The use of drama in the development of oral communication in ninth graders.

Maicol Steven Cobos Marroquin

Mónica Lorena Guzmán López

Universidad Distrital Francisco José de Caldas

Licenciatura En Educación Básica Con Énfasis En Inglés

Facultad De Ciencias Y Educación

Universidad Distrital Francisco José De Caldas

Bogotá, D.C

2019
The use of drama in the development of oral communication in ninth graders.

Maicol Steven Cobos Marroquin
Mónica Lorena Guzmán López
Universidad Distrital Francisco José de Caldas

Directora
Martha Cecilia Candia Hurtado

Licenciatura En Educación Básica Con Énfasis En Inglés
Facultad De Ciencias Y Educación
Universidad Distrital Francisco José De Caldas
Bogotá, D.C
2019
CHAPTER ONE: PRESENTATION

Abstract .................................................................................................................. 5
1. Objectives .......................................................................................................... 6
  1.1 General Objective .......................................................................................... 6
  1.2 Specific Objectives ....................................................................................... 6
  1.3 Professional Objectives ............................................................................... 6
2. Introduction ....................................................................................................... 7
3. Setting ............................................................................................................... 8
  3.1 Misión ............................................................................................................ 8
  3.2 Vision ............................................................................................................ 9
  3.3 Modelo Pedagógico ...................................................................................... 9
4. Intervention ...................................................................................................... 10
5. Problem Statement ........................................................................................... 11
6. Expected results ............................................................................................... 11

CHAPTER TWO: THEORETICAL FRAMEWORK

7. Drama in EFL classes ....................................................................................... 13
   7.1 Risking to use drama and plays to teach English in an EFL classroom ......... 13
   7.2 Using drama in English foreign language classrooms ................................ 14
   7.3 Approaching drama in classroom ............................................................... 16
   7.4 Roleplays .................................................................................................... 18
   7.5 Participating in drama-based English class ............................................... 19

CHAPTER THREE: INTERVENTION

8. Chronogram .................................................................................................... 21
9. Lesson plan sample……………………………………………………………………………….. 25

10. Analysis ………………………………………………………………………………………………28

10.1 Role Play …………………………………………………………………………………………28

10.2 Monologues ………………………………………………………………………………………35

10.3 Writing ……………………………………………………………………………………………47

11. Conclusions…………………………………………………………………………………………50

12. Further projects……………………………………………………………………………………52

13. References…………………………………………………………………………………………53

14. Annexes………………………………………………………………………………………………55
The use of drama in the development of oral communication in ninth graders.

ABSTRACT

The following internship project will be developed in ninth grade English class in Instituto Guimarc school located in Bogotá. The purpose of this project is to use different plays in order to foster the verbal communication of ninth graders in English to develop their oral communication microskills. According to the principal’s report, students seem to present a lack of oral participation in the English class, the school asked for activities in which students can interact and develop their oral communication. One of the tools that will be used is roleplay, according to Boudreault (2010): “Apart from the obvious development of communication skills, it encourages leadership, teamwork, compromise, authentic listening skills and practice with real life savoir-faire” (p.5), it seems that implementing drama in classrooms might encourage students to produce language orally. The activities proposed for this project are focused on oral communication between students as monologues and role plays taking as a basis the micro skills proposed by Brown, (2001) in his book Teaching by principles an interactive approach to language pedagogy.

Keywords: plays - oral communication - role plays - drama - foreign language - monologue
1. OBJECTIVES

1.1 GENERAL OBJECTIVE

To detect what oral production microskills are developed through the use of drama in ninth grade at Instituto Guimarc school.

1.2 SPECIFIC OBJECTIVES

To direct students to build the characters, main and supporting ideas about classic plays and perform a role play.

To discover what oral competences selected from Brown (2009) are developed by ninth grade students through conversations, presentations, monologues after a period of six months.

1.3 PROFESSIONAL OBJECTIVES

To create a drama group for the school composed by students.

To formulate drama as an strategy for teachers to encourage meaningful activities for students.
2. INTRODUCTION

The use of drama in ESL classroom may help you as a teacher to develop certain speaking microskills in your students, it is known that the more you practice speaking the better results you obtain. In this paper the reader will find evidence such as recordings, pictures, transcriptions, and journals of a project based on the use of drama for the development of some specific speaking skills in ninth graders. The first chapter contains the the problem statement and the objectives of the internship, in Colombia the most difficult part of learning English is the speaking, nowadays people exposure to English has increased and it is necessary to have a good proficiency level. That is why teachers should be aware of how important is for students to speak.

The second chapter will guide you through different theories of drama in English classes and the importance of developing speaking skills. Different projects have been done with secondary students and the results have been fruitful in the field of pedagogy and language learning, but it is necessary to test it in a specific population where speaking has been taken apart from the curriculum, resulting in a lack of oral production in ninth graders.

The third chapter called INTERVENTION addresses the practical experience of the project where students and their work are the focus, it is analyzed through the use of journals and recordings in different categories such as role plays, monologues and writing. One of the most significant part of the project is the exposure to the language that was new for students and how they reacted to it. Finally conclusions are discussed, desired for further projects are stated and a list of bibliographic references can be found.
3. SETTING

This internship was developed in a Private school located in the south of Bogota. Instituto Guimarc is a school situated in Jose Maria Carbone neighborhood. The institution is a single shift school funded in 1982 which offers Pre-school, Primary and Secondary education in a four level building.

The participants for the internship were 39 ninth grade students divided into two groups, the first group is 9A formed by 19 students (10 men and 9 women), this group has its English class on Wednesdays from 10.50am to 12.50pm. The other groups is 9B with 20 students (11 men and 9 women) taking the English class on Fridays from 7.00 am to 9.00 am. Students are between 14 - 17 years old and most of them live in or near the school neighborhood.

3.1 MISIÓN

“Formar personas integrales desde el ámbito, cognoscitivo, biológico, social, y psicológico que propenda por el desarrollo de habilidades individuales y colectivas, enmarcadas en un contexto axiológico que promueva hombres y mujeres críticos, líderes y competentes dentro de la sociedad.”

The project was based on the mission of the school, it aimed to foster the communication between social interaction with peers through the use of drama, it is important for the project to take into account what the school purpose is and create a connection. The English language teaching is one of main goals for the school future vision in 2020, that’s why the current project helped learners to communicate and learn about English culture to drama which content exposure students to the target language.
3.2 VISIÓN

“En el 2020 seremos una institución líder en educación preescolar, básica y media, que orienta procesos de formación en inglés e informática, promoviendo alianzas estratégicas con la educación superior, y brindando capacitación técnica, tecnológica y profesional; generando procesos de formación autónoma desde el modelo pedagógico enseñanza para la comprensión, y dando a la sociedad alternativas verdaderas de cambio, desde el eje principal de los valores y la formación de equipos colaborativos.”

3.3 MODELO PEDAGÓGICO

“Es un enfoque de enseñanza – aprendizaje basado en competencias y desempeños, asociado con las teorías constructivistas que nos permiten pasar de la teoría a la acción en cuanto a solución de problemas reales de manera abierta y creativa.”

Drama activities such role plays and monologues required active participation from the learners, because the results depended on how did their language process improved from a starting point and the final product.
4. INTERVENTION

The internship started on April 11th - 2018 and finished on September 28th - 2018 having three different stages. The first stage was the first two classes, when the teachers were able to superficially identify the students’ English level according to what they are supposed to know, their willingness to participate in speaking activities as well as in group work, and their behavior towards the English class.

The second stage was a nine weeks period starting on April 19th and finishing on June 13th. Here the teachers worked along with the 39 students during the classes. This was the time for acquisition of new vocabulary about the plays, creative writing and speaking practices about the plays altering individual and group work. A different play was addressed every two weeks in order to learn new different vocabulary and work on a varied range of activities.

Finally, the third stage has a length of ten weeks starting the first week after the school mid-year break, on July 18th and concluding with the final presentation of a students-made role play the last week of September. In this stage, five students of each group were selected by the teachers to participate in the creation and performance of a role play in which different activities that include kinesthetic and voice management exercises were also carried out.
5. PROBLEM STATEMENT

According to Instituto Guimarc’s principal, ninth graders present a lack of oral production in English language when interacting with classmates. Different activities focused on speaking are proposed in this internship in order to improve students oral communication. Besides the lesson plan proposed, an acting group with students from both classes will be created. As a final product, a students-made roleplay will be performed in front of the two classes.

The strategy proposed for this project is a serie of drama activities such monologues and role plays based on classic plays. A research done by Hall (2001) suggested that: “In order to promote language learning we as language teachers: first, must create motivating and challenging interaction activities, second, assist learners involvement in the interaction from the beginning levels”.

6. EXPECTED RESULTS

The results expected for this project are based on Brown’s (2001) oral communication microskills which he established in his book Teaching by Principles and the use of drama in the development of students’ oral production. A more fluid and wider vocabulary in oral production is expected. Students are presumed to develop a deeper and longer oral communication in English.
Students are expected to use English to:

Brown (2001):

1. Produce chunks of languages of different lengths.
2. Produce reduced forms of words and phrases.
3. Produce fluent speech at different grades of delivery
4. Monitor your own oral production and use various strategy devices - pauses, fillers, self-correction, backtracking to enhance the clarity of the message.
5. Use grammatical word classes (nouns, verbs, etc) systems (tense, agreement, pluralization) word order, patterns, rules and elliptical forms.
6. Use facial features kinesics body language and other non-verbal cues along with verbal language to convey meanings.

Brown’s speaking microskills are useful guidelines for this project due to they can easily connect the drama and the oral production. Fluency, the length of the interventions students do when speaking and the reduced forms evidence the progress students develop in their oral competences. When using drama in classroom it is important for students to have an idea of different aspects of the play, for example, the characters, setting, space and the main events. For Brown one of the microskills students must develop is the ability of sharing orally the main ideas that come to their minds. It allows the teachers to spot the issues where they need to work on in order to help students develop the microskill.

To increase the way in which students express and share ideas is essential in this project. In a drama based class it is important for students to apply some techniques that allow them communicate in different ways and train their ability to show a message, this is why students work on their individual skills when doing exercises like monologues and roleplays.
CHAPTER 2
THEORETICAL FRAMEWORK

7. DRAMA IN EFL CLASSES

7.1 RISKING TO USE DRAMA AND PLAYS TO TEACH ENGLISH IN AN EFL CLASSROOM

Even though the teacher is not a professional in the acting field, a drama-based class is a fantastic way to motivate students to produce oral and written chunks in the target language and some activities can be easily developed to enhance students’ oral production. A teacher should not be afraid of using drama, there are plenty of materials that provide them with different meaningful activities to address classic plays.

It is also important the way drama is introduced by the teacher to a traditional EFL classroom, for this reason, a healthy and comfortable environment should be fostered, it provides students with the opportunity to express their ideas and opinions about what they are learning and what they think.

Gray (2002) states that: “If the teacher is introducing drama to the students it is even more important to establish a comfortable and free thought-sharing environment” This is useful since students do not feel afraid of expressing in a verbal or non-verbal way in the English class and this gives them the chance to free behave in a different way making their self-esteem and self-confidence increase. “A good drama teacher can use the practice with role-playing to contribute to the self-esteem of the students, build their confidence in using the target language (English)” Boudreault (2010, para.10)

In an EFL classroom where the focus is drama and performances, both students and teachers are supposed to take part in and participate actively, teachers as guides and students
coming up with spoken spontaneous language, so a trusting environment shall be built up. The activities proposed should start from not demanding activities as a test to gather information about students’ oral production level to more complex tasks such as role plays.

When using drama in class teacher should know that there are many challenges students will have to face, sometimes teachers get scared about the outcomes an activity would carry, as Royka (2002) suggested: “Many teachers feel that they cannot approach drama activities without being a trained actor. They feel, at times, they just wouldn’t know what to do. Even if they have the activities in a book, which explains them clearly, some feel they couldn’t do them properly or explain the purpose of the activity.” That might be one of the reasons why it is not familiar for students to act in front of their classmates and also for teachers because they feel they’re not in their comfort zone. But as Royka (2002) suggested the books we can find in the market are user-friendly and they are well explained so whoever who wants to use drama would be able to carry out all the activities with not problems at all.

7.2 USING DRAMA IN ENGLISH FOREIGN LANGUAGE CLASSROOMS

One of the worries students have when facing English or whatever foreign language is to speak and communicate in the language, they get frustrated easily because they think they need to do it in a perfect way and as a native person. Nevertheless, speaking requires practice and one of the best ways to train the oral abilities to express ideas, thoughts, opinions, etc. is through plays.

Boudreault (2010, para.5) sums up some of the benefits of using drama in classrooms:

- 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;
An improved sense of confidence in the student in his or her ability to learn the target language, in terms of Wessels (1987)

Cowley (2007) in the same line, listed some of them as: “using and enhancing students’ imaginative skills, experiencing what it’s like to be someone else, understanding why some people behave differently to others, seeing things from another viewpoint or perspective” (p.85). Hence, the use of plays in classroom carries a lot of benefits to students to contribute to some important aspects such as their pronunciation, creativeness, interaction, confidence and the opportunity to put themselves in someone’s position.

The proposal for this project is based on Greek and Shakespeare classic plays. These plays give students the chance to get in touch with authentic English culture, which allow them not only to be immersed in English spoken literature, but also produce novel language and improve their oral communicative skills through different activities, such as: conversations, monologues, narrations and oral presentations. Due to conversations promote in students the ability to answer and ask questions in a spoken way, monologues encourage students to construct fluent verbal communication through the use of grammatical forms, tenses, rules, and systems. Finally, in order to present academic topics and short stories presentations and narrations are carried out.

Using drama is a perfect tool to prompt students to use the target language to communicate, Bang (2003) affirms that: “Drama is essentially social, and involves contact and communication of meanings” consequently students who face drama in their curriculum improve the understanding and use of language and enhance their oral communication skills since they are supposed to complete speaking tasks.

Since drama is a strategy that gets quickly the attention of the students, this allows the class to be developed in a better way, besides authors such Doson (2000) states that “the most
immediately apparent benefit of using dramatic activities with L2/FL students is that they acquire and practice new vocabulary and grammatical structures”, it also places students in situations that can go far beyond of the grammatical aspect of language, the correct way to write a sentence and some grammatical rules, moving to more dynamics, fun circumstances.

Improvisation is and important element in a drama-based class. Landy (1982:6) defines improvisation as “an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a leader” and as some authors agree “Improvisation is an excellent technique to use in the L2 classroom as it motivates the learners to be active participants in authentic situations thereby reducing their self consciousness”. Athiemoolam (2004) “The improvisation aspect of drama gives students opportunities for developing their communicative skills in authentic and dynamic situations” (Boudreault 2010)

Communicative activities allow students to produce novel language in class, as Sam (1990) suggested: “Drama used in the classroom can be considered a communicative activity since it fosters communication between learners and provides opportunities to use the target language in various 'make believe' situations.” it seems that when students face a hypothetical situation their outcomes aim to directly communicate meanings so there is a better understanding of the situation.

7.3 APPROACHING DRAMA IN CLASSROOM

Drama is a significant tool for students who are concern of their own language learning process and those who want a different alternative to practice. It is necessary then, different activities and techniques from theatre that allow students to enhance their oral production (Rauen, 1990) for example voice projection and the appropriate movement to non-verbal communication.
Lower the anxiety in students is a task teachers should address due to it gives students the opportunity to express easily their ideas and increase their willingness of participate in the performance and this way is easier for them to increase their output.

Different authors have established the importance the use of drama has in a foreign language classroom agreeing that drama, “promotes students’ creativity and encourages group cooperation” (Lin, 2011).

Rauen also recommends to work by groups instead of individuals because such tasks involves communication and creativity and students might develop a better social and communicative skills if they witness a communicative environment in classroom. It is also helpful to give each student the opportunity to develop their self-confidence so they can later on become an active participant in all the speaking activities the teachers propose in class.

