UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Theme:

ROLE PLAYING AND THE SPEAKING PRODUCTION

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Gloria Lizbeth Medina Carrasco

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AUTHOR

DEDICATION

to God who enlightens me and makes my days better, my grandfather who always trusted me and he was my support and although he is not here to see my achievements, I know he would be very proud of me. I still miss him.

To my family and friends who encourage me when my days were sad and supported me not to give up.

To my teachers who knew how to understand me and guide me. Finally, to all people who accompanied me during this process.

With love.

Lizbeth

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First of all, I want to thank my grandfather for his support and unconditional love that although he could not come to my graduation, I know he is very proud watching me from heaven.

I want to thank my uncle who is like my father on earth and always supports me to fulfill my dreams and goals.

Then, I want to thank my friends and family who were my support when I needed them.

Lizbeth

INDICE

INDEX OF TABLES

INDEX OF FIGURES

UNIVERSIDAD TÉCNICA DE AMBATO

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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ABSTRAT

Currently speaking a second language is one of the most difficult skills to master, for this reason it is necessary to focus on dynamic activities to motivate oral production. The objective of this research work was to explain the importance of role play in improving the oral production of tenth grade EGB students in the "Unidad Educativa Bilibgue Pelileo". The design of this research was pre-experimental with the quantitative method in which a group of 10 students were considered. It is necessary to mention that the data was collected through Cambridge standardized tests as a pre-test and a post-test. These Cambridge standardized tests were the preliminary test for the speaking section. Then, a treatment of 8 interventions with appropriate activities was applied to integrate role play as a strategy to improve speech. Finally, the results were analyzed using SPSS. The results showed that the use of role play can improve the oral production of students.

Keywords: teaching, speaking production, role play,

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RESUMEN

En la actualidad hablar un segundo idioma es una de las habilidades más difíciles de dominar, por esta razón se necesita enfocar en actividades dinámicas para motivar la producción oral. Este trabajo investigativo tuvo como objetivo explicar la importancia del role play en el mejoramiento de la producción oral de los estudiantes de décimo grado EGB en la "Unidad Educativa Bilingüe Pelileo". El diseño de esta investigación fue preexperimental con el método cuantitativo en el cual un grupo de 10 estudiantes fueron tomados en cuenta. Es necesario mencionar que los datos fueron recolectados mediante pruebas estandarizadas de Cambridge como pretest y un post-test. Estas pruebas estandarizadas de Cambridge fueron el test preliminar de la sección de habla. Luego se aplicó un tratamiento de 8 intervenciones con actividades adecuadas para integrar el role play como estrategia para mejorar el habla. Finalmente, los resultados fueron analizados mediante SPSS. Los resultados mostraron que el uso de role play puede mejorar la producción oral de los estudiantes.

Palabras clave: enseñanza, Producción oral, intercambio de roles

Contextualization

English is shown as a language in diversity. Currently, it is considered as the official language or mother tongue in countries such as the United Kingdom, Ireland, USA, Canada, Australia, New Zealand and some countries on the Caribbean coast. The world population that speaks this language around the world ranges between 300 and 400 million inhabitants. On the other hand, the English Language has been considered one of the most influential languages in the modern era, and it definitely has an important role in international relations. "English may not be the most spoken language in the world, but it is the official language on 53 countries and spoken by around 400 million people across the globe" (Ilyosovna, 2020). Also, English ranks first with approximately 1.105 million users who use it on the Internet, compared to 1.485 million people who speak it in the world. (Casierra et al., 2021)

The average rate in Latin America is 50.33 compared to other regions and in 2021, Bolivia was in the best place in the region with 524 (Latina, 2021). An investigation called "Latin America is the region with the least command of the English language" was carried out. On the other hand, Chile, Venezuela and Colombia occupied the last places. The study showed a table with the following categories: Ranking, country, EPI score, English level (Very high, high, moderate, low, very low). In the study we find the following countries with their corresponding scores and levels: Argentina with 53.49 (moderate); Mexico with 51.48 (moderate); Costa Rica with 49.15 (low); Guatemala with 47.80 (low); El Salvador with 47.65 (low); Brazil with 47.27 (low); Dominican Republic with 44.91 (very low); Peru with 44.71 (very low); Chile with 44.63 (very low); Ecuador with 44.54 (very low); Venezuela with 44.43 (very low); Panama with 43.62 (very low); Colombia with 42.77 (very low). The report points out that this is due to the importance of Spanish: a common language that is used for international trade, diplomacy and travel, decreasing the motivation to learn English. It also considers the low level of public education in the region as an explanation. The report says that those who receive public education receive low-quality training for a global job market (Yesynergy, 2016).

Ecuador has an A1 level according to the common European framework (very low). According to the journalistic article entitled "Ecuador maintains a low level of proficiency in the English language" there is an improvement compared to 2020. However, in 2020

it was 81st among 100 nations (Quillupangui & Castillo, 2021). According to the manager of institutional relations at EF-EPI, it occurs because for the last six years, most private schools and universities in Cuenca have mainly evaluated students and teachers with international exam. Furthermore, efficient communication in English is essential to improve professional profiles (Cuenca et al., 2019). Additionally, most educational establishments do not have a system or methodology which allows students to improve their level of English. Classes are monotonous because teachers still maintain the system of teacher centered. Students are not productive in class. Some activities to improve student's skills such as: Role plays- simulations, information gap, brainstorming, storytelling, or interviews are not evidenced. Most teachers receive salaries much lower than those received by other professionals in the field of education in the rest of Latin America. This causes teachers to be unmotivated and therefore do not like their profession.

Critical Analisys

The problem identified is the limited application of role plays to develop speaking production in class. One of the causes is student's background. In previous study in the context of the problem, students do not have a good level of English in Ecuador, most of them come from public schools which do not have efficient English programs. This causes that when they enter higher education, and study careers that have English language as a subject, they do not do well in class. Furthermore, there is a deficiency of interaction in the target language between them. This happens because students are in the first semester, they do not know each other well. Also, the fear of failing while speaking in the target language is present. Taking this context into consideration, the teacher decides not to apply role plays for a long time during the semester, or other types of interactive activities that involve speaking production.

First of all, one of the main issues is the emphasis on grammar activities rather than speaking activities. Starting with first semester students, teachers consider it important that students know the basics of the language such as grammar and vocabulary. However, the excessive application of this type of classes limits the little communication in the target language between them. The development of productive skills is very important. Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be

separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life (Seaton, 2019). As consequence, learners become receptive students. It means that they are just focused on two English skills (listening and reading). Collaborative learning is not focused on developing only the higher-level thinking skills of learners. This also improves their confidence and self-esteem. Group work can improve your study experience, in turn improve your ability to relate to people around you, and learn to work with different types of people, and their leadership ability also improves (Gates, 2018). Students need to practice English language between them through role plays, discussions, or other speaking activities.

Prognosis

If this research project is not carried out, both teachers and students could not benefit from the advantages of interactive activities. To start, students will not be able to produce language or not improve their speaking production. Therefore, students will not communicate with a native speaker in an English-speaking country in case they are visiting them. Furthermore, students will not be able to develop in some companies or institutions that require a specific English level. It will happen, because they will continue dealing with the same methodology which is teacher centered classes. Moreover, they will lose interest in learning English, and they will not pay attention to these classes. Thus, students who like English will lose motivation to learn it, because of the monotonous classes which do not have interactive activities like role plays. On the contrary, teacher will not have another alternative to teach their classes.

"Role plays are an opportunity for students to meaningfully relate the outside world within the inside situation" (Soto et al., 2017). Applying role-plays in classes will have different benefits such as: promoting active learning, facilitating understanding and adapting to specific problems. Also, providing instant feedback and student involvement in the learning process. In addition, integrating theory and practice, allowing real situations to be experienced from the safety of the classroom (without being exposed to reality). Finally, improving interpersonal communication. On the other hand, teacher will evidence students who are active in class, and they will be motivated to teach their class day per day. The purpose of each class will be achieved. "Role play is a fundamental pillar since it has a positive impact when applied in English classes since it improves the

oral expression capacity of students and increases their interest in learning the language" (Navarro & Pita, 2021)).

Problem formulation

How does role play impact on the development of speaking production in students from tenth grade at "Unidad Educativa Bilingue Pelileo"

Research questions

How important are role plays?

Which are the elements of role playing in the ability to communicate?

What is the level of speaking production?

How useful is role playing in the speaking production?

Justification

The **importance** of this research is essential because it is focused on trying to introduce role plays in teacher classes in order to improve student's speaking production. It will make classes more dynamic and students could be motivated, because when students enter to higher studies they expect to have interesting classes. It means that these are not monotonous. Thanks to this research, students will understand how language and develop language correctly. Solving this problem could benefit the students of English 1 class because they as all human beings have the necessity of establish their goals and to achieve them is important that people believe in their abilities in order to face challenges which will appear during life in work, professional and social environments (Navarro & Pita, 2021).

This project is **innovative** because it shows how role plays motivates learners to speak in the English classes which is a big challenge of teachers when they start with students from the first semester of the program. "Role play could be useful for learners that are beginning a second language acquisition process" (Vargas, 2018) The use of role plays brings advantages, it strengthens language and communication skills, because it includes a plenty of important factors when speaking such as: the narrations, or scenes that they must describe. It is necessary to present all these facts in a pleasant, entertaining way that increases suspense and emotion. Thus, the game allows them to expand their vocabulary,

as well as to be in contact with those other players who do it better than them and learn from what they hear when they intervene (Lara, 2015). It will present an innovative way to introduce role plays to classes.

Students, teacher and the whole education field will **benefit**, the information of role plays can be find in the majority of books that teachers use to give their classes. Teachers can apply these activities also looking on the internet, because there are a plenty of websites that offer these kind of activities in order to make interactive classes. On the other hand, students could evidence a new way of learning which facilitate the acquisition of skills such as social perspective, empathy and role-taking since it is focused on improving interpersonal relationships, or the rational and emotional motivations that act in decision-making. (Xus, 1992)

This program has a high **feasibility** because it has all the important requirements to conduct this research. First of all, Unidad Educativa Bilingue Peileo authorities have approved it, and it can be carried out. As a second point, it has the approval of the teacher of the course where the research will be developed. Moreover, there are a plenty of investigation that support the use of Role plays to improve speaking production. It is also focused on improving the way of how classes are taught. It will be performed in order to create conscious about how important is to create interactive classes to have a good quality of education.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

For this research work, some articles, books, and papers were used to get a clear idea about role playing and speaking production.

The study conducted by Lestari and Sridatun (2020) role play techniques to improve speaking skill. The sample of this research were five students. The methodology was mainly descriptive qualitative. This study employed some data collection techniques, using one questionnaire instrument, classroom observation, interviews. The results showed that according to student's opinions. The role play is a method that involves students taking roles and having conversations with everyone who plays their role. And some of them find it difficult to memorize conversation texts, and don't have confidence when speaking in public. This study is of great importance since it allows the researcher to analyze in which English language skills a role-play can be applied. As could be evidenced, these activities work very well when it comes to productive skills.

In the study carried out by Kostikova et. al (2019) role play as a game to improve English fluency. The group of the study were 240 first-year students at the Institute of the Yaroslav Mudryi National Law University (Ukraine). The methodology applied was theoretical (conceptual and comparative analysis and synthesis), empirical (observation, discussions, testing, pedagogical experiment). It means that it included two tests (preliminary and final ones). As a conclusion, the effectiveness of teaching legal English with role- playing games has been confirmed by the method of mathematical statistics. The results of the experiment allowed them to come to the following conclusion, it has been determined that a significant difference appeared between the experimental and control groups in favor of the first one, where the authors' algorithm of applying role-playing games was used systematically at English lessons to teach legal English. It will allow the author of this research to understand how role-playing enhances English fluency and skills which were developed in Kostikova investigation such as (speaking, listening, vocabulary, and use of English).

In addition, Suchada (2018) performed a study called The Effects of Role-Playing Simulation Activities on the Improvement of EFL Students' business English oral

communication, so the aim of this research was to investigate the effects of role-playing simulation activities in the improvement of students' business English oral communication. The sample of this research were 45 Thai EFL university students. This study was quasi-experimental, using a single-group pre-test and post-test design to investigate the effects of role-playing simulation activities on students' oral communication ability. Also, 15-week instructional period was directed as well as a questionnaire that investigated the students' attitudes towards activities. The results showed that the teaching method had positive effects on the improvement of students' oral communication skills. Moreover, there were statistically significant differences between the mean scores of the pre- and post-tests. The findings showed that role-playing simulation activities could be of assistance to Thai University EFL students' in improving their speaking abilities in all the aspects of business English communication that were measured. Additionally, the results indicated that the students' opinions in terms of the activities usefulness and the degree of preferences for the activities were positive. It supports this research because it allows the researcher to evidence how role-playing methodology can help students to improve their oral English performance through some simulation activities.

Moreover, Castro and Villafuerte (2019) studied Language Teaching in Rural Schools through the Role-Playing. This study aimed to examine the English language teachers' motivations related to the usage of role-playing on English language practice in rural secondary schools in Ecuador. The sample consists of 45 English language teachers who work in public schools located in the rural and urban areas of the province of Manabí, 30 teachers worked in urban area school, and 15 worked in rural area school. The 22 of the teachers were female and 23 males. The methodology was a mixture of qualitative and quantitative approaches for educational research is applied to determine teachers' motivations for applying role-play as strategy for teaching and learning English in rural and urban secondary schools in Ecuador. The researcher showed significant relationships between teachers' perceptions and the factors in gender and work location as result. The study concluded that role-play may be a key practice in the process of English as a foreign language teaching. This happens despite the extra energy and effort required for its planning and execution. Since the communication approach, teachers agree that role-playing contributes to the improvement of students' ability to speak, but also to the reading, writing and listening skills. Such results keep teachers motivated to

use role-play in idiomatic practices. This study is of great relevance because the researcher is able to analyze the different factors that intervene in the interest of teachers to apply role plays in their classes according to the place where they are working.

Finally, Lestari and Sridatun (2020) focus on analysis of student speaking skill using role play method to find out whether role-playing techniques can improve students' speaking skill or not. The sample of this research were five students. The methodology was mainly descriptive qualitative. This study employed some data collection techniques, using one questionnaire instrument, classroom observation, interviews, and document analysis as triangulation. The results showed that according to student's opinions This study employs some data collection techniques, using one questionnaire instrument, classroom observation, interviews, and document analysis as triangulation. Furthermore, it is difficult to practice the role play method, is that the writing and pronunciation are different so that it is difficult to pronounce, besides that there are also often vocabulary words that are difficult to pronounce. The role play method is a method that involves students taking roles and having conversations with everyone who plays their role. And some of them find it difficult to memorize conversation texts, and also don't have confidence when speaking in public. This study is of great importance since it allows the researcher to analyze in which English language skills a role-play can be applied. As could be evidenced, these activities work very well when it comes to productive skills.

1.2 Theoretical Framework

To research topics about dependent and independent variable were considered from the analysis of fundamental categories (see annex 3).

1.2.1 Independent variable

English language teaching

Over the long years of the 21st century, the voice scene on Earth has changed dramatically. Nevertheless, English teaching Has not changed significantly. It's still safe in earlier models the way to teach English it is the same, rather than trying to achieve contemporary relevance and add different teaching models. Hypothetical and practical approaches to language teaching developed so rapidly from the 1960s to the 1990s that, along with the phonological assumptions applied and the accounts supporting them

(Alderete & Kochetov (2017). We must keep components that are still important and add new ones.

