



**FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID**

**TITLE**

**DIDACTIC PROPOSAL TO PROMOTE  
DRAMATIZATION THROUGH  
SCAFFOLDING AND COOPERATIVE WORK  
IN THE ACQUISITION OF A FOREIGN  
LANGUAGE**

**TRABAJO FIN DE GRADO**

**GRADO EN EDUCACIÓN PRIMARIA. MENCIÓN EN LENGUA  
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# ABSTRACT

During this Final Degree Project, I justify why I am designing an alternative work system focused on working with comparative adjectives in English through literature, more specifically through dramatization using Scaffolding method, and through cooperative work in a year four class.

First, I explain the different theories, concepts and views from authors related to the proposal. Then, I explain the activities I have planned, the objectives and the evaluation.

I have carried out this project with the aim of proving that English can be taught and learned in a playful and meaningful way using dramatization as an educational tool.

**KEY WORDS:** Dramatization, cooperative work, scaffolding, comparatives, alternative work system.

# RESUMEN

Durante este Trabajo Fin de Grado, justifico por qué he diseñado un sistema de trabajo alternativo basado en trabajar los adjetivos comparativos a través de la literatura, más concretamente con la dramatización, utilizando la técnica del andamiaje y a través del trabajo cooperativo en una clase del cuarto curso de Educación Primaria.

Primero, explico las diferentes teorías, conceptos y opiniones de algunos autores relacionados con la propuesta. Después, explico las actividades que he planificado, sus objetivos y la evaluación.

He llevado a cabo este proyecto con el objetivo de demostrar que se puede enseñar y aprender inglés de una manera lúdica y significativa utilizando la dramatización como recurso educativo.

**PALABRAS CLAVE:** Dramatización, trabajo cooperativo, andamiaje, comparativos, sistema de trabajo alternativo.

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# 1. INTRODUCTION

The intention of this Final Degree Project is to demonstrate that dramatization and scaffolding techniques have a great potential for students to acquire English skills, more specifically to learn how comparatives are made and also to work cooperatively to acquire other necessary notions such as: losing shame of public speaking or modulating the tone of voice depending on the situation, which are fundamental for the development of their personality, both as students and as people. We found the problem that theatre does not exist as a subject in the Spanish educational system, dramatization does not exist either. Sometimes the same definition is even used for both contents, but this is not correct.

Since the implementation of the LOGSE, the subject Dramatization is included in the curriculum along with the Artistic Education and Music Education in the Artistic Education Area. However, this does not guarantee the practical part because the resources available to schools for these subjects are very scarce. We also find that there is a lack of a minimum foundation for preparation in teacher training.

The didactic proposal that I am going to develop in this work would correspond to that which would have been carried out during my time at the school during my second practicum. This proposal consists of using dramatization, scaffolding and cooperative work to learn a new language, in this case English.

Learning a new language is always difficult for the students, that is why I propose to carry it out in a playful and entertaining way. Dramatization was and is sometimes understood as a means of leisure and enjoyment, but I have discovered that dramatization is a didactic resource with numerous educational advantages. Spain is not one of the countries that includes theatre in its subjects, it is optional. It has always been understood as an extracurricular activity, which has meant that students are not interested in it.

## 2. OBJECTIVES

The main objective of this degree is to prepare students so that we are able to know, participate and reflect on the practical life of the classroom, relating theory to practice, being able to adapt teaching to new educational needs. In carrying out this work, creating an alternative work system for students to be able to acquire content in English, I have established several objectives with the aim of reaching them during the Final Degree Project.

The main objective is:

To carry out an alternative work system in a specific group of Primary, based on dramatization, cooperative work, and scaffolding technique to work comparative adjectives in an English class.

In addition, I have established some specific objectives:

To establish the difference between dramatization and theatre to promote its use in an English class due to its several advantages.

Furthermore, I will demonstrate that cooperative work has more beneficial results than the individual one when we are working in the English classroom.

Finally, I will show the numerous advantages of the scaffolding technique for the acquisition of content in a new language and show the readers what is the relation between scaffolding, cooperative work, and dramatization.

### 3. JUSTIFICATION

This Final Degree Project linked to dramatization is contextualized in ORDER EDU/519/2014, of 17 June, which establishes the curriculum in the Community of Castilla y León and states in the area of Spanish Language and Literature, that theatre and dramatic activity should be learned from the first year to the sixth.

I have decided to design a proposal about an alternative work system due to the fact that we usually understand dramatization as a game which is only treated in areas such as Musical Education and Arts and Crafts, I have been investigating about this content and I can say that it has many advantages for learning a new language.

When I was at school, I learned English in a traditional way, but it seems to me that through other more participatory activities, the contents can be learned in a more meaningful way. That is why I have carried out this Final Degree Project, to show that other techniques can be introduced, as is dramatization to learn English. Although, it seems that dramatization and English are not very related. That is the reason why I have carried out and designed the proposal. I show that dramatization has many advantages when it comes to acquiring knowledge in a new language.

According to the objectives related to the general competences of the Primary and Infant Education Degree, this Final Degree Project demonstrates that I have been able to:

Include and plan activities that allow to achieve a foreign language. This will be done through an alternative work system considering the characteristics of a particular class of Primary Education.

Use effective tools for searching information, books published on the Internet or other official documents. This has been developed by researching through books and web pages all the concepts that I explain in the theoretical framework and on which I base my proposal.

Ability to update knowledge in the socio-educational field. This competence is developed in the theoretical framework when I explain the evolution of the term dramatization in the educational world.

The Specific competences that I have achieved are:

To know and apply innovative experiences in primary education, taking into account the different abilities of students and their learning rhythms. In this case, creating an innovative educational proposal in the English classroom for a specific Primary class, taking into account the context and characteristics of the class.

To know and understand the role, possibilities, and limits of education in today's society, as in the training of teachers in certain subjects. This competence is developed when I explain the concept of dramatization and its possibilities in the educational field.

To be able to facilitate the knowledge of intercultural reality and the development of attitudes of respect and tolerance. This competence is developed through the subject of the story, which deals with racism. It is not the central point of the proposal, but it is also treated. This topic is developed by making previous questions to the students.

As a Primary Education Degree student specialized in English language, with this Final Degree Project I demonstrate that I have acquired the competences:

To be able to acquire literary training and knowledge of children's literature. This competence is developed when I had to choose a story and then adapt it to the language, to the characteristics and objectives of my proposal.

To speak and write in a foreign language. This has been achieved by carrying out this Final Degree Project and by defending it in English.

To be able to stimulate the development of metalinguistic and cognitive skills for the acquisition of the new language, through relevant and meaningful tasks. This has been achieved by creating a progression and cohesion in the activities of the proposal, eventually reaching the final task.

To design balance and self-assessment tool measuring uptake in both language and content. This has been achieved through a continuous observation of the proposal and some assessment and self-assessment tools.

To use techniques of corporal expression and dramatization as communicative resources in the corresponding foreign language. This has been achieved during the final task in which the students had to carry out the dramatization of a story.

To know the curriculum of Primary Education and the curricular development of the area of foreign languages. This has been achieved through the investigation of the contents, objectives and evaluation criteria related to the year of the proposal.

Finally, I have also gradually developed communicative competence, through the integrated practice of the five skills in the foreign language. This has been developed in the proposal through some activities in which the students had to speak, listen, write, and read.



## 4. THEORETICAL FRAMEWORK

### 4.1 Theatre and dramatization. Two different concepts

There are many possible definitions for theatre, as there are different types of theatre depending on the purpose. In this work we will use the educational theatre, more specifically dramatization, in which techniques dedicated to treat the form of expression and communication are made. It is not only destined to treat the specific abilities of the language like reading, writing, listening, or speaking. In this type of theatre, the capacity of communication is emphasized. Educational theatre is a technique used for students to develop a critical sense focused on a cultural proposal. Normally, theatre has been understood as an activity in which students contemplate plays, to work and learn the basics of literature and this excludes essential aspects that theatre can provide in school education.

Although we are going to use the concept of dramatization in our work and in our proposal. There is not usually made a distinction between the two concepts: theatre and dramatization. LOGSE was the first educational law to incorporate dramatization into the field of Arts Education. Therefore, when we talk about an origin and evolution we will first talk about educational theatre.

In 1970 the General Education Law used the concept of Dramatization as an area corresponding to the subject of Artistic Education. In 1990 the LOGSE recognized the term dramatization within the Area of Artistic Education together with plastic arts and music. With the LOE 2006 dramatization is included within the area of Physical Education referring to activities where the artistic-expressive capacities are worked on. With LOMCE 2014, these activities lose importance and become part of specific subjects.

Due to this evolution, we carry out this didactic proposal so that dramatization is understood as one more resource in the school and can be used to achieve the aims we pursue in the educational field. As various authors have previously stated, dramatization can be used to work on various topics in a playful and educational way. In our case we will learn English contents using dramatization, cooperative work, and Scaffolding technique.

To begin with, we have to point out the distinction between the contents of theatre and dramatization. These two concepts have many points in common but, there are some significant differences.

As Motos & Tejedó (2007, p.16) said, dramatization is an activity which makes possible for the students to participate in a creative process. They will respond in a spontaneous way to different situations, the teachers will be catalyst, they will participate in the experience and they will have to have a basic knowledge of theatrical techniques. This is an important factor in my work because in the activities that are proposed, situations are worked on in which the students' capacity to respond to the different situations that may arise are treated. In addition, the teacher works as a conductor of learning, guiding the children, observing their evolution, letting them be the protagonists.

However, there are other authors who claim that Dramatization is therefore a pedagogical instrument that promotes and enhances the values of its participants (Ferrer, 2003), social skills (Guil y Navarro, 2005), as well as different means of expression, oral and written (Motos,1992). This is a fundamental idea. Dramatization treats more aspects besides the essentially theatrical ones and looks for the improvement of linguistic skills.

