

Playful approach for developing communicative skills

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Dedication

I dedicate this project to God, my creator, my best friend, my source of inspiration. He has been the source of my strength and intelligence.

A special dedication to Gabriela, the best daughter I can imagine, the girl who always accompanies me.

Thanks

Thanks to my friends who all time help me and say to me “You can do it”. Especially to my friend Beatriz Helena who guided me in this process, she always has a simple answer in the most difficult time.

Thanks God for protecting me and guiding me in this important process.

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Resumen

La presente investigación se titula “El enfoque lúdico para el desarrollo de las habilidades comunicativas del idioma inglés” que aborda la problemática de la falta de motivación de los estudiantes por el aprendizaje y la carencia de estrategias que permitan el mejoramiento de sus desempeños en la consecución de habilidades comunicativas propias de la lengua inglesa. El objetivo principal de la investigación es Desarrollar las habilidades comunicativas en los estudiantes de 6 °, 7 ° y 8 ° a través de la implementación del enfoque lúdico en la clase de inglés.

La metodología de investigación utilizada fue la investigación- acción ya que el investigador se encuentra inmerso en el campo problemico busca oportunidades de transformación. Como técnica e instrumento para la recolección de datos se utilizó la encuesta y el diario de campo, base fundamental para el suministro de información y análisis de los sucesos.

Como resultados de investigación se logró el aumento en los niveles de desempeño de los estudiantes en cuanto a las habilidades comunicativas del inglés cuando se utilizaban actividades lúdicas, permitiendo así que los estudiantes perciban la clase como un espacio agradable y motivador del aprendizaje.

Palabras clave: Clase de Inglés, lúdica, estudiantes, motivador, aprendizaje.

Abstract

This research project is titled “The Playful Approach for the development of the communicative abilities of the English language”. It focuses on the students’ problem when learning this language is not attractive for them and the strategies which do not help them improve their performance in achieving the communicative abilities in the English language. The main objective of this research is to develop communicative abilities in the students through the implementation of the Playful Approach in the English class. The methodology used in this research project was called “action – research”, where the researcher is immersed in the problem field and seeks opportunities for transformation. As technique and instrument of data collection was used the survey and the field journal as fundamental bases for the supply of information and analysis of events. As a result of the research, the students’ performance levels was achieved referencing to communicative abilities in English when the Playful Approach in class was used, allowing the students to perceive the English class as a pleasant and motivating learning space.

Key word: English class, Playful Approach, students, motivating, abilities, learning.

Introduction

The Playful Approach offers the possibility of meaningful learning in an active and pleasant way according to the belief that "The student is not going to school to learn, but to develop". (Zubiría, 2006).

This search is about the playful approach as a strategy for teaching in a funny and pleasant manner where the meaningful learning is promoted with activities that lead the students beyond their amusement capacities. Thus, it is sought to increase the moments of joy common in childhood that brings the fun that continues in the adult world, where everyone plays with its rules: love games, war games, the game of politics in general, the games of life.

The perspective of this work is to continue with the implementation of fun as a teaching tool that fully develops, generates joy and releases the individual to change control. As mentioned by Nicolas Buenaventura in the presentation of the book "The Pedagogical Models" to the teacher Socrates: "So, friend Glaucon, not violent to the boys in the teachings. Rather try to be disposal playing, so that you can better understand the natural provisions of each". (Buenaventura, 1992)

The pedagogical orientation used is the constructivist educational model with a focus on the meaningful learning, with the playful approach as a teaching strategy in the search for the formation of active subjects, capable of making decisions and making value judgments, which is desirable for the active participation of teachers and students who interact in the development of the class to build, create, facilitate, ask, criticize and reflect on their knowledge. (Casassus, 2008)

In the heuristic phase arrays are generated to organize the information and get to the fundamental points, systematizing them later, which facilitated the research and assessment of the main trends and ideas found. The hermeneutic phase was read, analyzed and interpreted, and every text found was relationed with the approach, which allowed developing a perspective of the treatment given by the authors, this allowed the development of the theoretical framework. (Dewey, 1975)

During the development of this research Project, the cognitive social model was articulated and implemented by the Corporación Educativa del Caribe, CECAR that integrates the application of the theory of the Zona de Desarrollo Próximo (ZPD) of Vygotsky (Flórez, 1998). This model is based on the development of the processes of thought which begin through social interaction and the communication during the teacher mediation with his partners or other adults with excellent experience. Every social stage provides opportunities for students' work in cooperative form and gives them the ability of solving their own problems. Then, working in group is stimulated the reasoned criticism of the students, the relation between practice and theory, the mutual support to solve problems, about academic life or in the community, hand to hand with the social character of the playful to achieve a meaningful learning.

1. Title of the work

The Playful Approach for the development of the communicative abilities of the English language.

2. Problem statement and research question

To start in this research was identified the lack of interest of the students in the English learning of the I.E.D. TECNICO DE REBOLO in the 6th, 7th and 8th grades and the necessity of generate motivation in each English class to wrap the student in a pleasant study atmosphere.

The basic parts that originated this research:

First, the general idea of teaching English in public schools through the plans established by the Ministerio de Educación Nacional (MEN) and teaching in students of vulnerable population that does not have the habit of studying. The second part refers to the impact observed in the activities and strategies employed by the teacher of the IED Técnico de Rebolo in the grades assigned (6th, 7th, and 8th).

The Colombian Government in its General Law of Education raises the teaching of a foreign language from elementary school. Official documents as guidelines in foreign languages and basic standards of competence are mainly focused on the teaching of English in public schools. These documents propose that students will be able to communicate in this language once they are in the high school grades (MEN, 2006 p.6). Nevertheless, to achieve this objective, it is quite necessary to prepare procedures and resources for teaching English, looking well on aspects that ensure their feasibility as: adapting the student groups (numerically), preparing the teachers responsible for teaching English, providing schools with the necessary educational material, considering the students' learning needs and increasing the time devoted to teach within the plans and schedules established.

According to government specialists, the efficiency depends on the motivation and the characteristics of particular students, as well as the nature of the resources, both human and material, which can come into play. As to this fundamental principle, great diversity of objectives and a greater diversity of methods and materials are necessary.

The present research work aims is to improve the students' English level and looking for the necessary motivation to develop the communicative abilities of the English language by using the implementation of the Playful approach inside of the classroom, with all students of 6th, 7th, and 8th through of a simple variety of activities as using games, flash cards, videos, individual and group activities. To conclude the students need tools generators of motivation.

The principal question is:

How can the teacher implement the communicative competences of English through using Playful Approach?

The questions in reference are:

1. What are the visions and the concerns that students have about English class?
2. Is it possible to change the point of view of a subject through the use of a different class?
3. Is it possible to teach English using the playful approach?
4. Can the English teacher implement in the class the playful approach to benefit the communicative competence in English

2.1. Research question

How can the teacher implement the communicative competences of the English through using Playful Approach?

3. Background and prior state of the problem

Learning and entertainment are presented, as a daily vital duality and provide the possibility of producing positive social change, a space of cultural construction of knowledge and the most important social gathering.

In the research, contributions of different authors that were working on this topic were considered.