According to Patel and Jain (2008) said, English is one of the most widely used international language Also, it plays a key role in our educational system and national life. The British introduced English in our educational system to produce cheap clerks for their colonial administration. However, Kohnke and Jarvis (2021) report that during the pandemic the teaching of English had an abrupt change since the face-to-face modality was suspended, so teaching was empirical, being considered a challenge for teachers and students since classes were taught synchronously and asynchronously and teaching was generalized worldwide with the result that teaching today can be given online thanks to technology.

Jambi (2017) Language teaching should be fast and safe, without the modest advancements inherent in traditional language teaching. It's a brave new world of visual guides, pantomimes, and pretense methods for which energetic young educators will create extraordinary feats, actually teaching those with whom they have no common language. The emphasis is on informal, timely use in close and personal communications. In addition, Chong et al. (2018) says that teaching of English as a foreign language should be from childhood and those who have an important role are the teachers since it is a globalized society and nowadays English is very important. Furthermore, Rahman, Islam, Karim et all, argue that in Bangladesh English has a lot significance because in worldwide many people communicate through English for that reason they focus on teaching the language as it influences the economic development on the other hand the factors that disrupt is the quality of education, lack of preparation of teachers and study materials among others.

Teaching techniques

Education is the process of forming a child's character. So that, the future schools should have the opportunity to accomplish their mission more fully by empowering individuals to be imaginative, creative and successful. Lecturers cannot consider the different individual differences of many undergraduate students. So (Parthasarathy & Murugesan, 2020) say that a manager is useful in the school to encourage students to improve the second language and also the teacher must use strategies so that students are interested in acquiring a second language.

Nowadays teaching techniques have been spread everywhere in the world, which is helpful what's more, simple for instructors. Also, teaching techniques instruct kids well and make them see unmistakably. In this time, there is expanded use of internet in instructive applications; this could imply that understudies and instructors will progressively utilize innovation inside open and adaptable learning frameworks. Innovation assumes a significant job in improving and building up our learning framework. According to (Hymes, 1972) program outcomes and unintended consequences of using modern teaching methods to enhance educator competences need to be examined. Also, certain skills and competences in the use of unique modern instructional techniques are essential for both undergraduates and educators. So it's important to set them up in the meantime. On the other hand, Luik & Lepp (2021) over the last 2 years education has undergone a transition and teachers are forced to adapt to the situations that the pandemic has brought about and the pedagogical strategies used by teachers are reflected in the students. Finally, a qualitative study conducted in Etonia with 16 teachers showed that nowadays digital tools used by both students and teachers aim to maintain interaction in order to improve teaching.

Interactive language teaching

Learning a foreign language is necessary to emphasize interaction among students in different contexts so according to Rybinska (2014):

Language proficiency is not simply the correct use of vocabulary and grammar, but is rather a part of interactive, social communication in which learners need to be made aware of the role of intonation. The fluency project is developing an English vocabulary with supplementary learning materials. (p.1).

Interactive language is important because offer students' extra activities to work directly with the objective language to ensure it is learned by using it rather than by observation. Require coaches to dare to stand out, give full-time jobs to substitutes during drills, acknowledge wide-ranging feelings, and tolerate failure (Fattah2018). On the other hand, Rybinska (2014) say that during interaction there are some connections example: in a story workshop it is used to integrate all skills such reading, writing, speaking and listening and it encourage as fluency activity. Also, in communicative activities is

necessary to put in practice real situations during life experience and learners should assume different roles according to the situational context

Zheng, Bender &Lyon (2021) say that o develop an interactive tool depends on the type of learning, whether online or face-to-face learning, and for this teachers have to base on previous studies, for example, if a teacher is going to use an application, he/ she has to know if the tool was useful in previous processes and equally way with face-to-face learning

Role play

According to Oxford University Press (OUP, s. f.) role play is a performance from someone in particular or a character so that, there are specific guidelines need to follow for role playing to be effective.

According to Altun (2015) role play involves different aspects in communication because learners improve their speaking skills, when students work through RPA (role play activities) they are be able to speak in natural way and when they interact with the environment they feel more comfortable. In addition, Lai & Seyedeh (2017) acquisition of a foreign language such as English, students need to be a master to develop speaking skill to be able to communicate with others.

According to Fitri (2018) Relationship skills are built using pretend practice, while students are challenged to lead and advance learning terminology through conversational practice. Undergraduate students find it difficult to learn English slang due to slang limitations, idioms or colloquial expressions for this reason students can't express their ideas because they don't know enough vocabulary. Lightbown & Spada (2021) the use of simulation can improve students' exposure to the language, which is thought to be a crucial component in accelerating language learning. Students can enhance their capacity for information by engaging in pretend discourse. Additionally, the supervision of pretend activities can create a quiet learning environment where students enjoy using the language.

According to Liu and Ding (2009) Using role play is an effective technique to create a good teaching environment, because students increase the interest to improve the language acquisition in a effective way so that in this part teacher is facilitator, spectator or participant for this reason students develop speaking skill.

how to develop a role play

According to Martín (20014) he mentioned four steps to develop a role play:

First, in this part motivation is necessary so that students have the confidence and interest to participate. They must feel in a pleasant and relaxed environment

Second, preparation of the dramatization, in this part the teacher must provide the necessary information about the story or situation that the students are going to perform, it could be a script, photograph among others.

Third part is dramatization, the students must interpret the roles as close as possible to reality, if it is necessary, they can improvise but taking into account the character they interpret.

Finally is the debate in this part teacher asks some questions about the situation that students interpret and discus answers.

Advantages and disadvantages of using role-playing

The complexities of a recreation are unmistakably more apparent. It drives us to customize the circumstance and really settle on choices as though we were confronted with the issues. Hands-on involvement with attempting to sort out what to state and do. Real-life associations make it more applicable to genuine circumstance (Murugesan, Govindan and Rajendran 2015). Meanwhile applying role plays to teenagers and adults is usefulness because it allows teamwork communication, and the use of different scenarios increase their imagination. Habibullaevna (2019) mentions other advantages about applying role plays such acquisition of emotional abilities in real life.

Habibullaevna (2019) the acquisition of a foreign language is an intensive process, so one of the most complicated things is what you learn in class to produce in real life. On the other hand, Naser and Nijr (2019) for students who are learning a foreign language, anxiety has been a challenge, for this reason Horwitz and Cope (1986) argues that anxiety argues that anxiety limit the acquisition of language learning for this reason some research are agree that anxiety emerged from language learning process cited in (Naser and Nijr 2019). In addition, it requires a guidance, students could feel shy and they need time to acquire the role.

1.2.2 Dependent variable

Communicative competences

According to Tas and Khan (2021) speaking and listening are essential in order to establish a conversation between people, for this reason it is necessary to make a proper use of words. Furthermore, one the most important exponents of communicative competence said that it should not only focus on grammar in a natural way but should also be included in different sociolinguistic situations. (Hymes 1972; cited by Bagarić 2007). Meanwhile, Chomsky (1965) suggest the concept to competence theories about second language acquisition that was divided in competence (it refers what person knows in natural way) and performance (what person produce) cited by (Bagarić 2007 p.2). Nevertheless, Savignon (1972) refuted Chomsky's theory because the linguistic methodology for learning a second language was idealized so that he accepted Hymes' theory because he considered it was realistic (he defines communicative competence according to the environment in which human find, for example when to speak when not and in what way to address). And last and not least, Sreena and Ilankumaran (2018) emphasize that nowadays communication is crucial because people can share ideas, knowledge, thoughts etc. The fact that we communicate with other people develops communication skills such as words, signs, gestures, or the combination of all of them.

Language skills

Language is basically an aptitude. It's anything but a substance-based subject like-Science, Mathematics, and so forth, which point is to conferring data and fill the human psyche with information Syahrin, Dawud & Priyatni (2019). Language often falls under a psychomotor area because it is a skill. One definition of an aptitude is the ability to achieve great things. After acquiring them, people use their powers to play, swim, and other things. These are abilities that can be used or performed, whereas thinking about them is a scholarly activity. Four sub-abilities, including the mind-boggling competence of language Limeri, Choe, Harper, Martin, Benton & Dolan (2020).

Language instructors have since quite a while ago utilized the ideas of four essential language abilities: Listening, Speaking, Reading, Writing. This is rather than the "miniature abilities", which are things like sentence structure, jargon, articulation, and spelling. The four fundamental abilities are identified with one another by two boundaries: the method of correspondence: oral or composed and the heading of

correspondence: getting or delivering the message. Listening appreciation is responsive expertise in oral mode. At the point when we discuss listening what we truly mean is tuning in and understanding what we hear (Bowhuis, 2017).

 Productive skills

One is probably subtly introduced to the two categories of linguistic competence now when they start learning a new dialect. Profitable abilities, also known as dynamic aptitudes, refer to the transfer of information that a language client gives in either spoken or written shape. Without the assistance of responsive aptitudes, beneficial aptitudes would not be possible.Some information, like tuning in and reading, serves as a launchpad for dynamic punctuation execution, disconnected jargon records, and heard and repeated signals of an unidentified vernacular. (Altun, Bal Nayman, & Nayman,2020).

This hypothetical framework holds true for all languages under consideration. This should also show that the two types of aptitudes are interdependent and that one cannot exist without the other. When learning a foreign language, responsive skills should usually come first, followed by the sensible use of helpful skills. The end product won't be complete if one of them is required for a learning cycle. Speaking and writing have a similar link since they are the most active consumers of any unknown dialect knowledge. (Aydoğan, 2021). In addition, Sreena and Ilankumaran (2018) argue that communication has a fundamental role so productive skills (speaking, writing) are fundamental because we must exchange ideas, knowledge so speech is used to communicate. Furthermore, for language acquisition the 4 skills such as speaking, listening, reading and writing are essential.

Without a doubt, linguistic structures, words and their legitimate use, and a specific degree of exactness should be regarded. There is an exercise plan as well as a term schedule should be made. Furthermore, experienced language educators need to remember that reserve reactions needs examination structures bring significant snippets of data for setting up the center of the language course plan. The substance such an arrangement ought to incorporate some broad exercises, but at the same time, there should be a bunch of customized practices that suit the particular gathering of students and where specific targets are set (Chomsky, 1980).

Speaking production

According to Bahadorfar and Omidvar, (2014) speaking is an important element to maintaining communication, and it is considered a fundamental skill that students must master in society. In addition, Koolagudi and Rao (2012) stresses that speaking production is useful to express opinions or feelings and it is necessary to explain everyday life situations citated by (Özenç, et al 2021 p.150). Furthermore, Spieth and Schneider (2019).emphasizes that talking is the key to success, whether individual, social, business, among others, because if we do not communicate we will not understand the human being.

On the other hand, Rao (2019) says that when acquiring a second language, the ability to speak is significant among the four skills. Moreover, in the modern world, teachers must teach communicative skills so that students are able to unwrap in real-life situations.

Speaking strategies to develop speaking subskills

According to Spratt, Pulverness and Williams (2011) to communicate in effective way it is necessary to use interactive strategies like body language, eye contact, facial expressions and finctions such as asking, clarify, agreeing and so on.

According to Binus University (2018) there are four sub-skills that the learner needs to develop when learning to speak a second language, so it involves the development of certain communicative skills such:

Fluency: it refers to whether learner is able to keep a conversation for a prolonged period of time and how they are comfortable and confident when they are speaking.

Vocabulary: this refers to the fact that to be a good speaker it is necessary to know a lot vocabulary, for this reason, while more vocabulary students know, they will be able to maintain a conversation.

Grammar: It is also useful, to be a good speaker you have to master the grammatical tenses to avoid mistakes.

Pronunciation: This is a complex area because the way learner speak depends on geography and also on the people around them as they acquire different accents.

On the other hand, there are 4 sub-skills that Cambridge (2020) proposed to develop speaking skill:

PET speaking section subskills

According to Cambridge (2022) show a rubric to evaluate speaking section in standardized exams and it has four subskills:

Grammar and vocabulary: Larsen and DeCarrico (2019) defined grammar as rules that are used to identify the correct way in which language is spoken since, it represents the knowledge acquired by the learners of second languages so that, in this way grammar can be identified if learner communicates his thoughts correctly or not. On the other hand, Neuman and Wright (2015) said that the vocabulary shown when a person reads and what they are be able to understand, for this reason vocabulary acquisition is from elementary school.

Discourse management: It is the ability that speaker from a second language acquires, with the ability to speak and express their ideas in an orderly and precise way with coherence and cohesion and without hesitation, (Cambridge 2021). So that it is the ability that learner of a second language acquire to organize their topics in a specific conversation with coherence.

Pronunciation: It is the ability of the speaker to tone each word by articulating the sounds clearly and precisely without mistakes, for this reason when learners are learning a second language it is usefulness that review the international Phonetic Alphabet (Cambridge 2021).

Interactive communication: It is the ability that speaker has to create and maintain a conversation with other speakers, being able to interact with other people (Cambridge 2021). For this reason, Jeyasala (2014) argues that it is necessary to create interest, motivate and encourage students to participate in class because while they are practice, they will improve their pronunciation.

OBJECTIVES

General objective

- To analyze the impact of role-playing in the development of speaking production in students from tenth grade at "Unidad Ecudativa Bilingue Pelileo".

Specific objectives

➢ To analyze the influence of role playing for improvement the ability to communicate.

➢ To determine the level of speaking production.

➢ To evaluate the usefulness of role-playing in the speaking production.

First, to analyze the influence of role playing for improvement the ability to communicate. It has been investigated for years ago, for this reason role play increase social skills since it necessary to interact with others adapting real live situations.

Then, to determine the level of speaking production was applied B1 Preliminary standardized test from Cambridge at tenth students from tenth grade Before to start the treatment and at the end. There was a Cambridge rubric to evaluate grammar and vocabulary, Discourse management, Pronunciation and interactive communication.

Finally, the usefulness of role playing was identified through 8 treatments, because students interpreted different roles and they practice their communicative competence. Moreover, interpret their role in front of the class help students to feel more confidence in themselves.

CHAPTER II

METHODOLOGY

This chapter contains information related to the sample which was selected to this research. So that, techniques, instruments, the basic method, research modalities, level approaches, the design, and the plan that were carried out to produce this research.

2.1 Resources

2.1.1 Population

The present study was developed wat "Unidad Educativa Bilingue Pelileo". The participants were 10 students belonging to the 10th EGB level, 8 females, and 2 males. The age average of the students was between 13 to 14 years old. The educational institution was selected because there was an easy access to the site. Students, teachers, and authorities agreed to participate in this investigation. Moreover, the level of speaking of students of this institution were B1 preliminary for school's qualification according to Cambridge assessment. Taking these factors into account, it was an accessible population for this research.

