

The Implementation of Drama Techniques in an EFL Classroom Using the Communicative
Approach for Enhancing the Speaking Skill of 6^o Grade Students at “Colegio Municipal Gremios
Unidos” An Action Research

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Presentation of the proposal

This study aims to enhance the speaking skill in an EFL classroom of 6^o grade students through the implementation of drama techniques using the communicative approach at “Colegio Municipal Gremios Unidos”. The present study is divided into four chapters.

To begin with, the Pedagogical Component comprises the execution of a project with the purpose of improving the speaking skill in EFL students by implementing drama activities using the communicative approach. Furthermore, this pedagogical component looks at upgrading the speaking skill.

Then, in the Research Component, the training of the reflective spirit to raise the quality of educative processes where is carry out the pedagogical practice, is considered crucial in pre-service teachers as active agent participants of self-reflection as an innovative instrument of didactics processes in a professional space in order to contribute to the description, identification and analysis of the pedagogical practice itself.

Subsequently, the Outreach Component is centered on the awareness of the English language in primary schools with the intention of contributing to the basic education in the foreign language, for the requirements of these levels. The pre-service teacher is responsible for the attention to problems of the educational field tending to decrease the inequity of the educative system.

Finally, in the Administrative Component, the pre-service teacher is part of different extra-curricular events that take place in the school for the purpose of getting a real experience as future teacher.

Introduction

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

As a country in constant development and immersed in the globalization, Colombia needs an improvement in the English teaching as a second language in all the aspects that leads it to be the universal language. It is important for the government to make a significant emphasis on the implementation of it, and as a result, it would give lots of benefits and new opportunities for people and for the country.

In addition, it is a fact that English in Colombia has a low level caused by the low motivation of teachers and students; the methodology used to teach this language is a key to cultivate interest, that is why Colombia needs good teachers, trained to provide an integrated education and to improve the level of English in children and adolescents considering that they are the future of our country.

Taking this into account, English, known as the “global language” has been included to be taught in primary and high schools by the National Education Ministry (MEN) in Colombia with the purpose to become a bilingual country and as the MEN stated “Ser competente en otra lengua es esencial en el mundo globalizado, el cual exige poderse comunicar mejor, abrir fronteras, comprender otros contextos, apropiarse de saberes y hacerlos circular, entender y hacerse

entender, enriquecerse y jugar un papel decisivo en el desarrollo del país. Ser bilingüe amplía las oportunidades para ser más competentes y competitivos”. With regard to this, teachers should be committed to fulfill what is established by the government. Regarding this commitment, it is necessary to implement new strategies and the use of diverse tools to develop skills on FL learners; all these skills (listening, reading, writing and speaking) have to be developed at the same time, however, some with less intensity than others. For this world, it is important to prepare students to be able to communicate, to transmit an idea and to interact with others in a foreign language; that is why this action research is focused on the speaking skill by using drama activities in order to accomplish the goal of improving the oral production of sixth grade students at Colegio Municipal Gremios Unidos in Cucuta, Colombia. Having been identified the problem in the classroom; it was time to take action and give a solution and start a remarkable change in the education of the country.

Justification

Currently, a complete learning is based on the knowledge that the students acquire not only for their learning process but also for their personal development that is why teachers must concentrate their classes on the student’s interests and focus on obtain a daily motivation in them. Therefore, it is important to implement in each class strategies that are attractive for the students to obtain an enriching class based on the creativity, diversion and imagination.

This action research aims to improve the communicative competence of EFL sixth grade students (boys and girls between 11 and 13 years old) at Colegio Municipal Gremios Unidos in Cúcuta. After talking to the teacher in charge of the English course, with the purpose to know the factors that influenced on the learning process and what skills should had more attention, she

established that students were more engaged with grammar structures and to have a higher level in the writing skill, it is evident a lack of vocabulary and the mispronunciation of words that did not allow students to communicate with ease and clarity in English language. Bearing this in mind, with the implementation of drama techniques, this project aims not only to improve the speaking skill of the students but also to motivate them every day to study more and more, to give them a reason to love the English language and to enrich the English teaching process.

Objectives

General objective

- To enhance the students' speaking skill through the implementation of drama techniques in an EFL classroom, using the communicative approach.

Specific objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.
- To teach English to the students in primary schools in Cúcuta city.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Cúcuta city.
- To participate actively in all academic and administrative activities proposed by "Colegio Municipal Gremios Unidos".

Institutional observation

With the objective to carry out the implementation of the integral practical project in the educational institution, it was of vital importance the gathering of previous data, corresponding to certain elements of the chosen place, with the aim of knowing the school and its components in detail. The aspects that were taken into account for the data collection are the following:

topographical school's location, educative authorities, fundamental aspects of the Institutional Educational Project (P.E.I), rule-book, physical facilities, institutional organization, institutional calendar, teacher timetable and the pedagogical aspects observed in the classroom.

Topographical school's location

According to the minutes of installation of the Sociedad de Artesanos Gremios Unidos "Colegio Municipal Gremios Unidos" is an educational institution that was founded on May 11, 1912 by the following founding members: Victor M. Ontiveros, Saul Matheus Briceño, Victor Manuel Galvis, Juan Luis Vega, Ramon Pelayo, Jose Antonio Fortuna, Froilan Savila and Leandro Cuberos Niño; who met on December 29, 1909 at 8 pm, in the house of Mr. Meliton Angulo Heredia to make the last debate on the statutes that govern the Society. This school is located in the street 6 AN #4-73 neighborhood Colpet, Norte de Santander, in the city of San José de Cúcuta.



Figure 1 Colegio Municipal Gremios Unidos

According to the philosophy of this governmental establishment the educational community is regulated by the principles of Colombian education, enshrined in the Political Constitution of 1991 and the General Law of Education (Law 115 of 1994), which indicate that "education is a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, their dignity, their rights and their duties ". And its purpose is expressed in Article 5 of Law 115 of 1994, in accordance with Article 67 of the Political Constitution.

The educational action is aimed at making the democratic coexistence a form and an institutional lifestyle, through the development of methodological strategies and forms of

agreement that promote the integral and permanent training of educational actors and the socialization of the educational community.

Institutional authorities

The structure of the institutional authorities of Colegio Municipal Gremios Unidos is composed by the principal's office, the coordination office and the secretary's office which is divided into the parent association, the parent council, the student council, the alumni association and the productive sector, whose names are presented in the data table below:

Table 1 Institutional authorities

| Charge | Name |
|-------------------|--------------------------------|
| Principal | Obregon Rodriguez Jackeline |
| Coordinator | Pabón Garcia Nelly Maria |
| Coordinator | Bautista Calderón Rafael Elias |
| Coordinator | Gallardo Aponte Carlos Felipe |
| General Secretary | Acevedo Perez Alba Esther |
| General Secretary | Mendoza Velasquez Ledy Yohana |
| General Secretary | Patino Sandoval Esperanza |

Fundamental aspects of the Institutional Educational Project (P.E.I)

The institutional educational project P.E.I is a permanent process of human and institutional development assumed as a research and collective construction of the being and the

task of the educational community. The Institutional Educational Project aims to create a propitious environment for students to appropriate of meaningful learning, where they can develop skills, attitudes, feelings and knowledge, and where they can assume the values and necessary commitments to improve the quality of life, both personal and social, transforming and enriching their context.

The Institutional Educational Project is organized by four components: directive component, administrative and financial component, academic component and community component which were very important during the adjustment process of the P.E.I. This School, focused its efforts on certain approaches that guarantees the development of an inclusive, pertinent, integral and qualitative education.

Mission

The educational institution “Colegio Municipal Gremios Unidos”, has as its mission to offer an educational service aimed at the formation of humans who relate being with knowledge and know-how, thought reflective, participatory, democratic, autonomous, critical, creative, investigative, and technological thinking that allows coexistence in harmony with the community and promotes the construction of a dynamic society of changes and transformations in favor of life’s quality and a better future for all.

Vision

By the year 2026, the Educational Institution “Colegio Municipal Gremios Unidos” will promote in its students the development of critical and reflective thinking, the curiosity for

research, the creativity and the appropriation of values, from their integral training, from a perspective of entrepreneurship, innovation, the promotion of science and healthy coexistence, so that they can fully participate in activities of a social, personal and productive nature, based on the generation of academic, cultural and sport spaces, demonstrating, at all times, respect for each member of the educational community, taking advantage of the current opportunities offered by new technologies in relation to teaching and learning likewise, contributing to the care and the preservation of the environment.

Symbols of the institution

Anthem of the school.

| | |
|-------------------------------|----------------------------|
| Coro: | Atlántico y Pacífico |
| Guardad Gremiounidense | Son una sola lágrima |
| El lema que el dolor, | Purísima de Dios. |
| Ha puesto en vuestras frentes | |
| Virtud, trabajo y amor. | II |
| | El pueblo es el gran árbol |
| I | Cuya raíz no muere, |
| La patria es todo el mundo | Y en cuya altiva cumbre, |
| Que libero bolívar | Vive la tempestad, |
| La humanidad es toda | Da flores como Washington |
| La que Jesús amo. | Como colón da frutos |
| Colombia es toda América | Y en su fecunda sombra |

Sueña la humanidad.

III

El libro es el constante
Amigo que no engaña
El yunque es el maestro.
Del arte de vivir.
Tenemos dos escudos,
La raza y el idioma
Y un estandarte solo
Renovarse o morir.

IV

Es la enseñanza libre
Nuestra mejor bandera,
Para poder el mundo
Con ella convencer
Al par que el intelecto
Hacemos fuerte el musculo
Amamos dos apóstoles

Marino y Santander.

V

Queremos patria bella
Pero que sea muy propia
Sin que un poder extraño
Se crea su protector,
Pues los andinos montes
Tiene cautivo un cóndor
Que da su se lo pierden
Otro libertador

Lyrics: TEODORO GUTIÉRREZ CALDERÓN

Music: FAUSTO PÉREZ

School shield.



Figure 2. Shield of the institution

School flag.



Figure 3. Flag of the institution

Institutional principles

The scholar institution takes up the principles of Colombian education enshrined in the Political Constitution of 1991 to be developed in an integral manner in all its administrative, pedagogical and community processes. Those principles are:

- Principles that are related to the Political Constitution: The school community must be democratic, participatory and pluralistic; founded on respect for human dignity, on the work and solidarity of the people that integrate it and on the prevalence of the general interest.
- They are essential purposes of the educative institution, to promote the general prosperity and to ensure the effectiveness of the principles, duties and rights enshrined in the constitution; to facilitate participation of all in the decision-making that will affect in some way the life of the educational community.
- The institution recognizes, without any discrimination, the primacy of the inalienable rights of the person.
- The school community must recognize, teach and protect the ethnic and cultural diversity of the Colombian nation.
- It is the obligation of the educational community and the people who belong to it to protect the cultural and natural wealth of the nation.

Quality objectives

- To Manage resources effectively, developing inter-institutional agreements that favor the possibility of continuity and the improvement of the quality of academic secondary education.
- To Increase the atmosphere of cordiality and respect in the interpersonal relationships.
- To Raise the good achievement of human talent through training and continuing education processes.

- To Raise the student's competence level, providing an appropriate educational service, which contributes to the integral training of our students permanently.
- To Increase the settlement of parents and students.
- To Increase the efficiency of the processes, carrying out processes of continuous improvement.

Rulebook

The rulebook of the Educational Institution "Colegio Municipal Gremios Unidos", has as legal foundations: The Political Constitution of Colombia, the Code of Childhood and Adolescence (Law 1098 of 2006); Law 1620 of 2013: "By which the national system of school coexistence and training is created for the exercise of human rights, sex education, prevention and mitigation of school violence", and its regulatory decree No. 1965, of September 11, 2013; Decree 1075 of May 26, 2015: "Whereby the Regulatory Decree of the Education Sector is issued" and Law 1437 of 2011: "Whereby the Code of Administrative Procedure and Administrative Litigation is issued" and the Decree 1421 of August 29, 2017: "By which is regulated, within the framework of inclusive education, the educational attention to the population with disabilities."

Additionally, this rulebook is divided into ten chapters which present a detailed information of different guidelines that each one of the members conforming the educational institution must followed with the purpose of maintaining the order, some of those chapters show certain data related to the profiles of the students, teachers and parents, the democratic participation, the rights, duties and prohibitions, the scholar coexistence committee, the

situations that affect the scholar coexistence, the rating scale, stimuli and recognitions and besides about the uniform, school day and absence.

Institutional Organization

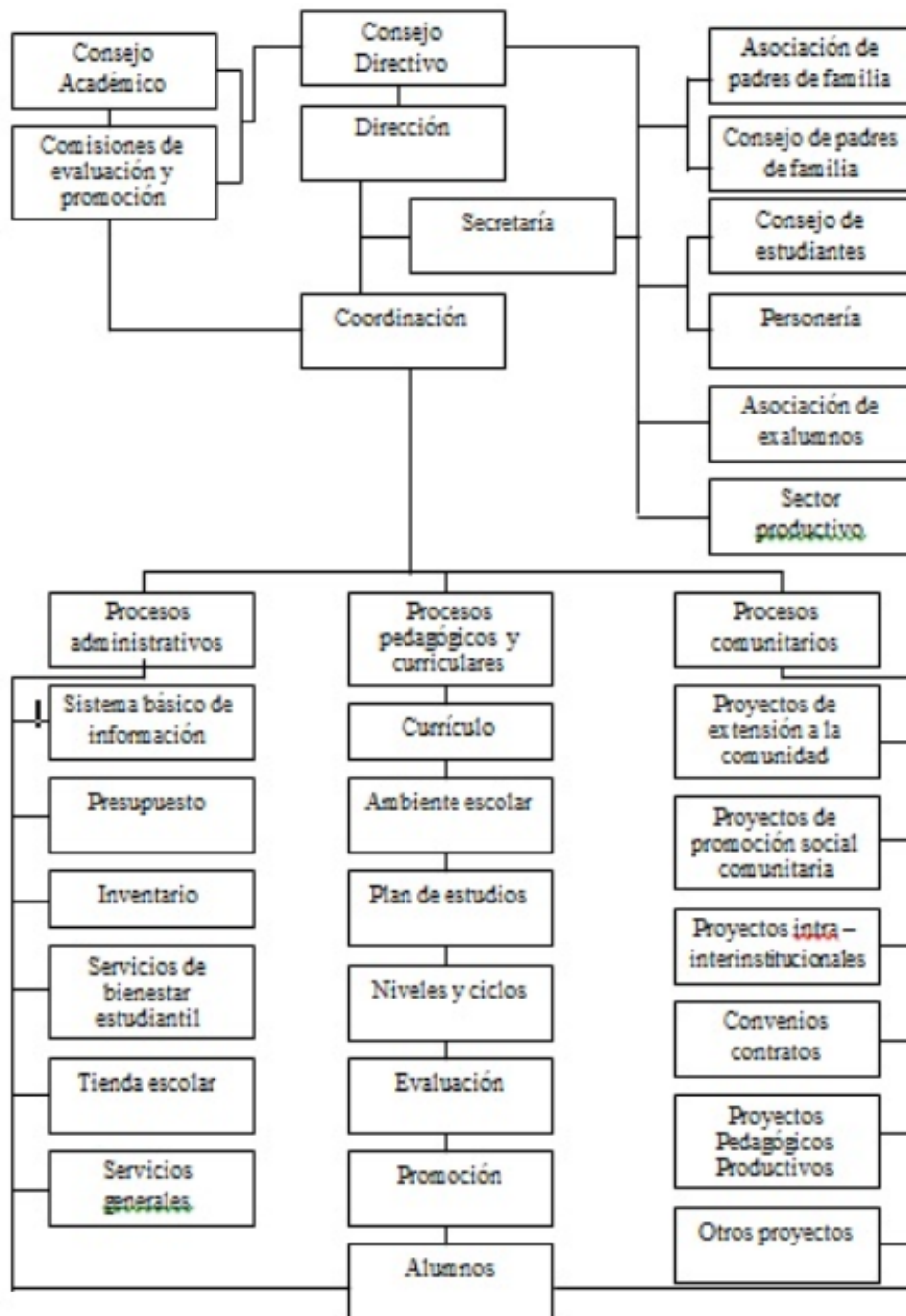


Figure 4. Institutional organization

Pre-service teacher schedule

Table 2. Cooperating teacher schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|---------------|----------------|------------------|-----------------|---------------|
| 6:00-6:55 am | 601 | 604 | 603 | | 601 |
| 6:55-7:50 am | 601 | 604 | 603 | | |
| 7:50-8:45 am | 603 | | 605 | | 602 |
| 8:45-9:40 am | | | | | |
| 9:40-10:10 am | BREAK | | | | |
| 10:10-11:05 am | | | 602 | | 605 |
| 11:05-12:00 pm | | | 602 | | 605 |

Supervisor’s academic schedule

Table 3. Supervisor’s academic schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|---------------|----------------|------------------|-----------------|---------------|
| 6:00-6:55 am | 601 | 604 | 603 | 1001 | 601 |
| 6:55-7:50 am | 601 | 604 | 603 | 1001 | |
| 7:50-8:45 am | 603 | | 605 | 1002 | 602 |
| 8:45-9:40 am | | | | 1002 | |
| 9:40-10:10 am | BREAK | | | | |
| 10:10-11:05 am | | | 602 | | 605 |
| 11:05-12:00 pm | 604 | | 602 | 1002 | 605 |

Pedagogical aspects

As mentioned above, a week of observation was carried out in the school; through this process it was possible to detect, analyze and gather a lot of valuable data for the creation and implementation of this project. Within all the information that was collected, some pedagogical aspects were evidenced through the teaching and learning process in the classroom. Some of these aspects were the following: the classroom environment, the use of the second language and the material used to teach English.

