

Antonio Nariño University



Faculty of Education

**Music and Drama Techniques to improve English language skills in fifth grades at a Public
School**

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Abstract

This research proposes improvement students' English Language skills through the implementation of a pedagogical proposal training that integrates drama and music techniques to fifth graders. Special material was designed and implemented to carry out the effective training in which, techniques are thought of as existing along a continuum of possibilities between highly manipulative and very communicative tools where teachers are usually put into a less controlled role and students become free to be creative with their responses and interactions with other students. Brown (2006) and Clark (2013). Drama and music techniques have been taken in education as powerful teaching and learning tools with positive effects on a student's cognitive, social, emotional, and physical development. Clark (2013).

The mixed method; quantitative and qualitative research (action research) was applied to facilitate more effective training by encouraging students to ask for helping and participating in an effective way. The experienced has showed to get the maximal effectiveness from both approaches, full integration of the two methodologies is the immediate task of educators in this domain. Czarnocha & Prabhu (2012). The experiment was conducted on 128 EFL 5th grade students. The experimental group (70 learners) received the training, which consisted of eight drama and music workshops; they were encouraged to be confident and to be aware of their difficulties. A set of socio affective strategies, including self-confidence and self- esteem, cooperative learning and motivation were involved on it. The classes of control group (58 learners) were developed using a traditional structured method by their English teacher. For groups an entry-test and post-test were applied. The post-test was evaluated in the four basic skills. The obtained result indicated that experimental group improved in listening

comprehension and speaking, rather than reading and writing skills; specially in the percentage and quality of students' participation and interaction in class, it suggests that the use of different kinds of techniques, tasks and activities that are planned and deliberated done with a specific purpose is significant in student's improvement. The outcomes seem to imply that explicit socio affective strategy instruction helped the lower-level students when they were faced with English language learning difficulties.

Keywords: music, drama, techniques, mixed methods, fifth grades, public school.

Resumen

Esta investigación propone el mejoramiento de las habilidades comunicativas en inglés en estudiantes de quinto grado, a través de la implementación de una propuesta pedagógica que integra el uso de las técnicas de drama y música. Se diseñó e implementó un material especial para llevar a cabo la propuesta en la cual las técnicas son consideradas como un continuo de posibilidades entre los instrumentos altamente manipuladores y comunicativos, aquí los docentes suelen ser menos controladores y los estudiantes se vuelven independientes para ser creativos en sus respuestas e interacciones con otros. Brown (2006) y Clark (2013). Las técnicas de drama y música son tomadas en educación como poderosas herramientas de enseñanza y aprendizaje con efectos positivos en el desarrollo cognitivo, emocional y físico del estudiante. Clark (2013).

Se aplicó el método mixto de la investigación cuantitativa y cualitativa (Investigación-Acción), para facilitar un tratamiento efectivo que permite motivar a las estudiantes a solicitar ayuda y una participación más activa. La experiencia ha demostrado tener la máxima eficacia desde la aplicación de los dos enfoques, la plena integración de estas metodologías es la tarea inmediata de los docentes. Czarnocha & Prabhu (2012). El experimento fue llevado a cabo con 128

estudiantes de quinto grado. El grupo experimental (70 estudiantes) recibió el tratamiento que consistía en ocho talleres de drama y música. Se motive a los estudiantes para generar autoconfianza. Se incluyeron algunas estrategias socio afectivas; como la autoconfianza, autoestima, aprendizaje cooperativo y la motivación en el desarrollo de la propuesta pedagógica. Para el grupo control (58 estudiantes) las clases de inglés fueron dadas por su docente titular empleando el método tradicional y estructuralista. Para los dos grupos se aplicó una prueba de entrada y una prueba de salida. El progreso de las estudiantes fue calculado en las cuatro habilidades comunicativas del inglés. Los resultados obtenidos indicaron que el grupo experimental mejoró en la comprensión de escucha y las habilidades orales en mayor relación a las habilidades de escritura y lectura; especialmente en los porcentajes y calidad en la participación e interacción de las estudiantes en la clase. Lo anterior sugiere que el uso de las diferentes técnicas, tareas y actividades que son planeadas y pensadas con un propósito específico son de gran ayuda para el mejoramiento de las habilidades comunicativas del estudiante en la lengua extranjera (inglés). Los análisis muestran de manera explícita que la enseñanza de las estrategias socio afectivas contribuyó al mejoramiento de las estudiantes con un bajo nivel de inglés, especialmente cuando ellas se enfrentaron a las dificultades de aprendizaje. Palabras claves: música, drama, técnicas, método mixto, colegio público, quinto grado.

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Chapter 1: Project Identification

1.1 Research Project

This research project is called “Improving English Language Level through music and drama techniques”.

1.1.1. Project’s research line

The Antonio Nariño University and Education Faculty (Bachelor Degree Program in Languages Spanish and English) have conceived some groups and research lines in order to carry out investigation activities; within them, it can be found some research seedbeds groups whose purpose is to encourage students’ interests towards research. Also have some lines is "Language and Human Development" it focused in language use and its relation with education process. One of the main goals of this line is to “create spaces in which are promoting processes of analysis and critical reflection to the dynamics, in front of language and its role in the formation of human beings in their different dimensions” (Casas, 2016). To achieve this goal, this line gives students different kinds of tools to acquire the English language and to carry out strategies, which help them not only to improve their English language but also to develop language-learning skills in the classroom. In that way, students will increase their desire to learning a foreign language. Based on the previous information, this project aims to create real situations where students can improve listening and speaking skills through music and drama techniques. Besides, by applying socio-affective strategies, it tries to increase their intrinsic motivation, self-esteem and confidence when students start speaking English. Thus, students can have a meaningful learning working with their classmates and teacher in the classroom.

1.2. Construction of the Object and Field Study of Intervention

1.2.1. Institutional characterization and population

The Institución Educativa Distrital (IED) Liceo Femenino Mercedes Nariño is an educational public institution for girls, where the observation for this investigation takes place; this primary and secondary education school borders to the east, north and south with residential zones and small food and variety shops and to the west the school ends in the Caracas Avenue where the main entrance is located. The address of this school is Caracas Avenue N° 23-24 South, in the San José neighborhood, which belongs to the eighteenth sector of the city called Rafael Uribe Uribe in Bogotá, Colombia. This sector is located in the south of Bogotá; it is formed by 114 neighborhoods like Pijaos, Quiroga, Villamayor and El Inglés among others. The San José neighborhood shares with other neighborhoods the San Carlos Forest which is a large park declared as ecological heritage of the city.

This institution established as its mission the integral formation of the woman by enhancing values as respect, honesty, identity, solidarity and autonomy, that generates the construction of her life's project, which will search the transformation of her context where she interacts, guaranteeing the joy of a full life. As for the vision, when the Liceo Femenino Mercedes Nariño reaches its 100th anniversary in the year 2016, it will be nationwide recognized by the quality of its service in the preparation of the graduates for the required competences like the modern languages as French and English, which will allow them to be the builders of a respectful society.

The participants of this project are in fifth grade; the class is composed by 40 female students, between ten and twelve years old. They belong to the first and second socioeconomic level. They speak just Spanish to talk among themselves and just some little English phrases to answer

questions or instructions from the teacher.

The English teacher of the school S. Cardenas, has a bachelor degree in philology and languages from the Libre University of Colombia. She carries out her classes using different learning strategies to promote their students' learning; therefore, she encourages students to participate, and thus, they work in groups, individually, with songs, images, videos, games, etc.

In order to diagnose students' English level, an entry test was applied after four months of observation. The main results of this were students did not take the risk to ask questions in English, they preferred to do it in Spanish; they were afraid and ashamed of talking; they seemed not to like their English class; and motivation and confidence were not good either for getting best results. However, when the pre-service teachers used music, videos and other different teaching techniques, students' attention and motivation for the class changed: they wanted to speak in English and they asked the pre-service teachers questions like "¿Profe, cómo puedo decir...?" That was the key to start this research.

On the other hand, at the beginning of this, project and taking into account the students' learning process; it was proposed to apply Self-assessment to include students of each English lesson progress. Before the implementation of the self-assessment, the idea changed in order to assess students' behavior due to students' misbehavior in classes. A rubric was designed in order to implement a self-assessment to each student.

The experience with the first rubric's implementation was not the best, due to students felt uncomfortable about the results. Students did not think it was important to them, for that reason

training teachers start to use socioaffective strategies in order to improve students' attitude. Pre-service-teachers did not continue using self-assessment because students' behavior improved on the next English lessons based on the project's workshops and socio-affective strategies.

1.3 Background

Several case studies and projects were applied in Colombia and around the world in the last years with the purpose of improving English as a foreign learning (EFL) through the basic four skills (Speaking, Listening, Writing, and Reading). Those kinds of projects were applied based on different methods, resources and strategies that the authors and researchers consider were adequate to get the best results. On the other hand, regarding the purpose of this project it is important to mention the documents or papers and procedures that are involved in corporal expression, drama and music related to English as a Foreign Language teaching in Colombia and abroad. In that way, there was a relevant project applied in Bogotá in 2008 by three English teachers called "Halloween Drama Contest: A Didactic Approach to English Language Teaching in a non-Bilingual School". Which was applied in the Mayor San Bartolome School. The purpose of this research was to boost students' motivation and self-confidence and to improve communicative and language skills and actively participation through drama. It is worth noting that drama is a great way for integrating processes, such as self-confidence, pronunciation, interactive in English classes, motivation among others. On the other side, Sterling (1940) proposes, "The Play Goes" and establishes "that students find acting activities irrelevant in contrast to discipline-center activities on academic subjects such as math, chemistry, or history". In other words, an according to her, teaching English through drama in most of educative institutions is not meaningful and students did not tend to learn. Then, trainer teachers re-

examining how English teachers taught language through drama, and they found that drama is still a Cinderella (Veidemanis, 1962), because teachers did not let students work in team, they said that work in groups provide misbehavior and little attention and also, they did not want to spend time created drama activities because they thought that drama did not useful for teaching English. Nevertheless, in order to work on the mentioned issues, trainer teachers started to create acting out activities related to six horror movies, these activities using cooperative learning strategy, such a way that English teachers must consider that drama activities help students to explore and discover their own identity, and to become more sensitive to human relationships (Kirkton, 1971). Halloween drama contest was based on Community Language Learning (CLL) in that way, students needed to work with their peers and use language as a need for interacting with their teacher and their pupils; and according to that, Ronke (2005) said: “performing prepares learners for the unpredictable nature of real-life communication, teaches them appropriate language use, and boosts self-confidence”. Thus, learners learn a language as a holistic process; therefore, try to increase their creative and thinking skills with dramaturgic methods might help students to reinforce their “ability to read dialogues aloud effectively, to visualize scenes mentally, to link scenes with scenes and to acquire concepts very efficiently” (Lytle, 1943). The final findings by authors were that when the classroom atmosphere changed truly in English class, students felt more confidence and motivated for memorizing their lines and dialogues for Halloween's presentation and for using common language with their classmates.

Other research that is worth mentioning is “Young Learners and Drama Techniques in English Language Education ". It mentioned how teachers can use drama activities for developing the acting skills proposed by Pattinson (2005). Some of these techniques are "portray characters in

monologues, improvisations and scripted scenes, what helps learner in real life situation to read the speaker, the partner, express themselves confidently through movement and gesture, very important for non-verbal communication, communicate character through movement and gesture". In this way, students can use them in an academic context, though not only words or phrases but also body languages like gestures, emotions and feelings in an unreal situation. As Holden (1981) stated: "Drama provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory." Some techniques could be role-plays, songs, riddles, mimic and storytelling, which allow them to have more self-confidence and freedom time to use English. In addition, if students feel motivated in the classroom they can activate their desire to learn. With these activities proposed by Holden (1981), the learner can develop his/ her linguistic competence through his/her performance in fluency, vocabulary, pronunciation and accuracy at the same time. As Goodwin (2001) argued, "drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, and nonverbal communication) can be practiced in an integrated way". Thus, the drama activities were based on audio-lingual method and behavioristic learning theory, which is supported by Brown's theory (1994) about automaticity principal language teaching. It consists of leading "towards fluency what is one of the basic characteristics of effective communication, and drama techniques lead to automaticity in a language what makes our learners to be effective speakers and language users" (Brown, 1994).

To sum up, authors, unlike Sterling (1940) concluded that drama activities are popular among students. They like performances, they usually enjoy preparation phrases, they are ready to learn their roles and many times incidentally, they learn the roles of other participants (Burgeravá,

2013). In other words, drama is a useful tool for ELT, for increasing communication skills empathy and building confidence. In addition, by using drama activities students can develop “vocabulary, fluency and accuracy at the same time. They help learners with not only vocabulary but syntactical structures” (Burgeravá, 2013).

To continue reviewing some important researches, it is relevant to mention another study case named “Break a leg! The use of drama in the teaching of English to young learners”, proposed by Araceli García Fuentes. The author applied her project with forty primary graders thinking on the implementation of drama techniques with the purpose of improving language pronunciation and, in general terms, the four language skills. The author mentions several teacher’s thinking regarding the use of drama, “many teachers may see drama as a troublesome thing to implement because they think of drama as the performance of a play and all its obstacles (stage, time to rehearse, noise, ...)” (García, 2010). In addition, the use of drama techniques related to autonomy, self-esteem and self-confidence were taken into account by the author such as a way to achieve her main purpose.

In that sense, drama permits learners to become actively involved in the reading text and be active participants in the teaching and learning process as drama activities follow a learner-centered approach [...] It helps language learners with their pronunciation, acquisition of new vocabulary items, fluency and with the familiarization with the target culture fostering interculturality (García, 2010).

The author applied her project into two groups in order to get the expected results. She used different activities to work on the four skills: “children listened to oral texts in class, they elaborated the original text, read it and wrote a new one, and they spoke a lot while they rehearsed and performed the play (group A) or do the drama activities (group B)” (García, 2010).

The author applied 40-50 minute lessons just once a week, and in that way, she required a bit more effort but it is also increased her results.

As a conclusion, the García mentioned:

“I could observe an important improvement of listening and speaking skills: students listened attentively to their mates while rehearsing to be ready for their turn. I was surprised to see that some of the students improvised greatly” (García, 2010).

The author’s pleasure was evident in the results she obtained for the whole project application; the results were the expected and her work was useful to the learners’ process.

Another relevant project it is worth mentioning is “The role of music and songs in teaching English vocabulary to students” by Anna Kuśnierek (2016). This author works on the language teaching, making an emphasis on learning vocabulary through songs. Using music techniques in order to get a better vocabulary compensation was the main purpose of the author. Besides, she made a study case with twenty-eight primary graders in 2015, divided into two groups (experimental and control groups). Factors as self-esteem, motivation, positive atmosphere, cultural and historical knowledge, linguistic skills, and real context were taken into account on the progress of the study case and the experimental group’s improvement.

The author made an entire relation between people’s real life and music. In addition, she studies how that relation can provide learners ‘acquisition and memorization easier: “Music has always been a vast part in people’s lives: it is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world” (Kuśnierek, 2016). The use of music as a technique was implemented on several tests and lessons, which give learners enough resources to get the expected results. The main objective of the study was to examine to what extend teaching

English vocabulary with the use of songs has impact on better vocabulary memorization (Kuśnierek, 2016). Through different resources, songs, CD recorder, pre-test, post-test I & II, the learner's learning process was not difficult and they felt comfortable with it.

The results of the project, taking into account the common disadvantages in English as a language teaching (ELT), exceeded author's expectations and the measure of "subsequently, they learn new words subconsciously; it does not resemble a study. Additionally, many words in songs are repetitive and this makes them stay in mind... Hence, learning through songs may be a good method of vocabulary memorization because lyrics are sung repeatedly and catchy tunes help to remember them" (Kuśnierek, 2016).

1.4 Statement of the problem

During the process of the teaching English practice, it was possible to observe some language learning aspects in the fifth-graders students of IED Liceo Femenino Mercedes Nariño. Although, students have had contact with the English language in previous years, a good teacher and enough resources to facilitate the learning of a foreign language, their attitudes towards it did not allow them to progress effectively in their learning, because they were unmotivated and unreliable to speak in English. Besides, it was difficult to control the group and to catch students' attention to carry out the activities. Situations that did not facilitate the learning process because it took much time trying to focus on the learning. Other important factor was the students' level of English. According to the Basic Standards for Competences in Foreign Languages, published in 2006 by Ministerial National Education (MEN), at this level (fifth-graders) students should be able to participate in short conversations using sentences with predictable structures, to give their personal information and to understand it in a real context as well. However, the fifth-

graders learners showed, in an observation test made by the training teacher, some difficulties to communicate: it was difficult for them to answer short sentences, describe, greet, or, in general terms, talk about a topic using the English language. In many opportunities, the practitioners recognized students would like to say something in English, but they did not know how to do it, therefore the learners spoke all the time in their mother tongue. However, when students started to have class with the trainee teachers, learners felt motivation and asked the trainee teachers questions such as: “What will we do today?”. This showed the students felt comfortable with the way the practitioners were teaching them. The reason for this is that they tried to be innovative in order to improve students’ learning. This fact, added to the lack of motivation, attention, trust, frustration of not being able to say anything, the fears of speaking in front of their partners, and the difficulties in listening and speaking skills were showed by the students in English class. It allowed the trainee teachers to create real and motivating activities using drama and music techniques, and to increase self-confidence, esteem, motivation and desire to learning as well. Based on the previous information, the main question of this project is: How can fifth-graders improve their English Language Level using drama and music techniques at the Liceo Femenino Mercedes Nariño School?

Joined to general research question there are two sub-questions:

- What techniques are useful for improving English Language Skills in fifth learners?
- How music and drama techniques can help students to increase self-confidence, self-esteem, motivation and desire for learning?

1.5 Justification

Nowadays, there are many different language learning programs in Colombia that help students learn a foreign language. These programs are focused on improving students' English level; however, these are not enough. Students are not able to communicate with others, and in most cases, they feel shy or uncomfortable to greet or to say something in English. For that reason, it is necessary to change traditional methods and innovate teaching. Athiemoolam (2004) argues that the success of teaching English as a foreign language depends on the methodological approach, which the teacher adopts in the execution of his lessons. Thus, teaching English through music and drama techniques is a chance to improve, because these techniques can be implemented for daily classes to innovate English learning to help students to communicate in a foreign language. In addition, it gives them motivation, self-confidence and esteem. Munther (2013) compares a traditional English class with a class in which the teacher uses drama and music techniques and the author states that the traditional English class scarcely gives the students an opportunity to use the language, while drama can be used in real situations and the language is used meaningfully and appropriately. This project seeks to help learners to improve English Language level through the use of drama and music techniques, which make learners being in touch with the language, giving them new ways to use English in the future and to create new opportunities of learning. Thus, the project looks for a place where learners can be able to answer, join and participate in the one hundred years' celebration of their school IED Liceo Femenino Mercedes Nariño in a different way.

1.6 Objectives

1.6.1. General objective

To improve English Language Level through the implementation of a pedagogical proposal training that integrates drama and music techniques at fifth graders of IED Liceo Femenino Mercedes Nariño.

1.6.2. Specific objectives

- To diagnose necessities and difficulties in English Language Learning at fifth graders IED Liceo Feminine Mercedes Nariño.
- To design and implement music and drama techniques pedagogical training for improving English language level at fifth graders in IED Liceo Femenino Mercedes Nariño.
- To analyze the impact of the pedagogical training applied at 5th graders in IED Liceo Femenino Mercedes Nariño and identify students' reactions and effects of the designed material for improving their English language level.
- To contribute and encourage to future English teachers for using action research in EFL classes.

Chapter 2: Theoretical Frameworks

2.1. Disciplinary Framework

2.1.1 Approaches for English Language Teaching

In order to establish a complete research process and regarding with the disciplinary framework, the Communicative Language Teaching and the Task-Based Language teaching approaches were used in the development of this project.

2.1.1.1 Communicative Language Teaching

Richards, J stated:

“Communicative language teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” (2006).

This approach makes people learn a language in a different way, learners could use the language in real situations and not only learn it through traditional ways; communication is the best way to learn a language and it must be involved in classroom activities.

Communicative competence is a relevant aspect in this approach. Due to this, learner develops fluency in real contexts through real communication. Using this approach, the learner is able to know how to use the language in order to get different purposes and know how to use the language according to the context needs.

2.1.1.2 Task Based Learning Teaching

Nunan (2004) argues “the concept of ‘Task’ has become an important element in syllabus design, classroom teaching and learner assessment. It underpins several significant research agendas, and it has influenced educational policy-making in both English as a Second Language (ESL) and English as a foreign language (EFL) settings.” such a way the implementation of Task

Based Learning Teaching (TBLT) approach consists of developing the language lessons through several tasks, which permits a better language acquisition. According to Nunan (2004) TBLT has improve relevant facts as the provision of opportunities for learners to focus on learning process, the linking of the classroom language learning with language use outside the classroom, the relation between language learning and its use in daily context and the introduction of authentic texts into the learning situation.

In addition, it is important to mention the most relevant task components regarding with a language lesson, which, according to Shavelson and Stern (1981), should be taken into account in order to get expected results: content: the main subject and topic, materials: objects students can manipulate, activities: the tasks applied and developed, goals: the aim proposed by teacher and social community: workgroup, work team.

These elements were considered in the pedagogical proposal and the application of the workshops to the learners. In consequence, Pattison (1987) proposed seven tasks and activity types, which are organized as follows:

- Questions and answers.
- Dialogues and role-plays.
- Matching activities.
- Communication strategies.
- Pictures and pictures stories.
- Puzzles and problems.
- Discussions and decisions.

