

Developing Communicative Skills through Drama Activities in 1st Medio

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“When teachers are working together, they can do powerful things to improve their own teaching and, in turn, improve student learning” - Robert John Meehan (The Joy and Sorrows at Teacher’s Journey)

Abstract

Nowadays, teachers have to seek for innovative learning resources and methodologies to draw students' attention in order to break down with the traditional English classes as a result of that students may not perceive English as an attractive subject to learn.

The implementation of a workshop related to the development of Drama skills may be a new strategy to learn English in an effective way due to the fact that the participants may improve in multiple factors that usually interfere with language learning, such as: lack of confidence, opportunities to practice English and an insufficient level of proficiency, especially in public schools.

The results of this intervention show that students may show positive changes in the factors mentioned above if the right opportunities are provided.

KEYWORDS: drama skills, strategies, confidence, motivation, communication, English, learning.

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1. Introduction

It is not a mystery that Chilean education is going through a change in the English subject. In this context, we, as future English teachers, want to develop empathy among students, promoting academic growth and empowering the individual through self-expression, encouraging individual and collaborative work. The necessary tools must be provided for young students to be able to use the language in their daily life.

Nowadays, in different parts of the world especially in European countries, Arts are crucial and mandatory subjects in schools because it provides different benefits, as reported by Curaclam na Bunscoile (n.d.) these subjects supply features such as: sensory, emotional, intellectual and creative enrichment and contribute to the child's holistic development. Indeed, Arts allow children and teenagers to explore and seek multiple ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of improvements.

Therefore, CEDFA (n.d.) establishes that applying Arts in schools such as drama, to provide an opportunity for learners to develop their highest potential despite differences in learning rates and prior knowledge and skills.

The idea to elaborate and put into use different methods and learning strategies to students is to help them in a considerable way to break the traditional Chilean classrooms. Besides, one of the constitutional rights and obligations of every Chilean citizen is the right to education. According to the Constitution of The Republic of Chile (1980) one of the constitutional rights and obligations is the right of education and the freedom of teaching.

In view of this, the idea to incorporate new methods, strategies and skills at the time of teaching would help even more students to learn the English language. From this point of view, choosing drama pedagogy will be among the possible innovations that Chilean students may have.

To achieve our main objectives, it will be taken into consideration the following factors:

- Students' needs (regarding to the English subject: comprehension, vocabulary, and level of proficiency that allows them to communicate in the foreign language).
- Classroom environment (empathy and positive atmosphere).
- Individual and team work.

- Students' personality (motivation-learning, confidence, commitment, and personal development, among others).
- Development of the four linguistic skills.
- The effectiveness/ineffectiveness of every activity carried out during the process.
- Students' opinions regarding the topics that will be developed

For these reasons, the creation of a Drama Club will be a primordial help on students to work in their communicative skills and to know their strengths and weaknesses according to the English language in terms of knowledge, pronunciation, grammar, speaking, among others.

At the end of the drama club, students will be able to perform a short play on stage, in which they have to implement all the techniques taught during the semester. The main purpose of this final stage is to identify if the learners achieved, learned and reached the aims of the project.

In conclusion, students will feel more comfortable at the moment to communicate something not only in English, but in real life situations, in which they have to use the language for different purposes. Furthermore, learning English in Chilean educational establishments is not an easy task, especially in public schools, and using drama workshops could help students to be engage with the language and enjoying speaking English.

1.1 Problem and Contextualization

Throughout the years, Chile has been one of the countries with the lower level of English proficiency in the world, as reported by Education First: English Proficiency Index (2017) as the analysis that measured the skills of reading, listening, writing, grammar and vocabulary of 750.000 young students.

Table 1. Ranking of countries regarding English Proficiency

Europe	Asia	Latin America	Middle East and North Africa
01. Netherlands	06. Singapore	19. Argentina	44. Morocco
02. Denmark	12. Malaysia	23. Dominican Republic	46. United Arab Emirates
03. Sweden	13. Philippines	36. Uruguay	52. Tunisia
04. Norway	22. India	38. Costa Rica	55. Egypt
05. Finland	27. South Korea	40. Brazil	59. Qatar
07. Luxembourg	30. Hong Kong	42. Chile	61. Iran
08. Austria	31. Vietnam	43. Mexico	62. Jordan
09. Germany	32. Indonesia	45. Peru	64. Oman
10. Poland	33. Taiwan	47. Ecuador	65. Kuwait
11. Belgium	35. Japan	49. Colombia	67. Algeria
14. Switzerland	37. Macau	50. Panama	68. Saudi Arabia
15. Portugal	39. China	53. Guatemala	71. Libya
16. Czech Republic	48. Pakistan	60. Venezuela	72. Iraq
17. Serbia	54. Kazakhstan	63. El Salvador	
18. Hungary	56. Thailand		
20. Romania	58. Sri Lanka		
21. Slovakia	66. Mongolia		
24. Bulgaria	69. Cambodia		
25. Spain	70. Laos		
26. Bosnia and Herzegovina			
28. Italy			
29. France			
34. Russia			
41. Ukraine			
51. Turkey			
57. Azerbaijan			

Adapted from Education First. (2017). English Proficiency Index. <http://www.ef.com/cl/epi/regions/latin-america/chile/>

From this point of view, the results showed that Chile is situated in the place 42, categorized into six levels of English proficiency. Chile is located in the elementary user group in the A2 level. That is why this research is focused on the lack of confidence that students may have to communicate in a foreign language.

In fact, according to British Council (2015), a study to know the English Level on Chile proved that students who are confident in their four English skills (writing, reading, listening and speaking) attribute this to self-motivation and personal language practice.

In concordance with SIMCE (2015), English has been inserted into the Chilean reality, as a process that drives the organization to continual improvement. One of those improvements is to increase the English skills in students. Nevertheless, as stated in recent results from SIMCE Inglés (2014), students need to keep increasing their English level to achieve a good standard of the language. For that matter, this research is focused on students' emotions that are a determining factor when learning a second language.

Taken into account Piñera's government, in 2014 one of his goals was to increase English and transform Chile into a Bilingual country creating a program called National English Strategy 2014 –2030. The aim of this program is to promote English learning in public schools of the region, focusing on students and teachers.

In agreement with Seebach (2014) the aim of this program is to improve the quality of English of Chilean citizens, seeking to integrate Chile in the global world.

Besides, during the previous 2010 presidential government of Michelle Bachelet, SECREDOC Valparaiso along with Regional Administration and English Open Doors Program have implemented a new project "Go4 Valparaiso: All About English", which is already working. As it is described in MINEDUC (2016), some of the activities to develop are winter and summer camps, days of methodological updating for teachers of English, and online courses for high school students, among others.

SECREDOC: Secretaría Regional Ministerial de Educación. Organization in charge of promoting the development of education in all its levels. Among its functions, SECREDOC proposes and evaluates policies and plans for educational and cultural development; it manages, assigns and monitors students; and it conducts trainings and talks to teachers and the different institutions.

1.2 Research Question and Objectives

Research Question:

- How effective is Drama Pedagogy as a learning tool to help students to develop oral communication and social interaction?

General Objective:

- Students will be able to develop oral communication skills through drama activities.

Specific Objectives:

- To promote students' confidence at the moment of developing communicative skills in English.
- To perform through a Drama Club developing empathy, promoting academic growth and empowering the individual through self-expression.
- To encourage individual and collaborative work among students.

2. Theoretical Framework

2.1 Communicative Language Teaching

There are many definitions according to communication and how this simple action of interacting involves grammar and rules at the moment to speak. In addition, communication is one of the most important human needs when a person acquires a second language.

In agreement with MINEDUC (2015), nowadays learning another language and understanding the culture of its speakers are essential tools for the development and success of students. It contributes to the cognitive and professional development of people. It is expected that inside the classroom, teachers offer a variety of communication opportunities among students presenting interesting topics, using technology and multimodal texts, besides providing students the possibility of making decisions regarding their learning. The main purpose is that students develop English skills in real-life situations that are useful not only for academic objectives but also in their working careers.

Richards (2006) defines Communicative Language Teaching or CLT as a "set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom". In terms of education, the most powerful weapon of a teacher is language, especially for English teachers.

In agreement with Richards (2006), currently, the need to learn English has increased around the world. Adults want to improve their skills, and so, their children attitudes, in that way people acquire the domain of the language to a high level of accuracy and fluency.

Richards (2006) suggests that the goal of CLT is the development of communicative competence. In other words, to use language for different purposes, such as: to know when and how to diversify our language according to the audience receiving our message (e.g. the use of formal or colloquial speech); to perform different types of texts (e.g. reports, interviews); and to continue communication despite the limitations that may come up (e.g. using mimics to get the idea of what it is wanted to say).

MINEDUC (2015) specifies that teaching a language the professor must take into account the context in which learning and the characteristics of the students occur and, according to that information she or he uses the appropriate teaching methodologies for the group. Communicative language teaching needs to be effective for foreign language learners, for that reason, according

to Brandl (2008), there are certain principles of learning to be applied in the CLT classrooms. One of the main principles is called "Input needs to be meaningful, comprehensible", in this principle the author suggests that the information received by learners needs to be meaningful, organized and comprehensible, in order to help learners to assimilate the language in a cognitive form. This means that teachers need to provide new information with a specific message for learners, as a result of that the learner's input is going to be meaningful.

Furthermore, the idea of this principle in CLT is that learners use the language with a communicative purpose. To establish a connection between language learning and other disciplines, the teacher must select topics that are meaningful learning for both language teaching and other subjects. For learning to be meaningful, students' interests and their age must be taken into account, for instance, the importance of friendships, social activities, or technology.

It is suggested to address issues that motivate debate and reflection such as the working world, civic participation, or global warming. Characteristics or problems of their own city are highly motivating topics for adolescents, as it is emphasized in MINEDUC (2015).

In addition, another important principle for CLT is Promote cooperative and collaborative learning. Brandl (2008) establishes that in education both (cooperative and collaborative) facilitate the learning. Having said that, it is important for learners of a second language to work in environments in which teachers promote cooperative and collaborative learning.

The proposal of the Ministry of Education established in MINEDUC (2015) is to promote a set of attitudes oriented to the social development of students, which must be promoted in an integrated way with the subject, through extracurricular activities, school routines, during classes, among others.

The figure below shows the attitudes that the subject of English addresses, according to MINEDUC (2015).

Figure 1. Efficient attitudes of the English class.



Adapted from Bases Curriculares 7° básico y 2° medio. Ministerio de Educación, 2015.

http://www.curriculumenlineamineduc.cl/605/articles-37136_bases.pdf

The classroom is the main learning environment in which foreign learners are immersed; moreover, the arrangement of the classroom is also important because it allows students to work in groups or pairs to develop communicative activities. This learning environment also promotes the interaction between learners and the teacher, because in communicative tasks students are forced to use the language to communicate something, as consequence learners need to share ideas or opinions, or work cooperatively to achieve the purpose of the activity.

Likewise, the teacher should provide all the opportunities to use the language in the classroom and design activities to promote cooperative and collaborative work to facilitate learning. Furthermore, there is another relevant principle for CLT named "Recognize and Respect Affective Factors of Learning". In this principle, Brandl (2008) alludes there are certain factors which affect the learning process; however, the most important factors for CLT are motivation and anxiety.

Undoubtedly, both factors affect in different ways the learning process, however, motivation in foreign learners is positive because they are motivated to learn.

Moreover, anxiety is negative for learners, due to this factor affects in many ways the communicative process of foreign learners. Ansarey (2012) mentions that to achieve good language skills using the CLT the teacher and the learner have important roles. There are two relevant roles from the educator inside the classroom. On the one hand, teachers have to facilitate

the process of communication in the classroom, through different types of activities. On the other hand, the role of the teacher is to be an independent member of the group where he or she is teaching in, this means the instructor gives the students the necessary tools to work by themselves.

Therefore, the main role of the student is negotiating. Learners negotiate among themselves, the learning process and the objective learning, and in doing so they have to make progress giving and receiving feedback when practicing in a more independent way. They have to practice inside and outside the classroom. Ansarey (2012).

In the national curriculum validated in MINEDUC (2015) the subject of English is divided into three axes: oral communication, reading comprehension, and written expression. These axes cover the four language skills, promoting a relationship between them, since using the English language entails receiving and sending messages, hence, using one skill will encourage the use of the other.

The oral communication axis combines the skills of listening and speaking. The first ability is based on listening and giving meaning to the sounds to understand the message received, adapting it to the context of the situation and putting into practice the previous knowledge of the language. The second ability is developed in order that speakers can communicate orally with no mistakes made.

In addition, MINEDUC (2015) establishes that the development of oral expression activities that are meaningful to students provides them with tools to express themselves more confident in situations of daily life. On the one hand, the axis of reading comprehension postulates to construct vocabulary expressed in different types of texts, helping the learner to develop new knowledge of the language, different cultures, among others. On the other hand, the written expression axis, students are expected to develop this ability to deal with situations within a simple context that are events with significant purposes.

There is a great number of factors that teachers must take into account to make an effective class, for example, eye contact, gestures and facial expressions, voice, types of activities that the student will use, taking into consideration factors like the context of the group, among others. MINEDUC (2015)

Gower et al. (n.d.) present a series of techniques, strategies, and aspects to consider at the time of teaching. To be a good teacher you do not need to be an extrovert person; in fact, some

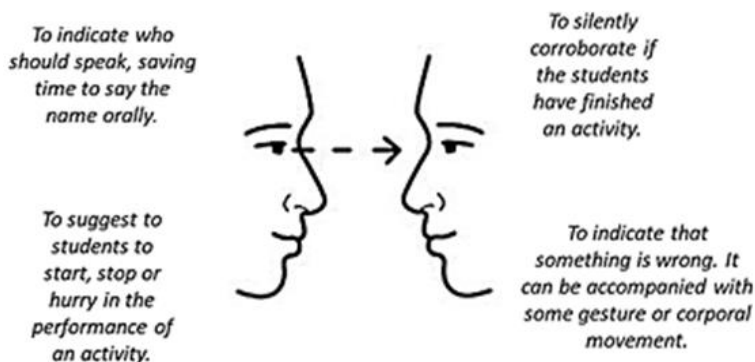
low-key teachers prepare excellent lessons using the right resources, while extroverted professors are only engaged in entertaining without achieving any educational purposes.

Knowing how to manage the class requires certain techniques that the teacher must use correctly. Gower et al. (n.d.) indicate that the teacher should make eye contact with the students to create a bond of trust. This helps the teacher to know if the student pays attention and if he or she understands what is being explained, and also it helps students to notice if the teacher has a real interest in teaching.

