Introducing Drama as a genre of literature into the EFL classroom:
An elective workshop for 11th graders based on
John Osborne's *Look Back in Anger*

TRABAJO DE TITULACIÓN

Para Optar al Grado de Licenciado en Educación y al Título de Profesor de

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Profesor Guía:
Catalina Forttes Zalaquett
Mónica Cárdenas-Claros

Alumno:
Constanza Reyes Vidal
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Acknowledgments

To God, to whom I owe my life and eternal hope.

To my dear and beloved parents, who have believed and fought for me unconditionally. I would not be here without your support.

To my little brother, the only one that understands my craziness.

To my family, who have supported and encouraged me throughout this process. Your help is something I will appreciate infinitely.

To all my dear friends, for all the laughs and good times.

Thank you.

Index

Abstract

This workshop is a pedagogical proposal framed by the area of literature to promote English through the reading of a play. It consists of an elective course for 11th graders, based on the reading of the English play *Look Back in Anger* by John Osborne, where students will develop different skills involved in learning English. The main objective of the project is to promote the students' critical thinking and communicative skills by reviewing the play and the themes that it presents. Moreover, as secondary objectives, it is expected that students will be able to identify and analyze different aspects of human beings and compare and contrast the work with current events. The course is divided into four units which respond to the three acts of the play, plus an introductory one.

Introduction

In recent years, the introduction of drama into the EFL classroom has become a relevant topic of discussion among teachers and specialist who rely especially on the fact that drama brings substantial benefits when introduced. This field of study encouraged me to research and design an application of a drama base elective workshop for the introduction of English as a second language for eleventh grade students. For that purpose, the play *Look Back in Anger* written by the famous British playwright John Osborne has been chosen to study the topic of drama.

Currently, the Chilean Ministry of Education has introduced literary works such as novels in 10th through 12th grade. These texts cover different topics that go from work to exile. (Bases Curriculares de 7to a 2do Medio, 2013)

The current curriculum also provides the students with several samples of academic texts such as research articles and different types of discourses in 11th grade. (Planes y Programas de 3° Medio, 2009) Although the introduction to the subject of literature can be seen as a success within our culture because in previous years its introduction was not even considered, the results have shown that students' learning is not as effective as expected. This may related to the elimination of authentic material like plays, novels, and more complex texts from the curriculum that could help students boost their motivation and results.

Furthermore, the curriculum for 11th graders makes little emphasis on raising students' awareness of the language, communicative skills, and motivation, etc, through the introduction of a more complex authentic material. That is why, throughout this workshop students will be exposed to a play that contemplates a series of elements that the current curriculum lacks, especially due to the benefits that drama brings into the classroom such as motivation, meaning in context, affective filter, and others.

The audience for this elective workshop was chosen voluntarily according to the students' motivation and availability. So as to tailor the workshop to the needs of the students, a survey was conducted in Colegio Agustin Edwards of Valparaíso on March,

2015. The results revealed that six students were very interested in drama, but were not aware of the different meanings and benefits that it may have.

According to what was stated above, the play *Look Back in Anger* was chosen because it can be studied from different perspectives such as the different aspects of drama, contextual background, language, themes, motifs, and the impact that it could have on the students.

This project proposes the use of the Communicative Approach, which gives the teacher the role of provider of opportunities, co-communicator and facilitator, while the students are expected to be the main communicators in the classroom. This workshop is based on a content-based syllabus where students will have to complete certain goals based on the contents presented by the play.

Consequently, the main objective of this project is for the students to be able to (1) understand, (2) analyze, (3) apply and use drama within the classroom through a communicative approach based on the idea that to learn a language successfully is necessary to communicate real meaning.

Finally, this project proposes a series of specific objectives such as (1) to raise awareness on the nature and importance of drama, (2) to critically analyze the historical background, themes and motifs of the play, (3) and to agree or disagree with facts of the play.

Theoretical Framework

Literature

The meaning of literature has been subject of many discussions, especially because of the various features that it may present. The discussion started around the 20th century where Roman Jakobson stated that "literature transforms and intensifies ordinary language, deviates systematically from everyday speech… it is a special kind of language in contrast to the ordinary language we commonly use" (Eagleton, 1983) According to him literature is related to the function that has in different written works, and that it can be identified due to its rhythm, texture, and words' resonance.

Jonathan Culler stated that literature contains certain features that make society consider it as literature. According to him, literature is a speech act or textual event, an answer to someone that has an impact on a reader/viewer/listener by providing amusement and pleasure. Culler also states that literature can be recognized according to the context where it is found, such as "in a book of poems or a section of a magazine" (1997). In that sense, it can be said that literature presents different qualities, it has an effect on someone, and it occurs inside a context.

Literature has been widely applied in the field of Language instruction. According to Alexander Baird, "Literature is the use of language effectively in suitable conditions." (Arthur, 1968) To him literary texts can be used in language teaching, because the language used in literary text is suitable for the contexts of the events. Among the functions of literature, as seen in the definition above, the most important one is the use of language.

Moreover, other functions of literature are stated by Robert and Jacobs (2011) who propose that literature has an objective which is to tell a story, dramatize a situation, express an emotion, analyze and advocate an idea. By accomplishing these objectives, literature can:

- Help the reader to grow personally and intellectually.
- Provide the reader with an objective base for knowledge and understanding.
- Shape the reader's goals and values by clarifying their own identities, both positively and negatively.

Besides, literature has been divided into genres. A literary genre can be defined by its multiple characteristics such as length, tone, content and even the literary technique that it uses. In that sense, Robert and Jacobs (2011) make the distinction between four main literary genres:

1. Prose fiction
2. Poetry
3. Drama
4. Nonfiction prose

Reasons to teach Literature in the EFL classroom

It was not long ago that literature was considered as a subject in schools and universities around the world. The introduction of literature into the curriculum was soon seen as a great opportunity by EFL teachers to bring real life language to their classroom.

According to Collie and Slater stated that there are four main reasons to introduce literature into the EFL classroom. (1990)

Valuable authentic material:

Most of the literary works that students are presented to were not created for the main purpose to teach a language. Instead, they are presented with authentic samples of language in real life contexts, such as magazines articles, description of cities, newspapers, etc. Accordingly, students will have to cope with language intended to native speakers, so they will become aware of linguistic forms, communicative functions and meanings.

Cultural enrichment:

Literary works facilitate understanding verbal and nonverbal aspects of communication of English speaking countries which are expressed through the description of multiple characters and the interaction between them, the description of social and regional backgrounds, etc.

Language enrichment:

Literature presents the readers an endless number of lexical and syntactic elements that are typical of the English language. Students learn about the syntax and discourse functions of sentences, the variety of possible structures, and different ways of connecting ideas, which develop and enrich their own writing skills. (Hişmanoğlu's, 2005)

Personal Involvement:

Literary works attract readers. As a consequence, they may feel connected to certain characters or events described in the text which can very beneficial if the right text has been chosen.

Drama

There are certain misguided ideas related to the concept of drama. There is a tendency to think of the words theatre and plays when they hear the word drama. Indeed, as Heikkinen stated, plays are a part of drama. Drama as an art form coincides with what drama in theatre customarily is. In a theatre, actors play roles and their performance is viewed by spectators (2002). However, drama does not remain between the four walls of a theatre. Furthermore, drama is designed for theater because its characters are supposed to play different roles, and they act these roles as the action is enacted on stage.

Drama as a genre of literature has unique characteristics. One of them is noted by Clipson-Boyles in their book *Drama in Primary English Teaching* who states that drama is multicultural. Accordingly, drama can be used by anyone, notwithstanding age, race or ethnicity. It is also the most concrete of all genres due to performance. For example, a learner reads a story as told by the novelist; instead the playwright is not the one in charge of telling a story because the learner understands the plot line by the interaction of the characters and by the way they live their experience on stage. (2012)

It is also said that drama is unique because of the immediate impact it has on the audience. According to Onyeka Iwuchunkwu and A.R. Yesufu in their essay titled *Elements of Drama* drama is used to inform, to educate, to entertain, and in some cases to mobilize the audience. (2008)

Reasons to teach Drama in the EFL classroom

Drama is not always located in theater; instead real life comprises a lot of dramatic episodes. In that sense, teachers may have been working with drama for a long time without knowing. Introducing drama in the classroom is one of the many teaching methods that a teacher can apply to obtain specific results.

