork could make decision in a variety of situations.

### **1.2.2 Motivations in class**

Teachers should base on a right way to get the best motivation for students that themselves feel identified on it, to combine the relation from the options in learning, to obtain and gain the knowledge in all the process with the English language.

To do students learn in a specific manner in English classes, teachers need to use motivation strategies that help them to develop with autonomy and do not have to depend from each other, or the teacher as well, et.

Having clearly in mind the different aspects that students need to know in the curriculum planning is because they would have a better learning in English subject, for that reason here are some of those aspects and teachers must apply:

- Objectives. – all the topics or activities to realize must content a specific objective for students, they can understand and recognize it so on
- Mixed Content. – Teacher has taking in mind carefulness those relevant topics with the main possible interest and catching the students' attention with a variety content.



- Pictures. – the sight is the first sense that everybody get the things and knowledge if that's the case teachers need to focus the use of interactive pictures, projection of images, motion elements or the use of power point that allow students to memorize photographically the class.
- Break time. – In this period, teacher could try to make a funny class related to the topic that is explaining, telling some jokes but do not be gross with them.
- Roles play. – the daily life performances allow students to use the creativeness, helping so much students who are shy and withdrawn, having a good time communicating with the rest of the teamwork.

Identifying why students are studying a new language, because exists many reasons like, be curious about the culture, focus interest on travelling (this reason is not involved with motivation), or a cultural exchange, also teachers can know the different types of motivation with the teaching process linked to English subject as a foreign language.

Then teachers provide students a necessary background to fulfil with those planned objectives, remembering some students are more intelligent than others, therefore the expectations in develop high levels of speaking is one of the reasons which students motivates to study a second language, (Oxford, 1999).

Now in a chart, some authors explain different points of view with the motivational students' condition in learning a second language as English, according to four motivational theories exposing to understand exactly their ideas; those are in and outside, (Carrasco & Bastarretche Baignol, 2004):

<b>Theories</b>	<b>Points of view</b>	<b>Student motivation to learn</b>
<b>Behavioural</b>	Refrate the external support and it is associating to the contemporary sings.	Care the subjects Works, attending to the lessons.
<b>Needs</b>	Refrate the pressure on the inside needs.	Claim to satisfy the needs and it is focusing to fulfil its complex objective.
<b>Goals</b>	Refrate both in coordination of the goals satisfying desires and needs.	Encourage a good environment also involves learning goals.
<b>Essential</b>	Determines personal goals about actions and getting satisfied.	Do reference in the content subjects giving the opportunity to choose what to do with self-confidence.

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**Source:** (Motivating Students to Learn)

**Author:** (Brophy, 2008)

They can understand the four exposed theories in the chart; they are expressing some points of view given by people who have been investigating about motivation. Student has to follow for learning something new, in a way, it understands that behavior, that students need to have, which are the goals they plan, and the intrinsic factor can be the main ideas to get the knowledge.

The educational institutions are setting to benefit students from its point of view; the time in class learning is dedicating to support a mix of external demands, and in turn teachers work every class with more than 35 students therefore they cannot know the individuals needs always.

Have to take in mind according to the last paragraph explanation, about which are the real interests that students have with the English subject learning, and can develop the motivation with success.

### **1.2.3 Motivation Limits**

Motivation has a limiting frame, which is understandable that is not always continuous in all the educational process because it is changeable. Including that enthusiasm at the beginning of the school year teachers got can take away the interest in learning a second language, as English, teachers need to create a new environment, finding an easy way to encourage the motivation on students. (De la Mora Ledesma, 1977)

Can also know about the limitation by learning taking in mind the time, how much students have learned giving in positive accelerations (increasing the development) or negatives (in a dropping way) during the class, remembering English knowledge is large and its explanation needs a basic level to understand.

A previous knowledge about the different motivations that can apply into the English language learning, it must consider the use of the same motivation with students, it is better the exchange in the teaching process according to the age by the teacher.

### **1.2.4 Get better learning motivation**

A defined relation between these two meanings that help us to understand as much as possible the students' behavior, in fact, this relation is direct and it gives daily by the school activities. Learning is basing in those

results that students show in every class and can be many in this study by others people involved.

Inside the results can project the technology class that teacher uses to explain better the topics, the students' memory capability, the educational materials applied: it means; those stuff students can use, and how teachers teach them.