Once we have defined dramatization, we are going to see what theatre is.

For García Hoz (1996) the objective of theatre is the staging of texts aimed at an audience, which is usually accompanied by other arts such as staging, makeup and lighting. In the theatre the idea of the show for a spectator is emphasized.

For the author Nobile (1992, p.109) what cannot exist without spectators is the theatre, which is unique and unrepeatable in each performance. Unlike the mass media, in the theatre there is a work of decoding, interpreting, and reworking the scenic message, leaving ample space for personal elaboration and fantastic integration, it is a school of creativity and divergent thinking. As we can see, although theatre treats the children's creativity and their abilities, it takes very much into account the audience and the result of the performance. Instead, what we seek with this work is to evaluate and value the whole process and not just the representation and its aesthetic form. On the other hand, the audience is important in this Project because in the Final Task one student of the audience will be able to help the students who are dramatizing the story.

Therefore, we can say that there are some similarities between these two concepts: both are intended to represent a character and its corresponding personality, that is why the students have to work the roles and observe how their classmates do it, for that to be possible. In addition, the topic is based on human relationships in different situations because the main topic of the story is about racism and the acceptance of the others. That is why the emotional environment between actors and spectators has a great importance to understand the problem of racism. In the proposal I will make some questions before reading the story, asking the students if they know what the problem is and what is happening. In this way, they will carry out the activities better because in some of them they have to understand their classmate's feelings like in the activity in which they have to represent the feelings that I will order them. In my proposal I treat that when the students represent the different characters and it is important because the central topic of the play is racism.

However, there are very significant differences between these two concepts. We could say that theatre does not consider the process that has been followed, only its outcome and dramatization has an educational factor because it focuses on the process and the evaluation that the students have during it. Furthermore, I can say that when I have been searching for information about the subject, I have understood that theatre is usually developed in spaces enabled for it, whereas the dramatization can be carried out anywhere. Furthermore, if we carry out theatre, when the work is finished, it is the public who will evaluate the result, according to its effectiveness.

On the other hand, in dramatization, the aesthetic objectives may not have been achieved, but students have been able to achieve the communicative or international objectives.

For these reasons, I have chosen dramatization and not theatre to develop my proposal, since it has many more advantages in the educational field. And what I intend to achieve is that the students are the ones who get the learning, being the teacher a guide of the process. This will be developed through the use of the Scaffolding technique and cooperative work too because these methodologies allow me to carry out a process in which the students will learn contents progressively and all the activities will be important. If we have chosen theatre only the final task will be important.

At this time, we know what the differences between dramatization and theatre are. Dramatization considers the process and not only the result and the teacher will only guide

the students in the process. In addition, dramatization treats several factors which are important in the educational field and it works it through the dramatic play.

## **4.2 Dramatic play**

The definitions of dramatic play are diverse. According to Juan Cervera (1993, p.16) it is a spontaneous and collective playful activity, where children reproduce actions. So, we can say that in dramatic play the process of play is interesting, the actors and spectators change roles, the children play to get to know each other and there are improvised conversations. In the proposal the children carry out activities in which they have to improvise in different situations, and they have to know what their classmate's feelings are and how they have to express their feelings. It is important for my proposal because the children play activities to learn new contents and in the final activity, they perform a story and they are actors but then they change the roles and are spectators.

According to the authors Jorge Eines and Alfredo Mantovani (1997), dramatic play looks for the spontaneity of the child according to its own evolutionary process, recognizing the physical growth, the maturation of the feelings and the evolution of the thought processes. For these authors, dramatic play is interested in the process and not in the results, as well as in dramatization and on the contrary of theatre, where only the result is of interest. An important factor about dramatic play is spontaneity. One of the things we treat with children in the didactic proposal through activities in which they have to know and trust their classmates.

For dramatic play it is essential to use cooperative learning and forget about competition and individual learning. Children should feel part of the group. Dramatic play is an activity in which students collaborate to achieve a specific objective. It also allows us to carry out activities that are ideal for group work and to increase the time of practice, achieving an active and productive class dynamic. That is the reason why it is related with cooperative work and it is important for my proposal because for carrying out dramatic play it is important to do it through cooperative work. During the activities of the proposal the children will work together to get specific objectives and then they will be able to perform the story which is the last objective.

### **4.3 Dramatization's goals in Primary Education**

Dramatization is known as a simple after-school activity used for children who stutter or are shy, but it has numerous advantages, that are very beneficial for the full development of children. It is an activity that enhances many skills and work on various intelligences, in addition to improving psychomotor, emotional, cognitive, and social development carrying it out in a playful way.

Piaget said that between the ages of 18 months and two years, symbolic play begins to appear in children's lives. In this period, children represent real scenes as fictitious, which, later, will help children to understand better the environment in which they evolve. This is just what Galina Zalta (2006, p.24) explains: Dramatization and playing to be adults in some situations are part of their lives. This is very important because it will help us to recognize the topic we want to address in our play. When children are 4 years old, they understand different roles that a person can play and the different attitudes of people, which is an indispensable element when attributing a character to each student. When they reach the age of 7, they will understand the rules of the games, which is due to the adaptation to the social world. From the game, the child will get to know dramatization and will rehearse different roles, imitate others, create new characters, imagine, and create. In these stages we can see the necessary basis for the child to develop a dramatization of a story, which goes back to his or her childhood. This will help them later to recognize their turns of speaking time and turn of listening in the play and the role they play.

In accordance with the provisions of Article 19 of Organic Law 2/2006 of 3 May, special emphasis will be placed on individualized attention. Because not all children have the same abilities, we enter the theory of multiple intelligences of psychologist Howard Gardner and the need for content to be adjusted to each student, abilities, and interests.

According to Gardner (1994) what should be done in the educational field would be an analysis of each student at an early age. This should be done for children to be able to identify their abilities and then be able to choose the best techniques according to their capacities. As we do not all have the same skills and abilities, there are students who stand out in some areas more than others and therefore an individualized education should be designed.

The intelligences that dramatization treats are:

Logical-mathematical intelligence: Ability to operate with numbers and to reason correctly. Torras (2012) states that mathematical competence is worked on in the field of dramatization when we talk about the concepts of space and time, which help to understand the functioning of movement.

Linguistic intelligence: Ability to use oral and written language effectively. This is very used in dramatization because the students have to read and analyze the play, to understand the lines of thought of the characters and this intelligence is also developed through improvisation exercises prior to the play.

Intrapersonal intelligence: It is about emotions and feelings. It is the ability to know oneself, strengths, and weaknesses. Students may not be fully aware of their feelings, but after working on the play we can make them recognize many feelings they have never experienced before and, in this way, they will get to know themselves better in different situations. This will be treated by an activity in which they have to interpret different feelings and emotions.

Interpersonal intelligence: This type of intelligence consists on the ability we have to understand and recognize the feelings of others. Both in the activities we will do first and in the play itself, students should understand the feelings of others to make the play more natural and credible.

Kinesthetic body intelligence: It is the ability of people who use their own body to express feelings or solve problems. This intelligence is treated in the field of dramatization because students have to be able to transmit their ideas using non-verbal language.

Spatial intelligence: It is the ability to transform a mental image into a model of the world. This intelligence is developed in dramatization by transforming the images into reality, as in the activities in which they have to represent an action. The students will use a model they already know and then, they will interpret it.

Musical intelligence: It is the ability to listen, sing and play instruments. Dramatization and music are related. Music helps us to transmit the ideas we want to convey and to create the right environments. It also helps to emphasize emotions and expressions. For that reason, when we carry out activities about emotions and feelings, I will play some classic music for the students to concentrate better.

Naturalistic intelligence: It is the ability to distinguish, classify and use elements of the environment. In Dramatization the students will work on the relationship between the body and the environment when they are dramatizing a text.

Another concept that is important is self-esteem. According to Nuevo (2005) we have to treat the self-esteem concept in order to see that we are competent to ourselves and others and it will help us to face problems. One of the contents established in the “Boletín Oficial de Castilla y León” (Bocyl), in the first course of Primary Education, sets that: It is important to treat the valuation and acceptance of one's own physical reality. This will be developed by increasing confidence in one's possibilities, autonomy, and self-esteem. Therefore, this concept must be worked on progressively until it is achieved and internalized. To achieve this, the students must feel valued and have role models of identification and behavior. These aims are achieved through dramatization, since, within the play, all students are essential. When we get them to understand that everyone is important, they will value themselves more and have a better view of themselves, understand and be able to express their emotions better and have more confidence in their abilities.

As we have previously said, with dramatization we work on interpersonal intelligence and intrapersonal intelligence. Therefore, feelings and values are worked on in the performance and preparation of plays. It is important for the students to know how to identify and express both their own and their classmates' feelings. This will help students to better manage their social skills. Theatrical practice is perfect for the transmission of values, since, at the time of choosing the topic of our play, we can choose daily situations and problems. During the reading of the play, prior to its analysis and performance, we can establish debates on topics that interest us and that arise during the play, in order to know the opinions and to be able to evaluate the feelings that blossom in the students. For example, in the proposal I will work on this including multicultural issues because the story is about racism.

This leads us to talk about two more terms: emotional intelligence and empathy.

With dramatization we find multiple benefits and among them is emotional intelligence. Dramatization develops the cognitive, affective, and psychomotor aspects in the students, giving rise to experiences not only limited to intellectual learning, but also allows for experimentation at different levels of each person. Dramatization helps to improve the

staging of repressed feelings in certain situations, thus helping students to show their feelings and understand those of others. This will be worked on with activities in which we trust our peers, work in groups, or work on emotions to express what we want to say using verbal and non-verbal language.

Dramatization also improves motivation, allows the possibility of recreating the outside world and all the feelings that this entails, using as a means the innate instinct of constant play that children seek. To do this, we will carry out activities in which students have to use verbal and non-verbal language to express their emotions in different situations. Since each student has his or her own abilities, when tested through theatrical experiences, it will provide a sense of self-esteem. When a child becomes the character he or she has to represent, they have to change their personality and represent the character's own feelings and emotions, which will help them experience new sensations necessary for their formation.