In consequence, the use of the factors mentioned previously in a language lesson can provide learners a meaningful learning process. (Nunan 2004). On the other hand, another certain

strategy related to the learning process including cognitive, interpersonal, linguistic, affective and creative were involved on the development on the project.

2.1.2 Techniques for ELT

With the purpose to make English language teaching process easier Brown (2004) proposed several techniques which can be used by teachers in the classrooms and improve the students' learning process.

2.1.2.1 Definition of the technique

Brown (2004) defines *technique* as “Any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives.” (p.186) In that way, the kind of technique defined by Brown. A technique involves several activities or tasks, as Brown mentioned before; it improves the learners' development in the English classes where they put in practice the drama and music techniques.

2.1.2.2 Task

“A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of content (rather than language). To this end, it requires learners to give primary attention to meaning and to make use of their own linguistic resources, although, as we will see, the design of the task may predispose students to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive and oral or written skills.” (Ellis, 2003 p. 16).

2.1.2.3 Activities

This concept refers anything that learners do in a classroom. This term includes a reasonably

unified set of learner behaviors, limited time, and follow teacher's direction based on a particular objective. (Brown, 2004, p. 187). In addition, relevant aspects as role plays, drills, games, peer-editing, small group, information gap exercises and others strategies.

2.1.2.4 Procedure

The procedure is defined, in Richard and Rodgers words as “the actual moment to moment techniques, practices and behaviors that operate in teaching a language according to a particular method” (Richard & Rodgers, 2001 pp. 187-188). The procedure includes the classroom techniques, the practices and behaviors, the resources in terms of time, space in the classroom, equipment used by the teacher and techniques and strategies used by the teacher.

2.1.2.5 Taxonomy of the techniques

According to Brown (2004) (adapted from Crookes & Chaudron, 1991 pp.52-54), taxonomy of Language Teaching Techniques includes three broad categories: controlled, semi controlled and free. Several categories of these kinds were used and applied on the training part of the project. Each one was applied depending on the workshop topics, music and drama techniques, English skill and learning process conditions.

2.1.2.5.1 Controlled

Teacher totally, as its name says, controls the controlled techniques and students do not have any active participation. The following controlled techniques are adapted from Brown (2004):

- ✓ Warm up: This activity gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language.
- ✓ Role-play demonstration: Selected students or teacher illustrate the procedure to be applied in the lesson segment to follow. Includes brief illustration of language or other

content to be incorporated.

- ✓ Dialogue/Narrative presentation: Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms of functions.
- ✓ Dialogue/Narrative recitation: Reciting a previously known or prepared text, either in unison or individually.
- ✓ Reading aloud: Reading directly from a given text.
- ✓ Checking: Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity.
- ✓ Question-answer display: Activity involving prompting of students responses by means of display questions.
- ✓ Drill: Typical language activity involving fixed patterns of teacher prompting and students responding, usually with repetition, substitution, and other mechanical alterations.
- ✓ Translation: Student or teacher provision of L1 or L2 translations of given text.
- ✓ Dictation: Student writing down orally presented text.
- ✓ Recognition: Student identifying forms but without a verbal response.
- ✓ Review: Teacher-led review of previous lesson as a formal summary and type of test of student recall performance.
- ✓ Testing: Formal testing procedures to evaluate students' progress.

2.1.2.5.2 Semi-controlled

The semi controlled techniques are partially controlled by teacher promoting a slight student's participation on the task or activity. The following semi controlled techniques are adapted from

Brown (2004):

- ✓ Brainstorming: A form of preparation for the lesson, which involves free, indirect contributions by the student and teacher on a given topic, to generate multiple associations without linking them.
- ✓ Storytelling: Not necessarily lesson-based, a lengthy presentation of story by teacher or student.
- ✓ Cued narrative/ Dialogue: Student production of narrative or dialogue following cues from miming, cue cards, pictures or other stimuli relative to narrative or dialogue metalanguage.
- ✓ Information transfer: Application from one mode, which involves some transformation of the information.
- ✓ Information exchange: Task involving two-way communication as in information-gap exercises, when one or both parties must share information to achieve same goal.
- ✓ Narration/Exposition: Presentation of a story or exploration derived from prior stimuli.

2.1.2.5.3 Free

The free techniques are totally controlled and developed by student promoting a complete participation in the class. The following free techniques are adapted from Brown (2004):

- ✓ Role-play: relatively free acting out of specified roles and functions. Distinguished from "Cued dialogues" by the fact that cueing is provided only minimally at the beginning, and not during the activity.
- ✓ Games: various kinds of language game activity not such as other previously defined activities.
- ✓ Drama: planned dramatic rendition of play, skit, story, etc.

- ✓ Simulation: activity involving complex interaction between groups and individuals based on simulation of real life actions and experiences.
- ✓ Composition: written development of ideas, story or other exposition.

2.1.3 Drama technique for improving ELL

According to Clark (2013) drama education is a powerful teaching and learning tool with positive effects on a student's cognitive, social, emotional, and physical development, in other words drama is a useful tool for teaching a foreign language, it helps to improve and increase acting and language skills. Thus, it proposes those drama techniques such as pantomime, role-play, improvisations, storytelling, and monologue and portray character; creative movement and gesture.

2.1.3.1 Pantomime

Pantomime technique; this term means from Greek an imitator of (all) things. Most of the teachers are aware about this technique, for example, when they use their body to make students understand the meaning of words they do not know. Ronke (2005) support that idea and said: "body movements and body language stimulate and reinforce in the students not only oral language production, but also a wide range of social and psychological aspects of language learning".

For that reason, it is important to use mime in English classroom because students can integrate the four language skills and the acting skills such as "express themselves confidently through movement and gestures" (Pattinson S, 2005, p.4). Thus, pantomime creates a "fictional reality through movement" (Wolf ,1993, p.202) and gestures, let learners develop self-confidence, motivation and risk taking when they start to speak English, also it can portray a

character or own ideas, feeling and mood through mimic without words. In that way, the miming performer selects, outlines, and exaggerates in order to get across his/her own ideas. The activation of the imagination is essential just as much for the process of performing as it is for the act of beholding, guessing at the meaning of and recognizing an act or a scene (Wolf, 1993, p. 202).

As a result, the communication becomes more important and convincing for using in the real context. (Ronke, A. 2005, p. 176). During the project, Pantomime helped students to express themselves through body language, increasing their motivation, confidence and the desire of learning a second language. Besides, they were able to improve their vocabulary and performing skills. This technique evidenced students 'disposition to work with worksheets and allowed them to learn more vocabulary and structures to express themselves in a foreign language. Furthermore, they understood the necessity to know more about English and the importance of interacting with the language in the classroom.

In this project, students worked with a workshop called "MY SCHOOL", at the binging learners showed their feelings, emotions and attitudes with their faces or through body language according to different pictures of woman fighting or being attacked.

2.1.3.2 Role-play

Ronke and other author as Richard suggested an important drama technique to improve speaking and listening in an unreal context. As Larsen said "role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles (1986, p.137). In addition, it gives them an awareness of how someone thinks, behaves and feelings according to a specific context it is not the same be in an informal event than a formal event, the language use is different, also the

attitude and confidence. Ladousse (2004) is agrees, he said “role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.” (p.7) and Ronke (2005) argued, "role play exercises [...] they boost students’ self-confidence when it comes to performing in front of their classmates”.

Because of this, students were creative. They created their own scenery, character and dialogue to perform the situations, they could feel free to use the language, and they aroused their desire to learn a foreign language and the English classrooms ‘environment changes.

Most of the time, role plays are guided by teachers, they give learners the topic, vocabulary to develop unit learning. Besides, they provide learners grammatical structures based on videos or texts from native speakers. In this way, students can do their own interpretations about it and adapt the information in a role-play with their own words. Ronke (2005) says, “Teachers often use model “mini-situations” that deal with a similar topic and provide examples of the required type of language. These mini- situations helps learners understand the purpose of the activity and carried out to the practice. This exercise can be done in pair or groups in order to get a meaningful and cooperative learning. In relation to Huang (2008) “role play activities for my students to practice and use English in a more meaningful way as a practical language, and the results of my students' learning are quite positive”.

Subsequently, Jack Richards (2000) recommend developing the role-play technique with typical sequence activities:

- Preparing: remember the vocabulary to use in a context, give some examples and know about real world.

- Modeling and eliciting: “demonstrating the stages that are typically involved in the transaction, eliciting suggestions for how each stage can be carried out, and teaching the functional language need for each stage.” (p. 27)
- Practicing and reviewing: students practice their roles, use realia to perform their design character. In addition, teacher corrects pronunciation and intonation. All those activities are based on portray character in a social context.

However, for Scheller (1989, p.15) character development is based on “*innere Haltung*” (innerstate, e.g., wishes, moods, interests, social, cultural, and political orientation, etc.) and “*äußere Haltung*” (person, e.g., physical and linguistic expressiveness). Schewe (1993, p. 195) speaks about various “role aspects, such as biographical details, status, intention and attitude that are necessary for character portrayal”.

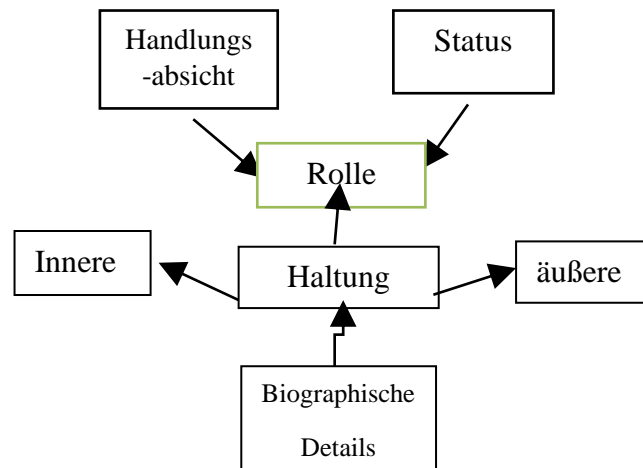


Figure 1. Preparation of role-portrayal. Source: Schewe (1993, p. 195)

Thus, students spend more time for discussing about background of their character and adapt more aspects` role for acting out. Moreover, learner can relate more to the context and put it into practice the vocabulary learned. With this drama technique applied through workshop, the students were motivated for the act; this motivation gave them an impulse so that they understood the context of the dialogues that were given to them, besides they understood

vocabulary that needed to work it in a real context. This technique stimulated their creativity and imagination to assume a role in the assigned situation.

With this project, learners were working a mini play about centenary of Liceo Femenino Mercedes Nariño, those workshops were called “**SCHOOLS’ MEMORIES**” and “**LICEO’S HISTORY**”, both integrated Liceo’s history, learners remembered school history through some activities of principal moments of the school, such as date of Liceo founded the names of the school, etc.

2.1.3.3 Storytelling

Storytelling is a drama technique. It provides students interactive participations and besides “express feeling, emotions through words, images or personal expressions” (Pattinson S. 2005). Also, storytelling is described as an “ideal method of influencing a child to associate listening with pleasure of increasing a child's attention span and retention capacity or broadening vocabulary and of introducing a child to the symbolic use of language” (Cooper, 1989 p 3). Most of the time, storytelling is using as an informal way by teachers such as shared cultural and personal information or tell bad or happy experiences. All people need to tell stories, as Eric Hoffer an American Philosopher claims:

Humans have an innate need to tell stories and we must story our lives to make order and sense out of them. He claims man is eminently a storyteller his search for a purpose a cause an ideal a mission and the like is largely a search for a plot and a pattern in the development of his life story a story that is basically without meaning or pattern” (Hoffer, 1955, p. 62).

According to Hoffer, stories give meaning to life, as well as teacher give meaning to learning, for example, when someone is adult, he/she tell child stories, love stories, adventures stories or supernatural stories to their children, friends or grandchildren. Morgan and Rinvoluceri (1983) says, “Teacher use of stories as lead in to listening comprehension activities and as prompts for

written comprehension questions” (p. 23). That is well, but students are not learning language as a natural way, that is not only do a list for linguistic goal such a grammar or syntax, after teacher told stories students can repeat it in their word, in this way they can practice and recall most important details about story and adapting in a real life. Pedersen (1995) advocates that when teachers are storytellers and storytelling as a pedagogical method it provides to learners to develop communicative literature and cultural heritage, and at the same time, helping learners better develop a sense of theatrical structure, which assists in the study of literature and in their own writing. Pederson (1995, p23). Explains, "stories enable ESL children to have an experience with the powerful real language of personal communication not the usual cheese teachers tea of the foreign language classroom the full range of language is present in stories”.

However, Hines (1995) proposes that stories theater can help learners to creative and interpretative stories according to their experiences, also Hines (1995) claims that "teachers first select and introduce the story then encourage students to create their own interpretations working in small groups to perform the story. Students thus communicate and work together to accomplish their task" (p.23). Besides, Hines found that stories helped as means to connect cultural experiences, those cultural experiences are common in their social life; they work with a multicultural story, the myths and legends from all cultures.

According to Dujmović (2006), storytelling involves five elements: selection, adapting stories, understanding, preparation and delivery. Selection is “an ability to evaluate stories and to discriminate between those that meet your learners' needs and those that do not.” (Dujmovié, 2006.p. 74), for adapting stories author gives some tips for choose those stories and besides that learners feel comfortable and which have meaning for them and have a simplicity of structure and of language. If it wants to achieve success with storytelling technique it is necessary for the

student to understand what he has to do, what he is saying in order to prepare the internal factors of the story that they choose, so teacher should provide a context for the story and introduce the main characters and vocabulary they need it. Help their pupils feel involved and link their experience with that in the story to set the scene. All the time, check their pronunciation, intonation and other factors they will use when they recall their story. When students will prepare their story, author gives this following structure:

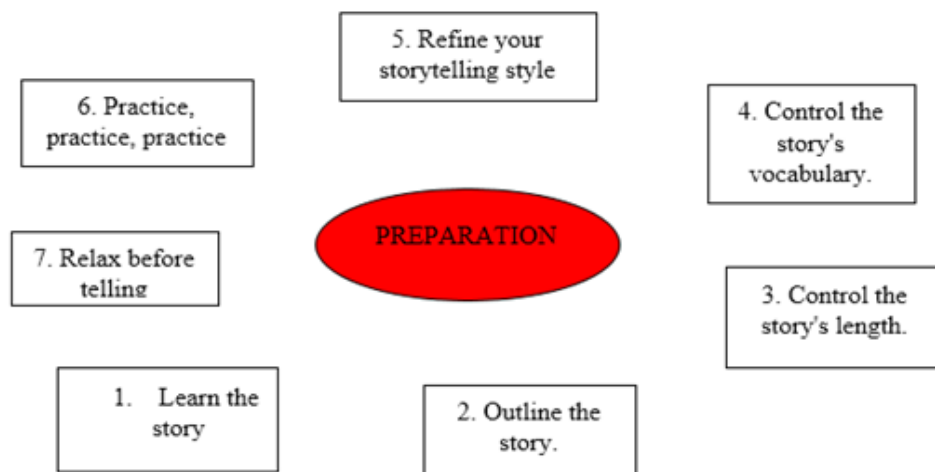


Figure 2: structure of storytelling presentation. Source Dujmović (2006)

This element, integrate all elements with students are working before they tell their story. As a conclusion, storytelling is a “great motivator for teachers as well as for students. Stories are used in an exclusively positive scholastic setting, i.e., no grades, no failures, no textbooks, no notepads, no dictionaries, no costly audiovisual equipment nothing coming between the listener and the teller.” (Dujmović, 2006. pg. 87) the language is learning as a natural way, because first users learn to communicate that they have written and solved language books.

In this project, the storytelling technique was used using the context of the hundred years of Liceo Femenino Mercedes Nariño, this one was titled "**MY SCHOOL'S HISTORY**", important dates and conjunctions of temporality were worked. Teacher design workshop with some elements states by Dujmović, these elements were:

- Selecting: teachers used context about one hundred years of school.
- Understanding and control story's vocabulary: teachers used pictures to help students with vocabulary that we were used in a story.
- Preparation and learn story: students wrote their story and teacher corrected at the same time grammar and pronunciation mistakes, they were working hardly in the preparations.
- Delivery: presentation of story in front of class.

2.1.4 Drama as a socio affective strategy

Maley and Duff (1982) focus on connection between drama and students 'motivation, they claim that "if drama is motivating – and we believe it is – the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different, unique, result every time it is practiced" (p. 13).

Another aspect that increase motivation in students is Kinesthetic intelligenc, in Gardners words, when learners know they will movement using new vocabulary they feel encouraged because develop move physically while they are speaking, because that is also what we normally do in a normal conversation (Maley and Duff, 1982). If they can move, they stimulated their language knowledge and can "take risks in the language" (Maley and Duff, 1982, p. 14). Dramatization is powerful support for students to gain self-confidence using a foreign language. In that way, when they do a performance they have a good attitude for do a task. Brown (1994) defined intrinsic motivation as activities that one does without expecting any apparent reward except for the

activity itself. Intrinsic motivation stems from the student's needs, wants, or desires and so external reward is not necessary.

Kennedy (1990) concludes that such "drama activities include a cognitive academic component and an affective, social component. This provides great opportunities for children to experience a variety of emotions and learn to deal with them." The basic objectives of drama are encouraging creativity and independent thinking, provide opportunities for social cooperation and develop empathy and understanding the self. "Self-esteem affects learning and performance, and outcomes of learning and performance affect self-esteem" (Lawrence, 1996) If the student feels shy, does not develop activities successfully Burden (2005), notes that what might restrict students with dyslexia from raising their academic self-esteem is "(a) lack of intention and determination to overcome their difficulties, (b) the lack of belief that their future success lies in their own hands, and (c) the kind of learning environment in which others with a similar set of goals work together to help each other succeed."

According to this project, students increased their motivation and lost fear to speaking English, besides students showed their interest to learn and worked together to help classmates in process to carry out all tasks.

2.1.5. Music encourage students to improve English's level

Thus, as music is a universal language and communication are also universal. All cultures use music, as Merkur (2000) suggests we have music because to be human is to be musical. One of the problems find an English classroom is anxieties and decrease the learner's motivation, "music and songs can be the essential tools to increase the learner's motivation and decrease their anxiety could change a mood or create an atmosphere" (Marphy, 2002) Besides, using songs or

music in English classes may contribute to language acquisition in several dimensions. In addition, teachers can motivate students through music Phillips (2003) said “songs help students to be active during learning practice”. Have you ever heard of anyone who does not like music? It is unusual that some people do not like art, movies or singing, but almost everyone likes at least one kind of music. “Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus on which large amount of content information can be processed and learned” (Lieberstein, 1996). Teachers can have different ways to use music in the classroom. They can use both background music and lyrics as the basis, in this way learners learning vocabulary, grammar, pronunciation, intonation, and others.

When teachers and students get used to using music in the classroom, it can be an amazing way for them to achieve success with English learners, Molinsky (2000) studies have shown that music:

- Improves memory
- Improves concentration
- Causes learning English to be fun
- Removes stress
- Improves a sense of community to a group
- Improves motivation

In this pedagogical project training, students worked music techniques through drill. With drill students worked in the lyrics, at the same time they understood the meaning of words (this vocabulary was presented and use to fill gaps of lyrics) that they used in speaking skill and for improving other skill teachers helped students with pronunciation and intonations. In addition, students liked music proposed by trainer teachers about school topic such as friendship, values

and memories. With music, students encouraged for accomplishing a better performance in English class.

2.1.6 Music and drama as a cooperative learning.

Authors that have worked on English teaching used several arguments of “cooperative learning”. However, for this project the Spencer Kagan’s theory was taken into account. Spencer Kagan's proposal is based on organizing effective collaborative work through structures that allow the curricular themes to be handled in a generic, dynamic way that adapts to any content. Kagan (1994) established a structure:

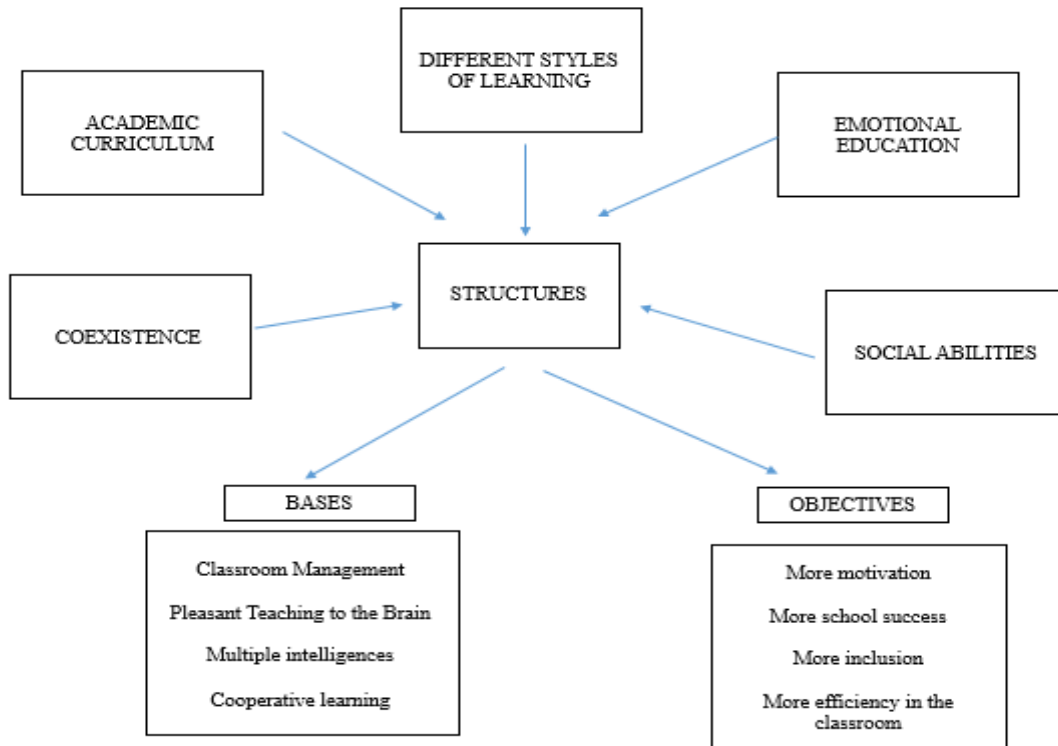


Figure 3. Structures. Source: Kagan (2004).