However, Clipson-Boyles pointed out that most teachers are averse to use drama in their classrooms because they perceive that it requires a copious amount of people wreaking havoc in a large space (2012). Even though, this reality is not necessarily true; even the smallest act and the slightest emotional response is drama. Thus, according to

Jarmo Savela in his thesis called *Drama education in English teaching*, drama can be used in a short time slot which enables variance within a lesson. (2009)

In the specific case of an EFL classroom, the relationship between drama and foreign language teaching is described as the following:

"It is hard to imagine anything else that offers to language teachers such as wide variety of types of talks, for example monologues, paired speaking, role-plays, group discussions, reporting, talking in response to other stimuli, problem-solving, developing scenarios, acting out, etc. from explaining, complaining, praising, disagreeing to exhorting, apologizing and requesting – there is no language function that drama is not capable of easily encompassing." (Hamilton and McLeod, 1993)

Therefore, many authors have started the benefits of introducing drama into the EFL classroom which are:

Motivation:

Jeremy Harmer stated that motivation can be defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (2001). In this sense, drama allows students to learn by doing which can be sometimes more exciting and entertaining than learning by rote. Indeed, Maley and Duff (1982) explained that "drama activities also help to get rid of the diffidence and boredom that come from being forced to stay passive most of the time".

Meaning in context:

Understanding the context can be considered one of the most important elements for understanding the meaning of something. In fact, Harmer claims that "meaning of language depends on where it occurs within a larger stretch of discourse, and thus the relationship that the different language elements have with what comes before and after them. In other words, speakers and writers have to be able to operate with more than just words and grammar; they have to be able to string utterances together" (2007). Accordingly, drama could be considered the perfect teaching method if the teacher's goal is to put meaning into

a sizeable context given that the students activate their language to communicate real meaning and develop their communicative competence in a natural context.

Learning styles and multiple intelligences

Usually, classrooms present a diversity of students who have different learning styles and preferences. According to Křivková (2011), these students are part of the perfect environment to teach drama given that it provides all kind of stimuli and can develop all types of human intelligences.

Affective filter:

This benefit is based on Krashen's hypothesis of affective filter that states that a number of affective variables can have a positive effect in the acquisition of a second language. Some of these variables are self-confidence, anxiety and motivation. In that sense, it can be stated that drama helps students to overcome their fear to make mistakes given that it provides a natural need for speaking because it does not focus on language only, but on creating drama.

Psychological benefits:

Charlyn Wessels focused his definition of drama on the benefits that it has on students' learning and personality development.

"If a learner of English asked you 'What is a blind person?', you might simply reply, 'A blind person cannot see', and this would probably satisfy him intellectually. But if you replied, 'Shut your eyes and try to find your pen on the desk in front of you', you would be involving him in the actual experience of being blind, and would thus satisfy him not only intellectually, but emotionally as well, and possibly inspire in him feelings of empathy with all blind people. He would be more likely to remember the meaning of the word as a result of this moment of direct experience." (Wessels, 1987)

Thus, drama can be used as a helpful tool because it will allow students to innovate based on their own creativity and imagination, and also to develop critical thinking skills.

Content and themes

The election of the play and the author had a lot to do with John Osborne's career. At a young age, he became the English most important playwright due to its work in *Look Back in Anger*. Since the students in this workshop are supposed to learn the English language through the reading of a literature text, it seemed very important to me to introduce them to a work with history. In that sense, *Look Back in Anger* is a play that changed English theater and gave Osborne the appreciation of an entire generation.

Brief comments on the author

John Osborne was an English playwright, screenwriter, actor and a critical voice of the Establishment. In his more than 40 years of career, Osborne explored a lot of genres and topics, writing not only for theater but also for TV and films. He was noted for the violence of his language, not only on behalf of many of the political causes that he supported, but also against his own family.

Osborne is considered to be one of the first writers to address topics such as the monarchy, and Britain's purpose during the post-imperial age. It was in the 1950s' that he wrote and then submitted his most famous play *Look Back in Anger* for production. Even though, Osborne and his company were at risk for financial problems they managed to put the play on stage. At first, *Look Back in Anger* received mixed reviews, however, Osborne was soon pronounced to be one the most promising young playwright's in British theater.

Synopsis of the play

The play is starring Jimmy Porter, a loud, rude and verbally abusive man married to Alison. Alison comes from an upper class family that Jimmy abhors and he berates her for being too reserved and unfeeling. Jimmy is college educated but works with a partner, Cliff, as a street vendor operating a candy stall. Cliff lives with Jimmy and Alison and is considered to be a close friend with both of them. When Jimmy pushes Alison while she is at the ironing board she gets burned, she visits her doctor where she finds out that she is pregnant. After Jimmy leaves for work, Alison confides to Cliff that she is pregnant, and frightened of Jimmy's reaction to this news. Instead of revealing the big news, Alison

decides to bring her actress friend, Helena Charles, to the flat even when she knows that Jimmy hates Helena. Allison's friend arrives, and when she has had enough of Jimmy's bitterness toward Alison, she convinces Alison she should allow her to call Alison's father, Colonel Redfern, to take her to the family home and leave Jimmy while Helena stays in the flat.

Both live in the flat for a while, apparently happy, while Alison stays at her family's home waiting to give birth. Cliff begins to feel out of place, having been close to Alison but not Helena. At the candy stall, Cliff tells Jimmy that he has decided to leave because he wants something better. Then, Jimmy and Helena enter a train station pub where they find Alison seated at a table by herself, Jimmy leaves and Alison tells Helena that she lost her child in pregnancy. For that reason, Helena feels that she has to leave Jimmy. Helena returns to the flat and tells Jimmy she is leaving him because she cannot stand the torment of their lives. After that scene, Jimmy returns to the train station and finds Alison waiting to return home. They talk of the lost child and Alison tells him she will never have children. Jimmy and Alison reconcile.

Themes embedded in the play

The themes embedded in the play are many such as the kitchen sink drama, sloth in the British culture, and others but this workshop will focus on (1) anger and hatred, (2) battle of sexes, (3) class conflict, and (4) identity crisis.

Reasons to teach *Look Back in Anger*

This John Osborne's play was chosen due its literary quality, the important themes and motifs presented, the level of the language that it uses and the impact that this play may have on the 11th grade students. Despite the fact that the characters unlike the students have already been through adolescence and that they have to face other kind of problems related to relationships, works, and money, the students that attend the workshop may still relate to the way the characters act and make adult choices, especially because they will have to deal with very similar situations soon. In this sense, students could make value judgements and decide whether they would act in different ways. Furthermore, students could relate the events and characters of the play with what they have seen in their parents

or previous generations which may allow students to understand and get involved with them.

Also, *Look back in Anger* is a relevant play to teach owing to the fact that it can be considered as a moment of change and reaction. Furthermore, many critics have stated that the play marked a turning point in the history of the twentieth-century British theater owing to its choice of topics from social and political circumstances of its time, its lower-middle and working class characters, its realistic setting and its everyday language.

Finally, the play presents a realistic use of the language which may be an interesting tool for the students to relate to. Jimmy shouts and swears most of the time he opens his mouth to talk. Cliff's Welsh accent is clearly understood from his speech. The characters can say what they feel or think up to a limit determined by the censorship which was exerted on the play at that time. According to Emíne Tecimer, Osborne's aim to use everyday language in the play also involves his wish to shock the audience with its bluntness (2005). In that sense, the level and the use of the language in this play may be used as a key to attract and motivate students to learn English through its reading.

Communicate Approach

The Communicative Approach refers to the beliefs and theories of language teaching which emphasize that the goal of language learning is communicative competence. Richards states that "Communicative competence" here refers not only to the knowledge of the grammatical rules of a language and how to form grammatical sentences but also to know when, where and to whom to use these sentences in a speech community (1985). The emphasis is more on the use of language for communication of meaning than learning the language structures, forms and vocabulary.