In conclusion, we can say that Dramatization carries out activities that focus on students learning to express themselves and on their personal development. These activities are closely related to human behavior and its consequences. Human interaction with interpersonal responses is carried out in social situations. Therefore, we can affirm that the practice of Dramatization and emotional intelligence have many common facets and pursue very similar goals.

#### **4.4 Why to use dramatization as a resource for learning English**

According to Haycraft (2006, p.24) teaching English through dramatization techniques makes students aware that English is not just words, structures, and idioms, but it is a lively, dramatic, and versatile means of communication. That is a reason why I have proposed activities in every session in which students will be able to learn contents at the same time they will learn dramatic abilities like using the correct tone, showing through non-verbal language what they want to say. Therefore, we can say that with the use of dramatization and dramatic plays we work on oral expression and learn to use grammatical structures, as well as acquire concepts in a more meaningful way, doing it progressively. First learning the words, then learning how to make sentences and then representing the final task in which the students will dramatize a story. That is why I use



the Scaffolding methodology in my proposal because it follows a learning stepped by levels and the students can evaluate their process every time. Furthermore, they will work by groups, so they can reach the levels of acquisition together and they will be able to help the rest of the members of the group. Talking about cooperative work I will use the methodologies of pencils to the center and 1-2-4. In both of them a progression is carried out. First the students think about the answer individually, then they discuss it with his or her partner and then they have to reach an agreement as a group. In this way, we will get the progressive learning and the cooperative one too.

To master English and any language you must master five essential skills: speaking, listening, reading, writing and cultural awareness. In the proposal which I have designed the students will speak in every activity and in the final task, they will read the story, they will listen to the classmates and to the teacher when I make the storytelling and then they will write in their booklets the answers to the activities. With this Final Degree Project, I want to change that and use dramatization as a way to achieve these 4 basic skills but in an active and cooperative way. Dramatization gives us the possibility to work in a cooperative way, the students interact and communicate and they develop emotional skills, this will be developed when they identify conflicting situations and when they have to reach a consensus among all to reach the final goal of each activity.

According to Aldavero (2008, p.43) when we use drama techniques in a classroom it has a highly valuable as well as an instructional tool. Children learn to use language effectively and creatively while they are experiencing different points of view, looking for solutions, and discussing ideas. In addition, drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. This statement is important in my proposal because the students will make an activity in which they have to act depending on the situation that the teacher has marked for them. This is very relevant in my work because one objective is to get students to develop their social skills and their capacity for peaceful conflict resolution carrying out a cooperative work.

In the society in which we live there are families who overprotect their children which then has consequences when the children do not know how to express themselves and communicate in a correct way. That is why dramatization is a good tool to deal with this

problem because the students interpret different situations and they see how others do. It will improve their creativity and vision of the world.

As Zalta (2006, p.24) argues, the use of dramatization can reduce the pressure that students feel, so they become ready to talk sooner. We can say that, by taking responsibilities, the students are able to forget their everyday life and lose their shame. This is a fundamental part for children who find it difficult to express themselves in English for fear of making mistakes or who are not used to working in a group. Drama activities can promote interesting ways of motivating language learners because the students can learn at the same time they are enjoying.

Desiatova (2009, pp.17-30) outlined some benefits where drama is very useful to language learners:

Dramatization allows students to generate a need to communicate. It is a way to push students to discover what the words mean like in the first part of the proposal when we work with the meaning of the adjectives which appear in the play. Students will have to make a mixture of language structures and functions to achieve optimum communication. In the final part of the process, they will be able to make grammatical structures in a correct way because we have studied word level and sentence level before.

It improves the confidence needed to express themselves in a foreign language, as well as gaining self-esteem. That is why we have studied it before in activities in which the children have to gain confidence with the classmates and be empathetic.

It helps students assimilate language by focusing more on the message the teacher wants to convey and less on its form. To do this, we will carry out activities in which students have to try to express with their body and words the feelings or actions they are presented.

Dramatization is a technique that will allow us to achieve all these objectives. The play and the theme of the story is chosen according to the level and age of the students, the play has a clear context in which to work and the five basic skills are developed with dramatization.

In addition, the student's pronunciation will improve because they will hear and try to intone words. It is very important that students understand that they also speak, write, or read while performing a play, so that they can fully develop their body expression. It will also contribute to the linguistic development in learning the basic language skills:

listening, reading, speaking, and writing. It also offers kinesthetic opportunities to internalize concepts and content that are also treated in the classroom and responds to Howard Gardner's multiple intelligences educational model. It is a breakdown of routine and contextualizes the chosen vocabulary. It combines verbal and nonverbal communication giving a more complete meaning to phrases.

## **4.5 Cooperative work**

According to the methodological principles of the primary education stage, implemented in the “Boletín Oficial de Castilla y León” (Bocyl), more specifically in Annex I-A (2016, p. 44222) states that the cooperative learning must support the active methodologies through the joint resolutions of tasks and strategies used by their peers and can apply them to similar situations. In this way, the process of generalization and transference of learning will be easier acquired. The preparation and dramatization of plays involves cooperative work: In the activities prior to the play the first problems arise. These problems could be the disagreements with the members of the group. At which time, the students will develop the social skills for peaceful conflict resolution.

When we work with collaborative activities like dramatization, students have to wait their turn and respect the others, which is very difficult for them, because students need activity, so dramatization is a good method to teach students that there are rules to be followed. This will improve their self-control and channeling of feelings such as anger or nervousness. There are other times when some students have to work without the direct supervision of the teacher because he/she is working with another group. This is the scene in which students develop a feeling of respect, tolerance, and acceptance.

In the activities we will carry out before making the performance of the play and even in the play itself, the students are divided into groups and in order to achieve the objectives set, they must carry out cooperative work.

As Johnson & Smith (2006, p.4) said, cooperative learning is the instructional use of small groups for students to work together and make the most of learning about themselves and each other.

Cooperative work has many more advantages than the individual one: When we work in an individual way, there is no interaction, the main objective is to learn the contents taught by the teacher and to achieve the goal regardless of what their classmates do. On the other hand, when we work in a cooperative way, the classmates help each other, the objective is to learn individually and help the other to do as well and they achieve the final goal only if everyone in the group has achieved it.

In addition, with cooperative learning there is shared leadership, which is important for them to understand because some students may think that the main character in the play is the leader or the most important one, but all the characters are important, even the person who records the play.

To get students to work in a cooperative way, there are several essential elements such as positive interdependence. The teacher must set the group goal and they must work together to achieve it. Individual and group responsibility are also important, the 1-2-4 technique used in the proposal is closely related to this concept, since students must contribute their ideas in groups in order to reach a consensus. These methodologies are also related to dramatization because within the representation of a play, each student has his or her individual responsibility.

Another important element is to stimulate interaction. The students must help the other members of the team to achieve the final objective. In the final activity, during the representation of the story in class, the teacher will select a student to work as an assistant to allow the other students to reproduce the sentences they have assigned. In this way, they will emphasize cooperative work because they will help each other to reach a goal.

Another important concept is about creating a climate of confidence and knowing how to resolve conflicts that arise during the sessions, confidence will also be developed in the classroom through activities in which a student will depend on another partner or his or her group will have to resolve group conflicts quickly and effectively. This will be also developed with the activity of the competition of the animals that consists of answering questions in a group, they have to reach a consensus.

Finally, there is an element called group assessment where the students can observe how they have worked in groups and what they have to improve, like we could see in the scaffolding technique where they can observe their evolution. This can be clearly seen in

the activities because they pursue very concrete goals such as: not allowing the classmate to fall on the floor, understanding the feelings through non-verbal language and getting to understand the message the classmate wants to tell us when there is a lot of noise in class.

## **4.6 Scaffolding**

Scaffolding refers to a technique which moves the students progressively toward stronger knowledge. The teacher provides levels of temporary support that help students reach higher levels of comprehension and skill acquisition. The teacher gradually shifts more responsibility over the learning process to the student.

This method is related to the theories of Vigotsky (1978) and can be divided into three parts: those activities that the student can carry out independently, those activities that the students cannot do even with help and those that the student can do with the help of others. This last category is related to what Vigotsky calls the “Zone of Proximal Development”. It refers to the distance between the student's actual level of development, determined by his or her ability to solve a problem by himself or herself, and the level of potential development that the student can achieve helped by the teacher or in interaction with a more capable peer. This is where the scaffolding that the teacher prepares for the student to take control of the situation little by little plays an important role. Until he or she reaches the level of competence needed to carry out the task by himself or herself (Pérez, I. 2005, p. 261).

To get the students to be able to reproduce a text we have to work by levels:

**Word Level:** They begin to create glossaries, to build words from other words and to pay attention to the spelling and pronunciation.

**Sentence Level:** The students start studying grammar structures which have been developed in previous years. As a consequence, students begin to be aware of them showing greater knowledge and command of the language. After a type of text has been introduced, pupils learn linguistic aspects related to punctuation, adjectives, questions, negatives, connectives, and sentence openers. In our proposal we will study adjectives.

Text Level: The students work progressively with a wide range of fiction and nonfiction texts. There is an assortment of texts which can be studied by students. The main purpose of these texts is to entertain, to express, to persuade, to explain, to instruct, to recount or to inform.

In conclusion, we can observe that scaffolding is the set of activities that the teacher will provide to move the students toward stronger understanding and greater independence in a progressive way. The teacher should participate in this process as a learning facilitator. Therefore, in each part that we carry out with this method we have to ask ourselves: Have I given them enough information to carry out the activity? Moreover, to learn how to make comparatives, we also use the scaffolding technique, since, first we learn the adjectives that appear in the play, then we learn that there are some short ones and some long ones and how each of them has to be formulated when making a comparative and then we reach the last level in which they themselves will acquire the necessary skills to memorize and represent a story with a large number of comparatives.