In the investigation of the playful approach in Colombia, Carlos Alberto Jiménez, Professor at the Universidad Libre de Colombia, has dedicated himself to this study and has written twenty books and numerous articles about recreation, leisure and play; Brain creative and playful approach; The playful approach as cultural experience; Playful pedagogy, amongst many others. These publications outline the importance of the playful approach in meaningful learning.

In the educational teaching process, there is a program of fun education with intentions to internalize the playful approach, to enhance the development of the subject through play and other activities. Bogotá D.C. find the Los Libertadores University Foundation offer since August 2009 a specialization in pedagogy of the ludic for Cultural development, allowing you to appreciate the importance which is gradually gaining the playful approach in its operations at the educational level. (University Juan de Castellanos Tunja, Boyacá, 2008)

Likewise, the Foundation Funlibre has documents on Recreation Center, free time and leisure. There are multiple articles presenting playfulness as a game attached to physical education. Something similar happens with the emphasis given in the Pedagogical playful Journal, means of communication at the Faculty of physical education of the National Pedagogical University. Furthermore, there are numerous articles of university teachers who talk about the possibilities of the playful approach in education. An example of one of these authors is Ernesto and Turralde specializing in andragogy, with application in recreational environments.

4. General objective

4.1. General objective

Develop the communicative abilities in the students through the implementation of the Playful Approach in the English class.

4.2. Specific objectives

1. Identify advances in develop of communicative abilities in the English class.
2. Identify Playful Approach activities in develop of the English class.
3. Determine if the use of the playful approach helps in the English learning.

5. Impact

The students of 6th, 7th, and 8th of IED Técnico de Rebolo have less interest in studying the English language, they do not have enough motivation in learning English language, because they feel discourage with this important language.

They only focus their attention for working in class when it is presented using different strategies that motivate their learning, because in the past the English class was taught without great importance in the school.

If the class is attractive for the students, it is presented in an interesting way, it can be pretty and it catches the attention of the students then they feel better in class. The motivation is relevant when a teacher helps student to learn the English language; the love and the different strategies to teach can help to increase the interesting and encouragement of the students in the English class.

The Playful Approach helps students acquire the English language if they participate in motivational activities and exercises that get to use the English language in class as easy as they can learn another subject. According to the experience obtained during the research process, it can be said that the games, the Playful approach activities, the use of interactive tasks, and the use of the new methodologies of teaching as computing, video beam, the class is presented different, funny and the students' motivation can change to the positive attitude.

6. Justification

The main interest of this research is the use of the playful approach as a fundamental tool in meaningful learning.

From this personal view the playful approach is perceived as a vital alternative to pedagogical level, which produces satisfaction and encouragement in their execution. It also allows the inclusion of issues concerning labour relations, as well as the technique of the disciplines and most important at the level of values, personal and those related to the educational process.

According to M Kant, mankind, throughout its history, has been destined to make learning a constant in everyone's life, to solve the challenges that are presented or as a solution to their own search. This is how learning is presented as an activity of discovery. It is made a form of integration and socialization for the individual and the environment that surrounds them by the institutions who organize the curriculum and educational standards.

Through this double learning education is relevant to search for more effective and pleasant forms that generate taste and an active attitude. This form should integrate the use of teamwork, departing from alienating, boring educational activities to become a space for motivating learning. Such activities must respond to life and values positive well-being, happiness and dynamism, articulated through the playful action with commitment, interaction and awareness. Likewise, they must be in the search for understanding and include from all likely prospects, not only from the cognitive, and in this sense include the multi-dimensionality of the human being.

It is worth giving to the playful approach its vital relevance in the formative processes and establishment of relationships. This has been placed almost as a synonym, which is far from its most successful meaning: "external manifestation of the ludic drive" (Motta, 2002), which It prevents from seeing other aspects to develop broadly in playful activities.

This fun-game analogy is expanding in all areas and disciplines, facilitating exploration in broad field of components and possibilities of the fun as a teaching strategy.

The National Ministry of Education is intended to promote the consolidation of the playful approach as a modern and motivating educational strategy which generates synergy and coordination at the level of the actors in the educational process and avoids the consequences given by the student dropout (which was 44.9% in higher education in 2008) such as: the involvement of the students relating to the institution of higher education, as well as the State with public higher education institutions, failure to comply with the policies and social goals and even more social, financial losses of the student and their family which tend to the achievement of the goals set out in the ten-year Plan of education of 25% in 2019.

If a university research is an act where knowledge is expanded, you can give guidelines or at least ideas on how and where such knowledge points at. In this Act is relevant to accommodate important processes such as works of degrees, the pursuit of the development of the pedagogy, didactics and research disciplines.

7. Theoretical framework

7.1 Constructivist conceptions and meaningful learning

There are several theories about learning the foreign language and we will focus on this research in those that have a close relationship with constructivist conceptions and significant learning since they start from the learning of the LE as a process of construction and see the student as the main axis in their own learning and therefore are relevant to cement our results in this research. The learning of the language framed within constructivist approaches as stated by Diaz et al (2004), in order to follow these ideas we can analyze Krashen (1982) students have two different ways of developing competence in second language. The first is the acquisition of language. The second is the practice of the language. The next is the idea of the communicative competence according to Muñoz (2000) talks about to the knowledge and develops of different linguistics abilities to interact in different context. It is based in the knowledge, about the language and its function and the capacity to practice it.

7.2 The communicative approach

The communicative approach is a set of pedagogical methods based on the simulation or the direct reconstruction of situations of communicative exchange as real is possible.

The student is active in the teaching-learning process and uses the language based on informative and expressive pragmatic the he needs to use. In order to follow these ideas, we can read, about Kostina & Arboleda (2005) The Communicative Approach is based on the premise of the object of learning of a language is through real communication in real contexts, including the four language skills (reading, speaking, writing and listening).

The grammar is a part of the category of the communication. The teacher is only a guide of the learning; the activities are varied and promote interaction in different context of the language (p.22).

7.3 The Playful Approach

The students acquire the best foreign language if they participate in fun activities and tasks that demand to use the language in every time and of an informal form. Brown (1994) Brown explains that the students in this method have the opportunity to focus in their own style of learning. Through of the development of strategies to be autonomous and the teacher only is the guide.

Two abilities of productive performance exist:

Speak and write

Two abilities of receptive performance:

Listen and read

Casassus (2008), the emotional atmosphere in the classroom has three variables: The link between teacher and student; the link between students; and the atmosphere that emerges from this double bond. When we talk about link we are talking about a relationship with a certain level of depth, but this only happen if necessary a connection teacher – student when the student can feel about the teacher that he is accepted without judgment or criticism.

