A DESCRIPTIVE, SURVEY RESEARCH STUDY FOR THE PERCEPTION OF A

POSSIBLE IMPLEMENTATION OF A DRAMA-BASED COMPLEMENTARY PROGRAM

AIMING TO DEVELOP AND STRENGTHEN ENGLISH LANGUAGE SKILLS AND SOFT

SKILLS IN HIGH SCHOOL STUDENTS AT COLEGIO BILINGÜE SANTA MARTA.

By

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In Partial Fulfillment of the Requirements for the Degree of

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RESUMEN ANALITICO ESPECIALIZADO – RAE	
TOPIC	English Language and soft skills strengthening and development through a drama-based complementary program
TITLE	A Descriptive, Survey Research Study For the Perception of a Possible Implementation of a Drama-Based Complementary Program Aiming to Develop and Strengthen English Language Skills and Soft Skills in High School Students at Colegio Bilingüe Santa Marta.
MODALITY	Applied Project
RESEARCH LINE	ECEDU – Pedagogy, Didactics and Curriculum
AUTHOR	William Alejandro Celis Sierra
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DATE	December 17th, 2020
KEYWORDS	Constructivism, Drama-based, English Skills Perception, Soft Skills.
DESCRIPTION	This applied descriptive-quantitative research is set at Santa Marta Bilingüe School in the city of Santa Marta, Colombia, South America. It intends to explore and describe the perception of the High School community (9-11 grades) in regards to the possible implementation of a drama-based complementary program for the development and strengthening of English language skills (reading, writing, speaking and listening) and soft skills (Time management, ease to communicate, resilience, teamwork, and creativity) in high school students at the above mentioned school. This type of research becomes essential as, based on their internal data analysis, school administrators and teachers are still trying to find ways to improve the general performance of students in standardized English language national and international tests. On the other hand, most teenage students at this school normally lack of confidence and are afraid of speaking English in public because their classmates might make fun of them when making a mistake. These teenagers are also preparing for careers, jobs and realities that do not exist yet; thus, they will need to develop specific skills that will contribute to their future labor market success. Drama, is an excellent means to apply language skills (listen, read, write, and speak) and to put soft skills into action (Time management, ease to communicate, resilience, teamwork, and creativity). A sample of the total population was surveyed on the perception of the possible implementation of such program and the results demonstrate that there is an overall positive perception. These results, the theoretical research and a methodological proposal were provided to decision-makers at the school for them to assess its future implementation.

MAIN SOURCES	Beau, M., & Silva, D. (2018). The importance of a drama program in cultivating soft skills: The actors' studio academy as a case study / Mark Beau De Silva. Giebert, S. (2014). Drama and theatre in teaching foreign languages for professional purposes. Recherche et Pratiques Pédagogiques En Langues de Spécialité - Cahiers del APLIUT, 138–150. Sarter, H. (2012). Language and emotion. Applied psycholinguistics: Positive effects and ethical perspectives, 61-73. Sutjiati, R., Ningsih, T. W. R., & Budiwaty, S. (2015). Constructivism in Teaching Foreign Language's Drama - Teaching Method for Second Language's Students. Wats, R. K., & Wats, M. (2009). Developing Soft Skills in Students. The International Journal of Learning: Annual Review, 15(12), 1–10.
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METHODOLOGY	1. Understand and describe the benefits of a complementary English drama-based program through the theoretical research. 2. Develop a Likert scale instrument 3. Determine the target population at the Bilingüe Santa Marta School. 4. Send link of the survey via email to all the universe of the population (134 people 9th-11th) 5. Analyze and validate the perception and the possible impact of the implementation of an English drama-based complementary program. 6. Propose a teaching-learning method for the program based on the research.
CONCLUSION	• The high school community has identified an implied value in other school activities seeing in them the possible development of the targeted language and soft skills. • The target population agrees that an English drama-based complementary program can significantly reduce anxiety levels and ignite motivation in high school students. • Not all the community is prone to drama or theater as a subject. • Parents, students, teachers, school administrators and welfare department professionals at the Santa Marta Bilingüe School seem to understand the benefits that an English drama-based complementary program underlay and are willing to have the School implementing this type of complementary program.

	- There must be a well-structured methodology in order to guarantee the proper exposition and application of the language learning skills as well as the proposed set of soft skills (communication skills, resilience, teamwork, time management, and creativity). - Drama / theater may be used as a means to effectively teach language skills as well as soft skills.
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Ula, A. H. (2008). Effects of Creative, Educational Drama Activities on Developing Oral Skills in Primary School Children. American Journal of Applied Sciences, 5(7), 876–880.

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ABSTRACT

The following applied descriptive-quantitative research is set at Santa Marta Bilingüe School in the city of Santa Marta, Colombia, South America. It intends to explore and describe the perception of the High School (9-11 grades) community in regards to the possible implementation of a drama-based complementary program for the development and strengthening of English language skills (reading, writing, speaking and listening) and soft skills (Time management, ease to communicate, resilience, teamwork, and creativity) in high school students at the above mentioned school. This type of research becomes essential as, based on their internal data analysis, school administrators and teachers are still trying to find ways to improve the general performance of students in standardized English language national and international tests. On the other hand, most teenage students at this school normally lack of confidence and are afraid of speaking English in public because their classmates might make fun of them when making a mistake. These teenagers are also preparing for careers, jobs and realities that do not exist yet; thus, they will need to develop specific skills that will contribute to their future labor market success. Drama, is an excellent means to apply language skills (listen, read, write, and speak) and to put soft skills into action (Time management, ease to communicate, resilience, teamwork, and creativity). A sample of the total population was surveyed on the perception of the possible implementation of such program and the results demonstrate that there is an overall positive perception. These results, the theoretical research and a methodological proposal will be provided to decision-makers at the school so that they may assess its future implementation.

Keywords: Constructivism, Perception, Drama-based, Soft Skills, English Skills.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

In the High School section at Santa Marta Bilingüe School, data collected from institutional, national and international tests reflect that there are still important areas of improvement in regards to the English language receptive and productive skills. Furthermore, the constant use of technological devices, to some extent, isolates students from healthy social interaction which is necessary to develop hard and soft skills. According to (Bauman, 2013) we are facing times of dehumanization and individualism that we must attack in order to prepare our children and youth so that, together, they may face tasks and environments that do not exist yet.

Taking into account these concerns and understanding the benefits of drama in education, the researcher firmly believes that the implementation of a drama-based complementary English program at High School level could be well perceived by the Santa Marta Bilingüe School's community and positively impact the development and strengthening of English language skills (Reading, writing, speaking and listening) as well as soft skills (Time management, ease to communicate, resilience, teamwork, and creativity) in the high school students at this important private bilingual school located in Santa Marta, Colombia.

Significance of the Study

Being an English teacher and the English subject leader at the Bilingüe Santa Marta
School has allowed the researcher to understand the school's willingness to find new ways to
improve the performance of their students in all fields. Since this research intends to describe the
benefits of an English and soft skills drama-based complementary program and the perception of
the school's community on its possible implementation, the researcher believes, decision-makers
could use the theoretical background and all collected data in order to explore an engaging
teaching strategy that could have a positive impact on the performance of High School students
in English language skills assessed at the school through institutional, national and international
tests. Also, a teaching strategy that would directly attend the urgent need of strengthening skills
that are highly valued by the most important universities and companies around the world: Time
management, ease to communicate, resilience, teamwork, and creativity.

Indeed, this research project may also become a subject of study by researchers intending
to measure the early stages of the implementation of an innovative language teaching strategy or
methodology in high school environments.

Statement of the Problem

Most High School students at the Santa Marta Bilingual School, despite being continuously exposed to English through interaction with a good number of native English teachers, have historically been lacking the ability to speak this language in public, preferring above all to speak in Spanish; even though, the School's Handbook stipulates that students should address the teachers of the classes taught in English in this language (Curriculum Evaluation CBSM, 2018-2019). For some students, mockery and jokes seem to predominate as a way to hide the lack of skills in the English Language and, as a result, sometimes, some academically prominent students repress the possibility of putting this language into practice in order to avoid the mockery of their peers (Minutes 2018-2019 Grade Level Meetings). This, without counting a growing use of "Grammarly" and "Google Translator" for the development of written tasks. In turn, this trend, seems to be enhanced by the institutional policy "BYD" (Bring Your Device) in which students make use of their laptops for most classes.

On the other hand, the constant use of technological devices, to some extent, isolates students from a social interaction and promotes individualism. The school currently has a values and ethics program called "Character Counts" which seeks to promote the application of Caring, Justice, Trustworthiness, Citizenship, Respect and Responsibility in everyday life through different activities in which these values are mainly recognized or exalted. Although this program exists, it is not explicitly linked to the strengthening of skills such as time management, ease to communicate, resilience, teamwork, and creativity which are highly valued by important universities and companies around the world.

Furthermore, in the High School section, the School does not have a performing arts program or a theater class that can contribute to the management of anxiety, stage fright or other difficulties that could limit social interaction while students are communicating in English.

Finally, all decisions made at school are guided by reliable data and the acceptance of the whole community (mainly parents and students) as they are the school's main clients.

