



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final de trabajo de Integración Curricular previo a la obtención del título
de Licenciado/a en Pedagogía del Idioma Inglés**

Theme:

“ROLE-PLAYING AND COMMUNICATIVE SKILLS”

Author: Xavier Alejandro Solís Bucheli.

Tutor: Mg. Alba Paulina Hernández Freire

Ambato – Ecuador

2022

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Alba Paulina Hernández Freire, holder of the I.D No. 1803691029 in my capacity as supervisor of the Research dissertation on the topic: **“ROLE-PLAYING AND THE COMMUNICATIVE SKILLS”** investigated by Mr. Solís Bucheli Xavier Alejandro with I.D No. 180485638-1, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorised to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....
Mg. Alba Paulina Hernández Freire
SUPERVISOR
C.C. 1803691029

DECLARATION PAGE

I declare this undergraduate dissertation entitled "**ROLE-PLAYING AND THE COMMUNICATIVE SKILLS**" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



.....
Solís Bucheli Xavier Alejandro
I.D 180485638-1

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y
DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "ROLE-PLAYING AND THE COMMUNICATIVE SKILLS" which is held by Solís Bucheli Xavier Alejandro undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period October 2022 – February 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorised.

Ambato, January 2023

REVISION COMMISSION

Mg. Ruth Elizabeth Infante Paredes
REVISER

Mg. Sulca Guale Manuel Xavier
REVISER

COPYRIGHT REUSE

I, Solís Bucheli Xavier Alejandro with I.D No. 180485638-1, confer the rights of this undergraduate dissertation "ROLE-PLAYING AND THE COMMUNICATIVE SKILLS", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



.....
Solís Bucheli Xavier Alejandro
I.D 180485638-1

AUTHOR

DEDICATION

TO:

All the incredible people who have helped and supported me during this whole process. To begin with, to my beloved parents who has given me all their confidence and love to guide me to success in life or at least to always do my best. Thereafter, to my exceptional teachers Dorys Cumbe, Anita Vera, Ruth Infante, Verito Chicaiza, Wilma Suárez, Xavier Sulca and Alba Hernández for inspiring me to become a better professional and more importantly a better person and making me understand that success is not a taming, but a conquest.

Xavier.

ACKNOWLEDGEMENTS

I want to thank my family for the support they have given me, as well as the PINE career for giving us many opportunities to improve and learn despite the obstacles that exist along the way.

To my teachers, especially to my tutor Alba Hernández, for guiding me in this thesis, and to my dearest teacher Dorys Cumbe for her patience and unconditional support.

Finally, to my classmates who have allowed me to be their friend, some of them have also supported me in every aspect of my personality, we have learned plenty of things about each other that in spite of the bad moments we have faced, they gave me their friendship, I have no doubt that sooner or later we all will become great professionals and hopefully still being friends.

Xavy.

TABLE OF CONTENTS

SUPERVISOR APPROVAL	ii
DECLARATION PAGE	iii
COPYRIGHT REUSE	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT	x
RESUMEN	xi
CONTENT	1
Chapter	1
Theme.....	1
Justification.....	1
Investigative background.....	2
Theoretical Framework	5
Independent Variable	5
English Teaching Methods.....	5
Teaching Strategies	6
Roleplaying	7
Dependent Variable.....	9
Communication	9
English Language skills.....	10
Communicative Skills.....	10
OBJECTIVES.....	15
General Objective.....	15
Specific Objectives.....	15
Objective fulfillment process	15
METHODOLOGY	16
2.1 Materials	16
Table 1.	16
2.2 Methods:	17
Basic Methods of Research	17
2.4 Level or type of research.....	18
Hypothesis.....	19
Alternative hypothesis.....	19
Null Hypothesis.....	19
Variable identification	19

CHAPTER III	20
RESULTS AND DISCUSSION	20
3.1 Analysis and discussion of the results	20
Table 2	20
Table 3	21
Table 4	22
3.2. Verification of the hypothesis	23
Table 5	23
Table 6	24
Table 7	25
CHAPTER V	27
CONCLUSIONS AND RECOMMENDATIONS	27
4.1 Conclusions	27
REFERENCES	29
ANNEXES	37
Annex 1: Approval	37
Instruments.....	38
Rubric	40
Lesson plannings	42
Urkund Report	75

INDEX OF TABLES

Table 1.	16
Table 2	20
Table 3	21
Table 4	22
Table 5	23
Table 6	24
Table 7	25

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TOPIC: “ROLE-PLAYING AND THE COMMUNICATIVE SKILLS”

AUTHOR: Xavier Alejandro Solís Bucheli

TUTOR: Mg. Alba Paulina Hernández Freire

ABSTRACT

The current research aims to analyze the influence of role-playing on communicative skills. The participants of this research were 34 students in the 5th semester in the career of “Pedagogía de los Idiomas Nacionales y Extranjeros” at “Universidad Técnica de Ambato”. This research is quantitative and pre-experimental; moreover, the information of this research was collected in three stages: pre-test, treatment, and post-test, in 8 interventions. The pre-test consists of 2 parts taken from a B1 Cambridge PET which are: speaking and writing. It was of great importance to use a rubric in order to grade the test. It has a total of 20 points per section. The next stage was the intervention process in which the researcher presented slides with information about the elements of role-playing, the different topics to be covered and a small demonstration of each role-playing to be carried out in each class, worksheets to practice grammar skills and other helpful resources. At the end of the research, the researcher took the post-test. It was the same test as the pre-test. The average of the pre-test was 21.8 out of 40 points, while the average of the post-test was 23.12 out of 40 points. Finally, the results show that the students increased their communication skills because unlike the pre-test phase where they used many fossilized errors, after treatment they showed more confidence in speaking, and increased their vocabulary. Given more time to apply the treatment, there would have been a more noticeable improvement and influence.

Key words: Role-playing, grammar, speaking, writing, communicative skills, and learners.

UNIVERSIDAD DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

TOPIC: “ROLE-PLAYING AND THE COMMUNICATIVE SKILLS”

AUTHOR: Xavier Alejandro Solís Bucheli

TUTOR: Mg. Alba Paulina Hernández Freire

RESUMEN

La presente investigación tiene como objetivo analizar la influencia del role-playing en las habilidades comunicativas. Los participantes de esta investigación fueron treinta y cuatro estudiantes del quinto semestre de la carrera de “Pedagogía de los Idiomas Nacionales y Extranjeros” de la Universidad Técnica de Ambato. Esta investigación es cuantitativa y preexperimental; además, la información de esta investigación fue recolectada en tres etapas: pre-test, tratamiento y post-test, en ocho intervenciones. El pre-test consta de dos partes extraídas de un B1 Cambridge PET que son: hablar y escribir. Fue de gran importancia utilizar una rúbrica para calificar la prueba. Tiene un total de veinte puntos por sección. La siguiente etapa fue el proceso de intervención en el que la investigadora presentó diapositivas con información sobre los elementos del role-playing, los diferentes temas a tratar y una pequeña demostración de cada role-playing a realizar en cada clase, fichas para practicar la gramática, habilidades y otros recursos útiles. Al final de la investigación, el investigador realizó el post-test. Era la misma prueba que el pretest. La media del pretest fue de veinte y uno punto ocho sobre cuarenta puntos, mientras que la media del posttest fue de veinte y tres coma doce sobre cuarenta puntos. Finalmente, los resultados muestran que los estudiantes aumentaron sus habilidades comunicativas porque a diferencia de la fase previa a la prueba donde utilizaron muchos errores fosilizados después del tratamiento, mostraron más confianza al hablar, aumentaron su vocabulario e hicieron un mejor uso de la gramática en su discurso, aunque las sesiones no fueron suficientes para crear un mayor impacto y mejora en el aprendizaje.

Palabras clave: Role-playing, speaking, gramática, writing, communicative skills, and learner

CONTENT

Chapter

Theme

Justification

The present research project is of great interest because it seeks to help students improve their communication skills. In this framework, fluency, and precision in the oral expression of English are also promoted through the implementation of the role-playing technique applied to students to encourage their interaction with the English language in real time.

Additionally, this project is of great importance due it is easily applicable to the curriculum as it aims to improve language skills, reinforce knowledge, and foster cultural diversity via the different stories through interpretation. Furthermore, the importance of role-playing enables the teaching and learning atmosphere by catching students' attention and reaching immersive learning.

Furthermore, this project aims to deliver a huge impact in terms of language knowledge where students will develop critical thinking while practicing the target language. Furthermore, this technique is one of the most underrated in our country that is why the implementation of role-playing in the educational curriculum will have a great impact on our academic context.

The beneficiaries of this project are the fifth-semester students at the Universidad Técnica de Ambato as they will be the subjects that could consider make use of this technique. Finally, the application of this approach will be done under the legal framework of the institution and be adapted to cover students' needs.

Investigative background

For the current investigation, there was exhaustive research with several papers considered in order to analyze the use of roleplaying for the improvement of communicative skills.

Anis and Masnan (2020) argued that role-playing serves as a motivating activity that encourages them to do better and try harder when learning the language due it pulls them to take part in the activity and to be able to learn new phrases and sentences from the role-play sessions. They applied their research at "Sultan Idris Education University" to teachers from preschools in Bachok district. A total of 4 teachers were taken as the study sample, and the data for this study was gathered using a set of semi-structured interviews. Moreover, the authors of this paper found that as mentioned before this method helps the students to feel more motivated to learn the language, and after a few sessions children would be able to learn at least one new word during the activities. Finally, many participants perceived that it is challenging to apply this method but effective when improving communicative skills, getting involved in communication activities, and gaining language knowledge.

Cutiño et al. (2021) pointed out that role-playing is a simple, short organized, and more flexible method that gives more scope to initiative and imagination when learning. Besides, it is explained that the fundamentals of the communicative approach indicate that composing and executing meaningful role-play activities within the framework of the English class is of vital importance to cultivate the communicative competence of the students. In this study particularly, the role-playing method allowed students to imagine themselves in a role, and a context, and improvise a conversation of varying length.

Moreover, the study included 34 students between 9 and 10 years of age of both sexes (65% women). An oral performance test consisting of two tests was used to assess the impact of the intervention on oral fluency and accuracy in English. The initial oral performance test was the first activity that the students carried out using the dramatic technique of role play.

The conclusion of this research was that the didactic sequence was favorable for the two main aspects of this investigation: fluency and oral precision. That is, the sessions developed based on the needs and context of the students were adequate to promote oral expression. All students -in different grades- presented a progressive

improvement during the intervention with a significant increase in students who were located at the Excellent performance level both in oral precision and fluency.

Rahman and Maarof (2018) postulated that role-playing is a well-known technique that aids pupils in becoming acclimated to unfamiliar social settings. They mentioned the benefits of role-playing in helping students develop effective communication skills for meetings, public speaking, one-on-one interactions, and group discussions. Additionally, the study's goal was to investigate how the students felt about how using simulation and role-playing techniques affected their oral communication abilities.

Moreover, this method was distinct from other class projects. After receiving treatment for just 14 weeks, students' communication skills improved significantly, and they could speak with assurance. This study used the experimental pre-test and post-test techniques of quantitative research, which involves data collection using a questionnaire. The first-year engineering students at Selangor Polytechnic who were enrolled in the required core subject Communicative English 1 (DUE 1012) make up the study's sample.

The students are between the ages of 18 and 20. A hundred students responded, 50 of whom participated in the role-playing and simulation method and 50 of whom participated in the regular and traditional activities group. To conclude, according to the study role-playing and simulation techniques helped Malaysian Polytechnic engineering students improve their oral ESL communication abilities. The study found that this method can be used to improve ESL oral communication abilities in a more dynamic and modern way than traditional activities.

Role-playing is a great strategy to help beginner learners increase their communicative skills since it encourages students to talk in a variety of situations and helps kids learn by letting them explore their imagination (Asrifan, 2022).

This study modified the evaluation system, curriculum, materials, and classroom management practices using classroom action research (CAR). A private high school in Makassar hosted this study with 26 persons that were involved. Both qualitative and quantitative data were reported in this study. In conclusion, role-playing, and interactive activities encourage students to speak up in class. The presentation takes more time than production. The way the time was divided encouraged greater

conversation among the children. Students benefit from being trained gradually and sequentially.

Iman and Agraini (2022) claimed that one of the English-language learning activities that might encourage EFL students to talk and give them lots of chances to communicate in the classroom is role-playing. In accordance with that, there are numerous opinions and studies on the use of roleplay to improve the oral fluency of EFL learners, especially in the academic context. This research was carried out with a pre-experimental design, which was employed in the study approach, it also involved teaching for one session made up of 16 instructional sessions, every of which took 90 minutes and included the giving of the pretest and posttest. They concluded that role-playing is one of the English-speaking activities that help EFL learners improve both their general communicative abilities and intercultural awareness. Additionally, it helps EFL students engage in productive learning while effectively honing their speaking abilities in front of peers.

Finally, these papers were essential for the present research since they included details about the components and made it evident how important it is to use every method possible to boost one's communicative English skills. Considering they offer information that helps conduct this research, it is vital to consider relevant papers to the main issue.

