Using Physical Drama Techniques for Reinforcing Oral Interaction in 9th grade Students at Rafael Faria Bermudez High School

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Education Faculty

Foreign Languages Program

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Acceptance Note

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General presentation of the project

This project is divided into four chapters; the first one is about the Pedagogical Component, in which drama techniques are presented as a tool to help students to reinforce their oral interaction and confidence in the target language. The second chapter is based on the Research Component, and focuses on pre-service teacher's reflection in teaching and the application of a pedagogical proposal throughout the process of being teacher-student. The third chapter manages the Outreach Component, which describes the way pre-service teachers help high school students from the same Institution during an online tutoring service. Finally, the Administrative Component, describes the level of involvement and responsibilities the pre-service teacher has as a member of the institution during the practicum period, as an evidence that he is not only part of the teaching-learning process, but also of a community.

Introduction

English is one of the most important languages everyone needs to know to be able to communicate in a competitive and globalized world. Due to the previous cause the National Government in the program of bilingualism "Colombia Very Well" affirms and enhances the management implementation of a foreign language as an ability that empowers natives and foreign citizens to acquire knowledge, increase by the way possibilities to know other cultures and to be more competitive. In order to achieve Government expectations at schools, it is important to take into account that the four communicative skills (listening, speaking, reading and writing) must be promoted transversally. However, most of teachers are just interested in working on reading and writing skills, excluding the others. Probably because specially those last ones are not evaluated in the national Saber test. Nevertheless, the speaking and listening skills are considered no less important, but vital for the main

protagonist of the learning process, the learners. Because it is not enough to learn to read and write; a person also needs to learn how to talk like the one who comprehend the sense of the written word (Wagner, 2002, p.3).

In addition, some tools have been employed to encourage students to learn English, among those tools, drama has been considered to help students to get confidence at talking, because when putting it into practice learners can interact in a more mature manner as well as to use the language than they could otherwise. Learners communicate the knowledge they have constructed in gestures, in spoken words, drawings, and, lastly, in written language. They are actively learning when they are pressured to find answers on their own (Wagner, 2002, p.8-9).

Consequently, drama techniques are proposed to help to develop and to reinforce 9th grade students' oral interaction at Rafael Faria school, to growth their self-confidence and to engage them in a non-traditional learning process.

Justification

Some problematics can appear among students when learning a foreign language such as the improvement of the oral skills, because most of the time the process center is the written understanding and written production. So, pre-service teachers help different schools to overcome those problems through the elaboration of pedagogical projects identifying the best way of doing it. Thus, this project will help students to talk in the target language as well as to become aware of the different contexts they can face at the moment of using the language in real life; as the main objective of teaching English at school is to help students to be prepared for their future.

This project is intended to have a positive contribution in students' learning process because it involves putting into practice different activities they possibly don't know as a way

to put apart the ordinary classroom and to immerse students in simulated scenarios in which they will have the opportunity to talk and to use their imagination, their feelings and talents to contribute to their own knowledge.

Objectives

General Objective

- To use physical drama techniques for reinforcing 9th grade students spoken interaction speaking skills at Rafael Faria high school.

Specific Objectives

- To use drama techniques for increasing students' confidence and understanding at interacting in English.

- To implement reflection as a tool to transform internal pedagogical processes of the practicum based on international researches to achieve the national government expectations.

- To detect and dodge students' deficiencies and weaknesses in English through the creation of interactive virtual spaces for supplementary activities.

Institutional Observation

Topographical location

The building is located in the downtown of the city, at 8th career next to (Centrales Eléctricas de Norte de Santander) CENS near the river Pamplonita, in Pamplona, North of Santander, Colombia. It serves its students following a type A agenda, which goes in the morning from 7 a.m. to 1 p.m. Furthermore, it provides education to more than 400 students in high school grades from sixth to eleventh.

Educational authorities

"San José Provincial" High School is recognized as one of the greatest institutions locally and nationally. Thanks to the management of the principal Mr. José Alirio Montañez who is really engaged with his educational role. In addition, the coordinator, the teachers, and the student's representative are in charge of the students' academic and disciplinary necessities. Moreover, the directive council, the academic council and the parents' association conform part of the associations inside the school that protect students' rights.

Institutional Educational project (PEI)

The institutional educational project at San José Provincial is divided into four components. The conceptual, administrative, pedagogical and the out-reach component. However, this examination is centered on the aspects related to teaching and learning. Moreover, the mission and visions are seen as the guidelines of the school's achievements to form integral students.

Mission

The institution San José Provincial officially guarantees the educational service in Preschool, primary and secondary grades, with the purpose of forming integral and competitive beings,

with research spirit and peaceful citizens into a pluralized and constant changing society, respectful of human rights, the individual freedom and human dignity proper values, based on santanderinos and lasallistas principles: Honor, science and virtue.

Vision

In 2020, The institution San José Provincial will be still recognized by offering a qualified educational service, based on the humanistic and pluralistic principles in harmonious coexistence and in the permanent actualization of its pedagogical and research practicum, in response to the actual challenges, the environmental requirements and the peace construction.

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.

- To educate for life, understood as an open project that pretends to satisfy basic and superior human being necessities.

- The development of the sense of belonging on the managers, teachers, students and parents' sides about the whole academic interaction processes not only in the local, regional but the national own identity.

- The development of intelligence through scientific, communicative, recreative, artistic and research activities.

- Family as a vital core of the society and first educators, linked and committed to new generations' process basically enhancing moral manners.

- Technology as an instrument of serving 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 accessing to better opportunities in a globalized world.

- Research as a pedagogical strategy that enables knowledge construction via the formulation and execution of pertinent projects that impact educational community.

Institutional objectives

General objective

- To integrally form students, facilitating their human, scientific and technological development.

Specific objectives

- To impart a solid formation that allows students to reach higher educational levels, as his/her incorporation in a society as an effective agent of change.

- To foster moral values by stimulating the development of the socio-affective procedures.

- To evidence conflicts resolution indoors respecting individual differences and plurality as elements of peace construction.

- To develop communicative competences by the appropriate use of new technologies and the respective research practices.

- To preserve the physical and mental health by the rational use of free time.

- To instill respect, adequate use of the environment and its preservation as a common heritage.

- To promote the research practice focused on the different fields as a teaching strategy to provide the development of the knowledge based on the ICTs.

- To offer transversal dynamism to pedagogical projects defined by the common education law linked to the condition of the institutional context.

Community handbook

Provincial San José High school focuses on the purpose of educating integral human beings. Quality, excellence and warmth were values taken into account to construct the community handbook. From there, some principles of coexistence are recognized to better implement classes and free spaces of learning among students without having any disrespectful experience in the scholar year. Rules, duties and faults are both established for teachers and students to correctly develop learning procedures inside and outside the classrooms. For instance, faults are divided into three sections, each one of them have a protocol to follow in case some student commit them, and their respective reprimand if necessary. Additionally, the community handbook protects students and teachers from any attempt of bullying or disrespect against them or the community itself.

Physical distribution

Jose Rafael Faria high school building is structured by three stages. On the first one, we find the coordinator's room, orientation's room and a cafeteria; on the left side, there is a multipurpose room, 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 sixth and seventh grade classrooms. In the middle of the first stage, there is a playing field where students can play soccer, volleyball and basketball. In the second floor, bathrooms, the bilingual classroom, teachers' meeting room and some laboratories are located for the student's and teacher's better distribution of space. In the third floor, the rest of the classrooms for eighth, ninth,

tenth and eleventh grade are ordered by scale. In addition, there are two more laboratories: a laboratory for chemistry and another for physics, in the same third floor.

Organigram

Provincial San José High school is organized by the basis of three main elements comprised of "Consejo directivo, Consejo académico, rectoria" as the highest authorities, followed by coordinators, teachers, parents as other sub-categories formed by secretaries, students, administrative staff and others.
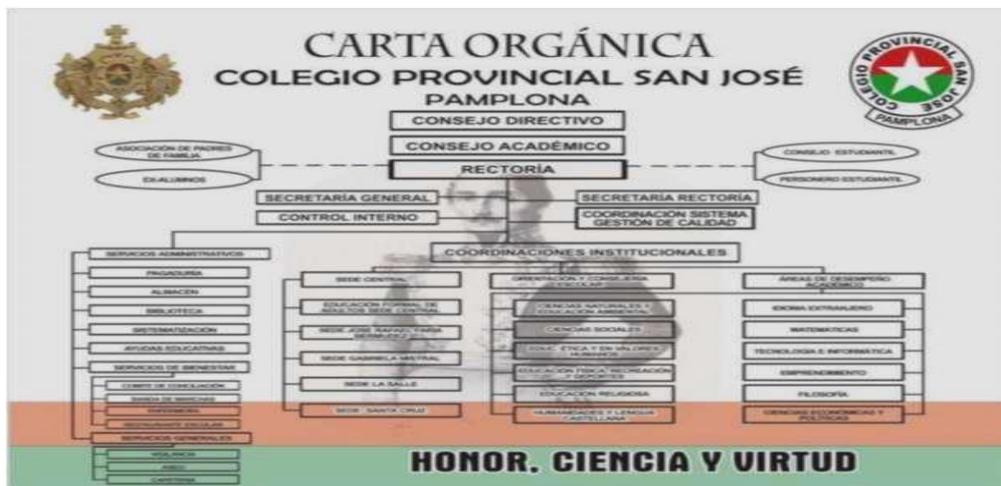
Figure 1. Organization Chart

Scholar agenda

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES
Mayo 2019

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
			1 DIA DEL TRABAJO	2	3 EUCARISTÍA ORGANIZA 5º DE LAS SEDES LA SALLE Y SANTA CRUZ.	4
5	6 DIA SANTANDERINO, ORGANIZA ÁREA DE CIENCIAS SOCIALES	7 ENTREGA DE BOLETINES DE BÁSICA PRIMARA, REUNIÓN DE COMITES DE RESTAURANTE ESCOLAR PAE	8 ENTREGA DE BOLETINES DE BASICA SECUNDARIA	9	10	11
12 EUCARISTIA SEDES SALLE Y SANTA CRUZ, ORGANIZA 4º	13	14	15 DIA DEL MAESTRO, DIA DEL ADMINISTRATIVO	16	17 IZADA DE BANDERA PRIMARIA ORGANIZA 3º SEDE MISTRAL	18 INTEGRACIÓN PADRES DE FAMILIA; RESPONSABLE ORIENTACIÓN Y GESTIÓN COMUNITARIA, COMITÉ DE RIESGOS
19	20	21 CIRCUITO	22 REUNIÓN DEL	23	24 IZADA DE BANDERA	25
26	27	28	29	30	31 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN	

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES
Junio 2019

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
						1
2	3	4 REUNIÓN CONSEJO DIRECTIVO Y CONSEJO DE PADRES DE FAMILIA, REUNIÓN COMITÉS DE RESTAURANTE ESCOLAR PAE.	5 CONSEJO ACADÉMICO	6 CIRCUITO POLIMOTOR, GRADOS TERCERO	7 EUCARISTÍA SEDE CENTRAL, ORGANIZA 8º Y 9º.	8
9	10	11	12 ATENCIÓN A PADRES DE FAMILIA.	13	14 SALIDA ESTUDIANTES Y DOCENTES A VACACIONES. BANQUETE DE AMOR AL COLEGIO	15
16	17 RECESO ESTUDIANTIL MITAD DE AÑO	18 RECESO ESTUDIANTIL MITAD DE AÑO	19 RECESO ESTUDIANTIL MITAD DE AÑO	20 RECESO ESTUDIANTIL MITAD DE AÑO	21 RECESO ESTUDIANTIL MITAD DE AÑO	22
23	24 RECESO ESTUDIANTIL MITAD DE AÑO	25 RECESO ESTUDIANTIL MITAD DE AÑO	26 RECESO ESTUDIANTIL MITAD DE AÑO	27 RECESO ESTUDIANTIL MITAD DE AÑO	28 RECESO ESTUDIANTIL MITAD DE AÑO	29

