



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

Facultad Regional Multidisciplinaria, FAREM-Estelí

THEATRE AS A DIDACTIC STRATEGY TO IMPROVE READING IN 7TH GRADE
EFL STUDENTS AT CISCUM INSTITUTE DURING THE SECOND SEMESTER 2021.

Research submitted in partial fulfillment of the requirements for Bachelor of
Arts degree in teaching English as a foreign language

Author

Jader Leonel Alaniz Talavera

Advisor:

MSc. Maria Elizabeth Herrera





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2022: VAMOS POR MAS VICTORIAS EDUCATIVAS

Carta de recomendación del tutor

Por medio de la presente hago constar que Jader Leonel Alaniz Talavera estudiante de la carrera **Licenciatura en Ciencias de la Educación con Mención en Inglés**, ha elaborado el trabajo de investigación: **THEATER AS A DIDACTIC STRATEGY TO IMPROVE READING IN 7TH GRADE EFL STUDENTS AT CISCUM INSTITUTE DURING THE SECOND SEMESTER 2021**, el que ha cumplido con los requisitos científicos, técnicos y metodológicos estipulados en la normativa correspondiente a la asignatura **Seminario de Graduación**.

Por lo anterior se autoriza para que realice la impresión de su trabajo de investigación y sea entregado al Departamento de Ciencias de la Educación y humanidades.

Se extiende la presente a los 29 días del mes de julio del dos mil veinte y dos.

Atentamente,

María Elizabeth Herrera Mairena.

Docente

UNAN-Managua/FAREM-Estelí

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ABSTRACT

This research was carried out with the objective of validating theatre as a didactic strategy to improve reading in 7th grade EFL students at CISCUM Institute during the second semester 2021. The approach adopted is Qualitative cross-sectional. The method used is descriptive, This study is an analysis in English class involving scientific and methodological aspect, which focus on addressing problems in the integration of students in the participation of reading. We determine that the application of this research is to create new knowledge and propose alternatives to educational problems to improve education. for the implementation of the test to improve reading in English. Observation, interviews and surveys were used for data collection. The background information was made by authors, such as Triendarto 2012/2013; Graves 2008, and Gungor 2008; they have served as references to guide us in the topic. As a result, it is observed that the highest percent of students show great interest in participation through the use Theatre since they feel motivated to participate, they presented interaction in the works performed, Theater facilitates reading; writing, listening, speaking, communication, motivation, participation and creativity in students.

Keywords: Theatre, Didactic, Strategy, Read, Student

I. INTRODUCTION

This research refers to theater as a didactic strategy to improve reading in 7th grade. We can define, according to Shandy (2017), reader theater is one of the innovative learning in an effort to increase the understanding and value students' learning processes that involve the activity of reading, writing, listening and speaking.

The main feature of theater is that allows students to interact by reading. The teacher must be active and creative giving space to the students where they expose the knowledge acquired through participation; it is a way to make the class dynamic and productive that leads to meaningful learning that will help them improve in English, however this strategy is not very applied to learning English.

To analyze this problem, it is necessary to mention its causes. One of them is the absence of a theater hall in the school, another cause is the lack of resources to buy costumes so that the students can interpret the characters of the plays and the lack of training for the teacher to correctly to plan a play. However, we were able to elaborate scenarios in 7th grade EFL students at CISCUM Institute.

This study aims to analyze how theater positively involves students and teachers to open spaces that allow practice and conservation of Nicaraguan theater for the improvement of reading comprehension.

1.1. Background

A review of different sources was made and it was found out the next information regarding this topic : State University of Yogyakarta, (Triendarto 2012/2013) conducted a qualitative and quantitative type of research on Using Readers Theatre to improve the speaking skill of grade XI students of SMA Negeri 2 playen in the academic year of 2012/2013 ; the objective of this research was to improve English speaking skill in students through the use of Readers Theater. The result of this study is the integration of the students in the English class about the motivation of using readers Theatre.

State University of New York, (Graves 2008) conducted a quantitative type of research on The Effects of Readers' Theater on Motivation and Reading Fluency. The objective of the study was aimed at creating orthographic representations in the mind of second, third, and fourth grade students in order to increase their reading fluency, and the sample used by Graves is sixteen students participated in this study on reading fluency. The results of the study showed that there was a significant increase in the reading rate of the words that the students were trained to read

State University of Florida , (Gungor 2008) conducted an experimental type of research on Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes Toward Reading., the objective of this research was to improve 5th grade students' attitudes toward learning of reading through the use of drama ,and the sample used by Arzu is of 10 girls and 18 boys , their ages ranged between 10 and 11years old. The result of this study indicated that drama is more effective than traditional methods in using Reading Comprehension Strategies and in having the students use more learning strategies.