McKenzie (1999, p.5) identifies several characteristics of the scaffolding. The first is that the students will acquire a valid learning. This technique provides clear step by step instructions, setting clear objectives that we want to achieve. This is what I will carry out in the proposal constantly. Before introducing the children to dramatization, which is our final objective, we ask them some previous questions, then we go on to read the play and work on some activities necessary for them to be able to perform their role in a clear and concise way.

One of the most important characteristics is that scaffolding avoids giving confusing information. Students must be given all the necessary information to carry out the activity they have been asked to do or we can propose some examples too, as we do in the word level exercise in which the teacher will read with them first the adjectives and then the teacher will ask the students to do themselves. As I mentioned before, after designing each activity we should ask ourselves, have I given them the necessary information?

Another relevant point to take into account is that this technique seeks that students pay attention at every moment. Therefore, activities are proposed in which they have to work in groups so that each member of the group has an individual responsibility and their contributions are important to achieve the group goal.

Fourthly, scaffolding reduces the possible frustrations on the part of the students in the face of unfulfilled objectives, which is one of the reasons why we combine scaffolding with cooperative work. That is the reason why the achievements that are made are in a group manner and there is no distinction or competition between them. When we design the materials of the lessons, we must anticipate to possible problems, so each activity has a very specific objective and very marked guidelines.

Fifthly, the scaffolding technique seeks to constantly motivate students, to become interested in the subject, so at the end of each session after working on the content level, we propose a game related to dramatic play so that they can express themselves and move around. The activities about content acquisition are also very active and participatory too. There is also a group competition in which they have to work as a group to achieve the final objective.

Another factor to take into account is that this technique offers a constant assessment of the students. They will be able to evaluate all their process. After acquiring the knowledge in word level, sentence level and text level. At the same time, they will learn to lose shame, trust the partners, express their feelings correctly and modulate their voice depending on the situation. It will be done in a progressive way. So, they themselves can observe their evolution and capture everything learned in the dramatization of the story. In addition, I will carry out evaluation materials like self-assessment tables and a booklet which will be used as an evaluation tool.

Finally, the scaffolding technique shows the students the ultimate goal to be achieved, which in this case is to dramatize a text. To do this, the students are asked at the beginning if they want to be part of a play and be the protagonist of it, but they are warned that they need to work for it.

So, we can say that Dramatization, Scaffolding technique, and Cooperative work are related. In all of them there is a progression to achieve the final goal, in one performance a student can make a mistake and cause another student to make a mistake. In addition, when they have to learn a text, they have to understand the words they are going to say and why they are placed or said in that way. In order for a play to be performed properly, all the characters are important and must play their roles so that the final objective can be achieved. In addition, in cooperative work all students have to work together to achieve

an activity or a project, as well as in performances where all the students must be clear about their role and the text they must say.

According to Carretero, M (1997, p.8), students must be active agents in a cooperative interaction where they have to contribute ideas to achieve an end among all, in order to get a valid learning. They also need to be builders of their own knowledge, which is achieved through the technique of scaffolding. In addition, these two concepts can be related in such a way that some members of the team help others and acquire new ways of thinking and knowing through the imitation of another partner, which is achieved through the activities of dramatic play. The teacher must motivate the students and act as a mediator, developing the cognitive and social skills of the students together. They must achieve the goal set at the beginning learning from each other.

As a conclusion we can say that the three bases of work that are cooperative work, dramatization and the technique of scaffolding have many common points. In all of them we find a progression where students are active in the teaching-learning process, and in order to achieve the final goal they must all work together in a responsible and collaborative attitude. Both in dramatization and in the technique of scaffolding we find a progression. Students cannot dramatize a text without knowing how they have to intonate it or what facial expression they should adopt. They cannot represent a fragment of a story without knowing what the words they are saying mean or why they are placing themselves in a language other than their mother tongue.



# **5. DIDACTICAL PROPOSAL**

## **5.1 Introduction**

In this part of the Final Degree Project I am going to develop an alternative work system which would be the one that which would have been carried at school during my Practicum II, but due to special situations it has not been possible.

It would have been carried out in a hypothetical fourth grade Primary School class of a bilingual school. It is a class that has some routines and methodologies of work already engrafted. One of the reasons why I have chosen to develop dramatization is because dramatic games can be carried out in a more complete way by heterogeneous groups which is how the class is divided.

In addition, this hypothetical class does not have a very good level of English, so I have decided to use the technique of scaffolding and cooperative learning in order to achieve the knowledge of content that is expected in a homogeneous and progressive way.

## **5.2 Contextualization**

The class in which the proposal that would have been developed corresponds to the class of year four. Some general features about this hypothetical group are:

It has a total of 25 students. Talking about the level of participation, it is a lively and talkative group. There is a lot of difference in level between some students and others. There are also some bad relationships between them because some children distract others and it will lead to complications. In addition, they do not like traditional classes, and I think they will learn much more when they are playing a game or making a participative activity.

I took into consideration these features with the purpose of adapting my lessons as much as possible. I realized that:

I had to balance learning processes because some students progress faster than others. That is why I have chosen cooperative work to develop my proposal and not the individual one.

It will be necessary to carry out motivating subtasks such as games with visual and creative materials to attract their attention. We will play a competition and I will add dramatic plays in which all the students will have an individual and group responsibility.

I had to develop an inclusive learning process in which every student will be taken into consideration.

The final task of this proposal is: to perform a story in English. The original story is entitled “The Frog and the Stranger” by the author Max Velthuijs. I have made an adaptation so that the students can perform it, the title of the story is: “Not everything is what it seems”. The original story is in Spanish, so I had to make a translation of the story which is included in appendix (1).

### **5.3 Temporalization**

This didactic proposal is going to be developed in the year four of Primary. According to the “Boletín Oficial de Castilla y León” (Bocyl), the English subject must be taught three times a week. The proposal is organized by sessions. I will spend one hour on each level of acquisition: three for the word level, three for the sentence level and the last sessions will be dedicated to practicing the dramatization of the story and setting it. In the last part of each session, the last minutes will be allocated to work on the theatrical content needed to perform a play.

The school year is composed by three terms. This proposal will be carried out during the second term, taking into account that during this period is when students learn comparative adjectives in the English class. I will use three hours for each level of acquisition and the proposal will last 3 weeks in total.

## 5.4 Didactical proposal objectives

One of the objectives of this didactic proposal that I want to achieve is to design an alternative work system in a hypothetical class of year your, using the Scaffolding technique and cooperative work so that all children at the end of the process will be able to perform a story. This choice is because not all the students in this class have the same level and, in this way, they will be able to achieve the goals at the same time.

Another one is to use literature, more specifically dramatization, as a way of acquiring contents, in this case comparatives, in a new language. This will be done by making active and participative activities and designing dramatic play games at the end of every lesson.

To promote cooperative work in the classroom. This will be developed through the activities proposed in which the students acquire individual and group responsibilities. The relations inside the class will also improve because they will work in groups. In addition, I want the students to develop their social skills and their capacity for peaceful conflict resolution carrying out a cooperative work

Finally, the last aim of the didactic proposal is to demonstrate that it is possible to carry out a dynamic in which the students are active and participative people and the teacher is a guide.

## 5.5 Methodology

This proposal aims to achieve an **inclusive education**, which implies cooperative learning, regardless of the personal, social, and cultural characteristics of the students. We will use **cooperative learning**. Students are divided into groups. Each person in the group has a different role, these roles are -Yellow: Supervisor -Blue: Organizer -Red: Coordinator -Green: Speaker. Cooperative learning is carried out every day with the classroom activities that are done in a group way. I will also use some dynamics to carry out the activities like:

**Pencils to the center:** This methodology is related to cooperative work. The students have to leave their pencils in the center of the table and dialogue among them to get an

answer to the problems raised and when they have reached an agreement they can write the solution in their notebooks.

**1-2-4:** This technique consists of thinking about the answer individually, then sharing it with a partner and finally reaching a consensus among all of them.

An **active methodology** will be used in which the teacher is a helper in the learning process and the children are the protagonists of the learning process. In addition, the activities are based on the process of **globalization** because all activities are related to each other and seek a common goal.

**Individualized learning** is also developed considering the level of ability and the learning pace of each student. Different activities are carried out, which consider the diverse behavior of students in the execution of the same schoolwork, the different learning rhythms and the particular attitudes, tastes, trends, and interests. It is a question of differentiating school activity to adapt it to a learning rhythm. This allows students to develop various activities in relation to their personal requirements. Thanks to this methodology, a greater capacity to organize one's own learning will be acquired, as well as personal initiative, autonomy, and responsibility.

When we learn new concepts, we are referring to **significant learning**, since part of the students' previous knowledge is used to build learning. The teaching-learning process seeks an active, motivated, and participatory learner and the teacher takes on the role of mediator between knowledge and the learner.

The activities will promote interest in learning and seek to boost their motivation for the subject and for learning in general. All this without forgetting the importance of creating a positive climate of respect, trusting on them, where everyone helps each other, and learning is much richer. In addition, the teacher will be responsible for helping to overcome the individual difficulties of each student, especially those with more problems.

## **5.6 Evaluation**

To evaluate the students, I will use direct and continuous observation considering aspects like the ability to work in a group and the interest and participation in the activities.

In addition, I have created a booklet which is in appendix (2), in which the students will have to show what they have learnt. And I will provide the students a table in which they will have to complete at the end of every lesson it is in appendix (7).

Although this is the evaluation of the whole process, each lesson will focus on more specific aspects. Every day, I will comment on the evolution of the students.

In addition, on the day of the representation the students will get a final observation where they can clearly see their evolution during the process and whether or not they have achieved the objectives set at the beginning.

