

ROLE PLAYING AS A STRATEGY IN TEACHING - LEARNING ENGLISH FOR
THE DEVELOPMENT OF SPEAKING SKILLS IN HIGH SCHOOL STUDENTS

Monograph

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SPECIALIZED ANALYTICAL SUMMARY

Title	Role playing as a strategy in teaching - learning English for the development of speaking skills in high school students.
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Description	Monograph
Sources	8 graduate papers, 10 printed books, 7 e-books, 22 scientific articles, 1 government report, 1 book with translation, 3 books chapters.
Contents	<p>Este documento tiene la intención de identificar las principales características y lineamientos del role playing como estrategia para desarrollar las habilidades orales en estudiantes de secundaria. El marco teórico está conformado por tres partes: La primera, da un breve repaso a las necesidades y requerimientos de la educación moderna y su conexión con el bilingüismo. Así mismo, realiza un análisis del estado del bilingüismo en los estudiantes de secundaria en Colombia.</p> <p>La segunda parte presenta ideas concretas sobre el desarrollo de habilidades orales, el enfoque comunicativo y las</p>

	<p>actividades que este propone para el desarrollo de habilidades orales.</p> <p>En el tercer apartado, se indagan los orígenes del role playing, sus principales características, etapas, y los roles que tanto estudiantes como maestros deben asumir para la correcta implementación de esta técnica en el mejoramiento de habilidades orales.</p> <p>Finalmente, se presentan algunos ejemplos de role playing que sirven como referencia para aquellos maestros de idiomas que quieran implementar esta técnica en sus aulas para mejorar las habilidades orales en sus estudiantes de secundaria.</p>
<p>Research Line</p>	<p>The research line is "Education and human development", intends to identify the main characteristics and guidelines of role playing as a strategy in teaching English to high school students, for the development of their speaking skills.</p>
<p>Conclusions</p>	<p>The role-playing technique is an excellent strategy for the development of speaking skills in a second language. As it is a technique related to dramatic plays, it is of vital importance that language teachers who wish to use it in their classrooms, recognize very well the objectives, guidelines and stages of this kind of activities.</p>

	<p>Role-playing can be used as a strategy for the development of speaking skills, since it allows students to actively participate in simulated environments by adopting roles of different characteristics and applying language in a meaningful and safe way.</p> <p>Role playing is closely related to the development of oral skills, since its characteristics are in line with those of the communicative approach for which language, rather than a set of structural rules, is an instrument of communication.</p> <p>Levy Moreno was the precursor of role-playing with his proposal of the psychodrama session, a psychotherapy technique designed to explore solutions to human problems and whose main purpose is to facilitate the development of creativity and spontaneity.</p> <p>The design of a role-playing session should contain at least three stages: Warm-up or preparation, Performance or staging, and Comments or feedback. The teacher, besides designing and proposing the activity, must clarify the doubts about the use of language and accompanies every moment of the activity, while students are the center of the process by adopting a role, planning the staging, choosing the language to be used and the way to include it in their representation.</p>
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	<p>Aspects such as pronunciation or linguistic errors can be raised and corrected at the post-session stage.</p> <p>The language teacher who wants to implement a role-playing activity in his/her classroom can follow the stages of a traditional psychodramatic session and, according to his/her specific needs and objectives, adapt his/her own class dynamics.</p>
Advisor	Viviana Esperanza Yepes Hernandez

ABSTRACT

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Although from the communicative approach role playing technique as a useful strategy for the development of speaking skills in language students has been proposed since it allows them to practice communication in different social contexts by playing different roles, this technique has not been widely used by secondary school teachers in their language classrooms, relegating it as a secondary activity to be used when the class becomes monotonous or simply to explore some of the students' oral expressions. One of the causes of this situation is that many teachers are unaware of the specific guidelines that allow for its concrete and effective application.

This document aims to identify the main characteristics and guidelines of role playing in the development of English-speaking skills in high school students. Through a review of the literature by different authors, this monograph aims to recognize the characteristics of role playing as a teaching-learning strategy and to analyze its relationship with the development of English-speaking skills. Finally, this paper aims to collect some samples of role-playing activities for the development of English oral skills that serve as a reference for the secondary school teachers who want to implement this technique in a concrete and effective way in their language classroom.

Key words: role playing, high school, speaking, communicative competence, education, bilingualism

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CHAPTER I

Introduction

In the process of learning a second language it is necessary that at some point learners move from theory to practice. Therefore, if English teachers want their high school students to improve their speaking skills, they need to provide them with opportunities to speak in English. Perhaps one of the most difficult parts of learning a second language is speaking as this process involves the development of complex aspects such as pronunciation, fluency and accuracy that must be addressed through direct practice.

Unlike traditional approaches in which learning another language was limited to the study of its grammar and vocabulary, today teaching English from a communicative approach proposes various strategies that promote the development of true speaking skills. One of these strategies is role playing, a technique that comes from psychotherapy and that favors the development of oral skills since students practice their communication through meaningful activities that take place in different social contexts and in which they can interpret different social roles.

Although several magazines and books on language teaching currently propose role playing as an excellent strategy for the development of speaking skills, many secondary school language teachers have relegated it as a playful activity whose only purpose is momentary recreation or a novel game to break the routine of conventional classes and others have even discarded it. Perhaps this is due to the fact that many of the teachers do not know the specific guidelines and do not have a concrete methodology to guide them when implementing role playing in their classrooms.

The main objective of this document is to identify the main characteristics and guidelines of role playing as a strategy for the development of English-speaking skills in high school students and the relationship that this technique has with the development of oral skills. It is also intended to exemplify some role-playing activities that serve as a reference for those teachers who wish to use it in their English classes.

For the development of the monograph the following aspects will be taken into account: Firstly, the context of education and bilingualism in Colombia will be reviewed; secondly, a tour will be made through the characteristics of oral expression, the communicative approach and its activities for the development of speaking skills. Finally, an overview will be given of the origins of role playing, its main characteristics and concrete guidelines for using it in a coherent manner. Also, some examples of the role-playing technique used in language classrooms for the development and improvement of true oral skills will be compiled.

Significance of the Study

This document is a compilation of existing literature on the technique of role playing as a strategy to improve oral expression in high school students. It arises due to the problem determined by the little knowledge that secondary school English teachers have about a specific technique to implement role playing for the achievement of their student's communication skills.