Table 1. *Population*

Population	Sample	Percentage
Men	2	20%
Women	8	80%
Total	10	100%

Author: Medina L (2022)

2.1.2 Techniques and instruments

To obtain this information, two instruments were used:

First, the conducted instrument was a standardized test to evaluate the speaking of the students. The instrument was applied as a pre-test and post-test (annex 4). The pre-test was applied before role-playing treatment. It is relevant to mention that this test was taken from Cambridge Assessment B1 preliminary – speaking part 1-4. (Cambridge 2022). In the pre-test students were able to show how good their spoken English was as they took part in conversation by asking/answering questions and talking, for example, about their

likes and dislikes. The speaking test was conducted face to face with one or two other candidates. This made their test more realistic and more reliable. (Cambridge, 2022) This process was applied in face-to-face classes. In part one there were two phases, students first had to respond to questions, giving factual or personal information, it took 2-3 minutes. In part two the interlocutor gave a photograph to the students, they were required to mention what they see in the photo. It lasted 2-3 minutes. In part three, the interlocutor asked students to talk about something together for about two minutes. The situation was given by the interlocutor, they could discuss alternatives, and negotiate agreements. In part 4, the interlocutor asked questions about the situation of part three, students were required to answer these questions. These questions were related to likes, dislikes, experiences, opinions, habits, etc. Both parts took 6 minutes. To develop this part between 12 and 17 minutes were taken. Furthemore, after applying role-playing, the post-test was conducted (annex 4). This test was taken from the same parts; however, questions were different in order to have an accurate result from the post-test.

Moreover, learners were scored through a rubric which was taken from Cambridge Assessment English (Annex 5). It was an important instrument in order to evidence if students had gotten a good speaking level or on the contrary, they maintained their level according to the European Framework. It is a useful instrument because it was focused on assessing grammar, vocabulary, discourse management, pronunciation, and interactive communication. The rubric had a scale from 0 to five points. It is considered 20 points as the maximum speaking score students can obtain.

2.2 Methos

2.2.1 Research approach

This research used a quantitative approach. According to Plonsey (2007) quantitative research is a research method that uses mathematical and statistical analysis tools to describe, explain, and predict phenomena using numerical data. Furthermore, quantitative research considers that knowledge must be objective, and that it is generated from a deductive process in which, through numerical analysis and inferential statistical analysis, previously formulated hypotheses are tested. This approach is commonly associated with the practices and norms of the natural sciences and positivism. This approach bases its research on "type" cases, with the intention of obtaining results that allow generalizations to be made. (Plonsey, 2007)

For this research, a quantitative approach was used. Quantitative because the data was collected from the pre-test and post-test which were analyzed through a stratistical program which is called SPSS (Statistical Package for the Social Sciences). The pre-test and post-test scores were examined in order to determine the effectiveness of role-playing to development speaking skills.

2.2.2 Research modality

Field research

A field investigation or field study is a type of investigation in which data about a particular event is acquired or measured, in the place where it happens. In other words, the researcher travels to the site where the phenomenon he wishes to study occurs, with the purpose of collecting useful information for his investigation. On the one hand, with field research, data can be collected with the aim of expanding knowledge to carry out a study. On the other hand, the information obtained can be used for practical purposes, making diagnoses and proposing changes to modify some type of unwanted situation (Burgess, 2016). This research project is a field research because the researcher carried out it in face to face classes at "Unidad Educativa bilingue Pelileo". It was developed developed in this modality due to resolutions of the COE nacional.

Bibliographic and documentary

Bibliographical or documentary research consists of reviewing existing bibliographical material with respect to the subject to be studied. This is one of the main steps for any investigation and includes the selection of sources of information. It is considered an essential step because it includes a set of phases that include observation, inquiry, interpretation, reflection and analysis to obtain the necessary bases for the development of any study (Reed & Baxter, 2006). Accordingly, for indentifying the use of Role playing in speaking skills, some information from Journals, articile, e-books were taken into consideration. Moreover, "Bibliographic and documentary research (IBD) take an important place in the process of collecting information for the construction of a research object or a thesis project, , since it guarantees the quality of the theoretical foundations of the research" (Alfonso, 2014). It was necessary to analyze different studies which supported the following research with their benefitis and conclutions, It was helpful for a plnty of things: to understand some conceptos which were related to both variables, and to comprehen the process that was carried out in order to fullfill the objectives.

20

2.2.3 Level or type of research

Descriptive research

Descriptive Research is a scientific method that involves observing and describing the behavior of a subject without influencing it in any way (Dulock, 1993). Descriptive research is also responsible for specifying the characteristics of the population being studied. This methodology focuses more on the "what", rather than the "why" of the research subject. In other words, the objective of this type of research is to describe the nature of a demographic place. It is not focused on the reasons why a certain phenomenon happened. That is, it "describes" the research topic, without covering "why" it occurs. (Lans & Van der Voordt, 2002) .

Hence, this research was descriptive because it analyzed and described the benefits of using Role-playing app as a teaching-learning tool to improve the speaking of the students. For this reason, this research was descriptive because it was observed, analyzed, and demostrated truth facts of how student's speaking skills is improved by the use of role-playing in the english classes.

Exploratory research

According to Stebbins (2001) argues that exploratory research is focused on a topic that has not been studied before, or allows knowing new aspects of existing knowledge. Thus, when we do not know what we are dealing with. It is best to explore first, before carrying out other more expensive analyzes. Moreover, exploratory research is used to investigate a problem that is not clearly defined. It is done to have a better understanding of the existing problem, but it will not provide conclusive results. A researcher starts with a general idea and uses this research as a way to identify problems. An important aspect here is that the researcher must be willing to change the direction of it subject to the revelation of new data or knowledge. This investigation is usually carried out when the problem is at a preliminary stage. It is often referred to as a grounded theory approach or interpretive research as it is used to answer questions such as what, why and how. (Swedberg, 2020)

Pre-experimental

Experimental research is any research conducted with a scientific approach. Into these tere is one set of variables which are held constant. On the other hand, the other set of

21

variables are measured as the subject of the experiment. An experimental research is considered successful only when the researcher confirms that there is a change in the dependent variable due to manipulation of the independent variable. It is relevant for an experimental investigation to stablish the cause and effect of a phenomenon. It means that it has be clear. The effects of the experiments has to be because of the dependent variable (Baker, 2010).

The current research was conducted with a pre-experimental approach because role-playing was conducted to a group of students at "Unidad Educativa Bilingue Pelileo". The independent variable was applied for a period of time to analyze the effectiveness in the student's speaking production. It is important to mention that dependent variable was measured before and after applying the treatment.

2.2.4 Information collection and processing plan

To collect data, students and authorities of the institution collaborate in order to fulfill the objectives of this investigation. First of all, it was necessary to send a document to "Unidad Educativa Bilingue Pelileo" coordination, hence students of the 10th level was assigned to participate in this process. Subsequently, it was important to have a talk with the professor that was in charge of this classl in order to coordinate the schedule. After that, the lesson plans were presented with the aim of starting with the treatment in face-to-face classes.

Nine interventions were applied during this research project in two weeks. Each class has one hour of English per day. The first day, the researcher presented what they were going to carry out during the process of this investigation with a power point presentation. After that, students took a pre-test focused on speaking production. It lasted 12 minutes each pair, four groups were able to participate that day. The second day, the last three groups developed the speaking test. The data was collected through a rubric of Cambridge assessment. Having collected the pre-test results, students were taught by using role-playing. The treatment was conducted in seven classes. Each class a different role-play was presented to learners as a conversation model. Students had to adapt the conversation model to the situation that was required to be presented in the class. It was conducted in pairs. At the end, the post-test was carried out in order to evaluate students speaking production. To finish with all the students, two days were necessary. The score of the pre

and post-test was out of 20 point. Finally, data was analyzed through a statistical program which is called SPSS Statistical Package for the Social Sciences. It was used to perform a quantitative analysis and prove which hypothesis is accepted and which is rejected.

2.2.5 Hypothesis

Alternative hypothesis

Role-playing influence in the development of the speaking production at "Unidad

Educativa bilingüe Pelileo"

Null hypothesis

Role-playing does not influence in the development of the speaking production at "Unidad Educativa bilingüe Pelileo"

Variable identification

Role-playing (Independent Variable)

Speaking production (Dependent Variable)

CHAPTER III

3.1 Analysis and discussion of the results

3.1.1 Pre-test and post –test analysis of the results.

This research was applied with an inferential statistical method because it measured the level of intensity in which two or more variables are associated, in this case the pretest and post-test (Amrhein, Trafimow, Greenland, 2019). To analyze the impact of role-playing in the development of speaking production a pre-test and post-test taken from Cambridge Assessment B1 preliminary –speaking part 1-4 were conducted to students from tenth grade at "Unidad Edudativa Bilingue Pelileo" where speaking production criteria was contemplated: grammar, vocabulary, discourse management, pronunciation and interactive communication. The author's objective is to give a clear explanation of the student's grades and progress. Students were evaluated with a standardized rubric over 20 points. Finally, the hypothesis verification is presented at the end of the chapter. It was developed with group of 10 students. This verification was developed using SPSS (Statistical Package for the Social Sciences) and t-test statistic.

Pre-test results

Table 2. *Mode Pre-test scores*

B1-preliminary Rubric Scales	Grammar and Vocabulary	Discourse management	Pronunciation	Interactive Communication	Mode
0	0	1	0	0	0
1	5	5	3	2	5
2	3	3	5	7	3
3	2	1	2	1	2
4	0	0	0	0	0
5	0	0	0	0	0

Source: B1-preliminary test

Author: Medina, L. (2022)

Analysis and interpretation

Table 4 shows B1 preliminary scales from 0 to 5 in the next criteria: grammar and vocabulary; discourse management, pronunciation, and interactive communication. Table 4 also represents the number of students who achieved a certain scale in each one of the categories. It is represented as mode in statistics. "The statistical mode of a data set is defined as the number that is represented more times, that is, the number that presents a greater absolute frequency within the sample" (McCullagh, 2002). Consequently, it was verified that just 1 student got a 0 scale in discourse management criteria. On the other hand, half of the whole sample attained 1 in sale. Furthermore, 3 students gained 2 in scale in two criteria, grammar- vocabulary, and pronunciation. Moreover, only 2 students were capable two accomplished 3 in scale. At last, but not least, any students obtained 4 and 5 in scale concerning the four criteria. It means that the majority of students were between number 1 and 2 on the scale in the speaking production pre-test. Below a table illustrates the results of the speaking production pre-test.

Table 3. *Mode speaking production pre-test results*

	B1-preliminary rubric scales							
Criteria	**0**	**1**	**2**	**3**	**4**	**5**	**Percentage**	**Average/5**
Grammar and Vocabulary	0%	50%	30%	20%	0%	0%	100%	1.7
Discourse management	10%	50%	30%	10%	0%	0%	100%	1,4
Pronunciation	0%	30%	50%	20%	0%	0%	100%	1,9
Interactive Communication	0%	20%	70%	10%	0%	0%	100%	1,9
								1,73

Source: B1-preliminary test

Author: Medina, L. (2022)

Figura 1 Mode speaking production pre-test results

Speaking production pre-test results
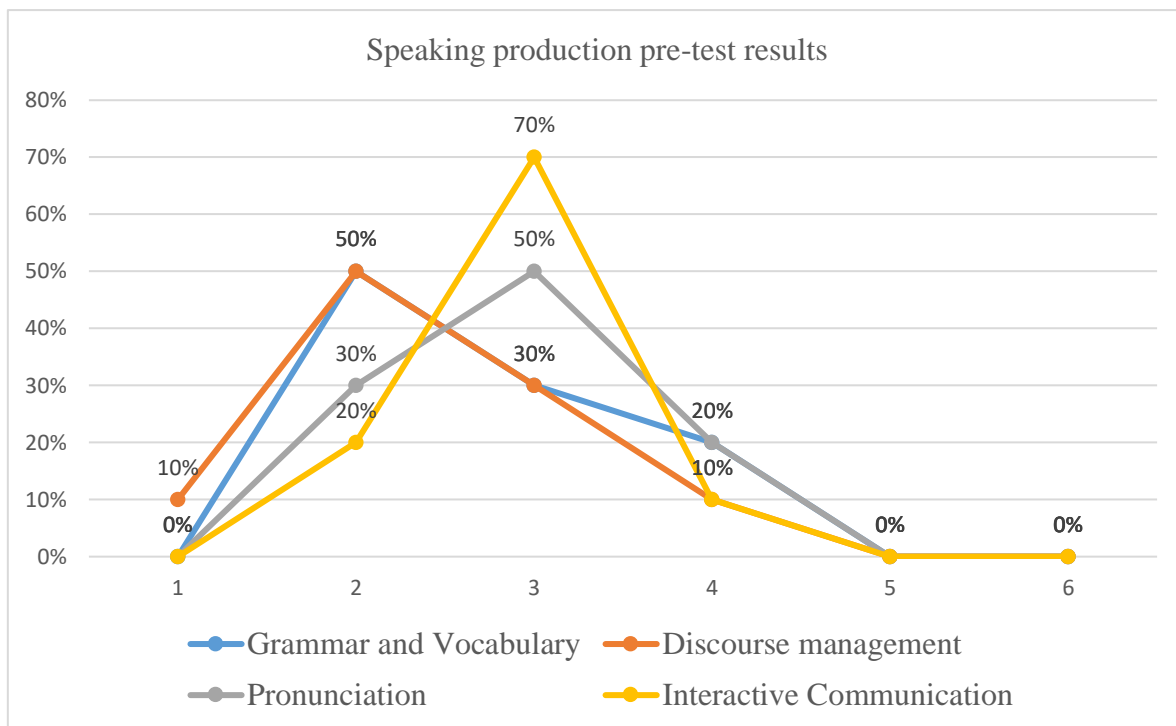
Analysis and interpretation

Table 5 shows that data obtained from the Pre-Test B1 preliminary Cambridge speaking test, shows four criteria were evaluated: Grammar and vocabulary; discourse management, pronunciation, and interactive communication. Each of these parameters had a scale from 0 to 5 points, a final score of 20 points. Thereby, the table above showed that in the pre-test, the average scores from 10 tested students was 1,73 over 5 points. The results evidenced that student's speaking production need to be improved, because students are located between band 1 and 2.

According to the results collected on each parameter, the results in the criterion grammar and vocabulary indicated the following information. A 0% of students got a 0 scale. On the other hand, 50% of the students got 1 scale. In addition, 30% of students reached a 2 scale. Furthermore, 20% of students obtained a 3 scale. On the contrary, 0% of students got a 4 and 5. Adding all the previous results, a 100% was accomplished. Moreover, 1,7 was the average of grammar and vocabulary criterion which means that the majority of the students showed insufficient control of simple grammatical forms, and limited range of appropriate vocabulary to talk about familiar topic.

26

Likewise, based on discourse management criterion. A 10% of the students got a 0 scale meanwhile 50% of students achieved a 1 scale. In the same way, a 30% of students attained a 2 scale. Also, a 10% of students obtained a 3 scale. Nevertheless, a 0% of students reached a 4 and 5 scale. Adding all the previous results, a 100% was obtained. Additionally, 1 to 3 was the average out of 5 points. It means that students produced responses which are characterized by short phrases, frequent hesitation. Moreover, they repeated information and digressed from the topic.

Evenly, the results of pronunciation criterion showed that 0% of students attained a 0 scale. However, a 30% of the students got a 1 scale. Furthermore, a 50% of the students achieved a 2 scale. On the other hand, just the 20% of the students accomplished a 3 scale. Nevertheless, a 0% of the students obtained a 4 and 5 scale. In addition, the average out of 5 points of this criterion was 1,9 which means that students speaking production is mostly intelligible, despite limited control of phonological features.

