



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA

UNAN-MANAGUA

**FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO
UNAN -FAREM –CARAZO**

**DEPARTAMENTO DE CIENCIAS DE LA EDUCACIÓN Y
HUMANIDADES**

"2019, AÑO DE LA RECONCILIACION"

“Dramatization “The Swan on the Lake Story” to develop fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute, Jinotepe-Carazo in the second semester 2019”

NAMES:

- Br. Massiel Eunice Aguirre Betanco
- Br. Dolia Cristabel Carranza Castillo

ID NUMBER:

15090134
12011011

TUTOR: Msc: Darling Saavedra López

DATE: December 20th, 2019

JINOTEPE- CARAZO

A LA LIBERTAD POR LA UNIVERSIDAD ;

Contenido

| | | |
|-------|--|----|
| I. | Introduction | 1 |
| II. | Justification | 2 |
| III. | Problem Statement | 3 |
| | General Question: | 3 |
| | Specific Questions: | 3 |
| IV. | Objectives:..... | 4 |
| 4.1 | General | 4 |
| V. | Theoretical Framework | 5 |
| 5.1 | Speaking | 5 |
| 5.1.1 | Definition..... | 5 |
| 5.2 | Fluency | 6 |
| 5.2.1 | Definition..... | 6 |
| 5.2.2 | Importance of fluency | 7 |
| 5.2.3 | The interaction facilitates the fluency development | 8 |
| 5.3 | Interactive strategies to facilitate communication | 8 |
| 5.3.1 | Interactive Strategies Definition | 8 |
| 5.3.2 | Interactive Activities..... | 8 |
| 5.4 | Dramatization as an interactive strategy to develop fluency in the English Teaching Learning..... | 9 |
| 5.4.1 | What is a Dramatization? | 9 |
| 5.4.3 | The Benefits of a drama in the English Teaching Learning process | 11 |
| 5.5 | Meaningful impacts of a Dramatization as an activity to Foster Teaching English and Learning as a Foreign Language | 12 |
| 5.5.1 | Dramatization to foster Speaking-fluency in English Learning and Teaching. | 14 |
| VI. | Phases of the Activity | 15 |
| VII. | Methodological Design..... | 17 |
| | • Type of Research: | 17 |
| | • Area of Study | 17 |
| | • Universe and Sample:..... | 17 |
| | • Matrix descriptor..... | 17 |
| | • Methods, techniques and collections dates Instruments..... | 17 |
| | • Procedures to collect information | 18 |
| VIII. | Results | 19 |

| | | |
|-------|--|-----------|
| 8.1 | Students Interview Results..... | 19 |
| 8.2 | Teacher Interview results..... | 20 |
| 8.3 | Results obtained from the survey | 21 |
| IX. | Result Discussion..... | 29 |
| X. | Conclusion | 31 |
| XI. | Recommendation | 32 |
| XII. | Bibliography | 33 |
| XIII. | Annexes | 37 |
| | Annex N°1..... | 38 |
| | ✓ Operationalization Matrix | 38 |
| | Annex 2..... | 41 |
| | Annex N°3..... | 43 |
| | Annex4 | 45 |
| | Annex 5..... | 48 |
| | Annex 6..... | 50 |
| | Annex 7..... | 52 |
| | Annex 8..... | 55 |
| | Annex 9..... | 60 |
| | Evaluation Rubric | 60 |

Acknowledgment

First of all, we thank God because he has been our support to accomplish this paper work and the only one who has been with us during our career. Second, we thank to our parents because they have given us their support, love and comprehension. Finally, we thank to our tutors MSc. Campos and MSc. Saavedra who have helped us in the development of this project.

Dedication

We dedicate this work to our parents: Martha Lorena Betanco, Aleyda Castillo Gonzalez, Miguel Oswaldo Carranza Rosales because they deserve the best from us.

To my husband: Jared Emmanuel Ruiz Mendieta and to my beautiful daughter Maveling Aleydi Ruiz Carranza because they are one of the reasons I continue every single day and become a better person in life.

To my future husband Osmar Eduardo Sevilla Sevilla because he has accompanied me throughout the process of my studies and he was always my support when I always need it.

Abstract

This Research is focused on English Teaching and Learning process in High-school. Speaking ability is considered as one of the most important skills in the acquisition of a foreign language. However, it may be very difficult for secondary school students to develop this Skill. Teachers in high-school struggle with learners who are afraid to speak in the foreign language due to they think classmates will laugh at them and they do not need to feel embarrassed. In the recent years, a lot of innovative activities and techniques have been carried out in order to enhance this difficulty. Additionally, English has become an important tool for people's life due to society is demanding this language as significant to face a role in the community. There are a lot of methodological strategies that teachers may apply in the classroom to encourage students to learn this powerful language, and help them to develop fluency in their English Speech. This paper presents an interactive and creative activity that has been used in other contexts which is Dramatization "The Swan on the Lake Story" to develop fluency with students from High-School. This proposal provides more interactive classes and funny moments to students, succeeding communication between students and teachers.

Key words: English Learning and Teaching, Dramatization, Language, High-School

General Topic

- Innovative Activities in the Teaching-Learning Process in High School.

Specific Topic

Dramatization “The Swan on the Lake Story” to develop fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute, Jinotepe-Carazo in the second semester 2019.

I. Introduction

To learn a language is to learn to communicate, so, speaking can be considered like one of the most important components of learning a foreign language.

In many cases in the English teaching process Speaking is not developed in a good way certify westrup 2003 continue explaining. In some classroom it means that students repeat sentences, dialogs or words in English. Repetition is a useful manner to practice a new language ... But they need to practice a real communication.

(Dash, 2017, pág. 38) Considers "language is a preliminary speech, this means that the language is learned for listening and speaking firstly, but comes after listening, and before reading and writing"

The fluency is the ability that produce the oral communication. The fluency is the way to speak easy and without problem. (Tahin, 2013)

The purpose of this proposal is to create a drama like a didactic activity to foster the English language interaction. This activity emerged from identifying one of the main problems that teachers confront in the teaching learning process of the English language in high school. This activity is very important because is a useful, and a creative educational tools.

The present research explains the procedures since the elaboration, application and the impact evaluation of this proposal. It also includes the problem statement, general and specific objectives, theoretical framework, activity proposal, methodological design as well as the data collection instruments.

II. Justification

This project is based on methodological activities for the English teaching in high school. It consists of a “Dramatization” to develop Fluency throughout the interaction of students-students and students-teachers. Through live representation students will lose their fear talking in front of public, adapt a new identity and interact each other. Fluency will be developed in a dynamic and creative way.

This proposal is relevant for the following three main aspects. First of all, students are going to take advantage of their time using it in a productive way. Secondly, it will help students to use the language in a natural way, contextualizing the idiom in real life. Finally, this activity is going to help teachers because it is a powerful educational tool which is creative and motivating. This activity can be adaptable to implement it in other grades.

Basically, this creative activity will benefit students from 9^o Grade A at Juan Jose Rodriguez Institute Jinotepe- Carazo in the afternoon shift in High-School. In addition, it will help English Teachers due to it is a useful methodological source. Furthermore, the Institution as part of student’s education for it will increase the quality of learners.

III. Problem Statement

The speaking ability is significant in the learning process of the English language. Through practice, students are capable to develop fluency and express their ideas in a natural way. However, some problems can arise in the acquisition of the language. For instance, students are not keen by the idiom, they do not like and it seems to be difficult to learn it.

The teaching is a big challenge in high school. One of the main difficulties found in the classrooms is the lack of interaction between students-students and students- teachers. For this reason, it is designed an innovative activity that is a Dramatization. It is considered that, with this activity will be easy for students to develop fluency in order to get a meaningful learning in the acquisition of target language.

Characterization

General Question:

How the implementation of a “Dramatization” as an innovative Activity is going to help students to develop Fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019?

Specific Questions:

- What are some of the difficulties students face in the speaking ability in 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019?
- How to develop the “Dramatization” as an innovative activity to develop Fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019?
- How to evaluate the impact of a “Dramatization” as an innovative activity with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019?

IV. Objectives:

4.1 General

- To Implement a “Dramatization” as an innovative activity to develop fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019.

4.2 Specific:

- To identify the main difficulties in the speaking ability of students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019
- To carry on a “Dramatization” as an innovative activity to develop fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019
- To evaluate the impact of a “Dramatization” as an innovative activity with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019.

V. Theoretical Framework

5.1 Speaking

5.1.1 Definition

(Torky, 2006) argues that “Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occurs, the participants and the purposes of speaking” (Burns & Joyce, 1997).

In addition, (Torky, 2006) confirm that “(...) speaking is one of the four language skill (reading, writing, listening and speaking) (...)”

According to (Ashour, 2014) Speaking is considered to be the most important active skill (Widdowson, 1994) for a foreign language learning (Khamkhen, 2010). It is producing utterances for communicating messages (Rodrigues, 2000:32). It starts from infancy to be developed during childhood to maturity (Levelt, 1989: 2). Abdel Salam (2002) defined speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology.

The same author (Ashour, 2014) define “Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing (Noll, 2006: 70). Speaking skill isn't only producing the utterances, but it is the complete process of constructing meanings” (pag 37).

On another hand, (Wahyuni, 2016) expresses there are many definitions of speaking according to experts. (Harmer, 2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” while quaintly (1990:7) defines speaking as the process of transmitting ideas and information

Speaking could be defined as “an interactive process of constructing meaning that involves producing, receiving and processing information” (Burns & Joyce, 1997, P.63) cited by (Acosta, 2017)

5.2 Fluency

5.2.1 Definition

Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying” (British Broadcasting Corporation, 2003) cited by (Acosta, 2017)

Fluency is a commonly used notion in foreign language teaching, frequently contrasted with accuracy especially in a communicative language teaching. In ordinary life it often has an extended meaning and is used as a synonym of overall oral proficiency. On the contrary, in the assessment of foreign language proficiency, it is one of several descriptors of oral performance. However, a purely quantitative definition of fluency does not enable us to discover how to facilitate efficient processes of speech productions. A qualitative, linguistic analysis of the language produced by advanced language learners reveals some of the links between linguistic knowledge and performance skills. (Chamber, December 1997)

According to the competence approach, the ability of interacting verbally is regarded as a natural outcome of language teaching and learning. One of the major characteristics of communicative competence is fluency. Oral fluency is a specific feature characterizing the level of speaking skills which manifests itself in the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range comparable with those characteristic of the speech of a native speaker (Polyakov & Tormyshova, 2014, p. 168).cited by (Gorkaltseva, 2015)

The term fluency which is defined as the ability to use the language quickly and confidently without too much hesitations or too many unnatural pauses to cause barriers in communication(...) In other words, fluency is an expectation for anyone who wish to be competent in a target language that they have spent their time and efforts to acquire it. (Van Hien University, 2018)

5.2.2 Importance of fluency

A researcher has bethought two crucial factors of non-interaction in the English learning process:

As teachers, many times we have found students in the classroom that have good English foundations. They already know grammar structures, vocabulary, and they are able to write short phrases and paragraphs, but at the moment to speak, they do not seem to have developed good fluency in speaking, even after studying English for several years. This lack of oral fluency tends to make communication unsuccessful because sometimes the recipient does not understand the message since the interaction is interrupted by a lot of pauses and hesitations. (Chavez, Saltos, & Saltos, 2017)

In the acquisition of a new language it is important to take into account some aspects in order to speak fluently and understandable:

Effective communication requires so much more than just being able to translate vocabulary words — it requires knowledge of intonation, dialect, and intent, and a nuanced understanding of word use, expression, and a language's cultural context (...) which It invests time, effort, and patience. How much time, effort, and patience depends a lot on the individual who is learning, as well as the learning environment and situation. (Robertson & Karen, s.f.)

