

**IMPLEMENTATION OF THE THEATRICAL PRACTICE AS A PEDAGOGICAL
STRATEGY TO THE DEVELOPMENT OF THE COMMUNICATIVE ENGLISH
SKILLS IN THE THIRD GRADE STUDENTS OF THE INSTITUCIÓN EDUCATIVA
FRANCISCO DE PAULA SANTANDER, SANTANDER OF QUILICHAO 2018-2**



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SCHOOL OF HUMAN AND SOCIAL SCIENCES
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Chairperson: Mg. Adriana Idrobo Hurtado:

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ABSTRACT

This study implemented the theatrical practice as a pedagogical strategy to develop the communicative English skills in the third grader students of the *Institución Educativa Francisco de Paula Santander*, which ages range between 8 to 9 years old, in 2018.2. This was a qualitative research because it allowed an observation and interaction process with the students and in this way, to know the progress that caused this implementation in the children; in which 10 theatrical workshops of 1 hour were applied and through the instruments used it was possible to carry out the observation and in this way the analysis were obtained. According to the information collected, it was observed that the theater had a positive impact in the students' communicative English skills but also in their affective filter that allowed them to increase the motivation in their English learning process.

Key words: communicative competence, theater, affective filter, students.

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1 INTRODUCTION

The development of the communicative skill has become a challenge for people who decide to learn other languages; this involves students to be able to express in a fluent and freeway in different situations of daily life in the learning process of target language.

Regarding the communicative necessities in our mother tongue as in a foreign language, it has been evidenced through personal experience that in public schools students present difficulties in terms of communicative English skills; since the process of English learning is based in pedagogic memory, where these skills are left behind giving more importance to grammar.

In addition, part of the difficulties is generated by the low English level of some language teachers in public schools. As evidence of the above, Cárdenas, R. and Miranda, N. (2014) supported by the *Departamento Administrativo de Ciencia, Tecnología e innovación – Colciencias* performed a research in 56 educative institutes in the city of Santiago de Cali which represent a sample of 22 communes in which the city is divided in medium and low income, where through interviews, surveys and an international exam it was found that additionally the insufficiency of resources and human talent to support the educative process, the teachers' language level is under the goals of the national GDP (Gross Domestic Product). This with the objective to identify and analyze the implementation conditions of the GDP in relation with scholar management and the teachers' English level found in the public and private institutions in Santiago de Cali, in comparison with the official expectations of the GDP.

This study raises the possibility that the factors found at the end of the research are not just a local phenomenon but also a national one. It is important to highlight that this study was carried out because of the implementation of the National Bilingual Program in Colombia 2004-2019.

Furthermore, according to Krashen (1982) this difficulty in terms of communicative English skills is evidenced when there is an obstacle in the affective factor that can cause problems in the good development of the communicative skills; according to him, these factors could be the motivation, anxiety and self-esteem and they can influence in the negative attitude that students can adopt during the learning process of a second language because of the vulnerability that they feel in front of a language different of their mother tongue.

Now, taking into account these factors that can affect the good development of the communicative skills, a strategy was thought to help people to overpass these difficulties; the better option was the theatre. This, because the theatre makes people feel more secure and develop verbal expression and body language, promoting communication between people.

It can be affirmed the importance that theatre has in people's daily life and its influence on the development of learning. According to Vargas Beltrán, (2017) the theatre has been established as a learning strategy because it can be worked in a transversal way used as a teaching stage, it is true that the theatre has been used around the world as an useful tool for the development and the acquisition of communicative skills, allowing the student to strengthen and solidify the confidence that will help him as a base towards the new trip to the learning of English.

In the article written by *EducaBolivia* (2017) "The importance of theatre in education", is exposed that: The theatre is an educative activity where the student has an approach as a spectator of theatrical representations or through the literature or oral expressions. The theatre is

a teaching tool to the development of creativity, interpretation, memory, expressive and personal skills, all of these capacities are indispensable for communication. Thought as a learning process and not as a result, the theatre allows developing the individual and grouping creativity, stimulates the overall integration through the dramatic game developing the link and the personal confidence (para.2).

For the above, this research proposes a strategy to improve the communicative English skills through the theatre, that allows students of third grade of the *Institución Educativa Francisco de Paula Santander*, to learn the language in a ludic way, which provides them a meaningful learning where they can give an adequate use of their knowledge through corporal expression, dramatization and role-play workshops.

This study was addressed within a qualitative research that allowed tracking everything that happened during the implementation of theatre and the development of student's communicative English skills through theatrical workshops and direct observation.

Due to the educational nature, the research was framed within the action-research method this design allowed the interaction with the participants and the determination of different results that were obtained during and after the implementation of the proposal.

2 JUSTIFICATION

Every day, the search of methods and strategies that allow improving and developing the communicative skills is rigorous in today's society, for the good development of personal relationships within people's social circle and the rest of the world.

The development of communicative skills is really important in the children's training and learning, because it allows improving their comprehension capacity, interpretation of the world and develops their ideas and expresses them in a good way (Segura, 2016).

Consequently, the present project had as a fundamental axis the development of the communicative English skills in the third grade students of the *Intitución Educativa Francisco de Paula Santander*, through the implementation of the theatrical practice as a pedagogical strategy; understanding the theatre as Federico Garcia Lorca (1934) said : “one of the most expressive and useful instruments for the edification of a country and the barometer that measures its greatness and its decline”(para.9). Which allows people to acquire the appropriate knowledge to the development and optimal learning of a foreign language through a ludic strategy that gave them a meaningful learning.

Ausubel (1963) says that the meaningful learning occurs when a cognitive change is produced, going from not knowing something to knowing. Furthermore, it has the characteristic of being permanent; that is to say that the knowledge that we get is long term, and it is based on the experience, depending on the previous knowledge. Likewise, in relation to the stage and learning styles understood by Dunn, Beaudry and Klavas (as cited in Shafaei and Nejati, 2009)

as “personal, biological and developmental set of personal characteristics that make the same teaching method effective in some learners and ineffective in others”(p.50).

It is important to know that the sample correspond to children between 8 to 9 years old and it had to offer them a harmonious environment that became their learning easy through the theatre that searched to generate motivation and confidence in the children. In addition, it is a learning strategy that teachers in the school can use to motivate students to learn in a ludic way using it in a transversal way depending on their subjects and it is a way to create artistic spaces in a foreign language; because it is an innovation in the practice of the English teaching; at the same time, it is a regional referent for future investigations about pedagogical strategies in the English teaching as well as a pedagogical strategy that can be implemented for future teachers in their classes.

3 PROBLEM STATEMENT

In the current society, it is more notorious the necessity to acquire communicative skills that allow us to have a closer approach to different societies around the world, no matter the cultural and linguistic barriers. Therefore, the importance of the foreign language classes (English) in the Colombian schools, where the child could acquire the necessary knowledge to perform in his environment in a way that allows a broader vision of the future. However, it has been evidenced through the time and self-experience as public school's students in Colombia that the education offered does not fulfill with the expectations. According to Klein (1986) it is successful to think that the learning process of a second or foreign language slows down after the puberty, due to the loss of the brain plasticity; avoiding assimilation, from lack of natural linguistic structure. For this reason, it is important that children have classes that allow them to develop and encourage the communicative skills in a foreign language in the early childhood. Nevertheless, it is a process that has to be guided and regulated by the language and pedagogy scholars. Because of this, when there is not this kind of accompaniment, the acquisition and learning process of a foreign language becomes complex. This is the case of the third grade students in the *Institución Educativa Francisco de Paula Santander* in the municipality of Santander de Quilichao, where it was possible to demonstrate because of previous observation, that their communicative English skills were limited due to the lack of spaces where students could be exposed to real contexts that allowed them to develop aforementioned skills.