In the Communicative Approach the language needs of the learner is given important consideration. Ultimately the 'what' aims towards 'communicative competence' in the language i.e. the ability to use the language reasonably 'accurately' and 'appropriately.' In the same sense, drama improves oral communication, as a form of communication methodology, and drama provides students with the opportunity to use language meaningfully and appropriately.

This approach proposes the teacher with a role of provider of opportunities, co-communicator and facilitator, while the students are supposed to be the main communicators in the classroom.

This workshop is based on this approach due to the many benefits that it carries, but most importantly it will be used because it provides a real context for the students to communicate which can also boost their motivation.

Content-based syllabus

The workshop will be developed through the implementation of a content-based syllabus. First of all, Nunan stated that a content-based syllabus integrates specific content within teaching a foreign language; it views the target language as a vehicle to learn new content instead as the object of study (1988).

SYLLABUS

Needs Analysis

The syllabus of this workshop was created based on a needs analysis that provided us with some crucial information about the target audience and the themes embedded in the play.

The needs analysis was carried out through two main instruments. First, a survey was practiced in six students that are currently in 11th grade at Colegio Agustín Edwards in Valparaíso. And second, through semi-structured interviews to the teachers of English, Spanish, Philosophy, and History. Both, the survey and the interviews were held at the school in Valparaiso on April 9, 2015. This school is semi-private and offers a full-day school program in which English is taught twice a week in secondary grades. Its location is Carrera #699, Valparaiso.

The survey (Appendix 1) was made of 10 questions, and below the results of each question a brief analysis presents how these answers were taken into account in the design of the workshop.

Results of the survey:

1) All the students considered their level of English to be intermediate. This result is beneficial to the development of the workshop because it shows that the students will be able to communicate their ideas and thoughts in the L2.

2) All the students stated that their biggest strength was their passion to learn the English language. This result is also beneficial because some research papers have shown that motivation is a crucial element when learning a new language.

3) Four out of six students declared that their biggest weakness was their fear to make mistakes in the L2. In addition, two of them said that their biggest weakness was pronunciation. As a result, this workshop will have to include several activities for students to lose the fear of speaking and making mistakes in the L2.

4) When asked about the way they preferred to express ideas, comments, thoughts in the workshop, four out of six students declared they preferred to speak even when they were afraid of making mistakes and two of them said that they preferred to write. As a result of this, both writing and speaking activities will be included in this workshop making more emphasis in the speaking activities.

5) When asked about the way they would like to discuss and contrast their ideas, these were the results:
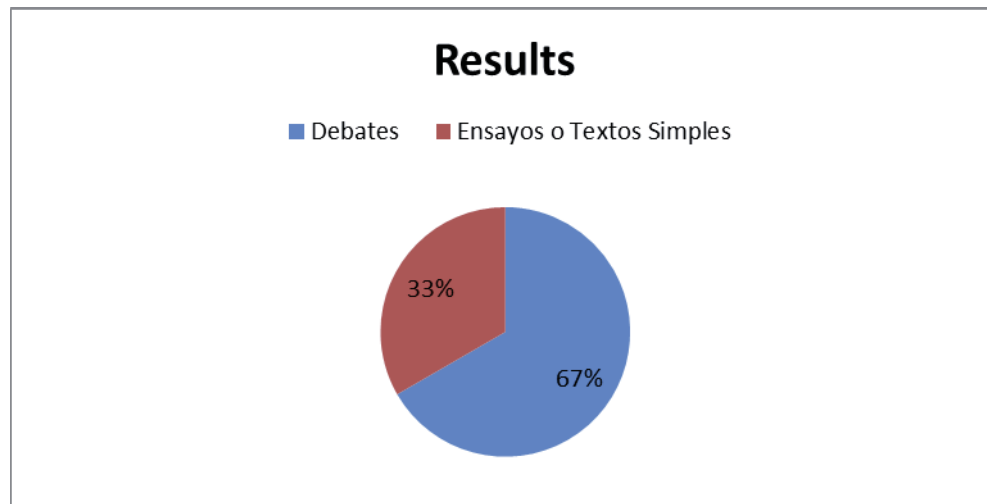

FIGURE 1

Four out of six students would prefer to discuss and contrast their ideas through oral debates, while two of them would prefer to express their ideas through

written blogs where they could post and make comments on other people's entries.

6) Most of the students said that they usually read for pleasure. The results to this question are shown in the next pie chart.
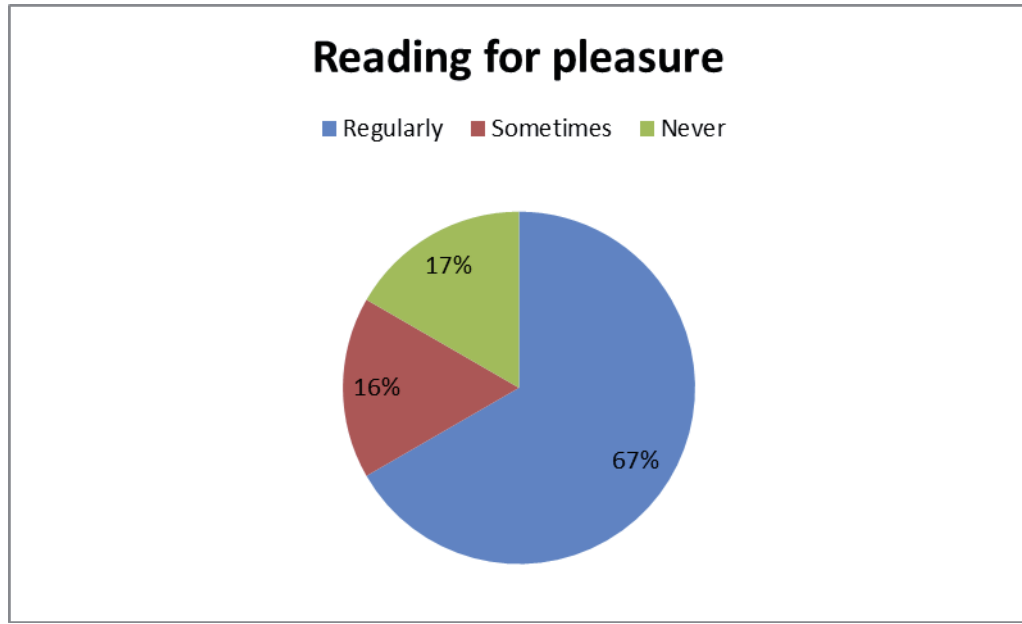

FIGURE 2

Even when the majority of the students stated that they regularly read for pleasure, this workshop will acknowledge that they do not have the habit of reading. For that purpose, this workshop will

7) Regarding the question about how they usually feel when reading texts and books in English, all of them reported that they had enjoyed it even when they had not had too much experience. This is a positive aspect because it will allow weekly assignment of reading.

8) When asked about whether they preferred to read stories about fantastic worlds or unreal situations and stories related to their immediate realities, all of them stated that they preferred to read about real stories in real contexts. In this sense, students will enjoy reading *Look Back in Anger* given that it presents this characteristic.

