

**UNIVERSIDAD INTERNACIONAL DE LAS
AMÉRICAS**

VICERRECTORIA ACADÉMICA

SCHOOL OF EDUCATION AND FOREIGN LANGUAGES

**Application of the Role-Play Technique for improving English
Speaking Fluency in Realistic Scenarios of interest to 9TH grade
Students at Colegio De Santa Ana**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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JULIO, 2022

Abstract

This investigation is mainly focused on the use of Role-Play applied with themes and scenarios of interest for the improvement of the speaking fluency skill, the main objective was to demonstrate if the Role – Play technique applied with the factors mentioned before could be of use for acquiring speaking fluency and oral skills in general, as well as the benefits this application could have on classroom participation. The population took in consideration to answer these questions were the 9th graders at Colegio De Santa Ana, more specifically the 9-5 section, the research process took place in INCO (conversational English) lessons, this is research is qualitative and the instruments used for the data gathering were, interviews, questionnaires, evaluations, didactic plans and activities using the Role –Play technique. Through this processes and tools the researcher was able to reach the conclusion desired. The researcher were able to conclude that Role Play applied with themes and scenarios of interest is effective for improving fluency, it is also concluded that the themes preferred by students are those related to social media content, finally the investigation was accurate at proving the Role – Play technique to be effective at promoting participation in classroom by using the motivation factor.

Resumen

Esta investigación está enfocada principalmente en el uso de Role-Play aplicado con temas y escenarios de interés para el mejoramiento de la habilidad de fluidez del habla, el objetivo principal fue demostrar si la técnica de Role-Play aplicada con los factores antes mencionados podría ser de utilidad para adquirir fluidez en el habla y habilidades orales en general, así como los beneficios que esta técnica puede tener en la participación en el aula. La población que se tomó en consideración para responder estas preguntas fueron los estudiantes de 9° grado del Colegio De Santa Ana, más específicamente la sección 9-5, el proceso de investigación se llevó a cabo en clases de INCO (inglés conversacional), esta investigación es cualitativa y los instrumentos utilizados para la recolección de datos fueron, entrevistas, cuestionarios, evaluaciones, planes didácticos y actividades utilizando la técnica de Role –Play. A través de estos procesos y herramientas el investigador pudo llegar a la conclusión deseada. El investigador pudo concluir que el Rol - Play aplicado con temas y escenarios de interés es efectivo para mejorar la fluidez en el habla, también se concluye que los temas preferidos por los estudiantes son los relacionados con el contenido de las redes sociales, finalmente la investigación fue certera en probar que la técnica de Rol – Play es eficaz en la promoción de la participación en el aula mediante el uso de la motivación.

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Chapter I

Introductory Framework

1.1 Problem Statement

Speaking fluency has often been a skill that takes a significant time to develop properly according to Nicole Yurchak it takes around 1200 hours to reach proficiency C2 which is the maximum level that a person can achieve, Yurchark also states that it depends on other factors like age, however costa Rican education mostly places the focus of classes and tests on the grammatical aspect of the language not leaving entirely the speaking skill apart but somewhat in the shades, also the lack of fun activities to learn the oral skill affect the interest and motivation of the students to focus on learning the skill, without this aspects the learning process can be turned into a boring term for scholars leading to a slow language acquisition way forwarding the production of frustration and not taking the classes seriously, creating a loop of disaster preventing the proper acquiring of speaking fluency skill and deteriorating the oral production, the absence of dynamic activities that creates motivation to learn and good environments to acquire fluency and improve the language acquisition is often a considerable blank space in colleges planning.

1.2 Objectives of the Investigation

1.2.1 General Objectives.

To apply the role-play technique for improving English speaking fluency in realistic scenarios of interest to 9th-grade students at Colegio De Santa Ana.

1.2.2 Specific Objectives.

To analyze the effects of using the role-play technique to improve speaking fluency.

To identify the most relevant themes of interest for students to use in the activity.

To study how using realistic scenarios of interest applied to role play improves the students' participation in the learning process.

1.3 Justification of the Study

Learning English in the correct format at an early age is fundamental for students. For this reason, the teaching process is always in need of new advances and discoveries. Providing the best teaching methods is fundamental for students to learn the language in the correct form and for educators to apply the best methods to make the learning process effective. This affects the efficiency of the education environment and enhances the students' morale and curiosity, which are essential factors in properly learning English as a second language.

Since the early stages of students as teenagers, wondering about the next step in life comes naturally, worries and questions, like What role suits me best? Or what is next? are constant thoughts. Using these concerns as an advantage for teaching may come reliably. At certain times classrooms could show a lack of interest in the time of oral production. The investigation proposes that using the role-play teaching technique to create realistic scenarios using the concerns and thoughts that come as a priority for students could have benefits at the time of oral production and fluency in speaking. Leading to an incognita, could the Role-play technique applied with these factors be of use when acquiring speaking fluency and oral skills? Also, using the Role-Play method could encourage classrooms to express feelings, opinions, and concerns more relaxed while practicing speaking and gaining fluency.

Knowing the results of this research would help future language educators deal with fluency problems as the main subject, oral production, and lack of interest problems as a secondary subject in English classrooms by applying The Role-Play technique featuring the characteristics mentioned before. Also, by demonstrating the effect of applying themes of students' interest to the technique, the method takes significant importance to create an ambiance of motivation and engage the participants in the classroom more frequently. This will help teachers dealing with excessive passive classrooms struggle to participate in activities due to the lack of interest and motivation.

As a major goal, this research pretends to put more effort into creating 9th-grade plans containing role-play activities that feature real interest themes and scenarios for students' personal growth in future years and putting more oral-oriented classrooms in the early stages of high school.

1.4 Antecedents

The first research (Pellegrin, 2019) for the Universidad de Piura with the theme: The use of Role-Play as a Teaching Technique to improve elementary learners 'speaking.

The general objective is: To demonstrate that the use of the role play technique as a classroom activity helps to improve the speaking skill of elementary school students at 7 p.m. at the language center – UDEP by putting them in imaginary and contextualized situations with the daily events working in pairs and groups.

A quantitative and experimental methodology was used in the research. Reaching the following conclusion: It is established that the Role-Play technique helps students

optimize their oral production and promotes a positive change in the learning process. (Pellegrin, 2019). In the previous research, role-play is used to teach grammatical rules, vocabulary, and oral production, describing Role-Play as an active learning method.

The second research is executed by (Fernandez,2018) for the Universidad Nacional Daniel Alcides Carrión with the theme: El role Play para optimizar la expresion oral del Inglés en los estudaintes de educacion secundaria de la I.E “Túpac Amaru”: Tápuç, Daniel Carrión - Pasco, 2018.

The general objective consists of: Specify the use of Role-play to optimize English oral expression in Secondary Education Students, i.e., "Túpac Amaru": Tápuç, Daniel Carrión.

The quasi-experimental method was used in the investigation. Reaching the following conclusion: Role-Play through its phases and constructivist approach is reliable to improve the English oral expression in students of Secondary education at, I.E., "Túpac Amaru": Tápuç, Daniel Carrión - Pasco, 2018. (Fernandez,2018)

The previous research considers play a reliable technique to improve oral expression and considers the various factors used to improve oral expression.

The third research is executed by (Revani, Ajeng, & Pawestri, 2018) for the Bina Nusantara University with the theme: Analyzing the Factors Influencing Students' fluency in English Speaking Skills: A Case in Bina Nusantara University.

The research investigates the factors (linguistics factors, psycholinguistics factors, age, sociolinguistics factors, bilingualism, individual differences, or personality) influencing the students' speaking fluency in English focus to find out the proper teaching-learning method in speaking sessions (Putri et al., 2018).

The following conclusion was reached: from the nine enlisted factors, speaking fluency and linguistic factors became the most influential characteristics at the time of creating teaching materials and delivering the teaching methods. In order to obtain the students' motivation and engagement, the lecturer should provide meaningful teaching activities and utilize challenging methods. (Putri et al., 2018)

The fourth research is executed (Tavakoli, 2020) for the university of reading with the theme: Making fluency research accessible to second language teachers: The impact of a training intervention.

The study investigates whether making findings of second language fluency accessible to language teachers impacts the understanding of oral fluency concept, confidence in promoting it, and classroom practice in the medium and short term.

The following conclusions were made: the study results show that fluency training positively impacted the understanding of fluency and the corresponded classroom practice. The understanding combined with the practice had a positive effect on the medium-term. In sum, making fluency research available to teachers engage research and self-reported motivation to understand fluency. (Tavakoli,2020).

1.5 Scope

As mentioned above, applying the role play technique using themes of students' interest to improve engagement when practicing oral production and enhancing speaking fluency in 9th-grade scholars is yet to be proven. It is intended to reach a conclusion regarding this theme and demonstrate how truly useful this technique is if applied with the right characteristics in the education field, finally giving it the correct use to create a proper learning process.

However, suppose the results of the investigation demonstrate the opposite. In that case, it is intended to resolve why this conclusion was given at the end and report the lack of efficiency in this technique featuring themes of interest, inspiring future investigators to resolve the best approach to the Role-Play method in the education field.

The main objective of this research is to prove that using Role-play featuring themes of interest for scholars is an effective oral production-oriented technique to improve speaking fluency by engaging in most frequent classroom participation.

Also, the research aims to demonstrate how the application of Role-Play with the aforementioned aspects can create a motivational environment boosting the students' engagement in acquiring English as a second language.

Introducing the right approach to this technique is an advance to resolve problems throughout the learning process. Giving educators a better orientation when applying role-play is an achievement expected at the end of this investigation.

Chapter II

Theoretical Framework

In the next chapter, the reader will find the theories that sustain the bases of this work project in order to make it reliable and credible research. These theories are fundamental in demonstrating how the role-play technique can improve fluency in students by applying this technique to the proper topics. This chapter will also go in-depth on the hypothesis of how the Role-Play technique could also improve the participation of students by creating a cooperative and motivational classroom ambiance.

2.2 Literature Review

2.1.1 Role-play technique

First, what is the role play technique? According to the Cambridge dictionary, role-playing is: pretending to be someone else as a learning technique. Role-playing can allow students to be another person with a different mindset and put different imaginary scenarios or situations when executing the technique.

According to Davis (2021), role-playing brings various advantages to those who participate. Since the technique is mostly a social exercise, improving social skills is beneficial. Also, Role-Play prepares the participants for future real-life encounters. This comes from putting the participants through realistic scenarios in the future.

Students as teenagers are conscientious that someday the college, childhood, or teenager days will come to an end and wonder how life without once all these phases are

over would be. School or high school could prepare students for incoming real situations in future adulthood. Role-play is an activity where the teacher could give some real future taste to students about adult life and some of the things they may come to face someday, not preparing students completely but giving some guidance on overcoming obstacles.

However, Davis also states that the role-play activity could have some disadvantages in its performance, such as the activity not being taken seriously and may discomfort some participants.

According to Bawa (2020), some factors need to be included in preparing a role-play activity. As the main request, the role-play needs to have a director to guide the actors before and after the realization of the play.

Bawa also states that a script needs to be made. A scenario that matches the script's context should be created or imagined as in place for the activity. The characters need to be well defined for an excellent interpretation and understanding of the play. Finally, a facilitator could also benefit the participants to relay if something is forgotten.

Regarding the factors mentioned before, drama suits a huge influence on the role play technique since it takes many elements from it. In concordance to Salas (2017), the preparation process of a theater play can help the students and teachers to develop different ideas for classroom activities (p.308). Salas also states that drama goes beyond just being pure entertainment and gives students the chance to improve skills not practiced before in any other activity. It is also mentioned that the activities can be adapted to any language speaking level (p.309-310).

As mentioned above, role-playing is mostly a social activity that involves several participants creating fiction scenarios to put those who participate in the technique in different mindsets, characters, and situations, to develop certain skills in the communicative and social space. It can also bring to the table the development of problem-solving skills if the technique is used to develop conflict scenarios that try to push the participants to bring a solution to the matter.

As a point of interest, the role-play could be seen as a simple activity where participants take a role and pretend to fill that role. However, as was mentioned before, it is an activity that needs requirements and preparations. Most of them are not difficult but necessary for the activity to be a successful and enjoyable learning experience.

Drama, a factor that easily could be related to movies, theaters, and plays, is a starting point when discussing how role-play functions. It could be easy to think that this could have been the first idea behind the creation of role-playing, where the teacher takes the students to be part of a fictional scenario where they can be another person or even activate the creative minds of students by letting them develop their characters, choose the scenarios, let the expression of creative ideas be the main objective behind the preparation of the activity, the technique could also be seen as space where students do not act as other person but let their personalities escape in this new space within the classroom that transmits a sense of freedom and gets apart from the traditional method of learning where students are just receptors of information, in role-playing, every student could take the role of a caster by transferring all these thoughts to a dramatize speech. Drama is sure a huge influence in the activity and an important aspect within the core of the activity itself.

These factors reach many different types of role-playing. The participants and guides can interact and propose different topics to bring different experiences and thoughts to the matter. The drama concept comes in handy as the role-play takes so much inspiration from the subject. The preparations, script, and scenarios are taken from the drama world. It also reaches different topics and genres of plays.

This variety and constant brainstorming, which takes vary of ideas from different subjects, are used as the main ingredients that fulfill the role-play and make it so flexible at the time to adapt it to a classroom, no matter if it is a new classroom or one that the professor has been for a long period. This makes role-play a frequently used technique in different learning processes.

Role-play could also be related to the debate activities. Choosing between two sides regarding the subject being discussed for these activities is necessary. Normally, these two sides are constituted by those in favor of the subject and those against the subject. It is not necessary that the participants in the activity truly believe the values of the side they are on are correct. It is just a matter of a temporal role that the activity request. This aspect is needed to fulfill and complete the activity and create a good and credible performance for the audience.

Astati (2019) Argues that a possible activity in which students could practice their speaking skills is the debate. This method could also be of use to develop self-esteem in students. This activity could be of use to develop self-esteem by teaching the students how to protect and defend their values. It also helps to increase the skill of argumentation on various themes. Astati (2019) also formulates the possibility that the lack of vocabulary is

what makes students uncomfortable with participating in these activities and could generate a lack of motivation.

Students' demotivation to participate in role play-based activities due to the lack of vocabulary and the uncomfortable feeling that this produces could be a problem, and a solution could also be found within the same activities. Alabsi (2019) argues that students' lack of motivation and vocabulary could be due to traditional methods and focus on memorization. Alabsi formulates the hypothesis that role-plays activities could be of great use in teaching vocabulary by creating an enjoyable process by simulating authentic scenarios where students can enjoy and learn simultaneously.

It could be of no surprise that such activities where participants need to be in constant movement and engagement could promote the use of already known vocabulary and new vocabulary yet to be seen, encouraging students to make use of new words to express the incoming ideas they would have during the activities, promoting scholars to acquire new vocabulary in order to put themselves in a more comfortable situation where they can easily express themselves without constantly thinking on how to formulate the next sentence, is of no doubt that depending on the level of the students, these thoughts will always be a constant since the participants will not be fully fluent or advance in the language to do everything without thinking and hesitation. However, it could ease the process of making the activity more fluent and not losing momentum.

The benefits are various, yet the ways to implement this technique in the classroom are not restricted to just one. As the acting teacher and coach Kahn (2022) delivers in the article "How to Role Play," there are three main ways to present this technique to a

classroom text-based, live-action, and tabletop. Kahn describes these three as the following: text-based role-play mainly focuses on writing skills. It is developed online, live-action role-play is oriented towards talking and acting, the tabletop can be done either in person or online and as its name indicates is focused on tabletop games, these three options are fun and immersive, also great to meet new people.

It is necessary to explain each of these variants and which is the most adequate to succeed in the research. Kahn (2022) brings an explanation for each of these three ways of Role-Playing. Text-based put its objective on writing a story with at least one other person. The story consists of building a character or characters and describing their actions and reactions to other characters from the same story, bringing interaction between various characters through writing. This variant is exquisite when teaching online due to the various websites the students could use to experience the Role-Play. It is also seen as the future of global Role-Playing since it can also be done in video games where you can give the appearance to your character and interact with several people across the planet.

Tabletop role-playing is developed using a tabletop game. It can also be done online by using any online tabletop game. This one is not as famous as the previous one since these games are not as regularly played as other games, yet they share some similarities in aspects such as creating characters. The games could vary from realistic games to fantasy games.

This type of Role-Playing often uses a narrator to introduce new events and scenarios. Modes like "Campaign," where all the participants advance towards a common objective, are considered the most popular when tabletop Role-Playing.

Finally, Kahn (2022) explains the best variation of Role Play to implement in this investigation, the live-action Role Play. For live-action, role-playing terms and abbreviations of certain terms are important to assign different types of characters. A scenario and context are needed for the live-action role-play. The context could be based on real events such as historical events, or it could be pure depending on which direction the activity director takes.

The most important terms are NPC (non-player) character, P.C. (player character), and game master or director. As stated initially, role-playing is similar to a theater play forcing elements such as a script in the activity.

The director could also include prizes within the story of the activity. If the participant creates the story, the prizes could be at the end of the activity, bringing some extrinsic motivation to the Role-play. Finally, the most important aspect of the activity is that the participants enjoy it and have fun.

2.1.2 Oral production process

Oral production is the ability to produce oral text to one or more listeners. According to Hernandez et al. (2019), oral skill is divided into fluency and coherence, Lexical Resources, Grammatical Range and Accuracy, and Pronunciation.

Sedeida et al. (2017) state that speaking could be a struggle for beginners, especially at the high-school level, where most students avoid active participation in speaking activities. For the most part, it is perceived that oral production activities could be a difficult approach for beginners in language learning. The speculated reason behind the

lack of participation in these types of activities at amateur levels could be because the speaking exercises are perceived to be tasks that only advanced speaking learners can perform. However, Turner (2021) turns this aspect down, claiming that oral skills could be the most troublesome to develop because students are hesitant, but this causes no trouble if fun and easy activities are brought to the classroom. Turner (2021) also states that role play is a great activity for reinforcing expressions previously taught in class.

It is reassuring that oral production activities can be adjusted to the classroom level, but in some cases, difficult activities come in handy. For this purpose, Peña and Onatra (2009) concluded that if students fail in the activities, they must learn how to cope with these mistakes and learn from them. Since success does not always come on the first try, failure should be seen as an opportunity to reinforce their weaknesses. Peña and Onatra also highlighted the importance of including the new vocabulary and emphasizing intonation when performing oral production activities. Lastly, give the idea to students that the activities are made to create a challenge for them to practice the language.

This gives oral production skills the chance to be included in beginner learning programs and not be isolated just for medium or advanced classes. This ensures that in the early stages of the learning process, students will be practicing oral production and, at the same time, sharpening their speaking skills. This form of the procedure, however, should not be of constant use since challenging activities should be implemented from time to time to remind the students of the importance of failure and how to exploit and take advantage of mistakes to strengthen their weaknesses when performing oral production tasks, by the time these scholars become advance speakers the obstacles encounter in future communication

and conversations would be minor and if any challenge comes students should know how to cope with them and eventually surpass the obstacle.

It also indicates that if the techniques and methods are used properly, the classroom level is of minor importance in learning oral skills, whether the activity is too difficult. It could be adapted or changed for other activities that better suit the classroom level. It would be possible to present a great performance at the time of oral production in any given classroom.

Fluency in speaking/oral production is an important aspect to develop, and it could take some time to master it, but sometimes traditional ways of learning fluency could slow the process. According to (English, 2017), listening and memorizing words and lectures is not the best way to acquire fluency (p. 3). (English 2017) also points out that the best way to acquire fluency is to use the new phrases as soon as the student learns them.

The focus will be placed on the fluency and coherence aspects of the current investigation. First, fluency, according to (Merriam Webster, n.d), is the quality of being constantly fluent. As in the oral production language term, Thundercliffe (2015) says that this could also be defined as the ability to speak without hesitation. As for coherence, Thundercliffe (2015) argues that it is the ability to link ideas in a structure that is logical without repeating yourself.

In addition to the explanation given by Thundercliffe, the definition could easily reach the importance of fluency and coherence for the speaker to express the ideas in a correct form and order, highlighting that without coherence, the speaker cannot

communicate the correct definition of the idea. Without fluency, that definition cannot be fully understood by the listener.

As already established before, fluency and coherence are skills that take a significant amount of time to develop correctly. As Greece (2021) concludes, reaching fluency is affected by factors like focal words, body language, voice clarity, stress, and volume control (p. 3).

Fluency and coherence can also be related to pronunciation since the factors that influence these are similar, as Yoshida (2016) state that pronunciation is heavily affected by intonation and rhythm.

However, clear and perfect pronunciation could not be that important for the listener to understand the speaker. It is possible that pronunciation could be built simultaneously as fluency. This will not leave the importance of pronunciation behind, but it also clarifies that pronouncing words with accuracy does not affect the coherence of the idea. Such a statement could be concluded just by analyzing that coherence and fluency are skills that try to deliver an idea by forming correct sentences with a continuous momentum when expressing these sentences in oral ways. On the other hand, pronunciation depends on sounds and does not try to communicate something is a skill that acts individually and does not support the linking of ideas to sentences or words alone. However, it is of no major impact; following Francis (2014), people who speak English as a second language are most likely to be judged by their ability to be understood rather than pronounce every word correctly.

Emphasizing the importance of fluency is such an important step to advance to that goal where scholars could reach that difficult skill with more ease and without the struggles that sometimes they face during the classes to concentrate on the difficulty of the skill and not the solution is surely not the way to go. It could also be a good reminder that being good at oral production does not mean the students need to be accurate with their pronunciation. Oral production should be judged mainly on the participation of students in classes or activities that require the use of speaking as their main skill. The more frequently students participate in these activities, the quicker they acquire fluency and accurate pronunciation with the correct guidance.

2.1.3 How does motivation affect oral production?

First, what is motivation? (Merriam Webster, n.d) defines motivation as "the act or process of giving someone a reason for doing something" it sounds really simple, yet it has more depth. Motivation is key to everything a human does. It is probably the most important factor for reaching success in everything that a person self-proposes to do at any time. Cook (2017) says that without motivation, you cannot achieve anything since it is the motivation that pushes people to pursue their life goals. Motivation is a fundamental aspect of every decision you make toward your goals. How would it be best to take that invisible motivational force and bring it to an oral production classroom?

Following Ihsan (2016), one of the most difficult tasks for teachers has been to construct and apply motivation in the classroom; motivation is what pushes the learner to speak in an incompetent way in any given context. A motivated student would achieve greater performance in oral production than someone who is unmotivated since this last

student is pushed to speak, contrary to the motivated student who is willing to speak driven by the desire to do it.

However, the problem is how to get to the point where the teacher can create a proper productive ambiance. Ihsan (2016) states that to create a motivational environment, some requirements need to be met, listing the three following points: appropriate teacher behavior, a pleasant and supportive classroom atmosphere, and a cohesive learning group.

Regarding the three points mentioned before, if a teacher has a good attitude and is committed, the students will take this positively. According to Teaching and School Administration (2016), a good attitude can shape the learning experience positively.

A supportive classroom atmosphere's key component, as stated by Monteiro et al. (2021), giving effective feedback is a fundamental tool that leads the classroom to a supportive atmosphere. This creates a great connection between the students' behavior and emotional engagement with the classroom.

Cohesion in education could be used in developing a collaborative group of students that are available to build a collaborative environment. As argued by Buck (2020), a cohesive group relevance is a type of group where the teacher can expect greater collaboration. It is also expected an increase motivation, satisfaction, and persistence in the group.

As specified, appropriate teacher behavior, a pleasant and supportive classroom atmosphere, and a cohesive learning group were the three main points needed to prepare a good motivation environment. The relevance that these three factors bring to the

development of motivation makes it a lot easier since it already informs the teachers what the first steps needed to be completed to elaborate a proper preface for the construction of a motivational classroom are.

Once the pillars of the structure to build the motivation are in the right place, educators could introduce the two types of motivation to the classroom. The first is intrinsic motivation, and the second one is extrinsic motivation.

First, the word "intrinsic," according to the dictionary Merriam Webster, is what originates within the interior of something. For its contra part, "extrinsic" in the definition of Merriam Webster is what originates from the outside. From an educational perspective, Legaults (2016) establishes that intrinsic motivation activities are the type of activities that the individual does just for fun and the satisfaction that finishing the activity successfully produces. Extrinsic motivation activities are done so that the individual will receive an outcome like a treat when the activity is done correctly.

The intrinsic motivation could strongly connect with the objective that the educator wants to achieve using the Role-Play technique since it could produce the inspiration to do the activity and create a productive environment leading towards the acquisition of oral skills.

In fact the Role-Play activity which is one of the main emphasized themes in this current investigation could be of great use in building an intrinsic motivation creating a loop where the educator could either use the Role-Play to create intrinsic motivation or taking the already established motivation to perform the technique effectively, the intrinsic

way which as it was established before is the best way to go if the purpose is to build students that are resilience and willing to take challenges and overcome obstacles not only in the educational field but in future life and with this synchronization between technique and motivation more doors are opened and with this come various other fields where you can applied this, as an example if role-play is used with the right themes to perform the activity, and whether a student comes to see a personal interest in the theme that would be discussed in the activity, it would create an intrinsic motivation since there would be a personal interest in this theme and the student would feel the satisfaction of just doing the activity by the mere satisfaction that generates speaking about something with passion and interest, and at the end this would generate intrinsic motivation encouraging students to be more orally productive .

It could also be used as an extrinsic motivation activity. Nevertheless, it would reduce the importance of the theme discussed in the activity, given relevance to the outcome or reward at the end of the role-playing.

Both types of motivation are good. However, intrinsic motivation is essential for forming successful students. Froiland (2012) argues that it is well worth cultivating intrinsic motivation since intrinsically motivated students are more likely to succeed in challenging tasks, and such skill is of importance for further academic success.

Building motivation is a task that mainly relies on the teachers' willingness to build it. Motivation could be achieved by creating the right circumstances within the classroom for students. A boring classroom could be demotivating of a lack of interest in subjects could be another aspect that lowers students' motivation. It could be of extreme matter the

guidance provided by the teacher in the creation of this ambiance where the motivation to learn is an assure aspect, as it is already mentioned regarding the motivation subject, demotivated students could present a lack of participation in activities and lose interest in the learning process, possibly leading to an extremely passive class. Teachers should make sure first to achieve the list of requirements to motivate a classroom before even trying.

2.1.4 Confidence as an improvement factor in speaking

How does self-confidence affect the production of speaking abilities, and how does this confidence benefit the development of speaking skills? As stated by Markway et al. (2018), confidence comes from remembering who the person is and all the hard work that person has put into some task or purpose. Markway et al. (2018) also discuss how outside thoughts can shape self-esteem and how media, social instances, and friends can shape self-confidence.

Regarding confidence and emotions, Meurisse (2018) highlights that emotions are an important thing where attention should be put over emotions that could change the performance of an individual. Positive emotion could motivate the person and fulfill the individual with energy and confidence. On the other hand, emotion is negative. This could demotivate the person giving a feeling of low self-confidence.

Self-confidence, as it seems, can be shaped and cannot be a constant. Markway et al. t (2018)also argue that confidence is not something that stays with a person all the time. Confidence is more a choice of taking the steps towards a decision related to the person's values. A person can only have confidence if it comes to a personal decision. However, this

decision could be motivated by personal interests, and this interest could not always be there for the individual to decide to be confident. However, when a person has a good amount of confidence, this period could be used as an advantage to increase performance in certain activities depending on the context where the person is. Markway et al. (2018) see that confidence could be of use in scary situations where an individual needs to overcome that fear and get to the desired goal. This state of encouragement could be put in many situations since, as it was established before, many things and aspects can shape confidence, so how could self-confidence improve English speaking skills.

Arora (2019) stated that self-confidence comes to be fundamental when speaking in public. Arora says that confidence allows public speakers to express their ideas correctly and keep the right momentum for the audience to fully understand every word and get the true meaning of the ideas.