It is for that reason Cooperative learning is a relevant factor in order to improve English skills through drama and music techniques such a way those techniques need the learner’s participation

to obtain the expected results.

On the other hand, facts related to drama and music work as a pedagogical resource in order to teach English as a second language are integrated with cooperative learning to extend that learners feel comfortable working with their peers making an evident progress in the language acquisition. An author who has worked on the cooperative learning agrees a relevant characteristic “Students are encouraged to use verbal and non-communication to solve problems. As part of the activity, time and space are provided for students to meet with group members and to provide assistance in learning tasks.” (Pérez, 2013). He refers to a “Face to face interaction” technique uses in a drama practice or lesson. In addition, characteristics as educator’s supervision, heterogeneous groups, positive interdependence, individual responsibility, social skills, group functioning and evaluation are basic and essential in order to work using cooperative learning and drama and music resources.

Besides, regarding with music techniques, the musical theatre “is a theatre style that combines songs, spoken dialogues, performances and dance. Since the twentieth century, it was merely called musical. The story and the emotional humor, pathos, love or anger content of the works are communicated through words, music, movement and the technical aspects of the show as a complete whole” (Walsh & Platt, 2003). It is in that way the musical theatre “provides noticeable benefits for students’ education since it goes beyond traditional classroom work. In no other discipline are students invited to participate in a variety of complete tasks as they do with the musical theatre, where they develop skills for very different areas of life.” (Sample, 1964).

Furthermore, the author mentions a group of facts that make a useful process to work with the cooperative learning and the use drama and music techniques to improve English:

Singing, Alone and with others: This activity is relatively easy to achieve through musical

theatre work. The musical theatre implies that all the learners must sing in one way (alone) or another (as a group). Reading Music: Each learner has the chance to write those patterns for remembering them. Therefore, students understand the musical literacy function from listening needs. Analyzing, and Describing Music: All regarding with music, the ability to listen is particularly important. (Pérez, 2013).

Finally, “interpreters play the most visible roles in the musical theatre. They must sing, dance and perform drama; most have been better trained in one discipline than in another” (Janicki, 1982). The author mentions the importance of practice the three aspects of a music theatre, singing, dancing and acting; those aspects are relevant such a way involves the main techniques applied in this project. The triple responsibility of dance, interpretation of movements and the choreographer’s gestures are necessary to develop a musical drama. The success of the dancing artist depends heavily on choreography creativity and musicality. (Pérez, 2013).

2.2. Pedagogical Framework

2.2.1. Stages of cognitive learning

Piaget (1952) argued that there are several types of human development, including factors as age, relation with the context, family, etc. This author proposes the stages of cognitive learning:

Sensorimotor: From birth to two years old. This stage involves the use of motor activity without the use of symbols. Knowledge is limited in this stage, because it is based on physical interactions and experiences. Infants cannot predict reaction, and therefore must constantly experiment and learn through trial and error.

Preoperational: From two to seven years old. During this stage, children begin to use language; memory and imagination also develop. In the preoperational stage, children engage in make believe and can understand and express relationships between the past and the future.

Concrete operational: From seven to eleven years old. Intellectual development in this stage is demonstrated through the use of logical and systematic manipulation of symbols, which are related to concrete objects. Thinking becomes less egocentric with increased awareness of external events, and involves concrete references.

Formal operational: From adolescence to adulthood. Adolescents and adults use symbols related to abstract concepts. Adolescents can think about multiple variables in systematic ways, can formulate hypotheses, and think about abstract relationships and concepts.

The stages of cognitive learning proposed by Piaget (1952) and specifically the stage Concrete operational describes the behavior that learners have in order to participate in English lessons, the attitude to develop themselves in the process in each workshop.

2.2.2. Meaningful learning

Students are considered to be the center of the teaching learning process, and the teachers are the facilitators. Meaningful learning proposed by Ausubel (1963) requires three relevant facts:

Relevant prior knowledge: Students construct mental pictures of the language, which help them to relate to new information. Students are able to analyze the concepts that they learn in different stages during their second language acquisition in a nontrivial way.

Meaningful material: That is, students construct significant concepts and propositions, which must be relevant to the knowledge to be obtained.

The learner must choose to learn meaningfully: That is, students must consciously and deliberately choose to relate new knowledge to knowledge the learner already knows in some nontrivial way.

2.3. Legal Framework

2.3.1 Common European Framework of Reference

The language learning process is limited for several guidelines that search to ensure the best education for learners. In that way, in the international level there is a referential framework for learning a specific language: The Common European Framework (CEFR). This framework stipulates some:

Common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop to be able to act effectively (Council of Europe, 2012, p. 10).

In other words, there are set of sources for observing the quality of English learning, which are looking for “equality” among English speakers. The global scale is comprised by three kinds of users of the language: Basic, Independent and Proficient. Each kind of user is subdivided into two categories labeled with letters and numbers: Basic A1 (Breakthrough) and Basic A2 (Waystage), Independent B1 (Threshold) and Independent B2 (Vantage), and Proficient C1 (Effective Operational Proficiency) and Proficient C2 (Mastery).

Adopting the levels of the Common European Framework, they are showed the standards in the next table:

Niveles según el marco Común europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector Educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Higher Education	Nivel mínimo para docentes de inglés. Nivel mínimo para profesionales

			de otras carreras.
C1	Pre avanzado		Nivel mínimo para los nuevos egresados de licenciaturas en idiomas
C2	Avanzado		

Table 2. Articulación estándares-Marco Común Europeo. Source: Estándares básicos de Lenguas extranjeras (2006)

This articulation shows that fifth graders should be in A2 level; however, in real context it is not true. Students have a poor level and they demonstrate it when teachers ask them a common question such a "how are you?", or "Good afternoon girls". They do not even have an enough vocabulary for understanding and answering some basic questions.

At the same time, the framework provides the strategies to develop communicative activities: understanding, speaking and writing in order to do a self-assessment. To know their own process is good for students' motivation and effort.

Otherwise, in Colombia the Ministerio de Educación Nacional (MEN) established as a curriculum some guidelines and published the *Basic standards of competence in foreign language English* (MEN, 2006), where they talk about the National program of Bilingualism. This program pretends citizens will be able to communicate in English.

Despite, this is a future goal and the time proposed by the MEN at first was until 2019, but it is very difficult to achieve students accomplish that level, because learning a language needs time as well as needs contexts to practice, and for public education is quite difficult to have those opportunities, it means to be in an English speakers' context, due to that those environments are not easy to be involved. Besides, each course has more than forty-five students; therefore, it is difficult to work in a personalized way with only forty-five minutes of class and one meeting per week.

Chapter 3: Methodology

3.1. Type of Research

The purpose of this project implies work on the learning process of approximately 140 learners.

In order to get a reasonable work and analysis process, the mixed method, qualitative and quantitative designs and Action Research method are used in the development of the project.

Different researchers have mentioned that there is a bridge between the educational research and teaching practice, however a contemporary tool of educational research was formulated by

(Brown, 1992) and (Collins, 1992), and now it is possible to mix experimental or the quasi-

experimental methodologies with teaching research in classroom. (Action research). In order to

get the maximal effectiveness from both approaches, full integration of the two methodologies is

the immediate task of educators in this domain. Czarnocha & Prabhu (2012). This type of

research was used on this project with the purpose of making a complete analysis of the learning

process of the students considering the class observation, before the entry test application.

3.2. Mixed methods research

Mixed methods research includes quantitative and qualitative methods in order to make a

complete research. It demands to take into account data collection of a process and the attitude,

behavior and feelings of the involved people on the research.

3.2.1. Quantitative approach

For Creswell, the quantitative approach “Is one in which the investigator primarily uses post

positivist claims for developing knowledge [...] employs strategies of inquiry such as

experiments and surveys, and collects data on predetermined instruments that yield statistical

data” (Creswell, 2003).

The application of quantitative approach on this Project is involved on the analysis of the learning process and the results of the entry and final test and the training. Those applied to an experimental and control groups based on the quasi-experimental design.

3.2.2. Qualitative approach and Action research

In that sense, the previous author establishes that the qualitative approach

Is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both [...] The researcher collects open-ended emerging data with the primary intent of developing themes from the data (Creswell, 2003).

On the other hand, Action research is simply a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practices and the situations in which the practices are carried out” Nunan, 1993).

Nunan proposes several steps or stages in order to apply an effective action research:

CYCLE 1	
STEP	EXAMPLE
1. Problem identification	“Student motivation is declining over the course of the semester.”
2. Preliminary investigation	“Interviews with students confirm the suspicion”
3. Hypothesis formation	“Students do not feel they are making progress from their efforts. Learning logs will provide evidence to learners of progress.”

4. Plan intervention	“Get students to complete learning logs each week.”
5. Initiate action and observe outcomes	“Motivation is improving, but not as rapidly as desired.”
CYCLE 2	
STEP	EXAMPLE
6. Identification of follow-up puzzle	“How can teacher ensure more involvement and commitment by learners to their own learning process”
7. Second hypothesis	“Developing a reflective learning attitude of the part of learners will enhance involvement and motivation to learn.”
8. Second round action and observation	“At the end of each unit of work, learners complete a self-evaluation of learning progress and attainment of goals.”

Table 2. Steps of Action Research. Source: Nunan (1993).

With the purpose demanded by Nunan, seven steps were integrated into the methodology of this project:

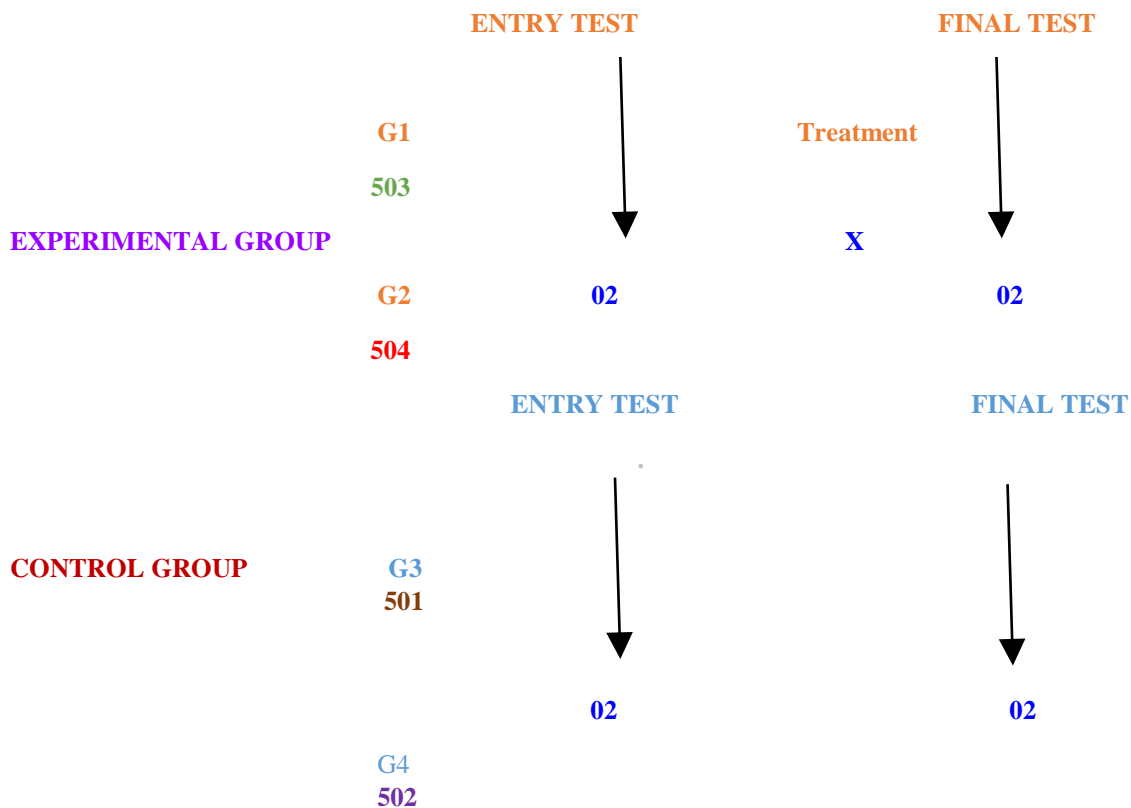
Step	Observation
1. Class observation	Accomplished in the pedagogical practices I and II
2. Entry test	Applied to experimental and control groups
3. Training	Applied to experimental group: <ul style="list-style-type: none"> - Workshop 1 - Workshop 2 - Workshop 3 - Workshop 4 - Workshop 5 - Workshop 6 - Workshop 7 - Workshop 8
4. Final test	Applied to experimental and control groups

5. Collecting data	Collected from experimental and control groups
6. Analysis	Data, information, learning process, results analysis
7. Conclusions	Project conclusions

Table 3. Steps of the methodology of this project based on Nunan (1993)

3.4 Quasi-Experimental Design

The quasi-experimental study can be represented on the following figure reporting the conception of (Dittrich, 2012) related with “quasi-experimental design”. The application of the entry test (with the purpose of diagnostic the English Level of the learners) to both, experimental and control group, the application of the treatment to the experimental group through the eight workshops and the application of the final test with the purpose to analyze the impact of the instructional practice in the experimental group.



X= the treatment administered to experimental group.

O= the observation at different times.

G1= 503 compose by 32 graders

G2= 504 compose by 32 graders

G3= 501 compose by 32 graders

G4= 502 compose by 32 graders

3.5. Research Design and Techniques to Collect Data

This research is comprised by six stages. In the first one, titled Project's Identification, a reading context and a comprehensive analysis of the students and the English Teacher made at I.E.D Liceo Femenino Mercedes Nariño. Thus, it was analyzed how learners related within and outside the classroom including how they speak, how they learn, how knowledge is conveyed in the classroom, the attitude shown during the activities, the enthusiasm and the practice of values implicit in the whole process. To accomplish with those aims, different instruments were applied as a classroom observation, entry test, workshops and final test. The following were the techniques to collect data used in the research.

3.5.1 Class observation:

During the process of teacher practice one, learners showed little interest in learning the Foreign Language; students were not able to understand greetings in English or questions about personal information such as "what is your name?". Most of the time, practicing teacher should translate

into native language the explanation of the tasks that they were going to do. Besides of these linguistic aspects, students 'behavior were not good, they spoke all the time, teacher called them the attention but they did not feel motivated to learn new language.

All the classes followed the same pattern above, learners work with their classmates in notebook but they did not use language all the time, they did not speak or communicate in a foreign language, when they have a question, always they did it in Spanish.

3.5.2 Entry Test (See appendix 1):

However, fifth graders should have an A2 level (according to MEN); the test applied was structured taking to account four language skills. In the first page, they answered A, B or C according to statement and their knowledge about foreign language, in this part, students were evaluated in writing skill and grammar structures. The second part was evaluated writing skill; students should write a short letter to a friend who had sent them a present. The third part was about listening skill and the last one was speaking. The following was the entry test applied: For evaluated writing part trainer teachers, designed a rubric with three categories this is presented in Table 4. It was in order to make a deeply analysis writing skills in fifth graders 'students.

Categories	The student			
	Excellent 10 points	Good 7 points	Fair 5 points	Poor 3 points
Vocabulary	Includes a wide variety of vocabulary that expands the topic.	Includes a variety of vocabulary related to the topic, but there may be minor inaccuracies	Includes basic vocabulary. Some vocabulary may be inaccurate or unrelated to the topic	Includes limited vocabulary. Vocabulary is inaccurate or unrelated to the topic.
Grammar structures	Writer makes few or no errors in grammar or spelling.	Writer makes some errors in grammar and/or spelling but the Errors do not impede understanding.	Writer makes quite a lot of errors in grammar and/or spelling	Writer makes very frequent errors in Grammar and/or spelling.

Ideas/ coherence	Message stated is clear, precise, and shows insight into task.	Message is clear and demonstrates understanding of task.	Message is mostly clear. Letter is only one paragraph in length.	Message is unclear or disorganized. Demonstrates a lack of understanding of the assignment.
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Table 4. Rubric implemented to evaluate Entry test writing skills.

In the rubric, three categories were established: Vocabulary, Grammar and Ideas. Vocabulary measure the knowledge about different meaning of words and the way in students use them in some mini situations such a friendly letter. Grammar refer to f the language and how they applied structures in the letter and the last one, ideas. It is important to know how students can write and give a clear message to receptors. Each of these categories contained four indicators of language proficiency: Poor, Fair, Good and Excellent.

3.2.3 Training (Workshops)

As mentioned above Music and Drama Techniques Training in English was developed through eight workshops designed by trainer teachers, some workshops have the same technique and these are presented below:

Role-play technique. School's history (First workshop/ See appendix 2)

In this workshop, the objective was to ask and give information about school's history. To start, teachers asked students about what they knew about school's history, after their participation, they did first activity. Then, they watched two videos of important moments in school's history such as protest. After, they answered reading comprehension questions according to the videos and slides. For the final-task, students practiced new vocabulary and information to do a performance in a mini- play. Using school's history, videos and slides students felt more confidence and motivate for developing final task, for mini-play they used some costumes to portray and represent their character. The Role Play and portray character were techniques

applied in these workshops.

Role-play technique. Liceo's history (Second workshop/ See appendix 3)

The objective of this workshop was to talk about history of LIFEMENA using a new vocabulary learned in class. Students watched some videos about important moments in Liceo's History. In addition, they did a task about reading comprehension, in order to help them with reading skill. At the end, students practiced new vocabulary, explained by teachers, to use it in a mini-play.

Drill technique. School memories (Third workshop/ See appendix 4)

To talk about memories of the school using new vocabulary was the objective of this workshop. This started asked to the students some questions about an important singer, Madonna. Teachers helped students to answer the questions in a correct way. It continue used about new vocabulary, they discussed about meaning of words and then, they matched the pictures with the word for practice their pronunciation with song "This is to be my playground". After this previous activity, they completed the song using new vocabulary. Finally, students wrote memories when they were child and at the school taking to account linguistic task.

Music and drama technique used in these workshops was drilling, they were singing and practice new vocabulary using structure according to linguistic task, besides they improved socio-affective skills such as: motivation, self-esteem and self-confidence, in that way students were singing despite they did not do very well and sometimes pronunciation was incorrect, they took the risk for singing in English.

Drill technique. Friendship (Fourth workshop/ see appendix 5)

To talk about their best friends and memories using new vocabulary for the song was the principal objective, students sang a song by Demi Lovato, it is called "Give me a friend". When,

students listened song, some of them felt sad because a friend left school, but other enjoyed the song and tried to pronounce according to song.

For the final task, students wrote about their friends and about special or sad moment, they remembered.

Drill technique. Liceo's values (Fifth workshop/ see appendix 6)

The objective of this workshop was to sing and talk about Liceo's values using new vocabulary learned in class, in this workshop students started to sing a rap song, they enjoyed class and took a risk to sing in English, most of them laughed because the song was not similar with that they sang. Teachers corrected those mistakes in a personal way for students did not feel ashamed and they want to try again.

Portray character technique. Mercedes's portray (Six Workshop/ see appendix 7)

Pattinson (2005) mentioned this workshop consisting of developed acting skills, and the objective of this workshop was to write and portray Mercedes Nariño using new vocabulary learned in class. In the first activity, students discussed the school's important moments, and then students identified adjectives for descriptions and used them in a short monologue about Mercedes 'life.

After those activities, they watched a video about happy monologues to understand how to create the Mercedes 'monologue. While all the students attempted do it, some of them felt so nervous but teachers helped them understand the monologue and read it with good pronunciation. For the final task, students portrayed Mercedes Nariño according to monologue.

Monologue and Portrayal of character were techniques applied in this workshop to improve language proficiency because with these activities they read, wrote, spoke, listened, and to each other.

Additionally, their attention and motivation in the class allowed to teachers to obtain better results in students learning.

Pantomime. My school (Seventh Workshop/ see appendix 8)

The objective of this workshop was for students to use their body language to express their feelings, emotions, and thinking related to school context. Before completing the workshop, students walked around the classroom looking at pictures in relation with violence, woman's protest, discrimination, and other common social problems. They showed their emotions and feelings with their face, as the rule of this class was not spoken. Then, teachers organized several groups for performing a guessing play. The leaders of each group have a situation they experienced in school such as "getting bad results". Leaders should use all their body for their group tried to guess the situation, just this moment they could speak, that was the second activity. After this meaningful and fun activity, students used hand movements to signify whether they like or dislike daily situations such as waking up early, working in a notebook, doing homework, etc. Students then drew feelings and emotions according to vocabulary presented in the workshop. The vocabulary was used to observe how students felt when they saw the pictures that were previously glued around the classroom. At the end, students represented some situations in school through mimicking, as well as painting their faces and wearing black clothing.