Besides that, some people think that the development of accuracy is not as important as the fluency is. An essay that was succeeded by students from United Kingdom states that:

Accuracy is not necessarily more important than fluency. It depends on learners' needs and the purpose of instruction in second language acquisition (...) fluency is the implementation of language in an authentic environment. In the real world, language is mostly used to express feeling and thought (Eskey, 1983). When there is a purpose to exchange meaning, fluency is the key element during communication. While communicating with each other, foreign language learners often encounter the difficulty, that is, what they know how to say does not achieve their communicative intention. In order to bridge the gap of such discrepancy, learners may use communicative activities, such as prediction to

make the communication successful. This is because if communicators are in the same context, one may predict what the other is going to say next. (STUDENTS, 2016)

5.2.3 The interaction facilitates the fluency development

“Humans are social beings who are in continuous communication and interaction with each other. For that reason, it is important to foster situations in which learners can face real communication in a foreign language.” (Gutiérrez, 2005)

“In interaction students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges” (Brown, 1994, pág. 159)

This quote addresses the importance of real interaction which gives the learners the opportunity to demonstrate what they can do in the foreign language. Interaction is the basis of human communication and all elements of communicative and interactive competence (grammar, discourse, sociolinguistics, and pragmatics) are involved in human interaction. They must work together for successful communication to take place. (Gutiérrez, 2005)

5.3 Interactive strategies to facilitate communication

5.3.1 Interactive Strategies Definition

The interactive teaching and learning strategies (...) are used to engage students in the resilience and wellbeing, drug education and road safety content included in each focus areas of this resource. Strategies are indicated in bold text in the learning activities. Teachers should refer to this section of the resource for an explanation of the purpose and how to implement the strategy with their students. (Bharath, 2018)

5.3.2 Interactive Activities

“The interactive teaching and learning strategies (...) are used to engage students in the resilience and wellbeing, drug education and road safety content included in each focus areas of this resource” (Senthamarai, 2018)

5.3.2.1 Role plays

“It is a social or human activity in which participants take on and act out specified roles(...) the teacher gives information to the learners such as who they are and what they think or feel”(...) (Ashour, 2014)

5.3.2.2 Dramas

(Joni Listanto, pág. 5) states that: “Interactive dramas are a language learning activity in which each student in the class takes a distinct role with specific goals and then interacts with other students in the class to build alliances and complete common goals”

“Drama is highly regarded as an effective and valuable teaching strategy because of its unique ability to engage reflective, constructivist and active learning in the classroom as well as enhancing oral skills development” (Ashton-Hay, 2005)

5.3.2.3 Storytelling

Geisler cited by (M.Ashour, 2014) argues that: It is relating a tale to one or more listeners through voice and gesture. It is not the same as reading a story aloud or reciting a piece from memory or acting out a drama. The storyteller looks into the eyes of the audience, and together they compose the tale.

“Storytelling involves a two-way interaction between a storyteller and one or more listeners. The responses of the listeners influence the telling of the story. In fact, storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience”. (Storytelling, 2006)

5.4 Dramatization as an interactive strategy to develop fluency in the English Teaching Learning

5.4.1 What is a Dramatization?

Dramatic arts, (...) almost exclusively with live performances in which the action is precisely planned to create a coherent and significant sense of drama. (Davis, 2019)

According to (Understanding Drama, 2012) “Drama is the specific mode of fiction represented in performance. The term comes from a Greek word meaning "action" (Classical Greek: drama), which is derived from the verb meaning "to do" or "to act”.

On another hand (University S. , 2016) states that “Drama is a composition in verse or prose intended to portray life or character or tell a story usually involving conflicts and emotions through action and dialogue and typically designed for theatrical performance

5.4.2 Dramatization as an interactive activity

Nowadays there are countless methods and techniques to teach English as a foreign language, and according to various researchers, one of the most effective is drama. (Camajoan, 2014, pág. 11)

Athiemoolam (2004) argues that the success of teaching English as a foreign language depends on the methodological approach, which the teacher adopts in the execution of his lessons. As he states, the problem is now and has been for many years that teachers are used to focus on the grammar approach class, as they believe it’s the best way to teach. Against these ideas, Athiemoolam states this approach is flawed as students don’t have the opportunity to learn the language in authentic situations as their interactions with the foreign language are limited. Munther (2013) compares a conventional English class with a class which uses drama techniques and affirms that the conventional English class hardly gives the students an opportunity to use language with confidence and develop fluency in it. He sees as an alternative teaching English through drama as it gives a context for listening and for meaningful language productions, leading the students or forcing them to use their own language resources. (Camajoan, 2014, pág. 11)

To sum up, by using drama techniques to teach English, pupils get the opportunity to use the language meaningfully and appropriately, while the

monotony of a conventional English class is broken and the syllabus is transformed.

5.4.3 The Benefits of a drama in the English Teaching Learning process

As stated by (Ustundag, pág. 92) Education, which is the process of helping people to find essential meanings in life, involves both teaching and learning. To this end, drama can be useful for learning in the curriculum. Therefore, education and drama are similar in that they are closely linked in the learning process (...)

The same author continues the input about what the benefits are in the English Learning and Teaching:

(...) To act out a dramatic activity, a class of students must cooperate, all have to agree to try to sustain the drama, to support one another's efforts to believe, to share their personal ideas and interpretations with other. What is more, drama may become the catalyst for the establishment of interpersonal relationships outside of the classroom so that it will lead to personal emotional development.

To this end, the advantages of using drama are as follows:

- To help students discover that they know more than they thought they knew.
- To lead students to see the real world more clearly in light of what is revealed by the imagined one.
- To help students capture more and more of what is implicit in any experience.

According to (Ruppert, 2006, pág. 11) students to practice arts (drama) develop:

Reading and language skills: Certain forms of arts instruction enhance and complement basic reading skills, language development and writing skills. Students learn how to read and write, they must be able to associate letters, words and phrases with sounds, sentences and meanings.

Thinking skills: Thinking skills (sometimes referred to as cognitive skills) is a broad term that refers to the operation of various thought processes. Reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-

solving skills and expression are among the thought processes associated with study of the arts. Says (Ruppert, 2006, pág. 13)

Social skills: Certain arts activities promote growth in positive social skills, including self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance. Research evidence demonstrates these benefits apply to all students, not just the gifted and talented. Says (Ruppert, 2006, pág. 14)

Positive school environment: The arts help create the kind of learning environment conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance, effective instructional practice and school identity. Certify (Ruppert, 2006, pág. 15)

The arts (drama) help to student to success in school. (Ruppert, 2006, pág. 17)
Summarizing.

5.5 Meaningful impacts of a Dramatization as an activity to Foster Teaching English and Learning as a Foreign Language

“Dramatization as a teaching activity has been used globally to practice and strengthen the role of the English Language as an international language” (Lorna Beena Mwangi, 2015)

Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice and integrate reading, writing, speaking and listening. Drama also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language. (Zyoud, 2010)

Besides that, another author expresses the importance of the drama use in English Language Teaching:

Drama bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real-life situations by providing insights into how to handle tricky situations. Drama strengthens the bond between thought and expression in language, provides practice of supra-segmental, and para-language, and offers good listening practice. If drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence. Drama activities facilitate the type of language behavior that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make themselves understood in the target language, then drama does indeed further this end. (Davies, 1990)

The same author continues his input why dramatic activities should be integrated into a lesson:

Perhaps one of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. The student-centeredness inherent in all dramatic activities also improves students' maturity and motivation, and the physical involvement contained in drama along with the concept of learning language through action (...) (Davies, 1990)

“Dramatization presents the learner as an active participant in the process of learning the English Language. Dramatic features such as role-play, simulation, mime and language game promote self-learning, group interaction in authentic situations” (Lorna Beena Mwangi, 2015)

In another hand, the following author emphasizes the oral practice role in the English language acquisition on dramatization activities:

Oral practice in the classroom serves both students and teachers, affording students the opportunity to learn and demonstrate language skills and providing teachers a means of gauging student vocabulary, syntactic skills, and

comprehension. Monolingual learners benefit from oral language practice; ELs need such practice even more because they have limited opportunities to use English at home and therefore rely on classroom experiences. (Christa Mulker Greenfader, 2013)

5.5.1 Dramatization to foster Speaking-fluency in English Learning and Teaching.

One of the main principles of the social aspect of oral communication is the ability of producing a fluent speech, efficiently and with confidence (...) yet, students do not feel secure enough of using it outside the classroom, in a real communicative situation. This is due to the traditional lesson system, in which pupils have little chance to practice the language and gain fluency, and also because they are not exposed to spoken English beyond the class, nor to native speakers. Stated Trivedi (2013) cited by (Fabio., 2015) who indicated a solution: Teaching English through dramatic techniques, which settle a meaningful communicative context for listening and speaking, and make students use their language resources necessarily, fostering their linguistic skills. This is supported by the author below that argued:

“Drama is a perfect tool in language learning. It plays a crucial role in order to make students participate in a more communicative context”. (Saygili, 2014)

Drama is authentic, it can be used in real conversations, where students can express their emotions and ideas while listening to the feelings and ideas of their classmates. In other words, English is taught in a communicative context, as a real mean of communication, which is far from lists of vocabulary or grammar exercises. These types of activities promote fluency in conversation and also help memorizing new vocabulary. (Fabio., 2015)

In other hands, Dramatization is used as a method of Developing Spoken English-Skill as (Bhubaneswar, 2014) expressed: Dramatization is an excellent activity for learning oral skills in a safe environment of the classroom. In this way, students are given particular roles. It gives them the chance to practice the target language before they do conversation in real environment. It provides a realistic environment for language practice that learners are free to take turns, ask questions, and change topics in small groups or pairs. One small action is more powerful than reading hundreds of course books.

VI. Phases of the Activity

Proposal description: “The Swan on the Lake” Dramatization

This proposal is based on methodological activities in the English Teaching-Learning process in High school. It is a Dramatization where students were part of a drama activity focused on the Last unit of the MINED Syllabus. The story was chosen taking simple past tense into account. The purpose is to help students to develop fluency through the interaction between students/students and teachers/ students.

The dramatization was inspired on “Swan on the Lake story” where students did put into practice simple past verbs forms, which is the topic included in the MINED syllabus “Future Plans and Past Simple tense” Unit VI. It was developed with 15 students from 9th grade A in the afternoon Shift at Juan Jose Rodriguez Institute in the second semester of 2019. It was presented at the end of the semester like a final activity. The last two weeks of classes were taken just to rehearse, practice pronounce and help students to be ready for the final presentation.

Phase1: Presentation

We introduced the proposal to the students and the teacher in charge of the group. We explained them the way it was going to be carried on. We introduced the rules that we were going to be taking into account in the class such as: attendance, punctuality, participation, and discipline in every session.

Phase2: Application of the proposal

We began teaching students the Future tense Be Going to for making plans as part of the compliance of the MINED Syllabus. To start working on the proposal we divided the group into two in order to work better with few students each one. Also, they choose the character they wanted to represent. Once, it was done, we introduced a little bit about past tense rules for pronunciation and spelling to start practicing pronunciation of the verbs from “Swan on the Lake” story with each group during a session. Then during another class of nineteen minutes we practiced pronunciation of the full story. We explained them the meaning in general from parts of it. Later on, we initiated the rehearsal for each part of the story in order to explain them the role of each character. It was done during two session in two weeks. At the end, they presented some part of the

story using pieces of paper to read because it was difficult for them to memorize it, due to, they did not have enough time to prepare. The group research had to deal with a lot of situation that affected the development of the activity successfully like: Indiscipline and reduction of period of classes. We just had four week to develop the proposal.

Phase3: Evaluation of the proposal

The proposal was evaluated trough interviewing to fifteen students and the teacher. In addition, the same students replied a survey individually. A focal group was not applied, due to we did not have enough time to apply it.

VII. Methodological Design

- **Type of Research:** According to (Sampieri, 2017) this research is transversal due to the sample was taken in a specific period of time. The method is mixed because according to the nature of the variable this paper has **qualitative and quantitative variables** due to it has descriptive and numeric data.

The application of this activity was carried out from October 23th to November 22nd.

According to Sampieri (2017) the level of this research is descriptive because it has been defined the variables focusing on specific difficulties in the sample. Also, it is explorative due to the main objective of this research is to identify an issue and provide a solution to this problem.

- **Area of Study**

This research was carried out at Juan Jose Rodriguez Institute in Jinotepe-Carazo.

