

IMPLEMENTING DRAMA ACTIVITIES AS A STRATEGY TO ENHANCE ORAL  
PRODUCTION IN EFL STUDENTS AT JOSE RAFAEL FARIA HIGH SCHOOL: AN  
ACTION RESEARCH.

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UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

DEGREE IN FOREIGN LANGUAGES, ENGLISH-FRENCH

INTEGRAL PRACTICUM

PAMPLONA

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## **Presentation**

This study was divided into four projects which belong to different projects and components. Into each component it is justified the investigation, the purpose of it, and the methodology that will be used. The first component is the pedagogical; it is an action research that was carried out in a high school in Pamplona, Colombia, related to the implementation of drama activities in EFL classrooms. The second one is the research component, which consisted of an investigation inquiring pre-service teachers' pedagogical reflections. The third component consisted of an outreach to the community project made by a pre-service teacher with the purpose to implement audiovisual material to foster students learning in a primary school in Pamplona. And the last, is the administrative component in which it is described what duties the pre-service teacher should do in order to get involved in the teaching ambiance in a high school in Pamplona.

## Introduction

Nowadays, schools, universities and mainly teachers face diverse challenges in order to prepare integral students to deliver them to this in constant change world; preparing students demands so much effort from the teachers, it is not an easy task and less when the technology advances every day, due to these advances, the education has to be reshaped and changed by implementing new strategies and methodologies that motivate students and show them how the knowledge they get can serve them in real life.

English, known as the “global language” has been included to be taught in primary and high schools by the National Education Ministry (MEN) in Colombia with the purpose to become a bilingual country and as the MEN stated “Ser competente en otra lengua es esencial en el mundo globalizado, el cual exige poderse comunicar mejor, abrir fronteras, comprender otros contextos, apropiarse saberes y hacerlos circular, entender y hacerse entender, enriquecerse y jugar un papel decisivo en el desarrollo del país. Ser bilingüe amplía las oportunidades para ser más competentes y competitivos”. With regard to this, teachers should be committed to fulfill what is established by the government. Regarding this commitment, it is necessary to implement new strategies and the use of diverse tools to develop skills on FL learners; all these skills (listening, reading, writing and speaking) have to be developed at the same time, however, some with less intensity than the others. For this world, it is important to prepare students able to communicate, to transmit an idea and to interact with others in a foreign language; that is why this action research was focused on the speaking skill by using drama activities as the leading strategy linked with tales reading in order to accomplish the goal of improving the oral production of 10<sup>th</sup> grade students at Jose Rafael Faria School in Pamplona, Colombia. Having been identified the problem in the classroom; it was time to take action and give a solution and start a remarkable change in the education of the country.

## Justification

This action research aimed to improve the communicative competence of EFL tenth grade students (boys and girls between 14 and 17 years old) at Jose Rafael Faria high school in Pamplona. After talking to the teacher in charge of the English course, with the purpose to know the factors that influenced on the learning process and what skills should had more attention, she stablished that students were more engaged with grammar structures and have a higher level in the writing skill, it was s evident a lack of vocabulary and the mispronunciation of words that did not allow students to communicate with ease and clarity in English language; In the English area planning for 2017 it is demanded to teacher to implement new techniques and tools in order to foster student's oral production, there was a question that English teacher should take into account in all their class planning: “¿Cómo hacer que el estudiante mejore paulatinamente su producción oral?”. That was the main reason why the teaching process of this subject should be reshaped and some new strategies should be implemented in order to improve students' speaking skill.

Having been this regarded, one of the most recent strategies used to improve students' communicative competence is drama activities that includes not only role-plays but also simulations, monologues and dialogues being scripted or improvised. According to Via (1987), “A great deal of our everyday learning is acquired through experience, and in the language classroom drama fulfills that experiential need”. For the development of these dramatic activities it was necessary to link them to tales reading in order to promote reading comprehension at the same time aiming students to learn new vocabulary and grammar structures and then for being able to make oral production. Being able to speak in a foreign language is not the only benefit of drama; students also learn valuable social skills while interacting with other; Sam, Wan Yee, (1990) established “The learner is now seen as an active participant in the process of language learning and teachers are expected to develop activities to promote self-learning, group interaction in real situations and peer-teaching”.

### **General Objective**

- To implement drama activities in tenth grade students' classroom to improve their communicative skill.

### **Specific Objectives**

- To enhance students' oral production by performing role-plays, simulations or monologues in the classroom.
- To learn new vocabulary and grammatical structures through tales reading in order to perform them as dramatic situations in the classroom.
- To foster student's cooperation by interacting with each other inside and outside the classroom.



## **Institutional Observation**

### **Location**

José Rafael Faria Bermudez high school is located in Pamplona, Colombia; it is on the North East of the town, on the eighth street # 6-61. This institution is one of the headquarters of Provincial San José high school, which is located in the Avenue Santander.

### **School authorities**

The institution authorities have been established by Hernando Ibarra Campos, as head of the educative center, he is the first in line and the person who authorizes and organizes logistically and academically the school. The academic coordinator of the main headquarter is Martin Omaro Cuy; the academic coordinator and the person in charge of Jose Rafael Faria school headquarter is José Antonio Cabeza, and the primary school headquarter La Salle is managed by Jose Alirio Montañez.

### **Important aspects about the institutional educative project (PEI)**

Provincial San José high school was founded in 1915 by the bishop Lasso de la Vega, with the name of “Casa de educación de Pamplona” through the time there has been many inconvenient in the school, the wrong management of resources at some time, conducted to close the school, however, it was reopened thanks to a bishop who wanted to continue with the education, due to the civil war, there was an interruption of academic activities for four years. Its location has changed through the time and nowadays this institution has many headquarters that serve to the community it does not matter the social status.

One of these headquarters is Jose Rafael Faria started work after its foundation on November 3rd 1972, as an experimental center in the field of pedagogical sciences for future graduates in education at the University of Pamplona, with a section Nocturnal Then the daytime section was

implemented and the first high school graduates was the year 1973. The name Centro de Educación Media de la Universidad de Pamplona. (CEMUP) was maintained until 1999, when it began to be called the José Rafael Faría Bermúdez University College in homage to the founder of the city's main study house. Since 2003 this school has been joint the Provincial San José. Nowadays, more than four hundred students study there, faithful to the missionary principles of the Provincial San José, the headquarters is characterized by the permanent search for academic excellence, maintains its tradition of educational quality, and discipline. Is an educational institution of an official character, with clear principles of Christian Catholic orientation, which bases is pedagogical action on the virtues and values of San José.

### **Mission**

Provincial San José School guarantees the service of education in the preschool, basic and middle level, with the purpose of forming integral and competent beings, with investigative spirit and citizens of peace, in a pluralistic and globalized society in permanent change, respectful of the human rights, the personal freedom and values proper to human dignity, based on the Santanderinos and Lasallistas principles: Honor, Science and Virtue.

### **Vision**

By the year 2020, Provincial San José School, will continue to be recognized for offering a quality educational service, based on humanistic principles, pluralistic, healthy coexistence and constant updating of its pedagogical and research practices, in response to the challenges of the present time, the demands of the environment and commitment to create peace.

### **Institutional principles**

- The personalization and socialization of the student, understood as respect for human dignity.
- Tolerance and dialogue between the members of the educational community as a basis for healthy coexistence and democratic action.

- The development of the sense of belonging on the part of the managers, teachers, students and parents by the school, the region and the country, as the basis of its identity.
- Technology as an instrument at the service of knowledge, research and human development.
- The entrepreneur capacity and innovation that allows the competitive performance in the world of work.
- Bilingualism as a means of approaching other cultures and the possibility of access to better opportunities in the globalized world.
- Attention to the diversity of students who present educational needs, many of which are shared, others individual and some special.

### **Institutional Objectives**

#### **General:**

- To form in an integral way, facilitating the human, scientific and technological development.

#### **Specific:**

- To provide solid academic training, that allows students to enter to higher education and their effective incorporation into society as an agent of change.
- To encourage respect and promotion of values, stimulating the development of socio - affective processes.
- To develop communicative skills and the appropriate use of new technologies and investigative practices.
- To promote the investigative practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of the knowledge supported in the ICT (information and communication technology)
- Inculcate respect, proper use and conservation of the environment as a common heritage.

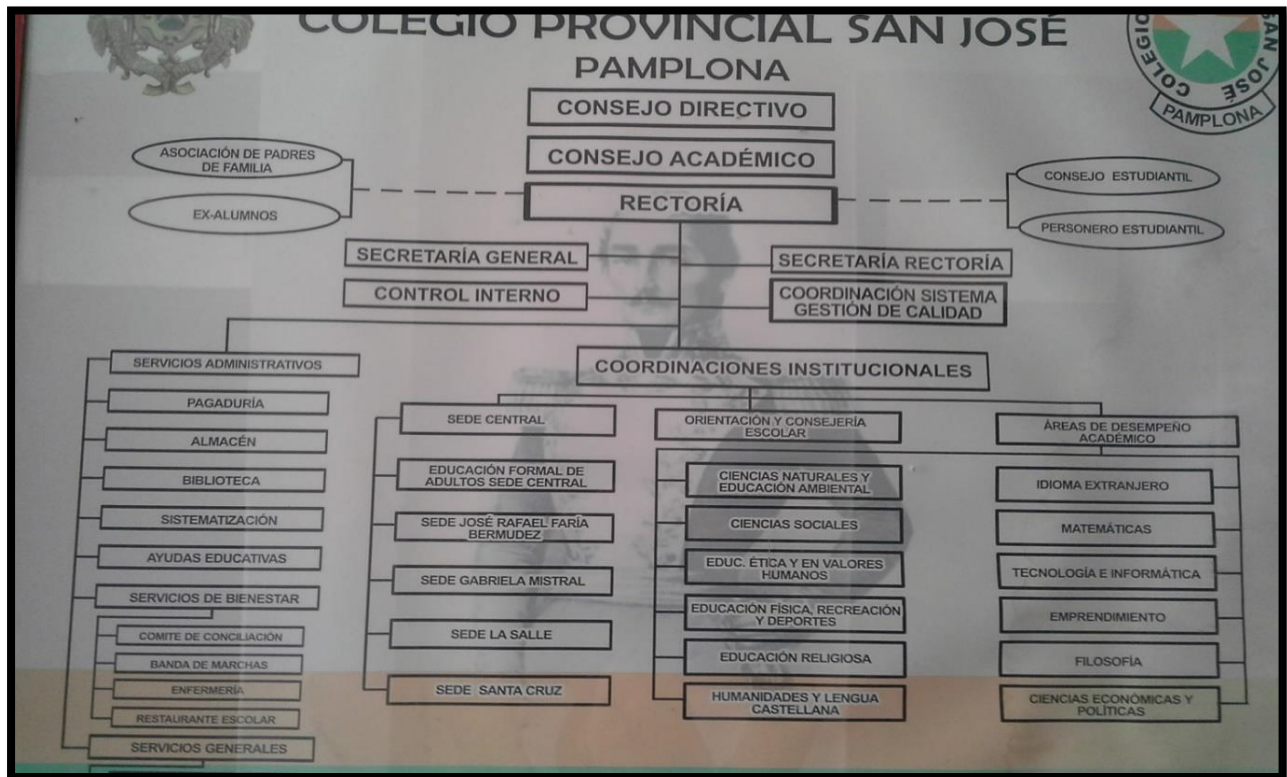
In our Institutional Educational Project the Pedagogical Component focuses its attention on the student, on the role of the teacher, on the interaction between the members of the educational

community, on the pedagogical strategy and on the methodological approach raised, on research as a pedagogical strategy that ensures the integral training of children and young people of the institution. “La Institución Educativa Colegio Provincial San José, adopta como Modelo Pedagógico el Activo” is stated in the PEI, this model is focused on students, their ideas, interests and activities as it is on them that education is based, it is based on the student's tendencies in a favorable environment, allowing them to incorporate the knowledge that is necessary for their personal growth and skills development. Students should appropriate of a learning process: “Aprendo, Practico y Aplico (APA). Lo que yo aprendo, lo practico; y lo que practico, lo aplico”.

## **Building**

Jose Rafael Faria high school building is composed by three stages. On the first one, we find in the academic coordinator's room, orientation's room and a cafeteria; on the left side, there is an auditorium which is a media room with visual projector and a DVD which is used for cultural and extra-classes activities; on the right we find tenth and eleventh grade classrooms In the middle of the first stage, there is big playground where students can play any sport. On the second floor there are the bathrooms and on the other side some classrooms for sixth grade students, and in the last floor, it is full of classroom for seventh, eighth, ninth grade. Besides this, there are four laboratories: a laboratory for chemistry and another for physics, which are situated on the third floor, and the bilingual and computers laboratories are situated on the second floor.

## Organization Chart of the Institution



## Scholar Calendar



### COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES



## Marzo 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			1 MIÉRCOLES DE CENIZA PLANEAMIENTO CONJUNTO PRESENCIAL	2	3 ELECCIÓN DE PERSONERO Y CONTRALOR ESTUDIANTIL	4
5 EUCARISTIA ASISTEN SEDE MISTRAL Organiza 5*	6 INICIO NOVENA SAN JOSE ASISTEN GRADOS SEXTO Y SEPTIMO SEDE PRINCIPAL CONVOCATORIA DE EXALUMNOS	7 NOVENA SAN JOSE ASISTEN GRADOS OCTAVO Y NOVENO SEDE PRINCIPAL IZADA DE BANDERA SEXTOS SEDE PRINCIPAL Y FARIA	8 DIA DE LA MUJER NOVENA SAN JOSE ASISTEN GRADOS DECIMO Y ONCE SEDE PRINCIPAL JORNADA ATENCIÓN A PADRES INSTALACION DE CONSEJO DIRECTIVO	9 NOVENA SAN JOSE ASISTEN GRADOS SEXTO Y SEPTIMO SEDE FARIA IZADA DE BANDERA TRANSICIÓN SANTA CRUZ	10 NOVENA SAN JOSE ASISTEN GRADOS OCTAVO Y NOVENO SEDE FARIA	11
12 PRUEBAS SABER ICFES	13 NOVENA SAN JOSE ASISTEN GRADOS DECIMO Y ONCE SEDE FARIA	14 NOVENA SAN JOSE ASISTEN SEDE MISTRAL	15 NOVENA SAN JOSE ASISTEN SEDE SALLE PLANEAMIENTO CONJUNTO PRESENCIAL	16 NOVENA SAN JOSE ASISTEN SEDE SANTA CRUZ Y ADMINISTRATIVOS INAUGURACION JUEGOS INTERCLASES	17 FIESTA DE SAN JOSE OFRENDA FLORAL, DESFILE, EUCARISTIA Y CONFIRMACIONES	18
19	20 FESTIVO	21 INICIO DE ACTIVIDADES DE PROFUNDIZACIÓN PRUEBAS SABER	22 DIA MUNDIAL DEL AGUA DISTRIBUCION DE CALENDARIO PLANEAMIENTO CONJUNTO PRESENCIAL	23	24 JORNADA DEPORTIVO RECREATIVA SEPTIMOS	25

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### COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES



## Abril 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			PLANEAMIENTO CONJUNTO PRESENCIAL			1
2 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZAN 7*	3	4	5 CIRCUITO POLIMOTOR PRIMEROS PLANEAMIENTO CONJUNTO PRESENCIAL	6	7	8
9	10 LUNES SANTO ASISTE SEDE FARIA PROFUNDIZACIÓN PRUEBAS SABER 11*	11 MARTES SANTO ASISTE SEDE PRINCIPAL PROFUNDIZACIÓN PRUEBAS SABER 11*	12 MIÉRCOLES SANTO ASISTE SEDE MISTRAL PROFUNDIZACIÓN PRUEBAS SABER 11*	13 FESTIVO JUEVES SANTO ASISTE SEDE FARIA Y SEDE LA SALLE	14 FESTIVO VIERNES SANTO ASISTEN SEDE PRINCIPAL Y SEDE SANTA CRUZ	15
16	17	18 PRUEBA DE EFICACIA PRIMER TRIMESTRE	19 PLANEAMIENTO CONJUNTO PRESENCIAL	20	21 DIA DE LA TIERRA TALLER EVALUATIVO	22
23 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 10*	24 IZADA DE BANDERA PRIMERO SALLE	25 IZADA DE BANDERA TERCEROS MISTRAL	26 DIA DE LA SECRETARIA COMITÉ DE EVALUACION PRIMER TRIMESTRE	27 ENTREGA PLANILLAS A COORDINACION ACADEMICA	28 FIN PRIMER TRIMESTRE DIA DEL IDIOMA DIA DEL NIÑO	29

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COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES



Mayo 2017

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
	1 FESTIVO	2 INICIO SEGUNDO TRIMESTRE ACADEMICO	3 CAPACITACIÓN CONJUNTO PRESENCIAL	4	5 DIA SANTANDERINO CIRCUITO POLIMOTOR SEGUNDOS	6
7 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 7°	8 ENTREGA BOLETINES PRIMARIA SEDE MISTRAL	9 ENTREGA BOLETINES PRIMARIA SEDE SALLE Y SANTA CRUZ	10 CONCURSO VERBOS IRREGULARES 6°-11° ENTREGA BOLETINES SECUNDARIA	11	12 I JORNADA DE INTEGRACION DOCENTES Y ADMINISTRATIVOS	13
14 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 10°	15 DIA DEL MAESTRO EUCARISTIA POR LOS MAESTROS	16 IZADA DE BANDERA GRADOS SEPTIMOS SEDE PRINCIPAL Y FARIA	17 DIA DEL RECICLAJE JORNADA AMBIENTAL CAPACITACIÓN CONJUNTO PRESENCIAL	18	19	20
21 EUCARISTIA ASISTEN SEDE MISTRAL ORGANIZA 4°	22	23	24 ESCUELA DE PADRES	25 IZADA DE BANDERA TERCERO SEDE SALLE	26	27
28	29 FESTIVO	30	31 IZADA DE BANDERA TRANSICIÓN MISTRAL CAPACITACIÓN CONJUNTO PRESENCIAL			

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Supervisor's Timetable

Sede José Rafael Faría Bermúdez  
Año lectivo 2017

Docente: SANDRA LUCIA CASTELLANOS

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	10-4 Inglés	10-5 Inglés	11-4 Inglés		11-4 Inglés
2	11-5 Inglés	10-4 Inglés	11-5 Inglés	7-4 Inglés	
3	10-6 Inglés		10-6 Inglés	10-6 Inglés	
4			7-4 Inglés		7-4 Inglés
5		7-4 Inglés	10-4 Inglés		10-5 Inglés
6	10-5 Inglés	11-5 Inglés		10-5 Inglés	
7				10-4 Inglés	
8				11-4 Inglés	
9				11-4 Inglés	

## **Contents.**

For the first term at the school, the contents to be taught has been stablished taking into account the students' book they will use for the whole year (Outstanding 11)

### UNIT 1: I USED TO HATE VEGETABLES.

Grammar

Used to, be used to, get used to.