Giving students that self-confidence may not be an easy task for teachers as students have different personalities and interests, however it is important to bear in mind that as a starting point students need to feel comfortable with themselves and with their classmates and this will guide them and the class to succeed in the class.

Students expectations about drama may vary but it seems that most of them believe it is a complex and challenging activity, that is why is part of teachers’ job to change the belief and let students explore the bunch of fun tasks and games that involves drama, so they can feel more comfortable and see the work as an alternative of English learning.

Timing represents other important aspect to take into account when planning a lesson, each student is different and so are their learning processes, the activities teachers propose should be aimed to create a connection between physical and mental activity (Rauen, 1990), so activities like improvisation allows the learners to explore the two areas.
7.4 ROLEPLAYS

Role play is the most common drama activity where students face different situations and they are exposure to direct communication, Gaudert (1990) stated that:

“Role play is possibly the most familiar to teachers, and therefore the most acceptable of the drama techniques. Research indicates, however, that teachers’ interpretation of role play varies. The most common form of "role play" is to select a dialogue, often an extract for listening comprehension, assign parts to the students and get them to read the dialogue aloud with the teacher correcting pronunciation errors. In training and retraining teachers, we have attempted to move them away from this "model" and teach them to create situations which would give rise to more spontaneous speech”

For young learners between 14-16 it is important to learn the language when they do not feel it as a hard challenge to achieve, when they find it fun to produce chunks of oral communication, they can take part of it by adjusting it to their context. Krawiek, (2014) states that “anyone who has worked with young children knows that they learn chiefly by exploring their world using their imagination and engaging in pretend-play”p.11, and that is the moment in which students enjoy the practice of performing role plays, they create their own imaginary situations and add something to the play, making use of language in different forms.

Role-playing is seen as an important part in the process of learning a foreign language and it offers many benefits to the teacher and the learner which includes the cooperative work and interaction between students, the chance to express their emotions bringing them to an activity.

As Rauen, (1990) states “Ability to improvise dialogue may well be the essence of communication.” it is necessary to expose students to activities where they have to think and
act as if it were a real situation. Group work facilitates teachers work when applying such activity with a big amount of students, for example, students should be divided into groups, given a hypothetical situation, and then perform an improvised representation in a short time.

Repetition exercises might help students to acquire vocabulary they will use when performing a role play, Rauen (1990) suggests that “repetition technique not only gives the less articulate students a chance to experience more difficult roles, but also helps to enforce adequate social, verbal and non-verbal adaptation in the foreign language.” whenever a student faces foreign language he/she witnesses a necessity of adaptation, it may vary from cultural issues to the language itself. Repetition allows also students to create patterns of language which along with the pronunciation correction will prompt a better proficiency of the target language.

7.5 PARTICIPATING IN DRAMA-BASED ENGLISH CLASS

When students face acting and drama activities in a classroom they practice the four skills they need to develop in the target language. They start to internalize the language by developing different tasks. Bang (2003) states that “in order to participate in activities the students will have to verbally express their ideas, listen to others’ opinions, read a related text and work on projects as the drama progresses” p.3

Another way students internalize all the things they learn is by making comparisons and linking the imaginary situations they create with situations in their real lives. Fleming (1995) cited by Ozbek (2014) claims that “using drama in education can lead to the development of broader understanding through generalizing and making connections” and these connections are not only of the student's own production but with others’ production.

This is important since teachers are always in charge of different students and they need to work together and start communicating with each other. In a drama-based class the moment when students start to work together listening to others, linking their ideas and understanding
the importance of communication in different contexts they can successfully achieve any task
in the class.

Participating in a drama-based class means that students work in different ways and are
frequently exchanging ideas. Students need to talk, socialize their thoughts and have a regular
dialogue with their classmates. Erbay and Dogru (2010) cited in Başaran, Karadağ, & Güneş
agree that “drama has a significant positive effect on social communication skills”

In drama situations in the classroom students have the opportunity to be whoever they
want to be, create new characters and situations. “In drama, time can be altered, space changed
and identities shifted. Winston, J. (2012), making this a fun activity for the students and
encouraging them to participate in the exercises with no fear especially when they are free to
create everything. As states Boudreault, (2010) “When the students are enjoying an activity,
they are learning and letting their guard down” Drama is all about how the performers present
themselves. If the student can communicate better, the more likely others will see him/her as
he/she wishes to be seen. (Boudreault 2010, para 20.)
## CHAPTER 3

## INTERVENTION

### 8. CHRONOGRAM

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
</table>
| #1 Abril 11   | **Presentation**  
Students introduce themselves through speaking activities and play a speaking game about general culture. |
| #2 Abril 18   | **Electra**  
Students work by groups, they read the summary of the play and identify the characters and main ideas. Then they share with the class. |
| #3 Abril 25   | **No class** |
| #3 May 2      | **Electra** ([https://www.youtube.com/watch?v=vdqgdlmV18](https://www.youtube.com/watch?v=vdqgdlmV18))  
Students finish the summary by groups, then work in answering questions about the play and share with the class. |
| #4 May 9      | **Prometheus** ([https://www.youtube.com/watch?v=U_u91SrEOE](https://www.youtube.com/watch?v=U_u91SrEOE))  
Students work in two groups playing pictionary and mimics about some vocabulary of the play, then read the story aloud and watch a video. |
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Activity/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5</td>
<td>May 16</td>
<td>Passive voice // students discussion</td>
</tr>
<tr>
<td>#6</td>
<td>Mayo 23</td>
<td>Students read the summary aloud and point out the characters and main events of the play. They work by pairs, one student have the description of a sphinx and read it to the partner, who is in charge of drawing it following classmate’s instructions.</td>
</tr>
<tr>
<td>#7</td>
<td>Mayo 30</td>
<td>Students watch a video about the plot of the play and based on the clip they answer some questions and develop a worksheet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stories</td>
<td>Junio 6</td>
<td>Students watch the video about Greek gods, they discuss vocabulary. Teacher paste gods pictures around the class, students are given some characteristics about them and they have to match each word with the appropriate god.</td>
</tr>
<tr>
<td>#8</td>
<td>Junio 13</td>
<td>Greek gods</td>
</tr>
</tbody>
</table>

Greek gods

https://www.youtube.com/watch?v=eJCm8W5RZes&list=PL3lR-UVp9bUBh11W9cBLJRzckAro7F49h
Students are assigned a god to work with, by groups they create a new god with the characteristics, weapons, powers and personality they want, then they share with the group.

### VACATIONS

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>#9</td>
<td>Julio 11</td>
<td>Vacation time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students watch a video about “Mr. Bean vacations” in order to recognize characters and setting of a short story, then they write a short text about their vacations.</td>
</tr>
<tr>
<td>#10</td>
<td>Julio 18</td>
<td>Romeo and Juliet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students watch a serie of videos about the play and they have an oral presentation about the main events.</td>
</tr>
<tr>
<td>#11</td>
<td>Julio 25</td>
<td>Script creation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students are divided into two groups, start giving the main ideas and characters for the final roleplay. They work on writing the script for each scene.</td>
</tr>
<tr>
<td>#12</td>
<td>Agosto 1</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students perform Scene Number 1 and Number 2 following teachers’ suggestions and feedback.</td>
</tr>
<tr>
<td>#13</td>
<td>Agosto 8</td>
<td>Monologue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students create their characters personality and prepare a</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Activity Description</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>#14</td>
<td>Agosto 15</td>
<td><strong>Role play PLANNING</strong> Students practice the script and perform the first draft of the final role play.</td>
</tr>
<tr>
<td>#15</td>
<td>Agosto 22</td>
<td><strong>Body language ROLE PLAY PERFORMANCE</strong> Students practice techniques about body language when performing a role play in front of a public.</td>
</tr>
<tr>
<td>#16</td>
<td>Agosto 29</td>
<td><strong>Speed dating</strong> Students perform a speed dating where they collect personal information from their classmates.</td>
</tr>
<tr>
<td>#17</td>
<td>Septiembre 5</td>
<td><strong>Monologue</strong> Students perform an active monologue about a famous character.</td>
</tr>
<tr>
<td>#18</td>
<td>Septiembre 12</td>
<td><strong>Improvised Situation ROLE PLAY</strong> By groups of 5, students perform an improvised situation role play</td>
</tr>
<tr>
<td>#19</td>
<td>Septiembre 19</td>
<td><strong>Monologue</strong> Each student perform a monologue of their characters on their play.</td>
</tr>
<tr>
<td>#20</td>
<td>Septiembre 28</td>
<td><strong>Final Presentation ROLE PLAY</strong> Students perform the final product of their play.</td>
</tr>
</tbody>
</table>
9. LESSON PLAN SAMPLE

**School Name:** Instituto Guimarc  
**Grade:** Ninth

**Teacher (s):** Maicol Cobos & Monica Guzmán

**Headroom teacher:** Mayerly Rojas

**Objectives:** To encourage students to use learnt vocabulary and produce sentences and questions about the topic.

**Topic:** Prometheus play conversation  
**Date:** May 09th and 11st, 2018

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will organize into two groups and they will play pictionary with some vocabulary the teachers will give them about the play Prometheus.</td>
<td>20 min</td>
<td>Markers Board Vocab</td>
<td>To understand and perform key vocabulary of the play.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers and students will read out loud the summary of the play, then students will watch an animated video of the play Prometheus, so they have a deeper knowledge of it.</td>
<td>40 min</td>
<td>Summary of the play Video</td>
<td>To identify important information and events about the play.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will divide the class into two groups and each teacher will be supervising one of them. The groups will create 15 questions about the play based on the summary and the video.</td>
<td>30 min</td>
<td>Sheet of paper Pencil Eraser</td>
<td>To write 15 questions about the play in past simple form.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in each group will take turns to ask one of the questions to the other group. The other group will have 1 minute to answer the question and win points.</td>
<td>20 min</td>
<td></td>
<td>To respond questions in past form giving long answers.</td>
</tr>
</tbody>
</table>

Lesson plan Number 4
As seen in Lesson Plan Number 4 the activities proposed are focused on oral production, students are supposed to create questions from a Greek play called Prometheus by Aeschylus, they also work on identifying characters, main events and different endings so the students will have the opportunity to develop their creativeness and improvisation as well. They also will use novel language which is one of the proposals for this project. It is also addressed a summary made by the teachers because the time spent in classrooms is not enough to read the original play, in this summary (see Summary 1) different language is used so it is easier for students to get the main idea of the play and develop the proper tasks.

Prometheus bound by Aeschylus

Zeus’s servants Kratos and Bia take Prometheus to Caucasus where Hephaestus chains him to the mountain. Hephaestus felt sorry for Prometheus. He went away. He was in pain and he complained loudly to the earth, the sun, the rivers, the seas and the air about the sufferings he didn’t deserve. He could predict the future. He knew that his sufferings will end and that he just has to endure a bit longer under Zeus’s tyranny. Soon the Oceanids came to Prometheus. They showed compassion and they had mercy for him. The Oceanids asked him to explain why he ended up chained to the mountain.

He explained the battle between Zeus and the Titans and how he stood on Zeus’s side and helped him in ousting Cronus. After the battle, Zeus wanted to destroy humans and then Prometheus stood against him. Then Oceanus came and tells him to say sorry to Zeus. After Oceanus left the Oceanids cried because of Prometheus’s destiny but he explains to them
that it’s all for the people. Io asked him to tell her when her sufferings will end. He tells her everything and that if she liberates him no one will ever **oust** Zeus.

Summary 1. Prometheus by Aeschylus summary.
10. ANALYSIS

10.1 ROLE PLAY

LESSON PLAN NUMBER 15, 18 AND 20

This compendium of three different lesson plans were selected from the project due to their main activity was to perform a role play which will help to identify, analyze and conclude the development of the students oral production in a sequence and to evidence in the process the importance and the impact of all the strategies that were carried out. The first of these lesson plans was developed on August 22nd, the second one was on September 12th and the last one was the last class on September 28th so the students had between two and three weeks before presenting the next role play.

Students were observed in order to identify different aspects related to their speaking skills. These aspects are based on Brown’s speaking micro-skills and were developed through role plays. One of the aspects to observe in these lesson plans was the length of students oral production and their ability to use vocabulary they already knew including structures, contractions and word classes. During the classes, students learnt different tips through videos and conversations with the teachers and recommendations to bear in mind when presenting a role play such as kinesics and the use of the space, they were supposed to apply those tips when acting out their role plays.

The first lesson plan focused on role plays was the lesson number 15 which aimed to gather information about important aspects of students’ performance when presenting a role play. The main objective for the class was training the body language of students and voice tone, they
needed to perform a role play based on a specific situation given by the teachers. These are the two situations they performed:

Situation 1 Social and family problems with LGBT community.

Situation 2 Racism in school

This situations were selected for the students among different topics as politics and drugs abuse, they stated they were familiarized or knew some real situations related to those subjects. So it was interesting for them to perform a situation based on that and they manifested their interested to create role plays based on realistic everyday situations more than in other subjects.

The second lesson plan developed with a role play was the Lesson plan number 18. As the students had previously stated their interest to work on role plays bringing real life situations to the stage, they performed a new situation they created by their own. In that class students had some minutes to establish the situation and characters but they were not allowed to write their script so they improvised their lines when presenting the role play.

The situations for this role play were: “The stalker teacher” a story about a Math teacher stalking one his students, and “I love you” a story about a guy confused by his feelings. Students had already made a role play with given situations so this was the time to improvise a role play created by themselves before presenting the final role play.

Finally, the third lesson plan centered on role plays was the lesson number 20, in this class students performed a final role play. Students worked hard creating a script. They also practiced their lines and performance every week and in this class they presented the role play. In the
final class the progress the students had had in terms of improvisation, kinesthetic and body language could be seen, in order to analyze in a better way the results.

INDIVIDUAL ANALYSIS

The following is an individual analysis of the students. The information cited below can be found in the transcription of the Lesson plans number 15, 18 and 20. (see Annexes)

Juan Diego:

The speech produced by Juan Diego in the lesson plan number 15 evidenced a correct use of word classes most of the times. He used categories such verbs: “come with me”, determiners: “this is for you”; tense consistency and a correct structure in the sentences, “My name is James”, “what is your name?”. In the scene Juan Diego performed he was talking with a little girl and he demonstrated a good use of present simple tense and word classes. (see lesson plan number 15)

After three weeks in lesson plan number 18 Juan Diego was able to create chunks of language in a longest length: making use of different word classes: “This balloon is for you”and “I have this for you”, are some examples of it. He also used self-correction systems when talking in order to monitor his own speech “Yes I am I am your boyfriend. (see lesson plan number 18)

Finally, in lesson plan number 20 Juan Diego displayed a great usage of grammatical word classes such nouns, verbs, etc) “Good morning, welcome to the restaurant. Are you ready to order?”; self-correction devices “I’m I’m sorry sir, please forgive me. Let me get you another soda.” systems (tense, subject agreement, pluralization) “Grandma, I need help”, “...but her
father doesn’t like me”, “I am fighting for her” and word order, tense consistency when saying his lines This process was useful for Juan Diego because he learnt and applied different devices to correct himself when he made a mistake and give a clear message to the audience and he applied this not only when performing a role play but during the classes in any opportunity he had to say something. (see lesson plan number 20)

Karen:

Karen’s speech in the lesson plan number 15 was short and did not evidence many things, however in the lines they had in that class, it is seen that she used a correct word order: “Who are you?”; tense and subject agreement “my name is Karla” (see lesson plan number 15)

In lesson plan number 18 it was demonstrated the difference in Karen’s oral production. she participated from the beginning to the end of the role play and used verb tenses in a proper way (present) “Hello son, how are you?”, (past) “What happened son?. Compared with the previous role play, after three weeks Karen showed a more appropriate number of words when speaking and it helped her to express their ideas and be a more active participant during the classes and to think and say new ideas for her own lines and her classmates lines.