Currently, teaching in high school institutions demands the design and implementation of new methodologies that promote the development of communicative competences as listening and speaking. Those methodologies must allow students to communicate using the English language successfully in an increasingly diverse and competitive society. Thus, English language teaching has gone from a model that is emphasized merely grammatical and structural aspects to one that facilitates the development of these communicative skills, applicable in real environments and with which learners can develop and communicate fluently and spontaneously in contexts and cultures different from their mother tongue. Nunan (1991) states that for most people, mastering the art of speaking is the most important aspect of learning another language and they measure their success in terms of the ability to carry on a conversation.

In recent years, the communicative approach has become very important in high school language classrooms. According to Richards (2006) from this approach, students learn a language through the process of communicating in it. Communication is meaningful and provides a better learning opportunity than an approach based on grammar. Communicative Approach proposes activities in which students, through new and meaningful tasks, develop communicative skills that they can later apply in real

contexts in their daily lives.

One of the strategies proposed by this approach has been role playing, a technique (coming from the field of psychotherapy) that, although it invites socialization, disinhibition, confidence-building and the inculcation of values, also favors the development of speaking skills, since it is practiced in "imaginary" contexts that become real during role playing and through activities more oriented to commitment, active participation and the enjoyment of learning than to grammatical aspects. Fauziati (as cited in Sumpana, 2010) claims that role playing is very important in communication language teaching since it allows students to practice communicating in different social contexts and different social roles. Despite the advantages that this technique presents as a strategy for the development of speaking skills, there is still great apprehension to use it in language classrooms.

The little knowledge that high school teachers have about this technique, due to the absence of a solid theory that presents the guidelines to follow, as well as the concrete guidelines that must be taken into account to achieve the stated objectives, has led many secondary school language teachers to discard this technique as a strategy in their language classes. Therefore, it is necessary to understand the benefits that role playing brings to high school students at the moment of developing speaking skills. So, this documentary review will be very useful for those teachers who are interested in using the role-playing technique as a strategy to develop in their students' effective speaking skills.

Through this project, the role of the teacher, the role of the student, the didactic, methodological and evaluative aspects that must be considered when applying it in the language classrooms will be recognized. It will also analyze the relationship between

role-playing technique and the development of speaking skills and will collect some of the role-playing activities that have shown better results in language classrooms. Besides, people interested in the field of education, they will have a better idea of how the role-playing technique fosters the development of communicative skills in the teaching-learning processes of English and contributes to improving the education of high school students, proposing more fun activities, efficient and above all, more significant.

Statement of the Problem

This project named "Role playing as a strategy in teaching - learning English for the development of speaking skills in high school students", linked to the research line, "Education and human development", intends to identify the main characteristics and guidelines of role playing as a strategy in teaching English to high school students, for the development of their speaking skills. From the above, the following problem arises:

According to Fandiño et al. (2012) in 2004, the Ministry of National Education (MEN), established the National Bilingualism Program (NBP), whose main objective is to achieve the learning of English at all levels of education in Colombia, especially basic primary and secondary. However, a study carried out by Sánchez Jabba in 2013 showed that secondary school students had not achieved the proposed objectives and did not comply with the English competencies proposed by the Common European Framework (CEF).

Knowledge of this language is relatively low, especially among students in secondary education, as 90% of the graduates reached most of the A1 category; in

higher education, this proportion was 60%. These results are worrying because they reflect the magnitude of the challenges in terms of bilingualism in Colombia since only 2 % of the high school graduates reached level B1 and in higher education, 6.5 % reached level B+. (Sánchez Jabba, 2013, p. 11)

The above implies the need to rethink methodologies, approaches, and strategies that promote the development of communicative skills that allow students to meet the levels proposed by the NBP and thus, to communicate efficiently in an increasingly, globalized and competitive world. It is necessary to develop speaking skills in secondary school students, since once they acquire this capacity, they will be able to develop and communicate in other everyday situations.

It is necessary to develop speaking skills in secondary school students, since once they acquire this capacity, they will be able to develop and communicate in other classroom activities. Role-playing has been one of the techniques that improve the ability to speak the English language. Fauziati (2009) quoted by Sumpna, (2010, p. 6), states that role-playing is very important in communication language teaching since it allows students to practice communicating in different social contexts and different social roles. However, English teachers in Colombia continue to focus on developing their students' comprehension and text production skills and although students come to understand English grammar and, in some cases, score well on their exams, they are not able to communicate adequately in English.

The role-playing technique has not been widely used by secondary school teachers as a strategy in the classroom since they do not know the concrete guidelines that allow its application concretely and effectively since, it is a technique that comes

from psychodrama. There is no concrete theory that guides the teacher when applying it in educational environments as mentioned by Jakovina, I. & Jakovina, T. (2017). "Role theory is the core theoretical and practical element in psychodrama. Although Jacob Levy Moreno, the founder of psychodrama, did not leave behind a coherent role theory" (p. 151).

This situation has led to this valuable technique being relegated to the background and often seen as a secondary activity to be used when the class becomes monotonous or simply to explore some of the students' oral expressions. Ignoring its great potential contribution and depriving students of a wonderful strategy that can help them improve their fluency when holding a conversation in the English language.

This requires identifying the characteristics and guidelines that make up the role-playing technique so that secondary school English teachers can apply it efficiently in their classrooms. Hence, the research question for this project is as follows: What are the main characteristics and guidelines of role-playing as a strategy for the development of English-speaking skills in high school students?

Objectives

General Objective

To identify the main characteristics and guidelines of role playing in the development of English-speaking skills in high school students through a solid bibliographic review.

Specific Objectives

1. To recognize the characteristics of role playing as teaching-learning strategy.
2. To analyze the relationship between role playing and the development of English-speaking skills in high school students.
3. To compile some samples of role-playing activities for the development of English-speaking skills in high school students.

CHAPTER II

Literature Review

The main objective of this document is to identify the characteristics and guidelines of the role-playing technique for the development of English-speaking skills in high school students. Through the review of a solid and reliable bibliography, this monograph looks at the concepts of education, bilingualism and oral skills. It identifies the origins of role playing, its characteristics as well as the benefits of implementing this technique in English classrooms for the acquisition and development of English oral skills. Based on this, the following theoretical framework is developed.

