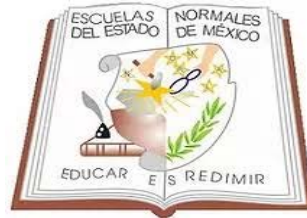# ESCUELA NORMAL DE ATIZAPAN DE ZARAGOZA

TESIS DE INVESTIGACIÓN

PROPOSAL OF A LESSON PLAN USING DRAMATIZATION STRATEGIES TO IMPROVE COMMUNICATIVE COMPETENCIES OF THE ENGLISH LANGUAGE.

QUE PARA OBTENER EL TITULO DE

LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN EDUCACIÓN SECUNDARIA.

PRESENTA

RAMOS LOPEZ MARIANA ELIZABETH

ASESOR

DRA. SANDRA MARIA DEL CARMEN FLORES CASTILLO

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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

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C. RAMOS LOPEZ MARIANA ELIZABETH
ALUMNA DE LA LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA
P R E S E N T E.

El que suscribe, Director de la Escuela Normal de Atizapán de Zaragoza, hace de su conocimiento que una vez revisado y evaluado su documento recepcional titulado, PROPOSAL OF A LESSON PLAN USING DRAMATIZATION STRATEGIES TO IMPROVE COMMUNICATIVE COMPETENCIES OF THE ENGLISH LANGUAGE en la modalidad, TESIS DE INVESTIGACIÓN le informo que, con base en la normatividad vigente se cubrieron los requisitos para continuar con el proceso respectivo para sustentar su examen profesional en la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria.

No omito comentarle que deberá cubrir en tiempo y forma, con los requisitos establecidos administrativamente para este fin. Le deseo el mejor de los éxitos en esta última etapa de su formación inicial.

A T E N T A M E N T E

MTRO. JONATHAN RANERO BARRERA
DIRECTOR DE LA ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

Dedicatorias:

Primero este trabajo se lo dedico a Dios, por nunca haberme abandonado en este camino, tuvimos momentos dificiles y senti su presencia en todo momento, gracias por darme fortaleza y valentia para salir adelante, me ha ayudado en cambiar y ser mejorar persona, agradezco el inmeso amor que me da e infinita fe que le tengo.

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Motives to write a thesis:

In the plan and program of the degree is established a graduation profile in which college students must be competent in the skills, knowledge, attitudes, and values to perform the teaching vocation, these are qualified through the generic, professional, and disciplinary competencies, from the competencies there are also divided into units and essential characteristics that students have to be able to perform, in order to enter the teaching field.

These competencies from my professional development have been strengthened during the bachelor's degree, in this manner, it was decided to do a thesis instead of a report, since these competencies have already been achieved like problem-solving and decision-making using critical thinking, using innovation to develop competencies in students, and applying second language teaching approaches for the design and evaluation of learning situations.

Teaching a language requires different processes to achieve and obtain significant learning, this mainly inspired the thesis to have a structured series of stages for the teacher to obtain the necessary tools for their practice in education. The thesis provides a reflection and analysis of qualitative research that allows innovation in education, also an extended investigation of a strategy that seeks the development of a second language.

Nonetheless, it focuses on the consequences that traditional education has nowadays and the impact on language teaching, which currently is affecting students with new educational needs, a proposal is given to obtain an improvement in the use of teaching strategies, as well as the creation of a functional lesson plan that teachers can create easily and perform without having characteristics of a traditional method.

This research is guided towards a new perspective that supports the use of dramatic strategies in language teaching using the primary tool to organize and execute a lesson plan that encourages formative assessments and create didactic sequences that help teachers perform better in the teaching field.

This issue understands the educational fields by reflecting the competencies required to perform the "Investigation-Action" by Antonio Latorre using the processes that the author mentions and performing a constant reflection, and analysis. It is aimed that the thesis investigation provides help to teachers in training or teachers who are using strategies that make classes routinary and repetitive, fostering a traditional educat

Introduction:

In the educational environment, the teaching of a second language has been highlighted as a work that requires different elements and tools to encourage learning, levels of language mastery, as well as the development of skills and competencies, so mainly it has been observed within this same context a fundamental role that teachers have to select pedagogical approaches, planning and evaluation materials.

However, many teachers have faced the challenge of finding themselves under a context of limitations as they have focused on routine, memoristic, and habitual work coming from a traditional education where the process of meaningful learning, communicative skills, and social interactions is rarely observed, as they are mainly used for the process of teaching a language.

Thus, an enormous interest emerged to take this problematic to propose a possible solution with the intention of improving the quality of teaching and promoting learning that is meaningful and allows the transformation of innovative strategies, especially for teachers who require materials that help to create spaces where they develop active participation, critical thinking, artistic/social skills.

The objective of this qualitative research is to explore and analyze the problematics of a traditional education and examine the quality of teaching to implement dramatic strategies from a didactic planning with a socio-formative evaluation that influence student learning to develop communicative competencies, as well as to create an environment of learning and active participation.

Through the realization of diagnostic tools, planning, evaluation instruments, interviews and observations, it is possible to establish reflections and analysis that allow the improvement of professional practices in the teaching of a subject. In addition, it is expected that the results will be valuable for an improvement in the educational needs established by the plan and program of Mexico, thereby enriching the work of teachers by facilitating the construction of their classes and achieving an effective evaluation of the strategies.

According to qualitative research, processes of search and selection of information media are used for the application of dramatic strategies, constructivist approaches, socio-formative evaluations, and communicative competencies, in order to deepen the communication and understanding of the social reality in which people live, based on experiences and meanings, so qualitative research was considered the most viable and appropriate to address the problems and questions posed.

In this thesis, the design of the proposal is to build a didactic sequence through dramatic strategies that can facilitate and favor the construction of a lesson plan. This proposal seeks to use innovation as a main approach and dramatization as a tool that helps within the educational field.

However, prior to the action of the proposal, the use of the conceptual cartography of Sergio Tobon (2013) was taken into great consideration, divided into different axis that favor a better construction and implementation of basic elements for an investigation, the axes have a theoretical, practical, and analytical basis for the work that is done in the field under study.

First, it is described the process of creating the proposal based on the conceptual cartography, first of all, there was a description of the theoretical, etymology aspects from the investigation and the planing process to create the thesis proposal, which is a constructivist approach that is taken into the educational field in order to apply the contents

with an organized manner, then create a sequence between the topics and relate them to the different levels of Socio-Formative domain of Sergio Tobon (2017), so that the communicative competencies can be evaluated.

The key elements that the strategies should have are that they can achieve the objective established in the planning, then that the contents and skills are related to social and dynamic environments, and finally that the activities lend themselves to role play, improvisation and teaching through storytelling.

Likewise, the design of the proposal is intended to be implemented with phases and sequences of work, obtaining sufficient inputs that allow the analysis and evaluation of the teacher when applying these strategies, follow-up, and recording of areas of opportunity for the improvement of the evaluation instruments, materials, and strategies, as well as taking notes of the most outstanding aspects observed through a teacher's diary that contains the most essential annotations.

Finally, the exemplification of the proposal will be presented through the lesson plan, these examples were practical and implemented in a context that is developed by means of the established problematic, however, it is possible to link with different investigations that are related to the problematic with other school contexts for their own study and deliberation. The results will be analyzed from a socio-formative evaluation to gather results of the learnings from the communicative competencies and the teaching experience on the creation of a lesson plan, application of strategies, and effects that they had in the field of study.

The results on the effectiveness and relevance of the objectives are extracted, the proposal is analyzed by means of the obtained inputs, and conclusions are given. It is hoped that this proposal will be useful and function as a firm and solid guide to design classes based

on dramatic strategies, as well as for teachers who seek to break the use of traditional education, wish to enrich their teaching experience, and contribute to more memorable and complex learning.

The evaluation is parted from the different phases of the action-research where is based on observation, participative investigation, action intervention and evaluation of the action plan, also an essential part of the research is to demonstrate the effectiveness of drama strategies and the format that was designed for the planning, this is mainly explained on the different axis of the conceptual cartography to seek the viability of the proposal, something else to add is the evaluation through educational tools like a checklist where the active participation and the expression of ideas or opinions are specified, then the approach to the teaching of the contents and the viability of the objectives that are established and finally socio-formative levels of autonomy and strategic, nonetheless, it was also evaluated the format adaptation to the context.

Research Protocol

Problematic:

Dramatization has the objective of creating a learning process with different strategies for teaching English, John Rassias studied the impact of drama inside the educational field describing it as "something vivid and exciting for a foreign language" and therefore, this investigation finds a new perspective to encourage the improvement of communicative competences.

The reality inside the educational system has provided the opportunity to reflect and analyze different contexts that demonstrate the absence of a significant and effective change

for the learning of a second language in students, this is due to the traditional teaching that is still implemented in the classroom.

It has been proven that teaching requires a new vision towards students, with new strategies or techniques that build knowledge and advances communicative skills in English, thus achieving the objective of obtaining active and participatory responses to the language that improve the practice and communicative production in middle school students.

However, middle school students are currently experiencing difficulties in learning this language and having difficulties with improving English communicative competencies, which include grammatical, sociolinguistic, and strategic aspects, because of traditional methodologies to teach a language that only requires receiving information and memorizing.

The research problem is rooted in the fact that traditional education has been focused on areas that do not contribute to a transformation in learning an English language. It has been mentioned that traditional teaching is based on a memoiristic and repetitive manner, almost like creating a routine. Therefore the traditional language practices may not be functional with new generations and require transformation.

Robinson (2012) emphasizes that education should be designed to identify the personal talents of each student and thereby make the learning environment ideal for discovery, indicating that the creative process, stimulation of the imagination, and motivation are essential for teachers and students to achieve better results with the language teaching process.

On the other hand, the approach to the language is often complicated due to the lack of interaction and productivity that middle school students have in the class, taking classes that are inflexible to topics of interest, demotivating attitudes from students, and lack of attention to the topics taught in class, affecting the academic performance of each student.

- Therefore, the purpose of this proposal is to identify the communicative competencies that English requires for meaningful learning, after having located the competencies, build a lesson plan supported with dramatization strategies that help with the linguistic, socio-linguistic, and strategic development of the middle school student's English competencies.

The following research question was formulated to help with the investigation: What are the most important elements of dramatization for the improvement of English communication skills among middle school students?

Supposition:

For the first part of this research, the supposition is:

S1: Dramatization is an innovative teaching strategy that allows teachers to improve the learning process of a second language using linguistic, sociolinguistic, and strategic competencies, followed by a socio-formative evaluation to encourage English teaching.

Objectives:

General Objective:

Incorporation of a lesson plan with a Constructivism Approach to implement dramatic strategies with a didactic sequence using a socio-formative form to evaluate the progress of the strategy and to register the results of communicative competences.

Specific Objectives:

-        Analyze and define the main problems from traditional education for English teaching in basic education using the plan and program Aprendizajes Clave.

-        Define and select linguistic, sociolinguistic, and strategic competencies within the English subject for Middle school students.

-        Investigate teaching strategies (dramatization) and Socio-formative evaluation focusing on communicative competencies.

-        Incorporate innovative strategies inside a Middle School context to reaffirm the investigation and deliver an analysis of communicative competencies from the teaching proposal.

-        Value the progress using Dramatic strategies with didactic sequence learning and a final checklist.

Delimitation:

The research influences the educational area performing a proposal in search of obtaining improvements in the quality of teaching the English language, therefore, the process begins with a project within a middle school educational plan and program that can incorporate ideologies that comes from a traditional system.

Within the schools where educational practices have been carried out, some notorious observations are the absence of new strategies where middle school students can express themselves with freedom and without fear of being wrong, this problem is carried to the creation of an environment of restriction to the middle school students.

This leads to certain characteristics of a school with a traditional system of education that does not allow students to develop social, cognitive, and English skills, such as those established in the plan and program to have a profile of competencies and improve school performance.

The traditional method for teaching English implemented inside the middle school has remained the same even though the new plan and program require different approaches to education and students are expected to achieve competencies that have not been entirely developed. For this reason, English class time and educational spaces are available to implement strategies that support the subject of English.

For this reason, it is decided to investigate dramatic strategies that support teachers to have new perspectives in the teaching of a second language, students have lost interest and do not find it attractive to learn it, and their performance has dropped to the point that students show a deficiency in communicative competences.

In general, the research of dramatization within a school with a traditional system involves a lesson plan that helps organize the topics and strategies suggested, along with materials that can stimulate participation and instruments that provide information on the progress of middle school students. It is essential to consider the use of technology for English language learning.

The implementation of the drama strategy is reflected in short spaces of the class, to allow dramatization to be more accessible to teachers and without being difficult to apply, which makes the class spaces a safe place to practice the English language through corporal expression, imaginary situations, and the opportunity to reflect-analyze the topics learned.

Justification:

The discovery of certain skills that helped me to improve within some of the competencies of the school profile was the research and dedication to give arguments through reflections or analysis, especially of topics that come from school subjects, this was the first discovery to feel confident in writing a thesis on a relevant topic.

For that reason and during my time in professional practices I became aware of certain problems that arise within basic education and decided to propose a topic that manages to give a different point of view to the current middle school, especially to teachers who find it difficult to manage the new generations.

Given these problems that are observed and emerged within education, the development and application of strategies have provided significant progress in students, therefore, it was decided to write a thesis that contributes educational knowledge and information to aboard the emerging situations, aiming to fulfill a teacher's profile.

Therefore, education has moved towards new approaches that involve research on strategies, techniques, and instruments that help students to improve their performance in English, however, there are still certain problems that must be addressed to achieve a transformation within Mexican education.

The traditional school system is not a problem that can be eradicated; however, some alternatives assist teachers in investigating and innovating strategies or techniques to develop students' competencies and have a greater performance during English class. The proposal should be addressed from the perspective of constant improvement and practice to attend to students' needs according to the Educational Plan and Program Aprendizajes Clave 2017.

The problem originates from the constant use of a traditional education where learning begins to have complications to achieve the basic language competencies (linguistic,

socio-linguistic, and strategic competencies) in which Canale and Swain mention that students require activities that are suitable to their context and reality to achieve a grammatical and social evaluation.

Traditional education brings within a system where priority is given to memorization and habitual learning, resulting in a non-existent interaction and no participation (Galvan, 2021). This problem deserves to be addressed since students require another methodology that includes strategies that encourage interactivity, participation, reflection, and the use of their knowledge to create creative projects.

The areas requested by the program for innovative, flexible, and dynamic teachers are intended to overcome the inefficient practices that lead schools to immobilize language and communication, critical thinking, and problem-solving, as well as collaboration and collaborative work for middle school students, characteristics required by the plan and program, which requires the student to be able to use English for explaining the following details: "experiencias, acontecimientos, deseos, aspiraciones, opiniones y planes" (SEP, 2017).

This situation has been studied in several places in Latin America where relevant information is obtained for the research. An example is an investigation by (Rivas Olivo & Lila Virginia, 2015) they used the dramatic strategy as a resource for teaching and learning the subject of History in Venezuela, where they presented problems such as the lack of interest in the subject, strategies, and teaching techniques are the main observations to begin full research.

The investigation by Rivas and Virginia (2015, p. 21) highlighted that "memorized learning" had detained the development of competencies established with the subject of History and restricted the strengthening of individual growth within society. This is how it is

possible to observe that traditional education affects student performance, although it is possible to apply new strategies that consolidate skills and knowledge of the subject being taught.

This topic has become an analysis of great relevance due to the research that has emerged over time and the strong criticism of the traditional school that follows a high rigor system and strict discipline that students must comply with, leaving aside the development of their talents and social, technological and artistic discovery, while Larrañaga (2012, p.18) adds that the teacher's main objective is to support the student to find their vocation or likely known as "element".

In this way, it is intended the use new emerging strategies like Drama for teaching a second language to develop communicative skills and build meaningful learning that can enhance the language. These strategies are designed to break out of traditional education's routine and linear practice through a lesson plan and improve speaking skills.

Social Impact:

Teachers can create a lesson plan using students' profiles from the plan and program to have an efficient performance in the learning of a second language (English) since it is not being achieved by managing a traditional education in the classroom, however, teachers can increase spaces to strengthen experiences towards reflection, application of knowledge and autonomy.

As part of the research, it has considered students' perspectives concerning their performance and achievements with the English language and a short questionnaire to learn

about the challenges teachers face when planning and executing a class with middle school students.

However, inside the middle school context, there are characteristics of traditional education and a rigid system where students have few opportunities to express themselves, also gaps in creativity, recognition of talents, and exploring new experiences, however, consider the existence of materials and strategies that may help the learning process of students.

In this way, it is intended that the investigation supports and strengthens the teaching management that currently exists, nonetheless, the application of evaluation instruments, tools for English teaching, and strategies help to experience collaborative work, learning of a second language, and self-reflection within the professional intervention.

1.   Theoretical Framework:

Nowadays there is no specific definition of art. Although it seems impossible there are authors who rescue a general meaning, Manuel Restrepo (2005) explains it as a humanistic task of feelings and imagination, as well as its derivatives such as poetry, music, and painting, created to entertain and impress.

This same perception of art can be designated with different meanings depending on the studied area, within the educational field we observe other branches that form it, including theater, these skills that help students develop their learning in the classroom, applicable in different subjects and even as a tool for teachers.

We refer to art as the center of connections in order to approach the branches of the fine arts, the theater has been the source of significant investigations in which it is sustained that it belongs to a wide range of categories that are important to mention and have informative references for the subject of the inquiry.

As a main category, the theater is known as an element coming from the fine arts, these can be observed in the following way "The pattern of the fine art world in general, will look at the canon of fine art and include painting, sculpture, poetry, music, theatre, and opera into a broad net of fine art" (Childers, 2015).