If in this connection exists confidence, security and a good class atmosphere, It will be possible a good learning of a foreign language. It is correct when there is a good atmosphere in the class and this is fundamental for development of the work in group and the development of abilities that help to get the aims. Ondarra (2000) allows a dialogue between students and the teacher. The teacher is a guide and the students need to feel appreciated. We can know that in The Playful approach as a cultural experience is going through all in the life, it is not a practice, it is not activity, it is not a science, it is not a discipline, it is not a new trend, and it is a human development process. From this perspective, the playful approach is bound to daily life, especially to the search for the meaning of life and human creativity. (Jimenez,1998). In the playful approach a game is to be with the others. Borja: Develop the communication with the same class of people it is not only a good activity, it is an activity that gives us the answers, about cognitive demands. Finally, in the integral education is not important instruct, it is attractive to generate positive attitudes and vital social positions. In the next position of Dewey (1975) mentions that the

experience is the initial stage of thinking. In the playful approach pedagogical experience, the student and the teacher are the same. The teacher plays with them as another, it not for them, it is not above the activity. At beginning of XXI century the paradigm learns for learning in a free atmosphere. The playful approach opens a way for learning with the happiness know and the experience as source of being and learning. The above in the sense mentioned by Dewey (1975) "Learning occurs naturally".

The Playful Approach allows with its special way to learn of the seven knowledge, about the illustrious thinker Edgar Morín (1999). He considers necessary for this century a knowledge network and the playful approach, about experience thought and feeling elaborates a series of significant and symbolic representations that logically are related to human thought.

This playful approach attitude is being able to "get out of it" and interact with the other to motivate the encounter and finally help the other, which leads to the construction in common, the process of generating questions and their possible responses and applied to the actual pedagogy that would easily surpass the technical role that international economic models assign to the education. (Mejia, 2006, p. 147). Also, Moreno (2003) says that playful approach manifests itself in all the expressions of the human being that demands emotions oriented towards the enjoyment along the human development as a person. Moreno says that the playful approach is a decisive factor for the development of the individual, since possibilities of expression and a playful approach satisfaction. It makes a better individual with the best possibilities of a social Interaction. The playful approach is a part of human beings and gets to be a basic component for their training in front of their environment and the relationship they may have with the community.

In the Theory of Echeverri and Gomez (2010) find that talking about playful approach leads to reflect on scenarios according to the time and authors who have made contributions to the concept. Through the revisions and analysis of the concept of playful approach, Echeverri and Gomez talk, about four basic conceptions of playful approach:

- The playful approach as an instrument for teaching
- The playful approach as cultural expression

- The playful approach as a human manifestation
- The playful approach as a tool or game
- The playful approach as an attitude in the life.

In the other hand Romero (2001) says that Plato sees that playful approach has a very important value in the education of the child, since it promotes learning in a "fun" way. An example is the child uses apples to learn arithmetic.

This playful approach technique is used by the child when he is using a construction of tools in a small scale suitable for him.

The playful approach refers to the need of the human being, to feel, communicate, express and produce primary emotions (laugh, shout, enjoy) oriented to entertainment and fun. Taborda (1997) the challenge in the pedagogical practice of schools is to have a playful approach disposition in the teacher, which has an interrelation with children, parents, interests and daily life and proposes a real application of curricular transversely between the contents of the subjects and the playful approach component. The nature of the playful approach, the different conceptions about it and the different activities that can be performed talk about the concept of playful approach in education Nunes (2002)

- The stimulation of the relationship cognitive, affective, verbal, psychomotor and social
- The socializing mediation of knowledge
- The motivation of an active, critical and creative reaction of the students

The principal goal is to change the act of educating to a conscious, intentional and transformer of the formative process.

7.4 The curriculum

Nunan (1988), in the other hand says that a curriculum is a joint construction between students and teachers that reflects the students' needs related to what they should learn and what they want to learn.

Nunan defines the construction of the curriculum as a collaborative effort among the protagonists of the educational process following a few steps for its process of construction.

First point: The realization of a diagnosis, taking into account the objective and subjective needs of the students

Second point: The elaboration of the different stages of the planning for the Implementation of the same

The evaluation in the curriculum according to Nuñez (2008) represents a global planification of strategies of actuation as a set of coherent activities.

The curriculum is the highest representation in the learning of English because it shows what the student needs to learn for get a good result of learning in this foreign language.

7.5 The Playful Approach as a strategy

The game has been seen in most of the cases in education as leisure activity, without enough sense and meaning, but in the learning process it has been used as a didactic tool and full of sense; it is related to meaningful learning of the students and increase the academic results. The English language has not been isolated to the use of this resource to favor the processes of school learning. For this reason, it is considered the playful approach relevant in the development of communicative abilities. Froebel (1782-1852)

The principal characteristics to take into account in the application of the playful approach in the teaching process are:

- Conceptual dominion, about playful approach, games and the theme that is going to teach using the playful approach.
- Have a pre – established organization of the activities that will be developed with the students. It needs to be coherent and it needs to demand a high level of complexity, about the knowledge of the students.
- Clarity, about what the students need to learn and which is the orientation they need to follow.
- Knowledge of the population and the characteristics of who worked with the teacher.

With the implementation of the playful approach as a didactic strategy, the students would be capable of having more participation socially. For that reason, it is important to take into account the approach of Froebel (1782-1852), he said the best form to guide a child to the activity, the self – expression and the socialization is through the games that stimulate their own faculty for the creation of new knowledge.

Some researches about playful approach emphasize in the importance of playing with objects and ideas as part of learning process. The observation and experimentation are developed with the application of games in class. It offers the opportunity to discover the beautiful of the nature. Palacino (2007)

The playful approach techniques help in the learning, because it propitiates the acquisition of knowledge and develop of abilities. Orlic (2002) locates the playful approach in the most important place in this sense in the study of active methodologies.

8. Hypothesis

The playful approach includes a number of motivating activities to promote the development of various physical, cognitive and social skills. In the case of this research project the playful approach is used for the development of communicative abilities in the English language.

In the IED Técnico de Rebolo, the students showed lethargy state and little interest in learning English; it was reflected in their low performance. They perceived the class as boring as little motivating; they saw a very traditional structure that did not help them to develop of communicative abilities.

The motivational strategies that helped the development of the language skills in the English, the playful approach helped the development of these skills since learning through the implementation of various activities most significant for them.

Dominguez (2001) says that the playful approach has an essential role in the education that constitutes an inexhaustible pedagogical resource. This is the form how the playful approach becomes a working strategy that has an important place in the school's atmosphere, through which you can build the subject that society needs and this focus on the performance, competitiveness, productivity and adaptation. For that reason, as inexhaustible source of resources, the playful approach is a motivating element to develop in students the different types, especially the vulnerable population the necessary motivation and interest of the class, but also it becomes significant learning, because it makes the class fun and pleasant that promotes their learning.

9. Variables and categories

General objective: Develop the communicative abilities in the students through the implementation of the Playful Approach in the English class.

Chart 1: Variables and categories

Specific objectives	Variables	Categories	Indicador	Analysis Unit	Techniques and data collection instrument
1. Identify advances in develop of communicative abilities in the English class	Communicative abilities in the English class	Development	-Constructivist conceptions and meaningful learning. -The communicative abilities. -The curriculum	the student	Field Journal The survey
2. Identify playfull Approach activities in develop of the English class.	Playful approach	Playful approach activities	-The playful Approach concept. -Types of playful Approach Activities	The teacher	Field Journal
3. Determine if the use of the playful approach helps in the English learning	Playful approach	Playful approach helps in the class	- The game as a Playful learning strategy.	The student	The survey

10. Research design

This research follows the action–research type of methodology, in which the researcher is immersed in the reality of the problematic situation and looks for a change in the practice and the implementation of pedagogical proposals with the students as fundamental actors, analyzing the results of this research through the problematic questions and its objectives.