9) In the question regarding their knowledge about drama, these were the results:
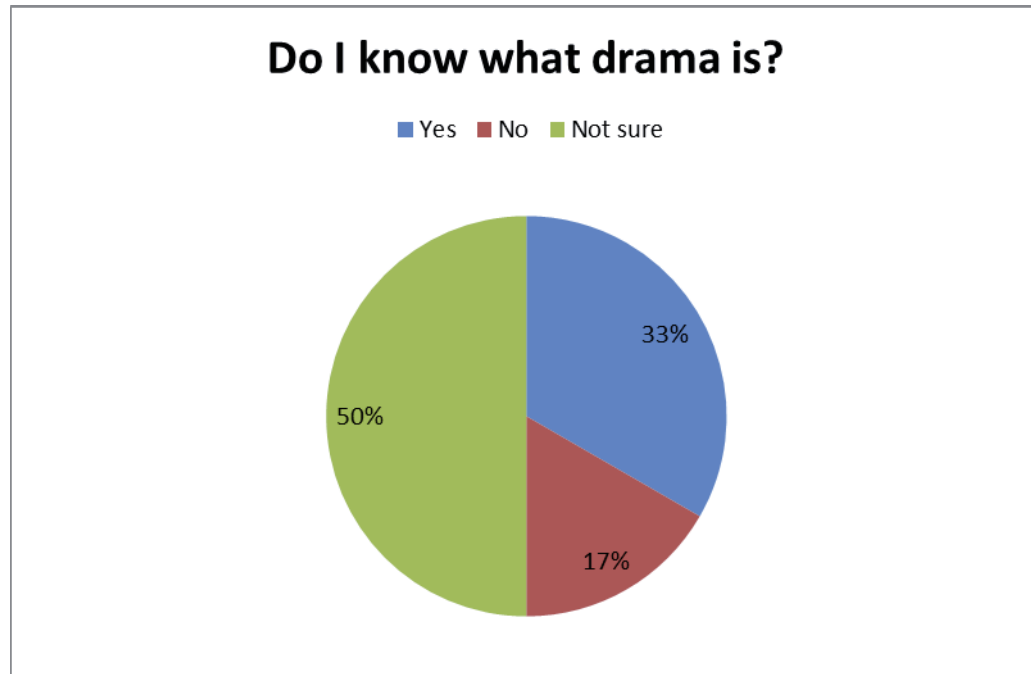
FIGURE 3

Three out six students declared that they had a vague notion of what drama is, two of them reported that they had enough knowledge of the genre in general, and only one of them said that he/she did not know what drama was all about. These answers were crucial to the development of this workshop and based on the results, students will have one or two classes to understand the basis of drama as a genre of literature.

10) In this last question, students had to state whether they considered relevant to teach English literature through drama or not. Five out of six students stated that drama was an interesting and fun tool to learn literature and only one of them stated that because of his/her lack of knowledge in the subject, he/she was not sure but that he/she was willing to give it a try. The answers to this question enhanced the importance of this workshop.

Below is a brief review of the results of the semi-structured interviews carried on teachers of different subjects of the school:

a) English teacher: I asked the English whether she considered important and original to introduce English literature through drama and she said yes. She stated that the students had never read the play before and that they had hardly

read some texts in her class due to the lack of materials in the school. In that sense, this workshop will not only enhance the opportunity for students to improve their speaking and writing skills, but also to create a real habit of reading.

b) Spanish teacher: I asked the Spanish teacher whether the students had read the play before and she stated that this play was something new for them. She also added that the only play that the students had read was *Romeo and Juliet* which could be beneficial because they had already been exposed to the basic structures of a play. The last question for the Spanish teacher was if students had covered some features of drama as a genre of literature before; she said that they had reviewed it but in a very general way. This could be used in favor of the workshop given that it will give the chance to study drama in all its complexities.

c) Philosophy teacher: It is very important for the development of this workshop that students are aware of some fundamental characteristics of the human being, its necessities and its rights and duties seen from a philosophical point of view. For this reason, I asked the philosophy teacher if students had previously covered these topics, to which she replied that they had not. I asked her if we could work collaboratively and both cover these issues in the coming lessons and she agreed.

d) History teacher: One of the most valuable features of this play is the contextual and historical background surrounding the life of the characters. The cultural backdrop of *Look Back in Anger* is the fall of the British Empire; therefore I asked the history teacher if students knew about these historical events. He stated they had covered all the events and issues related to the Second World War in previous years, so students should be prepare to discuss and expose their knowledge on the subject.

All the information gathered was used in the design of the syllabus for this workshop.

Workshop Description

Name of the workshop: *Look Back in Anger: The story of a rebellious young man*

Type of workshop: Elective

Area: English

Subarea: Literature

Audience: 11th graders (3ero medio)

English level: Intermediate

School: Colegio Agustín Edwards de Valparaíso

Duration: 4 months

Time of the year in which this workshop will be issued: First Semester

Session duration: 120 minutes

Sessions per week: one

Number of lessons: 16

Place where sessions will be held: Room #4 at Colegio Agustín Edwards

Teacher: Constanza Reyes Vidal

Email: constanza.reyesvidal@gmail.com

Rationale

This workshop is organized into three units, in addition to an introductory unit. The organization responds to the structure of the play as each one of the acts correlates to a unit. The reason behind this decision was based on the idea of guiding the students in the gradual process of reading plus the development of different themes that are covered in each act.

The workshop is divided into 4 units and 15 lessons where students will:

- Develop critical thinking
- Discuss different opinions and points of views
- Express ideas and thoughts through written and oral texts
- Identify and describe themes and characters
- Explain and describe different moments of the play
- Compare and differentiate events on the play with students' real life
- Evaluate and judge characters' decisions and topics of the play
- Assimilate new vocabulary
- Recognize main and secondary ideas
- Reflect on human nature

Furthermore, the methodology of the syllabus of this workshop consists of the development of a content-based syllabus. Finally, students will be expected to use the L2 in the classroom and throughout the progress of the workshop.

General Objective

To promote English through literature in order to allow students to understand, analyze, apply and use drama within the classroom through a communicative approach

Specific Objectives

- ✓ To stimulate interest in reading literature and more specifically a dramatic text.
- ✓ To enhance students' critical skills through the reading of the English play *Look Back in Anger* for the purpose of 1) identifying and analyzing the various aspects of human relations inserted in a specific time and space and 2) comparing and contrasting the events of the play with the ones in real life.

Course Policy

For students to be a part of this workshop, they must:

- Be regular students at Colegio Agustín Edwards in Valparaiso.
- Be enrolled in 11th grade (3ero medio)
- Have a copy of the play of Dramatic Publishing Company, 1959 edition.

- Have disposition to learn

- Have a regular attendance

Rules and resources

a) **Course Material**: All the members of this workshop are required to have their own copy of the play *Look Back in Anger* by John Osborne from Dramatic Publishing Company, 1959 edition. Students will have the chance of making copies of the play out of an original one provided by the teacher. It will be mandatory to bring the play to every class. In the case that a student does not bring his/her copy, she/he will have to leave the classroom.

b) **Additional Material:** All students will have to bring a copybook, and one or more pens. The school will provide a projector, computer and internet if needed.

c) **Attendance**: Students will be required to attend to all the sessions. In case a student misses a lesson, he/she will have to present a written medical note or parent justification that attests a valid reason to have missed the session. It will be the student responsibility to catch up with the contents previously covered.

d) **Academic behavior**: Students will be expected to behave in a proper way. Any case of psychological or physical violence will be punished with the expulsion of the workshop with the corresponding negative annotation in the school's book.

e) **Use of technological devices**: Students will be allowed to use technological devices such as cellphones or laptops only when needed (searching for vocabulary or development of written works).

f) **Plagiarism**: In case of plagiarism in written reports (the act of taking another person's work and pass it off as your own) the student will be expelled of the workshop. Furthermore, the student will get a 1.0 grade in the English subject plus a negative annotation in the school's book. Further actions will be decided by the school.

Evaluation Criteria

The following table summarizes how this workshop will be evaluated, below the table there will be a brief explanation of each activity.

Activity	Percentage of the Final Grade
Participation	25%
Quizzes	20%
Written Project	20%
Oral Presentation	35%

1) Participation

As this workshop is based on the Communicative Approach, students will be expected to participate and expose their ideas and thoughts actively in each class. Student's participation will be assessed according to a rubric for participation (Appendix 2)

2) Quizzes

At the end of some class, students will be expected to answer a brief quiz that will summarize the contents of the play reviewed in the class. Each quiz will consists of two questions; one related to the themes, events, or characters of the play, and another of personal opinion. The purpose of the quizzes is mainly to bring a closure to each session and to develop students' critical skills.

