Improving speaking skills through Pochinko Technique with a group of sixth graders at Liceo Femenino Mercedes Nariño

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Abstract

This qualitative action research examines the assumptions of implementing the Pochinko Technique as a pedagogical strategy in order to develop oral interaction skills in sixth grade students at Liceo Femenino Mercedes Nariño. In order to do it, an action research project was carried out and conducted in three stages. In the first stage, the problem was identified and some data collection instruments were applied to get general information about the students. The second stage included the design and the implementation of the pedagogical proposal. In the last stage, the data collected was analyzed and the triangulation processes were applied. As a result, findings suggest that the application of Pochinko Technique and the usage of different chunks related to students' fears in the EFL classroom had a significant improvement on their oral interaction skills with high student's motivation and engagement.

Key words: Pochinko Technique, oral interaction, speaking, chunks.

Resumen

La presente investigación de acción cualitativa examina la influencia de implementar la técnica Pochinko como estrategia pedagógica para desarrollar habilidades de interacción oral en estudiantes de sexto grado del Liceo Femenino Mercedes Nariño. Para ello, se llevó a cabo un proyecto de investigación-acción que incluye tres etapas principales. En la primera etapa se identificó el problema y algunos instrumentos de recolección de datos fueron aplicados para obtener información general de los estudiantes. La segunda etapa comprendió el diseño y la implementación de la propuesta pedagógica. En la última etapa, se analizaron los datos recogidos

y se aplicaron los procesos de triangulación de los datos. Como resultado, se halló que la

aplicación de la técnica Pochinko y el uso de diferentes patrones o expresiones relacionados con

los miedos de los estudiantes mejoro de manera significativa su interacción oral con un alto

grado de motivación y compromiso

Palabras clave: Técnica Pochinko, interacción oral, patrones, expresiones.

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Documento Oficial. Universidad Pedagógica Nacional

<div align="center">**Chapter one**</div>

Characterization of context

    Local Context.

    I.E.D Liceo Femenino Mercedes Nariño is located in San José neighborhood, which is part of the eighteen locality of Bogotá called Rafael Uribe. Its Address is Caracas Avenue N 23-24; there, it can be found the main gate of the school. However, to the south on 24th street, there is another big gate for all students. Moreover, around the school, there are some apartments and stores; also, in the north is Primera de Mayo Avenue, which is an important access road. In general terms, this school has two roads to access, Caracas and Primera de Mayo Avenue; for that reason, there is a lot of noise, but it is not a problem for the school because classrooms are not too near the avenues.

    Institutional Context.

    It is remarkable to know that this school has students from transition to eleventh grade, with schedules in the morning and afternoon, besides night and weekends; night for girls that need to finish their studies and weekends for adults with the same goal as students at night. It is also important that students in this school learn English and French apart from the other subjects.

    The base of this school, the Institutional Educational Project (IEP), makes an emphasis on the sociocultural development of women. It is related to the role of women in society promoting knowledge and educating critical and reflective people; this is the core of the school's mission, all in favor of the construction of girls' life, projects, and the transformation of the context in which they interact, guaranteeing happiness and dignity. Moreover, the Liceo Feminino's vision

recognizes values such as respect, honesty, identity, solidarity and autonomy as important elements to construct student's life project, also, with the importance that technology and basic sciences have. (Annex A)

Participants.

To gather data from students, four instruments were used. First of all, an interview to know what the teacher thought about her students; second, field notes taken by the student-teacher while he was in the school in observations; third, a survey which helped to get information about the students and finally, a diagnostic test. Those instruments were the key to characterize the population and find a problem and a possible solution.

In this case, the participants were 40 students of sixth grade at Liceo Femenino school. They were around 11 years old; it is exactly 65% of the population that was 11 years old, 19% twelve, 11% thirteen and 5% ten years old. Moreover, almost half of the population lived just with the mother or the father, but not with both; according to the survey (Annex B), 57% of the girls lived just with one of their parents, the other 43% lived with both of their parents, it means mother and father.

According to the previous information, another implication could be that the lack of parents' companion might intervene in the way that students accomplished or not class tasks. It could be reflected on something that the head teacher said in the interview (Annex C), "some of them never take the cards and they always have excuses for that fact; it always happens with the same girls that have bad grades." It is important to say that those cards that teacher mentioned were made by students with each letter of the alphabet; with them, students practiced spelling in all classes. Furthermore, the teacher said that one of the difficulties was that families were not

paying attention of their children, they do not know what they are doing or not (Annex C), and most of them were dysfunctional. A further consideration was that 95% of students' parents had to work and they did not spend time with their children.

Another fact which could interfere in the knowledge acquisition according to the teacher was that some girls did not come to the school with an impeccable appearance and they seemed to have a poor diet. It could be supported by the issue that girls lived really far from the school, as they answered in the survey (Annex B), and they needed to wake up very early; for that reason, and according to the teacher in charge, they could not get dressed properly and eat breakfast (Annex C), Moreover, it was also reflected on the field notes, in which it could be seen that some girls were late all the classes and also with a bad appearance , and they just argued that it was due to the traffic or a problem with the means of transportation. (Annex A).

Furthermore, another important fact was the way that girls worked in group. In this case, 97% of the sample liked to work in group owing to the fact that they answered in the survey (Annex B) that working in group was fun because they were with their friends, and they could share and learn from their classmates. Conversely, just one girl did not like to work in group because others did not like the ideas that she had. It was curious, just one girl seemed to be the problem when there were groups to work; it was also supported by field notes (Annex A), where the teacher tried to call for group work and the afore-mentioned girl was the one who did not want to work with the others.

Regarding students' comments about the subjects, according to the results gathered from the survey, (Annex B), most the of girls, 30% liked arts followed by Mathematics and English each one with 16%; then, biology and "Cátedra para la Paz" with 8%; finally, technology, physics, physical education and French, each one with 3%. In general terms, girls who answered

arts as their favorite subject said that they liked it because they wanted to be relaxed and inspired. Also, they said that mathematics was easy to understand and in general terms, English because they wanted to live in other places as this language was the key to accomplishing it.

Moreover, there were two special questions in this survey. The first one was related to all fears that girls had; and the second one was about the most important experiences in their lives. According to that, there were answers related to fears such as spiders, snakes, sharks, etc. Also, darkness and loneliness. Furthermore, there were many different answers about all experiences that girls had lived throughout time. It is essential to say that, the importance of these questions lied in the fact that it was necessary to take into account what the Ministry of Education aims when it comes to the integral education of students. It means that it is essential to consider the students' socio affective dimension, in this case, the focus is on fears and experiences.

Finally, it was important to know students' opinion about the way that they would like to learn English. According to the head teacher, she tried to use "Duolingo" (Annex C), an app to learn English. She used it for a short period of time because the school did not have enough resources for all girls; furthermore, parents did not help children to use the platform. For that reason, she continued teaching in a traditional way. First of all, 41% of students wanted to do activities related to sports and theater. Also, 24% of them would like to do something with music; and 14% of them wanted to watch videos and with the same percentage, using storytelling; the rest of them, 8% were not worried about the activities to learn English. It is important to remark that, students had the opportunity to study using an app instead of traditional classes using the book.

To sum up, Liceo Femenino makes special emphasis on the sociocultural development of women, taking into account teaching languages as French, English and basic sciences. All in

favor of critical and reflexive women and their role in society. In this case, the group for the study was 603; which was characterized by girls around 11 and 13 years old, most of them living in a dysfunctional family and far away from the school. For that reason, there were some girls that were late every day. Another important thing is that, girls were learning English in a traditional way and they would like to learn it using other strategies as theatre, sports and storytelling.

Diagnosis

A diagnostic test was another instrument applied to get information on the target group. In this case, this test evaluated grammar, vocabulary, reading, writing, listening and speaking. First of all, the test was designed according to "Estándares Básicos de Competencias en Lenguas Extranjeras". However, this test was changed because of the teacher's suggestion and students' level. In other words, students' level was below the standards that the Ministry of Education seeks to get. This can be supported with the syllabus (Annex D) that the teacher provided; and it was about some topics such as school supplies, greetings and farewells, cardinal and ordinal numbers, personal pronouns and days of the week. Furthermore, the teacher claimed that the school was not following those standards, and they worked according to the reality of the school and the real level of the students. For that reason, this test was remade according to the syllabus and the reality of this grade.

To begin with the test results, the best scores were in the listening section. In this part of the test, the maximum mark was five, and there were five questions, each question's value was 1 point to get the maximum score. In this case, 65% of the students got five points, 25% got 4, 8% three and just 3% got two points. It means that 90% of the students got a great score in this part of the test. One assumption could be that students always practiced listening in their classes with

activities of spelling and pronunciation of some words, phrases and sentences. This could be seen in all field notes, where at the beginning, in all classes students did the same activity related to listening skills. The next section was vocabulary, the maximum score was five points, and there were five questions. The results were interesting, all percentages are well rounded; it means that there are almost the same results of people who got the highest score and people who got the lowest score. First, 20% of students got five points, 15% got four and the same percentage got three and 15% got one; finally, 18% percentage got two and the same percentage got zero points.

Furthermore, other students knew some supplies and others did not know any. One possibility is that students were not studying the topics that they had already studied because in all classes they just worked on spelling as filed notes showed. Also, 4% of students say that the way that English was taught in this school was boring and they did not make much progress.

The next part of the test was grammar, in which students did not get good scores. It was over 10 points. First, 8% of the population got 10 points, 3% got nine points, and 8% got eight points and seven points as well. However, 73% of students got between two and five points; and 3% got zero points. It means that most of the population did not have clear grammar rules related to the use of the verb Be. Also, an assumption could be that those scores were the result of not studying grammar constantly because they were focused on spelling.

Next, writing scores were as low as the ones in grammar. The maximum points for this section was five points and only 10% of students got it. 15% of the population got four points, 18% got three points and one as well, and 20% got two points and zero as well. This part could be connected with the vocabulary section, because the instructions were to write five sentences using vocabulary about school supplies, and the results were that students just wrote the school supplies and others tried to write a sentence but without coherence and cohesion. It also

happened in the writing part where students could not write a paragraph that made sense; they just wrote words in English or also the sentence in Spanish. This result could be caused by the way that English was taught because it addressed more spelling words than sentences, those were the activities that the teacher did in all classes at the beginning; for that reason, they could not make a sentence or a paragraph with coherence and cohesion.

The last part of this test was speaking. In this section students were called one by one to speak about their name, hobbies, family and school. Most of the students were able to answer the question about their name. However, only one student answered the question about hobbies; the rest of the questions could not be answered by students. In this case, it could be noticed that students were not practicing speaking because they were focused on spelling activities.

Statement of the Problem

Based on the information gathered in the survey, interview, field notes and diagnostic test some problems that the group had in terms of learning and classroom environment were detected. First of all, in relation to the school, there were not enough resources to develop a good class in English. For example, students had to go to another classroom if they wanted to work with the workbook; it is evidenced in the field notes that sixth grade students had to share the workbooks among them. However, this classroom was not big enough for all grades; for that reason, group 603 could not work with those books.

Second, there was a lack of attention from students. It was because according to some of their answers in the survey, there was not an advance in the English class and they were doing the same in all classes. It means that they were just working on some skills. In this case, they were practicing listening and a proportion of writing. However, skills as reading and

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speaking were not being practiced and it could be seen in the test results where students got high scores in listening, but not in the other skills mentioned before.

Following the last information, it was necessary to think of a strategy to solve the major problem. In this case, the skill with the most substantial problem was speaking. It was reflected in the fact that students could not answer basic questions about their personal information, just their names as happened in the diagnosis. For that reason, the proposal was focused on this skill.

Moreover, it was taken into account that the Ministry of Education is searching for English as a good tool to improve the integral education in the XXI century in Colombia (Mineducacion 2006, p. 7), that means, integral education as the necessity to understand the whole being, what to do, what to learn and student's life. It was relevant to take into consideration the Clown Technique by Richard Pochinko, also known as Pochinko Method or Technique, to work from the student's socio affective part.