In the last lesson (lesson number 20) Karen spoke in a more natural way making use of pauses in speaking when she needed to join two ideas in a sentence and leave some time between them. “So, tell us Juan, / what do you do?” “Thanks for coming./ I hope didn't interfere your plans for tonight”. She also uses different word classes (verbs) “please come in”, (reduced forms of words) “I hope didn't interfere your plans” (tense) “I will have dinner with my family tonight” (see lesson plan number 20).
Karen’s oral production improves from the first role play in which it was evidence that she did not participated too much, she was ashamed and she did not like to speak loud but the understanding and the use of some tips allowed Karen to improve. She felt nervous at the beginning, however during the six week process taken from the first to the last role play she tried her best to improve the aspects she considered important such as voice tone, self correction and fluency and this was important, she realized about the importance of these aspects when speaking along her process.

**Erika**

Although Erika sometimes doubted when speaking, in lesson plan number 15 Erika presented a fluent speech, she produced chunks of language in different lengths in some of her lines: “what are you doing playing with that ?”, “You are a dumb”. There are some cases when it is evident that she made use of self correction restructuring what she was saying and repeating a word while she found the words she needed to use. “look your son playing with with with dolls... with dolls” (see lesson plan number 15)

In the last class, six weeks after the first role play Erika showed the correct use of grammatical word classes as verbs “Tell me...”, “ I know...” “ I’m fine...”; verbs and pronouns in the same line “ I do. ” “If you think” “she worth it”. Erika always seemed to have an interest in monitoring her self-oral production by correcting herself when speaking and trying to say the appropriate word. Her process has much guidance from teachers since the beginning because she always asked for the correct way to speak, communicate and make it better for her and for the audience, she found significant the fact that the audience understood what she meant and during the time she had before the next role play the demonstrated a great progress.
Juan Carlos

In the first role play that Juan Carlos performed, he produced reduced forms of words and phrases and long chunks of language as in the example: “Hey Valery wha what's thinking, don't you think it's time to get aa some? You already have a boyfriend”. Here it is evident that sometimes it seemed difficult for Juan Carlos to build up some sentences and he started repeating a word while he remembered the next one, that was his strategy for self correction (using fillers). He always wanted to talk but he sometimes got nervous (see lesson plan number 15)

In the second role play Juan Carlos seemed to be more comfortable, he took his time when speaking, it was evident the increase in his self-confidence in the scenario after the first role play that was three weeks before. He used pauses in speaking when he had to express many things in the same sentence “Paula/ she is beautiful/ Juan Diego/ is handsome. I love them” he also had control on verb tenses (see lesson plan number 18 ) However in the following parts of the transcription it is evidenced that he tended to repeat some words when he did not remember what he was saying. “No no, he he’ll he my my my my friend, I swear”, “listen mom. Juan Juan Juan Diego he my boyfriend”, “He he is my friend”

In the final lesson plan (lesson plan number 20) Juan Carlos demonstrated that he could use corrective devices when talking such pauses, and backtracking besides self correction in order for the audience to get the message with no misunderstandings. He properly used pauses and breathing in long dialogues “Wow, she is so beautiful/ Hello Valentina how are you doing?”, “Nice to meet you too/ so tell me about you.” monitoring his own oral production. He also spoke fluently during the whole role play making no mistakes and using appropriately different word classes as verbs, adjectives, pronouns and exclamations. (see lesson plan number 20)
GENERAL ANALYSIS

The results obtained in these classes based on role plays reflected most of Brown micro skills included in this project. Since the beginning some students used reduced forms of words they already knew and they reinforced these words and used more of them. It is evident in words like “didn’t” instead of “did not”, “you’re” instead of “you are”.

Students’ oral production was different in every class, at the beginning they presented a lack of vocabulary and had some difficulties with structures but along the process their output in terms of length of speech, the adequate use of pluralization, grammatical word classes (verbs, conjunctions, pronouns, adjectives, determiners, etc.), improved significantly. The process related to role plays took six weeks in which the students showed a great advance, besides all related to language, they worked on their nervous and some situations that made them feel uncomfortable, so the exposure to different performances and to the audience increased their self-confidence when using the target language creating a pleasant environment.

The students found in this role plays lessons the opportunity to improve both oral and kinesthetic communication. They improved their fluency in their speech when acting because they created more complex dialogues as they were learning new things and concepts, they used self monitoring when speaking using different devices. (pauses, backtracking and self correction) that are relevant in their daily life and not only when doing performances.

One of the micro skills presented for Brown explains the use of facial features, kinesics body language and other non-verbal language to convey meanings. Despite this is not evidenced in the transcriptions it is appropriate to mention the role of body language in the development of
these lesson plans. During the performance of the first role play, students tended not to look at each other when speaking and remain still in their places sometimes.

During the development of the lessons and with the teachers’ guidance on a way to use kinesics when performing, students learnt and applied tips related to the use of the stage, the voice tone to use when presenting in front of an audience and they understood the importance of non-verbal communication as movements and facial gestures to emphasize a meaning.

This seemed fun for students to start using body language and facial expressions in order to show emotions when needed. They used them along with verbal language to clarify and convey meanings.

10.2 MONOLOGUES

The following lessons were selected because they share the same main activity which is monologue and also because at this time of the project students had already developed many activities like completing a story and charades, where they had the opportunity to practice their improvisation. It is important for the project to analyze how students produce language in improvised situations, in lessons number 12, 17 and 19 students were asked to talk about what they wanted, playing themselves and also as a different real or unreal person. The results showed the amount of words students were able to produce and the attitude to achieve Brown’s microskills expected for this project which are the aim of the project and also expose students improvement through classes.
The transcriptions of the monologues audios are organized in *Chart Number 1* and *Chart Number 2*. They way it might be read it is explained in *Table number 1*.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp;</td>
<td>Pet Word</td>
</tr>
<tr>
<td>//</td>
<td>Pause</td>
</tr>
<tr>
<td>Double word</td>
<td>Self-correction</td>
</tr>
<tr>
<td>bold</td>
<td>Pronunciation difficulty</td>
</tr>
<tr>
<td>“”</td>
<td>Quotation from student speech</td>
</tr>
</tbody>
</table>

*Table Number 1. Audio transcription symbol conventions. (own source)*

**LESSONS NUMBER 12, 17 AND 19**

On lessons number 12, 17 and 19 were developed different monologues, these activities were divided in three topics, first it aimed to shortly present students occupation, age, likes and dislikes (lesson number 12), at this stage students were supposed to be able to create short sentences about themselves, they were not asked to use unreal information due to the monologues were based on the reality of their life, it helped students to recognize their time order when speaking and to have an idea of how develop a monologue according to different parameters given by the teachers like character personality, goal, obstacles and actions to achieve the goal. They also were able to identify the correct use of grammatical word classes (verbs, nouns, adjectives and adverbs) through student self instant feedback.
USING DRAMA IN EFL CLASS

Second, students chose a famous character (lesson number 17), it could be real or unreal, most of them chose famous characters like Gustavo Petro and Sonic, the idea was to identify, examine and present subjective information about the character, students pointed to three parts of the monologue: what the character wants, what the obstacles for getting that objective are and finally the actions this character should do in order to overcome the obstacle and achieve the goal. This lesson is important for students oral production because while they were developing the task, they monitored their own production with strategies such as pauses and self-correction. When speaking, it is important for the learner to be aware of the mistakes he or she is doing, it might help him/her to identify the weaknesses and correct them immediately, this kind of correction supports their process to develop a more fluent speech.

Third, students developed the monologue of the characters they previously have created for the final play (lesson number 19). In this last monologue students identified their characters values, ideas, thoughts, feelings, emotions, objectives, obstacles and actions. At the last stage the output of students improved in terms of lengths of speech, fluency, self monitoring correction and use of systems and grammatical words as it will be seen below.

ANALYSIS

One of the expected results from this project is to witness an improvement in oral production in terms of length; from these 3 lessons, it was evident an improvement in some other the expectations. Graphic number 1 shows students amount of words produced in the three different lessons, all students oral production increased in terms of length, it not only seems to be a good improvement, but it also shows that the more students practice an activity the better results could be seen. When students monitor their speech, it is easier for them to identify the mistakes they make, this monitoring allows them also to guide them towards a more efficient
communication with others; other expected result for the project is to create more complex sentences which is evident in their speech on the second lesson plan when they went from telling the name and age to more significant chunks of language that provide deeper information about themselves.

![Amount of words lessons number 12 and 17](image)

*Graphic Number 1. Students amount of words orally produced through 2 different lessons.*

As seen in *Graphic number 1* and *table number 2* student's oral production improved in terms of length, it seems that they became more fluent and are now able to produce more complex sentences. It is important for this project to prompt students to use the vocabulary they already know and look for new ones, it might help them to increase the sentences their produce when speaking and also share deeply their ideas and thoughts. The aim of the proposal is to foster in students the willingness in expressing what they ant in different ways, not only through simple clauses but in complete sentences.
The chart Number 1 shows the transcriptions of the students’ speech from lesson Number 12 and Number 17, most of them produced a bigger amount of words, they also were able to connect better the ideas and to state their thoughts in a logic order. It is really helpful for students to have the ability to produce language fluently because this way they can not forget their idea and the communication will be successful. In Valentina’s case the exposure to the language helped her to say what she wanted in a more comfortable way due to she had already practiced a monologue before.

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Lesson Number 12</th>
<th>Lesson Number 17</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stiven</td>
<td>My name is Brayan Stiven Rendon Pulido my age is 16 years old &amp;eh I like play football.</td>
<td>Hello, my name is Gustavo Petro, I am forty five years old, I am from Colombia I wor in senator of the republic. &amp;eh my objective is to win a presidents // and my obstacle is Ivan Duque, the other candidater // My virtue is the clary clarity.</td>
<td>Stiven’s oral production in first and second lesson plan changed in the following ways: The amount of words used in certain time. The use of pauses, fillers, self-correction, backtracking. The use of grammatical forms.</td>
</tr>
<tr>
<td>Cristian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valentina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mateo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felipe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Oral Production</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Cristian</td>
<td>My name is Sonic, I am twenty-one years old, I from Cam. I am superhero in the videogame, my objective is to save my home, but but my my enemy, Doctor eggman &amp;eh &amp;eh try to destroy me &amp;eh My my power is run fast. Cristian’s oral production revealed an improvement in the use of grammatical word clauses and as seen in Stiven’s case the amount of words is bigger. He also used self-correction and pauses in order to restructure what he was saying and give the opportunity to the listener to understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valentina</td>
<td>My name is Light Yagami, I ha I am twenty years old, I study in the university in Japan &amp;eh I am the keeper of the death note, my objective is to delete the evil in the world &amp;eh &amp;eh “Ele” is a pola police and he is my biggest enemy, my power is kills e I can kills a human only write in the, the no the-.. name in the death note Valentina’s case indicated a development of the correct use of grammatical forms and tenses, however on the second monologue she still demonstrated simple problem with third person verbs in simple present tense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mateo</td>
<td>Hello, my name is Cristiano Ronaldo, I am twenty three years old, I am from Portugal, I work // I played soccer &amp;eh I want to advance like player soccer but Lionel Messi is rival, my power is jump and run. Mateo’s oral production: In lesson plan 12 and 17 mateo had some difficulties with tenses and vocabulary, however his fluency improved.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Oral Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristian</td>
<td>My names is Cristian // &amp;eh I am twenty twenty four years old &amp;eh I life in Bogotá my favorite fruit is apple.</td>
</tr>
<tr>
<td>Valentina</td>
<td>My name is valentina Vargas I have a 14 years old &amp;em my favorite music is trap my favorite singer is Bad Bunny &amp;eh I like make desserts I like <em>ate</em> desserts.</td>
</tr>
<tr>
<td>Mateo</td>
<td>My name is mateo ramirez &amp;eh I am 50 &amp;eh I am student My like soccer and sleep and eat.</td>
</tr>
</tbody>
</table>
#### Using Drama in EFL Class

| Felipe | &eh hello my name is Felipe Ramirez &eh I am fourteen years old &eh my favorite music is rap &eh electronica &eh my favorite artist is Dante &eh I am a student. | Hi my name is Baki Hanma, I am sixteen years old, I am from Japan, I work as professional fighter, &eh my objective is to defeat my father Yujiro Hanma &eh but on my way &eh I have to fight many strong warriors, &eh I can stand fighting a long time | Felipe’s oral production: Felipe continued hesitating when speaking, however his production in terms of length improved, he produced 2 more clauses in the second monologue, and they are now longer and more complex. |

**Chart number 1. Students monologues transcriptions from lessons Number 12 and Number 17**

Brown’s microskills in oral communication are addressed in order to measure the development of the monologues worked in class. Stiven’s case revealed an important improvement in fluency, as seen in *chart number 1* the amount of words compared in lessons number 12 and 17 increased in 27, it lets us know that through classes Stiven has increased his vocabulary and that also allows him to produce more complex sentences for example, he talked about his name, age and likes in the first class and in the lesson number 17 he was able to communicate his nationality, profession, objective, obstacles and adjectives. He not only spoke without hesitate but also used tenses properly, that might help him to concern about his own language learning process and specifically on the speaking. Stiven used grammatical word classes and tenses properly when he spoke, he organized better his sentences and he also increased the amount of coherent clauses and sentences.

In the same way Cristian developed an improvement in the quantity of words used in the same period of time, in addition he corrected himself in order to make the listener comprehend the message, this skills will help him in the future to communicate his ideas due to he is concern about his state and he will use all the tools to make himself clear to everyone.
Valentina was the student who demonstrated the longest oral production in the monologues, at the first stage she had problems with the verb to be (grammatical systems: tenses) but as she continued working through the classes she recognized the correct use and on the second monologue her work revealed an improvement, this is helpful for learners because then they are able to express particular meanings through different ways. Mateo had some difficulties when producing orally, he said he had been ashamed but he had tried his best. In the first monologue his sentences were short and he made some mistakes in terms of grammar, in comparison with the second monologue he produced more words, he used pauses to restructure a sentence and to express better the idea, Mateo is now willing to find different ways to communicate what he wants through alternative speech.

LESSON NUMBER 12 AND LESSON NUMBER 19

In lesson plan number 19 students were asked to develop a monologue of their characters from the play they performed as a final product, they had to imagine what were the feelings their characters have and the obstacles they had to overcome to achieve their main goal in life. The idea of this task was to increase students willingness to understand their roles and take from it the most important parts and build a more complex outcome, the comparison between the two lessons outcomes helped the research to identify the aspects where students had improved and also the consequences of having reached Brown’s microskills. We will compare the first monologue students performed with the last one in Graphic number 2 and Table number 3.

The amount of words and the correct grammar used is important for students speaking development, that’s why comparing their output showed their evolution through classes and allowed us to understand how their language learning processes went.
As seen in Graphic number 2 and Table number 3, the amount of words students used increased in numbers and also in quality, these sources made it easier to identify their development in speaking in two aspects: quantity and quality.