In this way, it is possible to include the theater as an aspect where different elements that form it and can be seen, such as the actor, script, and audience, are considered classic elements and the center where a dramatic presentation is created, it is important to add that the theater itself has complementary elements.

These complementary elements are summarized to complement the theatrical work in its maximum essence and are included in the costumes, makeup, scenery, sound, etc. Therefore, within the theater, we conclude that it forms a large art entity for its execution and is studied as one of fine art.

Despite the wide range of the subject, dramatization is a category that belongs within the theater, this term comes from the educational field and according to the author Luis Nuñez & Maria Navarro (2007) in their research explain its synonyms as "dramatic play" which is understood to establish communication and promote creativity, these capabilities that emerge as an expression of thoughts and social relationships.

Therefore, to discover the definition of the word theater, Luis Nuñez (2007) defines it as a personal and social phenomenon that helps us to personal discovery, as well as to our own growth and strengthen the act of communication, in addition to these skills, they developed considerably in the educational field.

This is how we arrived from the theater and its derivatives as a form of pedagogical integration, these characteristics are necessary for learning so that they can be applied in different educational environments such as in subjects, projects, institutions, or teaching tools, therefore we can arrive to the fact that the dramatization is the center of research of the thesis.

This is a great opportunity to use drama, Wendy Becerra (2017) cites Ryan and Kehoul (2016) that define drama as an "act or deed in the ancient Greek language" and became a cultural practice to learn different passions and emotions, the importance of drama is the human practice and nature where experiences can arise.

In a pedagogical field, it is known as dramatic art, an applicable methodology within teaching and a way to improve schools, demonstrates that "through drama, children can actively and flexibly imagine themselves to be anyone, anywhere, at any time in history. They can imagine themselves in another place in this world or beyond it". (Baldwin, School Improvement Through Drama, 2009)

Therefore, dramatic art becomes a tool that helps the educational community, there are different expressions that Luis Nuñez (2007) mentioned as dramatization, dramatic play, and dramatic expression, which are used in the theatrical field to express certain actions that are done.

Some acts that are often used in the dramatic arts are acting, representing, imitating, acting, and creating, in many cases observed in the dramatic game that are usually applied in the classroom, these are defined as learning areas where they have the opportunity to create experiences.

Within the teaching process, the different competencies that need to be observed to evaluate educational experiences in language learning, we can observe three models of communicative competencies: Grammatical, Sociolinguistic, and Strategic.

These specific models have different functions for the learning of a new language, Mariana Celce-Murcia (1995) explains competencies that Canale & Swain (1980) elaborated to create solid communication, Grammatical Competence is demonstrated as the linguistic knowledge of the language with different characteristics.

In addition, Sociolinguistic competence helps with sociocultural usage of the language and has specific characteristics for social practice, "the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness, and style in a given situation)" (Celce-Murcia, 1995)

Additionally, Strategic competence is the communicative interaction with the language and corrections that may appear in a normal conversation, it is described as "the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur" (Celce-Murcia, 1995)

Dramatization and the linguistic competencies for the learning and teaching of languages require a process of steps and meanings, drama stands for "drama requires the

children to use and develop their real skills, knowledge, and understanding" and the communicative competencies are the tools to evaluate the drama methodology (Baldwin, School Improvement Through Drama, 2009).

All the investigation is based on the research of art in the educational field and its development in teaching areas, the theater is the main inspiration for dramatization, and drama created a methodology, an important element to improve students' performance in the class and teachers' alternative for planning.

The theater concept is based and investigated for the humankind, Luis Nuñez (2007) emphasizes its importance on the enrichment that theater has in the personal and social development in humans, where capacities and knowledge grows and creates a better relationship with communication.

Drama is known as a "great tool that can be used in the process of transforming education from a static procedure to a dynamic one" (Becerra-Carvajal, 2017) Where in many cases school has become a traditional space, and classes are nothing more than repetition and simple routines.

Inside dramatization exists the diversity of topics and subjects where it is described as an assessment and improvement in education "Drama is very flexible and lends itself to being fashioned towards certain outcomes directly linked to standards" (Baldwin, School Improvement Through Drama, 2009).

Therefore, drama is created for teachers who want to interact and make a dynamic activity, because it "becomes a co-participant in the learning, a mediator of the drama experience and supports the children's learning by offering an enabling structure that helps

participants to construct meanings and express their own thinking and ideas" (Baldwin, School Improvement Through Drama, 2009)

The Theory of Communicative Competencies.

During the performance of communicative competencies, different factors improve the learning of English through grammatical, sociolinguistic, and strategic categories, which provide the understanding to produce the language through lexical statements, skills, and applications from different contexts.

The importance of considering competencies during language acquisition is defined by many factors, Chomsky mentions "The notion of competence and performance in which the former refers to knowledge of grammar and other aspects of the language" (Ellisafni, 2013) Therefore, there are different elements that build a language with a correct form and usage.

The theory of competencies highlights categories that Chomsky identifies as learning a language, emphasizing the grammatical information, like a "competence and performance which disregards the fact that one knows the language and how to use it appropriately", however, Hymes (1999) supports a social perspective as the importance of "sociocultural factors and the linking of performance to imperfection" (Ellisafni, 2013)

Categories of Communicative Competences: Grammatical, Sociolinguistic, and Strategic.

The models of communicative competencies provide knowledge for learning a language and the different approaches it has in the production and practice of itself, Canale and Swain develop components to comprehend this model.

1.   **Grammatical:** they describe It as "the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.).

2.   **Sociolinguistic**: studied as "The mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation)."

3.   **Strategic:** investigated for "The knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur." (Celce-Murica, 1995)

The Linguistic / Grammatical Components for the Learning of a Language.

For the basic elements, it is required to consider the following characteristics of grammatical competence "The sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing". (Celce-Murica, 1995)

For this reason, competence is built through a language paradigm, grammatical knowledge has its function in the use of a language, but it is also necessary to know how to employ it and attend the following ideology "a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual standards." (Celce-Murica, 1995)

The Sociocultural / Sociolinguistic Components for the Learning of a Language.

The following variables for sociocultural competence:

1.   Social contextual factors concern the participants in the interaction and the communicative situation."

2.   Participants' age, gender, office (profession, rank, and public position)

3.   Status (social standing)

4.   Social distance from and relations to each other (both in terms of power and effect) are known to determine how they talk and are talking to.

Brown and Levinson in (Celce-Murica, 1995)

The Strategic Competence for the Learning of a Language.

Strategic competence can be defined as the assimilation of grammatical and sociolinguistic usage to apply it in the real context of language practice, Canale and Swain define it as "knowledge of communication strategies and how to use them".

Some strategies named "Production Strategies" like: "Self-monitoring strategies involve correcting or changing something in one's speech (self-repair) as well as rephrasing (and often over-elaborating) one's message" proposed by Tarone in (Celce-Murica, 1995) Strategy that learners normally use inside the classroom with a self-assessment rubric.

Figure 1. Conceptual Map of Communicative Competences for my professional practices, it was elaborated by myself in order to understand the objective of investigation from each competence.

Competencias Comunicativas.

Gramatical

Includes the knowledge of lexical items and rules of morphology, syntax, sentence grammar semantics, and phonology.

The ability to produce and interpret meaningful utterances which are formed with the rules of the language.

During the professional practices be observed with: sentences production, orthography, sintaxis with vocabulary and writing - spelling system.

Sociolinguistic

Is determined by communication partners, communicative intention, etc.

Observed as the will, the skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations with the language.

For the profesional practices it is necessary to practice and evaluate the performance what they have learned from the class to apply it in correct contexts, expressing ideas, communicating messages and interpreting them correctly.

Strategic.

Interpreted as: when communication is difficult we have to find ways of 'getting our meaning across' or 'finding out what somebody means'. These are communication strategies.

They can be verbal and non-verbal communication strategies.

Relate to grammatical competence (how to paraphrase, how to simplify) or sociolinguistic competence (for instance, how to address strangers).

Uses Grammatical and Sociolinguistic competence to create a reflectional and analytical space to use them both and find strategies to communicate easily.

Inside the classroom students find ways of getting their meanings across with the lanaguage. Thoose strategies are evaluated through socio-formaive indicators.

Reference Framework

Constructivism Approach.

The constructivist approach is a fundamental theory that mainly addresses students building their knowledge and likewise, experience plays an important role in student learning, the constructivism approach is defined by Phillips as "learners build new knowledge upon the foundation of previous learning." (McLeod, 2019)

Many authors like John Dewey, Jean Piaget, and Lev Vygotsky through years have built a theory where constructivism had an impact in the educational field, these authors created personal definitions that can also be supported by social learning for a better environment, nonetheless, some factors must be considered.

The co-existence inside the class is classified by Vygotsky as "the environment in which children grow up will influence how they think and what they think about" and also mentions "cognitive development stems from social interactions from guided learning within the zone of proximal development" (McLeod, 2019), the main ideology to begin with Sociocultural Theory.

To prepare for education and teaching interventions, it is necessary to know the pedagogical principles and methods used for teaching and learning. This research is based on constructivist ideologies, as well as prioritizing the analysis and reflection of the topics provided for improvement in teaching.

It is essential to know learning from a constructivist perspective, Dorys Ortiz (2015) explains that it is the construction of knowledge, where the view of reality is organized through constructs, thereby understanding that each person has different human and social conditions.

Dorys Ortiz (2015) plans it as a process where a series of steps guide and organize the contents for obtaining results, these contents are integrated and have a sequence since learning is the development of skills, so there is an existence of assimilation and accommodation in order that the information is perceived, significant, and finally learned.

Therefore, within constructivism it is essential that the teacher has coherence in what is taught due to the sensitivity that exists among students to information, also, personal, cultural, and social characteristics (both the teacher and learner) should be considered as well as designing strategies that encourage their knowledge.

Constructivism seeks to establish objectives that have the following characteristics, Dorys Ortiz (2015) first explains that the strategies must have a sequence in the contents, guide and achieve an evaluation, as well as seek at all times meaningful learning, consider emotions and accomplish a school adaptation.

As we commonly observe in the creation of a lesson plan, difficulties can be prevented and solved through the following tips, facilitating the creative process of planning classes, and integrating critical details that support teachers in the strategies designed.

Sociocultural Theory from Lev Vygotsky.

The social-cultural theory understands the importance of interaction and its relevance in cognitive development and explains the aspects to consider during the learning process like "cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society" Lev Vygotsky in (Mcleod, 2022)

The cognitive approach of constructivism for middle school students in language teaching helps inspire teachers to use a social and linguistic learning process. This investigation of the thesis is important to consider because the sociocultural theory allows students to "focus on the role of culture in the development of mental abilities speech and reasoning in children." (Mcleod, 2022)

Humanism Theory Inside the educational field:

An extensive study by Laura Estrada in 2018 explains extensively the beginning of the humanistic movement with President Roosevelt and the necessity of changing education with a new humanist view and discovering important authors that revolutionize this approach.

- Holistic and Human: Quitman and James Bugental in 1964 (Estrada, 2018) provide a series of information that study behavioral attitudes "to make decisions and create significant experiences guided to an aim or project." Afterward, reveal the 10 characteristics of the human being planned by Bugental and complemented with time.

For the investigation, three characteristics are practiced:

1. Human is capable of establishing a profound relationship.
2. Human is capable of creating.
3. Human seeks a system of values and beliefs

Defined by Estrada (2018).

Hence to this idea, the humanistic theory relies on more studies that contribute to the belief of self-fulfillment and significant learning from our experiences, in any case, "Existential humanism is opposed to the determinism of psychoanalysis, since it takes into account history, but emphasizes the here and now history because it recognizes that the past influences and is an important factor in people's lives." (Estrada, 2018)

Estrada also mentions "The past influences and is a significant factor in people's lives, it suggests that it is not a determining factor, since we will always have the possibility to choose ourselves, that is where human freedom lies.". In other words, Humanism gravitates to a phycological and behavioral study of human needs and development.

Dramatization Strategies for English Teaching:

Drama strategies inside the classroom develop a self-reflection process to evaluate teachers' performance, Innovation becomes available to the teacher's creativity and adapt subjects to activities that provide emotional intelligence, imaginary scenarios, material for unforeseen situations inside the class, language and communication skills, any topic can be adjustable to drama.

Students are allowed to use imagination and practice the target language, transport to imaginary places, pretend to be an object, or perform role plays are a helpful lesson for students, otherwise, not only the teacher guides to create a safe and positive learning environment but also understand the importance of interaction.

The Teaching of Dramatization Inside the Classroom:

The importance of "Teachers always speak in a foreign language and use an animated voice when conducting the class." Rassias in (TexLER, 2019) The strategies mainly apply movement, interaction, and teamwork to obtain specific competencies from a real context where many skills can be developed.

Dramatization gives the teacher and student to feel open in school to process every piece of information into important details for investigation, Stansfield (1980) explains the impact of learning this method as "research to focus attitudinal and psychological changes", the method entails socio-emotional studies and experiential learning.

Students observe and learn, an opportunity to express and belong, education has developed through the years to be studied and investigated, and it is time to give new and involved technology for a method that proves effective, for new perspectives in education.

In this matter, we come to the first point, the dramatic art to strengthen students' skills, the author Patrice Baldwin (2012) explains that a fundamental element to be considered in the creation of strategies is to provide a structure with specific purposes of the classes, in addition to shape learning in specific skills and thus form a community of individual reflection through experiences and representations.

Taking into account the first aspect, the research of objectives for the development of competencies in students begins, Patrice Baldwin (2012) classifies necessary skills that teachers must use and observe like an investigation; this section is previous information that must be obtained before executing the strategies (What problems do I identify, how do I

select the information to teach the class? And what extent students have in terms of knowledge and practice?).

The second element is based on the creation and development of ideas, this is the process of exploration and discovery of opportunities to search for areas of opportunity and innovation for improvement (What is my goal with the central idea of the class? What possibilities do I have to execute playful activities? Can I get good results by implementing this idea?).

The third is based on communicating and using the educational resources to achieve a variety of student expressions with the teacher, this also requires an evaluation (fourth element) to transmit feedback with favorable suggestions in their performance and areas of opportunity for the student based on the established criteria.

Methodological Strategy:

The Investigation with qualitative research needs the usage and development of assumptions, and questions, improving the main topic with research, and a collection of information or interpretation of results in learning situations, in this case within the educational field.

Roberto Sampieri (2014) explains that it is necessary "dispersion" of collected information, this research approach focuses on the formulation of a problem and the evolution of a topic in order to initiate a research and study to achieve the objectives or purposes predisposed.

However, qualitative research has "also been effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion." (Mack , 2005) For this very reason, the method gave the opportunity to open up to new perspectives, implications and areas of analysis.An advantage of this research method is that "participants have the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods" (Mack, 2005) and therefore obtain an opinion based on the gathered information, proving that qualitative research allows flexibility.

Lesson Plan:

At the time when the diagnostics tools were applied and analyzed, important components were taken into account to the areas where students had a deficiency of communicative competencies (grammatical and sociolinguistic), these competencies are fundamental for student's learning and understanding of language to apply it effectively and improve knowledge of the English language.

The lesson plan is of great relevance to this research due to the presence of dramatization, a strategy that is guided and organized in specific spaces within the classroom that help to improve the communicative competencies of middle school students, therefore, the Lesson Plan has a creative-innovative approach for teachers who often have difficulties in planning.

For this reason, the Lesson Plan included general information from any school context, followed by the pedagogical approach to centralize learning and aspects requested by the plan and program such as expected learning, the social practice of learning, and the selected topic.

A lesson plan is a tool that explains in detail the activities to be implemented, although many teachers have difficulties in its creation, it is there where it is observed whether the classes are routine or methodical, nurturing the ideology of a traditional school.

Firstly, the format chosen for the demonstration is based on the research of Sergio Tobon (2018) the author suggests having an essential format that helps the teacher in meeting academic needs, however, it is crucial to previously identify the areas of opportunity that are intended to be addressed during the lesson planning.

Therefore, identifying and selecting the main challenges that arise within the groups is necessary. Once identified, possible solutions are sought to integrate them into the central problem and the issues are organized and linked with the chosen strategy so that the central problem of the group is addressed.

Within the organization, the strategy is added in spaces that are accessible to teachers who are introduced to the world of strategies, and to achieve this Tobon (2017) mentions that the planning must contain elements to "convert and transform" learning but also the teacher's performance in the educational area.

The dramatic strategy focuses on spaces where the student can apply the information learned dynamically and explore the language, this is currently required since teachers must seek a transformation within education, as Larrañaga (2015) mentions that the new strategies are to improve the talents of students.

For this reason, the use of a constructive-humanistic approach to address the issues observed in the contextual analysis but also to aboard students' profiles from the plan and program with the application of a project created to see the continuous improvement of communicative skills and likewise the implementation of the Dramatization.

The organization of the lesson plan is divided into learning spaces where it is intended to provide students with time for the teaching of the subject, autonomous work consisting of the appearance of doubts and the creation of evidence, and finally the application of the strategy and feedback on their performance.

Nonetheless, some of the difficulties of teachers have while applying strategies is the short amount of time of classes and losing space to create the evidence or evaluate, however, dramatization can take up to 3-5 minutes located at the beginning of the class.

**Socio-Formative Taxonomy for Communicative Competences:**

In many cases, it has been observed the difficulty to receive spaces where you can give feedback on the information taught in class, as well as the evidence of class and extra observations that are provided for students' improvement. This is a problem in schools that still follow a traditional system, Larrañaga explains it as "knowledge accumulation".

Hence this problematic, it is a situation that still occurs inside the middle school where professional practices take place. Therefore, Tobon suggested a socio-formative taxonomy can help teachers to place students' "Level of Dominion" and evaluates performance and knowledge from the classes.

