Enhancing eleventh graders' speaking skill through communicative tasks based on storytelling and short performances at a public institution in Cimitarra, Santander in Colombia

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Abstract

In Colombia it is noticeable that despite the efforts of the National Ministry of Education, schools and teachers' commitment to improve the teaching- learning practices of English as foreign language, the students are still having limitations at the moment of using the language in communicative contexts, and it is reflected, for instance on the results of the Pruebas Saber ICFES. As well, many times this is due to not only because of the language itself, but because it is necessary to implement other communicative strategies that enable the students to feel engaged with the language, and that at the same time can encourage them to use it in the contexts in which it is needed; which is mostly the classroom.

Henceforth, in this qualitative research framed in an Action Research it was possible to document what the implementation of communicative tasks based on storytelling, music and short performances revealed about eleventh graders English speaking skill in a public institution in Cimitarra, Santander in Colombia. In order to provide an answer to the research question, seven Task- Based- Approach communicative tasks based on theater, music and storytelling were implemented. Video recordings and two interviews were used for data gathering. Findings revealed that these communicative tasks guided and helped students not only to improve their speaking skill but also their self-confidence at the moment of using the language in front of their partners. They also supported them to interact in a better way; likewise, encouraged and pushed them to express themselves, to use their imagination and put into practice not only their prior knowledge but also their autonomy and creativity.

Key words: speaking skill, communicative tasks, storytelling, music, educational theater.

Resumen.

En Colombia es notorio que a pesar de los esfuerzos del Ministerio Nacional de Educación, el compromiso de los maestros e instituciones por mejorar las prácticas de enseñanza y aprendizaje del inglés como lengua extranjera, los estudiantes aún presentan limitaciones al utilizar el idioma en contextos comunicativos, y esto es reflejado, por ejemplo en los resultados de las Pruebas Saber ICFES. Además, esto no es solo por el idioma en sí, sino porque es necesario implementar otras estrategias comunicativas que les permitan a los estudiantes sentirse comprometidos con el idioma y que puedan animarlos a usarlo en contextos en los cuales es necesario, que principalmente es en el aula de clases.

Por lo tanto, en esta investigación cualitativa enmarcada en una Investigación Acción se pudo documentar lo que reveló la implementación de talleres comunicativos basados en la narración de historias, música y presentaciones cortas de teatro en estudiantes de grado once en una Institución pública en Cimitarra, Santander en Colombia. Con el fin de dar respuesta a la pregunta de investigación, se implementaron siete talleres comunicativos con un enfoque basado teatro, música y narración de historias. Para la recolección de datos se utilizaron dos entrevistas y grabaciones de video. Los hallazgos revelaron que los talleres comunicativos guiaron y ayudaron a los estudiantes no solo a mejorar su habilidad de habla, sino también la confianza en sí mismos al momento de usar el idioma en frente de sus compañeros. Los talleres también los ayudaron para que interactuaran mejor; Así mismo, los animó a expresarse, a usar su imaginación, a poner en práctica no solo sus conocimientos previos sino también su autonomía y su creatividad.

Palabras clave: habilidad de habla, talleres comunicativos, narración de historias, música y teatro educativo.

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Introduction

The target of this project is to enhance speaking skill in the students. The speaking skill is one of the most important skills for humans since it allows us to communicate and express ourselves. Therefore, it plays an important role in our EFL classrooms where the goal of the teaching practice is communication. However, something happens inside our classrooms which has become a common issue, and it is that the students are not using the target language to communicate. There is a big gap between the goals and the results, and they are evidenced when the National State Exam, ICFES results come out; and not only in the exam results but it's evident in the classrooms. Students seem to be scared of using the language with different purposes than solving tasks in the classroom, and when they leave the room, the foreign language is not used at all. However, even inside the classrooms the language is not used to communicate, and sometimes it is because of the lack of motivation or confidence in the students. In addition, many times the fear of being judged or that someone laughs, inhibits the students to use the language to communicate their ideas. Therefore, it is the teachers' duty to seek strategies that enhance students to develop their communicative skills, to leave the fear aside and push them to use the language.

Consequently, this project's concern is about the possible effects of implementing communicative tasks based on storytelling and theater, on eleventh graders of a public institution; that is why I decided to create seven Communicative Tasks to see the effects on the students' speaking skills. These communicative tasks were designed to guide the students with tools so they could start from basic and simple tasks to the last one in which

they had to do a short performance. In this final task students had more autonomy at the moment of performing and writing the script. I decided to do this project because at the beginning of the teaching practicum I could observe that students were very reluctant to speak, and then, through a short interview, I applied the Needs analysis, then I could confirm it. Students mentioned speaking was one of the most difficult skills for them despite it being one of the most practiced one. That is why, I decided to start this project focused on improving the speaking skill of my Eleventh grader students. In addition, I decided to include educational theater inside the tasks because it is a helpful tool when teaching a foreign language, also music was included as the '*students mothorese'* because it creates a comfortable environment and motivates students to use the foreign language. Finally, I included Storytelling because through theater students are able to explore themselves and put into practice their knowledge, express their ideas and use the target language in imaginary contexts.

To achieve this, it is necessary to implement new strategies inside the classroom so students can be motivated and encouraged enough to use the language, to be able to create something new, to express their ideas, and most important to practice and improve their speaking skill. Through this, students will be able to use language according to their level, learn new vocabulary and lose the fear of talking. Nevertheless, they will not only practice their speaking skill, they practiced writing, listening and reading through the checking and listening of others' scripts. By writing their own scripts, they will be able to demonstrate how much they have improved. In order to do this, I implemented the Task Based Approach (TBA) as the methodology which allowed me to design tasks with a cyclical pattern having in mind its three stages. Those stages permit me to adapt the Communicative

tasks to my students' level and at the same time push them to learn more. As the TBA involved real communication and at the same time they involved theater, the development of the tasks were easier for them so they could perform as if they were in a real situation and use the language smoothly.

Likewise, it is relevant that this research project is the continuation of my In-depth Investigative Pedagogical Practicum that I developed during the second semester of 2021 until March 2022.When I finished my Teaching Practicum, I decided to continue with this topic and deepen this research as I noticed that it would be useful as a graduation method. Henceforth, sometimes I refer to the first and second part of the project, because I continue with the project almost four months after I finished the Pedagogical Practicum.

Likewise, it is important to mention that throughout this chapter, it is possible to see the reasons for carrying out this research, the problem statement, as well, the purpose taking into account the problems that will be mentioned in the problem statement. Additionally, this action research aims to promote the speaking skill adapting TBA strategies to support the teaching process and at the same time, to be able to catch students' attention through communicative tasks based on theater and storytelling; which gave students autonomy and helped them to feel more confident when using the target language.

Finally, in each chapter you will find first, introduction, justification, problem statement and the research question with the objectives. Next, there is the Literature Review. Right after, the methodology, then instructional design and the data analysis. Finally, the conclusions, references and the annexes.

Chapter I

Rationale

Nowadays EFL classrooms are facing some issues regarding student's communicative skills. Students are not using the target language to express their ideas and that is something that affects students' progress. In particular, it is clear that students do not talk, and the only moments when they do it is with pre-scripted dialogues. As well, it is important to mention that many times this happens not because students do not know how to communicate, it can be for lack of confidence, fear of being laughed at, lack of vocabulary and lack of motivation. Therefore, it is teachers' job to look for ways to enhance students to improve their communicative competence, which leads to the improvement of the speaking skill.

Bearing in mind the above mentioned, this research project is relevant because it gives a vision about how through communicative tasks based on theater and storytelling inside the EFL classroom students can improve their speaking skill. As well, doing this research project is important because it can help other students/teachers to see how some strategies can be implemented taking into account the CLT as the approach and TBA as the method. This research can help them to guide their students to improve, as well, to upgrade the teaching practices for the student-teacher as the learning process for the students. Likewise, in order to achieve my goal, I planned a series of communicative tasks that helped me to find an answer to my research question.

Moreover, because it helped students to improve their oral skill, as well as they could improve their self-confidence, learn more vocabulary, were more motivated to speak English in front of their partners and what is more important, using more the target

language to communicate their ideas. Nevertheless, this project does not only have an impact on the students but also in the institution because it motivates teachers to implement new strategies that engage and encourage their students to use the foreign language inside the classroom. Additionally, the combination of the three tools: theater, music and storytelling have helped students to explore and discover their capacities and their likes, sometimes they did not know that through one of them they could practice the language in an easier way.

Likewise, implementing these tools, either separately or together can be of great help to enrich students' skills. Further, I can say that doing this research project has made me rethink and unlearn and learn new things, not only for my personal life but also as a teacher. I have been able to see that many times what worked before will not work in the same way in the future, even with the same students. As well, I have learnt that these tools are not only helpful for the students but also for the teacher, who is in constant learning.

Besides that, all along the development of the project I was taking into account what the National Minister of Education MEN stated in the document of "*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés"* (2006). The National Minister of Education seeks that all the Colombian citizens can communicate in English so they can be part of the global communication processes and carry the culture to other places. Concerning the achievement of upper grades, the MEN aims that students can graduate with a B1. The document has established what students should know and should be able to do at the end of a school year. To illustrate, in regards to the focus of this Research, the National Minister of Education states that an eleventh grader should be able to use the appropriate vocabulary to express their ideas, students should be able to start, maintain and close a

conversation in a natural way, express themselves with confidence and trusting their own knowledge, etc. In the same way, it was possible to evidence from the results of the interview through the check List that after the implementation of this research, it was possible to evidence that despite there is a lot to do, students do accomplish most of the standards (See Annex 11). For example, most of them were able to use appropriate vocabulary to say what they wanted to say. Likewise, students were able to express themselves with confidence, they were able to start a conversation and keep it; also were able to use metalinguistic elements so they could make clearer what they were saying; nevertheless, all this was not only evidenced in the checklist results but also in the video recordings of the implementations of the last communicative tasks, which compared with the first tasks an improvement is clearly visible.

Henceforth, all the communicative tasks were designed keeping in mind the standards which indicate the things students should be able to do according to their grade; as well as their capacity since they all belong to the English technique in which they practice the language more than the other grades. In the same way, it helped me as a future teacher to rethink my own teaching practices and strategies I have been using since I started this beautiful but not easy path as a teacher. All the time I spent developing this Action Research, I was able to question myself if the way I was taking was the right one, but at the end of the project, I was able to say that everything was worth it and that I learnt more from this, than I thought I would.

Besides, I have been a student as well, I have been learning English as my foreign language since I was in high school and I faced issues at the moment of learning the language. I was scared of talking because inside my head my English was great but when I

opened my mouth to say something, I felt it would sound totally different and without sense; therefore I know how they feel and I want to help them to be able to talk freely without being afraid. For that reason, I wanted to be that kind of teacher I wanted and needed in high school.

Finally, I can state that this research project can open a new path for other teachers who want their students to improve their speaking skill through communicative tasks that involve theater, music and storytelling, as well as it leads to questions that can be the object for another research project. In the next chapter, you will find the problem statement, in which the problem is stated in a detailed way. As well, how this project emerged and what the reasons that motivated me to work on it.

Problem statement

Nowadays we are facing foreign language limitations inside our classrooms, students are scared of talking. They are afraid of being judged, they are afraid of being laugh at if they mispronounce any word. That is why students are scared of talking in front of their classmates and their teachers. According to Ratnasari (2020) there are a variety of factors that inhibit students from speaking like the lack of vocabulary, the lack of motivation, shyness, and lack of confidence. That is the reason students do not feel engaged and motivated enough to participate and to use the language.

Furthermore, it is clear that the speaking skill has been the focus of many studies worldwide. Regarding the international context, the next study exemplifies how the speaking skill is addressed internationally. Rima, Mona and Nahla, (2011), carried out an investigation wondering how motivation played an important role inside the EFL classroom

in Lebanon. There, they could see that despite English being always taught as a second language in most of the schools and it was used to teach the other subject, students still had issues at the moment coping with the classes in the university. They could find that some of the factors that influence on students' learning process is: having clear the motives and purposes of learning the language, the contents and the teaching methods play a major role at the moment of motivating students, the positive experiences while learning can make huge impacts on the confidence of students while using the language; the attitude and the motivation, the accurate feedback, among others. The results of their study show that teachers and students feel disconnected with the English courses, since it was mainly focused on writing. Students felt that teachers needed to make the classes more interesting and teachers thought students should make more effort. However, it showed the need to rethink the English classes, looking for ways in which could help students to feel engaged and motivated to learn the language and use it not only in the written form.

Speaking in a closer context, for example, in Latin America the study of English and the speaking skill has been widely implemented in most of the countries of Latin America; the main purpose has been to improve and facilitate the learning of the foreign language inside the classrooms. However, the learning of English is limited only to the classrooms and most of the population has scarce knowledge about English. As Álvarez Marinelli (2016) states that most of the surveys applied in Costa Rica showed that only 10% of the population speak English, as well as in México and Chile, in Brazil only 5% and in Colombia only the 4%. These percentages show the big gap that still needs to be fulfilled inside classrooms. Regarding the Colombian context, Cronquist and Fizsbein (2017) stated that the Colombian government has implemented various programs like *Colombia Bilingüe*

(2014-2018); as well as the Inter-American Partnership for Education IAPE (2007) all these programs are based on collaborations of volunteers like Fulbright Colombia and the ONG international Worldfund. These programs have had a good impact on students who have shown good improvements regarding their participation by using the language inside the classroom and in their motivation and enthusiasm for participating in the classes.

Regarding the national level, Peña and Onatra (2004), carried out a research project in which they exposed why the spoken language is used less confidently by students inside the classrooms. They carried out their study in a public Institution in Bogotá. They adopted the TBL as the methodology since it is focused on the student and included in the tasks rich input so students would be able to develop the tasks making use of the given information but also making use of their own knowledge and decisions. They could find at the beginning of their study that many of their students were very interested in the speaking activities, some of them were reluctant to participate and when they forgot any words opted to remain in silence, as well, others did not want to participate because they felt so ashamed or afraid to talk in front of their partners.

In the results they could find three patterns from the collected information. The first one states that making mistakes is a path for learning, since students are conscious of what is correct and what is not through the correct feedback. The second one has to do with the strategies students used in order to not lose track of the conversation, they would invent some words, generalize and transfer so they could make themselves clear, even if the listener did not understand they would not correct the mistakes so the conversation would flow. The last pattern the researchers could find was related to the difference between talking to others and talking with others. When students were talking to others with short

participations, the fluency was better than when they were talking with another person and had more information to say. In this case, the pauses were longer and the use of pet words was more evident.

Despite the efforts of the National Ministry of Education (MEN) by implementing English national programs like, the *National program of bilingualism* (2006-2010), the program of Strengthening the *Development of Competences of Foreign Languages* (2010-2014), and the *National Program of English* (2015- 2025); students still have limitations at the moment of learning and using the language, therefore, speaking the foreign language in front of others, is still one the skills and this is reflected not only in the results of the National State test ICFES but inside the classrooms.

Concerning the English level of students in the Santander department, the problem is still the same. The ICFES results show a huge gap between the private institutions and the public ones. The results show that the level of the students in the nonofficial or private institutions are always higher than the public ones and not only in English but in all of the subjects. **La República, (2022).** These results make clear that there is a gap in the way we are teaching and promoting the use of the foreign language inside our classrooms. Those results are an invitation to make changes in the process of teaching English as the foreign language, more specifically in the way we enhance the speaking skill inside the classroom.

However, not everything is bad, teachers have done a good job implementing the National Minister of Education's programs inside their classrooms. According to a press notice from the NewsPaper "*El Tiempo",* the results of the ICFES have shown an improvement compared with the other evaluated subjects; yet the 75% of students reach the

level **A-** and **A1** and the 2% reach the **B+,** which is still not one the highest levels in the international standards. Chacón. M, (2022)

Besides the great effort and research done by institutions and teachers there is a lot to do in this regard. Sometimes, the only opportunities that students have to practice speaking inside the classroom is when they read short dialogues with a classmate; however, those dialogues are already written in the course-books, and those are not students' own ideas. They just repeat what is written and do not use their own skills. Although speaking skill is sometimes one of the most practiced skills inside the classroom, it is still one of the biggest weaknesses. Also, what happens is that the ones who are confident enough are only ones that talk and the ones who feel afraid stay silent, this leads them to feel more unconfident and uncomfortable to speak.

Besides, it is significant to mention that this project emerged on the one hand, from my pedagogical practice, which started in the second semester of 2021 and finished in April of 2022. First, when I got into the institution, I did some informal observations in order to identify students' weaknesses and strengths regarding their English skills. During these observations, I could identify that, at the moment of speaking, most of them were reluctant to participate and the ones who did it, were kind of afraid and many times had to use the mother tongue as help, because they did not have the enough vocabulary to express their ideas and sometimes were to nervous that they forgot the words.

After my informal observations, I applied a Needs analysis through a short interview, on my eleventh grade students, whose answers allowed me to see and confirmed my initial insights. (See Annex 9) One of the skills that students said they needed to practice more was speaking. As well, after the first tasks were applied they still struggled a

lot to express what they wanted to say in complete sentences, most of the students stated that it was because of lack of vocabulary and other times because of shyness or lack of interest. (See annex 10) The results of the Needs Analysis showed that despite the speaking skill was one of the skills that they practiced more, it was the one they found more difficult. To illustrate, when they were asked which skills they practiced the most, they answered listening and speaking, and to the question that referred to what were their weaknesses at the moment of learning English, students said it was speaking (See annex 9, questions 3-6). Likewise, in the results of the Needs Analysis it is clear that students think that speaking is one of the most necessary skills at the moment of learning a new language. Their responses left clear that it was necessary to do something that could help them to improve their speaking skill.

Straightaway, in order to be able to enhance students' speaking skill through plays I have stated a research question that will help me to lead this project in order to be able to achieve what I have stated in the problem statement.

Research Question

- What does the implementation of communicative tasks based on storytelling and short performances reveal about eleventh graders' English speaking skill at a public institution in Cimitarra, Santander in Colombia?

General Objective

- To document what the implementation of communicative tasks based on storytelling and short performances reveal about eleventh graders' English speaking skill in a public institution in Cimitarra, Santander in Colombia.

Specific Objectives

- To report the possible effects of using communicative tasks on students' speaking skill.

Chapter II

State of the art

In order to have a broader view of the fundamental elements that take part of a project like this one, in this chapter it will possible to observe other research projects that have implemented theater/ role plays, storytelling and music inside the classroom to improve students' speaking skill. Therefore, in this chapter it will be possible to have a view over some projects that have implemented role-playing, creative drama, storytelling and music instruments inside the classroom to enhance students' speaking skill. All the studies will be presented from the international, national, and regional level.

Regarding the international level, in the first place, Criollo Erazo (2018) carried out a descriptive, bibliographical and quasi-experimental investigation in which he aimed to analyze and determine the effects of the use of role playing for the speaking skill development. The participants were 35 students of the English sufficiency program of the Escuela de Formación de Soldados in Shell-Mera, Ecuador. In order to gather information he implemented a pre-test and a post-test. He divided the group into two, the control group and the experimental group. The pre-test was applied before the role-playing activities. He collected the data in a quantitative way, after collecting it he tabulated, analyzed and interpreted it through Excel. He compared the scores between the pre and the post-test. The analysis was divided into two parts, the first one was about basic personal questions and in the second students interacted among them. After analyzing the data, the results showed that at the moment of the diagnostic most of them showed low and unsatisfactory grades; however, after the role-playing activities the test showed that it had a positive effect. Most of the students from the experimental group had excellent grades, which showed that the

treatment of role-playing activities was a helpful tool to foster not only students' speaking skill but also personal competences.

This research differentiates from mine in the aspects that this is a quantitative, descriptive and quasi-experimental research that analyzed the results in a quantitative way and not in a qualitative way. Besides, something this project complements is that this one also uses role-playing in order to improve students' speaking skill. Finally, this research contributes to this one in the way that it is also important to bear in mind students' personal competences like their social skills.

In the second place, Saraç (2007) carried out a qualitative research study in which she wanted to determine if creative drama was a helpful tool to foster the English speaking needs of young learners. The researcher conducted eight English lessons in which the creative drama activities were conducted. The study was carried out in Ankara, Turkey. The participants were 25 international students in ages between 7 and 9 years old. To gather information the researcher used students' journals and lesson observations. With the lesson observations the researcher could observe and compare students' speaking skill; as well, with the students' journals students could reflect on their feelings and expectations after each lesson was applied. The data was analyzed through coding techniques and it is divided into two parts. The first one is to analyze students' emotions before, during and after the drama activities. The second one concerned the students' speaking skill and if it was reflected on their journals through their own analysis. Regarding the results, at the beginning of the creative drama activities students were not feeling positive about them, however during and after the activities they felt happy and found the activities fun. They aimed to participate in the activities and felt safe and relaxed. Those activities helped

students to gain confidence in themselves; also helped them to start self-correcting, rephrasing and use more vocabulary then the one they used to. Finally, it was possible to see that students developed confidence at the moment of speaking because they learned more vocabulary so they could manage conversations easier also, the activities enhanced student's participation inside the classroom. Something very remarkable is that students could actively participate in their process, they were aware of their own performances.

This project is important to bear in mind because it gives a clear example of what I expect from doing this research. This project differentiates from mine in the fact that its participants were young learners that already spoke English due to the fact that they were from different countries. This research project complements my project in the fact that this one enhances students' speaking skill through creative drama, activities that seek to improve not only speaking skill but also seek that students can feel comfortable and safe to use the language inside the classroom. Finally, this research contributes the one I carried out in the way I can look for ways to implement activities that not only enhance students' speaking skill but also look for ways that help them to feel comfortable, free and safe to use the language not only inside the classroom but in real life.

In the third place, regarding the studies that implemented the storytelling dos Santos Gonçalves, *et al*. (2019), implemented a qualitative study and a descriptive analysis, in which they sought to improve the speaking skill through storytelling of 22 secondary students of a Catholic institution in Sao Paulo. The researchers applied a pre-test and a posttest by which they could compare the results. The researcher carried out an Action Research, they divided the investigation in two cycles and the class, in two groups, the class A and the class B. One group developed the test called "Everyday Activities" and the

second one the “Yesterday Activities”. As well, the researchers used observation to gather data, through a table with the standards that worked as the evaluation criteria. After the application of the pre- tests and the post-tests, the researcher clearly observed significant differences in their students' results. The researchers could find that using storytelling inside the classroom can help students with low and medium abilities to interact among themselves by using the target language.

Regarding National level; Barros, *et al.* (2015) carried out a case study using the qualitative approach in which they aimed to analyze and describe how the use of role plays could improve the oral skill of a group of students. The study was carried out in Santa Marta at the University of Magdalena. The participants were 21 students of the Hotel and Tourism program of the University. To gather the information, they implemented a diagnostic oral test to compare it with the one implemented at the end of the course. As well, they observed the classes, to see the students’ oral performances during the classes. Also, they collected information through video role plays. Through this, students could video tape themselves to see their performances and recognize mistakes. Finally, at the end of the course they implemented a structured survey to know the students’ opinions about the activities and their process and progress related to their oral skill. After analyzing the information, they could find that at the beginning when they applied the diagnostic oral test most of the students did not have an acceptable level to the one they were supposed to have. As well, when they observed the classes, they could see that most of the students thought about role plays as a means of improving their oral skill and were always inclined to participate in the books' scripted role plays. Regarding the video role plays that students did, most of them were very good at pronunciation, enunciation and fluency which means

that the scripted role plays can help students to improve their oral skill. On the final survey they could evidence that students felt confident about their oral performances, as well, that they had improved and felt more confident to speak English.

From this study, it is possible to observe that even the scripted role plays can help students, not only to improve their oral skill regarding fluency or pronunciation; but also, it helps them to improve their confidence at the moment of using the foreign language. It differentiates from the one I plan to carry in the fact that this uses scripted role plays. It complements mine in the fact that in its results students could not only enhance students' speaking skill but help them to gain more confidence about their oral performances.

As well, Cadena Aguilar, *et al.* (2019), carried out an action research in Bogotá, which aimed to see the possible impact of the *Daily 6* approach on thirteen students' oral fluency, who belonged to upper-middle socioeconomic class. The researchers applied a Needs analysis which showed that students had a B1 English level however, they struggled a lot which lowered their level to A1. As well, the data was collected through surveys, tests, a teacher's journal and a video recording. The researchers implemented the *Daily 6* in 27 hours, divided in three stages. The first stage was called: "Foundation Lessons". In this first stage students were introduced to the *Daily 6.* The second stage was called "Implementation Lessons". This stage had 6 steps to be completed; when students were in the last step they had all the tools they needed to complete a final task, which was a voice recording. As the task was developed by students alone and the final task was a voice recording, they reduced the stress and they could choose the topic they wanted to talk about. The final stage was similar to the second stage, students had to post the voice

recording and then leave comments on partners' voice recordings. All these, encouraged students to feel more motivated and engaged with the tasks as well as their independence.

In the results, the researcher could find that the Daily *6* approach had a good impact on students' participants. It helped students to improve their fluency since the tasks decreased the anxiety levels, it fostered their motivation and gave them the opportunity to enhance their autonomy to choose the topics and gave them the opportunity to practice speaking by developing the last step of the stage. Something that really helped students to improve their oral fluency was that they could self-assess and correct their mistakes themselves so they were aware of their mistakes and their progress, which encouraged them to keep improving. This research relates with this one in the fact that I am also aiming to improve my students' speaking skill through tasks that are focused on giving them tools so they can complete the task and at the end produce something that is related to their context. As well, students are aware of their mistakes by the feedback that is given to them at the end of each task and they have autonomy to perform and are encouraged to use the target language.

