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LEARNING ENGLISH THROUGH ROLE- MUSICAL BASED ON INTERCULTURAL
AWARENESS

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SUMMARY

Esta investigación intenta promover el aprendizaje de una lengua extranjera a través de una propuesta intercultural. El objetivo de este estudio es promover la conciencia intercultural a través del role-musical en el aprendizaje de una lengua extranjera. La investigación muestra como a través de la propuesta del role-musical los niños y niñas de grado quinto pueden desarrollar competencias comunicativas. El estudio se realizó en el segundo semestre del 2016 y siguió la metodología de investigación-acción. Los instrumentos de recolección incluyen diarios, entrevistas, y reportes. Como resultado, fue posible evidenciar los procesos y dinámicas generadas, al igual que los cambios percibidos en el proceso de aprendizaje de los participantes.

Palabras clave: Conciencia Intercultural, aprendizaje en L2, competencias comunicativas e investigación-acción.

ABSTRACT

This research tries to promote foreign language learning through intercultural proposal. The objective of this study is to promote intercultural awareness through role-musical in English learning. The research shows how through role-musical proposal the children of fifth grade can develop communicative competences. The study took place in the second semester of 2016 and followed the methodology of action research. Data was collected through journals, interviews and student's log. As a result, it was possible to evidence the processes and dynamics generated likewise as the changes perceived during the participants' learning process.

Key words: Intercultural awareness, learning in L2, communicative competences and action-research.

INTRODUCTION

Based on the fact that in Colombia the EFL learning process is more demanding every day, analyzing the different factors that take place in the daily learning practices for qualifying this process is a must. In this sense, the issues related to teaching and learning strategies, students' motivation and intercultural awareness deserve special attention in order to promote Intercultural awareness through role-musical in English Learning. For this reason, it is highly important to analyze how these aspects work together for enhancing English Language learning process.

Keeping that information in mind, the interest for developing this research study, emerged from my personal experience as student – participant “On the tip of tongue” seedbed project and as practicum English teacher, at a private school in Bogota. In this school, English learning strategies were based on grammar structures, students' motivation affected by bullying behavior and the lack of intercultural awareness during English Learning process.

Bearing in mind this previous statement, the following research promoted the proposal of role-musical as a learning strategy that enabled improving the problems related to English learning process. Therefore, this proposal was based on action-research methodology and the principles of Language Learning and Teaching; considering the importance of authors such as: (Brown M. & Oxford R.). In this sense, it was interesting to know the effect of a research proposal that committed the dancing, performance and music; with the intention of promoting English Language Learning from the innovation of pedagogical tools that address children needs.

JUSTIFICATION

This research project emerges from a necessity to foster English learning process, based on new educational contexts in EFL that require innovative strategies to achieve improving the communicative competence. Consequently, learning a foreign language goes beyond development of four skills such as reading, writing, speaking and listening; because it does not ensure an effectively accomplish communicative objectives; therefore, the communicative dimension implies a meaningful interaction from real situations, that can be strengthen through intercultural competence (Byram, 2013). In this way, this research is based on English Learning skills and Intercultural competence two aspects become the basis for this study.

In addition, the idea of using role-musical as learning strategy in this research is because it provides a range of benefits and new experiences that addressed child interests and the fostering of English learning strategies. Consequently, the role-play and music can be taken as techniques and strategies that enable knowing characteristics of the culture and as well as recognize and understand the cultural diversity inside and outside of the country. In this sense, the research project recognizes that current world requires that people know how to get interact with others effectively, taking into account that learning a foreign language implies the development of an intercultural awareness.

PROBLEM STATEMENT

The field of language teaching turns out to be a very complex practice that constantly needs new methodologies and strategies to successfully attend multiple language learning issues. During the following chapter it is stated the problem statement that *Role-musical* proposal wants to deal with. Punctually, it will be described the population, context and the problematic to attend.

The context in which this research project is involved corresponds to fifth grade group of a private school in Bogotá. The participants who take part in my investigation are 16 students with ages are between ten and twelve years old who belong to second and third social economical strata. In this manner, participants presented a focal group interview as diagnosis instrument that enabled to recognize some issues related to English Language process.

According to this instrument, it can be stated that this school has been applied a passive method which is far from the preferences and students' characteristics. The method could be called "passive" because most of the activities are focused on memorizing grammatical rules and complete worksheets without real communicative objectives. Taking into account previous observations and interviews, this experience identified that students prefer active tasks that imply

movement and physical activities since the majority of them developed a kinesthetic learning style.

Continuing with this issue, the diagnosis stage analyzed three aspects in order to establish the problem learning attitude, memorization, and speaking time, all of them related to English language Learning. According to attitude aspect the students showed a high interest for learning a foreign language. In addition, students considered that the English language is one of their favorite subjects, also it allowed them strengthen their communicative competence. However, they recognized that traditional methodologies such as writing in their notebooks, completing worksheets and developing activities are not significant; they generate boredom and reduce the interest for learning a foreign language.

In terms of learning attitude before and during the diagnosis stage some students expressed fear and insecurity when they wanted to say something in English or when the teacher asked them anything; it means that participants felt that their classmates were mocking at them; consequently, some participants reported a high level of disrespect and intolerance with regards to the difference. On the other hand, the memorization and movement process have been less notorious during their English learning process, because the memory strategies applied were related to repeat information and grammar structures without understanding the real language objective. Besides that, the participants reported some flaws with regards to speaking skill, according to MEN standards these population must be A2 level but the diagnosis reported that

their speaking is basic and the frequency time speaking is low, hence their speaking skill belongs to A1 level.

In this sense, it must be stated that the problem statement is focused on three aspects English language learning, learning attitude and intercultural awareness. According to English language learning, the research identifies that the uses of traditional methodologies described previously have been the most notorious in English learning process; therefore, this issue affects the learning attitude in the participants. In addition, the behavior problems that the study recognizes in the group are the basis for applying strategies that promote the respect and the acceptance of the cultural diversity. For this reason, generate a communicative competence is the biggest challenge for language teachers, due to the lack of interaction with others cultures and the use of language in real contexts.

Continuing with this order, the Faculty of Education has worked in a research line: Language and Human development (2012) which is pertinent with this research study because it is related to two components of the research: intercultural dimension and communicative competence. The first component is focused on knowing other cultures from the beliefs, customs and ideologies in order to promote English language learning through real context. The second component refers to the development linguistic, pragmatic and sociolinguistic of the language with the intention of accomplishing a communicative competence.

Research questions:

As a result of the information described in the statement of the problem, I took into account the following research questions, which will be presented during the development of the proposal:

1. *What is the effect of role-musical in English Learning attitude?*
2. *What is the influence of the role-musical in English Language Learning?*
3. *What is the effect of role-musical with regards to intercultural awareness?*

BACKGROUND

Research experiences based on English Language learning state that the role-play and music allow to strengthen different competences related to the development of the whole abilities. Thus, five of the documents reviewed about role-play and music report essential strategies for teaching and learning foreign language. The following chapter presents some similar experiences to role-musical proposal keeping in mind that these authors applied the technique of role-play and music separately.

The first experience is about *The Journal of the Imagination in Language Learning and Teaching* (Milano, 1994). She began working with musicals when she was teaching an elective course: “English through Broadway” at Hunter College in New York. The objective of her proposal was expanding and gaining familiarity with colloquial expressions and certain grammatical structures. Also, she wanted to create an awareness of American speech patterns and non-verbal expression, and the variety of socio cultural issues that can be found in many musicals.

The population was focused with Japanese students who expressed great interest in musical theatre. She chose eight different musicals, and then she summarized the story and talked briefly about the characters. They listened to one or two of the songs and did exercises. From there, they

progressed to watching a few important scenes and discussing historical context, social implications and cultural relevance.

In Gina's words using musical theater is not contrived as so many ESL lessons can be, it is authentic English, educational, gives cultural insights and frequently brings joy to the classroom. According to Gina, using musical as a teaching strategy allows illustrating differences between two cultures, also strengthen aspects such as: vocabulary, pronunciation and grammatical structure. This research is the best experience that reports similarities with my proposal due to she developed through the interculturality role-play and musicals techniques in order to strengthen English language Learning. In this way, I can highlight the motivation as a key factor for promoting foreign language learning.

The second experience corresponds to strategies *for Helping ESL Students Improve their Communicative Competence and Class Participation: A Study in a Middle School* (Gomez, 2010) the main purpose of her study was to find effective strategies that teachers can use to help ESL students improve their speaking skills and class participation. She had the possibility to be part of middle school in North Carolina as second language teacher she identified a difficulty with non- native English speakers due to learn English in order to interact in the target language with native English teacher. The participants were 31 students, 15 students were sixth graders, 9 were seventh graders and 7 were eighth graders, all of them represented ten different nations. In doing so, she applied three speaking strategies: storytelling, role-playing and information gap exercises.

According to Gomez the findings indicated that both communicative and social strategies as well as exposure to independent reading help ESL students improve their communicative skills and class participation. On the other hand, the use of role playing in the classroom allowed working in groups, the students felt more confident when interacting. Without a doubt this experience enriched my experience from role-play as speaking strategy, whereby a key aim of the proposal was promoted English learning through communicative or holistic approach.

In order to continue with this work , it was addressed another report similar to above mentioned made by San Diego Unified School District and the University of California, Irvine which described that the drama activities had been increasing as a result of the children entering school whose language is not home English. For this reason , creating drama activities allowed to reinforce oral communication with regards to verbal interaction and building vocabulary.

On the other hand, some national experiences are associated to music. According to Perez (2010) in his article called *The role of Music in Young Learners' Oral Production in English* he could show and describe how young learners viewed the music as a tool for improving oral communication and reinforcing English topics. The participants in that proposal belonged to foreign languages extension courses with students from 10 to 15 years old, developed by the Universidad Nacional de Colombia in Bogotá. During the development of his proposal , Perez worked with two teachers for each course: The first teacher taught basic English Language from main skills: reading, writing, speaking and listening meanwhile the

second teacher (specialized) reinforced main skills through specific discipline. The specialized teachers taught art, physical education, music.

Consequently, the music teaching developed two stages: the first was theoretical feedback where the students learn vocabulary about the main instruments and the second with regards to practice and reinforce they could do with musical instruments. The findings were divided in two aspects, the first was showed how the music reinforce abilities as listening and speaking, and the second aspect showed as Children's perception about the music class was a motivator element for learning funny way. In view of previous experience, the music is an important component inside the proposal due to it adjusted to the context and student's interests, also it generates a motivator factor for learning a foreign language.

In order to continue with national research experiences related to role-play made by Diana Cardenas & Maria Robayo (2001), called *Improving speaking through role plays and dramatization* they wanted to determinate the effect of role-plays in students' speaking and what kind of factors influence students' willingness to dramatize. They developed this research in a public school located in Southeast of Bogota with a group of third course; the children were seven to twelve years old. They applied this proposal selected relevant topics according to students' lives and then they acted the role-play related to family, greetings and free dramatization.

The authors reported that the role-play is an effective technique in order to foster oral production, also the positive attitude of the teacher and students allow to generate confidence learning space. In doing so, the role-play is a technique that promotes cooperative learning and increases self-confidence to speak and participate in communicative tasks, also this technique stimulates the motivation and strengthen learning attitude. Therefore, the majority of those experiences use the role-play and music technique separately. It is necessary to state that I do not find an experience similar to my proposal, where it applies role-play and music together “role-musical”; however the experience that most closely to this proposal is the first research “English through Broadway”.

OBJECTIVES

According to this research study it has been established some specific objectives to achieve through Role-musical proposal. In this sense, the objectives aim to provide a clear perspective about ideas, questions and interests that have emerged within the research.

Main objective:

To promote intercultural awareness through role-musical in English Language lessons.

Specific objectives:

1. To identify the influence of the role-musical in English language learning
2. To describe the effect of role-musical in intercultural awareness.

THEORETICAL FRAMEWORK

Theory supporting this proposal includes aspects related to teaching methodology and language learning strategies and principles. This apart is presenting disciplinary framework, legal and pedagogical foundations which were part of this research proposal.

Disciplinary framework

Role play as an active method

The use of alternative methods in English Learning process is not anything new in foreign language learning. The role-play is a method that has been used as a teaching strategy for many years. Based on Thompson (1978) who defines role-play as “a process through which we participate in life’s experiences by putting ourselves in another’s shoes and viewing the world through another’s eyes” demonstrates that for assuming a role it is necessary to understand and accept others’ personal realities.

In terms of Thompson (1978), the role-play is a technique that not only reinforces individual abilities; indeed it strengthens the interaction between their peers and generates a great motivational source that facilitates the development of enjoyable classes. Besides that, the role-

play includes a great variety of topics that allows generating range in the choice of situations focused on reality, fantasy, personal problems, or analysis of a specific situation (Thompson, 1978). Taking into account this premise, the proposal enabled discussing and analyzing issues related to school and family role.

Role play vs. drama

Brown (2007) added that role-play is a group work technique that usually involves a more complex structure and often larger groups (of 6 to 20) where the group is working through an imaginary situation. Furthermore, the scripts are spontaneous; do not need a previous design. Apart from that, we can find the drama technique which is more formalized than role-play, so the scripts are structured in advance, and it includes dramatic performances that according to Brown have been shown positive effects on language learning.

Intercultural competence

According to Barrett & Byram (2013) “Intercultural competence is a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to: Understand and respect people who are perceived to have different cultural affiliations from one, respond appropriately, effectively and respectfully when interacting and communicating with such people and establish constructive relationships with such people”. It means that intercultural competence is based on the respect and assertive

communication - interaction with people; in this sense these authors explained three components of the intercultural competence:

- **Attitudes** in order to value cultural diversity and pluralism of views.
- **Knowledge** in order to understanding the influence of one's own language and cultural affiliations on one's experience of the world and of other people.
- **Skills** in interpreting other cultural practices, beliefs and values and relating them to one's own.

Bearing in mind these aspects, it can be stated that intercultural competence is the appreciation linguistic and cultural of two or more countries which have an essential value on one's language and social practices. Moreover, the intercultural competence could be developed through educational dimension, this refers to a pedagogy, aims, and content, learning processes, teaching methods, syllabus and materials, and assessment one purpose of which is to develop intercultural competence in learners of all ages in all types of education as a foundation for dialogue and living together (Barrett & Byram, 2013, p.14).

With this in mind, the research study is based on some principles of planning in order to promote intercultural awareness in English Language process, therefore those authors described some aspects of intercultural competence that were taken into account in the implementation of some lessons: The first is the *experience* consists in the development of attitudes of respect, curiosity and openness through face to face interaction, games and role-plays; the second aspect corresponds to *comparison* in order to encourage understanding and respect for people who are to have different cultural affiliations from themselves; the third component addressed to *analysis*

identify similarities and differences between my own cultural practices and other ones ; and finally *reflection and cooperative action* in order to promote critical awareness and the implementation of actions that promote solution to social problems.

On the other hand, I consider pertinent mentioned that the intercultural competence stated that a role play develops numerous aspects of intercultural awareness. For example the learners experience what it is like to be different, to be looked on strangely, to be criticized or even excluded. They can also discover that, although people may show differences in every aspect from eye-contact through language use to basic norms, beliefs and values, these differences do not make them less valuable as human beings. (Barrett & Byram, 2013, p.23).

Children learning characteristics

According to Brown (2007) teaching children present main features which may help some practical activities: The first category is related to intellectual development Brown states that “the children up to the age of about 11 are still in an intellectual stage thus the rules, explanations, and other even slightly abstract talk about language must be approached with extreme caution”. Based on this premise, the linguistic competence must be targeted according to development psychology of the children. In this manner, he mentioned two rules of thumb in order to apply linguistic competence:

Do not explain grammar or grammatical rules and repeating certain patterns may be necessary to get the brain and the ear to cooperative (Brown, 2007, p.102).It means that, during this stage the appropriate repetition of some difficult concepts or patterns may help understanding simple structures.

In order to continue with the development psychology in the children, the second category corresponds to *attention span*, it explains that the children have specific times of attention which must be take into account during pedagogical practices. Brown (2007) states that since languages lessons the teacher has to make interesting, lively and fun classes, therefore this author presents five assumptions:

- The children are focused on the here and now, for that reason the activities should be designed to capture their immediate interest.
- A lesson needs a variety of activities in order to supply learner's preferences.
- A teacher needs to be animated and enthusiastic about the subject matter. In this way the teacher requires energy for showing to their students' motivation and interest for the classes.
- A sense of humor, understand and assume children's attitude.
- The children have a lot of natural curiosity; therefore the activities should be based on innovative lessons that allow students to maintain their attention and focus.

Finally the third category is *sensory input*, it refers to children have different learning style and hence their senses have to stimulate. In doing so, Brown (2007) recognize four aspects in order to promote sense development.

- Physical activity, this assumption is related to movement, for example role-plays- games and TPR activities.
- Hands-on activities go a long way toward helping children to internalize language. A project as role-musical proposal contributes to development of this aspect.
- During children's language teaching process, the sensory aids help to internalize concepts. Audiovisual elements such as videos, pictures and music.
- Nonverbal language with regards to gestures, facial gestures and body language.

The above mentioned features are the evidence of this research study, thus role-musical project is composed for all of these statements. Likewise, these children learning guidelines argued the reasons for which this experience chooses children participants, because they develop specific skills that adjust research requirements.

EFL learning strategies

The following section presents some methods that the proposal uses to strengthen English language learning process in the children. As indicated by Brown (2000), strategies are specific

methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. In sum up Rebecca (2003) state that L2 **learning strategies** are specific behaviors or thought processes that students use to enhance their own L2 learning. Bearing this in mind, six major groups of L2 learning strategies have been identified by Oxford (1990) which were the most important during the research study.

Cognitive strategies

This strategy enables the learner to manipulate the language material in direct ways, through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Sensory preferences

In terms of Rebecca Oxford (1990) sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual, auditory, Kinesthetic (movement-oriented) and tactile (touch-oriented) are the four main areas developed in this strategy. According to Rebecca Oxford (1990) visual students like to read and obtain a great deal from visual stimulation, it means that the semiotic reading has an important effect in English Language process; Auditory dimension is based on conversations and oral directions, this area

involves classroom interaction such as role-plays or similar techniques ; Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards (Rebecca, 1990, p.4), the student that develop this kind of learning style prefer the movement and physical activities.

Memory Strategies

Rebecca Oxford (1990) stated that the learning strategies help students to develop each of the four language skills: listening, reading, speaking and writing. Thus, these direct strategies are classified in three groups: memory, cognitive and compensation strategies; however this research were based on memory strategies. In this way, this strategy help learners *store* in memory the important things they heard or read in the new language, also it enabled learners to *retrieve* information from memory when they need to use it for production (Oxford, 1990, p. 58)

Consequently, memory strategies are composed by four categories (figure 1) Creating mental linkages, applying images and sounds, employing action and reviewing well, hence the proposal was focused on the first three categories. As you can see in the diagram the first category is divided in three kinds of strategies, I will focus in *associating/ elaborating*, this memory strategy involves associating new language information with familiar concepts already in memory (Oxford, 1990, p. 60). For example during the research Samuel associates the adjective *smart* with *smartphone* and he could understand the meaning of this word.

Continuing with this point, the second category was composed by using imagery according to Rebecca (1990) it is a good way to remember what has been heard or read in the new language is to create a mental image of it. The use of flashcards during this study, enabled students to remember the meaning of some expressions related to song lyrics, it means that they were understand what they were singing.

On the other hand *semantic map* strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts are highlighted and linked with concepts (Oxford, 1990). In doing so, the learners using this strategy incorporated images and through similar techniques as brainstorming. The last strategy is employing action through *use physical response or sensation*, although this strategy belongs to an approach, Rebecca substantiated this strategy in TPR approach, which involves physically action out a new expression that has been heard. Physical response or sensation strategy can also be applied for remembering written material (Oxford, 1990), the learners can associate the movement with images found in previous activities.

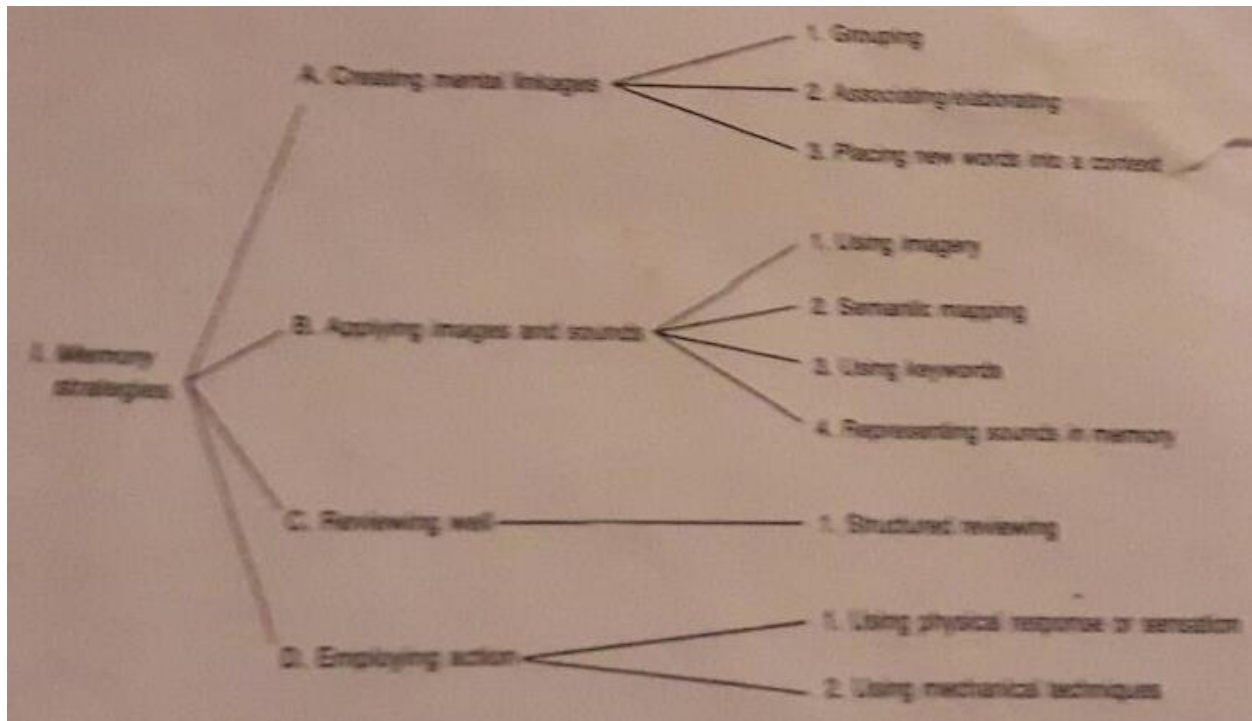


Figure 1 Memory strategies (1990)

Brainstorming

Brown (2007) explained that brainstorming is an excellent technique for preparing students to read a text, to discuss a complex issue, or to write on a topic. This technique involves students in free association, listing of concepts, ideas or facts relevant to some topic of context. Consequently, this technique was applied during research experience in order to strengthen the reading process and analyze different cultural issues.

Motivation during English learning process:

According to my experience as a novice English language teacher the construct of motivation has been one of the most complicated problems of second language learning and teaching. In this vision, the research was based on how strengthen the motivation in order to improve English learning and teaching process.

Edward Deci (1975) (as cited in Teaching by principles An Interactive Approach to Language), defines that Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination by contrast extrinsically motivated are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feed-back (Brown, 2007).

From language classroom context this situation led me to establish a relation between intrinsic and extrinsic motivation, teachers and learners develop an essential role for generating motivation, teachers promote the *input* through the use of pedagogical tools, innovative strategies and teaching attitude and the learners answer to those external motivation through their attitude and learning process . As indicated by Brown (2007) positive feedback in a classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment can increase or maintain intrinsic motivation.

Bullying in the school

Taking into account the behavior problems presented in the population, the bullying was one of the most important issues reported during this research study. In terms of Olweus, 2001; Rodkin & Hodges, 2003; Salmivalli, 2001 quoted by Susan Swearer the bullying is not simply a dyadic problem between a bully and a victim, but is recognized as a group phenomenon, occurring in a social context in which various factors serve to promote, maintain, or suppress such behavior. It means that, the bullying encouraged the participation and acceptance of the different social groups who are responsible of validate or legitimize these behaviors.

