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TUTOR:

Lic. Didier Acuña Angulo

STUDENT:

Mariela Salazar Porras

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Contenido

Abstract

This action research is developed with the aim of improving the students' speaking and reading skills through the implementation of the technique "Reader's Theater" as a tool to provide confidence in students of tenth grade of Bagaces Night Highschool, Liberia Regional Office of Education. By applying this strategy, students will practice their speaking and reading skills, improving their proficiency in the English Language. Implementing Reader's Theater is an opportunity for teacher to create a dynamic environment for students to learn in an interesting and active way, while reinforcing their confidence and the value of teamwork.

Resumen ejecutivo

Esta investigación se desarrolla con el objetivo de mejorar las habilidades orales y lectoras de los estudiantes, mediante la implementación de la técnica "Reader's Theatre" como una herramienta para brindar confianza a los estudiantes de décimo grado del Colegio Nocturno de Bagaces, Oficina Regional de Educación de Liberia. Al aplicar esta estrategia, los estudiantes practicarán sus habilidades de habla y lectura, mejorando su dominio del idioma inglés. La implementación de la técnica: "Reader's Theatre" es una oportunidad para que los profesores creen un entorno dinámico en el que los estudiantes aprendan de una manera interesante y activa, al mismo tiempo que refuerzan su confianza y el valor del trabajo en equipo.

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My heart is full of gratitude for the support received.

Dedicatory

Concluding this goal, is not only thanks to my self-effort, but also to the support and encouragement of those who are very close to my heart. First of all, I want to dedicate this project to God, my Lord, for allowing me to be where I am now, for being the one who always gives me strength and guidance to keep going; to a little person with the kindest heart in the world: my lovely son, who is my source of inspiration, the one who teaches me every day that we can do whatever we want if we have love and faith in our heart; to my dear husband, for his endless support and for the huge effort he has done during these years, to give me the opportunity to continue with my studies. Finally, to my beloved parents, who encouraged me to continue with my desire of being an English teacher and who taught me to untiringly fight for my dreams. God bless you all.

CHAPTER 1

INTRODUCCIÓN

Introduction:

Nowadays, a second language management is a must, in order to get more and better opportunities. English is considered a "global language" because it is spoken by an important percentage of the population. About this concept, Crystal, (1997) explains: "A language achieves a genuinely global status when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, for the notion of 'special role' has many facets". It is why, many educational systems, have decided to focus on this language as a strategy to improve the curriculum of their students, based on the impact on the employment opportunities that students will have. However, despite the efforts given by the governments and the English departments of the institutions, there are still many insecurities and fears around the learning process of this language.

Definitively, all the English language skills are fundamental to manage it efficiently, but one of the main ones, is the productive skill of "speaking". Some authors have even considered this skill as the most important one; it is the case of Srinivas (2019) who states: "Speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields". However, students often use

to feel nervous and embarrassed when they have to practice the language, mainly because they are worried about what their classmates are going to think about them if they make mistakes, or because they experience frustration whenever they cannot achieve their goals as soon as they expect. Those feelings are completely normal; but the inconvenient is that they can also become an enormous obstacle for students to learn English especially because for learning a second language, practicing is an undeniable requirement.

Another skill that is sometimes difficult for students to improve and enjoy, is "reading", even though it is an amazing way to learn a wide range of vocabulary and grammar structures, which are necessary to master a second language. Students tend to think about "reading" as something bored, confusing or even frustrating. Referring to the importance of reading comprehension, Avivi (2020) expresses "Being able to read, and being able to understand what we read, becomes a monumental part of our lives."

On the other hand, as it is a challenge for students to develop speaking and reading skills, it is also a huge responsibility for teachers to find the right methodology to help students to improve their performance on both abilities. This is the reason why English teachers are always looking for strategies to make students participate and improve day by day. The objective is to help them in an integral and efficient way; therefore, it is fundamental to look for techniques that represent a real opportunity for educators to teach the language, and for students to acquire that knowledge in a productive way.

This project is made up of seven chapters, the first chapter includes: the introduction, rationale, purpose and hypothesis which are the base to develop this project; the second chapter states the literature review with important information about the topic this research is about. As soon as you have read the first two chapters, you will find chapter number three, which includes the design and method chosen to conduct this investigation; chapter number four states the main

findings through graphs and charts. Chapter number five shows the main reflections about this experience. Subsequently, you will discover chapter number six, it summarizes the major issues involved by means of the main conclusions and the last chapter highlights the main recommendations to apply the technique developed in this project.

This investigation is forward to analyzing the positive results of the implementation of readers' theater to improve the students' skills of reading and speaking, which can lead them to acquire the language in a profitable and active way. It will be developed in a group of 9th grade of Bagaces Night School, with the aim of putting into practice readers' theater with the students that are part of this group. By mixing drama with reading and speaking, learners will have the opportunity to express themselves and practice English skills in a different way with the objective of motivating and supporting them in the process of finding their own way to improve English as a second language.

1.2   Rationale

About the definition of a research rationale, Moola (2015) explains: "A rationale is a set of reasons or logical basis that explains to your reader why your research question or study is needed to contribute to the relevant field of study". Society is changing constantly, and it includes the evolution of education. Nowadays, students ask for dynamic activities in which they can express their emotions and feel that they are learning in an active way. Besides this, Globalization is a process that is influencing the way in which students acquire knowledge, it is creating learners who are every time more difficult to entertain or catch their attention. It is why, for the educational process to be successful, it is very important to create an environment in which

students feel themselves engaged with the topic that is being taught, so they can increase their attention as much as possible, which will promote meaningful learning experiences.

Consequently, teachers are looking for attractive techniques that can fulfill the expectations of the students, without forgetting the academic purpose. It means activities that can be meaningful for both parts: teachers and students that promote learning in a pleasing way. About meaningful education, Bowen S. (2005) expresses: Student engagement with the learning process is a concern as old as teaching itself. The disengaged student daydreaming in the back row has always been a challenge for his or her teacher. To successfully compete with all the other forces impinging on the awareness of children, adolescents, and young adults. Teachers must gain a larger measure of influence than developmental processes established through some four million years of human evolution normally grant them. Passion, sensitivity, creativity, and persistence have long been important to teachers' success in getting students to pay attention to the learning process and become engaged learners (p. 1)

It is why activities such as reader's theater can be an excellent option for English teachers to promote meaningful learning in their lessons. By implementing the technique of readers' theater, students will be exposed to oral performances in front of the class, which will help them to develop more confidence while speaking, improving pronunciation, fluency and understanding. In addition, it is a fact, that students do not like reading, and it is why implementing techniques that motivate them to achieve proficiency and enhance them to practice English. It is vital taking into account that most of the English tests that students have to do are based on the reading skill, which include analyzing and interpreting information. On the other hand, by practicing constantly, students will feel more comfortable when reading and speaking in front of their classmates. They will also get passion and interest for the reading they are going to act aloud. This confidence will help them not only in their studies, but also in any other aspect of their lives.

This research looks forward to improving the speaking and reading skills, increasing the students' proficiency in reading comprehension and oral production throughout the implementation of "Reader's theater technique". The relevance of this investigation is that it provides important information about this technique so it can be applied to students as a strategy for them to improve their reading and speaking skills in the development of English as a second language. It works as a tool for English teachers to motivate students to improve their abilities on English management. This document provides information about the definition of Readers theater technique, the benefits of applying it as an ESL classroom activity, and the right steps to develop this strategy in an effective way. On the other hand, this investigation collects important information about the application of the technique in an English class specifically at Bagaces Night High School, its efficiency and opinion from both perspectives, learners and educators. It also suggests how to include it in the lessons plans as well as the conclusions and recommendations regarding the implementation of this strategy in order to let people know about reader's theater as a successful tool to be used in the educational field.

1.3 Purpose:

The development of this research will take place at Bagaces Night School with the intention of improving the speaking and reading skills of the ESL students of 9th grade. Throughout the implementation of "Reader's theater", it will encourage and motivate students to practice speaking in a way that make them feel more comfortable when developing this important skill as it will also bring them the opportunity to learn the language in an active way. On the other hand, the objective of this technique is also to bring an opportunity for students to develop and improve reading comprehension by choosing the right scripts that allow them to be part of a

dynamic activity. In order to achieve this, the researcher will explore the students' background and proficiency on the management of the language and then analyze their experiences as the participants of the study and the effectiveness that the implementation of this technique has as a tool to improve speaking and reading.

1.3.1 General Objective:

- To implement readers' theater technique, as a tool for providing confidence in speaking and reading skills, in students of Bagaces Nigh High School.

1.3.2 Specific Objectives:

- To find out the speaking and reading level of tenth graders at Bagaces Night High School.
- To apply the Reader's theater technique for improving ninth graders level in the speaking and reading skills.
- To assess speaking and reading level of ninth graders through the implementation of readers' theater technique.

1.4   Research questions

Kowalczyk (2013) states that "A research question is an answerable inquiry into a specific concern or issue. It is the initial step in a research project. The 'initial step' means after you have an idea of what you want to study, the research question is the first active step in the research project."

The research question of this investigation is based on the thought that we, as teachers of a second language, have the responsibility to look for activities and techniques that can help students to develop their skills in an effective way. The idea is also to provide them with activities in which they can find motivation in their learning process. That is why it is completely important to determine not only the techniques that can be implemented for ESL students to learn, but also to analyze the impact these can have on the process of learning English. Based on this, the present investigation looks forward to finding answers to the following questions:

1.4.1 General research question:

- How can the technique "Reader's theater" be implemented effectively in order to
    improve the speaking and reading skills of ESL students of tenth grade
     at Bagaces Night Highschool?

1.4.2 Specific research questions:

- How effective can reader′s theater technique be for 10th graders to develop their speaking and reading skills?

- What is the impact of implementing reader′s theater technique to enhance students′ speaking and reading skills in English language?

- What are the benefits of using readers′ theater technique in the ESL classroom?

- What would be the best strategy to implement reader′s theater in the ESL classroom?

1.5 Hypothesis

According to Saul McLeod, (2018): "A hypothesis (plural hypotheses) is a precise, testable statement of what the researcher(s) predict will be the outcome of the study. This usually involves proposing a possible relationship between two variables: the independent variable (what the researcher changes) and the dependent variable (what the research measures)." The hypothesis stated for this research is: The reader's theater technique is an effective tool that will provide confidence to students to practice and improve their speaking and reading skills.

CHAPTER 2
Literature Review

2.Theoretical Framework:

2.1 Institutional Context

The application of this project takes place at Bagaces Night High school. This is an educational institution located in Bagaces, Guanacaste, in which students attend lessons in a schedule from 5:00pm to 10:15 pm. It is important to mention that most of the students are people with vulnerable situations, many of them with economic and/or familiar problems. They are people who work so they attend lessons after working. There are also many women who have gotten pregnant so it is difficult for them to continue studying in the day shift. On the other hand, there are some students that even though they are very young (15 years old); they decided to change the day high school to attend lessons at Bagaces Night High School. Because of the diversity of students and vulnerable situations, the social environment many times becomes difficult. Teachers have to be focused not only in the academic performance but also in the students' behaviors and emotions. Some   advantages the institution offers to the students are transportation, feeding, cafeteria, classrooms with fans and whiteboard among others.

2.1.1 Description of the setting

Bagaces Night High School means an opportunity for many students to have more and better progress opportunities in life. Most of the students work during the day and do an extra effort to complete their studies through this module; they go from different places such as Fortuna, Montenegro and Bagaces. This institution focuses on giving the opportunity to these people to build a better future for them and their families, who know the sacrifice that is behind their studies.

This institution tries to promote a safe and healthy environment to provide fair opportunities and bring excellent education to students. Its mission is the implementation of an educational policy in the context of a quality educational offering, reinforced in moral, civic and disciplinary values, to improve the academic training of the human person. On the other hand, the vision of the institution is being a high quality educational institution, bringing services to the community in an effective and efficient way, in order to answer to the population' needs.

2.1.2 Relationship between the context and research questions

The current action research pretends to study how to take advantage of Reader's Theater Technique as an activity to improve the linguistic and reading level of the students as well as their body language and self-confidence when reading out loud. Moreover, to develop the project "Implementing Readers theater technique as a tool to provide self-confidence to strengthen speaking and reading skills" will be the challenge this action research will face with the selected group of students.

Regarding the general research question of this project, it is important to remember that it focuses on how this technique can be implemented effectively in order to improve the speaking and reading skills of ESL students of 10th grade of Bagaces Night High School. We all know that there are hundreds of techniques that can be used to help students to improve their English level. Nevertheless, one of the most important points to take into account when implementing this type of strategies is to study and analyze not only the technique itself but also the group and environment in which it is going to be applied. It is fundamental to know the context and the facilities that the institution has. This project is based on using reader's theater technique as a way to improve students' confidence and their speaking and reading skills so in this case, teachers must first analyze the English level of their students, their abilities and weaknesses, the space they have available in the institution to practice reader's theater, the previous knowledge that students have about the technique, their expectations, their fears among other aspects. On the other hand, and focusing on the implementation of the technique, it is completely necessary that the teacher researches about the recommendations and correct steps to apply this tool in an efficient way, which will allow them to achieve the aim of helping students to enhance confidence on speaking skills while practicing it in a dynamic and interesting way.

2.2 Literature review

2.2.1 Importance of English Language

Nowadays, English is one of the most popular languages around the world, spoken by millions of people, native and non-native. Its importance is clear, it has become stronger throughout the years, and right now, there are many people from many countries, giving their best to learn this useful language. About the relevance of English language, Harmer (1988) states:

By the end of the twentieth century, English was already well on its way to becoming a genuine lingua franca, that is a language used widely, for communication between people who do not share the same first (or even second language). Just as in the middle ages Latin became for a time a language of international communication (at least in the Roman Empire), so English is now commonly used in exchanges between, say, Japanese and Argentinian business people, or between Singaporeans and their Vietnamese counterparts, English is also, of course a mother tongue for many people in the world , though, as we shall see, such "native speakers" are increasingly out-numbered by people who have English as a second or third language and use it for international communication. (p.13)

English is a key to open many doors, not only in the professional aspects, but also in the educational field because it gives learners the opportunity to broaden their knowledge and even to study abroad. This is why many people now used to encourage their children to learn English at early age.

2.2.2 English teaching general background

English language management has become worldwide important. Having the opportunity to interpret, understand and develop this language it gives people thousands of opportunities related to the pleasure of traveling, having more opportunities to find a job even working abroad, communicating with people from other countries, and much more. Furthermore, teaching English has become an important process that requires of people with a real commitment to help students learn the language effectively.

About the relevance of teaching English language, Maxon (2009) expresses:

Many factors contribute to the market for Teaching English as a Foreign Language: The historical factor offers the legacy of the old British Empire that took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront. In addition, there is a need for a global language to make international communications smoother and tools such as the worldwide web truly accessible around the planet. (p.9)

It is why; English teaching has taken place all around the world. There are many countries in which English is included as a basic subject; it has to be studied during elementary and secondary School. However, English is also included in most of the programs of the different careers offered by universities.

2.2.2.1 English teaching in C.R

Although, Costa Rica is a small country, it is aware of the importance of English teaching in terms of giving their population the opportunity to learn this language and acquire all the advantages related to this. It is why, since many years ago, English teaching is part of the Educational curriculum of Costa Rica. About the beginning of the implementation of English teaching in Costa Rica, Marín (2004) expresses: "Since 1825, the English language has been academically taught in Costa Rica as a response to the new and increasing agricultural economy of that time: coffee exportation to England mainly. (p. 48).

At that time, the exportation of banana and coffee were fundamental for the economy of Costa Rica, so it was completely necessary to look for options to make English teaching part of the National curriculum of the country, in order to make Costa Rican people able to communicate with foreign entrepreneurs. According to Araya and Cordoba (2008):

By the first half of the XX century, English was part of high schools' curriculum of Costa Rica's most important cities such as San José, Cartago, Alajuela and Heredia where mainly high and high-middle class citizens had access to high school education. (pag.13)

It is how, little by little, English teaching has been taking more importance and influencing many areas of Costa Rica's productive sectors.

Nowadays, in Costa Rica, English is taught from preschool to high school, to both, rural and urban institutions and it is a mandatory subject for students to accomplish their academic programs. According to Ministerio Educación Pública (2017)

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. (p. 4)

It is the way in which, "Ministerio de Educación Pública" has promoted English learning in its different teaching modalities, trying to reinforce the programs related to this area, and adapting it to the current market's needs. On the other, it must be considered that in Costa Rica, tourism is one of the largest sources of employment because of the huge quantity of people from other countries that come to visit Costa Rica every day. Also due to the fast globalization process that has been faced during the last years. Having people who speak English is vital in order to be part of the global economy and the foreign capital investment.

2.3 Reader's theater Technique

According to Rasinski and Young (2009), this is a "performance of a written script that demands repeated and assisted reading that is focused on delivering meaning to an audience" (p.5)

Reader's theater is an excellent way to combine literature and drama in a way that students can express and interpret the emotions they feel when reading a script, which can be an original dramatic form or the result of a literary adaptation. This technique was first very popular in High schools and universities but then, teachers from primary education decided to take the benefits of this activity to help primary education students to improve their English skills. Learners find this strategy a funny activity in which they can enjoy while learning. Reader's theater technique also reinforces teamwork because even though each student has his own lines of the script, the literature work is understood as a whole. Because of this, learners feel the commitment of giving their best, working hard to achieve the objective of creating a successful presentation.

On the other hand, it is important to mention that it is not a complex technique for teachers to apply but it does not mean that it is not something that must be planned carefully. The key is choosing the correct script, which will be the one that goes with the level of the students. By using this technique, students will improve their reading and speaking skills. Through repeated readings, they will work on their speed, fluency, pronunciation and tone of voice. In addition, this technique creates an environment in which students can learn about other cultures, traditions, customs, and idioms or interpret a social problem, expressing their feelings by doing facial gestures and body language in general.

Reader's theater is a strategy that combines reading practice and performing, which help students to overcome shyness. Its goal is to enhance students' reading and speaking skills. Salas (2019), states: "Language teaching is an ongoing process that is never fully completed or finished; teachers are constantly looking for new ideas and techniques to put into practice in their lessons. One of those techniques might be the reader's theater". (p.177).