As a final point, the results below were highlighted in interactive communication. It reported the following information. A 0% of the students obtained a 0 scale. Besides, a 20% of the students got a 1 scale meanwhile a 70% of the students attained a 2 scale. However, a 10% of the students gained a 3 scale. On the contrary, a 0% of the students got a 4 and 5 scale. Adding all the previous results, a 100% was achieved. Moreover, the average out of 5 points of this criterion was 1,9. It indicated that students initiated and responded appropriately; however, they required prompting and support.

Post-test results

Table 4. *Mode post-test scores*

B1-preliminary Rubric Scales	Grammar and Vocabulary	Discourse management	Pronunciation	Interactive Communication	Mode
0	0	0	0	0	0
1	0	0	0	0	0
2	2	3	3	2	2-3
3	8	5	3	4	-
4	0	2	4	4	4
5	0	0	0	0	0

Source: B1-preliminary test

Author: Medina, L. (2022)

27

Analysis and interpretation

Table 6 shows B1 preliminary Scales from 0 to 5 in the next criteria: grammar and vocabulary; discourse management, pronunciation, and interactive communication. Table 6 also represents the number of students who achieved a certain scale in each one of the categories in the post-test. That is why, it was analyzed that any student got neither 0 not 1 scale in the four criteria which is an improvement relating to the pre-test score. Also, there was a bimodal in scale 2, because there were 2 and 3 people who got a 2 in scale. Additionally, 8 students attained a 3 scale in grammar and vocabulary. In fact, most of the students accomplished a 3 and 4 scale in the four criteria. Nevertheless, any students accomplished a 5 scale. It means that after applying the treatment, a big number of students were able to be in a 3 and 4 scale.

Below a table illustrates the results of the speaking production post-test.

Table 5. *Mode Speaking Production Post-test results*

	B1-preliminary Rubric Scales							
Criteria	**0**	**1**	**2**	**3**	**4**	**5**	**Percentage**	**Average/5**
Grammar and Vocabulary	0%	0%	20%	80%	0%	0%	100%	2,8
Discourse management	0%	0%	30%	50%	20%	0%	100%	2,9
Pronunciation	0%	0%	30%	30%	40%	0%	100%	3,1
Interactive Communication	0%	0%	20%	40%	40%	0%	100%	3,2 3

Source: B1-preliminary test

Author: Medina, L. (2022)

Figure 2. *Mode Speaking production Post-test results*
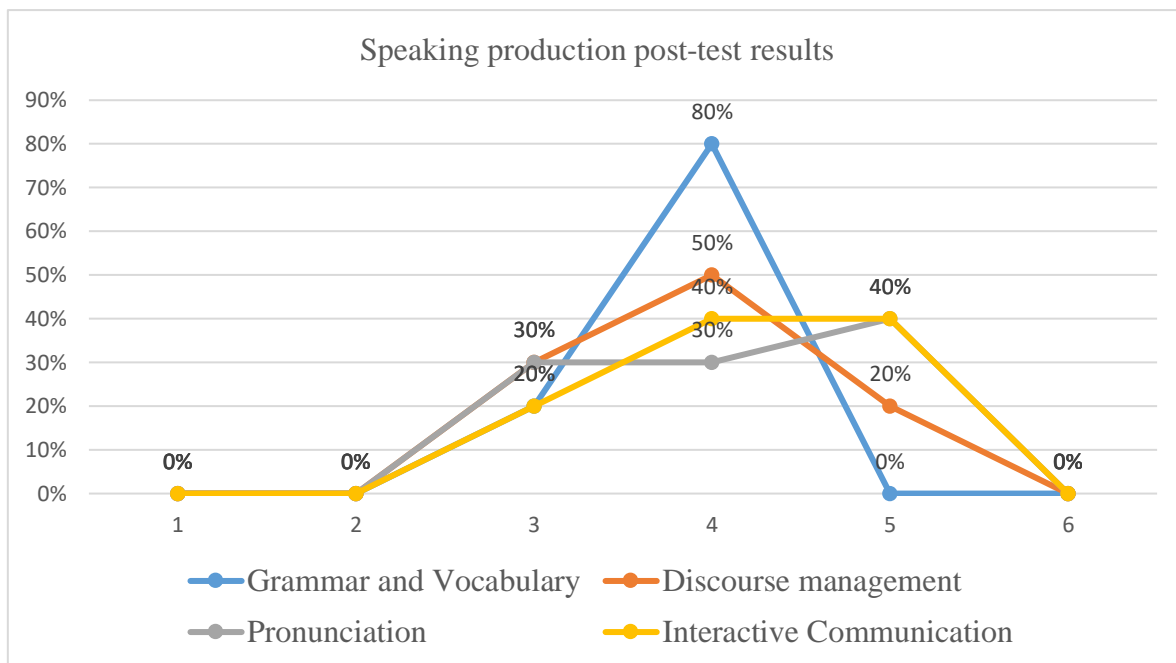
Source: B1-preliminary test

Author: Medina, L. (2022)

Analysis and interpretation

Table 6 shows that data obtained from the Post-test B1 preliminary Cambridge speaking test, par 1 to 4. It is extremely important to mention that the post-test was totally different from the pre-test. The data showed that learners from "Unidad Ecudativa Bilingue Pelileo" improved their speaking production according to the four evaluated criteria: Grammar and vocabulary; discourse management, pronunciation and interactive Communication. In this way, the total average of the post-test was 3 out of 5. Students increased 1.7 in score in relation to the pre-test. It can be concluded that according to the results, role playing helped positively in student's speaking production.

According to the results which were collected on each criterion. It reported the following information in grammar and vocabulary. A 0% of students obtained a 0 scale. Also, a 0% of students attained a 1 scale. On the other hand, a 20% of learners achieved a 2 scale. Furthermore, an 80% of students accomplished a 3 scale. However, there were not students who achieved a 4 scale. Also, a 0% of students got a 5 scale. Adding these results, a percentage of 100% is obtained. Additionally, students achieved an average of 2,8 out of 5 in grammar and vocabulary criterion. It means that students showed a good degree of control of simple grammatical forms, they also used a range of appropriate vocabulary when talking about familiar topics.

Moreover, the results of discourse management criterion described the following information. A 0% of students attained a 0 scale. Besides, a 0% of students got a 1 scale. Nevertheless, a 30% of the students got a 2 scale. More than that, a 50% of the students accomplished a 3 scale. Likewise, a 20% of learners achieved a 4 scale. On the other hand, 0% of students reported a 5 scale. Adding these results, a percentage of 100% is obtained. Furthermore, students obtained an average of 2,9 out of 5 of the criterion. It means that students produced responses which were extended beyond short phrases, despite hesitation. Also, contributions were mostly relevant, but there was some repetition, and used basic cohesive devices.

Equally, the next results were illustrated in pronunciation criterion. A 0% of students got a 0 scale. Also, a 0% of students obtained a 1 scale meanwhile a 30% of the students achieved a 2 scale. Besides, a 30% of learners reported a 3 scale. Moreover, a 40% of students gained a 4 scale. However, a 0% of students attained a 5 scale. Adding these results, a percentage of 100% is obtained. In addition, students got 3,1 average out of 5 points. It means that students pronunciation is mostly intelligible and has some control of phonological features at both utterance and word levels.

As a final point, the results collected on interactive communication mentioned the following information. A 0% of students got a 0 scale. Also, a 0% of learners obtained a 1 scale. However, a 30% of students attained a 2 scale. In the same way, a 30% of students achieved a 3 scale. Furthermore, a 40% of students accomplished a 4 scale, but a 0% of learners reported a 5 scale. Adding these results, a percentage of 100% is obtained. Ultimately, students were able to obtain a 3,2 average out of 5 points on this criterion. It means that students initiated and responded appropriately. Besides, they kept the interaction going with very little prompting and support.

Comparative writing pre- test and post- test results.

Table 6. *Speaking production pre- test and post- test arithmetic mean*

Criteria	Initial Average	Final Average	Difference
Grammar and Vocabulary	1,7	2,8	1,1

|			
Discourse management	1,4	2,9	1,5
Pronunciation	1,9	3,1	1,2
Interactive Communication	1,9	3,2	1,3
General	**1,7**	**3**	**1,3**

Source: B1-preliminary test

Author: Medina, L. (2022)

Analysis and interpretation

Table 8 shows the speaking production pre-test and post-test arithmetic mean out of 5 points. "The arithmetic mean is the value obtained by adding all the data and dividing it by the total amount of data" (Zhao et al., 2019). The results show the initial, final arithmetic mean of the four criteria, and the difference of both tests. Furthermore, there is a general average of the pre-test and post-test average. Finally, the arithmetic mean of both exams. It indicates that there was a difference between 1,3 after the treatment. It evidences that there was a significant improvement in student's speaking production.

Figure 3. Speaking production pre- test and post- test arithmetic mean

Speaking pre-test and post-test average
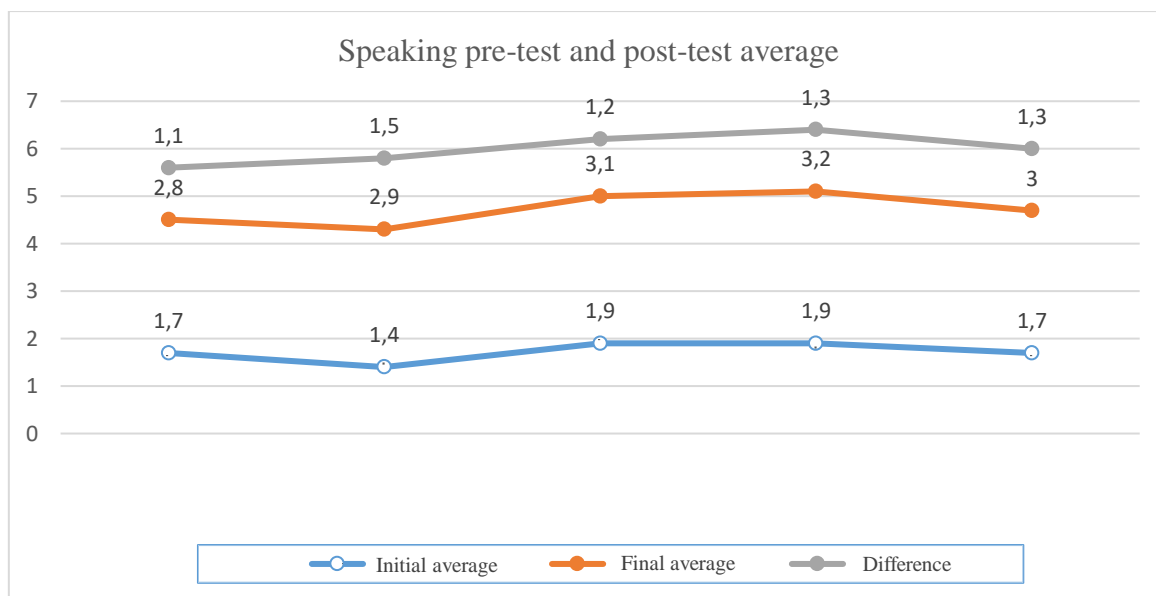
Source: B1-preliminary test
Author: Medina, L. (2022)

Analysis and interpretation

According to the table above, it is relevant to mention that role playing helped and enhanced positively on students speaking production. It was evidenced that they were able to progress in terms of speaking production because they used grammar, and vocabulary accurately. Also, they pronounced better when talking and maintained an interactive communication According to the collected results from the pre-test and post-test students speaking production improved significantly and they were also able to obtained a better score.

To start with, students started with an initial average of 1,7 out of 5 points in grammar and vocabulary criterions meanwhile they improved their score in the post-test, they obtained 2,8 out of 5 points. There was a difference of 1,1 point. Also, students attained 1,4 in the initial stage, on the other hand, they got 2,9 in the final stage with a difference of 1,5 point. Furthermore, students improved they pronunciation because 1,9 was reported as an average out of 5, on the contrary, students were able to obtain 3,1 points in the post-test. There was a difference of 1,2. Finally, students improved in the interactive communication criterion, they achieved 1,9 as an average out of 5 points in the initial

stage; however, in the post-test, they accomplished 3,2 averages out of 5 points with a difference of 1,3 point.

On the other side, the table indicated that the initial average of the four criterion was very low with 1,7 points. On the other hand, after applying role playing, students were able to improve their speaking production after that they could take the post-test, and final they improved their score to 3 points with a difference of 1,3 point. For these reasons, it can be said that the use of role playing helped effectively speaking production of students.

3.2. Hypothesis verification

Alternative hypothesis

The use of role playing has a positive impact on developing speaking production in students of 10th level from "Unidad Educativa Bilingue Pelileo".

Null hypothesis

The use of role playing does not have a positive impact on developing speaking production in students of 10th level from "Unidad Educativa Bilingue Pelileo".

3.2.1 Test of normality

To analyze and compare the pre-test and post-test scores, it was necessary to conduct a normality test using SPSS (Statistical Package for the Social Sciences) software. First of all, it is extremely necessary to deem some concepts. Df is or "degrees of freedom refer to the maximum number of logically independent values, which are values that are free to vary, in the data sample" (Mishra et al., 2019). In this case, the df of this research is 10 students of the 10th level. Moreover, it is important to mention that there are two normality test. The first one is Shapiro-Wilk, it is used when $df \leq 50$, and the second one is Kolmogorov-Smirnov, it is applied when $df > 50$. This research has the following information $df \leq 50 = 10 \leq 50$. That is the reason why this investigation requested Shapiro-Wilk test. It was directed as the degree of freedom (df).

Table 7. *Test of Normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	,179	10	,200[*]	,947	10	,637
Post_test	,202	10	,200[*]	,917	10	,331

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

A normality test using SPSS was conducted in order to know if data has a normal distribution or no. The researcher followed these criteria, H0: data has a normal distribution; Ha: data does not have a normal distribution. The formula is the following: Sig <0.05 we reject the null hypothesis and accept the alternate hypothesis. On the other hand, if Sig >=0.05 we accept the null hypothesis and reject the alternate hypothesis. Both tests are lower than 0,05. Hence, data as a normal distribution, that is why a parametric test will be applied. A t-test pair sample was conducted for verifying if the alternative hypothesis of this research is accepted or rejected.

Table 8. *Paired sample statistics*

		Mean	N	Std. Deviation.	Std Error. mean
Par 1	Pre_test	6,90	10	2,470	,781
	Post_test	12,10	10	2,079	,657

Source: SPSS Statistics Software

Author: Medina, L. (2022)

Analysis and interpretation

Table 10 shows Paired Sample. It is important to carry out, because "Paired Samples T-Test procedure compares the means of two variables from a single group. The procedure calculates the differences between the values of the two variables in each case and tests whether the mean differs from 0. The procedure also automates the calculation of the effect size of the t-test" () Mean or arithmetic mean represent the value obtained by adding all the data and dividing it by the total amount of data. In this case, the 10 student's grades out of 20 points. Also, the letter N identify the sample of this research who are 10 people. Additionally, Std. deviation is a measure used to quantify the variation or spread of a numerical data set. It gives us an idea of the range of possible returns in favor of an investment. Investments with larger deviation markers tend to contain more dispersed

returns, while investments with smaller deviations carry safer return profiles (Geroge & Mallery, 2018). This research evidence that it was a not notable deviation. The std. deviation of the Pre-test is 2,470 and 2,079 of the post-tests. Finally, Std Error mean "is the value that quantifies how much the values deviate from the population mean. That is, the standard error of the mean around the population means" ((Ramírez & Polack, 2020). In this case, in the pre-test is 0,781 and 0,657 in the post-test.