<table>
<thead>
<tr>
<th></th>
<th>Lesson #12</th>
<th>Lesson #19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>Juan Carlos</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td>Juan Diego</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>Karen</td>
<td>21</td>
<td>64</td>
</tr>
<tr>
<td>Paula</td>
<td>16</td>
<td>59</td>
</tr>
</tbody>
</table>

Table number 3. Amount of words in monologues Lessons number 12 and 19
<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Lesson Number 12</th>
<th>Lesson Number 19</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika</td>
<td>Hello my name is Erika Hernandez I am fourteen years old &amp;em I like so much listen music &amp;em my favorite artist is Ed Sheeran and Charlie Puth.</td>
<td>I am Juan diego’s grandmother and I am mexican. I work in a restaurant with my hu grandson, I want to support my grandson because he love Valentina but the parents to Valentina don't want that be together. I will help to my grandson with advices and support her opinions</td>
<td>Ericka's oral production became more complex, she used more vocabulary in the second monologue even though she continued making grammar mistakes. This time she was able to state a situation and give reasons to support it. She also uses a better range of tenses to refer to the past, present and future.</td>
</tr>
<tr>
<td>Juan Carlos</td>
<td>My name is Juan Carlos I’m 15 years old I like it cookiet.</td>
<td>My name is Juan Carlos, I'm 21 years old.I was born in New York and I work in Wall Street, I have a lamborghini. I want to be with Valentina but she love Juan Diego, I will be friends with her father and will I will take her love.</td>
<td>As in Erika's speech, Juan Carlos could identify tenses and organize them in chronological order. His fluency and oral production in terms of length seems to improved due to he was able to speak with no hesitation which seems to difficult to reach for his classmates.</td>
</tr>
<tr>
<td>Juan Diego</td>
<td>I am Juan Diego / I am / 14 years I like pop I am student // I like I like play soccer.</td>
<td>I am Juan Diego and I am from mexico and my grandma is a mexican to, I am a waiter and like valentina. I want to be with Valentina because is beautiful but her parents don't want that because I</td>
<td>In the first monologue, Juan Diego did not connect his ideas what speaking, he was quite nervous and his production was short, compared with the second one, Juan appears to have a better control on his speaking and he was</td>
</tr>
<tr>
<td><strong>Karen</strong></td>
<td>Hello My names is Karen I am 14 years old <strong>&amp;maa</strong> my favorite singer is <strong>&amp;eh</strong> <em>Skilets</em> <strong>&amp;eh</strong> I like listen to music / bye.</td>
<td>I am the mother of the Valenti, my husband is Steven Rendon, I am 40 years old, my husband and me have much me money. I want to Valenti love Juan Carlos and they have by big family and beautiful boys. but Valenti love Juan Carl Juan Diego and Ignore Juan Carlos. I would I will invite Juan Carlos for dinning in our house.</td>
<td>Karen showed signs of being one of the most shy students, it did not stopped her to develop a better oral production in the second monologue, at the beginning of the course she hesitated a lot but, as she was practicing she was concerned about her process and it looks like she became more interested in overcome her difficulties. She did less mistakes, her speech was more fluent and she used more vocabulary she was learning through the project.</td>
</tr>
<tr>
<td><strong>Paula</strong></td>
<td>My name is Maria Paula Calderon Gutierrez I am 15 years old and I play <strong>//</strong> basketball.</td>
<td>I am Paula the angel to Valentina and Juan Diego I want Juan Diego and Valentina to be together because Juan Diego and Valentina are a beautiful couple and I don't like Juan Carlos. The parents of Valentina don't want to be together because Juan carlos is men rich. I will</td>
<td>Compared to the second monologue Paula used more complex sentences, she stated problems and gave reasons which support her ideas, she also did not hesitate and her speech was more fluent, as it is evident in the rest of the students they made some grammar mistakes when speaking, before the second monologue Paula expressed she</td>
</tr>
</tbody>
</table>
Since the use of monologue was something new for the students, at the beginning of the project they were lost, the more they started to speak the better they become in oral production. They expressed that they liked the activities where they have to play the role of a different person since they can create their own personality, likes and dislikes, it seems that fictional information is easier to express than their own due to their speech was short when they were asked to share about themselves.

In Lessons number 12 and 19 students were asked to first, develop a monologue about themselves and in the second one they had to speak about a fictional character they created, the analysis of the results showed that all the students had a better production in terms of fluency and the lengths of language. They used more grammatical clauses to produce more complex sentences, they went from verb to be sentences like “My name is” to express their feelings and give reasons to support their ideas, they also organize the sentences in a coherent form, that carried many advantages for students oral production development, though drama they are now able to state a problem and different ways to overcome or solve it in a verbal communication.

Most of the students did not hesitate when speaking in the second monologue, it showed self-confidence, and when they did not have the appropriate words they express their ideas in different grammatical forms, it is worth it to their verbal communication since learners in early stages of learning and orally produce need to considerate different forms of language to make
sure the message gets to the listener correctly, they also used pauses to breath and organize their ideas which allows them to connect their thoughts and speak fluently so there were not much interruption between the speakers interventions.

This was also important for this project to generate a link between the oral and the written communication and a connection was made between them since the written communication is one of the ways students are more familiarized with in a foreign language learning process. Two lesson plans were selected because their main activity was a writing activity and the analysis is showed below.

10.3 WRITING

LESSON PLAN NUMBER 2 AND 5, PASSIVE VOICE

The main objectives for Lesson Plan number 2 and 5 were for students to gather new vocabulary from the plays Electra for lesson number 2 and Oedipus the King for lesson number 5, identify the main ideas and important events in both plays as well as practice passive voice changing sentences in the simple present tense into passive. In Lesson number 2 students had an approach to new vocabulary through digital flashcards. New vocabulary was introduced in the Play summary so students had a better understanding and this favored the interpretation of all the new words.

One of the microskills established by Brown and taken for this project is for students to use grammatical word classes such as nouns and verbs appropriately when writing and speaking in the target language. Students had the time to identify and recognize different verbs during the activity in order to communicate a meaning in a written form.
A review on passive voice and simple present tense was made by the teachers, however during the practice time, some students seemed to be confused when writing sentences in passive form. Some issues with verb tense, sentence structure and possessives were evident.

In picture number 1 it is visible that the student did not use the passive form in a proper way, she did not write the verb in the correct form (past participle form). She wrote discover, kills and murder instead of discovered, killed and murdered. However, she wrote words in a correct
order. In pictures number 2 and 3, although there are some mistakes when using possessives, students used past participle form in almost all the sentences.

Following the topics developed in the school and after a couple of classes practicing passive voice with simple present and simple past tense, students showed an improvement in terms of structure, pluralization and word order. One of the microskills students needed to address was to express particular meanings in different grammatical forms, in this case students communicated things in Present and Past simple tense and turned sentences from active to passive voice as shown in picture number 4.

Picture number 5

Picture number 6
11. CONCLUSIONS

Based on the evidence, students' speech improved during this project in terms of length as well as in the use of reduced forms of words and phrases and their ability to deliver a message properly. The students are able to maintain a more complex conversation with peers, they witnessed a change in what they had been doing through years because they now found it quite interesting. During the process they developed the capacity to speak in the target language with their classmates in the classes where they could express different opinions, ideas and thoughts on different subjects, they did it in a clear way using specific structures in different grammatical tenses.

The speed of delivery is also affected due to learners were able to use reduce forms of words which allows the communication to be faster than before as well as more direct. According to their experience, the students demonstrated that it was easier for them to express different meanings every time they acquired and learnt new concepts, vocabulary and some useful tips.

That was also more simple for them to participate in activities in which they could create the situations and express a meaning by themselves than participating in a given situation they did not feel familiarized with. They rather did that because they could also convey different meanings with body language finding non-verbal communication an essential tool when performing.

Producing longer chunks of language helped them to communicate more information and improve their fluency, it allowed them to individually state arguments to support their opinion coherently and logically. When students were exposed to the target language was easier for them to connect their ideas in chronological order and so the speech became understandable.
As seen in the analysis students were able to order their messages, uses grammatical word classes like nouns, adjectives, adverbs verbs, structures (tenses and pluralization), word order, patterns and rules.

Students showed their interest to give a clear message to the audience and they became aware of the mistakes they made while speaking, their attitude towards the self-correction made them more efficient when directly deliver a message. and it guided them to monitor their own oral production. At the beginning teachers corrected students but once they identified their own mistakes, they did their best to correct them and also their peers’ so they were driven to a assertive communication and the listener of the message had a clear idea of what the speaker pretended to communicate.

Students also used different ways to make sure what they wanted to communicate was understood by the listener, the use of body language, repetition and performing and action were some of the strategies they used. When planning and performing the final play students were able through peer interaction to identify, analyze and create fictional characters. These outcomes aimed to foster verbal interaction between learners to achieve common class goals which was also helpful for students since their work and progress were reflected on their final product.

The project experience was fruitful for students as well as the teachers because it leads to consider the use of drama in the teaching of a foreign language process in schools as an useful and didactic tool that will help future teachers to face the lack of interest from students to communicate orally in the target language considering that even when this is a problem or a fact every teacher points out, not all the teachers look for solutions and alternatives that benefit the students giving them the opportunity to be exposure to the language.
12. FURTHER PROJECTS

This project was a grateful experience, its focus was on students more than any other aspect, and it seemed that they enjoyed the time they invested in the final product. The results combined with the expectations and the company of the students created a relaxing and comfortable space where students were able to share and state their opinions and ideas.

It motivated us to carry out a further project addressing social problematics like bullying through drama and also to include primary students due to in early ages learners are more likely to learn faster.
13. REFERENCES


USING DRAMA IN EFL CLASS


### LESSON PLAN NUMBER 1

**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To introduce the class methodology and gather information about students’ oral production.  
**Topic:** Presentation of class, conversation and oral game.  
**Date:** April 11-13, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up/presentation</td>
<td>Presentation of teachers, classroom methodology and rules.</td>
<td>10 Min</td>
<td>Board &amp; Markers</td>
<td>To introduce and know about the methodology and aspects related to the class.</td>
</tr>
<tr>
<td>Practice</td>
<td>Presentation activity. Students sit in a circle and teacher throw a plastic ball to a student, they introduce themselves and throw the ball again to a classmate to ask a question, the student who catches the ball answer the question and introduce themselves and so on.</td>
<td>20 Min</td>
<td>Plastic ball</td>
<td>To identify in a superficial way students’ English level through at least 4 sentences about themselves.</td>
</tr>
<tr>
<td>Production</td>
<td>Who wants to be billionaire? The class is divided into two teams (red &amp; blue), in each turn students decide who represents them, the teacher asks a multiple choice question students have to answer by themselves (with no help). If they got it right they get 1 point for their team. The team with the more amount of points wins. Story creation: students work by groups of 4 - 5, they are given instructions and parameters (amount of characters, setting and time) to create a story, each member has to participate and they share with the whole class. Students’ questions, ideas and suggestions.</td>
<td>40 Min</td>
<td>List of questions</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td></td>
<td>45 Min</td>
<td>Students’ notebooks and pens.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Min</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To create a short story in order to identify aspects like characters and setting.

Who wants to be billionaire? Questions.

1. When was the Independence of Colombia?
   A. 1902  B. 1834  C.1970  D. 1.810
2. Where is the "Catedral de las Lajas" located?
   A. Pasto B. Leticia C. Cundinamarca D. Antioquia
3. What is the music capital of Colombia?
   A. Huila B. Neiva C. Ibagué D. Cali
4. What is the name of the first president of Colombia?
   A. Simon Bolivar B. Francisco Jose de Caldas C. Francisco de Paula Santander D. Jose celestino Mutis
5. What is the real name of Lady Gaga?
   A. Lady Gabrielle B. Lorence Joane C. Stefani Angelina D. Graciel Germanotta
6. How many members did The Beatles have?
   A. 3 B. 2 C.4 D.5
7. Bananas contain potassium
   A. True B. False
8. Who was Steve Jobs?
   A. Doctor B. Engineer C. Politician D.Businessman
9. What is the official language in Nepal?
   A. English B. Nepali C. Panyaby D. Nepoliano
10. What’s the capital city of Sweden?
    A. Stockholm B. Bern C. Madrid D. Nairobi
11. What is the past form of the verb “buy”?
   A. Buid  B. Bought  C. Buy  D. Borrow

12. The biggest country in the world is China.
   A. True  B. False

13. What is 12 multiplied by 12?
   A. 160  B. 120  C. 144  D. 112

14. What is the altitude of Bogotá?
   A. 2,870 m  B. 3,160 m  C. 2,700 m  D. 2,640 m

15. Which is the highest building in the world?
   A. Eiffel Tower  B. World Trade Center  C. Burj Khalifa  D. Empire State

16. Which is the biggest mammal on earth?
   A. Blue Whale  B. Elephant  C. Rhino  D. Giraffe

17. How many stripes do the United States flag have?
   A. 15  B. 20  C. 13  D. 9

18. A synonym of “marvelous” can be:
   A. Terrible  B. Fabulous  C. Kind  D. Malicious

19. How do you say Ornitorrinco in English?
   A. Orneco  B. Platypus  C. Duckyplus  D. Beaver

20. What is the Colombia National Animal?
   A. Spectacled bear  B. Andean Condor  C. Marimonda  D. Jaguar

21. What is the largest river in the world?
   A. Napa  B. Amazonas  C. Nilo  D. Magdalena

22. Who wrote “La Odisea”?
   A. Gabriel García Marquez  B. Juan Bautista  C. Homero  D. Shakespeare

23. Where were the Olympic Games Created?
   A. Olimpia  B. Grecia  C. Roma  D. Suecia

24. What is the biggest planet in the Solar System?
   A. Pluto  B. Mercury  C. Jupiter  D. Earth
25. What is the real name of Bruno Mars?
   A. Peter Gene Hernández  B. Nick Rivera Marin  C. Brunne McCartney  D. Brenon Marks

26. What is the fastest animal in the world?
   A. Lion  B. Panther  C. Cheetah  D. Rhino

Journal

1. Students asked questions about the methodology and the activities we will do in the classes. They also asked information about the teachers.
2. When playing the game, students answered the questions shortly, they tried to speak in English but some of them seemed to have difficulties with vocabulary.
3. Students spent a lot of time setting up the story. They had difficulties organizing the sentences so they used the dictionary.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To introduce the first play to the students and explain new vocabulary related to the play  
**Topic:** Greek Plays (Electra) - discussion.  
**Date:** April 18, 2018

<table>
<thead>
<tr>
<th><strong>Activities</strong></th>
<th><strong>Time</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students proposed plays they want to work on through the classes. Teachers proposed some classics.</td>
<td>10 min</td>
<td>Board and markers.</td>
<td>To identify students background.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers present new vocabulary from the play Electra by Euripides.</td>
<td>15 min</td>
<td>Digital flash cards.</td>
<td>To recognize words and concepts from the play.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students by groups write 5 sentences using the passive voice and the vocabulary they are given.</td>
<td>40 min</td>
<td>Paper, pencils, pens &amp; erasers.</td>
<td>To construct sentences using passive voice</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students read the play as a whole class, then in groups they talk about their favorite part of the play and identify passive voice sentences. Finally they select one and share with the class. (e.g. My favorite part is when</td>
<td>40 min</td>
<td>Play.</td>
<td>To report the discussion students had by groups.</td>
</tr>
</tbody>
</table>
Electra

After Clytemnestra murdered her husband Agamemnon, he gave his daughter Electra to a peasant to prevent her from having noble offspring, because if this were to happen he would surely claim his right to the throne. Electra lives in the countryside, married to the peasant, but does not maintain relations with him. This is because he is an honest man and does not believe he has the right to deflower a woman of noble birth. Orestes (Electra's brother) arrives at Electra's house accompanied by Pilades. Electra does not recognize him and Orestes, without making himself known, tries to find out whether his sister would be willing to avenge the death of his father. When at last the brothers recognize themselves, they plan revenge on their mother and her new husband: Aegisthus. Once both brothers kill their mother, Clytemnestra, both have remorse for having ended the life of who was their own progenitor. In the end, Electra is forced to marry Pilades. Orestes is banished and he is put on trial for his sin.

Questions
Did you like the play? Why?
What is your favourite part of the play?
What is your favourite character? Why?
Make up a different ending to the story.
Who is Clytemnestra?
Who is Orestes?
What was Orestes doing at Electra’s house?
Why did Electra and Orestes kill Clytemnestra?

- The Clytemnestra is killed
- The scar of Orestes is discovered.
- The house of Electra is left.
- The mother of Electra is punish.

Mateo Ramirez
Nicolaï Celis
Paula

- Orestes is discover for Electra
- Agamenon is kills
- Clytemnestra is murder

Cristian Wildes - Jonathan E.