Theoretical Framework

Independent Variable

English Teaching Methods

Zemanova and Knight (2021) established that the implementation of humane instructional methods shows that these instructional methods are just as effective—if not more so—in enhancing students' knowledge, understanding, and skills performance. Also, it is important to remark that when teaching methods are effective, they aid in meeting students' educational needs where both the intuitive and the conscious mind are involved in the process of language learning therefore using innovative language teaching techniques is essential. The teaching strategy used considerably affects the student's motivation to increase conceptual understanding of a subject to attain the desired teaching and learning results.

Maulina and Rusli (2019) remarked that teaching methods aid teachers in various ways including setting up teaching procedures, making learners follow the instructions as planned, and expanding communicative interaction between the teacher and the learners during the lesson. In addition, considering pedagogy enables you to employ learning objectives and carefully choose tasks to create better ESL materials and courses for your students hence, it is fundamental to state that when implementing teaching methods teachers will face the lack of updated learning resources, grammar learning resources, and environmental and interpersonal teaching aids.

There are numerous approaches and methods to learning a foreign language today. Every approach has some advantages, while some others are more popular.

Saydaliyeva et al. (2020) remarked that there are four great methods to teach English. Namely:

1. *The direct method.*

This method's main characteristic is that the instructor places more emphasis on the study of directly spoken language that is utilized in daily life. The creators of this approach believed that learning a foreign language was hindered by the intermediary language or the language used for instruction

1. *Grammar-translation teaching method.*

This method enables students to practice and skills (grammar and vocabulary) essential to communicate accurately, meaningfully, and appropriately. Also,

translation can be used by teachers to promote interaction among their learners because the learners are involved in the negotiation of some possibilities of language forms and meanings, Kaharuddin (2018).

Nevertheless, lessons typically do not allow proper speaking practice, and learning grammar turns tedious. Also, some lengthy lists of vocabulary don't prepare pupils to interact communicatively in real-life scenarios. As a result, the teacher typically controls all classroom activities authoritatively, from giving the lessons to correcting the students' mistakes.

1. *Audiovisual and audiolingual methods.*

Mohinabonu (2022) stated that both approaches focus on teaching the language through comprehensible structures, and both audio and visual recordings are used to aid in memorizing. Additionally, students are shown English-language movies, feature films, and documentaries as part of the audiovisual teaching method, which entails demonstrating speech with the right images.

Nonetheless, this same author argues that these methods have some disadvantages: it doesn't pay sufficient attention to communicative competence, equal importance is not given to all four skills, and it is a teacher-dominated method.

1. *The communicative method*

The goal of this methodology is speech itself; as a result, it primarily teaches how to communicate. The communicative approach supposes a lot of student engagement. In this situation, the teacher's job will be to get everyone in the class involved in the discussion Mohinabonu (2022). The author also adds that despite its effectiveness sometimes there is a lack of context when making use of this method, also students can present a lack of accuracy in their communication. Moreover, learners tend to make too many errors because they are likely to pronounce incorrect grammatical sentences.

Teaching Strategies

A teaching strategy is a process teachers use in the classroom to deliver the lesson successfully and guarantee that students learn as much as possible Abdullah (2022). In other words, strategies aid pupils in starting to comprehend the learning process. Dzo'ul and Jannatul (2020) determined that strategies refer to approaches and methods, and instructional transaction denotes interactions between instructional participants, such as a teacher and students in order to offer the material for pupils to

learn in a specific learning environment, a teacher uses strategies. That is why teachers still play an essential and strategic role in determining the success of instructional programs including language learning.

Abdikarimova et al. (2021), active listening, adaptability, changing one's communication methods to the context, clarity, confidence, assertiveness, and the capacity to provide and receive constructive criticism are some qualities of good verbal communicators are important. Additionally, these authors mentioned that there are 6 main strategies to help students improve their communication skills, yet this research will be considered 3 of them:

Develop active listening skills.

By reading a sample of literature, leading a class discussion, and having students explain the text's content, the instructor can assist their pupils in improving their listening skills. Active listening also includes listening without expecting a reaction.

Offer group projects and presentations.

Additionally, team-building activities might aid pupils in improving their written and verbal communication abilities. In addition to giving students the ability to work in smaller groups, which lessens the pressure, it also gives them the chance to discuss their ideas, take turns, and collaborate in order to achieve a common objective.

Open-ended questions

These are essential for generating debate and showing that there are various ways to understand and respond to a subject when pupils need more than a one- or two-word response. For students' casual interactions and assignments to employ open-ended inquiries, a teacher may set a timer.

Roleplaying

There are numerous definitions that explain what roleplaying is about. Pilnick et al. (2018) declared that roleplaying is a strategy that encourages active learning by giving participants the opportunity to undergo real-world experiences and then reflect on those events from both their own and other people's perspectives.

Moreover, Wulandari et al. (2018) supported this idea by stating that roleplaying not only aids students to develop their speaking abilities but helps enhance their trust when speaking in English. After having recognized the definition of role-

playing we can assume that the main objective of role-play activities is to improve students' communicative skills by increasing their motivation.

To accomplish the objective, it is important to recognize the associated processes that aid teachers to use role-playing to teach effectively and enhance communication, for instance, Donegan (2020) concluded that process drama and the use of "teacher in role" are closely related (TiR). This alludes to the teacher taking an active part in the role-plays. The teacher can use it to facilitate learning both inside and outside of their role in the theatre. Furthermore, lessons must be designed by teachers to inspire pupils, arouse their curiosity, and aid in vocabulary growth. When a teacher engages students in engaging activities like games, movies, or cartoons, they might experience a motivating and enjoyable environment Amirbayeva (2021). This explanation enables to comprehend the relevance of role-playing in the classroom for improving student outcomes and developing English communication skills.

Melvina and Suherdi (2019), role-playing tactics will further boost English-speaking aptitudes. The findings of the observations demonstrated that students could be actively engaged in teaching and learning activities that employ dramatic methods. Students who actively participate in their education demonstrated that they may increase their excitement for learning inspiring others and facilitating learning.

Likewise, some researchers such as Rahman and Maarof (2018) suggest making the ESL learning setting less stressful to cope with oral communication fear, learning conditions, and context. There should not be a lot of apprehensions and worry in the ESL classroom. Learners could use real-world activities like role plays, dramas, and simulations in the classroom to help them develop their competency in a variety of contexts and deal with a variety of oral communication scenarios.

Additionally, students' perception is essential here to consider how useful this approach can be, Rahmatillah (2019) determined that pupils who role-play can learn English without worrying about remembering grammar. By creating words that work in authentic contexts, students practice their grammar and gain confidence when learning a new language. The majority of students agreed and felt that this strategy helped them practice English more because they did it engagingly and enjoyably. The strategy worked well in practical settings, and students reported that it inspired them to start speaking. This author remarked that the fundamental goal of role-playing is

to instill courage in people so they will establish direct or indirect communication more confidently. This goal can be achieved by combining some other instructions with role-playing.

Finally, Barker (2020) stated that to providing students with a secure setting to work in and the opportunity to fail and try again, role-playing games also help students improve their problem-solving skills. Furthermore, it teaches pupils how to distinguish between problems and their causes with games that replicate real situations or in other cases replicate childlike worlds, some of which are weird and wonderful. In the majority of role-playing games, a player picks a race or species for his character upon creating it. Sports, debates, dramas, shopping, excursions, and some other topics related to these are among the students' favorites.

Dependent Variable

Communication

As stated by (c) Copyright skillsyouneed.com 2011-2023 (2020), communication is the transfer of information from one location to another. This can be done verbally (using voice), in writing (using printed or digital material like books, magazines, websites, or emails), graphically (using logos, maps, charts, or graphs), or non-verbally (employing gestures or other non-verbal cues) (using body language, gestures, etc.). Briefly explained we can argue that our ability to engage and communicate with one another through gestures, body language, and expression is referred to as communication skills.

With the help of effective communication, a person can achieve desired motive behind communicating the thoughts. Through communication, people can understand each other, influence one another, construct faith, and try to learn more about themselves & others and know how people perceive them (Ganmote, 2019).

As reported by (c) Copyright skillsyouneed.com 2011-2023 (2020), various and different types of communication exist:

- **Spoken or Verbal Communication:** face-to-face, telephone, radio or television, and other media.
- **Non-Verbal Communication:** body language, gestures, how we dress or act. It is also defined by Radtke (2022) as nonverbal cues like facial expressions, body stance, and tone of voice.

- **Written Communication:** letters, e-mails, books, magazines, the Internet, or via other media.
- **Visualizations:** graphs and charts, maps, logos, and other visualizations can communicate messages.

Different communication channels are effective at transferring many types of information. The three main forms of communication are spoken, written, and nonverbal. The benefits of verbal communication include fast response, the best means of expressing emotions, and the potential for narrative. Written messages benefit from asynchronicity and can reach a large audience. Nonverbal cues including body language, eye contact, facial expression, and others are used in both verbal and written communication (Radtke, 2022).

English Language skills

Khasawneh (2021) mentioned that English language skills are the abilities that allow someone to communicate in English verbally or in writing. They include speaking, listening, reading, and writing.

Language students must learn the language's four fundamental skills listening, speaking, reading, and writing during the process of learning. Speaking and writing are active or productive skills, whereas listening and reading are passive or receptive (RAO, 2019).

Páez (2021) concluded that there are four skills: reading, writing, listening and speaking which control the whole learning process, and without any of them, a learner is unable to speak in either their native tongue or another language. Taking that into consideration it is essential to learn properly the four communicative skills to have effective communication, due without clear communication, a message may result in confusion, misunderstanding, or irritation (Khasawneh, 2021).

Communicative Skills

The reason we communicate with others has an impact on how important communication skills are. “The reasons may be as simple as sharing information, influencing the receiver in the way wanted, inspiring them, facilitating effective personal and professional connections, comprehending creative methods of operation, upholding stronger relationships, fostering trust, etc.” (Ganmote, 2019). Additionally, to communicate effectively people need to manage the four main skills of languages, which means listening, reading, speaking, and writing.

Kostikova et al. (2019) stated that since many of these abilities are interrelated, it is crucial to practice communication in various situations. It is essential to think about your target audience and the best way to connect with them in order to maximize the application of effective communication. It is not possible to think of interpersonal communication as a thing that merely "happens." Therefore, it should be considered a process where individuals, whether consciously or unconsciously, negotiate their roles by making effective use of communicative skills ((c) Copyright skillsyouneed.com 2011-2023, s. f.)

In addition, other researchers such as Jabbarov (2020) stated that in the educational setting, the teacher should transition from the position of a transmitter to that of a developer, organizing students' active learning and providing psychological and pedagogical support for their inherent needs for information, freedom of thought, inventiveness, and innovation. The achievement of communicative tasks, activities in various environments and contexts, and the capacity to communicate despite linguistic and cultural barriers.

Savignon (2017) remarked that findings overwhelmingly support the combination of meaning-focused experience and form-focused exercises for the development of communicative competence. Additionally, choosing an approach that will help students develop their communicative competence involves an understanding of sociocultural variations in learning styles. In summary, the researcher included that it is common to use phrases like "task-based," "collaborative," and "process-oriented" to describe aspects of communicative education.

Pirnazarova et al. (2019) mentioned that speaking is being able to vocally communicate information in a way that the receiver can interpret turning speaking as an essential communicative skill to human communication. Consider all the varied interactions you have in a day and contrast that with the amount of writing you produce in a day.

Harmer (2015) affirmed that the following components are necessary for spoken production to speak English:

- **Expressive devices:** nonverbal and physical ways for people to physically express their emotions. The ability to express meaning is strengthened by the employment of these tools.
- **Lexis and grammar:** Many popular lexical terms are used in spontaneous speech, particularly when performing specific language functions.
- **Negotiation:** Effective speaking is aided by the negotiation language we use to get what we want and to make sure our points are well-organized.

One method of speaking skill improvement is speaking instruction. By teaching children how to articulate the language, you can start to improve their speaking abilities. Then, request that they practice it in front of other English learners without being frightened to make mistakes. Before they are compelled to use and practice oral language, the teacher should always be allowed to inspire the pupils to pronounce a few syllables (Arung, 2016).

Schleppegrell and Colombi (2005) added that writing

Content

Writing, editing, and releasing material in a digital format is known as content production.

This content may take the form of blog entries, scripts for videos or podcasts, textbooks or whitepapers, press releases, summaries of various product categories, copy for landing pages or social media posts, and many other forms.

Communication Achievement

It examines how well you can explain your ideas and keep the reader's interest, as well as how you can use the right elements for each particular assignment, such as titles and subheadings.

Organization

It has to do with how concepts are conveyed.

Although it can also apply to the way sentences and paragraphs are written, the organization typically refers to the main body of a piece of writing.

Language

It corresponds to the use of punctuation and word usage in sentences, as well as stress and word choice. The tone describes the author's use of language to express emotion perspectives and attitudes.

Irmawati (2012) stated that writing involves the most efficient use of the imagination, which includes the active involvement of both the left and right hemispheres in the procedure. Thus, it involves developing an original linguistic concept that is captured. Writing makes language clear it is also definite and lasting in contrast to speech, which is fleeting.

