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Title: “Psychodrama techniques in the EFL classroom to foster oracy skills, 21st century skills and emotional intelligence”

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Name: Prof. María Isabel Pastor

E-mail: profemariaisabel@yahoo.com.ar

Com.: 1 LZ

Supervisor: Prof. Lic. Elizabeth White

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Introduction

It is the purpose of this didactic sequence (henceforth DS) to gain insight into the application of psychodrama techniques in the classroom when teaching EFL, as far as some aspects of oracy skills are concerned, and considering the 21st century skills and emotional intelligence as well. At present, in order to help adolescents in the process of being able to be better equipped for life, the development of 21st century skills and emotional intelligence turns to be a need, as these two aspects may certainly contribute to this process. Keels (2019) mentions these aspects as important tools for personal and professional life, and she combines the emotional intelligence that the 21st century skills involves, contributing with their close relation. It is worth mentioning that achieving this is a huge challenge for teachers who work with students that attend state-run schools in Argentina because they have to deal with many issues. Some of those are found in most of schools, such as lack of family support or building problems, and others are specific of each school community, such as lack of school authorities support, or endurance of economic difficulties in the students' families.

The proposal is aimed at adolescent students at a state-run school, "EES N°9", in Southern Great Buenos Aires in the Province of Bs As, attending 6th year, the last secondary school course of the level. This school is located some blocks away from the town centre of Rafael Calzada, and it is the only state-run secondary school in this city. Besides, students come from the school surroundings and other cities around, like Solano, Claypole or Burzaco. Though these are working-people neighbourhoods, similar to Rafael Calzada, in some areas, low socioeconomic situations and poor housing and living conditions can be observed. Referring to the school building, one part of it is more than 30 years old and it often has electric and/or gas problems, and ceiling leaks, coming from roof damage. In another part of it, a clearly new kind of construction can be seen, where two laboratories (first floor), the library, two administrative offices and two toilets have been built. Near this area, a one-year-old school playground can be found.

In relation to English Language level learning at this school, and in consideration of the diagnosis carried out every year, secondary students attending

6th year have not been able to develop their oracy skills throughout their primary and secondary school in spite of having had English classes since 4th form. Considering the Canadian Language Benchmarks to define the language level of this group of students, it can be said that their competency in Listening skills, is at level 4; in Speaking skills, it is moving from level 2 to level 3; in Reading skills, it is at level 4; and in Writing skills, it is at level 3, (see Table of the Canadian Language Benchmarks levels in Appendix A). In the group itself, there are students with different levels of L2 literacy, hence competency. Then, it can be considered a mixed-ability L2 class. In addition, there is a high index of absenteeism, in general as a consequence of family problems or rainfall. Apart from that, they bear socio-emotional problems within their families and at school. This fact is certainly perceived and reflected on their disruptive and violent behaviour in the classrooms and at breaks. The information provided by the “Equipo de orientación escolar”¹ about some students’ psycho-pedagogical profiles and family backgrounds gives evidence to support this condition as well.

In the course of this DS, each student will have the opportunity to select a famous person (from any area such as art (like music, painting, dancing, and acting), history, science, sports, among others) dead or alive to be able to characterise her/him later on. If the famous person is dead, the teacher will ask the student to choose one year in the celebrity’s life and perform every task considering that that is the student’s present time when he/she impersonates the important person. Besides, in each enactment (clarified later on), there will be an episode including a task in a kind of Celebrity Big Brother’s reality show with a final quiz (Lesson 7) based on questions about the rest of the famous people there at the end of the DS, which will be part of the final task. The winner in Lesson 7 will be able to choose his/her two favourite places to go together (the whole class) on a holiday

¹ The “Equipos de Orientación Escolar” are in charge of helping educational institutions support and deal with the students’ educational development. They do psycho-pedagogical and social work depending on the different students’ and students’ families’ needs.

trip in Argentina, from which only one will finally be chosen in the final task in Lesson 8. In this very last lesson, the students will work in small groups at first, and then, as a whole group, they will have to make a debate, make decisions and tell their final plan in English about where to go (from both places), how to go and what to do there. That is also why they will need to gather information from all the participants in each encounter, which will have the same context, Celebrity Big Brother House, but occurring in different parts of it. After 8 days of living together in the house mentioned, the public figures will have the chance of travelling together as a whole group as the final prize of the show. This Celebrity Big Brother reality programme aims at making all the participants stay until the very last day to be able to enjoy the trip together. For that purpose, they will need to be or learn to be collaborative, communicative, socio-emotionally stable, creative, and empathic among other things through meaningfully communicative tasks. Considering this, some objectives are common to all lessons such as to promote group cohesion, socio-emotional-physical confidence and introspective work. Besides, the teacher will play the role of moderator/facilitator of the lessons/sessions (explained later on) within the psychodrama scheme.

Expected contribution

The essential contribution of this DS is aimed at providing this group of adolescent learners with the opportunity of experiencing psychodrama activities in the EFL classroom, through which they will be able to have the opportunity to develop their oracy skills, 21st century skills and their emotional intelligence, too. Besides, this will undoubtedly be an innovative experience of active learning to build knowledge applying their higher-order thinking skills. It is our belief that an effective way of dealing and integrating all these areas is working through psychodrama techniques in the classroom as it provides teachers with a wide and new range of strategies, resources and contexts which would offer students different ways and possibilities of developing the skills above, such as the need for speaking,

being empathic or cooperate in order to solve a problem or make a collective decision. This fact also aims at giving them the chance to learn to expand genuine supportive tools to deal better with their own behaviour in general, especially at school and at home, what may help them to start building a more encouraging future. Apart from that, the students may also find their own way of communicating ideas, thoughts or feelings in English (and in Spanish) in different contexts while getting involved in these lessons/sessions.

Objective

As stated before, the aims of this DS are connected with providing students with a different English Language learning experience through psychodrama techniques while helping them develop or improve oracy, emotional intelligence and 21st century skills in order to grow both academically and personally. Therefore, the learners will be given graded psychodrama tasks in order to work on the skills and issues specified before, creating a non-threatening atmosphere and giving them certain tools to use the target language for specific communication goals. It is worth noticing that including EFL oral production in the classroom is challenging for the students and for the teachers. This turns to be so owing to the students' already mentioned particular educational, socio-emotional and economical context. Besides, Vaca Torres & Gómez Rodríguez (2017) notice that oral production needs to be focused on meaning rather than on form, and contextualized in significantly communicative situations. Furthermore, there are some aspects to rethink when dealing with oracy skills in institutionally formal lessons, such as teaching strategies, teacher's perceptions and tacit beliefs of teaching speaking, curriculum, extracurricular activities and assessment regulations (Al Hosni, 2014). So, the elements from oracy skills, such as the cognitive, physical and the socio-emotional aspects, from the 21st century skills (4Cs), such as collaboration, communication, and critical thinking and problem-solving aspects, and from emotional intelligence, such as self-regulation, social-awareness and relationship management are all interconnected to be used to promote development or improvement in the learners, by means of applying psychodrama

techniques in the high school classroom scenario.

