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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

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EXTRANJEROS**

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**Theme:**

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“Drama and the listening skill”

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I, PhD. Veronica Chicaiza, holder of the I.D No. 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: “ **DRAMA AND THE LISTENING SKILL**” investigated by Miss Jessenia Estefania Juna Manotoa with I.D No. 1804711511, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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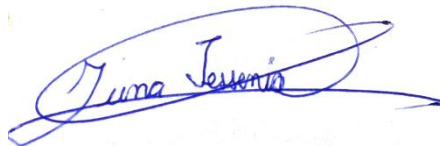
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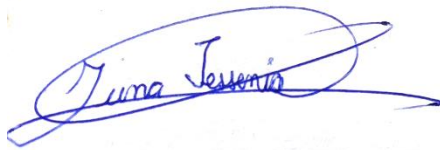
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## **DEDICATION**

I dedicate this project to God for guiding me on his path of goodness and for giving me much wisdom and giving me the ability to move forward with my life project. To my parents for being the fundamental pillar of all my successes.

To my mother Rosa who was always guiding and advising me throughout this process. To my father Mario for always supporting me in each of my decisions and for never letting me give up.

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*Jessenia*

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**TITLE:** “Drama and the listening skill”

**AUTHOR:** Jessenia Estefania Juna Manotoa

**TUTOR:** PhD. Verónica Elizabeth Chicaiza Redín

**ABSTRACT**

When learning a foreign language such as English, several factors intervene during this process. They can influence the environment in which everyone grows and the strategies and methodologies that the teacher uses during classroom lessons. The objective of the present study is to analyze how drama improves the listening skills of seventh year students of Unidad Educativa El Oro. A quasi-experimental study design was used for this study. On the other hand, the population considered was 26 students, 15 females and 11 males. Also, during the process, a pre-test endorsed and standardized by Cambridge Pre A1 Starters was applied in order to evaluate and know the level of the students' listening skills. Likewise, six activities were carried out to introduce and link drama as a strategy in the classroom. The application of the activities lasted three weeks in which two days a week the different lesson plans were developed applying drama in each one. After completing the treatment, a post-test was applied to evaluate and compare the data obtained previously in the pre-test and thus know if the students had an improvement after having used and applied drama as a strategy within the lessons. As a result, it was possible to analyze an improvement of 1.83 points in the students' listening skills after performing different activities by applying drama, and in this way the validity of the hypothesis could be proved.

**Keywords:** Drama, listening skill, foreign language, Cambridge Pre A1 Starters test.



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**TEMA:** “Drama and the Listening skill”

**AUTOR:** Jessenia Estefania Juna Manotoa

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**RESUMEN**

Al aprender un idioma extranjero como lo es el inglés varios factores intervienen durante este proceso. Pueden influir el entorno en el cual crece cada individuo y también las estrategias y metodologías que el maestro usa durante sus lecciones de clase. El objetivo del presente estudio es analizar como el drama mejora la habilidad auditiva de los estudiantes de séptimo año de EGB de la Unidad Educativa El Oro. Para la presente se empleó el diseño de estudio quasi-experimental. Por otro lado, la población que se considero fue de 26 estudiantes, 15 mujeres y 11 hombres. También durante el proceso se aplicó una prueba previa avalado y estandarizado por Cambridge Pre A1 Starters, para así poder evaluar y conocer el nivel de la habilidad auditiva de los estudiantes. Del mismo modo, se llevaron a cabo seis actividades que introducían y enlazaban al drama como estrategia en el aula de clase. La aplicación de las actividades tuvo una duración de tres semanas en las cuales dos días a la semana se desarrollaba los diferentes planes de clases aplicando el drama en cada una. Al completar el tratamiento se aplicó una prueba posterior para poder evaluar y comparar los datos obtenidos anteriormente en el pre -test y así saber si los estudiantes tuvieron una mejora luego de haber utilizado y aplicado el drama como estrategia dentro de las lecciones. Como resultado se pudo analizar una mejora de 1.83 puntos dentro de la habilidad auditiva de los estudiantes luego de realizar diferentes actividades aplicando el drama y de tal manera se pudo comprobar la validez de la hipótesis.

**Palabras claves:** Drama, habilidad auditiva, lengua extranjera, prueba Cambridge Pre A1 Starters.

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## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative Background.

This study is based on the theoretical contributions made by various authors of thesis and academic articles that are related to the strategy of Drama, which served as bases and solid arguments to carry out this research. The fundamental part is to demonstrate how drama influences listening skills in a second language.

Isyar and Akay (2017) determined in the study *“The Use of "Drama in Education" in Primary Schools from the Viewpoint of the Classroom Teachers: A Mixed Method Research”* great benefits that teachers obtain in the classroom when applying the drama strategy in the school environment because it is a way of bonding while students are learning and dramatizing. For this study, a mixed method was applied. Likewise, the universal population that was used for this research was 2737 teachers, who have worked in the different central districts in the province of Mersin. On the other hand, the sample of this research work is made up of 441 teachers selected through random sampling. From the results, it was possible to analyze that teachers have a great motivation about the use of drama when teaching, but they do not apply it due to their lack of information, because they do not have an adequate environment to be able to perform different scenes.

This study greatly contributed to the current research because drama in education supports the personal performance of each student, because it leads him to dramatize different real scenes of daily life. In addition, by implementing drama as a teaching method, permanent learning can be obtained which increases the performance of students because it is a fun and relaxed method which encourages positive attitudes in the activities and lessons of an environment.

The project elaborated by Alasmari and Alshae'el (2020) justified that the study *“The Effect of Using Drama in English Language Learning among Young Learners: A Case Study of 6th Grade Female Pupils in Sakaka City”* led to investigate various effects that have occurred through the teaching of the English language when relating to drama. They also interpreted the benefits and future problems that may arise. The population for this research has been forty sixth grade students who were divided into two groups. The first one was the experimental group was taught English through drama and the control group

in which conventional methods were applied. On the other hand, the results showed that by applying drama in the classroom, students can improve their skills.

This research incorporated several significant features in the application of drama in the classroom, because it positively helps in the acquisition and teaching of a foreign language. Also, the activities that are implemented in the drama generated a high level of language production. On the other hand, the drama contains interactive activities that are engaging for students, which benefited in the classroom.

Ulubey (2018) carried out a study “*The Effect of Creative Drama as a Method on Skills: A Meta-Analysis Study*” in which the searches of different experimental research that encompass the consequences of implementing the creative drama in all the skills of the students were synthesized. The data that conducted this research was derived from ProQuest Citations, Web of Science, Google Academic, National Thesis Center, EBSCO, ERIC, Taylor & Francis Online and ScienceDirect, to performed the research keywords such as drama and skill have been implemented. A total of 63 research studies were obtained, including articles, master's degrees and doctorates, which met different criteria to carry out the research. The data was collected and analyzed using the Comprehensive Meta-Analysis program. The findings obtained in the research indicated that applying the drama method created a positive aspect because the students developed their skills in a satisfactory manner. Taking into account these results, the previous research contributed to the application of the drama because the abilities of the students moderately vary their level of schooling.

The present study also determined that the application of drama in the classroom improved the skills of the students, because by being creative, the students can imagine and interpret scenes of daily life.

Pishkar et. al (2017) studied in the article “*Modern English Drama and the Students' Fluency and Accuracy of Speaking*” how speaking a language involves not only learning various linguistic components of the message, but also developing skills such as learning grammar and memorizing different words of a vocabulary. Also, in the research the application of drama during the teaching-learning process causes positive effects during the fluency when speaking of the students. The study was carried out as an experimental research. For this process, data was collected from 60 students whose ages are between 19 and 25 years old, the same ones who learned English as a foreign language. Also,

through the sample they were divided into two groups, the treatment group which was guided by texts that relate modern dramas, and the control group. The results of this research revealed that implementing drama can improve the fluency and duration of speech, but the accuracy of pronouncing each word can decrease.

The application of drama during the teaching-learning process proved to be very effective in improving students' fluency when expressing themselves. Also, modern drama texts are tools that help increase the fluency of speech in students because they motivate them in the teaching-learning process of the English language.