For the application of drama strategies and to evaluate the process of improvement of communication skills, a rubric was created to address the following indicators that address the performance area of linguistic-grammatical, sociolinguistic, and strategic competence.

In the following Figure 2, there is a connection between the communicative competencies that are used inside the Lesson Plan to have students increase their abilities and

directly observe their improvement through a socio-formative taxonomy that helps teachers to identify students' level of performance inside the English classroom, also there is Socio-Formative Taxonomy Applied in Communicative Competencies, in this figure is intended to comprehend the taxonomy for each competence, it was created my myself in order to specify each intention for a socio formative taxonomy.
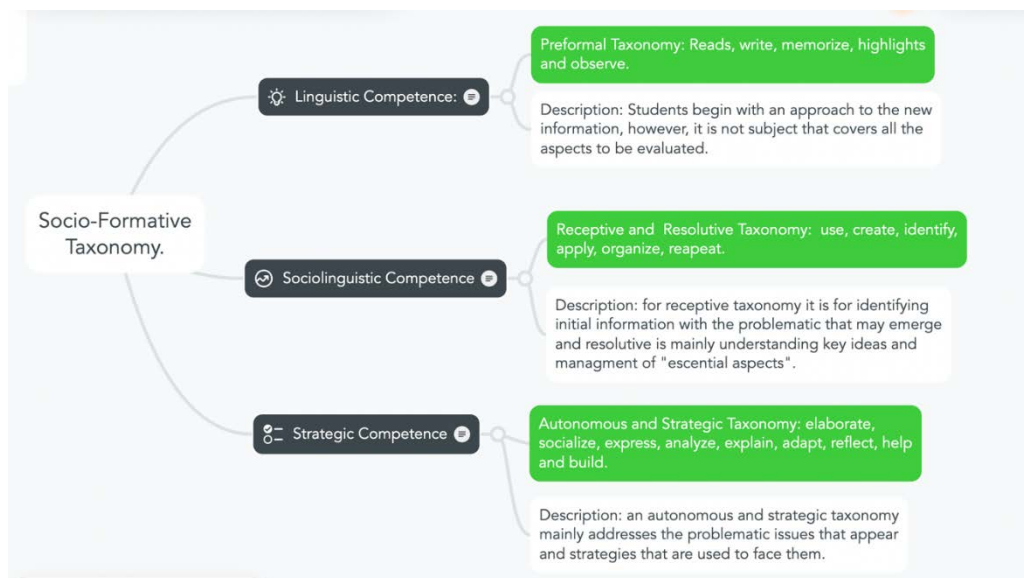
Conceptual Cartography by Sergio Tóbon

The conceptual cartography has the function as a tool that operates analysis and data collection for qualitative research, as defined by Tobon's "Investigation strategy" through categories that support theories focused on "scientific knowledge".

For the thesis research, to organize the information in a conceptualized form it is necessary to consider the 8 categories to develop the topic of dramatization strategies and communicative competencies in middle school.

In the Notional category, the principal aim is to deliver information that refers to the conceptualization of the main aspects of the investigation, referring to Drama strategies for this investigation and the concept of "The Art of Dramatization inside the educational field", The dramatical art mentioned by Baldwin is the connection to express feelings and interact with their surroundings and communicate freely.

The dramatization arises through a social phenomenon that is pursued from a theatrical presentation to achieve "dynamization and human progress" Nonetheless, educational curriculums submitted the offer of proposing programs and plans to strengthen skills and capabilities through dramatization (Nuñez, Drama and Education: Theoretical Framework, 2007).

However, Nuñez organizes information in such a way that it defines dramatization as a social practice that provides communication that aims to express experiences and transmit an emotional connection through theatrical participation.

Nuñez explains the categories that emerge from dramatization are creativity, natural spaces, and artistic discovery, facilitating learning through clear objectives within the academic curriculum and an important aspect to consider with middle school students is the educational necessity to begin communicating correctly through a second language English and identify the categories to evaluate their dramatical performance.

Sergio Tobon (2018) mentions the usefulness of evaluation strategies where they are not involved in a traditionalist method and a difficulty that arises in planning classes is to make final evaluations on all the seen topics, however, it is suggested to integrate the evaluations together within the applied activities.

In this way, the research is able to overcome the use of traditionalist strategies that do not fulfill the needs of the students and affect the teachers by making routine or repetitive evaluations without favoring the development of the learning or objectives established in the lesson plan.

This directly helps the investigation with the creation of the lesson planning and gives ideas to perform a better organization of the topics, also create specific objectives with the activities and held out an application in the educational field with feedback on the strategy.

During the process of investigation there is a necessity of having a chronogram where the activities and organized, in this part of the thesis is has been divided into months and weeks that are fundamental to applying the theory with the practice.

FASE 1	FASE 2
This phase of the thesis focuses precisely on the theoretical and practical investigation of traditional education in Mexico, emphasizing the use of traditional teaching of English after the pandemic of COVID-19 and responding to the absence of communicative competencies for teaching English.	Within the same phase, it is designed strategies that favor the teaching of English to help teachers who are unaware of applying traditional teaching, it is directed towards teachers who require support for the design of an operational lesson plan for middle school education.
A general analysis of the educational field currently and the main problems of traditional education that cause	The theory of qualitative research, Sergio Tobon (2017), approaches, and strategies, help us understand the thesis's creation and investigation.

the absence of practical and interactive teaching is provided.	
FASE 2	**FASE 3**

Three dramatic strategies are designed and organized within a lesson plan, focused on linguistic, sociolinguistic, and strategic use according to a formative evaluation.
 	
    During phase 3, strategies are applied within the research field and an analysis is made of the results obtained, focusing on the theory-practice of dramatization to encourage teaching.
	There is a reflection and argumentation analysis of the strategies for their improvement in the teaching of a subject, contemplating their design and applications from a constructivist lesson plan.
	
	    These corrections will be fundamental to achieving the development of the objective in an organized and functional method in a dramatization class.

    It was planned to use the information to locate the competencies in deficiency, then analyze the strategies previously used to improve them towards a constructivist approach, which aims to socialize and use the learning for a socio-formative evaluation that provides a general analysis of the dramatization.

    For the investigation, the lesson plan is organized to be performed during the professional practices with at least 2-3 strategies that help students to improve communicative competencies (linguistic and sociolinguistic) with a qualitative perspective and measure their performance with a project that is based on dramatization elements.

Chapter II: Investigation Methodology

Sergio Tobon (2013) Conceptual Cartography.

The Conceptual Cartography by Sergio Tobón (2013) guides the investigation objective with a strategy of 8 conceptual areas for the selection of information that organizes and supports the research to achieve the adequate and functional use of the resources of information, each area relates to the theory and practice of research for a proposed intervention.

For this first part of the investigation, the management of the resources and analysis of performance with the strategy is defined as the beginning of an initial approach to the plan and sequence that is expected to be applied, and obtain better results from the practice, which provides the necessary information to improve aspects of the strategic application.

Figure 3: Conceptual Cartography explaining each Axis of the investigation.
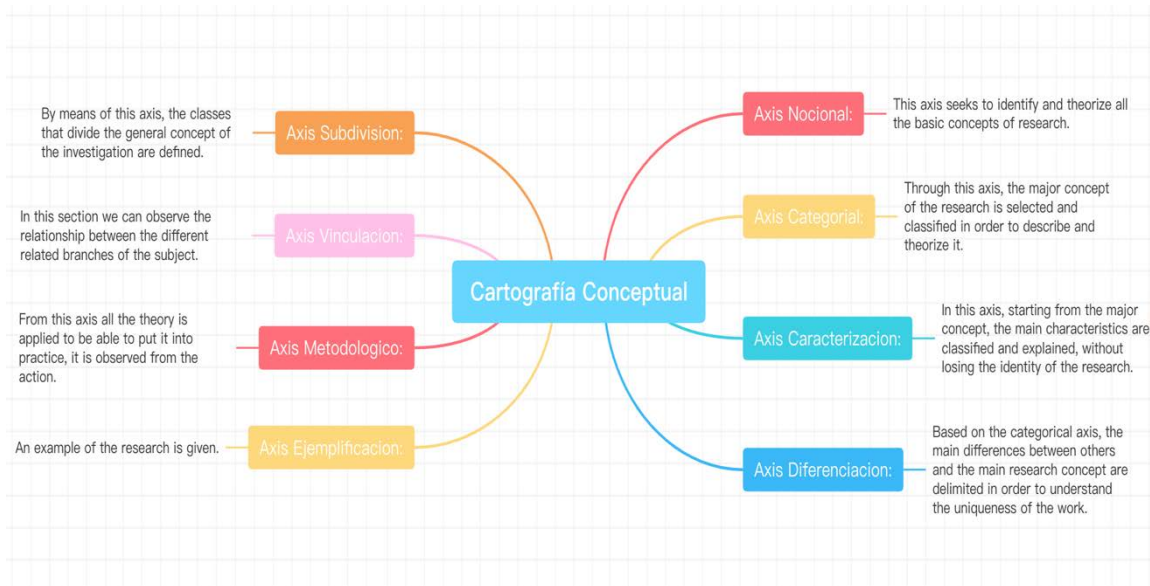
Axis 1 Notional:

In the notional axis, it is given extended research to provide information on the general and key concepts that were investigated during the creation of the thesis, based on the etymology and linguistic functions for the pedagogical area, in this manner, the following descriptions are organized with a sequence.

The thesis is centered on the areas of opportunity where teachers and students can perform a better effort in teaching and learning, therefore most of the terminology is based on a pedagogical perspective, and the importance of understanding the meanings and etymology of specific terms helps in comprehending the provided information.

The appreciation of education parts from the Latin "*educere*", which has the specific meaning of guide or lead, with this knowledge and according to Luis Castellano (1995) there is another term that may be confusing, and its "*educare*" with the meaning of teach or instruct, nonetheless both terms are related to the education field.

The components for teaching and educating another terminology that the thesis mentions are competencies, this term in the investigation is guided by a reference to being "*competent of doing something*", Vigo Vargas (2013) explains "*Competentia*" comes from the ancient Latin, and it has a specific meaning of being responsible".

From the perspective of education and competence, it is also observed using the word strategy as a formal term to reference "organize", Emigdio Contreras (2013) investigated the word "strategy" from the Greek "*stratos*" referring to army and "*agein*" having the meaning of guidance.

From all of this etymological investigation, the center of the concepts and main term from the educational field is "Planning", it is studied from the Latin word *"Planus"* referring to design and action, like in many cases the perspective of the word may change depending on the context and subject to where it belongs.

Within the thesis, it is possible to observe different terminologies that are applied in the research and because of this reason learning from derivatives of the strategies that are applied in the research, firstly the origin of the word "Art" according to the author Robin Collingwood (2016) explains its origin from Latin known as "*Ars*" which stands for "crafts".

However, Robin Collingwood (2016) also investigates that the word "*Ars*" from Latin can refer to a technique or skill in such a way that it can be reflected as a specialty, and as the ages go by this same word changes its meaning and gets classified among different branches known as "fine arts".

Within the "fine arts" it is relevant to highlight the branches coming from art and among them "theater" According to Diccionario Español de Terminos Literarios Internacionales (2015) explains it originates from the Latin "Theatrum" with the meaning of contemplating, being a philosophical representation.

Nonetheless, the word theater has experienced changes as time passes and for that reason, there are different uses, one of them is "theatrical space" a place where the public participates in shows or dramatic representations, within the same lexicon there are synonyms that form the linguistic structure of theater (Garrido, Diccionario Español de Terminos Literarios Internacionales, 2015).

In this way, the denomination of "Drama" arises from the terminology that comes from the Greek "δραματολογία" and refers to "*Dramatologia*", in the Diccionario Español de Terminos Literarios Internacionales (2019) explains that it has the meaning of "imitation" and is perceived as representing fictions, in any case, a "performance".

Axis 2 Categorial:

Within the categorical area there is specific information that complements the thesis, for this section the major concept was identified to select and classify the key elements for each concept, which is described in terms of functionality and theorized to learn more about its information.

The main basis for this research is the origin of education, however, it is necessary to visualize it from a functional perspective towards teachers, the main category in the research is the use of a pedagogical approach which is flexible and can be divided into many units.

Within the design of the proposal and its information research, the pedagogical approach requires teachers to discover their teaching profile and identify as well as select the process or direction that learning will take in the classroom. There are three pedagogical approaches that are considered fundamental in view of the current educational needs.

The first pedagogical approach is the constructivist model, this model aims for the teacher applies social and cultural characteristics so that the students obtain significant learning, the author Dorys Ortiz (2015) mentions that it is essential to consider contributing the information so that it can be assimilated to their previous knowledge and reach significant learning.

The second pedagogical approach is humanism, the main objective is that the student develops his consciousness and rationality to create his own sense of life/learning, according to the author Liliana Irizar (2010) highlights that a teacher who performs humanistic education provides and exercises mediative thinking, where they support and understand the individuality within education.

The third pedagogical approach is the cognoscitivism and it searches the mental analysis of the acquired experiences and perceived information to obtain knowledge in relation to a subject, it has been known as "intellectual processes", within the research Manuel Mejía Carrillo (2016) mentions that this approach is based interpersonally and socially from an educational environment.

Through these educational approaches have been discovered many years ago, the thesis mainly focuses on innovation which is primarily based on the fact that it is essential to implement a positive and constructive education that encourages teaching, in this way an innovative approach is derived from the following categories planned by Dominguez Garrido & Medina Ruiz & Ruiz Cabezas (2009).

The authors recommend an upgrade of competencies so that a formative improvement can be achieved and thereby promote knowledge, secondly, to establish objectives for achieving innovation during the practice, collaboration, and opportunities to observe but also reflect to enhance the educational quality, lastly, they present a conceptual map where they recommend studying the contexts in educational institutions.

In addition to the competencies that can be developed through methodological strategy, these are based on the different categories of teaching methods that a teacher proposes for the classes, and in this way, the use of teaching methods is also a functional manner to perform a planned class, in the thesis proposal the constant use of teaching

methods favors students' learning and for this reason, it is added the categories that arise from an educational strategy.

The author Doris Maria Parra (2003) explains the different categories into which a strategy is divided, the argument and analysis are that students connect and perceive it as a fundamental tool to establish organization on contents and the information where the class is given, these are elaborated for better performance on teaching and divided into 3 categories.

Primarily and most known is the conceptualization of a teaching method, Doris Maria Parra (2003) the author explains the adequate process for the performance of the method and divides it into functionality in time and effort, then considers where they can be used and when they are most effective, and finally, the instructions must be related to the materials and classroom objectives.

Secondly, the author states that the following category is mainly based on the correct use of the taxonomy, which is described in a didactic purpose through a didactic sequence, mainly as a central element for the achievement of student-centered learning with a pedagogical purpose (knowledge, motivation, development, exploration, etc.).

Finally, is the development of the selected teaching strategy, Doris Maria Parra (2003) focuses on strategies that provide the content and information for students, this is mainly developing the strategy that is previously planned in an active manner so that the learner is able to develop their own sense of thinking, and reasoning, and the teacher creates evaluations.

Axis 3 Characterization:

In the Characterization Axis it has the main objective to determine the characteristics from the divided concepts of the investigation, throughout the information there are 3 main concepts that are the theoretical explication and actions from the action-research methodology.

This research proposal is based on the teaching expectations where the advantages of constructivism are used in the application of Vygotsky's social learning theory, mainly due to the ease of following a didactic sequence and organization through the planning of classes, on the other hand, students can have continuous formation and learning.

In addition to the investigation, the major concept of the research is viewed on the constructivist approach, however, this approach has many units of investigation, and it needs a specific perspective to point out the organization of contents, therefore in this thesis, it is developed the theory of social constructivism.

The social constructivism is based on the ideology of "building knowledge as ways of understanding the world, and that these ways of understanding are a subset of how the world could be understood. When we consider the wide diversity of world views" (Jackson, 2010), and using this theoretical perspective the traditional education is challenged to transform and become a different and interactive space.

In this way, a school that is based on a traditionalist method, does not seek more than a routine sequence and consequently, the planning of a class suffers from an absence of interactivity and continuous use of passive activities, however, one of the requirements that should be considered is the constant innovation and comfort for the creative process of planning.

A key element that is investigated in the thesis and benefits teachers is the use of dramatic strategies, these favor the teachers who seek greater interactivity with students, active and reflective activities, formative assessments, and socio-emotional approaches, the benefits are unstoppable in educational matters.

From the same element the benefits that are obtained by using dramatic strategies, are possible to be applied in all the subjects established in the educational plan and program, which are flexible and adjustable to any teaching profile that allows diversifying the educational approaches based on teaching, besides the evaluations are observable and feedback.

The main characteristic that the thesis research has is the contribution of innovative strategies within a lesson plan, the format is inspired by the planning and evaluation instruments of Sergio Tobon (2018) which contains three fundamental aspects for a teacher looking for a better planning format.

1. A lesson plan based on a central problem of the group to be studied, this is a section that is derived from the diagnostic tools and observation of the group/groups, it seeks to find the areas of opportunity that the students have in order to organize the contents based on their skills and development of previous knowledge that they have to begin with the lesson plan.

In this way planning can improve the pedagogical practice, Sergio Tobon (2018) argues that didactic planning should be continuous, have evaluative tasks where these are in order, and constantly be reviewed for improvement.

2. Active moments for the application of the innovative strategy (dramatization), this section is a space where a scheduled time is used to apply the strategy complementing the main content of the class, this can be a collaborative or

individual activity for the teacher to promote group coexistence in a moment that is comfortable for the teacher to apply.