- **Universe and Sample:**

To develop this research, taking into account their features were taken as subject of investigation 15 students from 9th grade A in the afternoon shift. at Juan Jose Rodriguez Institute.

- **Matrix descriptor**

See attached Number 1

- **Methods, techniques and collections dates Instruments**

To develop this activity, fifteen surveys were applied to students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute. Also, fifteen interviews were applied to the same grade. One interview was applied to the English teacher of the same grade.

1. **Student Survey format**

See attached Number 2

2. **Students Interview Format**

See attached Number 3

3. **Teachers survey Format:**

See attached Number 4

- **Procedures to collect information**

The corresponding data base is designed, using the statistic Software SPSS. The graph used are bars and pastel.

VIII. Results

8.1 Students Interview Results

According with the student's experience, the implementation of the activity "Swan on the Lake story" dramatization, they expressed that it helped them to improve pronunciation and fluency in the English learning process. They affirmed that they lost the fear to speak English in public.

In addition, they said the main difficulties that affected them in the development of this activity were their bad behavior, short time to prepare the dramatization, and in some cases, the lack of interest in the subject.

Moreover, they suggested us to give them more time to practice and carry out the dramatization.

Finally, they revealed the activity was meaningful for them. They expressed the activity was different, dynamic and interactive with each other.

8.2 Teacher Interview results

The teacher in charge of the group expressed that she considered “Swan on the lake story” dramatization as a dynamic activity that allowed students the development of cognitive skills such as listening and speaking.

In addition, she said that according her criteria it has advantages and disadvantages. Advantages like collaborative work and fluency development and the main disadvantage was according students’ level they were not able to memorize it.

Also, she assessed the development of the performed activities in the classroom as very good ones because it granted the students the intrinsic motivation, attendance and performances in class.

Finally, she argued that she considered the activity as meaningful for learners in high school because it is a useful tool for developing speaking.

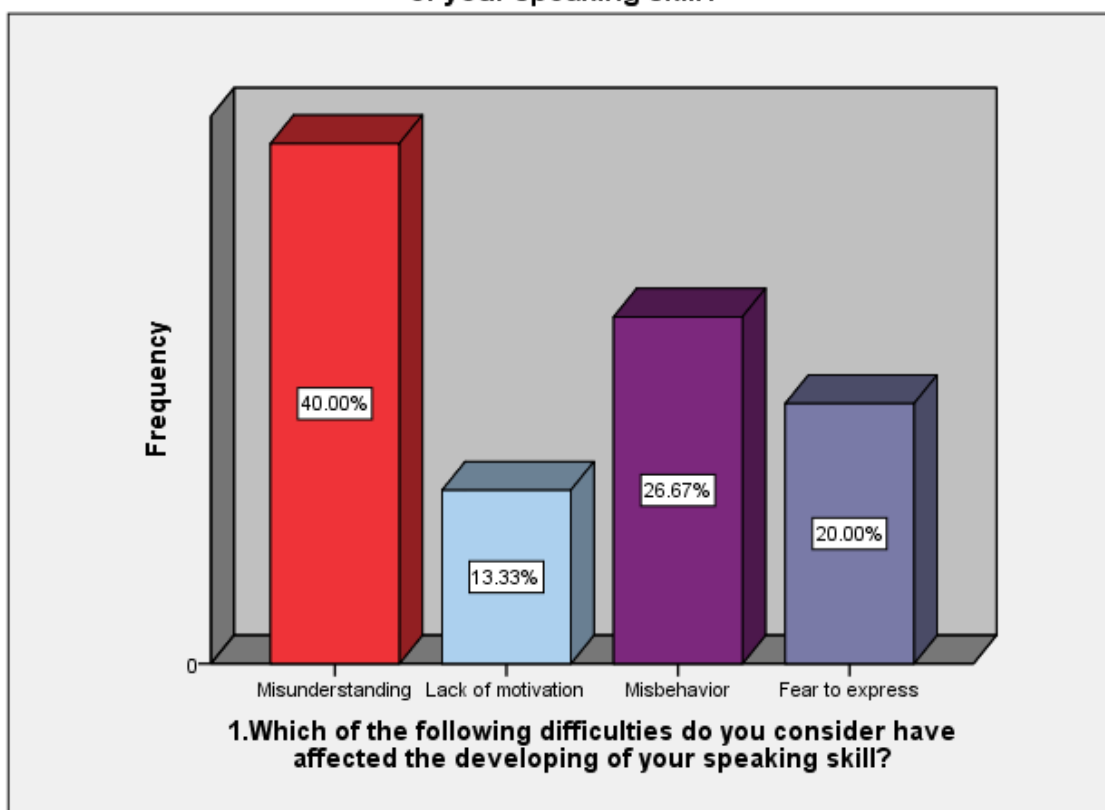
8.3 Results obtained from the survey

Graph # 1

1. Which of the following difficulties do you consider have affected the developing of your speaking skill?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Misunderstanding | 6 | 40.0 | 40.0 | 40.0 |
| | Lack of motivation | 2 | 13.3 | 13.3 | 53.3 |
| | Misbehavior | 4 | 26.7 | 26.7 | 80.0 |
| | Fear to express | 3 | 20.0 | 20.0 | 100.0 |
| | Total | 15 | 100.0 | 100.0 | |

1.Which of the following difficulties do you consider have affected the developing of your speaking skill?



This graph shows that the 40% of students expressed that one of the difficulties that affected the development of speaking skill was misunderstanding. The 13.3% of students considered one of the difficulties affected the development of speaking skill was lack of motivation. The 26.7% of students affirmed that one of the difficulties that

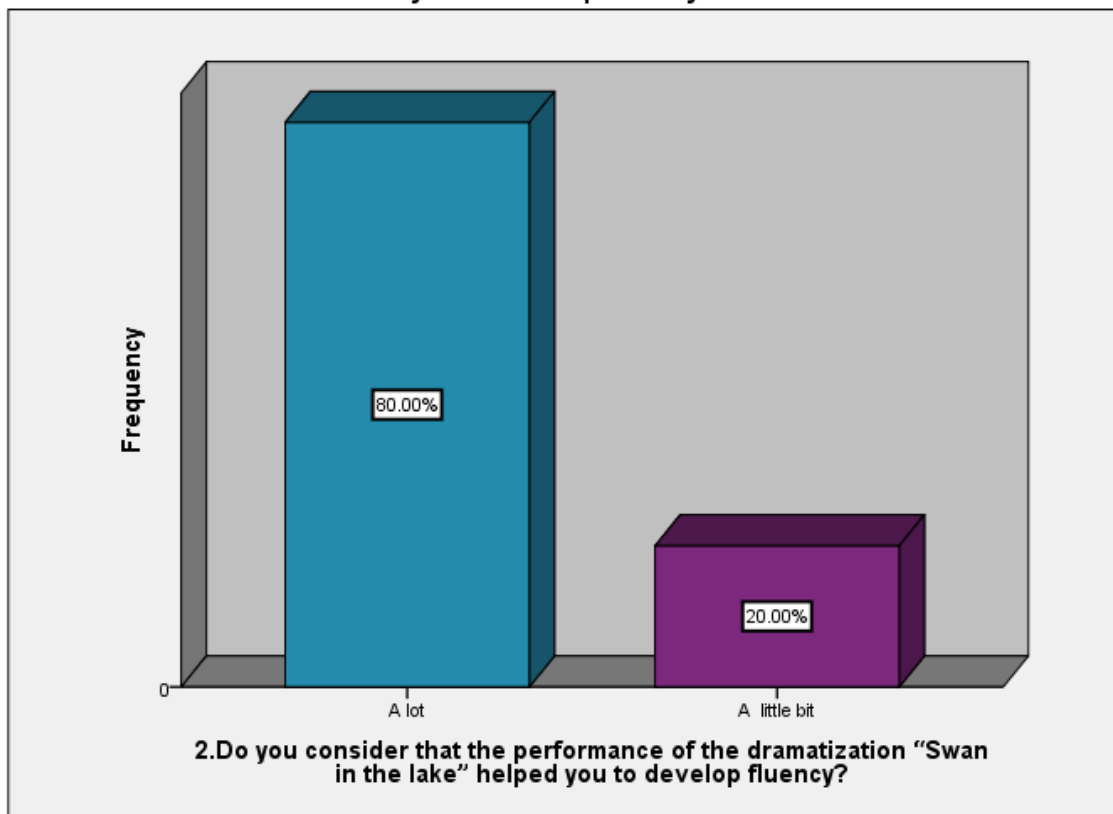
affected the development of speaking skill was misbehavior. The 20% of students said that one of the difficulties have affected the development of speaking skill was fear to express. This mean that the main difficulty that affected students’ acquisition of the language is Misunderstanding, due to they are not used to use the target language and they do not have an English environment in the classroom.

Graph # 2

2. Do you consider that the performance of the dramatization “Swan in the lake” helped you to develop fluency?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | A lot | 12 | 80.0 | 80.0 | 80.0 |
| | A little bit | 3 | 20.0 | 20.0 | 100.0 |
| | Total | 15 | 100.0 | 100.0 | |

2.Do you consider that the performance of the dramatization “Swan in the lake” helped you to develop fluency?



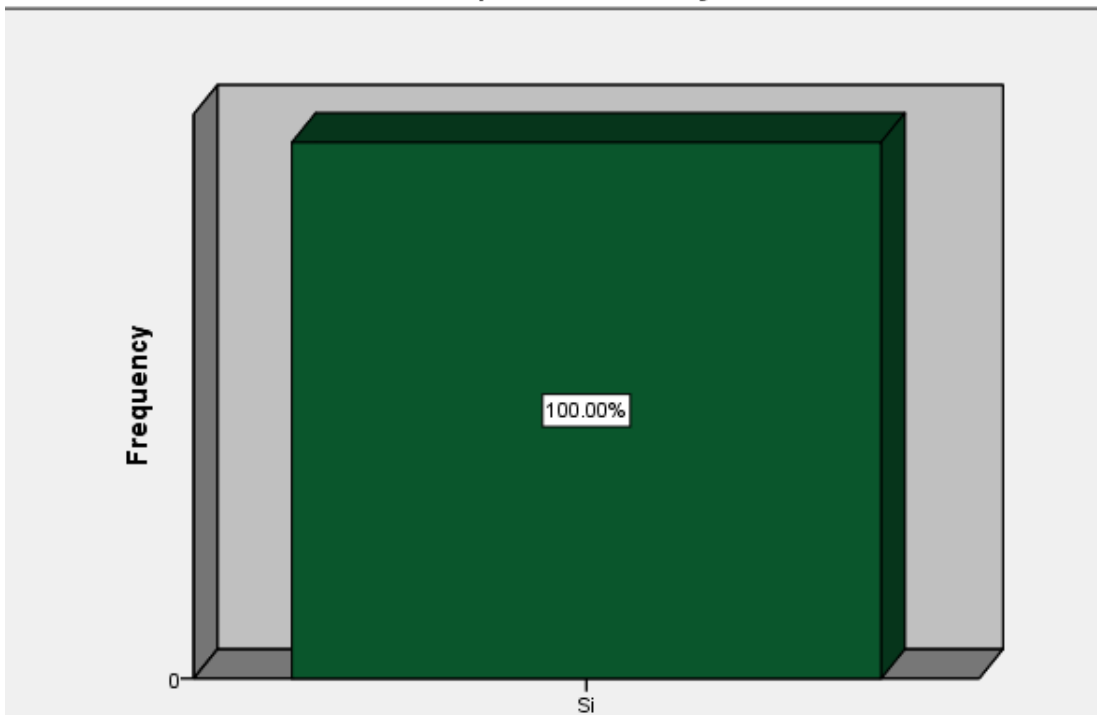
The 80%of students stated that the performance of dramatization Swan on the Lake helped them to develop fluency a lot. The 20% of students argued that the performance of the dramatization Swan on the Lake helped them to develop fluency a little bit. This means that this activity helped many of students to develop fluency.