Depending on your culture, the 'rules' of eye contact may vary; sometimes the student who is laughing may be embarrassed rather than entertained, or the student who looks serious may be very attentive to the class. Visual contact can be used to make sure the students have understood; the faces of doubts indicate that the explanation must be repeated.

In the next figure Gower et al. (n.d.) show diverse examples of situations in which visual contact can be used by teachers inside the classroom.

Figure 2. How to use visual contact effectively.



Adapted from Teaching Practice: A handbook for teacher in training (p. 8), by R. Gower, D. Phillips, S. Walters, n.d. <https://es.scribd.com/document/168051503/Teaching-Practice-a-Handbook-for-Teachers-in-Training-Gower-Roger-Phillips-Diane-Walters-Steve>

Eye contact should be avoided when the activities are student-centered unless the pupil needs the teacher's help. Gower et al. (n.d.) explain that there are certain activities that students can develop by themselves, for example, group activities in which all members contribute, oral expression activities as role play, or individual tasks in which the students want to develop the activity autonomously.

Other primordial factors to consider are gestures and facial expressions when people

communicate orally. When someone asks us for an address we not only explain orally but also use body movements as indicating with hands where a place is located. As Gower et al. (n.d.) indicate, inside the classroom we use the gestures to transmit the meaning of the message easier, especially with those students who are at a low level of language comprehension, so giving them long explanations may be confusing. We can use certain gestures to convey to students what we mean.

For example, point to the ground to indicate present time, or point forward to indicate future time. We must ensure that students understand correctly the meaning of our gestures.

Gower et al. (n.d.) recommend avoiding ambiguous, gross or obscene expressions, for example, in many cultures pointing fingers is considered disrespectful action.

According to MINEDUC (2015), the correct use of voice is an important factor when facing the students. If the teacher's voice has no force or projection, it will be at a disadvantage. However, the tone of voice that is used inside the room will depend on the conditions of the space (size, the number of students, among others). A teacher with a loud and clear tone of voice can motivate students to perform activities that require movement and communication with their peers while using a lower tone of voice can be used to lower students' adrenaline levels and focus on them a quieter activity. When giving information is more important how the message is given, than the message itself.

As reported by Mehrabian (n.d.), cited in MTD training (2010), the tone of voice we use at the moment to speak is very important, because it is responsible for about 40 percent of the message we are sending.

One of the teacher's tasks is to promote the responsibility of the students in their own learning both inside and outside the classroom. The idea is for the students to step away from the teacher in a gradual way to be more independent, to request their help only when they need it.

Students should be aware of the different study techniques so that they can choose the one that best suits their needs so they learn independently, according to Gower et al. (n.d.).

MINEDUC (2015), establishes the significant and contextualized use of the English language compromises to take into account the forms of language as a support for the actual use of the dialect. The main objective of learning English is to use it in real life situations.

The table below shows some techniques of how to promote understanding when learning a second language, presented by Gower et al. (n.d.).

Table 1. Teaching Techniques.

Technique	Description
Explanations of objectives	Explain the objectives in a simple way, letting students know why it is important what they will learn, and what it is useful for.
Feedback	Giving feedback to students in order they can learn from their mistakes.
Professional techniques	Teacher shares some of his/her learning techniques with the students.
Students discoveries	Help the students discover why they want to learn English; If they have work interests, studies, among other factors.
Strengths and weaknesses	Help them work on their strengths and weakness with the language.

Adapted from Teaching Practice: A handbook for teacher in training (p. 62), by R. Gower, D. Phillips, S. Walters, n.d.<https://es.scribd.com/document/168051503/Teaching-Practice-a-Handbook-for-Teachers-in-Training-Gower-Roger-Phillips-Diane-Walters-Steve>

As reported by MINEDUC (2015) teachers should provide, as far as possible, different learning strategies according to each language skill. To develop listening abilities is recommended to use techniques that facilitate the understanding of the message that will be heard, for example, to repeat the message or clarify doubts.

In reading you can use strategies to deduce the meaning of unknown words, you can also use dictionaries. To facilitate communicative expression, it is recommended to paraphrase or use sentences that are known and fit in the context of what one wants to express. One of the most

useful strategies for written expression is to take notes of important points to be mentioned.

The figure below demonstrates some of the strategies to motivate students to understand in a better way the second language, stated in MINEDUC (2015).

Figure 3. Strategies to learn English.



Adapted from Bases Curriculares 7° básico y 2° medio. Ministerio de Educación, 2015.

http://www.curriculumenlineamineduc.cl/605/articles-37136_bases.pdf

To help students become more independent and responsible, Gower et al. (n.d.) recommend starting the class by speaking only in English, for it is important to constantly reinforce and use certain phrases, for example, *I do not understand*, *How do you spell ...? Can you say (.....) in English, please?*

MINEDUC (2015) establishes that one of the most important activities to promote responsibility and independence is to assign different easy activities to the class, such as handing out tasks, collecting tasks, among others, one example in a course council, let students organize themselves.

Gower et al. (n.d.) indicates that the classroom is not the only place where students can learn the language. Practice doing activities from course books or other multimodal texts; conduct investigations of different topics outside the class schedule, then show it to the group; make use of today's communicative technologies such as radio, videos, magazines or songs from

which you can learn a wide variety of vocabulary.

The main objective of all English classes is that the student interacts with his/her classmates. However, most of the time the teacher speaks during the whole class, without giving the opportunity to the learners to communicate, being the classroom the main space for students to use the tools and strategies given to communicate using the language.

According to Gower et al. (n.d.) choosing work topics of which students already have basic knowledge about, give concise instructions, giving time students to think their answers, are ways to avoid creating a teacher-centered class.

It is relevant to mention the importance of the number of words produced by the teacher and the student during the lesson, that is, if the students have enough space to express their ideas and practice the language.

However, MINEDUC (2015) explains that there are certain circumstances during the lesson in which the teacher has to speak more than the student, for example, when he is going to present a new topic, clarifying doubts, or when giving input.

To create a student-centered class, the teacher gets information from him or her by asking easy questions, eliciting, such as: How are you today? In this way, the teacher will give the pass to the student to respond and immediately ask a question with a more difficult degree, and thus create a conversation. MINEDUC (2015) sets up that some benefits of eliciting are that most students engage in the conversation, and the most important is that it increases the conversational time by students. However, if you do not have enough time for eliciting, student participation will not be possible. It interacts more efficiently when group activities are carried out; the students talk and listen to each other, more than they do with the teacher.

The oral communication activities carried out in pairs or groups are more useful because they give the students more time to interact than when the teacher does it individually with them; when practicing orally with only a couple of peers, students feel more confident and uninhibited than doing it in front of the whole group.

According to MINEDUC (2015) the teacher gives more precise and exclusive feedback to the group being evaluated; helps students to support each other without depending so much on the professor. However, the teacher should take special attention in engaging activities according to the level of English of students, and gradually incorporating them into the lessons of the language.

When planning this type of group activities, the teacher should take into account how the groups are organized, whether the teacher or the students will choose their team. In case the teacher makes the selection of members, she or he should take into account if the students with more knowledge of the language will work together, or if they will mix with the lower level students, the more talkative with the quiet ones, only women or only groups of men. Gower et al. (n.d.) indicates that letting students select their work team is a good strategy because they work more comfortably and develop better performance.

It is important that teachers trust in their students, giving them the space to work on their own.

The figure below demonstrate different examples of how teachers can show reliance in their students, according to MINEDUC (2015).

Figure 4. Examples

Instructions

- Once the objectives and instructions have been provided, students should be given a moment to process the information and begin to work. Consider that some groups take longer to process ideas.

Review

- Go group by group reviewing quickly their progress. If someone still has doubts, the teacher should explain again until it is clear. In the event that most of the groups are still confused, it should be explained again in a general way to the entire course.

Interruptions

- Do not interrupt unless: the group requests the intervention of the teacher, if any group is late with the activity, the teacher should advise them to omit a part of the presentation (if it can be omitted).

Supervision

- All groups should be supervised in the same way.

Adapted from Bases Curriculares 7° básico y 2° medio. Ministerio de Educación, 2015.

http://www.curriculumenlineamineduc.cl/605/articles-37136_bases.pdf

Those teachers who do not have enough experience in the classroom and struggle to get the attention of students, Gower et al. (n.d.) explain that for the instructions given to be effective, students' attention should be obtained using simple language and short expressions. When the learner's level of English is low, using a polite vocabulary only delays the development of the class. Also, consideration should be given to the type of activity to be undertaken.

Taking into account, the implementation of Communicative Language Teaching will be useful for English learners, because due to the wide range of curricular methods and classroom activities given by the teacher, students will have a free stage to develop their knowledge working gradually in an independent way. Meanwhile, students learn from mistakes, which will be more significant in their learning process.

2.2 Increasing Motivation

According to Cherry (2016) motivation can be understood as a process that guides a person and keeps a goal-oriented behavior, while Meece et al. (2008) states that motivation is a process of ideas that move people to complete tasks. Since motivation is what keeps one person persevering on his or her task to achieve the goal, that said, how many types exist and what is its effect on students?

In the educational field, there is a clear relationship between the desire of learning a foreign language and the effort toward that desire. In this context, motivation is the inclination of learning a second language, in this case, English. According to Dornyei (2008), motivation is one of the main determiners when a person learns a foreign language. It is a fact that people have a desire to learn a new language, and that involves a positive attitude for the learning, and interest about how to achieve that goal.

Maslow (1954), through his pyramid of needs explains that there are different levels that conforms a pyramid and those levels are organized from the very basic needs (physiological) to the most complex one (transcendental) and a person cannot go from need to other need if the first one is already covered.

According to Maslow (1954), these are the stages that people are motivated to overcome as a circle:

Figure 5 Maslow's [1] hierarchy pyramid.



Source: Sean McLeod. Simply psychology. Maslow's Hierarchy of Needs (2006).

<https://www.simplypsychology.org/maslow.html>

Dornyei (2008) emphasizes these strategies as a way of integrating the support, and the commitment of students to learn English in a successful and clear way. Different studies and researches have been developed throughout history to understand the learning and acquisition of a second language. As Bénabou and Tirole (2003) explain, L2 is associated with many factors which can affect in a positive or negative way the students' learning process. Not all the students learn with the same desire and it is important to mention that there is more than one motivation.

In concordance with Boje et al. (1898), intrinsic and extrinsic motivation may vary on every person due to the reason that each individual has a different level of satisfaction and this level may be affected if there is a praise to be received or because to that person just want to achieve the goal apart from the result.

According to Bénabou and Tirole (2003), there are two types of motivation: intrinsic motivation and extrinsic motivation. The first one is defined as the innate desire and interest of a student to accomplish something. That is to say, intrinsic motivation emerges when an individual makes an effort on doing something due to an internal ambition to achieve a task successfully.

The other one arises when the learner's objectives to learn the second language are functional. In other words, students make an extra effort on learning for necessary and specific goals; for example, to pass a test or to have more opportunities on finding a job. Having said that, in concordance with Agencia de Calidad de la Educación (2016) and with its public document related to motivation there is a clear relationship between students' motivation and their scholar self-esteem since both are a vital factor to keep students inside the educational system avoiding in this way the desertion from their scholar life besides having an impact on students' performance and problems with their behavior. The relationship between self-esteem and motivation is that if a student is highly motivated, this will have a direct impact on his self-esteem because he will feel that he has more competences and with this will feel more motivated to go further on his personal and academic goals due to its optimum or excellent performance.

According to the same document promoted by Agencia de Calidad de la Educación (2016), it is point out that students' that dropout from their studies mark a tendency of having a low score result in SIMCE not matter if the students are from a family with economic needs.

Nowadays, in the educational reality in Chile all subjects are mandatory up second Medio and something mandatory may become boring because classes are not focused on students' interests. Focusing on the subject of English, learners from Chilean public schools are

unmotivated to study English because according to British Council (2015) the 61% of students, study English because it is mandatory.

Moreover, most activities are not taught with authentic materials, may be it is the reason why most of the learners do not like English, it means that most of them need to see some samples of how English is used in real contexts in order to understand the importance of language in their life. In addition to this, Deubelbeiss (2015) argued that teachers need to allow students more control on their own learning schedule and allow them to study how, what and even when they want, the main point is to promote learners' autonomy in order to make students feel responsible for and in control of their own learning, thus, students will not think that subject of English is mandatory for them to learn.

As a matter of fact, there is a quotidian problem that is keeping students' attention during classes, and this is supported by Dr. Dumontheil (2010), which states that students can only be concentrated 20 minutes as maximum during the lessons and this time will vary depending on their brain development; besides, teenagers' brain is not similar to children's brain because according to Mora (2013) children's brain can be molded and after the age of eight years old learners are less flexible and can resist to changes.

Alternatively, Tabali (2013) argued that if students work on the same activities every day, pupils will have a lack of interest because the activities may become boring. Nevertheless, teachers always need to keep motivation and students' attention. As leaders, they should give competent strategies and useful approaches to the learning processes. Furthermore, according to Elige Educar (2015), a student with lack of incentive does not listen, there is no effort and he or she loses interest and can even hinder the development of the class.

Keep students motivated not only facilitate their learning but also is helpful for their self-esteem. In concordance with Skinner and Belmont (1993), it is important to have highly motivated children due to the reason that they do their best in order to achieve their personal goals; they persist because of their curiosity and interest on the topic. A cause is a stimulus that a person has to act in a certain way or somewhat establish a desire for a specific behavior.

Motivation is defined by Spratt et.al (n.d) as the thoughts, and feelings that make people wish to do something, continue with the need to do it, and finally turn those wishes into actions.

In addition, there are certain strategies that motivate L2 learners at the moment to communicate as is remarked by Spratt et.al (n.d) in the following table:

Table 2. Strategies that motivate L2 learners.

Strategies			
Develop	Promote	Decrease	Increase
learners' instrumental motivation by discussing the role L2 plays in the world and its potential usefulness both for themselves and their community.	students' self-efficacy to achieving learning goals by teaching students learning and communication strategies	student anxiety by creating a supportive and accepting learning environment in the L2 classroom, and applying special anxiety-reducing activities and techniques.	students' interest and involvement in the tasks by designing or selecting varied and challenging activities; adapting tasks to the students' interests.

