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**DRAMATIZATION AS A STRATEGY TO IMPROVE SPEAKING SKILLS IN
8th LEVEL STUDENTS AT SANCHEZ Y CIFUENTES HIGH SCHOOL,
ACADEMIC PERIOD 2021-2022**

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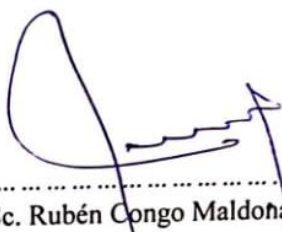
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DEDICATION

I dedicate this research work to my beloved parents Patricia Escobar and Edgar Abalco, who have instilled values of responsibility and perseverance, thanks for being my fundamental pillar to culminate my university career.

With much love, this thesis work is for you

Priscila Estefanía Abalco

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ABSTRACT

English language learning has become a very important topic in education since many people around the world use it to communicate. English in the education of students is a very broad topic because within this there are several aspects that must be considered, such as the activities to be performed, the topics, and the methodologies to be used. Dramatization as a teaching aspect within the English language is a very broad theme since there are several activities that allow teachers to help students acquire speaking skills in an impressive way. The general objective of this study was " Propose Dramatization as a strategy to improve speaking skills in 8th level students at Sanchez y Cifuentes high school, academic period 2021-2022". The total sample of the research was 93 students and interviews were conducted with 2 teachers of the selected educational institution, which in this case were from the Unidad Educativa Fiscomisional "Sanchez y Cifuentes", likewise, the study had a mixed approach, the methodological instruments used to obtain the results were the survey and the interview. For the development of the proposal, the deficiencies found in the students through the survey and the information gathered from the interview were considered. The guide consists of 4 units with there are 2 activities for each. Regarding the results, it was found that most of the students present deficiencies in the different English language skills, and teachers show singularities that are not very positive when carrying out activities related to dramatization.

Palabras claves: Dramatization- skills- learning- deficiencies- education

RESUMEN

El aprendizaje del Idioma Inglés en la actualidad se ha vuelto un tema muy importante dentro de la educación, pues muchas personas alrededor del mundo lo utilizan para poder comunicarse. El inglés en la educación de los estudiantes es un tema muy amplio, pues dentro de esta existen varios aspectos que se deben de tomar en cuenta, tales como las actividades que se deben realizar, los temas y las metodologías a utilizar. La dramatización como un aspecto de enseñanza dentro del idioma inglés es algo muy amplio, pues dentro de esta existen varias actividades que permiten a los maestros ayudar a los estudiantes a adquirir la destreza del speaking de una manera impresionante. El Objetivo general de este estudio fue “Propose dramatization as a strategy to improve speaking skills in 8th level students at Sanchez y Cifuentes high school, academic period 2021-2022”. La muestra total de la investigación fue de 93 estudiantes y se realizó entrevistas a 2 maestros de la institución educativa seleccionada que en este caso fueron de la Unidad Educativa Fiscomisional “Sánchez y Cifuentes”, de igual manera, el estudio tuvo un enfoque mixto, los instrumentos metodológicos utilizados para la obtención de los resultados fueron la encuesta y la entrevista. Para el desarrollo de la propuesta se obtuvo en cuenta las falencias encontradas en los estudiantes mediante la encuesta y la información recopilada de la entrevista, la guía consta de 4 unidades en las cuales hay 2 actividades de cada una. En lo que respecta los resultados se obtuvo que la mayor parte de los estudiantes presentan falencias en las diferentes destrezas del idioma inglés, además los maestros muestran singularidades no muy positivas a la hora de realizar actividades en relación a la dramatización.

Palabras clave: Dramatización - destrezas- aprendizaje- deficiencias- educación

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INTRODUCTION

Topic: Dramatization as a strategy to improve speaking skills in 8th level students at Sanchez y Cifuentes high school, academic period 2021-2022

Research Context.

The teaching of the English language in the educational institutions of Ecuador has been a great challenge for teachers since it has been possible to show that there are many academic gaps among the students in what the English language as a foreign language encompasses. English for most students has been a problem for many years, since many teachers do not apply dynamic or fun strategies that they can apply in a classroom with students, which means that when teaching the subject of English, this is boring for students, resulting in an academic deficiency in what the English language covers, in addition, Ecuador is positioned as one of the countries with a low academic level of language learning.

Therefore, in this thesis work, it has been proposed to develop innovative teaching strategies that contribute to the teaching-learning process in what includes the English language as a foreign language in a classroom. In the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" it has been possible to detect that the students do not have academic foundations in the English language in what respect the speaking skills this is a reason of concern both for the authorities of the institution and for teachers of the same For this reason, the author of this research has set out to find an efficient strategy that can help the student improve their speaking ability in the English language, within a classroom through one of the didactic strategies that are developed. in this work of research.

Problem description

Although it is true, many learning strategies have been developed for many years to implement in the teaching-learning process, with students in different educational units. The different methodologies, strategies, and techniques have been very helpful to teach a second language to students, but it is important to emphasize the problem that occurs, and that is that many of the teachers do not have adequate knowledge about the didactic and dynamic strategies that they can apply with students and they simply do not want to apply them when teaching a second language, preferring to teach through traditional or boring classes, where the basics of the subject are taught.

Within the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" it has been observed that there are students with a lack of interest, boredom, and discouragement when learning, speaking, or understanding the English language, and this has been a problem for both the authorities of the institution, teachers, and parents. The teaching and learning of English in public and private educational institutions in Ecuador have regained much interest since 2015 after the publication of the EF EPI. For the year 2021, Ecuador ranks 82th out of 112 countries, which represents a very low level of English proficiency. (EF EPI, 2021).

Justification

The educational possibilities presented by theater have led to its increased presence in school curricula and training programs in the programs and training plans of the school curriculum. Thus, the objective of theater in the school should be to enrich the student in his or her development as a person, and the best way to do this is by fostering his or her capacity to develop as a person, and the best way to do this is by fostering his

or her ability to relate to the world around him, making him discover and learn as many communicative registers as possible.

It is also worth noting the great potential of dramatization and theater in terms of values education. In addition to enriching expression and communication, develops the understanding of the relationships with others, enriching the social skills of each person. The difficulty of learning these values is remarkable, since children, more than listening to talk about values and needs. Now, it is important to mention that dramatization has been a good teaching strategy for children and young people for many years, especially if the aim is to stimulate the learning of a second language.

In the same way, the teaching of the English language also has its important aspects that should be taken into account, these aspects are their skills, which are a problem for students who want to acquire English as their second language, many of the students cannot develop their speaking skills, Because of these problems it has been taken into account that dramatization is a good way of teaching students because through it they can acquire creativity, practice, and fun, in addition , they can stimulate their oral production, which favors a lot in learning the English language.

Now, it is important to mention that the purpose of the development of this study is to help students improve their ability to speak a second language through dramatization as a didactic strategy, the direct beneficiaries of this study will be the readers, the same who seek information to expand the world of educational research, teachers will also benefit, Teachers will also benefit from this study because the proposed activities include a number of strategies that can contribute significantly to their teaching of English, especially for the stimulation of oral production. Other beneficiaries will be the students of the Unidad Educativa Fiscomisional Salesiana "Sanchez y Cifuentes", as well as the education authorities.

Impacts

The main objective of this research is to cause significant impacts within society and education, because thanks to this, people can acquire communicative skills that facilitate the interaction between people, educational actors and society. The two main impacts on which this research is focused are as follows.

Social

The main focus of this study is the society, because through it, data will be generated, which will be analyzed and may favor the development of this research. Society is very important for this research because it is expected that people know more about the didactic teaching strategies that could be implemented when teaching students, in addition to guiding them on the right path of wisdom and learning, it is expected that society welcomes this project in a very important way, because through this it is expected to reach society in a very positive way.

Educational

In the same way, education is a very important aspect nowadays, because through it students acquire significant knowledge that can help them in an incredible way in their academic training process. In addition, since English is a very important language and recognized worldwide, it is essential that education adapts the activities of this study within their teaching methods and practice, as it is expected that students can adapt to a new type of activities that help them in a very significant way in their process of development and acquisition of English as their second language.

Objectives

General objective

Propose dramatization as a strategy to improve speaking skills in 8th level students at Sanchez y Cifuentes high school, Academic Period 2021-2022

Specific objectives

1. Analyze teachers' perspectives on oral production of students at 8th level of Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes"
2. Diagnose the ability that students have the most difficulty in learning the English language
3. Develop creative dramatization activities to encourage students' speaking skills, based on Ecuadorian culture.

Structure of the research report

This research is divided into four chapters, in which each chapter contains important information about the research topic. The first chapter is the introduction where it is detailed, the problem, the justification, and the objectives of the present. Chapter two is the theoretical framework, which contains valuable information on dramatization as a strategy to improve the ability to speak in students. In chapter number three the methodology is discussed here the instruments used, the tabulation, and results of the analysis of the applied instruments are shown. Finally, in the last chapter four, the proposal given by the researcher is developed.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English as a foreign language in Ecuador

Currently, the English language has become a very important aspect in education, because thanks to it, the quality of education of students improves significantly in addition, to learning a new language is something that can help people to have more opportunities in the labor market. In Ecuador, it is perceived that mastering the English language allows access to better job opportunities, as well as exploring areas of personal and professional development through study opportunities in English-speaking countries. Additionally, knowing English puts people at an advantage to access updated information that is made available through many digital media in the current century.

Similarly, English language teaching in public education in Ecuador in the past has applied the Grammar and Translation method. According to Peña (2016), argues that English teachers in Ecuador previously focused on the teaching of grammar despite having been disposed to the application of the communicative model as a significant contribution to the development of symbolic projects. Consequently, English classes have consisted in the presentation of grammatical structures, which is why the ministers of education have managed to affect the implementation of personalized education, in addition, classes have focused on the choral repetition of dialogues pre-established by the teachers, distancing the learner from the communicative approach.

In the past, many educational ministries have implemented various strategies to help students acquire the English language in a much more practical way, but several educational institutions have not been able to adapt to this, producing problems and

shortcomings in the teaching of English as a second language, several of these problems focused on the fact that students had to be in constant repetition of words, they also had to learn the grammar in a little didactic way, which led to students not acquiring English in a positive way (Ortega, 2017).

Despite these problems, nowadays the teaching of the English language in Ecuador has become much more indispensable, that is why many public and private institutions prefer to teach in a much more creative and didactic way, using the new technology and the new strategies that it offers.

1.2. Teaching and languages theories

Learning theory can be defined as all those strategies, ideas, perspectives, etc., that are there to facilitate the learning process. According to Lopez (2004), a learning theory addresses all the problems, factors, conditions, and types of guarantees of acquisition, absorption, and retention of information that schools provide students to acquire a learning process. This means that learning theories are a study of multiple disciplines that embrace different aspects, strategies, perspectives, and ideas of great importance that allow the student to acquire knowledge in an easier way since these theories guide and explain the teaching process. -student learning. in a classroom.

The importance of learning theories plays an indispensable role in the education and training of a student. The behavior of a person is explained so that the learning theory can understand the behavior of people. These behaviors occur due to the knowledge, abilities, skills, and attitudes that we humans possess. The importance of learning theories then lies in the fact that they can delve into how humans build and acquire their own knowledge, attitudes, skills, and abilities. There are three large macro currents that encompass teaching and language theories, these theories are described in Figure 1 below.

Figure 1.

Teaching and language theories



Note: Main language theories. Source: Adapted from Xia (2014)

The three main theories of education mentioned above play an important role in the teaching-learning process. In cognitivism, a human being is capable of generating his own knowledge when exposed to reality, he is also capable of thinking, and analyzing for meaningful learning. Behaviorism is a psychological current characterized by observing, and analyzing developed in students. According to Budiman (2017). Human behavior is characterized by the interaction between stimulus and response in behavioral learning theory and finally, constructivism is a teaching style that aims to increase student learning by involving students.

1.3. Teaching and learning methods

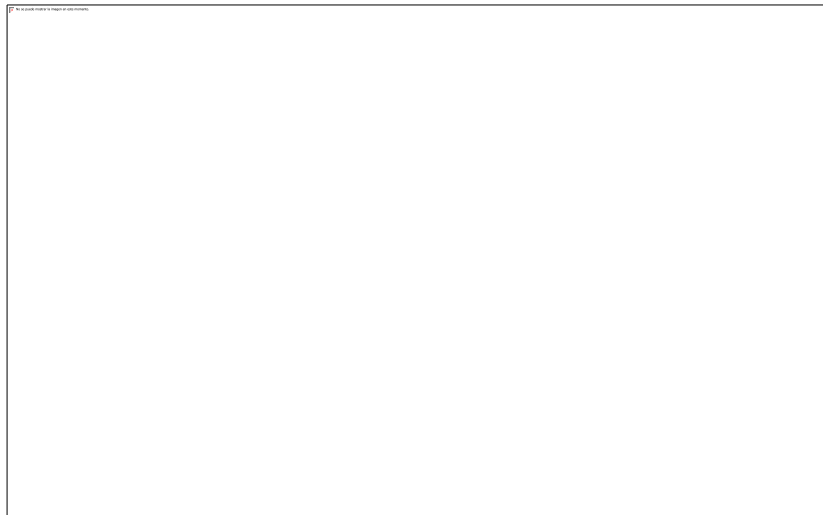
The teaching-learning process, the object of study of Didactics as a science, is made up of categories among which as a science, is made up of categories among which there are close links (Juliani & Pasaribu, 2021). Within these categories, the objective has a process towards the established goal; it determines the logic of the process, it interrelates the logic of the process, interrelating with the rest of the categories, but, independently of this, it should be pointed out that it is directly linked to the content and the method. content and method.

