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Graduation Seminar

Implementing theater scripts to improve speaking skill with seven graders

Submitted to

PhD, Alber Francisco Sánchez Alvarado

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Authors:

José María Álvarez Triguero. Id 12017886

Constantino José López Ramírez. Id 94138817

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GRADUATION SEMINAR. TUTOR'S REPORT

Dr. Alber Francisco Sánchez Alvarado, Professor of the Department of English at the National Autonomous University of Nicaragua, UNAN-Managua,

HEREBY STATES:

That the Seminar's work of research nature entitled: "*Implementing theater scripts to improve speaking skill with seven graders.*", whose authors are *José María Álvarez Triguero. Id 12017886 and Constantino José López Ramírez. Id 94138817*, has been carried out under the guidance and direction of the undersigned, within the framework of the English Department Teaching-training program.

That this Research Work, taking into account its scientific quality and its adequacy to the academic standards that regulate this Program, meets all the necessary requirements to be presented and defended before the Tribunal designated for this purpose.

In Managua, Nicaragua, on the 16th day of December 2023.

Signed by: Dr. Alber Francisco Sánchez Alvarado

DEDICATION

This research work is dedicated to:

God, because it is the only one who gives us wisdom, patience, dedication and commitment so that the goals and purposes we set for ourselves can be fulfilled correctly and accurately.

To my mom, because she was always by my side, day by day and fought so that I would achieve my goals.

ACKNOWLEDGEMENT

We want to thank God above all things, because he is the only one who allows us to get to where we are, to fulfill our dreams and to finish our careers.

We would like to thank our tutor Ph.D. Alber Francisco Sánchez Alvarado for having been patient during the development of our research work and for guiding us step by step in its elaboration until its completion.

To our mothers and families for their constant support in each of our decisions.

ABSTRACT

The focal point of this research is the utilization of theater scripts as a valuable instructional resource within the classroom setting, specifically for the facilitation of teaching and learning English as a second language. The overarching objective is to demonstrate the efficacy of incorporating theater scripts in improving students' oral proficiency, thereby fostering the comprehensive development and acquisition of all requisite language skills inherent in the process of learning a new language.

The research posits that theater scripts exert a discernible impact on students, particularly those at the beginner level, as they establish a relatable and captivating context that enhances the language learning experience. The engaging nature of theater scripts is asserted to create an immersive and compelling learning environment, contributing to the linguistic assimilation process.

Keywords: Resource, learning English, theater scripts, acquisition, environment

Table of content

DEDICATION	1
ACKNOWLEDGEMENT	1
ABSTRACT	2
1-RESEARCH SCOPE	5
1.1-INTRODUCTION	5
1.2- RATIONALE	7
1.3-BACKGROUND	8
1.4-PROBLEM STATEMENT	9
1.5-OBJECTIVES	11
1.5.1-GENERAL OBJECTIVES.....	11
1.5.2-SPECIFIC OBJECTIVES	11
1.6-RESEARCH QUESTION.....	12
2-THEORETICAL FRAMEWORK.....	13
2.1-Drama technique	13
2.2- The Insights of Using Creative Drama in Learning Speaking Skills	14
2.3- Speaking Skill through Role-Play.....	15
2.4- Effectiveness of Role Play in Improving Speaking Skill	16
2.5- The Influence of Implementing Role-play as an Educational Technique on EFL Speaking Development	17
2.6- The role of Readers Theatre in Developing Speaking Skills and Reducing Speaking Anxiety of EFL Secondary School Students	18
2.7-Education to theatricality	20
2.8-Effect of dramatization on speaking skill and academic achievement in English among	21
2.9- Is it the teacher the main Facilitator?	23
2.10- Creating given circumstances for fairy-tale characters	23
2.11 -Given circumstances and script work.....	24
2.12 -The role of the teacher in reader’s theater instruction	25
2.13- Improving students’ speaking ability through play scripts	26
3-RESEARCH DESIGN.....	28
3.1-Research Type.....	28
3.2-Study Area	28
3.3-Sample	28

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL

3.4-Variables Matrix 28

3.5-Methods, data collection techniques 29

3.6-Tools 30

3.7-Tool Validation 30

3.8-Application 30

4-FINDINGS 31

5-CONCLUSION..... 46

6-RECOMENDATION..... 48

7-REFERENCES 50

8-ANNEXES 52

1-RESEARCH SCOPE

1.1-INTRODUCTION

In this research, we will define what a theater script is and the usefulness it has within the educational process as a didactic strategy that facilitates learning in students in terms of pronunciation and fluency when speaking with other people. According to Editorial, Equipo (2023) a theater script is the text where all the literary and technical content necessary for the staging and realization of a play is presented.

As such, the script is the format under which a story adapted to the theater is written. The stories told by the theater script consist of an internal structure that complies with the three classic parts: beginning, middle and end. It is performed by a group of actors who embody different characters on stage to bring the story to life.

The purpose of the theater script is to serve as a support and guide so that all those involved in the staging of the play (director, actors, set designer, lighting designers, costume designers, sound designers, stagehands, etc.), are aware of the guidelines of the staging, what their responsibilities are and the activities they will have to perform.

Correspondingly, Vygotsky (2002) posits that "Education exerts influence not solely on discrete developmental processes but fundamentally reconstructs the entire gamut of behavioral functions." In this context, the artistic manifestations of collective representations delineate the specific roles each group member must undertake, thereby delineating the trajectory toward the attainment of designated objectives.

It is posited that the provision of an alternative classroom milieu, characterized by dynamic and interactive pedagogical practices, engenders innovation in teaching and enhances the facilitation of the learning process. It is well acknowledged that the employment of diverse tools and methodologies is conducive to yielding favorable outcomes for students. Leveraging didactic materials and resources aids instructors in delivering lessons that are not only precise and dynamic but also of high quality, thus serving as a foundational support for educators in developing

varied teaching methodologies, particularly in the context of English language instruction, primarily emphasizing oral proficiency.

The purpose of the research is to use theater scripts as a didactic strategy to help the students of Filemón Rivera Quintero school improve their oral communication skills in the English language so that they are able to interact in a conversation with self-confidence, security and assertiveness with the vocabulary they use.

Expanding the pedagogical repertoire beyond mere exposure to the voice of a non-native instructor within a conventional classroom context can introduce potential drawbacks and disrupt the attainment of educational objectives. Consequently, the underlying intent of this research is to expound upon the efficacy of implementing novel methodologies in language instruction, with a primary emphasis on oral proficiency.

1.2- RATIONALE

The focus of this study centers on the integration of theater scripts as a means to enhance oral proficiency among seventh-grade students at Filemón Rivera Quintero public school in District 5 of the municipality of Managua during the second semester of 2023. This research aims to elucidate the efficacious application of this didactic strategy, shedding light on the optimal approach to yield enhanced learning outcomes among students.

The deficiency in the adoption of innovative didactic methodologies within secondary educational settings, specifically pertaining to the instruction of English language skills development, represents a recurring challenge confronted by educators within our national educational framework. Consequently, this research proposition advocates for the adoption of a meticulously executed pedagogical approach to catalyze a transformative shift in this prevailing landscape.

Understanding the underlying reasons behind the non-adoption of didactic strategies coupled with their respective pedagogical techniques by educators is pivotal in fostering an effective and efficient learning environment for students. This endeavor serves to instill intrinsic motivation within students, encouraging them to acknowledge their errors, and subsequently refine their linguistic aptitude in English oral proficiency.

This research will serve as a valuable resource for English language instructors, as it will provide an in-depth exploration of the pedagogical landscape delineating the differential outcomes arising from the absence of didactic strategies, juxtaposed with the implementation of the recommended approach. This comparative analysis will shed light on the substantial transformative impact this prescribed strategy imparts on the students' learning trajectory.

1.3-BACKGROUND

Engaging in theatrical activities during childhood does not necessarily predispose a child towards a career in acting. Within the realm of children's theater, the emphasis lies not on theatrical performance, but rather on fostering a spirit of creative expression, invention, and collaborative learning within the group dynamic, thereby expediting the learning process for children. Physical interaction amongst peers serves as the cornerstone of dramatic education, playing a pivotal role in fostering a sense of camaraderie, overcoming obstacles, and mitigating apprehension. However, reliance on traditional pedagogical approaches can manifest various drawbacks and limitations, including student apathy towards instructional content, as well as an escalation of disciplinary challenges. These factors render the pedagogical undertaking complex and arduous for educators.

According to Belliveau and King (2013), while educators exhibit a collective inclination toward a communicative approach in second language acquisition using theater, the integration of drama techniques can serve as a valuable asset for instructors. Such techniques not only facilitate enhanced classroom management but also foster an environment conducive to active student engagement. Nonetheless, the absence of innovative pedagogical materials among certain educators might be linked to classroom monotony, ultimately impeding comprehensive student learning.

In contemporary education, instructors possess a myriad of advantages for imparting English as a second language, with the utilization of ICT classrooms being a prominent asset worthy of exploration. Although this topic diverges from our chosen focus, it is pertinent to underscore how these technological avenues serve to facilitate the teaching process. Leveraging technological resources enables educators to effectively integrate interactive tools for vocabulary instruction, musical practice, and multimedia content consumption, thereby fostering an engaging and immersive learning experience for students.

1.4-PROBLEM STATEMENT

The 7th-grade cohort at Filemón Rivera School exhibits a notable proficiency gap in oral communication skills. Evidently, the dearth of active participation in speaking exercises, coupled with an apparent lack of engagement with instructional content, has led to an upsurge in disciplinary issues within the classroom. Consequently, these multifaceted challenges have compounded the complexity of pedagogical undertakings, rendering the facilitation of effective teaching methodologies an arduous endeavor.

The absence of an encompassing methodology that actively encourages creativity, dynamism, camaraderie, and collaborative learning dynamics within the classroom renders the teaching process inherently challenging. Therefore, the integration of theatrical activities as a didactic strategy is believed to foster an environment wherein children can assume proactive roles and effectively articulate their thoughts through the seamless amalgamation of dramatic play and the diverse tools afforded by theatrical pedagogy.

Presently, pedagogues predominantly adhere to conventional teaching methodologies, consequently instigating a lack of student engagement. Multiple factors contribute to the teachers' inability to foster an atmosphere of enthusiasm and creativity within the classroom. Notably, the teacher's disengagement during instructional sessions and infrequent utilization of interactive pedagogical techniques contribute to waning student interest. A strategic organizational initiative should be implemented to equip educators with comprehensive training and innovative pedagogical approaches to facilitate a more efficacious educational environment. The efficacy of such an approach is evidenced in the success of primary school instructors, attributed to their continual professional development fostered by seasoned practitioners.

A primary objective in the instruction of English as a foreign language is to equip students with the requisite communicative competencies essential for effective linguistic exchange. In order to bolster students' oral proficiency, various

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL

pedagogical techniques have been advocated, emphasizing the cultivation of classroom management strategies. Given that students often encounter challenges in articulating their thoughts fluently, the integration of role-playing and dramatic enactments presents an avenue for learners to effectively harness appropriate language usage.

1.5-OBJECTIVES

1.5.1-GENERAL OBJECTIVES

- To describe the effect of theater scripts on innovative strategy to improve the speaking skill at Filemón Rivera high school with seven graders.

1.5.2-SPECIFIC OBJECTIVES

- To define the main factors that affect the acquisition of speaking skills in students of 7th grade of Filemón Rivera high school.
- To determine the advantages that theater scripts have to engage students with seven graders.

1.6-RESEARCH QUESTION

How does the implementation of theater scripts improve the speaking skills of seventh grade students at Filemón Rivera Quintero School?

2-THEORETICAL FRAMEWORK

2.1-Drama technique

According to Makassar (2019), the incorporation of drama techniques in language instruction facilitates students in honing their verbal and non-verbal communication skills. Notably, drama techniques serve as an engaging and prevalent method employed by educators to mitigate their students' challenges with oral communication. Presently, students often experience apprehension in expressing themselves fluently, primarily attributed to limited vocabulary and linguistic constraints. Consequently, educators are tasked with implementing robust pedagogical strategies and diverse methodologies within the classroom to effectively address these challenges and foster comprehensive language acquisition among students.

In the realm of pedagogy, dramatization stands as a pivotal exemplar, showcasing its potential to catalyze a paradigm shift in the methodological approach to oral proficiency instruction. Various techniques, such as dialogues, role-playing, group discussions, surveys, interviews, visual aids, discourse on aspirations, rhymes, tongue twisters, and musical renditions, represent an array of effective tools available to educators to facilitate comprehensive vocabulary development and foster enhanced speaking skills among students.