Adapted from The Teaching Knowledge Test Course. Modules 1-2&3 by Spratt, M., Pulverness, A., & Williams, M. (n.d.) <https://books.google.es/books?id=CtMXk2eAfTAC&printsec=frontcover&hl=es#v=onepage&q&f=false>

Nonetheless, motivation plays an important role in the classroom, as a way of improvement student motivation. In fact, Woytek (2005) suggests that involving students in the assessment process, teachers can encourage students to create a sense of internal responsibility for their achievement. Therefore, involving students in their own learning process help to increase their motivation, and to think about their own personal development. In addition, students who participate in self-assessment are aware of their strengths and weaknesses in order to achieve their goals. Moreover, teachers need to create authentic and quality assessments to show students what are the things that they need to improve and take advantage of their learning results. Furthermore, teachers facilitate learning by providing students with important feedback on their learning progress, and by helping them to identify a learning problem, but involving students in their own evaluations or assessments this is not only make students aware of their strengths and weaknesses through the feedback, but also, they feel a great commitment to improving the lack of knowledge they have.

Another important aspect of motivation is the relationship between teacher and students. Christiansen (2002) set up that the connection created within the classroom are very important for the development of learning in students. It is highly probable that motivated teachers have a positive impact on students' achievements and performances since teachers' motivation contributes to students' desire for learning.

There is a reason to believe that communication is relevant for motivation because through communication the relationship between teachers and students is better, students can express their desires and their motivation to learn, and teachers can make significant changes in their learning process taking their opinions into account. Creating a favorable teaching and learning environment, through different strategies, methodologies, and activities make students feel comfortable to learn to bear in mind that the classroom is where students develop their personality and critical thinking, according to Vanhala (2008).

According to Buskist & Saville (n.d.), teachers who have a good relationship with pupils have a higher probability to achieve positive results. When we talk about a good relationship between teacher and students, it does not mean that the teacher has a passive and peaceful role inside the classroom, but he or she tries to create an atmosphere of respect and trust among all class members, without discrimination of race, gender, or religious beliefs. The rapport that teachers and students can present may be one of the keys to success when a teacher wants to motivate a class.

As reported by Christiansen (2002), 80 students were been interviewed between the ages of 14 and 18, asking what were the factors that have contributed to accomplishing their personal success. In concordance, to the responses of the students, the results showed that teachers leave a memorable mark on their lives, whether it is positive or negative, which it is not comparable to winning a Nobel Prize or Heisman trophy.

In concordance to the Affective Filter hypothesis proposed by Krashen (1982) learners with a high affective filter create themselves a mental block that do not allow them to acquire the second language. This hypothesis involves anxiety, self-confidence, motivation and stress; being these variables a factor that affect indirectly learners' learning due to the reason that they play a role as a facilitator. It is established that learners with high levels of self-confidence and motivation have a low affective filter, on the other side, learners with high levels of anxiety and stress have a high affective filter.

2.3 Developing Drama Skills

It is a fact that nowadays many teachers use different mechanisms and teaching strategies to draw students' attention. Definitely, drama pedagogy or incorporating some drama activities provide plentiful of opportunities to develop the four skills (reading, listening, speaking and writing), to learn English and to engage students to feel more interested in the language.

Learning EFL has been an issue, and a debatable topic in society, especially the role of the teacher to provide the necessary tools and to deliver the right knowledge for a prosperous learning.

Hu (2011) suggests that drama can inspire students' creation, motivation, and English learning skills. King (2003) said that drama promote language development, empathy, compromise and it fosters creativity and thinking skills on students. Certainly, developing drama skills helps students in a cognitive way, especially if they are young learners.

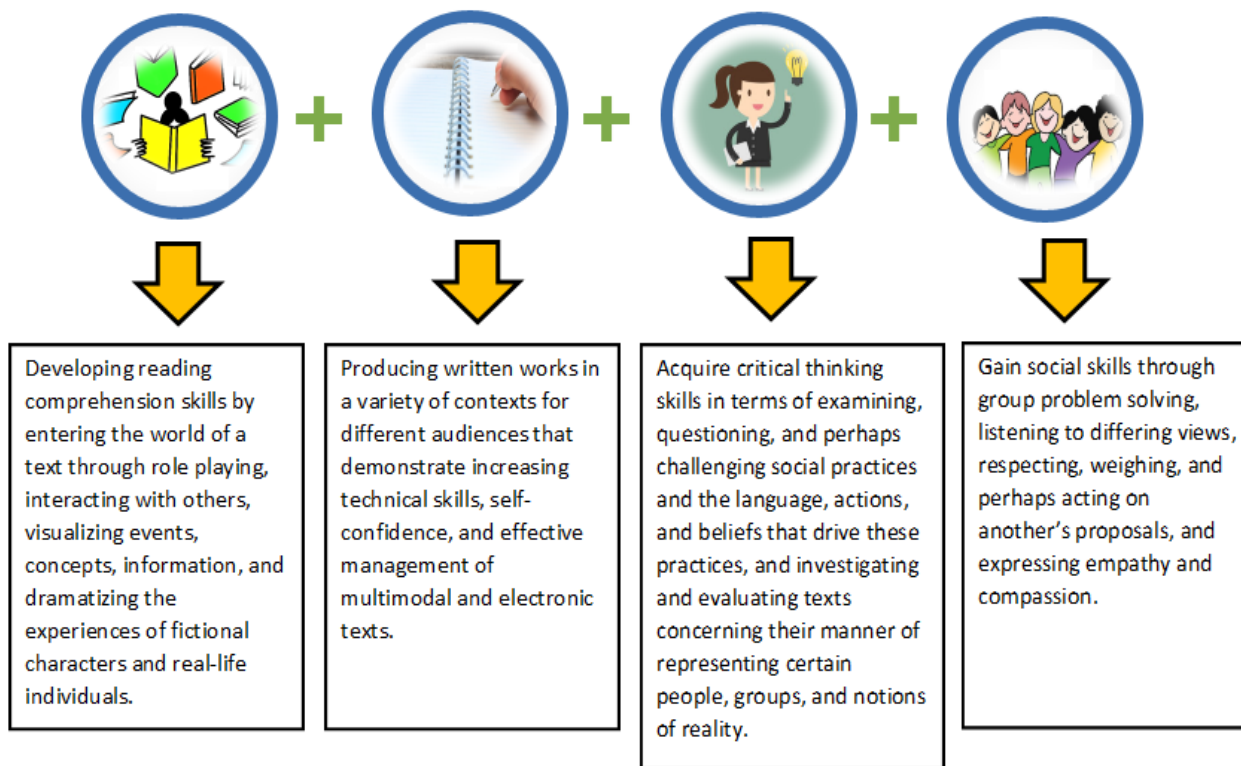
Most of the time, teenagers do not feel comfortable with classes that they do not understand, moreover, a foreign language. For that reason, drama tries to break down the barriers that students create themselves for not speak English (e.g. English is very difficult, I do not understand, I am bad at English, I do not how to pronounce correctly, among other comments).

Baldwin (2009) claimed that using drama skills on children and teenagers encourage them to take a positive contribution to share ideas and thoughts in a group that share the same issues according to language difficulties. In that way, students will feel more comfortable when they have to participate in a traditional English class.

Baldwin (2009) also mention that drama must be a priority and a subject in schools because gives young learners freedom, discipline, credibility and strength in order to practice and enhance their social skills.

In addition, Kilgour and Kaplan (2011) mentioned different abilities and skills that students and teachers can acquire through drama activities, for example:

Figure 6: Abilities and Skills through drama activities



Adapted from Teaching Drama in the Classroom. A Toolbox for Teachers. Kilgour, J., & Kaplan, S. (2011)

<https://www.sensepublishers.com/media/1017-teaching-drama-in-the-classroom.pdf>

Certainly, Kilgour and Kaplan (2011) emphasized these skills as part of drama goals in education. Notably, in the twenty-first century, the learning of foreign languages or second languages is one of the topics more seen due to the benefits that bring to learners from all ages. Above all, the skills mentioned before, are cognitive, metacognitive, affective, and social strategies to help learners to develop in a satisfactory way the understanding of English through drama activities.

Besides, according to Kilgour and Kaplan (2011), a drama activity puts their students' imaginations to work. As a matter of fact, teachers who want to go beyond of a traditional English class, the value of drama is a powerful teaching and learning strategy that invites young learners to move collaboratively inside classroom content.

For that reason, Chauhan, 2004, cited in Hu, 2011 claimed that using drama in English as Second Language classes reverse our conventional English education, and it explores students' potential to learn and also improves their linguistic performance.

Drama facilitates learning, and that it is a fact. After all, depends on every teacher to use drama in their classes, and how to apply it to a successful teaching strategy.

Nevertheless, there are some schools that apply drama in their curricula, and with that, there are different skills that a student can acquire. For example, according to King (2003), schools which incorporate drama in their learning activities, foster students who are more aware of the language development.

They may increase their thinking skills at the moment to speak. In fact, those thinking skills are:

Thinking Skills	Cognitive Strategies
1. Information-processing skills	Sequencing and comparing.
2. Reasoning skills	Drawing inferences and making deductions.
3. Enquiry skills	Asking relevant questions and testing conclusions.
4. Creative thinking skills	Generating and extending ideas, applying.
5. Imagination and looking for alternative endings.	
6. Evaluation skills	Judging the value of their own and other's' work.

King (2003) suggests that these skills, along with flexibility, empathy, and risk-taking, are intrinsic to good drama practice. In this way, schools that want to incorporate drama in their educational establishments allow students more communicative opportunities and the ability to talk ESL with more confidence.

Besides, one of the English subject approaches mention that students acquire the language better through collaborative and social interaction with their peers because together they can interact and solve a pedagogical task which requires the communicative use of the language to achieve a goal. MINEDUC (2015)

In fact, when we talk about communicative teaching the language is more than a platform of communication is an interaction tool that responds to significant and relevant issues for students that are important to develop the ability to communicate. MINEDUC (2015)

For this reason, English teachers constantly do exercises where students exchange ideas and opinions developing a whole new level of teaching and learning making reference to student learning and language acquisition. That is why, through the language, students can establish different connections with other school subjects and go deep into different topics. MINEDUC (2015)

In addition, Levy (2005) emphasizes that educating students through acting exercises will improve their motor skills, nonverbal communication, sensory awareness, spatial awareness, concentration, memorization, observation, trust, among others categories that theater games can benefit students. Levy (2005) also mentions that applying acting games goes beyond playing, the main aim of these exercises is to stretch students in every possible direction and empower them with abilities and knowledge.

Communication and participation make more sense and meaning when students work together as a unit. Besides, using different types of strategies that help to maintain communication, express messages fluently, use the language in any situation of daily life will compensate any limitation that the student might have for language management.

In agreement with Doyle (n.d.) the use of dramatic activities lure students' interest to take part in any pedagogical tasks, activating their imagination, and push them into exciting new worlds in which they can be whatever they want assuming a role in a play or performing a character. Taking into consideration the students' freedom to choose a character, teacher passes being a careful listener, stimulator, and facilitator. Doyle (n.d.) also establishes that being a facilitator teases out and builds upon students' ideas, abilities, strengths and values.

It is important to let the student decide which role or play fits him or her the most according to their personality, in that way, students will put all their effort and interest to do a better work instead of the teacher decides their characters and not allow students to decide or participate in their learning process.

Baldwin (2009) remark that drama is one of the key components to provide engagement and English learning through vivid, memorable and entertaining activities in which students work in roles.

Curaclam na Bunscoile (n.d.) mentions that drama activities besides of increase students' self-confidence provide opportunities to express themselves freely in public and stage at the moment to speak or perform any school activity.

In fact, according to King (2003) the realization of drama workshops in school provide a range of extracurricular learning opportunities in which students become enthusiastic and learn in a didactic way.

Another point of view, Baldwin (2009) mentions that drama lessons provide countless opportunities and chances for purposeful speaking and active listening. For these reasons, communicating in English through drama activities is one of the most important skills for students because they can develop physical language and understand better an English class. Baldwin (2009) claimed that students acquired and developed personal qualities in drama activities. For example:

Figure 7: Students' personal qualities



Adapted from School Improvement through Drama. A creative whole class, whole school approach.
Baldwin (2009) Printed and bound in Great Britain by Ashford Colour Press Ltd.

It is essential and substantial a good drama teaching that focus its attention on students' previous abilities to ensure a successful learning. As reported by Baldwin (2009) a good teaching is the result of a good learning and even more when the student uses the learned and answers in agreement to it.

Moreover, drama teaching is interactive and collaborative and alters the conventional function and role of the teacher in lessons. In fact, Baldwin (2009) established that the teacher at the moment to incorporate drama in his/her curricula become a co-participant in the learning and an important mediator of the drama experience. Regarding a case study mentioned in Baldwin (2009) proved that applying drama and theatre in school curricula provide different strategies such as: pupils' engagement with school subjects, an improvement in speaking and listening skills that are directly connected to students' learning, sense of self-worth and self-esteem in young learners, among others.

Unquestionably, children learn in a range of different ways and have preferred learning styles. As English teachers innovation, flexibility, creativity and didactic are fundamental pillars at the moment to develop a class. English is a difficult subject for young learners nowadays, but when there is motivation by teacher's side in apply ingenious techniques such as drama pedagogy students' learning will become more significative and durable.

3. Methodological Framework

The type of research chosen for this investigation is qualitative research because of the methods that will be used to collect the information needed to respond to the problem.

As claimed by Silverman (2013), qualitative research contemplates the interpretation and analysis that is obtained from the data gathering through different instruments such as surveys, interviews, observations, transcripts or texts. For this type of research, investigators are committed to find in the most natural environment an answer that can help to understand the human behavior, so they will be able to deeply know more about the subject that is under investigation.

In relation to Arias (n.d.), this type of research helps to comprehend a possible mental model of the society. The information collected through the different instruments cannot be observed by the researchers in an objective or subjective way but in an interpretative way in order to get a reliable result even if there is not a statistical process involved in the answer found.

In the opinion of Bailey & Nunan (1996), qualitative research is important in the educational field due to the fact that this can be used as a tool for teachers in order to update their pedagogical practices and also to comprehend the reality, the feelings and the cultural aspects not only inside the classroom, but to comprehend the scholar community as a whole.

The school chosen to implement an intervention to answer the research question is a subsidiary school located in Viña del Mar. It is a mixed school which harbors 1.129 students with professional and technical programs.

Despite the great amount of students, most of them receive economic support from the school, only about 200 pupils pay full tuition. This might lead to an increase in motivation and sense of achievement, which, as a result, could help the learners to improve their linguistic abilities and increase their confidence.

The first step of this research will be an interview with a professor which will be conducted in order to know her experience teaching a drama skills subject as part of an English Pedagogy undergraduate programme in Chile.

Next, surveys will be answered by different teachers not only from the school community where the research will be implemented, but also from other realities as well as teachers who have some experience in schools in order to know if they think that drama could be a method to innovate in Chilean classrooms and if this can also be used as a learning tool to increase the

engagement to the language through their creativity, social interaction, self-expression, communication.