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
	1 RECESO ESTUDIANTIL MITAD DE AÑO	2 RECESO ESTUDIANTIL MITAD DE AÑO	3 RECESO ESTUDIANTIL MITAD DE AÑO	4 RECESO ESTUDIANTIL MITAD DE AÑO	5 RECESO ESTUDIANTIL MITAD DE AÑO	6
7	8 REGRESO DE VACACIONES ESCOLARES	9 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN. REUNIÓN DEL COMITÉ DE CONVIVENCIA ESCOLAR.	10	11 REUNIÓN DEL COMITÉ DE CALIDAD.	12	13
14 EUCARISTÍA SEDE CENTRAL, ORGANIZA 10º, 11º.	15	16	17 CIRCUITO POLIMOTOR, GRADOS 4º.	18	19 IZADA BANDERA PRIMARIA ORGANIZA 2º SEDE MISTRAL, IZADA DE BANDERA BACHILLERATO, ORGANIZA 7º.	20 DIA DE LA
21	22	23	24 ESCUELA DE PADRES	25 REUNIÓN DE CONSEJO DE PADRES DE FAMILIA, REUNIÓN COMITÉS DE RESTAURANTE ESCOLAR PAE	26 ENTREGA DE LIBROS REGLAMENTARIOS A COORDINACIÓN. IZADA DE BANDERA PRIMARIA ORGANIZA 2º SEDE LA SALLE.	27
28	29 REUNIÓN DE CONSEJO DE ESTUDIANTES	30 REUNIÓN CONSEJO DIRECTIVO.	31			

Figure 2. Second Period Academic Calendar

Teacher's Schedule

Figure 3. Supervisor's academic schedule

Pedagogical aspects

There is an English classroom at the Jose Rafael Faria Bermudez headquarter, it counts with less than 15 English Spanish dictionaries, a T.V, a D.V.D and a projector that are currently used by the teacher. The school also counts with more than 30 computers that aren't implemented in any class, due to the lack of internet connection. Planning follows a physical and antique structured version designed by the school.

Chapter I: Pedagogical Component

Introduction

Nowadays, speaking English constitutes a key aspect for learners' interaction, in that sense it has become necessary for teachers to find out extra strategies to encourage students' interest for learning the target language. Regarding the communicative approach; focused on second language teaching that emphasizes the goal of language learning is communicative competence (Richards & Smidt, 2002).

It includes the basic units of language structure and the nature of language proficiency. It also considers the psycholinguistic and cognitive processes involved in language learning and the conditions that allow for effective learning to take place (Yee, 1990, p.1). In this case, the oral interaction will be reinforced in order to permit students to express themselves orally in a confident way as if they were immersed in a real context, due to oral skill is one of the most challenged to work with according to the (Common European Framework of Reference) CEFR standards. Due to learners are taught structures and writing during their process, so, they are not use to communicate in the oral language or to interact, with English as an end not a mean.

Considering the importance of the speaking skill, this project aims at reinforcing the students' oral interaction through the implementation of drama techniques that offer a wide range of opportunities to students to talk, to acquire confidence and to interact in simulated real contexts. It is not enough for students to hear the target language; they need to talk themselves (Wagner, 2004, p.1). Drama is a tool that permit students to talk leading them to make an effort, by employing a huge variety of language structures and functions, in order to have a successful communication (Torrico, 2015, p. 5).

Statement of the problem

Sometimes, teachers are just centered in English structures and translation, putting apart the oral production and comprehension. That is the case of the school where this project will be carried out. Even though the educator promotes learners' participation and uses of different materials as a projector, some dynamics, colors and exercises for arising students' motivation. It is important to highlight that each time they participate they follow the same procedure: they answer, they understand the theme and they translate. Furthermore, the students raise a considerable amount of words in English. However, it is requested the reinforcement of the spoken interaction through the use of drama techniques in order for students to be confident and to become conscious of the different contexts to employ that knowledge they already have, as well as to get to know new structures of the language correctly using it to interact with their partners. Ergo, to be able to communicate their needs and to understand what other people says in the target language.

Research questions

Main Question

- How does the use physical drama techniques reinforce 9th grade students' oral interaction?

Specific Questions

- How does the use of physical drama techniques increase student's confidence at talking?
- How does the use of physical drama techniques help students to distinguish the different contexts for using the target language?

- How does the use of physical drama techniques encourage collaborative work among students?

Justification

As pre-service teachers and future educators it is important to identify students' necessities and interests, as well as to be able to put into practice different strategies to help them overcome any difficulty they may have when learning English. So, it is also necessary to know the standards stablished by the government to comprehend their learning processes and their particularities. As an example, students from nine to tenth grade might be able to comprehend teacher and partners in simple and regular conversations, to do short presentations and to narrate real life events.

Regarding that perspective this project will let 9th grade students at Rafael Faria Bermudez High-school to reinforce their oral interaction through the implementation of drama techniques, at the same time they will acquire more confidence and they will get motivated to learn English from a different perspective, because these techniques help students to get immerse in some situations they possibly would live in a real context, through the use of dialogues, short presentations, role plays and other types of drama techniques.

Objectives

General Objective

- To use physical drama techniques for reinforcing 9th grade students spoken interaction at Rafael Faria high school.

Specific Objectives

- To implement physical drama techniques for increasing students' confidence at talking basic information in the target language.

- To distinguish the different contexts for using the target language by the use of drama techniques.

- To encourage collaborative work through the implementation of drama techniques.

Theoretical Framework

In order to better understand the development of this project it is necessary to specify some concepts as key aspect to build it up.

Communicative Approach

The communicative approach or Communicative language teaching set as its goal the teaching of communicative competence which refers to the knowledge we have about determined language, that accounts for our ability to produce sentences in the language for different purposes, functions, contexts and settings (Richards, 2005, p.3). It means that the communicative competence privileges the use of the language to be able to express in the target language in real contexts.

Oral Interaction

Nowadays is well known that students learn from and among themselves. Those types of interaction are now favored in classrooms. In a developmental sense, the support gained through the interaction extends learners ability, pulling them to higher levels of performance (Herazo, 2010, p. 48).

"Classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. Verbal interaction, contains written interaction and oral interaction. Oral interaction implies that students interact with others by speaking in class, answering and asking

questions, making comments, and taking part in discussions" (Tuan & Nhu, 2010, p. 30).

Speaking is a capacity that human beings draw on almost as easily and unconsciously as we breathe (Hughes, 2015)**.** Speaking is used for many different purposes; to make contact with people, to express opinions, to persuade someone about something, to give instructions and so on. Each of these purposes implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs (Renadya &, Richards 2012, p. 201).

Drama Techniques

According to Kobayashi (2012) Drama techniques are:

"Essentially games employed to aid actors increase their creativity. They are strongly influenced by Viola Spolin's work. She established a variety of theater games to increase imagination and confidence in the drama group. Originally her work was projected to grow young actors' skills. However, it resulted efficient in the EFL classroom" (p.30).

Drama is a kinesthetic teaching method that benefits those students who learn best by doing. Research provide ample evidence to support the importance of movement for learning. Not only does movement reach the kinesthetic learners in the group, it refreshes and energizes all participants. It engages mind, body, voice and emotions to interpret and convey to others information (Clark, 2013, p.). Torrico (2014) affirms that drama activities can help students foster interest in the subject they are working with.

Drama techniques can be used in the EFL classroom for a wide range of purposes with diverse educational objectives. Kobayashi (2012) states that they can be utilized:

"To develop students' creativity and to boost students' confidence. To encourage group participation and build trust and acceptance in the group. To use cooperative, noncompetitive interaction as well as support learner autonomy with the teacher often taking the role of bystander or fellow participant" (p.30).

Drama techniques can be used as a primary element of the course, they can be used to lift students' spirit, for example after some challenging work or when students are getting tired.

Literature review

Drama in Foreign languages education

To encourage students interaction in the classroom in the second language is a difficult task many teacher constantly face, they are always trying new methods and techniques to get more effective lessons so that students can have a better understanding of any subject they are studying (Salas, 2017, p. 306) and to help them feel comfortable at the moment of talking in English, because, it is not enough for them to comprehend a topic, it is necessary to be able to express what they know. Some of those techniques or strategies are centered on the ideal of grow on students the capacity to communicate effectively in the target language. One of those strategies is the used of drama. According to Athiemoolam (2004) Drama-in-education (D.I.E) is the used of drama as a mean of teaching across the curriculum. It is used to expand learners' awareness, to enable them to explore reality through fantasy and to look below outwards of actions for meanings. However, according to Gray (2015) it is important from the outset to create a favorable atmosphere to this type of work, and to make it clear to the students exactly what is expected from them in terms of participation. It means, to give them a north, to direction their work and permit them having specific communicative goals.

Many studies have demonstrated the appropriateness of using drama to improve not only oral skills in English but many others. That is the case of Aldavero (2008) who conducted a research on 4th grade students centered on the oral communication. As a result, students improved self-confidence, use of language, vocabulary, and enhance the capacity for employing the cooperative indoor work. In addition, they were eager because those activities developed by the researcher were different from what they do every day.

> "The students increased their awareness of the importance of using the language and vocabulary they already had in order to communicate in a second language. The children had the opportunity for active participation in the construction of meaningful language learning". (Aldavero, 2008, p. 43)

On the other hand, Wagner (2002) found that not surprisingly, drama improves oral language as well as thinking, it has a positive effect on writing and serves as an effective prewriting strategy, clarifying for children concepts they might want to explore through writing. In addition, the employment of drama techniques makes students feel comfortable exchanging opinions with fellow class-members (Gray, 2015, p. 102). Athiemoolam (2004) states that these techniques serve not only to grow all aspects of their character including empathy, self-confidence, attention and communication skills but make a positive contribution to the progress of the learners' oral communication skills.

Research Methodology

This section presents the design, the setting, the instruments, the participants and data analysis adopted according to the research requirements.

Design

Action research

In order to be part of the learning and research process pre-service teacher implement an action research due to this permit to have double role: One as teacher and other as a researcher and observe the process from many perspectives. In this regard, according to Creswell (2002) the educator's intention is to improve the practice of education by revising problems they face. Educators reflect about these problems, collect and analyze data, and implementing 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. Action research is implemented when facing specific educational issues.

Creswell (2002) states that to learn about this phenomenon, the researcher asks participants broad, wide-ranging questions, gathers the detailed visual or written views of participants, and examines the information for description and topics. As it was above-mentioned, the idea of this research it to gather information in order to make descriptions. The purpose of this inquiry is to solve a problem. After that, data analysis is carried out by categorizing the information, decanting the most important aspects and omitting the information that is not necessary for the research purposes to get preliminary results, and finally to re-read the information and obtain the last results.

Setting and Participants

This project will be carried out at Jose Rafael Faria high school in Pamplona, Colombia. The ninth fifth grade group was selected, with more than 30 teenagers between 14-17 years old; however, for the purpose of this study, only 5 students will be selected as contestants in a voluntary basis.

Data collection techniques and instruments

Data will be gathered using two main instruments: participant classroom observations and two semi-structured interviews during the development of the course. Other instruments will be taken into consideration to amass data as the project advances. (Appendix 1)

Participant observations

Observations are frequently used by teachers as an instrument to collect data. According to Creswell (2011), observations can be participant and nonparticipant. in the case of the participant, the researcher takes part in the activities which are being observed. The researcher "assumes the role of an inside observer who actually engages in activities (p.214)". Observing as a participant permits the researcher to record valuable information, however, the taking notes process during participants' performance commonly forces the researcher to write down once the setting has been left.

Interviews

Two semi-structured interviews will be done with the participants chosen in a voluntary basis. The first interview will be carried out at the beginning of the course to know students' oral abilities and beliefs about the language. The second one will be held at the end of the course to identify whether or not scholars faced problems when learning English using oral interaction. According to Creswell (2004) "interviews are data collection processes in which the researcher asks questions and records answers from only one participant in the study at a time."