## **5.7 Activities**

### **WORD LEVEL**

The first part of the proposal is related with the acquisition of the word level. What we want to achieve with the word level is to make a mind map of adjectives and the students to know, trust in the classmates and loosen up. To achieve this, we will use three sessions. First, we will know the story, then we will learn the adjectives that we can find in the text and learn their meaning and pronunciation. And finally, we will learn that there are long adjectives and short adjectives. Talking about dramatization, we will first ask the children to greet their partners, which will take place every day. So, they can establish a closer relation between them. Later, we will practice activities in which students have to trust the partner first and in the group after. Finally, we will learn how to modulate the voice and intone the words.

### **Lesson 1**

#### Activity 1

Title: “Storytelling”

Objectives: To develop strategies for the understanding of oral texts as short stories.

Temporalization: 25 minutes.

Materials: Flashcards for every character of the story which are in appendix (3).

Description: To introduce students to the main theme of the play I will ask them some questions like: Do you know what theatre is? Have you ever been in theatre classes? Do you know what the story is about?

Then, I will read the play using storytelling. The main objective of storytelling is to catch the students' attention. Therefore, in front of the class I will show them flashcards with the different animals of the play for them to understand the representation better, intoning and using the most precise non-verbal language so that the play is understood in the best possible way.

After reading the play, I will ask the children some questions about the play: "Do you know the meaning of all words? What type of words are the ones which are in red?"

Evaluation: This part of the lesson will be done through observations taking into account the following aspects: The level of comprehension of oral texts, the capacity of understanding the meaning of the story and their critical thinking for being able to answer questions about the story.

## Activity 2

Title: "Let's know what adjectives are"

Objectives: To know what the adjectives of the story are, their meaning and their pronunciation.

Temporalization: 15 minutes.

Materials: Online flashcards which are in appendix (4).

Description: After having listened to the story, students will be introduced to the vocabulary to be dealt with in the play: Ugly, intelligent, good, strange, lazy, adventurous, clean, bad, rude, funny, dirty, dark, huge, brave, sad and incredible. It will be done by flashcards in which students will have to read aloud the adjective that is written, they will be able to do this because the flashcards will be projected on the digital blackboard. And on the other side of the flashcards we will find the meaning. The students will go to the blackboard and they will have to pronounce the adjective and then turn the flashcard.

Evaluation: To evaluate this activity I will observe and consider the level of participation of the students and the capacity of memorization of everyone. In addition, I will check the booklet of each student which is in appendix.

### Activity3

Title: “Let’s know each other!”

Objectives: To learn the rules of communication (greeting), to know the classmates better and to loosen up.

Temporalization: 20 minutes.

Materials: Classical and relaxing music.

Description: In the final activity of the session, students will walk through the class individually and every time they meet a classmate, they should greet him/ her. This will follow an evolution: First they will shake hands, then they will hug each other and finally they will have to do it in a very effusive way. After going through these three levels, the teacher will divide the class into corners: In the first corner the students will whisper, in the second they will speak in a normal tone, in the third they will scream and in the last they will have to be in absolute silence.

Evaluation: I will use direct observation to evaluate this activity taking into account aspects like the way in which the students relate with others and the level of acceptance of the classmates.

## **Lesson 2**

### Activity 1

Title: “Do you remember?”

Objectives: To understand narrative texts and relevant vocabulary (adjectives) through reading, adapted to the students' linguistic competence.

Temporalization: 15 minutes.

Materials: A copy of the story with underlined adjectives for each group which is in appendix (1) and a glossary, it is in the booklet, in appendix (2).

Description: In the next activity, each student will be given a copy of the play with the underlined adjectives. And they will have to design a glossary where they will have to write down the meaning of the adjectives. In this activity we will use meaningful learning because they have to remember what we learnt in the last session, so that they can consult it whenever they need.

Evaluation: I will evaluate the glossary of each student taking into account its clarity, order, and the content.

## Activity 2

Title: “We dramatize with adjectives”

Objectives: To remember the meaning of the adjectives and know how to express them.

Temporalization: 10 minutes.

Materials: Five chairs.

Description: This activity will repeat what was done in the previous session to refresh the vocabulary and strengthen its memorization. Five chairs will be placed in front of the class and each one will have an adjective assigned to it. The student will have to mimic it and his or her group has to guess it.

Evaluation: To evaluate this activity I will observe the capacity of each student to respect the classmates, their ability to learn the adjectives we have already learnt and the capacity to express feelings.

## Activity 3

Title: “What are short and long adjectives?”

Objectives: To understand that there are two types of adjectives: short and long.

Temporalization: 20 minutes.



Materials: The booklet which is in appendix (2).

Description: In this activity I will explain to the students that there are two types of adjectives: short and long. A scheme will be used and then a game will be played. First, I will name some short adjectives and I will use the intonation necessary to separate the syllables and the non-verbal language using my fingers to count them. I will randomly ask students: How many syllables does happy have? I will write on the board short adjectives and long adjectives, making a separation and then we will proceed to play the game. We will use the methodology of pencils to the center and I will say an adjective to each group, once they have decided what type it is, they will write it on the blackboard. And then, they will have to write it on their booklets.

Evaluation: I will take into account the capacity of the students to reach an agreement in a cooperative way and their ability to understand the difference between short and long adjectives. And then I will check the activity in their booklets which is in appendix.

#### Activity 4

Title: “Do you trust me?”

Objectives: To create a feeling of trust and respect among the students.

Temporalization: 15 minutes.

Materials: Classical and relaxing music.

Description: One student will be placed in front of another student. To remember the last session, they will have to greet each other in the way they decide. Then one of the students will turn around and drop into the peer’s arms. Once the two have done it, we will do it by groups, by the assigned class groups. A circle will be created, and a pupil will be put in the middle. He or she will drop to the sides of the circle and the classmates will have to hold him or her.

Evaluation: I will take into account aspects like the feeling of respect between the students and the capacity of each one at the time of trusting in other classmates.

## **Lesson 3**

### Activity 1

Title: “Short or long adjective?”

Objectives: To remember what we have learnt in the last lesson and know to identify if an adjective is short or long. To know and understand how to use a vocabulary related to the story.

Temporalization: 10 minutes.

Materials: The booklet which is in appendix (2).

Description: According to the groups established in class and carrying out the methodology of working in group 1-2-4, I will write an adjective on the blackboard. They will have to get an agreement to guess what kind of adjective it is and then a person will come out to write it.

Evaluation: I will evaluate the level of participation of each student and their ability to memorize the contents we have learnt in the previous lesson.

### Activity 2

Title: “Right or left?”

Objectives: To know how to read the text and identify the type of adjectives they are already reading.

Temporalization: 25 minutes.

Materials: Two copies of the story for every group.

Description: We will all have a reading of the play; the children will have to raise their hand if there is an adjective. Next, we will read the story again and I will ask them to rise their right hand when they find a long adjective and the left one when it is a short adjective.

Evaluation: I will observe how the students read and intone the text and their ability to recognize when we are reading a short or a long adjective.

### Activity 3

Title: “Let’s create a mind map.”

Objectives: To create a bilingual dictionary (mind map) created by the students in a guided way as support.

Temporalization: 15 minutes.

Materials: The booklet which is in appendix (2).

Description: To finish with the word level, we will carry out a mind map. The students will write in their booklets the activity and then they will give it to the teacher. If they do not remember some adjectives, they can use it as a guide.

Evaluation: I will use the mind map as a way of evaluation. At the end of the lesson all the students will give me their mind map in their booklets, and I will evaluate the clarity, order, and content of each one.

### Activity 4

Title: “Can you hear me?”

Objectives: To know how to modulate the voice and intone the words in rising or descending tone.

Temporalization: 10 minutes.

Materials: The adjectives from the glossary. Classical and relaxing music.

Description: As we are still at word level, we cannot ask children to form sentences yet. In this activity the children will be placed in pairs sitting opposite to each other. One of them will say a word from the glossary. Depending on the voice, the other student will have to take a step forward or take a step back.

Evaluation: In this activity I will evaluate aspects like the capacity of every student to keep calm when they cannot listen to another classmate, their capacity of agreement with other students and the use of the voice of each one.

## SENTENCE LEVEL

Once the students know what adjectives are, the meaning, pronunciation and the two types of comparatives, we will learn how to make sentences. We want to achieve two subtasks: to carry out a group competition about comparatives in order to show what have they taught. Talking about dramatization, we will learn how to use the voice in different scenes and how to modulate it.

### Lesson 1

#### Activity 1

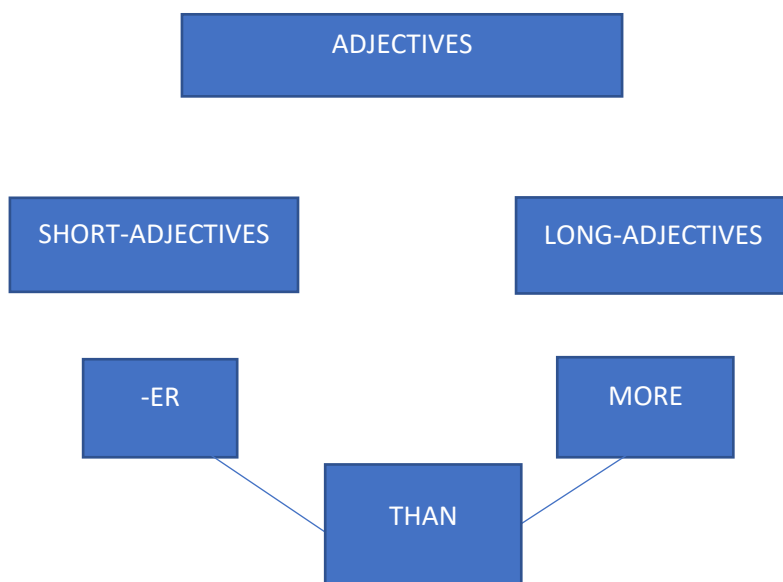
Title: “How comparatives are made?”