Once understood it can relate the motivation and the performance go together answering a line, it has a balance and increasing, as in decline the growth of the beginner. So a highest motivation the performance will be increasing, but if the motivation is lacking the student will start to reduce the progress in the development of the activities; that is; there is no a good efficiency. (Gómez Dacal, 2006)

#### **1.2.5 Types of students according motivation**

Teachers know all students are different, they do not think in the same way and they are not physically similar too, for that reason each one of them are a different world when learning is about. So English language teachers have a complex task to identify the students, because inside the classroom there are a maximum of forty mixed pupils, it is a hard work to know them at all.

It is complex but no impossible to do that: some data refer about students types in the classroom according to the personal motivation of each one, while the learning is reflecting in the following numerals and they are:

- When students do not require from encouragement motivation.
- When students need a strong motivation to gather in the English subject.
- When students are always constants in the study of English subject.
- When students do not have any affection with the sources that teachers use to bring in the motivation class group.

- When students have self-motivation, but if the teacher is not constant, the interest in following learning do not progress during the activities.

This reference allows teacher to know better each student, recognizing the three levels of intelligence, economic position, personalities, ages, and genders in this way schoolteacher will know to use the right kind of motivation in the entire students group.

### **1.2.6 Motivation sources**

To Carrasco & Bastarretche Baignol, (2004) these authors explain that those sources “constituent part as a element, factors, or particulars that allow students to get a reason, obtaining advantage the active possibilities to guide the efforts to the learning process”. (p. 49)

When the sources refer to what is really the reason to realize something or learn significantly something else, people get real references or stimulating reactions that change in anyway the progress of the intelligence behavior, emotions and the society actions.

For students there are many sources of motivation allowing them to learn the English language, among the many authors and books highlight the main determining the independently investigation about the topic, those are:

- Teacher in class: this development is in front of the class with the students, voice tone, and his/her personality.
- The teaching way on the subject: with the main objective, keep in mind the content and the needs/interest of the students.
- The method used: the class participation, group and individual works the technique used by the teacher.
- The resources: materials, images/pictures, audio being interesting in class.
- Competition between students.

- Stand out independently in every class. (Carrasco & Bastarretche Baignol, 2004)

A second language learning linked to the acting activities with motivation energy for students using the creativity in drama situations or can be in theater showing the daily life, therefore need to realize the explanation about an interesting topic. So that the clearly objective given for teachers is that students will get an important grade to develop it, likewise gain acting skills during the process, so that allows students have the information and divide it to his thoughts answering positive in the English class.

### **1.3 INFLUENCE OF DRAMA AND ENGLISH LEARNING MOTIVATION**

Active learning techniques or strategies are defined as those in which students are involved in doing many things and obviously reflecting on what they have achieved. Using those most of the time in class is essential because of the impact they have on learner's understanding. (Bonwell and Eison, 1991)

As it is shown in the prior lines, this project matches perfectly because studies demonstrate that students prefer active learning techniques, rather than normal class using the textbook. The dramatization technique given is for students create their own environment to obtain a better result in class.

It helps students to choose simple words for trying to speak in proper order so that the speech may have logical sense, so if maybe student does not remember a grammar rule, he/she will be able to tell a similar idea with other words.

While this activity could involve normal activities like homework, investigations, test, in reality the drama technique refers to performances that are introduced into the classroom and out of class in learning process, about what they are doing in English subject.

When students feel the learning is easy to develop, they want to study actively in class, and they have a reason to pay attention influenced by the motivation, remembering the students' motivation is because their desires are inside on the English language linked with the performances to realize on stage or in class.

Also in education teachers need the parents support, sometimes students cannot feel any stimulus from the subject but in our present time, everyone needs to know a little bit of English language so everything around us is

related with this second language. Teachers do not forget give a price to the best performance that is one kind of motivations students could have doing their acting.

If the students get motivated they are going to do a good job, the purpose of this project is, teachers and pupils know this acting technique to acquire a better knowledge. The process of this technique is easy to do, but students need the right way of understanding.



## CHAPTER II

### 2. DATA PRESENTATION ANALYSIS AND INTERPRETATION

#### 2.1 RESULTS OF THE INTERVIEW APPLIED TO THE ACADEMIC COORDINATOR ENGLISH AS A FOREIGN LANGUAGE AREA IN “LAS DELICIAS” HIGH SCHOOL

##### 1. WHAT IS THE ENGLISH LANGUAGE UNDERSTANDING LEVEL IN STUDENTS?

The students' understanding level in the third accounting is lower intermediate, because they do not devote extra time studying English language independently, they spend time out of class doing household chores and helping their parents.

