

PROJECT

**SOCIODRAMA AS A STRATEGY TO GENERATE SKILLS AND ABILITIES OF
READING COMPREHENSION IN STUDENTS OF GRADE ELEVEN D AT
CIUDAD ESCOLAR COMENALCO**

**PRESENTED TO
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ABSTRACT

Reading comprehension has been showed as a worldwide problem in students among primary and also high school, most of the time presented in non bilingual schools.

The detected problem is that students do not understand what they read in the different subjects they are taught, they are not able to create a relationship between two unconnected ideas explicitly in a text, to compare expressed ideas in different texts, thus, to use in an original way the supposed learned content. It results more disturbing to know that this deficiency is not by the lack of reading, but also by the lack of reading techniques and the use of non appropriated texts to develop academic activities.

In order to create a clear guideline about how to attack directly the problem, the following question was created: How to promote sociodrama as a pedagogical strategy to generate abilities and skills that makes possible the reading comprehension in students of eleventh D at CIUDAD ESCOLAR COMFENALCO?, and to clarify processes was born the pedagogical intervention about how to use methodological strategies to improve reading comprehension through sociodrama, and the re – collection of data was presented through questionnaires applied to students (14 questions)

Reading

Comprehension

Sociodrama

INTRODUCTION

Reading comprehension is a very difficult issue in these times, according to the different studies done by the Colombian government and the situation we face everyday not only in our native language but also in the second language. It is not a surprise to find students without the developed skills in reading in the superior education.

The reading process must start from the very beginning in the grammar school to develop strategies to generate competences and skills not having problems in the future. In our school Ciudad Escolar Comfenalco, Grade 11D, we have detected the problem in the class observation, having into account the past results about literacy, we could confirm that there is a big lack in this field, which is one of the most important aspects in the intellectual academic process for students, if they do not learn to read comprehensively, it will be more difficult to develop competences and skills in other subjects.

FUNDS OF KNOWLEDGE

The project that will be named SOCIODRAMA AS A STRATEGY TO GENERATE SKILLS AND ABILITIES OF READING COMPREHENSION IN STUDENTS OF GRADE ELEVENTH D AT CIUDAD ESCOLAR COMENALCO. This strategy makes possible strengthen reading comprehension. The goal is to make students to understand the used texts, live, learn and produce their own living experiences texts according to their level, having into account the macro and micro contextualization, dimensions such as: social, cultural, geographic, political, economic, environmental, from the institution and also the context, so they could have the knowledge for the work.

The reason to do this reading project is to understand the importance of different discipline texts, and the role they play in the educational context, to allow students to access to new papers into their scholar routines and to try out through sociodrama how they support in this strategy attached to the texts and develop the research of reading comprehension.

NEED ANALYSIS

The reading comprehension crisis, in education is referred to the comprehension of independent texts of situational contexts. Students do not understand what they read in the different subjects they are taught, they are not able to create a relationship between two unconnected ideas explicitly in a text, to compare expressed ideas in different texts, thus, to use in an original way the supposed learned content. It results more disturbing to know that this deficiency is not by the lack of reading. Otherwise, they may have read two, three, even four times texts in a vain attempt to incorporate its context into their memory and less to process it.

To overcome this situation we formulate a research question: How to promote sociodrama as a pedagogical strategy to generate abilities and skills that makes possible the reading comprehension in students at CIUDAD ESCOLAR COMFENALCO?

To answer this question implied an investigative process oriented to reflect and interpretate what students teachers and parents do to improve their reading comprehension, if they use different strategies to reach their goal from there design a strategical project to improve student's problems in reading comprehension.

The development of this research was set up since a qualitative paradigm and the critical social approach it made possible to characterize the learning process, starting from the successful experiences, getting rid of the ones which caused limitations in learning, assuming the educative reality from the change and transformation perspectives.

To achieve such these purposes was possible form the action participative research using participant observation techniques , surveys ,through them we use the sociodrama as very powerful tool to develop the reading comprehension skills in the students of 11th D in this opportunity.

RESEARCH OBJECTIVE

To promote sociodrama as a pedagogical strategy to generate abilities and skills that makes possible the reading comprehension in students at CIUDAD ESCOLAR COMFENALCO.

SPECIFIC OBJECTIVES

To generate pedagogical strategies through sociodrama that allows promote and develop abilities and skills contextualized in reading comprehension.

To interact with the scholar community through pedagogical and didactics strategies that generates a bigger reading comprehension.

THEORETICAL FRAMEWORK

The reading process has been investigated for many years. William S. Gray (1958) in his book "Teaching reading and writing," he said, "to form good readers need to understand the nature of the fundamental and essential skills and reading techniques." (WSGray, 1958: 86), techniques referred to Gray are:

- Perception of words.
- Checking the meaning of what is read.
- Ability to act to what is read.

Use or application of the insights gained. These techniques are of an intellectual nature and include only referred to silent reading, understanding of the text read and not those that have to do with the oral production of reading and control of the factors involved in it. Garcia Alzola in his analysis of the same process fuses inherent in oral and silent reading operations in a single group, shown below (G.Arzola, 1971: 106) Perception of symbols.

- Word recognition and auxiliary signs.
- Understanding the meanings.
- Issuance of sounds.
- Hearing and self-phonetic chain.

In this project we focus the attention on understanding and interpretation aspects of reading as they deserve a special study to achieve professional development of reading skills in students focuses not philologists, taking in consideration some of the elements referred to above. In order for a student to Achieve the improvement needed for reading, it is necessary to pay special attention in the different operations of this process, the ability to understand and interpret texts increasingly complex progressively so that I alone conclusions that allow him to make assessments and judgments of the reading. But to do this, it is first necessary to understand because as I said Camila Henríquez Ureña in "Invitation to Read": "The Reader aims to understand" (CH Ureña, 1975: 23). It is believed that the end of this process is to interpret. In the treatment of understanding at this level, students should be able to acquire an independence analysis that allows

them, while appropriating text content, perceive the ideological, ethical, moral and artistic values of the work to be able to interpret and express externally the work read. W. Gray (1958) argues that a full understanding of a text is the result of the acquisition and integration of different meanings: the literal meaning, the complementary and implicitly grasp the literal meaning of a text the reader must put into play four general capabilities: (W. Gray, 1958: 93). Reflective or inquisitiveness; which manifest in the interest of the reader to grasp the meaning of what is read, form associations and predict the sequence. The merger of the meaning of words in ideas, that is, the associations aroused by reading to build ideas that the author had in mind when writing the passage ideas. The ability to relate and organize ideas, that is, the reader not only the precise meaning attributed to the words but that melts into a succession of related ideas, to grasp the meaning of sentences and paragraphs in relation to the whole context and recognizes its importance relative. Many researchers have considered the term "sense" for the correct understanding and interpretation of what they read (LS Vigotsky and others), other interpreting relegated to a secondary role and limit its importance to the analysis of lexical, grammatical and stylistic structures textual part of the construction. (Grass Élida Gallo 1992). Also considered as the interpretation of the levels of understanding (Élida Grass, 1996, 1995 Roméu Angelina, Luis Carmenate 2001). From all the above it follows that the interpretation is necessary to establish understanding relationship, which is analyzed as follows: understanding and interpretation are component parts of the reading skills that complement each other, however, the first place corresponds to the understanding as a process of decoding the message, as well insists Dr. Mabel Gonzalez Fiol (1990) in his thesis on didactic language teaching, gradually develops as the individual perfects communication in a foreign language, also has a double voluntary and involuntary character, as the domain of language code allows us to understand any written message regardless of our intentions

The reader develops the various schemes available through their experiences.

If any reader has not had any experience in a given subject, no schemes have to evoke certain content, and understanding will be very difficult, if not impossible

The interest in our subject lies in the role of diagrams in understanding learning-oriented texts:

Provide a mental scaffolding so that the textual information schema fills the gaps enabling understanding and reducing the subject's mental effort

- They focus attention. They help the reader to determine which aspects of the text are the most important.

