Drama Activities for Improving
English Proficiency and Social Values

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INTERVENTION THROUGH DRAMA ACTIVITIES FOR IMPROVING ENGLISH PROFICIENCY AND SOCIAL VALUES

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CHAPTER I: PRESENTATION

Information of Students

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Introduction

This internship report will allow to the reader to have information about the pedagogical implementation that took place at INEM “Santiago Perez” School. As a graduation requirement of the academic program “Licenciatura en Educación Básica con Énfasis en Inglés” at Universidad Distrital Francisco José de Caldas. This report includes information about the school where was allowed to develop the project; the theoretical support about language learning method (Total Physical Response Storytelling - TPRS); and the findings gathered after the implementation of planned activities.

The internship was designed with the purpose of implementing the method mentioned above (TPRS) with students of eleventh grade in order to foster these students’ English language learning processes using an alternative method. Also, the internship sought to provide teachers new strategies and methodologies, so that, they could use them in their English classes, taking into consideration the inclusion of kinesthetic, arts, drama activities and social values into the classroom and at the school.

Besides, this internship project had two phases; the first one was the application of TPRS method (total physical response storytelling), and the second one was to assess the intervention to produce this report. The first phase had aimed to implement and make the academic community know about a different teaching and learning methods. Therefore, for the second phase, the main purpose was to share the experiences and the knowledge gained from this internship at the school.
Rationale

An internship is a trained and supervised experience in a professional setting in which the student is learning and gaining essential experience and expertise. Following this order, an internship is meant to introduce candidates either to a full-time or part-time experience in a real-world which is related to their career goals and interests. This internship project with a pedagogical base, sought to raise students’ awareness of the English language by applying different activities related to drama, as a way of reflecting upon different social values.

The world is becoming an ever more interconnected community, and for this reason, it is important for people to communicate with others in completely different parts of the world. A vital tool needed for this communication is the knowledge of foreign languages. Over the last century, there has been a great deal of debate over which methods appear to be the most effective and appropriate for helping students in the development of second language skills.

It is important to highlight that the predominant language around the world is English, and for this reason, this project will focus on it. By using a second language teaching and learning method created in the early 1990’s by a High School Spanish teacher named Blaine Ray, “Total Physical Response Storytelling”. This incorporates aspects of a wide variety of foreign language teaching methods to create an innovative means of learning a second language.

Following these considerations, one needs to consider the fact that the school is the place where social interaction begins. It is in schools that students spend most of their
time and where they share ideas and learn about life. However, it is sometimes harder to promote social values in academic contexts, because many students see learning as boring, senseless and unconnected to their own reality. In many cases, the procedural frameworks used in lessons are to be blamed for this situation, hindering students from seeing learning as part of their own overall development as human and social beings.

**Problem Statement**

This internship project approached to provide a possible solution to two main issues identified in eleventh graders of INEM “Santiago Perez School”: the low English language level and social problems. This through the pedagogical intervention proposed, that is Total Physical Response Storytelling method, in order to increase their English language level and achieve a better social environment.

Regarding the Students’ English language level and taking into consideration the Common European Framework of Reference, it was found that their foreign language level is lower than basic standards (A1). In consequence was observed they hardly recognize basic words in the target language by considering its four skills (listening, speaking, reading, and writing).

The above, could be the result of some important aspects perceived such as traditional methods, the lack of contact with different English environments (only English class), as well as immersions into target language. Moreover, the low intensity of English sessions and English teacher absence is a factor that can influence in a negative way the students’ language acquisition.
A second issue considered was social students’ behaviors. It was found that eleventh graders had many difficulties in their school environment; due to they were into drugs problems, school violence, criminal gangs that affected deeply the school environment, likewise the academic performance.

According to those main issues, the project arose with the necessity to generate creative classes, in where students had the opportunity to participate during entire process. That means, they were able to contribute by creating material. As well as, it was given them the space to express all their feelings, emotions and thoughts, by taking drama and TPR activities as an excuse while they learnt the target language.

**Objectives**

- To promote social values and good relationships among students through drama activities in the classroom environment.
- To promote English language learning in students by implementing Total Physical Response Storytelling (TPRS).
- To find out how the adaptation and implementation of this TPRS method provide new dynamics in the teaching of English as a foreign language.
- To help students prepare for the SABER 11 test.
CHAPTER II: THEORICAL FRAMEWORK

In this chapter, different terms are defined which are fundamental for the understanding of this implementation. These terms are defined and related to one another, in an effort to show how interdisciplinary relationships are established across the terms.

Keywords

Social constructivism, social values, drama activities, TPR (TPRS), motivation

Social Constructivism

Old father et al. (2005) define social constructivism as “a particular view of knowledge, a view of how we come to know”. In this view, “learning is constructed through interactions with others, which take place within a specific socio-cultural context” (p. 53). Thus, social constructivism highlights the premise that meaningful learning or “real learning” occurs by resorting to interactive learning processes. In this sense, the learning process takes place within socio-cultural environments. Hence, in this approach, the role of the learner is that of an active constructor of his or her own learning. In being “active constructors of their own learning environment” (Mitchell & Myles, 1988, p.163), learners are active agents who cooperate with the teacher in the classroom.

The learning process makes sense as interactions occur within a particular context. “We learn not as isolated individuals, but as active members of society. What we learn and how we make sense of knowledge depends on where and when, such as in what social context, we are learning” (Yang & Wilson, 2006, 365). This means that the heart of social constructivism is based on socially lived experiences. “The heart of constructivism is a
concern for lived experience or the world as it is felt and understood by social actors” (Schwandt, 1994, p.299) Consequently, the role of communities and societies in which people grow is of utmost importance in the construction of knowledge.

Bearing in mind the abovementioned, socio-constructivism has as a fundamental basis: the cultural context of the learner and his or her social contexts. These are places where knowledge is constructed based on the way students perceive and understand reality. "Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding". (McMahon, 1997, p. 576). Hence, the context in which the learning occurs and the places where the learners live and acquire that knowledge are important.

Thereby, social constructivism involves social phenomena by considering not only the context, but also social, cultural and political events in where to exist traces of interaction which make changes to the group or community. “The social is seen to encompass a wide range of phenomena, from historical, political, and cultural trends to face-to-face interactions, reflecting group processes both explicit and implicit with intended and unintended consequences.” (Kathryn H. Au, 1998, p.306). This claims that the knowledge is a human construction done by social interactions, where the reality is constructed by social exchanges, for that reason, in social constructivism are important the social artifacts such as language.

Regarding the above, the cognitive development is developed by social, cultural and historical factors, where there are included four components: intellectual, affective, emotional and motivational. This claims that the human learning is given as a whole, for
that, in the learning process are involved a set features. In words of Vygotsky "learning is holistic", thereby, the interaction is given through the dialogue. Vygotsky argues that this dialogue is initially inter-mental (the interaction with other individuals), afterward, this process is shifted in instrumental (internal dialogue), in this, the learner comprehends the sense of the knowledge (Vygotsky, 1978). In other words, the author propounded two learning process stages through dialogue: the learner acquires knowledge because he or she interacts into some social environments, in that sense, the child first learn by an external interaction (interpsychological) with the participation of another individual. After this first process, the child comprehends the knowledge to interiorize it (intrapsychological).

According to with those processes, there is a third fundamental concept the scaffolding. This is though as support structure meanwhile the knowledge is interiorized; the scaffolding could be represented by the individuals and the factors around the learner that provides her or him the knowledge “Social constructivist research on literacy learning focuses on the role of teachers, peers, and family members in mediating learning, on the dynamics of classroom instruction, and on the organization of systems within which children learn or fail to learn” (Moll, 1990, p27). This concept is linked with Vygotsky’s idea of Zone of proximal development (ZPD) that is defined as "difference between the child's actual level of development and the level of performance that he achieves in collaboration with the adult" (Vygotsky, 1987, p. 209)

Those learning processes generate four perspectives of social constructivism established by Margaret E. Gredler (1997). The perspectives are:
**Cognitive tools perspective:** This perspective is focused on the learning cognitive skills and strategies, in which implemented activities must involve social learning process by generating a social meaning.

**Idea-based social constructivism:** The perspective claims the interdisciplinary on important concepts of the disciplines in an educative process, due to, the important concepts could construct a meaning learning. "These big ideas expand learner vision and become important foundations for learners' thinking and on construction of social meaning" Gredler, (1997)

**Pragmatic or emergent approach:** The implementation of social constructivism in class depends on to the learning needs to make them by students into the classroom, thus, the knowledge, meaning, and understanding of the world could bring into the classroom from the individual and from all class groups.

**Transactional or situated cognitive perspectives:** This focus on the relationship between individuals and environments. Humans are a part of the constructed environment (including social relationships); the environment is in turn one of the characteristics that constitutes the individual. Bredo, 1994;Gredler, (1997), learning process takes place into social environments.

Related to the above, the learning process needs to implicate interactive activities: “social constructivist perspective assumes that students need to engage in authentic literacy activities, not activities contrived for practice” (Kathryn H. Au, 1998, p.306). Besides, Vygotsky makes a difference between everyday and scientific concepts, in where the everyday concepts are that knowledge acquired in daily life and the scientific is that one gained through formal instructions “academic”. With those concepts, the social constructivism suggests that in learning process the construction of academic knowledge
into schools could be structure through everyday knowledge in relation to scientific knowledge.

Moreover, the social constructivism suggests that the lessons and classes should be implemented and designed through collaboration, small group interactions, and peer interaction. Also, involve interaction and collaboration in order to create a “community of learning”. (Dervishaj, 2009, p53), This is synthesized in the fact that is better learn by doing, “social constructivism established that people learn best by doing rather than simply being told, and the enthusiasm youngsters have for a fact or concept they “discovered” on their own is much more likely to be meaningful and retained than the same fact simply written out on the teacher’s blackboard” (Tapscott, 1998).

In relation to the above, in some classes such as drama, the scaffolding is used to improve the learning processes in students: “In scaffolding, learners get opportunities to extend their current skills and knowledge. Drama method appears to promote interaction in the class and scaffolding (Wagner, 2002) when used appropriately” (Dervishaj,2009, p 53). Besides, these helps students to find solutions with group work interaction, thus, they could construct their own knowledge and interiorize it, for that reason, arts; especially drama is an appropriate subject for social constructivism implementation.

“Drama is often taught through group work. Students must work together and find common solutions. Students use their experience to add to their knowledge in role- playing exercises. In this way, drama teaching corresponds well with ideas of social constructivism. Communication and discussion in group work exercises lead to greater understanding. The education specialist Eisner (2002) puts emphasis on using arts in teaching. He believes that
students’ minds are not unplugged acres. On the contrary, he claims that students are susceptive to the seeds sown by their teachers. Using artistic methods in teaching develops student’s attitudes and skills, such as talent, initiative, creativity, and imagination and work habits along with a sense of pride for a job well done” (Ragnarsdóttir&Björk, 2012, p 6)

**Social Value**

Regarding the concept of social values from sociology definitions, the first issue established on this concept is the social values make an important part of a culture into a society or community, due to, this form a basis to construct a social stability in which they have involved a set of rules and customs. According to with Puja Mondal (2013), the definition of social values is concerned such as: “Values account for the stability of social order. They provide the general guidelines for social conduct. Values such as fundamental rights, patriotism, respect for human dignity, rationality, sacrifice, individuality, equality, democracy etc. guide our behavior in many ways. Values are the criteria people use in assessing their daily lives; arrange their priorities and choosing between alternative courses of action". With this definition, we can define that social values could be some socially guided structures in a society in order to keep a good coexistence between individuals.

Another definition taken from sociologist Peter Worsley (2013), argue that social values are: Values are general conceptions of “the good”, ideas about the kind of ends that people should pursue throughout their lives and throughout the many different activities in which they engage" taking the above, social values are thought such as good manners to behave a long of events and social interactions. The same definition is argued by Michael Haralambos (2013), who states that social values are the ideas that something is "good" for
a community and for the individual's' life: "a value is a belief that something is good and worthwhile. It defines what is worth having and worth striving"

Taking into consideration the mentioned definitions about social values, the sociologist Puja Mondal (2013) points out some social values functions. Those are the following:

- Social values give objectives and achievements to aim for.
- Those values are the rules to be accepted into a society
- The social values "bring legitimacy" to the norms that are governed in social activities and for that, those activities will be accepted.
- Social values make adjustment to different kinds of social rules (p. number).

According to the established definitions, we would state that in classrooms environments social values are the concerned rules to keep coexistence between the individuals, in this case, teacher and students. Also, we have to consider those are the guarantees to deal with differences, ideas, beliefs, behaviors, and points of view to achieve social agreements. This could be founded by all classroom community through the previous knowledge with the construction of new classroom knowledge taking each person involved into this process bearing in mind the constructivist theory

**Total Physical Response**

The implementation of TPR by Physical - recreational activities are a one of the main points about this research. Firstly, it is appropriate to know about TPR. It is an approach developed by James Asher in the 1960’s. This is based on the theory that the memory is enhanced through association with the physical movement. It is also closely associated with
theories of mother tongue language acquisition in very young children, where they respond physically to parental commands, such as "Pick it up" and "Put it down". TPR as an approach to teaching a second language is based, first and foremost, on listening and this is linked to physical actions which are designed to reinforce comprehension of particular basic items.

According to Wolfe & Jones (1982), is argued that in three critical principles for language acquisition in children which, are believed that can be used in second or foreign language learning process. First, the listening skill far in advance of speaking and listening comprehension, may map the blueprint for speaking when it does occur. Secondly, the listening is acquired in a particular way, this can be through an intimate relationship between language and the child's body and finally, the period devoted to listening may produce a "readiness" for the child speak.

According to Larsen-Freeman, D (2000), Asher's elements are the following: First, understanding the spoken language should be developed in advance of speakers. Second, understanding should be developed through movements of student's body, the imperative is a powerful aid because the instructor can utter manipulate student behavior. Third, do not attempt to force speaking, the individual will spontaneously begin to produce utterances.

Thereby, in the application of TPR in different activities which imply corporal actions, could be a meaningful strategy in the process of learning of students and could allow a wider motivation in them. An example of this is presented by Tomlinson & Masuhara(2009) in the article playing to learn: A review of physical games in second language acquisition. Here, they explained that those competitive games involving physical
movement can facilitate the acquisition of a second or foreign language, as well as argue that such activities can promote educational development in primary students.

Tomlinson & Masuhara (2009), mention that with this kind of physical games learners have several benefits such as this is an economical, easy and effective way of creating many of the optimum conditions for language acquisition and provide rich opportunities for language intake for purposeful use of language. Also, it is said that this kind of activities increases the physical, lifestyle, affective and social development, also, can provide a major cognitive process, due to the fact this activates the whole brain.

Thus, by these games with language acquisition theories they argue that Physical games can provide learners a rich experience of language in use through them having to listen to or read the instructions and rules of the game, to seek clarification from a teacher and from each other, and to interact with other players and with referees. This language is totally contextualized by the game and made comprehensible through actually playing the game rather than just being told about it. The learners are typically motivated to understand and use language by their desire to play and win, and they are typically positive, engaged, and relaxed. The language the students experience in the game is salient and meaningful, and it is repeated many times in different ways. Also, the processing of the language is potentially deep.

Besides these statements, they mention six language principles in second and foreign language acquisition which are the following: First, a prerequisite for language acquisition is that the learners are exposed to a rich, meaningful, and comprehensible input of language in use. Second, in order for learners to maximize their exposure to language in
use, they need to be engaged both affectively and cognitively to the language experience. Third, language learners who achieve positive effect are much more likely to achieve communicative competence than those who do not. Fourth, L2 language learners can benefit from using those mental resources that they typically use when acquiring and using their L1. Fifth, language learners can benefit from noticing salient features of the language in use and finally, the sixth principle states learners need opportunities to use language to try to achieve communicative outcomes.

**TPR storytelling:** TPR storytelling is a method for English teaching designed by Blaine Ray in 1990, with the aim of getting better results when students to learn a second language by adding fun and context to the learning activities through real life stories.

The idea with this kind of methodology is to make students be connected with their own process of learning, in which they can conceive the world they live in each one of the stores that will be interpreted into the lesson. For that reason, communication, and good relationships are needed to get a successful program. This method takes its bases from Asher’s TPR method. According to this, Asher stated that “the brain is independent of us (in that it can process information without intruding upon our awareness) and the brain has the answer to any question we may ask at least one-half second before we do”. Asher (2000).

Stories can actually become a good material to pick contextual vocabulary that is meaningful for the learners. Also, they are easy to recall because they possess sequences and episodes that help memory and retention of information unconsciously, making it easier to recall when is necessary. It means they do not memorize what they tell; they simply tell it spontaneously by using sensory association. “Language acquisition occurs
incidentally, without their being aware of it[…]. It is taken for granted that there must be more than one way for developing fluently oral production, a way for students to express themselves orally in their own words, not memorizing lines” (Blaine 2008, p 158).