The classroom environment was very varied; the 6th grade students have a neutral degree of discipline although, it could be noticed that sometimes the teacher called the attention of students repeatedly since, these students tended to get distracted from the activities they were doing and they started doing other things like, talking with the other classmates or moving around the classroom, but the students paid attention when the teacher called their attention.

On the other hand, 6th grade students worked following the orders and instructions recommended by the teacher when developing the activities proposed.

In general, the observed courses handled a low use of the second language, even in some cases they could not understand phrases or simple commands. Finally, for the realization of the classes, the teacher implemented their own material through workshops that were done inside the classroom, occasionally, the teacher tried to implement activities such as a mime, a role play and a simulation in order to get students' attention.

Chapter I Pedagogical Component

The Implementation of Drama Techniques in an EFL Classroom Using the Communicative Approach for Enhancing the Speaking Skill of 6th Grade Students at “Colegio Municipal Gremios Unidos” An Action Research

Introduction

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

Furthermore, English language is composed by four skills (speaking, writing, listening and reading); most of the time, at schools not all of those skills are taught, teachers are focused mainly on the writing production and grammar component, leaving aside the other skills. As it is

mentioned previously, material and new strategies are a fundamental factor for developing a different and entertaining learning process for the students. One strategy that could bring many advantages in the student learning process such as improving the student speaking skill, generating a good reading comprehension, encouraging students to speak in front of people, focusing the classes in a communicative approach and having fun while learning, is drama class. Drama activities such as role-plays, simulations, monologues, or dialogues are considered to be highly participatory because learners can play a character being real or imaginary and give them the opportunity to develop their communicative skill through a creative, dynamic, and authentic way that allow them to interact with each other and to get knowledge collaboratively. Similarly, Sam (1990) stated “The learner is now seen as an active participant in the process of language learning and teachers are expected to develop activities to promote self-learning, group interaction in real situations and peer-teaching” Alan Maley and Alan Duff (1978) mentioned the benefits of using dramatic activities in the classroom, for example, it helps to learn new vocabulary, builds confidence, motivates the students and helps shift the focus from the teacher to the students.

Different situations observed in the sixth students’ classroom awake the interest of this project. In the first place, the students of sixth grade showed eager to speak, otherwise, they felt intimidated by the time or their partners, so they used their native language. In the second place, if they did not know some vocabulary they stopped talking and they refused to continue practicing. And in the last place, it could be observed that the participation was unequal. Some of the students speak a lot meanwhile others stayed quite. Additionally, the teacher used to talk most of the time in both languages, Spanish and English, limiting the time and the students’ participation. Taking this into consideration, this action research aims to improve the oral

production skill on students at a high school in Cúcuta, Colombia, by using drama activities as the main strategy to enhance the poverty of the communicative component.

Statement of the problem

The English teacher of sixth grade's students at Colegio Municipal Gremios Unidos stated that they were more engaged with the writing production and grammatical structures. Therefore, during the observation carried out in one week, it was evident the mispronunciation of words that did not allow them to communicate in the target language. That was the main reason why the teaching process of this subject should have been reshaped and some new strategies should have been implemented in order to improve students' speaking skill.

To emphasize what is mentioned above, during the observation was shown a lack of interactive speaking activities that include learning strategies to improve the students of sixth grade speaking skills in English. Through this project, it is expected to find valuable information that contributes to solve the different problems that students face speaking the target language in the classroom. This action research is guided by four main questions:

- ✓ How does the use of drama techniques enhance the speaking skill in the 6th grade students?
- ✓ How do students learn English language through drama activities?
- ✓ What benefits do students get with drama activities?
- ✓ How do the students develop self-esteem and confidence when talking and expressing their ideas and thoughts in English in front of people?

Justification

Every day education demands innovation and didacticism, which become a challenge not only for teachers but also for learners. We, as teachers, face diverse technological advances that somehow affect our methodologies and strategies and to enforce us to look for new ones to increase students' motivation and to avoid classroom desertion.

Education in Colombia is turning into a weighed task for the government and more specifically talking about English teaching and learning as a foreign language. Most of the English teachers do not have the level to fulfill the needs of the students according to Kevin Howlett (2013) in the article "Colombian's problem with English": "(...) the findings of "Bilingualism in Colombia" reveal a depressing 75 per cent of English teachers cannot speak the language to the European B2, or "Upper Intermediate" standard. Even more worrying, 14 per cent struggle to pass the A1 or "Beginner" level (...)". One of the challenges for English teachers at Colegio Municipal Gremios Unidos is to look for a way to enhance student's oral production in English.

This action research, as its name says, attempted to put in action some strategies in order to cover a need and to solve the problem students of sixth grade at Colegio Municipal Gremios Unidos presented related to the weakness in their communicative skill in EFL. Drama activities have become useful strategies that help students to learn a foreign language in a creative and cooperative way. O'Gara (2008), Kao & O'Neill (1998) and Sambanis (2013) stated that "Drama activities involve physical activity and emotional involvement which can lead to improve retention of language structures and vocabulary". When there is an emotional response to a perception or a bit of learning, the brain marks it as useful to the organism. So why do drama in the language classroom? In order to mark elements of language with emotion so that students will remember them" (Damasio,1994, p.15)

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

Objectives

General Objective

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

Specific Objectives

- ✓ To analyze the advantages of the implementation of drama activities in the classroom.
- ✓ To develop students' self-esteem and confidence when talking and expressing their ideas and thoughts in English in front of people.
- ✓ To make the students develop their phonetic competence through practicing their speaking skill.

Theoretical Framework

In this section of the study, it is important to keep in mind the key concepts will allow readers to have a better understanding of the subject of study in this action research. It is important to

mention that the key concepts are going to be defined from general to particular.

Action research

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

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

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

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

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

Communicative skills

Learning a foreign language requests to develop some communicative skills in order to communicate and to develop in a particular context. Those skills are: oral and writing comprehension and oral and written production. In order to reach a clear understanding is taking as reference the Common European Framework of Reference for Languages (CEFRL). It is

considered a guideline in the language field, involving the foreign languages process of teaching and learning.

It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (p. 1)

In addition, the CEFR define in a general way competence: "General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities" (p. 9). Nevertheless, there are competences belonging to the foreign language area, and those allow the communication using the linguistic means (p. 9) These communicative skills are oral comprehension (listening) and oral production (speaking).

Communicative Approach

The communicative approach or communicative learning teaching is based on the premise that successful languages learning involves not only a knowledge of structure and forms of the languages, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms" (Lightbown and Spada, 1999, p172).

The four components of communicative competence identified by Canale and Swain (1980), grammatical, discourse, sociocultural and strategic are very used in communicative contexts. Cuq (2005, p.265) provides a definition this components:

- Linguistic component: knowledge of rules and grammatical structures, phonological, vocabulary.
- Sociolinguistic component: it refers to knowledge of the socio-cultural rules of language use and imposes the ability to use the appropriate linguistic forms according to the situation and the intention of communication.
- Discourse component: it ensures the cohesion and the coherence of the different types of speech according to the parameters of the communication situation.
- Strategic competence: it consists of the ability to use verbal and nonverbal strategies to compensate for failures or "failures" in communication.

This CTL is more of an approach or philosophy than a highly structured methodology.

David Nunan (1991) famously listed five key elements to the communicative approach:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

Speaking skill

Speaking skill is one of the four components of a language besides of reading, listening, and writing. Speaking is a principal ability used to express an idea, feeling or believe based on the need of communication. Brown (2000) said that: “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information” (p. 172). It means that in communicating an individual have to express his ideas, feelings or arguments in an organized sense to the listener understand the message. Furthermore, speaking is one of the most important skills since to speak you need to respond to something heard. It is not only to know how to produce specific sounds but to know vocabulary, grammatical structures and other competences.

Speaking activities

In order to define what speaking activities are, it is important to say that classroom speaking practice become a way of drills in which one person asks and the other answers, the only thing that is evaluated in this kind of exercises is the unique question and the unique answer already stablished by the teacher. In contrast, the real purpose of oral communication is to accomplish a real task, such as request some information by phone or expressing an opinion. In addition, to make sure that the communication is effectively it is necessary to check their understanding. According to Liao (2000) “Communicative activities refer to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with target language in Communicative Language Teaching Approaches” (p. 11). In other words, speaking activities accomplish both desire to communicate and the purpose of communicating. There are many purposes of communicating like to find information, to break down barriers, to talk about oneself, and to learn about the culture.

Drama

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

There should be mentioned the distinction between drama and theater. According to Via (1987), theatre is “communication between people for the benefit of other people, which includes play production” (p. 110). Another term mentioned by Via (1987) consists of drama techniques which are strategies to achieve either drama or theater or both, they cover a wide range of activities that are useful in the language classroom.

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

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

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

Benefits of drama activities

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

- The acquisition of meaningful, fluent interaction in the target language;
- The assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional manner;
- The fully contextualized acquisition of new vocabulary and structure;
- It brings the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content).
- An improved sense of confidence in the student in his or her ability to learn the target language.” (Wessels, p.10).

- Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning;
- Students are encouraged to express their own ideas and contribute to the whole.

Dramatic activities

Drama and language games can serve as a natural introduction to dramatic activities and as preparation for role-play, improvisation, and other drama experiences (Davies, 1990). Drama gam Types of drama activities

Mime

Dougill (1987) defines the mime as “a non-verbal representation of an idea or story through gesture, bodily movement and expression” (p. 13). It is a very useful, powerful and undemanding activity, which underlines the importance of non-verbal communication, especially through facial expressions and gestures (Klippel, 1987). Mime facilitates students to become comfortable with the idea of performing in front of their classmates without worrying for language. It is fun and it can be easily employed as a warm-up exercise. Another advantage is its visual component, which plays a prominent part (Dougill, 1987). As a matter of fact, memory is extremely reinforced by visual associations, which help retain language. Moreover, students’ abilities of observation and improvisation are trained (Klippel, 1987).

Even if no language is employed during mime, it is used when explanation is required, both with the teacher’s instructions and students’ debates, which are made in pairs or groups (Dougill, 1987). During the discussion about the activity, the target language can be used for analysing and evaluating what has been seen. As Klippel (1987) clarifies, the teacher should

keep in mind that shy students may not find it easy to mime in front of the classroom, especially during the first times.

Role play

As Livingstone (1985) claims, role play is “a classroom activity which gives the student the opportunity to practise the language, the aspects of role behaviour, and the actual roles he may need outside the classroom” (p. 6). According to Blatner (2009), role plays help students to become more interested and involved, especially by applying knowledge to action, by solving problems, valuating alternatives and looking for original solutions. Pupils manage to develop a wide range of abilities, such as initiative, self-confidence, group work and communication in general. Role plays prepare students not only for communicating in a foreign language, but also in another cultural and social context (Kodotchigova, 2002).

In order to accomplish an effective role play, the traditional relation between the teacher and the student, where the former is the master and the latter has to obey, has to disappear (Livingstone, 1985). Students have to feel free of expressing themselves, by being their own masters. This means that, apart from the pre-role play activities, when the teacher introduces the topic and explains how the exercise is going to be conducted, the teacher needs to stay out of the performance.

Among the many advantages of using role plays in the language classroom, there is the fact that students are completely involved in the activity. In fact, in order to be successful, students need to “be active almost 100% of the time” (Livingstone, 1985, p. 25). Furthermore, role plays allow

students to use the language themselves, directly, without the manipulation of their teacher. The feeling of doing something relevant and useful is essential to increase student motivation and, as a consequence, the involvement in the learning process. Moreover, role plays have the benefit of recreating different kinds of registers and situations that would not normally be employed in a classroom (Dougill, 1987). Another advantage remarked by Livingstone (1985) is the possibility of carrying out role plays with mixed ability groups. In fact, the roles can be assigned following the students' characteristics, by giving, for instance, a significant role to a confident and fluent student and a less talking role to a shyer one. "The task of the teacher is to improve performance in the foreign language, not alter personality. Roles, then, can be created to fit not only the linguistic ability, but also the personality of the individual student" (Livingstone, 1985, p. 28). Role plays have the special quality of employing improvisation and spontaneity within the learning process (Blatner, 2009).

On the other hand, there are some practical disadvantages with practicing role plays, especially related with organization. To start with, the space is not always helpful, since most of the teachers work in classrooms, which are too small and uncomfortable to manage different groups speaking at the same time (Livingstone, 1985). Another drawback is time, as role plays take up almost a whole lesson if we include the pre-role play preparation and the follow-up. However, Blatner (2009) underlines the importance of warming up a class before starting a role play, since it is an improvisational activity, so students need to feel safe before performing.

How should teachers control role plays? As Livingstone (1985) points out, "the teacher's role during the role play phase is to be as unobtrusive as possible" (p. 31). Either he or she can sit somewhere outside the performing space, or the teacher can move round the classroom. Another possibility for the teacher to observe the activity is by taking a role himself or herself. It should

be a minor role, which does not affect the pace of the action.

A role play should be selected carefully, by keeping in mind a series of characteristics.

Kodotchigova (2002) describes six steps to follow in order to accomplish a successful role play in a classroom. First of all, the teacher has to set up a situation, keeping in mind the students' needs, interests, age and previous experience (Livingstone, 1985). For instance, a role play chosen for teenagers will not be the same one as for business people or adults in general. After choosing the context, the role play is developed. In order to achieve that, teachers have to consider students' level, so the role play will be designed depending on their competence in the foreign language (Livingstone, 1985). The next step consists in a linguistic preparation, by predicting the language needed for the performance (Kodotchigova, 2002). Afterwards, students are given precise role descriptions and information, such as their names, age, characteristics, and so forth. In the fifth step such roles are assigned and the role play is represented. Finally, the follow-up activity is dedicated to debriefing, in which students can express their opinion about the performance.