Cognates.

Prefixes and suffixes.

### UNIT 2: THE FLOWERS WERE PLANTED BY HER.

Grammar

Passive voice in present, past and future.

Participle adjectives ending: -ed / ing.

### UNIT 3: IT HASN'T BEEN INVENTED... OR HAS IT?

Grammar

Passive voice in perfect tenses: present, past and future.

Contrast between active and passive voice.

Contrast between tenses.

Identifying and discriminating complex tenses.

Causative verbs.



## **1. CHAPTER I**

### **Pedagogical Component**

**IMPLEMENTING DRAMA ACTIVITIES AS A STRATEGY TO ENHANCE ORAL PRODUCTION IN EFL STUDENTS AT JOSE RAFAEL FARIA HIGH SCHOOL: AN ACTION RESEARCH.**

#### **1.1.Introduction**

English language is no longer a unique possession of the United Kingdom or the United States; we live in a globalized world in which English has become an international language that has turned into a need more than a luxe, it is necessary to learn the language for being able to communicate in all fields: business, international information, entertainment, for getting a job, among other. This is an in constant change world and the education, subjects' contents and knowledge also evolve every day; we, as teachers, need to implement new methodologies that impress and motivate our students taking into account the technological advances. Colombia is a country that wants to reach bilingualism, as it is stated by the National Education Ministry (MEN), that is the reason why English language has been implemented as a subject to be taught at every primary, media and high schools in the country. In order to succeed, English teachers should implement new strategies that catch the attention of students for them to be easy and pleasant to learn and not to see the learning process as an obligation.

English language is composed by four skills (speaking, writing, listening and reading); most of the time, at schools not all of those skills are taught, teachers are focused mainly on the writing production and grammar component, leaving aside the other skills. This action research aimed to improve the oral production skill on students at a high school in Pamplona, Colombia, by using drama activities as the main strategy to enhance the poverty of the communicative component, it was necessary to link this topic to tales reading so as to learn vocabulary and grammar structures implicitly. Drama activities such as role-plays,

simulations, monologues, or dialogues are considered to be highly participatory because learners can play a character being real or imaginary and give them the opportunity to develop their communicative skill through a creative, dynamic, and authentic way that allows them to interact with each other and get knowledge collaboratively; similarly, Sam (1990) stated “The learner is now seen as an active participant in the process of language learning and teachers are expected to develop activities to promote self-learning, group interaction in real situations and peer-teaching” Alan Maley and Alan Duff (1978) mentioned the benefits of using dramatic activities in the classroom, for example, it helps to learn new vocabulary, builds confidence, motivates the students and helps shift the focus from the teacher to the students.

## 1.2. Statement of the problem

The English teachers at Jose Rafael Faria high school stated that students were more engaged with grammar structures and had a higher level in the writing skill, it was evident a lack of vocabulary and the mispronunciation of words that did not allow students to communicate with ease and clarity in English language; In the English area planning for 2017 it was demanded to teacher to implement new techniques and tools in order to foster student's oral production, there was a question that English teacher should take into account in all their class planning: "¿Cómo hacer que el estudiante mejore paulatinamente su producción oral?". That was the main reason why the teaching process of this subject should have been reshaped and some new strategies should have been implemented in order to improve students' speaking skill. This action research was guided by three research questions: What impact do drama activities have on tenth grade students? How do students learn English language through drama activities and tales reading? And what benefits do students get with drama activities?

### **1.3.Justification**

Every day education demands innovation and didacticism, which become a challenge not only for teachers but also for learners. We, as teacher, face diverse technological advances that somehow affect our methodologies and strategies and enforce us to look for new ones to make students' motivation and interest increase constantly and to avoid classroom desertion. One of the challenges for English teachers at Provincial San José School is to look for a way to enhance student's oral production in English.

This action research, as its name says, attempted to put in action some strategies in order to cover a need and to solve the problem students of tenth grade at Jose Rafael Faria high school presented related to the weakness in their communicative skill in EFL. Drama activities have become useful strategies that help students to learn a foreign language in a creative and cooperative way. O'Gara (2008), Kao & O'Neill (1998) and Sambanis (2013) stated that "Drama activities involve physical activity and emotional involvement which can lead to improve retention of language structures and vocabulary". Similarly Damasio (1994) suggested that "when there is an emotional response to a perception or a bit of learning, the brain marks it as useful to the organism. So why do drama in the language classroom? In order to mark elements of language with emotion so that students will remember them"

Most of the high schools in Pamplona continue using the same activities, tools and strategies year after year, they do not apply new methodologies to teach English language; that was why it was important to implement new activities to foster student's learning and in this case, to increase the level of the oral production in English through drama activities linked with tales reading which helped students to get a basis on the grammar structures and appropriate vocabulary before making oral performances.

## **1.4.Objectives**

### **General objective**

- To implement drama activities in tenth grade students' classroom to improve their communicative skill.

### **Specific Objectives**

- To learn new vocabulary and grammatical structures through tales reading in order to perform them as dramatic situations in the classroom.
- To be able to show emotions and feelings through the dramatization.
- To make students discover their drama talents and creativity through the personification.
- To foster student's cooperation by interacting with each other inside and outside the classroom.

## 1.5.Theoretical Framework

It is important to keep in mind and make clear the definition of diverse concepts such as Action research, speaking skill, drama, drama activities and tales reading, in order to get to understand this project.

### **Action research**

Action researcher explores a practical problem with an aim toward developing solution to a problem. Action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning ( Mills, 2011 ). Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination.

Creswell (2002) mentioned some steps to follow; the first stage when doing an action research consists of the identification of a process for addressing societal issues. The second stage turned toward practice and the need to involve practitioners, such as teachers, in the solution to their own problems. The third and most recent phase represented the participatory, emancipatory, or community action research approach in which groups assume responsibility for their own emancipation and change.

**Practical action research**, its purpose is to research a specific school situation with a view towards improving practice (Schmuck, 1997). Practical action research involves a small-scale research project, narrowly focuses on a specific problem or issue, and is undertaken by individual teachers or teams within a school or school district.

To understand practical action research, it is necessary to review its major ideas or principles. The following principles focus on assumptions about the role of teachers as learners, as reflective practitioners, and as individuals engaging in small-scale research projects:

- Teacher–researchers have decision-making authority to study an educational practice as part of their own ongoing professional development.
- Teacher–researchers are committed to continue professional development and school improvement, a core assumption for any teacher who decides to engage in action research
- Teacher–researchers want to reflect on their practices. They reflect so that they can improve their practices. They do this individually or in school-based teams composed of students, teachers, and administrators.
- Teacher–researchers use a systematic approach for reflecting on their practices, meaning that they use identifiable procedures to study their own problems rather than using a random, anything-goes design.
- Teacher–researchers will choose an area of focus, determine data collection techniques, analyze and interpret data, and develop action plans.

### **Speaking skill**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select diverse activities for students. Brown (1994) lists six possible task categories:

- Imitative: drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.
- Intensive: drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences.
- Responsive: short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions.

- Transactional: dialogues conducted for the purpose of information exchange, such as information-gathering interviews, role plays, or debates.
- Interpersonal: dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays.
- Extensive: extended monologues such as short speeches, oral reports, or oral summaries.

## **Drama**

Many authors have defined drama differently; however, I selected the most suitable definitions for this project. Drama is considered as a form of art that communicates feelings and emotions, thoughts and concerns through performance. The word drama is originally derived from the Greek word *dran* which means “to do, to act.” Action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process (Miccoli, 2003; Gorjian, Moosavinia, & Jabripour, 2010). As defined by Via (1987), drama is “communication between people” (p. 110). Some others think that drama consists of playing “to pretend” being someone else, and in which interaction is always presented. Usually drama is interaction between two or more participants without an audience, and most scholars agree that it is drama that most often makes an appearance in the classroom, as it is process rather than product that is the focus of drama (Zafeiriadou, 2009). Drama interaction is an activity which can be considered as essential in the learning process of a foreign language. It helps students and teacher in many ways.

There should be mentioned the distinction between drama and theater. According to Via (1987), theatre is “communication between people for the benefit of other people, which includes play production” (p. 110). For the purpose of this study, both, drama and theater will be included and developed by students performing a tale in front of their classmates and teachers in a scholar event. Another term mentioned by Via (1987) consists of drama techniques which are strategies to achieve either drama or theater or both, they cover a wide range of activities that are useful in the language classroom.

Via (1987) stated that there should be a space where mistake and error can be accepted, in the rehearsals could be, and it is the teacher the person that has to guide students in their process and give them support and security, the teacher is who should guide and help the students to keep



them interested and involved with the drama activities. A great environment should be created since the first day and there should be ice break activities for the students who are shy and inhibited. This author mentioned some useful activities before the drama performance:

- **Breath:** ask students to take deep breath, and hold it as much time as they can, they to release the air slowly having their teeth together and lips opened.
- **Walking:** ask students to walk around the classroom the way they want, sometimes by telling them some assumption sentences: how would you walk if you were on a cloud, how would you walk if you were sick, how you would walk if you were on hot sand, among other.
- **Voice:** ask students to make any sound that do not strain the voice, like imitating any accent or any famous person.

### **Benefits of drama activities**

There are diverse advantages of using drama in EFL classes at schools, some of those benefits are:

- The acquisition of meaningful, fluent interaction in the target language;
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
- The fully contextualized acquisition of new vocabulary and structure;
- It brings the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content).
- An improved sense of confidence in the student in his or her ability to learn the target language.” (Wessels, p.10).
- Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning;
- Students are encouraged to express their own ideas and contribute to the whole.

## **Dramatic activities**

- **Drama and language games** can serve as a natural introduction to dramatic activities and as preparation for role-play, improvisation, and other drama experiences (Davies, 1990). Drama games include ice-breakers, energizers, brain-teasers, among others.
- **Role-play** is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation (Budden, 2004). According to Kodotchigova (2001) role play prepares L2 learners for L2 communication in a different social and cultural context. Not only can students have more opportunities to "act" and "interact" with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve (Huang, 2008).
- **Improvisation**, students must create a scene, speaking, acting, reacting, and moving without preparing. Landy (1982) defines improvisation as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of which one is, where one is and what one is doing there. When students are fairly fluent in English, they should be able to create a plausible conversation around the given situation, complete with appropriate facial expressions and gestures (Barbu, 2007).
- **Simulations**, the learners have roles, functions, duties, and responsibilities within a structured situation involving problem solving. The role of students in simulations, therefore, is taking the functional roles such as reporter, survivor, or customer as a participant; stepping into the event; and shaping the event, carrying out their duties and responsibilities.
- **Readers' theatre**, according to Sloyer (1982) readers' theatre is an oral presentation of drama, prose or poetry by two or more readers. Readers first read a story and then transform the story into script involving several characters. The script is then performed for an intended audience.
- **Scriptwriting** is an activity in which students write their own words (and sometimes actions) to dramatize. Students may write what they will say, the cues for movement, and other scene-setting elements. This can be as simple as a short dialogue or as long as a full length play.

## Classification of drama activities

- Short/long: a drama game can be played in only a few minutes while a drama project can extend over several months or longer.
- Non-verbal/verbal: while the use of verbal activities for language learning seems self-explanatory, non-verbal exercises can also have their benefit, for example as icebreakers to decrease learners' anxiety or to provide topics for discussion or to broaden learners' perspective on a foreign language by drawing their attention to aspects of body language.
- Open/closed: Open forms will foster creative language use (focus on meaning) and while they can be used with lower-level learners, they may be more fruitful if a certain level of language competence has already been achieved. Closed forms (among which Kao & O'Neill also include language games), on the other hand, are suitable for a focus on accuracy/focus on form – for pronunciation, vocabulary, and grammar or text-genre practice but they can also be used for the introduction of new linguistic input.

As drama activities should be linked to a topic, the one that suits the best for the purpose of this study is tales reading, which might help students to learn new vocabulary and get to know with the characters they will perform. It is relevant to mention the importance of **tale reading**. Storytelling is an ideal introduction to foreign languages as stories provide a familiar context to students, listening to stories can help students to get used to the language, on the other hand, reading stories help students to realize and know grammar structures and to learn new vocabulary. The reading of tales makes students more creative and imaginative, imagining scenarios, places, and characters.

## 1.6. Literature Review

The existing literature has given much attention to the study of drama in the EFL classroom as a strategy to teach and learn. This study is supported by three studies that were conducted with different population but with the same purpose, the importance of drama in the learning process.

- Atas (2014) did research on “The reduction of speaking anxiety in EFL learners through drama techniques”. It was conducted with 24, 12th grade students at a high school in Kozan, Turkey. This author stated that “drama has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and spontaneously react” (p.2). When doing oral comprehension or oral production students experience anxiety due to different factors: fear of public speaking, communicating orally, immature vocabulary, fear of making pronunciation mistakes, limited grammatical knowledge, etc. Drama has been considered as a technique that reduces considerably this negative emotion on students. “We can hopefully say that drama techniques psychologically and physically affect students’ language abilities. Students’ understanding of drama texts, their verbal knowledge, and communication skills improve. Drama keeps students active in the learning situations. Students’ self-confidence and motivation increase” (p.3). To investigate how drama affects the speaking anxiety of EFL learners, the data was collected through pre and post-questionnaires, semi-structured pre- and post-interviews, and student diaries. Through the students’ diaries, the researcher found that, the responses of the students to the questions asked if they feel comfortable, excited, anxious, frightened or happy, showed that most of the students were anxious, frightened, or excited while speaking English in the first drama session. However, when the last week arrived, no students felt this way. Some students also stated that their self-confidence had increased. Atas (2014) stated “I conclude that drama helped my students to discover themselves; see their strengths and weaknesses; face their fear or nervousness; and overcome these relatively negative feelings.” (p.6)

- Kalidas' (2013) study aimed to explore the use of drama as a teaching and learning tool not only to enhance students' language proficiency but to also improve students' learning and understanding of a business module, entitled "Drama: A Tool for Learning".

The use of drama as an effective and valuable teaching strategy is becoming increasingly common in educational contexts. The use of drama promotes meaningful, active and reflective thinking processes as well as enhancing communication skills development. This qualitative study was conducted at a private university in Klang Valley, Malaysia. In the context of the study, the participants were 90 first semester students, all the participants were required to take active part in the drama; meaning all of them were required to speak as part of their assessment. Analysis occurred at the same time as data collection. The reflective journals students kept were read and relevant phrases and sentences were identified, from those reflections, the author found that "it can be strongly stated that drama is a great and useful tool to enhance and improve students' language proficiency, communication skills, team work, conceptualization of subject area knowledge and soft skills" (p.4). Most of the student stated that they had an improvement of their communication skill and gave them more confident in the target language; Since drama provides an opportunity for trying out different scenarios and situations, it affords students to try out a variety of oral and written forms. Students have remarked that drama has helped them to develop greater vocabulary and enhanced reading skills. In the same way, another positive finding was "drama is a product of team work, involves active learning, cooperation and collaborative effort among the participants. The students were initially wary of working in a big group but as they share their experiences, they start to enjoy the activity and work together to achieve the goal" (p.5).

- Torrico's (2015) study, entitled "Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom" his study aimed to investigate about how students' speaking skills may be enhanced through the employment of drama techniques. two groups of participants have been selected to conduct the study: a control group, and the research group, both of them composed by the second year Bachillerato students. He analyzed the impact of drama activities both on the development of students' speaking skills and their motivation. In order to gather the data, three instruments were used,



questionnaires, a pre-test, a post-questionnaire. The results revealed that the objectives of the study were fully accomplished. The author stated that the participants enjoyed the classroom ambience created through the activities and most of them lost their inhibitions and fears. Above all, the respondents showed little concern about the subject marks or exams, being more concentrated on learning through doing. And they did learn: the data analysis displayed an enhancement of students' communicative skills, in particular speaking and vocabulary. Drama techniques revealed to be in fact powerful instruments to develop a contextual and an authentic use of language, as well as critical thinking and creativity.

These aforementioned studies gave a support and guidance to the development of this project, the methodologies and instruments used such as participants' reflections were shown as an excellent tool that provided useful data because participants could be free to write their emotions, their challenges and enhancement in the language learning through drama. On the other hand, findings gave a positive hope to this study because the goals of those studies were achieved and the expectations were fulfilled by using dramatic techniques as a strategy to teach and learn a foreign language.

## 1.7.Methodology

Tenth grade students at Jose Rafael Faria high school had four hours of English class per week, this project was developed during seven weeks, but not all of the four hours were intended to develop the project, only one hour per week was supposed to be dedicated to drama activities inside the classroom. However, due to diverse factors such as the delay on arriving to the school by the teacher supervisor and the contents to be taught influenced negatively on the development of the project. It became necessary to include one hour out of the classroom setting to work with the students on everything they needed.

The pre-service teacher before developing a class, should sent the lesson plan through e-mail to the teacher supervisor in order for her to know what the class was going to be about, how the topic was going to be taught and what activities were going to be developed by the teacher. The following chart is an example of a class planning in which was included the steps to follow during the class, the planning were made depending on the topic without stablishing the time for the activities, however, most of them took one week (4 hours) to complete what was planned.