Wambui (2015) established that there are six principal communicative skills, which are:

- **Study skills.** - Study techniques are methods used in learning. They are typically needed for academic performance and are valued mostly for achieving good grades. They are also helpful for learning throughout one's life. There are certain study techniques that can help with planning, remembering knowledge, or dealing with exams. They consist of mnemonics, which help people remember lists of data, effective reading and attention strategies, and successful notetaking.
- **Library skills.** - It consists of digital literacy which enables you to interact with information more effectively. You'll be able to research topics more efficiently, analyze your findings critically, and correctly cite the information you find (University of Bristol, 2022).
- **Listening skills.** – It consists of understanding another person, having an attitude of respect and acceptance, and being open to trying to see things from the other's point of view are all necessary components of listening, which is a combination of hearing what they have to say and developing a psychological connection with the person speaking.

- **Reading skills.** - By being able to transform written words into significant language simply by looking at them, it is the act of deriving meaning from written materials.
- **Non-linear skills.** - It uses task and environment design to build skill acquisition that is helpful in reading. When combined, non-linear information complements and supports one another.
- **Examination skills.** – It discusses appropriate revision techniques and tactics for responding to various types of exam questions, such as those on a scientific examination to gauge your understanding of the subject. To evaluate a candidate's knowledge and skill, written exercises, oral inquiries, or practical assignments may be given.

Finally, Sebarajah (2022) mentioned that the ability of students to make properly structured, understandable statements is known as their communication skills. Over this, communicative approaches are based on the complementary ideas of fluency and accuracy. To keep students actively engaged in language use, fluency may need to take precedence over correctness at times. Ultimately, students in a communicative class must use the language both productively and receptively in unfamiliar settings outside of the classroom; in other words, students must be given the critical abilities required to communicate in everyday situations.

Additionally, the author added that if a teacher uses any effective approach, this will allow students to use the language skills openly and place them in situations where they can exercise their abilities. Likewise, it would enable students to decide how to express themselves and achieve the objective of improving their speaking ability.

To sum up, communication skills help pupils can comprehend others and be understood by them. These may include but are not reduced to, offering, and receiving criticisms, speaking, and properly listening during conversations.

OBJECTIVES

General Objective

- To determine the influence of role-playing in the improvement of communicative skills.

Specific Objectives

- To evaluate the students' communicative skills.
- To analyze the use of role-playing in students' communicative activities.
- To explore the role-playing topics or scenarios that may help improve students' communicative performance.

Objective fulfillment process

First, the researcher evaluated students' communicative skills by using a pre-test and a post-test. In the pre-test it evaluated their speaking and writing by using the Cambridge B1 Rubric from the University of Cambridge.

Second, bibliographical research was carried out from databases of articles, theses, books, websites, and journals required to achieve the first objective. Afterwards, by examining the many perspectives, concepts and views presented out by various authors, it aided the researcher in determining the significance of using role-playing in education.

Third, several topics were required in order to comply with the second purpose, which is to find the various themes of study to increase students' interest and motivation. As a result, an additional method that was seen during the research process was introduced.

Finally, in order to achieve the general objective of evaluating the contribution of role-playing to the development of communicative skills, a Post-test was applied. After the Post-test, better results were observed, since the students obtained better scores in the Post-test. Furthermore, the use of voice recording and written blogs with prompts to follow was analyzed to be followed through the students' tasks, which showed a good contribution after their application.

CHAPTER II

METHODOLOGY

2.1 Materials

Human and technological resources were required to conduct the research. First, the experimental group for this study consisted of fifth-semester students from the Universidad Técnica de Ambato's "Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros". Furthermore, a wide range of academic books, magazines, papers, and journals was examined to acquire pertinent data for the development of the theoretical framework.

Additionally, the Preliminary English Test (PET) of Cambridge was used. It is divided into four parts, of which were taken two—the speaking and writing sections—were evaluated in both the pre-and post-test. Furthermore, this effort made use of technology resources including YouTube, instructional websites such as WordWall, and live worksheets. Different supplies were used in each intervention, including a whiteboard, laptop, markers, worksheets, and pens.

Finally, the criteria that were considered to assess pupils' performance, for the speaking section: Grammar and vocabulary, "Discourse management", "Pronunciation" and "Interactive Communication" and the second part that was writing: "Content", "Communicative achievement", "Organization" and "Language".

2.1.1 Population

The current research was carried out at Universidad Técnica de Ambato, Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros. The participants were 34 students from the fifth semester of the career, 26 females and 8 males. The age average of the learners was between 20 and 26 years old. Authorities, professors, and pupils all consented to take part in this project.

Table 1.

Population	Sample	Percentage
Men	8	24%
Women	26	76%
Total	34	100%

Note: This table shows the sample population that was used in the current investigation divided into men and women.

2.2 Methods:

Basic Methods of Research

2.2.1 Research approach

The current research focused on two main types of research: pre-experimental research and quantitative approach. All of them were supportive to find out the influence of role-playing on the communicative skills of the students.

This project was pre-experimental research since it was aligned with studies focused on cause-and-effect relationships, rather than studies about how or why some effect occurs. Moreover, this project was quantitative owing to the fact that it was aimed to determine the efficacy of roleplaying as a tool for the improvement of communication skills. Campbell and Stanley (1988) claimed that such investigations frequently entail gathering precise information, meticulous observation, testing, and similar activities, and in such cases involve the fallacy of misplaced precision.

Also, it involves the use and analysis of numerical data using certain statistical techniques to answer questions, which means it is merely measurable. Djafar et al. (2021) stated that quantitative researchers frequently employ a structured method, both in the phase of the research process and the data-gathering tools that were used.

Pant and Sharma. (2018), bibliographical research serves as both a comprehensive manual on how to conduct bibliographic in the field and a guide for students to understand how knowledge is created and shared in composition studies, all the sources you studied helped you when relating concepts while writing your essay or research paper are included in your bibliography.

Moreover, the main study concentrated on investigations that required data to be acquired from published sources, for instance: books, journal articles, theses, and digital libraries, about the factors of the individuals' role-playing and communicative skills. In order to strengthen the variables that have been described, new concepts connected to upgrading the theoretical framework needed to be supported by all of these instruments.

2.3.2 Field research

This study was field research because real student data was gathered where the study methodology was used, this research report can be categorized as field research.

Considering that, a face-to-face class was used for the research. In order to examine the impact of roleplaying on communication skills improvement, the research was also a participant and direct monitoring. The analysis of current organizational life in its natural contexts through first-hand observations from the perspective of a specific subject is known as field research. Several different names frequently refer to field research techniques (Van de Ven and Poole, 2002).

2.4 Level or type of research

2.4.1 Exploratory

The following project was conducted at an exploratory level due to it seeks to research issues that have not been thoroughly investigated before (McCombes, 2022). Furthermore, exploratory research's goal is to study a particular phenomenon. It aims to discover as much as possible about the relationship between the dependent and independent variables.

The dependent variable's precise characteristics might not be known or comprehended before the experiment, therefore it is observed and recorded more comprehensively. The association between the two variables is described once an exploratory research study is finished. Given that the association between the variables has been established, it is conceivable that an experimental study might be conducted as a result of an exploratory investigation (Singh,2021)

2.4.3 Pre-experimental research

Buedo (2018) stated that pre-experimental procedures are research strategies in which an individual or group is monitored after receiving a treatment to see if the procedure has the potential to foster change. Additionally, this study was pre-experimental due to frequent forms of inquiry that were conducted in advance of engaging in experimental activities. They served as clues or indicators that the experiment was worthwhile. The subjects of the examination were the students from the fifth semester of English Language Career at Universidad Técnica de Ambato.

2.5 Instruments and methods

To determine the students' communicative skills, a pre and post-test from Cambridge a B1 Preliminary PET exam was used to gather the necessary data. The pre-test and post-test were measured by using an official Cambridge rubric for the students of "Universidad Técnica de Ambato" in the major of "Pedagogía de Los Idiomas Nacionales y Extranjeros" fifth semester, considering parts 1 and 2 of the speaking section and part 1 of the writing section of the PET exam with 5 minutes per pair of students for the speaking parts, then 15 minutes more for the whole group to complete the writing section which was individual. Additionally, all the audios for the speaking part were recorded in order to keep clear evidence to justify the results.

Hypothesis

Alternative hypothesis

- Role-playing helps students improve their communicative skills at Universidad Técnica de Ambato.

Null Hypothesis

- Role-playing does not help students improve their communicative skills at Universidad Técnica de Ambato.

Variable identification

- Role-playing (Independent variable)
- Communicative skills (Dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter examines the data and results collected during the interventions, through the application of a pre-test before the experimentation and a post-test after it applied to the students from “Universidad Técnica de Ambato” from the fifth level of “Pedagogía de los Idiomas Nacionales y Extranjeros”. The test used to collect all the information was a Cambridge B1 PET (Preliminary test).

To better understand and facilitate the analysis and interpretation of the data, the results were handled and examined through the development of tables and graphs. A particular sample of 34 students who were involved in the research and the data collection process was chosen for the pre-test application.

The students took part in the use of voice recording technology to confirm a good impact on the attempt to improve their speaking ability. Additionally, learners' writing was evaluated by responding to an email by following some prompts to measure their writing skills. The outcomes of each of the two examined parts—the pre-test and the post-test—are intended to be displayed in detail in the tables and graphs that have been created. The data presented in the tables and graphs are the average of the student scores in each of the sections that were evaluated; this was done through a review and analysis of the test results.

The Statistical Package for the Social Sciences (SPSS) from IBM was used to design the investigation study, which used inferential statistics to determine whether the study's proposed hypothesis was valid or invalid. A normality test was then applied to the data for analysis. This section demonstrated how the data are not distributed normally.

3.1.1 Pre-test results

Table 2

Pre-test results	Speaking	Writing	Pre-test score
Average	10,59	11,20	21,79
Expected score	20	20	40

Note: General averages of the speaking and writing parts in the pre-test

Analysis and interpretation

As Table 2 shows 34 students took the pre-test, which was divided into two parts speaking and writing, these tests were evaluated out of 20 points each, which means that the overall score is out of 40 in total. First, the lowest score in the speaking section was 6 out of 20, and the lowest value in the writing section was 7 out of 20. This signifies that the students' performance was below average, as can be seen in their medium-low scores.

On the other hand, the highest score in the speaking component was 16 out of 20, and the maximum score in the written part was also 16 out of 20, and only one student (for each section) achieved these scores. Lastly, the most common grade was 11 out of 20, which corresponds to 29.4% of the class, followed by 9 out of 20, which corresponds to 17.6% of the participants, and 12 and 13 out of 20 correspond to 14.7% of the class. The majority of them had difficulties with their discourse management and speech at the beginning of their treatments, frequently using fossilized errors. It should be emphasized that many of them took longer than necessary to complete the second component (writing).

3.1.2 Post-test results

Table 3

Post-test results

Post-test results	Speaking	Writing	Post-test score
Average	12,29	12,15	12.22
Expected score	20	20	40

Note: General averages of the speaking and writing parts in the post-test

Analysis and interpretation

As shown in table 3, the results of the fifth-semester students of PINE who took the post-test showed that the most common grade among them was 12 points out of 20 in the speaking part and on the other hand, in the writing part, the most common grade was 11 points out of 20 which stands for the 29,4% of the class. It was also found that the maximum score in the speaking section was 18 out of 20 points which represents the 2,9 % of the whole class, while in the writing part, the maximum score was also 18 out of 20 points which stands for the same 2,9% too.

In contrast, the minimum results of both sections (speaking and writing) are 9,00 and 8,00 out of 20 which represent 2,9% and 8,8% respectively. As for the averages of both parts, it is evident that in the speaking part, the total average was 12.29 out of 20 points while in the writing part, the total average was 12.15 out of 20, thus showing that there has been an improvement after conducting the interventions, but it is not so encouraging since the level is still medium-low.

3.1.3. Comparative results pre-test and post-test

Table 4

Comparative results pre-test and post-test

Comparison table				
Criteria	Pre-test average	Post-test average	Difference	Expected average
Speaking	10,59	12,29	1,70	20
Writing	11,21	12,15	0,94	20
TOTAL	21,8	24,44	2,64	40

Note: Difference between pre-test and post-test in relation to the expected average

Table 4 shows the pre-test and post-test results in comparison. The first column represents the averages obtained in the pre-test in the speaking and writing sections and the final average of these combined results, which is 21.8 out of 40 points. Meanwhile, in the next column, it can be shown the post-test averages of both sections after the interventions in accordance with the combined averages resulting in a final score of 24.44 out of a possible 40 points.

It shows that there is a slight difference of 1.70 points in the speaking section and 0.94 in the writing part. It can be inferred that there was a minimal improvement which in total shows an increase of 2.40 points in the overall differential. It means that the interventions functioned to improve the pupils' communicative skills although they did not help in the expected way.

3.2. Verification of the hypothesis

In order to obtain the coefficients to evaluate the internal consistency of the pre-test and post-test and above all to verify which of the two hypotheses was accepted for the elaboration of the present research project, it was necessary to apply this type of evaluations. Once the data was obtained it was processed using a computer application specialized in the statistical area that requires the human sciences known as IBM-SPSS in its version 27 and thus obtains the correlation between these two tests.