Simulation

Sometimes role plays and simulations tend to be confused with each other or interpreted differently by various scholars (Dougill, 1987). Livingstone (1985) distinguishes the two activities by claiming that, unlike role plays, "simulations need not stick so closely to real life. They may, for example, involve being shipwrecked on a desert island. The essential point is that the student brings his own personality, experience and opinions to the task" (p. 1). However, Livingstone (1985) points out that "from the language teaching point of view there is little difference between embarking on a role play, a simulation, or a simulation involving role play"

(p. 2), since what is important for the teacher is creating an opportunity to produce spoken language. Both the activities “can reduce the artificiality of the classroom, provide a reason for speaking and allow the learner to talk meaningfully to other learners” (Sturtridge, 1984).

According to Buckner (1999), “a simulation is an intensive, interactive experience in which the content and roles assumed by participants are designed to reflect what people encounter in specific environments” (p. 1). Therefore, simulations create an ambience in which the participants are involved in a personally meaningful activity. Sturtridge (1984) remarks that “in a simulation the learner is given a task to perform or a problem to solve; the background information and the environment of the problem is simulated” (p. 128). She also claims that such activities were originally employed in business and military training, where the result was extremely important (Sturtridge, 1984). On the contrary, nowadays in language learning the outcome of a simulation is not relevant, since the language used during the whole activity is what really counts. Dougill (1985) explains that simulations are better known for being used in general education and training, rather than drama workshops. A typical example of simulation could be used in Business English, where an employee and an employer discuss about their company crisis (Dougill, 1985). In such kind of activities, realia are necessary. For instance, in a simulation of a board- meeting, as Dougill (1985) clarifies, documents and an agenda would be required. “Because of this emphasis on truthfulness to the real world, simulations are more often used with adults than children, whose lack of knowledge and experience would make things problematic” (Dougill, 1985, p. 139).es include ice-breakers, energizers, brain-teasers, among others.

Literature Review

In order to support this proposal, some studies were taken into account based on the use of drama techniques in the field of language teaching. This section will be divided into two categories: Student's stimulation, interest and motivation through drama and developing speaking skill through drama techniques.

First of all, it is essential to make an emphasis on the reflection's process in the teaching practices. According to Elliot-Johns (2014) the purpose of teacher education should be to prepare teachers to be able to exercise their profession, but also to evaluate it. Similarly, this author stresses the need to change from "thinking as a student" to "thinking as a teacher", which suggests to focus in the student learning and in the teaching process.

In Torrico's (2015) study, he aimed to investigate about how students' speaking skills may be enhanced through the employment of drama techniques. Two groups of participants have been selected to conduct the study: a control group, and the research group, both of them composed by the second year Bachillerato students. He analyzed the impact of drama activities both on the development of students' speaking skills and their motivation. In order to gather the data, three instruments were used, questionnaires, a pre-test, a post-questionnaire. The results revealed that the objectives of the study were fully accomplished. The author stated that the participants enjoyed the classroom ambience created through the activities and most of them lost their inhibitions and fears. Above all, the respondents showed little concern about the subject marks or exams, being more concentrated on learning through doing. And they did learn: the data analysis displayed an enhancement of students' communicative skills, in particular speaking and vocabulary. Drama techniques revealed to be in fact powerful instruments to develop a contextual and an authentic use of language, as well as critical thinking and creativity.

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

These three studies show how the implementation of drama can enormously improve speaking skill and reading comprehension in students.

Rodriguez-Bonces (2016) study presents the foundations to design a curriculum that integrates music and drama as strategies for the teaching of English as a foreign language. The author worked with children attending continuing educational programs at any higher education institution following the parameters of a significant teaching-learning process design.

In addition, the author highlights the advantages of integrating music and drama as a medium for the teaching of a foreign language and as a conclusion, the author states that a curriculum that integrates music and drama represents innovation in terms of processes of teaching and learning.

Very similar to Rodriguez-Bonces (2016) study, Bashayer (2015) investigates the influence of teaching English subject using drama on the development of intermediate students' creative thinking, based on an action-research method. The population of this study is too connected with the one of “la Presentación” High School, the author worked with two randomly selected first year intermediate classes of the 33 intermediate female school in Tabuk.

Regarding with the results, the author concluded that there are statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using drama). Learning in a different way could help to a better integral learning process.

Concerning that, the author suggests that Teachers should be trained on how to teach using drama in their classes and that foreign language teaching should adopt dramatic activities

to help students improve their personalities, achievement and cultural awareness of the foreign language.

Moreover, Kalidas' (2013) study aimed to explore the use of drama as a teaching and learning tool not only to enhance students' language proficiency but to also improve students' learning and understanding of a business module.

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

group but as they share their experiences, they start to enjoy the activity and work together to achieve the goal” (p.5).

Those mentioned studies gave a support and guidance of the development of this project, the different drama techniques implemented in each one of those investigations support the objective of this research which is about implementing different drama techniques to develop speaking skills in sixth grade at Colegio Municipal Gremios Unidos. Furthermore, findings gave a positive point to this study because the goals of those studies were achieved and the expectations were fulfilled by using drama techniques as a strategy to teach and learn a foreign language.

Research Methodology

This project aims at giving solution to the sixth-grade students at Colegio Municipal Gremios Unidos, in which students have low level in oral production. The methodology followed to reach the objectives for this study are presented in function of the type of research, the design, the population, the instruments of data collection and the time tables.

Action research

Action research is a participatory process concerned the educational field in which there is a process of practicing evaluation to solve real organization problems. It is conceived as an interactive method with the purpose of collecting information to explore topics of teaching, contents, methodologies, and students’ behavior. As it was stated by Geoffrey Mills in Southern Oregon University.

Any systematic inquiry conducted by teacher researchers [including library media specialists], principals, school counselors, or other stakeholders in the teaching/ learning environment, to gather information about ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved. (Mills, G, 2007, p.1)

In this regard, action research is used by teachers in order to observe and to improve their own practice and it is essential to follow some steps. To clarify what these criteria means, seven steps proposed by Creswell (2002) and adapted by Mertler (2006) about the action research process are presented:

1. The area of focus should involve teaching and learning and should focus on your own practice.
2. The area of focus is something within your locus of control.
3. The area of focus is something you feel passionate about.
4. The area of focus is something you would and can change or improve. Within the plan for action, the teacher researcher should be able to:
5. Describe the situation to change or improve.
6. Describe the evidence currently held that shows there is a problem.
7. Identify the critical factors that seem to affect the problem locally.

Population.

The population of this study are students from 6th grade of “Colegio Municipal Gremios Unidos”. The 6^o grade is composed by 5 different classrooms but for carry out this study, the 6th-

04 was chosen; in this classroom, there are 43 students aged between 11 to 12 years old. However, six students were selected to participate voluntarily in this project. In addition, the involved participants received a pseudonym and a permission letter signed by their parents in order to be recorded by video.

Instruments and techniques to collect data

With the aim of knowing the contributions of the implementation of the dramatic activities in order to enhance the sixth grade students' oral production, it has been carried out two interviews, three observations, three writing journals and three workshops.

Participant observation.

DeWALT & DeWALT (2002) "Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides".

Interview.

An interview is a form used in research to know the participants' conceptions, ideas or expectative in a study. The participant is interviewed with questions already established and concerning the researcher interest to the research. One interview is formulated to participants before starting the project, in order to know if they have a previous knowledge about dramatic activities, as well as knowing what are their expectations about the implementation of this kind of strategies. This interview consists of eight questions related mainly to their experiences with speaking activities and what would they like to cover in the next activities. Moreover, there is

another interview carry out at the end of the process in order to know the students' opinion from the dramatic activities and if they get any improvement of their speaking skills.

Journal.

According with Wiegerová (2013) “a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events” (p.239).

Journals are used with three purposes:

- In the first phase the teachers recorded freely their feelings from school and teacher work.
- In the second phase, after initial analysis of teacher statements, categories were extracted, which were the subject of further writing of teachers, this time in a clear and closed structure.

The third phase of the phase is still open. It should be focused on summary reflection of each teacher (Wiegerová, 2013, p. 243). During the workshops a reflection and observation process was made while implementing the proposal. Afterwards the writing of the experience, the student's attitude, points of view and reactions during each step of the process.

To capture all of this, a chart was created capturing the researcher's/pre-service teacher's experience according to each step of the process of planning, playing, evaluation and re-playing the dramatic activity. (Annexes)

Data analysis

In order to analyze the data gathered, the researcher used the triangulation technique because it facilitates validation of data through cross verification from more than two sources.

Cohen and Manion (1986) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint” (p.254). In order to facilitate the analysis of data and organization about the implementation of this proposal the pre-service teacher planned a schedule to carry put the whole process.

Schedule of instruments implementation.

| WEEK | Institutional observation | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------------------|---------------------------|--|---|---|---|---|---|---|---|---|
| INSTRUMENTS | | | | | | | | | | |
| Interview | | | x | | | | | | | x |
| Participant Observation | | | | | x | | x | | x | |
| Journal | | | | | x | | x | | x | |
| Worskshops | | | | | x | | x | | x | |

Table 4. Instruments implementation schedule

Methodology of the Implementation of the Pedagogical Proposal

Sixth grade students at Colegio Municipal Gremios Unidos have three hours of English class per week, this project was developed during eight weeks, but not all of the three hours were intended to develop the project, only one hour per week was supposed to be dedicated to

drama activities inside the classroom. Drama can be a valuable teaching tool; it gets students up and moving around and interacting with each other. Taking this into consideration, this project aimed to integrate dramatic activities into the classroom following the communicative approach and the linear drama approach, the first one focusing on the improvement of speaking skills and the second one being implemented in class planning.

According to Smith and Herring (1993) drama activities are primarily planned and outlined by the teacher before involving the students in the dramatic playing. This tends to give the teacher great control while allowing the students creative input. The linear drama session resembles a recipe, with a series of steps that produce a selected learning outcome. The stages include planning, playing, evaluating and, optionally, replaying. The planning stage begins with selecting a theme or concept for students to explore through drama, then, the teacher organizes and plan how will be the class developed; In the playing stage, the teacher begins by sharing the material to be dramatized with the students. After that, the teacher will give some minutes to the students to practice their drama material and finally, students perform their drama material; During this evaluation stage, students discuss their personal reaction, the content and theme, and how they can extend the experience or skills to other situations often including real-world circumstances; and he replays stage which allows further development of the initial dramatization by incorporating observations from the evaluation into further dramatizations.

Bearing this in mind, this project was focused on implementing drama activities such as; one role plays, one simulation and Mime. To carry out this, it was necessary to see the curriculum of the school, and the contents the institution and the ministry of education in

Colombia demand to teach English to sixth grades. It was also mandatory to create a plan for each class and to organize them according to this proposal. It is important to say that the classes were based on the communicative approach. Therefore, two people were part of this project in collaboration with the pre-service teacher. One of them from the University of Pamplona was tutoring the pre-service teacher through the action research design and the implementation of the study. And the other one was the cooperating teacher at Colegio Municipal Gremios Unidos who followed the process of this project and who evaluated the pre-service teacher in action.

Development

The pre-service teacher observed that the sixth graders did not follow a text book or another kind of book, the teacher prepares the class according to the contents for the class and she applies different activities like reading a text, translating texts, answer questions among others. After observing this, the pre-service teacher decided to use material from internet and useful pages that work on role plays according to a specific topic, the practitioner created in some cases dialogues, role plays and simulations according to the contents for those grades. The students' productions were assessed according to the Common European Framework of Reference. Furthermore, these productions were evaluated according to the contents previously taught, the vocabulary known, the correct pronunciation and the team work.

Planning principles

As it is mentioned before, the development of this project took place in eight weeks and it was carried out through English classes. The cooperating teacher provided the pre-service teacher a planning sheet to use as a guide during the classes, just to follow the parameters of the

institution and the class. The pre-service teacher created a plan every fifteen days with all sixth-grade groups, due to each grade had to receive the same topics and reach the same goals as possible. The planning of the classes was delivered to the cooperating teacher each Friday during the eight weeks of practice to allow her to change or correct them.

Procedure

- ✓ According to the contents students played a role of character in which they practiced their oral skills.
- ✓ The practitioner agrees with the students the criteria for the evaluation of oral productions.
- ✓ The pre-service teacher provided students real life situations and background information in which they could think about it and create in groups different activities to play.
- ✓ Students developed a role play, a simulation and a mime.
- ✓ Pre-service teacher evaluated the students 'oral production, intonation and work team.
- ✓ Students and the pre-service teacher reflected on their responsibilities and the teaching and learning process.

Workshops

Firstly, in order to achieve the objectives previously established, a series of workshops were scheduled taking into account a series of planning in order to better organize the development of these classes and to better attain the goals in each one of them. It is important to highlight that the steps that were conducted were based on Smith and Herring (1993) steps when implementing drama activities.

Subsequently the three workshops carried out with sixth-grader students are presented, It should be noted that each one of the workshops had their respective planning and each planning contains the material used by the teacher in each workshop.

First Workshop: Role play

During this first workshop the students had the first contact with the project itself, during this stage, having as main topic Present Simple, the students had as reference a video, which showed a similar conversation between two people, after this the teacher presented an example on the board of how to create a role play and then the students designed and presented their respective role plays. Finally, the teacher assessed student performance following the common European Framework of Reference. (Appendix 2)

| | | |
|---|--|---|
| GROUP: 6-03 | LEVEL: A1 | DATE: |
| LINGUISTIC OBJECTIVE: To learn how to create a dialogue in present simple | PRAGMATIC OBJECTIVE To talk about their daily routine in present simple. | SOCIO-CULTURAL OBJECTIVE To know some expressions to use in an informal dialogue. |
| WEEKS: 4 | MATERIALS: Video, video beam, posters and board. | TOPIC Present Simple – Daily Routine |

| STAGES | DESCRIPTION OF THE ACTIVITY | TIME |
|-------------------------------|---|-------|
| Opening / warm up: | The teacher is going to start the class greeting the students and asking them “How are you”. Then, the teacher will do some brain exercises with the students to help them to be more focus in class. After that the teacher will pick up the homework assigned to the students the last class. Later on, the teacher will stick on the board a poster with a conversation between two people talking about their daily routine, (Appendix 1) | 20min |

John's Daily Life

John: I'm going to study hard starting from today. **Do not disturb me.**
Anne: Yeah, yeah. **Please do so.**
John: So, I wake up at six and jog for an hour.
Anne: At 6 AM? **Aren't you usually a sleepyhead in the morning?**
John: If I plan it, I do it.
Anne: Alright, continue.
John: Yes. I Have breakfast at 7, and go to school at 8.
Anne: **Alright.** And you have classes from 9 to 4, right? **What's after school?**
John: Do school homework for 2 hours from 4 PM... Read a book from 6 to 8...
Anne: What? John, when do you have dinner?
John: Ohhhh, that's right! Dinner time at 6. And from 7 to 9, I read a science magazine.
Anne: (Speak with no concern) **That's a good plan,** John.
John: From 9... Hm... Computer games! I will just play for one hour! And I will go to bed at 10. Tada! **What do you think of my new schedule?**
Anne: (Speak with no concern) If you follow through with it, **it will be splendid!**
John: Of course! I start it immediately.

the teacher is going to ask the student's

help to read the dialogue, while the

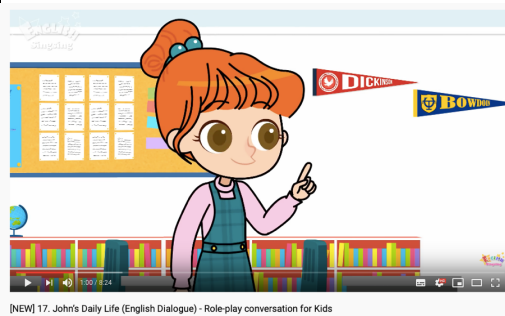
students read the teacher will explain

some expressions used in an informal

conversation between friends.