Education and Bilingualism

Modern education background

In the last three hundred years education has been perhaps one of the most discussed social aspects. Ever since the promoters of the Enlightenment proposed education as a fundamental actor in social change, nations all over the world have adhered to the idea of promoting more effective education for all. According to Gantiva (1989), "Without exception, the thinkers and protagonists of this singular event were concerned with education, school and pedagogy. They understood that their entire political and intellectual projection was only possible to the extent that education underwent a definitive transformation" (p.22).

Currently, the educational phenomenon continues to be discussed, since until now there are no criteria and forceful concepts to silence those critics who demand the constant revision and discussion of methodologies, strategies and procedures that allow the true development of those competencies and abilities that the students of the 21st

century need to prosper in a world that is increasingly diverse and competitive. Various phenomena have led to an enormous revolution in today's social dynamics. For Imbernón et al. (1999) today's people live in a society with a great plurality of options regarding ways of life and they live in uncertainties that were previously resolved by the different agents of socialization such as politics, science and technology. All of this has led to reforms in education as well, in terms of methods, approaches and techniques, as well as their rationale for selecting and applying them efficiently.

The great challenge for modern education is to be at the forefront of the transformation process by changing its traditional paradigm to one that allows it to move from content-centered teaching, memorization, and the correct response to learning that is centered on the knowledge, skills, and attitudes necessary to live and work in times of permanent change.

Bilingualism in Colombian education

Today's world proposes new dynamics that are evident in the great diversity and constant changes that emerge in an increasingly dizzying way. Perhaps one of the most significant aspects that is directly related to the dynamics of trade and technological change is globalization, a process of global confluence that includes many factors such as political, cultural, educational, environmental and others.

Thus, in the midst of constant and rapid change, the educational field has been forced to provide students with tools that allow them to interact and communicate with a world that demands ever greater competitiveness and audacity. It is in the classroom where human capital, in which the hope of change lies, must acquire those skills and competencies that make it a fundamental agent for the growth and development of

societies. Banerjee & Duflo (2011) state that human capital is fundamental for the development of a society and its positive effects are evident in the reduction of poverty. For this reason, educational institutions need to propose new programs, contents and methodologies that facilitate learning that, in the future, will be reflected in the improvement of students' own environments.

Bilingualism as an expression of human capital appears as one of the most effective skills in the construction of more competitive societies, as a fundamental tool for students and future professionals to access more information, new environments and more qualified jobs to improve their quality of life. Sánchez Jabba (2013) states "One of the most important expressions of human capital is bilingualism, which is why the mastery of a foreign language is becoming increasingly important" (p. 3).

In the 21st century, English has managed to impose itself as a universal language, it is the predominant language on the Internet, the language of science, business and in which people of different nationalities work in multinationals. This is how non-English speaking schools have included the subject of English among their curricular spaces and many see the need for this subject to be taught from primary school in order to facilitate the student's learning and to be able to integrate him/her from an early age. It is therefore vitally important that governments define clear policies and pedagogical criteria that promote student learning, considering all those aspects that promote comprehensive development. About this, España Chavarria (2010) assures "The challenges of contemporary education impact the curricular proposals promoted and demand their transformation regardless of what the current knowledge society requires" (p. 64).

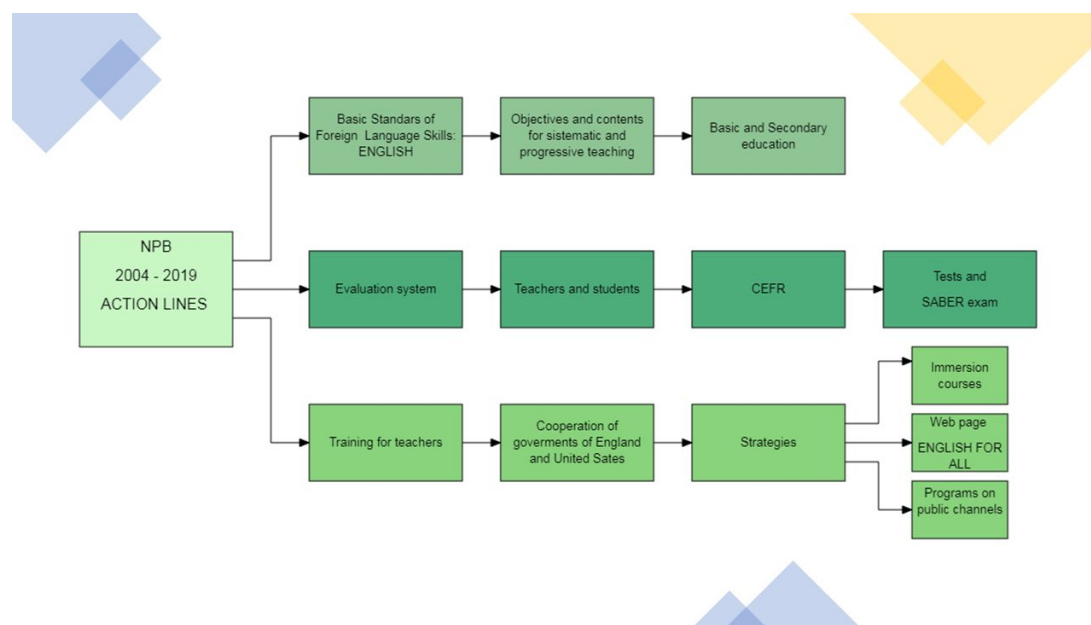
This means that the English language is no longer a simple subject of study that contributes to the general knowledge of high school students but has become an essential element, a fundamental tool for them to achieve articulation and efficient performance in an increasingly globalized world.

Beyond curricular inclusion, there must be relevance and interdisciplinary linkage of English as an essential part of the integrality of knowledge imposed by globalization and required by the country to face the onslaught of globalization and the information age, and thus achieve the required development. (España Chavarria, 2010, p. 68)

Contributing to the formation of teachers and students of basic, middle and high Colombian education capable of meeting international standards of English used both in daily life and academically, has been the primary objective that the MEN proposed since 2004 with its NPB. According to this program, by the year 2019 all students in secondary education must have a level of B1 according to the basic standards of competence in English as a foreign language. Also, teachers of English must maintain an intermediate-advanced B2 level for the same year. Fandiño et al. (2012) affirm that for this, NPB has established concrete guidelines for the identification of teacher training needs, the formulation of training plans consistent with those needs, and, in general, the monitoring of English teaching and learning processes in the country. This proposal has been developed around three lines of action in accordance with the axes of the quality policy of the MEN (2004).