The main task and source of information will be the Drama Club, which will start after school hours. Nine sessions have been designed to work with the students. A blog with different available materials such as dialogues, videos, information, scripts, among others will also be available besides an observation checklist that will contain a record to keep all the sessions in order and to take notes about the students' reaction to the Drama Club.

During the fourth and fifth sessions of the Drama Club, a survey will be asked to the participants. Besides, an interview with the English teachers will be carried out in order to verify if there is any change in the student's attitude, this means, if they feel that those students who joined the Drama Club show more participation in different sessions and if they are not afraid to use English in front of the class.

All these pieces of information will be used to discuss how the theory presented in the first section of this research and the implementation of the techniques will help to answer the question presented.

The methodology used in this workshop is based on student-center activities. All the necessary tools are going to be given to students in order to develop the tasks assigned in an appropriate way. Each of them is going to participate during the lessons, with different partners, not only their friends in order to take them out of their comfort zone.

4. Developing Drama Skills: Workshop

During the workshop, every lesson will be divided per week, and the instructions of each activity, task, or information will be uploaded to our English drama blog. The club will begin the first week of May until the first week of July. Each session will last 45 minutes.

Besides, we count with a checklist and a rubric to inspect and verify students' development as a way to ensure the total completeness in carrying out a specific task or activity. The checklist follows the basic format "to do list" accompanied with teachers' comments to let students know that this is not a summative assessment but a formative assessment to monitor students' behaviour, abilities, skills, and progress. The rubric to check and get an idea about the English level of the group and how they catch the information and develop the class exercises.

As future English teachers, we consider important the use of assessments, especially in certain tasks because they determine whether or not the goals of the activities in each class has been achieved, and the necessary feedback to students in their learning process.

Indeed, we count with a student who deals with a learning disability called dyslexia. According to the National Center for Learning Disabilities (n.d.), dyslexia is "a lifelong challenge that people are born with. This language processing disorder can hinder reading, writing, spelling, and sometimes even speaking". Even though, dyslexia affect people differently in this case the student is comfortable to belong in a workshop that is English because is challenge and an opportunity to prove itself that a learning disability is not a difficulty at the moment to do a task.

In fact, Baldwin (2009) establishes that children and teenagers that have a learning disability discover that drama is accessible, entertaining and exciting.

Moreover, developing drama skills increment engagement and communication skills in people who deal with serious and complicated learning difficulties. Baldwin (2009) Nevertheless, it is not a mystery that through drama workshops students with or without a learning disability feel more comfortable and safe at the moment to do or perform an activity instead of a traditional class with their classmates watching every single detail, mistake or thing that they may consider fun about the person.

As teachers, we allow social interaction maintaining a positive learning atmosphere and getting along with others promoting confidence, inclusive activities and an environment of respect about all things.

The plan for each week during drama workshop establishes the following aims:

Week	Activities	Aims	Skills
1	a. Knowing each other / Two truths, one lie b. Blind hen or blind chicken c. Head's Up	- To practice memorization and concentration. - Identifying students' weaknesses and strengths about English.	Speaking Listening
2	a. Relaxation Time b. One, Two, Three. c. Mimic	- To practice fluency and managing the voice. - Checking understanding. - To work collaboratively.	Speaking Listening
3	a. Essence Machine b. Pictionary	- To practice self- expressions. - To work collaboratively.	Speaking
4	a. Dialogues	- To practice pronunciation. - To work collaboratively.	Speaking
5	a. Micro play	- To practice memorization, and characterization. - To work collaboratively.	Speaking
6	a. Play	- To practice memorization, and characterization. - To work collaboratively.	Speaking
7	a. Script of the play. b. Selecting characters. c. Analyzing the script.	- To understand the script.	Reading Speaking
8	a. General rehearsal of the play	- To memorize the script.	Reading
9	a. Final Play	- To apply the techniques and methods taught through the semester	Speaking

- **Drama Blog Link:** <https://englishdramaclubblog.wordpress.com/>

5. Lesson Plans

LESSON PLAN N 1		
• Grade: 1st Medio	• Time : 45 minutes	• Drama Workshop
<p>Objectives: Ss will be able to practice memorization and concentration through a game.</p> <ul style="list-style-type: none">• Skill: Speaking - Listening• Resources: Ball, poster, projector, computer. <hr/>		
<p>1. Warm-Up (10 minutes)</p> <ul style="list-style-type: none">• Greetings (T-Ss)• Ts introduce themselves to the class• T sets the objective of the class <p><u>Description of the Activity 1</u></p> <p>Name of the Game: Two truths, one lie</p> <ul style="list-style-type: none">• T shows a video to introduce the activity• In pairs. Tell your partner three hobbies about yourself – two of which are true and one of them is a lie.• Afterwards, your partner tries to guess which one was the lie.• Now, introduce your partner to the rest of the group and see if they can guess which the lie was. <p>2. Body (20 minutes)</p> <p><u>Description of the Activity 2</u></p> <p>Name of the Game:</p> <ul style="list-style-type: none">• T shows a poster with expressions about hobbies. <p>Instructions:</p> <ul style="list-style-type: none">• You have to do a circle giving the back. Your hands must be in your back• Then, one of the teachers are going to put an object in some student hands.• Next the music is going to sound and the student who has the object has to pass it when the music is on. When it stop, you have to guess and describe the object in your hands.		

- The whole group are going to guess the objects. Everyone participate.

3. Closure (15 minutes)

Name of the Game: Head's up

- This game consists of 30 things (sports, movies, singers, among others) The ones who are going to play are selected randomly by the teachers.
- Then, the students stand up, select a card from the table and play with one of their classmates and guess his or her own card with the clues that his/her classmate give it.
- Three clues each students with 30 seconds to answer.

LESSON PLAN N 2

- **Grade:** 1st Medio

- **Time :** 45 minutes

- **Drama Workshop**

Objectives: - Ss will be able to practice fluency and manage of the voice.
- Ss will be able to practice concentration.

- **Skill:** Speaking
- **Resources:** Projector, computer.

1.- Warm-Up (10 minutes)

- Greetings (T-Ss)
- T sets the objective of the class.

2. Body (20 minutes)

Description of Activity 1

Name: Relaxation Time

- T does some relaxation exercises to Ss before starting the games.
- Before turning the music on, in a PPT T explains certain vocabulary according to relaxation instructions (breath in, breath out, etc.).
- The techniques are deep breathing and creative visualization.

Description of the Activity 2

Name of the Game: One, Two, Three.

- Students face each other in pairs (students A and B). The aim is to count repeatedly to three, taking turns. Thus, A says 'one', B says 'two', then it is A's turn to say 'three'. B starts at 'one' again, and so the game continues.
- The next stage is to replace number two, with a new sound. The sequence continues with both numbers one and two now having been replaced by sounds, while 'three' still remains as a number.
- The final stage is when three becomes a gesture, and so instead of verbalizing 'one, two, three', each pair of students is making the gestures instead of each number.

Link Video Instructions: <https://youtu.be/G5Ohhu0MTac>

Description of the Activity 3

Name of the Game: Mimic

- Divided into two groups, teachers give the students a piece of paper with the name of a famous movie written on it. Then, students have to make a representation of it, without saying a word, only mimics.
- **Link Video:** <https://www.youtube.com/watch?v=7g4DXzBdaMI> (example)

LESSON PLAN N 3

• **Grade:** 1st Medio

• **Time :** 45 minutes

• **Drama Workshop**

Objectives: Students will be able to work cooperatively with other members of the group and develop creativity.

- **Skill:** Speaking - Listening
- **Resources:** Papers, markers, board.

1. Warm-Up (5 minutes)

- Greetings (T-Ss)
- T sets the objective of the class.

2. Body (20 minutes)

Description of the Activity 1

Name of the Game: Essence Machine (10 minutes)

- T gives the Ss the topic of the activity ‘Shopping’.
- Ss have a few minutes to think on the movements and sounds there are going to do.
- Ss have to create a ‘machine’ out of themselves.

Description of the Activity 2

Name of the Game: Pictionary (10 minutes)

- T divides the class into two groups (group A and B). Each group has to choose a representative.
- T says to the representative of group ‘A’ a word related to ‘Vacation’ and he/she has to draw on the board different things related to the topic for the rest of the group to guess what is the drawing about. Then, it is the turn of group B.
- Each group has to repeat it five times. The group who guess the most words wins.

3. Closure (15 minutes)

Description of the Activity 3

Name of the Game: Imitation

- T shows the Ss different character of famous movies. Ss have to select one character and improvised acting like him or her (30 seconds per student)

LESSON PLAN N 4

• **Grade:** 1st Medio

• **Time :** 45 minutes

• **Drama Workshop**

Objectives: Students will be able to memorize a dialogue in a short time.

- **Skill:** Speaking - Reading
- **Resources:** <http://123dialogues.com/english-spanish.html>

1. Warm-Up (10 minutes)

- Greetings (T-Ss)
- T sets the objective of the class.

2. Body (30 minutes)

Description of the Activity 1

- T divides the class into six groups. Each group with two members.
- T shows Ss different topics of dialogues for them choose one, and perform it in front of the class.
- Ss have 10 minutes to practice.

Dialogue 1: Where are you from?

Speaker 1: Hi! My name is Gabriel. What's your name?

Speaker 2: Nice to meet you. My name is Isabel.

Speaker 1: Where are you from, Isabel?

Speaker 2: I'm from Argentina, and you? Where are you from?

Speaker 1: I like Argentina. I'm from Mexico.

Speaker 2: I love Mexico. It's a very beautiful country.

Dialogue 2: Pets

Speaker 1: Do you have any pets?

Speaker 2: Yes, I have a dog, a cat and a bird. I love animals.

Speaker 1: I bet they fight all the time!

Speaker 2: The cat and the dog get along very well.

Speaker 1: I have a fish and a turtle.

Speaker 2: A fish and a turtle? How boring!

Speaker 1: Why do you say that? They're a lot of fun!

Dialogue 3: Food - I'm hungry!

Speaker 1: I'm hungry. I need to eat something.

Speaker 2: Me too! Let's order a pizza.

Speaker 1: I don't want pizza. I want Chinese food.

Speaker 2: I don't like Chinese food.

Speaker 1: What are we going to eat, then?

Speaker 2: There are some vegetables here. We can prepare something together.

Speaker 1: I don't know how to cook!

Speaker 2: Don't you worry. I'll teach you.

Dialogue 4: Get up - Wake up

Speaker 1: Hey, Carlos! Let's go shopping tomorrow.

Speaker 2: Alright. But let's go in the afternoon. I get up late on Sundays.

Speaker 1: What time do you get up?

Speaker 2: I get up at 10:30 am. What about you?

Speaker 1: I wake up at 11:00, but I stay in bed until noon.

Speaker 2: You get up at noon? What time do you have breakfast?

Speaker 1: I eat breakfast at 1:30.

Dialogue 5: Clothes

Speaker 1: Where is my new skirt? I can't find it.

Speaker 2: I think I put it in the washing machine. What color is it?

Speaker 1: It's blue. Thanks for doing the laundry.

Speaker 2: You're welcome. There is a white dress here. Is it yours?

Speaker 1: No. That's my mom's dress. And whose shirt is this?

Speaker 2: It's mine. I always wear it with my black pants.

Speaker 1: Don't forget to put my clothes in the dryer, please.

Speaker 2: Alright. I need to wash my t-shirts and my socks as well. They're dirty.

Dialogue 6: Days of the week

Speaker 1: What day is today?

Speaker 2: Yesterday was Tuesday, so today is Wednesday.

Speaker 1: What's today's date?

Speaker 2: Today is the seventh of June.

Speaker 1: Are you going to work tomorrow?

Speaker 2: No. Tomorrow is Thursday. It's my day off.

Speaker 1: I'm going out with my friends on Sunday. Would you like to come with us?

Speaker 2: I can't. I'll be very busy. But we can go next week, if you want.

3. Closure (5 minutes)

- T gives feedback to all the groups.

LESSON PLAN N 5

- **Grade:** 1st Medio

- **Time :** 45 minutes

- **Drama Workshop**

Objectives: Ss will be able to work cooperatively, to practice memorization, characterization, and drama skills.

- **Skill:** Speaking - Listening
- **Resources:** Drama Blog - Projector - Computer - Video

1. Warm-Up (5 minutes)

- Greetings (T-Ss)
- T sets the objective of the class

Description of the Activity 1

- T shows a video to introduce next activity, and to take awareness of the topic.

Video Link:

<https://www.youtube.com/watch?v=FkL1TNPI2J8>

2. Body (25 minutes)

Description of the Activity 2

Name of the Game: Micro play “Stop Bullying” (go to addendum A)

Instructions:

- Ss have to work in groups of six. (4 groups)
- T gives the script for the play.
- Ss have to read the script, in order to understand the context of the play.
- Ss have to select their characters.
- Ss have 25 min. to practice the script.

3. Closure (15 minutes)

- Ss perform the play.
- T gives comments of the Ss performance.

LESSON PLAN N 6

• **Grade:** 1st Medio

• **Time :** 45 minutes

• **Drama Workshop**

Objectives: Ss will be able to speak, practice pronunciation of the final plays.

- **Skill:** Speaking - Reading
- **Resources:** Drama Blog - Script

1. Warm-Up (5 minutes)

- Greetings (T-Ss)
- T sets the objective of the class.

2. Body (35 minutes)

Description of the Activity 1

- T shows to Ss different scripts in which they have to perform at the end of the workshop: Three little pigs and the big bad wolf, Cinderella, and Little red riding hood.
- T explains the story of the script and talks with Ss about the characters and how to perform the play.

Microplay 1 (go to addendum B)

Microplay 2 (go to addendum C)

Microplay 3 (go to addendum D)

Description of the Activity 2

Name of the activity: Selecting characters for the play

- T talks with Ss to decide which character they like the most and how to perform it.

Description of the Activity 3

Name of the activity: Analyzing the script

- After Ss have decided which character they want to perform, T presents the next step that is analyzing the script.
- T reads the script with the students and makes sure that everybody understands. T allows Ss to read and practice pronunciation.

3. Closure (5 minutes)

- Ts clarify any doubt about the scripts and talk about the play and how Ss can use all their creativity and motivation for her/him character.

LESSON PLAN N 7

• **Grade:** 1st Medio

• **Time :** 45 minutes

• **Drama Workshop**

Objectives: Ss will be able to speak, practice pronunciation and rehearse for the final plays.