Graph # 3

3. Do you think the implementation of this kind of activity is meaningful for the development of fluency?

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| 15 | 100. | 100.0 | 100.0 |

3. Do you think the implementation of this kind of activity is meaningful for the development of fluency?



The 100% of students affirmed that Swan on the Lake dramatization activity was meaningful for the development of fluency.. This means that the implementation of “Swan on the lake” dramatization was meaningful for the development of fluency

Graph # 4

4. Which of the activities performed in the classroom did you like the most?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid Balloon game | 11 | 73.3 | 73.3 | 73.3 |
| whispering | 4 | 26.7 | 26.7 | 100.0 |
| Total | 15 | 100.0 | 100.0 | |

4. Which of the activities performed in the classroom did you like the most?



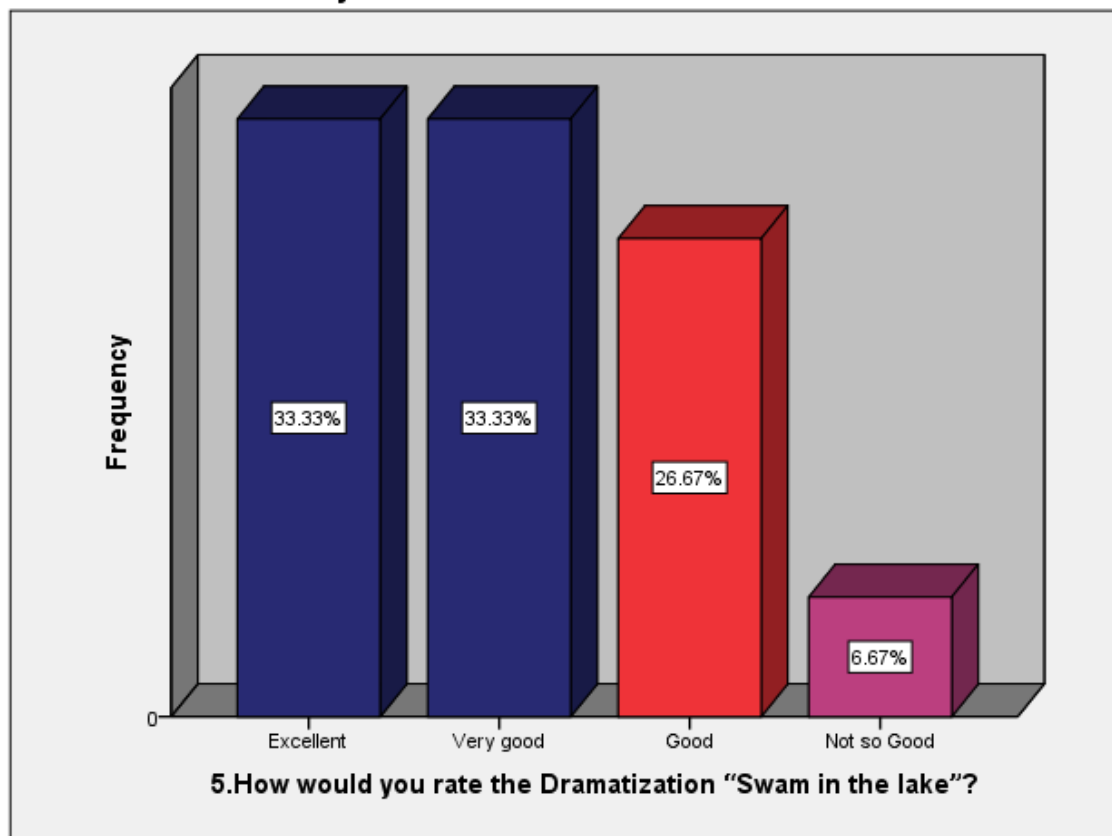
Eleven students said that one of the activity performed in the classroom they liked the most was “Balloon Game”. Four students affirmed that one of the activities performed in the classroom they liked the most was “Whispering”. This shows that “Balloon game” liked students the most because it was an interactive and funny activity.

Graph # 5

5. How would you rate the Dramatization “Swam in the lake”?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | Excellent | 5 | 33.3 | 33.3 | 33.3 |
| | Very good | 5 | 33.3 | 33.3 | 66.7 |
| | Good | 4 | 26.7 | 26.7 | 93.3 |
| | Not so Good | 1 | 6.7 | 6.7 | 100.0 |
| | Total | 15 | 100.0 | 100.0 | |

5.How would you rate the Dramatization “Swam in the lake”?



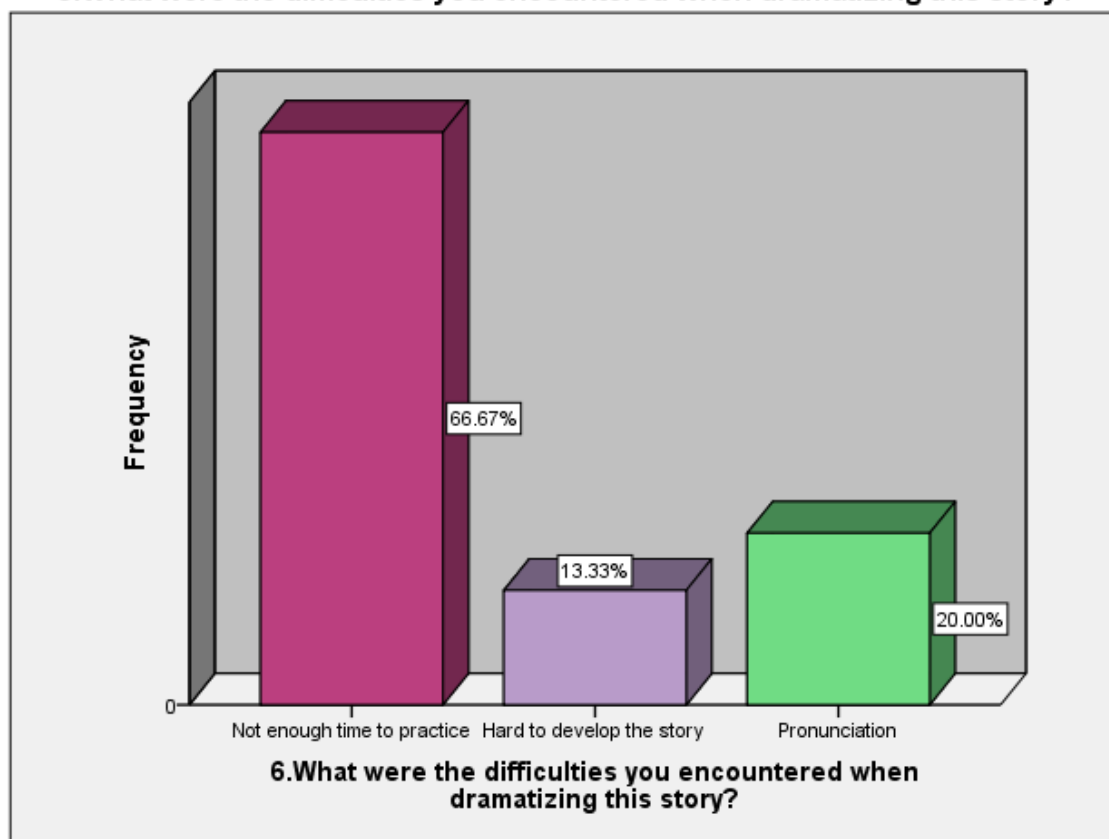
This graph shows that the 33.3% of students rated “Swan on the Lake dramatization” as excellent. The 33.3% of students rated “Swan on the Lake” dramatization as very good. The 26.7% of students rated “Swan on the Lake” dramatization as good. The 6.7% of students rated “Swan on the Lake” dramatization as not so good. This means that the performance of the dramatization was significant for most of students.

Graph # 6

6. What were the difficulties you encountered when dramatizing this story?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------|-----------|---------|---------------|--------------------|
| Valid Not enough time to practice | 10 | 66.7 | 66.7 | 66.7 |
| Hard to develop the story | 2 | 13.3 | 13.3 | 80.0 |
| Pronunciation | 3 | 20.0 | 20.0 | 100.0 |
| Total | 15 | 100.0 | 100.0 | |

6.What were the difficulties you encountered when dramatizing this story?



Ten students stated that one of the difficulties they encountered when dramatizing “Swan on the lake” story was not enough time to practice. Two students said that one of the difficulties when dramatizing “Swan on the Lake” was hard to develop the story. Three students affirmed that one of the difficulties they encountered when dramatizing “Swan on the lake” story was pronunciation. This shows that the main difficulties that affected the development of Swan on the lake dramatization was not enough time to prepare it, hard to develop and the pronunciation.

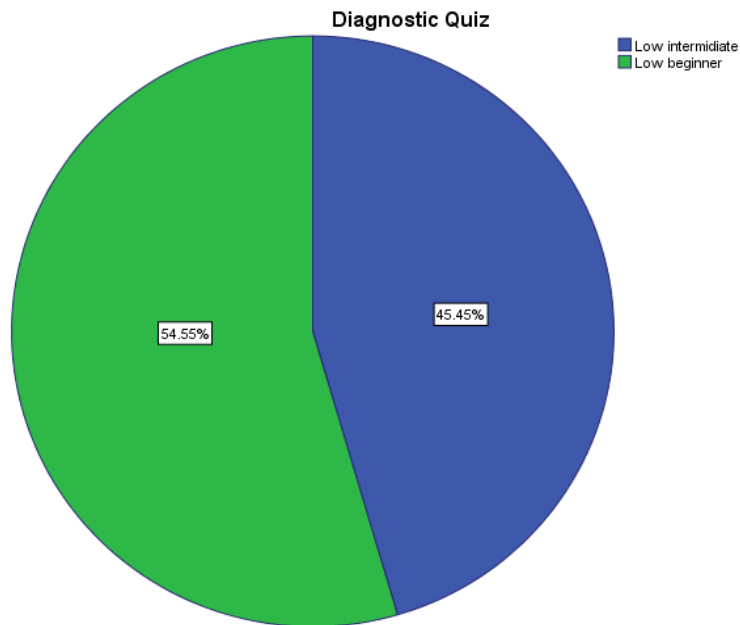
**Results obtained from the Diagnostic Quiz and the Rubric
Evaluation Results**

Taking into account the qualitative and quantitative evaluation criteria from MINED, the student's skill level (low advanced, low intermediate and low beginner) were determine trough the diagnostic and the final evaluation, obtaining the following result

8.4 Diagnostic quiz results

Graph # 7

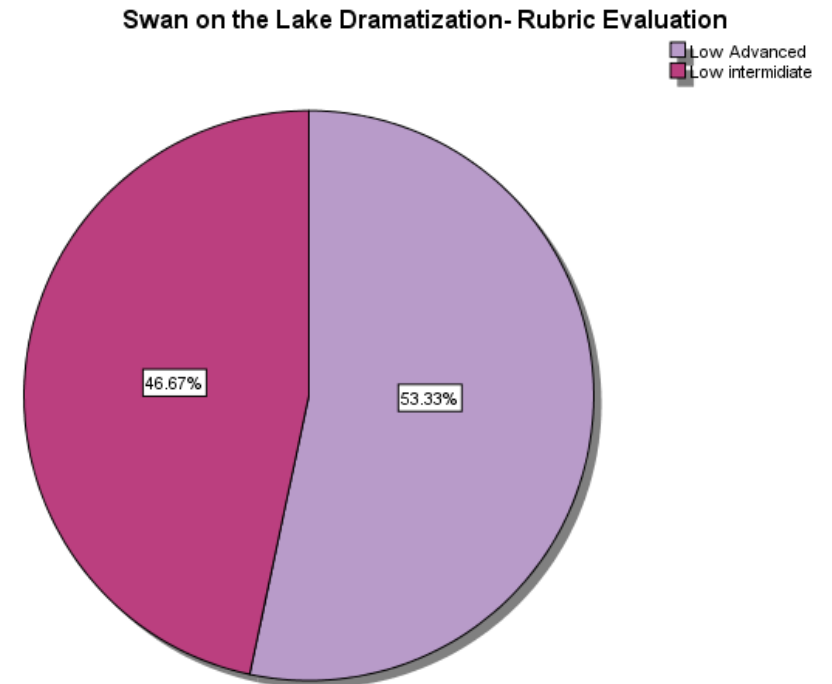
| Diagnostic Quiz | | | | |
|------------------------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid Low intermediate | 5 | 45.5 | 45.5 | 45.5 |
| Low beginner | 6 | 54.5 | 54.5 | 100.0 |
| Total | 11 | 100.0 | 100.0 | |



11.5 Rubric Evaluation results

Graph # 8

| Swan on the Lake Dramatization- Rubric | | | | |
|--|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid Low Advanced | 8 | 53.3 | 53.3 | 53.3 |
| Low intermediate | 7 | 46.7 | 46.7 | 100.0 |
| Total | 15 | 100.0 | 100.0 | |



Graph # 7

This graph shows that the 54.5% of students are low beginner. The 45.5% of students are low intermediate. This shows that the English teaching and learning process needs an improvement in the strategies and techniques to be applied in the classroom. Moreover, students need to be motivated in the acquisition of the target language. Through this diagnostic quiz that was an oral interview we noticed that they were not able to express basic information such as personal information (name, age, country, etc.)