Figure 1

NPB Guidelines for the identifications of teacher training needs, development of training plans and monitoring of English teaching and learning processes in the country



Note: The figure summarizes the guidelines that NPB established for the implementation, supervision and improvement of the English teaching and learning process in the country.

Source: Fandiño et al. (2012).

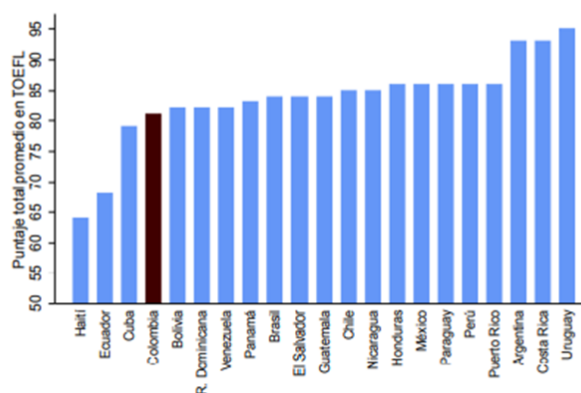
However, when observing the results that the NPB had obtained up to 2012, it is evident that the measures, methodologies and strategies proposed are not very effective. Until 2013 (almost 10 years after the proposal), the country was ranked 54th among the countries in a sample on the English Proficiency Index (EPI). Sánchez Jabba (2013) explains “The EPI reflects the level of English in the countries and is calculated by weighting the results obtained by adult individuals in tests that measure different language skills” (p. 27). These results are attributed, among other factors, to the low quality of education, especially in public institutions.

The most worrying aspect, however, is Colombia's position in the ranking of Latin American countries, Sánchez Jabba (2013) affirms:

Colombia is the penultimate in the ranking that includes the group of Latin American countries and, in the general classification, it occupies the 50th place among the 54 countries and territories that compose the sample. This precisely reflects the fact that the level of English in the country is low and that this is a robust result, since it is independent of the indicator being analyzed. (p.28)

Figure 2

Performance of Latin American countries in the TOEFL test (2012)



Fuente: Educational Testing Service (ETS).

Note. The figure shows Colombia's position in the ranking of Latin American countries for the TOEFL test (2012). Source: Educational Testing Service (ETS) (2013).

Multiple factors influence the processes of teaching and learning a second language, and there is no doubt that they must be considered when designing, developing and executing activities in the classroom. For Raya (2010) "The factors that influence academic success have a direct or indirect impact on the results obtained and this will depend on four factors: motivation, intellectual skills, prior knowledge and application of

study techniques" (p.1). On the other hand, Chica (2010) states "Social learning is a form of socio-cultural, intellectual and moral coexistence in which all participants have the opportunity to play different roles in order to become aware of otherness and get involved in a personal life project" (p.173).

There are many new ways of teaching that can be explored to help the country's high school students reach their desired levels of English. While oral expression is one of the most difficult skills for them, as it requires the development of aspects such as fluency, coherence and accuracy, it is also one of the most useful when they have to face the challenges of an increasingly globalized and competitive world. Therefore, it is the duty of language teachers to remain open and willing to experiment with new methodologies to develop real oral expression skills so that one day they can say that Colombian high school students have achieved the objectives proposed by the NPB.

Development of speaking skills

Although the development of oral skills is one of the main objectives in language teaching, even in many schools in our country, students spend six years studying aspects related to grammatical structures through traditional methodologies. According to Martínez & Rubio (2008) "Classroom methodology includes the different actions that are carried out before, during and after teaching practice" (p. 56). The results of these actions are evident when, upon arriving at the university, students do not possess the necessary skills to communicate effectively in a second language. Only those who have attended private classes where they have the opportunity to practice, or those who have been able to travel abroad and immerse themselves in the language, possess the necessary skills to communicate orally in L2. For Calsamiglia & Tusón (1999):

Oral expression or oral communicative competence is the ability that allows man to transmit from generation to generation (...). For communication to be effective, it is necessary that the message has a pre-established structure, which provides coherence, cohesion, clarity, courtesy and emphasis to the message. Therefore, the school creates the appropriate environment to successfully develop this skill in the students. (p. 44)

As the authors say, it is in the classroom where spaces should be provided to practice the communicative act of a language through activities that allow constant practice of listening and speaking.

Speaking and listening is the most important communication form that human beings use. Really effective oracy developmental speaking and listening, will help pupils build their language, their understanding, their ability to handle their own

world, making sense of it and who they are in it. (Prendiville & Toye, 2007, p. 41)

Hence the importance of certain comprehension and oral expression techniques in the English class so that high school students learn to make oral productions as fluently as possible and thus come to recognize themselves as good speakers of a second or foreign language. According to the International English Language Testing System IELTS (2007), fluency and coherence, lexical resource, range and grammatical accuracy, and pronunciation are the criteria for evaluating a language student's oral ability. "The lexical resource refers to the range of vocabulary the candidate can use and the accuracy with which meanings and attitudes can be expressed" (IELTS, 2007, p. 12). Accuracy from the Bailey's view (2003), "is the extent to which students' speech matches what people actually say when they use the target language" (p. 55). For the same author, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations.

For his part, Skehan (1996) identifies accuracy as concerned with "a learner's capacity to handle whatever level of interlanguage complexity she has currently attained" (p. 46). While Fillmore (as quoted in Roso et al. 2019). He proposes a four-fold concept of fluency. First, fluency is the ability to speak at length with few pauses. Secondly, fluency is the ability to express messages in a coherent, reasoned and "semantically dense" way. Thirdly, a fluent speaker must know what to say in different contexts, and finally, a fluent speaker must make use of creativity and imagination in his or her discourse.

Another important aspect within the development of the speaking skill is pronunciation that according to Paulston & Burder (1976) is the production of a system of sounds that does not interfere with communication from the point of view of the speakers or the listeners. For these authors, pronunciation is an important part of communication that is incorporated into classroom activities and should be taken as more than the correct production of individual sounds or words.

The development of all these skills demands classroom activities in which the student is the protagonist, feeling safe and comfortable enough to express himself in the foreign language without fear of error and constant correction by the teacher. On this, Bailey (2003) states:

In language lessons—especially at the beginning and intermediate levels—learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language. (p. 55)

For this reason, it is of vital importance that the language teacher who wishes to develop true oral skills in his or her students be attentive to the paradigm shifts in second language education and open to experimenting with new teaching practices.

