

« Year of the Universalization of Health »

INSTITUTE OF HIGHER PUBLIC PEDAGOGICAL EDUCATION

“SAN JOSEMARÍA ESCRIVÁ”



PROMOTION 2015-2019

THESIS

Dramatization as an educational resource in improving the pronunciation of the English language in secondary school students of the Educational Institution “Monseñor Frutos Berzal Robledo” – Imperial, 2019.

PRESENTED BY THE GRADUAND

Luz Clara GALDOS QUIROZ

In order to opt for the professional title of:

Teacher in the Language career, specialty: English

CAÑETE, PERÚ

2019

DEDICATION

The present investigative work I dedicate mainly to God, for being the inspiration and giving me strength to continue in this process of obtaining one of the most desired wishes.

To my father Alex Tránsito for his love, work and sacrifice in all these years, thanks to him I have managed to get here and become what I am. It has been the pride and privilege of being his daughter, he is the best father.

To my mother Luz Aurora who with her love, patience and effort has allowed me to fulfill another dream today, thank you for instilling in me the example of effort and courage, of not being afraid of adversity because God is always with me.

Luz Clara

To my sisters Estrella and Eva Luz for always being present, accompanying me, for the moral support they gave me throughout this stage of my life..

To my daughter Alexa Mitsuha for her affection and affection, they are the triggers of my happiness, of my effort, of my desire to seek the best for her. Even at her young age, she has taught me and continues to teach me many things in life, for helping me find the sweet and not bitter side of life, it is the greatest motivation to successfully conclude this thesis.

Luz Clara

GRATITUDE

In a special way, I thank Director Nelson Goicochea Madueño who with his wisdom, knowledge and support, motivated me to develop as a person and professionally at the IESPP “San Josemaría Escrivá”, experience that served to develop this research work.

THE GRADUAND

GRATITUDE

I thank the teacher Victor Teodoro Quispe Faustino of the IESPP “San Josemaría Escrivá”, for having shared his knowledge throughout the preparation of our profession that was used in the preparation of the research work.

THE GRADUAND

GRATITUDE

To the Director Heber Quiroz Espinoza for trusting me, opening the doors and allowing me to carry out the entire investigative process within his educational establishment at the I.E.P. "Mons. Berzal Robledo Fruits".

THE GRADUAND

SUMMARY

In the research titled: Dramatization as an educational resource in improving the pronunciation of the English language in secondary school students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Nuevo Imperial, 2019. Its main purpose is to determine the influence of dramatization as an educational resource in improving the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

The quasi-experimental design was used to carry out the study, that is, with a pre-test and post-test with a control and application group. With a population of 52 students, common, made up of 21 students in fifth grade a and 31 students in fifth grade b; to which instruments such as estimation scales were applied that lead to very positive results in the research.

It was concluded that the dramatization as an educational resource has an influence on the improvement of the pronunciation of the English language as shown by the results of the application of the post-test to the control group, 14% (3) always marked the total sample, 68 % (15) answered almost always of the total sample and 18% (4) answered sometimes of the total sample; On the other hand, in the post-test of the application group, 77% (17) always answered, while 23% (5) almost always scored from the total population, because the control group continued to perform the didactic sequences in normal form and the application group applied the use of dramatization as a didactic resource, notably improving its intonation, stress and rhythm when pronouncing words in the English language.

Keywords: dramatization, educational resource, pronunciation.

ABSTRACT

In the research entitled: Dramatization as an educational resource in the improvement of English language pronunciation in secondary school students of the Public Education Institution "Our Lady of Lourdes" - Nuevo Imperial, 2018. Its main purpose is to determine the influence of the dramatization as an educational resource in the improvement of the pronunciation of the English Language in the students of Secondary Education of the Public Educational Institution "Our Lady of Lourdes" - Nuevo Imperial, 2018.

For the study, the quasi-experimental design was used, that is, with pre-test and post-test with control and application groups. With a population of 52 students, composed of 21 students of first grade a and 31 students of first grade b; to which instruments were applied such as the scales of estimation that lead to very positive results in the investigation.

It was concluded that the dramatization as an educational resource has an influence on the improvement of the pronunciation of the English language as evidenced by the results of the application of the post test to the control group 14% (3) always marked the total of the sample, 68 % (15) almost always responded to the total sample and 18% (4) sometimes responded to the total sample; on the other hand, in the post-test of the application group 77% (17) always responded, while 23% (5) almost always marked the total population, because the control group continued to carry out the didactic sequences in a normal way and the application group applied the use of dramatization as a teaching resource, notably improving its intonation, stress and rhythm when pronouncing words in the English language.

Keywords: dramatization, educational resource, pronunciation.

INDEX

	P.
Cover	1
Dedicatoria	2
Gratitude	4
Summary	7
Abstract	8
General index	9
Table index	13
Table index	13
Índice de gráficos	15
Introduction	16

CHAPTER I

PROBLEM STATEMENT

1.1. Description of the problem	17
1.2. Problem formulation	20
1.2.1. General problem	20
1.2.2. Specific problems	20
1.3. goals	20
1.3.1. Overall objective	20
1.3.2. Specific objectives	21
1.4. Justification and importance of the study	21

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Study Background	23
-----------------------	----

2.2. Theoretical-scientific bases	27
2.2.1. The dramatization.	27
2.2.2. Expressive resources of the dramatization.	29
2.2.3. Elements of the dramatization.	30
2.2.4. Educational resource..	32
2.2.5. The pronunciation..	33
2.2.6. Pronunciation characteristics	35
2.3. Definition of basic terms	36

CHAPTER III

HYPOTHESIS SYSTEM

3.1. Hypothesis system	40
3.1.1. General hypothesis	40
3.1.2. Specific hypotheses	40
3.1.3. Null hypothesis	41
3.2. Variables System	41
3.2.1. Independent variable	41
3.2.2. Dependent variable	42

CHAPTER IV

INVESTIGATION METHODOLOGY

3.1. Method	43
3.2. Kind of investigation	44
3.3. Research design	44
3.4. Population and sample	45
3.4.1. Population	45
3.4.2. Sample	45
3.7. Techniques and instruments that are operated in the investigation	46
3.7.1. Techniques for data collection	46
3.7.2. Instruments for data collection	46
3.7.3. Data processing	46
3.7.4. Data analysis and interpretation	47
3.7.5. Data presentation	47
3.7.6. For the final report	47

CHAPTER IV
PRESENTATION OF RESULTS

5.1. Introduction	48
5.2. Statistical treatment and interpretation of data	49
5.3. Inference level	65
5.3.1. Hypothesis testing	65
5.3.2. General hypothesis testing	65
5.3.3. Specific hypothesis tests 1	67
5.3.4. Specific hypothesis test 2	70
5.3.5. Specific hypothesis test 3	72
Conclusions	74
Suggestions	76
Bibliography	77
Annexes	79

ÍNDICE DE TABLAS

Table 1	
<i>Pre-test of the experimental group and control group.</i>	49
Table 2	
<i>Pre-test of the experimental group and control group.</i>	51
Table 3	
<i>Pre-test of the experimental group and control group.</i>	53
Table 4	
<i>Pre-test of the experimental group and control group.</i>	55
Table 5	
<i>Post-test of the experimental group and control group.</i>	57
Table 6	
<i>Post-test of the experimental group and control group.</i>	59
Table 7	
<i>Post-test of the experimental group and control group.</i>	61
Table 8	
<i>Post- test del grupo experimental y grupo de control</i>	63
Table 9	
<i>Statistics of paired samples.</i>	66
Table 10	
<i>Paired samples test.</i>	66
Table 11	
<i>Paired Samples Statistics.</i>	68
Table 12	
<i>Paired samples test.</i>	69

Table 13	
<i>Paired Samples Test.</i>	70
Table 14	
<i>Paired Samples Test.</i>	71
Table 15	
<i>Paired Samples Statistics.</i>	72
Table 16	
<i>Paired Samples Statistics.</i>	73

CHARTS INDEXES

Figure 1	
<i>Pre-test of the experimental group and control group.</i>	49
Figure 2	
<i>Pre-test of the experimental group and control group.</i>	51
Figure 3	
<i>Pre-test of the experimental group and control group.</i>	53
Figure 4	
<i>Pre-test of the experimental group and control group.</i>	55
Figure 5	
<i>Post-test of the experimental group and control group.</i>	57
Figure 6	
<i>Post-test of the experimental group and control group.</i>	59
Figure 7	
<i>Post-test of the experimental group and control group.</i>	61
Figure 8	
<i>Post-test of the experimental group and control group.</i>	63

INTRODUCTION

GENTLEMEN MEMBERS OF THE RATING JURY:

Complying with the legal provisions set forth in Law No. 30512, Law on Higher Education Institutes and Schools and the Public Career of its Teachers in its chapter III on the Academic Regime of Higher Education Institutes and Schools in its art. N ° 14, 15 and 16 indicate the obtaining of degrees and title. Therefore, this research work, called: Dramatization as an educational resource in improving the pronunciation of the English language in secondary school students of the Educational Institution “Monseñor Frutos Berzal Robledo - Imperial, 2019.

The primary objective of the research work was to determine the influence of dramatization as an educational resource in improving the pronunciation of the English Language in Secondary Education students of the Educational Institution “Monseñor Frutos Berzal Robledo - Imperial, 2019. Since in the development of the learning sessions by the teachers in the educational institution, it is not fulfilled using the appropriate teaching and learning strategies that allow to carry out didactic sequences that they manage to develop students' skills in the pronunciation of the English language.

Through the use of dramatization it is achieved that the student interacts in a practical way in the development of their didactic sequences to achieve the learning of the English language, especially in its pronunciation.

The work has been divided into four chapters that contain the following information: Through the use of dramatization, the student interacts in a practical way

in the development of their didactic sequences to achieve the learning of the English language, especially in its pronunciation.

The work has been divided into four chapters that contain the following information:

Chapter I: Statement of the problem

The problem description is made, the problems are formulated: general and specific; the objectives are stated: general and specific and the justification and importance of the study.

Chapter II: Theoretical framework

The background of the problem, the scientific theoretical bases of each of the variables are described according to the authors who give theoretical support to the research work.

Chapter III: Research Methodology

Develops the type, method and design of research; population and sample; techniques and instruments for data collection and system of variables used in the research.

Chapter IV: Presentation of results

Reference is made to what has been done in the field work. Tables and graphics are presented as a result of the use of the spss program of the results obtained from the data collection instrument, then the analysis and interpretation of data is carried out.

THE GRADUAND

CHAPTER I

PROBLEM STATEMENT

1.1. Description of the Problem.

It is estimated that, at present, about 2 billion people are learning the English language worldwide, an amount that is increasing year by year, due to the fact that they allow them to achieve their personal development, access to vast sources of information and the possibility of obtaining better jobs, Estrada on the importance of learning English (2002) states: “English is currently a very important language, since economic, political, academic and cultural transactions are carried out with it, as well as scientific advances are shared and technological ”(p. 2). Likewise, Gradol, (2006) points out that: “According to data from the British Council, approximately 375 million people worldwide speak English as their native language and between 400 and 1400 million more speak it as a second language” (p. 62).

Reason why it is necessary that in the school environment the domain of a foreign language such as English is considered in the curricular designs, because it is an

indispensable condition to deepen and update knowledge. It is the most used language in the publication of international magazines, due to its intrinsic simplicity and clarity, it allows the student to actively participate in events such as forums, conferences, etc., as well as facilitating communication and interacting with others in that language. They also broaden students' knowledge in an inclusive way and favor their conception of this globalized world.

Due to what the command of the English language allows is that Williams and Burden, (1999), affirm:

The learning of a universal language, must fundamentally be directed to the development of the communicative interaction ”, because the interaction and the communication constitute essential functions of the language. The language must then be conceived as a resource that facilitates interaction and communication with speakers from other countries. (p. 137).