Afterwards, the teacher will show twice

a video (Appendix 2)



of the conversation above applies to the

students, then, the teacher will ask some

questions about the dialogue in the

video.

| | | |
|--|--|---------------|
| <p>Explanation of the topic</p> | <p>After that, the teacher will explain to the students how to create a short dialogue/ conversation to talk about their daily routine by sticking on the board some colorful papers with sentences and questions in present simple. (Appendix 3)</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; background-color: #4CAF50; color: white; padding: 5px; width: 150px; text-align: center;">WHAT DO YOU DO AT 3PM?</div> <div style="border: 1px solid black; background-color: #4CAF50; color: white; padding: 5px; width: 150px; text-align: center;">HELLO ----- HOW ARE YOU ?</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; background-color: #4CAF50; color: white; padding: 5px; width: 150px; text-align: center;">WHAT DO YOU DO THEN?</div> <div style="border: 1px solid black; background-color: #4CAF50; color: white; padding: 5px; width: 150px; text-align: center;">I'M GREAT I'M FINE</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; background-color: #4CAF50; color: white; padding: 5px; width: 150px; text-align: center;">WHEN DO YOU USUALLY?</div> <div style="border: 1px solid black; background-color: #4CAF50; color: white; padding: 5px; width: 150px; text-align: center;">THAT'S A GOOD PLAN</div> </div> <p>Then, the teacher is going to learn how to pronounce the sentences and questions. After that, the teacher will do a review of the structure of the present simple.</p> | <p>20 min</p> |
| <p>Production Activities</p> | <p>The teacher will ask the students to get into pairs and to create a dialogue about their daily routines and by using the questions and sentences of the video and of the colorful papers stick on the board. Later on, the teacher will ask some students to come in front of the class to</p> | <p>15 min</p> |

| | | |
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| | perform the dialogue. | |
| Closure | Finally, the teacher will thank the students for their participation and attention in the class. The teacher This is all for today, see you on Monday, be on time. “Have a nice weekend”. | 5min |

Table 5. First Workshop Planning

Second Workshop “Mime”

The purpose of the second workshop was to review the vocabulary of the daily routine previously learned during the simple present lesson, the teacher explained to students through examples the meaning of mime as a drama activity, then she gave the instructions to perform the activity and then the students presented their mime in front of the class, it is important to mention that the steps mentioned were implemented according to the Smith and Herring (1993) linear session.

| | | |
|-----------------------|---------------------|-----------------|
| GROUP: 6-03 | LEVEL: A1 | CLASS N: |
|-----------------------|---------------------|-----------------|

| | | |
|---|---|---|
| PRE- SERVICE TEACHER: Karem Juliet Sierra Prada | OBSERVERS: | DATE/ DAY |
| LINGUISTIC OBJECTIVE: Students will be able to identify and properly use daily routine verbs. | COMMUNICATIVE OBJECTIVE: Students will be able to convey a simple message with no words | SOCIO-CULTURAL OBJECTIVE: To promote a sense of achievement, equity and friendship. |
| GENERAL COMPETENCES - Communicative competence - Lexical Competence | MATERIALS Index cards with active verbs written on them | TOPIC-TASK Daily routine / action verbs |

| STAGES | DESCRIPTION OF THE ACTIVITY | TIME (min) | SKILLS | MATERIAL |
|---------------|--|-------------------|---------------|-----------------|
| Opening | <ul style="list-style-type: none"> The teacher is going to start the class greeting the students. Then, she will pick up the homework assigned the previous class. | 2 min | | |
| Warm up | <ul style="list-style-type: none"> The teacher will organize students in six groups of six people. Then, she is going to tell them that they will learn about active verbs. <p>The teacher will explain that Active verbs are words that show action.</p> | 5 min | Speaking | |

| | | | | |
|--------------------------|--|--------|----------|------------------------------|
| | <p>When used in a sentence, they describe what someone or something does.</p> <ul style="list-style-type: none"> • After that, the teacher is going to discuss this concept with the students to add to their understanding. • Next, she will tell them that today's lesson will involve a game of charades. They'll need to act out words without talking. | | | |
| Explanation of the topic | <ul style="list-style-type: none"> • Later on, the teacher will choose an index card and she is going to tell the students she is going to act out the word, and they have to guess what the word is. • Afterwards the teacher will demonstrate the verb, and she will wait for a correct guess. Then, she will repeat the activity again using another word card. • After that, the teacher will choose one of the words she acted out and | 10 min | Speaking | Board Markers Index cards |

| | | | | |
|----------------------------------|---|-------------------|----------------------|------------------------|
| | <p>she will use it in a sentence., next, she is going to act it out again and then, she will write the sentence on the board and she will underline the active verb.</p> | | | |
| <p>Production Activities</p> | <ul style="list-style-type: none"> • Later on, the teacher will find an area in the classroom where everyone can see. In that area the students will come to act out their word. Each time a student comes up, the other students will remain in their seats. <p>The students will come up one at a time when their name is called and select an active verb card.</p> <ul style="list-style-type: none"> • The teacher will have each student act out his word. Also, she will remind students that they cannot talk; the students are only allowed to make motions to help their classmates guess their word. Furthermore, If a student isn't familiar with the | <p>20 min</p> | <p>Speakin g</p> | <p>Index cards</p> |

| | | | | |
|---------------------|--|--------|----------|---|
| | word he selects, the teacher will whisper its meaning to him. | | | |
| Evaluation Activity | <ul style="list-style-type: none"> After everyone has had a turn, the teacher will tell the students to take out sheets of paper. Then, she is going to pass out the rest of cards to the students (at least two cards each). Next, she will instruct them to read the verbs on the cards and to write down a sentence using each word. After that, the teacher will have them illustrate their sentences once they're done. | 17 min | Writing | Piece of paper Pencil Index cards |
| Closure | <ul style="list-style-type: none"> Finally, the teacher will thank the students for their participation and attention in the class. | 5 min | Speaking | |

Table 6. Second Workshop Planning

Third Workshop “Simulation”

This was the last workshop implemented, the students had to write the daily routine of their favorite artist and then wear a costume as if they were that famous, and then make the respective presentation in front of the camera.

| | | |
|---|--|--|
| GROUP: 6-03 | LEVEL: A1 | DATE: |
| LINGUISTIC OBJECTIVE: To learn how to create a text in present simple | PRAGMATIC OBJECTIVE To talk about the famous artist's daily routine in present simple. | SOCIO-CULTURAL OBJECTIVE To act like a famous people |
| WEEKS: 4 | MATERIALS: Sheet of paper | TOPIC Present Simple – Daily Routine |
| | | |
| STAGES | DESCRIPTION OF THE ACTIVITY | TIME |
| Opening / warm up: | The teacher is going to explain the students what is simulation and some examples related to some famous people, like Michael Jackson , Michelle Obama etc. Then , the teacher will read out loud those examples and she will ask some questions related to it. The teacher is going to ask the student's | 20 min |

| | | |
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| | help to read the dialogue, while the | |
| Explanation of the topic | . The teacher will explain how to act like anyone else and how to write the daily routine of a famous artist by writing on the board some daily routines and by showing videos of people acting like their favorite musician, actors etc. | 15 min |
| Production Activities | The teacher will ask the students to choose a famous artist, it could be their favorite actress or singer, then , she will give the students a piece of paper where the students are going to write the respective daily routine of their favorite artists. | 20 min |
| Closure | Finally, the teacher will correct the students' production and after that the students will be recorded by the teacher. | 30 min |

Table 7. Third Workshop Planning

These workshops were conducted with the objective of familiarizing students with different drama activities, in this case, three were implemented, first a role play, then a mime activity and then a simulation, in each one of the workshops the pre-service teacher explained each of the activities to be carried out and then the students in collaboration with the pre-service teacher planned the activity and then the students developed it, finally the pre-service teacher evaluated students' performance and gave their respective feedback. It is worth nothing that the three workshops have shown results that are reflected in the students' progress, but later on, such results will be presented. On the other hand, the results are presented subsequently:

First Workshop: Role play

During the development of the first workshop, it was evident that the students had a very basic knowledge of what it was to create a role play, taking this into account, the pre-service teacher made the proper explanation of the project and the objectives that she wanted to accomplish with it. At first, only a few students showed interest to participate, but after knowing that they would receive a grade and after realizing that they would learn to use different expressions and words in English, their attitude changed. The main purpose of this workshop was to create a role play using the present simple, on this occasion was observed that students had never created a role play or a dialogue before. Therefore, the students needed help from the dictionary and an example model created by the teacher that was stuck on the board. At the time of writing the role play, the pre-service teacher was correcting pronunciation mistakes to the students, this allowed the students to present the role play more confident, and that they developed the activity in a better way. From this first workshop, it was concluded even though the students did not have any kind of knowledge of how to create a role-play or a dialogue, with the help of the teacher and an example model of a role play, they were able to write one and

achieved also present it in front of their classmates, at the same way the correct pronunciation of the words and phrases were reviewed by the students and the teacher before the presentation.

Second Workshop “The Mime”

Throughout the development of this workshop another drama activity was introduced, this time was the mime, this activity aimed at creating a different class environment where the student was the main actor in his learning process. In addition, they were more motivated to participate due to the fact that they had never done an activity like this mentioned before in English where the use of the body was involved. On the other hand, it was also observed that the students made their best effort to pronounce correctly by knowing that the activity would be done in the form of competition. From this workshop, it can be concluded that drama activities like the mime provided physical involvement and release. Furthermore, dramatizing enhanced students' motivation and created a joyful and pleasant environment, both for students and for the teacher.

Third Workshop “Simulation”

In this last workshop, the students put into practice what they learned in the workshops previously developed, first, they chose their favorite artist and then they wrote the daily routine of that artist using the present simple, then they made the oral presentation and it was observed that this technique of dramatization caught the attention of the students since none was afraid to speak in public, and they also expressed to be comfortable talking and acting like their favorite artists. It should be noted that the students felt motivated by the fact of dressing like their favorite artist and at the same time talking about a recognized figure, so this allowed them to try harder when doing their oral presentation.

Journals

During the workshops mentioned above, a reflection and observation process was made while implementing the proposal. Afterwards the writing of the experience, the student's attitude, points of view and reactions during each step of the process.

To capture all of this, a chart was created capturing the researcher's/pre-service teacher's experience according to each step of the process of reading, creation, posting and answering of the comprehension questions of the text.

Here under, the journals of the workshops conducted so far are presented.

| JOURNAL #1 | DATE: October 7th 2019 | GROUP: 6TH grade |
|---|--|------------------------------------|
| STAGES / DESCRIPTION OF THE ACTIVITY | DESCRIPTION OF THE EXPERIENCE: | |
| Explanation of the proposal: | During this stage, I explained to the students my project and the activities that I am going to implement , the students did not show much interest in the proposal but when the pre service teacher asked them if they had doubts some of them expressed their fear of speaking in front of people, another said they didn't want to participate because they didn't know anything about how to talk in | |

| | |
|---|--|
| | <p>English, so , once again I explained that first I would teach some workshops and in those workshops I would teach them how to speak in English and improve this ability, when I did that their attitude changed and many claimed to want to learn expressions to communicate with each other also , they asked if they will get a grade for participate when the supervisor’s answer was positive , almost all the students wanted to know more about drama activities.</p> <p>In this stage, I could observe that the students were more engage with drama activities when they heard they will get a grade if they participate in the activities.</p> |
| <p>Video: Dialogue between two kids talking about their daily routine</p> | <p>At this stage the students payed more attention after realizing they would have to watch a video related to the topic, they were engaged with the video and they answered all the questions I asked while the video was playing, furthermore, I could observe that the use of technology could be a good</p> |

| | |
|----------------------------------|--|
| | <p>strategy to motivate students during the classes , I also could observe that showing a video to introduce the topic was a good idea because the students made an effort to understand the words and actions performed by the two kids in the video.</p> |
| <p>Creation of the dialogue:</p> | <p>I explained on the board how ask about someone else’s daily routine then the students got into pairs and they started to write on their notebooks the conversation, while they did that, I was walking around the classroom answering questions and doubts , some of the students didn’t understand how to formulate questions in present simple, so I did a little review of the interrogative sentences structure in present simple. In this stage, I could notice that many of the students understood how to write a short dialogue, also they were not afraid to ask about the pronunciation of some words or expressions.</p> |

| | |
|--------------------------------------|---|
| <p>Performance of the dialogue :</p> | <p>At this stage the students performed their dialogues in front of the class, at the beginning when I asked if someone wanted to start I did not get an answer from them but, one of the groups raised their hand and they came in front of the class, it seemed to motivate the rest of the class because after the performance of the first group, all the students wanted to perform their dialogues. Once the students finished their performance, I gave them a little feedback with mistakes of grammar and pronunciation.</p> |
|--------------------------------------|---|

Table 8. Journal First Workshop

| | | |
|---|---------------------------------------|------------------------------------|
| JOURNAL #2 | DATE: October 31st 2019 | GROUP: 6TH grade |
| STAGES / DESCRIPTION OF THE ACTIVITY | DESCRIPTION OF THE EXPERIENCE: | |

| | |
|---|---|
| <p>Explanation of the drama activity: What is mime, what is an action verb and in which consist the drama activity the students played in front of their classmates.</p> | <p>During this stage, I organized the students in six groups of six people. Then, I told them that they were going to learn about active verbs. I explained that active verbs are words that show action. When used in a sentence, they described what someone or something does. After that, I discussed this concept with the students to add to their understanding. Later on, I chose an index card and I told the students that I was going to act out the word, and they had to guess what the word is. At this point of the workshop the students were excited to guess the vocabulary word that I was interpreting, all of them tried to raised their hands and to day something, like “take a shower” or “watch tv” etc. Others wanted to participate in the dynamic, they already imagined that the proposed workshop would be treated.</p> |
| <p>Development of the Drama activity “Mime”</p> | <p>At this stage, I found an area in the classroom where everyone could see. In that area the students came to act out their word. Each time a student came up, the other students remained in their seats. The students came up one at a time when their name was called and selected an active verb card. I had each student act out his word. Also, I reminded</p> |

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| | <p>students that they could not talk; the students were only allowed to make motions to help their classmates guess their word. Furthermore, If a student weren't familiar with the word he selects, I whispered its meaning to him. During the development of the activity showed their interest to participate and at the same time to correctly guess the word or phrase that their classmate was acting, it was observed that the students, seeing that it was a competition, made their best effort not to make pronunciation errors at the time of speaking, as well as the sentence structure was correct.</p> |
| <p>Evaluation of the Drama Activity "Mime"</p> | <p>After everyone had had a turn, I told the students to take out sheets of paper. Then, I passed out the rest of cards to the students (at least two cards each).</p> <p>Next, I instructed them to read the verbs on the cards and to write down a sentence using each word. After that, the teacher will have them illustrate their sentences once they're done. Once the students finished the activity, the apathy for returning to their positions and continuing with the class was noticed, even so, I as the teacher had to organize them to give them the respective feedback of the activity. To give</p> |