Now, a teaching-learning method is a path, the way used to achieve the proposed objective in the development of the content being taught the objective proposed in the development of the content being taught. For this purpose, it is necessary to use the most convenient means to make the learning process more effective in order to make learning more vivid for the students. Similarly, the selection of the method is related to the way in which the process is to be organized. The process is to be organized and its use has an impact on the result obtained, and the information offered by the evaluation, through its different modalities (Celce-Murcia, 2001).

In the same context, now that we have explained a little about the teaching and learning method it is important to mention that there are several indispensable methods that are part of the branch of education, below in Figure 2 some of these are described, with each of their characteristics.

Figure 2.

Teaching learning Methods



Note: The five teaching and learning methods. Source: The actor (2022)

It is important to give a description of each of the aforementioned methods, as the first aspect is the cooperative method, which emphasizes working together to achieve common goals. In a cooperative situation, individuals seek to achieve results that are

beneficial to themselves and to all other members of the group. members of the group. Cooperative learning is the instructional use of small groups in which learners work together to maximize their own learning and the learning of others. This method contrasts with competitive learning, in which each student works against the others to achieve school goals such as a grade of "10". such as a grade of "10" that only one or a few can achieve, and with individualistic learning, in which students work together to maximize their own and each other's learning individualistic learning, in which students work on their own to achieve learning goals detached from those of other students (Ding et al.,2022).

Another of the methods mentioned is the flipped classroom, this method emphasizes everything that can be used based on technology, the fundamental basis of this are web pages and the development of learning based on tics. The study of the relevant literature shows that the method allows taking advantage of significant benefits, regardless of the exact way in which it is carried out. Importantly, it leads to great savings in teaching time. Students will show more interest and feel more engaged. In short, the individual becomes the protagonist of his or her learning (Galindo-Dominguez, 2021).

Similarly, the gamification method is based on the use of video game design elements in non-game contexts to make a product, service, or application more fun, attractive, and motivating, through the introduction of game mechanics and approaches, it seeks to involve students so that their learning is much more creative (Kalogiannakis et al.,2021). In this context, it can be said that gamification refers to the application of game mechanics to areas that are not strictly speaking games, in order to stimulate and motivate both competition and cooperation between players.

Finally, there are the methods of communicative language and learning based on thought, the latter two are almost similar because they intend that students in some way

or another adapt to the development of a new language, in this case, to ensure that the individual acquires knowledge, it is important that he is aware of everything he will learn because thinking and communication are connected to each other, also the primary objective of each of these is that students have the greatest possible incentive to learn something because the student thinks and acts according to their logic.

1.4. Communicative learning teaching (CLT)

Communicative learning teaching is a teaching method that focuses on language teaching, where the main objective is interaction with other people for language acquisition. According to (Avila, 2015) “Its main objective is to help students create meaningful sentences, rather than to help them build perfectly correct grammatical structures or achieve perfect pronunciation”. Therefore, learning a foreign language is evaluated by considering the importance of how the student develops their communicative competence, which could be defined as the student's ability to use their knowledge of a language and thus communicate adequately with other people.

The main characteristic of this method is to emphasize the importance of the communication of a foreign language through interaction with other people, in addition to adding real-life texts in the learning situation, another important characteristic is to give maximum importance to the experiences of real-life personal information of the students as an element that helps to contribute to the learning process in the classroom. And as the last characteristic is that it tries to relate the language learned in the classroom with activities carried out outside it, in real contexts.

Similarly, the communicative approach values interaction between subjects as a strategy for learning a new language. Interaction is considered to be the main source of communication exchange between a group of people since it allows the encoding and decoding of ideas so that the sender can decode ideas so that the sender can understand

the message (Aguayo, 2021). It is for this reason that the application of the communicative method, strategies that direct the participants to engage in conversations, so that little by little they can gradually decode and understand the and understanding the most common words generated in their environment.

Finally, it is important to mention that the communicative method is one of the most important tools for learning a new language (Hernández et al., 2021). It is characterized by applying various strategies within the classroom, which mean a breakthrough in learning a new language. It has great benefits when applied within a group, whether it is a school group or not since the important thing is that the teacher is prepared, and he has to know the didactics and how to apply them within the teaching process. It is important to motivate students to participate since this is the way to achieve the objective that students learning a new language.

1.5. Role of the teacher in CLT

Over the years, the role of the teacher and the learner in the foreign language classroom has undergone important changes, which have been the result of substantial contributions to theories of language, learning, and teaching.

Today, language is conceived as a means of communication. Communication is an essential part of our interpersonal relationships and is based on a sociocultural and interpersonal interactions with creative and unpredictable characteristics in which a message is transferred (Jack C, 2014). With communication, in addition to establishing and maintaining their relationships, the interactants aim to satisfy their own needs. Effectiveness in communication is perceived as the extent to which the sender transmits a message to one or more receivers while ensuring that the latter understands what has been said.

Within the communicative approach or method, there are many characteristics that serve as a basis for its implementation in education. The teacher's role within this is a very important characteristic to consider, therefore, Table 1 describes some characteristics that teachers have to implement in their teaching role based on the communicative method.

Table 1

Role of the teacher in CLT

Teacher Role	Description
Motivation	The teacher must keep the classroom constant motivation, looking for tools to help students in their learning process.
Opportunities	The teacher must provide learning opportunities for students in a positive way.
Experiences	The teacher must acquire jobs based on real-world experiences.
Guide	The teacher is a guide for the student, he/she must possess leadership skills to lead students on a positive and meaningful path of learning and teaching.
Incentive	The teacher should encourage the student to establish a connection with his/her peers through communication.
Mediator	The teacher should be a mediator in the students' learning, helping them in every step and promoting their performance in a creative way.
Abilities	The teacher must possess specific teaching skills.

Note: Important teacher's roles. Source: The actor (2022).

1.6. Role of the students in CLT

The student is part of the educational actors and is very important for the environment and society because thanks to him the world and knowledge can change and improve for the better. Now then, as for the role of the student in the CLT method, he must be constantly participatory in the classroom during the activities that the teacher proposes. Agree with Jack (2014) "The role of the student as a negotiator between oneself, the learning process, and the learning object: emerges and interacts with the role of joint negotiator within the group and within the classroom procedures and activities." (p.98).

This means that students have to participate in cooperative activities with an individualistic approach to learning, it is important that the student feels comfortable when listening to their classmates speak during group work tasks or in pairs.

In order to have a clearer idea about the role of the student in relation to the CLT method, it is important to mention some more solid characteristics, in Table 2 we talk about other characteristics that the student should have in terms of his role, it should also be taken into account that the student in the Cooperative method is responsible for developing his own knowledge, because within the acquisition of a second language it is important that the student acquires constant practice in order to achieve his future goals.

Table 2

Role of the students in CLT method

Role of the student	Description
Organizer	The learner must be organized at all times, have his or her learning and knowledge as a priority.
Responsible	The student must be committed to being responsible, as practice takes time, patience, and responsibility.
Narrator	In order to practice and have a deep connection with their peers, it is important for students to be able to tell their own stories, share their experiences with their friends, and be open to gaining knowledge.
Patient	The student has to be patient at all times because when it comes to acquiring something new one has to be aware that it takes time to learn and develop skills.
Deserving	The student must be worthy of his own knowledge, he must be aware that learning makes him empowered because knowledge is something that makes life easier.

Note: Important student's roles. Source: The actor (2022)

1.7. Dramatization in Education

Dramatization is a pedagogical tool that allows students to develop different skills in the teaching and learning process. According to Guidiño (2017) "Dramatization is the representation of facts and situations in order to interpret the creativity and understanding

of reality, as well as a way of representing literary works” (p. 12) Therefore, the strategy of dramatization is significant in the teaching-learning process. of the students because in this way the students express and share ideas that make their learning more meaningful and dynamic and fun at the same time.

For González, (2022) dramatization is the staged representation of a situation, in which multiple characters or actors are involved, who through dialogue and the use of body language and use of body language, they transfer a specific event to the audience. Similarly, he argues that this is an oral language activity consisting of the representation of real and representation of real and imaginary actions, usually dialogued, capable of attracting the attention of the audience. of attracting the attention of the spectators.

Similarly, according to Guzman (2012), dramatization is an activity that requires the use of theatrical instruments in a playful exercise, focused on oneself and without external projection. It is a series of practices in favor of the creative expression of the subject and the integral development of his personality, in addition, it can be said that this didactic form can also be a natural aspect in the human being, as an expression of ideas, which he possesses long before the development of language, that is, the expression of ideas through words.

Finally, in the field of education, dramatization is not the study of dramatic texts, but a dramatic process that focuses on the feelings and intellect of students to achieve educational purposes. As stated by Guidiño (2017) where it mentions that dramatization also serves to improve the development of language skills; advance creative expression; improve social competence and self-confidence; develop in a variety of situations and contexts, and activate the imagination, an indispensable element in the formation of the child, each of these aspects contribute significantly in the development of skills not only linguistic or cognitive but also in the social and cultural part.

1.8. Story Dramatization in the classroom

A dramatization in the classroom has been applied recently. It has been considered since the 20th century approximately. Gutiérrez (2004) mentions that Dramatization can be used as a game since it is the best way to learn in a classroom and on the other because the most significant learning is done through practice and not through instruction. Adding to this information, a trend known as theater in education is mentioned. This began in the 30s, after the first world war when famous men attended schools and prospered by being used as theaters for pedagogical purposes.

The history of dramatization in education has been a very important topic in recent times as the relationship between them is quite recent. Dramatization or dramatic play began to be used as an educational resource at the beginning of the 20th century. Many renowned teachers have used dramatization as a didactic means for teaching, since the fact of performing a play in relation to dramatization is a very significant way of learning, because the practice makes students have much more motivation to learn something.

In the thirties, after the First World War, many well-known men of the theater began to go to schools to use dramatization as a pedagogical means, and thus began the current called "theater in education" (Peinado, 2020). At the same time many theaters became one of the most important venues of this trend and were the center of training of teacher-actors, the same who used theatrical performances in order to raise problematic situations to students, to reflect and think about how to solve them.

Finally, it is important to mention that the history of the development and acquisition of dramatization in schools has been a very important topic for a long time because many famous theatrical celebrities tried to implement this form of teaching students, schools today have chosen to try to teach students in a much more fun and creative way through drama, literature, and theater (Onieva, 2011). Dramatization

nowadays is already part of the teaching of students, especially children and young people, which should find a very comfortable way to learn something new, it is also important to mention that thanks to the implementation of this activity within educational institutions many of the students have become passionate about theater and drama, so it can be said that dramatization awakens in young people and children several important skills that help them with their learning process.

1.9. Dramatization as a strategy to learn a new language

Since the eighties, the teaching of foreign languages has changed its methodology, giving importance to the use of different techniques close to literature, stories, songs, and dramatization, which constitute playful activities that manage to create attractive, fun and motivating learning environments, but also meaningful ones that make students get involved in them. In order to learn a different language, it is important that teachers acquire in their teaching several didactic strategies that allow them to help students acquire their second language in a creative and meaningful way.

Dramatization has long been a good technique to help students acquire a second language, since theater leads to the creation of dialogues where students must learn them, several educational institutions have chosen drama as a means of teaching a second language. Students should be aware that learning a second or third language is something that takes time, practice, and study, a way to help them acquire it is dramatization because according to Rodríguez (2019) mentions that students when they are in the middle of an activity that they should do, they do it, and drama allows them to acquire new vocabulary and fluency in their sentences.

Similarly, dramatization is called a strategy to learn a new language since it educates and allows the development of speech skills expressing themselves bodily, making the acquisition of the language more satisfactory. According to Phil (2014),

"Dramatization is an excellent activity for learning oral skills in a safe environment of the classroom. In this way, students are given particular roles" Therefore, this allows the student to feel safe in remembering to take a role to dramatize since it is essential to analyze the students' behavior and thus designate the appropriate position.

Finally, it is important to mention that dramatization is a methodology in which different resources such as games, narratives, and dramatic activities are needed to help the learner acquire a second language. According to Carillo et al. (2020) drama activities are related to the hypothesis of learning and acquisition of foreign languages formulated by Stephen Krashen, which refers to them as comprehensible input, which can be defined as a set of materials and tools that are used in the classroom to help the student with their language acquisition process, in addition, these materials allow the student to have a better understanding and oral expression, also allows them to acquire creativity and personality.