3.2.1 Normality test

Table 5

Normality tests						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Pre_Test_Final_Grade	,104	34	,200*	,977	34	,669
Post_Test_Final_Grade	,237	34	,000	,855	34	,000

*. This is a lower limit of true significance.

a. Lilliefors' significance correction

Note: Normality test comparing the cumulative distribution of the data obtained

This test was obtained based on the comparison of the cumulative distribution of the data obtained from the sample in order to evaluate which hypothesis can be applied more easily in the execution of any research project within the human sciences. In this case, it can be seen that the significance levels for both the Kolmogórov-Smirnov and Shapiro-Wilk tests must provide amounts equal to or greater than 0.5 for the alternative hypothesis to be rejected, and if lower, the null hypothesis will be rejected.

Analysis and Interpretation

Table 5 is the result of adding all the answers obtained in the Pre-test and Post-test and averaging them to obtain the median and obtain the degrees of significance based on the sample size, It can be seen in the result of 0.200 and 0.00

for the Kolmogórov-Smirnov test and for Shapiro-Wilk its significance levels is 0.699 and 0.00, which represents a rejection towards the null hypothesis.

3.2.2 T-test

Table 6

Student t-test

Test statistics ^a	
	Post_Test_Final Grade Pre_Test_Final Grade
Z	-4,458 ^b
Sig. asin. (bilateral)	,000
a. Wilcoxon signed-rank test	
b. Based on negative ranges.	

Note: Statistics used to evaluate the results of both tests

Analysis and Interpretation

Table 6 represents the first coefficient used to evaluate the results obtained between the Pre-Test and Post-Test whose result found is -4.458, which at first glance shows a broad rejection towards the null hypothesis, this is due to the fact that several of the fifth-semester students do not have the necessary ability to adequately write and speak the English Language, which shows a low level of preparation on the part of the students.

3.2.3 Wilcoxon Test

The Wilcoxon test is also known as the non-parametric test, it is applied to compare two sets of data, to reject or provide the degree of validity that any type of hypothesis requires to execute any type of research project, to reach this objective, the structural characteristics that the Pre-Test and Post-Test have were used in order to locate the hypothesis that best fits with the reality of the students of the pedagogy career of national and foreign languages.

Table 7*Wilcoxon Test*

Ranks				
		N	Rango promedio	Suma de rangos
Post_Test_Final_Grade - Negative ranks		1 ^a	4,50	4,50
Pre_Test_Final_Grade	Positive ranks	26 ^b	14,37	373,50
	Draws	7 ^c		
	Total	34		
a. Post_Test_Final_Grade < Pre_Test_Final_Grade				
b. Post_Test_Final_Grade > Pre_Test_Final_Grade				
c. Post_Test_Final_Grade = Pre_Test_Final_Grade				

Note: Results provided by the statistical coefficient of Wilcoxon ranks.

Analysis and Interpretation

The students of the fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" have a low-medium level of skills to communicate effectively in the English language, this can be seen in the result provided by the statistical coefficient of 14.37, which shows a low score in relation to the grading style used by the research group. Therefore, it can be confirmed that the alternative hypothesis which states that Role-playing helps students improve their communicative skills, this is due to the fact that the "Universidad Técnica de Ambato" frequently seeks to apply programs and techniques to improve the skills that students have to use for writing and speaking.

Therefore, one of the most frequently used methods is to increase activities in which 2 or more students interact in order to overcome the difficulties experienced by young people at home to study the English language and improve their performance within the career of "Pedagogía de los Idiomas Nacionales y Extranjeros", thus, it is concluded that the null hypothesis which states that Role-playing does not help students improve their communicative skills is rejected because this type of study seeks to develop new study techniques to improve the skills and abilities of a homogeneous group of people.

3.2.4 Discussion of the results

When comparing the pre-test and post-test, the results show that there has been very little progress made in the pupils' communicative skills, particularly in speaking and writing. Although there was an improvement, it can be stated that this method is not the best for boosting students' motivation or that for enhancing pupils' learning there should be considered to increase the time and the number of interventions to carry out.

Furthermore, Utaganovich (2022) mentioned that role-playing enables students to experience success in real-life circumstances and sets language into context. It also provides them the confidence to face the outside reality in the classroom. Nevertheless, in contrast to what this author stated it is important to consider providing learners with a proper context keeping in mind that role-playing is not a perfect approach, but with enough time and a well-planned approach, it could exponentially improve the communicative level of the learners. If used properly, it may also be a potent and successful teaching strategy for students, adaptable to deliver any learning objectives in circumstances ranging from straightforward to complicated.

Moreover, in accordance with what Barker (2020) mentioned it was crucial to use various topics such as sports, soap operas (dramas), shopping, transportation, food, and animals, in order to boost learners' motivation and engage them in the creation of the conversations as well as their performance allowing them to improve communicative skills. As a result, it was shown that with settings that accurately reflected real-world circumstances, students were able to recognize between problems and their causes.

Finally, before the treatment pupils were shy and self-effacing when talking and performing, also many of them tended to use plenty of fossilized errors and there was also a tremendous lack of vocabulary, yet after the treatment most of them improved their performance, aroused their motivation and increased their range of vocabulary.

To conclude, even though the earlier findings indicated insufficiencies and only modest growth in the students' speaking and writing abilities, the results of the interventions based on the teaching approach of role-playing showed a beneficial

impact in the improvement of the students even when it was minimal, demonstrating that role-playing aids learners on the development of English communicative skills.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After having carried out this research on role-playing, the following conclusions have been reached:

To begin with, after an exhaustive evaluation process, it was found that the students had a medium-low level, this is based on the results of the tests evaluated the students, and after the interventions, they still maintain a medium-low level making use of fossilized errors and a limited range of vocabulary. Despite the modest improvement obtained after 8 sessions, the post-test showed a not very encouraging result.

The application of role-playing to improve communicative skills was positive for students from the 5th semester, even though the sessions were not enough. The post-test revealed that many learners, even in a slight percentage, had improved their speaking and writing abilities, as well as they expanded their range of vocabulary and as a result some aspects of communication are improved by a strong language minimizing their usage of fossilized errors.

Finally, after exploring several scenarios and based on several authors it can be concluded that the best topics and scenarios that helped motivate students to improve their communicative skills were as a result, it is feasible to demonstrate the difference between the pre-test and post-test and the benefits of using various topics to engage the class during the lessons, additionally the best settings were sports, animals, shopping, traveling, transportation and to conclude the one that engaged them the most: soap operas.

4.2 Recommendations

Following the current analysis and examination of role-playing as a strategy for encouraging students to strengthen their communicative abilities, it is recommended to consider the following suggestions:

It is recommended to evaluate students' communicative level before the interventions in order to measure student performance to link it with the specific learning objectives and also to allow yourself as a teacher to institutionalize effective teaching choices and revise ineffective ones during the treatment.

In addition, it is advised to employ more interventions or more hours to apply role-playing in class to achieve a greater impact on pupils due to the lack of time could result on a poor improvement, hence it is important to apply diverse activities to motivate learners to participate and overcome their shyness.

It is important to continuously assist students in improving their communication skills by utilizing various and interesting topics in accordance with students' age due to fostering interest can help pupils learn more actively and with greater enthusiasm.

REFERENCES

- Abdikarimova, M., Tashieva, N., kyzy, A. T. & Abdullaeva, Z. (2021). Developing Students Verbal Communication Skills and Speech Etiquette in English Language Teaching. *Open Journal of Modern Linguistics*, 11(01), 83-89.
<https://doi.org/10.4236/ojml.2021.111007>
- Al-Dulaimi, A. T. (2022). The effectiveness of the aesthetic approach in teaching philosophy to develop some values among university students. *Journal of STEPS for Humanities and Social Sciences*, 1(2).
<https://doi.org/10.55384/2790-4237.1022>
- Amirbayeva, D. (2021, 30 septiembre). *Enhancing the Acquisition of Legal English through Role Play*.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3943880
- Anis, A., Nur & Masnan, Abdul Halim. (2020, 16 diciembre). *Role-play In Teaching English as Second Language In Early Childhood Education*. Research Gate. Recuperado 18 de noviembre de 2022, de
https://www.researchgate.net/publication/347523206_ROLE-Play_In_Teaching_English_as_Second_Language_In_Early_Childhood_Education
- Asrifan, A. (2022). Role-playing to Improve Student Speaking. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4184046>
- Arung, F. (2016, 1 marzo). *IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE | Arung | Journal of English Education*.
<http://usnsj.id/index.php/JEE/article/view/JEE010/15>

- Barker, D. (2020, 23 octubre). *Roleplaying Games Improve Education*.
https://www.academia.edu/44360086/Roleplaying_Games_Improve_Education
- binti Abdul Rahman, N. A. & Maarof, N. (2018). The Effect of Role-Play and Simulation Approach on Enhancing ESL Oral Communication Skills. *International Journal of Research in English Education*, 3(3), 63-71.
<https://doi.org/10.29252/ijree.3.3.63>
- Buedo, J. (2018). Pre-experimental Designs. *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation*.
<https://doi.org/10.4135/9781506326139.n536>
- (c) Copyright skillsyouneed.com 2011-2023. (s. f.). *Communication Skills / SkillsYouNeed*. <https://www.skillsyouneed.com/ips/communication-skills.html>
- Campbell, D. & Stanley, J. (1988). *Diseños experimentales y cuasiexperimentales en la investigación social*. Amorrortu, Bs. As.
https://www.academia.edu/33262198/CAMPBELL_STANLEY_Dise%C3%B1os_experimentales_y_Cuasiexperimentales_en_la_investigaci%C3%B3n_social
- Cuitiño Ojeda, J., Díaz Larenas, C. & Otarola, J. L. (2019). Promoción de la fluidez y precisión oral en inglés a través del role play. *Cuadernos de Investigación Educativa*, 10(1), 43-62. <https://doi.org/10.18861/cied.2019.10.1.2880>
- Djafar, H., Yunus, R., DJ Pomalato, S. W. & Rasid, R. (2021). Qualitative and Quantitative Paradigm Constellation In Educational Research

Methodology. *International Journal of Educational Research & Social Sciences*, 2(2), 339-345. <https://doi.org/10.51601/ijersc.v2i2.70>

Donegan, R. (2020). *Process Drama and Teacher in Role in ELT* (2.a ed., Vol. 8). Mask & Gavel. <https://jaltpiesig.org/wp-content/uploads/2022/02/Donagan-Process-Drama-and-Teacher-in-Role-in-ELT.pdf>

Ganmote, D. (2019, 7 marzo). *Need & Importance of Communication Skills*. https://www.academia.edu/38507333/Need_and_Importance_of_Communication_Skills

Harmer, J. (2015). *Practice of English Language Teaching (with DVD) (5th Edition) (Longman Handbooks for Language Teaching); Longman Handbooks for Language Teaching (5th Revised ed.)*. Pearson Education ESL

Iman, J. N. & Angraini, N. (2022). Roleplaying in EFL Classroom: EFL learner' Oral Proficiency Achievement and Perception. *English Journal*, 16. <http://ejournal.uika-bogor.ac.id/index.php/ENGLISH/article/view/6912/3461>

Irmawati, N. D. (2012, 26 junio). *Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement | Doddy Irmawati | English Language Teaching | CCSE*. <https://www.ccsenet.org/journal/index.php/elt/article/view/18359>

Jabbarov, U. (2020, 28 octubre). *The Role of Trainings in The Formation and Development Of Future Foreign Language Teachers | Журнал*

иностранных языков и лингвистики.

<https://journal.jdpu.uz/index.php/fll/article/view/68>

Kaharuddin, Andi. (2018). The Communicative Grammar Translation Method: A Practical Method to Teach Communication Skills of English. *Eternal (English, Teaching, Learning, and Research Journal)*. 4. 232.

10.24252/Eternal.V42.2018.A8.

Khasawneh, M. A. S. (2021, 1 septiembre). *Language Skills and their Relationship to Learning Difficulties in English Language from the Students' Point of View | Shanlax International Journal of Education.*

<https://www.shanlaxjournals.in/journals/index.php/education/article/view/4082>

Maulina, M. & Rusli, T. I. (2019). Pre-service Teachers Performance in Implementing Teaching Methods at TEFL Class. *Klasikal: Journal of Education, Language Teaching and Science*, 1(1), 19-26.

<https://doi.org/10.52208/klasikal.v1i1.6>

McCombes, S. (2022, 10 octubre). *Descriptive Research | Definition, Types, Methods & Examples.* Scribbr.

<https://www.scribbr.com/methodology/descriptive-research/>

Melvina, M. & Suherdi, D. (2019). Indonesian ELT Teachers' Beliefs toward Language Learner Autonomy. *Proceedings of the Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018)*.