3) Written Project

Individually, students will have to submit an argumentative paper of a topic related to the topic of suffering and how human acts are influences by traumatic events. At the beginning of the paper, students will have to pose a question that should be answered through the progress of their written work. This project will be evaluated according to a Rubric for Written Projects (Appendix 3)

4) Oral Presentation

This presentation will be the students' final work in this workshop. Here, they will be expected to choose one of the characters of the play, describe it, analyze its actions and decisions, and give a critical argument of what the character did right and wrong. This presentation will be evaluated according to a Rubric for Oral Presentations (Appendix 4)

Macro planning

Unit	Sessions	Objectives	Contents
1. Introduction to *Look Back in Anger*	1. What is Drama?	1. To define what drama is. 2. To identify different features of drama. 3. To express opinions on the subject	1. Different definitions of drama. 2. Features of drama. 3. Examples of some important plays in history.
	2. Who is John Osborne and what is *Look Back in Anger*?	1. To recognize main and secondary ideas. 2. To give opinions. 3. To discuss the relevance of a topic.	1. John Osborne's biography. 2. Historical and contextual background of the play. 3. Importance of the play in history.
	3. Themes presented in *Look Back in Anger*	1. To identify different themes embedded in the play. 2. To discuss the relevance of the different themes of the play. 3. To compare and contrast situations in the play with current situations.	1. Themes in the play: a) loss of childhood b) masculinity in art c) alienation d) Loneliness.
2. Why are you angry?	4. The History behind the play	1. To identify main aspects of a video. 2. To discuss relevance of background in the play. 3. To create a diagram.	1. Historical events in the fall of the British Empire. 2. Contextual and historical background of the play.
	5. Jimmy and the others	1. To provide a concept to describe a character. 2. To analyze different aspects of a character. 3. To produce complete oral sentences to show agreement	1. Description of the characters of the play: a. Jimmy b. Allison c. Cliff

		or disagreement.	
	6. What else can you see?	1. To connect main with secondary ideas. 2. To recognize different symbolisms in the play. 3. To analyze the importance of symbolisms in the play.	1. Black American jazz culture. 2. American culture versus British culture.
	7. What are you hiding?	1. To compare ideas from the text with situation in normal life. 2. To choose from diferent options. 4. To give opinions and express personal ideas and thoughts.	1. *Look Back in Anger*: Act I, pages 30-38 2. Unwanted pregnancy. 3. Why do human hide secret affair.
3. There's more than anger	8. A strange in the house	1. To predict what is going to happen in the play. 2. To order episodes of the play. 3. To produce oral text to express opinions.	1. *Look Back in Anger*: Act II, pages 39-43 2. Description of a character: a) Helena Charles.
	9. How I knew I was in love	1. To define and describe different types of relationships. 2. To give opinions on the subject. 3. To compare and contrast situations in the play with real life.	1. *Look Back in Anger*: Act II, pages 44-49 2. Definition and description of toxic love relationships. 3. Relationship abuse.
	10. Jimmy's own personal suffering	1. To infer information from a text. 2. To identify main and secondary ideas. 3. To summarize main and secondary ideas	1. How human beings express their suffering. 2. The relevance of Jimmy's father death.

	11. The Colonel has arrived	1. To interpret the meaning and importance of a character. 2. To infer the relation between the Colonel and Jimmy 3. To describe and analyze the importance of one of the characters.	1. Analysis of a major character. 2. How human beings interpret things. 3. Vision of the world from two perspectives.
4. What comes after anger?	12. A book of my own blood.	1. To complete a table 2. To select from a series of options and justify the choice. 3. Interpret the different meanings of a quote	1. The importance of blood in other literary works. 2. Analysis of quotes from the play.
	13. What about that new romance?	1. To analyze important scenes of the play. 2. To illustrate examples from real life. 3. To evaluate character's decisions.	1. *Look Back in Anger*: Act III, pages 70-75 2. Definition and description of love affairs.
	14. Escaping the real world	1. To express comments and ideas. 2. To evaluate the ending of the story. 3. To create a piece of writing with a different ending.	1. Last scenes of the play. 2. Situations when human beings escape the real world.
	15. What's next?	1. To produce an oral text to express opinions. 2. To describe most important scenes and characters of the play. 3. To give opinions about the play.	1. Student's presentations.

Sample Activities:
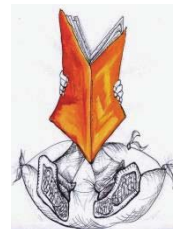
SESSION 1: What is Drama?   UNIT 1

Objectives:

(1) To define concepts (2) To identify different features of drama (3) To express opinions on the subject

---

BEFORE WE START

ACTIVITY 1:

- Individually, read the Course Policy and Requirements of this workshop attached to this guideline. If you have questions, you can ask the teacher!

WHILE WORKING

ACTIVITY 2:

- Look at the images below, and discuss with a partner the following questions:
  a) Where are the images from?
  b) What do you think they represent?
  c) Do you recognize some of them?

ACTIVITY 3:

-Look at the following definitions of drama and choose the one it is more complete for you. Then confirm you answer with the teacher's explanation.

Drama is...

1) *A play, movie, television show, or radio show that is about a serious subject and is not meant to make the audience laugh*
2) *A prose or verse composition, especially one telling a serious story, that is intended for representation by actors impersonating the characters and performing the dialogue and action.*
3) *The branch of literature having such compositions as its subject; dramatic art or representation.*

ACTIVITY 4:

PART 1 → Individually, think of the plays you know. Think about the characters, the topics, the customs, etc. Write some of your ideas on your copybook.

PART 2 → In pairs, choose a famous play of your interest and create a written description of the main events and characters.

PART 3 → Share your ideas with the teacher and your classmates.

FINAL REFLECTION:

What are your expectations for this workshop? Write them down!

Objetives:

- **To identify different themes (2) To discuss the relevance of a topic. (3)To compare and contrast ideas.**

BEFORE WE START

ACTIVITY 1:

Get together in pairs and discuss the following questions:

- What is a theme?
- Where does a theme appear?

ACTIVITY 2:
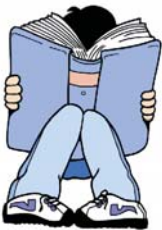
Watch the following video and answer the question:

https://www.youtube.com/watch?v=H3_Bb9wGObY

- How can a theme be identified in a piece of literature?

Now you know it

A theme is an underlying message or a critical belief about life that an author is trying to convey with the writing of a story. It is also usually universal in nature.

WHILE WORKING

ACTIVITY 3:

Now that you know what a theme is, read a description of the four main themes of the play and then answer the questions.

THEME 1: ANGER AND HATRED

Jimmy operates out of a deep well of anger. His anger is directed at those he loves because they refuse to have strong feelings, at a society that did not fulfill promises of opportunity, and at those who smugly assume their places in the social and power structure and who do not care for others.

1. What is anger for you? And how do people usually demonstrate it?

   _____

   _____

2. Do you feel identified with Jimmy somehow? Why? Why not?

THEME 2: BATTLE OF SEXES

An important theme running along the play is the battle of the sexes. Alison is situated in the condition of domesticity, doing menial jobs while Jimmy handles business and reads the newspaper.

1. Do you think we live in a sexiest society? Why? Why not?

   _____

   _____

2. What do you think about this theme in the play?

   _____

   _____

THEME 3: CLASS CONFLICT

Jimmy comes from the working class and although some of his mother's relatives are "pretty posh," Cliff tells Alison that Jimmy hates them as much as he hates her family. It is the class system, with its built-in preferential treatment for those at the top and exclusion from all power for those at the bottom, that makes Jimmy's existence seem so meaningless.

1. Look in a dictionary the meaning of the word "posh". Do we have a similar word in Spanish? What does it refer to?

   _____

   _____

2. Do you think we live in a society with clear social classes? How do you feel about it?

   _____

   _____

THEME 4: IDENTITY CRISIS

While Jimmy harangues everyone around him to open themselves to honest feeling, he is trapped in his own problems of social identity. He doesn't seem to fit in anywhere. Jimmy sees suffering the pain of life as the only way to find, or "earn," one's true identity.

1. If a theme tends to be an universal topic, do you feel identified by it?

   _____

   _____

2. Do you feel that Jimmy's anger is boosted by his feeling of not fitting in the world? Why? Why not?

   _____

   _____

ACTIVITY 4:

Now, share your answers with the whole classroom.

ACTIVITY 5:

In pairs, identify the possible theme in each of these quotes.

"Why, why, why, why do we let these women bleed us to death?"

Look Back in Anger, 84.