Supports the development of inferences. Because the texts are not fully explicit schemes provide the basis to go beyond what explicitly stated.

Individual schemes are never finished; life experiences are expanded steadily and the schemes themselves are changing.

in summary, the schemes are the categories of knowledge (concepts, information, ideas) that are configured in the reader's mind through the experience. As reading comprehension occurs, the reader learns certain ideas of the text and relates to their knowledge.

When reading should activate prior knowledge, ask yourself: what do I know about this text?

The issue of prior knowledge is of great importance. If the text is well written and the reader has an adequate knowledge about it, is very likely to ascribe a meaning. If it does not, and keeping to a reasonable text which may be due to three reasons (Baker & Brown, 1984)

That the reader does not have the prior knowledge required to tackle the text. It is what happens to us when we tried to inexperienced read a legal document convoluted

- They possess prior knowledge, but the text itself does not give us any clue to enable us go to him.

- The reader can apply certain knowledge and build an interpretation of the text, but it does not match what the author intended.

t seems necessary to read in school, the teacher baggage arises how students will be able to address it, and providing it is not going to be uniform.

his background greatly influences the interpretation is built, and is not comparable only to concepts and conceptual systems of students, but is also made up their expectations, interests, experiences ... for all aspects related to the affective domain and involved in making sense of what is read.

Otherwise, if the teacher is forecast that a text is too far from the potential of students, you may need to provide some substitute teaching to provide them what they need.

In connection with prior knowledge, there are some things you can do to help students update. Each time you can choose what seems most appropriate, although there is no objection to proceed with all in a more or less informal style:

- 1 Give some general information about what you are going to read
- 2 Help students to look at certain aspects of the text, that can activate their prior knowledge.
- 3 encourage students to share what they know about.

It is also good to promote students questions about the text, so that they are not only teachers who speak, but the children take the lead on some issues

THEORETICAL CONCEPT

SOCIODRAMA

It is a specific dramatic procedure based on the concepts of role theory and anthropology link. By the socio drama is possible to operate in the interconnectedness of natural groups formed spontaneously (couples, families, groups of coexistence, communities, etc.) or the interconnectedness of instrumental groups (operating groups, learning groups, production groups, and institutional teams) Aim specifically to the social roles that interact in the development of the common activities of the group being studied. Displays conflicts emerge and make understanding for resolution. Clarifies intergroup relations, values and collective playing criteria and shared ideologies. For all this

is a very useful method because it allows the psychology of the social roles that come into play in any group or institution differentiating Privacy and leaving room for personal roles. Deep dramatic action procedure aims at elucidation of what is technically called in the theory of roles, nodal latent conflict; which is generally along reenact all group process in certain crisis situations. From this it is evident here that the procedure always demands in their socio drama operators (the coordinator and the group) a contractual provision. You need to be clear that it must operate in the social interconnectedness without contaminating the ghostly staff, by contrast, is a process whose scope is deep decontaminate the social bond of the ghostly transference.

The socio drama is a development technique used to produce conflict situations through dramatization.

OBJECTIVES PURSUE SOCIODRAMA

Provide elements for analyzing any subject, based on conditions or facts of real life.

EDUCATIONAL OBJECTIVE

Identify and understand the causes and effects of events or situations of everyday life.

BRIEF DESCRIPTION OF THE TECHNIQUE

The socio drama is a representation of some fact or real life situation, which is going to be analyzed.

To perform the socio drama has to consider 3 steps:

- 1- Topic
- 2- Discussion topic 2
- 3- Completing the story line and the distribution of characters.

SUGGESTIONS

For all to hear and understand, talk with a clear, strong voice and unhurried.

The dramatization should not be too long.

METHODOLOGY

PARADIGM OF THE RESEARCH

This research about reading comprehension in the 11thD grade at Ciudad Escolar Comfenalco is framed in the emerging paradigm, which integrates explanatory, interpretative and social critic paradigms; since to study is not limited to explain and understand teaching phenomena, but it also aims to introduce changes aimed transform the reality. From this point on of the dialogues and interaction spaces of the different scenarios created to interchange and interact in the classroom have made possible for teachers to grab implicit knowledge critically in their own teaching practices. It has also made teachers to take praxis as a dialectical unity of action reflections on the construction of new and meaningful practices in order to give answers to students' learning needs.

RESEARCH APPROACH

This research has been assumed as Qualitative Research due to the facility to describe, characterize and understand how the reading comprehension process is done; so, having minded that, we have worked to design a collective proposal by focusing on the following aspects: first, we have considered only those teaching practices that have helped successful learning results. Secondly, we have discarded those teaching practices, which have not favored expected results; and finally, we have also pondered reconsidering those ideas, which are valid for the learning process, but require some adjustments in technical terms. These procedures have been arranged for the purpose of the members of the English Department at Ciudad Escolar Comfenalco in different formal and informal settings in order to exchange ideas and take into account their knowledge, experiences in how to improve the reading comprehension skills. Ideas like senses, meaning and social representations were explored, in an atmosphere of ease, from a favorable approach in everyday teaching settings, seeking to validate those practices that can help answer to the students' needs.

RESEARCH

In order to achieve the goals outlined in this research was only made possible through the implementation of Participative Action Research Methodology, PAR. We decided to use this methodology due to its descriptive – exploration of the reading comprehension processes is given. We had to encourage different actors in the whole process, the development of a diagnosis, guidance and solutions in decision-making, clarifying definitions and previous paradigms, enabling the revitalization of the academic community in order to improve reality.

Kurt Lewis argued that simultaneous advances could be achieved in theoretical and social changes. This circumstance was a constant factor in the research, a spiral-like process, in which all the critical moments were given and analyzed, in which a diagnosis was done in order to design of a practical change. These processes required the implementation of the following phases:

- (1) Common objectives of structural transformation presenting and teaching process upgrading in the teaching of reading comprehension reading field. In addition, there will be learning opportunities improvement for students participating in informal dialogues and structured individualized interviews.
- (2) Strengthening awareness of educational actors and the expected possibilities to contribute to the negotiation of meaning, organization and mobilization so that the necessary resources are achievable in order to reach the proposed goals.
- (3) Validating and group construction of knowledge and educational strategies which are most likely to be achievable in the development of reading comprehension skills.
- (4) Empowerment and development of educational potential for designing project proposed using the sociodrama strategy.

RESEARCH TECHNIQUES

The purpose of this research is to specify our research purposes from the expressed methodology. This process was only possible through qualitative research techniques such as surveys, participant observation.

Participant Observation:

The researcher used this technique in order to observe his/her daily teaching practices inside the classroom own reality. Established categories were defined beforehand in order to use an observation guide; we did use and format field diary by recording the significant aspects at different levels of reading comprehension, which enabled opportunities for reflection and collaborative learning settings. These aspects led to the save only the experiences that encourage the reading comprehension skills development.

Teachers' participation was strictly voluntary and a flexible criterion, negotiated with a survey, referring about the previous knowledge of the reading skills and sociodrama as a strategy of development of them.

Focused Groups:

This step comprised the data collection of selected groups (students and teachers of different levels and administrators); this was done from the point of view of the objectives of this research. This technique deeply focused on the previous knowledge of the teacher and students about the emerging categories.

PEDAGOGICAL FUNDAMENTS

Nowadays , we cannot teach well without pedagogy, because is an art that requires to have clear where are we heading to, how others learn and develop themselves, what kind of experiences are more accurate, effective to the student's learning , what techniques and procedures are more convenient to teach.

The real teaching is intentional, obeys to a plan, it has clear goals for all and it is ruled by principles and concepts which teachers study under the name pedagogy, the proper science of teachers , it studies concepts, theories, which allows to understand and solve better the teaching problems , each pedagogical theory can represents through a pedagogical model which summarizes it and is useful to a basic model to compare with other theories, besides should define their objectives , concept of learning and development its interaction framework teacher- student, their curricular preferences 2 and didactics 3.