Theoretical framework

It is broadly known that language is the main tool for communication (Ellis, 1993). It is essentially used to give and exchange our ideas, emotions, world's perceptions among other things. This intrinsic connection between Language and Communication helps us to understand how vital, rich and powerful language can be (Ellis, 1993).

When the concept of Language for communication is introduced, it is necessary to claim that oracy skills play an essential role to accomplish this goal, and oracy education is the term used to describe the direct teaching of these skills. Consequently, as given by Cambridge papers for ELT series (2018), oracy skills refer to the use of talk to communicate effectively in different social contexts, including the ability of handling the oral skills of speaking and listening as Wilkinson (1965) defined in order to give them major importance into the educational field. The development of oracy skills includes Physical, Linguistic, Cognitive and, Social & Emotional categories. Physical category is concerned with the speaker's use of voice and body language, for example: voice projection, fluency, tone and gestures. Linguistic aspect of oracy is related to the speaker's choice of vocabulary, grammatical structures and grammar quality, such as the use of metaphors. Cognitive category involves the content of talk, and its quality related to the task carried out, e.g.: if the talk is appropriately used to reason or if they can produce knowledge on the contributions of others. Social & Emotional category accounts for the speaker's use of language as a tool for developing and keeping social relationships, such as the use of talk or work collaboratively with others to find solutions to problems or the ability to listen to others attentively.

In the Cambridge papers mentioned above, two essential reasons to focus on this area emerge, which are its impact on learners' cognitive development and their preparation for participating in the wider world. In order to allow students to develop oracy skills, it is necessary for them to be addressed with problem-solving situations in context.

It is extensively accepted that problems and issues connected with the real world allow students to reason inductively and deductively, synthesize, evaluate evidence and different perspectives, argument, compare and contrast, and draw conclusions predicated upon analysis (Levin - Goldberg, 2012). It is widely admitted that in order to be highly competent professionals and actively participative citizens in this era, it is required to develop the 21st century skills, the 4Cs (Critical thinking and problem-solving - Communication - Collaboration - Creativity and innovation) . In consideration of the explanation of the 4Cs developed by the National Education Association (2012), when referring to Critical thinking and problem - solving, some aspects appear to become important to mention. Those are the following, *reason effectively*: the use of various types of reasoning (inductive, deductive, etc.) according to the situation provided; *use systems thinking*: the analysis of how the parts of a whole interact with each other in order to obtain diverse results in complex systems; *make judgments and decisions*: using and evaluating evidence, beliefs and alternative viewpoints, summarizing and connecting information and arguments, interpreting and drawing conclusions, and reflecting on learning experiences and processes; and *solve problems*: dealing with different types of unexpected problems in both traditional and innovative ways, and recognizing and asking meaningful questions to make clear a range of points of view, arriving at better outcomes. As far as Communication is concerned, it is related to connecting thoughts and ideas in oral, written and non-verbal communication forms and skills according to different contexts; listening effectively in order to understand meaning through knowledge, intentions and attitudes; using communication for a variety of goals such as persuading, motivating or enquiring. As regards Collaboration, it refers to the abilities of working productively and respectfully with different groups; put into use and make visible the features of flexibility and helpfulness to achieve common aims; and accept collective responsibility for the collaborative work done, including the importance of the individual contributions, as well. Considering Creativity and innovation, many aspects need to be considered. To be able to *think creatively*, the use of a wide

range of idea creation techniques, the creation of new constructive ideas, and the elaboration, analysis and evaluation of original ideas to improve and generate other ideas are essential. To be able to *work creatively with others*, it is vital to develop and communicate ideas effectively; to be open to different perspectives and take them into account to provide further feedback; to see failure as a chance to learn and recognize that creativity and innovation belong to a cyclical process of modest successes and frequent mistakes.

Along the concepts developed above, emotional intelligence becomes fundamental in order to communicate with oneself, and in social contexts considering the socio-emotional aspects. With reference to emotional intelligence, it has been defined as, “the ability to monitor our own and other people's emotions, to distinguish between different emotions and label them appropriately, and to use this information to guide our thinking and behaviour” (Salovey & Mayer 1990, p.185). Besides, in Elbertson, Brackett, & Weissberg (2010), they state that emotional intelligence skills enable individuals to be aware of themselves and of others, make responsible decisions, and manage their own behaviours and those of others. It also affects how to deal with conflicts, how to manage complex social situations, how to make personal decisions which achieve positive results, and their direct connection among them. Although Goleman (2012) mentions five categories for emotional skills, in this DS, the focus will be put on the four-branch model of emotion-related abilities that Brackett, Delaney & Salovey (2020) describe, as they are the four that all the authors mentioned have in common in their books and papers. They are the following: Self-awareness is connected with Self-regulation and Social awareness; and Self-regulation and Social awareness are connected with Relationship management. Self-awareness refers to recognizing your own emotions, strengths, weaknesses and how these aspects impact on others; and the degree of self-confidence you have in yourself and the awareness of how others perceive you. Self-regulation concerns regulation, management and expression of your emotions appropriately, along with being flexible and adaptable to change, good at managing conflict, and taking responsibility for your actions. Social

awareness (also known as empathy) is connected with the understanding of how others are feeling, and getting involved in their interests, in order to be able to perceive their motivations and upsetting triggers. Relationship management (also known as social skills) addresses to the building of relationships, socializing and communicating with others, including active listening, influencing and collaborating.

Furthermore, emotional intelligence is closely related to the whole proposal of this DS, as collaboration and solving-problem skills (two of the 4Cs) need self and socio awareness (two of the emotional intelligence), and socio-emotional and cognitive skills (two of oracy skills), as well. Furthermore, the pedagogical-didactic point of view, and the addition of psychodrama techniques as the transversal content to promote the development and/or improvement of those three interconnected is described below.