THEME: _____

"One day, when I'm not longer spending my days running a sweet-stall, I may write a book about us all. ...It'll be recollected in fire, and blood. My blood."

Look Back in Anger, 54.

THEME: _____

"If you've no world of your own, it's rather pleasant to regret the passing of someone else's. I must be getting sentimental."

Look Back in Anger, 17.

THEME: _____

"The injustice of it is almost perfect! The wrong people going hungry, the wrong people being loved, the wrong people dying!"."

Look Back in Anger, 36.

THEME: _____

REFLECTION

ACTIVITY 6:

Answer and discuss the following questions:

1. What did you learn from this lesson?
2. Which theme did you feel more related to?

Objectives:

(1) To analyze context of the play (2) To select main ideas (3) To complete information in a diagram

BEFORE WE START

ACTIVITY 1:

Answer the following question:

a) What do you remember from last class?

_____

_____

ACTIVITY 2:

"*Although the empire achieved its largest territorial extent immediately after World War I, Britain was no longer a peerless industrial or military power. In the Second World War, Britain's colonies in South-East Asia were occupied by Japan. Despite the eventual victory of Britain and its allies, this damaged British prestige and accelerated the decline of the empire.*"

After reading this paragraph, make your predictions about what you think were the reasons that accelerated the fall of the Empire:

> For your information!
>
> The **British Empire** comprised the dominions, colonies, protectorates, mandates and other territories ruled or administered by the United Kingdom.

_____

_____

WHILE WORKING

ACTIVITY 3:

Watch the following video about the fall of the British Empire and check your predictions!
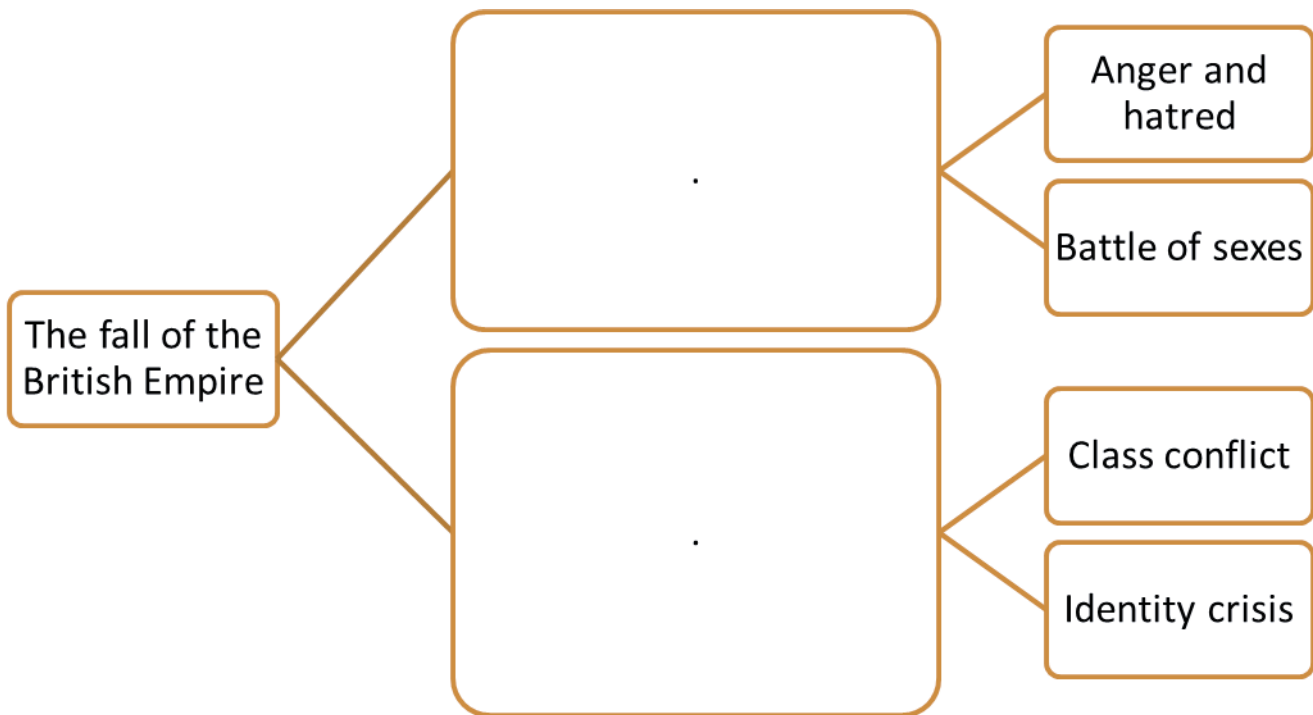
https://www.youtube.com/watch?v=CtHV0iiAwS8

Video

ACTIVITY 4:

In groups of 3, discuss the main points of the video and connect the most important facts of it with the themes of the play. Use the following diagram to organize your ideas!

```
                          ┌──────────────┐         ┌──────────────┐
                          │              │─────────│  Anger and   │
                          │      .       │         │   hatred     │
                          │              │         └──────────────┘
                          │              │         ┌──────────────┐
                          │              │─────────│ Battle of sexes │
┌──────────────┐         └──────────────┘         └──────────────┘
│ The fall of the │──┐
│ British Empire  │──┘     ┌──────────────┐
└──────────────┘         │              │         ┌──────────────┐
                          │      .       │─────────│ Class conflict │
                          │              │         └──────────────┘
                          │              │         ┌──────────────┐
                          │              │─────────│ Identity crisis │
                          └──────────────┘         └──────────────┘
```

ACTIVITY 5:

It's time to read.

After reading, discuss with a classmate the following questions:

a) What's going on in the play?
b) Who are the characters involved?
c) Can you see some elements of the fall of the British Empire reflected on this first reading?
d) What do you think of the play so far?

REFLECTION

ACTIVITY 6:

Reflect on the following questions:

a) What did you learn today?
b) How important is the contextual and historical background in the development of a person?

Objectives:

(1) To provide information (2) To analyze different aspects of a character (3) To produce sentences to show agreement or disagreement

BEFORE WE START

ACTIVITY 1:

Answer the following question:

b) What do you remember from last class?

_____

_____

ACTIVITY 2:

Make predictions about the characters of the play. Match the descriptions with the characters and then check your answers with the teacher.

JIMMY

A gentle person who is genuinely fond of Alison. He seems to understand other people's feelings.

ALISON

An educated, well-read individual, who works in a factory and issues diatribes about British society.

CLIFF

A woman of upper-middle-class background who is miserable because of her marriage.

IMPORTANT: IF THERE ARE WORDS THAT YOU DON'T KNOW, LOOK THEIR MEANING IN A DICTIONARY

WHILE WORKING

ACTIVITY 3:

Read the following descriptions, then after each description answer the question and share your ideas with a classmate.

Jimmy Porter is the play's main character. He is the "Angry Young Man" who expresses his frustration for the lack of feelings in his placid domestic life. Jimmy can be understood as both a hero for his unfiltered expressions of emotion and frustration in a culture that propagated unemotional resignation. He can also be considered a villain for the ways in which his anger proves to be destructive to those in his life.

1. From your reading so far, do you consider Jimmy a hero or a villain?

   _____

Cliff is a friend to both Jimmy and Alison. Cliff lives with them in their attic apartment. He is a working class Welsh man and Jimmy makes sure to often point out that he is "common" and uneducated. Cliff believes this is the reason that Jimmy keeps him as a friend. He is quite fond of Alison and they have a strange physically affectionate relationship throughout the play.

2. Do you think Cliff's attitude is a little bit passive, especially after all he witnesses?

   _____

Alison Porter is Jimmy's wife. She comes from Britain's upper class, but married into Jimmy's working class lifestyle. The audience learns in the first act that she is pregnant with Jimmy's child. Jimmy's destructive anger causes her great strain and she eventually leaves him. Her child miscarries and she comes back to Jimmy to show him that she has undergone great suffering.