CONSTRUCTIVISIM PEDAGOGICAL MODEL

The educative goals for each single student gain access to the next stage of learning, as a consequence of contain of these experiences is secondary, if and when contributes to the reinforcement and development of the mental structures of the student.

It can't deal with these didactics suggestions without consider the research in class , it has been worked by Europeans researchers who has more spread specially Spanish in Colombia their theoretical advances and experiences, some considerations are based on the contributions of Ausbel about the meaningful learning , the Piaget theory and diverse contributions from the constructivism theory specially spread through the work of Guba and Lincoln (1989) called: The constructivism paradigm.

One of the perspectives of the educational psychology that has predominated in a recent past on the guideless of the teaching researching of the science has been the constructivism perspective. According to Sebastian J.M emphasizes the importance of the ideas the student has before the teaching and takes into account to design instructing strategies (1989).

The constructivism for Torres (1992), is a knowledge theory which talks about to the relation between subject (connoisseur) , the object (knowable), to the nature of product of this interaction(knowledge) and to the nature of the reality (what is cognizable)

PHYLOSOPHICAL AND PEDAGOICAL OF CONSTRTUCTUVISM

The constructivism model is focused from:

- Relativist ontology which affirms the existence of multiple realities, socially constructed, not ruled by natural laws casuals of any kind “the truth as the construction more informed and sophisticated between individuals”.
- It is impossible to separate the researcher from the which is researched, the interaction between the elements is what creates the

data will emerge of the investigation, besides the researchers as human beings cannot be out of context and it gets wide with other people interact with them, the values cannot be ignored, these are unique and cannot be modified as the essence of the man.

- The research should be criticized of the elements that were used for its construction, supplying the opportunity to revise new constructions, that is to say it adopts a hermeneutical methodology. (Guba and Lincoln, 1989).
- The constructive activity of the subject, is not an individual task but interpersonal where interact with the teacher, with their classmates, the local community and the land with a social, culture and historically constructed.
- The knowledge construction is the result of an equilibrium process between the ideas between the subject and the ones which are given by the media by different ways of information.

THE CONSTRUCTIVISM AND DIDACTIC CONTRIBUTIONS

The best tool to orient the students is the ability and creativity of the teacher, create problem situations. Robledo and others (1985) point out some elements of the genetic theory which are directions to a constructive didactics:

1. Start with the activity of the subject
2. Works From problem contexts.
3. To achieve the motivation of the student for the experiences and to take advantages of their interest.
4. Value the constructive role of the error.
5. The social dimension of learning is assumed, because it stimulates the decision between the students to solve them.

The exercises and projects go to the student not just to transfer practical knowledge (exercises), but to propose productive works and research this way have the opportunity to continue the topic and learn to apply it in real problems.

PEDAGOGICAL INTERVATION

This project is focused on methodological strategies to improve reading comprehension through sociodrama. This project was developed during the English classes where students were be able to read Twilight written by Stephanie Meyer book and they had to make critical analysis about the reading and they interpreted some chapters of the book in order to demonstrate their competencies and the most important is to develop their reading comprehension skills through sociodrama. Moreover the students felt motivated and interested, because they consider that reading comprehension activities encourage them to enjoy the reading because they can read what they like and have access to interesting topics.

Students have the opportunity to participate in the process, where they perform, know different types of texts, assume roles, disclose their impressions and ideas, dramatize and experience in different learning situations that sociodrama offers.

During the development of this project, learners read, memorized, played different roles which encourage students to enhance their reading comprehension playfully.

DESCRIPTION OF INSTRUMENTS

During the implementation of this project was necessary the use of certain instrument in order to collect important data which helped us to address our project and realized of problematic what our students have with the reading comprehension process. Through the questionnaires (14 questions) we could identify the difficulties what learners have and their impressions according the process. Students were interested on asking questions because they considered that is really important that teachers involved them more in the learning process.

ETHICAL CONSIDERATIONS

This project was carried out with the participation of 11th grade students with an average age between 15 to 19 years old with different religious and political beliefs which were respected in order to elaborate a transparent project. Students had a spontaneous participation in the project; they weren't forced to integrate this process, they were really engaged because they knew the importance of the project in their learning process and have the opportunity to improve their reading comprehension skills.

We can also attest that our project is not a copy that is totally implemented by us.

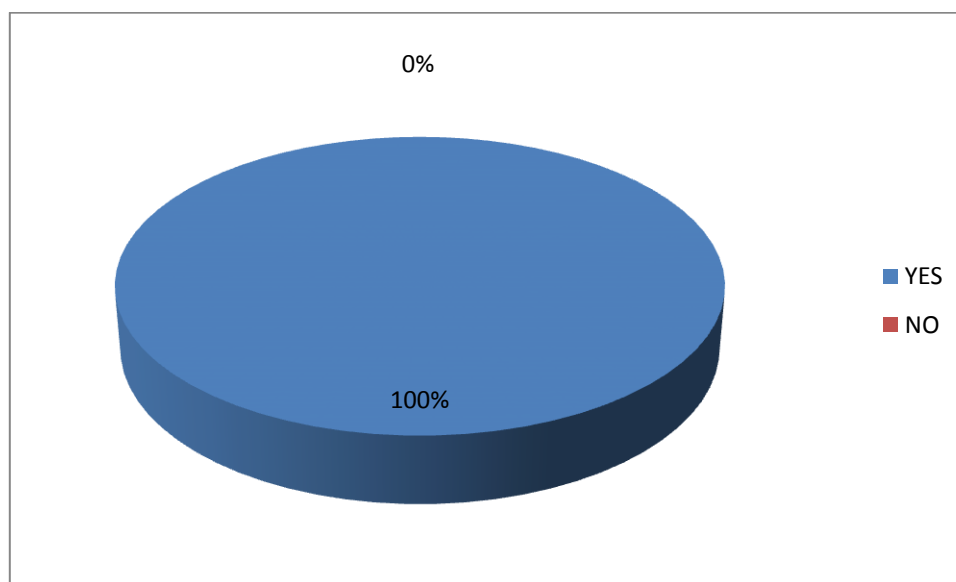
DATA ANALYSIS

Through the following questions, the teachers Elkin Agamez, Alexander Arroyo and Alexander Garcia, students of post graduate diploma in La Enseñanza del Idioma Ingles at the Fundación Universitaria UNICOLOMBO will collect the necessary and relevant information to solve the research question which originated this project at Ciudad Escolar Comfenalco High School de Cartagena de Indias to the English language learning and teaching.

We are going to use pie charts in order to give a graphic explanation of the obtained result at the end of the questionnaires applied to the students involved at the process with the idea of making readers get a better understanding of the situations.

STUDENT'S QUESTIONNAIRES

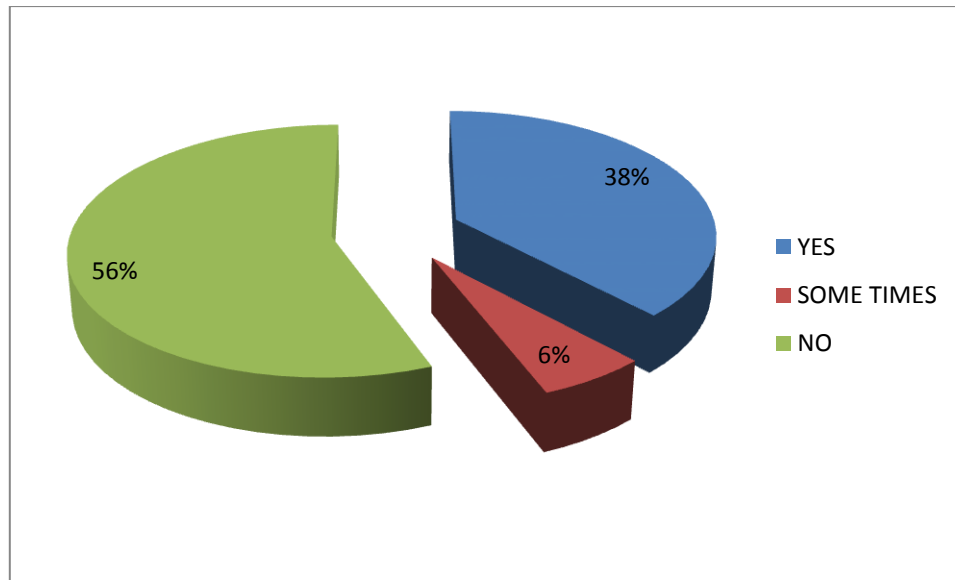
1. Do you enjoy learning by practicing sociodrama?