Data analysis

With regards to the analysis of the information collected through the integral practicum, using an inductive data analysis is been considered. According to Hatch (2002), an inductive data analysis consists of organizing the particular fragments of information with the

objective of finding relations or similarities among them in order to arrive at generalizations which permit to give a meaning to those phenomena under study (p.161). From that perspective, it is the highpoint of the project; the respective data analysis and the conscious research will let to obtain a wider mind scheme of the analyzed aspects.

Research methodology chronogram

To better implement this project, it is important to have a chronological order. In doing so, some specific dates will be taken into consideration for data collection.

Table 1.

Data Collection Timetable

Date (week)	Instrument	Interviews	Observations	Field diary
1st week		✓	✓	✓
2nd week			✓	
3rd week			✓	✓
4th week			✓	
5th week			✓	✓
6th week			✓	
7th week			✓	
8th week		✓	✓	✓

Pedagogical methodology

For this pedagogical component, it will be necessary to apply the drama techniques during the week, once per theme at least if possible. For starting it will be necessary to carry out some drama activities in the middle of the process to reinforce and to put into practice the knowledge learners acquire. Taking into account that each topic is divided into four parts; explanation, exercises, workshop and evaluation. So, the workshop constitutes the drama

technique adapted to the students' requests. Two authors are taken into account to the development of these activities: Clark (2013) and Gray (2015). Also, they are going to develop some simulation activities in which the tutor gives them some situation and they have to create a scene and a dialogue according to it.

Drama techniques:

First of all, teacher is going to use the next activities proposed by (Clark, 2013) that could be implemented in different moments of the class. So, the first technique permits students to use their imagination and to contextualize their knowledge.

Simulation exercise

A good exercise for problem solving – it allows your students to discuss issues that they might not otherwise bring out into the open. In this case, the situation to be simulated are going to be adapted to students' context and to the topic that is demonstratives adjectives.

Procedure and results

The pre-service teacher asks students to work in pairs in order to simulate a situation in which they have to use demonstratives adjectives (Appendix 2) The exercise consists on giving scholars a word or a sentence so they have to imagine the scene, they have to prepare a short dialogue in writing form and finally some of them have to present it in front of the class - the original idea is different, but it was adapted to the situation- (observation 1)

This first session was not as effective as I expected because it was necessary to go gradually with students, and this exercise seemed to be so difficult for them at this point. However, as my tutor recommended, it was better to state easier situations. Even thought, at the moment of checking their written productions, many students obtained good results. I

realized that those students asked me many questions when they did not understand, but the ones who obtained terrible results were those who never asked questions. (journal)

Additionally, the work was incomplete due to the time because students could not present their productions in front of the class. It was tested just by the written form.in this process, I realized that many students do not even know the basic forms to greet.

Mime

The Collins dictionary (2019) defines mime as the use of movements and gestures in order to express something or tell a story without using speech. Also, the drama technique consisting on expressing an idea or mood or portraying a character entirely by gesture and bodily movement without the use of words. To learn some vocabulary about sports, students will be asked to take an image, to mime it in front of their partners, so as they can guess the sport.

Procedure and results

This drama technique was carried out as planned (Appendix 3); being more about communicating with the body. I could see that they really enjoyed the activity even though some of them were really shy. They participated a lot and most of the time sports were so easy to guess. (journal)

At the beginning students seemed to be unconfident and did not know how to act. However, as soon as their partners passed, they acquired some confidence and were able to express what they wanted to through their bodies (observation 2)

For the third part students will be able to identify the members of a family and the professions. For this, they are going to do it by putting into practice the next two techniques:

You know Mrs. Jones (family members)

An action game. Students have to follow the conversation. Here though it is all action:

A. Do you know Mrs. Jones?

B. Yes, I do

A. She's dead

B. How did she die?

A. Like this – then show an action plus you add all the actions that have gone before.

Professions/Jobs

Work out the job/profession. Put a sticker on each student's back with a

profession written on it. Students need to ask questions to discover "what" their profession is.

Procedure and results

These two techniques were mixed, as the lesson included at the same time (Appendix 4). So, I decided to divided them into two parts, in the first one, students were supposed to accomplish the technique about the family in oral form, but as a suggestion of the supervisor, it was done in written form using the oral form, just to read the sentence. In this first session it was not possible to put into practice the technique as planned because the supervisor considered it was not easy for students to understand it or do it. Subsequently, the preservice teacher had to write all the questions on the board and students had to answer in their notebooks and the pre-service teacher check them. After that, students wrote the right answer and pronounce the sentence, taking a point for their work (observation 3)

For the second part, students had to work in pairs. In this session, the practitioner brings some costumes to develop the activity. Students have to work in pairs, one of them take three

sheets containing professions and the other is given a member of the family that his partner must guess by asking some questions like: What member of the family are you? / Are you a/an (profession/member of the family), the other one has to act as the member of the family so as his/her partner can guess it (observation 4). Most of the students were shy and seemed to be afraid of talking. Anyway, they talked. They enjoy the class because they laughed a lot and participated actively. (journal)

Following, students will comprehend the use of adjectives. For this reason, teacher is going to utilize this technique:

Anyone who has…

Sit on chairs in a circle one standing in the middle. The person in the center calls out "Anyone who likes…." or "Anyone who has…" e.g. "likes chocolate", or "has black hair", etc. Those people then change seats … but you cannot return to a chair that you have just vacated.

This last technique represents the result of all the process, because it was evaluated in oral and written form and all the students had the opportunity to learn pronunciation, to ask questions and to pronounce correctly what they had to learn. To do it so, a rubric was utilized (Appendix 5). However, as other cases, this technique was not accomplished the way it was planned (Appendix 6) for this drama technique, the pre-service teacher asks students to choose a partner to describe him/her in written form, to draw a picture. She corrects their productions and they have to learn by heart their description and their partners have to listen to them carefully to discover who they are talking about and to get some points each time they discover the person (observation 5)

This time, the preparation was divided into two classes (three parts: design and checking, study and presentation); during the first one, students asked for the correct

pronunciation and prepared their presentation; in the second one, students were asked to present their partners (nobody know who, it was a secret) in order for their partners to guess which person they were describing. However, not all students were listened due to the lack of time. So, the missing students presented their classmates to the teacher and the technique was not conduced correctly. All over this process, many inconvenient have been presented in the class that have affected the correct execution of the project. Nevertheless, I realized that those students that assisted to the tutoring and utilized the given time to do every activity were able to talk fluently (journal).

Planning Principles

The lesson plan is such a map or guide for the teacher to structure the class and organize every activity that conduce students to obtain a goal. It is the sequence of planned procedures to achieve a given learning goal. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

The classes carried out during the integral practicum were supervised and guided by the Rafael Fria high school's supervisor. Every single planning was done taking into account the supervisor's recommendations, following the institutional rubric.

Generally, the approach followed during the integral practicum in most of the classes was the communicative approach owing to the fact that this perspective permitted not only to develop the classes' activities with a useful goal which was to transmit whether oral or written a specific information; focusing on the oral interaction, which permits students to communicate, interact and acquire confidence at talking.

Similarly, it was necessary to offer students extracurricular hours in order to reinforce what they have learnt or no inside the EFL sessions. These additional explanations were

given during the recess time from Monday to Tuesday for those students who went under voluntary basis. During the EFL tutoring, the pre-service teacher gave a deeper explanation to students misunderstood of some topics (Appendix 7).

Moreover, students' motivation was increasing while implementing drama techniques in the group, most of the students were used to work individually, so it was difficult to inspire teamwork. The pre-service realized that students were used to a traditional environment, and even when he tried to give English classes a different sense, it seemed that students just wanted to return to the traditional focus, it means, translation. Nevertheless, students became aware of the pre-service teacher's intention of moving away from that educational paradigm, but as they were conditioned by a point system the practitioner had to adopt it to encourage their active participation in the class.

Results

Learning a foreign language constitutes a challenge for many students all over the world, especially in the Colombian educational system, not only because it is a scholar requirement, but, as the learning process is grammar-centered, many students do not develop every skill (reading, writing, listening, speaking) they need to face real life requirements after finishing school. However, in a Colombian public high school context some of the teachers do not focus in speaking skills due to government exigences like the ICFES that evaluate students in written form. Nevertheless, the teachers do not realize the importance of developing it in the classroom to foster students' knowledge of the language.

In this regard, developing speaking skills is fundamental for them to be able to communicate effectively in many situations; so, the reinforcement of students' oral interaction means that they are able to ask and answer questions, as well as to take part on discussions, necessary abilities they must acquire during the process. With this in mind, the

use of drama techniques for reinforcing ninth grade students' oral interaction have become an exceptional tool that permits students to express themselves with more security. In this respect, it has been established five drama techniques implemented all over the process in order for students to put into practice the knowledge acquire a priori following the institutional rubric to plan the classes and to foster their oral interaction.

To verify the effectiveness of the application of these techniques, the results were obtained doing an inductive process of analysis, separating then main information from that useless for the research, through some matrix of analysis, revising, writing and rewriting the data gathered. Finally, the results were divided into three parts; Reinforcement of oral interaction through drama techniques, Students' Motivation and confidence at talking:

Reinforcement of oral interaction through drama techniques

For a person who wants to learn a language it is not enough just to know grammatical structures, it necessary to be able to express himself by using the target language. In that sense, this ability to communicate, to ask or answer questions in a determined situation is what is called in the present work: oral interaction. According to Tuan and Nhu (2010), there are two types of interaction inside the classroom: teacher-student interaction and student-student interaction. In the first one, the teacher controls the process, he/she decides the moment to ask and to answer questions or talking and students are limited to answer and to be passive learners. The second one occurs between learners, in this type of interaction, the teacher works as a monitor and students actively produce their own learning, this is where it is found the peer interaction occurring between two learners.

With that in mind, the present research took into account both types of interaction inside the EFL classroom with ninth grade students. Most of the techniques planned were intended to encourage student-student interaction but, due to some inconvenient, many of

those classes constituted teacher-student interaction. As an example, for the family and professions lesson, the idea was to let students to talk among them, to think freely and make an effort to make questions. As evidenced in the journal:

> "I was so excited when I planned these activities about family and professions drama techniques, I had thought about every question and answer, but at the moment of putting in it into practice it was so frustrating to me to see that I could not do it freely as planned. I think the purpose of this activity was not accomplished because students were not permitted to think or to make an effort. They are used to write everything and translate it into Spanish" (p.2).

However, the other techniques were essential for learners to foster student-student oral interaction because those permitted them to talk among them, to ask questions, make dialogues and imagine or simulate situations, as an example, in the second part of the practice about professions, as the pre-service teacher guided in the way they had to accomplish their work, students were able to make the dialogue with their partners with the help of some real objects:

> The pre service teacher and the supervisor act the first example in order for the students to comprehend the activity and they liked it a lot (observation 4)

> On one side, before starting the process it was evident that the only interaction occurring in the class was teacher-student interaction. So, they manifested in the first interview the necessity of working the oral part:

> Grammatical structures are ok, sentences construction is been explained. What is missing is the oral aspect (Participant 1).

> Finally, with the time and with the techniques, students were able to talk among them through dialogues, short conversations or just making questions manifesting their

improvement in their results and in the interviews realized at the end of the process (Appendix 8).

> We can improve our creativity, now, we can do a dialogue with more words, we learnt to describe easier, and it flows more (Participant 5).

Students' Motivation

A crucial aspect to consider for students to be able to talk is motivation. That has to be with the desire of learning. According to Legault (2016) there are two types of motivation: intrinsic and extrinsic motivation, the first one refers to an inherent participation in enjoyable or satisfying behaviors without any external intervention. Oppositely, extrinsic motivation refers to participation of behavior inspired by an outcome that is separable from the action itself. Inside the English class the extrinsic motivation is inspired by the activities planned and developed by the educator in order to increase students understanding and attention in the class topic. And intrinsic motivation comes from the student desire to learn that is not affected by an outcome.

