SOCIAL AWARENESS DISCUSSIONS IN THE ENGLISH CLASS

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ESPECIALIZACIÓN EN LA ENSEÑANZA DEL IDIOMA INGLÉS

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ABSTRACT

At Centro de Educación El Recreo school in Cartagena, specifically, eleventh graders students from a private school, even though they showed higher language English level in reading and writing skills, showed a low level of oral production and interested in developing their communication skills on English class, which should be mastered taking into consideration the national standard. Having observing this situation, a research question was asked: How can we, as English teachers, help our students to upgrade their oral production? In order to take the students to an acceptable and meaningful progress in their oral performance, one plan lesson was designed based on topics that the students were interested to talk on classes in order to engaged them in conversations and groups discussions so that they could enhance their oral production.

During the intervention on the school already mentioned, two surveys were applied, we made class observations, audiotapes and collect students' products for gathering the information required to analyze and answer the research question stated previously as well. The intervention resulted very challenging but effective in general terms. The use of group discussions, debates and socializations, as well as drama representations and drawings improve not only the oral language skill but also the students achieve an acceptable oral skill performance as well as a self-confidence in expresses their points of views on sensitive topics, promoting a respectful environment and raise awareness into make realistic and practical decisions on class that could affect not only them but the people that surround them.

Key words: speaking skill, socializations, social awareness.

INTRODUCTION

In this present time, speaking a foreign language has become one of the essential necessities of today´s society to the point that is considered as one of the most influencing factors whether is to apply for a job or maintain a job position under the condition of advancing in a foreign language.

Therefore, learning English at schools is becoming an essential requirement to access to a higher education. This is why teachers at every school in Colombia are committed to introduce a program that helps to developed the four language skills which are *reading*, that consist to be able to finding main ideas, important details and facts, drawing conclusions, summarizing, comparing; *writing* skills that allow the students to communicate with people from all over the world through social media, blogs, emails, to construct essays; *listening* skills to check the listening comprehension of the corresponding exercises (such as a conversation that are on books) to see if they are receptive and accurately receiving and interpreting messages and *speaking* that would give the students the ability to communicate effectively and convey their messages in different manners (polite or impolite, passionate, thoughtful, convincing, etc.) that would be helpful to travel abroad, communicate their ideas, opinions and to conduct their social skills as a respond to their need of interact with other verbally.

According to Ur (1996) "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing;

and many if not most foreign languages learners are primarily interested in learning to speak (Ur 1996: 120)."

However, in Colombian context, teachers mostly use traditional teaching methods when focus on reading and writing skills, but a productive ability, the speaking skill, is given no importance or is not well enough developed because of a number of factors, such as the schools aimed their English teaching based on criteria called "Derechos Básicos de Aprendizaje[1]. This criteria are evaluated by standards test like "Pruebas Saber Pro"[2], that are very important tools to the following and evaluation of the concepts and methodologies that are applied in the classroom of teenagers.

Other factors that proved that speaking skills are not well developed in the classroom, could be the number of students per classroom, which is very common in most of Colombian public schools when they have thirteen to fifty students. The lack of books or learning resources could be another one factor, because those doesn't have relevant topics that respond to the necessities of the contemporary Colombian students who are affected by the digital revolution in which its considered that the information is available "right at their hands", so books are no longer needed.

One of the other factors of the lack of practice regarding speaking skills, is the excessive use of grammar due to the English teaching approach regarding of grammar

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[1]*DerechosBásicos de Aprendizaje (DBA)*: Is a tool that is used by the minister of education to identify the basic standard of competences in each grades of school education, first to eleven grades, y Math and Language areas.
[2]*El Examen Saber Pro*: Is an obligated tool that is used by the minister of education to measure the academic performing in eleventh grade students in all schools around the country, before the students continued their higher education. This exam consists in evaluated in five generic competences which are: Critic reading, Quantitative Logic, citizenship competences, writing communication and English.

translation and vocabulary emphasis. This cause the lack of motivation in learning English and acquire it as a second language.

So, when the students try to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless. This aspect in many institutions is left out, giving more importance to the memorization of vocabularies and the correct use of written grammar than the verbal production. The oral production plays an important role in learning a new language if we, as teachers, are trying to make that our students can be able to communicate with a SL at the school and in further academic spaces like University.

Other factor that show the lack of developing speaking abilities is the poor confidence of the students in use of what is learned. In some cases, the student is afraid of making mistakes. So, if a student doesn't speak could be due to the poor use that he/she has over the language or to the attitude adopted by his/her classmates because of the mistake he/she made.

As we can see, fluency is another aspect to attend. In most of the cases, English learners want to communicate quickly instead of paying attention to communicate in a clearer way, which becomes in an obstacle for them because they do not realize that the meaning occurs naturally step by step and in a trial and error process. In the beginning, is more important trying to communicate more correctly than faster, which leads us to talk about another aspect, making mistakes.

When the learners of second language are beginners, they are shy to speak in public or with their classmate because they do not want to show they are just starting to learn, so

the learner try to avoid situations where he / she must use the gained knowledge. They have the misconception that native speakers of another language do not make mistakes when they speak, as a result, they do not want to seem silly in front of the people.

Misunderstandings are another factor the beginner speakers of a SL should try to overcome. Learners usually get frustrated when they are not able to express correctly they want to say and cut the idea they are talking about if they do not find another word to express it, avoiding situations where their classmates or people laugh or make jokes on them. This aspect does not allow the student to continue in the process of improving speaking skills so they are not able to hold a conversation. Ironically, the learner loses, with this, the opportunity to practice the second language they are learning, because if it is not practiced, it cannot be used and if it is not used then, they would not have the courage to look at environment to practice. It is like a cyclical process.

Of all these possible aspects that affect negatively the student while learning a foreign language when they are interacting within a EFL classroom and to create a healthy environment in the learning process, specially speaking skill, are well-exposed as a follow:

Gutiérrez (2005) argues that "Learners of foreign languages in our context usually do not like to speak the L2 and most of the time they exhibit a passive attitude in class. Training in oral skills which let them communicate and interact in a meaningful and fruitful form, that is, exchanging information, negotiating meaning, supporting ideas, facing oral defenses, is a way to motivate students to see the foreign language as a vehicle for social interaction" (Gutiérrez,2005, p. 83-96). In all of this context, it is necessary the orientation of the teacher to provide the learner with the necessary support to be able to overcome these obstacles already mentioned, in all the processes to learn a SL, and give them the tools to

make the learning more interactive and enjoyable, but at the end, is also the learner who must try to overcome his/ her fear and enjoy the experience of learning a new language.

The purpose of this research project is about to improve oral skills in English through different activities focused in open conversations and socializations in order to get them actively involved on those, by identifying and recognized the practically and relevance of some contextualized concepts that are closed to their interests and lead them to adopt a deep-learning approach.

CONTEXT

This research project has been developed in a private school in Cartagena called "*Centro de Educación El Recreo".* This school is located at *El Recreo's* neighborhood. The classroom where this class was hold, is big enough, it has appropriate furniture, very good lightning and noise is minimal. The students are always in the same classroom, unless there is an activity that requires them to go outside or to the laboratory room which you can find all the Technology's equipment needed such as video beam.

Us, as English teacher on 11° grade, count with many teaching resources, such as a whiteboard, a Television set with home theatre, papers, student and workbook English book resource, markers, scissors, glue, color pencils, and any other material needed. We can ask for photocopies when needed. We have an English book resource that we used together with the students but we can add our own material or even design it if the material can help with the processes on classes.