In addition bullying behavior is not just the result of individual characteristics, but is influenced by multiple relationships with peers, families; teachers (Susan Swearer & Shelley Hymel, 2015, p. 344), in this sense the context, cultural aspects and the social interaction are the influence for stimulating the bullying in the schools. In sum up, the effects of Bullying in the victims of school can be expected to experience a variety of emotions: fear, anxiety, frustration and loneliness (Susan Swearer & Shelley Hymel, 2015) in this way these emotions can be detected by the mood swings and loss of interest in school. Bearing in mind these considerations, it can be stated that bullying in the school promotes a negative learning attitude, as well as increase the fear and low self-esteem.

Pedagogic Framework

The *Liceo Guernika School* offers to the students a quality education based on knowledge and values, in this sense the reinforcement to English is one of the most important objectives for this school. For that reason, the institutional horizon is aimed at promoting English teaching as essential component for learner's project life, as indicated *P.E.I* "Changing attitudes recover values in the best English school", the *mission* with successful projection of life characterized by leadership, competitiveness and comprehensive training and the *vision* in 2018 they will be an important English institution recognized for its excellent organizational performance and success about life's project of their educational community.

Bearing this in mind the pedagogical model corresponds to *Meaningful Learning* , the institution aimed to strengthen the teachers work in order to they develop innovative teaching and learning strategies that responds to learner`s interests in a real context. Moreover, pedagogical strategies as intensive English courses and learning a foreign language through interdisciplinary dimension science and socials subjects, allow strengthening the function of this pedagogical approach. In doing so, the research study was committed above these guidelines due to it was created and applied from learner's needs as central part of the proposal.

On the other hand, the *Liceo Guernika School* explained that learning foreign language is an invaluable tool for cultural, social and cognitive development of the students. Consequently, cultural development in foreign language learning fosters the respect and appreciation of plurality and differences, a pertinent issue with the main goal of this project, so it promotes

intercultural awareness in order to understand and accept the social and cultural diversity doing a parallel between our own and another culture.

Another essential aspect with regards to pedagogical framework is the curriculum, it was designed according to *ISO 9001* resolution which ensure to educative accreditation due to the school presents a high academic performance. In this sense, study program is organized in fourth terms, with a frequency of five hours weekly, also it is divided in seven categories: themes, sub-themes, indicators of achievements, activities design, materials, date and assessment (annex 1). Additionally, this school curriculum has to maintain relation with the lesson plans, for that reason some lessons of the research were related to the development of some themes.

Continuing with this idea, the teaching methodology designed by *Liceo Guernika School* is based on motivational dimension, thus the development of English curriculum must be active and creative, with properly use the materials such as videos, CD's, movies and songs, which seek students to generate interest for learning several aspects about a new culture. This situation led me to affirm that this school reports a high interest for improving and strengthening English learning process, hence the proposal were highlighted as methodological support in order to apply new teaching and learning strategies.

Legal Framework

Taking into account that the implementation of this research requires of the normativity, the following information corresponds to the Colombian Educational regulations, provided under the General Education 115 law, Estandares Basicos de Competencias en Lenguas Extranjeras: Ingles established by Ministry of Education based on Common European Framework.

General Education Law

According to General Education 115 / 1994 law “The Education is a process of permanent, personal, cultural and social training which is based on a comprehensive integral conception of the human person, their dignity, rights and duties”. In doing so, The Law 115 was designed with the intention of giving to educational system specific guidelines about formal education; it involves children, teenagers and adults population. Moreover, this law was essential due to establish the guidelines about: curricular content structure, curriculum guidelines for each area of knowledge, methodological strategies and assessment.

With this in mind and according to this research I will focus on specific objectives in primary school, English as a required subject in Colombia and curriculum design. In terms of 115 law Art. 21, primary education aimed to the development of communicative abilities in order to achieve two main objectives: The first that the children can express their ideas properly with help of artistic training, it means use body language, music and literature. And the second

objective refers to acquisition of a foreign language in accordance to reading and conversation competences. Although this law worked more two objectives, I consider that the objectives mentioned were the most important in my proposal, as you can see the law highlighted three essential aspects: communicative abilities, body language and foreign language learning, all of them related to research study.

Added to that, this law provides in Art. 23 mandatory and essential subjects among them English subject as a foreign language, this subject has to establish in the curriculum of the whole private or state Colombian schools. In this order, Art. 76 defines a curriculum as the group of criteria, plans, programs, methodologies and processes in order to carry out educative process (p.17) therefore, this article is the guideline for structured diagram of study plans.

Common European Framework

In order to continue with this aspect, Common European Framework is the guideline that gives to formal education. In terms of European Council this framework provides a common basis for the elaboration of language syllabus, curriculum guidelines, examinations, textbooks etc. It describes that the language have to be learn according to international standards that promote the development of the communicative competence: Linguistic, pragmatic and sociolinguistic. In addition, the learners need to deal to real communicative situations therefore this guideline is composed by general competences such as: knowledge of the world,

sociocultural knowledge and one of the most important in this experience intercultural awareness.

The framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (European Council, 2002). In this sense Common European Framework established Common Reference Levels (figure 2) in order to measure the level of proficiency in the use of a foreign language; in doing so this guideline allowed identifying and defining specific tasks to apply during the lessons in order to improve communicative competences.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Figure 2 European Council (2002)

Basic Skills Standards in Foreign Languages and Curriculum guidelines

According to Basic Skills Standards in Foreign Languages (MEN, 2006) the research study worked from five abilities (figure 3), the following competences were developed with more frequency during the study. With regards to listening level the students followed carefully teacher's instruction during a game or activity and they memorized and followed the rhythm of popular songs English speaking countries. Reading ability the learner associated a picture with your written description. The third ability students wrote short texts describe their mood and preferences, during monolog ability they could say a short text memorized in a dramatization using gestures. And finally during conversation skill the participants can answer questions about their preferences.

ESCUCHA	LECTURA
Participo en juegos y actividades siguiendo instrucciones simples.	Identifico las acciones en una secuencia corta de eventos.
Identifico la secuencia de las acciones y las asocio con los momentos del dia, cuando alguien describe su rutina diaria.	Asocio un dibujo con su descripcion escrita.
Memorizo y sigo el ritmo de canciones populares de paises angloparlantes.	Ubico en un texto corto los lugares y momentos en que suceden las acciones.

ESCRITURA	MONOLOGOS	CONVERSACION
<p>Escribo sobre temas de mi interés</p>	<p>Uso oraciones cortas para decir lo que puedo y no puedo hacer</p>	<p>Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula.</p>
<p>Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.</p>	<p>Expreso en una palabra o frase como me siento.</p>	<p>Respondo preguntas sobre mis gustos y preferencias.</p>
<p>Escribo textos cortos que describen mi estado de ánimo y preferencias.</p>	<p>Digo un texto corto memorizado en una dramatización ayudándome con gestos.</p>	<p>Puedo cortésmente llamar la atención de mi profesor con una frase corta.</p>
<p>Escribo pequeñas historias que imagino.</p>	<p>Hablo de las actividades que realizo habitualmente.</p>	<p>Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos.</p>

Figure 3 Estándares y Lineamientos curriculares grado quinto.

Communicative competence

The MEN (2006) defined the competences as the group of knowledge, skills and individual characteristics that allows a person to perform actions in a specific context. In doing so, English learning is developed through communicative competence, which is divided in other three competences:

Linguistic competence: It refers to the formal resources language, in other words this competence includes lexicon, phonologic, syntactic, semantic aspects that enabled the construction of clear and meaningful messages.

Pragmatic competence: It relates to the discursive and functional competence, the first refers to the ability to organize sentences in order to produce textual fragments and the second competence recognizes linguistic function in order to connect real communicative situations.

Sociolinguistic competence: It involves social and culture issues implied in language use, with the intention of understanding the relations among social groups.

EFL Approaches, methods, procedures and techniques

This part presents a description of the methods, procedures and approaches that were applied in this research, all of them were implemented with the intention of identifying the benefits that they give in English learning process.

Audio-lingual method

According to Jeremy Harmer (1988) “Audio-lingual methodology owed its existence to the Behaviorist models of learning (...) using the stimulus, response, reinforcement model”. As we can see Audio-lingual method is related to the interaction between two participants in this case teacher-student, because of it is a model of imitation and repetition. In this manner this method use a “drill” strategy as repetition, backward build up, chain, substitution, transformation and question and answer (Larsen, Freeman & Anderson 45).

Bearing in mind previous information a chain drills allows some controlled communication even though it is limited, chain drill also gives the teacher an opportunity to check each student’s speech (Larsen, Freeman & Anderson 45). With this method the participants had the possibility of learn new words or expressions as a result of drill, and indeed it reinforces the whole skills.

Total Physical Response

According to Asher (1977) Total Physical Response method is related to performing physical actions benefit greatly from kinesthetic activity, in this sense, the movements and actions promote an active learning process, which the students are constantly encouraged with the class. This method has an instructional design, owing of the teacher establishes an action and the student imitates it. In sum up, (Freeman & Anderson, 2011) stated that “ The memory is active through learner response. Beginning language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior.” It means that the effect of the imitation produces to the students an important memorization process.

With regards to some functions of TPR approach, students can initially learn one part of the language rapidly by moving their bodies. In addition this approach use commands to direct behavior, so it is the major teaching technique of TPR. In doing do, firstly the teacher performs the actions with the students, later the teacher directs the students alone and finally the student's actions tell the teacher whether or not the students understand (Freeman & Anderson, 2011) . In this vision, the role of teacher is encouraged to instructional method, with the intention of the students can achieve connecting the actions or movements with the language.

Translanguaging

In terms of Garcia & Wei (2014) translanguaging is ‘a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones, communicate and appropriate knowledge. Translanguaging method allows mixing all languages freely according to the situation or context; therefore, this method has some advantages during English Learning process. For example, the students can increase understanding of class content, the motivation and oral participation during the lessons, fluency and metalinguistic awareness; in this way, the use of their mother tongue and L2 during this research study allows increasing frequency speaking time and writing production, also the students can felt more confidence of their process.

Whole Language

In terms of Larsen, Freeman & Anderson Whole Language (WL) approach, as the name suggests, calls for language to be regarded holistically, rather than as pieces, the vocabulary words, grammar structures and pronunciation points. It means that this approach includes the interrelationships of the four skills (listening, speaking, reading and writing). In this sense, we must not forget the mean objective of this proposal which is related to English Learning, focused on written and oral language interaction.

However, this approach is focus on the social nature of Language, in other words WL has a social impact. Edelsky cited by Brown in teaching by principles explained that “the whole language is a perspective anchored in a vision of an equitable, democratic and diverse society”, thus we use language to construct meaning and to construct reality, teaching a language enables learners to understand a system of social practices (Brown, 2007, p.55).

Cooperative Learning (collaborative work)

In accordance with the learner’s needs, during this study highlighted cooperative learning, Brown (2007) state that “As students work together in pairs and groups, they share information and come to each other’s aid. They are a team whose players must work together in order to achieve goals successfully”. In sum, students are encouraged to think in terms of positive interdependence which means that the students not thinking individualistically but rather cooperatively (Larsen, Freeman and Anderson 189).

Therefore, tasks as role-play creation, dance steps, and communicative games were group work that enables students to strengthen the motivation and security themselves. Added to that, group work offers a confidence environment where the students can feel safe and motivated. In this sense, the small group becomes a community of learners cooperating with each other in

pursuit of common goals (Brown, 2007, p.225) indeed; students that work individual could be vulnerable to criticism or mockery. For that reason, this experience take into account this approach in view of the participants presents problems with regards to acceptance and respect to partner's ideas.

Task Based Instruction

Richards (2006) stated that language learning will result from creating the right kinds of interactional processes in the classroom and the best way to create these is to use specially designed instructional tasks. Considering this statement, TBI (Task Based Instruction) involves a task based on communicative strategies and interactional skills, in Richards words the interactional processes requires provides useful input to language development (p. 31) . According to this consideration a kind of task can be related to this study is Real world Task that reflect real- word uses of language and which might be considered a rehearsal for real world tasks (Richards, 2006) a role-play technique is an example of this kind of task.

Lesson planning

In order to establish a plan that enabled to organize the specific objectives of the proposal, the lesson is a guideline for structure the class, in this way the lesson plan was composed by some procedures and techniques. Based on Brown (2007) Firstly, the lesson has a goal which

provides a pedagogical context for teacher, secondly the objectives specified what teacher want students to gain from the lesson, third the materials are a list of resources for applying the activities, fourth the procedures in this case is PPP this point will present next paragraph and finally assessment in order to determinate whether the objectives have been accomplished.

Taking into account the procedures applied in the lessons, PPP (presentation, practice and production) is a teaching format based on particular features of tasks (Richards, 2006 p. 32). In this way during presentation stage the teacher presents the new grammar structured which was developed through warm-up, after that, the practice where the students using the new structure in a specific context through different teaching strategies and finally production part the learners practice the new structure and their own information in order to develop fluency with the new patter (Richards, 2006). Considering the importance of this technique due to maintain a methodological order the lessons were designed with this structure, and likewise were complemented with Task Based Instruction method.

RESEARCH METHODOLOGY

This chapter describes the research method in which was carried out this study in order to response to the statement of the problem in Chapter 1, which is focused on English Learning. The methodology provides an understanding of how the research was designed with the goal of obtaining information about the effect of promote intercultural awareness through role-musical proposal. With this in mind, the following chapter will present research and instructional design.

Type of the study

The research design is based on Action Research, according to Stinger (2014), “action research is a systematic approach that enables people to find effective solutions to problems they confront everyday lives”. This type of research has specific functions which analyze, interpret and adjust issues that presented during lesson’s experiences. In order to establish effective solutions to this problem, Stringer showed a cycle graphic (figure 4) about how action research works: This cycle presents three stages: Planning, instruction and evaluation, all of them, taking into account three actions Phase of Teaching.

With this in mind, the first action is to *look* in accordance with cycle graphic it is gathering information, where the teacher collects information about English Learning process. After that, the second action corresponds to *think*, it involves analyzing information, and the researcher determinates in this proposal issue as: Learning and Teaching strategies, motivation, and interdisciplinary. Finally the *act* stage refers to take action, this means the teacher designs a proposal focused on Intercultural awareness and English Learning: Role-musical.

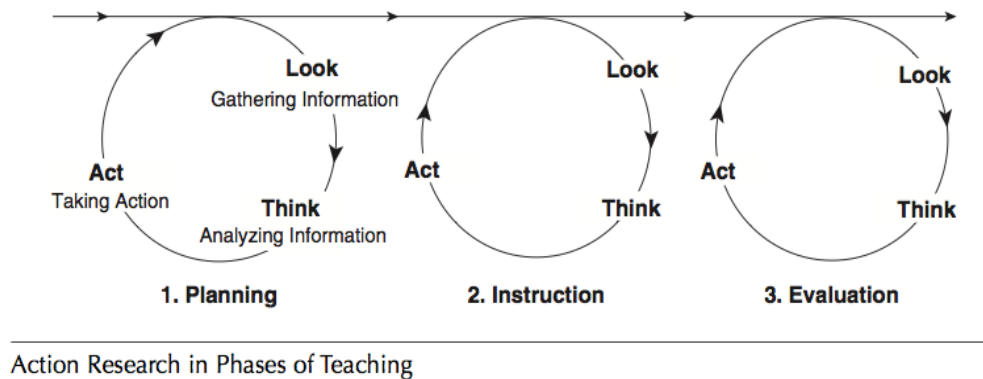


Figure 4 stinger Action-research (2014)

Because of this, I find in the Action Research an appropriate method for this proposal because it gives a cycle that helps to deal the different changes presented during the lessons, likewise the action process allow applying new teaching strategies based on learner's interests and needs, it means that this method is adjusting to student's central proposal.

Setting and Participants

The context in which this research project was involved belongs to fifth grade group of a private school in Bogotá. The participants who took part in my investigation were 5 boys and 11 girls with ages between ten and twelve years old. The children were 2-3 social economical strata and the majority of them live near to school (Perdomo neighborhood south Bogotá). According to previous observation outside English classes the population was selected due to reported artistic abilities and a high English Learning interest.

Proposal stages

In order to create role-musical proposal, this study presented a diagnosis which the grammatical and curriculum component have been the most important factor for teaching a foreign language. In view of lack of interaction with real situations and recognition about cultural diversity, this research study was separated in three phases, in order to promote a meaningful learning.

In doing so, the lessons designed for each stage were established from teaching format PPP (Presentation, practice, production), teaching methods strategies as Total Physical Response, whole language, Audio-lingualism , Translanguaging and learning methods strategies raised by Rebecca Oxford. Bearing this in mind, the research study was composed by three assumptions:

Intercultural awareness, English learning, and motivation which were determinate for teaching and learning strategies.

Phase 1. Music, movement and memory stage.

The main objective was promoting the memorization and strengthening the movement through music, thus during this phase three lessons were implemented. First of all, **the first lesson** (annex 2) strengthens listening ability through the relation between images and sounds phrase, in doing so the use of memory strategies proposed by Rebecca Oxford was an essential method for achieving this objective. In this sense, the learners created mental linkages through images association because of applying images and sounds allowed students to remember new vocabulary that they had heard previously, besides Audio-lingual method reinforcement memory strategy through a chain drills. In addition for promoting memory strategies this lesson used semantic maps as a brainstorming technique in order to establish a connection sequential of the images. With regards to movement, the class was planned from Total Physical Response strategies, where the researcher manages this task from instructional method.

In order to continue fostering memory ability, the **second lesson** allowed participants to use non-verbal language which promotes a communicative process through facial gestures and body language (annex 3). In this manner the mimic activities developed during practice part promotes a sociolinguistic competence, so the students imitated the partner's movements in order to

interacted with them and communicate thoughts or feeling with their body. Moreover, production part was based on communicative task with the intention of doing a feedback the expressions worked previously, in doing so the task had the following sequence: In order to improve reading ability the students developed a semiotic reading the images worked in lesson 1, after they reported to their partners these expressions which were wrote on the paper. This means that the task involves reading, speaking, listening and writing abilities in order to wrap the content.

At the end of this first phase, the **third lesson** aimed at promoting collaborative work for creating the role-musical planimetry (annex 4). In this sense, the music had an important function as sensory aid, according to Rebecca (1990) sensory preferences can be broken in kinesthetic dimension (p.3) where the movement as a physical activity help to internalize concepts (Brown, 2007). Consequently, collaborative work was a task promotes students to establish agreements among them, in order to apply new ideas with regards to dancing performance. This situation led me to affirm that physical and cooperative tasks were meaningful for the children; according to teacher's journal the students were interested with rock song, thus this fact was the evidence about cultural diversity acceptance, taking in mind that students were indifferent with another kind of music at the beginning of the proposal.

Phase 2. Roles and screenplay creation stage.

The objective of this phase was focused on promoting intercultural awareness and spontaneous speaking through role-play creation based on students' experiences at home and school. Three lessons were designed during this stage in order to analyze intercultural dimension

in terms of one's own and other cultures practices. It means the learners can establish a critical cultural awareness through the different and similar perspectives.

The aimed of the **fourth lesson** was applied body language technique for creating a role, taking into account physical activities (annex 5). Therefore, the learners assumed a role based on different feelings, in this sense this task developed the importance of sociolinguistic competence due to the learners had to create movements taking into account the use of the same language code, hence their partner could understand the communicative intention.

With this in mind, the two next lessons tried to cover components as: gestures, body language, writing production and intercultural awareness, all of them related to the development of a role-play. The objective of the **fifth** (annex 6) **and sixth lesson** were fostered a critical analysis between two cultures taking into account school and family role. The **sixth lesson** enabled working from interpretative competence, due to they identified through two chapter's tale the social function in family, teacher and student role (annex 7). Students recognized some important aspects of each tale, the second part was encouraged screenplay and role-plays in order to express several situations according to both tales. In this way, this task was focused on linguistic, pragmatic and sociolinguistic competence, because the task started with the elaboration of screenplay which took into account syntactic and semantic components, therefore those components allowed developing discursive sequences in order to carry out actions that were familiar to their context.

Continuing with this issue the production part promoted intercultural awareness through critical mind, in this manner the learners recognized similarities and differences between Matilda's life and their life's experiences as students, aspects as the punishment, abandonment and traditional teaching methods were analyzed during this stage. Thus, this class was one of the most important lessons implemented during this research, due to encourage the whole aspects developed previously.

Maintaining the initial objective, the intercultural awareness was developed during sixth lesson, with the proposal of identifying similarities and differences among two cultures. Initial task was sensitized to the participants with an activity of acceptance and respect for another in order to understand other persons from cultural diversity. After that, the students analyzed two scenes of Matilda's tale with regards to family and school, in this task the teacher guided to the participants for thinking analytically, where they could find aspects and experiences similarities to their life as students and children. During this lesson linguistic and sociolinguistic competence was represented through their routines as writing production and comments about Colombian children that lived similar situations to Matilda.

Phase 3. Role-musical staging

The main objective was developing a communicative task through the merging between role-play and music issue with the objective of creating role-musical proposal. The role-musical was

elaborated in two parts which were divided between lesson seven and eight. In order to measure the effect of whole activities worked during phase 1 and 2, the seventh and eight lessons (annex 8) were designed for assessment final result of the proposal. Therefore, those classes encouraged didactic strategies as: spontaneous speaking, movement, memorization, body language, writing production, intercultural awareness and one of the most important approaches TPR. With this in mind, the researcher and students expressed their point of view about the whole process, and it allows recognizing strengthen and weakness during role-musical creation. Additionally, the tasks applied to the students were adjusted all the time depending on instrument logs; in this sense the cycle of action-research method was evident during the proposal.

DATA ANALYSIS

This chapter presents the data analysis of the proposal in order to analyze the effect of role-musical in English Language Learning. In this sense, five data collection instruments were used with the intention of gathering information required for this research study; among them are included focus group, student`s logs, teacher`s journal, student`s interviews and self-assessments. These instruments were applied during the eight lessons, taking into account the different proposal stages mentioned previously. In doing so, the data collected will show the influence of the proposal in several issues related to English Learning.

Data collection Instruments and Procedures

Focus group:

According to David Morgan (1996) explained that Focus group interview as the purposeful use of interaction in order to generate data , in this sense the researcher is a moderator who establishes some questions which may not have been designed previously, in this way it generates a confident conversation about research`s topic. Consequently, the goal of this instrument is recognize the pertinence of this proposal with regards to student`s preferences and analyze their listening and speaking ability. In that order of ideas focus group was implemented at the beginning of the research, however I consider very important expressed in this chapter the

reason why this instrument was used only at the beginning, taking into account that initial intention was applied it, in the middle and at the end of the proposal.

Despite the fact, the focal group has some advantages with regards to interaction and active role of the researcher, there is a reason to believe that this instrument presents weaknesses concerning personal interviews (the second instrument data collection), in accordance with David Morgan (1996) “Individual interviews have clear advantages over focus groups with regard to the amount of control that the interviewer has and the greater amount of information that each informant has time to share” (p. 10). It is highly probable that use individual interviews could give me accurate information in order to identify personal progress and points of view about the proposal. In comparison with focus group it provides less detail about opinions and experiences of any participant (Morgan, 1996) due to Morgan’s words “focus groups are in some sense unnatural social settings”, it means that personal opinions could have influence over the rest of the participants, by the fact of that the students are inside social setting, surely, they try that their point of view to be accepted by their peers.

Semi structured interview

With this in mind the second instrument was individual interviews, based on Anne Burns (1999), “In the Semi-structured interview, the action researcher generally uses prepared guide questions or alternatively has some overall directions in mind” (p.120), I choose this instrument because through it I could abstract information related to their interests, expectations, and

personal opinions about their process in English Learning. Besides that, this instrument allows engaging to the interviewer and interviewee in a natural and fluency conversation.

In sum up, Anne Burns (1999) stated that “Individual interviewers, on the other hand, have the advantage of enabling the researcher to follow up in more detail particular issues have been identified” (p. 119). In this sense, individual interviewers provide specific information about each participant, and indeed they did not influenced by collective pressure of their partners.