100% of the students say they enjoy learning by acting out, they also mentioned reasons why they like it: because they enjoy time practicing with friends, because it helps them to increase the vocabulary, because it helps

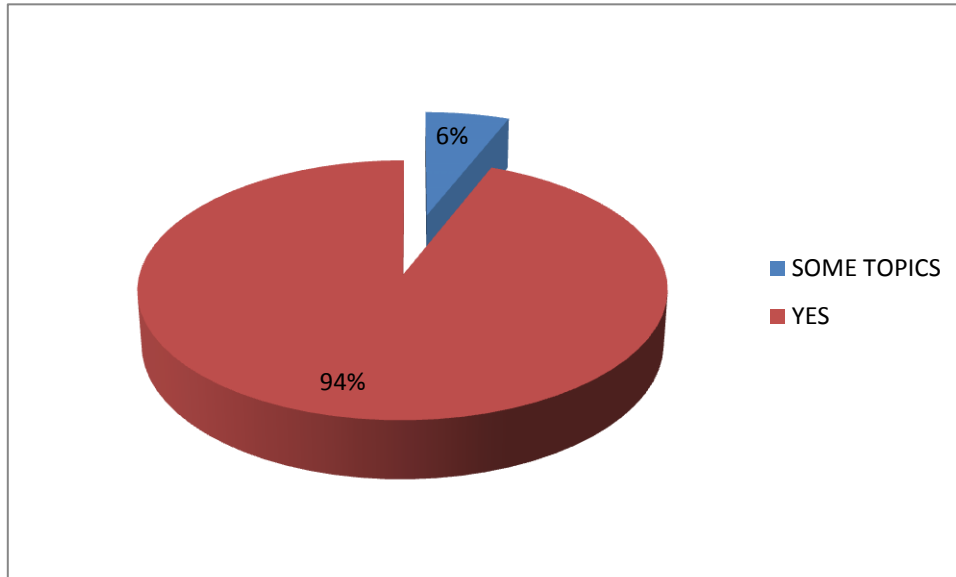
to coordination when speaking, because it is important to know a second language nowadays and because of academic and professional reasons.

2. Do you have the necessary tools to develop sociodrama as you would like?



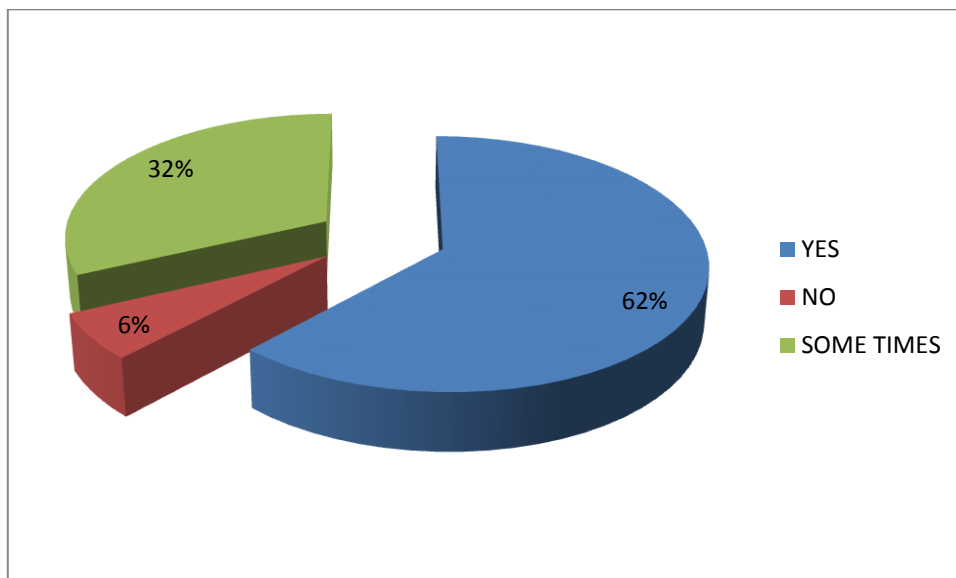
According to the results 19 students, which means 38% of the students think the institution provides materials and spaces to be used in the English class to practice sociodrama, having into account that some of these tools belong to students, 28 students, it means the 56% do not think the institution provides the necessary tools to be used in class, and the final part 3 students which means just the 6% sometimes can have the possibility to get materials from other students from other classrooms in order to be used in class.

3. Do you know about topics and subtopics that the teachers develop in the English class?



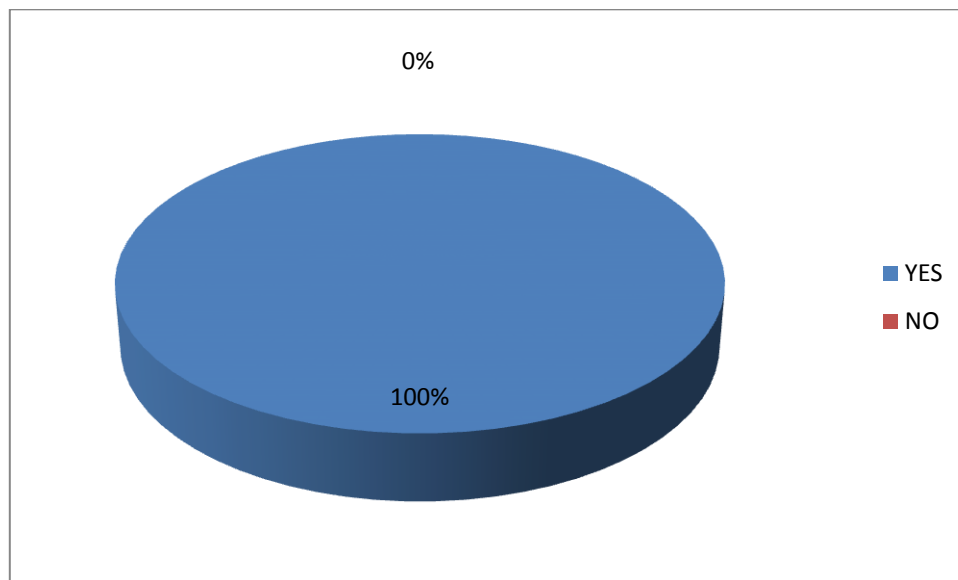
According to the pie chart 47 students, it means the 94% said that they really know what the topics and subtopics are because at the beginning of each period it is the first information socialized by teachers, but 3 students said some topics, it means 6% of the class, that probably are not attending classes when it should be.