Regarding the methodological aspect, a didactic-pedagogical way related to the Communicative Approach is taken into account, as it implies that the use of language for communication of meaning is more relevant than the learning of language structures and vocabulary, though the grammatical and lexical aspects are also considered (Wilkins, 1976 and Widdowson, 1978). It comprehends communicative techniques and procedures used to teach and learn a language through communication. Related to this, Richards & Schmidt (2013) claim that the goal of teaching a language is to enable students to use language in communicatively effective ways, and they also consider learners as social beings, getting involved in different contexts. This is the type of approach needed to develop the areas mentioned before, as it provides us with the contextualized and communicative environment required.

In light of the Communicative Approach, Task-based Learning becomes appropriate to apply, as its main focus of the lesson is the implementation of tasks in a supportive framework (Willis, 1996). Besides, this author is of the opinion that the objective of tasks is to generate an authentic purpose for language use, and to give a natural context for studying a language. She also states that the phases of the Task-based Learning framework can be flexible according to the needs and

backgrounds of the students. In the case of Nunan (1989), the idea of *activity* is superseded by the idea of *task*, which stands for, “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p.10). Thus, this idea of emphasizing the use of language for communicative purposes is decidedly necessary to work with when the integration of the 4Cs, the oracy skills and emotional intelligence is fostered in EFL classroom tasks. According to the role, general situation, their communicative intentions and the contribution of others, the learner decides what to say and do. Thus, it is unavoidable to relate characteristics of the Communicative Approach and Task-based Learning with some features of drama and psychodrama activities, as they offer the use of language for communicative and significant aims, authentic information, as part of the resources, and meaningful contexts taking into account the different problem-solving situations, giving the students real-life experiences.

In accordance with Maley and Duff (2005), using drama techniques in the classroom helps to integrate language skills naturally, including spontaneous verbal expression which turns to be essential to most of the tasks. The two aspects of being natural and spontaneous in the integration of language skills are visible features associated with the idea of being able to build healthy relationships in a continuously changing world. Besides, Mordecai and Scharengnival, in Wan Yee Sam (1990), state that the activities using drama tend to be purposeful. The student sees the need to communicate, so he / she concentrates on how to get through a task since drama provides him / her with a significant context, such as a simulation or role-play. These authors also suggest that drama activities normally take the form of group work, so students cannot afford to stay passive for too long. Thus, the main features that are mostly considered are to be interactive and communicative; to be learner-centered; to be as much purposeful and meaningful as possible; to promote group work and peer-collaboration. These are aspects related to the oracy skills selected to focus on this work, to the 4Cs and emotional intelligence. Psychodrama is regarded as part of what is called *art therapy*, which is,

paraphrasing Klein (2007), the encounter of two projects: an artistic project and a therapeutic one. It involves accompanying people with social, psychological, physical, educational and / or existential problems, through their own artistic productions like painting, music, drama / theatre, writing, dancing, among others. The main idea is having each piece of work as a starting point to generate a transformation process in each person, helping him/her to integrate in his/her social reference group in a constructive and creative manner.

In the case of drama in art therapy, it is called *psychodrama or drama therapy*. Psychodrama was created by J. L. Moreno (1946) who worked with what is called *spontaneous (and creative) drama / theatre*. He mainly aimed at people's relationships because he detected communication problems. It is supported in the collective action; there are different places (scenarios) to take part; it is needed to learn to take decisions; creativity is developed; it is a therapeutic process for humanity (for all ages) especially for minorities and the excluded. It is quite understandable that it fits the objectives pursued in this DS.

Bareicha (2012) states that problems in the morenian approach are always contextualized, and they are plural and collective. Consequently, it is a complex task, and it takes therapeutic (take care and heal), pedagogical (educate and prevent) and artistic (show behaviour and exhibit), attitudinal, and multi referential perspectives and strategies. As psychodrama techniques give a broad range of possibilities, the inclusion and interchange of topics and contents through cross-curricular projects among different subjects, such as Literature, Art, History, Biology, Citizenship or Comprehensive Sexuality Education is also plausible.

In psychodrama, according to Obst Camerini (2013), a variety of drama techniques are used including certain rules according to the needs of the process, fostering some of the following psychotherapeutic objectives and educational aims, in this case, too. Those are: 1) To gain self-awareness of one's own thoughts, feelings, motivations, behaviours and relationships; 2) To improve how one sees the situations, different points of view of others and the effect of one's action on them; 3) To search and discover the possibility and own capacity of new

and more functional options of behaviour; 4) Rehearse, learn and prepare to perform the different behaviours and answers. It is also fundamental to introduce the process of a psychodrama session, which has distinct phases. The first step is called *Warm-up* and it implies the preparatory activities, making people connect with themselves, their emotions, problems, and creating a proper atmosphere to be able to have a *deep real experience* in the next step, the *Enactment*. It starts when the characters, place and the contextual situation have been defined. It may last some minutes or an hour according to the development of each enactment. In general, the moderator or therapist indicates when it is finished. Afterwards, the *Sharing* step comes, which is a moment to express feelings, thoughts, ideas freely related to the previous phases. An important aim to point out is the lack of interpretations or judgements that the participants need to respect, in order to have the means for telling their true emotions and thoughts, and feeling each other supported.

The purpose of this work is to provide learners with innovative tasks and tools, through psychodrama techniques, to make them be involved in their own educational and personal growth. Additionally, the relevance of this proposal in the field is to make colleagues be able to read about psychodrama in the EFL classroom, which may have a positive impact on making students improve and develop their oracy skills, 21st century skills and their emotional intelligence within an educative, therapeutic and artistic environment, which will also help them to surpass the boundaries of school life, having noticeable influence on their personal lives and on specific EFL aims, as well.

Overview of the sequence

To start with, the students will be exposed to a variety of spontaneous drama techniques focused on, mainly, “role- playing” every lesson. There will be a diversity of topics, contexts and resources to be used in each of them. At the same time, they will be working with the essential target language contents, including the oracy skills to be developed, emotional intelligence constituents and the 4Cs while performing these tasks.

There will be 16 students in this class and the number of classes

devoted to this DS will be of eight 120-minute lessons. This estimation of classes corresponds to the fact that the students will be working only one period per class - 60 minutes- and per week, putting into practice the new methodological perspective, and in the interest of having students exposed to a considerable amount of time to these kinds of tasks. As the learners have two periods in a row once a week, the proposal aims at working the first period as the preparatory stage with respect to the foreign language content, and to perform the psychodrama task in the following period, considering, also, that working this way may allow the students to keep in mind the recently functional and linguistic content studied to be applied immediately after. Apart from that, the tasks will be graded according to the three different stages in the process of psychodrama encounters and the preceding described areas interwoven. Besides, the expected language samples will be included in Periods 2 of each Lesson, at the moment which the students are supposed to produce them, though they also may be used in Period 1 of those same Lessons. For lessons 1, 7 and 8, the expected language samples will be added in the Appendices section.