3. Do you think that Alison accepts too much violence? If you were here, what would you do?

   _____

ACTIVITY 4:

Are the sentences true (T) or false (F). Then check your answers with the class.

a. According to the play, it could be say that Cliff is a poorly educated, and a working class man _____

b. Allison is a woman who is always in touch with her emotional side. Indeed, this is one of the qualities that Jimmy loves the most. _____

c. Jimmy is a lovable monster with the gift of the gab and a talent for resentment. _____

ACTIVITY 5:

Your teacher has assigned you a character from the play. Write a paragraph to answer the following questions.

a) What are the good and bad aspects of this character?
b) If you were the character, what would you do different?

_____
_____
_____
_____
_____
_____
_____
_____

Once you've finished, look for a partner and read each other your compositions. Ask questions if necessary.

REFLECTION

ACTIVITY 6:

In a plenary, discuss the main points of the session. Ask questions and make suggestion!

Objectives:

(1) To infer information from a text (2) To identify crucial information (3) To summarize main and secondary ideas from a text

BEFORE WE START

ACTIVITY 1:

Look at the quotes and answer the questions:

> "One thing you can't hide - is when you're crippled inside."
>
> — John Lennon

> "Nobody can tell what I suffer! But it is always so. Those who do not complain are never pitied."
>
> — Jane Austen, Pride and Prejudice

> "Pain and suffering are always inevitable for a large intelligence and a deep heart."
>
> — Fyodor Dostoyevsky, Crime and Punishment

a) What are the quotes about?
b) Is there any of the quotes that you feel more related to? Why?
c) From your reading so far, could you predict why Jimmy suffers?

WHILE WORKING

ACTIVITY 2:

Read the following paragraph and then discuss with a partner the questions.

There are various forms of human suffering and there are several ways of distinguishing between different kinds of human suffering. Perhaps one of the most if not the most reliable, effective and adequate way of distinguishing between different kinds of human suffering is by their external causes i.e. harmful political conditions such as bad government, law and order; harmful economic conditions such as lack of economic growth, unemployment; harmful emotional causes such as belonging and acceptance or the need for decent work.

a) What is the paragraph about?

b) What does it say about the causes of suffering?

c) Do you feel identifies with some of the causes?

d) Share and experience of suffering in your life.

ACTIVITY 3:

After reading from the play, identify the factors that affect Jimmy's life and that make him suffer so much. Add more circles if necessary.
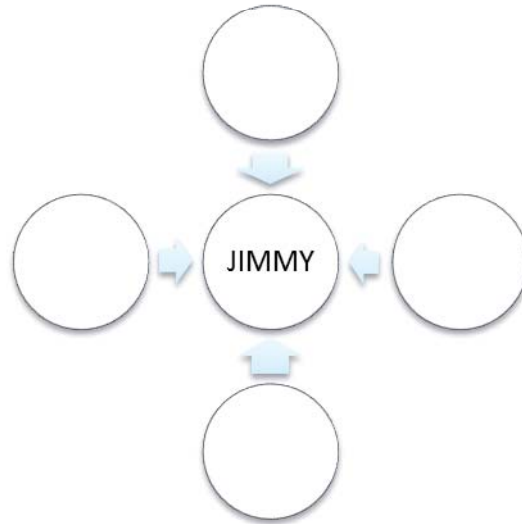
ACTIVITY 4:

At the end of this workshop, you will have to deliver a written paper about human suffering. Let's start preparing by watching the following video.

https://www.youtube.com/watch?v=p1KbANXoWlo

Now that you know the overall structure of a paper, start by writing some ideas that you would like to have in your paper.
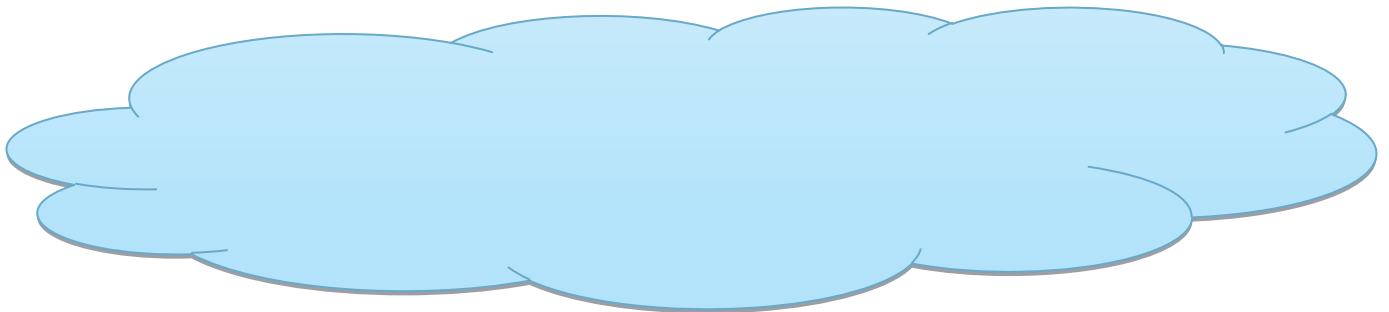
REFLECTION

ACTIVITY 5:

Discuss with the class the questions below:

a) What did you learn in today's session?
b) Was there anything that called your attention the most?

Objectives:

(1) To interpret the importance of a character (2) To infer the relation between characters (3) To describe characters

---

BEFORE WE START

ACTIVITY 1:

Answer the following question and then share it with the class:

c) What do you remember from last class?

_____

_____

ACTIVITY 2:

Let's make predictions. Choose the option (s) that you think fits best the question and then check with the class.

WHY DO HUMANS THINK DIFFERENTLY?

Because they focus on their own flaws

Because they see a reflection on their own fears

Because they have different beliefs

Because they have different identities

The arrival of Alison's father, also known as the Colonel, introduces the topic of humans seeing the world differently. By reading the play, you will discover that Jimmy and the Colonel share different perspectives of the world. Let's read more about this.

THE COLONEL	JIMMY
HE IS A FORMER MILITARY MAN. HE IS VERY STRICT IN MATETRS OF FEELINGS. HE REPRESENTS THE PAST. HE SYMBOLIZES THE SOFTENING OF THE BRITISH CHARACTER.	HE HAS A RADICAL EMOTIONAL OUTBURST. HE EXPRESSES HIS RESIGNATION TOTHIS NEW BRITAIN.

IF THERE ARE WORDS THAT YOU DON'T KNOW, LOOK FOR THEIR MEANINGS IN A DICTIONARY

ACTIVITY 3:

In pairs, discuss the following questions:

a) What do you think is the importance of the arrival of Allison's father?
b) How do you think the Colonel's presence affects Jimmy's attitude and actions?
c) If you had to choose between Jimmy and the Colonel, who would you choose? Why?

ACTIVITY 4:

Let's prove your artistic skills. The play describes the Colonel in a certain way; do you think you can put it on paper? Draw him!

DRAW HERE

NOW YOU KNOW IT

The Edwardian period in British culture was a period in the early twentieth century during the reign of King Edward VII. This period in British history represents both the high water mark of British culture but also the beginning of the end for the prominence of Great Britain.

ACTIVITY 5:

Watch the following video (8:36-9:54) and then answer the questions. Check with the class.

https://www.youtube.com/watch?v=cKnnNfncpQ4

a) What is the video about?
_____

b) Does this version of the Colonel look like you imagined?
_____

c) What does the video say about the "Edwardian period"? Have your heard about it before?
_____

d) What do you think is the relation between the Colonel and the Edwardian time?
_____

ACTIVITY 6:

Throughout this session, we have covered different topics and now it's time to relate them all. You will write a short composition (2-3 paragraphs) about the importance of Allison's father in the play connecting the ideas of:

- Humans thinking differently
- Edwardian times

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

REFLECTION

ACTIVITY 7:

Answer and discuss the following questions:

a) Did you enjoy the session?
b) Was there anything that called your attention the most?
c) After this session, are you team Jimmy or team Colonel?

Objectives:

(1) To complete a table (2) To interpret different meanings of a quote (3) To select and justify different choices

BEFORE WE START

ACTIVITY 1:

Do you know what a summary is? Do you feel ready to make a good summary? Let's watch a video and learn about it!

https://www.youtube.com/watch?v=-zgKOguRrRs

After watching the video, answer the following questions:

a) What do you need to make a good summary?

_____

b) What are the steps to make a good summary?