This leads us to focus this research project on the following question: **What would be the perception of the high school's community at CBSM in regards to the possible implementation of a drama-based complementary English subject program aiming to strengthen not only English language skills but soft skills?**

Objectives

General Objective

To describe the benefits and the perception of the school's community in the possible implementation of a drama-based complementary program aiming to strengthen English language skills (reading, writing, speaking and listening) and soft skills (Time management, ease to communicate, resilience, team work, and creativity) in High School students at Colegio Bilingüe Santa Marta.

Specific Objectives

1. To identify the benefits of drama in language teaching and learning.

2. To validate the perception of a school's community regarding the implementation of a complementary program that aims to strengthening language skills and soft skills in high school students.

3. To propose a methodology to teach English and soft skills through a drama-based complementary program in high school.

CHAPTER II

LITERATURE REVIEW

Primary Literature

In 2014, Stefanie Giebert from the Reutlingen University in Germany published a research article called: "Drama and theatre in teaching foreign languages for professional purposes" which intended to discuss how drama can support language learning at the university level and how drama can also support learners in acquiring professional competences (Giebert, 2014). This article emphasizes the benefits of drama in the language learning environment, but it also provides relevant information on the importance of allowing students to recreate different settings and plots according to different situations that might later be useful in their work environment. Giebert (2014, p.17) also mentions how self-confidence and motivation increase in students in their language learning process when learning through a drama-based language learning method.

In another research article from 2015, led by Rita Sutjiati, Tri Wahyu Retno Ningsih, and Suci Budiwaty, from the Gunadarma University in Jakarta, Indonesia called: "Constructivism in Teaching Foreign Language's Drama-Teaching for Second Language's Students", the authors remark the benefits of having students perform plays in a foreign language and play the role of the audience as they evidence application of both receptive and productive skills as well as effective interaction and communication that may later be adapted to reality. Also, they remark the approach as a constructivist approach as each student is able to contribute and construct not only a cooperative result, but an individual knowledge of the language that transcends receptive

and productive skills. Students are also able to learn body language and culture that certainly enriches their learning experience in order to eventually put it into action in any case scenario. (Sutjiati, Ningsih, Budiwaty, 2015).

Mark Beau De Silva, in his 2018 research project from the University of Malaya in Kuala Lumpur, called: "The importance of a Drama Program in Cultivating Soft Skills: The Actor Studio Academy as a Case Study" demonstrates through his qualitative study and observations that students who make part of a drama program develop soft skills that are relevant for the job market. According to De Silva's research, In Malaya, 55% of employers deny employment to candidates because they lack the necessary communication skills. That is the reason why, the Ministry of Education in Malaya sees the inclusion of soft skills in the curriculum as an opportunity that should not be overlooked. De Silva's research concludes that students who joined the drama program at the Actors Studio Academy proved to be more vocal and expressive in their thoughts and ideas.

In 2018, Michelle Glaitlli , Doctor in Education from the Arizona State University published a dissertation on the importance of teaching soft skills to High School teachers and students. She led a Soft Skills Training Group in order to teach High School Students and Teachers soft skills. The results of her research demonstrate the need to make students and teachers aware of these skills.

Finally, in the 2019 research work led by Sơn Thị Đỗ from the School of Foreign Languages at Thai Nguyen University, it is highlighted that English Drama Projects do not only improve a learners' language proficiency but also foster their soft skills so that they have a good preparation for their life and work after.

Secondary Literature

Human relationships are in crisis and we have become indifferent to others. Soft skills, which are the emotional attributes or abilities that allow a person to perform and remain in an organization, are of vital importance for the education of children and young people who are being trained to work in both labor and natural environments that have not yet been invented and that will require a high capacity for innovation and adaptability (Bauman 2013).

In the book "Language and Emotion" Starter (2012) touches upon a topic that had previously been overseen by Stephen Krashen (1982): "The affective filter" which is an important strategy to achieve the learning of a second language; that is, that levels of anxiety or stress are reduced to the maximum to make the apprentice feel comfortable to produce in the second language without fear of criticism.

The methodological approach proposed to be implemented and measured in this project, includes a holistic vision of teaching and learning a foreign language; however, we could say that the main theoretical core is constructivism. Constructivism, from the view of Piaget's Cognitive Constructivism, poses the student as the main actor in the teaching-learning process, being this one who after a continuous search for balance, every time he is confronted with new experiences or knowledge, is motivated to modify prior knowledge to achieve "balance" (Prouix, 2016). Of course, since this is a project in which theater is presented as an excuse for the application and strengthening of soft skills

and the English language skills, we cannot ignore the vision of Vigotsky's Social Constructivism. Lev Vigotsky states that learning a language requires social interaction as well as prior knowledge from which the new learning is built (Proximal Development Zone) (Prouix, 2016).

Tertiary Literature

Strategies inspired by the pedagogical framework of Teaching for Understanding by Tina Blythe are usually proposed when talking about language learning through drama or theater (Fusaro, 2008). The TFU pedagogical framework aims to generate enduring understandings through the implementation of meaningful learning environments in which students have the possibility of applying knowledge and developing skills through disciplinary or trans-disciplinary projects, otherwise known as: "evidence of understanding".

Teaching for understanding poses a backwards design planning method for the teacher; that is, it begins with the end in mind: What is it that we intend to assess? How can we evidence that the students understand?

After that, we proceed to develop a teaching unit that includes a generative topic, some through lines or guiding questions , an exploratory stage, a guided stage and a culminating stage in which there is a closure with the creation of a product that allows the application of knowledge and skills raised from the beginning (Fusaro, 2008).

Stories or story-telling also plays an important role in the development of creativity and the incidental learning of soft skills as well as language skills (Telfer & Turner, 2019).

In a drama-based language learning environment, the students would propose their own stories to represent on a staged production and also propose the vocabulary, structure and

cultural context on which they want to learn. According to Radulescu (2011), theater allows non-native speakers of the English language to be part of a "non-threatening" environment that allows them to have a voice and much more when they do not have an autocratic director who imposes his own ideas.

CHAPTER III

METHODOLOGY

This chapter describes the methodology used for the descriptive, survey research study. The purpose of this study was to describe and determine the perception of the High School's community at CBSM in regards to the possible implementation of a complementary English subject program aiming to strengthen not only English language skills but soft skills.

Research Design

A descriptive, survey research design was chosen to investigate the benefits of drama in the development strengthening of language skills and oft skills in high school students as well as the perception and possible impact of a program with the already mentioned characteristics.

Population and Sample

The target population was the high school community (Students in grades 9 to 11, high school teachers, high school administrators, the high school welfare department professionals and high school parents) at Colegio Bilingüe Santa Marta, an independent international catholic school located in Santa Marta, Magdalena, Colombia which operates with four different school sections: Preschool, elementary school, middle school and high school. The school currently counts with 59 enrolled students in high school (grades 9 to 11), 2 psychologists, 1 high school director, 1 academic coordinator, 13 high school teachers specialized in different subjects and 58 legal guardians or parents registered in the archives of the academic secretary's office for a total of 134 individuals who were counted as the total number of the target population from which the representative sample was taken as follows:

Formula applied to obtain the sample:

$$n = \frac{N * Z_\alpha^2 * p * q}{e^2 * (N - 1) + Z_\alpha^2 * p * q}$$

n= Sample Size

N=Population Size

Z= Confidence Level

e= Error

p= Probability that the event occurs

q=(1-p) = Probability that the event does not occur

Table 1. Sample Population Formula

Parameter	Value
N	134
Z	1,960
P	50,00%
Q	50,00%
e	5,00%

Sample Size
"n" = 99,54

As the survey was randomly sent to the total population, the random sample size of 100 units resulted in the following population discriminated as follows:

Table 2. Total Sample Population by Type of Community Member

Type of community members	Total number of people
Students	56
Administrators	2
Teachers	8
Welfare Department Professionals	1
Parents	33
Total Sample Size	100

Instrumentation

The instruments consists of a 10 items survey which contains a 5 points Likert scale. The scale is explained as follows for items #1,#3,#4,#5,#6,#7 and #8.: *Strongly agree, agree, undecided, disagree and strongly disagree*. For item #2: *Very important, important, moderately important, slightly important, and unimportant*. And for item #10: *Definitely, probably, possibly, probably not, and definitely not*.

The survey was developed in Google forms and sent via institutional mail to the high school community in 9th, 10th and 11th grades so that it could be randomly applied until a sample size of 100 units was achieved. The following is the access link to the survey:

https://forms.gle/yQ9pcteS8ZLREsd17

The type of questions was closed ended statements in which the surveyed population could determine their attitude towards a possible implementation of a drama-based complementary English subject program aiming to strengthen not only English language skills (reading, writing, speaking, listening), but soft skills (Time management, ease to communicate, resilience, team work, and creativity).

In order to test the reliability or constancy of the instrument Crombach's alpha test through variance of items was applied using the following formula:

α = Chrombach's Alpha

k= Number of Items / Questions

Vi = Variance of each item/ Question

Vt= Total Variance

$$\alpha = \frac{k}{k-1}\left[1 - \frac{\sum V_i}{V_t}\right]$$

The main Likert items in the test that were measured were represented as follows in order to obtain Crombach's alpha:

Table 3. Likert Scale Items #1,#3,#4, #5, #6, #7, #8 and #9 (Agreement)

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Table 4. Likert Scale Item #2 (Importance)

Very Important	5
Important	4
Moderately Important	3
Slightly Important	2
Unimportant	1

Table 5. Likert Scale Item #10 (Probability)

Definitely	5
Probably	4
Possibly	3
Probably Not	2
Definitely Not	1

Table 6. Final Result of the Crombach's Alpha Test through Variance of Items

ITEMS/ QUESTIONS	10
SUM OF THE ITEM VARIANCES	7,148
VARIANCE OF TOTAL SCORES	33,9956
CROMBACH'S α	0,877486106

According to Crombach's scale the reliability or consistency of the instrument is *good*.