Likewise, Montoya Marulanda (2019) carried out an action qualitative research in which he wanted to identify the effects of using a musical instrument and singing to promote oral production in a fifth grade EFL classroom. The investigation was carried out in a public institution in Antioquia. The participants were forty-three fifth graders. To collect the data the researcher used observation, focus group and interview. The data was analyzed taking as the central point the attitudes form the participants through an inductive approach. After the data was analyzed the researcher could find three categories. Music as a motivator, music in the class management and effectiveness of music in oral production.

The results showed that musical instruments as a motivator tool, it helped students to feel more engaged with the classes, and also it motivated them to go to the front and sing. Many of the students had previous experiences with musical instruments and wanted to participate during the classes. As well, the musical instrument inside the classroom is something that is not common so students could feel engaged and attracted to it. Moreover, it gives students confidence to participate and motivates others to do the same. Finally, it was evident that the students' speaking skill improved in terms of pronunciation and helped the teacher to manage the class.

In this research it was possible to evidence that use of music inside the classroom is a helpful tool not only to help students improve their speaking skill but also it can be useful to manage the students, to motivate them and keep them engaged with thee classes. This study differs from my own in the fact that this uses music instruments as a tool to see the possible effects in students' speaking skill. It complements my project in the fact that it is important to have in mind how I can contribute through my research to classroom management. Another aspect this research contributes to mine is that it would be interesting to consider the use of music instruments inside the classroom not only to engage students but to push them to explore new things inside the classroom.

Regarding the local level, Ramos Holguín, *et al*. (2021) carried out a research project in which the researchers aimed to improve the productive skills through theater. The research was carried out in a public institution in Tunja, Boyacá and participated thirty six eleventh graders. The researcher collected information through recordings, interviews and field notes. The researchers wanted to use theater as a pedagogical strategy to create a "safe environment" in which students could improve their productive skills. After the diagnostic

test was applied, the researchers could notice that the main weaknesses of the students were writing, speaking followed by reading and listening. After all the information was gathered, the researcher used aspects of the grounded theory in order to analyze it. Based on the data, two categories were found. The first one is called *Theater as a way to decrease students' anxiety* and *Theater as a guide to explore language.* The first category has to do with the way students were feeling more relaxed and comfortable as the tasks were being implemented; students felt curious about the topics and then slowly started to get more interested and engaged with them. The second category has to do with the way students are motivated and pushed to use the language through theater. They needed to use all the language skills in order to produce something, but at the same time they were able to explore their creativity by writing their own scripts and performing them. They could explore the language beyond the words. In conclusion, the researchers could find that theater can be used as a method to create a safe space where students can explore and use the language confidently. As well, that using theater inside the classroom can help students to be curious, less anxious and explore not only the language but also themselves, by discovering hidden qualities.

This study contributes to mine in the way that I could understand that teaching the language through different strategies, in this case theater, enhance students to feel more motivated and engaged with the different activities, since it promotes dynamic learning. In the same way, students do not feel pressure to learn something new, but they feel safe and encouraged to express and explore their creativity. Through this, students will learn by doing and be aware of their own process.

To conclude, in this chapter was possible to have a view upon some studies that have implemented role-playing, scripted role plays, creative drama or musical instruments to enhance students' speaking skill, in a broader view it was possible to observe that all of them not only contributed to the improvement of their speaking skill bit as well, in their motivation, their confidence, engagement and with the classroom management. Then, it is clear that the right implementation of activities related with theater inside an EFL classroom is a great and advantageous tool to enhance students' speaking skill.

Theoretical Framework

In this chapter it will be possible to have a broader view over the constructs of this research project. It is important to mention that these theories support and are the basis of the project. The view will form a broader view of the communicative language teaching to a very specific point, to the communicative competence, to speaking skill, educational theater and lastly music.

Communicative language teaching.

The communicative Language Teaching (CLT) is a term to determine the way in which teaching the foreign language has switched from teaching grammatical rules to teaching how to be able to use them in real communicative contexts (Nunan, 1989). The goal of CLT is to "prioritize learners' capacity for communication rather than repertoire of communication… as well, it prioritizes process over content". (Breen, 1984 as cited by Nunan 1989). This means that the main goal of the Communicative Language Teaching is to put the communication in the center of the teaching practice; to form students who are

capable of using the language to communicate with others (Nunan, 1989). In this case, it is important to bear in mind that the purpose of this research project is to foster and promote students' speaking skill, so they are able to properly communicate with others by using the foreign language and evidence the acquisition of the language; that according to Krashen (n.d) the acquisition "refers to the unconscious development of the target language system as a result of using the language for real communication." (Krashen, n.d, as cited by Richards & Rodgers, 1982)

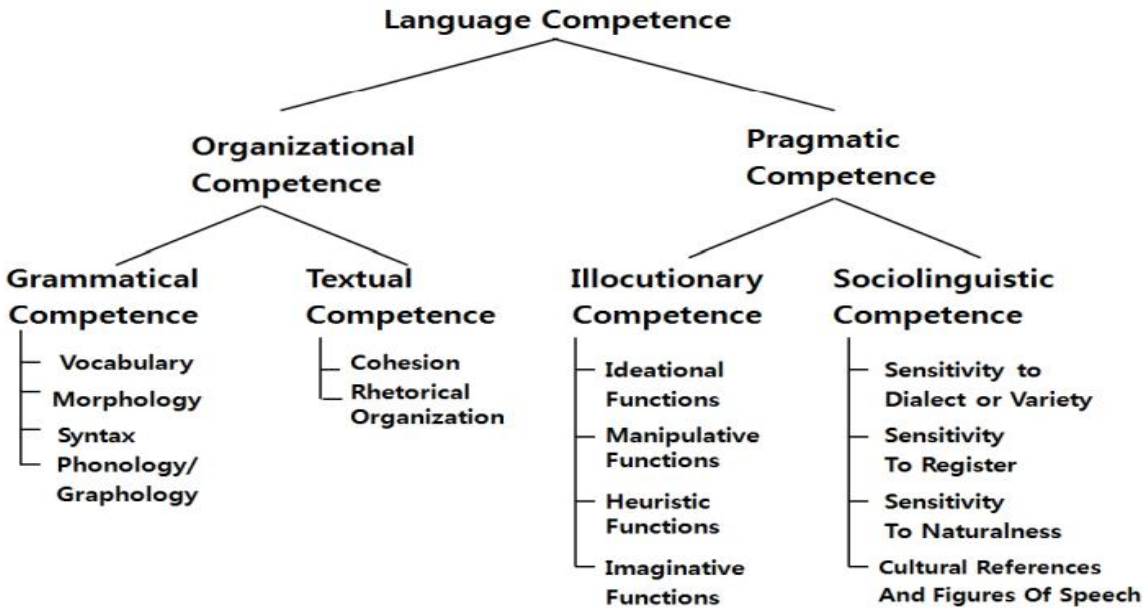
Communicative Competence.

As we can see, the CLT has as its main goal the communicative competence. Then, the communicative competence is when a person is able to use the language for meaningful communication. This clearly involves the grammatical competence considering that it is an "important dimension of language teaching." Richards (2001). As well as, the communicative competence, in turn, has some aspects of language knowledge. As Richards (2001) stated that:

> "Knowing how to use the language according to the purpose and function, knowing how to use the language according to the setting and the participants of the conversations, knowing how to produce and understand different types of texts and lastly, knowing how to maintain the communication despite the conversation limitations. (p. 3)

In view of this, that is the main purpose of this research project. To help students to improve their speaking skill so they can maintain significant conversations inside the classroom and outside of it. To be able to understand and modify their speech according to

the contexts they are in. As well, it is important to bear in mind the grammatical or linguistic, the sociocultural, the pragmatic and the organizational competences. Canale and Swain (1980) defined that the linguistic or grammatical competence has to do with lexical items, morphological forms, syntactic patterns, etc. so the learner must have the capacity to pronounce in a correct way. According to Brown (2006) the sociocultural competence has to do with the alienation of the learner to the foreign culture so students can have a better understanding of the target culture and will assimilate and accommodate their speech to the context. Moreover, Bachman divides the communicative competence into two: language competence and strategic competence. In turn, the language competence divides in two competences; the organizational and pragmatic competence. Each competence divides into two, the organizational competence into grammatical and textual competence and the pragmatic competence into illocutionary and sociolinguistic competence. (Bachman, 1990)



Graphic # 1. Taken from Bachman, 1990**.**

Components of the Language Competence.

According to Bachman, the organizational competence contains the abilities that have to do with the formal structure of the language that are used at the moment of producing and recognizing grammatically correct sentences and their correct order inside the texts.

The grammatical competence has to do with the competences that are necessary at the moment of using the language like the "vocabulary, syntax, phonology and graphology." (P. 87). The textual competence has to do with the rules of the cohesion and rhetorical organization either in spoken or written communication.

The pragmatic competence has to do with the relation of the user of the language and the context of communication in which the user is. According to Van Dijk (1997) it has to do with the "domain of conventional rules of language manifestations in the production and interpretation" (As cited by Bachman, 1990, p.89)

The illocutionary competence has to do with the intention of the speaker when "performing an illocutionary act." This includes how the speaker express the intention and how the listener interprets it. (p.91).Finally, the sociolinguistic competence controls the way in which we perform language functions in a specific context so the user can accommodate the speech to the context. (p.94). In this case all of the competences that were approached are useful to this research because all of them give parameters to guide the path of the investigation. The most remarkable competence is the pragmatic competence because in this, the user puts into practice all the grammatical rules and the sociolinguistic rules at the moment of communicating. To illustrate this, , during the development of the

communicative tasks, the students needed to use all their prior knowledge about the topic and the grammatical rules that they knew and the new ones that were explained so they could develop and complete all the tasks successfully. In the same way, they need not only to perform but also contextualize their partners so they were able to understand the hypothetical situations that were being performed.

English language skills

Language skills are the goal of communicative competence. The use of the language and the context where it is used have a deep connection. In Kumaravadivelu (2003) words, the four skills are normally divided into receptive (listening and reading) and productive skills (speaking and writing) and all of them are commonly practiced inside the classrooms, not separately because they are interrelated. According to Nunan (1999) the writing skill is "the ability to respond to a given stimulus according to some authority" in other words the writing skill is having the capacity to follow the rules regarding grammar, punctuation, etc. (Nunan, 1999, as cited by Yi Jyi-yeon, 2009, p. 57)

The reading skill is according to Bojovic (2010) "a cognitive ability which a person is able to use when interacting with the written text." P. 1. The process of the reading skill includes according to Davis (1968) identifying the words meanings, making inferences, being able to recognize the author's intention and mood, etc. (Davis, 1968, as cited by Bojovic, 2010) The listening skill, according to Wolving and Coakley (1985) is the process of receiving, attending to and assigning meaning to aural stimuli" (Wolving and Coakley, 1985, as cited by Oxford, 1993). The listening skill is the most used language skill, it is part of everyday communication and it goes hand by hand with the speaking skill.

Speaking skill

There is the speaking skill which is the focus of this research project. According to Howarth (2001) the speaking skill is defined as "a two–way process involving a true communication of ideas, information or feelings" (Howard, 2001, as cited by Aida Abd El Maksoud Zaher, 2006). According to Nuradha, *et al*, 2014, it is a fact that the language is primarily learnt through speaking after a long process of listening. (Nuradha *et al*, 2014, as cited by Shafaat, 2017) Speaking is a primary skill in communication and it plays an important role inside the classroom, however many times we think that speaking is just repeating dialogues aloud which most of them are already written. The role of the teacher during a speaking exercise is to try to make students feel comfortable and encourage them to speak. What is more important is to not push them too much so they do not feel overwhelmed or afraid of making mistakes. This happens the most with those students who are reluctant to participate, sometimes it can be because lack of motivation, lack of vocabulary, interest or it is just that they are still developing their speaking skill, in this case, if we as teachers push too much it can cause anxiety on them and it can lead to "slow their ability to process input" (Krashen, as cited by Kumaravadivelu, 2003). It is possible then, as Ellis (1999) states that "the learners who maintain silence may experience less anxiety and so be better able to 'let in' the input" (Ellis, 1999, as cited by Kumaravadivelu, 2003).

Characteristics of speech.

As well, it is important to bear in mind the characteristics of speech that according to Levelt (1989) are four: **c**onceptualization, formulation, articulation, and self-monitoring. The first one is conceptualization which has to do with the speaker's previous knowledge, and how she/he plans what is going to say in order for the message to work in the communication. This stage helps the speaker self-correct grammar, self-expression and pronunciation. Secondly, the formulation and it is when the formulator or the speaker is able to find the correct words and join them into phrases to express the ideas, as well it involves "switching into sounds between the words that are separated" which means that this is a process that must be done before pronunciation. The third process in articulation involves all the articulatory processes, which are the lips, the tongue, teeth, the alveolar palate, velum, the glottis, the mouth and the breath. Finally, the self-monitoring process, and this one occurs when the speaker is able to identify the mistakes and self-correct them (Levelt, 1989, as cited by Bygate, 2001)

Factors that influence speaking.

It is well known that communication is affected by the context in which it occurs. Normally, a conversation occurs between two or more participants, who contribute to maintain the flow of the conversation. Moreover, speaking is normally developed face-to-face in which all the participants can see each other's faces and their participation is not timed. The speech of a speaker is not supposed to last a specific amount of time, each participant has freedom to speak with pauses and self-correction. In this case, the politeness or the informal speech take place according to the roles that the speakers have adopted, for

example: father-son, teacher-student, lawyer-defendant, etc. Henceforth, at the moment of developing students' speaking skill, it is important to pay attention to the focus we give to the tasks, because if we focus on fluency it can encourage the use of "formulaic chunks of language but discouraging attention to accuracy and reducing speakers' capacity for processing complex language"; as well, if we focus only on accuracy it tends to lead to a less fluent use of the language. (Bygate, 2001, p.17).

Additionally, regarding how to develop students' speaking skill according to the tasks implemented in the classroom can have an impact. Skehan and Foster (1997) conducted several tasks inside the classroom to see the impact they had, in the results it could be seen that "some led to more accurate and fluent but less complex language, others produced more complex and accurate language, while yet others generated more complex but less accurate language. Linguistic complexity seemed affected by the cognitive complexity of the tasks" (Skehan and Foster, 1997, as cited by Bygate, 2001). Those tasks could prove that they can influence students' fluency, accuracy and language complexity, which gives a clue on how tasks should be carried out in order to enhance students' speaking skill.

Communicative Tasks

According to Breen (1987) a 'Task' is "…a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex activities…" (Breen, 1987, as cited by Nunan, 1989) Likewise, Nunan (1989) states that a task should be a communicative task should focus on *meaning* rather than *form,* these tasks might ensure that students comprehend, interact and produce something in the target language. (p.10) Moreover, Nunan states that tasks are integrated by

six components: goal, input, activity, teacher role, learner role and setting. The goal can be related to the curriculum and sometimes is not explicitly stated (p.48). The input can be taken from all the information we have around us, however it is necessary to check that the material is useful and is related to the students' needs; (p. 58). The activities, as Clarke and Silberstein (1977) stated: "should be a parallel of the real world" (Clarke and Silberstein, 1977, as cited by Nunan, 1989)

Moreover, at the moment of implementing a task the roles of the teacher and the learners are important. There are many roles that a learner can play during the process, for example, as Richard and Rodgers (1986) said, the learner's role can passive, an interactive and negotiator, a listener and performer, can be involved in social activities and interpersonal roles, and can take responsibility for their own learning process. Nunan, 1989 (p. 80.) In the same way, teachers play an important role at the moment of developing a task. As Clarke and Silvertein (1977) stated, the role of the teacher can vary according to the kind of activity that is being carried out. Teacher's role can be maximized or minimized (Clarke and Silverstein, 1997, as cited by Nunan, 1989). In the same way, Breen and Candlin (1980), said there are three main roles that teachers have, those are: facilitator, participant and observer and learner which states that the roles of teachers and students may complement each other (Breen and Candlin, 1980, as cited by Nunan, 1989, p. 87). Finally, we have the setting. The setting, as Nunan refers to the classroom and the changes that are made inside of it to guarantee the development of the tasks, whether the whole class, in small groups, individually or in pairs. (p. 91)

Educational theater.

Theater in Education (TIE) originated in Great Britain in the mid-1960s, and, according to Jackson (1993), it "seeks to harness the techniques and imaginative potency of theater in the service of education." This tool plays an important and effective role within the society and explores the potential as an educational tool and way to make social changes; because children have a better understanding of the world in which they live. (p.4) However, TIE is a program carried out by a company that has actor-teachers who go to schools and implement Moreover, Drama is the one art form that looks like what goes on in real life (Bolton 1992, p. 1.). At the moment of doing a dramatic activity inside a classroom where a student has to impersonate for example a doctor has to do it quickly, as Bolton calls it "Illustrative/performance activity". This implies that the performer is showing something and that there is an audience. Also, the author calls it "Dramatic playing" in which students can learn the basics rules of dramatic art and help to look for a better quality in the Performances. To achieve this, it is necessary to use dramatic playing. In dramatic playing "participants may be relatively active or passive within the situation, just as in 'real life', participants operate spontaneously in the 'here and now'" (p.11) During these Performances, students would be able to experience being in two social contexts at the same time, which will allow them to see the world from a different perception, as Augusto Boal calls it 'metaxis', that involves, the real world, that is happening around them, and the other one is the fictional, the one that happens in the play. (As cited by Bolton, 1992, p.11). Furthermore, it is important to remark that in a play inside the classroom students cannot experience an 'existential' moment because the immediacy does not allow them to rethink about the artistic practice, however, they do can "reflect on the meaning of what they are creating" Bolton, (1992. p, 13.)

Moreover, it is important to remark that during this Action Research its goal was to enhance students' speaking skill through communicative tasks that involved performances. Through this, I expected to see how my students were able not only to perform something, but to lose the fear of being in front of a public, even if it was just their own classmates, speaking a foreign language and expressing themselves. The communicative tasks allowed them to complete tasks in their own ways. Each group had the opportunity to include their previous knowledge and creativity by guiding themselves on the guidelines given by me. In the last part of the communicative tasks, at the moment of performing, I was taking into account the way they expressed, many times with a bit of fear and shyness, however all of them were able to overcome those fears and complete the task successfully. Also, I wanted to see how they interacted with their partners, if they looked them in the eyes, if they had confidence in themselves.

Finally, I can say, It was really touching and satisfying to see how at the end of the short performance, they would laugh at themselves and go back to their seats with shaking hands but happy to see that despite the fear they could do it. Their efforts at the moment of facing a new situation was satisfactory not for me but for them.

Storytelling.

Is the way in which stories are told and through which social and cultural activities are taught; in terms of Storytelling in education, it clearly generates in people an interest in developing in a better way when narrating either through images, performances or by oral tradition. As Serrat (2008), "it enables articulation of emotional aspects as well as factual content, allowing expression of tacit knowledge" (p.1). Likewise, storytelling is a way to "enhance Childs' language growth, improve language skills. Moreover, storytelling is not

just a mere action of telling stories, as Zimmerman says, storytelling is also a force that binds a society together; (Zimmerman, n.d., as cited by Alatawi, 2021). In this case, talking about storytelling in theater works as a tool to bring students closer to themselves. To know how much they can improve their social and language skills by bringing / creating stories and representing them.

According to Ling (n.d), storytelling as a learner-centered method helps the students to use information and give messages. Therefore, storytelling can be "a teaching method in which the students are asked to retell the content of the stories in different word constructions by involving a certain interaction between the storyteller and the listener." (Ling, n.d., Julia, 2015, as cited by Zuhriyah, 2017); henceforth, students can be in charge of their own learning process because they have the autonomy to adapt and express the stories as they want.

Moreover, for Damasio (2000), storytelling is elemental for the brain to function, because "telling stories precedes languages, since it is, in fact, a condition for language… the brain naturally waves wordless stories about what happens to an organism immersed in an environment". (Damasio, 2000, as cited by Parkinson, 2011) By this, it is possible to say that through stories we can help our students, no matter their age, to develop their cerebral capacity and through this, help them to improve their capacity of learning a new language. All this, by encouraging them to find a way in which they can link the stories that are told with their daily lives, and how they can use the language to face hypothetical situations and at the same time make them real. This can be possible leading students to reflect on how and what they can learn from those situations, not only for academic life but also for themselves. This reflection can be used as Boud, *et al,* (1985), stated that "reflection" in a learning context involves "activities in which individuals engage to explore their

experiences in order to lead to new understandings and appreciations' ' (Boud, *et al*, 1985, as cited by McDrury and Alterio, 2004).

Finally, it is valid to say that through storytelling it is possible to enhance students' capacity to learn, by guiding them to reflect on the situations they face daily and how through stories it is possible not only to give messages but also to make people feel new things, to experience new worlds. As well, it allows them to improve their language skills and at the same time their social skills.

Music.

Music is present everyday in our lives, we listen to music to relax, to have fun, to motivate us while doing something, to help us to concentrate while doing tasks, etc. Murphey (1997) (as cited by Kuśnierek, 2016, p.22) refers to music as "adolescent motherese", this refers to the musical way adults use to communicate with children, and how music is a factor that helps them to develop language. Moreover, apart from being part of the daily routine music takes an important role in the culture of the people, it can represent societies and can help to interconnect them with other ones. Furthermore, it is known that at the moment of teaching or learning a foreign language, music plays an important role hence it helps students to improve the pronunciation, the fluency, to understand and learn more from the target language and culture, learn new vocabulary, etc. On the other hand, because as Krashen (1996) in his Affective Filter hypothesis he says that: "for effective learning the affective filter must be weak. A weak affective filter means that a positive attitude to learning is present." P.45 (as cited by Kuśnierek, 2016, p.22); this means that at the moment of learning something students should have the disposition to

learn it, which implies a good attitude and a willing to learn something new. Therefore, it is the job of teachers create a classroom environment that allow students to feel comfortable to learn. Then, there is where music plays its role. Using music inside the classroom can be a useful tool to improve pronunciation, to enhance speaking through discussions about the topic of the songs, its history, its author, etc. which can help students not only to learn something from a song but to use the foreign language.

Likewise, using songs in the classroom has various benefits if it is well planned and correctly implemented. In the first place, music fosters motivation, which is one of the main reasons students do not use the foreign language. Since many students nowadays are into different kinds of arts, music can play an important role at the moment of motivating them. Secondly, it helps to create a nice and favorable atmosphere inside the classroom that makes the learning process. Thirdly, because it's a tool to learn about culture and history of countries that speak the foreign language; as well it helps students to see the historical differences between their country and the foreign one, etc. Lastly, using music inside the classroom is a good advantage at the moment of teaching pronunciation, fluency, vocabulary and grammar, like idioms, grammar structures, etc.

Moreover, by using the music inside the communicative tasks helped me to give to the tasks another view, they were not only based on readings or videos but also in songs that helped students to feel that they had more options to learn and improve their skills. During the communicative tasks that included songs, students were able to take away the topic of it and convert it into a performance; these activities were pretty fun, because students could use all their imagination and creativity to think about what happened in the song. As well as what kind of things could have happened to the character that lead her/him to that situation. Likewise, they could adapt the song's situation to themselves and they

could imagine how they would react in those situations. That is what happened during the tasks that included songs, and this helped students to feel more relaxed at the moment of performing, they could use their imagination and perform in their own ways, expressing themselves. In other words, that is what I desired, I wanted them to feel free to express their ideas by using the target language but implementing their own creativity, that helped them to feel free and safe at the moment of using the language.

Finally, it is clear that by implementing in the correct way, theater and music inside our classrooms, we can help students to make big improvements in their English skills. In this case, it is important to remark that having clear the purpose of the project and having stated all the theoretical basis that support it, we can start planning the way activities will be led in order to help students to enhance their speaking skills. In this chapter it was possible to have an overview of the theories that make part of this research, and how they guide me to be able to carry it out. In the next chapter it will be possible to have a view over the methodology that will be used in order to carry out the project.

Chapter III

Methodology

In this research it will follow a qualitative approach as Merriam (2009) states that "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam, 2009, as cited by Guest G., et al, 2013). Moreover, as Denzon and Lincon, (2005) said, qualitative research consists of "a series of interpretative material practices that make the world visible, practices that transform the world" (Denzon and Lincon, 2005, as cited by Guest G., et al, 2013). In this sense, through qualitative research

we transform people's worlds by looking and implementing strategies that help them to solve any issue. Likewise, through short plays students were able to find themselves, to be able to see what kind of activities they like and are useful at the moment of learning something new; and at the same time could express their thoughts, experiences, wishes and interests.

The next table summarizes the information of this chapter:

Research question	**Methodology**	**Approach**	**Context**	**Participants**	**Techniques and Instruments for data collection**	**Ethical issues**
What does the implementation of communicative tasks based on storytelling and short performances reveal about eleventh graders' English speaking skill at a public institution in Cimitarra,	Qualitative	Action research.	Public Institution in Cimitarra, Santander.	Eleventh graders from the English deepening.	**Technique**: Observation. **Instrument**: Video recordings	Consent note

Santander in Colombia?						
					Technique: Interviews **Instruments**: Interview protocol Check list	

Chart 1: Designed by the researcher.