Chia-Ti (2021) conducted a research ‘*Drama-Based Group Projects in EFL Classroom*’ in order to analyze the effectiveness of drama when learning English, which was applied in a group project and based on drama in a real environment. During this research, a whole language approach was applied in such a way that the students fulfilled the objectives through activities related to the drama. For this study, forty-seven students between the ages of 18 and 20 were included, the same ones who obtained a low intermediate to intermediate level. The students were divided into groups, then during the class various activities were developed to complement the presentations. The results obtained by this study were positive because the students improved their skills and created a lot of self-confidence and more desire to learn collaboratively.

This research showed that if students work collaboratively, they can improve their performance thanks to the advice of other classmates and also create more confidence when producing language. In addition, by practicing drama in a collaborative way and applying it in a meaningful context, there is an improvement in the students' skills when learning a language. Also, students are motivated in participatory learning and allowed to take initiatives independently.

The next study was developed by Göktürk et. al (2020) analyzed ‘*The Effects of Creative Drama Activities on Developing English Speaking Skills*’. The study was applied to 7th grade students studying a level of English in order to perfect their speaking skills. The objective of this research was to explain the question: How can students' oral skills be improved. The study lasted 10 weeks in which each student was established on attitude scales and an oral exam was also implemented. The approach used to search for information was inductive, which helped in the analysis of qualitative data and quantitative data were analyzed through the paired sample test. The search concludes that

the activities of the creative drama left positive aspects improving the oral skills of the students. Finally, including drama in a classroom can improve students' skills because they can express their ideas and create a real environment.

This research was relevant because it was mentioned that the activities that were included in order to apply the drama improved skills during speaking. The activities also reflected the increase in improvement before and after the use of the drama, which is a positive aspect to support the present research.

Batubara and Maniam (2019) explained in the study '*Enhancing Creativity through Musical Drama for Children with Special Needs Down Syndrome in Education of Disabled Children*' that the objective of the research is to identify whether children with disabilities can improve mental coordination and communication skills through the use of musical drama. Because in today's society children with special needs are still discriminated against, whether they are physical, mental or emotional and also consider them as troublesome and a burden to society. The study applied a qualitative approach and data were collected through observation. Likewise, the population used in this study were the teachers, directors, parents and children of the institution. The result showed how children could not remember the lessons learned and needed many repetitions so that they can memorize them by performing various movements.

The research contributed in a great way to take into account that students need motivation to avoid boredom, also, not fall asleep, for which a dynamic drama such as singing in a group or a self-expressed drawing should be applied. Teachers should implement musical drama in the classroom to create an emotional environment and make students understand the lesson.

Bsharat and Behak (2021) explained in the research '*The Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city: A case study*' what were the essential skills during the learning of the English language. One of these skills is speech, because when learning to communicate, students create different techniques through creative drama. The activities that take place in this follow-up offer the possibility of using a foreign language as a means of expressing emotions, solving difficulties and also being able to speak fluently. The research used a qualitative method in which ten 7th grade students who have applied drama as a technique in public speaking classes

participated. Also, the results of this study were satisfactory as it was found that the self-esteem of the public speaking students increased each time they made a presentation.

The drama contributes significantly to the improvement of students' speaking skills and improves their confidence. The research work analyzed was able to determine that the techniques applied through drama improve the confidence of students. Also, when carrying out activities in a group, such as singing and conversations, they increased the English speaking capacity of the students and that they enjoy learning in an entertaining way.

On another view, the research by Farrah et. al (2021) developed the research *“Using drama in the Palestinian EFL classroom: teachers’ attitudes, advantages, problems, and teaching techniques”* to analyze the attitudes of each teacher in the area of English, as well as the advantages and disadvantages that are linked and also the strategies during the learning process in schools through the activities proposed by the drama. For the study, qualitative and quantitative methods were applied and the presence of 51 English teachers was taken into account, 39 were women and 12 men. Also with the interview it was possible to confirm the need to acquire improvements in the drama activities within the language classroom. The results that address the research were clear because it is required to provide sufficient materials and also create training for teachers and thus improve teachers' skills when using drama as an educational strategy.

The use of drama activities are methods that improve the skills of teachers and students as long as they have the necessary resources. Also, when applying the drama in the teachers, the attitudes that they have within the English area were analyzed, that is, both its advantages and its disadvantages and how to relate the activities of the drama to obtain an improvement in the students when they learn the languages.

Celik (2019) worked this research *“The Role of Drama in Foreign Language Teaching”* to show the role that drama has during the teaching process in foreign languages. This research was conducted with 32 students, and they were applied in 2 different classes of an intermediate level. They were divided into a control group and an experimental group. In both cases the same book and the same units were taught according to the planning. During this research, qualitative and quantitative methods were used to analyze and observe the credibility of the events and it is also a study with an experimental design. In the results obtained in the research it is noted that the drama in the teaching of foreign



languages serves as a technique for the teaching of communicative languages. In addition, the drama needs to be planned and structured in a very rigorous and careful way because the teacher is the one who maintains the organizational role for which teacher must use materials that attract the attention of the students and are appropriate to their age and gender.

A very interesting aspect that could be obtained within the analysis is that the activities that are created within the drama must be fun to get the attention of the students. Activities such as mimes, improvisation and others can be applied to reduce the tension of the students and thus achieve a better performance when starting the planned activities.

Andujar and Hussein (2019) developed the research ‘*Mobile-mediated communication and students’ listening skills: a case study*’ in order to demonstrate the impact that is obtained in the development of listening skills through the use of mobile applications such as chat during the learning of a foreign language such as English. The application of this method also served to observe the most relevant features that were unleashed when using messaging applications in the classroom. During this research, 61 students of the Administration career participated, the same ones who were divided into 2 groups. The first group was the control group and also the experimental group. This study also had a mixed method research design in order to analyze all the information that could be obtained from both the control group and the experimental group. On the other hand, the results that were obtained reflect that the audios that are sent to the WhatsApp group, the same one that was created for the research. Those helped the students to improve their vocabulary and pronunciation because they adapted to different tone and accents.

This research was of great contribution because the listening skills of students can be improved through the use of social networks. In addition, all the MIM applications that have been implemented in schools today have created a great change and increase in all the skills of the students. In this study, the improvement in listening skills in learning the English language has been verified. Likewise, with the analyzes carried out, great support can be had to continue with the present study.

Listiyarningsih (2017) described in the study ‘*The Influence of Listening English Song to Improve Listening Skill in Listening Class*’ how listening skills improved through the use of songs and English and was more focused on improving listening comprehension. The population for the research was five fifth-semester students of the English education

career who were interviewed by the author of the study. In this research, the qualitative method was applied and the data that was collected had a positive effect because it was shown that the listening ability of the students improved after listening to songs in English. The results obtained have been favorable because the students have improved their listening skills when listening songs in English.

Students can create and improve their vocabulary because by listening they can memorize new words. It should also be mentioned that listening to songs in English is of great help in the educational field. The songs implement large vocabulary by listening several times. In addition, students can improve listening comprehension, listen to details, ideas and improve pronunciation and fluency.

Bay and Seker (2020) developed the research “*Analysis of Preschool Period Children's Listening Skill According to Some Variables*” to determine the listening skill of preschool children and analyze them according to some sociodemographic variables. The sample to carry out this study was 429 children. The method that was applied was that of a quantitative research through a general survey model. The study contributed positively because the listening skill of the students was related according to the age of each child depending on their gender, birth, number of siblings and other factors and the improvement in listening levels could also be noted.

This research focused that social factors such as: age, gender and other personal aspects do not affect the listening ability of students. Because several studies have shown that no social factor affects listening skills.

Loren (2017) conducted a study “*The use of learning media on listening skill in teaching Indonesian to speakers of other language (TISOL)*” in which described the use of different media to learn and improve listening skills during the process of teaching Indonesian to speakers of another language. The study emphasizes that language ability plays a very important role in the midst of other abilities, because listening difficulties arise due to the limitations that exist when learning tools are not provided. This research was descriptive qualitative and intentional sampling, observation, interview and document analysis were used to collect information from the participants. The results showed that the uses of the listening skills of the learning media were carried out with two patterns: the use of media inside and outside the classroom, which are divided into individual, group and mass media learning. In addition, the means used to analyze

listening skills were additional and helpful in complementing the progress of learning a foreign language.