Taking into consideration that the socio affective dimension is immersed in this integral education, as "there is not integral development if education does not consider the students' dimensions in relation to what to do, what to know, and how to coexist with others, and where the socio affective part and the emotional intelligence are immersed to communicate, interact and share ideas in English." (Mineducacion 2006, p 7), Pochinko Technique was considered relevant since the clown performer leans into his/her own insecurities and foibles in order to package them into a story creation. In other words, "The Pochinko Clown begins by focusing on one's personal naturally-occurring emotions and impulses, and then structuring that creative license into a story and performance". (Mail, 1979).

In that way, Pochinko Technique is perfect to take advantage of students' fears, working and improving their oral skills with them and with a performance taking into account the integral education that The Ministry of education aims.

Research question

How could a group of sixth EFL graders at Liceo Femenino Mercedes Nariño School shape their use of an appropriate conversational formulae, sharing their fears through the use of the Pochinko Technique?

Objectives

General objective

To analyze how a group of sixth EFL graders at Liceo Femenino Mercedes Nariño School might shape their use of an appropriate conversational formulae when Pochinko Technique is used.

Specific objectives

- To describe how sixth grade students use different expressions and chunks, while Pochinko Technique is used in the classroom.

- To document the findings of students taking into account their interaction when Pochinko Technique is used.

- To give an account of how sixth grade students share their fears using Pochinko Technique.

Rationale of the study

Checking in a local level, there were not studies about using Pochinko Technique while students are learning English until this study was carried out. Thus, Pochinko method is a theater technique, and there are a lot of studies using theater and drama not only at Universidad Pedagógica Nacional; However, this technique has not been used in English classes. Also, most of the studies related to drama and theater are focused on how students can learn English while or through the use of those techniques. Nevertheless, the base of Pochinko Technique is to make use of experiences and fears, evincing the student's socio affective part. In this way, students not only did a performance, but also an introspection to learn, and understand their experiences and fears improving the use of the L2 and their English level.

A major reason to have done this research is that it could provide teachers with new ways to develop their classes and fill the gap that students have in their speaking skills. In this way, students learned about themselves and their fears while the teacher guided them. Then, they built a conversation using those experiences and fears; and finally, they presented their conversations using Pochinko Technique in pairs and into a performance. It is important to remark that the core of this technique was to work with feelings, emotions, strengths, fears and experiences while the teacher was guiding them through the correct use of this Technique.

In this sense, Pochinko Method is a new and innovative Technique in the way that English language is being learnt and taught. It is an opportunity to change the same and classic perspective that this language has been studied. Moreover, it is not a technique which has been covered in a local level (this country) applied in language fields as it is evidences in the next chapter.

Chapter Two

Theoretical framework and state of art

In this chapter, the theoretical framework and all the concepts related to this research are presented and described to contribute to a better understanding of the problem.

Theoretical framework.

Oral Communication

First of all, it is necessary to talk about what oral communication is. In this case, Brown (2000) defines oral communication as "… an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language" (p. 267). In other words, Richards (2008) says, "conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback, including laughter, to prompt the speaker to continue learning" (p. 23) two different authors who are talking about the exchange and interaction that Oral communication develop.

Moreover, Robinson (1997) states: "Interaction is the process referring to "face-to-face" action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through tough, proximity, eye-contact, facial expressions, gesturing, etc" (Robinson, 1994, p.17). It is known that the reality is not always the same when oral interaction is happening. For that reason, it inevitably leads to produce sentences and adapt to the circumstances. As Bygate states "This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path." (1987, p. 3)

Finally, it is important to remark that Nunan (1989) and Brown (2000) also mention the micro-skills of oral communication. In this case, the most important for this research is the one which produce chunks of language of different length, use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, and pluralization), word order, and rules.

Speaking - Using appropriate formulae and fillers

The last paragraph was a short introduction of this micro-skill. In this way, it is necessary to remark that "spoken language consists of short, often fragmentary utterances, in a range of pronunciations" (Nunan, 1989, p. 26) It means that, there are repetitions of words and non-specific words to think in another phase. There are a lot of micro skills to develop oral communication successfully. However, in this research only one micro skill was the core. It was the use of appropriate formulae and fillers. In other words, *the appropriate use of chunks or expressions to accomplish a purpose, and fillers as expression such as Ermm, you know, those to give you time to think* (Nunan, 1989, p. 32). These fillers are important in this research due to the fact that oral interaction is around them while they are working in group, making use of cooperative learning.

Cooperative learning

Following the last idea, the cooperative learning is a crucial part in this research. For that reason, it is essential to know what cooperative learning is. It allows students to work together and carry out the role of teacher and of learner, recognizing and respecting each other's skills and learning styles (Cohen, Brody, and Shevin, 2004). Moreover, complete individualization is

not a practical solution to work on all students' needs in a particular classroom. In this case, Johnson, Johnson, and Holubec (1999) affirm that the exceptional performance in the classroom depends on the cooperative efforts of a group and not on the individualistic and competitive attitude of some learners. Students should actively participate in their learning process, and the success of this participation is closely related to group work and cooperative learning.

Theater

This is a big concept which has different techniques and one of them was used in this research. However, it is necessary to clarify the definition of Theater. After this, it will be explained how Theater was implemented.

it was established in Britain by Bertha Waddell in 1937, when she was given permission by Glasgow's Director of Education to take performances into primary schools. TIE was subsequently developed by practitioners such as Brian Way who "stated formally that the second of the three aims of his company was to assist teachers in all types of schools with methods of approach to drama in education." (Aita 2009, p. 65)

Then, after the first implementation of theater in education, it started to be more used by teachers. According to (Sykes 2005: 4), TIE "has the potential to, but does not always, influence young people's attitudes". In that case, theater can be a good tool to motivate students to learn English.

Thus, theater can be a good tool, and it has been used over time. However, the question is, what is theater.

Theatre is a phenomenon associated with the performer-audience transaction.

Students are not expected to act in front of several people, for that reason the

project is guided to dramatically activities in which the students just enjoy and feel

comfortable in the acting process while they learn English in the classroom. (Elam

1980, p. 62)

In other words, theater means to act in front of few people while students are

enjoying and learning with drama. Also, it is crucial to know that drama is possible taking

into account all its elements: characters, setting, descriptions, dialogue, stage direction, and

theme. These are the elements, without which one cannot have drama. (Alden,2015)

Pochinko Technique

This was the main concept used in this research. First of all, clowning is a technique of

theater, also, it is called Pochinko Technique or Pochinko method due to the name of its creator.

First of all, according to (Mail, 1979),

Clowning is a sort of "reverse therapy", in which instead of ridding oneself of

anxieties, the clown performer leans into their own insecurities and foibles in order

to package them as comedy. The Pochinko Clown begins by focusing on one's

personal naturally-occurring emotions and impulses, and then structuring that

creative license into a story and performance.

It is important to take into account that this method uses the public feelings, insecurities,

foibles, thoughts, etc., just to create a good story and a performance. Nevertheless, it is vital not

to confuse the meaning of clowning as a clown of a circus. "Theatrical clowning emphasizes

character and relationships rather than circus skills. Material is created by conceptualization and improvisation, often utilizing one's own life experiences, though not strictly autobiographical." (Ninalevine, 2012) . In this way, clowning supported its performance in experiences and feelings to develop a story following events or biographies.

Another important fact is that, with clowning, the teacher can improve student's imagination. "In clowning, we rediscover that same child-like sense of playfulness which allows us, with fear and pleasure, to open the door to our imagination." (Bonange, 1996, p. 3) Also "The clown represents a vehicle or catalyst that facilitates the theatrical expression of the imagination" (Bonange, 1996, p. 2)

One remarkable concept is that, clowning is not the same as drama. First of all, all the elements that drama has are not implemented when Pochinko Technique is applied. Another strong difference between this Technique and drama is the connection with the audience and their participation. This can be exemplified by (Gilshenan, 2012),

> One of the things that clowning requires, as opposed to perhaps drama, is a very strong connection with the audience; you really have to be in tune with the people who are watching you and you have to listen to them very carefully to know how to gauge how far to take things.

It is really important to pay attention to the audience, with them, the speaker using clown technique could build a good performance with a story following experiences. And do not forget, that clowning is no laughing matter (Mail, 1979).

Finally, it is important to clarify that there is another technique called "Stanislavski Technique" which is similar to Pochinko but not the same. First of all,

Stanislavski Method uses the imagination, feelings and emotions as Pochinko do it. However, this Technique uses these tools to find and understand characters who will be developed; moreover, the person needs to get dressed and does physical expressions as the character does (Pirandello, 2018). Contrary to Pochinko Technique where the person works with his/her emotions to develop a performance according to his/her experiences and not a character; also, it is not necessary to get dressed or doing the same as a specific character. For that reason, Stanislavski Technique was not taking into account in this research.

Motivation

According to Dornyei (2001), "Therefore, motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity". Motivation concept is in many researches as an important variable which can change the results at any moment. For that reason, it is necessary to take into account for this research as Dornyei (2001) states,

> People are highly motivated to behave in ways that enhance their sense theory
> of personal value and worth. When these perceptions are threatened, they
> struggle desperately to protect them, which results in a number of unique
> patterns of face-saving behaviors in school settings. (p. 12)

Taking the last words, motivation could be evidences not only in a psychological way, but also in a social aspect to talk about personal characteristics for doing or

not something. For that reason, another important concept to go beyond motivation

is the investment factor.

Investment Factor

This concept is important for this research taking into account the activities

implemented to get students attention. In this way, the notion of investment recognizes that

learners often have variable desires to engage in the range of social interactions and

community practices in which they are situated. (Norton, 2011). Following this idea,

motivation is not the unique factor to take into consideration to analyze the results of some

activities applied in students' reality. Thus, while motivation can be seen as a primarily

psychological construct (Dornyei, 2001), investment is a sociological construct, and seeks

to make meaningful connections between a learner's desire and commitment to learn a

language and their changing identities. (Norton, 2011).

State of art

It is important to say that there are not studies about the use of Pochinko Technique

developed at Universidad Pedagógica Nacional, just theater in general.

The first, and the most similar to the topic in this research is called "Drama Techniques: a

didactical tool that permits the acquisition and use of vocabulary in English communicative

interaction in the course 601 at Prado Veraniego School" by Diana Carolina Romero Jiménez.

This is a qualitative research that focused on the improvement of vocabulary while students were

using drama. It was divided into three stages; the first one, students had to create a script considering the interview of a famous character. Second, students had to perform it and finally they had to create poppets to work on poetry. Through those stages, students memorized and repeated the pronunciation of new vocabulary. The main fact in this research was the persistence; the repetition of vocabulary in the performance, and the activities with puppets and poems made students increase their vocabulary. Moreover, at the end of that research, it was concluded that drama was a complement to achieve not only an increase of vocabulary but also to improve pronunciation and communicative interaction. Equally, drama techniques were useful as a complement to motivate children and to increase vocabulary.

Another research which is related to this one is called "Creative writing and drama for the improvement of written and oral skills in students of 5th grade of Tomas Carrasquilla I.E.D in a cooperative language learning environment" by Ivonne Maritza Medina Ontibón. This was a qualitative research which explored the use of fantasy characters in drama while students learned how to write and speak in English. In that way, the first step in this research was the creation of two scripts about friends and parents. Following that instruction, students created those scripts supported on their families and friends. Then, they used their imagination to create fantasy characters and they started practicing and acting for the last performance. Also, students wrote workshops about their dreams and fantasies. At the end of this research, there were some conclusions; the first one was related to the space and resources, the researcher saw that it is necessary space and resource to develop a scene. For that reason, the creativity was interrupted in the different activities, because of gap of resources and space. However, students improved their pronunciation and their listening skills through the use of drama in all activities that were mentioned.

Next research which is related to this one is called "Theater for language teaching and learning: The E theater, a holistic methodology" by Evelyn Gualdron. This was a qualitative research which explored the application of a theater content based methodology supported by professional in theater and coordinated by professionals in foreign languages. The first step was to applied an individual interview to each student of a group of the National University. Then they worked with focus group coordinators, surveys and interviews. At the end, participants stated lowering their affective filter and benefits in their production and comprehension of L2 skills, their intercultural competence, and their cognitive processing of the language derived from the methodology carried out.