	<b>COLEGIO PROVINCIAL SAN JOSE</b>		
	PAMPLONA		
	HONOR, CIENCIA Y VIRTUD		
	<b>PLANEACIÓN DE CLASE</b>		
		<b>Lesson 1</b>	

<b>AREA:</b>	<b>ASIGNATURA</b>			<b>English</b>	
<b>TEMA:</b>	Tag Questions, present simple.	<b>FECHA</b>		<b>GRADO:</b>	10°
<b>PROPÓSITO (S) DE APRENDIZAJE</b>	At the end of the lesson, students will know what tag questions are and they will be able to write and understand sentences with tag questions using the present simple tense				

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## EXPERIENCIAS DE APRENDIZAJE

### INITIATION

- Before starting the class, students will be asked to pray the Lord's Prayer and the Hail Mary.

### DRAMA ACTIVITY

- Time given to students to perform their character.

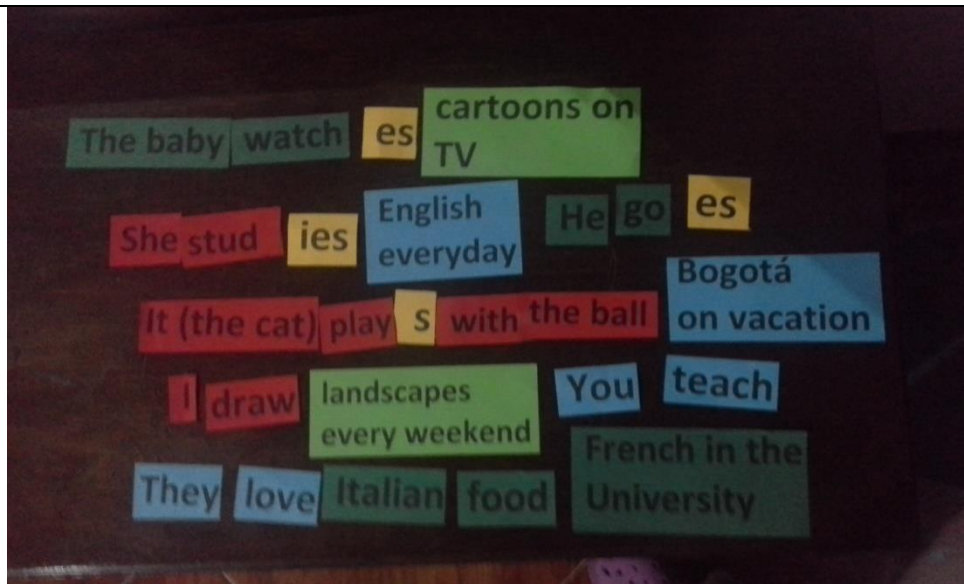
### EXPLANATION OF THE TOPIC

- For this class, students will learn the use of tag questions with the present simple tense.

Taking into account that students have already learned the present simple, the teacher will make a warm-up activity in which every student will have a paper-strip stuck on their fronts, but they do not know what the word or phrase is, so there will be another student who will give clues in order to the student to guess what the word. After every student has guessed their own word, they will organize themselves to make sentences depending on the words they have on their fronts and to make coherent sentences.

*These are the paper strips and the sentences that students will organize in present simple.*



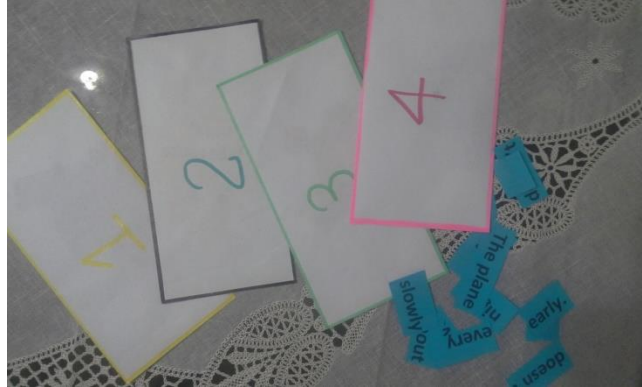


After students have organized the sentences, the teacher will explain them the grammatical structures and the rules of the present simple tense in the affirmative and then in the negative form and its Tag questions.

### **ACTIVITIES**

Students will be asked to form groups of 5 students (five groups) Each group will have a packet with words, what they will do is to organize the words to make 5 sentences, each student will go to the board and write the sentences of their group. The fastest group will win a price.

Then, group #1 will have 30 seconds to write the Tag question to the sentences of group # 2, and so on group #2 to #3, etc. the group which achieve more correct answers will win!



## **HOMEWORK**

Students will write the Tag questions for the sentences they will write from the board.

## **EVALUATION**

To verify if students have learned the topic, a short written quiz about present simple and Tag Questions will be applied to students.

Colegio Provincial San José  
Sede José Rafael Faria Bermúdez  
English Class  
Pamplona, 2017

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Course: \_\_\_\_\_

### **Present simple and Tag Questions**

#### **1. Complete the blank spaces with the Tag Question or the sentence in present simple.**

- That girl doesn't play the piano well, \_\_\_\_\_
- \_\_\_\_\_, doesn't he?
- You never get up early, \_\_\_\_\_
- His parents cook the lunch on the weekend, \_\_\_\_\_
- \_\_\_\_\_, do they?

When teaching drama we can expect: a fairly high level of conversational noise, different groupings, with students standing, moving, sitting, and using space to express themselves, different groups working at different places towards different goals. When implementing drama activities in EFL classroom at Jose Rafael Faria, some aspects and steps were taken into account when planning the lesson, however, these expectations were too high than how the reality is. As shown in the planning before, there was little time dedicated to drama activities. There was only one drama activity performed by almost all students which took place the first 20 minutes of the classes every Monday, five students made their performances every Monday.

### Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1. 7:00-7:55	10-4 20 minutes	10-5			
2. 7:55-8:50		10-4			
3. 8:55-9:45	10-6 20 minutes		10-6	10-6	
4. 9:45-10:15 DESCANSO					
5. 10:15-11:10			10-4		10-5
6. 11:10-12:05	10-5 20 minutes			10-5	
7. 12:05- 1:00				10-4	
8. 3:00 -4:00	Tutoring				

 Time dedicated to the development of drama activities.

It was limiting to achieve the goals established because in the lesson plans, the activities proposed focused mainly on the explanation of grammar tenses such as Verb to be, present simple, continuous tenses and future tenses which took more time than the expected. On the other hand, students were not able to make oral production because their level of English was low.

The only drama activity done inside the classroom fulfilled some objectives of the project, which were, to implement drama activities in tenth grade students' classroom to improve their communicative skill; and to make students discover their drama talents and creativity through the personification. This drama activity consisted on performing a monologue representing a famous person in the world. To develop this drama activity, there were some steps that students and the preservice teacher followed:

- The pre- service teacher once performed a short monologue being a famous person “Shakira”, this monologue was said in first person. It was a short example that would guide students to make their own.

Pre-service teacher: “My name is Shakira Mebarak, I am from Barranquilla, Colombia, I am a famous Singer, known around the world. I am married to Gerard Piquet and we had two children Sasha and Milan. I live in Madrid.

- There was a bag with paper strips with the name of famous people in it, each student chose a paper, and that was the character they should have performed. In the chart below it is shown the list of characters that were performed by students, taking into account the amount of boys and girls in each group.

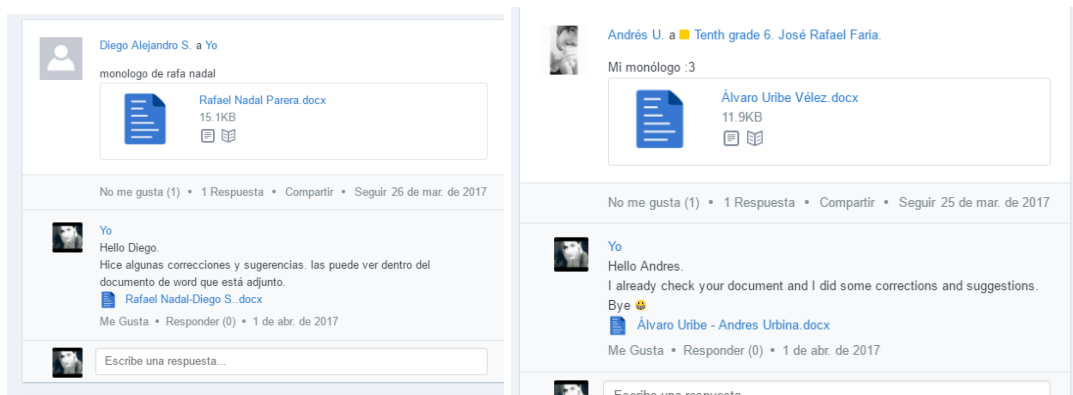
<b>10°6</b>		<b>10°5</b>		<b>10°4</b>	
1.	Fernando botero	1.	Fernando Botero	1.	Juanes
2.	Juanes	2.	Juanes	2.	Pope Francis
3.	Vicente Fernández	3.	Vicente Fernández	3.	Gabriel García
4.	John Lennon	4.	Pope Francis		Márquez
5.	Pope Francis	5.	Gabriel García	4.	James

6. Gabriel García Márquez	Márquez	5. Nairo quintana
7. James	6. James	6. Alias “Timochenko”
8. Leonel Messi	7. Nairo quintana	7. Juan Manuel santos
9. Nairo quintana	8. Manuel Elquin	8. Barack Obama
10. Manuel Elquin	Patarroyo	9. Vicente Fernández
Patarroyo	9. Alias “Timochenko”	10. Rafael Nadal
11. Alias “Timochenko”	10. Juan Manuel santos	11. Freddy Mercury
12. Juan Manuel santos	11. Barack Obama	12. <a href="#">Shakira</a>
13. Barack Obama	12. Donald Trump	13. <a href="#">Michelle Obama</a>
14. Donald Trump	13. Michael Jordan	14. <a href="#">Madonna</a>
15. Michael Jordan	14. Rafael Nadal	15. <a href="#">Marilyn Monroe</a>
16. Rafael Nadal	15. Johnny Deep	16. <a href="#">Frida Kahlo</a>
17. Brad Pitt	16. Freddy Mercury	17. <a href="#">Piedad Cordoba</a>
18. Johnny Deep	17. <a href="#">Shakira</a>	18. <a href="#">Queen Elizabeth II</a>
19. Justin Bieber	18. <a href="#">Michelle Obama</a>	19. <a href="#">Angelina Jolie</a>
20. Nelson Mandela	19. <a href="#">Madonna</a>	20. <a href="#">Malala Yousafzai</a>
21. Alvaro Uribe Velez	20. <a href="#">Marilyn Monroe</a>	21. <a href="#">Hillary Clinton</a>
22. <a href="#">Shakira</a>	21. <a href="#">Frida Kahlo</a>	22. <a href="#">Sofia Vergara</a>
23. <a href="#">Michelle Obama</a>	22. <a href="#">Piedad Cordoba</a>	23. <a href="#">Lady Gaga</a>
24. <a href="#">Madonna</a>	23. <a href="#">Queen Elizabeth II</a>	24. <a href="#">Oprah Winfrey</a>
25. <a href="#">Marilyn Monroe</a>	24. <a href="#">Angelina Jolie</a>	25. <a href="#">Saint Teresa of Calcuta</a>
26. <a href="#">Frida Kahlo</a>	25. <a href="#">Malala Yousafzai</a>	
27. <a href="#">Piedad Cordoba</a>	26. <a href="#">Hillary Clinton</a>	26. <a href="#">Michelle Bachelet</a>

- The pre-service teacher created three groups in Edmodo platform, one for each tenth grade, which helped to communicate students and teacher.



- After students had their character, the pre-service teacher explained what they had to do. Each student had to send their scripts via Edmodo, taking into account that they had to speak three minutes. There was a due date and the code of the group changed and students could not send their scripts. Most of the students sent their scripts.



- When students sent their scripts, the pre-service teacher checked all of them and made corrections and send them again via Edmodo. After the corrections and suggestions were made, students were able to study and learn their monologues to be performed.
- Once in the classroom, the teacher gave time to students to get dressed to perform the characters, when they started to speak, the pre-service teacher took notes of their mistakes

related to pronunciation and at the end of each performance, there was a feedback by making students realized what their mistakes were with the help of their classmates.

- When the performance finished, there was a chart with the aspect to be evaluated.



Colegio Provincial San José  
Sede José Rafael Faria Bermúdez  
English Class  
Pamplona, 2017

Name: \_\_\_\_\_

Character: \_\_\_\_\_

Date: \_\_\_\_\_ Course: \_\_\_\_\_

<b>Written script</b>	1.0	
<b>Content</b>	1.0	
<b>Pronunciation</b>	1.5	
<b>Creativity</b>	1.5	
<b>Total</b>	5.0	

As shown in the timetable, there was an hour assigned to tutoring on Mondays afternoon, which was mainly dedicated to make rehearsal of their oral presentations, it was not mandatory for students, they were free to go. In these tutorials, the pre-service teachers helped students to improve their pronunciation of words and in most of the cases, the pre-service teacher made audiotapes on students' phones for them to listen to it in their houses.

## **1.8. Research Methodology**

### **Type of research**

This project aimed to give a solution to the problem presented in Jose Rafael Faria high school, in which students had a low level in the oral production skill in EFL. The LAB, a program of The Education Alliance at Brown University defined action research as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment

It is based on the following assumptions: Teachers and principals work best on problems they have identified for themselves; teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently; teachers and principals help each other by working collaboratively; working with colleagues helps teachers and principals in their professional development. (Watts, 1985, p. 118).

Individual teacher research usually focuses on a single issue in the classroom. "The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents". (Action research, LAB (p.12).

### **Data Gathering.**

### **Setting and Participants**

This project was carried out at Jose Rafael Faria high school in Pamplona, Colombia; with tenth grade students (90) aged between 14-17 years old; however, for the purpose of this study, only 12 students were selected as participants, belonging to the three tenth grade groups, but through the time, just eight of them lasted as participants.



## **Instruments**

For gathering the data needed to this project, three instruments were used: questionnaire, participant's reflective journal, and participant classroom observation.

**A questionnaire** is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. One questionnaire was formulated to participants before starting the project, in order to know the strategies they had used up to that moment to learn English and to know who of them agreed with drama activities to be proposed as a strategy to learn English. This questionnaire was made via Edmodo consisting on nine questions related mainly to their experiences with drama activities and what would they like to perform as a play, twelve students answered the questions and the results were given immediately by the platform.

1. ¿Cuál habilidad considera usted más importante a la hora de aprender inglés? Hablar, escribir, leer o escuchar
2. ¿En alguna de sus clases inglés, en cursos anteriores, ha habido lugar para actividades dramáticas (juegos de rol, monólogos, simulaciones, actuación o teatro)?
3. Si la respuesta anterior fue afirmativa, ¿le han gustado estas actividades?
4. De 1-10 considera que las actividades dramáticas han mejorado en su expresión oral (hablar) en inglés?
5. Cuantas dramatizaciones ha hecho en otro idioma?
6. Considera que realizar actividades dramáticas en inglés puede facilitar el aprendizaje del idioma?
7. Le gusta la actuación?
8. Qué tipo de cuentos le gustaría dramatizar? Terror, amor, comedia, fantasía.
9. Se le facilita aprenderse un guión?

**Writing journals** is a common practice within education in various fields. A reflective journal is an individual activity in that teachers commit ideas, thoughts, reflections and feelings to paper in various learning contexts (Gilmore, 1996). Reflective journal was asked to participants three times, at the beginning of the process, in the middle and at the end of it; with the purpose to know how students feel about the implementation of drama activities in the class and to know if there is an advance in their learning process, by writing a text in Spanish in a word document to be sent via Edmodo to the teacher-researcher. However, it was difficult to achieve the three journal, participants just sent one reflective journal at the end of the process mentioning if the activity they made helped them or not in learning English. Only seven students sent their reflection.

<b>Participants reflections.</b>	
<p>La actividad de la obra de teatro me gusto y me parece un buen método de aprendizaje ya que se practica el habla y no tanto la gramática porque lo que más se necesita si vas a Estados Unidos es saber comunicarse. Y por parte de la interpretación del personaje también es un buen método para hablar inglés.</p> <p>En conclusión me gustaría que se sigan haciendo estas actividades.</p>	<p>La actividad me pareció entretenida y diferente, personalmente con la obra de teatro siento que me ayudo a transmitir la sensación de lo que digo, a hablar más fluido y mejorar la pronunciación de algunas palabras. Es una excelente forma de aprender inglés, tanto vocabulario como verbos y tiempos verbales.</p> <p>Respecto al personaje que nos fue asignado me pareció entretenido y una buena forma de aprender a pronunciar fechas, nuevas palabras y tratar al máximo de hablar fluidamente teniendo en cuenta cada cosa que decimos y encontrarle el sentido a la traducción en español. Me gustaría que se siguieran haciendo estas actividades para seguir aprendiendo y mejorando el manejo del idioma</p>
<p>El proyecto de inglés realizado por la</p>	<p>Las clases con la Profesora Tatiana me</p>

<p>profesora Tatiana mantilla fue muy bueno ya que hubo interacción del estudiantes con el profesor, se realizaron actividades muy dinámicas en la cual se trabajaba el inglés al 100%. Su estrategia pedagógica es muy buena, se deberían hacer más proyectos así y seguir haciendo las mismas formas didácticas para que nosotros los estudiantes nos intereseamos más por la materia tan importante como lo es el inglés.</p> <p>La actividad de la obra de teatro fue muy interesante y nos permitió interactuar con los compañeros y aprender mucho vocabulario y la profesora nos ayudó a mejorar nuestra pronunciación haciéndonos repetir las palabras antes de hacer la grabación.</p> <p>Se deberían profundizar vocabulario para que al realizar oraciones sean más complejas, con respecto a las clases se deberían hacer grupos de debates sobre temas en donde también se evalué la pronunciación.</p>	<p>parecieron de mucho agrado, pude aprender bastante. Realizó presentaciones lo cual sirve para que manejemos el idioma con mayor facilidad, nos expresemos mejor y dejemos la pena hacia los demás. La obra de teatro no solo fue entretenida sino también me ayudó a mejorar la pronunciación de muchas palabra y aprender nuevas expresiones y palabras. Me gustaría que se siguieran haciendo este tipo de actividades porque uno puede compartir con los compañeros de los otros cursos.</p>
<p>Me pareció que el proyecto de dramatizar fue muy productivo ya que aprendí mejor vocalización, me gusto ya que tuve una interacción cercana hablando en el idioma y me parece que así es mejor el aprendizaje ya que este tipo de actividades dinámicas ayudan al mejor aprendizaje, este ejercicio me ayudo a mejorar mi capacidad de vocalización, de pronunciación de las palabras por eso me</p>	<p>Pienso que las obras de teatro son una buena forma de practicar vocabulario, pronunciaciones y el cómo desenvolverse en un escenario frente a una multitud, es una bonita experiencia para compartir con compañeros y docentes, reforzar la relación entre estudiantes y docentes</p>

parece que este tipo de actividades son buenas para el aprendizaje del idioma.	
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**Observation** is the process of gathering open-ended, firsthand information by observing people and places at a research site. Participant observation serves to become involved in activities at the research setting. This offers excellent opportunities to see experiences from the views of participants. A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe. As a participant, you assume the role of an “inside” observer who actually engages in activities at the study site. (Creswell, 2002). The teacher-researcher was participant observer and saw the process of student-participants when implementing the strategy of drama activities. There were five workshops in which the researcher made observations of how students behaved if they were learning or not and how they face their fear of acting.