Type of Study

The type of study of this project is an Action Research, which Nunan and Bailey (2009) defined as a method that uses different methods for data collection from a context and to understand what it means. Kemmis and McTaggart (1982) gave a definition of Action Research, and said that it "provides a way of working which links theory and practice into the one whole: ideas-in-action." (Kemmis and McTaggart, 1982, as cited by Nunan and Bailey, 2009). This means that theory cannot be apart from action, but both of them join to help the teacher to accomplish the goals that will lead to changes and improvements inside the classroom. Nunan and Bailey (2009) define Action Research as "systematic, iterative process" in which we identify a problem that we want to solve. (p. 227). In this sense I was able to identify an issue in my classroom and looked for means and strategies to solve it. To do this, I carried out an Action Research in order to improve my teaching practice and at the same time help my students to develop and improve their

speaking skill. The Action Research allowed me to follow certain steps that led me to the improvement of my teaching practice as well as to help my students improve their English skills. The Action Research methodology consists in a cyclical pattern, by which I followed four stages: I planned, acted, observed and reflected on my practice and my students' process. These stages, according to Burns, 2010, in planning, in which the researcher identifies the issues inside the classroom and develops a plan of action to solve the problem. The second stage is acting, in which the researcher implements the plan. The third is observation. In this stage, the researcher analyzes the participants' responses through the analysis of the data which is collected through the data collection instruments. The last stage of the action research cycle is the reflection. In this stage the researcher reflects on the effects of the action and reflects on what happened, its own practices, as well, can know if it is necessary to repeat the process to get better results. Throughout this process, it is necessary to keep on the constant review of the goals, in order to not lose the path through revising and reporting so we can continue looking for ways to improve not only the main issue but the others that can emerge during the process. Nunan and Bailey, (2009. p. 230). Henceforth, as this cyclical pattern allows us to reflect on our own practices and gives us the opportunity to repeat the process, I was able to reflect on my own teaching practice and look for ways to improve it, and at the same time I was able to look for ways to solve the issue I identified at the beginning of the project. Likewise, in order to develop this study, I followed the Action Research cycle. What I did first was to observe what were my students' weaknesses and if I could do something to help them to improve; when I identified and chose one of their weaknesses I started planning what tools and strategies I could implement to help them to improve their speaking skill. Then, after I had done all the communicative tasks, I started implementing them, in other words, "acting". Straightaway,

after I implemented a communicative task I analyzed it, with the help of the instruments for data collection; this was done all along the process until the seven communicative tasks were completed. At the end of the process, I was able to reflect on the process and observe if the communicative tasks really helped students to improve their speaking skill or if it is still necessary to implement another kind of strategy to help students. In the same way, I was able to reflect on my own teaching practices, and how carrying out this research helped me to grow as a person and as a teacher.

Context

This research took place in a Public Urban Institution called Colegio Nuestra Señora de la Candelaria in the town of Cimitarra, Santander. Santander is one of the thirty two administrative departments of Colombia, and it is characterized by its varied weather and gastronomy. It is located in the central north of the country and is divided into eighty seven municipalities including its capital Bucaramanga. Cimitarra is one of the municipalities that conform to the Santander department, and it is one of the biggest municipalities in the country, having around fifty thousand inhabitants. Cimitarra is well known for its livestock, the cacao and aguacate crops. As well, it's a beautiful place to go camping or as we say in Colombia, ‘paseo de olla’. Cimitarra counts twenty Educational Institutions, five in the urban zone and fifteen in the rural zone.

Setting

The Educative Institution Nuestra Señora de la Candelaria was founded by the father Juvenal. The Institution has around 1500 students. Moreover, the Institution is linked with the ‘SENA’: Servicio Nacional de Aprendizaje, which is an educational entity that

allows people to study at the technical and technological level. In the institution, it is mandatory that at the moment of passing to tenth grade they choose one technique, students have as options: ‘Accounting technique’, ‘Environmental technique’, ‘Computer technique’, and ‘Tourist Recreation technique’. This last one technique is linked with an English Deepening; in which students take more English classes than usual and also give English classes to primary students every Friday. The students that were part of this research were part of the Tourist and Recreation technique and they also belonged to the English Deeping.

Participants

This research was carried out with eleventh graders. The grade I chose to develop the research was “Eleventh D ", because that’s the English major grade. The grade is composed of 28 students between the ages of fifteen to eighteen, in the grade were 8 boys and 20 girls. For this project, all of the students were included. However, during the development of the communicative tasks, there were always absent students, so many of them did not participate in all of the tasks. This grade was chosen because the nature of the project; my purpose as researcher was-to help students to improve their English speaking skill through theater and through storytelling, therefore students needed to have an English level which that allowed them understand a basic conversation and follow instructions related with topics of the communicative tasks, which students of an inferior or another grade would not understand. As well, because, since they are from the English major, it is an opportunity to challenge them to use the target language. The English major grades are guided under a methodology in which two English teachers give classes to them, one of the teachers is in charge of one part of the contents and the other professor complements the

contents, but it is one of them who teaches what is related to the English technique. Their classes are based on a guide book called “Upload 3”, which focuses on four English abilities including grammar. This has allowed eleventh grade students to have the enough English knowledge, to be able to complete the communicative tasks I designed, and at the same time to face language challenges that helped them to improve their speaking skill At the moment of gathering the data through the video recordings, normally participated from 18 to 22 students, as well as for the moment in which the Check list was implemented 18 students participated.

Instruments for data collection.

In order to facilitate the data collection, I implemented a Needs Analysis in order to determine the students’ necessities. The techniques used to gather the information were Observation and Interview; the instruments were video recordings, interview protocol and checklist. I did observation through video recordings in order to have evidence of the production part; as well as an interview protocol right after implementing the last task of the first part of the project, which was part of my pedagogical practicum. The interview protocol was implemented in order to know students’ perceptions about the development of the tasks. Likewise, a checklist was implemented in order to analyze the student’s abilities according to the standards stated by the National Minister of Education; as well as to know what things students were able to do. Finally, all the information was triangulated in order to get the patterns and finally the categories.

Needs Analysis.

As well as, a Needs Analysis was applied before starting the project to have in mind students' thoughts about the things they like and they need the most. After applying the Needs Analysis it was possible to observe and confirm that one of the students' weaknesses was the oral skill. As well, it was useful to know that they prefer the activities related with music and role-plays inside the classroom as a means to improve their oral skill. In this way, it was possible for me to reflect on what activities could be useful to help them to improve their speaking skill. This needs analysis was applied in the first part of the project that was developed during the pedagogical practicum. (See Annex 9)

Observation.

According to Ary et al, 2010, Observation is a basic method for obtaining information. As well, Marshall and Rossman (1989) stated that observation is "a systematic description of events, behaviors, artifacts in the social setting chosen for study" (Marshall and Rossman, 1989, as cited by Kawlich, 2005) Qualitative observation often relies on narratives to describe the setting, the behaviors, and the interactions. As Schmuck, (1997) through observation it is possible to check nonverbal expressions, to see the interactions among the members, to check the time they spend during the activities. (Schmuck, 1997, as cited by Kawlich, 2005.p.4. Henceforth, in this Action Research the objective of using observation as a research method is to check students' production in the English classes and during the development of the tasks. As well, as their reactions towards the communicative tasks and how they used their previous knowledge to complete the tasks. The observation was applied all along the project. Likewise, the production part of the students was not only observed but also video recorded in order to analyze it.

Video recordings.

Moreover, at the end of each communicative task I video recorded the performances of each group in order to be able to analyze how students used the language during the task and how they interacted with their partners at the moment of performing. As Smith, 1981, gave some reasons why video recording is a helpful method for data collection, he said that "the use of mechanical recording devices usually gives greater flexibility than observations done by hand." (Smith, 1981, as cited by Bowman, 1994) As well, video recordings can provide vivid and detailed information about the participants, for example their nonverbal language. Likewise, it is important to mention that the use of the video recordings as a method of data collection is with the purpose of having evidence of the process of the students during the development and implementation of the research project. As Simister (2017) stated, "videos can communicate much more than photographs' ' since it is possible to see minimal changes that without recording it would not be possible to remember lately. P.1. The video recordings were implemented every single session during the development of the tasks during the production parts. This, in order to be able to have the information and analyze it without the risk of forgetting the students' interactions and production. Likewise, I did the transcription of most of the videos so I could analyze, organize and classify the production parts according to the patterns and the categories. The transcriptions were done after each communicative task and it led to the analysis.

Transcription.

In order to analyze the data, it was necessary to transcribe all the information gathered through the video recordings, therefore it was easier to analyze by having the information written. In this order, Bailey (2008) says that transcription is the

"Representation of audible and visual data into written form is an interpretive process which is therefore the first step in analyzing data. (…) as well, she says that Recordings are transcribed into written form so that they can be studied in detail, linked with analytic notes and/or coded." (p.127). This, because transcriptions facilitate the analysis of the production parts of the communicative tasks. At the moment of doing the transcriptions it is necessary to bear in mind what information have enough relevance. Bailey says that the verbal and non-verbal interaction together shape communication, this is very important because at the moment of analyzing the information, it gives clues on how the students interact with their classmates and at the same time using the target language. During the data analysis the verbal interaction was taken as more relevant, however the non-verbal interaction played an important role, since it showed if students felt comfortable and willing to participate during the performances.

The video transcriptions were made right after the tasks were recorded in order to not forget anything that could have happened in the classroom and the analysis could be done easily. As well, the transcriptions were used in order to see clearly the commonalities and the categories on the students' excerpts.

Interview

Likewise, According to Kvale & Brinkman, (2009) Interviews are an "inter-change of views between two persons conversing about a theme of mutual interest" (Kvale & Brinkman, 2009, as cited by: Tracy S. 2013). Despite the interview being a conversation between two or more people it is different in the fact that the interview is guided question-answer, so the questions follow a pre-scripted order and are focused in the way the

interviewer needs. However, as Fontana &Frey, (2005) stated, interviewing is not just merely “exchanges of question and answers but an active process in which we come to know others and ourselves” (Fontana &Frey, 2005; as cited by Tracy S. 2013). Interviews have their advantages, for example the respondents can express their opinions, beliefs and experiences, can show the way they see the world, as well show personal aspects of themselves. Moreover, the objective of the interview is to know the students’ perceptions and perspectives about the project, how they felt at the beginning, during and after it. The interview protocol was carried out at the end of the final task. It is important to mention that this interview was applied at the end of the first part of the project, when I finished my pedagogical practicum and the last communicative task I needed to know how students felt during the process so I could continue developing more communicative tasks in the second part of the project. The second interview that was applied was the checklist and it was carried out at the end of the second part of the investigation as a way to know if the students were able to cope with some of the abilities the National Minister of Education established as basic for eleventh graders.

Checklist.

After I finished implementing all the communicative tasks, my students answered a check list so I could know if they accomplished some of the standards, related with the topic of the project, that the National Minister of Education established as basic for eleventh graders. A checklist is a tool used to get data in many contexts, like education, business, medicine, etc… A checklist is a list of factors, properties, aspects, components, criteria, tasks or dimensions that are considered to perform a specific task in any context Scriven (2000). The checklist must be concise, complete and clear; all the information that

is written in there must be clear enough for readers to understand (Scriven, 1990, as cited by Walker-Egea, 2014).

There are various types of checklists, those are Laundry List, which means that the order of the items does not alter its validity but it is necessary to classify the items in the correct category; the second one is called Iterative, in this checklist the order of the items is relevant and requires of constant reviews in order to find the correct results. The next one is called strongly/weakly sequential, in this checklist the order of the items do affect the result and the validity. The next type of checklist is Diagnostic, in which the items are organized based on flowcharts and many times leads to causal conclusions; the last one is called Criteria of merit, this kind of checklist is the one that is more used the moment of evaluating and it is necessary to have complete criteria in order to make conclusions. (Scriven, 2005-2007, as cited by Walker-Egea, 2014)

In this Research project the checklist plays an important role since it is necessary to know if the students are being evaluated taking into account the criteria from the National Minister of Education and the parameters of the Institution. The checklist was applied right after the last task in order to know if the students are accomplishing the goals they are supposed to according to the National Minister of Education and as well having in mind the research question.

Ethical Issues

Before starting the research practical process, the institution was informed through consent forms which also were sent to the students' relatives about the purpose of the inquiry where the ethical issues will be taken into account; including the privacy and

respect for each one of the participants. Also, the voluntariness was taken into consideration and all the information that the participants provided was kept in anonymity. These are some of the Ethical Issues that will be part of the research. (See annex 8)

- Informed consent
- Voluntariness
- Privacy
- Respect
- Fairness
- Equity.

Chapter IV

Instructional Design.

This chapter pretends to show the reader the pedagogical implementation of this project. In first place, all theories that compose the bases of the research project, like the communicative competence, the speaking skill, the educational theater and the music inside the classroom; were reviewed in the chapter of the theoretical framework. Likewise, it is necessary to say that this research project emerged based on the Needs analysis. It was implemented at the beginning of the teaching practicum carried out in the second semester of 2021 until March 2022, in order to know students' strengths and weaknesses regarding the foreign language. Besides, I decided to continue with the project as a graduation method. This Needs Analysis helped me to know the focus of the project, which were the topics and in what way I could implement something to enhance students' speaking skill through communicative tasks based on theater and storytelling but at the same time including music as a tool to motivate them. From this, I could define that I would be using

the CLT as an approach and as a method the Task Based Approach TBA. Henceforth, CLT is the approach that will be used in this research project.

Classroom Language Teaching (CLT), in Breen, 1984 words, the goal of CLT is to "prioritize learners' capacity for communication rather than repertoire of communication… as well, it prioritizes process over content." (As cited by Nunan 1989, p.12). This means that the main goal of the Communicative Language Teaching is to put the communication in the center of the teaching practice; to form students who are capable of using the language to communicate with others. (Nunan, 1989). To achieve this, it requires that the students will be the center of the teaching practicum, for this "the curriculum becomes collaborative, between teachers and learners' ', because students were able to participate at the moment of the content choosing and the methodology. In the case of this research, it is appropriate to say that the curriculum was not intervened in its whole, but only the way in which this project was carried out because, students were the ones who, according to their needs, gave the content of this project. Likewise, the Task Based Approach was implemented as a method.

Task- Based Approach (TBA) or Task-Based Language Teaching (TBLT). This approach, according to Richards and Rodgers (2001) is based on the use of tasks for planning and giving instructions in language teaching. This approach is closely related to CLT since both aim to make use of activities that involve real communication, activities that promote meaningful learning and language that support the learning process. (Willis, 1996, as cited by Richards and Rodgers, 2001, P. 223). The TBA as its name indicates uses tasks as a means to accomplish its goals. As Nunan (2004) says the tasks are both, "the goal of and the vehicle for learning by directly linking classroom learning with communication

outside the classroom." (As cited by Arboleda & Castro, 2019. p. 107). TBA promotes real communication and engages students in tasks that provide them a better contextualization so the learning process is facilitated. Moreover, through tasks language learning is more natural since there is less anxiety and students feel more relaxed and motivated to learn. (Rodríguez-Bonces & Rodríguez-Bonces, 2010) As stated by Nunan (1989);

> "The communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right." (Nunan, 1989, as cited by Richards and Rodgers 2001)

According to this definition, students were able to make use of their previous knowledge in order to accomplish the class goal, in here the role of the teacher is to help students to solve doubts so the process is not interrupted. The TBA tasks involve a cycle, the pre-task, the main task and the post-task. According to Richards and Rodgers (2001) the pre-task is when the teacher introduces the topic and the task. The teacher helps students to understand the topic and the objectives of the task by using some strategies like brainstorming, using pictures, mime or personal experience to introduce the topic. The second stage is the task cycle, and in this stage the task is done by students, whether in pairs or in groups, where students have the chance to use the language to express themselves and their ideas, teacher monitors and encourages students to use the target language. In the post-task stage, students report and compare the findings and the teacher makes comments about their reports and performance. Additionally, the core of this investigation was theater, since all the communicative tasks finished with a short performance in which students had to

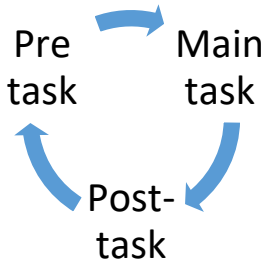
express all what they were doing in the first two stages. Henceforth, it was necessary to know how theater plays an important role at the moment of teaching English, specifically the speaking skill, inside an EFL classroom.

How plays can help to improve speaking skill. The integration of theater in education has many advantages, it helps students to improve their self-confidence at the moment of performing and showing their ideas in front of others. Theater or plays help students to develop and improve their communication skills because it enhances them to express through verbal and non-verbal language. In Duma (2014) "theater arts integration increases long-term memory through the use of rehearsal, elaboration, generation, enactment, oral production, effort after meaning, emotional arousal, and pictorial representation". (Duma, 2014, as cited by Kariuki & Black, 2016)

In this case, as we know the learning process is better when the students learn by experience, by doing something, so it is important to enhance students to experiment new things, to create something from scratch. Likewise, it is important to stimulate and free them to make use of their imagination so they can communicate by using the target language. This allows students to feel more comfortable taking risks, it increases their confidence levels and they learn to self-monitor their own progress (Kariuki & Black, 2016).

In this project, seven tasks were implemented, the tasks followed the TBA tasks' three stages. The first task is entitled *'The best love story!'* the second one is *'Mixing stories'*, the last one is *'Evolving to another gender'*; the fourth one is '*Creating my own short play!*'. The fifth is *'An interesting trip'*, the sixth one is *'A song a Starting point'* and the last one is entitled '*The final performance'* (see annexes 1-7). All these communicative

tasks followed a cyclical methodology that consists in three moments. The first moment is called ‘Pre-Task’, this stage consists in an introductory part in which the teacher introduces the students to the topic and do some brainstorming to contextualize them. The second stage is the ‘Main Task’. In this stage, students develop the main activity. In order for them to be able to do the activity, the teacher needs to give them enough resources and information they can use to guide themselves and be able to solve and finish the task. In this case, students developed communicative tasks and the purpose was to enhance them to speak, so students developed activities that required a speaking part. The last stage is called ‘Post-Task’. In this stage students have finished the task, the students comment about the activity and if it was developed in groups they can give their opinions about other groups’ performances. As well, the teacher give feedback on students’ production; letting open the option that if necessary the task could be repeated; however it was not necessary to repeat any. As well, the next image shows the cyclical process of the TBA tasks.



Graphic #2. Graphic from Richards and Rodgers (2001) adapted and developed by the researcher.

The tasks were implemented during a time lapse of almost seven months and the first communicative task was applied on March 1st and the last one was applied on September 19th. The application of the tasks was not consecutive because of the students’

holiday and some issues that the Institution had, it stopped the application of the tasks in a consecutive way; however, they were all successfully completed. After the implementation of the first two tasks, I realized that the students had, not only problems with lack of vocabulary but also with the pronunciation of many words. However, in the second task I noticed that the students were more motivated to speak and wanted to participate more than they did in the first task. In the third task, I could see students were more engaged and participated more in the activity than in previous tasks and I could affirm that it was because of the use of songs as part of the task. It was possible to confirm that music plays an important role at the moment of encouraging students to use the foreign language.

As long I was applying the communicative tasks, I could notice that the students were improving not only on the grammar part at the moment of writing their scripts but also were more motivated at the moment of participate, as well, it was easier to them to use their imagination to create hypothetical contexts and situations in which they could use the language based on the given guidelines. In addition to that, at the moment of performing the communicative tasks they were more autonomous, they organized the situations as they considered it worked the best for them and in a way in which all could feel comfortable. My role in the last tasks was limited to only tell them what they needed to do and help them with some spelling, grammar or vocabulary doubts, they were the ones in charge of designing their own performances.

The communicative tasks were implemented as follows:

Communicative task	**Name**	**Date**
No 1	The best love story!	March 1st

N° 2	Mixing stories.	March 4th
No 3	Evolving to another gender.	March 11th
N° 4	Creating my own short play!	July 25th
N° 5	An interesting trip.	August 1st / 8th
N° 6	A song, a starting point.	August 29th and September 16th
N° 7	The final performance.	September 19th / 27th

Chart #3. Designed by the researcher.

Chapter V

Data Analysis.

This chapter addresses the data analysis and the process that was followed in order to get to this point. First of all, before starting the project I did some informal observation in which I could identify the students' needs, after those observations I applied a Needs analysis and its results helped me to confirm my observations. The skill that needed to be worked on was speaking (see annex 9). After the implementation of the Needs analysis I was able to start planning and designing the communicative tasks, following the Task Based Approach. Then, when I had done the communicative tasks, I started implementing them. As well, I recorded the production moment to have evidence of students' speaking and the way they related using the target language. Right after implementing each communicative task I transcribed the video recordings in order to have everything students said in a written form so it would be easier to analyze. As well, to have evidence of their behavior towards the performances, to see if they looked comfortable or not when performing. After implementing all the communicative tasks, from the first part of the

project which corresponded to the Teaching Practicum, the students responded to an interview and it was analyzed; from its results it was possible to know how students felt about the implementation of the communicative tasks. Moreover, at the end of the second part of the project, students completed a checklist that aimed to know if students achieved all the standards that the National Minister of Education established; the checklist items had to do with the speaking skill and closely related with the research question.

When the Needs analysis, the interview and the checklist's information was analyzed, I started doing the transcriptions from the videos. This process was necessary and useful because I was able to analyze not only the performance of my students regarding the use of the language but also to know the way they acted and behaved at the moment of performing in front of the class. After the transcriptions were done, I did some analysis regarding the students' behavior and attitude during the communicative tasks and at the moment of the performances.

All this process was done in the "*Matrix 1***:** *Excerpts from the video recordings***"** (see Annex 12). This analysis helped me to know if students were motivated and engaged with the communicative tasks and also showed me to what kind of activities students reacted better; for example, the communicative tasks that involved music were the ones they liked the most, to give an example of this, in the communicative tasks #3, students needed to perform having in mind the topic of a song. It was clear that students enjoyed performing when tasks included music. In this case, it was possible to observe that students enjoyed and had fun while performing. They tried to put humor into the script, which helped them to feel more comfortable using the target language.

Student 13 A: Why did you cheat one me?

Student 14 B: I don't know, sorry

Student 13 A: Okay, stop talking to me, because you're hurting me.

As well, when the communicative tasks had long readings were more difficult for students since many times, it was hard for them to understand and include different grammar structures they were not used to using in context. For example, in the communicative task #5 they had to perform based on a reading called "The cat in the rain", which had many grammar structures and expressions students did not know. Despite this, they were able to create and imagine different situations based on the reading, in which they could use the language. The next transcription illustrates the way they created situations based on the reading, despite it being difficult for them.

Student 1: Be very careful because the stones are a little bit slippery. Ok?

Student 3: ok

Student 1: This rock is a bit danger we must be careful going down because it's a bit inclined. This is a beautiful view. If you see towards the front we'll see the beautiful landscape.

Student 3: Look, look Jan what I can do!

(falls)

Student 3: Ouch! Ouch! Ouch!

In this part, students created a situation in which they were traveling to the Piedra del Peñol in Antioquia, the guide was trying to warn them to be careful when going down because they could get hurt. Students were able to finish their performance despite some

pronunciation mistakes and lack of vocabulary. They used mimics and expressions that helped the audience understand what was going on in their performance.

All this information was useful since I could plan and design the next communicative tasks having in mind my students' responses and likes, but at the same time, I designed tasks that challenged them to improve and get to the point in which they were more capable of using the language by themselves.

During this process, in the first matrix, the analysis showed diverse information. It was possible to observe that in the beginning of the process, students were not engaged with the communicative tasks, they were hesitant towards the activities and it was reflected in the performances. This was because they felt very reluctant to speak and even more in front of their partners and the teacher. As well, they did not have the enough vocabulary and confidence to speak in front of a whole class; however, there were some students who took risks and started to express what they wanted to say, even in short phrases and using the mother tongue. In these first stages, it was possible to evidence how the pragmatic competence was immersed, since students were putting into practice their knowledge in a context in which also the sociolinguistic competence was immersed.

Moreover, as they felt, I was encouraging and challenging them through the different communicative tasks, they started feeling more comfortable. They started providing their opinions about their likes and interests. As well, they felt more relaxed at the moment of performing because I validated their efforts through feedback that let them know what they were doing right and what aspects needed to be improved. In this way, students were able to see that they were following a process. Furthermore, it was clear that students started using sociolinguistic competence because they would look for ways to

accommodate their speeches to the context. Therefore, the communication purpose was achieved with classmates and teachers.

Likewise, during this first analysis it was clear the students still had remarkable pronunciation mistakes and many times forgot what they wanted to say, despite this, they relied on their scripts to not break the flow of the conversations; when they forgot the words they made use of the mother tongue. In the same way, it was possible to confirm that the communicative tasks that included music were the ones that made it possible for the teacher to have students' attention. During the development of these communicative tasks students were motivated, relaxed and they were more related to the topics of their interest. These communicative tasks enhanced them to explore their creativity since students felt that many of the songs had close relation with their lives; as well that they learnt how to pronounce some words better. It was clear to see their improvements as long as the communicative tasks were being implemented and analyzed; there were some pronunciation mistakes, nervousness but also, there was a lot of interest to participate and to show that they had many ideas to do at the moment of performing. This fragment of the transcription from the video recording of the communicative task 6 illustrates the way students responded to the communicative tasks that included music. They were able to imagine different situations and many of them were funny and this helped to create a friendly atmosphere in the classroom.

Communicative task 6

Student 1: Hi Karen, how are you?

Student 2: Hi, I'm very well because my boyfriend is coming. I'm happy.

Student 1: I'm happy for you, bye Karen. God bless you.

[Johan goes to his house and arrives where his girlfriend]

Student 3: Hi love, how are you?

Student 1: I don't feel well

Student 3: Why?

Student 1: Because I miss Karen.

Student 3: Ok, I got it, we leave it here. Bye!

[Johan goes and lay in his bed, looking sad and thinks about Karen]

Student 3: Karen, honey, I'd walk through fire for you, just let me adore you, I miss you.

In this case, this group performed based on Adele's song. They started to imagine many situations that could happen having in mind the songs' topics and created a whole story with a context. They were able to use the language to tell a story that was created minutes ago and performed as it was real. It is clear that to this point, students are able to use complete sentences that are grammatically correct.