As a result of this fact, an individual interview was applied at the end of the research, in order to gather information with more detail. According to Anne Burns (1999), “Individual interviewers, on the other hand, have the advantage of enabling the researcher to follow up in more detail particular issues have been identified” (p. 119), in this sense , individual interviewers provide specific information about each participant, and indeed they did not influenced by collective pressure of their partners.

Teacher journal

On top of that, the assessment qualities of journal writing have assumed an important role in the teaching and learning process (Brown, 2007); the journal is a dialogue between learner and teacher which has a series of purposes. According to Brown teacher journal develops different objectives from researcher intention: Language learning logs, self-assessments and reflections on

attitudes and feelings about oneself. Hence, this instrument aims to identify the effect of the actions presented during the lessons (annex 9), also registered this information allows making some changes during the implementations. The journal was an important complement for gathering specific facts related to goal research; it is oriented towards issues the teacher wishes to investigate (Burns, 1999). In this way, the journals also helped to remember some relevant facts occurred during the lessons, in other words, the teacher journal was the most important personal instrument owing to constant observation and analysis of aspects as: self-monitoring, methodologies, teaching strategies and group management. This instrument was applied during the lessons.

Assessment

According to Brown one of the characteristics of an effective teacher is the ability to observe students as they perform. As a consequence, “the observations can become systematic, planned structures for real time; in sum one of the objectives of such observation is to assess students as much as possible without their awareness of the observation”. In this way, checklists, charts, rating scales and teacher’s journals are a source of identifiable feedback (Brown, 2007, p. 478) which speaking time report was designed from the naturalness of their speaking performance in order to recognize the frequency of oral production. In this vision, speaking time instrument (annex 10) has an objective: monitor frequency speaking time inside and outside L2 class, for that reason this report was constantly and applied during each lesson.

Learning logs

In terms of Linda Murphy, (2008) learning logs can be used strategically to develop the capacity for critical reflection on Learning, in this sense the learners to deploy this capacity through the use of metacognitive strategies, which facilitated a more independent approach. Taking into account this information student's log aimed to promote critical reflection on English Language process (annex 11); therefore it was an important instrument during this experience because the participants expressed their opinions, comments and suggestions at the end of each lesson; likewise the children perceptions or opinions generated during research study generated some adjustments related to learning and teaching process.

Self-assessment

Continuing with previous idea in 2007, Douglas Brown stated that "Research has shown a number of advantages of self-assessment: speed, direct involvement of students, the encouragement of autonomy, and increased motivation because of self- involvement in the process of learning". It means the students can establish through their experience the best way for identifying their strengths and weakness during Learning process, in other words they develop a metacognitive process.

Additionally, this instrument maintain a relation with rating scales, a source that according to Brown can help to teachers to indicate the frequency of occurrence of target performance either

on a separate frequency scale. Bearing this in mind, self-assessment instrument was applied with the intention of the learners will be able to develop a critical thinking about own English learning process (annex 12). This data collection instrument was developed in the middle and at the end of the proposal and it was designed from six aspects: Attitude, speaking time, memorization-movement, listening, writing and culture, all of them were engaged with role-musical proposal.

Self- monitoring:

Accordance with Richards (1990) “Self-monitoring is an approach to teacher evaluation that complements, rather than replaces, others forms of assessment, such as feedback from students, peers or supervisors” Indeed, this approach enabled teacher to insight into their own teaching weakness and strengthen, thus it can help to improve classroom practices, in that order, this approach presents an essential reason for applying in the teaching practices. Richards state that self-monitoring provides an opportunity for teachers to reflect critically on their teaching, with the intention of teachers assume a high responsibility for initiating recognition and improvement in their pedagogical practices.

On the other hand, two of the best techniques raised by Richards and hence were implemented during this study were: Personal reflection and recording lessons. The first one reports through teacher’s journal happened during lessons in order to gather detail information about learning or teaching experiences. Secondly, recording lesson provides a more reliable record of what actually happened (Richards, 1990, p.125) in order to use this technique is

important mentioned that both options are complemented with the idea of taking note specific information about teacher assessment.

Photographs

On the other hand inside observational technique for data collection process it was used photographs in order to complement teacher's journal. Journals and photographs have similar function; Anne Burns (1999) explained that photographic data holds promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensively and providing new angles on the context being researched. This instrument was applied during the development of each lesson in order to reinforce the information collected through student's log and teacher journal.

Videos

Videos allow researchers to scan particular classroom episodes relatively quickly, without the need to review the whole recording (Burns, 1999). I worked with this instrument for identifying participant's behavior and learning attitude during the development of the lessons, besides it was a supported for reporting information in my journal and facilitated data analysis.

Analysis method

According to data provided by the instruments implemented, the data analysis was based in triangulation method. In terms of Burns (1999) this method is used to decrease the subjectivity of the data collection, it means that getting data from more than one source allows the researcher to analyze whether these different sources are pointing to the same interpretations; therefore the information gathered is more reliable and objective. Bearing this in mind, the following diagram (figure 5) summarizes the categories which carried out during data analysis; these categories were based on the objectives planned at the beginning of this proposal.

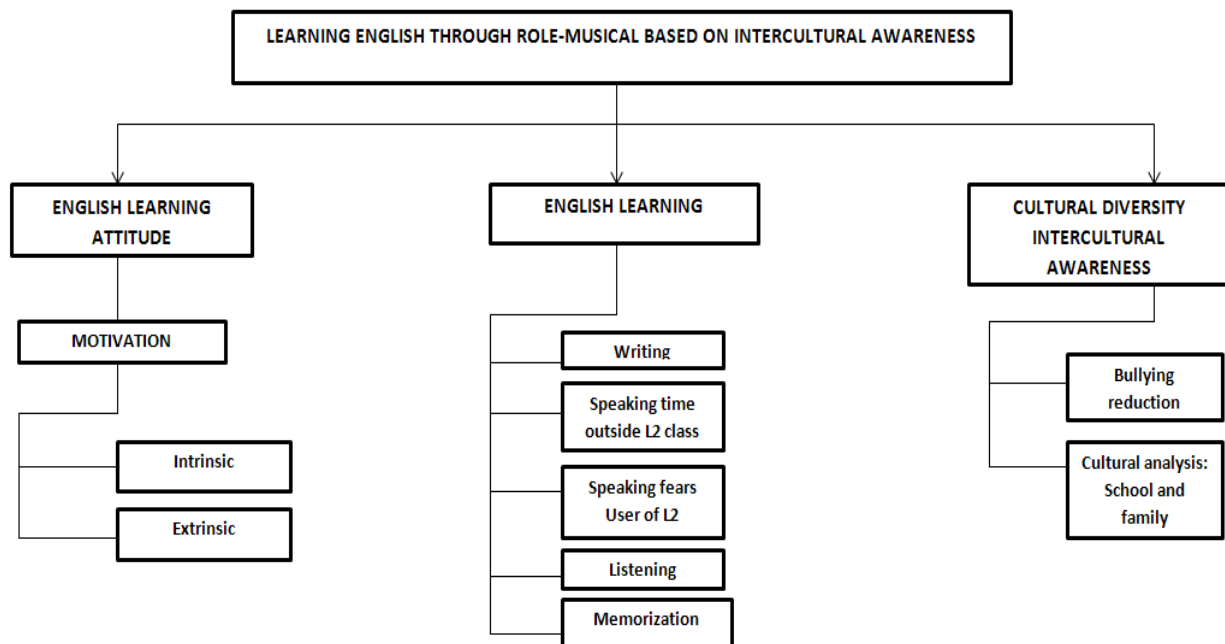


Figure 5. Categories derived from the data analysis

English Language Learning attitude

In order to promote interest and curiosity in foreign language learning, this category embraces a set of facts that helped children to motivate in class. In doing so, this category aims to identify the effect of role-musical in English Language Learning attitude, based on the triangulation of teacher`s journal, interviews and assessments. Furthermore, this analysis includes interviews extracts and three graphics about change attitude of the learners since the middle of the proposal until the end of it.

Intrinsic motivation

Taking into account learner`s perception with regards to foreign language learning, at the beginning of this research was applied focus group instrument¹ with the goal of recognizing the pertinence of this proposal with regards to student`s preferences and analyzing their listening and speaking ability. In this sense, of ten students interviewed, six of them reported a high acceptance for English classes, as it can be seen in the following interview extract:

¹ Some questions during focus group were designed in their mother tongue in order to promote confidence in their answers.

T: ¿Les gusta el área de inglés?

S: Yes, Yes (four students did not say anything and looked to their partners)

T: ¿Que es lo que más te gusta de las clases e inglés?

S: Que si puedo cantar y puedo pronunciar bien y cuando vaya a salir del país o cualquier otro lado que no hablen español me va a servir para poder comunicarme con otras personas.

(Transcription focus group interview, August 2, 2016)

Despite the majority of the students affirmed that they liked English classes, four students showed disagreement with regard to the first question and they did not dare to express their opinion. It demonstrated that these students were influenced for partners' answer in order to be accepted for the group and likewise avoid destructive comments of their classmates. Consequently, intrinsic motivation was determinate for group behavior and the lack of self-confidence; it harmed learning attitude in the children and generate for certain moments reject to the proposal, however this problem will be analyze with more detail in the third category.

Additionally, self-assessment instrument measured the effect of role-musical proposal in English Language Learning attitude through three aspects: participation in group, positive attitude during the proposal lessons and help to the partners. Hence, this instrument was applied

in the middle and at the end of this proposal, and it was categorized by three aspects mentioned previously.

SELF- ASSESSMENT ATTITUDE

PARTICIPATION IN GROUP

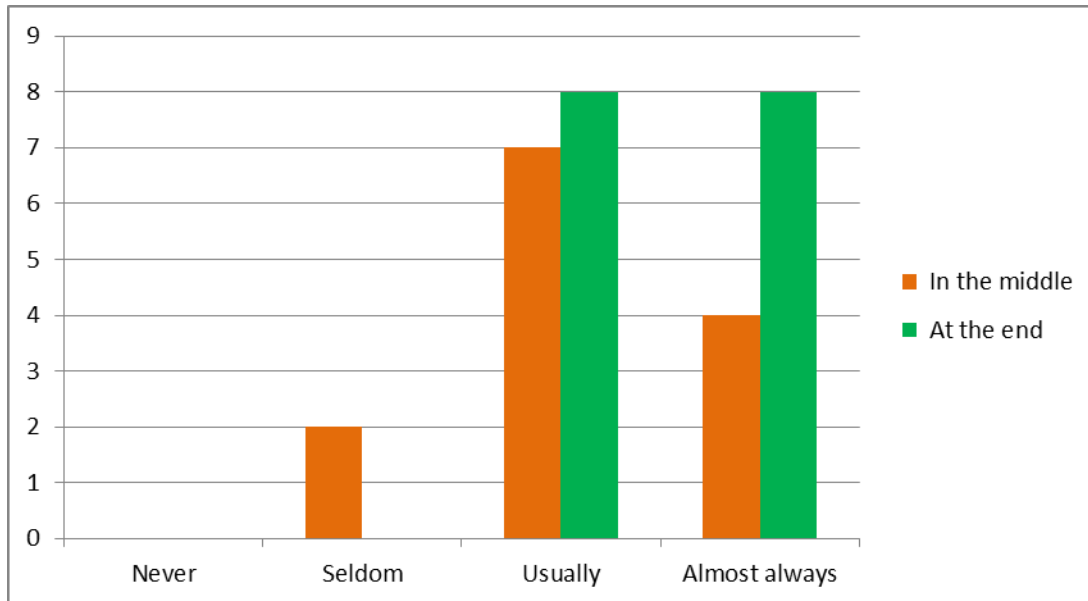


Figure 6 self-assessment attitude aspect 1

Aspect 1: I can participate fully in all group and individual tasks.

Based on this graphic, in the middle of the proposal the students were in favor of participate in individual and group tasks, however two of them expressed disinterest towards the participation. Despite of this, the learners' attitude changed at the end of the proposal, the majority of them including the two students that were indifferent to this aspect achieved engaging with this issue.

SELF- ASSESSMENT ATTITUDE

POSITIVE ATTITUDE DURING THE PROJECT

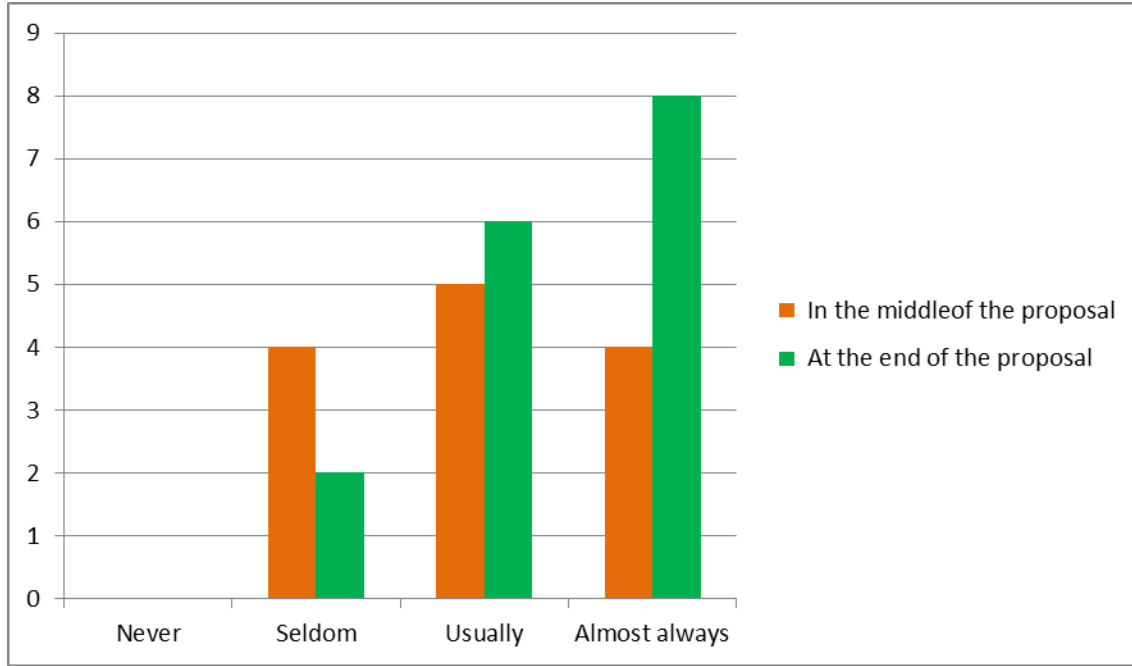


Figure 7 self-assessment attitude aspect 2

Aspect 2: I can maintain a positive attitude about the project even when we were faced with challenges

Taking into account previous graphic, it can be observed that at the middle of the proposal the students usually maintained a positive attitude towards the project challenges because they had never experimented language learning from role-play, movement and singing. However, these challenges were surpassed at the end of the proposal, the learners stated that they almost always maintained a positive attitude; it means that the tasks designed from middle and at the end of this proposal achieved strengthening the self-confidence for dealing several learning challenges.

SELF- ASSESSMENT ATTITUDE

HELP TO THE PARTNERS

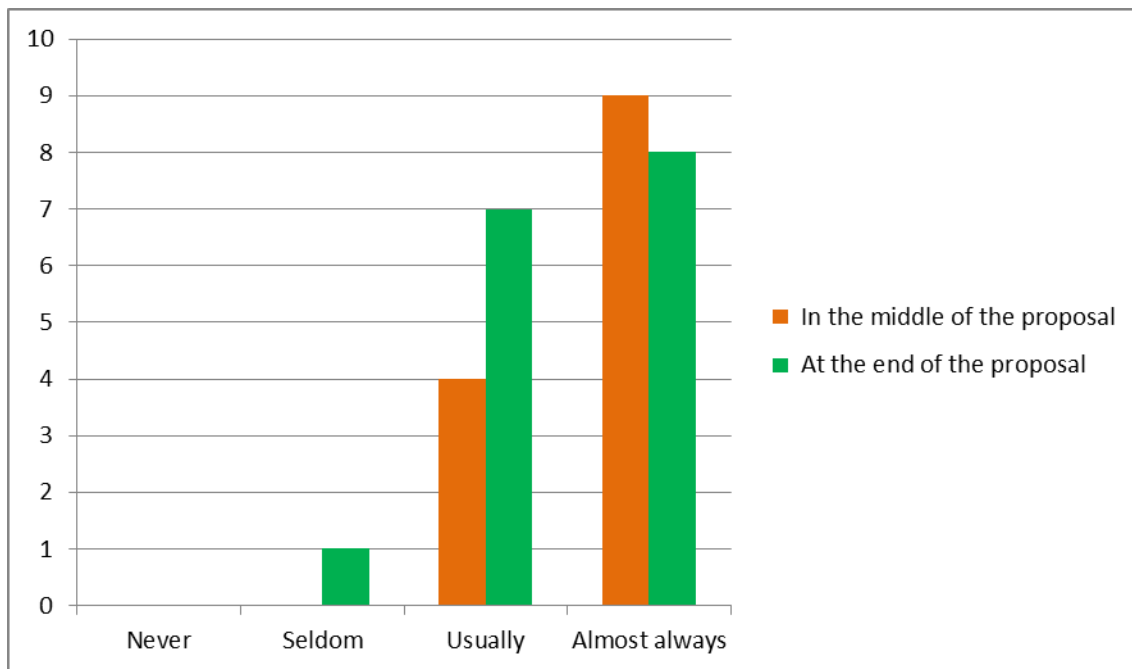


Figure 8 self-assessment attitude aspect 3

Aspect 3: I can help my team members when they needed me.

In order to analyze the last aspect of this sub-category, you can see in this graphic that the students in the middle of the proposal reported a high engagement with the collaboration or help to their peers. Therefore, at the end of the project the participants maintained the same attitude with the exception of one student who was indifferent to this aspect, this due to his negative attitude with regards to the collaborative work proposed during the project.

Extrinsic motivation

In connection to this category, the objective of extrinsic motivation was measured the effect of teaching and learning strategies in order to increase learner's interests. According to focus group three students stated that they have participated in similar activities to role-musical (transcription video 1, 29th July/ 2016), it means that they have sung and memorized a screenplay during their English Language Learning process. However, these activities have been presentations or final activities of their English courses, in contrast to this research study.

T ¿Alguna vez has participado en un musical en inglés?

S1 Yes

T ¿Cuándo?

S1 El año pasado que tuvimos a un profesor que nos dijo que cantáramos una canción en inglés

T Pero solamente cantaron, no bailaron

S1 No bailamos

S2 Pues yo estoy en una Universidad y pase a segundo semestre cuarto nivel, al final del tercer nivel nos tocó preparar una canción y un dialogo.

T Ok, Samuel

S3 En la Universidad en donde yo estoy en el segundo semestre a finales tenía que preparar el dialogo sobre mi vida.

(Transcription focus group interview, July 29th, 2016)

According to interviews applied at the end of the proposal of ten students interviewed, eight of them expressed their preferences with regards to dancing, singing and perform ability. It means, the majority of students highlighted these abilities as an essential aspect for learning a foreign language from enjoyable classes. In addition, the data gathered in teacher journals (codified with yellow color) and students' log allows restating previous analysis.

Students' Log lesson 4 y 5

T: Are you happy with role-musical proposal?

S: Yes because is algo nuevo que nunca había hecho

S: Yes, why aprendemos much English and nos sirve.

S: Because we can express

S: Yes because nos movemos

(Students' Log, September 13, 2016)

Suggestions and remarks: Students' Log lesson 7 and 8

S: Pues creo que el role-musical nos motivo a todos a speak English

S: A mi me parece muy good este project why we podemos aprender good cosas and different works

S: Que sigamos asi y I like role-musical

S: I love this project

S: My opinion is que es muy chevere aprender cosas news

S: The class is funny and genial

(Students' Log, September 27th, 2016)

If we analyze learners' perceptions we can see that the students consider the proposal as a trigger that strengthen foreign language learning through artistic issues, in this sense learn English language is much more than memorize structures, it involves to encourage the language in a real context and from learner's interests. This category led me to state that despite of the behavioral problems in the classroom, the learners considered this proposal as innovative teaching strategy that enabled being a pleasant and meaningful learning space.

English Language Learning

This category is divided in four subcategories, which helped me to recognize the effect of the proposal in every language skill of the participants. In doing so, the objective of this category aimed to identify the influence of the role-musical in English Language Learning also this category was gathered since teacher journal, self-assessment and students' log instruments, including two writing production tasks.

Writing Skill

The following sub-category was based on identifying the use of L2 during writing production that was gathered in three parts: The first refers to students' logs that were applied at the end of each lesson supplemented with teacher journal; the second were writing production tasks

implemented in lesson 5 and 6 (annex 6 & 7) and the third part with regards to self-assessments applied in the middle and at the end of the proposal.

During the development of students' logs, the participants answered to question such as: What did you learn today? , What is your personal opinion about final role-musical stage? , Do you prefer dance, perform or sing, suggestions and remarks; in order to use analysis technique that consisted in count the quantity of words that the students wrote in English. Additionally, writing production tasks were related to students' log objective and self-assessment instrument measured the effect of the proposal from: write opinions, short dialogues and use familiar words. In this sense, during writing process the grammatical rules were not essential because the task consisted in developing a free writing through translanguaging method that allowed the learners to generate self-confidence.

QUANTITY OF EFL WORDS PER STUDENT
DURING STUDENTS' LOG

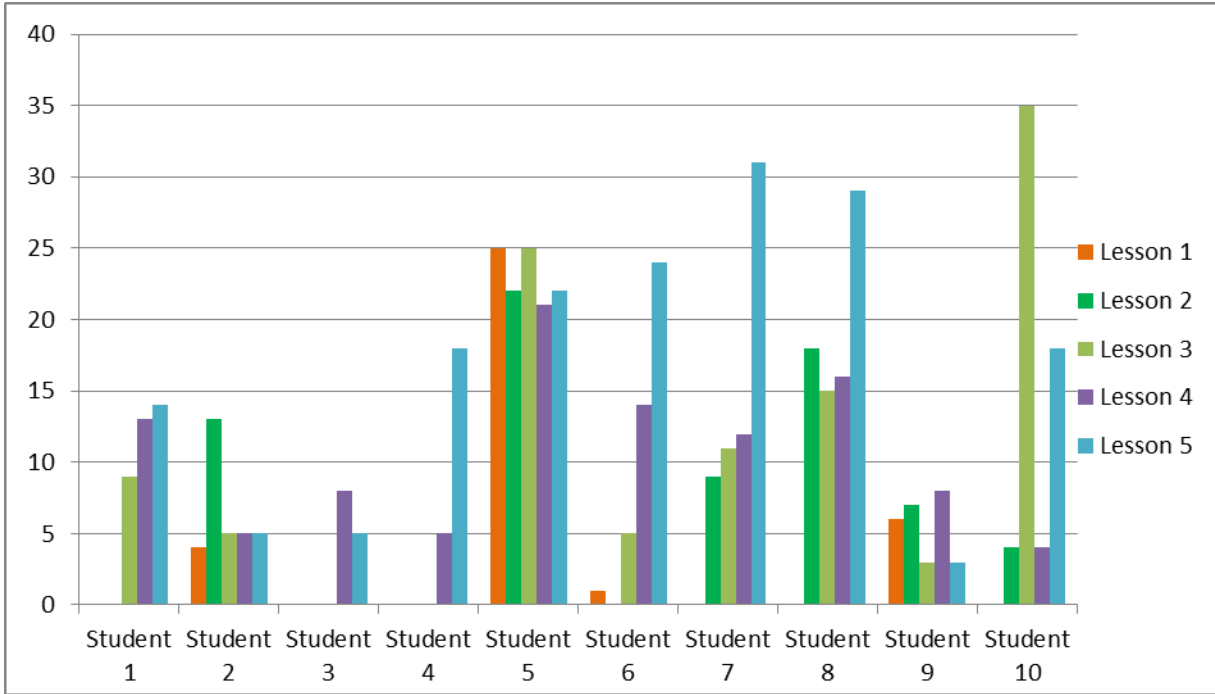


Figure 9 Quantity of EFL words per student

According to previous graphic, this analysis will start with the students who reported a meaningful advanced in writing production and after that I will take the participants that presented a decrease in this ability. As you can see, in this graphic five students (S1, S4, S6, S7 and S8) achieved an important progress in this skill. At the beginning of this study, the majority of these students did not write any word in English, however lesson after lesson the participants increased their writing level in an average of 20-30 words per text. On the other hand, you can find five students that do not showed a high progress, except for the student number five who maintained an average high during the proposal. In this sense, two of the four students that did

not present progress in this issue recognized through an interview (transcription individual interview, 30thseptember/ 2016) that their best ability was not writing, it could explain the reason why they reported these results.