4. Do you know the required objectives to be achieved at the end of your English program?



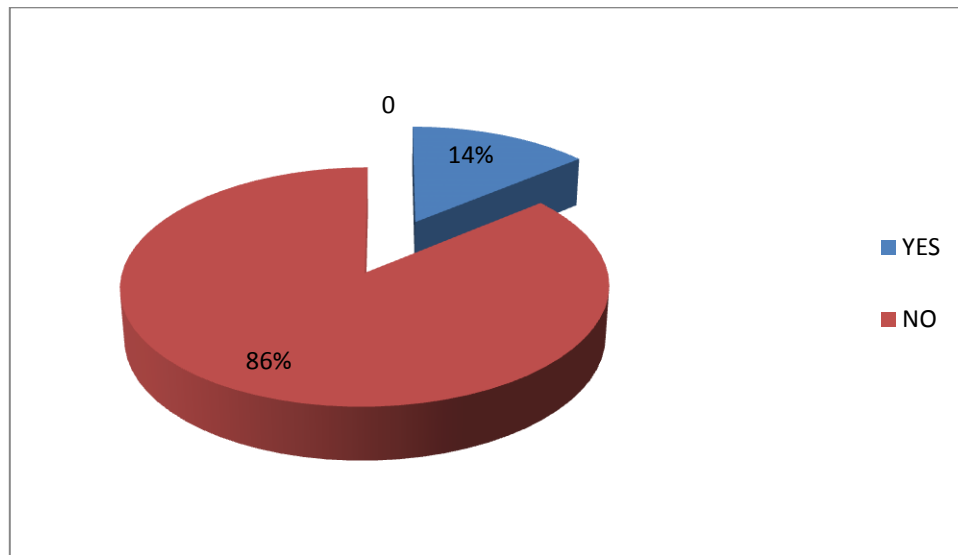
62% of the students, which means 31 of them recognize the objectives, 32% it is 16 students sometimes remember them, and only 6%, just 3 students know anything about this, this is not something healthy for students, neither for the teachers, because all the students at the institution must be conscious about the programmed objectives during the periods.

5. Do you consider important the knowledge of a second language?



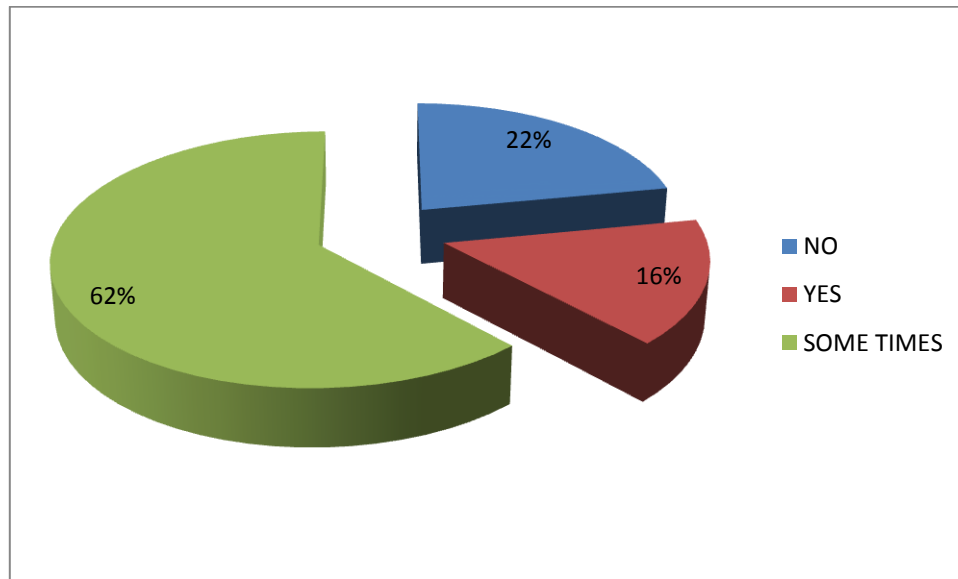
As the picture shows, this question perfectly fit with number1, because 100% of students, which means 50, recognize English language as an important aspect in their lives, but we have something really contradictory here, because students do realize English and its learning as an important part, but only few students are willing to face challenges language purposes.

6. Have you done English courses outside the institution?



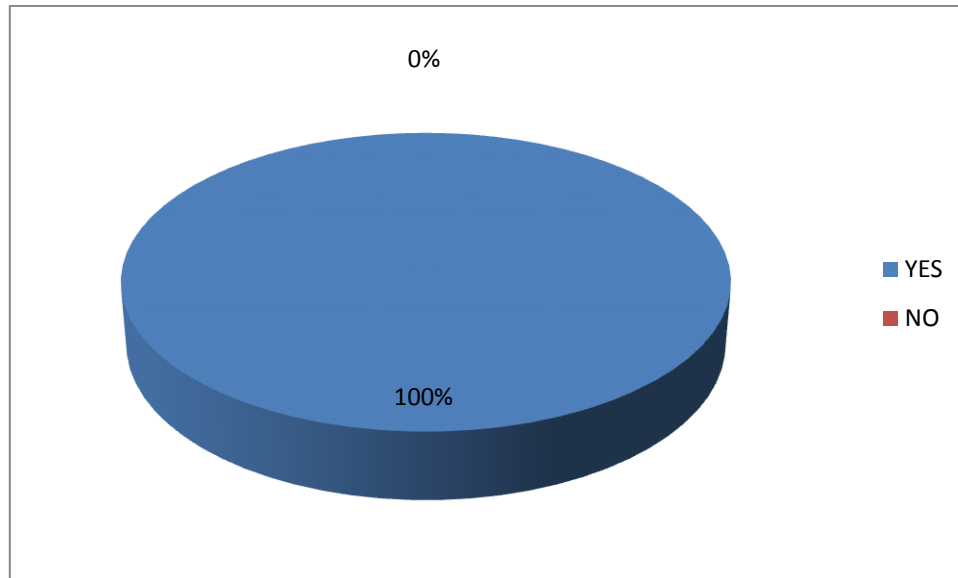
86% of the students at Ciudad Escolar Comfenalco de Cartagna de Indias said, they have not taken any English course in a different language institute and the 14% of them have done some courses, but the big part in this picture shows that there is a low interest to acquire a second language, and it is known by students and parents that the institution is not a bilingual one.

7. Does the school facilitate the necessary resources to develop reading comprehension activities in the English class (cd players, computers, video bean, and rooms)?



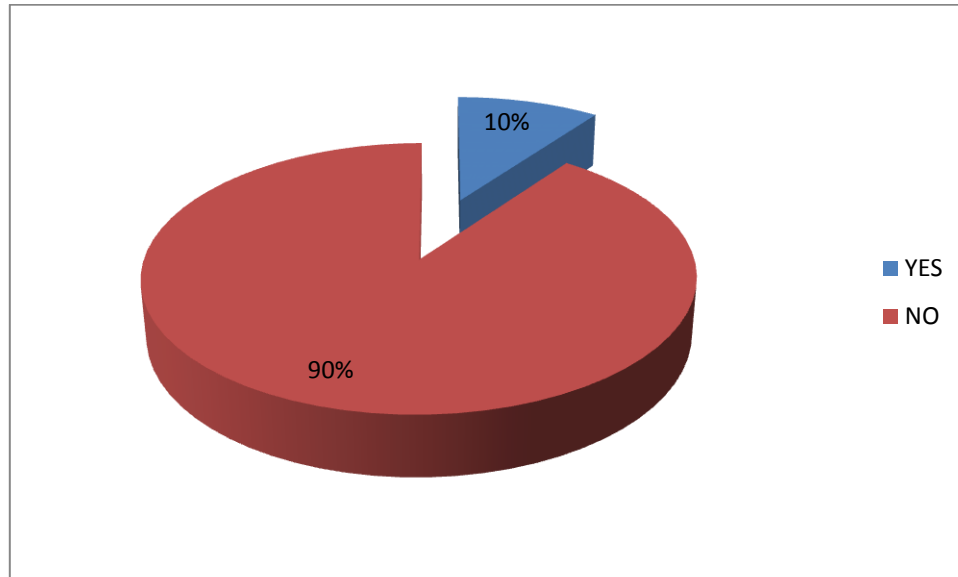
62% of the students said sometimes, we understand this answer because nowadays students do not have an appropriated English laboratory to develop their activities and we depend on external factor from the Ciudad Escolar Comfenalco, so do not belong to students, and sometimes can use them, 16% said yes, and the 22% no, and probably this small group could be right.