In the present research just extrinsic motivation was observed, most of the time due to the implementation of drama techniques as a way to get out of the routine and innovate language teaching-learning. That is why some participants declared:

> You do very different classes, putting apart boring environment. Every class is such a game, in that way we learn more (Participant 2)

In this case, it is evident that student motivation comes from outside, teacher's activities, points for participation, proper goals or simply a grade. In that sense, a participant affirmed that one of his motivation is about grades:

> I participate to improve my grades (Participant 1)

Some specific activities that permitted a more active participation occurred when the drama techniques were implemented:

I love participating a lot, especially when there are funny activities

(Participant 3)

As an example, in the second workshop technique implementation students showed they were enjoying the class motivating them to participated, not only for the points.

I could see that they really loved the activity even though some of them were very shy. They participated a lot (journal)

Also, all over the process, students manifested their happiness at the moment of put into practice the drama techniques. It was evident in the observations and in the interviews that break the routine help them learn while having fun:

Throughout those activities we are taught to get more courage to talk. We learnt while playing. So, in that way learning English was more amazing as well as to be able to interact among us without even realized it and without committing mistakes (Participant 4)

Students confidence at talking

Confidence refers to the security acquired in the process, given by the way students learn. In this learning progression, the input plays an important role due to acquisition occurs by means of a learner's access to comprehensible input which is the crucial factor in second language acquisition (Tuan and Nhu, 2010).

The employment of these drama techniques contributed to grow learner's self-confidence and imagination to help them to communicate effectively inside the classroom. As stated by Athiemoolam (2004), those techniques serve not only to grow all aspects of their

character including empathy, self-confidence, attention and communication skills but make a positive contribution to the progress of the learners' oral communication skills. In that sense, one of the participants affirms in the last interview:

"At the moment of performing, one may thing that is another person so one may flow a little more with partners. Something that does not occurs under other circumstances because one may feel ashamed" (Participant 2)

Also, the confidence at talking, it is presented when the student is sure about his own knowledge; this goal is achieved thanks to many factors, a good input, a good explanation and the most important aspect, student motivation that permits him to get the knowledge easier. That is why another student declares:

I have more confidence at talking in English (Participant 2)

Finally, the findings show that every aspect contributes to students' confidence at talking, especially when they are really sure about the knowledge the acquired.

Conclusions

Teaching a foreign language is not an easy task, it implies to have not only the necessary knowledge about the language but to be able to face different situations that can occur during the process. As practitioner you acquire many skills, you suffer, but with the time you learn that everything occurring inside the class teach you an important lesson. In this process you have the opportunity not only to teach but to learn from your students. That is the most important lesson you may get from that experience.

It is not necessary to analyze the results to realize the change students had during the process, most of them participated a bit more, talked, were able to make questions and even to work in groups, this last aspect did not get much results because they are used to be

competitive, to get points for themselves and work just for themselves. An aspect that did not permit an opened interaction or a real collaborative ambiance of class. However, the oral interaction was evident as much as possible in short groups. Also, this kind of technique require additional work and more time.

Moreover, with regards to the inconvenient, the biggest one for this research was the control of the class, in that sense, it would be better not to do it inside an ambiance where you as teacher can have the control of your own class. It is a bit difficult to agree with the supervisor ideas or points of view.

Recommendations

The present work is so useful for future teachers because it permits to get another perspective of students learning. However, it would be recommended to do it in an extended period of time to get better results, not only for particular students but for an entire group, because they slowly learn to interact, to know the different contexts to talk and to acquire the necessary confidence to talk that is given essentially by the knowledge they get.

Also, it would be compulsory to trust in students' capabilities, not to underestimate their potentialities. Because, sometimes they are more capable than we think they are.

Chapter II: Research Component

The Formation of the Reflective Spirit in the Practitioners of FLP a Training Tool to Qualify the Pedagogical Practice

Introduction

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

Although there is a clear interest in light of the evident necessity of understanding and transforming the pedagogical practicum. It is also beneficial that local studies are more focused on the learning problem than in teaching matters.

It was considered appropriate to design a project that involved a reflective approach on the practicum as a way to objectify 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.

Justification

The design of this project in the foreign language's integral practicum context emphases 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 reflective role in the teaching process is the first step to fathom the difficulties, to better perform, and to be interested on the models and approaches to face a problematic situation and establish an analytic gaze on it.

According to Jhon Dewey, precursor in the teaching applied reflective thinking realm, this study is necessary to give analytic tools and a self-observation sight for the students to distinguish among a daily action and reflective action. It is considered that a reflective

approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the main aspects of the constitution of the subjects are assumed, of the institutional life without questioning any aspect, are seen as imprints, stable and invariable features that become part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of being fixed in actions that do 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 as some reproductive codes that set teachers in a traditional way, of cultural reproduction, becoming a barrier for the emerging practices tending to generate transformations 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 stimulated a critical and reflective spirit that contributed to the improvement of their pedagogical practices. Not only to impact in their practicum process, but also to transform their work and future professional performance.

In the Foreign Language degree at the University of Pamplona, the reflection was conceived as an essential exercise expected for students who carry out their practicum and self-evaluation aimed at pursuing a critical and constructive look at their duties 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?

Objectives

General Objectives

• To implement the reflection as a transforming tool of the pedagogical processes in 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.

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 has the function of imparting knowledge based on science or art. But also, he has the responsibility his 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 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 in which he develops his 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"

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 necessity 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 suitable 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 effective 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 reflection

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" Sparks-Langer and Colton (1991). 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

Narrative

According to Georgia 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 helps the elaboration of the teacher's reflective thoughts about their experiences of objective, subjective and inter-subjective practice.

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 problem. 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 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 recording

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.

Setting

Pamplona city was founded in 1549. It is the oldest city in the department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in Aq   1 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; lasallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Due to 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 Where the school community actors take place: where learners play internship role and PLEX practitioners perform.

School refers to a particular educative community in charge of institutionalized education, in other words 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 to 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 they belong. This role includes 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).

Population

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

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

Indirect benefited population is composed of the teaching community of the Program and Foreign Languages degree, 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 institution linked to the Project is "Colegio José Rafael Faría"

Budget of the project

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

Figure 4. Budget

Schedule

ACTIVIDAD	SOCIALIZACION DE LA OBSERVACIÓN	NARRATIVAS	FICHAS DE AUTO-OBSERVACIÓN	REGISTRO DE CLASE	TALLERES DE REFLEXIÓN	LOS TUTORES VAN A HACER LA OBSERVACIÓN DE CLASE DE ESTUDIANTES DE PRÁCTICA	REUNION DE COORDINADORES DE PRÁCTICA CON SUPERVISORES
SEMANAS	Deben asistir todos los estudiantes de práctica (los que están en otra ciudad se conectan por skype)	Cada lunes antes de las 6:00pm al correo de tutores con copia al correo de práctica	Se hace en línea, todas en el mismo link enviado, en cualquier día de la semana	Solo un video, promedio de 30 minutos (tratar de no enfocar la cara de los estudiantes, solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Los estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase.	Deben asistir todos los estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica les envía los documentos a desarrollar	Por favor recordar a tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir al tutor retroalimentación de la observación.	Asisten coordinadores de práctica y supervisores (por favor avisar a supervisores)
Lunes 6 de mayo de 2019	X 6:00 pm a 8:00 pm Lugar por confirmar						
Semana 1 13-17 mayo		X					
Semana 2 20-24 de mayo		X	X			X	
Semana 3 27 al 31 de mayo		X			X Miércoles, 29 de mayo 5:15 pm Lugar por confirmar		
Semana 4 4 al 7 de junio		X	X				X Miércoles 12 de junio, 5:15 pm Lugar por confirmar
Semana 5 10-14 de junio		X		X Plazo máximo de entrega viernes 14 de junio, sólo al correo de práctica.		X	
17 al 21 de junio					X Miércoles 19 de junio 5:15 pm Lugar por confirmar		

Figure 5. Schedule of the Research Component

Conclusion

My practicum has been a progressive process, at the beginning, I felt so confused and depressed, because it seemed I could not do anything correctly, and my supervisor always corrected me what I did and she told many negative things about it. Also, many times she interrupted my classes to conduct by herself in her way, so that made me feel so unserviceable. Later on, the students did not understand what I explained because I talked in English most of the time, so I had to combine English and Spanish all the time. Referring to planning elaboration, at the beginning I did not understand the structure of the institutional worksheet and the frequency I had to present them, because my supervisor did not explain me so well, but after that, I could manage it.

Each time I planned, my supervisor revised me and corrected almost everything, she adjusted my planning according to her preferences and I had to do it just the way she wanted. Also, it was difficult to me to agree with her at the moment of correcting students' mistakes, because at the beginning I was so flexible with students and she did not. So, many of the corrections that I did was wrong, and sometimes I committed mistakes but I did not realize it. That was a real problem for me.

Another aspect to consider was her system of "points". She gave point to students for participation, for writing the date correctly during the exams, for almost everything, so I had to adapt it to my classes. And sometimes it was difficult because not all the students participated, so they had less points than the others even though I try to motivate them with games, with different activities, but it was not enough.

All of these weeks have taught me a lot of things and have helped me to improve my practicum. In despite of all of the problems there were always something to learn.

Reflection workshop

During the teaching practicum, one reflection workshop was developed to share experiences, to reflect on our process and to look at the different aspects we found inside the different institutions we were working on. During this workshop it was possible to comprehend the different situations experienced by the practitioners in the different schools, in order to identify similarities or differences in some aspects. Additionally, it was possible to establish the perceptions of the first presentation we did about some aspects appreciated during the week of institutional observation, some things we missed and some other to improve. Also, we worked on aspects to work for the next presentation.

During this process of reflective practices that were implemented through narratives, self-observation sheets, reflection workshops and class recording, these instruments played an

important role to reflect on my practice from different perspectives such as: discipline control, work methodology, planning of the classes and interaction with students.

The first aspect, discipline control allowed the pre-service teacher to interact with the students, to respond correctly to the different situations presented in the classroom and to have some notions on how to face unusual events that can disturb the good ambiance of the class.

The second aspect, work methodology allowed the practitioner to be able to known which activities and strategies were better with each group in order to create enriching and pleasant learning spaces. As well as to identify her own methodology and perspective to work with the students taking into account different experiences lived during her learning process and her practice.

Regarding the planning for class. At the beginning, it was difficult to elaborate a planning that complied with the students' learning process because they used to work with one methodology and I brought another. Furthermore, the structure of the institutional worksheet is kind of different to the one I used to work with. Though, as soon as one get familiar with that methodology is easier to manage it.

Finally, Students and teacher interaction was a slow process that permitted to grow their confidence and to improve their participation during the class, and their motivation at the moment of making questions or solving any doubt or problem they might have.

Chapter III: Outreach Component

Mentoring and Academic Reinforcement Online Tutoring in High School Students

Introduction

Over the last decades, teaching English as a foreign language has suffered a drastic change from an academic responsibility to a necessity for Colombian students. Regardless to the global and local demand, there are not spaces to promote the learning process of a language outside a classroom. In addition, English represents an imperious subject at any educational context, especially high school. Because of that, different activities have been proposed by the school teachers in order to reinforce and improve students' English skills. That is why the creation of an online platform to help students has been considered.

Justification

The acquisition of a foreign language allows students to get involved in any situation not only at school but in their immediate context in the society. In that logic, it is indispensable to create spaces of learning for every student in the world, specifically for those who need to improve their English skills.

In pre-service teachers' special case, those spaces symbolize an excellent opportunity to advance in their training process to become better English educators, so as to recognize their students' weaknesses in the language and bring them a help if necessary.