T What is your best ability writing, speaking, reading or listening?

S1 Speaking. I don't like write.

S2 Speaking. Write es mucho mas difficult para me.

(Transcription individual interview, 30th September / 2016)

QUANTITY OF EFL WORDS PER LESSON

DURING STUDENTS' LOG

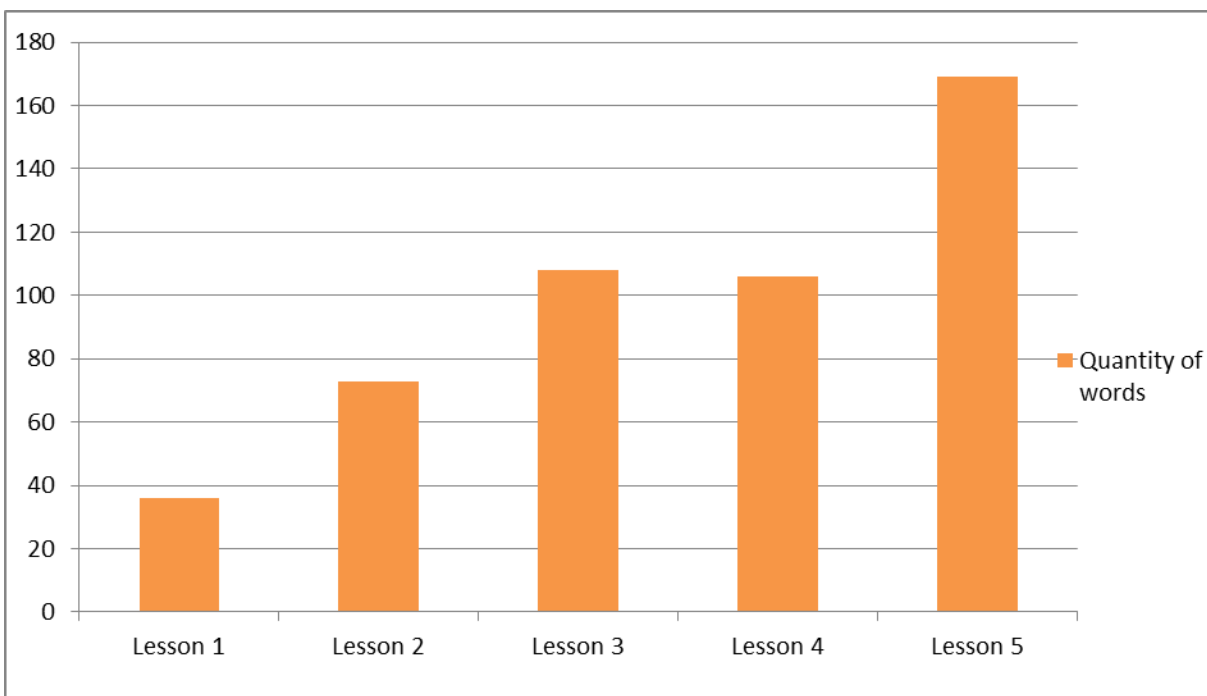


Figure 10 Quantity of EFL words per lesson

Continuing with this issue, the second graphic showed the progress with regards to quantity of words used during students` log. It explained an important fact because the proposal achieved fostering writing ability, as you can see at the beginning of these study ten learners wrote an average of 36 words and after that they finished with 169 words. It means that the proposal generated an advance in English language writing production. Furthermore, teacher journal (codified with green color) restate this analysis with some notes reported at the beginning and the end of the proposal.

WRITING PRODUCTION TASK

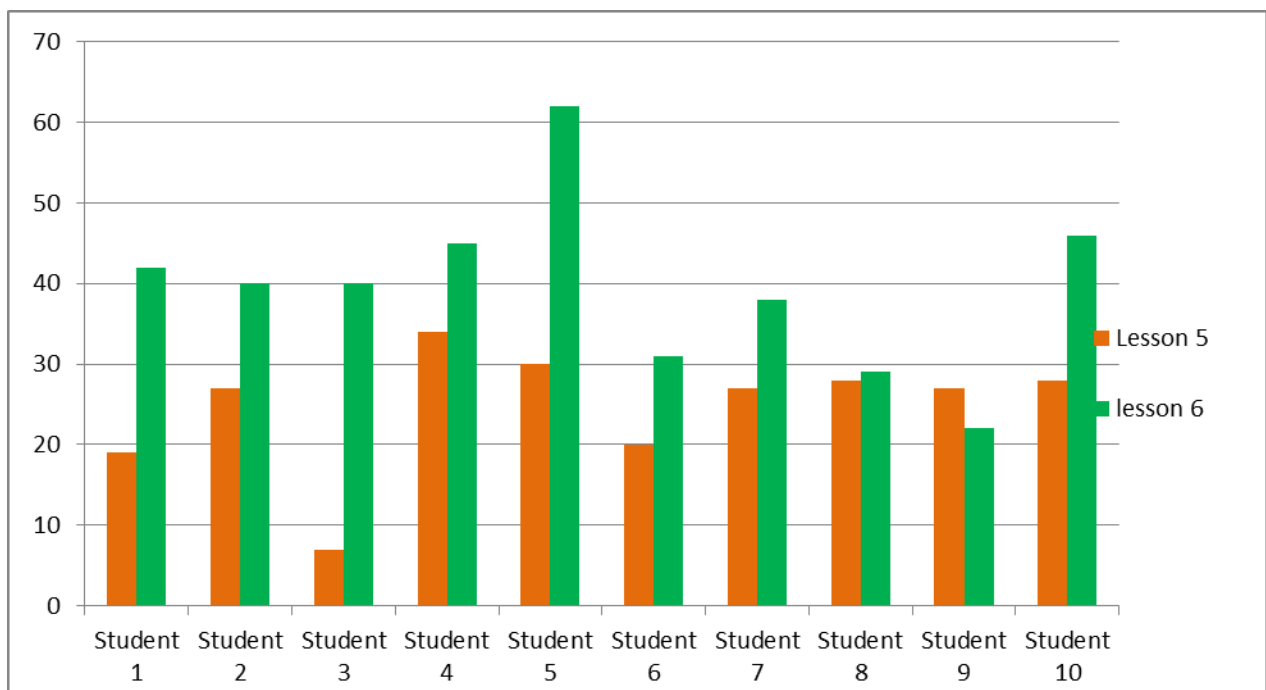


Figure 11 Writing production task.

Lesson 5: Comparison between My life as student vs. Matilda`s life. Lesson 6: My routine

Based on this graphic, the participants during lesson five wrote an average of 20 to 30 words per text, except one student who was below the average. During this real task the learners developed an analytic writing about two cultures (annex 13), it means that the degree of difficulty was higher than routine task given that some students did not write many words and they were confused. For that reason, the lesson number six reported an increase of 30 to 45 words because this task was descriptive and it did not involve complex writing process. Moreover, the use of translanguaging method and familiar words that they had learnt previously facilitated this process.

In order to continue with this issue, the following graphics addressed to self-assessments instruments related to three aspects write opinions, dialogues and use familiar words. This data collection instrument was applied in the middle and at the end of the proposal.

SELF-ASSESSMENT WRITING

OPINIONS

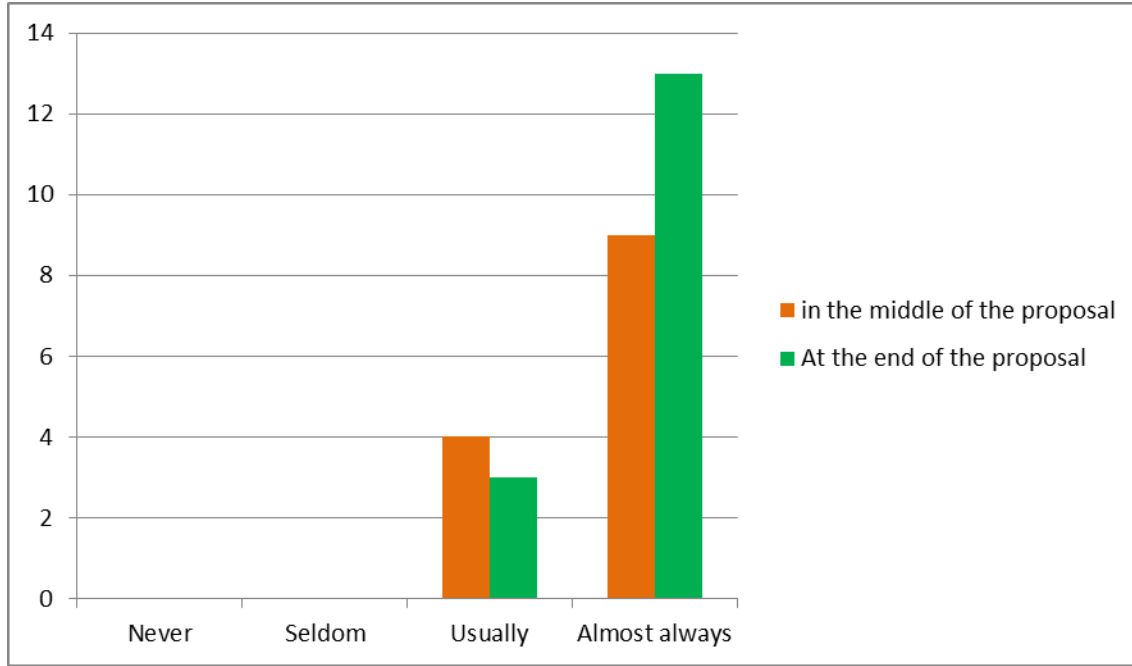


Figure 12 Self-assessment writing aspect 1

Aspect 1: I can write some opinions about my school.

Taking into account this graphic, the participants in the middle of the proposal could write some ideas about their school, however the writing tasks applied from middle and at the end of the proposal changed the results. Due to comparative and analytic tasks developed during lesson five and six enabled four participants to improve the frequency time in this aspect.

SELF-ASSESSMENT WRITING

DIALOGUES

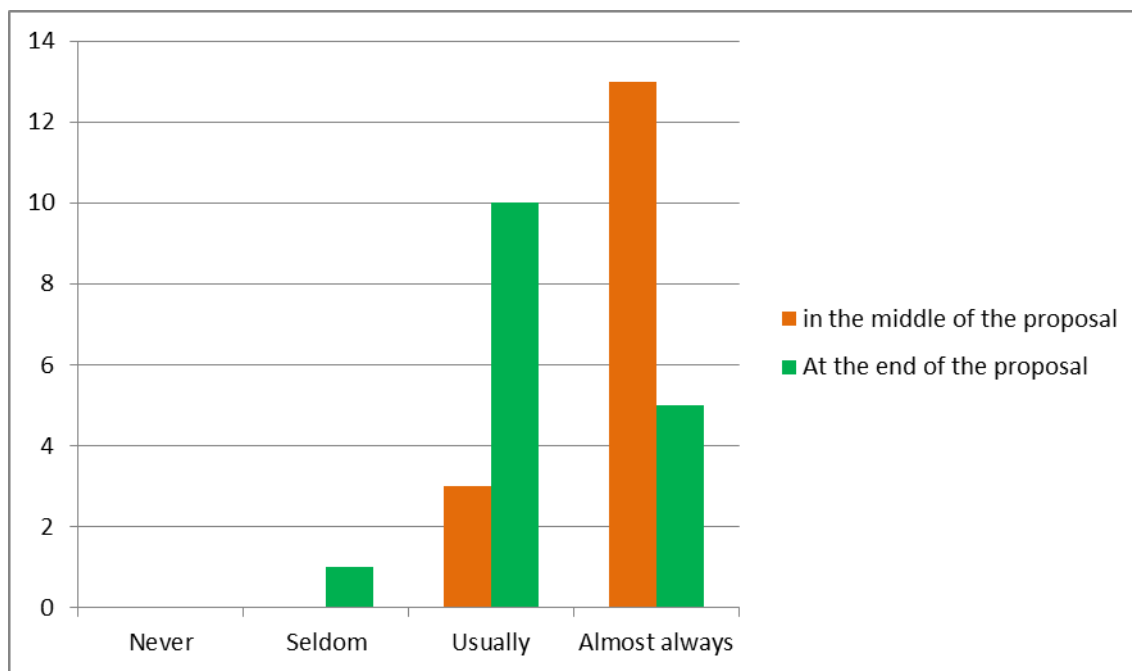


Figure 13 Self-assessment writing aspect 2

Aspect 2: I can write short dialogues about family and school role.

Analyzing the second graphic, it can be observed how at the end of the proposal the writing task decreased with regards to short dialogues writing. One of the most important reasons about this result is related to creation of screenplay implemented from middle until the end of this study, because in this task the students did not have the obligation to write their dialogues, they could create a short screenplay from spontaneously speaking.

SELF-ASSESSMENT WRITING

FAMILIAR WORDS

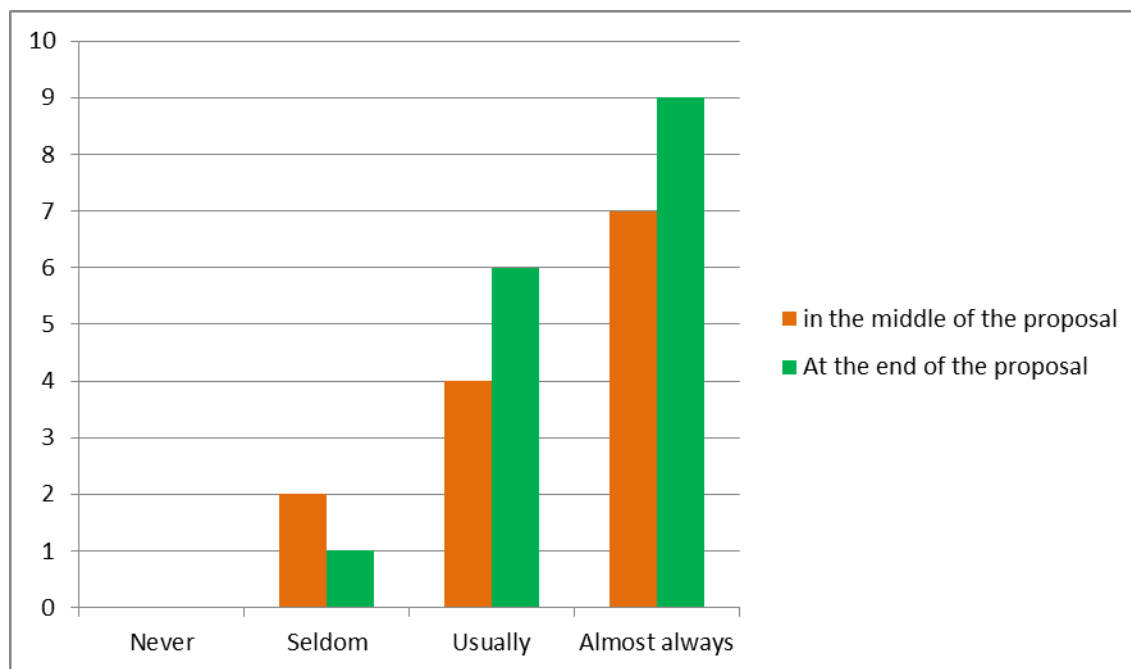


Figure 14 Self-assessment writing aspect 3

Aspect 3: I can use familiar words for writing my own opinion on what I feel during the activities

Analyzing this final graphic, it can be pointed out how students increased a little bit in the management of familiar words in their production writing, in this aspect the average of students that improved were of four students. It means that since the middle of the proposal students were engaged with this issue.

I can be stated that the effect of the proposal in writing production helped them to use more words in English, taking into account the new vocabulary that they were learning during the process. Moreover, the difference between the first writing production and the final ones achieved showing a noticeable change regarding to the use and quantity of EFL words in their writing production and elaboration of short paragraphs.

Speaking time report Outside L2 class:

Taking into account the use of translanguaging method, this sub-category was based on monitoring the use of L2 inside and outside English class. In this sense, the data were gathered through speaking time monitoring, teacher journal (codified with gray color) and self-assessment. In this sense, speaking time monitoring was implemented from the beginning until the final of the proposal; teacher journal at the end of each lesson and self-assessment from the middle until the end of the proposal. Furthermore, individual interviews reinforced the data that was collected through the instruments mentioned.

SPEAKING TIME MONITORING

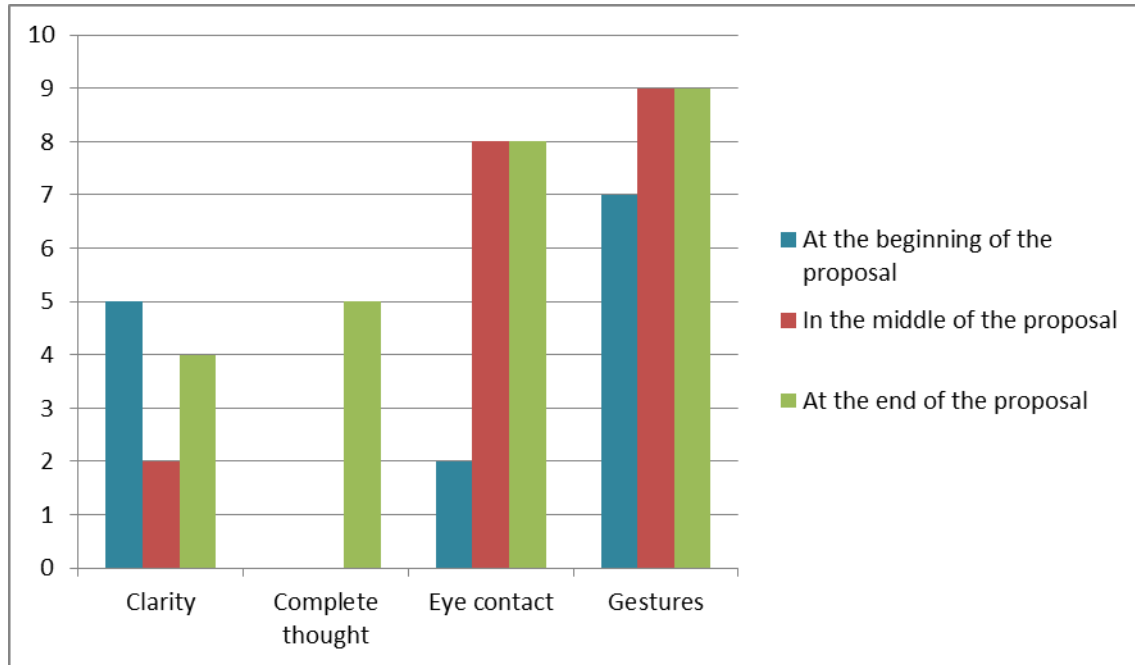


Figure 15 speaking time monitoring

With regards to this graphic, it can be pointed out how the students accomplished getting a notable progress in speaking ability. As you can see in the graphic students at the beginning of the research reported a great difficulty in complete thought and maintained an eye contact, due to they could not express their ideas with confidence and they felt fear. However, in the middle of the proposal the students started using familiar words and gestures in order to express their opinions and participated of the different speaking tasks.

Besides that, the use of L2 outside the classroom was more noticeable (journal teacher 5th, 16th, 20th September) during science and socials class students asked questions about class content and they tried to speak with their partners. In this way, at the end of the proposal students achieved speaking with a little bit of fluency and clarity.

Taking into account this sub-category, the following graphics were related to self-assessment speaking time report instrument that analyzed three aspects understand simple questions, speak with clarity and use new expressions inside the classroom.

SELF-ASSESSMENT SPEAKING TIME REPORT

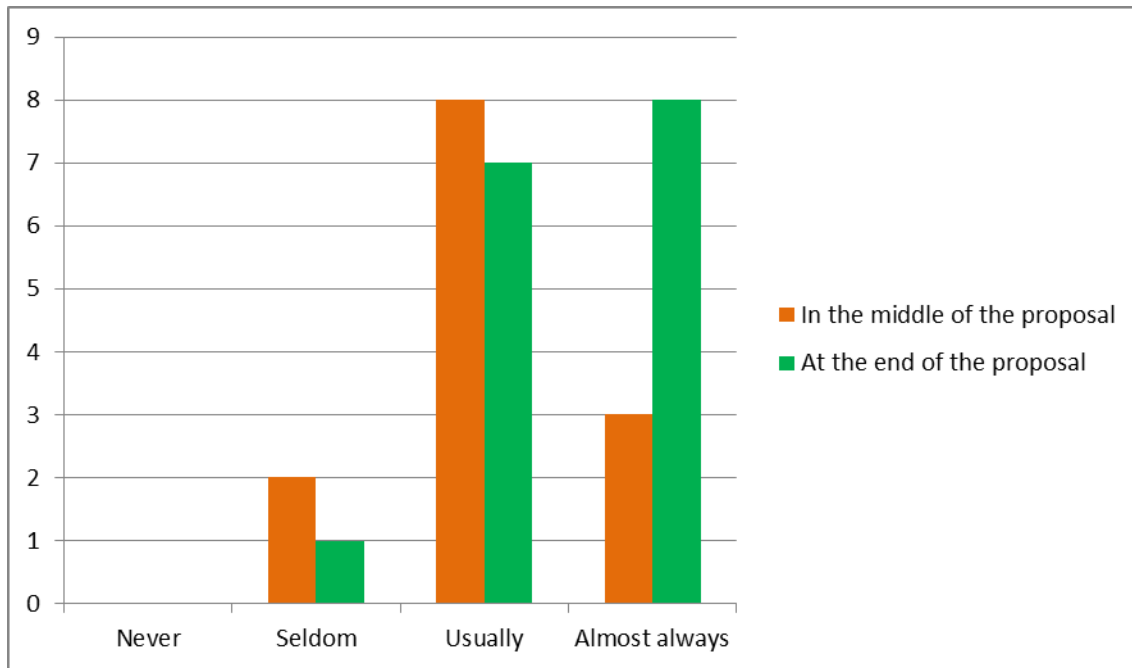


Figure 16 Self-assessment speaking aspect 1

Aspect 1: I can understand questions and instructions made me slowly and clearly and I can follow short, simple directions

Based on this graphic, the students expressed that usually could understand some questions and requests; it means that since the middle until the end of the proposal students reported a satisfactory performance in this aspect. However, the effect of the proposal achieved strengthening this issue in five students.