Following Elliot, the action-research is related to the problems practiced daily experimented with by teachers, sometimes with the theoretical problems defined by investigators in the area of discipline. It could be developed for the same teachers or for those who are in charge. In this case investigator participates in all of the activities of this project as an English teacher.

10.1. Phases of the research

Going forward, the steps of development in each place are described, mainly organizing three moments that include other points of development in the preposition.

1. The first is identifying the problem situation improving the collection of data from observing the class which could be a pedagogical diary and the application of surveys.
2. Following is the step of the development of activities where different activities are implemented.
3. The final step is the interpretation and evaluation of results for the processing of a diary of tables, records and accounts in order to establish results

10.2. Research application Schedule



Chart 2 Research applications Schedule

Phase	Activity	CollectionTool	Start Date	Finish Date
Phase	Classes observation	Daily	08 – 22 - 17	09 – 01 – 17
	Identification of the problem situation	Surveys application	09 – 04 - 17	09 – 15 – 17
Phase II	Development of Playfull approach	Lesson Planning Using playing	09 – 18 - 17	10 – 27 – 17

		approach		
PhaseIII	Interpretation and evaluation of results	Qualification Records Testimonials	10 – 30 - 17	11 – 10 – 17
	Establishment of results	Last conclusions	11 – 13 - 17	11 – 17 – 17

11. Data collection issues

This research was developed through observation periods. The first observations revolved around the class and the situations presented during classes before implementing the proposal of work by the playful approach. Initially there were noted some difficulties in the learning process of students and low interest by some of them. The second phase for the collection of data occurred during the development of the methodology through the implementation of activities that are applied in the English class. The teacher-researcher filled a pedagogical Journal of activities. These consisted of some videos and two surveys to students, one before deploying the study and another after the completion of these to achieve a perception of how students perceived the learning of the subject before the activities and applications of the same with respect to the class. Works of students were also collected to obtain an overview of the results of the activities carried out to verify the improvement in their performance. It serves to input also the final notes of the period in comparison with the previous period to identify progress in the processes of the students once leisure activities were applied.

11.1 Tools for data collection

11.1.1. Field journal.

The journal was our instrument for the description, analysis and assessment of school reality. In the journal the teacher - researcher wrote processes and situations experienced in the class during the realization of research projects by registering in a box the description of the situation of the class and other analysis of these experiences in the light of the theory. This considered the field diaries used in the first observations, prior to the implementation of the projects to compare attitudes and events in relation to the form of learning before implementing the fun in English and once you implemented activities.

11.1.2 The survey.

The surveys served to as an act of interaction between students and teacher-researcher. It is of great importance in this investigative work. The surveys were used at the beginning and at the end to take into account mainly the perceptions of students from English class; learning

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outcomes; the methodology; the educational material related to the project; and the feel of them against this learning experience.

12. Data analysis and results

In the development of the research, journal of field, surveys of students and teachers were taken into account for the data collection. Below is the analysis of data collected in each of these techniques for collecting information.

12.1 Journal of field

Journal of field was an instrument that registering the facts which were susceptible to be interpreted, systematizing experience and after analyze the results.

In the journal of field made during observations of class to the tutor of English in grades 6th, 7th, and 8th of the IED Técnico de Rebolo, several categories were identified as start of the class, development of thematic, activities of strengthening, evaluative activities, perception of students with respect to the class. Now it will be analyzed in each one of them.

Start of the class: the students come to the class, the teacher calls list and organizes the classroom for the class. There is not motivation activity to begin the development of thematic classes observed.

Development of thematic: The teacher begins with the topic, immediately after calls the list and proceeds to make the explanation of it masterfully. The teacher makes the explanation and made calls for attention to class to those students who are in disorder, the use of the English language is lit used during the development of classes, but the students do not understand. Generally, it has been the same class every day.

12.2 Surveys

The survey was a resource of information included inside the research in two stages: in the first the students did surveys at the start of the investigation; after that the teaching practice was done including the playful approach in the English class activities for the development of communicative abilities; at the end was another survey to verify the impact of the activities practiced.

The survey was conducted at 100 students of 6 ° - 7 ° and 8 ° in the IED Técnico de Rebolo

It was the answer of the survey by the students:

Chart 3: The survey by the students

This chart show the percentage of each answers written of the students

VARIABLE	INDICATOR	Yes	No	Sometimes
COMMUNICATIVE ABILITIES	1. El docente de inglés utiliza la lengua inglesa para las explicaciones que realiza.	30%	55%	15%
	2. En la clase de inglés se realizan actividades para desarrollar la escritura de la lengua extranjera.	38%	65%	3%
	3. En la clase de inglés se realizan actividades para practicar oralmente el idioma.	10%	89%	1%
	4. En la clase de inglés se realizan actividades de lectura en la lengua inglesa.	5%	92%	3%
Playful Approach	1. Te gusta realizar juegos lúdicos.	100%	0%	0%
	2. En el desarrollo de las clases de inglés se utilizan actividades lúdicas (juegos, dinámicas, canciones, etc).	0%	94%	6%
	3. Consideras la clase de inglés como un espacio motivante y enriquecedor.	9%	85%	6%

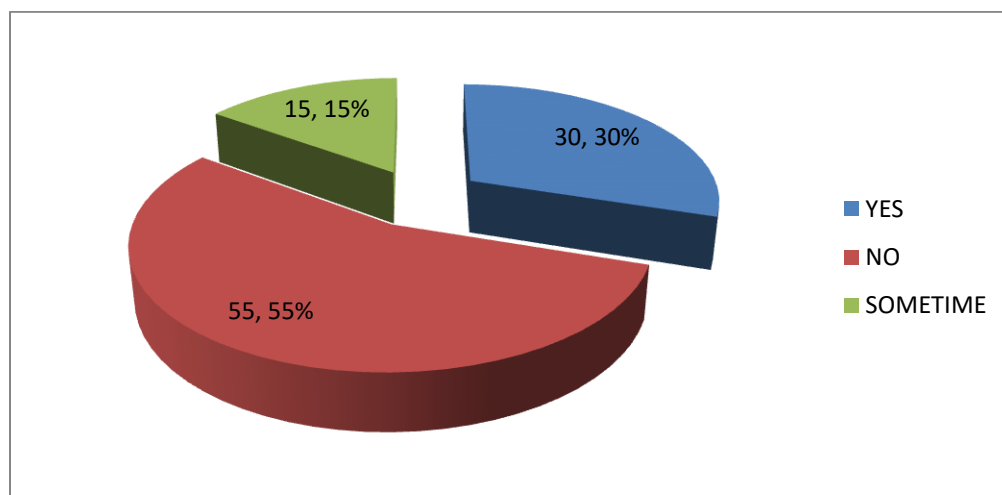


Figure 1: Use of English language

The 55% of the students answered: The teacher in class did not use the English language to explain in class. In conclusion the students did not develop the listening abilities.