Table 7. Crombach's Scale of Reliability / Consistency

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.7 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

(Source: Streiner, 2003, p.102)

According to recommendations given by different professors at UNAD, the software chosen to graph and analyze the results was Infostat in its free license version.

CHAPTER IV

RESULTS

Demographics

As stated before, the sample population was 100 individuals from the High School community randomly obtained from the total number of surveys. 33 were parents, 8 teachers, 2 administrators, 56 students and 1 welfare department professional.

The Following table shows the Total Universe of the target population:

Table 8. Total Universe of the target population

Type of Community Member	Total # of People
Students	59
Parents	58
High School Teachers	13
Administrators	2
High School welfare professionals	2
TOTAL UNIVERSE OF THE POPULATION	134

According to the following *(Figure 4.1)*, it may be concluded that there was a participation of 95% of the total number of students in grades 9th, 10th and 11th at CBSM. , 56% of the total number of high school parents, 62% of the High School teachers, 100% participation from the High School Administrators, and 50% of the total number of Psychologists. When reading the graph, it may also be understood that Parents were 33% of the total sample, teachers 8%, Administrators 2%, students 56% and welfare professionals 1%.
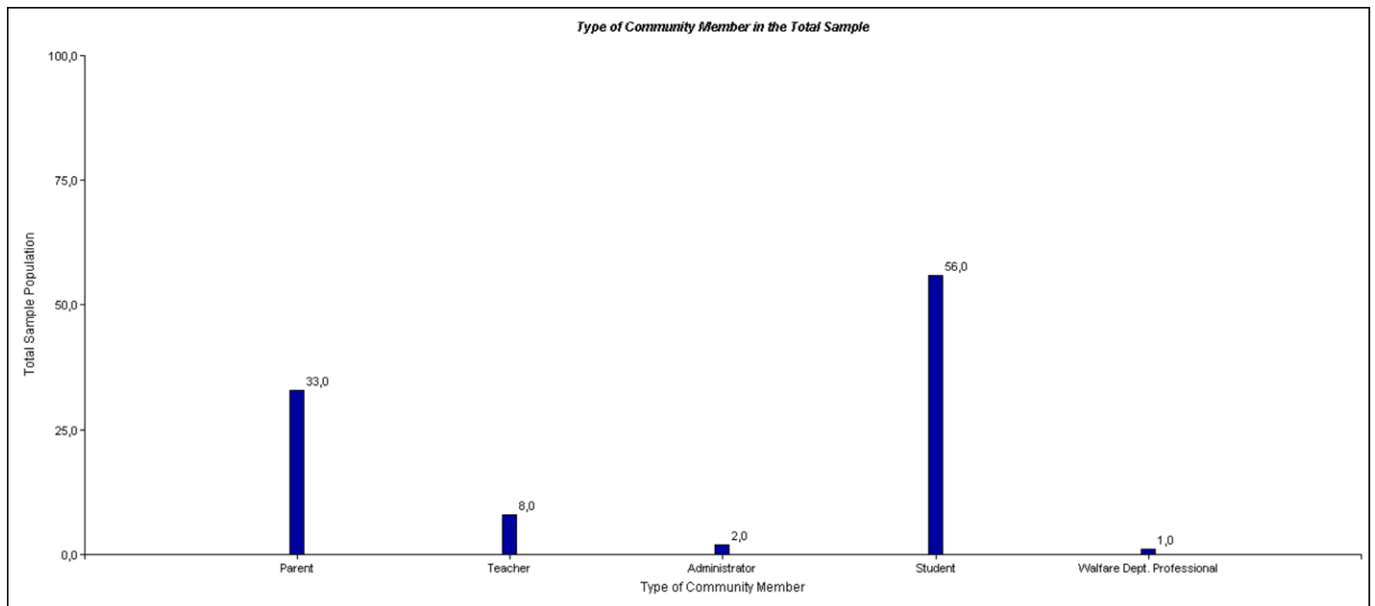

Figure 4.1 Type of Community Member in the Total Sample

It is observed by the researcher *(Figure 4.2)* that the minimum age in parents is 35 while the maximum age for parents is 56 and the highest percentage of participating age is between 42 and 44, represented in 15% for each.

Age=Parents

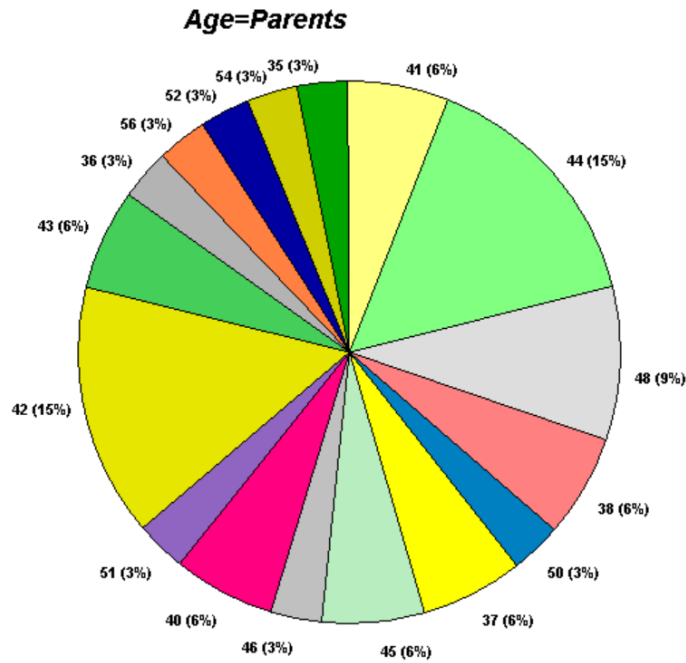*Figure 4.2 Age of Parents in the Total Sample Population*

It is observed by the researcher *(Figure 4.3)* that the minimum age in school administrators in high school is 38 while the maximum age is 48. The 2 administrators represent the 100% of the main administrators in the High School section.
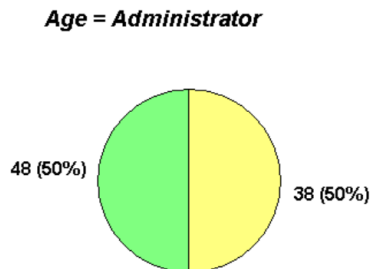
Age = Administrator

Figure 4.3 Age of High School Administrators in the Total Sample Population

It is observed by the researcher *(Figure 4.4)* that the minimum age in High School Students (Grades 9th, 10th and 11th) is 15 represented with 20% of the total sample population in the figure while the maximum age is 18 with 27% of the total sample population.
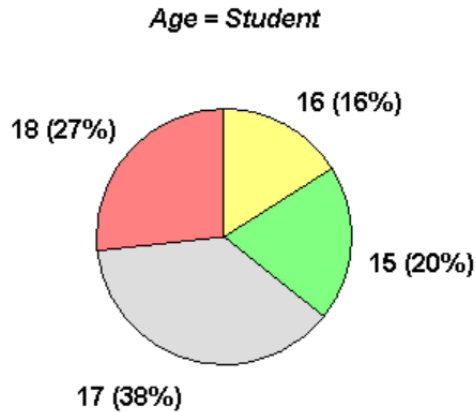
Figure 4.4 Age of High School Students in the Total Sample Population

In regards to the age of teachers, it is observed that each of the teachers in the total sample population has a different age, thus, each teacher's age is represented with 13% of the total sample population being the minimum age of teachers 24 and the maximum 64.
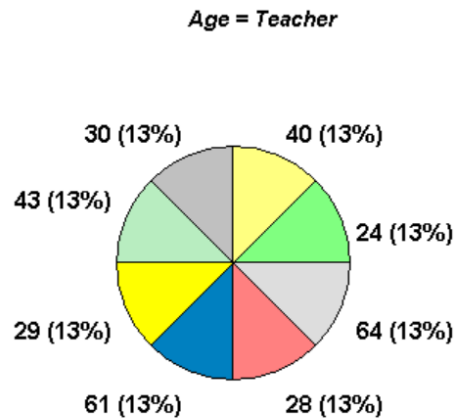
Figure 4.5 Age of High School Teacher in the Total Sample Population

In the welfare department in High School 2 psychologists work with the students. One of them answered the survey and her age is 48.