1.2.Problem Statement

Readers' Theatre can be traced back 2,500 years ago to Greece , progressing through the medieval ages , and rapidly evolving in the early 19Th century (Marshall 2017, 18) . In October 1968, the CIAS (Certified Investment Agent Specialist) of the Universidad Centro Americana began a program of community development through educational rural Theatre and the British volunteer have been connected with this work since its conception. The sub. Director of the CIAS in the University studied for some time at Patzcuaro, Michoacan, Mexico, in the Regional Centre for fundamental Education in Latin America , an area body of UNESCO (United Nations Educational, ,Scientific, and Cultural Organization) (John 1920, 44). More than 144 million students in Latin America and the Caribbean have missed nearly five months of school due to public health measures taken by governments in response to the COVID-19 pandemic. (Jaramillo 2020).

During the visits made to the CISCUM Institute during the second semester 2021, students of 7th grade were having complications while reading English in the classroom

and sometimes they show negative attitude in the practice of reading activity. Analyzing this complication, is necessary to mention the theatre as a didactic strategy to improve reading, however the students have never participated in a Reading Theatre; For this reason we performed theater in the classroom, According to the observations, the teaching methodology improve the four skill and English class, students suggest that the use of theater can be integrated for the improvement of English since they can learn in an easy way and the classes are not traditional the student answered that theatre is appropriate to implement in English classes. However The absence of a theater hall in the school, was one complication, another cause is the lack of resources to buy costumes so that the students can interpret the characters of the theater and the lack of training for the teacher to correctly. Unfortunately, the use of Reader theatre is little used to improve Reading in students in 7th grade. Despite the benefits it has as participation; motivation of students, because they attend class at night and work during the day.

1.3. Justification

One of the priorities of the Ministry of Education in Nicaragua is to raise the quality of education. For this reason, it was given the task of developing the research Theatre as a didactic strategy to improve reading in 7th grade EFL students of the CISCUM Institute during the Second semester 2021.

Theater strategy with the full confidence that it will be useful for teachers, who want to promote classes in a dynamic and effective way with the aim of guaranteeing better learning. The primary reason why this research was carried out is based on the difficulties that students present in English classes; situation that has been very evident through the experience in the classroom. The main purpose of this study is to promote the use of theater with confidence which will be useful for teachers who want to promote classes in a dynamic and effective way with the aim of guaranteeing better learning, since their interest in implementing new strategies is very frequent. On the other hand, theater as a didactic strategy to improve reading is of great importance to facilitate student participation, which help positively in the educational process and allow creative development in teachers and students.

1.4. Research Question

What would be the benefits of using theatre as a reading strategy in order to develop the reading skill in the English Language in 7th grade EFL students at CISCUM Institute during the second semester 2021?

1.5.Theme

Theater as a Didactic Strategy to Improve Reading.

Delimited Theme

Theater as a didactic strategy to improve reading in 7th grade EFL students at CISCUM Institute during the second semester 2021.

II. THEORETICAL FRAMEWORK

The theoretical elaboration on the concepts and terms used in the Theater as a didactic strategy to improve reading has been presented in the following part.

2.1. What is Reading?

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. (Leipzig 2001)

2.2. Types of Reading

Extensive Reading

It is one of the methods of reading that people use for relaxation and pleasure. Adopt this method when the purpose is to enjoy the reading experience. It places no burden upon the reader and due to its indulgent nature, it is seldom used if text isn't enjoyable.

Intensive Reading

Among the different types of reading is used when you want to read carefully by paying complete attention to understand every word of the text. It is where you would examine and decipher each unfamiliar word or expression.

Scanning Reading

It is one of those kinds of reading where you read to search for a particular piece of information. Your eyes quickly skim over the sentences until you find it. You can use this method when you don't need to go deep into the text and read every word carefully. Scanning involves rapid reading and is often used by researchers and for writing reviews.