In view of the final task for this DS, the students will be told to get involved in a performance where all of them will have to find a solution to a contextualized problem.

Didactic sequence

Related to the lessons, the ones that will be developed at length are Lessons 1, 2, 4, 7 and 8; while the others, Lessons 3, 5 and 6 will remain undeveloped though summarized. From Task-based Learning, the concept of task will be applied in the scheme of Periods 1 of all the lessons though they will not be developed at length in this DS. Besides, the student will perform a final task or outcome in the last lesson (Lesson 8 – Period 2), in which they will have to use and combine the necessary contents and skills learnt, developed or improved throughout the whole process of this DS in order to agree on where to go, how to go and what to do in their trip as an integrated group. During Periods 2, the usual steps of psychodrama sessions (warm-up, enactment and sharing) will be applied, and the term *lesson/session* will be used, as it refers to the idea of art-therapeutic

format, strategies and resources taking place in an educational-pedagogical environment. In each lesson, the students will choose randomly the place where that day the activity will be set by taking a picture of a part of the house from a box or bag (except for Lesson 7 (Recreation-room) and Lesson 8 (Living – room)). However, in the following description of the DS, the teacher will include a tentative place in order to be able to describe the activities clearly.

Lesson 1 (Personal Information exchange – Kitchen)

* **Period 1:** The students will listen to two interviews to two celebrities about their personal information including name, age, nationality, occupation, family, personality and some other information. Each student will also choose his/her favourite famous person from the arts, history, sports, science or any other area. They will work the following contents: Verb “to be” (Present Simple / Past Simple) - Question making / answering - Personality adjectives - Feelings and emotions - Giving opinion: “I think...” or “In my opinion...” – Listening and writing skills.

* **Period 2:**

Objectives:

- Introduce students to psychodrama activities;
- Make students express personal information, their feelings and emotions through their body and, orally in English.

Activities:

Step 1: “Warm-up” (between 10’ and 15’)

The students are told to go around the place at different rhythms according to the music provided. At different times, they will move slowly / fast; up / down; easily / difficultly in agreement with the teacher’s directions, including the way their celebrities walk and move in order to start, little by little, portraying them. After that, the teacher will ask the students to stop their movements slowly, while the music goes down. They will keep still in the place where they stop in the classroom.

Step 2: “Enactment” (between 25’ and 30’)

Each student will characterise the famous person they have already in accordance with their personalities and physical aspects. After some time, the teacher will tell them to choose an emotion; the teacher will encourage the students to choose and show how *they* feel today and express themselves through the famous person. After that, they will interact with the others while walking, just with their movements and eye-contact. They will have to *read* their classmates’ feelings and emotions. There will be a poster about feelings and emotions in English stuck on the board in order to help them to remember them (see Appendix B). Afterwards, the teacher tells the students that it is Day 1 at the Celebrity Big Brother House, and that they will meet a famous person in one part of the house. Then, a student takes a card to see where to go in the house, and they go to the kitchen (tentative). After that, the teacher will ask them to form pairs with the nearest person; they will have five minutes to talk about each other (famous person) in turns and guess their feelings and emotions in English (see expected language interaction samples in Appendix C). Next, they will sit right where they are in twos; they will take turns to describe in English (personal information; feelings and emotions in third person), their classmate (famous person) in the pair to the rest of the class, who will have to guess the celebrities in each pair; for example: “She is thirty-two, and she is from the USA. She is an actress and she is anxious today”. She/he will show three different girls’ pictures without their names and ask, “Who is she?” Everybody will have the chance to participate and talk.

Step 3: “Sharing” (between 15’ and 20’)

After finishing the “enactment”, the students will sit in a circle on the floor or chairs, and they will tell their experience related to their feeling and emotions doing it; the teacher will make sure that everybody speaks and participates. The first part of this step can be done with two triggering questions, “How did you feel before the activity? How are you feeling now?” These questions will be written on the board with possible answers as examples which have been dealt with in the first period

and done by the students. Expected language samples: “I was confused before. Now I am amused”. All the students will have the opportunity to speak and share.

Intended contribution

The physical aspect of oracy skills starts to be developed when moving around the place with music and the different teacher's directions already described. As they have to show their emotions in a famous person's skin and talk about their feelings and thoughts at different moments, the students need introspective work guiding them to their self-awareness (emotional intelligence). Thus, this is fictitious, but the students' experience is real. In addition, the need for communication (one of the 4Cs) appears when they have to interact between “famous people” because they will have to remember as much information about each other as they can for the final quiz. The students also need to develop social-awareness and relationship skills as they need empathy to listen to their mates and respect their answers.

Lesson 2 (Talk about your favourite or significant object / book / song / film – Attic)

* **Period 1:** The students will read about a famous person's favourite or significant object, book or film, and they will comment on the general idea orally. Then, the students will complete a similar text written in a simpler way and it will be taken as a model to write their own text for their celebrities' object, book or film.

Contents: Present simple – Feelings and emotions – Likes – Giving reasons using “because” – Reading and writing skills.

* **Period 2:**

Objectives:

-Help students develop group work for specific purposes, especially make a decision collaboratively.

-Make students talk about their celebrities' favourite object / book or film.

-Express feelings and emotions by means of their bodies, also when coming into contact with an object (film / book).

Activities

Step 1: “Warm-up” (between 10' and 15')

As the warm-up, the students will start walking around the place as the music goes by, and they will walk and move their bodies being angry, sad, happy, curious, afraid, confused and anxious according to the teacher's directions. As a second moment, the students will choose an object of their characters' and start looking at it, touching it and moving again with the music incorporating the object from Period 1 to their body movements as if they were the celebrity. If they have chosen a film or a song, they may bring a symbolic object connected with it. The purpose is to start coming into contact with the object, as a kind of communication established by looking, touching and moving. After some minutes, the teacher will tell the students to stop their movements little by little until they definitely cease.