Taking into account the above, the present proposal sought to implement the theatre as a pedagogical strategy through theatre workshops. It allowed generating authentic communicative

environments that encouraged the communication in a foreign language in a natural way, reliable and safe to children looking for a meaningful learning.

It is because of this that the present proposal sought to answer the next question: how can the theatrical practice influence in the development of communicative English skills in the third grade students of the *Institución Educativa Francisco de Paula Santander*, Santander de Quilichao?

4 OBJECTIVES

4.1 General Objective

To implement the theatrical practice as a pedagogical strategy to the development of the communicative English skills in the third grade students of the *Institución educativa Francisco de Paula Santander, Santander of Quilichao*.

4.2 Specific objectives

- To develop in children the communicative English skills through theater.
- To create a favorable environment to the development of communicative skills using the theatrical practice.
- To propose to the *Institución Educativa Francisco de Paula Santander* the implementation of theater as a pedagogical strategy for the development of communicative English skills.

5 THEORETICAL AND CONCEPTUAL FRAMEWORK

5.1 Communicative competence

The skills or communicative competences are understood as a set of linguistic processes which are developed during life, with the purpose of participating with efficiency and dexterity, in all the spheres of communication and human society. Speaking, listening, reading, and writing are the language skills. From them, we participate actively in culture and society, and through their development, we become competent communicatively.

In this regard, Hymes (1961) states that communicative competence is related to knowing «when to speak, when not, and what to talk about, with whom, when, where, in what way».

It is considered that a person has achieved the mastery of a second language when he or she is able to perform in all his communicative competences, which implies that a person is competent at this level when he or she achieves to communicate satisfactorily in a given context; however, it requires some tools which are necessary for learners in order to motivate them in the learning of the target language, in this case the English language. In the same way, it is essential that among the tools to achieve the goal of speaking a second language, there are needs such as oral communication, even if the learner is immersed in learning environments that allow interaction at the group level. It is concluded that students obtain the ability to interact with other speakers of the same language to achieve the main objective of learning the English language.

According to Gumpers, and Hymes (1961, 1972), communicative competence is a series of norms that are acquired when an individual socializes, for this reason these authors affirm that the mentioned competence is socioculturally conditioned. Therefore, the communicative

competence requires not only the learning of certain grammar rules, but also it requires knowing how to use these rules in any context (Pilleux, 2001).

In other words, to learn a language it is not just enough to learn all its grammar rules and norms, it is also essential to know about the culture, which implies being exposed to socio-situational contexts in order to use the verbal communication of the language that it is going to be learned.

Additionally, Hymes mentions that the acquisition of communicative competence can be proposed in the same words that the acquisition of grammar in which the child learns not only grammar usage but also cultural practices, purposes, attitudes and so on. Thus, in this process of language acquisition, the child evolves not only as a speaking member but also as a communicating member (Pilleux, 2001).

Given the above, the main objective of this project is to develop and enhance communication skills in students through theatrical practices, which allow improving those skills through playful learning.

5.2 Second language (L2) and foreign language

Second language (L2) is called any language learned by the individual, after having acquired their mother tongue or first language. This second language is acquired for convenience, by necessity (in the case of immigrants) to adapt to the new culture or more commonly, to use it as a lingua franca and it is learned through formal instruction. On the contrary, foreign language is learned by interest and pleasure. In this one, is acquire lot of vocabulary to participate in variety of topics such as daily life, politics, science, literature and so on.

It is necessary to know how to differentiate among L1 and L2 since at the moment of teaching or learning an L2 it could generate confusion making this process more complex. The confusion between these 2 languages could constitute one of the most frequent errors among the students of a second language because they already have rooted expressions, dialects and culture of their native language (Cook, 2003). Therefore, it is essential to involve students in natural learning contexts that allow not only to learn a second language but also to learn a bit about the culture of the country where that language is spoken (Rondón,2015).

5.3 Oral expression

Oral expression is the linguistic skill related to the production of oral discourse. It is a communicative capacity that encompasses not only a command of pronunciation, the lexicon and the grammar of the target language, but also sociocultural and pragmatic knowledge.

This communicative capacity which is developed by the human is of great importance for individuals since through it, we achieve to communicate with others. It is important to mention that in the learning of a second language, this essential element must be considered since it is necessary in the process where it is intended to understand the transmission of a message.

At the beginning of the oral expression process of a language, different difficulties are presented due to the fact that to express or to speak in public turns out to be difficult for the great majority of students both primary and secondary. De Mendivil (as cited in Rodriguez & Jacobo, 2015a) "says that the fear of speaking in public has some causes that could be produced by: the education received, the lack of experience, or one's own prejudices and negative thoughts".

(p.24) Consequently, one of the difficulties that generates this fear is when students have not had a previous experience with the foreign language, given that the scarcity of strategies to learn a

language becomes notorious. Thus, according to De Mendivil (2015b) “the fear of public speaking like any other one is susceptible of change if adequate resources are leaned to use “(p.24).In view of the foregoing, it will be implemented the theater in order to help students to fight against their fears and staging in order that they feel more sure of themselves at the moment of speaking in public in a second language.

5.4 Meaningful learning

According to Ausubel (1983), meaningful learning is a kind of learning where the student relates the newly learned knowledge with the knowledge we already had, reconstructing and readjusting both learning's into one and improved.

Nowadays, in education, meaningful learning is more taken into account than learning by memorization; since the intention is that the student assimilates and remembers the acquired knowledge in order that this one is of longer duration and major positive impact in its consolidation. Thus, the meaningful learning has as objective that the information learned recently, joins to the knowledge that will be throughout the time.

Consequently, Ausubel (1983) exposes that "the real knowledge can be acquired when the new contents have a meaning in the light of the knowledge that the learner already had "(para.6).

5.5 Learning strategies

"Some capacities to learn, which stand out above others, as a result of the hereditary apparatus of one's own life experiences, and of the demands of the current environment." Kolb (1984)

The learning strategies are the set of activities, techniques and means that are thought according to the needs of the population to which they are directed, the objectives they pursue and the nature of the areas and courses, all with the purpose of making the learning process more effective.

Taking into account the difficulties that arise in the learning of a second language because of various factors, we allow ourselves to address some studies and research patterns to take into account at the moment of undertaking the subject not only in theory but also in practice.

As it is well mentioned, "In general, learning strategies encompass a whole set of procedures and cognitive resources that students put into action when they face learning" (Valle, Gonzales, Cuevas, & Fernandez, 1998). Then, this confrontation requires to look back into the teaching strategies, precisely because they promote successfully or, on the contrary, a weak process, for not saying a failure at the moment of learning.

One of the keys to increase student learning is that teachers teach more and better, but also, it is the creation of conditions that motivate and encourage students to invest time and energy in activities that allow them to learn, both inside and outside of the classroom. (Pezoa, & Labra, 2000).