The recording of audios, news or songs were specific activities that helped to increase the sense of listening. Three distinct phases were also created to improve listening skills outside of the classroom. Individual learning in which they recorded significant things. Then, group learning or, for example, a trip with friends.

Aruan and Harahap (2020), in the study *‘Using Prezi Online Software to Improve Teaching Listening Skill’* determined that the main objective of their study was to investigate the effectiveness of using the online Prezi application for learning and teaching a foreign language and also for improving students' listening skills. This research used a mixed method which lasted six months. The population used during this work was 26 participants. The results obtained in this study showed that Prezi had great benefits because it was well accepted and the students applied it in a satisfactory way in such a way that the application with the books was debated, with the Prezi application being preferred. In addition, it was observed that the implementation of the application significantly improved the listening ability of the students.

The mentioned article was satisfactory to improve listening ability. By applying technology in a classroom, students can learn in a more fun and entertaining way. So that students can get a better performance in their tasks, it can be attached with new applications that improve the school environment and stop following a school routine, using traditional methods.

Pham (2021) worked on the research *‘The effects of Audiovisual Media on Students’ Listening Skills’* to declare that the general objective of this study was to determine the improvement of the listening skills of the students through the use of audiovisual media. Also, the study adds that listening is the most important skill when learning a new language. This research had the contribution of 21 students from VIII B of SMP Muhammadiyah Boarding School Cepu. The research used a study of action in the classroom (CAR) and quantitative and qualitative data were attached to complete the procedures: planning, implementation of action, observation and finally reflection. For this reason, the results found during the research process were positive because it was shown that the listening ability of the students increased through the use of audiovisual media.

By applying audiovisual media in English language teaching, students can learn in a relevant and fun way. It can be learned by watching cartoons, videos according to the age of the students and other characteristics. In this way, students can improve their listening skills through things that they find attractive.

Putri et. al (2018) conducted a study ‘‘*The Quality of Listening Skill of the EFL Students*’’ and whose purpose was to know the quality of the listening skill of students based on the listening domain. The research model for this study was descriptive and the participants were five fourth-semester English students who met all the criteria that the authors were looking for their research work. The data was collected through listening tests, interviews, observation and also with documentation. Finally, the result of this work shows that the mastery of listening skills that students have is in a moderate range or, in other words, a good level in listening skills.

The research provided relevant factors to know about the importance of improving listening quality in the educational field. When this study was given, it was possible to analyze how to know the quality within the listening ability of the students. Also know what strategies are implemented within the class and also understand the auditory domain within the classroom.

Hwaider (2017) in the study ‘‘Problems of Teaching the Listening Skill to Yemeni EFL Learners’’ analyzed the objective of the research to mention about the most complicated areas of teaching listening skills because this skill tends to be the most difficult among all the others when learning a foreign language, it is derived from linguistic and not linguistic processes. To start the research, fifty English teachers were present in order to obtain data on the teaching-learning of listening. During data collection, quantitative and qualitative methods were applied. Finally, the results obtained suggest improving the pedagogical implications and thus improving the teaching process in listening skills in secondary schools. The study was also favorable because it was also analyzed that linguistic problems focus on factors such as pronunciation, stress, intonation and syntactic structure of a word.

The problems that affect the teaching of the English language have been analyzed, especially how they intervene in listening skills. And it was also possible to notice several pedagogical implications that prevent students from improving their listening skills.

A study conducted by Elfiona and Zaim (2019) "*Mobile-Based Media as the Solution in Teaching and Learning Listening Skill*" whose main objective was to demonstrate a solution through the use of the mobile phone during the teaching and learning of the listening skill. During the study it was possible to verify that there are several advantages when starting to use technology, especially when it comes to mobile devices. This study used a bibliographic research method for which different documents and trusted sources were accessed to support the two variables. According to research, the use of mobile applications can improve the creativity of teachers and also increases the motivation of students when starting a new class lesson.

The application of these tools can improve the problems that occur in speech skills. This study revealed that the implementation of mobile applications shows a growth in the skills of students. By focusing on listening skills, all applications are satisfactory in the teaching-learning process, for which the article supports this study.

Hammad et. al (2018) in the research "*The Impact of Using Tablets on Developing Listening Skill & perception as a Brain Process of EFL Primary School Pupils*" pretended to describe the impact of tablet use on listening skill empirically. In addition, the tablets consist of several functions such as a teenager, child or adult can make a recording of any type of situation and can also play audio and video clips, download different documents or audios and other activities that can be configured on the tablet. For this study, fourth-grade students from institutions in the city of Baghdad were included, with exactly 40 students depending on the experimental group and another 40 students forming part of the control group. The research also had an experimental design. The results of the study showed that the experimental group had more improvement in linguistic ability because various online activities were applied. While in the control group traditional methods were used in such a way that their level remained the same.

This work was of great help because by applying various activities in the classroom, students can learn in a better way. Also students can download audios, videos and applications that are fun. By using different applications and activities in the classroom you can increase listening skills and also combine it with increasing vocabulary.

### **1.1.2 Theoretical Framework**

### **1.1.3 Independent Variable**

#### **Teaching English**

Smith (1960) created three different definitions to refer to the term "teaching". The first expression is defined as a way of teaching as a body of knowledge or ideology, this means that it emphasizes a system of beliefs. Then, there is another definition which expresses that it is used to show that it refers to an occupation or profession that someone instructs. And finally the research defined it as a way of transmitting knowledge, for example from a teacher to a student, generally in schools.

Isola Rajagopalan (2019) analyzed that teaching is related to learning and can also be defined as activities that are essential during the way of learning. In addition, teaching through intentional activities means that learning does not imply learning in a logical way, but that empirical results can be obtained from that learning. Teaching is also defined as the ability to share information with another person, that is, with students. It is also considered an art because it develops imaginative skills in the classroom.

On the other hand, Dewsbury and Brame (2019) defined inclusive teaching as an effective relationship, even when the academic experience is based on relationships and dialogues. The other components are derived from the dialogue that includes the environment, the different activities that were created to support the dialogue, and also the external resources needed to support them. These components support inclusive education and in this way all students can learn in a better way without being removed from their environment, share and learn new things in the classroom.

#### **Language teaching strategies**

Greive (1998) mentioned that many of the effective strategies that are applied within the classroom are creative and also developed by the instructor. The teaching consists of reflecting our own experience to the students and sharing knowledge, however, they limit us to apply different teaching techniques. Likewise, several educators suggest changing strategies within the classroom every twenty minutes so as not to feel obligated to use traditional methods.

Martinez (1996) classified the teaching strategies in: cognitive and metacognitive the same ones that were the both most relevant within this process.

Cognitive strategies refer to a group of different mental developments, which are carried out to regularize the processes and content of the different ways of thinking and thus be able to obtain the desired objectives and also solve the problems posed. These strategies are applied over a period of years to analyze student performance and learning (Cameron, 2013).

Metacognitive strategies are ways to impart knowledge and thus be able to lead the student to develop problem solving. Also, the metacognitive term within the educational field refers to understanding and being aware of something people already know to perform certain tasks and knowing how to use current skills to be able to develop the problem posed (Metacognitive Strategies: Definition & Examples, 2014).

## **Drama**

Üstündağ (1997) defined drama as a more expressive example at the time of learning, in the same way considers it as an essential activity to promote children's learning. Also, it can be analyzed on the different problems that surround society. On the other hand, children can be able to explore and meditate on the different problems of society through drama. As drama is a means of expression, children can express their ideas and knowledge and transform it from the real world to a fictional world.

On the other hand, Moghaddam (2018), in the research analyzed drama as a methodology which helps to make the teaching process more effective, exciting, communicative and contextual. The research adds that drama is a very peculiar way of learning and reflecting situations creatively. In addition, the different dramatic procedures also refer to various techniques that are attached to a dramatic moment to lead to a better understanding and better interpretation of the text. Also, several of the techniques that are involved in the drama are those that integrate emotions, mind and body, the same ones that motivate students, whether they are children, adolescents or adults, to use their own personalities and experiences as resources for the production of dramas.

According to Farmer (2020), drama strategies are tools of everyday life that a drama teacher must use in their classroom in order to develop skills such as comprehension and creativity. The research argued that character development and storytelling linked by acting skills can be used so that students can be actively involved in their own learning. In the present study two strategies are the most relevant because these have had a huge impact in education. This means that these drama strategies have already been used in

order to improve skills, or even teach vocabulary or grammar. These are: Freeze frames and Hot Seat.