<https://doi.org/10.2991/icollite-18.2019.53>

- Milal, A. & Jannatul, Laily. (2020). Communicative Activities in Language Teaching and Learning Process: A View of a Teacher Training Session. 10.2991/assehr.k.200427.001. https://www.researchgate.net/publication/341291482_Communicative_Activities_in_Language_Teaching_and_Learning_Process_A_View_of_a_Teacher_Training_Session
- Mohinabonu, B. (2022, 14 mayo). *Modern Methods of Teaching English Teaching in Higher Education / So‘ngi Ilmiy Tadqiqotlar Nazariyasi*. <https://bestpublication.org/index.php/sit/article/view/110>
- Páez, C. (2021). Roleplaying and Speaking Fluency. 22-24. Obtenido de <https://repositorio.uta.edu.ec/jspui/handle/123456789/33346>
- Pant, P. & Sharma, B. (2018). *Bibliographical Research: With Special Reference to Law*. Research Gate. Recuperado 28 de noviembre de 2022, de https://www.researchgate.net/publication/352192591_Bibliographical_Research_With_Special_Reference_to_Law
- Pilnick, A., Trusson, D., Beeke, S., O’Brien, R., Goldberg, S. & Harwood, R. H. (2018). Using conversation analysis to inform role play and simulated interaction in communications skills training for healthcare professionals: identifying avenues for further development through a scoping review. *BMC Medical Education*, 18(1). <https://doi.org/10.1186/s12909-018-1381-1>
- Pirnazarova, M., Egamberganova, Y., & Sharipova, S. (2019, 16 agosto). *The Role of Speaking in Language Learning (33-34)*. Евразийский Союз Ученых - публикация научных статей в ежемесячном научном журнале. Recuperado 28 de enero de 2023, de <https://euroasia-science.ru/pdf->

arxiv/33-34-pirnazarova-m-m-egamberganova-y-t-sharipova-s-d-the-role-of-speaking-in-language-learning/

Radtke, L. (2022, 25 agosto). *5.4 Different Types of Communication and Communication Channels – Principles of Leadership & Management*. Pressbooks.
<https://ecampusontario.pressbooks.pub/leadershipandmanagement/chapter/5-4-different-types-of-communication-and-communication-channels/>

RAO, P. (2019). *The Importance of Speaking Skills in English Classrooms*. Research Gate. Recuperado 22 de noviembre de 2022, de https://www.researchgate.net/profile/Parupalli-Rao/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS/links/5d21b2db458515c11c18dbf3/TH E-IMPORTANCE-OF-SPEAKING-SKILLS-IN-ENGLISH-CLASSROOMS.pdf

Saydaliyeva Mamura Ibrohimjonovna. (2021). German Language and Its Teaching Methods. *Academicia Globe: Inderscience Research*, 2(05), 74–76. <https://doi.org/10.17605/OSF.IO/EG5NA>

Savignon, S. J. (2017). Communicative Competence. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
<https://doi.org/10.1002/9781118784235.eelt0047>

Schleppegrell, M. J., & Colombi, M. C. (2005). *Developing Advanced Literacy in First and Second Languages: Meaning With Power*. Taylor & Francis.

- Sebarajah, A. (2022, 5 mayo). *Communicative Language Teaching for improving Speaking Skills, Sri Lankan based studies*.
https://www.academia.edu/35918342/Communicative_Language_Teaching_for_improving_Speaking_Skills_Sri_Lankan_based_studies
- Singh, A. (2021). An Introduction to Experimental and Exploratory Research. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3789360>
- University of Bristol. (2022, 19 diciembre). *Library skills*. Library | University of Bristol. <https://www.bristol.ac.uk/library/subject-support/libraryskills/>
- Utaganovich, F. (2022). *Improving communicative language skills through role playing activity*. cyberleninka. <https://cyberleninka.ru/article/n/improving-communicative-language-skills-through-role-playing-activity>
- Van De Ven, A. & Poole, M. (2002). *Field Research Methods*. Research Gate. https://www.researchgate.net/profile/Andrew-Van-De-Ven/publication/333492834_Field_Research_Methods/links/5f88757592851c14bccc09a0/Field-Research-Methods.pdf
- Wambui, T. (2015). Communication Skills, Students Coursebook. *Research Gate, 1*. https://www.researchgate.net/publication/303893422_Communication_Skills_Students_Coursebook
- Wulandari, W., Ayuningtias, D. O. & Yana, Y. (2019). The Use of Role Play to Improve Students' Speaking Skill. *Project (Professional Journal of English Education)*, 2(3), 416. <https://doi.org/10.22460/project.v2i3.p416-420>

Zemanova, M. & Knight, A. (2021). The Educational Efficacy of Humane Teaching Methods: A Systematic Review of the Evidence. *Animals*, *11*(1), 114. <https://doi.org/10.3390/ani11010114>

ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 03 de Octubre del 2022

Doctor
Marcelo Nuñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación


De mi consideración:

Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Roleplaying and Communicative Skills" propuesto por el estudiante Solís Bucheli Xavier Alejandro, portadora de la Cédula de Ciudadanía N° 1804856381, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Mg. Sarah Jacqueline Iza Pazmiño
Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
C.I. 0501741060
0984060528
sj.iza@uta.edu.ec



Instruments

Universidad Técnica de Ambato

B1 Cambridge Preliminary English Test

Speaking

PRE-TEST

Candidate's names:

Date:

Level: Fifth semester "B"

Time:

Introduction: The B1 Preliminary English Test Speaking paper corresponds to the first two parts where candidates will have to first answer questions by providing objective or personal information, and secondly to describe a color photograph, speaking for about 1 minute.

Main Objective: To identify learners' English-speaking level before the intervention.

Instructions:

- In the first part listen the interlocutor's questions carefully and answer them providing objective and personal information. (2-3 minutes)

To Candidate A. - What's your name? Where do you live/come from?

To Candidate B. - And what's your name? Where do you live/come from?

Back-up prompts

- Do you have a job? Do you study?
 - What job do you do? What subject do you study?
 - Do you have a job? Do you study?
 - What job do you do? What subject do you study?
 - How do you get to work/school/university every day?
 - Do you usually travel by car? (Why/Why not?)
 - What did you do yesterday evening/last weekend?
 - Did you do anything yesterday evening/last weekend? What?
 - Do you think that English will be useful for you in the future? (Why/Why not?)
 - Will you use English in the future? (Why? /Why not?)
 - Tell us about the people you live with.
 - Do you live with friends/your family? Thank you.
- In the second part candidates will receive an image to describe it and speak on their own about something considering all the possible aspects to talk about. (2-3 minutes)
 - To follow the *back-up prompts*:
Talk about the people/person.
Talk about the place.
Talk about other things in the photograph.

Candidate A image:

1A



Candidate B image:

1B



Rubric:

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Note: Cambridge rubric retrieved from (Cambridge LMS, s. f.)

Universidad Técnica de Ambato

B1 Cambridge Preliminary English Test

Writing

PRE-TEST

Candidate's name:

Date:

Level: Fifth semester "B"

Time:

Introduction: The B1 Preliminary English Test Writing paper corresponds to the first part where candidates will have to reply to an e-mail using some notes and writing in the answer sheet using about 100, this activity takes 15 minutes.

Main Objective: To identify learners' English-writing level before the intervention.

Instructions:

- In this part students must answer this question by writing their answer in about 100 words on the answer sheet.
- Read this email from your English-speaking friend *Sandy* and the notes you have made.
- Write your email to Sandy using all the notes.

Notes to follow:

- *Me too!*
- *Say which I prefer*
- *No, because...*
- *Ask Sandy...*

E-mail:

The image shows a screenshot of an email interface. At the top, it says "EMAIL". Below that, the "From:" field contains "Sandy" and the "Subject:" field contains "Your visit!". The main body of the email contains the following text:

Hi,
I'm so excited that you're coming to stay with me for a week!
On your first evening here, there's a rock concert in our town. Would you like to go to the concert or would you prefer us to relax at home?
Also, shall we go climbing in the mountains while you're here?
Let me know if you have any questions.
See you soon
Sandy

Handwritten notes with arrows pointing to specific parts of the email text are as follows:

- "Me too!" points to "I'm so excited that you're coming to stay with me for a week!"
- "Say which I prefer" points to "Would you like to go to the concert or would you prefer us to relax at home?"
- "No, because ..." points to "Also, shall we go climbing in the mountains while you're here?"
- "Ask Sandy ..." points to "Let me know if you have any questions."

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Note: Cambridge rubric retrieved from (Cambridge LMS, s. f.)

Sample answer 1

Good afternoon Mrs Rose

I just got your email and I think it's really great idea because I think lots of people like watching films.

I personally would prefer Mondays because on Fridays I often have other plans with my family

I would really love to see some detective or some action films but I really don't mind watching something different.

I think it's good idea to have some food or drink during the film because lots of people are used to it because in cinemas they always eat something so i think it would be great

Have a nice day

Note: Sample answer retrieved from (Cambridge LMS, s. f.)

Lesson plannings

Lesson Plan 1

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: 5th semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: November 16th, 2022 Time: 60 minutes Topic: Workshop Lesson: Restaurant / Menu</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze their grammar forms. Familiarize the topic in a fun way and to activate students’ existing knowledge about food and food vocabulary. Develop conversations by using a specific topic. Discuss about restaurant, food, workers and menus through a short simulation. 			
Time	Activity	Interaction pattern	Tools and materials
5 minutes	<p>Engage: Ss look at representative simulation to guess the topic. E.g. waiter and costumer situation, ordering food, etc.</p>	<p>The whole class pays attention to a representation about the new topic (Food and Restaurants) in order to get in context.</p>	<p>Pictures (Canva presentation) TV.</p>
5 minutes	<p>Explore: Ss must recognize if they can see those things in their context as well in English speaking countries. Teacher gives time for learners to analyze, explore, and arrange their ideas.</p>	<p>After students recognized the main context, teacher instructs the vocabulary and the grammar relating them in context.</p>	
10 minutes	<p>Explain: After explaining the vocabulary (food and restaurants) and the present simple tense, in groups of 3 people, students work in a worksheet. Each group must work simultaneously in order to help them improve their English skills.</p>	<p>Group-work, students work in a worksheet filling gaps in groups of 4 people.</p> <p>They will have 10 minutes to discuss the answers.</p>	<p>Worksheet</p>
15 minutes	<p>Elaborate: Ss create a roleplaying situation and use the words they just learned in the previous worksheet.</p>	<p>The teacher gives Ss some roles similar to the ones presented in the engage part to prepare a performance.</p>	<p>Paper Pen</p>

		After that, students start grouping in order to elaborate a conversation, Ss create the roleplaying situation in groups of 3 or 4 people simulating being in a restaurant.	
5 minutes	Evaluate: In groups of three or four people, Ss present a short roleplay activity about being in a restaurant, each group has 1 minute to simulate the situation.	Group-work, Ss present a short roleplay activity (5 minutes per group) In this phase Ss present their role-playing and use the previous learned terms, and employ the grammar taught recently. Finally, the teacher gives feedback and correct mistakes.	Role-play

Annexes:

Canva presentation: <https://www.canva.com/design/DAFSJlbbcf0/Q-nxwvtv9VyDC-OhjDRZiTg/edit>



Grammar

Task one – Plurals

Write the plural form of these words.

Restaurant		Glass		Soup	
Orange		Cup		Price	
Waiter		Bottle		Slice	
Cake		Cookie		Can	

Task two – There is / There are

Complete these sentences with *there is / there are*

1. On our menu many good things to eat.
2. In our restaurant a toilet.
3. I'm sorry, any wine left.
4. a very good restaurant near here.
5. In our snack bar fifty different kinds of salad!

Task three – Question words

Complete these sentences with the correct question word.

1. is a hamburger? \$ 2.50.
2. is a "brownie"? Is it a cake?
3. does the restaurant open?
4. Excuse me, is the toilet?
5. types of salad do you have?

Task four – Verb TO BE

Complete this short text with the correct form of *TO BE*.

I know a very good restaurant. ***Its*** name "The Golden Fork". ***It*** right in the middle of the town. And ***it*** far, it ***only*** takes five minutes from here! In fact, in my city there ***many*** restaurants, bars and diners where you can eat for a very good price. There ***any*** five-star restaurants (they're too expensive). What

..... your favorite **dish**? **I** sure you can find it at the “Golden Fork”! Enjoy your meal!

Answer Sheet:

Task one – Plurals

Write the plural form of these words.

Restaurant	Restaurants	Glass	glasses	Soup	Soups
Orange	Oranges	Cup	Cups	Price	Prices
Waiter	Waiters	Bottle	Bottles	Slice	Slices
Cake	cakes	Cookie	Cookies	Can	Cans

Task two – There is / There are

Complete these sentences with there is / there are

1. On our menu **there are** many good things to eat.
2. In our restaurant **there is** a toilet.
3. I’m sorry, **there isn’t** any wine left.
4. **There is** a very good restaurant near here.
5. In our snack bar **there are** fifty different kinds of salad!

Task three – Question words

Complete these sentences with the correct question word.

1. **How much** is a hamburger? \$2.50.
2. **What** is a “brownie”? Is it a cake?
3. **When** does the restaurant open?
4. Excuse me, **where** is the toilet?
5. **How many** types of salad do you have?

Task four – Verb TO BE

Complete this short text with the correct form of TO BE.