- **Skill:** Speaking - Reading
- **Resources:** Drama Blog - Scripts

1. Warm-Up (10 minutes)

- Greetings (T-Ss)
- T sets the objective of the class.

2. Body (40 minutes)

Description of the Activity 1

Name of the activity: Rehearsal for the play

- T makes sure that everybody has her/his script.
- Ss have the entire session to read and practice the script with their classmates.
- Ss practice pronunciation and perform the play.

3. Closure (10 minutes)

- T clarifies any doubt about the script to students.

LESSON PLAN N 8

- **Grade:** 1st Medio

- **Time :** 45 minutes

- **Drama Workshop**

Objectives: Ss will be able to speak, practice pronunciation and rehearse for the final plays.

- **Skill:** Speaking - Reading
- **Resources:** Drama Blog - Scripts

1. Warm-Up (10 minutes)

- Greetings (T-Ss)
- T sets the objective of the class.

2. Body (40 minutes)

Description of the Activity 1

Name of the activity: Rehearsal for the play

- T makes sure that everybody has her/his script.
- Ss have the entire session to practice the script with their classmates.
- Ss practice pronunciation and perform the play with their classmates and teacher (narrator).

3. Closure (10 minutes)

- T clarifies any doubt about the script to students.
- T talks to students about the play and how they can use all their creativity and motivation for her/him character, and what things they can change (suggestions).

LESSON PLAN N 9

- **Grade:** 1st Medio

- **Time :** 45 minutes

- **Drama Workshop**

Objectives: Ss will be able to perform the plays.

- **Skill:** Speaking
- **Resources:** Drama Blog - Script

1. Warm-Up (5 minutes)

- Greetings (T-Ss)
- T and Ss prepare the scenery before perform the play.

2. Body (10 minutes)

Description of the Activity 1

Name of the activity: Final Rehearsal for the play

- Ss have 10 min to a final rehearsal and T clarify some doubt according to their characters, time, costumes, etc.

3. Closure (45 minutes)

- Ss and T perform the plays in front of the club using all their creativity and motivation to do their best.

6. Lesson Evidence

CHECKLIST

Name: _____ Date: _____

CRITERIA FOR THE PLAY	YES	NO	TEACHER'S COMMENT
1. Eye contact and gestures.			
2. Poise and confidence on stage.			
3. Enthusiasm for the play.			
4. Voice inflection, articulation, and projection.			
5. Memorization of dialogue.			
6. Preparation of props and costumes.			
SKILLS AND ABILITIES			
1. Remembers steps, directions and choreography.			
2. Performs techniques with ease and grace.			
3. Demonstrates flexibility and endurance.			
4. Shows a responsible attitude in his or her work with others in the play.			
THE STUDENT DEMONSTRATED			
1. Evidence of practice for the performance.			
2. Followed directions and formats set by the teacher.			
3. Creativity and a unique perspective.			
NOTES/RECOMMENDATIONS: _____ _____			

This checklist will be used on the weeks 5, 6, 7, and for the final play. It was taken from an online web site, but, modified according to the activities, skills, and abilities during the workshop.

7. Discussion

In this section we obtained different data collection from students and English teachers in order to know more about their perspective according to apply drama in classroom in a qualitative research. However, the purpose of these surveys and interview is to explore and rescue the views, opinions, beliefs and motivations of the individuals in this topic. For that reason, we created these series of questions in order to respond and understand better our topic.

The activities in this proposal will be developed for the students of Colegio Español Hispano Americano, Viña del Mar. These activities will be divided into two sections: motivational activities and communicative activities.

Motivational Activities	Communicative Activities
Meet & Greet are going to be useful activities to introduce each lesson, to help students to know each other and to feel more comfortable among them.	Monologues.
Support groups are going to be useful to promote collaborative work, to dismiss scenic panic, and to work with memorization.	Short plays and final play.
Different types of games to lower the lack of confidence on student.	Role plays (dialogues).
Scenery settings to design customs, and to build the stage.	Interviews.

Next, it will be taken into account two surveys and one interview as a way of primordial material to this research and to catch the objectives.

- Interview an English Drama Teacher
- Survey for English teachers
- Survey for students

Feeling Comfortable

Being comfortable within a group and with the activities or the actions that were developed during the Drama Club were important factors to observed since those factors were the keys not only to keep the students' attendance, but also to help them to improve in their communicative skills.

At the beginning of the Drama Club, several students from different classes (all of them from the same level) joined the workshop, it was obvious to observed that they did not feel completely comfortable due to the fact that not all them knew each other and those that were from the same class tended to stay in a group, nonetheless right after the introduction of all the participants and the activities that were prepared in a peaceful and respectful tone as MINEDUC (2015) promotes, they showed other behavior in comparison to the very first minutes.

In concordance to what Krashen (1982) established in the Affective Filter hypothesis, at the beginning of the workshop it was possible to confirm that the students had a high level of it and that it had a negative effect on them. The participants did not have the initiative to get close to those that they did not know, and also they felt uncomfortable within the group that at that moment was almost full with strangers, but right after the activities that involved visual and oral communication, the level of their affective filter get lower until it almost disappeared.

In the same way, this can be confirmed by Brandl (2008), he affirms that motivation besides anxiety, is one of the factors that affects the learning process and, being motivation a positive factor, this could be observed when the students started their interaction through the different activities that were prepared specially to make them knew each other and feel comfortable not only with the group but also with the future activities.

Nevertheless, this positive effect of their motivation and being respectful towards other classmates transcended beyond the Drama Club due to the reason that teachers from certain students that were known for being shy and quite started having more participation in official classes, also it was noticed that they started having more interaction with other classmates.

Use of English

The main aim to achieve during the workshop was not only to make students feel comfortable and gain confidence at the moment to communicate with someone, but also to use English as the language to negotiate with others.

To know English was not a requirement to join the Drama Club, therefore inside the workshop was created a great diversity in terms of level of language and it was noticeable when the instructions of the firsts activities were given, because students did not completely comprehend them in English, thus the directions had to be given in both languages, English first and then in Spanish.

Taking into account not only the students' individual and personal background, but also their behavior in front of the society are aspects that MINEDUC (2015) portraits in the online public documents available. The idea was to make the instructions and activities understandable, and so they can be meaningful for the participants, in agreement with Brandl (2008). Nonetheless, the information was given in English, the students did not react as it was supposed to be, this means, not asking for clarifications, or not talking to their peers using the dialect needed, due to the fact that they presented a lack of language in English.

Right after the instructions were taught in both languages, the students started to be more fluent in their reactions to the activities, comprehending that those instructions were short and simple for their understanding. It is established by Gower et al. (n.d) the directions were applied repeatedly until the students get used to what was asked for. Once this happened, the Spanish interruptions were not needed anymore.

Body language

Baldwin (2009) mentions that one the benefits of Drama in children and teenagers is the total development of using the body, mind, and emotions at the moment to carry out an activity. During the first weeks of drama workshop most of the students communicate using their body language instead of talking, and due to the shame in that moment and belong to a new group with students from different classes.

Moreover, during the first introductory activities students used a lot of unintentional gestures. According to Kuhnke (2007) unintentional gestures can be expressed such as:

1. Folded arms.
2. Lips pressed together.
3. A hand or finger in front of the mouth.
4. Crossed legs.

These actions were pretty common at the beginning. After three weeks students engage with the class, their confidence was present at the moment to express an opinion or give an answer in front of the class. Then, facial expressions took place in the workshop and most of them reflect a positive attitude, feelings and emotions through drama activities. Communication is not only produce by speaking, language can be transmitted in many ways by actions or gestures to express something, as well. Body language is a type of nonverbal communication but still an interaction using movement, expressions, and actions, among others.

Tone of voice

Using the voice in a proper way without mistakes and in other language is one of the most difficult things for human beings at the moment to communicate something. Especially, when we want to expel a sound produced by articulation. Dobrovolsky & Katamba (n.d.) mention that human languages display different sounds, child, teenager or adult can learn to produce any speech sound.

During the drama workshop some students changed their pronunciation in a significant way through repetition and listening activities. Few of them made an effort to improve their speaking and some students only listen but did not practice. As English teachers we know that the improvement of the voice is a long process when it is use in a second language, and the students who were really interested in learning English and are aware of the sound production did an improvement on his/her voice.

Responsibility and commitment

Being responsible and committed with something are aspects that are completely connected to the personality from every individual, which means they may vary depending on every person, nonetheless as was established by Dornyei (2008), both attitudes mentioned before are highly related to the learning process of every student, because they push students to achieve the proposed task.

During the weeks that the Drama Club was developed, high levels of responsibility and commitment were perceived from those students who joined the workshop in view of the great number of students constantly attended to the sessions. These aspects are important to highlight because they knew that they will not receive a mark or a positive observation for their participation in the project, nonetheless, they had an attendance over an 80%. Nevertheless, it is remarkable their commitment and responsibility during the process, considering the participant's

responsibility there is a huge contrast with the final product of the workshop, that was a play, because most of them did not learn by heart the lines that were given the previous weeks, but all of the students showed up to the play, so there is a clear evidence of their commitment to the Drama Club.

Motivation and confidence

Comprehending that according to Cherry (2016), motivation is what guides a person to achieve an oriented goal, it is possible to establish that without receive extrinsic or have intrinsic motivation as Bénabou and Tirole (2003) describe as the two existing types, a person is not going to be capable to achieve the proposed goal.

During the firsts sessions of the workshop was important not only to keep and increase the students' motivation through activities, but also was important to make higher the motivation from those students that we, as monitors, perceived as less motivated than the rest of the group. Through the activities was possible to observed that little by little the students were motivated indirectly, they were perceived with more confidence than at the beginning of the Drama Club. Furthermore, the increase of motivation besides the confidence of determinate students were confirmed by their English teachers that noticed that they started to have more participation in the mandatory class.

8. Conclusion

This investigation has been an attempt to clarify and develop the use of drama skills on students of 1st Medio to participate in communicative tasks. In general terms, the greatest difficulty for secondary students is confidence, and the intention of using drama activities was planned to break with this barrier and develop students' abilities in a positive and interactive way to learn a second language, in this case, English. Expecting that using drama skills, including improvisation, memorization, characterization, and some others, learners will improve their ability to speak in English.

Throughout the process of creating lesson plans and to reach the expectations of this proposal, different activities were developed to help students to increase confidence at the moment to communicate, integrating a variety of resources, such as: games, an online blog and YouTube videos exemplifying the activities, among others.

Managing an online blog is an incredible tool for students and teachers to have a register of the activities that will be develop week by week. However, the making process of the site had advantages and disadvantages. On the one hand, it was easy to administer the blog, because all of us have done courses creating and managing web sites, and searching different online resources to teach English. On the other hand, to adequate all the material and activities to the students' level of English was a difficult task, because we have to simplify all the instructions, in order to be understood without using Spanish. Nonetheless, the idea of using an online blog was to get feedback from the participants' perspective regarding the classes' activities was not effective, because we could not obtained a written register on it.

In addition, the final play was the instrument of measurement to identify if the expectations of promoting students' confidence, developing empathy, promoting academic growth, and encouraging individual and collaborative work among them were accomplished.

Despite the motivation from the students to attend each week, 45 minutes per session were not enough to have a significant impact on the development of the participants, although, according to information provided by their lecture teachers, those students less participatory showed an increase in the participation of the official classes. In adherence to the aforementioned, the schedule in which the Drama club was developed represented to a lesser extent a disadvantage factor, and which was carried out outside the formal class schedule.

One of the objectives proposed in this project was to increase the confidence and motivation of the students, even though their motivation was not a major problem as this was reflected in the high attendance and participation in each session.

The language management was not a requirement to join the Club, however, the students developed the language and during the necessary activities of it to communicate with both teachers and peers. Those pupils who had a better management in the language, the higher one had a greater impact in them, since it is only focused clearly in the increase of their confidence in the linguistic production, on the other hand, those that had less handling in The language at the end of the workshop could be seen to have had a broader vocabulary with respect to what was initiated.

The language management was not a requirement to join the Club, however, in a transversal way the students developed it, because during every activities they need it to communicate with their peers and with the teachers. Those pupils who have a better management of the language, the workshop has a big impact on them, since they were clearly focused on increasing their confidence in linguistic production. Those who had less language management, at the end of the workshop, were able to appreciate that they had a broader vocabulary with respect to which they started.

This play is helpful for students to put into practice all the learning they have acquired during the drama club. Moreover, is a different, didactic, and interactive way for secondary students to perform a play using English, but most important, the desire and curiosity of each student to learn something new.

As future English teachers, the effort and motivation of students is very important, because, any successful learning situation is a reward for us.

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ADDENDUM A

Play: Stop Bullying

- **Characters:** Claire, Paty, Lily, Dorothy, Principal, teacher.
- **SCRIPT:**

ACT 1 – IN THE SCHOOL HALL

(Some children enter school; others are gathered in small groups. Claire enters. Paty, Lily and Dorothy approach her. The School Principal and a Teacher are talking near the girls)

- **Paty:** Hello Claire. Wow, what an old fashion car your father is driving!.
- **Dorothy:** Did he borrowed it from Fred Flintstone?.
- **Paty, Lily and Dorothy:** Ha, ha, ha, ha.

(Claire walks quickly. Paty, Lily, and Dorothy walk behind her)

- **Paty:** Wait!. Why are you walking so fast?.
- **Paty, Lily and Dorothy:** Ha, ha, ha, ha.
- **Claire:** *(talking in a low voice)* Oh God, help me get soon to the classroom, please, help me get soon to the classroom.
- **Paty:** What did you say?.

(Claire keeps walking. Lily looks around. Children are watching them)

- **Lily :** Leave her alone. They are watching us.
- **Paty:** I don't care! *(She grabs Claire's arm. Claire and the girls stop walking)* I'm talking to you!
- **Claire:** Leave me alone Paty!. What do you want, besides insulting me.
- **Paty:** Oh, today you're not feeling intimidated. Did you bring me what I told you yesterday, freak?
- **Claire:** Of course not!. And don't call me freak, because I'm not!.
- **Lily :** Oh, you're right. You're a nerd!.
- **Dorothy:** You're so weird!.
- **Paty:** You think you're better than us, right?.
- **Claire:** Stop bothering me!. I just come here to study.
- **Paty:** Well, you're in the wrong school. You're such a loser!.
- **Lily :** Have you seen at yourself in the mirror lately?. Look at your sorry outfit!.