### Chronogram of data collection

Date (week)	Instrument	Questionnaire	Reflective Journal	Observation
Feb 27 <sup>th</sup> - Mar 3 <sup>rd</sup>				
Mar 6 <sup>th</sup> - Mar 10 <sup>th</sup>			X	
Mar 13 <sup>th</sup> - Mar 17 <sup>th</sup>				
Mar 20 <sup>th</sup> - Mar 24 <sup>th</sup>		✓		
Mar 27 <sup>th</sup> - Mar 31 <sup>st</sup>				
Apr 3 <sup>rd</sup> - Apr 7 <sup>th</sup>			X	
Apr 17 <sup>th</sup> - Apr 21 <sup>st</sup>				✓
Apr 24 <sup>th</sup> - Apr 28 <sup>th</sup>				✓
May 1 <sup>st</sup> - May 5 <sup>th</sup>				✓ ✓
May 8 <sup>th</sup> - May 12 <sup>th</sup>			✓	✓

## **Limitations**

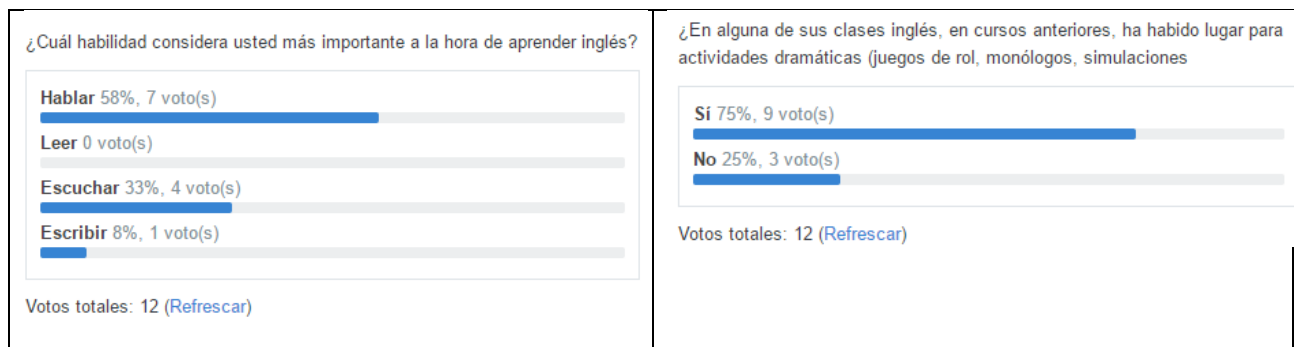
Before going through the results of this project, it is important to take into account the limitations there were in the process. First of all, the practicum to develop this project just lasted seven weeks because of institutional problems which caused strikes for almost two weeks and the last week of practicum, there was another strike made by all the teacher staff in the Country. Secondly, the English teacher at the school who was also the supervisor of the practicum, she could arrive to the school one month later after students entered to the school, this was the most limiting factor when developing the project because there were so many topics that should had been taught during that month, it was understandable de concern and worry the teacher had because students had not learnt anything in that time, she had to reinforce what they learned the last year before starting the topics stablished in the curriculum; unfortunately the reinforcements became into a whole class explanation and so many activities should had been done in order for them to learn, because most of the students did not have any idea about the topics. These classes were planned as reinforcements, it was supposed not to take too much time on them, but the opposite happened, each class plan took four or more hours to achieve the goal; due to the speed that we had to work on, there were few spaces to apply drama activities, because it takes too much time to make an oral performance, there was no time to spend on them; one the other hand, students were not able to make oral performances because their English level was weak. As mentioned before, there was only one drama activity that could be developed inside the classroom. The pre-service teacher had to work with the participants in an extracurricular schedule in order to gather data and to develop the project.

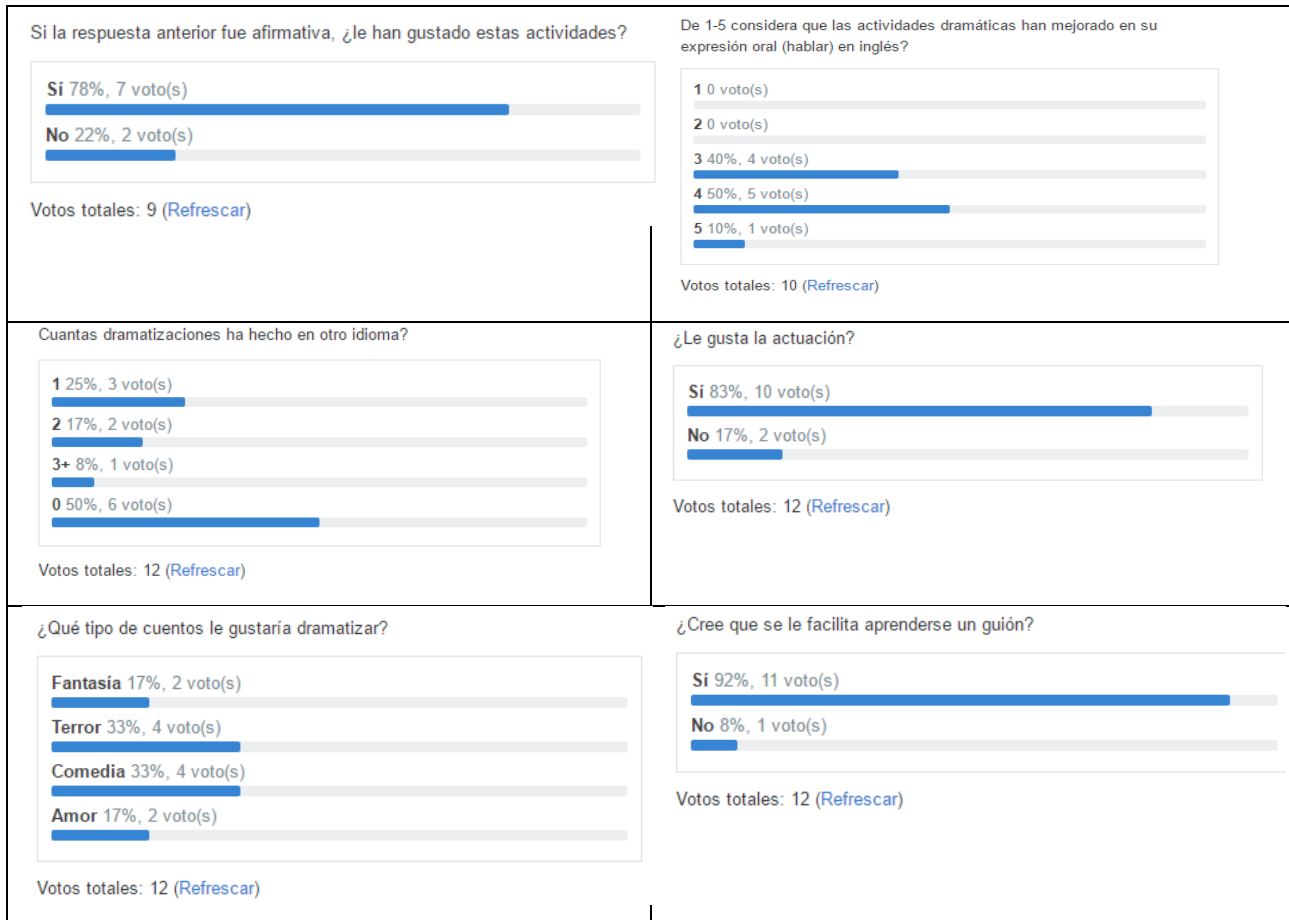
## Procedure

The purpose of this study was to implement drama activities with tenth grade students, eight participants were selected from the three tenth grade groups there were at Jose Rafael Faria high school. These participants were selected to develop a drama activity which consisted on performing a horror play. It was prepared to be performed at an event organized by the school, however, the date was changed and the event could be developed, leaving the option of recording the play to make a video showing what students were capable of.

The results of this project were taken from the data gathered from the three instruments applied. The eight participants were students who had different levels of English, there were few who were excellent in all the skills, and some other who were good at writing but they did not know how to speak, some of them had good grades and other were not good in the English subject at school.

After students answered the first questionnaire, the results revealed that most of students considered the speaking skill more important than the other skills. They also stated that they had had drama activities in previous courses and they liked them because somehow those activities (role-plays, monologues or simulations) developed inside the classroom helped them to improve their level of English, however, they had never had the opportunity to perform a play with a given topic; for this project, they had the opportunity to choose one topic to develop a play, between them, the topics that most of them preferred were “horror and comedy” but then, they agreed to choose “horror” as the topic to perform the play. Most of the participants considered they were good at learning by heart a script which could ease their performance.





Once students decided to perform a horror play, the pre-service teacher suggested them a story to read to see if they like it, the link was posted on Edmodo in the group of Drama activities. Not all of the participants read it but they ones who read the story about the Bloody Mary ritual, they liked it to be the story to perform.





There were five workshops and the chart below shows the date and the activities done in each.

<b>Date of the workshops</b>	<b>Activities.</b>
April 28 <sup>th</sup>	In the first meeting, the pre-service teacher read the story out loud to the students, for them to know the idea of the tale. When it finished, the pre-service teacher asked them what they had understood from the reading and most of them had a clear idea of it, they understood the sequence of events in the reading, the characters and what happened at the end.
April 29 <sup>th</sup>	The students started to write the script of the play with the help of the pre-service teacher, they asked about many vocabulary and expressions but less about grammar structures. It took about two hours to write the script but they felt satisfied because it was their creation.
May 5 <sup>th</sup>	The pre-service teacher gave to each students the written script and ask them to underline their lines before starting with the rehearsals. The pre-service teacher listened to one by one and corrected their mistakes related to pronunciation, they had about fifteen minutes to try to learn their lines. That day, two rehearsals were made and the results were positive.
May 12 <sup>th</sup>	It was the last rehearsal, they would had, most of them already learned their scripts and there were some others who had difficulties when pronouncing some words. However, the product was almost ready to be recorded
May 13 <sup>th</sup>	That day, students joined in a house and the pre-service teacher started to record them, it took more time than the expected, but it was not because they did not know their lines, it was because of the logistics, arranging the place, the camera, the participants. It took five hours to record the play, it was exhausting for everyone but at the same time participants had fun.

## 1.9.Results and Conclusions.

Taking into account the observations made by the researcher, it was notable that the motivation students had helped them to improve the way they behave in front of these situation. They showed an interest on the play, it was amazing to realize how much fun they had when preparing it. Going deeply, It can be stated that every students had a different way to learn English as it was shown in the rehearsals or in the preparation of the play, some of them, learned by heart their scripts by repeting once and again; some others made relation of the words with some objects or ideas they have learned before. The fact that they were the ones who wrote the script let them know the sequence they had to follow and all of them knew not only their lines or the actions they had to do, but also their partner's, which helped a lot when doing the record. Before recording the play, the pre-service teacher did some warm-up exercises stated by Via (1987) who mentioned some useful activities before the drama performance:

- Breath: ask students to take deep breath, and hold it as much time as they can, they to release the air slowly having their teeth together and lips opened.
- Walking: ask students to walk around the classroom the way they want, sometimes by telling them some assumption sentences: how would you walk if you were on a cloud, how would you walk if you were sick, how you would walk if you were on hot sand, among other.
- Voice: ask students to make any sound that do not strain the voice, like imitating any accent or any famous person.

All these activities were asked to participants, in order to relax them and to lose fear and being calm before the recording because most of them stated they felt shy or afraid about the camera. It was necessary to warm up and prepare them for the scenery. It was asked to them to walk around and think about the emotions they had to express in their lines and to try to express them. The cooperation in this part of the work was impressive because they helped each other, not only in saying how to act but also how to speak, and how to show the emotions.

Drama is team work in which cooperation and interactions are important among the participants in order to achieve the goal. Regarding the reflective journal participants sent, it is mentioned by almost all of them that the interaction with their classmates was amazing and helped them to

know and meet someone that they had never talked to. The drama activity was an excellent strategy to improve their oral skill; they increase their vocabulary when they were asked to write the script and did their best to pronounce the words correctly when performing the play. They considered that these activities enhanced their communicative skill and encouraged them to continue learning English. All the participants agreed that they would like to continue learning English by following the methodology applying drama techniques and activities.

There were three research questions which guided this project; the data gathered helped to support the answers, regarding to the first research question what impact do drama activities have on tenth grade students? , It can be said that these activities had a positive impact on students because it encourage them to learn the language in a dynamic way leaving aside the traditional model most of them were working on. At the beginning of the process, students were afraid and shy of performing a play which had a negative impact; however, with the simulation activity inside the classroom, they felt more comfortable and engaged with English language.

About the second research question, how do students learn English language through drama activities and tales reading? It was notable that students learned not only vocabulary through the reading of the horror story and the writing of the script, but also the correct way to pronounce the words when making the rehearsals of the play. The last research question consisted on the benefits students got with drama activities, the cooperation there were when developing the project, improved students' relationship and foster their learning and motivated them to continue learning because drama activities made emerge their creativity to represent diverse emotions and they offer a connection between student's intellect and the emotional aspect.

It can be concluded that drama activities make the learning process more enjoyable and fun, leaving from the academic strictness students are used to and to use useful expressions and nowadays vocabulary that will help them in a near future. These activities revealed to be a great and useful tool that provides a powerful experience for teachers and for students.

## **2. CHAPTER II**

### **Research Component**

#### **THE FORMATION OF THE REFLECTIVE SPIRIT IN THE PRACTITIONERS OF PLEX, A TRAINING TOOL TO QUALIFY THE PEDAGOGICAL PRACTICE**

##### **2.1.Introduction**

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It was considered relevant to design a project that involved a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions formulation, and searching of information to seek a solution for any problem and for the self-recognition.

## **2.2.Justification**

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach shield the agents in a traditional context of inertia and the authority they have in the school.

### **2.3.Statement of the Problem**

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture.

When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it was required that the teacher training process, in the future teacher, encouraged a critical and reflective spirit that contributed to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

## **2.4.Objectives**

### **General Objectives**

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific Objectives**

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

## 2.5.Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, it is presented an approximation of each one of them.

- **Teaching profession**

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the *teaching competences* that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

- **Reflection**

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).



## Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of reflection as a process are shown in the following figure.

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2 Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)



## Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

### **The reflective practice**

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship

The teacher plays a central role in the current educational world; Acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes'" (Ebutt and Elliot: 1986). In this context the problems of practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study will serve the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997) there are different levels of reflexivity, at the first level in the classroom gives effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

In a third level, Van Manen establishes an exercise of critical reflection; at this level it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

- **Pedagogical practicum**

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

- **Academic practicum**

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

- **Social efficiency practicum**

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

- **Development**

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

- **Social reconstruction**

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- **Generic**

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

- **Reflection triggers**

According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

- **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to

teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

## **2.6.Methodology**

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it is proposed to implement the following instruments:

### **Reflective workshops**

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

### **Objectives**

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

### **Self-observation card**

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

### **Narrative**

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

### **Class recordings**

To have evidence of what teacher students do in the classroom, will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow to have an external and constructive view of their pedagogical practices.

## 2.7.Context

Pamplona city was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God ; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform.

School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors accounts. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

The school is a dependent body of the society it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following

### **Socialization role**

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. This role include all the socialization processes in which the members of the school participate.



**Instructive role**

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

**Educational role**

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

## **2.8.Population**

The total population of this study is constituted by seventeen students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

### **The direct beneficiary population:**

Teachers in formation, teachers supervisors, and student community of the centers of implementation of the Integral Practicum.

### **Indirect beneficiary population:**

It is composed of the teaching community of the Program and Foreign Languages, the results will re-feed the program agents' vision of their practices and the collective of Integral Practice.