Furthermore, there is another research relate to this one called "Fostering a Positive EFL Class Environment through the Use of the Arts" by David Wealthy Guerrero. This study analyzes the effectiveness of using the arts in the disciplines of drama and theater and painting as a visual art form to promote a positive learning environment where students interact and use English in a meaningful and enjoyable manner. It was a qualitative study with a class of seven fifth grade students in a public school in Bogotá. The data was collected from field notes, students' artifacts and students' journals. The analysis of the data showed that students' attitudes were improved towards the use of English as they carried out their responsibilities in a cooperative learning environment. Moreover, the data showed the participants' increased self-esteem, as they progressively changed certain behavioral attitudes related to some school-work activities. Overall, the results indicate that arts should be seen as a dynamic process in order to develop learners' autonomy and raising of critical questions about the potential for the integration of the arts in the EFL curriculum.

The last studies are relevant to this study because of the pedagogical strategy used. All of them used Drama as a technique to develop different skills in their students. Although this study was about oral interaction with the use of Pochinko Technique that is different from Drama, these studies bring a perspective of how Theater techniques can be applied to academic English classrooms.

Moreover, there are two more studies that were vital to this research. The first one is "Impossibility Aside: Clowning and the Scholarly Context" by Julia Helen Lane in New York (Lane, 2010). This research explores the connection between clown and the scholar and the possibilities for applying it in an academic context. Throughout this research, the author explains all the elements that were necessary to the preparation for performances, all the foundational principles of clowning, the specifics of the clown approach and the conceptual relationship between these principles and education practice. At the end, the author concludes that clowning could be applied to work done in the academy, that these ones can be mutually reinforcing to facilitate the way of teaching and learning.

The second study is "Clowning and improvisation in the ESL classroom: Observations and suggestions" by Sigríður Eyrún Friðriksdóttir (Friðriksdóttir, 2012). In this study, the author examined the use of improvisation and clowning to teach a language as ESL in a 6th grade classroom. Moreover, it is a description of the use of drama with games related speaking English. In this study, the most important part was the method that the author used to apply Clowning. First, He decided to move all students to a classroom with more space. With a different setting, he stablished an environment where students could communicate their ideas with confidence. In this way, students did different activities where they had to walk around the classroom and improvise speaking basic English in different games. The conclusion was that drama related

games helped students to have fun while they were learning a new language and it was an enriching part to the students' atmosphere

As it can be seen in the last two paragraphs, these studies implemented Clowning. In this sense, the first study is not focused on the use of clowning to learn a language, but it is applied in formal education in the arts environment. For that reason, the first study is vital to understand the methodology that the author followed to apply all the characteristics that Clowning has and the results. Moreover, the second study is focused on learning a language(English) as a ESL. Although this study implemented clowning, this one was more focused on the use of drama related to games, but it is relevant to this study the way that the author applied this games with some characteristics of clowning to learn English.

As it was mentioned in the last chapter, there are not studies about Pochinko technique in a local level. Those that exist are about drama; however, there are some studies where Pochinko is used in other countries but it was not develop in EFL environments. For that reason, the need to have done this study is confirmed and it is necessary to evidence some characteristics about this research in the next chapter.

Chapter Three

Research paradigm

First of all, it is important to know that this study was based on a qualitative research. According to Burns (1999) "the aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts" (p.22). Also, Merriam claims that this kind of research is "an umbrella concept covering several forms of inquiry that help us

understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible" (1991 p. 5). As much as qualitative research is a type of study which offers different interpretations of social phenomena. This type of research was suitable for this study owing to the fact that first, it was necessary to observe a group of sixth grade (603); second, there was a pedagogical intervention; and finally, there was a description and an interpretation of different results that were found while and after implementing the pedagogical intervention. Also, Dornyei (2011) affirms that "almost every aspect of language acquisition and use is determined or significantly shaped by social, cultural and situational factors, and qualitative research is ideal for providing insights into such contextual conditions and influences" (p. 36).

Type of study

On the other hand, this study has been developed through the Action Research Method. According to Burns (2010 p. 30),

> "Action research is simply a form of self-reflective enquiry undertaking by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situation in which the practices are carry out"

Also, in the words of Carr & Kemmis (1986, p. 22), "action research is an approach that links reflection to action." It means that practicing and getting involved in the real context is necessary to gain some results and to reach a reflection.

In this case, Burns (2010 p. 35), proposed some stages, exploring, identifying, planning, collecting data, analyzing, hypothesizing, intervening, observing, reporting, writing, and presenting. Those ones will be the steps to conduct and to organize this research.

Data collection instruments and procedures

In this section, the data collection instruments applied in the project and the procedures that were used to collect information will be presented and explained step by step.

The first instrument was field notes. According to DeWalt, Kathleen and DeWalt, Billie R (2002, p. 259) "field notes are tools or instruments for data collection which allow the researcher to take notes in a different way, including descriptive and interpretive notes." With this instrument, it was possible to explore descriptions and perceptions that the researcher got while he was observing. This important tool allowed him to obtain classroom descriptions, how the classroom was decorated, organized, etc. Also, descriptions about student's behavior and non-verbal information in different activities that students had. Furthermore, field notes were a direct evidence of observation, analysis and reflection of the real context in which students were involved. It is important to say that these field notes were taken in each session of the research to get as much information as possible.

The second instrument was interviews. According to Seidman (1991, p. 3), an interview is applied "to understand the experiences lived by other people and the meaning they make of those experiences." For that reason, it was remarkable to apply three Semi – structured interviews. In words of (McCammon, 2010), "Semi-structured Interviews are used to gather focused, qualitative textual data. This method offers a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey." As a result of the flexibility

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of this kind of interview, it was used in this research at the beginning of the observation time, then in the middle of the pedagogical intervention and at the end of the intervention; all with the aim to examine information about the experiences related to the practice.

The third instrument was the surveys. In words of Burns (1999, p. 120), "surveys are written sets of questions used to gain responses in non- face to face situations." In this research some surveys were applied to get information about students' process. For that reason, it was necessary to apply a diagnosis survey, then one in the middle of the pedagogical intervention, and finally, the last one at the end of this intervention.

The fourth instrument was videos. It was important to record all the interventions that students did through the use of Pochinko Technique. In this way, it was possible to check if students improved or not their level of English. Moreover, recordings had to be used at the beginning, in the middle and at the end of the intervention, just to analyze all the process.

Finally, the last instrument was artifacts. According to Burns, "documents are a readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice" Burns (1999, p. 140). In this case, the artifacts collected referred to different written activities as scripts according to their experiences, fears and dreams which students used to practice. It was not only a tool to analyze but also to evidence the process in the pedagogical intervention.

Data analysis methodology

The approach chosen to analyze data in this research was grounded theory. According to Strauss & Corbin (1990, p. 105), "the basic idea of grounded theory is to read and re-read a textual database and discover variables called (categories, concepts and properties) and their interrelationships". Also, it was important to take into account the stages that Strauss & Corbin have proposed. These are: identify your substantive area; collect data; open data; write memos throughout the entire process; conduct selective coding and theoretical sampling; sort memos and find the theoretical code; read the literature; and write up the theory. In this case, it was remarkable that the researcher had to shape the theory based on what he gathered.

Ethical issues

Burns states that "ethical considerations are an important part of any research enterprise. Questions relating to the conduct of research are issues inevitably confronted by teachers early in the research process" (2010, p. 71). In this case, it is important to mention that all students' name was changed to guarantee their anonymity. Also, an informed consent was signed by students' parents. In that consent parents found all information about the pedagogical intervention and how the results would be used.

Chapter Four

Vision of language

In this research, language was taken from a functional perspective. According to Hymes, (1972, as cited in Tudor, 2001) in this perspective, "language is situated in its social context as the medium by which members of a speech community express concepts, perceptions, and values which have significance to them as members of this community" (p. 111). It means that, it is necessary to make an excellent environment to develop and express all student's concepts and perceptions; in words of (Tudor, 2001, p. 57),

Language, then, can only be understood within the framework of the meaning structures of the relevant speech community, and the study of language therefore needs to operate within a sociological and sociocultural framework. This implies that the teaching of language needs to accommodate this dimension of meaning and enable learners to operate effectively within the relevant speech community.

In this case, the verb to accommodate means to create that environment that was mentioned before, in which all student's needs are taken into account for working effectively. Furthermore, in the functional perspective, "Language learners are social actors whose learning goals are defined by the contexts in which they will be required to use the language and the messages they will wish to convey in these contexts" (Tudor, 2001, p. 57). For that reason, in this pedagogical intervention, goals were defined by the students' needs, consequently girls had to do some activities using the target language to achieve those goals.

Vision of learning

This research took learning from a transformative view. According to Patricia Canton and Merv Roy, "transformative learning is a process by which previously, uncritically, assimilated, assumptions, beliefs, values, and perspectives are questioned and thereby become more open, permeable, and better validated" (Cranton, 1994, 2002; Mezirow, 1991, 2000). It means that, the knowledge that people get in the classroom can transform the vision that the person has about the world or something special.

Moreover, the base of transformative learning were the experiences. According to Patricia Cranton and Brenda Wright, people can construct meaning from their own experiences; those ones are transformed through the believes, habits, visions and in general, culture. Then, people can validate that meaning discussing with others. (Cranton & Wright, 2008, p. 34)

Experiences were the base of this research and also of transformative learning. For that reason, according to the last paragraphs, the description of this learning vision was the adequate one to develop this research. Furthermore, one goal of this research was to learn about different students' fears and overcome them. In that case, there is a transformation of the way that people see the world and their experiences.

Vision of Classroom

The goal in this pedagogical intervention was to keep a communicative classroom. Tudor says "The challenge was thus to make the language classroom a place of communication in which a significant role is attributed to communicative language use as means of learning."

(Tudor, 2001, p, 111) Taking into account the previous concept, it is really important to change different routines in the English classroom environment. For that reason, it is necessary to promote a communicative classroom in which students can learn about the real world through the language. According to the last idea, Tudor says

This involves an attempt to break down the dichotomy between the classroom and the real world by making the classroom itself a place of communication and of communicatively-based learning. A distinction is often made between the classroom and the real world. This distinction related to a functional view of the classroom as a place where knowledge and skills are developed for use at some stage in the future. (Tudor, 2001, p. 111)

In a communicative classroom, students have the opportunity to learn about cultures, places and all things related to the real world. In this vision of classroom, it is really important to learn from real experiences; as Tudor says, the classroom can also be a place where students can express their personal concerns or problems. This is a special reason for having used this vision in this research inasmuch as students had to share feelings and experiences to learn about them and also to know something about the real world.

Teaching methodology

To describe the teaching methodology in this research, it is important to know that Task-Based Language teaching (TBLT) was used. According to (Richards & Rodgers, 2002, p. 223) "it is an approach based on the use of tasks as the core unit of planning and instruction in language teaching". In other words, this approach focuses on the use of language through

meaningful tasks. Moreover, another reason to use this approach was that, this research was focused on speaking, and TBLT is based on trying to talk with others through spoken language. (Richards & Rodgers, 2002, p. 228) Finally, the last reason to have chosen this approach was the motivation level that it brings on. The use of tasks makes students use authentic language, involving partnership and collaboration (Richards & Rodgers, 2002, p. 229).

In this case, the investigation followed the Willis Task based model. It shows three stages; The first one is the Pre task activities; it involves the introduction of the main topic which appears in the task cycle. "The focus is on thinking about a topic, generating vocabulary and related language, and developing expectations about the topic" (Richards & Rodgers, 2002, p. 239). The second one is the task activity. In this one, learners develop the main task, it means that they have to work on the topic and to put into practice all the things that they learnt in the pre task activity. Finally, the third one is the post task activities. In this one, activities are focused on comparing, reflecting and sharing the results of the task activity.