Skimming Reading

Through these methods, you try to understand the text in short. Though one saves a lot of time through these methods, one will gain only a shallow understanding of the text. Skimming is a great way to get a broad idea of the topic being discussed. This method is generally used to judge whether the information is useful or not.

Critical Reading

Among the different types of reading strategies, critical reading has a special place. Here, the facts and information are the ideas mentioned and analyze them until you reach a conclusion. you would have to apply your critical faculties when using this method . Critical reading is often used when reading the news on social media, watching controversial advertisements, or reading periodicals (Josseph 2020).

2.3.Importance of Reading

Reading activity is one of the most important ways of learning, as it is connected with literacy and civilizational development as well,” since 2008, a growing number of developing countries are assessing the reading skill of pupils in the early grades of primary school. This is to show how important is this activity on personal achievement as well as on society as a whole, and any ignorance of this vital activity especially in the early ages means many learning problems. “pupils who are not able to read do not have the prerequisite skills for successful learning in later grades” (United Nation Education , Scientific, and Cultural Organization 2012)

2.4.Theatre or Theater

An outdoor structure for dramatic performances or spectacles in ancient Greece and Rome b: a building for dramatic performance c: a building or aria for showing motion (Philip, Webste's Seventh New Collegiate Dictionary 1961/1966).

2.5.Class of Theater

Visual theatre

It is one of the terms in which a creative act-performed for an audience or with its participation –may be described as an act the language of which is first and foremost that of visual image .this languages is not limited to the creation of a visual image . (Cheolsung 2000-2003)

Gesture theatre

It is the second activation of the photo.book los gestos muertos, a performance created in collaboration with actors Rudolphye Dekowski and Yohann Alex and presented at la

Fermeture e'clair,Caen,France.

In the performance , the theatricality of the gesture is amplified on stage as gestures segue into movements that both interrupt and propel the progression of dramatic actions. The actors produce a cacophony of gestural quotations from powerful characters on the international political stage.During each act,the archive becomes a series of live gestures that explore their relationship with pure mime, not just imitation but adapting rhythm and pace , presenting the interior meaning of movement to the audience . Repetition of embodied gesture from life opens up a sort of prose of actions, comprised of gestures made with the hands to emphasize this physical counterpoint to the orator's rhetoric, whether on stage, in the pulpit or court of law. (Arango 2022)

Theatre of objects

It is the theatre in which the human being figures (under the guise of a color , a puppet or another representation) is not present ,and where objects, in a broad way , are favoured by the dramaturgy to the detriment of the verbal aspect.. Mobile wings,masks, figures, mechanical construction ,motorized backdrops,light and visual effects in motion are the protagonists of the scenic event and not (as is often the case with live theatre) Just simple elements that complement the play. (Union Internationale de la Marionnette 2009-2021)

Dance theatre

Describes work in which dance makers put movement and words together and has been around for over three decades (Litson 2011-2012)

2.6. Theatre in Nicaragua

Performing arts were affected by the popular theatre that mixed Pre-Colombian culture with medieval Spanish traditional, as well as a "formal art form "Strongly influenced by imitations, of the Iberian drama of the 19th Century.

In the 19th century , Nicaraguan children's favorite distraction was the "Cuentos del Camino" (Tales of the Road), Which adults would relate to them while working in the fields, and they would avidly follow the adventures of Tio Coyote (Uncle coyote) and Tio Conejo (Uncle Rabbit).These tales became famous in Central America and can also be found in the puppet theatre.

On a literary level, it is important to notice the role played by the famous Nicaraguan poet, Ruben Dario (1867-1916) Who originate the modernist movement in Latin America and promoted modern poetry in Castilian Spanish .” Poema del Otoño y otros poemas”(Autumn poem and other poems, 1910), dedicated to Margarita Debayle, served as the model of a tale set in verse and drama. At the same time, others of his texts were developed for children and are used in the theatre and in puppetry.

In the literary avant- grade movement – Movimiento Literario de Vanguardia – that emerged in Granada , Nicaragua , in the 1930 it is possible to see the beginning of the performing art renewal in the country . In effect, in the first manifesto that appeared in 1931, the founders of the movement announced they would open “a little theatre anywhere, whether stage or fair booth in which they would present the work of modern and foreign theatre, autos mysteries, ballets, colloquiums, pastorals, and all kinds of stage performances for actors and puppets, from the colonial theatre and the popular theatre”.