3.   The next fundamental aspect that is in the research is the use of the socio-formative taxonomy both to plan and evaluate the contents that are seen during the execution of the lesson plan, this aspect is essential to guide the teacher in his creative process and ultimately in the evaluation of learning.

In fact, we can conclude that in order to plan through dramatic strategies the use of constructivism, and a form of evaluation that aims for formative learning is indeed necessary, these three elements are required and supported in order to achieve a lesson plan focusing on learning and teaching.

Axis 4 Differentiation:

In this section of the differentiation axis, the main objective is to emphasize the differences between the research and other documents or proposals that have been previously made, therefore, the document is divided into the main characteristics that make the work unique.

Within the information provided for the research, it is commonly observed the use of dramatic strategies for the teaching of art subjects in the educational plan and program, however, the thesis guides the information to corroborate a specific way of using it within the planning, the social practice of language, and finally the development of competencies.

The main difference that is found during the investigation is the planning process, the central objective is to focus on the central elements to plan and evaluate the dramatic strategies that can be created through the socio-formative taxonomy, Sergio Tobon (2018)

suggests a specific level of dominion to achieve the learning, the taxonomies can be applied within the dramatic strategies to determine how the contents of the class should be seen.

The use of the taxonomy has favored the research to achieve the affirmation that this can be developed in a series of planning, however, Sergio Tobon (2018) suggests that an environment of socialization is encouraged to collect and share evidence and experiences, in other words, the teacher can find moments of the class to apply innovative strategies to share the progress and knowledge that is being learned, also include a cycle of reflection and feedback.

The use of a lesson plan is the primary tool of a teacher, for this reason, it is proposed within the research a utility and improvement of the quality of creating, adapting, and finally implementing the lesson plan, based on the new strategies that are emerging currently to promote social and collaborative learning, as established in the plan and program of Aprendizajes Clave (2017) it is a National Program in the Mexican Education.

Aprendizajes Clave (2017) is the plan and program that establishes a graduation profile in which middle school students mainly develop competencies or skills during the school year, these are the central basis to achieve the following differentiation of the project and centralize for the teachers, the competencies are divided between different sections and school subjects.

The profile of graduation that establishes Aprendizajes Clave (2017) allows us to develop an area named Language and Communication, which the first of many aims is to achieve communication-based with efficiency and respect, as well as the use of English to be able to explain experiences, events, desires, etc. For this reason, it was decided to apply a social practice of language within the planning.

Furthermore, the second difference of the proposal is that the social practice of language is the main center of carrying out a constructivist approach and the use of innovative strategies, since it offers the benefit of sociolinguistics and the incorporation of culture, in order to form an educational community where the learned knowledge may be implemented for its observation and evaluation.

This element of the social practice of language according to the author Neiva M. Tebladi (2012) addresses and specifies that the teaching of a language should be supported through the linguistic fields, as well as having a reflection on its teaching and application of a language role, based on this assumption, the thesis research is supported by the need to evaluate these lexical-social fields and suggests the use of linguistic competences.

As seen in further research, the work of Elena I. Zamora (2014) research entitled "La Dramatizacion en la Clase de Ingles" where the author states and explains the need to apply dramatic strategies with appropriate resources to facilitate the learning of a language, however in this research focuses on the linguistic fields of the language and provide consideration to the dramatic strategies for teachers seeking to innovate in their classes.

The third distinctive element of the research is the application, observation, and evaluation of the linguistic competencies, which are key to the plan and program that establishes the development of a second language in the students, therefore, through the linguistic competencies proposed by Canale & Swain, will be possible to carry out using a drama strategy focused on the teaching of English.

Language skills are considered the main body of language learning, therefore their use should be taken into great consideration in order to execute a centered lesson plan for the teaching of a second language, in a way where the teacher can help the student to have a wide knowledge of English and to develop the three units established by Canalé & Swain.

The taxonomy and its levels of domain by Sergio Tobon (2018) allow the teacher to create a lesson plan with center-based learning of a language that intends to favor linguistic competencies, it is only necessary that the teacher first establishes the strategy to organize contents and thereby use the taxonomy to control the actions within the class.

Axis 5 Subdivision:

From the concepts used for the thesis investigation, they can be classified into fundamental units and mainly in this Axis of subdivision we observe the fundamental information that has an objective to establish the use of a dramatic strategy within the design of lesson plans, especially to break the ties of traditional education.

In this way, the main approach for the creation of a thesis within the educational field is presented with the constructivism approach, according to the author Dorys Ortiz (2015) performs extended research to find the central units of constructivism, these are based on the authors who use this pedagogical approach as a process or series of steps to achieve a transformation in learning.

Within the constructivist approach, there are four different theories that can be performed in the educational field, as described by Dorys Ortiz (2015):

Firstly, is the cognitive theory from Piaget, the author explains the theory as a process that takes time to advance as the student matures biologically and thereby develops their relationship with the environment, physical and psychological growth, as well as social adaptation.

Secondly, it is the theory of assimilation and accommodation, where it can be added that assimilation is the connection that one has with the surroundings and the individual

generates his own learning process. The accommodation is the events that occur with the previous assimilation, which allows the construction of learning within the context.

Thirdly, is the significant learning by Ausubel, the author summarizes the theory as the perceptions or ideas that are presented and compared with those previously held and allow different meanings to be created through the thinking processes.

Lastly, is The Social Learning by Vygotsky, Dorys Ortiz (2015) emphasizes that for this theory social interaction is required to obtain learning, the individual is the one who develops his thinking within society and learns through symbols of consciousness, hence to this, it also originates the denomination of "Zone of Proximal Development" which is known as the independent learning of the student with the help of a person specialized in the contents, here new skills emerge.

From here we move to the next unit that forms the basis of learning through the use of constructivism, this approach requires research where the teacher plans classes through constructs, organizes content through socialization, allows interaction and individuality of the student, and observe the progress that is being obtained. Within the innovation of strategies, it is moving towards dramatization and its units of practice in the educational field.

From the units of the dramatization, it is able to observe in great detail the planning of activities that form the dramatic strategy, in this way 3 dramatic strategies are mentioned that are developed during the whole investigation:

The first strategy is the use of Role Play, which prioritizes imitation, expression, and socialization of language through an established context, Patrice Baldwin makes a subdivision of elements to which they are able to adapt and this enters into the Imaginary and Fictional Game, the teacher plans an activity in which the student enters into character.

Then the following strategy is the practice of Animated Storytelling, where the animation of characters (in many cases it can be puppets or images) is used to tell a story, normally used in a literary expression to assimilate and accommodate the information as the student learns the content, the author Patrice Baldwin subdivides into the area of "Narrative Play or Storytelling" which mainly involves giving experiences and providing a meaning of its own.

The last one is the use of Charades, Patrice Baldwin subdivides it into "Corporal Play and Movement", this can be seen as a space where language can be explored as a mechanism of non-verbal expression and requires a positive environment where learning can be built freely, finally it can provide input for teachers to assess the learning environment.

These three units that are mentioned in the dramatic strategy contribute great utility in the uses of the resources, contents, and evaluations of the teaching, these are explained and exemplified for the teacher who attends to the learning of the subject, nevertheless, it is not recommended to leave the activities openly, Patrice Baldwin suggests a structuring with specific purposes.

For this reason, the use of the socio-formative evaluation of Sergio Tobon (2018), within the proposal of the thesis, the levels of dominion, are fundamental to achieving the writing of actions in the lesson plan that will be done within the class, these are subdivided into the following units:

Sergio Tobon (2018) proposes the first form of evaluation which is the Receptional Taxonomy, this requires fundamental information to begin to identify elements of the content, it is known as "notions", from this first taxonomy the author mentions some verbs such as search, identify, organize, recover, select, etc.

Next is the Resolutive Taxonomy, which supports the student to use vital elements for the understanding of the content provided, likewise this involves planning challenging situations suitable to their knowledge in order to solve them, some verbs that can be recovered from this taxonomy are applied, compare, elaborate, execute, differentiate, etc.

Then there is the Autonomous Taxonomy that aims to give a sense of independence to the student, the author describes it as giving the student his own criteria to search for reliable sources of information and apply his knowledge efficiently to problematics described in the contents, within this taxonomy we can mention self-evaluate, analyze, explain, improve, reflect, etc.

Lastly is the Strategic Taxonomy, the author explains it as the creative use to give solutions to the problems that may arise during the classes, mainly we can observe it as the method to suggest solutions by the students in presentations, projects, or activities, some verbs that we rescue from this area are adapt, help, lead, transform, link, etc.

Axis 6 Relation:

According to this axis, the main function is provide enough information that connects topics and creates relevance to the research, as well as the relationship between the different branches, with this aspects the thesis becomes more realizable and flexible to different areas.

A connecting aspect is the pedagogical transversality that exists in the research, this consists of adapting an integral education, the design of the proposal intends to become complete research that can be used in other educational fields, as transversal subjects.

Transversal education is currently re-emerging as a main element in the new plans and programs, which should consist of the following characteristics mentioned by Maria Victoria Reyábal (1995): first, to attend to affective capacities, motor skills, and social performance. These characteristics are essential for the teacher to be aware of and to be able to consider them in his classroom mechanism.

Within the education that is currently established the constant use of the transversality of the subjects and educational inclusion for the development of skills and knowledge, the plan and program Aprendizajes Clave (2017) that was established within the Mexican Republic provides a section where it explains the transversality as a concept oriented towards equity and educational modality within the established subjects.

For this very reason, the proposal constantly encourages innovation and facing the challenges of using a traditional education system, in this way, the research only focuses on the complexity of the transversal subjects, the author establishes that these help students to give a sense of autonomy and to practice reflections.

Transversality has become a binding element due to its social dimension; the author mentions it as a "Transversal Element" which are social references which are observed nowadays, an example that can be said is the teaching of language through ecological contexts, social movements/manifestations, among others. These activities are part of the student's curriculum.

In this way it is added that the transversality of the research proposal is adaptable in any context, educational site and professional/academic characteristics, the teaching strategies are for constant use and evaluation, they can be planned through subjects of the same area such as language and communication, exploration and understanding of the natural and social world, socioemotional skills and life project, etc. (SEP, 2017).

Likewise, it encourages and promotes collaborative work on the part of teachers to innovate in didactic sequences or educational projects in a transversal way in which the proposal of the thesis is adaptable and functional, within the curricular design and its construction, the plan and program indicate the competencies for middle school education in which students mainly use language to express themselves, understand and interpret, describe interests, desires, and plans.

With these aspects it is important the use of the transversality of the subjects, educational projects and competences to evaluate, in this way the proposal to use dramatization as a teaching strategy builds a collaborative work environment, spaces for expression in other languages and active dynamics for learning.

Axis 7 Methodology:

From the methodology, it is focused on the work that was done through action research, thus dividing it into the 4 phases that help to understand the main areas, therefore from the beginning of the thesis, it is intended to use the Action- Investigation Method to carry out a research project that mainly faces the problems and challenges in nowadays education, in this way the primary author for this area of investigation is Antonio Latorre, for the purpose of organizing and carrying out an action plan that is flexible and adjustable.

Antonio Latorre (2005) establishes different aspects that were taken into account in order to create the thesis, the first is to have a sense of commitment towards an improvement within the educational field, then to analyze new ways to give representative research and finally to deliver the results of the investigation.

In this way, it is possible to establish the beginning point of the thesis, which consists of the participation of external people in the research proposal, as well as space and context, in this case, it is reflected the involvement of teachers and students, which will be established as a focal group in a qualitative proposal.

Next, the central idea for the problem was identified in a general manner, a challenge that can be related to other contexts and help the educational community, Antonio Latorre (2005) names it "the beginning of the research project", and also mentions the author Elliott (1993) who states the two fundamental aspects of the thesis "Assumption and Strategic Action".

To begin a thesis investigation, it is fundamental to use an Investigation Method, for this case it is Investigation-Action using the following aspects and steps:

Action Plan: In order to develop this area of research, we must ask ourselves about the possible problems that arise from the context in which the research will be developed, so we look at the following question: What data collection tools can we use for our classroom and institutional diagnostics?

Antonio de Latorre (2005) Indicates that the problematic must be justified along with some with observations, identifying and assessing the context through tools to collect data so Sergio Tobon (2017) proposes formats where data can be obtained as the school context and learning processes to be able to measure the applied activities, assessments and competencies.

The format used for this research was a diagnostic table, some cases were selected to discover decision-making, cognitive thinking, as well as the classroom context, learning and teaching, this tool is answered by students and interpreted for context analysis. (Appendix).

Likewise, observation is part of the discovery of the problem and in this way formats were created in which a measurement of "None, Few, Half, Majority and All" is used for the students and the qualities that are observed within the research field are adapted to know certain characteristics such as learning styles, behaviors, use of language and communication. (Appendix 5).

As the next aspect of the thesis, we move on to the discovery of information, so we must ask: Do you have enough theoretical support to be able to study the proposed topic? for the investigation of the proposed topic, enough information is required to be able to read, support theoretically and develop the thesis bibliographically.

Thus, we recognize the importance of having knowledge of the documentary review, which Antonio Latorre (2005) explains that one must consider keywords, discover authors and create reading lists with a reliable database, as it supports mainly with the theoretical review, and create arguments that deliver an academic purpose.

After the theoretical review, we move on to the formulation of the Hypothesis/Assumption, which is part of the work proposal that will contribute to an improvement in the area under study, we must reflect on Can I think of any possible solution that will help me to study the proposed problem? The assumption established for the research proposes innovation for educational improvement, in this section Antonio Latorre (2005) mentions that it is the decisive part to create the next important point, which is the action plan.

Action: as the next step of the research, planning is taken into consideration. Antonio Latorre (2005) points out that prior to the action, a chronogram of activities is required where the activities organized for their implementation during the research within the educational field can be observed, in other words, this tool helps to have a better organization, in the same way it guides the time and materials that will be applied.

As an important point within the action, the use of observation is taken into consideration, which registers the advances and gives the opportunity to control the action, however, it should be considered: How can I collect information to reflect and collect data of the action, through this question it is easy to observe the analysis of the data obtained and also to verify the functionality of the proposed strategy.

In this way it is possible to add the functioning of the practice diary as a tool to promote observation and reflection, its main objective is to narrate the educational activities and significant moments during the classes provided, so the diary is created from the needs of the research, thus we managed to constitute the first parts of the creation of the thesis so that the theoretical basis and part of the action is applied from the schedule.

Therefore, it was possible to understand and put into practice the action research proposed by Antonio Latorre (2005) and give results for the project inside the educational field, however, as for the student's learning approach, it is mainly focused on the observation and development of linguistic competencies, which are described with the socio-formative taxonomy, these are linked to the strategies and the learning is measured through the didactic sequences, participation and class activities.

The creation of the Lesson Plan is used within the proposal, where the didactic sequences, dramatic strategies, and activities for evaluation are organized. As a first point, it

is important to mention the design of the format, which can be used transversally for any educational subject.

Phase 2:

For the design of the Lesson Plan, Sergio Tobon (2018) has been chosen as the main author, in this way it is possible to organize the construction of a fundamental tool for the teacher and apply it in a specific context, however, this tool is adapted to the needs of the diagnostics that were previously applied, this means that it can be transformed to any educational context.

As a first point, Sergio Tobon (2018) states that before any intervention, an observation, reflection, and analysis of the context has to be taken, and for this reason, the creation of the first instrument, the classroom diagnostic tool, it must have the essential characteristics to identify the strengths, opportunities, weaknesses, and threats of the context (Appendix 6).

Uno de los motivos principales por el cual se decidio trabajar con una lesson plan es por la efectividad que tiene al ser una herramienta funcional y flexible con los docentes dentro del area educativo, por lo que se debe tomar en cuenta los siguentes aspectos para poder planear de manera efectiva al diseñar una clase.

The same author explains the elements that must be considered in a diagnostic tool, mentioning that first it is necessary a functional format that fits the context in which it will be implemented, then analyze how the information will be obtained, next elaborate on the instrument for the collection of information and add a performance evaluation, and finally collect and review the data obtained.

Thanks to the diagnostic tool it was possible to obtain elementary information about the research groups, within the thesis it is fundamental to compare the problems and obstacles

that emerge during participation in the educational field, thereby completing the first step of the thesis and the design of the diagnostic tool.

Once the diagnosis of the context is made, the lesson plan is started, where the main goal is to establish specific guidelines where these elements are fulfilled in order to have a construction and strategy plan, first, the information required by the institutional format is added, possibly requiring information about the school, group or plan and program, this is essential for the educational authorities to authorize the planning.

Now, as the main objective is to take into account the fundamental aspects that form the pre-design of the lesson plan and is to consider the characteristics of the group, that is why previously made diagnostics that provide information on certain notions that are held of students and behavior, performance, skills or even content that comes to see in class.

According to the observations that were made, suggestions emerge based on the points of view that could improve the school performance of students and have a better class, according to the details of a lesson plan, the author Milagro Piñeiro (2009) rescues important steps that should be taken into consideration by different authors, one of them is to consider the main characteristics of the students, perhaps not in detail but taking into account the possible needs that are required to have a better class.

Likewise, there may be doubts about unforeseen situations in a class, but they are taken into account in the lesson plan format, these are reflected as observations or suggestions and are registered for the following lesson plans, although they may not be prevented in their full extent, but the experience is taken into account to highlight their relevance.

Another aspect that the author Milagro Piñeiro (2009) retakes is to consider the balance within a lesson plan since it is required to have stability between the teacher and student work, mainly to retake the activities, approaches, support and teaching, this is clearly

reflected in the format when defining the time to be had for each action, work or even exercise, often focusing on what the teacher does and leaving aside the student.