1.10. Roles of the dramatization and a new language in the classroom

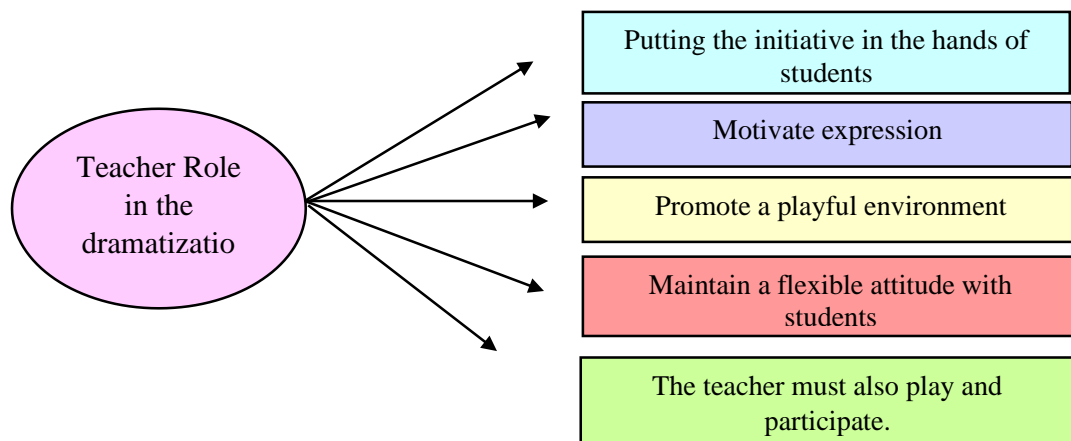
The work of oral language through the dramatization of concrete situations or the performance of a play offers numerous possibilities to address aspects of linguistic, discursive, sociolinguistic, or strategic competence. Indeed, the systematization and integration of grammar, lexis, or work on the lexicon, always in harmony with the body, are some of the most visible advantages. But also, the motivation that this practice can awaken in the students, the work that is carried out to overcome inhibition, or the exercises that are inhibition, or the improvisation exercises can help to overcome emotional obstacles that also appear in the emotional obstacles language (Chahuillco & Jiménez, 2020).

In the same context, when dramatization is applied as a strategy in a classroom, the teacher and students play important roles. According to Pinedo et al. (2020) the role of the teacher is to offer a script to produce the dramatization, it can be with students'

personal anecdotes, students should stimulate their imagination by proposing concrete situations that can remind students of their experiences, on the other hand, is the students that prepare the performance, an element that favors the theatrical atmosphere of the game is good these can be a suitable stage, costumes, masks, accessories of all kinds. Next, in figure 3 more roles of the teacher will be detailed to apply the dramatization in the classroom of the class.

Figure 3.

Role of the teacher in the dramatization



Note: Dramatization's roles. Source: The actor (2022)

1.11. Brief analysis of the benefits of the dramatization

There are several studies that show that applying dramatization as a strategy in a classroom has several benefits both in education and in the student's social environment. According to Dominguez (2010) "The theater helps children to improve language, comprehension and especially expression. They expand their vocabulary; improves pronunciation, intonation, and vocalization" (p.1). In other words, when dramatization is put into practice, it helps children gradually leave their shyness and fear of interacting with others, therefore this improves self-esteem, motivation, and self-concept.

1.11.1. Self-esteem

Self-esteem is called as; a feeling that the human being develops in which the security of feeling loved and sure of oneself springs up (Izquierdo, 2000). In addition, it can be mentioned that it depends on the self-esteem that the student contains, their cognitive or emotional skills can be developed in a classroom, since self-esteem greatly influences the performance that a student can develop, therefore it is called that Self-esteem is a psychological feeling that influences the daily activities that are carried out every day.

1.11.2. Motivation

Motivation is derived from the Latin motives, in other words, it means relative to movement, and therefore it is related to human behavior. According to Carrillo et al. (2009), that motivation is what moves or has the power or virtue to move; in this sense, it is the engine of human behavior. This means that there is an interest in a person waking up or moving to do or carry out some action, and these actions can be both psychological and physiological, so that in the academic part when a student must be motivated, the teacher must wake up. The interest of the student to perform some action.

1.11.3. Self-concept

This term is called the personal and social development of each person who has achieved it throughout his life. Purky (1990) defines the self-concept as "a complex and true dynamic system of beliefs that an individual considers with respect to himself, each belief having a corresponding value" (p. 7) therefore, it can be said that the self-concept is a set of feelings and perceptions that possesses each person, this refers to how each human is evaluated and is according to the attitude or attributions that he or she has against the other people who are in the environment or who surround him or her.

1.12. **The speaking skill development**

The formation of oral skills in students has become a necessity since it establishes the bases that make possible a real formation of English language learning because it is motivating and leads to the development of other skills such as listening, reading, and writing. However, it is repeatedly found that students are limited in their learning due to factors such as the phonological nature of the language that hinders its implementation; thus, as teachers, they must resort to strategies that dynamize the mastery of speaking through play to focus on real learning of the English language (Nazara, 2011).

In the same context, playfulness also offers endless resources that attract the attention of students, since it allows them to develop language, creativity, intelligence, and writing. For this reason, and under the protection of playfulness, the pedagogical proposal arises, which seeks that students are in a pleasant, motivating environment to create and awaken their maximum creativity when staging written texts from their experiences, and as an alternative to acquiring meaningful learning that results in their integral formation.

Through time English is a language that has adopted multiple importance in both commercial and labor, that is to say, that the speaking in the English language is generated in different nations as a first or second language, also allows developing a great comparative advantage in organizations, since it is vital to implement the entire learning process and thus the domain of this universal language is useful and beneficial, as well as provide a better future in the institutions, and others that contribute to the continuous improvement of the organization. The development of speaking skills in the English language is a very popular topic nowadays, because thanks to this, students can access to social communication (Sinaga, 2018).

The importance of speaking is considered an indispensable tool, as it facilitates communication between countries engaged in the import and export of goods or services, therefore having professionals who can read, write and interpret this language, allows the growth and strengthening of the economy through international trade; it is also necessary to emphasize that organizational development focuses on generating a change in the institution focused on the quality of human relations and holistic development of staff giving greater productivity benefiting their employees in the workplace and professionally (Ospitia et al. 2016).

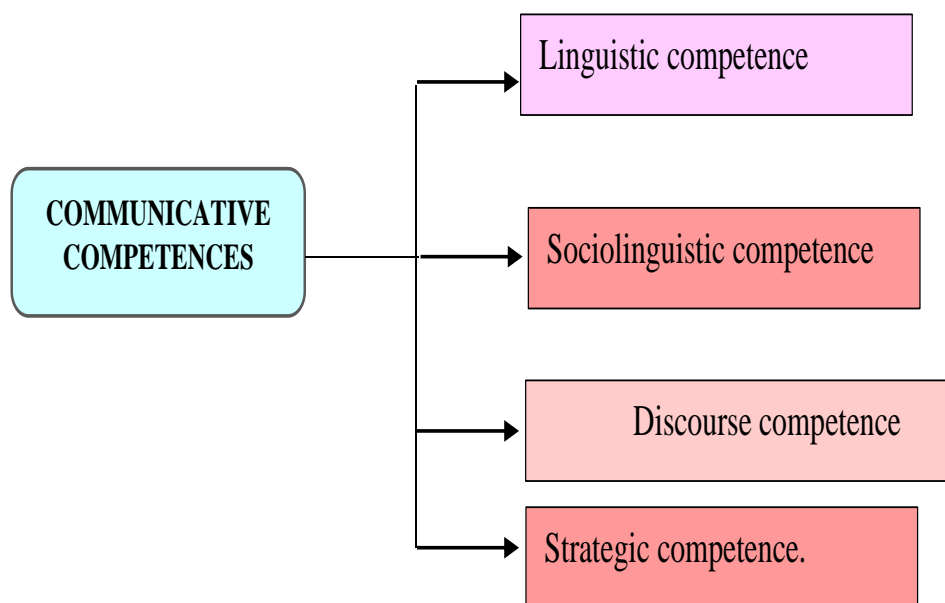
1.13. **Speaking communicative competences**

Communicative competencies are necessary for the person who will communicate in an audience or school environment because it is essential to understand and use the language. The ability that the student must have must be successful. According to Perez, (2015) Communication is a process of utmost importance in educational work and competencies include all those behaviors formed by cognitive abilities, values activities, motor skills, and various information that make it possible to carry out. therefore, communicative competence is the ability of a person to function adequately in front of a group of people or with students in a classroom.

As mentioned above, communication skills are those human skills that facilitate optimal communication. There are components that belong to the communicative competencies that allow the understanding of communication before a group of people. According to Canale, (1980), there are four communicative competencies which are linguistic competence, sociolinguistic competence, discursive competence, and strategic competence. Each of these communication skills mentioned above in figure 4 is developed below with relevant and critical information, with the aim of knowing each of the communicative competencies.

Figure 4.

Communicative competences



Note: Four communicative competences. Source: Adapted from Canale, (1980)

Linguistic competence is a system of grammatical rules of the language is integrated, such as vocabulary, pronunciation, phonemes, and among all the linguistic aspects that knowing when learning a new language entail This allows having the ability to produce infinite grammatical sentences respecting the structures, punctuation, and grammar that it covers when learning a new language. On the other hand, is sociolinguistic competence encompasses language with society. Each person has different contexts of language use; therefore, sociolinguistic competence helps to understand the communicative intentions of people in different situations and thus adequately understand linguistic expressions (Castillo, 2015).

Discourse competence is a multilingual competence that means being able to handle sociocultural, pragmatic, and textual knowledge in an effective, adequate, and critical way when generating and interpreting each type of discourse. knowing how to interpret a broader context to be able to longer grammatical extensions of a language's

language, with the to form with consistency. And the last competence is strategic competence is the use of the knowledge that each person possesses to be able to communicate with other people to exchange ideas, or simply because of the need to communicate with others since it is one of the competencies that intervene in the effective use of the language by part of a person.

Each of the aforementioned skills are very important in the education and teaching of the teacher, because thanks to them students can learn in a better way, in addition to acquiring the speaking in a much more symbolic and meaningful way. For the student's speaking to have a good stimulation it is important that the teachers can be direct guides of the teaching of the language, because many times the students learn by themselves, and this is something very good, however there are cases in which the acquired knowledge of the students does not have a remarkable value. In order to avoid various problems or shortcomings, teachers must acquire these competencies in language teaching.

Finally, it is important to mention that each of the communicative competencies has its own function within teaching, which is why teachers should help students to stimulate their competitive side, through the implementation of teaching strategies and methodologies, which together with the aforementioned competencies have a very significant value in the student's learning of a second language (Gamayo et al.2021).

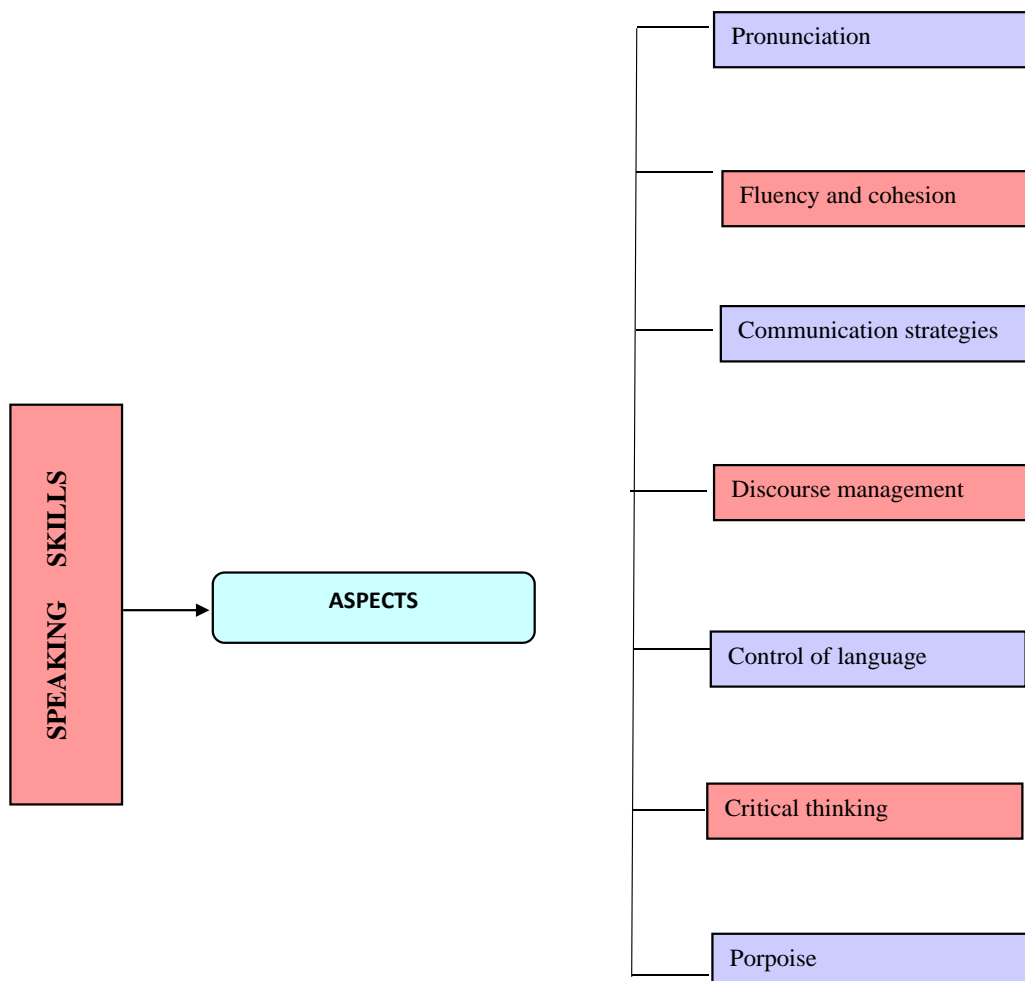
1.14. Speaking communicative competencies (aspects)

There are several aspects of communication skills in terms of speaking ability. Communication skills or competencies are understood as a set of linguistic processes developed in life to participate efficiently in speaking skills. According to (Ausbild, 2015) some aspects that should be studied in depth to have a better understanding of the subject, since if we talk about the ability to speak in students, this becomes a priority to

understand in-depth how each one of them works. The seven aspects of the communicative competence of speech will be detailed below in figure 5.