This is how Pablo Antonio Cuadra created, in 1935, the teatrillo (Little Lope Theatre) in the courtyard of the casa de los Exalumnos del Colegio Centroamerica (House of the Alumni of the University of Central America). The avant-garde artists who had been trained by the Jesuits in this institution presented adaptations of the classic and medieval theatre repertoires, while at the same time discovering typical Nicaraguan works such as the gueguense. While it is more literary than folkloric, El Gueguense or Macho Ratón (Macho Mouse) is a satirical theatrical presentation whose origins go back to Pre. Columbine times. Through the use of dance, costumes, masks, and songs it shows how the Nicaraguans made fun of the Spanish and fooled the proud conquistador.

This very lively traditional continued in popular culture with shows such as La gigantona y el enano cabezón (The Big Giant and the Midget with a Fat Head)That are part of the popular Nicaraguan theatre (see Giant Puppets), as well as in annual fiestas still enjoyed by the population each year, particularly in the León region . In the 1940s, the art of puppetry began blending with street theatre and circus arts. During the 1970s, Mucris and his puppet character, Negrito chocolate, became very popular. Then during the next decade, the Nicaraguan puppet theatre was enriched by the contributions

and creations of the Teatro Estudio de la Universidad Centroamericana (TEUCA) directed by Mario González Gramajo.

They became known in 1976.-1978 through La Cenicienta(Cinderella),their special adaption of a Charles Perrault's story, and by the Nicaraguan writer, Octavio Robledon . These included La gallina ciega (The Blind Hen) and Un Jardín para ser Feliz(A Garden in which to be Happy) , as well as Dormite niño(Sleep, My Child) by Salvador Cardenal Arguello. Mention must also be made of the work done by the Centro Escolar Leonel García de Estrada which ,in 1977, presented La Pa'jara pinta (The Spotted Bird) at the Teatro Nacional Rubén Darío, a work written and set for the stage by Floricelda Rivas Ara'us.

2.7.Nicaraguan puppetry after the Revolution

After the Sandinista Revolution of 1979, a Ministry of Culture was created with a department exclusively dedicated to puppet theatre. The company Teatro de Titeres Then came the Marionetas Traca. Traca, directed by Mario Martínez; the compañía Teatro de Titeres Masaya' (Teatro Escolar); the Grup de Titeres Sonrisa, directed by Diana Brooks ;and the Compañía Nacional Infantil de Teatro y Titeres (UNIMA 2009/2022)

2.8.Reader Theatre

It is a minimal theatre in support of literature and reading there are many styles of reader's theatre, but nearly all share these features:

- Narration serves as the framework of dramatic presentation.
No full stage sets. If used at all, sets are simple and suggestive.
- No full costumes, If used at all, costumes are partial and suggestive, or neutral and uniform.
No full memorization. Scripts are used openly in performance (-Aaron, Shepart 2004)

2.9.Selecting Literature for classroom performance

The range of literature available in Reader's Theater is dependent only dramatic imagination needed to visualize novel, poem , short stories, song lyrics, diaries , journal

articles or other literary materials appropriate for classroom performance. The challenge of selecting reader's Theatre classroom literature is to go beyond the choice of handy, traditional theatre scripts or monologues and to make any genre of literature more 'dramatic' by looking for the basic ingredients usually associated with a theatrical performance : (1) inherent dramatic appeal; (2) degree of action; (3) quality of visual images; (4) catalogue of attitudes, actions or moods; (5) nature of the language; (6) sequence of events or incidents; and (7) three-dimensional character portrait. (Gerald 2006).

Some Benefits of Reader Theatre in EFL classroom
According to O'Donnel and O'Kelly (1994) as cited in (Angraini-Desti 2019) "Use of Readers Theater in classroom can : faster a deeper understanding of character, setting, and plot through the reading, interpretation, and experience of dramatic performance, create a deeper understanding of content and a sense of identity and personal interaction through the body, language, voice control, and empathy inherent in the group acting experience

Hill (1990) as cited in (Angraini-Desti 2019) stated that "in creating RT scripts, students increase their knowledge of language structure (vocabulary, syntax, and meaning), language use (forms and function of language use) and metalinguistic awareness (the ability to talk about language)". According to Shepard (1996) as cited in (Angraini-Desti 2019) The benefits of Reading Theatre are no full costume is needed during learning processes, no full stage sets, no full memorization of speech is involved as the scripts are held during performance and narration provides the framework for dramatic action. Patrick (2008) as cited in (Angraini-Desti 2019) states that "RT allows students to engage in creative writing through adding and recreating lines in a story scripts, and by providing introductory and transitional details as they adapt a piece of literature into dramatic form". Wu and Yang (2010) the benefits of RT are easy to memorize scripts, easy to performance, and easy to prepare and practice for English teachers and students (Angraini-Desti 2019).