Also, the bases of this is making stories interesting for students, and involve them into the language dynamics, not just as a prerequisite to passing a subject, but also to enrich them. “We are strongly convinced that when something is not interesting for students, it does not matter what you teach or the best way you teach it; in the long run, it will be a waste of time.” Blaine (2008)

Since it is centered on the learners’ lives, it is more probable that they will be really interested in the content, and in expressing meaningful things in real communicative life situations. TPR-Storytelling is fun and humor makes that the learners enjoy what they do, and those good moments promote a long-term memory and a positive attitude towards their new language. Since it is centered on the learners’ lives, it is more probable that they will be really interested in the content, and in expressing meaningful ideas in real communicative life situations.

**Drama activities:** The concept of drama is related to the mentioned here:

“What is Drama? We know it very well from our everyday life. For instance, when we spill coffee on our boss’s papers and pretend like nothing happened or when we are late for work and invent some elaborate excuse.“

(Křivková, 2010, p24)
Firstly, it is important to clarify that there a lot of ways in which drama can be defined. It could be seen as a blanket term covering "a wide range of oral activities that have an element of creativity present" (Hubbard, 1986, p 317). According to Susan Holden drama is " [...] is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (Holden, 1982, p 14), so it can be interpreted as if drama involved any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation.

According to The National Association for Drama Education, drama is “an art form highly accessible to young people. [...] it is a mode of learning that challenges and supports students to make meaning of their world and enables them to express and communicate ideas in the art form.” This means that is a way to develop communicative abilities in young learners, providing those spaces for exploration of their own capacities and group ones. Drama activities can help to the development of language skills by creating a suitable context, becoming a powerful tool that can involve all the students in the class period interactively.

Also becomes a strategy to connect student’s emotions, feelings, and cognition when participating in the different drama activities because creates an original language experience behind it. Drama is a tool for teaching English that involves a balance between receptive and productive skills and is important because inevitably involves thinking and interaction, enriching in a certain way the students experience in the language learning. It can also enable students to generate new knowledge and skills that are transferable to a variety of artistic, social and work-related contexts.
Maley (2005, as cited in Munther, 2010) says that there are many ideas that can support the use of drama activities in the EFL classes, many of them related to the verbal and non-verbal uses that we could find in here, that from one or other way can fully contextualize the skills of the language, putting a multisensory input that helps the learner to enjoy and internalize each lesson. Also, we can foster the discovery of the self in terms of generating self-confidence and self-stem by encouraging the students to face this kind of activities. And finally, helps to establish social relationships because “you all the time need a room full of persons” (Maley (2005, as cited in Munther, 2010), so the social perspective is always present. The fact of using drama to teach English results in real communication, involving ideas, emotions, feelings, appropriateness and adaptability.

There are also many kinds of drama activities that can be held into the EFL classes to achieve the proposed goals in language teaching and learning. Each one them can help us to develop certain kinds of competencies of the foreign language.

**Mime:** “Mime is a non-verbal representation of an idea or story through gesture, bodily movement and expression” Dougill (1987). We could consider that mime emphasizes the paralinguistic features of communication, building up the confidence of learners by encouraging them to get up and do things in front of one another. The power of imagination is always present when miming, and it is a source of enjoyment, that makes students be engaged in the activities with and enthusiastic attitude. Savignon (1983) agrees that “mime helps learners become comfortable with the idea of performing in front of peers without concern for language and that although no language is used during a mime it can be a spur to use language.” this great strategy for developing memory and also to reinforce teacher explanations and instructions. This is a group work because, while some students
are acting out an activity, the rest are guessing or trying to put a context, first mentally and then orally. This will help them to use the previous knowledge about a topic and use the target language for expressing ideas.

**Role play**: Role play can be considered as methods for exploring social situations through the interpretation of themselves into the shoes of others. According to Flemming (1995), the role plays, even they are taking social common facts; they are made of imaginary situations, in which the student has the need of using their cognitive and creative skills and the produce. In role play, the participants are assigned roles which they act out in a given scenario. Kodotchigova (2001) argues that role play can somehow prepare L2 learners for L2 communication in a different social and cultural context, making family scenes, school situations and playground incidents provide opportunities for interaction and group discussion. Richards (1985) considers that role play activities involve a situation in which a setting, participants, and a goal problem are described. The participants need to be aware of their role and accomplish the task given with the input they have and the background information of the situation.

**Simulation**: In the simulation, the learners have roles, functions, and responsibilities within a structured situation involving problem-solving. As in role plays, simulations are a mirror real life and in which participants act as instructed, but in this case, help to the knowledge of social behavior in those different situations, for example, politeness in parties. Jones (1982) defined simulations as "a reality of functions in a simulated and structured environment". A simulation activity is one where the learners discuss a problem within a defined setting. Here, the students are either playing themselves or someone else, where interaction is present, holding a wide category of dialogs.
**Improvisation:** Hodgson and Richards (1974) in their book improvisation, define the term as "spontaneous response to the unfolding of an unexpected situation.” This technique is really useful because it can create a reaction to random stimuli in the class, where students can show their knowledge spontaneously, reducing the time to think about the answers they can give in front of a topic purposed. This entails that they have the freedom to add their own words and develop their characters in the ways which they would like to. Also, these kind of activities and their varieties depend on the creativity of the teacher who can think of useful situations where he can generate student’s communication skills. One of the advantages of improvisation is the level of freedom that the participants are able to exercise during the execution of the creative session.

**Motivation and language learning:** There have been many researches about motivation linked with the process of language learning. One of those perspectives are proposed by the socio- physiological approach, in this approach motivation into language learning is seen as the link with social attitudes, it means motivation is related to the interaction of learner’s social environments and communities. As is well known, the socio-psychological approach links motivation with attitudes towards the community of speakers of the target language, and claims that learners with an interest in interacting with such speakers---integrative motivation--are likely to be more successful in learning the target language than those who are doing so for instrumental reasons.” Dickinson(1995).

In Gardner’s (1988) words motivation in language learning implies: "The learning of a second (or foreign) language in the school situation is often viewed as an educational phenomenon..., such a perception is categorically wrong..." in that it demands the acquisition of "symbolic elements of a different ethnolinguistic community"
Also, other theories related to motivation in language learning through learning in other subjects suggest that it could be useful for target language acquisition. For example, in cognitive learning theory its researchers McLaughlin, O'Malley and Chamot state that: “One can recognize the special nature of language learning—the need to acquire symbolic elements of a different culture and the probability of an innate language capacity—without denying that a great deal of the process of languages learning, especially in the early stages, has much in common with the learning of other subjects, and that consequently educational theories of motivation may be relevant to language learning,” Dickinson (1995).

On the other hand, in behaviorist psychologists’ perspectives, the perspectives related to motivation are defined as “the anticipation of reinforcement” (Brown, 1994). The motivation in this perspective lead by individual thoughts, which are anticipated and force to act Cognitive psychologists stressed motivation as a function of an individual’s thoughts rather than of some instinct, need, drive or state.

In another type of perspective, human needs theory by Abraham Maslow (1954), proposed that all human beings have needs that motivate their behavior. He identified five specific categories of human needs: physiological needs, safety needs, belonging and love needs, self-esteem needs and self-actualization needs.

Besides, some researchers described key behavioral aspects, components and categories. Keller’s theory of motivation includes four major determinants of motivation: (a) interest, (b) relevance, (c) expectancy and (d) outcomes. (Chang, 2003). Also, Maehr and Archer (1987) identified four of the key behavioral aspects of motivation: direction, which refers to attending to some things and not to others; persistence, which is
concentrating attention on an activity over a period of time; continued motivation, which refers to a person’s ability to keep his/herself motivating on an activity after interruptions; and activity level, which is intensity of effort.

CHAPTER III: PEDAGOGICAL INTERVENTION

This internship proposal was implemented in a public school belonging to Secretary of Education of Bogotá (SED). Bearing in consideration the article number three of the Acuerdo 031 of 2014 and the chapter number two of the Acuerdo 038 of 2015, established by Universidad Distrital Francisco José de Caldas. In which, the project implemented was related to drama activities through Total Physical Response Storytelling (TPRS).

The project was developed for four months on the morning shift, at IED INEM "Santiago Perez School" with eleventh graders population. It consisted of four sections of 30 students per each one of them, whose age was between 15 and 19 years old.

Besides, in the project proposed it was made an agreement with humanities emphasis coordinator, in which, in some working plans soughed to include some tutoring sessions to eleventh graders in order to prepare them to the state test (Saber pro 11).

Duration of the Internship

Starting date: July 18th, 2016

Completion date: September 30th, 2016
Contextualization (General information)

**Mision:** INEM "Santiago Pérez" School will be an organized educative institution, with identity and sense of belonging, that integrally educate to scholar environments, the social participation, the culture development, the science and technology, with ecological sense, and working projection, higher education and lifelong project realization.

"El colegio INEM Santiago Pérez será una comunidad educativa organizada, con identidad y sentido de pertenencia, que forma integralmente para la convivencia, la participación social el desarrollo de a cultura, la ciencia y la tecnología, con sentido ecológico y proyección al campo laboral, la educación superior y a realización de un proyecto de vida”

**Vision:** The INEM "Santiago Pérez" School offers preschool education, primary, high school and technical education, with humanistic, investigative, school coexistence and citizen engagement

"El Colegio INEM Santiago Pérez ofrece educación preescolar básica y media y técnica de calidad con sentido humanista e investigativo, de convivencia y participación ciudadana"

**PEI:** “SER CULTOS PARA SER LIBRES”

The internship took place in a public school called INEM "Santiago Perez", Tunal. It is located in Tunal neighborhood, in Tunjuelito Bogotá. Its social strata are one, two and three. The institution prepares students through some focus of study that are divided into academic and technological (Media fortalecida) branches, which offers to students focus on
arts, social sciences, humanities as well as technological ones on electronics, account management, and workplace health. At present time, the institution has 3000 students in all levels (primary and secondary).

The school is characterized by caused of its excellent academic level and its cultural and artistic wealth; its social and political diversification; also, its projection to its community of Tunjuelito.

**Pedagogical / instructional objectives (functions)**

- To encourage social values in the English class environment.
- To help students prepare for the SABER 11 test.
- To develop classes through Total Physical Response Storytelling (TPRS) activities based on drama activities.

**Methodology**

As it was mentioned along this text, the methodology used was based on Total Physical Response Storytelling (TPRS). It is important to highlight that it was not be able to implement the whole procedure established there, due the low students’ English level and the preparation of state test (Saber pro 11). However, the implementation was developed regarding social contexts and students realities. For that, it was setting the following internship implementation procedure.

Firstly, it was important knowing students' social contexts and their realities. Thus, the first step was to carry out a steering class; there, students had the opportunity to express their experiences, points of view about their social contexts, feelings about people and environments around them. Furthermore, in the session students shared their ideas about
arts, especially in drama and activities related to that art branch. Lastly, English language tests were applied (speaking and listening tests and Saber Pro 11 mock exam) in order to know their language level in the four skills.

According to the results, some lesson topics were designed. In those were included the proper material and the drama or stories activities related to social situations or daily life experiences. Taking into consideration the three phases of TPRS implementation proposed by Blaine Ray 1990 (Establishing a meaning, reinforce structures, reiterate material) in which some adjustments were made and other phases were added (TPR warming activity and performance time)

The proposed lessons progressed in the following five phases:

**TPR warming activity**

In order to encourage and motivate students into English class, short TPR activities were implemented at the beginning of the classes.

**Establish meaning.**

Teachers gave to students some linguistic structures as well as topic vocabulary through spoken and written examples, so that, students practiced by making some examples using their notebooks and presenting feedback. Thus, students' target language comprehension was ensured.

**Reinforce the structures**

Class topics were introduced by giving reading, writing or song activities. In that way, students could identify their ideas about the topic by reinforcing structures and
vocabulary. Meanwhile the activity was developed; it was asked students thinking about ideas about a specific drama activity, role-play, artistic presentations, songs etc.

**Performance time and reiterate material**

In this phase was proposed to students to prepare a dialogue, a song, a creative poster, or a performance. In which a period was provided to prepare and practice the activity. Afterwards, students had a space to perform what they did. Lastly, they received feedback about the taught structures and vocabulary, pronunciation, and the way they showed the learnt topics from their partners and teachers.

**Implementation (Chronogram of activities)**

The activities presented were developed with 11th grade students from *INEM Santiago Pérez* school and being *el Tunal* its neighborhood. Each activity took place each week as on the next chart is mentioned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activities to be developed</th>
<th>Resources and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 18th - July 22nd</td>
<td>Knowing each other. Conversation about life experiences. Feelings about environment Mock exams icfes</td>
<td>-Commands activity -Teachers introduction Students introduction game (roll, roll, fall) -Students will talk about their role in school, about some social problems and</td>
<td>-Ball -Pieces of papers -Icfes Mock copies</td>
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<tr>
<td>2</td>
<td>July 25&lt;sup&gt;th&lt;/sup&gt;-&lt;br&gt;July 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Explanation of simple present/present continuous</td>
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<td></td>
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<td></td>
<td>Workshop about family problems</td>
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<td></td>
<td>- TPR Game “Simon says”</td>
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<td></td>
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<td></td>
<td>- Teachers explanation</td>
<td>- Board</td>
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<td></td>
<td>- Students sentences</td>
<td>- Markets</td>
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<td></td>
<td>- Reading workshop (Family problems)</td>
<td>- Family problems</td>
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<td>- Sharing their family problems experiences</td>
<td>workshop</td>
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<tr>
<td>3</td>
<td>August 1&lt;sup&gt;st&lt;/sup&gt;-&lt;br&gt;- August 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>TRPS about family problematic (role play) Posters and short presentation about social values related to family situations</td>
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<td></td>
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<td></td>
<td>- Commands activity</td>
<td>- Markets</td>
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<td>- Video about parents and adolescents problems</td>
<td>- Colors</td>
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<td>- Students’ posters about problems with their parents</td>
<td>- Cardboard</td>
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<td>- Students choose one of the different problematic and create together in their groups a role play presentation.</td>
<td>- Posters</td>
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<td></td>
<td>- Workshop: family problems</td>
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<td></td>
<td>Date</td>
<td>Activity</td>
<td>Material</td>
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<tr>
<td>4</td>
<td>August 8th - August 12th</td>
<td>Feedback about the students’ presentation</td>
<td>-Song worksheet</td>
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<td>-Song and interpretation of the song “lemon tree”</td>
<td>-Tape recorder</td>
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<td></td>
<td></td>
<td>-TPRS about hobbies and spare time activities (role play)</td>
<td>-Pieces of paper</td>
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<td></td>
<td>-Explanation Free time activities</td>
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<td>-Lemon tree song reading development</td>
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<td></td>
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<td>-Song worksheet</td>
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<td>-Free time presentation dialogue (present simple/present continuous)</td>
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<td>-Discussion about likes and dislikes</td>
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<td>5</td>
<td>August 16th - August 19th</td>
<td>Essay about hobbies</td>
<td>-Essay photocopies</td>
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<td></td>
<td></td>
<td>-Commands game</td>
<td>-Worksheets</td>
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<td>-Explanation how to write an essay</td>
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<td>-To read and identify essay parts</td>
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<td></td>
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<td>-To write an essay about their hobbies</td>
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<td></td>
<td></td>
<td>-Time to act my hobbies</td>
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<tr>
<td>6</td>
<td>August 22nd - August 26th</td>
<td>Mock exams icfes #2</td>
<td>-Mock exams</td>
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<td></td>
<td></td>
<td>-Mock exams</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Activity</td>
<td>Materials</td>
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<td>7</td>
<td>August 29th -</td>
<td>Explanation of topics simple past and present perfect</td>
<td>- Game: roll, roll, fall.</td>
<td>- Worksheets</td>
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<td></td>
<td>September 2nd</td>
<td>Workshops about past simple to talk about past stories</td>
<td>- Explanation about simple past vs present perfect structures and uses.</td>
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<td></td>
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<td>- Worksheet about a story written with present perfect and past simple,</td>
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<td></td>
<td></td>
<td>underline with different colors each structure.</td>
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<td>Then create a story using both structures. Present it to the classmates in</td>
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<td></td>
<td></td>
<td></td>
<td>a simple representation</td>
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<td>8</td>
<td>September 12th</td>
<td>Creation of a song about sentences in past simple/present perfect</td>
<td>- Students create in a round table some sentences following a structure of</td>
<td>- Rap beat</td>
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<tr>
<td></td>
<td>- September 16th</td>
<td>Running dictations and TPRS about stories in present perfect</td>
<td>a story. Those sentences are creating a song with a rap beat.</td>
<td>- Running dictation stories.</td>
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<td></td>
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<td>- To review the topic, it was prepared a running</td>
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<tr>
<td>Date</td>
<td>Activity Details</td>
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<td>9 September 19th - 23rd September</td>
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<tr>
<td>9th</td>
<td>Biography of a famous character (John Lennon)</td>
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<td>Biography of an imaginary character (Role play)</td>
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<td></td>
<td>Game: A Stroll around the Classroom</td>
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<td></td>
<td>Explanation reported speech</td>
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<td></td>
<td>Students had to organize by groups the biography of a famous artist</td>
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<td></td>
<td>following one general reading made by the</td>
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<td></td>
<td>-Dictation in the one the students had to recognize different kinds of stories written in past simple and present perfect. -Each group chooses on of those stories, prepares and alternative end for each one of them and finally, they will perform it to their partners, receiving feedback from them and from their teachers.</td>
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</tbody>
</table>
- Students in round table start to create the biography of an imaginary character. One by one, they are adding information to this biography. At the end there's a lecture and improvement of it by adding connectors.