Age = Walfare Dept. Professional

48 (100%)
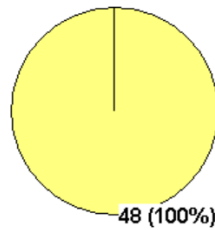
Figure 4.6 Age of High School Welfare Department Professionals in the Total Sample Population

Gender of surveyed subjects in the total sample population is observed to be mostly female (*Figure 4.7*). Being 62% of the sample population women and 38% men.
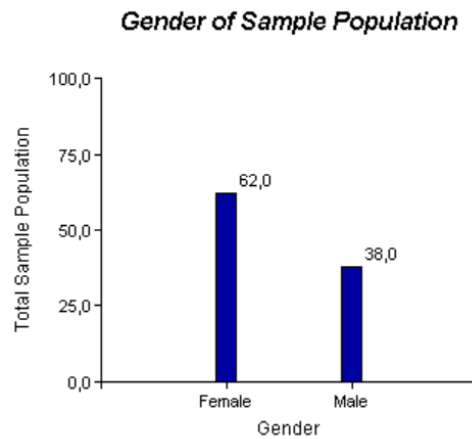
Figure 4.7 Gender of the Total Sample Population

Survey Results and Analysis

Item #1: *Today's and tomorrow's job market requires students to develop soft skills (ease of communication, resilience, teamwork, time management and creativity).*
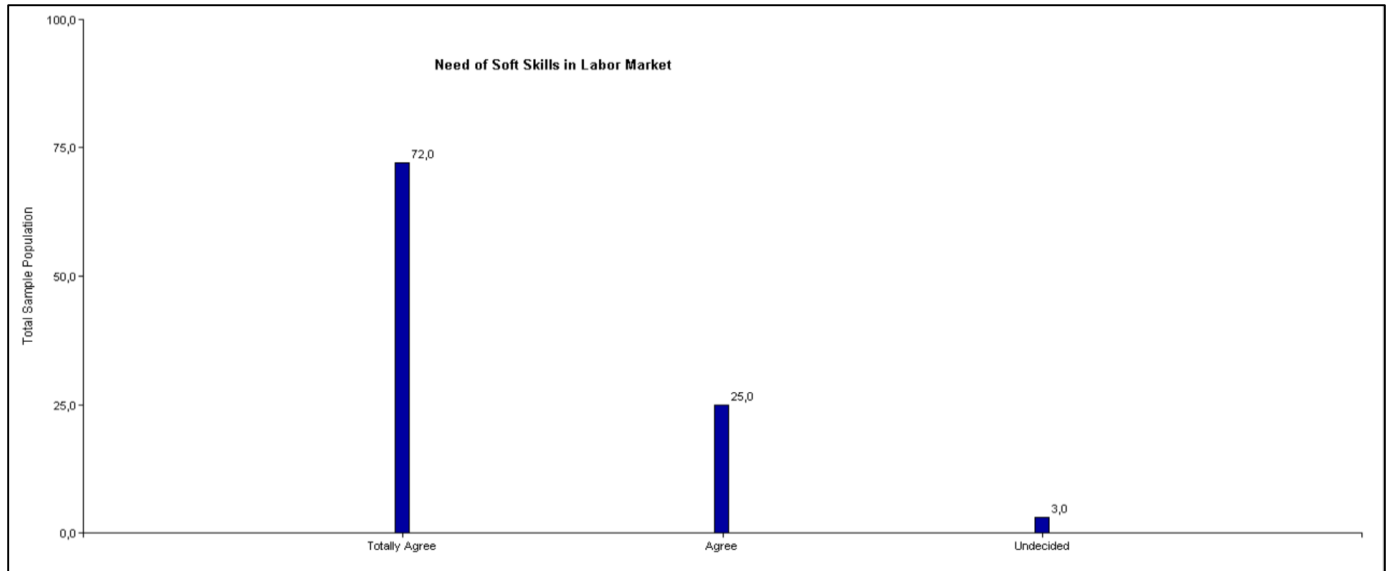
Figure 4.8 Attitude towards the Need of Soft Skills in the Labor Market

According to Figure 4.8, 72% of the total sample population totally agree that today's and tomorrow's labor market requires individuals to communicate with ease, be resilient, able to work in a team, manage their time and be creative. 3% are undecided.

Item #2: *In today's and tomorrow's job market, reading, writing, speaking and understanding the English language is:*
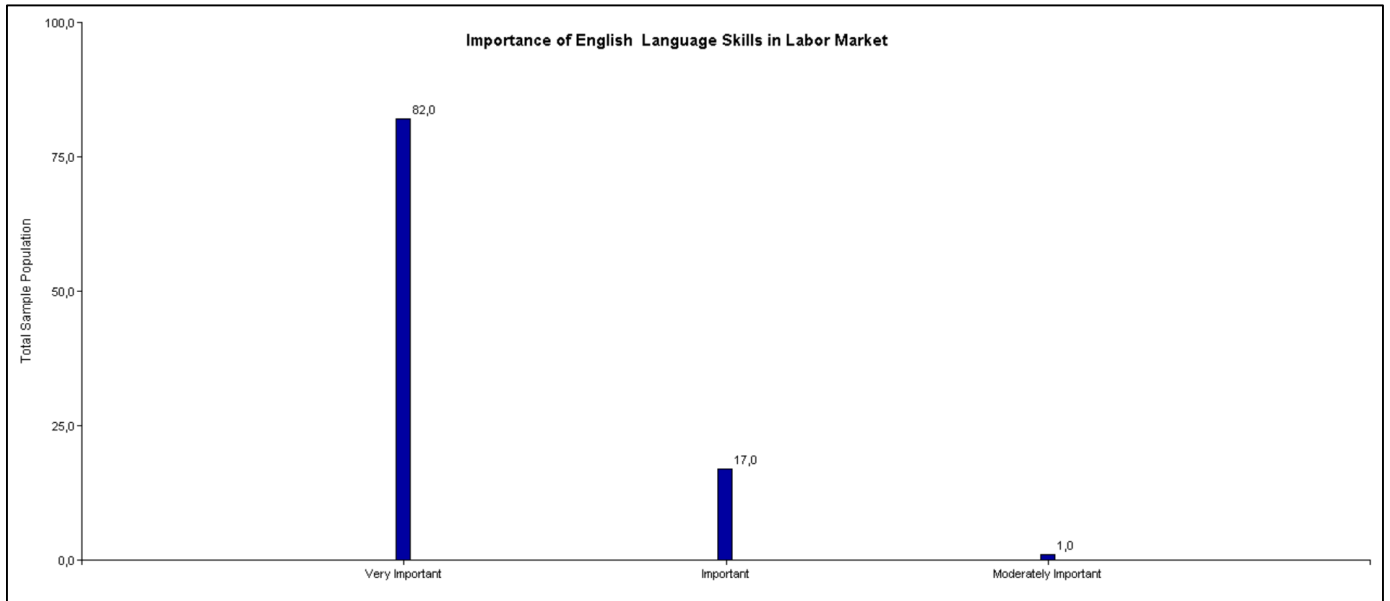
Figure 4.9 Attitude towards the Importance of English Language Skills in the Labor Market

According to Figure 4.9, 82% of the total sample population consider to be *very important* to be able to read, write, speak and understand the English Language. 1% considers this to be *moderately important.*

Item #3: *The Santa Marta Bilingual School currently runs complementary programs that are effectively developing and strengthening English language skills (reading, writing, speaking, and listening) and soft skills (ease of communication, resilience, teamwork, time management and creativity).*
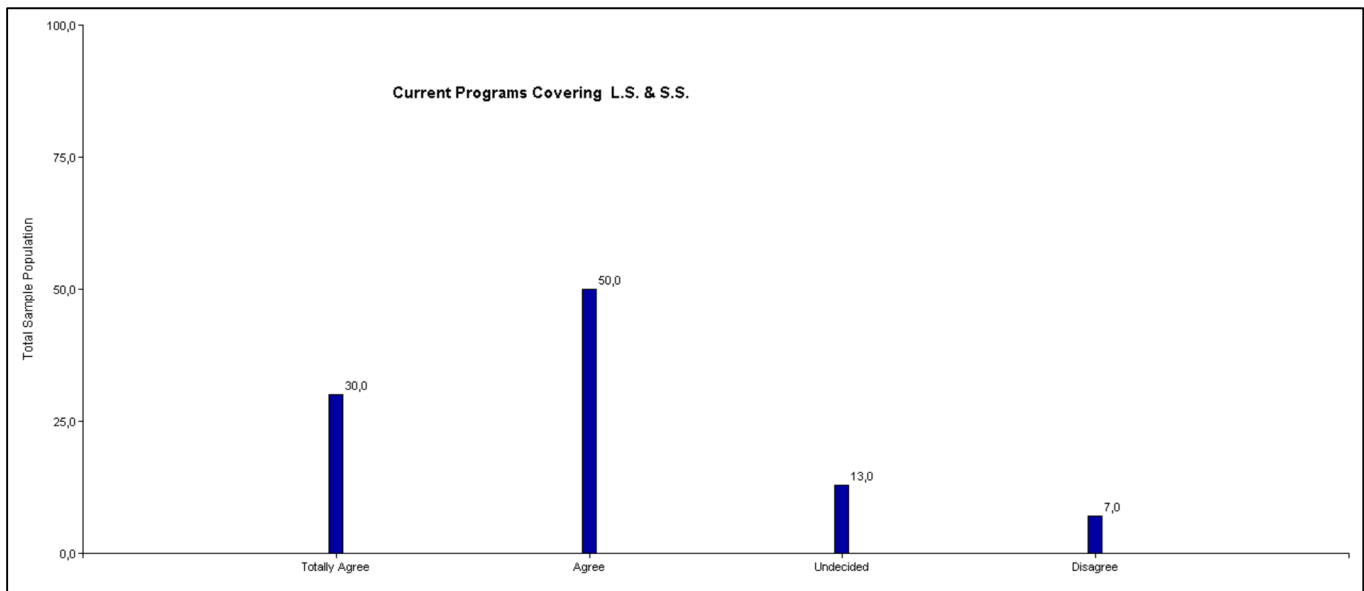
Figure 4.10 Attitude towards complementary programs currently covering English Language Skills and Soft Skills at CBSM.