### **Freeze Frames**

This strategy is very accessible for children of any age to adults, it is also an effective way to start a drama session. The process of this medium is starting easily by creating an image by using their bodies, but without movements. They are very useful to be able to transmit and communicate ideas or try to tell a story and thus represent characters, objects and also emotions.

### **Hot Seat**

The hot seat strategy is another drama plan used in classrooms thanks to teachers so that students can have fun minutes before the new lesson begins. The hot seat is also considered as a synonymous of warm-up. The way in which this strategy is developed is as follows: the classmates select a student who must come to the front in order to play a character that likes the most and in the end the classmates must guess which character was imitated.

#### **1.1.4 Dependent Variable Communication**

Communication is a central functionality of human reality. As social beings, humans seek to communicate with each other, using a variety of tools from which they are born. these tools integrate sounds, gestures, expressions, symbols and words, among others. Communication is dependent on the production or expression of a message and its reception. In other words, a shared understanding of meaning is important for positive and meaningful communication (Huff & Christensen, 2018).

Van Ruler (2018) the communication term represents different ways of observing the environment and expressing it. This means that an individual can transmit information in which several elements are involved. It also defines it as the creation of meanings of different expressions according to their environment in order to interpret it.

### **Receptive Skill**

According to Fadwa and Jawi (2010) language instruction includes 4 relevant skills. These skills are listening, speaking, reading and writing. The primary reason for isolating



these capabilities and discussing them separately is to highlight their significance and inculcate teachers to emphasize their education and manage them in a balanced way. Various language skills are neglected throughout classroom practice and are consequently given insufficient and inappropriate exposure; The inquiries show that listening and talking remain almost neglected and are not well placed by 'most of the teachers of English as a foreign language in Saudi Arabia. These abilities are largely thought of as passive abilities.

Sreena and Ilankumaran 2018 analyzed that language skills are divided into receptive and productive. The receptive ones integrate listening and reading skills, while the productive ones speak and write. Language skills also have the possibility of being divided into auditory and graphic skills. The auditory one deal with the function of listening and speaking, while the graphic ones focus on reading and writing. Wide exposure to receptive skills leads to gain. Receptive skills are the ability to listen to and understand a language. Being receptive skills, reading and listening are considered as the first stages that link a response when it comes to a communication event.

### **Listening Skill**

Sebongbong (2019) established that listening skill is the function of listening carefully. The inquiries show that 45% of our time is spent listening. People listen more than they talk. If this ability to hear is used in an ideal way, people have the possibility of mastering the tools of communication skills. Listening is difficult, because the human mind tends to be easily distracted. A person who controls his mind and listens attentively gains other abilities and favors himself. The ability to hear can be conceptualized as, "Listening skill is the act of listen carefully." It is also a process similar to reading that should have knowledge of phonology, syntax, semantics and understanding of texts.

Fussalam et. al (2019) analyzed the listening skill as an essential factor in learning during teaching. This skill plays an important role in the communication process. Also, various media such as movies and music have also been developed to improve this listening skill in students. Through these strategies, students' learning can improve in their listening part because they understand the language in its real context and can also relate it through images.

Aynur (2019) determined that listening skills derive different **sub-skills**, so that students can analyze certain details. Therefore, by being able to obtain certain information,

students focus on creating and analyzing the general idea of the topic to be discussed it is consider **listening for gist**. Also **listening for specific information** is essential to obtain detailed information from an audio. **Listening in detail** requires acquiring the most information in order to correct errors. Finally, **listening for attitude** refers to what the speaker expresses in the speech.

During the inclusion of different strategies to practice listening skills, teachers can manage the class to obtain satisfactory results and improve the students' ability to listen for details and find the correct answers in the proposed exercises. Gu and Hu (2018) distinguished 6 types of listening skills. Which are derived as follows: intensive listening: in this part students listen more details to choose the correct answers. Then, in the selective listening students focus and pay attention to obtain specific information. Also, the interactive listening refers that learners interact and listen in a collaborative conversation. The next, the extensive listening refers to understand a high level of comprehension. After, in the receptive listening students interpret it using your knowledge and finally, the autonomous listening.

## **1.2 Objectives**

### **1.2.1 General Objective**

To analyze how drama improves the listening skill from students of seventh grade year of school at Unidad Educativa El Oro.

### **1.2.2 Specific Objectives**

To determine the benefits of drama in the listening skill

To identify the students level in the listening skill

To describe how drama improves the listening skill

### **Description of the fulfillment of objectives**

To achieve the objectives of this research work, different activities were carried out. In the first place, in order to achieve the general objective, which is how drama improves in the listening skill of students of seventh grade year of school at Unidad Educativa El Oro, it was essential to define the three specific objectives that served as the support to verify this research.

To achieve the fulfillment of the first specific objective, a bibliographic review was carried out, through articles, web pages, magazines, etc., which provided information to support the two variables for both drama and listening skill. Likewise, thanks to the documents, positive conclusions were obtained when using drama in the classroom.

In order to achieve the second objective, the students were evaluated by means of a pre-test in the listening test, which is related to the Cambridge standardized ones. For the application of the pre-test with the 7th grade students, the corresponding opening was obtained from the authorities of the institution in which the study was carried out. This listening test was only made up of 1 part with 5 questions, in order to evaluate the details that the students can obtain at the moment of listening to the audios.

Finally, in order to achieve the third objective, several lesson plans were made to be able to develop each stage of the research in an orderly manner. In this way, it was possible to obtain how the drama improved the listening skill of the students.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1 Resources**

The resources applied in the present research are human resources, institutions that supported the study, physical and technological materials. Several of the human resources used were the following: the researcher, tutor and 7th year EGB students. The participating institutions were: Universidad Técnica de Ambato and Unidad Educativa El Oro. The physical materials used: sheets of paper, prints and pens or pencils. Finally, technological resources were involved: computers, internet and different technological platforms.

#### **2.2 Methods**

The study had a quantitative approach. Quantitative because refers to the fact that the study analyzes the data through the use of statistics. Also, in this approach the data that was collected through the use of surveys or questionnaires is analyzed. Quantitative approach also emphasizes collecting numerical data during the investigation and thus explaining a particular phenomenon (Creswell, 2012).

In the study, the quantitative approach was applied because during the quantitative approach the statistics could be managed according to the numerical data obtained when applying the instrument.

#### **2.3 Research Modality**

##### **Bibliographic research**

This research supports its information in bibliographic documents (articles, books and research) that link the theories of both variables. Bibliographic research is also defined as that study that collects information from materials that have already been published and that are related to the subject. The information can be obtained from books, magazines, electronic media newspapers such as videos, audios, etc. (Allen, 2017). Therefore, the research was bibliographic because all the information obtained on drama and the listening skill was obtained from different sources and publications to analyze its improvement when applied within the educational environment.

## **Field research**

This research was conducted through a field study, because it was applied directly at Unidad Educativa El Oro. When applying the instrument within the institution, there was direct contact with the 7th grade EGB students, and it was possible to appreciate the reality of the study. Also, thanks to the collaboration of the students through the sessions, it was possible to collect the data to analyze the improvement of the listening skill of students when applying the drama.

## **2.4 Design**

### **Quasi-Experimental**

The quasi-experimental design was applied during the investigation. This design creates a data relationship between variables because they are represented in a numerical and static way. In addition, this design is intended to establish a cause and effect relationship between the dependent and independent variables. The main characteristic of this design is to examine the effects of the different treatments that are applied in an investigation (Thomas, 2020).

This research acquired the quasi-experimental design because drama was implemented as an innovative strategy in the classroom. The drama was applied during several sessions to check how it improves the listening skill of the students.

## **2.5 Level or type of research**

### **Exploratory**

An exploratory research study refers to the discovery of something recent and exciting. This type of research is divided into two categories: tentative analysis and proposal of new ideas (Swedberg, 2020). This study had an exploratory level, because it was able to identify, observe and analyze how the application of drama improves the listening skill of students at Unidad Educativa El Oro.

## **2.6 Population and sample**

For this study, 26 students participated, 15 women and 11 men. The participants were 7th grade EGB students from Unidad Educativa El Oro. The population was selected by openness in order to apply the instrument, which helped in data collection. Also, the

students participated in 6 sessions that lasted 1 week and carried out the activities to improve listening skills.