- Finally, some students are chosen randomly to interpret different issues of the life of the character they created.

| 10 | September 26th - September 30th | Workshop about the social values seen (reflection) and presentation of posters about social values. | - This session is a reflective centered one. Students are aimed to reflect upon the different social values they saw through the different stages of the classes. They | - Materials to develop the poster. |
Assessment

In order to assess the students, three main aspects were took into consideration, that were grouped by some factors. The first one was about students' participation; here students' active participation in activities, their motivation and their creativity were included.

Secondly, it was bore in mind some TPRS assessment criteria proposed by Debra (2007. Ps. 1,2), which was focused on students listening response; the properly use of vocabulary and linguistic structures in speaking and writing activities and the ability to create new material (dialogues, posters, stories, song) by basing on previous material, activities, vocabulary and linguistic structures.

Both aspects could be defined such as informal assessment, in which the British Council (2009) claims like: "Informal assessment involves observing the learners as they learn and evaluating them from the data gathered". Hence, students were assessed regarding

had to choose one and create a short story in the one they could solve a problematic with this values and present it to their classmates with a poster and if they want to, a performance.
observations taken throughout activities and the entire class process "teaching to the eyes" Debra (2007. P 1).

The third criteria was reading and listening activities that students practiced by worksheets support. That could be established as formal assessment: "formal assessment, involves evaluating a learner's level of language in a formal way, such as through an exam or structured continuous assessment" British Council (2009) This due the fact that, it was searched the comprehension of each thematic vocabulary and linguistic structures by checking precise answers.

Ethical Issues

Teachers' Role

The main intention as teachers was lead students to increase their English language level and promote their social values. Hence, the principal characteristic was guide students in each step of the project; in other words could be named as "leaders". Therefore, it was achieved some aspects such as: guiding students in process like saber pro 11 preparations and mocks, accompany assessment and development of those mock tests as well as guiding listening, writing, grammar and TPRS activities.

On the other hand, the students were encouraged to work on the creation of new material by considering their opinions and feelings. In addition, it was afford them the necessary and properly tools and feedback in order to reach the proposed goals.
Students' Role

Bearing in consideration that this Project was focused on students, the principal role during the pedagogical implementation was theirs. Thereby, in this role was included their active participation in each activity. That means, students were in a constantly encouragement at the creation of materials, creative art crafts or performances.

Besides, in this role was essential their self-motivation and self-confidence in order to achieve awareness about problems given in each session by expressing their ideas, feelings and point of views. Likewise, with opinions could enhance the proposed activities. Indeed, this was important to improve their English language level.

Materials’ role

The role of material was to provide students some guidelines to students, with the purpose to support their performances, creative presentations or art crafts. On the other hand, materials contribute to improve English language skills, social skills and critical thinking about students’ daily lives, as much as certain problems by taking into account values and feelings. As it was mentioned some materials were prepared by students, which were generated and improved in an artistic way, depicted in there what students felt and thought about a certain topic.

Thus, there were two kinds of material: the first one was the material created by teachers that were about grammar, reading and listening workshops, and material created by students that was art crafts dialogues, songs etc., that were writing and speaking activities guided by teachers.
**Working Plan**

The present chart is a proposed about how the project was developed, in which was fulfill 384 hours, that were divided in three main aspects: the designing of the preliminary project, the pedagogical intervention at school and the completion of the final report.

<table>
<thead>
<tr>
<th>Preliminary project</th>
<th>90 HOURS</th>
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</thead>
<tbody>
<tr>
<td><strong>First semester – 2016</strong></td>
<td></td>
</tr>
<tr>
<td>This included research and development of the literature review, pedagogical bases, and the intervention proposal. As well as, the location in where the proposal was going to carry out was determined.</td>
<td>This first part took place along of the first semester, in a schedule that was proposed in order to be approved by L2 research project teacher. Thus, it was made a writing work, in which was include the according research about theoretical and pedagogical foundations, the planning of intervention, with its process of reaching agreements with school where it would develop the intervention.</td>
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</table>

<table>
<thead>
<tr>
<th>Pedagogical intervention</th>
<th>270 Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>July 18th. 2016 - September 30th. 2016</strong></td>
<td></td>
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<tr>
<td><strong>Sessions: 40</strong></td>
<td>The project implementation and tutoring sections were implemented in the corresponding four eleventh grade sections.</td>
</tr>
<tr>
<td>1. Diagnostic test</td>
<td>In which, it was managed 12 hours per week at school.</td>
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<tr>
<td>2. Project development</td>
<td>The remaining hours, it was</td>
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<td>3. Materials Designing</td>
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</table>
designed the proper material for each session.

<table>
<thead>
<tr>
<th>Final report completion</th>
<th>30 hours</th>
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<tbody>
<tr>
<td><strong>February – May 2017</strong></td>
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<tr>
<td>This part was took for the development and writing of the final report, as well as the its socialization</td>
<td>In this final step, it was worked on the final document. Thus, the collected data as well as the pedagogical purpose were analyzed, also the conclusions and project innovations were written.</td>
</tr>
</tbody>
</table>

**Innovation**

With this project, one of our main objectives was to show to the educative community, that learning English language should not be as boring as it seems at the current conditions of the Colombian educational system. That is why the implementation of TPRS as an innovative tool permitted to show how basic art exercises (in this case drama ones) can be mixed with the language learning itself, and obtain different results with students.

Furthermore, it is important to highlight that the social part was not leaved aside from the project; social values were included all the time. The goal was to create awareness in how values are important not just into the school, but also in the different social groups to the ones they belong to, in this case: family, neighborhood, city or others.

This activities were created with the purpose of include actively the students into their own learning process, and not to continue with a centered-teacher class, as they are
used to. Also, it was tried to encourage them to learn a new language using different activities that were fun for them.

During this process, we were guides and leaders, but the students were the ones who created and carried out all the activities by making changes on them, or even proposing different ways to make the activities funnier for them. That is why it is consider that this implementation was innovative, because it changes somehow the traditional outline of second language education on this school.

CHAPTER IV: CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

As main conclusion, it is stated that this pedagogical project aimed to increase target language in students meanwhile social values were worked. This was through the implementation of drama and TPRS activities. Despite, some problems faced like students behavior at the beginning of the project as well as some changes by part of school; the objectives were achieved in almost its totality. Due to, the effort and commitment were included along of the entire process.

Although this school has English as a main subject, it was found out that 11th graders were without an English teacher, what made the students English-level skills low or even null, so it was mandatory in the first lessons the use of English and Spanish inside the classroom. The amount of use of Spanish was intended to decrease, but was completely difficult. Even thought, the use of English increased through the lesson, which meant a huge advance for the students.

Thereby, the following topics are related to the instruments used throughout the process, in order to monitor the project intervention and find the results out, so that the
strengths and the weaknesses in the project were identified; which were important for all participants, such as the interns as students and teachers. The instruments used were the following: teaching logs that were done in the 10 weeks of work with the students.

Secondly, the interview with the internship external tutor Teresa Acosta; and the last instrument was some photographs and video recordings gathered in classes.

Firstly, teaching logs were taken by the 10 weeks the project was developed, in where was taken into account the students’ behavior, their reactions and the expressions in contact with the proposed activities. Thus, it was collected meaning information that highlights the success of the project. One of most important aspect found, was that students tended to learn better with activities different to the traditional ones. This was given because in some activities that required the student’s attention like grammar explanation, they expressed feelings like boredom and lack of motivation. Contrary to activities that required physical movements or some related to creativity, competitions, games, etc, students seemed to be motivated, showing a progress when learning about the issues of the class topic.

Here it is evidenced that the objectives associated to the use of TPRS and drama activities to provide students another alternative to learn the target language was achieve, even when they had a low English language level. Another important aspect is about social values that were certainly achieved. In this, we found that it was the most difficult aspect to achieve in the project, due to, students’ behavior such as the lack of motivation, boredom, and lack of respect to some activities, which happened in some classes at the beginning of the project. However, with project advance, students started to accept the activities. In addition, they started to control some behavior in the project classes like participation and
respect, as well as teamwork and all those aspects. The third aspect is about the Saber pro-
test preparation, that although in principle was not an objective of this project, was a
requirement asked by school teachers; was taken as an aim to develop our project, so that,
students had a little progress with this because their increase in grammar, writing and
reading skills. However, we do not know the results of this test, regarding our time was
over to that success.

The second instrument that we used was the interview to our external tutor, Teresa
Acosta, who is the coordinator of the language area coordinator, and our helping hand
during this process at the school. This six question’s interview was completely held in
Spanish and it reflected her perception about our work at the school. The first aspect that
should be considered of this interview can reflect her perception of the pertinence of this
Project regarding the context (lines 50-60): “Claro, cuando tratamos de formación de
valores, y de ayudarlos con la segunda lengua porque sabemos que algunos niños le tienen
miedo al inglés, que uy! que difícil y la formación de valores, es, todo el tiempo tenemos
que estar en eso, porque ellos siempre van, vamos a necesitar más y más para formar
mejores personas. Entonces, en lo de formación de valores me pareció súper interesante,
porque todo el tiempo nosotros estamos llamados a trabajar eso en los niños, y en lo que
tiene que ver con la lúdica pues es que a ellos les encanta, es una forma de estar
aprendiendo, sin siquiera se den cuenta que están trabajando el inglés, al que muchos le
tienen tanto miedo, entonces es una forma de perderle el miedo y de aprender de una
manera muy bonita”. In this sense, the Project fitted in a reasonable way in two directions,
the first one connected with the social values related with the hard contexts that is
mentioned by Teresa in the first part of the interview (lines 10-14): “Los estudiantes del
INEM en su mayoría, son niños que vienen de estratos bajos, que tienen familias disfuncionales en su mayoría, vienen muchos de Ciudad Bolívar porque tenemos rutas, otros vienen del entorno acá en San Vicente, del Carmen, el Tunal; pero la mayoría pues son niños de estratos uno o dos y máximo tres”. Considering the context and the amount of social problematic that surround it (even inner school), this Project was accurate in terms of talking about social issues that they face in their daily life, providing them spaces to express their thoughts and feelings about them and promote since an academic environment, solutions to them, with the aim of constructing awareness about good manners to have a good community life.

The second situation that can be extracted from this interview are the different changes that we had in our initial project, changing our population from 9th grade to 11th grade, showing the adaptability and versatility of the project in terms of application. Also the adaptability that we as interns had to add another goal to our project, as it was preparation for SABER Pro test, precisely called Icfes (Lines 26-30): “…nos tocó solicitarles como primera medida que nos colaboraran con el reforzamiento de los niños para el examen de las pruebas Icfes, porque los de once; era una necesidad inmediata, pero sin embargo, trabajaron el proyecto ustedes a la par con la ayuda que nos daban para reforzar lo del Icfes”

Finally, we could see how our Project was well taken in the institution, by the eyes of the teachers and directives (lines 63-67) ”Pues, agradecerles el trabajo porque de verdad para ser ustedes niñas practicantes, tan jóvenes, tienen un alto grado de responsabilidad, de compromiso. Solo nos resta agradecerles desde la institución por el trabajo prestado, por el
apoyo, el aporte recibido, y bueno pues aquí las esperamos cuando quieran volver” This opens the doors to give continuity to this Project in this school.

The last part of the instruments, were the video recordings and photographs taken in the whole project process. In those, it was identify deeper the action into the classroom, the proposed activities, the relation between students English language learning with social values and the TPRS activities.

In first instance the video recordings and the photographs allowed us to observer the environment created around the classroom, in which was registered the students interest, their creativity, the joy to develop that kind of different activities, that showed the TPRS activities and the drama activities that encouraged to students to get into a “funny” learning environment.

On the hand, was observed that the social values was included in there, due to, the use of their expressions, their likes, their dislikes, and their daily experiences, presented by songs, dialogues, performances, posters and etc.

Regarding our suggestions, it would be important to highlight some important aspects from this experience. The first one is to see how students life inside the school is not completely coherent with the requirements of life outside the classroom, this because we could see that after talking of social values that some of the relationships of students improved inside the school, they started to share more, and to treat themselves better as a team, but outside they were still having problems with people of their neighborhood or from the same school but from other grades. This does not mean that this kind of projects do not be useful, rather it would be a good idea to continue with this kind of interventions
in social values because with a longer time and a more linked program regarding this topic, the results can permeate the outside environment of students.

Also, we would like to encourage teachers to change these traditional methodologies for teaching English; we could observe that students get more motivated when the methodologies are appealing and different. Also the attitude of students changes a lot, making everything funnier and easier to learn.

Finally, we firmly believe that this experience brought us a personal and professional growth, not just because of the opportunity of teaching, but also for every person and experience we had there. We are totally thanked with the students, co-workers and directives that during this process made our experience enriching every second, because there were many challenges for us that without them could be impossible to face. We hope that this innovative project can be the first step for new innovative projects that help to not just the pedagogical field, but also think in students as future of the social individuals who give valuable contributions to the world.
References


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ANNEXES

Legal documents

Annexe 1

Bogotá DC, Octubre de 2015

Universidad Distrital Francisco José de Caldas

Señores

Consejo curricular licenciatura en educación básica con énfasis en inglés

Reciben un cordial saludo. A través de la presente carta nosotras Liliana Andrea Pérez Gutiérrez con Cédula de ciudadanía número 1016063304 y Ana María Valero Piamba con cédula de ciudadanía número 1033759485, estudiantes de la licenciatura en básica con énfasis en inglés y con los códigos 20111165005 y 20111165003, nos dirigimos a ustedes para solicitar la aprobación de pasantías como modalidad de grado. Se plantea desarrollar el proyecto “Intervention through drama activities for improving English proficiency and social values” en el colegio IED INEM Santiago Pérez Tunap, con el propósito de iniciar en el periodo 2016-1, iniciando en febrero 8 y finalizando en junio 20 del respectivo año. Acogiéndonos al acuerdo 038 de 2015

De igual manera, pedimos la asignación de tutor de pasantías por parte de la universidad al docente Alejandro McNeil, para que junto con la jefe de área de humanidades Teresa Acosta, del colegio anteriormente mencionado, hagan seguimiento y acompañamiento a nuestro proyecto.

Se anexa carta de la institución educativa y la propuesta de pasantía

Esperamos una pronta y positiva respuesta. Gracias por la atención prestada.

Atentamente:
Liliana Andrea Pérez Gutiérrez
C.C: 1016063304 de Bogotá DC
Código: 20111165005

Autorizan

Alejandro McNeil
Docente
LEBHE

Ana María Valero Piamba
C.C: 1033759485 de Bogotá DC
Código: 20111165003

Teresa Acosta Díaz
Jefe de área humanidades
IED INEM Santiago Pérez
Enero de 2017

Señores

Universidad Distrital Francisco José de Caldas
PROYECTO CURRICULAR L.E.B.E.I

Respetados Señores:

Nosotras, Ana María Valero con C.C 1.033.759.485 de la ciudad de Bogotá con código número 20111165003 y Liliana Andrea Pérez Gutiérrez con C.C 1.016.063.304 de Bogotá y con código número 20111165005, estudiantes de último semestre en la modalidad de grado de pañantis las cuales fueron realizadas desde Julio 18 hasta Noviembre 28 de 2016 en el colegio I.E.D. INEM “Santiago Pérez” Tunal con la propuesta pedagógica “Intervention through Drama Activities for Improving English Proficiency and Social Values”; siendo nuestro tutor el profesor Alejandro McNeil con quien acordamos tener nuestras sesiones para la escritura del reporte los días lunes de 4 a 5 p.m. en la Universidad de los Andes en el semestre 2016-3, y quien desde el mes de Octubre del mencionado año incumplió este acuerdo, debido a que no se ha presentado a dichas tutorías y por tal razón, no hemos podido terminar la escritura de dicho reporte y continuar con el proceso de socialización del mismo. Así mismo, hemos ido al lugar de encuentro establecido los lunes a la tutoría, lo hemos buscado en la sede de Ciencias y educación de la Universidad Distrital, por medio de mensajes y llamadas, de los cuales no se recibió ningún tipo de respuesta.

Viendo esta situación, solicitamos el cambio de tutor por el docente Oscar Reyes, con quien ya se habló de forma previa y está de acuerdo con ayudarnos con nuestro proyecto. Necesitamos una solución pronta frente a este evento, ya que inicia un nuevo semestre en el cual esperamos poder terminar nuestro reporte, así cumplir con su socialización y obtener nuestro título profesional.