The space proposed by the pre-service teacher and the school searches of English is an online platform to offer to the students the opportunity to improve through the elaboration of some tests and in some cases for the students to ask questions about what they have not understood.

Statement of the problem

The lack of time in classes to adequately learn English seems to be the leading limitation for most of the English learners. Also, the limitation on extracurricular spaces does

not permit pre-service teachers to bring a help to the school. Therefore, students' weaknesses increase as the time goes by. While observing, a huge number of students showed problems on reading, listening, speaking and writing skills. For this reason, this component attempts to generate a space to foster the English skills through an online interactive platform. Moreover, this project aims at determining the weaknesses and deficiencies from Provincial San José 9th- 10th grade students.

Objectives

General objective

- To offer supplementary spaces to detect and dodge students' deficiency and weaknesses in English.

Specific objectives

- To adapt an effective schedule in order to develop the supplementary activities.
- To determine what types of weaknesses the students show when learning English.
- To implement remarkable activities to improve students learning process of English.

Methodology

This component will be developed by the Pre-service teacher in order to reinforce English knowledge and the development of abilities from 9th – 10th grade students by implementing different activities in a proposed schedule. What the teacher will basically do is to provide a support in order for the students to overcome difficulties and doubts. To do so, the pre-service teacher will use tools such as games, videos etc. to reach his goals (Appendix 9)

Timetable

Table 2.

Pre-service teacher's schedule

WEEK	GRADES	General topics		
		Ninth grade	Tenth grade	Eleventh grade
Second week		verb to be	can, could, be able to.	Active voice
Third week		Evaluation	Evaluation	Evaluation
Fourth week		Vocabulary	Have to and must	Passive voice
Fifth week		Revision	Revision	Revision
Sixth week		Lesson 5	All modal verbs	Icfes questions
Seventh week		Revision	Revision	Revision

Conclusions

The outreach component has been one of the most difficult to develop, because it required too much time, sometimes it was necessary to agree with the supervisor or to meet with her, sometimes, some aspects the pre-service teacher consider important were not so important for the supervisor, and students participation was voluntary, so many of the students who decided to participate did not do it seriously and gave me incomplete works, obtaining undesirables results in the evaluation. So, in this case, I would like to say, that I would wish the students would take it seriously because I had to do double work with them, one to elaborate the workshops, and the other to give them extra-tutoring to help them to complete their work.

At the end of the process many students obtained good results that helped them to overcome their difficulties. However, some others did not take advantage of this opportunity of improvement, this was evident not only in their bad results, but in the interest the put in the development of the workshop before and during the evaluation (Appendix 10).

Chapter IV: Administrative Component

Introduction

The teacher's occupations not only consist of going to the classroom and teach certain topics. In most of the educational contexts, teachers also assume diverse roles in order to accomplish a variety of tasks for both students and the institution where he/she works at. In the case of students, the implementation values, academic responsibilities and others take part of the teacher's duties. While the sense of belonging, cooperative work and assistance with extracurricular activities, refer to the teacher compromise with the institution itself.

As pre-service teacher, she should be involved in the school activities. In addition, Provincial San José strictly follow the principles of Christian Catholic orientation. Therefore, the school weekly offers a mass where most of its students and teacher must go. Moreover, there are many religious and cultural events throughout the year in which most of the teachers and students should attend. In order to be part of those activities, the pre-service teacher should cooperate and collaborate in the organization and development of the same events.

Objectives

General Objective

- To get involved in the teaching environment by having a participative collaboration in the activities and events proposed 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 be regarded as a support to other teachers in the development of cultural activities.

Methodology

The "Jose Rafael Faria Bermudez" school splits its academic year activities by months. During each month, different extra-curricular activities are developed by students, teachers, and the school itself. Some of these extra-curricular activities are Sunday's masses, the day of the student, parents' meeting, etc. Such activities are an important opportunity for the pre-service teacher to show his engagement with the institution, as he is now viewed as part of the community. Additionally, the preservice teachers must participate in some meeting organized for the principal of the institution and some other activities that can help her to be engaged not only from the academic perception.

Table 3.

Activities

Date	Activity
May 6th	Santanderino's Day
May 15th	Teacher's Day
June 14th	School love feast
July 14th	Eucharist
July 20th	Independence Day

Conclusions

Being at Rafael Faria High School was a significant experience that permitted me to participate in different activities such a teacher reunion and the celebration of the Independence Day, in which I could realize the cultural richness of the community.

On the other hand, I participated in the process of discipline management during recess period during a week, monitoring and taking care of students to avoid any inconvenient

affecting their well-being. All of these activities make me feel part of the community and comprehend different aspects outside the EFL classroom (Appendix 11)

The execution of the administrative component objectives.

Taking into account the duties as pre-service teacher with the scholar community, the preservice teacher accomplished the specific objective related to this component.

▪ As first specific objective related to the participation in the events established by the scholar community. She participated actively in all the events.

▪ As a second objective, the pre-service teacher attended to different extracurricular space in the School. For instance, she helped supervisor to organize a meeting with parents, in which she could not participated due to some extra inconvenient of time.

DISCUSSIONS

This project was carried out with the purpose of improving students' oral interaction through the use of drama techniques. For that reason, it is important to discuss the role students' motivation and capabilities because sometimes as their capabilities are underestimated, they may feel unsecure and that can affect their motivation at the moment of interacting with their partners in the class. However, in despite of any problem inside the classroom, students overcome their fears and demonstrate they can talk fluently as they are motivated by a fact: when they enjoy the class, they learn without even realize it.

According to the findings obtained, it is perceived that students' motivation improved while implemented the workshops related to the drama techniques articulated with grammatical content, they started to feel more comfortable and perceived their level of improvement, not only in their knowledge of structures but in the way they can express their ideas or feelings in the target language.

As a conclusion, it is important to highlight the role of new strategies in students' oral interaction, because Colombian school just center its methods in written production or comprehension, forgetting that the main idea of learning a language is to communicate. There is where the value of foster the spoken language is found.

CONCLUSIONS

The use of drama techniques constituted an interesting form to brake of the daily routine every student in this country is involved, regular classes with statics activities that do not permit them to express freely. Techniques that encourage them to talk, to ask questions and that, in addition let them feel comfortable while learning, something that is not usual in the English class.

Besides, the execution of online workshop allowed students to take advantage of new technologies to overcome their difficulties in the language, though not all of them did it consciously, those who did it could enjoy it and watch the fruits of their effort.

The execution of the practicum and the continuous reflection were key aspects at the moment of resolve any problem practitioners faced for the first time, and that helped them to learn new ways of teaching, and to manage the course.

Finally, being part of an educational community is a totally different experience that enriched practitioners allowing them to know a real context, to take part on cultural processes, and to observe the way a scholar environment functions.

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APPENDICES

Appendix 1. *Instruments for Data Collection*

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Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Entrevista estructurada 1

Fecha:

Nombre del participante:

Entrevista semiestructurada 1

1. ¿Por qué consideras que aprender inglés es importante? Sustenta tu respuesta
2. ¿Participas activamente en las clases del idioma extranjero?
3. ¿Con qué frecuencia te sientes motivado/ presionado para interactuar hacen uso de L2?
4. ¿Cómo han sido tus experiencias personales al interactuar con el inglés como segunda lengua?
5. ¿Qué tanta seguridad consideras que tienes al aplicar tus conocimientos en L2?
6. ¿Cuáles son las estrategias más significativas que permiten captar tu atención en el aula?
7. ¿Qué estrategias utilizan en el aula de inglés para mejorar la pronunciación?
8. ¿Qué estrategias adicionales crees que se deberían aplicar para aumentar las habilidades comunicativas?
9. ¿Consideras que se debe implementar más el inglés que el idioma nativo en el aula? ¿Por qué? Cuál crees que es la respuesta según investigadores internacionales
10. ¿Qué importancia tienen las investigaciones en la sociedad? ¿Conoces sus alcances?

Entrevista estructurada 2

Fecha:

Nombre del participante:

Entrevista semiestructurada 2

1. ¿Considera usted que el uso de actividades dramáticas (evidenciadas por practicante) contribuyen o han contribuido a mejorar su confianza o seguridad al momento de la interacción en la segunda lengua?

2. Basado en su experiencia ¿qué tanto ha evolucionado su producción oral desde el inicio del proceso con las técnicas implementadas en el aula de inglés?

3. ¿Considera que la implementación de técnicas dramáticas favorece su interacción oral en el idioma meta de manera más profunda y eficaz?

4. ¿Qué ítems le parecieron relevantes en el desarrollo de las clases a través de estas técnicas? Argumente.

5. ¿De qué manera cree usted que la interacción oral empleada en el idioma extranjero generará cambios significativos en su vida?

6. ¿Cree que la habilidad de interactuar de manera oral en la lengua inglesa con sus compañeros promueve el trabajo en equipo? ¿De qué manera? Sustente su respuesta.

7. Basado en su criterio profesional ¿Qué estrategias podría usted sugerir para fomentar la producción e interacción oral en el aula y fuera de ella?

Journal

First session.

This first session was not as effective as I thought because it is necessary to go gradually with students, and this exercise seemed to be so difficult for them at this point. However, as my tutor recommended, it was better to state easier situations. Even thought, at the moment of checking their written productions, many students obtained good results. I realized that those students asked me many questions when they did not understand. But the ones who obtained bad results were those who never ask questions.

Besides, students don't know basic structures to greet. So, I have to work in that. I realize too that it is difficult for them to think of imaginary situations, they seem to be so controlled or they are given everything so as not to permit them to think freely.

In this case, I think the problem was the time, because they were supposed to present their productions orally, but It was not possible to do it because I had to continue with the next topic.

Second session.

This time was more about communicating with the body. I could see that they really loved the activity even though some of them were very shy. They participated a lot and most of the time the sport was so easy to guess.

In this class I was observed not only by the supervisor, I was observed by my tutor. At the end he made some comments about the use of the language and how he adored it.

This time it was so easy to work with the students. As at the end they were asked to draw and write the sport, they worked very well. One thing that I did not like was that my supervisor asked them to look for each word. I think it was not necessary to do it because they draw. It was enough with that. But it is not my class, I am just a practitioner.

Third and four sessions.

I was so excited when I planned these activities about family and professions drama techniques, I had thought about every question and answer, but at the moment of putting in it into practice it was so frustrating to me to see that I could not do it freely as planned.

I think the purpose of this activity was not accomplished because students were not permitted to think or to make an effort. They are used to write everything and translate it into Spanish. I know I cannot change that but, it would be better for me if my supervisor would let me do what is planned, taking into account that she always checks what I do before putting it into practice.

During the second part of the activity I felt more confident for many reasons; first because students participated actively and second, because the supervisor did not change much things. So, students talk but not the way I expected. They seemed to feel so nervous and mispronounced many words. Some other did not pay attention to the class, but I asked them to do it or I would stop the activity, so they payed attention.

The rest of the class consisted on writing the members of the family in their notebooks and to draw, as well as the professions.

Regarding the professions, I decide to mix both techniques to make students ask some questions working in pairs. One of the students chose a profession and the other was put apart to whisper him a given character that his/her partner had to guess by making questions like: "what is your

Appendix 2. *Planning Demonstratives adjectives*

	COLEGIO PROVINCIAL SAN JOSE	
	PAMPLONA	
	HONOR, CIENCIA Y VIRTUD	
	PLANEACIÓN DE CLASE	

ÁREA: Humanidades, lengua castellana e idiomas extranjeros

ASIGNATURA: English

GRADO: 9th grade

TEMA: Demonstratives pronouns and adjectives.

FECHA: May 20th - May 24th **TIEMPO:** four hours

NOMBRE DEL PROFESOR: Anyela Viviana Martínez Osorio

PROPÓSITOS DE APRENDIZAJE:
At the end of the class students will be able to recognize the distance between the speaker and the noun.
At the end of the class students will identify different sports.