This project was developed in 8 hours of classes, carried out during the second period of this year. This is a course that has been taught at Centro de Educación El Recreo that has no formal syllabus, on 11° graders students who are eager to improve their oral skills through discussions and activities that motived them to speak in the English class.

NEED ANALYSIS

The starting point of this project was to observe the students in other classes such as Spanish and reading comprehension, Social studies (Philosophy, Economics and "Cátedra de la Paz"). Here, we noticed that they were indeed engaged more in classes that allowed to them to made a social critic of what they were talking on class and they showed to be very assertive in topics that are relate to take social decisions and stablish a critic posture in front of social problems and build a moral autonomy. This means that, they speak more in those classes that made room to their opinions and asked to them to take decisions or to come out with solutions about topics that were in those classes.

Our second step of this project, was to made two questionnaires in which we wanted to be sure that the students were in fact interested in those topics related with social awareness; if they would like to talk about those topics in an English class and after doing the activities related to those topics in English, to show they felt that the lesson plan and the activities created and implement, developed their communicative skills and demonstrated the outcomes of the activities. After we had applied the first questionnaire, we created a lesson in which the final outcome was to made a debate, where the students had to take a

position one or another and then confront, in a respectful way, their arguments and ideas on class.

Through this activity it was seen that the students were more engaged in English class, they talk more and they made the effort to sound coherent and convey their whole ideas in a second language without losing their own personal position; they look out information on websites, read books and even read articles in English about the topic and they prepare and organize their ideas so that in class they made sure not be the only one who wouldn't have something to say or share their position on the debate.

Consequently, it is necessary the formulation of the next question to give viability to this research project:

How can Social awareness discussions upgrade English speaking skills of the students at Centro de Educación El Recreo?

In the same way, a set of objectives has been stated in order to guide the course of this research, which is:

GENERAL OBJECTIVE:

- To developed social awareness discussions to improve oral skills.

SPECIFIC OBJECTIVES

- Identify which specific discussions topics contribute to oral skills improvement.

- Implement in the EFL classroom topics of students interests to improve oral skills.

THEORETICAL FRAMEWORK

How, as an English teacher, can lead the students to a deep-learning approach? Normally, English teachers include in their lessons, the learning of new vocabulary that will be used to practice oral and written skills by "repetition". We know this method can be a little bit outdated, but it is very useful to starting and is the first step that impulse the learners to next demanding exercises. Even if repetition is considerate as an antiquated way, doing this exercises, they don't feel too stressed because everybody is doing the same activity at the same time and the focus of interest are on all the students and not on one in particular. So, they don't have the sensation of being watched by the instructor or the rest of the class, what happens in activities when the student has to speak in front of the class.

Another activity used by teacher in classroom is role-play, this have the same purpose as repetition but in a more interactive way that allows the students to learn in a safe and comfortable environment where, in some cases, they only have to follow the script without worrying about the content, and while doing it, they have the idea that could help them to improve their communicative skill and in the same way, their social relationship skill as they have to practice it with another classmate. It is also a good activity to give the student more confident by the idea that they are pretending to be another person and this permits the student play along the game.

Porter-Ladousse (1987) said that "Another advantage of role-playing is that learners are given a chance to pretend someone else. Such a technique may help timid students to overcome their shyness of speaking. Reticent students often have difficulty talking about

their experiences or about themselves. The fact that they are someone else makes them feel that their own personality is not implicated" (Porter-Ladousse,1987, p.7).

Games are one of the most important activities to include in English lessons, they have a great influence on the acquisition of any skill because of the failing and re-trying without risks given in a safe and spontaneous environment. Games allow learners to learn in a way that they are not only worried about acquiring the knowledge but enjoying the experience of acquire that knowledge by experimenting and testing different options. They make more enjoyable the lessons, removing the tension of learning a difficult subject or alleviating the stress of feeling that a certain subject seems complicated, making it looks easy even if it is hard to understand.

As we can see, there are a lot of activities that we can include in our lessons to attract the interest of students in learning another language by avoiding falling into monotony or by concentrating on the use of a single method or tool to teach. In this project, as we are going to show later on in the results of our research, even if those activities are used to improve their verbal productivity, we, as teachers, must take into account first the needs of our students and to see if those tools could be useful and effective in help them on what they are lacking and how can we updated and innovated our strategies in order to respond with some proper solutions to those weaknesses.

SOCIAL ASPECT AS A MAJOR FACTOR TO HELP THE LEARNING PROCESS

Vygotsky[3], in his Socio-Cultural theory, talks about how important is the social environment to develop human cognition. This development of human cognitive and higher mental functions, which are all the sophisticated mental operations such as comparing, reasoning, contrasting, evaluating, the process of judging something´s quality, writing information, creating new information, comes from the participation on social communications activities such as sport activities, educational institutions, workplaces, peer groups or even upon the family involvement, that requires cognitive and communicative functions that nurture and scaffold to the ones who are using it. (Mansoor and Mastaneh, 2012) This means that for this theory, the kind of task of the mental activity and the social environment are not separated fields, rather they depend each other and this dependency is mediated symbolic by the language.

According to Mansoor and Mastaneh (2012) "Vygotsky (1978) regards sociocultural settings as the essential and determining factor in the development of higher mental activities including voluntary attention, intentional memory, logical thought, planning and problem solving. In sociocultural theory learning is thought of as a social event taking place as a result of interaction between the learner and the environment." (Mansoor and Mastaneh, 2012)

Following this idea, to Vygotsky, the language is a system of symbols used to express one's thoughts and ideas and belongs to society psychological and social phenomenon. Is a psychological tool that mediated a mental structure, and higher level and

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[3] Vygotsky (1896- 1934) who is best-known for his sociocultural theory, believed that social interaction played a critical role learning. Mansoor Fahim and Mastaneh Haghani. (2012). Sociocultural Perspectives on Foreign Language Learning.

a powerful cultural tool or artifact invented by the human society to employ a voluntary control over our consciousness. Also, is a mediator of higher mental processes that connect us to ourselves, with others and with the world. This tool is acquired by children in the course of interpersonal communication with adults and peers that are more experienced acquire this tool.

Based on this, we can say that language, more than used for self-expression, verbal thinking, problem-solving, and creative writing, it is used essentially for communication. What makes it difficult to understand the language user's systems of representation for communication with others is the fact that the capacity of individuals to interact with others through language is a unique quality and at the same time a universal human quality.

To surpass that difficult feature and have a successful use of the language for communication, we need to developed communicative competences in those who are going to use it. In our case, as an English teacher, we should help our students, to approach their learning through interactions rooted in meaningful contexts and those competences gave us a light in which are the ones we are going to develop their language proficiency. This meaning provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns, or a list of vocabulary in isolation. To sum up, a central concept of the communicative approach to language in teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

ETHICAL CONSIDERATIONS

This project was carried out with the support of the institution, parents and the participation of 11th grade students who range between the ages of 14 and 15 years, they were actively engaged in the development and execution of the project.

To take this project forward, all the political and religious instances in which the students were involved, were considered in order to make the investigation as comprehensive and comfortable as possible. While we were taking note of what were the topics of interest and points of view about the world around them and at the same time the students improved their communication skills in English language using it to present their ideas on the topics covered.

METHODOLOGICAL DESIGN

This research will be carried out through the implementation of a mixed approach which is a research methodology where quantitative and qualitative data are join in a single investigation in order to obtain more complete information about the case or citation we are observing. According to Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007) Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration.