Figure 5.

Speaking skill competences



Note: Aspects of speaking skills. Source: Adapted from Ausbild (2015)

1.14.1. *Pronunciation*

In this part is the sounds that the students produce in their speech, including the intonation and articulation. There are phonemes symbols used to know the correct pronunciation of each word to improve the intonation and pronunciation. Furthermore, here is the way to move the mouth and tongue to produce the sound of the word in English is also considered to determine how the pronunciation is carried out.

1.14.2. *Fluency and cohesion*

Fluidity and cohesion can be divided into two different terms. However, both are part of a good organization of ideas to talk about. On the one hand, fluency is the ability to speak a foreign language with ease and accuracy and not have difficulty expressing yourself in speaking (Ausbild, 2015)

1.14.3. *Communication strategies*

A communication strategy is a process of interaction between people. These communicative strategies are divided into three different forms in the verbal, non-verbal, and visual aspects. So, in the verbal aspect, the student who is going to present the speech has to know how to function in different situations. In addition, it is not verbal but is called the movements of the body during speech (Ausbild, 2015)

1.14.4. *Discourse management*

This refers to the ability of students to develop written texts on some topic and extensive spoken ones, giving us an example of a conversation in the case of speaking skills, considering the importance of coherence when speaking and writing. Discourse management helps correct errors that can occur when speaking or writing about any specific topic (Ausbild, 2015).

1.14.5. *Control of language*

This part works with cognitive mechanisms allowing bilingual people to control language so that oral expression is developed correctly. Cognitive functions are mental processes that allow receiving, selecting, storing, transforming, and elaborating, among other cognitive mental processes (Ausbild, 2015).

1.14.6. *Critical thinking*

Critical thinking is call tool for development that allows learning to guide the changes sought. In addition, it is a process that involves conceptualizing, analyzing, and evaluating strategies through observation and reasonable discourse.

1.14.7. *Porpoise*

The purpose of the presentation is closely related to the audience addressed by the speaker or exhibitor, considering gender, age, belief or religion, and identity, among others, of the people in the audience to maintain their interest throughout (Ausbild, 2015)

CHAPTER II: METHODOLOGY

The methodology within an analysis study is a fundamental and important part, since it can provide information that allows the reader to identify the results and data, which serve as support to develop further studies. Likewise, it is important to make known what type of research was used for this study, each of these very important aspects is described below.

2.1. Description of study area.

The present study had as a source of research the students of the Unidad Educativa Fiscomisional "Sánchez y Cifuentes" which is located in the city of Ibarra in the Antonio José de sucre address, the type of education it offers is regular and classroom type, also it has the International Baccalaureate and the EGB. The total number of teachers residing in this place is 70, 43 are women and 26 are men.



2.1. Type of research

This research used a mixed method, this type of research gives us a wider vision of what we want to obtain as a result. Additionally, a mixed procedure use strategy that adapt easily to the changes that usually appear during the research process.

In the present investigation was applied mix method, according Hamui (2016), mixed methods combine the quantitative and qualitative perspective in one study aiming to give depth to the analysis when the research questions are complex. The main characteristic of mixed methods is the combination of a quantitative and qualitative perspective in the same study. Therefore, this project will contain with data numeral and non-numerical analysis.

In the same context, this research was investigated with bibliographic research. According to Leong (2006) reading, understanding, and reviewing prior work on your research topic are critical steps in the research process. So, this this research has been argued with written sources by other authors during all research about the topic, this project was mentioned several researched paragraphs by authors who consider that the dramatization as strategy to speaking skill.

In the same way, this research has a relationship with field research, because through data collection instruments important information was obtained, which allowed to distribute both numerical and qualitative data in a meaningful symbolic form. According to Cervantes, (2020) field research is the collection of new data from primary sources for a specific purpose. It is a method of qualitative data collection aimed at understanding, observing, and interacting with people in their natural environment.

Another type of research applied in this study is experimental research, which according to Rus (2020) is that which allows for applied research, where the variables are

the fundamental part of the study, and these variables are also part of the main objective of the research. This research was used in the present study because it measured two types of research variables

2.2. Research method

The present research has a deductive and inductive approach, since it covers all the reality of a population, which are the students of the Unidad Educativa Fiscomisional, "Sánchez y Cifuentes". According to Perez (2020) the inductive method is the scientific method that obtains general conclusions from particular premises, and the inductive method is a reasoning strategy used to deduce logical conclusions from a series of premises or principles.

2.3. Techniques and instruments

The techniques to be used were interviews and surveys. These types of techniques are useful to gather information from a small population. Besides, interviews are a faster way to be involved into the research field, acquiring knowledge with the use of structured, semi structured and non-structured interviews. On the other hand, surveys give a clearer vision about what researcher need to know, giving his/her the opportunity to create reliable instruments with appropriate questions, which can gather accurate information related to the subject matter.

In the same way, based on the technique chosen, this research used structured interviews and questionnaires in order to obtain the data needed to find what the research is looking for. The interviews were structured by questions related to the methods and techniques used by English teachers at Unidad Educativa Fiscomisional Salesiana "Sanchez y Cifuentes". The questionnaires were made by multiple choice questions about

how students feel the process of speaking fluency development and what they think about the use of online games in English classes

2.4. Research questions

General Question

What strategic and pedagogical activities of the dramatization could be applied to high school students of the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" to improve speaking skills?

Specific Questions

- What deficiencies present the high school students of the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" in speaking skills?
- What are the perspectives of the teachers of the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" on the development of oral production of students at 8th level of Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes"?
- What is expected to be obtained with the application of dramatization in the school in relation to the acquisition of oral production?

2.5. Participants

This study population was focus on Unidad Educativa Fiscomisonal Salesiana "Sanchez y Cifuentes" located in Ibarra - Ecuador. This is a public and Urban School. This research was conducted with students of the 8th level of this Institution. This research is directed to students and 2 English teachers with the intention of collecting information about how dramatization helps to improve speaking skills

2.6. Data analysis procedure and plan

The development plan of this research was directed under the specific objectives, each of which has an application phase, which are detailed as follows

Phase 1

Specific objective 1

- -Analyze teachers' perspectives on oral production of students at 8th level of Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes"
 - The researcher visited the institutions of the selected educational institution in search of interviews with two of the English teachers.
 - Each teacher had a few minutes to answer the questions selected by the author.
 - The teachers responded quickly and positively to each of the questions proposed by the author.

Phase 2

Specific objective 2

- Diagnose the difficulties that students have in oral production.
 - The shortcomings of the 8th grade students of the educational institution were identified through a survey

Phase 3

Specific Objective 3

- Develop creative dramatization activities to encourage students' speaking skills, based on Ecuadorian culture.
 - The author developed a guide of activities focused on dramatization for the development of oral production.

CHAPTER III RESULTS AND DISCUSSION

This section will present the outcomes obtained from the instrument applied, first the results analysis of the students' survey, in the second part the analysis of the teacher's interviews, and the last part the discussion of the findings.

3.1. Results

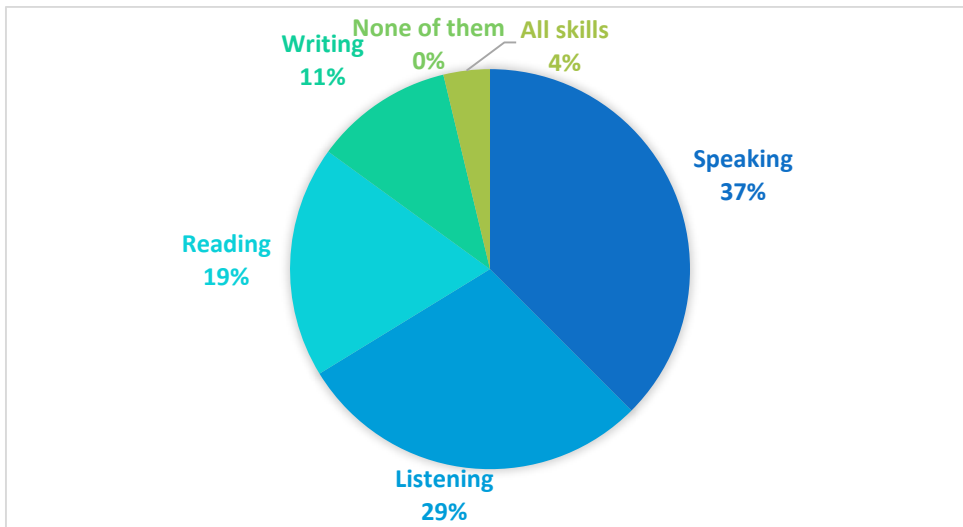
This section will present the results obtained from the surveys carried out on the students of the eighth year of higher basic education parallel "A" and "B" of the Unidad Educativa Fiscomisional Salesiana "Sanchez y Cifuentes" through figures with percentages according to the answers obtained. In addition, the interviews conducted with two teachers will be mentioned, with the respective analysis of each question.

3.1.1. Student's survey

In order to carry out the respective methodological analysis, it was important to implement a questionnaire, which consisted of several questions, which had different answers. The questionnaire was made to 93 students of the Unidad Educativa Fiscomisional "Sanchez y Cifuentes" of the 8th grade and the main objective of this survey was to demonstrate the different deficiencies that the students have in relation to English language skills

Figure 6.

Skills with greater complexity in students

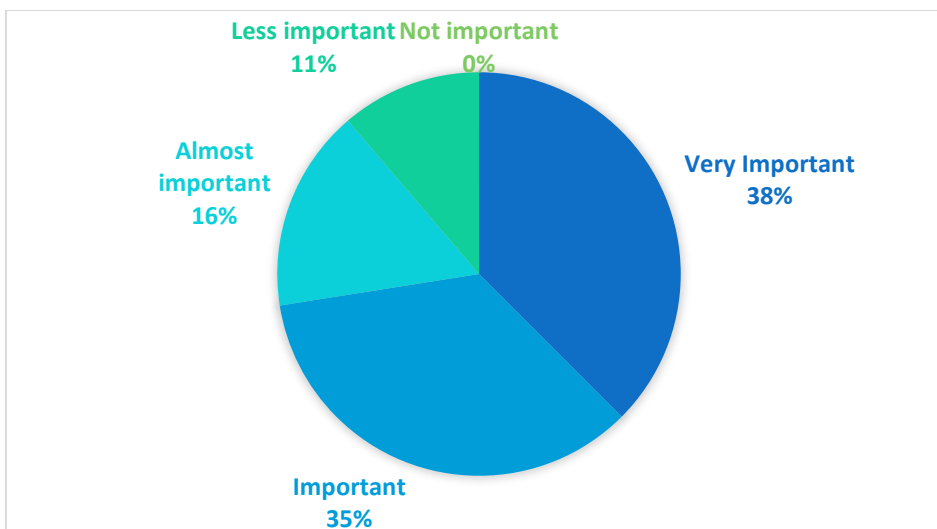


Note: Own elaboration. Source: Survey August 2022

Figure 6 shows the skills that students have the most difficulty developing in acquiring English as a second language. Thirty-seven percent of the student's state that speaking is the most difficult skill to acquire, 29% state that listening is the least difficult skill to acquire, 19% state that writing is the least difficult, and 4% of the student's state that all skills are difficult to acquire.

Figure 7.

Importance in the development of speaking skills



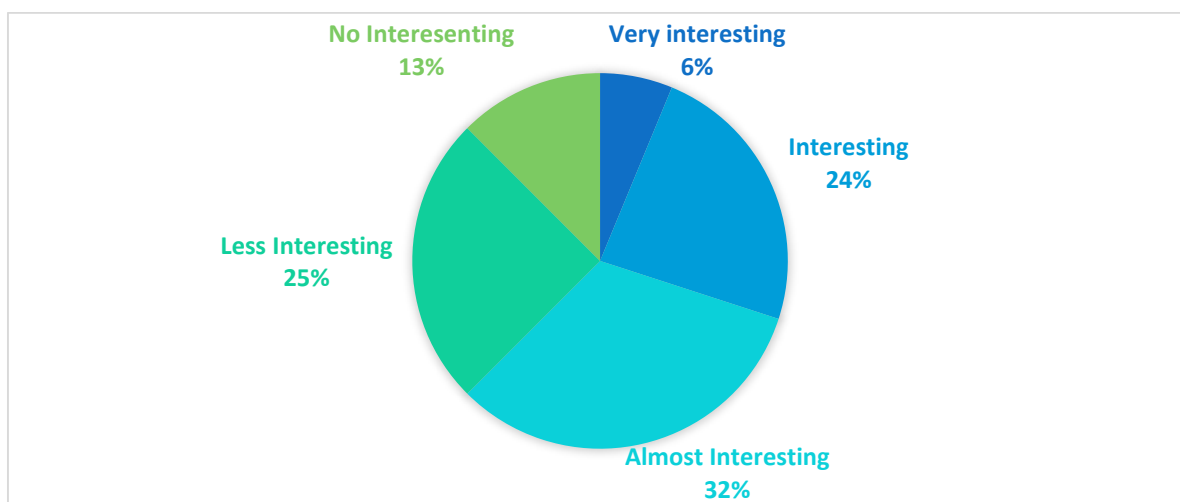
Note: Own elaboration. Source: Survey August 2022

The results of the surveys applied indicate that the majority of the students surveyed consider speaking English to be essential. It would be important to consider that students feel motivated to learn to speak English correctly. The students see this need possibly because it is the only and the most important way to be able to communicate with someone who speaks English. Figure 7 shows that 38% of the students consider the development of speaking skills very important, 35% consider it important, 16% consider it almost important and 11% consider it important.