Graph # 8

This graph shows that the 53.3% of students are low advanced. The 46.7% of students are low intermediate. This means that they improved their English level through the implementation of the Dramatization Swan on the Lake. It is noticeable the changes because they interacted each other.

IX. Result Discussion

According to the student's points of view the dramatization activity helped them to improve pronunciation and fluency in the English learning process. This affirms what Davies (1990) states that Drama activities facilitate the type of language behavior that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make themselves understood in the target language.

On the other hand, Davies (1990) expressed that (...) one of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. Also students affirmed that they lost the fear to speak English in public when dramatizing the story *The Swam in the lake*.

In addition, students said that the main difficulties that affected them in the development of this activity was their misbehavior, short time to prepare the dramatization, and in some cases, the lack of interest in the subject which were confirmed in the results of the survey applied after the dramatization performance. We reaffirm that students had short time to get prepared for the dramatization due to we had just one month to be with them and we met two times per week in short period of times. Also, their misbehavior was one of the factor that affected the development of the activity, especially in the rehearsals. Some of them did not pay attention to the instructions.

Moreover, students revealed the activity was meaningful for them. They expressed the activity was different, dynamic and they could interact with each other. Teacher in charge of the group reasserted that she considered the activity as meaningful for learners in high school, because it is a useful tool for developing speaking. This states what Zyoud, (2010) says that Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language teaching tool that involves all of the students interactively all of the class period.

Furthermore, the results obtained from the diagnostic quiz at the beginning of applying the activity shows the contrast with the result obtained in the evaluation rubric at the end of the activity. Students improve their English level.

Finally, it is relevant to mention that in the implementation of the proposal, a diagnostic quiz was applied as an oral interview to catch their English level in speaking skill. They demonstrated lack of vocabulary and comprehension to talk in the foreign language. So, it is considered that the results gotten from the realization of this activity to improve speaking and fluency were really impacting and effective for their development in the target language.

X. Conclusion

The results obtained through the implementation of the didactic activity Dramatization “The Swan on the Lake Story” to develop fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute, Jinotepe-Carazo in the second semester 2019 are the following:

1. Students showed a great interest in the implementation of the speaking activity developed in the classroom.
2. Most of the students became more confident in the use of the target language
3. Many of students showed that the activity was meaningful for developing fluency throughout interaction.
4. Students demonstrated a significant improvement in their performance of the language.

XI. Recommendation

- ✓ It is recommended to the teacher to use innovative activities to help students on the improvement of their abilities in the English Language learning.
- ✓ Give students enough time at the moment of applying this kind of activities to prepare and practice their performance.
- ✓ Motivate students through dynamic and funny activities to foster speaking skill.
- ✓ Provide good explanations and instructions to let them know what they are going to do.

Look for strategies to engage students in the given tasks in order to avoid interruptions in the class SUCH AS ASSIGNING EXTRA HOMEWORK ,worksheets

Get students accustomed to speak and to listen in the target language to elude misunderstandings or lack of comprehension.

XII. Bibliography

- Acosta, D. J. (2017). *Exploring oral fluency development through the use of fluency development techniques*. Universidad del Norte, Instituto de Idiomas, Barranquilla, Colombia. Obtenido de <http://manglar.uninorte.edu.co/bitstream/handle/10584/7490/129879.pdf?sequence=1&isAllowed=y>
- Adair, T. (2005). *Theatre History*. Obtenido de Elements of Drama.
- Alvarado, J. S. (s.f.). *El teatro en el aula de ingles: Una propuesta educativa desarrollada en el colegio laboratorio del Cup*. Puntarenas, colombia.
- Ashour, J. M. (2014). *The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking*. Gaza. Obtenido de <file:///C:/Users/User/Documents/J/estrategias%20interactivas/113286roles.pdf>
- Ashton-Hay, S. (2005). Drama: Engaging All Learning Styles. En T. E. Association. Turkey. Obtenido de <https://eprints.qut.edu.au/12261/1/12261a.pdf>
- Berliner, T. (2016). Putting on a Play: How to Plan for a Successful Production. *BeatbyBeat*.
- Bertha Carolina Bonilla Obando, M. A. (2015). *Informe final de seminario de graduacion. Licenciado/a en Ciencias de la Educacion con mención en Ingles*. Tesis, Farem Carazo, Carazo, Jinotepe.
- Bharath, S. S. (2018). *Journal of Applied and advanced Research*. Obtenido de Interactive Teaching Strategies: file:///C:/Users/User/Documents/J/estrategias%20interactivas/Interactive_teaching_strategies.pdf
- Bhubaneswar. (2014). *Dramatization as a Method of Developing Spoken English Skill* (Vols. Vol. 1, No. 1;). Obtenido de http://ijllnet.com/journals/Vol_1_No_1_June_2014/10.pdf
- Brown. (1994). *INTERACTION IN THE FOREIGN LANGUAGE*.
- Camajoan, L. (2014). *use of drama techniques as a methodology to teach English in infant education by teachers in Catalonia*. Catalonia: Facultad de Educacion.
- Castellary, A. B. (s.f.). *El teatro y la comunicacion teatral*. Universidad de Alcalà de Henares . Madrid: Revista de Occidente.
- Cavanese, C. (s.f.). *teatro tecnico para actores, grupos y salas*.
- Chavez, M., Saltos, M., & Saltos, C. (2017). *The importance of learning and knowledge of the English language in higher education*.
- Christa Mulker Greenfader, L. B. (2013). *Boosting Language Skills of English Learners Through Dramatization and Movement*. Obtenido de <file:///D:/impacts/International%20Literacy%20Association%20Hub.html>
- Climczak, P. y. (2014). *Issues in teaching, learning and testing Speaking in a second language*. Berlin. College, L. L. (2017).
- Dash. (2017). *Teaching english as an additional language*. atlantic publisher.

- Davies, P. (1990). *The Use of Drama in English Language Teaching*. Canada. Obtenido de <file:///D:/impacts/impacts.pdf>
- Davis, T. C. (2019). *Drama*. Obtenido de Encyclopedia Britanica.
- Definicion ABC. (2007-2016). Obtenido de www.definicionabc.com/general/innovacion.php
- Dictionary, E. O. (2001).
- Ecured Conocimientos con todos y para todos. (s.f.). Obtenido de <https://www.ecured.cu/fluidez>.
- Esther, V. (23 de Mayo de 2014). *fec*. Obtenido de <http://santamariadelapazmursia.com/es/content/nuestro-proyecto-de-ingl%C3%A9S-premio-excelencia-beda-1>
- Fabio., T. (2015). *Drama techniques to enhance speaking skills*. Departamento de inglés, facultad de filología. Obtenido de <https://eprints.ucm.es/32553/1/TFM%20%281%29.pdf>
- Fidalgo, A. (9 de Enero de 2007). *Innovacion Educativa*. Obtenido de <https://iinnovacioneseducativa.wordpress.com/2007/01/09>
- Foundation, I. D. (s.f.). *storytelling. literature*. Obtenido de <https://www.interaction-design.org/literature/topics/storytelling>
- Fulla, A. C. (2012). *El teatro en la enseñanza de lenguas extranjeras*. Universidad Autónoma de Barcelona.
- Garcia, C. B. (s.f.). Obtenido de <http://idiomas.ens.uabc.mx/plurilingua/docs/v4/1/Carolinaunestudio.pdf>
- Garcia, C. B. (s.f.). *Un estudio sobre la Produccion Oral del Idioma Ingles*. Facultad de Idiomas UABC, Tijuana-Mexico.
- Garcia, J. C., & Efrain Antonio Rivera Garcia. (2015). *Informe final de seminario de graduacion para optar al titulo de licenciado/a en ciencias de la educacion con mencion en ingles*. tesis, Farem Carazo, Carazo, Jinotepe.
- GODOSARTE. (17 de Febrero de 2013). *Articulos de educacion en arte*. Obtenido de Godosarte: <http://godosarte.blogspot.com/2009-11-pasos-para-montaje-de-obra-teatral.html?m=1>
- Gorkaltseva, E. (9 de Noviembre de 2015). *Enhancing Oral Fluency as a Linguodidactic Issue*. Obtenido de XV International Conference "Linguistic and Cultural Studies: Traditions and Innovations",; <https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042815X00449/1-s2.0-S1877042815051769/main.pdf?X-Amz-Security-Token=IQoJb3JpZ2luX2VjEMz%2F%2F%2F%2F%2F>
- Gutiérrez, D. G. (2005). *Developing Oral Skills through Communicative and Interactive Tasks*. Bogota: ISSN 1657-0790. Obtenido de http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902005000100008
- Hernandez, F. J. (2010). *Elementos Basicos de Teatro Tradicional*. Universidad Autonoma del Estado de Hidalgo.
- Hopper, M. (2012). *How to Start Your Own School Drama Club*. Obtenido de file:///D:/theater%20pages/How%20to%20Start%20Your%20Own%20School%20Drama%20Club%20_%20HobbyLark.html

- Hosni, S. A. (06 de june de 2014). *Speaking Difficulties Encountered by Young EFL Learners*.
Obtenido de International Journal on Studies in English Language and Literature (IJSELL):
https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Encountered_by_Young_EFL_Learners
- Jarquín, M. N. (Diciembre de 2014). Estrategias Metodológicas de Enseñanza Aprendizaje de las habilidades del idioma inglés. *Informe final de seminario de graduación*, 13. Carazo, Jinotepe.
- Joni Listanto, H. A. (s.f.). *INTERACTIVE DRAMA AS A TEACHING STRATEGY TO IMPROVE STUDENTS'*.
Obtenido de
<http://pasca.unhas.ac.id/jurnal/files/5085c8e068ce352d05818b3363d9b49d.pdf>
- Julian Perez, M. M. (2011). *Definición de Obra Teatral*.
- Larousse Esencial de la lengua Española. (s.f.).
- Lorna Beena Mwangi, D. G. (2015). *Effects of Dramatization on Learning of the English Language in Meru County, Kenya*. Obtenido de file:///D:/impacts/impacts2.pdf
- M.Ashour, J. (2014). *the Effect of using videoconferencing-based STRATEGY UNRWA*. Palestine.
Obtenido de file:///C:/Users/User/Documents/113286.pdf
- Masoumi-Moghaddam, S. (2018). Using Drama and Drama Techniques to Teach English Conversations to English as A Foreign Language Learners. *International Journal of Applied Linguistics & English Literature*. Obtenido de
https://www.researchgate.net/publication/329705126_Using_Drama_and_Drama_Techniques_to_Teach_English_Conversations_to_English_as_A_Foreign_Language_Learners
- palacios, I. y. (2010).
- Piguave Perez, V. R. (2014). *Importancia del desarrollo de la creatividad para los Estudiantes de la carrera de ingeniería comercial desde el proceso de enseñanza aprendizaje*. Ecuador.
- Real Academia Española. (2015). Obtenido de <http://concepto.de/innovacion/#x224LVns4hf>
- Rico Hernandez, E. J. (2009). Colombia-Bogotá.
- Robertson, K., & K. F. (s.f.). *Colorín colorado*. Obtenido de A bilingual site for educators and Families of english language learners.: <http://www.colorincolorado.org/article/language-acquisition-overview>
- Roman, S. N. (2011). *El teatro como recurso didáctico en la metodología CLIL: Un enfoque competencial*. Universidad de Almería. España: Revista de investigación e innovación en la clase de idiomas.
- Salas Alvarado, J. (2008). *El teatro en el aula de inglés: una propuesta educativa desarrollada en el colegio laboratorio del Cup-Puntarenas*. Costa Rica.
- Sampieri, R. H. (2017). *Metodología de la Investigación*. Sexta Edición. Obtenido de
<http://observatorio.epacartagena.gov.co/wp-content/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf>
- Saygili, H. K. (2014). *Fostering Speaking Strategies of ESP Students via Drama*. Istanbul. Obtenido de <https://dergipark.org.tr/tr/download/article-file/89292>