Esperando una pronta y óptima respuesta.

Cordialmente:

[Signatures]
Ana María Valero
C.C 1.033.759.485

[Signature]
Liliana Andrea Pérez
C.C 1.016.063.304
Bogotá, D.C., 20 de Octubre de 2016

Colegio
INEM SANTIAGO PEREZ
Rectora
LINEY CONSTANZA ROJAS PACANCHIQUE
Bogotá

Respetada Rectora:

Comedidamente, me permito solicitar su autorización para el ingreso a esta Institución, de las siguientes estudiantes de la Licenciatura en Educación con Énfasis en Inglés, con el fin de realizar su Pasantía entre el 8 de Febrero y el 20 de Junio de 2016, la cual se presentará como modalidad de grado:

PEREZ GUTIERREZ LILIANA ANDREA – Código 20111165005 – CC. 1016063304
VALERO PIAMBA ANA MARIA – Código 20111165003 – CC. 1033759485

Agradezco su amable atención.

Cordialmente,

ELIANA GARZÓN DUARTE
Coordinadora
Proyecto Curricular Licenciatura en Educación Básica con Énfasis en Inglés
Bogotá DC, Enero de 2016

I.E.D INEM “Santiago Pérez” TUNAL

Señores

Docentes Área de Humanidades

Reciben un cordial saludo. A través de la presente carta nosotras Liliana Andrea Pérez Gutiérrez con Cédula de ciudadanía número 1016063304 y Ana María Valero Piamba con cédula de ciudadanía número 1033759485, estudiantes de la licenciatura en báscica con énfasis en inglés de la Universidad Distrital F.J.C., nos dirigimos a ustedes para darles a conocer la disponibilidad de tiempo de las pasantías que realizaremos en la institución como modalidad de grado.

- Los horarios tentativos son:
  - LUNES: 7:00 a.m a 12:00 p.m – 12:30 p.m a 5:30 p.m
  - LUNES - MIERCOLES: 7 a.m a 12:30 p.m
  - LUNES – JUEVES: 12:30 p.m a 5:30 p.m
  - LUNES : 7:00 a.m a 12:00 p.m  JUEVES: 12:30 p.m a 5:30 p.m

Se solicita se escoja uno de los horarios, en los que se requiere cumplir doce (12) horas semanales

Atentamente:

Liliana Andrea Pérez Gutiérrez
C.C: 1016063304 de Bogotá DC

Ana María Valero Piamba
C.C: 1033759485 de Bogotá DC
Annexe 5

ACUERDO DE VOLUNTAD PARA LA REALIZACIÓN DE PASANTÍAS DEL PROYECTO CURRICULAR DE LICENCIATURA EN EDUCACIÓN BÁSICA Con Énfasis en Inglés, Fundamentado en el Acuerdo 021 de Junio 25 de 2014 sobre Modalidades de Trabajo de Grado de la Universidad Distrital Francisco José de Caldas

El presente documento acordado entre las dos partes tiene como objeto establecer bases de cooperación académica y/o educacional y/o social entre la UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS y IED INEM SANTIAGO PÉREZ la realización de PASANTÍAS de los estudiantes del Proyecto Curricular de la Licenciatura en Educación Básica con Énfasis en Inglés.

OBLIGACIONES DE LA UNIVERSIDAD: Esta se obliga a: (a) Presentar a la INSTITUCIÓN, por escrito, los estudiantes que desarrollarán la pasantía. (b) Asignar al docente DIRECTOR, quien en este caso será el/la profesor ALEJANDRO MCNEIL, responsable de la supervisión y evaluación del proceso de la pasantía y del logro de los objetivos propuestos. (c) Establecer los correctivos necesarios en caso de que los estudiantes contravengan alguna norma de la INSTITUCIÓN. (d) Velar porque los estudiantes cumplan con lo pactado en el presente Acuerdo. (e) Velar porque los estudiantes estén afiliados a una EPS o al SISBEN y tengan contratada una Póliza de Accidentes Escolares o estén afiliados a una ARP, que se deberá presentar a la INSTITUCIÓN antes del inicio de la pasantía. PARÁGRAFO: El tiempo reglamentado para el desarrollo de la pasantía será de mínimo 384 horas y la organización de este tiempo se establecerá de acuerdo al plan de trabajo previamente aprobado.

OBLIGACIONES DE LA INSTITUCIÓN OFERENTE DE LA PASANTÍA: Esta se obliga a: (a) Certificar la legalidad y pertinencia de la institución mediante registro de Cámara de Comercio y Matrícula de Industria y Comercio vigentes u otras formas equivalentes de certificación de existencia jurídica. (b) Manifestar su interés de trabajo con la universidad y enunciar sus responsabilidades mediante la firma de este documento dentro del cual se establecen los objetivos de la pasantía y la remuneración respectiva si existe. (c) Designar a una persona de la institución que actúe como profesional encargado del acompañamiento del proceso de pasantía en la Institución, quien en este caso será el/la señor/a TERESA ACOSTA (d) Avalar el plan de trabajo y la propuesta de desarrollo e innovación de los estudiantes donde se especifique el cumplimiento de las 384 horas mínimas reglamentadas para el desarrollo de la pasantía, distribuidas en trabajo presencial, documentación, búsqueda bibliográfica u otras requeridas por la pasantía. Este plan de trabajo debe ser concertado entre el profesional encargado del acompañamiento de la pasantía, el docente DIRECTOR y el PASANTE. (e) Suplir las necesidades de recursos humanos, físicos y técnicos para la realización de las pasantías. (f) Oficializar un concepto de finalización de la pasantía que se remitirá al Docente DIRECTOR, en el que se evalúe el desempeño de los pasantes y los resultados obtenidos en la misma, para ser usado como instrumento de soporte para la evaluación final del trabajo de grado.

OBLIGACIONES DE LOS PASANTES: (a) Cumplir la labor asignada en el plan de trabajo según la distribución de horas acordadas que beneficiará tanto a la UNIVERSIDAD como a la INSTITUCIÓN oferente. (b) Demostar ante la INSTITUCIÓN que están afiliados a una EPS o al SISBEN, que tienen contratada una Póliza de Accidentes Escolares o que están afiliados a una ARP. (c) Los estudiantes no podrán por sí o por terceros reclamar personal o judicialmente a la INSTITUCIÓN indemnizaciones en dinero o en especie por cualquier enfermedad o accidente que sufran mientras se encuentran en desarrollo de la pasantía. (d) Cuidar de los útiles, materiales y equipos que para adelantar la pasantía se les haya facilitado. (e) Cumplir los reglamentos y normatividad de la INSTITUCIÓN y de la UNIVERSIDAD. (f) Concurrir puntualmente al lugar donde se desarrolle su pasantía y asumir las instrucciones disciplinarias que impone la INSTITUCIÓN, si ésta así lo considera. (g) Elaborar un trabajo teórico-práctico producto del desarrollo de la pasantía, según los lineamientos reglamentados por el Consejo Curricular de la LEBEI. (h) Socializar el trabajo final de la pasantía ante la Comunidad académica y los docentes DIRECTOR y evaluador.

OBLIGACIONES DEL DOCENTE DIRECTOR: (a) Verificar el desarrollo del plan de trabajo de los PASANTES. (b) Garantizar la previa programación y diseño de las clases y/o actividades académicas con los pasantes, así como su respectiva evaluación y/o corrección en caso de ser necesario. (c) Realizar seguimiento por escrito de las actividades presenciales y no presenciales de los pasantes, acordadas en el plan de trabajo. (d) Promover el estricto cumplimiento del horario establecido en el presente Acuerdo por parte de los pasantes. (e) Generar y garantizar a los pasantes los espacios necesarios para la dedicación completa al grupo objeto de la pasantía, así como los espacios para el desarrollo bibliográfico y de contenido para la elaboración del documento final que los pasantes se comprometen a entregar a la INSTITUCIÓN OFERENTE. (f) Evaluar en conjunto con el profesional encargado de la Institución el desempeño general de los pasantes durante el desarrollo de la pasantía. (g) Presentar ante el Consejo Curricular, mediante oficio, el documento final con sus debidos soportes, realizado por los pasantes, al igual que una copia del concepto entregado al final de la pasantía por el profesional encargado de la Institución.
OBLIGACIONES DEL PROFESIONAL ENCARGADO DE LA INSTITUCIÓN: (a) Suministrar la información institucional requerida para el desarrollo de la pasantía. (b) Realizar seguimiento, acompañamiento y evaluación al plan de trabajo de los pasantes y a las actividades programadas. (c) Facilitar la consecución de recursos institucionales. (d) Apoyar a los pasantes en actividades académicas que se programen. (e) Convocar a los pasantes a las reuniones programadas por la institución. (f) Realizar seguimiento por escrito de las actividades presenciales y no presenciales de los pasantes, acordadas en el plan de trabajo. (g) Evaluar en conjunto con el docente DIRECTOR el desempeño general de los pasantes durante el desarrollo de la pasantía. (h) Elaborar el informe final de la pasantía y remitirlo al docente DIRECTOR.

EVALUACIÓN: El resultado final del proceso de la pasantía se define a través de su evaluación permanente por parte del profesional encargado de la Institución y del Docente DIRECTOR. El docente DIRECTOR, mediante un oficio, presentará ante el Consejo Curricular el documento final con sus debidos soportes, realizado por los pasantes, al igual que una copia del concepto entregado por el interna de finalización firmada por profesional encargado de la Institución. Para constancia se firma en la ciudad de Bogotá D.C., el día 24, mes 11, año 2015.

ABELARDO RODRÍGUEZ BOLAÑOS
Unidad de extensión
Facultad de Ciencias y Educación
Universidad Distrital Francisco José de Caldas

ELIANA GARZÓN DUARTE
Coordinadora Licenciatura en Educación Básica con Énfasis en Inglés
Universidad Distrital Francisco José de Caldas

TERESA ACOSTA
Director/Gerente/Coordinador/Representante Legal
Institución Ofertante de la Pasantía

ALEJANDRO MCNEIL
Docente Director Pasantía
Licenciatura en Educación Básica con Énfasis en Inglés
Universidad Distrital Francisco José de Caldas
Annexe 6

Bogotá, 26 de Mayo de 2017

Señores:

Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación.
Proyecto Curricular de Licenciatura en Educación Básica con énfasis en inglés

Yo, TERESA ACOSTA con Cédula de Ciudadanía No: 39472005 de Bogotá, docente del Colegio IED INEM “SANTIAGO PEREZ” TUNAL, certifico por medio de la presente que las estudiantes de Licenciatura en Educación Básica con énfasis en Inglés de la Universidad Distrital Francisco José de Caldas: Liliana Andrea Pérez Gutiérrez con código estudiantil: 20111165005 y C.C: 1016063304 de Bogotá; y Ana María Valero Plamba con código estudiantil: 20111165003 y C.C: 1033759483 de Bogotá, se desempeñaron como docentes pasantes en la institución educativa, desde Julio 18 de 2016 hasta Septiembre 30 de 2016 en grado undécimo con la implementación pedagógica: “Drama Activities for Improving English Proficiency and Social Values” realizando 270 horas de trabajo dentro del aula de clase.

Atentamente

[Insignia]

Teresa Acosta

CC: 39472005 Bogotá

Docente Humanidades Colegio IED INEM “Santiago Pérez” Tunal
Yo, TERESA ACOSTA, con Cédula de Ciudadanía No. 234567890 de Docente del IED INEM “SANTIAGO PÉREZ” TUNAL. Como coordinadora del área de humanidades, y en calidad de tutora externa del proyecto de pasantía “Drama Activities for Improving English Proficiency and Social Values”, el cual fue llevado a cabo por los estudiantes-pasantes de la Universidad Distrital Francisco José de Caldas: LILIANA ANDREA PÉREZ GUTIÉRREZ con código estudiantil: 2011165005 y C.C: 101606304 de Bogotá; y ANA MARÍA VALERO PIAMBA con código estudiantil: 20111165003 y C.C: 1033759485 de Bogotá, durante el segundo semestre del 2016, expreso por medio de la presente que:

El desarrollo de la pasantía fue una gran oportunidad para la institución en los grados Once ya que despertaron el interés y motivación de los niños y niñas en el aprendizaje de una segunda lengua.

La iniciativa del proyecto, respecto al enfoque social logró despertar el interés y crear conciencia en la necesidad de los valores como parte de la normas de convivencia. La unión de los valores con la enseñanza del inglés por medio de actividades lúdica como las que fueron implementadas, hicieron que el aprendizaje se uniera en cierta forma con la vida real de los alumnos, y que su conocimiento de la vida se utilizara en el aula y viceversa.

Evaluación de la Pasantía

| Responsabilidad | • Se evidencia la asistencia, puntualidad y el empeño por sacar adelante su pasantía de una manera responsable y beneficiosa para los jóvenes.  
• Siempre se distinguieron por su buen trato para con los niños, personal administrativo y demás docentes de la institución.  
• Se destacaron por una buena comunicación entre el Coordinador de Pasantías y los demás docentes de la institución.  
• La planeación de sus actividades fueron presentadas y desarrolladas dentro de los términos establecidos para cada actividad. |
| Desarrollo | • La planeación de su proyecto fue acorde al ciclo donde desarrollaron la propuesta.  
• Los objetivos mencionados fueron cumplidos en el curso.  
• La organización y planeación de sus clases estuvieron acordes a la edad de los estudiantes.  
• Demostraron dominio y claridad en las exposiciones o explicaciones del tema  
• Estimularon la participación de los estudiantes por medio de distintas actividades. |
<p>| Aspectos metodológicos | • El desarrollo de las clases tiene relación con la realidad actual de los alumnos en cuanto a los valores sociales y las problemáticas propias del contexto de los alumnos. |</p>
<table>
<thead>
<tr>
<th>Contenidos</th>
<th>• Los objetivos propuestos fueron cumplidos, pues los jóvenes utilizaron la segunda lengua y además tuvieron espacios de discusión sobre problemáticas y valores propios de su entorno.</th>
</tr>
</thead>
</table>
| Procedimientos didácticos | • Presentaron ejemplos prácticos y reales  
• Hubo claridad y precisión en el vocabulario  
• Los contenidos fueron desarrollados en forma planeada, secuencial y organizada  
• Se evidenció combinación de estrategias metodológicas  
• Las estrategias metodológicas promovieron el aprendizaje significativo.  
• Favorecieron la participación de los alumnos  
• Hubo una buena coordinación de las tareas |
| Actividades | • Son pertinentes respecto de los objetivos y del contenido  
• Se adecuaron al grupo  
• Se dieron en un ritmo apropiado  
• Propiciaron la participación de los niños y niñas |
| Recursos | Utilizaron los recursos disponibles en la institución en forma eficiente  
Tipos de recursos utilizados: tablero, fotocopias, computador, video-beam, carteleras, videos existentes en la red, programas cargados en los computadores, frisos, entre otros |

Se propone que haya continuidad de este tipo de proyectos que aporten a la formación de niños y niñas un conocimiento de la segunda lengua (inglés) a través de una enseñanza transversal.

Dado a los veintiséis (26) días del mes de mayo del 2017.