The drama technique used in this workshop was pantomime-using vocabulary about feeling, emotions, and real situations that students live in her real life. The class was fun and relaxing.

Storytelling. My school's history (Eight Workshop/ see appendix 9).

To understand and use vocabulary for talking about important facts of their school using simple

past to tell a story. It was the objective of this workshop. To start, students watched an embarrassing stories video and they felt motivated with this video because these were fun and easy to understand. Video mentioned situations that students were identified more of them said things as "teacher, a mi me paso eso en segundo". However, they told comments about videos in Spanish; all of them understood the activity. Later, they did the second activity, which consisted in creating a story using specific vocabulary; teacher explained the activity by giving students examples to get the meaning. They worked in-group of six people; their disposition, motivation and interest to learn was the best result. Similarly, that was the last workshop applied. At the end, students took into account information about important facts in their school to create a storytelling. Not all students could go in front of the class and present the final activity but it was evident learners advanced.

3.2.4 Final Test

In order to analyze the learning process, carried out in the application of the workshops, previously mentioned and explained it was necessary to apply a final test that had the same structure to the entry test. In the final test, the four English communicative skills were analyzed taking into account the grammar and linguistic structures, topics of each lesson, topics of each workshop and all information related with the development of each English skill.

Chapter 4: Results and Analysis

The purpose of this research is to improve learners' English Language through a training course based on music and drama techniques. As it was indicated in the methodological design, the pedagogical proposal based on Nunan (2006) action-research model was applied during eight English lessons. The results recorded compose the final findings of this research and are on which the following analysis were performed.

During the first part of the research, experimental and control group answered the entry test to recognize their initial English level and diagnostic their needs and difficult. At the end of the research, the final test was applied and evaluated, that was the same entry test, to identify students' achievements after the implementation of the workshops using drama and music techniques

4.1. Description of the Final Results

The results of the student's entry test and final test and the performance achieved by them before and after the application of the music and drama techniques training course are shown below.

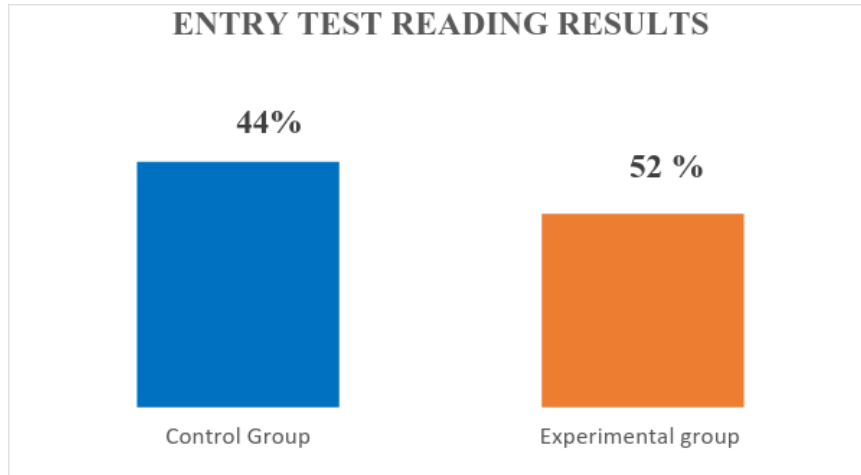
4.1.1 Quantitative Dimension

The quantitative dimension was analyzed taking into account the results of the entry and final test, which were applied to both, experimental and control groups.

4.1.1.1 Results of the Entry Test:

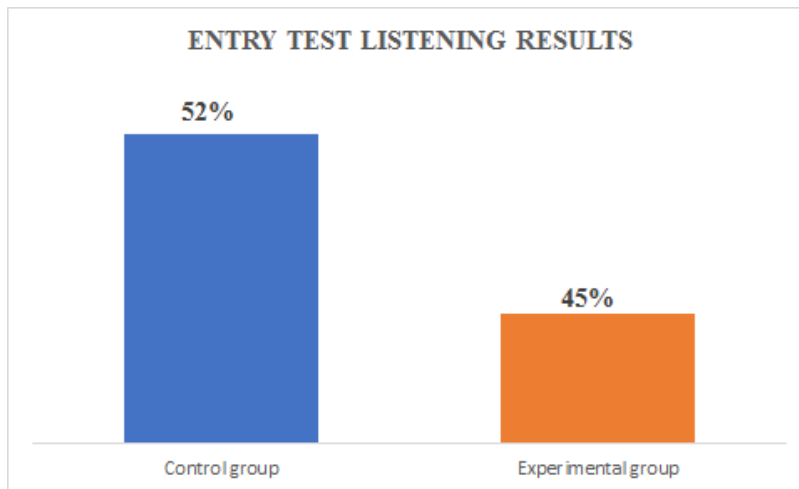
The following figures illustrate the entry test score designed to identify and diagnose difficulties in the four skills (reading, writing, listening and speaking). Each part of entry test was equivalent to ten points, for a total of 40 points with a percentage to 100%. The following figure corresponds to the scores of each skill in two groups, control and experimental group that were evaluated and shown below:

Entry test Reading results



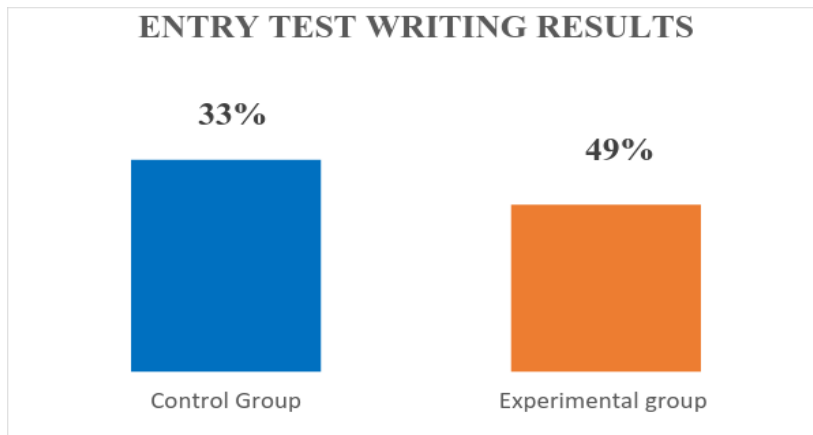
ENTRY TEST READING RESULTS	%
CONTROL GROUP	44%
EXPERIMENTAL GROUP	52%

Entry test Listening results



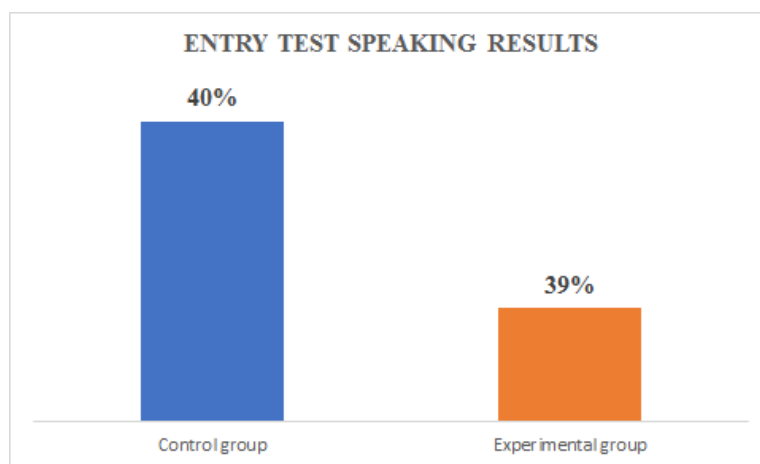
ENTRY TEST LISTENING RESULTS	%
CONTROL GROUP	52%
EXPERIMENTAL GROUP	45%

Entry test Writing results



ENTRY TEST WRITING RESULTS	%
CONTROL GROUP	33%
EXPERIMENTAL GROUP	49%

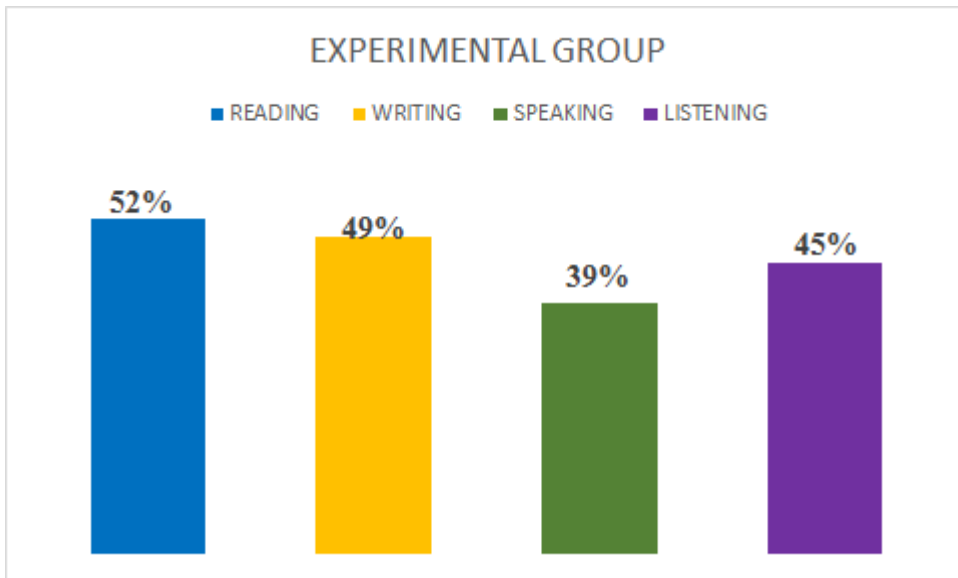
Entry test Speaking results



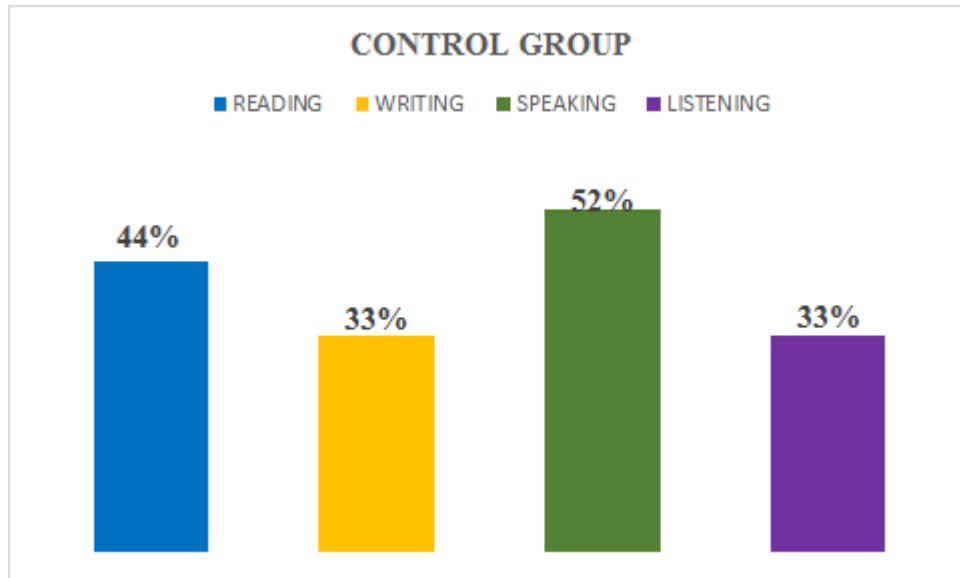
ENTRY TEST SPEAKING RESULTS	%
CONTROL GROUP	40%
EXPERIMENTAL GROUP	39%

The previous graphics show the results of the entry test of the experimental and control groups. The difference on the percentages in each English skill between both groups is not extensive, making evident that the previous learning process of the learners is similar in each English skill. In addition, the percentages shown do not overcome totally the fifty percent in each English skill, neither control as experimental groups.

Entry test general results



EXPERIMENTAL GROUP	%
READING	52%
WRITING	49%
SPEAKING	39%
LISTENING	45%

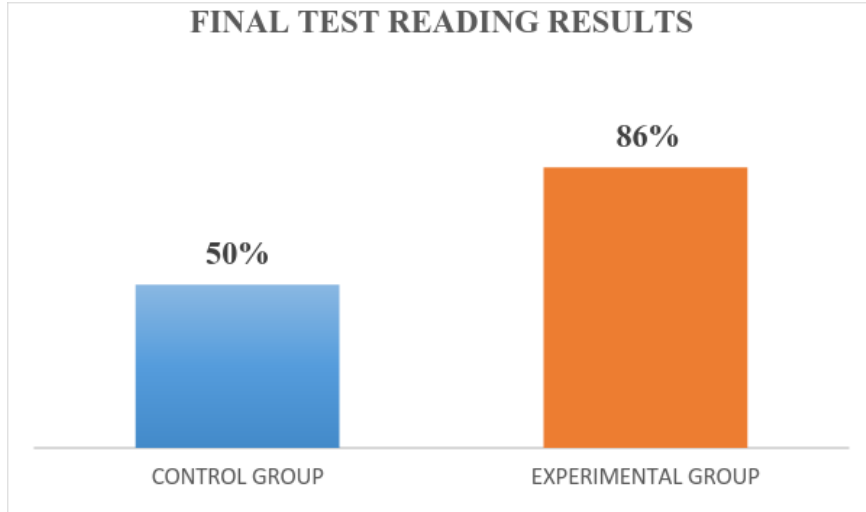


CONTROL GROUP	%
READING	44%
WRITING	33%
SPEAKING	52%
LISTENING	33%

4.1.1.2. Results of the Final Test

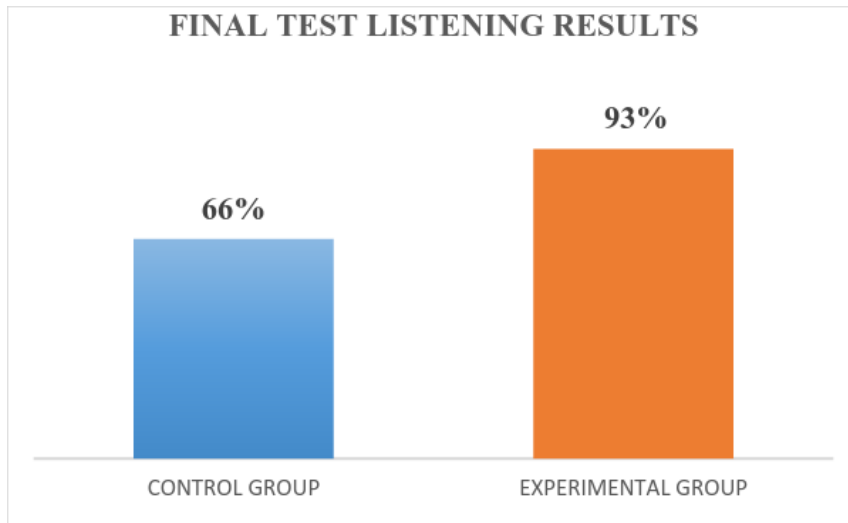
The following figures illustrate the percentages of the final test that based on the entry test analysis on four skills (reading, writing, listening and speaking). Each part of the final test had an equivalent of ten points, for a total of 40 points with a percentage to 100%. The same control and experimental groups were evaluated. They are presented below:

Final test Reading results



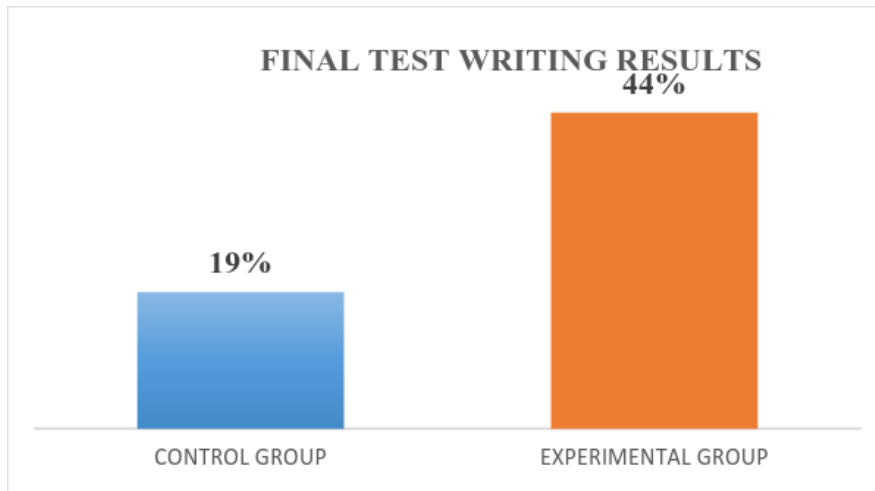
FINAL TEST READING RESULTS	%
CONTROL GROUP	50%
EXPERIMENTAL GROUP	86%

Final test Listening results



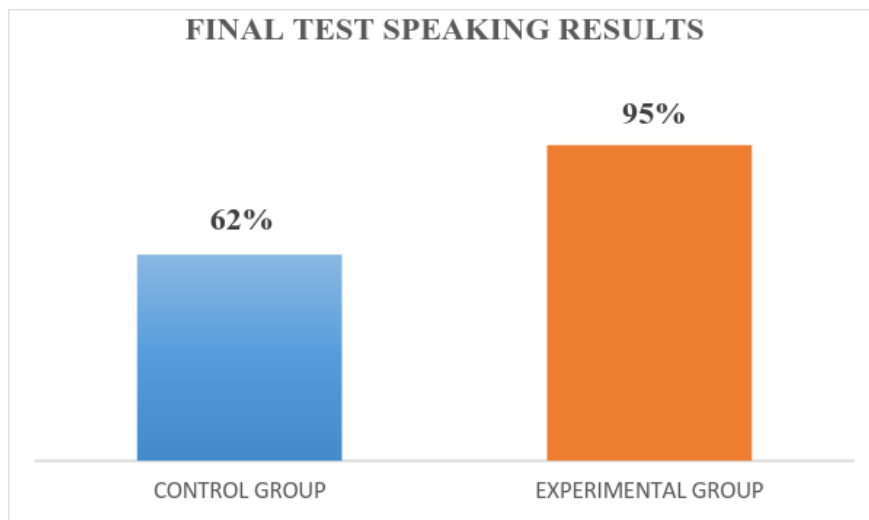
FINAL TEST LISTENING RESULTS	%
CONTROL GROUP	66%
EXPERIMENTAL GROUP	93%

Final test Writing results



FINAL TEST WRITING RESULTS	%
CONTROL GROUP	19%
EXPERIMENTAL GROUP	44%

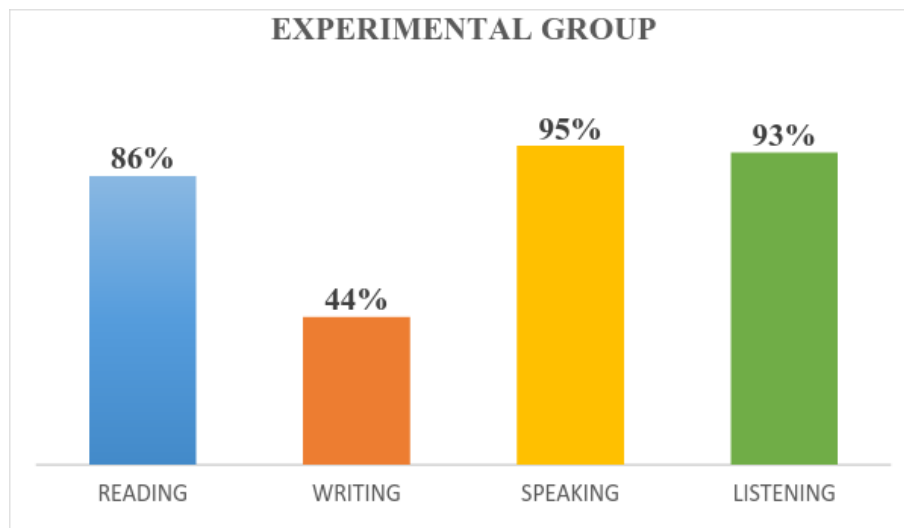
Final test Speaking results



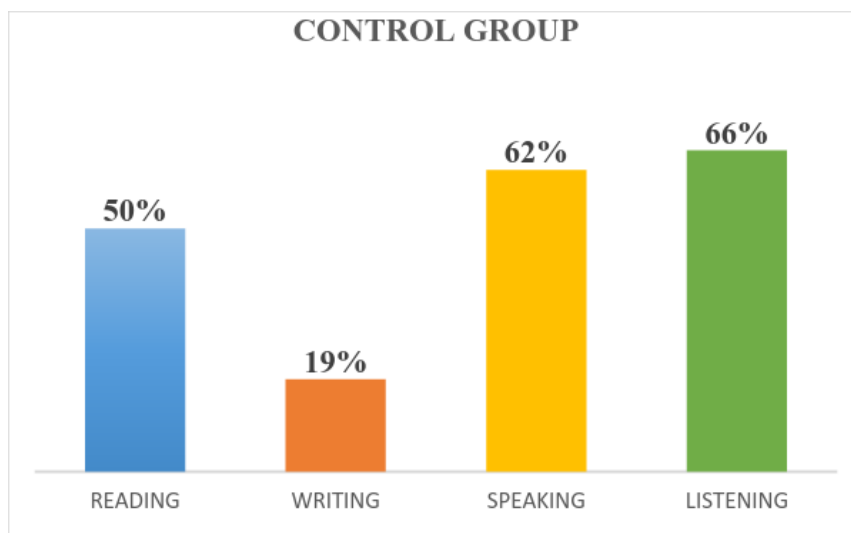
FINAL TEST SPEAKING RESULTS	%
CONTROL GROUP	62%
EXPERIMENTAL GROUP	95%

The previous graphics show the results of the final test of the experimental and control groups. The difference on the percentages in each English skill between both groups, in this case, is extensive, making evident that the training process of the experimental group was effective in order to get the main goal of this project based on the work developed in each English skill through the workshops. In addition, the percentages shown in the experimental groups in each English skill more than a half, completing almost the one hundred percent of the final test.