SELF-ASSESSMENT SPEAKING TIME REPORT

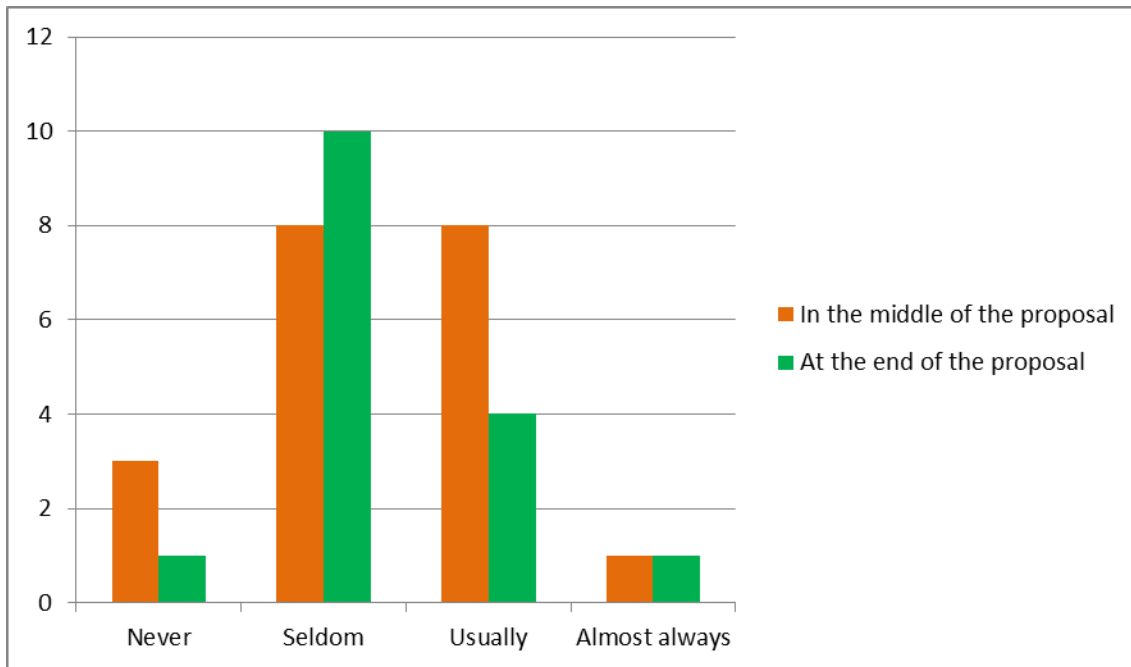


Figure 17 Self-assessment speaking aspect 2

Aspect 2: I can make myself understood in a simple way but I need my partner is willing to repeat more slowly, to rephrase my expressions and help me to say what I want.

Continuing with this issue, the second graphic showed a decreased in the use of L2 with their partners. As you can see, the frequency time “Almost always” in this aspect was very low, it could indicated that when their partners did not understand the message reported in English, the issuer used L1 in order to communicative their idea with more clarity.

SELF-ASSESSMENT SPEAKING TIME REPORT

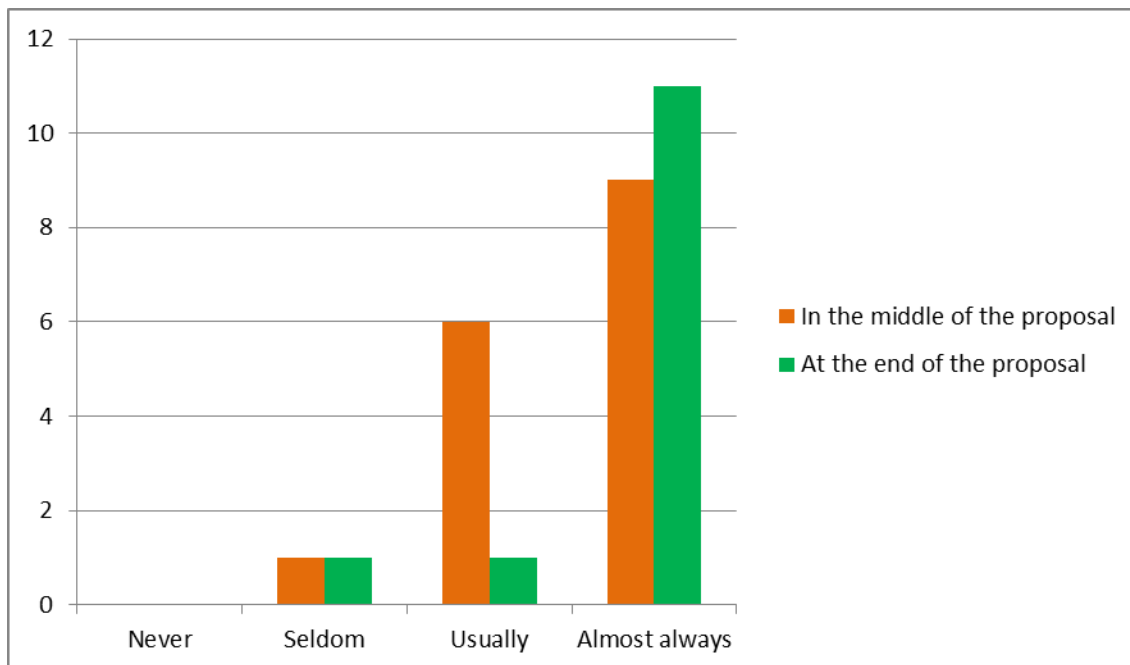


Figure 18 Self-assessment speaking aspect 3

Aspect 3: I can use new expressions learned in different places to classroom.

Analyzing the last graphic related to self-assessment speaking, it can be observed how the students increased the management of new expressions during their speaking process. However, since the middle of the proposal students expressed a satisfactory result in this aspect, taking into account that at the end of it, two students increased their speaking frequency time.

Taking into account previous analysis, this situation led me to state that the students presented an important progress in this ability; through translanguaging method the students tried dealing their shyness and insecurity for expressing their thoughts in English. Nevertheless, self-assessments instruments reported some weakness related to frequency time speaking with their peers.

Speaking fears User of L2

Continuing with this issue, this sub-category aimed to identify the cause that generated fear and shyness for speaking L2. In this way, this aspect was based on focal group instrument applied at the beginning of the proposal, teacher journal and student's log implemented at the end of each lesson. Analyzing focus group interview, it can be pointed out that the students expressed fear for speaking in English; some students did not mention any word in English and communicate their opinions through gestures and movements. Therefore, the insecurity and fear were notorious in this subcategory due to the group presented serious behavior problems, it means that one of the causes that did not allow generating a confidence space was the high intolerance level of the students (this aspect will analyze in the third category).

Despite of this fact, at the end of the proposal teacher journal mentioned that the majority of the students accomplished improving speaking ability; they used new vocabulary and expressions with more safety. In doing so, the cause that generated fair in students was related to behavior problems which affected to five students during the process.

Listening

In order to identify the effect of the role-musical in this skill, the following subcategory was based on self- assessment instrument applied in the middle and at the end of the proposal, teacher journal at the end of the lessons and individual interview implemented as a final instrument of the proposal. In this way, this sub-category had an important influence in previous sub-categories such as: writing skill and speaking skill due to it helped the learners to improve vocabulary and pronunciation acquisition. Furthermore, this sub-category was related to reading skill through image and audio analysis.

SELF-ASSESSMENT LISTENING

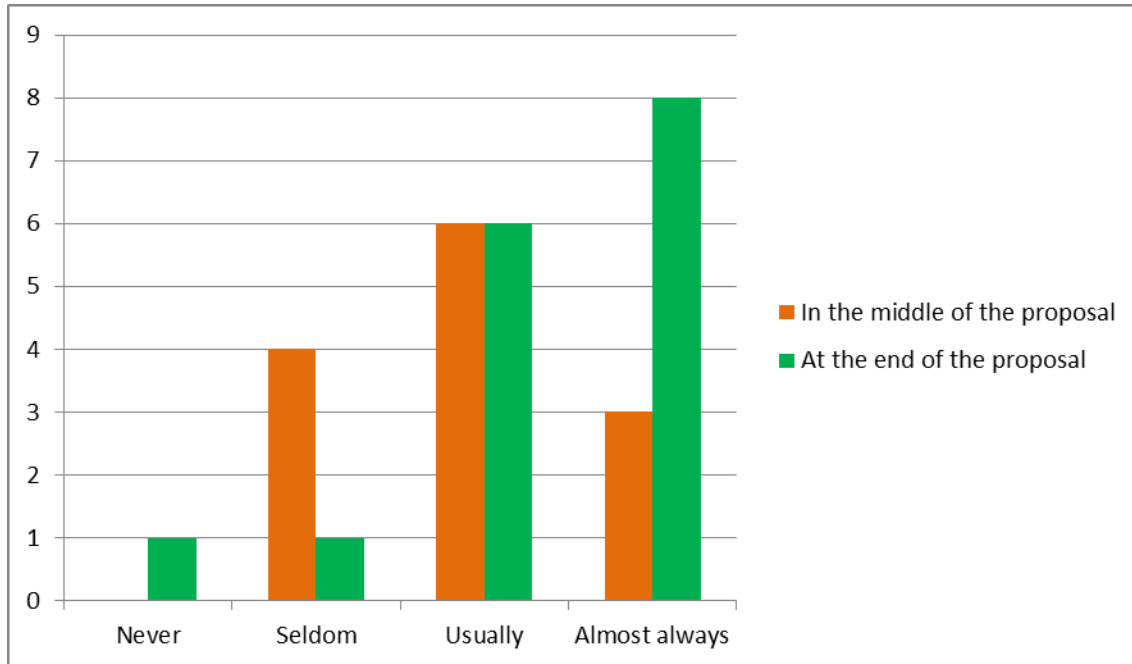


Figure 19 Self-assessment listening aspect 1

Aspect 1: I can make comments and/or give my own opinion on what I heard.

Analyzing this graphic, the proposal's effect in make comments about what they heard had an increase of five students, therefore only two students did not give their opinions on what they heard. However, it can be stated that the effect of the proposal had satisfactory results due to the majority of students in the middle and at the end of the proposal was between usually and almost always frequency times.

SELF-ASSESSMENT LISTENING

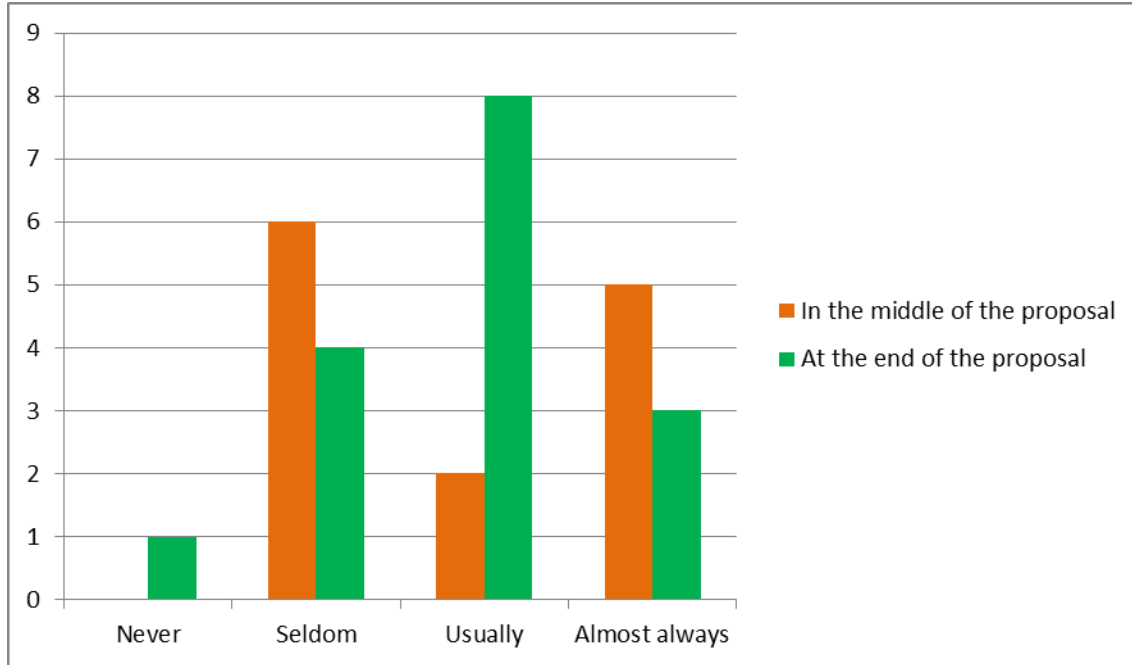


Figure 20 Self-assessment listening aspect 2

Aspect 2: I can hear at the speaker and stayed focused.

According to the previous graphic, it can be pointed out that this aspect had an increase of six students; hence, four students seldom can be focused in speaker speech. Moreover, this aspect did not arrive to high frequency time; it had a decrease of two students. Despite of this decrease, the effect of the research study accomplished getting good results because at the end of the proposal the majority of the students were “usually” frequency time.

SELF-ASSESSMENT LISTENING

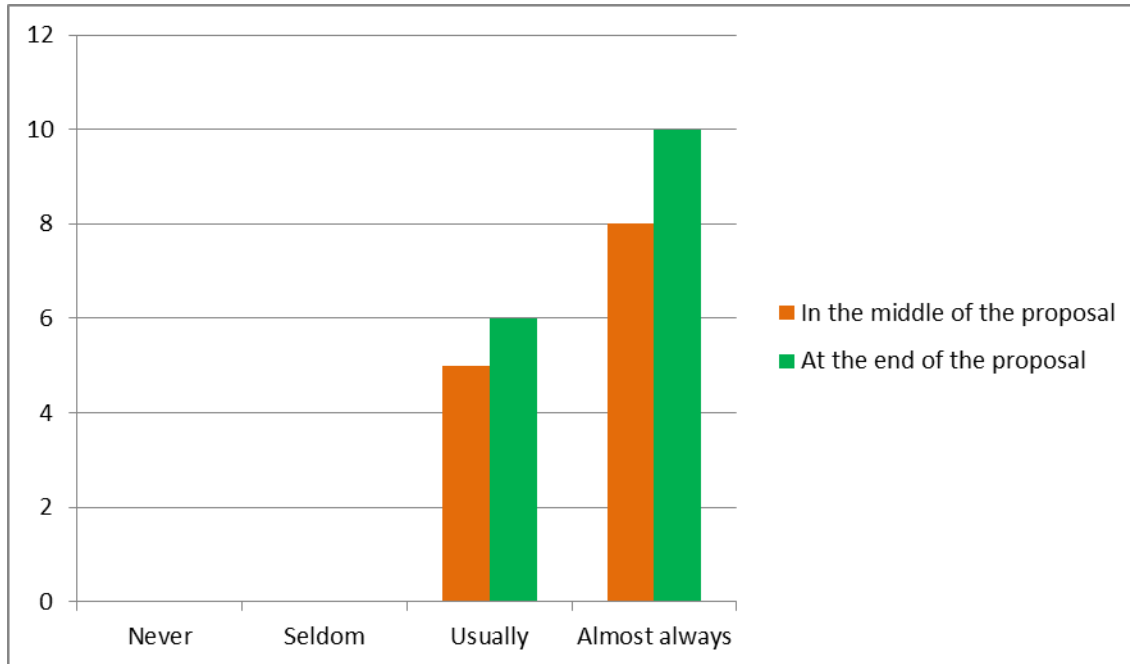


Figure 21 Self-assessment listening aspect 3

Aspect 3: I can understand familiar words

Based on this graphic, it can be stated that from the middle of the proposal until the end of it, this aspect maintained satisfactory results. As you can see, this aspect presented an increase of two students taking into account that during the two stages, students were in the highest frequency times. Furthermore, (teacher journal 13th September /2016) and the interview (transcription individual interview, 30th September /2016) restated this analysis owing to learners were aware of their own progress. On the other hand, at the beginning of the proposal the students developed a task related to image and audio reading (annex 2) that allowed students to

identify some weaknesses and strengths with regards to listening skill. Finally this sub-category reinforced other skills; and likewise it improved the pronunciation through the songs applied during the project.

T What is your best ability writing, speaking, reading or listening?

S1 Listening, because podía entender muy bien lo que tu decias y lo que la canción decía.

S2 Listening , Porque entiendo bien todo lo que tu dices.

(Transcription individual interview, 30th September / 2016)

Memorization

Taking into account that this proposal involves movement or physical activities the following sub-category aimed to foster EFL learning through the memorization and movement. In this sense, this sub-category was gathered from focus group instrument implemented at the beginning of the project, self-assessment applied in the middle and at the end of the proposal, and teacher journal (codified with blue-green color) implemented during each lesson; also individual interviews reinforced this data.

According to focus group as a diagnosis instrument, the students stated that they did not have an excellent memory (transcription 29th July / 2016) except for one student that explained them a strategy for developing an effective memorize process, in other words, the majority of students did not report satisfactory results with regards to this ability. However, the memory

strategies applied during the research carried out good results in movement ability (teacher journal 23rd august, 5th-13th September). Likewise, the following graphics related to self-assessment instruments restate this analysis, taking into account that the memorization was complemented with movement ability.

T ¿Tu consideras que tienes buena memoria?

S No

T ¿Cómo harías para memorizar un dialogo o una canción?

S Me grabo yo diciendo ese texto luego me coloco mis audífonos y lo pongo a reproducir en el celular

(Transcription focus group interview, July 29th, 2016)

SELF-ASSESSMENT MEMORIZATION AND MOVEMENT

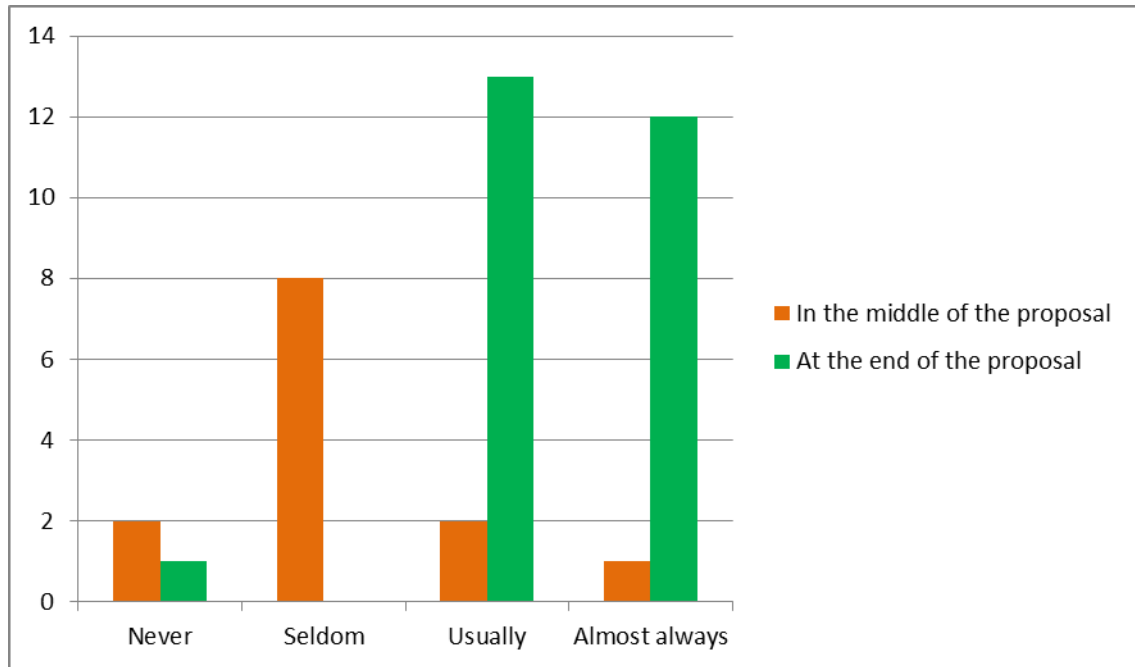


Figure 22 Self-assessment memorization and movement aspect 1

Aspect 1: I can see others dance in class and understand that this could help me overcome my shyness.

Analyzing this graphic, it can be observed how the proposal had an effect significantly in the movement ability. As you can see in the middle of the proposal the learners were shyness, and the movement was not common in their process; however at the end of the proposal this aspect had an increment of 12 students, only one student was not satisfied with the task. In other words, students showed an important progress and little by little they defeated their shyness.

SELF-ASSESSMENT MEMORIZATION AND MOVEMENT

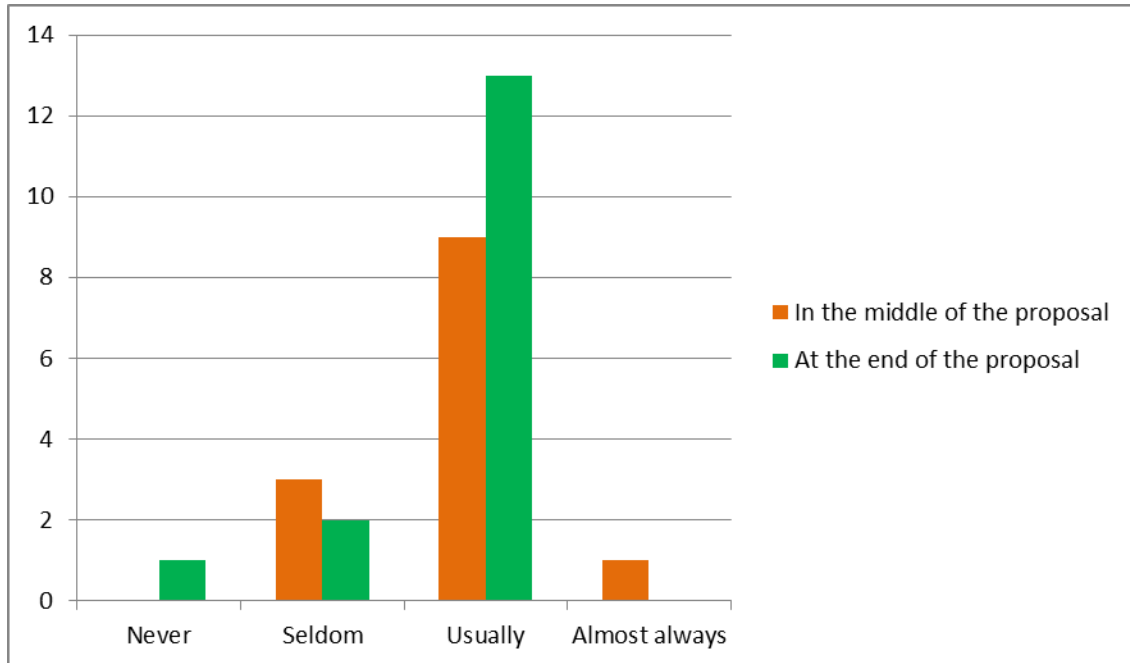


Figure 23 Self-assessment memorization and movement aspect 2

Aspect 2: I can maintain relaxed, friendly, attentive body posture and eye contact.

With regards to this graphic, students presented a progress in movement ability although they were not in the highest frequency time, the result were satisfactory. In the middle of the proposal students maintained a good posture with the exception of three students; however at the

end of this proposal this aspect had an increase of four students. In other words the tasks applied during the project achieved improving the movement and likewise they felt more confident.

SELF-ASSESSMENT MEMORIZATION AND MOVEMENT

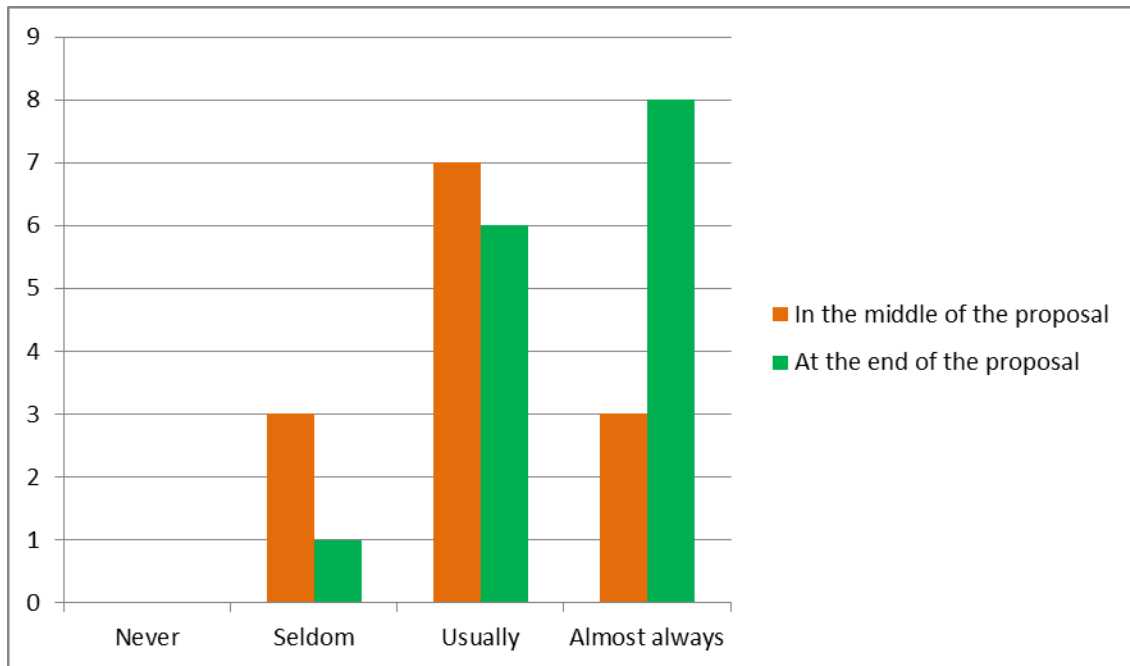


Figure 24 Self-assessment memorization and movement aspect 3

Aspect 3: I can memorize expressions song, planimetry dance, and screenplay.