Until the 1960s, audio-linguistic methods were the most applied in language classrooms, where the structural characteristics and norms of a purely grammatical approach were the priority. Canale & Merrill (1996) assert that the grammatical approach is based on the study of grammatical or linguistic forms (phonological and morphological

aspects, syntactic structures and lexical elements) and emphasizes the way in which these forms are combined to produce grammatically correct sentences. Faced with a methodology that proposed repetition as a habit and grammatical structures as memorizable inputs, contradictors emerged who considered that language learners instructed under this approach could not transfer their knowledge of the language into actual communications outside the classroom.

In 1965 Noam Chomsky had proposed the terms "competence" to refer to the knowledge that both speaker and listener have of their language and "performance" to talk about the practical use that both speaker and listener make of this language in specific situations. From the Chomsky perspective, the speaker's performance does not allow us to determine the knowledge that he has of his language. The only way to do this is to analyze whether his grammar is correct or not, discarding performance and forgetting context as an aspect of the speaker's knowledge.

A new approach was then required in which grammar, syntax and lexicon would interact from a constructive vision in which the student would make functional use of the language through a communicative act that was meaningful and appropriate to its context. Thus, in 1972, David Hymes, in response to the Chomsky perspective, proposed the term communicative competence, stating that "...there are rules of use without which grammatical rules are useless" (Hymes, 1972, p. 23). This means that social and cultural aspects are as important as the linguistic ones and therefore, they should not be ignored when dealing with the communicative phenomenon.

The idea that the competence of language users includes skills and criteria related to socio-cultural factors has forced a rethinking of the processes of language teaching and

learning. On this, Legutke and Thomas (1991) state “We have witnessed an exciting time in the development of programmes for language teaching and learning and for the consequent training and education of teachers. One of the key concepts that has emerged is the notion of communicative competence” (p. 1). A major paradigm shift in language teaching arises with an approach that proposes that the student uses grammatical structures considering their function as an effective means of communication.

Communicative approach

The communicative approach originated in Great Britain in the early 1960s. It integrates aspects belonging to both grammatical and sociolinguistic competence. According to Araujo & Veloza (2015) this approach “does not ignore the need to take into account grammatical aspects, the recommendation focuses on teaching in a way that the student uses them taking into account the function as a "means" to reach an "end" which is communication” (p. 30).

From this perspective, more than a set of structural rules, language becomes an effective tool of communication. According to Cassany et al. (2003) the communicative approach considers that language is not a closed set of knowledge that the student has to memorize, but a tool that serves him/her to communicate. Canale and Merrill (1996) state that a communicative approach is organized around communicative functions that the student must recognize, emphasizing the way in which certain grammatical forms can be used to express those functions correctly.

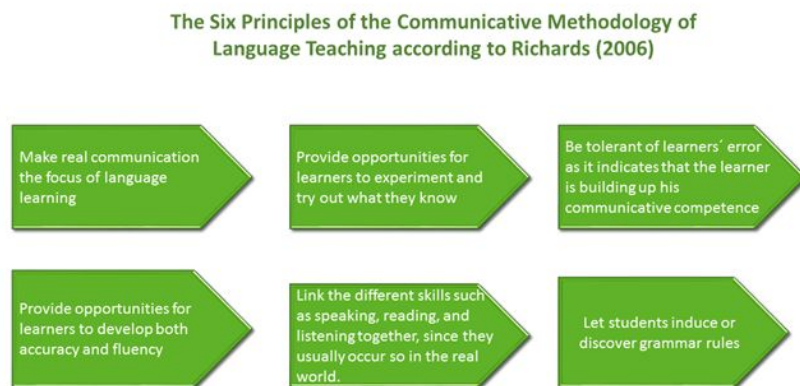
Currently, the design, implementation and evaluation processes for the teaching and learning of languages have as their main objective the development of communicative competencies in students so that they can communicate effectively in any

environment in which they operate. In the words of Cassany et al. (2003) "At the beginning of the nineties, the communicative approaches have already arrived, in one way or another, to all the educational levels, and practically all the didactic proposals of language incorporate this vision" (p. 86).

Proposing a series of guidelines that facilitate the development of competencies in language students, the communicative approach has contributed significantly to the language teaching and learning processes. Richards (2006) Identifying the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom, summarizes these guidelines through six basic principles of the communicative methodology of language teaching.

Figure 3

The six principles of the Communicative Methodology of Language Teaching



Note: This figure sums up the six basic principles of the communicative methodology of language teaching. Source: Richards (2006).

The communicative approach demands the design of instruments and activities that not only address communicative competence but also its practical demonstration. The activities and materials presented in the classroom must be related to the external

world and the real contexts of the student who, in turn, becomes the center of the process. Thus, Beghadid (2013) states "The knowledge acquired will be used in real situations, respecting socio-cultural codes. (...) the students will be the protagonists of their learning and will have the capacity to learn how to learn, through communication and learning strategies" (p. 115).

In Estaire & Zanon's view (1990), a task with a communicative approach must propose aspects that are significant for the students and that allow them to be integrated into the schemes they already have. Through activities, which enable motivation and communication between students and between teacher and students, students develop their confidence and learning is encouraged in a natural way and production in a foreign language. Littlewood (as cited in Richards and Rodgers, 1999) distinguishes between "functional communication activities" and "social interaction activities" as the main types of activity in communicative language instruction. According to the author, functional communication activities may include such tasks as having students compare sets of images and observe similarities and differences. Social interaction activities include simulations, skits, improvisations, debates, conversation sessions and role-playing.

During the social interaction activities, the students are actively involved in the work because they have some motivation, either the need to fill some information gap or simply because the subject interests them, participating creatively and freely because they can choose the language they will use and the way they will communicate it. In addition, they exchange information and receive feedback about the communication they do.

Cassany et al. (2013) suggest that to privilege student communication and encourage language use, students should work in pairs or groups since this is the best way

to organize communication situations in the classroom. The language students learn must be meaningful and contextualized, so original texts must be worked on, according to the students' real contexts. In addition, class exercises must work with linguistic units of communication, that is, with complete texts and not only with words or partial sentences.