### **Institutional units linked to the Project**

Foreign Language Program

Department of Languages and Communication

Education Faculty

### **External institutions linked to the Project:**

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Normal Superior de Pamplona

Colegio Provincial San José

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución educativa Agueda Gallardo

## Budget of the Project

TIPO DE RUBRO	APORTES AL PROYECTOS	APORTES Participantes INSTITUCION	TOTAL
Materiales	Fotocopias	UniPamplona	100.000
<b>Impresos</b>	Fotocopias Diplomas	UniPamplona	30.000
<b>Equipos o instalaciones</b>	Del PLEX	NA	NA
<b>Reuniones socialización</b>	2 reuniones al semestre	20.000 pesos por practicante 20.000 por docente 20.000 por tutoras	520.000 pesos
<b>Logística</b>	Salones	UniPamplona	N A
<b>TOTALES</b>			

## 2.9.Results

The results of this project are derived from the objectives proposed for this experience as follows:

- The formation of the reflective spirit in PLEX practitioners, as a training tool to qualify the pedagogical practice.
- Analyze the environment and the realities and social representations of the teachers in formation, the notions and the concepts about the school world.

And at the same time, results will be divided depending on the data gathered through each instrument that was applied, narratives, self-observation card, class recording, and reflective workshops.

### **Narrative**

During the practicum I did seven reflections, one per week. These reflections were useful and gave me an in-depth view of my teaching practices, as stated in the objectives, it helped me to qualify my pedagogical practice by looking inside myself and realizing what was good or bad; during the classes, I observed my students' behavior, motivation, thoughts, interaction, cooperation, abilities, among other aspects, and at the same time I realized about my teaching methods, my abilities, advantages and weaknesses which helped me to work hard and to improve what I consider the weakest aspects. Throughout the whole process, I stated that I could manage primary school students and there was an uncertain reason to this problem, the previous teaching practices I could handle and deal with a great amount of students, however, this process became a challenge for me and I was forced to improve my methodology and to start being more creative and dynamic with children, nonetheless, there was not an improvement and students in primary school were not learning the topics. On the other hand, the work with tenth grade students was excellent, I shaped my temperament becoming stricter with students, and from the teacher supervisor I learned a lot in relation to methods and activities to apply to take control over students and at the same time to have fun. Writing a reflection after a week of class, became necessary to see the remarkable aspects being positive or negatives and to think about how to improve, one of my difficulties was preparing a dynamic class, after teaching some topics, the teacher supervisor asked me to improve that aspect because students were getting bored in the

class. It did not take too much for me to give a solution to my difficulty, the next classes everything changed and my classes became more participative, active and with an agreeable ambiance.

### **Self-observation card**

During this process, I filled three self-observation cards which were uploading in google forms, which allowed me to think about my process as a teacher, to mention the problems, difficulties and the important positive things I had during my pedagogical practice. It helped me to qualify my teaching methods and strategies, my interaction with students and my relationship with other teachers.

### **Class recording**

This is the instrument I applied the less because of the short time of practicum and most of the activities did not have a teacher involvement, so, there were few opportunities to record a class in which I could see myself teaching. There was only one class record which was uploaded in google drive to be assigned to another practitioner to watch it and to mentioned the positive aspect and the aspects to improve taking into account some criteria. There has been some aspects impossible to see in some minutes of class recording, however, there were some that were remarkable in the recording and we could evaluate it.

### **Reflective Workshops**

During the practicum process, there were three workshops made in the foreign languages department with the teachers in charge of the project who guided and helped us in our reflection process. During the workshops, the objectives were completely achieved, it was consolidated a collectiveness of pre-service teachers with a critical spirit that reflected and proposed alternatives of solution face to the educational problematic of their pedagogical practicum. There were many problematics that the practitioners had to deal with, in the workshops, we all share our difficulties, problems and weaknesses and with the help of all, we try to give a solution to every problem mentioned. But not everything was negative, during the meeting we shared our experiences in the schools, hat we liked and loved.

To sum up, reflection was an outstanding tool that helped to evaluate our teaching practices; it transformed pre-service teachers' conceptions and beliefs and guided us to find out the ways to improve and face difficulties. It made to look inside and explore our methodologies and strategies to verify if they work or not.

### **3. CHAPTER III**

#### **Outreach Component**

#### **AWARENESS PROJECT TO ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN PAMPLONA COLOMBIA.**

##### **3.1.Introduction**

Participation in world trade, academic, cultural and economic policies has motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country. So that all the citizens have the opportunity to participate in cultural exchanges that will allow them to gain access to equitable conditions concerning the social development of the country.

With a view to sensitize the learning of English language in Colombia as well as creating competitive citizens, the National Ministry of Education created its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that insert the country in the global communication processes, in the global economy and in the cultural openness”. And so the Ministry has been implementing a wide range of strategies in the different levels of education with regards to the accomplishment of this goal. A clear example of that is the creation of English high standards for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training plans.

This program has been developed all over the country in which the work of the secretary of education, public and private universities and English institutions work has been integrated. However, the results obtained until now have not been very encouraging since many educational institutions have not been impacted by the project.

With regards to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English

teacher that guides the teaching and learning processes and consequently evaluations applied nationally do not be very promising.

The University of Pamplona in Colombia as an institution considered trainers of trainers and more specifically the foreign languages degree English and French, has further approached to the reality that faces primary schools in Pamplona city regarding to the National bilingualism policy, many educational institutions of the city do not count with an English teacher to meet the educational needs of this sector.

In recognition of this reality and the consequences that generates, this social projection proposal aims to meet both, English teaching needs of childhood population from Pamplona city and the integration of the foreign languages training of the pre-service teachers from the foreign languages degree English and French to this reality in order to decrease irregularities between the public and private area in EFL.

The governmental policies have identified the problem, nevertheless these needs are not fulfilling normatively. It is missing monetary support, foreign languages trainers in order to achieve a balance between the students' results and tests with the Colombian educational purposes.



### **3.2.Justification**

Acquisition and learning of a foreign language allow to be at the forefront of the own needs that today's world demands. It is therefore this process is necessary to implement and work since the beginnings of children's schooling to, at the completion of their basic education cycle, they have foundations that allow them to continue that learning in secondary, vocational and higher education, to achieve more people be trained in this area.

The aim of this project was to raise awareness towards English teaching in primary schools in Pamplona city, contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, it gets under way as part of outreach component in practicum carry out by students in their last semester of bachelor in Teaching Foreign Languages at the Universidad de Pamplona, as a manner of contributing to the reinforcement of English teaching in primary level.

The fulfillment of this project favors high and mutually as the institutions and the student population of Pamplona city, as the Program of Foreign Languages and the students carrying out their practicum. This benefit redounds to the possibility children in primary school have to be in contact with the foreign language and in turn, to the students who finish their university education process knowing the realities and educational needs of the environment, and in this way, they can help in, intervening in processes that impact in the improvement of such needs.

### **3.3.Objectives**

#### **General objectives**

- The implementation of this outreach project, on the part of the Bachelor Degree Program in Foreign Languages English-French of the Universidad de Pamplona, works towards the following objectives:
- To meet the English Teaching demands of child population in primary school in Pamplona city.
- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Pamplona city.

#### **Specific objectives**

In pursuit of a better comprehension of the aspects previously considered, this proposal aimed:

- To familiarize school children of Pamplona with fundamental knowledge of English.
- To involve students of the Bachelor Degree Program in Foreign Languages English-French in English teaching processes in primary school in Pamplona city.
- To articulate the education of students belonging to the Bachelor Degree Program in Foreign Languages English-French with outreach programs that offer the Social Interaction office of the Universidad de Pamplona.

## **Typology of the project**

This was an educational disciplinary project in the curriculum area, open to all the institutions in which is developed the practicum that offers primary education in Pamplona. This project is part of the training project of the foreign languages program at the Universidad de Pamplona.

This study coordinated with social projection and went beyond institutional environment allowing PLEX the articulation to the community of Pamplona.

The main objective in a pedagogical and communicative level was framed into the outreach community institutional lines of the Universidad de Pamplona.

## **Contribution lines**

Academic training in foreign languages

Citizen training (treatment of educative problems in order to decrease inequality in the educational system)

Scholar community outreach in the Universidad de Pamplona and foreign languages program

### 3.4.Theoretical Framework

#### Teaching Languages

Languages international policies

“La UNESCO se ha preocupado desde hace varios años por el papel de las lenguas en el contexto mundial. En su conferencia general de 1999 adoptó el término «educación multilingüe» para referirse al uso de al menos tres lenguas: la lengua materna, una lengua regional o nacional, y una internacional. Esta resolución partió de la idea de que los requerimientos de participación nacional y global, y la atención de las necesidades particulares de comunidades cultural y lingüísticamente distintas, únicamente pueden ser atendidos a través de la educación multilingüe. Cruz M, Loyo G, & Mendez E, (2011).

La UNESCO (2003) considera que las lenguas no son únicamente medios de comunicación, sino que representan la verdadera fábrica de expresiones culturales; son portadoras de identidades, valores y visiones del mundo. Por ello, propone como principio para la diversidad cultural mantener y fortalecer la diversidad de las lenguas (incluyendo aquellas con poblaciones nómadas o aisladas) y, al mismo tiempo, apoyar el aprendizaje de lenguas internacionales que ofrecen acceso a la comunicación global y al intercambio de información. Para lograr lo anterior, la UNESCO sugiere fomentar el multilingüismo y el diálogo intercultural, así como desarrollar políticas para la traducción, en todos los medios posibles, de materiales escritos y visuales con el fin de promover la circulación de ideas y de trabajos artísticos”.

According to Lima M, (2006), “El aprendizaje de las lenguas extranjeras es actualmente una necesidad ineludible, pero lo es también de manera inseparable el aprendizaje de las culturas que representan. Las lenguas constituyen el espíritu y la conciencia de los pueblos, señala el poeta; son el mejor instrumento para el acceso a otras culturas, a otras historias, a otros modos de ver y de entender el mundo; borran las distancias y nos acercan también a la ciencia y a la tecnología”. All kind of learning is important in the sociability of the human being because it allows him/her

to act adequately in different contexts. Learning a second language or other languages focuses personal and professional life of an individual to be successful at make and know-how.

### National bilingualism program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at spreading English as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: primary education institutions, Secondary education, higher education, work education programs and human development; Ethno-education; And flexible models of education. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p.6).

The following chart shows the levels aspired by the national bilingualism program to the year 2019:

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

### Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and cul

ture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how another language is used, different from the native language, these languages are considered second languages or foreign languages. MEN (2006)

### **Teaching English in primary school.**

According to Yesser A, & Chacon C, (2011) “La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros”. In such a way, the importance of understanding how the child learns and incorporates a foreign language, it is necessary to analyze the theoretical foundations that explain the process of learning or acquisition of a second language(L2) or a FL and how this process is linked with the mother language. From this statements, Krashen (1991) cited by Yesser A & Chacon C, (2011), he makes a difference between the terms learning and acquisitions in relation with FL “The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language"

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ “que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje” it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to

stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467). Consequently, “los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que descubren. Por esta razón, el aprendizaje de la LE debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes”.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated “desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua”. “De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de la pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo”.

### **Why to learn a FL in primary school?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance than those who do not.
- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.
- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, the process of learning of the human being is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.



### 3.5.The Context Of Pamplona

The city of Pamplona has institutions of basic and secondary education, which are mainly government institutions. Most of them are grouped in general schools as follows:

- Normal Superior High School: Which has as headquarters, Cariongo rural school and Aurora institute.
- Provincial San José High School: It is in charge of la Salle primary school, Santa Cruz primary School, Gabriela Mistral primary school and Rafael Faría Bermúdez high school.
- Águeda Gallardo de Villamizar High School: Which has as headquarters, Santísima Trinidad primary school, El Escorial primary school, Iser primary school and Jardín Infantil Nacional.
- San Francisco de Asís High School: It is in charge of José Antonio Galán high school, Cristo Rey high school, 4 de Julio primary school and Juan XXIII primary school.

Similarly, there are two institutions which are not general schools but they provide public basic and secondary education. They are:

- La Presentación high School.
- Brighton Bethlemitas high School.

It is in this context where the students of the foreign languages degree of the University of Pamplona carry out their practicum, and social projection in primary schools.

### **3.6.Subproject**

This space aims to establish a line of action for the Foreign Language Program concerning social projection. In that regard, when implementing the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the institution's educational reality where the practicum takes place.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support English training.

### **3.7. Benefited population**

The direct benefited population was composed of Pamplona's primary schools academic student community in which the integral practicum is carried out. It was mentioned the benefited community, the number of participants was established once the observation period finishes. The population for this project went around 50 and 60 students for each institution.

- Basic primary school students
- Language courses field teachers in basic primary
- Foreign languages students-practitioners

#### **Indirect benefited community:**

- Foreign languages community program
- Pamplona's academic community

#### **Institutional dependencies articulated to the project**

- José Antonio Galán school
- Pamplona Normal Superior school
- La presentación Technical School
- José Rafael Faría school
- Cristo Rey school
- Brighton Bethlemitas high school

### **3.7.1. SUBPROJECT: IMPLEMENTING AUDIOVISUAL MATERIAL AS A DIDACTIC TOOL TO TEACH EFL AT “LA SALLE” PRIMARY SCHOOL.**

#### **Introduction**

English is today the language of the world; the importance of language training for students is evident and necessary; one of the objectives of teaching a foreign language from primary education is to make students familiarize and be interested in the language by teaching them basic contents such as expressions, simple grammatical structures and everyday vocabulary. In order to achieve this interest and motivation to learn English, new methodologies must be implemented in institutions, following new pedagogical models and working with innovation and technology.

Colombia has a poor educational system, in most of the primary schools there are not English teacher for students , the language is taught by teachers who are not experts on the area and their knowledge are basic regarding to the topics. I, as pre-service teacher had the opportunity to make a change on the education by teaching English to children at a primary school, starting from social work and now, by having an extra plan to help teachers and students in primary schools in Pamplona, Colombia. This project aimed to introduce children of third, fourth and fifth grade into the English language, by teaching them the basic vocabulary and expressions of the language through audiovisual material.

## **Justification**

Our society is in constant change introducing new demands and challenges in the educational context such as the teaching of a foreign language in primary schools. In article 21 of Law 115 of 1994, the National Education Ministry in Colombia establishes the acquisition of basic elements such as oral production and reading comprehension in at least one foreign language, which is why most institutions, whether public or private, have included in their curricula the teaching of English as a foreign language.

The purpose of this study was to cover the need presented in primary schools in Pamplona, in most of them, there is not a teacher specialized or expert in the teaching of a FL, however, at La Salle school in Pamplona there was an English teacher, unfortunately only for fourth and fifth grade students, which means that those students had the first contact with English when they started fourth grade at primary schools. Besides this, the methodology used do not help students to learn the language, they needed motivation and activities that catch their attention to ease their learning process. This problem showed that the education in primary schools goes opposite to what the government wants, to become Colombia a bilingual country. It was evident that it was necessary to implement new methodologies and tools to improve the level and quality of Education in this country, starting by the most basic grades in primary schools. This project was carried out with fourth grade students at La Salle school, which is a headquarter of the Provincial San José high school, and students from El Escorial primary school which belong to Agueda Gallardo de Villamizar school; the benefited population were around 120 children, boys and girls between 8-10 years old, who belong to social status #1 and #2.

## **Objectives**

### **General Objective**

- To use didactic material, mainly audiovisual to facilitate the teaching and learning of English as a foreign language with fourth grade students at La Salle primary school.

### **Specific Objectives**

- To implement striking and creative material to arouse interest in learning English by the students.
- To use videos, songs, rounds, slides, realia and /or posters in order to facilitate language learning and strengthen students' oral production skills.
- To create an interest on students in English learning through dynamic activities, taking into account that is their first contact with a foreign language.

## Methodology

Fourth grade students at La sale School, presented a low level in English language, as children like songs, games and dynamic activities, the classes were developed using diverse material that could help them to learn actively. The use of colorful posters, flashcards, realia and games became useful to foster learning. For each class, it was necessary to work on worksheet because students liked writing, coloring and drawing. Sometimes, students played some games in English, outside the classroom, in the yard, which is next to the classroom and it did not take too much time to scroll. For each class, it was necessary to make a lesson plan including all the activities to be developed and to know the time spent in each activity because it was mandatory by the school.

This project was made in two primary school because there were some problems presented in the first one, the practitioner had to ask to be changed for school in order to continue applying this project. At El Escorial primary school students had a better level of language due to the knowledge they had acquired with the previous practitioner, he motivation those students had was a factor that encourage them to learn English, they were students who really appreciated the support we give them an valued our effort. In this school, there were only two given classes with third and fifth grades, the topics taught were means of transport, the use of colorful flashcards motivated them to learn, and students enjoyed doing the worksheets given to them.

### Timetable La Salle primary school.

HORA	TUESDAY	FRIDAY
1. 7:00-7:55		4-1
2. 7:55-8:50		4-3
3. 8:55-9:45	4-2	
4. 9:45-10:15 DESCANSO		
5. 10:15-11:10		
6. 11:10-12:05		4-5

### Timetable El Escorial primary school.

HORA	MONDAY	TUESDAY
1. 7:00-7:55		
2. 7:55-8:50		
3. 8:55-9:45		
4. 9:45-10:00 DESCANSO		
5. 10:00-11:00	5°	3°
6. 11:00-12:00	5°	3°

As it was mentioned before, students have not had a learning process with regards to English language, they were in fourth grade and it was the first time that English will be taught to them, due to this problem, it was not appropriate to teach them the topics established in standards by the National Education Ministry. That is why the teacher in charge of the English class designed an area plan including the topics that suits the best for students who do not have a level in English language, the topics to be taught in the first term were:

- Alphabet
- Fruits
- Animals
- Days of the week-months
- School supplies
- Parts of the house
- My family / adjectives



## Results

The results are presented depending on the institution in which this project was carried out.

At La Salle primary school, not all the objectives established were achieved, there were many factors that influenced on the development of the project, the most remarkable was the misbehavior of students that did not let the pre-service teacher to teach the topics. However, this did not happened in all the curses, there were some of them in which the classes were agreeable and students enjoyed the colorful flashcards and liked to fill the worksheets. When trying to use other type of audiovisual material such as realia, games or songs, it was impossible because of the way they behave and the lack of respect there were with the teachers and among them. Unfortunately, there were few students who really learned and appreciate the presence of the pre-service teacher. It can be assumed that it is almost impossible to guarantee a learning process of any subject when there are more than 25 students in a classroom, teachers ca not manage a huge amount of students and to give them a personalized process.