Based on the findings derived from student interviews, a significant number of respondents reiterated the efficacy of drama-based and other pedagogical strategies in facilitating the language learning process. From the student perspective, the integration of diverse strategies has not only enhanced their classroom participation and mitigated performance anxiety, but has also enabled them to compensate for linguistic deficiencies. The theatrical technique, in particular, emerges as a potent tool for bolstering students' practical English proficiency in everyday conversational contexts. This multifaceted approach not only aids in vocabulary enrichment but also serves as a catalyst for overcoming linguistic barriers impeding language

development. Language development is one indicator of the overall development of children's cognitive abilities related to success in school (Nelson et al., 2006).

In the classroom setting, each student is afforded the opportunity to participate in dramatic enactments, enabling comprehensive engagement, particularly in routine and uncomplicated dialogues. The effectiveness of these sessions significantly hinges on the teacher's exceptional dynamism and pedagogical disposition. Reflecting on my own experiences as a student, my exposure to language learning was largely confined to traditional instructional approaches, primarily centered on rote note-taking from the blackboard, devoid of interactive elements and educational games. From a retrospective standpoint, it is evident that students encounter various impediments within a classroom environment characterized by this conventional mode of instruction.

2.2- The Insights of Using Creative Drama in Learning Speaking Skills

Tahani R. K. Bsharat and Fariza Bea (2021) conduct a comprehensive exploration of the utilization of Creative Drama as a facilitative mechanism in bolstering the speaking proficiencies of seventh-grade students in Jenin city. The authors meticulously elucidate the perceptual insights gleaned from the students, underscoring the efficacy of dramatization in not only fostering English language acquisition but also nurturing crucial interpersonal skills, promoting collaborative teamwork, enhancing communicative dexterity, and bolstering self-confidence. The implementation of this approach engenders a dynamic and interactive learning environment, surpassing the conventional instructional methodologies by fostering direct student engagement, facilitating the acquisition of practical vocabulary, and refining pronunciation nuances.

Utilizing Creative Drama as a pedagogical approach can significantly augment students' language acquisition endeavors. Creative theater serves as a catalyst for fostering comprehensive language learning, while concurrently nurturing effective communication competencies and enhancing oral proficiency. Integrating dramatization within the instructional framework emerges as a promising strategy,

eliciting heightened student engagement and mitigating performance anxiety typically associated with oral activities. Notably, the evaluative assessments conducted by the authors underscore a tangible enhancement in students' speaking abilities, positioning this methodology as a favorable alternative to traditional instructional approaches.

Conclusively, the favorable student reception of this pedagogical strategy, as documented in various studies, underscores its efficacy and efficacy in bolstering oral proficiency. Students' heightened learning outcomes, elevated self-assurance, augmented self-esteem, and the cultivation of collaborative skills collectively underscore the viability and effectiveness of this methodology as a transformative tool in facilitating enhanced speaking abilities.

2.3- Speaking Skill through Role-Play

Pinatih, I. G. A. D. P. (2021) elucidates the primary impediments attributed to the stagnation of students' speaking proficiencies, encompassing factors such as diminished motivation, apathy, anxiety, reticence, challenges in comprehension, lexical deficiencies, and ineffective pedagogical methodologies.

The author's pedagogical approach, in alignment with the tenets of 21st-century education, emphasizes the cultivation of 4C skills, comprising communication, collaboration, critical thinking, creativity, and problem-solving, with a specific focus on addressing speech impediments. Notably, the implementation of role-playing serves as an effective motivational tool in ameliorating students' apprehension towards oral English communication. This assertion finds support in the comprehensive examination of various scholarly sources, which collectively underscore the discernible improvement in speaking proficiency resulting from the incorporation of role-playing activities.

As per Pinatih, I. G. A. D. P. (2021), the integration of role-playing activities within the pedagogical framework not only fosters enhanced student-to-student interaction but also serves to optimize the learning trajectory, stimulating heightened student engagement and fostering an enriched learning experience. Furthermore, this

pedagogical tool is instrumental in cultivating a deeper proclivity for learning while concurrently effecting a marked improvement in students' oral proficiency.

2.4- Effectiveness of Role Play in Improving Speaking Skill

In the research conducted by Neupane, B. (2019), the efficacy of integrating dramatization as a pedagogical tool for teaching and learning is underscored. Through a comparative experimental study involving two distinct cohorts of high school students, one utilizing conventional teaching methodologies and the other employing dramatization techniques for enhancing oral proficiency, the latter group exhibited significant advancement, as evidenced by comprehensive assessments. The author further delineates three distinct modes of role-playing, namely fully scripted role-play, semi-scripted enactments, and non-scripted improvisations, catering to varying degrees of student language proficiency.

Utilizing role-playing as a pedagogical strategy presents a viable and simplified approach for students to engage with course material. This technique obviates the need for intricate or protracted discourse, instead emphasizing the utilization of rudimentary phrases and commonly employed expressions characteristic of everyday conversational contexts. Moreover, the active classroom participation fostered by this approach effectively addresses the impediments hindering students' speaking proficiency development. By actively engaging in role-playing exercises, students can effectively surmount linguistic challenges, honing their ability to articulate ideas with precision in terms of grammatical structure, pronunciation, and fluency.

According to Neupane (2019), a primary objective in English as a foreign language instruction revolves around equipping students with proficient communicative abilities in the target language. The cultivation of fluent oral communication skills stands as a fundamental prerequisite for effective language usage. To foster the development of students' speaking proficiency, diverse pedagogical techniques have been recommended, aimed at facilitating comprehensive articulation and expression of ideas among students. The

implementation of these techniques serves as a pivotal catalyst in augmenting students' oral communication capabilities.

2.5- The Influence of Implementing Role-play as an Educational Technique on EFL Speaking Development

Rojas, M. A., & Villafuerte, J. (2018) underscore the profound influence of role-playing as a pivotal technique fostering the advancement of English language acquisition. Implementation of this strategy engenders heightened linguistic fluency, simulating real-life communicative scenarios, thereby enabling students to cultivate language skills within an immersive and practical framework. Through active engagement in role-playing activities, students not only reinforce mutual support within the learning community but also actively enhance their oral proficiency. This symbiotic pedagogical process promotes collaborative synergy between educators and learners, effectively culminating in the shared objective of fostering active participation and fostering comprehensive English language instruction and learning.

The authors posit that engagement in role-playing activities fosters the cultivation of critical thinking skills among students, facilitating a nuanced articulation of their ideas within the context of the foreign language. Furthermore, this pedagogical tool serves to reinforce grammatical comprehension and enhances cognitive processing, fostering effective foreign language adaptation. In addition to honing intonational and pronunciation nuances, role-playing activities are instrumental in fostering holistic language acquisition. Notably, the reluctance of some educators to adopt this strategy does not primarily stem from concerns about potential classroom disruption but rather from potential challenges in effectively managing the classroom dynamics.

The findings indicate that Role Play exhibits characteristics akin to dramatic methodologies, owing to its roots within the domain of Psychodrama, a discipline pioneered by Moreno (1987) that systematically dissects reality through enactments. Role Play serves as an instrumental conduit for fostering comprehensive communication skills, providing students with a platform to actively engage in foreign language practice. To optimize the learning environment, it is imperative that the

instructional setting fosters a welcoming and nurturing ambiance, thereby instilling a sense of relaxation and diminishing potential anxiety among students.

2.6- The role of Readers Theatre in Developing Speaking Skills and Reducing Speaking Anxiety of EFL Secondary School Students

According to Bassouny (2010), speaking proficiency represents a cognitively intensive productive skill, particularly challenging to attain within the context of English as a Foreign Language (EFL) education. The cultivation of this skill necessitates an extensive regimen of practice and interactive engagement through the integration of diverse stimulating activities. Additionally, affective components, including anxiety, diminished self-esteem, and apprehension, manifest as prominent impediments contributing to speaking-related challenges. Thus, educators are tasked with identifying optimal pedagogical strategies and methodologies conducive to fostering an enabling learning environment for students.

Readers Theater represents a viable strategy for the holistic development of diverse language skills. It is posited that this pedagogical approach holds promise in facilitating an environment conducive to nurturing students' self-assurance in expressing themselves and articulating their ideas.

The development of speaking skills poses a substantial challenge for numerous English as a Foreign Language (EFL) students, primarily attributed to the scarcity of opportunities for authentic English language exposure beyond the confines of the classroom setting. This circumstance is particularly pronounced when students possess minimal familiarity with the language, or when external circumstances necessitate an expedited acquisition of English language proficiency. In such scenarios, students often constrain their linguistic development, a trend perpetuated by apprehensions linked to both the fear of articulating their ideas and a deficiency in vocabulary, thereby impeding effective communication.

Frequently, students grapple with heightened anxiety stemming from insufficient vocabulary and knowledge base. Within the language classroom context, this anxiety engenders a cognitive state characterized by possessing a functional

understanding of the language yet encountering impediments in its practical application for effective communication. Various communication studies have introduced models within the realm of second language acquisition, specifically addressing the notion of willingness to communicate.

When we shift our perspective towards the language acquisition process, we discern numerous challenges that students must navigate to foster a conducive and constructive learning environment. Notably, anxiety emerges as a salient factor, exerting discernible influence across various dimensions of the learning continuum.

Overcoming anxiety is a feasible objective, particularly within the domain of language acquisition, where the implementation of targeted methods and strategies plays a pivotal role in skill development. It is incumbent upon the teacher to foster a collaborative environment, nurturing a sense of assurance and bolstering student motivation.

El-Bassuony, J. M. E. B. (2010) asserts that English language speaking skills encompass not only grammatical intricacies, pronunciation, fluency, and vocabulary, but also encompass other fundamental proficiencies, including accurate application of verb tenses, coherent ideational organization, and effective intonation modulation, among others. The presence of anxiety among students represents a potential impediment hindering their capacity to surmount their apprehensions and effectively engage in oral communication within a foreign language context. Factors such as diminished self-esteem and fear of committing errors contribute to this inhibition, significantly constraining students' ability to effectively acquire a new language. In this dynamic, the pivotal role of the teacher lies in cultivating student motivation, with role-playing emerging as a viable strategy to enhance students' speaking competencies. To effectively integrate role-playing within the instructional framework, the teacher should initially facilitate a brief practice session with the students.

Feedback provided to students serves as a catalyst for the enhanced development of fluency, refined pronunciation, and enriched vocabulary, facilitated through consistent and iterative practice within the classroom setting.

Proficiency in speaking a new language can present considerable challenges, necessitating extensive practice for effective skill development. Role-playing represents an effective and motivating method for practicing and enhancing speaking capabilities.

2.7-Education to theatricality

Oliva (2015) highlights the alignment between theatre and pedagogy, underscored by their shared objectives and mutual interests. Theatre serves as a medium for individuals to amplify their expressive aptitude, showcasing their creativity and imagination. Drawing from the educational frameworks of eminent pedagogues in the 20th century and the concept of the theatrical laboratory pioneered by Grotowski, the theatrical laboratory, known as the Studio in the traditions of Stanislavskij and Grotowski, represents an immersive space for actors to engage in uninhibited self-expression. Originally conceived as a response to professional challenges, the theatrical laboratory has evolved to become the focal point of contemporary theatre practices.

As emphasized earlier, the utilization of theater and role play serves as a conduit for individuals to accentuate their expressive competencies, a skill set pivotal for effective articulation and proficient oral expression. In alignment with the findings presented in this article, theater emerges as a prominent pedagogical methodology facilitating enhanced student performance.

Engaging in the self-study of pertinent literature concerning methodologies, strategies, and teaching techniques can significantly enhance and broaden the teacher's professional development, recognizing the perpetual nature of human knowledge acquisition. Exploring novel pedagogical strategies serves to invigorate the learning experience, ensuring sustained student engagement and circumventing the pitfalls of monotony within the classroom. Given the diverse challenges students may encounter in language acquisition and expressive proficiency, it falls upon the educator to adopt innovative instructional approaches, nurturing a supportive learning environment. The present research endeavors to forge an interpersonal

connection through the medium of theater and drama, endeavoring to instill significance and value. It is worth noting that theater, in this context, does not solely connote stage performance but serves as a strategic tool to facilitate the refinement and advancement of language acquisition. Education to Theatricality fosters an introspective process, engendering self-awareness, and unveiling the expressive potential inherent in the human form. In envisioning the body as an information repository, modulated by the self, it becomes imperative to foster confidence in our learning capabilities, thereby mitigating the inhibitory effects of fear that impede our expressive capacities.