After finishing all the sessions, the data was collected and analyzed through an interpretative approach. In this research paper I did not pretend to generate a new theory, I used the Grounded method that, according to Khan (2014) "grounded theory is best defined as a research strategy whose purpose is to generate theory from data" (P. 227). Furthermore, the data was triangulated in order to find patterns and the category and its sub-categories between all the instruments.

When the first analysis was done in the "*Matrix 1:Excerpts from the video recordings' '*, I simultaneously did an analysis in the "*Matrix 2: Commonalities from the three instruments"*(see annex 13). In this matrix all the information from the three instruments for data collection was triangulated in order to find the things they all shared in common, the Needs analysis despite not being an instrument for data collection, was included. In this matrix, the analysis of the three instruments was more detailed, since it aimed to get to the final pattern among the instruments and henceforth the analysis was based on the analysis of each instrument. In this second matrix, I was able to find three patterns.

The first one was called *Dealing with the pragmatic competence. In* this first pattern, it was proved that students made use of the pragmatic competence, which consisted in looking for ways to use the grammatical rules and the sociolinguistic rules in a context at the moment of communicating. In this stage, students still had many language limitations, like lack of vocabulary, lack of confidence or lack of interest; and yet they looked for different strategies to accomplish the communication goals. For example, in the communicative task #1, students had language limitations, however they looked for ways to give the messages:

Communicative task 1

Student 4: "Charlotte was in love with the painter that was poor."

Student 5: "he must work more time to pay the travel, and he take all his brushes to the travel."

In this example, it is clear to see that despite they had in mind what they wanted to say, the lack of vocabulary did not allow them to say complete messages, as well, as they had doubts towards the pronunciation of some words they limited their participations, because they were afraid of being judged or laugh at.

Moreover, students were aware of their process and could observe their improvements. By this point, many of the students started to be more confident in themselves and became leaders of the performances. They were in charge of designing their plays, scripts and assigning a role to each participant.

Regarding the pattern 2, *Activities with short performances and music leads to storytelling,* it was detailed in the way in which the communicative tasks that included music helped students to perform but at the same time to tell stories. Many of those stories portrayed as only a "short play" were instead, students' experiences. These activities helped students to feel more motivated, and safe to express their ideas. This also, because before starting to create the performance students sang the songs and this made them feel more relaxed and to familiarize with the topics of the songs. This fragment of a video recording transcription clearly illustrates pattern 2.

Communicative task 3

Student 1 A: Hey, what are you doing here?

Student 2 B: I'm having fun for a while.

Student 1 A: I see you have had fun since we broke up.

Student 2 B: yes, I don't need you, bye, they're calling me

In this performance, students chose to relate the song's theme with a situation that happened to someone they knew. They wanted to portray, through the target and the performance, something that happened in real life and that was related to a song.

Many times, at the moment of creating the performance based in the songs, students would ask me if they could relate what happened to them with the performance since they were related; and this happened because they felt it was safe to share their experiences in front of a group, and at the same time by using the target language. In this way, students not only practiced the language, specifically the speaking skill, but also used the performances as a way to express their feelings, ideas and experiences and have fun inside the classroom.

In regards the pattern 3, *Reaching the speaking skill*, it describes the process students had along the development of the project. It shows a timeline in which at the beginning students were very reluctant to speak using the target language and struggled a lot with the organizational competence because most of the time they communicated through isolated words and using the mother tongue. However, it is evident how their communicative competence was evolving and got to a point in which students were able to use the pragmatic and the sociolinguistic competence completely in the communication processes. The instruments for data collection showed that after implementing the communicative tasks, students were revealed to be more interested, animated, motivated, and comfortable and had more confidence in their knowledge and capacities. As well, it was clear how they grew in self-esteem because of their capacity of self-awareness. The next fragment belongs to communicative task that included music and it is possible to see how students were improving their speaking skill along the process.

Communicative Task 3.

Student 18 B: sorry, I was drunk!

Student 17 A: you cheated on me!

Student 18 B: please, forgive me!

Student 17 A: I can't

Student 18 B: if you forgive me I'll be the best man in the world.

Student 17 A: No, sorry I don't know you anymore.

Communicative Task 6

Student 2: Hi, fine. How are you?

Student 1: I am so-so, I am really, I am so bad. I wanted to tell you about Miguel, and everything that happened with him.

Student 2: what happened?

Student 1: really?

Student 2: yes

Student 1: I feel very bad for the damage I caused to him and I have an enormous remorse.

Student 2: I suggest you to look for him and talk to him.

From these two examples of different communicative tasks it is evident the progress students had regarding the use of the language. In the first example, students used short sentences and avoided long participations; however, in the second example they were more enthusiastic and ran the risks of using more language expressions with longer sentences. As

well the pronunciation improved with each communicative task since they were conscious of their mistakes and tried to improve them.

Being aware of their progress helped them to appreciate their efforts more and to realize that there are many ways to practice and learn the language. As well, that language can help them to explore and get to know themselves more. Many of the students were able to learn things about them they did not know before; some of them told me that they were glad of developing this project with me because they had become like actors and it was a fun and nice way to put into practice the foreign language.

After the matrix 2 was finished and the analysis of the three instruments led me to three patterns, I started naming the category and the sub-categories. In order to name the category and the sub-categories, I decided to relate them with the metamorphosis of the butterflies. Butterflies, as well as students follow a cycle. I named the category as "The metamorphosis: Opening the wings to fly". The first "cycle" or sub-category is called "Larval stage: feeding". The second one is called "The transition stage: pupa or Chrysalis' ', the third and last sub-category is named "Adult stage: Flying". The next chart summarizes the information from the category and sub-categories.

Research Question	**Category**	**Sub-categories**
What does the implementation of communicative tasks based on storytelling and short performances reveal about eleventh graders English speaking skill at a public	**The metamorphosis: Opening the wings to fly.**	**Larval stage: feeding**
		The transition stage: pupa or Chrysalis.
		Adult stage: Flying.

institution in Cimitarra, Santander in Colombia?		

Chart 2: Designed by the researcher.

Category: "The metamorphosis: Opening the wings to fly". This category means that students followed a path and went through a process through the communicative tasks that led them to a finish line or point in which they were able to produce something by themselves using the target language. These communicative tasks provided them with enough tools for them to guide, construct and produce a final "product" at the end of the process. I decided to use this allegory because I related the process of implementing the tasks, as the process that a butterfly goes through. At the beginning of the metamorphosis, the larva is fragile, and is in constant growth by feeding until it gets to the pupa or the transition stage, and then it goes out of it and becomes an adult who is ready to start flying. That is the same that happens with students, they need to be in constant learning or "feeding" with knowledge, acquiring new strategies that support them to use the target language. In this process, the role of the teacher is to look for means to make students feel comfortable and engaged with the activities that help them to improve their language skills, specifically the speaking skill. The butterflies go through a whole cycle to become "free and fly", the same as students follow a process to become independent from the teacher and get to a point in which they are able to use the language by themselves, or as it is called in this category they "open their wings and fly".

I defined the first sub-category as **"Larval stage: feeding".** During this part of the cycle, the butterfly starts feeding in order to accumulate enough energy to use and survive during the transition stage. I relate this stage with the process students go through, the

teacher provides them with new topics, new vocabulary, grammar structures and pronunciation and students acquire them so they can make use of them. In this process, the teacher encourages students to put into practice all what they have learnt; however, they still do not have the enough tools to produce something by themselves. Students are still lacking vocabulary, self-confidence or maybe they do not feel completely engaged with the language, despite this they find a way to communicate and express their ideas. Even some of them were able to say complete and significant sentences in which the pragmatic and organizational competences were used and demonstrated. Despite some pronunciation mistakes, they were able to organize their ideas and make themselves clear. To illustrate, this part of the first communicative task show how students tried to communicate despite some grammar and pronunciation mistakes:

Communicative Task 1

Student 1: "she was married to painter that lived in India, and she give him tickets."

Student 2: "the painter was poor and he traveled all around the world with bicycle."

Student 3: "charlotte was in London and the painter gifted 'she' a portrait."

Communicative task 2

Student: "but life is beautiful with colors and glamorous. When I see her, her eyes "brighted" and wonder; and since they shine."

These two examples, show the in which students started the Communicative Tasks and their "job" was learn new vocabulary, grammar structures and pronunciation of some words; this was made through the explanation of the communicative tasks, but also through the "guiding boxes" that were provided every session. These guiding boxes included

vocabulary and new grammar structures that gave students tools to use during the sessions. They "feed" with knowledge to put into practice every session.

The second sub-category is called: **The transition stage: pupa or Chrysalis.** In this part of the cycle, the butterfly starts its transition from a caterpillar to a butterfly. In here, the changes happen internally, the butterfly grows and develops legs, wings and eyes. This process can sometimes take weeks, a month or even longer. Then, I established a parallel with students, in which it is possible to see how students progressed and went from a stage where they struggled a lot with the language to a stage where they were more independent and could give whole messages. Students had to use the language and keep strengthening themselves; however, they still were dependent on the teacher, who constantly monitored their work and introduced them to new language strategies. As well, students started to explore their creativity at the moment of designing the performances, taking into account all the knowledge they had, the new ones and using them at the moment of communicating. The next fragment of the transcription of the video recording illustrates the second sub-category.

Communicative task 4.

Student 1: Hello, Good evening

Student 2: Hi, what's today's menu?

Student 1: Todays menu is fried chicken, pizza, hamburger and lasagna. And as drinks we have natural juices, soda and water.

Student 2: I would like a pizza and a bottle of water.

Student 3: I want a hamburger and a strawberry juice.

In this fragment, it is possible to observe that students started to use the expressions given in the guiding boxes, as well as making use of longer sentences that expressed all their ideas. Despite the pronunciation mistakes and lack of vocabulary they could find the way to make themselves clear by using extra linguistic elements like gestures and intonation so the rest of the students and the teacher could understand what they were saying.

The last sub-category is defined as **"Adult stage: Flying".** This is the last part of the metamorphosis that butterflies go through. During this stage, the butterfly keeps feeding itself on nectar from flowers and the most important thing is that flying comes in handy. I compared this process with the ones that students followed during the implementation of the communicative tasks. In this stage, students were way more independent from the teacher than they were at the beginning and in the middle of the process. Here, students were able to "fly" by themselves, this means that they were able to use all the knowledge they acquired during the process and independently create something; in this case, a final performance that evidenced all their abilities and progress. Moreover, students evidenced an improvement regarding not only the speaking skill, but also in the way they performed in front of the class and knowing they were being recorded. They were able to cope with all the challenges that performing using a foreign language in front of a public and being video recorded imply. An extract from the transcriptions evidence the progress students had at the end of the communicative tasks.

Communicative task 7

Student 1: Juan Pablo! Common! [knocks on the door] Hello my dears, how are… beautiful, hello…

Student 2: hello

Student 3: hello

Student 1: sorry, I contacted to my customs so I can live with the best luxuries and riches. Yes or not?

Student 4: No, you will take us to that castle just because you're after luxuries.

Student 1: oh, but I'm not only offering luxuries and riches but a lot of power.

In this case, students made use of all the tools and strategies they learnt during the implementation of the communicative tasks. Despite the pronunciation mistakes, that were committed because of the nervousness, they were able to create something that showed all their capacities and abilities regarding the language and their acting skills. Students were able to cope with all their language adversities, like lack of vocabulary regarding the chosen topic. As well, their personal impediments, like lack of confidence or fear to make mistakes.

All this, related with the way they interacted with the rest of their classmates at the moment of performing, students looked for different ways to start and keep the flow of the conversations without losing the tracks. Students overcame the tasks and its difficulties regarding language, self-confidence and showed that they were able to perform putting into practice all the tools and strategies that acquired along the process.

This whole information was obtained through the triangulation method that helped me to find patterns from the data collection instruments and then get to the category and its sub-categories. During the analysis I wanted to know the students' process and the progress they had at the moment of speaking. As well, the pronunciation, the way students expressed

at the moment of performing and how they used the target language to interact with their partners, were some factors that were taken into account. Finally, in the matrixes it will be possible to see the analysis of the tasks after being applied, as well as the analysis of the patterns found from the data collection instruments, which were the video recordings and the interviews; the category and the sub-categories emerged from data that support the analysis (See annexes 12,13,14).

The next chapter contains the conclusions of the result from implementing the communicative tasks on eleventh graders in a public institution in Cimitarra, Santander.

Chapter VI

Conclusions

In this conclusion chapter it is stated if according to the data analysis and its results the research question was answered or not. After the data analysis was done, the results showed that students did improve in various aspects. Those improvements were evidenced in the video recordings, the analysis of the first interview and the check list. Also, in the data analysis, it was possible to identify a category that emerged from the analysis of the patterns from the three instruments of data collection. As well, it can be said that the research question of this classroom project, which was: 'What does the implementation of communicative tasks based on storytelling and short performances reveal about eleventh graders English speaking skill at a public institution in Cimitarra, Santander in Colombia?; and its objectives were: 'to describe what the implementation of communicative tasks based on theater and storytelling reveal about eleventh graders' English speaking skill'; were accomplished successfully.

In this research project, I can get to the conclusions that the answer to the research question is that after implementing communicative tasks on students of eleventh graders, that belong to the English Major program in a public Institution, can definitely improve their speaking skills, because through those communicative tasks students were able to improve their vocabulary, their pronunciation, their self-confidence at the moment of speaking in front of their partners and at the moment of communicating their ideas. Additionally, students were conscious of their process and this was a factor that encouraged them to keep learning since it let them know that they were improving. The feedback at the

end of each performance gives them glimpses of their mistakes and what they could do to improve them.

Moreover, it is possible to say that through short performances inside the classroom students could lose the fear of performing in front of the class. Many times students felt reluctant to act in front of their partners because they would laugh at them; however, they understood that it helped them to feel more confident using the language and encouraged the rest of their partners to do the same. These tasks showed students that there are multiple ways that are helpful at the moment of learning a foreign language. Another aspect that I can get to the conclusion is that performing inside the classroom helped students to put aside the shyness of "acting". In many moments students used extra linguistic strategies that helped them to give the messages more clearly, they had to simulate crying, corporal pain, fighting, dancing, etc. and those strategies helped them to express themselves. Nevertheless, this was possible only because they felt comfortable and safe to do it; and this was accomplished because since the beginning of the project I tried to make my students feel safe of expressing themselves.

As well, I can conclude that the use of music inside the tasks creates a comfortable and relaxed environment that allows students to participate and pushes them to feel more engaged with the activities. The use of songs that students often listen to encourages them to feel that they are in a safe space, in which they can sing, dance and express their likes without being judged or laughed at. As well, the use of songs as part of the communicative tasks encourage them to explore their creativity by adapting the songs to situations they can perform.

Likewise, I consider that the communicative tasks are a very helpful tool to implement inside an EFL classroom since it allows students to explore their creativity and put into practice their autonomy at the moment of writing their own scripts. As well, students can learn things about themselves they didn't know before, like they like singing, or that they like to act, or that they can be good leaders. These communicative tasks sought not only to enhance students' speaking skills but also to guide them to different experiences which make them feel interested and willing to learn the language in a different way to the one they commonly use.

I firmly believe that students learn more like this because they are learning from their experience. My role as the teacher was only to guide, correct and monitor them. Students were able to use the tools they acquired along the process to produce the final product that was evidence that the communicative tasks did help them to improve. Likewise, through the communicative tasks, students were able to learn from their own mistakes and by being conscious of their process and progress. Furthermore, short performances along with music and storytelling helped students to explore topics that may be unknown for them or sometimes are not touched in the schools. For example, adapting the topic of a song into a short performance was something new for them, since they are used to only sing them and sometimes analyze the grammar structures .Besides, through the short performances students are giving messages, telling stories and through this, learning new vocabulary, exploring and creating new and hypothetical situations. This, helps the students that are performing to live another realities for short moments, which helps them to be more creative and at the same time, the students that are part of the public also are

immersed in those worlds, they are spectators and have to put their working imagination so they can understand and enjoy the performance.

Finally, I can say that the answer to the research question of this project is that implementing communicative tasks on eleventh graders to improve their speaking skill, is a good method that actually helps students to improve their language skills. However, this is not the only advantage but also helped them to enrich their social skills. These kinds of activities bring more advantages inside the classroom. Students can get to feel safe, comfortable and relaxed at the moment of participating, performing and using the target language in front of their partners. Additionally, implementing these kinds of activities inside the classroom helped me as a teacher to understand that many times we as teachers underestimate our students' capacities and do not challenge them to do more than they usually do. As well as that, there are many strategies that can be implemented inside the classrooms that will make the teaching of the foreign language easier.

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Annexes.
Annex 1

Task #1. My favorite love story!

1. Pre-task.

The teacher will show a sort of images and will ask students to guess what they think and to give an idea of a possible story from the images. Each one will give an opinion about it.

After that, the teacher will ask students what makes a good love story. For example, what should be its ending, what could be the problems that the characters face, how can they solve them, etc.

Then, the teacher will write the answers in the board.

After that, the pre service teacher will show some images and some words, which students may find difficult, taken from a text called "The bicycle ride", students will have to guess their meaning and match the sentences.

2. Task

The teacher will form students in groups of three and to each group will pass some paragraphs of the story, the paragraphs will be disorganized, students will have to read them and organize the story. However, each group will have some paragraphs but not all the story, each group will have to read and see what parts are missing, then they will have to ask other groups if they have the missing parts and if they do, the group will tell them what the paragraph is about, they will not be allowed to read the paragraph to the other group, they will tell the information summarized.

After they do that, they will have to complete a chart, students will write the most important information of each paragraph and their opinion about it. The teacher will give to each group a paper with the chart to complete. Students will have to discuss among them about the type of information they want to write on the chart. As well, each group will write a last paragraph with a different final to the story, including a possible dialogue between the characters. At the end, the groups will choose two members to perform the dialogue.

The teacher will monitor and help students to solve doubts.

Second activity. Telling a love story. After they finish the activity, each group will think about a love story that they know, and each participant will chose a part of it to tell in front of the class. Meanwhile, the teacher will help them with vocabulary if they need and will write down the mistakes she recognizes.

3. Post-task.

After students finish, each group will have to report their opinions about the story, each group will explain their opinions and why do they think that. As well, students will discuss what love story was the best and why.

As well, the teacher will give the whole group feedback about their mistakes in a general way, but in specific to each group so each student can know and reflect on their mistakes.

Annex 2

Task # 2. Mixing stories!

1. Pre task:

The pre service teacher will start asking the students if they like telling and listening to stories and will ask them what is their favorite story and what is it about. As well, she will ask them if they have written any story before, if they have, the pre service teacher will ask them what was the story about and why they did write it. Then, the pre service teacher will show them some images related to some of the topics she will assign to each group. After showing the images, the pre service teacher will read an example of a story so they can have an idea how to write their own.

2. Main task:

The pre service teacher will ask students to form groups of four people, then she will assign a topic to ach group and each student will write a short story about it. The pre service teacher will give to the students a "**guiding box**" in which they will find guiding questions, vocabulary and expressions they can use at the moment of writing, as well as a chart with guiding questions so they can organize better their stories.

After they finish writing they will have to cut the story into paragraphs and then mix all the stories in a bag, there will be a bag for each group. They will mix them and take out four pieces of paper, then, they will make a story with those paragraphs. When they already have made the story, they will look for a way in which they can perform it, not necessarily with conversational dialogues, but the goal is to tell the story by performing it. During the process of creating the story and adapting it, the pre service teacher will guide, help and enhance the students to use the target language.

3. Post-task:

After each group participated, they will discuss among themselves to choose the performance they liked the most and why, then by turns they will expose their ideas in front of the group.

As well, the pre service teacher will give them feedback regarding their use and production in the target language.

Annex 3

Task #3. Evolving to another gender!

Pre-task

The pre service teacher will start showing some images from the music video and asking the students if they can recognize them and give ideas of words that come to them when they see the images. Also, she will show a picture of Dua Lipa and ask them if they know something about her. After the students give their answers, the pre service teacher will play the song 'Don't start now' from Dua Lipa without lyrics. Then, she will ask them if they understand the topic of the song, after they answer, the pre service teacher will ask them to give ideas responding to questions like:

What kind of situations do you think can happen after a couple splits? What would be the different reactions of an ex-couple when they bump into each other? What would you do if your ex start caring about your life after breaking up? What do you think Dua's ex is trying to do now? Etc.

The pre service teacher will give them some guiding expressions they can use at the moment of answering the questions.

Guiding expressions

- I consider that…
- Maybe I would react…
- I think that _____ could happen or maybe this _____
- Maybe he is trying to_____
- It would be uncomfortable because _____
- If it were me, I think I would _____
- I think they would argue because _____

Main task

The pre service teacher will play the song again with lyrics so students can read and fully understand the topic of the song. Then, she will ask them to make couples and, taking into account the song, write a short dialogue between an ex-couple that recently broke up and one of them is trying to control the other one's life. They need to specify in what kind of situation and moment they are, for example if they are in a party, in the street, in the school or in a friend's house. As well, the pre service teacher will give them a guiding box in which they can find expressions, and the structure of sentences in present, past, and in interrogative way, so they can use them while writing the dialogue. Before students perform the dialogue, the pre service teacher will help them to build the sentences, giving ideas and helping them with pronunciation. After they write the short dialogue each couple will pass to the front and explain the situation and then perform the dialogue.

During the presentations the pre service teacher will write down the pronunciation mistakes the students make.

Post-task

After all the students have passed, each one will choose their favorite and will say why. Then, the pre service teacher will give them feedback regarding pronunciation.

Annex 4

Task 4. Creating my own short play! Different situations in a restaurant.

Pre-task

The pre service teacher will show images of food and ask if they have tried them and then, she will ask the students what is their favorite food and the ones they like the most.

Then, she will play a video in which a group of students are performing a short play ordering in a restaurant so they can have a view about how they can do their own short play. After they watch the video, the pre service teacher will ask them some questions like: What could you notice from the video? After they watch the video the pre service teacher will read a part of the subtitles since the video does not have them, so students can fully understand and know what they were talking.

Did you understand what they were saying? Were the students nervous? In what way did the customer's order their food?

Main task

After having watched the video, the pre service teacher will ask the students to form groups of four, in which they will act as if they were in a restaurant where different situations can happen. For example, they will choose if two people are the customers and the other two are the waitress and the chef, and if they have a reservation or they don't, also if it is a couple and have a child, etc. Students will have to bear in mind the different situations that could happen in a restaurant and know how to deal with them. For example, if the waitress brings the wrong order, or the bill is too expensive and you don't enough money, the person you were waiting don't arrive, etc. The pre service teacher will assign to each group a specific situation for them to know how perform their short play.

Options of performance:

- The chef and the waitress talking about the menu for the week.
- A couple with their child asking for a table.
- A couple arrive late but had a reservation.
- You're alone and asked too much food but don't have enough money.
- You are waiting for someone who never arrives and you ordered for both.
- You're on a date and the waitress brings the wrong order.
- A group of friends is being too noisy and the waitress asks them to be quiet.

The pre service teacher will give the students options so they can choose and start creating their own short play, as well, she will help them with vocabulary and pronunciation.

The pre service teacher will give them '**guiding box**' with expressions used in a restaurant, as well, as quantities of food so they can use them at the moment of performing.

Post-task

While students are performing the final short play, the pre service teacher will write down their pronunciation mistakes, so she can socialize them at the end. After all the students have passed, each group will choose their favorite performance and will say why. Then, the pre service teacher will give a general feedback regarding pronunciation.

Annex 5

Task 5. An interesting trip.

Pre task

The Teacher is going to ask the students if any of them have gone for vacations to the beach and if so, where to and how the vacations went.

Then, she is going to show some images like a beach, a hotel, a storm, a cat, a sunny day, etc. and will ask the students what they think or imagine. How would they feel if they were there and who they would like to go with?

After they answer, the teacher will read the story called "The cat in the rain" once and ask some questions about it, like for example: what did you understand about the story? Why do you think the woman wanted a kitty so bad? What would you have done if you were the husband, or the wife? Would you risk and get wet to save a kitty that's in the middle of a storm? What do you think the woman getting the cat she wanted could mean?

Main Task.

The teacher will ask the students to get in groups of six, then she will hand in each group a paper with the story. After they have read the story, students will have to choose a situation in they are in and perform it. According to the situation they choose, the number of members will be adapted. The options to perform will be the next ones:

- They start planning the trip to the beach. (Talk about what they are going to need, book a hotel, how many days they stay…)
- Already in the hotel they realize that it's pouring and they see a cat which is almost drowning. (What do you do? who do you talk or call to?
- Already in the hotel, it's a sunny and fresh day but one of you gets sick (one of you sprained an ankle, what do you do? stay inside or enjoy alone?
- You are on your way and someone forgot to bring something important, and start fighting about it. (Do you consider going back for it? are you aware that it will delay you from the flight? Do you decide leave it?
- You are in the hotel and saved the cat, you want it but you cannot take it because the plane does not allow pets (what do you do? sneak the cat in your luggage or leave it?

Meanwhile they are planning what they are going to say, the teacher will be monitoring, helping the students with spelling, grammar and pronunciation. As well, the teacher will give the students a **guiding box** in which they will find phrases that will help them to organize the play.

After they have organized themselves, each one is going to perform, maximum 4 minutes.

Post task

After all the groups have passed, the teacher will ask them what their favorite performance was. After all the groups have answered, the teacher will tell them a general feedback on their pronunciation and spelling if necessary.

Guiding box.
To begin with/ It all began when…/ It all started when…
Snap of twig
The minutes seemed hours…
To start off
As soon as
Then, I started to get worried…
Immediately, I called…
I knew that there would be a problem…
But before all that…
I don't think so
I disagree with you
There is no way
That's not true
In my opinion
How would you feel if …
I suppose you…
You didn't let me finish
Whatever/ if you say so…
I need a doctor
I am allergic to…

Annex 6

Task 6. A song: a starting point.