Objectives: To learn how comparatives are made and to remember the adjectives we have learnt in the last lesson.

Temporalization: 20 minutes.

Materials: A mind map which is in the booklet in appendix (2).

Description: In the first session we will explain to the students how comparatives are made playing a game in which two children from class will go out in front. The teacher will have previously written on the blackboard:



The teacher will give the first example. I will say an adjective, for example: “Tall”, pronouncing it in a high pitch. Then the teacher will ask: Is it short or long adjective? And the student will write the example on the blackboard: 1 is taller than 2. And then, they will have to write it down in their booklets.

Evaluation: This activity will be evaluated through observations considering the level of participation and interest of every student. To correct this activity, I will also use the activity on the booklet which is in appendix.

## Activity 2

Title: “We build and say the phrase correctly”

Objectives: To know how to make sentences with short and long adjectives to make a comparative sentence.

Temporalization: 20 minutes.

Materials: Flashcards which are in appendix (5).

Description: I will give flashcards with adjectives to each group. They will have to form the sentence correctly by doing the comparative considering whether it is a long or short adjective. Once all the groups have finished that sentence, they will have to say it out loud. Then, one member of each group will write his/her phrase on the blackboard and they will have to write the sentences of every group in the booklet.

Evaluation: In this activity I will evaluate the students taking into account the level of participation of each student within the group and the way of reaching an agreement. This activity will be also evaluated by checking the activity of the booklet which is in appendix.

## Activity 3

Title: “Can you understand me?”

Objectives: To modulate the voice and tone to find a harmony and work in a cooperative way to reach the final goal.

Temporalization: 20 minutes.

Materials: Classical and relaxing music.

Description: The children will be placed in pairs one at one end of the class and another at the another. They will have to say phrases that we have learned today, for example "You are taller than me." As everyone will do it at the same time, the other partner will find it difficult to hear it, so, together, they will have to find a way so that all can be heard. They will probably follow an order. They will do it firstly by pairs, then in groups of three and finally the class will be divided in two groups.

Evaluation: In this activity I will evaluate the capacity of work by groups of every student and the capacity to reach an agreement.

## **Lesson 2**

### Activity 1

Title: "What is the correct option?"

Objectives: To demonstrate what they have learnt about comparatives and to work in a cooperative way to achieve content learning.

Temporalization: 20 minutes.

Materials: Test, which is in the booklet, in appendix (2).

Description: In the next activity, the pupils will gather in pairs. The teacher will propose a test with questions about comparative adjectives, which are in appendix. They will have to choose the correct option according to the vocabulary learned and the script of the play. Finally, we will correct it all together.

Evaluation: Each pair of students will have to give me the test and I will punctuate the activity depending on their fails.

## Activity 2

Title: “Do you know it?”

Objectives: To work in a cooperative way to reach the final goal and show what they have learnt.

Temporalization: 30 minutes.

Materials: Booklet. It is in appendix (2).

Description: We will play a competition. Each group will be assigned an adjective. They have to develop the activity by carrying out the pencils at the center methodology. The teacher will ask them: “Is it a long or a short adjective?” Once they have decided, they will have one minute to write a comparative phrase and read it aloud, if they have done it well, they will get a point. The first student to reach five points wins.

Evaluation: I will use the booklet in which they will have to write the activity.

## Activity 3

Title: “Do you know to represent what you want to say?”

Objectives: To use non-verbal language to show what they want to say.

Temporalization: 10 minutes.

Materials: Classical and relaxing music.

Description: Students will gather in class groups and they have to think and create two sentences with comparatives. They can help each other. Then they will make a row and they will have to say the sentences using the non-verbal language according to the adjective they have chosen.

Evaluation: I will observe the students considering their capacity of expression and their non-verbal language.

## **Lesson 3**

### Activity 1

Title: “Learn with me”

Objectives: To know how to create comparative sentences and how to read them.

Temporalization: 15 minutes.

Materials: Booklet and the blackboard.

Description: In this activity, a child will go out in front of the class and choose another classmate. The teacher will write an adjective on the blackboard and the student will have to make a comparative sentence. The student can ask for help to his/her group.

Evaluation: I will use the activity of the booklet to evaluate this activity.

### Activity 2

Title: “Final competition”

Objectives: To show what they have learnt about adjectives and comparative sentences.

Temporalization: 25 minutes.

Materials: A PowerPoint which is in appendix (6) and a small blackboard for each group.

Description: We will carry out a competition. Each group will be a character in the play: Group 1 will be Piggy. Group 2 will be Toad. Group 3 will be Paw. Group 4 will be Rat and Group 5 will be Hare. There will be some questions about comparative adjectives, every group will have a blackboard and they will have to write the answer. When time runs out, they will have to raise the board all at once and the teacher will write down the points each group gets. In order for the questions to be understood by the children correctly, I will project a power point so that they are reflected on the board.

Evaluation: I will see the booklet in which each student will have to write how many points have they got to see if they have understood the contents. And I will also evaluate their capacity of working in groups.



### Activity 3

Title: “Let’s interpret”

Objectives: To adapt to different situations and their corresponding modulation of the voice. To recognize and know how to show their feelings.

Temporalization: 20 minutes.

Materials: A fragment of the play.

Description: The children will gather in groups and will carry out an activity in which they have to read a fragment of the play but simulating different situations. The 5 chosen situations are: With a thief who is chasing them, happy because they got a 10 in English, like if they were the teacher, eating their favorite food and as if they were laughing. When they have finished, I will ask some questions to the students like: What do you think is the best way to interpret that feeling? How do you show your feelings in your life? Do you know when somebody is sad or happy?

Evaluation: I will take into account the participation and the level of respect of the students. In addition, I will observe how they represent the situations.

## **TEXT LEVEL**

In this period the students know how to make comparative sentences correctly, they also have learnt to trust in the classmates, modulate their voice, understand their own feelings and their classmate’s ones. They are nearer to the final task which is to represent the story. In the last sessions we will carry out the distribution of papers and then the costumes of the play.

## **Lesson 1**

Title: “What’s your responsibility?”

Objectives: To read a story with the right tone for each situation and each character. And to work cooperatively and in a context of respect for the pronunciation and representation of classmates.

Temporalization: 60 minutes.

Materials: A copy of the story.

Description: In the center of the table of each group there will be papers with the names of the characters of the work. Each pupil will take one and that will be the role he/she will play. There will also be a narrator who will be chosen at random during the performances. I will order them to underline the phrases they must say in their photocopy of the play. Then, they will be allowed to practice. I will go through all the tables and correct them and help. The methodology 1-2-4 will be carried out. First, one student will underline what he/she has to say, then he/she will practice it with another classmate and then they will practice all together.

Once they have done it, all the students who have the same character will practice together. In that way, they will see how their classmates have done it.

Evaluation: I will use the observation as a way of evaluation. This activity will be also evaluated by taking into account the pronunciation of the text, its dramatization, and the respect among the students.

## **Lesson 2**

Title: “We create customs together.”

Objectives: To work in a cooperative way to create the decoration of the story.

Temporalization: 60 minutes.

Materials: The customs created by the students.

Description: In the last session the students were asked to bring cloth and costumes, so they could create their costumes. When they have finished, they can help the other classmates. Also, I will set the class to look like a real stage. Once they have finished, we will practice the story together. I will ask for one student to be the narrator and the groups will practice it in front of everybody.

Evaluation: I will take into consideration the level of participation, interest, and the respect among the classmates.

### **Lesson 3. Final task.**

Title: “The most important day.”

Objectives: To apply the contents learned during the previous lessons, to know how to represent the assigned character with the appropriate attitude and pronunciation, to value the foreign language as an instrument of communication and to value and respect the performance of colleagues.

Temporalization: 60 minutes.

Materials: The customs, the decoration of the story and images of every part of the story.

Description: Today is the big day, the day of the performance of the play. The tables will be placed in a part of the class and each group will make the representation. One student will be the narrator. I will provide them with a copy of the story with the underlined phrases they have to say and there will be another student with another copy of the work who will have to help the classmates who are acting in case one is lost at some point.

Evaluation: I will follow an evaluation table in which I will see if the students have reached the objectives which is in appendix (9). It will be also evaluated by a self-assessment table too; it is in appendix (8).

## 6. CONCLUSIONS

Thanks to this Final Degree Project I have learned the importance of designing and planning sessions according to the characteristics of the class and considering the resources and possibilities of Primary Education. It has been difficult to carry it out because Dramatization is not established as a content in English subject. On the other hand, I have been able to design an attractive and participative proposal for the students to learn English contents. I have been able to do this because I have searched for information and observed other activities and proposals.

Furthermore, I have also learned about the subject of dramatization by consulting thesis, other Final Degree Projects, books, and their close relationship with the technique of scaffolding and cooperative learning. At first, I did not think it was going to have any kind of relationship. But after researching the subject, I was able to deduce that they have many things in common, for example: In dramatization is important to carry out the activities through cooperative learning to reach specific objectives and then get the final one. Scaffolding technique also helps to get that because it should be done through levels of acquisition. Apart from that, I have also learned about the importance of using cooperative work to learn English because it will help the students to be better citizens and have more empathy with the people.

Once I have understood the benefits of dramatization, cooperative work, and scaffolding technique, I have been able to relate everything in my didactic proposal using these three contents in all the activities to be able to achieve the final task.

On the other hand, I have been able to look for some online resources to develop the activities. Since most schools have a good technological level, it has helped me to become familiar with these methods.

Finally, this Final Degree Project has helped me to discover the numerous advantages that literature has within the English classroom and its practice within it. In addition, it seems to me that dramatization does not have enough value within the schools, since, when I was informed about some dramatic practice previously carried out, I could find few references and that is the reason why I decided to carry out a proposal in this way.