Readers´ Theater is a technique that students from all levels can practice; it does not matter if they are not good at acting or memorizing. They can practice readers' theater just by going to the front and reading aloud as better as possible. On the other hand, teachers can add imagination to the technique and implement crops or something interesting to catch students' attention easily and motivate them to be part of the activity.

2.3.1 Reader's theater technique as a tool to provide self-confidence

Self-confidence is a basic need in humans' life. It gives positivism to face different situations, because it makes people being conscious of their own value. Sihera (2007), comments about the term confidence: Self-confidence is essentially an attitude that allows us to have a positive and realistic perception of our abilities and ourselves. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity. (p.1)

When learning a new language, having self-confidence is completely necessary to overcome the fears and possible obstacles that this process may include. A person with self-confidence will be able to understand that mistakes are just part of the cycle of learning the language and that the practice is the secret to develop and improve the different skills related to English language. English teachers are always looking for activities and techniques to help students to increase their own confidence. Reader's theater represents one of those strategies that

can be very helpful to achieve this goal. Nevertheless, how can Reader's theater provide self-confidence?

Yang and Rasinki (2017) argues:

Readers Theatre (and perhaps other similar activities) possesses several elements that not only increase reading fluency, but also other often neglected and unassessed individual differences in reading such as motivation, confidence and reading self-efficacy. (p. 4)

Students can be involved in the perfect environment to develop confidence. They feel that they are not working alone, but it is a group effort to achieve a common goal, which means that everyone has to give his best and apply mutual support to do a good job. In other words, by applying this technique, students develop interpersonal, social and collaborative skills.

As Black and Stave (2007) comments:

"As students work together, their confidence grows, they begin to see themselves as part of a successful project, and they gain a sense of pride and satisfaction. It is time for them to share with their classmates and show their abilities not only to read, but to perform, to help others, to work in group." (p. 14).

Self-confidence can be seen as the perfect tool to learn and develop a new language. Students must be conscious of the capacity they have in order to be able to express not only their knowledge, but also their doubts to the teachers or classmates. Therefore, teachers are going to be there to develop their role which will be helping students to correct their mistakes and improve their English skills.

2.3.2 Readers theater as a technique to strengthen speaking and reading skills

Reading and speaking skills have something in common and it is that both are completely important and necessary when learning a second language, but they can be the skills that students refuse to practice the most. That is why teachers are always looking for activities to engage students to develop them.

Reading, as a receptive skill, is so meaningful and helpful because it is great to expand vocabulary, improve grammar, comprehension, and learn about different cultures and traditions around the world. Reading skill also provides the opportunity to students to develop self-confidence and passion for the language and that is why applying techniques such as reader's theater is fundamental. About this topic, Kung (2017), expresses: "How to teach second language (L2) reading effectively has been the goal of many teachers in the language classroom around the world" (pag. 1)

On the other hand, speaking as a productive skill is also necessary for ESL students to develop. About the importance of this skill, Gillis (2013), mentions:

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with important advantages(pag.1)

Speaking skill is vital because it is the way in which students express their ideas, thoughts, emotions and doubts, but it is also a skill that allows teachers to check students'

knowledge, strengths and weaknesses and give them feedback for them to improve their English level and to address the teaching process correctly, based on their needs.

For ESL students, developing their speaking skills is one of their most important goals because it is probably the main way in which they are going to be able to demonstrate and expose their knowledge, not only during their learning process but in the future, as an example, when attending a job interview or during meeting native speakers.

However, both skills: reading and speaking are some of the most difficult ones for teachers to develop in their students, so, it is here, where the readers' theater technique, takes place. By reading a text many times, students can develop fluency, comprehension and vocabulary because when putting in practice Readers theater technique, ELLs work with a script, which will practice many times until they can be able to act out the story together like a role play.

As many times students practice the story, they will improve their reading skills and comprehension. They will improve these aspects because they are going to listen to the lines many times, having always the guide of the teacher who will pay attention to their performance in order to be able to correct mistakes.

2.3.3 Steps to apply Reader's theater technique

Readers Theater is a very popular technique in the USA. However, nowadays, it is also used in many countries around the world as a way to motivate students to practice reading and speaking skills in a different and interesting environment. Nevertheless, as any other technique, its efficiency will depend on how it is applied. It is very important for teachers to follow some steps in order to develop readers' theater effectively.

The first step has to do with choosing the right script for students to perform. About this stage, Truby (2013), explains: with a little adaptation, Readers Theater can be performed with

many kinds of literature: picture books, short stories, parts of novels, poetry, folktales, works of nonfiction, and newspaper or magazine articles. You can also find collections of Reader's Theater scripts online. There are also books of Reader's Theater plays arranged by grade level or theme (Greek myths, American history, etc.). (p.1)

Clearly important choosing fun and interesting literary works can catch the attention of the students as most as possible. After that, it is important to model the script so teachers must read the literary work and make the gestures and expressions they expect their students to make. Teachers can even suggest different sounds or mimics that can be done while reading the script and if it is possible; teachers can project the script so students can follow them while they are modeling the story. Then teachers and students can read all together as a way to help learners to create self-confidence and the feeling of teamwork.

The following step is very important which assigns roles to each student. The idea is to make the activity enjoyable so teachers must explain to students how to develop the script correctly and make them know that mistakes are part of the process.

Finally, when students are ready, teachers can invite them to go to the front and perform the script. This can be done as a class activity, or teachers can create a scenario, even use crops and customs, and invite students' family or learners from other groups to enjoy of the presentation. Although the implementation of crops and customs is not necessary for practicing reader's theater, it can be a plus that can help to create a nice environment to engage and motivate students.

2.3.4 Advantages of the Reader's theater technique

According to Salas (2019):

This technique has several benefits in the language learning process. It helps students to develop their linguistic and social skills. It also promotes cooperative learning, meaningful linguistic situations, among others. It would be interesting that, as teachers, we can give it a try and discover by ourselves if it can be useful or not for our students and their learning process. (p.176)

Reader's theater is a creative technique for students to practice and improve their skills on a second language. There are several benefits that teachers can experiment, when applying this strategy. It brings motivation, knowledge and enhances creativity. Students find motivation on Reader's theater technique, because it is an activity that can be based on a fun story or on an interesting script that transmits a good message. By practicing the script, the gestures and sounds, students feel themselves comfortable, entertained and motivated.

A benefit is that this technique enhances creativity. Reader's theater creates an open environment that catches the attention of the students. While they are working as a group, they can think about different ways of representing their roles or making words sound stronger or relevant by using a funny accent. On the other hand, even though reader's theater does not require extensive preparation, it brings an opportunity for teachers and students to look for ideas to make it funnier and more dynamic, such the use of crops, props or the creation of a set.

2.3.5 Disadvantages of Reader's theater technique

Most of the techniques applied to practice and learn a second language usually have some disadvantages and reader's theater is not the exception. The disadvantages regarding this technique have to do mainly with choosing the scripts, dividing the roles and dealing with students who are extremely shy.

Choosing the right script can be a difficult task for the teachers especially if they are trying to implement the technique with a big group. Selecting a good script means that it is fun or interesting for students.

As soon as teachers have chosen the right script, they have to assign papers to all the students. The problem here is that stories always have main and secondary characters and students usually want to have an important role in the performance. Teachers must explain to students that all roles are important and that the objective of the activity is to work as a group and learn together. On the other hand, it is clear that in all groups there are different types of personalities. For introverted students, these activities mean a big challenge to overcome. They normally do not participate or read aloud in front of the class. They can experiment a lot of nervousness and anxiety. Reader's theater is challenging, not only for students, but also for teachers who might try to develop the technique in an integral way in order to make all students part of the activity, but also make them enjoy it.

2.3.6 Example of a Script to implement Reader's Theater
If You Give a Mouse a Cookie

by Laura Joffe Numeroff

1: If you give a mouse a cookie,

2: he's going to ask for a glass of milk.

3: When you give him the milk,

4: he'll probably ask you for a straw.

5: When he's finished, he'll ask for a napkin.

1: Then he'll want to look in a mirror to make sure he doesn't have a milk mustache.

2: When he looks into the mirror,

3: he might notice his hair needs a trim.

4: So he'll probably ask for a pair of nail scissors.

5: When he's finished giving himself a trim,

1: he'll want a broom to sweep up.

2: He'll start sweeping.

3: He might get carried away and sweep every room in house.

4: He may even end up washing the floors as well!

5: When he's done, he'll probably want to take a nap.

1: You'll have to fix a little box for him with a blanket and a pillow.

2: He'll crawl in,

3: make himself comfortable

4: and fluff the pillow a few times.

5: He'll probably ask you to read him a story.

1: So you'll read to him from one of your books,

2: and he'll ask to see the pictures.

3: When he looks at the pictures,

4: he'll get so excited he'll want to draw one of his own.

5: He'll ask for paper and crayons.

1: He'll draw a picture.

2: When the picture is finished,

3: he'll want to sign his name with a pen.

4: Then he'll want to hang his picture on your refrigerator.

5: Which means he'll need Scotch tape.

1: He'll hang up his drawing and stand back to look at it.

2: Looking at the refrigerator will remind him that he's thirsty.

3: So he'll ask for a glass of milk.

4: And chances are if he asks for a glass of milk,

All: he's going to want a cookie to go with it.

CHAPTER 3

Design and method

3.1 Research Method

Ferrance E. (2000) states about action research:

Typically, action research is undertaken in a school setting. A reflective process allows for inquiry and discussion as components of the "research." Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. (p. 1)

As a current teacher, the researcher develops this investigation in order to analyze the strategy "Reader's theater", as a teaching technique, and its efficiency on improving reading and speaking skills, starting by identifying a problem and trying to find a solution for it. By using the action research, this investigation is not only focused on the information that can be collected, but on the results that can be found throughout the implementation of the technique that is being studied.

3.2 Type of approach

This study is developed applying a mixed method approach. It will use qualitative and quantitative facts. On Wisdom J and Creswell JW. (2013) words:

The term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single

investigation or sustained program of inquiry. The basic premise of this methodology is that such

integration permits a more complete and synergistic utilization of data than do separate

quantitative and qualitative data collection and analysis. (p.22)

Therefore, this study is going to use the mixed approach, which, as explained before,

combines qualitative and quantitative methods in order to answer the research question in which

is based the investigation. There are many advantages related to the use of this approach, such as

the fact that it allows to analyze not only numerical information, but also non-numerical data.

3.3 Context

Description of the place

The application of this project takes place at Bagaces Night Highschool, this is an

educational institution located in Bagaces, Guanacaste, in which students, attend lessons in a

schedule from 5:00pm to 10:15 pm. It is important to mention that most of the students are people

with vulnerable situations, many of them with economic and/or familiar problems.   Another

part of the population, are people who work, so they attend lessons after going to their jobs. There

are also many women who have gotten pregnant, so it is difficult for them to continue studying in

the day college. On the other hand, there are some students that even though they are very young,

they decided to change the day college to attend lessons at the Bagaces Night Highschool.

Because of the diversity of students and vulnerable situations, the social environment many times

becomes difficult. Teachers have to be so focus not only in the academic performance, but also in

students' behaviors and emotions.   Among the facilities, the institution offers to the students are

transportation, feeding, soda, classrooms with fans and whiteboard, among others

Community

Bagaces Night High School, is located in the city of Bagaces in Guanacaste, which is the capital of the canton of the same name, and has a land area of 184.5 km² and a population of 12,367 people.

It is divided into four districts: Bagaces, Fortuna, Mogote and Rio Naranjo. The canton of Bagaces was formally incorporated in 1848. The canton's capital city was established in 1918, and takes its name from a renowned Indian tribal elder, Chief Bagatzi, who was ruler of the area when the Spanish arrived in the 16th century.

3.3.1 Description of the Chosen setting

Level Chosen: This investigation will be developed with a group of tenth grade.

Classroom: The chosen group is the section 10-1, which is formed by 32 students with ages among 17 and 48 years old.

Institution: The Institution in which this action research will take place is the Bagaces Night High School, located in Bagaces, Guanacaste.

3.3.2 Participants (population)

Subjects of information are the ones that provide important data to a specific research, they are fundamental to develop an investigation effectively. As it is an educational research, specifically in the area of English, the subjects of information are the ones who are involved in the teaching-learning process, which are mainly the English teachers and their students, as well as the English Regional Advisor. Subjects of information are completely important for the effectiveness of any research, because they are the ones who are going to provide important data to enrich this investigation. On the other hand, population is the group of people that works as the base to select a sample to work with. About this topic, Bhandari (2020) expresses: A **population** is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. (p.2) the sample chosen, plays a very important role, because it is from this group that the information or data is going to be collected.

- **Students**: A total of seventeen students of tenth grade, were part of the instruments applied in this investigation.

- **Teachers:** three teachers, with ages among 31 and 38 years old, form the English Department at Bagaces Night High school.

- **English advisor:** The English advisor of circuit 04 was part of this research. A female with 15 years of experience on the Educational area.

DESCRIPTION OF THE INSTRUMENTS

3.4. Data collection procedures and tools of initial research

The process of collecting data in action research is one of the most important parts of the investigation. Through this process the researcher will obtain the sources to analyze that information and acquire or expand knowledge about a specific topic. About the importance of analyzing data, Durcevic (2020) expresses: *"Data analysis is a process that relies on methods and techniques to taking raw data, mining for insights that are relevant."* (p. 1)

This action research focuses on the implementation of Reader's theater as a teaching Technique, so the perception of students and English teachers about this strategy is the base to develop and address this investigation properly and it is why, this stage is vital. As it is developed under the action research, the data collection process will follow this same approach, which allows the researcher to use both data collection tools: the qualitative and the quantitative ones.

3.4.1 Procedures of initial research (diagnostic findings)

Making a diagnosis of the problem under investigation is vital to develop the research in an effective way. It is why the initial diagnostic is a key process. Throughout the diagnostic process, the researcher can acquire a clearer and deeper idea of the topic under investigation. In this case, it is clear that reader's theater focuses on reading and speaking skills, reason why it is necessary to investigate the students' management of these two important abilities for the ESL learning process. On the other hand, it is transcendental to understand the knowledge that the population has about this technique.

3.4.2 Instruments

The instruments in a research are the tools used to gather information or data. About data collection, Muhammad (2016) explains:

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions that have been posed. Regardless of the field of study or preference for defining data (quantitative, qualitative), accurate data collection is essential to maintaining the integrity of research (p. 202)

This investigation, as mentioned before, is based on a mixed approach that combines both: qualitative and quantitative data. There are many instruments that has to do with this type of approach, but this study uses three main strategies to collect data. The first one is questionnaires. These are going to be applied to the sample population, which are the students of tenth grade and teachers at the Bagaces Night High School, as well as the English Regional supervisor of circuit 05 of Liberia Regional Office. According to Muhammed (2016): "A questionnaire is the most commonly used method in survey. Questionnaires are a list of questions either open-ended or close-ended for which the respondents give answers. Questionnaire can be conducted via telephone, mail, live in a public area, or in an institute, through electronic mail or through fax and other methods." (p.205)

The questionnaires are going to be applied at the beginning of the research as a diagnosis to analyze the knowledge of the sample population about the reader's theater.

Diagnostic Test:

As it was clarified before, the instruments used to collect information are completely important for the success of any research. The present investigation is going to use a diagnostic test, based on closed questions (yes/no questions) that will allow the researcher to comprehend and analyze the information that the population used to develop this study, know about the topic itself and the aspects related to it. The questions were made based not only about the technique itself, but also on the skills that want to be improved by implementing reader's theater on English lessons. These forms were uploaded by using the platform survey monkey, which facilitated the access to students, teachers and the regional advisor to read and answer the questions and were formed by two different parts: the first one, regarding to personal information such as genre and age, and the second one, about closed questions regarding the technique under study.

3.4.2.1 Students Closed-Ended Questionnaire.

It includes questions created in order to analyze students' knowledge of the reader's theater technique, but also about their performance on reading and oral skills on ESL lessons. 14 students of the group 10-1 at Bagaces Night High School answered this questionnaire.

3.4.2.2 Teachers' Closed-Ended Questionnaire:

Teachers play a fundamental role on the progress that students have throughout their learning process. The questions included in the teachers' questionnaire were about their knowledge and implementation of the reader's Theater technique, but also about the opinion, they

have about this strategy. The three English teachers at the Bagaces Night High School answered

the questionnaire sent by survey monkey.

3.4.2.3 Regional advisor Closed-Ended Questionnaire:

The regional advisor opinion is very important for the development of this study, mainly

because she has a broad knowledge not only about the teachers' performance, but also about the

students' behavior and attitudes related to the English learning process, that takes place in the

Educational institution of our country.

3.4.3 Validation of the instruments

Middletown (2019) explains about the term validity: "Validity tells you how accurately a method

measures something. If a method measures what it claims to measure, and the results closely

correspond to real-world values, then it can be considered valid." (p.1)

For this research, teachers validated the questionnaires: Yasmín Mayorga Leal and Didier

Acuña, professor at the Universidad Latina de Costa Rica, Santa Cruz branch.

3.4.4. Diagnostic Data Analysis:

3.4.4.1 Students' Questionnaire

The following tables and graphs are the result of the questionnaire applied to the students

of tenth grade, that belong to the group 10-1 at Bagaces Night High School. This group is

conformed by 32 students, of which 17 answered the questionnaire effectively.