## **2.7 Techniques and Instruments**

The technique used to collect data for this research was the Pre A1 Starters test. This instrument is endorsed by Cambridge. Also, Cambridge, being an international exam, can evaluate the linguistic abilities of a language. The test consisted of 5 questions, the same ones that served to evaluate the listening skill of the students. Likewise, the evaluation instrument applied was multiple-choice questions from the Pre A1 Starters, the same one that was used as a pre-test to measure the level of the students in listening skill and a post-test to know the improvement of the students when applying the drama.

## **2.8 Hypothesis**

**H1:** The drama influences in the listening skill from students of seventh grade year of school at Unidad Educativa El Oro.

**H0:** The drama does not influence in the listening skill from students of seventh grade year of school at Unidad Educativa El Oro.

## **CHAPTER III.**

### **RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of the results**

Chapter III focuses on the analysis of the data collected, through the application of the Pre-test and Post-Test which was applied to students of the seventh year of school at Unidad Educativa El Oro.

For the development of the present research, two tests were applied, an initial test, called pre-test and a final test called Post-Test. The structure of the test was based on the Cambridge Pre A1 Starters standardized test. The results obtained from the tests will be analyzed through the development of tables and graphs, in order to provide greater ease in the analysis and interpretation of the results.

The tests were applied to 26 high school students who due to their age range only part 3 of the Cambridge preliminary test was taken into consideration. This part is based on the students listening to the information and choosing the correct answer in the alternatives box. Each table and graph are made up of the initial test and the final test and the average that the students obtained in each test is also shown. This helps to review the scores obtained in the two tests.

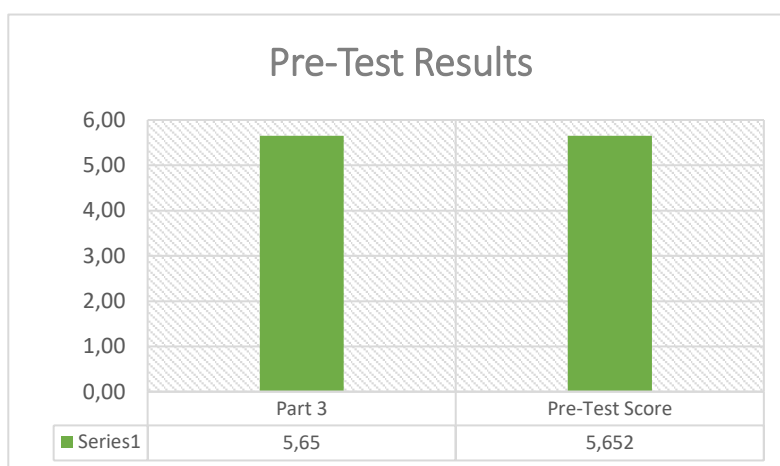
For the analysis and interpretation of these results, the statistical program IBM SPSS Statistic was used, which is the most suitable for inferential statistics. Through this program a normality test was applied, where it is evident that the data are scattered, for this the research uses the Wilcoxon rank test to have greater security in the results, and to be able to verify if the null hypothesis is accepted or rejected.

**Table 1:** Pre-Test Results

Pre-Test Results		
	Part 3	Pre-Test Score
Average	5,65	5,652

**Note:** General average of the listening pre-test.

**Figure 1:** Pre-Test Results



**Note:** General average of the listening pre-test.

### Analysis and Interpretation of Results

The auditory information of the Cambridge A1 Pre Starters test was provided, where only part 3 of the preliminary exam was taken. This part contains information that must be listened to in order to evaluate the students' listening skills. It also requires that the students listen to the audios, understand the information and choose the correct alternative from the options box. By analyzing each question of the test, the following results have been obtained. The table shows that the students obtained an average of 5.65 out of 10 points. The data show that the students are over an intermediate range, in the comprehension and reception of auditory information, this can be improved by adequate treatment.

Once the analysis of the pre-test results was finished, it could be noticed that there is a medium degree of difficulty in the comprehension of auditory information. There is also



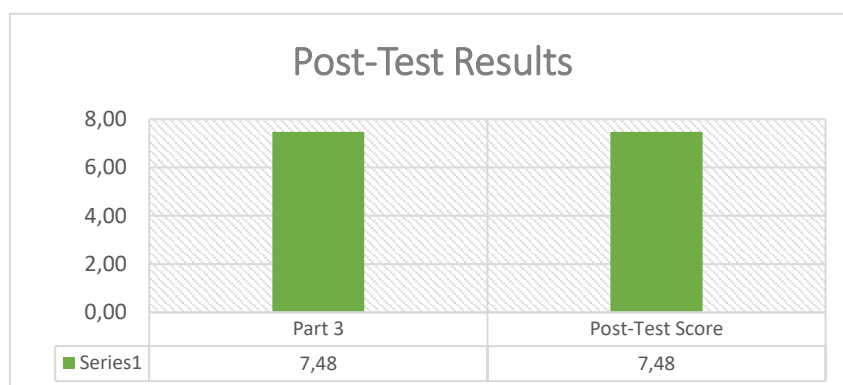
a problem when choosing the correct alternative. All these factors can be caused by lack of attention, concentration and by limiting exercises that practice listening skills in the classroom. Therefore, it is necessary that listening skills are encouraged, developed and improved. To achieve this, teachers should apply different strategies, exercises and activities involving audio. In such a way that students can become more familiar with the English language and can practice it more often and improve their listening skills. In conclusion, students will listen to conversations in real environments and will be able to understand what the message is.

**Table 2:** Post-Test Results

Post-Test Results		
	Part 3	Pre-Test Score
<b>Average</b>	7,48	7,48

**Note:** General average of the listening post-test.

**Figure 2:** General average of the listening post-test



**Note:** General average of the listening post-test.

### Analysis and Interpretation of Results

After having applied the drama in teaching and listening skill the post-test was applied to verify if there was an improvement in the listening skill of students. The test used was again focusing only on part 3 of the Cambridge Preliminary Examination. The use of drama as a strategy was applied by the researcher and was based on interpreting the auditory information through actions. It was also focused on the students developing their memory and being able to record the information and remember it at the time of the development of the test. The results obtained, as shown in the table, after the treatment, the average rose to 7.48 out of 10 points, it means there is a difference of 1.83 points.

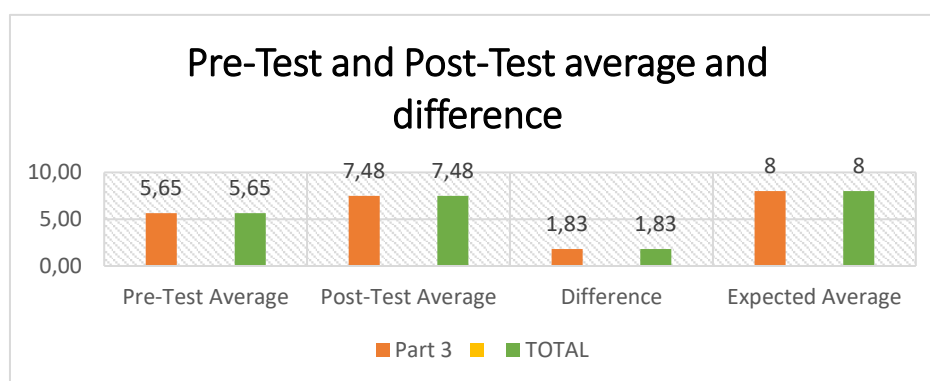
The results presented above show that there was a positive increase and a superior result was achieved. At this point, the application of drama as a strategy in the classroom contributed to the development of the students' listening skills. Also, due to the way in which this strategy is applied, it is considered a very dynamic and entertaining medium which generates interest in the students and they achieve re more easily. Likewise, the effective impact obtained during the application of the drama and the improvement in the development of the students' listening skills through dialogues with audios was shown.