We can say that mixed approach uses the strengths of both types of recollected data (quantitative and qualitative), combining them and trying to cover up the potential weaknesses of each. This approach will allow us to identify first, topics they are interested and second, used those topics to enhance their oral production in the English class.

As we mentioned earlier in this type of mixed research, two types of approaches or data collection way are compromised, in this case we can start by explaining the qualitative approach. According to Shank (2002), qualitative research can be defined as "a form of systematic empirical inquiry into meaning" (Shank,2002, p.5) which directs us to what we want to do with this project considering the needs and expectations that the students have related to the class, collecting in a systematic way the information taken, while it is organized and interpreted.

The other type of collection data used in mixed research is the quantitative approach, which is more related to statistics and numbers. According to Leedy (1993), quantitative research can be defined as a method by which data are systematically compared and related to a phenomenon or situation identified in classes. This type of approach usually begins with the collection of data based on one or more hypotheses, them this is followed by the implementation of descriptive or inferential statistics. With the data collected it is possible to answer the questions related to our research by explaining, predicting and controlling a phenomenon.

Bryman and Bell (2007) argued that quantitative research is a research strategy that focuses on getting the facts and not abstract about the aim of dissertation. This tool mainly used for data collection in a structured way, which will be previously organized and presented numerically and it is also possible to test hypothesis at the time we try to identify the characteristics of each one with statistical models to explain the information collected during the investigative process. Researchers using the quantitative method identify one or a few variables that they intend to use in their research work and proceed with data collection related to those variables. So, we can say that the main point of this type of research is the variables used and how to interpret and analyze trends.

Considering the fact that the information needed will be taken directly from the source, in this case the learners, it is possible to say that this research will use the research method called action research. "Action research is the process of reflection by which in a specific problem area, where we want to improve the practice or the personal understanding, the professional in practice conducts a study - first, to clearly define the

problem; secondly, to specify an action plan [...] then an evaluation is undertaken to verify and establish the effectiveness of the taken action. Finally, the participants reflect, explain the progress and communicate these results to the community of action researchers. Action research is a self-reflective scientific study of professionals to improve practice." (McKernan, 1999, p.25).

We can say that action research allows us to reflect on problematic situations that we are part of or have the opportunity to observe as spectators, having the opportunity to analyze these situations by thinking about possible solutions related to the problem that is being observed, meditating how to implement those solutions and looking for opportunities to implement them and be part of the solution of the problem or citation that is being observed.

In the educational field action research can be defined as the process from studying to school situation to understand and improve the quality of the educational process (Hensen, 1996; Johnson, 2012; McTaggart, 1997) This research method allows us to understand in a better way the situations that arise in the classroom and provides new knowledge to face the challenges that we encounter. In our case how the inclusion of topics of social awareness within the English classes can help our students to improve their oral skills.

In this type of research, like most of them, it is developed in stages, which are discarded according to the rhythm of the research. It begins with the detection of the recurrent situation that generates concern or by the request for intervention, this is followed by the research approach which can be said that is the beginning of the project development where the negotiation of the parameters to the that the project will be adjusted.

In the next stage a diagnosis is made thanks to the information collected, which will allow us to make a follow up to the findings and in this way, be able to start with fieldwork. Interviews or other strategies will be carried out to apply in the investigation and with all the information collected, an analysis of the texts and discourses made during the diagnostic process can be carried out.

In this research, observation plays a very important role in terms of determining what should be done to achieve the objective proposed for this research, identifying the needs of our students. (Hensen, 1996; Johnson, 2012; McTaggart, 1997) The data analyzed will be videos and audiotapes in which the students participated.

PEDAGOGICAL INTERVENTION

This intervention will be made with twenty-eight (28) 11° grade students from high school, their ages are between 14 and 15 years old. They have shown interest in lot of topics related to politics, culture, environment human's impact, social responsibility, civic values and everything that have to do with social awareness so we want to give them a space where they are able to discuss about these topics, using English as a vehicle in order to achieve the purpose of this projects which is increasing the students' English skills.

We want them to express themselves using the target language to expose their opinions in topics they are interested in and are related to the society, in order to make them grow as critical and aware citizens. Aspects such as politics, culture and others, are issues which our students feel attracted and they will develop their critical thinking about related

topics, at the same time they raise awareness about them and improve their abilities in the English language, making use of this to express their ideas about it.

In the school, the 11th graders students take 8 hours of English classes per week, Monday and Tuesday 1 hour and the rest of the week two hours per day. which will be used will carry out the project.

DATA ANALYSIS AND RESULTS

The first instrument that we applied in order to start this project was to observed eleven graders students in others classes so we can find out which was the topics that the students were engaged. The observations were:

Class observations

Context: School "Centro Educación El Recreo"

Students to observed: 11 graders' students. The 11 grade in this school is one class of 28 teenagers between 14 to 16 years old.

Monday. 26 February, 2018.

The 11 graders students were in Spanish and Reading comprehension class. The teacher was talking about the Greek mythology. They are reading Homer's Iliad. The students were describing some important parts of the poem: The characters, the arguments, the place which is the poem developed and some others literal details.

In social classes like Philosophy, they were doing some expositions about some empiricists philosophers like Locke, Berkeley, and others. Each student has some time to talk about the principal statements of this theory.

Tuesday. 27 February, 2018

The 11 graders students were in Spanish and Reading comprehension class, with the same teacher. This time, they were talking about the baroque literature. One interesting fact is that they have to bring their own poems. The author (the students chosen by the teacher or the one who goes voluntary) have to read the poem in front of the rest of his classmates. Next, the teacher would ask some literal and inferential questions about the poem. These exercises help u out to see two things: First: They are very interested in read and write their owns poems, writings, essays and such and they are not afraid of a constructive critic. The other detail was that they are very good at reading comprehension skills.

They didn't have philosophy, economic or The chair in peace classes (Cátedra de la Paz).

Wednesday. February, 2018.

The 11 graders students were again in Spanish and Reading comprehension class. In this class, they were continuing with the Iliad's reading in which the teacher was specifically arguing about the importance of Gods in the poem. At one point, the discussion was lead to relate the role of the Gods in the character's decisions to the way in which at this moment, people are normally influenced by the religion to take decisions in their different areas of their life: Social, sexual, politics, economics and so on. The students were very participated and respectful about each other's point of view.

In English class, the teacher was discussing with the students about the story called "The adopted son" by Guy de Maupassant which is on the Reading comprehension book "Spotlight of Literature Level E" (editorial Richmond) that the students have in their work

materials. The week before the observations, the teacher put on the audio of the story to practice listening, the students already read the story, answered the questions activities related with the story and talked about the author of the story. In this day, they were making a debate in which the topic was "Nature versus Nurture". The students were divided on the ones who was in favor that the human beings are the results of genetics and heredity's character, trait and personality and the ones who was on favor that the human beings are the result of the environment they were raised on, the culture and the rules of society.

The students were engaged in the discussion, they already prepared their arguments and presented in class and the contra-arguments. The role of the teacher was: Moderate the debate, lead to a fluid, respectful and fruitful discussion between the students. At the end, they wrap up with some conclusions that condense the ideas of all students and how was related with the story that they previously read on class.

Thursday. First march, 2018.