In the same way, the "warm-up" or "motivation" is explained when being in the process of creating a lesson plan, within the dramatization a fundamental aspect is the use of the "warm-ups" that use the short spaces to make movements, expressions or even "chants" that help to capture the attention or even release the tension of class in class.

Taking into account the use of warm-ups makes the difference between arriving in the classroom and giving a regular class, mainly in the management of learning environments, in this area there is the opportunity to be creative without the need to involve learning directly related to the content, although it can also be considered, during the lesson plan these modifications are flexible and help to use the time to create stable bonds with students.

The dramatization in a lesson plan is directly related to active activities that involve group participation in class, in which the teacher has an active role and requires a lot of observation, this work emphasizes the introduction and development of the class, where the teacher uses the content to ask reflective questions, theatrical elements such as acting, imitation or recreation of places, emotions, conversations or even readings.

In a different matter, it is essential to focus the topic based on a centered problem inside the context, these can arise from the observation and diagnosis that were made in the first phase of the investigation, and this is a fundamental aspect to work on the educational plan and program, favoring the communication and the academic environment.

Subsequently, the didactic planning that encourages innovation and approaches the current needs of students should be formed with an active, participatory, and collaborative perspective, so the third element is to plan through the dramatic strategy where the purpose

of the strategy and learning is written, it aims to evaluate the effectiveness and areas of opportunity to improve the practice.

By establishing the objectives, the planning and application of the same is facilitated, it can be seen as "Application of a Story Telling, the teacher has to animate a story through characters, observe the development of socio-linguistic competence and continue with the assessment activity", the objective must be specified depending on the content and work to be applied, taking into account the time and space of the class to adapt it.

The challenge is to establish a strategy where these characteristics can be obtained and adapted to the content to be taught, this is part of the third element where the strategy must organize the content with dramatic techniques to facilitate the learning of the information that is transmitted, this should consider the materials, active games/dynamics, and tools to organize the information (graphic organizers, notes or brainstorming).

The creativity process of How? With what? At what moment? These are questions that provide some difficulty in planning but help with the challenge of overcoming the traditional educational frameworks, which are presented as a barrier to learning for current students' academic needs and authorize the teacher to have the freedom to plan classes that are oriented to collaborative work, transversality of subjects and seeking to achieve the established goals

After going through the creative process, the use of the socio-formative taxonomy of Sergio Tobon (2018) is sought in order to plan the way in which the development of learning competencies in students will be observed, it can be visualized as "Autonomous Level: Reflects and Provides a solution to the text that was previously developed in class" and thereby be accompanied by the use of the taxonomic levels within the socio-formative theory.

The competencies are derived from the subject and contents that will be worked inside the class, in this section the linguistic competencies are mentioned since the area of language and communication is intended to predominate, however, other areas of knowledge can be established such as exploration and understanding of the natural world, socioemotional skills, collaboration, and teamwork, etc...

These are the processes that determined the creation of the proposal, a lesson plan that is focused on an area of improvement and in search of innovation to stand out from the traditional barriers that exist within education, thus favoring the teaching and learning of a language, within the central objective of the research it can be observed new branches that emerge and form the body of the thesis and manage to fulfill the assumption raised.

In this way, it is possible to draw the main steps of the research for the creation of the lesson plan which is centered on the dramatic techniques where active participation, collaborative work, and adapted to the socio-formative taxonomy to achieve the autonomous and strategic level, as a challenge for teachers and the development in students..

In conclusion, the research is opened towards the reflection of the applied work within the field of research, emphasizing the current problem, from which an analysis of the operation of the strategy is given in order to outline the fundamental points, stand out the uses and benefits, different applications and areas of opportunity, in this manner, the lesson plan is the tool that allows organization for the investigation.

However, certain elements should be considered in the planning and implementation of the strategy, in order to benefit the reflection for professional improvement and to favor the academic environment, thus providing a space for evaluation and measurement of the work implemented.

Phase 3:

The first aspect to consider is the central problem of the lesson plan, How do I determine the central problem of the group I have? in many occasions classes are given without previously asking this question since it is focused on the contents but not on the needs of the students, therefore it is necessary to reflect and take into consideration an internal analysis of the group of intervention.

This question directly supports the teacher in the creative process of planning, so they should take the time and space to investigate strategies that provide enough ideas to pursue the problematic, however, there are other aspects that require attention and for this reason, here is next point.

Similarly, when planning the class based on the central problem, the type of strategy to adapt the content must be chosen, therefore it is recommended to ask the following question: Can the content be planned using the dramatization strategy? Many times these moments become obstacles to planning, so the use of dramatization seeks to adapt to the context and then teach the content, it should be considered to apply it in flexible, short times and avoid confusion when giving instructions or explaining the class.

In these spaces the freedom and creativity of the teacher is observed in the resolution of problems at the moment of planning, the use of dramatization is a space where clear and observable objectives must be established, how can I establish an objective when using the dramatic strategy? To avoid the lack of control of the strategy it is recommended to use the taxonomy that adjusts to the type of work that is used, for this research the socio-formative taxonomy is proposed.

Before finishing the lesson plan, it is suggested to consider reading and detecting aspects that can guide the class in a routine, static and traditional way, in this section it is recommended to identify activities that do not allow freedom of opinion and participation, as well as impede or build barriers to give the dramatic strategy, an example would be to plan a class that focuses on writing notes and restricts participation.

When applying the instruments within the educational environment, the following questions can help the performance of the teacher who seeks to incorporate innovative strategies within the classroom or for the lesson plan. The first question is: What are the challenges of applying dynamic games in the classroom? From this question, it can be determined how possible it is to use playful activities within the educational context.

It is essential to consider this first point since on many occasions it can be challenging to implement new strategies within a restricted context, as can be visible in a rigorous and highly disciplined education, not only for the teacher but also for the student's participation, in this way, it is necessary to give solution to the areas of opportunity that arise in the research.

During the practice of dramatic strategies, time management should be considered, so constantly think about: Is the time in which the dramatic strategy is performed adequate? This is regularly suggested to ask since many times the dramatic strategy can distract the teacher from the objective of the class, even though the competition is being observed, it is recommended that the time should be determined and organized to avoid mishaps.

In this way, the setbacks that are observed are involving the selected strategy as the center of the teacher's performance and avoid loss of group control. Dramatic strategies require energy and active participation; therefore this usually occurs due to the absence of

organization and previous agreements, Patrice Baldwin (2012) recommends the use of a "dramatic contract" which clarifies and establishes the rules of coexistence, the guidelines that are allowed to be followed and the areas that prevent the strategy from being carried out.

After applying the dramatic strategies, there may be times when you forget to record and analyze the development of the class through the proposal, so it should constantly be considered to have a tool and design it through questions that allow you to describe the experience, certain observations of improvement and how it favors the learning of students.

The tool to be followed is the Professional Practice Journal, designed in such a way that helps teachers to keep track of the strategy and class learning, the author Marcela Jarpa (2017) describes the journal as a space where memories are expressed, as well as understanding, in other words, to identify various elements of reality and how we perceive it, so this will help us to improve academically and professionally.

Phase 4:

Within the implementation of innovative strategies such as dramatic applications, an internal evaluation of the teacher is required when applying them within the context, for this point an evaluation instrument was created that has a procedure to continuously improve the teaching of the subject.

As a first element for the observation phase, these mainly provide a self-reflective approach and allow for an opportunity to improve the strategy:

1. I shared the expected learning with its components in order to begin the class.

This first aspect defines how much relationship is between the planning and the application of the contents with the students, allowing them to initiate the dramatic strategy with previous instructions and objectives of the class.

As the next point is based on the dramatic strategy, which constantly requires support and reflection, this observation standard was established:

2.   The drama strategy allowed the investigation to socialize and guide the contents of the class so that they could be practiced in an organized manner.

In this second aspect, it was necessary to constantly evaluate the effectiveness of the dramatic strategy within the lesson plan, if it mainly favored the didactic sequence and allowed the development of the contents.

A teacher who applies strategies that go beyond the traditional method sometimes complicates the process of creativity due to the radical change of using active, participative dynamics that require energy to create a positive environment, despite the difficulty, progress can be observed when the objectives of the class are previously established.

In this way, a tool was built to evaluate the drama strategy through the 3 proposed techniques (Role Play, Charades and Story Telling), this is divided into the different evaluation criteria and performance levels that were developed, this is how the effectiveness of the strategy is measured during its usage in the research field, this can be applied to any context that requires a drama evaluation.

In this tool that was built to measure the effectiveness of the strategy, it is possible to observe the progress within the research field, where it is mainly recorded in the observational diary, in the same way, a rubric was built where the observed data is written and summarizes into important annotations that existed during the application of the strategy, keywords that help with the management of the strategy are collaborative work, communication between teacher-student and active participation are rescued.

Therefore, in terms of experience, a favorable level of the strategy is obtained to improve the quality of teaching in the classroom, this process is part of the use of

dramatization to fit the context in which the teacher training is performed or practiced, in the same way, it adapts to the needs of the current plan and program.

Axis 8 Ejemplification:

The main point of research that Antonio Latorre (2005) explains is the area of diagnostics tools, where mainly the field is used to observe and get to the core of all the theoretical information, in this way we emphasize that traditional education is the central problem that has been constantly affected for years, therefore, the educational field must have the characteristics previously mentioned.

And indeed, the context where it is being observed has many aspects that traditional education promotes, some examples are an extremely disciplined environment and none exitance communication with parents /tutors, teachers, students, and workers, as the use of the uniform, or the school regulations, that determine the correct haircut for men and hairstyles for women, students must follow the school requirements to enter the school.

It is important to highlight that student's rules are important for their behavior, for example, discipline and responsibility, the management of values like respect, responsibility, and tolerance are fundamental to having a safe and monitored environment, likewise participating, and avoiding the use of electronic devices, staying in their place while explaining the class and trying to pay attention.

In this aspect, the observational checklist from the English class demonstrated the difficulties that students present most frequently with the topics and performance skills. Students present the following characteristics during the English subject.

After the observation of Language Management, it was evident that most students present difficulties to pronounce English, also they did not use expressions, greetings, or phrasal verbs nor communicate their ideas in the target language, however, students demonstrate a certain interest in English; nonetheless, the absence of material and tools affects their practice and approach to the language.

Results of Observational and Self-Diagnostics:

As a following factor, Antonio Latorre (2005) mentions the exploration to achieve the search of the facts narrated and investigated, where measurement instruments can be used to know the different levels of the domain, in this way, we rescue the following annotations: communication and trust are key to building an environment where experiences can improve, creating new perspectives of the language, having a better approach to learning, and trying out different strategies to teach English.

This research allows teachers to investigate more about strategies, techniques, material, and a functional lesson plan through an analysis of diagnostic tools to evaluate communicative competencies, nonetheless, observing students' classroom context and classifying behaviors, performance, and evaluating English abilities are important. Likewise, learn about their personal experiences, values inside the classroom, coexistences, and proposals to improve their grades and delivery of activities.

To gather this information 3 different diagnostics helped provide various data from the student's reflection, class management, and communicative competencies:

1. The observation chart provided the following information, Inside the classroom students have difficulties communicating their ideas, participating in class

activities, and delivering classroom work, projects, and notes, most of the time students don't understand the topic, and forget to ask questions or have doubts. The characteristics of the classroom are notorious because of their shyness, excessive use of cell phones, inattention to deadlines and not being concerned about the importance of English, their grade, and attitudes toward the class and teachers.

Inside the educational methods for teaching it is common to observe a traditional system, where students' priories are behaving to avoid bad reports, expelled classes, and other consequences that may appear, this situation is observed frequently in the educational system.

2.This concern is fundamental to begin working on a **Self-Test** tool and obtaining information about their performance with the English Class, learnings, knowledge of the topics, values, behavior, coexistence, and expectations for improvement. (Appendix 2) It creates a space for free writing, reflection, and communicating different viewpoints for a trustworthy workplace.

The self-test aims to read and learn from background experiences and plan classes that help improve their performance with communicative skills and the use of the English language. However, the difficulty of highlighting areas of opportunity.

Firstly, is the experience with learning English, most students have low to no experience, and present confusion when they listen to the language, observe a new topic, create and present a project, receive assessments from the subject, and deliver activities or notes from the class.

This difficulty is presented since the beginning of the class with not understanding instructions, paying attention to the teacher, having many distractors around them, and not

having a balanced communication for asking questions or doubts, this can be considered as not allowing students to improve their performance.

Nonetheless, some values and behaviors were asked, and the information obtained has similarities with the absence of responsibility in delivering classroom work, using classroom values like honesty and tolerance, students are used to feel obligated to turn in assignments, and projects, and in order to avoid low grades.

Students acknowledge the fact that values are important to have a better environment and help students-teachers on having a peaceful coexistence, however, they have difficulties respecting classroom values and rules, and teachers find this experience being a challenge for their learning.

Secondly, the coexistence and proposal for Improvement, the coexistence between teacher and student is absent because of the little interaction and communication during a 3-hour class per week, students highlight the necessity of comprehension and getting to know them better.

In the Self-Assessment tool, students presented recommendations for the class environment and the absence of positive relationships with teachers, also a sense of approaching behaviors, and challenging situations that require attention with increasing positive talking and feedback during the English class.

The observational diagnostic tool and the self-test tool provided information to understand the student's background from the English classroom, this analysis shares the main problem of the investigation.

Diagnostic Results of Communicative Competences.

In this way, we arrive at the section where the action research of Antonio Latorre (2005) highlights the need to invite individuals to the Project and this starts with the use of diagnostics to measure their knowledge, likes and interests and to take into account the following indicators that help measure students' difficulties with the English communicative process, it is formed by 4 different indicators that require grammatical aspects and addresses important aspects of the thesis research.

The results of the competencies had an analysis of grammatical indicators; however, students had observations with the difficulties of learning and understanding the language due to the amount of work they receive during the class, then consequently presented challenges with "easy" English tests with topics that have been seen before but still are complicated.

Students presented more challenges in three areas:

In the morphological area, it is seen that memorization and fitting parts of speech were the main complications to understanding or remembering the functions, it is important to highlight students' messages communicating the challenge of not understanding or remembering these morphological aspects.

In part 4 of the diagnostic tool, the sentences are created in a Level A1 and Past Tense, nonetheless, students still have difficulties with identifying pronouns, adjectives, verbs, and nouns.

It is important to assess this area and meet the requirements of communicative competence and create an improvement in the following characteristics: "sentence patterns

and types, the constituent structure, the morphological inflections lexical resources and orthographic systems to realize communication as speech or writing". (Celce-Murica, 1995)

Then for Syntax using the English language, it can be observed in the diagnostic tool, the following instructions: Write in English 3 activities that you like to do in your free time and write in English two short statements about what you will do when you get home. (Appendix 3)

It was observed in students' diagnostic tool some difficulties with writing sentences and explaining normal activities in their daytime. The question is made in the present tense and students can use the expression "Like to" (a topic seen in 2nd and 3rd-grade repetitive times).

The questions were elaborated in Spanish owing to students' level of English and not understanding instructions, nonetheless, students wrote sentences with incomplete ideas and missing aspects to describe their normal activities, and some students wrote that they cannot write small sentences, or they can only remember the action (verb).

This can affect directly their actional competence known as "conveying and understanding communicative intent" (Celce-Murica, 1995), and having difficulties with developing or improving writing skills to deliver activities or final projects, owing to the fact that they are about to finish middle school.

In Orthographic terms there are also observations with their learning and although students still demonstrate challenges with organizing the information correctly like sentences, connectors, and paragraphs, using punctuation and not writing nor correctly

spelling words appear a necessity for teachers to observe and improve in the lesson planning to each necessity and competencies.

Sociolinguistic Competence:

For this area of communicative competencies, the selected analysis of the results was to have any knowledge of language function, it can be seen as an interpersonal exchange (greeting and making an introduction or giving information of likes and dislikes, reacting to interlocutors' information), including feelings like expressing emotional reaction with each drama card and sharing experience with the diagnostic tool.

The sociolinguistic area is absent because students do not have enough experience to express information in a spoken manner, however, they are aware of the use of emotions with body language using the English language, although they are not able to express formally their ideas, they find ways to make them understandable.

The results of the sociolinguistic competence had a different application, it was addressed with drama cards that have different types of usages with the English language and created with specific emotions to give information using that emotion, nonetheless, students presented challenges with the following aspects. (Appendix 4)

However, students stutter and feel uncomfortable with speaking and understanding their classmates with the given information: greeting, presentation, and mentioning likes and dislikes, but also still present misunderstandings with grammatical speech and pronunciation, they mention that it is important and necessary to express their ideas in English, even if they are small sentences but have the objective of maintaining communication is key to an understandable improvement.

An important matter to highlight is the management of emotions, in the diagnostic tool, students were presented with a drama card with a contextual character and an emotion they perform with. (Appendix 4), however, students do not have any interaction with theatrical or role-playing activities, therefore it was difficult for them to present the diagnostic. It was observed through the dramatic presentation and contextualization, an absence of emotional presentation through body language, however, they mentioned that they should practice more in class and could not know where to use this language, how to express and when can they use it.

According to the observations, comments, and results of the diagnostic tool analysis, it can be concluded the absence of a social practice of the language, directly affects the development of communicative skills in its various forms (reading, listening, and speaking), despite the fact that there is constant use of grammar and writing simple sentences or vocabulary, the use of the language is missing for its application in a social context (within the reality of the students), which is why the improvement of sociolinguistic competence in the English class is focused on.

Introduction to the Action Plan of the Investigation.

This is how we conclude the area of Diagnostics Tools, from which enriching elements of information are obtained to move on to the next factor of the research-action of Antonio Latorre (2005) which is the action plan, as a first point is to establish the hypothesis, arising from the theoretical and problematic, based on the results of the diagnostics it is analyzed an absence of communication spaces between teacher and student, likewise difficulties in learning the contents and absence of active participation.