Final test general results



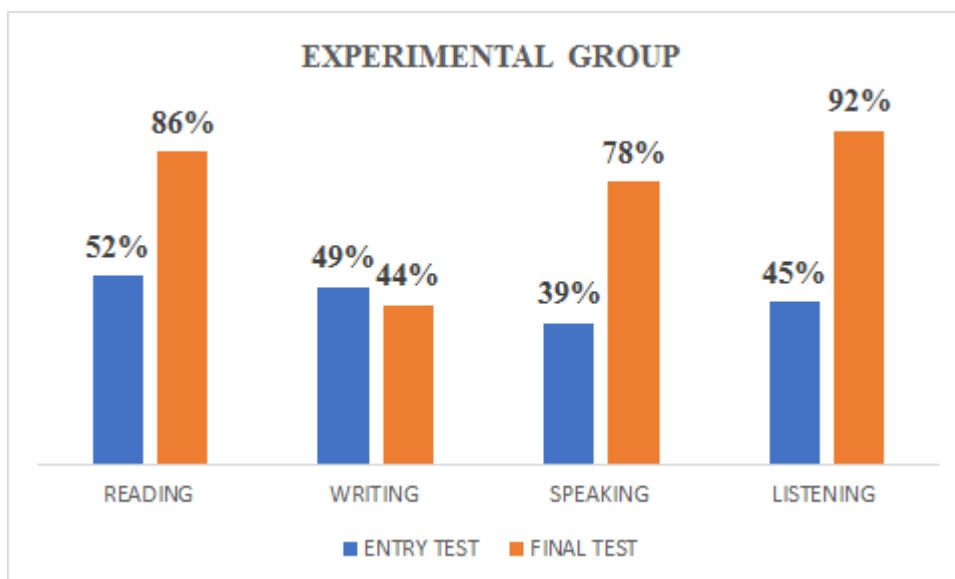
EXPERIMENTAL GROUP	%
READING	86%
WRITING	44%
SPEAKING	95%
LISTENING	93%



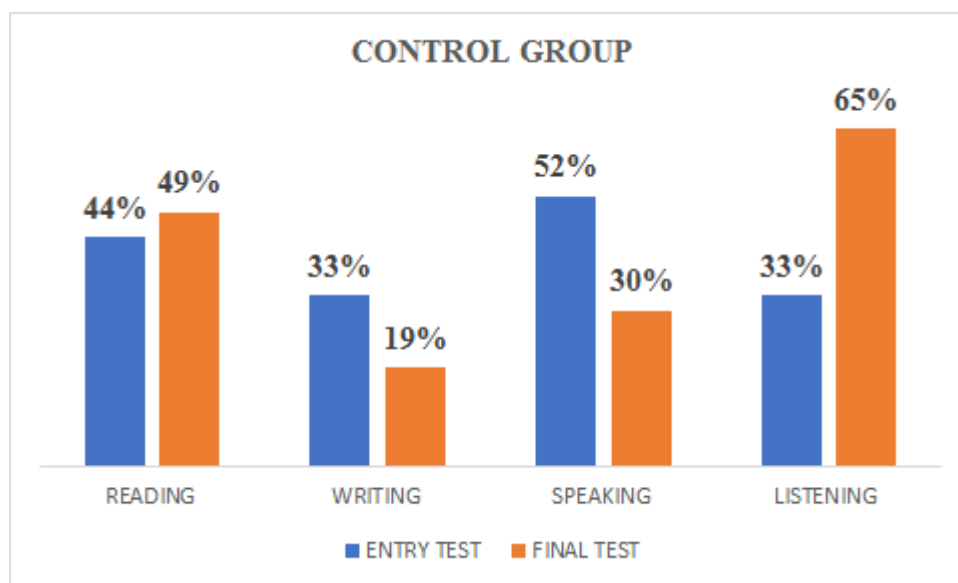
CONTROL GROUP		%
READING		50%
WRITING		19%
SPEAKING		62%
LISTENING		66%

These results correspond to the sum of all the percentages of the experimental and control groups. Each part (English skill) of the final test corresponds to 10 points for a total 40 points.

4.1.1.3. Comparative graphs



EXPERIMENTAL GROUP	ENTRY TEST	FINAL TEST
READING	52%	86%
WRITING	49%	44%
SPEAKING	41%	78%
LISTENING	45%	92%



CONTROL GROUP	ENTRY TEST	FINAL TEST
READING	44%	49%
WRITING	33%	19%
SPEAKING	52%	30%
LISTENING	33%	65%

This graphics show the differences between both experimental and control groups in the entry and final test; making evident the percentages of each English skill (Reading, Writing, Speaking and Listening). The results of the entry test do not show an extensive difference between both groups in each English skill taking into account the previous learning process of the learners. The results of the final test show a great difference between both groups in each English skill keep in mind the application of the training workshops to the experimental group. As it can be observed, the experimental group who was the trained group increased English Level more in two skill that other, these skills were listening and speaking, students started with a percentage in speaking:

Speaking

Listening

Entry test: 41%

Entry test: 45%

Final test: 78%

Final test: 92%

These were abilities that students increased notably because most of the time, students were in more contact with these skill, when they did activities about interest topic they felt motivation and confidence for using a foreign language. In addition, these techniques helped so much in the process to increase new vocabulary, understand it and apply it in a real context as one-hundred year or role-play technique.

4.1.2 Qualitative Dimension.

The qualitative dimension was analyzed taking into account the learners' development in each training workshop, which were applied using the drama and music techniques and a set of socio affective strategies.

MUSIC AND DRAMA TECHNIQUES TRAINING		
<p>1. ROLE PLAY: "role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." (Ladousse, 2004. p.7)</p>		
Workshop applied (Goal)	Task	Results
<p>SCHOOL'S HISTORY. Students will be able to talk about history of LIFEMENA using a new vocabulary learned in class</p>	<p>At the beginning of the class, students watched a video about centenary of Liceo Femenino Mercedes Nariño; they were remembering previous information about it. At the end, they performance a mini-play taking in to account new vocabulary learned. The socio-affective strategies that students worked were self-confidence and motivation.</p>	<p>Even though students complained about teacher's language at the beginning of the class with expressions like "talk to me in Spanish because I do not understand nothing that you said, this class should be in Spanish". Teachers started to talk slower, they started to follow and perform her actions through pictures and videos. For the last activity, students felt motivate and little nervous, but English teachers help them with pronunciation and intonation of words, when they observed the wardrobe that they should use for their presentation, at the end their attitudes to the class were different, they all wanted to be in front of the class and talk even if they had mistaken, they asked teachers for help in a natural way.</p>
<p>LICEO'S HISTORY Students will be able to</p>	<p>Students watched some videos about Liceo's</p>	<p>At the beginning, it was difficult to catch students 'attention but when</p>

<p>talk about history of LIFEMENA using a new vocabulary learned in class</p>	<p>history and read about principal character such as Antonio Nariño and his daughter Mercedes Nariño. At the end, they performance a mini-play taking in to account new vocabulary learned. That workshop was applied in 503. The socio-affective strategies that students worked were cooperative learning, motivation and self-confidence.</p>	<p>they watched videos and pictures about topic (Liceo´s history) students changed their attitude, they wanted to listen and watch video and pictures. After that, teachers explained linguistic task, due their interest and attention students could do all task. At the end, students felt very happy when teacher said, "ok, it is time of act out" they faces were changed totally, all girls did task with motivation and excellent disposition. Although, some students did not pass in from of the class because they said, "We cannot teacher, my classmates are going to laugh at my pronunciation" but teachers helped them girls and did not correct their mistakes.</p>
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2. DRILL: Typical language activity involving fixed patterns of teacher prompting and students responding, usually with repetition, substitution, and other mechanical alterations. (Brown, 2006)

Workshop applied (Goal)	Task	Results
<p>SCHOOL MEMORIES Students will be able to talk about memories of your school using new vocabulary learned in class</p>	<p>Students sang a song “It’s used to be my playground” Madonna. After this song, they used vocabulary’s song for talking about memories in school. For the final task, students did group of six persons and did karaoke. The socio-affective strategies that students worked were motivation, confidence and cooperative learning.</p>	<p>For start the class and creative a good environment to students, teachers played the song by important singer Madonna, they did not understand what she said, but students liked song and started to sing without articulation. Then, teachers socialize new vocabulary for understanding questions about memories, teachers said some sample about memories, they asked to students “who is your best friend”. Finally, students organized in eight group to do a Karaoke.</p>

<p>FRIENDSHIP Students will to talk about their best friends and memories using new vocabulary for the song.</p>	<p>Students found in the workshop a beautiful song about friendship, that song is "gift me a friend" by Demi Lovato. At the end, they told their school's memories, some embarrassing others of admire. The socio-affective skills that students worked were motivation, confidence, cooperative learning and self-esteem.</p>	<p>When students watched video, some of them cried because a friend of them had left school before and she went to other country. However, all girls liked song. For help students to understand song, important vocabulary was worked before using previously in some questions about their memories. That was the idea, but all girls wanted to sing. Teachers stopped the song in parts to ask that they understand of that stanza considering the vocabulary taught, they wanted to participate, read in English and worked in cooperative way with their classmates. At the end, girls told about their school's memories most of them just said "teachers, thanks. I like so much their class", by the way, they did not say all in English but they tried.</p>
<p>LICEO'S VALUES Students will be able to sing and talk about Liceo's values using new vocabulary learned in class.</p>	<p>Students sang the song about values; they tried to speak in English to explain what a value is? English teacher helped their improving pronunciation and intonation with this technique. The socio-affective strategies that students worked were cooperative learning, self-confidence and motivation.</p>	<p>In the workshop students found some pictures about Liceo's values, they using this pictures for matching words, that vocabulary was used to complete a song about "this is school values" by Musical Playground. They listened this song twice and after finished this task they were singing and enjoyed the class. All girls wanted to sing and read verses, teachers helped to correct their pronunciation of some words. When students did this workshop, some of them asked "teacher, when we going to act out again?" For that reason, the other workshops were for improving acting skills and all language skills.</p>
<p>3. PANTOMIME: "is one of the communication strategies, it is a compensation strategy used in conversation and needs no verbal production."</p>		

(Burgerová J. and Cimermanová I. 2013)		
Workshop applied (Goal)	Task	Results
<p>MY SCHOOL Students will be able to use their body language to express their feelings, emotions and thinking related to school context.</p>	<p>Students cannot speak all class, which was the rule for this class and used black clothing. They just showed their feeling and emotions through their body language. The socio-affective strategies that students worked were motivation and cooperative learning.</p>	<p>Teachers posted around the classroom some pictures about violence, discrimination, social and school problems, this activity consisted that students showed their feeling when they saw these pictures. When students finished the path, their attitude change and showed interest for class. Students work in-group, teachers given them routine situations they live at school, all group they had to guess the situation of the other group. Then, students did a flashcard with a drawing representing "liked" or "disliked", when teachers read "to arrive early to school" they showed if they liked or disliked. Finally, students played "who is who" to practice new vocabulary about feelings and did a performance about real situation at school.</p>
<p>4. STORY TELLING: is an “ideal method of influencing a child to associate listening with pleasure of increasing a child’s attention span and retention capacity or broadening vocabulary and of introducing a child to the symbolic use of language (Cooper 1989, p3)</p>		
Workshop applied (goal)	Task	Results

<p>MY SCHOOL'S HISTORY</p> <p>Students will be able to recognize important facts of their school using Simple Past and Storytelling technique.</p>	<p>Students watched an example for creative a history, they using the centenary context for creating a different history about school. The socio-affective strategies were cooperative learning and self-confidence.</p>	<p>Teachers played a video about embarrassing stories, when video finished teacher told a story for a model for learners. After this task, students discussed with teachers about embarrassing or happiest stories, some students did not want to participate and other said three or four words and teachers helped them according to they wanted to say. At the end, final task was difficult for some students and they said, "I cannot teacher, I'm not good in English" however, classmates worked together and these girls helped to creative their school's history.</p>
<p>PORTRAY CHARACTER: "It provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination and memory." (Holden S. 1981).</p>		
<p>Workshop applied (goal)</p>	<p>Task</p>	<p>Results</p>
<p>MERCEDES NARIÑO</p> <p>Students will be able to write and portray about the Liceo' history using the new vocabulary related with the school context.</p>	<p>Creative a monologue and portray of Mercedes Nariño using adjectives and professions, also using cuts to create a new image of Mercedes Nariño. The socio-affective strategies that students worked were cooperative learning and motivation.</p>	<p>Students helped their coworkers to practice vocabulary about adjectives to filling the gaps about Mercedes Nariño Monologue. Then, with some journals, their creative a new Mercedes Portray using specific characteristics according to the workshop's instructions. Finally, students had interest to show the final task talking in English.</p>

Table 5. Description of the qualitative dimension.

According to this previous information, it is possible to argument that music and drama techniques were important to increase all English skills, because these techniques integrate and apply in a real context as the hundred years of school. In addition, it helped to motivate students, when they sang a song they liked; students changed their attitude to be in the class and showed

that they were enjoying doing these tasks.

However, when a contrast is made between first workshop and final workshop, the results are evident. At the beginning, teachers spend several times to catch students' attention but at the end, their behavior with socio-affective strategies improved in the development of their competences in language skills, that is evident in a training process and post-test results.

Chapter 5: Conclusions and Pedagogical Implications

5.1 Conclusions

Finally, the learners' attitude, and materials were the most relevant aspects involved on the development of the project. In this way, this project not only increased learners' English Language level but also improved process of their socio-affective strategies, showing interest for learning. These results are evident because trainer teachers strengthened students' intrinsic motivation (Brown, 2000) through different innovation activities using drama and music techniques. In addition, students could identify other way to learn English and as this knowledge is useful for their real life.

Moreover, using drama and music techniques with socio-affective strategies training in language classes could be benefit not only for learners, but also for teachers, as well because they can have a further tool to get to know the learners individually and provide them important elements that are useful for their learning process.

It was notable that results obtained on the entry and final test of the experimental group, were

more worked in listening comprehension and speaking rather than reading and writing skills because the training were focused on aural skills and the students had the opportunity to interact and participate more in classes, due to communicative approach which was given to the workshops.

5.2 Pedagogical Implications

Nowadays, it is observed foreign languages teachers focus their classes on teaching traditional and structured method. This type of teaching has created in students a lack of interest to learn and to use the language for communicative purpose. It is suggested that importance of action research in classroom will benefit students' improvement communicative skills and motivated for learning.

Even though some teachers use to complain about lack of students interest for learning language, they do not do anything to change that, it will be better if they realize that one simple thing they can do is to design and implement material and activities with some techniques like drama and music.

The main goal of an EFL teacher should not be to develop or to improve a single part of English Language, (e.g. an English skill, grammar, structures, etc.). The goal as languages teachers should be to improve the English Language as a whole, and include innovative models and teaching methods to build an integral person in order to purpose of improve competences.

In addition, teachers' attitude in front of a difficult group should be understanding and a positive feeling about their students, without neglecting the requirement, searching tools for improving their disciplinary and academic levels. However, teachers should not only be worried about

teaching their class and complete curriculum requirements, but also focused on students with lower progress and finding about students 'attitudes and their implications in their language learning process.

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Attachments

-Appendix 1. Entry and Final test.

	LICEO FEMENINO MERCEDES NARIÑO PRUEBA DIAGNOSTICA DE INGLES DOCENTES: SINDY VARELA Y PAULA VALENCIA PRÁCTICA DOCENTE INVESTIGATIVA II
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NAME: _____ GRADE: _____ DATE: _____

GOAL: You will know your English level and knowledge through different questions and activities

PART I

choose the correct option in the following sentences

Example: How old are you?

A I have 13 years old

~~B~~ I am 13 years old

C I are 13 years old

1. I am from Cartagena, and you tell me

A. Where are you from?

B. What is your from?

C. What from are you?

2. Are you French?

A. Yes, I is

B. Yes, he is

C. Yes, I am

3. Where do you live?

A. I live on London

B. I live in London

C. I lives in London

4. I like coffee, would do you like coffee?

A. I don't like coffee

B. I doesn't like coffee

C. I does like coffee

5. Does George have a car or a bicycle?

A. George has very big car

B. George a very big car has

C. George has a very big car

6. Do you speak English?

A. Yes I do

B. Yes, we do

C. Yes, they do

7. Where is he from?

A. He Italian

B. He is Italian

C. They is Italian

8. I have to read, can you...?

A. Give me the book!

B. The book me|give!

C. Give the book me!

PART II

9. Write each word in the correct group

Example: Colombia, France and Egypt are countries

One, two and three are numbers

Blue, pink and White are colors

Germany	Swedish	brown	seventy	June	Friday	green
twelve	Tuesday	December	Switzerland	snow	eight	wind
February	nineteen	Italian	Norwegian	Sun	Sunday	orange
rain	Greek	April				

Countries	Nationalities	Days	Numbers	Months	The Weather	Colours

10. Match the correct verb with the sentence

Example: She reads the newspaper

They work in the cinema

I listen pop music

1. _____ a book.
2. _____ a letter.
3. _____ to a song.
4. _____ at a picture.
5. _____ a question.
6. _____ English.
7. _____ in town.
8. _____ in a bank.

- a. ask
- b. listen
- c. live
- d. work
- e. read
- f. speak
- g. look
- h. write

PART III

11. Imagine you have a friend in another city. She or he sent you a gift, so you want to say thanks. Now, write a short note to say hello and thanks to your friend. You can use the key words in the box



Hi - Thank you - Thanks a lot
Hello - Good morning - bye
Good afternoon - Dear friend



PART IV

12. Listen the conversations and choose the correct option.

<http://www.esl-lab.com/eslbasic/meetingpeople-1.htm>

1. Hi. My name's _____.

- A. Josh
- B. Jacob
- C. Jared

2. I want you to meet my sister, _____.

- A. Tammy
- B. Candy
- C. Amy

3. All of my friends call me _____.

- A. Nick
- B. Mike
- C. Matt

4. The teacher's name is _____ Smith.

- A. Dennis
- B. Douglas
- C. Daniel

5. _____ is sixteen years old.

- A. Amanda
- B. Alisa
- C. Alex

6. Do you know _____ is?

- A. Pat
- B. Peter
- C. Paul

7. _____ ~~birthday~~ is on Friday.

- A. ~~Natalia's~~
- B. Nicole's
- C. Nancy's

8. Is your ~~roomate's~~ name _____. I can't remember.

- A. Russel
- B. Randall
- C. Richard

9. _____ was born in Los Angeles but she grow up in Texas.

- A. Laura
- B. Lisa
- C. Lauren

10. Before we graduated from college _____ travel around Europe for three weeks.

- A. Ted
- B. Tim
- C. Todd

PART V

13. Introduce yourself answer the following questions

What is your name?

Who do you live with?

How old are you?

What do you like to do in free time?


Example Read the Camila's introduction



Hello. My name is Camila Perez. I am ten years old. I live with my mom and my dad, we have a pet. It is a cat named Lulu. I love it. Also I have one brother and one sister. My brother is Carlos and he is 15 years old, my sister is Mariana and she is 4 years old. I like so much play piano and sing pop music.



- Appendix 2. First workshop

	<p>LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: SCHOOL VALUES TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II</p>
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NAME: _____ GRADE: _____ DATE: _____

GOAL: Students will be able to talk about history of LIFEMENA using a new vocabulary learned in class

Pre-reading

Task 1: Match a moment with the letter.

What do you know about history...?



1941 BASED MOVING TO CARACAS AVENUE



2001, 21 NOVEMBER PROTEST



LABOR UNION OF NEEDLE ARTS AND CRAFTS



SHRINE'S LICEO OPENED AND NEW HEADQUARTERS IN 1957

During reading

Put reading

Task 2: According to slides, choose with X correct answer.

1. The slideshow show story of



A. Liceo's Church



B. Liceo feminine Mercedes Nariño



C. Liceo's Students

2. When shrine's Liceo was founded?

- A. 1940
- B. 2001
- C. 1957


3. What happened in 21st November 2001?

- A. A new headquarters
- B. A protest
- C. A Change to Caracas avenue

4. What was first Liceo's name?

- A. Liceo feminine of Cundinamarca
- B. Liceo Mercedes Nariño
- C. Labor union of needle arts and crafts

Post reading

Task 3: Read the next information for you will do a role play. The best  group have a gift

Role play

Scenario:

You are studying in labor union, arts and crafts. (That was before name of Liceo femenino Mercedes Nariño) and one of you will be a priest, others of you will be some students and other will be some reporters for publicize Liceo's news

Characters: priest, reporters (2) and students (3 or 5).