Table : 1

Students' information about their gender

	Male		Female		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. What is your gender?	10	59%	7	41%	17	100%

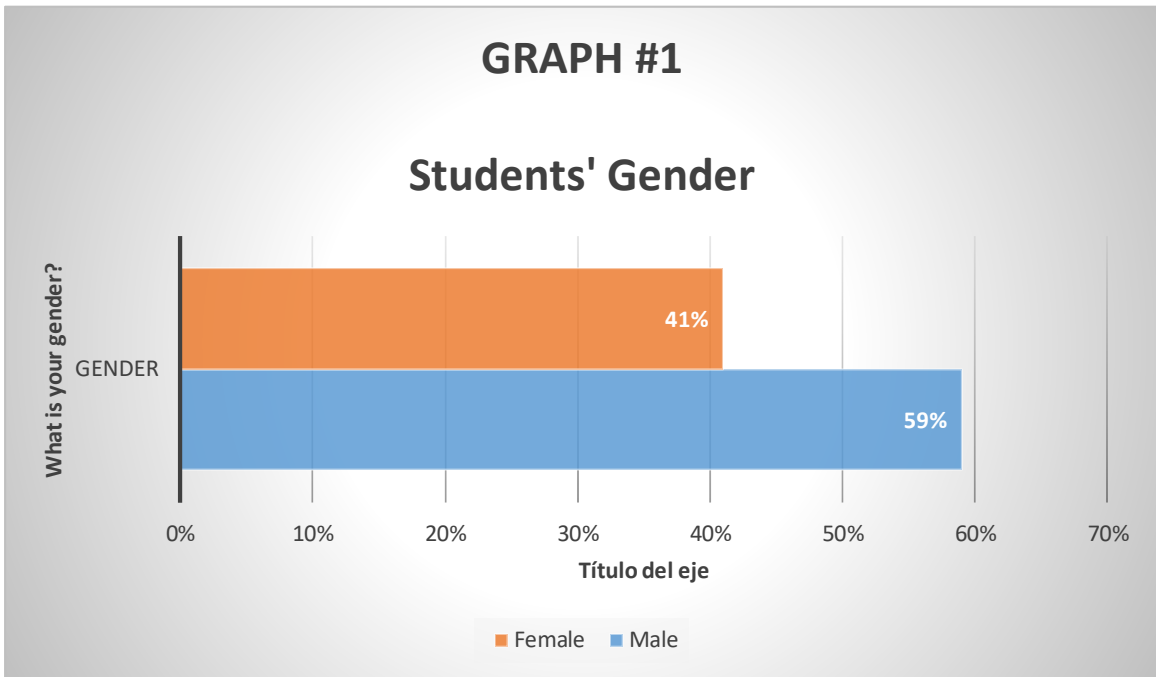**Source:** Questionnaire #1 applied to tenth level students from Bagaces Night High School,

Bagaces, 2020.

GRAPH #1

Students' Gender

Figure 1: Students' information about their gender

Source: Table 1.

8

Table 2

Students' information about their age

	Sixteen		Seventeen		Eighteen		Nineteen or older		TOTAL	
	A.F	R.F.	A.F.	R.F.	A.F.	R.F.	A.F	R.F	A.F	R.F.
1. How old are you?	6	35%	4	24%	2	12%	5	29%	17	100%

Source: Questionnaire #1 applied to tenth level students from Bagaces Night High School, Bagaces, 2020.
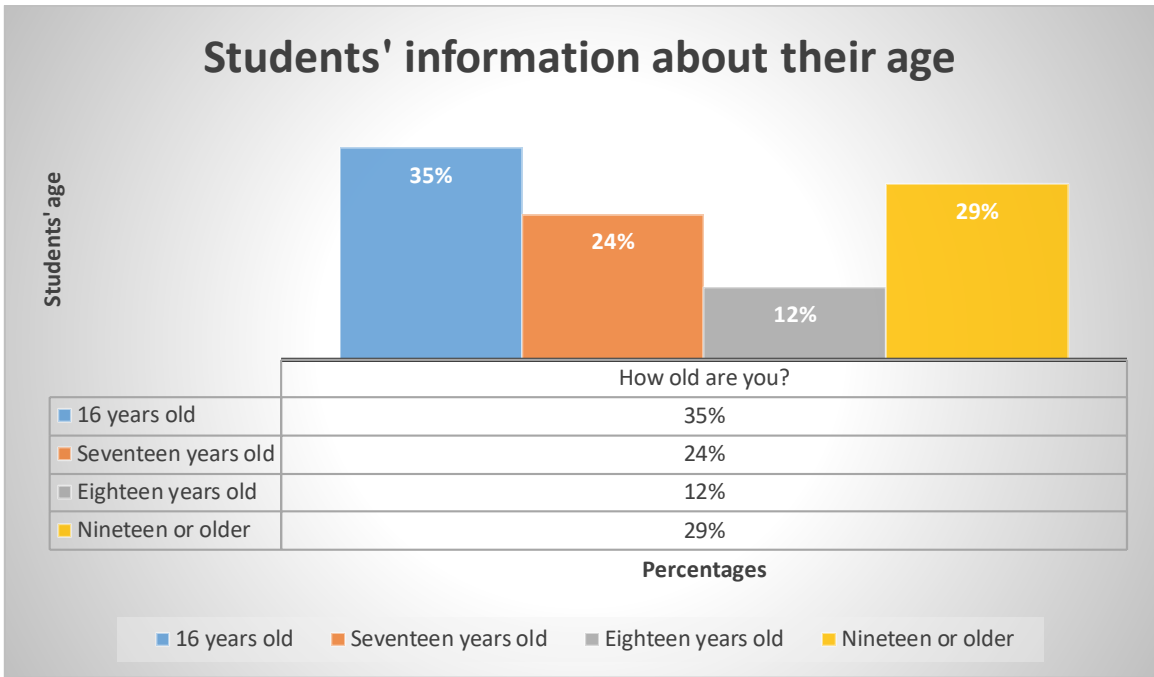
Figure 2: Students' information about their age

Source: Table 2.

Graph one and Graph two present general information about tenth grade students at Bagaces Night High School. These figures show that a 59% of the group are men and a 41% are women. On the other hand, as we can see from seventeen students, twelve of them are under ages among 16 to 18 years old, while five of them, which represents a 29%, are nineteen years old or older.

Table 3

Students' information about reading

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you like to read?	15	88%	2	12%	17	100%
2. Do you know what reading performance is?	12	71%	5	29%	17	100%
3. Do you read in your English class?	14	82%	3	18%	17	100%

Source: Questionnaire #1 applied to tenth level students from Bagaces Night High School, Bagaces, 2020.
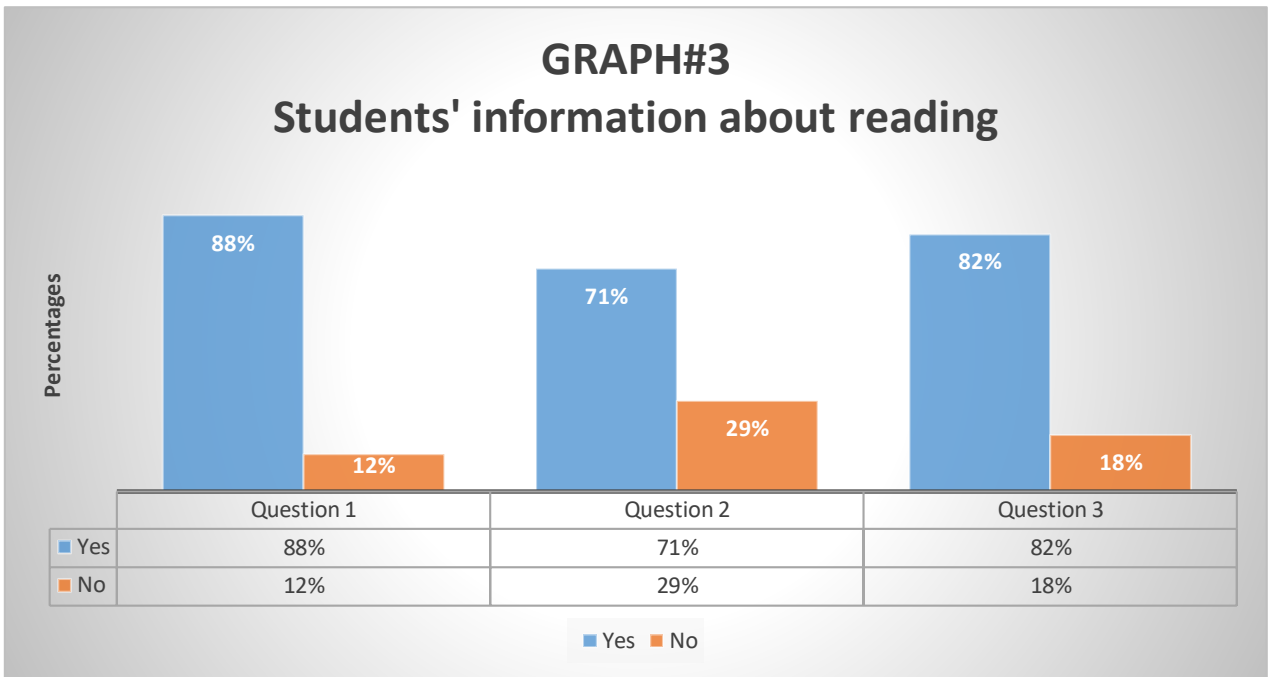

Figure 3: Students' information about reading

Source: Table 3.

Based on question 1 about if the students like to read, 15 students said yes, it means that 88% of them like to read. On the other hand, two students that represent 12% answered no. Therefore, it means that the majority of the students like to read, something that will be very beneficial to improve their reading competence.

Regarding question 2 about if they know what reading performance is, 12 students answer yes, 71% of them know what is reading performance but five students said no, it means that 29% of them do not know what reading performance is. The majority of them know what reading performance is.

Question three about if they read in the English class, 14 students said yes, it means 82% of the population read in their English classes. On the contrary, three students said no. So, 18% of the population do not read in their English classes

Table 4

Students' information about oral performance

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you know what oral performance is?	13	76%	4	24%	17	100%
2. Do you enjoy being part of oral activities?	11	65%	6	35%	17	100%

Source: Questionnaire #1 applied to tenth level students from Bagaces Night High School, Bagaces, 2020

GRAPH#4
Students' information about oral performance

	Question 1	Question 2
Yes	76%	65%
No	24%	35%
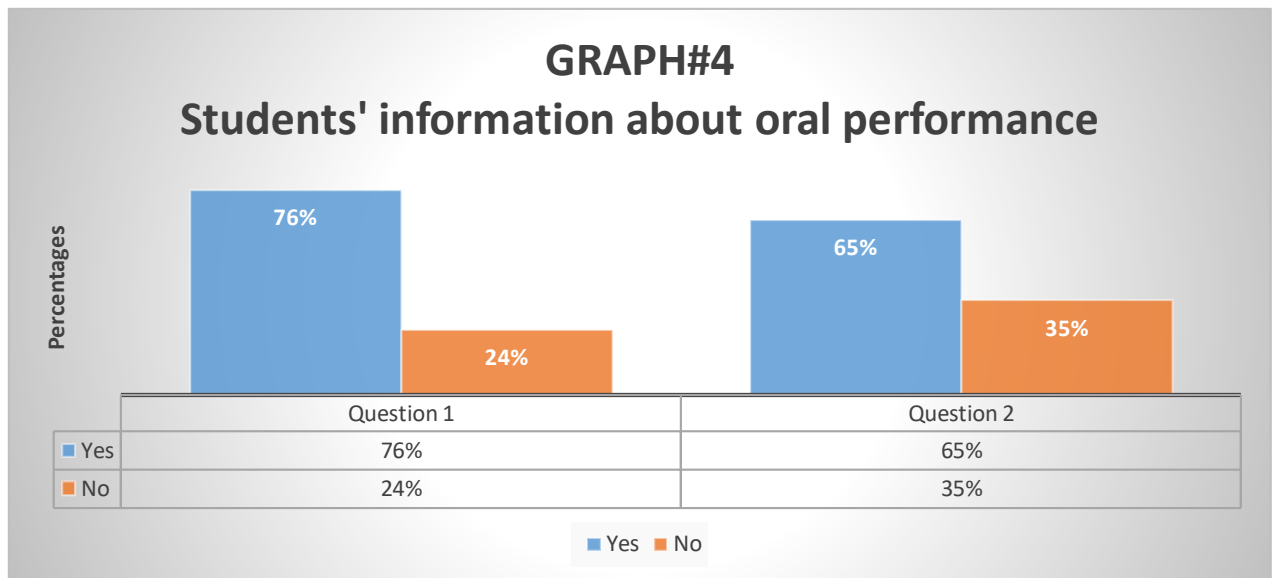
Source: Table number 4.

Figure 4: Students' information about oral performance

Graph 4 illustrates how much the participants know and enjoy of oral performances. About the first variable, as can be seen, 76% understand the concept of oral performance, which even though is a majority, it could be even better if more than that percentage would know about this important ability which is fundamental for the learning process of a second language. On the other hand, the answers to the second questions show that 65% of the students enjoy being part of activities related to the speaking skill, which is excellent because oral performance is completely necessary for the development of the technique in which is based this research: the reader's theater.

Source Table 4.

Table 5

Students' knowledge about Reader's theater Technique

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you know what Reader's theater is about?	12	71%	5	29%	17	100%
2. Have you ever observed the application of Reader's theater in your English class?	6	35%	11	65%	17	100%

Source: Questionnaire #1 applied to tenth level students from Bagaces Night High School, Bagaces, 2020
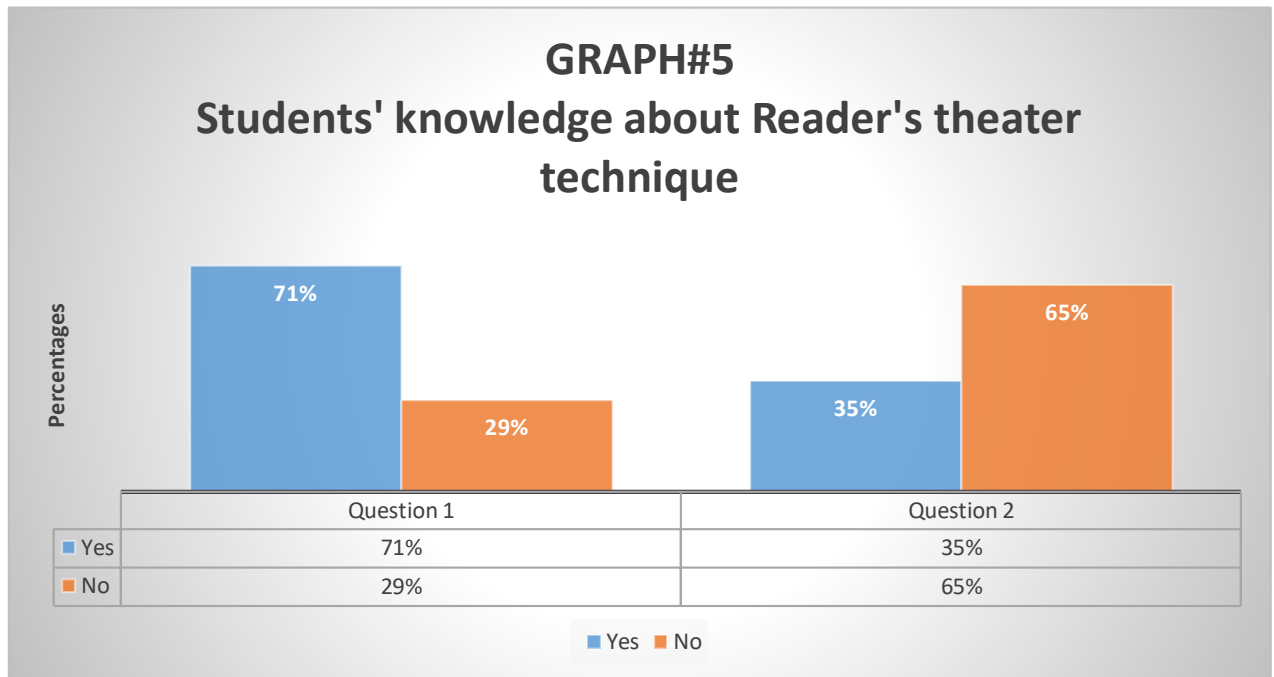

Figure 5: Students' knowledge about reader's theater technique

Source: Table 5.

The results of the questions related to the students' knowledge about the reader's theater technique, can be understood as the following 71% of the students know what reader's theater is about, and a 35% have observed the application of this technique in their English classes.
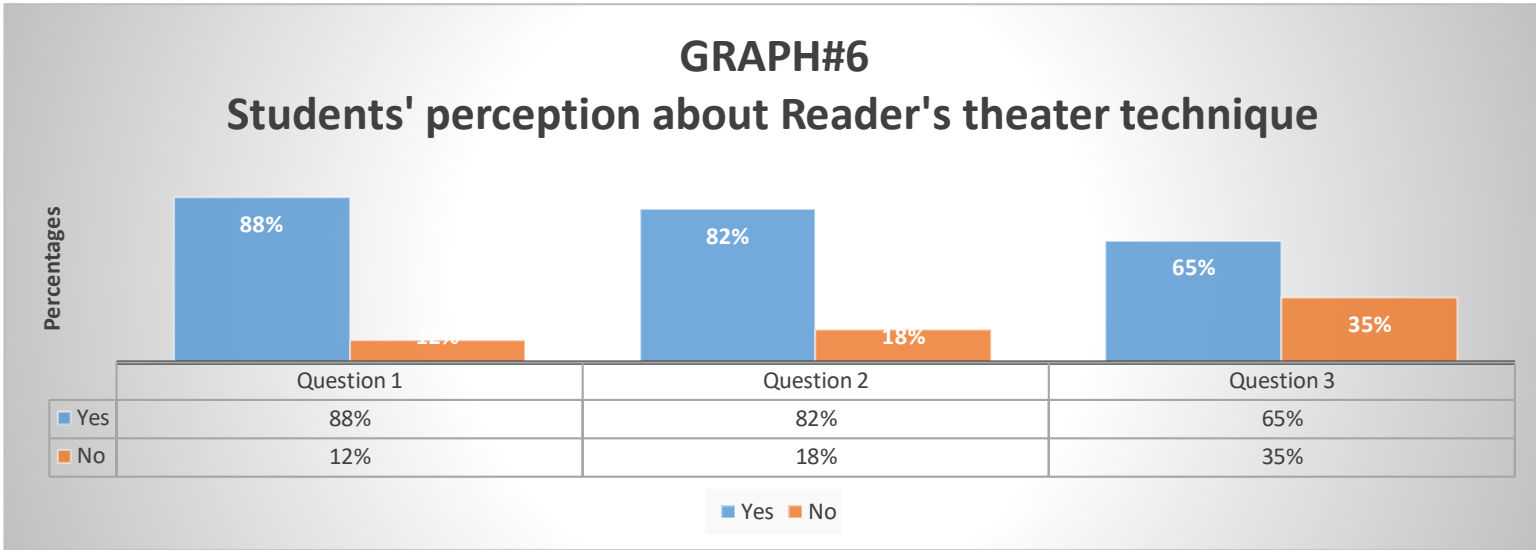
	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you consider reader's theater technique important in the English process?	15	88%	2	12%	17	100%
2. Do you think that reader's theater is a good technique to improve your speaking and reading skills in English?	14	82%	3	18%	17	100%
3. Would you like to be part of a reader's theater activity?	11	65%	6	35%	17	100%

Table 6: Students' perception about Reader's theater Technique

Source: Questionnaire #1 applied to tenth level students from Bagaces Night High School, Bagaces, 2020

Figure 6: Students' opinion about reader's theater technique

Source: Table 6.