- **Dorothy:** Oh, your mother must have bought that blouse and those ugly pants at the flea market!. Ha, ha, ha, ha.
- **Paty:** You're dressing like you're from the 70s. You look so funny!.
- **Claire:** Look. I didn't ask for your opinion, thanks for caring. Besides, I don't dress to impress you, so don't worry about it.
- **Lily :** How do you dare talking to us like that?.
- **Dorothy:** You don't know who you're dealing with!.
- **Claire:** You are not going to scare me. You will not make me feel bad anymore.
- **Lily :** What do you think, Paty?. Should we deal with her after school?
- **Dorothy:** It seems like she needs a a new haircut. Her hair is too long.
- **Paty:** Good idea!. Claire, have you noticed that some girls have their hair... too short?
(Claire turns around looking at the other girls in school)
- **Claire:** Did you cut their hair?.
- **Lily :** Yes!.
- **Paty and Dorothy:** Ha, ha, ha, ha, and it was fun!
- **Claire:** Girls, you're just looking for attention. You trying to make yourselves feel more important. You just want to be popular!.
- **Paty:** We are popular. We are big and powerful!
- **Lily :** Everybody must respect us!.
- **Claire:** They don't respect you. They are afraid of you!.
- **Paty:** Look, give me what I told you yesterday, and I'll let you go. *(to Lili)* Lili, check if she has it in her backpack, and hurry up, it's almost time for class.
(Lili grabs Claire's backpack and tries to open it)
- **Claire:** Back off!. This is not yours. Don't touch it!.
- **Dorothy:** What a geek!.
- **Claire:** You don't control me. This is over!. Your words don't hurt me anymore.
- **Dorothy:** What should we do, Paty?
- **Paty:** Let's hit her till she understands!.
- **Claire:** No!. I don't want to fight.
- **Dorothy:** We are not going to fight. You will just fall from the stairs.
- **Lily :** And we will say it was an accident. Just like we have done it before.

(The school bell rings. The School Principal and the Teacher approach the girls. Paty, Lily, and Dorothy look at them and start to walk away)

- **Principal:** Girls, come back here. Your teacher and I want to talk to you.
- *(Paty, Lily and Dorothy return)*
- **Teacher:** We heard the whole conversation.
- **Principal:** Yesterday we talked to Claire and with some other girls, and we are well informed of what you have been doing.
- **Paty:** What are you talking about?.
- **Principal:** Finally, we know that you three are the ones who have been bullying, teasing, threatening, and hurting other girls.
- **Lily :** I haven't done anything. I swear!.
- **Principal:** Your parents are in my office. We talked to them, and they brought all the things you took from your classmates. They know those objects don't belong to any of you.
- **Dorothy:** I didn't take anything. It was Paty!.
- **Lily :** Neither did I. It was her idea!.
- **Paty:** *(to Lily and Dorothy)* But you also took all those things home, not only me.
- **Teacher:** *(to Lily and Dorothy)* You are both guilty. You were her accomplice.
- **Lily :** She threatened us!.
- **Teacher:** And you didn't say anything. You did what she told you to do.
- **Lily AND Dorothy:** Yes.
- **Principal:** You three are in big trouble. Let's go to my office.

(The Principal, Paty, Lily, and Dorothy leave)

- **Teacher:** *(to Claire)* Come on Claire. It's all over.
- **Claire:** Yes. Thank you for helping me. I knew I could trust you.

(The Teacher and Claire leave)

THE END

ADDENDUM B

Micro play 1: Cinderella

Characters: Cinderella, Prince, Stepsisters 1 and 2, Fairy Godmother, Guest, Narrator.

Scene 1 (at Cinderella's home)

Narrator: Once upon a time there was a beautiful girl named Cinderella. She had two ugly sisters who were very cruel to her.

Stepsister 1: Did you clean the kitchen?

Cinderella: Yes, I did.

Stepsister 2: Did you polish my shoes?

Cinderella: Yes, I did.

Stepsister 1: Did you iron my clothes?

Cinderella: Yes, I did.

Stepsister 2: And... did you make breakfast?

Cinderella: Yes, breakfast is ready.

Narrator: The evil stepsisters made Cinderella do all the hard work.

Cinderella: (calling out) Stepsisters! A letter from the royal palace has arrived for you.

Stepsister 1: (fighting) Give it to me! I want to open it.

Stepsister 2: (fighting) No! I want to open it.

Stepsister 1 and 2: (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.

Cinderella: (crying sadly) I wish I could go, too.

Narrator: The night of the ball arrived

Stepsister 1: (laughing) Ha, ha! We are going to have a great time at the ball.

Stepsister 2: (laughing) Have a great night working, Cinderella.

Narrator: After the evil stepsisters had left, suddenly, a fairy appeared.

Cinderella: Oh my! Who are you?

Fairy Godmother: I'm your fairy godmother, beautiful Cinderella I am here to help you go to the ball tonight.

Narrator: The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.

Cinderella: Wow! It's so beautiful.

Narrator: On her feet were sparkling glass slippers.

Cinderella: Oh, I love them!

Narrator: The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.

Cinderella: What a lovely coach and handsome horses.

Fairy Godmother: You are ready now, my dear. Have fun tonight, but be back by midnight, or else!

Cinderella: Okay, fairy godmother! Thank you.

Scene 2 (at the Ball)

Narrator: At the ball, everyone wondered who the beautiful princess was.

Guest: Who is that beautiful princess? I've never seen such a beautiful woman in my life!

Stepsister 1: Oh no! The Prince is going to dance with her.

Stepsister 2: This is not fair! He was meant to dance with me.

Prince: Would you like to dance with me?

Cinderella: Oh, yes, your highness.

Narrator: The Prince danced every dance with her. Suddenly, the clock began to strike twelve.

Cinderella: I must go! Thank you for the dance.

Prince: Please stay! (shouting) What is your name?

Narrator: Cinderella did not answer and ran back to the coach, but she lost one of her glass slippers on the way. Then, the coach and horses disappeared. Cinderella's beautiful dress turned back to rags.

Cinderella: Oh no! Everything's gone. My beautiful dress and my sparkling slippers, where are they? Was it a dream?

Scene 3 (at Cinderella's home)

Narrator: The next day, the Prince set out to find Cinderella again.

Prince: I want every girl in the kingdom to try on this lost glass slipper. I must find my princess.

Narrator: But the glass slipper didn't fit anyone. The Prince then arrived at Cinderella's house.

Stepsister 1: Good morning Prince. I am so happy that you found my slipper.

Stepsister 2: It is my slipper. I am the princess you are looking for.

Narrator: The ugly sisters tried to fit into the slipper.

Stepsister 1: Let me try first!

Stepsister 2: No. Your feet are much too big. Give it to me!

Narrator: Their feet were much too big. Then the Prince saw Cinderella.

Prince: Let this girl try.

Stepsister 1: But that's only Cinderella.

Stepsister 2: She didn't go to the ball. The slipper won't fit her!

Narrator: Cinderella sat down and tried on the slipper.

Prince: It fits!

Cinderella: It fits!

Stepsister 1 and 2:(surprised) It fits?

Prince: (smiling) You are the one I've been looking for! What is your name?

Cinderella: (smiling) My name is Cinderella.

Narrator: The Prince had found his princess and they lived happily ever after

ADDENDUM C

Micro play 2: Little Red Riding Hood

Characters: Little Red Riding Hood - Mother - Wolf - Granny - Woodcutter

Narrator: Once upon a time there was a girl called Little Red Riding Hood.

Mother: Granny is ill in bed. Be a good girl and take her some food, will you?

Riding Hood: OK, mum. I'll go there with my basket.

Mother: Here there is a cake, some bread and honey.

Riding Hood: OK, mum. I will follow the path in the woods.

Mother: Yes. Please go straight to Granny's and don't speak to any strangers!

Narrator: Little Red Riding Hood is looking for some flowers for her Granny when she meets a wolf.

Wolf: Where are you going, sweet thing?

Riding Hood: To visit my Granny who is very ill. She lives in the yellow house on the other side of the woods.

Wolf: You don't say! Allow me to escort you. You never know what you may find in the woods.

Riding Hood: Thanks! You are very kind, Mr. Wolf.

Wolf: Oh, look at these pretty flowers here! Why not pick a few. Grannies love flowers, you know.

Riding Hood: Thanks, good idea! I will pick some flowers for Granny.

Narrator: But while Little Red Riding Hood was picking a pretty bouquet, the clever wolf ran to Granny's house and knocked at the door...

Granny: Who is it?

Wolf: It is I, your "delicious"... uhhm darling grand-daughter.

Granny: Oh come in, honey. The door is unlocked.

Wolf: Hello Granny. Surprise!!!!

Granny: Ohhhh! Help!!!! Help!!!!

Narrator: And the wolf gobbled Granny right up. Then he put on her nightcap and went to bed. Little Red Riding Hood knocked at the door...

Wolf: (There comes my dessert...) who is it?

Riding Hood: It is I, your little grand-daughter.

Wolf: Come in, darling. The door is unlocked.

Riding Hood: Hi! Ohhh, Granny, what big eyes you have!!

Wolf: The better to see you, my dear.

Riding Hood: And Granny, what long arms you have!!

Wolf: The better to hug you, my dear.

Riding Hood: But Granny, what big teeth you have!!

Wolf: The better TO EAT YOU, my dear!!

Narrator: And the wolf gobbled Little Red Riding Hood right up. He was so pleased that he fell asleep and started snoring loudly. But a woodcutter passing by was alarmed...

Wolf: (snoring) Grrrrrrr Grrrrrrr ssss...

Woodcutter: That doesn't sound like Granny. I will go inside and see what is happening.

Narrator: And so the brave woodcutter went inside, killed the sleeping wolf, cut it open and out jumped Granny and Little Red Riding Hood...

Riding Hood: Thank you very much!!

Granny: We are ever so grateful!!

Woodcutter: That wicked wolf won't trouble you again!!"

Narrator: Little Red Riding Hood promised never ever to speak to another stranger – and she never did. And they all lived happily ever after.

ADDENDUM D

Micro play 3: Three Little Pigs and the Big Bad Wolf

Characters: Narrator, First Pig, Second Pig, Third Pig, Farmer, Wolf

Narrator: Once upon a time there were three little pigs who want to build their own house.

(music to start the play)

First Pig: Well, we are living on our own now. I need to find a way to build a house.

Second Pig: Yeah, I am going to make the best house around, you will see!

Third Pig: Good luck you two! I will see you around.

(Second Pig and Third Pig exit the stage farmer enters the stage to talk with First Pig.)

First Pig: Hmmmm. How am I going to build my own house?

Farmer: Hello there young pig! I couldn't help but hear that you want to build your own house. Is this true?

First Pig: Why yes, it is true! But, I am not sure what I should build my house with?

Farmer: Well young pig; I just may have what you need. Let's see...I have some freshly cut hay, some sticks, and some bricks.

First Pig: Wow, I just love that golden yellow hay! It will be perfect for my new house! I am sooooo excited!

Farmer: I don't think that is such a good idea, young pig, but it's your house. Just be very careful.

First Pig: Whatever you say, Farmer! I will make the best house around. Here is your money!...I AM OUT OF HERE! (First Pig gives the Farmer some money for the hay. Then starts making his house)

Second Pig: Hello Farmer, I noticed that you have some sticks and some bricks for sale.

Farmer: Yes...yes I do!

Second Pig: You see, I am trying to build a house and I am not sure what to make it with.

Farmer: The bricks are a little bit more expensive, but they will get the job done.

Second Pig: Whatever you say, Farmer! I am going to get the sticks instead. I will take all the

sticks that you have! Every last one of them! You will see, I will build the best house around!
(Second Pig pays for the sticks and starts building his house)

Third Pig: Hello there Farmer, how are you today?

Farmer: Well, I am just fine, thank you for asking! What can I do for you today?

Third Pig: Actually, I need to build myself a house and I noticed that you have some bricks. Are those bricks for sale?

Farmer: For you, my friend, I will sell you all the bricks that I have; and for a good price!

Third Pig: Alright! Thank you, Farmer.

Farmer: Anything for a friend who shows respect!

(Third Pig pays the Farmer for all of the bricks and starts building his house. Farmer exits the stage. Wolf enters the stage)

Wolf: Hmmmmm. I smell something...TASTY! It smells like delicious PIG MEAT! (Wolf starts walking towards the First Pig's house)

Wolf: Little Pig, Little Pig, LET ME IN!!!

First Pig: No, No, No! Not by the hair of my chinny, chin, chin!

Wolf: Then I will huff, and I will puff, and I will BLOW YOUR HOUSE DOWN!!!

First Pig: Go right ahead and try your best!

(With a big breath of air, the Wolf blows onto the Hay House. The Hay House comes crashing down onto the First Pig.)

Wolf: CRUNCH...CRUNCH...CRUNCH...!!!

(Wolf eats the First Pig. The First Pig exits the stage)

Wolf: Hmmmmm. That first pig tasted mighty good. I am still hungry. Ooooooh, what do we have here? A house made out of sticks? Little Pig, Little Pig, LET ME IN!!!

Second Pig: No, No, No! Not by the hair of my chinny, chin, chin!

Wolf: Then I will huff, and I will puff, and I will BLOW YOUR HOUSE DOWN!!!

Second Pig: Ha ha ha ha (laughing)...whatever you say old wolf, try your best!

(With a big breath of air, the Wolf blows onto the Stick House. The Stick House comes crashing down onto the Second Pig.)

Wolf: CRUNCH...CRUNCH...CRUNCH...!!!

(Wolf eats the Second Pig. The Second Pig exits the stage)

Wolf: Hmmmmm. Eating these pigs is just making me even more hungry. Ooooooh, what do we have here; another little surprise for me? A house made out of bricks?

Little Pig, Little Pig, LET ME IN!!!

Third Pig: No, No, No! Not by the hair of my chinny, chin, chin!

Wolf: Then I will huff, and I will puff, and I will BLOW YOUR HOUSE DOWN!!!

Third pig Oh, please Wolf, please don't blow my house down!

(With a big breath of air, the Wolf blows onto the Brick House three different times.

Nothing happens to the house. The Wolf is out of breath.)

Wolf: I have a better idea. I will climb down the chimney to get into the house and finally eat this pig for dinner! (Wolf starts climbing in the chimney, but ends up falling down into a large kettle of boiling hot water.)

Wolf: AHHHHHHH!!!!!!!!!!!! THIS WATER IS BOILING HOT!!!!!!!!!!!! (Wolf stops screaming and ran all the way home)

Third Pig: Well, it looks like that is the end of that mean, old, rotten Wolf.

Narrator: And the wolf never come back to the house of bricks. That was the end of the big bad wolf! This little pig lives in his nice brick house. He is not afraid anymore. The big bad wolf is gone forever! And the little pig lived happily ever afterward.