2.8-Effect of dramatization on speaking skill and academic achievement in English among

Monika (2013) points out the deficiencies in the contemporary approach to English language instruction. The present teaching methodologies must undergo a substantial transformation, reflecting the changing needs and expectations of the current student cohort. The conventional method of imparting knowledge through repetitive drills and exercises is no longer deemed suitable or effective for this dynamic generation. Modern students exhibit waning engagement with protracted, monotonous lectures confined to the constraints of a singular classroom. Their inclination towards conventional textbooks for knowledge acquisition has significantly diminished. Consequently, an innovative approach to English language instruction becomes imperative to effectively engage the diverse and expansive student body present in our educational settings.

A conventional classroom setting often fails to stimulate student engagement, potentially leading to waning interest and decreased motivation. We assert that teachers should actively partake in diverse training programs aimed at reshaping their instructional methodologies, fostering an environment conducive to transformative learning experiences. Central to this endeavor is the integration of dramatization into core subject instruction, particularly within the realm of English language education. This study delves into the affirmative impact of dramatization

on oral proficiency and academic achievement within the context of high school students' English language acquisition.

At the outset of this inquiry, we delineated the drawbacks associated with conventional pedagogy, emphasizing the transformative potential of training initiatives in the domain of language acquisition, an aspect deemed pivotal in educational discourse. Additionally, we intend to expound upon several instructional strategies and their associated merits, highlighting their instrumental role in shaping the landscape of contemporary learning. Specifically, our focus remains steadfast on the enriching facets of drama and role-play methodologies within the context of language education.

The term "drama" itself, with its inherent theatrical connotations, might evoke hesitation. Yet, in the context of the classroom, it is divorced from the traditional stagecraft and the mastery of acting. Disassociated from notions of "role assignment," "costuming," "theatrical imitation," or "memorizing scripts," its essence lies in establishing an alternative milieu conducive to educational exploration. This study endeavors to explore the efficacy of incorporating dramatization as an educational tool, particularly considering the shortcomings associated with the development of speech proficiency. By utilizing dramatization, children can more readily grasp intricate concepts, transforming mundane and uninteresting ideas into engaging and tangible learning experiences.

It is worth noting that the integration of drama in the classroom setting not only fosters the development of speaking skills but also cultivates leadership qualities, enhances presentation skills, instills self-confidence, encourages creativity, and promotes self-acceptance among peers. Furthermore, the incorporation of drama in the learning environment transforms the classroom into a collaborative space where teachers and students engage as co-participants, actively involved in the learning process.

2.9- Is it the teacher the main Facilitator?

The role of the teacher in motivating students to practice their speaking skills is pivotal. Employing role-playing as a strategy to enhance students' speaking abilities requires the teacher's active involvement. To integrate role-playing effectively, the teacher should initially facilitate a brief practice session where students engage in speaking activities through dramatization. Allocating a portion of the class time to these activities, the teacher need not orchestrate elaborate scenarios. Following the completion of the activities, the teacher should provide constructive feedback to students, focusing on aspects such as grammar correction. This continuous practice within the classroom setting contributes to the development of students' fluency, pronunciation, grammar, and vocabulary. Given the challenges of developing speaking skills while learning a new language, the use of role-playing stands out as an efficient and motivating technique for practice and improvement in English.

2.10- Creating given circumstances for fairy-tale characters

Samantha Marsden (2020) delineates a pedagogical approach wherein students are instructed to cognitively engage with a selected character from a fairy tale alongside a specific scene involving said character. For instance, students may contemplate pivotal moments such as Jack's transaction of his bovine companion, Daisy, or Snow White's interaction with the disguised queen during the apple incident. Subsequent to this contemplation, students are prompted to address a comprehensive set of inquiries pertaining to the chosen character, encompassing aspects such as nomenclature, leisure pursuits, aversions, preferences, adversarial entities, age, abode, familial composition, social connections, causal factors leading to their present circumstances, and the prevailing environmental conditions. It is explicitly communicated to the students that imaginative responses are permissible, and there exists no absolute correctness or error in their conjectures.

Upon the compilation of this character-centric information, students are encouraged to apply their insights practically. Specifically, they are tasked with engendering brief, five-minute improvisational performances within groups

comprising three to four individuals, wherein they embody the characters conceived during the earlier analytical phase. An added layer of enjoyment and complexity is introduced by encouraging the assembly of characters originating from disparate fairy tales, fostering the creation of a novel and distinctive improvisational narrative.

Furthermore, this instructional modality is adaptable for more advanced cohorts, wherein an analogous procedure may be undertaken with characters drawn from Shakespearean plays, literary novels, or theatrical musical productions, thereby catering to a more sophisticated and nuanced exploration of character dynamics.

The pedagogue within the educational milieu is compelled to consistently exhibit ingenuity to engender student motivation within the learning paradigm. It is imperative for the instructor to explicitly recognize the inherent complexity that ensues when students engage in the acquisition of English as a second language, a linguistic milieu disparate from their native discourse. The pedagogical approach should encompass the judicious provisioning of requisite lexicon germane to each instructional undertaking, thereby facilitating the assimilation thereof by the student. Furthermore, it is incumbent upon the educator to orchestrate opportunities for students to engage in uncomplicated dialogical exchanges with their peers, thereby fostering the refinement and enhancement of their communicative proficiencies.

2.11 -Given circumstances and script work

In accordance with Samantha Marsden's instructional framework (2020), subsequent to the allocation of a script and a designated character, students are directed to engage in an exhaustive examination of the play following the initial perusal. This scrutiny is geared towards extracting every conceivable detail about their assigned character, thereby compiling a comprehensive list of the given circumstances inherent in the script. It is acknowledged that the extent of information available may vary across different plays, with some providing more explicit details than others. Any lacunae in the script necessitate the actor's ingenuity in crafting supplementary elements to complete their understanding of the character.

Students are then prompted to categorize the given circumstances delineated by the playwright and those which they have autonomously constructed. Subsequent to this categorization, a pedagogical strategy known as 'hot seating' is introduced. During this phase, students assume their character's persona and posture while the instructor and fellow students pose a series of probing questions. Interrogations may span a spectrum of details such as culinary preferences, familial ties, upbringing locales, educational backgrounds, triggers for anger, and similar facets. This interactive process serves a dual purpose: not only does it facilitate a deeper immersion into the character, but it also sheds light on any potential gaps or omissions in the given circumstances, thereby prompting students to address and creatively fill in these narrative voids.

Engaging students in dialogues centered around narratives serves as a motivational catalyst for vocabulary acquisition. This approach is designed to cultivate a linguistic repertoire that, in subsequent stages, empowers students to communicate with precision, articulate words with accurate pronunciation, and exhibit a heightened fluency. The inherent focus on storytelling not only fosters linguistic competence but also nurtures self-confidence in verbal interactions with peers, educators, and other interlocutors. The acquisition of a nuanced vocabulary through narrative dialogues contributes to the development of effective communication skills, facilitating meaningful and confident exchanges in diverse social and academic contexts.

2.12 -The role of the teacher in reader's theater instruction

Timothy Rasinski, Faida Stokes, and Chase Young (2017) expound on the intrinsic appeal of children's inclination toward performance, emphasizing that Reader's Theater provides an optimal avenue for harnessing this enthusiasm while concurrently enhancing students' reading proficiency. The accessibility of Reader's Theater, characterized by its simplicity and ease of implementation, renders it a versatile and adaptable activity suitable for any classroom setting.

In the context of Reader's Theater, students engage in both reading and performing a script. Notably, this method dispenses with the need for memorization of lines, costumes, acting, props, or scenery. Participants, equipped with scripts, stand before their audience and deliver the lines with expressive fluency, emphasizing the transmission of meaning. The minimalist nature of Reader's Theater not only encourages students to read with heightened expression but also underscores the significance of fluency in effectively conveying the intended meaning to the audience. This amalgamation of performance and reading serves as a pedagogical strategy to foster a dynamic and interactive approach to language development in the educational milieu.

The educator should leverage the student's demonstrated enthusiasm by deploying a pedagogical strategy that aligns with their functional interests. The utilization of theatrical scripts serves as a strategic tool aimed at seamlessly integrating the student into academic activities. This approach capitalizes on the student's engagement in learning uncomplicated dialogues, fostering the expansion of their vocabulary. Importantly, it encourages the development of proper pronunciation without instilling a fear of making mistakes during the course of the activity. The incorporation of theatrical scripts as an instructional method not only enhances linguistic skills but also contributes to a positive and participatory learning experience, promoting a supportive environment where students can confidently explore and express themselves.

2.13- Improving students' speaking ability through play scripts

According to Dana Supriya (2018), scripts serve as a valuable reservoir of comprehensible input, offering language in a natural and spoken form. Notably, play scripts frequently incorporate drama, serving the purpose of infusing real-life scenarios into the classroom environment. This integration transforms drama into a potent pedagogical tool, exerting significant positive influence on students' cognitive, social, emotional, and physical development. The utility of interactive drama techniques extends across various academic subjects and everyday life, rendering

drama a pedagogical approach capable of catering to students with diverse intelligences and learning styles.

A particular emphasis on providing feedback on pronunciation is evident in the instructional approach. The regular provision of feedback at the conclusion of each performance is designed to acquaint students with the nuances of pronouncing English words accurately, fostering increased confidence in their speaking abilities. Importantly, feedback is administered post-performance to avoid interrupting students during their presentations, as this interruption may compromise their concentration and undermine their self-assurance in the continuation of their performances. This meticulous approach to pronunciation feedback aligns with the broader goal of enhancing students' linguistic proficiency and confidence in spoken English.

Consistent feedback within the classroom, both from teachers and students, is imperative not only for English language acquisition but also for other academic disciplines. Through the implementation of theatrical scripts as an instructional tool, teachers play a pivotal role in imparting accurate pronunciation and fluency of words. This pedagogical activity not only enhances linguistic proficiency but also serves as a versatile methodological strategy applicable to various approaches in English language development. The feedback loop established during such exercises contributes not only to language learning but also to the broader spectrum of educational methodologies utilized in the English classroom.

3-RESEARCH DESIGN

3.1-Research Type

This study employs a mixed-methods approach, incorporating both **pedagogical interventions and quantitative data**. The use of this method aims to combine statistical data with narratives, facilitating a more comprehensive understanding of the research problem. To this end, initial and final speaking tests were administered to gather qualitative data.

3.2-Study Area

The study was conducted at Filemón Rivera School, focusing on 7th-grade students from classes "C" and "D." Each classroom in the afternoon shift accommodates a population of 33 students. The students' age range falls between 12 to 14 years old.

3.3-Sample

The representative population of this study was EFL students in the seventh grade at Filemón Rivera school. The number of students belonging to this grade were 66 in total. The sample consisted of eighteen (18) students which represented the 28% of the population, who were chosen randomly and one English teacher of this grade was selected.

3.4-Variables Matrix

General objective: To describe the effect of theater scripts on innovative strategy to improve the speaking skill at Filemón Rivera high school with seven graders.

Specific objective.	Conceptual variable.	Sub variable or dimensions.	Indicator operating variable.	Data and information collections techniques and participating.		
				Pre-test	Theater scripts	Post-test
To define the main factors that affect the acquisition of speaking skills in students of 7 th grade of	factors that affect the acquisition of speaking skills.	Indiscipline Self confidence Interest Practice.	Lack of Self-confidence.	X	X	X
			Lack of interest.	X	X	X

Filemón Rivera high school.			Lack of practice.	X	X	X
			Lack of motivation.	X	X	X
To determine the advantages that theater scripts have to engage students when they are learning English.	Advantages that theater scripts have to engage students.	Benefits. Encourage. Accuracy. Fluency. Pronunciation.	Classroom practice theater scripts	X	X	X

3.5-Methods, data collection techniques

In order to answer the research hypothesis and objectives, various research tools were employed for data collection. These included pedagogical interventions with teachers and initial a final tests of students' speaking skills conducted in the classroom.

Tests of speaking are essential instruments that enable personalized learning, tracking of progress, and the overall enhancement of speaking skills. They play a critical role in establishing an effective and customized learning environment for learners to cultivate their communication capabilities.

Theater scripts serve as a valuable source of easily understood, natural spoken language. In many instances, these scripts revolve around the concept of drama, with the intention of bringing real-life scenarios into the classroom. They become a potent tool for teaching and learning, imparting profound positive impacts on students' cognitive, social, emotional, and physical development. The advantages of incorporating interactive drama techniques regularly extend across all academic subjects and daily life. Drama functions as pedagogy that caters to students with diverse intelligences and various learning styles. It operates as a multi-sensory method of education, actively engaging the mind, body, senses, and emotions to

establish personal connections with the real world and enhance comprehension and retention, as stated by Anton Prochazka (2009: 7).

Speaking activities serve as opportunities for learners to revisit the language and concepts they utilized, enabling them to devise new techniques to enhance their communication. These activities play a crucial role in furnishing learners with feedback on their performance, thereby serving as a valuable conclusion to the lesson.