The problem behind the lack of confidence in speakers when the time to give some speech to a person or a public in general comes is addressed by Arora (2019) that this lack of confidence in speaker is due to the constant worries of how something will happen and affects in a negative way the speech and things would not go as planned. The insecurities that human beings have as a default could be extremely important. Worries could often be a constant aspect of a person's life. Sometimes, as stated before, if these worries are not controlled may come to affect the person's speaking skills and the development of ideas via oral production. How could these worries be controlled and ease this problem?. Due to this question and the noticeable worries that this generates, Arora (2019) also comes to the recommendation that when the time comes to give a speech or speak in a social exchange

of ideas with someone, the speaker should focus on the audience or listeners necessities and what they want to hear about the theme or subject that the speaker is presenting at the time, this would deviate the attention to the own self-worries that should not be minded through the duration of the conversation.

As leaned in the previous information established before, self-confidence would come to be such an abstract feeling or characteristic that moves the individual to produce some actions and to overcome obstacles such as the fear of speaking in public, this characteristic could also be associated with motivation which theme was widely observe at 2.1.3 which was also mentioned how the motivation push the person to overcome obstacles, both of these themes come to be very similar to each other, but on the other hand, the difference that could be spotted is that motivation sometimes needs to be built from external factors, self-confidence is more of internal characteristics and as previously mentioned a decision that is made within the person, yet there is the possibility that the determination to take make this decision could be influence by the motivation that surrounds the individual at the time.

Students would be the same way when a classroom is motivated enough to participate actively in the learning process. This could influence the self-decision of students to be confident enough to take steps to accomplish the task ahead and could possibly increase the chances for students to succeed in the learning process by increasing the quality of skills acquisition.

Nevertheless, this self-confidence in students could be easily turned into crumbles with actions performed by professors that may not be done with a negative intention and

look innocent. Nevertheless, in students' minds, these actions could generate a decrease in confidence. For example, Robinson (2017) says that actions like correcting every mistake the students immediately without letting them finish their thoughts or sentences could generate a lowering in students' self-esteem. Robinson (2017) also gives an example on how not giving enough space or time to a student when doing certain activities could be stressful and keep students away from group activities.

Not giving enough space or time for the students to develop ideas or finish an activity or objective could generate stress. Instead, promoting and increasing productivity in the classroom could generate and feel a dissatisfaction associated with certain activities.

This dissatisfaction's feeling would be of negative impact at the time of performing a speaking activity or any activity. A student who is obligated to do an activity just because the classroom planning demands it would probably not produce the same learning in a student who is doubtful and insecure that the same activity would produce in a student who is truly secure and enjoys the activity. Lack of confidence could be a serious problem not just in the developing of the speaking skill but all the skills regarding the acquisition of a new language if not addressed on time.

Robinson (2017) esteems and prioritizes what students could bring to the table, establishing that it would be a waste of potential for the teachers to take a role where the only purpose is to deliver information. The students are just listeners who received the information. It would be of better use if students bring out their knowledge and participate in leading the activities and discussions in the class. This could give students a sense of leadership and boost their confidence and self-worth.

As mentioned before in this research, giving students the opportunity to take some control on the activities that are planned for the class including their own opinions and thoughts could play such a significant role in acquiring the confidence to speak not only in the planned activities but in class when they have an idea that could be valuable to the subject of the classroom and speak up for themselves, even when students want to share something with their fellow partners that is not necessarily related to the lesson subject, by allowing these variants get into the learning structure could possibly benefit the construction of a path to an active classroom ambience where students have enough confidence to participate in the activities without hesitation and with no uncomfortable feelings or doubts at the time of doing the activity, also the possibility that students could incorporate or share information unknown by the teacher about the subject could increase the value of the activity and would be a valuable factor for educators to understand in which themes the scholars are more interest and include this themes of interest in the planning of future activities.

Chapter III

Methodological Framework

In the following chapter, the methodology of the investigation and the different instruments used during the application of this research to the educational field will be presented. The researcher uses these components as a guide to recollect the data that will be analyzed to conclude whether the use of Role-Play emphasizing realistic scenarios of interest will have a positive impact at the time of improving fluency in 9th graders at Colegio de Santa Ana.

3.1 Research Approach

For this research, the qualitative approach will be used, according to (Hernandez et al.,2000), defined as: " the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process." (Page 7, part.1)

The qualitative approach allows the researcher to collect information through the experiences lived during the research process. This research approach is mainly based on data collection to answer the questions proposed by the researcher. It could also answer some new questions as the investigation advance. The results obtained via this approach are considered with the observations from the study to reach a solid conclusion.

In this case, the main subject of the investigation will be the 9th-grade students at Colegio De Santa Ana. This subject will be studied through the previously mentioned qualitative approach. This approach will show the various characteristics and reactions each participant will have during the application of role-playing with emphasis on personal interest themes. In the end, this will be the main provider of information to reach a solid conclusion.

3.2 Research Design

The research design of this investigation is the action research design which is defined by (Van Baren J, 2019) as “an educational research involving collecting information regarding current educational programs and outcomes, analyzing the information, developing a plan to improve it, collecting changes after a new plan is implemented, and developing conclusions regarding the improvements.” The action research design is a fundamental component to achieving the desired results through the duration of the study since this one will be immersed in the application of new

educational plans containing the role-play emphasized with students' interest themes for the improvement of fluency in speaking, recollecting the results of these educational plans and analyzing the improvements of students in fluency during the application of the activities will be the main purpose on using the action research design.

Also, analyzing the results of using the role-play technique implementing the features mentioned before will give realistic results since the method will be applied within a former educational system. These results will have the main objective to improve the educational plans as this is the final purpose of the action research as defined by (Van Baren J, 2019) "The main purpose of action research is to improve educational programs within schools."

3.3 Information Sources

The subjects of the study in this research and which will serve to recollect the necessary information will be the 9th grader students and teachers of Colegio De Santa Ana, mainly the students who will be submitted to forms and interviews where they will share their opinion about the use of Role-Playing in the class to improve fluency, the students will also take oral tests, these tests will not have a percentage value in their grade, students will put their knowledge about a topic choose by them, and apply that knowledge into the conversation of the Role- Play activity, the purpose of this procedure is to analyze the improvements fluency, final results will be compared to a first observation done by the teacher before applying the technique and thus know how effective Role-Playing can be at improving fluency.

3.3.1 Description of the institution

This research is conducted at Colegio De Santa Ana, a public high school founded in 1972. It is located in downtown Santa Ana, more precisely 300 m to the west of Cruz Roja, Uruca, Santa Ana. The institution has more than two thousand students from 7th grade to 11th grade, it is a participant in the international bachelor project, and Principal Ilvin Patricia Pineda Hernández currently runs it.

The institution consists of five large pavilions, has a dining room for students and teachers, an air-open soccer field, and a large gymnasium containing a futsal field with the proper conditions. The institution has two entrances, the main gate, which is in front of the high school, and a back gate mostly used by cars and teachers.

Other sources were divided into primary, secondary, and tertiary.

Primary sources of the investigation were mostly books regarding the themes of importance. The majority of these topics were addressed mostly in the theoretical framework.

Secondary sources were based on scholarly information and research articles. An educational focus mainly drove these articles. The majority of information was obtained mostly from teaching concepts.

The tertiary sources were complemented mostly by the thesis with similar approaches to this investigation. The conclusions made from these works and the different

theories exposed were the parts considered for the information acquisition needed for this investigation work.

3.4 Analysis Categories

Within the investigation, some keywords and concepts are important to be understood by the reader for them to understand the weight the investigation will have in the educational field. These words and concepts will be explained in detail further ahead.

The first concept to be understood is Role-Play which the attention will be placed in the verb form of this combination of words. This is defined by (Dictionary.com, n.d) as “to assume the attitudes, actions, and discourse of (another), especially in a make-believe situation, to understand a differing point of view or social interaction.”

Role-play is frequently used in classrooms to teach vocabulary and improve the students' oral production. As stated before in this investigation, role-play is related to drama and its different components. As mentioned, role-play is the main factor in the investigation, leading this one into the depths of oral communication and how human interaction could benefit fluency.

Another important term to discuss define is fluency. Fluency is defined by (Merriam Webster, n.d) as “the quality or state of being [fluent](#)” this introduces the reader to another definition that needs to be clarified for a better understanding of what fluency means, “fluent” is related to the state of fluency.

Fluent is defined by (Merriam Webster, n.d) as “capable of using a language easily and accurately” being fluent in terms of language is the moment when the person can

speak or write a language without hesitation. There is no need to think about the next sentence since the mind automatically builds the sentences. This investigation plans to find an improvement in this aspect using the role-playing technique.

Lastly, the concept of motivation is of true importance. (Cambridge Dictionary, .nd) defines motivation as "The reason or need to do something" motivation is often referred to in this research as a factor needed to perform oral skills at a much higher level. Also, motivation is pointed to not only as a booster to increase the acquisition of oral skills but also as an improvement factor when performing an activity. At the end of the research is expected that Role-Playing would be benefited by the amount of motivation the students have.

3.5 Data collection Instruments

The instruments used to gather the data for this investigation are interviews, questionnaires, and practices. These were the instruments concluded for the investigator to be the best for the information gathering to perform this research correctly.

3.5.1 Questionnaires

As established before, questionnaires are the method the researcher selects to obtain the information from the subjects. Questionnaires obtain the information by asking certain questions related to a specific theme. This data collection method is widely used in qualitative research, it does not only obtain data, but the researcher can also interpret the information.

There are two types of questionnaires, open and close-ended questions. Close-ended questions are quick to respond to and easy to interpret but sometimes could miss additional information from the answers. These types of questionnaires are often used in quantitative research.

Open-ended questions are the ones where the subjects can answer the questions without restricting the answers. From this questionnaire, the researcher could get additional information or unexpected information.

For this research, close-ended questionnaires will be used since the questions asked are selected to obtain specific information of importance to conclude.

3.5.2 Interviews

Another instrument that will be used is the interview. With this instrument, the investigator can recollect data by asking a certain question to the subjects in a more personal manner. Also, the investigator can take the lead in the interview by selecting questions that lead to the acquisition of the data required for completing the investigation. The interview could also lead to a further understanding of the subject by getting richer answers than the questionnaire regarding the effectiveness of the Role-Play technique for improving fluency.

3.5.3 Practices/Evaluations

Evaluative practices would be a first-hand experience for the students to show how effective the technique is. These practices will consist mainly of oral production since the role-play will be the core of these. By experiencing the methods, students would get a sense of Role-Playing, increasing the accuracy of the final results at the time of Gathering the

information. The practice would be essential for concluding whether Role-play is effective for reaching better fluency.

3.5.4 Didactic Planning

Didactic planning would be beneficiary when organizing the activities involving the Role-Play. With the use of didactic planning, the researcher could adjust the activities to the right parameters depending on the Students' level at the moment. Activities adjusted and created to the student's level are an essential starting point to gather accurate results when evaluating students' results at the end of the Role-Play. The planning would be based on the format and frames of the teaching guides provided by the Ministerio De Educacion Publica (MEP).

3.5.5 Teaching Guides

As one of the requirements requested by the institution and directed towards the researcher, it was requested that during the research process certain activities must be related to INCO's teaching guides, this factor is important since it gives the researcher the opportunity to test whether Students can maintain the progress achieved during the free-choice topic role-playing activities when such activities are applied to topics that are requested by the MEP for professors to teach , the information of such topics are within MEP programs, specifically in the teaching guides.

The teaching guides are a pedagogical aid that the MEP provides to its teachers with the function of assisting in the creation of indicators, this was provided and requested for the INCO teacher due that the INCO teaching program is relatively new and teachers do not

have concrete plans yet, professors make use of the teaching guides to supplant such missing plans.

3.6 Collection data process and data analysis

The questionnaire, interview, and practice will be used to answer the research questions to proceed with the data recollection. As for the questionnaires, the answers will be provided to the ninth-grade students at Colegio de Santa Ana with closed questions regarding the effectiveness of the role play technique in improving fluency and how comfortable the students feel when practicing this activity.

As for the introduction of Role-Play to the students, an introductory classroom will be planned for the first meeting. The professor will teach the classroom the essentials of Role-Playing. Once this is done, the classroom will do a short role-play activity with a random subject. The subject could either be selected by the teacher or students. Doing a quick and simple Role-play activity is of great use for the students to understand the basics of Role-playing for further and more complex Role-Plays.

As for the lesson's conclusion, students will receive a sheet where they need to explain a subject that could be implemented in the activity. Once all the students have done this, the subjects of each sheet will be presented for the students to select one as a unanimous decision given by votes.

The purpose of this lesson will be to determine the students' various interests and which themes can be applied to the Role Play activities. Acquiring this information is fundamental to executing the technique by applying these students' points of interest, by

doing this could be possible to prove whether the application of personal and popular conversation topics to the activity could beneficiate the learning process and improve the students' fluency.

As for the next lesson, a more complex Role-Play activity will be presented to the classroom. This time the activity will be concerning the topic selected in the previous lesson, and costumes and different elements to create a scenario will be presented. The main objective for the students to achieve would be to create a script regarding the selected topic and deliver the play in front of the classroom. The script would be mainly for the teacher to understand the direction the play will go. However, the improvisation will also be the teacher's main point of observation. Another important aspect to highlight is the pronunciation and momentum that the participants maintain during the activity. The purpose of this lesson will be to observe how the students develop their abilities to speak when talking about something they are fully committed to and with vast knowledge.

An oral evaluation will be performed to clarify whether the technique serves the purpose of improving fluency and confidence as a secondary. The evaluation will compare the professor's initial observations before applying the technique and the results and improvements after the technique were applied.

Later, the students and teachers will answer the questionnaires to recollect specific information about certain aspects of the technique. The answers will be of important use to improve and get closer to an accurate execution at the time of Role-Playing.

Finally, the interviews will be applied to students and teachers. These are executed at the end of the evaluation to get important feedback to improve the activities and to hear their opinion about Role-Playing as a fluency improvement activity.

Chapter IV

Data Analysis

In this chapter, the researcher will collect and analyze all the data provided by the instruments. The purpose of this chapter is for the researcher to analyze the information to reach a conclusion to the objectives established and answer the research questions. The information gathered will also serve to reach a pertinent conclusion.

4.1 Analysis and Interpretation of the Results

This chapter focuses on interpreting and analyzing the results gathered by the instruments applied. Those instruments were focused on the effectiveness of the Role-play teaching technique at the time of improving fluency in students, as well as how this technique improves classroom motivation.

4.1.1 Group Observation

The group assigned for the observation prior the application of the activities and development of the investigation was 9-5 the full group is around 30 to 35 students, however since INCO plans stipulate that the group needs to be divided between 2 teachers when receiving conversational English, the number of students observed was 16, the group shines for its charisma, they do not create any trouble at the time of teaching, they often bring some interesting topics to the table, these topics are not necessarily

about the lesson content but they serve to identify their likes and points of view about certain things, most of the group is crazy about music every time the theme is barely mention the students do not hold back and want to keep talking about it despite this they can keep the focus when it is needed, some noticeable aspects that need improvement is pronunciation and fluency aside from that grammar and vocabulary are also dragged learning new words and structures is no problem yet as mentioned before pronunciation needs improvement mostly on how to use the stress in the words and in the interrogative sentences.

Their attitude towards the language is good since most of the group is interested in learning new vocabulary when speaking about new topics. It is for sure interesting to see how these students perceive themselves; they put real effort into making clear how they perceive their sexuality and personal interest in other people, social media trending topics are also a constant theme of conversation among them.

The acceptance among the students is strong, and they value others' opinions. The type of intelligence that dominates the group is interpersonal intelligence. The researcher reached this conclusion by observing how they behave during activities. The group was mostly driven by engaging in conversations and participation. It is also known that interpersonal intelligence is good at the time for mediating when problems arise, and these students are good at solving problems within the lesson and outside of it. Teamwork maintains the group very united and brings an excellent performance level.

The activities performed in the classroom are mostly speaking activities, and usually, they have to work in teams. As mentioned before, 9-5 values teamwork as one, if

not the most important aspect of a task. At the moment, no student requires curricular accommodations in this group.

Some students are ahead in terms of knowledge compared to others, this causes students to sometimes rely on these "more advance students" to finish some tasks instead of asking the teacher or trying to find the solution by their methods or by teamwork, another consequence of this is that the "more advance students" tend to perceive the lessons boring as they already know the topics this leads to boredom and not performing the activities, however, is noted that these more advance students often show interest when the activities serve an interesting purpose or the conversation theme is interesting,

The English course is conversational English INCO, as mentioned before, is a new program installed in the institution by MEP back in 2021. The program aims to aid academic English by reinforcing the topics more orally.

As its name indicates INCO is all about speaking there are no written evaluation, the only two types of evaluations are oral and listening, of July and was divided in oral and listening, these evaluations were not required until this year, no book is used since the class purpose is to develop the speaking ability yet sometimes written skill is required for some tasks, since one of the purpose of INCO is to aid academic English the plans (teaching guides) are the same as academic English, the institution and head of the INCO department have approved the use of the "teaching guides" provided by MEP as the official plan, planning is sometimes needed however not very often, and currently it is not a priority, INCO department often perform some changes to the teaching guides by replacing some of the activities INCO has the most amount of lessons in terms of language

department, Professors impart 60 lessons a week, an important aspect to consider is that INCO covers from 7th grade to 9th grade.

The main methodology used for the conversation English lessons is project-based learning. This is the main approach since the main objective of the lessons, as mentioned before, is for students to develop their ability to speak, develop this ability by promoting cooperation and at the same time promoting problem-solving skills as mentioned before in this observation report the teamwork is really important for students and for the learning process, project-based learning this methodology is considered to be the best way to approach the conversational English lessons. As for the complexity of the projects assigned, it would be important to remember that most of the students have been speaking and practicing English since seventh. In this case, the English level required for completing the tasks is B1.

As mentioned, speaking skills are the main skills when teaching, and it takes the core of the lessons. However, listening skills also need to be emphasized and are equally important to speak. Putting the importance of the listening skill into the students' minds is key. All the instructions given by the teacher must be in English (according to the B1 level) to teach students how to listen when someone speaks. The teacher should not emphasize that if the student does not understand the full sentence, it is important for them to understand the keywords and the right context or idea.

The class routine is a simple one. First, the teacher greets the students and takes about 10 minutes to talk with students about their weekend or about what they have done the day before. This is important to recognize the students' mood and understand the

approach to introducing the lesson after the attendance is covered. Once these two steps are finished, the teacher introduces the theme with a question, for example, "what are some natural wonders in Costa Rica?" with a question like the previous one, the teacher could activate their previous knowledge and let students explore by themselves what the next topic is going to be about.

The teacher introduces the lesson theme fully when the previous knowledge is fully activated. Usually, the teacher begins to speak using new structures and shows new vocabulary that is key for the lesson.

Then when the theme is introduced and explained, practice is performed, for example, creating dialogue in pairs or listening activity. It could also be an oral questionnaire by dividing the group into two and a half with more correct answers. These activities also serve as an evaluation to see if students got the main idea of the lesson or to evaluate how much vocabulary they got out of the lesson. Furthermore, finally, homework is left for the students to explore further into the topic. These home works are usually informative tasks where students must research a topic and present it in front of the class in the next lesson.

The goal expected at the end of each unit or theme is for students to fully produce sentences orally using the new structures and vocabulary learned in that unit. Also, an important aspect is improving fluency and accuracy when speaking.

4.1.2 Evaluation rubrics

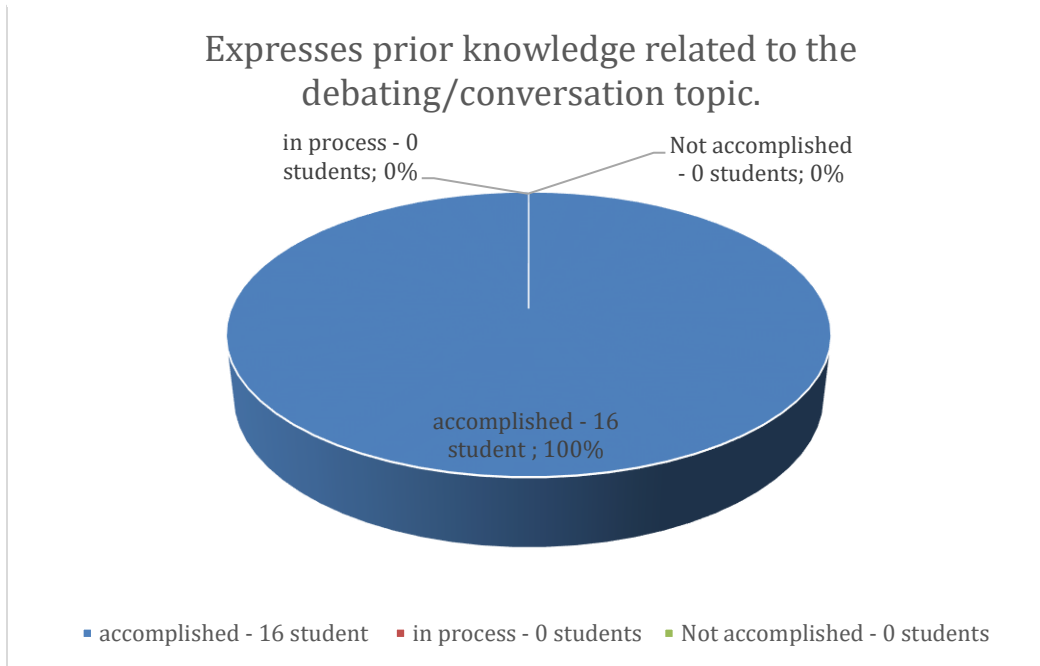
The evaluation rubrics were applied to 16 students in 9-5 groups. The researcher conducted these evaluations at the end of each activity performed in Conversational English INCO Classes. Each student was evaluated individually, and the purpose of each evaluation was to measure the effect each activity had on the students. The measurement tools for each evaluation were selected based on the teaching guides' learning indicators. Some learning indicators were changed to meet the expectations of each activity. Some evaluations were adjusted to complement the subject taught at the moment (Natural Wonders). As mentioned before, the institution requested that some activities and evaluations be related to the topic given in lessons at the moment of the research.

4.1.2.1 Prior knowledge activation (Brainstorming)

This activity involved activating prior knowledge regarding a topic selected democratically by the students (singers and music). The main objective was for students to brainstorm and bring elements related to the selected topic and be able to adapt those elements to the following Role-Play activity.

1. Expresses prior knowledge related to the debating/conversation topic.

Figure 1

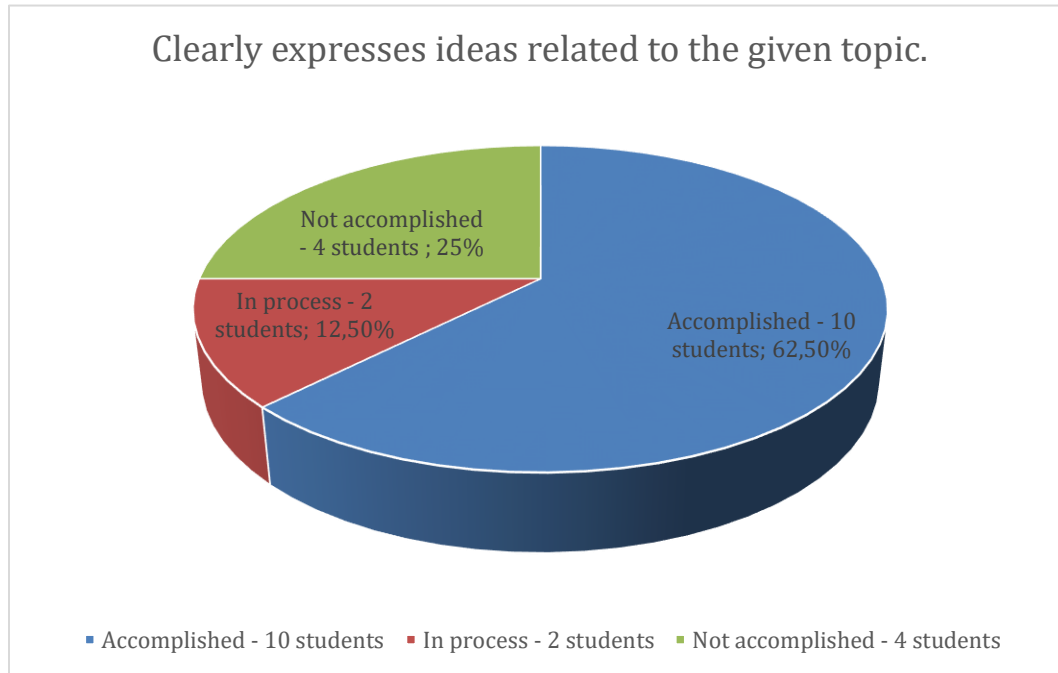


Note student's evaluation rubric results.

According to the rubrics, 16 students who represent 100% "accomplished" the learning indicator "to express prior knowledge related to the debating/conversation topic" this means that every student was able to reactivate the prior knowledge regarding the selected topic.

2. Clearly expresses ideas related to the given topic.

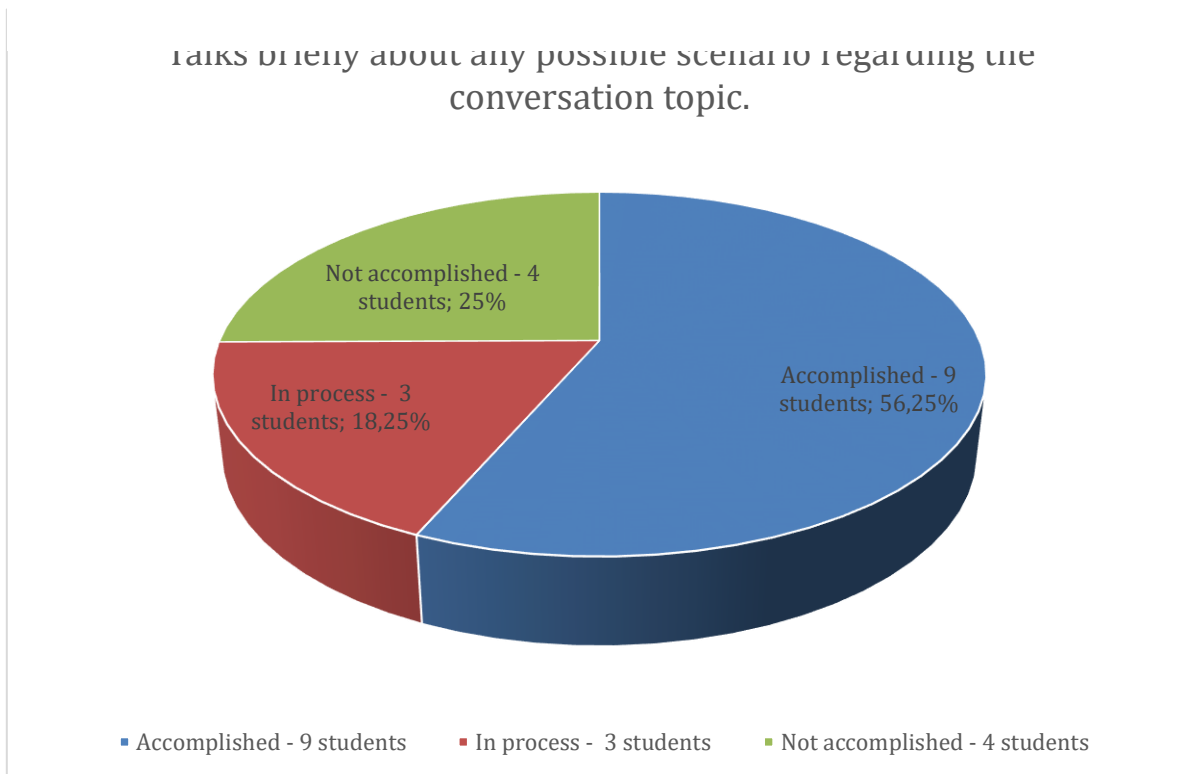
Figure 2



Note student's evaluation rubric results.