Although the development of the speaking skill is very important, there are still a minority of students who consider this skill as not very important or fundamental in the acquisition of English as a second language, despite this it was also identified that many of the students consider speaking as an important skill and that is something significant.

Figure 8.

Development of speaking skills applied by the teacher



Note: Own elaboration. Source: Survey August 2022

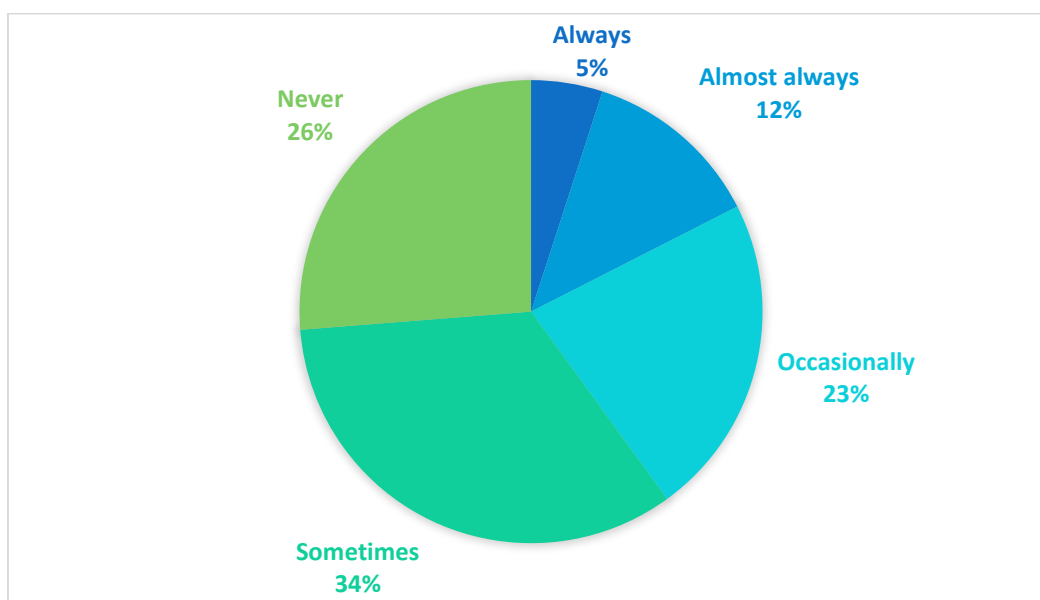
The results show that students are partially sure that the strategies applied by the teacher are interesting. This means that more motivating activities should be implemented for the students. 32% of the students affirm that the development of activities

implemented by teachers in English language teaching are almost interesting, 25% are interesting, 24% are interesting, 13% are not interesting and 6% are very interesting.

Due to the results obtained, it was evident that many of the students have a very significant attachment to the activities for the teaching of the English language, which is why thanks to this it was possible to reach the conclusion that in order for the students to improve their level of English, it is important that the teacher contributes to their education with motivational didactic activities, so that the students like to learn English.

Figure 9.

The frequency with which the teacher includes dramatization in the English class



Note: Own elaboration. Source: Survey August 2022

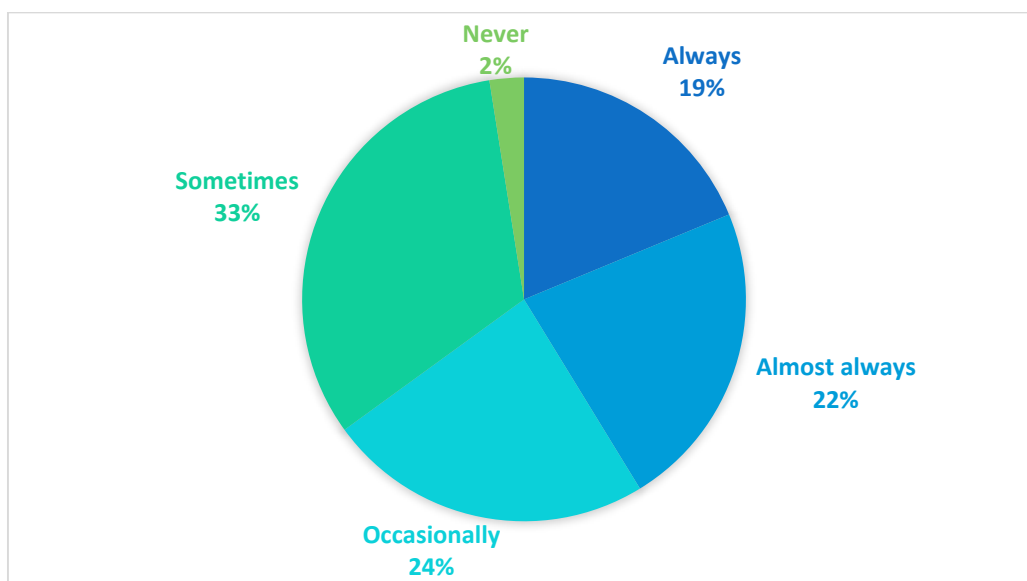
This graph shows that dramatization is almost never applied as a learning strategy in the English language. This means that teachers do not find dramatizations suitable for students in the 8th level of higher basic education. Thirty-four percent of the teachers show that they only sometimes apply dramatization as an English language teaching strategy, 26% say never, 23% say occasionally, 12% almost always and 5% always.

Given the results obtained, it can be said that teachers do not know how enriching it can be to apply dramatization and its dimensions in the teaching of the English

language, which is why many teachers almost never do it. However, it is important to mention that the application of dramatization in the education of students is something positive and significant because through its students can improve their different skill.

Figure 10.

The frequency with which the teacher includes dialogues in the English class



Note: Own elaboration. Source: Survey August 2022

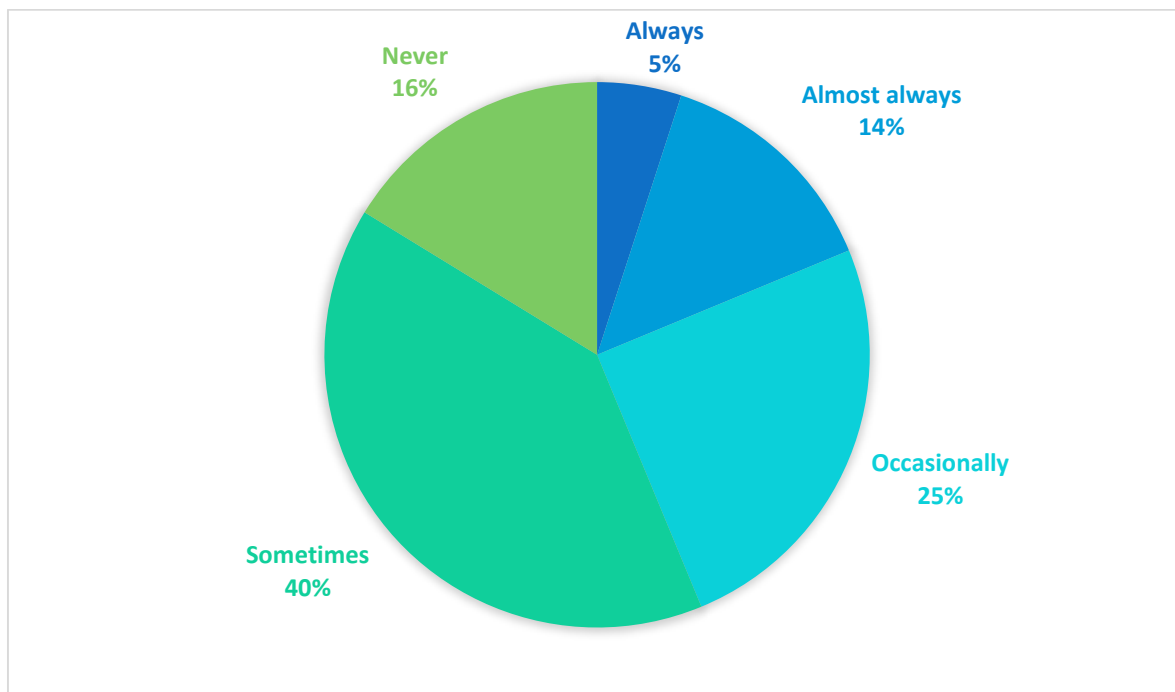
This graph describes that for most of the students the dialogues are applied very often. However, others consider that they are not applied. Therefore, it can be inferred that the teacher selects certain students for the dialogue while others are not involved in this activity. Therefore, it is necessary to apply activities in which the whole course is involved and not only some students. 33% mentioned that only sometimes the teacher includes dialogues in his classes, 24% occasionally, 22% almost always, 19% always and 2% never.

It can be concluded that most teachers sometimes just include dialogues in their English classes, which is significant because it is through dialogue that a myriad of

activities can be carried out that contribute to the students' learning of English as a second language.

Figure 11.

The frequency with which the teacher includes partner conversations in the English class

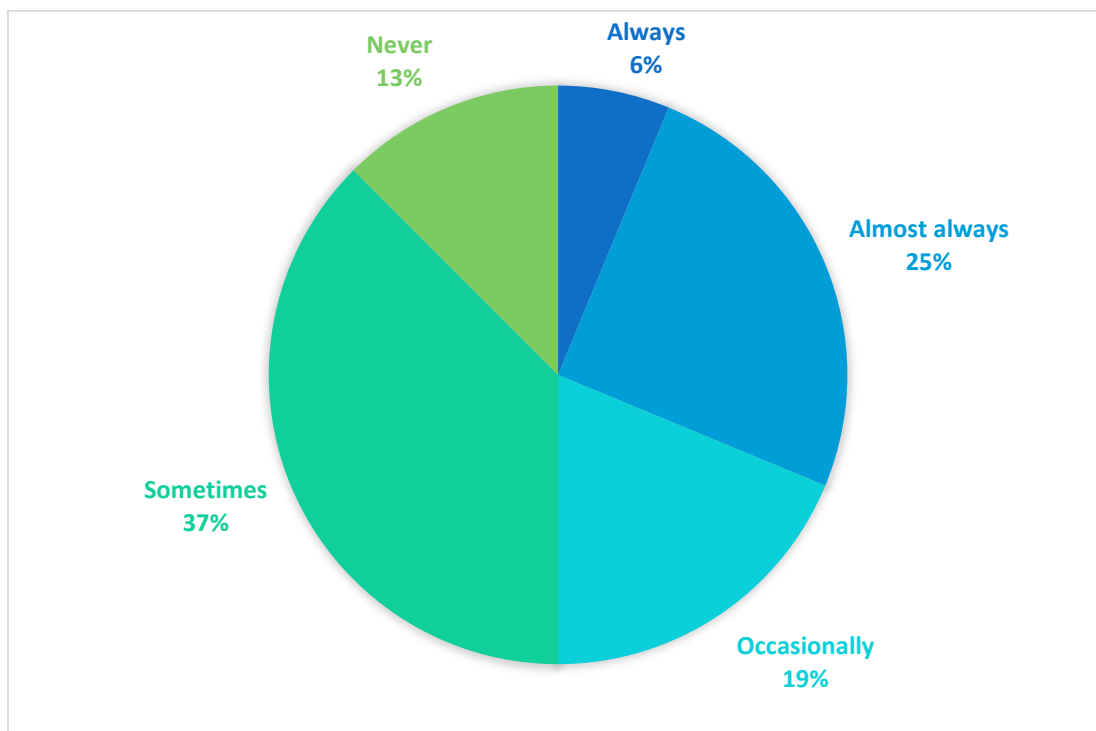


Note: Own elaboration. Source: Survey August 2022

This graph represents the results of the students in relation to conversations in pairs as activities that the teacher develops to improve speaking skills. Then, with a representative percentage, it is indicated that sometimes or occasionally the teacher applies the conversations in pairs as an activity to improve the speech of the students. And with less than half of the total number of students, it can be interpreted that conversations in pairs are always or almost always put into practice as an activity to improve students' Speaking, therefore it is concluded that they are very rarely the that the teacher applies this strategy to improve the speaking ability of the students.

Figure 12.