According to the above and indicating the teaching-learning duality, the most relevant theories point to certain elements of importance, among them; the teacher and his personal characteristics, the student, teacher strategies, context and learning environment, evaluation systems, and finally and perhaps the central axis, learning strategies (Castejón, 2014, Weinstein, & Mayer, 1986).

Considering the previous guidelines, we understand that while it is true students are the key to learning processes, the teachers are the ones who motivate students and they are also motivational referents in the learning process of a foreign language, so we intend to implement a dynamic that more than being a tool, is a strategy in favor of acquiring knowledge of a second language; in these terms, we refer to the theater as a way of communication in which the student participates enthusiastically and sees this tool as a way of free expression and education of a foreign language, out of the traditional models that simply teach through texts.

5.6 Learning styles

The learning styles are considered as the distinct methods or tools that people use to learn and apprehend the different knowledge. Kolb (1985) suggests in his theory of the learning styles that our individual styles of learning arise due to three causal factors: genetics, life experiences and environmental demands. In this way, four learning styles were established:

Convergent, these people have skills related to areas of abstraction, conceptualization and active experimentation that allow them to put into practice the application of ideas where situations have a single solution.

Divergent, these people have abilities in areas of concrete experience and reflective observation; also they are able of organizing small parts of information in a meaningful and coherent way.

The assimilator, people considered as assimilators are experts in areas of abstraction, conceptualization and reflective observation.

The usher, these people have abilities in concrete experience and in the active experimentation, unlike an assimilator. Normally they use to work in technical fields, sales or marketing.

Based on the foregoing, learning styles are very important for our project, since we must take into account that each student has different methods to strengthen knowledge and it is of vital importance at the moment of teaching, in this case English, that the way in which the language is taught should allow each student to consolidate the learning.

5.7 Affective filter

The feelings and emotions are fundamental in the development of any competence regardless of the area of knowledge worked. In the case of learning a foreign language, feelings and emotions will play a very important role in the development of language skills, especially in communication skills since it gives the student the security and confidence of the knowledge of a second language as Krashen (1982) points out in his theory of affective filter, where he also works around various factors that influence in the learning of a foreign language such as: motivation, self-confidence and anxiety.

In this case Krashen's theory allows us to visualize the importance of the affective factors and their influence on the development of the communicative skills in students, since for children it is relevant the absence and presence of affective filters that will provide them with security and motivation in the learning and developing of communicative skills in a foreign language.

5.8 Transversality

The educative transversality enriches the formative work in a way that connects and articulates the knowledge of the different learning sectors and gives sense to the disciplinary learning, establishing connections between the instructive and the formative.

Transversality has become a tool able to link different social aspects, allowing an integrated approach to the institution curriculum. Also, transversality has a globalizing particularity, since it crosses associates and links subjects of the curriculum.

That is to say, it is used as a tool to connect subjects and topics fulfilling the same objective. Enriquez, and Reyes (2008) state that it is not necessary that transversality conforms a particular subject nor receive a special treatment within the curriculum, but must be addressed in all the areas that integrate it and in any specific learning situation.

It is necessary that students, in addition to receiving knowledge on different topics like chemistry, physics, arts, law or other disciplines, acquire elements that prepare them for life and to function as future citizens in a responsible manner, as agents of change and able of contributing to transform the environment in which they will live. Based on the foregoing, it should be noted that in this project, transversality is the theater, because playful activities are promoted which will contribute to the learning of the English language and personal development.

5.9 Art

Faculty of people to create, imitate or express the material or immaterial, for aesthetic purposes, using the material, sound, image, gesture or language.

From classical Greco-Roman antiquity until today, the concept of art has gone through several changes in terms of perspectives. It has been initially seen as an aesthetic and communicative product that seeks to express different views of the world, that is why Plato considered that the State should give a place to art not only to educate but also for the healthy recreation of the individual.

Dutton (2010) poses a theory of art from naturalism where he states that not all artistic expression can be considered as art if they do not meet several of the following requirements: 1) direct pleasure, 2) skill and virtuosity, 3) style, 4) novelty and creativity, 5) criticism, 6) representation, 7) special focus, 8) individuality, expressiveness, 9) emotional saturation, 10) intellectual challenge, 11) traditions and institutions of art, and 12) imaginative experience.

The concept of art is of great importance for this project because it seeks to give meaning to the learning of one of the first and most important creations of the human being that is the language.

5.10 Theater

The theater is one of the most recognized performing arts in the world; it consists of a staging in front of thousands of spectators. The theater is not only seen as a staging, but it is a concept that is defined in general level as corporal or oral expression; it includes a whole material arsenal that contributes to the development of the person, not only individually but also in group. The theater allows several moments of communication to take place on the stage which makes teamwork evident; therefore, the theater as a tool for learning a foreign language allows not only

its development but a whole set of knowledge between students, which corresponds to a deep learning dynamic. That is to say:

Both didactics and theatrical art have practical dimensions in which encounters between human beings take place through communication. In the first, in order to train in specific disciplines, thus through the didactic the teachers of theater build learning environments for their students, and through it also generate teaching strategies that are based on a very practical structure of the same one. (Loaiza, 2008, p.2).

5.11 Theater as a pedagogical strategy

Theater has been seen since antiquity as a means of expression and free thought seeking to transmit messages through body and oral expressions; however, theater has been used in order to improve pedagogical practices. Thus, we take the concept of theater as a pedagogical strategy based on the improvement of educational processes due to the integration of body and verbal language. In the case of the learning of a foreign language, theater allows the student to develop linguistic, discursive and sociolinguistic skills, as well as to overcome inhibition and shame, feelings that can influence the learning processes of a second language (Corral, 2011).

5.12 Motivation

Motivation plays a very important role in teaching because it is the interest that each student has for their own learning or for the activities that lead to it. Interest can be acquired, maintained, decreased or increased depending on intrinsic or extrinsic elements. Therefore the teacher has the capacity of developing knowledge, values, and activities that lead the student to relate the will with motivation. In general terms, it can be stated that motivation is the lever that moves all behavior, which allows us to achieve changes both at school level as in life in general. From the theoretical point of view, motivation is understood as a set of processes involved in the activation, direction and persistence of behavior. (Beltrán, 1993 cited by Garcia, & Doménech, 1997).

Therefore, we must teach students to be judicious with their motivation and the role that they have to improve in a progressive way their ability to learn a foreign language

5.13 Confidence

Is the security that someone has in another person or situation. At the moment of learning a foreign language is relevant to create learning environments that gives confidence to the learner, since it plays an important role in this process. Thiess (n.d.) remarks the importance of a good method of study and a teacher that gives the necessary confidence to learn the language, plus certain tools like vocabulary, pronunciation and grammar exercises. He also states that gaining confidence learning a language is another training that can be done.