The 11 graders students were in Spanish and Reading comprehension class. Again, the teacher was still talking about the Greek mythology with the Iliad's poem by Homer. This time, they were sharing information about some historical details of the Trojan's wars. Then, the teacher started relating those characteristics with the type of war that Colombia are dealing for the past 50 years, and others wars that countries like Israel and Syria. At first, the class have minimal participation of the students, some students were answering literal, contextual, and inferential questions that the teacher was making, but when the

discussion was lead to a critical and understanding comprehension, the students were more engaged.

In "Cátedra de la paz" Class. The teacher invited a person from DADIS (ADMINISTRATIVE DEPARTMENT OF HEALTH) which is an institution here in the city that is responsible for generating social, political and economic opportunities to ensure the necessary environment for Cartagena to develop their capabilities). This person, talked about the Sexual rights, the current's laws that protect those rights, the contraceptive methods, about the how to respect each other's decisions in this matter. The students made a lot of questions and the expert answered all.

Friday. 2 March, 2018.

Conclusion: The students were motivated in class when they have the opportunity to talk about topics that they feel are related with social awareness: Discussions that help them to understand and function in the world in which they live, making positive changing in the society, take a critical position about politics matters and so on. The challenge is to take those social awareness discussions and used to improve the speaking skills in English class.

After observing eleventh graders students in other social classes in which they are able to be exposed in social communicative environment, we encapsulated the problem of this project with a question: How social awareness discussions improve English oral skills?

To be sure that they were indeed engaged and interested in familiar and realistic topics making it easy for students to connect to learning, we applied a second instrument which was survey.

This first survey (See annex 1) was applied to 28 students from Eleventh graders to evidence what their real interest in learning English is. The survey was conducted in Spanish because we wanted to make sure that the questions was understandable and left any errors of comprehension at the moment they answer the questions. It had the objective to discover which was the topics that they were interested in discuss in English classes (see annex 1), the English approaches or strategies that they consider that help them to developed in a successful way their oral production.

According to the results of the first graphic (see below), we have noticed that the students, in other classes with social and humanistic content, already made discussions with topics related with social awareness, religion, cultural awareness, identity, literature, respect for cultural diversity, environment awareness, movies, music, technology and life project, this question on the survey was to evidence the types of topics that we could see they were used to talk to when we made the class observations.

On the other hand, in graphic 2, the question was related to students' interests: the topics we already listed to them, of all, which they are engaged to and which one they definitely aren't interested to talk to make sure that social awareness discussions, the matter that have 100% of the students checked, was indeed the one that they would like to continue discuss on class.

GRAPHIC 1

TEMAS	TEMAS DISCUTIDOS EN CLASE
Conciencia Social	28
Religión	27
Conciencia Cultural	26
Identidad	23
Literatura	27
Respeto a la Diversidad	25
Conciencia Ambiental	19
Películas	20
Música	21
Tecnología	17
Proyecto de Vida	24

TEMAS	NIVEL DE INTERES				
	1	2	3	4	5
Conciencia Social					28
Religión	5	5	10	6	3
Conciencia Cultural			7	13	8
Identidad	3	1	7	6	9
Literatura			6	11	10
Respeto a la Diversidad	1	1	5	8	12
Conciencia Ambiental	5	1	4	6	12
Películas	5	5	3	6	8
Música	6	2	5	7	7
Tecnología	6	4	4	8	6
Proyecto de Vida		1	5	7	15
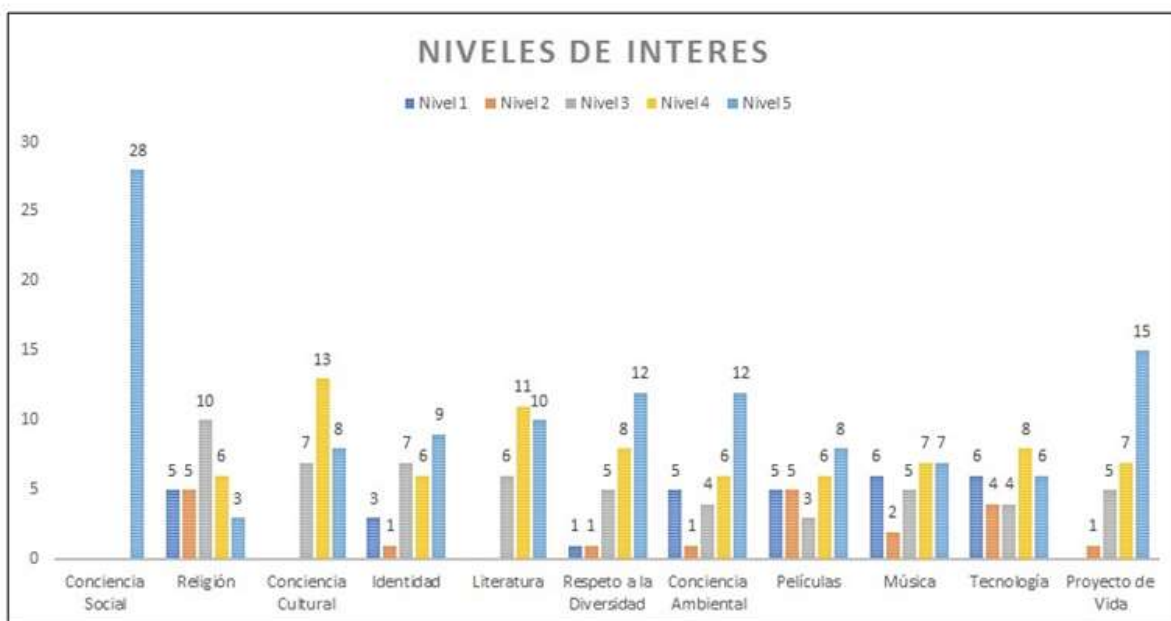
After those results, we see that it was not only necessary to create classes in which the students have the opportunity to talk about social awareness issues but also, it was a change that we, as teachers, must to take as a strategy tool in order to enhance their oral production on English classes.

Therefore, after knowing this information through the survey, we created two lessons that included two topics that they were interested to: Love and Myths. And at the end of the lessons, the students must express their opinions about specific information given by the English teacher in order to encourage them to voice it out their point of view using the information from the guide text given on class. A series of others activities (see annex 1, 2, 3 and 4) to help the students with the reading comprehension of the texts were developed such as: Drawings, dramatization, listening of the audio transcript of the texts, look out specific vocabulary that it will be helpful in furthers socializations, answering literal and inferential questions to help the comprehension of the text in order to not only increase their self-confident but also make it easier and prepare a safe environment where they can create, propound and articulate orally their point of view when the lesson require it.

After all those lessons and the activities were implement, at the end of the lesson, the class was instructed to prepared themselves for a socialization:

1. Would you describe the characters' behaviors as examples of healthy romantic relationships? Why or why not? Use specific examples from the text to support your conclusion.

TRANSCRIPT OF THE DISCUSSION

Date: June 12 2018.

Context: School "Centro Educación El Recreo"

Classroom: 11 graders' students which consist in one class of 28 students.

Lesson name: Reading comprehension excerpt "*Midsummer night dreams*" by William Shakespeare.

Description of the activities: First, the students read the excerpt that they have on their reading comprehension book. They went to the laboratory room, to use the computers and translate the ancient English of the excerpt into modern English to make a little more understandable some parts of the play. The second activity consist of answers in their notebooks, some literal questions to perceive if they identify details such as characters, set, time, important facts and so on and inferential questions that they have on their workbook texts to complete. Those answers where socialized on class the same day. The third activity consisted on watch two videos that the teacher put on the TV (the classroom has a tv that can project videos with a computer) about the play Midsummer Night's dream. The videos review in a didactical way the whole argument of the play. Those videos were used to put in context the excerpt they read, so they can understand the motivations and reasons of some characters that they didn't know. Then, the teacher socialized some important events to comprehend more the text. The four activity consist of choose their favorite character or scene and drawing it. They have to, later on, explain to the teacher, their drawing and explain on class. The last activity was to answer one question. This question was to motivated them to speak in class about what they already read.