The lack of interest that I can see on students is to learn extending the English language referring to the many involved factors so they feel unmotivated, however is relevant the level in which they are, because the learning development is meaningful in the classroom.

The Department of Education in its website about the curriculum with the English subject mentions, “Developing the understanding that students around the world have, about other cultures and their own country with their capability points of view of English language communication”, being one of the main objectives to achieve the learning and teaching planning.

##### 2. WHAT ARE THE STRATEGIES THAT YOU APPLY AS AN ENGLISH TEACHER FOR INVOLVING STUDENTS IN CLASS?

Working in pairs, allowing them to get confidence when they are expressing in English language forgetting to be shy in front of the class, repeating some dialogues and the conversations drama to obtain self-confidence generating new ideas.

When I use those strategies, students can learn properly vocabulary; they memorize some missed words, and investigate the meaning obviously then can write in sentences or speak in a speech, I feel this help them to participate in class continuously.

The use of some strategies does not interfere with the result of the methodology that teacher has in the classroom, because each teacher has a different way to teach students, it means all the applicable strategies to develop the skills of thinking and communicative language to answer the teachers challenge.

### 3. WHAT WOULD BE THE REASON THAT STUDENTS GET BORED IN THE ENGLISH LANGUAGE?

In this case most of the time, the lack of knowledge in the English vocabulary and its pronunciation is complex for all students; the same reason students explain why they refuse to continue learning.

The willingness of students to learn a new language as English is continuous, but this becomes in a low level when they are not getting properly the knowledge, leaving the participation interest in class, so the English environment is essential to work individually and professionally.

### 4. IS THERE ANY PREDISPOSITION FROM THE PARENTS TO COLLABORATE IN THEIR TEENAGERS LEARNING?

The true is, parents do not have much free time, so, they cannot help their children because of unawareness of the language, with the effect is the no control result about the subject at home.

The knowledge of a foreign language promotes the thinking development from a general idea, being the cultural and social force, so parents must involve in education to motivate their children to communicate in this globalized world that we are.

In addition, parents need to encourage their children because the present world that we are living, we need to learn a second language that is most spoken by people, reaching the development regarding the capability of communication.

5. DO YOU THINK USING DRAMATIZATIONS TO SUPPORT ENGLISH CLASSES; WILL HELP TO STUDENTS MOTIVATION IN THE LEARNING PROCESS?

I agree with that, when exists a good methodology using the correct technique or strategy dramatization students get curiously for knowing about what is it, and how is the performance during the learning, with the participation of the students.

The most important in dramatization is the influence on students to the creativity, involving them in a new proposal to learn English language basing on acting allowing them to be the main actors in teaching so this technique they will develop many unknown skills according to the activity.

Especially when the technique or strategy used is to learn an English methodology, so this realization need to be in order, giving a better process to fulfil those objectives, that were planning to the class, together with the students.

## 2.2 RESULTS OF THE QUESTIONNAIRES APPLIED TO THE THIRD ACCOUNTING LEVEL IN “LAS DELICIAS” HIGH SCHOOL

The survey implementation as a data collection technique was towards thirty-one students involved in the learning process on the English language subject.

1. Does teacher use dramatizations to the English language learning?

TABLE N° 1

	OPTIONS	F	%
a.-	Always	6	19.35
b.-	Sometimes	24	77.42
c.-	Never	1	3.23
	TOTAL	31	100

**Source:** Third accounting students, “Las Delicias” high school

**Author:** Adrián Castillo Hermosa

### ANALYSIS

Table N°1, can see in the results the 19.35% of students surveyed answer teacher always uses dramas, a 77.42% it is the highest number of students.

Determining that 77.42% of students are almost the majority saying the use of this technique is often, so this allow them to recognize maybe the application is not being properly because this strategy is similar that role-plays or conversations. (Woolland, 1993)

2. About activities related to dramatizations, what is the most used in class?

**TABLE N° 2**

	<b>OPTIONS</b>	<b>F</b>	<b>%</b>
<b>a.-</b>	Role-play	5	16.13
<b>b.-</b>	Conversations	26	83.87
<b>c.-</b>	Sketches	0	0
	<b>TOTAL</b>	<b>31</b>	<b>100</b>

**Source:** Third accounting students, "Las Delicias" high school

**Author:** Adrián Castillo Hermosa

## **ANALYSIS**

Table N°2 shows the survey result applied, it is directly linked to the 83.87% concerning to conversations, and with a lower to 16.13% recognized its relation is with role-play while the option sketch had a 0%.