The frequency with which the teacher includes presentations on a topic in the English class



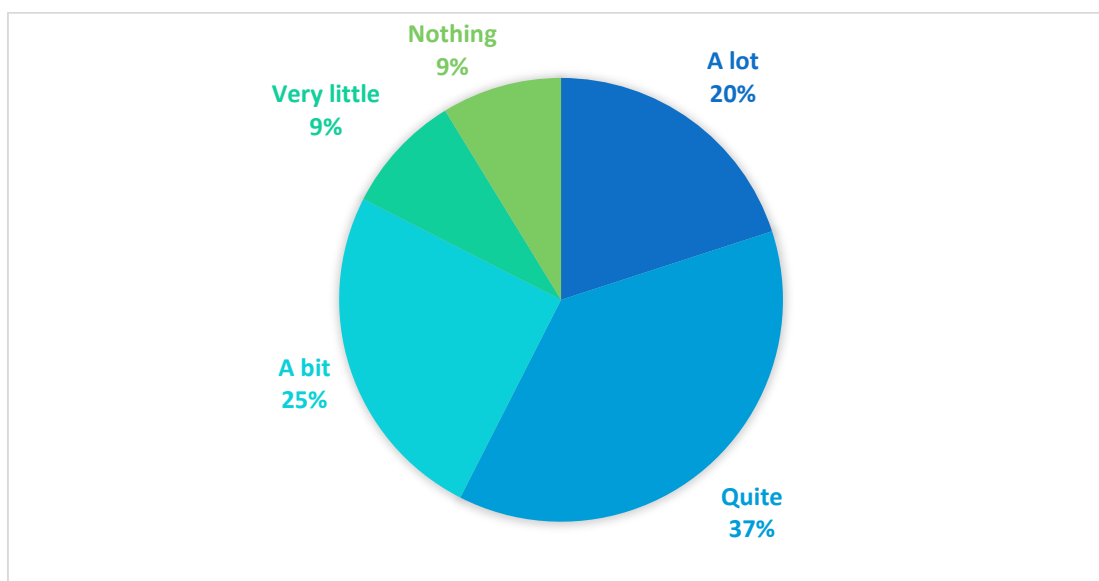
Note: Own elaboration. Source: Survey August 2022

The following graph represents the frequency that teachers include presentations on a special topic of a class. Thirty-seven percent of the students mentioned that teachers only sometimes make presentations on a particular topic in a class, 25% almost always, 19% occasionally, 13% never, and 6% always. This means that many of the teachers rarely use presentations on a given topic in English class.

In order to help students, learn the English language, it is necessary for them to be able to make presentations at least 4 times a month to help them develop their speaking, writing and reading skills, since thanks to the presentations the students will be constantly learning.

Figure 13.

Application of dramatization strategy in English class to improve speaking skills



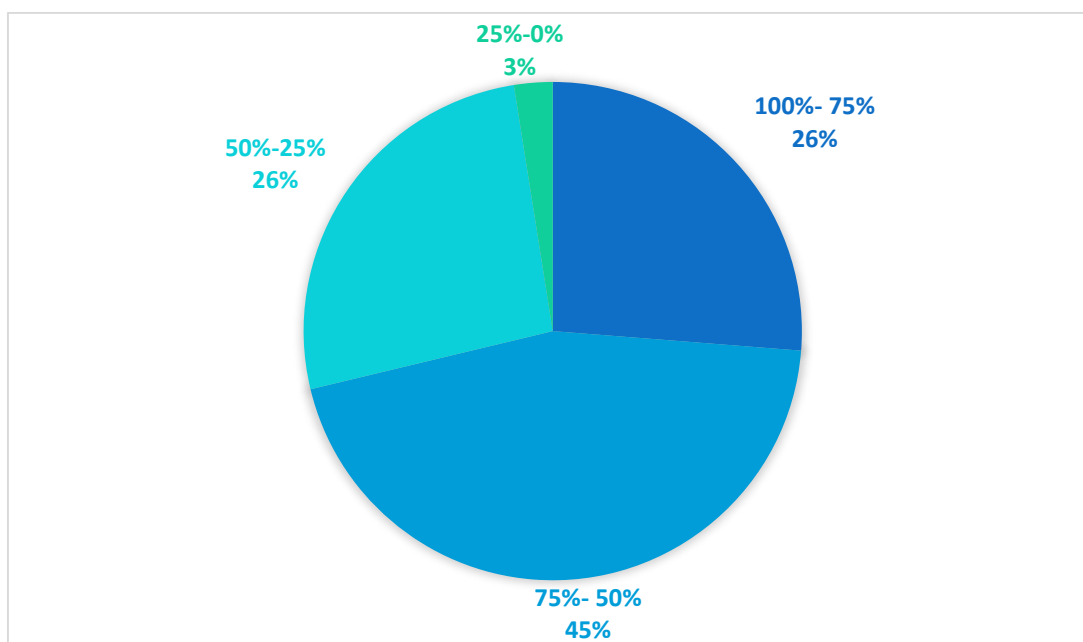
Note: Own elaboration. Source: Survey August 2022

This graph represents the opinion of the students in relation to the proposal made for this thesis work, dramatization as a strategy to improve speaking skills. On the one hand, and with most of the total number of students that can be seen from the graph, students quite like the idea of applying dramatization to improve speaking skills. On the other hand, there are the students who would like little, almost nothing, or not all of this strategy to be applied in the classroom, therefore it can be concluded that the majority of students do like the dramatization proposal apply in the classroom, to improve speaking ability.

37% of the students mention that teachers do not apply dramatization in their English classes, 25% a bit, 20% a lot, 9% very Little and 9% nothing, this indicates why students present shortcomings in their English language skills.

Figure 14.

Dramatization as a strategy to improve speaking skills in students



Note: Own elaboration. Source: Survey August 2022

This graph shows the results of the last question of the survey applied to the students about what percentage they believe would help students improve their speaking ability by applying dramatization as a learning strategy. So, more than 80% of the students mentioned that performing a dramatization would help them improve their speaking ability, in a percentage of 50% to 100%. And on the other hand, a small number of students mentioned that dramatization would not help them improve their speaking ability. Therefore, it is concluded that applying dramatization as a strategy to improve speaking skills in eighth-grade students of higher basic education is a proposal that is welcomed by students.

3.1.2. *Teacher' interviews*

An interview was conducted with the teachers of the educational unit, in order to gather more information to serve as a guide and a theoretical and practical support for this research. The interview is described below, each point and how it has been placed according to the narration of the teacher.

1. What is the skill that students have the most difficulty with, according to the grading instruments that you apply? Why, how, and in what way?

Teacher A

The skill they have the most difficulty with is listening and speaking because in eighth grade the students have quite a deficiency in the situation of listening and speaking, one because they come from other institutions, and it's time to level them all. Eee then if it is difficult in the speaking skill part of this process

Teacher B

The skill where the students present the greatest difficulty is in the skill of listening during class hours, they are prepared with audios and we perform exercises with songs where they have to listen and complete certain activities, although it is true based on these activities. They can also be evaluated at the end of the unit, at the end of the midterm, at the end of the term, but they feel they do not have or tend to get confused in the listening part, since British English or English can be presented in certain conversations. American depending on the pronunciation, although depending on the complexity that the audio maintains, then I consider that the skill in which young people have the greatest difficulty is in the skill of listening

2. How do you assess the ability to speak in students? What techniques do you use, and why and how do you use them?

Teacher A

Now, to see the way in which the speaking skill is evaluated is through dialogues, in pairs or groups, through the description of images, through the description of situations or events in which they use speaking description processes, the most used technique is descriptive and role play, which is the most used for speaking skills.

Teacher B

The speaking skill must be taken into account many parameters for its evaluation, intonation, pronunciation, coherence of the topic to be treated, that the vocalization and some aspects that read and help them, but in the main it is to take into account that they are in acquire the language and we must help them to do it in a good way, then these three points are the main ones that are considered for the evaluation and to correct certain actions that they are wrong, they are corrected so that at the next speaking opportunity within the class they no longer make those mistakes, so how do I tell them the intonation, pronunciation and coherence of the topic being discussed are very important

3. What are the specific activities that you use to motivate students to learn and speak a second language? Why and how do you use these strategies?

Teacher A

One of the strategies used is the question of videos, projection of short films, projection of descriptive images through the game, and gamification, then with these strategies' students can be motivated to participate and be motivated to learn a second language, and always do something fun either in a group or individually.

Teacher B

So that our students can present or have a communicative context, we try to have our students present different activities or contests inside or outside the institution, for example, Lee, can I mention them, they participate in it on good mornings, they participate in activities when the parties are employers or when we have an invitation to me outside the institution, whether within the city or outside the city, we have even had the opportunity for our students with the information or the topic that they are going to deal with, they can function without any problem, of course It comes first with a

treatment, we do not have the subject, the information that we need, so we do the research and we are trying to ensure that all that research or all that information document that they need, we do it directly in English, then comes the practice and finally, well, there in product the final product not the final product is the good presentation ion good communication at the time that they have to present something we can also show it what other way another way of the communicative context has been in song contests where they have first made their presentation in English or the presentation of the group Whether individual or group, they have made the presentation and then captured the knowledge of English through music

4. Do you think it is important for students to develop oral skills outside and inside the classroom? Yes or no and why

Teacher A

It is very important that this skill is developed outside and inside the classroom because the child has to start getting involved in learning this new language and not as a subject but as a second language, so the only complication here is that at the national level It can be said that since they are not within a native speaking environment, then it is difficult for the young person to practice Speaking because they only function within the classroom and nothing else, but outside there is no native speaking environment so that they can practice and when they do it it is already of their own free will or because they are in extra courses but not because they are immersed in that linguistic environment, so it is quite complicated but as teachers it is a matter of working a lot on this in the classroom

Teacher B

It is very important, it is very important that students practice inside the classroom and outside the classroom, but unfortunately when we find ourselves in a place or in a city in a country where the main language or the main language is Castilian or Spanish, we feel a little difficult for young people outside the classroom to practice the skill of speaking, we all know that in the 5 hours of class that we manage, we as teachers try to make this an English environment where they can practice their pronunciation, their vocabulary as they I say it is important, yes, they practice, we have to make them aware that practicing the language is very important so that when they feel the need to communicate like I am a foreigner, they can do it in a natural way, yes, then the boys will help us in the classroom and outside the classroom to practice their English language would be success no but how do I tell them if it is very important that they were acquiring the language.

5. What activities do you present that make it easier for the student to receive information so that they can later manipulate it, transform it and finally produce the English language in a communicative context?

Teacher A

Within the activities that are used first is the type of material that is used, among them the concrete material where the boy manipulates, can play experience, know the learning through the concrete material also through the use of gamification, songs, it is the most correct way to teach them the English language and, in this way, because they also enter the communicative context

Teacher B

Students handle different activities such as games, songs and the book by level, from this way they learn the topics we are in the student

6. Do you consider that dramatization is a good strategy to improve speaking skills in students? Yes or no and why?

Teacher A

Yes, this dramatization is a very good strategy because the boy can take his own role, he himself can prepare his own role according to his knowledge according to his vocabulary that they manage, they can produce through oral communication they can produce what they have learned, using the topic in relation to the topic they have previously learned, then the dramatization strategy works individually as well as in a group, and then this helps the boy to develop in this speaking process, because the more successful communication environment, the student will be more... and it will be easier for them to speak

Teacher B

Well, in the dramatization, although it is true that it is one of the strategies or methods, let's call it that, that help the student's development, we have had the opportunity to present dramatizations, complete stories, facts and creations on some occasions, the young people have had a total development in the role or in the role that each one of them has had to present is not hard work if it is hard work what it is they put together the dramatization because we have to be aware of all the details pronunciation, intonation, that the ideas agree and even we do not focus only on what English is when we do this type of presentations but we take into account everything that is related to a dramatization, the environment and all those things but well it has gone well for us young people, children, they really like what dramatization is and if it is one it is a strategy it is a very good tool where the student, the child or the young can develop can demonstrate their speaking skills. listening and speaking because at the moment that I listen and I know that

it is my participation I am attentive, so it is very important and above all it is a very beautiful strategy that helps us awaken interest in learning the language.

7. Do you consider that the application of dramatization as a learning strategy, encourages students in a positive way? Yes or no and why?

Teacher A

Yes, it is advisable to use this dramatization because within the English area the student must experience learning, he must act, he must do it because if the boy does not do it and lives, he will not be able to produce it, then it is advisable to use the dramatization at least twice in each partial.

Teacher B

I consider that dramatization is one of the best learning strategies options that teachers have since with this strategy students can express and demonstrate, let their emotions out since the dramatization covers several proposals such as drawing, painting, among others

3.2. Students' surveys and teachers' interviews summary

The surveys that were directed to the students were clear and concise and had a specific objective, which was to collect information in order to perform a comprehensive analysis of the data acquired in order to know what types of activities to implement in teaching students, in addition to knowing the shortcomings that students have when learning the language, each of these results were appreciated and analyzed in a correct way.

Likewise, interviews were conducted with the teachers of the Educational Unit, all this in order to know what level of importance they give to the teaching of the language. Through these interviews, it was possible to reveal a myriad of characteristics that opened the way

to the previous research and the discovery of new data that facilitated the development of the results. It can be said that most of the teachers collaborated in a very respectful way and without any kind of concealment, since the teachers mentioned that English is a very important subject for the students.