Pedagogical Intervention

The intervention had three cycles; those ones were divided following Willis Task based model. In this case, the first cycle was, "knowing which fears students have" and "Using Famous woman's fears to develop oral skills." There were introduction activities related to the main topic which were developed later. For that reason, students learnt vocabulary related to fears, expressions and chunks, and different examples of how people overcome those fears. This cycle lasted 4 weeks, from August 27th to September 20th.

The second cycle was, "Preparing Pochinko Technique" and "Taking advantage of all fears that students have." It was about all the development of the final conversation that students had to present using the Pochinko Technique. This cycle lasted 4 weeks from September 24th to October 25th.

Finally, the third cycle was, "Reflecting about students' fears," from October 29th to November 15th. It was related to the feedback that the teacher had to give students and the final reflection in pairs, and then, the students' reflection about the main task (The final conversation).

It is important to clarify that student not only learnt vocabulary, expression and chunks to develop this intervention; they also learnt topics which were in the school syllabus. For that reason, all the planning was based on the development of those topics while students were acquiring vocabulary, expression and chunks to present their final task. Moreover, it is relevant to know that during all the cycles, the results were collected through field notes, survey, video recordings and audio recordings.

In the following table, there are details about the pedagogical intervention in terms of dates, objectives, instruments and language content, using topics which were in the school syllabus for sixth grades and also the application of Pochinko Technique.

Table 1. Cycle intervention table in sixth grade students.

| Cycle 1: 4 weeks

Date: August 27th to September 20th | Lesson 1 Knowing which fears students have. | - Pre task activities: The teacher introduces the project to be developed (a Final conversation in pairs) **5 minutes**

Using flashcards, the teacher will use the chunk, "I am afraid of," reinforcing the use of personal pronouns and getting vocabulary about fears. **15 minutes**

- Task activities: the teacher presents a questionnaire taking into account the fears that students have. They have to select the image with the correct meaning. **10 minutes**

Using big images of each fear, teacher guides students to pronounce well all the words **10 minutes**

Students draw something related to their fear **10 minutes** | **Student objectives**
- To know what a fear is
- To learn new vocabulary | **Materials**
- Images
- Flashcards
- Students' book
- Markers | **Data Collection**

- Field notes
- First video recording
- Audio recording (fears)
- survey |

		- Post Task Activities: Students pass in front of the class to present their drawings and they have to use the chunk "I am afraid of" **15 minutes**			

| | Lesson 2 Using Famous woman's fears to develop oral skills. | - Pre task activities: the teacher presents in a performance using the chunk "I am afraid of", different famous women's fears. **15 minutes**

Using big images of each fear, the teacher guides students to pronounce well new words or fears presented in the performance. **15 minutes**

- Task activities: Taboo word, 5 students are in front of the board but they cannot see it. The words learnt will be written on the board and classmates will do movements to help 5 students to know the word**. 15 minutes**

In groups, students discuss the information about famous women. They have to do a collage using magazines representing the woman's life and fears**. 20 minutes**

- Post task activities: Students pass in front of the class to present their collages and they have to speak using new vocabulary." **20 minutes** | - To share experiences
- To get information about famous women
- To learn new expressions | - Images
- Flashcards
- Students' book
- Markers
- Magazines
- Papers | |

Cycle 2: 4 weeks Date: September 24th to October 25th	Lesson 1: Preparing Pochinko technique	- Pochinko technique will be learnt through different activities using different tones of voice, gestures and body language. Moreover, through these activities students are practicing not only the technique, but also the words and expressions that they learnt. - Class begins with music that students can use for their performances and then with warm up activities introducing the technique. Then, they have to develop different activities according to the voice, gestures, etc. Finally, the class ends with wrap up activities for remembering all tips learnt.	- To speak with classmates - To learn different tips to talk in front of the class	- Images - Flashcards - Students' book - Markers - Magazines - Papers - Music	
	Lesson 2: Taking advantage of all fears that students have	- This is the part of the intervention in which students start to develop their performance in pairs. The class begins with warm up activities to remember and to practice words and expression that they learnt. After that, they have time to work on their performance in pairs. They can also ask about it. Finally, the class ends with a wrap up activity to practice Pochinko technique - Students have to present their progress class by class.	- To use expressions and vocabulary learnt in the previous cycle in a food way. - To build the final performance	- Images - Flashcards - Students' book - Markers - Magazines - Papers - Music	
Cycle 3: 3 weeks Date: October 29th to November 15th	Lesson 1: Reflecting about students' fears	- Time to assess students' presentation. All students have to pass in front of the others to present their performance using the Pochinko technique and their experiences or fears. - The final week is to give feedback and a reflection about the task.	- To get feedback about the performance - To make a final reflection to all students and partner	- Images - Flashcards - Students' book - Markers - Magazines - Papers - Music	-

Possible Impacts

The outcomes of this research were expected to be useful not only for future investigations but also for the improvement of students. Students were expected to improve their speaking skills, be more motivated and interested in their own English learning process; also, they were expected to express their fears and experiences using chunks and expressions with confidence and security using the Pochinko Technique. Moreover, students were expected to transform their ideas about their fears.

Chapter Five

Data Analysis and Findings

Throughout this chapter, the findings gathered in the pedagogical intervention are presented, analyzed and interpreted. In this way, the approach to analyze the data is presented and described. After that, the categories and sub-categories obtained from the data are mentioned and defined.

Procedures for Data Analysis

It is important to say that, all the information gathered in field notes and videos has been organized in order to analyze it systematically following the Grounded Theory.

According to Strauss and Corbin (1995), the grounded approach is an inductive process in which theories emerge from the data itself. It allows the researcher to construct theory through grounding data that was systematically gathered and analyzed. Additionally, the grounded theory is characterized as systematic and emergent. In this sense, the theory that is developed in this research has emerged from the data collected, examined, triangulated and analyzed.

Triangulation was a useful tool to find results and avoid bias. For that reason, the information gathered from field notes and videos was compared to get validity and reliability. First of all, the data were read in order to find repetitive parameters. These parameters were highlighted depending on their relation. According to the Grounded Theory, this process is called color-coding. After that, the second step was grouping data. According to Strauss and Corbin (1995), this process is necessary to classify data into categories that structures the data in an

organized way to analyze it. For that reason, there were a lot of repetitive parameters that were discarded and other selected in order to create groups helping the analysis. Then, the third step was comparing data and finding relationships. Here, and according to the theory, it is necessary to start comparing different sources, (in this case, an interview, videos, field notes) to find relationships and identify patters to construct categories with the necessary information. At the end, the researcher started an interpretation of these findings taking into account the existing theory.

Categories of Analysis

In this research, the main objective was to analyze how at Liceo Femenino Mercedes de Nariño School shaped their use of an appropriate conversational formulae when Pochinko Technique was used at Liceo Femenino Mercedes de Nariño School. In this sense, the following figure is a representation of the emerging categories of analysis. It is important to say that these ones are connected to the objectives proposed at the beginning of this research.

To describe how sixth grade students, use different expressions and chunks, while Pochinko Technique is used in the classroom.

Oral interaction through the usage of patterns

To give an account of how sixth grade students share their fears using Pochinko Technique.

Students' Exchanging Experiences

Categories of Study

Theatrical Elements

To document the findings of students taking into account their interaction when Pochinko Technique is used.

Category 1: Oral interaction through the usage of patterns

This category shows an analysis of what happened when students were talking and using different patterns during the implementation of this research. In this sense, it is necessary to take into account that the nature of oral communication is formed by using appropriate conversational formulae. In that way, the expressions learned and used as a chunk to accomplish purposes and expressions to give you time to organize your ideas are perfect examples. Nunan (1989, p.32)

First of all, the chunks that were implemented in this research were "I am afraid of," "I am scared of" and "I am frightened of." These three different chunks are related to the main idea of the research, the use of fears. Moreover, it is vital to take into account the importance of using different fillers as "Ermm" and "Amh", that was evidenced when students were thinking about their fears to speak more in English.

First of all, in regard to the use of the patterns mentioned before, these ones were introduced at different moments of the intervention. The first one was "afraid of", which was introduced in the middle of the first cycle; it was not possible to implement the patterns from the beginning of the first cycle because students did not have clarity on the use of the verb Be. For that reason, it was essential to do a review of this topic with different activities proposed on the planning and made a review while students were practicing the patterns.

The class starts with a warm up activity when students repeat the pattern "I am afraid of" and the name of their fears. After this, the idea was using the verb to be in present, "Am, Are, Is". However, students get lose and they cannot continue the activity, for that reason, it was necessary to do a review of verb to be. I tried to explain the use of the patter "afraid of" the rest of the class with different images and using the board.

[Field Note N°2. Description. August 28th, 2019]

The second and third patterns were introduced in the second cycle. In this case, at the beginning of this cycle, the pattern "scared of" was implemented, and at the end, the pattern "frightened of." After doing different activities and practicing these patterns altogether, it was noticed the lexical choice that students made. According to (Bateman & Paris, 1989), the choice of the best word or phrase is according to the expertise of the user. In this sense, students had three patterns but most of them preferred to do the activities with the first one, "afraid of" and some with "scared of." This event occurred because of the hard pronunciation of the last pattern "frightened of" according to the expertise that students had with English language.

Moreover, regarding the last event with the choice of patterns, it is remarkable that "oral interaction involves choosing appropriate syntactic and lexical structures from all the available possibilities that express the same propositional content." (Bateman & Paris, 1989, pág. 32). In this intervention, there are three patterns which express the same propositional content, but students chose the best and most appropriate alternative for them and their knowledge. For that reason, during most of the final activities or interventions, girls were using the pattern "Afraid of" and not the others.

*S1. Are you **afraid of** frogs?*
*S2. No, I am not. Are you **afraid of** frogs?*
*S3. No... ehh, yes, I am. Are... are, ehh, you **afraid of** frogs? , si?*
S4. Yes, I am
[Video-Recording Transcription. Practice-group 2.1. September 27th, 2019]

In all the interventions, the use of the patterns was included; however, at the end of the intervention, cycle 3, interactions where all the patterns were used can be seeen , which is

related somehow to a basic level of fluency in L2. This can be confirmed with some words that the teacher in charge said about this intervention, and the field notes.

> *They were **using their expression, the structure I'm scared of, I'm afraid of and I'm frightened of…** Ehh, it was easy for some girls, for others, medium and for the rest difficult. But, well, some of them did it with facility and they explained it to their classmates, and each student was taking this according to their fears. That part was clear at the end.*
>
> [Audio-Recording N°6. Interview Transcription. March 12th, 2020]

> *Students are excited and other afraid of passing in front of their classmates. Some students make gestures and movements. Others seems that are thinking about what they are going to say. **Some students talk with good fluency and using the patterns**.*
>
> [Field Note Nº14. Description. October 14th, 2019]

On the other hand, it was relevant the use of fillers as Errh and arm as a cognitive process. Fillers are part of the natural spontaneous speech and according to Basurto Santos & Hernández Alarcón (015) "Fillers might actually signal that there is a cognitive process in the mind of the speaker, showing that the thinking process can derive in the creation of speech production." (p.193). in this intervention, the use of these fillers was common. Students were thinking and processing the information got from their experiences, the teacher researcher made an account of that information and their practice in class, "buying time" (Khojastehrad, 2012) and converting it into a short speech.

Another important part in students' oral interaction was that, at the beginning, in the first cycle of the research, students were talking in their mother tongue. However, with time, in the second cycle, they started to mix Spanish and English, and then, in the third cycle, they spoke more in English. In this part we can find interlanguage. According to Selinker (1972), an interlanguage is a step of the process of acquiring a second language where some L1

characteristics are preserved by the student while he/she is using some of the L2. In this way, in the first and second cycle, all the basic sentences that students were able to make were the result of the mixture between the two languages, L1 and L2, while students were learning how to interact totally in English, as it can be seen in the third cycle.

Cycle 1
T. What is your name?
S. Danna Melissa
T. How old are you?
S. Erhh… trece años
T. And in English?
S. Erh... ¿Cómo se dice trece?