The End

(All characters enter the stage and bow to the audience.)

ADDENDUM E
Survey English Drama Teacher

Name: Marta Nicolai Erazo

Profession: English Teacher, Drama Teacher and actress.

According to a teacher who is furthermore an actor, it is a fact that students can increase their confidence by joining a drama group. Professor Marta Nicolai, from Universidad de las Américas where she teaches drama to students from Pedagogical programs, she insures that not only students from Universities, but also from schools, can increase their confidence and English skills through experimenting with drama. She added that the members of the group at the beginning are shy due to the reason that they are afraid of being teased by other peers, nonetheless, little by little they gain comfortability when they are in front of the group, and also when they speak in front of others because they abandon the fears they have after practicing exercises related to drama.

Miss Marta Nicolai also mentioned that there are others transversal topics that students develop, such as the respect they have for others and the high possibility for them to discover facets that probably they did not notice before, for example interior design or clothing design.

Another important aspect that was mentioned, is that it seems that it does not matter if Drama, as a subject, is mandatory or optional, because students will love it in the same way because they love those opportunities in which they can express themselves and where they will have the opportunity of moving around a lot, beside they will be able to discover and learn other aspects from life without notice it.

Referring to how noisy can be the activities from the class, Teacher Marta Nicolai mentioned that through the time, teachers that have classes around the Drama group get used about the noisy, they comprehend that drama tasks require being loudly, because sometimes the exercises imply to speak aloud or scream, etc.

Nevertheless, space is an important factor to have into consideration.

In order to have a good development of the activities, it is relevant to have enough space where students can move comfortably around because Drama activities imply a lot of physical effort.

The information given by this experimented Drama teacher, provides important data to state that Drama, as a mandatory or optional subject, will help students to increase their confidence besides their English skills, such as pronunciation and fluency. The implementation of a drama club will help students to discover other facets of themselves besides other transversals aspects that are important for the development of the students.

Interview Questions:

1. How many years have you been teaching Drama Pedagogy?

I've been teaching like almost 9 years.

2. Why did you decide to teach Drama to student from Pedagogy?

I am a teacher and also an actress, I used many methodologies we use in acting and I use them for teaching. So I used to teach with many dialogs and acting for my students and they like a lot and is a good methodology for teaching English, especially small children like to act and as they love to act also teenagers sometimes are a little bit shy but at the end they go for it, they really love performing things like “at a coffee shop” or “in the supermarket” and they can imagine for instance like doing a party to a friend, ”organizing a party”, those are things they always do in Spanish so why do not doing it in English, so they love to perform. People that have the experience in general love acting although they are shy, they take a little more time, but they finally do it.

3. Have you seen changes on your students? And in what aspects.

Yes, especially in confidence. At the beginning, they are very very shy. They hardly speak out; they have voice problems, because when they are shy, they do not speak too much because they are afraid that people would laughs at them, so the first thing I always tell them that everything is OK, that there are not errors, that we could make it seem better, but nothing is incorrect... it does not matter and nobody will laugh, so I tell my students “this is not time for laughing” but when they do a really funny thing we all laugh, so we have to laugh, but the idea is not being laugh at.

-So they improve their confidence and also the respect that they have to others?

Yes, is very important that they respect their other classmates and even if they sometimes have pronunciation mistakes we will correct them but not laugh at the pronunciation mistakes. So they get more confidence, respect and they learn how to work in groups and that is very important.

4. If Drama is effective in a university level, do you think that Drama as a subject should be included in schools' curricula?

Of course, it should be included. I've listen to some news, I've read to some news in Mercurio that drama (teatro) was going to be a subject in schools but I have not heard news of when, but it should be a subject at school especially if you are teaching students, drama in English... drama is something very important, so it should be in their schedule too.

5. What difficulties do you think will appear at the moment to implement Drama as a subject in schools?

No, only maybe is the space. Yes, that is the main problem. You have to arrange a classroom and well it will be noisy, ok, you have to cope, the teacher has to cope with that because at the beginning you have to move chairs, put them back, put a scenery there it would be always a little bit of noise and the teacher should not be nervous because the students are being noisy, that is part of the situation, normal part and if a student is doing something it doesn't correspond, well then you have to act in that precise moment. It is noisy, you know, but I haven't have any problems with other teachers at schools, with the head masters because of that, never... "Ahhh, Miss Marta is doing some drama stuff" so, that is why students are noisy.

6. What other aspects will be improved if students joined a Drama group?

Well, if they join a drama club or class, as volunteers they will improve the language of course, fluency, pronunciation and confidence and to work with their partners, because is very important that they have another student or two more students that they will act in a scene to communicate with them and another important aspect I would say they love. They will learn how to make costumes or the proms or do like some work at home like something for the scenery, so they include other arts too, and that is transversal. Sometimes it can be a song or whatever, also use some other subjects from school.

And they also discover other sides of them?

Yes, how they can use for instance jewelry or I do not the name... "técnicas manuales"... some techniques it is also belonging to art, but they learn some techniques to create something, so this is also very important... and exercise. They have to move a lot. They have to know how the body moves, so it is very complete. Drama is a very complete subject. If they join a Drama Club they will learn many things, many aspects from life.

7. Do you think that students from schools will react to Drama as an optional subject?

I think they will love it. Optional subjects I've done and show for English day for instance there is a day at school of English day and they love to perform what they have been rehearsing. So, if they belong to optional they will have to show it to public, that is very important for that to know that even if it's another classmate it does not matter, or invite their parents if you have a place where you can do that not all schools have that, but if you have a place you can invite other teachers, some parents and others classmates

And in the case, that drama is a mandatory subject?

Is the same, they will love it and they have to know. I always tell my students that they will show what they are doing to other classes and they love it. For instance, 3er graders show what they are doing to 4th graders and vice versa and they visit one day and that is something they love do it.

ADDENDUM F

Survey for English Teachers

Link: <https://www.surveio.com/survey/d/K1E5R3W3U9Y4Y4Y1O>

To valid our thesis and our topic according to Drama Pedagogy, a survey was given to different English teacher from schools and universities to know their opinion according to use of drama activities as a way to improve communicative skills. In which 15 English teachers answered six questions in our survey.

1) How long have you been teaching English?

- 1 to 5 years
- 5 to 10 years
- 10 and more

2) It is a fact that nowadays many teachers use different methods and approaches to teach English to their students. Do you think drama pedagogy is one of them?

- Yes
- No

3) Do you believe the use of Drama Pedagogy is an effective learning tool to increase students' engagement, creativity, social interaction, self-expression, communication, among others?

- Yes
- No

4) Have you ever considered the use drama activities in your classes to break with the traditional English classroom?

- Yes
- No
- Explain if the answer is Yes or No _____

5) Richards (2006) defines Communicative Language Teaching as a “*set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom*”. Due to this definition, Developing Drama activities provide plentiful of opportunities to develop the four skills and learn a language?

- Yes
- No
- Explain if your answer is Yes or No _____

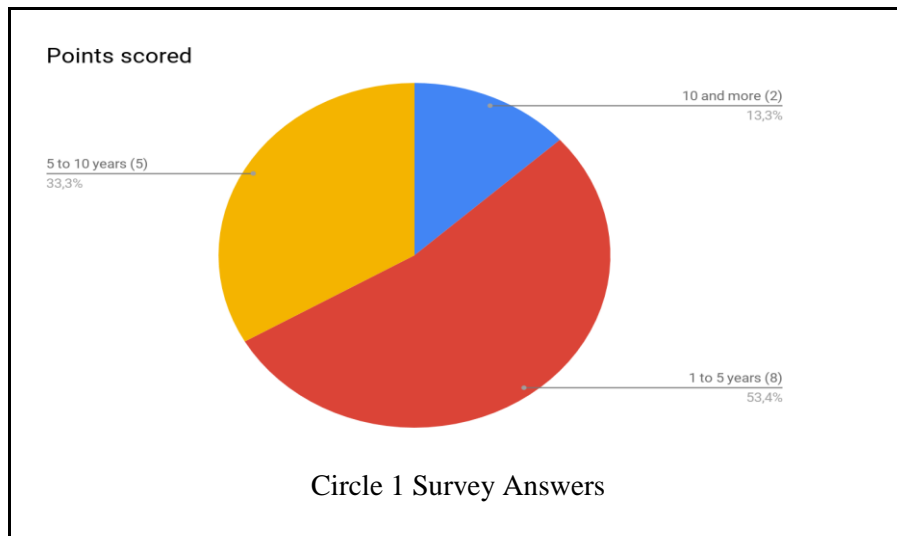
6) Nowadays, some European countries apply drama in their educational establishments' curricula in a way to allow students more communicative opportunities and the ability to talk English with more confidence. Do you think Chile is far for adding this in their educational programs?

- Yes
- No
- Explain if your answer is Yes or No _____

Survey Drama Pedagogy Answers

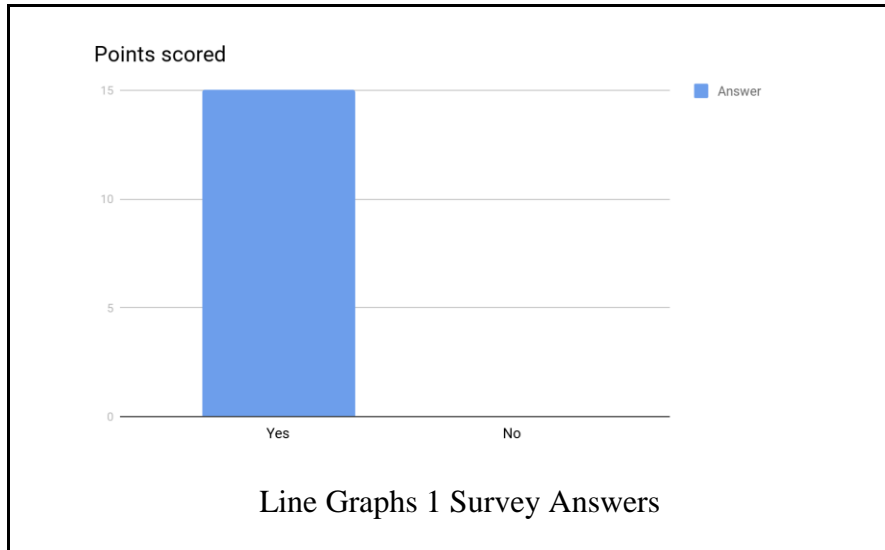
1) How long have you been teaching English?

- 1 to 5 years: 8
- 5 to 10 years: 5
- 10 and more: 2



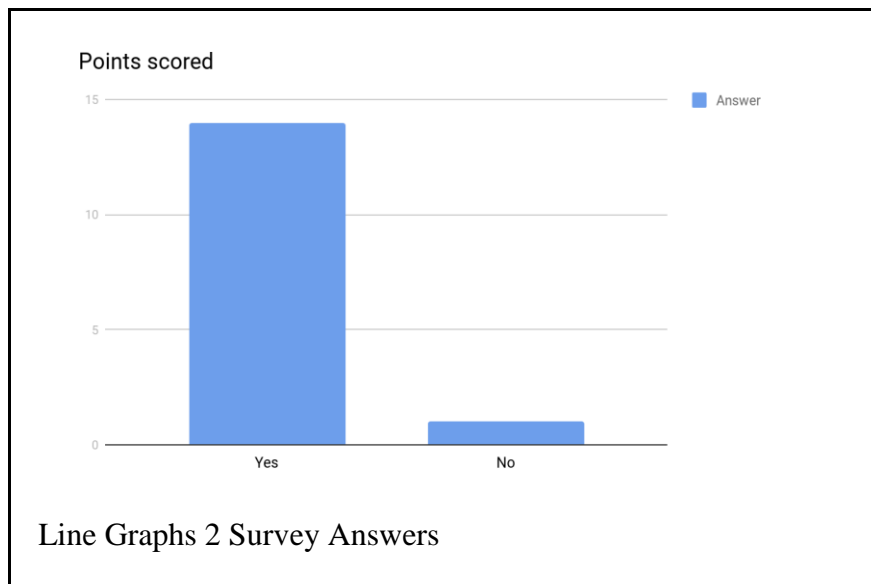
2) It is a fact that nowadays many teachers use different methods and approaches to teach English to their students. Do you think drama pedagogy is one of them?

- Yes: 15
- No: 0



3) Do you believe the use of Drama Pedagogy is an effective learning tool to increase students' engagement, creativity, social interaction, self-expression, communication, among others?

- Yes: 14
- No: 1



4) Have you ever considered the use drama activities in your classes to break with the traditional English classroom?

- Yes: 9
- No: 6
- Explain if the answer is Yes or No _____

1. Yes, I have. Because it is an interesting way to foster creativity, motivation and self-confidence.
2. No, because I don't like drama but I use other innovative classroom methods to engage my students.
3. No, I haven't. But drama activities are not the only didactic resources to break with traditional.
4. It's very important because increase the creative spirit, personality and communication
5. E.g.: Role-play activities where students take roles to interact in a second language.
6. I think it will be a useful activity to improve students' skills and confidence.
7. I haven't considered the use of drama activities in my classes but I could try.
8. Yes, I have. I use drama activities at school and sometimes at the university.
9. Yes, especially on drama activities related to speaking.
10. No, but I'll use it with a shy and non-speaking class.
11. No, but I could use it in grammar classes.

5) Richards (2006) defines Communicative Language Teaching as a “set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom”. Due to this definition, Developing Drama activities provide plentiful of opportunities to develop the four skills and learn a language?

- Yes: 6
- No: 9
- Explain if your answer is Yes or No _____

1. Interaction provide students the opportunity to acquire a second language naturally. (+ Motivation).
2. In my opinion I think drama activities are not the only activities to incorporate the four skills.
3. With these kind of activities sts have the opportunity to practice the four skills.
4. Yes, it does. It provides plenty of opportunities to develop Speaking skills.
5. Absolutely right.

6. Totally agree.
7. Yes. I agree.
8. Yes, I Agree.
9. Agree.

6) Nowadays, some European countries apply drama in their educational establishments' curricula in a way to allow students more communicative opportunities and the ability to talk English with more confidence. Do you think Chile is far for adding this in their educational programs?

- Yes: 0
- No: 15
- Explain if your answer is Yes or No _____

1. It depends on the teacher and It is included in some activities during the year. (Preparing a recipe, etc.).
2. No, because programs such as winter and summer English camps incorporate drama activities to engage.
3. I think that in Chile English teachers continue teaching the language in a traditional way.
4. It will depend on the management of the group and the organization of the teacher.