2.10. Benefits of Reader theatre

Improved Reading comprehension: This is arguably the most important benefit. Reader's Theatre absolutely skyrocket reading comprehension when done consistently and strategically.

(2)Collaboration: Reader's theater production encourages positive collaboration among peers. In order for the plays to be a success, readers must work as a supportive team.

(3) A Boost in Speaking and Listening Skills: Public speaking and active listening are essential life skills. These scripts make learning those skills purposeful.

(4) Increased Reading Fluency: Reading accuracy and speed improves over time as learners rehearse readers' theatre scripts repeatedly.

(5)Motivating: One of the best benefits of readers' theatre is that they motivate kids to read. Even your most reluctant readers will be itching to rehearse their scripts.

(6) Stress-Free way to improve reading Comprehension: For struggling learners, boosting reading comprehension through scripts may be less painful.

(7) Seamlessly integrate Literacy With Other subjects: Use these scripts to learn about science, social studies, or math concepts. Enrich learners' understanding of a variety of academic subjects.

(8)Accessible: You can easily turn any textbook passage or basal story into a reader's theatre .

(9)Levels and Topics for all grade and ages: One of the most convenient benefits of readers theatres is that they can be adapted for any grade level-from kindergarten to high school.

(10)Vocabulary Enhancement: Through reader's theater scripts, kids add new vocabulary to their schema and have the opportunity to practice using those terms within context.

(11) Freedom of Expression: Kids love being dramatic, and reader's theatres allow them to move around and express themselves. (Hofherr 2022)

2.11. Characteristics of effective theater readers.

- 1) Reads with expression, proper emphasis, and clear enunciation, using his /her voice effectively to convey meaning.
- 2) Projects to the audience.
- 3) Is familiar with the part and is able to read it with fluency.
- 4) Paces him /her effectively.
- 5) Uses props, when employed, effectively (the script is a prop)
- 6) Demonstrates poise and self-confidence. (Cornwell 2022)

2.12. Models of theater readers

There are two basic models of Readers Theatre: the 'traditional model' and 'developed model'. The traditional model of Reader Theatre has a number of variants, but in principle the readers sit or stand in row or semi-circle. This model combines reading aloud with dramatisation, but makes a clear distinction between the two. In the developed model of Readers Theatre all participants 'read' parts of the text, but a distinction is made between 'narrators' and 'characters'. There are no dramatised scenes, but readers who read the role of characters are free to move around the room, sit and stand and, for example, to use body language as they read. (Drew 2020)

III. RESEARCH DESIGN AND METHODS

3.1.Type of Research

The type of research is descriptive because it describes the way, how the strategy is used in the classroom ,according to its purpose and knowledge, it is an applied research because the problem about the strategy in the classroom is going to be studied. Applied research tries to recognize a theme or problem, in order to intervene towards the improvement of the social aspect, formalizing it as a problem. In this case, the problem to be studied is about CISCUM institute in Estelí.

3.2.Research approach

This research is a qualitative approach, through which it is possible to collect valuable information for the analysis of the objective, however it has a quantitative aspect since surveys are applied, allowing the analysis in the students participation

3.3.Universe

The universe of this research is made up of 145 students from the evening shift at CISCUM institute in Estelí, Estelí.

3.4.Sample

The population of this research was 32 students. The sample was 20 students from 7th grade A

3.5.Techniques for the collection of information

Documentary research

This technique consists of the selection and compilation of information by means of the comprehensive reading, critical and reflective reading of the consulted biography.

The observation guide

The observation guide was applied to teacher who teaches the English class at CISCUM Institute.

3.6.Field work

The field work consists of applying the observation guides directly to the teaching - learning process during the English class.

3.7. Stages of the investigation

Analysis and preparation of final document.

Information obtained through techniques was collected and analyzed.