5.14 Playful

The playful enriches the learning by the dynamic and virtual space it implies, as a symbolic mirror that transforms the big into the small, the big boy and the ugly into the beautiful, the imaginary into reality and the students into professionals. Playful is very linked to learning since this one is enriched in a dynamic way. Playful is associated with games, a strategy to motivate knowledge in a pleasant, creative, entertaining and extroverted way for students. In the article Game as a playful learning strategy, it says that gamification as a playful teaching strategy is part of the spaces of learning, it transforms the environment, providing benefits for both students and teachers during classes. Time is spent between laughs, texts and games, reading, adding, subtracting and multiplying learning experiences. Games inspire students to think, create and recreate with activities that contribute to the development of attention and active listening, the follow-up of instructions and the commitment to comply to rules, thus they are going to understand in the experience and in the coexistence, in the action and in the correction (Cepeda,2017).

Finally, the playful is a fundamental strategy to the implementation of the theatre because many role plays are needed to develop a play. Furthermore, making use of this one increment the motivation to speak a foreign language.

6 CONTEXTUAL FRAMEWORK

Colombia, officially Republic of Colombia, is a country located in South America and it is constituted by 32 departments. Cauca is one of them and it is located geographically to the southwest of the country. its corresponding capital is Popayán. The department has 42 municipalities, among them, we find Santander de Quilichao which is located towards the northern sector and has a population of 96,500 inhabitants.

The municipality has 116 official Formal education institutions, 12 unofficial formal education centers or institutions, 2 official non-formal education institutions and 8 non-formal education institutions.(Santander de Quilichao,2018, para.30).

For the development of this research project it was taken into account one of the headquarters of the *Instituto Técnico*, Located on the 3rd N. 7-68, in the Municipality of Santander de Quilichao; which is an establishment of official and mixed nature, legally approved by the Ministry of National Education by Ordinance on April 13 1913, which offers formal education at the levels of: Preschool, Basic Primary, Secondary and Middle School, in the Academic Calendar A.

Currently, the *Instituto Técnico* consists of 4 headquarters: Rafael Tello, José Edmundo Sandoval and Francisco *de* Paula Santander. The population of the four educational institutes covers 2754 students distributed in its 4 headquarters.

The mission of the school is to train students who are upright to the exercise of exemplary, responsible citizenship, with social justice and respect for human, sexual and reproductive rights, able to face the demands of the 21st century, develop a successful life project, and stand out as professionals in the workplace and social relationships.

The headquarter where the project will be applied is the Francisco de Paula Santander school which is located in the center of the municipality of Santander. Most of its population stands in the 1, 2 and 3 strata, and the majority of the students stand in the strata 1 and 2 according to the data provided by the school; in addition, currently, the school has a population of 450 students, taking a sample of 34 students from 3rd grade whose ages range from 8 to 9 years old respectively.

7 BACKGROUNDS

SANZ-SANZ Mónica. El aprendizaje significativo en la enseñanza del inglés en educación primaria. Trabajo de fin de grado. Madrid: Universidad Internacional de la Rioja, Facultad de Educación, 2017.38p

This project was framed under a qualitative research approach and developed with a meaningful learning methodology. The population was 4th grade primary school children from a school in Boadilla del Monte in Madrid. The main objective was to enhance the communicative ability in English of children through the implementation of a didactic intervention proposal which has as fundamental axis meaningful learning based on the previous knowledge of the children. The aforementioned project consisted of improving this ability through a theatrical situation in which 20 students in total (11 girls and 9 boys) had to simulate a trip to different countries. In order to achieve this, the children should investigate about some data of the country and its culture. This project was carried out during 7 sessions of 50 minutes and the data were collected through direct observation.

NAVARRO, Gil Alina (2013) El teatro como estrategia didáctica para fortalecer la oralidad en los estudiantes de 5° de la institución Santo cristo sede Marco Fidel Suarez. Tesis de pregrado Colombia. Universidad de Antioquia.2013

This project had revealing results, showing the strengthening of the communicative skill through theater as a pedagogical tool. Using action research with a qualitative approach.

In this work, problems such as accent, voice volume and vocabulary are evidenced and how they influence in insecurity in the moment of confronting different communicative situations. For this reason, to strengthen the communicative skill it was developed a didactic sequence called "Theater is art, expression and meaning" and it was generated in 7 sessions as a methodological strategy.

As a result of the above, it was possible to generate meaningful changes in the fifth grade students of the *Institución Educativa Santo Cristo sede Marco Fidel Suarez*.

DELGADO, Alexandra y MÁRQUEZ, Eduardo. La expresión dramática como estrategia para el desarrollo de la competencia comunicativa en inglés. Tesis de pregrado. Colombia: Universidad Libre de Bogotá, 2013.

This proposal presents a qualitative research, framed in an action research design in order to implement dramatic expression as a strategy for the development of communicative competence in English. For this, workshops were used in 5 sessions which were measured by means of field journals to record each and every one of the activities that were carried out, as well as the processes and difficulties during the sessions that also allowed identifying the interests of the students for the proposed activities. In the same way, surveys of 8 questions were used to know the perception of the students regarding the English language and the kind of strategies that would be of most interest to them. Finally, photographs were taken to keep a record of the resources used and some of the activities carried out.

Finally, the results obtained were satisfactory since through the workshops of dramatic expression was possible to demonstrate a greater motivation towards learning the English

language by students, as well as an increase in the participation by the most shy students and later the improvement of the communicative skill where the children achieved a meaningful learning that allowed them to introduce expressions in a real context implementing simple sentences for communication with others.

RODRÍGUEZ SANABRIA, Mayerly y JACOBO VARGAS, Sara. Desarrollo de la expresión oral en inglés a través de situaciones teatrales-sketches en el ciclo II de un colegio público de Bogotá. Trabajo de grado. Bogotá D.C: Universidad Libre, Facultad de Ciencias de la Educación, 2015. 86p

The project presented by Mayerly Rodríguez and Sara Jacobo had as a population 15 adults students of cycle 2 of the school República de Colombia located at the south of Bogotá and whose ages ranged between 15 and 30 years respectively. This project was carried out under the methodology of qualitative research and was framed within the Action - Research by which was made a descriptive monitoring of the theatrical situations-Sketches through direct observation. The main purpose of the above mentioned project was of strengthening the oral expression in adult students who showed difficulties regarding their oral expression and according to Rodríguez y Jacobo (2015) this was because of affective factors and the lack of using context vocabulary.

MARTINEZ, Romo Juan Carlos (2014) La influencia de la percepción del cuerpo a través del drama y la improvisación para el desarrollo de la producción oral en estudiantes de inglés como lengua extranjera. Tesis de pregrado. Colombia. Universidad del Cauca. 2014.

This project poses a quasi-experimental study without a control group to determine and understand the influence of body perception through drama and improvisation to the development of the oral expression in students of English as a foreign language. For this, it was created drama and improvisation workshops with a duration of 40 hours.

Theatrical techniques are combined with interaction activities and improvisation strategies; rubrics were also created in order to clarify standards for a quality performance and improve the communicative skills. Finally, semi-structured interviews were used as an instrument to analyze students' self-perceptions through their participation during the program. The way in which students wanted to use the performance techniques as a tool to develop their oral communicative competence in English and the feedback of the workshops worked.

Finally, it was determined that the development of the body awareness impacted in a positive way the oral production competences promoting self-confidence, risk taking, body communication and the pragmatic skills.