Teacher: "Ok, let's start off remembering general information about excerpt we already read and discuss on class. Can you remember the characters of the excerpt?"

Student 1: "On the excerpt, we could identify six characters: Puck, is the servant of the king Oberon, and the couples, Hermia with Lysander, Helena with Demetrius"

Student 2: "Oberon is the first character we identify on the excerpt; we know that he is the king of the…how do you said...?"

Teacher: "Fairies"

Student 2: "King of the fairies, he is married with Titania, but on the excerpt, the only thing we know about her is that she wants to adopt a child, a page, and Oberon doesn't want to, he is jealous and want to punish her, by taking drops of juice of the flower called love in Idleness, put those in Titania's eyes while she is sleeping (so that) she fall in love of the first creature she sees."

Student 3: "Oberon is one, Titania is the other one, she doesn't appear on the excerpt, Oberon mentioned her, Puck is the servant of Oberon and he is the one that look for the flower".

Teacher: "So, we have until now, two principal's characters…anyone else want to contribute…?"

Student 4: "Teacher, and then, when Oberon was talking about the flower, he saw one couple arguing: Helena and Demetrius. Helena is very much in love of Demetrius, but he doesn't because he is in love of Hermia.

Student 5: "And Hermia is with Lysander on the woods, looking the moon and sleeping together…"

Teacher: "What? On the woods? Where everyone can see them?

(Laughs)

Student 5: "Side by side…Hermia didn't want to"

Teacher: "Ok, I see, so, we have a love square here. Hermia and Lysander, Helena and Demetrius. Can someone describe to me the kind of relationship they have each other…the couples I mean."

Student 6: "Mmmm, Helena is, like (name of the student 4) said, deeply in love of Demetrius, but Demetrius is always rejecting her…Demetrius was very clear with he."

Teacher: "His"

Student 6: "..His feelings…how do you say "hacia ella"

Teacher: "Towards her?"

Student 6: "ajam, his feelings towards her, and Helena keep repeating to him "please love me, please treated me as a dog" and whatever and Demetrius is like "No".

Teacher: "So, is an example of a non-required love "

Students 6: "Ajam"

Teacher: "but why Demetrius was rejecting her? Helena, on the excerpt, is described as a beautiful lady"

All the students: "TEACHER TEACHER!!!"

Teacher: "(Here, the teacher called the Name of one student who hasn't participate. Student 7"

Student 7: "Demetrius is in love of Hermia; he is on the woods looking for her. I read on a review of the whole play, that Hermia escaped with Lysander to the woods because their parents didn't allow them to get married"

Teacher: "OK, so far we know that Helena is in love of Demetrius, Demetrius doesn't to her, he is in love of Hermia…and Hermia have feelings for…Demetrius?"

Student 8: "Hermia loves Lysander. They escaped together, and they want to get married and have children and live happily ever after"

Teacher: "That last information isn't on the text, are you making it out?"

(Laughs)

Student 8: "They are like a prince and princess with a tragic love…the rebels ones that escaped and ajam…the romantic love and etc"

Teacher: "Are you agree with that (Name of one student) student 9"

Student 9: "well…yes. I think so…but…teacher..they are like Romeo and Juliet…but Shakespeare..i mean…when you read in the excerpt, the dialogue that they had is very…romantic stupid?"

Teacher: "Cheesy?"

Student 9: "Yeah"

Student 8: "That's why I said that because she is like "don't don't sleep near to me, let´s wait until married" and Lysander is like "Ven, ven come come here..i love you my love".

(Laughs)

Teacher: Ok, now, let's think about this…do you think that the relationships that you guys identified on the excerpt, are examples of healthy relationships? …

All the students: "noooooooooooo"

Teacher: "Raise your hands and tell me why not"

Student 10: "Helena doesn't have…autoestima…how can she love someone else when she is like offering to other person?"

Student 11: "Self-steem"

Student 10: "Self-steem"

Student 11: "People love others a lot without it"

Student 10: "Teacher but, Demetrius was rejecting her and she continuous like.."please please accept me". That's not love… that's not healthy"

Teacher: "Agree"

Student 11: "Yeah, but Demetrious is not the boyfriend of Helena, so is not his fault. She is the one behind Demetrius the whole time"

Teacher: "The correct way to say is "She is after him the whole time"

Student 12: "Miss, Hermia and Lysander is a(n) example of healthy relationships"

Teacher: "are you guys agree or disagree with Student 12?"

Student 13: "Nooooooo!"

Teacher: "why not?"

Student 13: "they escaped, that's not good"

Student 12: "But Miss, they love…each other"

Student 13: "But…I don't know to say this but Hermia is like..don't trust in Lysander"

Teacher: "wait…what do you guys understand as a healthy relationship?"

Student 15: "they don't fight, he loves her without any condition and she does to .."

Student 16: "People that love each other fight, what happened to you?"

(Laughs)

(…)

As part of this transcript of this socialization, we had concluded that the students were engaged and committed to share their ideas on class in a second language because the readings they did on class were developed with a lot of assessment given by the English teacher and they were given enough time to think about the questions, make researches on internet, re-read the texts again so the students gained time to think about which side of the debate they were going to choose and underline specific examples of the texts to well-construct strong statements in order to support or rebut the already given issue and make coherence and relevant oral contributions in the discussions.

The next step was to made a final survey (See Annex 2) to ask the students, the type of learning strategies they knew that was applied on an English class and which of those they felt that help them to developed their oral skills on class.

The graphic 3 shows that all kinds of learning strategies were applied by the teachers in order to support the students learning a second language and to enable them as learners to fully participate in different social and academic aspects of school life.

And finally, in graphic 4, we asked to the students that of all the learning approaches applied on class, which one help them to developed their oral skills and as the graphic showed, making debates was the one that most help them to improve their communication skills on English classes. Even though, most of the activities were helpful, a debate created a non-threatening environment, where the scores or quantitative qualifications are left to the side to take into account something meaningful such as developing the student's language ability, as we see the evidence on the transcript, the students talked with confidence and participated in class sharing their opinions. This means that, the debate is an effective tool in the development of the communicative skills of the students in the English classes because it gives them the space to discuss those topics in which they felt reflected on, giving them the opportunity to express themselves and expose their ideas through English language. And in the same way, this language was improved and used more fluently when was used as a tool to expose those ideas.