According to the evaluation rubric, ten students who represent 62.50% "Accomplished" accomplished expressing ideas on the related topic clearly. Two students who represent 12.50% "in process" are still in the process of fully expressing ideas clearly, meaning that these students were able to express ideas but not in a clear manner. Four students who represent 25% of "Not accomplished" did not accomplish the learning indicator, meaning that these students were not able to express ideas related to the theme.

3. Talks briefly about any possible scenario regarding the conversation topic.

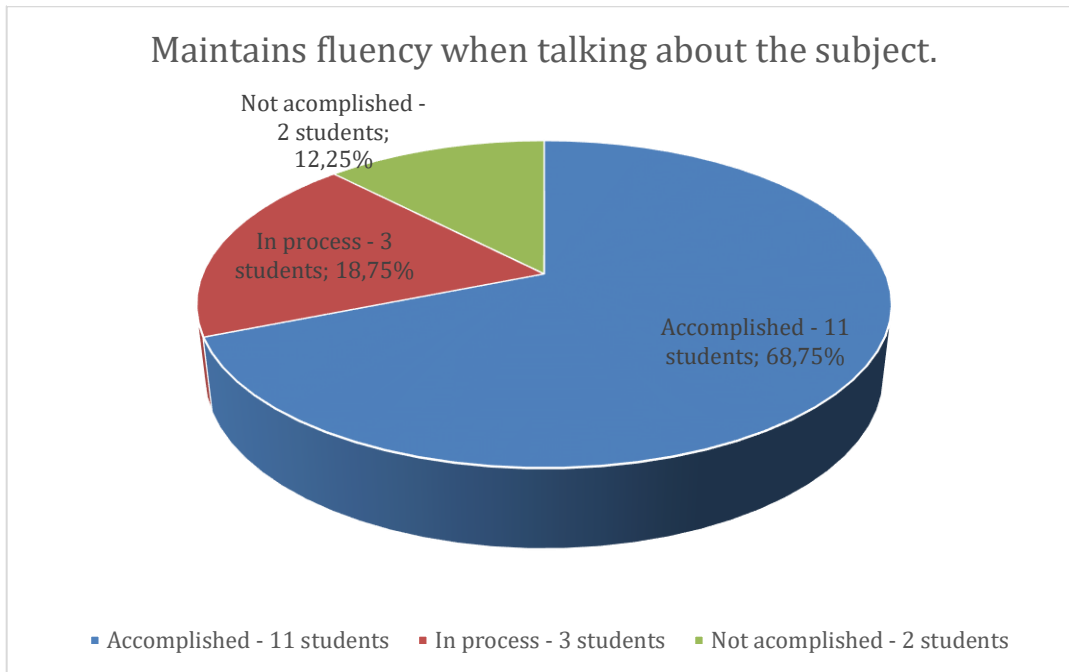
Figure 3

Note student's evaluation rubric results.

According to the evaluation rubric, nine students who represent 56.25% "Accomplished" correctly accomplished the learning indicator "talks briefly about any possible scenario regarding the conversation topic," meaning that 13 students were able to express the different scenarios pointed in the brainstorming activities, three students who represent 18.25% "In process" are still in process to accomplish the learning indicator, meaning that these three students talk about different scenarios however did not express the ideas correctly, four students who represent 25% " Not accomplished" meaning that these four students did not talk or express information about possible scenarios regarding the selected topic.

4. Maintains coherence when talking about the subject.

Figure 4



Note student's evaluation rubric results.

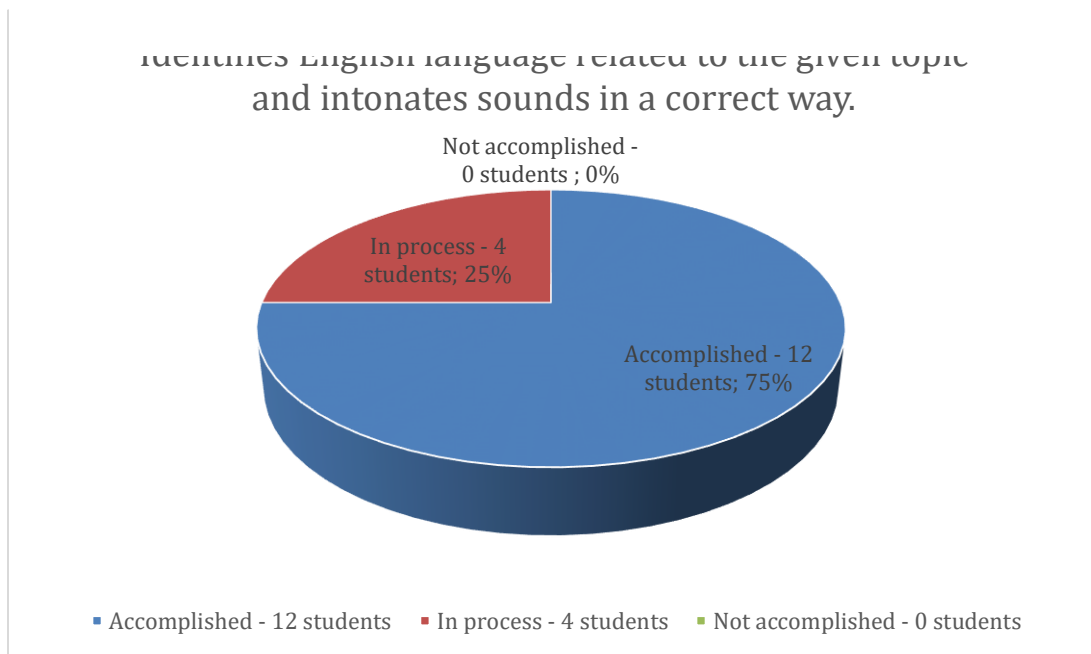
According to the evaluation rubric, 11 students who represent 68.75% "Accomplished" accomplished the learning indicator "maintains coherence when talking about the subject," meaning that these 11 students coherently expressed their ideas. These three students represent 18.75% "In process." They are still in the process to accomplish the indicator, meaning that these three students did not manage to maintain a fully coherent sense when talking, and two students who represent 12.25% "Not accomplished" did not accomplish the learning indicator, meaning that these two students were not able to express any idea related to the topic coherently.

4.1.2.2 Celebrities and social media short scripted Role-Play.

The following data is taken from the evaluation rubric applied at the end of the activity "Celebrities and social media short scripted Role-Play" the purpose of this activity was to get students in touch and the first experience with Role-play by doing a short scripted dialogue made by the researcher adapting external characters personal information, the topic selected in the brainstorming activity was "Celebrities and social media."

1. Identifies the English language related to the given topic and intonates sounds in a correct way.

Figure 5



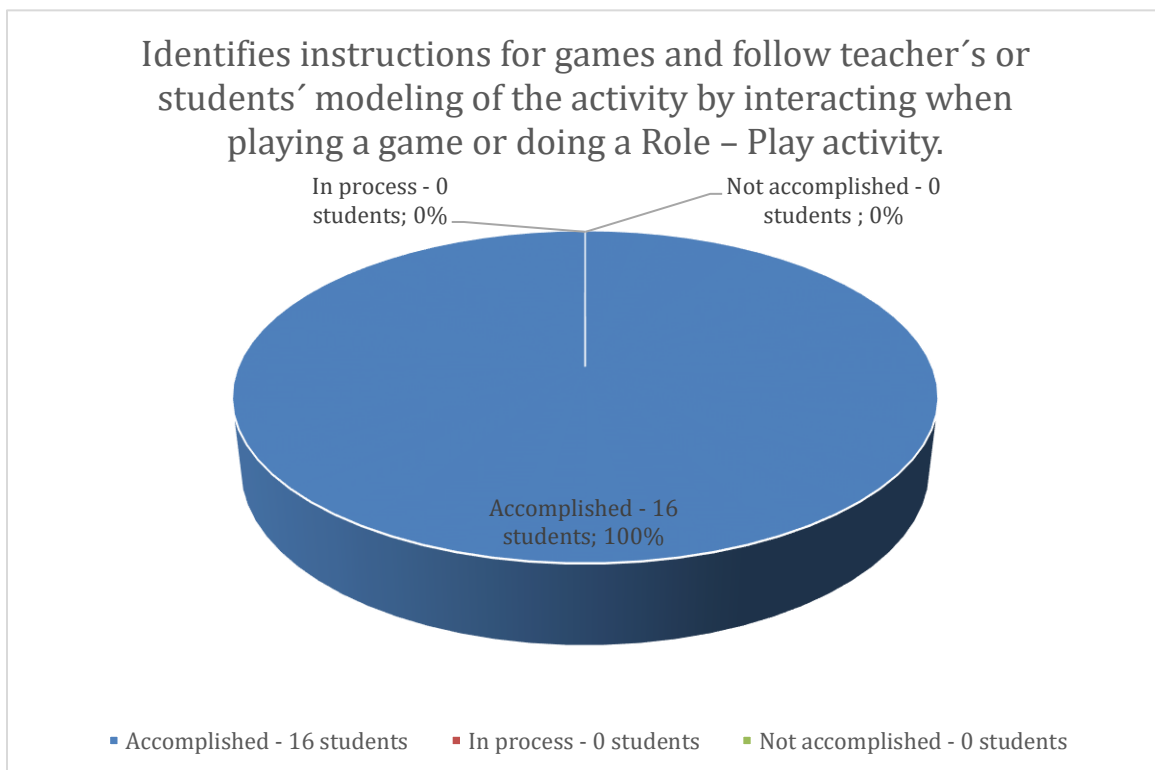
Note student's evaluation rubric results.

According to the evaluation rubric, 12 students who represent 75% "Accomplished" accomplished the learning indicator "Identifies the English language related to the given

topic and intonates sounds in a correct way," meaning that they successfully achieved the right pronunciation when speaking, four students who represent 25% "In process" are still in process to accomplish the learning indicator "Identifies the English language related to the given topic and intonates sounds in a correct way" meaning these four students did a decent performance at the time of pronouncing yet they still did not reach what was expected.

2. Identifies game instructions and follows teacher's or students' modeling of the activity by interacting when playing a game or doing a Role – Play activity.

Figure 6

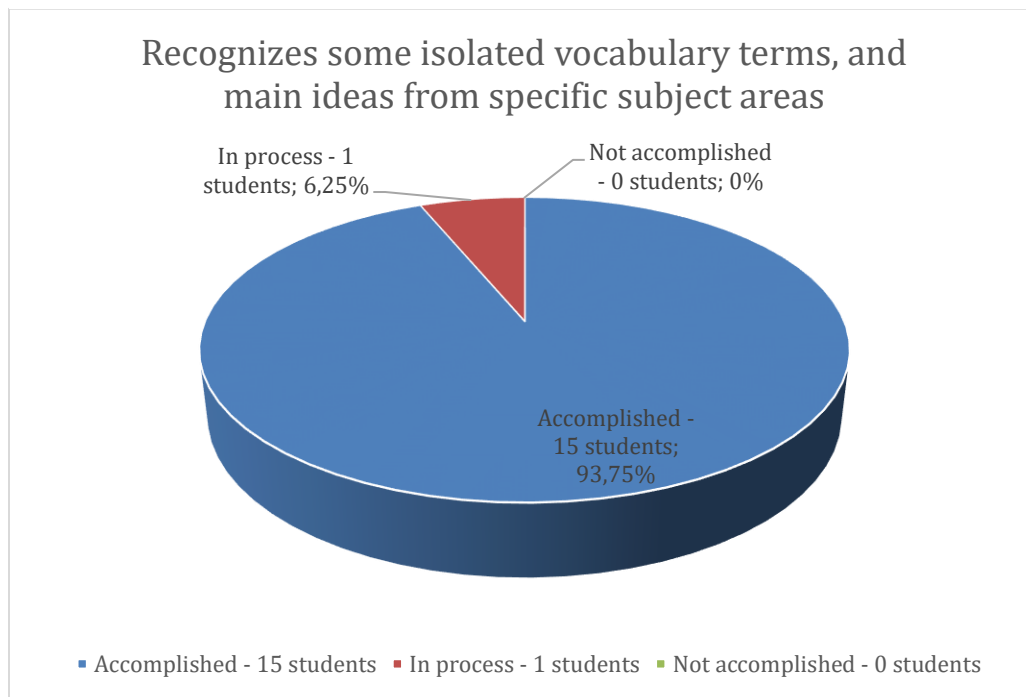


Note student's evaluation rubric results.

According to the evaluation rubric, 16 students who represent 100% "Accomplished" accomplished the learning indicator "Identifies instructions for games and follow teachers or students modeling the activity by interacting when playing a game or doing a Role – Play activity," " " meaning that 16 students were able to fully understand the directions and main objective of such activity, as well as understanding the terms for the proper Role-Play.

3. Recognizes some isolated vocabulary terms and main ideas from specific subject areas.

Figure 7



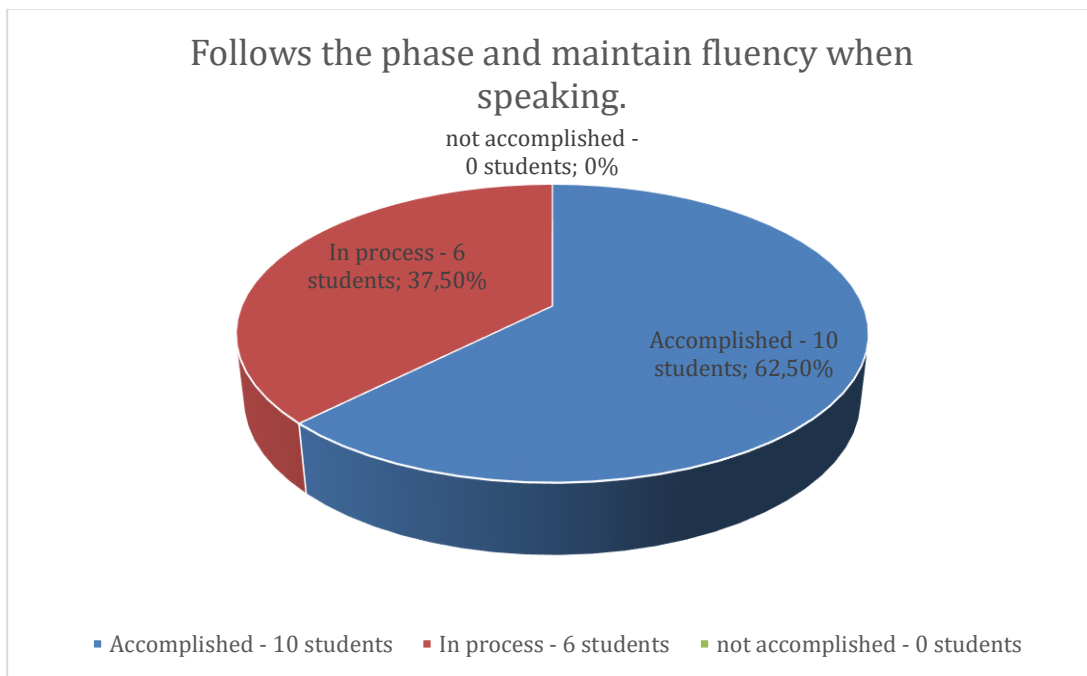
Note student's evaluation rubric results.

According to the evaluation rubric, 15 students who represent 93.75% "Accomplished" accomplished the learning indicator "Recognizes some isolated vocabulary terms, and main

ideas from specific subject areas," meaning that 15 students could fully understand the vocabulary. The main idea of the Role-Play dialogue is that one student who represents 6, 25% "In process" still fully understands the vocabulary and gets the main idea within the dialogue.

4. Follows the phase and maintains fluency when speaking.

Figure 8



Note student's evaluation rubric results.

According to the evaluation rubric, ten students who represent 62.50% "Accomplished" accomplished the learning indicator "Follows the phase of the scripted conversation/Role-Play," meaning that the ten students were able to keep the conversation momentum during the dialogue, six students who represent 37.50% "In process" did not

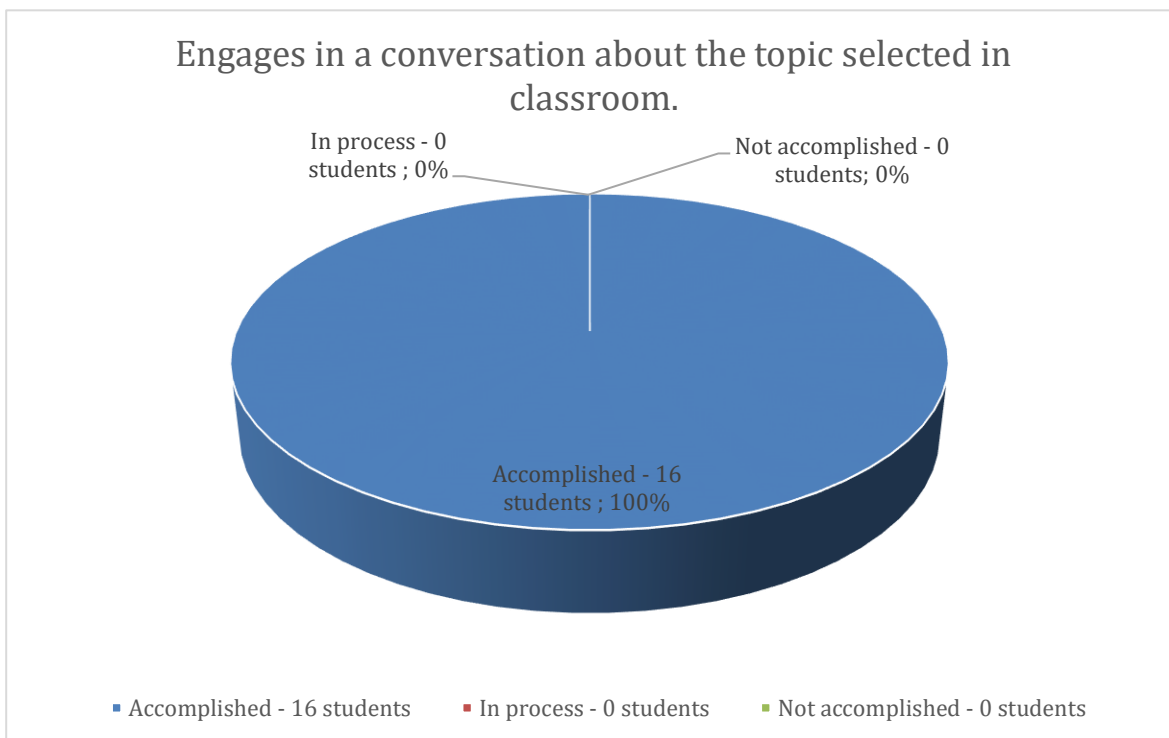
accomplish the learning indicator "Follows the phase of the scripted conversation/Role-Play" meaning that these students did a decent performance yet they did not fully meet the expectations when keeping the momentum and phase of such dialogues.

4.1.2.3 Creation of Role-Play dialogue, characters, and interpretation of such play.

For such an activity, students were asked to create dialogue and interpret characters in the Role-Play. The students decided that the best scenario for this dialogue needed to be about "media and social webs." after this was done, the Role-Play interpretation took place using the characters and dialogues mentioned before and some scenic elements to create an ambiance related to the topic.

1. Engages in a conversation about the topic selected in the classroom.

Figure 9

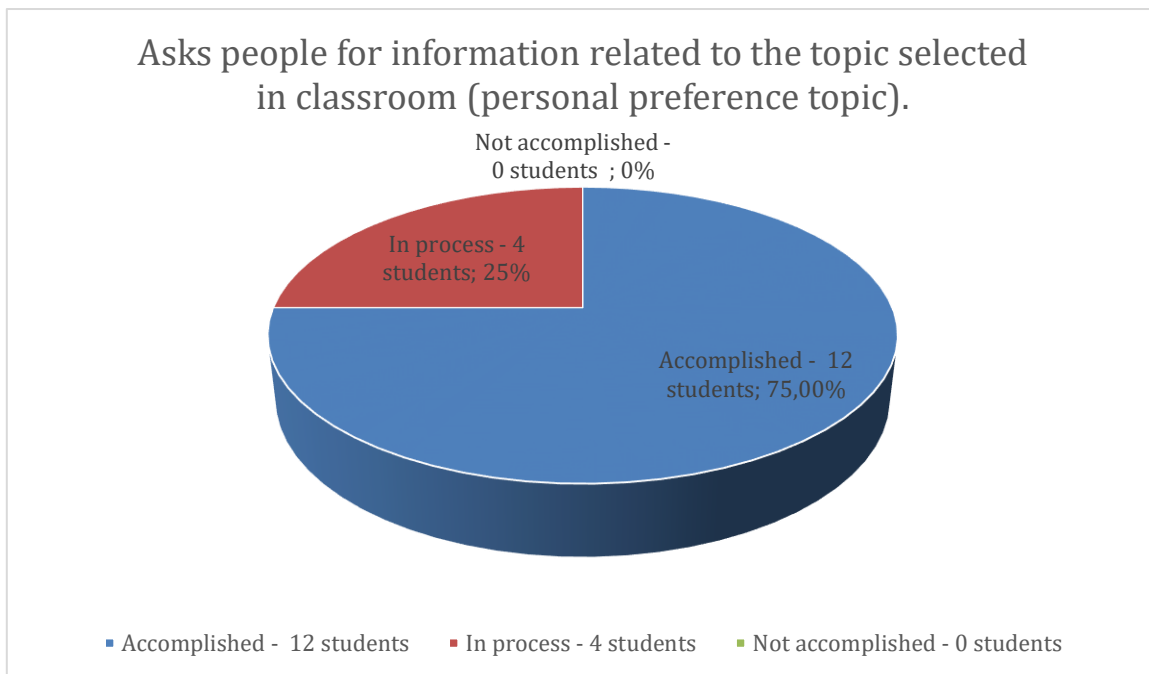


Note student's evaluation rubric results.

According to the evaluation rubric, 16 students who represent 100% "Accomplished" accomplished the learning indicator "Engages in a conversation about the topic selected in the classroom," meaning that all students were able to engage in a conversation about the topic previously selected when performing the Role-play, pronunciation, and momentum were not taken in consideration for this evaluation.

2. Asks people for information related to the topic selected in the classroom (personal preference topic).

Figure 10



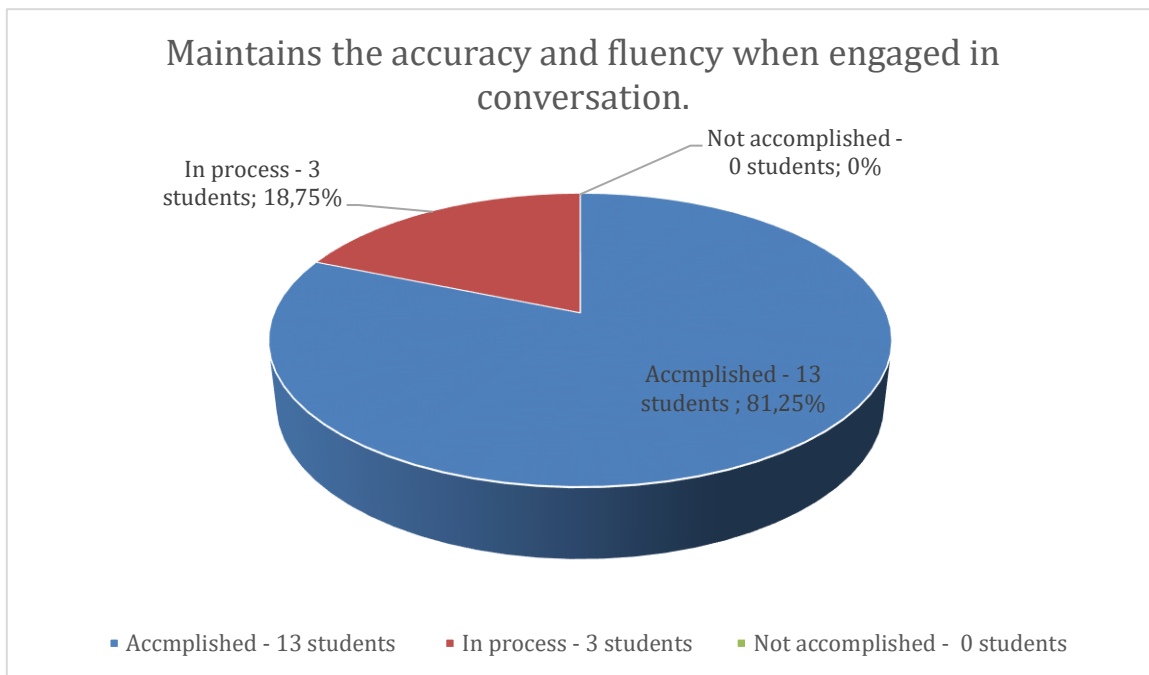
Note student's evaluation rubric results.

According to the evaluation rubric, 12 students who represent 75% "Accomplished" accomplished the learning indicator "Asks people for information related to the topic selected in the classroom (personal preference topic)," meaning that 12 students were able to ask questions about the topic selected maintaining the coherence and not deviating from

it, four students who represent 25% "In process" are still in process to accomplish the learning indicator, meaning that these four students were able to ask a question related to the topic however they deviated asking some unnecessary questions.

3. Maintains accuracy and fluency when engaged in conversation.

Figure 11

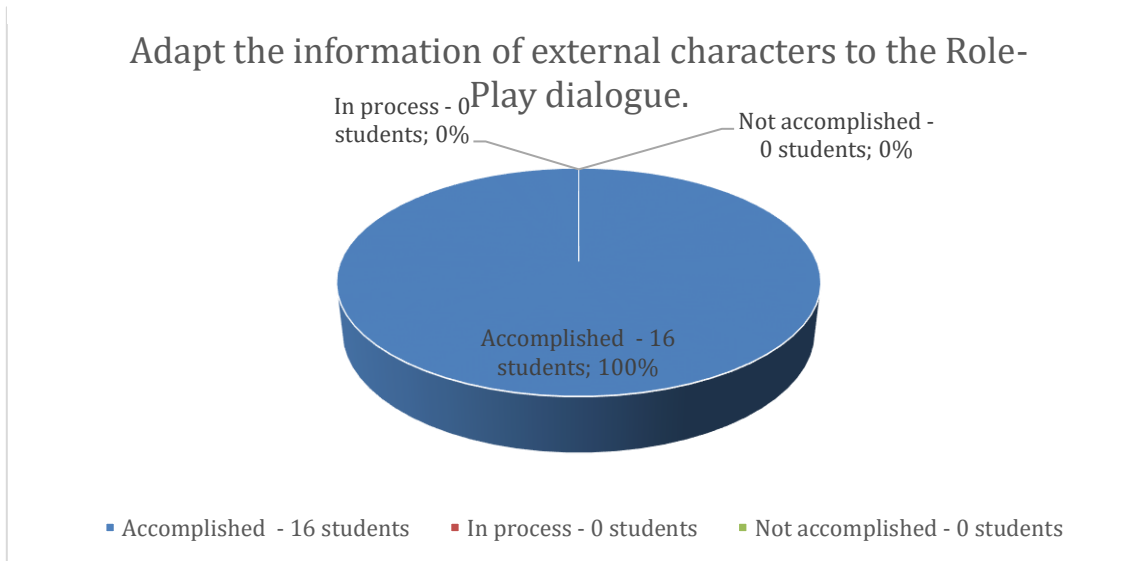


Note student's evaluation rubric results.

According to the evaluation rubric, 13 students who represent 81,25% "Accomplished" accomplished the learning indicator "Maintains the accuracy and fluency when engaged in conversation," meaning that 13 students were able to maintain a fluid conversation when dialoguing. Three students who represent 18.75% "in process" are still in the process of accomplishing the learning indicator meaning that these students maintained a decent level of accuracy and fluency. However, they hesitated in some parts of the dialogue.