3.6-Tools

These tools were meticulously crafted with due consideration for the identified variables pertaining to the research problem observed in the 7th grade at Filemón Rivera school. To gather the necessary information, two distinct types of instruments were developed: a pre-test and post-test centered on assessing speaking skills. Both tests were formulated in English but administered in Spanish to ensure an accurate reflection of the students' proficiency. Additionally, the use of Theater Scripts served as a supplementary instrument to provide valuable data for enhancing speaking skills.

3.7-Tool Validation

In order to secure the validity of the data collection tools, we decided to use “*expert judgement*”. Thus, we asked professor Sánchez Alvarado to help us in this regard. The validity criteria included coherence, clarity, sufficiency and relevance.

3.8-Application

The tools were applied at Filemón Rivera school in students from 7th grade “C” and “D” in the afternoon shift, throughout the second semester of 2023.

4-FINDINGS

In this research, a sample of eighteen students, drawn from seventh-grade classes C and D, with each classroom accommodating 33 students, was specifically chosen.

The primary objective was to collect information concerning the implementation of theater scripts to enhance speaking skills among seventh-grade students. The investigation encompasses an exploration of the classroom environment, interactive activities involving both students and the teacher, with a focus on discerning their influence on psychological factors affecting English speaking performance.

This study was conducted at Filemon Rivera High School in District Five during the second semester of the academic year 2023, specifically within the afternoon shift. The research aims to provide insights into the efficacy of employing theater scripts as a pedagogical tool in fostering English speaking proficiency among seventh-grade students, while concurrently considering the contextual factors of the classroom setting and student-teacher dynamics.

Pedagogical intervention was employed as a method of data collection to assess the learning levels of seventh-grade students. This intervention transpired during the week of November 6 to 10, 2023, and was systematically structured into three distinct phases.

In the initial phase, commencing on the first day, November 6, 2023, our team arrived at the secondary school. We initiated the process by introducing ourselves to the school director, elucidating the research topic and objectives. The director expressed a willingness to assist and facilitated our connection with the English teacher responsible for seventh-grade classes C and D. Subsequently, we administered an initial test to gauge the students' knowledge. To ensure a representative sample, nine students were randomly selected from each grade. The test comprised two sections: the first section solicited personal information from each participant, while the second section was grounded in the didactic strategy of theater scripts, specifically centered around the narrative of "The Three Little Pigs."

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL

During the second, third and fourth days, on November 7 and 9, 2023, the intervention progressed to the implementation of the theater script strategy. The students were given clear and precise instructions detailing their engagement with the script of "The Three Little Pigs." with the 33 students enrolled in the seventh grade "D", 28 students were present on the days of application of the strategy and were formed in the following days four groups, each consisting of seven students, were formed. Within these groups, each student selected a character from the narrative.

A significant component of this phase involved providing detailed feedback on pronunciation and sentence fluency to each group. Working within half-hour intervals, students were encouraged to pose questions, and any challenges encountered in the pronunciation of specific words were addressed through repeated practice until proficiency was achieved. The emphasis during this stage was on facilitating a nuanced understanding of the script and refining both pronunciation and fluency through targeted feedback and collaborative practice.

Following the period of familiarization with the lines assigned to each character, each group actively engaged in the activity by presenting their respective dialogues. Notably, a palpable interest was observed among the students, reflecting their enthusiasm for both participating in the activity and acquiring a nuanced understanding of the theater script. Despite this eagerness, some groups encountered pronunciation errors, attributable to the inherent time constraints of the two-day activity, further compounded by the limited duration of each class session, which was restricted to 45 minutes. The pronounced interest and evident learning engagement underscore the potential benefits of the theatrical script strategy, even within a condensed timeframe.

Certainly! To effectively showcase the results obtained on the fourth day (10-11-2023) and demonstrate the progression over time, you can create a time progression table and corresponding graphs. Here's an example format for the table and graphs:

Time progression table. 7th grade “D”.

Student's name	First test-date. Result. Quantitative	Application of the strategy theater script - date	Second test-date. Result. Quantitative	Observations
	06-11-2023	07-11-23 al 09-11-23	10-11-23	
Alejandra Niño	30/100	07-11-23 al 09-11-23	30/100	No remarks
Genesis Gonzalez	60/100	07-11-23 al 09-11-23	30/100	No remarks
Geovanny Acuña	10/100	07-11-23 al 09-11-23	40/100	No remarks
Dustin Guerrero	20/100	07-11-23 al 09-11-23	45/100	No remarks
Evelia Sandoval	20/100	07-11-23 al 09-11-23	60/100	No remarks
Hensel Cruz	10/100	07-11-23 al 09-11-23	50/100	No remarks
Erick Vega	0/100	07-11-23 al 09-11-23	5/100	No remarks
Rudy Rojas	10/100	07-11-23 al 09-11-23	55/100	No remarks
Abril Martinez	10/100	07-11-23 al 09-11-23	40/100	No remarks

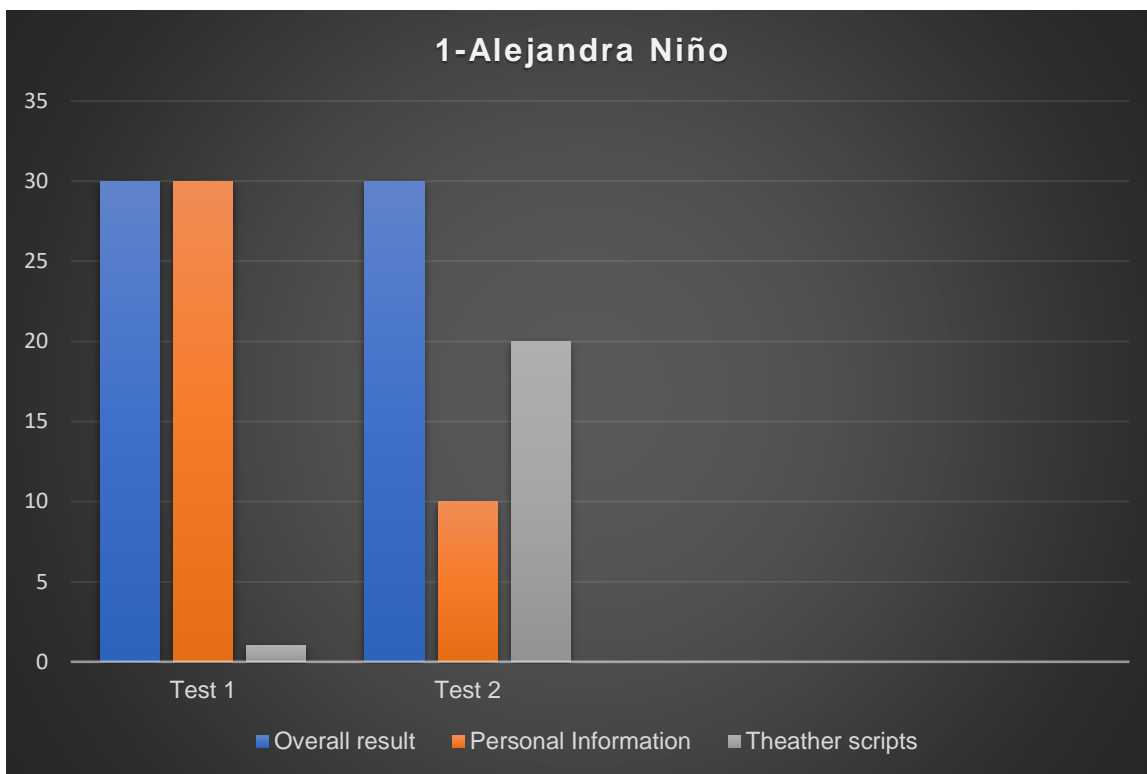
Within the temporal progression table allocated to the seventh grade (7th D), discernible is the application of pedagogical intervention during the temporal span spanning from November 06 to 10, 2023. Within this interval, situated in the second semester, the inaugural day featured the administration of an evaluative instrument, devised bifariously.

The initial segment centered on the student's furnishing of personal information, while the subsequent portion concentrated on the narrative discourse pertaining to the three little pigs.

During the second, third, and fourth days, collaborative engagement with students transpired in connection to the dramaturgical script delineating the narrative of the three little pigs.

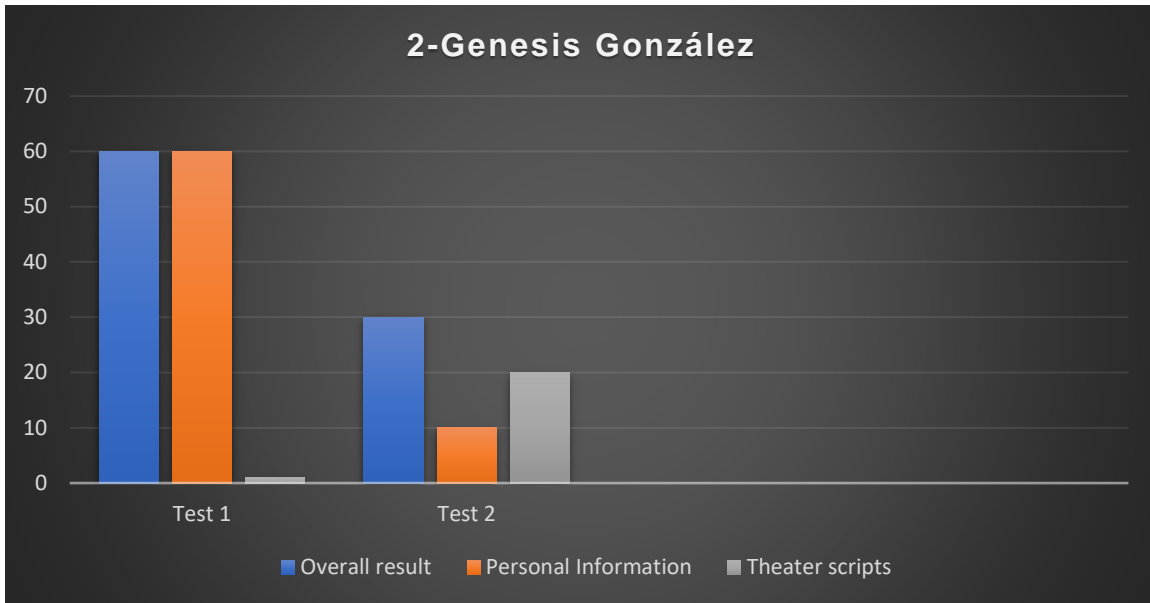
On the fifth day, a recurrence of the aforementioned evaluative instrument was implemented among the students to ascertain the efficacy and functionality of the pedagogical instructional strategy.

The score for the test was 100 points distributed as follows: 10 questions worth 10 points each, the first 8 related to personal information of the student and the last two related to theater scripts.



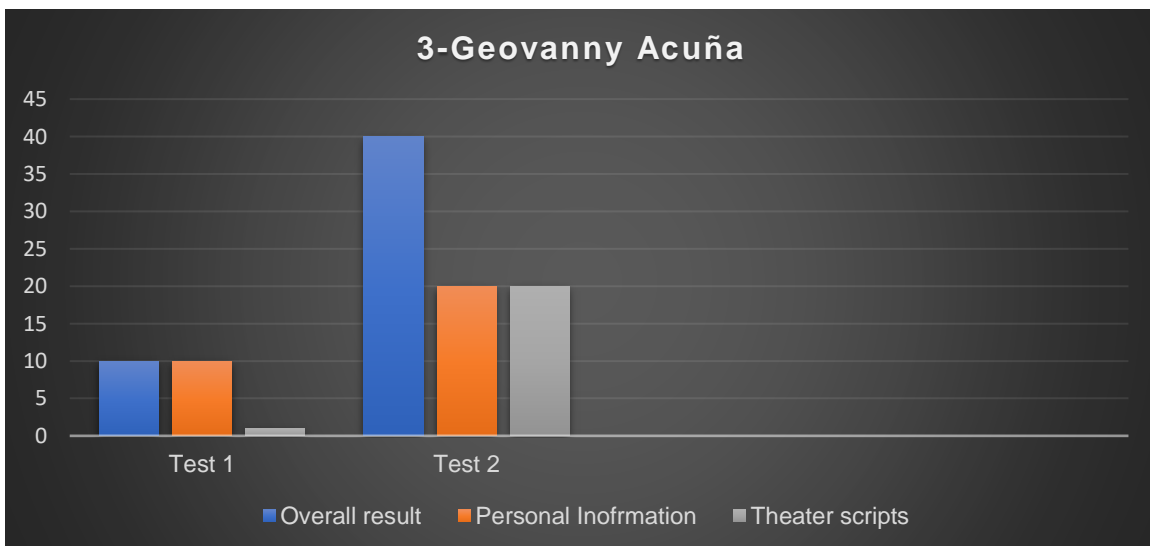
The analysis of the results reveals a notable disparity in performance between the two components of the assessment. Specifically, a higher achievement level was observed in the segment focusing on personal information, signifying a comparatively proficient grasp of this aspect by the subjects under investigation.