Based on this graphic, it can be stated that the students strengthened their memorization process, in this sense; the memory strategies had a meaningful effect in the children process, as you can see at the end of the proposal which had an increase of 8 students. For that reason, this

sub-category restated that the learners strengthen their kinesthetic learning style which was identified from the beginning of the proposal; also some students expressed their satisfaction with the tasks applied in order to foster memorization and movement ability. (Annex 14)

Cultural diversity- Intercultural Awareness

As the final part of the proposal's analysis, the intention of this third category towards to recognize the effect of role-musical with regards to intercultural awareness. This category is made up of two sub- categories: Bullying reduction and cultural analysis, which were gathered from self-assessments, teacher journal (codified with olive color) and student's log. Besides, the interviews and some lessons reinforced the information collected.

Bullying reduction

Since the beginning of the proposal one of the issues most highlighted with this population was bullying. Consequently, this sub-category aimed to apply a strategy that tried to reduce the bullying inside the classroom. It sub -category was gathered through journal teacher, student's log and interviews. According to teacher journal some students were mockery of their partners constantly, all the time these participants indisposed to their peers caused aggressive or passive reactions in the victims, however two of them reported this problem through students log (annex 15). In view of this issue, the proposal designed an awareness task that enabled improving this aspect (annex 7).

As can be seen, the participants achieved writing positive comments to their partners, however at the beginning of this task, the majority did not know how expressed these comments. In this sense, student's reactions were meaningful given that they were pleasure with partner's comments. After this task the students achieved to change a little bit their attitude and try manage the negative comments to their partners.

Cultural Analysis: School and family

In connection with this category, the following aspect is related to cultural analysis that towards to identify the diversity culture inside and outside of their country through school and family role. In this way the data was gathered from teacher journal applied at the end of the lessons, individual interview at the end of the proposal and self- assessments implemented in the middle and at the end of the proposal. Moreover, two real tasks applied during the proposal allowed to strengthen this category.

First of all, the proposal developed two lessons in order to promote cultural diversity between British and Colombian people (annex lesson 5 & 6); according to teacher journal the students achieved identifying some similarities and differences between these cultures, taking into account Matilda's role and her interaction with the school. However at the beginning of the lessons students could not develop a critical reflection about some similitudes between Matilda's and their school, therefore they needed to teachers help. In this sense, at the end of the proposal

some students accomplished understand the influence of intercultural competence in their own language and cultural process, as you can see in this interview extract:

T What is your personal opinión about cultural diversity?

S1 I think pues que es como chevere que hagamos esto de otro país o de otra cultura y no ser tan odiosos cuando tu pongas una canción que no nos gusta pues me parece chévere.

S2 I like because different cultures de Colombia , me gusto que viéramos la película de Matilda .

S3 My opinión es que Matilda no merece esa educación que le están dando.

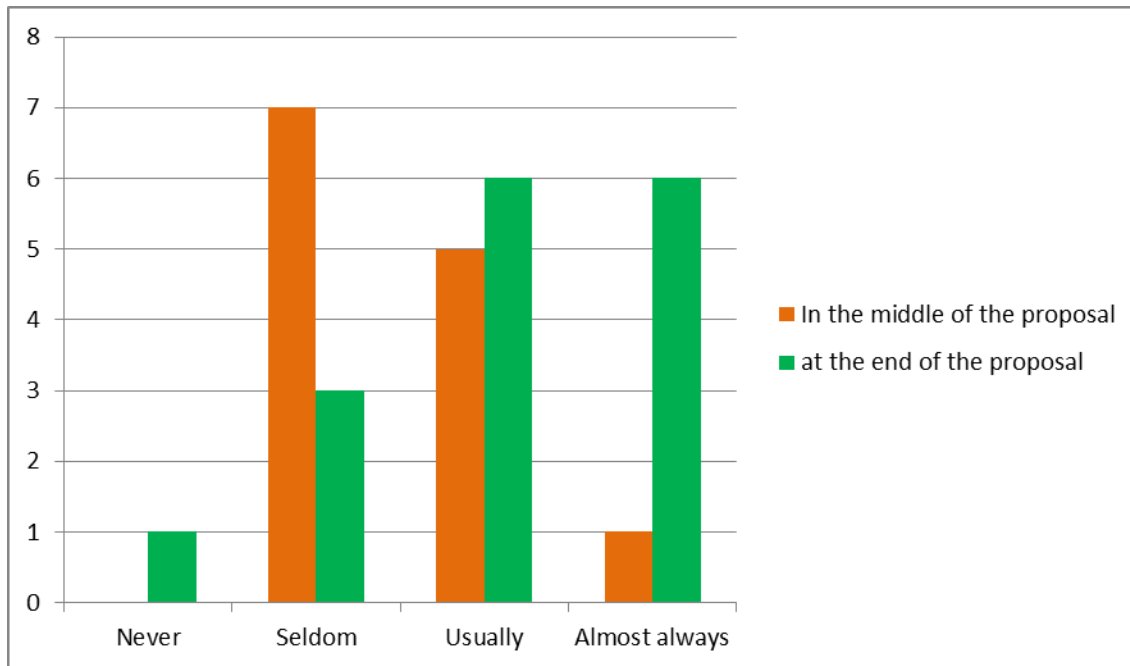
S4 ehh, right debemos respetar las demás culturas.

S5 Aprender diferentes culturas, for example American culture.

(Transcription individual interview, September 30th , 2016)

Another instrument in order to analyze this category was self-assessment, this data collection was applied in two moments of the proposal, taking into account aspects such as: cultural diversity, family -school role and linguistic value.

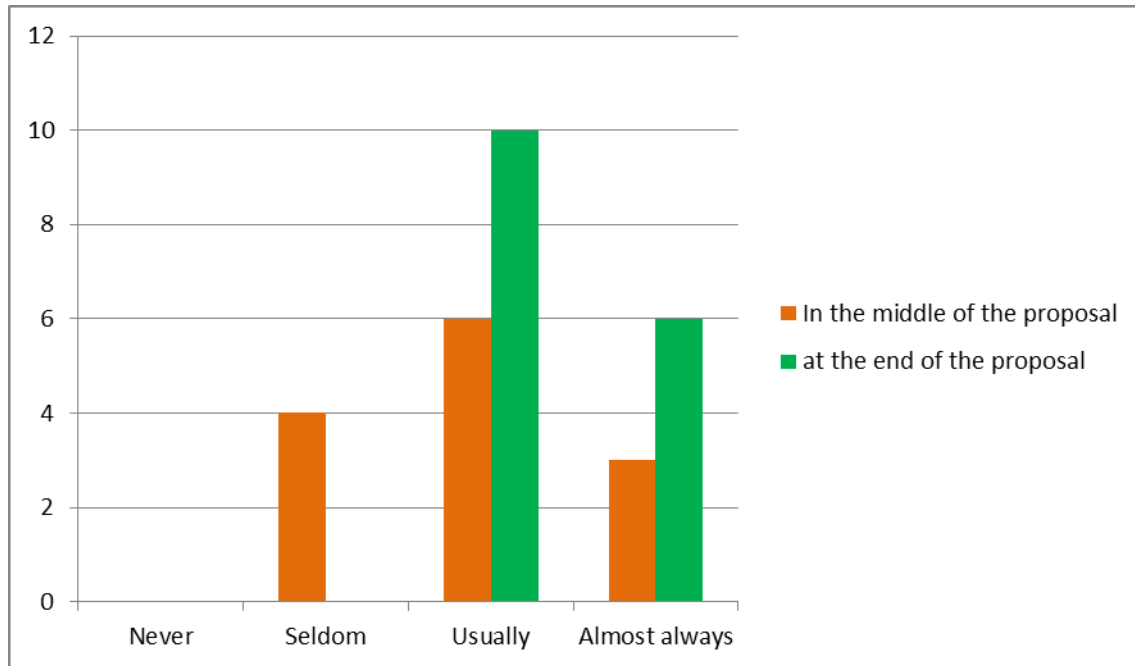
SELF-ASSESSMENT CULTURE



Aspect 1: I can recognize the cultural diversity inside and outside my country.

Based on this graphic, it can be stated that participants achieved recognizing the importance of the cultural diversity. According to teacher journal and this graphic, participants at the beginning and the middle of the proposal assumed a rejection attitude with regards to music selected for the project. However, the effect of this research accomplished an increase of five students who clearly advanced in this aspect.

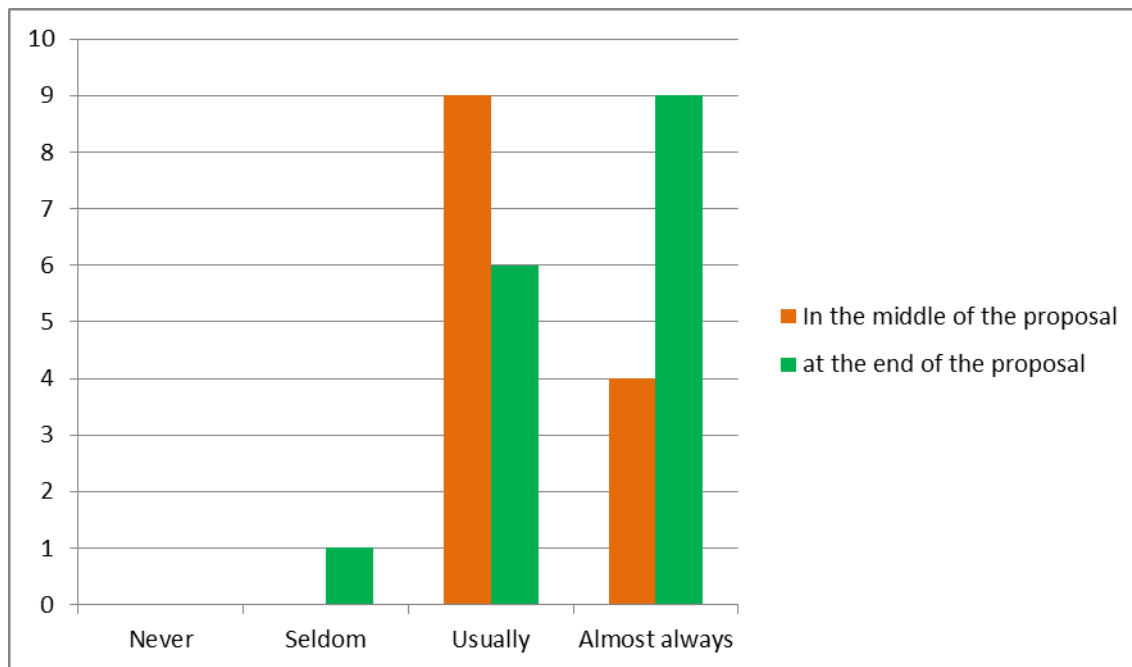
SELF-ASSESSMENT CULTURE



Aspect 2: I can understand the impact of culture on life activities such family and school roles

Analyzing the second graphic, the influence of the proposal in this aspect was meaningful. This analysis led me to state that the tasks implemented from the middle until the end of the proposal had an excellent result with regards to the development of the intercultural competence. As you can see in that diagram, this aspect reported an increase of seven students who were in the highest frequency range.

SELF-ASSESSMENT CULTURE



Aspect 3: I can recognize the linguistic value between American and Colombian cultures.

Taking into account this graphic, it can be observed how the students achieved recognizing the linguistic value among two cultures. Although in the middle of the proposal participants were engaged with this issue, at the end of this study they could raise the results, given that this aspect had an increase of five students. In conclusion, at the end of the proposal students assumed an attitude of respect and acceptance regarding to value linguistic and cultural between British and Colombian people. Furthermore, they could understand that cultural diversity is based on values, beliefs, customs and multiple worldview that emerge of a social interaction.

FINDINGS

After analyzing the main categories of the proposal, it can be observed how the effect of role-musical could be reinforced and improved the process of English language Learning and intercultural awareness significantly. In this sense, the role of movement, perform music and culture proved to be an effective learning strategy due to the learners felt more confident and motivated in English language process; moreover it helped them to improve the English level in terms of communicative skills.

Taking into account the categories developed during data analysis chapter, it can be stated that learning attitude presented an important progress because it allowed increasing the motivation in order to learn a foreign language; also the positive reactions or perceptions of the children in relation to role-musical restated this result.

According to English Language learning, it can be noted that through role-musical proposal the students achieved improving their writing skill since they started to use with more frequency words in English, likewise the strengthen in speaking and listening skill were relevant in three aspects: The progress of frequency speaking time, the use of new vocabulary with more confidence and the improvement of the pronunciation through the songs applied during the project. However, reading skill did not present a high progress due to the lack of tasks that promoted or fostered this ability.

As another important result, the cultural diversity and intercultural awareness were essential aspects during the experience, because it enabled students to understand that learn a

foreign language implies know and acceptance with respect the similitudes and differences between two cultures.

CONCLUSIONS

Bearing in mind the research questions generated during problem statement chapter, I can state that role-musical accomplished fostering English Learning attitude because the positive effect of role-musical allowed increasing interest level in the students and likewise strengthen their learning attitude through collaborative work, extrinsic and intrinsic motivation. In addition, the children felt confident and motivated when they participated in movement, performance and singing tasks. It helped them to improve the English level with regards to pronunciation and speaking skill.

Taking into account previous assumption, the influence of the role-musical in English Language learning was satisfactory with regards to writing, speaking, and movement skills. In that sense, the tasks applied in order to foster these abilities were effective because the children improved the writing production through the use of new vocabulary and an important increase in the quantity of words wrote per lesson.

In addition, the speaking skill reported an advance with regards to frequency time inside and outside L2 class, taking into account that translanguaging method was a fundamental aspect in order to deal the speaking and writing fears. On the other hand, the movement was an important influence in the process of learning English because the children from the beginning of the proposal presented a kinesthetic learning style that little by little were fostered through language body. In this sense, the movement helped them to understand that a foreign language could be learnt from physical activities and artistic abilities.

In order to continue with this issue is necessary to clarify that the development of abilities such as listening and reading compared to writing and speaking skill did not present a great advanced during the research, given that these skills did not present from the beginning of the proposal a clear learning purpose; hence it did not achieve all the expected results.

As a final part of this chapter, the effect of role-musical in the intercultural awareness was very meaningful for this research, the children attitude change with regards to their perception about the music because at the beginning of the proposal the students were indifferent and some of them rejected the idea of listening and singing other kind of music. In this way, students accomplished understand and appreciate the linguistic and cultural value of two countries; also the intercultural awareness enabled to generate a critical reflection about school and family role. Finally, the cultural diversity was an aspect that tried to reduction the behavior problems presented during the lessons, although the attitude change was notorious at the end of the proposal , is necessary continue with the improvement of this issue.

RECOMMENDATIONS

I want to restate the importance of using different manifestations of arts such as: dancing, music and singing in order to learn a foreign language. During the implementation of this research, children not only learn the general aspect of the language, they also the opportunity to learn it through different real context; in this case, the role-musical. Although there are several research studies about the use of role-play and music as a learning techniques, this experience had two particular components the first that merged both techniques and the second was based on intercultural awareness, two aspects that could be more interesting to learn a foreign language.

On the other hand the population had specific characteristics that enabled to facilitate in some aspects the implementation of the proposal. In addition, this research was supported by some theories which state that the intercultural competence, memory -cognitive strategies, music and physical activities can be an excellent tool to get children to reinforce the linguistic skills and motivation dimension. Likewise, the use of methods as the action-research allowed dealing the different changes presented during the lessons that addressed to children interests and needs. Finally, I think that this research study could be much better if the implementation time is a little bit longer, taking into account the design of real tasks that improve with more depth linguistic skills such as: reading and listening.

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APPENDICES

Annex 1

	LICEO GÜERNIKA <i>"Cambiando Actitudes Recuperamos valores en la mejor escuela Inglés"</i> ORGANIZADOR SEMANAL					
Aprobado por: RECTOR						Revisado por: COORDINADOR DE CALIDAD
Versión No. 01						Fecha de Aprobación: 13/02/2.012
SEMANA DEL: OCTOBER 24 th to 28 th		GRADO: 2º 4º 5º	AREA: ENGLISH	DOCENTE: YUDI PAOLA MONROY ALDANA		
TEMAS	SUBTEMAS	INDICADORES DE LOGROS	DESARROLLO DE CLASE	RECURSOS	FECHA	EVALUACION
2º DAILY ROUTINE	She gets up at... Vocabulary.	Write and pronounce properly their daily routine.	The teacher explains three expressions related to this topic, and then they write their routine. Practice the song.	- Board. - Notebook.	October 24 th October 25 th October 26 th October 27 th October 28 th	- Guide and quiz. - Participation in class.
4º TO BE IN PAST VERBS REGULAR AND IRREGULAR	Last vacation. I was in... regular and irregular	Use verb to be in past structure in order to express past actions. Learn and use irregular and regular verbs.	Review to be in past and regular and irregular verbs through communicative tasks. Complete guide and reading comprehension activity. Practice the song.	- Board. - Notebook. - Guide.	October 24 th October 25 th October 26 th October 28 th	- Guide and Quiz. - Participation in class
5º ADVERBS OF TIME	You always... Never	Recognize the use of adverbs.	The teacher explains the topic and after that the students develop an activity. Complete the module.	- Board. - Notebook. - Module.	October 24 th October 25 th October 27 th October 28 th	- Module and Quiz. - Participation in class

Liceo Guernika school Lesson planning sample

Annex 2

LESSON PLAN 1

201

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English school FECHA: 04th- 5th August/ 2016 NIVEL ESCOLAR (CURSO, GRADO): 5° NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: When I grow up</p>	<p>No. Implementación: 1</p> <p>Tiempo estimado de duración: 2 horas.</p>
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EJE TEMÁTICO: Future: When I grow up.

ESTÁNDAR (Si lo hay): Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.(Listening)

Asocio un dibujo con su descripción escrita. (Reading)

ESTÁNDAR(ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S):

1. To develop listening comprehension through pre reading, during reading and post reading.
2. The student will be able to associate the image with correct action.
3. To apply images and sounds for remembering new expressions that has been heard.
4. To represent sounds in memory through brainstorming.
5. The student will be able to generate collaborative work for improving his/her communicative skill.
6. The student will be able to use his body to communicate any expressions.

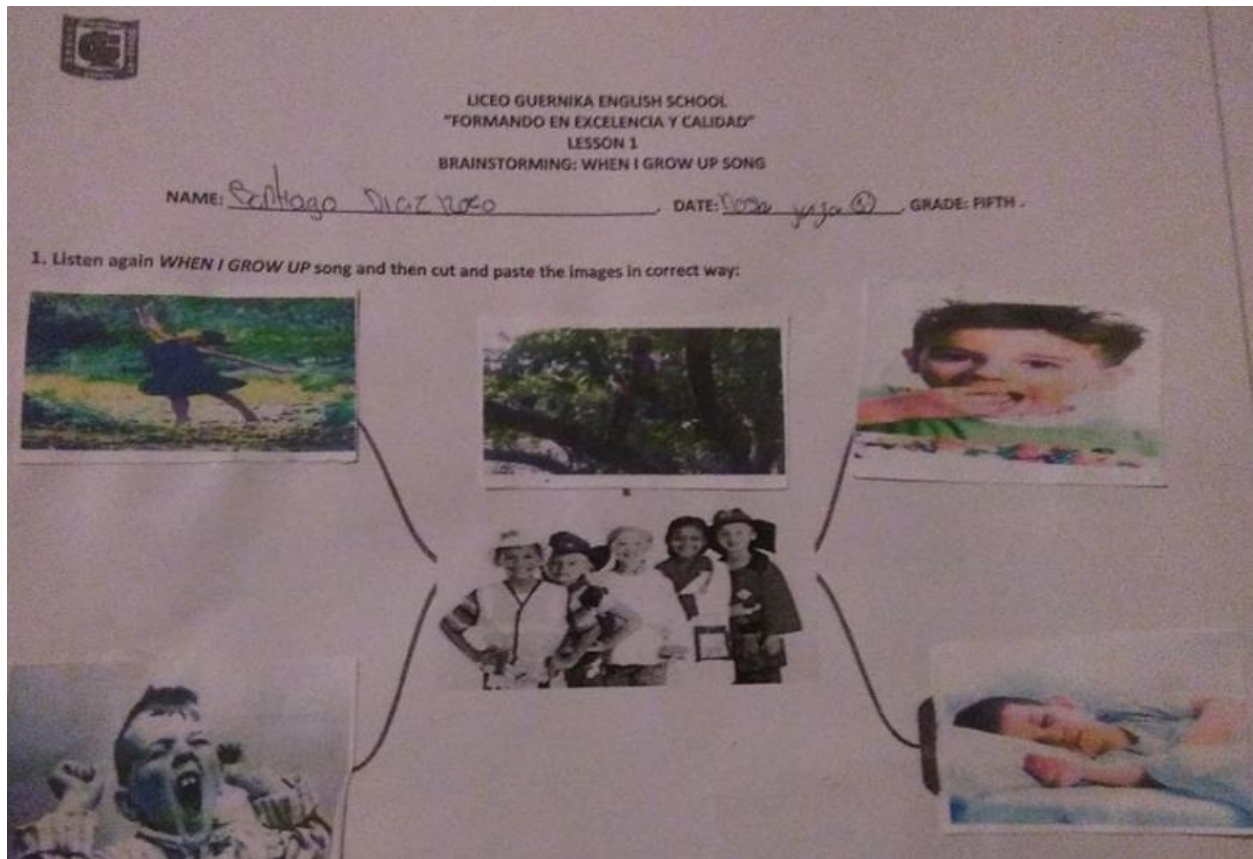
PREGUNTA PROBLEMATIZADORA: How would students' reaction according to musical exercise?

ESTRATEGIAS DIDACTICAS: Total Physical Response, Audio lingualism, trans language, method PPP, and Communicative Language Teaching.

RECURSOS: Sheet, colors, marker, board, flashcards, speakers, tv, video beam.

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN
<i>Presentation</i>	Warm-up: When I grow up.	The students listen the song and drill for many times the expression when I grow up. Each student says the expression using a different voice tone.	Linguistic Competence.	To know elementary vocabulary as: trees eat sweets, bed, and wake up. To relate images with short expressions.	Quantitative: Participation in class and pay attention to activities.
	Flashcards: Actions	The teacher shows them six images related to song, the idea is the student identify the correct action: When I grow up Reach the branches Climb the trees Eat sweets Go to bed Wake up.	Pragmatic Competence.		
<i>Practice</i>	Sing and move your body	The teacher practice with them a body language exercise where they have to move their hands and sing: when I grow up. Then, the students organize groups of four students; they	Pragmatic and sociolinguistic competence.	To follow instructions related to activities or games.	

		must create a short roleplay using the expression and body language exercise.			
Production	Brainstorming: When I grow up	The main expression is <i>when I grow up</i> and secondary expressions are: Reach the branches Climb the trees Eat sweets Go to bed Wake up. The students have in the center of their sheet the image that represent the main expression, then they find five images (secondary images) which they must organize according to song. The students can see song's letter	Linguistic, pragmatic and sociolinguistic competence.	To organize the correct sequence in short histories.	