- Adapt the information of external characters to the Role-Play dialogue.

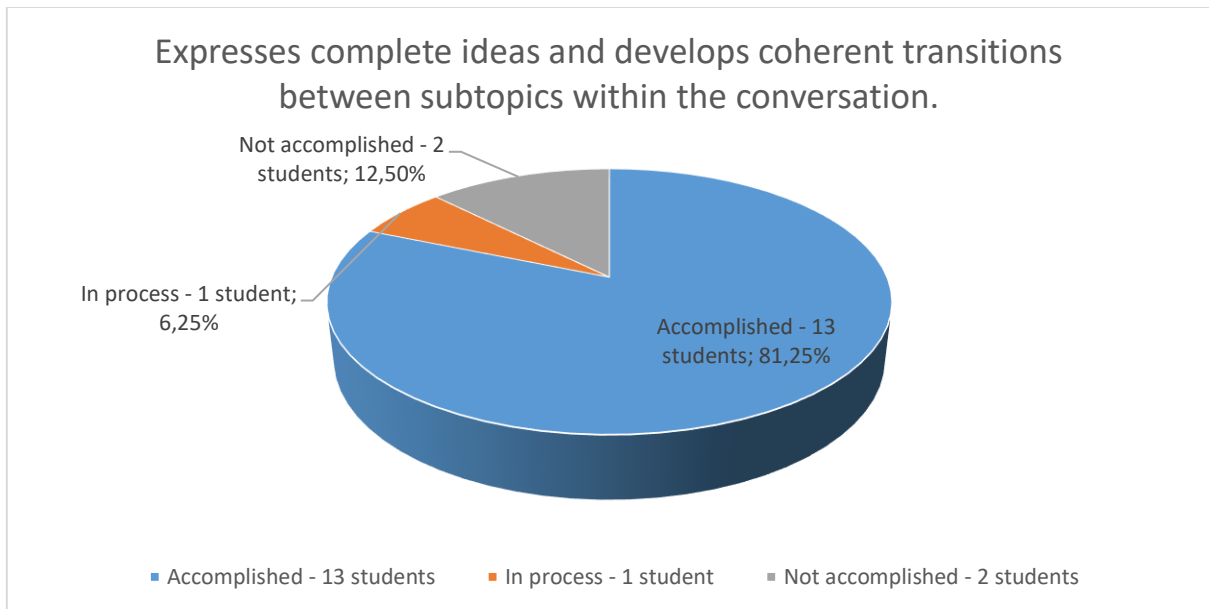
Figure 12



Note student's evaluation rubric results.

According to the evaluation rubric, 16 students who represent 100% "Accomplished" accomplished the learning indicator "Adapt the information of external characters to the Role-Play dialogue," meaning that all students could adapt external characters' information to the Role-Play Dialogue successfully.

- Expresses complete ideas and develops coherent transitions between subtopics within the conversation.

Figure 13

Note student's evaluation rubric results.

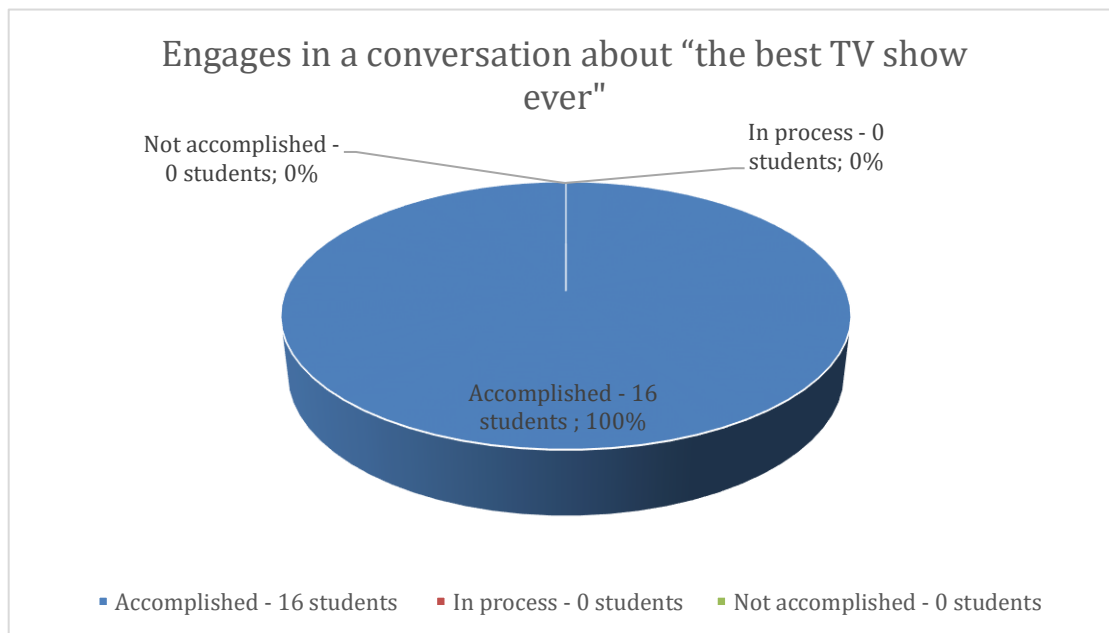
According to the evaluation rubric, 13 students who represent 81.25% "accomplished" accomplished the learning indicator "Expresses complete ideas and develops coherent transitions between subtopics within the conversation," meaning that 13 students were able to express the ideas completely and make meaningful transitions in the dialogue, one student who represent 6.25% "In process" is still in process to accomplish the learning indicator, meaning that this student transmitted topic related ideas yet incomplete one and struggle when making transitions between the subtopics. These two students represent 12.50% "Not accomplished" and did not accomplish the learning indicator, meaning these students did not transmit whole ideas and did not make transitions during the conversation.

4.1.2.4 Natural wonders based Role-Play Unit 3: light, camera, action.

For this Role-Play activity, the institution Colegio De Santa Ana requested the investigator to apply the technique with the current theme "the best show ever" from Teaching guides Unit 3, even though unexpected since the variation of the Role-Play activities implemented for the investigation focused on the free topic selection, this brings an opportunity to prove if the progress made in fluency, and motivation fields will still be present if the Role-Play theme is restricted.

1. Engages in a conversation about "the best TV show ever."

Figure 14



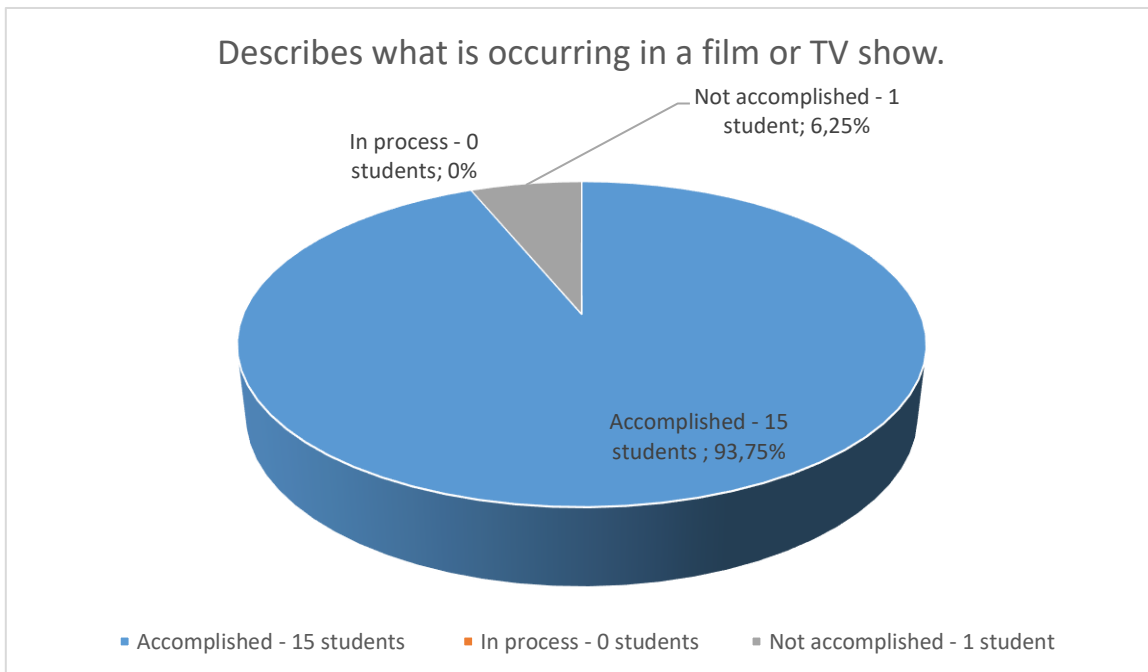
Note student's evaluation rubric results.

According to the evaluation rubric, 16 students who represent 100% "Accomplished" accomplished the learning indicator Engages in a conversation about "the best TV show

ever," meaning that all students were able to engage in a conversation related to “the best TV show” theme.

2. Describes what is occurring in a film or TV show.

Figure 15

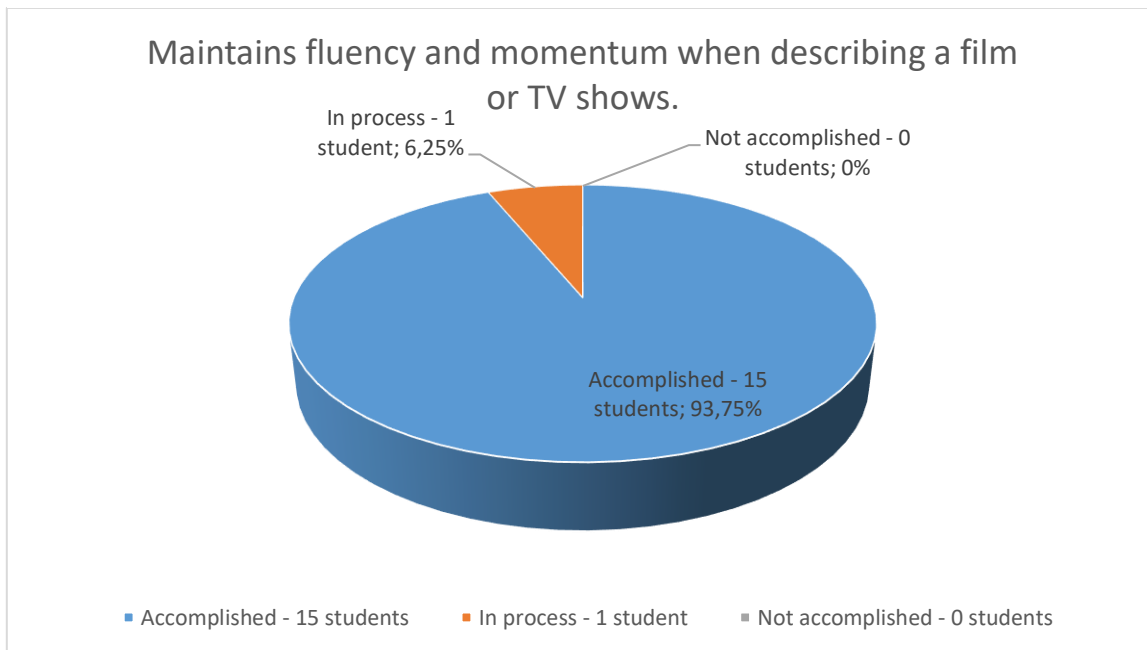


Note student’s evaluation rubric results.

According to the evaluation rubric, 15 students who represent 93,75% "Accomplished" accomplished the learning indicator Describes what is occurring in a film or TV show, meaning that the students were able to successfully talk and describe the plot of a film or a TV show, one student who represent 6.25% "Not accomplished" was not able to accomplish the learning indicator, meaning that these students were not able to describe a film or a TV show at all.

- Maintains fluency and momentum when describing a film or TV show.

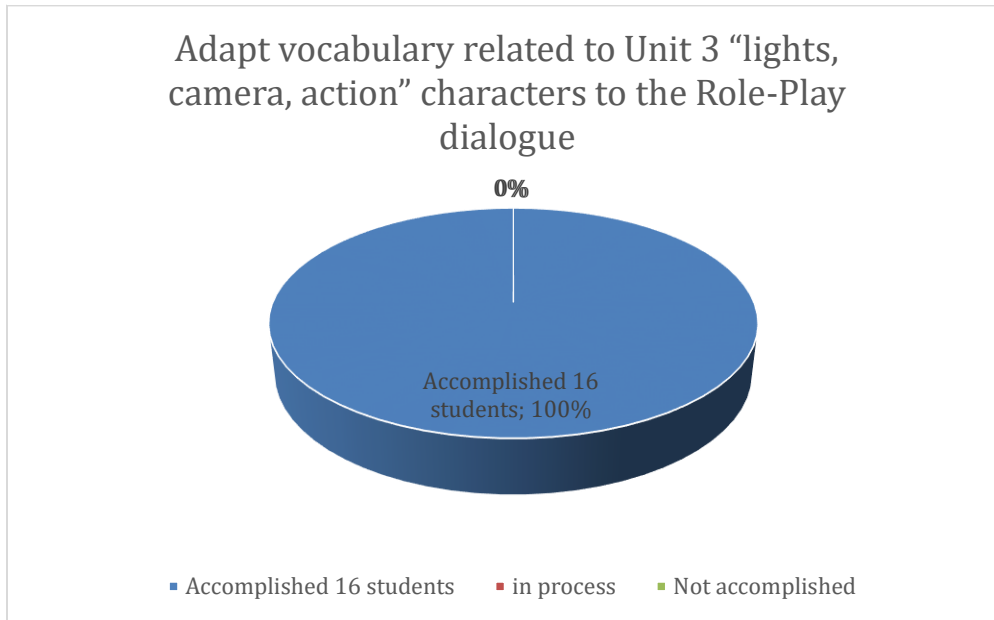
Figure 16



Note student's evaluation rubric results.

According to the evaluation rubric, 15 students who represent 93.75% "Accomplished" accomplished the learning indicator Maintains fluency and momentum when describing a film or TV show, meaning that 15 students were able to maintain fluency when describing a film or a TV show, one student who represent 6.25% "In process" meaning that this student was able to describe a film or a TV show yet was not able to maintain fluency and momentum when speaking.

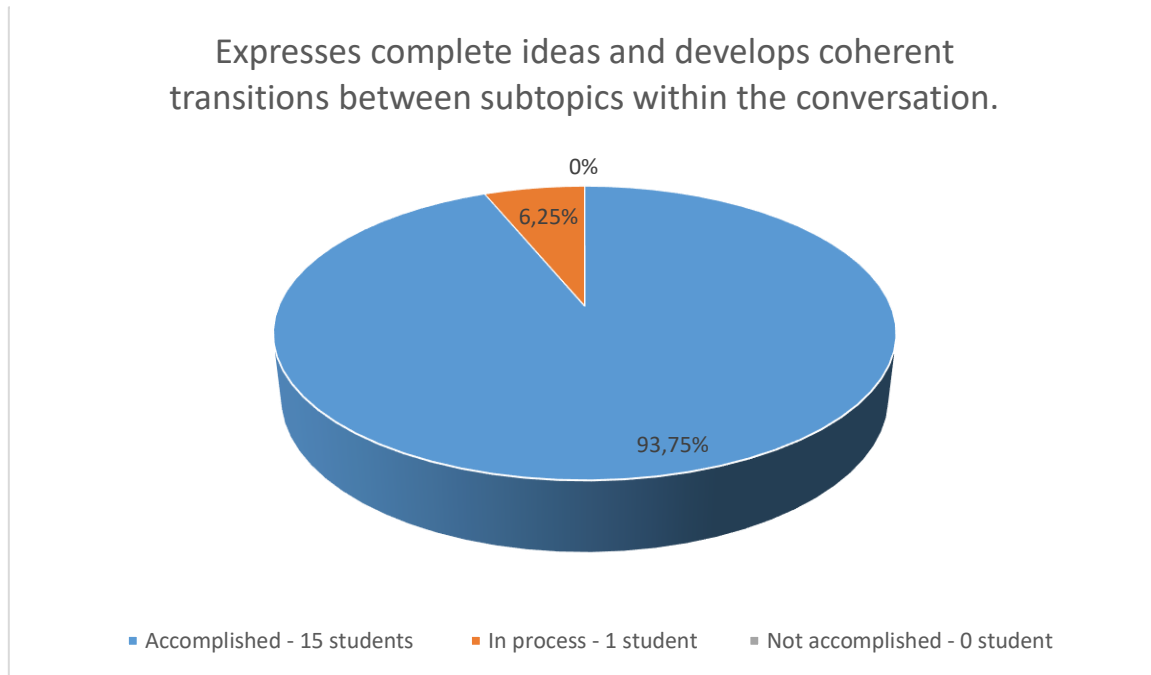
- Adapt vocabulary related to Unit 3, "lights, camera, action" characters, to the Role-Play dialogue.

Figure 17

Note student’s evaluation rubric results.

According to the evaluation rubric, 16 students who represent 100% "Accomplished" accomplished the learning indicator “Adapt vocabulary related to Unit 3 “lights, camera, action” characters to the Role-Play dialogue," meaning that all the students were able to use the vocabulary requested by the teacher.

5. Expresses complete ideas and develops coherent transitions between subtopics within the conversation.

Figure 18

Note student's evaluation rubric results.

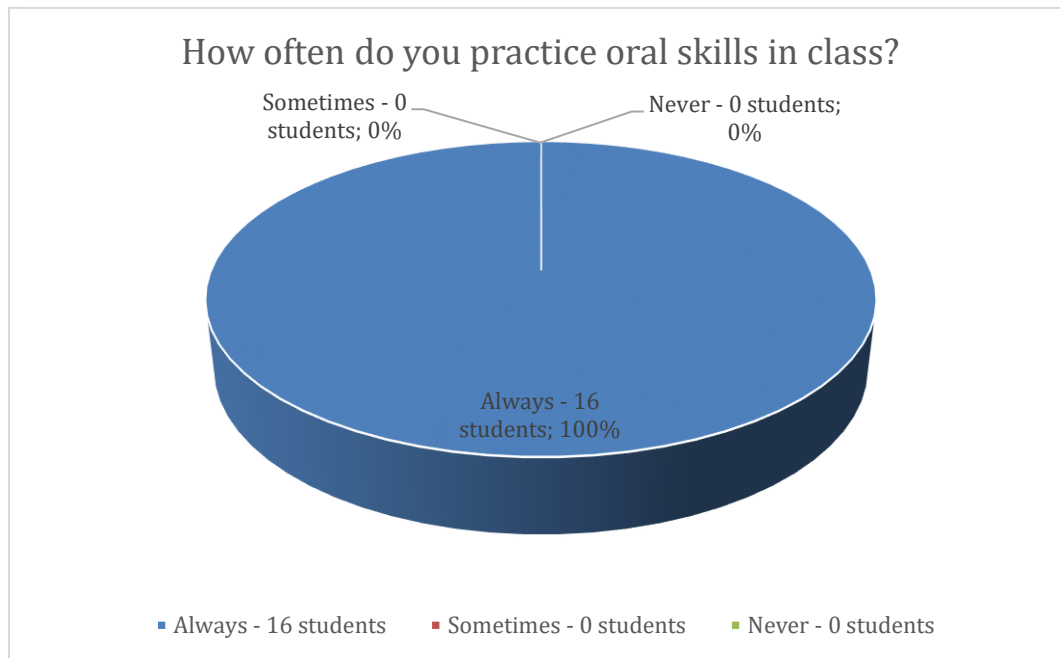
According to the evaluation rubric, 15 students who represent 93,75% "Accomplished" accomplished the learning indicator "Expresses complete ideas and develops coherent transitions between subtopics within the conversation," meaning that 15 students were able to express complete ideas and applied coherent transitions (transition sentences) between subtopic, one student who represents 6.25% "In process" is still in process to accomplish the learning indicator, meaning that this student is still struggling weather with transitions or expressing complete ideas.

4.1.3 Questionnaire.

A questionnaire was applied to a group of 16 students. The main objective of this questionnaire was to understand how effective the Role-Play technique was at the time of acquiring fluency in speaking.

1. How often do you practice oral skills in class

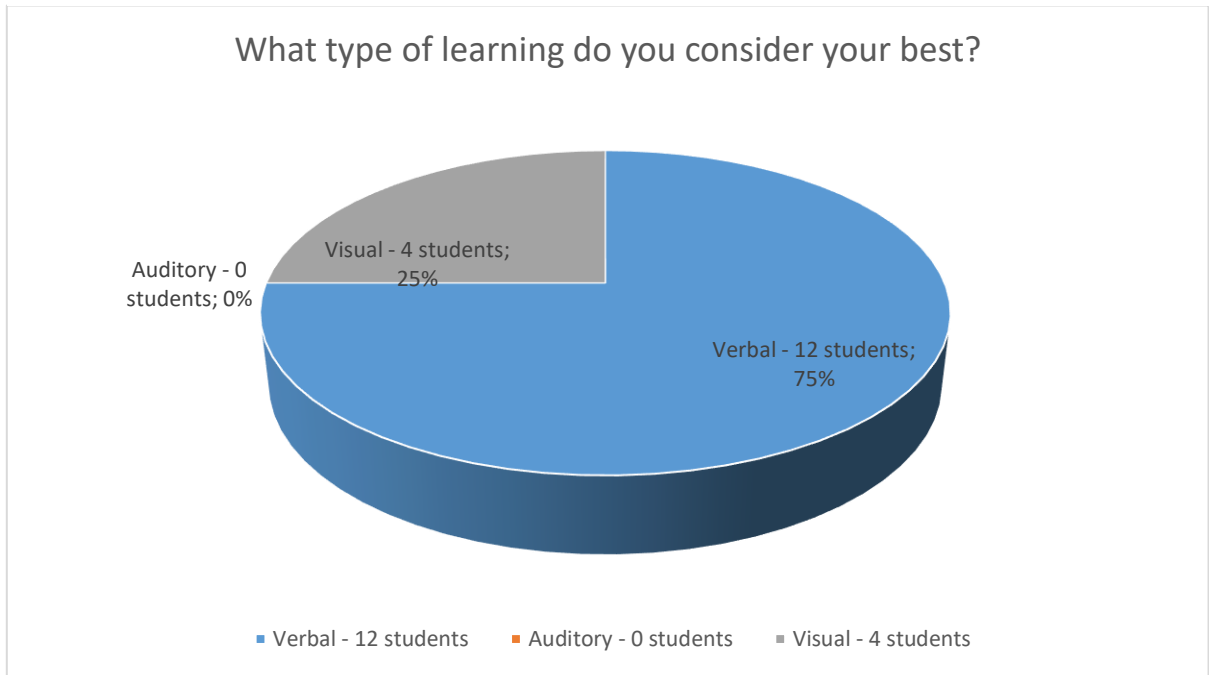
Figure 19



Note: student's questionnaire results

According to the questionnaire, 16 students who represent 100% "Always" consider that they always practice oral skills in class, zero students consider that "sometimes" they practice oral skills and zero students consider that they "never" practice oral skills.

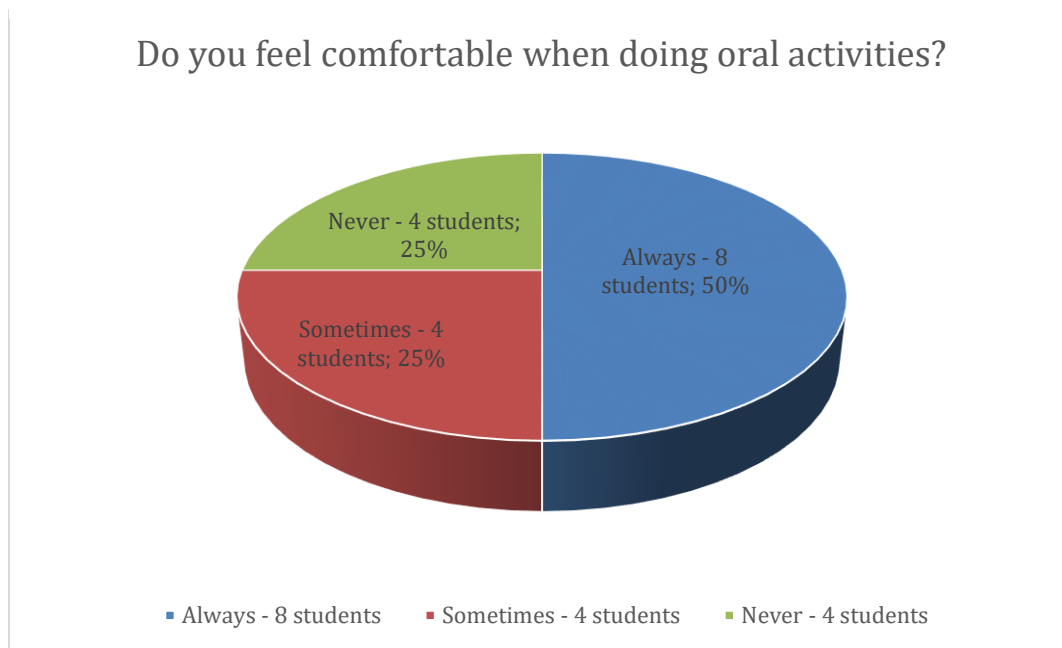
2. What type of learning do you consider your best?

Figure 20

Note: student's questionnaire results

According to the questionnaire, 12 students who represent the 75% "Verbal" consider that their type of learning is verbal, and four students who represent the 25% "Visual" consider that their learning is visual. Zero students who represent "Auditory" consider that their type of learning is auditory.

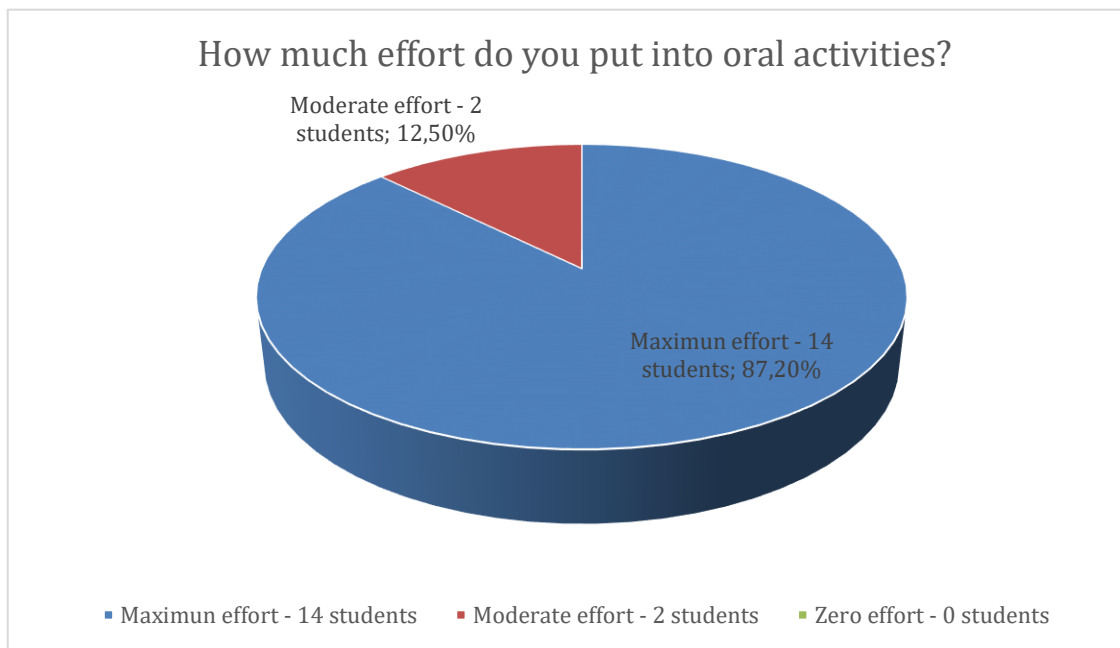
3. Do you feel comfortable when doing oral activities?