Conversely, in the context of the second evaluation, which pertained to the implementation of the theater scripts strategy, the subject demonstrated a discernibly superior outcome ranging from 0 to 20%. This implies a heightened proficiency and efficacy in employing the theater scripts as a pedagogical tool for language acquisition.



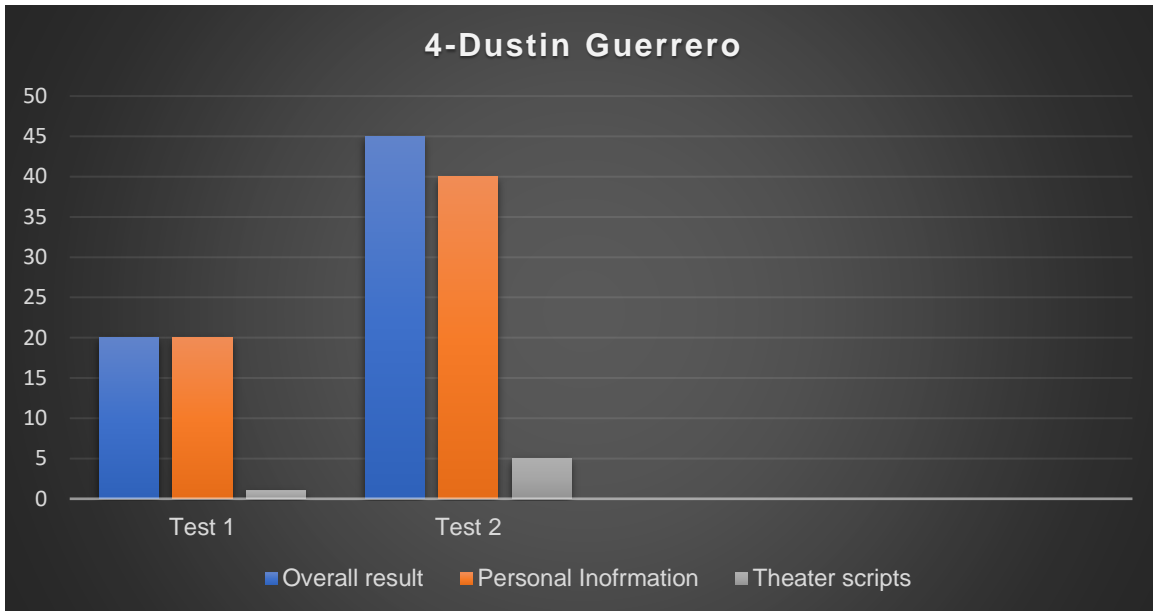
The graph shows the need to apply didactic strategies so that students can learn in a meaningful way in the classroom.

A higher result was obtained in the part that corresponds to personal information. The subject of this research in the second test obtained a better result from 0 to 20% in relation to the application of the theater scripts strategy.



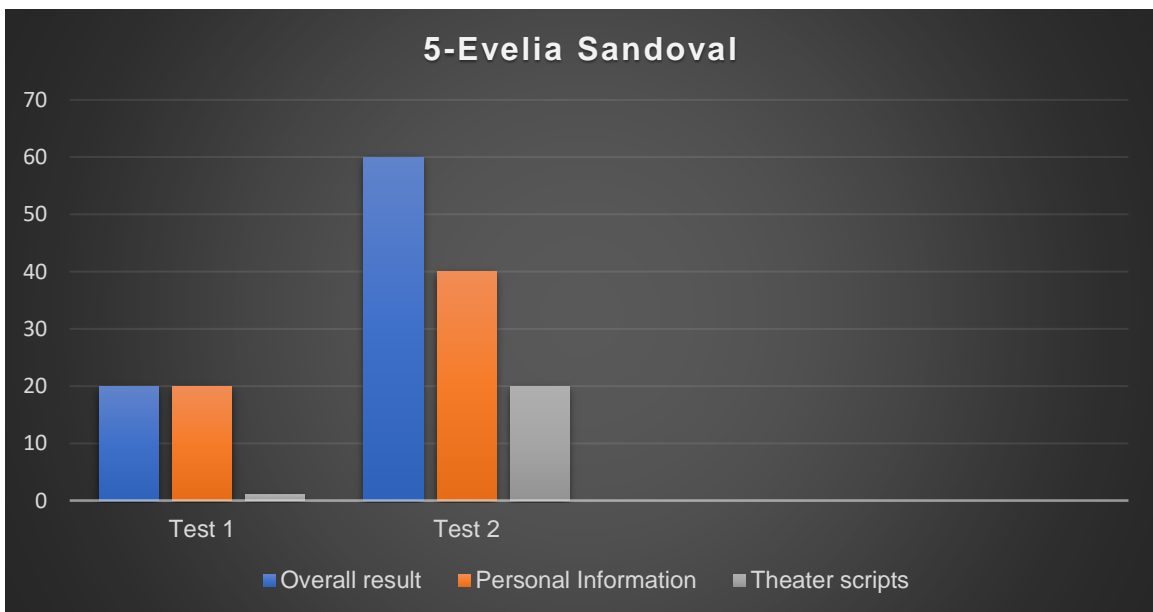
Each student shows a contrast between the personal information component and theater scripts and it can be seen that the strategy worked.

The same result was obtained in the part that corresponds to personal information. The subject of this research in the second test obtained a same result from 0 to 20% in relation to the application of the theater scripts strategy.



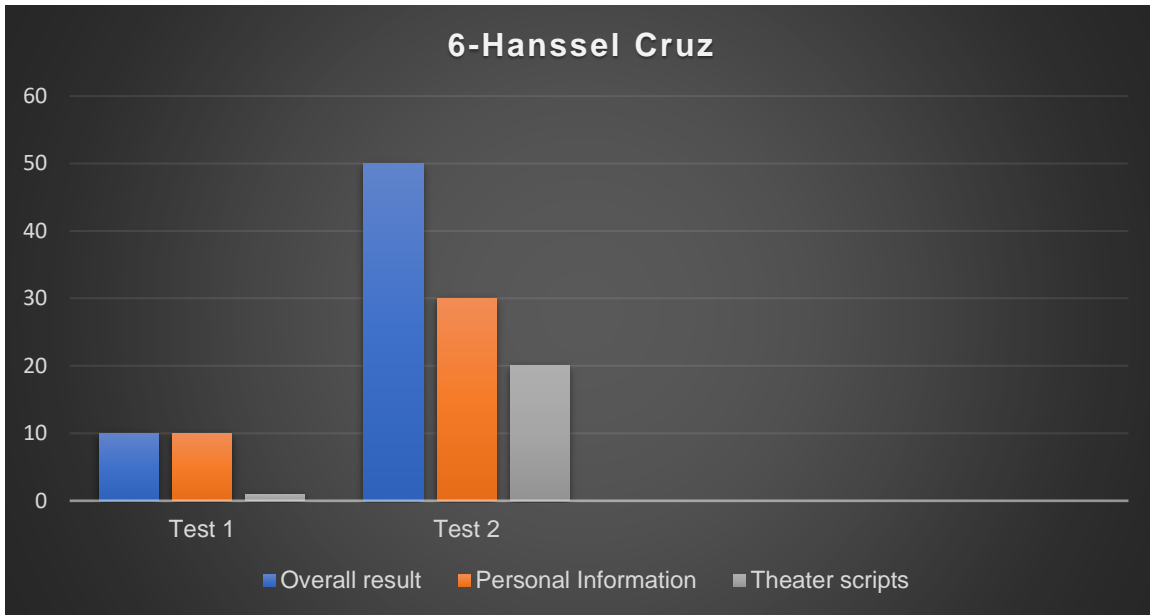
Some students showed little progress in learning and practicing the theater scripts didactic strategy.

The subject of this research in the second test obtained an increase from 0 to 5% in relation to the application of the theater script's strategy.



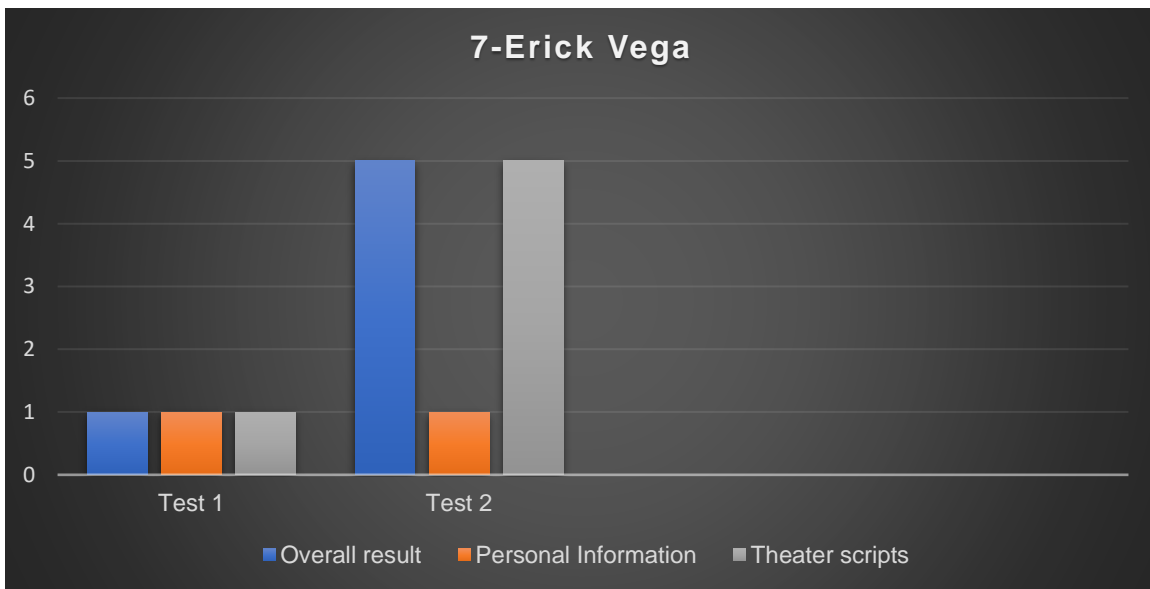
By explaining the strategy and basing it on a familiar story, they showed interest in learning to pronounce well and fluently.

The subject of this research in the second test obtained a better result from 0 to 20% in relation to the application of the theater scripts strategy.



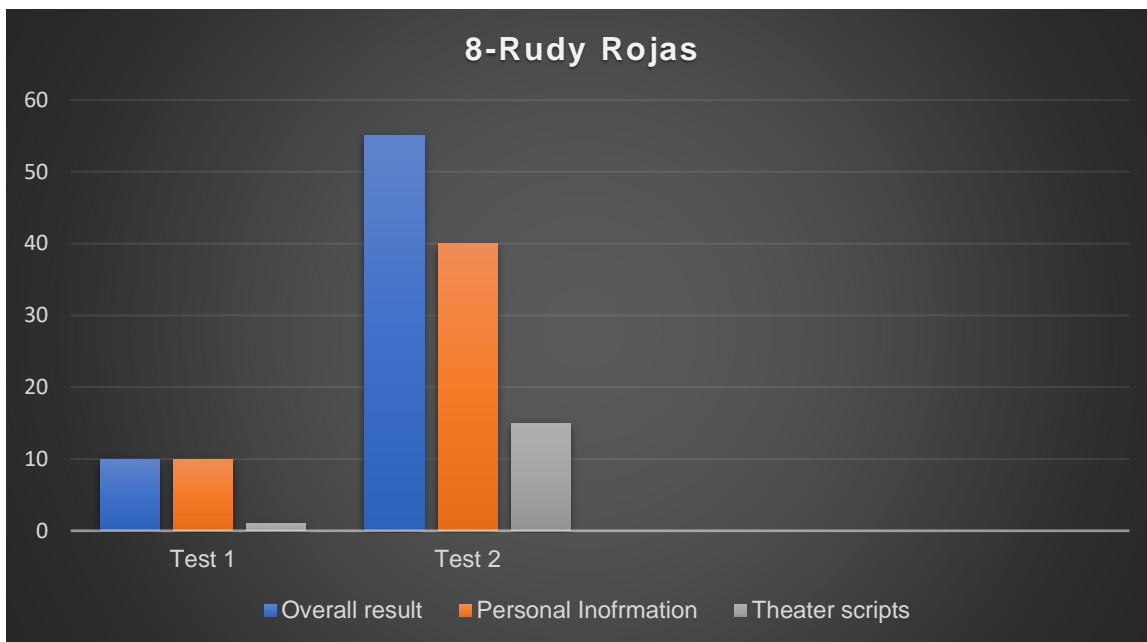
This student achieved a remarkable increase in both components, satisfactorily handling the theatrical scripts component which is the main target.