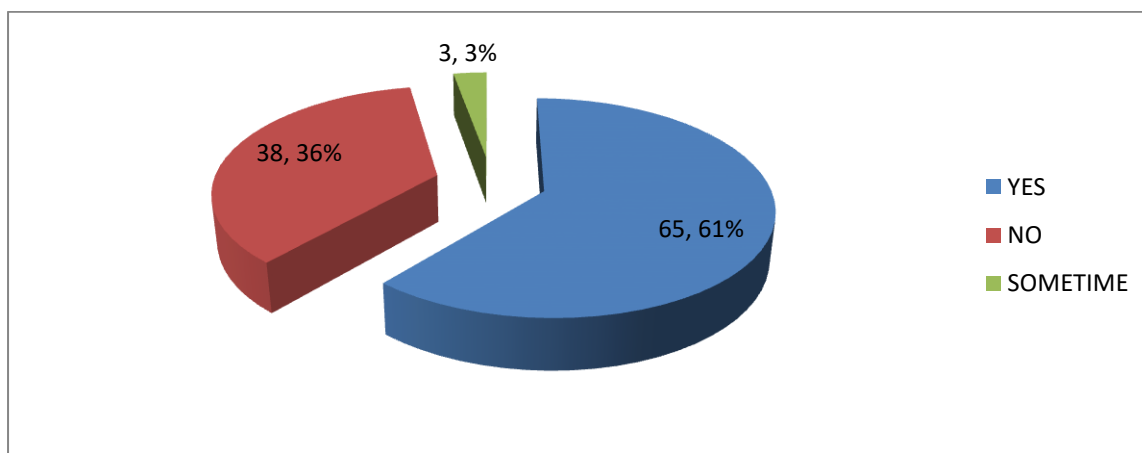


Figure 2: Activities to develop English writing

The 65% of the students recognize the use of writing activities in class.

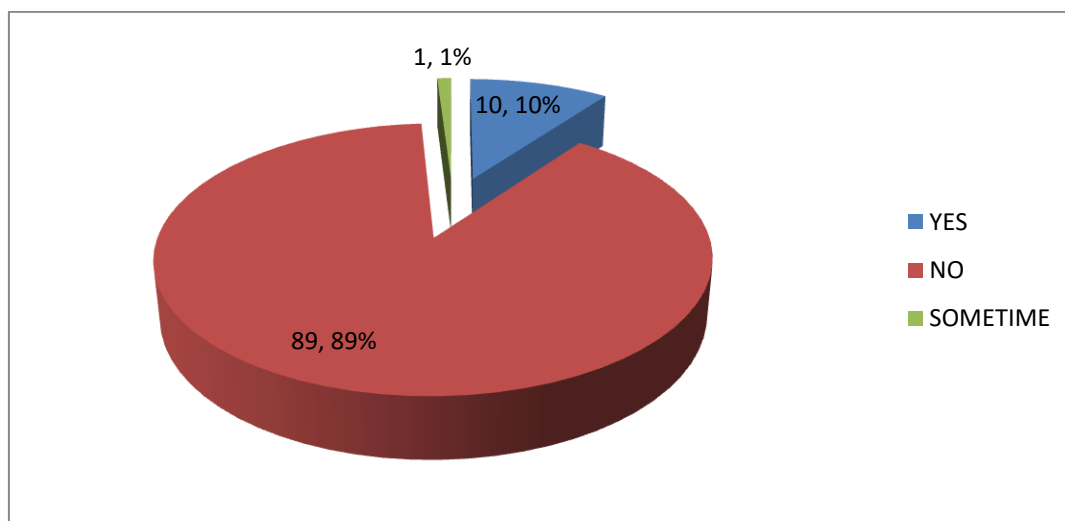


Figure 3: Activities to practice orally English

The 89% of the students answered that did not use oral activities to practice the speaking. It stops the development of the communicative abilities of the students.

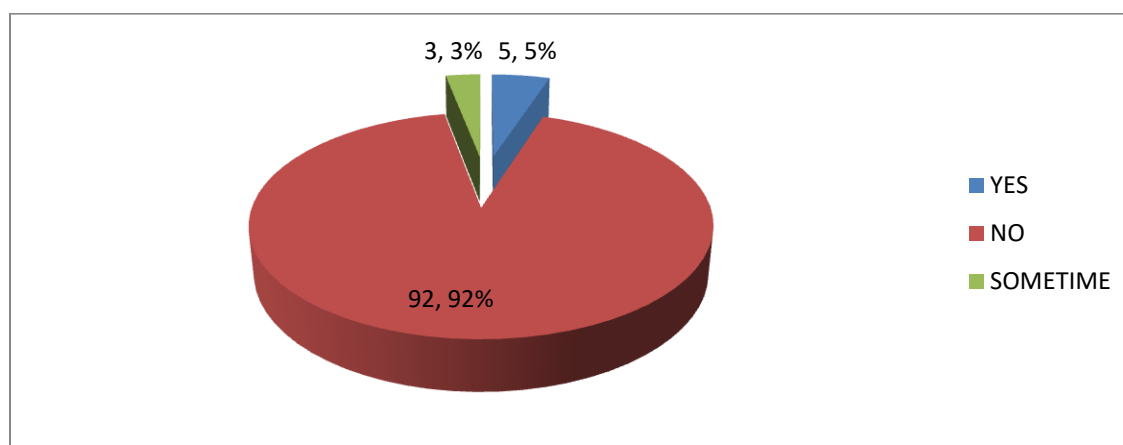


Figure 4: Reading activities in English

The 92% of the students answered: In class did not do activities of reading in the English class.

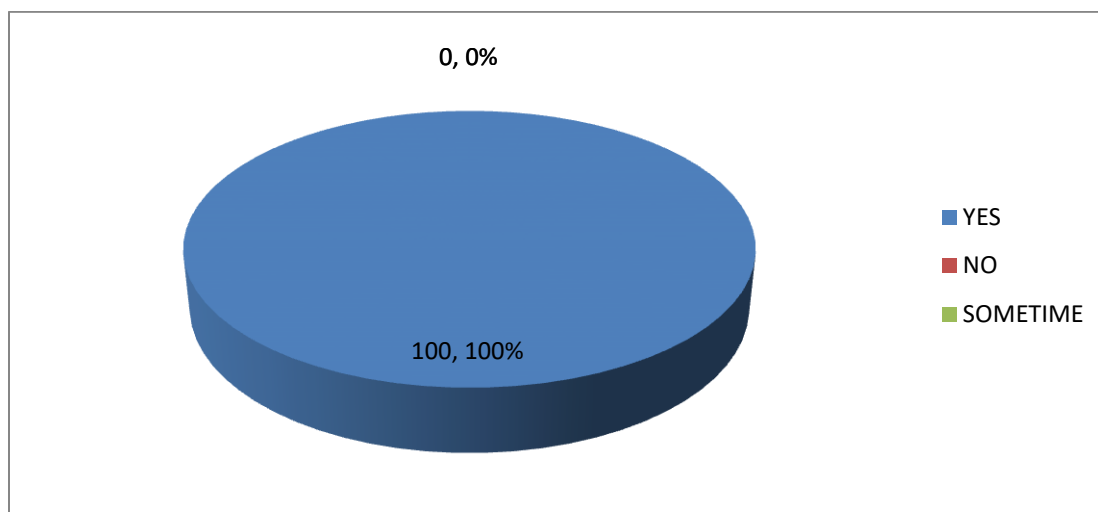


Figure 5: Playful approach games

The 100% of the students like the playful games in the English class.