This has been considered problematic, due to the institutional characteristics that promote a strict conduct and students in search of spaces to express themselves, free themselves and oppose the system, in other words, certain aspects that manage the current institutions with these difficulties, come from ideologies where discipline is paramount and authority is the protagonist of the educational institution, giving away an academic hierarchy.

Thus, it gives us sufficient information for the introduction to the action plan proposed by Antonio Latorre (2005), the author explains that one must constantly ask how research could help the problems being experienced, which the search for information, constant reflection, and analysis, leads to the following divisions within current education.

First, the problematic focus is the traditional education that affects educational performance, and the development of competencies established in the plan and program, in the same way, it is monotonous in the face of evaluations and does not fully favor the educational environment, otherwise, it delays or hinders the work of teachers by applying routine strategies without observing the results that are required today.

In this way, it is intended to reach the assumption where it is proposed planning with the intention to apply and evaluate promising dramatic strategies of innovation and creativity for the teaching of a language, the planning consists of a format adaptable to any subject, in the same way, it is intended to carry a development of taxonomic levels with the socio-formative form and linguistic competences.

In order to arrive at the established assumption, different questions were taken into consideration which helped to shape the type of work to be carried out during the intervention in the research context, first of all a possible solution was sought which could be flexible and transversal, in this way the transparency of the work is understandable, accessible, and

justifiable, in the same way taking notes of how it is possible to have records and evaluations that guarantee a good work proposal.

Now, having the structured assumption Antonio Latorre (2005) has as a suggestion to develop a research chronogram, which is structured in 4 phases where it is divided into research, design, reflection, and evaluation of the executed work during the development of the qualitative thesis, having the organization of spaces, times and actions to be carried out, facilitated the creation and application of dramatic strategies.

At the end of the creation of the chronogram, the first action is taken into consideration for the creation of strategies respecting the research objectives and in search of implementing the use of dramatization for the teaching of an educational subject, for this requires constant reflection, contribution of ideas and improvement of the research through the instruments that are being created for the registration and evaluation of the proposal.

In this way, the strategy should be focused through all the previously collected information that meets the bibliographic requirements and have enough resources to begin the intervention design with the necessary characteristics, these are selected according to the first concepts of the authors established for the research, the bibliographies are fundamental for the study of the main and secondary themes.

Lesson Plan and Selected Strategies:

For the first creation of the strategy, the use of Role Play was established as the main way to plan the classes and adaptation of contents, likewise, the organization of the topics was focused according to the problems that emerged and are currently presented with Mexican education and related to the context, with the objective of making use of the learning

spaces and knowing the forms of flexible teaching, the Role Play consists of covering the teaching through recreational actions in the theatrical representation.

The strategy focuses on the encouragement of linguistic competence (language production in its various forms), mainly the social practice so that it is understood as a way of teaching and learning, and the use of Role Play as the main form to plan the classes and adapt the contents, also, the organization of the topics were focused according to the problems that arise at present with the Mexican education and related to the context, with the objective of making use of the learning spaces and knowing the flexible forms of teaching, the Role Play consists of covering the teaching through recreational actions in the theatrical representation.

At the moment of having the structure of the planning, the taxonomy corresponding to the previously established observations is established, thus adapting to the actions that the teacher must accommodate to develop linguistic competence, the adaptation seeks to constantly evaluate the formative performance and functionality of the dramatic strategy, seeking to promote the performance, performance, learning, and practice of the language.

As a next point, the Charades strategy is used in search of favoring the coexistence between teacher and students, in the same way, to help with the teaching of the language in linguistic functions, where it is possible to observe the socio-formative, resolutive, and autonomous levels, as well as to qualify the skills that are plannable for the classes that the teacher intends to provide.

Likewise, the last strategy applied was Storytelling, which is mainly adapted to the reflection, analysis and personalization of information, aims to establish the strategic taxonomic level, which allows the teacher to plan a class that allows to face different

solutions of cases, texts and projects, however, with this dramatic strategy should be lively, open to dialogue and free participation, as well as feedback with positive aspects.

At the moment of having the planning format, established strategies, objectives and competencies, finally, instruments must be created to allow the teacher to evaluate the effectiveness of the strategy, this instrument must be constituted by observable, qualifiable and editable criteria, in such a way that it opens spaces towards the constant reflection and analysis of the action within the research field, from the observations, data will be obtained that will lead to the continuous improvement of the proposal.

The criteria are constituted of socio-formative aspects so that the work using the dramatic strategy can be observed and registered, where certain actions that favor the application can be reflected, such as "adaptation to elementary information, identification of problems, comprehension and mastery of the subject", some indicators were based on the functionality of the objectives, competencies, and educational needs of the present time.

At the moment of having the rubric that evaluates the strategy, it was also taken into account to have an instrument that helps the teacher to have a record of observations of his own application of the strategy, where it has components of preparation and improvement, it was possible to create a table of observations to propose improvements and allow expressing thoughts that arise at the time, in the same way, these details are fundamental and provide a sense of flexibility to the research topic.

The observation chart has divisions to talk about the drama strategy, as well as, the objectives of the strategy, the linguistic competence when using the drama strategy, and the socio-formative level that is intended to explore within the research field by implementing dramatization, however, these are divisions that were previously written within the didactic

planning, so the chart is an instrument that helps to organize the information and make the research proposal visible.

As a next point, having the materials that facilitate the work within the research field, it was planned to apply them in an organized and respectable way to the established schedules, so we move to the action of research within the work area, the planning was created through the contents that were established within the educational institution and with a didactic system, this helps to have better control of the formative evaluation that establishes the plan and program, in the same way, it helps to build confidence and closeness to the new strategy applied.

In this way, it was possible to appreciate the work implemented from the design of the lesson plan, and therefore, modifications were made in order to have a functional and adaptable format to the requirements of the institution, plan, and program, and contents for the teaching that is intended to be imparted.

Evaluations of the Dramatic Strategy and its Results on the Linguistic Competencies.

In this section, explanations are provided about the results obtained from the evaluation tools in the research field, including the use of innovative strategies, learning through linguistic competencies, and the application of the socio-formative taxonomy for didactic planning, primarily focused on the subject of English for learning a second language.

First, we start the research with the application of strategies and the use of the professional practice diary to keep a record of the experiences and areas of improvement for the use of dramatization in the classroom, however, through observations we do not obtain

an exact result, so it is used an estimation scale to determine the frequency of effectiveness in the students, teacher and class.

Second, during this phase of the investigation, it begins to observe the progress of the students learning, although the objective of the research is the use of a Lesson Plan, it is given an assessment of the linguistic competencies for the learning of a second language, in this way demonstrating the effectiveness and convenience of measuring the language in the different areas of knowledge (linguistic, social, and strategic).

Third, finally, feedback is given on the teaching experience in the practice of the socio-formative taxonomy to plan according to the communicative competencies (skill to be improved) and the content to be taught in the class (according to the drama strategy), which guides the investigation to give a clear vision of the application of Socio-Formation Learning in linguistic areas and in the second language development.

Estimation Scale of the Dramatic Strategies.

To begin by commenting on the results of the dramatic strategy that was applied in the classroom, these have a measurement of "Always, Almost Always, Frequently and Never", according to the criteria of allowing collaborative work, the strategy mostly established an environment of communication and management of values in the educational environment, likewise, it was recorded in the observation diary that there were moments when students preferred to work with their classmates using the dramatic strategy to impart knowledge.

This rubric was of high functionality due to the organization of the instrument, it also helps the teacher to have a tool that takes up the main criteria that need to be addressed in order to have a class with the previously established requirements and to see the progress that is obtained during the stay in the research field, this is how the planning process is intended to be established.

Therefore, the progress of the strategy was observed as "Almost Always the space to work as a team with the students is maintained, likewise, the teacher is able to capture the attention of the students and form diversified teams applying the strategy", it is suggested to maintain the sense of autonomy despite working in teams, since the roles of the students working collaboratively can be lost and the objectives of the class are not met.

Criteria 2 and 3 are divided into two, specifying active participation and the expression of ideas or opinions, these criteria were the main ones to create positive and stable learning spaces, the strategy was evaluated as "It is always possible to have an active participation and open spaces to communicate freely, when applying a dramatic strategy with the basic characteristics, the teacher manages to observe the interest of the topic with the participation and comments of the students, opens to dialogue for a professional improvement and responsibility of the students' learning.

Some aspects that could improve this criterion is to previously establish agreements to help the functionality of the class, emphasizing the positive points of the students-teacher and the limits that are not tolerated since they could damage the environment that is intended to build in the classroom, the dramatic strategy requires monitoring and constant observation to find areas of opportunity that favor research.

Likewise, criteria 4, 5 and 6 gives an approach to the teaching of the contents and the viability of the objectives that are established, in the first case of the teaching of the

previously planned topics was sought according to the characteristics of the group and could be adapted to the linguistic needs (grammatical, social and strategic), these evaluations were established as "Almost Always managed to maintain the learning of the contents with the dramatic strategy, since these created significant learning and allusive to their experiences within the educational reality or daily life".

According to the objectives they could suffer modifications depending on the class, since new problems may arise and these require attention, within the planning, therefore the objectives were mainly established to help the competencies and development of the socio-formative levels, Finally, an evaluation of "Frequently the objectives of the class are achieved by applying dramatic strategies, since these can be modified or transferred to different classes so that they can be evaluated, however, when evaluating the learning objectives of content, they were more effective than those that focused on the established problem" was obtained.

As the following criteria 7 and 8 we observe a variation between the socio-formative levels of autonomy and strategic, this indicator aims to analyze and evaluate the teacher's performance in promoting a sense of autonomy and giving attention to the solution of problems that arise within the class, in the same way indicator 8 mainly focuses on the organization of time and materials applied, In this way we were able to evaluate it as "Almost Always the planning is adjusted according to the times and contents that are established, in the same way it is possible to appreciate the advances in the sense of autonomy with the dramatic strategy by means of the registry of data and class activities".

Criteria 9 and 10 show the adaptation of the strategy to the contents and school subjects, these are functional in terms of the relationship of the subject with their daily life and focusing the attention of the students coming from the dramatic strategy, likewise, these indicators try to influence the performance of the teaching and the openness to dynamic and

active spaces, these indicators are recorded as "Always manages to adapt the contents of the subjects and keep the attention of the students with the dramatic strategy", therefore, an effective record was obtained for these criteria.

Finally, in criteria 11, 12 and 13 the areas of reflection that the teacher establishes are made known, with the objective of establishing a dialogue on the performance within the class, thus giving feedback on the socio-formative evaluation that are being developed in the context of research, likewise, from this reflection, the practice of school subjects is passed on so that it becomes a transversal and flexible work, from the evaluation obtained from these criteria we have as "Always, it is possible to plan dramatic strategies that help to create reflective spaces for the performance and group dialogue, in the same way, it is possible to evaluate the attention that is had during the application of the strategy within the context".

The last criteria takes into consideration the didactic planning proposed in the research, being within the context, the planning is focused as the main input for the functionality of the proposal and the teacher's teaching, the dramatic strategy has as an indicator to execute the previously planned indications according to the didactic sequence, likewise, the evaluation intends to give a focus on functionality and effectiveness.

In conclusion, "We always take into consideration the planning to execute a didactic sequence, however, we must have annotations where we add the aspects for the improvement of the strategy and evaluation instruments", in this way, we apply an instrument that objectifies and prioritizes teaching, organizes information and contents, a work that provides development and educational improvement.

Linguistic Competencies (Linguistic, Social, and Strategic).

According to the adjustments made in the lesson plan, the following factors were observed that encouraged the research in high school students through linguistic competencies, mainly focused on the practice, performance, and progress in the learning of English, thereby providing feedback on the didactic sequence and how it favored the class.

To begin with the first aspect, in terms of linguistic competence, it is planned during the English classes to determine the capabilities that the student can develop in the "research" of information, comprehension of different texts, grammatical structures, and the lexicon within different contexts, so the socio-formative taxonomy helps to give action to the implementation of activities or exercises that support the development and measurement of learning, which is measured as (limited, in development and excellent).

Linguistic Competence: In order to observe the development of the linguistic area, the following actions are taken into account to measure the knowledge and progress of the competence, as a first act it was intended to observe the development of "reading" texts in English and asking questions to know the comprehension, however, while reading, it is expected to "identify" the spelling and grammatical errors, from this criteria the performance is measured as "in process, satisfactory, outstanding".

For the first criterion we obtain an outstanding performance, based on the autonomous work and practice of the didactic sequence to give feedback in the applied activities, in the second and third criteria we take into account the "writing" of short to medium length sentences giving details of the context where the content is based and "memorization" of grammatical structures for its creation, according to the level of

performance we qualify a satisfactory level due to the constant practice and collaboration within the English class.

Likewise, the use of " highlighting" the parts of the statement and "using" connectors to give details about images, readings, or videos are planned. According to these criteria, there is a level of performance in the process of learning, due to the lack of practice and feedback, however, the work done in class is based on speaking skills (an area that is absent).

In conclusion, linguistic competence was an effective practice that achieved the development of skills, activities, and the previously planned didactic sequence, as well as a better approach to the linguistic area (according to the educational level) and promotes a better environment for language learning, in the same way, the linguistic competence is adjusted to the teaching of many contents and drama strategy.

Socio-linguistic Competence: In this area, it was mainly focused on the use of the content to adjust it to the social and cultural contexts of the students related to the subject of English, in this way, it was necessary to adapt the lesson plan to the language in pertaining to the norms of courtesy, communication etiquette (greetings, presentations or dialogues) which are reflected in activities such as scripts, role play or storytelling.

In this way, the work is reflected in the communication and constant use of the language for social practice, as well as knowing the variations that may exist in learning a foreign language, this area is reflected in the lesson plan to see the area to be improved, however, it should be taken into consideration the evaluation of the learning to ensure that the effective teaching.

As the first criteria, it is observed all the work that has been implemented within the class and that is previously planned through the socio-formative taxonomy, alluded to this is intended to be evaluated through the following levels of mastery "limited, in development and excellent", from the first moment we must "observe" and "repeat" the vocabulary through an input or instrument with the content of the class, In this way we were able to practice the language through the dramatic strategy in an active and participative way, in this criterion we have a medium level of performance, classified as in the development of learning since there was constant practice and it was possible to achieve the language abilities but without mastering it in its totality.

The second criteria takes into account encouraging the use of the language, so that the student can work on the "elaboration" and "application" of their knowledge of the language in the correct social contexts, to achieve "expressing themselves" with short sentences or phrases that give an intentional message, also in the evaluation of this criteria there was a lot of practice thanks to the dramatic strategy, so it has a level of development in learning since they have not yet mastered the practice of English, however, significant progress was obtained.

The third and fourth criteria show the development of "sharing" and "comparing" experiences, information, and correction of errors that may arise during the practice or learning of the language, according to the socio-linguistic competence there is a continuous improvement in the reflection of their own performance to identify new areas of opportunity, thus favoring the planning of content, strategies, and objectives of the class, according to the performance of this criteria an excellent level was obtained since the communication and classroom environment in recognizing their work in class.

As fifth and sixth criteria it seeks to "apply" the knowledge in social activities to be able to engage and maintain conversations in English, in this way, it is possible to have constant observation and feedback of the activities in class in order to prepare and write dialogues, identify contexts and use them as a way to communicate with the language.

Strategic Competence: the research mainly seeks to use this area of opportunity to communicate effectively, so it focuses on using the skills of students to have autonomy in situations that generate challenges during the learning process, as well as to enhance the socialization of ideas and results of their performance, use of materials and overcoming barriers that arise in class.

In this way, according to the evaluations, it can be observed the following actions planned through the socio-formative taxonomy, according to the performance level: "gives examples" based on the class question, "explains" their learning in the classroom, "adapts" to unforeseen situations that generate problems or "builds" projects in English, in addition, it was observed and evaluated a level in development since there are still difficulties that the students require the presence of the teacher or abandon the activity.

Therefore, according to the development of strategic competence, there are different results due to the autonomous work and other experiences from students, however, it is still required to provide support to students who have difficulties in developing an independent attitude and communicating in unforeseen situations (role plays, theater plays...), thus we can conclude that it is still required working and academic depth to improve this competence.

Chapter III: Conclusions.

In a way of conclusion, it is of great importance to retake the questions that were established previously in the research, with the intention of giving a final guide to the topic that was investigated, what are the most important elements of dramatization for the improvement of English communication skills among middle school students?

In order to give an answer, it was taken into consideration the application of a lesson plan that facilitated the organization of content and then its adaptation to the dramatization strategy, so that it had an active interaction and constant improvement, in middle school students was useful because they express their ideas, open themselves to the opportunity of active and social dynamics, finally, it lends itself to a reflective class.

Part of the planning comes from the creative process, mainly that it helps the student to execute their knowledge but to obtain it through pleasant and positive experiences, the activities that are proposed can be modified to have more training and participation within the class, in the same way, they are open to exploring the areas of the institution, open to free opinions and ideas.

The response obtained from the students is essential since the number of participations increased and can be seen through the lists of participations, in the same way, the delivery of activities was delivered on time, these observations were rescued through the practice diary, which mainly recovered the moments in which the teacher reflects and proposes solutions to the problems that arise.

Also, by applying the strategy provides a teaching identity that can be analyzed with the annotations in the diary, and provides a sense of balance and dynamism that helps mainly to improve the classes and planning, the dramatic strategy requires a lot of mediated freedom, so that helps students to have organization and the teacher can level the learning adequately.