The subject of this research in the second test obtained a better result from 0 to 20% in relation to the application of the theater scripts strategy.



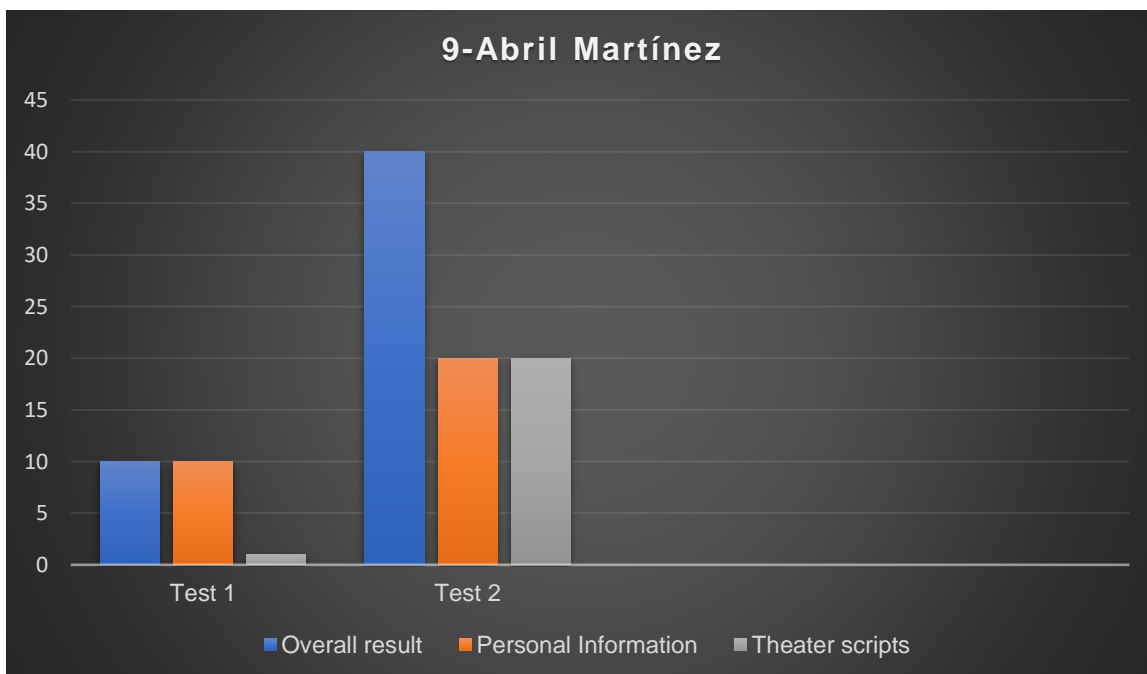
Motivation and interest help students to improve their speaking skills and abilities and give them the necessary confidence.

The subject of this research in the second test obtained an increase from 0 to 5%, very little effort in relation to the application of the theater scripts strategy.



A student's desire to excel must be promoted by using the most appropriate didactic resources to achieve this purpose.

The subject of this research in the second test obtained an increase from 0 to 10%, a little effort in relation to the application of the theater scripts strategy



A higher result was obtained in the part that corresponds to personal information.

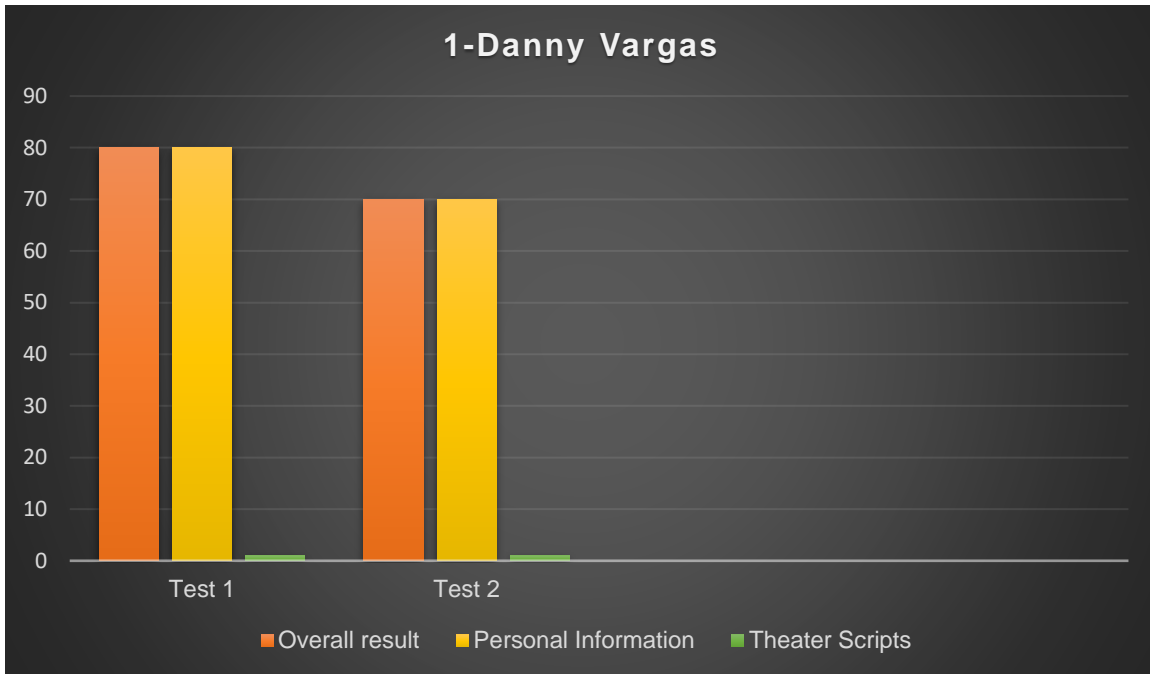
The subject of this research in the second test obtained a better result from 0 to 20% in relation to the application of the theater scripts strategy.

Time progression table .7th grade “C”.

Student's name	First test-date. Result. Quantitative	Application of the strategy theater script - date	Second test-date. Result. Quantitative	Observations
	06-11-2023	Not applicable	10-11-23	
Danny Vargas	80/100	Not applicable	70/100	No remarks
Paola Pavon	80/100	Not applicable	60/100	No remarks
Bryan Rodriguez	80/100	Not applicable	80/100	No remarks
Darien Diaz	60/100	Not applicable	70/100	No remarks
Joshua Selva	60/100	Not applicable	70/100	No remarks
Stacy Bonilla	50/100	Not applicable	50/100	No remarks
Genesis López	80/100	Not applicable	70/100	No remarks
Adriana Silva	80/100	Not applicable	60/100	No remarks
Jelsin Rueda	70/100	Not applicable	70/100	No remarks

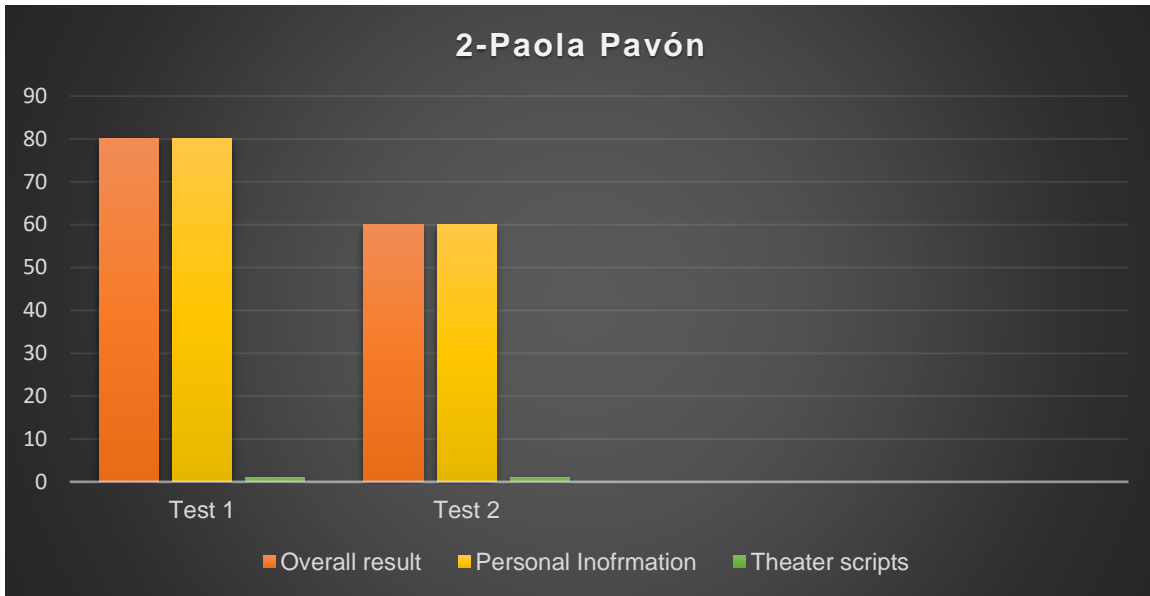
For the second time progression table, the test was applied to the seventh grade C on November 6 without applying the pedagogical learning strategy and on November 10 the same test was applied for the second time to establish a comparison with the seventh grade D in relation to the management of speaking in English with good pronunciation and fluency of one grade in relation to the other.

The score for the test was 100 points distributed as follows: 10 questions worth 10 points each, the first 8 related to personal information of the student and the last two related to theatrical scripts.



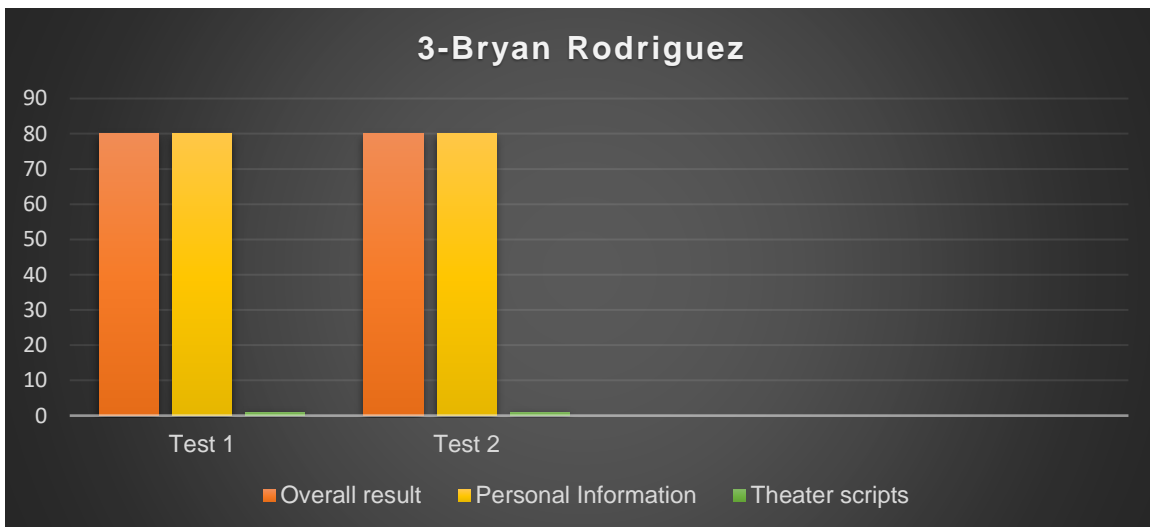
The chosen subject for comparative analysis in the second evaluation, which focused on the utilization of the theater scripts strategy, yielded a result of 0%. This outcome can be attributed to the non-application of the theater scripts strategy to the selected subject. The absence of exposure to this particular pedagogical approach during the evaluation period contributed to the null performance, highlighting the direct correlation between the application of the theater scripts strategy and the resultant proficiency in the evaluated language skills.

This result emphasizes the significance of implementing targeted instructional strategies and underscores the necessity of equitable exposure to diverse methodologies for comprehensive language skill development. As such, it accentuates the importance of considering individualized instructional approaches to ensure a more equitable assessment and comparison across subjects.