With regards to the second school, there were about fifty students between third and fifth grade, most of the students belong to the low social class, in there you can find teachers and students who really appreciate the work and the support that we, as pre-service teachers do. The only topic taught to hem was means of transport; the use of colorful flashcards motivated them to learn.

The use of audiovisual material has been considered as one of the most useful tools to teach English, however, in this study, there were diverse factor that influenced in the development of the classes and could not guarantee the learning of vocabulary in English language.

## **4. CHAPTER IV**

### **Administrative component**

#### **4.1. Introduction**

Being a teacher not only consists of going to the classroom and working with students on a certain topic, we have to work on diverse aspects as well, to implement values, to understand students' problems, to become a friendship hand to students and more importantly, to collaborate with the school itself, to have sense of belonging, to make cooperative work with other teachers, and to help in the activities established by the school. As pre-service teacher, I should be involved in the school activities, to keep permanency in the building in order to give aid, if needed, to teachers and directors and also to get a better understanding of the school and to achieve the same time an insertion in the scholar context

Provincial San José is a high school with clear principles of Christian Catholic orientation, in the school every Sunday a Eucharist is done, students and teachers must go there to pray; besides this, there are many religious and cultural events throughout the year in which most of the teachers get involved. In order to be part of those activities, the pre-service teacher should get involved as well to cooperate and collaborate in the organization and development of some of those activities being inside or outside the institution.

#### **4.2.Objectives**

##### **General Objective**

- To get involved in the teaching ambiance by having a participant collaboration in the activities and events developed by the school.

##### **Specific Objectives**

- To collaborate in the organization of events and activities inside and outside the school.
- To become an active member in the activities proposed by the institution.
- To give aid and support to other teachers in the development of cultural activities.

### 4.3. Methodology

During the first term of classes of 2017 at Jose Rafael Faria high school, there were developed diverse activities, such as masses, celebrations and events; one of the events related to languages was the celebration of “el día del idioma” in which English area should take part of. For the development of the event, the pre-service teacher should be helping and organizing what it concerns to the English part. In addition, the project of drama activities will serve to be shared to the whole institutions by asking students to take part of the event and make a drama performance in English language. During Easter week, it is mandatory for some students to participate in processions, which means it will be required to some teachers to accompany the students and to check their behavior, perhaps pre-service teachers will be asked to take part of it. Another important aspect is the permanency in the school; pre-service teacher should stay in the school for the whole journey, starting from 6:45 am to 1:00 pm to keep abreast of everything inside the institution.

### Chronogram of activities and events of the school



COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES



## Marzo 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
			1 MIERCOLES DE CENIZA PLANEAMIENTO CONJUNTO PRESENCIAL	2	3 ELECCIÓN DE PERSONERO Y CONTRALOR ESTUDIANTEL	4
5 EUCARISTIA ASISTEN SEDE MISTRAL Organiza 5*	6 INICIO NOVENA SAN JOSE ASISTEN GRADOS SEXTO Y SEPTIMO SEDE PRINCIPAL CONVOCATORIA DE EXALUMNOS	7 NOVENA SAN JOSE ASISTEN GRADOS OCTAVO Y NOVENO SEDE PRINCIPAL IZADA DE BANDERA SEXTOS SEDE PRINCIPAL Y FARIA	8 DIA DE LA MUJER NOVENA SAN JOSE ASISTEN GRADOS DECIMO Y ONCE SEDE PRINCIPAL JORNADA ATENCIÓN A PADRES INSTALACION DE CONSEJO DIRECTIVO	9 NOVENA SAN JOSE ASISTEN GRADOS SEXTO Y SEPTIMO SEDE FARIA IZADA DE BANDERA TRANSICIÓN SANTA CRUZ	10 NOVENA SAN JOSE ASISTEN GRADOS OCTAVO Y NOVENO SEDE FARIA	11
12 PRUEBAS SABER ICFES	13 NOVENA SAN JOSE ASISTEN GRADOS DECIMO Y ONCE SEDE FARIA	14 NOVENA SAN JOSE ASISTEN SEDE MISTRAL	15 NOVENA SAN JOSE ASISTEN SEDE SALLE PLANEAMIENTO CONJUNTO PRESENCIAL	16 NOVENA SAN JOSE ASISTEN SEDE SANTA CRUZ Y ADMINISTRATIVOS INAUGURACION JUEGOS INTERCLASES	17 FIESTA DE SAN JOSE OFRENDA FLORAL, DESFILE, EUCARISTÍA Y CONFIRMACIONES	18
19	20 FESTIVO	21 INICIO DE ACTIVIDADES DE PROFUNDIZACIÓN PRUEBAS SABER	22 DIA MUNDIAL DEL AGUA DISTRIBUCION DE CALENDARIO PLANEAMIENTO CONJUNTO PRESENCIAL	23	24 JORNADA DEPORTIVO RECREATIVA SEPTIMOS	25

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COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES



**Abril 2017**

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			PLANEAMIENTO CONJUNTO PRESENCIAL			1
2 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZAN 7°	3	4	5 CIRCUITO POLIMOTOR PRIMEROS PLANEAMIENTO CONJUNTO PRESENCIAL	6	7	8
9	10 LUNES SANTO ASISTE SEDE FARIA PROFUNDIZACIÓN PRUEBAS SABER 11°	11 MARTES SANTO ASISTE SEDE PRINCIPAL PROFUNDIZACIÓN PRUEBAS SABER 11°	12 MIÉRCOLES SANTO ASISTE SEDE MISTRAL PROFUNDIZACIÓN PRUEBAS SABER 11°	13 <b>FESTIVO</b> JUEVES SANTO ASISTE SEDE FARIA Y SEDE LA SALLE	14 <b>FESTIVO</b> VIERNES SANTO ASISTEN SEDE PRINCIPAL Y SEDE SANTA CRUZ	15
16	17	18 PRUEBA DE EFICACIA PRIMER TRIMESTRE	19 PLANEAMIENTO CONJUNTO PRESENCIAL	20	21 DIA DE LA TIERRA TALLER EVALUATIVO	22
23 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 10°	24 IZADA DE BANDERA PRIMERO SALLE	25 IZADA DE BANDERA TERCEROS MISTRAL	26 DIA DE LA SECRETARIA COMITÉ DE EVALUACION PRIMER TRIMESTRE	27 ENTREGA PLANILLAS A COORDINACION ACADEMICA	28 <b>FIN PRIMER TRIMESTRE DIA DEL IDIOMA DIA DEL NIÑO</b>	29

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COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES



**Mayo 2017**

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
	1 <b>FESTIVO</b>	2 INICIO SEGUNDO TRIMESTRE ACADEMICO	3 CAPACITACIÓN CONJUNTO PRESENCIAL	4	5 <b>DIA SANTANDERINO</b> CIRCUITO POLIMOTOR SEGUNDOS	6
7 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 7°	8 ENTREGA BOLETINES PRIMARIA SEDE MISTRAL	9 ENTREGA BOLETINES PRIMARIA SEDE SALLE Y SANTA CRUZ	10 CONCURSO VERBOS IRREGULARES 6°-11° ENTREGA BOLETINES SECUNDARIA	11	12 I JORNADA DE INTEGRACION DOCENTES Y ADMINISTRATIVOS	13
14 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 10°	15 DIA DEL MAESTRO EUCARISTIA POR LOS MAESTROS	16 IZADA DE BANDERA GRADOS SEPTIMOS SEDE PRINCIPAL Y FARIA	17 DIA DEL RECICLAJE JORNADA AMBIENTAL CAPACITACIÓN CONJUNTO PRESENCIAL	18	19	20
21 EUCARISTIA ASISTEN SEDE MISTRAL ORGANIZA 4°	22	23	24 ESCUELA DE PADRES	25 IZADA DE BANDERA TERCERO SEDE SALLE	26	27
28	29 <b>FESTIVO</b>	30	31 IZADA DE BANDERA TRANSICIÓN MISTRAL CAPACITACIÓN CONJUNTO PRESENCIAL			

Activar W  
Ir a Configur.

## **Conclusions**

During this semester, the school developed diverse events and activities with different purposes, such as masses, flag-raising, soccer matches, among others. Me, as a preservice teacher, I should have been involved in some of them and gained an idea of how being a teacher is, because it did not consist only of getting into a school and teaching a given topic. In this opportunity, I could realize how difficult being a teacher is, by helping them with the preparation of events such as El día de San José, El día de la Mujer, El día del idioma, being aware of students' behavior when they had to leave from school to another place. It was great to be part of these activities and to be taken into account as a teacher in the school. The relationships with the other teachers were excellent, there was always a great atmosphere and treatment among them. All these activities let the pre-service teacher get completely involved in the teaching atmosphere and to be an active member in the school.

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## Appendixes

### Schedule

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1. 7:00-7:55	10-4	10-5			
2. 7:55-8:50		10-4			4-1
3. 8:55-9:45	10-6	4-2	10-6	10-6	4-3
4. 9:45-10:15 DESCANSO					
5. 10:15- 11:10					4-4
6. 11:10- 12:05			10-4		10-5
7. 12:05- 1:00	10-5			10-5	
8. 2:30 -3:20	Tutoria			10-4	

Script of the horror play made by students and pre-service teacher

BLOODY MARY

**Indira: Ghost**  
**Steven: Bianca's dad**  
**Victoria: Bianca's mom**  
**Yulieth: Bianca**  
**Juliana: Sabrina**  
**Brian: Michael**  
**Brayan: Peter**  
**Karol: detective**  
**Tatiana: narrator**

**Narrator:** Once upon a time, there were four friends having a sleepover at Bianca's house. They were all having a good time watching a horror movie, when the film ended, Michael said....

**Michael:** the movie was amazing.

**Bianca:** I did not like it; it made me feel so scared.

**Sabrina:** I am not afraid about movies.

**Peter:** I got scared once, when someone told me the Bloody Mary story, it is terrible. Have you heard about it?

**Bianca:** No, what is it about?

**Peter:** It is said that if you tell her name: "Mary" in front of a mirror, she appears.

**Sabrina:** jajaja that is bullshit, I do not believe that.

**Michael:** what if we try it?

**Peter:** Noooo, I read many people have died because of that.

**Bianca:** I don't think anything can hurt us.

**Michael:** Hey Peter, let's try it!

**Peter:** I said NO!

**Bianca:** I am going to see if my parents are sleeping. (se levanta y abre la puerta)

**Dad:** (está a punto de entrar a la habitación para despedirse) Hey guys...

**Bianca:** Daaaad, you scared me!

**Dad:** I was just going to say good night... Bye guys, don't do any mischief.

**Bianca, Sabrina, Peter, Michael:** Bye, good night!

**Bianca:** Well, my parents went to sleep...

**Sabrina:** let's try the Bloody Mary thing

**Michael:** yeaah!

**Peter:** I do not like this, I prefer to continue watching TV.

**Sabrina:** ohh Peter, You are a coward!

**Bianca:** do you believe in those things, everything is a lie.

**Michael:** let's do it in that mirror.

**Narrator:** the group of friends got up and started to do summon the ghost of Mary.

**Peter:** If you will do that, you should use a candle light ad turn off the bulbs.

**Bianca and Michael:** "Mary, Mary, Mary" (frente al espejo)

**Sabrina:** you see, everything is a lie, she doesn't appear.

**Michael:** we have to do it together, let's do it.

**Peter:** ok

**Bianca, Peter, Sabrina & Michael:** "Mary, Mary, Mary" (frente al espejo)

**Michael:** aggh, nothing happened, let's go to sleep.

**Ghost:** were you summoning me? (detras del espejo)

**Bianca, Peter, Sabrina & Michael:** (gritan)

**Ghost:** were you saying my name? What do you want from me?

**Peter:** Bianca, please turn on the light

**Bianca:** it doesn't work.

**Ghost:** You bothered me, I hate when someone makes me lose my calm. You shouldn't have done this.  
What do you want from me?

**Michael and Sabrina:** nothing!

**Peter:** Please, go away!

**Ghost: (grita ) Michael se desmaya, Bianca se queda ciega**

**Sabrina:** Michael, Michael, can you hear me? ( le toma el pulso o revisa si está vivo)

**Peter:** He is alive, He is still breathing

**Bianca:** guys, I can't see, I can't see

**Sabrina: (empieza a tener problemas de respiración y muere)**

**Ghost: (pone las manos en el cuello de Peter, o mata) I hate you, everything is your fault, peter. I hate youuuu!**

**Peter: (muere)**

**Bianca:** Daaaad, mooom! Heeelp!

**Dad and mom:** (entran a la habitación y se sorprenden)

**Mom:** Bianca, what happened?

**Dad:** (se tira al suelo a revisar a Michael y Peter)

**Bianca:** Mooom, I can't see, I can't see, please, help me!

**Dad:** let's take her to the hospital

**Mom:** No, we have to call the police

**Dad:** okay, I will call them. (sale a llamarlos) Hello, I need a policemen group in my house, something terrible just happened.

**Detective:** Excuse me sir, what happened? What is the address?

**Dad:** I don't know what happened, please come as soon as you can!

**Detective:** What is the address?

**Dad:** Ninth Avenue, Almond Street, number 56

**Detective:** keep calm, I am going there right now.

**Dad:** A detective said she is coming

**Mom:** ok. Bianca, what happened

**Bianca:** We summoned Bloody Mary in front of the mirror. Mom, are they dead?

**Mom:** I don't know, darling. Please, keep calm, everything will be okay.

**Detective:** (toca la puerta, Steven abre) I am detective Lorraine, please tell me what happened...

**Dad:** Thanks for coming, come in and see by yourself

**Detective:** (entra a la habitación y se sorprende) We had a similar case last week. This is the bloody Mary ritual, isn't it? (le pregunta a Bianca)

**Bianca:** Yes, we did it

**Detective: (habla por el radio)** I need police reinforcement in the ninth avenues, please, I need reinforcement. I need the crime scene police right now. **(toma el celular y llama al hospital)** This is the police, I need an ambulance in the Ninth avenue, please come quickly!

**Narrator:** It is said that the ghost of Mary should never be summoned, when she appears, everything and everyone die. Three of the four friends died; the four friends were buried together. Peter, Michael, and Sabrina rest in peace.

Bianca, the only survivor was diagnosed with blindness forever. Bianca's family moved to another city to start over their lives.

**Final product, horror play.**





**Students' reading their scripts**



**Students simulation of famous people**

					
Maria Theresa de Calcutta	Vicente Fernandez	Gabriel Garcia Marquez	Nairo Quintana	Leonel Messi	Hillary Clinton
					
Frida Kahlo	Rafael Nadal	Michelle Obama	Barack Obama and Donald Trump	Nairo Quintana	



		
<p>Marylin Monroe, Johnny Depp , Malala Yousafzai, Juanes</p>	<p>Pope Francis</p>	<p>Michelle Bachelet</p>

## Workshops

### TALLER No 1

#### ELEMENTOS PARA REFLEXIONAR

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

#### I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.
2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.
3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.
4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?
5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

#### II. Poner en común, con el equipo, las respuestas a estas cuestiones

Organizar un contraste de opiniones con el equipo de trabajo y deducir en qué aspectos se está más de acuerdo y en dónde se ponen las diferencias.

Una vez contestadas estas preguntas, se puede comenzar a poner en diálogo la propia experiencia profesional con lo que, a continuación, se plantea.

Estar de acuerdo o en desacuerdo no es lo importante, sino que esta actitud de diálogo es lo que nos hace reflexionar y seguir buscando. Éste es un libro abierto que puede seguir siendo escrito por cada uno.

## **TALLER No2**

### **PARA REFLEXIONAR**

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

**Objetivo:** Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

**Tarea:** Reflexionar y tomar decisiones de forma individual y en equipo.

#### **I. Trabajo individual**

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?
2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?
3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

#### **II. Puesta en común con el equipo docente con el grupo de práctica**

1. Análisis de las cuestiones anteriores.
2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.

## Reflections of the pre-service teacher.

<b>Reflection #1</b>
<p>El ejercicio docente cada día se hace más complejo para nosotros los practicantes. Por primera vez, he tenido la experiencia de estar en los zapatos de un profesor y me he dado cuenta que no es para nada fácil serlo. Durante la primera semana pude dar algunas clases y en las cuales pude conocer a los estudiantes en su totalidad, distinguiendo su personalidad y conocimientos en el área de inglés. Los estudiantes presentan un bajo nivel en Inglés como lo pude notar en la socialización de un examen diagnóstico hecho durante la clase, además de esto no se les nota interés por aprender el idioma, debido a esto me siento comprometida a implementar mi estrategia propuesta con eficacia y eficiencia.</p> <p>Desde mi experiencia en trabajo social y práctica integral, me siento más cómoda enseñando a los estudiantes de bachillerato o adolescentes en lugar de niños, encuentro cierta tranquilidad al trabajar con personas “consientes” del aprendizaje y de lo que conlleva (notas, trabajos, recuperaciones). Adquiero más confianza con estudiantes de bachillerato debido a la proximidad de edad, por otro lado, no siento pasión al enseñarle a niños de básica primaria, esta desmotivación se debe principalmente a la indisciplina presentada en todos los salones donde desarrollo mi proyecto del componente de extensión, es un ambiente donde no sé cómo lidiar con los estudiantes porque la mayoría son groseros e indisciplinados, y no puedo desarrollar mi clase como la planeo.</p> <p>En conclusión esta semana ha sido de pros y contras, me siento muy bien enseñando a estudiantes de bachillerato, mientras que con estudiantes de básica primaria es completamente lo contrario. Espero mejorar poco a poco como docente, darme cuenta cuales son mis fortalezas y debilidades ejerciendo esta profesión.</p>
<b>Reflection #2</b>
<p>Hasta el momento ha sido poco el tiempo que he interactuado con los estudiantes debido a las dos semanas de paro en la institución, afortunadamente esos problemas se solucionaron</p>

y las clases se retomaron con normalidad. He tenido dos semanas de interacción con los estudiantes y he aprendido demasiado no sólo de ellos, sino también, de la profesora supervisora. He notado cierta mejoría y mi metodología de enseñanza, pensaba que con los estudiantes de bachillerato sería complicado implementar nuevos modelos pedagógicos y que ellos estaban acostumbrados a una metodología tradicional, por lo que he presenciado, a la profesora le gustan las clases dinámicas y que sean los estudiantes quienes descubran los conocimientos a través de un modelo constructivista. Aunque los conocimientos de los estudiantes de 10° son muy pocos y limitados, la mayoría tiene ganas de aprender y las clases son amenas y muy agradables, además, la relación que he establecido con los estudiantes me permite que las clases no sean aburridas, y ellos al ver una profesora tan joven y se motivan más, como ellos me lo dijeron una vez.