According to Figure 4.10, 50% of the total sample population *agrees* that the school currently runs programs that aim at developing and strengthening soft skills (Ease of communication, resilience, teamwork, time management and creativity) and English Language Skills (*Reading, writing, speaking, and listening*). 30% *totally agrees,* 13 % is *undecided* and 7% of the total sample *disagrees*.

Item #4: *A drama-based complementary program in high school can develop soft skills (communication skills, resilience, teamwork, time management, and creativity) that may be relevant to the lives of students.*
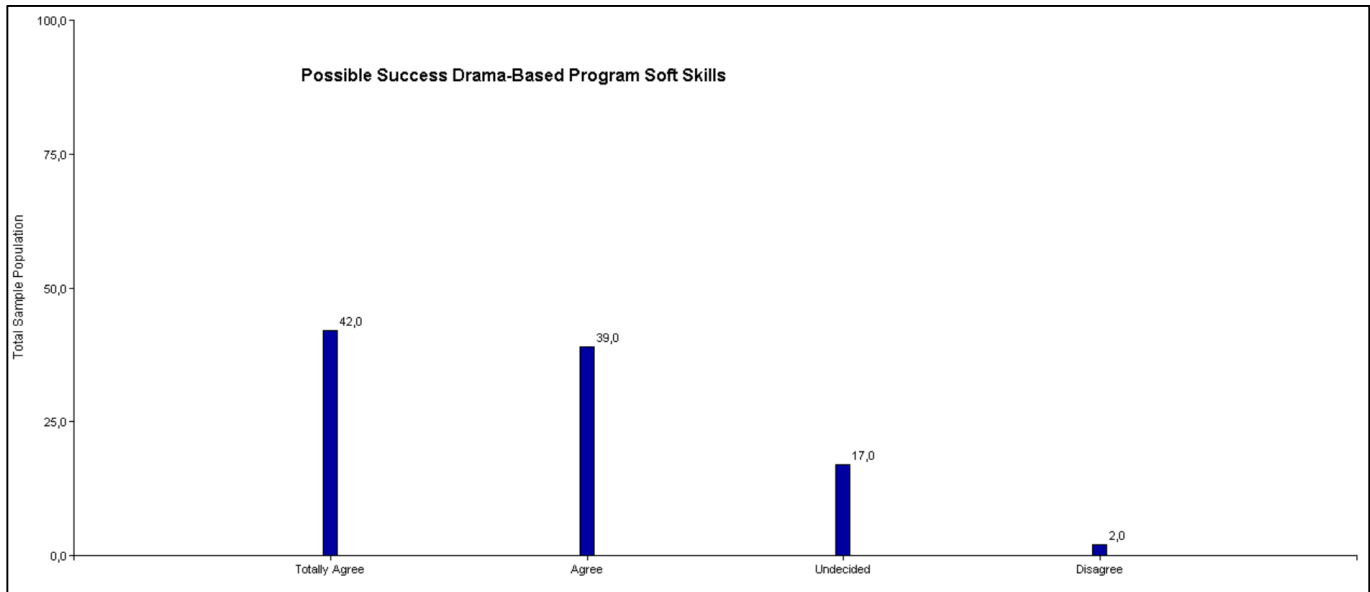
Figure 4.11 Attitude towards the possible success of a Drama-based complementary program over Soft Skills in High School students

According to Figure 4.11, 42% of the total sample population *totally agrees* that a Complementary English Drama-based program can develop soft skills (*communication skills, resilience, teamwork, time management, and creativity)* that are relevant for the lives of students. 39% *agrees,* 17% are *undecided* and 2% *Disagree.*

Item #5: *A supplemental theater-based English program in high school can develop English language skills (reading, writing, speaking, and listening) that are relevant to students' lives.*

Possible Success Drama-Based Program Language Skills
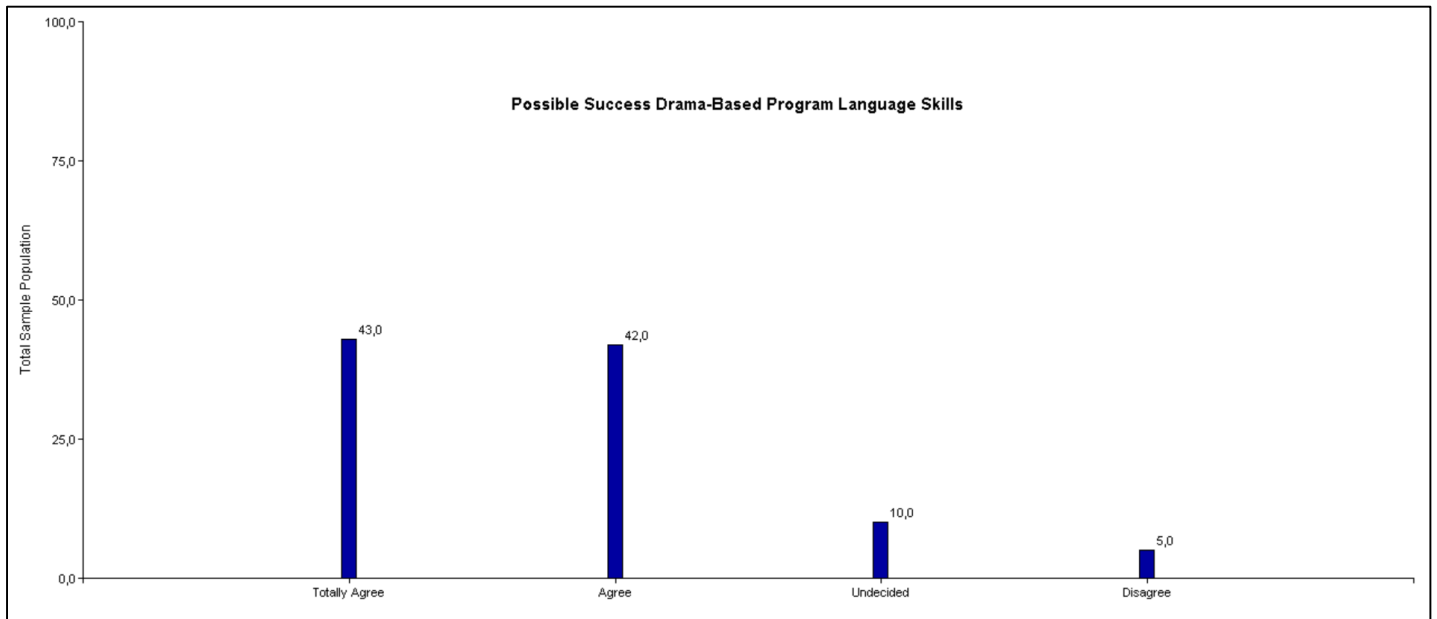
Figure 4.12 Attitude towards the Possible Success of a Drama-based Complementary Program over English Language Skills in High School Students

According to Figure 4.12, 43% of the total sample population *totally agrees* that a Complementary English Drama-based program can develop English Language skills (*Reading, writing speaking and listening)* that are relevant for the lives of students. 42% *agrees,* 10% are *undecided* and 5% *Disagree.*

Item # 6: *A complementary theater-based English program can contribute significantly*

to the improvement of the current level of English language skills such as: reading, writing,
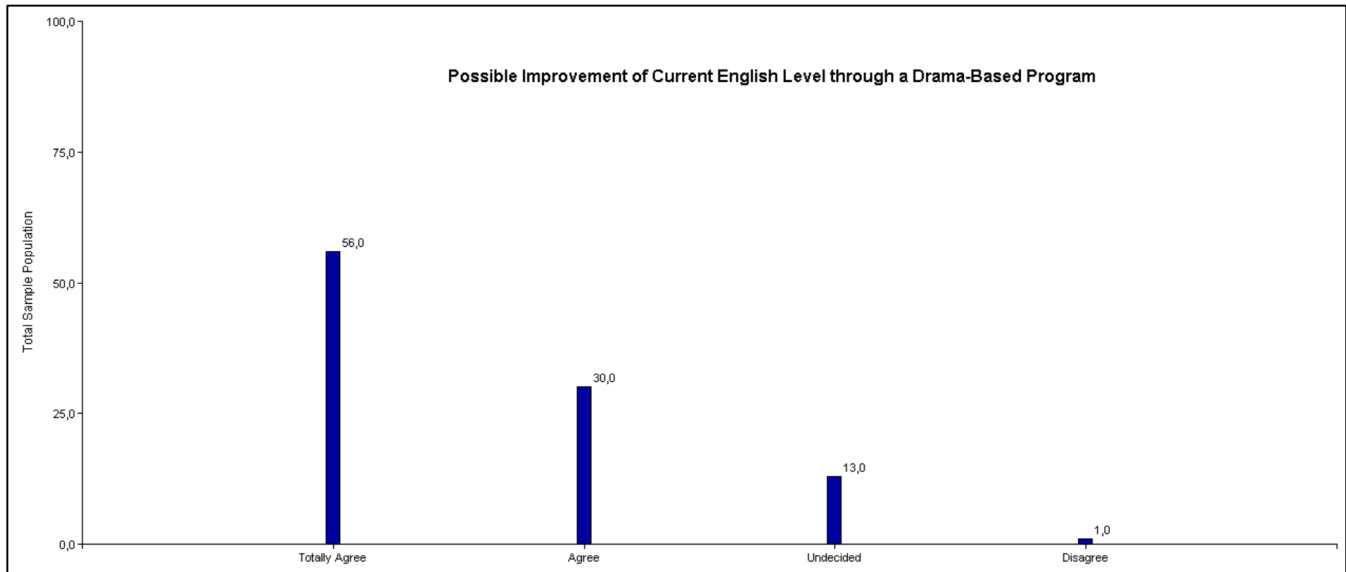
Figure 4.13 Attitude towards the Possible Improvement of the Current English Level at CBSM through

a Drama-based Complementary Program.