Figure 21

Note: student's questionnaire results

According to the questionnaire, eight students who represent 50% "Always" always feel comfortable when practicing oral activities, four students who represent 25% "Sometimes" sometimes feel comfortable when practicing oral activities, and four students who represent 25% "Never" never feel comfortable when practicing oral activities.

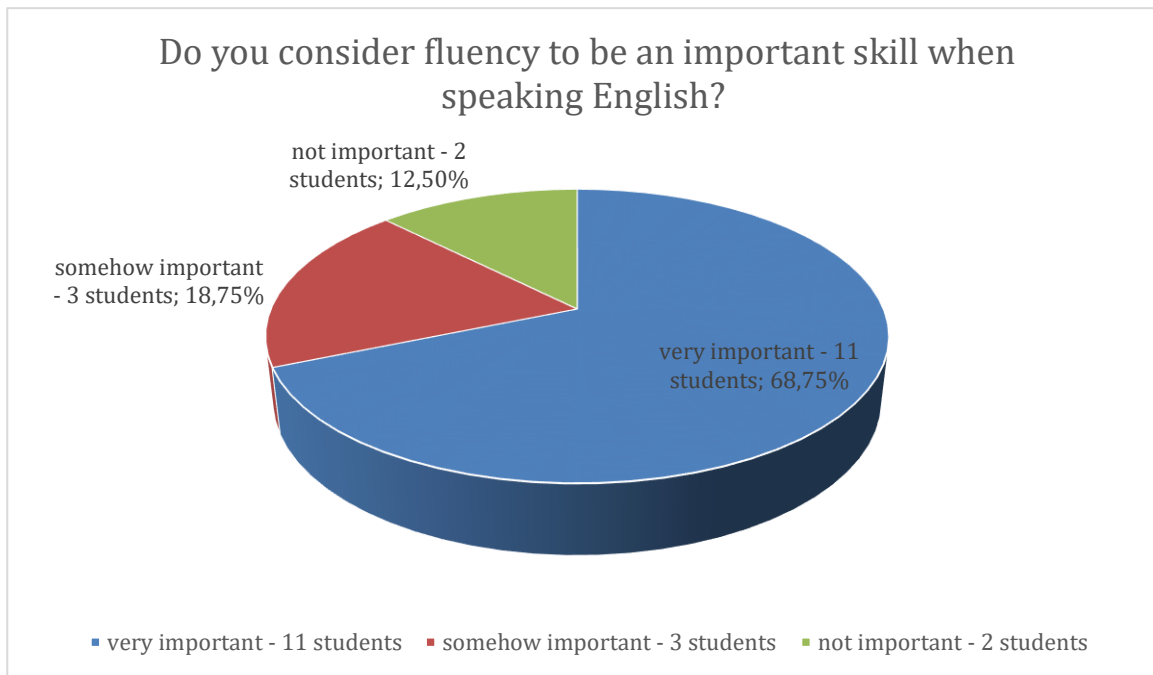
4. How much effort do you put into oral activities

Figure 22

Note: student's questionnaire results

According to the questionnaire, 14 students who represent 87, 20% "Maximum effort" consider that they put the most amount of effort possible into oral activities, and two students who represent 12, 50% "moderate effort" consider that they put a medium amount of effort into oral activities and zero students who represent "zero effort" consider that they put the least amount of effort into oral activities.

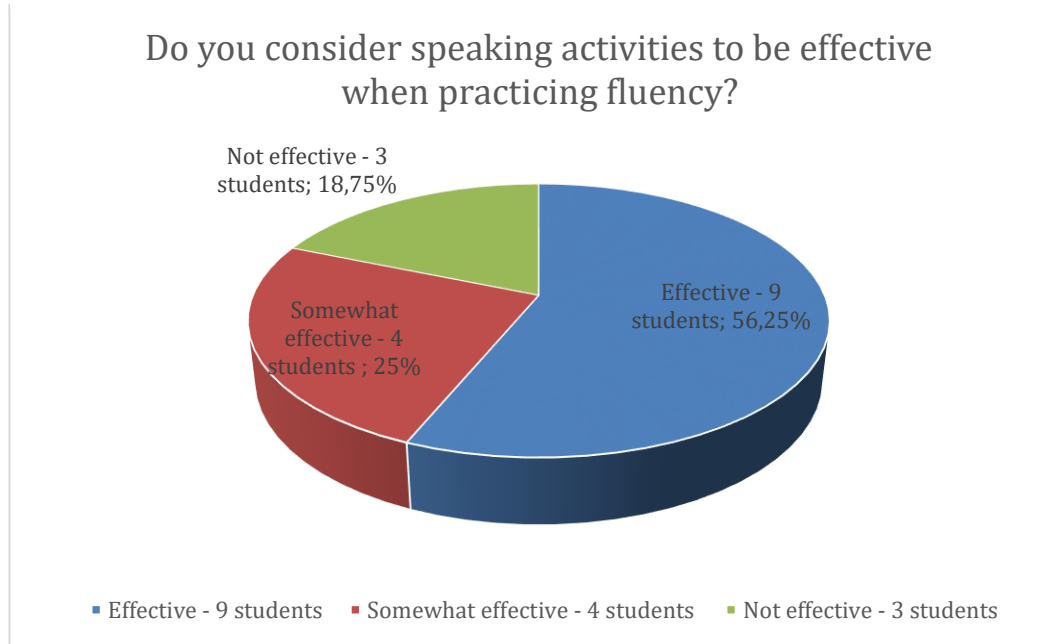
5. Do you consider fluency to be an important skill when speaking English?

Figure 23

Note: student's questionnaire results

According to the questionnaire, 11 students who represent 68.75% "very important" consider fluency as an important skill when speaking English, and three students who represent 18.75% "somewhat important" consider that fluency is somewhat important when speaking English. Two students who represent 12.50% "not important" consider that fluency is not important when speaking English.

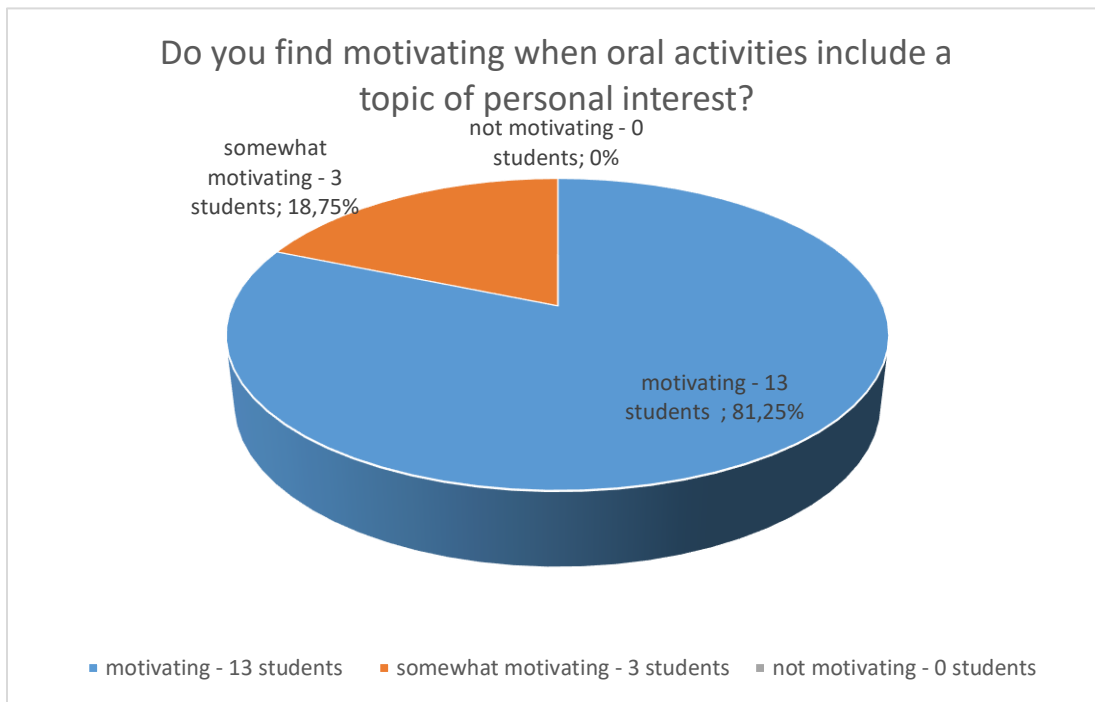
6. Do you consider speaking activities to be effective when practicing fluency?

Figure 24

Note: student's questionnaire results

According to the questionnaire, nine students who represent 56.25% "Effective" consider speaking activities effective when practicing fluency, and four students who represent 25% "somewhat effective" consider speaking activities somewhat effective. Three students representing 18.75% "not effective" consider that speaking activities are ineffective when practicing fluency.

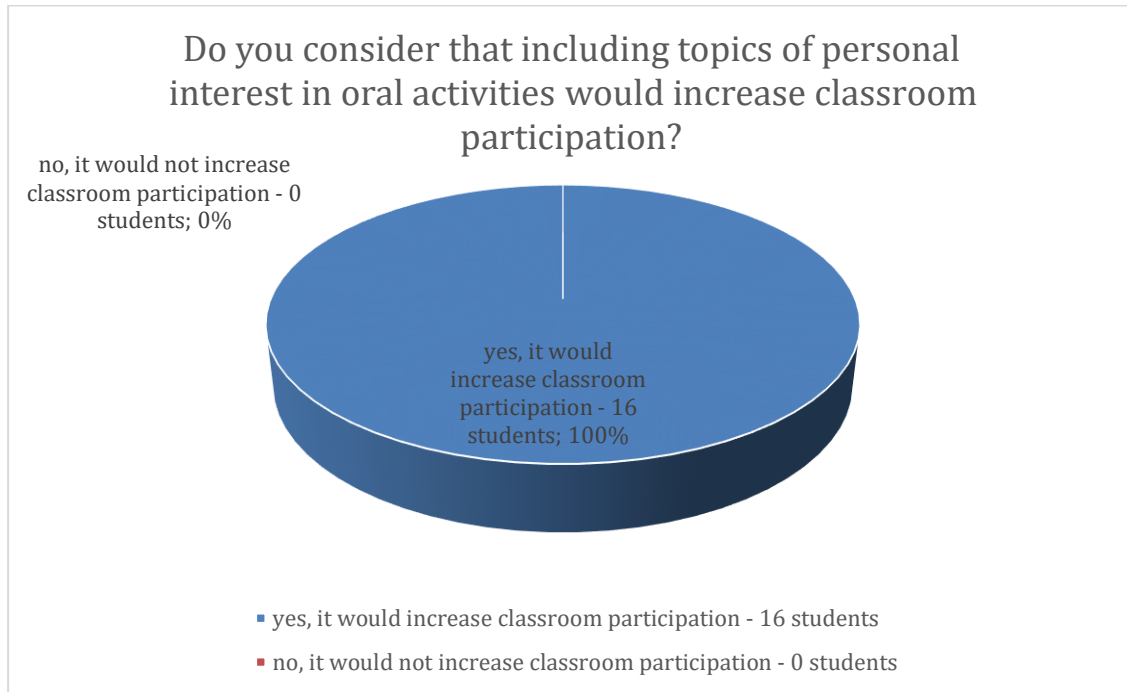
7. Do you find it motivating when oral activities include a topic of personal interest?

Figure 25

Note: student's questionnaire results

According to the questionnaire, 13 students who represent 81.25% "motivating" find motivating when personal interest topics are included in oral activities, and three students who represent 18.75% do not find it motivating when personal topics are included in oral activities.

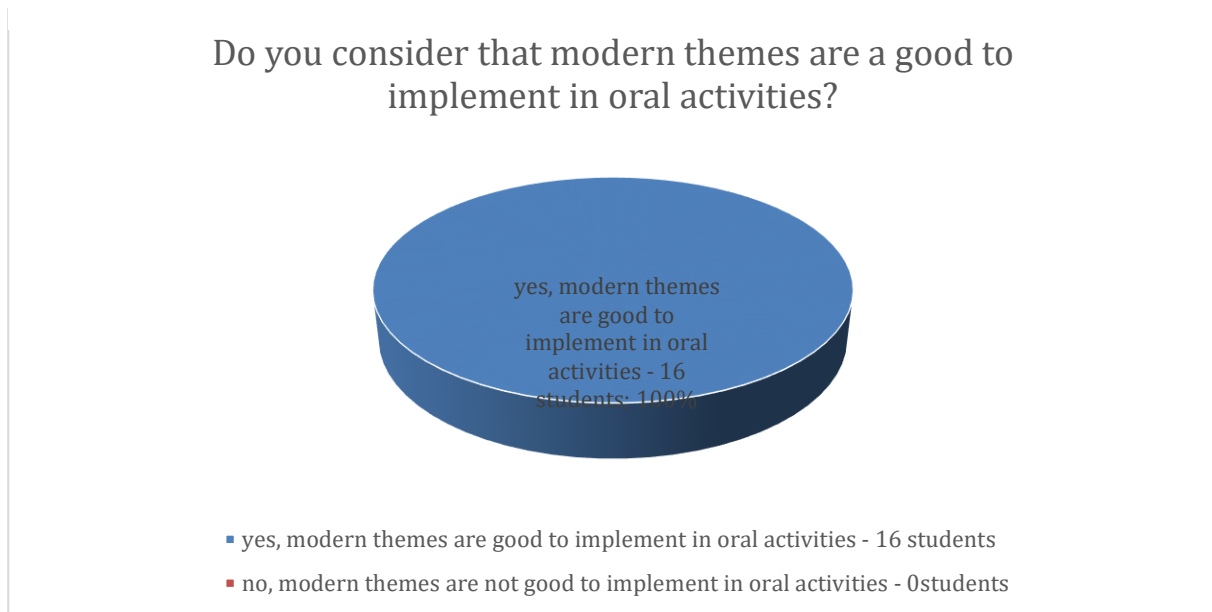
8. Would you consider including topics of personal interest in oral activities to increase classroom participation?

Figure 26

Note: student's questionnaire results

According to the questionnaire, 16 students who represented 100% yes would increase classroom participation; considering that including topics of personal interest in oral activities would increase classroom participation, zero students think I will not increase classroom participation.

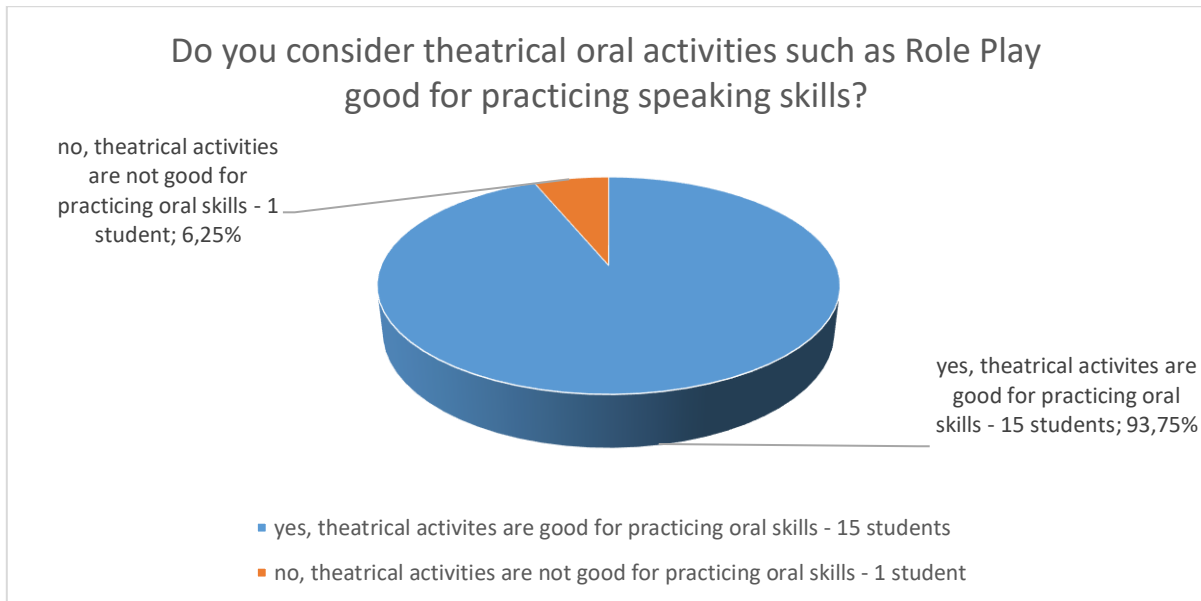
9. Do you consider modern themes good to implement in oral activities?

Figure 27

Note: student's questionnaire results

According to the questionnaire, 16 students who represent 100% "yes, modern themes are good to implement in oral activities" think positively about implementing modern themes.

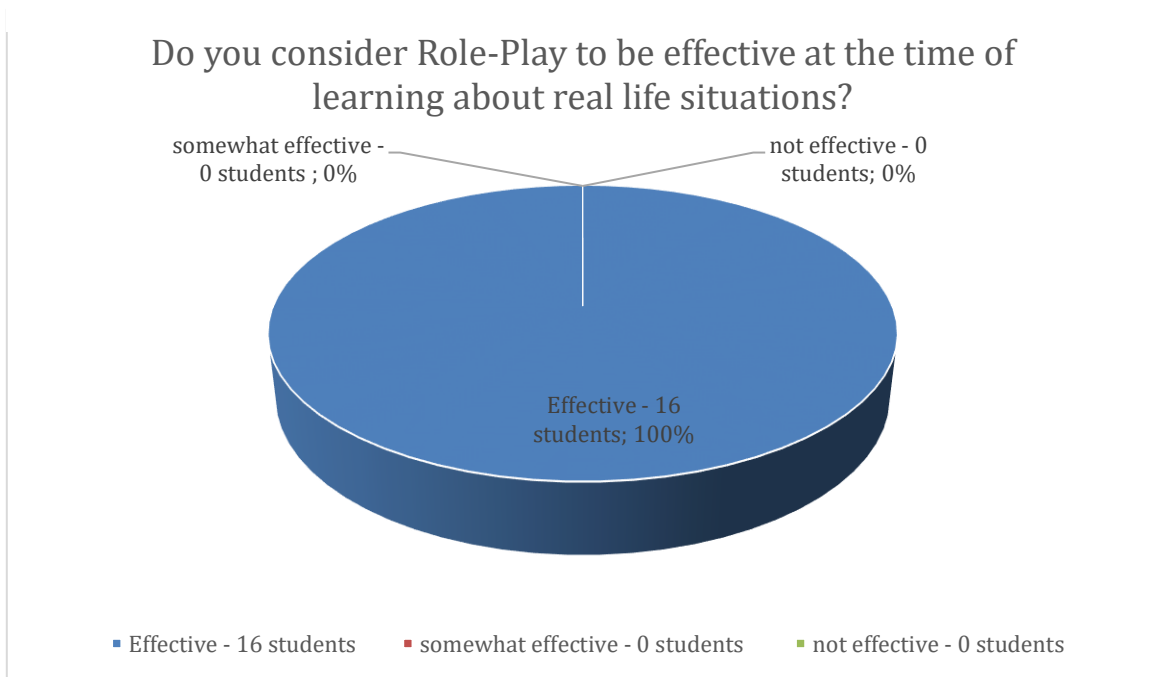
10. Do oral theatrical activities such as Role Play good for practicing speaking skills?

Figure 28

Note: student's questionnaire results

According to the questionnaire, 15 students who represent 93,75% "yes theatrical activities are good for practicing oral skills" considered those theatrical activities are a good method when practicing speaking skills, just one student who represent 6.25% "no, theatrical activities are not good for practicing a speaking skill, consider those theatrical activities are not good when practicing speaking skills.

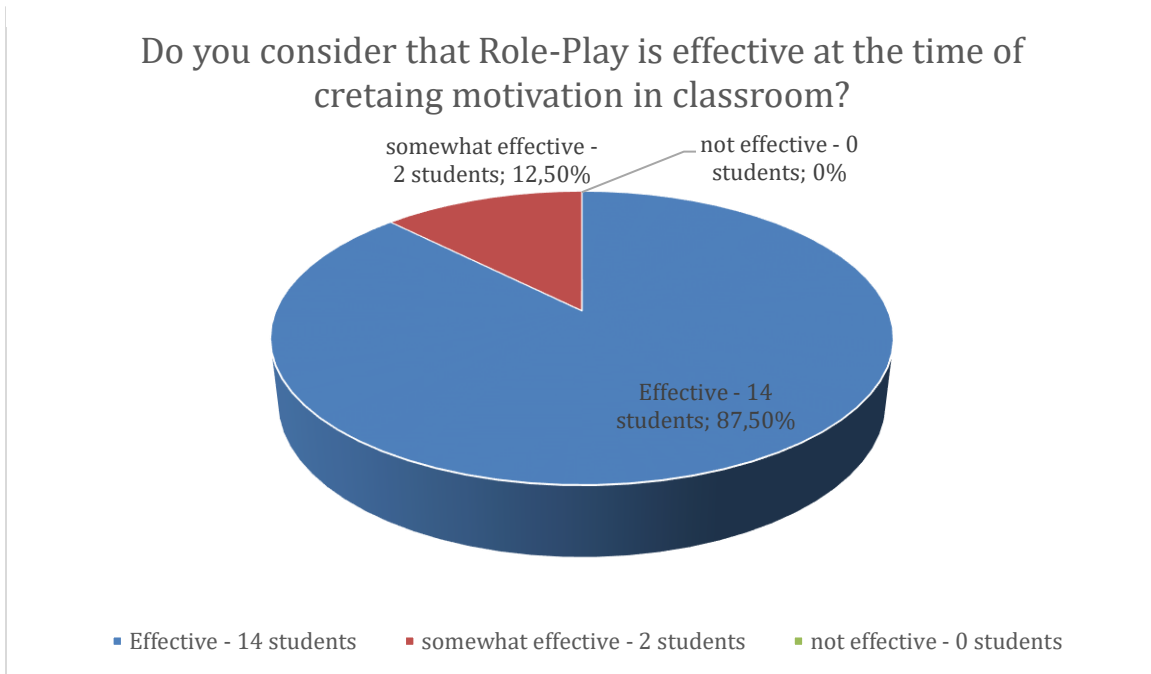
11. Do you consider Role-Play to be effective at the time for learning about real-life situations?

Figure 29

Note student's questionnaire results

According to the questionnaire, 16 students who represent 100% "Effective" consider the Role-Play technique effective when learning about real-life scenarios.

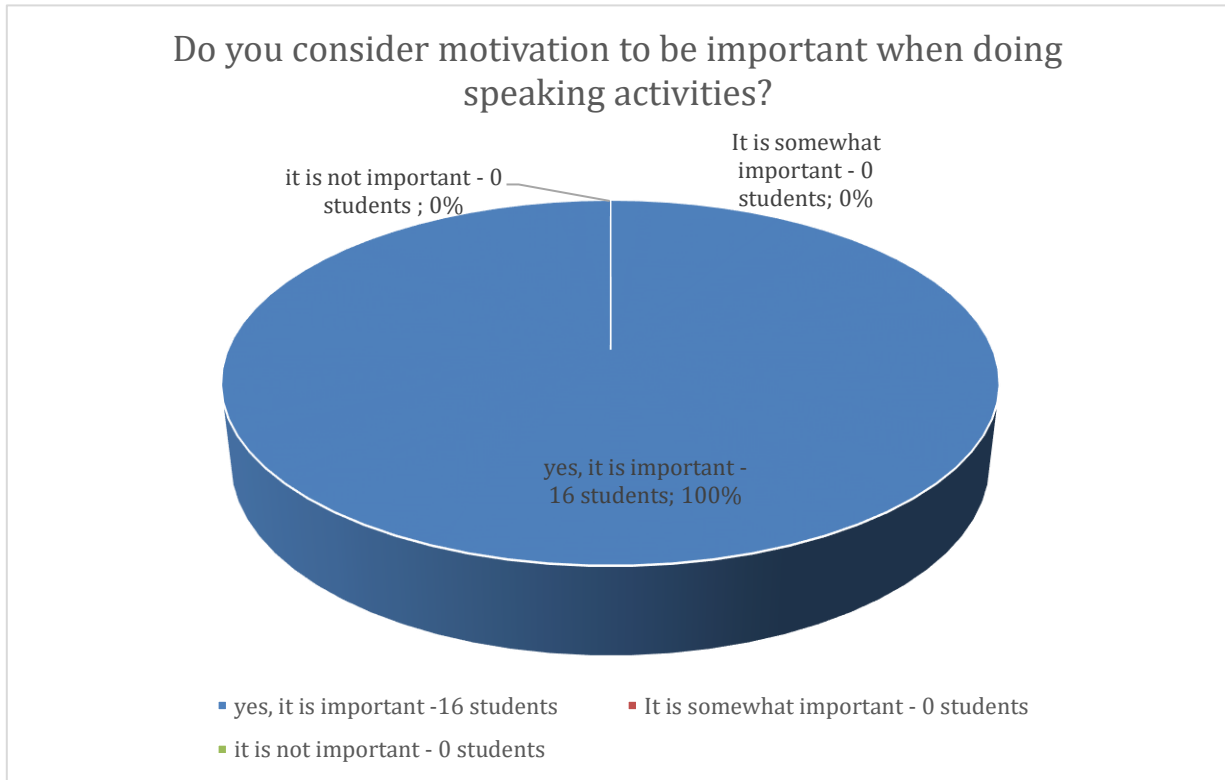
12. Do you consider that Role-Play is effective when creating motivation in the classroom?

Figure 30

Note student's questionnaire results

According to the questionnaire, 14 students who represent 87.50 % "effective" consider that the Role-Play technique is effective at the time of creating motivation in the classroom, and two students who represent 12.50% "somewhat effective" consider that the Role-Play technique is somewhat effective at the time of creating motivation in the classroom.

13. Do you consider motivation to be important when doing speaking activities?

Figure 31

Note student's questionnaire results

According to the questionnaire, 16 students who represent 100% "Yes, it is important" consider motivation important when doing speaking activities.

4.1.4 Interview

The interview was applied to the teacher of ninth-graders groups to find out his opinion on the use of Role-Play and learn his experience regarding the use of this didactic activity. This interview also aims to get information about the strengths and weak points of such activity when practicing oral skills, also according to his knowledge of how effective it

could be for learners at the time of acquiring fluency and if it could promote motivation in the classroom.

1. How often do you use oral/speaking activities in the classroom?

According to the teacher's response, he often uses speaking activities since the INCO program's main goal is to improve his oral skills. He also mentioned that he uses these activities gradually, trying to involve and increase students' confidence. In more detail, he said he uses around two speaking activities per the theme.

2. What are some speaking activities you often use or prefer to use during your lessons?

According to the teacher's response, he often uses interviews, role-plays, short talks, and show and tells activities.

3. How do students react or behave towards using the activities you mentioned before?

According to the teacher's response, even though the students feel insecure and nervous, they participate actively and enjoy the activities.

4. Highlighting Role-Play, is there any specific behavior or reaction from students you would like to address when using this technique?

According to the teacher's answer, the students enjoy the usage of Role-Play, especially when the activity addresses a real-life situation. The teacher also highlights that students sometimes struggle to search for phrases and words.

5. Do you consider Role-Play an effective technique for practicing oral/speaking skills?

The teacher's answer agreed that Role-Play is one of the best methods when imparting oral-oriented lessons.

6. Do you consider that fluency in speaking could be a benefited skill by adding the Role-play technique to the lessons?

According to the teacher's answer, speaking is the best way to acquire fluency. There is no better way than a speaking activity that students often like and enjoy and could even be fun to do.

7. Do you consider the Role-Play technique good at preparing students for future real-life tasks and scenarios?

According to the professor's answer, implementing Role-Play is a great method to trigger social performance and must be kept relevant by associating it with real-life scenarios.

8. Have you ever let your students decide the topic when doing a Role-Play activity?

According to the teacher's answer, he seldom let students decide the theme for the Role-Play activity.

9. Do you consider that letting students decide the conversation topic for the Role-Play would have a positive impact in terms of participation?