**Table 3:** Comparative Results Pre-Test and Post-Test

Criteria	Pre-Test Average	Post-Test Average	Difference	Expected Average
<b>Part 3</b>	5,65	7,48	1,83	8
<b>TOTAL</b>	5,65	7,48	1,83	8

**Note:** General average pre-test and post-test, difference and expected average.

**Figure 3:** General average pre-test and post-test, difference and expected average



**Note:** General average pre-test and post-test, difference and expected average.

### Analysis and Interpretation

A comparison table was prepared, showing the average results of the pre-test and post-test, which reflect the improvement after applying the drama. The latter shows a higher value than the initial value. This means a positive change in the auditory ability through the implementation of the new strategy with the students in the classroom. In the initial test a value of 5.65 out of 10 points was obtained, while in the final test a value of 7.48 out of 10 points was obtained. Taking into account the above data, it is affirmed that there was an increase of 1.83 points in relation to the first test.

It is evident that the values before and after applying the test varied considerably. Thus, it was deduced that the drama strategy does have an influence on the improvement of the students' listening skills and learning. Likewise, the applied strategy allows the students to receive and remember the information through the actions interpreted by the researcher, this technique is very dynamic and fun and is very suitable to be applied in the selected sample. Finally, it can be attached that the use of drama during the class sessions was of great help and benefit for learning and the development of the listening skill of students. Because through the imitations and different activities and exercises carried out during the six sessions, the students were able to remember, understand and comprehend the different audios that were applied during the classes given.

### **3.2 Discussion of results**

At the beginning of the investigation, it was possible to analyze that the listening skills of the EGB seventh-year students did not have great stability in the classroom. On the other hand, it was observed that there were not domain scores when assessing the initial evaluation. When verifying the problem that weakens the listening skills of the students, it was concluded that the lack of pedagogical work is the reason for the different shortcomings that exist in the classroom and which makes it difficult for students when listening to audios to be able to carry out various training.

In the study on learner's' difficulties and strategies in listening comprehension by Saraswaty (2018), mentioned that listening skills play a very important role in daily life since it is listened to for entertainment, educational activities, among others. Listening is essential because it allows detailed information and important knowledge to be obtained within a conversation. However, several students lack this skill due to different learning difficulties when performing listening activities. It is also essential to mention that listening has a percentage of 50% when learning a language and which derives productive skills.

To improve hearing impairment in students, drama was implemented as a technique because during class students perform different imitations, role plays, or in several cases real roles that were personalized. The drama was applied to verify the behavior that students have when facing real situations of daily life and thus improve their skills when learning a new language Gabitova et. al (2018).

The main advantage of implementing drama in this research is that it improves students' listening skills. Given that when performing the pre-test an intermediate level was observed in listening, that is, they did not recognize key words and could not obtain several details and when applying the drama their level improved because when performing the imitation, they remembered certain words which gave meaning to several sentences and so they could complete the activities.

The study by Angelianawati, L. (2019) agrees with the results obtained previously. Drama is a strategy that is implemented to learn a foreign language and improve their skills. Students participate in all the activities that the drama ties together while learning in a fun way. Also by using the imagination and facing real situations, students acquire the language in a more natural way.

Finally, it was concluded that the application of drama as a strategy in the classroom facilitates and improves the listening skills of students. All the activities carried out and planned had a great impact since the students developed in an environment which motivated them to learn a new language.

### **3.3 Verification of hypotheses**

The verification of the hypothesis was developed through the analysis of the data collected through the pre-test and post-test, the Wilcoxon rank test was used, this can be analyzed through the statistical program IBM SPSS Statistic.

#### **Hypothesis statement**

##### **Null Hypothesis (H0)**

H0: The drama does not influence in the listening skill from students of seventh year of school at Unidad Educativa El Oro.

##### **Alternative hypothesis (H1)**

H1: The drama influences in the listening skill from students of seventh year of school at Unidad Educativa El Oro.

**Table 4: Test of Normality**

Test of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Estadística	Gl	Sig.	Estadística	gl	Sig.
PRE-TEST	,317	26	,000	,747	26	,000
POST-TEST	,381	26	,000	,710	26	,000

Note: Shapiro-Wilk normality test values.

### Analysis and Interpretation

After analyzing the data, the normality test was developed for the verification and acceptance of the hypothesis between the pre-test and Post-Test. Shapiro Wilk was considered in this test, because the treated sample is smaller to 30 participants. The table shows that both in the pre-test and in the Post-Test the level of significance is 0.00, that is less than 0.05, which means that the results do not follow a normal distribution and it is necessary to apply a non-parametric test. For this the researcher will use the Wilcoxon rank test, due to the fact that both the pre-test and Post-Test are two related samples.

**Table 5: Wilcoxon signed Ranks test**

### Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
POST_TEST - PRE_TEST	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	24 <sup>b</sup>	11,00	231,00
	Ties	2 <sup>c</sup>		
	Total	26		

a. POST\_TEST < PRE\_TEST

b. POST\_TEST > PRE\_TEST

c. POST\_TEST = PRE\_TEST

Note: Wilcoxon signed ranks test values

**Table 6: Test Statistics**

### Test Statistics<sup>a</sup>

	POST_TEST - PRE_TEST
Z	-4,583 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

- a. Wilcoxon signed Ranks Test
- b. Based on negative rank

**Note:** Test statistic values with Asymptotic Significance.

### **Analysis and Interpretation**

For the determination of the range test, it is the result of the difference between Post-Test, minus the pre-test, in the table it is evident that negative ranges (a) is equal to 0, while positive ranges (b) is equal to 21, and ties (c) equals 2. The middle result is 0.00 and the other range is 11.00. The sum between these two ranges, shows two results, the first is 0.00, while the second value is 231.00.

These results in the following table the significance test is observed, which is directly related to the hypothesis. With the development of this table of evidence that the level of significance is 0.00, which is less than 0.05. What this level indicates, you should reject the null hypothesis, and immediately accept the alternative hypothesis. Therefore, the drama technique used for the development of listening skills in students does have a positive influence on learning

## **CHAPTER IV**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **4.1 Conclusions**

- The benefits of drama on listening skills were determined through different research studies. Several of them were that the students while performing different movements and imitating various actions could hear and remember certain words or sentences. In this way, the qualities that the drama possesses are distinguished through the investigation carried out. Also, drama is a positive strategy because students can learn in a fun and entertaining way in the classroom. Likewise, all the activities and their relationship with the drama created an innovative environment to improve listening skills.
  
- In the research process, it was possible to identify the level of listening of the students of the seventh year of the EGB through the application of the pretest (Pre A1 starters). It was also identified that the students have an intermediate range in the listening skill. Using the test, it became clear that students have difficulty remembering details, key words and analyzing complete sentences. For this reason, various activities, games and individual and group exercises were carried out using dramatization as a strategy.
  
- The drama had a positive impact in the classroom because it was possible to describe how it improved the listening skills of the students. By implementing the drama, the students can participate, practice and also create an entertaining environment while doing the activities. On the other hand, when applying the post-test and obtaining the results, a significant improvement could be observed. Therefore, drama as a strategy shows the positive aspects during the teaching process in students.

## 4.2 Recommendations

- In order to obtain positive effects in the classroom, it is suggested that teachers promote the use of drama to optimize the listening skill of students. Students can imitate and reflect various actions through drama and can also develop different activities. Also, it is essential for the teacher to engage activities with drama so that students can feel in an entertaining environment and learn in a better way.
- It is recommended to teachers that in order to determine the level of students' listening skills after applying drama, they should be evaluated by means of a standardized Cambridge test. Because the tests conducted by Cambridge are endorsed by specialists. In this way, accurate results can be obtained and the effectiveness of the strategy can be approved.
- It is advised to teachers that in order to use drama as a strategy, the content of the activities should be taken into account. All exercises or activities should be appropriate for the age and level of the students. Also, when applying worksheets or other activities, the teacher should give clear instructions so that students do not have doubts about how to perform them.