GRAPHIC 3

ESTRATEGIA DE APRENDIZAJE	NIVEL DE AYUDA
Role-Play	21
Lectura	26
Dialogos	25
Debates	27
Representaciones Teatrales	14
Listening	27
Pronunciación	25
Comprensión Lectora	25
Examenes Orales o Escritos	26
Torbellino de Ideas	15

NIVEL DE AYUDA

Estrategia	Valor
TORBELLINO DE IDEAS	15
EXAMENES ORALES O ESCRITOS	26
COMPRENSIÓN LECTORA	25
PRONUNCIACIÓN	25
LISTENING	27
REPRESENTACIONES TEATRALES	14
DEBATES	27
DIALOGOS	25
LECTURA	26
ROLE-PLAY	21

GRAPHIC 4

	NIVEL DE INTERES				
ESTRATEGIA DE APRENDIZAJE	**1**	**2**	**3**	**4**	**5**
Role-Play	7	6	8	2	4
Lectura	1	2	2	12	8
Dialogos	2	1	5	7	12
Debates		1	1	3	21
Representaciones Teatrales	11	5	5	3	4
Listening	1	3	2	9	12
Pronunciación	1	1	1	10	13
Comprensión Lectora		1	3	11	9
Examenes Orales o Escritos		5	1	6	12
Torbellino de Ideas	9	2	3	5	4
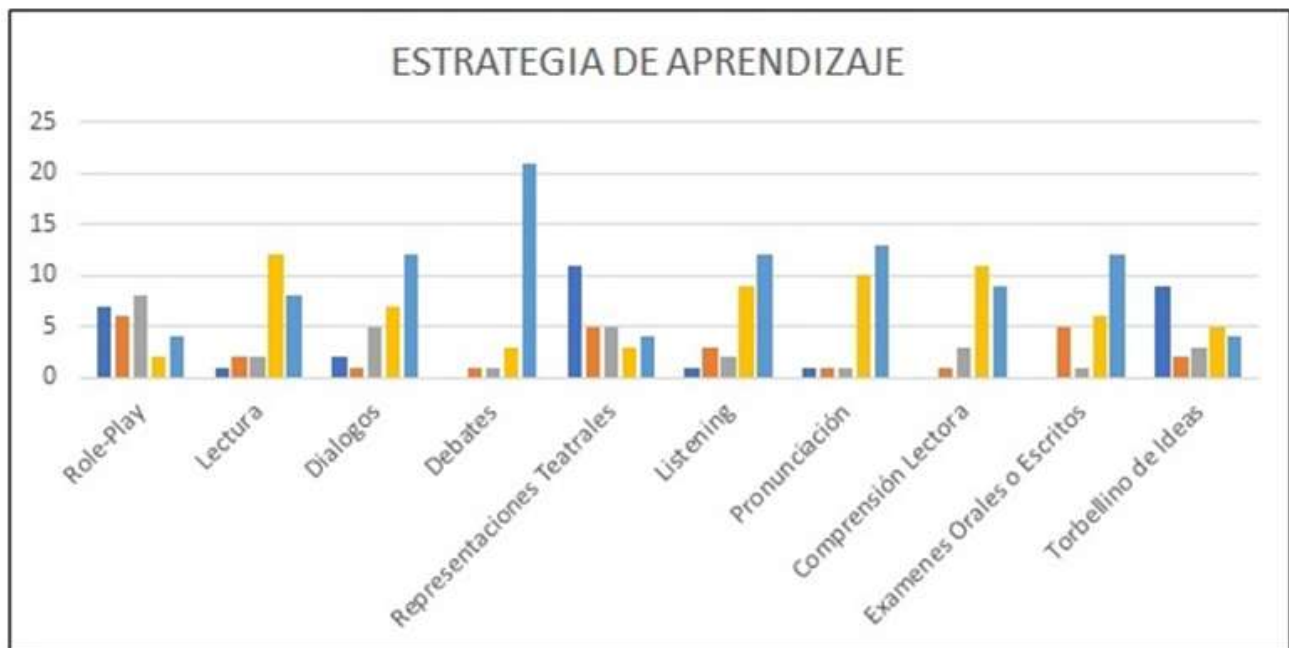
CONCLUSIONS

To conclude, the development of oral communicative skills of the students at Centro de Educación El Recreo, was based on take interested in what the students were interested to discuss in the English class. Our job as a teacher, consisted on identified issues that were focus on interests and located those in deep-learning activities in order to take the students to an acceptable and meaningful progress in their oral performance, one plan lesson was designed based on topics that the students were interested to talk on classes in order to engaged them in conversations and groups discussions so that they could enhance their oral production.

Just like the outcomes shown of the instruments and the techniques we applied, the students were eager to expresses in a second language, their point of views about issues they were interested and attracted to give their own opinion and try to contribute in the change or resolution of certain conflicts or situations that affect them. After the lesson plan and the activities created and implemented to assessed their process and strengthen of their communicative skills, in which the students took a position in a discussion and then confronted, in a respectful way, their arguments and ideas on class with their classmates, were satisfying.

For all the above, it is possible to say that, the students are really interested and committed to discuss and comment on topics related to those mentioned above, and the inclusion of these in the English classroom gives them the space and opportunities to

present their ideas while using a second language to express themselves and improve their communication skills in that second language.

The interactions embedded in meaningful contexts that go beyond repetition and memorization of grammatical patterns or list of vocabulary in isolation provide an authentic opportunity for learning and increase oral language proficiency.

ANNEX 1

○ Otra

3 SELECCIONA LOS TEMAS QUE SE HAN DISCUTIDO EN UNA CLASE DE CIENCIAS HUMANAS (CASTELLANO, COMPRENSIÓN LECTORA, FILOSOFÍA, CÁTEDRA CIUDADANA, ENTRE OTRAS)

- CONCIENCIA SOCIAL[1]
- RELACIONES INTERPERSONALES
- RELIGIÓN
- CONCIENCIA CULTURAL[2]
- LA INCLUSIÓN SOCIAL[3]
- IDENTIDAD
- EMPATÍA
- LITERATURA
- RESPETO A LA DIVERSIDAD
- CONCIENCIA AMBIENTAL
- AUTOCONCEPTO Y LA AUTOESTIMA
- IGUALDAD DE GÉNERO
- PELÍCULAS
- LIBROS
- MÚSICA
- DEPORTES
- COMIDA
- EDUCACIÓN
- TECNOLOGÍA
- MODA
- VIAJES
- PROYECTO DE VIDA
- CELEBRIDADES O LA VIDA DEL ESPECTÁCULO EN GENERAL

---

[1] La conciencia social puede definirse como el conocimiento que una persona tiene sobre el estado de los demás integrantes de su comunidad. El individuo con conciencia social es, justamente, consciente de cómo el entorno puede favorecer o perjudicar el desarrollo de las personas.

[2] Es la capacidad y solicitud de examinar objetivamente los valores, creencias, tradiciones y percepciones dentro de nuestro propio y de otras culturas.

[3] Es la tendencia a posibilitar que personas en riesgo de pobreza o de exclusión social tengan la oportunidad de participar de manera plena en la vida social, y así puedan disfrutar de un nivel de vida adecuado.

_____

4 ¿DE LOS TEMAS ANTERIORES ESCOGIDOS, CUALES TE INTERESARON MÁS? COLOCA AL LADO DEL 1 AL 5, SIENDO 1 EL DE MENOR INTERÉS Y EL 5 EL DE MAYOR INTERÉS PARA TI.