Faced with this global context of the need to learn the English language in our country as part of this globalized world, it has been necessary to insert the English language area in the National Curriculum at the Secondary Education level, so that students (a) have command of the basic English language at the end of their training in regular basic education and can communicate, for which the National Curricular Design (2015) states: “Learning English as an international language contributes to strengthening students' communicative competence to come into contact with other people who speak that language, whether in their environment or in others ”(p. 16).

In the various public and private institutions of the country this subject has been developed taking into account the situational context of each one of them, in the same way this area has also been developed in our province in which it is observed that it is not very favorable due to that is followed with the same traditional teaching modality, where the student only transcribes and repeats a small number of terms in English and with an incipient pronunciation, they are ashamed to speak the language because when they pronounce it they are reasons for mockery and laughter classmates, they do not take learning this language seriously, they do not have the support of their parents

because they do not have knowledge of how it is pronounced and written, which is reflected in their notes and especially when they have to communicate orally and in writing, this language.

Given the problem described, it is necessary to use a series of educational resources that allow the development of competencies in the English language, which is why it is necessary to use dramatization to achieve successful learning, on dramatization Fuégel, (2000) affirms : "Dramatization is linked to linguistic expression, together with corporal expression and manifesting a plastic expression, through the dialogue of the characters who participate in it" (p. 84).

Therefore, it is essential to use new techniques such as dramatization for the pronunciation of the English language in the students who start from a greeting and make a small presentation; and then apply it in an increasingly complex situation. Speaking is one of the biggest obstacles for a student, especially if it is to do it in the English language fluently and correctly.

As stated by Mateo, (2011) that:

Role play has a beneficial influence on child development and the acquisition of social skills that later serve real life. On the cognitive level, dramatization provides knowledge that is difficult to forget, since it has been obtained through experimentation. (p. 01)

Dramatization as an educational resource allows students to acquire social skills that will be applied in any significant situation within their social context, this technique allows students to improve their pronunciation, on its definition Paulette, (2005) states: "Pronunciation is the production of sounds with appropriate intonation, stress and rhythm in a given oral language "(p. 50).

In pre-professional practices it has been possible to observe the problem of bad pronunciation in students, which for many is a great difficulty since pronunciation is the emission of articulated sounds when speaking in a certain language. Producing a

sentence in English requires breaking down barriers much feared by the students: cultural, phonetic and psychological barriers for fear of saying it wrong. The described situation has been observed punctually in the Educational Institution "Monseñor Frutos Berzal Robledo", belonging to the district of Imperial. For this reason, it has been chosen to carry out this research with the need to ensure that the students develop a good pronunciation of English.

1.2.Problem formulation.

1.2.1. General Problem.

How does dramatization as an educational resource improve the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019?

1.2.2. Specific Problems.

In what way does linguistic expression improve the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019?

In what way does corporal expression improve the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019?

In what way does plastic expression improve the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019?

1.3. Goals.

1.3.1.General Objective.

To determine the influence of dramatization as an educational resource in improving the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

1.3.2. Specific objectives.

Demonstrate the influence of linguistic expression in improving the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

To determine the influence of corporal expression in the improvement of the pronunciation of the English Language in Secondary Education students of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

Check the influence of the plastic expression in the improvement of the pronunciation of the English Language in the students of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

1.4. Justification and importance of the study.

The research allowed to demonstrate the importance of dramatization as an educational resource in the improvement of the pronunciation of the English language in the students, which contributed to improve and raise the level of pronunciation in the area of the English language. At the same time, they became aware of the importance of developing the ability to express themselves and communicate fluently and clearly in a work environment or in everyday life.

Dramatization as a resource allowed the students to constantly interact, improving their oral communication in various everyday situations and for various purposes related to family and social life. It involves knowing how to listen and express one's ideas, emotions and feelings in different contexts with different interlocutors. Within the communicative teaching of the English language, task-based learning is assumed

nowadays, as this gives the student the maximum opportunity to use the language for a specific purpose, which implies a greater development of pronunciation. Oral development is undoubtedly essential within the teaching-learning process, where interpersonal relationships are expressed either individually or in groups.

The work allowed to demonstrate that there are a series of educational resources that can be used in order to improve the pronunciation of the English language in this case using dramatization which contributed to the development of communication skills, abilities, skills and abilities when communicating in the English language.

CHAPTER II

2.1. Background of the Problem..

2.1.1. .International Background.

Cuartero (2014) in his thesis: "the dramatization in the English class in Primary Education", to choose the title of teacher of Primary Education, at the University of Valladolid, Spain, arriving at the following conclusions:

- ✓ So during the work I have managed to analyze, reflect and study the use of dramatization, not only as a strategy for relaxation and playfulness, but also as a strategy for teaching English in the classroom, motivated by the interest of the students and my experience as a monitor in other areas of learning.
- ✓ Dramatization is considered an important aspect in the teaching of Primary Education, but it is not as widely used as it seems.
- ✓ What I have been able to verify is that some teachers do not use this resource with their students "for fear of", for fear of missing a few days of sessions that can be used for something more important, fear that students do not attend and "move" more than normal, or simply because of the laziness of the preparation.

Ruano, (2013) in his thesis entitled: “development of oral expression through dramatization in Primary Education”. To choose the Degree in Primary Education at the University of Valladolid, Spain. She reached the following conclusions:

- ✓ Throughout this work we have approached the complex phenomenon of dramatization to justify its relationship with the improvement of oral expression. This interdisciplinary methodology is a great learning tool that, through playful activities, motivates students to communicate by overcoming their fears, and contributes effectively to their individual and social development.
- ✓ Oral language incorporates aspects that can hardly be captured through writing, such as affectivity and emotion. The dramatization makes students understand syntax, vocabulary, etc., through lived situations, thanks to the fact that we can use the language in its own context.
- ✓ Theater is not a miraculous pedagogy that ensures positive learning results in all our students, but it is an excellent resource to ensure that a greater number of children can achieve full communicative competence, being aware of their progress and having fun at the same time .

This antecedent is related to the improvement of oral expression, dramatization is a great learning tool that, through playful activities, motivates students to communicate overcoming their fears, and contributes effectively to their individual and social development of each one of them.

2.2.2. National Background.

De la Cruz, (2013) in her thesis entitled: "Dramatization as a didactic strategy and the pronunciation of the English language in students of the Fifth Grade of Primary", carried out at the National University of Education Enrique Guzmán and Valle, to obtain the second specialty degree in Professional Foreign Language at the Sor Rosa Larraburre Educational Institution, San Isidro, Lima. She reached the following conclusions:

- ✓ It is concluded that dramatizations as a didactic strategy are significantly related to the pronunciation of the English language in the fifth grade students of the Sor Rosa Larrabure Educational Institution, San Isidro, Lima in 2013, since the relationship is positive strong high and significant, according to the general hypothesis test, obtaining 0.864 points as a level of correlation.
- ✓ It is concluded that the prepared dramatization is significantly related to the pronunciation of the English language in the fifth grade students of the Sor Rosa Larrabure Educational Institution, San Isidro Lima, in 2013. According to the specific hypothesis tests N ° 2, the relationship is positive, strong and significant, obtaining 0.796 points of the correlation level

Pillaca and Ureta, (2014) in their thesis entitled: "The dramatization of folk tales in the improvement of oral expression in 4-year-old children", to opt for the Bachelor's degree in Initial Education at IEI No 432-12 / Mx -P. Ayacucho, Peru. They reached the following conclusions:

- ✓ The application of the dramatization of folk tales improved efficiently (87%) and regularly (13%) the oral expression (diction, fluency, coherence and vocabulary) of the 4-year-old children. This is verified with the results of the post-test through the checklist, whose score was 4 to 5 in most of the proposed indicators..
- ✓ The children of the experimental group (100%) improved their diction level more than the control group (26%), demonstrating that the application of the dramatization of folk tales shows a significant result..

This antecedent shows that the dramatization of folk tales improved efficiently, in oral expression (diction, fluency, coherence and vocabulary), its level of verbal coherence and the level of increase in vocabulary. Quispe, (2014) in her thesis entitled: "Verbal games and their influence on the pronunciation of students of the Centro de Varones Public Educational Institution", carried out

at the San Josemaría Escrivá Public Pedagogical Higher Education Institute, to choose the title of teacher of English Language. She reached the following conclusions:

- ✓ It is concluded that the influence of verbal games was significant because the students of the public educational institution "men's center" showed an improvement in their pronunciation, as reflected in the marks obtained in the pre-test, noting a difference of 9.53 between both of them.
- ✓ The verbal game "whisper in my ear" used in the development of the learning sessions, allowed 61% of the students of the public educational institution "Centro de Men" to improve their accentuation from a regular level to an excellent level. Likewise, the students were able to distinguish homograph words in English through accentuation, since depending on the strength with which the words are stressed, it could be a verb or a noun.
- ✓ The verbal game "Spelling" used in the development of the learning sessions, allowed 68% of the students of the IEP "Centro de Men" to produce consonant sounds from a deficient level to a regular level, due to the pronunciation of the English alphabet in the same way managed to develop their auditory perception.

This antecedent develops verbal games, influencing significantly because the students of the Public Educational Institution "Centro de Men" showed an improvement in their pronunciation, as reflected in the marks obtained in the pre-test carried out by the teacher.

2.1. Theoretical-scientific bases.

2.1.1. Dramatization.

A skit is a representation of a certain situation or event. The dramatic is linked to the drama and the latter to the theater, so a dramatization can be both

tragic and comic. Dramatizations help the creativity of the actor who represents a scene and the viewer who can link said representation with real life. In this sense, the dramatizations can help to understand the reality since they suppose a specific cut of real situations.

As Fuégel, (2000) indicates that: "Dramatization is linked to linguistic expression, together with corporal expression and manifesting a plastic expression, through the dialogue of the characters who participate in it" (p. 84).

The dramatization makes us live experiences that perhaps in real life we will not get to live; In this way, our attitudes and capacities are put to the test to face certain circumstances. Dramatization favors the development of attitudes and capacities that help us to function in different types of circumstances. All the characteristics of the dramatization refer to the skills that, as people, we develop throughout our lives and that make it possible for us to integrate ourselves within a community. When we learn a second language, in some way, we have to redevelop part of those skills, because we are faced with another linguistic and cultural code.

Through the dramatizations, the students carry out conversations in a playful way promoting the pronunciation of the English language and we must also consider as an advantage that the students are not mentally blocked by the prejudices that adults show when they have to represent an activity in the classroom that helps to learn a new communication system, especially at the phonetic level. While adults are inhibited out of fear of making a fool of themselves when it comes to acting and pronouncing the foreign language, students show a less negative attitude and are not afraid of making mistakes, thus facilitating the learning process. Therefore, dramatization as a didactic strategy is based on the communicative approach that is currently being proposed for the teaching of the English language..

Asimismo, Pardo, (2005) señala que:

La dramatización busca imprimir un carácter dramático y expresivo a algo que no lo tiene, nada más; o pretende realizar un espectáculo estéticamente perfecto. Los niños y el maestro pueden aspirar a que el resultado sea excelente, pero sin estresarse por lograrlo. Lo que importa es la experiencia del proceso dramático, más que la culminación de una puesta en escena. (p. 31)

Dramatization is a process, a dramatic activity that is developed through expression games through songs, poems, dramatic games, role playing, such as role play and simulations with the purpose of developing expression, communication according to Curricular objectives in teaching language learning.

Motos and Tejedo, (2008) point out that: "Dramatizations constitute a creative process that uses certain techniques and elements of theatrical language as recreational or didactic support (...)" (p.197).

The dramatization uses artistic elements of the theater so that the spectators can discern the information and the message to be more attractive and dynamic, in this way it becomes a didactic strategy for the motivation and teaching of various areas.