EXPERIENCIAS DE APRENDIZAJE:

- **INICIO**
  First of all, pre-service teacher greets and prays with the students "Holy Mary". Then, she verifies the attendance and writes the date on the board.
  To verify the last class homework by projecting it on the board and passing the students to answer the questions.

- **DESARROLLO**

  To start the new topic the pre service teacher tell students to look for nearby objects to use them as a reference to contextualize the targeted topic proceeding by making questions: "what is that?" "What is this?" "where are these objects?" "where are those objects?" and she chooses different learners to answer the respective questions. Then she asks students to guess what is the class about.
  Then, she starts explaining the topic.

  This, that, these, those are called demonstratives and they are used to show the relative distance between the speaker and the noun.

  Demonstrative adjectives
  We use **this** (singular) and **these** (plural) to refer to something that is **here/near.**
  Examples:

This is my car **(singular)**
These are our children **(plural)**

We use **that** (singular) and **those** (plural) to refer to something that is **there/far.**
Examples:
That is our house **(singular).**
Those are my shoes **(plural).**

Use them before a noun. The demonstratives adjectives need to agree (=be the same number) as the noun.

Examples:
This party is boring.
That city is busy.
These chocolates are delicious.
Those flowers are beautiful.

- **CIERRE**

To finish the class, the pre-service teacher asks students to form pairs in order to simulate a situation in which they have to use the demonstratives. The exercise consists in giving students a word so they have to imagine the scene, they have to prepare a short dialogue in writing form and finally some of them have to present it in front of the class.
To finish the class, the pre-service teacher asks students to stick in pairs to simulate the former explanation. It consists on giving scholars a word so they have to imagine and prepare a brief short dialogue in writing form and finally some of them have to show up it in front of the class.

EVIDENCIAS DE APRENDIZAJE:

Students have to be prepared for the coming evaluation arranged next class, so the pre-service teacher recommend them to study, willing to provide expected feedback if it is needed. Anyways she reminds them that online tutoring is available.

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https://www.grammar.cl/Notes/This:That_These_Those.htm
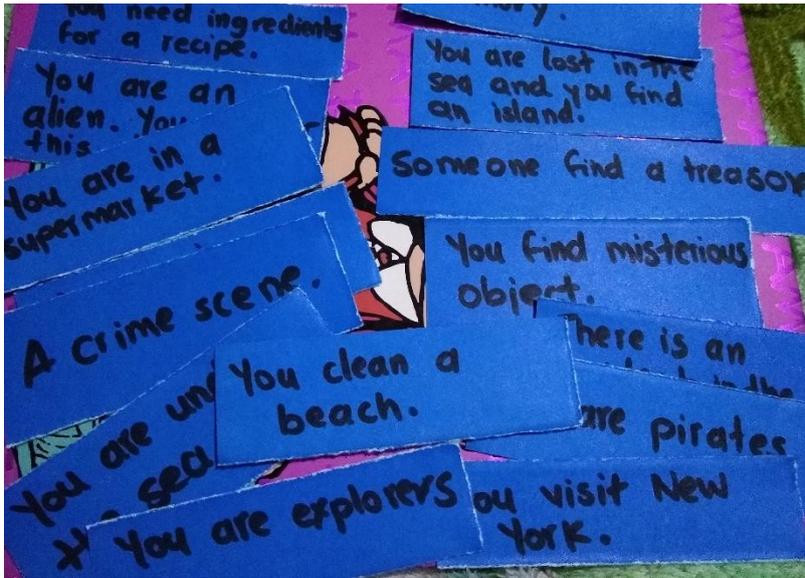
Evaluation lesson 4

Colegio Provincial San José
Sede José Rafael Faría Bermúdez
English Class   Pamplona 2019

SIGN _____
TEST LESSON 4

NAME: _____ GRADE: _____ DATE: _____

A. Complete the crossword with the information below.

Subjects
Complete el crossword
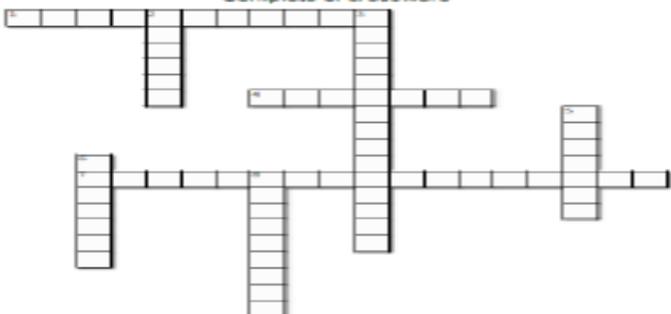
Horizontal
1. This is about numbers.
4. This subject is about animals and plants
7. This subject is to play games and to do exercise

Vertical
2. This subject is about values.
3. This subject is to know about history and our society.
5. This subject is about a foreign language.
6. This subject is to learn more about our own language.
8. This subject is to learn more about chemical formulas.

B. Complete the sentences with the correct article and/or classroom object.

1. What is that?   That is _____eraser.
2. Where are _____objects?   _____ objects are under the table.
3. Where is my pencil_____? (cartuchera) Your _____is on my bag.
4. This is _____ _____to write the draft of your homework.
5. These are the_____ I use to paint my drawing.

C. Write five sentences in the **interrogative form** with the answer in the positive form, using the indefinite article A/AN and demonstrative adjectives. Taking into account the images.

1._____
_____
2._____
_____
3._____
_____
4._____
_____
5._____
_____

Appendix 3. *Data*

	UNIVERSIDAD DE PAMPLONA PLANILLA DE OBSERVACIÓN

Observation 1
Grade:

Objectives
- To determine the effectiveness of drama techniques to improve oral/spoken interaction among ninth grade students at Rafael Faría High-school.

| Hora	Observables items	Observation	Comment
9:05	Drama technique.	Simulation: the pre-service teacher asks students to work in pairs in order to simulate a situation in which they have to use demonstratives adjectives. The exercise consists on giving students a word or a sentence so they have to imagine the scene, they have to prepare a short dialogue in writing form and finally some of them have to present it in front of the class. (the original idea is different, but it was adapted to the situation)	The preservice teacher had to explain two times because students did not understand what they had to do.
	Classroom ambiance or environment.	As students had learnt before the vocabulary, they had to put it into practice. So, they form couples and most of them were working correctly talking just with his/her partner.	They used the dictionary and asked questions frequently to the pre service teacher.
	Students behavior during the activity	Many students did not know how to start working, however, the teacher explained one more time when it was necessary to many groups and helped them to imagine a good ambiance for their simulation.	Most of the students worked in pairs and some other asked to their partners to clarify their doubts.
	English use	Pre-service teacher uses English to explain the first time and Spanish to explain again when students did not understand what they had to do.	Students ask questions always in Spanish
	Supervisor intervention	She intervened to repeat what the pre-service teacher had already explained and to say other things about the exercise like how to do it, student by student and then to help them to do the activity while the pre-service teacher helped others.	

UNIVERSIDAD DE PAMPLONA
PLANILLA DE OBSERVACIÓN

Observation 2

Grade: ninth grade

Objectives
- To determine the effectiveness of drama techniques to improve oral/spoken interaction among ninth grade students at Rafael Faria High-school.

Items observables	Observation	Comment
Drama technique.	Mime: Students were asked to mime some sports according to an image the pre-service teacher gave them. One of the students take a piece of paper, watch the image and mime the sport in order for his/her partners to guess it.	At the beginning of the activity students seemed not to comprehend what they had to do, but then they were so active.
Classroom ambiance or environment.	The class started with the greeting, after that, they pray, and the pre-service teacher do the explanation including an example. So, the first student pass and do the mime.	The classroom ambiance was so quiet and silent. When students had to participate, the pre-service teacher manage the class in order to avoid misbehavior.
Students behavior during the activity	At the beginning students seemed to be unconfident and did not know how to act. However, as soon as their partners passed, they acquired some confidence and were able to express what they wanted to through their bodies.	Most of the vocabulary was Known by the students.
English use	English is used to explain the activity, to learn the vocabulary and to give commands. Spanish is used when the students do not understand something that is difficult to explain in English and when they asked the pre-service teacher to do it because they are used to learn using translation.	

Supervisor intervention	During this activity the supervisor intervened just to say that students had to write the vocabulary in their notebooks with a draw and that there were given a point to the students with the best work and for those who finished the first.	
Additional activities	Students write the vocabulary and drew a picture.	

Appendix 4. *Planning family and professions*

Observation three and four

Appendix 5. *Rubric for oral evaluation*

Rejilla de Evaluación presentación oral   GRADE: Noveno 5

Criterio de Evaluación	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Pronunciación Pronuncia las palabras correctamente, y con fluidez. 2p	1.7	0.7	1.5	1.0	1.2	1.0	1.7	0.9	1.4	1.2	1.7	1.0	1.6	1.5	1.0	1.9	1.0	1.2	1.5	1.1	1.2	1.8	1.6	1.7	0.9
Dominio del tema Utiliza adjetivos y construcciones verbales aprendidas. 1p	0.8	0.8	1.0	0.5	0.5	0.5	0.9	0.6	0.9	0.6	0.9	0.9	1	0.7	0.7	0.8	0.4	0.7	0.9	0.8	0.9	1	0.9	0.9	0.5
Vocabulario Hace uso de vocabulario conocido y desconocido. 1p	1	0.5	0.8	0.5	0.5	0.8	0.9	0.5	0.8	0.5	0.8	0.6	0.9	0.8	0.7	0.9	0.5	0.7	0.6	0.7	0.7	0.9	0.5	0.7	0.6
Seguridad y creatividad. Se expresa fluidamente y utiliza ayudas si es necesario. 1p	1	1	1	1	0.8	0.9	0.8	1	1	0.7	1	1	1	1	1	0.7	0.5	0.9	1	1	1	1	1	1	0.9
Total	4.5	3.0	4.3	3.0	3.0	3.2	4.3	3.0	4.1	3.0	4.4	3.5	4.5	4.0	3.4	4.3	2.4	3.5	4.0	3.6	3.8	4.7	4.0	4.3	2.9

Appendix 6. *Planning Adjectives*

COLEGIO PROVINCIAL SAN JOSE
PAMPLONA
HONOR, CIENCIA Y VIRTUD
PLANEACIÓN DE CLASE

ÁREA: Humanidades, lengua castellana e idiomas extranjeros

ASIGNATURA: English

GRADO: 9th grade

TEMA: Adjectives to describe physical appearance.

FECHA: June 3th - June 7th TIEMPO: four hours

NOMBRE DEL PROFESOR: Anyela Viviana Martínez Osorio

PROPÓSITOS DE APRENDIZAJE:
At the end of the class students will be able to describe people.

EXPERIENCIAS DE APRENDIZAJE:

- INICIO
  First of all, pre-service teacher greets and prays with the students. The pre-service teacher shows students a video about adjectives to describe physical appearance two times, the first one for them to generally understand it and the second one to write the different adjectives and the way they can use them. Subsequently, the preservice teacher gives them some other useful adjectives they can use and some examples in the board (Appendix 1)

- DESARROLLO
  In order to put into practice what they have learned students are going to play a game called: **Anyone who has...**
  Sit on chairs in a circle one standing in the middle. The person in the center calls out "Anyone who has black hair", etc. Those people then change seats ... but you cannot return to a chair that you have just vacated. The pre-service teacher gives each student a piece of paper containing an adjective, so they have to use it to say: "anyone who has..." The teacher gives them some tips to write a description.

- CIERRE
  After that, students have to choose one partner to write a description about them. To do it easier, they have to seat together. At the end, they have to make their description loudly.

EVIDENCIAS DE APRENDIZAJE:

At the end of the class students will be able to make in oral and written form a description of their parters.
Homework: send the record of the description. Gives them names of some pages Where they can listen to the words to learn the pronunciation.