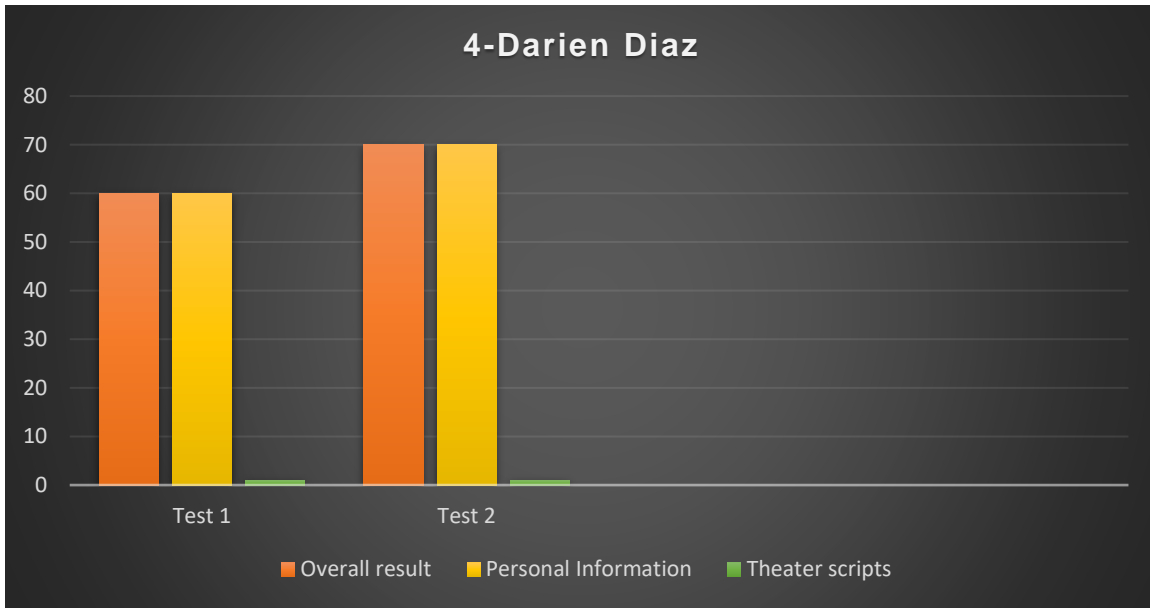
In both tests, the students stated that they did not know the theatrical script based on the three little pigs.

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



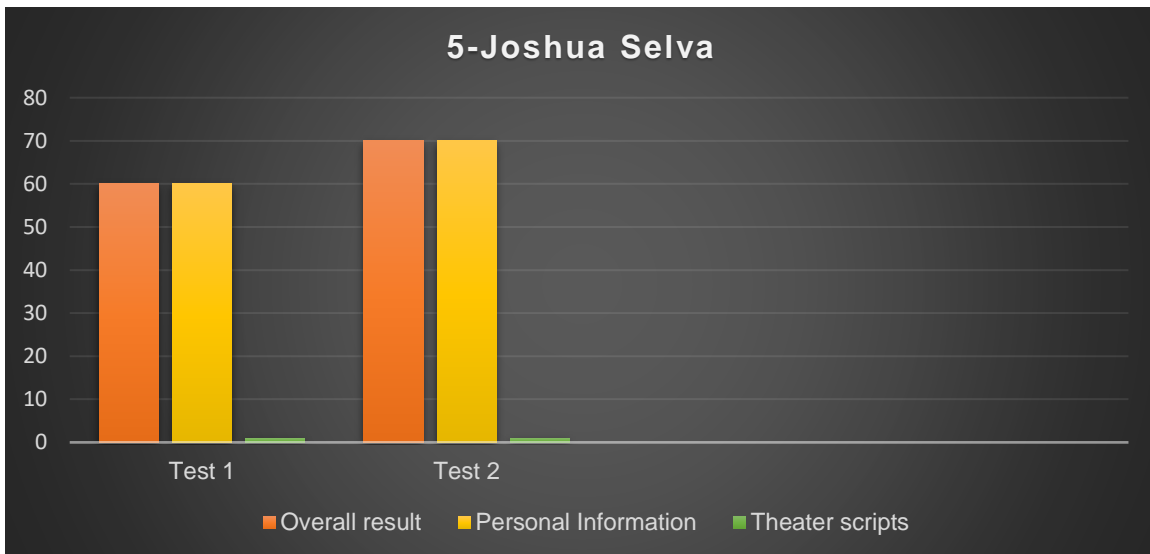
This student showed a good command of the first component "personal information".

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



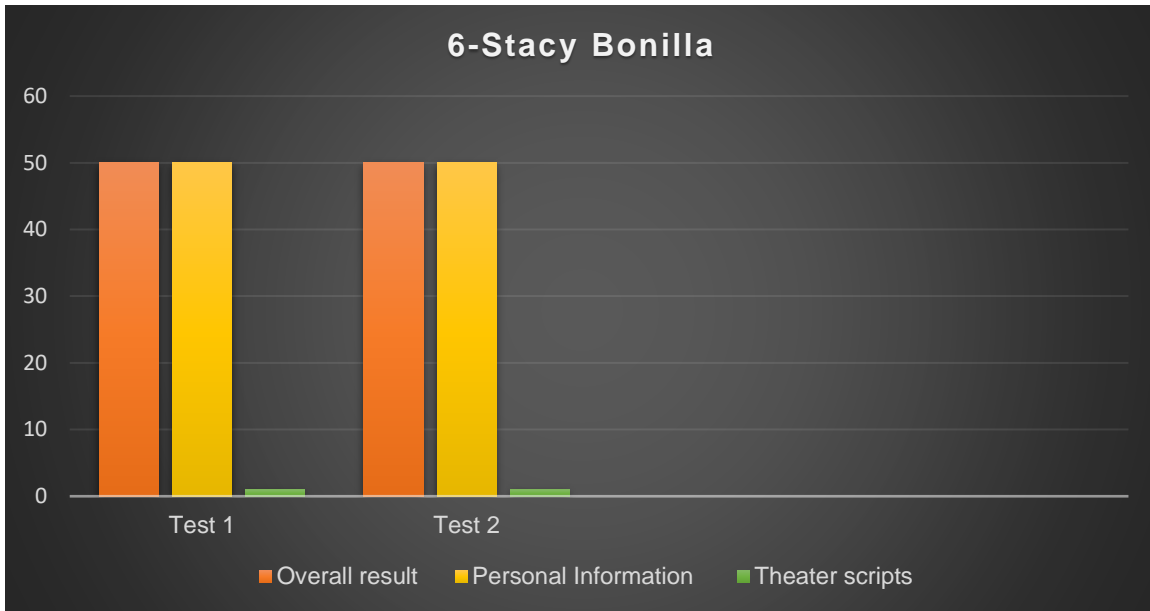
When the teacher does not innovate every day in a classroom, learning becomes monotonous and robotic for the student.

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



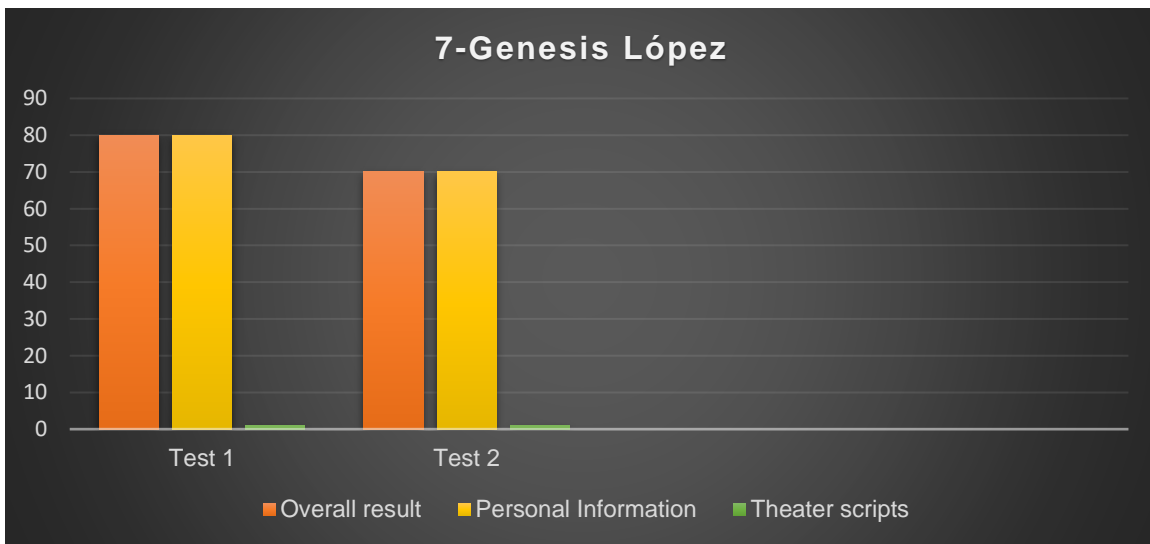
Through the application of tests, the effectiveness of the didactic strategies and the impact they cause are verified.

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



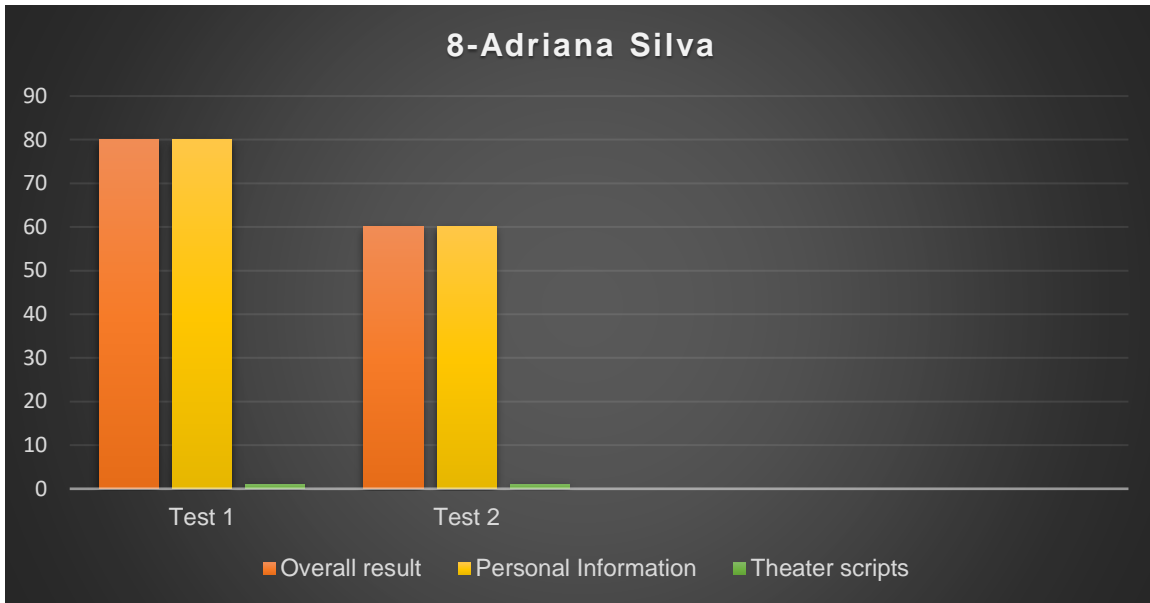
When the student does not know information related to literary aspects, he/she will not know what to answer, so the teacher must prepare him/herself well.

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



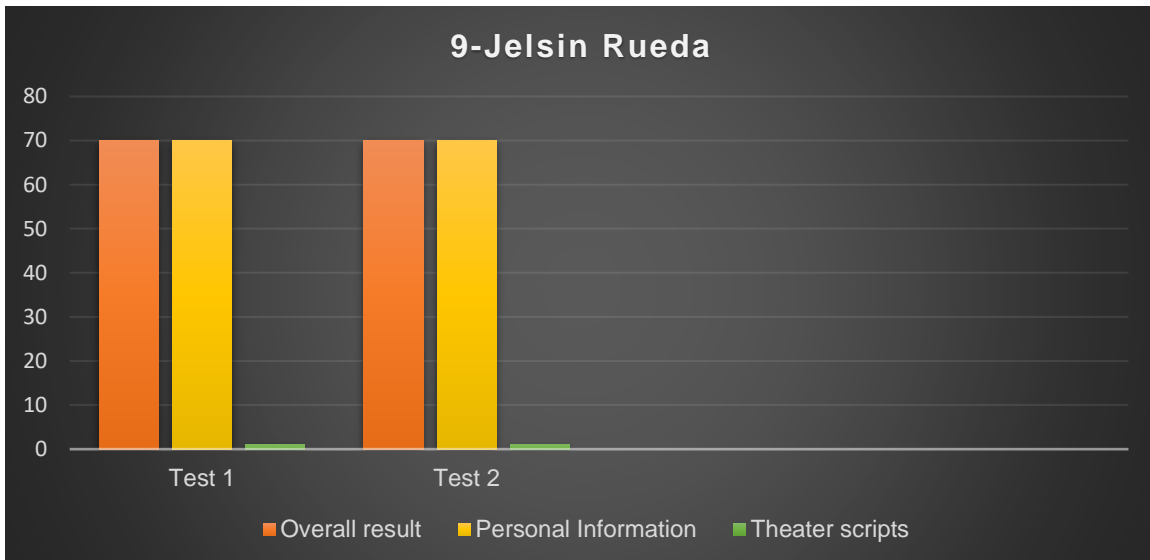
In certain occasions some students lower their test averages due to comprehension errors.