GRAPH#6
Students' perception about Reader's theater technique

	Question 1	Question 2	Question 3
Yes	88%	82%	65%
No	12%	18%	35%

The results of the questions related to the students' perception about the reader's theater technique, can be understood as the following: 88% of them, consider reader's theater technique important in the English process, 82% think that reader's theater is a good technique to improve their speaking and reading skills in English, while a 65% of the students would like to be part of a reader's theater activity.

3.4.4.2 Teachers' Questionnaire

The following tables and graphs are the result of the questionnaire applied to English teachers at Bagaces Night High School. The participants were three teachers who are the ones in charge of the English Lessons that receive the different groups that conformed this institution.

Table 7: Teachers' information about their gender

	Male		Female		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
2. What is your gender?	2	67%	1	33%	3	100%

Source: Questionnaire #1 applied to teachers from Bagaces Night High School, Bagaces, 2020.
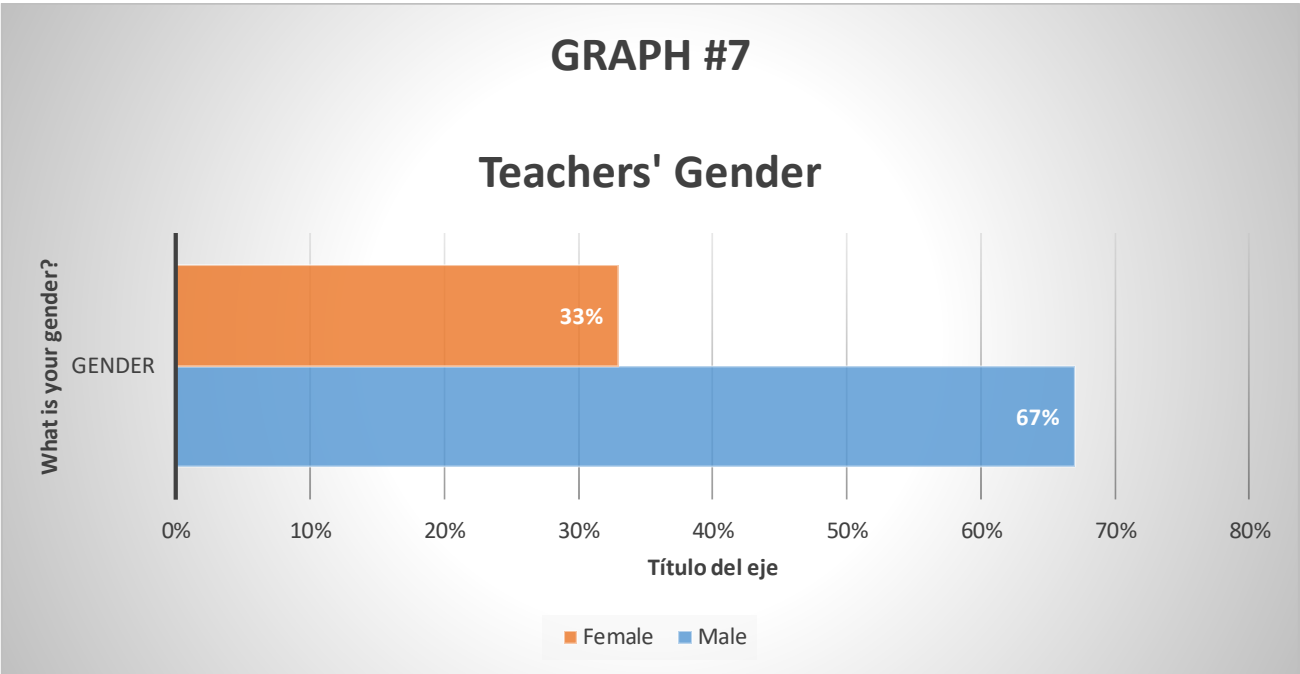
GRAPH #7

Teachers' Gender

Figure 7: Teachers' information about their gender

Source: Table 7

Table 8: Teachers' information about their age

	Thirty one		Thirty four		Thirty eight		TOTAL	
	A.F	R.F.	A.F.	R.F.	A.F	R.F	A.F	R.F.
2. How old are you?	1	33.3%	1	33.3%	1	33.3%	3	100%

Source: Questionnaire #1 applied to English teachers from Bagaces Night High School, Bagaces, 2020

.
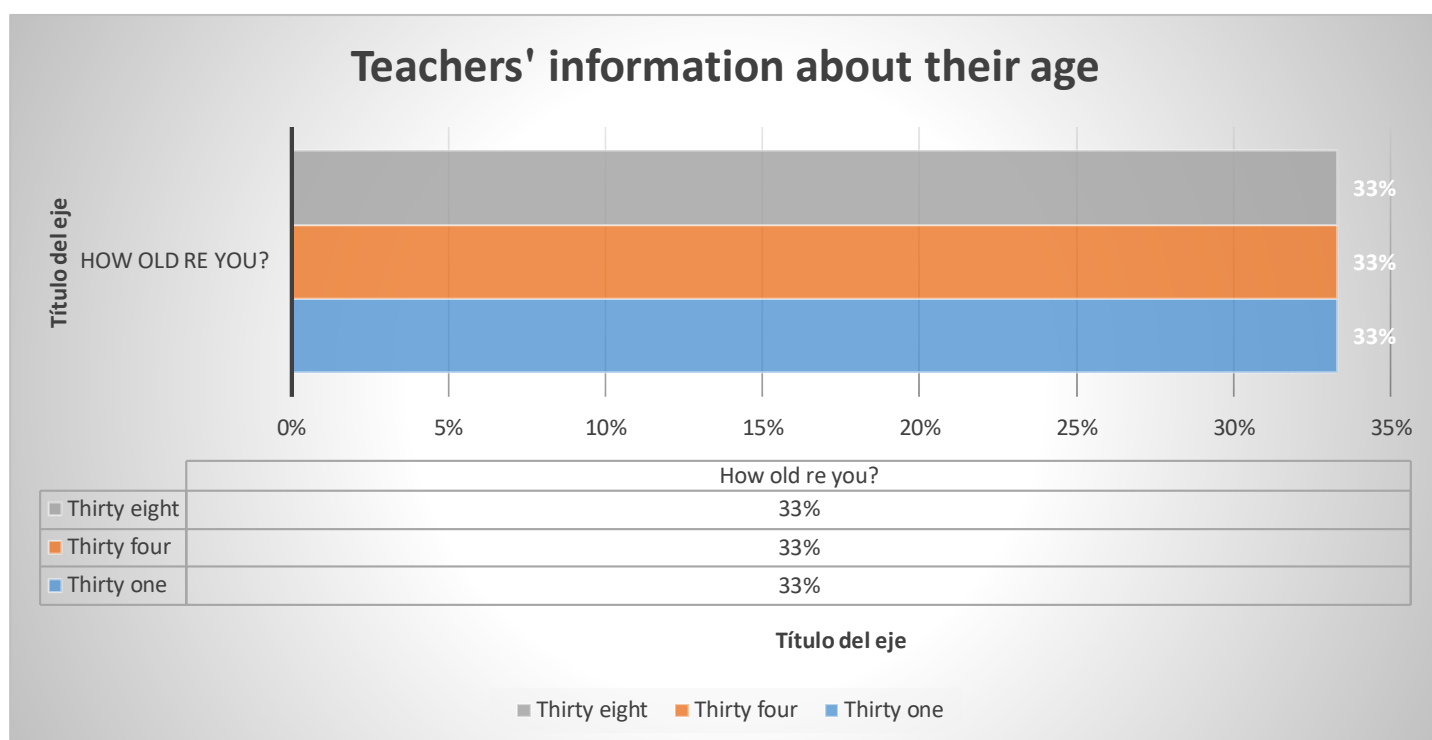
Source: Table 8.

The results of the questions related to the teachers' personal information, can be understood as the following: two of them, who represents a 67%, are men, while there is only one women, which represents a 33%. Talking about their ages, the three teachers who work at the Bagaces Night High School are under ages from 31 to 38 years old.

Table 9: Teachers' information about Readers' Theater

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you know what reader's theater is?	2	67%	1	33%	3	100%
2. Have you applied reader's theater in your English classes?	0	0%	3	100%	3	100%
3. Have you taken into account Reader's theater in your planning process?	0	0%	3	100%	3	100%
4. Do you consider reader's theater technique important in the English process	3	100%	0	0%	3	100%

Source: Questionnaire #1 applied to teachers from Bagaces Night High School, Bagaces, 2020

Figure 9: Teachers' information about reader's theater technique
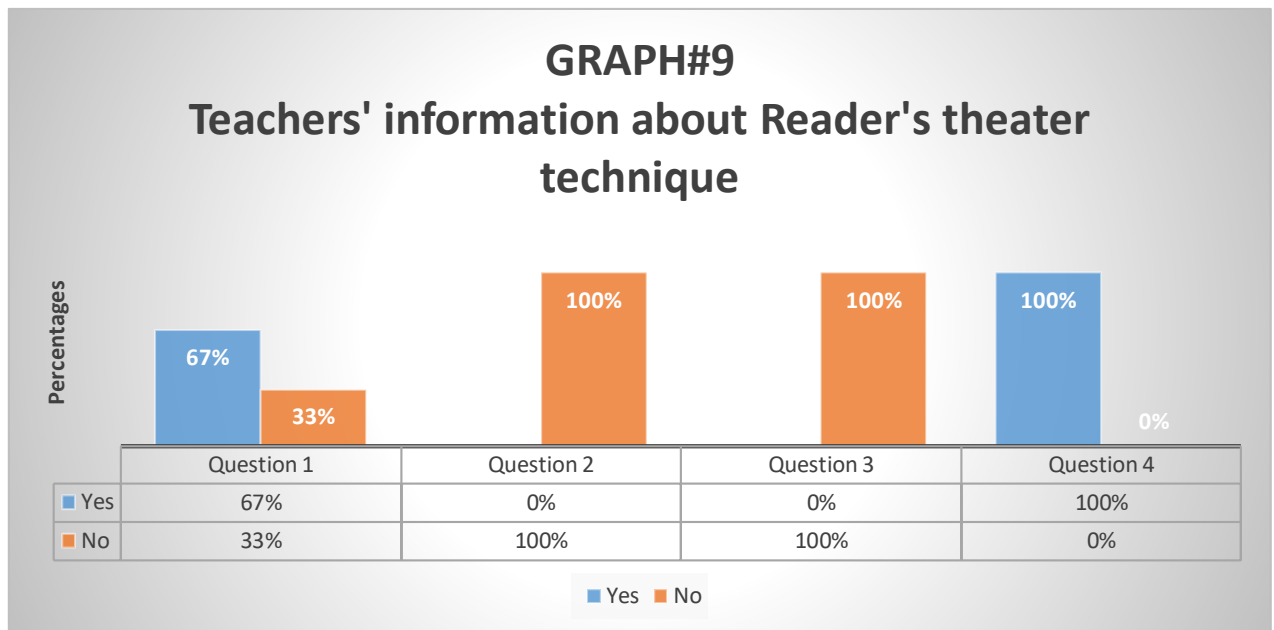
Source: Table 9.

The results of the questions related to the teachers' information about reader's theater technique, can be understood as the following: 67% of them know what reader's theater is, none

of them, which means 0% have not applied this technique in their English lesson, this information is relected in question number two. About question number three, it shows that none of the three English teachers at Bagaces Night High School, has taken into account Reader's theater in their planning process. However, as can be seen trough question number four, 100% of the teachers consider reader's theater technique important in the English process.

Table 10: Teachers' information about Oral performance

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you often work oral performance in your classes?	3	100%	0	0%	3	100%
2. Do you consider oral performance important for students' language progress?	3	100%	0	0%	3	100%

Questionnaire #1 applied to teachers from Bagaces Night High School, Bagaces, 2020
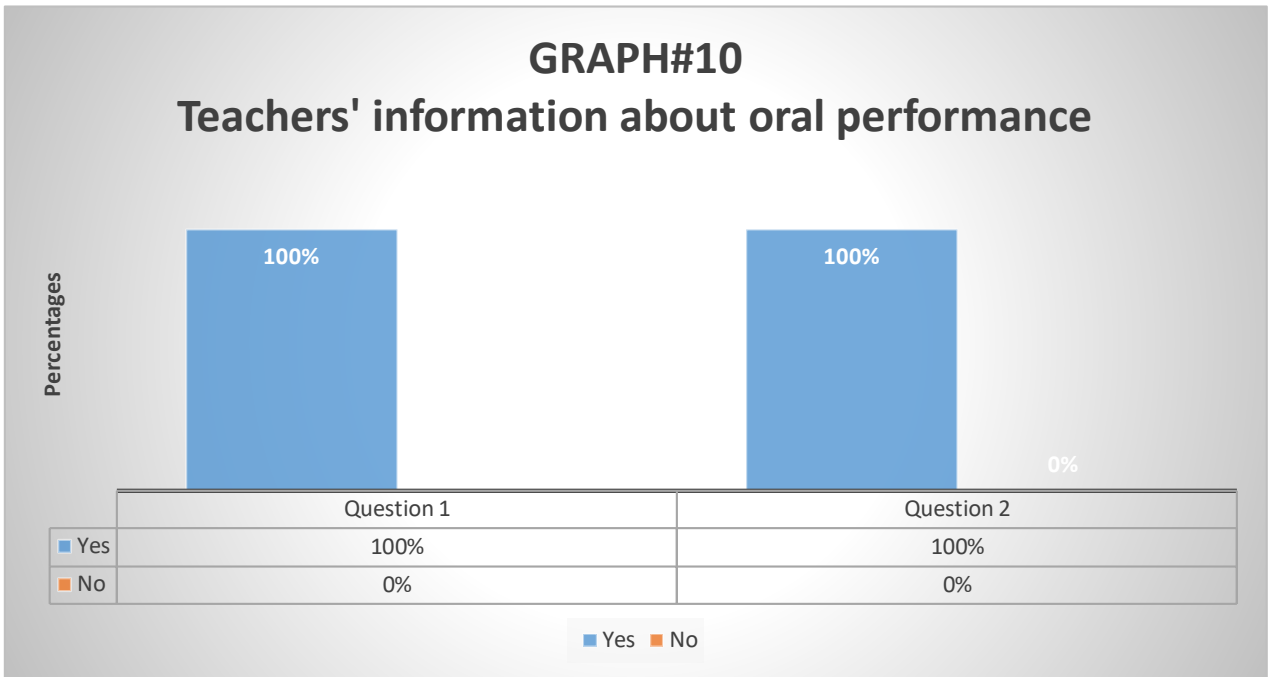
Figure 10: Teachers' information about oral performance

Source: Table 10.

The results to the questions related to teachers' information about oral performance, can be understood as the following: 100% of the teachers work oral performance in their classes, and all of them consider oral performance important for students' language progress.

Table 11: Teachers' information about Reading performance

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you often work reading performance in your classes?	3	100%	0	0%	3	100%
2. Do you consider reading performance important for students' language progress?	3	100%	0	0%	3	100%

Questionnaire #1 applied to teachers from Bagaces Night High School, Bagaces, 2020

GRAPH#11
Teachers' information about reading performance

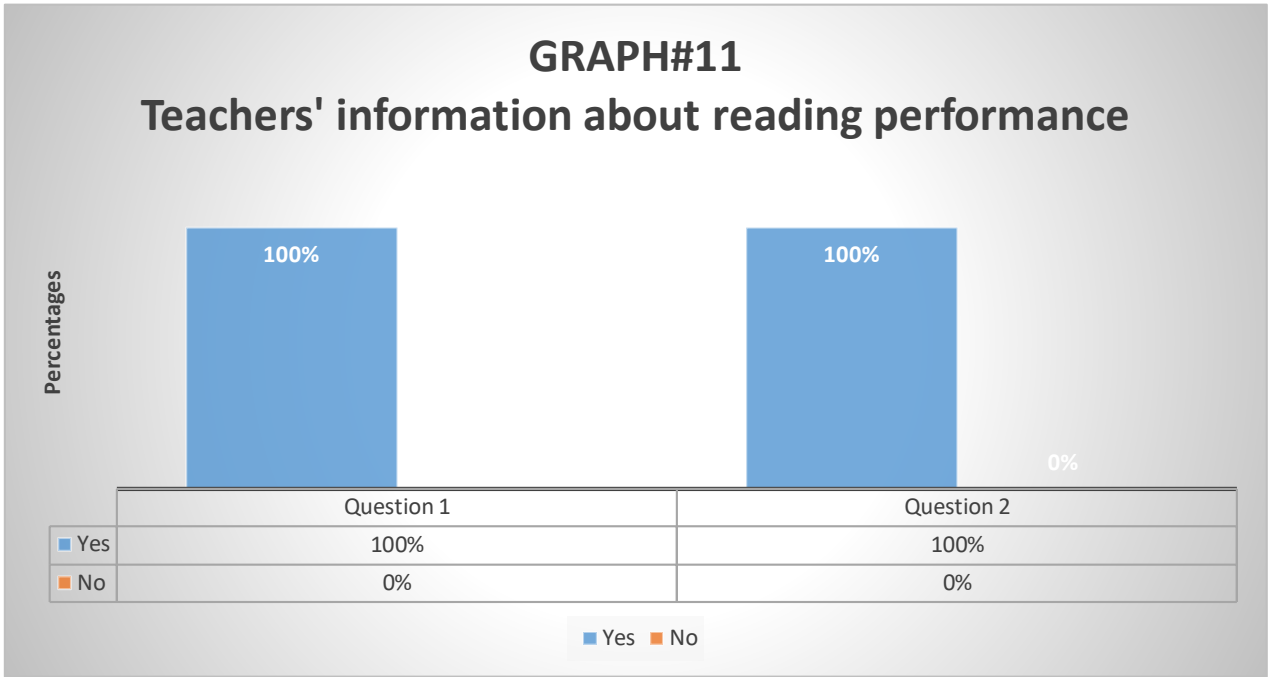|	Question 1	Question 2
■ Yes	100%	100%
■ No	0%	0%

■ Yes ■ No

Figure 11: Teachers' information about reading performance

Source: Table 11.