- Electra and Orestes are discovered.
- Electra is left of the house.
- Clytemnestra is killed by Orestes.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To encourage students to use new vocabulary in order to share their opinions about a play.  
**Topic:** Greek play “Electra”  
**Date:** May 2, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| Warm up     | Students finish writing a summary about the second part of the Greek play “Electra” using the vocabulary they learnt the previous class. Students are going to watch a video about the play Electra and discuss about what happens at the end. | 30 min | Pencil, dictionary and paper  
\https://www.youtube.com/watch?v=vdqgdllmV18 | To summarize the play. |
| Practice    | Students will work by groups discussing some questions about the play. Each group will discuss 3 different questions and will prepare them to socialize. | 35 min | Video beam  
https://www.youtube.com/watch?v=VDmh-SU5Yk | To describe the ending of the story according to the video. |
| Production  | Students will share their answers to the rest of the class ask questions to the students about some information of the play such as important events, description | 40 min | List of questions | To respond different questions. |
### Questions

Did you like the play? Why?
What is your favourite part of the play?
What is your favourite character? Why?
Make up a different ending to the story.
Who is Clytemnestra?
Who is Orestes?
What was Orestes doing at Electra´s house?
How did the servant recognize Orestes?
What did the oracle had foretold?
Why did Electra and Orestes kill Clytemnestra?
How did Orestes and Electra kill Clytemnestra?

https://es.wikipedia.org/wiki/Electra_(Eur%C3%ADpides)

Summary of the summary
After Clytemnestra murdered her husband Agamemnon, he gave his daughter Electra to a peasant to prevent her from having noble offspring, because if this were to happen he would surely claim his right to the throne. Electra lives in the countryside, married to the peasant, but does not maintain relations with him. This is because he is an honest man and does not believe he has the right to deflower a woman of noble birth. Orestes (Electra's brother) arrives at Electra's house accompanied by Pilades. Electra does not recognize him and Orestes, without making himself known, tries to find out whether his sister would be willing to avenge the death of his father. When at last the brothers recognize themselves, they plan revenge on their mother and her new husband: Aegisthus. Clytemnestra goes to Electra's house and Electra taunts her and blames her for her abhorrent actions, while she tries to defend herself and begs to be spared. Despite her pleas, Orestes and Electra kill her by pushing a sword down her throat: Once both brothers kill their mother, Clytemnestra, both have remorse for having ended the life of who was their own progenitor. In the end, Electra is forced to marry Pilades. Orestes is banished and he is put on trial for his sin.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To encourage students to use learnt vocabulary and produce sentences and questions about the topic.  
**Topic:** Prometheus play - conversation  
**Date:** May 09th and 11st, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prometheus Greek play</td>
<td>Warm up</td>
<td>Students will organize into two groups and they will play pictionary with some vocabulary the teachers will give them about the play Prometheus.</td>
<td>20 min</td>
<td>Markers Board Vocab</td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>Teachers and students will read out loud the summary of the play, then students will watch an animated video of the play Prometheus, so they have a deeper knowledge of it.</td>
<td>40 min</td>
<td>Summary of the play Video</td>
</tr>
<tr>
<td></td>
<td>Practice</td>
<td>Teachers will divide the class into two groups and each teacher will be supervising one of them. The groups will create 15 questions about the play based on the summary and the video.</td>
<td>30 min</td>
<td>Sheet of paper Pencil Eraser</td>
</tr>
<tr>
<td></td>
<td>Production</td>
<td>Students in each group will take turns to ask one of the questions to the other group. The</td>
<td>20 min</td>
<td></td>
</tr>
</tbody>
</table>
other group will have 1 minute to answer the question and win points.

https://www.youtube.com/watch?v=U_u91SjrEOE

Prometheus bound by Aeschylus

Zeus’s servants Kratos and Bia take Prometheus to Caucasus where Hephaestus chains him to the mountain. Hephaestus felt sorry for Prometheus. He went away. He was in pain and he complained loudly to the earth, the sun, the rivers, the seas and the air about the sufferings he didn’t deserve. He could predict the future. He knew that his sufferings will end and that he just has to endure a bit longer under Zeus’s tyranny. Soon the Oceanids came to Prometheus. They showed compassion and they had mercy for him. The Oceanids asked him to explain why he ended up chained to the mountain. He explained the battle between Zeus and the Titans and how he stood on Zeus’s side and helped him in ousting Cronus. After the battle, Zeus wanted to destroy humans and then Prometheus stood against him. Then Oceanus came and tells him to say sorry to Zeus. After Oceanus left the Oceanids cried because of Prometheus’s destiny but he explains to them that it’s all for the people. Io asked him to tell her when her sufferings will end. He tells her everything and that if she liberates him no one will ever oust Zeus.

1. Students tried their best, some of them managed to guess the word their classmates drew on the board.
2. Students seemed to be a little bit shy when reading out loud, some of them did not vocalize when reading and some spoke in a quiet way.
3. Some students were asking for help to their mates when creating the questions it took students a long time.
4. Some students behaviour suggested they had difficulties understanding what their mates were asking. 3 or 4 people in each group were translating, so everybody got the ideas.
**School Name:** Instituto Guimarc  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas

**Objectives:** To appreciate classic Greek plays and identify main ideas through asking and answering questions.

**Topic:** Greek play (Oedipus the King) passive voice.  
**Date:** May 16th, 2018

<table>
<thead>
<tr>
<th><strong>Activities</strong></th>
<th><strong>Time</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will play a game with vocabulary they have learnt in the plays. One of them will say a word and the next student will say a word that starts with the last letter of the previous word and so on.</td>
<td>20 min</td>
<td>Oedipus the King summary, paper, pencil.</td>
<td>To use vocabulary they learnt in previous classes.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students read 10 sentences that summarize the play. Then they play Taboo, each student will have a word from the summary and their classmates will guess by asking questions.</td>
<td>30 min</td>
<td>Oedipus the King summary, paper, pencil.</td>
<td>To identify vocabulary by asking questions</td>
</tr>
</tbody>
</table>
### Production

Students will work by pairs, they will select 5 of 10 sentences from the play, then they will re-write them in passive voice.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Oracle of Delphi predicted that Laius first son will kill him in the future.</td>
</tr>
<tr>
<td>2. Laius ordered Oedipus to be killed as soon as he was born, but the servant pierces his feet and hangs him in a tree.</td>
</tr>
<tr>
<td>3. A shepherd found the baby and listened to his cry and picked him up and handed it to his wife.</td>
</tr>
<tr>
<td>4. The wife raised him as his son and told him she was the real mother and named him Oedipus.</td>
</tr>
<tr>
<td>5. Oedipus went to the oracle of Delphi and he predicted that he will kill his father and marry his own mother.</td>
</tr>
<tr>
<td>6. Oedipus went to Phocis and found a sphinx that had a woman's head, face and hands, a man's voice, a dog's body, a snake's tail, bird wings and a lion's claw.</td>
</tr>
<tr>
<td>7. the sphinx gives a riddle to Oedipus and told him that if he could guess, he could be the king.</td>
</tr>
<tr>
<td>8. Oedipus managed to guess and married his mother.</td>
</tr>
<tr>
<td>9. There was a plague in the city and the king went to visit the oracle. he told him that the only way to end the plague was discovering Who was the murderer of Laius.</td>
</tr>
<tr>
<td>10. The truth was discovered and Oedipus left the kingdom. He took out his eyes with his sword and lived like a beggar.</td>
</tr>
</tbody>
</table>

### Closing

Students and teachers will review the sentences.  

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min</td>
<td>Pencil, paper.</td>
</tr>
</tbody>
</table>

To write 5 sentences in passive voice.
Journal.

1. Students sat on circle, most of them did not find it difficult to find vocabulary. They helped others when they needed by saying different options out loud.
2. At least 10 students did not guess the words from the game in practice section, it suggested that it is difficult for them to understand when a classmate speaks.
3. According to the evidence, students seemed to know how to create sentences in passive voice and they identified the tenses correctly.
4. Students were able to understand the oral instructions and description for drawing the Sphinx and they completed the task successfully.

```
1. The oracle predicted. The cloud. In the laws.
2. Oedipus kills his own father.
   - The father is killed by Oedipus.
3. Laos takes out the eyes.
   - The eyes are taken out by Laos.
4. Oedipus marries with your mother.
   - The mother is married by son.
5. Oedipus leaves the kingdom.
```
In a tree is pierced his feet by the servant.
- A riddle is given by the Sphinx.
- The oracle is gone to visit by the king.
- The kingdom is left by Oedipus.

Passive Voice:
- Oedipus is hung by servant.
- Laius is killed by Oedipus.
- The baby is found by a shepherd.

Active Voice:
- His mother is managed to guess and married her Oedipus.
- The baby is found by a shepherd.
- The oracle is gone to visit by the king.
- Laius is killed by Oedipus.
- The riddle is given by the Sphinx.

1. The future is predicted by the oracle.
2. A riddle is given by the Sphinx.
3. The kingdom is left by Oedipus.
4. This feet is pierced by the servant.
# LESSON PLAN NUMBER 6

**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher (s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas

**Objectives:** To illustrate the play through drawings and to use adjectives.

**Topic:** Greek play (Oedipus) -  
**Date:** 5-23-18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
<td>Teacher give the name of an animal to each student, some of them are repeated. They sit in a round table, one of them say the name of two animals and the students who have those animals switch places, then they can say three animals or “zoo” and they all switch places.</td>
<td>20 min</td>
<td>Chairs</td>
<td>To identify vocabulary from the play.</td>
</tr>
<tr>
<td>Practice</td>
<td>Students will work by pairs, the teachers and students will read aloud and illustrate the story of Oedipus giving students</td>
<td>30 min</td>
<td>Printed story of Oedipus Markers Board Dictionary</td>
<td></td>
</tr>
</tbody>
</table>
## Production

- Students will draw a character of the story called “sphinx” according to some physical characteristics given in the text. They work by pairs, one of the students back the board and the other will tell the characteristics of the Sphinx.
- Students sit on a circle and they are given a short text, they will work by pairs on of the students goes to the board and read the paragraph and then will go back and dictate to their classmates.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Materials</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>35 min</td>
<td>Pencil, Piece of paper</td>
<td>To describe physical appearance of a character and identify adjectives.</td>
</tr>
<tr>
<td>Closing</td>
<td>35</td>
<td>Play summary</td>
<td>To tell the description of a character orally.</td>
</tr>
</tbody>
</table>

**Oedipus the king.**

1. The Oracle of Delphi predicted that Laius first son will kill him in the future.
2. Laius ordered Oedipus to be killed as soon as he was born, but the servant pierces his feet and hangs him in a tree.
3. A shepherd found the baby and listened to his cry and picked him up and handed it to his wife.
4. The wife raised him as his son and told him she was the real mother and named him Oedipus.
5. Oedipus went to the oracle of Delphi and he predicted that he will kill his father and marry his own mother.
6. Oedipus went to Phocis and found a sphinx that had a woman's head, face and hands, a man's voice, a dog's body, a snake's tail, bird wings and a lion's claw.
7. The sphinx gives a riddle to Oedipus and told him that if he could guess, he could be the king.
8. Oedipus managed to guess and married his mother.
9. There was a plague in the city and the king went to visit the oracle. he told him that the only way to end the plague was discovering who was the murderer of Laius.
10. The truth was discovered and Oedipus left the kingdom. He took out his eyes with his sword and lived like a beggar.
USING DRAMA IN EFL CLASS

#4
Oedipus

#5
Killed your father.

#6
Phocis

#7
Riddle?
What goes up when the rain comes down?

#8
I guessed!
USING DRAMA IN EFL CLASS

![Image of students in a classroom setting engaged in drama activity.]

![Illustration of a character with musical notes, possibly related to the drama activity.]

---

79 | Page
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To extract and use main information about the play Oedipus the king from a video.  
**Topic:** Oedipus the king  
**Date:** 5-30-18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
<td>The teachers and students will do a mind map in order to active previous knowledge about the play Oedipus the king</td>
<td>15 min</td>
<td>Markers Board</td>
<td>To active previous knowledge on the topic</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Students will watch a video twice about Oedipus the king, this contains the summary of the story and characters, they will take notes on their notebooks.</td>
<td>30 min</td>
<td>Video <a href="https://www.youtube.com/watch?v=8zjWk8g5W8s&amp;t=149s">https://www.youtube.com/watch?v=8zjWk8g5W8s&amp;t=149s</a></td>
<td>To recognize characters, setting and main events of a short story</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>Students will work by pairs asking and answering some questions they will create about the video on their notebooks and developing a worksheet</td>
<td>30 min</td>
<td>Notebook Pencil Worksheet</td>
<td>To answer questions in a written way extracting information of a video</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>Students will switch groups so they can ask their questions to different people.</td>
<td>30 min</td>
<td>Questions</td>
<td>To ask ans answer questions orally</td>
</tr>
</tbody>
</table>
# LESSON PLAN NUMBER 8

**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To identify characteristics of greek gods and to create a new one based on the examples.  
**Topic:** gods divine characteristics.  
**Date:** June 13th, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| **Warm up** | Students will watch a video about gods’ and goddess characteristics so they remember gods they have learnt about during the classes.  
Students will receive a sheet, they will draw a picture of a new god or goddess giving him/her the characteristics they want.  
Students will talk about their gods’ characteristics and will write them down in their worksheets. | 25 min | TV  
Video  
https://www.youtube.com/watch?v=eJCm8W5RZes  
Worksheet  
Pencil  
Erraser  
Colors | To detect characteristics Greek gods have.  
To design a god and their characteristics. |
| **Production** | Teachers gave students some time so they can share their expectations | 30 min | Worksheet  
Pen | To report own ideas about gods and their characteristics orally. |
Closing

for the next term and give new ideas about activities to be develop in next classes. Students are asked to read about William Shakespeare’s work. 20 min

Pencil Eraser

Journal

1. It seemed that students were interesting in the video due to they asked questions about vocabulary during and after watching. two students wanted to share their ideas about other gods they had knowledge of.

2. Students used their dictionaries to look for more vocabulary they could use for describing their gods. The evidence collected suggest that they tried to do their best, they used the vocabulary learnt from the video; some of them spent a lot of time drawing.

3. When sharing about their creations, the majority of students were shy and they did not want to speak aloud, three students manifested that they did not know the correct pronunciation of some words.
1. Imagine a new god. How does he/she look like? Now draw him/her in the chart below.

Name: David

2. Now that you have an idea of your god, write a list of the powers and characteristics he/she owns:

- He can destroy the universe
- He is omniscient
- He is omnipotent
- He can teleport

David Sánchez, Chile

3. Describe the god in a short story:

- God's name: Typhon
- God's characteristics: Omnipotence, Omnipresence, Omniscience

4. Recount a story about the god:

- Typhon created all the animals on Earth
- Typhon helped the humans to build the first cities
School Name: Instituto Guimarc  
Teacher(s): Maicol Cobos & Monica Guzmán  
Headroom teacher: Mayerly Rojas  
Objectives: To list roleplay properties and to utilize them in a short story. 
Topic: Vacations - play characteristics - the simple past tense - passive voice. 
Date: 07-11-18

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
<td><strong>What Should I take to [Place]?</strong>, students receive a place where they are suppose to vacation, they create a checklist all of they will need (food, travel expenses, clothes, etc) then they share their ideas with the class.</td>
<td>25 min</td>
<td>Paper, pens, pencils, erasers.</td>
</tr>
<tr>
<td>Practice</td>
<td>Students will watch a video about Mr. Bean vacation, then they will identify the characters, setting, time, main events of the story. They will summarize and the teachers will ask randomly for sentences that resume the story. teachers will draw</td>
<td>35 min</td>
<td>Board Markers Video Mr. Bean vacations: <a href="https://www.youtube.com/watch?v=vgHWadaeiw">https://www.youtube.com/watch?v=vgHWadaeiw</a></td>
</tr>
</tbody>
</table>
### Production

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing</td>
<td>60 min</td>
<td>Notebooks, pens, pencils, erasers, dictionaries and timer.</td>
</tr>
</tbody>
</table>

To produce complete sentences in paragraphs of different length.