The conversations activity is the most applied in class with students, but its development has limits for students and teacher, it is a dialogue characterizing roles in any situation according to the English textbook, keep in mind teacher gives you an explanation to do this activity in a different drama way. (Rubin & Merrison, 2011)

3. Does the dramatization process become entertaining when its performance is in class?

**TABLE N° 3**

	<b>OPTIONS</b>	<b>F</b>	<b>%</b>
<b>a.-</b>	Always	13	41.93
<b>b.-</b>	Sometimes	17	54.84
<b>c.-</b>	Never	1	3.23
	<b>TOTAL</b>	<b>31</b>	<b>100</b>

**Source:** Third accounting students, "Las Delicias" high school

**Author:** Adrián Castillo Hermosa

### **ANALYSIS**

The result shown in table N°3 is 41.93% of survey respondents said always become entertaining, a 54.84% said sometimes being the highest one, and a 3.23% answering never.

The highest percentage is in the option "sometimes" it means the technique is not being used correctly into the students, remembering dramatizations has some steps to realize it, so there is no way to do it without any previously preparation trying to fill the hole in the English class planning. (Akdeniz, 2016)

4. Is it possible through the development of dramatization to make accurate the pronunciation before to execute it?

**TABLE N° 4**

	<b>OPTIONS</b>	<b>F</b>	<b>%</b>
<b>a.-</b>	Always	23	74.19
<b>b.-</b>	Sometimes	8	25.81
<b>c.-</b>	Never	0	0
	<b>TOTAL</b>	<b>31</b>	<b>100</b>

**Source:** Third accounting students, "Las Delicias" high school

**Author:** Adrián Castillo Hermosa

## **ANALYSIS**

With the results in the chart can determine with 74.19% students always make mistakes in pronunciation, a 25.18% answered sometimes allow making it and the option never with a 0%.

It is important the activities help to make mistakes in learning process, in this situation dramas allow to do a good pronunciation with the dialogues or guidelines written by the students and the teacher supports, as the chart specified a high percentage. (Kempe & Holroyd, 2004)

5. Do you consider yourself useful, important and appreciated, when realize the dramatization activity?

**TABLE N° 5**

	<b>OPTIONS</b>	<b>F</b>	<b>%</b>
<b>a.-</b>	Always	23	74.19
<b>b.-</b>	Sometimes	8	25.81
<b>c.-</b>	Never	0	0
	<b>TOTAL</b>	<b>31</b>	<b>100</b>

**Source:** Third accounting students, "Las Delicias" high school

**Author:** Adrián Castillo Hermosa

### **ANALYSIS**

Table N°5 most of students said they always feel important when they do the dramatization with a 74.19% being a positive result, with a 25.81% of students answered sometimes they feel useful and a 0% said never.

It is essential to know students feel important doing this kind of activity because are getting their attention on the subject being fundamental and keep the interest in learning English language, students can feel self-confidence investigating and learning about the drama. (Woolland, 1993)



6. When you realize the dramatization, your participation in class is continuously?

**TABLE N° 6**

	<b>OPTIONS</b>	<b>F</b>	<b>%</b>
<b>a.-</b>	Always	9	29.03
<b>b.-</b>	Sometimes	22	70.97
<b>c.-</b>	Never	0	0
	<b>TOTAL</b>	<b>31</b>	<b>100</b>

**Source:** Third accounting students, "Las Delicias" high school

**Author:** Adrián Castillo Hermosa

### **ANALYSIS**

Table N°6 reflects that there are few students with an active participation in a 29.03%, so with a 70.97% said sometimes exist participation related to the activity, finally 0% said never.

This is because the activity has not a properly way to realize it with the students, causing the acquired attention going down in pupils, because the teacher follows the English text book instructions, which sometimes teachers need to use a new resource to increase the participation in class reaching the drama objective to get creativeness. (Tulasi & Rao, 2004)

7. Do you consider important the proposal to develop a guide in order to realize dramatizations that supports English classes?