This chapter can be concluded by saying that the communicative approach proposes real communication situations, in which the student practices and perfects his or her oral skills throughout the various stages of the communicative process, and language teachers must constantly evaluate whether their students have reached the expected level of competence in the ability to speak. This document aims to contribute to the development and improvement of speaking skills in secondary school students and to make language teachers aware of the implications of using communicative-oriented activities in their classrooms so that they acquire confidence in their design and application, encouraging the effective use of language through meaningful situations and covering the various aspects that make up human dynamics. Next, the main characteristics of one of the most innovative techniques that the communicative approach proposes for the development of oral skills will be recognized, "Role playing".

Role playing

Although in the educational field the great advantages that the use of role playing brings in the development of different skills in students have already been raised, this technique is often relegated and even discarded by teachers of traditional subjects such as language. Perez (2004) states that although almost all books on second language acquisition and learning currently include role playing among the list of communicative activities, the use of this technique is not frequent, and this may occur as a result of poor teacher preparation or training.

Even when trying to give a definition of the term "Role playing" from an educational perspective, some confusion arises. An example of this is shown by Solis (2011) who, before explaining the reasons for using this technique as a useful tool in teaching, she emphasizes the clarification of the term. "Role playing is the English expression understood as the interpretation of a character" (Solis, 2011, p. 70). However, the author sees the need to clarify the difference between this and role-plays whose only purpose is recreational and leisure time. For this reason, if secondary school teachers want to recognize the main characteristics of the role-playing technique, as well as how to apply it effectively in the language classroom for the development of speaking skills in their students, it is important that they first clarify the terms relating to this topic.

When talking about role playing, ideas related to dramatization, drama and even theater play, come to mind without any clarity as to the characteristics of each of these terms. On this, Motos (2013) assures "For those who have not received training in drama pedagogy, the terms dramatization and theatre play are the same and are often related to aspects such as plays, actors, authors, rehearsals, costumes, scenarios, etc." (p. 39).

Despite the existence of an extensive bibliography on the dramatic phenomenon, so far there is still great confusion when we use the concepts of drama, theater play or dramatization. In Motos's view (2001), a dramatic play is an activity that belongs to the field of dramatization as are improvisation and role playing. About this, Núñez & Navarro (2007) comment "These plays, especially in children and young people, often take the form of theatrical play, where the body itself is the instrument of creative research, means of expression and communication" (p. 232).

Thus, in the midst of words such as drama, dramatization, theater play, and dramatic play, role playing appears as a "dramatic" form of expression in which, through play, the development of multiple skills and competencies is stimulated. Navarro (2007) argues that:

Dramatic play is a concrete form of children's play that requires an older age than that of symbolic play. Through dramatic plays, the capacity of elaboration, the psychophysical knowledge that the person has of himself, his inhibitions, the state of the expressive, corporal and verbal language, his capacity of social integration, etc., is revealed. (p. 163)

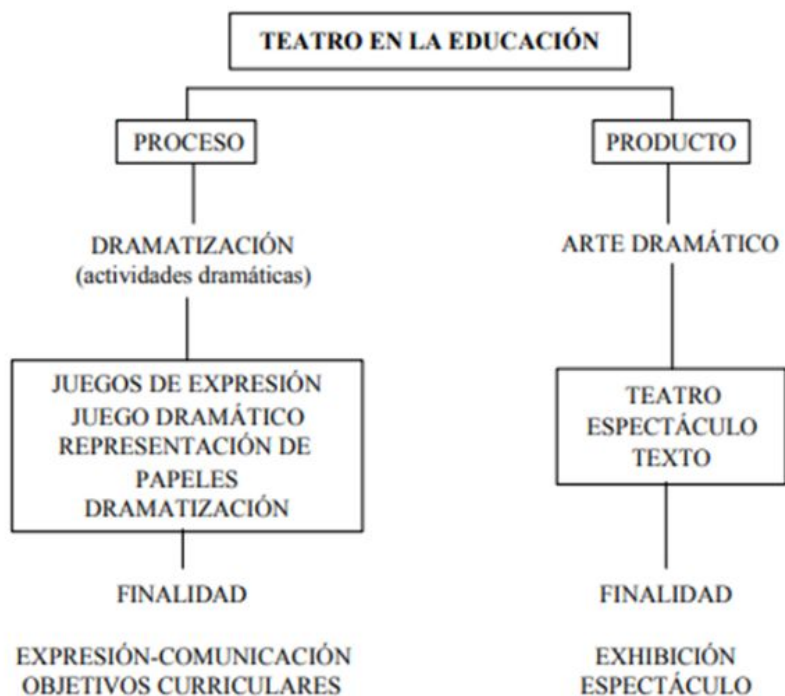
So, if it is said that role playing is an activity that belongs to dramatic plays which in turn has a huge relationship with dramatization and theater plays, since during these activities participants must play a role, it is worth identifying the objectives that each of these expressions pursue and thus find clarity to their definitions. For Way (as quoted in Torres 2017) the main concern of a "theater play" is communication between actors and audience while the greatest concern of "dramatization" is the experience of the participants. In some way, Torres (2017) agrees with this when states that "the most

important thing about dramatization is not what or how children do it, but that they have been the authors, who have created and experienced it” (p. 14).

For Tejerina (1994) a theatrical play fulfills a much deeper and more transcendental function affirming:

In its anthropological dimension, the theatrical play is a ritual manifestation that embodies the values and ideals of a community, the need of human beings to contemplate and reflect themselves and, equally, their yearning for metamorphosis, to embody other roles that are not their own. (p. 1)

Finally, Holden (as quoted in Sam, 1990) defines dramatization as any activity that invites the participant to portray himself or another person in an imaginary situation. All these authors agree that, unlike theatrical play, the main objective of dramatization is personal development rather than artistic development (see figure 4), which makes it a fundamental tool in the teaching-learning process. Although they pursue different purposes, for Motos (2001) "Theatrical play and dramatization use the same means: The elements of the dramatic art, the dramatic language" (p.134).

Figure 4*Dramatization and Theater Play in education*

Note: This figure shows the comparison between the objectives of theatre play and dramatization in education. Source: Motos (2001).

Seen as an activity belonging to the field of dramatization, role playing aims at the development of the person in each and every one of its aspects and can be used as a teaching strategy to achieve the development of diverse skills and competences in language students. Solis (2012) affirms that during a role playing "participants play a character. It is similar to theatrical dramatization, only that in this case the members do not stick to a scripted story, but resort to improvisation under a slogan defined by a guide or director" (p. 70).