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| | <p>them the feedback I used the board, that is, I copied the mistakes that some of the students made at the time of speaking and then orally I mentioned them for the whole classroom.</p> |
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Table 9. Journal Second Workshop

| | | |
|---|---|------------------------------------|
| JOURNAL #3 | DATE: November 6th 2019 | GROUP: 6TH grade |
| STAGES / DESCRIPTION OF THE ACTIVITY | DESCRIPTION OF THE EXPERIENCE: | |
| <p>Explanation of the drama activity: What is simulation and how to play simulation, examples of simulation.</p> | <p>At the beginning I made a brief summary of what my project was about, then I explained to the students what it was like to do a simulation, its meaning and I showed several examples of what a simulation was. the students were not as enthusiastic as the previous times since in this case, they had to pretend to be someone else and produce a slightly more complex text, in this case their daily routine. It should be noted that they had already written a text like this before but they did it with their respective daily routine. Anyway, I pasted on the board again the example of my daily routine and I explained again the structure</p> | |

| | |
|---|---|
| | <p>of the present simple, at this point the students had already mechanized this topic since previously they had worked enough exercises. The students were receptive at the moment of receiving the explanation of the activity, many asked questions about using the google translator at the time of the text and others simply wanted to get ahead and perform the activity quickly.</p> |
| <p>Development of the Drama activity “Simulation”</p> | <p>the students were receptive at the time of receiving the explanation, many asked questions about whether they could use the google translator at the time of the text and others simply wanted to get ahead and perform the activity quickly. After this I organized the students in rows and each one began to write the daily routine of the artists, for this moment many asked me for help with certain unknown words, after this I reviewed their written productions and had to correct many aspects such as using personal pronouns or verbs in the present, some students just disobeyed me and used the google translator and for that reason their writing was not so good. After this and for institutional reasons I had to let the students went out to form in the schoolyard, so I told them that</p> |

| | |
|----------------------------------|---|
| | <p>they will continue correcting the text at home, at this time only one student had finished the text of her favorite artist, the rest of them had to finish at home and the next class would bring me to do their review.</p> <p>Two days later I met the students in the audiovisual room again, I corrected their text and helped them with the correct pronunciation, the students had a hard time correctly pronouncing the verbs and personal pronouns, they also had difficulties with writing, although On other occasions they had made texts like this, I could see that the majority had used the translator so I consider that it was a challenge for them to write a text with coherence. After correcting the text, the students made their respective presentations, they had to pretend to be a famous artist and say their daily routines, many were nervous when pronouncing in front of a camera, others simply forgot how to pronounce certain words correctly and committed mistakes but I helped them to pronounce correctly after that I gave them the respective feedback.</p> |
| Evaluation of the Drama Activity | To evaluate this part, I used the criteria followed by |

| | |
|---------------------|---|
| <p>“Simulation”</p> | <p>the common European framework of reference and I evaluated coherence, pronunciation, intonation etc. the students were interested in understanding and correcting their mistakes, two of them asked me if they could make their presentation again. they wanted to learn the correct pronunciation of personal pronouns and they also wanted to express correctly the ideas they had written in their notebooks.</p> |
|---------------------|---|

Table 10. Journal Thrid Workshop

Interview

In order to get a global perspective about the participants’ speaking skills and what they think about the implementation of different drama activities (a short role play, mime and a simulation) in their English classes. One semi structured interview was conducted with five students at the beginning of the process. This interview consisted of eight questions related mainly to their experiences with drama activities and what would they like to cover in the next activities. Moreover, there is another interview carried out at the end of the process in order to know the students’ opinion from the drama activities and if they get any improvement of their speaking skills.

Similarly, it is important to mention that the proper permission was submitted to the parents through the students which contained all the information of the research and the

anonymity and recording that was going to be done in this case to be properly signed by them.

The interviews are presented below.

First Interview:

1. ¿Cómo se siente al momento de hablar en inglés en el salón de clases?
2. ¿Cuáles son sus mayores temores al hablar inglés?
3. ¿Cómo le gustaría desarrollar su producción oral en inglés?
4. ¿Qué actividades considera usted desde su proceso en formación en inglés, le pueden ayudar a mejorar su producción oral?
5. ¿Ha escuchado hablar de las actividades de dramal? Si es así me puede decir cuales conoce.
6. ¿Cree usted que este tipo de actividades son útiles para el desarrollo de la producción oral en una lengua extranjera?
7. ¿Ha participado en actividades como conversaciones o dialogos? Si es así, que me puede decir desde su experticia acerca de estas.
8. Teniendo en cuenta que trabajaremos actividades de drama como el dialogo , la mimica y la simulación para mejorar su producción oral en inglés, ¿cuáles son sus expectativas hacia estas prácticas?

Second Interview :

1. ¿Cómo se sintió a lo largo del desarrollo de estas actividades (el dialogo , la mimica y la simulación ?

2. ¿Fueron estas actividades (el dialogo , la mimica y la simulación) de su interés?
3. ¿Qué opinión tiene sobre estas actividades de producción oral?
4. ¿Cree usted que las tres actividades de drama (el dialogo , la mimica y la simluación)le han ayudado a mejorar su producción oral en inglés?
5. ¿Cree usted que saber pronunciar de forma correcta el inglés es importante? ¿Por qué?
6. Si se trabajaran este tipo de actividades desde el principio de su formación, ¿cree que su nivel oral de inglés sería mejor? ¿Por qué?
7. ¿Cuál de las tres actividades de producción oral le gustó más? ¿Por qué?
8. ¿Le gustaría seguir trabajando este tipo de actividades que le pueden ayudar a mejorar su producción oral en inglés? ¿ Por qué?

Final product

As final outcome, the students were recorded in a video in which they presented the daily routines of their favorite artists using the present simple. Before recording the video, the teacher showed the students examples of daily routines of famous people, then the students chose the artist of their preference. After, they looked for information on internet about the artist they chose, after that, they wrote the respective daily routine, finally the teacher corrected and reviewed with each student the correct pronunciation of the daily routine. To create this video the students used their speaking skills and their creativity, they had to act like the artist they chose, also, they wore clothes similar to what their favorite artist wear. Here, the videos are presented.

(Annexes)

Findings and discussion

After having analyzed the information previously presented through the triangulation process by means of a matrix made in excel (Annexes), two categories emerged: a) Students' stimulation, interest and motivation through drama and b) Developing speaking skill through drama techniques based on the information gathered using the workshops, journals, interviews that were carried out with the intention of improving the sixth grade students' speaking skills

Students' stimulation, interest and motivation through drama

Maley and Duff (1982) focus on the connection between drama and student motivation and they say that “if drama is motivating – and we believe it is – the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different, unique, result every time it is practiced” (p. 13). Throughout the practicum process three drama activities were implemented, such activities were a role play, a mime and finally a simulation, when implementing the drama activities and through the analysis of the journals it was observed that most of the students were receptive and were engaged participating

“the students were engaged acting out the word related to the daily routine, all the students were interested at the moment of doing in a correct way the mime and the rest of the class were also motivated to say correctly the sentences to guess the word” (Journal #2)

On the other hand when analyzing the interviews, the students expressed having experienced a feeling of happiness when developing the activities since they had never done anything like that before in a classroom, for instance, one of the participants stated “**yo me diverto mucho en estas clases, la verdad en las clases de inglés siempre me aburría**”. Another aspect, which is useful to foster motivation, is the movement. During the development of the

activities the students demonstrated to need to move physically while they are speaking, in relation to this one of the participants stated “Hacer gestos y movimientos para tratar de hacerme entender era algo nuevo, esto me permitió estar atento todo el tiempo y no aburrirme, las actividades físicas me ayudan a estar más concentrado cuando hago este tipo de actividades” .

Moreover, when it comes to the strong points of drama techniques , the students themselves expressed only positive opinions of the activities, for instance, dramatization is also a powerful support for students to gain self-confidence in using a foreign language, as the participant #5 expressed “Me siento más interesado y estimulado cuando estoy en un ambiente amigable donde puedo interactuar con el maestro y mis compañeros de clase como si fuéramos amigos, quiero decir, en entornos donde no siempre está escribiendo en un cuaderno o desarrollando hojas de trabajo” this allows to affirm that these activities have several benefits not only to develop students’ self-esteem and confidence but also to provide physical involvement and release.

Also, it is important to mention that through the analysis of the journals and the interviews it was possible to determine that the drama activity that the students liked the most was the simulation, since it allowed them to use their imagination and to be more creative, for example, when analyzing the third journal it was found that “The students were happy to be able to present themselves dressed up as their favorite artist and to talk a little bit about that artist, they also liked being able to express themselves like them, with their tone of voice and their attitude.” (Journal #3, 2019, pp 2-3) Besides, the participant number four in the interviews stated “Creo que la tercera actividad que hicimos fue increíble y dejó volar mi imaginación, además, desarrolló mi creatividad más, ya que el hecho de hablar sobre mi artista favorito y disfrazarme como lo hace todos los días me motivó a mejorar mi pronunciación.”. In addition, when carrying out the activities it was found that students were encouraged to speak and have the chance to

communicate, even with limited language, by using non-verbal communication, such as body language, gestures and facial expressions , “ when doing the mime activity with the vocabulary of the daily routine, the students stood up from their sits and they performed the action, they enjoyed moving their bodies and at the same time they were confident and motivated to perform the activity.” Additionally, when implementing the role play activity, the pre-service teacher could observe that drama activities integrate language skills in a natural way, it means, spontaneous verbal expression is integral to most of the activities. For example: “To carry out the dialogue activity students were organized in pairs, then each group went to the board to present the dialogue in front of their peers, the students took their role in their learning process since they were responsible for creating the structure of the dialogue based on in the example given above by the teacher.” (Journal #1, 2019, pp 1-1).

From the above we can conclude that drama activities motivate students as it allows them to create a relationship of camaraderie with their peers and at the same time creates a warm atmosphere with the teacher, in turn these activities allow the student to communicate spontaneously by means of gestures or movements allowing them to have fun when learning a foreign language.

Developing speaking skills through drama techniques

One of the main principles of the social aspect of oral communication is the ability of producing a fluent speech, efficiently and with confidence (Trivedi, 2013). Having this statement as base and when analyzing the data gathered the results shown that after years of studying the English language, students do not feel secure enough of using it inside and outside the classroom, in a real communicative situation. This is due to the traditional lesson system, in which pupils have little chance to practice the language and gain fluency, and also because they

are not exposed to spoken English beyond the class, nor to native speakers. Most of the students expressed having developed their communicative skill when performing these drama activities as the participant number three stated in one of the interviews “Normalmente nunca usé inglés, ni en el aula ni fuera de él, siempre nos limitamos a hacer traducciones de textos y escribir en el cuaderno lo que el maestro escribe en la pizarra, pero cuando realizamos estas actividades comencé a desarrollar mi pronunciación, y comencé a darme cuenta de lo importante que es aprender a hablar” Also, when performing the first drama activity (role play) despite how little the students knew how to pronounce in a correct way some words they asked for help and they made their best effort to performed it in a good way in front of their classmates, it could be noticed in the first journal “ Most of the students before presenting the dialogue asked the teacher for the correct pronunciation of the words, likewise, they used basic expressions taught in class by the teacher.” (Journal #1,2019, pp 2-3).

Another aspect that emerged when doing the analysis was the role of the student in the classroom since the students had an active role when performing the three drama activities, due to the fact that the communicative approach decentralizes the classroom and promotes a collaborative learning environment. For instance, the participant number two stated “Gracias a estas actividades, la clase no se convirtió en la misma clase aburrida que de costumbre, pero por el contrario, estas actividades nos permitieron a todos estar activos y, además, la mayoría de nosotros o, en mi caso, no solía hablar en inglés así que fue algo que me permitió salir de mi zona de confort” In addition, when developing the three drama activities, the students worked in groups, they expressed to feel more independent, confident and creative, and this were an important goal in the learning process, as it was reflected in the third journal, “ Working in groups allowed the students to create an atmosphere of trust and tolerance, as a matter of fact

they strengthened their interpersonal relationships since they had to come up with ideas to obtain a good result” (Journal #1 and #2) . Talking about the student’s evolution most of them expressed had an advance when talking and using expressions orally , the participant number five stated “Realmente creo que con estas actividades mejoramos nuestra pronunciación y nuestra forma de hablar inglés porque nos permitió exigir más compromiso al hacer las presentaciones respectivas” also, the participant number three expressed in one of the interviews the following answer “Al principio fue difícil de pronunciar correctamente, pero gracias a la ayuda del profesor y mi interés en el tema pude mejorar mi habilidad para hablar.”. Moreover, Drama activities foster pupils’ socialization, critical thinking, problem solving and improve oral communication skills, by exploring different language styles and registers (Aldavero, 2008) it was evidenced in the three writing journals where the teacher could observed how some students who seemed to be shy when talking in English started to participate and to change their attitude for example, “when seeing their classmates performing the role plays the students seemed more comfortable at talking , there was one student who expressed being relaxed because the activity allowed him to laugh at himself and at his partners” (Journal #2, 2019, pp 3-3), “ when performing the simulation students felt more confident acting like other person, they lose their inhibitions, because, by playing the simulation, they are able to escape from their everyday identity” (Journal #3, 2019,pp 3-3). From a more specific linguistic point of view, drama allows students to “look at language from a different angle, to go behind the words to the actions they are most likely to perform in the language, the patterns of behavior that lie behind all languages” (Maley and Duff, 1982, p. 10) it was reflected in the first and second interview where at the beginning of the process the students stated that they had no knowledge about the importance of learning a language, in this case English, and at the end of the whole process of implementing

drama activities they stated that they were more aware of the importance of learning a new language and using it constantly.

Conclusions

The use of drama techniques in the English class is a tool that could be efficient since it provides students with interesting and different ways to assimilate their language learning process. In this project was easy to see how a set of activities that are normally used in theater can be adapted to make them work in a classroom context. The activities have been proved in a real classroom with real students and they have showed to be beneficial, they can also be adapted to be used with a different population and different topics as well.

This study has been intended to demonstrate how beneficial drama techniques can be for EFL High School students. With their concern for reproducing real life situations, drama activities have the power of bridging the eternal divergence between the classroom environment and the language actually employed in everyday human interactions (Dougill, 1987). Meanwhile working on the drama project, students have shown their willingness and desire to communicate. They know how this language is nowadays indispensable in everyone's life. Drama activities offered the perfect tools to accomplish that, involving both the learner's intellectual and emotional sphere, and aiming to create a meaningful, pleasant and low-stress atmosphere. Moreover, they provided a range of language functions when recreating authentic communicative contexts. In this environment the students had the opportunity to work in groups, being engaged in a cooperative learning context.

The results revealed that the objectives of this project were fully accomplished. Indeed, the participants enjoyed the classroom ambience created through the activities and most of them lost

their inhibitions and fears. Above all, the respondents showed little concern about the subject marks or exams, being more concentrated on learning through doing. And they did learn: the data analysis displayed an enhancement of students' communicative skills, in particular speaking and vocabulary. Drama techniques revealed to be in fact powerful instruments to develop a contextual and an authentic use of language, as well as critical thinking and creativity.

It could be concluded that drama techniques make the learning process an enjoyable and useful experience, by overcoming the academicism of the conventional lesson structure and bringing the outside real life right into the classroom.

Recommendations

The obtained results are expected to constitute a point of departure for further implementation and research. As a matter of fact, being the investigation centered specifically on the participants' motivation and speaking skills, future lines of study could take into account other variables. For instance, it would be interesting to keep on examining the effects of drama techniques on other language skills, such as the writing. The study could be conducted with different age groups or levels, and aimed to stimulate students' creative writing.

Chapter II: Research component

The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.

Introduction

In the PLEX training context, the pedagogical practices of pre-service teachers are considered to be essential aspects to study and research for the improvement of the learning-teaching processes for the education quality. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum.

In this sense, it seems pertinent to formulate a project that establishes a reflective approach about the practicum as a way to reach knowledge, behaviors and attitudes that help to orientate the teaching profession; besides, it would serve as a conscious exercise for internalization, involvement and exploration of the teaching self-subjectivity through the design of question and the information search, aiming to solve problems, as well as creating a sense of self-recognition.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of practice as a spearhead to improve educational processes in the application centers where PRADO is carried out. It is considered that conceding relevance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

Following what was said by the philosopher of education Jhon Dewey, pioneer on the field of reflective thinking applied to education, this project is based upon the need of providing students with enough tools for analysis and self-observation that will allow them to distinguish between the routine work and the reflective action. The reflective approach is considered, since it protects the individual from the traditional context of inertia and authority present in the institution.