Appendix 2
Adjectives to describe physical appearance

Students written productions

Work about description
Name: Luis carlos Barajas Guerrero Grade: 9o-5
Date: Friday, July nineteenth (19th)

• she is young. ✓
• she is a teenager. ✗
• she has black hair. ✓
• she wears a skirt. ✗ ✓
• she has wavy hair. ✓
• she is short. ✓
• she is of average build. ✓
• She has colour eyes brown.
• she is intelligent.
• she has snub nose. ✓

$\frac{7}{8}$ (4.4)

Jeison Duvan GRADE 9-05   DATE 18—
Robayo leal

WORK ABOUT DESCRIPTION

- My friend is awesome. My friend is short and Great. she
- has black hair and she wears a uniform. She is her young
- and nice. She has her Long hair and curly. She is intelligent
- and funny. She is unorganized and rude. she is
- an quiet and she has her brow eyes. she is white. She
- has round face and has a with small snub. She wears
- a skirt. She has monolid eyes. and she has small
- lips. She has a boyfriend. She lives with
- her father. She is smart in math.

√ +2   8/8   5.0

Appendix 7. *Tutorials*

ASISTENCIA A ASESORIAS EN LAS HORAS DE DESCANSO

FECHA	NOMBRE	GRADO	ACTIVIDAD	FIRMA
Mayo 30	Yuritza Gabriela Peña	9-5	Entrevista	Gabriella P.
Mayo 30	Luis Carlos Barajas	9-5	Entrevista	Luis CarlosB
Mayo 27	Andres Avila	9-4	Asesoria	Andres Avila
Mayo 27	Edward Carrillo	9-4	Asesoria	Edvar Mauricio
Junio 10	Yuritza Gabriella Peña	9-5	Asesoria	Gabriella P.
Junio 10	Cristopher Silva	9-4	Asesoria	Cristopher Silva
Junio 10	Andrés Avila	9-4	Asesoria	Andres Avila O
Junio 10	Mauricio Carrillo	9-4	Asesoria	Mauricio Carrillo
Junio 10	Fabian Suárez	9-4	Terminar actividad	Fabian Suarez
Junio 10	Karen Garcia	9-4	Terminar actividad	Karen Garcia
Junio 10 .	Emily Parada	9-4	Terminar actividad	Emily Parada
Junio 13	María Alejandra Rodriguez G.	9-05	Adelantar	María Rodriguez G.
Junio 13	Sara Catalina Contreras S.	9°04	Adelantar	Sara Contreras.
Julio 8	·leidy Estefania villamizar C	9-04	Asesoria	leidy Estefania
Julio 8	·kenyili Fernanda Contreras C.	9°04	ASESORIA	·kenyili C.C
Julio 8	Jeison Duvan Bobayo leal	9°05	Asesoria	Jeison D.
Julio 18	Jeison Duvan Bobayo leal	9-05	Asesoria	Jeison D.
Julio 17	Eric Camilo lopez	9-05	Asesoria	-Eric D
Julio 17	Nicolás Miguel Murillo	9-05		-Nicolás M.
Julio 18	Eric Camilo López	9-05	Asesoria	-Eric D
Julio 18	Nicolas Miguel Murillo	9-05		-Nicolás M.
Julio 18	Yuritza Gabriela	9-05		Gabriella P.

Appendix 8. *Semi structured Interview 2*

Transcripción entrevista semiestructurada 2

En: ¿Considera usted que el uso de actividades evidenciadas por la docente en formación -las que yo hice, ahorita les explico cuáles son- contribuyen o han contribuido a mejorar su confianza o seguridad al momento de interactuar en la segunda lengua? Es decir, en inglés. Digamos, las actividades fueron las que hicimos como las de la familia. ¿Se acuerdan el jueguito de los miembros de la familia? El de los adjetivos, el de "what is this, what is that…"

P3: Pues sí, porque digamos al momento de uno hacer la actuación, pues tiende como a pensar que es otra persona y se suelta un poquito más con sus compañeros, cosa que pues, cuando uno está así, normal, con el uniforme delante de todo el mundo le da como pena, porque ¡ay no, qué pena, qué boleta! Pero ya así actuando uno como que se suelta más y entonces empieza a ´pronunciar mejor y así, o sea, intenta sacar como lo mejor para verle el chiste y pues que la clase sea activa y bien.

P4: Eh, pues sí porque por medio de esas actividades nosotros nos enseñan a tener más valor al hablar y pues… vamos, como vamos jugando vamos aprendiendo, entonces así es más divertido saber el inglés y poder interactuar entre los compañeros sin darnos cuenta y sin equivocarnos.

P5: Me parece que está bien, ya que de esa forma aprendemos más y nos interesa más la clase y podemos aprender mucho más fácil y con eso podemos soltarnos un poco más y ya.

En: Basado en su experiencia, Qué tanto ha evolucionado su producción oral desde el inicio del proceso con las técnicas que fueron implementadas en el aula hasta ahora en el área de inglés.

P3: Ah, pues mi pronunciación siempre ha sido normal, pero últimamente siento que estoy como pronunciando mejor, puedo cantar mejor las canciones de Shawn Méndez. Pero no, si, si, desde que comenzamos pues si ha mejorado bastante. Osea, ya hay palabras que conozco su pronunciación y pues se me es más fácil hablarlas así sin necesidad de preguntar si se dice así o no se dice así.

En: la producción oral también incluye digamos cuando usted es capaz de hacer preguntas, de responder preguntas, de interactuar con los compañeros, en inglés.

P4: Pues, en las formas que usted no ha enseñado. Que primero va, según como primero va el orden, así uno ha mejorado la pronunciación y no se ha equivocado en confundir una cosa y la otra y los verbos, pues más que todo.

P5: Eh, gracias a la forma que usted no está enseñando, pues, hemos mejorado muchas cosas que teníamos como errores. En la pronunciación ya se nos facilita un poco, eh… podemos responder preguntas con más fluidez y ósea, nos podemos… prepararnos para

P3: ah pues sí, ya es como más fácil describirlos a todos ellos porque ya pues, tenemos la información y en base a toda esa información, pues solamente es practicar y pues ya se hace mucho más fácil que al principio, porque al principio pues uno no sabía nada de descripción, o bueno no era nada, sino que pues no tenía como lo implementos básicos. Que uno dice ah no primero va esto, se describe de tal forma y así y pues, después de que tuvimos esas clases pues ya como que es más fácil decir.

P4: Pues, el método que usted nos enseñó, a cómo pronunciar, a como primero que iba, después que iba, así, entonces nos enseñó como a profundizarnos más y a hablar más y a dialogar y la descripción a nuestros compañeros y eso ya no nos daba tanta pena porque ya nos había enseñado la pronunciación, nos había enseñado cada miembro y todo eso

P5: eh… pues que con eso la verdad se nos hace más… ósea, podemos realizar nuestra creatividad, o sea, ya podemos realizar un diálogo con más palabras, ya aprendemos a describir fácil, eh… nos fluye mucho eh… pasar al frente y decir las palabras, ya que usted nos explicó la pronunciación, cómo se escribía correctamente.

En: entonces, ¿Qué ítems le parecieron relevantes en el desarrollo de la clase a través de estas técnicas? ¿Qué aspectos consideró que eran importantes? Porque siempre ¿que hacíamos? La explicación, ejercicios, y el taller. En el taller se hacía la implementación de la técnica.

P3: Me pareció importante digamos es que usted siempre cuando empezábamos la explicación intentaba hacer la explicación que llamare toda nuestra atención, y pues, llamando ya nuestra atención por medio de actividades o así o cosas que hacía, pues se nos hacía más fácil entender las cosas, entonces eso era como lo más importante para ya luego, si uno entiende bien la explicación, el taller le queda super fácil y la evaluación igual, entonces, para mí eso fue como lo mas importante. Digamos la manera en la que llama la atención del estudiante para entender y que todo se le facilite.

P4: pues para el desarrollo de las actividades, de los talleres y los ejercicios. Pues antes en la explicación usted nos enseñaba como una metodología nueva; como que nos motivaba, con ejercicios, actividades, de cómo, de cómo saber pronunciar, responder, saber escribirlo, y entonces, gracias a eso en los talleres nos quedaba más fácil.

P5: Para mí es importante la explicación y los ejercicios, ya que pues, o sea poner en práctica o que usted nos enseñó em, nos hace que, en los talleres, las evaluaciones nos vayan más fácil. También las actividades lúdicas como representar a alguien, pasar adelante, decir muchas cosas, eso nos facilitó entender más el tema.

En: ¿De qué manera creen ustedes que la interacción oral empleada en el idioma extranjero generará cambios significativos en su vida?

P3: Pues digamos, ahorita todo se basa en prácticamente digamos en cualquier empleo o

Appendix 9. *Timetable for outreach component*

➢ Semana del 13 al 22 de mayo: Preparación de los primeros talleres de refuerzo.
  • NOVENO GRADO: Taller sobre el verbo to be
    ▪ TEMAS:
      • Oraciones afirmativas, negativas e interrogativas con el verbo to be en presente simple.
      • Números ordinales de primero a trigésimo primero.
      • Números cardinales de 1 a 100.
      • El alfabeto.
      • Vocabulario sobre países y nacionalidades.
      • Palabras de pregunta con WH, con preguntas sobre información personal.
      • Fechas en inglés (meses, días, números ordinales)
  • DECIMO GRADO: Taller sobre los verbos modales auxiliares can, could y be able to.
    ▪ TEMAS:
      ▪ Usos de can, could y be able to.
      ▪ Oraciones afirmativas, negativas e interrogativas con can en presente.
      ▪ Oraciones afirmativas, negativas e interrogativas con could en pasado.
      ▪ Oraciones afirmativas, negativas e interrogativas con be able to en presente, pasado y futuro simple.
      ▪ Preguntas usando las palabras de pregunta con WH.

- UNDECIMO GRADO: Taller sobre voz activa.
  - TEMAS:
    - Oraciones afirmativas, negativas e interrogativas en presente simple.
    - Oraciones afirmativas, negativas e interrogativas en pasado simple.
    - Oraciones afirmativas, negativas e interrogativas en futuro simple.
    - Oraciones afirmativas, negativas e interrogativas en presente perfecto.
    - Oraciones afirmativas, negativas e interrogativas en pasado perfecto.
    - Oraciones afirmativas, negativas e interrogativas en futuro perfecto.
- ➤ Mayo 23: Revisión de talleres por parte del supervisor.
- ➤ Mayo 24: Información en cada grado sobre los talleres de refuerzo en forma oral y por escrito.

    Alimentación de la plataforma de web colegios con los talleres.
- ➤ Mayo 28: Recepción del primer taller en físico para calificación.
- ➤ Mayo 30: Devolución del taller corregido a los estudiantes que lo presentaron.
- ➤ Junio 4: Primera evaluación de refuerzo sobre el primer taller desarrollado.
- ➤ Junio 5,6,7: Preparación de los segundos talleres de refuerzo para cada grado.
  - NOVENO GRADO: Taller sobre la lección número 4.
    - TEMAS:
      - Vocabulario sobre materias.
      - Vocabulario sobre útiles de estudio.
      - Vocabulario sobre deportes.
      - Artículos indefinidos: A- An
      - Adjetivos demostrativos: This, that, these, those.
      - Wh questions.
  - DECIMO GRADO: Taller sobre los modales have to y Must.
    - TEMAS:
      - Oraciones afirmativas, negativas y preguntas con have to en los 3 t.
      - Oraciones afirmativas, negativas e interrogativas con must en presente.
  - UNDECIMO GRADO: Taller sobre voz pasiva.
    - TEMAS:
      - Oraciones afirmativas, negativas e interrogativas en presente simple.
      - Oraciones afirmativas, negativas e interrogativas en pasado simple.
      - Oraciones afirmativas, negativas e interrogativas en futuro simple.
      - Oraciones afirmativas, negativas e interrogativas en presente perfecto.

- Oraciones afirmativas, negativas e interrogativas en pasado perfecto.
- Oraciones afirmativas, negativas e interrogativas en futuro perfecto.