Once it has been clarified that role playing is an activity that belongs to dramatic play, which in turn has as its primary objective personal development, making it a very

useful tool in the educational field, it can proceed to identify its origin and main characteristics, as well as the relationship it has with the development of English speaking skills.

Origin of role playing

Role playing has its origin in psychodrama, a technique proposed by Levy Moreno. In words of Severino et al. (2016), "Jacob Levy Moreno, doctor in Medicine, created, developed and maintained in force during all his professional career, the psychodramatic technique as an innovative act in group psychotherapy" (p. 140).

Although psychotherapy is the common denominator in the bibliographies that exist on the subject, this aspect was not the main objective that Moreno pursued with the psychodrama technique because his true search was oriented to find spontaneity and creativity in the human being. In Bello's view (2000), Moreno was above all a humanist who ventured into many fields, before reaching the therapeutic field. He worked with children and marginalized communities, looking for a dramatic expression that had no pre-written texts and no arguments other than the arguments of life itself.

Severino et al. (2016) say that the first psychodrama session was held on April 1, 1921, at the end of the war, in the Komedian Hauss Theatre in Vienna. In front of thousands of spectators, Moreno invited some of the participants to sit on an imposing throne and play the role of "all-powerful" leader to propose solutions to a difficult socioeconomic situation. All this under the attentive observation of the other attendees who, in turn, played the role of the public involved in the conflict.

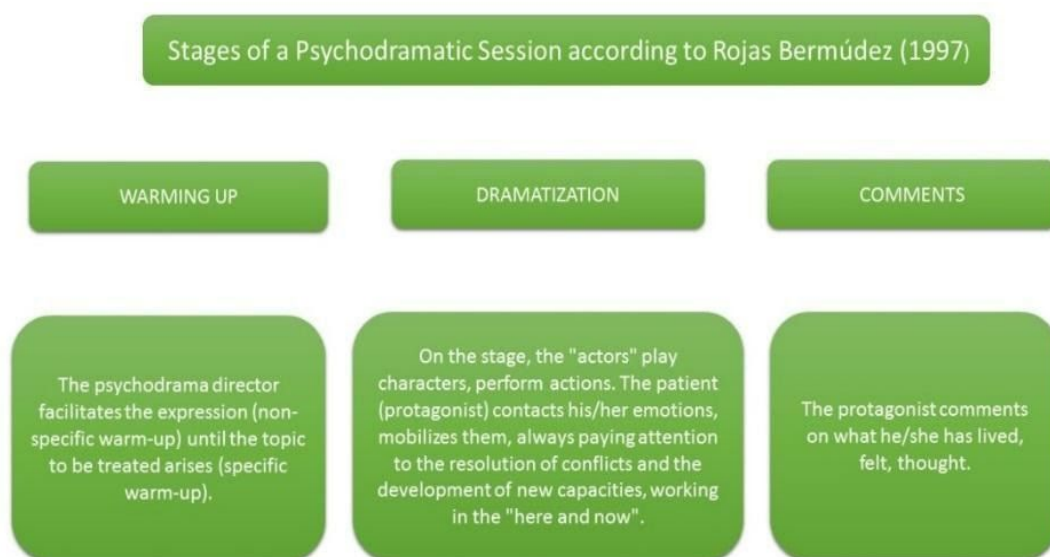
After several proposals, no one came out victorious, although the experience revealed two important elements: one socio-political: the possible solution to the

reality of the moment was not yet sufficiently processed, and one technical element of the fundamental psychodramatic session: "the inversion of roles," which shows us that we can only understand the other from his or her own place. (Severino et al., 2016, p.140)

Thus, through a dramatic play, developed through three concrete stages (see figure 5) and full of playful and pedagogical elements, the possibility of representing and experiencing the emerging situation of a group of people was born.

Figure 5

Stages of a psychodramatic session



Note: This figure summarizes the stages and characteristics of a psychodrama session. Source: Rojas Bermudez (1997).

Currently, psychodrama has become an effective method in which through the playful, imaginative and even artistic expression, problems and possible solutions to human concerns are explored. This method can be approached from all areas including

education. Rodríguez et al. (2018) affirm that "psychodrama is a technique that can be applied in all contexts in which the school is developed, since all the events of daily life can structure a therapeutic situation" (p.7). This allows the teacher to penetrate into the personality of his/her students and to know aspects of their lives, as well as the influence that certain situations can have on them.

Although throughout the search on the origin of role playing, this is attributed to different authors, we can affirm that it was Levy Moreno who with the proposal to apply the psychodrama in the educational environment, is considered the precursor of this technique. On this, Poblacion & Lopez Barbera (2000) conclude:

Role playing is one of the most fertile seeds sown by Jacob Levy Moreno. If its therapeutic aspect, the triadic psychodrama, has not yet reached the extension that it deserves and that is already noted, its didactic aspect, the pedagogic role playing, is of such a general use that many of those who use it from other psychological models or in other areas do not even know its origin or place its birth in their own fields. (p. 22)

Role playing is an activity that stimulates and motivates the student from the experiential, and significant. At the same time, it improves their critical, analytical and reflective capacity, as well as their ability to resolve conflicts. However, Bello (2000) asserts "Role playing is another of the conflictive terms, very much used, and very badly defined in psychodrama literature" (p. 97). For this reason, it is indispensable that language teachers who want to apply this dramatic technique in their classrooms, clearly identify its characteristics and guidelines to successfully achieve the proposed objectives.

Main characteristics of the role playing

As in psychodrama, the development of spontaneity and creativity is the main objective of role playing and becomes a trigger for oral, cognitive and social skills. The students' interaction takes place in real contexts, where through role playing, the student loses the fear of making mistakes, gets involved in the situation and looks for alternative solutions to the proposed problems.

This ability to experience hypothetical situations from another person's perspective, generates in students the willingness to understand difference as an inherent factor in human relationships while at the same time it fosters situations in which they must use language. As Pimbo (2014) points out:

Role playing is an active strategy, which generates significant and memorable learning in students, since it gets them involved in imaginary and real actions and situations, promoting decision making, innovation and creativity in each of them for the development of the oral language of the English language. (p. 36)

The classroom then becomes the stage where interactions, roles and context are developed in order to put into practice the linguistic elements studied. The fundamental task of the teacher (or director of role playing) is to motivate and facilitate the process so that students begin their interaction. On the other hand, the role of the students during the role- playing activity is very important as they are the center of the process. Pimbo (2014) states that besides choosing the role they are going to play; students also have the right to select the place where the scene will be presented and select the materials they are going to use. This promotes student decision making, innovation, creativity and total involvement in their learning process.