Table 9. *T-test pair sample*

		Pair simple test					t	df	P. (Value)
		Mean	Std Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Inferior	Superior			
Par 1	Pre_test - Post_test	-5,200	1,751	,554	-6,453	-3,947	-9,390	9	,000

Source: SPSS Statistics Software

Author: Medina, L. (2022)

Analysis and interpretation

The tables above show the statistical results obtained by analyzing the results in the pre-test and post-test. First of all, table 10 stablishes that the mean of the pre-test was 6,90. On the other hand, the post-test mean was 12,10. Likewise, Table 11 shows a t-test pair sample. The program SPSS presents elements like the confidential interval of the difference. A 95% confidence interval indicates that the population value is within a given range of values with 95% certainty. In this case, -6,453 is the inferior and -3,947 is the superior. Finally, according to the theory of the T-test, if the significance value is more than 0,05, the null hypothesis is accepted. On the other hand, in case the significance value is less than 0,05, the null hypothesis is rejected. The table shows that P value is 0,000, it means that the null hypothesis is rejected, and the alternative is accepted. It can be concluded that the use of role playing has a positive impact on developing speaking production in students of 10th level from "Unidad Educativa Bilingue Pelileo".

In conclusion, students attained a higher speaking production level after applying the treatment which was role playing. It marked a big difference between the pre-test and

post-test. Most of the time teachers are focused on traditional classes, students do not participate a lot, and it does not permit that students can exchange information between them. Therefore, classes become monotonous and boring for students. Nevertheless, when role playing is applied in the class, grades increase and show a significant difference in the English class.

3.3 Discussion

This study examined the effects of role playing as a medium to improve speaking production in students of 10th level from "Unidad Educativa Bilingue Pelileo". This research also aimed to investigate whether there was a significant difference between a pre-test and post-test to determine if role playing is usefulness in order to improve speaking production. Role playing was used as treatment to test a group of students of 10 people who took a pre-test and a totally different post-test. The major results are discussed as follows.

First of all, the findings demonstrated that after applying role playing, students speaking production performance improved significantly according to the results of the post-test. That is why, role playing has been an important factor to have better scores. In fact, role playing improve student's speaking speaking skills, when students work through RPA (Role playing activity) they are able to speak in natural way and when they interact with the environment, they feel more comfortable (Altun, 2015). Role playing activities have positive effects both on student's oral competence and self-confidence in speaking English, because the frequent practice over the period of time through the role playing activities was the vital key to enhance students' speaking abilities and improve their speaking confidence (Tipmontree and Tasanameelarp, 2020). Indeed, role playing enhanced speaking production according to the results. Students score improved with a 1.3 point of difference. They started with 1,7 points over 5 in the pre-test. However, they attained better scores in the post-test.

Secondly, in the content criterion, six students of ten were able to obtain a 4 scale. The criteria were discourse management, pronunciation, and interactive communication. It means that after applying role playing treatment, the majority of the researcher sample were capable of produce extended stretches of language despite some hesitation. Also, they could use a range of cohesive devices. Moreover, their pronunciation was appropriate, word stress was generally accurately placed, and individual sound were

generally articulated clearly. Besides, they could initiate, respond appropriately to their classmate, maintain, develop interaction, and negotiate towards an outcome with very little support (Cambridge Assessment English, 2020). On the other hand, any student had a 0 or 1 on the scale in the four criteria which indicated that role playing improved their speaking production significantly. Role-play may be a key practice in the process of English as a foreign language teaching (Castro & Villafuerte, 2019)

Thirdly, role playing increased students' motivation and interest. Also, it encouraged active learning, facilitating understanding and adapting to specific problems. Moreover, it provided instant feedback and involvement of students in the learning process integrates theory and practice, allowing real situations to be experienced from the safety of the classroom (without exposing themselves to reality). Finally, it improved interpersonal communication through applying role playing strategies such as: identifying the situation, assigning roles, adding details in order to improve the ability to communicate in the treatment step. However, some students found difficult to memorize conversation texts (Siliwangi, 2020). That is the reason why students were exposed to some strategies with the aim that they could feel free of participating without being afraid of failing.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

One the researcher carried out the analysis and interpretation of the different statistic data gained with the application of role playing in students from tenth level at "Unidad Educativa Bilingue Pelileo" to improve their speaking production some conclusions and recommendations were considered at the end of the experimental research.

- First, role-playing has a positive impact in the development of speaking production in students from tenth grade at "Unidad Educativa Bilingue Pelileo". Role playing strengthened grammar, vocabulary, discourse management, pronunciation, and interactive communication of students, because they were exposed to some activities where interaction was involved. It allowed them to exchange ideas with their classmates and have a natural conversation. As a result, the students were able have a positive improvement in their speaking production when talking the post-test in which their score increased 1.3 point in relation to their initial average. That is why, role playing was extremely important to get better grades

- Second, even though learners have English classes five days a week, students did not have an appropriate speaking level. It was proved when a pre-test was conducted. Student's level was too low in the four criteria of the pre-test (grammar and vocabulary, discourse management, pronunciation, interactive communication). The results showed that learners had problems when speaking with an average of 1,7 out of 5. However, after applying role-playing students were able to be accomplished better scores. The final average was 3 out of 5 which demonstrated that students now have a 3-point scale according to the Cambridge assessment rubric. Due to role playing is a student-centered activity, students felt free of speaking and participated a lot when they were working in groups in order to present the final product which was the role play.

- Finally, role playing is usefulness because it is extremely focused on the speaking productive skill. Role playing helped students to show a good degree of control of simple grammatical forms, it allowed them to learn, use a range or appropriate

vocabulary according to the situation that was given by the researcher in the treatment, and in the post-test. Furthermore, it helped to improve their self-confidence, motivation to learn English, and encouraged them to think different ways to present their role plays in a creative and unique way.

4.2 Recommendations

- Teachers' ought to focus their classes on productive skills. In this way, students will be able to have a more interactive and dynamic educational environment. Students will not feel classes as monotonous and boring. As could be evidenced in this research work, students will improve their speaking production in different criteria: grammar, vocabulary, discourse management, pronunciation, and interactive communication. This will allow students to control grammar topics according to their level and use vocabulary in an accurate way according to the context.

- When assessing student's speaking production, teachers should give standardized rubrics to their students like the Cambridge rubrics. It should be done with the purpose that students can identify in which parameters they will be evaluated. Students usually believe that to obtain a good grade, they only need to speak. Students do not pay attention to other factors such as pronunciation, tone of voice, or phonology of some words.

- Teachers should include more activities that involve peer interaction such as role playing. Students need to be motivated to learn a second language. Teachers' ought to implement in their planning activities that facilitate the teaching-learning process. This was one of the cases, role-playing should be used more often when students have a speaking activity

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO
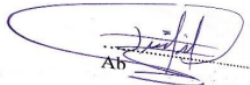
Ambato, Abril, 2022

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

Yo Janeth Lesano en mi calidad de Rectora de la de la Unidad Educativa "Bilingüe Pelileo", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"ROLE PLAYING AND THE SPEAKING PRODUCTION"** propuesto por la estudiante Medina Carrasco Gloria Lizbeth, portadora de la Cédula de Ciudadanía 180536163-9, 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.

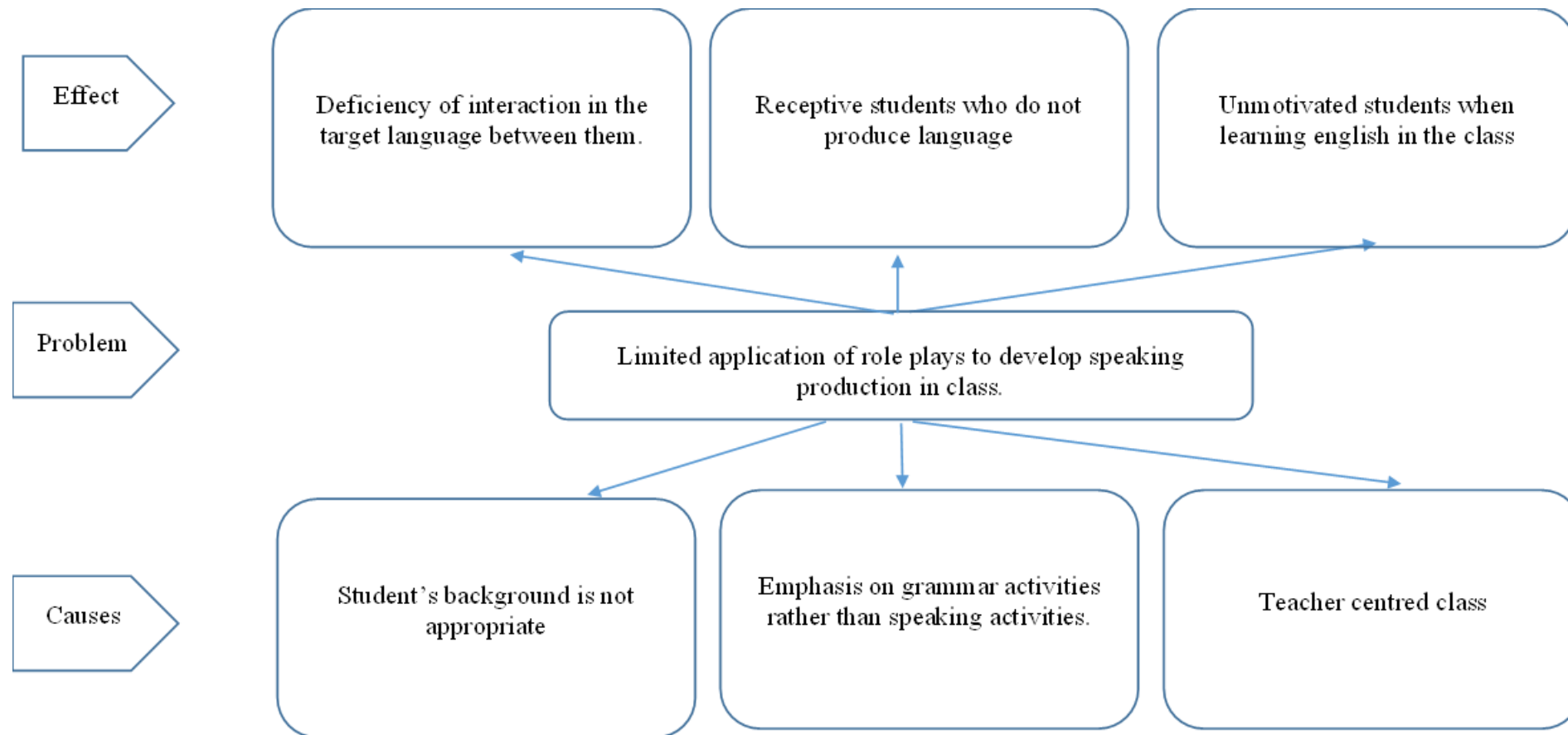Particular que comunico a usted para los fines pertinentes.

Atentamente.

…....................................
Ab. Janeth Lesano
1802688327
cen_par_pelileo@hotmail.com

Anexo 2: Problem tree

Effect

Deficiency of interaction in the target language between them.

Receptive students who do not produce language

Unmotivated students when learning english in the class

Problem

Limited application of role plays to develop speaking production in class.

Causes

Student's background is not appropriate

Emphasis on grammar activities rather than speaking activities.

Teacher centred class

Elaborated by: Medina. L (2022)

52

Annex 3: Fundamental ctegories

English Language Teaching

Teaching tecniques

Interactive Language Teaching

Role playing

Independent Variable

Communicative Competence

Language Skills

Productive Skills

Speaking production

Dependent Variable

Influences

Annex 4. Pre-test and post-test
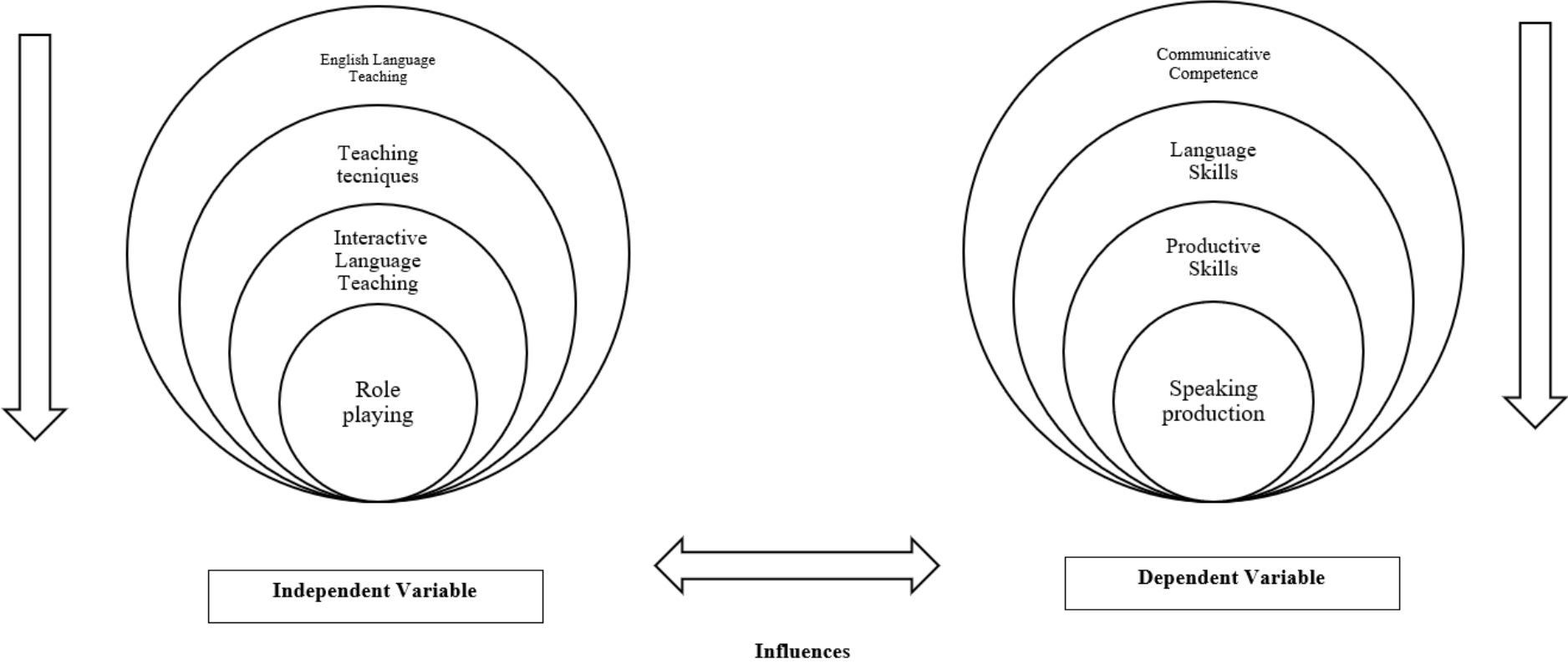
CONTENTS
Part 1

General questions

| **Part 2** | **Parts 3 and 4** |

1A Learning a new skill

                     1 School visit to a capital city

1B At home after school

**B1 Preliminary for Schools
Speaking Test**

Part 1 (2‑3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning
To Candidate A	What's your name? How old are you? Thank you.
To Candidate B	And what's your name? How old are you? Thank you.