The results to the questions related to reading performance, could be understood as the following: 100% of the English teacher at Bagaces Night High School work reading performance in their classes, and all of them consider reading performance important for students' language progress.

Table 12: Teachers' information about students' participation in class

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do your students have good participation in your class	1	33%	2	67%	3	100%

2. Do you always enhance students' oral and reading participation?	2	67%	1	33%	3	100%

Questionnaire #1 applied to the Regional advisor from circuit #5, Liberia Regional Office.

GRAPH#12
Teachers' information about students participation in class

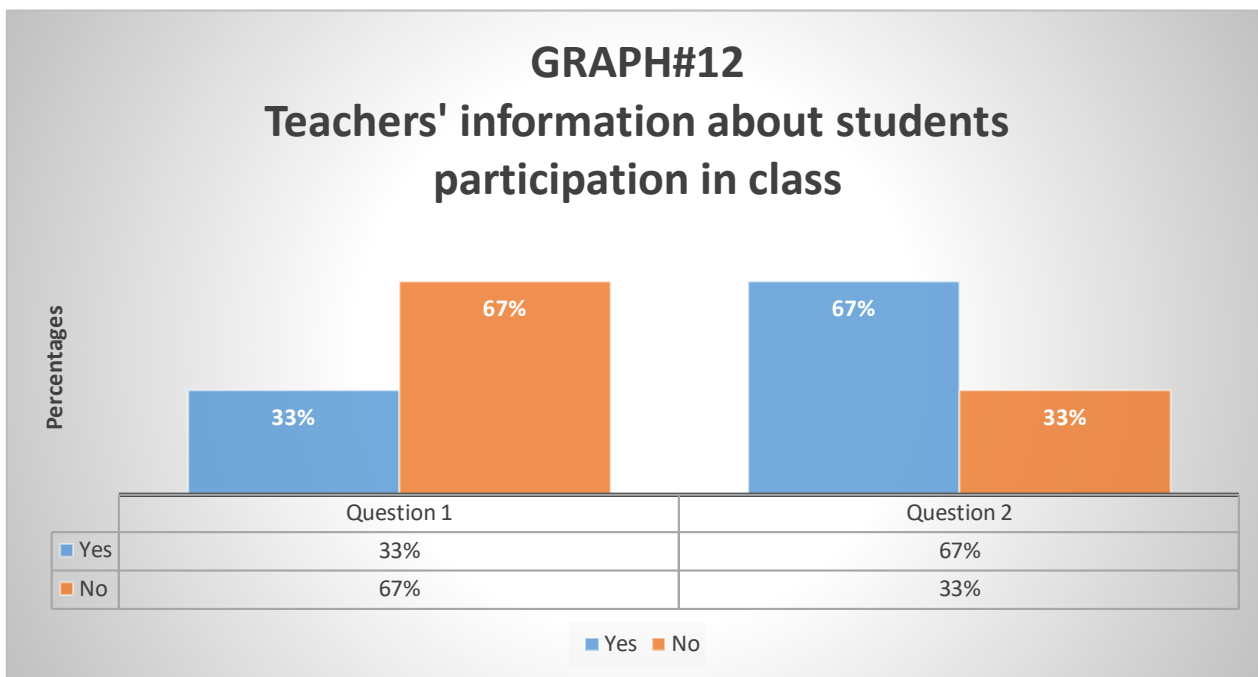|	Question 1	Question 2
Yes	33%	67%
No	67%	33%

Yes No

Figure 12: Teachers information about students' participation in class

Source: Table 12.

The results of the questions related to teachers' information about students' participation in English classes, can be understood as the following: 33% of the teacher claimed that their students have good participation in classes, while a 67% of the teachers expressed that they always enhance students' oral and reading participation

3.4.4.3 Regional Advisor Questionnaire

The following tables and graphs are the result of the questionnaire applied to the Regional advisor of Liberia Regional Office, circuit 05.

Table 13: Regional Advisor knowledge about Reader's Theater Technique

	Yes		No		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F.	R.F.
1. Do you know what Reader's theater is?	1	100%	0	0%	1	100%
2. Do you consider reader's theater effective for students' language progress?	1	100%	0	0%	1	100%
3. Would you recommend the application of Reader's theater technique in the English class?	1	100%	0	0%	1	100%

Questionnaire #1 applied to the Regional advisor from circuit #5, Liberia Regional Office.
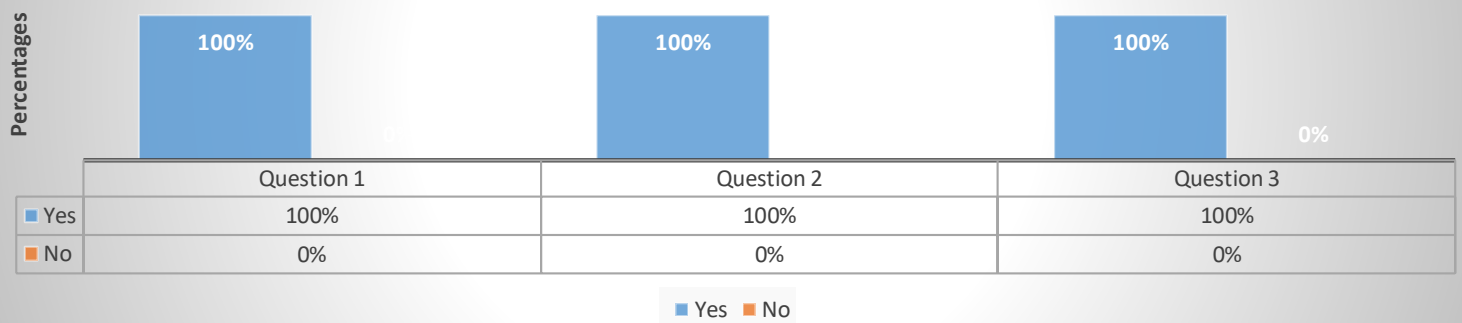

Figure 11: Students' knowledge about reader's theater technique

Source: Table 13.

Graph number thirteen, related to the knowledge that the regional advisor has, about

reader's theater technique, can be understood as the following: the regional advisor knows what

reader's theater is about, and she also considers reader's theater effective for students' language progress and recommends the application of Reader's theater technique in the English classes. These results are represented with 100% percent of affirmative answers.

Table 14: Regional advisor knowledge about teachers Implementation of Reader's theater technique.

	Yes		No		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F	R.F	A.F.	R.F.
1. Do know if your English teachers use Reader's theater in their English classes?	0	0%	0	0%	1	100%	1	100%
2. Do you think English teachers apply Reader's theater technique correctly?	0	0%	0	0%	1	100%	1	100%

Questionnaire #1 applied to the Regional advisor from circuit #5, Liberia Regional Office.
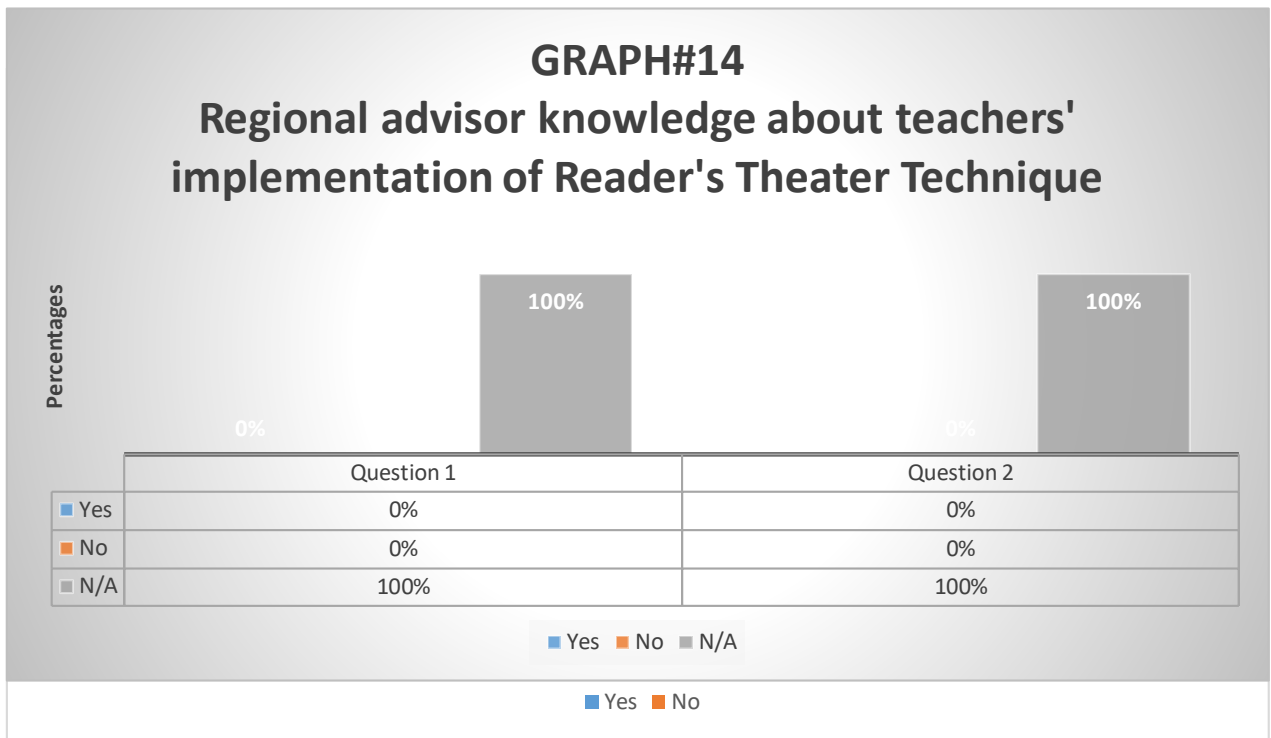
Figure 14: Regional Advisor knowledge about teachers' implementation of Reader's Theater Technique.

Source: Table 14.

The questions related to the regional advisor knowledge about teachers' implementation of reader's theater technique, can be understood as the following: she is not sure about if teachers use the technique in their English classes, or if they apply it correctly. For both questions the options chosen were, "no answer".

Table 15: Regional advisor information about reading and oral performance

Questionnaire #1 applied to the Regional advisor from circuit #5, Liberia Regional Office.

	Yes		No		N/A		TOTAL	
	A.F.	R.F.	A.F.	R.F.	A.F	R.F	A.F.	R.F.
1. Do you consider reading and oral performance important for students' general language progress?	1	100%	0	0%	0	0%	1	100%
2. Do you think teachers in your area enhance students' reading participation?	1	100%	0	0%	1	100%	1	100%
3. Do you think English teachers in your area promote students' real oral participation in their classes?	0	0%	0	0%	1	100%	1	100%

GRAPH: 15
Regional advisor information about reading and oral skills

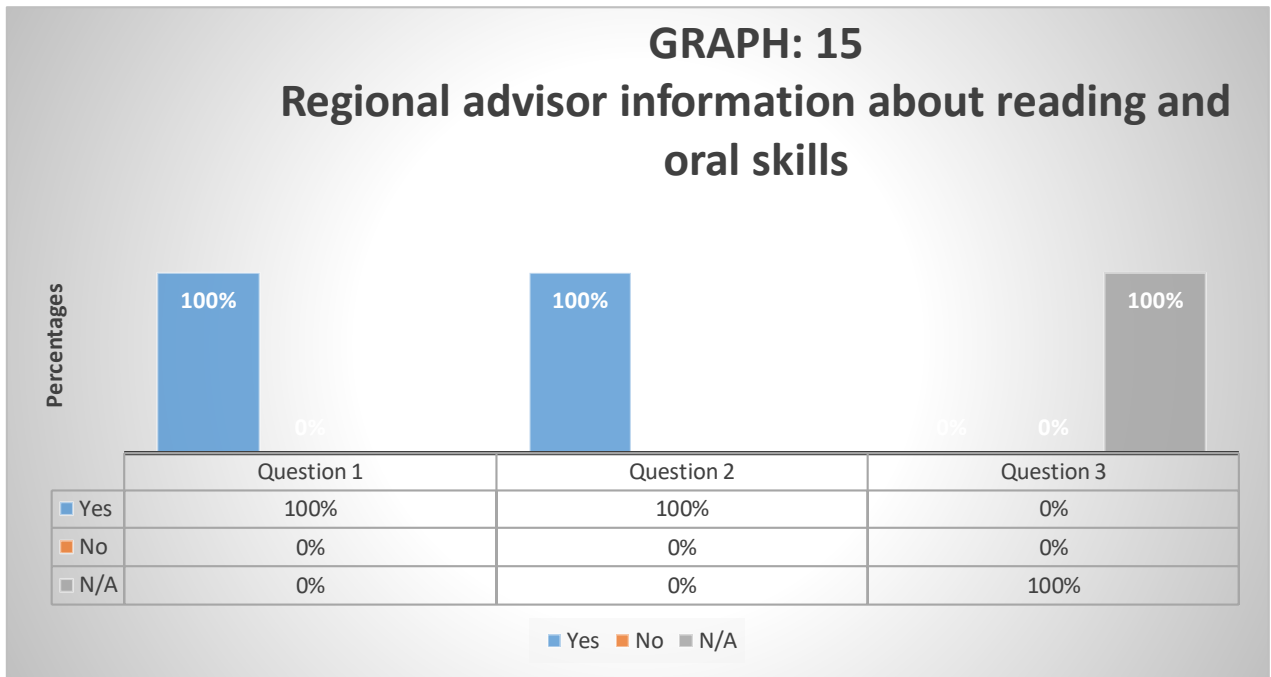|	Question 1	Question 2	Question 3
Yes	100%	100%	0%
No	0%	0%	0%
N/A	0%	0%	100%

Yes   No   N/A

Figure 15: Regional Advisor information about reading and oral performance.

Source: Table 15.

Regarding to the questions made to the Regional advisor, about reading and oral performance, they can be understood as the following: she considers completely necessary reading and oral performance important for students' general language progress, which is represented with 100% of affirmative answer; she also thinks that teachers in her area enhance students' reading participation. On the other hand, she did not have answer for question number three regarding to if English teachers in her area promote students' real oral participation in their classes

3.5 Action Plan proposal

The teaching process is not as easy as many people can assume. In order to develop an efficient class in which students can learn as much as possible, it is necessary to develop the corresponding planning that allow teachers to accomplish their goals.

Including Readers theater technique in the planning, can be an excellent opportunity to create a dynamic environment in which student can improve the different English skills.

3.5.1   Description of deliberate intervention applied

The following section consists of six lesson planning that show ideas of how to include the reader's theater technique in the English lessons. It is important to remember that the focus of this research is to investigate about the implementation of this strategy as a tool to improve the speaking and reading skills of ESL students, so it is crystal clear, that it is completely necessary having ideas of how can this technique be part of the activities developed in the different units of tenth grade.

Didactic Planning # 1

Level: 10th		Unit: 1	
Domain: Professional		**Scenario:** Love What We Do!	**Diagnostic test**
Enduring Understanding: The different jobs and occupations make communities function well in society. **Essential Question:** In what ways do people's jobs or occupations contribute to our community and life in society?			
New Citizenship:			

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Contractions/future tense (will) tense – I´ll be a good doctor. – I'll work as a volunteer someday. Adverbial phrases of degree extent and probability – My father´s job is **really** nice. – My family is **very** happy about my job aspirations. Indications of time (Now, then, when, soon, ago, the year before last, last year, by the time I was) – **The year before last,** my cousins and I spent the	**Function** • Describing past experiences and storytelling, feelings, emotions, and attitudes in personal life. **Discourse Markers** Connecting words expressing; • cause and effect: Why? • **Because** I had so much fun, I will never forget that day**.** **For this/that reason** **.**	**Psycho-social** – Being aware of planning for the future. **Sociocultural** – Respecting other people's jobs and occupations. **Quotes** Social Language Samples – To get your foot in the door/on the ground. – Job opening from 9 to 5.

summer doing volunteer work in my community.
- **By the time, I was** 12, I dreamed of being an astronaut.

Past perfect
- I **had hoped** to become a technician.
I **had worked during** a summer vacation job at the beach.

Vocabulary

Help wanted.
- Accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police office, taxi driver, waiter.

Phonology

- Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.

- Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Name of the Activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
Charades Typhoon Story telling-flash cards	Incluir los objetivos de las actividades Goals	**Pre-teaching** **Routine**: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Learners make groups of four and play charades. The teacher will show pictures of jobs -- the group that guesses the most occupations in the least amount of time wins. **Engaging: Activation of prior knowledge** Learners play "Typhoon." The group is divided into two teams with a set of pictures pasted on the board in a grid formation. Learners choose a card and answer the following questions: Where does she/he work? What does she/he do? If the team answers correctly, they take the card and look on the other side to see what number of points they received. Every card is going to have points and some will also have letters. If they get a S(steal), it means that that group can steal that number of points from another group, D(double) means that the team receives double the number of points on the card, and T(typhoon) means the group wins the entire game.	15 min 25 min 45 min

Introducing

The teacher tells the story "**Brenda's Job**." While the teacher tells the story, she/he shows learners pictures related to the actions that use the structure of the past perfect.