Brainstorming Audio-Image When I grow up lesson 1



Participants developed the brainstorming task lesson 1

Annex 3

LESSON PLAN 2

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English School. FECHA: 16th August / 2016 NIVEL ESCOLAR (CURSO, GRADO): 5° NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: My body and the music.</p>	<p>No. Implementación: 2</p> <p>Tiempo estimado de duración: 2 horas.</p>
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<p>EJE TEMÁTICO: Body language.</p>
<p>ESTÁNDAR (Si lo hay): Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. (Listening) Asocio un dibujo con su descripción escrita. (Reading) Deletreo palabras que me son conocidas. Digo un texto corto memorizado en una dramatización, ayudándome con gestos.</p>
<p>ESTÁNDAR(ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S): Promote a communicative process through facial gestures and body language.</p> <ol style="list-style-type: none"> 1. The student will be able to associate the image with correct action. 2. To apply images and sounds for remembering new expressions that have been heard. 3. The student will be able to generate collaborative work for improving his/her communicative skill. 4. The student will be able to use his body to communicate any expressions.
<p>PREGUNTA PROBLEMATIZADORA: How would students feel when they must communicate an idea using their body?</p>
<p>ESTRATEGIAS DIDÁCTICAS: Total Physical Response, Audio lingual method PPP, and Communicative Language Teaching.</p>
<p>RECURSOS: scissors, cardboard, glue, colors, marker, board, flashcards, speakers, tv, video beam.</p>

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN
<p>Presentation</p>	<p>Warm-up: Rock, paper and scissors.</p>	<p>When the teacher orders the game to start, the first student from each team starts to jump on the first card. Every time a student jumps on a card s/he says what is on the card-For higher levels ask them to make a sentence with the word on the cards. Eventually s/he will meet the other team player somewhere on the row. When the two team players meet, they have to do the old guessing game of ROCK, PAPER & SCISSORS. The student, who loses the Rock, paper & scissors game of chance, leaves the row and goes to the back of his or her team's line up. The idea is not to let the other team player get to the end of the row. If the other team player gets to the end of the row, his / her team wins.</p>	<p>Linguistic Competence.</p>	<p>Actions: When I grow up Reach the branches Climb the trees Eat sweets Go to bed Wake up.</p>	<p>Five positive points for team winner.</p>

<i>Practice</i>	Face to face	The students organize two circles, the first circle is inside, the second outside. The teacher will say that circle must turn around while the other circle will stay there. When the teacher say move right or move left the students will turn, but if the teacher say stop the students, he or she must show to his or her classmate a gesture related to video.	Linguistic Competence. Sociolinguistic competence	Identify the movement for each action.	Quantitative: Participation and pay attention.
<i>Production</i>	Spread the word	The students organize groups of six students, each group choose a student who go out the classroom. Outside the students can see a flashcard with a sentence; this image belongs to six actions previous. When the student gets in the classroom he or she has to say to mates the sentence and they will write the sentence. In this activity all the students will go out and they will see six images.	Communicative task.	To show and relate the image with correct action.	This activity equals to 5.0. Collaborative work.

Annex 4

LESSON PLAN 3

201

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English School. FECHA: August 23rd / 2016 NIVEL ESCOLAR (CURSO, GRADO): 5° NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: Dance and sing at the same time.</p>	<p>No. Implementación: 3</p> <p>Tiempo estimado de duración: 2 horas.</p>
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EJE TEMÁTICO: Memorization and movement.

ESTÁNDAR (Si lo hay): Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. (Listening)

Digo un texto corto memorizado en una dramatización, ayudándome con gestos. (Monologue)

Recito un trabalenguas sencillo o una rima, o canto el coro de una canción.

Memorizo y sigo el ritmo de canciones populares de países angloparlantes.

ESTÁNDAR(ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S): Promote collaborative work for creating the role-musical planimetry.

1. The student will be able to create movements according to rhythms' song.
2. To apply images and sounds for remembering new expressions that have been heard.
3. The student will be able to generate collaborative work for creating different movements in Role-musical school.
4. The student will be able to use his body to communicate any expressions.

PREGUNTA PROBLEMATIZADORA: How would students work in groups when they must create different movements related to When I grow up song?

ESTRATEGIAS DIDÁCTICAS: Total Physical Response, Audio lingual method PPP, and Communicative Language Teaching.

RECURSOS: Marker, board, speakers, tv, video beam.

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN
<i>Presentation</i>	Warm -up: Dancer and singer in the middle.	<p>Before: The students are going to listen the song three times; they will can memorize some expressions.</p> <p>The students form a circle, then the teacher select a child to be the first "dancer and singer in the middle".</p> <p>This dancer will go to the center of the circle, and do their favorite dance while sing part of the song. The children forming the circle will copy the dance or movement of the "dancer and singer in the middle". The children forming the circle may do the dance and/or clap their hands, to the rhythm of the song. When the first chorus end, the student in the middle goes back to his/her place in the circle and begin other classmate. (this repeat for three times) <i>KISS - I Was Made For Lovin' You</i> sona.</p>	Pragmatic Competence.	<p>Identify the movement for each action.</p> <p>Follow dancer's step.</p>	Five positive points for the best student who develop correctly the movement and singer role.

<i>Practice</i>	Movement in each action for groups.	<p>The students will organize in two groups, one of them create a movement for first group actions: When I grow up Reach the branches Climb the trees Eat sweets Go to bed Wake up. Another group create a movement for second group actions: I will be smart I will watch cartoons I will be strong I will be brave I will spend all day</p>	Sociolinguistic Competence.	Create a specific movement for each action.	Quantitative: All the students have to participate and develop a collaborative work.
<i>Production</i>	Final movements (All group)	<p>The teacher will check the movements in each group and then she will make adjustments. Finally the movements have to be established for all groups taking into account that the students may sing and memorize steps and letter's song.</p>	Sociolinguistic Competence	The students may know the twelve actions and create new movements for each one.	This activity equals to 5.0. Collaborative work.



Warm-up : Dancer and Singer in the center

Annex 5

LESSON PLAN 4

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English School. FECHA: 5th september 2016 NIVEL ESCOLAR (CURSO, GRADO): 5° NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: The school and my teacher</p>	<p>No. Implementación: 4</p> <p>Tiempo estimado de duración: 2 horas.</p>
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EJE TEMÁTICO: Roles creation

ESTÁNDAR (Si lo hay): Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. (Listening)

Digo un texto corto memorizado en una dramatización, ayudándome con gestos. (Monologue)

ESTÁNDAR (ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S): Apply body language technique for creating a role, taking into account physical activities.

2. To apply images and sounds for remembering new expressions those have been heard.


3. The student will be able to generate collaborative work for creating a short role.

4. The student will be able to use his body to communicate any expressions.

PREGUNTA PROBLEMATIZADORA: Why is important use a body language for expressing different ideas or feelings?

ESTRATEGIAS DIDÁCTICAS: Total Physical Response, Audio lingual method PPP, and Communicative Language Teaching.

RECURSOS: Marker, board, speakers, tv, video beam, piece of paper.

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN
<i>Presentation</i>	Warm -up: Mask without feeling	The students develop a mask with paper or other resources. 	Sociolinguistic Competence.	Create a mask according your interest	Five positive points for the students who develop an excellent mask.
<i>Practice</i>	Matilda- Terror de sexto B literature	Each student has a specific feeling (bored, happy, sad, tired, envious, arrogant, guilty, jealous e. t. c). After they think how create their role.	Sociolinguistic Competence.	Create a role from a feeling	Quantitative: Individual or pairs work
<i>Production</i>	Role's feeling	After they should show their feeling through different movements with their body. Your partners guess the feeling.	Pragmatic Competence.	Create a movement with your body	This activity equals to 5.0.



Craft masks



Feelings role-play

Annex 6

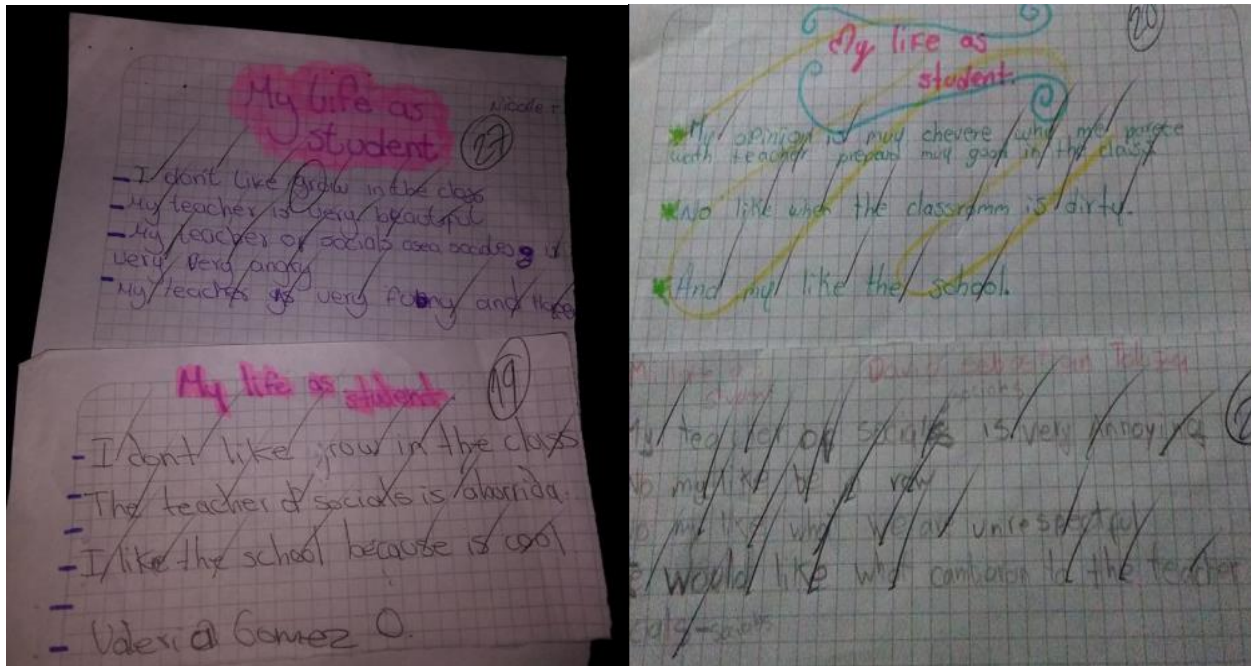
LESSON PLAN 5

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English School. FECHA: 5th september 2016 NIVEL ESCOLAR (CURSO, GRADO): 5º NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: The school and my teacher</p>	<p>No. Implementación: 5 Tiempo estimado de duración: 2 horas.</p>
<p>EJE TEMÁTICO: Roles and screenplay creation</p>	
<p>ESTÁNDAR (Si lo hay): Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. (Listening)</p>	
<p>Digo un texto corto memorizado en una dramatización, ayudándome con gestos. (Monologue) Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.</p>	
<p>Escribo textos cortos que describen mi estado de ánimo y mis preferencias</p>	
<p>ESTÁNDAR(ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S): Foster a critical analysis between two cultures taking into account school and family role.</p>	
<ol style="list-style-type: none"> 1. The student will be able to create short sentences according to routine as student. 2. To apply images and sounds for remembering new expressions that have been heard. 3. The student will be able to generate collaborative work for creating a short role. 4. The student will be able to use his body to communicate any expressions. 	
<p>PREGUNTA PROBLEMATIZADORA: Why is important use a body language for expressing different ideas or feelings?</p>	
<p>ESTRATEGIAS DIDÁCTICAS: Total Physical Response, Audio lingual method PPP, and Communicative Language Teaching.</p>	
<p>RECURSOS: Marker, board, speakers, tv, video beam, piece of paper.</p>	

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN												
<i>Presentation</i>	Warm -up: Audio-libro	The teacher show them two chapters: the first is related to Terror de sexto B (audio-book) and the second is Matilda https://www.youtube.com/watch?v=rhAkP2W81no Terror de sexto B https://www.youtube.com/watch?v=YMvh2jHP31w Matilda	Linguistic Competence.	Understand the mean idea in the videos.	Pay attention during audio-book tool												
<i>Practice</i>	Matilda- Terror de sexto B literature	The students can choose one expression related to Matilda and Terror de Sexto B, then they organize by pairs and using their masks for personify the role. EXPRESSIONS: -The teacher don't prepare class -What happen with you? Make a line. -Take out your notebook, a blue pen -You are sanctioned -Don't permit that hairstyle	Sociolinguistic Competence.	Create a role and script from an expression.	Quantitative: Collaborative work												
<i>Production</i>	Comparative and writing production situation	The students organize the expressions according to moment of each book, after that the students write similar situation that they live as students: <table border="1" data-bbox="576 1024 841 1255"> <thead> <tr> <th>Matilda</th> <th>Terror de sexto B</th> <th>My life as student</th> </tr> </thead> <tbody> <tr> <td>Silence, make a line</td> <td>Write two sheets about your vacations</td> <td>Don't talk with anybody</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Matilda	Terror de sexto B	My life as student	Silence, make a line	Write two sheets about your vacations	Don't talk with anybody							Linguistic Competence.	According to semantic expression they classified and produce short sentences.	Participation in class.
Matilda	Terror de sexto B	My life as student															
Silence, make a line	Write two sheets about your vacations	Don't talk with anybody															



Role-play practice part lesson five



My life as student production part lesson 5

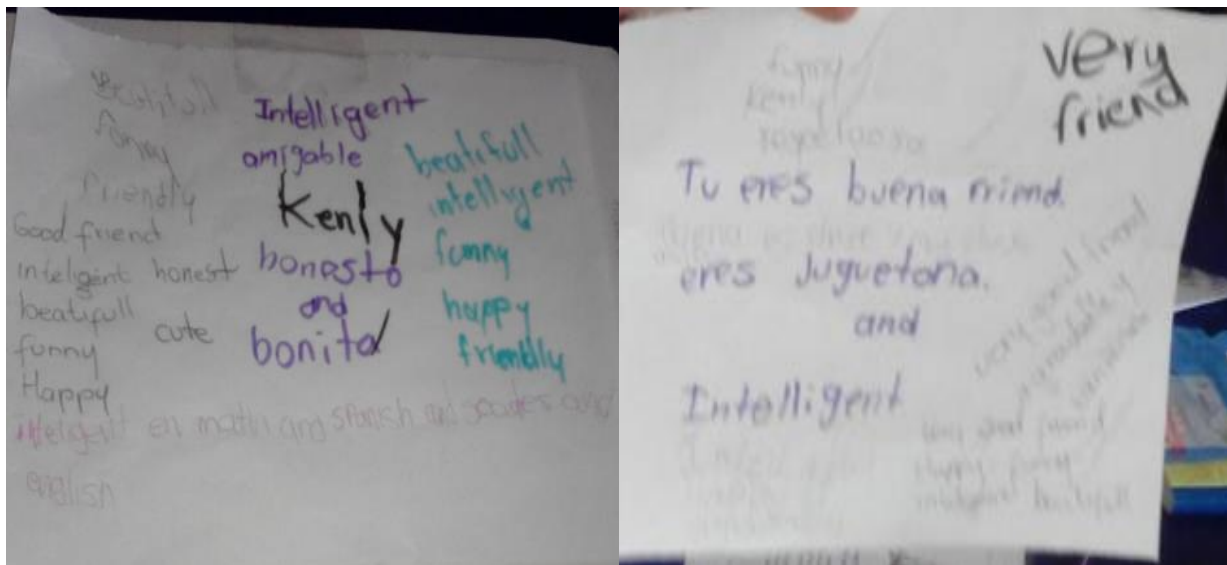
Annex 7

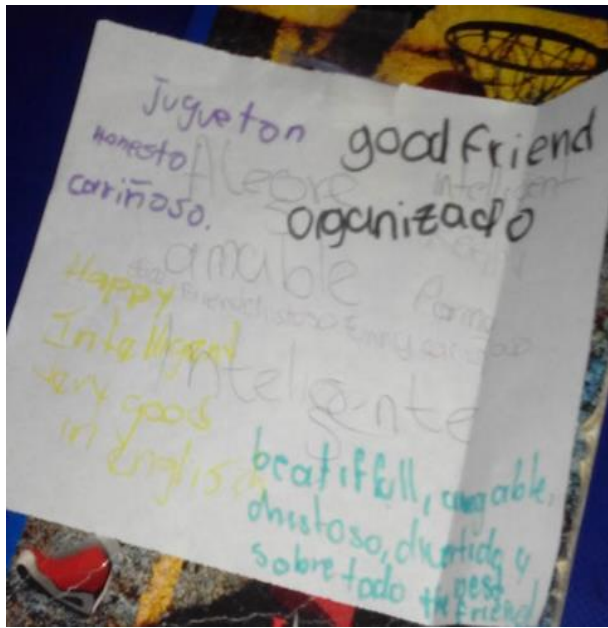
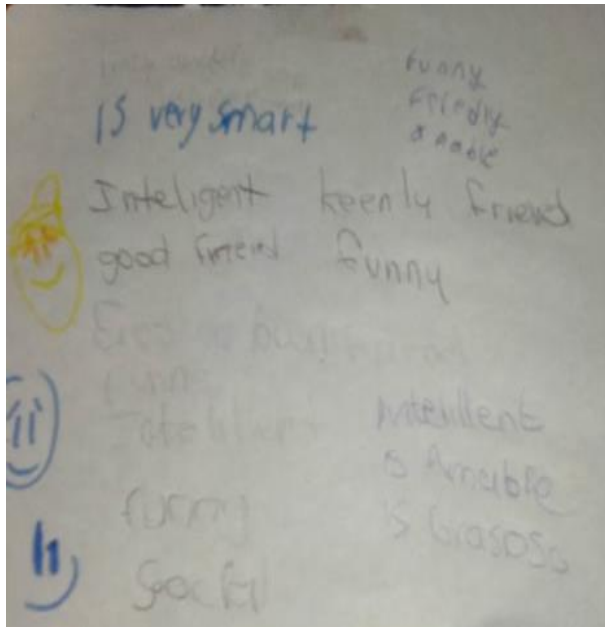
LESSON PLAN 6

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English School. FECHA: 16th September 2016 NIVEL ESCOLAR (CURSO, GRADO): 5° NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: Matilda's routine and my routine.</p>	<p>No. Implementación: 6 Tiempo estimado de duración: 2 horas.</p>
--	--

<p>EJE TEMÁTICO: Intercultural awareness</p>
<p>ESTÁNDAR (Si lo hay): Demuestro conocimiento de las estructuras básicas del inglés. (Writing) Escribo textos cortos que describen mi estado de ánimo y mis preferencias (Writing)</p>
<p>ESTÁNDAR(ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S): Identify through two chapter's tale the social function in family, teacher and student role.</p>
<p>1. The student will be able to create short text according to your routine. 2. To identify similarities and differences among two cultures. 3. The student will be able to write your routine using basic vocabulary.</p>
<p>PREGUNTA PROBLEMATIZADORA: How would they achieve to identify similarities and differences of two cultures from critical point of view?</p>
<p>ESTRATEGIAS DIDÁCTICAS: Total Physical Response, Audio lingual method PPP, and Communicative Language Teaching.</p>
<p>RECURSOS: Marker, board, speakers, tv, video beam, sheet.</p>

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN								
<i>Presentation</i>	Warm-up: I respect my partners	The students organize two rows face to face. Each student have a sheet in your chest, the idea is write on the sheet a quality, DON'T WRITE DEFECTS OR NEGATIVE COMMENTS. The students watch a video related to two chapters of Matilda: https://www.youtube.com/watch?v=31Z64cfAQKE https://www.youtube.com/watch?v=f_4A6jflQri	Sociolinguistic Competence. Pragmatic Competence.	Respect to my partners Identify Matilda's life.	Qualitative: Pay attention and be quiet.								
<i>Practice</i>	Matilda and me	Develop a brainstorming with some ideas about situations as: the teacher in the classroom, the family and partners. After the students write your routine and share some ideas about their texts.	Linguistic Competence.	Know simple present tense for writing routines.	Quantitative: Writing production.								
<i>Production</i>	Comparative routines	The teacher designs a comparative chart where each student express similarities and differences between their life's routine and Matilda's routine. <table border="1" data-bbox="581 1052 824 1234"> <thead> <tr> <th>Matilda's routine</th> <th>Student's routine</th> </tr> </thead> <tbody> <tr> <td>The school is a building</td> <td>My school is a building too.</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Matilda's routine	Student's routine	The school is a building	My school is a building too.					Sociolinguistic competence	Recognize differences and similarities.	Qualitative: Participation in class
Matilda's routine	Student's routine												
The school is a building	My school is a building too.												





I respect my partner warm-up lesson 6

Tuesday 20 September 2016
 Friday My routine (29)

I me levanto to the 5:30 am of the morning
 * and luego me voy to baño in the ducha with
 water hot and luego me visto y me coloco
 el uniforme despues breakfast egg with coffee
 despues me cepillo los dientes despues
 Salgo of the house and me vengo al school
 despues como onces que son empanado
 gaseoso barra de elopt despues otra vez
 onces despues me voy to the house
 despues lunch despues hago homework
 despues veo tv o a veces salgo to
 Play

September 20/2016
 I me levanto to 4:45 and me baño (35)
 in the bathroom and desayuno and me
 voy para el school with my mother and
 my sister tambien me acompaña for
 me se me dificulta levantarme to esa time
 Pero me toca tiendo my beat and
 tomo class voy the bathroom y despues
 write in the notebooks of todos los
 supplies and luego voy para my house
 sleep in my cama y hago homework
 veo say Xuxa and me acuesto to
 sleep

My Routine

Brainstorming actividades (31)

- * I get up 5:30 a clock.
- * I breakfast the Kellogs.
- * My lava the teeth.
- * I go to school.
- * Eat the lunch.
- * Study
- * I go to house.
- * I wash
- * My cambia
- * Hago homework
- * I go a sleep.

September 20 2016 Tuesday (62)

I get up 5:00am
 I change the bedsheet 5:00am
 I take a shower 8:15pm
 I after my and brush teeth 5:30am
 I me pongo mi dress for uniform at shop and I shirt etc
 I clean the dientes
 Me despido of my's father's
 Le doy a kiss beautiful
 Me voy to the school
 Voy a class
 Salgo at the lunch eat
 Vuelvo to class
 And me voy to the home
 Me cambio of uniform
 eat lunch
 Me clean the dientes
 Me sleep and after of sleep (two) and me sleep with her

My routine production part lesson 6

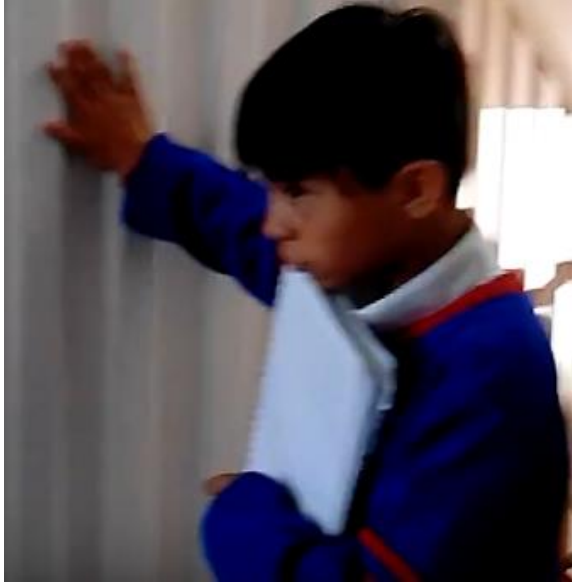
Annex 8

LESSON PLAN 6

<p>ESTUDIANTE PRACTICANTE: Yudi Paola Monroy Aldana. LICENCIATURA EN: Lengua castellana e inglés. COLEGIO DONDE REALIZA LA IMPLEMENTACIÓN: Liceo Guernika English School. FECHA: 23rd- 27th September 2016 NIVEL ESCOLAR (CURSO, GRADO): 5º NÚMERO DE ESTUDIANTES PROYECTADO: 16 NOMBRE DE LA ACTIVIDAD A DESARROLLAR: Role-musical</p>	<p>No. Implementación: 7 and 8</p> <p>Tiempo estimado de duración: 2 horas.</p>
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EJE TEMÁTICO: Role-musical staging
ESTÁNDAR (Si lo hay): Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. Busco oportunidades para usar lo que sé en inglés.
ESTÁNDAR (ES), OBJETIVO(S) Y/O LOGRO(S) PROPUESTO(S): Develop a communicative task through the merging between role-play and music issue with the objective of creating role-musical proposal. 1. The student will be able to show the result of the whole tasks applied during the proposal.
PREGUNTA PROBLEMATIZADORA: What would be the final reaction of the students with regards to proposal?
ESTRATEGIAS DIDÁCTICAS: Total Physical Response, Audio lingual method PPP, and Communicative Language Teaching.
RECURSOS: Marker, board, speakers, TV, video beam, sheet.