**TABLE N° 7**

	<b>OPTIONS</b>	<b>F</b>	<b>%</b>
<b>a.-</b>	Yes	31	100
<b>b.-</b>	No	0	0
	<b>TOTAL</b>	<b>31</b>	<b>100</b>

**Source:** Third accounting students, "Las Delicias" high school

**Author:** Adrián Castillo Hermosa

## **ANALYSIS**

The chart shows the overall result of the survey with the whole 100% saying that is important to develop dramatizations to support English classes with students as the recipients in learning process inside the institution.

If the activity is realized with correct formats related to dramatizations, it will be helpful for students to learn the English language correctly getting in the class able students to be independently, self-confidence, giving opinions about the work. The goal of this is, learning with a different, special and emotional strategy or technique. (Garlick, 2003)

## CHAPTER III

### 3. PROPOSAL

To design formats with the dramatizations technique for motivating students to the English language learning in the third accounting level “Las Delicias” high school in Santo Domingo de los Tsáchilas.

#### 3.1 INFORMATIVE DATA

- a) **Institution:** “Las Delicias” High School
- b) **Location:** Chone Av. Km 27 1/2
- c) **Total teachers:** 36
- d) **Section:** Morning
- e) **Educational Leves:** Elementary – School
- f) **Beneficiary field of study:** English foreign language

#### 3.2 DIAGNOSTIC

Detecting exists lack of understanding with the English subject affecting the learning in the third accounting students “Las Delicias” high school, taking into consideration the attention going down for getting new knowledge forgetting the skills language that students could find.

Being essential extend the guide with many formats performance using the dramatizations technique to encourage the participation, motivation and attention with the students contributing a better learning to the English language.

It is important teachers use some techniques and strategies into English classes to strengthen the teaching and understanding on the subject, this will allow students development the main skills guiding them during the study preparation.

The results obtained during the field investigation generates the need to create a mixed of activities expressed in formats with the dramatizations technique helping students to develop better on a stage linking to the creativity of English language.

This is the reason for creating a proposal to contribute to the problem face the situation that educational institution has to teach English subject with students in the third level.

### **3.3 JUSTIFICATION**

The development of this project has been to give a new idea about how to get the attention of the students influenced on the role-play technique and the motivation for learning a new language.

Teachers know a lot of dramas actions, but they only use the most common in class as conversations, sketches, couple roles, as the mentioned into the English text book, obviously some authors described that teachers need to active the class through activities allow students to learn properly the language, it means not using always the same.

The Department of Education gives a reference supporting the English curriculum as a foreign language according to the main objectives:

- To develop the students understanding around the world have, including cultures and the capability to communicate their points of view through the English language.
- To develop personal, socials and intelligence necessary skills to achieve their knowledge.
- To fulfil the profile of graduation related to the national curriculum to EGB y BGU.

All those objectives keep a relation with the properly motivation to learn the English language and get the area stronger.

## **3.4 OBJECTIVES**

### **3.4.1 General Objective**

To propose the designing of some formats activities, which students will be, guided to performance the dramatizations in the third accounting “Las Delicias” high school, in Santo Domingo de los Tsáchilas, in the period 2016.

### **3.4.2 Specific Objectives**

- To emphasize the importance to guide the activities related to the dramatizations technique.
- To remove some limitations in the development of students to fulfil the activities.
- To analyze the graduate profile that students need to get according to the Department of Education mentioned in the English language area.

## **3.5 DEVELOPMENT OF THE PROPOSAL**

The formats realization has a specific purpose, which is to allow the teacher and students to follow a process to develop in a properly way the activities using the dramatizations technique. Those formats have an intermediate complex level according to the level students are, for that reason they need to include new ideas and imagination taking beyond the real life many thoughts.

This proposal has a written reference from tv series, movies scenes, media famous people interviews, giving the opportunity to the student develop his/her own creativity being the main receivers of information.

### 3.6 DEVELOPMENT OF THE PROPOSAL

# “LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL



## ENGLISH LANGUAGE SUBJECT

DRAMATIZATION FORMATS FOR THE MOTIVATION  
INTO ENGLISH LANGUAGE LEARNING IN  
STUDENTS OF THE THIRD ACCOUNTING LEVEL

SANTO DOMINGO DE LOS TSÁCHILAS – ECUADOR

DESIGNED BY: CASTILLO HERMOSA ADRIAN

## **INTRODUCTION**

The development of this proposal of English language learning is for giving a new idea about how to get the students attention with the dramatizations technique to motivate them to lean a second language, as English is it.

Teachers know many actions to realize role-plays; however, they use the most common like conversations, working in pairs, debates which English textbook provides them. Some authors describe that many teachers need to active the class through the activities allow students to want be even better the English language; it means teachers do not need to use the same technique.