Later, the teacher explains the use of intensifiers, indications of time, and the past perfect structure using simple examples.

55 minutes

Diagnostic Stage:

- Teacher applies a diagnostic test to identify the weaknesses on reading and speaking abilities of the students.
- The diagnostic test has two parts: Oral and written.
- The written part consists of reading comprehension by multiple choice.
- The oral part consists of giving students the opportunity to express their ideas about a specific topic and it will be assess by means of a chart.

60 minutes

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

➤ **Enduring Understanding Reflection**

➤ How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*In progress*	*No*
Get the gist of life stories from an aural stimulus.			
Recognize specific information about someone's life story from an aural/oral stimulus.			
Skims the general idea from newspaper ads.			
Scan for specific information about job advertisements			
Asks simple questions about job experiences.			
Reports what has been said about job experiences, briefly			

Didactic Planning

2

Level: 10th		Unit: 1	
Domain: Professional	**Scenario: :** Love What We Do!		**Theme:** Jobs

Enduring Understanding: The different jobs and occupations make communities function well in society.
Essential Question: In what ways do people's jobs or occupations contribute to our community and life in society?

New Citizenship:

Dimensions		
Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frames Comparative and superlative forms of adverbs – The occupation I like the **most**. Is playing professional soccer. – I enjoyed the job to the **fullest.** – The ad is offering the **best** job opportunities this year. Reported speech (range of tenses) – **I told** my parents **that** I will become the best	**Function** Expressing agreement and disagreement about jobs and occupations. **Discourse Markers** Linkers: sequential past time. **Later**, he asked me about my job expectations during the interview.	**Psycho-social** – Being aware of planning for the future. **Sociocultural** – Respecting other people's jobs and occupations. **Quotes** – If you want to know the value of your job, just imagine when you don't have it. – Unknown Author

lawyer.
- My family **told me that** they had a list of 10 more places they want to visit before 2025.
- The news **reported that** most jobs are requiring English- speaking applicants.

<u>Wh-questions in the past</u>
- **Where** did you want to work?
- **What** other occupation did you like?

Vocabulary

<u>Job descriptions.</u>
- Act, assemble components, bake, construct things, cook, deliver pizza, design building, drive a taxi, file, fly an airplane, grow vegetables, operate equipment, sell cars, translator.

Name of the activity	Purpose of the activity	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)

Board game
 	
Job questions
 	
Video
		Pre-teaching
		
		Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.
		
		Participating : Warm up
		Learner will play a board game about jobs in pairs. First, a student will roll a dice and move the specified number of spaces. If they land on a question, they will have to answer it correctly. If they answer incorrectly, they will have to move backwards three spaces. If a student lands on a monkey, they will jump ahead to the stated space. If they land on a crocodile, they will have to start the game over.
		
		Engaging : Activation of prior knowledge
		Teacher will paste around the class different pictures about jobs. Teacher asks the following questions:
		    1. Which job is the most interesting to you?
		    2. Which job is the least interesting to you?
		    3. Which job do you think has the highest pay?
		Students have to move around the class according to their preferences.
		
		Introducing
		Students are going to watch a video called "**Mock Job Interview to Donald Trump**" (https://www.youtube.com/watch?v=Xb7jWw5lft4)
		
		Teacher will ask the following questions to students:
		
		    1. Is being the president of the United States the most important job?
		    2. What did he say was one of his strengths? (He said that his…)
		    3. What did he say was one of his weaknesses? (He said that his…)
			10 min
			
			10 min
			
			15 min
			
			15 min

		Later the teacher will clarify the meaning of some phrases from the video to students.	
Who am I?	**L2.** follow a small group discussion between two or more native speakers if that conversation is unhurried and if the learner is familiar with the topic under discussion in a video/audio recording about jobs and occupations.	**Oral Comprehension:** **Pre-listening** The teacher shares the goal of the lesson. Learners play a team game called "**Who Am I?"** Teacher divides the group into two or three teams. Each team is going to have a set of cards with different descriptions of jobs. One team reads out the clues slowly and clearly - one by one - on one of their cards. Don't let teams show each other their cards. Other teams listen and try to guess the job. ONLY ONE GUESS IS ALLOWED, so teams have to work together and not guess too quickly. If all the clues are exhausted, teams can show the picture or give extra clues. Teams score one point per correct answer. After concluding this activity, the teacher will set up the context of the audio by telling the students who the speakers are and what are they going to talk about. 	10 min
		Listening for the first time Learner listens to the conversation between Michael and Rebecca for the first time. Learners try to answer the question: "*What was the dialogue about*?"	10min
		Pair/Group feedback Learners compare their answers, and then they share with the whole group.	10 min

		Listening for the second time Learners listen to the audio again, but this time, as they listen they answer some questions. Students check their answers in pairs, and then share with the group. **Post-listening** Teacher will divide the group into two or three teams. He/she will give each team a picture of a job and they have to brainstorm about why it is the best job, some of the benefits of that job, what some of the requirements would be, and a short description of the job.	10 min 15 min

		Later students are going to have a debate about which jobs are the best.	
R.2. discriminates information of charts and graphs read.	**R2.** understand charts and graphs.	***Written Comprehension:*** **Pre-reading** The teacher shares the goal of the lesson. Then gives a list of phrases to describe charts and clarifies the meaning. Then the teaches shows some flash cards to introduce the new vocabulary. Students repeat the words after the teacher does.	15 min
		Reading for the first time The learners get a worksheet with a script related to jobs.. Learners are then given a minute to quickly look at the script and decide what the script is depicting and write a check mark next to the corresponding title. 　　**1.** _____ Jobs in Costa Rica 　　**2.** _____ Best paid jobs in Costa Rica 　　**3.** _____ Technical careers in Costa Rica 　　**4.** _____ Academic careers in Costa Rica	10 min
SI.2. explains with simple words what he/she means with another word orally when he/she can´t think of the exact word	**SI2.** explain what he/she means with another word when he/she can´t think of the exact word.	After that, teacher reads the script, asking students for repeating after she does. **Pair/Group feedback** Teacher divides the group into two groups, one of boys and one of girls. Thay take turns to read the lines of the script.	10 min
		Reading for the second time Learners will answer some questions based on the script in order to check understanding of the vocabulary. **Post-reading**	10 min
.			

		Learners work in groups. Together they will write a survey with three questions about jobs. The teacher will give some examples such as: What is the most exciting job? Which is the best paid job? Students use this information to draw a graph and explain what they got to the rest of the class. **Spoken Interaction/Production** **Planning/ Organizing** The class is divided into four groups. Each group chooses two words related to jobs and writes them down on a piece of paper. The teacher will collect the words and put them into a bag. A student will draw a word from the bag and describe the word. For example, if the word is "firefighter," a student could say "this person's job is to stop fires." The students try and guess the word for a point for their team. Note: The purpose of this activity is to teach students a practical skill for communication. Frequently, language learners will be speaking English and encounter a moment where they do not know a word and they may feel stuck or unable to continue with the conversation. However, there are many ways one can still communicate meaning without knowing a specific word or direct translation. Share with learners that this is a very useful skill that they will utilize when speaking English outside (or inside) the classroom. **Rehearsing** Each group writes two definitions of two words related to jobs. Then students will practice orally the pronunciation of the definitions in order to be ready for the next step. **Interacting/Describing** There will be a table in front of the class. On the table there will be four boxes labeled A, B, C, D. The teacher will pick up the definitions and put them in different boxes according to each group. The teacher asks for a volunteer from each group to pick up a definition. The learner will read the definition aloud to the group he/she belongs to, they will have around one minute to guess what the word is. The group that gets the most words is the winner. Students play a game "Guess the Word." Teacher places pre-cut words into four separate bags/containers The class is divided into groups of even numbers (groups of 4 or 6 is best). Within these groups, learners will make even teams.	10 min 15 min 10 min 15 min

| | | Each team will have one minute for their turn. When the timer starts, one student will draw a word from the bag. They must give their teammates clues about the word by describing it in different ways. They cannot use the word on the piece of paper or any variations of it. For example, if the word is "baker" the student can say "someone who makes bread" but not "someone who bakes bread."

After their teammate guesses the word correctly, the same learner will draw another word from the bag and describe it. This continues until the minute is over.

Meanwhile, the other team must stay silent until it is their turn. After the one-minute timer is up, it is now time for the other team to give clues and guess to their own team members.

Each word guessed correctly is one point. | |

Integrated Mini-Project	Time
Participating to negotiate: (5 or 10 minutes in week 2) In pairs, and based on the job ads they chose in week 1, learners look for more information online about the requirements a professional applying for those jobs should have. Learners write a list of the qualifications employers are looking for.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching		
What worked well	**What didn't work well**	**How to improve**

➢ Enduring Understanding Reflection

➢ How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

➤ At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	Yes	In progress	No
Get the gist of job promotion from an aural/oral stimulus.			
Identify specific information about job promotion from an oral/aural stimulus.			
Recognize general information from a graph.			
Discriminate information about technical careers in Costa Rica from a graph			
Explain orally and with simple words what a word means.			

Didactic Planning Week # 3

Level: 10th		Unit: 1
Domain: Professional	Scenario: Love What We Do!	Theme: Interviewing

Enduring Understanding: The different jobs and occupations make communities function well in society.
Essential Question: In what ways do people's jobs or occupations contribute to our community and life in society?

New Citizenship:

Dimensions		
Learn to Know	Learn to Do	Learn to Be and Live in Community

Grammar & Sentence Frames	Function	Psychosocial
Broader range of intensifiers such as too, enough – The interview was **too** long. – Thank you, we have **enough** information for now. Managing Interaction Interrupting – Sorry to interrupt you but… – I have a question… – May I interrupt? – Sorry, I just wanted to say **Vocabulary** Interviewing	• Managing interaction (interrupting, changing topic) in interviews **Discourse Markers** • **After that,** I want to become a teacher. **Finally,** the manager asked me to submit my résumé.	– Willing to face the challenge of getting a job. **Sociocultural** – Being aware of basic protocols for participating in a job interview. **Quotes** – Your time is limited, so don`t waste it living someone else`s life. -- Steve Jobs

–   résumé writing, (objective, experience, education, references)
–   preparing for the interview (company philosophy, activities, products, competition)

Common questions at an interview (talk about yourself, why you are interested in that position, knowledge about company, reasons to leave your last job, experience, strengths, salary range.

Phonology

- Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.

- Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.

Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.

Acitivities	Objective	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)

		Pre-teaching **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.	10 min

Tic-tac-toe		**Participating: Warm up** Learners work in pairs to take part in a "Tic-Tac-Toe" game to review previous vocabulary regarding job descriptions (workplace, tasks, personal qualities, skills and/or other requirements). *Steps:* • Give a worksheet with the Tic-tac-toe grid to each group. • Have the first player go first. To mark a box on the grid, the participant must give a brief description of the job he/she chooses. If the participant does not give a correct/adequate response, they cannot mark the box and the other team has the opportunity to answer the question (and mark the box) • The game continues with the other team choosing a box and giving a description of that occupation • The groups alternate turns until one group has drawn a row of three symbols in a row, OR until all of the boxes have been chosen and there is a tie between the two teams	10 min
Brainstorming		**Engaging : Activation of prior knowledge** Learners brainstorm different steps they need to follow when looking for a job. The teacher mixes up the vocabulary that the learners provided during the brainstorm activity so that the vocabulary is not in the proper order. Learners must arrange the steps of the job search process in the proper order. The teacher aids learners in this activity.	15 min

		Introducing:
		The teacher reviews the concept of a Job Interview and then presents a set of commonly asked questions in a job interview. Later, leaners try to respond to those questions in a professional manner as if they were in a job interview.
		e.g.
		    1. *Why do we need you in the company?*
		    2. *What's your major (professional degree)?*
		    3. *Where did you study?*
		    4. *Why are you interested in this position?*
		    5. *What are your skills?*
		    6. *What's your English level?*
		    7. *What are your long and short terms goals?*
			15 min

| | | 8. *Why did you leave your last job? /Why did you quit your last job?*
9. *What are your salary expectations?*
10. *Do you have problems with the night shift?*
11. *What do you do when you face/have problems?*
12. *What are your weaknesses?*
13. *Mention 3 strengths you have.*
14. *Would you like to have your own company? Why?*
15. *How do you handle stress and pressure?*

After that, learners are given a strip of paper with one of the questions and form two equal groups. One group will be the inner circle and the other group will be the outer circle. Learners from the inner and outer circles turn to face one another to practice asking and responding to the above questions. After a short conversation, learners switch papers and rotate partners.

Oral Comprehension:

Pre-listening :
Learners participate in a game called "***Finding the hidden definitions***" to recall relevant vocabulary in a Job Interview. In this activity, learners walk around the classroom looking for the definitions of the terms stuck on the board. The one who finds and matches the most definitions correctly, wins.

e.g. interview/applicant –interviewee- candidate/ interviewer/ skills or abilities/ salary expectations/ long term goals/strengths /weaknesses/ full time or part time job/ work experience/ major/profile

Learners read the terms and definitions aloud to check comprehension. They also brainstorm aboutsome possible issues or questions people usually ask in a job interview.

Listening for the first time :
Learners listen to a job interview between Ms. Vázquez and Alejandra, the applicant. They assess the quality of Alejandra´s interview to decide whether she had a good or bad performance based on her | |
| **L.3**. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed. | **L.3.** understand when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases or help in clarifying particular details. | | 10min

10min |

		answers. **Pair feedback :** Learners get in pairs to share their perspectives regarding Alejandra´s performance and to comment about different issues that she needs to improve next time she has an interview.	10 min

		Listening for the second time : Learners listen to the conversation again in order to identify specific information about the candidate. They will then create a professional profile of the applicant by completing a form.	10 min
		Post-listening: Learners form small groups to change the candidate´s bad answers to specific questions. Based on the information they got in the conversation, they restructure her answers to make them more professional. They also give her suggestions for better interview etiquette by providing constructive feedback .	10 min
R.4. interprets textbooks or online explanations and example. **W.1.** writes a résumé for requesting a job, based on an ad (newspaper, internet, radio).	**R.4.** understand textbook or online explanations and examples with aid of word list and/or dictionary, key words, diagrams, and illustrations to support reading comprehension.	**Written Comprehension:** **Pre-reading** Learners look at a picture of a job fair and brainstorm about what it is and its importance. They also create a word bank regarding terms related to this kind of events. e.g. *job fair/ stands/ curriculum vitae and résumé / applicant or candidate/ company representative/* **Reading for the first time:** Learners read the article "**Amazon expands Costa Rica operations" from *Tico Times*** online newspaper. They identify the theme of the article, and some general information like the location, the date and time of the event. **Group feedback:** Learners form small groups to discuss their answers and talk about other details. **Reading for the second time:** In the same groups, learners specify the available fields and write down a list of requirements applicants need to be able to apply for a job opening, as well as the necessary documents they would need to include along with their résumé. **Post-reading**:	15 min 10 min 10min 10 min 10min

		Considering the article learners just read, working individually, they choose one of the available fields in the company. They also think about the requirements an applicant must have for the position they choose. Learners use the template provided by the teacher to organize the information they need in order to complete the résumé that could coincide with the requirements/expectations of the job fair in order to participate in the event. Once they have completed the template, they get in pairs and review each other's rough drafts. Then they will choose one and improve it together. Finally, learners join another pair to present their final product and provide/get feedback.	
	W1. Write a résumé for requesting a job, based on ads (newspaper, internet, radio).		
		Spoken Interaction	
SI.3. asks someone for clarification or for confirmation that a form is correct in some basic mistakes.	**SI3.** ask someone for clarification of what others have just said or for confirmation in order to correct some basic mistakes.	**Planning**: In groups of three, and bearing in mind the article learners read about Amazon´s Job Fair, they choose one of the fields they are interested in (Administration/ Human Resources, Customer Service) to inquire about further information. They need to think about specific requirements like personal qualities, professional experience, skills, and some company benefits. **Organizing:** Learners take roles (candidate/ receptionist/ department representative) to structure represent a short script in front of the class: *Good morning. Thanks for calling Amazon, Danny speaking. How may I help you?* *Hello. My name is Susan.* *I have a question about a possible job opening.* *I just read an ad about a job fair…* *Let me transfer your call.* *Please, hold on a minute.*	10 min 10 min

		I will be happy to help. *Sorry to interrupt you…* *Could you repeat that…?* Teacher reads the script pronouncing correctly and modeling the reading as better as possible. **Rehearsing:** Students ´practice the script as many times as necessary. The teacher walks around the class monitoring learners work and giving feedback, about pronunciation and intonation. **Interacting:** Learners go to the front to represents the script by following the different roles previously assigned. They represent the script by reading and trying to use facial expressions and body language. .	10min 15 min

Integrated Mini-Project	**Time**
Thinking for planning In pairs and continuing with the project guide for week 1 and 2, learners adapt the résumé they previously created in class to make it suitable for the position they wanted to apply for. They use the information they collected to highlight specific skills and professional/academic experiences they must have in order to be a competitive candidate for the position. Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	Yes	In progress	No
Get the gist of an oral interview.			
Distinguish specific information about a person´s professional profile from an aural/oral stimulus.			
Write a résumé based on a newspaper article.			
Talk about specific information related to job requirements and benefits.			
Ask for information and clarification about job openings.			
Summarize information about job fair experiences.			
Retell a job fair experience orally			

Didactic Planning Week # 4

Level: 10th		Unit: 1	
Domain: Professional	**Scenario:** Love What We Do!		**Theme:** Working to Live or Living to Work?
Enduring Understanding: The different jobs and occupations make communities function well in society. **Essential Question:** In what ways do people's jobs or occupations contribute to our community and life in society?			
New Citizenship:			
Dimensions			
Learn to Know	**Learn to Do**		**Learn to Be and Live in Community**

Grammar & Sentence Frames	Function	Psychosocial
Changing the topic – Anyway… – By the way, there´s something else I wanted to mention… **Can/Could** – Can you work on Saturdays? – Could you work extra hours? – Could you work at night? **Vocabulary** Working to Live or Living to Work? – Reasons – Challenges	• Expressing opinions about job and occupations (in family and local context). **Discourse Markers** **Finally**, I ended up studying to become accountant.	– Willing to face the challenge of getting a job. **Sociocultural** – Promoting job opportunities for all people. **Quotes** – Your time is limited, so don`t waste it living someone else`s life. -- Steve Jobs

– Rewards – Stress **Phonology** • Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed. • Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey. Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.		