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## ANNEXES

### Annex N° 1: Carta de compromiso

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

### CARTA DE COMPROMISO

Ambato, 21/04/2022

Doctor  
Marcelo Núñez  
Presidente  
Unidad de titulación  
Carrera de Pedagogía de Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y de la Educación

Yo Dr. Víctor Hugo Zurita Bautista en mi calidad de Rector de la Unidad Educativa El Oro, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "DRAMA AND THE LISTENING SKILL" propuesto por la estudiante Juna Manotoa Jessenia Estefania, portadora de la Cédula de Ciudadanía 1804711511, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Dr. Víctor Hugo Zurita  
1802337186  
0995155249  
vhzboro@gmail.com

Annex N° 2: Pretest - post test

POSGRADO

LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS

MENCIÓN INGLÉS COHORTE 2021

Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

### LISTENING TEST

Adapted from: <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

**Objective:** To analyze the level of students in the listening skill

**Time:** 15 – 20 minutes

**CEF:** Pre A1 Starters

**Level:** 7<sup>th</sup> EGB

**Age:** 11 – 12 years

### LISTENING PART 1

**Listen and tick ( ) the box.**

Listen to the conversations and according of each speaker's statement put a tick in the correct box.

**Link:** <https://www.youtube.com/watch?v=EOO0y1cMrJE&t=214s> What

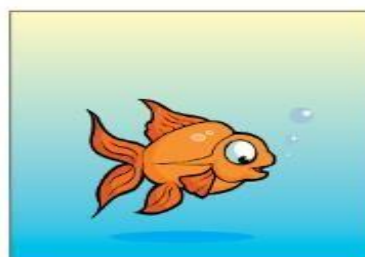
animal has Alex got in his bedroom?



A



B



C

POSGRADO

LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS,

MENCIÓN INGLÉS COHORTE 2021

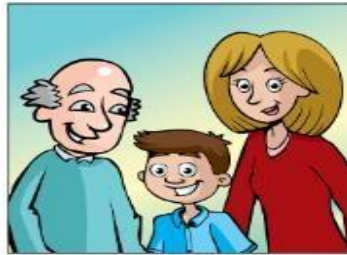
Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador



1.- Which picture are May and Sam looking at?



A



B



C

2.- What are Mrs Good's class doing this afternoon?



A



B



C

3.- What is Mum's favourite fruit?



A



B



C





*POSGRADO*  
*LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y*  
*EXTRANJEROS,*  
MENCIÓN INGLÉS COHORTE 2021

*Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador*

4.- Which dog is Anna's?



A



B



C

5.- What is Lucy w



A



B



C

**Annex N° 3: Lessons**

<b>LESSON PLANNING</b>			
<b>Teacher:</b> Jessenia Estefania Juna Manotoa		<b>Type of lesson:</b> PPP	
<b>Class:</b> Seventh year EGB		<b>Date:</b> 16/05/2022	
<b>General objective:</b> <ul style="list-style-type: none"> <li>To evaluate the level of listening skill in students of seventh grade EGB at Unidad Educativa El Oro.</li> </ul>		<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>To identify how students can develop listening skill in a real test of Pre A1 Starters.</li> <li>To analyze the concentration during the listening test (Pre-test.)</li> </ul>	
<b>Subject:</b> English		<b>Group:</b> 26	
<b>Aim:</b> <ul style="list-style-type: none"> <li>- To create a relax environment before the Pre-test.</li> <li>- To give an explanation and instructions to the students.</li> </ul>			
<b>Materials:</b> Pre A1 Starters test, photocopies, pen or pencil.			
No.	Time	Activities	Material/ Resources
1	10 minutes	-Teacher gives a brief introduction about herself and what her role will be during the sessions. -Teacher explains the activities. -Teacher clarifies different doubts.	Pre A1 Starters test  Photocopies
	10 minutes	-Teacher starts with short a warm-up. -Teacher starts showing and touching different parts of her body and saying its name. -Teacher repeats this game twice with students -Teacher repeats the name of parts of the body and students listen ad touch the part that teacher mentions. -Students concentrate and teacher repeat each part faster. -Teacher explains the pre-test and how it will be.	
	20 minutes	-Teacher explains students each question. -Students put their information in the photocopies. -Students start with the pre-test listening Pre A1 Starters of Cambridge -Teacher plays the audio twice. -Teacher plays the audio one more time and then starts to monitor if students finish the pre-test.	
<b>Assessment:</b> Students will search for information about drama.			

**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)

## LESSON PLANNING

<b>Teacher:</b> Jessenia Estefania Juna Manotoa	<b>Type of lesson:</b> PPP
<b>Class:</b> Seventh year EGB	<b>Date:</b> 19/05/2022
<b>General objective:</b> <ul style="list-style-type: none"> <li>To explain what drama is about and its strategies.</li> </ul>	<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>To define drama and its strategies.</li> <li>To apply drama in activities during the class.</li> </ul>
<b>Subject:</b> English	<b>Group:</b> 26

**Aim:**

- To give an explanation of drama to the students.
- To evaluate the knowledge of students about drama.

**Materials:** Colored cardboard, markers.

No.	Time	Activities	Material/ Resources
2	<b>5minutes</b>	<ul style="list-style-type: none"> <li>-Teacher starts the class with a warm up.</li> <li>-Teacher explains that the warm up is about a song. This song is about movements.</li> <li>-Teacher plays the song and when the song says free students need to stop.</li> <li>-Students freeze and perform the action of each verb when the song indicates.</li> </ul>	<a href="https://www.youtube.com/watch?v=2UcZWXvgMZE">https://www.youtube.com/watch?v=2UcZWXvgMZE</a>
	<b>15 minutes</b>	<ul style="list-style-type: none"> <li>-Teacher starts with a key question. What is drama?</li> <li>-Teacher asks some students if they know the definition of drama.</li> <li>-Teacher listens each answer and student's point of view.</li> <li>-Teacher explains the definition of drama and its strategies.</li> <li>-Teacher uses colored cardboard.</li> <li>-Teacher in each colored cardboard writes a key word for the students to remember about drama.</li> <li>-Teacher explains more about drama applying different exercises.</li> <li>-Teacher explains with some verbs what is drama.</li> <li>-Teacher says the verb JUMP and then imitates it doing the action.</li> <li>-Teacher practice drama with 5 verbs (eat, sleep, drink, cut, run)</li> </ul>	<ul style="list-style-type: none"> <li>- Colored cardboard</li> <li>-Markers</li> </ul>
	<b>20 minutes</b>	<ul style="list-style-type: none"> <li>-Teacher reviews about the definition of drama.</li> <li>-Student according to the colored cardboard remember key words of drama.</li> </ul>	

	<ul style="list-style-type: none"> <li>-Students explains what is drama.</li> <li>-Students remember strategies of drama.</li> <li>-Teacher in the board writes 26 verbs for each student.</li> <li>-Students copy the verbs.</li> <li>-Teacher with the students read and imitate each verb of the board.</li> <li>-Students practice alone each verb.</li> <li>-Each student come to the front and do the action of each verb.</li> <li>-Teacher gives students an example.</li> <li>-Teacher read a verb of the board for example drink.</li> <li>-Teacher does the action and students understand the exercise.</li> <li>-Students practice drama and learn more about verbs.</li> </ul>	
<p><b>Assessment:</b> Students will study the 26 verbs that they copied in class.</p>		



# EXPRESSION



# BODY



# MOVEMENTS



**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)

**LESSON  
PLANNING**

<b>Teacher:</b> Jessenia Estefania Juna Manotoa	<b>Type of lesson:</b> PPP
<b>Class:</b> Seventh year EGB	<b>Date:</b> 20/05/2022
<b>General objective:</b> <ul style="list-style-type: none"> <li>To analyze listening skill using drama</li> </ul>	<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>To recognize action verbs in a sentence.</li> <li>To practice listening skill of students.</li> </ul>
<b>Subject:</b> English	<b>Group:</b> 26

**Aim:**  
 -To learn action verbs through drama.  
 -To create sentences in a real context.










**Materials:** Photocopies, pen or pencil, small ball.

No.	Time	Activities	Material/ Resources
3	10 minutes	-Teacher starts with a short dynamic to get the student's attention. -Teacher plays TINGO TANGO with a ball. -Students pass the ball to each other. -When teacher says TANGO teacher asks for some verbs that they studied.	Small ball              <b>Audio:</b> <a href="https://es.liveworksheets.com/ls30152rx">https://es.liveworksheets.com/ls30152rx</a>
	15 minutes	-Teacher explains what the activity is about. -Teacher share the papers with the sentences. -Teacher starts reading each sentence. -Teacher asks students if they have question about the vocabulary. -Teacher explains and give the definition of unknown words. -Students need to complete the sentences with an action verb. -Teacher plays the audio of each sentence with the missing verb. -Teacher uses drama to performances the action of each missing verb. -Students remember through the action the verb and complete the sentences.	
	15 minutes	-Students listen the complete sentences with the verbs. -Students pay attention when teacher performances the action. -Students complete the 10 sentences with the audio.	