Teresa Acosta

CC: 391412.005 Bta

Docente Humanidades Colegio IED INEM “Santiago Pérez” Tunal
Lesson plan

Annexe 8

University Distrital “Francisco José de Caidas”
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Enfasis en Inglés
Intervention through Drama Activities for Improving English Proficiency and Social Values

LESSON PLAN No. 1

SCHOOL: INEM “Santiago Pérez” Tural  GRADE: eleventh DATE:
TEACHERS: Liliana Andrea Pérez, Ana María Vaíero

| PREPARATION | GOALS: A. G. Students will recognize their role in school, through their experiences.
|            | L.G. SS will use a proper speech using the required tenses to describe their experiences.
|            | S.G. SS will be able recognize themselves into school like different individuals, with their own identity.
|            | **COMMUNICATIVE FOCUS:** SS will be able to express in their classes, thoughts, points of view about school and outside of it.
|            | **OBJECTIVES:**
|            | - Express their points of view and experiences about school outside it.
|            | - Develop Mock Exam Icfes #1

| LANGUAGE FOCUS: Talking about students experiences in school | TIME: Four Hours |

<p>| CLASS DEVELOPMENT |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>5 mins</td>
<td>Commands activity: teachers will indicate some commands like “hands up” “hands down” “sit down” “stand up” “hands in the head” sometimes as a physical activity</td>
<td>No materials</td>
<td>Students active participation</td>
</tr>
<tr>
<td>Presentation Stage</td>
<td>10 mins</td>
<td>Teachers will introduce themselves by a self-introduction.</td>
<td>No materials</td>
<td>Students attention</td>
</tr>
<tr>
<td>Practice Stage</td>
<td>20 Mins</td>
<td>Students will introduce themselves, by a game call roll, roll call.</td>
<td>A little ball</td>
<td>Students active participation (listening and speaking)</td>
</tr>
<tr>
<td>Production Stage</td>
<td>30 mins</td>
<td>Students will talk about their role in school, about some social problems, their environments, sub-cultures, Etc</td>
<td>Pappers, pens.</td>
<td>Students active participation (listening and speaking)</td>
</tr>
<tr>
<td>Closure</td>
<td>20 mins</td>
<td>Students will draw a picture about how they see themselves into school.</td>
<td>Notebooks, pens, pencil etc</td>
<td>Students active participation</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Mock exams icfes #1</td>
<td>2 hours</td>
<td>Students will carry out the first mock icfes in English proficiency</td>
<td>Icfes Mock copies.</td>
<td>Students participation</td>
</tr>
</tbody>
</table>

Remarks:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

University Advisor _____________________
Annexe 9

LEONEL PLAN No. 2

SCHOOL: INEM 'Santiago Pérez'  Tural  GRADE: eleventh  DATE:
TEACHERS: Liliana Andrea Pérez, Ana Maria Valero

<table>
<thead>
<tr>
<th>PREPARATION</th>
<th>GOALS: A. G. Students will recognize the way they behave into familiar relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC: Explanation of simple present/ present continuous Workshop about family problems</td>
<td>L.G. SS will use a properly way the present simple and continuous by giving information about family problems.</td>
</tr>
<tr>
<td>COMMUNICATIVE FOCUS: SS will be able to use the present simple and continuous by expressing common family problems</td>
<td>S.G. SS will be able recognize themselves into their parental environment</td>
</tr>
<tr>
<td></td>
<td>OBJECTIVES:</td>
</tr>
<tr>
<td></td>
<td>- Express their points of view and experiences about family problems</td>
</tr>
<tr>
<td></td>
<td>- Practice reading and writing skills</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>10 mins</td>
<td>TPR Game “Simon says” Students will follow some instructions by the game Simon says, and they going to make the correct movement</td>
<td>No materials</td>
<td>Students active participation</td>
</tr>
<tr>
<td>Presentation Stage</td>
<td>20 mins</td>
<td>Teachers will explain the present simple and present continuous.</td>
<td>Board, markets</td>
<td>Students attention</td>
</tr>
<tr>
<td>Practice Stage</td>
<td>20 Mins</td>
<td>Students will write some sentences using the mentioned sentences, in teachers will give some feedback with the students’ sentences</td>
<td>Notebook, board,</td>
<td>Students active participation (listening and speaking) Practice sentences in present simple and present continuous</td>
</tr>
<tr>
<td>Production Stage</td>
<td>1-45 hours</td>
<td>Students will develop a reading workshop about family problems, in which they will read some texts, writing the correct title, giving some main ideas, and using daily routines.</td>
<td>Workshop about family problems</td>
<td>Students’ reading and writing skills</td>
</tr>
</tbody>
</table>
### LESSON PLAN No. 3

**SCHOOL:** INEM "Santiago Pereo"
**GRADE:** Eleventh
**DATE:**
**TEACHERS:** Liliana Andrea Pérez, Ana María Valero

### PREPARATION

<table>
<thead>
<tr>
<th>TOPIC: TRPS about family problematic (role play) Posters and short presentation about social values related to family situations</th>
<th>GOALS: A. G. Students will recognize the way they behave into familiar relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATIVE FOCUS: SS will be able to use the present simple and continuous by expressing common family problems, with the presentation of a poster about this topic.</td>
<td>L.G. SS will use a proper way the present simple and continuous by giving information about family problems and related them to their partners.</td>
</tr>
<tr>
<td></td>
<td>S.G. SS will be able recognize themselves into their parental environment and partners opinions</td>
</tr>
<tr>
<td></td>
<td>OBJECTIVES:</td>
</tr>
<tr>
<td></td>
<td>Express their feelings about family problems</td>
</tr>
<tr>
<td></td>
<td>Practice speaking and listening skills</td>
</tr>
<tr>
<td>Stages</td>
<td>Time</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>Warm-up Stage</td>
<td>10 mins</td>
</tr>
<tr>
<td>Presentation Stage</td>
<td>10 mins</td>
</tr>
<tr>
<td>Practice Stage</td>
<td>30 mins</td>
</tr>
<tr>
<td>Production Stage</td>
<td>1:45 hours</td>
</tr>
<tr>
<td>Closure</td>
<td>20 mins</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
</tr>
</tbody>
</table>

Remarks:

University Advisor __________________________
Annexe 11

University Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Énfasis en Inglés
Intervention through Drama Activities for Improving English Proficiency and Social Values

LESSON PLAN No. 4

SCHOOL: INEM "Santiago Pérez" Tunal  GRADE: eleventh  DATE:  
TEACHERS: Liliana Andrea Pérez, Ana Maria Valero

<table>
<thead>
<tr>
<th>PREPARATION</th>
<th>GOALS: A. G.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC: Song and interpretation of the song &quot;lemon tree&quot; TPRS about hobbies and free time activities (role play)</td>
<td>Students will recognize the differences between their partners taking free time activities</td>
</tr>
<tr>
<td></td>
<td>L.G. SS will use a proper way the present simple and continuous by giving information about free time activities.</td>
</tr>
<tr>
<td></td>
<td>S.G. SS will be able recognize differences between themselves and their partners</td>
</tr>
<tr>
<td>COMMUNICATIVE FOCUS:</td>
<td>OBJECTIVES:</td>
</tr>
<tr>
<td>SS will be able to use the present simple and continuous by talking about some free time activities.</td>
<td>- Express their likes and dislikes about free time activities</td>
</tr>
<tr>
<td></td>
<td>- Practice speaking and listening skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>10 mins</td>
<td>Teachers will talk about free time activities</td>
<td>No materials</td>
<td>Students active participation</td>
</tr>
<tr>
<td>Presentation Stage</td>
<td>10 mins</td>
<td>Teachers will introduce the free time activities, by reading the song “lemon tree”. In this, teachers will clarify some expressions and students’ doubts about the song.</td>
<td>Song “Lemon tree” worksheet</td>
<td>Students attention and participation</td>
</tr>
<tr>
<td>Practice Stage</td>
<td>20 mins</td>
<td>Students will listen the song and develop the song worksheet, then they will discuss about the song topic and free time activities they could do.</td>
<td>Tape recorder Song worksheet Song</td>
<td>Students listening skills, active participation.</td>
</tr>
<tr>
<td>Production Stage</td>
<td>30 mins</td>
<td>Students will make a dialogue about a free time activity given by teachers, then they will present to teachers</td>
<td>Notebook.</td>
<td>Students’ speaking skills, participation and attention</td>
</tr>
<tr>
<td>Closure</td>
<td>mins</td>
<td>Activity</td>
<td>No materials</td>
<td>Students active participation</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>----------</td>
<td>--------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Discuss about likes and dislikes that everyone has, in this students will recognize the differences they have between themselves.</td>
<td>20</td>
<td></td>
<td>No materials</td>
<td>Students active participation</td>
</tr>
</tbody>
</table>

Remarks:

______________________________________________

______________________________________________

______________________________________________

University Advisor ____________________________
Annexe 12

<table>
<thead>
<tr>
<th>PREPARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC: Essay about hobbies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>COMMUNICATIVE FOCUS: B will be able to write essay about hobbies.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>STAGE</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Warm-up</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Practice Stage</td>
</tr>
<tr>
<td>Production Stage</td>
</tr>
<tr>
<td>Closure</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>

**Remarks:**

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

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University Advisor

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**Materials**

Session 1
Annexe 13

**Lesson Plan No 7**  
**Student Teacher(s):** Liliana Pérez - Ana Valero

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> present perfect and past simple (2)</td>
<td><strong>Objective:</strong> To make students interact with the language with the reflection of their own stories to the eyes of others.</td>
</tr>
<tr>
<td><strong>Communicative Focus:</strong> To reflect my life and the life of others by the use of diverse grammatical structures</td>
<td></td>
</tr>
<tr>
<td><strong>Language Focus:</strong> To talk about personal and external stories by the use of present perfect and past simple</td>
<td></td>
</tr>
<tr>
<td><strong>Time:</strong> 4 hrs</td>
<td></td>
</tr>
</tbody>
</table>

**Classroom Routines:** 10 minutes  
1. Organizing the classroom,  
2. Greeting students  
3. Being quiet and in good disposition to start the class

<table>
<thead>
<tr>
<th>Class Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Warm-up</td>
<td></td>
</tr>
<tr>
<td>Presentation Stage</td>
<td></td>
</tr>
<tr>
<td>Practice Stage</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**
<table>
<thead>
<tr>
<th>Production Stage</th>
<th>simple, underline with different colors each structure.</th>
<th>To collaborate in the development of the activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure</td>
<td>Then create a story using both structures. Present it to the classmates in a simple representation</td>
<td>Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
</tr>
</tbody>
</table>

Remarks:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

University Advisor ______________________
# Lesson Plan No 8

**STUDENT TEACHER(s):** Liliana Pérez- Ana Valero

## Preparation

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>COMMUNICATIVE FOCUS</th>
<th>LANGUAGE FOCUS</th>
<th>GOAL:</th>
<th>OBJECTIVES:</th>
<th>TIME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present perfect and past simple (2)</td>
<td>Use of the language to create alternative endings</td>
<td>Review of present perfect and past simple</td>
<td>To interact with others to perform and create stories</td>
<td>4 hrs</td>
<td></td>
</tr>
</tbody>
</table>

## Classroom Routines: 10 minutes
1. Organizing the classroom,
2. Greeting students,
3. Being quiet and in good disposition to start the class.

## Class Development

<table>
<thead>
<tr>
<th>STAGE</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>Game: you’re dead</td>
<td>Set of cards</td>
<td>To work collaboratively and actively in the activity, also to finally organize the texts.</td>
</tr>
<tr>
<td>STAGE</td>
<td>TIME</td>
<td>RESOURCES AND MATERIALS</td>
<td>ASSESSMENT</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td>To pay attention and to do questions to be solved in the class.</td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td>Statement</td>
<td>To collaborate in the development of the activities</td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td>Story</td>
<td>To read and interpreted the story created</td>
</tr>
<tr>
<td>Remarks:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Teachers will make a short review about present perfect and past simple with the students. They will make a worksheet with exercises from it.
- To review the topic, it was prepared a running dictation in the one the students had to recognize different kinds of stories written in past simple and present perfect.
- Each group chooses one of those stories, prepares and alternative and for each one of them.
Annex 15

**LESSON PLAN No 9**

**SCHOOL:**  | **GRADE:**  | **DATE:**  
---|---|---

**STUDENT TEACHER(S):** Liziana Andrea Pérez Gutiérrez – Ana Valero

### PREPARATION

**TOPIC:** story time  
**GOAL:** to create stories based upon the understanding of students of their previous lessons  
**COMMUNICATIVE FOCUS:** creation of biography  
**OBJECTIVES:** to create stories based upon the understanding of students of their previous lessons  
**LANGUAGE FOCUS:** 

**CLASSROOM ROUTINES:**

CLASSROOM ROUTINES: 10 minutes  
1. Organizing the classroom,  
2. Greeting students  
3. Being quiet and in good disposition to start the class

(Time) __5 minutos__

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>15 min</td>
<td>Game about sentences construction. By groups they will receive a set of cards and then they will organize them correctly to build the sentence. Then they will join all the sentences building correctly the story.</td>
<td>Set of cards</td>
<td>To work collaboratively and actively in the activity, also to finally organize the texts.</td>
</tr>
<tr>
<td>Presentation Stage</td>
<td>30 min</td>
<td>Using the previous text, the teacher will review the way of referring to a biography, using some examples from it and using the board.</td>
<td>Board</td>
<td>To pay attention and to do questions to be solved in the class.</td>
</tr>
<tr>
<td>STAGE</td>
<td>TIME</td>
<td>ACTIVITIES / DIDACTIC PROCEDURE</td>
<td>RESOURCES AND MATERIALS</td>
<td>ASSESSMENT</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creation Stage</td>
<td>35 min</td>
<td>The whole class will create a story in the form of a biography. The teacher will give a statement that will lead the whole story. The statement is: &quot;During the Second World War,&quot; the students will continue the story until the end of it. They need to remember it has to have a form of biography. One of them will copy the whole idea.</td>
<td>Statement</td>
<td>To collaborate in the creation of the story</td>
</tr>
<tr>
<td>Reading Stage</td>
<td>5 min</td>
<td>The teacher will choose randomly some students to read the story and some others to interpret it. They have to be creative using the materials of the classroom to do it. They will have a grade for the whole students, if they do not participate, the grade will decrease.</td>
<td>Story</td>
<td>To read and interpret the story created</td>
</tr>
<tr>
<td>Closure</td>
<td>10 min</td>
<td>Teacher will do a TPR activity to make students move around the classroom to cool the class.</td>
<td>Activity</td>
<td>Participate actively on the activities</td>
</tr>
<tr>
<td>Homework:</td>
<td>5 min</td>
<td>The students will create by groups presentations about the biographies made on the previous class. They will represent this biographies for their partners using media and drama.</td>
<td>Computers, other artifacts such as costumes, cards, settings, etc.</td>
<td>To present the activity next class</td>
</tr>
</tbody>
</table>

Remarks:


UniversityAdvisor ________________________________
Responda las preguntas 11 a 18 de acuerdo con el siguiente texto:

The Ozone Layer is a "blanket" (A) ______ the earth. It protects (B) ______ from the sun's ultraviolet (UV) rays. The problem is that there is a hole in the Ozone Layer over Antarctica. Humans make that hole (C) ______ people use some products (D) ______ have terrible effects on the ozone.

Scientists say that this year (E) ______ hole broke all records it is the (F) ______ in history. It is 27.4 million km². Why is this hole (G) ______ big?

One reason is that the clouds over the South Pole carry chlorine (H) ______ and that gas slowly eliminates the ozone.

Now people are thinking more about the ozone. They are (I) ______ other substances; and in some years, (J) ______ will remember what the "ozone hole" was.

Responda las preguntas 6 a 10 de acuerdo con el ejemplo:

1. Who's that girl?
   - She's my sister.

2. What do you think of the teacher?
   - I like her.

3. Do you know Maria?
   - Yes, we are friends.

4. Can you come to the mall?
   - Sure, I'd love to.

5. How was the class?
   - It was great.

6. How was the day?
   - It was good.
Annexe 17 – Session 2

**ACODAO MAYOR DE MONTOYA**

**UDSMH RMK. XIMENAS M. CAMALI,**

**DIRECTOR GENERAL**

**SERVIZIO PARA SER LIBRES**

1. **other responsibilities or friends? Are you suddenly changing the way you dress or the music you play? Consider the reasons for your new look and why you think it’s important for you to change. You must balance the need to fit in with your peers and express your individuality.**

2. **Today the majority of mothers who have children are working. Some work for economic reasons, others for personal reasons. The physical work and increasing numbers of the housework responsibilities are falling onto their shoulders. If you’re one of these women, you know that these responsibilities, which are more than a mother’s job, are not easy to accept, but there are ways to make it easier. If you feel you don’t have enough time to cope, work out what is really important to you and put it into a positive way. By showing them and yourself that you have little free time themselves. Then suggest that together you may be able to find a better balance between work and relaxation.**

3. **Remember that your parents simply want you to be happy. Of course, you’ll have to do your best, but you’ll also benefit from the guidance and support that they give you. You’re also learning to be independent. As an adult you will eventually have to listen to other people. Here are some tips on how to be responsible and make decisions.**

4. **They won’t let me drive the way I want.**

5. **It is a common complaint. You are ready for freedom, but your parents are ready to give in to the idea that no one can do everything they want. Then advise your parents on living with strict parents.**

6. **Understand their limitations. Your parents aren’t trying to make enemies; they’re trying to help you safely through life. Try to be patient and remember that they want to be careful, responsible, and independent.**

7. **Communicate with your parents. Think through your reasons for wanting the change first and present them calmly and logically. Ask your parents for their opinions, concerns, and be ready to compromise.**

8. **Show you are responsible and can act in a sensible way when you are given some freedom.**

---

**PLEASE HELP! I CAN’T UNDERSTAND MY PARENTS!**

**10TH GRADE GUIDE**

**PLEASE HELP! I CAN’T UNDERSTAND MY PARENTS!**

---

**IT IS IMPORTANT TO COMMUNICATE**

between parents and teens but there are many obstacles to overcome. One way to start is to build a relationship with your parents and talk openly about what is affecting your life. It is important to explain your feelings and thoughts about your goals and future. Your parents might not always understand your struggles, but they will respect your need for independence and support. If you have trouble communicating with your parents, try talking to a friend or teacher who might be able to help you. It is important to remember that your parents love you and want the best for you.
Anexx18 – Session 3

Adverbs of Frequency

Frequently - frecuentemente
Rarely - raramente

Write a sentence with each adverb of frequency

1. I always go to school.
2. I always do my homework.
3. I always listen to music.
4. I always watch TV.
5. I always read books.
6. I always eat chocolate.
7. I always play video games.
8. I always go to the movies.
10. I always exercise.
1. BEFORE YOU READ

**Prediction** comes from the verb predict. It means to say something in advance about events. We are predicting when we make guesses about what we are going to read.