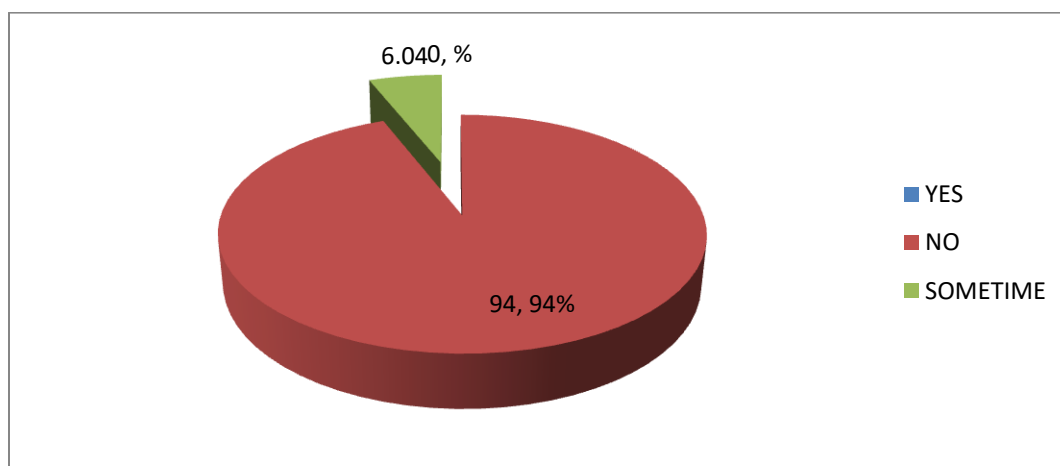


Figure 6: Playful approach activities in class

The 94% of the students answered in a negative form, about the use of the Playful activities in the English class.

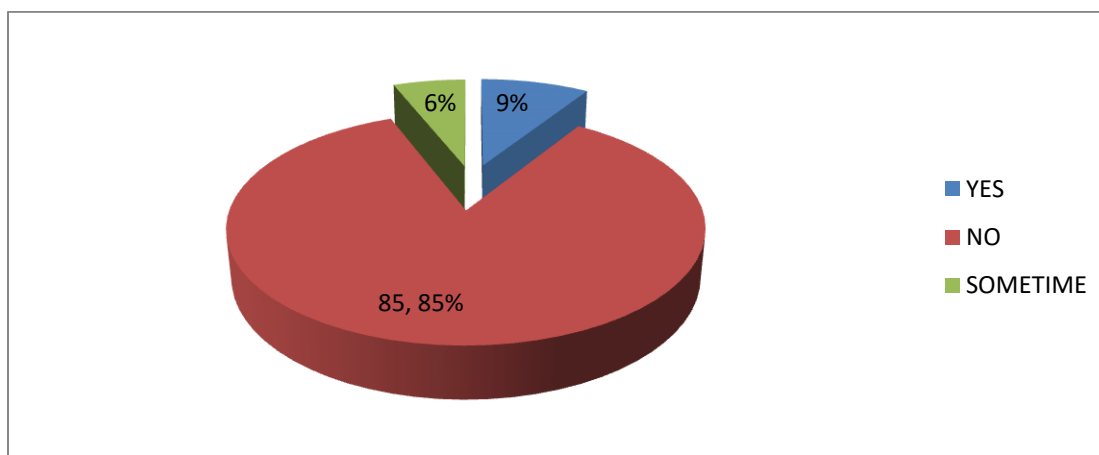


Figure 7: Motivating exercises

The 85% of the students answered, the English class was not attractive for the learning and more difficult in practice.

First, in the indicator of communicative abilities the answer of the student was they could not develop the listening ability in the English language, because the teacher did not speak English in class, in the other hand in the activities to develop the writing, the percentage was very low.

Second, the indicator of speaking ability in the English language, the students manifested did not do activities for development of this ability.

In the indicator of reading activities the answer of the students was in the English class did not do exercise that increase the development of abilities for reading.

In the variable playful approach, the students agreed with the playful activities and finally in the indicator of motivating exercises there were not enough activities to practice and every English class was masterful class.

After the implementation of the playful approach activities for the development of communicative abilities of the English language, the results are:

Chart 4: The survey by the students after the implementation of the playful approach activities

VARIABLE	INDICATOR	Yes	No	Sometimes
Communicative Abilities	1. El docente de inglés utiliza la lengua Inglesa para las explicaciones que realiza.	90%	10%	0%
	2. En la clase de inglés se realizan actividades para desarrollar la escritura de la lengua extranjera.	88%	12%	0%
	3. En la clase de inglés se realizan actividades para practicar oralmente el idioma.	93%	7%	0%
	4. En la clase de inglés se realizan actividades de lectura en la lengua inglesa.	97%	1%	2%
Playful Approach	1. Te gusta realizar juegos lúdicos.	100%	0%	0%
	2. En el desarrollo de las clases de inglés se utilizan actividades lúdicas (juegos, dinámicas, canciones, etc.	93%	0%	7%
	3 Consideras la clase de inglés como un espacio . motivante y enriquecedor.	91%	2%	7%

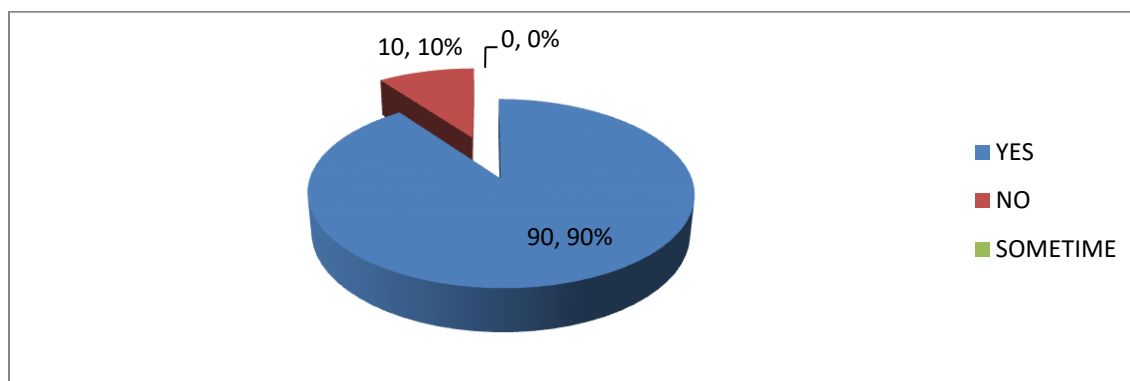


Figure 8: Use of English language

After the application of the Playful activities in the English class the 90% of the students identified the use of the English language in every single class.