**Assessment:** Students will search 5 verbs to practice in class



Listening Activity1: Listen to write the verb to complete each sentence.

1.  John  the classroom.
2.  I  my name with a pen.
3.  They  a highlighter to select the important words.
4.  We  the page with the crayons.
5.  Linda  the line with the ruler.
6.  You  the paper with the scissors.
7.  John and I  away our trash in the wastebasket.
8.  You and she  the assignments on the computer.
9.  I  her the paper.
10.  Linda and John  the chair under the table.

**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)



## LESSON PLANNING

<b>Teacher:</b> Jessenia Estefania Juna Manotoa	<b>Type of lesson:</b> PPP
<b>Class:</b> Seventh year EGB	<b>Date:</b> 23/05/2022
<b>General objective:</b> <ul style="list-style-type: none"> <li>• To remember different actions verbs playing hopscotch.</li> <li>•</li> </ul>	<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>• To learn action verbs through drama.</li> <li>• To improve listening skill of students.</li> </ul>
<b>Subject:</b> English	<b>Group:</b> 26

**Aim:**  
-To identify action verbs in the classroom applying drama.

**Materials:** Cardboards, tape, markers.

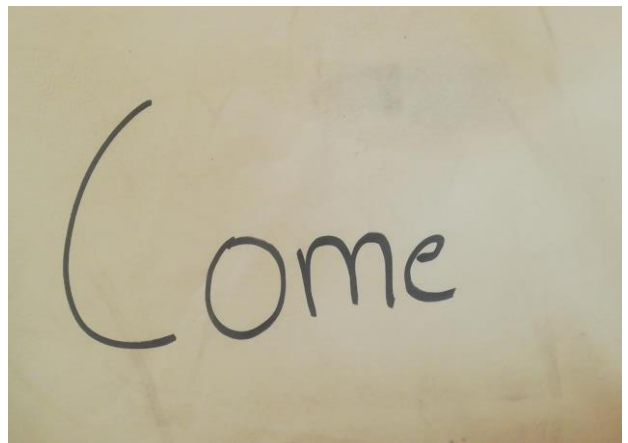
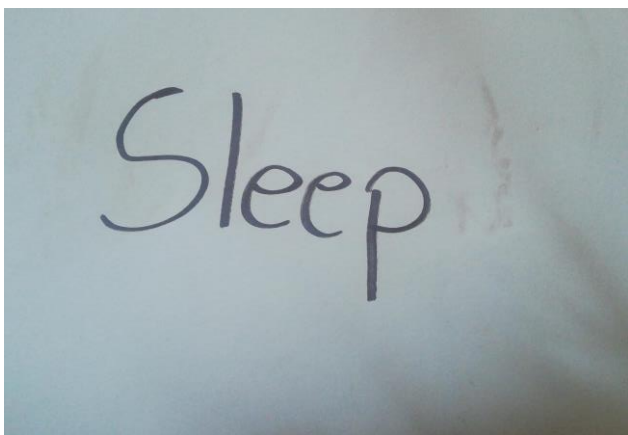
No.	Time	Activities	Material/ Resources
4	5 minutes	-Teacher starts with a dynamic to relax students. -Teacher writes some letters on the board. -Students say verbs with each letter. -Students use drama to express the verb.	<u>Markers</u>
	20 minutes	-Teacher presents the verbs on the cardboards -Teacher repeats each verb. -Teacher uses drama to imitate verbs to students remember them. -Teacher with students repeat the verbs -Students repeat and imitate the verbs through drama. -Teacher gives each students a cardboard with a verb. -Teacher asks students if they know about 'hopscotch'. -Students try to guess about it. -Teacher explains about the game 'hopscotch' -Students create a hopscotch with the cardboard.	Cardboards Markers
	15 minutes	-Students create the 'hopscotch' with the cardboards. -Student until to put the cardboard in the floor, repeat and do the action of their verb using drama. -Students finish doing the hopscotch. -Teacher says a number -Students jump the number that teacher says. -Students repeat and do the action of the verb.	

**Assessment:** Students will study and practice the verbs using drama.

**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)





**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)

## LESSON PLANNING

<b>Teacher:</b> Jessenia Estefania Juna Manotoa	<b>Type of lesson:</b> PPP
<b>Class:</b> Seventh year EGB	<b>Date:</b> 26/05/2022
<b>General objective:</b> <ul style="list-style-type: none"> <li>To evaluate students' listening ability using drama.</li> </ul>	<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>To develop listening skill in students.</li> <li>To learn cooperative work in the class.</li> </ul>
<b>Subject:</b> English	<b>Group:</b> 26

**Aim:**  
 -To repeat sentences with action verbs.  
 -To improve listening skill of students through drama.

**Materials:** Notebook, markers, pen or pencil.

No.	Time	Activities	Material/ Resources
5	5 minutes	-Teacher starts introducing the Chinese whispers. -Teacher explains how will be the activity.	Markers
	15 minutes	-Teacher creates 5 groups (A,B,C,D,E). -Teacher takes a sheet of paper. -Teacher creates 10 sentences using action verbs. -Teacher explains the activity. -Teacher select a leader of each group. -Teacher gives an example of how they need to pass the message.	Notebook Pencil
	20 minutes	-The leader of each group start the game. -Students come to the front and read the sentence on the notebook. -Students use drama to explain the sentences in special the verbs. -Students pass the message one by one. -Student try to understand the message. -The last student comes to the front and say the message that the classmates gave. -The next student reads the other sentence and start to play the game. -Teacher gives an extra point for the first three groups that best understood the message.	

**Assessment:** Students will practice verbs with listening

**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)



**Elaborated by:** Juna, J. (2022)

**Source:** Juna, J. (2022)

## LESSON PLANNING

<b>Teacher:</b> Jessenia Estefania Juna Manotoa	<b>Type of lesson:</b> PPP
<b>Class:</b> Seventh year EGB	<b>Date:</b> 27/05/2022
<b>General objective:</b> <ul style="list-style-type: none"> <li>To evaluate the level of listening skill in students of seventh grade EGB at Unidad Educativa El Oro after applying drama.</li> </ul>	<b>Specific Objectives:</b> <ul style="list-style-type: none"> <li>To identify how students improve their listening skill by applying drama.</li> <li>To compare the result between the pre and post-test.</li> </ul>
<b>Subject:</b> English	<b>Group:</b> 26

**Aim:**

- To create a relax environment to take the post-test.
- To give an explanation and instructions to the students.

**Materials:** Pre A1 Starters test, photocopies, pen or pencil.

No.	Time	Activities	Material/ Resources
6	10 minutes	-Teacher explains the activities. -Teacher clarifies different doubts.	Pre A1 Starters test
	10 minutes	-Teacher starts with short a warm-up. -Teacher starts showing and touching different parts of her body and saying its name. -Teacher repeats this game twice with students -Teacher repeats the name of parts of the body and students listen ad touch the part that teacher mentions. -Students concentrate and teacher repeat each part faster. -Teacher explains the post-test and how it will be.	
	20 minutes	-Teacher explains students each question. -Students put their information in the photocopies. - Students start with the post-test listening Pre A1 Starters of Cambridge -Teacher plays the audio twice. -Teacher plays the audio one more time and then starts to monitor if students finish the pre-test.	



## Annex N° 4: Urkund Report








Original



### Document Information

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Submitted	2022-07-15 22:07:00
Submitted by	
Submitter email	jjuna1511@uta.edu.ec
Similarity	5%
Analysis address	ve.chicaiza.uta@analysis.orkund.com

### Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Villegas Paredes Andrea Michelle_Capitulos completos.-.docx</b> Document Villegas Paredes Andrea Michelle_Capitulos completos.-.docx (D142091802) Submitted by: avillegas0962@uta.edu.ec Receiver: ve.chicaiza.uta@analysis.orkund.com	 3
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / TESIS Final Gallo Katerin.pdf</b> Document TESIS Final Gallo Katerin.pdf (D142017758) Submitted by: kgallo1797@uta.edu.ec Receiver: eg.encalada.uta@analysis.orkund.com	 1
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