According to the teacher's answer, letting students decide the theme of conversation would increase participation and propitiate a meaningful learning experience.

10. Would you consider that classroom participation is directly influenced by the quality of motivation students have when doing not only Role-Play but any activity?

According to the teacher's answer, classroom participation is tremendously related to motivation.

11. Do you consider that developing a free theme Role-Play could promote motivation in students and directly affect classroom participation?

According to the teacher's answer, a free theme of Role-Play lets students decide for themselves, creating independence in each Role-Play presented. This feeling of independence could create a motivational feeling within the student and will positively impact classroom participation.

12. Have you seen any improvement in fluency or other fields when the researcher applied this activity?

According to the teacher's answer, he has seen an increment and improvement in the use of vocabulary; he also expressed that the students were practicing grammatical structures a lot during these activities.

13. Is there any change or recommendation you would like to make or inform teachers who use Role-Play in their lessons?

According to the teacher's answer, he would like to highlight the importance of implementing real-life scenarios in the activity. He also indicates that respect needs to be propitiated among students, and if feasible, let students decide on the topic. Lastly, collaboration needs to be present between students and teachers to create a proper Role-Play.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

The information gathered in the questionnaires, interviews, and evaluation rubrics demonstrates that using Role-Play with realistic scenarios of interest is effective for improving fluency. Nevertheless, it is not the only element greatly improved by the technique. The Role – Play technique, as shown in the different learning indicators graphics, shows an improvement in the intonation of words, implements the use of vocabulary greatly, and, as said by the interviewed teacher, involves students in an

ambiance of independence that contributes not only classroom motivations but also enhances it.

The results of this investigation are concrete in demonstrating that Role-Play is effective at improving fluency performance, accuracy performance, intonation performance, and vocabulary usage. The previously mentioned elements are skills teachers look to improve in their lessons, yet it is important to recall a decisive factor from the teacher interview. Role-Play is great at providing real-life scenario information. The technique uses the importance and interest factor of learning more about the real world to provide an excellent learning experience and, simultaneously, involve learning indicators and oral skills.

As previously mentioned, the effectiveness of using free-themed Role-Play activities is evident. This was demonstrated when the same Role-play activity was applied to the Unit 3 topic "the best TV show," which was a curricular planned subject for students to learn in the normal learning process dictated by the teaching guides provided by ME, showing the Role-play flexibility when it comes to adaptation also it is crucial to recall that this activity should be a collaborative experience between students and teachers. The technique improvements were achieved by letting students decide the theme of the activity; however, the improvements were carried on to the restricted theme of Role-Play.

5.2 Conclusions

The main conclusion is directly related to the specific objectives established by the researcher.

5.2.1 To analyze the effects of using role-play techniques to improve speaking fluency.

The teaching field is always trying to evolve and find the best didactic resources, methods, or techniques for learning to improve the student's learning experience, the purpose of this investigation had been no other than try to contribute to this evolving process, specifically try to improve the acquisition and improve the fluency skill in 9th graders by applying the use of Role-Play emphasizing realistic scenarios of student's interest.

In this research, through the application of Role-Play activities, it is found that the technique is effective at improving the fluency skill in 9th graders, it can be observed through the graphics, comparing the beginning level of fluency during the first activities and the final results obtained during the last Role-Play activity, if these results are compared it is evident that students make a significant improvement in the fluency skill over the duration the technique was applied in class.

Fluency in speaking was a skill some students were struggling to achieve. The evaluation rubrics determined that these students were not accomplishing the requested speaking fluency at the beginning. At the end of the activity and research application, it can be observed that these students achieved or made a significant improvement in the learning indicators related to such skill, going from not accomplishing the learning indicators to accomplishing them or getting close to accomplishing them.

Therefore with the information provided before, it is fair to acknowledge the effectiveness and relevance of Role-Play used as a technique to improve speaking fluency. It will surely achieve the expectations when practicing and improving such skills.

5.2.2 Identify the most relevant themes of interest for students to use in the activity.

One of the important conclusions this research was able to get is to determine what themes students seem to be interested in during the application of Role-Play. This was determined by using questionnaires and brainstorming activities. Throughout the usage of the brainstorming activities, the researcher was able to observe the most common themes students seem to prefer when doing an oral activity. The brainstorming activity is the main source of information to get to this conclusion. Using the questionnaire, the researcher determined in a general manner a glimpse of what students prefer by questioning their preference, between scripted or personal preference themes, the questionnaire also obtained preference information between modern themes and outdated themes. In the questionnaire, students preferred modern and personal preference themes to apply in the activities.

Finally, by analyzing the clusters from Figure 46, Figure 47, Figure 48, Figure 49, Figure 50, Figure 51, Figure 52, and Figure 53 within the Appendix II – Brainstorming Activity, the researcher managed to observe the most common topics students preferred by comparing these cluster, searching for similarities in the main themes and subtopics.

It is concluded that the most relevant themes 9th graders take into consideration are those related to social media, social media trending topics, influencers, celebrities including musicians, film industries, and different types of social networks since these are the most selected topics during the brainstorming activity prior to the preparation of Role-Play.

The remaining themes that students did not mainly address included: video games, technology, and events that generate a certain amount of repercussion or clout. As previously said, these themes were not as important for students. However, they are

mentioned since every student's opinion, and preferences were considered when deciding the theme for the Role – Play activity.

5.2.3 To study how using realistic scenarios of interest applied to role play improves the students' participation in the learning process.

Finishing the research application, it determined the effectiveness of these realistic scenarios of interest applied to Role-Play. Observing the questionnaire and interview as the main sources for this conclusion, the researcher proved that classroom participation is heavily influenced depending on the theme applied to the activity.

During the application of these two instruments mentioned before, the information gathered indicates that both teacher and students agree that applying these personal interest themes to the activity will directly benefit the levels of participation. This is done by increasing classroom motivation, which influences student participation heavily. Students indicated in the questionnaire that applying themes of personal interest to speaking activities will increase motivation. In the interview, the teacher also stated that motivation is related to participation. If activity increases motivation, participation will be increased too.

Therefore, applying these personal interest themes to Role-Play will improve classroom participation, proving the importance of considering students' opinions when applying an activity. By considering this, this researcher was able to prove the effectiveness of the technique and improve participation. This was achieved when the technique was applied with the changing factors mentioned before.

5.3 Unexpected Results

The results of using the personal interest themes applied to the Role-Play technique were positive in speaking fluency, classroom participation, and identifying students' preferences regarding the themes for activity usage. An unexpected result was the improvements in terms of vocabulary teaching.

The vocabulary acquisition was great since students constantly searched for new words and phrases to include in the Role-Play dialogue. New words outside the spectrum were constantly brought to the table by students who needed a new vocabulary to express their ideas correctly.

Learning indicators regarding vocabulary were used in the evaluation rubric; however, these indicators only evaluate the usage of vocabulary previously learned and did not contemplate the acquisition of new vocabulary.

It is contemplated in the interview when the teacher mentioned the increase of new vocabulary terms used during the Role-Play activities. Professor also mentions how the use of new grammatical structures was introduced, leading to another unanticipated result: improving grammatical structures. Students could discover new grammatical structures and practice the already learned ones.

5.4 Recommendations

- At the time of applying any oral technique or activity, it is essential to create a good relationship between students and the teacher. Students who are not fully confident about the teacher could be a negative factor when evaluating performance. An ice breaker could be useful before applying the activities.

- A recommendation for future investigators interested in Role-Playing is to consider the use of different games related to Role-Play. In this modern era, Role-Play is mostly done in the video and board games. Implementing these types of games in the Role-Play lessons could be of great use.
- Lastly, mutual respect needs to be prioritized and established between students. Mutual respect is important, and not promoting this could negatively influence the students' performance. A demotivation could occur if students do not take others seriously and respectfully.

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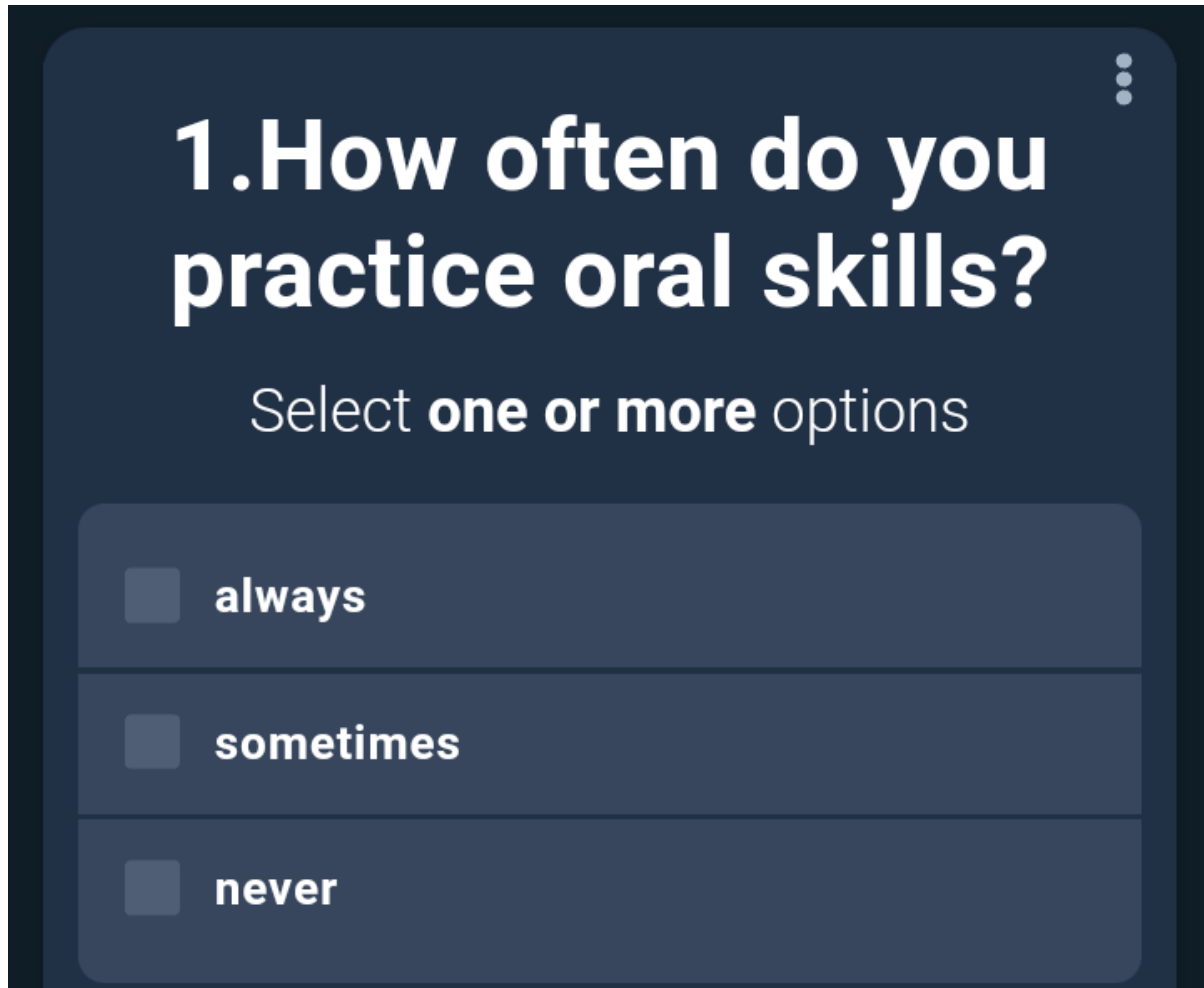
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Appendixes

Appendix I – Questionnaire Figure 32



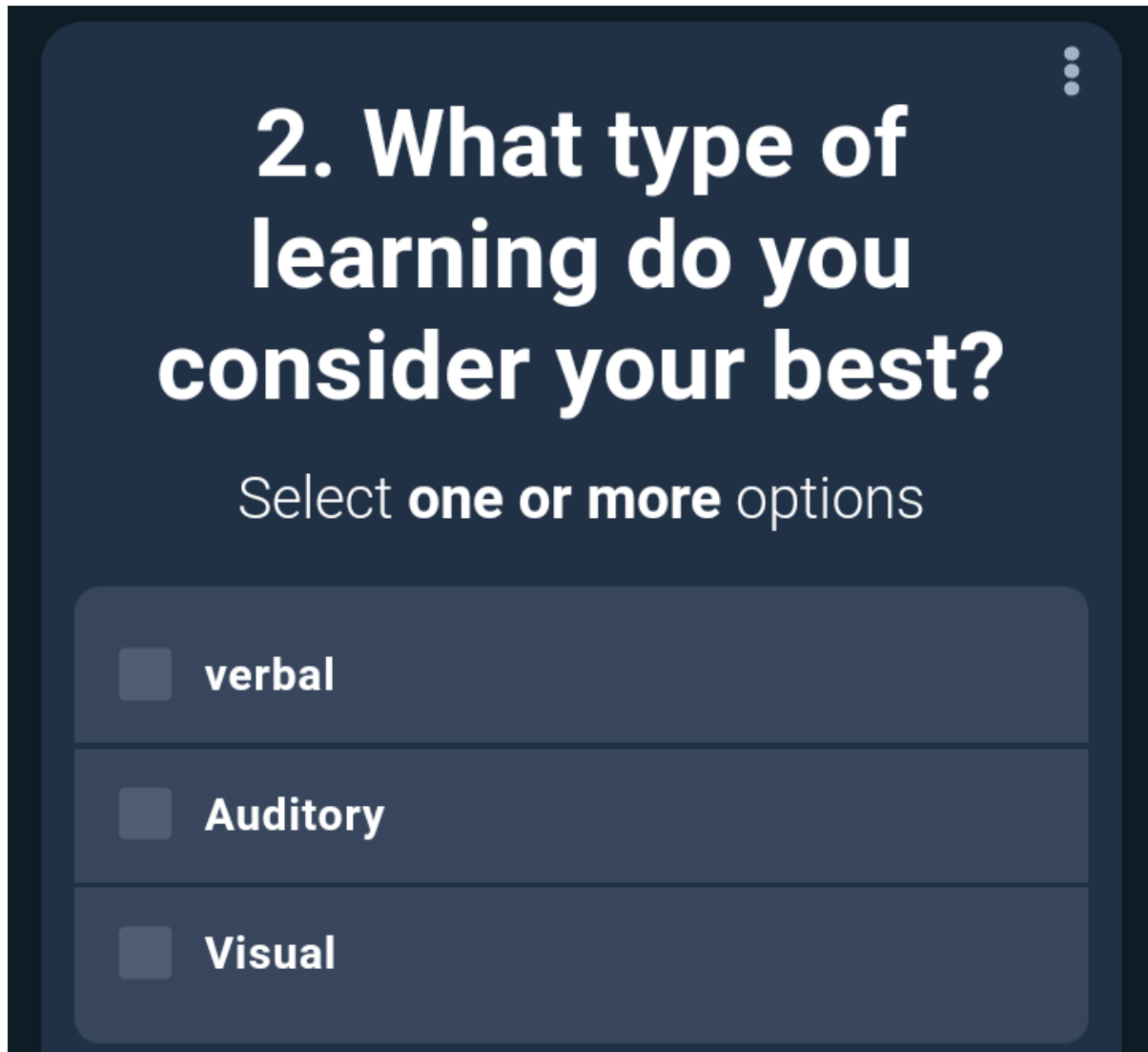
1. How often do you practice oral skills?

Select **one or more** options

- always
- sometimes
- never

Note questionnaire questions.

Figure 33

A screenshot of a mobile application interface showing a questionnaire question. The question is displayed in large, bold, white text on a dark blue background. Below the question, there is a smaller line of text indicating that one or more options can be selected. Three options are listed below, each with a square checkbox to its left. The options are 'verbal', 'Auditory', and 'Visual'.

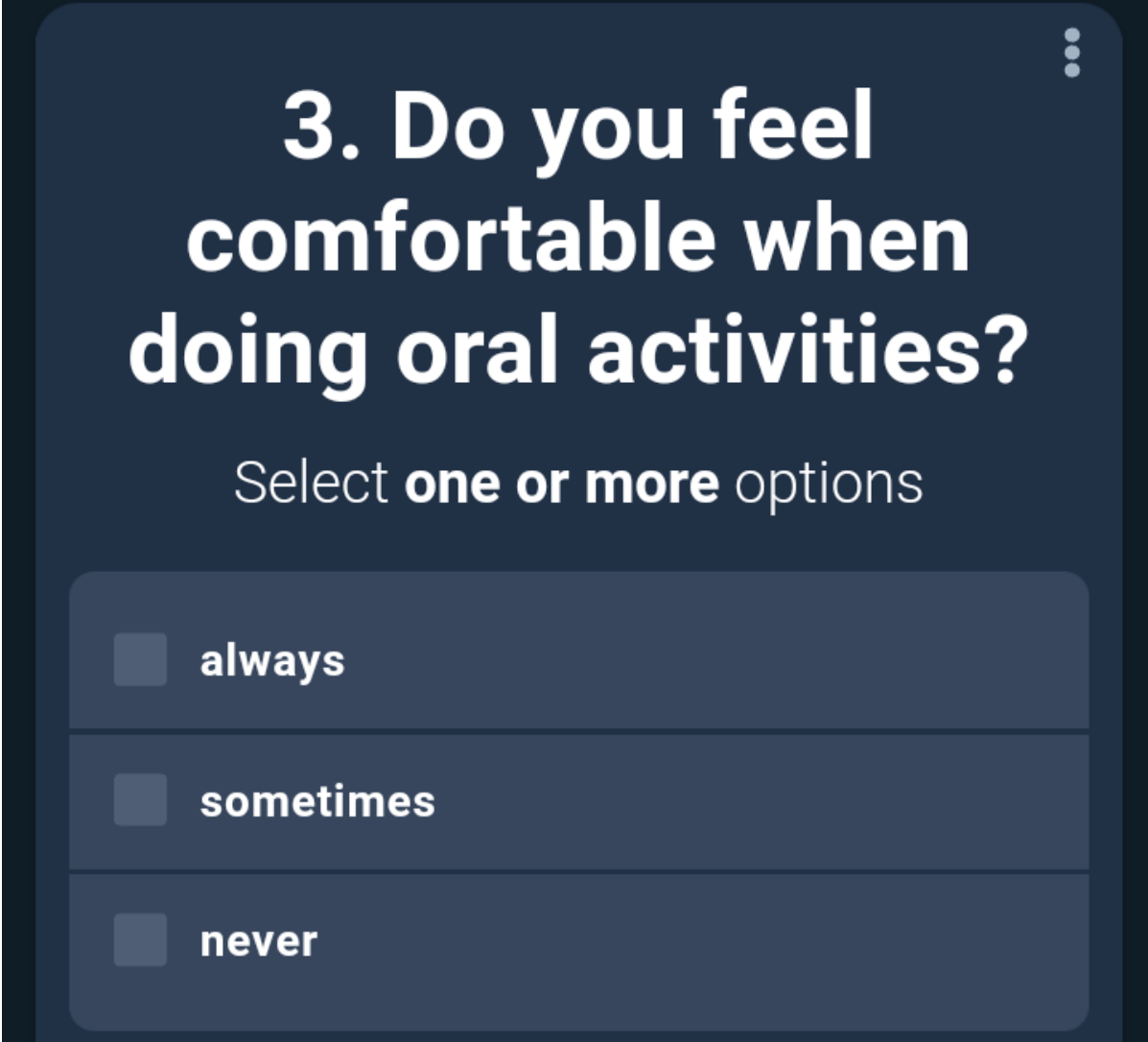
2. What type of learning do you consider your best?

Select **one or more** options

- verbal
- Auditory
- Visual

Note questionnaire questions.

Figure 34

A screenshot of a mobile application interface showing a questionnaire question. The background is dark blue. At the top right, there are three white dots. The question is displayed in large, bold, white text: "3. Do you feel comfortable when doing oral activities?". Below the question, it says "Select one or more options". There are three options listed in a list, each with a small square checkbox to its left: "always", "sometimes", and "never".

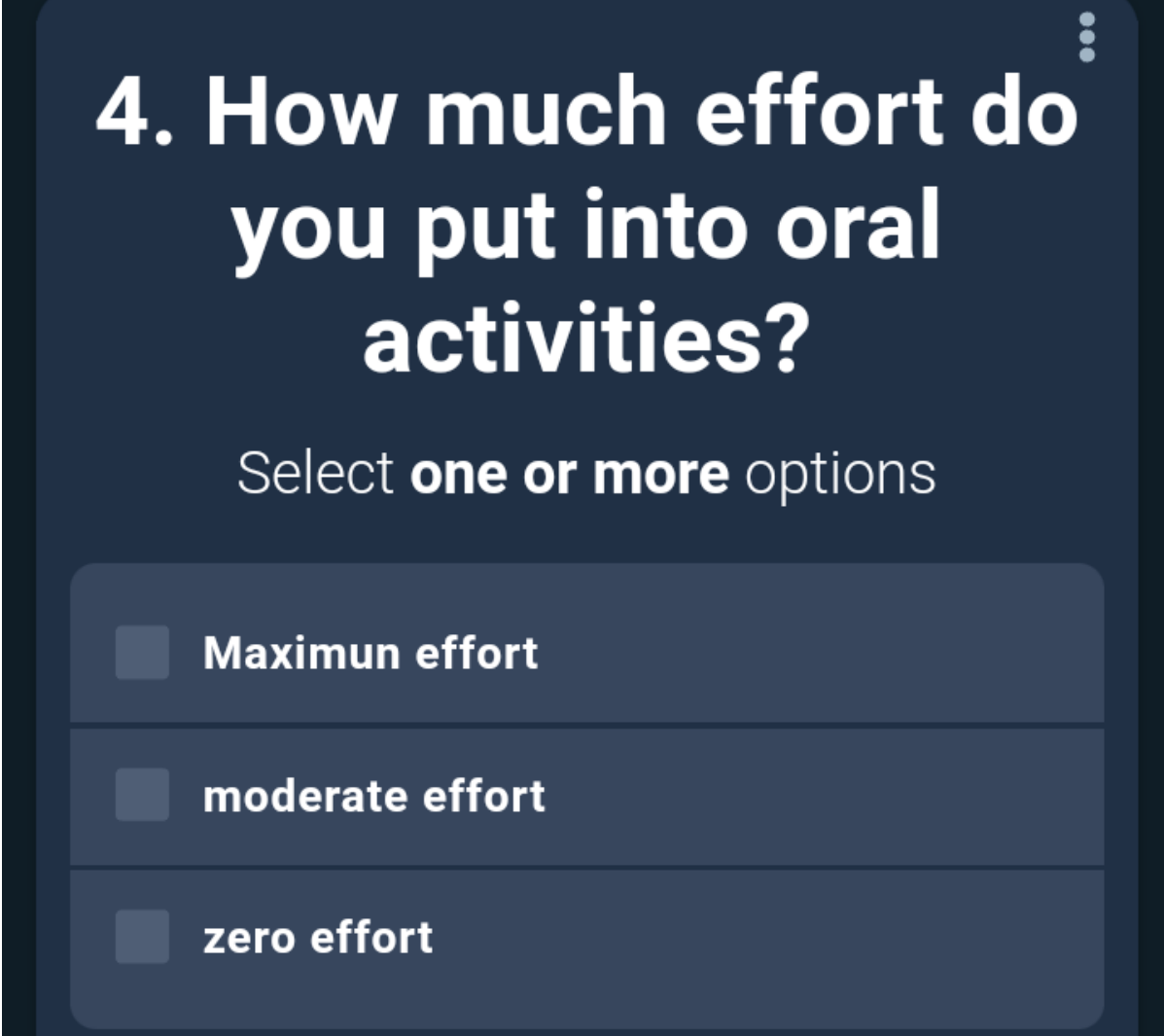
3. Do you feel comfortable when doing oral activities?

Select **one or more** options

- always
- sometimes
- never

Note questionnaire questions.

Figure 35

A screenshot of a mobile application interface for a questionnaire. The background is dark blue. At the top right, there are three white dots. The main text is in large, bold, white font: "4. How much effort do you put into oral activities?". Below this, in a smaller white font, it says "Select one or more options". There are three options listed, each with a white square checkbox on the left: "Maximun effort", "moderate effort", and "zero effort".

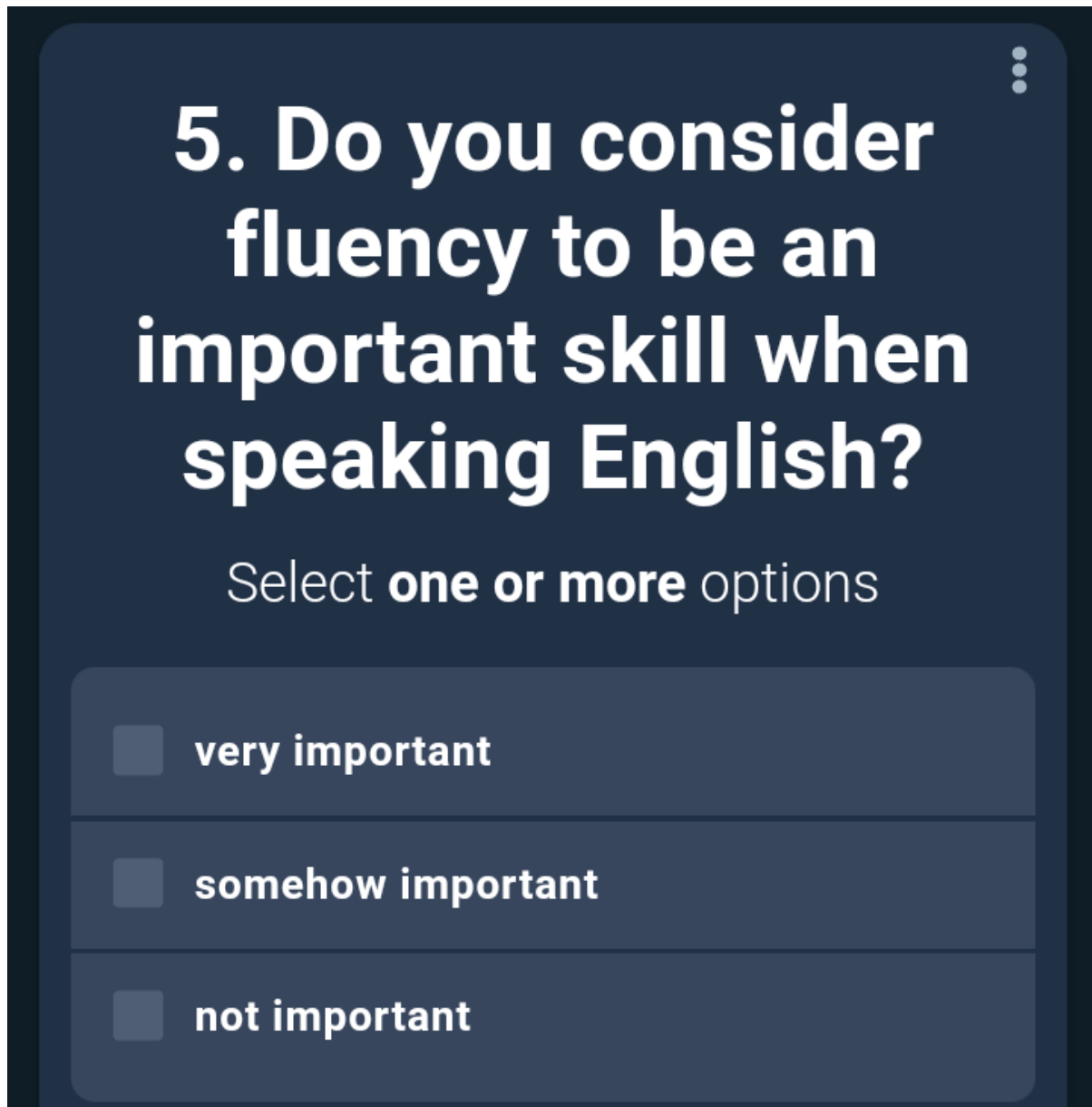
4. How much effort do you put into oral activities?