[Audio-Recording Transcription N° 1. July 22nd, 2019]

Cycle 2
S1. ¿Profe podemos ver el ejemplo ahí?
S1. Are you scared of clowns?
S2. I am
S3. Me too
T. Okay you too, perfect

[Video-Recording Transcription. Practice-group 1. September 25th, 2019]

Cycle 3
S1. Hi Sofia and you?
S2. Cool thank you, erh... what you scared of Danna?
S1. I am scared of clowns
S2. Why are you scared of clowns?
S1. Because I watch the movie clown "it"
S2. Mm interesting
S1. Sofia, what are you scared of?
S2. I'm scared of use claustrophobia
S1. Why are you scared of claustrophobia?
S2. I don't know scared of claustrophobia

[Video-Recording Transcription. Final project 1. October 29th, 2019]

To sum up, as the previous audio and video recordings showed, students were able to interact with the teacher and their classmates. In the first cycle it could be noticed the use of

English and Spanish to complete the answer, interlanguage. Then, in the second cycle, the use of Spanish, L1, is less than the use of it in the first cycle; students tried to interact with short answers with their classmates. However, in the final cycle there is a complete interaction between two students with more information and fewer mistakes. It means that it was a gradual process where students practiced all the time with different activities. In this case, practice or repetition was crucial to acquire the pronunciation and fluency that was showed at the final activity Furthermore, it is also important to remark the use of fillers and the patterns addressed before.

Category 2: Students' Exchanging Experiences

All along the pedagogical intervention, the exchange of experiences was a crucial part in this research. In this case, the experiences were aimed to the part of fears. These fears were the way that students found interesting and enjoyable to learn English. However, this is just one part of this category because it is also essential to pay attention to the way that students exchanged those fears, working in group and individually.

First of all, it is important to take into account that not only were they talking about their fears but also they had to confront their fear of talking in another language and in front of their classmates. In this sense, there might have been be different causes to this fear. Turula (2004) identifies four categories of possible causes: academic, cognitive, social and personal. However according to (Tinjacá, 2008) who did a research taking into account the reality of public school in Bogota, there can be four causes of English speaking fears. The first, *psychological,* connected to the false failure feeling and lack of self-confidence. Second, *Methodological*, all

related to the motivation and pedagogical practices. Third, *cognitive* connected to the indifference to the learning process and styles and finally social affective related to the public embarrassment risk.

All these causes of English speaking fears were connected to the events that happened in this research. At the beginning, the proposal of this research was an exchange of experiences in groups, but there were some students who did it individually. Some troubles that the head teacher and the teacher researcher found were that several students did not go to school for different reasons. In this way, students preferred to work individually and did not depend on their classmates. This fact was related to the personal cause and intervened in the way that the intervention was proposed. This can be seen in the following Field Note and some words of the head teacher in the interview.

> *Students participate actively and there are some questions of students that did not go to the school last week. For that reason, they are lost. Nevertheless, I do a fast review about verb be.*

[Field Note Nº6. Description. September 11th, 2019]

> *"The girls did not attend to the classes, then they are lost"*

[Audio-Recording N°10. Interview Transcription. March 12th, 2020]

It is vital to remember that in all this research, the Pochinko Technique was used, where interaction between students was important taking into account the words of Richards (2008) who says that, "conversation is highly interactive and is in a collaborative conversational style. The listeners give constant feedback, including laughter, to prompt the speaker to continue learning" (p. 23) For that reason, students were interacting all the time in small groups of 2,3 and

4 people. In this way, they were losing their false feeling of failure and their fear of talking in front of the public, two causes addressed before. According to this, there were interesting findings according to group and individual work. First, when group work was evidenced in the intervention, students got more vocabulary, use of patterns and exchange of experiences and knowledge as the head teacher and the video recording show. Here, it was evidenced the cooperative learning which allows students to work together and carry out the role of teacher and of learner, recognizing and respecting each other's skills and learning styles (Cohen, Brody, and Shevin, 2004)

They tried to be in groups, and there, they said, my fear is heights, darkness, ahh that is my fear too, they expressed better than other students with activities or images

[Audio-Recording N°5. Interview Transcription. March 12th, 2020]

T. Start please,
S1. ¿Quée?, ¿quée dijo?
S2. La pregunta, jajajaj
S1. Ahhh, ¿con todas?
T. Yes
S1. Hanna, woo, who is afraid of darkness?

[Video-Recording Transcription. Practice group 2. September 25th, 2019]

As it can be seen in the last examples, group work increased students' motivation and the pleasure of learning. Motivation is essential because it is necessary to make learning stimulating and enjoyable to get a good student development Dörnyei, (2002). Moreover, the lack of motivation is another cause addressed before and here is when Pochinko Technique was introduced as a new, interesting and motivational way to learn English. According to this, it is important to say that "In clowning, we rediscover that same child-like sense of playfulness which allows us, with fear and pleasure, to open the door to our imagination." (Bonange, 1996, p. 3).

Their imagination with their fears was the key of motivation to learn English in this research. Students found a different and fun way to explore oral interaction in English. This increased their motivation and it did not matter if there was nervousness or fear of talking in this language, due to the fact that they were having fun and doing new things from their own experiences and perspectives.

Some girls did not want to do it because they pronounced badly, but they were motivated by their teacher researcher and their classmates. If she can I can

[Audio-Recording N°7. Interview Transcription. March 12th, 2020]

Moreover, nervousness or the fear to talk in public is related to individual work. In this part, findings are different from findings of students who work in group. These students did not have more time to talk and to practice as the others. As Johnson, Johnson, and Holubec (1999) affirm that the exceptional performance in the classroom depends on the cooperative efforts of a group. In this case, they were more nervous when they were presenting the last activity because of the lack of group work.

Student working alone

S1: Hello my name is Lina Laverde

S1: I am ten, twen, ahh

T: Twelve?

S1: Twelve years old. I am scared of darkness and, …. Ahhh…. Because….

<p align="center">[Video-Recording Transcription. Final project Miedo 2. October 30th, 2019]</p>

Students working in pairs

S1. Hello, what is your name

S2. Hi, my name is Laura how are you?

S1. I'm fine and you?

S2. Yes, I'm fine

S1. What are you afraid of?

S2. I'm afraid of my parent's dead

<p align="center">[Video-Recording Transcription. Final project Video 2. October 29th, 2019]</p>

The last two examples show how the girl that worked alone made more pauses and was nervous, contrary to the group of girls that talked fluently and without nervousness. It is important to remark that this happened because Pochinko Technique worked with students' own insecurities and foibles in order to package them as comedy exchanging experiences with the audience. Mail (1979). In that sense, it is necessary the constant interaction to practice and confront all causes of fears addressed before. Here, there is another example of the final presentation observation.

> *Students are excited and other afraid of passing in front of their classmates, some students make gestures and movements. Others seems that are thinking about what they are going to say. Some students talk with good fluency and students who do not have a partner are nervous.*

<p align="right">[Field Note Nº14. Description. October 14th, 2019]</p>

Furthermore, it is necessary to take into account another perspective going beyond the motivation. It is the Investment factor, which "recognizes that learners often have variable desires to engage in the range of social interactions and community practices in which they are situated" (Norton, 2011, p. 9). Not all the students were working in group as the others, and not all of them got the same results as it can be evidenced before. Taking into consideration Norton (2011), "A language learner may be highly motivated, but may nevertheless have little investment in the language practices of a given classroom or community" (p.10). The last fact can be supported in the students' interests related to their favorite subject (Annex B) and as it can be evidenced in the first chapter of this research in which some students state their dislike of English subject; also, different personal experiences which interfere with the desire and the investment to learn a new language (English).

To sum up, the exchange of experiences among students while Pochinko Technique was used, was possible to the group work. All students who worked in group were talking and exchanging all their experiences in English, getting more vocabulary and working on their fear of talk in front of the others. However, some students who preferred to work individually got less vocabulary and they were more nervous that their classmates. Finally, the key of this intervention was the motivation, which was gotten when Pochinko Technique was used exchanging and speaking about something that students found interesting, their fears without

forgetting that exists the investment factor supported in a sociological construct and going beyond the motivation.

Category 3: Theatrical Elements

The use of Pochinko technique and the patterns were important in the development of this research and intervention; however, there were different theatrical elements which intervened when Pochinko was applied, helping students to exchange their experiences.

First, it is relevant to say that clowning is a technique of theater, also, it is called Pochinko Technique or Pochinko method. In this way, the core of the intervention was not about theater, but as it was stated before, Pochinko is a technique used in theater, (Mail,1979). For that reason, it is important to talk about the theatrical elements seen in the intervention such as performer, audience, set design and director, and also, how these intervened in the oral interaction in English (Rico, 2015).

Performers were the 40 students of 603 grade of Liceo Femenino School sharing their experiences. In the intervention, it was noticed the oral interaction that was analyzed before; however, this is not the only thing to take into account because

"The performer who tells a short story to the audience through their actions and their words" (Rico, 2015, p. n/a) actions that can be noticed in gestures and movements that students made to share their ideas in English. This was noticed from the second cycle where students started to pass in front of their classmates to practice.

> *"At the end of the class, students go in front of their classmates and they have to say what their fear is. This is a practice about the use of gestures and movements when you are **talking in front of the public**."*

*They started to make **their gestures**, if I am afraid of spiders, so they did the*

***movement**, just to understand what the animal is, or heights, injections, then they*

made a lot of gestures to be understandable

[Audio-Recording N°8. Interview Transcription. March 12th, 2020]

Connected to these actions, there is the audience. In this case, the girls of the same grade were the audience in all cycles or moments of the intervention. Students practiced and did the final activity in front of their classmates, an audience that tried to cheer up all the actresses. Moreover, it was noticed an effort as a result of students' motivation that created a set designed with drawings or images according to their fears.

The last theatrical element that was possible to notice was the director. In this part, it is important to remark that Pochinko Technique is mediated by a person who leads the activity. In this intervention, this was possible thanks to the teacher researcher, who was leading these girls to have a good oral interaction in English, using the patterns proposed and the topic, experiences-fears, to keep the motivation that is essential in this technique. Furthermore, the teacher was not the only person leading students, at several moments some students got the control and became the directors to lead and to help their friends as in this transcription.

S1. He is afraid of rats.
S2. No, she is…
S1. She is afraid of rats.

S3. Majo you are afraid of spiders?

S4. ¿Qué significa eso?

*S1. **Pregunte, es una pregunta de los miedos***

[Video-Recording Transcription. Practice Spiders. September 25th, 2019]

To sum up, this category demonstrates how theatrical elements helped students to share and stream their experiences in English. It is true that in this research oral interaction was the most important part; however, there were images, gestures, movements and people leading as well. These elements were used by students to understand and to be more understandable when they were speaking in English.

Chapter Six

Conclusions and Limitations

This final chapter is related to the conclusions, limitations and reflections arisen in the pedagogical intervention and this research. The following conclusions appeared from the analysis of the data and the last chapters of this document.

First of all, it is important to remember that all the data collected served the purpose of solving the research question. In this case, the question was *How could a group of sixth EFL graders at Liceo Femenino Mercedes Nariño School shape their use of an appropriate conversational formulae, sharing their fears through the use of the Pochinko Technique?* To solve this question, three different categories, connected to the specific objectives, emerged from the data collected.

The first category, oral interaction through the usage of patterns showed that the continuous use of the patterns proposed in this research helped students to develop a basic level of fluency in English, and to understand the use of them in basic sentences with verb be. In this sense, students interacted with their classmates using the three patterns, "afraid of", "scared of" and "frightened of" over and over again exchanging experiences through different activities.

Using patterns, increased the oral interaction among students. As it was mentioned in the last chapter, oral interaction in English was increased with time. Students practiced the same patterns over and over again, but doing different activities. However, it is essential to remark that in this case the patterns were related to the main topic, experiences-fears. For that reason, the choice of these patterns must be according to the level, setting and students' likes, as it was done in this research after some intervention at the beginning where students talked about their motivations.