Dramatization, as an expressive art, enables the formulation of ideas and feelings of the participants using the natural means of communication: the voice and the body. The confidence and communicative capacity of the participants in the dramatic activity are developed by the encouragement and support of the group where, on the one hand, non-verbal communication is exercised through mime or body language games and, on the other, communication Verbal, the oral expression capacity of the individual, is tested in activities such as: for example: character play and simulation.

For García, (1995) says that: "To dramatize is to live, to experiment with life itself" (p. 11). Dramatization is part of daily life; Many of our actions are carried

out using the art of dramatization, when we imitate the school teacher, a doctor, a hero, a singer, a mother taking care of her baby, etc. They are representations of everyday cases from real life or from the imagination. They are examples of dramatization that taken to the field of education is applied as an English language learning strategy.

2.2.2. Expressive resources of the dramatization.

The dramatization, are integrated and are supplied with three basic resources, namely: linguistic expression, body expression, plastic expression.

A. Linguistic Expression: It refers to everything related to the word (oral and written) from its meaning to its use in the sentence, its intonation or the morphology of the word itself with which interesting sound effects can be created.

On the linguistic expression Cervera, (1984) says: "The full linguistic expression supposes the mastery of all the resources derived from the word and its use, and implies both correctness and expressiveness" (p. 32-33) .

In linguistic expression, voice modulation is used appropriately and verbal improvisation is performed during participation.

A. Body Expression: It is the one that uses the human body (including face) as an instrument. Combine position, gesture and movement to convey all possible feelings. Its use underlines, completes or replaces oral language.

Stokoe, (1996), states that:

Body expression is a form of communication and expression of the human being, in which the body is the main source, it is a universal, unipersonal, non-verbal language, where through movements and gestures, ideas, feelings, experiences, are transmitted, fantasies. (p. 59)

Body expression is the art of movement, an integral conception of life, it implies its multifaceted education, which favors the physical, the sensory, the effective and the cognitive. Body expression refers to movement, with the purpose of promoting learning processes, structuring the body scheme, building an appropriate self-image, improving communication and developing creativity. Its object of study is the communicative corporality in a relationship: being in motion in a time, a space and with a certain energy. The strategies for their learning are based on play, imitation, experimentation and imagination.

In the corporal expression the corporal actions carried out correctly, the coordination of the movements when moving, and the adaptation of different corporal positions are evaluated.

B. Plastic Expression: It uses external resources to the body such as light, costumes, makeup and scenery. But also of corporal resources, that is to say, plastic effects can be created by playing with the volumes, the line and the color of the body; as well as with the sum of individual body positions.

For Beuchat, Iriarte and others (2006), they state that: “Plastic expression is achieved through lights, colors, shadows, which express the personality of the person who performs them” (p. 06).

In the plastic expression, feelings and fantasy are demonstrated during participation, the elaboration of materials such as a mask, using colors, tempera, etc..

A. Characters: With respect to the characters, we know that they can be each one of the human beings, supernatural and symbolic, animals or even objects of a literary work. The character is in charge of performing the dramatic action, he is the one who does the task; and, characterized by a series of attributes: name, age, physical and characteristic features, situation, social class, personal history, code of values and relationships with other characters.

B. Conflict: The dramatic conflict would be any situation of shock, disagreement, permanent opposition or struggle between people or things. Conflicts can also take multiple forms: rivalry between characters, clashes between conceptions of the world, between different types of morals, opposition between the individual and society, etc. The conflict is structured in three phases: approach, node or problem and outcome. In other words, dramatization is the theatrical interpretation of a problem or situation in the general field of human relations.

C. Space: Where is the action carried out? Two situations should be highlighted: on the one hand, in a scenic space and on the other in a dramatic space.

D. Time: A distinction can be made between duration and epoch. Within the first category, we must differentiate between dramatic time and fictional time. In dramatic Time is the time that the representation lasts; the dramatic duration is the conventionally accepted one for the embodiment of the action on stage. The fictional time corresponds to the time interval that in reality the represented action would last, in short, the duration corresponding to the duration corresponding to the event occurring in reality.

E. Argument: It is what counts, the plot of the narrated story. The scheme of action.

F. Topic: The topic has been logically, the central idea or ideas.

2.2.4.- Educational resource.

The meaning of educational didactic resources has been called in various ways, such as: didactic aids, didactic resources, educational media. Morales (as cited in Vargas, 2017),

A didactic resource is understood to be the set of material means that intervene and facilitate the teaching-learning process. These materials can be both physical and virtual, they assume as a condition, awaken the interest of students, adapt to their physical and mental characteristics, in addition to facilitating teaching activity by serving as a guide; They also have the great virtue of adapting to any type of content. (p.69)

The importance of the didactic material lies in the influence that the stimuli to the sensory organs exert on the learner, that is, it puts them in contact with the learning object, either directly or giving the sensation of indirectness. The functions of the didactic resources must take into account the group to which it is directed, in order for this resource to be really useful.

Among the functions according to Vargas (2017) that didactic resources have are:

a) provide information, b) fulfill an objective, c) guide the teaching and learning process, d) contextualize students, e) facilitate communication between teachers and students, f) bring ideas closer to the senses, g) motivate to the students. (p.69)

2.2.5 The pronunciation.

The term pronunciation is used in two senses: in the most restricted, it refers to the vocalization or articulation of the sounds of a language; in a broader one, it also includes the prosodic component (accentuation, rhythm and intonation), so it is equivalent to phonic production.

Thus Paulette, (2005) indicates that: "Pronunciation is the production of sounds with an appropriate intonation, stress and rhythm in a given oral language" (p. 50). Teaching English, like all languages, is fraught with problems for the student. Some of these problems are easy to explain. Others are even more complicated, even for students with an advanced level of communicative competence and even for teachers.

As stated by Cantero, (2003) that:

Pronunciation is the production of significant sound in two senses. First of all, sound has meaning because it is part of the code of a language. In this way, we can talk about the distinctive sounds of English, French, etc. In this sense, we can say that pronunciation is the production and reception of speech sounds. Second, sound is significant because it is used to achieve meaning in contexts of use. In this case, we can speak of pronunciation with reference to speech acts. (p. 33)

Pronunciation is ultimately the materialization of oral language and as such it is both production and perception and hence its importance for the success of communication. Knowing the pronunciation of a Foreign Language is essential to speak in that language and understand the natives. If the pronunciation is correct, no obstacles will arise in communication and it will develop smoothly. The native speaker will not have to pay constant attention to understand what her interlocutor is trying to communicate to her, nor will she have to ask for repetitions or explanations of her message.

On the contrary, if the pronunciation is defective, it will require permanent attention and an effort of understanding on the part of the interlocutor or interlocutors, who could become impatient or even irritated. Apart from being basic in communication, pronunciation provides information about the speaker and also generates positive or negative attitudes or opinions, which can be the product of prejudices or stereotypes. The pronunciation provides information

about the situation in which the communication occurs and about our identity, geographical and social origin, style, etc.

Having a pronunciation close to the native model is always worthy of admiration and praise, which is beneficial for the learner; It contributes to increase their self-esteem and is also a good business card for the natives. For this reason, we believe that pronunciation is content within oral expression, comprehension and interaction that should not be neglected in favor of the other contents of the class. It is necessary to treat the pronunciation from the beginning so that the students have less difficulty understanding and at the same time, so that they themselves are understood. Pronunciation is closely related to oral skills and communication, although traditionally in the teaching of foreign languages it has been linked mainly to written language and phonetics. In fact, pronunciation and phonetics have been confused throughout the history of language teaching.

2.2.6. Pronunciation characteristics

Among the characteristics of the pronunciation of the English language are: the accent, rhythm and intonation. These vocal characteristics help convey meaning and must be used correctly.

A. The accent: It is the first vocal characteristic that we are going to study. Many languages have specific rules for stressing words when there is an exception to the rule, an accent is generally written above the stressed syllable. For

Paulette, (2005) found that: "Speakers must emphasize certain syllables in words, otherwise the words would be misunderstood or sound strange" (p. 08).

There are no consistent rules in English. Consequently, you may have difficulty trying to stress syllables correctly.

B. The rhythm: It is the second characteristic that we will study. Rhythm is created by strong accents or pauses in a sentence. In many languages, the rhythm is syllable-timed. This means that all vowels in all syllables are pronounced almost the same.

As expressed by Paulette, (2005), indicates that: "Certain words within the sentence should be emphasized, while others are expressed more quickly" (p. 96). To keep the sentence flowing smoothly, words are joined into sentences and separated by pauses to convey clear meaning. Using rhythm effectively will help you achieve more natural speech. The pace of conversational English is faster than that of formal speech. Each spoken sentence contains syllables or words that receive primary stress.

C. Intonation: It is the final vocal characteristic that you will learn. Intonation Patterns involve intoning and are responsible for the melody of the language. English speakers often rely more on intonation patterns to convey their meaning than on the pronunciation of the vowel and individual consonants.

As well as Paulette, (2005) affirms: "Intonation refers to the use of the melody, the rise and fall of the voice when speaking" (p. 105). All languages use different pitch rising and falling and have their own distinctive melody and intonation patterns. In fact, babies often recognize and use the intonation of their native language before learning the sounds of speech and words.

Intonation can convey grammatical meaning as well as the attitude of the speaker. That is, if a person is making a statement or a question; It will also indicate whether the person is confident, confident, shy, upset, or impatient. Correct use of intonation is necessary to convey your message correctly and to sound like an English speaker. However, there are many more possible variations that change the speaker's intentional meaning, attitude, and emotional state of mind. Inadvertently, you can confuse your listener by misusing intonation patterns in English.

2.3. Definition of basic terms

Dramatization

The term dramatization is one that is used to designate some type of representation or acting performance in which a performance of certain and specific situations is carried out.

Scene

A scene is a unit of action, often the subdivision of an act. It is generally synonymous with painting.

Characters

It is a being that intervenes in an artistic work. The characters are usually the main actors of a fiction and those who give impetus to the actions.

Dramatize

It means to represent lived or invented realities. For this we use all the communicative and expressive possibilities of our body (movement, gesture, posture or postural attitude) in addition to being able to use other resources.

student

The word student is often used as a synonym for student. This concept refers to those individuals who learn from other people.

Pronunciation

Pronunciation is the emission of sounds to speak; highlight; solve; declare yourself for or against something or someone. The concept is used to name the way or the way in which words are expressed.

Rhythm

Harmonious combination of sounds, voices or words, including the pauses, silences and cuts necessary to make it pleasing to the senses. English does not have a constant rhythm like Spanish, but consists of a mixture of strong sounds and weak sounds.

Diction

It is the way of pronunciation within the conditions imposed by the grammar rules.

Fluency

It is the process that allows smoothness, rhythm, continuous flow, without pauses or repetitions, with which sounds, words and phrases are united in oral language.

Intonation

It is the degree of elocution, inflection and expression of the voice achieved, to achieve an oral expression of the highest quality.

Pauses

They are the interruptions or stops we make when we speak or read.

Intensity

It is the greater or lesser degree of force when emitting speech sounds.

Clarity

It is the first quality of the joint, the lower jaw, tongue and lips must be properly operated to achieve a well defined diction.

Accentuation

Refers to the amount of volume that a speaker gives to a particular sound, syllable, or word.

CHAPTER III

HYPOTHESIS SYSTEM

3.1. Hypothesis system.

3.1.1. General Hypothesis.

H_G: Dramatization as a didactic resource improves the pronunciation of the English Language in 5th grade students. Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019

3.1.2. Specific hypotheses.

He₁: Linguistic expression improves pronunciation of the English Language in 5th graders. Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.

He₂: The corporal expression improves the pronunciation of the English Language in the students of the 5th. Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.