8 METHODOLOGY

The present project sought to implement the theatrical practice as a pedagogical strategy to the development of the communicative English skills in the third grade students of the *Institución Educativa Francisco de Paula Santander* of Santander de Quilichao, 2018, with the objective to improve the communicative skills and to know the effects that the theater has when it is used as a pedagogical strategy in the English class. To the application and data collection, the direct observation and theatrical workshops were used with the purpose of perceiving the influence of the theatrical practice in the development of the communicative English skills in the population already mentioned whose influence was measured making contrast of the previous observation that was made during the OPE I (*Orientación del Proceso Educativo*) 2018.1, and the observation during and after the theatre workshops performed in the second period of 2018.

8.1 Research Method

The project was framed within a qualitative approach, understanding it as a perspective that seeks to comprehend the social reality as a result of a historical process, taking into account from the logic and the feelings of their main characters (De Andrea, 2010).

The objective of this project was to implement the theatrical practice in the English teaching, to seek the improvement of the communicative skill, and to know the effects that caused said implementation in the established population. Moreover, it was studied the individual as a subjective being from different perspectives and interpretations given with the help of techniques and instruments used.

Meanwhile, the population was looked from a holistic perspective because it was taking in consideration not just its context, but even the diverse behaviors that go around all the participants without forcing and influencing people actions. This project was developed as a flexible model where it was taken into account the participant interests and the different necessities that were presented along the workshops.

8.2 Type of research

The present project took place through Action-research (AR) defined by Lewin (as cited in López,2012) “as a way of auto-reflective questioning, performed by the own participants in specific occasions with the objective to improve the rationality, the social educative practice, the knowledge about the practices and the situations where the action is performed” (p.6)

This type of research was used because it sought to identify a pedagogical strategy to be implemented in the class, with the objective to improve and reflect on the communicative English skills in the 34 students of the third grade in the *Institución Educativa Francisco de Paula Santander*, Santander de Quilichao. According to Delgado, & Márquez (2013), the students’ role is to appropriate what has been learned and use it as a part of their teaching-learning English process, and about the educator, this adopts an experimental attitude front in which the children are participants.

The action-research is characterized by its repetitive nature, in a spiral way between the action and the reflection. Achieving this, these two elements are integrated and complemented. According to Lewin (1946) the action-research is a research and action spiral cycle formed by the following stages: planning, acting, observing and reflecting.

8.2.1 Planning.

In this stage, the problem that had been shown previously in the English classes, in the third grade students in the *Institución Educativa Francisco de Paula Santander*, was the low communicative English skills. That is why it was proposed to implement the theatre as a strategy to develop the student's communicative skills.

8.2.2 Acting.

Once the strategy was proposed, the theatrical workshops were implemented which were developed making use of theatrical techniques such as role-plays, dramatizations and oral expression workshops. Through role-play activities, children lower their tension levels, their imagination fly and they take over the main role. Furthermore, these theatrical techniques encourage them to work as a team. Nowadays dramatization is used in the educative field as a resource in the second language teaching process, Díez (1980) cited in Núñez, & Navarro (2007) consider that “the scholar dramatizations are, maybe, the most complex way of expression created by the kid” (p.237). In addition, the frequent use of corporal expression activities as a pedagogical help allow the kid to seat the shyness aside, to participate actively in the English lessons; likewise to propose an educative environment more playful and different; this with the objective to improve the communicative English skills in the third grade students of the *Institución Educativa Francisco de Paula Santander*. Finally, the workshop consisted in 10 sessions of one (1) hour, where each workshop consisted of three moments: beginning, procedure and ending. All the workshops were oriented by the students Dulit Zúñiga, Josephanny Grueso and Laura Muñoz. It should also be noted that two of the students who oriented the workshops already counted with training in theatre, which was beneficial to the development of this project.

8.2.3 Observing.

In this third stage, the information was collected through the workshops and through the instruments, like the field diary where the behavior was detailed and the reactions that students had in the workshops, their improvements, among others, to analyze and comprehend the different perspectives and feelings that the participants expressed during the implementation of the project.

8.2.4 Reflecting.

Finally, conclusions concerning the project were made in the reflective cycle, where the progress was evidenced in the development of the communicative skills and different students' aspects were identified; such as, motivation, participation, along with others.

9 TECHNIQUES

According to Campo, and Gomez (2009) techniques refer to procedures for concrete action and a particular collection of information related with the method of information that we are using. Also, qualitative techniques provide more depth in the answer and a major understanding in the studied phenomenon.

Next, the techniques that were used for the implementation of the project will be exposed:

9.1 Theater workshops

According to Puig and Serrat (1972) the theater workshop should be considered as a kind of laboratory where to experiment and practice, counting on the valuable resources of the voice and the gesture of the students as the basis for any activity, because without this activity the learning process stops existing. On account of that theater workshops were developed in 10 sessions with duration of 1 hour and they consisted of 3 moments: the beginning, in this moment a game or playful activity was done in order to integrate and motivate students; after the first moment we continued with the procedure of the class; in this phase, activities of theatrical practice were done to work in order to develop communicative English skills. The last moment was the ending of the workshop. This moment was used to reflect on the workshops, where participants expressed their feelings regarding some of the workshops and some of them were registered in the field diary and the video camera.

9.2 Direct observation

The direct observation understood by Holmes (2013) as a method of gathering information in which the researcher observes the subject of study in its natural environment without altering it. The observation was registered in the field diary where the actions and behaviors evidenced by the participants are found; the different needs in the classroom, the effectiveness of the workshops, the progress of the participants, as well as the different perceptions expressed by the participants.

10 INSTRUMENTS

The instruments are those objects that allow us to carry out the techniques in order to achieve the different objectives in investigations. According to De Barrera (2000) "the instruments are the means by which it is possible to apply a certain information collection technique."

10.1 Field diary

According to Bonilla, and Rodriguez (1997) "The field diary should allow the researcher a permanent monitoring of the observation process. It can be especially useful for the researcher to take note of aspects that he or she considers important to organize, analyze and interpret the information that he or she is collecting "(p.5). The field diary was used for data collection taking into account the observations made, the schedule of the sessions to be carried out and the reflections on what was worked in each meeting.

10.2 Video camera

The video camera was used to record the last phase of some sessions, where the participants were interviewed in order to know the effects that the workshops caused in them.

11 POPULATION

The third grade students of the *Institución Educativa Instituto Técnico sede Francisco de Paula Santander*. Which ages range between 8 to 9 years old; the majority come from families belonging to stratum 1, 2. Due to the observed in the institution, it was evidenced that the third grade children had resources that can be utilized in the classes, like speakers and video beam. At the same time, they have materials and school supplies that allow them to develop different activities in the class, such as modeling clay, different kinds of paper, glue, between others.

12 DATA ANALYSIS

Workshop N.1-2	
Activity name	LET'S MEET! TIME 120 minutes
Technique	Body language Expression Theatrical Practice exercises FOCUS Commands
Materials	Voice Body Speaker
Objectives	<ul style="list-style-type: none"> ● To develop in children the communicative English skills through theater ● To create a favorable environment to the development of communicative skills using the theatrical practice.
Settings	The participants should make a circle and walk around the place following the commands
Procedure	The children had to follow commands given by the researchers through body language expression; the first part of the workshop consisted of an ice breaker with a song called " <i>Tinguiritingui</i> " which is about some different commands in English. In the second segment of the workshop, the learning environment changed, researchers and the children went to the school court from the classroom. Finally, the kids came back to the classroom where they lay down on the floor for a relaxation moment.