- Senthamarai. (2018). *Department of Education, CK College of Education, Cuddalore- 607003*. India: ISSN 2519-9412. Obtenido de file:///C:/Users/User/Documents/J/estrategias%20interactivas/Interactive_teaching_strategies.pdf
- Shiamaa Torky. (2006). The Effectiveness of a Task- Based Instruction program in. En P. D. Assistant Researcher at the Curricula Development Department, *Professor of Curricula and Methods of Teaching* (pág. 15). Obtenido de <https://files.eric.ed.gov/fulltext/ED523922.pdf>
- Storytelling, N. (2006). What Is Storytelling. Obtenido de <https://storynet.org/what-is-storytelling/>
- STUDENTS. (05 de december de 2016). *English Language Essay*. (U. UNIVERSITY, Productor) Obtenido de Importance Of Accuracy And Fluency: [//www.ukessays.com/essays/english-language/importance-of-accuracy-and-fluency-english-language-essay.php](http://www.ukessays.com/essays/english-language/importance-of-accuracy-and-fluency-english-language-essay.php)
- Tahin. (2013). *Teaching speaking english trough yahoo messenger:theory and practice*. Pustaka Qalam.
- (2013). *Teatro | Conceptos básicos para su análisis*. universidad de friburgo | curso de teatro hispanoamericano.
- Torky. (2006).
- Torrez Nuñez, J. J. (2014). Teatro Espanol-Ingles para la ensenanza secundaria y universidad. *cauce Revista de filologia y didactica*, 116-117.
- Understanding Drama. (2012). *Rai Technology University*. Obtenido de http://164.100.133.129:81/econtent/Uploads/understanding_drama.pdf
- University, A. d. (2009). *Theater Arts club*. Obtenido de Universidad Jesuita.
- University, S. (2016). Understanding Drama. *centre for distance education*. Obtenido de <http://www.unishivaji.ac.in/uploads/distedu/Home/SIM%202015/B.%20A.%20III%20Understanding%20Drama%20Paper-9.PDF>
- Ustundag, T. (1997). *The Advantages of using Drama as a Method of Education in Elementary School*. : Hacettepe Üniversitesi Eğitim Fakültesi Dergisi.
- Van Hien University. (1 de December de 2018). *FLUENCY AS SUCCESSFUL COMMUNICATION*. Obtenido de Science and Techniques Publishing House: https://www.researchgate.net/publication/329584415_FLUENCY_AS_SUCCESSFUL_COMMUNICATION
- Westrup, B. a. (2003). *Essential speking skill*. London.
- Wood. (2010). *formulaic language and second language Speech Fluency*.
- Zyoud, M. M. (2010). Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: a Theoretical Perspective. Obtenido de [file:///D:/impacts/\(PDF\)%20Using%20Drama%20Activities%20and%20Techniques%20to%20Foster%20Teaching%20English%20as%20a%20Foreign%20Language_%20a%20Theoretical%20Perspective.html](file:///D:/impacts/(PDF)%20Using%20Drama%20Activities%20and%20Techniques%20to%20Foster%20Teaching%20English%20as%20a%20Foreign%20Language_%20a%20Theoretical%20Perspective.html)

XIII. Annexes

Annex N°1

✓ **Operationalization Matrix**

General objective: To implement a Dramatization activity that helps students to develop fluency with students of 9th grade A in the afternoon shift of Juan Jose Rodriguez Institute in the second semester 2019.

| Specific objectives | Resources | Data and information collection techniques | | | | |
|--|---|--|--------|-------------|-------------|-------------------|
| | | Interview | Survey | Focal group | Lesson plan | Evaluation rubric |
| To identify the main difficulties in the speaking ability of students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019 | <ul style="list-style-type: none"> Bibliographic | | X | | | |
| To carry on a “Dramatization” as an innovative activity to develop fluency with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute | <ul style="list-style-type: none"> Students | | | | X | |

| | | | | | | |
|---|--|----------|----------|--|--|--|
| <p>in the second semester 2019</p> <p>To evaluate the impact of a “Dramatization” as an innovative activity with students from 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019.</p> | | | | | | |
| | | <p>x</p> | <p>x</p> | | | |

| | | | | | | |
|--|--|---|---|--|--|--|
| | | X | X | | | |
|--|--|---|---|--|--|--|

Annex 2
Universidad Nacional Autónoma de Nicaragua

UNAN- Managua



Facultad Regional Multidisciplinaria de Carazo

FAREM-Carazo

Student Survey Protocol Format

Activity Impact Evaluation: English Dramatization

No of Survey_____ Date: ___/___/_____

A. Mark with an X, just one of the options below.

1. Which of the following difficulties do you consider have affected the developing of your speaking skill?

- a. Misunderstanding _____
- b. Lack of motivation _____
- c. Misbehavior_____
- d. Lack of interest for the subject _____
- e. Fear to express _____

2. Do you consider that the performance of the dramatization “Swan in the lake” helped you to develop fluency?

- a) A lot _____ b) enough c) not much d) a little bit e) Nothing

3. Do you think the implementation of this kind of activity is meaningful for the development of fluency?

Yes _____ No _____

4. Which of the activities performed in the classroom did you like the most?

- a) Balloon game _____ b) whispering _____ c) flag speaker_____

5. How would you rate the Dramatization "Swam in the lake"?

a) Excellent _____ b) Very good _____ c) Good _____ d) not so good bad _____

6. What were the difficulties you encountered when dramatizing this story?

a) Not enough time to practice _____

b) Hard to develop the story _____

c) Pronunciation _____

Annex N°3

**UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO**



**LICENCIATURA EN CIENCIAS DE LA EDUCACION CON MENCIÓN EN
INGLES**

Student interview

Institution: Juan Jose Rodríguez Institute

1. **Person to Interview:** students of 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019.
2. **Purpose of the interview:** students will evaluate the impact of Swan on the Lake Dramatization developed in the classroom.
3. **Topics to discuss in this interview:**
Important points that will be taken into account in the interview:
 - a) Development of the activity “Swan on the Lake Story” Dramatization
 - b) Impact of the activity “Swan on the Lake Story” Dramatization
4. **Technical reference, methodological and contextual instrument.**
 - a. **Method:** interview
 - b. **Technique:** semi-structured survey
 - c. **Date:** Thursday November 22nd, 2019
 - d. **Time:** 20 a 30 min.
 - e. **Place:** Classroom
 - f. **Context:** high school
 - g. **Who is going to interview:** The investigator

5. Rapport.

a) Rapport:

First stage: the interviewer introduces him/herself and lets people know the purpose of this investigative work.

Second stage: the interviewer opens the questions to get empathy. The questions are simple and the purpose is get a good communication between the interviewer and the interviewed.

6. Open question related with the topic:

It is suggested to raise topics of conversation to motivate an argument narration explanation or interpretation on the part of the person interviewed on the subject investigated. If you ask some questions, they should be formulated to motivate through them an extensive answer in which the researcher's role is as minimal as possible. Use simple formulations like: according to your opinion ..., according to your experience..., how do you reflect about..., do you consider that..., how do you interpret the situation

Evaluation questions: it is advisable to make questions such as Do you think you have told me all you wanted? Is there any topic pending? How did you feel during the interview?
Return questions: would you like to continue with this interview? what topics would you like to discuss?

6. Development of the questions: Flexibility is essential to get adequate at the interviewed person without avoiding the theme and the interview purpose.

Interview Questionnaire to cover each of the topics, the following questions are posed:

- 1) How the "Swan on the Lake story" helped you to develop fluency?
- 2) what do you suggest this activity "Swan on the Lake Story" Dramatization can be improved?
- 3) What are the main difficulties that affected you in the development of "Swan on the Lake Story" Dramatization?
- 4) Do you think this activity is meaningful for you?

Annex4
UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO



**LICENCIATURA EN CIENCIAS DE LA EDUCACION CON MENCIÓN EN
INGLES**

Teacher Interview

Institution: Juan Jose Rodriguez Institute

4. **Person to Interview:** English Teacher of de 9th grade A in the afternoon shift at Juan Jose Rodriguez Institute in the second semester 2019.

Name of the teacher: Jessica

5. **Purpose of the interview:** Teacher will evaluate the impact of Swan on the Lake Dramatization developed in the classroom.

6. **Topics to discuss in this interview:**

Important points that will be taken into account in the interview:

- a) Development of the activity “Swan on the Lake Story” Dramatization
- b) Impact of the activity “Swan on the Lake Story” Dramatization

4. **Technical reference, methodological and contextual instrument.**

- h. **Method:** survey
- i. **Technique:** semi-structured survey
- j. **Date:** Thursday November 22nd, 2019
- k. **Time:** 20 a 30 min.
- l. **Place:** Classroom
- m. **Context:** comfortabe environment
- n. **Who is going to interview:** The investigator

5. Rapport.

a) Rapport:

First stage: the interviewer introduces him/herself and lets people know the purpose of this investigative work.

Second stage: the interviewer opens the questions to get empathy. The questions are simple and the purpose is get a good communication between the interviewer and the interviewed.

6. Open question related with the topic:

It is suggested to raise topics of conversation to motivate an argument narration explanation or interpretation on the part of the person interviewed on the subject investigated. If you ask some questions, they should be formulated to motivate through them an extensive answer in which the researcher's role is as minimal as possible. Use simple formulations like: according to your opinion ..., according to your experience..., how do you reflect about..., do you consider that..., how do you interpret the situation

Evaluation questions: it is advisable to make questions such as Do you think you have told me all you wanted? Is there any topic pending? How did you feel during the interview?

Return questions: would you like to continue with this interview? what topics would you like to discuss?

7. Development of the questions: Flexibility is essential to get adequate at the interviewed person without avoiding the theme and the interview purpose.

Interview Questionnaire to cover each of the topics, the following questions are posed:

5) How do you evaluate the impact of the activity "Swan on the Lake Story" Dramatization?

6) According to your criteria what are the advantages and disadvantages of the implementation of this activity?

7) How do you assess the development of the performed activities in the classroom?

8) Do you think this activity is meaningful for English Learners in High school?

Thank you!