He3: The plastic expression improves the pronunciation of the English Language in the students of the 5th Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

3.1.3. Null hypothesis..

H₀: Dramatization as a didactic resource does not improve the pronunciation of the English Language in 5th grade students. Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

3.2.Variables.

3.2.1 Independent Variable:

Dramatization.

Conceptual Definition.

According to Fuégel M. (2000) indicates that: "Dramatization is linked to linguistic expression, together with corporal expression and manifesting a plastic expression, through the dialogue of the characters who participate in it." (p. 84).

Operational Definition.

It is the representation of a dramatic text, manifesting different facts, from the interpretation of activities of our daily life.

Dimensions.

- ✓ Linguistic Expression
- ✓ Body Expression
- ✓ Plastic Expression

3.2.2. Dependent Variable..

Pronunciation..

Conceptual definition.

For Paulette D. (2005) states that: "Pronunciation is the production of sounds with appropriate intonation, stress and rhythm in a given oral language." (p. 50).

Operational definition.

It is the emission of articulated sounds when speaking in a certain language and language.

Dimensions.

- ✓ Intonation
- ✓ Accentuation
- ✓ Rhythm

CHAPTER IV

PRESENTATION OF THE METHOD

4.1. Method.

In the present research work, several methods were used such as:

A. Hypothetico-deductive method.

A researcher proposes a hypothesis as a consequence of his inferences from the empirical data set or from more general principles and laws. In the first case, he arrives at the hypothesis through inductive procedures and in the second case through deductive procedures. It is the first way of deductive logical inferences to arrive at particular conclusions from the hypothesis and that later can be verified experimentally.

B. The scientific and statistical method. To use the data necessary and pertinent to the study. And the statistics for the variables, their dimensions and the hypothesis test.

4.2. Kind of investigation.

The type of research that was used is applied research.

Defined by Carrasco, (2010), it establishes that: “This research is distinguished by having well-defined immediate practical purposes, that is, it is investigated to act, transform, modify or produce changes in a certain sector of reality” (p. 43) .

Its purpose is the search and consolidation of knowledge and the application of knowledge to enrich the cultural and scientific heritage, as well as the production of technology at the service of the integral development of nations.

4.3. Research design

According to Sánchez (2006), he argues that: “Design is a valuable instrument that guides and guides the researcher in a set of guidelines to follow, in a study or experiment; it is flexible in nature, not a rigid recipe book ”(p. 47).

- General Design: Quasi Experimental..
- Specific Design: Quasi Experimental with two non-equivalent groups, with pre-test and post-test.

Where:

GE	O₁	X	O₂
GC	O₃	-	O₄

G.E. Experimental Group.

G.C. Control Group.

O₁ y O₃ Pre Test

O₂ y O₄ Post Test

X: Manipulation of the Independent Variable..

4.4. Population and Sample

4.4.1. Population Universe (N): It is made up of 550 students from the Educational Institution “Monseñor Frutos Berzal Robledo - Imperial.

4.4.2. Population sample (n): It is made up of 52 students. In the Fifth Grade “A” there are 21 students and the Fifth Grade “B” there are 31 students from the Educational Institution “Monseñor Frutos Berzal Robledo - Imperial..

4.4.3. Type of sampling. The type of sampling used in the research is non-probabilistic of intentional samples.

As stated by Carrasco, (2010): "It is the one that the researcher selects according to his own criteria, without any mathematical or statistical rule" (p. 243).

4.5. Techniques and instruments that are operated in the investigation

4.5.1. Techniques for data collection.

- **The observation.** It is an intentional process of capturing the characteristics, qualities, and properties of the objects and subjects of reality, through our senses or with the help of powerful instruments that expand their limited capacity.
- **Transfer.** The clocking technique will be used to collect significant information from the consulted literature. Besides magazines and newspapers, etc.

4.5.2. Instrument for data collection.

- **Estimation scale:** It was used to collect information on the dramatization and pronunciation of the English language. As stated by Velázquez, (2001), that: "The estimation scale is characterized by having defined indicators, which allows the observer to assign a value to a certain category" (p. 13).
- **Records.** They were used to record the pertinent information of the consulted bibliography.

4.5.3. Data processing

to. Systematization of data. The use of this method made it possible to refine the unnecessary or false data provided by the respondents.

b. Information classification. It was carried out in order to group data through the frequency distribution of the independent and dependent variables.

c. Data tabulation. It was carried out by grouping data in frequency tables, in addition to analysis and interpretation.

4.5.4. Data analysis and interpretation

to. For the analysis, the measures of central tendency and dispersion were used, as well as for hypothesis testing.

4.5.5. Data presentation.

to. Statistic charts. In order to present ordered data and thus facilitate its reading and analysis, frequency tables will be constructed.

b. Graphics. Bar graphs were made in the Excel program.

4.5.6. Final data report.

to. Scientific writing. They were carried out following the rules and guidelines for thesis work issued by the Institute of Higher Pedagogical Education "San Josemaría Escrivá". That is, complying with the structure of the Final Report.

b. The report. Office software and some statistical packages such as SPSS were used for the report.

CHAPTER V

RESULTS OF THE INVESTIGATION

5.1. Introduction

In this chapter, the analysis and interpretation of the results obtained from the fieldwork of the research entitled: INFLUENCE OF DRAMATIZATION AS AN EDUCATIONAL RESOURCE ON THE IMPROVEMENT OF THE PRONUNCIATION OF THE ENGLISH LANGUAGE IN THE SECONDARY EDUCATION STUDENTS OF THE EDUCATIONAL INSTITUTION is carried out “MONSEÑOR FRUTOS BERZAL ROBLEDO” –IMPERIAL, 2019; being organized as follows:

5.2. Statistical treatment and interpretation of data

Table 1

Pre-test of the experimental group and control group.

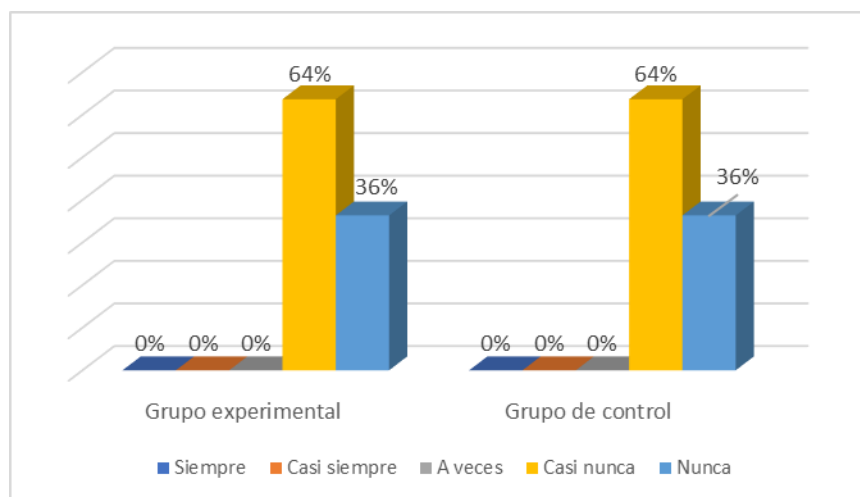
Level	Pre test			
	Experimental group		Control group	
	f	%	f	%
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	0	0%
Hardly ever	14	64%	14	64%
Never	8	36%	8	36%
	22	100%	22	100%

Source: Pre-test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Figure 1.

Pre-test of the experimental group and control group.



Source: Pre-test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis and interpretation

From table 1 and graph 1, of a sample of 22 students applying the pre-test to the control group, 64% (14) scored almost never and 36% (8) never answered from the total sample; On the other hand, in the pre-test of the application group, 64% (14) answered almost never, while 36% (8) never scored from the total population, due to the fact that teachers do not use the teaching and learning strategies in students to develop their communication skills in the English language.

Table 2

Levels Experimental group Control group.

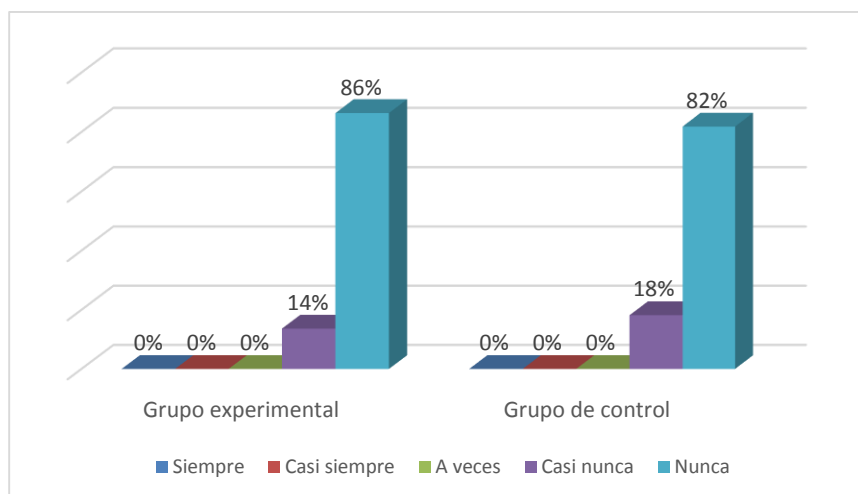
Niveles	Pre test D1			
	Experimental group		Control group	
	f	%	f	%
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	0	0%
Hardly ever	3	14%	4	18%
Never	19	86%	18	82%
	22	100%	22	100%

Source: Pre-test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Graph 2.

Pre-test of the experimental group and control group.



Source: Pre-test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis and interpretation

From table 2 and graph 2, of a sample of 22 students from the application of the pre-test to the control group, 18% (4) scored almost never and 82% (18) never answered from the total sample; on the other hand, in the pre-test of the application group, 14% (3) answered almost never, while 86% (19) never scored from the total population, due to the fact that teachers do not use the teaching and learning strategies in students to develop their communication skills in the English language.

Table 3

Pre-test of the experimental group and control group.

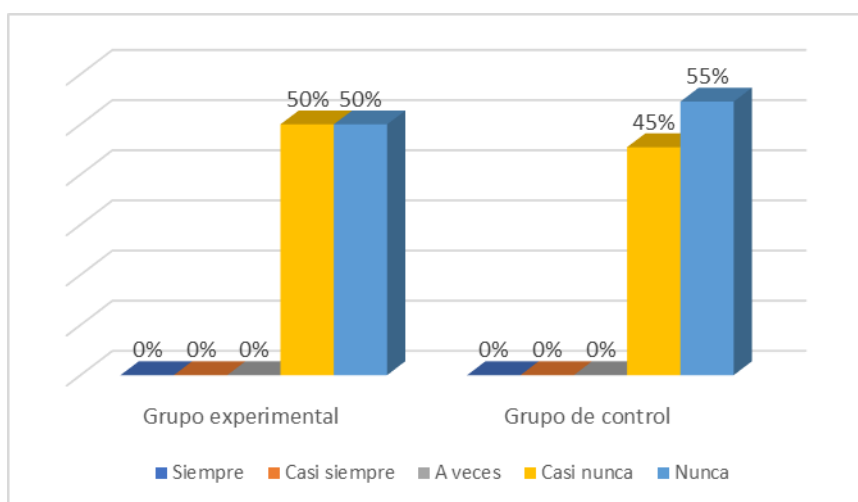
Levels	Pre test D2			
	Experimental group		Control group	
	f	%	f	%
Always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	0	0%
Hardly ever	11	50%	10	45%
Never	11	50%	12	55%
	22	100%	22	100%

Source: Pre-test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Graph 3.

Pre-test of the experimental group and control group.



Pre-test of the experimental group and control group

Laboratory: Luz Clara Galdos Quiroz

Analysis and interpretation.