INSTRUCTIONS:

- *Distribute the different roles within the group. One of you takes the role of priest, it's the principal. The other one plays the person students or reporters.*
- *Learn the dialog and represent it.*
- *Give yourself 5 minutes for to discuss the scenario and prepare your play.*

Dialog

- *Priest: Today we begin our LABOR UNION, arts and crafts to prepare our women in their housework.*
- *Reports: How do you feel about this achievement priest Diego Garzón?*
- *Students: Excellent, a new opportunity for women*
- *Reports: And you would be part of this union, miss?*
- *Priest: Of course, it is a good start for us, a new vision for women.*
- *Students: women living!*

Departmental higher school of arts and crafts for girls

- *Priest: Today we call on our community to report the change of name of our union.*
- *Reporters: What do you expect this change Miss?*
- *Student: I hope more and instruct our school grow and be recognized for their quality.*

1941 changed Moving to Caracas


- Student: Comrades, remember that we must go on Monday to the new headquarters remaining in the Caracas avenue No. 23-24 Sur*
- Student: I'm looking forward to meeting the new place*

Table 3

Shrine's Liceo opened and new headquarters in 1957

- student: Please let us turn, girls courtyard by for an important information from the cure.*
- Priest: Hello girls, today we open the new chapel our school.*
- students: Can we come every day?*
- *Priest: yes. Of course.*
- *Students: We are happy to have a place to pray in our school*
- *Priest: Yes, that's important, thank you.*

-Appendix 3. Second workshop

	LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: LICEO'S HISTORY TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II
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NAME: _____ GRADE: _____ DATE: _____

GOAL: Students will be able to talk about history of LIFEMENA using a new vocabulary learned in class

Pre-reading

Task 1: What do you know about her?



- What is her name? _____
- Is she so important for Lice's story? Yes ___ or Not ___
- What do you know about Liceo's story?
- When was Liceo founded?

Match verbs with following images.



Married



Born

Pre-reading

Task 2: Read the next text and answer true or false. Taking to account before vocabulary

Our school was founded on October 5, 1916 by Diego Garzón, pastor of the Cross, being Minister of Education Miguel Abadia Mendez and **President** José Vicente Concha. His initial guidance sought preparing women for household work, adopting the name of Union of Needle, Arts and Crafts. They were then changed both its name and its headquarters to be renamed Departmental School of Arts and Crafts for young ladies who worked in a **building** located on 15th street with street 15. In 1941, It was **move** to Caracas Avenue Sur No. 23 to 24, where it is today. On 25 May 1957, the beautiful Liceo's chapel is **inaugurated**, whose architectural design was entrusted to the architect Juvenal Moya Cadena, who gave extensive use of stained glass, which powerfully qualify the interior space, creating a market dominated by ambient light polychrome. In 1958, the College adopted the name Liceo Femenino de Cundinamarca. By Decree 778 of June 18, 1960 it is added to its name **Mercedes Nariño** (Maria Mercedes Ramona Felicia Nariño Ortega) in honor of the daughter of the precursor of Independence Antonio Nariño, **born** on September 24, 1798 in Santa Fe, married with the hero Antonio Ibanez, Nicolas brother, who **married** the wealthy Jose Antonio Caro, from this union was born Miguel Antonio Caro, President of the Republic of Colombia; **He died** on January 17, 1875 in Bogota. In the Lyceum, between 1966 and 1972 they were created parallel sessions, **Kindergarten** and Parents Association was established. In 2002, the school becomes the property of the Capital District, after a student protest several days that began on November 21, 2001 before the announcement of the closure of the College struggle was **successful**, achieving continuity of the Lyceum, this time with the name of District Educational Institution Lyceum Female Mercedes Nariño.

- In 1970 was called Liceo Feminine Mercedes Nariño. T__ or F____
- Between 1966 and 1972 created Kindergarten and Parents Association was established. T__ or F____
- Mercedes' Husband was called Antonio Ibanez. T__ or F____
- In 2001, Liceo was a change, it was called IED. LICEO FEMENINO DE CUNDINAMARCA. T__ or F____
- When was Liceo founded?
 - a. On september 09th 2013

On October 06th, 1916

- b. In Noviembre 07th, 1978
- When was Liceo's chapel inaugurated?
 - a. On 25th May 1957
 - b. On 28th June 1957
 - c. On 30th April 1957
 - Who was Miguel Abadia?
 - a. He was a President
 - b. He was a Minister of education
 - c. He was a pastor
 - Where was moved Liceo?
 - a. Caracas Avenue
 - b. Street 15
 - c. Jose Antonio

PAST SIMPLE "BE" WH- QUESTIONS

Singular	Who	was	I
	What	were	you
	When	was	he
	Where		she
Plural	Why		it
	How	were	you
			we
			they

Complete following reading, put was or where according to linguistic task

It ____ founded on October 5, 1916 by Diego Garzón, pastor of the Cross, being Minister of Education Miguel Abadia Mendez and **President** José Vicente Concha. His initial guidance sought preparing women for household work, adopting the name of Union of Needle, Arts and Crafts. They _____ then changed both its name and its headquarters to be

renamed Departmental School of Arts and Crafts for young ladies who worked in a **building** located on 15th street with street 15. In 1941, it _____ move to Caracas Avenue Sur No. 23 to 24, where it is today.

Post- Reading

Read the next information for you will do a role play it. The best group have a gift.

Role play

Scenario:

Your school changed name Liceo Femenino of Cundinamarca and In the Lyceum, between 1966 and 1972 they were created parallel sessions, Kindergarten and Parents Association was established. In 2002, the school becomes the property of the Capital District, after a student protest several days that began on November 21, 2001 before the announcement of the closure of the College struggle was successful.

Characters: priest, reporters (2) and students (3 or 5).

INSTRUCTIONS:

- *Distribute the different roles within the group. One of you takes the role of priest, it's the principal. The other one plays the person students, reporters, teacher or mother.*
- *Learn the dialog and represent it.*
- *Give yourself 5 minutes for to discuss the scenario and prepare your play.*

Dialog

NAME CHANGE 1958, LICEO FEMENINO DE CUNDINAMARCA

- Priest: I go to the community to report the change of name of the school.
- Mother: What is it?
- Students: Women's Lyceum Cundinamarca
- Priest: Also by Decree 778 of June 18, 1960 will be added the Mercedes Nariño
- Mother: Why that name?
- Student: Classmate, she was the daughter of Antonio Nariño
- All students: Long live the LICEO!

Table 5


1966 1962 KINDERGARTENS TRAINING, SEMINARS PARALLEL AND PARENTS ASSOCIATION

- Teacher: Teachers ask you please call the parents and students of the new changes and processes of the institution
- Other teacher: what the gardens and parallel sessions?
- Mother: Yes, and with the help of parents to create the association

MAKE THE MEETING:

- Priest: Gentlemen parents and students, our high school now has kindergartens, parallel sessions and parents' association.
 - Mother: Can I be part of that association?
 - Teacher: Yes, precisely that he would speak.
 - Teacher: Yes, I want.
-

-Appendix 4. Third workshop

	<p>LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: SCHOOL MEMORIES TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II</p>
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NAME: _____ GRADE: _____ DATE: _____

GOAL: You will be able to talk about memories of your school using new vocabulary learned in class.

Pre-listening

Task 1: Talk with your classmates and teacher.



- 1 Do you know Madonna?
- 2 What do you know about her?
- 3 Do you know some Madonna's song?

Task 2: Look at the following pictures and discuss with your classmates and teacher about everyone and match the pictures with the respective word.



Playground (w)	Wish (w)
Childhood (w)	World (w)
Heart (w)	Friend (w)
Ask (w)	Head (w)
Memory (w)	Life (w)
	Feeling (w)

While listening

Task 3: Listen the song and put the missing words in the correct space.

This is to be my playground. (Madonna)

Playgroundx2	Wish
Childhood	World
Heart	Our
Ask	Friend
Wishing	Head
Hope	Life
Memory	Feeling
Pride	Never

This used to be my _____ (used to be)
 This used to be my _____ dream
 This used to be the place I ran to
 Whenever I was in need
 Of a _____
 Why did it have to end
 And why do they always say

Don't look back
 Keep your _____ held high
 Don't ask them why
 Because _____ is short
 And before you know
 You're _____ old
 And your _____ is breaking

Don't hold on to the past
 Well that's too much to _____.

[chorus]

No regrets
 But I _____ that you
 Were here with me
 Well then there's _____ yet
 I can see your face
 In our secret place
 You're not just a _____
 Say goodbye to yesterday (the dream)
 Those are words I'll _____ say (I'll never say)

This used to be my _____ (used to be)
 This used to be our _____ and joy
 This used to be the place we ran to
 That no one in the _____ could dare destroy

This used to be our playground (used to be)
 This used to be _____ childhood dream
 This used to be the place we ran to
 I wish you were standing here with me

This used to be our playground (used to be)
 This used to be our childhood dream
 This used to be the place we ran to
 The best things in life are always free
 _____ you were here with me.

Task 4: Listen to the song again and put the correct word in each sentence.

- This used to be my _____
 A. Park
 B. Home
 C. Playground
- Keep your _____ held high
 A. Head
 B. Hand
 C. Eye
- And your _____ is breaking
 A. Feet
 B. Heart
 C. Mouth
- But I _____ that you were here with me
 A. Think
 B. Want
 C. Wish
- You're not just a _____
 A. Memory
 B. Person
 C. Thing
- This used to be our _____ and joy
 A. Home
 B. Pride
 C. Toys

Task 5: Put (T) if it is true or (F) if it is false to the following sentences

1. Madonna's song is about her family ()
2. The playground is a place just for kids ()
3. The song talk about teenagers and their schools ()
4. The main character is sad in the song's story ()
5. The main character miss someone ()

Post listening

Task 6 Remember your childhood (Find someone who...)

EXAMPLE

Laura used to play with her dolls when she was in first grade

Camila used to go to the park when she was in first grade

Find some classmate and ask the following questions (choose one person per question)

1. What did you used to do when you were in first grade? _____

2. What kind of games did you used to play when you were in first grade? _____

3. Where did you used to go when you were in first grade? _____

4. Who used to be your best friend when you were in first grade? _____

5. What did you used to eat when you were in first grade? _____

6. Who was your English teacher when you were in first grade? _____

Task 7. Remember different memories in your life

Talk about different memories in your life. Answer the following questions.


1. When was your best birthday? How did you feel? _____

2. Talk about a bad moment in your life. What was the worst memories in your life? How did you feel? _____

3. What do you want to be when you grow up? _____



Appendix 5. Fourth workshop

	<p>LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: FRIENDSHIP TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II</p>
---	---

NAME: _____ GRADE: _____ DATE: _____

GOAL: You will be able to talk about friendship and some moral values of your school using new vocabulary and expressions learned in class.

Pre - listening

Task 1: Match the correct picture with the word



SOLIDARITY
LOVE

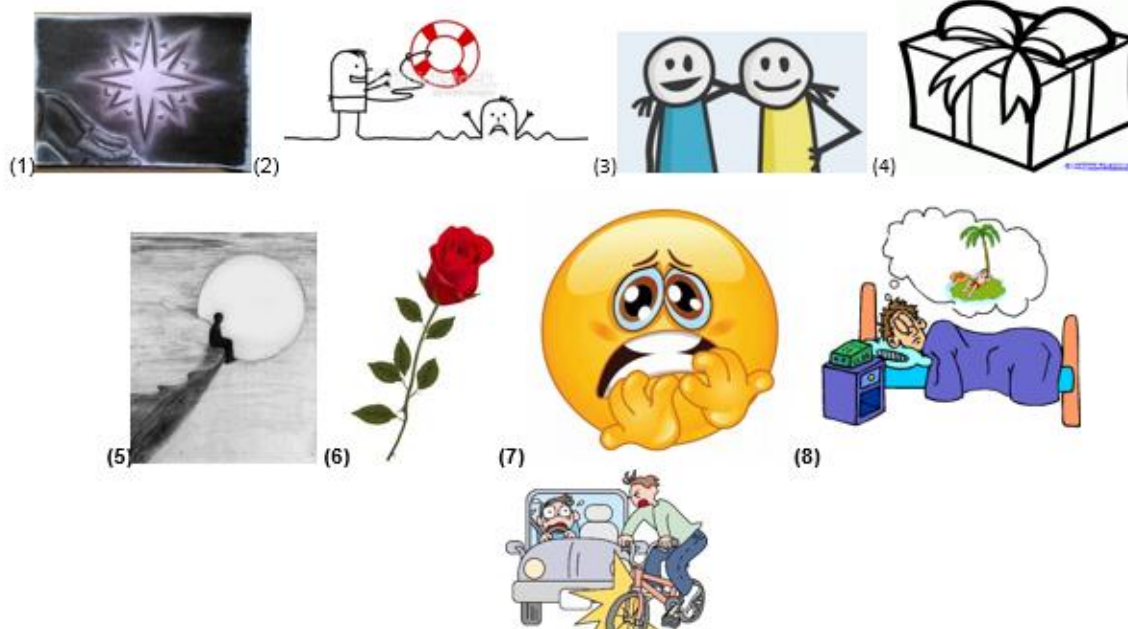
FRIENDSHIP
PUNCTUALITY

HONESTY
FREEDOM

RESPECT
TOLERANCE



Task 2: Talk with your classmates and teacher about friendship What is each picture about?



Answer the following questions talking with your classmates.

1. Have you ever been alone?
2. Have you ever been scared?
3. Have you ever helped someone?
4. What could be the best gift to you?

While – listening

Task 3: Listen the song and out the words in the correct space

Gift of a friend. Demi Lovato

- | |
|--|
| Bright x2
Friend
Helps
Believe
Gift
Alone
Beauty
Scared
Crashes
Dream |
|--|

Sometimes you think you'll be fine by yourself
 Cause a _____ is a wish that you make all alone
 It's easy to feel like you don't need help
 But it's harder to walk on your own

You'll change inside
 When you realize

The world comes to life
 And everything's _____
 From beginning to end
 When you have a _____
 By your side
 That _____ you to find
 The beauty you are
 When you open your heart
 And _____ in

The _____ of a friend
 The gift of a friend

Someone who knows when you're lost and you're _____
 There through the highs and the lows
 Someone to count on, someone who cares
 Beside you wherever you go

You'll change inside
 When you realize

The world comes to life
 And everything's bright
 From beginning to end
 When you have a friend
 By your side
 That helps you to find
 The _____ you are
 When you open your heart

And believe in
 The gift of a friend

When your hope _____ down
 Shattering to the ground
 You, you feel all _____
 When you don't know which way to go
 There's no signs leading you home
 You're not alone

The world comes to life
 And everything's _____

From beginning to end
 When you have a friend
 By your side
 That helps you to find
 The beauty you are
 When you open your heart
 And believe in

When you believe in
 You can believe in

The gift of a friend

Task 4: Listen to the song again and organize the sentences

Example: easy/feel/it's/like/to/you/need/help/don't
 Answer: It's easy to feel like you don't need help

1. You/ when/ open/ heart/ your

2. Helps/ that/ to/ find/ you

3. Open/ when/ your/ you/ heart

4. Comes/ world/ the/ to/ life

5. End/ from/ to/ beginning

Task 5: Put (T) if it is true or (F) if it is false on the following questions

1. This song is about a love's story ()
2. The main character is a girl ()
3. The singer talks bad of her friend ()
4. The main character was scared by her friend ()
5. There was a pet named Puchi on the song's story ()

Post listening

Task 6. Remembering your Friends (Find someone who...)

Find some classmate and ask the following questions (choose one person per question)

1. Do you have a best friend? What is her o his name? _____

2. What do you use to do in your free time? _____

3. Where do you go with your friend?

4. Do you have more friends? What are their names? _____

5. What do you use to talk about? _____

Task 7. Describe your best friend taking into account the following characteristics:

Name, age, physical description, hobbies, likes and dislikes, where her o his lives.

EXAMPLE: *My best friend is Luciana, she is 10 years old, she lives in Restrepo and she lives with her parents and her big brother. She likes so much sing but she doesn't know dance and also, she likes eat candies and some fruits but she doesn't like some vegetables. She is a wonderful person and we enjoy playing a lot.*

-Appendix 6. Fifth workshop

	<p>LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: LICEO'S VALUES TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II</p>
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NAME: _____ GRADE: _____ DATE: _____

GOAL: You will be able to talk about Liceo's school using new vocabulary learned in class.

Pre-listening

Task 1: Talk with your classmates and teacher.



- What do you think about this picture?
- Which are values Liceo's students?
- Are you respectful, responsible and honest?

Task 2: Look at the following pictures and discuss with your classmates and teacher about everyone and match the pictures with the respective word.

Respect ()	Responsibility ()
Honesty ()	Show ()
Love ()	Smile ()
Care ()	Fun ()
Wake up ()	Help ()
	Recipe ()





(9)



(10)



(11)



(12)

While listening

Task 3: Listen the song and put the missing words in the correct space.

This is school values by musical playground.

Respect	Responsibility
Honesty	Show
Love	Smile
Care	Fun
Wake up	Help
	Recipe

_____ with a _____
 It's another day at _____
 We're looking forward to
 A bucket full of _____ and heaps of learning
 We've got pride in our stride
 We love our _____
 And everything we do
 Keeps the wheels of Lavender turning

Oh you gotta get the _____ right
 If you want to shine so bright
 You gotta get one thing right
 You need to

Task 4: Listen to the song again and put the correct word in each sentence.

_____ up with a smile.

- Give
- Wake
- Love

_____ Ooh it's the best policy

- Respect
- Honesty
- Care

[Chorus]

_____ Yourself and one another
 Show that you _____ for each other
 _____ Ooh it's the best policy
 Respect yourself and one another
 _____ that you care for each other
 Take _____ and be the best you can be

I love it at lavender _____ I love it at lavender school I love it
 lavender schoooooooool!

I love it at lavender school I _____ it at lavender school I love it
 lavender _____

_____ Responsibility and be the best you can
 be

- Take
- Give
- Wake

I love it at lavender _____

- Lavender
- School
- Collaee

Task 5: Answer the following questions with a classmate, take in to account next example.
Use linguistic task

**Linguistic
task**

EXAMPLE:

What do you do today in English class?

I do some exercises about past perfect.

1. What do you like of your school?

2. Where does she go when is break?


3. Who does she play with?

4. What do you want to eat?



|

-Appendix 7. Six Workshop

	<p>LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: SCHOOL HISTORY TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II</p>
---	---

NAME: _____ GRADE: _____ DATE: _____

GOAL: Students will be able to write and portray about the Liceo' history using the new vocabulary related with the school context.

Pre-task

Task 1. Look the following images and discuss with your classmates and teacher. Then, answer the following questions.



- A. What can you see on the images?
- B. What do you remember about the Liceo's history?
- C. What situation did impact you?

Task 2. Match the adjectives with respective picture



YOUNG – OLD



BLUE EYES – BROWN EYES



FAT - THIN



LONG HAIR – SHORT HAIR





WRITER WOMAN



HOUSEWIFE/ HOMEMAKER



DEFENDER WOMAN

While Task

Task 3. Complete the following text with the physical description of Mercedes Nariño. Then, share the text with your classmates.

Mercedes Nariño

Hi, my name is Mercedes Nariño and I am the Antonio Nariño's daughter. I was born on September 24th in 1798. I was so recognized for my actions' father and his life in general. Some about me, I had _____ eyes and _____ hair and I was _____ all my life. When I was _____, I just was my house as a _____ because my father gave us everything. When I was _____ I went out my house because I wanted live alone. I was a _____ woman of the human rights because I did not like the injustice. Finally, I consider me a good _____ woman because I helped my father to write about the important Colombia's events.



Task 4. According with the previous text, do a performance about it, taking into account the following emotions and feelings.

EXAMPLE:

Look at the next following happy monologue (https://www.youtube.com/watch?v=dLxx_X1rfnM)





Post-Task

Task 5. Portray Mercedes Nariño using the following characteristics. Take into account the previous information about her physical description.

- Brown eyes
- Long hair
- Short
- Thin
- Angry
- Writer woman

-Appendix 8. Seventh Workshop

	LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: MY SCHOOL TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE II
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NAME: _____ GRADE: _____ DATE: _____

GOAL: Students will be able to use their body language to express their feelings, emotions and thinking related to school context.

Pre-Task

Task 1. Look at pictures around the classroom, analyze and interpret them through body language gestures and movement. Then, following question and discuss with your teacher and classmate.



1. What do you think about these pictures?
2. What picture do you identify with?
3. What picture did impact you?
4. How did you feel when you look at all pictures?
5. What do you remember with protest image?

Task 2. In groups, guess the expressions through facial expression and body language. Look at the example

Example



Now, taking to account following pictures for guessing the expression your classmate is acting up.



While task

Task 3. According to following situations put "I LIKE OR DISLIKE THAT"

EXAMPLE

Get the best grades. I like that



- a. To arrive early to school. I _____
- b. To listen to music in my English class. _____
- c. To work in my notebook. _____
- d. To do a homework. _____
- e. To go to the church on Sundays. _____
- f. To work in the math class. _____
- g. To do exercise in gym class. _____



Task 4. Look up the word and draw respective feeling or emotion.



1. Aggressive
2. Proud
3. bored
4. Grumpy
5. Scared
6. Disgusted
7. Exhausted
8. Curious
9. Mad
10. Surprised
11. Sad
12. Ashamed

At the end, play "who is who" with your classmates.



Post task

Task 5. Represent the following situations in the school thought mimic, paint your face and wear black clothes.

Situation 1. I like math class, **but** I feel sad when I get bad grades

Situation 2. The women felt proud because they won the Liceo's protest.

Situation 3. I feel scared when I see someone fight.

Situation 4. I feel mad when someone copy my homeworks

-Appendix 9. Eight Workshop

	LICEO FEMENINO MERCEDES NARIÑO WORKSHOP: MY SCHOOL'S HISTORY TEACHERS: SINDY VARELA AND PAULA VALENCIA STUDENTS' PRACTICE
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NAME: _____ GRADE: _____ DATE: _____

GOAL: Students will be able to recognize important facts of their school using Simple Past and Storytelling technique.