Select **one or more** options

- Maximun effort
- moderate effort
- zero effort

Note questionnaire questions.

Figure 36

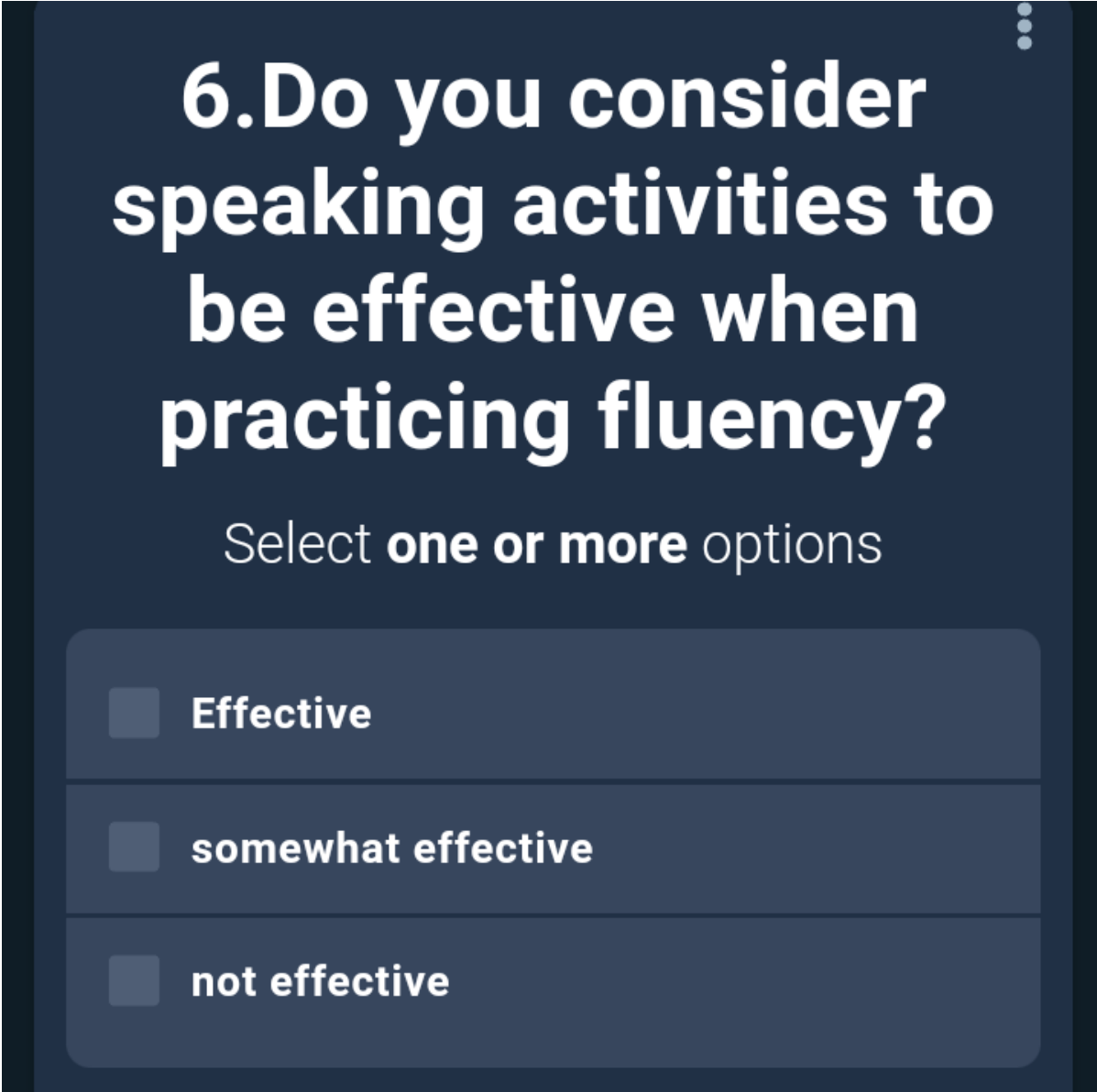
A screenshot of a mobile survey question displayed on a dark blue background. The question is "5. Do you consider fluency to be an important skill when speaking English?" in large white text. Below the question, it says "Select one or more options". There are three options listed below: "very important", "somehow important", and "not important", each with a small square checkbox to its left. A three-dot menu icon is visible in the top right corner of the question card.

5. Do you consider fluency to be an important skill when speaking English?

Select **one or more** options

- very important
- somehow important
- not important

Note questionnaire questions.

Figure 37A screenshot of a questionnaire question displayed on a dark blue background. The question is written in large, bold, white text. Below the question, there is a smaller line of white text indicating the selection method. Three response options are listed below, each with a small square checkbox to its left. The options are 'Effective', 'somewhat effective', and 'not effective'.

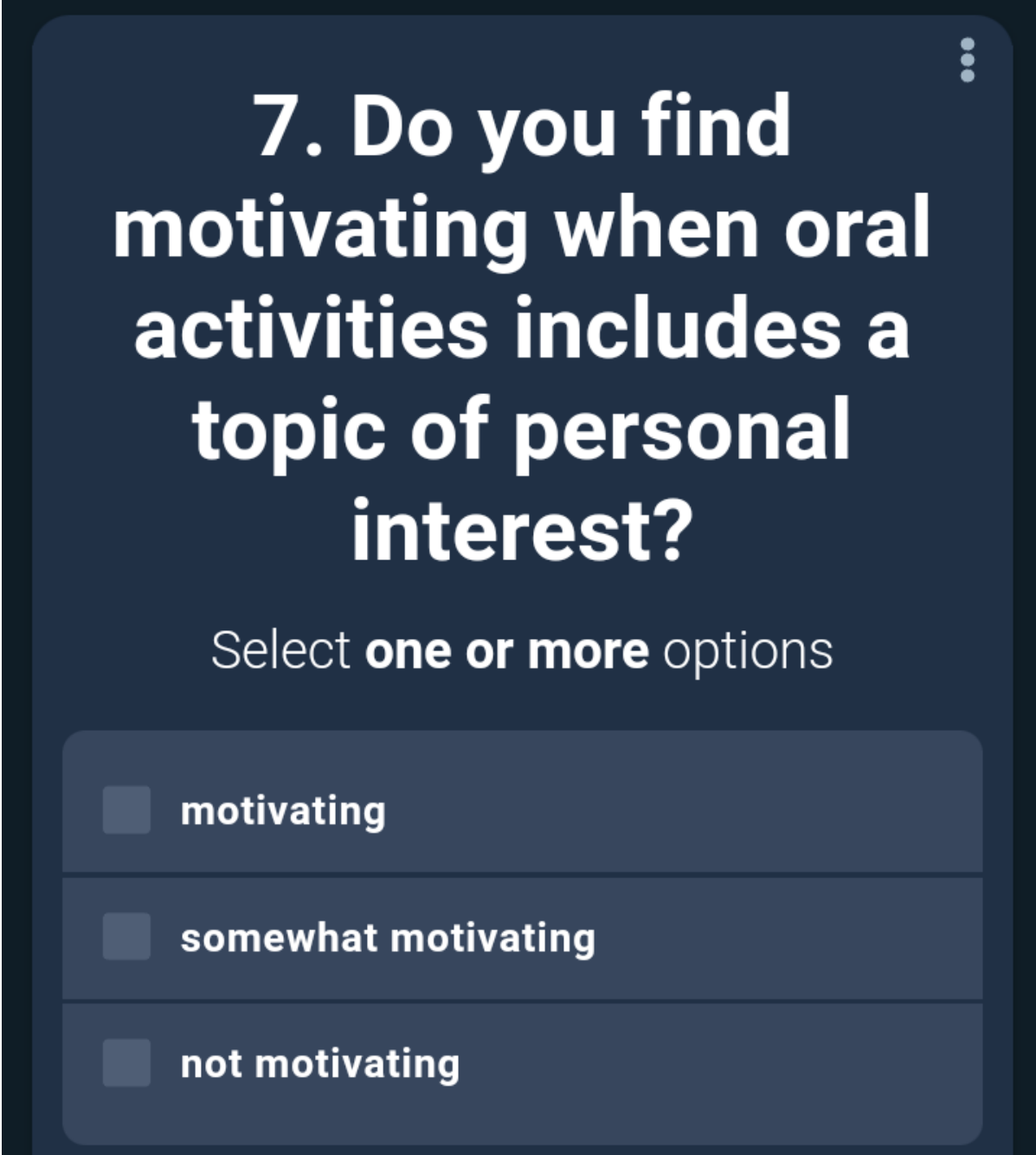
6. Do you consider speaking activities to be effective when practicing fluency?

Select **one or more** options

- Effective**
- somewhat effective**
- not effective**

Note questionnaire questions.

Figure 38



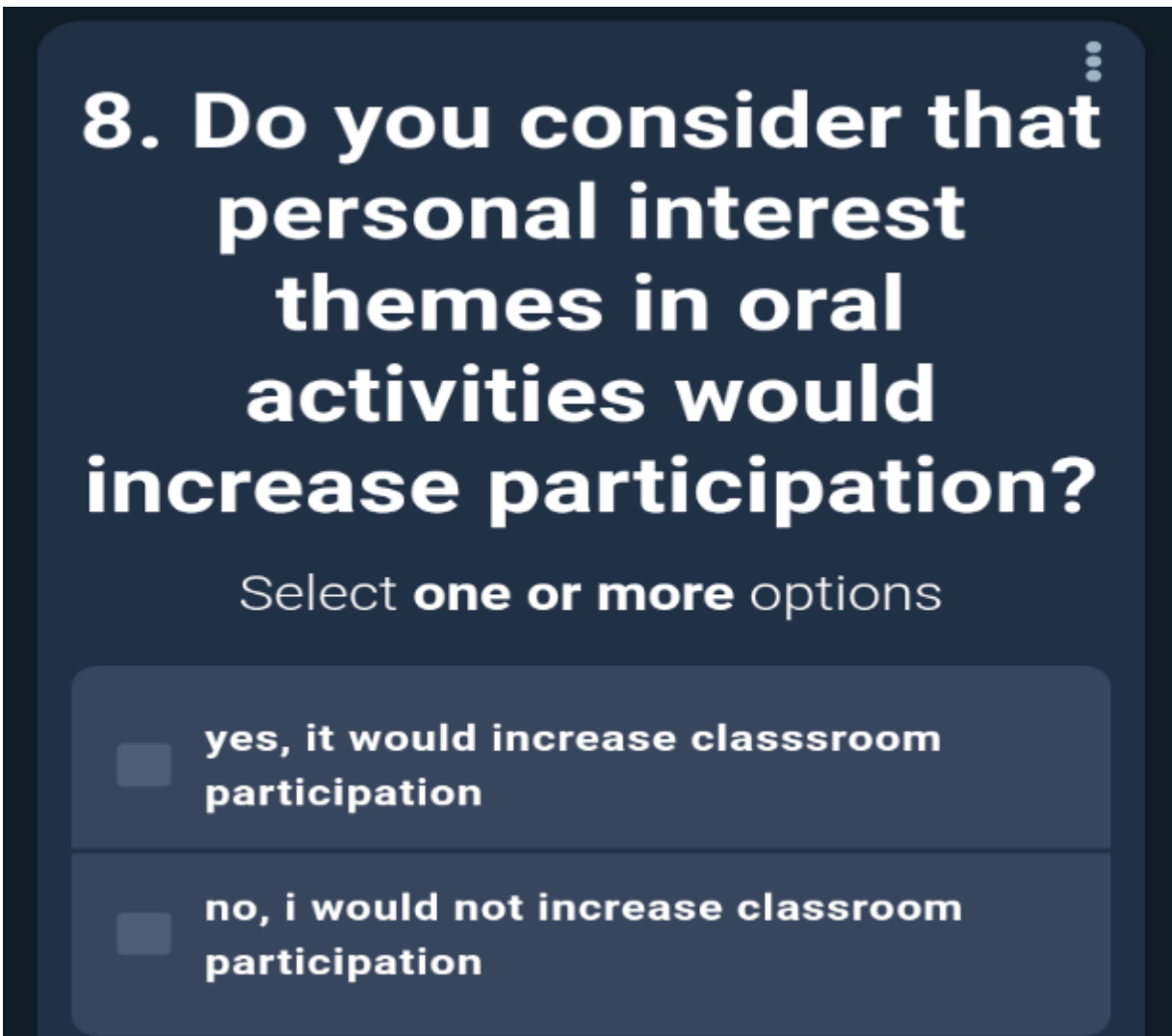
7. Do you find motivating when oral activities includes a topic of personal interest?

Select **one or more** options

- motivating
- somewhat motivating
- not motivating

Note questionnaire questions.

Figure 39

A screenshot of a questionnaire question displayed on a dark blue background. The question is numbered '8' and asks if personal interest themes in oral activities would increase participation. Below the question, it says 'Select one or more options'. There are two radio button options: 'yes, it would increase classroom participation' and 'no, i would not increase classroom participation'.

8. Do you consider that personal interest themes in oral activities would increase participation?

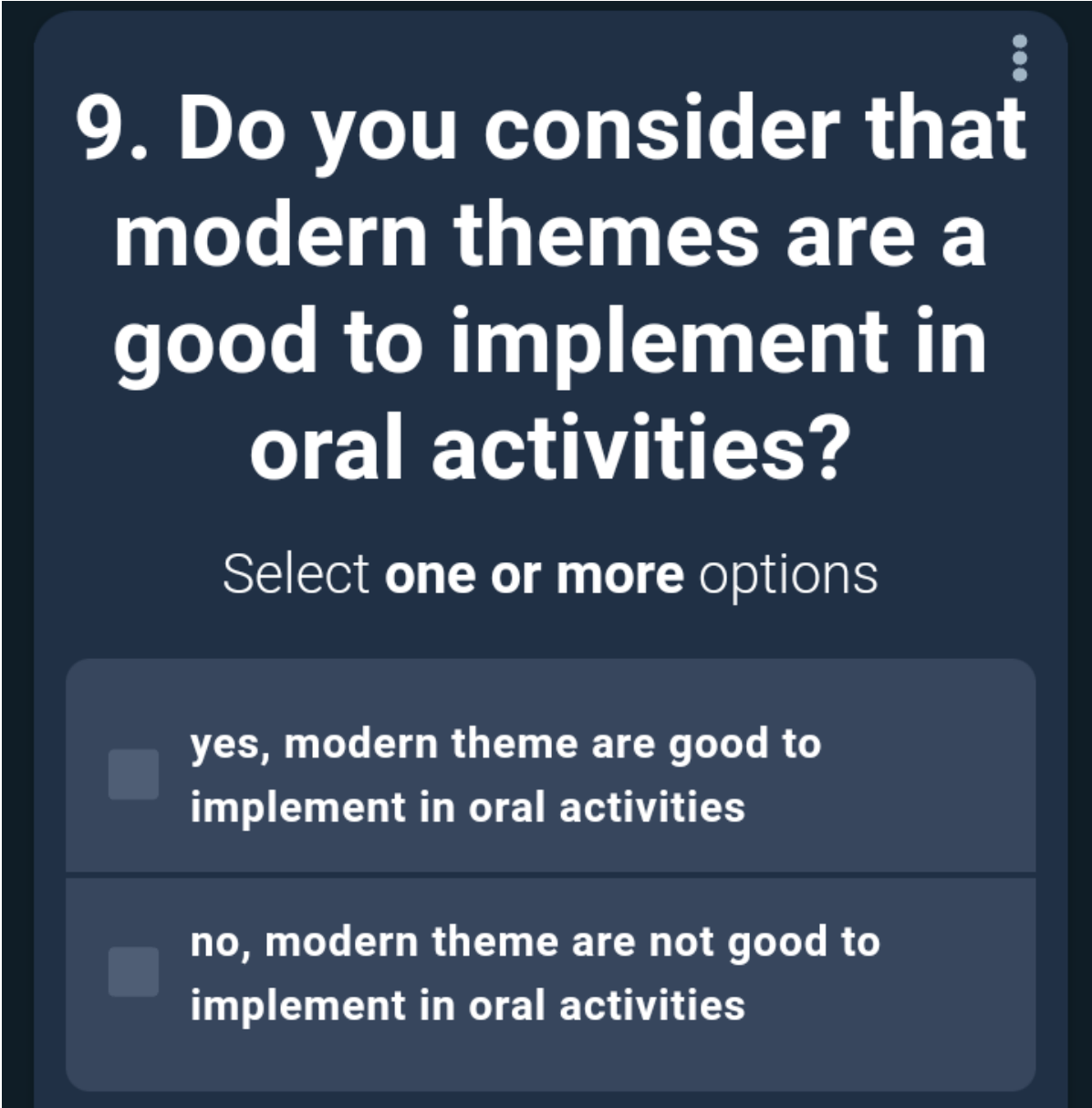
Select **one or more** options

yes, it would increase classroom participation

no, i would not increase classroom participation

Note questionnaire questions.

Figure 40



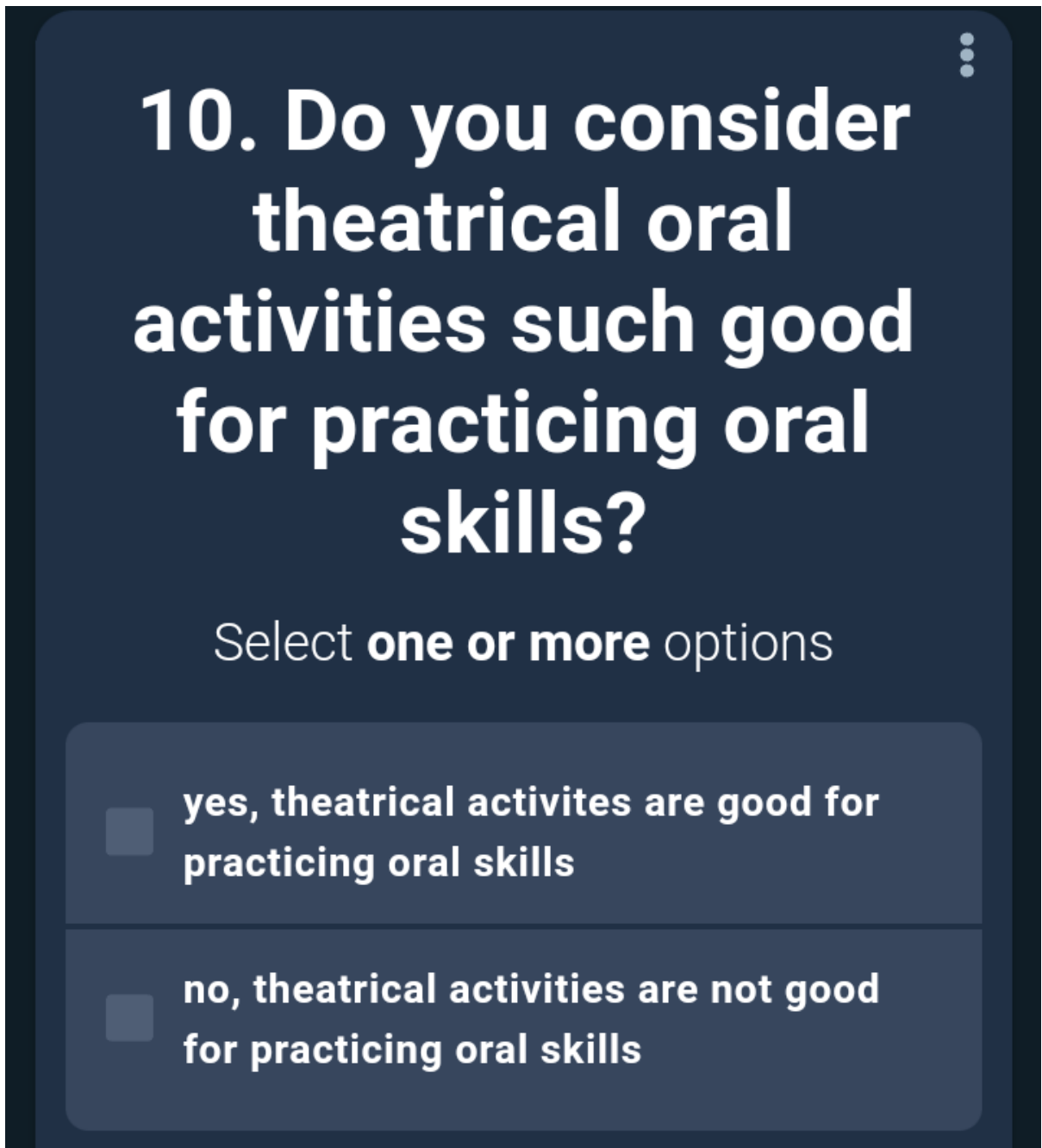
9. Do you consider that modern themes are a good to implement in oral activities?

Select **one or more** options

- yes, modern theme are good to implement in oral activities**
- no, modern theme are not good to implement in oral activities**

Note questionnaire questions.

Figure 41



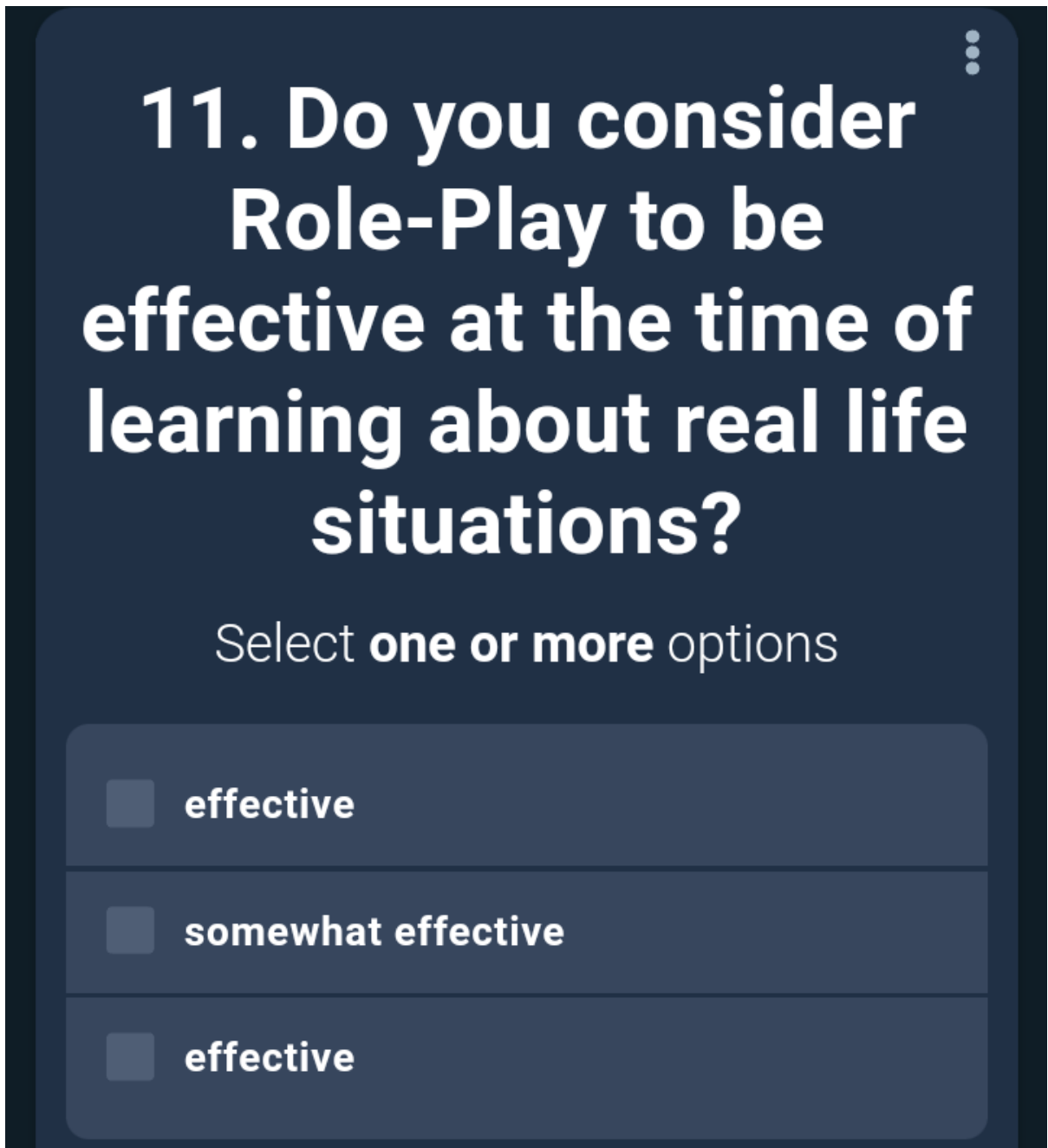
10. Do you consider theatrical oral activities such good for practicing oral skills?

Select **one or more** options

- yes, theatrical activities are good for practicing oral skills
- no, theatrical activities are not good for practicing oral skills

Note questionnaire questions.

Figure 42



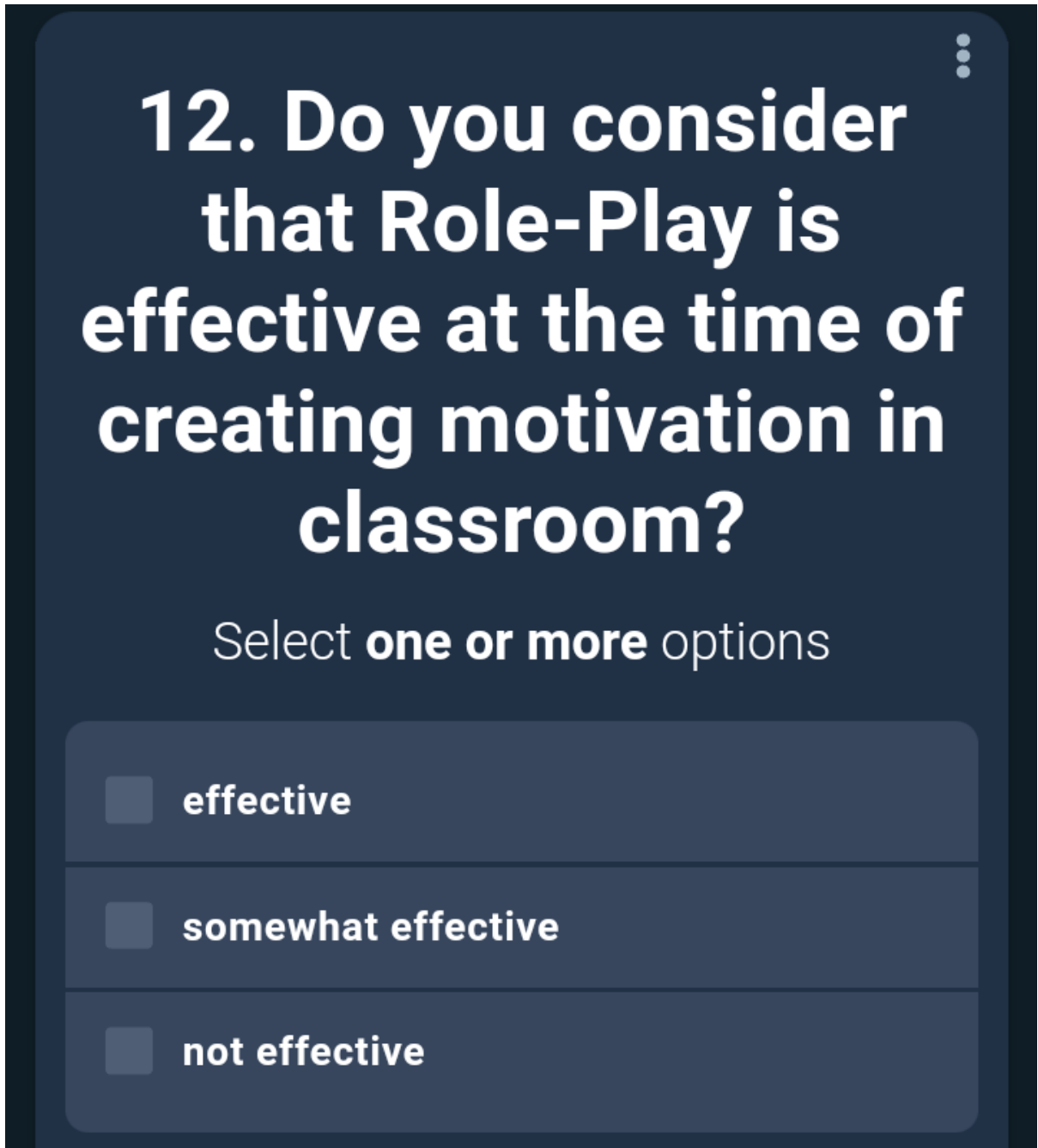
11. Do you consider
Role-Play to be
effective at the time of
learning about real life
situations?