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## 8. APPENDIX

### APPENDIX 1: “El sapo y el forastero.” (ADAPTATION).

#### NOT EVERYTHING IS WHAT IT SEEMS

One day, a stranger arrived and camped on the edge of the forest. The Piggy was the first to see him.

-Did you see him? -asked the rude piglet when he found Toad and Paw.

-No, -said Paw-. What is he like?

-He is **uglier** than me-replied the Piggy. What could he have come here for?

-You have to be careful with rats, -said Paw. They are **worse** animals than us.

-How do you know that? -asked Toad.

-Everyone knows that, -said Paw indignantly.

But Toad was not so sure. He wanted to see it with his own eyes. That night, as it got dark, he saw a red glow in the distance. Toad got closer to that place. The stranger had put a pot on the stove and was cooking something that smelled very well. It seems he is **more intelligent than** me because I cannot cook -thought Toad.

-I saw him -said Frog to the others the next day.

So what? asked the Piglet.

He cooks **better** than me, he looks like a nice guy. -said Toad.

-Careful -said Piggy -. Remember, he is **stranger than** you and me.

-Yes, all the rats look the same -said Piggy.

-He'll eat all our food and never work -said Paw-. Rats are **lazier** and **more adventurous than** us. But it was not true. Rat was always working. He collected wood from the forest and made a table and bench with great skill. He swam in the river every day and he was not dirty at all. He can swim **better than** me -thought Toad.

One day, Toad decided to visit Rat. Rat was resting in the sun, sitting on his new bench.



-Hello -said Toad-. I am Toad.

-I know -said Rat-. I can see that. I am not stupid. I can read and write and speak three languages: Spanish, English, and French. Toad was very impressed. Not even his friend Hare, who was **more intelligent than** him could do that.

Then, the Piglet asked. . . Where did you come from? -asked Piglet in anger.

-From everywhere and nowhere -Rat replied calmly.

You cannot stay here. -said Piglet.

Rat did not get upset.

-I have travelled all over the world -replied Rat-. There's peace here and a beautiful view of the river. I like this place. It is **cleaner than** my city.

-I bet you have stolen the wood -said Piggy.

-I found it in the forest and I had to get up at five in the morning to pick it up. -said Rat in a dignified voice-. The forest is not yours.

-You are **worse than** us, Rat -Murmured Piggy.

-Yes, yes... -said Rat bitterly-. Everything is always my fault. Rats are always accused of everything.

Toad, Piggy and Paw went to visit Hare.

-That filthy rat must go now -said Piggy.

-He has no right to be here. He is not from here and he steals our wood and besides, he is **ruder than me**. - exclaimed Paw.

-It is enough. -said Hare-. He may be different from us, but he is doing nothing wrong and the forest belongs to everyone. And he is **nicer than** you.

From that day on, Toad always went to visit Rat. They sat together on the bench, enjoying the view, and Rat told Frog about his adventures around the world, because he had traveled a lot and very interesting things had happened to him.

-You are **funnier than** Hare and Piggy-said Toad.

Piggy thought it was very bad what Toad was doing. -You should not be hanging around with that filthy rat, he is **dirtier than** you, and his skin is **darker than** mine. -He told them.

Why not? -asked Toad.

-Because he is different from us, his skin is **darker than** mine -said Paw.

-Different? -asked Toad. But we are all different. And skin color is not a problem.

-No -said Paw-. We are all the same, we are all from here, Rat's not from here.

One day. Little piggy got sloppy at cooking and spilled something in the kitchen. Those flames were bigger than a fire. Soon, the fire grew, and the flames spread everywhere.

The house was on fire. Piggy ran outside, terrified. Fire! Fire! -they shouted. But Rat had already arrived. He ran back and forth from the river to the house with buckets of water and fought the fire until it was put out.

Piggy had become homeless. But they did not have to worry. The next morning, Rat appeared with a hammer and nails. He repaired the house. Rat was **more generous than Piggy**.

Another day, Hare went to the river to get water. Suddenly, he slipped and fell in the deepest part. Hare cannot swim.

-Help! Help! -he shouted. Rat heard the screams and boldly threw himself into the river. He pulled Hare out and brought him to shore, safe and sound. Rat was **braver than Piggy**.

So, everyone agreed. Rat could stay. He was always cheerful and happy and willing to help when someone needed it. Often, he would think of fun things to do, such as having lunch by the river or going on a hike in the forest.

But one day, when Toad went to visit his friend Rat, he could not believe his eyes. The tent had been dismantled and there was Rat with his backpack.

-Are you leaving? -asked Toad.

-It is time for me to go my way -said Rat-. Maybe I will go to Brazil. I have never been there.

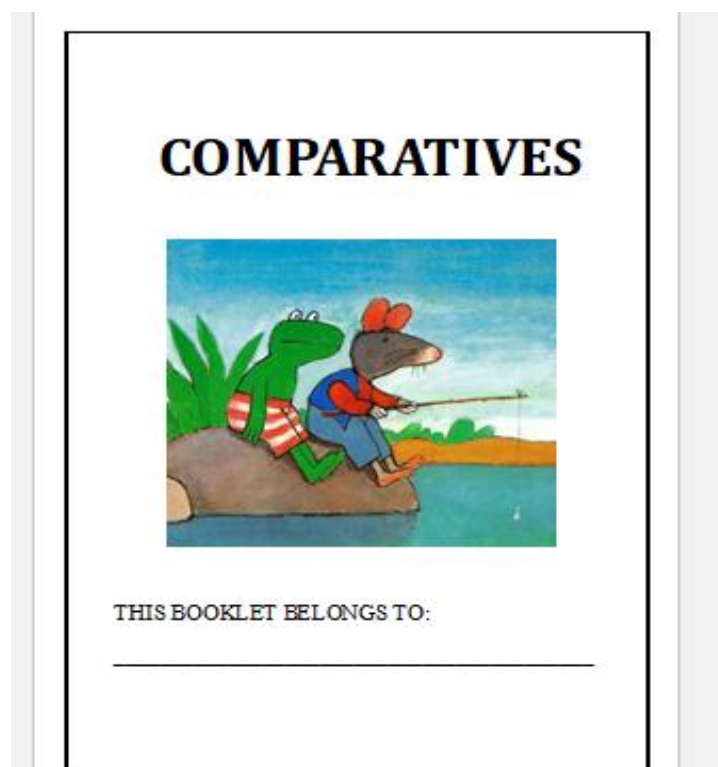
Toad was **sadder than Rat**. He thought he will not see him anymore. With tears in their eyes, Toad, Paw, Hare and Piggy said goodbye to their friend Rat.

And he was gone. That “filthy, dirty” rat, who was generous, skillful, kind, and adventurous. All of us watched until Rat disappeared into the distance behind the hill.

-We're going to miss him; he is **more incredible than all of the animals I know.** -sighed Hare.

Rat left and his new friends felt very sad. But the wooden bench had remained there and often the four of them sat in the sun to talk about the memories of their good friend Rat.

## APPENDIX 2: BOOKLET



*(Own tool made by OFFICE PUBLISHER)*

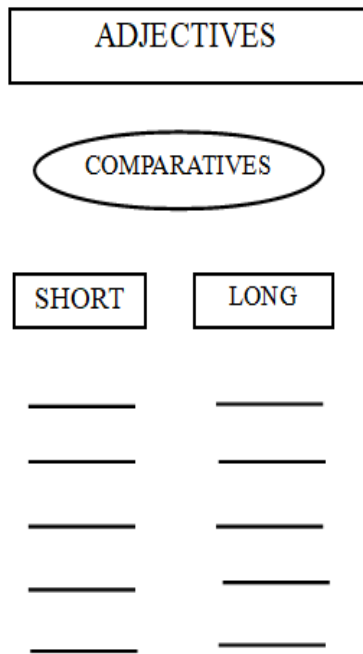
### 1. Glossary

Adjective	Meaning
Ugly	_____
Intelligent	_____
Good	_____
Strange	_____
Lazy	_____
Adventurous	_____
Clean	_____
Bad	_____
Rude	_____
Funny	_____
Dirty	_____
Dark	_____
Huge	_____
Brave	_____
Sad	_____

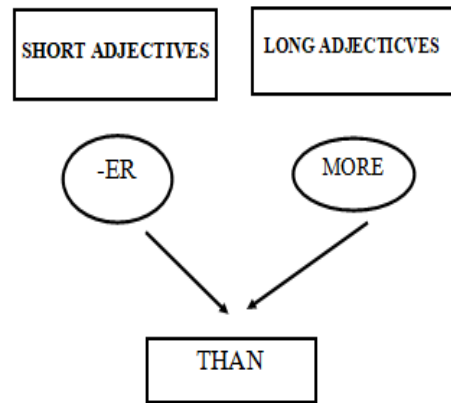
### 2. Short and long adjectives

Short	Long
_____ Syllables:	_____ Syllables:
_____ Syllables:	_____ Syllables:
_____ Syllables:	_____ Syllables:
_____ Syllables:	_____ Syllables:
_____ Syllables:	_____ Syllables:
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_____ Syllables:	_____ Syllables:
_____ Syllables:	_____ Syllables:

### 3. Mind map.



### 4. Comparative sentences.



Write the sentences:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Write the sentences of each group.

Group 1:

\_\_\_\_\_

Group 2:

\_\_\_\_\_

Group 3:

\_\_\_\_\_

Group 4:

\_\_\_\_\_

Group 5:

\_\_\_\_\_

6. Choose the correct answer.

1. At first, Piggy thought that Rat was...

- a) Uglier than him
- b) Braver than him
- c) Uglier him

2. When Rat was cooking, Toad thought that Rat was...

- a) More intelligent than him.
- b) Intelligenter than him.
- c) More generous than him.

3. Paw thought that Rat was...

- a) Lazier and more adventurous than them.
- b) Nicer and the more adventurous.
- c) More lazy and more adventurous than them.