The dramatic strategy, specifically in the area of English, enhances the teaching of a language that requires through activities or dynamics that require acting, animation, and body movements, alluding to the linguistic competencies from an artistic approach and taking into account its formative evaluation, so that the strategy adapts itself to the context and students learn to use it for their own learning.

In linguistic competence, the following characteristics are observed: vocabulary, sentences, paragraphs, readings, and syntax, from which the student learned the contents, establishing a competence that measures their level of mastery of each planned topic, in this way, it is possible to work through didactic sequences that facilitated the learning and planning with the moments of the English class.

However, it requires a didactic sequence that helps the teacher to diversify the topics to the needs identified in the diagnostics and the problems that arise in the classroom, so that the learning environment and the planned content are attended to, the drama strategy was the fundamental tool that helped me to be a dynamic and comprehensive teacher, because, through the performance of Charades, my students had the opportunity to participate freely, interact with the teacher and relate to previous experiences.

By diversifying the strategy and competencies, the field of research on the teaching of a foreign language is opened and it is no longer only a linguistic competence, now it is intended to include socio-linguistic and strategic skills that can be observed through the didactic sequence of the planning and evaluation of the dramatization, with the aim of expanding the experiences with the language and its learning processes.

However, by having a didactic sequence with a base structure of competencies and strategies, the objective is to have an evaluative form where it allows us to observe the progress of students and have a record of information that helps teachers to improve the area

of planning, implementation, and evaluation, so the socio-formative level was established to apply the different domains in relation to knowledge.

SOCIO-FORMATIVE CONCLUSION:

The socio-formative level is composed of the receptive, resolutive, autonomous, and strategic levels, which are intended to be detailed through planning and applied in the area of research, thus we can obtain the progress that is being acquired as the contents and planning are updated, as well as establish elements that are required in the face of educational needs.

These can be observed and recorded within the practice journal, however, the problems that are intended to be addressed must be adjustable (content), plannable, and applicable within the context, so that help the teacher to establish a dialogue that encourages reflection and critical thinking, this is essential because in the plan and program, Aprendizajes Clave (2017) requests a profile of graduation and certain skills to develop but at the same time work with learning environments.

This is how the socio-formative skills were mainly observed, in the form of evaluation, within the context where the research was carried out, it was observed that the students predominate the receptive level, since they receive elementary information, are able to identify their difficulties and have a notion of the information provided.

Likewise, the Resolutive performance is evaluated, the students are still developing this level of mastery, since they manage to solve certain problems that do not require much difficulty, they can understand the topics through questions and look for their answers, they also establish key concepts to be able to remember topics that were previously seen in the classes.

In the level of autonomy is where many areas of opportunity are found and more effort is required so that they can have a better application, since students have difficulties to respond to problems that have multiple options, as well as continue in search of an efficient performance that will help them improve their grades and delivery of activities.

Within the same area of autonomy, slight progress was observed for students to reflect and carry out the following actions: analyze, self-evaluate, explain, improve, reflect, and relate so that progress can be obtained within the actions that the students had through the performance of the class and the evidence collected from activities in the classroom.

As the investigation continues by evaluating the performance of the students, it is necessary to have spaces to design challenging activities that require logical and creative thinking, where they can adapt to the situations that they present during the English class and encourage a better participation and evaluation of their educational performance.

At the moment of evaluating the strategic domain, a great absence of effective experiences is qualified, these were observed through the collaborative works and the dramatic dynamics, however, it was possible to strengthen the actions: help, create, adapt, lead and propose, in this way, it is necessary to have a vision in applying didactic sequences where the students can be included in activities that require innovating, transforming and projecting.

In this way, the final deduction of results, in terms of the socio-formative results proposed by Sergio Tobon (2017), the level of mastery that had better progress according to the evidence and evaluative rubrics is the Resolutive performance, however, it was achieved to have first advances in the Autonomous level, although they still require support and advice to have their own criteria and better work efficiency.

However, the strategic level required more attention to be developed, however, it is necessary to have a higher level of performance in the autonomous area in order to use strategic spaces and finally, it can be deduced that through the socio-formative taxonomy, it helped with the planning of activities and also to establish objectives that were observable during the teaching of English, from which it was possible to evaluate their levels of mastery and performance, as well as to adapt it to the linguistic competencies that were established within the research.

According to all the research, constant improvements were observed during the practice of the proposal, which is a lesson plan that aims to be a tool to organize the dramatic strategies applied in class, during the first stage of the research a format was used that was not functional since the evaluation was not observed and the communicative competence that was intended to be evaluated was not noticed, so it was difficult to continue with that format.

However, it was taken into consideration to follow the didactic sequences through a lesson plan taking into account the missing elements, where the competence is clearly observed and with which socio-formative level is intended to be evaluated, mainly the actions and activities that the teacher will do in class, with this change that had the planning, it was easier to go through the process of creativity for the classes to be taught.

LESSON PLAN DEVELOPMENT AND FINAL THOUGHTS:

The lesson plan from my perspective was functional and comfortable, since I did not get distracted from the activities that I intend to do, without the necessity to improvise the class since I give priority to evaluating their academic performance and socio-formative level, with the objective of measuring the difficulty of the class to increase or decrease the

development of skills, this was a constant participation of the teacher in the field of research since at all times there are suggestions that improved the class.

One of the first suggestions was the proposed problem, which has been changing as time went by and new problems were observed that could easily be dealt with in other classes, which are adjusted to the established planning and content, according to the content, the activities were adjusted so that they could share ideas, opinions or feedback to the class or teacher.

Therefore, we conclude that the planning was quite flexible and changeable, specifically to the characteristics of the group and needs of the students, it also helps the teacher to plan a class with key elements and develop the activities easily, and there are spaces to take notes on aspects that are required to improve the classes.

Now, according to the evaluations with the socio-formative taxonomy, they were effective with the work applied in the class, since it mainly provides information about the level of development of the knowledge practice and strategies applied by the teacher, It starts from a receptive level so that the class can plan from the central notions of the subject, then it goes to the Resolutive level that dialogues problems, understands information and makes simple practices of the class work, finally it reaches the Autonomous level to solve the cases/problems that are used in the class.

These are observed in the practice of the content and communicative competencies developed, which were previously observed in the planning, also in the stage of being in the research field is constantly monitoring and recording the progress made by middle school students.

The evaluation was applied and modified according to the needs of the students, so it was effective when used as a means of observation in the classroom, basing it on the content of the lesson plan, using the taxonomy to verify the actions to be taken in the classroom and the socio-formative level in which the management of the classes or knowledge of the students advances.

The adjustments that were made in the research were mainly in the application of evaluation materials, as in the criteria that were taken into account in the strategies to be able to be more assertive in the teaching work at the time of creating a lesson plan, creating or accommodating the content in the strategies and finally making the rubrics focused on observable aspects.

With all the above mentioned, we can conclude that the work that was applied was close to the expectations that we had from the beginning of the research, mainly in accommodating the content in the dramatic strategies since they were flexible, useful, and functional to teach an English class.

To conclude, the work that was applied in the research had many modifications, so it was not perfect and it did not flow in a straight way, it had modifications that helped the objectives to be more effective, the proposal to be more visible, and to have better organization throughout the research.

Some aspects that would have been helpful in the research is to take into account the work applied in all educational areas since this is adjusted to a basic education environment and therefore it could be possible to be in any educational year and apply the dramatic strategies with a functional approach for students with different group characteristics, this work can even be applied at university levels that help in approaching realistic contexts, assessments of language skills and seeking to promote socio-formative.

PERSONAL DEVELOPMENT AND CLOSING THOUGHTS:

All the work that has been done during the professional formation to become a teacher was done with the main objective of providing a topic that can be adjusted to the different school contexts that exist, the information that was collected helped me to understand the current situation that exists in the middle school environment, however, it started from the problematic to a the proposal that requires a complete investigation.

Many experiences occurred during the creation of the thesis, it was a work that had many modifications in order to be functional and mainly to reflect the significant learnings that took place during the professional career, this research was the development of a topic that required a lot of reflection and analysis.

The main objective was to demonstrate the effectiveness of dramatization inside basic education, as a matter of conclusion it was definitely observed the positive aspects of using dramatic strategies for teaching a language, especially as a pedagogical tool that allows the development of skills in students throughout this thesis there were many benefits that had been explored using a lesson plan.

This teaching-learning process was remarkable for its ability to allow teachers to be creative, improve communication skills, establish bonds between teacher-student, promote the use of values, and strengthen our educational community with social exercises that benefit the group, this work was a reflection of many contemplation and feedback for the group in general, taking into account the small details of personality and behavior.

The dramatization involved students in active work along with the teacher and the class, providing opportunities to create meaningful experiences in a controlled and realistic

approach, as they were taken into account during the planning and focusing the content to their social or academic contexts, also they could share roles from their imagination and have a better understanding of the school world, this mainly facilitated them to have social skills, collaborative work, problem-solving, and decision making.

In summary, dramatization was the center of all the research that proved to be an effective tool to enhance and favor the process of creating a lesson plan and the teaching of a second language, promoted spaces for reflection, and was flexible for the integration of content, these strategies are transformed within education, especially in spaces that require attention due to the causes of traditional education.

During the qualitative work of this research, the main points were reflected in the action-research of the thesis, primarly during the creation diagnostic tools, observations and register of information that helped to understand the situation that had been seen throughout the professional degree and is the absence of strategies that are innovative, active and help with class participation, however it was possible to identify the characteristics of a traditional school / traditional education, so it has been decided to continue with the research topic and give a proposal that will help teachers in this situation and are interested in changing their way of planning.

Even in appendix 11 it is clear to observe an interview of questions about the school environment, classroom work and the problems that have been seen in the school cycle, where the main characteristics of a traditional school and the identification of the absence of values, participation and timely delivery of activities are rescued for the investigation.

In this way the dramatic strategies were applied in search of having a different perspective on the way of teaching classes, which was finally achieved, the progress that was made with the dramatization was very effective, students were able to work better with the

games and could understand the content of the class by the strategies that were applied, this was mainly reflected in the delivery of work, higher grades in the activities, classroom participation and this could be explained better in the axis of exemplification, however, in summary the results were favorable for the proposal.

The proposal were based on three strategies; role play, storytelling and charades it was possible to have a better result to organize a class and provide knowledge of the subject being taught, however, there were times when some complications happened but it was possible to complete the strategy, therefore, we can conclude that applying dramatic strategies within a context that suffers from traditionalist characteristics is possible and can even help to achieve better results in their performance and facilitate the teaching work.

Dramatic strategies can be intimidating at times; however, it should be considered that it is done through sequences so that students can adjust to the new ways of teaching, it takes time for them to gain confidence, and constant participation should always be considered to provide a positive learning environment.

In language teaching and as a pedagogical tool, didactic planning played a great role in the thesis research, designing a detailed lesson plan, it mainly helped the thesis to create sequences between activities to benefit the students' learning and organization of strategies, as well as to establish the objectives, to have resources to observe the language production.

Didactic planning offers the opportunity to integrate dramatic strategies to be able to give a class that develops social skills, linguistic competencies, and socio-formative evaluations, allows a progressive approach to the contents, and can take into account the main characteristics of the group and students.

However, it is important to mention that the lesson plan must be flexible, constantly observed, and be able to be adapted in an authentic way to the different groups that it is

applied, as well as to note the obstacles that arise so that they can be addressed in the following classes, always offering help and feedback to the work that is done, specifically using dramatization and guaranteeing to learn.

It can be determined that the teaching of English requires this tool to be applied in the educational area, the lesson plan is the fundamental element that the teacher uses to offer a class, which is why it was considered as a thesis proposal so that it could demonstrate the dramatic strategies the effectiveness of the lessons, as well as the linguistic competencies of English.

The strategies by itself does not fulfill the total learning function, it was necessary to find a way of evaluation that would help students and also leave the traditional norms, the socio-formative evaluation was proposed because of the levels of mastery that can be developed in students and mainly evaluating the performance of students, and their ability to solve problems, collaborative work and give feedback.

In conclusion, based on the evaluation of the proposal, the socio-formative evaluation was very effective in the work done by the teacher to measure the knowledge and the level that they are developing, according to the results there is a overview of which can be improved according to the characteristics of the class, in the same way, it was easy to apply the taxonomy and based on the actions to register if it favors the investigation.

Therefore, the results of this work help teachers to plan, evaluate and adjust the planning to the specific characteristics of the group, class or educational subject. The evaluation did meet the expectation and was comfortable to work with, it is not linear and requires many observations to be effective, so it did not generate any error in the research and achieved with the planned work, what the reality is needed, in itself, nothing is perfect

and many modifications are needed for a proposal to work, that is why it worked and it had a positive outlook.

According to the problematic that was mentioned, there is not an intention to attack traditional education but to give another perspective and inform that there are other teaching methods, functional tools, ways to evaluate and competencies that help in the teaching of English, however, traditional teaching has its counterparts that affect the current system, so it is necessary to consider the current needs of the students of this generation, this proposal is adaptable and effective for any subject that would like to innovate and to be freely creative.

It is always necessary to find new academic and professional opportunities, the educational process requires time and even patience, although in this proposal is not only for elementary or middle school students, this work can be taken to train teachers in search of innovation and even to university students so that they have a new way of learning or teaching, depending on the area of study, as a suggestion, the dramatic work is done with responsibility and requires acceptance of the mistakes that can be made, becoming a teacher was never lineal from my perspective, it gave me the freedom to experiment, empathize and socialize in my field of specialization.

Therefore, education is a field that opens to new generational needs, there was an achievement and obtaining the main objective of using an innovative strategy, adjustable evaluation and tools that facilitated the work, perhaps it is essential to first analyze the educational situation depending on the context and adjust the proposal according to their characteristics as a teacher.

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Appendix:

1. SELF-ASSESSMENT FROM STUDENTS: In this appendix we can observe a self assesment for students, where they express the lack of delivering activities on time, socializing with their classmates and needing to pay more attention.

Diario de Reflexión

Aprendizaje en Clase.

¿Que fue lo mas significativo de la materia de ingles?

Cuando la maestra Mariana nos comenzo a dar clase por que sus clases son muy divertidas.

Respuesta

Actividad y Valores

¿Que es lo mas voy a extrañar?

a mi amigo saul y a mis otros amigos
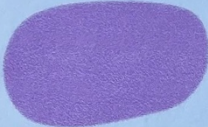
Convivencia (salon y docente)

¿En donde estoy fallando? ¿que puedo hacer para mejorar?

en que soy demaciado malo

Podria mejorar poniendo mas atención
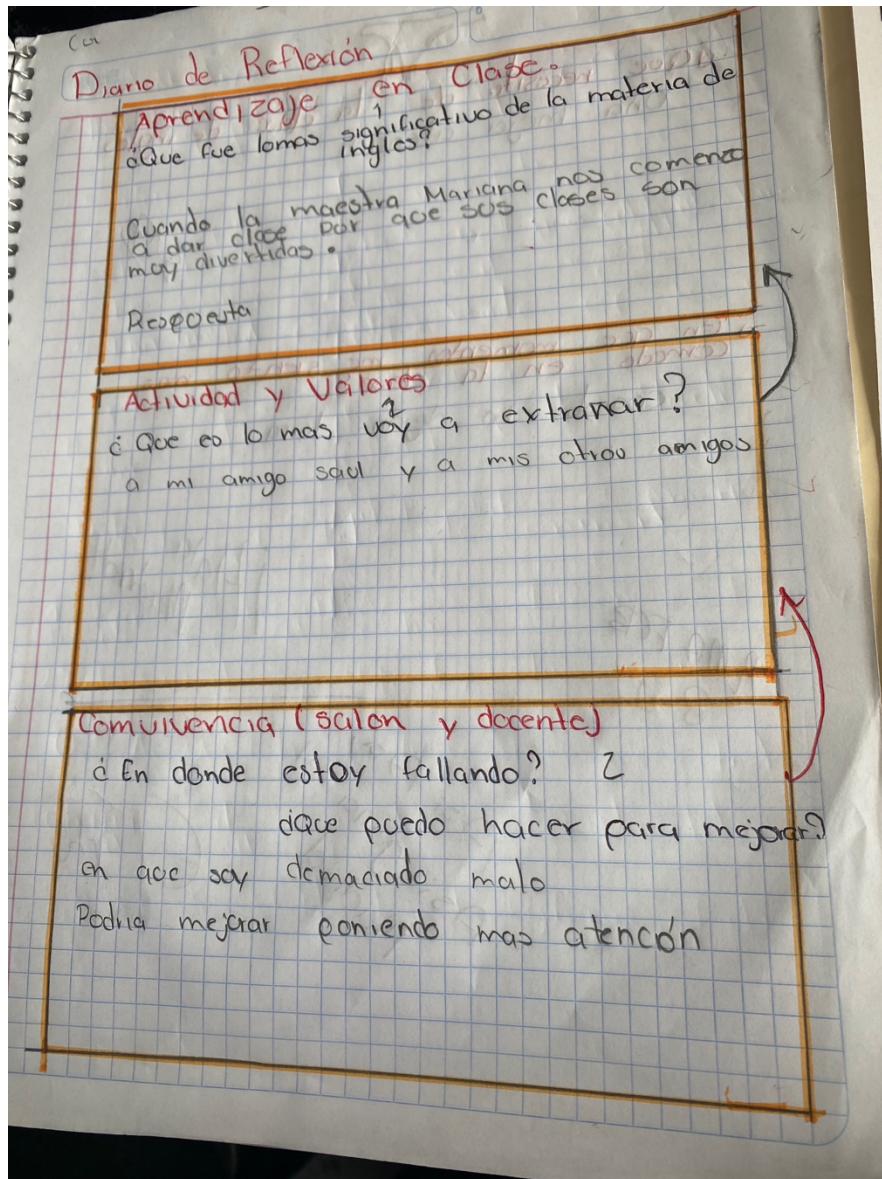
2. MORPHOLOGY ASPECTS: During the diagnostic tool, many students made the comment of not understanding how to write a sentence, nor identifying parts of speech.