Pre task

The pre service teacher will start reading parts of the three songs, the songs are: "Hello" from Adele, "Wake me up" from Wham, and "Adore you" from Harry Styles. The pre service teacher will show them some images of the singers and see of the students can guess who they are. After she has read all the songs, the pre service teacher will ask if they have heard the songs before and if they know what they talk about. Then, the pre service teacher will play the songs again with lyrics so they can read them and identify words they don't understand. As well, she will ask them which one is their favorite and will tell them some fun facts about the songs.

Main task

After played the songs with lyrics, the pre service teacher will ask the students to form groups of three or four and each group will choose a number, each number corresponds to a song. After all of them have chosen a song, each group will read the lyrics again and start writing a short dialogue, based on the topic of the song, which they can perform. Before starting to write the dialogue, the pre service teacher will help students saying what kind of situations we can find in the songs, what kind of things could have happened, and based on those situations students will start writing their dialogue. The pre service teacher will give to each group a photocopy with

the lyrics of the song they have chosen. In case they need more members, they can join other groups as long as they have the same song.

As well, the pre service teacher will give them a guiding box in which they can find expressions, and the structure of sentences in present, past, and in interrogative way, so they can use them while writing the dialogue. Before students perform the dialogue, the pre service teacher will help them to build the sentences, giving ideas and helping them with pronunciation. After they write the short dialogue each group will pass to the front, say which song they have and perform it. During the presentations the pre service teacher will write down some of the pronunciation mistakes students made, so at the end of the activity, she can give a general feedback.

Post task

After all the groups have role-played the songs, the pre service teacher will give a general feedback regarding pronunciation mistakes and the students will say which the best performance was. As well, students will choose the song they liked the most and sing it.

Task # 7. The final performance.

PRE TASK

To start with, the pre service teacher will show them images related with the topics for the performance and the students will say what they can imagine based on the images.(the topics are: adapting and performing Blue Beard, Stop playing the victim and the explanation of how the fourth wall works) After they have answered, the pre service teacher will explain them how in theater there is something called the fourth wall, this works as an element that helps actors to leave an imaginary wall that separates them from the public, when the fourth wall is broken, the performers can interact in some way with the public making them remember all that happens on stage is fictional. This information is just for them to have it in mind at the moment of performing. For this, the pre service teacher will show some images and play a video in which the fourth wall is broken so they can clearly understand. It is a fragment of a movie and it's called "Annie Hall, 1997".

MAIN TASK

The pre service teacher will ask the students to divide the class into four groups. Then, students will choose between two situations, the first one is called "**stop playing the victim**" and the second one is "**Blue Beard**" however this version is updated. The pre service teacher will explain the situations so they can have an idea for their performance. Two groups will choose the first option and the other two the second one. After they have chosen, they will write the outline for each performance. However, in this final task, the pre service teacher will not give them a guiding box; they will use their prior own knowledge and if they want, use the previous guiding boxes. Each performance will last minimum three minutes. The class-group will be divided into four groups; each group will decide how to do their performance, they will put into practice their knowledge and their own creativity. Moreover, the pre service teacher will help students by constructing the sentences, as well with pronunciation and with the rehearsal of the performance. The pre service teacher will monitor the process and help them to organize the stage for the performance. This task will be divided into two sections, on the first

Annex 7

one students will write the outline, rehearse and in the second one they will do a final rehearse and perform the final play.

- **"Stop playing the victim"**

These are some options for the seven task, the first play is **stop playing the victim** and it is about a friend whose friend is always complaining, it can be adapted to a group of friends and one of them is always negative and the rest is trying to help her/him but the situation does not improve. They can start arguing about it and one of them decides to cut off the friendship and leaves. The negative friend also leaves and the rest of them do not try to stop it.

- **"Blue Beard, Tale."**

Write a short dialogue where the girl is talking with her sisters about considering marrying Blue Beard; her sisters, mother and brothers are trying to talk her out about marrying. Barba Azul comes in, says why he wants to marry her and takes her away. The second option could be where the woman is arguing with someone about the bodies she found, Blue Beard comes in and she tries to scape, but he does not let her go and her brothers arrive to help her and all of them can escape.

POST TASK

As a final part of the communicative task, the pre service teacher will give feedback to each group focusing on their pronunciation mistakes, as well she will give a general feedback on the mistakes she observes on the whole group. Likewise, the groups will vote to choose the best performance.

Annex 8
Consent forms

Cimitarra, Abril 27 de 2022

Señor:

Marco Fidel Mosso González

Rector Colegio Nuestra Señora de la Candelaria
Cimitarra, Santander.

Cordial saludo,

Como profesora en formación de la Licenciatura en Idiomas Modernos de la Universidad Pedagógica y Tecnológica de Colombia - UPTC, quiero informar a usted que me encuentro desarrollando mi monografía la cual está relacionada con el mejoramiento de la habilidad de habla mediante pequeñas obras dentro del aula. Asimismo, esta investigación tiene como objetivo principal analizar y describir que revela la implementación de pequeñas obras dentro del aula sobre la habilidad de habla de los estudiantes de once grado.

Dicho lo anterior, uno de los propósitos específicos tiene que ver con diagnosticar, implementar y analizar el impacto que tiene la implementación de pequeñas obras dentro del aula en la habilidad de habla de los estudiantes de grado once. A fin de comprender este sentido, recolectaré información a través de la observación, grabaciones de video, y entrevistas. De esta manera, le solicitamos a usted el permiso para intervenir durante el primer semestre académico en las clases de inglés con los estudiantes mencionados anteriormente. Asimismo, los padres de familia de los menores serán informados de que la participación en la investigación es de carácter voluntaria, pero que será de vital importancia para el desarrollo de este proyecto.

Se mantendrá la identidad de los participantes en el anonimato y se brindará la posibilidad de conocer los resultados de la investigación a la Institución Educativa y a los padres de familia si así lo solicitan. En este proyecto, el manejo ético y de confidencialidad de la información se suscribe a las normas colombianas constitucionales y legales relacionadas con los datos personales y de derechos de autor.

Como rector de la Institución está en todo su derecho de solicitar información sobre el desarrollo del proyecto en cualquier momento, al igual que los participantes. Los resultados de esta investigación se utilizarán únicamente para elaborar una tesis de grado, escribir informes de esta investigación, presentar los resultados de la investigación en eventos académicos y elaborar artículos de tipo científico.

Finalmente, esta investigación no traerá ningún tipo de perjuicio para la Institución Educativa, ni afectará su buen nombre. Por el contrario, se espera que este proyecto genere

un impacto positivo en el proceso de enseñanza-aprendizaje del inglés, dando espacio a repensar la formación de los estudiantes desde su cultura y sus bases de conocimiento sobre la misma.

Apreciaría sinceramente su autorización para poder llevar a cabo este proyecto.

Cordialmente,

Investigadora Principal

Carolina Cruz Rusinque
201710475

Si está de acuerdo con participar en esta investigación, por favor, complete la siguiente información:

NOMBRE _____

FECHA: _____

FIRMA: _____

Cimitarra, Abril 27 de 2022

Señores:

Padres de familia

Cordial saludo,

Como maestra en formación de la Licenciatura en Idiomas Modernos español- inglés de la Universidad Pedagógica y Tecnológica de Colombia - UPTC, quiero informar a usted que me encuentro desarrollando mi monografía la cual está relacionada con el mejoramiento de la habilidad de habla mediante pequeñas obras dentro del aula. Asimismo, esta investigación tiene como objetivo principal analizar y describir que revela la implementación de pequeñas obras dentro del aula sobre la habilidad de habla de los estudiantes de once grado.

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Se mantendrá la identidad de los participantes en el anonimato y se brindará la posibilidad de conocer los resultados de la investigación si así lo solicitan. En este proyecto, el manejo ético y de confidencialidad de la información se suscribe a las normas colombianas constitucionales y legales relacionadas con los datos personales y de derechos de autor.

Finalmente, esta investigación no traerá ningún tipo de perjuicio para su integridad como persona, ni afectará su buen nombre ni el de los suyos. Los resultados de esta investigación se utilizarán únicamente para elaborar una tesis de grado, escribir informes de esta investigación, presentar los resultados de la investigación en eventos académicos y elaborar artículos de tipo científico.

Apreciaría sinceramente su participación durante este proyecto.

Cordialmente,

Investigadora Principal

Carolina Cruz Rusinque
201710475

Si está de acuerdo con participar en esta investigación, por favor, complete la siguiente información:

NOMBRE: _____

FECHA: _____

FIRMA: _____

Annex 9

PEDAGOGICAL AND TECHNOLOGICAL UNIVERSITY OF COLOMBIA
PEDAGOGICAL AND RESEARCH PRACTICE II/2021
EDUCATIVE INSTITUTION: NUESTRA SEÑORA DE LA CANDELARIA, CIMITARRA, SANTANDER
PRACTICIONER TEACHER: **CAROLINA CRUZ RUSINQUE**
LEVEL: 10th GRADE

NEEDS ANALYSIS RESULTS

Análisis cuantitativo del cuestionario realizado a los estudiantes de décimo grado del Colegio Nuestra Señora de la Candelaria.

Al término de este cuestionario pude analizar que la mayoría de los estudiantes consideran que se sienten confiados en las clases de inglés, así mismo que una de las habilidades que más **se practican en las clases son la escucha y el habla**; sin embrago, **el habla y la escucha son unas de las habilidades que más se les dificulta.**

Del mismo modo, consideran que el habla es una de las habilidades más importantes al momento de aprender el idioma Inglés, pero las habilidades que consideran como sus fortalezas son la escritura y la escucha, a pesar de ser el habla la habilidad más practicada en el aula.

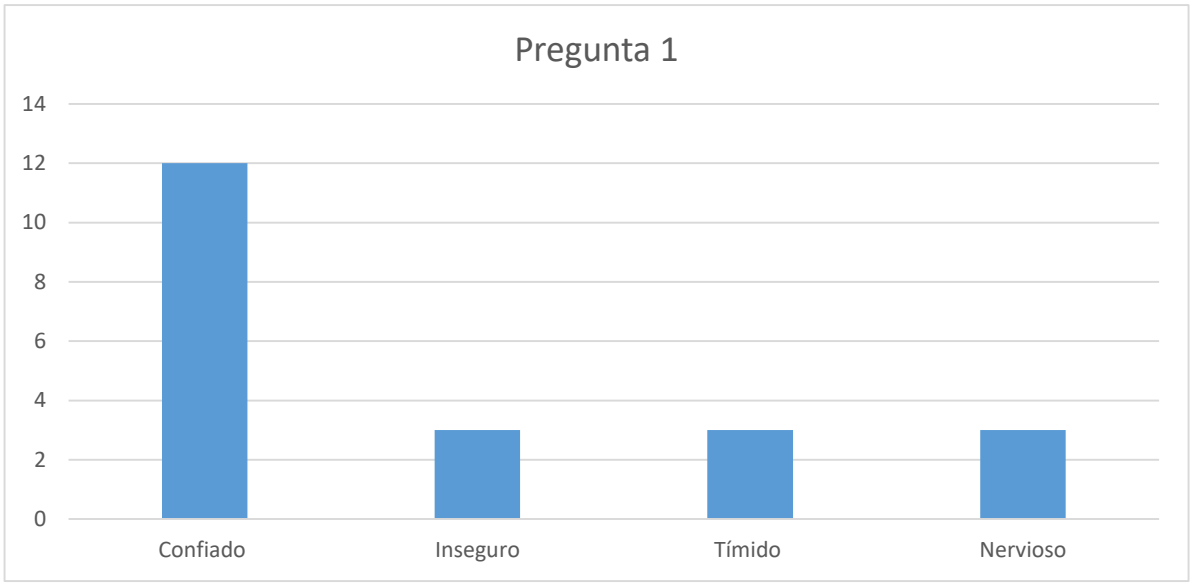
Así mismo, la mayoría de los estudiantes tienden a **inclinarse más por actividades que tengan que ver con la música**, como por ejemplo, realizar karaokes en el aula, aun así les interesan el uso de flashcards en el salón y role plays; aunque no se descartan la lectura de textos literarios cortos.

Igualmente, respecto a las habilidades que poseen los estudiantes de grado décimo, respecto a la comprensión lectora, responden que con ellas pueden identificar las ideas principales de un texto y que el uso de las herramientas tecnológicas, ayudan y soportan el aprendizaje del inglés como lengua extranjera.

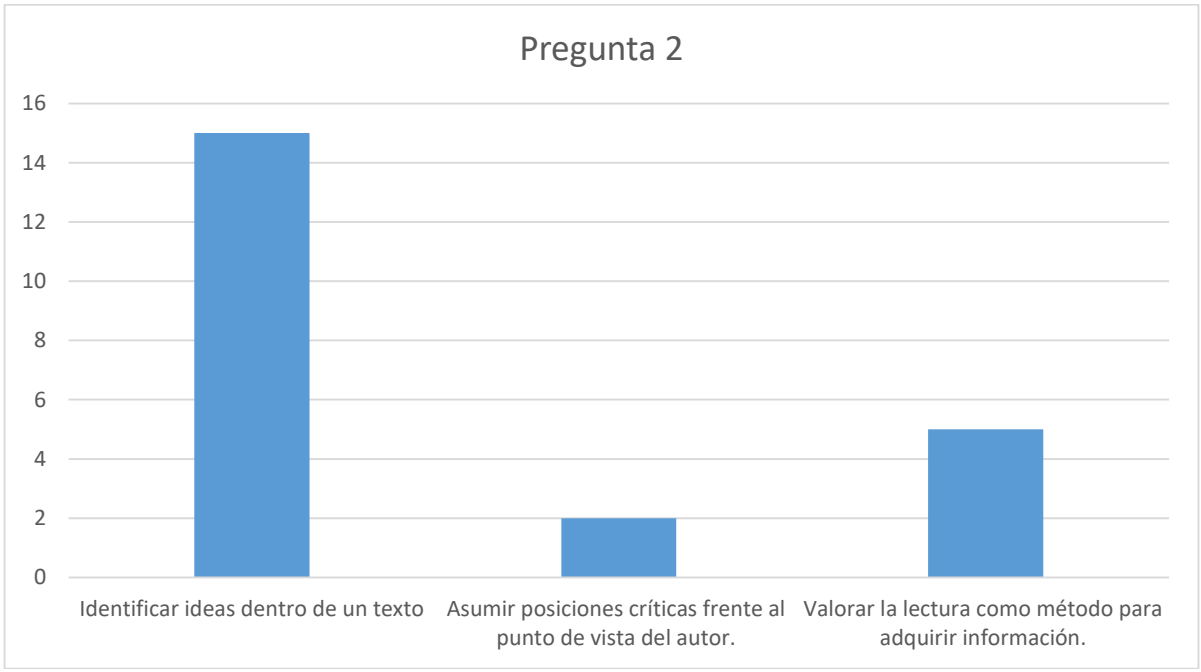
Finalmente, respecto a las expectativas que tienen los estudiantes la mayoría apuntan a mejorar su nivel de lengua con el fin de poder lograr comunicarse, expresar enteramente sus ideas con el fin de algún día viajar a un país angloparlante. Por otro lado, unos pocos tienen como objetivo mejorar su nivel de lengua para poder entrar a la Universidad. Y finalmente, unos pocos, no tienen expectativas sobre la materia, simplemente cumplen con los deberes asignados.

Análisis cuantitativo del cuestionario realizado a los estudiantes de décimo grado del Colegio Nuestra Señora de la Candelaria.

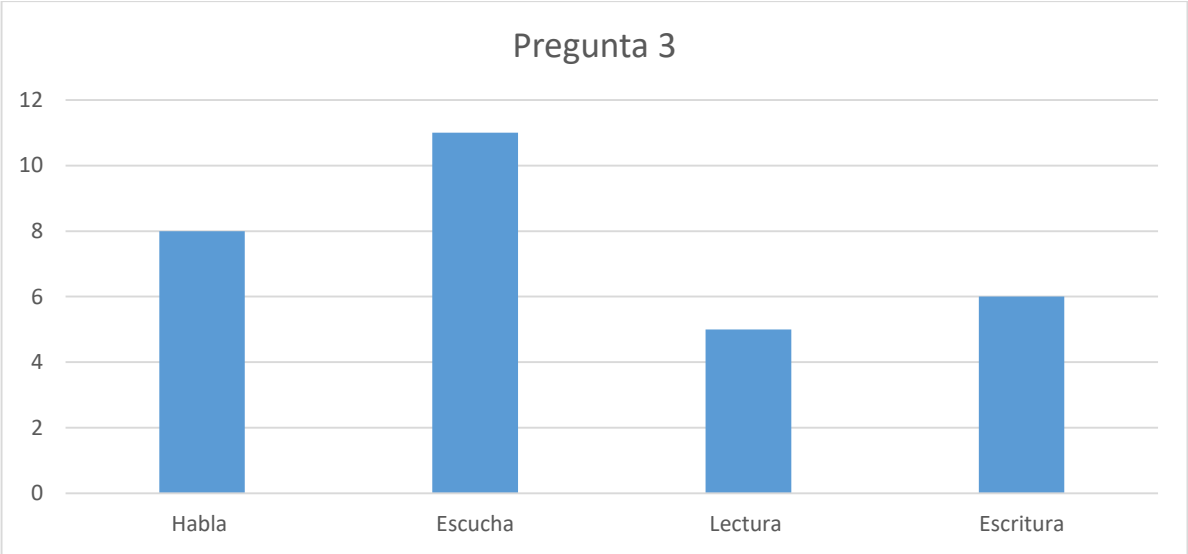
1. ¿Cómo te sientes en las clases de inglés?



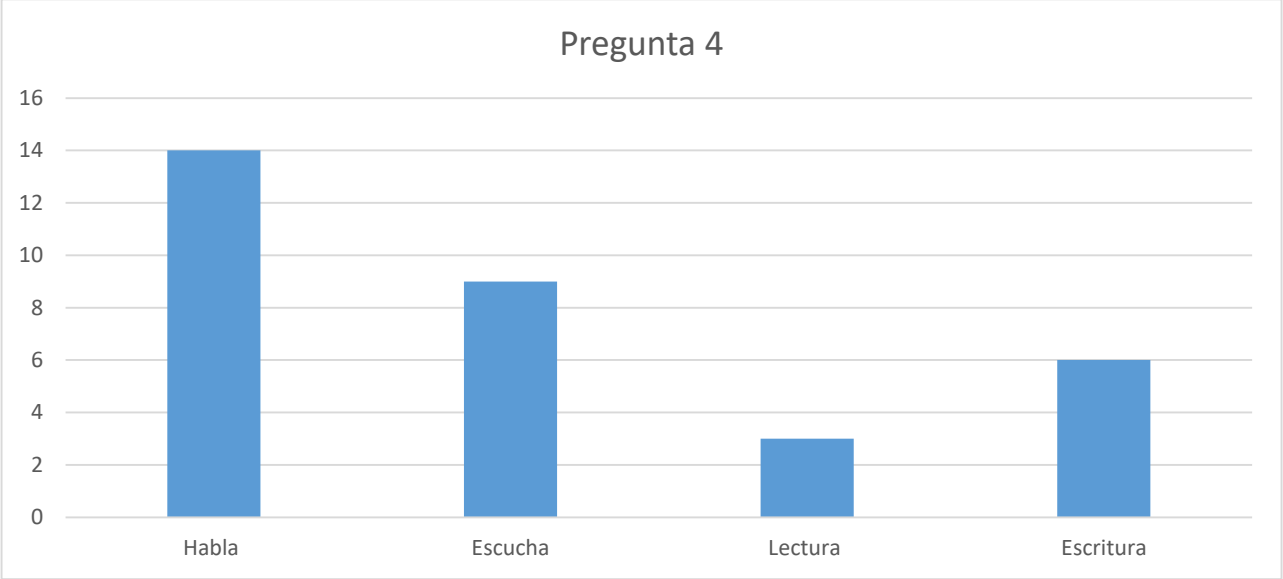
2. ¿Crees que el nivel de lengua que posees ahora te podría servir para:



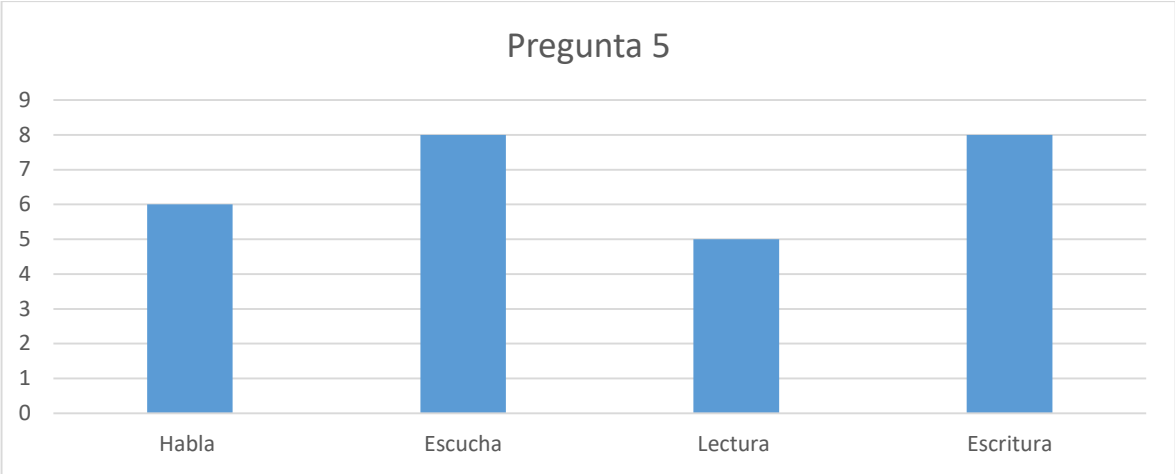
3. ¿Qué habilidades te permiten practicar ampliamente las horas de clase de inglés semanales?



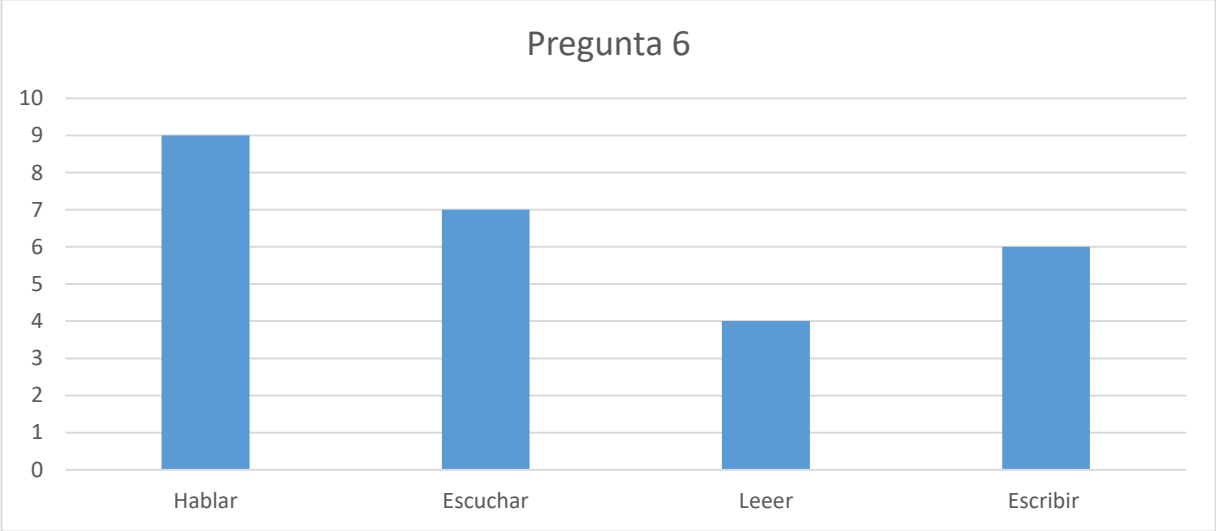
4. ¿Cuál habilidad consideras que es la más importante para el mejoramiento del inglés como idioma extranjero?



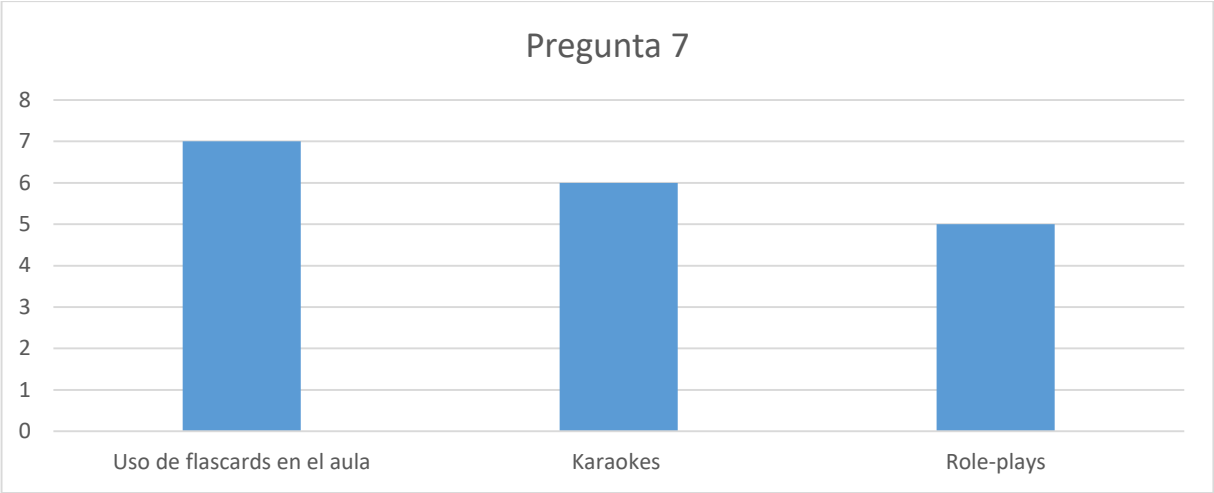
5. ¿Cuál habilidad consideras que es tu mayor fortaleza respecto al aprendizaje del inglés como lengua extranjera?