The second category, students "exchanging experiences" highlights how the exchange of these experiences was beneficial in the oral interaction in English. First, it is remarkable that some students worked alone and not in pairs. Thus, it can be noticed that students that worked in pairs did a better final activity than the ones who worked alone. This happened because the core of the technique applied in this research, Pochinko, was the exchange of experiences that the participants had among them, increasing interaction and fomenting practice. For that reason, students who were alone were more nervous and did not have the same fluency than their classmates.

Moreover, in this part a huge level of motivation of students was noticed. This motivation was related to the topic and the way the teacher was leading the class, in this case, the fears and the application of Pochinko Technique, remarking the use of this technique in this intervention

due to the fact that it was the way to increase students' motivation and to get their attention by means of using fears.

To sum up this category, the use of Pochinko Technique was the clue to get students' attention. It is essential to highlight that interaction among students was necessary according to this technique. For that reason, it is better that the person who is applying Pochinko, has the participants work in groups. That way, they are going to exchange information and learn from others.

The final category, Theatrical Elements showed that in this intervention there was another important part dealing with oral interaction in English. The elements that were noticed in the intervention were the performer, audience, set design and director. According to these ones, it is important to remark that the performer did different actions and made different movements and gestures, as well, while he or she was talking. This is non-verbal communication, and students used it to communicate their experiences with their classmates, which improved oral interaction in English. Furthermore, they not only used this non-verbal communication, but also images to the set design; this, with the idea of being understandable and communicate their ideas better.

Moreover, the audience was a crucial part in this intervention. It was the students who were practicing and exchanging their fears; it means that the student was in front of their classmates presenting and practicing over and over again, which allowed him/her to lose nervousness and to encourage other students to do their best.

Finally, throughout the intervention the role of the director was essential. This person was not always the teacher researcher, in several moments students took that role to help and lead their classmates. In this part, it is necessary to remark how the teacher researcher created a

motivational and interesting environment where students wanted to practice and talk in English. For that reason, the person that was in charge of this role had to follow and apply all the characteristics of Pochinko Technique to get the perfect environment for students, remembering that not all participants are the same and do not have the same needs.

Limitations

There were some limitations along this research. The first one, is related to the application of Pochinko Technique. The number of students in the classroom was huge to keep attention and discipline. Although, this technique was interesting and a good way to keep students' motivation, it was necessary to work in small groups in which all students could interact among them, and it was not possible to help and lead all students at the same time. For that reason, some students got distracted and did not advance as others.

Furthermore, the lack of resources in the classroom was a problem in the application of this technique. Pochinko is a theater technique, it means that the person who leads its application has to work with some theatrical elements, depending on the objective. However, many activities had to be re- planned because there were not possibilities to have computers, recorders or a video beam. In this sense, the teacher researcher had to be resourceful with handmade or printable resources.

The second limitation was related to time. When the intervention was in process, there were different strikes, not to mention holidays and cultural activities at the school. Moreover, the final part of the intervention was intervened by a lockdown due to Covid-19. For that reason, it

was not possible to continue the intervention with students and the data collected and activities were reduced.

To conclude, this was an enriching experience to the teacher in charge, the researcher and the students. Students learnt and enjoyed the intervention; the teacher in charge learnt another way to do the classes and the researcher learnt constantly not only from the activities proposed but also from the students' positive and negative actions, and from the head teacher who provided the resources and experience to work with this group. Moreover, it is necessary to remark that planning is crucial to develop any research or intervention. In that sense, the researcher could have different alternatives to solve the obstacles.

Pedagogical implications

In the field of education, this research introduces another opportunity to work with students in English classes. Students are able to express their fears and interests while they are improving their oral interaction in English. Moreover, applying Pochinko technique is a new way to design meaningful resources to develop the classes and to increase students' motivation.

It is also important to remark that this Technique allows students to improve more than speaking skills. Students improve their vocabulary, grammar and non-verbal communication. In addition, it is important to know how to manage all the situations related to the fears and experiences that students could have. This is integral education, for that reason the teacher has to be empathic and be part of the implementation too.

Suggestions for further research

Throughout this research, it was evidenced that Pochinko Technique can be a useful tool to improve oral interaction in English in an EFL environment. Nevertheless, it is necessary to

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examine better results of applying this Technique with a less number of students; taking into account that this research was implemented with 40 students. Moreover, having more time to develop more activities, settings and elements related to this technique, and also resources, might be extremely helpful to get more results in this area.

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Annexes

Annex A. Field Notes

<table>
<tr><td colspan="2">Field Note 1</td><td colspan="2">Universidad Pedagógica Nacional</td></tr>
<tr><td colspan="2">School: Liceo Femenino Mercedes Nariño</td><td colspan="2">Cristian Andrés Torres Palacio</td></tr>
<tr><td colspan="4">Sixth Grade (603) (40 students)
Time: 6:15 am – 07:35 am
Date: April 2, 2019
Teacher: Yaneth Baquero</td></tr>
<tr><td colspan="2">Observation</td><td colspan="2">Interpretation</td></tr>
<tr>
<td colspan="2">

The day starts at 6:15 am. Teacher Yaneth Baquero introduces me in front of the girls. Then, they were organizing some pieces that they had to do with the alphabet letters. In that moment, teacher starts saying one phase and she also spells it. She takes some papers that she has in her bag and for each girl who finishes the task (doing the phase with the pieces that they have), she gives them one paper that symbolizes one point.

When all papers are divided up, teacher calls attendance list and writes the point which girls got. Then, teacher asks for one girl who wants to write on the board the sentence. "the classroom has two chairs"

The second phase is "Making a directory". It is a sentence that teacher saw in the book. This book is "Way to go", is was a gift by the government for each girl. The procedure is the same. Some girls get point and teacher takes notes about it.

After the second phase, teacher requests the names of girls who do not have the pieces and she subtracts points that they have been gotten thought the term.

Finally, she asks for my help because she needs to give scores. For that reason, it is the last part of the class and I give class for one hour. While teacher is giving scores, students are screaming and doing disorder. Then, students do activities related to mimics.

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- Girls are quiet and focus while they organize all letters as soon as possible. It seems like they are waiting for something. (points)

-while girls are trying to organize the pieces, they are quiet. However, they start to scream and to do disorder because teacher does not pay attention to all of them. It is important to notice that there are just 18 papers for points. Girls that do not get papers get angry and frustrated. In my opinion, this rewarding system is not good for them and for students in general; they get used to obtain always points and then, they do not do anything without points.

- All girls want to pass in front. At the beginning, this act was strange for me because normally students do not want to participate. However, I realized that students who participate get points; for that reason, all of them want to pass to the board.

- Girls who did not get any point are frustrated. Some of them try to organize the new sentence; however, others are bored.

I think that teacher can use rewarding system in order to give some points as a prize. However, teacher should use it sometimes in the class, otherwise, students do not work without those points.

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<tr><td colspan="2">Field Note 2</td><td colspan="2">Universidad Pedagógica Nacional</td></tr>
<tr><td colspan="2">School: Liceo Femenino Mercedes Nariño</td><td colspan="2">Cristian Andrés Torres Palacio</td></tr>
<tr><td colspan="4">Sixth Grade (603) (40 students)
Time: 6:15 am – 07:35 am
Date: April 3rd, 2019
Teacher: Yaneth Baquero</td></tr>
</table>

Observation	Interpretation
The day starts at 6:15 am. Teacher Yaneth Baquero greets students, also she asks about the pieces that they should have to work with the alphabet. While they are organizing the pieces, they are quiet.

Teacher call attendance list and at the same time, teacher gives point for having the pieces in order.

Then, teacher says "Voy a dictar la palabra y cuando la tengan lista levantan la mano". The first sentence is "you are students". Moreover, she repeats and spells the sentence and each word

Girls arise her hands in order as they end the task. However, they are excited and start screaming because all of them want the attention to be evaluated.

Then, teacher ask for a secretary. She is a student in charge of write the sentence on the board. After she writes the sentence, teacher sits and starts finding the names of the girls that won points. At that moment, some girls argue that teacher is not good because there are girls that finished the task and she did not evaluate them.

The second sentence is given by me. Teacher asks for my help with a sentence using present simple. The sentence was "she is a secretary". The third one is "Camilo is eating apples". And after the sentence, the same act happens, there are some girls happy and other angry because teacher does not pay attention or they do not get points.

After this activity, teacher starts giving scores and requests my help with activities. I do an activity with draws and body parts. | - All girls are organized because they know that it is a score. I can see that they work if there are point to win because they always are working with points. It means that students are motivated by getting one of them.

- All the class is in Spanish. Most of girls do not a lot of English; however, I think that teacher should use at the begging 50% of English and 50% of Spanish, then she can use more English than Spanish. In that way students will get used to listen different words in English.

- The activity works while students are waiting the sentence and when they are organizing the pieces. Then, they are disorganized and they scream because they want the teacher attention. If teacher want to use this activity in order to review the spelling and prepare them to the competition, it is necessary another way to give the points without the disorder. Maybe, give one phase line by line is a better procedure, but it is more waste of time.

- In the third sentence, girls have troubles with ing despite of they already knew present progressive because they are used to write sentences in present simple. (According to the teacher)

-There are just 3 girls that know a lot of parts of the body. The others ask for meanings, and I notice that they know very well the alphabet because spelling activities but they are not training other skills. |

Field Note 3	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: April 9th, 2019	
Teacher: Yaneth Baquero	
Observation	**Interpretation**

At the beginning of this class, is happens the same activity that I wrote in the first and second field note. This activity does not change. Phases this time are: He is an actor; they are in the house; you are not in the theatre. There are some girls that get angry because teacher does not pay attention. Then, teacher starts with another activity called "letter soup". She explains in Spanish and she gives seven words to make the soup. To make it, students have to use the cards. After this activity she gives ´points for all students who finish rapidly the task. At the end, teacher asks for one favor. Next day some girls have to go to the CRI (Centro de Recursos en Ingles); it is a room with some English resources. In this place are saved all student books "Way to go", for that reason teacher has to carry out with the books to lend them.	It is already a routine. Girls stars organizing the alphabet cards, because they want to win points. My opinion in this case is the same the other field notes; I do not like this rewarding system. It is important to notice that there are a lot of girls and teacher cannot pay attention to all of them. Also, students are disorganized due to teacher does not give points, for that reason this activity waste a lot of time. It is not a secret that all public places, in this case schools do not have enough resources to do a good English class. For that reason, it is good to get some free books but it is not easy to work with 40 books for all six grades. Also, this CRI room is not available for all grades because of schedules. That is the case of this 603 grade; they cannot go to that room because is full of other people.

Field Note 4	**Universidad Pedagógica Nacional**
School: Liceo Femenino Mercedes Nariño	**Cristian Andrés Torres Palacio**
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: April 10th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
Class starts fifteen minutes later than the other classes. It is because teacher had to go to the CRI to collect all books that students need to study and to do some activities. As a routine, teacher call list and gives point to girls that have cards. Then, the first sentence is, it is a red book, second one is they eat a hamburger. Then, teacher has in a notebook information about who has a book. For that reason, she gives the book according to the number that she has written in front of each girl name. After ten minutes, all girls have a book and teacher explains the activity about filling personal information in an identification card. When students finish the activity, they have to do another one filling gaps using a, an or some. Most of students are lost with this activity and teacher has to review and to pass one by one checking the activities done and putting her signature in students' book.	Fifteen minutes and the, ten minutes is a lot of time to collect and to give the books. It is necessary to find a possibility to go to the room because giving and then receiving all books is time-consuming. I think that girls are lost with a, an and some activity because they have to do always activities related to spelling. For that reason, they are not training other topics and they are forgetting them.