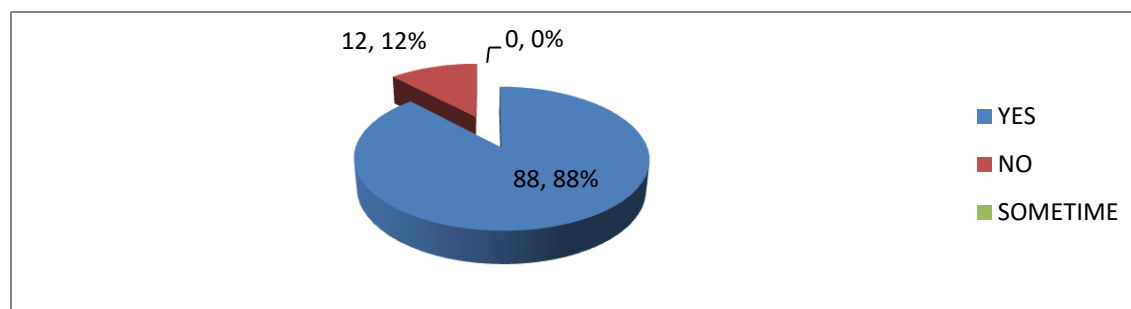


Figure 9: Activities to develop English writing

In the figure 9, the 88% of the students recognized the application of different strategies to increase the development of writing in this foreign language.

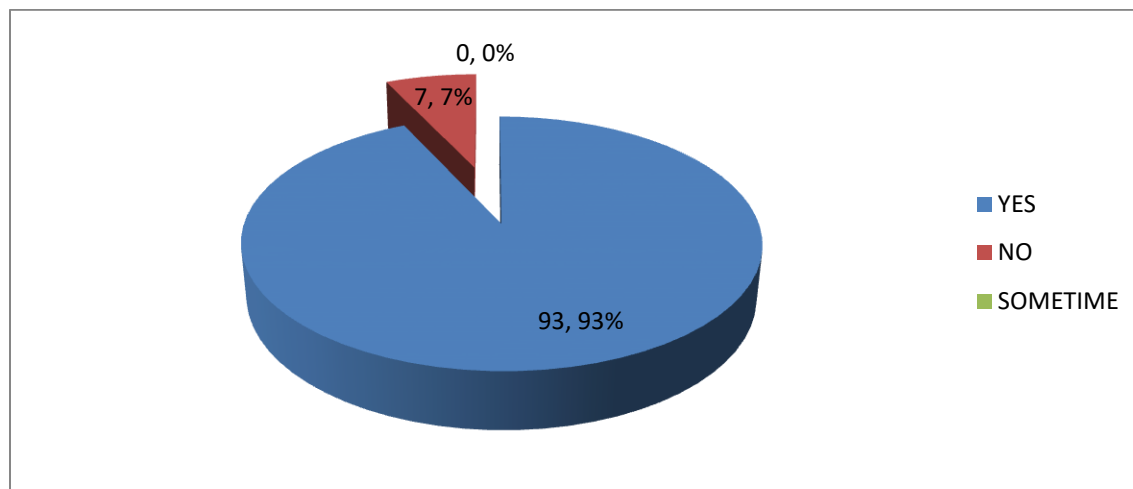


Figure 10: Activities to practice orally English

The 93% of the students exposed the use of different activities to practice the Speaking ability in the English class.

Figure 11

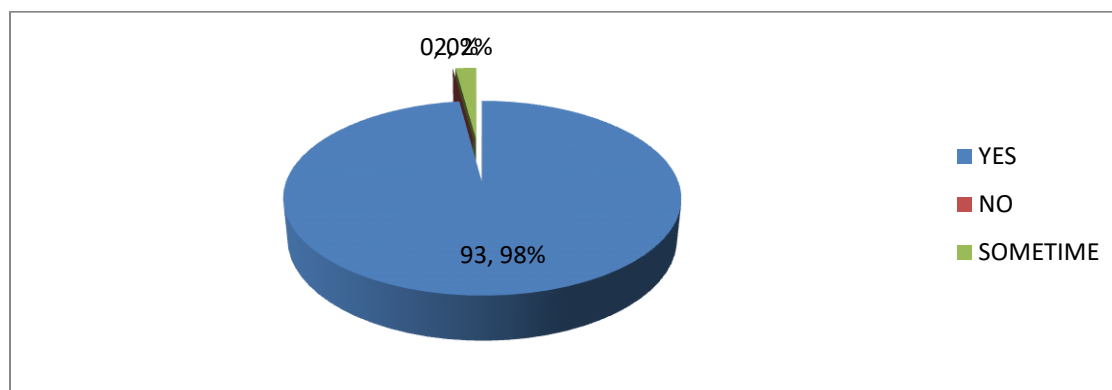


Figure 11: Reading activities in English

The 93% of the students agreed the use of different activities to practice the reading ability in the English class.

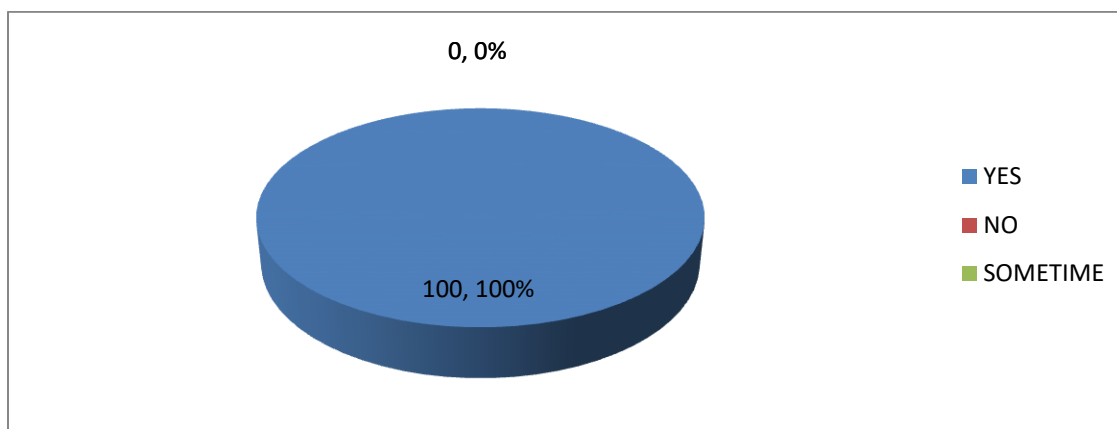


Figure 12: Playfull approach games

The 100% of the students like the use of games and the practice of different playful exercises.