	1	2	3	4	5
CONCIENCIA SOCIAL					X
RELACIONES INTERPERSONALES					X
RELIGIÓN			X		
CONCIENCIA CULTURAL					X
LA INCLUSIÓN SOCIAL				X	
IDENTIDAD					X
EMPATÍA					
RESPETO A LA DIVERSIDAD				X	
CONCIENCIA AMBIENTAL					X
AUTOCONCEPTO Y LA AUTOESTIMA					
IGUALDAD DE GÉNERO				X	
PELÍCULAS				X	
LIBROS				X	
MÚSICA					
DEPORTES					
COMIDA					
EDUCACIÓN					X
TECNOLOGÍA					X
MODA					
VIAJES					
PROYECTO DE VIDA					X
CELEBRIDADES O LA VIDA DEL ESPECTÁCULO EN GENERAL					
LITERATURA				X	
OTRO		X			

- Entre los 15 y 17 años
- o Otro

3. SELECCIONA LOS TEMAS QUE SE HAN DISCUTIDO EN UNA CLASE DE CIENCIAS HUMANAS (CASTELLANO, COMPRENSIÓN LECTORA, FILOSOFÍA, CÁTEDRA CIUDADANA, ENTRE OTRAS)
- ✓ CONCIENCIA SOCIAL[1]
- o RELACIONES INTERPERSONALES
- • RELIGIÓN
- • CONCIENCIA CULTURAL[2]
- o LA INCLUSIÓN SOCIAL[3]
- • IDENTIDAD
- o EMPATÍA
- • LITERATURA
- • RESPETO A LA DIVERSIDAD
- o CONCIENCIA AMBIENTAL
- • AUTOCONCEPTO Y LA AUTOESTIMA
- • IGUALDAD DE GÉNERO
- o PELÍCULAS
- ✓ LIBROS
- ✓ MÚSICA
- o DEPORTES
- o COMIDA
- ✓ EDUCACIÓN
- o TECNOLOGÍA
- o MODA
- o VIAJES
- • PROYECTO DE VIDA
- o CELEBRIDADES O LA VIDA DEL ESPECTÁCULO EN GENERAL

[1] La conciencia social puede definirse como el conocimiento que una persona tiene sobre el estado de los demás integrantes de su comunidad. El individuo con conciencia social es, justamente, consciente de cómo el entorno puede favorecer o perjudicar el desarrollo de las personas.
[2] Es la capacidad y voluntad de examinar objetivamente los valores, creencias, tradiciones y percepciones dentro de nuestro propio y de otras culturas.
[3] Es la tendencia a posibilitar que personas en riesgo de pobreza o de exclusión social tengan la oportunidad de participar de manera plena en la vida social, y así puedan disfrutar de un nivel de vida adecuado.

ESCRIBE OTRO AQUÍ NO MENCIONADO EN LA ANTERIOR LISTA

politica

4 ¿DE LOS TEMAS ANTERIORES ESCOGIDOS, CUÁLES TE INTERESARON MÁS? COLOCA AL LADO DEL 1 AL 5, SIENDO 1 EL DE MENOR INTERÉS Y EL 5 EL DE MAYOR INTERÉS PARA TI.

	1	2	3	4	5
CONCIENCIA SOCIAL					
RELACIONES INTERPERSONALES			✓		
RELIGIÓN			✓		
CONCIENCIA CULTURAL					
LA INCLUSIÓN SOCIAL		✓			
IDENTIDAD					
EMPATÍA			✓		
RESPETO A LA DIVERSIDAD					
CONCIENCIA AMBIENTAL		✓			
AUTOCONCEPTO Y LA AUTOESTIMA					
IGUALDAD DE GÉNERO				✓	
PELÍCULAS					✓
LIBROS				✓	
MÚSICA					
DEPORTES					
COMIDA				✓	
EDUCACIÓN					
TECNOLOGÍA					
MODA					
VIAJES				✓	
PROYECTO DE VIDA					
CELEBRIDADES O LA VIDA DEL ESPECTÁCULO EN GENERAL					
LITERATURA					✓
OTRO					

5. SELECCIONA LOS TIPOS DE ESTRATEGIAS DE APRENDIZAJE TRABAJADOS EN UNA CLASE DE INGLÉS

- ROLE-PLAY
- LECTURA
- DIALOGOS
- DEBATES
- TALLERES INDIVIDUALES O GRUPALES
- REPRESENTACIONES TEATRALES
- LISTENING
- PRONUNCIACIÓN
- EXPOSICIONES
- VIDEOS EXPLICATIVOS
- ESCUCHAR CANCIONES EN INGLÉS
- COMPRENSION LECTORA
- EXAMENES ORALES O ESCRITOS
- JUEGOS O DINAMICAS
- GRUPOS DE DISCUSIÓN
- TORBELLINO DE IDEAS
- ANÁLISIS DE CASOS

ESCRIBE OTRO AQUÍ NO MENCIONADO EN LA ANTERIOR LISTA

6. ¿DE LAS ESTRATEGIAS DE APRENDIZAJE ANTERIORMENTE ESCOGIDOS, CUALES TE AYUDARON A MEJORAR TU HABILIDAD COMUNICATIVA ORAL EN INGLÉS? COLOCA AL LADO DEL 1 AL 5, SIENDO 1 EL DE MENOS AYUDA Y EL 5 EL DE MAYOR AYUDA PARA TI.

	1	2	3	4	5
ROLE-PLAY			X		
LECTURA					X
DIALOGOS					X
DEBATES					X
TALLERES INDIVIDUALES O GRUPALES					X
REPRESENTACIONES TEATRALES					
LISTENING				X	
PRONUNCIACIÓN				X	
EXPOSICIONES					X
VIDEOS EXPLICATIVOS					X
ESCUCHAR CANCIONES EN INGLÉS					

ANNEX 2

COMPRENSION LECTORA		X	
EXAMENES ORALES O ESCRITOS		X	
JUEGOS O DINAMICAS			
GRUPOS DE DISCUSIÓN			
TORBELLINO DE IDEAS	X		X
ANÁLISIS DE CASOS	X		
OTRO			

5. SELECCIONA LOS TIPOS DE ESTRATEGIAS DE APRENDIZAJE TRABAJADOS EN UNA CLASE DE INGLÉS.

- ROLE-PLAY
- LECTURA
- DIALOGOS
- DEBATES
- TALLERES INDIVIDUALES O GRUPALES
- REPRESENTACIONES TEATRALES
- LISTENING
- PRONUNCIACIÓN
- EXPOSICIONES
- VIDEOS EXPLICATIVOS
- ESCUCHAR CANCIONES EN INGLÉS
- COMPRENSION LECTORA
- EXAMENES ORALES O ESCRITOS
- JUEGOS O DINAMICAS
- GRUPOS DE DISCUSIÓN
- TORBELLINO DE IDEAS
- ANÁLISIS DE CASOS

ESCRIBE OTRO AQUÍ NO MENCIONADO EN LA ANTERIOR LISTA

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6. ¿DE LAS ESTRATEGIAS DE APRENDIZAJE ANTERIORMENTE ESCOGIDOS, CUALES TE AYUDARON A MEJORAR TU HABILIDAD COMUNICATIVA ORAL EN INGLÉS? COLOCA AL LADO DEL 1 AL 5, SIENDO 1 EL DE MENOS AYUDA Y EL 5 EL DE MAYOR AYUDA PARA TI.

	1	2	3	4	5
ROLE-PLAY	✓			✓	✓
LECTURA					✓
DIALOGOS					✓
DEBATES		✓			
TALLERES INDIVIDUALES O GRUPALES	✓				
REPRESENTACIONES TEATRALES	✓				
LISTENING		✓			
PRONUNCIACIÓN				✓	
EXPOSICIONES			✓		
VIDEOS EXPLICATIVOS		✓			
ESCUCHAR CANCIONES EN INGLÉS					

COMPRENSION LECTORA	
EXAMENES ORALES O ESCRITOS	
JUEGOS O DINAMICAS	
GRUPOS DE DISCUSION	
TORBELLINO DE IDEAS	
ANALISIS DE CASOS	
OTRO	

ACTIVITY 1

ACTIVITY 2

ACTIVITY 3

Date: 13-00-10

1. Complete the follow sentences:

a. __Vestal__ : Unmarried woman or virgin, Shakespeare refers to Queen Elizabeth I.
b. __Page__ : Servant boy
c. __Entice__ : To attract or draw toward oneself by stirring hope.
d. __Leviathan__ : A sea monster.
e. _____ : One of a class of lesser deities of mythology, conceived of as beautiful maidens; a beautiful woman.
f. __Mockery__ : Make fun of. Pulling someone's legs.