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.

Taking into account this situation, which affects the faculty to some extent, it is necessary that the process of teacher's formation encourages in the future professor a critical and reflective spirit, looking forward to contribute to the improvement of his pedagogical practicum, so this element may become essential in impacting and changing his future professional performance.

In the case of the degree in Foreign Languages of Universidad de Pamplona, the reflection is conceived as a fundamental exercise for the students, who carry out their integral practice, self-evaluate, retail a critical and constructive look at their work in the teaching role. To begin this study, the following questions are asked:

Research questions

General questions.

- How does the implementation of reflection contribute to the transformation of the pedagogical processes proper to 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.

- To implement reflection as a transformative tool in the pedagogical processes that are characteristic of the pedagogical practicum.
- To promote, in the teachers-students, the development of a critical spirit that allows them to analyze their pedagogical labor.

Specific.

- To establish a group of teachers-students with a critical mind, capable of reflecting upon the predicaments present in his pedagogical practicum, and who looks forward to present proposals and alternate solutions to them.
- To share criteria, ideas and guidelines with teachers-students for them to accept responsibility of their pedagogical practicum and effectively get involved in the institution.
- To identify and analyze the strategies used by the student during his pedagogical practicum.
- To implement workshops for reflection and the development of educational units aiming to guide self-awareness in the teachers-students.
- To analyze one's beliefs about the professor's labor and about the 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.

The teaching profession.

The teacher is one of the most important elements of every educational institution, who has the function of sharing framed knowledge in a determine science or art, but also who is responsible for the integral formation of the students.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level 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 carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates “un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”. The stages of reflection as a process are shown in the following schema.

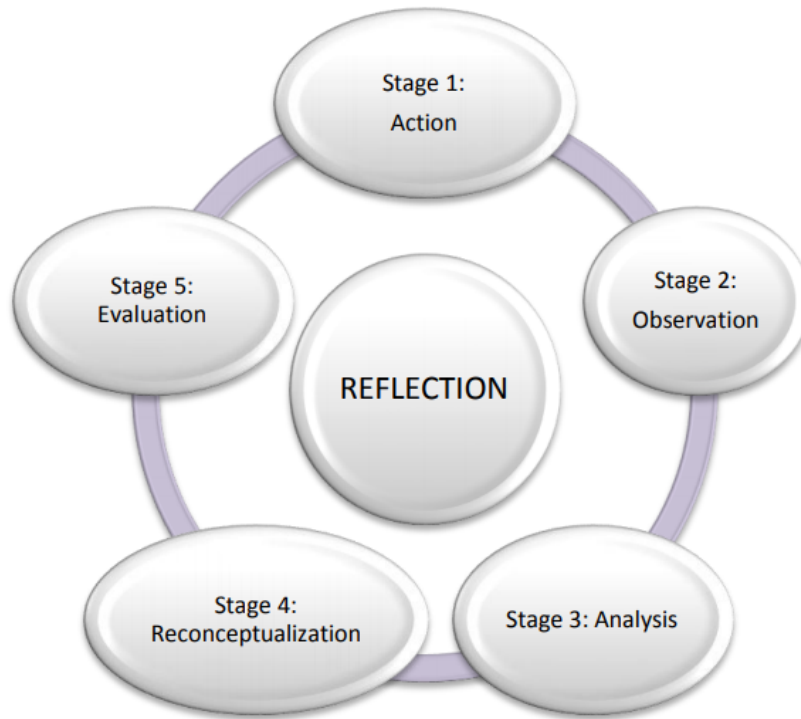


Figure 5. Reflection as a process

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.

Reflective practice

In order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands that they develop their professional knowledge in relation with the continuous changes (Ebutt & Elliot:1986). In this context, the biggest difficulty when teaching is that the classroom demands a particular solution addressed to the comprehension and social interaction.

The need of articulating the changing social reality to our pedagogical work, it is evidenced in the existence of several efforts for trying to explain the scholar phenomenon and the search of ways to meet those phenomenon's, to do effective the scholar work.

This study will help the participants to reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention. (Sacristán 1999).

According to Van Manen (1997) there are different levels of re-flexibility, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

Pedagogical practicum

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

Academic practicum.

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

Social 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.

The teaching is based on the interests and development of the students, and, at the same time, considers the teacher's development as a teacher and as a person.

Social reconstruction.

The objective of reflection is the social, economic and politic context, so as to propitiate democratic relationships in the classroom and equality and fair in the social area.

Generic.

The programs allude to the reflection in a generic way, but without specifying the contents or the programs on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Reflection triggers.

According to Schulman (1987), these promoters are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledge that a good teacher contemplate when making decisions in the classrooms.

Critical element on reflective element.

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton (1991;39). The interest for

all related to the social justice and ethics in education. These authors established several classificatory categories of the knowledge:

1. Knowledge of content.
2. General pedagogical knowledge.
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional.
5. Students' knowledge and their characteristics.
6. Knowledge of educational contexts.

According to Spark-Langer and Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The proposed methodological strategy has as central axis, the ongoing reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning and self-observation.

To reviewing the impact of the reflective proposal about this process of practicum, it was carried out a socialization process as well as a systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as a professionalizing space that contributed to the description, identification, and analysis of the pedagogical practice itself.

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 main objective of the self-observation card is to guide the student practitioner towards a view of her practice as a teacher and of her role in the classroom and in the environment of the educational community of which she is a part.

Narrative.

The reflection exercise allows the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

Class recordings.

To have evidences of the practitioners actions in the classrooms, it is necessary to reflect about different aspects related the teaching-learning processes in the Foreign Languages context that are taken into account by the training teacher in his/her reflection exercise. Those records allowed teachers to have an external and constructive look to the teaching practice. Class recordings were carried out once during the ten weeks' period in which practicum was done.

Chronogram

Table 11. Time table for data gathering

| DESCRIPTION | DATE |
|-----------------------|--|
| Classroom observation | September 3 rd -October 4 th |
| Narratives | September 23 rd -27 th September 30 th -October 4 th October 7 th -11 th October 21 th -25 th October 28 th -November 1 st November 5 th -8 th November 12 th -15 th November 18 th – 22 nd November 25 th – 29 th |
| Reflective workshops | October 7 th - 11 th November 5 th -8 th December 2 nd – 6 th |

| | |
|-----------------------|---|
| Self-observation card | September 23 rd -27 th September 30 th - October 4 th October 15 th – 18 th November 5 th -8 th November 18 th -22 nd |
|-----------------------|---|

Results

The reflection is one tool a teacher can use to self-evaluate his own teaching process. As it is one of the first steps in our professional training, it is here where it works the most. The role of the pre-service teacher is to learn the most she can about teaching. From this statement, then, she has to accept each advice, comment or recommendation to improve her practicum.

Furthermore, the reflection allows the pre-service teacher to judge her own process, it allows, as well, to better develop what she is doing good or in the contrary to stop doing bad. Likewise, the reflection awakes the critical spirit in the practitioner, conceiving this idea as a process of analysis, understanding and evaluating the way in which have been developed the practicum.

Through weekly narratives in which the pre-service teacher has stated her experiences during her performance as an English teacher, moments of reflection have been given. Each week brings new aspects to take into account when being a teacher. It is important to put into practice the critical spirit in order to analyze the moment of the class in which it was evidenced a weakness, understand what happened and of course to correct and to improve for the next time. Additionally, it is necessary to reflect about the feelings of the moment, they can be considered as an essential point in the development of the classes.

The reflection has given to the pre-service teacher the opportunity to stop for a while and to have a deep look in her thoughts. It has brought the possibility to realize and to face immediately the present problem.

The pedagogical practicum has been a great opportunity to prove the potential we have as teachers. From the first day, the pre-service teacher has faced multiple situations that she had to overcome. A teacher has to acquire a critical spirit towards her practice. The different situations presented in the classes along with the comments and recommendations from the supervisor have helped to look for better solutions in order to improve the weaknesses and to become a better teacher. One of the most difficult aspects for me, has been the character formation, it could be called the “Achilles heel”. But as a way of solution, it is necessary to face those moments with a stronger mind.

Listening experiences from the other practitioners gave me another perspective about what being a teacher is. In this world, there are many kind of institutions, each one is different in some way and in the future we will have to face those kind of populations. Moreover, the pedagogical practicum demands to be involved in all areas of the institution. According to the pre-service teacher’s experience, the immersion in the institution is done by the interest of himself to participate and to collaborate in the different activities of the institutions, a feeling of belonging.

This is a continuous process in which the pre-service teacher has to evaluate his own process of teaching. It is true that a student learns from a teacher, and in this case, the pre-service teacher has learnt strategies from his supervisor. In order to improve his pedagogical practice, the pre-service teacher has to propose a set of strategies to reach the objectives of every class. Those

strategies are considered in a trial period in which the supervisor and the pre-service teacher evaluate the effectiveness of their implementation. There have been some strategies that have worked efficiently and there have been others that haven't worked at all. It is necessary to take into account the characteristics of the population, the time, the topic, between others.

To be critical is an average staff to identify the qualities and the defects to improve, strengthen and develop the process of education. After the execution of activities, the implementation of the methods and the strategies for progress of the class and the evaluation, the automobile correction becomes a constant and permanent exercise which was always of use to the improvement of the educational practice.

The development of the critical mind through the self-observation, the self-assessment, self-analyzes, and the self-correction gives a profit to the professional and personal level which must be developed in a permanent way to favor and generate a visible and beneficial evolution of our educational practice.

Chapter III: Outreach component

Awareness raising project to English language in primary schools

Introduction

The participation in the global policies in terms of culture and economics has motivated the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have

an English teacher who guides the teaching-learning processes, hence, the results of the nationwide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

Nowadays, learning and acquiring a foreign language allows us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

Objectives

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

- To familiarize children from primary schools in Pamplona with the essential foundations in English
- To engage students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.
- To articulate the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process was carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

- Contribution to the academics formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

Implementation of Games as an Instrument for Developing and Enhancing the Lexical Competence.

Introduction

The education faculty of Pamplona's university, as a trainer of integral professionals and change agents and development in the educational sector is aware of the needs that the students have in terms of learning a foreign language (English) so they can develop themselves and have better future opportunities either academically or professionally.

This work was developed in order to have direct contact with the students, evaluating the academic level of the children as the efficiency of the methodology and strategies implemented to supply the needs of knowledge.

The teaching systems that have been traditionally used for learning English in primary school have lost their validity, since the new generations need more dynamic and attractive systems for the student, which stimulate the learning of the target language effectively. Therefore, the implementation and use of didactic and motivational materials such as: flashcard, technology (tablets, computer), songs, games, among others, they are really useful to fill those existing spaces of knowledge scarcity and enrich the acquisition of the English language.

Justification

It's possible to affirm that working with basic level students as is the case in the primary school in which doesn't exist a good relation between the students and the learning of a foreign language could be a laborious work, but at the same time an enriching experience; for both the learners and for the teacher in training.

However, taking into account the period of observation and the work carried out in the institution, it was possible to identify certain shortcomings regarding the teaching and learning of the English language. It was realized that a lot of teachers have a big deficiency concerning the competence, knowledge and the linguistic skills they require for an acceptable foreign language teaching. Therefore, our intervention in the institution is necessary to provide teachers and students with remarkable support, in order to foresee future complications and erroneous knowledge in the target language.

Some of the teachers commented that the development of the English area is based on the teaching of vocabulary, since they haven't had a professional formation based on the teaching of this foreign language. In addition, it exists a fear in the teaching of pronunciation because the teachers don't know phonetic so they commit many mistakes when saying the words. Besides, when the teachers don't know if something is bad or well, they prefer to ignore that part and continue with the next step or the class. On the other hand, it was possible to notice that the students tend to forget what had been taught them previously by their teacher or by the students who realized their social work the previous semester in the English subject.

Therefore, considering the aspects explained formerly, it is pertinent to say that there isn't a motivational approach entirely directed at learning a foreign language, in which there were a link between the students and the target language.

General objective

- To implement the use of games as an instrument for developing the lexical competence at Colegio Gremios Unidos.

Specific objectives

- To motivate students to use games in the classroom for learning new vocabulary.
- To encourage students to participate actively and autonomously.
- To promote student's knowledge trough, the implemented activities based on the lexical competence.

Theoretical references

This project bore in mind different authors, which by means of researches have left a theoretical base, improving the education and learning of a foreign language.

At first, Nyikos and Fan (2007) stated that vocabulary and grammar have a very important role in the second language learning. However, the lack of vocabulary and use of correct grammatical structures in the students, it is one of the principal factors that avoid the good development of four linguistics skills. Therefore, it is necessary to look for strategies adapted to settle from early these failings in the students.

In the cognitive theory (Piaget, 1932-1966) Piaget considers that the different types of games that the child performs since his birth are the result of the intellectual changes that also happens in parallel. To adapt to reality, the child must go through a process of assimilation and accommodation. Adaptation = assimilation + accommodation. Through the game the child is assimilating and is adapting to different patterns of behavior that help him adapt to the demands of the external world.

In his book "The formation of the symbol in the child" Piaget considers that three types of structures that characterize the child's game should be taken into account; they provide a classification criterion: exercise, symbol and rule and affect the origin of the Intelligence: sensory-motor, representative and reflective.

Finally, many researchers in education have come to the conclusion that using games in learning is more valuable. As Lee (1977) claims, game is considered the main activity in the child's life; through the game, they learn the skills that allow them to survive and discover the difficult world in which they were born”.

The use of games influences learning, as it creates a favorable learning environment in the classroom, thus minimizing the fears and anxiety that students may have in the performance of their activities.

Methodology

The main objective by which this outreach component is implemented in the school is to provide a service to the community helping to solve the needs or difficulties that this community presents, in this case the primary school students of the "Colegio Municipal Gremios Unidos" of 5th grade. This project has the purpose of improving the lexical competence of the students through the implementation of motivational and participatory games.

Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly (Martinson and Chu 2008: 478).

Chronogram

Table 12. Pre-service teacher schedule

| Hour | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|----------|--------|
| 12:10 pm | | | | | 504 |
| 1:10-2:10 pm | | | | 502 | |
| 2:10-3:10 pm | | | | | |
| 3:10-3:40 pm | | | | | |
| 3:40-4:40 pm | | 501 | | | |
| 4:40-5:40 pm | | 503 | | | |

Table 13. Outreach schedule

| Weeks | Topic | | | |
|-----------------|---------------------|---------------------|---------------------|---------------------|
| | 5°-01 | 5°-02 | 5°-03 | 5°-04 |
| 1 (Magic eyes) | Family | Family | Family | Family |
| 2 (guessing) | Nationalities | Nationalities | Nationalities | Nationalities |
| 3 (board game) | Professions | Professions | Professions | Professions |
| 4 (let's move) | commands | commands | commands | commands |
| 5 (let's found) | Places of the house | Places of the house | Places of the house | Places of the house |

| | | | | |
|-----------------------|-----------------|-----------------|-----------------|-----------------|
| 6 (simon) | Clothes | Clothes | Clothes | Clothes |
| 7 (memorization game) | Days and months | Days and months | Days and months | Days and months |
| 8 (flash card game) | The hour | The hour | The hour | The hour |

Conclusion

According to Benítez (2009) game is a human activity, it can be present in all stages of the child's development although its content varies according to the different cultural influences that social groups exert on him. However, the game is not only a tool present in our childhood, but it goes beyond and is part of the rest of our life.