From table 3 and graph 3, of a sample of 22 students from the application of the pre-test to the control group, 45% (10) scored almost never and 55% (12) never answered of the total sample; On the other hand, in the pre-test of the application group, 50% (11) answered almost never, while 50% (11) never scored from the total population, because teachers do not use teaching and learning strategies. in students to develop their communication skills in the English language.

Table 4

Pre-test of the experimental group and control group

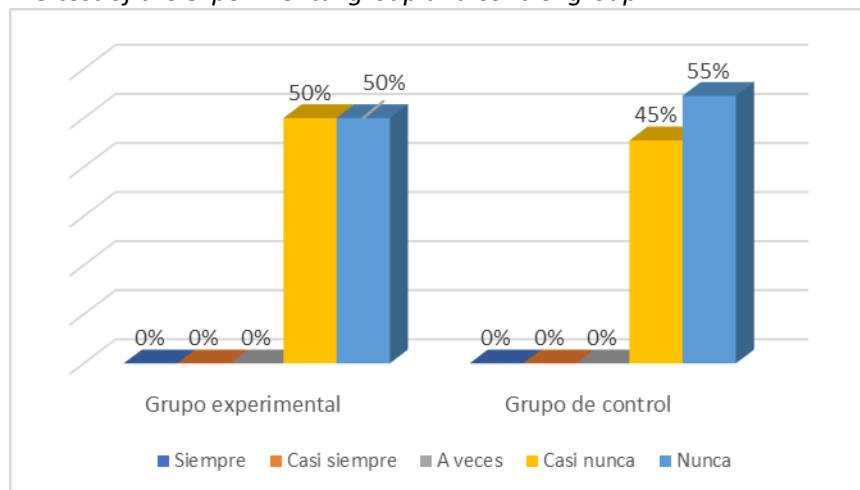
Niveles	Pre test D3			
	Experimental group		Control group	
	f	%	f	%
always	0	0%	0	0%
Usually	0	0%	0	0%
Sometimes	0	0%	0	0%
Hardly never	11	50%	10	45%
Never	11	50%	12	55%
	22	100%	22	100%

Source: Pre-test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Graph 4.

Pre-test of the experimental group and control group



Source: Pre-test applied to the control and application group

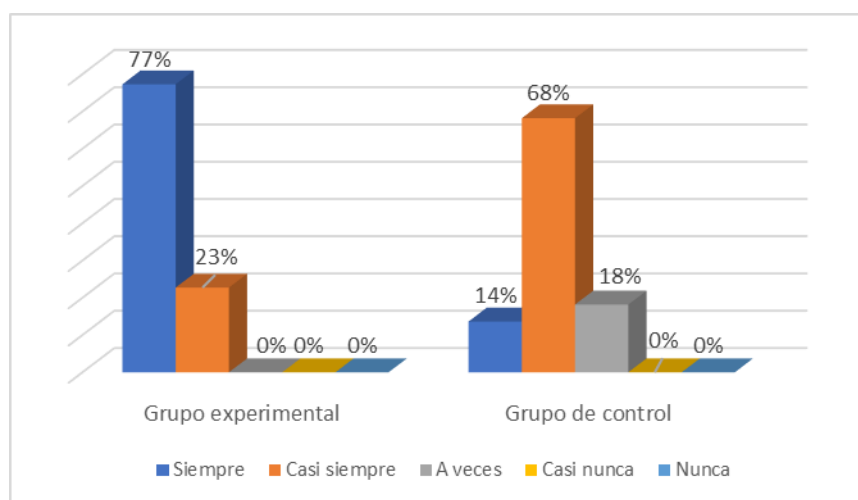
Elaboration: Luz Clara Galdos Quiroz

Analysis and interpretation.

From table 4 and graph 4, of a sample of 22 students from the application of the pre-test to the control group, 45% (10) scored almost never and 55% (12) never answered of the total sample; on the other hand, in the pre-test of the application group, 50% (11) answered almost never, while 50% (11) never scored from the total population, due to the fact that teachers do not use the teaching and learning strategies in students to develop their communication skills in the English language.

Table 5*Post-test of the experimental group and control group*

Level	Pos test			
	Experimental group		Control group	
	f	%	f	%
Always	17	77%	3	14%
Usually	5	23%	15	68%
Sometimes	0	0%	4	18%
Hardly never	0	0%	0	0%
Never	0	0%	0	0%
	22	100%	22	100%

Source: Post test applied to the control and application group**Elaboration:** Luz Clara Galdos Quiroz**Graph 5.***Post-test of the experimental group and control group***Source:** Post test applied to the control and application group**Elaboration:** Luz Clara Galdos Quiroz**. Analysis and interpretation.**

From table 5 and graph 5, of a sample of 22 students applying the post-test to the control group, 14% (3) always scored from the total sample, 68% (15) almost always answered from the total of the sample and 18% (4) answered at times of the total

sample; On the other hand, in the post-test of the application group, 77% (17) always answered, while 23% (5) almost always scored from the total population, because the control group continued to perform the didactic sequences in Normal form and the application group applied the use of dramatization as a didactic resource, notably improving its intonation, stress and rhythm when pronouncing the words in the English language.

Table 6

Post-test of the experimental group and control group

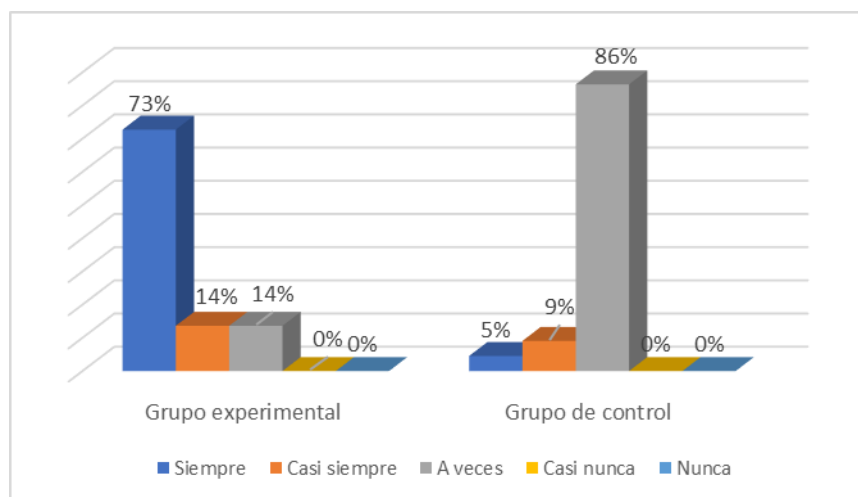
levels	Pos test D1			
	Experimental group		Control group	
	f	%	f	%
Always	16	73%	1	5%
Usually	3	14%	2	9%
Sometimes	3	14%	19	86%
Hardly never	0	0%	0	0%
Never	0	0%	0	0%
	22	100%	22	100%

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Graph 6.

Post-test of the experimental group and control group



Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis and interpretation

From table 6 and graph 6, of a sample of 22 students applying the post-test to the control group, 5% (1) always scored from the total sample, 9% (2) almost always answered from the total of the sample and 86% (19) answered at times of the total sample; On the other hand, in the posttest of the application group, 73% (16) always answered, while 14% (3) almost always scored from the total population and 14% (3) sometimes answered from the total sample. Due to the fact that the control group continued to perform the didactic sequences in a normal way and the application group applied the use of dramatization as a didactic resource, notably improving their intonation, stress and rhythm when pronouncing words in the English language.

Table 7

Post-test of the experimental group and control group

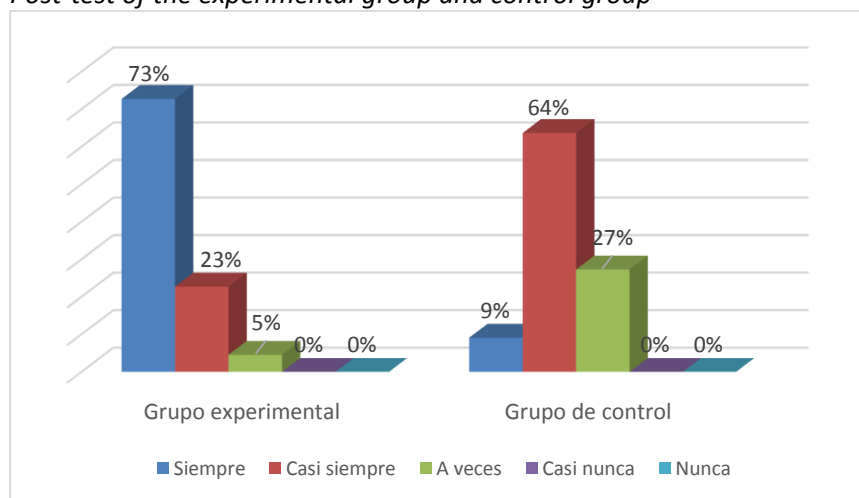
Levels	Pos test D2			
	Experimental group		Control group	
	f	%	f	%
Always	16	73%	2	9%
Usually	5	23%	14	64%
Sometimes	1	5%	6	27%
Hardly never	0	0%	0	0%
Never	0	0%	0	0%
	22	100%	22	100%

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Graph 7.

Post-test of the experimental group and control group



Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis and interpretation

From table 7 and graph 7, of a sample of 22 students from the application of the post-test to the control group, 9% (2) always marked the total sample, 64% (14) almost always answered the total of the sample and 27% (6) answered at times of the total sample; On the other hand, in the post-test of the application group, 73% (16) always answered, while 23% (5) almost always scored from the total population and 5% (1) sometimes answered from the total sample Due to the fact that the control group continued to perform the didactic sequences in a normal way and the application group applied the use of dramatization as a didactic resource, notably improving their intonation, stress and rhythm when pronouncing words in the English language.

Table 8

Post-test of the experimental group and control group

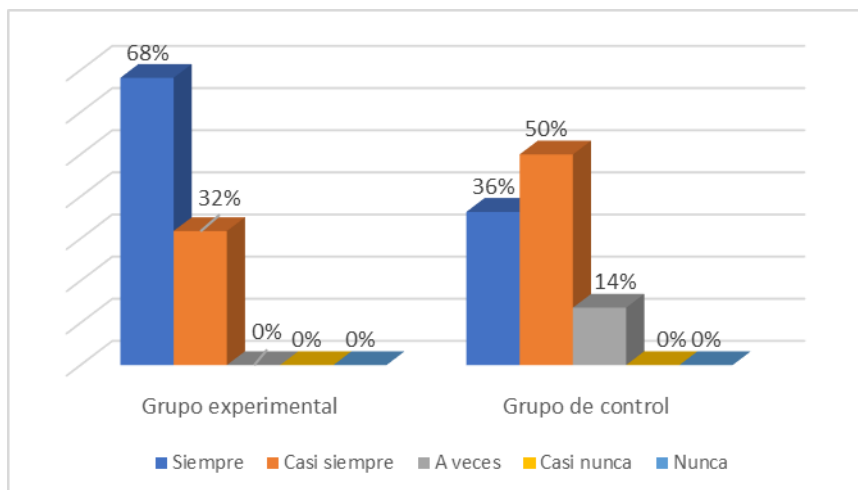
Levels	Pos test D3			
	Experimental Group		Control Group	
	f	%	f	%
Always	15	68%	8	36%
Usually	7	32%	11	50%
Sometimes	0	0%	3	14%
Hardly never	0	0%	0	0%
Never	0	0%	0	0%
	22	100%	22	100%

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Graph 8.

Post-test of the experimental group and control group



Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis and interpretation

From table 8 and graph 8, from a sample of 22 students applying the post-test to the control group, 36% (8) always scored from the total sample, 50% (11) almost always answered from the total of the sample and 14% (3) responded at times of the total sample; on the other hand, in the post-test of the application group 68% (15) always answered, while 32% (7) almost always scored from the total sample, because the control group continued to perform the didactic sequences in Normal form and the application group applied the use of dramatization as a didactic resource, notably improving its intonation, stress and rhythm when pronouncing the words in the English language.