### Journal

1. Students worked by pairs or groups of 5, it suggested that students prefer to work with someone else so they can get more vocabulary and ideas for their stories.
2. Some students expressed they liked Mr.Bean because he is easy to understand. Almost all the students took notes on their notebooks while they were watching the video.
3. After 5 minutes, almost all the students needed more time to finish their ideas, so the teachers decided to give them 2 more minutes, now they had 7 minutes between each intervention.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To design an oral presentations about an scene from a movie-play.  
**Topic:** Romeo and Juliet - presentations  
**Date:** 07-18-18

<table>
<thead>
<tr>
<th><strong>Topic</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Time</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Objectives</strong></th>
</tr>
</thead>
</table>
| **Warm up/presentation** | Students will work by groups of 4-5, they will watch 5 different scenes from the movie Romeo + Juliet. Each group will hand a paper with a chart that includes characters, setting and main events of each scene, they will exchange the papers with other groups and they will guess what is the scene number. Students will have 50 min to watch the scene again, look for vocabulary, identify the setting, characters and events, then they will create a poster with text and drawings of their scene. | 25 min | Board, Markers, Tv - Pc | To review the parts of a play (characters, plot, setting and main events)  
To compare characteristics from different scenes on the same play.  
To document and plan a presentation by groups. |
| **Practice** | | 20 min | Board, Markers, Paper, Pencils, Pens, Erasers | |
| **Production** | | 50 min | Notebooks, Pencil, Poster, Colors | |
### Closing
Students will have 5 min to present their work to the classmates, they will have to talk about all the characteristics listed above and give a short summary of the scene.

<table>
<thead>
<tr>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

To present orally a scene from a play.

---

**Journal**

1. Students took notes while the video, some of them asked for subtitles in English.
2. When guessing the scene students managed to do it because they were very specific with their sentences, almost all the students seemed to be interesting on the video due to 7 students expressed they have seen the movie before and they liked it.
3. Students developed the activity successfully, they used colors and sentences on their posters so it made the presentation more interesting.
4. When presenting, students used vocabulary they learnt before, they also used the Tv to show the public the events they were talking about.
USING DRAMA IN EFL CLASS

Love at First Sight

Star-crossed

1000 Times Goodnight

Romeo and Juliet

Mom

Fishbowl

Star-crossed Lovers

In this room was night

They were a party
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To illustrate a Biography through a comic strip  
**Topic:** William Shakespeare Biography  
**Date:** 07-25-18

| Topic | Warm up  
| --- | ---  
| **Activities** | Students are organized in two big groups making a like in front of the board, teacher will write a category on the board and will give a marker to the first person in each line. When the teachers ring a bell, the first student will run to the board and write a word related to the category, go back, give the marker to the student behind and so on, everybody needs to write a word  
| **Time** | 15 min  
| **Resources** | Board Markers  
| **Objectives** | To categorize different words in written form.  

| Presentation  
| --- | ---  
| **Activities** | Students will watch a video about William Shakespeare bibliography and they will take notes in their notebooks about the information they considered important about his life.  
| **Time** | 20 min  
| **Resources** | Computer  
| **Objectives** | To identify important aspects of a Biography in a video  

[https://www.youtube.com/watch?v=wVF8Q-zZz00](https://www.youtube.com/watch?v=wVF8Q-zZz00)
<table>
<thead>
<tr>
<th>Practice</th>
<th>Production</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teacher together will do a timeline on the board and will write important aspects about Shakespeare literature.</td>
<td>After watching a video about how to create a Comic Strip, students will create their own comic about Shakespeare using word balloons and pictures.</td>
<td>Students will</td>
</tr>
<tr>
<td>15 min</td>
<td>Board Markers</td>
<td>To organize information according to the moment these actions happen</td>
</tr>
<tr>
<td>50 min</td>
<td>Computer <a href="https://www.youtube.com/watch?v=NWI4XJXgYE0">https://www.youtube.com/watch?v=NWI4XJXgYE0</a> Cardboard Colors Pencil</td>
<td>To create a six box comic strip using past simple tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COMIC SHAKESPEARE

Valentina Chacón
School Name: Instituto Guimarc  
Grade: Ninth  
Teacher(s): Maicol Cobos & Monica Guzmán  
Headroom teacher: Mayerly Rojas  

Objectives: To apply different tips and structures when talking to give personal information.  
Topic: Monologue - Students' self introduction  
Date: August 01th, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
<td>Students are given a word in English related to drama, they will write down on the board as many words as they can using some or all the letters that compound the main word. Each student will have one 1 minute to do it.</td>
<td>25 min</td>
<td>Board Markers</td>
<td>To list known vocabulary using specific letters.</td>
</tr>
<tr>
<td>Practice</td>
<td>Students will walk around the classroom, when the reachers ring a bell all the students will stop and start speaking with the closest person asking and giving general information such as name, age, and information related to their hobbies, family, likes, etc.</td>
<td>20 min</td>
<td></td>
<td>To gather general information about classmates</td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td>50 min</td>
<td>Board</td>
<td></td>
</tr>
</tbody>
</table>
### Closing

Teachers will do a review on how to tell information about themselves, then students will introduce themselves orally, they will give as many information as they want.

Teachers will give a general feedback to the students and students and teachers will talk about how to ask and answer questions.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Equipment/Tools</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the students tried to write animals, colors and verbs using the main word. That seemed easier for them to think about vocabulary they see repetitively in the class rather than think about vocabulary they learnt recently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Some students did not use grammatical word classes and seemed to be confused on how to ask questions correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students mention the information asked by the teacher, however the number of words seemed to be less than expected.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduce yourself

**Cristian:** My names is Cristian // &eh I am I am twenty twenty four years old &eh I life in Bogotà my favorite fruit is apple.

**Erika:** Hello my name is Erika Hernandez I am fourteen years old &em I like so much listen music &em my favorite artist is Ed Sheeran and Charlie Puth.

**Felipe:** &eh hello my name is Felipe Ramirez &eh I am / fourteen years old &eh my favorite / music is rap &eh electronica &eh my favorite artist is Dante &eh I am a student.

**Juan Carlos:** My name is Juan Carlos I’m 15 years old I like it cookiet.

**Juan Diego:** I am Juan Diego / I am / 14 years I like pop I am student // I like I like play soccer.

**Karen:** Hello My names is Karen I am 14 years old &maa my favorite singer is // &eh *Skilets* &eh I like listen to music / bye.

**Mateo:** My name is mateo ramirez &eh I am 50 &eh I am student My like soccer and sleep and eat.

**Paula:** My name is Maria Paula Calderon Gutierrez I am 15 years old and I play // basketball.

**Steven:** My name is Brayan Stiven Rendon Pulido my age is 16 years old &eh I like play football.

**Valentina:** My name is valentina Vargas I have a 14 years old &em my favorite music is trap my favorite singer is Bad Bunny &eh I like make desserts I like *ate* desserts.
## LESSON PLAN NUMBER 13

**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To practice intonation and pronunciation by reading the script.  
**Topic:** Students made role play - practice  
**Date:** 08-08-18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
<td>Change places if you. Students sit in a circle. Teachers give directions about different activities and students listen to them and change their places if they have developed that activity before.</td>
<td>15 min</td>
<td>-</td>
<td>To identify particular meaning of sentences.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Students read out loud their lines with the teachers and correct possible grammar and pronunciation mistakes.</td>
<td>20 min</td>
<td>Script.</td>
<td>To clarify different aspects to correct on oral speech.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td></td>
<td>30 min</td>
<td></td>
<td>To utilize performance techniques.</td>
</tr>
</tbody>
</table>
### Using Drama in EFL Class

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing</td>
<td>Students perform the role play, they must apply teachers' suggestions in terms of pronunciation and grammar. Feedback and Homework. Based on the final performance students write their characters' personality and important aspects. 20 min</td>
</tr>
<tr>
<td></td>
<td>To describe their characters using complete sentences in present simple tense.</td>
</tr>
</tbody>
</table>

1. At the beginning all the students seem to understand the instructions and activities given by the teacher, however at some point they seem not to get the correct meaning, they express that was because they had not heard some words before.
2. Some students were shy and did not want to share their lines out loud, after 3 students read them they all were willing to do it.
3. Most of the students were able to correct their mistakes when performing the roleplay at the first time, 3 of them needed repetition to correct them.
# LESSON PLAN NUMBER 14

**School Name:** Instituto Guimarc  
**Teacher (s):** Maicol Cobos & Monica Guzmán  
**Objectives:** To plan a mini roleplay.  
**Topic:** Free roleplay planning  
**Grade:** Ninth  
**Headroom teacher:** Mayerly Rojas  
**Date:** 08-15-18

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
<td>Fruit salad: Students will sit on a circle, each one will be given a secret fruit, then one student is standing in front of the others, they say 3 different fruits and the students with that fruits will change places, each turn one student will be standing who is going to say the next group of fruits.</td>
<td>20 min</td>
<td>-Chairs.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Students will watch a shortcut, based on that they create the script from the</td>
<td>25 min</td>
<td>PC, TV.</td>
</tr>
</tbody>
</table>
## USING DRAMA IN EFL CLASS

<table>
<thead>
<tr>
<th>Production</th>
<th>Closing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>video. They will identify dialogues and characters.</strong>&lt;br&gt;Students work by groups they will create the script from a specific situation, they will write the characters and scenes.</td>
<td><strong>Teacher will give feedback for each group. Students will present the roleplay next class.</strong></td>
</tr>
<tr>
<td>60 min</td>
<td>15 min</td>
</tr>
</tbody>
</table>

Paper, pencils, pens, erasers.<br>To utilize vocabulary learnt from the previous video and classes to create a script.<br>To detect grammar mistakes from students writing.

### Journal:

1. Students sat in a semi circle, a group of 5 were chatting and they asked the teachers to repeat the instructions due to they were distracted. Two students seemed to be tired they told the teacher they did not want to do the activity, however their classmates convinced them.
2. Students were taking notes, they used the dictionary
3. Teacher randomly gave students the situations, some of them expressed they did not like the situation, even though they were told it was totally random and all the situations had to be addressed.
**Title:** hidden truths

**Characters:**
- James (Diego Alfonso)
- Carla (Karen Medina)
- Erika (Erival
- Valery (Paula)
- Father (Carlos)
- Mother (Karen)
- Brother (Diego)
- Antonio (Carlos)
- Nouria (Karen)
- Mother (Paula)
- Wife (Erika)

**Main Story**

1. Scene

Walter: We have to end this. There are people like that. What happens to them, we hope to end this one day for the good of all.

Reporter: Tell me Mr. Walter, why he hates those people. Does not believe it is a human what values?

Walter: Values. If you are going to talk about values guide yourself by the principle of those people.

Reporter: My Walter, as a person and member of the LGBT community, you would like us to understand you are lesbian and listen to you.

Walter: In politics, you hate to make sacrifices to win so I accept but do not think that is why I am going to allow something.

Reporter: Thank you very much.

-LGBTI

QA

2018
Main story

2 Scene

Young People: good afternoon

Walter: Hello, good afternoon

Valery: ehh, good Mr. Walter, what each one of us wants to transmit is, the incomprehension and indifference of people towards us, each of us will tell you what we have gone through.

John: hi my name is John. For years I had to endure the hatred and contempt of my parents to discover my true sexuality, but it does no have to be the worst for all people, help us to create a healthy environment.

Walter: Now disgusting.

Carla: Mr Walter, pleases listen to us before you make us go. I live with Carla and I was always neglected when I was very young, I never told anything until now and that's why no one understands why I'm a lesbian.

Carlos: Mr. Walter, please respect; it's okay to not listen to us, but listen to his wife.

Wife: Listen Walter, for years we hated all different people and you know how hard it was for my mother to leave me, but it's time for a change Walter, please.

Walter: You think it's that easy, ask, ask, why I hate them so much QUESTION!

Wife: Why do you hate them so much?

Walter: When I was a child I always had a strange relationship with my father. It was then when one day I was in my room and suddenly I heard the door open, I heard some soft and quiet steps and he lay down beside me, I did not know. It happened but, ask, what happened?

Wife: What happened?
Wallay: I started to let the sheets one by one. I did not know what happened. I was confused. I told him what you did. I shouted at my mother. I bit her. She was my mother and I bit her. I just struggled to cover my mouth and abuse of my mouth. The only one abusing me since then I fight with my internal feelings.

Waller: I'm sorry, I'm really sorry.

Wallay: No no, do not say that you feel I will only try to accept them and leave me alone.

Speech

The people in the world will not always be able to get along. But there is something that should never be overlooked. Respect. This creates a healthy closeness among people. Even if they are in disagreement forever.
School Name: Instituto Guimarc  
Grade: Ninth  
Teacher(s): Maicol Cobos & Monica Guzmán  
Headroom teacher: Mayerly Rojas  

Objectives: To perform a role play making use of body language.  
Topic: Kinesthetic, use of body language when talking.  
Date: August 22nd, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up/</td>
<td>Students watch a video about body language when speaking</td>
<td>20 min</td>
<td>Pc, Tv, Notebook, Pen Video: <a href="https://www.youtube.com/watch?v=ZK3jSXYBNak">https://www.youtube.com/watch?v=ZK3jSXYBNak</a></td>
<td>To list on the notebook the main tips when using body language according to the video</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>The teacher will give students different papers with an emotion and a</td>
<td>20 min</td>
<td>Papers with characteristics and emotions</td>
<td>To express emotions through the use of body language.</td>
</tr>
<tr>
<td></td>
<td>character written on it, students will make use of their body language and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>will act following those characteristics, their classmates will guess who</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the character is.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td>Students will be divided into two groups and assigned one of the following</td>
<td>40 min</td>
<td></td>
<td>To apply the tips learnt in the previous video during the performance of their role play.</td>
</tr>
<tr>
<td></td>
<td>situations: #1 Social and family problems with LGBT community and #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Racism in school to create a role play in 30 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Students will perform a 7-10 minutes role play. Teachers will give them</td>
<td>50 min</td>
<td></td>
<td>To perform a planned 7 to 10 minutes role play.</td>
</tr>
<tr>
<td></td>
<td>feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General Observations

1. Students watched the video and identified three main tips about using body language when speaking.
2. Students practiced their play adopting the tips, they seemed to feel shy but after some tries they looked more comfortable.
3. Students represented some emotions through different characters and they successfully use the stage to perform.
4. When performing the whole role play, most of the students applied the tips from the video and they expressed that the video had been useful for the performance, they used facial features along with body language to make clear the meaning of what they wanted to express.
TRANSCRIPT

Sec 24 > 1.01
Juan D Hello, what is your name?
Karen Who are you?
Juan D My name is James, who who are you?
Karen my name is Karla
Juan D look eh // this is for you
Karen ee thank you
Juan D come with me, I show you Inaudible*

Min 2.13 > 2.58
Erika and what are you doing playing with that?
Juan D ahm nothing mom
Erika Antonioo!
Juan carlos ht happened?
Erika look your son playing with with dolls … with dolls
Juan carlos (INAUDIBLE)
Erika You are a dumb (INAUDIBLE)

Min 3.09> 3.44
Juan carlos Hey Valery wha what's thinking, don't you think it's time to get aa some?. You already have a boyfriend?
Paula dad, no no no, I really have girl girlfriends, thanks
Juan Carlos wait, what?
Paula daddy Im not straight
Juan Carlos ok / you're my daughter right
Paula come on come on
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To maintain a fluent conversation asking and answering questions.  
**Topic:** Likes and dislikes conversation.  
**Date:** August 29th, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up/</td>
<td>Teacher present a short conversation model so the students have an idea and</td>
<td>15 min</td>
<td>Markers, board.</td>
<td>To identify important aspects of a conversation.</td>
</tr>
<tr>
<td>Presentation</td>
<td>some guidelines to their own conversations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Teachers sit on a round table with the students and randomly they ask</td>
<td>30 min</td>
<td>Notebooks, pens, pencils.</td>
<td>To practice simple present tense sentences.</td>
</tr>
<tr>
<td></td>
<td>questions about their life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td>Speed dating: there will be 5 different spots in the classroom with a</td>
<td>50 min</td>
<td></td>
<td>To apply the simple present tense in short conversations about likes and</td>
</tr>
<tr>
<td></td>
<td>topic, students will have between 2-5 minutes to switch places and collect</td>
<td></td>
<td></td>
<td>dislikes.</td>
</tr>
<tr>
<td></td>
<td>the more information they can about the partner in the given time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Closing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student share with the class the information they have collected in last activity.</td>
<td></td>
<td>25 min</td>
</tr>
</tbody>
</table>

**General Observations**

1. Teachers show students a conversation model, almost all students took notes on their notebooks, they wrote some useful expression when asking for information.
2. Students helped their classmates when they lack vocabulary for expressing ideas, some of them were unwilling of developing the activity, it seems that they hadn’t have this kind of speaking and interactive activities.
3. When walking around the classroom, at least 10 students used Spanish to communicate their ideas, others asked the teachers for vocabulary.
4. After the last activity students seemed to be so energetic, then teachers played Simons says to reduce student’s anxiety.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objective:** To identify and perform an active monologue about a character.  
**Topic:** Students made play monologues  
**Date:** September 05th, 2018

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up/</strong></td>
<td>Tongue twister. Student practice their vocalization through some tongue twisters.</td>
<td>20min</td>
<td><a href="http://www.tongue-twister.net/en.htm">http://www.tongue-twister.net/en.htm</a></td>
<td>To train students vocalization when acting.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Students watch a video about how to perform an active monologue,</td>
<td>5min</td>
<td><a href="https://www.youtube.com/watch?v=XJASNomboyA">https://www.youtube.com/watch?v=XJASNomboyA</a></td>
<td>To identify the purpose of the monologue.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Students sit on a circle they are randomly given a famous person and they give some characteristics.</td>
<td>30min</td>
<td></td>
<td>To practice the performance of a monologue through 3 simple present sentences.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>Each student prepare and perform a monologue about the famous character they talked about previously.</td>
<td>50min</td>
<td>Script</td>
<td>To introduce famous characters by a monologue.</td>
</tr>
</tbody>
</table>
General Observations

1. Tongue twister: Some students seemed to find it difficult to articulate and vocalize the words. Three students gave up and told us they couldn’t do it. Students were not fluent, they expressed that it was difficult to pronounce words they had never used before.