	Back-up prompts
B, where do you live?	Do you live in *name of town, city, or region*?
Who do you live with? Thank you.	Do you live with your family?
And **A**, where do you live?	Do you live in *name of town, city or region*?

Who do you live with?	Do you live with your family?

Thank you.

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate. Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.	Which teacher do you like? (Why?)
How often do you use a mobile phone?	Do you often use a mobile phone?
How do you get to school every day?	Do you walk to school every day?
Which do you like best, the morning or the afternoon? (Why?)	Which is better, morning or afternoon? (Why?)

Thank you.

Speaking Test 1

Part 2 (2–3 minutes)

1A Learning a new skill

Interlocutor   Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone learning how to do something.**

B, you just listen.
A, please tell us what you can see in the photograph.

Candidate A   …………………………………………………
☐ *approx. 1 minute*

Back-up prompts
- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

1B At home after school

Interlocutor	**B**, here is your photograph. It shows **someone at home after school.**
	*Place **Part 2** booklet, open at **Task 1B**, in front of candidate.*
	A, you just listen.
	B, please tell us what you can see in the photograph.
Candidate B □ *approx. 1 minute*	……………………………………………

> **Back-up prompts**
> - Talk about the people/person.
> - Talk about the place.
> - Talk about other things in the photograph.

Interlocutor

Part 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

Talk together about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now, talk together.

Candidates

☐*approx. 2–3 minutes*

………………………………………………………..

Interlocutor   *Use the following questions, as appropriate:*

- **Would you like to have more school trips? (Where would you like to go?)**

- **What do you need to take when you go on a trip?**

- **Do you prefer to go on trips with your friends or your family? (Why?)**

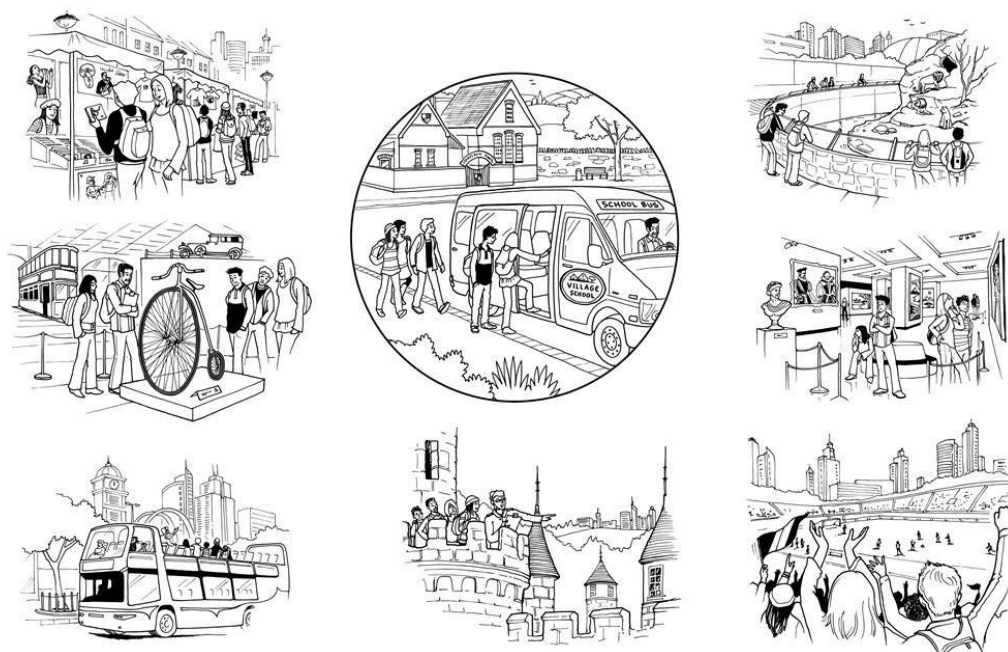*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

- **What do you think is the best time of year to visit a city? (Why?)**

- **Which do you think is more interesting: visiting the countryside or visiting a city?**

(Why?)

Thank you. That is the end of the test.

A school visit to a capital city

RUBRIC

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	-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.	-Produces extended stretches of language despite some hesitation. -Contributions are relevant despite some repetition. -Uses a range of cohesive devices.	-Is intelligible. -Intonation is generally appropriate. -Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	**-Initiates and responds appropriately.** -Maintains and develops the interaction and negotiates towards an outcome with very little support
4	Performance shares features of Bands 3 and 5.			
3	-Shows a good degree of control of simple grammatical forms.	**-Produces responses which are extended beyond short phrases, despite hesitation.**	-Is mostly intelligible and has some control of phonological features at both utterance and word levels.	**-Initiates and responds appropriately.** -Keeps the interaction going with very little prompting and support

59

	-Contributions are mostly relevant, but there may be some repetition.		
	-Uses basic cohesive devices		
2	Performance shares features of Bands 1 and 3		
1	-Shows sufficient control of simple grammatical forms. -Uses a limited range of appropriate vocabulary to talk about familiar topics.	**-Produces responses which are characterized by short phrases and frequent hesitation.**	-Is mostly intelligible, despite limited control of phonological features.	**-Maintains simple exchanges, despite some difficulty.**
				-Requires prompting and support.
		-Repeats information or digresses from the topic.		
0	Performance below Band 1.		

Source: https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf

POST TEST

CONTENTS

Part
General questions

Part 2	**Parts 3 and 4**
1A Learning a language	1 Work and relaxation
1B At a party	

B1: PRELIMINARY SPEAKING TEST

PART 1: 1-3 min

Phase 1
Interlocutor

To both candidates

       Good morning/afternoon/evening.

To Candidate A

       What's your name? Where do you live/come from? Thank you.

To Candidate B

       And what's your name? Where do you live/come from? Thank you.

                                  Back-up prompts

B, do you work or are you a student?   Do you have a job?
                                    Do you study?

       What do you do/study?   What job do you do?
                                    What subject do you study?

       Thank you.

       And **A**, do you work or are you a   Do you have a job?
student?   Do you study?

       What do you do/study?   What job do you do?
                                    What subject do you study?

       Thank you.

Phase 2
Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

                                    Back-up prompts

       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?   Will you use English in the future? (Why?/Why
    (Why/Why not?)   not?)

       Tell us about the people you live with.   Do you live with friends/your family?

       Thank you.

1A Learning a language

Interlocutor   Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language.**

the boy is wearing a blue shirt, the girl in the middle is wearing a green sweater and the redhead girl is wearing a blue sweater
B, you just listen.
A, please tell us what you can see in the photograph.

☐ *approx. 1 minute*

Back-up prompts
• Talk about the people/person.
• Talk about the place.
• Talk about other things in the photograph.

Interlocutor   **Thank you**

1B At a party

Interlocutor

B, here is your photograph. It shows **people at a party.**

A, you just listen.
B, please tell us what you can see in the photograph.

Candidate B
☐ *approx. 1 minute*   ……………………………………………

Back-up prompts
• Talk about the people/person.
• Talk about the place.
• Talk about other things in the photograph.

Interlocutor   Thank you

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3 **Interlocutor**	Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you. *Place **Part 3** booklet, open at **Task 1**, in front of the candidates.* **A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.** **Here are some activities that could help him relax.** **Talk together about the different activities he could do and say which would be most relaxing.** All right? Now, talk together.

Candidates

☐ *approx. 2–3 minutes*

………………………………………………..

Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Interlocutor

Part 4

Interlocutor   *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**

- **Do you prefer to relax with friends or alone? (Why?)**

- **Is it important to do exercise in your free time? (Why?/Why not?)**

  Select any of the following prompts, as appropriate:

  - **How/what about you?**
  - **Do you agree?**
  - **What do you think?**

- **Is it useful to learn new skills in your free time? (Why?/Why not?)**

- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Thank you. That is the end of the test.

Activities to help the man relax
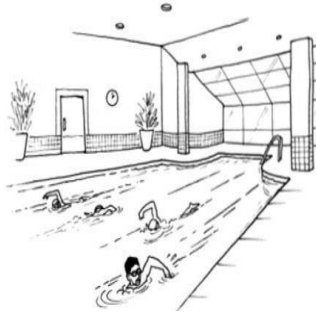
Annex 5: Cambridge rubric for speaking test

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	-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.	-Produces extended stretches of language despite some hesitation. -Contributions are relevant despite some repetition. -Uses a range of cohesive devices.	-Is intelligible. -Intonation is generally appropriate. -Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	**-Initiates and responds appropriately.** -Maintains and develops the interaction and negotiates towards an outcome with very little support
4	Performance shares features of Bands 3 and 5.			
3	-Shows a good degree of control of simple grammatical forms.	**-**Produces responses which are extended beyond short phrases, despite hesitation. -Contributions are mostly relevant, but there may be some repetition. -Uses basic cohesive devices	-Is mostly intelligible and has some control of phonological features at both utterance and word levels.	**-Initiates and responds appropriately.** -Keeps the interaction going with very little prompting and support
2	Performance shares features of Bands 1 and 3			
1	-Shows sufficient control of simple grammatical forms. -Uses a limited range of appropriate vocabulary to talk about familiar topics.	**-Produces responses which are characterized by short phrases and frequent hesitation.** -Repeats information or digresses from the topic.	-Is mostly intelligible, despite limited control of phonological features.	**-Maintains simple exchanges, despite some difficulty.** -Requires prompting and support.

0	Performance below Band 1.
OBSERVATIONS:	

Source: https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf

Annex 6 Lesson plans
INFORMATIVE DATA: Lesson 1
TEACHER: Lic. Lizbeth Medina   **AREA:** ENGLISH
SCHOOL YEAR: September 2021-July 2022   **SUBJECT:** English
COURSE: 10th   **PARALLEL:** "A"

GROUP: There are 10 students in this group, 2 men and 8 women. **DATE:** June 15, 2022   **TIME**: 45 minutes   **N° OF STUDENTS**: 10

Recent topic work: Where is the burglar? **Recent Language work:** Practice simple present QUESTIONS and ANSWERS

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk about personal information

Objectives:
Ss will be able to talk about personal information
Ss, will be able to answer about personal information
Ss. will be able to give information about his/her name, age, home, hobby, and family thought role play.

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen.

Materials: notebooks, photocopies and flash cards, ppt. board

Teacher role	Student role
Facilitator	Ss are communicators.
Advisor	Ss Engaged in negotiating meaning
Less dominant than teacher-centered	Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-greetings and take attendance. T. brainstorms about what Ss need to ask when they need personal information of someone else.	-Ss. answer the questions. -Ss. questions about the new vocabulary if it is necessary.	T-Ss

		-Ss. write on the board what questions they need to know	
10 min	-T. introduces and show characters cards. -T. puts an audio about each character card. -T. reinforces and answers any Ss. doubts. -T gives each student a character card.	-Ss. take notes. -Ss. tell some new questions. --Ss. ask the T any doubt. -S. will make an individual role play according to their character.	T-Ss
5 min	**Activity:** **-** T. makes a conversation game (Who is the robberly). *Yesterday at 10:00 pm there was a robbery in the Bank. The police were called immediately to investigate the crime scene and they found some evidence.*	-Ss. take a role -Ss. work individual.	T-Ss
15 min	-T. gives some information about the burglar. *Police found thee footprints are in shoe size EUR 45, and also found, birthday card saying "Happy 30st birthday". Furthermore, they found a postcard with your family and a cat in Florida, they were skiing.* -T. asks Ss to stand up from your chair and investigate from each students making questions.	-Students will play their character. -S. If one of them has the role of a burglar, his/her shouldn't say, the other students will guess according to the clues. Ss will go round the class and ask/answer questions about the personal information and take notes -Ss will guess who the burglar was.	Ss-Ss
5min	- T. reinforces and answers any Ss. doubts	- Ss. ask the T any doubt.	T- Ss

Additional possibilities:
Ss will work in groups answer and questions taking notes

Lic. Lizbeth Medina

TEACHER

Name: Mary Johnson
Age: 22
Job: restaurant chef
Home: Arizona
Hobby: reading novels
Family: engaged, no kids
Pet: no
Shoe size: EUR 40, US 7,5
(1)

Name: James Williams
Age: 30
Job: business man
Home: Florida
Hobby: go skiing
Family: married, 1 son
Pet: cat Molly
Shoe size: EUR 45, US 11,5
(2)

Name: Jenny Wilson
Age: 12
Job: student
Home: Hawaii
Hobby: go swimming
Family: single, no kids
Pet: hamster Fiffy
Shoe size: EUR 38, US 6
(7)

Name: Susan Moore
Age: 22
Job: teacher
Home: California
Hobby: playing scrabble
Family: married, 1 daughter
Pet: budgie Gertie
Shoe size: EUR 40, US 7,5
(8)

Name: Trisha Jones
Age: 36
Job: doctor
Home: Kansas
Hobby: listening to music
Family: married, 2 daughters
Pet: dog Max
Shoe size: EUR 40, US 7,5 (3)

Name: Harry Brown
Age: 41
Job: judge
Home: North Carolina
Hobby: playing golf
Family: divorced, no kids
Pet: no
Shoe size: EUR 45, US 11,5
(4)

Age: 19
Job: student
Home: Texas
Hobby: go swimming
Family: single, no kids
Pet: cat Charlie
Shoe size: EUR 40, US 7,5
(9)

Age: 30
Job: builder
Home: Arizona
Hobby: watching movies
Family: married, 2 daughters
Pet: dog Sam
Shoe size: EUR 45, US 11,5
(10)

Name: Linda Davis
Age: 30
Job: scientist
Home: Arizona
Hobby: go dancing
Family: married, no kids
Pet: no
Shoe size: EUR 40, US 7,5
(5)

Name: Elizabeth Miller
Age: 19
Job: student
Home: Minnesota
Hobby: watching movies
Family: single, no kids
Pet: turtle Lucky
Shoe size: EUR 38, US 6
(6)

Name: Helen Jackson
Age: 59
Job: grandma
Home: Kansas
Hobby: reading novels
Family: married, 3 sons
Pet: poodles Jill and Joe
Shoe size: EUR 40, US 7,5
(11)

Age: 22
Job: professional hockey player
Home: Minnesota
Hobby: go skiing
Family: single, no kids
Pet: no
Shoe size: EUR 42, US 8,5
(12)

Name: James Williams	....
Age: 30	A birthday card saying "Happy 30ˢᵗ birthday"
Job: business man	....
Home: Florida	A postcard from florida
Hobby: go skiing	He has a photo skiing with his family
Family: married, 2 sons	A photo of two little boys
Pet: cat Molly	some cat hair

Source: https://en.islcollective.com/english-esl-worksheets/grammar/verb-tenses/who-burglar-30-conversation-cards-roleplay-class-and-group-s/1519

6INFORMATIVE DATA: lesson 2

TEACHER: Lic. Lizbeth Medina
SCHOOL YEAR: September 2021-July 2022
COURSE: 10th

AREA: ENGLISH
SUBJECT: English

PARALLEL: "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	**DATE:** June 16, 2022	**TIME**: 45 minutes	**N° OF STUDENTS**: 10

Recent topic work: Hotel reservation

Recent Language work: Practice conversation about hotel reservations

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk hotel reservations.