The importance about designing dramatizations formats is to keep the ideas clearly according to the level learning students are; of course, formats will help pupils in their personal growth having creativeness, imagination with the relevant story to tell in the group.

## **DRAMATIZATION PERFORMANCES**

These formats have a medium level of complexity in their realization and production, including ideas with creativeness and imagination related with the real life, and others were adapted from television series, scenes of movies, giving to the students the opportunity to develop their own thoughts. They were modified into a table with their own specifications.

### **ACTIVITY #1**

**Unit Grammar:** Verb patterns in present, future and past / Time expressions

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 1 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, from 15 to 20 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of each unit.

-The final grade is related with the dramatization rubric divided in some categories.





**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Motivating students to realize a short scene about famous people, improving the knowledge on the unit, expressing agreement or disagreement.

**1.- ADELE IN THE RED CARPET INTERVIEW**

Characters: 2-3

Time: 15 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
To ask and answer questions	A famous reporter interviewing to a musician celebrity, people would like to know about her life, her songs. The issues to be treated have to do with the awards, and the new opportunities in the media, the costs of being a celebrity.	Red carpet  Camera model  Scripts written by the students	Valuation chart

Skills: Listening, speaking

**Designed by: Adrian Castillo Hermosa**

## ACTIVITY #2

**Unit Grammar:** Verb patterns in present, future and past / Time expressions

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 1 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 25 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Developing the knowledge acquired in the unit, improving the needs on the activity, expressing opinions and answering to the understanding abilities in the students.

**2.- ZHUZHICO AND THE CONDOMS**

Characters: 7-8

Time: 25 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<p>To improve in the situation</p> <p>Gestures</p>	<p>Zhuzhico is trying to buy a box of condoms; suddenly his uncle is over there, then a nun. The girl on the cash register cannot access to the code of the condoms box so called loudly to someone who knows it. Zhuzhico wins a price because of the box so he is on tv, but he is feeling so disturb and nervous he is going out to a friend, give him the box and the mate says cottons instead condoms.</p>	<p>Camera model</p> <p>Reporter</p> <p>Clothes</p> <p>Cash register</p> <p>Script written by students</p>	<p>Valuation chart</p>

Skills: Listening, speaking

Designed by: **Adrian Castillo Hermosa**

### ACTIVITY #3

**Unit Grammar:** Present Perfect tense in affirmative, negative, and interrogations forms / Yes-No questions / wh-questions

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 2 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 15 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Talking about the weather, develop the skills in a specific situation in the real life, the dialogue needs to be related about the content in the unit.

**3.- EARTHQUAKE**

Characters: 5

Time: 12-15 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
To solve communicative problems	Characters need to react appropriately, create according the situation the scenes, take in mind the reactions, also remember details as sounds, movements, chairs, tables, and people.	Scenes materials  Chairs  Tables  Script written by students	Valuation chart

Skills: Listening, speaking

**Designed by: Adrian Castillo Hermosa**

## ACTIVITY #4

**Unit Grammar:** Present Perfect tense in affirmative, negative, and interrogations forms / Yes-No questions / wh-questions

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 2 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 14 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: To get personal information about an unknown person express decisions and opinions, asking questions on the event that happened.

**4.- AN EMERGENCY**

Characters: 4

Time: 14 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
To solve a problem  Grammar	A man/lady has an accident on the street, so people around help him/her with the first aid. It is a tragic moment because the man/lady is not waking up, so a volunteer starts speaking to her until she moves, so she is alive.	Car/bus model construction  Blood  Script written by students	Valuation chart

Skills: Listening, speaking

**Designed by: Adrián Castillo Hermosa**

## ACTIVITY #5

**Unit Grammar:** First and second conditional sentences / Past perfect tense

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

- Then deliver students the dramatization format that they need to do.
- Explain them, they need to write a script with the characters, using the grammar charts on the Unit 3 for the writing.
- Using the creativeness with the clothes, details, scenes, tools or something new in the realization.
- Remember students need to do it on time, over 10 to 15 minutes, for that reason is essential the preparation of the scenes.
- Students need to know that the performance end line is at the end of the each unit.
- The final grade is related with the dramatization rubric divided in some categories.





**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Talking about preferences using some comparatives and superlatives forms of adjectives and other content in the unit.