According to Figure 4.13, 56% of the total sample population *totally agrees* that a Complementary English Drama-based program can have a positive impact over the improvement of the current English level of High School students at CBSM. 30% *agrees*, 13% is *undecided* and 1% *disagrees.*

Item # 7: *A complementary theater-based program can significantly contribute to the development and strengthening of soft skills such as: Ease of communication, resilience, teamwork, time management and creativity in secondary school students from Colegio Bilingüe Santa Marta.*
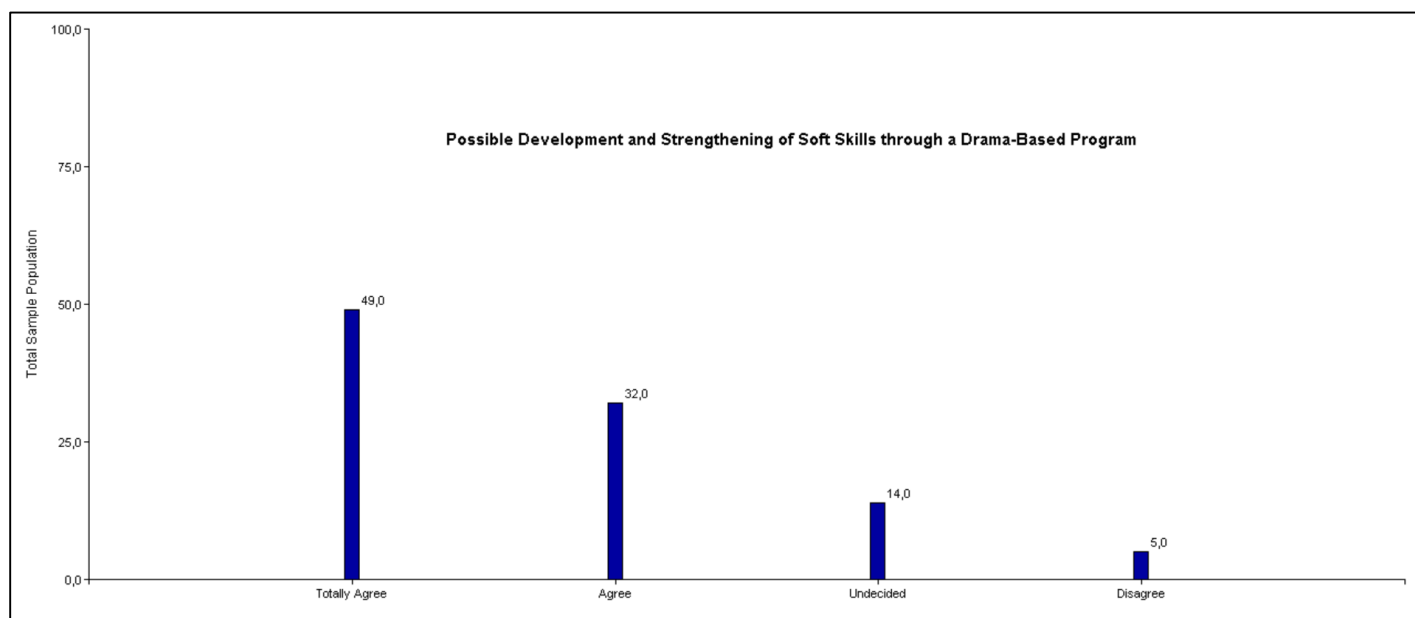
Figure 4.14 Attitude towards the Possible Development and Strengthening of Soft Skills in HS Students through a Drama-based Complementary Program.

According to Figure 4.14, 49% of the total sample population *totally agrees* that a Complementary English Drama-based program can develop and strengthen soft skills (*Ease of communication, resilience, teamwork, time management and creativity)* of High School students at CBSM. 32% *agrees*, 14% is *undecided* and 5% *disagrees.*

Item # 8: *Anxiety levels are significantly reduced, motivation ignites, and there may be multiple learning opportunities for high school students enrolled in a theater-based constructivist English complementary program that allows them to create their own stories, propose, interact and act as characters and audience of a staged performance.*
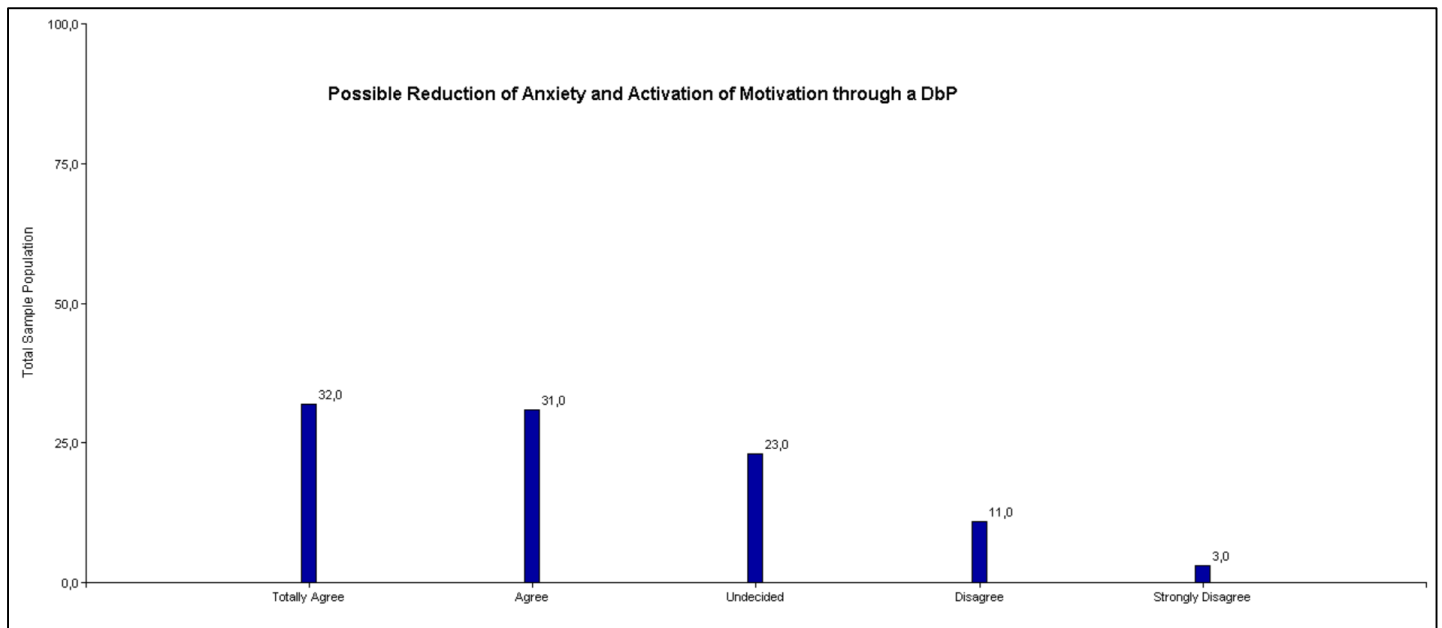
Figure 4.15 Attitude towards the Possible Reduction of Anxiety and Activation of Motivation in HS Students through a Drama-based Complementary Program.