A. Look at the title of this article. Why do you think adolescents can't understand their parents? Write down three ideas. Then discuss them with your partner.

B. Look at the list of words in the box and, with one of your classmates, decide which words you think will be in the text. If you are not sure of the meaning of some of them, use your dictionary. Then underline the ones you choose and share them with the group.

<table>
<thead>
<tr>
<th>Grade</th>
<th>drop</th>
<th>household responsibilities</th>
<th>anger</th>
<th>landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ear</td>
<td>concern</td>
<td>understanding</td>
<td>ashamed</td>
<td>worry</td>
</tr>
<tr>
<td>Boyfriend</td>
<td>date</td>
<td>communication gap</td>
<td>party</td>
<td>teacher</td>
</tr>
<tr>
<td>Overburdened</td>
<td>relationship</td>
<td>tension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. WHILE YOU READ

A. Skimming. Read the article and choose from the list, the most suitable heading for each numbered situation presented.

1. I am overburdened with responsibilities
2. My parents don’t like my boyfriend/girlfriend
3. My parents are too strict
4. I can't talk to my parents

It is true that nobody promised you life would be easy; but then again, nobody mentioned how many problems there would be either. The following practical solutions can help you tackle your problems with your parents.

1. This is a very common problem between parents and teens but there are things you can do to make your parents change their opinion. Sit down with your parents and talk logically about what it is that they don’t like about your boyfriend/girlfriend. Put yourself in their place to consider the possibility that they might be right. If they are wrong, then keep in mind that it’s up to you to help forget their fears and worries. Your parents might give you some reasons why they don’t like your boyfriend/girlfriend.

   **“He/ she is different.”** May be he/ she has a different family background, or he/ she wears a plaiding and kilts or leather. The only way your parents are going to change their minds about your friend is if you give them the chance to get to know him/her better. If you find yourself feeling ashamed to bring him/her home maybe it is because you don’t think he/she’s right for you.

   **“He/ she is not good enough for our daughter/ son.”** It isn’t always easy for parents to accept that their child is starting to date. Try to understand their fears about dating in general. Once you know their fears, you’ll know how you can allay them. Just remember, dating is a big step in your parents’ eyes, so give them some time, be patient and, above all, be willing to compromise.

   **“The relationship is too serious.”** Are your grades dropping? Are you ignoring
Write your own routine. Use adverbs of frequency. Share it with the class.

---

**ADVERBS OF FREQUENCY**

Put an approximate percentage (%) for the frequency of the following adverbs:

<table>
<thead>
<tr>
<th>Always</th>
<th>Frequently</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost always</td>
<td>Sometimes</td>
<td>Hardly ever</td>
</tr>
<tr>
<td>Usually</td>
<td>Occasionally</td>
<td>Almost never</td>
</tr>
<tr>
<td>Generally</td>
<td>Seldom</td>
<td>Never</td>
</tr>
<tr>
<td>Often</td>
<td>Normally</td>
<td></td>
</tr>
</tbody>
</table>

Write a sentence with each adverb of frequency:

Always:

Rarely:

Frequently:

Almost always:

Often:

Sometimes:

Hardly ever:

Usually:

Occasionally:

Almost never:

Seldom:

Never:
B. Read the text again and complete the chart below. Give at least one reason for the problem and one or two ways to solve it. Use frequency adverbs.

PROBLEMS

<table>
<thead>
<tr>
<th>Parents don't like boyfriend/girlfriend</th>
<th>Teens are overburdened with responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>Reasons</td>
</tr>
<tr>
<td>She is different, understanding</td>
<td>Concern</td>
</tr>
<tr>
<td>It is not good enough, because</td>
<td>Depression</td>
</tr>
<tr>
<td>The relationship is too intense</td>
<td>Prevention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents don't talk to teens</th>
<th>Parents are too strict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>Reasons</td>
</tr>
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<td>My reactions</td>
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C. With a classmate prepare a poster where you can show your own points of view about problems between parents and teens.

ROUTINES

Thomas is writing about his daily routine to a pen pal:

My daily routine:
My name is Thomas Moore and I am a student. Every day I get up at seven. Then I take a shower, brush my teeth and put on my uniform. After that I have breakfast with my family. At seven forty five, my sister Becky and I leave home. School begins at eight fifteen and finishes at one thirty. After school, we always have lunch with our parents. At about three o'clock I do my homework. After that, I go out and play with my friends. Sometimes we go to the swimming pool. We play soccer and baseball. I arrive home at six P.M. we usually have dinner at seven fifteen. My father never watch with us because he arrives home at ten. I never watch too much TV. I always go to bed at nine thirty.
SONG: LEMON TREE by Fools Garden

I'm sitting / sitting here
I'd like to go out baking / taking a shower
But there's / where's a heavy cloud inside my head
I feel so tired / bored
I'm turning turning turning turning around
And all that I can see is just a yellow lemon-tree

OSILANITO is not (—— bad) for me
OSILANITO, I don't want to (—— stand) (—— under) a lemon tree

Useful words and phrases:
- to hang out
- to wander 'wonder' around/about
to express joy
to be upset
to waste time

Yesterday you told me 'bout the blue blue sky
And all that I can see is just another lemon-tree
I wonder how I wonder why
I'm turning my head up and down
I'm turning turning turning turning around
And all that I can see is just a yellow lemon-tree

Natalia Kudryk, Ukraine
I'm sitting here in a boring room
It's just another rainy Sunday afternoon
Annexe 20- Session 5

PARTS OF AN ESSAY

Introduction—An essay begins with a brief introduction, which prepares the audience to read the essay. An effective introduction should:
- Catch the reader’s attention, which can be done, for example, by using a direct announcement, a quotation, a question, a definition, an unusual comparison, or a controversial position;
- Introduce the topic of the essay, (in other words, inform the reader of and provide a context for the topic being discussed);
- Introduce the main idea (otherwise known as the thesis or claim) of the essay;
- Introduce the purpose of the essay (will it inform, argue, persuade, describe, narrate, classify, etc.?)

Body—An essay includes body paragraphs, which develop the main idea (thesis or claim) of the essay. An effective body paragraph should:
- Explain, illustrate, discuss, or provide evidence to support the main idea (thesis or claim) of the essay;
- Discuss only one aspect of the main idea (whenever you move on to a new supporting point, start a new body paragraph);
- Work together with the other body paragraphs to support your essay’s main idea;
- Work together with the other body paragraphs to create a clear, cohesive paper (clarity and coherence can be achieved through the use of transitions).

Conclusion—An essay ends with a brief conclusion, which brings the essay to a logical end. An effective conclusion should:
- Provide closure for the reader by reviewing main points (make sure that this review is brief—after all, these points have already been fully developed in the body paragraphs), linking the main idea of the essay to a larger issue, predicting an outcome related to the main idea, giving an opinion, or using a quotation that helps sum up an essential aspect of your main point;
- Remind readers of the primary focus of the essay, which can be done by restating the main idea in different words;
- Avoid introducing new ideas;
- Avoid apologies.
SAMPLE SHORT ESSAY SET

Georgetown, Saudi International relations

For many years, I have been interested in studying international relations. My interest in pursuing this field stems from several factors which have affected me. First, I have been exposed to international affairs throughout my life. With my father and two of my brothers in the Saudi Foreign Service, I have grown up under the shadow of international affairs. Second, I am fascinated by history, economics, and diplomacy. I believe, through the study of international relations, I can effectively satisfy my curiosity in these fields. A third factor which has affected my interest in international relations is patriotism. Through the Foreign Service, I would not only have the opportunity to serve my country, but also have the chance to help bridge gaps between my country and others. Finally, as a Saudi living abroad, I have been bridging cultures throughout my life. This experience has taught me to look for differences to compromise and similarities to synthesize in order to balance different cultures. In short, I believe that my experiences in life, combined with a rigorous academic education, will enable me to pursue a successful career in the Saudi Foreign Service.

Georgetown, Favorite class

At St. Albans, especially in our later years, we are given the freedom to choose from a vast array of classes. Using this freedom, I have selected classes which have personal significance to me, regardless of difficulty or appearance on my transcript. However, from these classes, one holds an extraordinary amount of value to me. This course is A.P. Ominibus History, a combination of American and European history. There are several reasons for my great interest in this class. First, I am fascinated by the cyclical nature of the past. I see these recurring political, economic, and social trends as a means of looking forward into the future, while allowing us to avoid the mistakes of the past. Second, history teaches many lessons about the nature of human behavior, both past and present, providing insight into the actions, desires, and aspirations of those around me. Finally, it lays a solid foundation for several disciplines, including political science, economics, and international relations, three fields of great interest to me.

Georgetown, Visual arts

In the past four years of my life, no activity has affected me more than wrestling. Four years of varsity wrestling and the honor of being a team captain has instilled many qualities in me. First, through years of hard work and continuous dieting, wrestling has given me discipline. This discipline has spread to other parts of my personality, including my mental character, work ethic, and perspective. Another quality wrestling has given me is leadership. As a team captain, I have learned to lead by example, both on and off the mat. Above all, wrestling has given me a love of life. Through this sport, I have experienced pain, sacrifice, adversity, and success. Exposure to these feelings which are, in my opinion, the essence of being has allowed me to truly appreciate life. I hope to continue wrestling at Georgetown.

Youth and Tendencies

Trends, youth are Radicals by Venus.
Aspects the best know are:
Clothing, hairstyles, music, friends, trends, Fashion, sports television.
All these things are essential for young people and that can help to fix personality and character and criteria of the young.
We as young people attend to shop stores and it depends of our personal lives.
Trends also reflect activities:
Drink, liquor; to steal, wake up later, eat junk food, having sex.
YOUTH AND TENDENCIES

Introduction
The youth today identify with style
modifications of the 80's generation
with modifications for the time
period, personal quality and
caracteristic.

Conclusion
As important much the appearance
is, that the personality is behind the
face without too much worry for the
rest.

Sections
11-04

Name: Jorge Lopez

Alexandria Castellanos
Annexe 21 – Session 6

In 1997, an engineering company started studying the possibility to join Britain and France through a tunnel under the sea. It would have two trains for passengers as well as a small service train. In 1973 the idea went into action and the hard work began. A short time later, they were stopped because there wasn’t enough money to complete the project.

In 1994, several companies showed their ideas to re-start the project: two variations of railway, a road and a big bridge over the English Channel. The chosen project was the railway solution that was very similar to the one presented back in 1973. This time with help from both the British and French, a private company began the construction.

On January 30th 1995, the company TransManche Link (TML) said that a long tunnel would be constructed. They chose a route from Folkestone in England to Calais in France. This wasn’t the shortest possible way and the company needed to work harder than 13 years before.

It took seven years to complete the Eurotunnel and about 13,000 people worked on it.

The two ends of the tunnel platform met on December 1st 1990 and lots of journalists and photographers went to the opening ceremony. Later, in 1991, the two long trains met. The hard work continued and three years later the project was completed.
5-April-16.

English Activity:

1. Once upon a time there lived (live) a poor widow and her son Jack.
2. At the top of the beanstalk he found (find) a magical bird where a giant lived.
3. When the cow stopped (stop) giving milk, Jack's mother told (tell) him to take them add to the mansion and sell it.
4. During the night a giant beanstalk grew (grow). Jack decided to climb it.
5. All they had (have) was a cow called Daisy.
6. When he arrived home without any money, his mom became angry. She threw (throw) the beans out of the windows into the garden.
7. On the way he met (meet) an old man who offered "magic beans" in exchange for the cow and Jack's magic (money) the trade.
8. When Jack reached (reach) the ground he took an axe and chopped (chop) down the beanstalk.
10. Jack stole (steal) gold and magic duck from the giant.
11. Jack and his mother lived (live) happily and in great comfort for a long, long time.
12. The giant fell (fall) and was killed when Jack cut (cut) down the beanstalk.

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Baa Baa Black Sheep
There lived a black sheep in a nearby village. Every spring, he shaved his black wool and sold it to the villagers. The villagers made sweaters and socks from his black wool.
One day, the black sheep noticed that he had some more wool left. He thought, 'It would be such a waste if nobody wants to buy the wool.'
That afternoon, an old man came over to his wooden shed to see him. He wanted one bag full of the black sheep's wool. Then an old woman came over. She also wanted a bag full of wool. A short while later, a little boy arrived. He also wanted one bag full of wool. Therefore, the black sheep prepared three bags full of wool for them. He was happy that all of his wool was sold off.

Who are they? What have they done? What has happened?
Roger and Melinda have owned their sailboat for 10 years. During that time, they have sailed together many times. They have sailed to lots of places.

They have sailed on the Pacific Ocean. They have also sailed on the Atlantic Ocean. They have even sailed around the Gulf of Mexico twice. However, they have never sailed on the Arctic Ocean or Indian Ocean.

In the last year, Roger and Melinda have sailed around the Hawaiian Islands and across the Hudson Bay. Roger and Melinda love to travel in their sailboat!
Once upon a time a dolphin in
a desert in the year 2001
Benjamin mediocre a musician
Benjamin he was an alcoholic
Benjamin lives in the ocean
He was work near to the pool
He tree lives with mother and brothers, he was very sad.
He was very sad because his son was dead, he married
to Lorenta in the ocean in New York.
Days have two sons, his marriage
fall down because his alcoholism.
He went to a new ocean
he had an adventure with
on—other female dolphin
He died because of an over
osis of marijuana.
Primero que todo, entre el curso aniamos una biografía de John Lennon. Mientras la muchacha (Liliana) leía su biografía.

Luego hicimos un círculo donde las muchachas nos dijeron que íbamos a jugar 'Tingo, Tingo, Tingo', al cabo teníamos que decir o alear una biografía con las características que nos habían mencionado.

* blue
* Dolphin
* Ocean
* New York: 2000

Mientras otra compañera redactaba o escribía lo que nosotros decíamos, al terminar entre todos leímos la biografía que aniamos.

Después hicieron una red, para los que lo ganaron tuvieron que actuar.

Luego las muchachas nos dijeron que íbamos hacer un juego en el teniamos que disparar de uno a otro, y al que mataran primero salían.

Once upon a time, Juan David was a guy who has a boyfriend.

He had 18 years old. He was born in a public park in 1980.

He liked to play soccer and the colors blue and black.

He was born in NY and when he grew up he was a Gigolo.

He died of Aids on his ear and he was eaten by a black dolphin called Lusprilla.
Annexe 24 - Session 9
Teaching logs

Annexe 25

Teaching log No: 1

Topic:

Knowing each other. Conversations about life experiences and feelings about environment

Mock exams Icves. 1

- What did I plan?

In order to know the starting point to establish our material and our lessons, these sessions was planned some workshops in which students expressed their ideas, feelings and points of view about school’s environments and their own life experiences, thus, was developed dialogues between students and teachers about the required topic; by beginning with constructing questions by a game called roll, roll, fall. The questions were: what do you feel in the school? How are your social relations with your mates? Do you any problem at the school?, etc. On the other hand, there were given questions about their life experiences, in where, the questions were: what was your best memory? Who do you live with?, what is the relation with your parents and relatives?, what is the worst life experience? Etc. Further, in the school was implemented an Icves mock around English proficiency level, we used to know their level in this second language
• How did it actually do?

Despite, the lesson was planned by beginning with the conversations and questions, we started the development of the Icfes mock, due to, the school required it, for that reason the first session students carried out the test. Although, they did not finish the test in one session, they took almost two. In this was assessed grammar, reading comprehension, vocabulary and reading. Hence, for the second sessions we developed the questions and the dialogues, we took the time to listen and bore the most relevant experiences, into the school and outside of this. It was a harder experience for us, because, students did not understand any question in English language, for that we had to make them almost in Spanish or did a lot of mimic for the students understanding, here we proved that the communicative, speaking and listening skills were low in comparison with students grade.

• Impressions;

With these sessions the first impression I had was the English level in eleventh graders was low, and came to my mind this was an obstacle in order to develop our workshops, because my expectation was students had a wider English level to talk and express their ideas and feelings, I could verify it, with the test results, because, they were low as well. In my point of view those students had A1 level or lower. Contrary, happened with their life experiences and all social part of the proposal, because they had interesting memories and experiences that we could work with.
Annexe 26

Teaching log No 2

Topic:
Explanation of simple present/ present continuous Workshop about family problems

• What did I plan?

For these sessions, we wanted to start by finding out the familiar issues that students were involved, as we knew they did not have an appropriate English level to generate a story or a dialogue. First, we planned to do a warming activity by giving some commands, after that, we planned to teach or reinforce the present simple and continuous by given them some differences between both tenses, in which we would use some easy samples, taking that, students could develop sentences and with that we gave some feedback for a better understanding, we would try to talk all class in English language. According with the explanation, students could develop a reading workshop about parental problems, after that, they did another workshop about daily routine using adverbs of frequency. The workshops included: infer titles, take main ideas, write the best title to each paragraph, construct a concept map, write daily routines and point out each routine according with adverbs of frequency.