Activities	Objective	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
Four corners		**Pre-teaching** **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Learners play "Four **Corners**." The teacher asks the learners a question. Each question has four possible answers, but only one is correct. Each answer will be correlated with a corner in the room. The learners must go to the corner of the room with the answer they believe is correct. - Example: What is one way to politely interrupt someone? A. Stop talking. B. Sorry to interrupt you, but…	15 min 20 min

| Mental map | | C.　　　Are you done yet?
D.　　　Why are you still talking?

Learners go to corner A, B, C, or D depending on which answer they choose.

Learners decide which answer they think is correct, and go to that corner. In this example, Corner B is the correct location. If there are learners in different corners, you can ask one representative from each corner to explain why they think they're right (learners should be able to move to a different corner if they are convinced by another learners reasoning).

After each round, the learners should gather in the middle of the room to start again.

Possible questions for this unit:

- What is one way to politely interrupt someone?
- What is an example of a professional skill?
- Which is NOT an example of a professional skill?
- What is one way to greet someone in a professional manner?
- Which of the following is an example of a BAD interview technique?
- What is another sequential word/term for "next"?
- What is the definition of a:
  - Cover letter
  - Résumé
  - Dream Job
  - Job Fair
  - Interview
  - Interviewee
  - Reference/recommendation
  - Occupation
- What are "extra hours"?
- What is overtime?
- What is another sequential word meaning "lastly"?

Engaging : Activation of prior knowledge
The teacher writes on the board "job/occupation/" to have the whole group create a mental map using the vocabulary they got from the Four Corner's activity.

| Extra hours | Overtime | Occupation | Reference | | 25 min |

| SI.4. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation. | SI.4. manage conversations and interviews about personal experiences, feelings, opinions and reactions on a job or occupations, justifying main points of view, assumptions and plans, briefly. | **Introducing**
Learners practice the structures/questions previously presented to clarify meaning and use. Learners ask and answer the same questions to check understanding.
Spoken Interaction
Planning:
Learners watch a short video about some street interviews regarding people´s current job and their dream job. Link to the video: https://www.youtube.com/watch?v=wL3CFtW8WE0

First, learners try to remember some interviewees´ current job positions and their dream jobs. They take notes in their notebooks to be ready to share them.
Later, they brainstorm questions they heard and expressions people used to answer in the interviews. They create a bank of questions and expressions that might be used in similar situations.
e.g.
Excuse me, could I ask you a few questions?
What do you do for a living?/ What do you do?
Is that your dream job?
What´s your dream job?
My dream job is…/ I would like to be…
Why do you want to be…?
If you can trade in your job, what would that be?

Organizing:
Reader's theater: The teacher separates the group in three and gives to each student a role card based on a script. The learners will be either the interviewer, or the interviewee. Each interviewee´s card will include the lines of the script they have to read in front of the class.

**The teacher needs to adapt the script to include different professions/occupations based on their real-life context and previous classroom vocabulary. * | 25 min

25 min

30 min |

			The teacher walks around the class monitoring learners work and giving feedback.	
			Rehearsing: Learners work in pairs to model their possible conversations to practice the flow of the interview before recording the role-play. One of the interviewers is joined with an interviewee at random. The teacher walks around the class monitoring learners work and giving feedback.	25 min
			Interacting: The three groups go in front of the class to represent the script. The teacher will evaluate their performance and choose a winner group.	35 min

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	Yes	In progress	No
Get the gist of someone's current job and dream job from an aural/oral stimuli.			
Take part in short conversations about people´s current job and dreamed job.			
Ask for information about professional /work experiences.			
Give information about professional /work experiences			
Describes positive and negative work experiences.			
Identify specific information included in a cover letter.			
Write a cover letter for a job.			

Integrated Mini-Project	Time
Acting out/ Completing MP: In the same pairs and continuing with the project guide for weeks 1, 2 and 3, learners adapt the cover letter they previously created to make it suitable for the position they wanted to apply for. They use the information they collected to highlight specific skills, personal qualifications and professional/academic experiences they must have in order to be a competitive candidate for the position. They present their work to the class in an oral presentation. Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection
How well did the learners progress in their understanding of the Enduring Understanding?

Week # 5

Level: 10th		Unit: 2	
Domain: Socio-interpersonal	Scenario: Stories Come in All Shapes and Sizes		Theme: Tell me a Story

Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.
Essential Question: What do the stories we share say about us?

New Citizenship:

Learn to Know	Learn to Do	Learn to Be and Live in Community

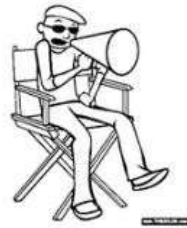| Grammar & Sentence Frames	Function	Psychosocial
<u>Present tense</u> A_____is someone who_____(writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger)	Describing experiences and events about stories and film reviews. **Discourse Markers** Connecting words expressing cause and effect, contrast etc. • ***On the other hand,*** we could stay at home and watch a video.	• Practicing self-questioning strategies on a text before making decisions. • Respecting others' opinions and emotions.

<u>Past tense</u> I just read a book about … Last night I saw a movie about . <u>Determiners</u> - **All** the memes I saw today were about Mother's Day. - **Neither** the characters **nor** the plot interested me. - **None** of the themes you mentioned are my favorites. ## Vocabulary <u>Tell me a Story</u> - writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger <u>You Should Read This</u> - compose, create, post, present - graphics, illustrations, pictures, photos, line art, images metaphors, comparisons, contrasts, descriptions.	- ***However,*** this depends on the kind of book. - ***Therefore,*** it is interesting to watch the new movie.	## Sociocultural - Demonstrating a nonjudgmental position toward others' diverse intercultural skills, beliefs and values. - Willing to share own contributions in collaborative work respectfully.

Activities	Objectives	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
"GIFS' "GAME		**Pre-teaching** **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc. **Participating: Warm up** Teacher talks to learners about the use of GIF's by many people to tell stories in Instagram, Facebook, WhatsApp and other social media. The teacher presents a series of GIF's and learners are asked to make up a story to go with the GIF's. For example, if a GIF shows a person dancing in a silly manner, the learner may talk about how the person was trying to impress someone with his crazy dancing skills. Learners make up stories with different GIF's. Teacher encourages learners to tell the stories in past tense.	10 min 15 min
Essential question		**Engaging: Activation of prior knowledge** The teacher writes the Unit's Essential Question on the board: **What do the stories we share say about us?** He or she asks students to think about it. Students share some thoughts with the class. The teacher hands out graphic organizers with different kinds of storytellers (poets, writers,	15 min

		directors, bloggers, etc.). He or she explains that there are many different ways of telling stories and each one is different.	

The students' job is to fill in what each storyteller makes and what kind of person they think these storytellers are (e.g. poets are creative, directors are bossy). For the last section, there are no right or wrong answers. It is just a chance for students to see that different types of stories can tell us different things about people.

Graphic Organizer - Types of Storyteller

L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English.	**L1.** understand the main points of a relatively long discussion on a familiar topic, related to stories in Standard English.	**Introducing** The teacher reminds students that this week they are talking about stories. In order to talk about stories, they will need the past simple to retell events (e.g. Clark Kent **took** off his glasses and **became** Superman!) and they will need the present simple to talk about their preferences (I **love** sci-fi movies, but my brother **hates** special effects.). If necessary, teacher can give a short review of the present and past simple constructions. Then students fill out a worksheet to practice those two tenses. The worksheet gives students a chance to talk about events in a story and their own preferences for stories. When students have had time to complete the exercise, they check their papers with a partner. The teacher helps students check. **Oral Comprehension** **Pre-listening** **Learners watch the video** https://www.youtube.com/watch?v=1WxifFqboAA. As they watch it, they have to think of what happened when the characters met. Learners talk about the video: What happened? Teacher writes their ideas on the board and monitors the use of past tense to describe what they saw. Teacher explains that they are going to listen to a story told by Carolina, and they have to pay attention to what happened to her. **Listening for the first time** Learners listen to a conversation (https://www.esl-lounge.com/student/listening/3L7-love-is-in-the-air.php) (**0:01 to 2:27 minutes**) for the first time. Learners are asked to choose the topic of the conversation. • The day Carolina met his best friend • Carolina's great love story • Carolina's best childhood memory	15 min 15 min 15 min

		Pair/Group feedback Learners, in pairs, decide on a topic, and then they share their decision with the rest of the class.	10 min
		Listening for the second time Learners listen to the conversation again and answer a True/False exercise. **Listen to Carolina talking about her great love story. Read the statements and decide if they are True or False. Circle the correct answer.** 1. They first met four or five years ago. True False 2. They met for the second time about five years ago. True False 3. Enrico was sitting at a table chatting to some friends. True False 4. Enrico spoke first in the bar. True False 5. Carolina was surprised that Enrico recognized her after so many years True False Learners compare their answers with their elbow partner and then with the whole group.	15 min
R1. discriminates factual information from texts and simple reports on familiar topics.		**Post-listening** Learners think of a person they met. • When did you meet? • Where did you meet? • What happened exactly the day you met? • Are you still friends?	15 min

		Using the inside and outside circle technique, learners describe their experience meeting the person they chose. The teacher splits the class into two halves. One half of the students will form the inside circle and the other half will form the outside circle. The teacher asks students in the inside circle to share their story with the classmate facing them in the outside circle. When they have done this, teacher asks them to say "pass," at which point their partners in the outside circle will share their responses. On teacher's signal, the outside circle moves one step to the left or right and the learners talk with a new partner.	
	R1. understand specific factual text and simple reports on familiar topics (e.g., movie reviews, interviews, tweets, posts, etc.).	**Written Comprehension** **Pre-reading** Learners listen to the teacher as he/she explains that in today's class, they're going to learn a little bit about a popular script Teacher shows some flash cards that represents what the script is about, and asks some questions to the students: • What is it about? • What kind of characters does it include? • Why is a script that tells a story like this important nowadays?	10 min
		Reading for the first time Learners skim the script: Peddler Polly and the Story Stealer RTE #8 ~ Peddler Polly and the Story Stealer (aaronshep.com) Learner discuss the questions: What is this script about? What is the main message it transmits?	15 min
SP1. describes what is occurring in tweets, blogs, short stories, videos, including		**Pair/Group feedback** In pairs, learners discuss their answers. Then, they share their responses with the class. **Reading for the second time** Learners read the text for the second time and complete the True or False exercise.	10 min 10min

his/her personal opinion about them. **R 2**. identifies minimal pair sounds: **ɜ:/ ɔ:** using knowledge in phonics, syllabification and word parts.		**Post-reading** Learners think about the question: • Do you think you will like this story? Why or why not? Give two reasons. A few minutes are given to learners to organize their ideas. Then, the class is divided into groups of three. Each learner shares his/her opinion. At the end, each group summarizes their answers.	15 min

		Practice / Production Students work in pairs and write down five sentences with at least one word with the sound **ɜː** and five sentences with at least one word with the sound **ɔː** Then, learners share the sentences written with all classmates.	15 min

Integrated Mini-Project	**Time**
Participating to negotiate: (5 or 10 minutes in week 1) In pairs, learners choose a movie they have both watch and would like to write a summary about.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching

What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment			
I can…	*Yes*	*In progress*	*No*
Recognize the topic of an oral conversation			
Identify important details from an oral conversation.			

Discriminate the most relevant information in a reading passage.			
Describe what happened in a video story.			

Didactic Planning
6

Level: 10th		Unit: 2
Domain: Socio-interpersonal	Scenario: Stories Come in All Shapes and Sizes	Theme: Thumbs Up /Thumbs Down

Enduring Understanding: Everything from tweets, memes, poems, posts, blogs, comics, short stories, videos and more reveal truths and beliefs about the writers and their culture.
Essential Question: What do the stories we share say about us?

New Citizenship:

Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Present tense A_____is someone who_____. (writer, editor, designer, artist, graphic designer, illustrator, producer, director, poet, blogger) Past tense I just read a book about … Last night I saw a movie about_.	**Function** • Talking about films and books. **Discourse Markers** Connecting words expressing cause and effect, contrast etc. • **On the other hand,** we could stay at home and watch a video.	**Psychosocial** – Practicing self-questioning strategies on a text before making decisions. – Respecting others' opinions and emotions. **Sociocultural** – Willing to share own contributions in collaborative work respectfully.

Determiners
– **All** the memes I saw today were about Mother's Day.
– **Neither** the characters nor the plot interested me.
– **None** of the themes you mentioned are my favorites.
 	
Vocabulary
 	
Thumbs Up/Thumbs Down
   – tweets, memes, poems, posts, blogs, comics, short stories, videos, reviews, summary, literary analysis, fiction, nonfiction.
 	
The Reviews Are In*
   – characters, character development, plot, action, exposition, storytelling.
 	
Phonology
Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.
 	
Even though phonology is linked to reading in Diversified Education, teachers can reinforce it in Spoken Interaction and Spoken Production activities as well.
	• *However,* this depends on the kind of book.
	
	Therefore, it is interesting to watch the new movie.
		– Being aware of importance of constructive feedback.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 200 min (5 lessons)
Guess what movies this is?		**Pre-teaching** **Routine:** Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.	15 min
		Participating: Warm up Learners will play an adaptation of the game "Guess who", but instead of using that name, they will play "Guess what movie this is?" Teacher will paste a picture of different movies on learners' backs, and they will not see it nor will tell their classmates what is in their backs. Learners will have to stand up and mingle around. They will have to make pairs. Learner A will see picture in learner B. Learner B will ask "YES/NO questions" trying to guess what the movie on his back is and vice versa. They can ask 3 questions per person, and they will have to pick a different classmate and repeat the strategy by asking different questions. When they have different clues, they will be able to guess what the movie is. 	25 min
		Engaging: Activation of prior knowledge Learners participate of a gallery walk. Teacher pastes the pictures of films learners may know on different walls inside the classroom. Teacher asks learners to walk around and comment if they know any of those movies and what they know about it. Then, learners sit in pairs and comment about what they saw in the gallery. Finally, in circles, teacher asks them about what they found, if they have a favorite film, and what they know about those films.	40 min

Introducing:

The teacher gestures as he/she can remember something. Then, when the learners ask what's wrong, the teacher says: *"I'm trying to remember the name of a movie, but I can't think of it. What was the movie called?"*

The teacher describes the movie to see if somebody can help him/her remember.

40 min

Talking about films	
What kind of movie was it?	It was a (an) … • romance comedy (Rom com) • science-fiction (Sci-fi) • horror movie • animated movie • action movie • ~~thriller~~ • documentary • adventure movie • drama
Who was in it? Who was starring in it?	_____was in it. _____was starring in it.
Where did it take place? When did it take place?	It took place on a Earth-like planet in 2031. It took place on the moon. It took place in a prison It was set on a train. I was set on the countryside in the 90's.

"It was a science fiction film written and directed by James Cameron. The film had incredible special effects, which took people to a spectacular world beyond imagination.
The film was set in the year 2154 on Pandora, a fictional Earth-like moon in a distant planetary system.
Jake Sully, a former U.S Marine paralyzed from the waist down was selected to participate in the program. Using a genetically engineered human hybrid who looked like the creatures in that planet, Jake was sent to gain their trust and convince them to leave their sacred home. "

The teacher interacts with the learners and provides them with clues to guess which the movie is (Avatar).

The teacher then introduces key vocabulary to talk about films: genre, setting, actor, plot, climax, and critics. For each of the sections, the teacher writes the expressions on the board and explains them to the learners using real examples from famous films.

What was it about? What happened in it'	It was about…who… **It was about** two young people **who** fell in love on a sinking ship. **It was about** a meteor **that** was going to destroy the Earth.
How did it end? What happened in the end?	**In the end**, the ring is destroyed. **In the end**, Harry decided he really loved Sally.
What did the critics say? What kinds of reviews did it get?	The critics_____. It got_____reviews. The critics said it was good. The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.
How was the movie?	It was heart-warming. It was a total laugh riot. The special effects were breathtaking. It made my blood run cold. It gave food for thought. The plot was intriguing.

Learners get a worksheet in which they have to think about a film they like about each type of gender and write the names of the films in the corresponding column. (Taken from https://www.teach-this.com/)Then, in pairs, learners practice the questions used to talk about films.

Summary of all Sessions:
Teacher and Ss discuss of what they have learned out loud.
Each Ss have 3 minutes to explain how they felt during the sessions.

Assessment Intervention:

Teachers is going to apply individually a directed interview to Ss.

Summary	The summary and gather of opinions of Ss.
Assessment	

45 min

35 min

Integrated Mini-Project	Time

Participating to negotiate: (5 or 10 minutes in week 2) In pairs, and based on the movie chosen in week 1, learners look for information about the movie: actors/actress, special effects, plot, etc.	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.

Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

3.5.2 Instruments used to assess the intervention

3.5.2.1 Open-Ended Questions:

The importance of open- ended questions, is that these cannot be answered with a short "yes" or "no", but it requires that the person that is going to respond, takes time to interpret them and then express their opinion about the topic, throughout the development of their ideas.

For this research, a series of open-ended questions were applied to the English teachers at Bagaces Night Highschool and to the English Regional Advisor of this area. The aim with these questions is to know what they consider are the main advantages and disadvantages of applying reader's theater technique in the English learning process

CHAPTER 4
FINDINGS

4.1 Data Analysis

4.1.1   Teachers' Open Questions Findings

An important tool for this investigation is the implementation of open questions to the English

teachers of Bagaces Night Highschool, as a way to analyze what they consider are the advantages

and disadvantages of implementing reader's theater in the English learning process.

1- Mention the advantages of using Reader's theater technique in the English

    learning process.

- **Teacher 1:** It promotes creativity, involves students' interaction and group

interaction. Learners can develop interpersonal skills.

- **Teacher 2:** I think that it is an excellent technique for students to develop not only reading skills, but also speaking skills, by doing something different and creative.