According to Figure 4.15, 32% of the total sample population *totally agrees* that a Complementary English Drama-based program can reduce anxiety and ignite motivation of High School students at CBSM. 31% *agrees*, 23% is *undecided,* 11% *disagrees* and 3% *strongly disagrees.*

Item # 9: *A complementary program of English through theater can have a positive impact on the performance of high school students at Colegio Bilingüe Santa Marta on tests such as: KET, PET, FCE, IELTS, TOEFL or SABER.*
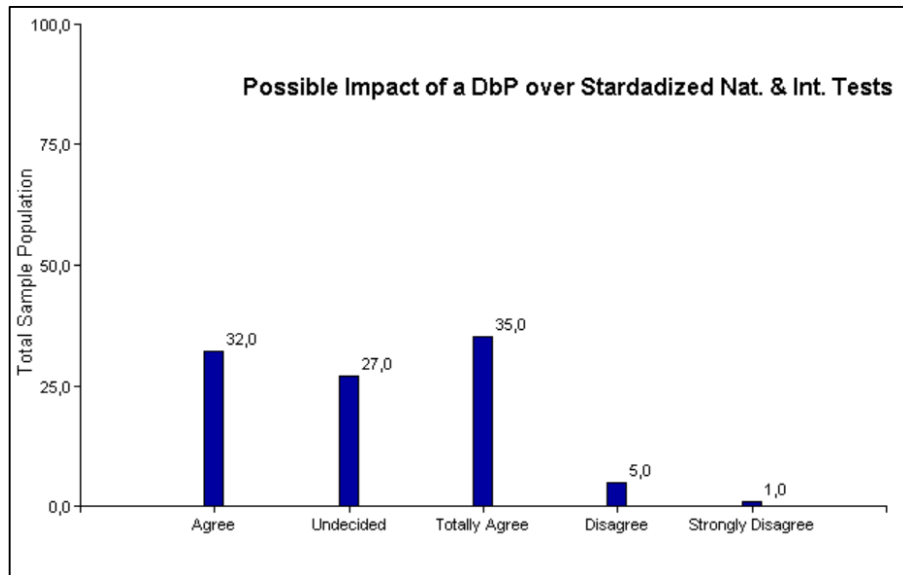
Figure 4.16 Attitude towards the Possible Impact of an English Drama-based Complementary Program over National and International Standardized Test Results.

According to Figure 4.16, 35% of the total sample population *totally agrees* that a Complementary English Drama-based program can positively impact the performance of High School students at CBSM in standardized National and International tests. 32% *agrees*, 27% is *undecided,* 5% *disagrees* and 1% *strongly disagrees.*

Item # 10: *I would like the Santa Marta Bilingual School to implement a complementary theater-based English program to develop and strengthen English skills (reading, writing, speaking, and listening) and soft skills (ease of communication, resilience, team work, time management, and creativity).*
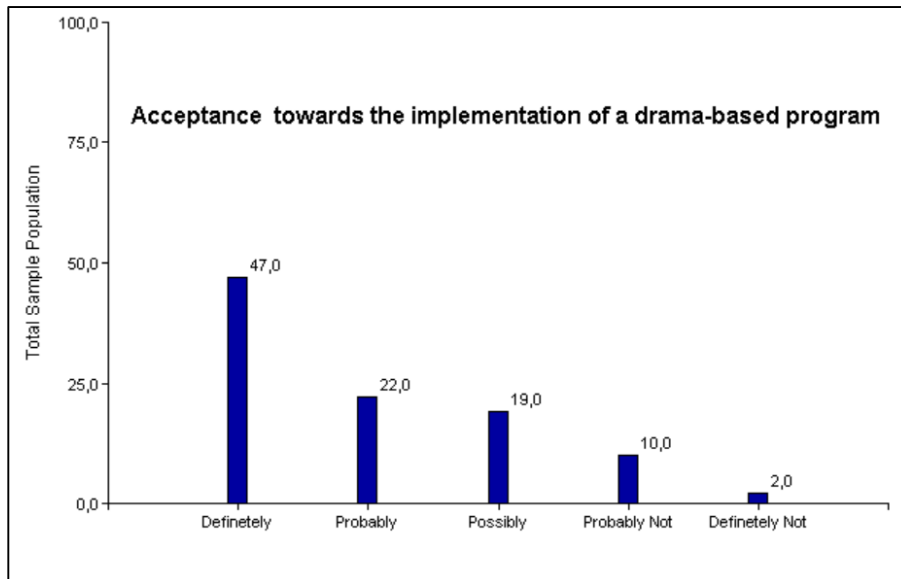
Figure 4.17 Level of Acceptance towards the Possible Implementation

of an English Drama-based Complementary Program at CBSM.

According to Figure 4.17, 47% of the total sample population responded that they would definitely like CBSM to implement a complementary English Drama-based aiming at strengthening and developing English Language Skills *(Reading, writing, speaking and listening)* as well as Soft Skills (E*ase to communicate, resilience, team work, time management, and creativity)* . 2% responded that they would *definitely not* like CBSM to adopt such complementary program.

CHAPTER V

DISCUSSION

In this chapter, the researcher will discuss the findings of the project and how they will impact the future work with a drama-based complementary program aiming to develop and strengthen English language skills and soft skills in high school students at Santa Marta Bilingüe School. The chapter will cover the lessons learned during the implementation of the survey, the connections between the theory and the findings and the future research implications to be discussed.

Lessons Learned during the Implementation of the Survey

When starting this research, the researcher had the assumption that all students, parents and teachers in the total sample population would be able to identify that the school did not have any complementary programs explicitly aiming to developing and strengthening English language skills as well as soft skills, but when analyzing the survey's data, one may understand that most of them have identified an implied value in other school activities seeing in them the possible development of the above mentioned skills. When talking to some of the surveyed sample population, one also understands that this perception might also be related to the fact that not all the community is prone to drama or theater as a subject.

A big limitation or setback was encountered by the moment of the application of the methodological proposal since the COVID19 pandemic outbreak hit the planet, forcing schools to close and avoid any physical interaction with the students. As a result, this part of the research

project was not possible to achieve. Therefore, the impact of the application of the methodology that will later be explained in detail in another chapter, must be considered for a future research on the field.

Connections between the theory and the findings

According to Gibert (2014), students involved in drama-based programs can easily develop skills that will allow them to be not only competent English language speakers but competent at work, as they may be involved in recreating different settings that might relate to any work environment. The same was concluded by Da Silva (2018), Glaitlli (2018) and Thị Đỗ (2019) among other consulted sources. The sample population of the survey agreed in high percentage that soft skills and English language skills are relevant for the job market of the present and the future and that a drama-based complementary program can easily be the means to achieve these purposes.

Anxiety and stress can be an obstacle when it comes to learning a language according to Starter (2012) who bases his statements in the proponent of the "Affective Filter Language Learning Theory" Stephen Krashen. The sample population of the survey validates this theory when they agree that an English drama-based complementary program can significantly reduce anxiety levels and ignite motivation in high school students.

Future Research Implications to Be Discussed

One of the most evident implications to be discussed in future research is the effects of a methodological proposal over high school students (9-11 graders). A proposal that would help English teachers implement a complementary English-based program in the high school section at Santa Marta Bilingüe School or any other school. The researcher believes that this could only

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be achieved with the implementation of the program and the ongoing observation of the progress, feedback and assessment of students in the areas of language skills as well as soft skills.

An overview of such methodology may be based on the Teaching for Understanding Approach applying the following stages:

1. **Exploratory Stage (2-4 Sessions):** Students are previously assessed on the language skills. Theatrical games are played and each student brings a story to share with the rest of the group. (To be done in Spanish)

2. **Guided Stage (Content) (6- 8 Sessions):** Students are grouped according to language skills and the observations of the teacher during stage 1. Each group identifies vocabulary, expressions and structures that may be analyzed with the guidance of the teacher.

3. **Creative Stage (8-10 Sessions):** The students change setting and characters as needed. Creativity is put into action to make adaptations

4. **Production Stage (8 - 10 Sessions):** Students rehearse their production and receive feedback from the teacher.

5. **Assessment and Reflection (1 session):** The final performance is delivered. All the groups provide feedback to each other and reflect on language and soft skills developed and strengthen throughout the process.
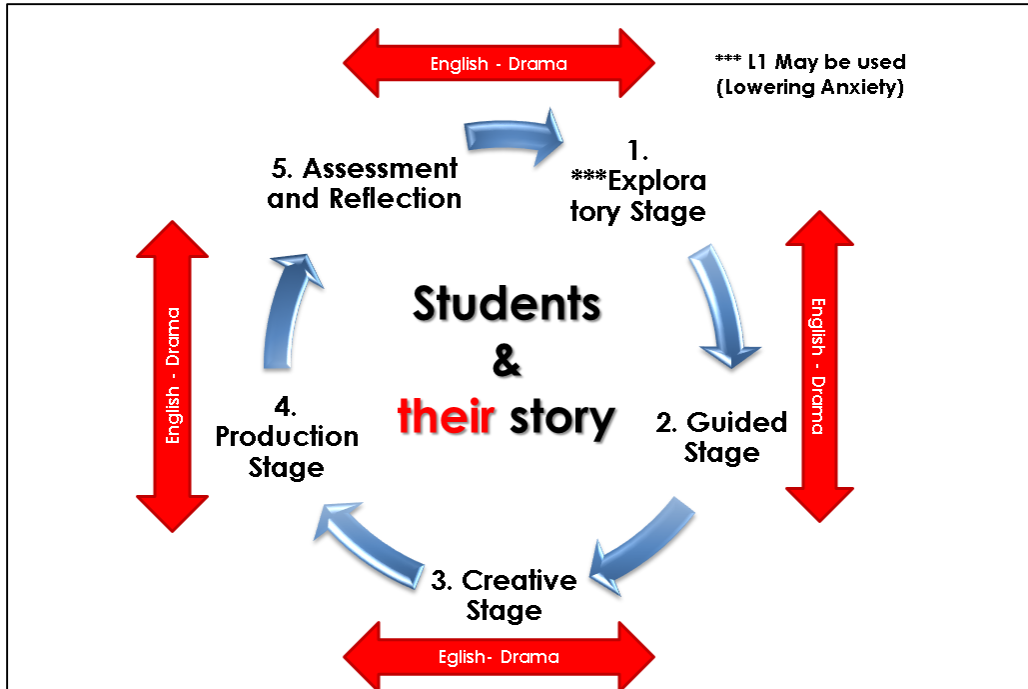
Figure 5.1   Drama-based Methodological Proposal to strengthen English

Language Skills and Soft Skills.