• How did it actually do?

As other sessions students were late, so we could not start the classes with the proposed time, for that, we could not take the necessary time to develop the
activity, the first part of the session, students were inactive by doing the TPR activity, because much of them did not participate, for that reason, we could not develop the listening a kinesthetic skills at that moment. In the stage of the explanation we used the board, some students paid attention and tried to participate by making the sentences, also, writing the sentences and contributing with the feedback. The next stage, we explained once and students did not understand or did not listen, because, they asked about what they had to do, however, they tried to do the workshop, although, they took two sessions to do the activity also all groups, because, they had many failures in their reading and writing skills.

- Impressions:

The impressions I had, with those sessions was students like to participate in class, provided that they feel comfortable, they did not participate in TPR activity maybe, because they felt ashamed to do so or because it was boring for them, but, with sentences they participated a lot, I think they understood the topic or remembered it. Regarding the topic, and the elements they had to take into account, we found many interesting things about their relations with their parents, we found students were agree with they are different, because of their age, generation, and years they have lived, so, they thought about their likes, points of view, their lack of some parental figure, their personalities, sexual conditions, etc.
Teaching log No 3

Topic: TRPS about family problematic (role play)

Posters and short presentation about social values related to family situations

- What did I plan?

  These sections, students developed a final product about family problems; the product was a poster students had to explain in English as much they could, students had to develop the session made the poster with some pictures, sentences that were relevant for them to explain the topic related with their own experiences and their partners. Thus, students worked in groups of 3 and each one had to say at least one sentence in English. We planned start the class with a TPR activity (Simons says).

- How did it actually do?

  The session began with the TPR activity, some groups were more active than others, but overall they were more active, that was good for us. Therefore, students had prepared their posters, some of them with Spanish language sentences; there were beautiful pictures and critical points of view. The presentations were not totally in English some of students were afraid to talk in English language, they said like: I can’t, I’m ashamed, I don’t know any English. Meanwhile, others said some sentences and tried to speak in English, with some pronunciation, grammar and
speech fails. On the other hand, students gave some good ideas about live with their parents.

- Impressions:

  I felt students were losing their fear to English language and the shame as well, they were more participative, what I considered is good because they could increase their English language proficiency, despite; there were some students that stilled with that fear, like refusing the language. Also, I felt, they expressed to be more comfortable when they tried to speak about their issues in other language, in other words, they used the language when they can speak about things that call their attention. For the social part, students show values like they must respect their parents, the tolerance, understanding and comprehension.
Teaching log No: 4

Topic: Song and interpretation of the song “lemon tree” TPRS about hobbies and freetime activities (role play)

- What did I plan?

  In this, we wanted to improve listening skills and the present continuous as well as the present simple, for that reason, we developed a session with a song call “lemon tree”. Here we made relevance in leisure and free time activities that the song contained. In the first moments of this, we made a reading of the song, clarifying some expressions, and explaining the activity. Then, we would play the song three times, in order students fill the gaps to some sentences. Took into consideration this, students would discuss about the meaning of the song and write a reflection of it. Here students would reflect about the values and thoughts that came to their minds related with the song’s topic. After this, we would give to students some free time activities with the purpose students create dialogues, which, we would assess.

- How did it actually do?

  We read the song clarifying the unknown expressions and explaining the activity by filling the gaps, the students listened the song more than three times, the had some difficulties in understand the song, and in their pronunciation, but, for the
next activities the students tried to do it as we planned, although, few of them made the reflection, because they were focused in other subjects’ activities. For the dialogues students made them, with some topics such as: parties, sports, movies, and all kinds of those activities. Each group present the dialogue between 2 minutes and 3, there were some problems in their pronunciation and expressions.

- Impressions:

In this session, I consider students are not familiarized with the English language, even with music which is for me the best way to understand and acquire this second language knowledge, because, students did not understand the most common English expressions, however, some of them had the motivation for doing the activity. In other hand, in the part of the dialogues students present some problems of pronunciation and grammar structures, as well as, in vocabulary, no much as the previous classes, here I can see the lack of interest that students had to the class and we had the same problem of boredom and lack of interest.
Teaching Log No 5

Topic: Essay about hobbies

- What did I plan?

According with the topic about the likes, hobbies and free time activities, students developed an essay expressed some point of views about current activities for free time, in this teachers did a short explanation of how to do an essay, with some simple writing rules: a title, an introduction, a corpus and a conclusion. Students would be organized my groups of two or three people, in this would have all the time to write the essay. Thus, we wanted students to write their ideas and perceptions of that, by demonstrating some social values and critical thinking.

- How did it actually do?

Students arrived class room late, for that reason all time for do the activities began late. We explained how to do an essay; we gave the instructions about the organization and the time to handle it in, students were active, they wrote what we required, but they did not write all work in stipulate time, for that reason we took two classes to do the activity. When we read the essays, we realized students wrote a summary or a story, although, they wrote down something about social values like respect and tolerance, it was just a few but they tried to do it. Students express their likes such as pets, cities, places they want to know, clothes they would like to wear, types of music etc.
• Impressions:

The relevant thing in this activity was students could express all their likes and dislikes, the things they thought about common success like sports and fashion for example; they really loved the soccer and their teams in Colombia like Millonarios or Nacional, their thoughts about what they consider when other guys have different points of view, some of them respected, meanwhile they could tolerate that people. For the English level, students did not do an essay and the expressions used in their texts were low, more of them use some tools like Google translator to translate all they text what for us was difficult to understand and others copied some text from internet.
Teaching Log No 6

Topic: Mock exams icfes #2

- What did I plan?

As was required by the school, the students presented a second mock Icfes exam, in order to assess how their English level increase or decrease, the exam was planned for two hours, in which, students were assessed in their reading, writing, grammar skills; language in use, expressions and vocabulary.

- How did it actually do?

The students took more than two classes to develop the tests, there were some of them did not attend the classes, because they did not wanted, others copied their partners answers, they said it was boring and did not have any interest in did the test.

- Impressions:

Some students’ behaviors were not appropriate for the activity, thus, I consider here they also manifest their social values, taking into account task they must do in order to get something. Here they did not accept develop the test, I observe they did not accept their responsibilities.
Annexe 31

**Teaching Log No 7**

Topic: Explanation of topics simple past and present perfect.

Workshops about past simple to talk about past stories

➢ What did I plan?

This new topic was planned for a class, in which students would practice and reinforce the simple past and the present perfect, where they would observe the differences of those tenses in contexts and grammatical us. Thus, in each group we started to explain the tenses with the board use by making a comparative chart in order to present differences. Secondly, the students would write some sentences and they would be socialite in group, so that, students could clarify their doubts and questions. The next activity, students would receive a workshop about a tale with some picture and scramble sentences, in this they have to organize the tale according with the images by using both mention tenses and using the correct verb form, at the end of this lesson it would give a feedback with the correct answers.

➢ How did it actually do?

The class began on time, we explained the topic the differences between mention tenses, so some students made the sentences, others were doing homework, for that reason many of them asked, “What do we have to do?”; or they said “I don’t understand”, so we did a particular explanation by groups. So, they did the sentences and gave the feedback of that part. The second part of the class was for
the development of the story; students were fast to do it, although, many answers were wrong, also, they made questions about words they did not know.

Impressions:

I felt students sometimes did not interest by topic that requires paying attention, an explanation, in other words, when they must be passive. For instance, they felt time could be used in other activities like doing another subject homework, despite, the class was quite, students did not speak they felt boring and unmotivated.

Annexe 32

Teaching Log 8

Topic: Creation of a song about sentences in past simple/ present perfect

Running dictation and TPRS about stories in present perfect

What did I plan?

In order to put in practice the past simple and the present perfect, we designed a lesson in which students could practice it, take into account speaking as much as in reading and writing, for that reason, students would develop by whole group a song with different sentences in past simple and present perfect. For the running dictation, here the students had to dictate some short tales in present perfect; base on that they would draw a picture related with the tale and socialized the picture.
In the first activity the students created a song; each group was divided by two groups; one for the past simple and the other one for the present perfect. Each student would write a sentence in one of the corresponding tenses, so, they had to memorize and sing, meanwhile a hip hop track was playing, in that way we could choose a winner. For the second activity students were organized in pairs; one was the person who dictated and the other was the writer, the idea was they copied a tale in present perfect and draw a picture, in order to socialize the tale to their partners.

➤ How did it actually do?

The students came early to class, so we could begin the class on the established time. We started with a TPR game about commands, the students participated, after the activity; we asked to students to stand up and divide in two groups, one had to write sentences in present perfect and the other group a sentence in simple past. With some difficulties they tried to memorize the sentences, but most of them could not do it, for that reason they kept a paper with the sentence, so, we played the track, some students were shy and anxious, meanwhile others were quite. The pronunciation was not bad because they recognized some English expressions because of the songs. At the end of the activity students felt joy and made some choreographies to make funnier the activity.

For running dictation, students were active; they took almost one hour to dictate and copy the tale, there were some role changes to finish the activity, the interesting thing were they felt in a competition, so, they tried to do as quick as they
could and was funny for them as well. They had some problems in the socialization due to, they had failures in the pronunciation and in the speech, for that reason, they spoke a lot in Spanish with some words in English.

**Impressions:**

The impressions those activities let me, were the students liked activities that involve music and competitions, they felt more motivate to learn and do the activities. For example, they put all their creativity to write and express the sentences in different tenses; also, I can conclude they made a mix between music,, their contexts, and their experience summed in a little sentence, because, we listened related with their likes, violence, drugs, the respect and tolerance. In that sense, I could say they can learn, be motivated and learn to work together to achieve a goal. There were the same speaking problems.

Annexe 33

**Teaching Log No 9**

Topic: Biography of a famous character

TPR Biography of an imaginary character (Role play)

What did I plan?
For this session, students would practice reading, writing and speaking skills with the use of biography of a famous character, thus, the first step to the develop this students read a biography of a famous character, in which, they recognize the main characteristics of the characters’ life. The second step is based on the reading they would write a biography about someone famous, then they make a scrip and make a roll play about the life of the person they choose.

➢ How did it actually do?

The classes were really good; students had some difficulties in read the text however they understood more than the first classes, they took much time in class to do it. This exercise helped them in write the biography; they had some questions that we could solve them, they wrote about singers, soccer players etc. For the last step of this session students were motivated to do it, they made creative performance, used many things that maybe helped them to represent in a better way, students had some difficulties in speaking and vocabulary, their grammar was appropriate.

➢ Impressions:

The students felt comfortable doing the performance; this demonstrated that they have more dispositions when they know that, the final product is something that they could use their creativity, also, it is relevant the fact students increased their English knowledge, they also included their likes, issues that involve their real contexts and their experiences, as well as, their English level increased a little bit.
Annexe 34

Teaching Log No 10

Topic: Workshop about the social values seen (reflection) and presentation of posters about social values

➢ What did I plan?

For this last session, students could create a poster about social values with a reflection, thus we give to students one class to prepare the posters and reflection and other class to socialize the poster with their corresponding reflection. For that, students would be organized in groups of 4 or 5, about; the reflection students try to explain it in English as well as the reflection.

➢ How did it actually do?

We asked to students to think about social values, what they though, their definitions, what it came to their minds and with all that, write a short reflection, and put into this their own experiences and how social values were into their daily lives, they had some difficulties to write, but they do it better than first classes. They had a lot of questions that we solved; according the things they wrote constructed the posters.
**Impressions:**

In these last classes, I felt how the motivation and English skills increased in students, maybe, they felt more comfortable, and they could show their creativity. Regarding, social values students express interesting things like, despite their differences and similitudes they concluded how important is the tolerance and respect to others, because all of us are different worlds.

**Analysis of Teaching logs**

Annexe 35

In order to identify the emerging findings during the entire project was necessary to identify each category in different colors, so that, they would be associated with established project’s objectives.

- To promote social values and good relationships among students through drama activities in the classroom environment.

- To promote English language learning in students by implementing Total Physical Response Storytelling (TPRS).
• To find out how the adaptation and implementation of this TPRS method provide new dynamics in the teaching of English as a foreign language.

• To help students prepare for the SABER 11 test.
Objectives
- To promote social values and good relationships among students through drama activities in the classroom environment.
- To promote English language learning in students by implementing Total Physical Response Storytelling (TPRS).
- To find out how the adaptation and implementation of the TPRS method provide new dynamics in the teaching of English as a foreign language.
- To help students prepare for the SABER 11 test.

<table>
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<tr>
<th>Entry</th>
<th>Main idea(s)</th>
<th>Comments</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We started introducing ourselves and sharing with the students the reasons we were there with them, the amount of time we would work with them and our expectations. Later we listened to their own expectations with our English class as well.</td>
<td>We shared with our students the methodology and we included them into the things they wanted to know or they were hoping to understand at the end of this time with us.</td>
<td>Classroom procedures.</td>
</tr>
<tr>
<td>2</td>
<td>We started with the first game: roll, roll, [p]. Here students showed that they are not used to doing games or other activities, also that their English level was not enough to answer simple questions about themselves.</td>
<td>Here we understood that there was a huge problem with the students and their knowledge of English language. Here comes into consideration how they perceive the language and how this affects their process. Most of them were not interested in participating because it was in English and not in Spanish.</td>
<td>Using games to help us to know each other.</td>
</tr>
<tr>
<td>3</td>
<td>Students share some of their ideas about problematic in their school, family and society in general. In this exercise they had to make a drawing about themselves into their own environment and the role of them into the different social problematic they had to face.</td>
<td>We started talking about themselves as social subjects that belong to different communities and the social values are important to live in a good way. This first task was about their own perception into their context.</td>
<td>Individual work, own perception. Collaborative work, sharing ideas.</td>
</tr>
<tr>
<td>4</td>
<td>The previous teacher gave us some mock exams about the test, so students started developing the exercise, but because of sort of time and problems of the students when understanding the different texts from the mock exam. Next day, students continued developing the mock exams, and at the end we shared the answers with them.</td>
<td>Students developed the mock exam. We realized that their knowledge in the English language was not so good, so it was a starting point for us to know that our English level was really basic.</td>
<td>Individual work, worksheets.</td>
</tr>
</tbody>
</table>
# Objectives
- To promote social values and good relationships among students through drama activities in the classroom environment.
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<tr>
<td>1</td>
<td>We arrive to the classroom and the students after many alterations the students arrive to the class, with a terrible disposition.</td>
<td>The students don’t like the English class. Difficulty behavior showed lack of social structure.</td>
<td>Difficult behaviors of students showed that they don’t have a good practice of manners and values.</td>
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<tr>
<td>2</td>
<td>We started with a Chinese whisper with a short sentence, the students were excited about it, but after when it finished, and the real work started, they were displeased and no one wanted to participate. Also they were really nervous about talking in public.</td>
<td>The lack of language input made harder the application of games learning how to respect others work and contribute in a positive way to the growth of others in terms of their work.</td>
<td>The lack of interest also makes students do not learn the language and makes harder the posterior processes of learning.</td>
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</tr>
<tr>
<td>3</td>
<td>In the stage of the explanation we used the board, some students paid attention and tried to participate by making the sentences, also, writing the sentences and contributing with the feedback.</td>
<td>The implementation of new methodologies is difficult because of the traditional way of teaching students we grew.</td>
<td>The lack of interest also makes students do not learn the language and makes harder the posterior processes of learning.</td>
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</tr>
<tr>
<td>4</td>
<td>The next stage, we explained once and students did not understand or did not listen, because they asked about what they had to do, however, they tried to do the workshop, although, they took two sentences to do the activity also all groups, because, they had many failures in their reading and writing skills.</td>
<td>They developed a workshop, but because of their low English level, they lasted more than was expected.</td>
<td>The lack of interest also makes students do not learn the language and makes harder the posterior processes of learning.</td>
</tr>
</tbody>
</table>
### Objectives

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<tr>
<td>3</td>
<td>The session began with the TPR activity, some groups were more active than others, but overall they were more active, that was good for us.</td>
<td>IFH games with better disposition</td>
<td>The TPR games helped us to get closer to the students and warm the relationship between students and us.</td>
<td>Games, Warming up</td>
</tr>
<tr>
<td>2</td>
<td>Video about parents and adolescents problems and after that Students showed their posters about problems with their parents</td>
<td>Work about family problems such as drug addiction and violence where shared with respect</td>
<td>Therefore, students had prepared their posters, some of them with Spanish language sentences, there were beautiful pictures and critical points of view.</td>
<td>English level, social problems, family difficulties, point of view and critical posture about self and others life stories.</td>
</tr>
<tr>
<td>3</td>
<td>The presentations were not totally in English some of the students who were afraid to talk in English language, they said like: I can’t, I’m ashamed. I don’t know any English. Meanwhile, others said some sentences and tried to speak in English with some pronunciation, grammar and speech fails.</td>
<td>The lack of language made harder the communication of students, but in this case we evidence better intentions and more participation</td>
<td>When students talk about themselves and their real life, they try to produce language.</td>
<td>Real life experiences, communication, language experience, improvement and interest</td>
</tr>
<tr>
<td>4</td>
<td>Students choose one of the different problematic and create groups in their groups and role play generations. They worked as a group sharing ideas to create a good role play.</td>
<td>Use of drama activities as an introduction for next sessions using TPRS</td>
<td>It was an opportunity for them to create using the foreign language and the new approach a role play for their partners, making them somehow forget fears and possible mistakes of English grammar in use.</td>
<td>Role play, family members, sharing experiences</td>
</tr>
</tbody>
</table>
**Objectives**