Select **one or more** options

- effective
- somewhat effective
- effective

Note questionnaire questions.

Figure 43



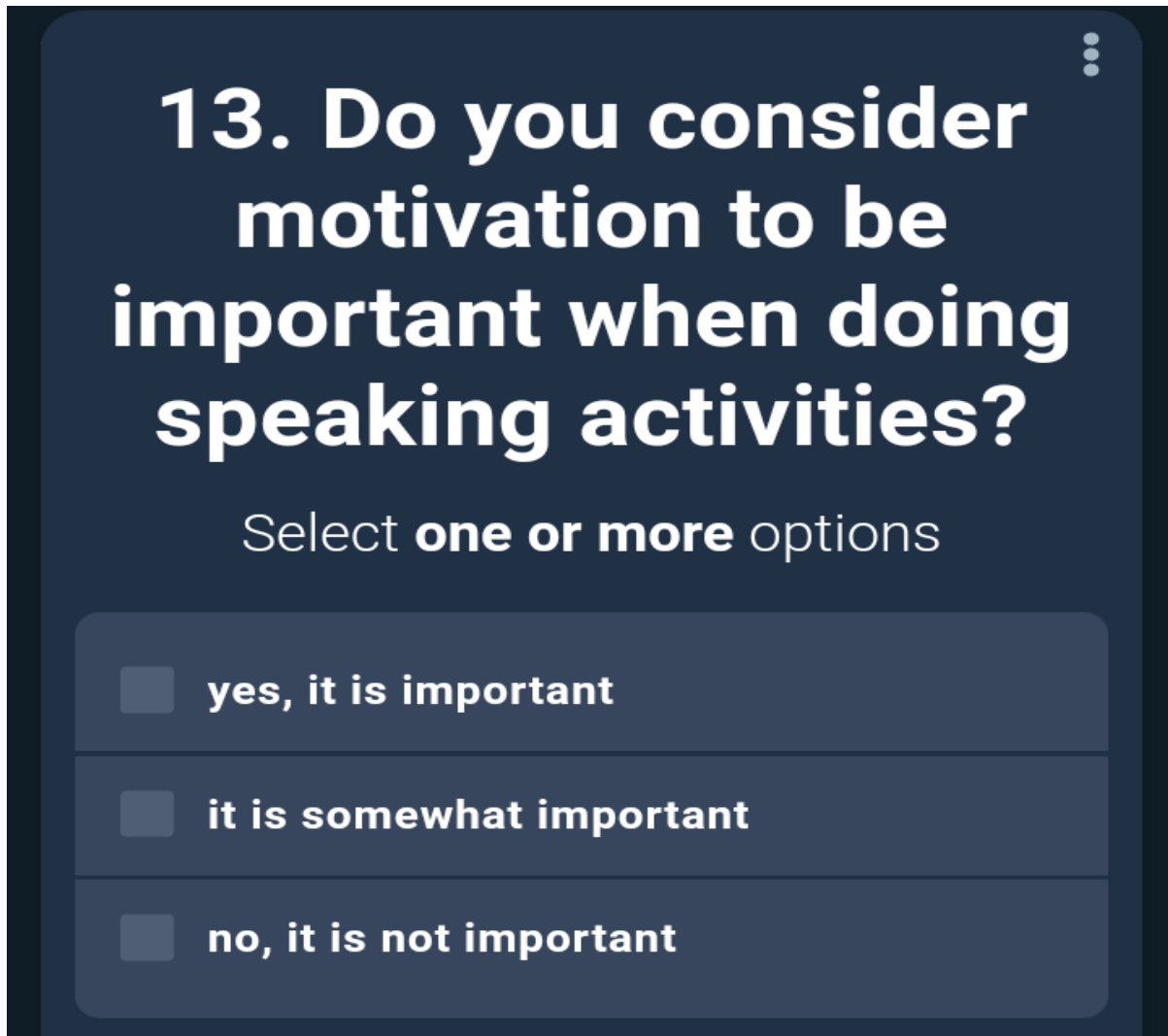
12. Do you consider that Role-Play is effective at the time of creating motivation in classroom?

Select **one or more** options

- effective
- somewhat effective
- not effective

Note questionnaire questions.

Figure 44



13. Do you consider motivation to be important when doing speaking activities?

Select **one or more** options

- yes, it is important
- it is somewhat important
- no, it is not important

Note questionnaire questions.

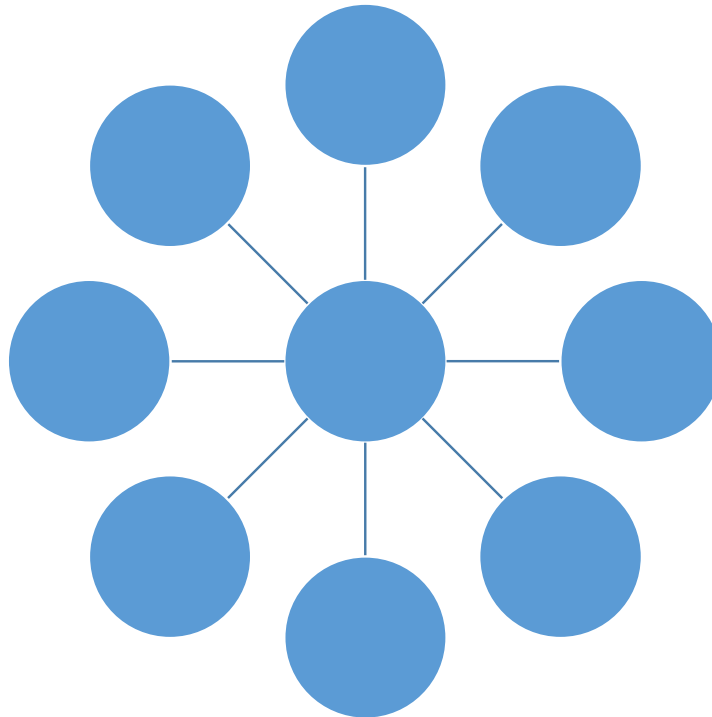
Appendix II – Brainstorming activity

Figure 45

Brainstorming

Instructions

- Complete the cluster below with the main theme you consider the future Role-Play should be about in the center, then add the different subtopics related to the main subject around it, these subjects will be taken in consideration for the future Role-play activities.



Note brainstorming assessment

The investigator will fill this chart at the end of every planned activity to evaluate the performance of each student. (BRAINSTORM)			
Student performance level			
Assesments strategies and indicators of learning.	Performance levels		
	NOT ACCOMPLISHED (Does not accomplishes the learning indicator)	IN PROCESS (Still in process to accomplish the learning indicator, needs improvement)	ACCOMPLISHED (Accomplishes the learning indicator)
Expresses prior knowledge related to the debating/conversation topic.			
Clearly expresses ideas related to the given topic			
Talks briefly about any possible scenario regarding the conversation topic.			
Maintains coherence when talking about the subject.			

Figure 46

Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Figure 47

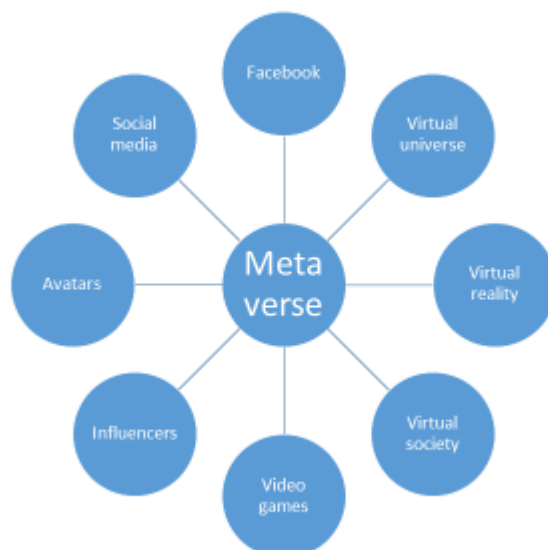
Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Figure 48



Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Figure 49



Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity

Figure 50



Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Figure 51



Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Figure 52



Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Figure 53



Note cluster taken in consideration to reach a conclusion regarding the specific objective:
To identify the most relevant themes of interest for students to use in the activity.

Appendix III – Scripted Role-Play

Figure 54



Scripted Role-Play

Instructions

- Adapt the characters information (**the adaptation of such characters need to make sense according to the dialogue**), to the script below. Each dialogue line has a blank space where the information needs to be adapted. (Tyler and Billie meet each other in central park)
 - A) Hello_____, how are you? Didn't expect to find you here in_____
 - B) Hi_____, I'm good and you?
 - A) I'm fine, I saw you posted a crazy _____ about your last night concert on _____.
 - B) Yeah the concert was crazy, people liked that video a lot,
 - A) Wow, it is great to see people really liking your songs and every time you post something in the media, people just love it, how many years have you been in the _____ industry?
 - B) Yeah, it is really cool to see so much acceptance, I've been_____ in the music industry.
 - A) Wow that is amazing!
 - B) Hey, you have also been doing great at _____ I've also seen your posts and they have a pretty good acceptance, also you are earning the _____ scene right now
 - A) The _____ industry has always been competitive, I have finally reach number 1 on the _____, and it is like a dream.
 - B) I don't doubt it, (*gets a phone notification*)
 - A) Your phone for sure is a mess with all those notifications!
 - B) Actually it is not from my socials, I get notified every time _____ uploads a video on YouTube, he is my favorite Youtuber.
 - A) Are you kidding? _____ uploaded a new video? He is my favorite too, let's watch it together right now!
 - B) Sure let's do it!

Note scripted Role – Play assessment

Figure 55


B) LINES	A LINES
<ul style="list-style-type: none">- Name: Billie Eilish- Singer- Favorite social media: Instagram (posting videos)- 7 year in the music industry.- Favorite Youtuber: Mr beast.	<ul style="list-style-type: none">- Name: Tyler the Creator- Hip hop singer- #1 hip hop song on the billboard charts- Favorite Youtuber: Mr beast
	

Note characters information for the scripted Role – Play assessment

The researcher will fill this chart at the end of every planned activity to evaluate the performance of each student. (SCRIPTED ROLE-PLAY)			
Student performance level			
Assessments strategies and indicators of learning.	Performance levels		
	NOT ACCOMPLISHED (Does not accomplish the learning indicator)	IN PROCESS (Still in process to accomplish the learning indicator, needs improvement)	ACCOMPLISHED (Accomplishes the learning indicator)
Identifies English language related to the given topic and intonates sounds in a correct way.			
Identifies instructions for games and follow teacher's or students' modeling of the activity by interacting when playing a game or doing a Role –Play activity.			
Recognizes some isolated vocabulary terms, and main ideas from specific subject areas.			
Follows the phase of the scripted conversation/Role-Play.			

Appendix IV – Role – Play creation

Figure 56



Role-Play

Instructions

- Create a proper **Role-Play script**, the script must contain the context of such play, the scenario where it is developed, proper characters according to the theme selected (fictional characters or real characters), if the dialogue needs a narrator it should be indicated, introduction, development and conclusion should be essentials in the script, remember to keep in mind your **momentum, confidence and fluency** and **expressing complete ideas** when speaking.
- When the script is finished, each group should play their Role-Play in front of the class (script can be used if it is not memorized completely)
- Remember the Role-play should be related to theme selected (Celebrities, and social media) feel free to express any idea regarding this topic, if needed a brainstorming could be performed to refresh information.
- Visual aids like pictures or drawings can be used to prepare a scenario.
- Customs and vestiaries could be of great use, (if the student is able to get it, **it is not mandatory**)



Note Role – Play creation assessment

The investigator will fill this chart at the end of every planned activity to evaluate the performance of each student. (ROLE – PLAY CREATION)			
Student performance level			
Assessments strategies and indicators of learning.	Performance levels		
	NOT ACCOMPLISHED (Does not accomplish the learning indicator)	IN PROCESS (Still in process to accomplish the learning indicator, needs improvement)	ACCOMPLISHED (Accomplishes the learning indicator)
Engages in a conversation about the topic selected in classroom			
Asks people for information related to the topic selected in classroom (personal preference topic)			
Maintains the accuracy and fluency when engaged in conversation.			
Adapt the information of external characters to the Role-Play dialogue			
Expresses complete ideas and develops coherent transitions between subtopics within the conversation.			

Appendix V - Role – Play about Unit 2 “my favorite TV show”

Figure 57

Role-Play



Instructions

- Create a proper **Role-Play script**, the script must contain the context of such play, the scenario where it is developed, proper characters according to the theme selected (fictional characters or real characters), if the dialogue needs a narrator it should be indicated, introduction, development and conclusion should be essentials in the script, remember to keep in mind your **momentum, confidence** and **fluency** and **expressing complete ideas** when speaking.
- When the script is finished, each group should play their Role-Play in front of the class (script can be used if it is not memorized completely)
- Remember the Role-play should be related to theme selected (my favorite TV show) feel free to express any idea regarding this topic, if needed a brainstorming could be performed to refresh information.
- Visual aids like pictures or drawings can be used to prepare a scenario.
- Customs and vestiaries could be of great use, (if the student is able to get it, **it is not mandatory**)



Note Role – Play creation about Unit 2 My favorite TV show.

The investigator will fill this chart at the end of every planned activity to evaluate the performance of each student. (ROLE – PLAY ABOUT “MY FAVORITE TV SHOW”

Student performance level

Assessments strategies and indicators of learning.	Performance levels		
	NOT ACCOMPLISHED (Does not accomplish the learning indicator)	IN PROCESS (Still in process to accomplish the learning indicator, needs improvement)	ACCOMPLISHED (Accomplishes the learning indicator)
Engages in a conversation about “the best TV show ever”			
Describes what is occurring in a film or book			
Maintains fluency and momentum when describing a film or TV shows.			
Adapt vocabulary related to Unit 3 “lights, camera, action” characters to the Role-Play dialogue			
Expresses complete ideas and develops coherent transitions between subtopics within the conversation.			

Appendix VI – Unit 2 Teaching Guide.

Teaching guide used mostly for is thematic content without taking learning indicator in consideration

Figure 58

Didactic Planning Week # 2							
Level: 9 th		Unit: 2					
Domain:	Scenario: Lights, Camera & Action	Theme: My favorite show ...					
Enduring Understanding: Television programs and documentaries may impact people's lives, positively or negatively. Essential Question: What impact does television/documentaries have on our lives?							
New Citizenship:							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">1. Ways of thinking (/)</td> </tr> <tr> <td style="background-color: #ffcccc;">2. Ways of living in the world (/)</td> </tr> <tr> <td style="background-color: #ccffcc;">3. Ways of relating with others (/)</td> </tr> <tr> <td style="background-color: #ccccff;">4. Tools for integrating with the world (/)</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking (/)	2. Ways of living in the world (/)	3. Ways of relating with others (/)	4. Tools for integrating with the world (/)
Dimensions							
1. Ways of thinking (/)							
2. Ways of living in the world (/)							
3. Ways of relating with others (/)							
4. Tools for integrating with the world (/)							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
Grammar & Sentence Frames	Function	Psychosocial					
Simple Past Form: – I saw/watched ____. – In the movie there was a ... – You did not watch that movie. – I thought the film was great/OK/ fantastic... – The actors/ costumes /are/ is ...	Expressing agreement or disagreement with information from documentaries and news. Discourse Markers Linkers: sequential – past time (later) She saw a documentary and then thought it over for a while. Later , she watched it again, to see if she had missed anything important. After that , she shared the information with her mom. Finally , she wrote a paper about it.	– Assuming a critical thinking position 1 issues presented in documentaries programs, shows and news. Proverbs / Quotes – It's a wrap. – It's in the can.					
Regular Verbs: – Accept, announce, balance, change, list, among others.							

Figure 59

Grammar & Sentence Frames	Function	Psychosocial
<p>Simple Past Form:</p> <ul style="list-style-type: none"> - I saw/watched ___. - In the movie there was a ... - You did not watch that movie. - I thought the film was great/OK/ fantastic... - The actors/ costumes /are/ is ... <p>Regular Verbs:</p> <ul style="list-style-type: none"> - Accept, announce, balance, change, list, among others. <p>Irregular Verbs: Become, get, learn, make, sell, sit, and win, among others.</p>	<p>Expressing agreement or disagreement with information from documentaries and news.</p> <p style="text-align: center;">Discourse Markers</p> <p>Linkers: sequential – past time (later)</p> <p>She saw a documentary and then thought it over for a while. Later, she watched it again, to see if she had missed anything important. After that, she shared the information with her mom. Finally, she wrote a paper about it.</p>	<ul style="list-style-type: none"> - Assuming a critical thinking position / issues presented in documentary programs, shows and news. <p style="text-align: center;">Proverbs / Quotes</p> <ul style="list-style-type: none"> - It's a wrap. - It's in the can.
<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> - prime time, showcase, episode, trailer, full-length film, short-length film, host 		
<p style="text-align: center;">Phonology</p> <ul style="list-style-type: none"> - Minimal pair sounds: <ul style="list-style-type: none"> s/z sip / zip sue / zoo place / plays rice / rise ice/eyes 		

Figure 60

<p>L.2. recognizes the main idea of an age</p>	<p>L.2. underst and the main idea of</p>	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Participating Warm- up</p> <p>Charades: players take turns acting out titles of famous movies and TV series with no talking or sound effects. Other players try to guess the title and the team or player who guesses the most wins.</p> <p>Engaging Activation of prior knowledge</p> <p>Teacher has Ss work in an "anticipation guide" as a way to activate their previous knowledge about the topic. See appendix.</p> <p>Introducing</p> <ul style="list-style-type: none"> • T shows Ss a news report about Venezuela: https://youtu.be/sMN1BIZBKM0 and a short documentary https://youtu.be/1wkPMUZ9vX4 • T elicits from Ss ideas they observed from both, the news and the documentary. T writes the ideas on the board. • Also, T presents the essential question, the enduring understanding and Can Do so that Ss can see the value importance of the topic. <p>Pre-listening</p>	<p>The show ...</p>
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Appendix VII – Researcher didactic plans.

LESSON PLAN WEEK #1

Institution: Colegio De Santa Ana

Teacher: Steven Artavia

Topic: Themes of interest applied to Role-play

Time: 120 minutes

Grade / Level: 9th grade / 9-5

Learning Indicators	Activities	Procedures	Materials	Time	Evaluation
Expresses prior knowledge related to the debating/conversation topic.	Brainstorm about the different scenarios and elements within that scenario.	Students are given clusters which they have to fulfill with their themes and ideas.	Clusters developed in word will be used for the brainstorm activity, students will not need any other resource more than a computer.	60 minutes	Evaluation will be perform in a rubric, analyzing the students achievements through the learning indicators
Clearly expresses ideas related to the given topic					
Talks briefly about any possible scenario regarding the conversation topic.					
Maintains coherence when talking about the subject.					

LESSON PLAN WEEK #1

Learning Indicators	Activities	Procedures	Materials	Time	Evaluation
Identifies English language related to the given topic and intonates sounds in a correct way.	Scripted (established) Role –Play dialogue	Students will received a scripted Role-Play for them to get in touch with the activity, students also need to adapt external characters information to the dialogue.	Scripted Role – Play sheet provided by teacher	60 minutes	Evaluation will be perform in a rubric, analyzing the students achievements through the learning indicators
Identifies instructions for games and follow teacher’s or students’ modeling of the activity by interacting when playing a game or doing a Role –Play activity.					
Recognizes some isolated vocabulary terms, and main ideas from specific subject areas.					
Follows the phase of the scripted conversation/Role-Play.					

LESSON PLANN WEEK #2

Learning Indicators	Activities	Procedures	Materials	Time	Evaluation
Engages in a conversation about the topic selected in classroom	Creation of a Role – Play script and hypothetic scenario development	Students are meant to create a Role –paly dialogue or script related to the topic selected before on the brainstorming, Students have to base their Role –Play on a hypothetic scenario and elements like narrator could be use and created.	Paper Sheets, customs (optional) decoration (optional) The script and description of the scenario are mainly establish on sheet.	60 minutes	Evaluation will be perform in a rubric, analyzing the students achievements through the learning indicators
Asks people for information related to the topic selected in classroom (personal preference topic)					
Maintains the accuracy and fluency when engaged in conversation.					
Adapt the information of external characters to the Role-Play dialogue					
Expresses complete ideas and develops coherent transitions between subtopics within the conversation.					

LESSON PLANN WEEK #2

Learning Indicators	Activities	Procedures	Materials	Time	Evaluation
Engages in a conversation about “the best TV show ever”	Creation of a Role – Play script and hypothetic scenario development, related to the theme “ The best TV show ever “	Students are meant to create a Role –paly dialogue or script. Students have to base their Role –Play on a hypothetic scenario and elements like narrator could be use and created. (Related to the best TV show ever theme)	Paper Sheets, customs (optional) decoration (optional) The script and description of the scenario are mainly establish on sheet.	60 minutes	Evaluation will be perform in a rubric, analyzing the students achievements through the learning indicators
Describes what is occurring in a film or book					
Maintains fluency and momentum when describing a film or TV shows.					
Adapt vocabulary related to Unit 3 “lights, camera, action” characters to the Role-Play dialogue					
Expresses complete ideas and develops coherent transitions between subtopics within the conversation.					

This plan takes the teaching guides themes in consideration for its development (not the learning indicator)

Appendix VIII – Interview

Figure 61

Interview



1. How often do you use oral/speaking activities in the classroom?
2. What are some speaking activities you often use or prefer to use during your lessons?
3. How do students react or behave towards using the activities you mentioned before?
4. Highlighting Role-Play, is there any specific behavior or reaction from students you would like to address when using this technique?
5. Do you consider Role-Play an effective technique for practicing oral/speaking skills?
6. Do you consider that fluency in speaking could be a benefited skill by adding the Role-play technique to the lessons?
7. Do you consider the Role-Play technique good at preparing students for future real-life tasks and scenarios?
8. Have you ever let your students decide the topic when doing a Role-Play activity?
9. Do you consider that letting students decide the conversation topic for the Role-Play would have a positive impact in terms of participation?
10. Would you consider that classroom participation is directly influenced by the quality of motivation students have when doing not only Role-Play but any activity?
11. Do you consider that developing a free theme Role-Play could promote motivation in students and directly affect classroom participation?
12. Have you seen any improvement in fluency or other fields when the researcher applied this activity?
13. Is there any change or recommendation you would like to make or inform teachers who use Role-Play in their lessons?

Appendix VIII – Role Play Dialogue Samples

Figure 62

Role Play - Whats app Nicole - Dylan

Whatsapp Conversation - tiktok

N: Hey How are you?

D: Hey I am fine and you?

N: I am Great, what are you doing?

D: I'm watching Tik tok

N: Really, do you like the tiktok dances

D: Yes I am trying to get better at it.

D: We can do a tiktok dance tomorrow, do you want?

N: Yes! I love tiktok dances.

Tomorrow

-Tiktok dance recording-

N: Hey, that was great.

D: Yes it was fun!

D: lets post the video.

N: Yes, lets do it

Figure 63

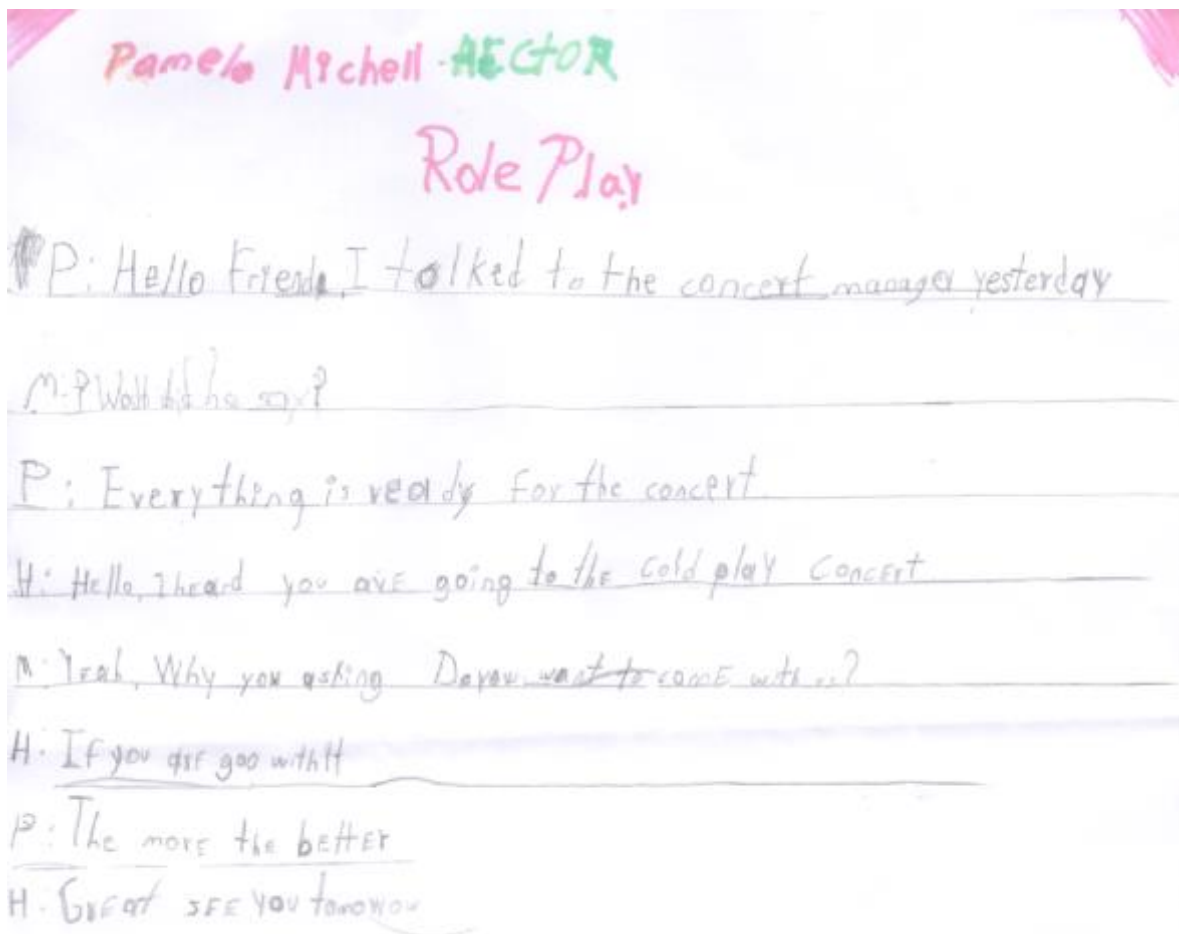


Figure 64

Role play

Santiago – Ignacio Movies

S hi Ignacio

I hello Santiago

S I have been thinking about the new movie bullet train

I oh yes, it is the new movie right?

S yeah, looks good, maybe we can go and watch that movie

I we should tell the others

S yes, maybe they also want to go

I I know Michel is a fan of Brad Pitt she probably will go with us

S yes I am going to tell Hector, he likes action movies

S do you know Brad Pitt is in the movie

I I heard he is the bad guy

S that is weird right?

I yeah weird XD

S next week I see you and the others at the mall

I of course my friend

Figure 66