3.3. Discussion

The learning of the English language and its teaching for a long time has been a very controversial and important topic that has become known in several countries, however, being a language widely used in different parts of the world, it is essential that people can learn it. In the current study it could be evidenced that most of the students do have a great interest in learning a language, although many of them have that motivation to learn it has been evidenced that many of the teachers are not aware of new methods of didactic implementation, so the research aims to help teachers and students to make English a very easy way to handle it.

Many of the students point out that teachers cannot implement dramatization as a means of teaching the English language, this due to lack of knowledge, according to Carrillo et al., (2009) the lack of knowledge of teachers towards new forms and methods of teaching promotes the low development of student learning, which is why many students lose interest and even the desire to be able to learn a language.

According to Rodriguez, (2019) dramatization is a form of teaching, from this can be drawn several dimensions that can serve as methods of education, many of the teachers think that dramatization only serves as a theatrical medium, however many of them do not know that within this aspect there are endless activities that can promote learning and teaching of each of the students. When teachers see the word "Dramatization" they think that they should immediately form the students in groups and give them a story for them

to interpret it in a theatrical play, however this is not true. However, this is not true. There are many other activities that make it easier for teachers to teach.

Pinedo et al. (2020) mentions that the lack of implementation of dramatization in language teaching is due to the lack of knowledge that teachers have with it, therefore many of them prefer to perform other types of activities that do not promote at all significant the development of speaking skills, and this is why many students have to become bored in English classes, and even some have low grades, because the lack of knowledge is something very serious in today's society.

CHAPTER IV: ACADEMIC PROPOSAL

This chapter deals with the proposed activities, which are aimed at students from different academic institutions, it is expected that through them young people can understand a little more of their culture, in addition to developing and promoting the growth of English language learning, especially aimed at the form of communication, i.e., speaking. Below are some important aspects to consider before moving on to the didactic activities.

4.1. Tittle

Activities based on Ecuadorian culture in relation to dramatization

4.2. Beneficiaries

The didactic activities serve as a means and educational support to each of the students, as well as teachers and educational actors, because based on them and their needs, the activities were carried out. However, there are several beneficiaries who could obtain these activities very easily, the direct and indirect beneficiaries are described below.

4.2.1. Direct beneficiaries

The direct beneficiaries of these didactic and interactive activities are the 8th grade students of the Unidad Educativa Fiscomisional "Sánchez y Cifuentes" as well as each one of the educational actors.

4.2.2. Indirect beneficiaries

Likewise, the indirect beneficiaries of this study will be the students of the different educational centers who need to develop speaking skills in the acquisition of the English language. It can also be said that society, and each of the research actors will take part in this project, as it is expected that the results of this analysis will significantly help the development of new research.

4.3. Impacts

The development of the didactic activities has its main focus on helping students to develop English language development, especially in the speaking skill. As it is already known, the present research was carried out based on the results of the students of a particular school, however, it is also fundamental to mention that the present research does not only intend to take the information to the students of that institution, since acquiring knowledge is a key point for the development of education. The following is a description of the important impacts that the study intends to acquire.

4.3.1. Social Impacts

The activities are of a cultural nature, and are closely related to the teaching of the English language, which is why the activities are intended to achieve a positive impact within society, since it is essential that people can consider that learning a language can be very fun and can be learned twice, that is, while learning to speak English, one also learns about one's own culture.

4.3.2. Education impacts

The activities are also intended to achieve a great impact in terms of education, as it is expected that students of any type of institution can put it into practice when learning English, it is also expected that teachers can acquire this guide as a basis for their teaching, since the primary objective of this guide is to serve as an aid for teachers, not only of the subject of English but also of social studies

4.3.3. Creative Impacts

The didactic guide was created based on creative and educational activities, which will allow students to not only acquire a language, or learn about their culture, but will also

encourage creativity and help them develop their learning skills. The activities are expected to promote creativity in the students, as well as an interest in learning.

4.3.4. Cultural impacts

Finally, another of the impacts that the activities of this research are expected to acquire is in the cultural theme, because although it is true that Ecuador is a very diverse country, and has many people with different customs and nationalities which is something enriching for the country. Therefore, the activities are directed towards culture, because it is intended that students learn English in a different way, adapting their knowledge of the language with a subject that is very important to know.

ACTIVITIES BASED ON ECUADORIAN CULTURE IN RELATION TO DRAMATIZATION



Introduction

The learning of the English language nowadays is a very important topic, because thanks to it, cultures have been able to unify, making communication an important part of them. English as a way of learning is a point that many teachers have tried to implement within the education of students, through the teaching of activities and methodological strategies. The teaching of this language focuses mainly on the teacher and how he/she is able to help students acquire the skill of this language.

Within education, acquiring English as a second language is something very important, because thanks to it students can obtain job opportunities, besides communication is an important axis in society, because it is through it that people can maintain a positive communication. Communication in today's world is a very fundamental issue because speaking in different languages can allow the student to enter a world of meaningful social interaction.

Nowadays, it can be said that learning a language is very easy because there are several tools, ways, and methodologies that can help the individual to acquire English as a second language. Many of the student's present problems in the acquisition of different skills of language. However, the most difficult skill to understand or acquire is speaking, many of the students find it difficult to develop oral production, that is why the development of the activities in the proposal is something fundamental and important because it is expected that students can acquire the English language in a practical and simple way.



Justification

The activities described below are intended to contribute in a practical and simple way to the acquisition of oral production skills of the students of the "Sanchez y Cifuentes" Educational Unit, besides being a fundamental basis to help students feel motivated to learn a second language, as it is known that learning English is something very important and significant in the lives of students. Likewise, it is expected that the activities contribute to society, education, and students, it is also expected that through them more activities can be developed through thesis or research projects.

It is also expected that the activities can provoke something positive in the teaching of English to students, as well as stimulate teachers to be open to new ways of teaching. Acquiring various pedagogical methods and tools, leaving behind the traditional classes that caused students' lack of motivation, discouragement, or even problems in acquiring knowledge. English is a key tool for the cognitive and social development of students, so it is expected that both teachers and students are aware of this and can feel motivated to teach and learn a second language.

General Objective


- Develop creative activities to encourage students' speaking skills, based on Ecuadorian culture in relation to dramatization

Specific Objectives

- Contribute in a positive way to the development of the English language in the students of the Unidad Educativa "Sanchez y Cifuentes"
- Help students develop speaking skills through creative, drama-based activities.

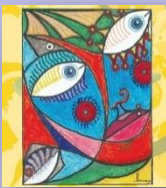


ACTIVITY NUMBER 1

TOPIC	“Present Progressive”
OBJECTIVE	Develop the present progressive through an exhibition on the typical foods of Ecuador.
TIME	1 HOUR
MATERIALS	<ul style="list-style-type: none">• Typical Ecuadorian food• Tablecloths• Desks• Blackboard markers 
EXPLANATION	<ul style="list-style-type: none">• One class before, the teacher will explain the Present Progressive to the students.• The teacher will give examples of the verb tense• The teacher will ask the students to bring elaborate typical Ecuadorian food for the next class.• Teacher will explain to the students how they should expose themselves• Teacher will form groups of 5 students• The teacher will be in charge of guiding and helping the students with what they need.
PROCEDURE	<ul style="list-style-type: none">• In the next class students should be prepared with the activities they are to do.• Students should bring prepared traditional foods that they have chosen to their liking.• Students should present in front of the class.• At the time of the presentation, students should use the "Present Progressive" as a fundamental requirement.



ACTIVITY NUMBER 2

TOPIC	“Demonstrative adjectives”
OBJECTIVE	Know the different demonstrative adjectives through Demonstrative adjectives .
TIME	2 HOUR
MATERIALS	<ul style="list-style-type: none"> • Creative clothing • Cardboard • Colors, markers • Blackboard markers 
EXPLANATION	<ul style="list-style-type: none"> • One class before, the teacher will explain demonstrative adjectives. • The teacher will give examples necessary to make sure the student can learn demonstrative adjectives. • The teacher will tell the students that next class they will have a play. • The teacher will divide the students into groups of 6. • The teacher will have them choose different intercultural stories from Ecuador. • The teacher will explain that the next class they should bring recyclable things for the elaboration of the costume according to the chosen story.
PROCEDURE	<ul style="list-style-type: none"> • In the next class, students should have read their story. • Students should make costumes related to their story with recyclable materials. • Students should present their play using the demonstrative adjectives as a means of conversation. • Students per group should take no less than half an hour to perform their presentation.




UNIT 2



Different cultures of Ecuador



ACTIVITY NUMBER 1

TOPIC	“Verb to be”
OBJECTIVE	Develop the verb to be through the integration of puppets in relation to the clothing of the cultures of Ecuador
TIME	1 HOUR
MATERIALS	<ul style="list-style-type: none">• Recyclable socks• Button eyes• Flomix• Cotton 
EXPLANATION	<ul style="list-style-type: none">• The teacher will tell the students that they must develop a puppet• The puppet must represent some culture of Ecuador• The teacher will explain to the puppet• The teacher will give examples• Once the puppet is created, the teacher will explain the verb to be.• The teacher will explain to the students what they should do with the puppet
PROCEDURE	<ul style="list-style-type: none">• Students must create the puppet according to the cultures of Ecuador• Once the puppet is created, the students must describe it with the verb to be• Students must interact with their classmates, that is, they must exchange the puppets so that they can describe them.• Students will use the puppet to practice the verb to be

UNIT 3




Cultural Music of Ecuador



ACTIVITY NUMBER 1

TOPIC	“General vocabulary”
OBJECTIVE	Develop oral production through the juyayay song in English
TIME	1 HOUR
MATERIALS	<ul style="list-style-type: none">• Juyayay song• Speakers• Computer• Markers• Dictionary
EXPLANATION	<ul style="list-style-type: none">• The teacher will give some indications about general English vocabulary.• The teacher will play the juyayay song• The teacher will tell her students to try to translate the song from juyayay into English• The teacher will give you a vocabulary sheet with words from the song in English.• The teacher will explain the activity• Students must have the English language dictionary on hand.
PROCEDURE	<ul style="list-style-type: none">• Students must listen to the juyayay song• The students will sing the juyayay song• Students will translate the song• The students will look for the correct words in the vocabulary sheet that the teacher gave them.• Students must come to the front to sing the juyayay song in English• The teacher will give feedback on your translation• Students must correct mistakes• Students should look up the words of the song in an English dictionary.

ACTIVITY NUMBER 2

TOPIC	“ Adjectives”
OBJECTIVE	Know the different adjectives that describe a person through a song
TIME	1 HOUR
MATERIALS	<ul style="list-style-type: none"> • Speakers • Computer • Vocabulary sheet • Markers 
EXPLANATION	<ul style="list-style-type: none"> • The teacher will put on her computer a short explanation about the adjectives • The teacher will proceed to complement the explanation of the video with information from her • The teacher will play Aerosmith music so that the students can identify the different adjectives • The teacher will give each of her students a vocabulary sheet about adjectives.
PROCEDURE	<ul style="list-style-type: none"> • Students will sing the Aerosmith song and identify the different adjectives found • Students will draw the different adjectives and then describe their classmates with these • Students will describe their classmates with each of the adjectives found in the song • Students will come to the front and randomly choose any of their classmates and proceed to describe them with the different adjectives found and known. • Students will learn the different adjectives • Students will fill out a worksheet related to the given topic.


UNIT 4



Cultural dress of Ecuador




ACTIVITY NUMBER 1

TOPIC	“Clothing”
OBJECTIVE	Identify the clothes through the description game
TIME	1 HOUR
MATERIALS	<ul style="list-style-type: none">• Scotch tape• Glue• Colors, markers• Blackboard markers 
EXPLANATION	<ul style="list-style-type: none">• The teacher will explain to the students how clothes are described in English• The teacher will give a vocabulary sheet to the students so that they can learn and memorize them.• The teacher will form a group of 5 students• The teacher will explain to the students the activities they must do
PROCEDURE	<ul style="list-style-type: none">• The students must describe the clothes that the students are wearing, that is, they must describe the clothing of their classmates.• Students are to make pieces of paper and tape them to clothing.• Students should come to the front to describe their classmates• Students must write the name of the clothing items on the paper that they glued on their classmates' clothing.• Students must learn clothing• Each of the students must describe the clothing of their different classmates.

I'm a lilac and
you are my sun

ACTIVITY NUMBER 2

TOPIC	“Simple Present”
OBJECTIVE	Learn about the different types of clothing in Ecuador through an exhibition
TIME	2 HOUR
MATERIALS	<ul style="list-style-type: none"> • Different Clothing of Ecuador • Markers • Posters • Desk 
EXPLANATION	<ul style="list-style-type: none"> • A class before the teacher will explain to the students about the present simple • The teacher will form groups of 5 students • The teacher will give her students to choose the type of clothing according to the regions of Ecuador through small pieces of paper. • The teacher will explain to the students that the next class must bring clothing according to the region that they have been assigned. • The teacher will tell them that they must make a presentation about the different clothes using the present simple
PROCEDURE	<ul style="list-style-type: none"> • Students next class should be prepared with their display posters • The students will present the clothing according to the region that has touched them, they will explain their importance and their origin. • Students must present only using the present simple

I'm a lilac and
you are my sun

CONCLUSIONS

- It can be concluded that most of the teachers of the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" have a very important and solid perspective on the development of speaking in the students, since many of them emphasize that the fundamental part of English is speaking, since communication should be a fundamental part of the language.
- Another of the conclusions found was that most of the students of the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes" present difficulties when learning the English language, since many of them have little creativity and low motivation to learn the language.
- The students present deficiencies in the development of oral production in the acquisition of the English language, this due to the little understanding that they have with the teachers responsible for the subject. However, many of the teachers make an effort to help the students to excel in English.
- The teachers have adopted several teaching methodologies within their English classes, however many of them have never thought of putting into practice the development of dramatization in the classroom with their students, since many of them have little knowledge about this aspect and the different activities that could be carried out with dramatization.
- The students present a low learning attitude with respect to the subject of English, since many of them affirm that the activities exposed in class lack creativity, which leads them to obtain low grades in the subject of English.
- Teachers present low knowledge about the dimensions and activities that are part of dramatization, therefore many of them avoid implementing it in their teaching.