Pre-Task

Task 1. Look at the following video and interpret the story showed. Then, discuss with your classmates and teacher taking into account the following situations.

- Most Embarrassing Stories (<https://www.youtube.com/watch?v=x9H1saOcpOE>)



When you was a child, you...

- You fell down on the stairs?
- Put your face with some wall?
- Had an accident?
- Take the hand of a strange person?
- Wrote a personal diary?

Task 2. Imagine and create, with your classmates and teacher, a short story using the following images and vocabulary



VOCABULARY

Once upon a time
After time

Then
The next day

Time travel
Had problems

Be positive
help

While - Task

Task 3. Complete the Liceo's history taking into account the following pictures.



(October 5th, 2016 The Anniversary number 100)

(June 18th, 1960 The name changed)



(October 5th, 1916 The Opening)



(May 25th, 1957 The Chapel's opening)



(November 21st, 2001 Protest)

The Liceo's history began on _____. Its main purpose wanted to prepare woman to housework and it was named "Syndicate of the Needle, Arts and Crafts". Then, on _____ happened with the work of the architect Juvenal Moya Cadena. Time after on _____ in honor of María Mercedes Ramona Felicia Nariño Ortega, the Antonio Nariño's daughter. She was born on September 24th, 1798 in Bogotá. In the new century, on _____ in effect of the suggestion to close the school. The protest was successful offering to the school several years of life. Finally, on _____ took place on the current location and it was celebrate with different cultural activities including, music, dance, artistic shows and more.

Task 4. Put (T) if it is true or (F) if it is false to the following situations

- The Liceo's opening happened on October 5th, 1816 _____
- The chapel's opening was on May 25th, 1957 _____
- The Liceo's name changed to "IED Liceo Femenino Mercedes Nariño" on June 18th, 1960 _____
- The protest happened on November 21st, 2001 was about the Human Rights _____
- On October 5th, 2016 took place the anniversary number 200 _____

Post Task

Task 5. With your workgroup imagine, create and develop a short story taking into account an important moment of the Liceo's history and the Past Simple tense. You can use drawings, movements, texts, your own clothing, personal objects and school objects.

- October 5th, 1916 The Opening
- May 25th, 1957 The Chapel's opening
- June 18th, 1960 The name changed
- November 21st, 2001 Protest
- October 5th, 2016 The Anniversary number 100

Linguistic Task				
	Subject	Auxiliary verb	Main verb	COMPLEMENT
POSITIVE	I	did	want	to office
	you	worked	very hard.	
NEGATIVE	She	did	not go	in the bank.
	we	did	not work	yesterday.
Interrogative?	Did	you	go	to London of business?
	Did	they	work	at home on Saturday?

-Appendix 10. Final results entre test. Control group.

ENTRY TEST FINAL RESULTS											
CONTROL GROUP 501-502											
N°	Learners	Reading (10)	100 %	Writing (10)	100 %	Listening (10)	100 %	Speaking (10)	100 %	Total Score	Total 100%
1	Learner 1	0	0%	0	0%	0	0%	0	0%	0	0%
2	Learner 2	8	80%	3	30%	6	60%	4	40%	21	42%
3	Learner 3	3	30%	5	50%	3	30%	2	20%	13	26%
4	Learner 4	5	50%	2	20%	0	0%	2	20%	9	18%
5	Learner 5	2	20%	5	50%	5	50%	3	30%	15	30%
6	Learner 6	3	30%	3	30%	1	10%	2	20%	9	18%
7	Learner 7	3	30%	3	30%	2	20%	5	50%	13	26%
8	Learner 8	8	80%	4	40%	6	60%	5	50%	23	46%
9	Learner 9	3	30%	2	20%	6	60%	4	40%	15	30%
10	Learner 10	0	0%	0	0%	0	0%	0	0%	0	0%
11	Learner 11	4	40%	3	30%	5	50%	3	30%	15	30%
12	Learner 12	7	70%	6	60%	7	70%	4	40%	24	48%
13	Learner 13	4	40%	3	30%	9	90%	3	30%	19	38%
14	Learner 14	4	40%	3	30%	6	60%	4	40%	17	34%
15	Learner 15	2	20%	2	20%	7	70%	3	30%	14	28%
16	Learner 16	2	20%	3	30%	7	70%	5	50%	17	34%
17	Learner 17	0	0%	0	0%	0	0%	0	0%	0	0%
18	Learner 18	6	60%	4	40%	0	0%	5	50%	15	30%
19	Learner 19	0	0%	0	0%	0	0%	0	0%	0	0%
20	Learner 20	3	30%	3	30%	7	70%	5	50%	18	36%
21	Learner 21	7	70%	4	40%	4	40%	3	30%	18	36%
22	Learner 22	7	70%	5	50%	6	60%	4	40%	22	44%
23	Learner 23	8	80%	4	40%	6	60%	3	30%	21	42%
24	Learner 24	6	60%	3	30%	9	90%	5	50%	23	46%
25	Learner 25	5	50%	5	50%	4	40%	3	30%	17	34%
26	Learner 26	2	20%	4	40%	8	80%	5	50%	19	38%
27	Learner 27	7	70%	4	40%	8	80%	6	60%	25	50%
28	Learner 28	0	0%	0	0%	0	0%	0	0%	0	0%
29	Learner 29	8	80%	4	40%	7	70%	5	50%	24	48%
30	Learner 30	8	80%	5	50%	9	90%	5	50%	27	54%
31	Learner 31	6	60%	4	40%	8	80%	4	40%	22	44%
32	Learner 32	6	60%	4	40%	5	50%	3	30%	18	36%
33	Learner 33	5	50%	4	40%	2	20%	3	30%	14	28%
34	Learner 34	7	70%	5	50%	7	70%	6	60%	25	50%
35	Learner 35	6	60%	3	30%	0	0%	4	40%	13	26%
36	Learner 36	0	0%	0	0%	0	0%	0	0%	0	0%

37	Learner 37	3	30%	8	80%	6	60%	4	40%	21	42%
38	Learner 38	7	70%	4	40%	6	60%	4	40%	21	42%
39	Learner 39	4	40%	3	30%	8	80%	6	60%	21	42%
40	Learner 40	2	20%	2	20%	5	50%	4	40%	13	26%
41	Learner 41	9	90%	4	40%	7	70%	5	50%	25	50%
42	Learner 42	0	0%	0	0%	0	0%	0	0%	0	0%
43	Learner 43	5	50%	2	20%	5	50%	3	30%	15	30%
44	Learner 44	9	90%	4	40%	6	60%	4	40%	23	46%
45	Learner 45	4	40%	3	30%	4	40%	3	30%	14	28%
46	Learner 46	7	70%	2	20%	5	50%	6	60%	20	40%
47	Learner 47	4	40%	5	50%	6	60%	3	30%	18	36%
48	Learner 48	0	0%	0	0%	0	0%	0	0%	0	0%
49	Learner 49	7	70%	6	60%	7	70%	6	60%	26	52%
50	Learner 50	3	30%	3	30%	2	20%	1	10%	9	18%
51	Learner 51	2	20%	3	30%	2	20%	2	20%	9	18%
52	Learner 52	4	40%	2	20%	6	60%	3	30%	15	30%
53	Learner 53	3	30%	5	50%	6	60%	3	30%	17	34%
54	Learner 54	4	40%	5	50%	0	0%	4	40%	13	26%
55	Learner 55	2	20%	3	30%	0	0%	3	30%	8	16%
56	Learner 56	3	30%	3	30%	6	60%	2	20%	14	28%
57	Learner 57	7	70%	5	50%	5	50%	4	40%	21	42%
58	Learner 58	3	30%	3	30%	4	40%	2	20%	12	24%
AVERAGE		4,4	44%	3,3	33%	4,0	40%	3,3	33%	15	30%

-Appendix 11. Final Results entry test. Experimental group.

ENTRY TEST FINAL RESULTS											
EXPERIMENTAL GROUP 503-504											
N °	Learners	Reading (10)	100 %	Writing (10)	100 %	Listening (10)	100 %	Speaking (10)	100 %	Total Score	Total 100%
1	Learner 1	4	40%	7	70%	6	60%	5	50%	22	44%
2	Learner 2	7	70%	3	30%	3	30%	4	40%	17	34%
3	Learner 3	8	80%	8	80%	7	70%	7	70%	30	60%
4	Learner 4	9	90%	7	70%	5	50%	5	50%	26	52%
5	Learner 5	6	60%	5	50%	5	50%	5	50%	21	42%
6	Learner 6	7	70%	10	100%	5	50%	7	70%	29	58%
7	Learner 7	5	50%	4	40%	2	20%	3	30%	14	28%
8	Learner 8	8	80%	4	40%	3	30%	3	30%	18	36%
9	Learner 9	0	0%	0	0%	0	0%	0	0%	0	0%

10	Learner 10	2	20%	9	90%	8	80%	5	50%	24	48%
11	Learner 11	4	40%	3	30%	5	50%	4	40%	16	32%
12	Learner 12	7	70%	8	80%	6	60%	7	70%	28	56%
13	Learner 13	5	50%	9	90%	7	70%	5	50%	26	52%
14	Learner 14	5	50%	4	40%	5	50%	4	40%	18	36%
15	Learner 15	7	70%	8	80%	6	60%	5	50%	26	52%
16	Learner 16	9	90%	1	10%	3	30%	2	20%	15	30%
17	Learner 17	0	0%	0	0%	0	0%	0	0%	0	0%
18	Learner 18	5	50%	5	50%	4	40%	4	40%	18	36%
19	Learner 19	6	60%	5	50%	3	30%	3	30%	17	34%
20	Learner 20	0	0%		0%		0%		0%	0	0%
21	Learner 21	4	40%	4	40%	4	40%	3	30%	15	30%
22	Learner 22	7	70%	4	40%	7	70%	4	40%	22	44%
23	Learner 23	7	70%	9	90%		0%		0%	16	32%
24	Learner 24	9	90%	7	70%	9	90%	8	80%	33	66%
25	Learner 25	0	0%	0	0%	0	0%	0	0%	0	0%
26	Learner 26	4	40%	4	40%	3	30%	2	20%	13	26%
27	Learner 27	0	0%	0	0%	0	0%	0	0%	0	0%
28	Learner 28	8	80%	6	60%	5	50%	4	40%	23	46%
29	Learner 29	5	50%	6	60%	6	60%	5	50%	22	44%
30	Learner 30	6	60%	10	100%	4	40%	4	40%	24	48%
31	Learner 31	8	80%	4	40%	3	30%	2	20%	17	34%
32	Learner 32	3	30%	4	40%	9	90%	7	70%	23	46%
33	Learner 33	9	90%	8	80%	6	60%	3	30%	26	52%
34	Learner 34	6	60%	4	40%	7	70%	5	50%	22	44%
35	Learner 35	3	30%	2	20%	5	50%	3	30%	13	26%
36	Learner 36	6	60%	4	40%	5	50%	4	40%	19	38%

37	Learner 37	3	30%	3	30%	3	30%	2	20%	11	22%
38	Learner 38	9	90%	0	0%	2	20%	2	20%	13	26%
39	Learner 39	2	20%	2	20%	3	30%	1	10%	8	16%
40	Learner 40	5	50%	7	70%	4	40%	5	50%	21	42%
41	Learner 41	5	50%	6	60%	6	60%	5	50%	22	44%
42	Learner 42	4	40%	6	60%	2	20%	1	10%	13	26%
43	Learner 43	6	60%	2	20%	4	40%	3	30%	15	30%
44	Learner 44	0	0%	0	0%	0	0%	0	0%	0	0%
45	Learner 45	8	80%	6	60%	8	80%	7	70%	29	58%
46	Learner 46	7	70%	4	40%	4	40%	4	40%	19	38%
47	Learner 47	9	90%	5	50%	6	60%	6	60%	26	52%
48	Learner 48	3	30%	5	50%	5	50%	5	50%	18	36%
49	Learner 49	7	70%	6	60%	6	60%	5	50%	24	48%
50	Learner 50	8	80%	8	80%	8	80%	9	90%	33	66%
51	Learner 51	0	0%	0	0%	0	0%	0	0%	0	0%
52	Learner 52	3	30%	5	50%	8	80%	7	70%	23	46%
53	Learner 53	2	20%	3	30%	7	70%	5	50%	17	34%
54	Learner 54	7	70%	5	50%	8	80%	8	80%	28	56%
55	Learner 55	9	90%	5	50%	4	40%	5	50%	23	46%
56	Learner 56	7	70%	3	30%	5	50%	5	50%	20	40%
57	Learner 57	9	90%	10	100%	8	80%	8	80%	35	70%
58	Learner 58	4	40%	5	50%	4	40%	3	30%	16	32%
59	Learner 59	9	90%	10	100%	7	70%	6	60%	32	64%
60	Learner 60	9	90%	9	90%	7	70%	8	80%	33	66%
61	Learner 61	6	60%	4	40%	0	0%	3	30%	13	26%
62	Learner 62	5	50%	10	100%	7	70%	6	60%	28	56%
63	Learner 63	3	30%	7	70%	6	60%	5	50%	21	42%

64	Learner 64	3	30%	4	40%	4	40%	3	30%	14	28%
65	Learner 65	10	100%	9	90%	7	70%	0	0%	26	52%
66	Learner 66	0	0%	0	0%	0	0%	0	0%	0	0%
67	Learner 67	3	30%	3	30%	4	40%	3	30%	13	26%
68	Learner 68	4	40%	4	40%	3	30%	4	40%	15	30%
69	Learner 69	6	60%	3	30%	4	40%	4	40%	17	34%
70	Learner 70	9	90%	7	70%	5	50%	3	30%	24	48%
AVERAGE		5,3	53%	4,9	49%	4,58	46%	3,9	39%	19	37%

-Appendix 12. Final results final test. Control group.

FINAL TEST RESULTS											
CONTROL GROUP 501-502											
		READING		WRITING		LISTENING		SPEAKING		TOTAL	
N°	Learners	P	%	P	%	P	%	P	%	P	%
1	Learner 1	7	70%	0	0%	8	80%	8	80%	23	58%
2	Learner 2	3	30%	0	0%	7	70%	7	70%	17	43%
3	Learner 3	5	50%	0	0%	0	0%	0	0%	5	13%
4	Learner 4	2	20%	0	0%	6	60%	6	60%	14	35%
5	Learner 5	6	60%	0	0%	5	50%	5	50%	16	40%
6	Learner 6	2	20%	10	10%	5	50%	5	50%	22	55%
7	Learner 7	5	50%	10	10%	10	100%	10	### #	35	88%
8	Learner 8	7	70%	0	0%	4	40%	4	40%	15	38%
9	Learner 9	2	20%	0	0%	7	70%	7	70%	16	40%
10	Learner 10	6	60%	0	0%	7	70%	7	70%	20	50%
11	Learner 11	8	80%	20	20%	10	100%	0	0%	38	95%
12	Learner 12	6	60%	0	0%	10	100%	10	### #	26	65%
13	Learner 13	4	40%	0	0%	6	60%	6	60%	16	40%
14	Learner 14	6	60%	0	0%	5	50%	6	60%	17	43%

1 6	Learner 15	7	70 %	0 0%	8	80 %	8	80 %	23	58 %
1 6	Learner 16	7	70 %	0 0%	7	70 %	7	70 %	21	53 %
1 7	Learner 17	6	60 %	20 %	6	60 %	6	60 %	38	95 %
1 8	Learner 18	3	30 %	10 %	3	30 %	3	30 %	19	48 %
1 9	Learner 19	7	70 %	20 %	9	90 %	0	90 %	36	90 %
2 0	Learner 20	7	70 %	0 0%	9	90 %	9	90 %	25	63 %
2 1	Learner 21	6	60 %	0 0%	9	90 %	9	90 %	24	60 %
2 2	Learner 22	3	30 %	0 0%	9	90 %	9	90 %	21	53 %
2 3	Learner 23	2	20 %	0 0%	6	60 %	6	60 %	14	35 %
2 4	Learner 24	7	70 %	0 0%	10	100 %	10	### #	27	68 %
2 5	Learner 25	5	50 %	0 0%	6	60 %	6	60 %	17	43 %
2 6	Learner 26	6	60 %	0 0%	9	90 %	9	90 %	24	60 %
2 7	Learner 27	5	50 %	0 0%	6	60 %	6	60 %	17	43 %
2 8	Learner 28	7	70 %	0 0%	7	70 %	7	70 %	21	53 %
2 9	Learner 29	7	70 %	0 0%	7	70 %	7	70 %	21	53 %
3 0	Learner 30	1	10 %	0 0%	3	30 %	3	30 %	7	18 %
3 1	Learner 31	6	60 %	0 0%	9	90 %	9	90 %	24	60 %
3 2	Learner 32	4	40 %	0 0%	7	70 %	7	70 %	18	45 %
3 3	Learner 33	7	70 %	0 0%	8	80 %	8	80 %	23	58 %
3 4	Learner 34	3	30 %	10 %	3	30 %	3	30 %	19	48 %
3 5	Learner 35	4	40 %	0 0%	5	50 %	5	50 %	14	35 %
3 6	Learner 36	5	50 %	10 %	9	90 %	9	90 %	33	83 %
3 7	Learner 37	5	50 %	0 0%	10	100 %	10	### #	25	63 %
3 8	Learner 38	9	90 %	0 0%	7	70 %	7	70 %	23	58 %
3 9	Learner 39	8	80 %	0 0%	6	60 %	6	60 %	20	50 %
4 0	Learner 40	3	30 %	0 0%	5	50 %	5	50 %	13	33 %
4 1	Learner 41	4	40 %	0 0%	7	70 %	7	70 %	18	45 %
4 2	Learner 42	5	50 %	0 0%	6	60 %	6	60 %	17	43 %

2			%				%		%		%
4	Learner 43		50				70		70		48
3		5	%	0	0%		7	%	7	%	19
4	Learner 44		30				90		90		53
4		3	%	0	0%		9	%	9	%	21
4	Learner 45		10				70		70		38
5		1	%	0	0%		7	%	7	%	15
4	Learner 46		40				70		70		45
6		4	%	0	0%		7	%	7	%	18
4	Learner 47		20				70		70		40
7		2	%	0	0%		7	%	7	%	16
4	Learner 48		50				50		50		38
8		5	%	0	0%		5	%	5	%	15
4	Learner 49		60				0	0%	0	0%	15
9		6	%	0	0%		0	0%	0	0%	6
5	Learner 50		10				70		70		38
0		1	%	0	0%		7	%	7	%	15
5	Learner 51		30				0	0%	0	0%	8
1		3	%	0	0%		0	0%	0	0%	3
5	Learner 52		50				30		30		28
2		5	%	0	0%		3	%	3	%	11
5	Learner 53		50				50		50		38
3		5	%	0	0%		5	%	5	%	15
5	Learner 54		70				90		90		63
4		7	%	0	0%		9	%	9	%	25
5	Learner 55		70				50		50		43
5		7	%	0	0%		5	%	5	%	17
5	Learner 56		50				80		80		53
6		5	%	0	0%		8	%	8	%	21
5	Learner 57		50				70		70		48
7		5	%	0	0%		7	%	7	%	19
5	Learner 58		60				80		80		55
8		6	%	0	0%		8	%	8	%	22
	AVERAGE		5,0	%	1,9	2%	6,6	%	6,2	%	20

-Appendix 13. Final results final test. Experimental group.