Step 2: “Enactment” (between 30' and 35')

For this step, the students will make four groups of four people, and they will be in the attic (tentative) of the house for their Day 2. Every celebrity will take their objects and, in turns, they will tell about his/her favourite object / book or film (Period 1). Expected language sample: “My favourite film is “E.T.” because it reminds me of my childhood. The characters are nice and it has a happy ending.” After that, each group will choose one (of the four) favourite objects, books or films, and they may decide on the most original or difficult to make the rest of the groups guess. Next, the whole class gets together again, and each group will talk about the object, book or film selected and the other groups will have to guess which of the four celebrities in that group it belongs to.

Step 3: “Sharing” (between 15' and 20')

For the sharing, the students will tell the rest of the classmates about their feelings and emotions before, during and after the whole activity. As it is usual

for this step, the students will sit in a circle and, at random, they will pick three cards with three different pictures of feelings and emotions from a box or bag (taken from the same poster used in Lesson 1). Then, they will connect each emotion with each of the three moments (before the class - during the class - after the class) and they will talk about them. Expected language sample: sample pictures: angry – surprised – sad. “Before the class, I was feeling angry because I fought with my brother. Then, I felt surprised because I forgot about my brother, and after the class I am not sad, I am happy.” The teacher will write one example on the board, built together with the students, as a model to follow to express their own feelings in today's experience.

Intended contribution

Self-awareness is fostered for the students to develop, as they need to recognise and show their emotions through their movements and the distinct ways the body expresses each of them. This is related to another moment of the lesson/session when self-regulation and social skills are expected to be developed when waiting for their turns and listening attentively to the rest of the group and to each of the groups to be able to guess (emotional intelligence in the three cases). Besides, socio-emotional, cognitive and physical skills (oracy skills) are also considered, as the students need to differentiate emotions and feelings, and their relationship with how their bodies react and move towards them; comprehend the celebrities' approach to the object, book or film and express in English making themselves understood, as well as make connections to guess the celebrity at the second moment. Collaboration, communication, creativity and critical thinking (4 Cs) are involved as the students work in groups, and they also need to express their own ideas successfully and come to an agreement to see which one of the celebrities' object, film or book select from the four.

Lesson 3 (A conflict in the present – Backyard)

* **Period 1:** The students will bring information about a conflict in the

present life of the famous person they have chosen, and they will do group-work. After that, each student will choose his / her celebrity's conflict and write it. Contents: Grammar: Present Simple / Present Continuous.

* **Period 2:** As the warm-up, the students will start walking around the place; make pairs and guide the partner with the eyes closed in turns. For the enactment, the students will make four groups of four people. As the celebrities, the students will improvise a situation related to the conflict in their present lives dealt with in Period 1 on their Day 3. Expected language sample: "My daughter wants to stay with his father, not with me. I feel sad about it because I love her". For the sharing, the students will draw a simple picture about how they feel after the activity. Then, they will show their drawings and talk about their feelings.

Lesson 4 (An episode in the past – Gymnasium)

* **Period 1:** The students will bring information related to the celebrities' past events in their lives. After completing a listening activity, the students will think about an important event or episode in the celebrities' lives and write two or three lines about it. Contents: Grammar: Verb "to be" - Past Simple – Listening and writing skills.

* **Period 2:**

Objectives:

- Build up mainly self-regulation, empathy and cognitive skills, and physical skills through specific body movements.
- Make students express episodes in the past.

Activities:

Step 1: "Warm-up" (between 15' and 20')

As the students will be working on the group cohesion, they will experience two moments in this warm-up. Firstly, they will do an activity about

opening and closing the body as warm-up. The teacher will play slow music and from the place where they are, the students will start open their bodies little by little moving their heads, arms, legs, feet, they will follow the order they want / feel. Following the music, the students will move their bodies showing opening and closing movements. Continuing with this direction, they will walk along the place walking and moving as their celebrity would do it. From this moment on, they will play their roles. Secondly, the students will form a close circle and a classmate (celebrity) at a time will be in the middle, and he/she will let fall forwards, backwards, on the left, on the right (five or six falls) like slipping down, while their classmates (celebrities) hold him/her each time he/ she lets her/himself fall.

Step 2: “Enactment” (between 30’ and 40’)

For the enactment, in their chosen celebrities’ skins, they will make four groups of four people. They can choose as they want or the teacher can use a grouping technique. In this case, they will be in the gymnasium (tentative) in the house on Day 4. They will improvise a short situation telling the other celebrities about the important event in their lives (Period 1) in turns. Next, before the whole group, each group will have to choose the most exciting (or difficult to guess) event / episode of the four; they will tell it to the rest of the groups which will have to guess the famous person it belongs to. The members of the winning groups may get points for the final quiz. Expected language sample: “Last night, my best friend called me. We talked for ten minutes and said goodbye. In the morning, her mother called me and told me she died in an accident yesterday afternoon”.

Step 3: “Sharing” (between 10’ and 15’)

In the sharing step, they will choose a phrase or word expressing their feelings in the experience and enlarge in turns. They will also say why they have felt that way, using the use of “because” to give their reasons (the students can make use of the previous examples on the blackboard from Period 1) in Lesson 2. They may help each other on this step as long as they express themselves in English.

Intended contribution

The students become aware of his/ her own (opening-closing activity) which would develop self-awareness (emotional intelligence); they also experience physical contact which helps them strengthen their socio-physical confidence and relationship skills (oracy skills and emotional intelligence). After that, the students will be working on self-regulation and social (emotional intelligence) as they will need to listen and wait for their turns to talk, and they will have to come to an agreement to choose only one story to tell the rest of the groups, needing to put into practice socio-emotional skills (oracy skills). Being collaborative, effectively communicative and thinking critically (4Cs) will be required for fulfilling this goal.

Lesson 5 (Future plans – Dining-room)

* **Period 1:** The students will perform a reading task about plans. Then, the teacher and the students will analyse how plans for the future are expressed. Finally, the learners will write 3 sentences reflecting the celebrities' plans. Contents: Plans: "be going to" – Free-time activities and sports - Reading and writing skills.

* **Period 2:** As the warm-up, the students will find a comfortable place and position. They will be guided to align their bodies, breath in and out calmly to get to a relaxation. They will start moving slowly. For the enactment, the students will work altogether impersonating their celebrities. They will informally talk about their plans using the information from Period 1. They will have to auto-regulate themselves making sure that everybody participates. Expected language sample: A: "What are you going to do after the trip?" B: "I'm going to move house." For the sharing, they will comment about their feelings during the three phases of the lesson/session.

Lesson 6 (Interviews to famous people – Bedroom)

* **Period 1:** The students will perform a listening task. Making questions and answers will be revised. They will think about three questions for their celebrities and their possible answers. They will practice to interview each other orally. Contents: Question making and answering - Listening and speaking skills.