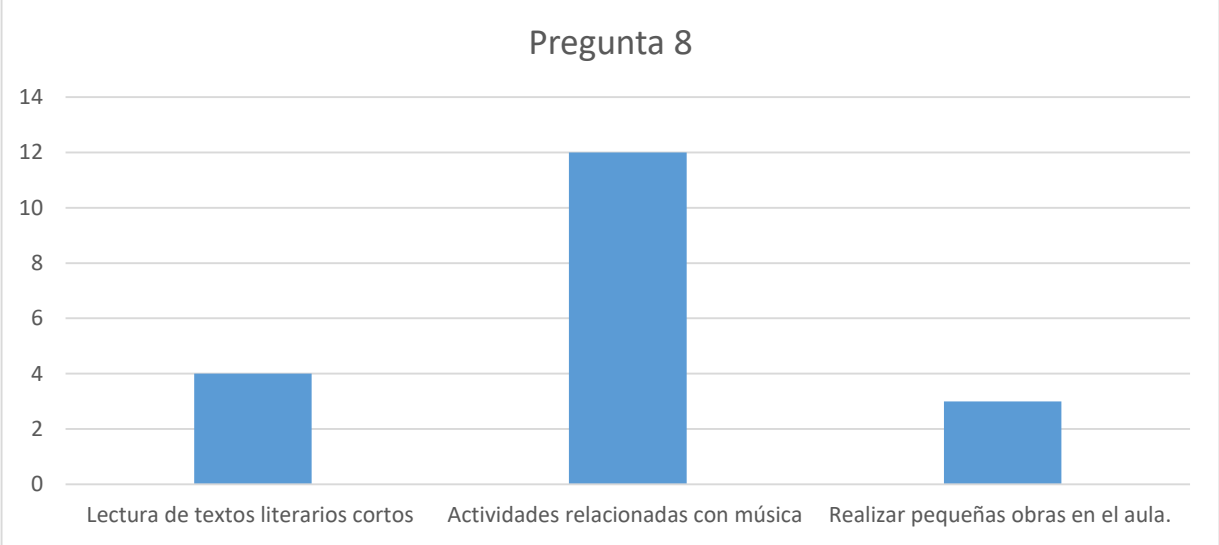
6. ¿Qué es lo que más se te dificulta al momento de aprender inglés?



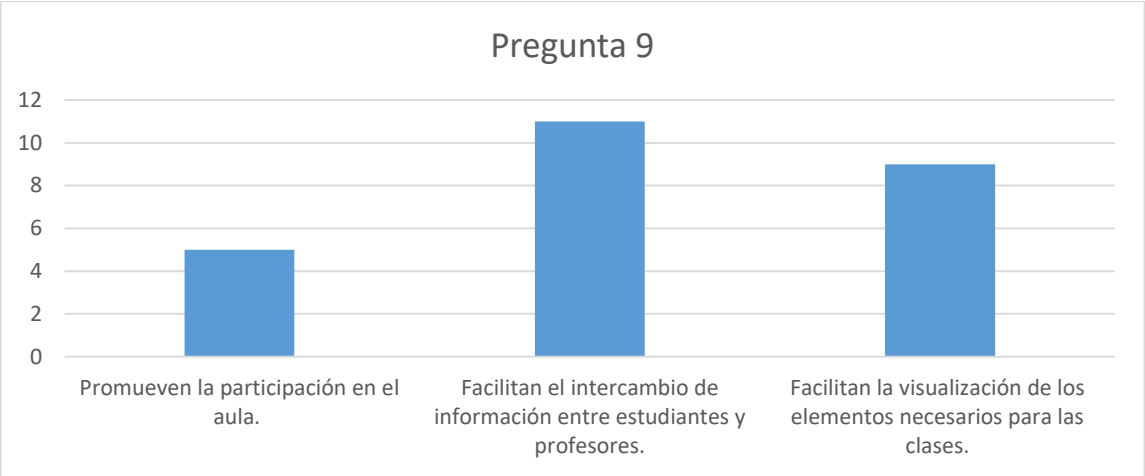
7. ¿Qué otras estrategias o actividades consideras que podrían reforzar el aprendizaje y uso de la lengua extranjera?



8. ¿Qué tipo de actividades te motivan, te interesan o te gustaría que se incluyeran en el durante las clases de inglés?



9. ¿De qué manera crees que las herramientas tecnológicas aportan en el aprendizaje del inglés?

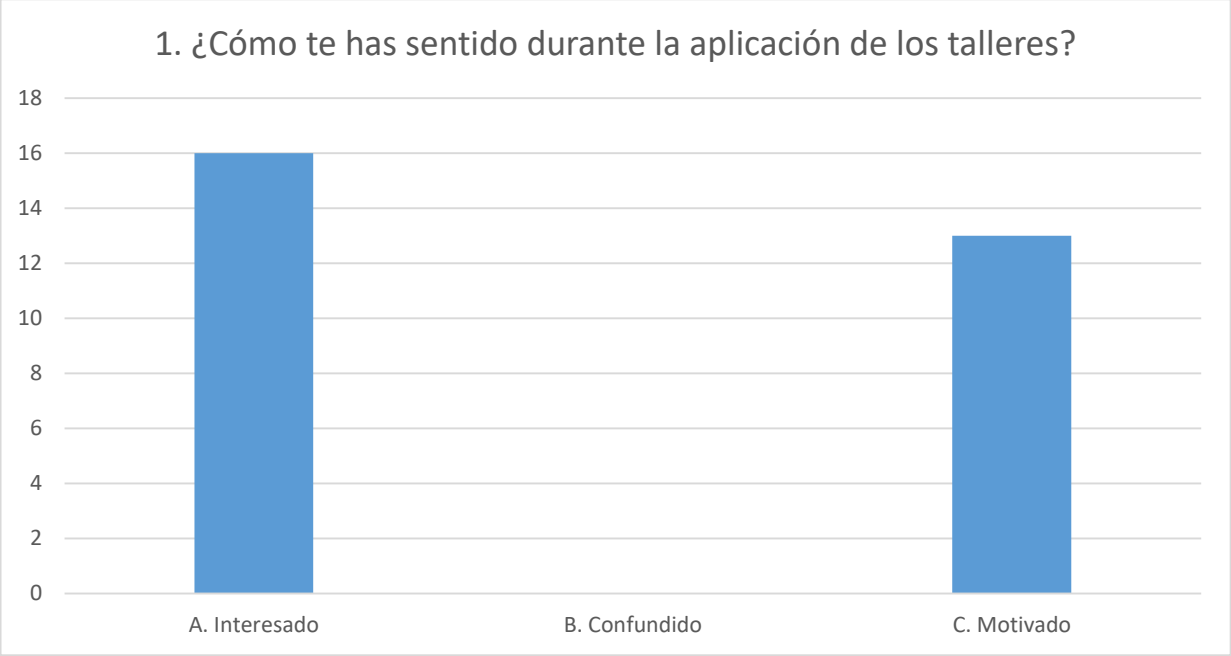


Annex 10

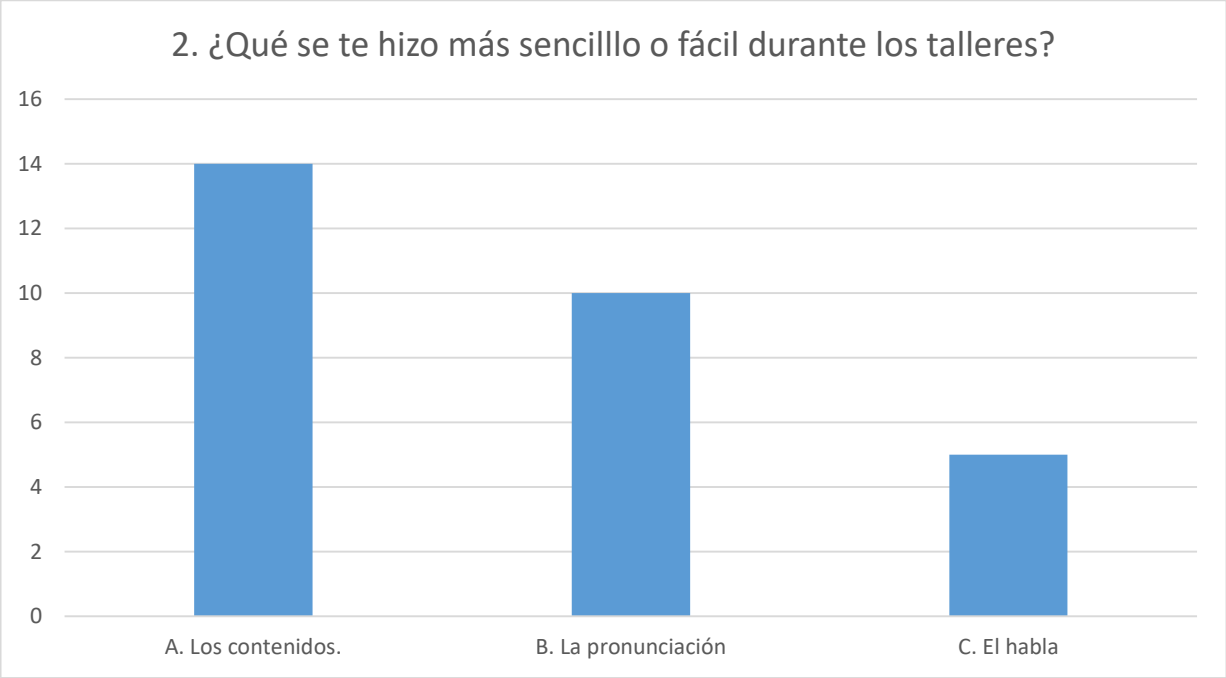
Interview results

Projects' title: "Enhancing students' speaking skill through communicative tasks based on storytelling and short performances in an EFL classroom."

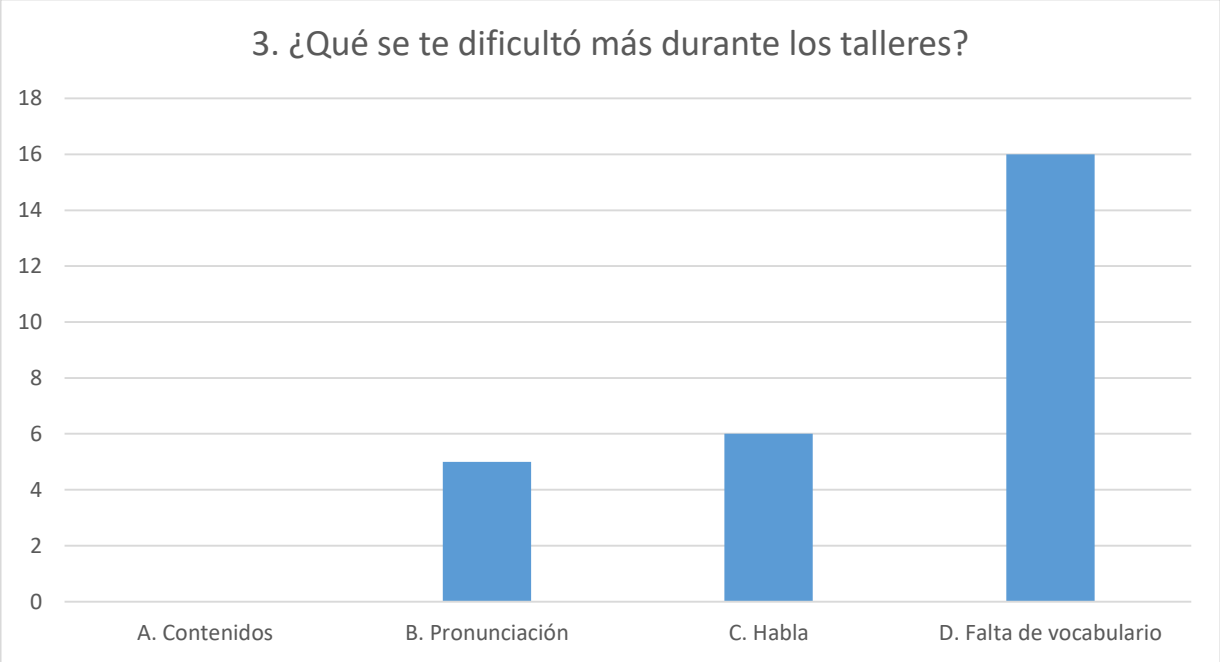
Question 1.



Question 2

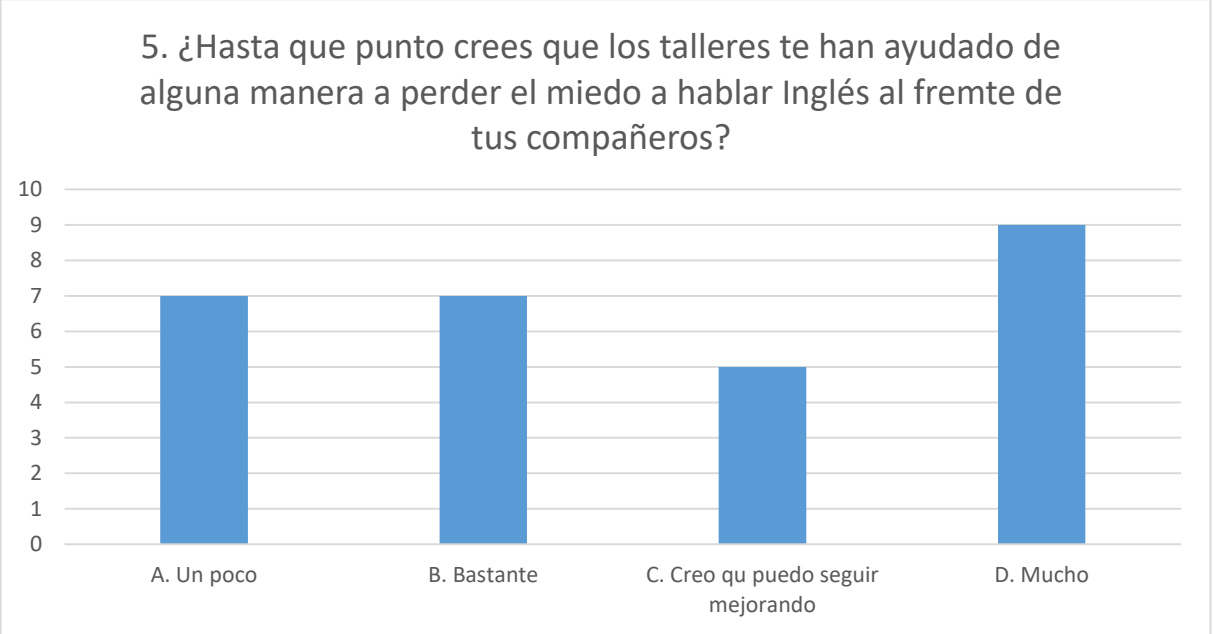


Question 3



Question 4

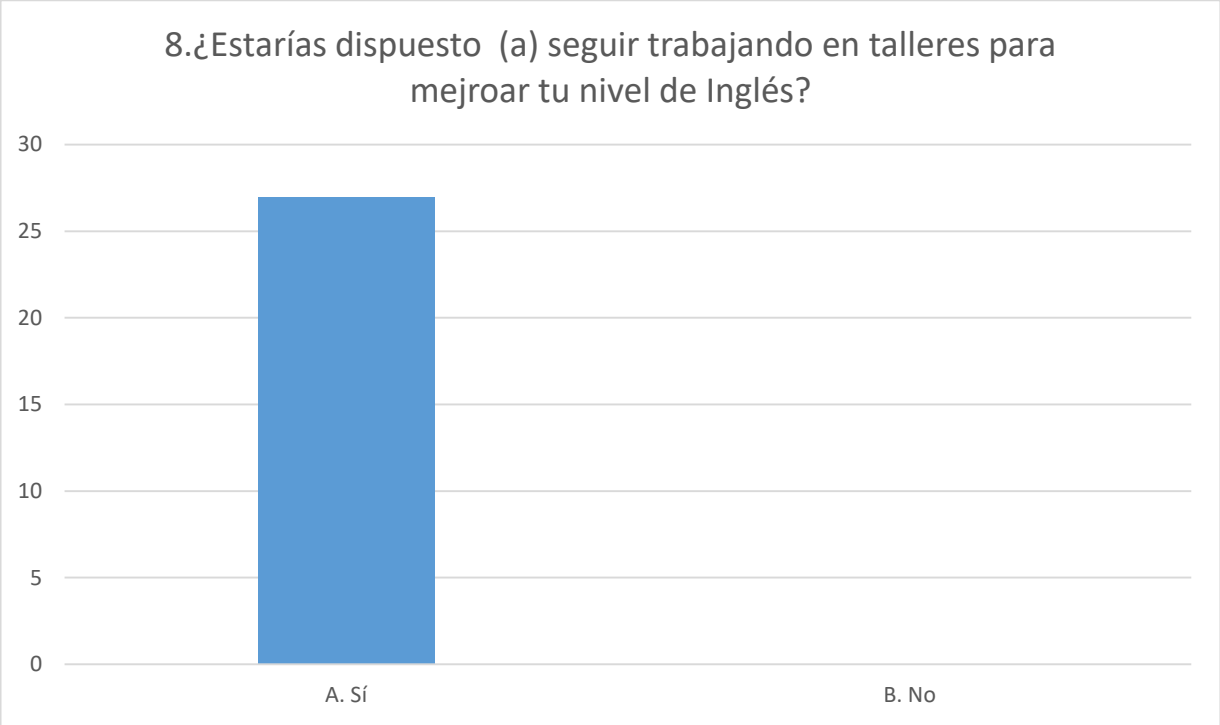
Question 5



Question 6

Question 7

Question 9

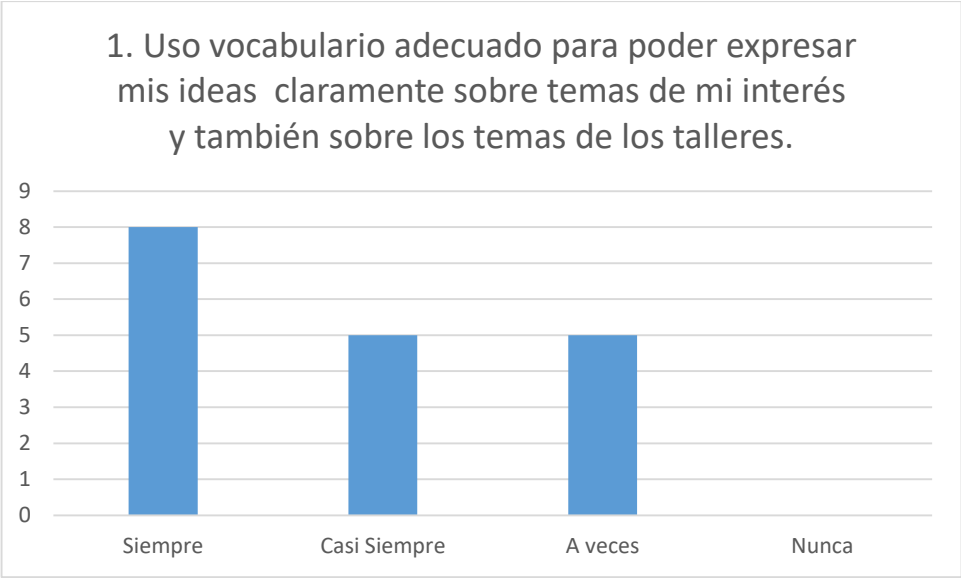


Annex 11

PEDAGOGICAL AND TECHNOLOGICAL UNIVERSITY OF COLOMBIA
ACTION RESEARCH 2022
EDUCATIVE INSTITUTION: NUESTRA SEÑORA DE LA CANDELARIA, CIMITARRA, SANTANDER
PRACTICIONER TEACHER: **CAROLINA CRUZ RUSINQUE**
LEVEL: 11th GRADE
CHECK LIST RESULTS

Nombre del proyecto: "Enhancing students' speaking skill through communicative tasks based on theater and storytelling in an EFL classroom."

Objetivo: Comprobar si los estudiantes de once grado poseen las habilidades básicas, especialmente las relacionadas con el habla, estipulados por el Ministerio Nacional de Educación en el documento de "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés."; incluyendo los objetivos y las actividades realizadas durante la aplicación de los talleres comunicativos.


1. Uso vocabulario adecuado para poder expresar mis ideas claramente sobre temas de mi interés y también sobre los temas de los talleres.
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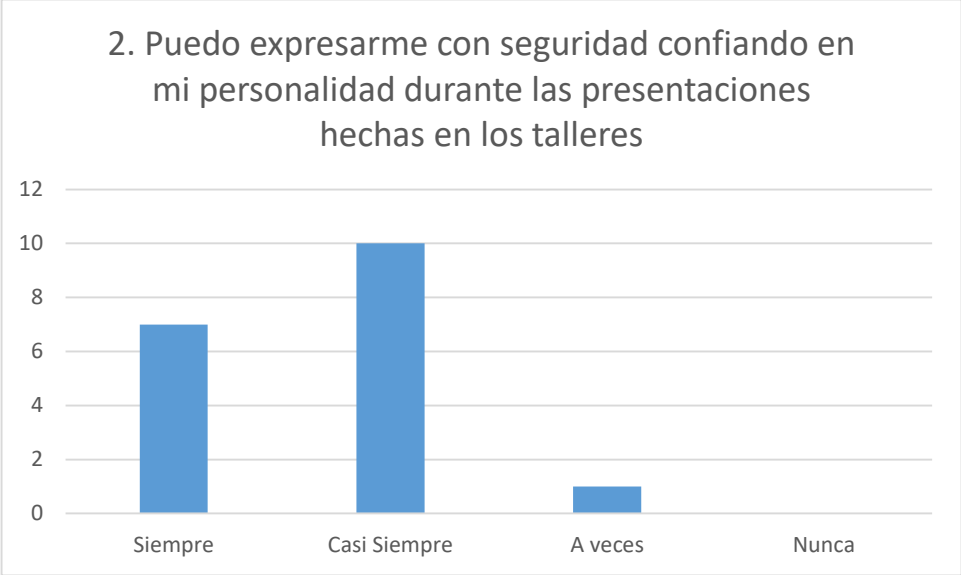
Siempre
Casi Siempre
A veces
Nunca


2. Puedo expresarme con seguridad confiando en mi personalidad durante las presentaciones hechas en los talleres
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Siempre
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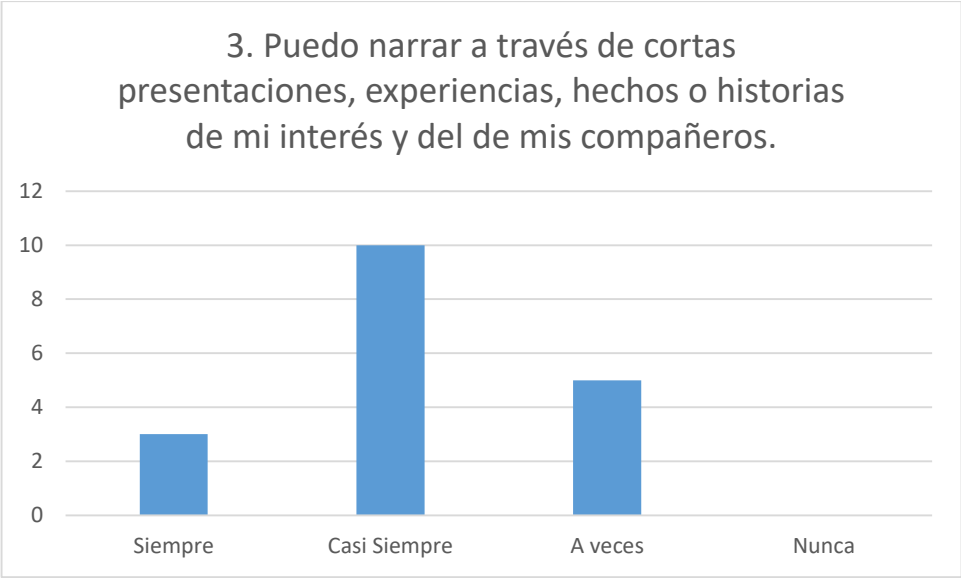
3. Puedo narrar a través de cortas presentaciones, experiencias, hechos o historias de mi interés y del de mis compañeros.
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Casi Siempre
A veces
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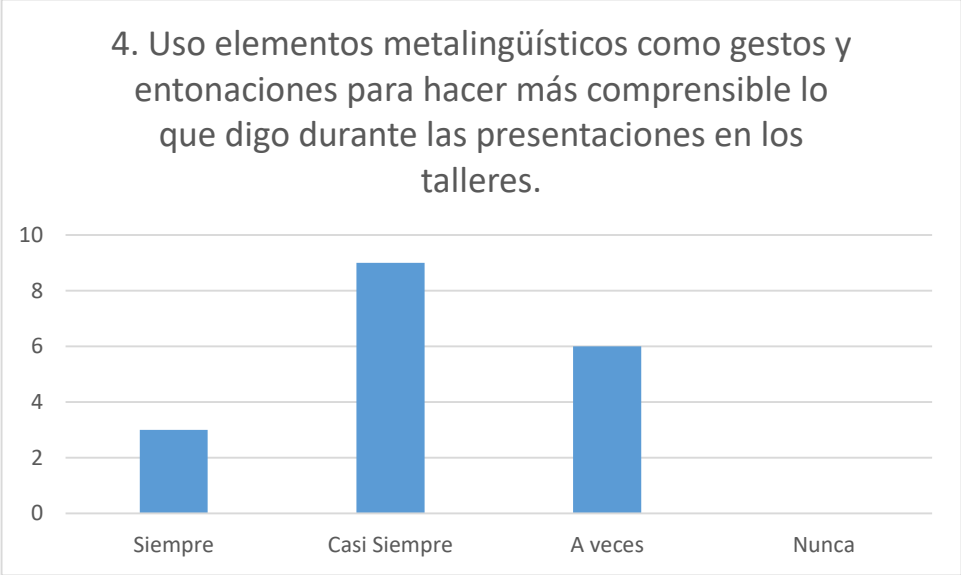
4. Uso elementos metalingüísticos como gestos y entonaciones para hacer más comprensible lo que digo durante las presentaciones en los talleres.
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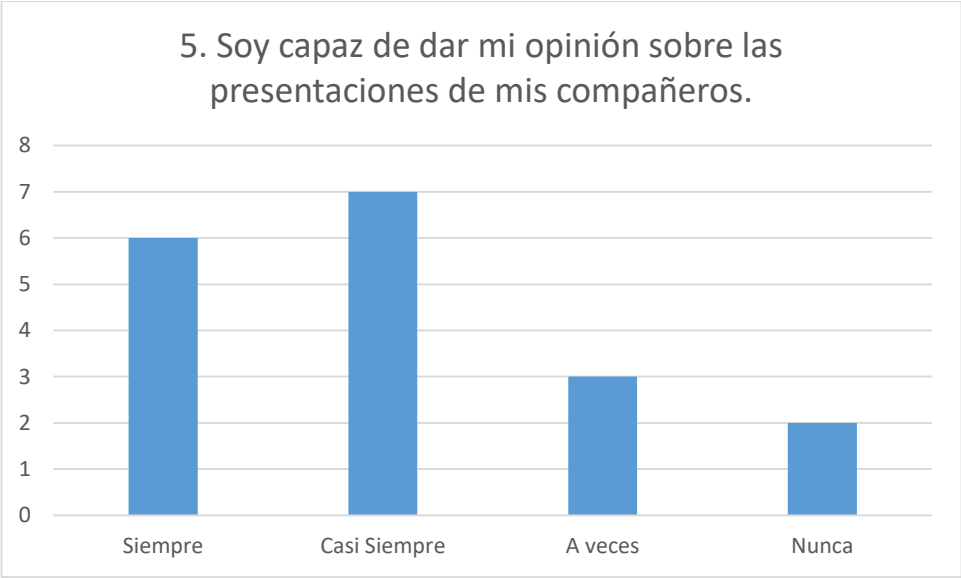
Casi Siempre
A veces
Nunca