5.3. Inferential level.

5.3.1. Hypothesis testing

In this item, the existing influence between the variables in studies is revealed. Each one of the hypotheses put to the test is presented, contrasting them in the same order that they have been formulated, in order to facilitate the interpretation of the data.

5.3.2. General hypothesis testing..

HG: Dramatization as a didactic resource improves the pronunciation of the English Language in 5th grade students. Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.

Null hypothesis test

Ho: Dramatization as a didactic resource does not improve the pronunciation of the English Language in 5th grade students. Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" -Imperial, 2019.

Formulation of the hypothesis.

Research hypothesis:

If there are significant differences between the pre-test and post-test.

Null hypothesis:

There are no significant differences between the pre-test and post-test.

Research hypothesis is accepted if and only if $p < 0.05$

Null hypothesis is accepted if $p > 0.05$

Statistical test.

The non-parametric test was used.

Table 9

Statistics of paired samples..

Paired Samples Statistics					
		Mean	N	Standard deviation	Mean standard error
Par 1	Pronunciation: Pos Test - Control Group	22,27	22	3,011	,642
	Pronunciation: Pos Test - Experimental Group	27,09	22	2,776	,592

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Table 10

Paired samples test.

Paired samples test								
	Matched differences					t	gl	Sig. (bilateral)
	Mean	Standard deviation	Mean standard error	95% confidence interval of the difference				
				Lower	upper			
Par 1 Pronunciation: Pos Test - Control group - Pronunciation: Pos Test - Experimental group	- 4,818	3,647	,777	-6,435	-3,201	- 6,197	21	,000

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis

Because the $p\text{-value} = 0.000$, the null hypothesis is rejected and the research hypothesis is accepted, then: if there are significant differences between the pre-test and post-test of the experimental group..

The statistical conclusion is;

Therefore, it is demonstrated that the general hypothesis is fulfilled by indicating that dramatization as a didactic resource improves the pronunciation of the English Language in the students of the 5th grade. Grade "A" of Secondary Education of the Public Educational Institution "Monseñor Frutos Berzal Robledo" –Imperial, 2019.

5.3.3. Specific hypothesis test 1

Linguistic expression improves the pronunciation of the English Language in 5th grade students. Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" -Imperial, 2019.

Formulation of the hypothesis.

Research hypothesis:

If there are significant differences between the linguistic expression dimension of the dependent variable of the pre-test and post-test.

Specific hypotheses:

There are no significant differences between the linguistic expression dimension of the dependent variable of the pre-test and post-test.

Research hypothesis is accepted if and only if $p < 0.05$

Null hypothesis is accepted if $p > 0.05$.

Statistical test.

The non-parametric test was used

Table 11

Paired Samples Statistics

Paired Samples Statistics				
	Men	N	Standard deviation	Mean Standard error
Par 1 Dimension The accent - Control group	3,18	22	,501	,107
Dimension The accent - Experimental group	4,59	22	,734	,157

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Table 12

Paired samples test

Paired samples test								
	Matched differences					t	gl	Sig. (bilateral)
	Mean	Standard deviation	Mean standard error	95% confidence interval of the difference				
				Lower	Upper			
Par 1 The Accent Dimension - Control Group - The Accent Dimension - Experimental Group	-1,409	,796	,170	-1,762	-1,056	-8,299	21	,000

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Interpretation:

In this contrast, it is obtained that the p value = Sig. Asymptotic (bilateral) = $0.000 < \alpha$, therefore it is rejected that the linguistic expression dimension behaves the same before and after the treatment with a significance level of 5% ($\alpha = 0,05$).

The statistical conclusion is;

Therefore, it is shown that the specific hypothesis is fulfilled, indicating that the application of the linguistic expression positively influences the development of the pronunciation of the English Language in the students of the 5th grade. Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Beral Robledo" - Imperial, 2019.

5.4.4. Specific hypothesis test 2

The corporal expression improves the pronunciation of the English Language in the students of the 5th. Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo - Imperial, 2019.

Formulation of the hypothesis.**Research hypothesis:**

If there are significant differences between the pronunciation dimension of the dependent variable of the pre-test and post-test.

Specific hypotheses:

There are no significant differences between the pronunciation dimension of the dependent variable of the pre-test and post-test.

Research hypothesis is accepted if and only if $p < 0.05$

Null hypothesis is accepted if $p > 0.05$.

Statistical test.

The non-parametric test was used

Table 13

Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Standard deviation	Mean standard error
Par 1	The rhythm dimension - Control Group	7,32	22	1,249	,266
	The rhythm dimension - Experimental group	9,05	22	1,046	,223

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Table 14

Paired samples test

Paired samples test									
		Matched differences				t	gl	Sig. (bilateral)	
		Mean	Standard deviation	Mean standard error	95% confidence interval of the difference				
					Lower				Upper
Par 1	The rhythm dimension - Control group - The rhythm dimension - Experimental group	- 1,727	1,486	,317	-2,386	-1,068 5,452	- 21	,000	

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis:

In this contrast, it is obtained that the p value = Sig. Asymptotic (bilateral) = 0.000 $< \alpha$, therefore it is rejected that the pronunciation dimension behaves the same before and after treatment with a significance level of 5% ($\alpha = 0.05$).

The statistical conclusion is:

Therefore, it is demonstrated that the specific hypothesis is fulfilled by indicating that the body expression dimension improves the pronunciation of the English Language in the 5th graders. Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

5.4.5. Specific hypothesis test 3

He3: The plastic expression improves the pronunciation of the English Language in the students of the 5th grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019.

Formulation of the hypothesis.

Research hypothesis:

If there are significant differences between the pronunciation dimension of the dependent variable of the pre-test and post-test.

Specific hypotheses:

There are no significant differences between the pronunciation dimension of the dependent variable of the pre-test and post-test.

Research hypothesis is accepted if and only if $p < 0.05$

Null hypothesis is accepted if $p > 0.05$.

Statistical test.

The non-parametric test was used

Table 15

Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Standard deviation	Mean standard error
Par 1	Intonation Dimension - Control Group	11,77	22	1,744	,372
	Intonation Dimension - Experimental Group	13,45	22	1,503	,320

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Table 16

Paired samples test

Paired samples test								
	Matched differences					t	gl	Sig. (bilateral)
	Mean	Standard deviation	Mean standard	95% confidence interval of the difference				
				Lower	Upper			
Par 1	Intonation Dimension - Control Group - Intonation Dimension - Experimental Group	- 1,682	2,056	,438	-2,593	-,770 3,837	- 21	,001

Source: Post test applied to the control and application group

Elaboration: Luz Clara Galdos Quiroz

Analysis:

In this contrast, it is obtained that the p value = Sig. Asymptotic (bilateral) = 0.000 $< \alpha$, therefore it is rejected that the pronunciation dimension behaves the same before and after the treatment with a significance level of 5% ($\alpha = 0.05$).

The statistical conclusion is:

Therefore, it is shown that the specific hypothesis is fulfilled by indicating that the dimension of plastic expression improves the pronunciation of the English Language in the students of the 5th grade "A" of Secondary Education of the Educational Institution "Monsignor Frutos Berzal Robledo" - Imperial, 2019.

CONCLUSIONS

The dramatization as an educational resource has an influence on the improvement of the pronunciation of the English language as shown by the results of the application of the post-test to the control group, 14% (3) always scored from the total sample, 68% (15) they almost always answered from the total sample and 18% (4) sometimes answered from the total sample; On the other hand, in the post-test of the application group, 77% (17) always answered, while 23% (5) almost always scored from the total population, because the control group continued to perform the didactic sequences in Normal form and the application group applied the use of dramatization as a didactic resource, notably improving its intonation, stress and rhythm when pronouncing the words in the English language.

Therefore, it is demonstrated that the specific hypothesis is fulfilled by indicating that the application of the linguistic expression positively influences the development of the pronunciation of the English Language because in the linguistic expression a voice modulation is used in an adequate way and performs a verbal improvisation during participation.

It is demonstrated that the specific hypothesis is fulfilled by indicating that the corporal expression dimension improves the pronunciation of the English Language since

corporal expression is the art of movement, an integral conception of life, implies its multifaceted education, which favors the physical, the sensory, effective and cognitive. Body expression refers to movement, with the purpose of promoting learning processes, structuring the body scheme, building an appropriate self-image, improving communication and developing creativity.

It is demonstrated that the specific hypothesis is fulfilled indicating that the dimension of plastic expression improves the pronunciation of the English Language because in the plastic expression the feelings and fantasy are demonstrated during the participation, the elaboration of materials such as mask, using colors, tempera, etc.

SUGGESTIONS

First. That teachers have to use a series of teaching and learning strategies such as dramatization to improve the pronunciation of the English language.

Second, that the students through role-playing interact more and feel more confident to learn.

Third. In educational institutions, continuous training of English language teachers should be encouraged on the use of teaching and learning strategies to develop their physical and soft skills.

BIBLIOGRAPHY

Cantero, F. (1998). *Conceptos clave en lengua oral en Mendoza*. Barcelona, España: San Marcos.

Cantero, F. (2003). *Fonética y didáctica de la pronunciación*. Barcelona, España: Editorial San Marcos.

Carrasco, S. (2008). *Metodología de la investigación científica*. Lima, Perú: San Marcos.

Dale Paulette y Poms, L. (2005). *English Pronunciation Made Simple*. Lima, Perú: Labourre.

Estrada, A. y García, V. (2001). *Idioma y globalización: ¿Un nuevo término para un viejo fenómeno?* Recuperado de: http://scielo.sld.cu/scielo.php?script=sci_arttex&pid=S172781202001000100007&Ing=es&nrm=iso [consultado 2008 Oct 27].

Estrada, A. y García, V. (2001). *Idioma y globalización:* Recuperado de: http://scielo.sld.cu/scielo.php?script=sci_art-tex&pid=S1727-81202001000100007&Ing=es&nr-m=iso [consultado 2008 Oct 27].

- Graddol, D. (2006). *Reporte British Council. English Next, why global English may mean the end of English as a Foreign Language*. Colombia: San Marcos.
- Macías, F. (2017). *Estrategias metodológicas para mejorar las habilidades de speaking y listening en idioma ingles en la escuela de educación básica de universidad laica Eloy Alfaro de Manabí*. Recuperado de file:///C:/Users/Usuario/Desktop/TEIS%20INGLES%202018/Dialnet-EstrategiasMetodologicasParaMejorarLasHabilidadesD-6236193%20(1).pdf
- Mateo, M (2011). *La importancia de la dramatización en las aulas de educación infantil*, Recuperado de http://www.afapna.es/web/aristadigital/archivos_revista/2011_enero_20.pdf.
- Motos, T. y Tejedo, F. (1987). *Prácticas de dramatización*. Barcelona, España: Humanitas.
- Sánchez, H. y Reyes, C. (2006) *Metodología y diseño de la investigación científica*. Lima, Perú: Visión Universitaria.
- Valderrama, S. (2013). *Pasos para elaborar proyectos de investigación científica*. Lima, Perú: San Marcos.
- Velásquez, Á. y Rey, N. (1999). *Metodología de la investigación Científica*. Lima, Perú: San Marcos.
- Cervera, J. (1981). *Cómo practicar la dramatización con niños de 4 a 14 años*. Madrid, España: Cincel.
- De la Cruz, R., Lian, M., y Morreau, L. (1998): “*The Effects of Creative Drama on Social and Oral Language Skills of Children with Learning Disabilities*”, Estados Unidos: Youth Theatre Journal.

García, A. (2001) “*¿Quieres que juguemos al teatro?*”. España: Cuadernos de Literatura Infantil y Juvenil.