**5.- VALENTINE’S DAY**

Characters: 4

Time: 10-15 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
To solve some problems	A couple in a restaurant is celebrating the most beautiful day of the year for loving, it is valentine’s day, but there is a problem on the soup, a fly is floating disturbing the date between them, the worst is the waiter is not helping at all.	Chairs Table Dishes Spoons Others Details Script written by students	Valuation chart

Skills: Listening, speaking

**Designed by: Adrián Castillo Hermosa**

## ACTIVITY #6

**Unit Grammar:** First and second conditional sentences / Past perfect tense

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 3 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 5 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Using phrases and vocabulary learnt in the unit, creating a short story, remember that you can use present, past and future tense.

**6.- BEST FRIENDS**

Characters: 2

Time: 5 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
To communicate some problems each other	A couple of friends is running on the street talking about themselves, suddenly one of them is saying something happen with her ex-boyfriend and the other knows who is that guy. They start to fight each other trying to kill, of course, they spit out some words, finally they are face to face, and the smartest person shoot another.	Sport clothing Guns Headphones Others Details Script written by students	Valuation chart

Skills: Listening, speaking

**Designed by: Adrián Castillo Hermosa**

## ACTIVITY #7

**Unit Grammar:** First and second conditional sentences / Past perfect tense

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 3 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 14 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Using basic emotions with positive and negative activities describing the actions that are happening with the patient, include vocabulary from the unit.

**7.- MY TOOTH**

Characters: 5

Time: 14 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
To solve problems and give solutions, also for giving help	After a few desperate attempts trying to pull out his patient's tooth, the doctor ask for help to his colleagues. They do not have any solution, any advice so sometimes you may get too much of black humor to get a smile.	Dentist chair model Strange tools Others Details Script written by students	Valuation chart

Skills: Listening, speaking

**Designed by: Adrián Castillo Hermosa**

## ACTIVITY #8

**Unit Grammar:** Tag Questions / Indirect Questions / Placing emphasis with much and very

**Developing Time:** one week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 4 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 20 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: Improving the knowledge on the unit, try to create a story about the activity below, be smart and imaginative in the moment to act with the group.

**8.- DO NOT BOTHER**

Characters: 6-7

Time: 20 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<p>To answer questions in a polite form</p> <p>Solve problems</p>	<p>A couple is trying to have a close up moment watching a movie at home, but they are interrupted because of people: a talkative friend, the gasman, the mailman, their neighbor an old woman who lost her keys. They do not see the movie.</p>	<p>Tv model</p> <p>Gasman (optional)</p> <p>Movie</p> <p>Keys</p> <p>Details</p> <p>Script written by students</p>	<p>Valuation chart</p>

Skills: Listening, speaking

**Designed by: Adrián Castillo Hermosa**

## ACTIVITY #9

**Unit Grammar:** Passive voice / Yes-No questions and WH questions /  
Past and past participle forms of verbs

**Developing Time:** One week

**Process:** Give to the students the schedule about the dramatization dates.

-Then deliver students the dramatization format that they need to do.

-Explain them; they need to write a script with the characters, using the grammar charts on the Unit 5 for the writing.

-Using the creativeness with the clothes, details, scenes, tools or something new in the realization.

-Remember students need to do it on time, over 15 minutes, for that reason is essential the preparation of the scenes.

-Students need to know that the performance end line is at the end of the each unit.

-The final grade is related with the dramatization rubric divided in some categories.





**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT**

Objective: To develop the creativeness of the students with information about the grammar chat on the unit, associating the vocabulary in the dramatization.

**9.- A NIGHTMARE**

Characters: 2-3

Time: 15 minutes

<b>PURPOSE</b>	<b>ACTIVITY</b>	<b>RESOURCES</b>	<b>EVALUATION</b>
<p>To give information Grammar</p>	<p>A man/lady is sleeping on a bed, suddenly is having a nightmare; of course, she/he knows everything that is happening inside the dream, waking up so fast, and telling about it to a friend(s), could be with a call, or face to face.</p>	<p>Bed model Cell-phone Sheet Script written by students</p>	<p>Valuation chart</p>
<p>Skills: Listening, speaking</p>		<p><b>Designed by: Adrián Castillo Hermosa</b></p>	

## RUBRICS

The valuation chart is important for knowing the student's achievement, this table is for the comparative between the developing of skills and their weighting, this representation of the values will be presented after the performance of the students.