5. Soy capaz de dar mi opinión sobre las presentaciones de mis compañeros.
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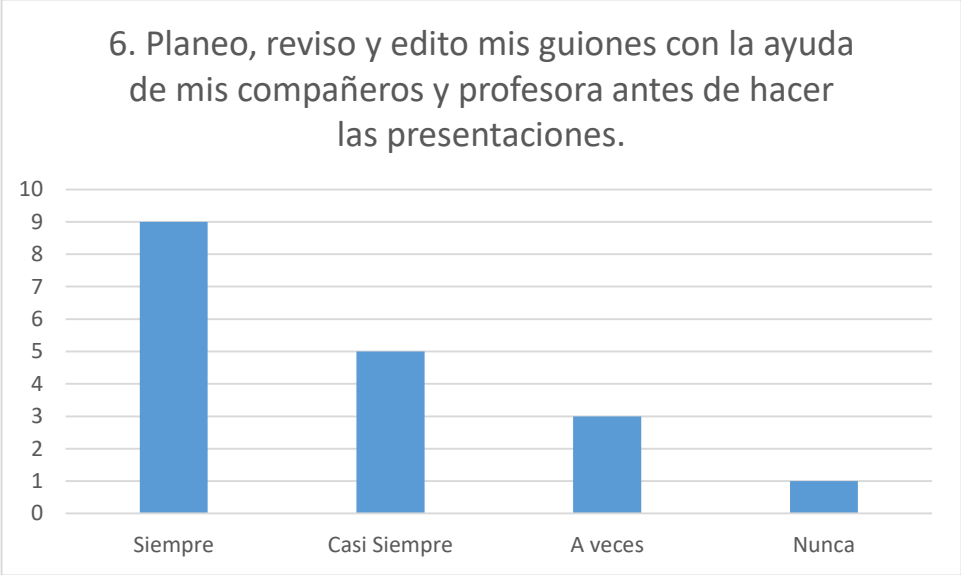
Siempre
Casi Siempre
A veces
Nunca


6. Planeo, reviso y edito mis guiones con la ayuda de mis compañeros y profesora antes de hacer las presentaciones.
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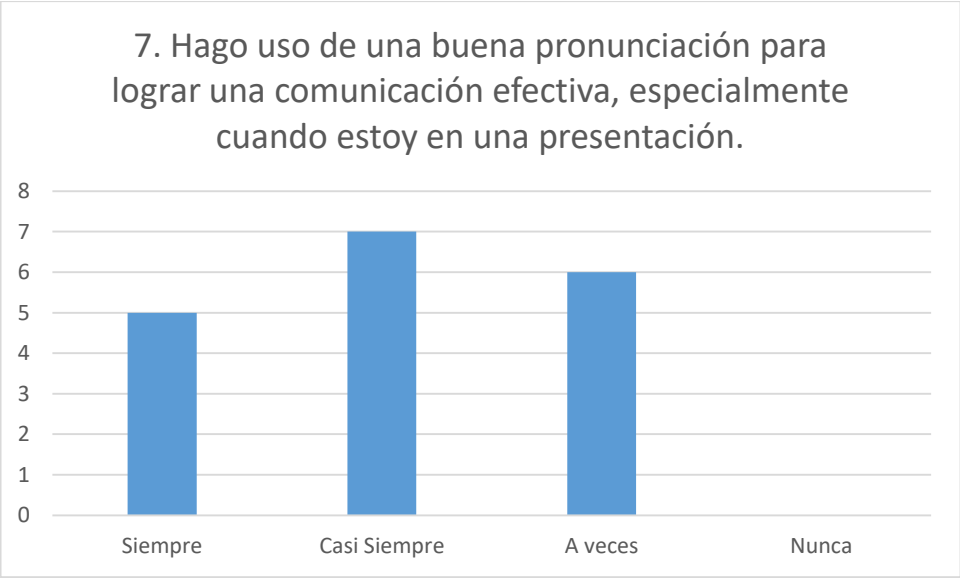
Casi Siempre
A veces
Nunca


7. Hago uso de una buena pronunciación para lograr una comunicación efectiva, especialmente cuando estoy en una presentación.
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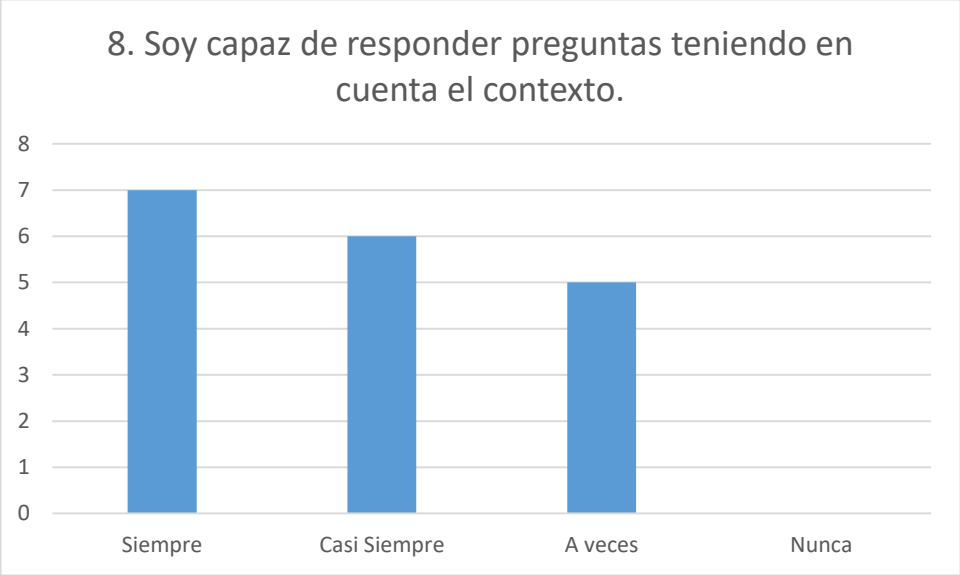
Siempre
Casi Siempre
A veces
Nunca


8. Soy capaz de responder preguntas teniendo en cuenta el contexto.
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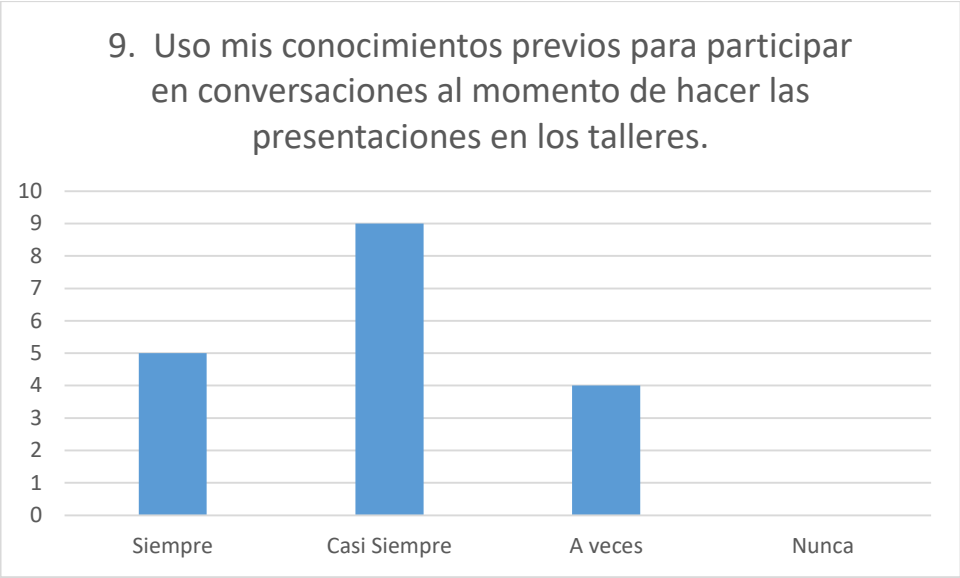
Siempre
Casi Siempre
A veces
Nunca


9. Uso mis conocimientos previos para participar en conversaciones al momento de hacer las presentaciones en los talleres.
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Siempre
Casi Siempre
A veces
Nunca

Annex 12.

Matrix #1 Excerpts from the video recordings.

Application date	**Task title**	**Students' production**	**Analysis.**
March 1st	**My favorite love story!**	**Group 1** **Student 1:** "she was married to painter that lived in India, and she give him tickets." **Student 2:** "the painter was poor and he traveled all around the world with bicycle." **Student 3: "**charlotte was in London and the painter gifted 'she' a portrait." **Student 4: "**Charlotte was in love with the painter that was poor." **Student 5:** "he must work more time to pay the travel, and he take all his brushes to the travel."	During and after the application of the task, I could observe that most of the students were reluctant to speak and sometimes used isolated words but some students were able to say complete sentences. As well, the ones who dared to speak, tend to doubt because they did not have the enough vocabulary to say the whole sentence. However, they did find the way to say what they wanted to say, and in that process the pragmatic competence was evidenced since it consists in putting into practice the grammatical and the sociolinguistics rules. As well, many times they said the verbs in the incorrect tense so I had to help them by correcting the verbs tense or telling them vocabulary so they could finish the sentences. Moreover, I could notice that they struggle to form the sentences grammatically correct, sometimes they confuse the object and the subject pronouns, and get confused at the moment of reporting something. Despite the spelling and pronunciation mistakes at the end of the

			task the students were able to communicate some ideas they had.
March 4th	**Mixing stories!**	**Group 1** **Student 1:** "we should never give up." **Student 2:** "the topic in question is life." **Student 3:** "we should like the life every moment because death can surprise in any moment." **Student 5:** "life is beautiful but have obstacles and difficult that challenge you." **Student 6:** "but life is beautiful with colors and glamorous. When I see her, her eyes "brighted" and wonder; and since they shine." **Group 2** **Student 7:** "this part talks about the love grandparents transmit." **Student 8:** "the first paper had the definition of love and what grandparents do."	During the development of the task I was able to observe that more students were willing to participate and looked for ways to say what they wanted to say, even though they lacked enough vocabulary. However, despite struggling with the pronunciation of some words they could still find a way to make themselves clear. Likewise, I could see that they were more motivated to speak when I approached them, encouraged and pushed them to speak by validating their efforts and helping them with vocabulary. Something I could see is that they like to talk about topics like life, love, come back from hard moments, and this motivates them to explore with new vocabulary and feel excited to speak. Moreover, when they are pushed to speak and feel that their efforts are validated, they feel more comfortable to speak. In this case, it was clear how students made use of the sociolinguistic competence because they looked for ways to accommodate their speech to the context to be able to communicate what they needed to say.
March 11th	**Evolving to another gender.**	**Group 1** **Student 1 A:** hey, what are you doing here? **Student 2 B:** I'm having fun for a while.	During the implementation of this task I was able to observe that students were more motivated than they were in the previous tasks. They were enthusiastic

		Student 1 A: I see you have had fun since we broke up. **Student 2 B**: yes, I don't need you, bye, they're calling me. **Student 1 A:** okay. **Group 2** **Student 3 A:** what a coincidence find you here! **Student 4 B:** yes, what an ugly coincidence. **Student 3 A:** it's not that way for me, I miss old days. **Student 4 B:** I don't miss them, I've been better without you. **Student 3 A:** okay, I understand. Student **Group 3** **Student 5 A:** I found out you were cheating on me. **Student 6 B:** what? I didn't do that. **Student 5 A:** don't lie to me! **Student 6 B:** it's true, I did not! **Student 5 A:** I can't believe after all these years we've been together you do this! **Student 6 B:** but, why you don't believe? **Student 5 A:** because of this! (shows screenshots) **Student 6 B:** where did you get those photos? **Student 5 A:** don't talk to me again, I leave you. **Group 4** **Student 7 A:** hello Angelina.	and I could see an improvement in terms of production and pronunciation. Nevertheless, they still need to use a script to guide themselves because sometimes they forget what they wanted to say or the order of the dialogues. Even though they still need to work more on pronunciation, I can see an improvement in them. As well, during these tasks I could affirm that music can motivate students to work more and can create a relaxed and more comfortable environment. As well, music inspires and helps them to be more creative at the moment of performing. Moreover, in terms of production some students that tend to do very short dialogues are the ones that find English as a very difficult language and are not engaged enough to push themselves more. This happens despite my effort to encourage them to talk more. In conclusion, this task was way too more productive than the previous ones, because students participated more, gave more ideas on how they wanted to perform and were more independent, they asked for help in terms of pronunciation and a few times for vocabulary.

		Student 8 B: how are you? **Student 7 A:** I'm good, and you? **Student 8 B:** I'm not good **Student 7 A:** I want to tell you something. I didn't want to break your heart. **Student 8 B:** after breaking my hart you say this? **Student 7A:** I did not want to leave your side **Student 8 B:** I don't want to hear you, bye. **Student 7 A:** and do you know why I break up with you? **Student 8 B:** you left me for your ex. **Student 7 A:** no, that's not true, I did not give you nothing because you did not gave it back **Student 8 B:** I don't want to know anything about you. **Group 5** **Student 9 A:** hello, how have you been? **Student 10 B**: fine since you left **Student 9 A:** it seems you're not shy, and you're not alone. **Student 10 B:** well, that's my problem. And the best part, it's that I don't have to see you again. **Group 6** **Student 11 A:** oh, sorry **Student 12 B:** oh, it's okay, don't worry **Student 11 A:** what has been of your life? **Student 12 B:** very good	

		Student 11 A: are you alone? **Student 12 B**: no, with my friends, and you? **Student 11 A:** yeah, the same, with my friends **Student 12 B**: and do you have a girlfriend? **Student 11 A:** no, I'm still waiting for you. **Student 12 B:** oh, me too, I still love you. **Student 11 A:** let's go back together. **Student 12 B:** yes **Group 7** **Student 13 A:** why did you cheat one me? **Student 14 B:** I don't know, sorry **Student 13 A:** okay, stop talking to me, because you're hurting me **Student 14 B:** Okay, I understand. **Group 8** **Student 15 A:** why did you break up with me? **Student 16 B:** because you cheated on me. **Student 15 A:** that's not true **Student 16 A:** my best friend told me **Student 15 A:** she is lying **Student 16 B:** I believe her, and don't talk to me **Group 9.** **Student 17 A:** why did you do that? **Student 18 B:** sorry, I was drunk! **Student 17 A:** you cheated on me! **Student 18 B:** please, forgive me! **Student 17 A:** I cant	

		Student 18 B: if you forgive me I'll be the best man in the world. **Student 17 A:** No, sorry I don't know you anymore.	
July 25, 2022	**Creating my own short play!**	**Group 1.** **Student 1:** Hello, Good evening **Student 2:** Hi, what's today's menu? **Student 1:** Todays menu is fried chicken, pizza, hamburguer and lasagna. And as drinks we have natural juices, soda and water. **Student 2:** I would like a pizza and a bottler of water. **Student 3:** I want a hamburguer and a strawberry juice. **Student 1:** Okay, anything else? **Student 2:** No, thanks **Student 1:** I'll be here in a minute. **Students 1:** Here you are **Student 3**: Sorry, I didn't order this, I ordered a hamburguer. **Student :** Sorry and don't worry, here you are. **Student 2:** Can we have th bill? **Student 1:** Of course. **Student 3:** Thank you so much. **Group 2** **Student 1:** Hi, good mornig.	During the application of this task I was able to notice that students were motivated and excited at the moment of performing the task. Some of them even wanted to add more things to the performance, however because of time it was not possible to do a long performance. As well, despite most of the students having a good pronunciation because of the nervousness they forgot how to pronounce properly, even though they were able to accomplish the task. Moreover, it was possible to notice that more students were able to produce more than the last times and were willing to work on their pronunciation which is where they feel they leak the most. Additionally, they were happy to have these spaces in which through fun and short performances, they can practice their English, improve their speaking skill and at the same time to lose a bi of the nervousness that causes performing in front of the class. At the end of the session, the students were glad to receive feedback regarding the pronunciation of the words that the most of them feel difficult to pronounce.

		Student 2: hi, good morning. **Student 3:** Hi. **Student 1:** do you have a reservation? **Student 2:** yes, last week. **Student 3:** can we have the menu? **Student 1:** yes **Student 1**: are you ready to order? We have salad, chicken and meat, french fries. **Student 2:** I want a ceasar salad. **Student 3:** I want meat with french fries. **Student 1:** I'll bring your order. **Student 2:** okay **Student 2:** thank you, it was a very delicious food. **Student 3:** can I please have the bill? **Student 1:** yes, one minute. **Student 1**: eh, nineteen dollars. **Student 2:** okay **Student 1:** thank you for coming to our restaurant. **Student 2:** okay, here are your tips. **Student 3:** thank you. **Group 3** **Student 1.** Hello good evening. **Student 2:** we have a reservation **Student 3:** good evening, let me check the reservation. It was an hour before. **Student 2**: yes, but we did it.	

		Student 3: I'm sorry, but all the tables are occupied. **Student 1:** we are supposed to have a reservation, if you can not assist us correctly you have to return us thee money. **Student 3:** we don't do refunds. **Student 2:** what a bad service, im going to score you with one star. **Student 3**: ok. **Group 4.** **Student 1:** good evening. **Student 2:** hello, welcome to the Mexican restaurant **Student 3:** what's th menu please? **Student 2:** the menu is pizza of chicken with meat, hawaiana and mexican. **Student 1:** I want one of meat and a soda. **Student 4:** I want tow of chicken and a juice. **Student 3:** I want one of meat and a coke. **Student 2:** ok, one minute please. **Student 2:** enjoy it. **Student 3:** thank you. **Student 3:** can I have the bill, please? **Student 2:** yes, one moment, it is thirty five. **Student 2:** thank you for coming to our restaurant. **Group 5.** **Student 1:** Hello, welcome to the restaurant.	

		All: Hello. **Student 1**: how are you? **All:** fine. **Student 1:** what do you want? **Student 2:** one coke, please. **Student 3:** a… (inintelligible) Customers start being too noisy. **Student 1:** would you be quiet please? **Student 4**: what!? **Student 1:** cause the other customers are annoyed. **Student 3:** I'm sorry, if you don't like, cancel the order. **Student 1:** it is not necessary to… **Student 2:** bye… All leave. **Group 6.** **Student 1:** welcome to the Tamarindo Restaurant. **Student 2:** hello, what is today's menu? **Student 1:** we have hamburgers, hot dogs, chicken with french fries, meat and salad. **Student 3**: I would like to order a hamburger. **Student 1:** would you like anything else? **Student 3:** I would like a coca cola. **Student 1:** anything else? **Student 4:** Yes, that's all. **Group 7.** **Student 1:** Hi,welcome to the restaurant.	

		Student 2: hi, we are waiting for a friend. **Student 1:** ok. **Student 3:** hello, guys, I'm sorry for being late. **Student 1:** are yo ready to order? **Student 3:** we want something different, what's todays speciality? **Student 1:** yes,the dish of today is chicken in sauce. **Student 3:** Hmm I want todays special. **Student 4:** can I have barbecue ribs? **Student 1:** yes, **Student 2:** me too, please. **Student 1:** would yo like something to drink? **Student 3:** yes, give me three coca colas. **Student 1:** ok, the order takes fifteen minutes. **Student 3:** okay, thank you. **Student 2:** the bill please. **Student 1:** ok, it is twelve dollars. **Student 4:** One moment please. **Student 1:** thank you **All:** thank you.	
August 1st and 8th	**An Interesting trip!**	**Group 1:** **Student 1 -2:** Hello guys. **Student 3-4**: Hello. **Student 2:** did you wait for us so long? **Student 3:** No, it's okay.	During the application of the fifth task I could notice that the reading was challenging for them because it had many words and structures that were a little difficult for them. Even though, students were active

		Student 4: we are we going today? **Student 2:** let's go to the beach. **Student 4:** which one? **Student 1:** Let's go to Playa Blanca. **Student 3:** Let's prepare the food that we are going to take. **Student 2:** yes, let's go. **Student 4:** We've got everything ready, we are leaving. **Student 2:** in one minute I'll be ready. **Student 4:** okay. Five minutes later… 20 minutes later… **Student 3:** we're ready, let's go! **Group 2.** All of them partying. **Student 1:** What happened?! **Student 2:** come here, come here! **Student 3:** Thee cat drowned! **Student 4:** let's get it out! **Student 5:** it's better to tell the hotel service. **Student 6:** I'm going to let her know. **Group 3:** **Student 1:** Good morning guys, are you ready for today's adventure? **Students:** yes, we are! **Student 1:** So, we'll take a little tour to the Piedra del Peñon.	asking questions about the parts they did not understand. At the moment of choosing the hypothetical situations they had many ideas, but at the moment of putting them into the dialogues it was a little bit difficult. Some of them changed the situations and I let them create their own situation. Some of them put a lot of effort at the moment of writing the scripts and despite the short time they practiced to do a good performance. In this task it was possible to see that some of the students, who struggled the most with past tasks, in this occasion were more interested and spoke more than they did in the past. As well, it was noticeable that they were more confident at the moment of performing in front of the group and their interactions were better. Also, at the end of the performances students received feedback and some of them were able to give their opinion about the other performances. In general, I can say that even though students found the task difficult they were able to overcome it and gave encouraging results. They took it as a challenge and did a great job putting all their knowledge and creativity on it.

		Student 2: it will be fun. **Student 1:** Be very careful because the stones are a little bit slippery. Ok? **Student 3**: ok **Student 1:** this rock is a bit danger we must be careful going down because it's a bit inclined. This is a beautiful view if you see towards the front we'll see the beautiful landscape. **Student 3:** Look, look Jan what I can do! (falls) **Student 3:** Ouch! Ouch! Ouch! **Student 1:** stand her careful and slowly. **Student 3:** it hurts! my foot hurts! **Student1:** downstairs they will give you the first aids. **Student 2:** slowly please, slowly please. **Group 4.** **Student 1:** excuse me, is this your cat? **Student 2:** student 2: yes, it is. **Student 1:** can you give it's documents? **Student 2:** we don't have any. **Student 1:** I'm sorry but if you don't have the cat's documents it won't go outside. Come, we are going to ask you some questions. **Student 3:** Good evening, please let your bag on table.	