I know a very good restaurant. **Its** name **is** “The Golden Fork”. **It is** right in the middle of the town. And **it isn’t** far, it **only** takes five minutes from here! In fact, in my city there **are many** restaurants, bars and diners where you can eat for a very good price.

There **aren't any** five-star restaurants (they're too expensive). What **is** your favorite ***dish***? ***I am*** sure you can find it at the "Golden Fork"! Enjoy your meal!

Lesson Plan 2

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: Fifth semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: November 17th, 2022 Time: 40 minutes Topic: Workshop Lesson: Shopping vocabulary</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Analyze their grammar related to present simple. • Correct their spelling and writing errors. • Develop conversations by using a specific topic. • Use common phrases and words used when buying clothing, with an emphasis on expressions and terms relating to product availability, special deals, refunds, and exchanges. 			
Time	Activity	Interaction pattern	Tools and materials
10 minutes	<p>Engage: Ss watch a video about the main topic to try to guess the concept and to get in context. E.g. seller and costumer situation, go shopping, etc.</p>	<p>Whole class, Ss watch a video about the main topic. After watching the video teacher set some images in the tv to elicit shopping vocabulary terms.</p>	<p>Pictures (Canva presentation) TV.</p>
5 minutes 10 minutes	<p>Explore: Ss are asked by teacher some questions to contextualize the class of the day: ●What do you think about shopping? ●What thing do you like to buy? ●How do you pay things in a shop? To explore their thoughts and boost their motivation.</p> <p>Explain: The opportunity is provided for students to conceptualize the central ideas of the material being studied by, in groups of 3 and 4 people, students work in a worksheet categorizing terms. Each group must work simultaneously in order to help them improve their English skills.</p>	<p>Group-work, students work in a worksheet categorizing terms about shopping.</p> <p>Ss start a group dynamic activity in order to complete a worksheet categorizing some of the new terms introduced in the class.</p>	<p>Worksheet Cellphone</p>

5 minutes	Elaborate: Ss create (in pairs) a roleplaying situation and use the words they just learned in the previous exercises.	Pair-work, in pairs Ss create a roleplaying situation by making use of the roles the teacher gives them, in this case two costumers and a seller, shopping, bargaining, refusing, refunding, etc.	Worksheet Pen Paper
10 minutes	Evaluate: Ss present their short roleplay activity in one minute per pair in front of the class simulating they are getting exchanges, refunds and buying some random products.	Pair-work Participants are given particular roles to create a conversation or other interaction, such as an e-mail exchange, a phone call, and so on. At the end teacher makes an echo-correction rising intonation encouraging learners to correct themselves.	Role-play

Annexes:



Canva: https://www.canva.com/design/DAEwx1ZwPk/1Ank_xpQacnIybMP-ZP3eA/edit

Video: <https://youtu.be/QJd83msLdR8>



Worksheet: <https://es.liveworksheets.com/da2350104tt>

Let's go shopping

Read the following sentences carefully. Match the descriptions with the correct shop by writing the corresponding number.

Lee las siguientes oraciones con cuidado. Une cada una de las descripciones de las tiendas escribiendo el número correspondiente a la tienda con un círculo.

1 The shop where I work is every child's favorite store. I sell lots of sweet things.	2 You go to this shop to get your hair cut.	3 In my shop you can find many beautiful plants.
4 In my shop you can find a menu with different types of food.	5 My mom likes to visit this shop to buy fresh vegetables and fruit.	6 I sell many different things that people leave me in return for money.
7 I sell lots of sweets and cakes at my shop.	8 In my shop you can find lots of tools.	9 Here you can find all kinds of food.
10 I sell clothes for men, women, and children.	11 In my shop you can find beautiful accessories to cover your feet.	12 In my shop you can find lots of meat.



LIVEWORKSHEETS

¡Terminado!

Lesson Plan 3

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: 5th semester “A”

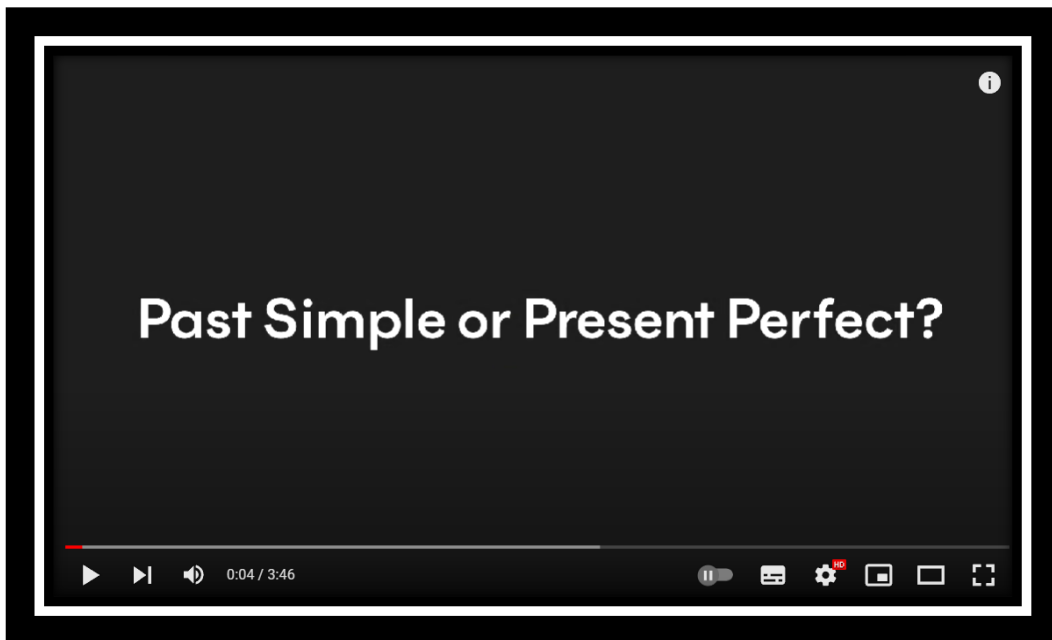
<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: November 23^d, 2022 Time: 40 minutes Topic: Workshop Lesson: Traveling</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze their grammar forms (past simple vs present perfect) Correct their spelling and writing errors. Learn the differences between Present Perfect and Past Simple. They also practice using the two tenses, watch a video and talk about the activities to do when traveling. Discuss about traveling, places, activities and so on through a short simulation. 			
Time	Activity	Interaction pattern	Tools and materials
10 minutes	<p>Engage: Ss pays attention to a video about past simple and Present Perfect to reinforce their grammar, and secondly watch another video about that introduces the new vocabulary.</p> <p>Ss must recognize grammatical forms (Past simple and Present perfect)</p>	Whole class watch a video related to the new topic and grammar, providing learners with strong visual cues to help them understand what's happening what the activity of the day is going to be about.	TV. YouTube
7 minutes 3 minutes 10 minutes	<p>Explore: Students actively examine the subject matter through practical learning experiences throughout the exploration phase., by paying attention to a roleplaying presented by the teacher and a classmate of them.</p> <p>Explain: The teacher leads this phase that helps students synthesize new knowledge by asking questions if they need further clarification.</p> <p>Elaborate: In groups, students work fulfilling some gaps to complete dialogues about certain topics such as: past</p>	<p>Following the introduction of examples in the target language, the teacher helps the students determine the grammar rules on their own.</p> <p>Group-work, Ss pay attention to a roleplaying presented by the teacher in order to guide them with a clear example of what they are going to do and the roles to interpret.</p>	Paper. Pen, pencil.

	simple vs present perfect. Each group must work simultaneously in order to help them improve their English skills.		
10 minutes	Evaluate: Ss pass to the front of the class to roleplay the dialogue situation and use the grammar they just reinforced in the previous activity.	Group-work Teacher starts a grouping activity to encourage students to take initiative of their education and enhance their leadership abilities and increase their energy levels.	Paper. Pen, pencil.

Annexes:

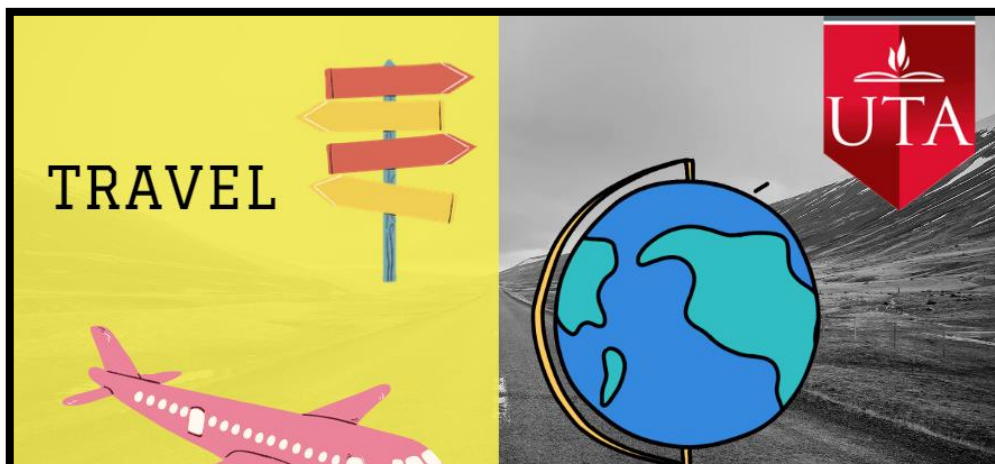
YouTubeVideo:

https://www.youtube.com/watch?v=bWvg2vnF9U4&ab_channel=EnglishForFree



Canva:

https://www.canva.com/design/DAEwsaUXyhc/PkFofNfafmon3ddVEI_pfw/edit



Dialogues to complete:

1) **Andy:** Hey Dave, what _____ (happen) to you yesterday?

Dave: What _____ (you / mean)?

Andy: I _____ (call) you three times?

Dave: Oh, right. Well, on Monday afternoons I _____ (not be) at home. I usually _____ (play) tennis with my cousin, or I _____ (hang out) with friends.

Andy: OK. So, what _____ (you / do) right now?

Dave: I _____ (play) computer games. How about you? _____ (you / surf) the Net?

Andy: No, I _____ (have) nothing to do. _____ (you / want) to come over? Ben _____ (come) over, too. He's on his way now.

Dave: Sure.

2) **Kathy:** Where's Beth? _____ (you / know)?

Tony: She _____ (not live) here any more. She _____ (move) to London with her husband last month. They _____ (stay) with a friend until they find a house to buy.

Kathy: Really? She _____ (not tell) me anything.

Tony: Well, she _____ (send) me an e-mail last week. They _____ (decide) to move because her husband _____ (find) a job there.

Kathy: I see. Well, I _____ (hope) we see each other again.

Ricky: Why did you give money to that beggar?

Vicky: (1) _____ I can't walk away, ignoring him.

Ricky: You are just encouraging him to be lazy. It is a bad habit.

Vicky: He looks old and sick.

Ricky: (2) _____ but there are organizations to help people like him.

Vicky: And what are they doing to help him?

Ricky: All right (3) _____.

Rita: Hello, Sita Did you have a good trip?

Sita: It was not too bad. In fact I managed to sleep a bit. (1) _____.

Rita: Is that all your luggage?

Vicky: Yes. Wait a minute. The small holdall is missing. (2) _____ I must have left it at the duty-free shop.

Rita: (3) _____ We can ask the security guard to get it. Which shop was it?

Wife: If you don't hurry, we'll be late for the show.

Husband: There's a plenty of time. (1) _____.

Wife: Plenty of time? The show starts in twenty minutes.

Husband: It takes only ten minutes to get there. We can leave now.

Wife: (2) _____.

Husband: (3) _____ It's bad for health to be so anxious about everything.

Sonu: Monu, I'm having a get-together in my house on Wednesday night (1) _____.

Monu: I'm sorry Sonu. I won't be able to come. I promised my mother that I will have dinner with her on Wednesday night.

Sonu: (2) _____ How is your mother by the way?

Monu: She's fine, thanks. She often asks me about you.

Sonu: (3) _____.

Amy: Mother, I have something to tell you.

Mother: What is it? Amy: (1) _____.

Mother: How did it happen?

Amy: I was dusting the shelf and knocked it over.

Mother: (2) _____ That's the second vase you have broken. I'm going to deduct some money from your allowance each week.

Amy: (3) _____ It was just an accident.

Mother: It'll teach you to be more careful.

B) Complete the conversations. Put the verb in the correct form in the present or past.

1) **Jim:** _____ you _____ (go) shopping when I saw you yesterday morning?

Kate: No, I _____ (be) my way to the bank.

Jim: I _____ (go) to the bank every Friday, before the weekend.

Kate: Me too usually. But this week I _____ (not / have) time, so I _____ (go) yesterday.

2) **Jan:** _____ you _____ (see) that science programme on TV last night?

Sam: No, I _____ (never / watch) TV.

Jan: It was _____ (be) wonderful. It _____ (show) a new way of repairing a heart.

Sam: Oh.

3) **Jill:** Why _____ (you) _____ (look) at me?

Tony: Because you _____ (wear) a new dress and you look very good in it.

Jill: Thank you. I _____ (buy) it yesterday.