De la profesora he aprendido que muchas veces el trabajo grupal no funciona con ellos, porque los más flojos en el área se aprovechan de los que sí son aplicados y entonces no es un trabajo equilibrado y se aumenta la mediocridad. Es por eso que la mayoría de actividades, quizzes, talleres o tareas los estudiantes las desarrollan individualmente. La profesora supervisora también me ha enseñado que debo calificar todo y tener gran cantidad de notas de los estudiantes para que los padres de familia no tengan la excusa de decir que los estudiantes no hacen nada en clase de inglés o que no se les está enseñando nada. Por otro lado, haciendo referencia a mi experiencia con los estudiantes de primaria, diría que cada vez es peor, he intentado aplicar mi proyecto sobre material audiovisual y ha sido imposible realizar una actividad de audio, principalmente por el desorden de los estudiantes, no respetan a la profesora y a mí mucho menos. He llevado actividades donde ellos puedan interactuar y el desorden que se crea en el salón es incontrolable, por lo que, lastimosamente, las últimas clases he decidido hacer actividades con worksheets ya que es la única manera de tener controlados a los estudiantes. Intentaré mejorar mis metodologías para lograr cumplir los objetivos de mi proyecto de extensión a la comunidad.

### **Reflection #3**

Con cada semana que pasa, realmente siento que mejoro mis métodos de enseñanza y la profesora supervisora se ha convertido en una influencia y guía durante este proceso. Uno llega con grandes expectativas y planes por hacer pero la realidad es completamente diferente y uno se enfrenta a grandes desafíos en el aula de clase, existe una diversidad en cada aula y

cada estudiante tiene diferentes talentos, habilidades, dificultades y problemas con los cuales uno tiene trabajar.

Durante las clases con los estudiantes de bachillerato, la metodología cambia, unas veces tiene un poco del modelo tradicional, pidiéndoles a los estudiantes que escriban lo que uno escribe en el tablero, pero la mayoría de las veces se les pide producción oral o actividades dinámicas para que se les facilite el aprendizaje, y es este tipo de actividades con las que me siento más cómoda enseñando. Me alegra demasiado ver a los estudiantes participando activamente en juegos y sobretodo que pregunten sobre lo que no entiende. El hecho de que ellos sean adolescentes y yo una profesora joven, nos permite crear un ambiente agradable en el salón donde nos podemos divertir sin ofender ni criticar a los demás y entendernos mutuamente. Por otro lado, y a diferencia de mi trabajo con los estudiantes de 10°, en primaria cada clase me siento más frustrada e impotente. Es difícil lidiar con estudiantes groseros, irresponsables e indisciplinados, quienes no se callan durante la clase, quienes pelean todo el tiempo con sus compañeros y no valoran el trabajo y esfuerzo que uno tiene para planear y ejecutar las clases. Es verdad que no todos los estudiantes son así, pero la gran mayoría son irrespetuosos. Cada clase intento llegar con buen actitud y motivación para enseñar, pero 5 o 10 minutos después todo se sale de control. Me considero una persona de carácter fuerte y autoritario, sin embargo, esto no influye ni mejora el ambiente ni el comportamiento de la clase. Esta experiencia con niños de 4° cada vez es peor, he intentado aplicar mi proyecto de material audiovisual y ha sido imposible callar a los estudiantes para que escuchen una canción. La única manera para que ellos trabajen dentro del salón de clase es el modelo tradicional, ponerlos a escribir lo que uno escribe en el tablero, lo cual es lamentable tanto para mí como profesora y para ellos como estudiantes.

No quiero zona pesimista, pero la realidad dentro de la institución no permite que uno realice su labor como lo tiene pensado. Siempre tengo la esperanza de que cada clase se pueda mejorar.

#### **Reflection #4**

Durante esta semana tuve nuevos retos tanto con los estudiantes de primaria como los de bachillerato. Mi labor docente siento que mejora cada vez más y la ayuda y experiencia de mi supervisora me han ayudado a mejorar siendo profesora. Como lo he establecido en algunas otra reflexiones, la profesora es demasiado exigente y le gusta sacar notas de todo lo que los estudiantes hacen en la clase, debido a esto no he tenido mucho tiempo de

interacción con los estudiantes en lo que concierne a explicaciones de temas, sin embargo, en las pocas explicaciones que he hecho, utilizo flashcards, letreros y juegos para que los estudiantes aprendan y he notado que sí aprenden, la participación de los estudiantes es muy alta y eso me motiva mucho más para seguir enseñándoles. Casi todas las clases se saca una nota de algo, ya sea de un taller, un quiz o revisando la tarea, es un trabajo que demanda mucho tiempo para calificar pero que es necesario hacerlo para tener soporte a los estudiantes y a los padres de familia.

Haciendo referencia a mi proyecto pedagógico, he avanzado muy poco con actividades dramáticas dentro de las planeaciones de clase debido a que la profesora supervisora tardó más de un mes para ingresar a la institución y durante este tiempo que he trabajado con ella, el propósito es adelantar a los estudiantes y cumplir los objetivos del área a tiempo; por lo tanto ha sido casi imposible implementar actividades dramáticas en las clases. Sin embargo, un gran trabajo que están haciendo los estudiantes es la personificación de un famoso para ser representada cada lunes, antes de que ellos hagan sus presentaciones frente a sus compañeros, ellos me envían sus monólogos vía Edmodo para que yo se los corrija y les haga sugerencias, afortunadamente todos los estudiantes aprendieron a manejar la plataforma eficazmente y recibieron sus debidas correcciones de mi parte. Por otro lado, 10 estudiantes voluntariamente decidieron colaborar con mi proyecto y quisieron participar en la obra de teatro que se presentará el día del idioma, esos diez estudiantes se convirtieron en mi grupo focal y ya realizaron el primer cuestionario, también por Edmodo y juntos decidimos el cuento que van a dramatizar.

Con respecto a mi proyecto de extensión, me siento intranquila e impotente. Durante las clases de esta semana estuve sola con los estudiantes en el salón de clase debido a que la profesora se encontraba enferma, al comienzo no me pareció que la inasistencia de la profesora afectara mi clase, pero todo lo contrario pasó. El hecho de que la profesora no estuviese en las clases empeora la indisciplina de los estudiantes por lo que no pude dictar las clases en casi ningún curso. Me asombra el irrespeto y la indisciplina de los estudiantes y me molesta que no aprecien el esfuerzo que hago para planear una clase interesante y que se atractiva para ellos y que al final, no me dejen dictar la clase porque sus gritos, sus peleas, sus groserías me lo impiden. Durante cada clase intento llevar canciones, flashcards o realia pero lo que funciona con ellos es la metodología tradicional y es frustrante tener que obligarlos a

copiar todo lo que yo escribo en el tablero. Espero que en próximas ocasiones y con la presencia de la profesora, mi experiencia con los estudiantes de primaria mejore.


### **Reflection #5**

Cada vez el ser docente se convierte en un ejercicio que demanda de mucho tiempo, responsabilidad y disciplina. Durante estas semanas en las que he dado clases, he mejorado en diversos aspectos como la responsabilidad a la hora de entregar notas a estudiantes, y a distribuir bien el tiempo para alcanzar a hacer todos los deberes y cosas planeadas. La profesora supervisora siempre ha sido un gran apoyo y he aprendido bastante de ella, su metodología es dinámica y motiva mucho a los estudiantes, por lo cual yo he seguido sus consejos y sus métodos para que los estudiantes no pierdan esa motivación.


Haciendo referencia a las planeaciones de clase, casi siempre el tiempo planteado para las actividades no sale como el planeado, el tiempo de las clases es insuficiente para desarrollar un tema completo o en algunos casos, el bajo nivel de los estudiantes, no permite que se avance como uno espera y se gasta demasiado tiempo en la realización de explicaciones de temas o ejercicios y que son necesarios para poder continuar con otros contenidos. Debido a que los estudiantes presentan un bajo nivel en el idioma, ha sido limitante desarrollar el proyecto de Drama Activities porque se les pediría a los estudiantes hacer una producción oral y ellos no tienen buenas bases ni conocimientos para realizar un texto o decirlo. Ha sido tedioso tener que explicar tiempos gramaticales básicos como el Verb To Be, presente simples y/o pasados simples a estudiantes de décimo grado, pero de todos modos la mayoría de ellos ha entendido las reglas y formulas gramaticales y ya se les facilita un poco una producción oral o escrita. Otro factor que limita el desarrollo de actividades para promover el habla en inglés es que el trabajo es primordialmente individual ya que la profesora supervisora considera que es mejor promover el trabajo individual y autónomo en estudiantes que están a punto de entrar a una universidad. Es entendible este punto de vista, pero considero que el trabajo grupal y colectivo aporta mucho y más si es en el aprendizaje de una lengua extranjera porque interactuando se pueden adquirir muchos conocimientos. Espero que durante las próximas clases, pueda incluir actividades

donde los estudiantes puedan hacer producciones orales con más frecuencia como role-plays o monólogos y donde puedan interactuar entre ellos y se pueda fortalecer el aprendizaje colectivo.

### Students' grades



**COLEGIO PROVINCIAL SAN JOSÉ**  
SEDE: JOSÉ RAFAEL FARÍA BERMÚDEZ\*



**AÑO LECTIVO 2017**

Grado: 10-05  
TITULAR: ORIOL DAVID ACOSTA COTE

N°	APELLIDOS Y NOMBRES	Formal	Quiz verbs (51-80)	Homework TG & Sentences Quiz	Quiz verbs 81-110	Taller TG continuous tenses	Quiz verbs 111-140	Taller TG Present Simple & Imperative
1.	BONILLA PALENCIA MICHAEL STIVEN	2.5	2.9	3.7	3.0	4.4	4.0	4.0
2.	CACUA PORTILLA YEISON SAMIR	3.6	4.9	5	4.8	4.2	4.6	3.0
3.	CAÑAS SANDOVAL JULIANA MELISSA	3.9	5	5	5	4.8	4.9	5
4.	CARRILLO CRUZ CARLOS FABIAN	3.2	3.6	5	4.0	5	4.1	5
5.	CHAPETA GARCIA DIEGO ARMANDO	2.9	3.1	2.6	3.7	3.3	4.1	4.0
6.	CHAPETA PARADA JUAN SEBASTIAN	2.1	1.0	2.5	1.6	3.5	3.4	4.0
7.	CONTRERAS JAIMES VICTORIA DEL PILAR	3.4	1.8	2.6	2.9	3.2	3.4	4.0
8.	DAZA PEÑA YULIETH KATHERINE	4.3	4.5	2.6	4.9	5	4.9	5
9.	DUQUE ACEVEDO CARLOS FELIPE	2.9	3.1	5	4.1	4.9	4.4	5
10.	FLOREZ GELVEZ JAVIER	3.0	3.1	5	4.8	4.1	4.9	4.0
11.	FLOREZ VERA LIZBETH JULIANA	2.2	1.8	0	3.3	4.7	4.1	3
12.	GONZALEZ VILLAMIZAR JUAN ANDRES	2.7	1.5	2.5	1.8	2.6	4.1	4.0
13.	HERNADEZ CARVAJAL ERIKA CONSUELO	2.8	3.1	0	2.3	2.3	3.2	3.0
14.	HERNADEZ MARTINEZ KEVIN STEVEN	3.8	4.4	5	4.4	5	5	4.5
15.	LARROTA MONCADAKAREN ISLET	2.7	2.8	3.8	4.6	4.1	5	4.0
16.	MEJIA JAIMES DAVID ANTONIO	3.4	3.8	2.6	4.0	4.7	4.3	5
17.	PARADA MANTILLA MONICA ALEXANDRA	2.6	2.0	2.5	2.5	5	4.2	4.0
18.	PEREZ EUGENIO YEFFERSON OSWALDO	1.3	0.6	3.7	1.0	3.8	2.5	4.0
19.	PEREZ MOGOLLON SERGIO ANDRES	2.8	2.1	5	4.3	4.1	3.9	5
20.	RINCON CAICEDO MIGUEL ANGEL	3.8	4.9	5	4.8	3.9	5	5
21.	RINCON RIVERA MARIA ANGELICA	2.7	3.0	3.7	3.1	4.4	4.3	4.0
22.	TORRES CARVAJALMANUEL ANDRES	2.4	2.8	5	2.1	3.5	4.3	4.0
23.	TORRES GAFARO MARIA PAULA	2.6	1.8	0	4.6	1.7	4.5	4.0
24.	TORRES RAMIREZ EDILSON YECID	2.4	1.3	0	3.6	2.9	4.8	2.0
25.	TORRES VERA ADLIN PAOLA	2.7	2.3	5	3.6	3.8	3.9	4.0
26.	VILLAMIZAR VERA OSCAR DANIEL	3.3	3.9	2.6	3.6	4.4	4.5	5
27.	Castellanos Delgado Izabella			2.5		4.1	1.3	2.0
28.								

27-3-17      28-3-17      30-3-17      30-3-17





**COLEGIO PROVINCIAL SAN JOSÉ**  
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**AÑO LECTIVO 2017**

Grado: 10-04

TITULAR: JOSÉ EDUARDO CONTRERAS GÁFARO

N°	APELLIDOS Y NOMBRES	Recombinar 7 notas	Quiz Homework TG. 2 sentencias	Quiz Verbs B1-110	Taller Tg Continuous Trans	Quiz Verbs 111-140	Taller 5 Preguntas Present Simple	Quiz Verbs 141-170
1.	AVILA OJEDA ASLY NAYHARA	3.5	5	4.1	4.2	4.4	4.0	3.8
2.	BARROSO MORENO GINETH FERNANDA	2.4	5	2.3	3.6	4.2	3.0	2.3
3.	BERMUDEZ USMA SERGIO ALEJANDRO	1.9	5	4.8	3.8	5	1.0	2.8
4.	BOHADA GARAY DIEGO ANDRES	3.6	2.5	4.0	4.5	4.6	4.0	2.5
5.	CARRILLO RIVERA BRAYAN ALEXIS	1.9	0	3.9	4.4	3.6	4.0	2.5
6.	CHAPETA GARCIA DIKSON FERNEY	2.4	0	4.6	4.7	4.9	4.0	3.8
7.	CONTRERAS VILLAMIZAR LIZBETH LUCERO	4.4	5	5	4.8	5	5	5
8.	GAFARO PARADA ANDREA YULIANA	1.2	0	1.8	3.8	3.5	0	1.6
9.	HERNANDEZ OJEDA GABRIELA ALEJANDRA	1.3	5	1.7	4.7	3.9	4.0	2.1
10.	JAIMES ARREDONDO ANGIE JULIANA	2.6	5	4.8	4.7	5	5	5
11.	JAIMES VERA YESSICA ALEJANDRA	2.7	5	2.8	2.4	4.1	3.5	2.0
12.	LEAL GONZALEZ FRANDY DANOVIS	1.5	5	2.3	3.0	3.9	5	2.0
13.	MEDINA DUQUE MARLIN SUGEY	0.8	2.5	0.6	2.6	2.8	3.0	1.0
14.	MENDOZA MADRIGAL WILLIAM FERNEY	3.3	5	3.2	4.5	4.4	5	3.5
15.	MOGOLLON VERA NEYLA ROCIO	2.5	0	1.5	2.7	3.3	3.0	2.0
16.	MUÑOZ JIMENEZ EMMA NATALIA	3.5	2.5	4.7	5	5	4.5	5
17.	OCHOA JAIMES KLAUSS	1.3	2.5	1.6	2.3	2.6	0	1.1
18.	ORTIZ ACEVEDO DAVID ENRIQUE	2.0	2.5	4.6	3.9	4.8	2.5	4.8
19.	PARADA JAIMES KAROL MICHELLE	1.8	5	1.6	3.2	3.4	3.0	2.5
20.	PEÑA MALDONADO MARIA DANIELLA	4.1	5	4.5	5	4.9	5	3.6
21.	PULIDO SIERRA DANIELA VALENTINA	1.1	2.5	1.1	3.5	1.5	4	1.6
22.	QUINTANA RAMIREZ LISBET MARBEYA	1.9	2.5	1.6	5	4.6	3.0	1.3
23.	ROJAS MARIÑO CRISTIAN CAMILO	2.1	5	2.9	4.7	4.9	5	3.8
24.	VELASQUEZ RODRIGUEZ CRISTIAN OSWALDO	0.9	0	1.0	1.7	1.1	4.0	1.6
25.	VERA GARCIA BRAYAN ALBERTO	2.2	2.5	4.1	4.4	4.4	4.0	2.6
26.	VILLAMIZAR VERGARA DIANA MARCELA	2.6	5	3.5	3.2	4.3	5	2.8
27.	Vega Joya Franycell Alexander		5	0 <sup>sin tg</sup>	4.7	4.0	1.0	1.3
28.								