SECUENCIA (MOMENTOS DE LA CLASE)	ACTIVIDAD PROPUESTA	DESCRIPCIÓN DE LA ACTIVIDAD	COMPETENCIAS	SABERES ESENCIALES	CRITERIOS Y PROCESOS DE EVALUACIÓN
<i>Presentation</i>	Role-musical First part	The students create the first part of the role-musical taking into account school and student role; in this part students develop a spontaneous speaking.	Sociolinguistic Competence.		Qualitative: Participation and learning attitude during role-musical staging.
<i>Practice</i>	Role- musical Second part	The second part is related to when I grow up song, the children create different movements according to their creativity.	Sociolinguistic Competence.		
<i>Production</i>	Role-musical final part	Role-musical final stage. In addition students assess the proposal.	Sociolinguistic Competence.		



Annex 9

Teacher journal data collection instrument.

Data codified by colors

JOURNAL ROLE-MUSICAL PROPOSAL LICEO GUERNIKA ENGLISH SCHOOL

Main objective:

Identify the effect of the actions presented during the lessons.

LESSON N°	STAGE PROPOSAL	DATE	ANALYSIS
1	<i>Music, movement and memory stage.</i>	Thursday 4th august 2016	<p>The students listened other kind of music: rap, regueeton, bachata, salsa choke. When they listened "When I grow up song" they were surprised maybe they wished to listen a song with more movement. It is necessary strenghten the Intercultural awareness.</p> <p>On the other hand writing production reported through students log was very low, the students were not writing anything in English.</p>
2	<i>Music, movement and memory stage.</i>	Tuesday 16th august 2016	<p>The warm- up was disorganized some students did not pay attention to their partners and forgot some expressions of the song. In this part students learnt three new words <i>rock, paper and scissors</i> which were used outside the classroom.</p> <p>During second part students followed teacher's gestures and movements. Despite that the space was uncomfortable for them, the body language task were good. In addition, the students did not speak in english, for this reason is necessary to improve speaking skill. With regards to writing skill the students continue writing in Spanish, except three students that started to use words in English.</p>
3	<i>Music, movement and memory stage</i>	Tuesday 23rd august 2016	<p>At the beginning of the lesson the children were so shy, but little by little they were motivated with the rock song they like to dance and sing. When I participated in this task some students changed their attitude and they started to dance with more energy. Therefore, my role in this part was important because they did not wait that the teacher could move her body with much energy, it allowed that the students were less shy. In conclusion this activity was so meaningful because I could identify the great children ability for dancing and singing also I think that the students liked to dance this song because it had much movement.</p> <p>The rock song was very interesting for them, they wished to include this song inside the role-musical. However the attitude of four children were not satisfactory due to a partner was mocking of them. I need to generate an awareness task that promote the respect to their partners. For next lesson is necessary review role-musical lyrics, increase speaking time, and create intercultural awareness.</p>

4	<i>Roles and screenplay creation stage.</i>	Friday 5th september	<p>The students were very emotioned with this exercise, all the students participated with the creation of the masks. Each student create this mask according to their preferences, it was something that I did not hope it. The teacher try to speak more time in english and help to their students with the correct pronunciation of some words. Sara for the first time asked me something in english. I feel very satisfied with warming up the students created an amazing masks and really I felt that we were in a performance show.</p> <p>I need to explain to students the meaning some feelings, this means that they do not basic vocabulary. According to perform , the students understood the task they used your language body for expressing the feeling, some students were shy but I can see that they have been improving in this issue. Also they were speaking more time in english.</p> <p>The students developed the physical activity properly, they used their body</p>
5	<i>Roles and screenplay creation stage.</i>	Tuesday13th september	<p>At the beginning of the lesson the participants were undisciplined, for that reason I developed a reflexion about the importance of this project , in this way we continued with the presentation of two videos; during audio-book task the students were bored with voice's reader , however they were motivated with the history because this chapter described a love history. In the second video they were focused and remember some fragments of Matilda movie.</p> <p>Some groups were motivated with the activity and they started to create their screenplay , others groups were bored and confused because they did not know how create a role-play. In this part collaborative work were important however some students discussed and they could not achieve the objective.</p> <p>On the other hand two groups developed an excellent team-work, they can created different expressions and movements. Also, some children have perform abilities. During the presentations some students were rude with their partners due to this group has serious problems with regards to their behavior. Moreover five students are improving their listening skill because they understand simple instructions and questions.</p> <p>The group understood ideas of each tale and they could organize properly the expressions. In the second part , the participants wrote their experience as students and expressed their opinions about school. In general terms the participants expressed their refusing with Jennifers teacher because they did not like her classes and negative attitude. With regards to writing process participants were used translanguaging , it was a meaningful progress.</p>

6	<i>Roles and screenplay creation stage.</i>	Friday 16 th september. Tuesday 20 th september	<p>Taking into account previous behavior problems, the participants wrote to their partners positive comments , therefore the students were happy and surprised.</p> <p>Some students wrote their routines in paragraphs and others through short sentences, it led me to affirm that during their writing production I could find the use of new vocabulary and expressions based on translanguaging method.</p> <p>According to brainstorming memory strategy participants expressed some similarities and differences between Matida routine and personal experiences, however the teacher had to guide them to critical reflection about family and school role, for example the punishment is an important element inside school role, but they expressed that their school did not has holes as in Matilda school , because they did not identify easily that their school has another type of punishment such as: Agenda for reporting negative notes to their parents, forbid their cellphones, play in the classroom e.t.c.At the end they could identify some similarities between two cultures because students at the beginning of the task only recognized differences among them.</p> <p>In addition I am so happy because four girls were speaking in english during socials and science subjects, it means that the children are using EFL outside the classroom.</p>
7	<i>Role-musical staging</i>	Friday 23 rd september	<p>This part was very important for them, all the time they showed a positive attitude and speaking time increased through spontaneous way. Moreover, I can identify perform and dance ability in many students.</p>
8	<i>Role-musical staging</i>	Tuesday 27 th september	<p>The children perceptions were meaningful for this experience , the majority of the students were happy with this proposal, also they recognized their progress in English Language learning. Some students are writing in English, the use of familiar words in english is more notorious, however in this student's log two students (Laura Gomez y Laura Pardo) decreased in their writing production</p>

Annex 10

Speaking time report data collection instrument

**SPEAKING TIME REPORT
LICEO GUERNIKA ENGLISH SCHOOL**

NAME: Sharick Sofia Calderon
GRADE: Fifth
At the beginning of the proposal





DATE: August 4th / 2016.

GOAL: Monitor frequency speaking time inside and outside L2 class



	NEEDS IMPROVEMENT
	ROOM TO GROW
	EXCELLENT WORK

ANALISYS

PROPOSAL TIME	CLARITY	COMPLETE THOUGHTS	EYE CONTACT	GESTURES			
At the Beginning of the proposal					X		

Speaking time report data collection instrument. At the beginning of the proposal.




SPEAKING TIME REPORT
LICEO GUERNIKA ENGLISH SCHOOL






NAME: Sharick Sofia Calderon
GRADE: Fifth
 In the middle of the proposal

DATE: September 5th / 2016.

GOAL: Monitor frequency speaking time inside and outside L2 class



	NEEDS IMPROVEMENT
	ROOM TO GROW
	EXCELLENT WORK

					ANALISYS		
PROPOSAL TIME	CLARITY	COMPLETE THOUGHTS	EYE CONTACT	GESTURES			
In the middle of the proposal						X	

Speaking time report data collection instrument. In the middle of the proposal.




**SPEAKING TIME REPORT
LICEO GUERNIKA ENGLISH SCHOOL**

NAME: Sharick Sofia Calderon
GRADE: Fifth
At the end of the proposal


DATE: September 27th / 2016.

GOAL: Monitor frequency speaking time inside and outside L2 class.



	NEEDS IMPROVEMENT
	ROOM TO GROW
	EXCELLENT WORK

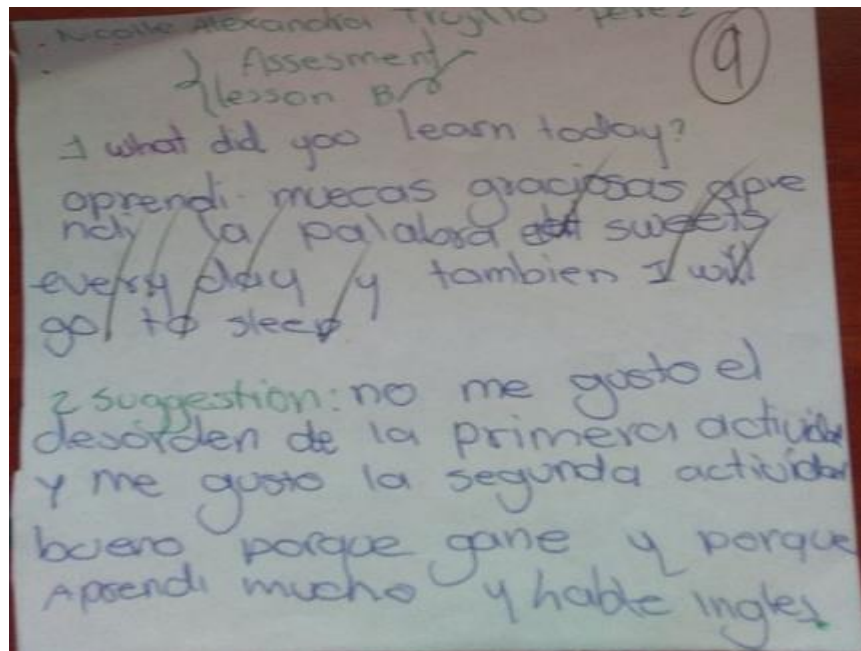
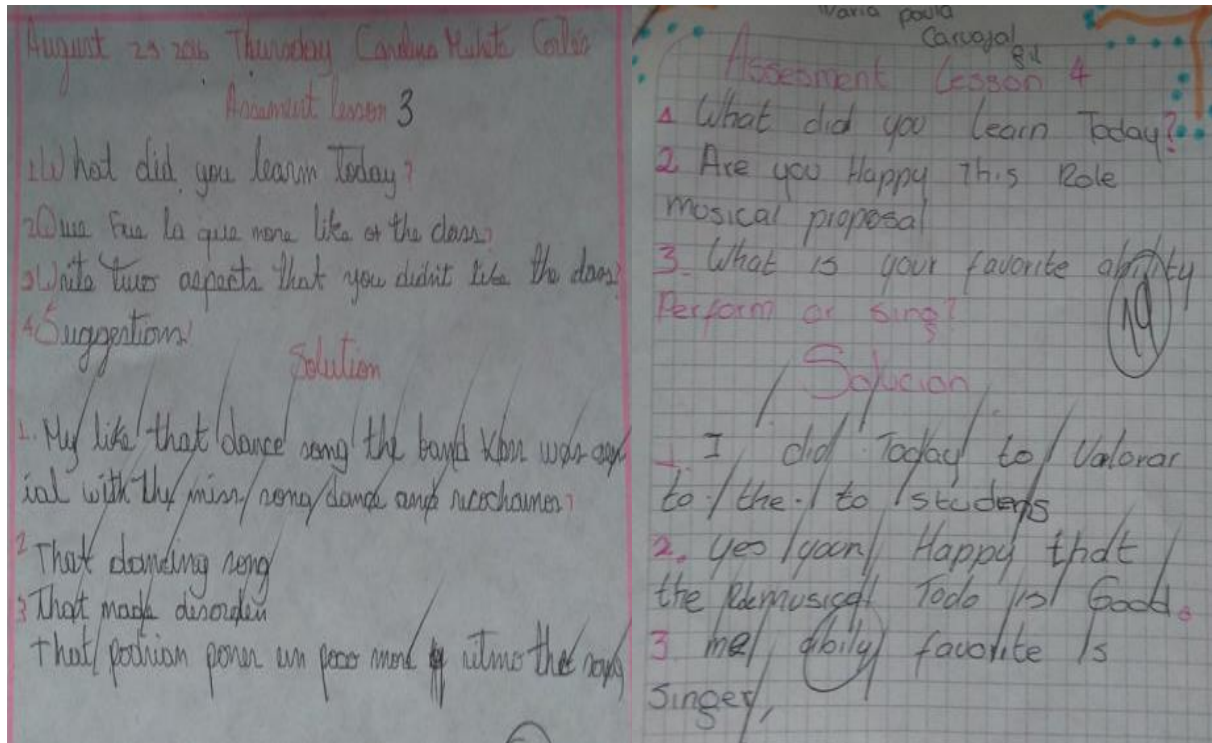
ANALYSIS

PROPOSAL TIME	CLARITY	COMPLETE THOUGHTS	EYE CONTACT	GESTURES			
At the end of the proposal		★	★	★			X

Speaking time report data collection instrument. At the end of the proposal.

Annex 11


Student logs data collection instrument



Annex 12

Self- assessment data collection instrument

SELF-ASSESSMENT ROLE-MUSICAL PROPOSAL



LICEO GUERNIKA ENGLISH SCHOOL

NAME: Jim Sebastian Corrales DATE: 15 September / 2016
 GRADE: 5th LESSON N° 5

GOAL: The student will be able to criticize, assess and reflect about his/her individual progress in learning and teaching role-musical proposal process.

Mark with an (X) the best option for you. Take into account the following category:

1. Never 2. Seldom 3. Usually 4. Almost always.

ATTITUDE	1	2	3	4
I can participate fully in all group and individual activities.			<input checked="" type="checkbox"/>	
I can maintain a positive attitude about the project even when we were faced with challenges.				<input checked="" type="checkbox"/>
I can help my team members when they needed me.			<input checked="" type="checkbox"/>	

SPEAKING TIME	1	2	3	4
I can understand questions and instructions made me slowly and clearly and I can follow short, simple directions.			<input checked="" type="checkbox"/>	
I can make myself understood in a simple way but I need my partner is willing to repeat more slowly, to rephrase my expressions and help me to say what I want.	<input checked="" type="checkbox"/>			
I can use new expressions learned in different places to classroom.				<input checked="" type="checkbox"/>

MEMORIZATION/ MOVEMENT	1	2	3	4
I can see others dance in class and understand that this could help me overcome my shyness.	<input checked="" type="checkbox"/>			
I can maintain relaxed, friendly, attentive body posture and eye contact.				<input checked="" type="checkbox"/>
I can memorize expressions song, planimetry dance, and screenplay.		<input checked="" type="checkbox"/>		

LISTENING	1	2	3	4
I can make comments and/or give my own opinion on what I heard.				X
I can hear at the speaker and stayed focused.				X
I can understand familiar words			X	

WRITING	1	2	3	4
I can write some opinions about my school.				X
I can write short dialogues about family and school role.				X
I can use familiar words for writing my own opinion on what I feel during the activities.			X	

CULTURE	1	2	3	4
I can recognize the cultural diversity inside and outside my country.			X	
I can understand the impact of culture on life activities such family and school roles			X	
I can recognize the linguistic value between American and Colombian cultures.				X

Additional comments:

NO

Self-assessment data collection instrument. In the middle of the proposal.

SELF-ASSESSMENT ROLE-MUSICAL PROPOSAL



LICEO GUERNIKA ENGLISH SCHOOL

NAME: Julia Palacios DATE: 22/09/16

GRADE: _____ LESSON N° _____

GOAL: The student will be able to criticize, assess and reflect about his/her individual progress in learning and teaching role-musical proposal process.

Mark with an (X) the best option for you. Take into account the following category:

1. Never 2. Seldom 3. Usually 4. Almost always.

ATTITUDE	1	2	3	4
I can participate fully in all group and individual activities.				X
I can maintain a positive attitude about the project even when we were faced with challenges.				X
I can help my team members when they needed me.			X	

SPEAKING TIME	1	2	3	4
I can understand questions and instructions made me slowly and clearly and I can follow short, simple directions.				X
I can make myself understood in a simple way but I need my partner is willing to repeat more slowly, to rephrase my expressions and help me to say what I want.			X	
I can use new expressions learned in different places to classroom.				X

MEMORIZATION/ MOVEMENT	1	2	3	4
I can see others dance in class and understand that this could help me overcome my shyness.				X
I can maintain relaxed, friendly, attentive body posture and eye contact.			X	
I can memorize expressions song, planimetry dance, and screenplay.			X	

LISTENING	1	2	3	4
I can make comments and/or give my own opinion on what I heard.				X
I can hear at the speaker and stayed focused.				X
I can understand familiar words.				X

WRITING	1	2	3	4
I can write some opinions about my school.				X
I can write short dialogues about family and school role.				X
I can use familiar words for writing my own opinion on what I feel during the activities.			X	

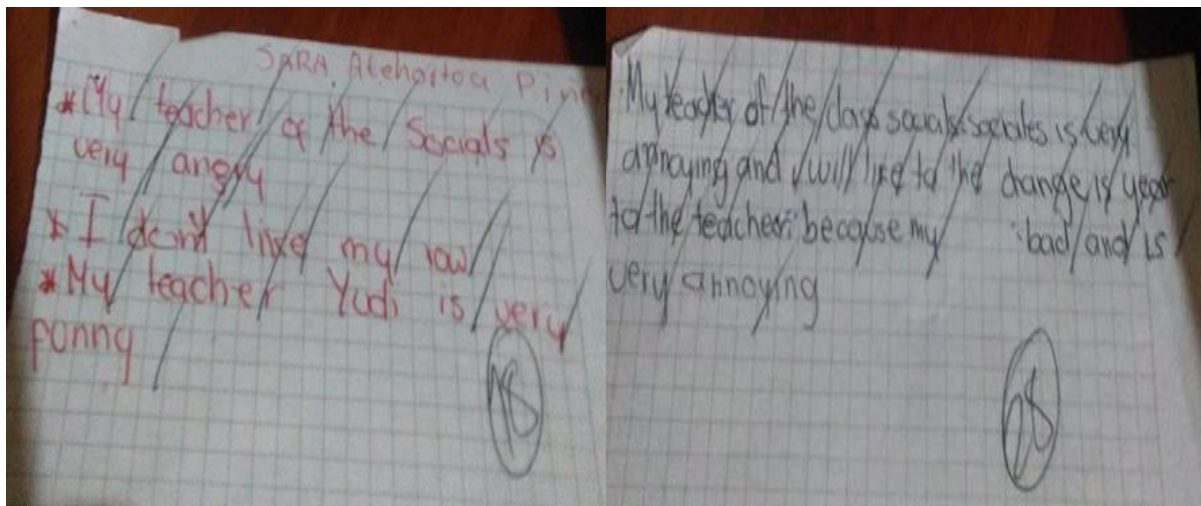
CULTURE	1	2	3	4
I can recognize the cultural diversity inside and outside my country.				X
I can understand the impact of culture on life activities such family and school roles				X
I can recognize the linguistic value between American and Colombian cultures.			X	

Additional comments:

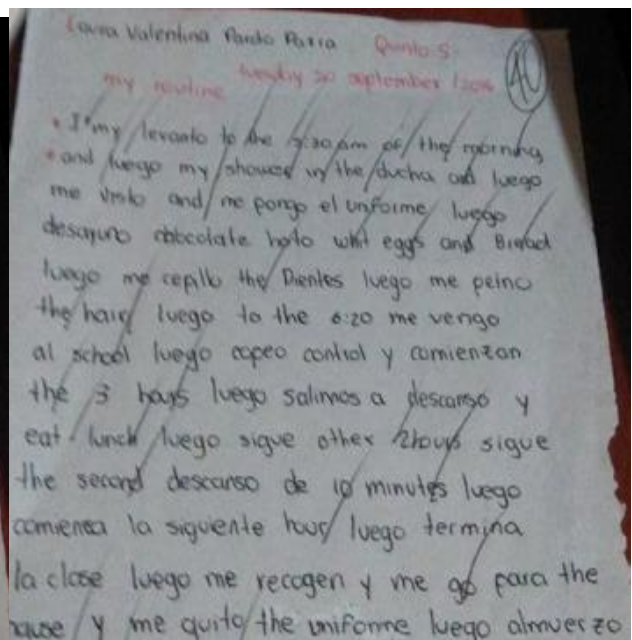
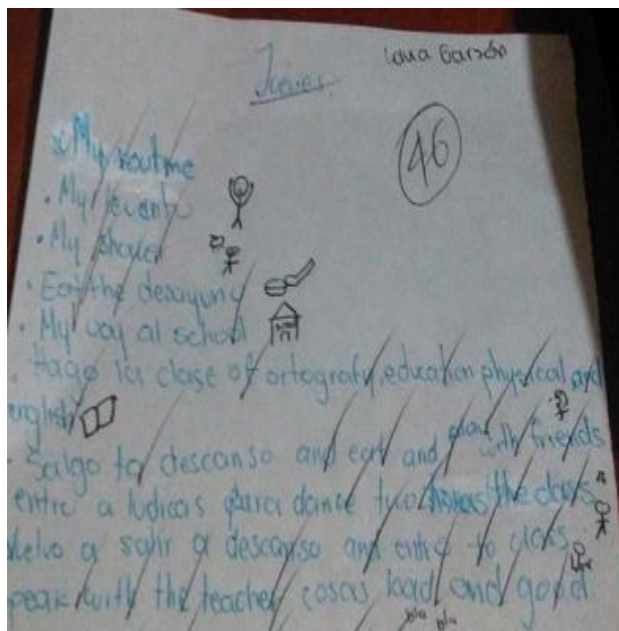
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Self-assessment data collection instrument. At the end of the proposal

Annex 13

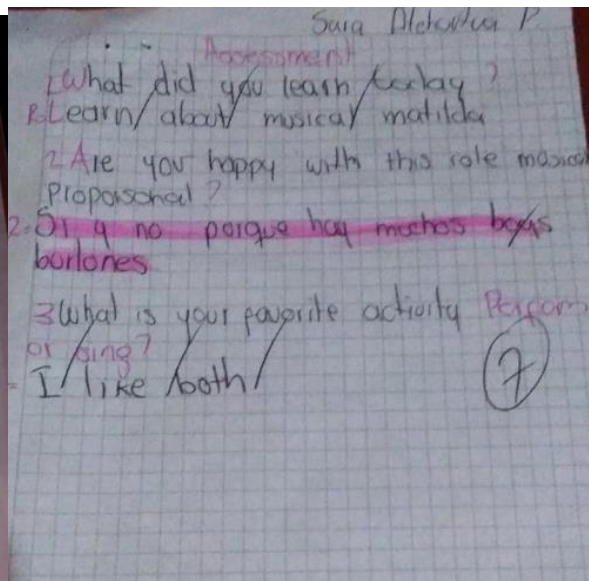
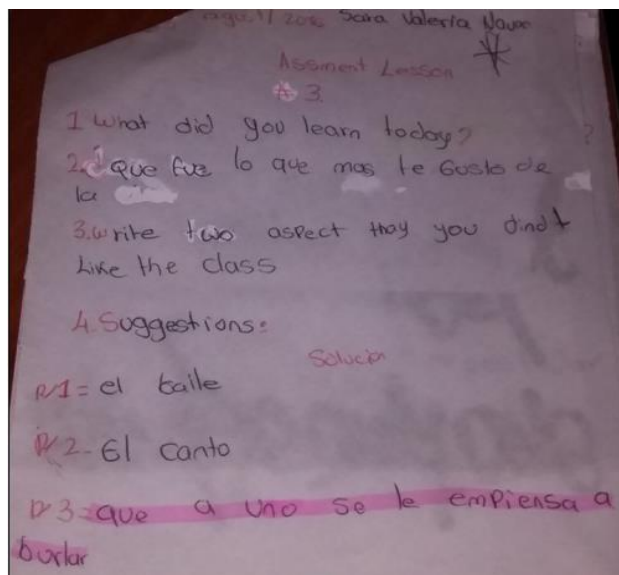


Writing production lesson 5



Writing production lesson

Annex 14



Student's log Bullying reduction