8. Do you think the institution should increase the time for English classes in order to enhance reading comprehension level in English?



100% of students said yes in this question, but as we could see in other questions, they do not look for options outside the institution in order to acquire a second language, this could be affected for external factors and it will be very difficult for us to access this information.

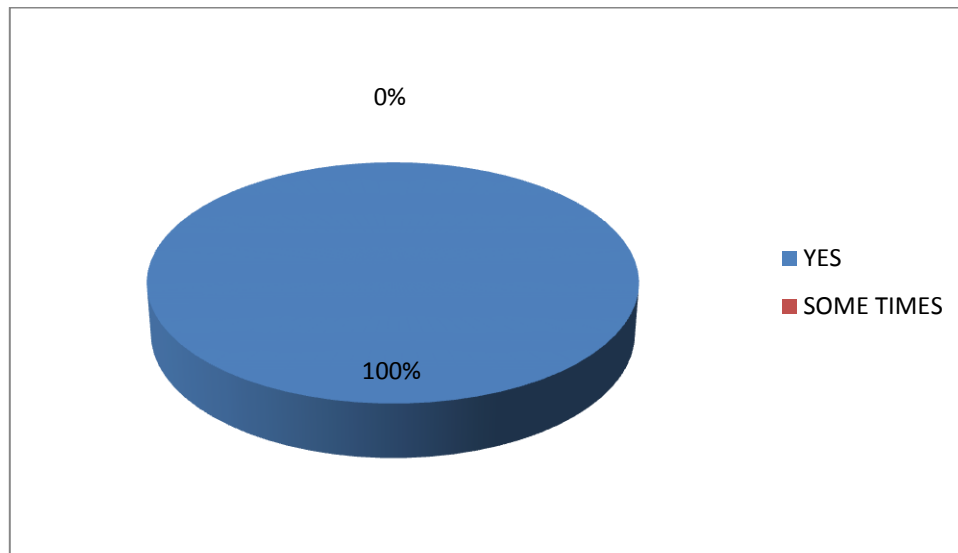
9. Does the institution offer the minimum conditions for the learning of a second language (few students in the classroom, comfortable chairs, big classrooms, ventilation and illumination)?



This is an extremely important question, because if a person (student or not) do not feel comfortable and confident in an environment probably the process is not going to be as satisfactory as it should be.

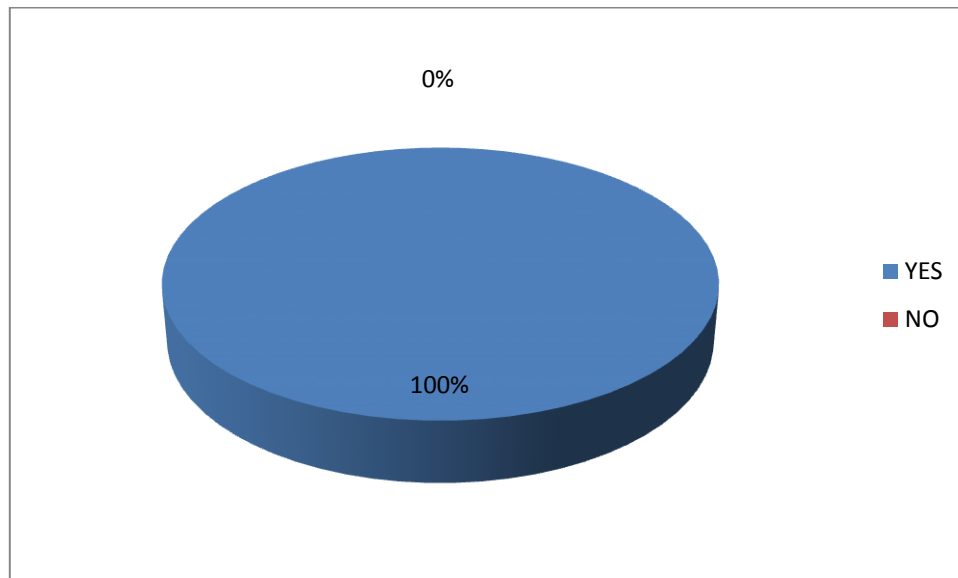
As the image shows, 90% of students said not, just because of the fact that there are too many students in each classroom, and the other 10% just think everything is ok.

10. Does your English teacher encourage motivation, participation, and confidence when developing reading comprehension Activities in order to facilitate the Learning process?



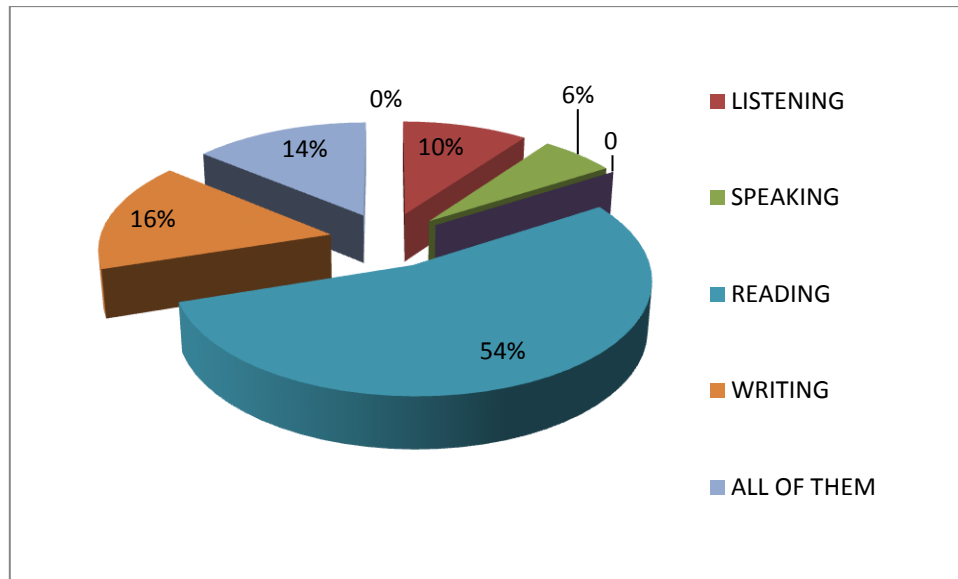
100% of the students think their teachers use a good methodology to generate motivation, confidence and participation during the development of the English classes, this collective answer could depend on the kind of people teachers are or the methodology the institution implements, anyhow this is a gained point for our students during the processes.

11. Do you think that the knowledge of reading comprehension in English language would be useful for your academic and personal education?



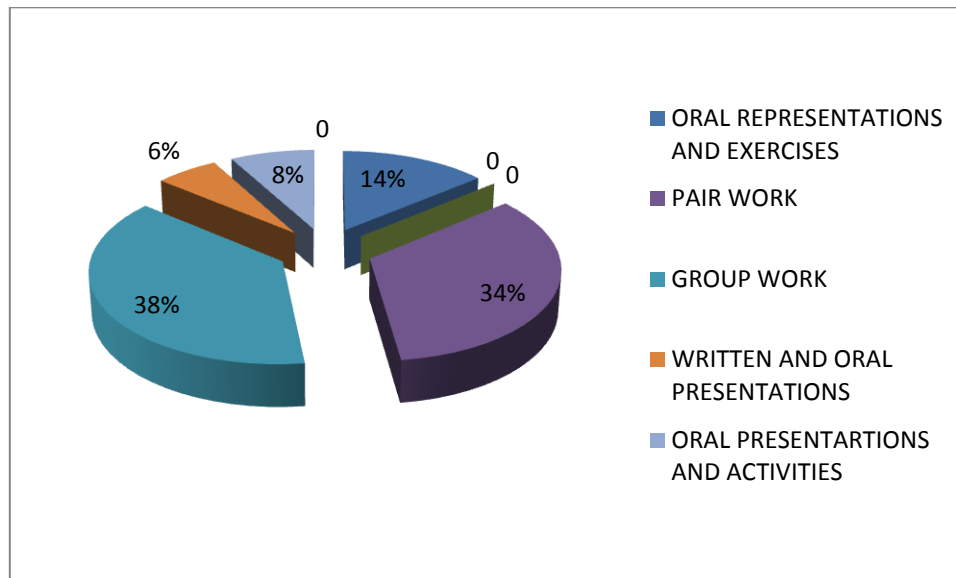
100% of students think professional and personal life can be improved by knowing how to do a good reading comprehension, they affirm that in a not so long future this will be necessary for those who will need to read books in English at the university, and to apply for excellent factories that make English an indispensable tool to work there.