Vargas, G. (2017). *Recursos educativos didácticos en el proceso enseñanza aprendizaje*. Recuperado de
file:///C:/Users/Usuario/Desktop/TEIS%20INGLES%202018/RECUSRO%
20DIDACTIVCO%20PARA%20.pdf

CONSISTENCY MATRIX

TITLE: THE DRAMATIZATION IN IMPROVEMENT OF THE PRONUNCIATION OF THE ENGLISH LANGUAGE IN THE STUDENTS OF THE 5TH GRADE “A” OF SECONDARY EDUCATION OF THE I. E. “MONSEÑOR FRUTOS BERZAL ROBLEDO” –IMPERIAL, 2019..

Author: Luz Clara Galdos Quiroz

PROBLEM	OBJECTIVES	HYPOTHESIS	METHODOLOGY	POPULATION
<p>GENERAL PROBLEM:</p> <p>Determine the influence of dramatization in the improvement of the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution</p>	<p>OVERALL OBJECTIVE</p> <p>To determine the influence of dramatization in improving the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational</p>	<p>GENERAL HYPOTHESIS:</p> <p>The dramatization helps to improve the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution</p>	<p>KIND OF INVESTIGATION:</p> <p>Research, applied type</p> <p>RESEARCH DESIGN:</p>	<p>POPULATION:</p> <p>Students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal</p>

<p>“Monseñor Frutos Berzal Robledo” - Imperial, 2019?</p> <p>SPECIFIC PROBLEMS:</p> <ul style="list-style-type: none">• In what way does linguistic expression help to improve the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo - Imperial, 2019.?• In what way does body language help to improve the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary	<p>Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.</p> <p>SPECIFIC OBJECTIVES:</p> <ul style="list-style-type: none">• Demonstrate the influence of linguistic expression in the improvement of the pronunciation of the English Language in the students of the 5th Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo - Imperial, 2019.	<p>“Monseñor Frutos Berzal Robledo” - Imperial, 2019.</p> <p>NULL HYPOTHESIS:</p> <p>The dramatization does not help to improve the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.</p> <p>SPECIFIC HYPOTHESES:</p> <ul style="list-style-type: none">• Linguistic expression helps to improve the pronunciation of the	<p>Pre and post test design with two groups.</p> <p>Ge: O1 X O2</p> <p>Gc: O3 - O4</p> <p>VARIABLES:</p> <p>Independent:</p> <p>The Dramatization</p> <p>Dimensions:</p> <p>Linguistic Expression</p> <p>Body expression</p> <p>Plastic expression</p>	<p>Robledo” - Imperial, 2019</p> <p>SAMPLE:</p> <p>According to the 2019 Enrollment List Members of the 5th grade “A” and 5th grade “B” of Secondary Education of the I.E.P “Monseñor Frutos Berzal Robledo” - Imperial, 2019.</p> <table><tr><th>YEAR AND SECTION</th><th>SAMPLE</th></tr><tr><td>5TO“A”</td><td>21</td></tr></table>	YEAR AND SECTION	SAMPLE	5TO“A”	21
YEAR AND SECTION	SAMPLE							
5TO“A”	21							

Education of the Educational Institution “Monseñor Frutos Berzal Robledo - Imperial, 2019.? <ul style="list-style-type: none">In what way does plastic expression help to improve the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019?	<ul style="list-style-type: none">Determine the influence of body language on the improvement of the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.Check the influence of plastic expression in the improvement of the pronunciation of the English Language in the students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019.	English Language in the students of the 5th Grade "A" of Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019. <ul style="list-style-type: none">Body expression helps to improve the pronunciation of the English Language in students of the 5th Grade “A” of Secondary Education of the Educational Institution “Monseñor Frutos Berzal Robledo” - Imperial, 2019. The plastic expression helps to improve the pronunciation of the English Language in the students of the 5th Grade "A" of	<div>Dependent:</div> <div>The pronunciation</div> <div>Dimensions:</div> <div>Intonation</div> <div>Accentuation</div> <div>Rhythm</div>	<table><tr><td>5TO “B”</td><td>31</td></tr><tr><td>TOTAL</td><td>52</td></tr></table> <div>G: (5to. A) 21 students</div> <div>G: (5to B) 31 students</div>	5TO “B”	31	TOTAL	52
5TO “B”	31							
TOTAL	52							

		Secondary Education of the Educational Institution "Monseñor Frutos Berzal Robledo" - Imperial, 2019		
--	--	---	--	--

Annexes:



**SUB-DIRECCIÓN I.E. "MONSEÑOR FRUTOS
BERZAL ROBLEDO" IMPERIAL - CAÑETE 2019**

I.- DATOS INFORMATIVOS:					
Institución Educativa	Frutos Berzal Robledo	Nivel	Secundaria	Secciones y fechas	
Área	Inglés	N° De Unidad	03	5°	
Duración	2 horas pedagógicas	Ciclo	VII	5°	23 - 09 - 19
Docente	Clara Galdos Quiroz	Grado	5° año	5°	

SESIÓN N° 01

TÍTULO: " I KNOW HABITS" (TEENS EATING HABITS)

II.- PROPÓSITO DE APRENDIZAJE:

COMPETENCIAS DEL ÁREA / COMPETENCIAS TRANSVERSALES	CAPACIDADES	DESEMPEÑOS PRECISADO	EVIDENCIAS DE APRENDIZAJE	INSTRUMENTOS
Se comunica oralmente en inglés como lengua extranjera.	.Interactúa estratégicamente en inglés con distintos interlocutores.	. Obtiene información explícita, relevante y contrapuesta en textos orales en inglés que presentan vocabulario variado reconociendo el propósito comunicativo, hechos y opiniones, participando como oyente activo y apoyándose en el contexto, en el tema "Teens Eating Habits", por medio de imágenes.	. Realizan una exposición en el tema "Teens Eating Habits".	Lista de cotejo
	. Adecúa, organiza y desarrolla el texto en inglés de forma coherente y cohesionada.	. Expresa oralmente sus ideas y opiniones en inglés en el tema "Teens Eating Habits", adecuando su texto oral a sus interlocutores y contexto utilizando recursos no verbales y para-verbales para enfatizar la información, mantener el interés y producir diversos efectos, por medio de cards.		
Lee diversos tipos de texto en inglés como lengua extranjera.	. Infiere e interpreta información del texto escrito en inglés.	. Interpreta el sentido del texto relacionando información relevante y específica elabora conclusiones sobre el texto, en el tema "Teens		

	.Reflexiona y evalúa la forma, el contenido y contexto del texto en inglés.	Eating Habits”, por medio de imágenes. .Reflexiona y evalúa los textos que lee en inglés en el tema “Teens Eating Habits”, opinando acerca del contenido, organización textual y sentido de diversos recursos textuales, explicando el efecto del texto en el lector a partir de su experiencia y contexto, por medio de imágenes.		
Escribe en inglés diversos tipos de textos en inglés como lengua extranjera	. Reflexiona y evalúa la forma, el contenido y contexto del texto escrito en inglés. .Organiza y desarrolla las ideas en inglés de forma coherente y cohesionada.	.Utiliza diversas estrategias discursivas del lenguaje escrito tal como recursos ortográficos variados en el tema “Teens Eating Habits”, así como construcciones gramaticales determinadas y pertinentes en su mayoría estructuras de mediana complejidad y complejas con la finalidad contribuir a la claridad del texto, por medio de cards. .Reflexiona y evalúa el texto que escribe en inglés en el tema “Teens Eating Habits”, de forma permanente, revisando si se adecúa a la situación comunicativa verificando la coherencia entre las ideas, el uso apropiado de recursos cohesivos, el vocabulario adecuado, las estructuras apropiadas usadas así como los recursos ortográficos utilizados para mejorar y garantizar el sentido del texto, por medio de imágenes.		
Se desenvuelve en entornos virtuales generados por las TIC.	. Personaliza entornos virtuales.	.Navega en diversos entornos virtuales recomendables adaptando funcionalidades básicas de acuerdo con sus necesidades de manera pertinente y responsable.		

ENFOQUE	VALORES	ACTITUDES QUE SUPONEN	SE DEMUESTRA POR EJEMPLOS
Enfoque Ambiental	Justicia y solidaridad	-Disposición a evaluar los impactos y costos ambientales de las acciones y actividades cotidianas, y a actuar en beneficio de todas las personas, así como de los sistemas, instituciones y medios compartidos de los que todos dependemos.	-Docentes y estudiantes realizan acciones para identificar los patrones de producción y consumo de aquellos productos utilizados de forma cotidiana, en la escuela y la comunidad.
Gestiona su aprendizaje de manera autónoma.		. Define metas de aprendizaje. .Determina metas de aprendizaje viables asociadas a sus conocimientos, estilos de aprendizaje, habilidades y actitudes para el logro de la tarea, formulándose preguntas de manera reflexiva.	

III- ENFOQUES TRANSVERSALES:

IV. ESTRATEGIAS METODOLOGICAS:

PROCESOS PEDAGÓGICOS	MOMENTOS	ACTIVIDADES	MEDIOS Y/O MATERIALES	TIEMPO	GRÁFICOS
PROBLEMATIZACIÓN	INICIO	-La docente ingresa al aula y saluda a los (as) estudiantes activamente, indica las reglas en aula.		20'	
MOTIVACIÓN		-La docente muestra diversas imágenes de “Teens Eating Habits”. -La docente indica la pronunciación correcta del texto “Teens Eating Habits”.	-Docente -Estudiantes		
SABERES PREVIOS		-Los estudiantes pronuncian correctamente el texto “Teens Eating Habits”. -La docente dialoga con los estudiantes, realizando las siguientes interrogantes: ✓ Do you remember, what habit is it? ✓ Do you remember, what habit is it? ✓ Do you remember, what habit is it? ✓ Do you remember, what habit is it? -Los estudiantes responden a las interrogantes del siguiente texto “Teens Eating Habits”.	-Flashcards		
		-La docente realiza la siguiente interrogante: What happen when I say the sentence: “I EAT JUST FRUITS AND VEGETABLES”?	-Plumones		
PROPÓSITO DE LA		-La docente explicará el propósito de la sesión. -Los estudiantes identifican el tema “Teens Eating Habits”.			

SESIÓN				
OBSERVA- CIÓN,				
ACOMPañAMI ENTO				
Y				
	DESA- RROLLO	<p>1. La docente realiza la siguiente interrogante: What topic is for today?</p> <p>2. Los estudiantes responden que tema se desarrollará en la siguiente sesión de aprendizaje “Teens Eating Habits”.</p> <p>3. La docente explica diferentes “Teens Eating Habits”: Eat fruits, drink milk, drink wáter, run, swim in the pool, etc.</p> <p>4. La docente da a conocer los siguientes “Teens Eating Habits”: Eat fruits, drink milk, drink wáter, run, swim in the pool, etc. , e indica la pronunciación correcta de estos.</p> <p>5. Los estudiantes pronuncian todos los “Teens Eating Habits”: Eat fruits, drink milk, drink wáter, run, swim in the pool, etc. ,</p> <p>7. La docente indica a los estudiantes que se formen en grupos de 4.</p> <p>8. La docente muestra cards de “Teens Eating Habits”: Eat fruits, drink milk, drink wáter, run, swim in the pool, etc. , con el tema “Hábitos de comida de adolescentes”, la docente realiza oraciones complejas, usando el texto como ejemplo para los estudiantes.</p> <p>9. Los estudiantes participan dramatizando el tema en voz alta.</p> <p>10. Los estudiantes leen diversos párrafos del texto “Teens Eating Habits”.</p> <p>11. La docente verifica con los estudiantes si es correcto las oraciones producidas por ellos.</p> <p>12. La docente y los estudiantes pronuncian correctamente las oraciones creadas en aula, usando el tema de “Teens Eating Habits”.</p> <p>13. Los estudiantes escriben en su cuaderno de forma individual el texto “Teens Eating Habits”</p>	<p>-Plumones</p> <p>-Dados</p> <p>-Flashcard</p>	40’

RETROALIMENTACIÓN					
EVALUACIÓN	CIERRE	<p>-La docente realiza las siguientes preguntas: ¿Qué hicimos hoy? ¿Qué aprendiste el día de hoy? ¿Cómo lo aprendiste? ¿Qué te fue difícil aprender? Para qué sirve en la vida etc.</p> <p>-La docente entrega una hoja de trabajo del tema "Teens Eating Habits": Eat fruits, drink milk, drink wáter, run, swim in the pool, etc.</p>	<p>-Docente -Estudiantes</p>	30'	

V. MATERIALES Y RECURSOS EDUCATIVOS:

- Flashcards
- Dados
- Pizarra
- Plumones
- Proyector

REFLEXIONES SOBRE EL APRENDIZAJE	
¿Qué lograron los estudiantes en esta sesión?	¿Qué dificultades se observaron durante el aprendizaje enseñanza?