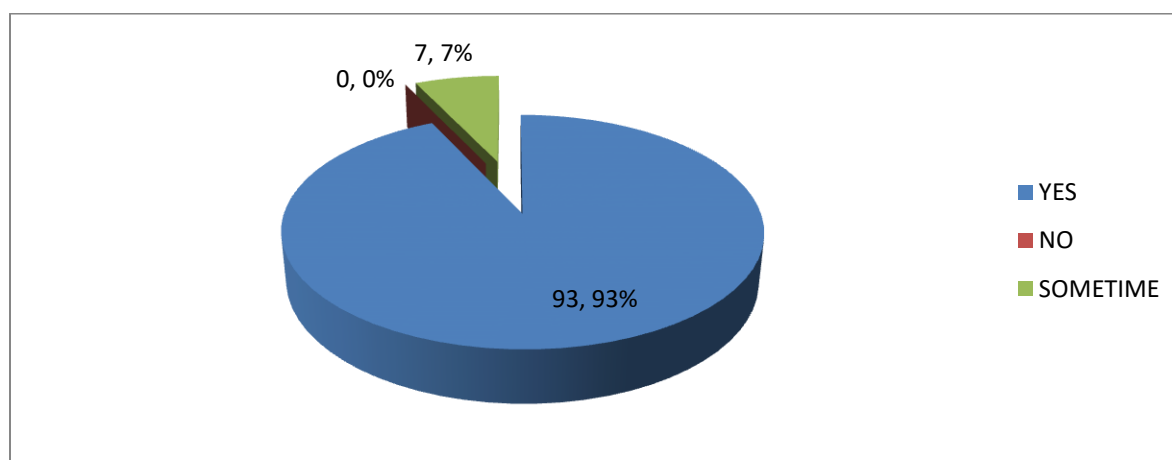


Figure 13: Playfull approach activities in class

The 93% of the students confirmed the implementation of playfull strategies for the learning of the English language.

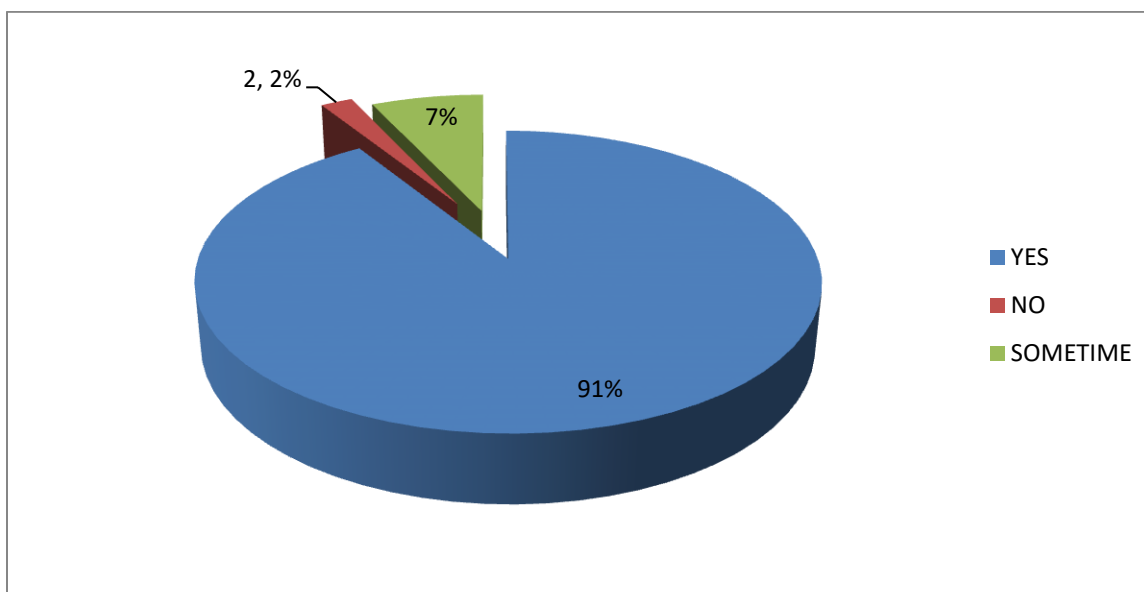


Figure 14: Motivating exercises

The 91% of the students confirmed the change in the English class becoming a beautiful space to learn and to feed the knowledge.

The results of the second survey revealed the positive percentage of acceptance in the use of playful activities in listening, writing, and reading; the implementation of exercises, games and attractive activities to get the best performance in the learning English.

In terms of the performance of the students during the third academic term: The students who did the survey a 35% obtained a low performance and 85% obtained a basic level in the English signature. After implemented the playful approach for the development of the communicative abilities of English 5% of surveyed students obtained a basic performance in the fourth term, 40% obtained a basic performance and 55% of students obtained a high performance. These percentages showed improvements in the English learning, the atmosphere of the class was more pleasant and of high quality.

13. Findings and conclusions

Once developed each one of the points in the research process referred to the playful approach for the development of communicative abilities in the English language and after it has been analyzed the data collected through the surveys came to the following conclusions based on the outlined objectives.

In order to the objective (Identify advances in develop of communicative abilities in the English class) was able to verify that at beginning there were few activities for development of communicative abilities, but when the activities and tasks in class change to the playful approach focus, it gets the students feel motivation and the student's performance were achieved.

The second objective (Identify playful approach activities in develop of the English class, it was possible to identify that playful approach activities were not used in them English class, the lack of use of these activities in the English class, made boring and not very enriching the class. Nevertheless, with the implementation of the new activities, they achieved the use of academic language to stimulate their learning of the English language and they perceived the class more motivating, amazing and attractive, then more meaningful for them.

The playful approach is recommended to promote strategies in the school that help to implement new activities with pedagogical purposes at the beginning, in the development or as an evaluation technique during the development of the curriculum of the subject of English or in any other of the subjects established in the school.

For the achievement of the third objective (Determine if the use of the playful approach helps in the English learning) through of the registered observation in the field journal, the surveys done for the students; they did not have enough interest and motivation of participation in class and it was reflected in the low performance of them in the English subject and in a high failing index at the end of each term. In addition, the subject was included inside of the subjects with the most failing at the end of the year.

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After the implementation of attractive activities during of the English class and using tools for pedagogical purposes, the interest and motivation in the English class was increased for the students and it was pretty when the English performances were improved, then the failing index was lower than before at the end of each term and at the end of the academic year. In conclusion the playful approach used as pedagogic strategy was a success in the learning of the students.

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PLAYFUL APPROACH FOR DEVELOPING COMMUNICATIVE
SKILLS.



Appendix

Appendix 1

SURVEY FOR STUDENTS

MARK WITH AN X WHERE IT CORRESPONDS ACCORDING TO YOUR CRITERIA

Variable	Indicator	Yes	No	Sometimes
HABILIDADES COMUNICATIVAS DE LENGUA INGLÉS	1. El docente de inglés utiliza la lengua inglesa para las explicaciones que realiza.			
	2. En la clase de inglés se realizan actividades para desarrollar la escritura de la lengua extranjera.			
	3. En la clase de inglés se realizan actividades para practicar oralmente el idioma.			
	4. En la clase de inglés se realizan actividades de lectura en la lengua inglesa.			
	Indicator	Yes	No	Sometimes
LA LÚDICA	1. Te gusta realizar juegos lúdicos.			
	2. En el desarrollo de las clases de inglés se utilizan actividades lúdicas (juegos, dinámicas, canciones, etc.			
	3. En la clase de inglés se utilizan actividades lúdicas para desarrollar la temática de la clase.			
	4. Consideras la clase de inglés como un espacio motivante y enriquecedor.			