In this workshop, we could observe the energy, motivation and happiness that kids had during the workshop, showing a big expectation toward the learning of English through body language. It was formidable to analyze how children learned through the use of theatre in concert to the use of body language with vocal language combined with visual clues. Through their energy and eagerness to learn, the young students were able to absorb the lessons more easily than from just visual learning.

It could be noticed that when the children changed of learning environment their motivation increased gradually, and it was evident the meaningful learning due to the fun and the good interaction between researchers and them. In addition, with the space change, the objective to create a suitable learning environment was fulfilled, where with an ideal space to develop a playful methodology like the one used, it was possible to include all the students and work in their listening skill. At the end of the workshop, we asked some questions to the kids about the words they remembered, and the words they most liked; all the students were excited and they said the commands over and over, while we confirmed that a different learning environment and a ludic strategy are important factors in the teaching and learning process of a foreign language.



picture 1. Children at the school court.

Workshop N. 3			
Activity name	KNOWING OUR STORY	TIME	60 minutes
Technique	Body language expression Reading Hand puppets	FOCUS	Fairy tales
Materials	Paper bags Color pencils Voice Body Photocopies		
Objectives	<ul style="list-style-type: none"> • To create a favorable environment for the communicative skills in English. • To develop in children the communicative English skills through theater 		
Settings	The Participants have to choose a character of a fairy tale and create a hand puppet.		
Procedure	The first part of the workshop consisted of randomly organizing the kids to be part of each fairy tale, where each researcher had two groups. Then, the researchers read the tales with the children with flashcards while acted the stories. That helped kids to learn the vocabulary needed and to comprehend the entire story. When the reading finished, they started to create their own hand puppet.		

This workshop was very interesting because children were really motivated and they showed a meaningful learning and an interest about their parts of their stories. For example, at the moment that they listened to the tales, they could recognize the vocabulary already learned, making the reading comprehension more attainable, thus when we talked about words such as fox and forest they already knew what would happen in the next lines.

To make hand puppets was a very good strategy to encourage the children to have an active participation during the workshop, since they seemed to be comfortable, happy and motivated to get assigned a character from a tale and represent it. In the last part of the workshop, we asked the children about the development of the workshop, getting positive answers from them. Most of the children expressed that the workshop was really funny, creative, and they expressed that they had never developed an activity like that during their English classes. We think that ludic strategies provide learners motivation and confidence at the moment of learning a foreign language, since there's nothing better than combine learning and fun.



picture 2. Children outside the classroom reading the story with the researcher Josephanny.

Workshop N. 4			
Activity name	CREATING A SCRIPT	TIME	60 minutes
Technique	<p>Body language expression.</p> <p>Writing</p> <p>Reading comprehension.</p>	FOCUS	To create a new version of a fairy tale.
Materials	Photocopies. Paper. Pencil. Voice. Body.		
Objectives	To develop in children the communicative English skills through theater.		
Settings	Students created a new version of the fairy tale chosen in groups.		
Procedure	<p>In the first moment of the workshop the researchers read the stories in English using body language to give children more understanding, then students carried out the creation of the dialogues from the stories they worked on. They created their scripts mixing Spanish with the vocabulary in English that they already learned during the previous workshops. Each child created his own script according to the character they would represent.</p>		

It could be noted a meaningful learning experience resulted from the creation of the dialogues because the children used vocabulary in English that they had learned. First of all, we could observe the progress in their writing and reading skills. Despite of their scripts were a mixture of Spanish with English, they achieved a connection with the stories while they read them; that was due to the fact that they knew some vocabulary related to the tales. This was very important since that is the main objective of the previous project, taking into account that this skill is part of the four skills that make a person able to communicate properly.

In order to carry out this workshop, the sports field and the central courtyard were used, which provided the children with a reliable learning environment and this made them feel comfortable because they were out of their usual learning context, and they could create their dialogues in a unique way. We could observe that despite the shyness, nervousness and fear to commit mistakes, the group was pretty motivated and eager to use their puppets while reading their scripts.



picture 3. Students writing their own story version.

Workshop N. 5			
Activity name	READ AND REMEMBER	TIME	60 minutes
Technique	Memorization	Focus	Scripts about their stories.
Materials	Photocopies. Voice.		
Objectives	<ul style="list-style-type: none"> ● To create a favorable environment for the communicative skills in English. ● To develop in children the communicative English skills through theater 		
Settings	Students have to read and practice their dialogues in the story.		
Procedure	During this workshop, it was worked the reading and practice of the scripts of each story with the corresponding groups. To make the work more dynamic, the researchers read while using gestures and body language and then the student repeated, this helped learners to know the right word pronunciation.		

At the beginning of the workshop, it was evident a little bit of frustration by some students. When they saw the scripts just in English their first thoughts were “I do not understand what it says” and “I do not know how to read in English”, even in that moment, some of them expressed the fear to participate in the role-play activity with the hand puppets and others said if they did not understand what they were reading, how their classmates that were going to see the performances were going to understand? Because of that, to help to reduce their fears and in order to decrease the stress and anxiety, individual support was given to each child in the reading of their dialogues with repetition and making use of the body language. This helped the children to know the right word pronunciation and also, the strategy used to read the tales made kids were interested in the reading of the script. Thus, we observed that a good teaching strategy provided by teacher can help learners with their affective filter and improve their learning outcome by providing environments where children feel more confident.



picture 4: Students reading their scripts

Workshop N. 6			
Activity name	SAY IT	TIME	60 minutes
Technique	Reading Listening Speaking	FOCUS	Story about the little red riding hood
Materials	Video Beam. Voice.		
Objectives	To develop in children the communicative English skills through theater.		
Settings	Every student had to read a part of the story the little red riding hood using body language.		
Procedure	It was created a reading workshop, where the Little Red Riding Hood script was projected using the video beam and every student had to read a part of the story. The children were allowed to read with their own pronunciation, and after the researchers read and the kids repeated.		

In this workshop it was essential to work in the pronunciation and intonation to intentionality make sense of the words using the tale of the Little Red Riding Hood script. At the moment of the reading we were surprised because most of the children had improved their pronunciation in comparison with the first observations that were made in 2018.1; in addition, it could be seen in the kids, the capacity to store a lot of vocabulary since they achieved a reading comprehension. Thus, they showed their improvement in reading and pronunciation skills. It is important to say that they related their previous knowledge of the fairy tales with the vocabulary that they had learned in the workshops.

Finally, it is important to take into account the students' previous knowledge because it can facilitate the new learning and make more easy the foreign language teaching; it was also evident that by observing, listening and practicing children had an improvement in their communicative English skills.



picture 5. Students reading “The Little Red Riding Hood”.

Workshop N. 7			
Activity name	GUESS WHO I LIKE	TIME	60 minutes
Technique	Reading Listening Writing Speaking	FOCUS	Science fiction characters Real People People from TV
Materials	Paper, Pen, Pencil, Colors		
Objectives	<ul style="list-style-type: none"> ● To create a favorable environment for the communicative skills in English. ● To develop in children the communicative English skills through theater. 		
Settings	Students had to draw and describe in 5 lines their favorite character.		
Procedure	During the first moment, kids decided to make some groups to share ideas and decided which character to draw. Some of them picked their favorite science fiction characters while others chose real people like football players or people from television, After they should describe them using vocabulary in English and represent their characters so their partners should guess what character they were talking about.		