4. Toad said that...

- a) Rat swims better than me
- b) Rat swims more good than me
- c) Rat swims the best

5. Rat liked that place because it was

- a) cleaner than his city
- b) dirtier than his city
- c) the cleanest city

6. Piggy didn't like Rat and he said to him:

- a) You are worse than us
- b) You are the worst
- c) You are the best

7. When Hare met Rata think that he was...

- a) Nicer than Piggy
- b) Worse than Piggy
- c) The nicest than Piggy

8. How were the flames that Piggy caused?

- a) The hugest flames of the world
- b) Huger than others
- c) The most huge flames of the world

9. When Rat went away Toad became:

- a) The saddest Toad in the world
- b) The most sad Toad in the world
- c) The sadest Toad in the world

10. Finally, despite of Rat's color skin

- a) He was incredibler than other animals
- b) He was incredibler rat
- c) He was more incredible than him

Correct answers \_\_\_ / 9

7. Animal's competition

Question 1: How many syllables does a short adjective have? And a long adjective?

Answer:

Question 2: Write two short adjectives and two long adjectives.

Answer:

Question 3: What is the comparative form of Good? And the one for bad?

Answer:

Question 4: Complete the sentences.

- Rat is \_\_\_ generous \_\_\_ Piggy.
- Rat is the \_\_\_ intelligent rat.
- That place is clean \_\_\_ the other

Question 5: Make a comparative sentence with this two people and this adjectives:  
Rat, Frog, Generous.

Answer:

Question 6: Write these sentences correctly.

- I am more tal than you.
- You are bader than me.

Answer:

**APPENDIX 3: WORD LEVEL. LESSON 1. ACTIVITY 1.**



## APPENDIX 4: WORD LEVEL. LESSON 1. ACTIVITY 2.

Ugly	Feo/desagradable
Intelligent	Listo
Good	Bueno/bien

Card 1 of 16

Card 1 of 16

Card 2 of 16

Card 2 of 16

Card 3 of 16

Card 3 of 16

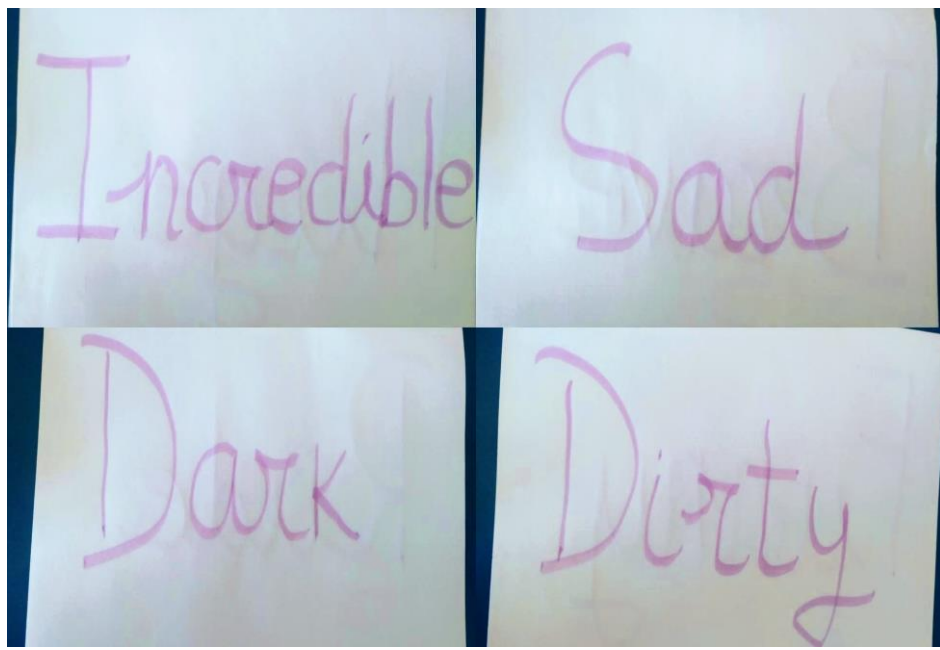
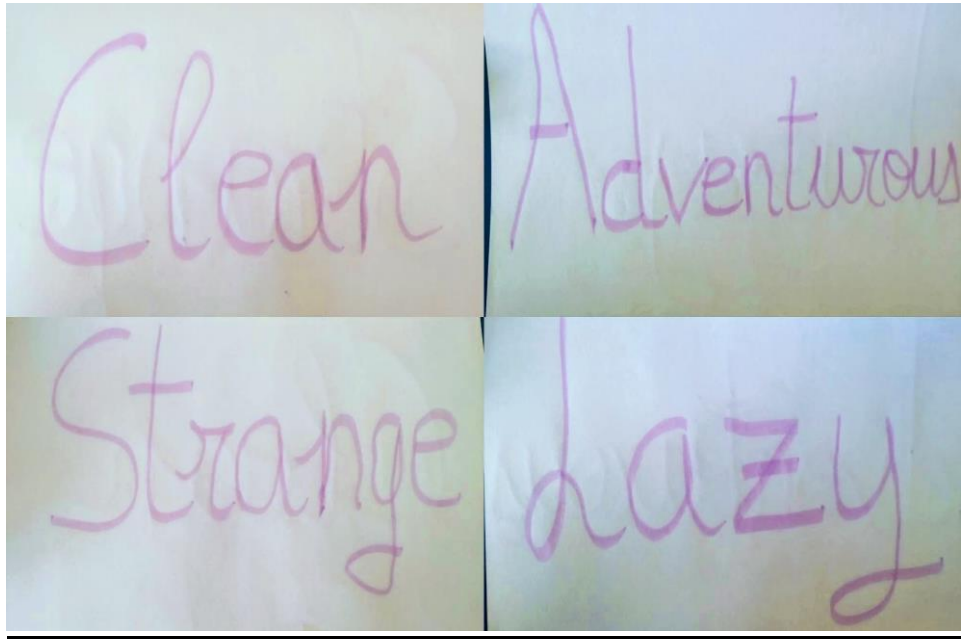
**APPENDIX 5: SENTENCE LEVEL. LESSON 2. ACTIVITY 2.**

-er

than

more





Ugly	Intelligent
Bad	Good

Rude	Brave
Funny	Huge

## APPENDIX 6: SENTENCE LEVEL. LESSON 2 ACTIVITY 2.

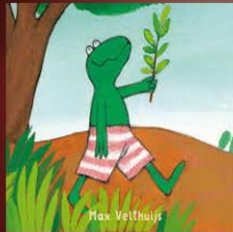
### COMPARATIVES COMPETITION

MEMBERS:

GROUP 1:



GROUP 2:



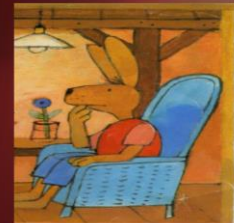
GROUP 3:



GROUP 4:



GROUP 5:



FIRST QUESTION:

- How many syllables does a SHORT ADJECTIVE HAVE? And a LONG ADJECTIVE?

SECOND QUESTION.

- Write two short adjectives and two long adjectives

THIRD QUESTION.

- What is the comparative form of **Good**? And the one for bad?

FOURTH QUESTION

- Complete the sentences:  
-Rat is \_\_\_ generous \_\_\_ Piggy.  
-Rat is the \_\_\_ intelligent rat.  
-That place is clean \_\_\_ the other

FIFTH QUESTION

- Make a comparative sentence with this two people and this adjective:  
• Rat  
• Toad  
• Generous

IS IT OKAY? WRITE THE CORRECT ONE.

- I am more tal than you.
- You are bader than me.

## APPENDIX 7: SELF-ASSESSMENT OF COOPERATIVE WORK.

### Collaboration Skills: Self-Assessment

Name: \_\_\_\_\_

	Not yet	Some- times	Most of the time	Always
I listen to the ideas of others				
I negotiate with others				
I help reach agree- ments on <u>what</u> should be done and by <u>whom</u>				
I complete all tasks assigned to me while doing my best work				
I help put our ideas together into one product				
I solve conflicts reasonably				

## ANEXES 8: SELF-ASSESSMENT OF THE FINAL TASK.

Student Name: \_\_\_\_\_ Partner(s): \_\_\_\_\_

	1	2	3	4
<b>Listening</b>	I was unable to maintain listening when my partner spoke.	I needed more than 2 prompts to maintain listening when my partner spoke.	I needed 1-2 prompts to maintain listening when my partner spoke.	I listened when my partner spoke.
<b>Body Control</b>	I was unable to keep my hands and feet to myself.	I needed more than 2 prompts to keep my hands and feet to myself.	I needed 1-2 prompts to keep my hands and feet to myself.	I kept my hands and feet to myself.
<b>Cooperation</b>	I was unable to work with my partner.	I needed more than 2 prompts to work with my partner.	I needed 1-2 prompts to work with my partner.	I was able to successfully work with my partner.
<b>Respect</b>	I was unable to show respect to my partner and their belongings.	I needed more than 2 prompts to show respect to my partner and their belongings.	I needed 1-2 prompts to show respect to my partner and their belongings.	I showed respect to my partner and their belongings.
<b>Task</b>	I was unable to complete my fair share of the work.	I needed more than 2 prompts to complete my fair share of the work.	I needed 1-2 prompts to complete my fair share of the work.	I was able to complete my fair share of the work.

Total Score: \_\_\_\_\_

## ANEXES 9: EVALUATION OF THE FINAL TASK.

	Criteria				Points
	4	3	2	1	
<b>Body language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
<b>Eye contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	
<b>Introduction and closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	
<b>Pacing</b>	Good use of drama and student meets apporioned time interval.	Delivery is patterned, but does not meet apporioned time interval.	Delivery is in bursts and does not meet apporioned time interval.	Delivery is either too quick or too slow to meet apporioned time interval.	
<b>Poise</b>	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	
				<b>Total</b>	