RECOMMENDATIONS

- It is hoped that the authorities can use this research as a sustainable means to carry out other similar studies, since it is important to obtain more information about dramatization and its low implementation in English classes.
- It is recommended that the study sample be enlarged in order to obtain more conscious and solid data on the development of speaking and its relationship with dramatization activities.
- It is recommended that teachers should implement more dramatization activities in their English classes, in order to help students improve their speaking skills, so that they can develop their speaking skills without any type of complication and acquire vocabulary and oral fluency.
- It is recommended to the authorities to help teachers with training courses to avoid the lack of knowledge that they have regarding the development of activities with dramatization.
- It is hoped that teachers can use dramatization as a strategic teaching tool to help students with their English language acquisition in a much more adequate way, emphasizing creativity and confidence in learning a second language.
- Finally, it is hoped that the present study will have validity when carrying out more activities with a similar theme, recognizing important aspects that can serve as a guide for further research work.

GLOSSARY

Dramatization: A noun of theatrical adaptation.

Skills: An ability to do an activity or job well, especially because you have practiced it.

Learning: The activity of obtaining knowledge.

Deficiencies: A state of not having, or not having enough, of something that is needed.

Education: The process of teaching or learning, especially in a school or college.

Note: The Cambridge Dictionary was used to accurately define the meaning or definition of the new words in this research.

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ANNEXES

Annex N1: Request for instruments' application at the Sanchez y Cifuentes high school.



UNIVERSIDAD TÉCNICA DEL NORTE

Facultad de Educación, Ciencia y Tecnología

MSC. ~~Helí~~ Rueda

Rector de la Unidad Educativa Fiscomisional Salesiana Sánchez y Cifuentes.

Presente

Estimado magister,

Reciba un cordial saludo. La presente tiene como objetivo informarle que el estudiante Abalco Escobar Priscila Estefania, con cédula de identidad 1756263404 de la Universidad Técnica del Norte, de la carrera de licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, se encuentra realizando su trabajo de investigación para titulación. El tema del presente trabajo es "Dramatization as a strategy to improve speaking skills of high school students." (La dramatización como estrategia para mejorar la habilidad del habla de los estudiantes de secundaria) El cual se relaciona con el proceso de enseñanza-aprendizaje del idioma inglés. En tal virtud, solicito muy comedidamente su autorización para que el mencionado estudiante recabe información en el la Unidad Educativa Fiscomisional Salesiana Sánchez y Cifuentes, que usted dirige, mediante encuestas y entrevistas dirigidas a estudiantes de octavo año de educación general básica y docente de inglés.

Se garantiza que los aportes de todos los encuestados y entrevistados de la instrucción serán anónimos y tendrán uso exclusivamente académico. Además, este estudio no conlleva ningún tipo de riesgo, los participantes no recibirán ningún beneficio o compensación de carácter económico por su contribución. Como aporte a la institución, se garantiza también el derecho de los participantes a conocer los resultados de esta investigación, bajo esta virtud el estudiante Abalco Escobar Priscila Estefania se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final tanto físico como digital.

Si tiene alguna inquietud sobre esta investigación, se puede comunicar conmigo docente-tutor del presente tema de investigación al teléfono: 0999906618, o al correo electrónico: cdandrade@utn.edu.ec.

Cordialmente,

Abalco Escobar Priscila Estefania

Estudiante

SOLICITUD: Modificación del tema del trabajo de titulación.

Fecha: 02 de diciembre de 2022

Dirigido a: MSc. José Revelo **DECANO**

Solicitante: MSc. Rubén Congo Maldonado

Facultad: FECYT

Carrera: P.D.I

Asunto: Solicito muy comedidamente, se autorice la modificación del tema del trabajo de grado de la Srta. PRISCILA ESTEFANIA ABALCO ESCOBAR titulado: **“DRAMATIZATION AS A STRATEGY TO IMPROVE SPEAKING SKILLS WITH STUDENTS OF THE 8TH LEVEL OF “NAZACOTA PUENTO SCHOOL FORM CAYAMBE”,** quedando de la siguiente manera: **“DRAMATIZATION AS A STRATEGY TO IMPROVE SPEAKING SKILLS IN 8th LEVEL STUDENTS AT SANCHEZ Y CIFUENTES HIGH SCHOOL, ACADEMIC PERIOD 2022-2013.”** Debido a que realizó las practicas pre- profesionales y la recolección de datos en la Unidad Educativa “Sánchez y Cifuentes” de la ciudad de Ibarra.



Firma

C.I 100141723-5

CONSTANCIA DE PRESENTACIÓN:

FECHA:.....

HORA:.....

FIRMA:.....

Annex N3: Survey of students.



UNIVERSIDAD TÉCNICA DEL NORTE

PEGAGOGY OF NATIONAL AND FOREING LANGUAGUES



Estudiante Responsable: Priscila Estefania Abalco Escobar

**Encuesta para estudiantes de la Unidad Educativa Fiscomisional Salesiana
“Sánchez y Cifuentes”**

Topic: Dramatization as a strategy to improve speaking skills with students of high school.

Objective: To gather necessary information about the student’s perspective regarding the implementation of dramatization (acting according to a script in English) as a strategy to improve the speaking skills of eighth-grade students in basic general education.

A cordial my name is Estefania Abalco student of the Language Pedagogy Career of the Universidad Técnica del Norte and I would like to ask for your help with this questionnaire. Please answer the following questions related to English learning. This questionnaire is not a test; therefore, there are no right and wrong answers. I am only interested in YOUR personal opinion. Please be honest, because your honesty guarantees the success of my study. The questionnaire will only take 10 minutes.

Also, I would like to assure you that I will not show the questionnaires to anyone. This questionnaire is not related to your school; consequently, neither teachers nor authorities will have access to your answers. As you may have noticed, I am not asking for your names either, this questionnaire is completely anonymous, so please be as honest as possible.

¡Muchas gracias por tu ayuda!

Encuesta para estudiantes enfocada en la habilidad de speaking (hablar) en Inglés

Coloque una (X) en el cuadro que corresponda a la respuesta que usted este de acuerdo.

Which skill do you find most difficult to develop during English class? You may choose more than one option.

Speaking (hablar)	
Listening (escuchar)	
Reading (leer)	
Writing (escribir)	
Ninguna	
Todas	

1. ¿Considera usted importante el desarrollo de la destreza speaking (hablar) en la clase de Inglés?

Muy interesantes	Interesantes	Algo interesantes	Poco interesantes	Nada interesantes

2. ¿Las actividades para el desarrollo de la destreza speaking (hablar) aplicadas por el docente, son?

Muy interesantes	Interesantes	Algo interesantes	Poco interesantes	Nada interesantes

3. ¿Con que frecuencia su docente de inglés ha incluido una dramatización (actuar de acuerdo a un guion en inglés) en la clase para mejorar la habilidad del speaking?

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca

4. ¿Con que frecuencia su docente de inglés ha incluido diálogos en la clase para mejorar la habilidad del speaking (hablar) ?

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca

5. ¿Con que frecuencia su docente de inglés ha incluido conversación en pajaras en la clase para mejorar la habilidad del speaking (hablar)?

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca

6. ¿Con que frecuencia su docente de inglés ha incluido exposiciones sobre algún tema en la clase para mejorar la habilidad del speaking (hablar)??

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca

7. ¿Le gustaría que su docente de inglés incluya la dramatización (actuar de acuerdo a un guion en inglés) en la clase de inglés?

Bastante	Mucho	Poco	Casi Nada	Nada

8. ¿En qué porcentaje considera usted que la dramatización (actuar de acuerdo a un guion en inglés) como estrategia puede mejorar su speaking?

100%- 75%	75%- 50%	50%-25%	25%-0%



UNIVERSIDAD TÉCNICA DEL NORTE
 PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES



Estudiante Responsable: Estefania Abalco

Encuesta para estudiantes de la Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes"

Topic: Dramatization as a strategy to improve speaking skills with students of high school.

Objetivo: Recopilar Información necesaria sobre la perspectiva de los estudiantes con relación a la implementación de la dramatización (actuar de acuerdo a un guion en inglés) como estrategia para mejorar la habilidad del habla de los estudiantes de octavo año de educación general básica.

Un cordial saludo querido estudiante, soy Estefania Abalco estudiante de la Carrera de Pedagogía de Idiomas de la Universidad Técnica del Norte y me gustaría pedir tu ayuda con este cuestionario. Por favor, responde a las siguientes preguntas relacionadas con el aprendizaje del inglés. Este cuestionario no es una prueba; por lo tanto, no existen respuestas correctas e incorrectas. Solo me interesa TU opinión personal. Por favor se honesto, porque tu honestidad garantiza el éxito de mi estudio. El cuestionario solo tomará 10 minutos.

Además, me gustaría asegurar que no mostraré los cuestionarios a nadie. Este cuestionario no está relacionado con tu colegio; en consecuencia, ni los profesores ni las autoridades tendrán acceso a tus respuestas. Como habrás notado, tampoco estoy preguntando tus nombres, este cuestionario es completamente anónimo, así que sé lo más honesto posible.

¡Muchas gracias por tu ayuda!

Encuesta para estudiantes enfocada en la habilidad de speaking (hablar) en Inglés

Coloque una (X) en el cuadro que corresponda a la respuesta que usted este de acuerdo.

- ¿Cuál destreza se le hace más complicado desarrollar durante la clase de inglés? Puede escoger más de una opción.

Speaking (hablar)	
Listening (escuchar)	
Reading (leer)	
Writing (escribir)	<input checked="" type="checkbox"/>
Ninguna	
Todas	

- ¿Considera usted importante el desarrollo de la destreza speaking (hablar) en la clase de Inglés?

Muy importante	Importante	Algo importante	Poco importante	Nada importante
<input checked="" type="checkbox"/> Demasiado				

1. ¿Las actividades para el desarrollo de la destreza speaking (hablar) aplicadas por el docente, son?

Muy interesantes	Interesantes	Algo interesantes	Poco interesantes	Nada interesantes
------------------	--------------	-------------------	-------------------	-------------------

No pronuncia bien ciertas palabras.

2. ¿Con que frecuencia su docente de inglés ha incluido una dramatización (actuar de acuerdo a un guion en inglés) en la clase para mejorar la habilidad del speaking?

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca
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3. ¿Con que frecuencia su docente de inglés ha incluido diálogos en la clase para mejorar la habilidad del speaking (hablar) ?

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca
---------	--------------	----------------	---------	-------

4. ¿Con que frecuencia su docente de inglés ha incluido conversación en pajaras en la clase para mejorar la habilidad del speaking (hablar)?

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca
---------	--------------	----------------	---------	-------

5. ¿Con que frecuencia su docente de inglés ha incluido exposiciones sobre algún tema en la clase para mejorar la habilidad del speaking (hablar)??

Siempre	Casi siempre	Ocasionalmente	A veces	Nunca
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6. ¿Le gustaría que su docente de inglés incluya la dramatización (actuar de acuerdo a un guion en inglés) en la clase de inglés?

Bastante	Mucho	Poco	Casi Nada	Nada
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7. ¿En qué porcentaje considera usted que la dramatización (actuar de acuerdo a un guion en inglés) como estrategia puede mejorar su speaking?

100%- 75%	75%- 50%	50%-25%	25%-0%
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UNIVERSIDAD TÉCNICA DEL NORTE

PEGAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Estudiante responsable: Estefania Abalco

Interview for English teachers of the Unidad Educativa Fiscomisional Salesiana "Sánchez y Cifuentes".

Objective: To gather necessary information about the teachers' perspective regarding the implementation of dramatization (acting according to a script in English) as a strategy to improve the speaking skills of eighth-grade students in basic general education.

1. What is the skill that students have the most difficulty with, according to the grading instruments you apply? Why, how, and in what way?

2. How do you assess speaking skills in students? What techniques do you use and why and how do you use them?

What are the specific activities you use to motivate students to learn and speak a second language? Why and how do you use these strategies?

4. Do you consider it important for students to develop speaking skills both in and out of the classroom? Yes or no and why?

5. What activities do you present that make it easier for students to receive information so that they can manipulate it, transform it, and finally produce English in a communicative context?

6. Do you consider that dramatization is a good strategy to improve students' speaking? Yes or no and why?

7. Do you consider that the application of dramatization as a learning strategy provides positive incentives for students? Yes or no and why