



Universidad Juárez
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ESCUELA DE LENGUAS

Final Project Essay

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Teaching is an enjoyable profession where you can use many different sources and strategies to achieve the main goal which is a successful learning. For some learners English language could be frustrating and there is where a teacher has to find ways to make it easier, a play in this case is a very helpful source to take advantage from. In the next text some of the reasons why this can help in the English language learning are presented.

Getting knowledge of English sometimes is implicit, the main objective of this project was actually to implicitly teach with the performing of a play and it is an excellent way to get this knowledge because the learner might not struggle that much in his or her cognitive development; accommodation and assimilation could result easier when teaching is implicit than when the teacher explains step by step.

“According to the Parallel Distributed Processing Approach, processing takes place in a network of nodes (or “units”) that are connected by pathways. As learners are exposed to repeated patterns: probabilistic associations are formed and strengthened” (Saville-Troike, 2006)

With the previous text as reference, taking into account the connectionist approach PDP I can understand that as much the student is involved into the learning as better he or she is going to get this knowledge. This specific project is a process that let the learner understand the topic, this process consist in three elements; a first lesson well planned to be an introduction to the topic, the play to reinforce what is been taught, and one last lesson to review or clarify doubts.

If we use a play as a source to teach English but with the students as performers and not as audience it may also be a lot more helpful for the information processing of the learners, when you present a topic they may understand but it is still a controlled processing but which can turned to automatic when they practice and you can make them practice participating in a play.

Through experiences such as watching a play like in this time, the student Is able to learn more than the English language itself, depending on the play and on what we want to express and teach, it can also help when they should or should not speak, what to say and to whom, and how to say it in an appropriate way at any situation what helps in the building of the communicative competence of the learner.

“Communicative competence is defined as what the speaker needs to know to communicate appropriately within a particular language community” (Saville-Troike, 2006)

Based again in the exposition to the language the student gets; I can conclude that this project was focused on the constructivist theory since we took the learners to participate in a real experience, putting in these situations of real life, being they invited to participate, to share opinions and to simply being part of an interaction using the target language.

Bibliografy

(2006). Connectionist approaches, Information processing, Communicative ompetence. En M. Saville-Troike, *Introducing Second Language Acquisition* (pág. 216). Arizona: Cambridge.