The realization of the students' work is in some steps:

1. Dramatization Rubric: students can know about the teacher expectations before the performance, they need to know the total plan for the work realized by the teacher.
2. Abilities/Skills. Each group of students should know the different skills; of course, they are divided in four: Listening, speaking, reading and writing.

<b>CATEGORY</b>	<b>4 Exceptional</b>	<b>3 Talented</b>	<b>2 Acceptable</b>	<b>1 Incomplete</b>
<b>Content</b>				
<b>Vocabulary</b>				
<b>Collaboration with peers</b>				
<b>Stays on subject</b>				
<b>Imagination / Originality / Creativity</b>				



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL  
ENGLISH LANGUAGE SUBJECT  
DRAMATIZATION RUBRIC**

Teacher name: \_\_\_\_\_ Student name/Group: \_\_\_\_\_  
Topic: \_\_\_\_\_



**“LAS DELICIAS” ELEMENTARY AND HIGH SCHOOL**  
**ENGLISH LANGUAGE SUBJECT**  
**DRAMATIZATION RUBRIC**

Teacher name: \_\_\_\_\_ Student name/Group: \_\_\_\_\_  
 Topic: \_\_\_\_\_

<b>CATEGORY</b>	<b>4 Exceptional</b>	<b>3 Talented</b>	<b>2 Acceptable</b>	<b>1 Incomplete</b>
<b>Content</b>	A complete understanding of the topic	A good understanding about the topic	A very well understanding on the topic	Not well understanding about the topic
<b>Vocabulary</b>	A correct use of the words, appropriate for the audience	A good work using appropriate words, some new words unknown for the audience	A very well use of the vocabulary for the audience, any new words were included	A poor vocabulary used by students, also are not appropriate for the audience
<b>Collaboration with peers</b>	Always was trying to help people working good together	Usually was trying to keep calm with the group working together	Often was sharing, supporting and trying to keep working with the group	Rarely was working with the group, any effort so is not a good team member
<b>Stays on subject</b>	Students stay in there all time	Students stay most of the time	Students stay in there a short time	Students not were staying in there
<b>Imagination / Originality / Creativity</b>	The dramatization was powerfully, exactly and perfect	The dramatization was complete and enough	The dramatization was acceptable	The dramatization did not achieve the topic

## CONCLUSIONS

- Students do not realize properly the dramatization technique to develop the knowledge in the English language, because teachers confuse the development of this technique with conversations or role-plays activities.
- Students can make accurate the pronunciation before to execute the dramatization technique with the teacher's instructions, allowing them to speak a good pronunciation in the dialogues, motivating them to learn continuously.
- Teacher uses the same strategies given by the English textbook, when students want to study with new resources to increase their participation in class, involving the drama technique to get creativeness and catching their attention, too.
- Teacher needs a support-teaching guide to develop better the drama technique, motivating in the class to the students, and they will be able to be independently, working and learning by themselves.

## **SUGGESTIONS**

- Teachers must apply the dramatizations technique formats developing some skills and abilities on the English language subject.
- It is important teachers know about how to realize the dramatization technique, for supporting the teaching and learning activities in English language, it means students will be able to perform independently the work.
- To promote the students' motivation in English language learning through the drama activity based on a guide involving some formats to know and perform new ideas and ways to get knowledge, producing this option to learn.
- Establishing a performance schedule to realize dramatizations with the purpose that students know previously the time in which they will be acting.

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## ANNEXES

### ANNEX #1 INTERVIEW APPLIED TO THE ACADEMIC COORDINATOR ENGLISH AREA

 <p style="text-align: center;"><b>LAICA ELOY ALFARO DE MANABÍ UNIVERSITY EL CARMEN EXTENSION</b> Creada Ley N° 10-Registro Oficial 313 de Noviembre 13 de 1985 El Carmen – Manabí – Ecuador</p>	
<b>Prepared by:</b> Adrián Castillo Hermosa	
<b>Questions</b>	
1	<b>What is the English language understanding level in students?</b>
2	<b>What are the strategies that you apply as an English teacher for involving students in class?</b>
3	<b>What would be the reason that students get bored in the English subject?</b>
4	<b>Is there any predisposition from the parents to collaborate in their teenagers learning?</b>
5	<b>Do you think using dramatizations to support English classes; will help to students' motivation in the learning process?</b>
<b>RESPONSIBLES</b>	
<hr/> <b>LIC. MONICA GUTIERREZ</b>	<hr/> <b>CHECKED BY:</b>