The final document was prepared based on the fulfillment of objectives

IV. RESULT AND ANALYSIS

In the following analysis shows the results obtained from the investigation: Theater as a didactic strategy to improve reading in 7th grade EFL students at CISCUM Institute during the second semester 2021. In effect the students have never participated in a Reading Theatre; at first, the participation of the students in the English class was little through the application of Theater as a didactic strategy with the purpose of improve Reading .

Results 1. Analysis of the reading comprehension of the 7th grade students through the application of the Theater in technology and coronavirus, we can determine that reading comprehension in students is little. The teacher affirms that theatre is very appropriate for the teaching of the English language because, Theatre has many benefits in the classroom. Something interesting about this, that students can participate and collaborate in reading activities. Through the information obtained from the students through the survey, We determine that the students practice reading and participate in activities in English at school ,On the other hand the students are usually doing work with reading activities through the use of virtual classes ,student always practice reading in English classes, however the methodology is repetitive., The teacher uses flipchart, , and book to facilitate the Reading activities of the students ,however it is necessary to implement creative and innovation activities to motivate participation in the English class .

Results 2. Reading application in 7th grade students discovered that the theater was innovative and creative in the English class; The class is dynamic and motivation is maintained throughout the course of the class help students to improve reading, interaction between students, confidence in participation practice the 4 skills of English, - Students show interest and attention is not affected, which favors the development of the entire teaching-learning process. Through the observation, student`s interest in reading theatre was observed. The students have little knowledge with the use of reading theater , we decided to elaborate two lesson plans; I implemented a theater about technology, the students decided to elaborate it and adapt it to the main theme. After having the script written, we did theater in the classroom, having great benefits, since the students showed

participation and collaboration, each student felt comfortable reading in theater. I implemented a theater about the coronavirus. Where the students showed greater acceptance of the use of theater, they participated in the class with interest and motivation.

Result **3.**Reading assessment of the 7th grade students
At the end of using reading theater in the classroom, the students have greater confidence when it comes to participation through reading, taking into account the importance of theater. students suggest that the use of theater can be integrated for the improvement of English since they can learn in an easy way and the classes are not traditional the student answered that theatre is appropriate to implement in English classes .

V. CONCLUSION

Theatre is a methodological tool that benefits the significant learning that is acquired in the classrooms by students; This strategy should be taken into account frequently in the teaching of the English language in different grades, learn English, it is essential to interact with the environment to familiarize the vocabulary learned by students and promote meaningful learning. It can be affirmed that the knowledge that in 7th grade EFL students at CISCUM Institute have acquired in the development of the contents through the use of theatre is of great help because they improve reading in English and participation, being fundamental for the subject.

Theatre is an innovative strategy that allows making the educational teaching process a dynamic, , as well as awakening their interest in reading through motivation, the students show a high potential in participation, the plays were attractive and interesting for the students. this participation helped in the tasks and actions that the students carried out, This strategy will contribute to breaking traditional schemes of the classes, making them interesting and not boring; in order to thus impact the achievement of effective and meaningful learning.

VI. RECOMMENDATION

Follow up on research carried out through the use of theatre that contributes to improve the quality of education in our country.

Incorporate the use of Theatre as a didactic strategy to improve reading in English classes
Continue conducting applied research about theatre in secondary and primary schools;
which contribute to the improvement of English classes Students:

classrooms should be implemented for the development of theatre in English so that
teachers can implement new methodological strategies

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VIII. ANNEXES

8.1. Student's Interview



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URAN - MANAGUA

Facultad Regional Multidisciplinaria, FAREM-Estelí

ENGLISH DEPARTMENT.

Dear students: With the purpose of obtaining knowledge about the use of theatre as a didactic strategy to improve reading; I will be applying the following interview, for you to completing the following questionnaire according your perspectives.

1- Do you like to read?

| | | | |
|--------|----------|---------|-------|
| Always | Sometime | Usually | Never |
| | | | |
| Why? | Why? | Why? | Why? |
| | | | |

2 -Have you participated in a reading theatre?

| | |
|------|------|
| Yes | Not |
| | |
| Why? | Why? |
| | |

3- Would you like to participate in a reading theatre?

| | | |
|------|------|-------|
| Yes | Not | Maybe |
| | | |
| Why? | Why? | Why? |
| | | |

4- Do you think that theater is an appropriate strategy to improve in English class?

| | | |
|------|------|-------|
| Yes | Not | Maybe |
| | | |
| Why? | Why? | Why? |
| | | |

8.2. Teacher's Interview



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Facultad Regional Multidisciplinaria, FAREM-Estelí

ENGLISH DEPARTMENT.