Field Note 5	**Universidad Pedagógica Nacional**
School: Liceo Femenino Mercedes Nariño	**Cristian Andrés Torres Palacio**
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: April 23rd, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
At the beginning all girls are organizing their cards. However, teacher has a workshop about language day. For that reason, she requires to save cards and to star doing the workshop. Before they start doing the exercise, teacher changes class organization, she switches some lines. There are some faces of dislike when teacher do the groups to do the workshop; nevertheless, they have to work with the group that teacher formed. Teacher reads aloud the instructions to do the workshop and gives 30 minutes to finish it. There is a girl who do not like to work with her group, and there are other girls who are not doing the exercise while their partners are working for them. At the end, teacher collects all papers.	This time, I realize that there is one girl that always is late, and she told me that she lives so far. Girls want to sit in any space. However, teacher thinks that it is better to organize them. In my opinion, students feel better when they have the possibility to sit in any place; Nevertheless, they can be more disorganize and it can be the teacher's reason to organize by herself all girls. In this case, this girl is authoritarian, she has to do all things that they consider goo for the task, but she does not like comments that her friends say. For that reason, she prefers to work alone. There are some students that do not like to work in groups as the girl in the last case. However, I think that teacher should try to show that working in groups are good and there are advantages.

Annex B. Survey

16. ¿Cuál es tu materia favorita? ¿Por qué?

cátedra para la paz por que la profe es chevere

17. ¿Te gusta el idioma inglés?

a. X
b. No

¿Por qué?

Por que es chevere y nos sirve para la vida

18. ¿Te gusta la manera en que te enseñan inglés en tu colegio?

a. X
b. No

¿Por qué?

Por que enseñan primero lo basico y luego van nivelando

19. ¿Qué habilidad es la que más te gusta en inglés?

a. Leer
X Escuchar
c. Hablar
d. Escribir

¿Por qué?

Por que aprendo mejor escuchando el ingles

20. ¿En cuál habilidad te consideras mejor en inglés?

a. Leer
X Escuchar
c. Hablar
d. Escribir

¿Por qué?

Por que aprendo mejor

21. Aparte del colegio, ¿aprendes inglés en otro lugar o con alguien más?

X Si
b. No

Si marcaste Si, ¿Con quién o dónde?

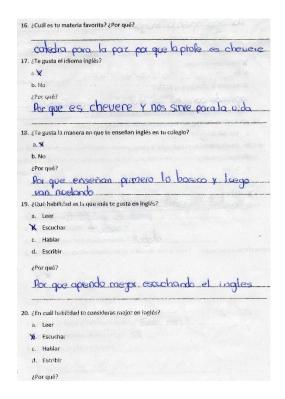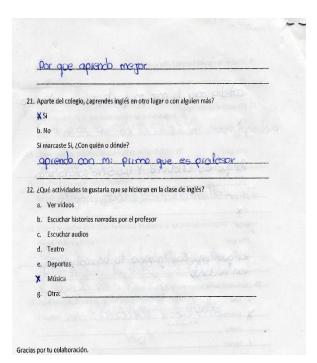aprendo con mi primo que es profesor

22. ¿Qué actividades te gustaría que se hicieran en la clase de inglés?

a. Ver videos
b. Escuchar historias narradas por el profesor
c. Escuchar audios
d. Teatro
e. Deportes
X Música
g. Otra: _____

Gracias por tu colaboración.

Annex C. Teacher Interview Answers

1.El método que tiene el Liceo Femenino es el comunicativo. Este es el que se trata de llevar a cabo en todos los encuentros con los estudiantes y la mayor parte del tiempo. Sin embargo, uno de los inconvenientes para que esto sea realidad es la falta de materiales como una grabadora, televisores, etc. Se trata igualmente de cumplir con este hecho.

2. Para este año el concejo británico y la secretaria de educación enviaron los libros "Way to Go". A las niñas les obsequiaron el work book y el student book hay uno para cada estudiante, pero en calidad de préstamo. Lo anterior quiere decir que el libro se le presta al estudiante durante las clases, pero se devuelve al terminar. No siempre se utiliza este libro ya que el centro de recursos de inglés del colegio es lejano al salón de clases y se dificulta llevar tantos libros a los estudiantes. De igual manera, se trata de completar todas las actividades que este libro obtiene. En cuanto a los audios o videos que este libro tiene, no se han podido ver ya que no hay los recursos disponibles.

Para el concurso que hay de spelling, se trabajan las dichas del alfabeto del inglés para que las estudiantes las organicen mientras se va deletreando una palabra. Todas las clases, los 15 minutos de cada clase se hace este ejercicio.

3. Una manera de evaluar es con las fichas, ya que las niñas deben llevarlas y se está pendiente de quienes las traen o no, para así ponerles puntos o no. Fuera de eso se les da puntos a las niñas que primero forman las diferentes palabras que se deletrean. A parte de esto, se dan puntos por las actividades del work book, student book y en el cuaderno. Evaluaciones como tal no hay, se evalua por los diferentes puntos que se dan. Solo al principio se hizo un diagnóstico, donde hay niñas más ubicadas que otras. La mayoría de ellas tienen dificultades con el idioma.

4. <mark>Se trató de evaluar con Duolingo</mark>. Sin embargo, este año no se piensa de nuevo utilizar, por lo menos hasta mitad de año ya que se están preparando las niñas para el concurso de spelling.

5. En cuanto a la caracterización general, el nivel de las niñas era mejor antes, pero no se sabe por qué la desmotivación y desinterés de las niñas con respecto al idioma.

6. El grupo 603 es disciplinado, atiende las sugerencias e indicaciones del trabajo que hay que hacer. Además, están interesadas cómo se lleva a cabo la clase; otras veces sugieren que se puede hacer. Otra fortaleza es que la gran mayoría lleva sus materiales para resolverles las dudas, y también llevan las fichas. <mark>Sin embargo, algunas niñas siempre están sacando excusas a los trabajos que se dejan y no llevan las fichas; casi siempre son las mismas, las niñas que muchas veces tienen problemas académicos no solo en inglés, sino en general.</mark> Por eso, se trata de ubicar a las niñas en el salón en un sitio que le ayude a su aprendizaje y no la distraigan. A veces se desordena el grupo, trata d ese indisciplinado. Sin embargo, lo que gusta es sus ansias de trabajo.

7. Lo que uno ve es que hay dificultades en el hogar ya que a veces hay <mark>hogares disfuncionales</mark> y los padres no están pendientes; casi siempre la persona que está pendiente es la abuelita y las niñas están muy solas en el proceso académico. Los padres argumentan que no saben inglés, pero se les dice a ellos que las tecnologías les pueden ayudar bastante. <mark>Algunas niñas parece que no se alimentan bien y algunas llegan mal arregladas,</mark> de pronto no se sabe si hay algunas que estén enfermas, de pronto ni son llevadas al médico, no les prestan atención. Ve uno niñas que tienen dificultades en la manera de escribir, confunden las letras, y algunas demuestran que el inglés no es su fuerte ni nada, no muestran ningún interés, pero son poquitas.

Comentario: Si uno se pusiera con la evaluación y todo como antes, pasarían pocas. Ahora uno se ajusta dándole plazos a ellas y muchas veces no entregan con tantos plazos, de pronto porque no tienen el habito para hacer tareas y nadie les ayuda; sin embargo, la gran mayoría trabajo muy bien
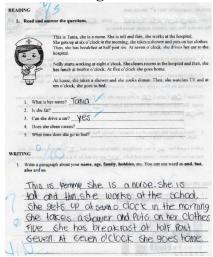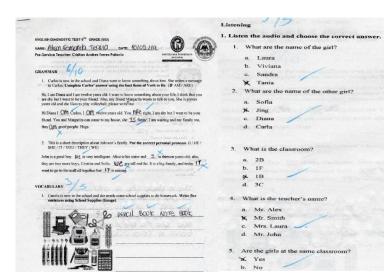
Annex D. Syllabus

EJES TEMÁTICOS Y CONTENIDOS PROGRAMÁTICOS	INDICADORES DE DESEMPEÑO-SEGUIMIENTO Y PROMOCIÓN	ESTRATEGIAS METODOLÓGICAS	DISEÑO DIDÁCTICO Y RECURSOS	INDICADORES DE EVALUACIÓN (Saber: Hacer- Conocer y Ser)
▪ **DEMOCRACY AND PEACE:** ▪ **GETTING TO KNOW OTHERS** - English class expressions - School supplies - Greetings and farewells - English alphabet (spelling) Cardinal and ordinal numbers - Information questions - Personal pronouns - Verb to be (Simple Present) - Time expressions:	● Comprende y sigue adecuadamente instrucciones y expresiones propias de la clase; se presenta y presenta a otros y maneja expresiones de tiempo.	Metodologías activas, interactivas y flexibles que tienen en cuenta el factor lúdico, que integran lo conocido con lo nuevo, ricas en contenidos culturales y que valoran los factores afectivos. Actividades interesantes y significativas centradas en la estudiante y que permiten el desarrollo potencial de cada una, teniendo en cuenta los diferentes estilos y ritmos de aprendizaje. . Es en cada aula donde se desarrolla el proceso de enseñanza aprendizaje del inglés, se realiza una construcción conjunta entre docentes y estudiantes, que es a su vez única e irrepetible. Por esta y otras razones es difícil de considerar que existe una única manera de enseñar o un método infalible que resulte efectivo y valido para todas las situaciones de enseñanza aprendizaje.	Aplicación de todo tipo de material que sirva a propósitos comunicativos como: *Desarrollo de guía, revisión individual y corrección grupal. *Orientación en la toma de apuntes y ejercicios de aplicación individual. *Orientación en el manejo apropiado de Diccionario Bilingüe. *Elaboración de juegos de mesa. *Elaboración de afiches, frisos, cartillas. * Uso de Material escrito, sonoro y audiovisual (libros, fotocopias, grabadora, casetes, audio-CD, televisor y DVD - VHS.) * Consulta libre y orientada en Biblioteca y en Internet **-** Libro sugerido WAY TO GO 6th Grade	**SABER CONOCER**: Comprende estructuras, expresiones, vocabulario e instrucciones para interpretar textos cortos (orales y escritos) e inferir información, incorporando nuevas palabras del idioma extranjero a su vocabulario, entendiendo su significado, uso y pronunciación correcta. **SABER HACER**: Plantea y contesta preguntas sobre sí misma, sobre sus compañeras y su entorno de clase utilizando estructuras y vocabulario básico del inglés. **SABER SER**: Manifiesta interés por participar activamente en todas las actividades de la clase con respeto, responsabilidad y orden.

- Months of the year - Days of the week - Prepositions of time : in, on, at		El docente utiliza las estrategias en forma reflexiva y flexible para promover el logro de aprendizajes significativos en las estudiantes. Cada habilidad tiene sus estrategias propias, a saber: **Reading:** Busca principalmente que las estudiantes estén en la capacidad de comprender textos en inglés, a través de: reading for specific information or scanning; reading for gist or skimming; reading for details: reading images; vocabulary (word bank); guess meanings; contextual guessing, gap filling; match heading; summarizing; reading aloud. **Listening:** Lograr que la estudiante comprenda el idioma que se expresa oralmente sin necesidad de	Student Book Workbook	

Annex E. Diagnostic Tests

Annex F. Consent Format

Annex G. Class Room Map

Annex H. Field Notes Proposal

Field Note 1	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: August 27th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
The day starts at 6:15 am. Students are excited because they were waiting for me and my class. I start the class giving the dates and the information about the last activity. After giving the information, I decide to change students' places, due to they had expressed that they wanted to change places to work in pairs for the final activity. At the end, students get a homework about their fears. They had to think what is their fears or a remarkable experiences that they have had.	- Students show their happiness in their faces when they listen all things that I have prepared - Students are excited due to they have the opportunity to work in the way that they want - Students leave the classroom talking about what their fears are and what they are going to do.

Field Note 2	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: August 28th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
The class starts with a warm up activity when students repeat the pattern "I am afraid of" and the name of their fears. After this, the idea was using the verb to be in present, "Am, Are, Is". However, students get lose and they cannot continue the activity. I try to explain the use of the patter "afraid of" the rest of the class with different images and using the board. At the end, students pass a short paper in which they wrote the name of the different pairs to work in the final activity. There are some troubles with 4 students that do not work in pairs.	- Students start to ask about the way to say different kind of fears. There are some students that know more words and they help their classmates to say the fears in English. - I try to do the class that I planned. However, when they have to do the task using verb to be, they get lose. For that reason, I realized that it is necessary to do a review about present simple before continue the other classes. - For that reason, I form those groups.