In this workshop it could be observed that kids were really motivated to learning while they were drawing because it is something that they love to do. Some of them showed a little bit of frustration, because they couldn't decide what to draw. In that moment, researchers explained to them what was meant by “favorite character”, after that, they could understand the meaning and started to draw.

Next, the children started to describe their favorite character using sentences like “he wears black clothes”, “she is kind”, “he fights for justice”, and “they make mud jars”. Finally the kids had to represent their characters and read the descriptions they had written about them.

At the end, the researchers asked them what words they used the most, what was their favorite word used during the workshop and which words they remembered easily. Kids participated actively answering with animals, adjectives, colors and characters names. In this activity children worked on all their communicative English skills because they wrote, read, listened and spoke. Through this activity they achieved to establish a communication using the vocabulary that they knew but this time in short phrases.



picture 6. Children's' draws

Workshop N. 8			
Activity name	MEET ME! I AM THE LITTLE RED RIDING HOOD	TIME	60 minutes
Technique	Listening	FOCUS	Video about little red Riding hood
Materials	Video beam. Computer		
Objectives	<ul style="list-style-type: none"> ● To create a favorable environment for the communicative skills in English. ● To develop in children the communicative English skills through theater. 		
Settings	Students had to see a video about one of the fairy tales they had been working on.		
Procedure	The children had to watch a video called “ the little red Riding hood” while they were watching the video, children had to recognize and identify the vocabulary they had worked on in the past workshops.		

The objective of this workshop was to develop listening skills in the children. That is why during the workshop they saw a video about one of the fairy tales they had been working on, while children were watching the video, we could observe that they could follow the story and also that they recognized and identified the vocabulary they had learned in the previous workshops. Words like the wolf, red riding hood, trees, cake, flowers, mother, and grandmother among others. Furthermore, thanks to the vocabulary that they already knew and the visual means, the children achieved to understand what was happening in the story that was just in English.

We confirmed that the use of visual means is a good tool to work on the communicative English skills because different factors are combined, such as playful and the creation of a better learning environment that offers motivation in a foreign language learning.



picture 7. Learners watching “The Little Red Riding Hood”

Workshop N. 9			
Activity name	SHOW YOUR EMOTION	TIME	60 minutes
Technique	Writing a short story Listening Speaking	FOCUS	Emotions
Materials	Body. Voice.		
Objectives	<ul style="list-style-type: none"> ● To create a favorable environment for the communicative skills in English. ● To develop in children the communicative English skills through theater 		
Settings	Students have to create a story using their imagination with the emotion.		
Procedure	firstly, the kids were divided in groups and the researchers told each group one emotion to work on; the workshop consisted of creating a story using their imagination with the emotion.		

The workshop consisted of creating a story using their imagination with the emotion. The children are really creative and it is a tool they use every day, because of that, it is convenient and important to use this tool to develop and encourage them the different abilities they have beside the communicative skills. During the creation of the story, it could be seen they were using words like sadness, happiness, scare, one, fox, night and words they had learned from the fairy tales they read before. It was a good workshop, because in addition to work in their creativity and writing skill, kids were excited to show the stories created by them making use of body language . It is important to say that the stories were made mixing English and Spanish and in a way, they would not feel any inhibition to express themselves, we could note that kids had improved their communicative skills in English, due to the vocabulary and the way they used English in their stories.



picture 8 Children working as a team using their creativity.

Workshop N. 10			
Activity name	OUR STORIES	TIME	60 minutes
Technique	Arts and Craft	FOCUS	<p>The little red riding hood</p> <p>Snow white</p> <p>The frog prince</p> <p>The little red hen</p> <p>The three little pigs</p> <p>The tortoise and the hare</p>
Materials	Foam, scissors, colored, pencils, markers, glitter, cardboard		
Objectives	<ul style="list-style-type: none"> ● To create a favorable environment for the communicative skills in English. ● To develop in children the communicative English skills through theater. 		
Settings	The students made masks according to the characters from the tales they had been working on.		
Procedure	At the beginning of the workshop, the group was divided into subgroups, separating them in the story every group was working on. Every group chose where they wanted to work. Besides they were given the freedom to work in a comfortable way to let them have a free imagination.		

During the last workshop, we noticed that children were really motivated when they were making the masks, because they were using different materials that allowed them to use their imagination. Material such as foam, scissors, colored pencils, markers, glitter etc. In this way, the objective to create a good learning environment to improve the development of communicative English skills in the third graders was fulfilled.

Besides, despite of the kids could not communicate all the time using complete sentences, it was evident the use of vocabulary in phrases that they used, talking about colors, the characters names like fox, tortoise, Red Riding Hood, words like please, thanks, mirror on the wall are just some examples of the vocabulary that kids started to use even outside of class. It was awesome because we could see a lot of interest in the workshop, plus the way they helped each other even when they did not have enough material to work with. But the most important was that they were improving their communicative English skills while they had fun.



picture 9. Students creating their masks.



picture 10. Children showing their creations.

13 CONCLUSIONS

In this chapter, we express the conclusions from the results of the development of theatrical practice as a pedagogical strategy, including the final data analysis of this process. In this case, it could be noticed because of direct contact during the OPE (Orientation of the Educational Process) that the children had some difficulties in their communicative English skills. One of the reasons is that the school does not have a teacher graduate in Modern Languages and also, because English is not considered a priority in Colombia's public school system. According to our main objective, which was to implement the theatrical practice as a pedagogical strategy for the development of communicative English skills in the third grade students of the *Institución Educativa Francisco de Paula Santander*, the data analysis determined that it was possible to implement the theatrical practice because we had the support of the school coordinators and the parents of the third graders; besides the participation and attention of the students as well as the hard work and long hours put in by the researchers.

It is safe to say that through the theatrical practice the children improved their communicative English skills; since they learned new vocabulary and expressions that became part of their lexicon and they used that vocabulary in the workshops even making a mixture of Spanish with English. Also, during the development of the workshops, they understood when we referred to them, also when we asked them to do certain task and answer certain questions in English. However, we think that it is necessary to rethink factors such as the time and space of the workshops in order to improve the results. Even so, it can be stated that one of the main objectives of this project was fulfilled, because they achieved their goal of improving their

communication in English compared with the English level that they had at the beginning of the workshops.

While carrying out some workshops, the space was taken into account and thus the second specific objective of this research project that is to create a favorable environment for the development of communicative skills using the theatrical practice was fulfilled. Through observation, the environment is something fundamental for the development of communication skills and that is why the workshops were made in a space totally different from the classroom, such as the courtyard for example. That increased the children's motivation and the students became more participative; they were willing to do everything asked of them. In addition to conducting workshops outside the classroom, we worked with materials that were not commonly used in the classroom such as foam, scissors, colored pencils, markers, glitter etc. The children made their own costumes and thus the workshop became as playful as it was educational.