D) Put the verb in the present perfect or past simple.

Here is the six o'clock news from ITC, on Monday the 25th April. Our reporter in Nepal _____ (telephone) us ten minutes ago and _____ (say) that Jane Tomkins and her partner, Ann Beckett, are on top of the world today. They _____ (reach) the top of Mount Everest half hour ago. Our reporter spoke to another climber on the expedition.

Reporter: Are Jane and Ann still on the top of Mount Everest?

Climber: No, they _____ (start) their return journey.

Reporter: How long _____ they _____ (spend) up there?

Climber: About 10 minutes. They _____ (take) some photographs of each other.

Reporter: Are they in good health?

Climber: Well, they're both tired but they're fine. But there is one problem: the weather _____ (change). There is more cloud and the wind is quite strong.

4) **Val:** What _____ Jim _____ (do) this morning?

Ian: He's at the doctor's at the moment.

Val: Oh dear. What _____ (happen)?

Ian: He _____ (fall) and _____ (hurt) his leg yesterday when he _____ (run) for a bus.

5) **Vic:** _____ Sally _____ (work) at half past seven last night?

Pam: No, she _____ (help) me with the dinner. She often _____ (help) in the kitchen.

Vic: When _____ she _____ (go) out?

Pam: She didn't. She _____ (stay) at home all evening.

G) Complete the conversation. Use the *present continuous* or the *present simple*.

Harry: No, no good. Dennis, my London agent, _____ (come) to the office. Wednesday afternoon is a possibility.

Josie: Not for me. My secretary, Jenny, _____ (get married) and all of us _____ (go) to the wedding. And on Thursday morning I _____ (drive) up to Manchester for a meeting with Bill Syms.

Harry: What time _____ (start)?

Josie: 11.30 a.m. I've got an idea! Why don't you come with me? We can talk on the way.

Harry: That sounds good. Oh but wait a minute, I can't. I _____ (talk) to a group of business people about Canadian business opportunities at lunch time.

Josie: So Friday then.

Harry: Yes. That's the only possibility because my return flight to Montreal _____ (leave) at 9.00 on Saturday. So, 11.30 a.m. on Friday morning at your office?

Josie: Yes, that's perfect. I'm really looking forward to seeing you then.

E) Read the letter from Chris to her friend, Jo. Chris is from San Francisco and has just had a holiday with Jo in London. Complete the sentences. Put the verb in brackets in the correct form.

Dear Jo

Well, I _____ (arrive) back safely two weeks ago. The flight _____ (be) fine, but a bit long. I _____ (watch) two films and _____ (eat) two breakfasts!

Thank you for everything. I _____ (have) a really good time with you in London. I hope you _____ (enjoy) it too.

Everything here is very different from London. I _____ (write) this letter outside in the garden. I _____ (sit) under a big umbrella because the sun is very hot today. I know we _____ (have) some sunny days in London but I remember there _____ (be) also some rain!

It was difficult for me to start work after my wonderful holiday, but it's OK now. I _____ (be) in a new department since I _____ (come) home and it's interesting. I _____ (have) a new manager now, and that's good because the old one _____ (be) horrible.

_____ (you/like) rock music? My brother _____ (be) a drummer in a new group. He _____ (practice) in his bedroom at the moment and it's quite loud! I _____ (just/send) you some of his CDs. I hope you like them.

By the way, _____ (you/find) a black leather photo album? I think I _____ (leave) it in the bedroom. Could you send it to me sometime? No hurry.

Jill _____ (sit) in the garden with me and she send her love to you. Please write soon, and thank you again for a wonderful time.

Love Chris

Lesson Plan 4

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: 5th semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: November 24th, 2022 Time: 40 minutes Topic: Workshop Lesson: Traveling, Shopping and Food.</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze their grammar forms. Correct their spelling and writing errors. Take time to analyze, and then think of the best possible solution to perform better and improve their focus and results Discuss about restaurant, food, traveling and so on through a short simulation. 			
Time	Activity	Interaction pattern	Tools and materials
10 minutes	<p>Engage: Ss look a video about simple present and Present Perfect to reinforce their grammar.</p> <p>Ss must recognize grammatical forms.</p>	<p>Whole class The teacher plays a video to present the topic of the day to draw in the students' attention, arouse their curiosity, and facilitate the use of past information.</p>	<p>TV. YouTube</p>
5 minutes	<p>Explore: Teacher enables students to explore their ideas by asking some questions to check language knowledge and to clarify concepts related to Present perfect and previous vocabulary (Traveling, Shopping and Food).</p>	<p>Group-work Learners get involved in the exploratory process. To find out what the students already know or believe they know about the subject, the teacher can pose questions.</p>	<p>Paper. Pen, pencil. White board Marker</p>
5 minutes	<p>Explain: The teacher starts writing on the board starting a brainstorming of previous ideas to activate students' knowledge.</p>	<p>The teacher develops a problem narrative or engaging scenario, film, or resource that engages students.</p>	
10 minutes	<p>Elaborate: In groups, students work fulfilling some gaps to complete dialogues about certain topics such as: present simple, present perfect, and past simple. Each group must work simultaneously in order</p>	<p>Then the instructor exploits a gap filling activity to pupils to help them develop questions and identify key terms</p>	

	to help them improve their English skills.	associated with previous topics.	
10 minutes	Evaluate: Ss pass to the front of the class to roleplay the dialogue situation and use the grammar they just reinforced in the previous activity.	Group-work Students, with their teacher, review and assess what they have learned and how they have learned it by roleplaying and simulating a conversation with the roles given by the teacher. Students can be given a summative assessment to demonstrate what they know and can do.	Roleplaying paper. Pen, pencil.

Annexes:

YouTubeVideo:

https://www.youtube.com/watch?v=bWvg2vnF9U4&ab_channel=EnglishForFree



Dialogues to complete:

Present perfect simple - dialogues

Exercise 5. Complete the dialogues in the present perfect. _____

A Kim yet? (see)

B Not yet. But I am going to see her on Friday.

A Has Karl ever been to England?

B No, never. But he to Scotland twice. (already go)

A How many foreign languages have you learned?

B Unfortunately, I any foreign languages so far. (not study)

A the email from me? (get)

B I'm afraid I haven't received any email from you since last week.

Lesson Plan 5

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: 5th semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: December 1st, 2022 Time: 40 minutes Topic: Workshop Lesson: Drama, soap operas, love.</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze their grammar forms. Put the language into context and experience real-life situations through dramatizations. Develop conversations by using a specific topic. Discuss Drama, soap operas, love, series and so on through a short simulation. 			
Time	Activity	Interaction pattern	Tools and materials
5 minutes	Warm up: Ss play “popcorn” focused on remembering previous vocabulary.	Whole class	TV. YouTube
5 minutes	Engage: Ss watch a video in order to stimulate their thinking and help them access prior knowledge. E.g. travel agency worker and a customer, a couple of friends talking about holidays, shopping, etc.	Whole class The instructor puts forth an effort to comprehend the students' past knowledge and notice any knowledge gaps. In order for students to be prepared to study, it is also crucial to develop a desire in the upcoming concepts.	Laptop
5 minutes	Explore: Ss must recognize if they can see those things in their context as well in English speaking countries. Enable students to explore their ideas, singly and in groups, in classroom or at a distance. Provides students time to think, plan, investigate, and organize info.	Group work In order for pupils to fill in any gaps that were not covered, the lecturer opens a class discussion. If there are tactile components to their instruction, it might help kids process the material more effectively.	
5 minutes	Explain:	Group-work	Blog, paper. Pen, pencil.

5 minutes	<p>Students are given the chance to conceptualize the main ideas of the subject being studied and to establish connections between their prior knowledge and what they are now learning, all of this after teachers' explanation.</p> <p>Elaborate: Ss will elaborate a roleplaying using all the vocabulary they have learned during these interventions applying previously introduced concepts and experiences to new situations.</p>	<p>To promote their learning and aid others in understanding it, students should develop a product (such as a video, presentation, or digital narrative) employing the new language and vocabulary and scriptwriting.</p>	
15 minutes	<p>Evaluate: The students with the teacher's help, review and assess what they have learned and how they have learned it. Learners are given roles to create a drama situation based on a soap opera like the one that the teacher did at the begging of the class.</p>	<p>Open class Teachers also gives feedback after an exercise that learners have just completed, by asking learners to tell him/her which words they have put in the gaps. Finally, students elaborate a dialogue based on a soap opera in order to make a video tasks expressing the emotion behind the dialogue and including motions or gestures to improve their performance and boost their motivation.</p>	<p>Roleplaying Video feedback and product.</p>

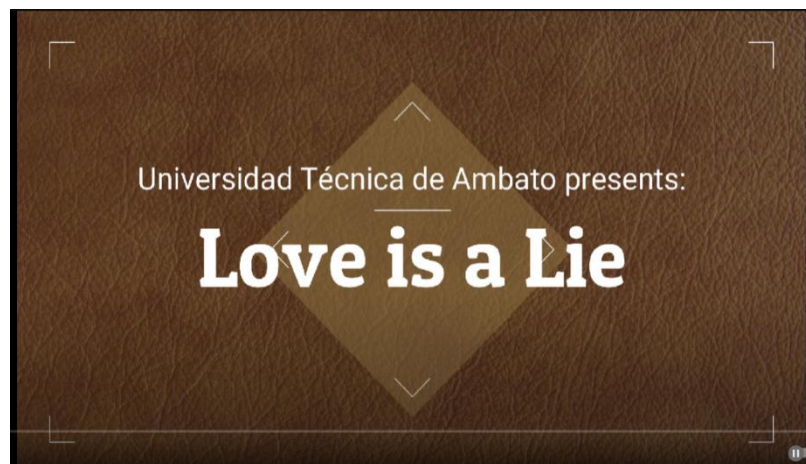
Annexes:

Canva:https://www.canva.com/design/DAFTjV6bc3g/013fDMt6UALtvqPTc-h8Qw/view?utm_content=DAFTjV6bc3g&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



VideoLink:

https://www.youtube.com/watch?v=yuXOLM_4qZ4&ab_channel=AlejandroSolis



Lesson Plan 6

Teacher: Xavier Solís
Psychology

Subject: Educational

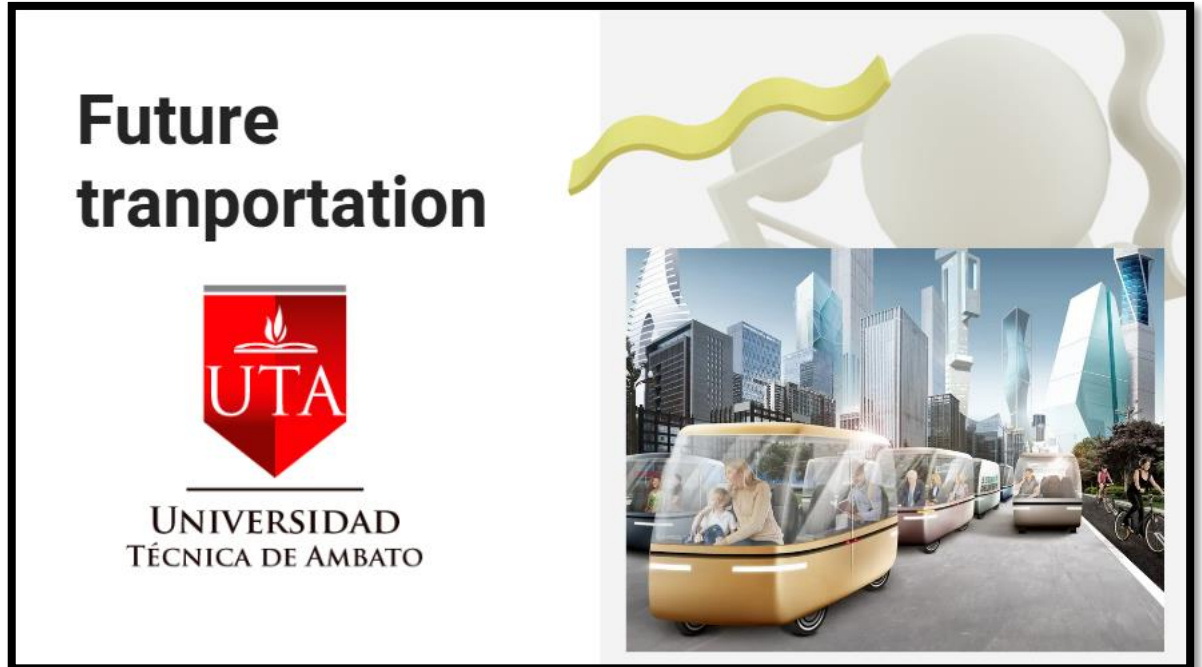
Level: 5th semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: December 7th, 2022 Time: 40 minutes Topic: Workshop Lesson: Means of transportation.</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze their grammar forms (Future Simple). Correct their spelling and writing errors. Develop conversations by using a specific topic. Discuss about different means of transportation, predicting the means of transportation of the future and so on through a short simulation. 			
zTime	Activity	Interaction pattern	Tools and materials
5 minutes	<p>Warm up: Ss play “Simon says” focused on remembering previous vocabulary.</p> <p>Engage: Ss watch a video in order to stimulate their thinking and help them access prior knowledge. E.g. driver, tourist looking for transport and a normal person looking for a taxi, etc.</p> <p>Explore: Ss must recognize if they can see those things in their context as well in English speaking countries, by answering some questions that the teacher asks.</p>	Whole class plays Simon Says	TV. YouTube
5 minutes		Whole class pays attention to the engaging activity.	Laptop
5 minutes		Group work, brainstorming. To give students the opportunity to discuss their views in groups and individually, in the classroom or online. gives pupils time to reflect, prepare, research, and arrange information.	
5 minutes	<p>Explain: Following teachers' explanations, students could conceptualize the key concepts of the material being studied and make connections between what they already know and what they are learning now by playing a Wordwall game to</p>	Group-work, Ss are asked to give ideas and connect them in the Wordwall activity.	TV, Internet, Wordwall Blog
5 minutes			