SAN VICENTE 23 DE SEPTIEMBRE DEL 2019

Heber Quiroz Espinoza

Director

Clara Galdos Quiroz

English Teacher



**SUB-DIRECCIÓN I.E. "MONSEÑOR FRUTOS
BERZAL ROBLEDO" IMPERIAL - CAÑETE 2019**

SESIÓN N° 02

TÍTULO: "I like read" (Clothes Reading Comprehension)

I.- DATOS INFORMATIVOS:					
Institución Educativa	Frutos Berzal Robledo	Nivel	Secundaria	Secciones y fechas	
Área	Inglés	N° De Unidad	03	4°	
Duración	2 horas pedagógicas	Ciclo	VII	4°	23 - 09 - 19
Docente	Clara Galdos Quiroz	Grado	5° año	4°	

II.- PROPÓSITO DE APRENDIZAJE:

COMPETENCIAS DEL ÁREA / COMPETENCIAS TRANSVERSALES	CAPACIDADES	DESEMPEÑOS PRECISADO	EVIDENCIAS DE APRENDIZAJE	INSTRUMENTOS
Se comunica oralmente en inglés como lengua extranjera.	.Interactúa estratégicamente en inglés con distintos interlocutores. . Adecúa, organiza y desarrolla el texto en inglés de forma coherente y cohesionada.	. Obtiene información explícita, relevante y contrapuesta en textos orales en inglés que presentan vocabulario variado reconociendo el propósito comunicativo, hechos y opiniones, participando como oyente activo y apoyándose en el contexto, en el tema "Clothes Reading Comprehension", por medio de imágenes. . Expresa oralmente sus ideas y opiniones en inglés en el tema "Clothes Reading Comprehension", adecuando su texto oral a sus interlocutores y contexto utilizando recursos no verbales y para-verbales para enfatizar la información, mantener el interés y producir diversos efectos, por medio de cards.	. Realizan una exposición en el tema "Clothes Reading Comprehension".	Lista de cotejo
Lee diversos tipos de texto en inglés como lengua extranjera.	. Infiere e interpreta información del texto escrito en inglés. .Reflexiona y evalúa la forma, el contenido y contexto del texto en inglés.	.Interpreta el sentido del texto relacionando información relevante y específica elabora conclusiones sobre el texto, en el tema "Clothes Reading Comprehension", por medio de imágenes. .Reflexiona y evalúa los textos que lee en inglés en el tema "Clothes Reading Comprehension", opinando acerca del contenido, organización textual y sentido de diversos recursos textuales, explicando el efecto del texto en el lector a partir de su experiencia y contexto, por medio de imágenes.		
Escribe en inglés diversos tipos de textos en inglés como lengua extranjera	. Reflexiona y evalúa la forma, el contenido y contexto del texto escrito en inglés. .Organiza y desarrolla las ideas en inglés de forma coherente y cohesionada.	.Utiliza diversas estrategias discursivas del lenguaje escrito tal como recursos ortográficos variados en el tema "Clothes Reading Comprehension", así como construcciones gramaticales determinadas y pertinentes en su mayoría estructuras de mediana complejidad y complejas con la finalidad contribuir a la claridad del texto, por medio de cards. .Reflexiona y evalúa el texto que escribe en inglés en el tema "Clothes Reading Comprehension",de forma permanente, revisando si se adecúa a la situación comunicativa verificando la coherencia entre las ideas, el uso apropiado de recursos cohesivos, el vocabulario adecuado, las estructuras apropiadas usadas así como los recursos ortográficos utilizados para mejorar y garantizar el sentido del texto, por medio de imágenes.		
Se desenvuelve en entornos virtuales generados por las TIC.	. Personaliza entornos virtuales.	.Navega en diversos entornos virtuales recomendables adaptando funcionalidades básicas de acuerdo con sus necesidades de manera pertinente y responsable.		
Gestiona su aprendizaje de manera autónoma.	. Define metas de aprendizaje.	.Determina metas de aprendizaje viables asociadas a sus conocimientos, estilos de aprendizaje, habilidades y actitudes		

		para el logro de la tarea, formulándose preguntas de manera reflexiva.		
--	--	--	--	--

III- ENFOQUES TRANSVERSALES:

ENFOQUE	VALORES	ACTITUDES QUE SUPONEN	SE DEMUESTRA POR EJEMPLOS
Enfoque Ambiental	Justicia y solidaridad	-Disposición a evaluar los impactos y costos ambientales de las acciones y actividades cotidianas, y a actuar en beneficio de todas las personas, así como de los sistemas, instituciones y medios compartidos de los que todos dependemos.	-Docentes y estudiantes realizan acciones para identificar los patrones de producción y consumo de aquellos productos utilizados de forma cotidiana, en la escuela y la comunidad.

IV. ESTRATEGIAS METODOLOGICAS:

PROCESOS PEDAGÓGICOS	MOMENTOS	ACTIVIDADES	MEDIOS Y/O MATERIALES	TIEMPO
PROBLEMATIZACIÓN	INICIO	-La docente ingresa al aula y saluda a los (as) estudiantes activamente, indica las reglas en aula.	-Docente -Estudiantes -Flashcards -Plumones	20'
MOTIVACIÓN		-La docente muestra diversas imágenes de prendas de vestir : jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves. -La docente indica la pronunciación de las siguientes prendas de vestir: jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves.		
SABERES PREVIOS		-Los estudiantes pronuncian correctamente las siguientes prendas de vestir: jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves. -La docente dialoga con los estudiantes, realizando las siguientes interrogantes: ✓ Do you remember, what is it? ✓ Do you remember, what is it? ✓ Do you remember, what is it? ✓ Do you remember, what is it?		
PROPÓSITO DE LA SESIÓN		-Los estudiantes responden a las interrogantes de las siguientes prendas de vestir: jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves. -La docente realiza la siguiente interrogante: What happen when I say the sentence: "I like read" ? -La docente explicará el propósito de la sesión. -Los estudiantes identifican el tema "Clothes Reading Comprehension".		

OBSERVACIÓN,		<p>1. La docente realiza la siguiente interrogante: What topic is for today?</p> <p>2. Los estudiantes responden que tema se desarrollará en la siguiente sesión de aprendizaje “Clothes Reading Comprehension”.</p> <p>3. La docente explica diferentes prendas de vestir: jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves.</p>	-Plumones	40'
ACOMPANIAMIENTO	DESARROLLO	<p>4. La docente da a conocer los siguientes las siguientes prendas de vestir: jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves, e indica la pronunciación correcta de los cuantificadores en inglés.</p> <p>5. Los estudiantes pronuncian todos las siguientes prendas de vestir: jeans, T-shirt, shorts, sunglasses, jeans, socks, trainers, sweater, trousers, jacket, boots, hat, scarf and gloves, propuestos en la pizarra.</p> <p>6. La docente explica la pronunciación del texto “Clothes Reading Comprehension”.</p> <p>7. La docente indica a los estudiantes que se formen en grupos de 4.</p> <p>8. La docente y los estudiantes debaten el texto “Clothes Reading Comprehension”.</p> <p>9. Los estudiantes participan dando sus opiniones en el tema “Clothes Reading Comprehension”.</p> <p>10. Los estudiantes explican el texto dramatizando el tema “Clothes Reading Comprehension”.</p> <p>11. Los estudiantes escriben en su cuaderno de forma individua en el tema “Clothes Reading Comprehension”.</p>	-Dados -Flashcard	
Y				
RETROALIMENTACIÓN	CIERRE	<p>-La docente realiza las siguientes preguntas: ¿Qué hicimos hoy? ¿Qué aprendiste el día de hoy? ¿Cómo lo aprendiste? ¿Qué te fue difícil aprender? Para qué sirve en la vida etc.</p>	-Docente -Estudiantes	30'
EVALUACIÓN		<p>-La docente entrega una hoja de trabajo del tema “Clothes Reading Comprehension”.</p>		

V. MATERIALES Y RECURSOS EDUCATIVOS:

- Flashcards
- Dados
- Pizarra
- Plumones
- Proyector

REFLEXIONES SOBRE EL APRENDIZAJE	
¿Qué lograron los estudiantes en esta sesión?	¿Qué dificultades se observaron durante el aprendizaje enseñanza?

SAN VICENTE 23 DE SEPTIEMBRE DEL 2019

.....

Heber Quiroz Espinoza

Director

.....

Clara Galdos Quiroz

English Teacher

CHECKLIST

I.E.: "Monseñor Frutos Berzal Robledo"
Grade: 4º sec.

Cycle: VII

Area: Inglés

Topic: "Clothes Reading Comprehension"

Date: 23 /09/2019

Nº	Items	Writing: Redacta oraciónes tema "Clothes Reading Comprehension", especificando el uso de conectores, sin el uso del diccionario. Las oraciones elaboradas están relacionadas a las actividades que desempeña en su vida cotidiana.	Reading: Lee con	Speaking: Establece una conversación corta entre pares y con el docente, haciendo uso del tema "Clothes Reading Comprehension" y relacionándolo con su entorno. Conversa con fluidez haciendo uso de un vocabulario enseñado.	Listening: Escucha la pronunciación correcta del texto "Clothes Reading Comprehension" y traduce su contenido con seguridad y sin el apoyo del docente.	TOTAL
		1 – 5	1 – 5	1 – 5	1-5	0-20
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						
11						
12						

1= AWFUL 2=POOR 3=AVERAGE 4=VERY GOOD 5=EXCELLENT

CHECKLIST

I.E.: "Monseñor Frutos Berzal Robledo"
Grade: 5º sec.

Cycle: VII

Area: Inglés

Topic: "Teens Eating Habits"

Date: 23 /09/2019

Nº	FULL NAME	Items	Writing: Redacta oraciones con el tema "Teens Eating Habits". Las oraciones elaboradas están relacionadas a las actividades que desempeña en su vida cotidiana.	Reading: Lee con fluidez, claridad, repeta los signos de puntuación y tiene una pronunciación aceptable de acuerdo al vocabulario enseñado. Identifica oraciones con el tema "Teens Eating Habits."	Speaking: Establece una conversación corta entre pares y con el docente, haciendo uso del tema "Teens Eating Habits" y relacionándolo con su entorno. Conversa con fluidez haciendo uso de un vocabulario enseñado.	Listening: Escucha la pronunciación correcta de "Teens Eating Habits": Eat fruits, drink milk, drink water, run, swim in the pool, etc., y traduce su contenido con seguridad y sin el apoyo del docente.	TOTAL
			1 – 5	1 – 5	1 – 5	1-5	0-20
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							

1= AWFUL 2=POOR 3=AVERAGE 4=VERY GOOD 5=EXCELLENT