2. Students sat on a circle. Students were asked to share some characteristics about their famous people using simple present, at least 5 students had difficulties with word order, tenses and pronunciation.

3. Students performed the monologue. They were asked to use reduce forms of language such as contractions when speaking. The performance suggested that.
STUDENTS’ MONOLOGUES ABOUT FAMOUS

Stiven Rendon

Hello, my name is Gustavo Petro, I am forty five years old, I am from Colombia I **wor** in senator of the republic. **&eh** my objective is to win a presidents // and **my obstacle is Ivan Duque, the other **candidater //** My virtue is the clary clarity.

Cristian Wilches

Hi, my name is Sonic, i am &eh twen. twenty-one years old, I from I am from Cam. I am superhero in the videogame, my **objective** is is the is the save my home, but but my my enemy, Doctor eggman eggman &eh &eh try des..destroy me &eh My my po my power is run fast

Valentina Vargas

My name is Light Yagamy, I ha I am twenty years old, I am from japan &eh I study in the university in Japan &eh I am the keeper of the death note, my objective is / delete the evil in the world &eh &eh “Ele” is a pola police and he is my biggest enemy, my power is kills e I can kills a human only write in the, the no the--. name in the death note

Mateo Ramirez

Hello, my name is Cristiano Ronaldo, I am tuerty three years old, I am from Portugal, I work // I played soccer &eh I want to advance like player soccer but Lionel Messi is rival, my power is jump and run.

Felipe Ramirez

Hi my name is Baki Hanma, I am sixteen years old, I am from japan, I work as professional fighter,&eh my objective is to defeat my father Yujiro Hanma &eh but on my way &eh I have to fight many strong warriors, &eh I can stand fighting a long time
# LESSON PLAN NUMBER 18

**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas

**Objectives:** To perform an improvised situation (“Stalker teacher” / “I Love You”)

**Topic:** Students’ Role play  
**Date:** 09-12-18

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up/</td>
<td>Students will be divided into two groups, each group will create a role</td>
<td>15 min</td>
<td>-</td>
<td>To create a dialogue based on a given situation</td>
</tr>
<tr>
<td>Presentation</td>
<td>play based on a real life situation they select, they are not allowed to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>write anything and they will have 15 minutes to prepare it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(The situations they chose were “Stalker teacher” and “I Love You”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Students will present their role plays to the other group and the teachers.</td>
<td>20 min</td>
<td>-</td>
<td>To dramatize the situation.</td>
</tr>
<tr>
<td>Production</td>
<td>Students will practice individually their lines of the final performance,</td>
<td>50 min</td>
<td>-</td>
<td>To train students’ voice tone</td>
</tr>
<tr>
<td></td>
<td>they will walk around the classroom working on voice tone.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>All the students will perform the whole role play applying what they did</td>
<td>25 min</td>
<td>-</td>
<td>To apply tips learnt in the previous activities.</td>
</tr>
<tr>
<td></td>
<td>in the previous exercise, speaking in an appropriate voice tone, vocalizing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and using body language and facial gestures. They will do it twice if there is enough time.
ROLE PLAY 9B “Stalker teacher”
https://drive.google.com/open?id=1a5-zVQwUpbmaliQPeVchRCd3GilmgtKC

M- Mateo       V- Valentina       F- Felipe       C- Cristian

M: This are the number // one
V: one
F: one
M: two
V: two
F: two
M: three
V: three
F: three
M: valentina go to the board
M: very good
M: felipe go to the board
F: ok
M: very good
---
F: are you ok?
V: no
F: why?
V: because the teacher stalk me
F: really?
V: yes
F: oh
---
ringgggggggggggggggggggggg
**ROLE PLAY 9A “LOVE”**

https://drive.google.com/open?id=14vGlyeloVsC6WG6TYXd04IWGAkIGkNI

**P- Paula  JC - Juan Carlos  JD - Juan Diego  K - Karen**

JC: Hello my mother  
K: Hello son, how are you ?  
JC: Fine I  
K: What happened? What happened son?  
JC: I believe I lm in love with two people  
K: Why?  
JC: Why not? I I don't know  
K: Stop please son  
JC: Paula, she is beautiful. Juan Diego, is handsome. I love them.  

--

JC: Hello  
P: Hello my love  
JC: Hello! how are you?  
P: I'm fine youu  
JC: Good, I love you  
P: My love my love  
JC: Oh Good bye Paula!  
P: My loce I love you  

--

K: Juan Diego arrive  
JD: Hi my love  
JC: Hi  
JD: I have this for you  

K: What happen here?  
JD: This balloon is for you  
K: I want an explic explanation  
JC: He he he is my friend  
K: Come on  
JC: Aaaa  
K: Tell me tell me  
JC: Ma moo, listen mom. Juan Juan Juan Diego he my boyfriend  
JD: Yes  
K: Oh noo  
JC: I love him so much  
K: My son is gay  
P: Hello my love / my love and who is.. he?  
JC: Hi hhe’s my friend  
K: What happened ? Carlos Juan Diego’s is your boyfriend  
JD: Yes I am, I am your boyfriend  
JC: No no, he he'll he my my my my friend, I swear  
JD: I am loving
General Observations:

1. Students spent 20 minutes creating the dialogues for the role play, they produced dialogues of different lengths and sometimes they used non-verbal cues to communicate their feelings instead of oral speech.
2. Students were walking around the classroom doing different gestures and using body language while they were practicing their lines, they started using a low voice tone and they finally got to manage their voice in an appropriate tone. When practicing the students-made play, they used a good voice tone.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher(s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas

**Objectives:** To introduce students’ characters through a monologue

**Topic:** Monologue: Students’ characters.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up/ Presentation</strong></td>
<td>15 min</td>
<td>Board Markers</td>
<td>To review important characteristics of an active monologue</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>30 min</td>
<td>TV Video <a href="https://www.youtube.com/watch?v=wLaNxqkuQZ0&amp;t=86s">https://www.youtube.com/watch?v=wLaNxqkuQZ0&amp;t=86s</a></td>
<td>To list 10 objectives and obstacles of a character using present simple.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>50 min</td>
<td></td>
<td>To create a monologue using present and future tense sentences.</td>
</tr>
</tbody>
</table>
Monologues
Paula:
I am Paula the angel to Valentina and Juan Diego I want Juan Diego and Valentina to be together because Juan Diego and Valentina are a beautiful cople and I don't like Juan Carlos. The parents of Valentina don't want to be together because Juan Carlos is men rich. I will give advis to Valentina of love Juan Diego

Juan Diego:
I am Juan Diego and I am from mexico and my grandma is a mexican to, I am a waiter and like valentina. I want to be with Valentina because is beautiful but her parents don't want that because I don’t have money I will bring her flowers, I will tal talk with her.

Karen:
I am the mother of the Valenti, my husband is Steven Rendon, I am 40 years old, my husband and me have much me money. I want to Valenti love Juan Carlos and they have by big family and beautiful boys. but Valenti love Juan Carl Juan Diego and Ignore Juan Carlos. I would I will invite Juan Carlos for dinning in our house.

Erika:
I am Juan diego’s grandmother and i am mexican. i work in a restaurant with my hu grandson, i want to support my grandson because he love Valentina but the parents to Valentina don't want that be together. I will help to my grandson with advices and support her opinions

Juan Carlos:
My name is Juan Carlos, I’m 21 years old. I was born in New York and I work in Wall Street, I have a lamborghini. I want to be with Valentina but she love Juan Diego, I will be friends with her father and will I will take her love.

General Observations
1. All the students remembered the main aspects of a monologue, most of them tried to express their ideas in English and three students were speaking in Spanish.
2. Students preferred to work by pairs, so they could correct and help each other when writing down the sentences so those were long sentences. They used present simple tense correctly in their sentences and reduced forms of some words.
3. All the students used in a proper way the present tense when expressing their characteristics and their objectives, and future tense to talk about the plans and actions to develop in the future and they appeared to feel more comfortable when telling it in front of their partners.
**School Name:** Instituto Guimarc  
**Grade:** Ninth  
**Teacher (s):** Maicol Cobos & Monica Guzmán  
**Headroom teacher:** Mayerly Rojas  
**Objectives:** To perform students made play.

**Topic:** Final performance  
**Date:** 09-28-18

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
<th>Resources</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice</strong></td>
<td>70 min</td>
<td>Table, flowers, dishes, tablecloths, costumes, menu cards.</td>
<td>To apply performance tools and tips learned through the classes in a whole play.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>50 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Observations**

1. When practicing the last time two students expressed they were nervous about the play, however the other students seemed to feel more comfortable.
2. Students practiced their lines individually and asked for some final corrections on pronunciation, they practiced the whole time.
3. Students did a great job in the final performance, they seemed to be confident about what they were doing and saying. They brought into scene everything they had learnt, saying complete sentences and expressions, using body language and facial features when acting.
Cristian & Felipe: Presenters

Felipe: welcome to our play e& called “What if it is not an Mexican love?” e& today we are presenting a story about love. e& This is the story of Valentina and Juan Diego two young people who fall in love. e& They have some differenc they need to face if e& they want to be together. Scene 1

Cristian (Steven and Valentina go to a restaurant, sit on a table and Juan Diego takes the order)

Stiven: Who was school today?
Valentina: It was good, but I have some homework.
Stiven: Ok, you know homework is very important.
Valentina: Yes dad, but I need some free time.

Felipe: (Juan Diego arrives)
Juan D: Good morning, welcome to the restaurant. Are you ready to order?
Stiven-Valentina: Yes.
Stiven: I want the chicken and a soda
Valentina: I want a salad and water please
Juan D: Sounds good.

Cristian: Juan Diego takes the food to the table and spill the soda on Stiven
Stiven: Hey! what happen with you man?
Juan D: I'm I'm sorry sir, please forgive me. Let me get you another soda.
Valentina: No problem, everybody make mistakes.

Felipe: Stiven goes to the bathroom and on his way saw Juan Diego
Stiven: hey boy, you should go and find a different job, and don't get any to close my daughter.
Juan D: sorry sir, I was not my intention // I just
Cristian: (Juan D goes to the kitchen and talks with his grandmother)

Juan D: Grandma, I need help

Erika: Tell me sweet heart

Juan D: Do you believe in love?

Erika: Yes, I do. Why?

Juan D: I meet a beautiful girl, but her father doesn’t like me.

Erika: If you think she worth it, you should fight for her love.

Juan D: Ok grandma, you are very wise, I am fighting for her.

Erika: I know, y seguro que esa chava te va a corresponder.

Juan D: Thank you abuelita

Cristian: Scene #2

Felipe: Stiven and Juan c are talking in front of the restaurant

Juan C: Hey Mr. Rendon I am fine and you?

Stiven: Pretty good thanks! what’s new?

Juan C: I am going to buy a Lamborghini.

Stiven: Cool, I have three Lamborghini Aventor, they are awesome. Have dinner

Juan C: Sounds good!

Stiven: There she is, my daughter Valentina!

Juan C: Wow, she is so beautiful, Hello Valentina how are you doing?

Valentina: I am fine thank you.

Stiven: This is Juan, he is a rich and handsome guy.

Mateo: E& you should go an date with him.

Paula: No way, Juan Diego is more handsome and he is your true love.
Mateo: That’s not true, Juan Carlos is your true love, look at him.
Paula: Juan Diego’s love is real, you deserve him.
Mateo: But Juan Carlos has more money, e& he has a good fu future.
Valentina: Nice to meet you.
Juan C: Nice to meet you too, so tell me about you.
Valentina: My name is Valentina.
Juan C: What kind of music do you like?
Valentina: Rock
Juan C: Me too, what is your favorite singer?
Valentina: Nirvana
Karen: So, tell us Juan, what do you do?
Juan C: I work in Wall Street
Karen: Okey, do you have girlfriend?
Valentina: Mom!
Juan C: No, my eyes are only for her.
Stiven: Juan, do you have plans for tonight?
Juan C: No, I don’t. Why?
Stiven: I want to to cow house.
Juan C: Yes, sounds good.

Cristian: Scene #3
Felipe: (Karen calls Erika to come to his house and cook something for diner)

Erika: Hello
Karen: Hello Erika, how are you?
Erika: I’m fine thank you!
Karen: Erika and I will have dinner with my family tonight. Could you help us cooking?
Erika: Of course. I didn’t. At 6 o’clock?
Karen: Yes, thank you, bye
Erika: Bye

Cristian: Erika talks to his grandson and asks him to come with her, he tells his grandma he will catch on later

Erika: Que hubo mijito? Mijito tengo un evento en la casa en una casa de una familia, quieres ir?
Juan D: Where?
Erika: At Rendon’s house
Juan D: mmmmm, yes of course!

Felipe: (Erika arrives to Rendon’s house by herself and start making the dinner)

Karen: Hello Erika
Erika: Hello!
Karen: Thanks for coming. I hope didn’t interfere your plans for tonight.
Erika: What are you talking about? Of course
Karen: Please come in. Here the kitchen
Erika: Thank you

Cristian: Erika goes to the kitchen while Steven, his family and Juan Carlos are having a conversation in the living room, Juan Diego brings flowers for Valentina

Juan Carlos: No, I’ll open the door
Juan C: Who are you?
Juan D: I am Valentina’s friend. I brought her flowers.
Juan C: Get out of here, she is busy.
Erika: What happened?
Mateo: Hahahaha! This is really good.
Paula: Shut up you demon, you have not idea about love.
Mateo: Let’s see how it ends.
Juan D: Abu, quiero ver a Valentina estoy enamorado de ella!
Juan C: What?