Field Note 3	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: September 3rd, 2019	

Teacher: Yaneth Baquero	
Observation	**Interpretation**
The class starts with a warm up activity in which students play a memory game using the different ways of the verb to be, "Am, Is, Are".	- Students like this beginning. It is a different way to start the traditional classes that they have. However, it is hard to keep the organization.
After this part, I explain the use of verb to be in affirmative sentences and I give examples using the pattern "I am afraid of".	- There are just three students that know the topic. However, most of the students try to participate and practice due to they know that the topic is important to the final activity.
It is time to practice and students start talking about their fears. I choose students that do not talk and they try to practice the information that they learnt.	
10 minutes before the end of the class, students have to do a grammar practice in a paper. It was required by the teacher Yaneth.	- There are some questions about the exercises in the practice part. Nevertheless, I try to answer all of them.

Field Note 4 School: Liceo Femenino Mercedes Nariño Sixth Grade (603) (40 students) Time: 6:15 am – 07:35 am Date: September 6th, 2019 Teacher: Yaneth Baquero	Universidad Pedagógica Nacional Cristian Andrés Torres Palacio
Observation	**Interpretation**
The class starts using the cards that students have about the alphabet. I start spelling words about topics that they have seen. This activity is proposed by the teacher all Fridays. Then, it starts the warm up activity in which students play a memory game using the different ways of the verb to be, "Am, Is, are" but in negative form, "Am not, is not, are not".	- Students know how is the beginning. It is a different way to start the traditional classes that they have. However, it is hard to keep the organization.
After this part, I explain the use of verb to be in negative sentences and I give examples using the pattern "I am scared of".	- There are the same three students that know the topic. However, most of the students try to participate and practice due to they know that the topic is important to the final activity.
It is time to practice and students start talking about their fears. I choose students that do not talk and they try to practice the information that they learnt.	
10 minutes before the end of the class, students have to do a grammar practice in a paper. It was required by the teacher Yaneth. This time is about verb to be in negative.	- There are some questions about the exercises in the practice part. Nevertheless, I try to answer all of them.

Field Note 5 School: Liceo Femenino Mercedes Nariño Sixth Grade (603) (40 students)	Universidad Pedagógica Nacional Cristian Andrés Torres Palacio

Time: 6:15 am – 07:35 am Date: September 10th, 2019 Teacher: Yaneth Baquero	
Observation	**Interpretation**
The class starts with a warm up activity in which students play a memory game using the different ways of the verb to be, "Am, Is, are" but in an interrogative form. After this part, I explain the use of verb to be in questions and I give examples using the pattern "I am scared of". It is time to practice and students start talking about their fears. I choose students that do not talk and they try to practice the information that they learnt. 10 minutes before the end of the class, students have to do a grammar practice in a paper. It was required by the teacher Yaneth. This time is about verb to be in questions.	- Students know how is the beginning. It is a different way to start the traditional classes that they have. However, it is hard to keep the organization. Students start screaming and asking for the opportunity to choose a card in the memory game. - There are the same three students that know the topic. However, most of the students try to participate and practice due to they know that the topic is important to the final activity. - There are some questions about the exercises in the practice part. Nevertheless, I try to answer all of them.

Field Note 6 Universidad Pedagógica Nacional School: Liceo Femenino Mercedes Nariño Cristian Andrés Torres Palacio Sixth Grade (603) (40 students) Time: 6:15 am – 07:35 am Date: September 11th, 2019 Teacher: Yaneth Baquero	
Observation	**Interpretation**
The class starts with the intervention of the teacher. She starts giving the final grades of the last period. However, there are some students that do not have all scores. For that reason, she requires their books to check homework. After this activity, I start with the memory game as a warm up activity. However, this is a game with affirmative, negative and question using verb to be. Then, they have to work in pairs and talk about their fears using English. I start to pay attention to each pair and also I make some corrections about pronunciation and grammar.	- I have to change some students to other places because they are doing disorder. Students work in better way in different places. - Students participate actively and there are some questions of students that did not go to the school last week. For that reason, they are lost. Nevertheless, I do a fast review about verb to be. - There are some students that are afraid of talking in English. However, I talk with them about the skills that they have to talk and learn English .Then, they start talking and trying to apply the information that they learnt.

Field Note 7	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	**Cristian Andrés Torres Palacio**
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: September 13th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
The class starts with the activity about the cards (alphabet). The words that are being spelled are about the pages that students did the last class. After that, I start the warm up activity using verb to be in different sentences. All students start to talk about their classmates' fears using verb to be and the two words that they learnt, "afraid of" and "scared of". Then, students have to pass in front of the class and take one paper from the box that I have. This box contains many papers with the verb to be in different forms. In this way, students give an example using the word that they take. At the end, students write about their fears in a piece of paper and they try to explain why they are afraid of them.	- Students are interested about this cards and the activity because of the scores. They need points and for that reason they do not like this activity but they try to do it just for points. - There are some students that do not want to talk because their classmates mock of them. However, I encourage them with different gestures and sentences as "you can do it", "do not worry". For that reason, they do the activity. - There many questions about how to say different words... However, I remark the fact that I will give the information next class.

Field Note 8	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	**Cristian Andrés Torres Palacio**
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: September 17th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
This class starts with a warm up activity using 6 different images about fears. The images are not complete, for that reason, students try to guess what the image is about and then they can see the normal image. After that part, students get six new words and I make the question, "who is afraid of" and the name of some images. They start to interact with me and their classmates about the fears. At the end, they work in pairs and they write in a piece of paper their fears using the correct verb to be and the pattern "afraid of or scared of"	- This kind of activities work in a useful way because students get fun. However, at the end of the activity, students are screaming and it is hard to keep the organization. - It is hard to controlled the class in this activity However, students interact and they are interesting about the class. - There are some question about how to pronounce fears and this makes students interact between them.

Field Note 9	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: September 18th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
This class starts with a warm up activity using new 6 images about fears. The images are not complete, for that reason, students try to guess what the image is about and then they can see the normal image. After that part, students get six new words and I make the question, "who is afraid of" and the name of some images. They start to interact with me and their classmates about the fears. At the end, they work in pairs and they write in a piece of paper their fears using the correct verb to be and the pattern "afraid of or scared of"	- Students are disturbing the class. For that reason, it is necessary to change the student's places. They are not agree but they start to change their behavior when teacher choose the place to sit.

Field Note 10	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: September 20th, 2019	
Teacher: Yaneth Baquero	

Observation	Interpretation
The class starts with the classical game of spelling different words and they get points about it. After that activity, I do a memory game with all pictures about their fears. Also, I work with verb to be and a new pattern, "I am frightened of". Students start using the new pattern and they are talking deeply about their fears. At the end, they have to draw their fears and in their houses they have to find more information about the fear.	- Students start using the new pattern "I am frightened of" following the indications. They already known the way to use verb to be with these patterns. - Students are trying to use English using the new vocabulary with their friends. Also, they are trying to know what their classmates are afraid of something. Some of them try to help their classmates to see the picture about their fears. They seem passionate about using English with their experiences.

Field Note 11	Universidad Pedagógica Nacional
School: Liceo Femenino Mercedes Nariño	Cristian Andrés Torres Palacio
Sixth Grade (603) (40 students)	
Time: 6:15 am – 07:35 am	
Date: September 25th, 2019	

Teacher: Yaneth Baquero	
Observation	**Interpretation**
This class starts with a warm up activity using different ==images== about famous people, in this case 5 images. Students start to interact and to guess who the person is and then what he or she is ==afraid of.== With each image, students talk aloud and practice the use of ==verb to be== (third person), and patterns that they learnt. At the end of the class, students ==go in front of their classmates== and they have to say what their fear is. This is a ==practice== about the use of ==gestures and movements== when you are talking in front of the public.	- There are some students that ==are afraid of talking in front of the people.== However, they ==cheer themselves up== and they try to do the activity using gestures, movements and a good tone of voice. - Students are using the three patterns in different situations.

Field Note 12 **Universidad Pedagógica Nacional** **School: Liceo Femenino Mercedes Nariño** **Cristian Andrés Torres Palacio** **Sixth Grade (603) (40 students)** **Time: 6:15 am – 07:35 am** **Date: October 1st, 2019** **Teacher: Yaneth Baquero**	
Observation	**Interpretation**
This class starts with a warm up activity using more ==images== about famous people, in this case other 5 images. Students start to ==interact== and to guess who the person is and then what he or she is ==afraid of.== With each ==image==, students talk aloud and practice the use of ==verb to be== (third person), and patterns that they learnt. There is one girl who does not know how to do the activity. She is confused about the use of ==verb to be.== At the end of the class, students go ==in front of their classmates== and they have to say what their fear is. This is a ==practice about the use of gestures and movements== when you are talking in front of the public.	- Students know what they have to do. For that reason, they are ready to pass in front of all students and they try to ==practice all that they can.== - In the case of the girl, she does not pay attention to the classes. Also, she does not go to the school all days. For that reason, I have to do a review just for her about the verb to be.

Field Note 13 **Universidad Pedagógica Nacional** **School: Liceo Femenino Mercedes Nariño** **Cristian Andrés Torres Palacio** **Sixth Grade (603) (40 students)** **Time: 6:15 am – 07:35 am** **Date: October 2nd, 2019** **Teacher: Yaneth Baquero**	
Observation	**Interpretation**

The class starts with a hangman game. This is about guessing word to complete a short sentence related to famous people's fears. Then, in pairs, they start practicing their conversations and asking different questions about pronunciation and grammar.	- There are some girls that do not go to the classes. For that reason, they are thinking about their fears or confused about what they have to do. In that case I have to take a part of the class to do a review and to clarify some questions about the last activity.
Then, I use flashcards with vocabulary about adjectives. Students participate using their own fears.	
After that, I start checking all the pairs and recording how they are working, speaking and using the patterns.	
At the end, I do an example about how they are going to do the activity. The example is using my own fears, and of course using Pochinko technique, Intonation, gestures, movements, etc.	- Students want to participate using the new vocabulary. They feel connected to the class because they can speak in English about something that they are afraid of; they can express their fears.

Field Note 13   **Universidad Pedagógica Nacional**
School: Liceo Femenino Mercedes Nariño   **Cristian Andrés Torres Palacio**
Sixth Grade (603) (40 students)
Time: 6:15 am – 07:35 am
Date: October 4th, 2019
Teacher: Yaneth Baquero

Observation	Interpretation
This class starts with the traditional game of spelling different words or sentences. Then I do another example of how they have to do the final activity. In this case, I do an example being another person, a famous one.	- Students are excited but also frightened of the last activity. They try to ask as many questions as they can. In this way, they clear up their doubts about the use of verb to be and also the patterns.
After this activity, girls start to practice their dialogues and also asking about a famous person (Jonny Depp).	
Students also do the guide in which there are images about fears and they have to connect them to the correct adjectives.	- Students are engaged with the activity about images and adjectives. They try to give more examples and to give new sentences using the adjectives and their fears.
At the end of practicing, there are a memory game when students say their fears using the correct grammar and the next student says also the same, but with the last information about their classmates' fears.	

Field Note 14   **Universidad Pedagógica Nacional**
School: Liceo Femenino Mercedes Nariño   **Cristian Andrés Torres Palacio**
Sixth Grade (603) (40 students)
Time: 6:15 am – 07:35 am
Date: October 14th, 17th, 21st 2019
Teacher: Yaneth Baquero

Observation	Interpretation
This class starts with a short introduction where it is explained the methodology of the day.	- Students are excited and other afraid of passing in front of their classmates.
In that time, students start to pass in front of the students to present the final activity. There are some of them that are with posters and	

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| drawings. Also, some students are in pairs but others are presenting alone.

All the class is to present this activity. | - <mark>Some students do gestures and movements. Others seems that are thinking on what they are going to say.</mark>

- Some students talk with good fluency |
|---|---|

Annex I. Artifacts