Annex 5

Lesson Plan 1
Juan Jose Rodriguez Institute

Group: teenagers

N° students: 33

Session: 9th F

Time: 90 minutes

Unit: VI Making Plans

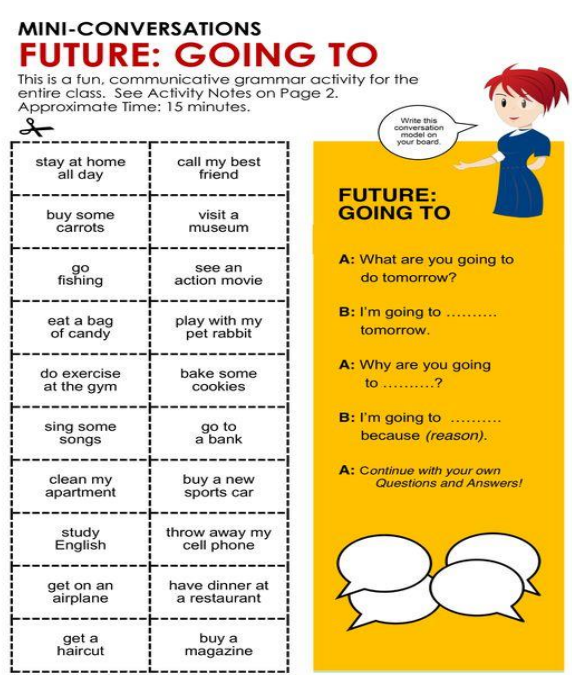

Topic: Future Plans

Grammar: Be going to for future plans

Vocabulary: study for a test, clean my room, play soccer, watch horror movies, go to Pali Market

SWBAT: students will be able to create a short conversation in future tense.

| | | | | | |
|----------------|---|----------------|---------------------|--------------|----------------|
| 5 MIN | <p>Initial Activities:</p> <ul style="list-style-type: none"> • Greetings | | | | |
| 6 MIN | <p>Warm-up:</p> <p style="text-align: center;">The speaker flag.</p> <p>Students will pass around a paper roll with some incomplete utterances. Meanwhile, Knocking the desk, the paper is passing around them. The one who keeps it, will complete the satatements for example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">My name is ...</td> <td style="padding: 5px;">I am (____) years..</td> <td style="padding: 5px;">I live in...</td> <td style="padding: 5px;">My dream is...</td> </tr> </table> | My name is ... | I am (____) years.. | I live in... | My dream is... |
| My name is ... | I am (____) years.. | I live in... | My dream is... | | |
| 20 MIN | <p>Presentation:</p> <p>Students will make groups of three. They will get a piece of paper with a sentence for example: My mother is going to get a haircut. The group is going to analyze what is the sentence about. They will identify the structure of the sentence. At the end, they will read sentences aloud and say what the sentence means. After that, students paste the papers on the board in order to write them. Explain them a little bit the good use of verb to be according with the pronouns.</p> | | | | |

| | |
|--|--|
| <p>20 MIN</p> | <p>Practice: Provide a worksheet where students will talk about future plan with their classmates.</p> <div style="text-align: center;"> <p>MINI-CONVERSATIONS FUTURE: GOING TO</p> <p>This is a fun, communicative grammar activity for the entire class. See Activity Notes on Page 2. Approximate Time: 15 minutes.</p>  <p>The worksheet includes a grid of 18 activities and a conversation model on the right. The activities are: stay at home all day, call my best friend, buy some carrots, visit a museum, go fishing, see an action movie, eat a bag of candy, play with my pet rabbit, do exercise at the gym, bake some cookies, sing some songs, go to a bank, clean my apartment, buy a new sports car, study English, throw away my cell phone, get on an airplane, have dinner at a restaurant, get a haircut, buy a magazine.</p> <p>The conversation model shows: A: What are you going to do tomorrow? B: I'm going to tomorrow. A: Why are you going to? B: I'm going to because (reason). A: Continue with your own Questions and Answers!</p> </div> <p>Check if students are pronouncing well.</p> |
| <p>20 MIN NOTE: Students will only create the conversation. They will present the next class</p> | <p>Production: In groups of three Create a conversation using the vocabulary on the previous activity. Teacher will provide an Example.</p> <ul style="list-style-type: none"> ❖ Hi! How is it going? ❖ I am ok. And you? ❖ Excellent! Thank you. What are you going to do tomorrow? ❖ I am going to clean my room. What about you? ❖ I am going to exercise... <p>Monitor if the conversations need improvement or more information.</p> |
| <p>15 MIN</p> | <p>Assessment Provide some pictures to students in order to create sentences using be going to. Example:</p> <p>I am going to buy a book, or they can say I am going to read a book.</p>  |

| | | | |
|-------|---|-----------|---------|
| 5 MIN | Homework Make a list of things you are going to do tomorrow. Divide it into morning afternoon and evening. | | |
| | MORNING | AFTERNOON | EVENING |
| | | | |

Annex 6

Lesson plan 2

45 minutes

Juan Jose Rodriguez Institute

Instructor's names: Massiel Aguirre and Dolia Carranza

MINED

Group: teenagers

Session: 9th F







Time: Cycle 90 minutes and a cycle of 45 minutes

Unit: VI Making Plans

Topic: Future Plans

SWBAT: Students will be able to express their ideas talking about the future plan through a conversation in groups of three

| | |
|-------|--|
| 5 min | Greetings: ❖ Greetings ❖ Taking the attendance |
| 5 min | Warm-up Take your homework about the things you are going to do tomorrow and compare with your classmates what activities you have in common. Then, ask to students to share in the class what they got from the interviews. They will say: Carlos and me are going to eat eggs in the morning. |

| | |
|--------|---|
| 10 min | <p>Practice: Match pictures with the statements.</p>  <input type="text"/> I am going to sleep early  <input type="text"/> I am going to wash my hands  <input type="text"/>  They are going to play soccer in the afternoon  <input type="text"/> She is going to buy a book  <input type="text"/> It is going to eat carrot |
| 20 min | <p>Production: students will get improved their conversation if is necessary and then, they present their conversation at the same time. Meanwhile the teacher is checking a group, the other ones are practicing.</p> |
| 5 min | <p>Assessment Pass the Speaker ball around students and the one who keeps it will say what are you going to do tomorrow/next week/...?</p> |
| | <p>Homework: Make a list of your future plans. At least three statements Example:</p> <ul style="list-style-type: none"> • I am going to get marry • I am going to buy a house • I am going to get a good job |

Lesson plan 3

Juan Jose Rodriguez Institute

Instructor's names: Massiel Aguirre and Dolia Carranza

MINED

Group: teenagers

Nº students: 33

Session: 9th F

Time: 90 minutes


Unit: VI Making Plans


Topic: Future Plans


→ Time Expressions

Vocabulary: Next week, next month, tonight, tomorrow, the day after tomorrow, next year....

SWBAT: By the end of the class, students will be able to create a calendar to describe their family's December activities

| | |
|-------|---|
| 3MIN | <p>Initial Activities:</p> <ul style="list-style-type: none"> • Greetings • Attendance |
| 7 MIN | <p>Warm-up: whispering Students are going to be organize in two lines (A and B). The first student of each line is going to say a sentence about one of their future plans to the next one. The next one is going to whisper the same sentence to the one besides and so on until the end. The last one is going to write the sentence on the board.</p> <p>I am going to buy a new car. Elvis is going to buy a car.... </p>  |

| | |
|---------------|--|
| <p>10 MIN</p> | <p>Presentation: Teacher is going to introduce the new vocabulary about time expression. They have to repeat it to practice pronunciation.</p> <div style="border: 1px solid #4a7c9c; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <h2 style="text-align: center; color: white; margin: 0;">Future Time Expressions</h2> <p>tomorrow</p> <p>tomorrow ▶ morning ▶ afternoon ▶ evening ▶ night</p> <p>the day after tomorrow (pasado mañana)</p> <p>next ▶ Monday ▶ week ▶ weekend ▶ month ▶ year ▶ semester ▶ summer ▶ Christmas...</p> </div> |
| <p>15 MIN</p> | <p>Practice: Students are going to do different exercises in a worksheet:</p> <ul style="list-style-type: none"> ➤ Organize scrambled sentences ➤ Complete sentences using going to. |
| <p>40 MIN</p> | <p>Production: In groups of three</p> <p>Create a calendar for their family December activities. They must create at least 10 items on their calendar. They are going to present it on the class like poster presentations.</p>  |

| | |
|--------|---|
| 10 MIN | <p>Assessment: Hot Marker: A marker is going to pass around the classroom while a music is playing, when it stops the one with the marker have to say a sentence about their classmate's calendar presentation using the time expression.</p>  |
| 5 MIN | <p>Homework: Create sentences using the grammar covered</p> |

Annex 8

Lesson plan 4

Juan Jose Rodriguez Institute

Instructor's names: Massiel Aguirre and Dolia Carranza

MINED

Group: Teenagers

N° students: 33

Session: 9th F

Time: 45 minutes

Unit: VI Making Plans

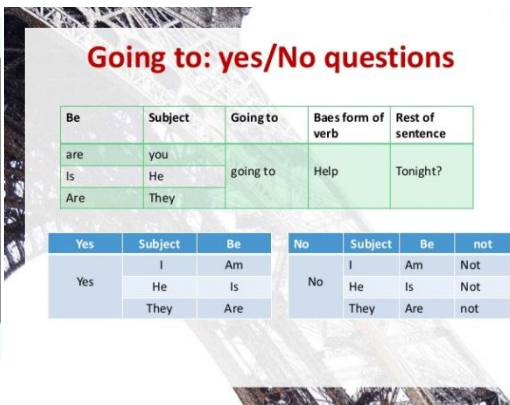
Topic: Future Plans

→ Negative Form and Questions

Vocabulary: Future time activities

SWBAT: By the end of the class, students will be able to create a short conversation using going to (affirmative, negative and question form)

| | |
|-------|--|
| 3MIN | Initial Activities: <ul style="list-style-type: none">• Greetings• Attendance |
| 5 MIN | Warm-up: <p>Balloon game: students make three circles. They have to hold their hands and keep a balloon in the air. The groups who gets the balloon felt on the floor, will answer the following questions.</p> <p>→ What are you going to do tomorrow?</p> <p>→ What are you going to do next week?</p> <p>This activity is to remember the last class.</p> |

| 7 MIN | <p>Presentation: The teacher is going to explain the grammar about going to in negative and question form.</p> <table border="1" data-bbox="475 268 981 616"> <thead> <tr> <th colspan="5">subject + am/is/are + going to + infinitive</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Singular</td> <td>I</td> <td>am (I'm)</td> <td rowspan="6">(not) going to</td> <td>go</td> </tr> <tr> <td>you</td> <td>are (you're)</td> <td>do</td> </tr> <tr> <td>he she it</td> <td>is (he's she's it's)</td> <td>see play fight tell read go</td> </tr> <tr> <td rowspan="3">Plural</td> <td>you</td> <td>are (you're)</td> <td></td> </tr> <tr> <td>we</td> <td>are (we're)</td> <td></td> </tr> <tr> <td>they</td> <td>are (they're)</td> <td></td> </tr> <tr> <td colspan="5">Be going to</td> </tr> </tbody> </table>  | subject + am/is/are + going to + infinitive | | | | | Singular | I | am (I'm) | (not) going to | go | you | are (you're) | do | he she it | is (he's she's it's) | see play fight tell read go | Plural | you | are (you're) | | we | are (we're) | | they | are (they're) | | Be going to | | | | |
|---|---|---|----------------|--|--|--|----------|---|----------|----------------|----|-----|--------------|----|-----------------|----------------------------|--|--------|-----|--------------|--|----|-------------|--|------|---------------|--|-------------|--|--|--|--|
| subject + am/is/are + going to + infinitive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Singular | I | am (I'm) | (not) going to | go | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | you | are (you're) | | do | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | he she it | is (he's she's it's) | | see play fight tell read go | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plural | you | are (you're) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | we | are (we're) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | they | are (they're) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Be going to | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 MIN | <p>Practice: Teacher will provide a worksheet with a short conversation using going to. They must identify the negatives statements and the questions. They are going to highlight them. In addition, they will do some exercises in a worksheet provided.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 MIN | <p>Production: In group of four: Students are going to create a short conversation using going to (affirmative, negative and question form). They can use the model of the practice.</p> <ul style="list-style-type: none"> ➤ J: Hello Karen. How are you? ➤ K: Hi Jim. So far so good. What about you? ➤ J: Pretty good. What are you going to do this weekend? ➤ K: I am going to go out for dinner with some friends. ➤ J: Really? I wanted to go out with you. What about tomorrow night? ➤ K: I will not do anything. ➤ J: That's great. ➤ K: Where are we going go? ➤ J: We are going to go to K-Delicious Restaurant. ➤ K: Amazing..... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 MIN | <p>Assessment: Lets play Candy: Students are going to number themselves using numbers and candy. The pair numbers are the one who will say candy.</p> <ul style="list-style-type: none"> ➤ Student 1: Is going to say One ➤ Students 2: Is going to say Candy ➤ Student 3: Is going to say 3 ➤ Student: Is going to say Candy..... <p>The student who make mistakes will create a sentence in negative or a question using going to.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|-------|--|
| 5 MIN | Homework: Present the short conversation next day of class |
|-------|--|

Worksheet 1

Name: _____ Date: _____

I. Organize the Scrambled Sentences

He is going to

What are they going to do?