Dear teacher : With the purpose of obtaining knowledge about the use of theatre as a didactic strategy to improve reading; I will be applying the following interview, for you to completing the following questionnaire according your perspectives.

- 1- Do you believe that the Theater is an appropriate strategy in order to be worked in the classroom?

- 2- Are you familiar with Theatre in classroom?

- 3- Have you used the reading theatre as a way of teaching?

- 4- Are students immersing in the reading you apply in class?

Thanks for your collaboration!

8.3.Observation Guide



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Facultad Regional Multidisciplinaria, FAREM-Estelí

ENGLISH DEPARTMENT.

Date: _____ Place: _____ Date: __/__/__

Grade and classroom: ___/___ Shift _____

| Element to take account | Always | Sometime | Seldom | Never |
|--|--------|----------|--------|-------|
| 1) The teacher checks attendance? | | | | |
| 2) On the class the teacher uses didactic material to apply the Reader Theatre? | | | | |
| 3) The students always have clear the objectives of the Reader Theatre? | | | | |
| 4) Are effective to use Reader Theatre? | | | | |
| 5) Student are familiar with Reader Theatre? | | | | |
| 6) Were the results satisfactory for the teacher and the students? | | | | |
| 7) Was it possible to achieve the objective of the class through Reader Theatre? | | | | |
| 8) Was it easy or simple the learning process to student with the use of Reader Theatre? | | | | |

8.4.Lesson Plans

| I General Date | |
|--|----------------------------------|
| Subject: | English |
| Teacher : | |
| Grade: | 7th A |
| Theme : | Articles definite and indefinite |
| School : | CISCUM |
| Date: | Wednesday ,October 20/2021 |
| Time : | 45 minutes |
| II Achievement indicator | |
| 1) The students uses the Reader Theatre to express the importance of technology. | |
| 2) Students reinforce the participation in class. | |
| Initial activities | |
| 1) Pray to God | |
| 2)Assistance | |
| 3) Review about the last content | |
| 4) Introducing the new content | |
| 5)Check the homework | |

Content

Technology

Use of Articles in English .

The is called the definite article , because it refers to someone or something in particular

Examples : The importance of technology in education.

Technology in the classroom.

Complete with the Article

___girl is beautiful.

___man is strong.

___flower is beautiful.

Where is ___Orange.

___frog croaked.

Indefinite articles because they refer to any member of a general group.

A is used before a word beginning with a consonant sound.

An is used before a word beginning with a vowel sound.

Examples : a program

a bit

a PC

a computer

Examples: an electronic

an app

an icon

Complete with the Articles

What is _____ the importance of _____ cell phone?

___ cell phone is perfect.

That is ___ excellent computer.

She asks _____easy question.

She did not read ___book

Activity: Reader Theatre about technology

Classroom:

chapter (1)

Doglas

Vast or Immense storage is yet another main great characteristic of a computer. Students and teachers can download and store a lot of educational materials, books, presentations, lecture/ address notes, question papers, and so on in computers. Students can find many different ways to solve a certain problem given to them. Through Computer, they can interact with people having same issues & decisions.

Laura

The Computer has helped parents & guardians a lot as they can likewise know by checking every minute progress of their children through computers and the web by browsing the school's website. They can check different assessment results, attendance reports, participation in curricular and co-curricular activities, and significantly more.

Hellen

One of the primary uses of computers in education is 'the Access to the Internet' for information search about any topic. Appealing and Better introduction (presentation) of data through applications programming software like Microsoft PowerPoint to introductions for creating splendid presentations for lectures & notes.

Tomas

Computer revolutionizes the way of study while making education smoother and quicker. It also connects us to different sources, which show us different ways to understand a particular topic or idea. In general, a computer has helped the education world and also has changed the way we work & learn.

Wendy

Another main advantage of using computers in the education field is the improvement in the quality of teaching-learning process and communication between students & teachers. For this, they use Microsoft PowerPoint to prepare electronic presentations about their lectures. (Sharna 2019)

Chapter (2)

Gladys

Many modern cell phones have the power and potential of computers from the past decade

and require only a fraction of the energy to operate. Students may be increasingly more accustomed to using the tools they have available on their personal devices than they are looking up information over the internet.