	<p>practice the recently introduced vocabulary.</p> <p>Elaborate: Ss will practice by doing a match activity in agendaweb.org and after that, elaborating a roleplaying using all the vocabulary they just learned during the current intervention applying previously introduced concepts and experiences to new situations.</p>	<p>Here students will practice their writing by following some prompts given by the teacher.</p>	
15 minutes	<p>Evaluate: The students with the teacher's help, review and assess what they have learned by presenting their conversations about predicting future means of transportation in front of the class.</p>	<p>Pair work, roleplaying. Students put in practice their oral fluency by speaking at a natural speed without stopping, repeating, or self-correcting</p>	<p>Roleplaying performance feedback and product.</p>

Anexxes:

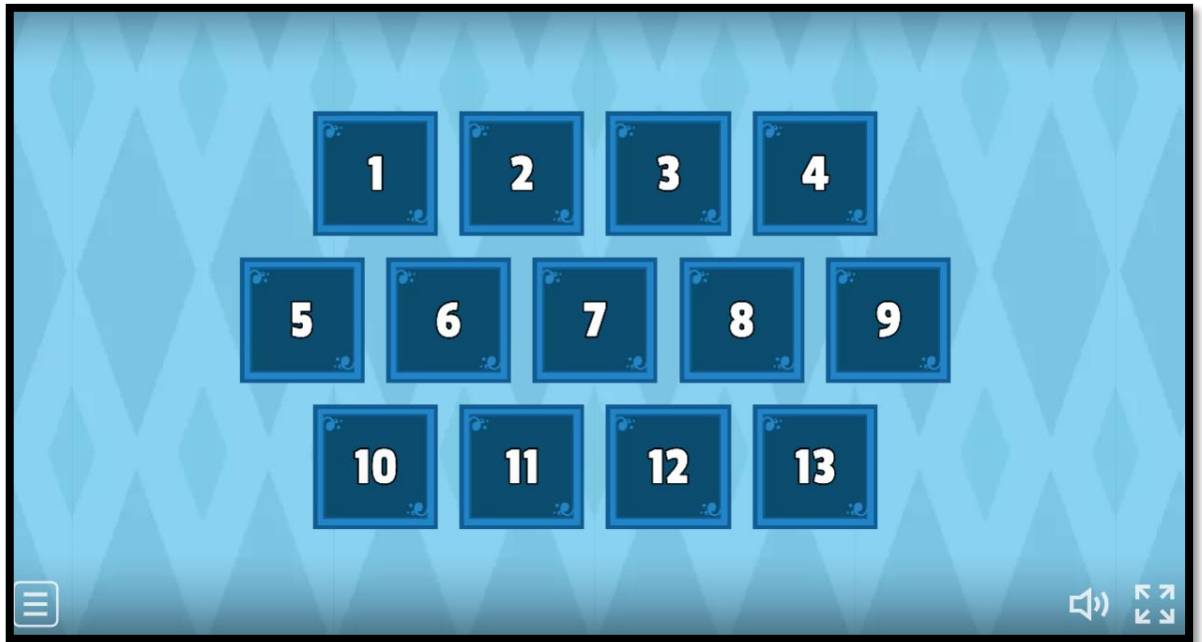
Canva: https://www.canva.com/design/DAEwypGAQ7s/OYZ45hJzAP8B4cMw-xEH7Q/view?utm_content=DAEwypGAQ7s&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



YouTube: https://www.youtube.com/watch?v=d4jhD70tiEI&ab_channel=LinkBink



Wordwall: <https://wordwall.net/es/resource/20050267/transportation>



Matching activity: <https://agendaweb.org/exercises/vocabulary/transport/vehicles-audio>

Exercises - listen and match

Match the items on the right to the items on the left.

Check **more exercises =>**

Lesson Plan 7

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: 5th semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: December 14th, 2022 Time: 40 minutes Topic: Workshop Lesson: Wildlife.</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Examine their grammar forms (Present Simple vs Past Simple). • Correct their spelling and writing errors. • Develop conversations by using a specific topic. • Discuss about different types of animals, recognizing the different species of wild animals and so on, through a short simulation. 			
Time	Activity	Interaction pattern	Tools and materials
5 minutes	Warm up: Ss play “Hangman” focused on remembering previous vocabulary.	Whole class plays Hangman.	TV. YouTube
5 minutes	Engage: Ss watch a video related to wildlife in order to stimulate their thinking and help them access prior knowledge. E.g. zoo visitor, tourist talking about fauna, animal caretaker, a vet etc.	Whole class pays attention to the engaging video activity.	Laptop
5 minutes	Explore: The ability of students to see those items in their context and in English-speaking nations must be acknowledged by answering some questions that the teacher asks, such as: <ul style="list-style-type: none"> • What do you think about the video? • Which is the rarest animal for you? • Which is the most terrifying one in your opinion? To give students the opportunity to discuss their views in groups and individually, in the classroom	Group work, Mind mapping.	White board, Markers.

	or online. gives pupils time to reflect, prepare, research, and arrange information. After so, the teacher starts a mind mapping of ideas on the board.		
5 minutes	Explain: The teacher explains the activity "Educaplay", following the explanations of the teachers, the students have the opportunity to relate what they already know related with what they are learning now and capture the main ideas of the subject they are studying. A matching game to practice newly introduced vocabulary will be useful.	Group-work, Ss are asked to give ideas and connect them in the Educaplay activity.	TV, Internet, EducaPlay
5 minutes	Elaborate: Ss will practice by trying to guess animal's names in a flashcard activity projected on the TV by the professor, and after so, elaborating a roleplaying using all the vocabulary they just learned during the current intervention applying previously introduced concepts and experiences to new situations.	Whole class will interact with the teacher by guessing animals' names guided by pictures and flashcards.	Canva, flashcards
15 minutes	Evaluate: The students with the teacher's help, review and assess what they have learned by presenting their conversations about the importance of wildlife, including the environment, ecological balance, culture and making a living of it, if they are not able to speak fluently or they are nervous, they will be asked by the teacher receiving help and feedback. (1 minute per pair/student)	Pair work, roleplaying.	Roleplaying, performance

Annexes:

Canva: https://www.canva.com/design/DAEvdqoupiA/b0Z98JfzmQ1eNQex4-GRPA/view?utm_content=DAEvdqoupiA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



YTVideo: https://www.youtube.com/watch?v=JCv-vJSQ64Y&feature=emb_imp_woyt&ab_channel=AllAmericanEnglish



EducaPlay: https://es.educaplay.com/juego/6709558-matching_animasl.html#



The image shows the main interface of the 'Matching animals' game. It features a green background with a central graphic of three dark grey cards, one of which is highlighted with a white border and a small orange square. To the right of the graphic, the title 'Matching animals' is displayed in white, followed by the subtitle 'Match the small animals with the big animals'. Below this, two green buttons show '10:00' (TIEMPO MÁXIMO) and '35' (NUM. INTENTOS). A login link 'Pulsa aquí para identificarte' is present, along with a prominent orange 'Comenzar' button. At the bottom, the author 'Autor: Inglés 3 Duplos' is listed.

Matching animals

Match the small animals with the big animals

10:00
TIEMPO MÁXIMO

35
NUM. INTENTOS

[Pulsa aquí para identificarte](#)

Comenzar

Autor: Inglés 3 Duplos

Lesson Plan 8

Teacher: Xavier Solís
Psychology

Subject: Educational

Level: 5th semester “A”

<p>Institution: Universidad Técnica de Ambato Group: Fifth semester “B” (34 students) Date: December 1st, 2022 Time: 40 minutes Topic: Workshop Lesson: Drama, soap operas, love.</p>			
<p>Lesson objectives: By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Analyze their grammar forms. Correct their spelling and writing errors. Develop conversations by using a specific topic. Discuss Drama, soap operas, love, series and so on through a short simulation. 			
zTime	Activity	Interaction pattern	Tools and materials
5 minutes	<p>Warm up: Ss play “popcorn” focused on remembering previous vocabulary.</p> <p>Engage: Ss watch a video in order to stimulate their thinking and help them access preceding knowledge. E.g. travel agency worker and a customer, a couple of friends talking about holidays, shopping, etc.</p> <p>Explore: Ss must recognize if they can see those things in their context as well in English speaking countries.</p>	Whole class	TV. YouTube
5 minutes		Whole class	Laptop
5 minutes		Group work The purpose of this phase is to Enable students to explore their ideas, singly and in groups, in classroom or at a distance. Provides students time to think, plan, investigate, and organize info.	
5 minutes	<p>Explain: Students are given the chance to conceptualize the main ideas of the subject</p>	Group-work	Blog, paper. Pen, pencil.

5 minutes	<p>being studied and to establish connections between their prior knowledge and what they are now learning, all of this after teachers' explanation.</p> <p>Elaborate: Ss will elaborate a roleplaying using all the vocabulary they have learned during these interventions applying previously introduced concepts and experiences to new situations.</p>		
15 minutes	<p>Evaluate: The students with the teacher's help, review and assess what they have learned and how they have learned it by dramatizing a any topic they want to with short conversations and dialogues following some prompts given by the teacher.</p>	<p>Group-work Teacher prepares a flexible activity in order to be prepared to change or adapt the class if the lesson is not going according to the plan.</p>	<p>Roleplaying Video feedback and product.</p>

Annexes:

Canva:

https://www.canva.com/design/DAEvYprb2Zk/XAcodEm_UAcOCy2brMKA7w/vi



[ew?utm_content=DAEvYprb2Zk&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink](https://www.youtube.com/watch?v=hmFQqjMF_f0&ab_channel=TED-Ed)

YouTube-TedTalk:

https://www.youtube.com/watch?v=hmFQqjMF_f0&ab_channel=TED-Ed



EducaPlay: <https://es.educaplay.com/juego/911673-sports.html#>

Sports

0
SCORE

19:29
TIME

D	H	I	K	Y	Y	A	N	X	W	T	B	R	F	J
P	L	S	L	H	H	O	C	K	E	Y	A	U	P	F
Y	E	W	I	Q	M	Y	K	F	J	F	S	N	F	Q
J	G	I	F	O	O	T	B	A	L	L	K	N	S	G
L	Y	M	K	X	M	Q	O	C	P	J	E	I	K	L
O	P	M	Q	C	Y	C	L	I	N	G	T	N	I	G
R	T	I	S	Q	Q	Y	E	Q	S	J	B	G	I	F
G	M	N	C	M	C	W	A	J	U	W	A	C	N	Q
L	P	G	Q	X	I	H	V	P	R	E	L	A	G	Q
B	W	F	O	F	T	L	M	H	F	U	L	G	V	I
A	R	L	A	A	P	F	J	A	I	L	P	M	E	B
E	D	W	U	M	W	G	M	G	N	Q	E	A	R	E
H	J	Q	U	Q	N	X	F	X	G	S	H	W	N	F
S	V	O	P	V	O	L	L	E	Y	B	A	L	L	V
O	K	V	O	Y	B	Q	A	S	K	A	T	I	N	G

1. BASKETBALL
2. VOLLEYBALL
3. SWIMMING
4. FOOTBALL
5. RUNNING
6. CYCLING
7. SURFING
8. SKATING
9. SKIING
10. HOCKEY

Show word

Worksheet:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ES_L\)/Free_Time_activities/Activities_drag_and_drop_vi254968dn](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ES_L)/Free_Time_activities/Activities_drag_and_drop_vi254968dn)

ACTIVITIES

Ride a bike Sing Read a book Run Skip

Play football Jump Swim Play tennis






Roleplaying activity:

Role play

- A** Simulate the sport you play professionally
- B** Your favorite sports to play (not including their professional one)
- C** Your favorite professional athlete (Who was your inspiration to be a professional athlete)



After finishing the discussion each student will say a fact he or she remembers of his/her partner's information.

Urkund Report

Document Information

Analyzed document	Content thesis to urkund.docx (D155332844)
Submitted	2023-01-10 05:45:00
Submitted by	
Submitter email	xsolis6381@uta.edu.ec
Similarity	4%
Analysis address	albaphernandezf.uta@analysis.orkund.com



firmado electrónicamente por:
ALBA PAULINA
HERNANDEZ
FREIRE