Objectives:
Ss will be able to talk about hotel reservations
Ss. will be able to talk about hotel dialogues. (costumer and receptionist)
Ss, will be able to interpret a character about hotel reservation.
Ss. will be able to give information about his/her reservation in a hotel

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen.

Materials: notebooks, photocopies and flash cards, ppt. board

Teacher role	**Student role**
Facilitator	Ss are communicators.
Advisor	Ss Engaged in negotiating meaning
Less dominant than teacher-centered	Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-greetings and take attendance. T. brainstorms about what Ss need to ask when they make a hotel reservation.	-Ss. answer the questions. -Ss. questions about the new vocabulary if it is necessary.	T-Ss

		-Ss. write on the board and put images that teacher gave.	
10 min	-T. introduces and show characters cards. (Receptionist and client). -T. puts an audio about each conversation. -T. reinforces and answers any Ss. doubts. -T gives each student a character.	-Ss. take notes. -Ss. tell some new questions. -Ss listen and practice conversation -Ss. ask the T any doubt. - Ss. listen story	T-Ss
15 min	**Activity:** **-** T. gives each groups a role plays about hotel reservation, check in and check out. -T. gives some information about vocabulary -T. gives some minutes to students represent their character	- S. will work in pairs to make role play according to their character. -Students will play their character.	T-Ss
10 min	- T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	-Ss to pass in front to make their role play -Ss will pas to perform their role play according to the number that their choose (group 3, group 1 and so on.)	Ss-Ss
	T. ask the Ss. any doubt.	- Ss. ask the T any doubt.	T- Ss

Additional possibilities:
Ss will work in pairs answer and questions taking notes.

Lic. Lizbeth Medina
  TEACHER

Annexes

Source: https://www.google.com/search?q=hotel+reservation&tbm=isch&ved=2ahUKEwjJk6fiya74AhUPhoQIHTI_DdsQ2-
cCegQIABAA&oq=hotel+reservation&gs_lcp=CgNpbWcQAzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIECA
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=LlqpYsnEBY-MkvQPsv602A0&bih=722&biw=1536&rlz=1C1CHBD_esEC901EC901

Role plays

Making Reservations

Receptionist: Good morning. Welcome to The Grand Woodward Hotel.
Client: Hi, good morning. I'd like to make a reservation for the third weekend in September. Do you have any vacancies?
R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?
C: The 24th.
R: How long will you be staying?
C: I'll be staying for two nights.
R: How many people is the reservation for?
C: There will be two of us.
R: And would you like a room with twin beds or a double bed?
C: A double bed, please.
R: Great. And would you prefer to have a room with a view of the ocean?
C: If that type of room is available, I would love to have an ocean view. What's the rate for the room?
R: Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?
C: Charles Hannighan.
R: Could you spell your last name for me, please?
C: Sure. H-A-N-N-I-G-H-A-N
R: And is there a phone number where you can be contacted?
C: Yes, my cell phone number is 555-26386.
R: Great. Now I'll need your credit card information to reserve the room for you. What type of card is it?
C: Visa. The number is 987654321.
R: And what is the name of the cardholder?
C: Charles H. Hannighan.
R: Alright, Mr. Hannighan, your reservation has been made for the twenty-fourth of September for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.
C: Great, thank you so much.
R: My pleasure. We'll see you in September, Mr. Hannighan. Have a nice day.+

Checking-In

Hotel: Good afternoon. Welcome to the Grand Woodward Hotel. How may I help you?
Guest: I have a reservation for today. It's under the name of Hannighan.
Hotel: Can you please spell that for me, sir?
Guest: Sure. H-A-N-N-I-G-H-A-N.
Hotel: Yes, Mr. Hannighan, we've reserved a double room for you with a view of the ocean for two nights. Is that correct?
Guest: Yes, it is.
Hotel: Excellent. We already have your credit card information on file. If you'll just sign the receipt along the bottom, please.
Guest: Whoa! Five hundred and ninety dollars a night!
Hotel: Yes, sir. We are a five star hotel after all.
Guest: Well, fine. I'm here on business anyway, so at least I'm staying on the company's dime. What's included in this cost anyway?
Hotel: A full Continental buffet every morning, free airport shuttle service, and use of the hotel's safe are all included.
Guest: So what's not included in the price?
Hotel: Well, you will find a mini-bar in your room. Use of it will be charged to your account. Also, the hotel provides room service, at an additional charge of course.
Guest: Hmm. Ok, so what room am I in?
Hotel: Room 487. Here is your key. To get to your room, take the elevator on the right up to the fourth floor. Turn left once you exit the elevator and your room will be on the left hand side. A bellboy will bring your bags up shortly.
Guest: Great. Thanks.
Hotel: Should you have any questions or requests, please dial 'O' from your room. Also, there is internet available in the lobby 24 hours a day.
Guest: Ok, and what time is check-out?
Hotel: At midday, sir.
Guest: Ok, thanks.
Hotel: My pleasure, sir. Have a wonderful stay at the Grand Woodward Hotel.

Check-out / Getting to the airport

Hotel: Did you enjoy your stay with us?
Guest: Yes, very much so. However, I now need to get to the airport. I have a flight that leaves in about two hours, so what is the quickest way to get there?
Hotel: We do have a free airport shuttle service.
Guest: That sounds great, but will it get me to the airport on time?
Hotel: Yes, it should. The next shuttle leaves in 15 minutes, and it takes approximately 25 minutes to get to the airport.
Guest: Fantastic. I'll just wait in the lounge area. Will you please let me know when it will be leaving?

Hotel: Of course, sir. Oh, before you go would you be able to settle the mini-bar bill?
Guest: Oh yes certainly. How much will that be?
Hotel: Let's see. The bill comes to $37.50. How would you like to pay for that?
Guest: I'll pay with my Visa thanks, but I'll need a receipt so I can charge it to my company.
Hotel: Absolutely. Here we are sir. If you like you can leave your bags with the porter and he can load them onto the shuttle for you when it arrives.
Guest: That would be great thank you.
Hotel: Would you like to sign the hotel guestbook too while you wait?
Guest: Sure, I had a really good stay here and I'll tell other people to come here.
Hotel: That's good to hear. Thank you again for staying at The Grand Woodward Hotel

Source: https://slideplayer.com/slide/8825583/

INFORMATIVE DATA: Lesson 3
TEACHER: Lic. Lizbeth Medina   **AREA:** ENGLISH
SCHOOL YEAR: September 2021-July 2022   **SUBJECT:** English
COURSE: 10ᵗʰ   **PARALLEL:** "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	**DATE:** June, 17, 2022	**TIME**: 45 minutes	**N° OF STUDENTS**: 10

Recent topic work: shop and shopping	**Recent Language work:** Practice role play about shopping

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk shopping

Objectives:
Ss will be able to interpret a character (customer and shop assistant)
Ss. will be able to talk about shopping.
Ss, will be able to talk about different type of shops.

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen, then, they will produce it.

Materials: notebooks, photocopies and flash cards, ppt. board

Teacher role	**Student role**
Facilitator	Ss are communicators.
Advisor	Ss Engaged in negotiating meaning
Less dominant than teacher-centered	Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-Greetings and take attendance. -Simon said T. will show a flash card of different shops.	-Ss. answer the questions. -Ss. will make all thing that Simon said -Ss. give information about which things that they can buy there.	T-Ss

	T. will write some words in the board.	Ss. will classify according to the list: Clothes shop, food, chemist and so on.	
10 min	-T. introduces and show characters cards. Shop assistant and customer). -T. reinforces and answers any Ss. doubts or vocabulary	-Ss. tell some new questions. -Ss read and practice vocabulary -Ss. ask the T any doubt.	
			T-Ss
15 min	**Activity:** **-** T. gives each groups a role plays about at the clothes department, bakery, fruit and vegetables store and give some time to read the cards and ask about any problem language. . -T. gives some information about vocabulary -T. gives some minutes to students represent their character -T. walk around the class observing what Ss do.	- S. will work in pairs to make role play according to their character. -Students study their character.	T-Ss
10 min	**Activity 2** - T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	-Ss will pass in front to make their performance according to the list of attendance -Ss. will perform their role play	Ss-Ss
	Activity 3 T. will change each role play for all class. T. choose 1 group to perform it.	Ss. will pass and perform the role play according their character.	Ss-Ss

Additional possibilities:
Ss will work in pairs and pass to perform role play.

Lic. Lizbeth Medina
  TEACHER

Role plays

https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/shops-and-shopping/12368

Customer	Good morning!
Shop assistant	Good morning!
Customer	I want a loaf of bread, please.
Shop assistant	Here you are.
Customer	Thank you.
Shop assistant	Do you want anything else?
Customer	Yes. I'd like a bottle of milk, a packet of sugar, three pounds of apples and two cans of Cola-Cola. How much is all that?
Shop assistant	Five pounds fifty, please.
Customer	Here's six pounds.
Shop assistant	That's 50 pence change. Thank you very much and come again.

At the Clothes Department

Shop assistant	Can I help you?
Customer	Yes, please. I'm looking for a shirt.
Shop assistant	What kind of shirt would you like?
Customer	The one like those on display in the shop window.
Shop assistant	What about this one?
Customer	It's just what I wanted. May I try it on?
Shop assistant	Yes, please. How is it?
Customer	It's nice. How much is it?
Shop assistant	Three hundred rubles.
Customer	Oh, it's very expensive. Have you got anything cheaper?
Shop assistant	Certainly, look at this one, please. It costs two hundred.
Customer	I'll take it.
Shop assistant	Here you are.
Customer	Thank you.

Mr. Black	I'd like some apples, please.
Shop assistant	What apples would you like: green, red or yellow?
Mr. Black	Green, please.
Shop assistant	How many apples would you like?
Mr. Black	Can I have five apples?
Shop assistant	Of course.

INFORMATIVE DATA: Lesson 4
TEACHER: Lic. Lizbeth Medina   **AREA:** ENGLISH
SCHOOL YEAR: September 2021-July 2022   **SUBJECT:** English
COURSE: 10th   **PARALLEL:** "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	DATE: June, 20, 2022	TIME: 45 minutes	N° OF STUDENTS: 10

Recent topic work: shop and shopping	Recent Language work: Practice role play about greeting acquainted

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk greetings

Objectives:
Ss will be able to get reacquainted with someone
Ss. will be able discuss gestures and customs.
Ss, will be able describe an interesting experience

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen, then, they will produce it.

Materials: notebooks, photocopies and flash cards, ppt. board, zoom

Teacher role	Student role
Facilitator	Ss are communicators.
Advisor	Ss Engaged in negotiating meaning
Less dominant than teacher-centered	Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-Greetings and take attendance. -T. share a song. https://www.youtube.com/watch?v=3OvVOx902Xo T. will ask about vocabulary that students don't understand.	-Ss. answer the questions. -Ss. will Listening a song -Ss will clarify doubts	T-Ss

8 min	T. will show some photographs about greeting in ppp. -T. introduces and show characters cards. -T. reinforces and answers any Ss. doubts or vocabulary	-Ss. tell some new questions. -Ss read and practice vocabulary -Ss. ask the T any doubt. T-Ss
10 min	**Activity:** T. will make students listen to 3 different role paly conversations about greeting.	- S. will listening conversation model. - Ss will ask if they have questions
12 min	**Activity 2** T. will give students some minutes to prepare their role play - T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	-Students study their character. -Ss will performance their role according to the list of attendance Ss-Ss
5min	**Activity 3** T. will change each role play for all class. T. choose 1 group to perform it.	Ss. will pass and perform the role play according to their character. Ss-Ss

Additional possibilities:
Ss will work in pairs

Lic. Lizbeth Medina
    TEACHER

Annexes

ROLE PLAY 1

Topic: Two people meeting in a hotel lobby

Leon: You look familiar. Haven't we met somewhere before?
Taka: I don't think so. I'm not from around here.
Leon: I know! Aren't you from Japan? I'm sure we met at the IT conference last week.
Taka: Of course! You're from Mexico, right?

Leon: That's right. I'm sorry. I've forgotten your name.
Taka: Kamura Takashi. But you can call me Taka.
Leon: Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?
Taka: Not much. Actually, I'm on my way to the airport now. I'm flying back home.

Leon: Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I could show you around.
Taka: That would be great. I hear Acapulco's beautiful.
Leon: It was nice to see you again, Taka.
Taka: You, too.

ROLE PLAY 2

Topic: people getting reacquainted

Read and listen to people getting reacquainted.

A: Audrey, have you met Hanah?
B: No, I haven't.
A: Hanah, I'd like you to meet Audrey.
C: Hi, Audrey. You look familiar. Have we met before?
B: I don't think so.
C: I know! Last month. You were at my sister Nicole's party.
B: Oh, that's right! How have you been?

ROLE PLAY 3

Topic: greeting a visitor

A: Welcome to Beijing. Have you ever been here before?
B: No, it's my first time. But yesterday I went to the Forbidden Palace. It was fantastic!
A: That's great. Have you tried Beijing duck yet?
B: Beijing duck? No, I haven't. What's that?
A: It's a famous Chinese dish. I think you'll like it.

INFORMATIVE DATA: Lesson 5
TEACHER: Lic. Lizbeth Medina
SCHOOL YEAR: September 2021-July 2022
COURSE: 10th

AREA: ENGLISH
SUBJECT: English

PARALLEL: "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	**DATE: June, 22, 2022**	**TIME**: 45 minutes	**N° OF STUDENTS**: 10

Recent topic work: shop and shopping	**Recent Language work:** Practice role play about greeting acquainted

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk personal care and appearance

Objectives:
Ss will be able to ask for something in a store.
Ss. will be able to make an appointment at a salon.
Ss, will be able to discuss ways to improve appearance.

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen, then, they will produce it.
Materials: notebooks, photocopies and flash cards, ppt. board, zoom

Teacher role	**Student role**
Facilitator Advisor Less dominant than teacher-centered	Ss are communicators. Ss Engaged in negotiating meaning Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-Greetings and take attendance. -T. share a song.	-Ss. answer the questions. -Ss. will Listening a song	T-Ss

86

	https://www.youtube.com/watch?v=216PXNugIP8&list=RDMM216PXNugIP8&start_radio=1	-Ss will clarify doubts
8 min	T. will ask about vocabulary that students don't understand. T. will show some photographs about personal care and appearance. -T. introduces and show characters cards. -T. reinforces and answers any Ss. doubts or vocabulary	-Ss. tell some new questions. -Ss read and practice vocabulary -Ss. ask the T any doubt. T-Ss
10 min	**Activity:** T. will make students listen to 3 different role paly conversations I a spa salon, looking personal care products in a store and make and appointment for a haircut.	- S. will listening conversation model. - Ss will ask if they have questions T-Ss
12 min	**Activity 2** T. will give students some minutes to prepare their role play - T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	-Students study their character. -Ss will performance their role according to the list of attendance Ss-Ss
5min	**Activity 3** T. will change each role play for all class. T. choose 1 group to perform it.	Ss. will pass and perform the role play according to their character. Ss-Ss

Additional possibilities:
Ss will work in pairs

Lic. Lizbeth Medina
   TEACHER

Annexes

CONVERSATION IN A SPA SALON

Receptionist: Can I help you, sir?
Client: Would it be possible to get a massage? I don't have an appointment.
Receptionist: Well, actually, you're in luck. Our eleven o'clock just called to cancel his appointment.
Client: Terrific.
**Receptionist:** Let me show you to the dressing area.