29-3-17

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6-4-17

20-4-17



**COLEGIO PROVINCIAL SAN JOSÉ**  
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**AÑO LECTIVO 2017**

**Grado: 10-06**  
**TITULAR: RAMON PORTILLA**

N°	APELLIDOS Y NOMBRES	Promedio	Homework T.O./quiz 2 sentencias	Quiz Verbs 81-110	Taller T.O. Continuous tenses.	Quiz Verbs 111-140	Taller T.O. Present simple 5 sentencias	Taller Past simple semana santa	Tarea present simple Semana Santa
1.	ANTOLINEZ FLOREZ LICED CARINA	3.2 ✓	5.0	3.1	3.2	4.3	3.0	3.7	1.0
2.	BARAJAS SANTAFE HENRY BREYNER	3.6 ✓	5.0	3.6	3.6	3.5	3.0	2.7	1.5
3.	BERNAL PICO JUAN DAVID	1.9	0	0.8	3.2	3.1	0	0	0
4.	CARRILLO SANTOS CAMILO ALEXIS								
5.	CELI SOLER JASMIN INDIRA	4.7 ✓	2.6	4.6	5	4.6	4.5	0	5.0
6.	CELIS ARAQUE OSMAR EDUARDO	2.8	0	4.6	0 <sup>N.P.</sup>	4.5	0 <sup>N.P.</sup>	0.7	0.6
7.	CONTRERAS BECERRA JONHER STEVEN	3.5 ✓	2.5	4.8	2.3	4.5	2.0	1.2	2.3
8.	DAZA CAÑAS BRIAN ORLANDO	3.4 ✓	2.5	4.6	3.2	3.6	4.5	0	2.8
9.	FLOREZ JAIMES KAROL LISSETH	4.2 ✓	5.0	2.4	4.5	4.3	5	0	0
10.	FLOREZ RICO CARLOS SANTIAGO	3.1 ✓	5.0	1.3	4.7	2.8	4.0	1.0	0.6
11.	GELVEZ ALVARADO ANGELO JOSE	2.0	2.5	2.8	1.4	3.6	4.0	3.2	0
12.	GELVEZ TORRES MYRIAM YURITZA	2.9	2.5	2.5	3.0	2.8	4.0	1.0	3.6
13.	HURTADO HERNANDEZ LUIS HENRIQUE	2.9	0	3.0	2.6	3.6	2.0	4.5	4.8
14.	JAIMES BASTOS SEBASTIAN CAMILO	2.2	2.5	4.1	4.2	3.6	3.0	2.7	0.6
15.	JAIMES MUÑOZ ANDRES FELIPE	2.5	0	4.1	1.4	4.3	0.5	0	0
16.	LIZCANO SERRANO DIEGO ALEJANDRO								
17.	MANJARREZ GALLEGUO CRISTIAN GEOVANNY	3.5 ✓	0.1	4.6	3.6	4.3	5	4.2	1.9
18.	MONTOYA ANTOLINEZ MICHELLE VANESSA	3.3 ✓	2.6	4.7	2.9	4.5	2.0	3.5	0.8
19.	MORA GUTIERREZ ANDRES FELIPE	3.3 ✓	5.0	3.2	4.8	4.1	2.0	0	0
20.	PARADA RAMIREZ JIBSOM CALEB	3.5 ✓	5.0	4.6	5	4.3	3.0	1.2	1.7
21.	PEREZ FLOREZ MAYKON ANDRES	1.9	0	1.0	1.1	1.1	1.0	1.5	2.6
22.	ROJAS GONZALEZ EDINSON ANTONIO	3.1 ✓	0	2.9	4.2	4.0	5	2.5	1.7
23.	RUEDA SILVA JHON FREDY	1.4	5.0	1.5	2.6	3.0	0	0	0
24.	SANTOS GAMBOA EDWIN SANTIAGO								
25.	SERRANO LIZCANO DIEGO ALEJANDRO	2.4	0	2.1	1.7	3.0	4.0	2.5	5.0
26.	URBINA RODRIGUEZ ANDRES CAMILO	4.3 ✓	5.0	4.7	5	4.5	4.5	4.5	4.6
27.	VALENCIA URBINA EZEQUIEL JOSE	3.6 ✓	2.5	1.8	3.9	4.0	5	0	0
28.	VERA VILLAMIZAR YOCELIN ALEXANDRA	1.8	0	2.0	1.7	2.6	1.0	0	0
29.	VILLAMIZAR CARVAJAL JIMMY SLEYDER	2.3	5.0	2.8	2.0	3.1	2.0	3.2	0
30.									

3-4-17  
3-4-17  
5-4-17  
6-4-17  
17-4-17  
17-4-17

## Plannings

	<b>COLEGIO PROVINCIAL SAN JOSE</b> PAMPLONA HONOR, CIENCIA Y VIRTUD		
	<b>PLANEACIÓN DE CLASE</b>		
	<b>Lesson 1</b>		

<b>AREA:</b>				<b>ASIGNATURA</b>	English
<b>TEMA:</b>	Tag Questions	<b>FECHA</b>			<b>GRADO:</b> 10
<b>PROPÓSITO (S) DE APRENDIZAJE</b>	At the end of the lesson, students will know what tag questions are and they will be able to write and understand sentences with tag questions using the continuous tenses.				

EXPERIENCIAS DE APRENDIZAJE		
<b>INITIATION</b>		
<ul style="list-style-type: none"> <li>Before starting the class, students will be asked to pray the Lord's Prayer and the Hail Mary.</li> </ul>		
<b>EXPLANATION OF THE TOPIC</b>		
<ul style="list-style-type: none"> <li>For this class, students will learn the use of tag questions with the present continuous and past continuous tenses.</li> <li>The teacher will make the explanation of the topic by asking students for the verb To Be in present and then in past, after students have remembered the grammar structure of the tenses, the teacher will teach them Tag Questions by giving some examples (affirmative and negative sentences and how they change) to ease the learning.</li> </ul>		
	<b>PRESENT CONTNUOUS</b>	<b>PAST CONTINUOUS</b>
+	<ul style="list-style-type: none"> <li>➤ It's a beautiful day, isn't it?</li> <li>➤ Martha is angry, isn't she?</li> <li>➤ You are really tired, aren't you?</li> <li>➤ I'm late, aren't I?</li> <li>➤ We are not driving home, are we?</li> <li>➤ He is eating too much, isn't he?</li> </ul>	<ul style="list-style-type: none"> <li>➤ You were really hungry, weren't you?</li> <li>➤ You were studying at 6, weren't you?</li> <li>➤ She was traveling to Bogotá, wasn't she?</li> <li>➤ My parents were cooking the dinner, weren't they?</li> </ul>

-	<ul style="list-style-type: none"> <li>➤ You aren't coming, are you?</li> <li>➤ Pedro isn't flying now, is he?</li> <li>➤ The babies aren't crying, are they?</li> <li>➤ My cat isn't playing with a ball, is it?</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wasn't driving too fast, was I?</li> <li>➤ You weren't studying at 6, were you?</li> <li>➤ She wasn't feeling terrible, was she?</li> <li>➤ The mouse wasn't walking around the house, was it?</li> </ul>
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**ACTIVITIES**

- In order to promote autonomous learning, students will be asked to write two sentences (one in past continuous and the other one in present continuous); the teacher will be aware of their questions and doubts while writing them.
- After they have written the sentences, students will play “the spider web” game which consist of a ball of wool and the first students will throw the ball to another classmate, the first student will say the sentence in present continuous and the student who catch the ball will complete the sentence with the correct way of Tag question, and so on; after all students have participated, the “spider web” should be unraveled, to do so, students will now say the sentence they wrote in past continuous and the other one will complete it with the Tag question.



Example of the spider web game.

**HOMEWORK**

In order for them to reinforce what they learn in the class, students will be asked to write sentences using continuous tenses and including Tag Questions. There will be a short quiz to evaluate the homework in order to check if they did it or not.

**EVALUATION**

To finish this topic, students, individual will answer a written work related to what they have learned.

**EVIDENCIAS DE APRENDIZAJE**

--

**Tag Questions (continuous tenses)**

• **Choose the correct answer.**

1. He is sleeping on the sofa, \_\_\_\_\_
  - a. isn't he?
  - b. was not he?
  - c. he isn't?
  - d. isn't she?
2. My parents were driving home, \_\_\_\_\_
  - a. aren't they?
  - b. weren't they?
  - c. they weren't?
  - d. aren't my parents?
3. Claudia wasn't so tired yesterday,  
\_\_\_\_\_
  - a. isn't she?
  - b. she is not?
  - c. wasn't she?
  - d. was she?
4. You were playing video games,  
\_\_\_\_\_
  - a. weren't you?
  - b. aren't you?
  - c. isn't you?
  - d. you aren't?
5. We are not eating spaghetti, \_\_\_\_\_
  - a. isn't we?
  - b. are we?
  - c. we are?
  - d. aren't we?

- **Complete the blank spaces. And translate the sentences**

6. I am late, \_\_\_\_\_?

\_\_\_\_\_

7. \_\_\_\_\_ listening to music, wasn't she?

\_\_\_\_\_

8. Laura and Julian are not in the classroom, \_\_\_\_\_?

\_\_\_\_\_

9. The baby is crying, \_\_\_\_\_?

\_\_\_\_\_

10. \_\_\_\_\_ walking in the park, were you?

\_\_\_\_\_

- **Write two sentences and the Tag Question for each. (1 in present continuous -1 in past continuous)**

➤ \_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_

### Quiz about homework

- **Complete the blank spaces.**

1. She is thinking about you, \_\_\_\_\_?

2. \_\_\_\_\_, weren't you?

	<b>COLEGIO PROVINCIAL SAN JOSE</b>		
	PAMPLONA HONOR, CIENCIA Y VIRTUD		
	<b>PLANEACIÓN DE CLASE</b>		
	Lesson 1		

AREA:				ASIGNATURA	English
TEMA:	Tag Questions, future tenses	FECHA		GRADO:	10°
PROPÓSITO (S) DE APRENDIZAJE	At the end of the lesson, students will know how and when to use be going to or will and to use Tag question taking into account the future tenses.				

EXPERIENCIAS DE APRENDIZAJE
<p><b>INITIATION</b></p> <ul style="list-style-type: none"> <li>Before starting the class, students will be asked to pray the Lord's Prayer and the Hail Mary.</li> </ul> <p><b>EXPLANATION OF THE TOPIC</b></p> <ul style="list-style-type: none"> <li>For this class, students will reinforce the future tenses (be going to, will) and they will learn how to use Tag questions with these tenses.</li> </ul> <p>A video will be shown and students should be attentive to the explanation given in the video and should be ready for some questions related to the video : <a href="https://www.youtube.com/watch?v=nJX7QKFexoA">https://www.youtube.com/watch?v=nJX7QKFexoA</a></p> <p>From the video, students will know the differences between Be going to and Will. The teacher will write the differences on the boards with some examples, and the Tag question for each, to let the topic clear.</p> <p><b>ACTIVITIES</b></p> <p>To each student will be given a verb and the students will create a sentence in future taking into account the verb and the future tense that suits the best. Each student will say the sentence and the students next to him/her will say the Tag question of the sentence of the classmate.</p> <p><b>EVALUATION</b></p> <p>To verify if students have learned the topic, a short written quiz about future tenses and Tag Questions will be applied to students.</p>

## HOMEWORK

To let the topic finished, students will develop certain exercises found in the student book "Let's 9º" the page 93 the exercises A and B.

## EVIDENCIAS DE APRENDIZAJE

## EVALUATION



Colegio Provincial San José  
Sede José Rafael Faria Bermúdez  
English Class  
Pamplona, 2017

Name: \_\_\_\_\_  
Date: \_\_\_\_\_ Course: \_\_\_\_\_

### Future tenses and Tag Questions

- Listen and write the five sentences and include the tag question.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



- Match the sentence with the correct Tag question.

- Write two sentences, using will and be going to, include the tag question.

6. \_\_\_\_\_
7. \_\_\_\_\_

8. Their parents will help you,	( ) is she?
9. Lucia is not going to travel to Egypt on vacation,	( ) aren't they?
10. The cat is going to throw up,	( ) will he?
11. He won't drink a coffee,	( ) won't they?
12. My teachers are going to celebrate my birthday	( ) isn't it?



	<b>COLEGIO PROVINCIAL SAN JOSE</b>		
	PAMPLONA HONOR, CIENCIA Y VIRTUD		
	<b>PLANEACIÓN DE CLASE</b>		
	Lesson 1		

AREA:				ASIGNATURA	English
TEMA:	Tag Questions	FECHA		GRADO:	10
PROPÓSITO (S) DE APRENDIZAJE	At the end of the lesson, students will know what tag questions are and they will be able to write and understand sentences with tag questions using the continuous tenses.				

EXPERIENCIAS DE APRENDIZAJE
<p><b>INITIATION</b></p> <ul style="list-style-type: none"> <li>Before starting the class, students will be asked to pray the Lord's Prayer and the Hail Mary.</li> </ul> <p><b>EXPLANATION OF THE TOPIC</b></p> <ul style="list-style-type: none"> <li>For this class, students will learn vocabulary related to phrasal verbs.</li> <li><a href="https://www.youtube.com/watch?v=F1liH0laau4">https://www.youtube.com/watch?v=F1liH0laau4</a> A video will be shown to students in which it is explain what phrasal verbs are and how to use them. From the video, some questions will be asked to students and they will say which phrasal verbs they listened and watched from the video.</li> <li>Then, students will write those verbs on their notebook in order to learn them for the evaluation.</li> </ul> <p><b>ACTIVITY</b></p> <ul style="list-style-type: none"> <li>A worksheet with a wordsearch in it will be given to each student, they will have to find 20 phrasal verbs and they will search in a dictionary their meaning. The one who finish first and has everything correct, will win some points.</li> </ul> <p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>For evaluation phrasal verbs, students will work individually, they will play bingo. Each student will have a sheet with a Bingo board; most of them will be different. The teacher will say the phrasal verbs in Spanish and students will look for them in English on their sheets. There will be points for those students who win and those point will define their grade. The game will be played in diverse forms (L,X, O or the complete board.)</li> </ul>
EVIDENCIAS DE APRENDIZAJE

## EXPLANATION

Verbs that will be taught:

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. Ask out    | 11. Figure out | 24. Put on      |
| 2. Ask around | 12. Find out   | 25. Pick up     |
| 3. Blow up    | 13. Get back   | 26. Take off    |
| 4. Break down | 14. Get over   | 27. Let down    |
| 5. Break up   | 15. Look after | 28. Hold up     |
| 6. Call back  | 16. Look at    | 29. Back down   |
| 7. Calm down  | 17. Pass away  | 30. Show up     |
| 8. Check in   | 18. Run away   | 31. Put up with |
| 9. Cheer up   | 19. Take off   | 32. Sit down    |
| 10. Do over   | 20. Work out   | 33. Back up     |
|               | 21. Come back  | 34. Stay down   |
|               | 22. Make up    |                 |
|               | 23. Catch up   |                 |

**ACTIVITY**



Colegio Provincial San José. Sede José Rafael Faria Bermúdez  
English Class . Pamplona, 2017

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

**PHRASAL VERBS WORDSEARCH**

- Look for twenty phrasal verbs and write their meaning.

x	c	a	s	k	o	u	t	l	k	u	i	j	w	a	f	f	h	t	e	w	i	j	p	c
a	d	e	g	t	h	y	h	j	u	i	w	t	a	k	o	o	l	j	n	h	s	d	a	p
r	g	y	h	j	o	q	d	f	r	y	n	b	c	x	c	v	z	f	q	g	o	l	i	k
r	a	w	e	d	r	h	a	e	q	d	r	g	h	j	u	m	b	i	t	d	l	w	i	o
u	w	e	a	f	e	q	s	h	o	t	a	k	e	o	f	f	r	i	b	b	o	b	z	c
n	g	i	d	i	h	p	k	w	l	i	o	n	c	t	c	d	e	p	a	l	o	m	h	j
a	s	w	d	g	i	o	a	l	h	t	q	e	k	i	o	g	a	c	d	b	k	n	i	g
w	u	j	i	u	k	w	r	a	d	s	d	f	i	i	n	d	k	s	a	o	a	p	y	e
a	p	h	d	r	b	l	o	w	u	p	s	a	n	p	a	w	d	x	z	c	f	f	y	t
y	u	l	i	e	d	s	u	b	e	q	q	r	t	g	u	i	o	h	j	p	t	o	u	o
i	r	p	l	o	w	a	n	s	e	w	r	o	t	e	m	e	w	o	n	i	e	s	r	v
j	e	i	d	u	a	e	d	i	l	l	n	e	w	q	a	s	n	s	h	n	r	k	i	e
k	e	r	a	t	i	s	e	i	n	t	h	e	c	o	u	n	f	e	r	s	i	c	e	r
l	h	d	e	i	t	p	a	s	s	a	w	a	y	c	o	n	g	e	s	i	o	a	n	j
i	c	p	o	l	a	w	d	f	h	y	i	k	o	l	d	o	o	v	e	r	s	b	a	r
o	l	s	t	e	n	g	i	m	i	g	d	s	r	n	a	o	u	y	z	x	b	t	x	c
q	p	a	d	o	a	i	b	r	e	a	k	u	p	s	w	y	h	l	i	o	p	e	n	d
w	o	r	k	o	u	t	i	n	t	h	a	m	i	d	l	e	o	f	n	a	g	i	h	
a	o	l	w	q	y	h	e	c	j	o	n	w	o	d	m	l	a	c	o	n	j	l	d	w
d	s	f	i	n	d	o	u	t	t	h	e	o	l	w	r	p	o	k	l	s	w	i	n	j

1. Ask out
2. Ask around
3. Blow up
4. Break down
5. Break up
6. Call back
7. Calm down
8. Check in
9. Cheer up
10. Do over
11. Figure out
12. Find out
13. Get back
14. Get over
15. Look after
16. Look at
17. Pass away
18. Run away
19. Take off
20. Work out

**EVALUATION:** This is an example of a bingo board given to one student.



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**PHRASAL VERBS**

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Call back	Let down	Look at	Catch up	Calm down
Make up	Put on	Find out	Get over	Do over
Pick up	Hold up	<b>FREE SPACE!</b>	Cheer up	Look after
Stay down	Get back	Check in	Figure out	Sit down
Put up with	Back up	Ask out	Ask around	Take off