_____

ACTIVITY 2:

Look back in our sessions and write a summary from the most important points of the workshop so far. Then share you composition with a classmate.

WHILE WORKING

ACTIVITY 3:

We are almost finishing the play, and it's time to focus on blood. Yes, blood! In pairs, discuss about the meaning of blood and the connotations it can have.

Connotation: An idea or quality that a word makes you think about in addition to its meaning

ACTIVITY 4:

Complete the table by giving examples of some literary works that include blood as one of its themes or in some important scenes. Also, say whether they have a good or bad connotation.

LITERARY WORK	CONNOTATION

ACTIVITY 5:

Look at the following quote and Write the possible meaning of it. Then check with the class!

"One day, when I'm not longer spending my days running a sweet-stall, I may write a book about us all… it'll be recollected in fire, and blood. My blood"

Jimmy Porter, Look Back in Anger

_____
_____

ACTIVITY 6:

In this part of the play (Act II, scene I) Jimmy gives his most famous speech. He says:

"I suppose people of our generation aren't able to die for good causes any longer. We had all that done for us, in the thirties and the forties, when we were still kids. …There aren't any good, brave causes left."

Jimmy believes that there are no longer any worthy causes to die for. Previous generations, represented by Colonel Redfern, were the last to sacrifice themselves for their country and their belief in a right way to live. According to Jimmy, the world is a subjective place now; there is a poverty of ideals in the modern world.

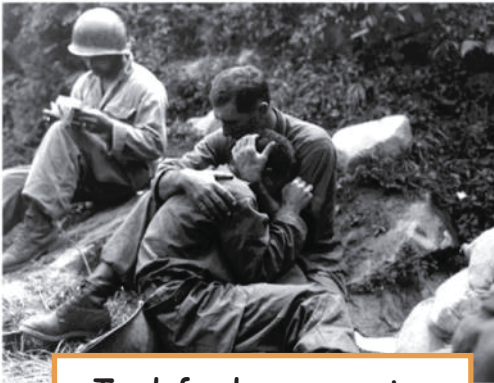**Read the quote again. Then choose one of the photos below to answer the following question:**

a) What do you think is a worthy cause to die for? Why?

For a loved one

For religious reasons

To defend your country

To protest against something

WRITE   YOUR   ANSWER   HERE:

_____

_____

_____

ACTIVITY 7:

After your answer is ready, present your choice and arguments to the class. The teacher will moderate.

REFLECTION

ACTIVITY 8:

Reflect on the following questions:

a) What did you learn today?
b) What was the most important point of the session? Did you enjoy it?

Objectives:

(1) To express comments and ideas (2) To evaluate the end of the story (3) To create a piece of writing

---

BEFORE WE START

ACTIVITY 1:

Answer the following question and then share it with the class:

d) What do you remember from last class?

_____

_____

ACTIVITY 2:

During last class, you were asked to read the end of the play. Now, in pairs share your thoughts and ideas about it. You can discuss the following questions:

a) What did you think of the story of the play?
b) Was there anything you didn't like? Why?
c) Was there anything you didn't understand?

WHILE WORKING

ACTIVITY 3:

> Jimmy and Allison's reaction to the death of their unborn child is to return to their game of bear and squirrel. They now both understand, even if not consciously, that the only way to escape the suffering of the real world is to create a fantasy world that is just as powerful and stable.

Answer the following question:

a) According to you, what is the message behind this scene?

_____

_____

Osborne's ultimate statement in the play is to say that the only way for people of modernity to truly understand and cope with the world around them is to create fiction.

ACTIVITY 4:

Individually, create a list of events or situations that would make you want to escape from reality to live another life. Then, compare you answers with a classmate.

1. .
2. .
3. .
4. .
5. .

Once you've finished, reflect on the following question and discuss them with the class.

a) What did you think of the end of the play? Did you understand the message behind it? Is there anything you would change about it?

ACTIVITY 5:

In groups of 3, you will have to create a different ending to the play. After you finish, each one of you will have to represent one of the characters and perform in front of the class. BE CREATIVE!

REFLECTION

ACTIVITY 6:

In the same groups, discuss the following questions.

a) Did you enjoy the play?
b) What did you think of the play? Did you feel represented by some of them?
c) Would you recommend reading this play?

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Appendixes

Appendix 1: Needs Analysis questionnaire

Esta encuesta consta de 10 preguntas que debes responder con honestidad. No hay respuestas malas ni buenas y es importante contestar todas las preguntas.

1. ¿Cuál consideras qué es tu nivel de inglés?

    a) Básico

    b) Pre-intermedio

    c) Intermedio

    d) Avanzado

2. ¿Cuáles consideras que son tus fortalezas al momento de aprender una segunda lengua como el inglés?

_____

_____

_____

3. ¿Cuáles consideras que son tus debilidades al momento de aprender una segunda lengua como el inglés?

_____

_____

_____

4. ¿Cómo prefieres expresar tus ideas en inglés?

    a) Presentaciones orales

    b) Presentaciones escritas

5. ¿A través de que instrumento te gustaría discutir tus ideas en clases?

    a) Debates

    b) Ensayos o textos escritos simples

6. ¿Con qué frecuencia lees un libro por placer?

    a) Regularmente

    b) Usualmente

    c) Rara vez

    d) Nunca

7. ¿Cómo te has sentido cuándo has tenido la experiencia de leer un libro en inglés?

_____

_____

_____

8. ¿Qué tipo de lectura prefieres al momento de escoger un libro?

a) Fantástica

b) Basada en hechos reales

9. ¿Cuál es tu conocimiento del género de la literatura llamado drama?

_____

_____

_____

10. ¿Cuál sientes que es la relevancia de enseñar literatura inglesa a través del género drama?

_____

_____

_____

Appendix 2

Rubric for Participation

Adapted from: https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf

	Exemplary (90-100)	Proficient (80-90)	Developing (70-80)	Unacceptable (>70)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of Comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced	Comments mostly insightful & constructive; mostly uses appropriate terminology.	Comments are sometimes constructive, with occasional signs of insight. Student does not use	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on

between general impressions, opinions & specific, thoughtful criticisms or contributions.	Occasionally comments are too general or not relevant to the discussion.	appropriate terminology; comments not always relevant to the discussion.	opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.

Appendix 3

Rubric for Written Project

Adapted from: cte.sfasu.edu/wp-content/.../01/Written-Report.doc

Criteria	weight	Exemplary 4 Yes	Accomplished 3 Yes, but	Developing 2 No, but	Beginning 1 No
Topic	10%	☐ Directly relevant	☐ Somewhat relevant	☐ Remotely related	☐ Totally unrelated
Organization	10%	☐ Good organization; points are logically ordered; sharp sense of beginning and end	☐ Organized; points are somewhat jumpy; sense of beginning and ending	☐ Some organization; points jump around; beginning and ending are unclear	☐ Poorly organized; no logical progression; beginning and ending are vague
Quality of Information	25%	☐ Supporting details specific to subject	☐ Some details are non-supporting to the subject	☐ Details are somewhat sketchy. Do not support topic	☐ Unable to find specific details
Grammar, Usage, Mechanics, Spelling	25%	☐ No errors	☐ Only one or two errors	☐ More than two errors	☐ Numerous errors distract from understanding
Interest Level	10%	☐ Vocabulary is varied; supporting	☐ Vocabulary is varied; supporting	☐ Vocabulary is unimaginative; details lack	☐ Basic vocabulary; needs

		details vivid	details useful	"color"	descriptive words
Neatness	10%	☐ Typed; clean; neatly bound in a report cover; illustrations provided	☐ Legible writing, well-formed characters; clean and neatly bound in a report cover	☐ Legible writing, some ill-formed letters, print too small or too large; papers stapled together	☐ Illegible writing; loose pages
Timeliness	10%	☐ Report on time	☐ Report one class period late	☐ Report two class periods late	☐ Report more than one week late

Appendix 4

Rubric for Oral Presentations

Adapted from: http://www.sites4teachers.com/links/redirect.php?url=http://www.readwritethink.org/lesson_images/lesson416/OralRubric.pdf

TRAIT	4	3	2	1
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.