* **Period 2:** To start, the students will walk around as the music goes by; and they will stop and freeze when the teacher tells them to do that, registering their feelings, positions and supporting parts of their bodies. For the enactment, there will be four groups of four people, and one of them will be the main character in the situation of a spontaneous interview, and he/she will be the only celebrity; the rest will be interviewers having the chance to gather information from different celebrities. Expected language sample: A: "What sports do you practise?" B: "I sometimes play football". After a while, the teacher will tell everybody to freeze and the students will change roles every time the teacher tells them so. For the sharing, the students will choose a picture of an emoticon, and they will say how they have felt performing each role.

Lesson 7 (Final Quiz Contest – Recreation-room)

* **Period 1:** Each student will have to write ten questions to ask their partners in the contest, including information handled during the previous 6 lessons/sessions about any of the celebrities. After checking the questions with the teacher, the students will answer the questions so that they can be checked for right or wrong during the contest. Contents: Integration of linguistic structures and general vocabulary.

* **Period 2:**

Objectives:

-Introduce the interaction and interconnection between different art therapy areas to these students;

-Promote the improvement of physical and cognitive skills, self and social awareness and relationship skills, collaboration, and critical thinking, problem-solving and communication skills through psychodrama activities.

Activities

Step 1: "Warm-up" (between 10' and 15')

As the warm-up, the students will make a simple drawing of the place of their favourite holiday, listening to music and using colours such as crayons and coloured pencils in a blank sheet of paper. They may write the name of the place if they want. As a second moment, the students will stick the drawings on the wall, and will start moving around looking at all the drawings. After a while, they will stop for some minutes before their own drawing and move their bodies and dance to the rhythm of the music according to what it may make them feel. From now on, they will interpret each celebrity and stay there or start going around and stop before a different drawing, moving their bodies and dancing.

Step 2: “Enactment” (between 40’ and 45’)

For the enactment on Day 8, the students/celebrities will be in the recreation-room getting ready to start the quiz contest. The students will form four groups of four people: A, B, C, and D, applying grouping techniques for the groups and for the numbers: 1-2-3-4. Then, there will be rounds of questions (dealt with in Period 1). One group at a time will make a question to the first student in the following group, and he / she answers. The right for asking a classmate (celebrity) will go clockwise for all the groups. If he / she answers correctly, he / she stays and makes a question to the following group; If the student does not know the answer or her / his answer is incorrect, she / he is out of the game, takes a bag of sweets from the table in the middle of the place and sits on a chair. After that, new rounds of questions will be done until the finalists appear. The winner will choose two places in Argentina to go on the holiday trip. (See expected language interaction samples and tentative final quiz classroom layout in Appendix D).

Step 3: “Sharing” (between 5’ and 10’)

As the sharing, the students will talk about their experience related to the drawing and their feelings, ideas, difficulties in the recent performance. Expected language samples: A: “For me it’s OK. I like both places”. B: “I feel disappointed because I would like to go to the beach.” C: “I’m happy because I am the winner.”

Intended contribution

The students have the chance to express themselves through another art branch used in art therapy and interact with it. Self and social awareness (emotional intelligence) are being developed in this whole process as the students do some introspective work and try to interpret and understand their mates' drawings expressing the feelings and ideas that arise through their body movements. Physical and socio- emotional skills (oracy skills) are taking part when interacting with / communicating with their classmates' feelings on the drawings and their own, reacting physically to them in a specific particular way. Collaboration, creativity, communication, and critical thinking (4Cs) are also playing a necessary part as the students need to work collectively and take decisions in their participation. In addition, the students will have to make use of most of the skills from oracy, emotional intelligence and the 4Cs, as well, in order to be able to carry out the task provided.

Lesson 8 (Go on holiday trip together – Living-room)

* **Period 1:** The students will read a post from Instagram or Facebook related to holiday trips in the future (plans and wishes). The students will analyse the different grammatical structures to express plans, work on the form, use and difference between “like” and “would like” in the text given. Then, the teacher and the students will write on the board an example that the students will make orally in pairs later on, talking about the two places chosen in Lesson 7, the means of transport they would like to use and the activities to do there. They may also include agreement and disagreement expressions for the debate time.

* **Period 2:**

Objectives:

-Apply and integrate all the emotional intelligence skills, oracy skills and 21st Century skills effectively through the psychodrama-problem-solving task proposed.

Activities:

Step 1: “Warm-up” (between 10’ and 15’)

As warm-up, the students will take a paper or fabric ribbon, walk around the place and start interacting with the others as the music goes by. They will move, dance and walk around as they wish while coming into contact with most of their classmates. Then, they will start interacting and communicating different feelings and emotions characterising the celebrities from now onwards, by moving their ribbons just with one mate/celebrity, and they will preferably go high, stay in the middle and go down, including gestures and movements on their faces according to the emotions. After a while, the teacher will tell them to stop their movement as the music goes down.

Step 2: “Enactment” (between 40’ and 45’)

As the enactment, the students will characterise as their celebrities and take an object which identifies the famous person, and little by little they will become the celebrities themselves. All of them will be part of this improvisation on Day 8. First, they will form (the usual or others) four groups of four celebrities/students, and they will have to choose which of the two places (the Iguazú waterfalls or San Martín de los Andes) they would like to go on holidays, how to go there and what activities to do when staying there. At this step, they can choose which place in the house to meet in order to be separate from the other groups. Once this is decided in each group, all of them will gather in the living-room, and they will have to find the way to answer those three questions for the sixteen of them as a whole group, asking and answering, making decisions and telling the final plan in English. (See Expected language interaction samples in Appendix E).

Step 3: “Sharing” (between 5’ and 10’)

As the sharing, the students will shoot a short video telling their feelings and thoughts related to the whole eight-lesson psychodrama experience.

Intended contribution

In the warm-up, the enactment and the sharing phases, the students will be in need of applying all the skills from oracy, emotional intelligence and the 4Cs for the purpose of coming to an agreement with the decisions and solve the problem-solving task successfully.

Assessment

In order to assess students and to measure somehow the impact of this DS, the teacher will design assessment descriptors related to the three areas EFL oracy skills, 21st century skills (4Cs) and emotional intelligence. Considering the results, the teacher will be able to evaluate the influence of this DS in general and psychodrama in particular, in the academic and personal growth of the students. This grid will be completed by the teacher/moderator along the lessons for each student to register changes, developments, improvements in the corresponding areas. There will also be assessment descriptors for self-assessment, peer-assessment and teacher's role-assessment for the students to complete.