- To promote social values and good relationships among students through drama activities in the classroom environment.
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<tr>
<td>1</td>
<td>Here we made relevance in leisure and free time activities that the song contained. In the first moments of this, we made a reading of the song, clarifying some expressions, and explaining the activity.</td>
<td>TPRS games with better disposition</td>
<td>The TPRS games helped us to get closer to the students and warm the relationships between students and us.</td>
<td>Games: Warming up.</td>
</tr>
<tr>
<td>2</td>
<td>Took into consideration this, students would discuss about the meaning of the song and write a reflection of it.</td>
<td>Work about family problems such as drug addiction and violence where shared with respect</td>
<td>Therefore, students had prepared their posters, some of them with Spanish language sentences; there were beautiful pictures and critical points of view.</td>
<td>English level, social problems, family difficulties, point of view and critical posture about self and others life stories.</td>
</tr>
<tr>
<td>3</td>
<td>Here students would reflect about the values and thoughts that came to their minds related with the song's topic.</td>
<td>The lack of language input made harder the communication of students, but in this case we evidence better intentions and more participation.</td>
<td>When students talk about themselves and their real life, they try to produce languages.</td>
<td>Real life experiences, communication, language experience improvement and interest</td>
</tr>
<tr>
<td>4</td>
<td>After this, we would give to students some free time activities with the purpose students create dialogues, which, we would assess.</td>
<td>Use of drama activities as an introduction for next sessions using TPRS Role play about family problems created on them the opportunity to share their reality and real experiences how they see them.</td>
<td>It was an opportunity for them to create using the foreign language and the new approach a play for their partners, making them somehow forget fears and possible mistakes of English grammar in use.</td>
<td>Stories assessment.</td>
</tr>
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### Objectives
- To promote social values and good relationships among students through drama activities in the classroom environment.
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<tbody>
<tr>
<td>1</td>
<td>Here we play with students a TPR game to chill put and as a beginning for the class</td>
<td>TPR games with better disposition</td>
<td>The TPR games helped us to get closer to the students and warm the relationships between students and us.</td>
<td>Games, Warming up.</td>
</tr>
<tr>
<td>2</td>
<td>Explanation of how to make an essay</td>
<td>The lack of language input made harder the communication of students, but in this case we evidence better intentions and more participation</td>
<td>This exercise was useful to create awareness of the English language structures in writing</td>
<td>English level, social problems, family difficulties, point of view and critical posture about self and others life stories.</td>
</tr>
<tr>
<td>3</td>
<td>Writing of an essay about social problems and free time activities</td>
<td>Feedback of language and showing postures</td>
<td>When students talk about themselves and their real life, they try to produce language.</td>
<td>Real life experiences, communication, language experience. Improvement and interest.</td>
</tr>
<tr>
<td>4</td>
<td>After this, we gave to each group of students some feedback about their development and opinions. Also they in round table showed their perspectives about the topics selected.</td>
<td>Feedback of language and showing postures</td>
<td>It was an opportunity for them to create using the foreign language and the new approach a play for their partners, making them somehow forget fears and possible mistakes of English grammar in use.</td>
<td>Stories assessment.</td>
</tr>
</tbody>
</table>
### Teaching Log Analysis No: 6

**Topic:** Mock exams icfes #2

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reinforce and prepare students in state test (saber pro 11)</td>
<td>In this the main goal was to prepare students for a second time for the state test: saber pro 11</td>
<td>Preparation of state test</td>
</tr>
<tr>
<td>2</td>
<td>The students took more than two classes to develop the tests, there were some of them that did not attend the classes because they did not want. Others copied their partners' answers, they said that it was boring and did not have any interest in develop the test. Students presented their rejection for developing activities that would help them to increase their abilities to develop the test, through some behaviors like not attending the classes.</td>
<td>It was observed the students’ lack of motivation to traditional methods to learn the foreign language</td>
<td>Students’ lack of motivation</td>
</tr>
<tr>
<td>3</td>
<td>Some students’ behaviors were not appropriate for the activity, thus, it was considered that they manifested their social values, according to the attendance, and some inadequate behaviors during the activity. Students’ behaviors motivation and responsibilities. They are not encourage and motivate to do the proposed activities</td>
<td>Students did not accept develop the test, I observe they did not accept their responsibilities</td>
<td>Students’ responsibilities Teachers’ lack of encourage to students</td>
</tr>
</tbody>
</table>
Teaching log analysis No: 7

Topic: Explanation of topics simple past and present perfect / Workshops about past simple to talk about past stories

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This new topic was planned for students practicing and reinforcing simple past and the present perfect tenses. We started with a TPR game “roll roll fall” they showed to be encouraged and had some fluency.</td>
<td>Here we noticed a little students English level increase.</td>
<td>The students listening, vocabulary and speaking skills improve a little bit.</td>
</tr>
<tr>
<td>2</td>
<td>Thus, they observed the differences of those tenses in context and grammatically. Thus, we started to explain the tenses by a comparative chart in order to present the grammar differences. However, some students made the sentences, others were doing homework, for that reason many of them asked, “What do we have to do?”; or they said “I don’t understand Students lack of attention was difficult, for that we took more time for the activity.</td>
<td>Students felt time could be used in other activities like doing another subject homework, thus, sometimes did not interest in topics that require attention, such as an explanation.</td>
<td>Students’ behaviors</td>
</tr>
<tr>
<td>3</td>
<td>Next activity, students received a workshop about a tale with some picture and scramble sentences, in this they had to organize the tale according with the images by using both mentioned tenses and using the correct verb form. After that, they had to highlight the tenses with different colors, students developed the activity faster than we though and they did the activity with few mistakes, although they expressed be boring Students appropriate grammar and writing skills.</td>
<td>Although the lack of motivation, students demonstrated the increase of their English level, in grammar and writing skills.</td>
<td>English level improvement</td>
</tr>
<tr>
<td>4</td>
<td>Finally, they created a story using both structures they had some time to do it but they were interested in doing the activity. So, they presented it to the classmates in a Students’ motivation and encourage to do the representation of the created activities.</td>
<td>We could observe that the TPRS activity was useful inasmuch as allowed to students represent their</td>
<td>Students motivation by the creation and representation of a story</td>
</tr>
</tbody>
</table>
Teaching log analysis No: 8

Topic: Creation of a song about sentences in past simple/present perfect

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>1</td>
<td>We started with a TPR game about commands, the students participated actively. After that, we asked to students to stand up and make two groups, one group had to write sentences in present perfect and the other one a sentence in simple past. With some difficulties, they tried to memorize the sentences, but most of them could not do it, for that reason they kept a paper with the sentence.</td>
<td>Students difficulties for carrying out an activity</td>
<td>By the use of repetition students can memorize some structure, that later we could put in practice</td>
</tr>
<tr>
<td></td>
<td>Writing skills in students was appropriate. Taking into account grammatical structures</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>We played the rap track, some students were shy and anxious, and meanwhile others were quite. The pronunciation was not bad because they recognized some English expressions because of the song, it was important recognize that in the sentences they expressed things about their contexts and realities, like relationships, drugs, sexuality, violence etc. At the end of the activity, students felt joy and made some choreographies to make funnier the activity.</td>
<td>Here was observed that some students' feelings when they had to do some public activities and different ones like be part of a song lyrics. Students enjoyed creating a song so they put all their creativity. Students wrote their sentences base on their contexts.</td>
<td>Students like activities that involve music and competitions, they felt more motivate to learn and do the activities. The fact students put in their contexts the activity, said us that they need to express their feelings.</td>
</tr>
<tr>
<td>3</td>
<td>For running dictation, students were active; they took almost one hour to dictate and copy the tale, there were some role changes to finish the activity, the interesting thing were they felt it is a competition, so, they tried to do as quick as they could and was funny for them as well. They had some problems in dictation because of pronunciation however; they tried to say the word in English instead to use Spanish</td>
<td>Students motivation through some different activities in which it was include challenges and competitions. Here was important the fact that students through the participation of fun activities try to practice and learn the target language.</td>
<td>The use of different activities encourage students to learn a foreign language, in this we could remark that the TPRS or activities that required physical involvement could be meaningful in students learning process.</td>
</tr>
<tr>
<td>4</td>
<td>Finally, students created an alternative end to the stories, and then they showed to their partners through a presentation or a performance, they preferred to present a drawing or just told what they wrote, and others perform some drama ends, which were fun to students, they were participative, their English language was more fluency.</td>
<td>According with students' likes and personalities, they present the task. The use of TPRS activities students are motivate to use English language.</td>
<td>The use of different activities encourage students to learn a foreign language, in this we could remark that the TPRS or activities that required physical involvement could be meaningful in students learning process.</td>
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### Teaching log analysis No: 9

**Topic:** Biography of a famous character/ TPRS biography of an imaginary character (Role-play)

<table>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The development of listening skills through the use of TPR activities</td>
<td>A long of this process we could notice that the development of TPR warming up activities students could increase their listening skills</td>
<td>TPR activities could increase listening skills in students.</td>
</tr>
<tr>
<td>2</td>
<td>Students reading difficulties</td>
<td>Here we could notice that students need to reinforce their writing and reading skills in order to get better results in Saber pro 1 test</td>
<td>Students reading skills improvement.</td>
</tr>
<tr>
<td>3</td>
<td>Students writing skills difficulties</td>
<td>It is necessary to reinforce their writing skills, due to they have many gaps about how express their ideas in writing way</td>
<td>Students writing skills improvement</td>
</tr>
<tr>
<td>4</td>
<td>Students’ motivation in doing fun activities</td>
<td>Students English practice through drama activities The use of their real contexts, likes and dislikes in the practicing of English language</td>
<td>Students felt comfortable doing the performance; this demonstrated that they have more dispositions when they know that, the final product is something that they could use their creativity, also, it is relevant the fact students increased their English knowledge, they also included their likes, issues that involve their real contexts and their experiences.</td>
</tr>
</tbody>
</table>
Teaching log analysis No: 10

Topic: Workshop about the social values seen (reflection) and presentation of posters about social values

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</thead>
<tbody>
<tr>
<td>1</td>
<td>TPR game “roll roll fall” they showed to be encouraged we noticed students had more fluency; they identify some words that for us was grateful.</td>
<td>The development of listening skills through the use of TPR activities</td>
<td>A long of this process we could notice that the development of TPR warming up activities students could increase their listening skills</td>
</tr>
<tr>
<td>2</td>
<td>Students were aimed to reflect upon the different social values they saw through the different stages of the classes. For that, students had organized by groups of 4 or 5, about; the reflection students try to explain it in English as well as the reflection, they were participative, they reflected about the things they thought about life in school and in their different environments.</td>
<td>Students reflection about their social contexts and their realities into school</td>
<td>Regarding, social values students express interesting things like, despite their differences and similitudes they concluded how important is the tolerance and respect to others, because all of us are different worlds.</td>
</tr>
<tr>
<td>3</td>
<td>They put their own experiences and how social values were into their daily lives, they had some difficulties to write, but they do it better than first classes. They had many questions that we solved; according the things they wrote constructed the posters.</td>
<td>Students expressed social values and their understanding about the coexistence into school</td>
<td>It is necessary to reinforce their writing skills, due to they have many gaps about how express their ideas in writing way</td>
</tr>
<tr>
<td>4</td>
<td>Finally, they shared their posters with teachers, we identified first students English language fluency, their reflection and the awareness they had towards the values they discovered during the entire process</td>
<td>Students English practice through drama activities</td>
<td>that they could use their creativity, also, it is relevant the fact students increased their English knowledge, they also included their likes, issues that involve</td>
</tr>
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Annexe 46

Interview to the external tutor of the internship: Teresa Acosta Jefe de Area de Humanidades at INEM “Santiago Pérez” Tunal, Jornada Mañana.
Datos identificadores de la grabación:

Nombre de la docente: Teresa Acosta
Fecha de la grabación: 26/05/2017
Tiempo de la grabación: 4 min. 53 seg.

**Entrevistadora:** Muy buenas tardes, el día de hoy estamos con la profesora Teresa Acosta, Docente del INEM Santiago Pérez del Tunal. Localidad Sexta. Profesora Teresa podría indicarnos usted ¿cuál es su rol dentro de la institución?

**Profesora Teresa:** Yo soy docente del área de humanidades, y soy la jefe de área por tanto me correspondió ser la directora de las prácticas, directora interna de las prácticas que ustedes vinieron a hacer a nuestro colegio

**Entrevistadora:** Profe, ¿bajo qué circunstancias socioculturales están inmersos los estudiantes de la institución?
Profesora Teresa: Los estudiantes del INEM en su mayoría, son niños que vienen de estratos bajos, que tienen familias disfuncionales en su mayoría, vienen muchos de Ciudad Bolívar porque tenemos rutas, otros vienen del entorno acá en San Vicente, del Carmen, el Tunal; pero la mayoría pues son niños de estratos uno o dos y máximo tres

Entrevistadora: Ok. ¿Bajo qué condiciones se entró o entramos nosotras a trabajar dentro de la institución para hacer nuestro proyecto?

Profesora Teresa: Pues, ustedes solicitaron inicialmente trabajar con los niños de noveno, autorizadas por la rectora primeramente, porque lógico tocaba primero que la rectora mirara que proyecto era el que ustedes iban a trabajar con los niños, luego nosotros lo analizamos en el área y los profesores dieron la autorización del área que sí que les parecía muy interesante el proyecto. Inicialmente se iba a trabajar con los chicos de noveno como dije anteriormente, pero después, tuvimos que hacer un cambio y les toco trabajar con los niños de once

Entrevistadora: ¿Esto trajo algunos cambios dentro del proyecto?

Profesora Teresa: Pues sí, sí porque nos tocó solicitarles como primera medida que nos colaboraran con el reforzamiento de los niños para el examen de las pruebas Icfes, porque los de once; era una necesidad inmediata, pero sin embargo, trabajaron el proyecto ustedes a la par con la ayuda que nos daban para reforzar lo del Icfes.

Entrevistadora: Bueno profe, ahora vamos a hablar sobre su percepción sobre el trabajo que nosotras realizamos dentro del colegio, entonces esta parte va más enfocada al manejo de las temáticas, avance de los alumnos, aplicación del proyecto, y trato con los demás miembros de la comunidad académica y educativa.
Profesora Teresa: Bueno, como nosotros hicimos un análisis previo, a que ustedes iniciaran el trabajo, se hizo una mirada con los profes de inglés del área y pues como le dije anteriormente nos pareció interesante, les pareció pertinente, y pues luego se hicieron los ajustes para los niños de once. Nosotros vimos que si, que era oportuno, más que los niños de once estaban haciendo repaso de todas las temáticas importantes del bachillerato y todo, ósea nos vino como anillo al dedo; fue un acierto ahí, porque al lado de una cosa trabajamos todo lo que necesitábamos, entonces para ellos fue mucho, de mucha importancia y fue de mucha ayuda, fue un apoyo muy grande.

Entrevistadora: Bueno, como ya lo habíamos mencionado anteriormente, nuestro proyecto trataba sobre valores sociales y también trataba sobre algunas enseñanzas muy lúdicas que pues cambiaban en cierto modo la enseñanza tradicional de la segunda lengua. ¿Cree usted profe Teresa, que el proyecto fue pertinente para el contexto y para los estudiantes?

Profesora Teresa: Claro, cuando tratamos de formación de valores, y de ayudarlos con la segunda lengua porque sabemos que algunos niños le tienen miedo al inglés, que uy! que difícil y la formación de valores, es, todo el tiempo tenemos que estar en eso, porque ellos siempre van, vamos a necesitar más y más para formar mejores personas. Entonces, en lo de formación de valores me pareció súper interesante, porque todo el tiempo nosotros estamos llamados a trabajar eso en los niños, y en lo que tiene que ver con la lúdica pues es que a ellos les encanta, es una forma de estar aprendiendo, sin siquiera se den cuenta que están trabajando el inglés, al que muchos le tienen tanto miedo, entonces es una forma de perderle el miedo y de aprender de una manera muy bonita.
Entrevistadora: Finalizando profe, ¿sumercé tiene algunas otras apreciaciones o algo más que añadir sobre nuestro desempeño dentro de la institución?

Profesora Teresa: Pues, agradecerles el trabajo porque de verdad para ser ustedes niñas practicantes, tan jóvenes, tienen un alto grado de responsabilidad, de compromiso. Solo nos resta agradecerles desde la institución por el trabajo prestado, por el apoyo, el aporte recibido, y bueno pues aquí las esperamos cuando quieran volver.