- **Teacher 3:** Readers Theater can help shy students to feel themselves more comfortable when speaking in front of their classmates, and/or other people, so it can be an opportunity for them to improve their speaking abilities. In addition, it allows teachers to create a nice learning environment.

Regarding to the benefits of using Reader's theater, the teachers answered with important reasons that show how useful can this technique be. The first teacher, mentions about the creativity that it promotes among students, which is completely valid, because this strategy allows students to implement their own characterizations according to the lines they have to read, and they can even implement crops and costumes to make the activity more dynamic and funny. On the other hand, the second teacher points out the idea that this technique not only help learners to develop their reading skills, but also their speaking skills. In addition, it is right, because the idea with this technique is not just ask learners to go to the front and read, but it is a process in which they are going to practice their lines along with the teacher, while checking and improving pronunciation, accent, intonation and many other aspects related to the speaking skill. The third teacher who answered these open questions, underlines how valuable can this technique be as a way to help shy students to feel themselves more comfortable when speaking in front of the class, which makes a lot of sense, because reader's theater allows teachers to create a dynamic environment, which can work as an alternative to break the ice and help timid students to feel free to ask aloud questions about what they don't understand or about the different aspects they

would like to improve. In addition, this technique gives the option of using props, such as masks, and it is an interesting strategy to encourage students to be in front of the class and perform their lines.

2. Mention the disadvantages of using Reader's theater technique in the English learning process.

- **Teacher 1:** Disadvantages may be that time in classroom is very limited for this kind of activities and that some students may need extra motivation to participate.

- **Teacher 2:** Sometimes it can be difficult to find a script that everybody enjoys and there are some students who do not like to work in groups.

- **Teacher 3:** It can be difficult to develop this technique with big groups, because it would take a lot of time. On the other hand, many students do not like working in groups, so it can be a challenge for teachers to make them be part of a Reader's theater.

The answers to these questions, show what teachers of Bagaces Night Highschool consider are the disadvantages of implementing Reader's theater technique. The first teacher mentions that sometimes time could not be enough to develop this type of activities. About this point, there are many aspects that must be taken into account, such as the size of the group, the quantity of lessons that students have according to

their level, and the length of the script that is going to be used. Teacher number two emphasizes on the difficulty of finding scripts that all learners enjoy, and it can probably be a frequent situation because all students are different, and so are their preferences, without mentioning that some students may want to perform the lines of the main characters. Finally, teacher three remarks the variable of time as a possible inconvenient when using this technique, and also mentions something that is very common, that is the fact that in probably all the groups there are some students who don't like to work with their classmates, so in these cases teachers have to make a big effort to support and motivate students to be part of a reader's theater activity.

4.1.2 Regional Advisor Open Questions Findings

On the other hand, the open questions were also applied to the English Regional Advisor, in order to know what she considers are the pros and cons of the technique under study: Reader's theater.

1. **Mention the advantages of using Reader's theater technique in the English learning process**?

Acting skills

Expression ability

English ability

The sense of teamwork

Body language expression

Acquire skills, enhance the contents

By way of the imagination, characterization, interpretation, visualization, and other acting skills, learners in an authentic, emotional drama use language naturally, and overcome the psychological fear of making errors. In addition, performance training for the sake of an audience made the student reach new levels of excellence in vocalization, projection, intonation, articulation, diction, and rhythm.

The answer of the English Regional Advisor at Bagaces Night Highschool, underlines several advantages of the Readers theater technique, making emphasis on the fact that learners not only have to go the front of the class and read, but the idea is that they can develop their abilities of interpreting their lines, by using body gestures, sounds, movements, while they learn and improve also their speaking skills, working on intonation, pronunciation, articulation and many other aspects that will help them to read and act their lines as best as possible.

2. **Mention the disadvantages of using Reader's theater technique in the English learning process.**

Memorizing the lines.

Performing on stage.

Facing stage fright.

Weak cooperation between students.

Lack of the space for the rehearsals and the preparations of the props.

The answer given by the English regional advisor about the disadvantages of using this technique makes emphasis on aspects such as the lack of time to prepare everything related to develop Reader's theater. On the other hand, she refers to the difficulty that students can have to

work along with their classmates, being in front of the class and memorizing lines. However, when applying Readers theater technique, there are many aspects that must be taken into account by the teachers, who should work as the guiders of this type of activities, considering the characteristics of the group to choose the right scripts and to decide which materials are necessary to implement, according to different aspects such as the time they have to extend the activity or to make it simpler.

Also it is important to mention that the idea with reader's theater and what makes it different from other techniques like Role plays, is that students are not ask to memorize their lines, but to focus on reading them as best as possible and trying to interpret their characters.

CHAPTER 5

REFLECTIONS

5.1 Reflections

The development of this research represents a challenge as well as a path of knowledge. This investigation takes place in a moment in which the country and the whole planet, is having a hard time due to the pandemic COVID-19. This virus has made everything change, and education is not an exception. The way in which students receive their lessons was completely modified, and this is the reason why this project could not be developed in a face-to-face way with students and teachers at the Bagaces Night Highschool. Nevertheless, this situation was not an obstacle, but a reason to find another strategy to create a successful investigation.

This research started with the data analysis of the reader's theater technique, which is the one under study. Researching about a teaching technique implies to be able to understand that it has advantages and disadvantages, and it is why is completely necessary to collect complete and transcendental information, in order to understand the strategy itself, as well as the guideline to apply it correctly.

The following step for the development of this research was the application of the diagnostic, which was made in a virtual way, taking advantage of the different tools and facilities that technology brings, in this case, it was made using survey monkey, so students, teachers and the regional advisor, answered to the different question, by using their phones or computers, and the information was automatically sent to the researcher's e-mail account. This experience was an opportunity to contemplate how useful can technology be, and actually in this instance it was completely necessary in order to apply the questionnaires and be able to know the opinion of the population of this investigation, regarding to different aspects around the Reader's Theater technique, such as the knowledge they have of it, as well as the advantages and disadvantages they perceive about the implementation of this strategy.

On the other hand, even though this strategy could not be applied in classes during the investigation itself, it includes a series of plannings that contain activities in which the technique is applied as part of the teaching methodology, working as a guide for teachers to implement the strategy of Reader's theater in their lessons. Preparing this plan proposal was also a substantial and meaningful experience, because as probably everything related to teaching, it requires of creativity to analyze and choose the best alternatives to use the technique not only as an activity to implement in English lessons, but as an efficient way for learners to practice and improve their English skills, as well as for teacher to create a great environment to transmit their knowledge.

The elaboration of this project is not only another step toward the accomplishment of a highly desirable goal, but an incredible opportunity to learn. As human beings, people learn from others, and regarding to the educational field, teachers learn from their colleagues' opinions and experiences, as well as from the point of view of the students. In this instance, knowing the perception and knowledge that teachers, regional advisor and students from Bagaces Night Highschool have about the technique Reader's theater was the base to address this project.

CHAPTER 6

CONCLUSIONS

6.1   Analysis and outcomes of the research questions

The development of the pedagogical investigation: Implementing Reader's Theater Technique as a tool for providing confidence in speaking and reading skills with students of tenth grade at Bagaces Night Highschool, Liberia Regional Office of Education, lead us to the analysis and outcomes of the research questions, which are precisely the ones that gave the focus and purpose to this investigation, mainly the general research question which states the interrogative of how can this technique be implemented effectively in order to improve the speaking and reading skills of ESL students of 10th grade at Bagaces Night Highschool. It is why, the primary focus of this investigation was looking for the best way to implement the technique and make it part of the lesson plans.

As previously mentioned, because of the situation of the pandemic, the activities that were included in the plans, could not be practiced in class, however, by means of the different diagnostic and data collection tools applied to the population of this research, as well as all the information founded, from different researches related to Reader's theater technique, it is possible to answer to the three specific research questions stated at the beginning of this document.

About the first specific research question: How effective can reader′s theater technique be for 10th graders at Bagaces Night Highschool to develop their speaking and reading skills? The evidence from this study points toward the idea that this strategy is completely useful to develop both skills, speaking and reading. It is a teamwork, in which the teacher plays a prominent role guiding the activity for it to be successful. Pupils practice their lines, while they improve pronunciation, accent and intonation, and the teachers help them checking their mistakes. On the other hand, the teachers model the best way to perform what they have to read, giving those

advices about how to implement body gestures, facial expressions and even sounds, when they are reading.

Concerning to the second specific research question: What are the benefits of using readers′ theater technique in the ESL classroom? It comes as no surprise that this strategy can be a box of surprises. Since the moment in which the teacher and their students decide the script they are going to use, the class experiments an environment of curiosity and creativity. This strategy engages students and motivates them to read, while they develop and improve their fluency and intonation by having a repeated exposure to the script. Besides this, this technique helps students to develop self-confidence and to speak aloud in front of the class, as it gives the opportunity to the professor to help students to improve their English skills, in a comfortable and different activity.

Finally, about the third specific research question exposed in this investigation: What would be the best strategy to implement reader′s theater in the ESL classroom? It is important to mention that for this activity to be successful, it must be adjusted to the characteristics of the group and the facilities that the educational system offers. First, it is transcendental to choose a script, based not only on the quantity of students of the group, but also in their preferences and their English level. If the reading chosen catches the attention of the students, it will be easier for them to feel engaged with the dynamic and enjoy the process. Also, teachers must be cleared about the importance of their guide during the whole activity, they are the responsible of modeling the lines that students have to read, and make sure that they are doing it in the right way, which contemplates all the aspects related to perform the activity as best as possible.

6.2   General outcomes

This research developed under the name of: Implementing Reader is Theater Technique as a tool for providing confidence in speaking and reading skills with students of tenth grade at Bagaces Night Highschool, carries the research to a series of general conclusions:

- Even though teachers at the Bagaces Night Highschool have not applied the reader's theater technique, they all have a positive perception of this strategy as a method to improve the speaking and reading skills of the students.

- Most of the students enjoy being part of dynamic activities, in which they can learn, but also have fun.

- Reader's theater provides confidence for students to be able to read aloud, and it promotes teamwork among students.

- This strategy helps teachers to develop a different way to motivate students to read.

- The technique can vary or being adjusted to the group to be applied. Also if possible, the teacher and students can implement costumes and props for it to be funnier.

- Actually, this strategy may also have disadvantages or obstacles to develop it successfully, especially considering that there are some students who are very shy, in addition, they do not like to be part of this type of dynamics.

6.3   Strengths according to the data collected

Despite the situation of the pandemic COVID-19, and all it implies, the development and objective of this research was successfully achieved, thanks to the guidance of the university to make this investigation possible. Teachers did a big effort to clearly explain the steps to prepare this research document.

In addition, since the beginning, the students chosen as the population of this investigation were very kind and affable, answering the different instruments applied, such as the questionnaires.

On the other hand, teachers at Bagaces Night High School and the regional advisor of that area, were also very sociable and approachable, answering to the questions and

expressing their opinion about the reader's theater technique.

Another strength, important to mention is that this technique is very popular in some countries such as in the United States, which made possible to find several resources with wide information about the topic, including a variety of experiences regarding to the implementation of this methodology in an ESL classroom.

6.4 Limitations

The implementation of a formal Project like this is never an easy task, but a challenge. There were some limitations that demand the researcher and all the people involved in this research to make an extra effort in order to achieve the successful accomplishment of this investigation:

- Because of the pandemic, teachers and students were not attending face-to-face classes, so it was not possible a close contact with them. However, this situation gave chance to technology to demonstrate how useful it can be, and everything was developed throughout the virtual way.

- At the beginning, it was difficult to find an institution to develop this research; some principals were not allowing university students to develop this type of projects in their institutions.

- The fact that was not possible to be immerse in the English lessons at the Bagaces Night Highschool, made impossible the application of the technique.

CHAPTER 7

RECOMMENDATIONS

Recommendations for colleagues

- Do not be afraid of implementing the Reader's theater technique in their lesson plannings.

- Teachers are recommended to explain to students in a very clear way, what reader's theater is about, clarifying that this activity focuses on reading and speaking correctly, not on memorizing their lines.

- Teachers must be always aware of the doubts that pupils can have, and the different aspects they have to check in order to help students to improve their intonation, pronunciation, body language…

- Be creative. This technique allows teachers to adjust the activity according to the characteristics of their students and their preferences.

- Motivate the students to be part of the activity, introducing it such as a funny and interesting dynamic for them to practice and improve their English skills.

- Research for interesting readings to apply the technique.

7.2   Recommendations for students

- Students should practice reading. It is an excellent way to expand knowledge and vocabulary, which will help them to improve their English level.

- Be part of activities such as the reader's theater. This dynamic will help them not only to practice reading, but to enhance confidence to be in front of a group of people, which is very useful not only regarding to the educational field, but for future employment competences.

- "Practice makes the master". Students should practice the lines they have to read, it will help them to feel more confidence and prepared to go to the front and perform the script.

- Students are encouraged to ask to their teacher, whenever they have a doubt. Learning English is a process in which students should go gradually, by clarifying any question they can have.

- Implement body movements and facial gestures when reading in order to enrich their presentation.

- Analyze and understand the lines they have to read, is completely necessary.

Students must ask to their teacher or search on internet whenever there is a word that they do not understand.

7.3   Recommendations for principals or advisors

- Motivate the teachers to apply different and interesting activities, such as reader's theaters.

- Be aware of the techniques that teachers apply in their lessons, and check the way in which they develop those activities.

- Provide training to teachers about the different strategies they can implement in their lessons.

- Ask teachers to keep updated with the information related to techniques that can be used to teach English effective.

ANNEXES

UNIVERSIDAD LATINA DE COSTA RICA

SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

ENGLISH TEACHERS QUESTIONNAIRE

Dear English teachers:

The following research consists of Implementing reader's theater technique as a tool for providing confidence in speaking and reading skills with students of ninth graders at Hojancha Technical High School, Nicoya Regional Office of Education, 2020.

All the information gathered will be considered as confidential.

Researcher Name: Mariela Salazar Porras

Thank you for your cooperation!

I.   **PART. General Information**

Age: _____   Gender: ( ) Male   ( ) Female

Professional Category: _____ Years of experience: _____

Work Status: Tenure: _____ Temporal: _____ .

QUESTIONS	YES	NO	N/R
1. Do you know what Reader's theater is?			
2. Have you applied Reader's theater in your English classes?			
3. Have you taken into account Reader's theater in your planning process?			
4. Do you consider Reader's theater technique important in the English Process?			
5. Do you often work oral performance in your classes?			
6. Do you consider oral performance important for students' language progress?			
7. Do you often work reading performance in your classes?			
8. Do you consider reading performance important for students' language progress?			
9. Do your students have good participation in your class?			
10. Do you always enhance students' oral participation?			
11. Do you always enhance students' reading participation?			

II. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an ¨ x ¨ in the corresponding box.

Implementation of reader's theater technique as a tool for providing confidence in speaking and reading skills with students of ninth graders at Hojancha Technical High School, Nicoya Regional Office of Education, 2020.

III.   PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. **Mention the advantages of using Reader's theater technique in the English learning process.**

   _____

   _____

   _____

   _____

2. **Mention the disadvantages of using Reader's theater technique in the English learning process.**

   _____

   _____

   _____

ESCUELA DE
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SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

REGIONAL ADVISOR QUESTIONNAIRE

Dear:

Msc:

       The following research consists on Implementing reader's theater technique as a tool for providing confidence in speaking and reading skills with students of tenth grade at Bagaces Night Highschool, Liberia Regional Office of Education, 2020.

All the information gathered will be considered as confidential.

Researcher Name: Mariela Salazar Porras

Thank you for your cooperation!

    I.   **PART. General Information**

Age: Gender: ( ) Male   ( ) Female

Professional Category:

II.   PART. CLOSED QUESTIONS

Instructions: Please read the questions carefully and mark with an ¨ x ¨ in the corresponding

box.

QUESTIONS	YES	NO	N/R
1. Do you know what Reader's theater is?			
2. Do know if your English teachers use Reader's theater in their English classes?			
3. Do you think English teachers apply Reader's theater technique correctly?			
4. Do you consider reader's theater effective for students' language progress?			
5. Do you consider reading and oral performance important for students' general language progress?			
6. Would you recommend the application of Reader's theater technique in the English class?			
7. Do you think teachers in your area enhance students' reading participation?			
8. Do you think English teachers in your area promote students' real oral participation in their classes?			

III. PART. OPENED QUESTIONS

Read the questions carefully and answer them.

1. Mention the advantages of using Reader's theater technique in the English learning process.

_____

_____

_____

2. Mention the disadvantages of using Reader's theater technique in the English learning process.

_____

_____

_____

UNIVERSIDAD LATINA DE COSTA RICA

SEDE DE SANTA CRUZ

DEPARTAMENTO DE INGLÉS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

SEMINAR I

STUDENTS' QUESTIONNAIRE

Dear English teachers:

   The following research consists of Implementing reader's theater technique as a tool for providing confidence in speaking and reading skills with students of ninth graders at Hojancha Technical High School, Nicoya Regional Office of Education, 2020.

All the information gathered will be considered as confidential.

Researcher Name: Mariela Salazar Porras

Thank you for your cooperation!

   3. PART. General Information

  Age: _____   Gender: ( ) Male   ( ) Female

4. PART. CLOSED QUESTIONS

Instructions: Read the questions carefully and mark with an ¨ x ¨ in the corresponding box.

Implementation of reader's theater technique as a tool for providing confidence in speaking and reading skills with students of ninth graders at Hojancha Technical High School, Nicoya Regional Office of Education, 2020

QUESTIONS	YES	NO	N/R
1. Do you know what Reader's theater is about?			
2. Do you know if your teacher applies reader's theater in the English classes?			
3. Have you ever noticed the application of Reader's theater in your English class?			
4. Do you consider reader's theater important in the English Process?			
5. Do you know what oral performance is?			
6. Do you know what reading performance is?			
7. Do you think that reader's theater is a good technique to improve the skills of speaking and reading in English?			
8. Do you like to participate in class?			
9. Do you enjoy being part of oral activities?			
10. Do you like reading in English class?			
11. Would you like to be part of a Reader's theater activity?			

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