Regarding the assessment of the design of the DS, the SWOT analysis, which has been used by Westhues, A., Lafrance, J. & Schmidt, G. (2001), will be employed to measure strengths, weaknesses, opportunities and threats, so that the cycling process of improvement, particularly focused on innovation of the DS, can be carried forward.

As regards the teacher's assessment as innovation developer, a self-assessment guide will be planned and answered by the teacher herself/himself. As referred before, a brief teacher's assessment guide will be answered by the students in order to enrich the information registered from this DS experience concerning the teacher's role.

Conclusion

In conclusion, after going through this DS, the students will have experienced different language learning communicatively contextualized tasks and activities, fully connected with the development of oracy skills, emotional

intelligence and the 4Cs. The mentioned experience will also have been enriched by a variety of contexts, strategies, resources and proposals provided by psychodrama, which will have allowed the students to build a centered and active role fostering the production of their own knowledge, considering individual and collective contributions. The learners will have been given favourable circumstances and significant contents to enable them to grow in the academic and personal fields, as they will have been able to simulate real-life situations in an educational-therapeutic-artistic environment.

Finally, this DS will have contributed to the educational field, especially, in EFL teaching and learning, providing probably interesting feedback for analysis and reflection, in order to continue exploring psychodrama techniques as really innovative and worthwhile means to implement in education.

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Appendices

Appendix A

Introduction: Table of the Canadian Language Benchmarks levels:

CLB level	Listening	Speaking	Reading	Writing
CLB 1	<ul style="list-style-type: none"> Understand individual greetings, introductions and goodwill expressions; very short, simple instructions, commands and requests related to immediate personal needs; expressions used to attract attention and to request assistance in situations of immediate personal need; and very simple information about highly familiar, concrete topics. 	<ul style="list-style-type: none"> Use and respond to basic courtesy formulas and greetings. Give brief, simple, common, routine instructions to a familiar person. Make and respond to simple requests related to immediate personal needs. Give basic personal information in response to direct questions. Ask for basic personal information. 	<ul style="list-style-type: none"> Understand short greetings and simple goodwill messages; and, very short, simple instructions for common, familiar everyday situations. Get information from very short, simple, common formatted texts. Recognize names, numbers and some basic details in very simple, short texts related to everyday situations and immediate needs. 	<ul style="list-style-type: none"> Convey greetings or other goodwill messages by completing very short, simple standard texts. Copy numbers, letters, words, short phrases or sentences. Complete very short, simple or simplified forms that require only basic personal identification information. Write a few words to complete a short, guided text or answer simple questions.
CLB 2	<ul style="list-style-type: none"> Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas; short, simple, common instructions, commands, requests and directions related to immediate personal needs; expressions used to make and respond to requests and warnings in situations of immediate personal need, and simple information about familiar, concrete topics. 	<ul style="list-style-type: none"> Use and respond to courtesy formulas and greetings. Give short, simple, common, routine instructions. Make and respond to simple requests related to common everyday activities. Ask for basic personal information. Give very simple warnings and cautions, expanded basic personal information, and basic descriptions of concrete familiar objects. 	<ul style="list-style-type: none"> Understand short greetings and other goodwill messages; short, simple, clearly sequenced instructions for common, familiar everyday situations; and purpose and some basic details in very simple, short texts related to everyday, familiar, situations and topics. Get information from simple formatted texts. 	<ul style="list-style-type: none"> Convey an expanding range of goodwill messages by guided notes. Copy from simple lists or very short passages, to complete short tasks. Complete short, simple or simplified forms that require basic personal identification or familiar information. Write a few words to complete a short, guided text or answer simple questions.

CLB level	Listening	Speaking	Reading	Writing
CLB 3	<ul style="list-style-type: none"> Understand simple social exchanges, including styles of greetings, introductions and leave-taking; instructions and directions related to familiar, everyday situations of immediate personal relevance; expressions used in familiar everyday situations; and short, simple, descriptive communication about a person, object, situation, scene, personal experience or daily routine. 	<ul style="list-style-type: none"> Use courtesy formulas and greetings. Give simple instructions and directions. Make and respond to simple requests related to everyday activities. Give an expanding range of simple warnings, apologies and cautions. Ask for and give information about immediate needs and some feelings. Give simple descriptions of concrete objects, people or experiences. 	<ul style="list-style-type: none"> Understand short personal social messages; short, simple, clearly sequenced instructions for familiar everyday situations. Understand the purpose, main idea, key information and some details in simple short texts related to everyday familiar and relevant situations and topics. Get information from simple formatted texts; and short business or service texts. 	<ul style="list-style-type: none"> Convey short, personal, informal social messages on familiar topics. Copy or record information from short texts. Complete short, simple forms with basic familiar information and some responses to simple questions. Write short, simple business or service messages; a few sentences to describe a person, object, place, situation or event.
CLB 4	<ul style="list-style-type: none"> Understand short social exchanges containing introductions, casual small talk and leave-taking; common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance; short communication intended to influence or persuade others in familiar, everyday situations; and short descriptive or narrative communication on topics of personal relevance. 	<ul style="list-style-type: none"> Use courtesy formulas and some casual small talk. Give a set of simple, instructions and directions. Make and respond to a range of requests and offers. Ask for and give information about needs and feelings related to common everyday activities. Give brief descriptions of personal experiences, situations or simple processes. 	<ul style="list-style-type: none"> Understand simple personal social messages; short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations; and the purpose, main idea, key information and specific details in simple short texts related to everyday familiar situations and topics. Get information from simple formatted texts; and short business or service texts. 	<ul style="list-style-type: none"> Convey short, personal, informal social messages related to familiar situations. Copy or record expanded information from short texts. Complete simple forms with basic familiar information and some responses to simple questions. Write simple service messages; and, a short paragraph to describe a familiar situation, event, personal experience or future plans.

Source: <https://www.language.ca/resources/expertise/on-clb/>

Appendix B

Lesson 1: Sample of a poster about feelings and emotions:



Source: <https://www.eslbuzz.com/list-of-useful-adjectives-to-describe-feelings-and-emotions/>

Appendix C

Lesson 1: Expected language samples:

Student A: "My name is Lionel. What's your name?"

Student B: "I'm Natalie. I'm 32, and you?"

Student A: "I'm 26 and I'm from Argentina. Where are you from?"

Student B: "I'm from the USA. Are you the famous footballer, Lionel Messi?"

Student A: "Yes! Are you an actress?"