4. Subraya correctamente las partes del enunciado con el color que se indica.

PRONOUNS	NOUNS	VERBS	ADJECTIVES

- Omar ran in the beautiful park.
- Karla fixed a broken car.
- I ate a delicious hamburger at Mc Donalds.
- The police caught a dangerous robber.
  Los demas no les entendí

3. SYNTAX ASPECT: I'm this appendix many students only focused on writing simple or basic vocabulary from activities they do at home and in their spare time.

2. Escribe en ingles dos enunciados cortos sobre lo que harás llegando a casa:

- go eat   (ausencia de grammar structure)
- sleep   I will sleep / go out to eat ...

3. Escribe en ingles 3 actividades que te gustan hacer en tus tiempos libres:

- soffer play soccer...
- gym go to the gym
- (son) music listen to music

DIAGNOSTICO

4. DRAMA CARDS: For this appendix students had a speaking test where they have the oppportunity to express an emotion through actions, therefore, it helped me to observe their preformance with drama activities.

Imagine you are an...

Angry Student

- Comienza con un saludo.
- Has una breve presentación.
- Menciona algo que te gusta.

Imagine you are a...

Bored Student

- Comienza con un saludo.
- Has una breve presentación.
- Mencion

Imagine you are a...

Confused Student

- Comienza con un saludo.
- Has una breve presentación.
- Menciona algo que te gusta.

Imagine you are a...

Sick Student

- Comienza con un saludo.
- Has una breve presentación.
- Menciona algo que te gusta.

5. ACTIVITY CHRONOGRAM OF THE THESIS INVESTIGATION: in the following appendix, there is the distribution of phases that the investigation has and the different aspects to consider while time goes by.

NOVIEMBRE 2022

LUN	MAR	MIER	JUE	VIER	SAB	DOM
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DICIEMBRE 2022

LUN	MAR	MIER	JUE	VIER	SAB	DOM
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

ENERO 2023

LUN	MAR	MIER	JUE	VIER	SAB	DOM
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	30
31						

FEBRERO 2023

LUN	MAR	MIER	JUE	VIER	SAB	DOM
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20	21	22	23	24	25	26
27	28					

MARZO 2023

LUN	MAR	MIER	JUE	VIER	SAB	DOM
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20	21	22	23	24	25	26
27	28	29	30	31		

ABRIL 2023s

LUN	MAR	MIER	JUE	VIER	SAB	DOM
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAYO 2023						
LUN	**MAR**	**MIER**	**JUE**	**VIER**	**SAB**	**DOM**
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	Fase 1 Investigación de Campo
	Fase 1 Investigación Teórica
	Fase 2 Diseño y Aplicación de Estrategia Dramática
	Vacaciones
	Fase 3 Reflexión y Análisis de obstáculos, y correcciones al aplicar
	Fase 4 Evaluación de Estrategias investigadas.
	Conclusiones de Trabajo

6. DIDACTIC LESSON PLAN, for this appendix there are the main features that a didactic sequence must need for an organized and functional class, within the thesis is the socio-formative level to evaluate and the linguistic competence that is observed and developed.

FLEXIBLE FORMAT FOR DIDACTIC PLANNING			
CURRICALAR ASPECTS			
Grade and Group: 3ro D	**Subject**: English	**Shift**: Morning	**Modality**: face to face class.
Identified Problematic: Ss have difficulties with explaining want they aspire to be in the near future.		**Social Learning Practice:** The student recalls and recognizes information, ideas, and principles in approximately the same form they were learned.	
Project or Didactic Sequence: Who I want to become?		**Topic:** Professions and Jobs.	
Linguistic Competence: Socio-linguistic		**Socio-Formative Level:** Resolutive.	

ACTIVITIES AND ORGANIZATION OF THE CLASS		EVALUATION	
INTRODUCTION 10': Ss are introduced to different TV Shows, and they try to remember the names of characters from those shows. Ss are presented with a different vocabulary of Hobbies and Routines, and they relate them to different characters in TV Shows	**INTRODUCTION 3':** Ss listen to a grabber to seek attention and repeat with a body movement "Macaroni Cheese", and they have to answer "Everybody freeze". The grabber captures attention and deliver a sense of acting; they respond to the instructions given and begin the class.	**Socio-Formative Level: Resolutive:** Students Execute a conversation through a Reading to recreate a role play of professions and jobs, they read and discover how to perform a conversation.	**Linguistic Competences:** The Socio-linguistic Area has the objective to evaluate the competence using the vocabulary based on a real social context, primarily in a realist conversation, where they can socially identify phrases or sentences in a normal day.
DEVELOPMENT 10': Ss create and organize information with the given vocabulary, they have to illustrate and share some Tv shows that they watch	**DEVELOPMENT 30':** Ss observe the topic of Professions and Jobs in real life contexts, Ss read a conversation where have to perform a conversation and chose a classmate to recreate a "Role Play".		
CONCLUSION 15': Ss share and express their points of view of the most known and seen professions in Tv Shows and answer, if you could choose a profession which one would you like?	**CONCLUSION 30':** Ss act out the given conversation and practice their social skills to begin a conversation, deliver information and share their experience during the English class.		
ACHIEVEMENTS AND LEARNING EVIDENCE: Students deliver as evidence a mind map and recreation of a conversation in English about professions and jobs.	**INNOVATIVE STRATEGY:** **"Role Play"** is a dramatic strategy that helps and provides enough supplies to preform and act different types of text where they can observe and evaluate competencies.	**OBSERVATIONS:**	

7. STRATEGY OBSERVATIONAL CHART: for this appendix it was considered
    a observational chart to register the development of the strategy and action
    research of the thesis investigation.

STRATEGY OBSERVATIONAL RUBRIC					
STRATEGY	**OBJECTIVE**	**LINGUISTIC COMPETENCE**	**SOCIO-FORMATIVE LEVEL**	**IN WHAT ASPECTS DID THE STRATEGY WORK?**	**WHAT ASPECTS DOES THE STRATEGY NEEDS TO IMPROVE?**
A "Role Play" strategy was developed in which they use a context to recreate a conversation in English.	Use "Role play" to introduce a professional context with social examples in a normal environment	A socio-linguistic competence was implemented for the use of vocabulary based on a real context.	Resolution: **Execute** a conversation in English through reading to recreate a role play of professions and jobs.	The strategy encouraged co-existence, collaborative work, and communication between teacher and student.	The strategy requires more time, monitoring of activity, and organization of information.
During the class, the "Charades" strategy was applied to recall the vocabulary previously seen.	Use "Charades" with the objective of acting out vocabulary correctly and observing some body movements to recreate the word.	It is intended to observe the linguistic competence strategy using grammatical and lexical aspects of the language.	Resolution: **Interpret** the vocabulary in English to act and use body language to reflect expressions.	The strategy favored active participation, coexistence, and communication among students.	The strategy requires more space and organization for easier implementation.
The "Story Telling" strategy was applied to animate a text in which they reflect and organize information.	Apply "Story Telling" to animate a story through characters and small understandable texts.	It is intended to observe the strategic competence to achieve a solution to a problem.	Autonomous: **Reflects** and **Provides** a solution to the text that was previously developed in class.	The strategy favored autonomous work, teacher-student communication, and reflective skills.	The strategy requires the interpretation of animated characters and reading management to make it understandable.
A session was planned with the "Role Play" strategy to recreate a TV Show theme depending on the genre.	Use the "Role play to represent characters and conversations of the most watched TV Shows and relate them into a professional environment.	It seeks to implement strategic competence, where a solution can be given and challenge a learning situation.	Strategic: **Proposes** a solution to the "Role Play" conversation developed in class.	The strategy favored collaborative work, teacher-student communication, and active participation.	The strategy requires time to finalizem it, reflection and dialogue of the answers.

8. DRAMA STRATEGY CHECKLIST: for this part of the investigation, it was suggested a tool that can evaluate the effectiveness of dramatization in the English class.

DRAMATIC STRATEGIES FOR ENGLISH TEACHING					
SUBJECT: ENGLISH	LEVEL OF PERFORMANCE				SUGGESTIONS
CRITERIA	ALWAYS	ALMOST ALWAYS	FRECUENTLY	NEVER	
The drama strategy allowed for collaborative learning to complete the activity.					
The drama strategy promoted active participation during the English class.					
The drama strategy creates learning spaces for expressing opinions and ideas.					
The drama strategy helps enunciate English texts (scripts, dialogues-conversations, readings).					
The drama strategy helps with the development of classroom objectives.					
The drama strategy supports the teaching of English vocabulary.					
The drama strategy promotes a sense of autonomy in students.					
The drama strategy adapts to planning times.					
The drama strategy connects learning spaces related to their reality.					
The drama strategy captures students' attention during English class.					
The drama strategy produces reflective spaces about school performance.					
The drama strategy adapts to different school subjects.					
The drama strategy executes a class according to the didactic planning.					

9. CHART OF THE PROFESSIONAL PRACTICE DIARY: for this part of the

thesis investigation, it is based on the important events of the strategy but also

the work that was done in the action-research.

OBSERVATION INSTRUMENT BASED ON THE PROFESSIONAL PRACTICE DIARY: ENGLISH CLASS, TEACHER MARIANA ELIZABETH RAMOS LOPEZ.	
ELEMENTS THAT FAVORED THE STRATEGY:	**PREVENTABLE OBSTACLES**
The drama strategy "Role Play" helped the classroom Speaking practice, mainly giving them the initiative to read a conversation in English, they previously know the characters and the role they should play, and they control the conversation.	During the application of the strategy, it should be considered previously to make dramatic warmups to release the tension of the class, since many times acting generates a lot of nerves and stress, however, it was carried out in an effective way.
After the first-class using dramatization, the students asked a lot if we will do the same dynamic, however this time we taught vocabulary, so we used the strategy "Charades", we used a game for participation and created the context for them to act (only body language).	Previously, mention was made of the "Dramatic Contract" so that the students know how they can participate and make the strategy favor their learning. The students accepted the contract, however at times they would forget the instructions and get lost in the fun, which will be taken into consideration for the next class.
One week after having 4 classes, we applied a dramatic strategy "storytelling" where students carry out the sequence of reading while animating and presenting it through puppets (they can be of various characters, for this practice we only used two characters).	The material was interactive and fun, making the puppets helped the students understand the sequence of the reading and capture their attention. However, it is likely to be tiring as storytelling requires attention and time to bring the characters to life, however for short to medium texts it is effective.

10. LINGUISTIC COMPETENCIES WITH A SOCIO-FORMATIVE: chart to evaluate the communicative competences with a socio-formative perspective.

Communicative Competencies Indicators:	LIMITED	PROFICIENT	EXCELLENT	SUGGESTION
Linguistic Competence				
Grammar: Students read sentences and identify grammatical mistakes.				
Students write sentences with a correct grammatical structure.				
Students memorize the grammatical structure for the class or topic.				
Students describe pictures-images using a correct grammatical structure.				
Students highlight parts of speech to build sentences.				
Students use connectors to unite sentences and create sentences.				
Sociolinguistic Competence				
Students observe and repeat the vocabulary/sentences from different contexts.				
Students read and repeat sentences or paragraphs from a specific topic and context.				
Students apply previous knowledge from the topics and express clear ideas.				
Students share and compare information to find mistakes and correct them.				
Students elaborate graphic organizers that help them organize information.				
Students socialize with the group to create teams.				
Strategic Competence				
Students gives examples the information from the topic with given questions.				
Students know how to explain the learned topic.				
Students adapt to unforeseen situations to deliver activities or projects.				
Students reflect on their performance and improve the delivery of activities-evidence-projects.				
Students help each other to aboard a social or academic case from the subject.				
Students build projects with the topics seen in class.				

11. STUDENTS INTERVIEW: in this appendix, students are asked questions that have a relationship to their school preformance observations and problematics that may appear, two interviews with students giving their own opinion and suggestions on the educational experience.

Diagnostico del Grupo

Diagnostico del Contexto Aulico y de Aprendizajes

Informacion Sociodemografica:	Nivel Educativo: Escuela Secundaria Modalidad: Presencial Grado Escolar: 3ro D Turno: Matutino Numero de alumnos: 45 Materia: Ingles
CONCEPTOS AULICOS	**RESPUESTAS**
1. ¿Cuales han sido los valores que se observan frecuentemente en el salon de clase?	Yo creo que hay más cosas negativas ya que hay mucha deshonestidad, mentiras) pero si hay respeto
2. ¿Qué areas de oportunidad observas en tu salon de clase durante las clases de Ingles?	Yo propongo que haya más juegos de convivencia y trabajos donde nos hagan convivir con personas que casi no conocemos y así conocellos un poco más
3. Describe cómo es la comunicación con tus compañeros del salon de clase?	—Muy buena —Poca confianza
4. ¿Qué conductas favorables has observado dentro del salon de clase?	Que cuando hay un problema todos nos apoyamos
5. ¿Cuales han sido los distractores principales dentro del salon de clase?	Ruidos de mis compañeros Mis amigos

Diagnostico del Grupo

Diagnostico del Contexto Aulico y de Aprendizajes

Informacion Sociodemografica:	Nivel Educativo: Escuela Secundaria Modalidad: Presencial Grado Escolar: 3ro D Turno: Matutino Numero de alumnos: 45 Materia: Ingles
CONCEPTOS AULICOS	**RESPUESTAS**
1. ¿Cuales han sido los valores que se observan frecuentemente en el salon de clase?	Yo creo que mi salón es un grupo que tiene más cualidades negativas que positivas, es un salón algo grosero, deshonesto algo difícil tu ye no es un salón muy unido y creo que esto se podría generar por la división que existe ya que nuestro modo de vivir en niveles sociales.
2. ¿Qué areas de oportunidad observas en tu salon de clase durante las clases de Ingles?	yo creo que si en clase existieran más cosas como juegos de aprendizaje o cosas así podría mejorar un poco la convivencia entre compañeros y quiza fuimos un salón mas unido
3. Describe cómo es la comunicación con tus compañeros del salon de clase?	Creo que es algo baja ya que no me siento tan identificado con algunos de mis compañeros ya que llevo al punto de llevarme mal con varios de ellos
4. ¿Qué conductas favorables has observado dentro del salon de clase?	aveces entre alumnos nos apoyamos cuando tenemos problemas
5. ¿Cuales han sido los distractores principales dentro del salon de clase?	—Celular —mis amigos —los ruidos de los pasillos

Tabla 1

APRENDIZAJES	RESPUESTAS
6. ¿Como describes la comunicación que tienes con los docentes de la institución?	Con la mayoría de mis docentes tengo una buena relación, es decir creo que puedo tener ocasiones de solicitarles apoyo cuando las cosas no están bien aunque también con otros maestros tengo una [ilegible]
7. ¿Qué tipo de herramientas son utiles para tu aprendizaje dentro de la clase?	Imágenes, [ilegible], pelotas es decir que los juegos pueden apoyarnos y que no siempre sea lo mismo — libertad de expresión
8. ¿Qué caracteristicas debe tener un docente para favorecer tus aprendizajes dentro de la clase?	Que fuera alguien social, positivo, que nos demuestre que podamos contar con su apoyo, pero que también sea algo estricto en aspectos de educación.
ENSEÑANZA	
9. ¿Cómo promueve el docente la participacion dentro de clase?	El maestro o maestra selecciona compañeros de manera diferente para que todos participen y aprendan
10. Con base a tu experiencia, ¿Cómo son tus clases y en que se asemejan?	Pues creo que es algo donde siempre es todo a lo mismo, dejas trabajo, explican, aunque [ilegible] me gustaría que esto [ilegible] ser diferente
11. Explica como los docentes brindan reconocimiento y promueven motivacion dentro del salon de clases.	Siento que la mayoría de maestros no te brindan un apoyo, ya que quizá no se preocupan, solo es como que te digan que en tu [ilegible].
12. ¿Cómo describes las estrategias de los maestros para enseñar los contenidos de clase?	Siento que los maneras de dar clase están bien, pero creo que esto podría mejorar un poco, que te expliquen bien, te apoyen más, te den la ayuda que necesitas y que hablen un poco [ilegible] que no sea lo mismo siempre

Tabla 2

APRENDIZAJES	RESPUESTAS
6. ¿Como describes la comunicación que tienes con los docentes de la institución?	Con la mayoría tengo la libertad de expresarme pero la otra parte no ya que me hacen sentir regañado siempre
7. ¿Qué tipo de herramientas son utiles para tu aprendizaje dentro de la clase?	Juegos, computadoras, proyectores, libertad de expresión
8. ¿Qué caracteristicas debe tener un docente para favorecer tus aprendizajes dentro de la clase?	Debe ser amable, joven, comprensivo, comediante y que siempre que vea que se te dificulta algo este ahí y te ayude a entenderlo
ENSEÑANZA	
9. ¿Cómo promueve el docente la participacion dentro de clase?	Selecciona a los alumnos de manera al azar, se acerca a tu banca y te pregunta
10. Con base a tu experiencia, ¿Cómo son tus clases y en que se asemejan?	Son un poco aburridas, siempre es la misma rutina
11. Explica como los docentes brindan reconocimiento y promueven motivacion dentro del salon de clases.	Palabras de aliento, hacen que te sientas comodo y te dan una idea de la posible respuesta
12. ¿Cómo describes las estrategias de los maestros para enseñar los contenidos de clase?	Siento que si son efectivas, pero aburridas y después de hacerlas no te refuerzan lo aprendido y queda como un trabajo más