2. Explain what is happening on the follow images:

In this image Oberon told to Puck the story of the flower-in-idleness when cupid wanted throw the arrow in the Queen, but this came in a flower, for this the flower has the potion of love and Oberon wants this flower for the revenge's Tituania and can have the servant boy that she has.

The image reflect the conversation between Helena and Demetrius when Demetrius told to Helena he doesn't love her. In this moment Oberon was here and to make invisible for hear the conversation. After, he decided help to Helena.

3. Writing section

Answer the follow questions:

a. Why does have significance the words: Midsummer, The woods (forest) and the image of the Moon, during the whole excerpt?
b. Explain the relationship between the flower called Love in idleness and Shakespeare's meaning of Love on the excerpt.

Evaluation Criteria

Clear, organized and well-structured arguments which addresses correctly the question. Free of errors in grammar, punctuation and a clear handwriting.

3. a) The word midsummer and the ambientence of the woods and the image of the moon have a big significance in all the story, the word it's not necessary a literal interpretation, that is the comon of the meaning of love or the message or the meaning of love that Shakespeare put in the text, the expresion summer love in this case is midsummer love because Shakespeare talking about an stupid love that was so coldness just based on wishes, in emotion; if we take that way of thinking and add the magical ambientence that the wood and the moon give to the story we have the midsummer night's dreams. To resume the wood and the moon give the important magical ambientence and the word midsummer is just a clue for understand the story.

b) The relationship between the flower called love in idleness and Shakespeare's meaning of love of the excerp is that the love that is in the excerp is like the name of the flower in idleness or lazy love, because in one night you can fall in love but is just an imaginary love that never exist is a wish no the real love; they are just teenagers that attract me with other and think is love.

1. Complete the follow sentences:

a. ___Vestal___ : Unmarried woman or virgin, Shakespeare refers to Queen Elizabeth I.

b. ___Page___ : Servant boy

c. ___entice___ : To attract or draw toward oneself by stirring hope.

d. ___Leviathon___ : A sea monster.

e. _____ : One of a class of lesser deities of mythology, conceived of as beautiful maidens, a beautiful woman

f. ___Mock___ : Make fun of. Pulling someone's legs.

2. Explain what is happening on the follow images:

In this image are Oberon and Puck, Oberon is think about the flower - love-in-idleness to have revenge with Titania. Oberon said Puck to find this flower, before that Oberon talk about how the flower can do that every one fall in love with a person, with juice of the flower.

In this image are Oberon, Demetrius and Helena, in this scene Demetrius reject Helena, Oberon is hearing, but Helena doesn't matter if Demetrius doesn't love her. After the conversation of the Athenians, Oberon want to help Helena, he want to drop the juic of love-in-idleness Flower in Demetrius's eyes to fall in love with Helena.

3. Writing section

Answer the follow questions:

a. Why does have significance the words: Midsummer, The woods (forest) and the image of the Moon, during the whole excerpt?

b. Explain the relationship between the flower called Love in idleness and Shakespeare's meaning of Love on the excerpt.

Evaluation Criteria

Clear, organized and well-structured arguments which addresses correctly the question. Free of errors in grammar, punctuation and a clear handwriting.

8.

a. The relation that have the mid summer the woods and the magic of moon, is The mid summer represents that it will be soon the story, the woods and the moon represents that in the night and forests appears mythical, mystic and mysterious creatures for example the nymphs or the same punk. The forest give to the story one of the principal themes of aspects to limit in the all story, many of this rework the and states aspects.

- Place = always in the forests
- Time = it limit of 24 hours
- Action = Main action revenge.

b. The relation of the love in idleness and shakespeare's meaning of love in the excerpt a that the love in idleness is a part of the excerpt shows in love like a craziness and comedy that its like shakespeare was looking for a parody.

Ex: when titania fell in love with nick bottom (The donkey head).

shakespeare said that the love at first time doesn't exist in the story it happens many times between: the 4 friends.

we don't know if shakespeare was depressive and he was unlucky but it shows the all century.

- Love in idleness = craziness
- Act isn't a permanent fact, people that really love, love your base and who things like Helena with Demetrius a little bit.

1. Complete the follow sentences:

  a. ___vestal___ Unmarried woman or virgin. Shakespeare refers to Queen Elizabeth I.

  b. ___changeling page___ Servant boy

  c. ___entice___ To attract or draw toward oneself by stirring hope.

  d. ___Leviathan___ A sea monster.

  e. ___fairy/nymph___ One of a class of lesser deities of mythology, conceived of as beautiful maidens; a beautiful woman.

  f. ___mock___ Make fun of Pulling someone's legs.

2,222

2. Explain what is happening on the follow images

3,133

In this image we can see Oberon, Helena and Demetrius. In this part of the story Oberon is invisible and he is listening to the conversation of Helena and Demetrius, in which she told him that Hermia and Lysander run away into the wood and what Lysander answer her, to get away from him and let him alone, so he would find Hermia. The next part of the story is that Oberon talk to Helena about the magic flower and send Puck to find the boy. *2,565*

This is the first part of the excerpt, when Oberon ask Robin to find the love-in-idleness flower. He told Puck that he wants it to take revenge on Titania, his wife, and after they will use it to help Helena with her unrequited love. *1,565*

3. Writing section *3,133*

Answer the follow questions:

  a. Why does have significance the words: Midsummer, The woods (forest) and the image of the Moon, during the whole excerpt?

  b. Explain the relationship between the flower called Love in idleness and Shakespeare's meaning of Love on the excerpt.

Evaluation Criteria

Clear, organized and well-structured arguments which addresses correctly the question. Free of errors in grammar, punctuation and a clear handwriting

a) A midsummer night's dream is a comedy that William Shakespeare wrote in a dark backstage. The escenary is a wood (near of Athens) and it's at night; in the whole excerpt this seems to be important in the sense that the backstage represent the love and how everything end like that.

- I mean, Shakespeare talk about "midsummer" to represent how we feel the love as something hot that envolves everything near him. He talk about the forest at night because that thing let Puck get confused about who was the athenian boy that he was looking for. And, he talks about the moon because when it is full, it suppose that all the magic creature get out of their "sleep" and met with the others. 1,4665

In this sense, the backstage help plot to understand the love story because it works to make it pass. We have the climax of the love expresed in the midsummer, the dark wood that make the story turns funny and the full moon that let all the characters keep alive in relation with the humans.

b) In his comedy, Shakespeare does a parody of the love that we know; he makes fun of it by the inmature couples and the use of a posima to make someone love somebody. As we all know, love-in-idleness (the name of the flower) means "amor es la oosodad", what let us understand that the love he is talking about is fake or unhealthy. Although it is a parody, we can find that the real love is similar to the one described on the excerpt, i mean, there is some things that we, blinding because of the love, would do, for example: let somebody treat us like a dog (not in my case) or help somebody to fall in love with another person. Also, there are many things that pull the leg of the love as the relation of Oberon and Titania, the use of a posima and the weirds characters that Oberon used for his story. 1,665

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