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



This student lowered the results obtained in the second test in relation to the first one.

The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.



The subject selected for comparison in the second test in relation to the theater scripts strategy, since it was not applied to them, the result obtained by them was 0%.

However, the seventh grade C showed significant progress in the test in the part that corresponds to personal information by providing answers to the questions asked.

The main factors that affect the acquisition of speaking skills in students of 7th grade at Filemón Rivera high school

1-Individualized Support Mechanisms: Provide individual attention to the students to achieve a complete acquisition of the language, the student learns when he observes that the teacher shows interest for him to learn.

2-Multimodal Instructional Strategies: An English teacher who is familiar with didactic learning strategies facilitates the teaching of English to his students.

3-Continuous Assessment and Feedback: Student-teacher interaction in the classroom facilitates feedback on vocabulary, pronunciation and fluency of speech.

4-Professional Development for Educators: The constant training of English teachers will allow an easy management of didactic strategies to be implemented in the classroom.

The advantages that theater scripts have to engage students when they are learning English

1-The self-confidence of each student to assimilate knowledge in the English class will allow the teaching-learning process to be easy to acquire.

2- The teacher-student socialization creates a harmonious and trusting environment for the student to feel comfortable learning in a classroom.

3- Extroversion is a quality that allows a person to feel good and communicate their ideas and opinions to others without fear.

4- Empathy allows students to be accepted by their peers without prejudice.

5-CONCLUSION

In summary, the primary aim of our research is to discern distinct challenges encountered by students, specifically those enrolled at the Filemón Rivera Quintero institution, in the development of their oral communication skills. The obtained results will serve as a foundation for addressing identified difficulties and formulating remedial strategies to enhance overall student learning, particularly in the domain of verbal expression.

In conclusion, the incorporation of theater scripts as a tool for enhancing speaking skills among seventh graders at Filemón Rivera High School not only proves to be an innovative strategy but also addresses key factors influencing the acquisition of these skills. By delving into the dynamics of theater scripts, educators can identify and tailor approaches that resonate with students, fostering a more engaging and effective learning environment. The advantages of utilizing theater scripts extend beyond conventional teaching methods, providing a unique avenue to captivate students' interest in English language acquisition. This holistic approach not only nurtures speaking proficiency but also encourages creativity and active participation, contributing to a more vibrant and enriching educational experience for the seventh-grade students at Filemón Rivera High School.

The cultivation of speaking proficiency can pose challenges for English learners, often inducing apprehension and anxiety in the expression of ideas in a foreign language. Leveraging strategies such as theater scripts serves as an efficacious means to enhance and delineate speaking skills, affording learners the opportunity to surmount apprehensions and anxieties associated with verbal communication.

These pedagogical approaches not only serve as mechanisms to alleviate fear but also function as engaging activities that stimulate student interest, prompting heightened participation and discourse. The utilization of theater scripts not only contributes to the refinement of grammar, fluency, and pronunciation but also fosters the development of ancillary skills, including creativity, teamwork, and problem-

solving. The implementation of these strategies proves highly productive, conferring a myriad of benefits upon students engaged in language acquisition endeavors.

According to the students, diversifying instructional methodologies would confer distinct advantages, enabling them to surmount obstacles more effectively. They assert that a diversified instructional repertoire would imbue the learning environment with a heightened level of engagement, rendering the educational experience more enjoyable and, consequently, facilitating a more seamless acquisition of knowledge. Moreover, students posit that the implementation of diverse teaching strategies would not only ease the learning process but also contribute to the development of multifaceted skills across various domains.

6-RECOMENDATION

The pedagogical intervention executed within the confines of the school visit spanned a duration of one week. The outcome of this intervention, as appraised over a three-day period, manifested within a percentile range from 0% to 20% concerning responses to the two targeted inquiries pertaining to the theater scripts. Specifically, respondents were evaluated based on their precision in articulating the narrative of the three little pigs with fluency and pronunciation.

In light of these outcomes, we proffer the following recommendations for consideration:

1-Extended Temporal Framework: Consider extending the temporal framework of the pedagogical intervention to allow for a more protracted and immersive instructional experience. This extension may facilitate a deeper assimilation of the subject matter and engender more substantial learning outcomes.

2-Individualized Support Mechanisms: Implement individualized support mechanisms to address the unique needs and challenges encountered by students during the intervention. Tailoring instructional approaches to the specific requirements of each learner may enhance overall comprehension and performance.

3-Multimodal Instructional Strategies: Integrate a variety of multimodal instructional strategies, including visual aids, interactive activities, and collaborative learning exercises. This diversified approach has the potential to cater to diverse learning preferences and promote a more comprehensive understanding of the theater scripts.

4-Continuous Assessment and Feedback: Establish a framework for ongoing assessment and feedback throughout the intervention period. Regular evaluations and constructive feedback can inform instructional adjustments, fostering continuous improvement and refinement of the teaching methodology.

5-Professional Development for Educators: Provide professional development opportunities for educators involved in the intervention to enhance their proficiency in employing innovative and effective teaching strategies. Equipping instructors with additional skills and strategies may contribute to improved student outcomes.

These recommendations aim to optimize the efficacy of the pedagogical intervention, fostering an environment conducive to enhanced student learning and proficiency in the targeted language skills.

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8-ANNEXES

Universidad Nacional Autónoma de Nicaragua

UNAN-Managua

Rubén Darío Campus

Education and Languages Faculty

English Department



Graduation Seminar

TOOLS

Implementing theater scripts in the improving speaking skill with seven graders.

Objective

To describe the effect of theater scripts on innovative strategy to improve the speaking skill at Filemón Rivera high school with seven graders.

Answer key

Straw, wood, brick, huff, puff.

Focus: pronunciation and fluency.

**Speaking Test
Examiner's Script**

PART 1- INTRODUCTION AND INTERVIEW

Hello my name is...

Can you tell me your full name please?

Right. Thank you.

For the first part of the test, I would like to ask you some "questions about personal information. Now let's talk.

About.

Questions

Hometown/City

1. Tell me about your hometown.

Free-time activities

2. What do you do in your free time?

Watching TV

3. How often do you watch TV?

4. What types of TV programs do you like watching?

Language Learning

5. What do you find difficult about learning English?

Weekend

6. What do you usually do at weekends?

7. Do you think your weekends are long enough?

Season and weather

8. What is your favorite season?

PART 2 -THEATER SCRIPT AND NOW LET'S TALK

For the second part of the test, I would like to ask you some "questions about theater script "The three little pigs". Now let's talk.

About.

Questions

9-What kind of house did each little pig build?

Pig 1-

Pig 2-

Pig 3-

10- How did the wolf destroy each house?

Theater scripts.

Written Prompts: Teacher in the classroom prepare students with character and dialogues.

The Three Little Pigs - Play script

Characters: Narrator, Mother, Pig 1, Pig2, Pig3, Man, Wolf

Scene 1

Narrator: Once upon a time three pigs left their mother's home and went into the world.

Three Pigs: Bye Mother.

Mother: Good-bye my little sons.

Narrator: The three pigs went different ways. Soon pig 1 met a man who was selling straw.

Pig 1: I need some straw, would you sell it to me?

Man: Of course. Take it.

Narrator: Pig 1 paid the man and went to build his house. Later, Pig 2 met a man who was selling wood.

Pig 2: Please Sir, I need some wood to build my house. Would you sell it to me?

Man: Yes. Take it.

Narrator: Pig 2 paid the man and went on his way to make his wood house. Later, Pig 3 met a man who was selling bricks.

Pig 3: Excuse me Sir, I need some bricks. Are they for sale?

Man: Of course. Take them.

Narrator: Pig 3 paid the man and went on his way to build his brick house. When the three pigs finished their houses they moved in. Pig 1 was taking a nap when someone knocked at the door. Pig 1 looked through the window and saw a wolf.

Wolf: Little pig, little pig, let me in!

Pig 1: Not by the hair on my chinny-chin-chin.

Wolf: Then I'll huff and I'll puff and I'll blow your house down!!

Narrator: The wolf huffed and puffed and destroyed pig 1's house. Pig 1 ran all the way to pig 2's house. When he got there Pig 1 told Pig 2 what had happened. Pig 2 invited Pig 1 to live with him. After a few days, there was a knock at the door. The two pigs looked out the window and it was the wolf.

Example.

"We will utilize a time progression table to assess the outcomes in the applications of the test and the theatrical script strategy."

"The duration for implementing the pedagogical interventions is one week."

7th grade "D".

Student's name	First test-date. Result. Quantitative	Application of the strategy theater script - date	Second test-date. Result. Quantitative	Observations

7th grade "C".

Student's name	First test-date. Result. Quantitative	Application of the strategy theater script - date	Second test-date. Result. Quantitative	Observations

Photographic memory.

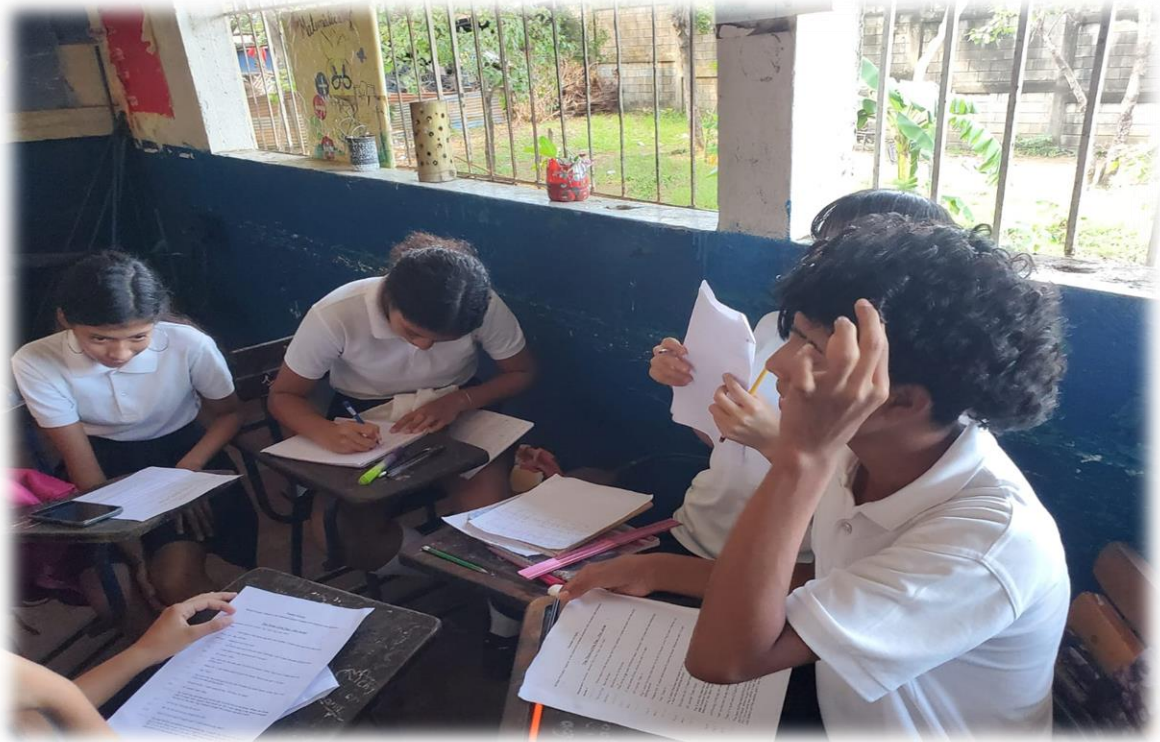


1-Filemón Rivera School.



2-Filemon Rivera School (Main entrance).

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL



3-Group of students applying theater scripts strategy.



4-Group of students applying theater scripts strategy.

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL



5-Group of students applying theater scripts strategy.



6-Group of students applying theater scripts strategy.

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL



7-Group of students interacting with theater scripts strategy.



8-Group of students interacting with theater scripts strategy.

IMPLEMENTING THEATER SCRIPTS TO IMPROVE SPEAKING SKILL



9-Group of students putting into practice the theatrical scripts strategy.



10-Group of students putting into practice the theatrical scripts strategy.