- Junio 7: Revisión de talleres por parte del supervisor.
- Junio 7: Alimentación de la plataforma de web colegios con el segundo taller por grado.
- Junio 10: Recepción del segundo taller en físico para calificación.
- Junio 11: Devolución del taller corregido a los estudiantes que lo presentaron.
- Julio 8: Evaluación de refuerzo sobre el segundo taller desarrollado.
- Julio 9,10 y 11: Preparación de los terceros talleres de refuerzo para cada grado.
  - NOVENO GRADO: Taller sobre la lección 5.
    - TEMAS:
      - Vocabulario sobre miembros de la familia.
      - Vocabulario sobre trabajos y ocupaciones
      - Adjetivos posesivos.
      - Posesivo sajón.
      - Personas hablando sobre sus familias.
  - DECIMO GRADO: Taller sobre todos los modales vistos.
    - TEMAS:
      - Ejercicios de completar oraciones con todos los verbos modales vistos (can, could, be able to, have to, must, shall, will, should, ought to)
  - UNDECIMO GRADO: Preguntas tipo ICFES (preguntas 50)
    - Ejercicios con preguntas tipo icfes sobre comparativos y superlativos.
- Julio 12: Revisión de talleres por parte del supervisor.
- Julio 12: Alimentación de la plataforma de web colegios con los talleres.
- Julio 16: Recepción del tercer taller en físico para calificación.
- Julio 19: Devolución del taller corregido a los estudiantes que lo presentaron.
- Julio 23: Evaluación de refuerzo sobre el tercer taller desarrollado.

Workshops

Workshop 9th grade

NAME: _____GRADE: _____ DATE: _____

A. Organize the sentences.

1.girl./Stella/a/is/beautiful

_____

2. Paris./in/Clarice/is

_____

3. Germany./They/from/are

_____

4. twenty/years/is/Manuela/old.

_____

5. are/Where/from?/you

_____

6. is/My/Isabella/friend/Italian.

_____

7. very/house/big./My/is/

_____

8. favorite/My/subject/Mathematics./is

_____

9. you /Mr. Jones? /Are

_____

10. nationality?/your/What/is

_____

B. Write the correct personal pronoun and translate the sentence into Spanish.

11. ____ is a very good teacher (two possible answers).
_____

12. ____ are my best friends (two possible answers).
_____

13.____ are a handsome man.
_____

14.____am a good-looking person.
_____

15.____is an engineer (two possible answers).
_____

C. Look at the famous people and look for his/her nationality on internet and create a sentence with **Wh** question form and then answer it in present simple.
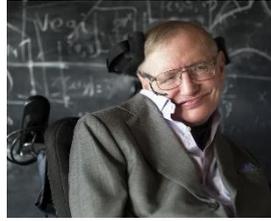
D. Write the full ordinal numbers in the gaps on the board.

START

FINISH
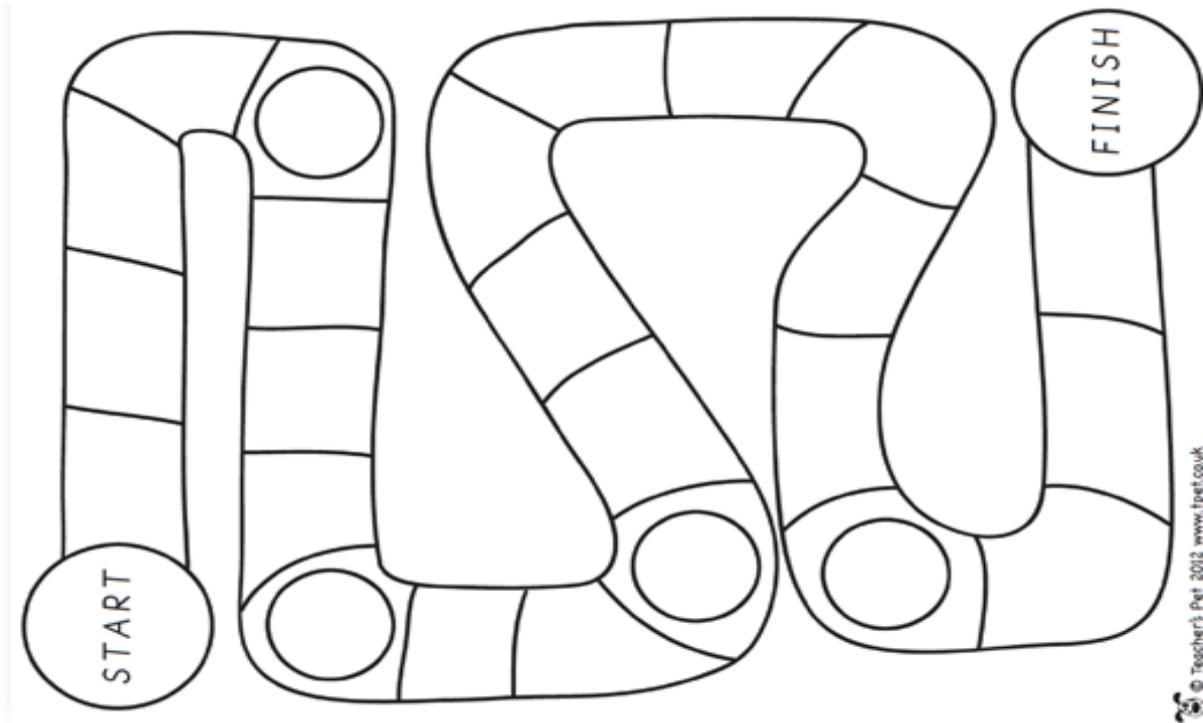
© Teacher's Pet 2012 www.tpet.co.uk

E. Write the month of the year in the correct image.

F. Answer to the following questions. Then, write a paragraph using your information, record your voice and send it to your teacher.

Ex: Hello. My name is Laura, I am from Pamplona. I am 15 years old…

1. What is your name?

_____

2. Can you spell it please?

_____

3. Where is your mother from?

_____

4. How old are you?

_____

4. What is your favorite subject?

_____

6. When is your birthday?

_____

7. Who is your best friend?

_____

8. Where are you from?

_____

9. What is the name of your pet?

_____

10. What is your mother's name?

_____

11. Can you spell it please?

_____

12. What is your nationality?

_____

_____

_____

_____

_____

Workshop 10th grade

NAME: _____GRADE: _____ DATE: _____

A. Complete the sentences with **can** or **be able to**. Answer the questions in the positive and negative form.

1. _____ you play a musical instrument?

_____

_____

2. Will you _____talk fluently in English?

_____

_____

3. _____ you ride a horse?

_____

_____

4. Will you _____ speak in public?

_____

_____

5. Are you _____ communicate with your partners in Spanish?

_____

_____

B. Use the words in the box in the correct form to write sentences in the **interrogative, positive** and **negative** form in past simple using the modal verb **could.**

DANCE SALSA	HOMEWORK	DRIVE A CAR	SPEAK CHINESE
PLAY A VIDEO GAME		SOLVE A PROBLEM	SING

_____

_____

_____

_____

_____

_____

_____

_____

C. Find the mistake, underline it and write the correct form of the sentence.

1. I will be able swimming.

_____

2. She cans ride a bike.

_____

3. Can you to play cricket?

_____

4. He not can speak English.

_____

5. Can runs they fast?

_____

6. She can ate 20 cakes!

_____

7. He could to cook dinner.

_____

8. Could to you give me a cupcake?

_____

D. Write a paragraph talking about your abilities.

Ex: My name is Thom; I can play guitar and piano. I am able to dance salsa….

_____

_____

_____

_____

_____

E. Answer to the following questions in the positive and negative form.

1. Will you be able to drive a car?

_____

_____

2. Can your parents speak English fluently?

_____

_____

3. Could you help me please?

_____

_____

Workshop 11th grade

Passive voice Workshop

NAME: _____ **COURSE:** _____
DATE: _____

    A. Transform the following sentences into the passive voice.

1. He has written his conference several times.

_____

2. We found the book in an unexpected place.

_____

3. Last night someone broke into the office.

_____

4. We commit mistakes.

_____

5. We are going to send a message.

_____

6. Someone built this house 200 years ago.

_____

7. The police will arrest the robbers.

_____

8. They produce cars in this factory.

_____

9. She serves breakfast at eight o'clock every day.

_____

10. He makes coffee in Brazil.

_____

B. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present
Simple**.** Then, translate them into Spanish.

1. English _____ (speak) in England.

_____

2. The letters _____ (send) in the morning.

_____

3. How _____ (your name/spell)?

_____

4. My salary _____ (pay) every month.

_____

5. These cars _____ (not make) in Japan.

_____

6. The names of the people who committed the crime _____ (not know).

_____

7. His travel expenses _____ (not pay) by his company.

_____

C. Put the verbs in brackets into Past Simple Passive voice and translate the text into Spanish.

Two men _____ (see) breaking into a house in my street last night. The police

_____ (call) and they arrived very quickly. One man _____

(catch) immediately. The other escaped, but he _____ (find) very soon. Both men

_____ (take) to the police station where they

_____

(question) separately by a police officer.

_____

_____

_____

_____

_____

    D. Translate the following text into English. Then, rewrite using passive voice form.

Nuestro colegio está organizando un evento. La profesora va a escoger el mejor proyecto sobre el medio ambiente. Los estudiantes deben incluir imágenes y dibujos en sus proyectos. Los estudiantes también tienen que hacer los escritos ellos mismos. El colegio le dará al ganador un kit enciclopedias.

_____

_____

_____

_____

_____

_____

_____

    E. Order the Words to make a sentence and translate it into Spanish:

1. named/The sandwich/after/was/the Earl of Sandwich

_____

_____

2. Designed/Cristopher Wren/St Paul's Cathedral/was/by

_____

_____

3. published/The first crossword puzzle /in 1913/by/was

4.very often/not used/The fax machine/these days/is

5. discovered/was/by/Alexander Fleming/Penicillin

Appendix 10. *Activity*

Anulado por copia. Junio 11/19

Colegio Provincial San José
Sede José Rafael Faria Bermúdez
English Class, Pamplona, 20J

SIGN: _____
Second workshop 9° grade

0.0

NAME: Jose Alejandro Gonzalez GRADE: 9-5 DATE: Mond, June tenth (10th)

A. Write the correct subject according to the image.

| Social Sciences | Mathematics | Physics | Spanish |

| Natural Sciences | Computing | English | Arts |

B. Find the classroom objects and color them, make questions with the correct **demonstrative adjective** and answer using A/An if possible.
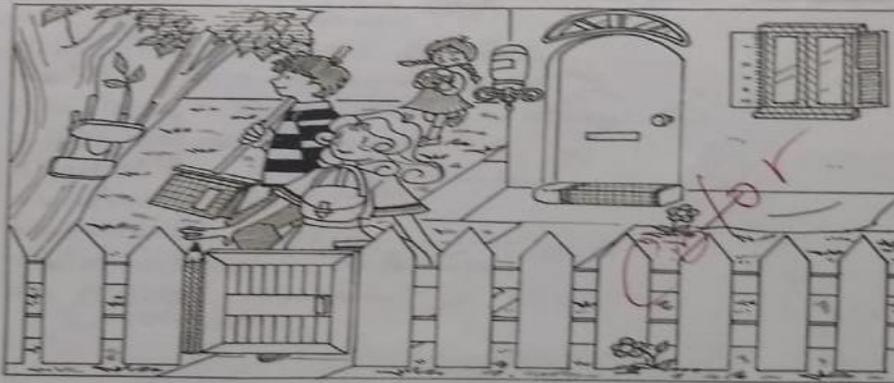
Ex: What is **that** object? That object is a chair.

9. what is that object? that objects is a ruler.
10. what is this object? this is objects a book.
11. what is that object? that object is glue.
12. what is that object? what objects is a pencil.
13. what is that object? that objects is a bag.

Appendix 11. *Activity*