FINAL TEST											
SPECIFIC RESULTS											
EXPERIMENTAL GROUP											
N°	Learners	READING		WRITING		LISTENING		SPEAKING		TOTAL	
		P	%	P	%	P	%	P	%	P	%
1	Learner 1	9	90%	8	80%	9	90%	9	90%	35	88%
2	Learner 2	9	90%	1	10%	10	100%	10	100%	30	75%
3	Learner 3	9	90%	1	10%	10	100%	10	100%	30	75%

4	Learner 4	8	80%	1	10%	9	90%	9	90%	27	68%
5	Learner 5	7	70%	2	20%	0	90%	9	90%	18	45%
6	Learner 6	10	100%	8	80%	0	90%	9	90%	27	68%
7	Learner 7	10	100%	8	80%	10	100%	10	100%	38	95%
8	Learner 8	7	70%	1	10%	9	90%	9	90%	26	65%
9	Learner 9	9	90%	1	10%	10	100%	10	100%	30	75%
10	Learner 10	10	100%	8	80%	10	100%	10	100%	38	95%
11	Learner 11	9	90%	1	10%	9	90%	9	90%	28	70%
12	Learner 12	8	80%	2	20%	9	90%	9	90%	28	70%
13	Learner 13	9	90%	8	80%	7	70%	7	70%	31	78%
14	Learner 14	9	90%	0	0%	9	90%	9	90%	27	68%
15	Learner 15	10	100%	8	80%	10	100%	10	100%	38	95%
16	Learner 16	9	90%	1	10%	10	100%	10	100%	30	75%
17	Learner 17	10	100%	8	80%	10	100%	10	100%	38	95%
18	Learner 18	10	100%	2	20%	10	100%	10	100%	32	80%
19	Learner 19	10	100%	8	80%	9	90%	9	90%	36	90%
20	Learner 20	7	70%	0	0%	9	90%	9	90%	25	63%
21	Learner 21	8	80%	0	0%	9	90%	9	90%	26	65%
22	Learner 22	9	90%	2	20%	10	100%	10	100%	31	78%
23	Learner 23	9	90%	8	80%	10	100%	10	100%	37	93%
24	Learner 24	10	100%	2	20%	10	100%	10	100%	32	80%
25	Learner 25	9	90%	8	80%	10	100%	10	100%	37	93%
26	Learner 26	9	90%	10	100%	10	100%	10	100%	39	98%
27	Learner 27	7	70%	0	0%	8	80%	8	80%	23	58%
28	Learner 28	8	80%	1	10%	9	90%	9	90%	27	68%
29	Learner 29	10	100%	8	80%	10	100%	10	100%	38	95%
30	Learner 30	9	90%	8	80%	10	100%	10	100%	37	93%

31	Learner 31	5	50%	8	80%	10	100%	10	100%	33	83%
32	Learner 32	7	70%	8	80%	10	100%	10	100%	35	88%
33	Learner 33	10	100%	8	80%	10	100%	10	100%	38	95%
34	Learner 34	7	70%	8	80%	10	100%	10	100%	35	88%
35	Learner 35	10	100%	2	20%	10	100%	10	100%	32	80%
36	Learner 36	7	70%	1	10%	10	100%	10	100%	28	70%
37	Learner 37	10	100%	8	80%	9	90%	9	90%	36	90%
38	Learner 38	10	100%	8	80%	9	90%	9	90%	36	90%
39	Learner 39	9	90%	0	0%	10	100%	10	100%	29	73%
40	Learner 40	10	100%	8	80%	9	90%	9	90%	36	90%
41	Learner 41	10	100%	8	80%	10	100%	10	100%	38	95%
42	Learner 42	5	50%	0	0%	9	90%	9	90%	23	58%
43	Learner 43	7	70%	1	10%	9	90%	9	90%	26	65%
44	Learner 44	8	80%	0	0%	9	90%	9	90%	26	65%
45	Learner 45	8	80%	8	80%	10	100%	10	100%	36	90%
46	Learner 46	10	100%	8	80%	10	100%	10	100%	38	95%
47	Learner 47	10	100%	1	10%	10	100%	10	100%	31	78%
48	Learner 48	8	80%	8	80%	10	100%	10	100%	36	90%
49	Learner 49	7	70%	0	0%	10	100%	10	100%	27	68%
50	Learner 50	8	80%	0	0%	9	90%	9	90%	26	65%
51	Learner 51	7	70%	0	0%	10	100%	10	100%	27	68%
52	Learner 52	8	80%	3	30%	10	100%	10	100%	31	78%
53	Learner 53	8	80%	8	80%	9	90%	9	90%	34	85%
54	Learner 54	8	80%	3	30%	10	100%	10	100%	31	78%
55	Learner 55	9	90%	2	20%	9	90%	9	90%	29	73%
56	Learner 56	9	90%	8	80%	10	100%	10	100%	37	93%
57	Learner 57	8	80%	1	10%	9	90%	9	90%	27	68%

58	Learner 58	10	100%	8	80%	10	100%	10	100%	38	95%
59	Learner 59	10	100%	8	80%	9	90%	9	90%	36	90%
60	Learner 60	9	90%	8	80%	10	100%	10	100%	37	93%
61	Learner 61	9	90%	8	80%	10	100%	10	100%	37	93%
62	Learner 62	8	80%	1	10%	9	90%	9	90%	27	68%
63	Learner 63	6	60%	0	0%	9	90%	9	90%	24	60%
64	Learner 64	10	100%	8	80%	10	100%	10	100%	38	95%
65	Learner 65	9	90%	1	10%	10	100%	10	100%	30	75%
66	Learner 66	7	70%	0	0%	8	80%	8	80%	23	58%
67	Learner 67	9	90%	0	0%	10	100%	10	100%	29	73%
68	Learner 68	9	90%	8	80%	9	90%	9	90%	35	88%
69	Learner 69	8	80%	8	80%	10	100%	10	100%	36	90%
70	Learner 70	10	100%	8	80%	10	100%	10	100%	38	95%
	AVERAG E	8,6	86%	4,4	44%	9,3	95%	9,5	95%	31,8	80%

- Appendixes 14. Solved workshops.







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LICEO FEMENINO MERCEDES NARIÑO
WORKSHOP: FRIENDSHIP
TEACHERS: SINDY VARELA AND PAULA VALENCIA
STUDENTS' PRACTICE II

NAME: Juli Sofia Restrepo Beltrán GRADE: 503 DATE: _____









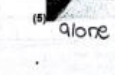
GOAL: You will be able to talk about friendship and some moral values of your school using new vocabulary and expressions learned in class.

Pre - listening
Task 1: Match the correct picture with the word

			
SOLIDARITY	FRIENDSHIP	HONESTY	RESPECT
LOVE	PUNCTUALITY	FREEDOM	TOLERANCE

			
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Task 2: Talk with your classmates and teacher about friendship What is each picture about?

 (1) believe	 (2) help	 (3) friend	 (4) gift
 (5) alone	 (6) beauty	 (7) scared	 (8) dream
	 (9) crashes		

Task 5: Put (T) if it is true or (F) if it is false on the following questions

1. This song is about a love's story (s)
2. The main character is a girl (s)
3. The singer talks bad of her friend (s)
4. The main character was scared by her friend (s)
5. There was a pet named Puchi on the song's story (s)

Post listening

Task 6. Remembering your Friends (Find someone who...)

Find some classmate and ask the following questions (choose one person per question)

1. Do you have a best friend? What is her or his name? my best friend is Kira
Isabella, Sara, Karan y Susa Mosquera
2. What do you use to do in your free time? to my school
3. What do you use to go when you? play
4. Do you have more friends? What are their names? Michell, Allison, Diana...
5. What do you use to talk about? homework, school

Task 7. Describe your best friend taking into account the following characteristics:

Name, age, physical description, hobbies, likes and dislikes, where her or his lives.

EXAMPLE: My best friend is Luciana, she is 10 years old, she lives in Restrepo and she lives with her parents and her big brother. She likes so much sing but she doesn't know dance and also she likes eat candies and some fruits but she doesn't like some vegetables. She is a wonderful person and we enjoy playing a lot.

Answer the following questions talking with your classmates.

- Have you ever been alone?
- Have you ever been scared?
- Have you ever helped someone?
- What could be the best gift to you?

While - listening

Task 3: Listen the song and out the words in the correct space

Gift of a friend. Demi Lovato

Bright x2
Friend
Helps
Believe
Gift
Alone
Beady
Scared
Crashes
Dream

Sometimes you think you'll be fine by yourself
Cause a crash is a wish that you make all alone
It's easy to feel like you don't need help
But its harder to walk on your own

You'll change inside
When you realize

The world comes to life
And everything's bright
From beginning to end
When you have a friend
By your side
That helps you to find
The beauty you are
When you open your heart
And believe in

The gift of a friend
The gift of a friend

Someone who knows when you're lost and you're scared
There through the highs and the lows
Someone to count on, someone who cares
Beside you wherever you go

You'll change inside
When you realize

The world comes to life
And everything's bright
From beginning to end
When you have a friend
By your side
That helps you to find
The beauty you are
When you open your heart

And believe in
The gift of a friend

When your hope crashes down
Shattering to the ground
You, you feel all alone
When you don't know which way to go
There's no signs leading you home
You're not alone

The world comes to life
And everything's bright

From beginning to end
When you have a friend
By your side
That helps you to find
The beauty you are
When you open your heart
And believe in

When you believe in
You can believe in
The gift of a friend

Task 4: Listen to the song again and organize the sentences

Example: easy/feel/it's/like/you/need/help/don't
Answer: It's easy to feel like you don't need help

- You when open heart/ your when you open your heart
- Helps that/ to find/ you that helps you to find
- Open/ when/ your/ your heart when you open your heart
- Comes/ world/ that/ to life the world comes to life
- End/ from/ to/ beginning from beginning to end

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LICEO FEMENINO MERCEDES NARIÑO
WORKSHOP: MY SCHOOL'S HISTORY
TEACHERS: SINDY VARELA AND PAULA VALENCIA
STUDENTS' PRACTICE

NAME: Diana María Zabala Chicachi GRADE: 503 DATE: 6 de marzo 2021

GOAL: Students will be able to recognize important facts of their school using Simple Past and Storytelling technique.

Pre-Task

Task 1: Look at the following video and interpret the story showed. Then, discuss with your classmates and teacher taking into account the following situations.

- Most Embarrassing Stories (<https://www.youtube.com/watch?v=x9UJsaDcp0E>)

- You fell down on the stairs?
- Put your face with some waltz?
- Had an accident?
- Take the hand of a strange person?
- Wrote a personal diary?

Task 2: Imagine and create, with your classmates and teacher, a short story using the following images and vocabulary

VOCABULARY

Once upon a time	Then	Time travel	Be positive
After time	The next day	Had problems	help

While - Task

Task 3: Complete the Liceo's history taking into account the following pictures.

(June 18th, 1816 The name changed)

(October 5th, 1916 The Opening)

(May 25th, 1957 The Chapel's opening)

(November 21st, 2001 Protest)

The Liceo's history began on October 5th 1916. Their main purpose wanted to prepare women to housework and it was named "Syndicate of the Needle, Arts and Crafts". Then, on June 18th 1816 the chapel's opening happened with the work of the architect Juvenal Moya Cadena. Time after on June 18th 1816 the name changed in honor of María Mercedes Ramona Felicia Nariño Ortega, the Antonio Nariño's daughter. She was born on September 24th, 1798 in Bogotá. In the new century, on October 5th 1916 took place the school's opening. In effect of this suggestion to close the school. The protest was successful allowing to the school several years of life. Finally, on October 5th 2016 took place the anniversary on the current location and it was celebrate with different cultural activities including, music, dance, artistic shows and more.

Task 4: Put (T) if it is true or (F) if it is false to the following situations

- The Liceo's opening happened on October 5th, 1816. F
- The chapel's opening was on May 25th, 1957. T
- The Liceo's name changed to "IED Liceo Femenino Mercedes Nariño" on June 18th, 1960. T
- The protest happened on November 21st, 2001 was about the Human Rights. T
- On October 5th, 2016 took place the anniversary number 200. F

Post Task

Task 5: With your workgroup imagine, create and develop a short story taking into account an important moment of the Liceo's history and the Past Simple tense. You can use drawings, movements, texts, your own clothing, personal objects and school objects.

Linguistic Task

Event	Activity	Year	Place

- October 5th, 1916 The Opening
- May 25th, 1957 The Chapel's opening
- June 18th, 1960 The name changed
- November 21st, 2001 Protest
- October 5th, 2016 The Anniversary number 100

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LICEO FEMENINO MERCEDES NARIÑO
WORKSHOP: SCHOOL MEMORIES
TEACHERS: SINDY VARELA AND PAULA VALENCIA
STUDENTS' PRACTICE II

NAME: Lorena Ramirez Gonzalez GRADE: 504 DATE: _____

GOAL: You will be able to talk about memories of your school using new vocabulary learned in class.

Pre-listening

Task 1: Talk with your classmates and teacher.

1 Do you know Madonna? Yes I know her.
2 What do you know about her? She is a very good singer.
3 Do you know some Madonna's song? No I do not know any.

Task 2: Look at the following pictures and discuss with your classmates and teacher about everyone and match the pictures with the respective word.

Playground (1)	Wish (3)
Childhood (2)	World (4)
Heart (5)	Friend (6)
Ask (7)	Head (8)
Memory (4)	Life (4)
	Feeling (5)

While listening

Task 3: Listen to the song and put the missing words in the correct space.

This is to be my playground. (Madonna)

Playground ✓	Wish ✓
Childhood ✓	World ✓
Heart ✓	Our ✓
Ask ✓	Friend ✓
Wishing ✓	Head ✓
Hope ✓	Life ✓
Memory ✓	Feeling ✓
Pride ✓	Never ✓

[chorus]
No regrets
But I wish that you
Were here with me
Well then there's no regret
I can see your face
In our secret place
You're not just a memory
Say goodbye to yesterday (the dream)
Those are words I never say (I'll never say)

This used to be my playground (used to be)
This used to be my childhood dream
This used to be the place I ran to
Whenever I was in need
Of a friend
Why did it have to end
And why do they always say

Don't look back
Keep your head held high
Don't ask them why
Because life is short
And before you know
You're getting old
And your heart is breaking

Don't hold on to the past
Well that's too much to ask

This used to be my playground (used to be)
This used to be our secret and joy
This used to be the place we ran to
That no one in the world could dare destroy

This used to be our playground (used to be)
This used to be our childhood dream
This used to be the place we ran to
I wish you were standing here with me

This used to be our playground (used to be)
This used to be our childhood dream
This used to be the place we ran to
The best things in life are always free
Wishing you were here with me

Task 4: Listen to the song again and put the correct word in each sentence.

- This used to be my playground
A. Park
B. Home
C. Playground
- Keep your head held high
A. Head
B. Hand
C. Eye
- And your heart is breaking
A. Feet
B. Heart
C. Mouth
- But I wish that you were here with me
A. Think
B. Want
C. Wish
- You're not just a memory
A. Memory
B. Person
C. Thing
- This used to be our pride and joy
A. Home
B. Pride
C. Toys

Task 5: Put (T) if it is true or (F) if it is false to the following sentences

- Madonna's song is about her family (F)
- The playground is a place just for kids (T)
- The song talk about teenagers and their schools (F)
- The main character is sad in the song's story (T)
- The main character miss someone (F)

Post listening

Task 6 Remember your childhood (Find someone who...)

EXAMPLE
Laura used to play with her dolls when she was in first grade
Camila used to go to the park when she was in first grade

Find some classmate and ask the following questions (choose one person per question)

- What did you used to do when you were in first grade? She talked to Annays with her friends, dance and sing.
- What kind of games did you used to play when you were in first grade? She talked to fuck, hidden, frozen, volleyball and struck.
- Where did you used to go when you were in first grade? She talked to Melgar, Villavencio and Bagusa.
- Who used to be your best friend when you were in first grade? She talked to play with me, sing, dance and to be sometimes in the meadows.
- What did you used to eat when you were in first grade? She talked to I used to eat chicken meat, chicken rice, salads, banana and french fries.
- Who was your English teacher when you were in first grade? She talked to they did not speak English.

Task 7. Remember different memories in your life

Task about different memories in your life. Answer the following questions.

- When was your best birthday? How did you feel? My best birthday was on 17 June 2015
- Talk about a bad moment in your life. What was the worst memories in your life? How did you feel? May that moment was when someone elate me.
- What do you want to be when you grow up? My best birthday the gymnast, made and teacher.

Job

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LICEO FEMENINO MERCEDES NARIÑO
PRUEBA DIAGNOSTICA DE INGLÉS
DOCENTES: SINDY VARELA Y PAULA VALENCIA
PRÁCTICA DOCENTE INVESTIGATIVA II

NAME: Paula Gabriela R. Berrio GRADE: 5.01 DATE: 25 DE ENERO

GOAL: You will know your English level and knowledge through different questions and activities

PART I
Choose the correct option in the following sentences

Example: How old are you?
A I have 13 years old
B I am 13 years old
C I are 13 years old

15/37

- I am from Cartagena, and tell me
A. Where are you from? ✓
B. What is your from?
C. What from are you?
- Are you French?
A. Yes, I is
B. Yes he is ✓
C. Yes I am
- Where do you live?
A. I live on London ✓
B. I live in London
C. I lives in London
- I like coffee, would do you like coffee?
A. I don't like coffee ✓
B. I doesn't like coffee
C. I does like coffee
- Does George have a car or a bicycle?
A. George has very big car
B. George a very big car has ✓
C. George has a very big car
- Do you speak English?
A. Yes I do
B. Yes we do ✓
C. Yes they do
- Where is he from?
A. He Italian
B. He is Italian ✓
C. They is Italian
- I have to read, can you...
A. Give me the book!
B. The book me give!
C. Give the book me!

PART II

9. Put the each word in the correct group

Example: Colombia, France and Egypt are countries
One, two and three are numbers
Blue, pink and White are colors

Germany	Sweden	brown	seventy	June	Friday	green
twelve	Tuesday	December	Switzerland	snow	eight	wind
February	nineteen	Italian	Norwegian	Sun	Sunday	orange
rain	Greek	April				

Countries: Italy
Nationalities: Polis, Norwegian, Swiss
Days: June
Numbers: members
Months: June
The Weather: Climate
Colors: green, orange, brown

10. Match the correct verb with the sentence

Example: She reads the newspaper
They work in the cinema
I listen pop music

- a book → a. ask
- a letter → b. listen
- to a song → c. live
- at a picture → d. work
- a question → e. read
- English → f. speak
- in town → g. look
- in a bank → h. write

PART III

11. Imagine you have a friend in other city. She or he send you a gift, so you want to say thanks. Now, write a short letter to say hello and thanks to your friend. You can use the key words in the box

Hi - Thank you - Thanks a lot
Hello - Good morning - bye
Good afternoon - Dear friend

Hi Laura thank a lot for gift

PART IV

12. Listen the conversations and choose the correct option.
<http://www.esl-lab.com/es/basics/meetingpeople-1.htm>

1. Hi. My name's Josh.

A. Josh
 B. Jacob
 C. Jared

2. I want you to meet my sister, amy.

A. Tammy
 B. Candy
 C. Amy

3. All of my friends call me mike.

A. Nick
 B. Mike
 C. Matt

4. The teacher's name is Deaf Smith.

A. Dennis
 B. Douglas
 C. Daniel

5. amanda is sixteen years old.

A. Amanda
 B. Alica
 C. Alex

6. Do you know Paul is?

A. Pat
 B. Peter
 C. Paul

7. _____ birthday is on Friday.

A. Natalia's
 B. Nicole's
 C. Nancy's

8. Is your roommate's name Richard. I can't remember.

A. Russel
 B. Randall
 C. Richard

9. Laura was born in Los Angeles but she grow up in Texas.

A. Laura
 B. Lisa
 C. Lauren

10. Before we graduated from college Ted travel around Europe for three weeks.


A. Ted
 B. Tim
 C. Todd

PART V

13. Introduce yourself answer the following questions


What is your name?
Who do you live with?
How old are you?
What do you like to do?

Example Read the Camila's introduction



Hi. My name is Camila Perez. I am ten years old. I live with my mom and my dad. we have a pet. It is a cat named LuLu. I love it. Also I have one brother and one sister. My brother is Carlos and he is 15 years old. My sister is Mariana and she is 4 years old. I like so much play piano and sing pop music.

It can help you



UAN
UNIVERSIDAD ANTONIO NARIÑO

LICEO FEMENINO MERCEDES NARIÑO
WORKSHOP: SCHOOL VALUES
TEACHERS: SINDY VARELA AND PAULA VALENCIA
STUDENTS' PRACTICE II

NAME: Luzmila Ramirez Gonzalez GRADE: 504 DATE: 07/02/2017

GOAL: Students will be able to talk about history of LIFE MENA using a new vocabulary learned in class

Pre-reading

Task 1: Match a moment with the letter.

What do know about history...?

1941 BASED MOVING TO CARACAS AVENUE

2001, 21 NOVEMBER PROTEST

LABOR UNION OF NEEDLE ARTS AND CRAFTS

SHRINE'S LICEO OPENED AND NEW HEADQUARTERS IN 1957

During reading

Put reading

Task 2: According to slides, choose with X correct answer.

1. The slideshow show story of

A. Liceo's Church

B. Liceo femenino Mercedes Nariño

C. Liceo's Students

2. When shrine's liceo was founded?

A. 1940
 B. 2001
 C. 1957

3. What happened in 21st November 2001?

A. A new headquarters
 B. A protest
 C. A Change to Caracas avenue

4. What was first liceo's name?

A. Liceo feminine of Cundinamarca
 B. Liceo Mercedes Nariño
 C. Labor union of needle arts and crafts

Post reading

Task 3: Read the next information for you will do a role play. The best group have a gift

Role play

Scenario:

You are studying in labor union, arts and crafts. (That was before name of Liceo femenino Mercedes Nariño) and one of you will be a priest, others of you will be a students and other will be a reporter for publicize the liceo's news

Officers: priest, reporters (2) and students (3 or 5).

INSTRUCTIONS:

- Distribute the different roles within the group. One of you takes the role of priest, it's the principal. The other one plays the person students or reporters.
- Learn the dialog and represent it.
- Give yourself 5 minutes for to discuss the scenario and prepare your play.

Dialog

- Priest: Today we begin our LABOR UNION, arts and crafts to prepare our women in their housework.

- Reports: How do you feel about this achievement priest Diego Gardón?

- Students: Excellent, a new opportunity for women yobbó

- Reports: And you would be part of this union, miss?

- Priest: Of course, it is a good start for us, a new vision for women.

- ~~Students: I am excited.~~ tati

Departmental higher school of arts and crafts for girls

- Priest: Today we call on our community to report the change of name of our union.

- Reporters: What do you expect this change Miss?

- ~~Students: I hope we will see our school grow and be recognized for its quality.~~ linda

1941 changed Moving to Caracas

- Student: Caracas, remember that we must go on Monday to the new headquarters remaining in the Caracas avenue

No. 23-24 Sur yo o o o

- Student: I'm looking forward to meeting the new place. tati

Table 3

Shrine's liceo opened and new headquarters in 1957

- student: Please let us complete our stand by following the information from the shrine. linda

- Priest: Hello girls, today we open the new chapel our school.

- students: Can we come every day? yo o o o

- Priest: yes. Of course.

- Student: ~~It is very important to have a chapel in our school.~~ linda

- Priest: Yes that's important, thank you.