- 1.- play /football Henry is going to play football
- 2.- score / some goals Henry
- 3.- kick/ the ball. Henry
- 4.-his parents/ see/ the match His parents
- 5.-Paul/ do/ snow jumping. Paul
- 6.-The rabbit/ jump /very fast
- 7.-Robert / do/ bungee jumping
- 8.-Tom / play / golf/ with his father
- 9.- John /sail / in the lake.
- 10.-Willy / swim/ in the pool
- 11.-Martha /peel / an orange
- 12.-Gloria/ phone/ her friend
- 13.-Margaret/ open/the presents
- 14.-You/ learn /some English.



II. Complete the following sentences

- 1) She_____ (play) soccer next Saturday.
- 2) They_____ (watch) a horror movie on Sunday night.
- 3) I_____ (study) for the test next semester.
- 4) Karla_____ (run) in a marathon next month.
- 5) John_____ (apply) for a job next year.
- 6) I_____ (buy) a house next week.
- 7) Mary_____ (have) a baby in two days.
- 8) My husband_____ (do) a test in a month.
- 9) Perla and Jim_____ (travel) to Panama next Saturday.
- 10) Karelia_____ (cook) chilaquiles tomorrow night

Worksheet 2

Going to: Negative and Question Form

Name: _____ Date: _____

- I. Identify the statements in negative and question. Highlight them.
 - **J:** Hello Karen. How are you?
 - **K:** Hi Jim. So far so good. What about you?
 - **J:** Pretty good. What are you going to do this weekend?
 - **K:** I am going to go out for dinner with some friends.
 - **J:** Really? I wanted to go out with you. What about tomorrow night?
 - **K:** I will not do anything.
 - **J:** That's great.
 - **K:** Where are we going to go?
 - **J:** We are going to go to K-Delicious Restaurant.

- **K:** Amazing
- **J:** What time are we meeting?
- **K:** We are going to meet at 6:30 pm.
- **J:** Perfect! See you
- **K:** See you
-

II. Complete the following sentences using the negative of going to.

Example: I _____ see him tomorrow
I am not going to see him tomorrow

- 1) Don _____ write a letter at the week.
- 2) They _____ walk the dog later.
- 3) We _____ be at the party on Saturday night
- 4) I _____ have a holiday this year.
- 5) I _____ go to class next week.
- 6) Mary _____ buy a new car this weekend.

III. Create 5 question using going to.

Annex 9**Evaluation Rubric****“Swan on the lake” dramatization**

| Criteria | Excellent (6-10) | Good (3-5) | Need improvement (1-2) | Total grade |
|-----------------|--|--|---------------------------------------|--------------------|
| Fluency | Absence of tags and unnecessary pauses. | Some tags and unnecessary pauses. | A lot of tags and pauses. | |
| Pronunciation | Correct pronunciation of verbs and words | Bad pronunciation of some words and verbs. | Bad pronunciation of verbs and words. | |
| Intonation | Use of raising and falling intonation correctly with good tone of voice. | Use of raising and falling intonation correctly with low voice | The lack of the previous aspects. | |

Photos

Dramatization "Swan on the lake"





Swan Lake story

Once upon a time, far away, in a deep forest, there was a lake known as The Swan Lake. On it, there lived a single swan, who glided silently and gracefully in the clear water. The Swan Lake, although, held a secret. When the sunset, the swan turned into a beautiful Young woman. The woman was a princess and her name was Odette. She had been cursed by an evil Wizard called Rothbart, as he heated her kind ways. The only way to break the spell was if she found True Love

Evil Rothbart: Odette! Still cursed, I see... UHUUH... Haven't you broken the spell, yet?

Odette: Laugh all you want. My True Love will definitely come and save me, Rothbart

Evil Rothbart: True Love.. Ahahahaha! Who will find you in this dark forest? And WHO would love a Swan? You will forever be alone here! Hahahah!

(HE Deseapered)

Odette: He will come. My heart says he will.

In a kindom, not far from the forest, there lived a Queen, who was very kind. She had a song, Prince Seigfried, who was handsome, Smart and strong but kindness was not really his thing!

One evening the Queen called him to her.

Queen: Seigfried! Come here. I have a surprise for you!

Seigfried: what surprise could you possible give a grown man?

Ehihhhh...

Seigfried: ohhh, a horse. Wow mother! He's really an average horse!

Humprlf...!

Queen: come on Seigfried!

Seigfried: no, no really. He doesn't look strong enough! Mothe... Uhuhuhuh (the horse hit him?

Queen: Well, it seems fesisty enough for me! Maybe, you should name him Stomper. Now listen, i have another surprise for you!

Seigfried saw three beautiful maidens come daintily towards him

Queen: these are maidens who have come to meet you for...

Seigfried: Marriage? But i don't wanna get married, mother! And these girls! They don't even care for me!.. they only want to marry me because I am a prince!

Maiden 1: Ohh!

Maiden 2: how rude!

Maiden 3: hmmm!

Queen: Seigfried! What are you saying? It is not like that!

Seigfried: (He got up his horse) I don't want listen to this. Here, horse. Let's see how strong you are! Let's go somewhere far away from here! Stomper kicked his hooves up in the air and then galloped at full speed, out of the kingdom. Prince Seigfried could not control him, and no matter how much he tried, the horse kept going on. So, they reached the forest. Stomper suddenly stopped, and Prince Seigfried was thrown over onto a pile of leaves.

Seigfried: pfff.. Argh.. Ughh... rotten horse! Can't even gallop properly! You'll pay for this!

But as he turned, he saw the lake in front of him. He was so surprised that he almost forgot about his bad day. He slumped himself down near some bushes and stared out the lake.

Seigfried: finally some peace and quiet. Why does mother do this? Wants me to marry someone. I don't even know. And then, she gives me a horse I don't even like. What a horrible day!

As the prince grumbled over his bad day, princess Odette had hidden behind a tree and was now watching him.

Odette: who is that man? He seems to be really furious about something.

Seigfried: everything is horrible! The world is horrible, even these flowers are horrible.

On seeing him ruining the flowers, Odette was furious.

Odette: Hey! You can't do that to the flowers! They haven't do anything to deserve that!

Prince Seifried was mesmerised by Odette's beauty.

Seigfried: wh... Who are you?

Odette: I am Odette. Princess of this lake. How dare you come here and destroy those poor flowers.

Seigfried: Hmph..! I am Prince Seigfried! Why should I care for these silly flowers!

Odette: they are not silly! They have feeling just like you and me.

Seigfried: don't just agree with her!

Odette put her hands on the flowers and made it bloom again. Prince Seigfried was shocked! He had never seen anything like this! Odette saw him looking at what she's done.

Seigfried: Why do you smile at me like that?

Oddette: when you help someone who is in need, you will know to. Try it! It doesn't hurt you to be kind.

Seigfried: are you insulting me? This is so silly. I am leaving. Come on, horse!
Hmprff...! (replied the horse)

Oddette: Hey! Prince. Try it once, you will smile too!

Sigfried: Whatever!

Prince Seigfried galloped back fast. It was a long way back and by now, it was turning to dawn. On the way he met a poor old man.

Poor man: hey Young man, would you give some water. I am very thirsty

Seigfried: Water? Who do you think—

Just then, Oddette's voice rang clearly through his mind. Hey prince it is never late to be kind!

Seigfried: Ehmm. Umm here! You may have this. Drink it all, I don't want it.

Poor man: ohh! Thank you! You're too kind!

The prince was so surprised at this, that he actually smiled. he rode on in a very good mood and soon reached home. Next day in the palace, he decided to wish the maids. Something he had never done. And when he saw their expressions, he felt even better.

Seigfried: so this is what she meant. I think I'll go and see her tonight as well.

So at night, he snuck out to where his horse was. SShhh...! it's me. I want to go to the lake. Take me there right now! What do—Oh? Ahem I mean, please take me to the lake, Stomper?

And away, they went, back to the lake. Oddette was extremely surprised!

Oddette: Oh.. you are back! Why?

Siegfried: what do you mean, why? Is a prince not allowed to go wherever he pleases? Also, thank you... for teaching me something really special yesterday.

Oddette: It is my pleasure! Come, let me show you around. You too...uhmm

Siegfried: OOh.. his name is Stomper.

Oddette: Hi, Stomper! You're a good horsey.

Siegfried: well, let's not even start on how good he is!

Throughout the night, Seigfried and Oddette laughed and chatted. She showed him many beautiful parts of the place.

Oddette: Ahahaha...

But her kindness and all her beauty was all he paid attention to. Every night, he would go to see her and by dawn they would separate. As the last day, every one noticed how kind and generous the Prince had become.

Queen: Son, I have something to tell you.

Siegfried: Yes, mother?

Queen: Tonight, all the maidens of the land will be invited for a ball and you must dance with them.

Siegfried: but mother, I already told you that I don't love any of them

Queen: my child, the people of the kingdom are looking forward to their Prince getting married. And then, taking the throne as a King. Tomorrow, you must choose a bride. That is my final Word.

Siegfried: What do I do Stomper?

Stomper: Smrff!...

That night, the prince danced with all the beautiful maidens that were there. He smiled sweetly to them, but all he could think about was Odette. The ball almost lasted the whole night but when it was finally over, the prince snuck out of the palace .

Siegfried: Stomper, let's go find Odette, shall we?

They galloped fast through the cold night, but Little did they know a shadow followed them both close behind. They soon reached the lake, panting .

Siegfried: Odette! Odette!

Odette: why Siegfried! Tonight you are very la--- Oh! Is everything all right? (he hugged her)

Siegfried: Odette! I came here to tell you that I am in love with you. I can't stop thinking about you. Would you please be my wife?

Odette: Ohh!! I cannot.

Siegfried: What? Why not?

Odette: Because I'm ...

At that moment, the sun started to rise and before Odette could finish her sentence. She had turned into a swan, in front of prince Siegfried's Eyes.

Siegfried: Odette, What happened to you? How did you turn into a swan?

Odette: you see? Long ago, a cruel Wizard named Rothbart had put a spell on me. Now because of his magic, I am human by night, and a swan by day. Only True Love can break this spell. Then, let me break it for you! I will love you dearly, whether you are a swan or human, or anything.

Evil Rothbart: Hhahaha... you think breaking a spell is that easy? You think just saying you love someone proves your love? No! True Love needs sacrifice! Are you ready to sacrifice for love?

Siegfried: Yes, I am. I will do anything for her.

Evil Rothbart: Very well. (Siegfried became a swan as well)

Oddette: No! Siegfried. How dare you do this to him?

Zzzzzz..°°°..!! Ahhhhhh!

Seigfried: Nooooooo... Oddette! Wake up my love.... Odddette....

Rothbart: HAHAHAHA...Fools!

Seigfried: Oh! Oddette my love, please wake up.

With an evil grin on his face, Rothbart turned around and started to walk, but just then, Stomper came from behind and kicked him. Rothbart was flying in the air, dropping his wand in the ground. With all his strength, Stomper kicked his hooves up in the air and stomped on the wand, breaking it into two halves.

Rothbart: Nooooooooooooo! At that moment, Rothbart vanished into thin air and was never seen again. Suddenly magical sparkles from the broken pieces of the wand came out. Its sparkles flew over to Oddette and Siegfried and touched them.

At once, Siegfried turned into his human form. Oddette too turned back to her human form and opened her eyes slowly.

Seigfried: Oddette! Are you okay?

Oddette: Yes, I am fine. What happened to Rothbart?

Seigfried: well, let's say that our Stomper here took care of him.

The prince and Stomper took Oddette to the palace Siegfried explained everything to his mother who was so happy to see the beautiful princess that she at once agreed for the marriage. Oddette and Prince Siegfried got married in a splendid ceremony. Prince Siegfried took the throne as the King and people of the kingdom were delighted.

But what happened to Stomper you may ask. Well, Stomper was appointed as the commander in chief in the King's army and he made sure that the likes of Rothbart stayes miles away from the kingdom.



url: <https://youtu.be/63AgiA7PlpY>