Student B: "Yes, I am. I think you are anxious today."

Student A: "Yes, I am anxious. You are curious today. B: Mm, no, I am surprised."

Appendix D

Lesson 7:

* Expected language interaction samples in the Final Quiz:

Moderator (teacher): "Be silent, everybody, please. Let's start. Remember, if any of you has doubts about the questions or answers, you raise your hand before passing to the next question; otherwise it won't be valid. Is that clear?"

All the students (celebrities): "Yes"

Moderator: "You start, ask Student 1 in Group B, please"

Student 1 in Group A to Student 1 in Group B: "OK, is Ricky Martin married?"

Student 1 in Group B to Student 1 in Group A: "Yes, he is"

Moderator: Is the answer correct?

Student 1 in Group A to Moderator: “Yes”

Moderator: “Fine, both students stay, then. Now, Group B asks Group C.”

Student 1 in Group B to Student 1 in Group C: “What does Lionel Messi do in his free time?”

Student 1 in Group C to Student 1 in Group B: “He likes being with his family and watching TV”

Moderator: Is the answer correct?

Student 1 in Group B to Moderator: “Yes”

Moderator: “Good, both students stay, then. Now, Group C asks Group D.”

Student 1 in Group C to Student 1 in Group D: “What is Tita Merello’s present conflict?”

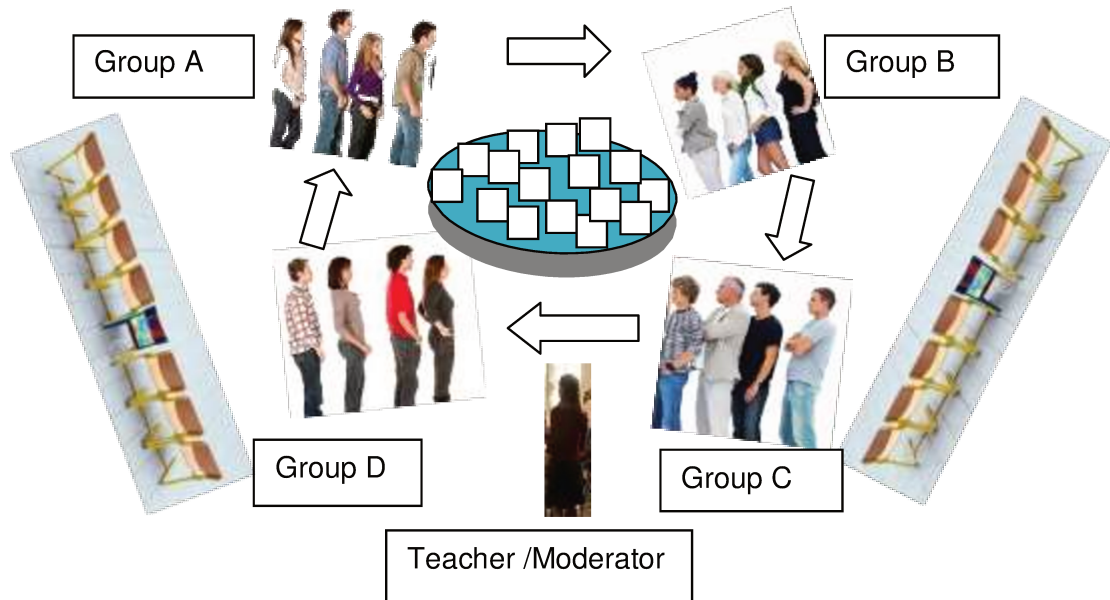
Student 1 in Group D to Student 1 in Group C: “She has problems at work in a film set.”

Moderator: Is the answer correct?

Student 1 in Group C to Moderator: “No, she is getting divorced”.

Moderator: “That’s right”. I’m sorry Student 1 in Group D (celebrity’s name), but I’ll ask you to leave the game. Thank you! Please, take a bag of sweets from the table and sit over there (a place prepared for this purpose) and go on watching and checking the questions and answers. Now, Student 2 in Group D asks Student 1 in Group A, please”.

* Tentative final quiz classroom layout sample: (Recreation-room)



-References: □ (a small bag of sweets for each celebrity / student when leaving the game)

-Sources of the images:

People queuing at https://www.elconfidencial.com/alma-corazon-vida/2015-11-25/elegir-cola-rapido-psicologia-esperar-fila-david-andrews-why-other-line-moves-faster_1106047/

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https://www.google.com/search?q=hqdefault+lo+que+te+suele+pasar+cuando+haces+cola&tbm=isch&ved=2ahUKEwj4muPHm9DrAhV4FLkGHYFPAsQ2-cCegQIABAA&oq=hqdefault+lo+que+te+suele+pasar+cuando+haces+cola&gs_lcp=CgNpbWcQAzoECCMQJzoCCAA6BAgAEB46BAgAEBNqs64CWJOwA2DXsgNoAHAAeACAAZ4BiAHYKpIBBTmZLjlxmAEAoAEBggELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=1JJSX_jgNfio5OUPgZ-N2AE&bih=457&biw=1024#imgrc=xgVYEBwxQLbDkM

Rows of chairs at <https://es.dreamstime.com/sillas-de-madera-la-escuela-en-fila-image111796725>

Teacher

at

<https://educomunicacion.es/cineyeducacion/mujer-diarios-de-la-calle.htm>

* Expected language sample from the winner: “I would like to go to the Iguazú waterfalls in Misiones or to San Martín de los Andes in Neuquén”. (This information will be used in Lesson 8 – Period 2).

Appendix E

Lesson 8:

* Expected language samples (1st moment):

A: “I would like to go to the Iguazú waterfalls. I would like to travel by plane and then to rent a car or a van to visit different places. I would like to see waterfalls and the typical animals, and visit a Guaraní reservation there.”

B: “I agree with you. It’s a good idea.”

C: “I disagree with you. It’s very hot in Iguazú.”

* Expected language samples (2nd moment):

A: “Where, how and what would you like to go, travel and do?”

B: “Our group would like to go to San Martín de los Andes because it is a beautiful place. We would like to travel by plane, and we would like to snowboard and ski there.”

C: “In our opinion, this is not good. If you decide the place, we want to decide how to travel there; we would like to travel by coach or van, so we can stop, visit and sleep in different places until we get there”.

D: (Final decision) “Finally, we are going to go to San Martín de los Andes because most of the groups would like to visit that place. We are going to travel by plane, and rent a van to visit other places. We are going to do different activities, for example snowboarding, skiing and trekking.”