Client: Thanks. Oh, while I'm at it, do you think I could get a haircut, too?
Receptionist: Yes. But you might have to wait a bit. We don't have anything until 12:00.
Client: Not a problem. By the way, how much will the massage and haircut come to?
Receptionist: Let's see . . . it will be 110 euros in all.

Client: Great. One more question. Is it customary to tip the staff?
Receptionist: Well, that's up to you. But most clients give the stylist and the masseuse a euro or two each.

Someone looking for a personal care products in a store
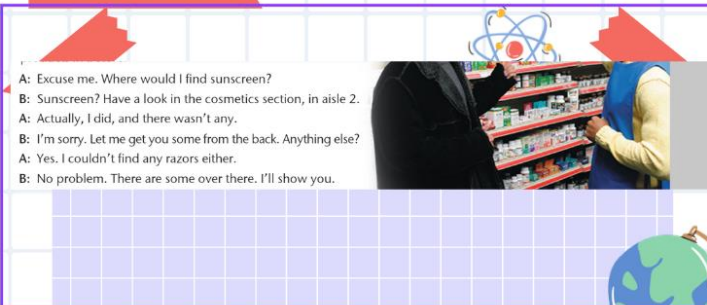
A: Excuse me. Where would I find sunscreen?
B: Sunscreen? Have a look in the cosmetics section, in aisle 2.
A: Actually, I did, and there wasn't any.
B: I'm sorry. Let me get you some from the back. Anything else?
A: Yes. I couldn't find any razors either.
B: No problem. There are some over there. I'll show you.

A: Hello. Classic Spa and Salon.
B: Hello. This is Monica Morgan. I'd like to make an appointment for a haircut.
A: When would you like to come in, Ms. Morgan?
B: Today, if possible.
A: Let me check. . . . Sean has an opening at 2:00.
B: Actually, that's a little early for me. Is someone available after 4:00?
A: Yes. Yelena can see you then.

INFORMATIVE DATA: Lesson 6

TEACHER: Lic. Lizbeth Medina
SCHOOL YEAR: September 2021-July 2022
COURSE: 10th

AREA: ENGLISH
SUBJECT: English

PARALLEL: "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	**DATE:** June, 23, 2022	**TIME**: 45 minutes	**N° OF STUDENTS**: 10

Recent topic work: Teenage Matters

Recent Language work: Practice role play about problematic situations.

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk personal care and appearance

Objectives:
Ss will be able to talk about what you will normally do in real-life situations.
Ss. will be able to talk about what you would generally do in unreal situations.
Ss, will be able to express regrets and wishes.

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen, then, they will produce it.
Materials: notebooks, photocopies and flash cards, ppt. board, zoom

Teacher role	**Student role**
Facilitator Advisor Less dominant than teacher-centered	Ss are communicators. Ss Engaged in negotiating meaning Ss Try to make themselves understood and in understanding others.

TIMING	**TEACHER ACTIVITY**	**STUDENT ACTIVITY**	**Interaction**
10 min	-Greetings and take attendance. -T. share a song. https://www.youtube.com/watch?v=1PJZFvhatQs	-Ss. answer the questions. -Ss. will Listening a song	T-Ss

	T. will ask about vocabulary that students don't understand.	-Ss will clarify doubts	
8 min	T. will show some vocabulary and colloquial expressions. • A thorny issue • Make your blood run cold • Can't stand the pace • Cry over spilled milk • To give the heebie-jeebies • To kick oneself • Your wish is my command	-Ss. tell some new questions. -Ss read and practice vocabulary -Ss. ask the T any doubt.	T-Ss
10 min	-T. introduces and show characters cards. -T. reinforces and answers any Ss. doubts or vocabulary	- S. will listening conversation model. - Ss will ask if they have questions	T-Ss
12 min	**Activity:** T. will make show different role paly conversations about problematic situations. **Activity 2** T. will give students some minutes to prepare their role play - T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	-Students study their character. -Ss will performance their role according to the list of attendance	Ss-Ss
5min	**Activity 3** T. will change each role play for all class. T. choose 1 group to perform it.	Ss. will pass and perform the role play according to their character.	Ss-Ss

Additional possibilities:
Ss will work in pairs

Lic. Lizbeth Medina
   TEACHER

Meg: Why has Lina failed? Last year she did very well at school.

Anna: Yeah, but this year there were so many school projects and extracurricular activities that she couldn't stand the pace.

Meg: Maybe that's true, but if you give her a second chance, she will succeed. So don't worry.

Meg: You've dealt with a thorny issue, haven't you?

Bob: Yes, my son Bill has been bullied continuously at school.

Meg: Oh dear, those bullying incidents make your blood run cold!

Bob: If he continues being bullied, I'll report it to the police.

Meg: Wait! If you informed the school principal and teachers first, they would stop the bullies.

Mike: Hey Meg, I'm in trouble! My parents know I procrastinate on my homework.

Meg: Yes, Mike, they are right; we should do our homework as soon as we get home.

Mike: And they also tell me what to study.

Meg: If your parents tell you what to study, you have to tell them not to push you!

Mike: Yeah, their comments make me fear facing my future.

Meg: If I were you, I would tell them I don't want to make decisions that conflict with my own skills and interests.

Meg: Hello. The topic for today's show is time management with the case of Ian, a boy who failed the school year because of procrastination. We have invited Mrs. Smith, a family specialist, and Mr. Wilkinson, a school principal, to discuss Ian's problem. Good afternoon and welcome to our program.

Mrs. Smith - Mr. Wilkinson: Good afternoon, Meg. Thanks for your invitation.

Meg: According to Ian's mother, Ian procrastinates and rarely finishes his school assignments. Mrs. Smith, what's your opinion?

Mrs. Smith: In my opinion, **if Ian had learned** to plan his daily routine, **he wouldn't have done** wrong at school. This is something you have to learn in elementary school with the help of parents and teachers. Probably, **if Ian's parents had realized** he was facing this situation before, **they would have helped** him by implementing schedules or set goals for every day.

Meg: Thanks Mrs. Smith. Now, let's listen to Mr. Wilkinson.

Mr. Wilkinson: Thank you. I totally agree with Mrs. Smith. Still, I'd like to add that there are other factors that affect time management such as lack of concentration and decision making. To my mind, **Ian would have dealt** with procrastination **if he had kept** himself away from the things that easily distract him. For example, it's very common seeing people working on their computers while checking their *Facebook* accounts, watching videos, chatting and so forth. Doing this affects both performance and concentration dramatically.

Mrs. Smith: Well, I disagree a little bit with Mr. Wilkinson because today people are multitasking. I mean they can do many things at the same time.

6INFORMATIVE DATA: Lesson 7
TEACHER: Lic. Lizbeth Medina   **AREA:** ENGLISH
SCHOOL YEAR: September 2021-July 2022   **SUBJECT:** English
COURSE: 10ᵗʰ   **PARALLEL:** "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	DATE: June, 24, 2022	TIME: 45 minutes	N° OF STUDENTS: 10

Recent topic work: Healthy life	Recent Language work: Practice role play about lifestyles and speculate about habits and customs of the past..

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk about lifestyles.

Objectives:
Ss will be able to speculate about lifestyles in the past.
Ss. will be able to express opinion and possibility about past events.
Ss, will be able to describe people, objects, and events.

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen, then, they will produce it.
Materials: notebooks, photocopies and flash cards, ppt. board, zoom

Teacher role	Student role
Facilitator Advisor Less dominant than teacher-centered	Ss are communicators. Ss Engaged in negotiating meaning Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-Greetings and take attendance. -T. share a song. https://www.youtube.com/watch?v=AbeW4GJEdi0 T. will ask about vocabulary that students don't understand.	-Ss. answer the questions. -Ss. will Listening a song -Ss will clarify doubts	T-Ss

8 min	T. will show some vocabulary and colloquial expressions. • To be fit as a fiddle • To be in bad shape • To be in murky waters • To move heaven and earth -T. introduces and show characters cards. -T. reinforces and answers any Ss. doubts or vocabulary	-Ss. tell some new questions. -Ss read and practice vocabulary -Ss. ask the T any doubt. T-Ss
10 min	**Activity:** T. will make show different role paly conversations aboutlifestyle. **Activity 2** T. will give students some minutes to prepare their role play - T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	- S. will listening conversation model. - Ss will ask if they have questions T-Ss -Students study their character.
12 min		-Ss will performance their role according to the list of attendance Ss-Ss
	Activity 3 T. will change each role play for all class. T. choose 1 group to perform it.	
5min		Ss. will pass and perform the role play according to their character. Ss-Ss

Additional possibilities:
Ss will work in pairs

Lic. Lizbeth Medina
  TEACHER

Annexe

94

Jason: Hi, Alan. I'm glad you came to my Granny's Birthday party.
Alan: Thanks for the invitation. Is she really going to be 100 years old?
Jason: Yes, and look at her! She's not sedentary, instead she is very active!
Alan: I know! She has lots of energy. She **must have slept** all day long!
Jason: Well, she didn't. It **could have been** because she took a 30 minutes nap this afternoon. But she sleeps very well at night.
Alan: And, she is thin and fit. She **must have eaten** low-fat foods all of her life!
Jason: Yes. Her diet has always included steamed fish, grilled meat, and olive oil.
Alan: Wow! She has had a very healthy diet. She **might never have eaten** fatty food, I guess.
Jason: Well, she doesn't like junk food. She prefers lots of veggies and fruit.
Alan: What about drinks? Does she drink sodas and coffee?
Jason: Not really. She prefers to drink water and fruit-flavored yogurt or fresh juice.
Alan: I guess she **might never have smoked**, right?
Jason: You're right. She hates smoking and she has never been drunk. Besides, she loves exercising. She walks the dog every day!
Alan: And she looks quite relaxed! Has she ever felt stressed?
Jason: Well, as you can see, she is always in a good mood and nothing makes her feel angry.
Alan: Gee! Now I see... Having such a healthy lifestyle **must have prevented** her from getting lots of diseases.

Mr. Green: How was your trip around the outskirts of the city?
Ruth: It was very alarming. We found many environmental problems.
Mark: We visited the place **where** people dispose of their garbage.
Ruth: We found out **that** ten years ago, it was a nice forest.
Mark: But there is a timber company **that** bought the forest and has cut down all the trees! There are no plants anymore!
Ruth: Now, it is a dump **that** contains waste of all kinds, even chemicals, fuels, and scrap iron.
Mark: Also, the people **who** live in the city don't recycle. The waste is all mixed in there.
Ruth: In the past, there was a river there, but now there's only a small slow-flowing stream **that** is really dirty and smelly.
Mark: It is a dump **that** has no control from the local authorities and it has contaminated the soil, the water, and the air.
Mr. Green: What a shame! The community hasn't taken care of our natural resources! What can we do to help?

Key Expressions
What a shame! that's too bad

INFORMATIVE DATA:

95

TEACHER: Lic. Lizbeth Medina
SCHOOL YEAR: September 2021-July 2022
COURSE: 10th

AREA: ENGLISH
SUBJECT: English

PARALLEL: "A"

GROUP: There are 10 students in this group, 2 men and 8 women.	**DATE: June**, 27, 2022	**TIME**: 45 minutes	**N° OF STUDENTS**: 10

Recent topic work: People Personality

Recent Language work: Practice role play about problematic situations.

Aims: S who has the most control of the structures and vocabulary is not always the best communicator.
To allow Ss. To talk personal care and appearance

Objectives:
Ss will be able to get to know a new friend.
Ss. will be able to discuss a personality and its origin.
Ss, will be able to cheer someone up.

Assessment: Formative assessment (Accuracy and fluency) / controlled and guided activities.

Anticipated problems: Difficulty to pronounce some words
Solution: Make Ss. practice and listen, then, they will produce it.
Materials: notebooks, photocopies and flash cards, ppt. board, zoom

Teacher role	**Student role**
Facilitator Advisor Less dominant than teacher-centered	Ss are communicators. Ss Engaged in negotiating meaning Ss Try to make themselves understood and in understanding others.

TIMING	TEACHER ACTIVITY	STUDENT ACTIVITY	Interaction
10 min	-Greetings and take attendance. -T. share a song. https://www.youtube.com/watch?v=NDrtwUhn3Zk	-Ss. answer the questions. -Ss. will Listening a song	T-Ss

	T. will ask about vocabulary that students don't understand.	-Ss will clarify doubts	
8 min	T. will show some vocabulary and colloquial expressions. • "I'm just pulling your leg." • "I'm not sure the furniture would go with it. •Good point.	-Ss. tell some new questions. -Ss read and practice vocabulary -Ss. ask the T any doubt.	T-Ss
	-T. introduces and show characters cards. -T. reinforces and answers any Ss. doubts or vocabulary		
10 min	**Activity:** T. will make show different role paly conversations about problematic situations.	- S. will listening conversation model. - Ss will ask if they have questions	T-Ss
12 min	**Activity 2** T. will give students some minutes to prepare their role play - T. will ask students to be ready for role play. - T. will write a number in a piece of paper.	-Students study their character. -Ss will performance their role according to the list of attendance	Ss-Ss
5min	**Activity 3** T. will change each role play for all class. T. choose 1 group to perform it.	Ss. will pass and perform the role play according to their character.	Ss-Ss

Additional possibilities:
Ss will work in pairs

Lic. Lizbeth Medina
  TEACHER

Annexes

Roleplay 1: Couple talking about what color to repaint their living room.

Later that day

Chelsea: You know what? I'm getting a little tired of looking at this wallpaper.
Chad: Well, maybe it's time for a change. What would you think about getting the room painted? I never loved that wallpaper, anyway.
Chelsea: Actually, I don't think either of us did. We only got it because we couldn't agree on a paint color.
Chad: Oh, yeah. Now I remember. You wanted pink, and I said it was too feminine.

Chelsea: Actually, I never thought it was pink. To me it was a soft rose.
Chad: Well, what would you say to a nice blue?
Chelsea: Blue? *Way* too masculine.
Chad: *What?!*
Chelsea: I'm just pulling your leg, silly! Blue would be great.

Chad: This one's nice—very relaxing.
Chelsea: True, but I'm not sure the furniture would go with it.
Chad: Good point. I'd hate to have to get all new stuff . . . You know, maybe we're on the wrong track.
Chelsea: What do you mean?
Chad: All of a sudden, I'm thinking white. It's classic, and . . .
Chelsea: And it goes with everything!

Role paly 2: Conversation about likes and dislikes

▶ 4:04 Read and listen to a conversation about likes and dislikes.

A: So tell me something about yourself.
B: What would you like to know?
A: Well, for example, what do you like doing in your free time?
B: Let's see. Most of all, I enjoy playing tennis. I think it's relaxing. What about you?
A: Well, I find tennis a little boring. But I _do_ love going to the movies.
B: So do I. We should go to the movies together sometime, then.

CONVERSATION MODEL

A ▶ 4:06 Read and listen to someone trying to cheer a friend up.

A: You look down. What's up?
B: Oh, nothing serious. I'm just tired of the same old grind. But thanks for asking.
A: I know what you mean. I'm tired of working, too. How about going to a movie? That always helps me.
B: Great idea. Let's go this afternoon!

▶ 4:08 More adjectives
down
sad
unhappy

Annex 7. Urkund report