ADDENDUM G

Survey for Students 1

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés?
2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?
3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.
 - Taller oral
 - Club de teatro
 - Taller de periodismo
 - Taller de escritura creativa
 - Taller de comics
 - Banda musical en inglés
4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.
 - Lectura
 - Conversación
 - Uso de la gramática
 - Vocabulario
 - Entender vídeos o canciones.
5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas?

ADDENDUM H
Survey for Students 2

Name: _____ Date: _____

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.)

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés.

- Mímicas _____
- Two truths, one lie _____
- Diálogos _____
- Imitaciones _____
- Pictionary _____
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

ADDENDUM I
Drama Club Checklist

Name: _____ Date: _____

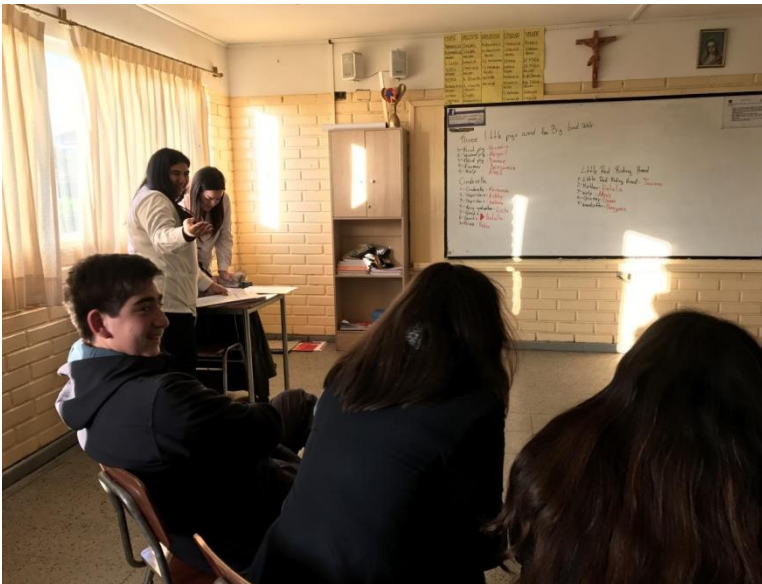
CHECKLIST			
CRITERIA	YES	NO	TEACHER'S OBSERVATION
1. Shows an intention to communicate through body language.			
2. Shows an improvement on his/her voice (inflection – articulation – projection).			
3. Expresses a positive attitude.			
4. Tries to communicate in English with his/her classmates			
5. Shows a responsible attitude in his/her work with others in the play.			

6. Feels comfortable within the group.			
7. Feels comfortable with the activities.			
8. Asks for clarification (pronunciation)			
9. Shows an increased confidence after the workshop			

ADDENDUM J

Drama club photos class activities





Rehearsal photos of the plays



ADDENDUM K

Drama Club's Attendance

Lista de Asistencia: Drama Club

MAYO

NOMBRE	09	16	23	30
1. Aedo Pedro (1 E)		✓	✓	
2. Arancibia Benjamín (1 E)		✓	✓	
3. Catafau Verónica (1 G)	✓	✓	✓	✓
4. Contreras Ashley (1 E)	✓		✓	✓
5. González Fernanda (1 B)			✓	✓
6. González Lucía (1 B)	✓	✓	✓	✓
7. Jiménez Danae (1 G)	✓	✓	✓	✓
8. Maltéz Javiera (1 B)	✓	✓	✓	✓
9. Pacheco Natalia (1 E)		✓	✓	✓
10. Ramírez Abigail (1 G)	✓	✓	✓	✓
11. Reyes Aylene (1 G)	✓		✓	
12. Salinas Alexis (1 E)	✓	✓		✓
13. Vargas Antonia (1 E)	✓		✓	✓

JUNIO

NOMBRE	06	13	20	27
1. Aedo Pedro (1 E)		✓	✓	✓
2. Arancibia Benjamín (1 E)	✓		✓	✓
3. Catafau Verónica (1 G)	✓	✓	✓	✓
4. Contreras Ashley (1 E)	✓	✓	✓	✓
5. González Fernanda (1 B)	✓		✓	✓
6. González Lucía (1 B)	✓	✓	✓	✓
7. Jiménez Danae (1 G)	✓	✓	✓	✓
8. Maltéz Javiera (1 B)	✓	✓	✓	✓
9. Pacheco Natalia (1 E)	✓		✓	✓
10. Ramírez Abigail (1 G)	✓	✓	✓	✗
11. Reyes Aylene (1 G)			✓	✓
12. Salinas Alexis (1 E)			✓	✓
13. Vargas Antonia (1 E)	✓	✓	✓	✓

JULIO

NOMBRE	04
1. Aedo Pedro (1 E)	✓
2. Arancibia Benjamín (1 E)	✓
3. Catafau Verónica (1 G)	✓
4. Contreras Ashley (1 E)	✓
5. González Fernanda (1 B)	✓
6. González Lucía (1 B)	✓
7. Jiménez Danae (1 G)	✓
8. Maltéz Javiera (1 B)	✓
9. Pacheco Natalia (1 E)	✓
10. Ramírez Abigail (1 G)	✓
11. Reyes Aylene (1 G)	
12. Salinas Alexis (1 E)	✓
13. Vargas Antonia (1 E)	✓

ADDENDUM L

First Survey to Students

This survey was applied in the first session of the drama workshop with the purpose to know students' interests and in that way create classes according to their preferences. The questions were created to know if they were interested in participate in an after school workshop in English. With the results obtained, it was noticeable that their interests and motivation to belong to a workshop related to drama activities were higher than the expected.

Related to the language their strengths are varied nonetheless most of the results have a relation with vocabulary.

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si, sirve para aprender de forma facil y para reposar.

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si, para comunicarse con el mundo, viajar, ademas en muchos trabajos se utiliza,

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Si, para reposar y aprender ingles.

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

si porque me gusta y es divertido

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

si yo que por el lado de trabajo abre mas puertas

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

si porque lo encuentro interesante y me serviria mucho

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si, porque así puedo comunicarme con más personas.

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si, porque el inglés se utiliza mucho hoy en día y por eso es necesario aprenderlo.

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Si, porque me daría herramientas para poder expresarme mejor en el idioma Inglés.

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si porque me gusta mucho el inglés

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

porque así podríamos hablar con personas de distintas nacionalidades

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

si porque así hablaría inglés sin ~~ninguna~~ ninguna dificultad

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

OK, porque hace si aprende más

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Para nuestro futuro es muy útil ya que nos ayuda en el trabajo etc.

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Si porque son divertidas y se aprende mucho.

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si, porque me gustaría aprender más inglés

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si, porque en casi todos los países saben hablar en inglés

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
 Club de teatro
 Taller de periodismo
 Taller de escritura creativa
 Taller de comics
 Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
 Conversación
 Uso de la gramática
 Vocabulario
 Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Si, porque es una manera divertida de pasar el tiempo

Anónimo !v

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si me encanta, porque además de aprender me Divierto y expreso

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si, me ayudara en mi futura carrera como actriz

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
 Club de teatro
 Taller de periodismo
 Taller de escritura creativa
 Taller de comics
 Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
 Conversación
 Uso de la gramática
 Vocabulario
 Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

si (ya lo estoy) porque me ayudara en el futuro

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si, por que haci no me aburre en mi casa

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si porque se puede tener un buen futuro y cuando ves un extranjero de habla inglesa hablar con el

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática ^{te ayuda}
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Si porque es entretenido y ayuda para aprender más :)

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si, me entretiene

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si, porque hoy en día es necesario para llegar a cualquier país y a cualquier persona

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Es buena forma de pasar el tiempo de buena manera

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Si, porque hace expandir mi conocimiento en este idioma

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

Si, porque es un idioma que todos estudiamos casi mundialmente, y es el principal para ~~la~~ ~~comercio~~ el comercio internacional.

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
 Club de teatro
 Taller de periodismo
 Taller de escritura creativa
 Taller de comics
 Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
 Conversación
 Uso de la gramática
 Vocabulario
 Entender videos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Si, porque el ingles es un idioma interesante

Encuesta

1. ¿Te gusta participar en actividades extracurriculares del colegio relacionadas con el aprendizaje del inglés? Justifica tu respuesta.

Sí porque te ayuda a aprender mejor la materia

2. ¿Crees que saber o dominar el idioma inglés es una herramienta útil? ¿Por qué?

no lo sé dominar y si es una herramienta útil porque te ayuda a comunicarte con los demás

3. ¿Cuál de las siguientes actividades te motiva para aprender inglés de manera más efectiva? Puedes marcar más de uno.

- Taller oral
- Club de teatro
- Taller de periodismo
- Taller de escritura creativa
- Taller de comics
- Banda musical en inglés

4. ¿En qué aspecto de la asignatura de inglés te sientes más fuerte? Puedes marcar más de uno.

- Lectura
- Conversación
- Uso de la gramática
- Vocabulario
- Entender vídeos o canciones.

5. ¿Te gustaría participar en un club de drama para aprender inglés y mejorar tus habilidades comunicativas? Justifica tu respuesta.

Sí porque aprendo como ~~en~~ pronunciar las palabras adecuadas y como escribirlas

ADDENDUM M

Second Survey to Students

This survey was applied in the middle term of the drama club to know if this drama workshop has made an impact on the participants, taking into consideration different factors like the games played such as: mimics, dialogues, role plays, Pictionary, imitations, among other activities. Also, to know if students had a positive or negative change in their communicative skills through classes activities.

Nombre: Pedro Aedo Fecha: _____

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.)

Si yo que he agarrado mas seguridad en mi mismo

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

si no tanto pero vamos en progreso

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas
- Two trues, One lie _____
- Diálogos _____
- Imitaciones _____
- Pictionary _____
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

si yo que me siento seguro

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

la comunicacion yo que lo encuentro interesante

Nombre: Danae Jiménez Johnson

Fecha: 27-6-2017

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.) Si, ya que ahora puedo hablar mejor el inglés

y no ponerme tan nerviosa.

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

Si, ya que he aumentado mi vocabulario por lo cual puedo expresarme mejor.

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas _____
- Two trues, One lie _____
- Diálogos /
- Imitaciones _____
- Pictionary /
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

Si, porque al saber mas vocabulario puedo entender mejor lo que dice la profesora.

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

Vocabulario y Escuchar ya que para poder comunicarme con los demás en inglés y entenderlos debo desarrollar mejor estos ámbitos.

Nombre: maría González

Fecha: 27-06-2017

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.) nº porque me siento más

seguro al conversar

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

NO porque en asignatura tengo 54

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas _____
- Two trues, One lie _____
- Diálogos _____
- Imitaciones _____
- Pictionary _____
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

nº porque entiendo lo que dicen

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

el ámbito del habla

Nombre: Benjamin Aracibia

Fecha: 27/06/2017

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.)

Si, ya que las actividades logran
reforzar mi conocimiento en el idioma

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

Si porque a cada actividad se
Aprende algo nuevo.

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas
- Two trues, One lie _____
- Diálogos
- Imitaciones _____
- Pictionary _____
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

Si porque al expandir mi diccionario de
ingles Adquiero conocimientos sobre el idioma

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

el habla y la escritura porque me
Ayudan a el futuro

Nombre: Antonia Vargas

Fecha: 27.06

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.) Si, porque me siento mas segura al hablar el idioma
2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica. Si, ahora entiendo más
3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.
 - Mímicas _____
 - Two trues, One lie _____
 - Diálogos
 - Imitaciones
 - Pictionary _____
 - Otras _____
4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué? Si, soy más segura
5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica. Escritura y escuchar

Nombre: Natalia Pacheco Soto Fecha: 27-06-2017

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.)

Si, un poco por que al momento de tener vergüenza ya no tengo tanta vergüenza

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

Si, porque así pronuncio bien las palabras y las entiendo

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas _____
- Two trues, One lie _____
- Diálogos
- Imitaciones
- Pictionary _____
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

un poco si por que así las pronunciac:ones son mejor

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

hablar y escuchar y vocabulario porque así analizo más las palabras

Nombre: Lucía González R.

Fecha: 27-06

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.)

Si, por que me siento más segura al hablar en inglés y tengo menos vergüenza

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

si ya que mejore mi gramática y el habla en inglés

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas
- Two trues, One lie
- Diálogos
- Imitaciones
- Pictionary
- Otras

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

si por que me mejora la gramática y el habla

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

habla y escuchar, para poder entender y expresarme en el idioma

Nombre: Verónica Catafau Fecha: 27-6-17

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.) Si, perder un poco la vergüenza al hablar inglés en voz alta.

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica. Si, ahora se pronunciar mejor y poder decir oraciones más completas.

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas
- Two trues, One lie
- Diálogos
- Imitaciones
- Pictionary
- Otras

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

Si, ya que siento que se me hace más fácil para leer y comprender.

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

el habla, ya que siempre se me hace difícil pronunciar correctamente, y servirme pero comunicarse con los demás personas.

Nombre: Oliver Salinas Fecha: _____

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.) Si porque puedo comunicarme mejor y pierdo

la vergüenza

2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica.

Si porque puedo pronunciar mejor

3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.

- Mímicas
- Two trues, One lie
- Diálogos _____
- Imitaciones _____
- Pictionary
- Otras _____

4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué?

Si porque lo manejo mejor

5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica.

Escuchar pero quisiera leer lo hablar mejor

Nombre: JAVIERA MATTEZ Fecha: 27/06/2027

Encuesta

1. ¿Consideras que el Club de Drama te ha ayudado en el ámbito comunicativo? ¿Por qué? (Ej: Perder la vergüenza al hablar en público, sentirse más seguro al conversar con gente que no conoce, etc.) Si, por que como el inglés pero en un comienzo me daba miedo hablarlo, pero siento que mejor en eso y en el tema de que antes me daba miedo hablar con gente y no.
2. ¿Consideras que al participar en el Club de Drama has elevado tu nivel inglés? Explica. Si, como dije mejor mi inglés por que como lo hablo ahora se la pronunciación y todo eso.
3. Selecciona cuál de las actividades desarrolladas en el Club te han servido para aprender inglés. Puede ser más de una.
 - Mímicas
 - Two trues, One lie
 - Diálogos
 - Imitaciones
 - Pictionary
 - Otras
4. ¿Consideras que te desenvuelves mejor en la asignatura de inglés? ¿Por qué? Si, por que en la asignatura en solo escribir y escribir aquí era probar lo que aprendi y demostrarle con gente que me conocia.
5. ¿Qué ámbito del idioma te gustaría desarrollar más? (Escritura, lectura, habla, escuchar, vocabulario, etc.) Explica. Habla y vocabulario, me confundia mucho con el tema de los verbos de pasado y eso.