12. What kind of activities do you like to do in class (listen, speak, read, write)?



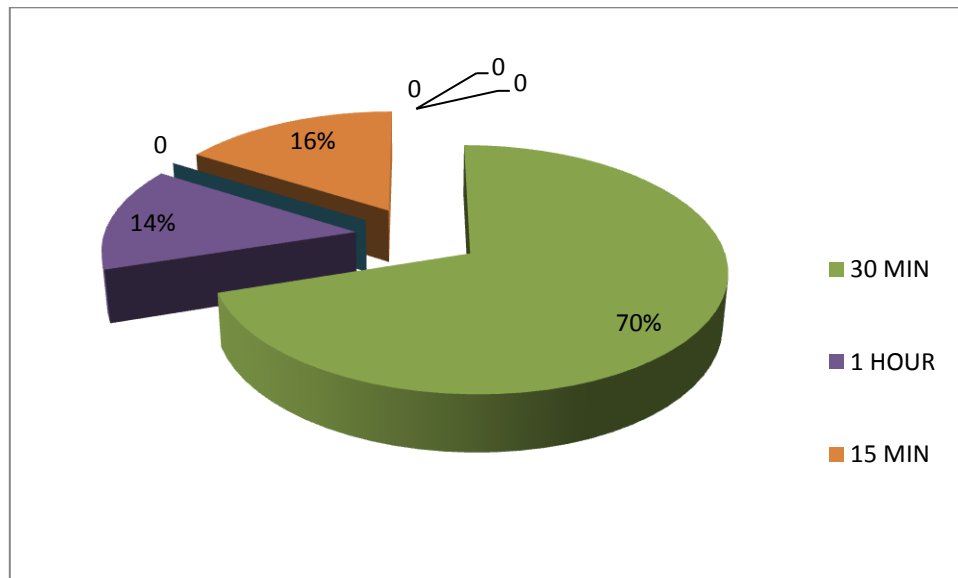
54% of students said, they would like to develop reading skill, because they think in this way could achieve a better pronunciation and increase their level at the time of speaking, but when we spoke to them, they said that they feel afraid of reading aloud in front of the classroom, because they realize that their pronunciation is not so good, and the rest of the class could laugh of them, 6% affirmed they like to speak, and some of these are studying English in external institutions, 10% affirmed they prefer to develop listening skill, 16% prefer writing and only a 14% decided to say all of them, but some of these students are in English courses out o the institution too.

13. Through what activities is the learning of English easier to you (group work, pair work, individual work, exercises, oral activities, written activities)?



According to the results obtained in this question 38% of students like working in groups, 34% like to work in pairs taking pair and group work the major part in this question, and the inferior part was divided among oral presentations and exercises, written and oral presentations, and oral presentations and activities.

14. How much time do you devote to read a week?



The major part in this question takes the 70% with 30 minutes; it means 35 students, and then comes the 16% with 8 students, and finally 14 with 7. While speaking with the students came to the conclusion that this time is going to vary depending on the activity or activities they have to do for next class or session and of course the grade of difficulty it has. Moreover other factor that we consider really important is what students like to read, what kind of topics students consider interesting, motivating when they read.

CONCLUSIONS

According to the development of the Project we can conclude that:

Along this work insisted in many conceptions , which we deduce the human being finds support when belongs to a group where the members have interests and similar needs in order to its development be more balanced and progressive , in this way the students can complement their learning for life in a creative and interesting way.

The importance of the Reading comprehension consists in the need to define it as a pedagogical strategy to build and re – contextualize the school we have characterized by keeping the discipline of the knowledge fragmentation isolated from the context and it does not relate from the local to the universal thus, as the knowledge in many cases is just a game of memory , where the absence of the construction and production establish a relationship where the teacher is the carrier of the wisdom and his role consists in depositing it the student.

In consequence , results valid to analyze until where is possible to advance in an attitude change , in a strong compromise with institutional proposes , if these forms of achievement and professional work are kept which debilitate permanently the relation between teachers and end contributing a formation process where they are not aware of the intentionality of themselves.

In the same way, this Project was important for students to construct a knowledge from their particular interests and with a little rigorous which allows them generate a new knowledge for them.

The teachers consider extremely important the formation in reading comprehension , they think the school needs a big change because of the problems in reading , using new strategies , the students deserve truly an integral education and in this way be active part with a better quality of life , and they say i general the parents family do not pay too much attention to the education of their children and the teachers are the ones who have the obligation to guide not only the students but also the parents to fulfill their labor. Equally is important to take

up again methodic guides planned and organized according to the needs of the students to stop being theoretical instruments of the education provided.

The school should assume the continue orientation about Reading comprehension and also make campaigns in other schools due to the problems about the Reading comprehension presented in other schools , to share the good and assertive strategies implemented such as the sociodrama.

The Reading comprehension has become a major element in teaching process it is the way that allows to discover what is around , because the students read to get closer to life , to the culture of the elder ones in an incidence of the external to the individual looking for to be a better person , creating new worlds in his mind, bringing new ideas to improve to the social context where they live dealing with a different perception to the traditional.

The research done evidences that teachers construct meanings from reading comprehension, focusing it as a fundamental process to develop capacities and abilities that most of students have, complementing a work in different disciplines of knowledge.

These abilities students abilities according to the teachers conform a diverse mental stages which make explicit in a constant and continue work through the applying cognitive levels that start from a recognition of the written until a comprehension and interpretation of what is read.

The reading comprehension not only implies the Reading process but involves different cognitive abilities such as : extract the explicit and implicit information , organize the information recognize the information worth , produce texts from the students already know . The proposal which is contemplated in this is not decode a text but to understand it as a whole by using strategies.

This vision has a more progressive nature because the majority of teachers propose the Reading comprehension not only in the class but in different daily situations encouraging the pleasure for Reading by selecting texts according to the

student levels and interests which are accompanied by a strategy known by him or her motivating the joy for reading, through the selection of texts according to work done. In the same way, it is evident that motivation and affective aspects are involved to contribute to the children to acquire security and confidence being part of their Reading process.

The strategies selections above mentioned establish a deeper and complete the type of the texts. Nevertheless , the teachers speeches denote an enclosed application to certain strategies such as: Oral, silent reading silent , predictions and interrogative of texts.

The propose of the strategies selected by the teachers in Colombia, could have a relationship with the preparation for the standardized tests (SABER 11) that promote positive results. The selection and usage of strategies which are based in the positive results of the evaluations mentioned.

On the other hand, this strategy selection make difficult the metacognition process selection by the students, thus inhibit the students be aware of the Reading, selecting, evaluating and modifying the strategies that strengthen and make easier the Reading comprehension. In other words , the absence of the metacomprehension is not by the lack of capacities of the students but because the students do not know this concept , they do not develop it in a conscious manner , however , they make a closer treatment of the reading what could be called as metacomprehension , an example of this corresponds to the interrogation strategy of texts . , what is hardly applied , where the students , have a constant analysis process , considering the text content until the argumentation.

The used strategies generally are connected with different types of texts, commonly with the scholar text and complementary texts to develop reading comprehension, depending on the content what is s worked.