Miguel

The Center for Digital Education lists several ways that cell phones can be used in the classroom. The most obvious way is by using cell phones as research tools. Phones can be used to link to the internet and find information from reputable sources that can be used in reports. However, there are also other creative ways that the Center argued cell phones could be used.

Stefany

There are other ways cell phones can be used, of course. Class wide texts can keep students up to date on assignments, and students can use their phones as a class planner to record important dates. For projects, cell phones can also play an important role in gathering media. Cell phones can be used to take photos, record video, and make audio logs.

Uriel

If students have cell phones, teachers can also use different apps to help deliver instruction and lessons to students. As documented at the Technology, Entertainment, and Design blog, there are plenty of apps that can be used for instructional delivery. These apps target different subjects and can help engage students more closely with their lessons.

Kevin

Mobile phones have taken a long path from once being perceived as distractions in the classroom to now being seen as tools that can educate students. There are multiple benefits to using cell phones as a teaching aid, including improved learning outcomes, increased engagement among students, and an easier ability to keep students up to date about assignments. However, as with all tools, teachers need to plan ahead to ensure these devices are used appropriately within the classroom. (Loveless 2022)

| I General Date | |
|---|------------------------------|
| Subject: | English |
| Teacher : | |
| Grade: | 7th A |
| Theme : | My Community |
| School : | CISCUM |
| Date: | Wednesday , November 17/2021 |
| Time : | 45 minutes |
| II Achievement indicator | |
| 1) The student uses vocabulary about coronavirus around the community and participation in Reader Theatre . | |
| The students learn the importance of coronavirus prevention | |
| Initial activities | |
| 1)Pray to God | |
| 2)Assistance | |
| 3) Review about the last content | |
| 4) Introducing the new content | |
| 5)Check the homework | |

Content

Place of community

Community: A group of people living in the same place or having a particular characteristic in common.

Examples : Hospital, School, Farm ,Library, park , Restaurant.

Write three sentences about Place of community

Hospital_____

School _____

Farm _____

Library _____

Park _____

Restaurant _____

Activity: Speaking. What do you know about the coronavirus around the community?

Vocabulary

| | | | |
|----------|------------------|----------|------------|
| Alcohol | Clean your hands | Has | Hygiene |
| Masks | Protection | Yourself | Medication |
| Symptoms | Fever | Cough | Headache |

Activity: Reader Theatre about coronavirus

Hospital

Doctor Charlie

In February 2020, the World Health Organization designated the disease COVID-19, Harry.

Doctor Harry

It rapidly spread, resulting in an epidemic throughout China, followed by a global pandemic.

Doctor Charlie

Harry , Coronaviruses are important human and animal pathogens

Doctor Harry

Yes , Charlie the transmission — Person-to-person spread is the main mode. It is thought to occur mainly through close-range contact.

Doctor Charlie

can also be transmitted longer distances through the airborne route.

Doctor Ethan

Hello , Harry ,How are you Charlie?

Doctor Harry

Hello, Ethan

Doctor Charlie

Very well thank you , ok I have to go now

Doctor Ethan

See you tomorrow Charlie

Doctor Charlie

See you tomorrow Ethan, see you Harry.

Doctor Harry

Ok .Charlie

Patient Melody

Excuse me doctors , What is a coronavirus?

Doctor Ethan

Coronaviruses are a large family of viruses that are actually common throughout the world and can cause respiratory illness in people and animals.

Patient Kate

Melody, wash your hands frequently with soap and water and cover your mouth with your forearm or with a handkerchief when coughing or sneezing.

Patient Walker

Kate, if you present respiratory symptoms and have travelled to a hazardous area, stay at home and call.

Patient Melody

What are the different symptoms of coronavirus?

Doctor Ethan

Melody the different symptoms are fever, cough, shortness of breath.

Patient Kate

Melody, if you are sick, please do wear a mask to avoid infecting others.

Patient Walker

See you tomorrow doctor

Doctor Ethan

See you Walker

Patient Melody

Ok, I have to go now, Kate

Patient Kate

Let's go Melody (Mcintosh 2022)

8.5.Evidence

Figure 1,2,3: Reader Theatre about coronavirus



Figures 4, 5, 6: Reader Theatre about computer



Figures 7, 8: Students' interview