		Student 3: me and the inspector will ask you some questions. Why are you taking it to New York? Why do yo want to take the cat? **Student 4**: just because we want to take it and it is in a place where nobody wants it. **Student 3:** it is not allowed to bring animals if they don't have legal documents, come to the waiting room so yo can travel.	
Agust 29th and September 16th.	**A song, a starting point.**	**Group 1** **Student 1:** hi, **Student 2:** hi my friend, how are you? **Student 1:** a little thoughtful **Student 2:** why? **Student 1:** because my ex-girlfriend is looking for ma after a long time **Student 2:** try to listen to what she wants to tell you. **Student 1:** I'll do that, thanks for our advise **Student 2:** you're welcome mate. **Group 2** **Student 1:** Hello, how are you? **Student 2:** fine, and you? **Student 1:** I was thinking to invite this beautiful woman to dance **Student 3:** no, thank you very much **Student 1:** it will be fine, I want to dance with you	Since the beginning of the task, it was noticeable that students were really engaged with the task since it involved music. Two of the songs that were used were very known by the students and the other one was known for them, so it made students feel more interested with the task. At the beginning we sang the songs and read the lyrics so they could improve the pronunciation of some words. As well, something I was able to see is that students were making use of the few tools that the classroom provided to make them part of the settings which they were making at the moment of performing. Likewise, I could appreciate that some of the students that at the beginning were not very interested and did not feel engaged with the tasks, were more confidence at the moment of performing, also their pronunciation improved a lot if compared with the firsts tasks, despite they still rely on ready the scripts to be able to perform they seem to be more willing to

		Student 3: what? No, I am with my friend and won't leave her alone. **Student 1:** pushes her**.** **Student 3:** what! NO **Group 3** **Student 1:** image that my ex came back to look for me. **Student 2:** and what that cheeky guy said? **Student 3:** let's see what comes out with the time **Student 1:** listen to the audios he sent me. **Student 3:** Don't to give him another chance, please **Student 1:** but people change and I think I miss him a little bit. **Student 2:** but remember all the bad times you had when he go. **Student 3**: I think it's better to leave the past and not relieve bad feelings. **Group 4** **Student 1:** Gina! Open the door, please. Hi, how are you? **Student 2:** Hi, fine.How are you? **Student 1:** I am so so, I am really, I am so bad. I wanted to tell you about Miguel, and everything that happened with him. **Student 2:** what happened? **Student 1:** really?	participate. Also, they dare to use the target language by including on the scripts new grammar structures that are more difficult as well as new words; this has allowed them to explore and challenge themselves to use the language and put into practice their abilities. Another point to remark, is that the students are more confident at the moment of performing, they are open to include more corporal movements, to add emotions to the performance and actually simulate as if they were living something real. They have lost the fear of acting in front of their partners, despite the nervousness, they have been able to overcome it and act naturally. This part has made me realize that these kinds of tasks do stimulate and help students to not only use the language more at the moment of speaking, but also help them to lose the fear of using it and at the same time performing in front of a whole class. Through these tasks, students have overcome their own fears regarding the language and the ones regarding their confidence and engagement to the classes, as well as the interaction among themselves

		Student 2: yes **Student 1:** I feel very bad for the damage I caused to him and I have an enormous remorse. **Student 2:** I suggest you to look for him and talk to him. **Student 1:** [sends an audio to Miguel] - Hi Miguel, darling, I know you have not heard from me for a long time but I want to tell you that I always remember you, I know what I did to you and I apologize, I'm really, I'm sorry. **Student 3:** [Miguel listens to the audio] I wont answer her, she made suffer a lot. **Group 5** **Student 1:** Sergio, let's party today **Student 2:** Ah, yeah **Student 3:** Hello, **Student 2:** Hi, Santiago let's dance with Camila and Karol. **Student 3:** Yes, I see you **Student 4:** Sergio, why you have not arrived? **Student 3:** I'm going **Student 1:** Why you did not come? **Student 3:** Why you did not wake me up?, I wanted to see you dancing. **Group 6**	

		Student 1: Hi Karen, how are you? **Student 2:** Hi, I'm very weel because my boyfriend is coming. I'm happy. **Student 1:** I'm happy for you, by Karen. God bless you. [Johan goes to his house and arrives where his girlfriend] **Student 3:** Hi love, how are you? **Student 1:** I don't feel well **Student 3:** Why? **Student 1:** Because I miss Karen. **Student 3:** Ok, I got it, we leave it here. Bye! [Johan goes and lay in his bed, looking sad and thinks about Karen] **Student 3:** Karen, honey, I'd walk through fire for you, just let me adore you, I miss you.	
September 19th and September 27th, 2022.	**The final performance.**	**Group 1** **Student 1:** Hi darling. **Student 2:** Hi **Student 1:** You are very beautiful, would you like to be my wife? **Student 2:** Derek, of course! [They hug, then they are sleeping and the husband kills her] Time passes **Student 1:** Hi, how are you? **Student 3:** Hi	This was the last communicative tasks to be implemented with the eleventh graders. He first thing that was done was to introduce the topic to the students an the things I, as the teacher, was expecting from them. When I told them that this last tasks was going to be a short performance as the last ones but for doing this one they needed to put into practice their own knowledge and creativity. I told them they could choose between two topics of performance, first was BlueBeard and the second was called Stop playing the victim. Students were more interested in

		Student 1: fine, what is your name? **Student 3:** my name is Luna, **Student 1:** Nice to meet you Luna. do you want to be my girlfriend? **Student 3:** Yes, I want. [Two weeks later.] **Student 1:** Hi darling, do you want to be my wife? **Student 3:** yes, of course **Student 1:** darling, I'm going to the forest. **Student 3:** ok **Student 1:** take the keys of the castle, please, don't go open the second door. Bye darling. **Student 3:** bye [then the wife, takes her friends and take them to the house to open the doors. They found the first two wifes who apparently are dead but one is alive, they got really surprised and took her away] **Student 3:** what is the keys? **Student 1: [**arrives to the house] Hi darling **Student 3:** Hi **Student 1:** did you open the door? **Student 3:** no **Student 1** :[he grabs his wife by the neck] where is the keys? **Student 3:** I don't know! [he takes her to the death room]	BlueBeard, so they chose it. Straightaway, the whole group read the Blue beard tale, so they would have a better view and ideas of what to include in the performance. The teacher told them, they could adapt the tale to a more updated age or if they prefered they could do it as the tale was written. Most of them had many ideas and were willing to participate. Right after the pre task and the post task were done, students started planning and writing the firsts drafts of their scripts. *It is necessary to clarify that for this tasks, only fourteen students decided to participate, the rest of them did not participate.* Students chose to adapt the tale to their way. I wanted to see what they were able to do on their own, just having in mind some guidelines I gave them. One group chose to perform an updated version and the other one leaned to play an older version. Moreover, both groups were very interested and engaged with this last task because as they said, it would show the results of the work they have done since the project started and that this last task would summarize their knowledge and prove that they did improve their skills, not only the speaking but also the pragmatic and sociolinguistic. During the development of this task students evidenced a progress regarding their pronunciation, as well that they seemed more

		Student 3: [she calls her sisters] Help me, help me, come in here **Student 4:** let's go! **Student 4 and 5: [**to the husband] where is my sister!? **Student 1:** I don´t know! **Student 4-5:** Kill him. **The end.** **Group 2** **Student 1:** Juan Pablo! Common! [nocks on the door] Hello my dears, how are… beautiful, hello… **Student 2:** hello **Student 3:** hello **Student 1:** sorry, I contacted to my customs so I can live with the best luxuries and riches. Yes or not? **Student 4:** No, you will take us to that castle just because you're after luxuries. **Student 1:** oh, but I know only offering luxuries and riches but a lot of power. **Student 5:** [inaudible] this is convenient for you to take the younger sister [inaudible], it will not cause any inconvenience. **Student 1:** Paola, you are beautiful, yes.. comom, use that dress, beautiful dress **Student 4:** beautiful!. **Student 1:** comom	confident and relax to speak which was evidenced at the moment of recording. Personally, I was very pleased to see the results of this final task because it demonstrated that my students indeed learnt. That all of the efforts worthed it and what is more gratifying is that they were able to follow their own process and compared the results of when they started this journey along with me with the ones from the end of it. It is pleasing and a huge honor for me to say that my students were able to cope with all the communicative tasks successfully and that they all finished this project better than they started. They were able to discover new things from themselves and form the language. They put into practice all their knowledge and learn new ones and all these by using the target language.

		The older sister rejects the queen offering. **Student 6:** [Nocks on the door] good afternoon! I´m looking for th blue queen! **Student 5:** who dares to interrupt in the palace of the blue queen? **Student 6:** I am the brother of the Benzon sister! And I would like to be able to speak with the blue queen! **Student 1:** Juan Pablo! What's happened? Brother, [inaudible] I want to know what they want. **Student 5:** Of course my queen, as you order. **Student 1:** Hold on, Miguel [inaudible] see your sisters **Student 4-5:** Brother! We missed you! **Student 6:** little sister, I wonder if you … **Student 1:** I will have to travel to king Carrison, [inaudible] I will be back before I leave I have two weeks. You will have to take care of the castle, but your mission is never enter to room six. **Student 6:** Sisters! We have to scape from here! **Student 5:** why? **Student 6:** Behind the door the queen hids corpses, let's go! **Student 1:** No one will leave here, if I don't want to murder, lock them off. Immediately! [The servant goes to lock them and he and the brother start fighting, he knock the brother off. The	

		two sister try to scape but the Blue queen chases them and hurts the younger sister. The brother kills the servant and the queen and tris to save his younger sister, but only can scape with the older one.]	

Annex 13

Matrix #2. Commonalities from the three instruments.

Video recordings	**Needs analysis**	**Interview**	**Analysis**	**Checklist.**	**Students' excerpts**

Pattern 1: Dealing with pragmatic competence. Students made use of the pragmatic competence in which they looked for ways to communicate despite the limitations they had.		Most of them felt confident with the content of the tasks, as well with the part of speaking, although they still felt weak with the vocabulary it was compensated with the 'guiding boxes' that were provided. As well, they were aware of their process and could see the improvements they had. Moreover, it was possible to see that the students were taking more risks at the moment of using the language, they dared to use more vocabulary and play with the structures. This led them to feel more confident at the	The students felt confident and engaged at the moment of speaking in front of their partners, despite they were nervous and forgot how to pronounce some words they were able to make themselves clear and the students could understand what they were saying	Some students made use of metalinguistic elements like gestures and intonation to make clear what they wanted to say, as well as rely on the mother tongue to say the words they forgot in English so they were able to give complete messages. As well, students try to plan each performance in the way that each integrant could participate taking into account their capacities, the ones who felt more confident lead the performance and the ones who were more shy participated with short	**Task 1** **Student 4:** **"**Charlotte was in love with the painter that was poor." **Student 5:** "he must work more time to pay the travel, and he take all his brushes to the travel." **Task 2** **Student 7:** "this part talks about the love grandparents transmit." **Student 8:** "the first paper had the definition of love and what grandparents do." **Task 4** **Student 1:** Hi, good mornig.

		moment of using the language.		interventions. Despite this, most of them felt really excited to perform because as they said outside of the classroom, it felt like they were actors and were really proud of using the language to record something that was going to be shown to professors in the teacher's university.	**Student 2:** hi, good morning. **Student 3:** Hi. **Student 1:** do you have a reservation? **Student 2:** yes, last week. **Student 3:** can we have the menu? **Student 1:** yes **Student 1**: are you ready to order? We have salad, chicken and meat, french fries. **Student 2:** I want a ceasar salad. **Student 3:** I want meat with french fries. **Student 1:** I'll bring your order. **Student 2:** okay **Student 2:** thank you, it was a very delicious food.

					Student 3: can I please have the bill? **Student 1:** yes, one minute. **Student 1**: eh, nineteen dollars. **Student 2:** okay **Student 1:** thank you for coming to our restaurant. **Task 4** **Student 1:** this rock is a bit danger we must be careful going down because it's a bit inclined. This is a beautiful view if you see towards the front we'll see the beautiful landscape. **Student 3:** Look, look Jan what I can do! (falls)

					Student 3: Ouch! Ouch! Ouch! **Student 1:** stand her careful and slowly. **Student 3:** it hurts! my foot hurts! **Student1:** downstairs they will give you the first aids. **Student 2:** slowly please, slowly please. **Task 6** **Student 1:** Hello, how are you? **Student 2:** fine, and you? **Student 1:** I was thinking to invite this beautiful woman to dance **Student 3:** no, thank you very much

					Student 1: it will be fine, I want to dance with you **Student 3:** what? No, I am with my friend and won't leave her alone. **Student 1:** pushes her**.** **Student 3:** what! NO **Interview** Results from the interview. Questions 1,2,4. **Check list** Questions 1, 10

Pattern 2: Activities with short performances, music leads to storytelling. In this stage, students were motivated to perform in front of their partners after doing an activity related with music. In this activity they had to write a script from a story of a song.	Students stated that activities related with music and plays inside the classroom helped were helpful to learn the foreign language. Also, they said that they were very interested in activities with music, and these can help them to feel relaxed in the classroom. As well, using songs that students usually listen to helps them to feel more comfortable since they are familiarized with songs. Moreover, the use of new songs they do not listen to, creates curiosity in students to know what the	After the interview was implemented and analyzed, it was possible to say that students could take advantage of the activities related with music that implied performing in front of the partners. Students felt confident and more relaxed to stand in front and perform. This is important because students could tell a story by performing based on a song. Moreover, all this because they did feel that the activities related with music and short performances inside the classroom is a very helpful tool that motivates them and makes the process of learning.	After another task related to music, students were really willing to participate because there were songs that they used to listen to and one who they did not know, so this gave them expectation for the song and its topic. Students felt that those songs related to some aspects of their lives, that is why performing was easier to them, they took the topics of the songs and made them funnier by putting part of themselves and their experiences on those performances. Music also helped them to know how	After the checklist was applied it was possible to see that student always told a story through the performances and many of the time those stories were not only based on the topic of the communicative task but also were related with some of the experiences they lived or someone they knew lived; that is why they were always telling a story through the performances. Likewise, students planned their scripts to show their personalities and it was evidenced at the moment of performing because	**Needs analysis.** Question 7 **Tasks scripts.** **Student 1 A:** hey, what are you doing here? **Student 2 B:** I'm having fun for a while. **Student 1 A:** I see you have had fun since we broke up. **Student 2 B**: yes, I don't need you, bye, they're calling me.

	songs talks about and how it would relate to some aspect in their lives, or what things the song offers to them so they can use them in order to imagine a situation and "live it" while performing.	Likewise, students were able to use the theater and through a short performance tell to the public a story, sometimes with variations but were able to transmit a message that was completely understood by the audience.	to use some grammatical forms, to learn new vocabulary and to improve the pronunciation of many words they did not know how to say.	those students who were more extroverted participated more and were the leaders of the performances, and those who were more shy had limited participation. Even though, all of them felt like they were doing something good that helped them to improve not only their speaking skill but also to learn new things about them and the language.	**Student 1 A:** okay. **Student 3 A:** what a coincidence find you her! **Student 4 B:** yes, what an ugly coincidence. **Student 3 A:** it's not that way for me, I miss old days. **Task 6** **Group 2** **Student 1:** Hello, how are you? **Student 2:** fine, and you? **Student 1:** I was thinking to invite

					this beautiful woman to dance **Student 3:** no, thank you very much **Student 1:** it will be fine, I want to dance with you **Student 3:** what? No, I am with my friend and won't leave her alone. **Student 1:** pushes her**.** **Student 3:** what! NO **Group 5** **Student 1:** Sergio, let's party today **Student 2:** Ah, yeah **Student 3:** Hello, **Student 2:** Hi, Santiago let's dance with Camila and Karol. **Student 3:** Yes, I see you

					Student 4: Sergio, why you have not arrived? **Student 3:** I'm going **Student 1:** Why you did not come? **Student 3:** Why you did not wake me up?, I wanted to see you dancing. **Interview.** Question 5, 7 **Check list** Questions 3,4,8
Pattern 3 **Reaching the speaking skill.** It was possible to see that in the development of the first tasks students	The results of the needs analysis that was applied at the beginning of the classroom project was clear to see that students considered that speaking skill	After the interview was applied, the results showed that most of the students felt either or motivated or interested in the tasks.. For example	After having all the information of the three data collection instruments it was possible to see that it was a big improvement of students' speaking skill. It was	From checklist results it was possible to see that most of the students did improve their speaking skills, students were able to express their	**Needs Analysis** Results from the needs analysis. Question 4 **Task 2** **Student 7:** "this part talks about the

were reluctant to speak they tried to use the organizational competence by attempting to communicate something by using isolated words or incomplete sentences. However, despite their limitations in the rest of the tasks they were able to overcome those difficulties and create something by themselves. During the last communicative tasks students made use of their abilities and could do short performances overcoming the language obstacles they faced. By the end of the last two tasks	was one of the most important skill and their purpose for being in the course was to be able to communicate. However, despite their fear, they said, the speaking skill was the most important skill and that they felt that through activities related with music and plays they could improve.	many of them improved their self-confidence, learnt more vocabulary and improved their pronunciation. It was possible to see a big improvement regarding their speaking skill an the way the behave and felt at the moment of speaking in front of their partners. Additionally, it was possible to notice that the students were more open and comfortable at the moment of performing, they were not afraid of their mistakes because they were conscious that they are part of the learning process and that it is necessary to	noticeable that the communicative tasks had an impact on the students' speaking skill. As well, the results showed that the tasks helped them to grow their self-confidence at the moment of speaking English in front of their partners. Also, they could learn more vocabulary and some students improved their pronunciation. Moreover, it is clear that st the moment of speaking when they felt that did not have enough vocabulary to say what they wanted to say, they looked for the ways to communicate the message; henceforth, it is possible to say that	ideas using the target language. Likewise, they looked for another ways to express what they wanted to say through gestures, so the rest of the students could understand clearly the messages. Moreover, students were more confident at the moment of performing, they could trust on the knowledge they acquired during the development of the communicative tasks as well as the ones they already had. All these, allowed them to be able to put into practice all their autonomy to create	love grandparents transmit." **Student 8:** "the first paper had the definition of love and what grandparents do." **Task 3** **Student 18 B:** sorry, I was drunk! **Student 17 A:** you cheated on me! **Student 18 B:** please, forgive me! **Student 17 A:** I can't **Student 18 B:** if you forgive me I'll be the best man in the world. **Student 17 A:** No, sorry I don't know you anymore. **Interview** Results from the interview.

students were able to produce long sentences and perform in front of their partners more freely, expressing their personalities and the knowledge they had without hesitations and fear.		make mistakes to learn how to improve and overcome the challenges that a second language brings. By the end of the communicative tasks students were open to take more risks regarding the use of the language and the performance. This, evidenced good improvement in the speaking skill, but also in the social and prgamtic competence.	students found the way to use their competences, and more specifically, made use of the pragmatic and the sociolinguistic competence, in which they adapted their speech to the context and moment to be able to communicate.	their own performances, to decide how and what elements include and their roles, this was evidenced in the last tasks in which students could go by themselves and my role as the teacher was only to give general guidelines, check their work and give feedback. in other words, students showed that they did improve to the point in which they could put all their knowledge into one work and do it the best way they could.	Questions: 1, 2,4, 5, 7 **Check list** Questions 2,3,4

Annex 14.

Research question.	**Category**	**Sub-categories**		**Students' excerpts**
What does the implementation of communicative tasks based on storytelling and short performances reveal about eleventh graders English speaking skill at a public institution in Cimitarra, Santander in Colombia?	**The metamorphosis: Opening the wings to fly.** This category means that students followed a path and went through a process through the communicative tasks that led them to a finish line or point in which they were be able to produce something by themselves using the target language. These communicative tasks provided them with enough tools for them to guide, construct and produce a final	**Larval stage: feeding.**	In this sub-category we can find how students began their process concerning the speaking skill. In this stage students were very dependent of the teacher regarding order of the sentences, vocabulary, and pronunciation. I compare this stage with the metamorphosis of a butterfly, this part of the cycle called "larval stage" in which first it is an egg and then it becomes a larva. In this stage, the student "feeds", in other words, the student start acquiring new vocabulary, grammar structures, learn the pronunciation of the words and start "growing" in learning. In this stage, the teacher is the one who pushes and encourages them to learn. The teacher gives the input and students produce something based on the information given, however they rely on the teacher and are not able to produce something by themselves.	**Needs analysis** Question: 6 **Task 1.** **Student 1:** "she was married to painter that lived in India, and she give him tickets." **Student 2:** "the painter was poor and he traveled all around the world with bicycle." **Student 3: "**charlotte was in London and the painter gifted 'she' a portrait." **Task 2** **Student 1:** "we should never give up." **Student 2:** "the topic in question is life." **Student 3:** "we should like the life every moment because death can surprise in any moment." **Student 5:** "life is beautiful but have obstacles and difficult that challenge you." **Student 6:** "but life is beautiful with colors and glamorous. When I see her,

	"product" at the end of the process. I decided to use this name because I related the whole process of implementing the communicative tasks, as the process that a butterfly goes through. At the beginning of the metamorphosis, the larva is fragile, and is in constant growth by feeding until it gets to the pupa or the transition stage. That is the same that happens with students, they need to be in constant learning or "feeding" their knowledge, acquiring new		Likewise, many students lack vocabulary or self- confidence and this does not allow them to use the language to communicate properly. However, they still find a way to communicate and express their ideas. Even some of them were able to say complete and significant sentences in which the pragmatic and organizational competences were used and demonstrated. Despite some pronunciation mistakes, they were able to organize their ideas and make themselves clear.	her eyes "brighted" and wonder; and since they shine." **Interview** Question: 1,3 **Check list** Questions 1,2,3,4,7,8,9,10

	strategies that support them to use the target language. In this process, the role of the teacher is to look for means to make students feel comfortable and engaged with the activities to start producing and more specifically, speaking. The butterfly can delay its transition stage, and sometimes it can choose to start the pupa in the wrong place, as well as students make mistakes during the learning process but at the end, they can use the language to communicate by themselves as well			
		The transition stage: pupa or Chrysalis.	In this sub-category it is possible to see how students progressed and went from a stage where they struggled a lot with the language to a stage where they were more independent and could give a whole message. I called this sub-category "the transition stage: pupa or chrysalis, because in this part of the cycle the butterfly, which is still a caterpillar, starts its transition to become a butterfly, so it has to grow and strengthen itself so at the end of the cycle it can be a mature and healthy butterfly. And this is what happens with students, they start strengthening their knowledge and begin producing but always hand by hand with the teacher, who plays a role like a caregiver of the pupa. The teacher is constantly monitoring students' progress.	**Student 11 A:** oh, sorry **Student 12 B:** oh, it's okay, don't worry **Student 11 A:** what has been of your life? **Student 12 B:** very good **Student 11 A:** are you alone? **Student 12 B**: no, with my friends, and you? **Student 11 A:** yeah, the same, with my friends **Student 12 B**: and do you have a girlfriend? **Student 11 A:** no, I'm still waiting for you. **Student 12 B:** oh, me too, I still love you. **Student 11 A:** let's go back together. **Interview** Questions: 1, 2, 4 **Check list** Questions

	as a butterfly can go out of the pupa and start flying.		In this stage, students made use of the tools that were provided and expressed their ideas. They were able to explore their creativity and put into practice their abilities to write a short script and perform it in front of their partners. Despite the pronunciation mistakes and lack of vocabulary they could find the way to make themselves clear and that all of the students could understand what they were saying. They were evolving to become independent at the moment of using the language.	

		Adult stage: Flying.	This sub-category has to do with the way students started to be more independent from the teacher. In this stage students are able to use all the knowledge they acquired during the development of the communicative tasks and put into practice all the tools and guidelines to produce something by themselves. Moreover, students evidenced an improvement regarding not only the speaking skill, but also in the way they performed in front of the class and knowing they were being recorded. Likewise, during the development of the last tasks, students evidenced the use of the pragmatic competence, in which they were able to put into practice all the grammatical rules, vocabulary, pronunciation they learnt as well as the strategies that helped them to do better performances, according to the explanations regarding theater. All this, related with the way they interacted with the rest of their classmates at the moment of performing, students	**Task 6** **Student 1:** Hi Karen, how are you? **Student 2:** Hi, I'm very well because my boyfriend is coming. I'm happy. **Student 1:** I'm happy for you, by Karen. God bless you. [Johan goes to his house and arrives where his girlfriend] **Student 3:** Hi love, how are you? **Student 1:** I don't feel well **Student 3:** Why? **Student 1:** Because I miss Karen. **Student 3:** Ok, I got it, we leave it here. Bye! [Johan goes and lay in his bed, looking sad and thinks about Karen] **Student 3:** Karen, honey, I'd walk through fire for you, just let me adore you, I miss you. **Task 7** **Student 1:** Juan Pablo! Common! [nocks on the door] Hello my dears, how are… beautiful, hello… **Student 2:** hello **Student 3:** hello

			looked for different ways to start and keep the flow of the conversations without losing the tracks.	**Student 1:** sorry, I contacted to my customs so I can live with the best luxuries and riches. Yes or not? **Student 4:** No, you will take us to that castle just because you're after luxuries. **Student 1:** oh, but I know only offering luxuries and riches but a lot of power. **Student 5:** [inaudible] this is convenient for you to take the younger sister [inaudible], it will not cause any inconvenience. **Student 1:** Paola, you are beautiful, yes.. comom, use that dress, beautiful dress **Student 4:** beautiful!. **Student 1:** comom The older sister rejects the queen offering. **Student 6:** [Nocks on the door] good afternoon! I´m looking for th blue queen! **Student 5:** who dares to interrup in the palace of the blue queen?

				Student 6: I am the brother of the Benzon sister! And I would like to be able to speak with the blue queen! **Student 1:** Juan Pablo! What's happened? Brother, [inaudible] I want to know what they want. **Student 5:** Of course my queen, as you order. **Student 1:** Hold on, Miguel [inaudible] see your sisters **Student 4-5:** Brother! We missed you! **Student 6:** little sister, I wonder if you … **Student 1:** I will have to travel to king Carrison, [inaudible] I will be back before I leave I have two weeks. You will have to take care of the castle, but your mission is never enter to room six. **Student 6:** Sisters! We have to scape from here! **Student 5:** why? **Student 6:** Behind the door the queen hides corpses, let's go! **Student 1:** No one will leave here, if I don't want to murder, lock them off. Immediately!

				Check list Questions: 1, 2, 4, 7,9, 10.