Another future research implication could be the discussion and implementation of the soft skills that are needed according to the students' needs or historical context.

CHAPTER VI

CONCLUSION

Parents, students, teachers, school administrators and welfare department professionals at the Santa Marta Bilingüe School seem to understand the benefits that an English drama-based complementary program underlay and are willing to have the School implementing this type of complementary program. As stated in chapter 5, the next step for this research work will be to test a methodological proposal that has emerged and consolidated with the development of this research project.

Living in a digital age in which dehumanization tends to be the trend, it is imperative to structure curricular proposals at high school levels that aim to strengthen healthy human interaction. Drama and the process to put a performance on stage can allow high school students to put a target learning language in action as well as skills that play an important role for the job market (communication skills, resilience, teamwork, time management, and creativity). When repetitively exposed to an alternative drama-based learning setting, learners can overcome stage fright and significantly reduce anxiety levels that might become a hazard when producing in a new language; therefore, allowing them to put into action, develop and strengthen communicative skills. Resilience may be developed and exercised by allowing students to analyze conflicts in stories and adapt the response of characters to those conflicts. Teamwork is essential when putting a play together and it is the core to the other skills targeted in this project. As students go through the different proposed stages, they may interact with peers, communicate, negotiate and come to agreements which are vital aspects when working in a team. Time

management, is relevant in terms of efficiency and efficacy. When going through all the stages of developing a play it is essential to meet deadlines and use planning and organizational tools that will allow the team to be clear on their roles, expectations and time allotted for each stage of the process. Finally, creativity is the soul of all the drama process, as it is present in all the parts of the process allowing students to imagine, create, explore, experience; and as a result, learn.

Being the student the center of a teaching-learning process, this research has allowed the researcher to confirm that there must be a series of steps in order to guarantee the proper exposition and application of the language learning skills as well as the proposed set of soft skills (communication skills, resilience, teamwork, time management, and creativity). The complementary English language drama-based methodological proposal intends to offer the Santa Marta Bilingüe School and any other bilingual school willing to implement such proposal, a framework in which high school students can put into action, develop and strengthen the skills of any targeted language as well as skills that are relevant to today's and tomorrow's job market.

The methodological proposal states that students and their stories must be the center as a strategy to ignite and increase self-confidence and motivation (Giebert ,2014). Stories or story-telling also plays an important role in the development of creativity and the incidental learning of soft skills as well as language skills (Telfer & Turner, 2019).

The methodological process starts with an "Exploratory Stage" in which each student has been previously assessed on their language skills and told to bring a story of their preference which contains an introduction, a rising action, a climax, a falling action and a resolution.

1. During this stage, the teacher may use theatrical games (Allowing students to play in their native language), and invite students to tell their stories (This may also be done in their native language). Using their native language at first, students will feel at ease and lower the anxiety of performing in front of others without the extra-load of having to do it in a foreign language. According to the number of students in the group, their language skills, and other observations made by the teacher during the first stage, the teacher may group the students as evenly as possible. This results in the application, development and strengthening of communicative and teamwork skills.

2. During the "Guided Stage" of the proposal, students are asked to meet with their groups or teams in order to discuss, negotiate and conclude which of their stories would be the story to produce or put on stage. From this point, student are not allowed to speak in their native language. Students must know that all the members of the team are expected to perform. Adaptation of setting and characters is allowed to match the needs of each group or team. Their decision must be registered in a document containing the description of the parts of the story they will put on stage (Synapsis, Setting, characters and plot) and the list of vocabulary or phrases they are not sure how to write and say in the target language. The teacher will walk through the room clarifying questions on how to write and pronounce those words or phrases. This will result in the application of English language skills (Reading, writing, speaking and listening) and soft skills such as communication, teamwork, resilience, time management and creativity.

3.During the "Creative Stage", teams discuss and plan their production according to their needs and limitations. A document with the list of needs and limitations must be developed by the team. At this point, they may start to rehearse and try to put into action their ideas. The teacher may walk through for guidance and feedback. Language skills and the set of proposed soft skills are applied and exercised through this stage.

4.During the "Production Stage" students are allowed to make more rehearsals (repetitions) in order to polish details and make their final presentation in front of the rest of the teams that serve the purpose of audience. All the targeted skills should show to be stronger at this point.

5.Finally, during the "Assessment and Reflection Stage" students make their final performance. After their performance, they receive oral feedback from their peers and teacher. To conclude, each student makes a personal written reflection of the process (Self-assessment). During this stage, students are able to reflect on the application and development of the targeted skills.

In conclusion, the previous methodological proposal is the result of the experience and observation of the researcher while being a high school teacher at Santa Marta Bilingüe School for a consecutive period of 4 year, but it is also the result of the analysis and understanding of all the studied and approached theoretical background present in this graduation research project.

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INVESTIGACIÓN DESCRIPTIVA POR ENCUESTA SOBRE LA PERCEPCIÓN Y POSIBLE IMPACTO DE UN PROGRAMA COMPLEMENTARIO BASADO EN EL TEATRO PARA EL DESARROLLO Y FORTALECIMIENTO DE HABILIDADES DEL IDIOMA INGLÉS Y LAS HABILIDADES BLANDAS EN ESTUDIANTES DE SECUNDARIA DEL CBSM

La siguiente encuesta tiene como objetivo identificar la percepción de la comunidad del CBSM con respecto a la posible implementación de un programa complementario basado en el teatro que permita a los estudiantes de secundaria desarrollar y fortalecer las habilidades del idioma inglés (lectura, escritura, conversación y comprensión auditiva), así como habilidades blandas (facilidad para comunicarse, resiliencia, trabajo en equipo, manejo del tiempo y creatividad).

Al ingresar mis datos en la siguiente encuesta consiento el uso de los mismos para fines académicos e investigativos de la Universidad Nacional Abierta y a Distancia UNAD.

* Required

Nombre Completo *

Your answer

Edad *

Your answer

Genero *

○ Masculino

○ Femenino

○ Prefiero no decir

Soy *

| Choose ▼ |

1. El mercado laboral de hoy y de mañana requiere que los estudiantes desarrollen habilidades blandas (facilidad para comunicarse, resiliencia, trabajo en equipo, gestión del tiempo y creatividad) * *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

2. En el mercado laboral de hoy y de mañana, leer, escribir, hablar y comprender el idioma inglés es : *

○ Muy importante

○ Importante

○ Moderadamente importante

○ Ligeramente importante

○ Sin importancia

3. El Colegio Bilingüe Santa Marta actualmente ejecuta programas complementarios que están desarrollando y fortaleciendo efectivamente las habilidades del idioma inglés (lectura, escritura, expresión oral, comprensión auditiva) y habilidades blandas (facilidad para comunicarse, resiliencia, trabajo en equipo, manejo del tiempo y creatividad). *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

4. Un programa complementario basado en el teatro en la secundaria puede desarrollar habilidades blandas (facilidad para comunicarse, resiliencia, trabajo en equipo, manejo del tiempo y creatividad) que pueden ser relevantes para la vida de los estudiantes. *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

5. Un programa complementario de Inglés basado en el teatro en la secundaria puede desarrollar habilidades en el idioma inglés (lectura, escritura, conversación, comprensión auditiva) que son relevantes para la vida de los estudiantes. *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

6. Un programa complementario de Inglés basado en el teatro puede contribuir significativamente en la mejora del nivel actual de habilidades del idioma inglés como: lectura, escritura, expresión oral y comprensión auditiva de estudiantes de secundaria del Colegio Bilingüe Santa Marta. *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

7. Un programa complementario basado en el teatro puede contribuir significativamente al desarrollo y fortalecimiento de habilidades blandas como : Facilidad para comunicarse, resiliencia, trabajo en equipo, manejo del tiempo y creatividad en estudiantes de secundaria del Colegio Bilingüe Santa Marta. *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

8. Los niveles de ansiedad se reducen significativamente, la motivación se enciende, y puede haber múltiples oportunidades de aprendizaje para los estudiantes de secundaria inscritos en un programa complementario constructivista de inglés basado en el teatro que les permite crear sus propias historias, proponer, interactuar y desempeñarse como personajes y público de una puesta en escena. *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

9. Un programa complementario de Inglés a través del teatro puede tener un impacto positivo en el desempeño de los estudiantes de bachillerato del Colegio Bilingüe Santa Marta en pruebas como: KET, PET, FCE, IELTS, TOEFL o SABER. *

○ Totalmente de acuerdo

○ De acuerdo

○ Indeciso

○ Discrepo

○ Muy en desacuerdo

10. Me gustaría que el Colegio Bilingüe Santa Marta implemente un programa complementario de inglés basado en el teatro para desarrollar y fortalecer las habilidades del inglés (lectura, escritura, conversación, comprensión auditiva) y habilidades blandas (facilidad para comunicarse, resiliencia, trabajo en equipo, manejo del tiempo, y creatividad). *

○ Seguro

○ Probablemente

○ Posiblemente

○ Probablemente no

○ Definitivamente no

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