The usage of the sociodrama strategy is very deep because it motivates the students, they can work with different types of texts such as: stories, fables, news, posters etc.

The objective proposed in this research was totally achieved according to the evaluation given by the teachers about the reading comprehension through the sociodrama strategy. For teachers, the meaning attributed to the Reading comprehension, is transcendental in different areas. That is why; they feel to generate learning routs to allow the students develop in different aspects such as: affective, intellectual, emotional, social and cultural.

This research confirms the important of the teacher as a guide in a holistic process and permanent construction.

Finally, reading comprehension is a transversal central concept in the knowledge, which allows the integral development of the being, contributing to potency a critical subject aware with proposal and opinion, making the student being part of his context realizing by means of the language construct realities, senses and meanings.

Reading comprehension is the explicit recognition through a continue and constant work using the sociodrama as a strategy recognizing the written until a comprehension and interpretation of the read.

The sociodrama strategy for reading comprehension allows to devolve the students thinking ,solve needs , discharge tensions , traumatic experiences, explore and discover the enjoyment to create fantasies, interact with their similar enhance new horizons , stimulate their ludic positive activity , symbolic, constructive, creative, cooperative.

The sociodrama is a ludic experience in and out of the classroom, student when they play roles can use it as a vehicle of communication with their parents.

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ANNEXES

Twilight by Stephanie Meyer

Baseball Game Scene

Dialogue:

Bella: and since when do vampires like baseball?

Edward: well it's the American pastime, and there's a thunderstorm coming. It's the only time we can play. You'll see why.

Bella and Edward walking....

Ms Callum: hey, glad you're here. We need a vampire.

Emmet: She thinks we cheat.

Ms Callum: call them as you see them, Bella.

Bella: ok.

Alice: it's time.

They start to play....

Bella: ok, now I see why you need the thunder.

Bella: that's gotta be home run, right?

Ms Callum: Edward's very fast.

Mr. Callum: come home, Rosalie!

Bella: you're out.

Emmet: out!

Emmet: babe, come on. It's just a game.

....

Edward: what are you doing?

....

Rosalie: my monkey man.

....

Alice: stop!

Alice: they were living. Then they heard us.

Edward: let`s go.

Mr. Callum: it`s too late.

Edward: get your hair down.

Rosalie: like that`ll help. I can smell her from across the field.

Edward: I shouldn`t have brought you here. I`m so sorry.

Bella: what? What are you....?

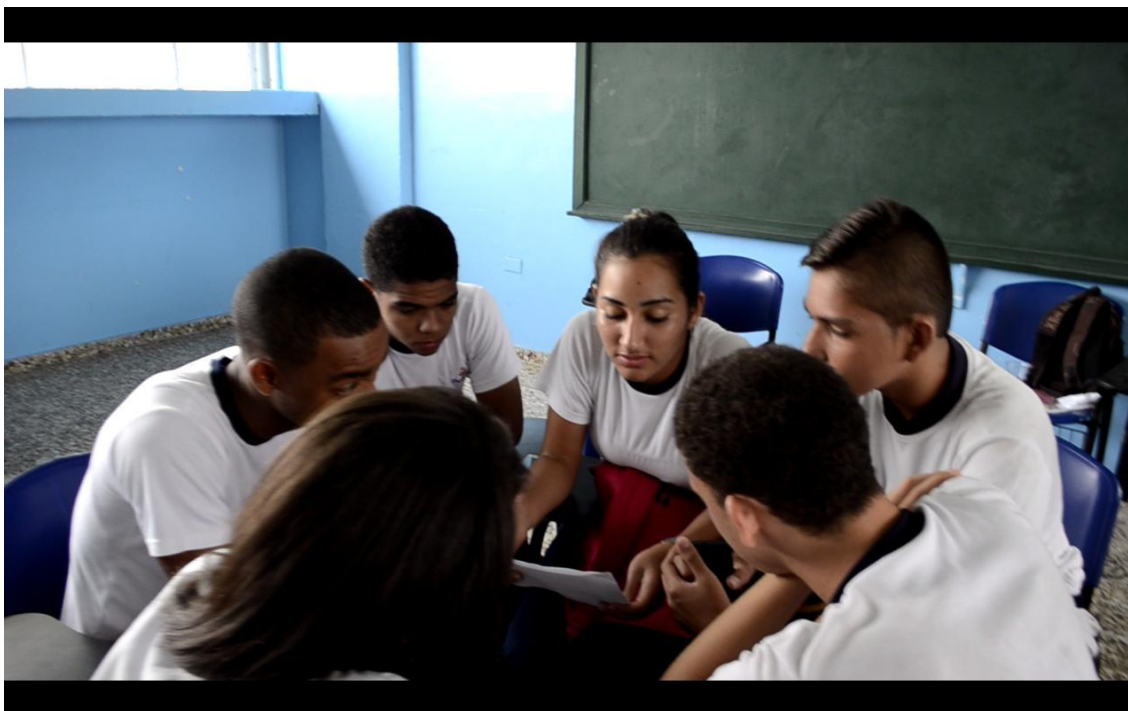
Edward: just be quite and stand behind me.

PICTURES









STUDENT`S QUESTIONNAIRES

1. Do you enjoy learning by practicing sociodrama?
2. Do you have the necessary tools to develop sociodrama as you would like?
3. Do you know about topics and subtopics that the teachers develop in the English class?
4. Do you know the required objectives to be achieved at the end of your English program?
5. Dou you consider important the knowledge of a second language?
6. Have you done English courses outside the institution?
7. Does the school facilitate the necessary resources to develop reading comprehension activities in the English class (cd players, computers, video bean, and rooms)?
8. Do you think the institution should increase the time for English classes in order to enhance reading comprehension level in English?
9. Does the institution offer the minimum conditions for the learning of a second language (few students in the classroom, comfortable chairs, big classrooms, ventilation and illumination)?
- 10.Does your English teacher encourage motivation, participation, and confidence when developing reading comprehension Activities in order to facilitate the Learning process?
- 11.Do you think that the knowledge of reading comprehension in English language would be useful for your academic and personal education?
- 12.What kind of activities do you like to do in class (listen, speak, read, write)?
- 13.Trough what activities is the learning of English easier to you (group work, pair work, individual work, exercises, oral activities, written activities)?
- 14.How much time do you devote to read a week?

INSTITUTION: CIUDAD ESCOLAR COMFENALCO

Teacher's name: Elkin Agamez Alexander Arroyo Alexander García	Grade: 11 th	Term: second term	Date: August	Allocated time: 1 Week
Relevant recent work:	<i>SILENT READING</i>			
Topic of the lesson:	TWILIGHT "Baseball Game Scene"			
Objective: <i>To generate abilities and skills that makes possible the reading comprehension through sociodrama.</i>				
Key words: Baseball Pastime Cheat Vampire Play Home run Home Out Game Field				
Materials/equipment: book, digital camera, copies, dictionaries.				
INSTRUCTIONAL PROCEDURES				
Lesson stages	Interaction	Skills involved	Time	
Warm-up activity: Students will read silently the part of the book that most call their attention, taken from the book TWILIGHT by Stephanie Meyer.	<i>Mtls – Sts</i>	<i>Reading</i>	<i>85 min.</i>	
Teaching procedures (lesson core):				
According to the read text by students, teacher will hear personal contributions from them, in order to connect ideas.	T – Sts	Reading Listening	85	

			minutes
In cooperative groups students will discuss which parts they preferred and why, in order to analyze the book to make contributions to the rest of the classroom. They will discuss the incident cause in the society especially for young people.	T – Sts	Reading	85 minutes
Assessment: students will develop a sociodrama selecting the preferred scenes for them. Teacher will check the process.	T – Sts	Reading Speaking	55 minutes
Closure: both, teachers and students will develop a reflective log, so each one could have the opportunity to express what results got from the process.	T – Sts	Speaking	30 minutes