During the development of the project "Implementation of Games as a tool for the development and improvement of lexical competence" it was possible to prove that this tool is indispensable when teaching English as a foreign language to children of second grade. As meaningful experiences, we can highlight that during the development of the different games used by the teacher the students: they were motivated to learn new vocabulary (level A1), they participated more actively when developing the class and they built a meaningful knowledge from the implemented activities.

The game has a great power at the time of the acquisition of knowledge especially in early ages, this can be a very useful tool when teaching vocabulary to children, since through the games their concentration and motivation are more present. The games not only enrich the knowledge of our students but also create social bonds of teamwork, communication and respect, as well as

giving teachers the opportunity to use more dynamic methods when teaching a foreign language and gradually leaving behind traditional teaching methods.

Chapter IV

Administrative Component

Introduction

Being a teacher is a profession which not only consists of teaching or transmitting knowledge to students but also to involve much more work and an enormous responsibility. To be a teacher is a way of life since, it implies accepting our own humanity for then, being able to be honest and understand the humanity of every person that is in the classroom. This vocation implies continuous training in which the teacher constantly prepares to be able to demand to his pupils an advancement in the acquisition of knowledge.

Teachers develop activities outside the classroom, these activities are recognized as extracurricular in which teachers participate actively. Thanks to the administrative component, the pre-service can participate in these activities, contributing a high degree of responsibility and collaborating in the development of these events.

Objectives

General objective.

- To participate actively in all the academic and extracurricular activities proposed by “Colegio Municipal Gremios Unidos”

Specific objectives.

- To collaborate in the organization of extra-curricular events that involve students and teachers.
- To implement the English language when being pertinent and required in an event.
- To analyze the importance of extra-curricular events in the school.

Methodology

The procedure to follow in this administrative component is focused on the attendance and participation of the extra-curricular activities which take place in this educational institution “Colegio Municipal Gremios Unidos”. To carry out this active participation, the pre-service teacher assumes her responsibility with the entire institution in order to cooperate with the organization of the events and also attending to meetings and other extra-curricular activities.

Table 14. Events and activities the pre-service teachers’ attended

| Event or activity attended | September | October | November |
|---|-----------|---------|----------|
| Meetings to assess social behavior of the second period | 10 | | |
| Upload grades to the system | 18 | | |
| Parent-teacher’s meeting | 27 | | |
| Flag hoist | | 18 | |

Figure 6. Flag hoist



Figure 7. Upload grades to the system

| Planilla de Calificaciones De Borrador | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------|---------|-------------------------------------|---------------|-----|-----|----|----|-----|-----|-----|----------------------------------|-----|-----|-----|-------------|-----|------------|-----|-------------------|-----|-------------------|-----|-----|
| Sede: GREMIOS UNIDOS | | | | | | | | | | | | Jornada: Tarde | | | | | | Periodo: 3 | | | | | | |
| Grado: Quinto | | | | | | | | | | | | Curso: 04 | | | | | | | | | | | | |
| Area: IDIOMA EXTRANJERO (INGLES) | | | | | | | | | | | | Docente: PRADA RIVERA LUZ KARING | | | | | | | | | | | | |
| No. | Foto | Cód. | Apellidos/Nombres | L1 | | | | | | | | | | | | | | | | Nota | | | | |
| | | | | Saber [20.0%] | | | | | | | | Hacer [20.0%] | | | | Ser [20.0%] | | | | Simulacro [10.0%] | | Bimestral [30.0%] | | DEF |
| N1 | N2 | N3 | N4 | N5 | N6 | N7 | N8 | N9 | N10 | N11 | N12 | N13 | N14 | N15 | N16 | N17 | N18 | N19 | N20 | N21 | | | | |
| 1 | | 2015304 | ALVAREZ ARENAS LUIS SANTIAGO | 3.8 | 4.5 | 3.0 | | | | | 3.8 | 4.5 | 3.0 | | | | | | 4.0 | 4.0 | 4.0 | 4.0 | 3.9 | |
| 2 | | 2014237 | BETANCUR MALDONADO NICOL DAYANA | 5.0 | 5.0 | 4.0 | | | | | 5.0 | 5.0 | 4.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.5 | 4.2 |
| 3 | | 2019412 | CARVAJAL PARRA EMELYN GISELL | 5.0 | 4.0 | 4.0 | | | | | 5.0 | 4.0 | 4.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.0 | 4.2 |
| 4 | | 2017310 | CASTAÑEDA HERNANDEZ YARLENE STEFANY | 3.0 | 2.0 | 2.0 | | | | | 3.0 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.3 | 3.3 |
| 5 | | 2019286 | FRANCO BECERRA SHAROL NATALIA | 3.0 | 5.0 | 5.0 | | | | | 3.0 | 5.0 | 5.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.5 | 4.3 |
| 6 | | 12750 | GALVIS GOMEZ MARIA CAMILA | 2.0 | 2.0 | 2.0 | | | | | 2.0 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.3 | 2.6 |
| 7 | | 2019334 | GAMBOA VELASCO FERLLY MAILYN | 3.0 | 3.5 | 2.0 | | | | | 3.0 | 3.5 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.8 | 3.7 |
| 8 | | 2017538 | GARCIA LOPEZ MAICOL SNEIDER | 2.0 | 3.0 | 3.0 | | | | | 2.0 | 3.0 | 3.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.2 | 3.1 |
| 9 | | 2019205 | GARCIA PEREZ CHERLY ALEXA | 4.0 | 5.0 | 5.0 | | | | | 4.0 | 5.0 | 5.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.3 | 4.4 |
| 10 | | 2017340 | GOMEZ BOTELLO SHARIK DANIELA | 3.0 | 3.0 | 2.0 | | | | | 3.0 | 3.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.3 | 3.4 |
| 11 | | 2016454 | JAJIME ARIAS JUAN JOSE | | | | | | | | | | | | | | | | | | | | | DE |
| 12 | | 2017428 | LEYVA SERRANO BLACMAR VALENTINA | 1.0 | 1.0 | 1.0 | | | | | 2.0 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.8 | 2.6 |
| 13 | | 2016342 | MENDOZA HERNANDEZ SHARIK BRIGITH | | | | | | | | | | | | | | | | | | | | | DE |
| 14 | | 12888 | MENESES DIAZ ANGEL NAHUM | 1.0 | 1.0 | 1.0 | | | | | 2.0 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.5 | 2.6 |
| 15 | | 2015312 | MORENO BARRERA MARIA JOSE | 2.0 | 2.0 | 3.0 | | | | | 2.0 | 2.0 | 3.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.3 | 3.0 |
| 16 | | 20719 | OMAÑA CARDENAS ANGELY NICOLLE | | | | | | | | | | | | | | | | | | | | | RE |
| 17 | | 2015459 | ORTEGA YONAI SBETH VALENTINA | 3.8 | 2.0 | 2.0 | | | | | 3.8 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.5 | 3.2 |
| 18 | | 2014021 | ORTEGA MARTINEZ JORGE CAMILO | 2.0 | 2.0 | 5.0 | | | | | 2.0 | 2.0 | 5.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.5 | 3.4 |
| 19 | | 2017196 | PABON BAUTISTA KEYNNER ADRIAN | 2.0 | 2.0 | 2.0 | | | | | 2.0 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.8 | 3.2 |
| 20 | | 2019432 | PAEZ CASTELLANOS YUSNEIDY CAROLINA | 3.5 | 3.5 | 1.0 | | | | | 3.5 | 3.5 | 1.0 | | | | | | 4.0 | 4.0 | 4.0 | | 3.8 | 3.3 |
| 21 | | 2015436 | PANQUEVA VASQUEZ MADELEIN JOSSEPH | 2.0 | 2.0 | 2.0 | | | | | 2.0 | 2.0 | 2.0 | | | | | | 4.0 | 4.0 | 4.0 | | 4.0 | 3.0 |

Figure 8. Parent-teacher's meeting



Figure 9. Medal Ceremony



Results

The pre-service teacher's role in the institution requires an engagement with the administrative aspects not only with the English subject but with everything in general. This engagement is with the aim at enriching the pedagogical practicum in this training process. The active participation in the different events; the flag hosting, the meetings with parents and teachers and the English activities, it is an intrinsic part of a teacher's role in an institution.

The active participation in the different activities was evidenced throughout the ten weeks of practicum. The pre-service teacher was asked to collaborate controlling the indiscipline at rest time for a week.

Integration in the High School activities

The participation in the different events proposed by the institution in the second semester of the year, and more specifically in the fourth term of the institution, began with the involvement of the pre-service teacher in academically performances such as the supervision of the fourth term efficacy test. They are moments of knowledge acquisition about the discipline, stiffness and seriousness of a state test.

The pre-service teacher took place in the organization of a “Student’s day” carried out by the sixth grade students of the institution with the objective to earn money to their spending. It was a great opportunity to recognize the important of this kind of event to the school and the students. Being part of the development of the event helps to understand and to feel involved of a cultural environment of the institutions. Furthermore, the assistance to every flag hosting done by the High School remembers the importance of the different dates, as well as the opportunity to recognize the identity of a Colombian institution.

Besides, the reflection from our educational practice put in discussion aspects about methodologies or strategies implemented in the classroom, the taught contents, the performance of the students in the processes of evaluation and the answers of the students in front of action plans in order to improve. The exchange of the opinions of the English teacher with more experience gives a strengthening to our teaching labor since we acquire extra knowledge. It allows the pre-service teacher to modify the students' perceptions to transform and move them into the teacher's role.

Generally speaking, all members of school, treated the pre-service teacher with great respect, this made everything flowed with a good environment and an excellent rhythm. The role of the pre-service teacher in the institution and the interaction with the school teachers-students and members of the administrative staff both have been developed satisfactorily.

Therefore, it is important to emphasize that students not only go to school to study, but also, they learn how to be integral people in a society. As a practitioner, it was really important to be part of this school because I had the responsibility to be part of the planning and execution of different activities which made the institution known as a committed place.

The fact of being the teacher in charge of the event along with the supervisor gives the opportunity to learn about responsibility and the recognition that these events gives to the institution Colegio Municipal Gremios Unidos

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Appendixes

Narratives

Writing Journal #5

Esta semana los estudiantes retornaron de la semana de receso con nuevas energías y listo para seguir aprendiendo inglés. El día lunes fue festivo por lo que no tuve clase, y pude complementar un poco más la clase que tenía preparada para los días miércoles y viernes. El día miércoles ingresé a las 7:50 al colegio, ya que durante esta semana las primeras horas de clase están destinadas a la realización de pruebas de nivelación, con el primer salón que tenía clase era 6-03, para ese día tenía preparado el primer taller de implementación de mi propuesta pedagógica, tenía preparado un video con un dialogo entre dos niños, vocabulario nuevo sobre dicho video y también sobre como escribir un pequeño dialogo sobre la rutina diaria, estaba un poco indecisa y nerviosa, no sabía si funcionaría lo que tenía preparado, no estaba muy segura si de verdad los estudiantes comprenderían los objetivos de dicho taller, previamente había enviado el planeador a la profesora que supervisa mi práctica, ella había aprobado las actividades a realizar, pero aun así me sentía un poco extraña, no sabía como responderían ya que de antemano sabía que ellos pocas veces por no decir nunca realizan actividades de escucha o de habla, por tal motivo me esmere en explicarles muy bien el vocabulario desconocido que aparecería en el video del dialogo, seguidamente reproduje el video e hice preguntas sobre este, iba tratando de que ellos me respondieran en inglés usando el presente simple y lo visto en clase, aun así, siempre fue difícil mantenerlos enfocados en el tema, muchos se distraen saliendo al baño, o mirando por la ventana, por más que intento motivarlos, siempre hay algunos que se niegan a participar, o a poner atención. Considero que con los grupos sextos se me ha dificultado un poco trabajar puesto que no han tenido durante su primaria profesora de inglés lo que truca un poco el proceso de aprendizaje del inglés, la comprensión más que nada de comandos, aun así, he implementado estrategias fáciles donde ellos puedan mejorar estas falencias, este taller de dialogo fue algo nuevo para los niños, ellos jamás habían realizado una actividad así, por eso al comienzo estaban un poco miedosos de salir al tablero y representar el dialogo pero poco a poco se fueron soltando y realizaron con satisfacción la actividad, ellos me iban preguntando y participando, me sentí bastante bien con muchos de los grupos, que respondieron positivamente, no esperaba tan buena respuesta, la verdad esperaba un proceso lento, y creí que me tocaría repetir varias veces pero no fue así, los niños se interesaron en crear un dialogo con el compañero y luego compartirlo, y pude notar que a medida que veían a sus compañeros participar, el resto de estudiantes que se veían reacios a participar comenzaron a hacerlo, fue algo muy bueno, el haber

WRITING JOURNAL #6

Esta semana en el colegio pude terminar el primer taller de mi proyecto, los estudiantes respondieron muy bien a la realización del dialogo, al comienzo tuve que explicar una vez más el objetivo del taller, su propósito y como debían crear el dialogo, luego les di un tiempo prudente para su terminación pues la semana pasada habían comenzado a redactarlo, luego de esto cada grupo de estudiantes tuvo cinco minutos para presentarlo frente a sus compañeros, la verdad me sorprendieron porque pensé que este tipo de actividades de pronto no se ajustaban a su nivel, pero estaba completamente equivocada, la mayoría de los estudiantes demostró haber comprendido las pautas a seguir y las presentaciones fueron satisfactorias, todos intentaron crear preguntas sobre rutina diaria que era el tema y a su vez iban demostrando la apropiación de conocimiento en este caso que habían comprendido la estructura del presente simple, por otro lado lo que pude notar y observar fue que gracias a esta actividad muchos de los niños que al comienzo de mi práctica eran tímidos o callados participaron y se animaron a realizar la actividad, pude observar que estaban a gusto trabajar con sus compañeros y así mismo alzaron la mano cuando pregunté quien quería pasar al frente y presentar su dialogo, para mí fue satisfactorio conocer que dos de mis objetivos planteados en el componente pedagógico se estaban cumpliendo, puesto que por una lado con esta actividad los estudiantes logran mejorar su pronunciación así como al hablar en público logran desarrollar confianza y autoestima para expresar sus ideas y pensamientos. Por otro lado, considero que este proceso fue enriquecedor para mí como docente en formación puesto que me permite retarme a implementar cosas nuevas en el aula de clase, creo que me permite no encajarme con la misma metodología siempre sino a vivir en constante cambio para fomentar un ambiente de clase adecuado y favorecer el proceso de aprendizaje en los estudiantes. Además, con la realización de estas actividades los estudiantes se interesan por aprender, por producir y dejan a un lado el desorden, muchos de los estudiantes estaban motivados a escribir un dialogo, estaban buscando la forma de estructurarlo y gracias a esto no interrumpieron la clase como normalmente lo hacen, al contrario estaban concentrados, de vez en cuando se levantaban del puesto para pedirme ayuda y otra vez simplemente alzaban la mano para preguntar alguna palabra desconocida, pero por lo que yo presencié esta actividad los mantuvo muy enfocados en su quehacer. Por otra parte, durante la semana realicé la evaluación sobre presente simple que hacía falta al resto de grupos que hacían falta, seguí con lo planeado, primero hacía una pequeña retroalimentación del tema en el tablero, luego unos ejemplos y a continuación si entregaba la evaluación a los niños para su previo desarrollo, al salón que mejor le fue, fue a sexto tres, ellos colocaron mayor atención a la explicación y estaban más interesados, el resto de grupos siempre encontré un poco de dificultad al momento de la explicación ya que, estaban

Writing journal #8

Esta semana fue la última en la institución, los estudiantes estaban en semana de bimestrales, las cuales las presentaban en las primeras horas de la jornada escolar, estas bimestrales correspondían al cuarto periodo, por este motivo los niños estaban muy indisciplinados, cansados de tanto estudio y con ganas de finalizar el año escolar, al entrar a las aulas de clase se podía notar la apatía por escribir en sus cuadernos o por participar en clase, como tal solo me dediqué a repasarles temas que saldrían en la bimestral y pedirles tareas pasadas para que pudieran recuperar notas, además de perder clase por las bimestrales, el colegio tuvo varios eventos como el día del estudiante y días festivos entonces tampoco tuve mucho tiempo para entrar a los grupos y dictar clase como tal, simplemente entre al aula y ayude a la profesora supervisora en lo que más pude. El día del estudiante fue el día miércoles, ese día los estudiantes fueron disfrazados e hicieron un compartir con los titulares de cada curso, luego hubo un gran evento en el patio central de la institución, algunos profesores fueron jurados y la mayoría de grupos hizo presentación de baile, obras de teatro, aproveche ese día para grabar a una de mis estudiantes, diciendo la rutina diaria, la niña se había aprendido de memoria lo que debía decir pero debido a los nervios, solo dijo una parte y la otra tuvo que leerla, en la hora de descanso, los niños tomaron el refrigerio en los salones y pude compartir con ellos, todos estaban felices, con la jornada dedicada especialmente para ellos, todos estaban corriendo, saltando, bailando, los más grandes estaban maquillándose y colocándose los vestuarios para sus respectivas presentaciones. De esta experiencia pude notar, que los profesores deben ser bastante organizados a la hora de planear eventos, también debe existir unión con los compañeros, para crear esa organización y para que sea exitosa una jornada como esa, así mismo, es importante la parte del sonido y decoración, los profesores del área de educación física decoraron el patio y alquilaron el sonido, para tener a los niños a gusto, la verdad se notó el esfuerzo por parte del cuerpo docente como por parte del estudiantado, cada grupo presentó un baile, se notó la preparación y el entusiasmo. El día viernes, asistí a clase normalmente, me dediqué a repasar con los estudiantes y hacerles juegos como adivina la palabra, o simplemente a despedirme de ellos puesto que sería la última vez que estaría en la institución, la profesora supervisora tuvo algunas reuniones y entonces me dejó con ellos un tiempo, los niños se mostraron un poco tristes por mi partida, pues había alcanzado a realizar con ellos varias actividades y estaban muy a gusto conmigo. Luego de esto, se

Journal 5.