Felipe: (Everybody goes out)

Valentina: What happened?
Juan Carlos: Valentina, I love you
Juan Diego: No, I love you Valentina
Valentina: Stop it, I don’t want to fight. I love Juan Diego
Steven: Valentina
Valentina: It’s my decision
Juan Carlos: I love you
Juan Carlos: I don’t care

Cristian: This is how an amazing story ends, Valentina realize there is not such a thing more important that true love.
Felipe: She chose the love over the money, and this is what a real Mexican love is. Thank you.
<table>
<thead>
<tr>
<th>Period</th>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4</th>
<th>Area 5</th>
<th>Area 6</th>
<th>Area 7</th>
<th>Area 8</th>
<th>Area 9</th>
<th>Area 10</th>
<th>Area 11</th>
<th>Area 12</th>
<th>Area 13</th>
<th>Area 14</th>
<th>Area 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table contains details related to each period and area, but specific values are not readable from the image.
USING DRAMA IN EFL CLASS
DATA COLLECTION PERMISSION SHEETS

Universidad Distrital Francisco José de Caldas - Instituto Guimarc - Mayo 2018
Apreciados padres de familia y/o acudientes,

Nosotros Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez estudiantes de la universidad FJC de Licenciatura en Educación Básica con Énfasis en Ingles estamos realizando un trabajo de pasantias titulado: The use of plays in the development of oral communication microskills in ninth graders, en grado noveno en donde desarrollaremos diferentes actividades que pretenden fomentar el habla (speaking) en sus hijos utilizando obras literarias clásicas como medio.

Por tal motivo la presente es para solicitarles el permiso de realizar grabaciones de audio y fotografías a sus hijos con fines NETAMENTE ACADÉMICOS para el desarrollo de nuestro proyecto que servirá como modalidad de grado. Cabe resaltar que la recolección de datos mediante audios y fotos NO TENERÁ NINGÚN TIPO DE NOTA para sus hijos.
Agradecemos mucho su atención y aprobación.

AUTORIZACIÓN

Yo [Sello]
padre de familia/ acudiente del estudiante
autorizo mediante mi firma, que los estudiantes Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez realicen grabaciones de audio y fotografen el trabajo desarrollado en las clases de inglés en el periodo comprendido entre Mayo 2018 y Octubre 2018.

__________________________________________
[Nombre y firma]

Universidad Distrital Francisco José de Caldas - Instituto Guimarc - Mayo 2018
Apreciados padres de familia y/o acudientes,

Nosotros Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez estudiantes de la universidad FJC de Licenciatura en Educación Básica con Énfasis en Ingles estamos realizando un trabajo de pasantias titulado: The use of plays in the development of oral communication microskills in ninth graders, en grado noveno en donde desarrollaremos diferentes actividades que pretenden fomentar el habla (speaking) en sus hijos utilizando obras literarias clásicas como medio.

Por tal motivo la presente es para solicitarles el permiso de realizar grabaciones de audio y fotografías a sus hijos con fines NETAMENTE ACADÉMICOS para el desarrollo de nuestro proyecto que servirá como modalidad de grado. Cabe resaltar que la recolección de datos mediante audios y fotos NO TENERÁ NINGÚN TIPO DE NOTA para sus hijos.
Agradecemos mucho su atención y aprobación.

AUTORIZACIÓN

Yo [Sello]
padre de familia/ acudiente del estudiante
autorizo mediante mi firma, que los estudiantes Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez realicen grabaciones de audio y fotografen el trabajo desarrollado en las clases de inglés en el periodo comprendido entre Mayo 2018 y Octubre 2018.
USING DRAMA IN EFL CLASS

University Distrital Francisco José de Caldas - Instituto Guimara - Mayo 2018

Apreciables padres de familia y/o acudientes,

Nosotros Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez estudiantes de la universidad FJIC de Licenciatura en Educación Básica con Enfasis en Inglés estaremos realizando un trabajo de pasantías titulado: The use of plays in the development of oral communication microskills in ninth graders, en grado noveno en donde desarrollaremos diferentes actividades que pretenden fomentar el habla (speaking) en sus hijos utilizando obras literarias clásicas como medio.

Por tal motivo la presente es para solicitarles el permiso de realizar grabaciones de audio y/o fotografías a sus hijos con fines NETAMENTE ACADÉMICOS para el desarrollo de nuestro proyecto que servirá como modalidad de grado. Cabe resaltar que la recolección de datos mediante audios y fotos NO TENDRÁ NINGÚN TIPO DE NOTA para sus hijos. Agradecemos mucho su atención y aprobación.

AUTORIZACIÓN

[ Firmas ]

Yo [Nombre] padre de familia/ acudiente del estudiante [Nombre] autorizo mediante mi firma, que los estudiantes Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez realicen grabaciones de audio y fotografíen el trabajo desarrollado en las clases de inglés en el periodo comprendido entre Mayo 2018 y Octubre 2018.

---

University Distrital Francisco José de Caldas - Instituto Guimara - Mayo 2018

Apreciables padres de familia y/o acudientes,

Nosotros Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez estudiantes de la universidad FJIC de Licenciatura en Educación Básica con Enfasis en Inglés estaremos realizando un trabajo de pasantías titulado: The use of plays in the development of oral communication microskills in ninth graders, en grado noveno en donde desarrollaremos diferentes actividades que pretenden fomentar el habla (speaking) en sus hijos utilizando obras literarias clásicas como medio.

Por tal motivo la presente es para solicitarles el permiso de realizar grabaciones de audio y/o fotografías a sus hijos con fines NETAMENTE ACADÉMICOS para el desarrollo de nuestro proyecto que servirá como modalidad de grado. Cabe resaltar que la recolección de datos mediante audios y fotos NO TENDRÁ NINGÚN TIPO DE NOTA para sus hijos. Agradecemos mucho su atención y aprobación.

AUTORIZACIÓN

[ Firmas ]

Yo [Nombre] padre de familia/ acudiente del estudiante [Nombre] autorizo mediante mi firma, que los estudiantes Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez realicen grabaciones de audio y fotografíen el trabajo desarrollado en las clases de inglés en el periodo comprendido entre Mayo 2018 y Octubre 2018.
Universidad Distrital Francisco José de Caldas - Instituto Guimarc - Mayo 2018

Apreciados padres de familia y/o acudientes,

Nosotros Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez estudiantes de la universidad FJC de Licenciatura en Educación Básica con Énfasis en Inglés estaremos realizando un trabajo de pasantías titulado: The use of plays in the development of oral communication microskills in ninth graders, en grado noveno en donde desarrollaremos diferentes actividades que pretenden fomentar el habla (speaking) en sus hijos utilizando obras literarias clásicas como medio.

Por tal motivo la presente es para solicitarles el permiso de realizar grabaciones de audio y/o fotografías a sus hijos con fines NETAMENTE ACADÉMICOS para el desarrollo de nuestro proyecto que servirá como modalidad de grado. Cabe resaltar que la recolección de datos mediante audios y fotos NO TEMERÁ NINGÚN TIPO DE NOTA para sus hijos.

Agradecemos mucho su atención y aprobación.

AUTORIZACIÓN

[Signature]

[Name]

padre de familia/ acudiente del estudiante

Universidad Distrital Francisco José de Caldas - Instituto Guimarc - Mayo 2018

Apreciados padres de familia y/o acudientes,

Nosotros Maicol Steven Cobos Marroquin y Monica Lorena Guzman Lopez estudiantes de la universidad FJC de Licenciatura en Educación Básica con Énfasis en Inglés estaremos realizando un trabajo de pasantías titulado: The use of plays in the development of oral communication microskills in ninth graders, en grado noveno en donde desarrollaremos diferentes actividades que pretenden fomentar el habla (speaking) en sus hijos utilizando obras literarias clásicas como medio.

Por tal motivo la presente es para solicitarles el permiso de realizar grabaciones de audio y/o fotografías a sus hijos con fines NETAMENTE ACADÉMICOS para el desarrollo de nuestro proyecto que servirá como modalidad de grado. Cabe resaltar que la recolección de datos mediante audios y fotos NO TEMERÁ NINGÚN TIPO DE NOTA para sus hijos.

Agradecemos mucho su atención y aprobación.

AUTORIZACIÓN

[Signature]

[Name]
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Hora</th>
<th>Actividad</th>
<th>Firma docente encargado</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Abri-2018</td>
<td>10:50 am</td>
<td>Teachers and students introduce themselves</td>
<td></td>
</tr>
<tr>
<td>11-Abri-2018</td>
<td>12:50 pm</td>
<td>Teach and students introduce themselves</td>
<td></td>
</tr>
<tr>
<td>13-Abri-2018</td>
<td>8:00 am</td>
<td>Teaches and students introduce themselves</td>
<td></td>
</tr>
<tr>
<td>13-Abri-2018</td>
<td>10:00 am</td>
<td>Electra play</td>
<td></td>
</tr>
<tr>
<td>18-Abri-2018</td>
<td>10:50 am</td>
<td>Students' conversation</td>
<td></td>
</tr>
<tr>
<td>18-Abri-2018</td>
<td>12:50 pm</td>
<td>Electra play</td>
<td></td>
</tr>
<tr>
<td>2-Mayo-2018</td>
<td>10:50 am</td>
<td>Students' discussion</td>
<td></td>
</tr>
<tr>
<td>2-Mayo-2018</td>
<td>12:50 pm</td>
<td>Electra play</td>
<td></td>
</tr>
<tr>
<td>4-Mayo-2018</td>
<td>7:00 am</td>
<td>Students' discussion</td>
<td></td>
</tr>
<tr>
<td>4-Mayo-2018</td>
<td>9:00 am</td>
<td>Prometheus play</td>
<td></td>
</tr>
<tr>
<td>10-Mayo-2018</td>
<td>10:50 am</td>
<td>Prometheus play</td>
<td></td>
</tr>
<tr>
<td>11-Mayo-2018</td>
<td>11:00 am</td>
<td>Prometheus play</td>
<td></td>
</tr>
<tr>
<td>16-Mayo-2018</td>
<td>10:50 am</td>
<td>Oedipus the King</td>
<td></td>
</tr>
<tr>
<td>16-Mayo-2018</td>
<td>12:50 pm</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>18-Mayo-2018</td>
<td>7:00 am</td>
<td>Oedipus the King</td>
<td></td>
</tr>
<tr>
<td>18-Mayo-2018</td>
<td>10:00 am</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>23-Mayo-2018</td>
<td>10:50 am</td>
<td>Oedipus the King</td>
<td></td>
</tr>
<tr>
<td>23-Mayo-2018</td>
<td>12:50 pm</td>
<td>Descriptive conversation</td>
<td></td>
</tr>
<tr>
<td>25-Mayo-2018</td>
<td>9:00 am</td>
<td>Oedipus the King</td>
<td></td>
</tr>
<tr>
<td>25-Mayo-2018</td>
<td>10:00 am</td>
<td>Descriptive conversation</td>
<td></td>
</tr>
</tbody>
</table>
### Agenda de actividades:

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Hora</th>
<th>Actividad</th>
<th>Firma docente encargado</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Mayo 2018</td>
<td>10:50 am</td>
<td>Despues the King</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>Questionnaire//video</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>1 Junio 2018</td>
<td>8:30 am</td>
<td>Despues the King</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>10:00 am</td>
<td>Questionnaire//video</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>15 Junio 2018</td>
<td>7:00 am</td>
<td>Great goods</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>Presentation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>11 Julio 2018</td>
<td>7:00 am</td>
<td>my last vacation video</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>my last vacation video</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>11 Julio 2018</td>
<td>10:50 am</td>
<td>my last vacation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 am</td>
<td>my last vacation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>13 Julio 2018</td>
<td>7:00 am</td>
<td>my last vacation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>10:00 am</td>
<td>Conversation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>18 Julio 2018</td>
<td>7:00 am</td>
<td>Romeo and Juliet presentations</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>Romeo and Juliet presentations</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>18 Julio 2018</td>
<td>10:50 am</td>
<td>Romeo and Juliet presentations</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>Romeo and Juliet presentations</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>25 Julio 2018</td>
<td>7:00 am</td>
<td>Students made play script creation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>William Shakespeare Comic</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>25 Julio 2018</td>
<td>10:50 am</td>
<td>William Shakespeare Comic</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>William Shakespeare Comic</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>27 Julio 2018</td>
<td>7:00 am</td>
<td>William Shakespeare Comic</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>10:00 am</td>
<td>William Shakespeare Comic</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>Fecha</td>
<td>Hora</td>
<td>Actividad</td>
<td>Firma docente encargado</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>1-Ago-2018</td>
<td>7:00 am</td>
<td>Students made play Scene number 1-2 roleplay</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>Monologue</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>1-Ago-2018</td>
<td>10:50 am</td>
<td>Students' introduction Monologue</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>3-Ago-2018</td>
<td>7:00 am</td>
<td>Students' introduction</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>8- Ago-2018</td>
<td>7:00 am</td>
<td>Role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>8-Ago-2018</td>
<td>8:00 am</td>
<td>Practice</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>10- Ago-2018</td>
<td>8:00 am</td>
<td>Students made play Practice</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>15- Ago-2018</td>
<td>8:00 am</td>
<td>Practice</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>15- Ago-2018</td>
<td>8:00 am</td>
<td>Free role play Free role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>15- Ago-2018</td>
<td>10:00 am</td>
<td>Planning</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>15- Ago-2018</td>
<td>10:50 am</td>
<td>Free role play Free role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>15- Ago-2018</td>
<td>12:50 pm</td>
<td>Planning Presentation</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>17-Ago-2018</td>
<td>7:00 am</td>
<td>Free role play Free role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>17-Ago-2018</td>
<td>10:00 am</td>
<td>Body language Body language</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>22-Ago-2018</td>
<td>12:50 pm</td>
<td>Role play</td>
<td>Mayerly Rojas</td>
</tr>
</tbody>
</table>
## USING DRAMA IN EFL CLASS

**Universidad Distrital Francisco José de Caldas**  
Facultad de Ciencias y Educación  
Licenciatura en Educación Básica con Enfasis en Inglés

**Colegio Instituto Guimarc**  
**Nombre de los Pasantes:** Maicol Steven Cobos Marroquín - Mónica Lorena Guzmán López  
**Profesor a cargo:** Mayerly Rojas  
**Grado:** Noveno

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Hora</th>
<th>Actividad</th>
<th>Firma docente encargado</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 - Ago - 2018</td>
<td>7:00 am</td>
<td>body language</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>10:00 am</td>
<td>role play</td>
<td></td>
</tr>
<tr>
<td>29 - Ago - 2018</td>
<td>10:50 am</td>
<td>likes-dislikes</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>conversations</td>
<td></td>
</tr>
<tr>
<td>31 - Ago - 2018</td>
<td>7:00 am</td>
<td>likes-dislikes</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>10:00 am</td>
<td>conversations</td>
<td></td>
</tr>
<tr>
<td>5 - Sept - 2018</td>
<td>7:00 am</td>
<td>Students made play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>monologues</td>
<td></td>
</tr>
<tr>
<td>5 - Sept - 2018</td>
<td>10:50 am</td>
<td>Students Famous Person</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>monologues</td>
<td></td>
</tr>
<tr>
<td>9 - Sept - 2018</td>
<td>7:00 am</td>
<td>Students Famous Person</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>8:00 am</td>
<td>monologues</td>
<td></td>
</tr>
<tr>
<td>12 - Sept - 2018</td>
<td>10:50 am</td>
<td>improvised situation role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>role play</td>
<td></td>
</tr>
<tr>
<td>14 - Sept - 2018</td>
<td>7:00 am</td>
<td>improvised situation role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>9:00 am</td>
<td>role play</td>
<td></td>
</tr>
<tr>
<td>18 - Sept - 2018</td>
<td>10:50 am</td>
<td>improvised situation role play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>role play</td>
<td></td>
</tr>
<tr>
<td>19 - Sept - 2018</td>
<td>10:50 am</td>
<td>monologues</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>12:50 pm</td>
<td>students' characters</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td>28 - Sept - 2018</td>
<td>7:00 am</td>
<td>Students made play</td>
<td>Mayerly Rojas</td>
</tr>
<tr>
<td></td>
<td>9:00 am</td>
<td>play Final Presentation</td>
<td>Mayerly Rojas</td>
</tr>
</tbody>
</table>