When learning methodology became enjoyable, the process became quicker, with better results, as well as better retention of the materials taught in any given workshop. It is important to note that even if the implementation of the theatrical practice was possible, it was a difficult task because the school did not have the necessary means to accomplish its goal of developing the implementation of the theatrical practice that included active participation through movements and gestures as well as storytelling and acting out words, phrases and their definitions. Other things hindered the workshop's development. Items such as, books, costumes and set materials were in short supply, as well as a space where the kids could perform their theatrical English workshops.

That is why when we started the implementation of the project we had to adapt each workshop to the materials and space provided on any given day. In addition, due to the time constraints there was not enough to fully implement our vision for the theatrical workshop, because we just worked with the third grade students one hour per week, we were unable to give them the full spectrum of study tips and learning materials to aid them. The process that was developed relied heavily on participation of one or more people. However, they improved their listening skills and their oral pronunciation even with the lack of funds, time and space.

There was a marked improvement in the English communication skills in the children to prove that, theatrical practice as a pedagogical strategy, works. Something really important to take into account is that the affective filter was relevant in our project and we could notice it because children acquired more confidence, team work, love and motivation to learn English. Finally, it is necessary to think about how essential it is that the school has didactic materials to encourage the learning of the kids and that is why we proposed to the school to implement the theater as a pedagogical strategy for the development of communicative English skills since this project promoted spaces to stimulate the students creativity and in this way the development of communicative skills.

14 SUGGESTIONS

According to the analysis it is considered that is important to take into account the next suggestions in order to improve the development of the theater workshops and in this way to have better results in the objectives of the present project. It is convenient that at the moment of implementing the theatrical practice, the time would be considered because one hour per workshop is not enough. Besides, it is convenient that the school promotes spaces destined for the development of the workshops, as it would be convenient for the school to have a library with didactic materials, tales and short stories in English.

Moreover, it is proposed the implementation of communicative and voice management workshops in Spanish to facilitate and improve their English process. In the same way, it is suggested to adapt a teaching and learning space that can be used to work with audiovisual projects, with devices in good conditions that can be used during the class's development.

On the other hand, it is necessary to integrate teachers in artistic activities in order to acquire in the classrooms techniques to apply them, and in this way they are going to improve teaching and learning practices, integrating in this way, children in activities where they can show their acquired learning and increase their motivation towards the knowledge of English as a second language.

Finally, it is suggested to include in the school curriculum ludic alternatives in order to develop the communicative skills in English as in Spanish; besides, to work in their affective filter in a positive way, improving their learning process and daily life.

15 APPENDICES

15.1 Appendix A: informed consent



Universidad del Cauca
Facultad de Ciencias Humanas y Sociales
Departamento de Lenguas Extranjeras
Programa de Licenciatura en Lenguas Modernas Inglés-Francés
Comité de Práctica Profesional



CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES

Estimado padre de la familia o acudiente

El propósito de este estudio es implementar la práctica teatral como estrategia pedagógica para el desarrollo de las habilidades comunicativas en inglés de los estudiantes de tercer grado de la Institución Educativa Francisco de Paula Santander del municipio Santander de Quilichao. Por ello, se realizarán 12 sesiones de teatro en inglés durante el horario académico en la institución con duración de 1 hora; en el cual se trabajará la expresión corporal y juego de roles en inglés, y cuyos talleres serán grabados. Por lo anterior, yo _____ mayor de edad, padre, madre o acudiente del estudiante _____, he sido informado acerca de los talleres y grabaciones que serán realizados por las estudiantes de la Universidad del Cauca Josephanny Guesó, Dulit Zuñiga y Laura Muñoz.

Luego de haber sido informado sobre las condiciones de la participación de mi hijo en los talleres y grabaciones, y comprendido el propósito, entiendo que:

- La participación de mi hijo o los resultados obtenidos por las personas encargadas no tendrá repercusión o consecuencia en las actividades escolares, evaluaciones o calificaciones del estudiante.
- Al finalizar las sesiones, los datos recolectados a través de los instrumentos serán utilizados en el trabajo de grado de las estudiantes encargadas.
- No habrá ninguna sanción para mi hijo o estudiante del que soy acudiente en caso de que no esté de acuerdo en participar.
- La identidad de los niños no serán divulgadas y los nombres serán cambiados.

Atendiendo a la normatividad vigente sobre consentimientos informados (Ley 1581 de 2012 y Decreto 1377 de 2012), y de forma consciente y voluntaria.

[] DOY EL CONSENTIMIENTO

[] NO DOY EL CONSENTIMIENTO

Para que mi hijo sea parte de los talleres de teatro en inglés y en las grabaciones a realizar en la institución educativa.

Nota importante: aquellos padres o acudientes quienes dan su consentimiento para permitir al estudiante participar de los talleres, favor enviarlo con el uniforme de educación física. La fecha de iniciación para esta actividad será el 28 de septiembre de 7:00 a 8:00 am y posteriormente les estaremos informando de las siguientes fechas.

Firma _____

15.2 Appendix B: Field dairy samples

Workshop 1

Objetivo 1	Objetivo 2	Objetivo 3
<p>Desarrollar las hab. comunicativas en inglés x medio del teatro</p> <p>Por medio de los indicadores de los investigadores los niños logran comprender los comandos ya que se puede notar ampliamente que los niños siguen los comandos indicados x ellos. Hubo un aprendizaje significativo dado que los niños aprendieron la mayoría de los comandos siguiendo los indicadores x las investigadoras y expresándolos de forma verbal.</p>	<p>Crear un ambiente propicio para el desarrollo de las hab. Com a través de la práctica teatral</p> <p>Los investigadores lograron involucrar a todos los niños en las actividades ya que todos demostraban mucho interés y conosidad por las actividades propuestas, participaron y con buena disponibilidad.</p>	<p>Proponer a la institución la implementación del teatro como herramienta</p> <p>Para la realización de este primer taller se pudo contar con un espacio amplio donde los niños pudieron realizar las actividades propuestas por los investigadores tales como correr, caminar, saltar entre otras</p>

Workshop 6

Objetivo 1	Objetivo 2	Objetivo 3
<p>Desarrollar las habilidades comunicativas en inglés x medio del teatro</p> <p>La lectura es uno de las competencias comunicativas y el día de hoy se pudo notar que a los niños se les facilita leer en inglés debido a que ellos ya tienen desarrollada dicha hab. en español. Al momento de la lectura ellos tienen un buen tipo de voz y pronunciación pero sobre todo ellos logran tener una idea de lo que estaban leyendo. Además se pudo observar que los niños logran almacenar bastante vocabulario</p>	<p>Crear un ambiente propicio para el desarrollo de las hab. comunicativas a través de la práctica teatral.</p> <p>Al momento del ejercicio de lectura se ve a los niños muy animados para este ejercicio. El tono de voz usado para corregir algunas veces su pronunciación los motiva más. Además, el uso de dispositivos para realizar este ejercicio y la técnica usada para ver si ellos están comprendiendo lo que leen hacen de este un ambiente propicio para el desarrollo de este workshop.</p>	<p>Proponer a la institución la implementación de la práctica teatral.</p> <p>Se cree conveniente que la escuela implementara la adecuación de una biblioteca con material didáctico y cuentos e historias cortas para promover la lectura en inglés ya que consideramos que esta competencia es muy importante para el desarrollo de las habilidades comunicativas en los niños.</p>

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