Reflection: June 10th – 14th

During this week, regarding the teaching and learning process that took place with the students, it was a bit more dynamic, since the students had to participate and interact most of the time through a presentation activity in which they should use the topics seen in last week's classes; this represents a total challenge for all the students since they are not used to speaking in English at any time, so it was a challenge that, in a general way, they were able to complete successfully.

During this week the students were a little anxious about the fact that they were about to go on vacation and this issue created a bit of ~~deconcentration~~ and even a bit of disorder, but thanks to the activities implemented it was possible to capture the attention of the students without any effort and in this way a very fluid and enriching teaching was taught.

As for my personal point of view, this week I felt that I had improved in some points because, I thought a bit more the management of the room, the handling of the voice during the class session and it seemed to me that everything flowed without any inconvenience. As a result of this week, I was able to reflect on the importance of the activities that are implemented in the classes as a motivating means of learning even when the subject does not want to learn autonomously.

Journal 6.

Reflection: July 5th – 12th

During the course of this week, the experience was very enriching since we worked a lot with the students taking into account the topics of the previous classes; in this week there was a bit of indiscipline since the students were returning from the holidays, for this reason they had a long time without meeting their classmates and this created the need to be talking, although they behaved and as the implemented activities were excellent. This managed to capture their attention and maintain an excellent concentration to complete all the activities. During this week, students took part in games, oral presentations and activities that allowed them to compete against their peers in order to demonstrate their abilities in terms of English language acquisition, grammatical, lexical, phonetic and language skills.

All the students participated actively in this process because they were very motivated and this interested them too much because all the teams wanted to win. From my point of view, games in English classes have worked successfully because it allows all students to voluntarily participate and also allows them to develop their language skills while improving and reinforcing the topics seen in previous classes.

Permission letter for recording students



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

Pamplona, 25 de septiembre de 2019

Estimados,

PADRES DE FAMILIA, sexto grado

Cordial saludo,

Yo, Karem Juliet Sierra Prada, identificado con C.C 1.094.277.517 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 6-01, 6-02, 6-03, 6-04 y 6-05, acompañado de la supervisión de la docente Claudia Torres. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado uso de técnicas dramaticales para mejorar la habilidad de habla en inglés, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán grabar 2 videos (los estudiantes van a utilizar plataformas virtuales etc). Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

_____ c.c.

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Interview's transcription

The Implementation of Drama Techniques in an EFL Classroom Using the Communicative Approach for Enhancing the Speaking Skill of 6th Grade Students at "Colegio Municipal Gremios Unidos" An Action Research

Instruments

INTERVIEWS

First Interview conduct with the students at the beginning of the process

The purpose of this interview is to get a global perspective about the participants' speaking skills and what they think about the implementation of different drama activities (a short dialogue, mime and a [simulation](#)) in their English classes. In order to allow the participants to express freely and not to limit their answers, this interview is going to be carried out in Spanish.

Estimado Estudiante:

Mi nombre es Karen Juliet Sierra Prada y como ya sabe me encuentro haciendo mi práctica profesional en este colegio (Gremios Unidos). Además de mi práctica debo desarrollar un proyecto con el fin de mejorar una dificultad en el área de inglés que presentan ustedes como estudiantes de 6°. En este sentido le propongo trabajar tres actividades de drama que son: un diálogo, la mímica y una simulación. Es por eso que pido su colaboración para responder a las siguientes preguntas a fin de comenzar con este proceso.

1. ¿Cómo se siente al momento de hablar en inglés en el salón de clases?

Bueno pues, no me siento muy cómoda porque la verdad no se casi nada de inglés, ni como pronunciar correctamente y tampoco se que decir, entonces, pues se me dificulta bastante llegar a decir una frase entera en inglés.

2. ¿Cuáles son sus mayores temores al hablar inglés?

Pues uno de mis temores es no saberlo pronunciar y no saber como expresar mis ideas, es decir, yo tengo una idea en español y al momento de decirla en inglés no soy capaz entonces ese es mi mayor temor.

3. ¿Cómo le gustaría desarrollar su producción oral en inglés?

Me gustaría... no sé... como hacer actividades que me obliguen a hablar y a usar el inglés de forma oral, no sé actividades como exposiciones o conversaciones con mi profesora o compañeros.

4. ¿Qué actividades considera usted desde su proceso en formación en inglés, le pueden ayudar a mejorar su producción oral?

Las actividades que me despierten el interés por el inglés y que me permitan expresarme en inglés, podría ser una exposición, un juego o algo como eso.

5. ¿Ha escuchado hablar de las actividades de drama? Si es así me puede decir cuales conoce.

Emmmm bueno, pues no la verdad no conozco mucho sobre eso.

6. ¿Cree usted que este tipo de actividades son útiles para el desarrollo de la producción oral en una lengua extranjera?

Si estas actividades me pueden ayudar a mejorar la pronunciación en inglés y a poder expresarme de una buena forma. Pienso que estas actividades me podrían servir para perder el miedo a equivocarme o a no hablar en inglés correctamente frente a un público.

7. ¿Ha participado en actividades como conversaciones o diálogos? Si es así, que me puede decir desde su experiencia acerca de estas.

8. Teniendo en cuenta que trabajaremos actividades de drama como el diálogo, la mímica y la simulación para mejorar su producción oral en inglés, ¿cuáles son sus expectativas hacia estas prácticas?

Emmmm... bueno pues espero aprender a pronunciar mejor y espero al final del año escolar no ser tan tímida al momento de hablar en inglés frente a un público.

Second interview conduct with the students at the end of the process

The purpose of this interview is to know the students' opinions and experiences about the drama activities they have developed during the last weeks and if they got any improvement of their speaking skills.

Estimado estudiante a continuación realizaré unas preguntas de acuerdo a las actividades de drama (el diálogo, la mímica y la simulación) propuestas por mi Karen Sierra Prada estudiante de décimo semestre de la Universidad de Pamplona, durante mi proceso de práctica aquí colegio Gremios Unidos. El propósito de esta entrevista es conocer sus opiniones y experiencias acerca de dichas actividades de drama y conocer si usted obtuvo alguna mejora en su habilidad de habla.

1. ¿Cómo se sintió a lo largo del desarrollo de estas actividades (el diálogo, la mímica y la simulación)?

Bueno al comienzo me dio miedo como siempre, salir al frente de mis compañeros y hablar sobre mi rutina diaria y hablar en inglés pero luego me tranquilice un poco con ayuda de la profesora y logré pronunciar correctamente y expresar lo que quería decir.

2. ¿Fueron estas actividades (el diálogo, la mímica y la simulación) de su interés?

Si la verdad disfruté realizando estas actividades, porque me permitieron por un lado mejorar la pronunciación y la entonación y por otro lado aprendí a comunicarme con más fluidez, así como aprendí vocabulario nuevo, casi no conocía algunas palabras y gracias a estas actividades logré aprender algo nuevo.

3. ¿Qué opinión tiene sobre estas actividades de producción oral?

Pues la verdad, me gustaron mucho, logre integrarme con mis compañeros y hablar en inglés, todos nos reiamos de nuestros errores y la profesora nos corregía cuando nos equivocábamos, en general fue una experiencia muy buena.

4. ¿Cree usted que las tres actividades de drama (el diálogo, la mímica y la simulación) le han ayudado a mejorar su producción oral en inglés?

Si me ayudó a mejorar mucho mi pronunciación y ahora me siento más motivada al momento de participar en clase.

5. ¿Cree usted que saber pronunciar de forma correcta el inglés es importante? ¿Por qué?

Porque es importante comunicarse con otras personas en este idioma, hoy en día uno se encuentra con muchas personas extranjeras en la calle y a veces uno quiere hablarles o algo así y no puede, entonces considero importante, saber que decir al momento de hablar con y a su vez es importante pronunciar correctamente cada una de las frases y palabras.

6. Si se trabajaran este tipo de actividades desde el principio de su formación, ¿cree que su nivel oral de inglés sería mejor? ¿Por qué?

Por supuesto creo que si trabajara desde mi niñez diálogos sencillos, se me facilitaría entablar conversaciones en otro idioma, también podría trabajar el problema que tengo en cuanto a timidez y nervios de enfrentarme a un público.

7. ¿Cuál de las tres actividades de producción oral le gustó más? ¿Por qué?

Me gustó más la simulación, porque me pareció interesante disfrazarme de una persona famosa e investigar sobre la vida de esa persona, me gustó mucho realizar la rutina diaria y fue genial presentarme frente a todo el colegio y no sentir ese temor que sentía al principio del bimestre.

8. ¿Le gustaría seguir trabajando este tipo de actividades que le pueden ayudar a mejorar su producción oral en inglés? ¿Por qué?

Pre service teacher personal journals

⊕

| | | |
|---|---|------------------------------------|
| JOURNAL #1 | DATE: October 29th 2019 | GROUP: 6TH grade |
| STAGES / DESCRIPTION OF THE ACTIVITY | DESCRIPTION OF THE EXPERIENCE: | |
| Explanation of the proposal: | <p>During this stage, I explained to the students my project and the activities that I am going to implement , the students did not show much interest in the proposal but when the pre service teacher asked them if they had doubts some of them expressed their fear of speaking in front of people, another said they didn't want to participate because they didn't know anything about how to talk in English, so , once again I explained that first I would teach some workshops and in those workshops I would teach them how to speak in English and improve this ability, when I did that their attitude changed and many claimed to want to learn expressions to communicate with each other also , they asked if they will get a grade for participate when the supervisor's</p> | |

Evaluation Grid

**RUBRIC OF EVALUATION:
Workshop 1: Home sweet home (P2)**

| Participant Number: 1 Sketch Nº 1 | Assesment criteria | Number value | | | | Comment |
|-----------------------------------|--|--------------|---|---|---|--|
| Fluency | The speaker express the ideas slowly, looking for the expression in order to keep the main ideas. | 0 | 0 | 0 | 1 | The student tries express his ideas in the better way but it gets a little bit complicated because he doesn't have a predetermined order while he is speaking for that reason he commits a lot of mistake at the moment of speaking. |
| Vocabulary | The speaker uses simple vocabulary forms by showing control of them. | 0 | 0 | 0 | 1 | The student didn't learn the words of the topic so it was difficult to express his ideas because he didn't find the right vocabulary to do it. |
| Pronunciation | The speaker can be mostly understood controlling intonation and word-phrase stress of known words. | 0 | 0 | 0 | 1 | The student has a lot of mispronunciations when he speaks due to the fact he felt really nervous when he was speaking. |
| Intonation | The speaker uses the expressions learnt in classes, reacting appropriately to the setting. | 0 | 0 | 0 | 1 | The expressions were well said but sometimes, he committed some mistakes. |
| Interaction | | 0 | 0 | 0 | 1 | |
| Total | | | | | | 2,6 |

**RUBRIC OF EVALUATION:
Workshop 1: Home sweet home (P2)**

| Participant Number: 1 Sketch Nº 1 | Assesment criteria | Number value | | | | Comment |
|-----------------------------------|--|--------------|---|---|---|--|
| Fluency | The speaker express the ideas slowly, looking for the expression in order to keep the main ideas. | 0 | 0 | 0 | 1 | It is missing a lot of practice, the student participated without any previous practice, for that, this part really affected his production. |
| Vocabulary | The speaker uses simple vocabulary forms by showing control of them. | 0 | 0 | 0 | 1 | The vocabulary was basic, but he tried to remembered the vocabulary studied in the class. |
| Pronunciation | The speaker can be mostly understood controlling intonation and word-phrase stress of known words. | 0 | 0 | 0 | 1 | A lot of mistakes were noticed in his oral production although, he made a great effort to continue his work. |
| Intonation | The speaker uses the expressions learnt in classes, reacting appropriately to the setting. | 0 | 0 | 0 | 1 | The student accomplished this but with many problems. |
| Interaction | | 0 | 0 | 0 | 1 | |
| Total | | | | | | 1,7 |

self-observation card

Google Forms

Gracias por llenar [Auto-observación de clase, 2019-1](#)

Estas son tus respuestas:

[VER LA PUNTUACIÓN](#)

[Editar la respuesta](#)

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

Autoevaluación

*

mayo | 21 | 2019

Autoevaluación *

mayo | 21 | 2019

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selección y secuencia los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1 2 3 4

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1 2 3 4

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

1 2 3 4

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4 5 6 7 8 9

Observaciones y propuestas de mejora: *

planear de acuerdo con los objetivos planteados.

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1 2 3 4



Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4



-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4



Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4



Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4



-Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1 2 3 4



Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1 2 3 4



Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1 2 3 4



-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

1 2 3 4



Recursos y organización del aula:

vídeos, diapositivas, carteles

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

1 2 3 4



Google Forms

Gracias por llenar [Auto-observación de clase, 2019-1](#)

Estas son tus respuestas:

[VER LA PUNTUACIÓN](#)

[Editar la respuesta](#)

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL
AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

yohandavid.13@gmail.com

Autoevaluación

*

Junio 4 2019

Autoevaluación *

Junio 4 2019

I. PLANIFICACIÓN

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de los estudiantes *

1 2 3 4

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1 2 3 4



Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

1 2 3 4



Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4 5 6 7 8 9



Observaciones y propuestas de mejora: *

se planea de acuerdo a los objetivos.

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1 2 3 4



Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4



-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4



Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4



Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4



Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1 2 3 4



Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1 2 3 4



Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1 2 3 4



-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

1 2 3 4



Recursos y organización del aula:

videos, diapositivas, carteles

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que @s estudiantes realizan en la clase). *

1 2 3 4