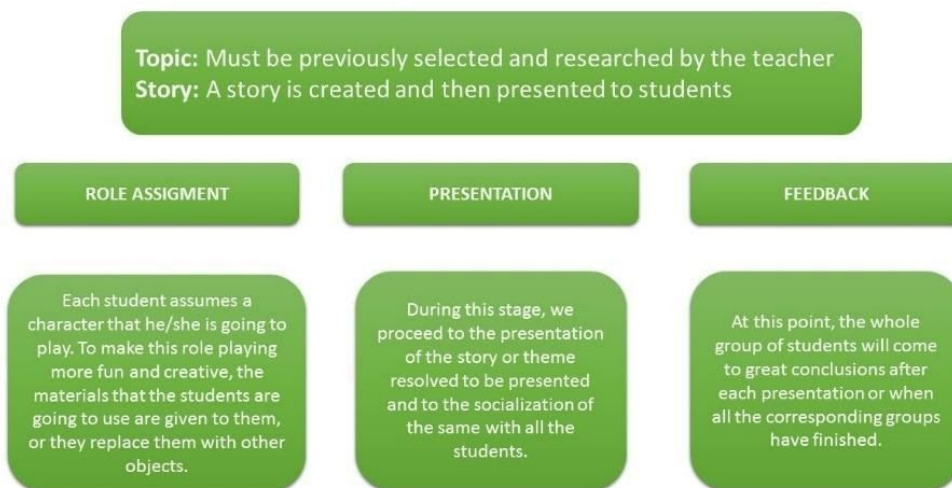
Krebt (2017) proposes three types of role-playing:

Full-script role-playing: in which the student is assigned a character and given a script to practice and memorize. For this activity to be successful the model conversation (which is taken from a prescribed textbook) must be explained clearly so that each element of the language is meaningful and easy for the student to remember.

Working with conversations: in which some words are missing, and students must know how to fill in the gaps. In this way, learners can change the main conversation in some way and establish their own conversation. "This type of role-play could be called semi-controlled or as the teacher or prescribed textbook includes language input, but students must also specify that the materials rely on a framework that provides the situations to establish a real-life context" (Krebt, 2017, p. 865).

Unscripted activity: In this type, students are given some keywords that will allow them to build, based on their opinions and thoughts as well as their language level, their own dialogues and act in various situations according to their understanding and communicative level.

Whether it is a full script, semi controlled or unscripted activity, each role playing must be planned, designed and directed by the teacher in an organized and coherent way. For this, teacher can follow the guidelines of a traditional psychodramatic session or, according to his/her specific needs and objectives, he or she can adapt his/her own classroom dynamic. Next, a proposal by Pimbo (2014) to develop a role-playing activity is shown (see figure 6). It shows its similarity with the stages of a psychodrama session. (see figure 5).

Figure 6*Role Playing Activity*

Note. The figure shows a role-playing activity for the development of oral language. Source: Pimbo (2014).

Another proposal of role playing is given by Krebt (2017) who explains that this activity should be developed through these stages:

Pre-role play: During this stage, students receive the relevant vocabulary that they will use in the role playing to participate during the activity. They have time to practice their role without taking the time to know the meaning of the unknown words.

During role play: Students become familiar with the situation and study the words and idiomatic expressions needed in the situation. Then, they create their own script. They also have enough time to prepare before starting, to decide on how they will handle their role and to briefly rehearse the scene. During this stage, the teacher helps students to become familiar with and cope with a certain situation and the steps of communication spontaneously, and to act normally with the language they need in that context.

After the role play: Students receive feedback from others and the teacher as well.

During this stage, the teacher can organize language activities that can help the students, depending on the perception of the roles being played at an early stage. Students can also express themselves freely and effectively about how they wanted to interact in certain contexts but were unable to do so.

Although some role-playing activities have some variations, we must remember their basis in the practices of Levy Moreno's psychodrama: warm-up or preparation, dramatization or representation and conclusions or comments. Adapting activities according to their needs and context and maintaining good design and organization are the key factors that differentiate unsuccessful role playing from role playing that actually helps high school students develop more and better speaking skills.

Role playing and its relationship with the development of speaking skills

Oral skills are indispensable since a person with good communicative competences in English language has much more possibilities to achieve his or her personal and professional objectives. However, one of the most difficult tasks for those who intend to learn a second language is to develop speaking skills since this is a long process that involves a series of negotiations and complex cognitive processes. As Luoma (2004) affirms:

To speak in a foreign language, learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also

understand what is being said to them and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. (p. 9)

Therefore, it is the language teacher's task to propose new strategies and provide safe and playful environments in which students have the opportunity to use the incoming language consciously and without fear of error or judgment. Prendiville & Toye (2007) state that “True speaking and listening for learning is effective ‘talk’, not two separate activities, as the phrase ‘speaking and listening’ suggests; it is an oral language interaction, which, at its best, is complex, demanding and truly creative” (p.41). This means that the complex conversation process requires activities that stimulate students' ability to plan, process and produce the foreign language. As already seen, the technique of role playing favors the development of linguistic, cognitive and social skills, which makes it a very useful strategy, according to the needs of the teaching and learning processes of the 21st century.

As seen in a previous chapter, the level of speech of a second language speaker can be recognized from 4 specific criteria: Fluency, vocabulary, grammar and pronunciation. The role-playing technique facilitates the development of these skills through real interaction activities:

Fluency: It is understood as the ability to speak with confidence and speed. It requires environments and activities in which students have the opportunity to practice his/her conversation without fear of making mistakes. Role playing provides spaces for socialization in which, in addition to assuming a role, the student engages in a novel and fun task while practicing the linguistic aspects of the incoming language and gaining

confidence in his or her speaking. On this, Ladousse (as quoted in Alvarez and Panta (2016) states:

Role playing is a full range of communicative techniques which develop students' language fluency and promote classroom interaction, increasing motivation, encouraging learning, but also sharing responsibility between teacher-student during the learning process. Therefore, role playing is perhaps the most flexible technique available to teachers, as it puts students in situations where they need to use and develop those phantom forms of language that are necessary to maintain social relationships but are ignored or postponed by the curriculum. (p. 23)

For this, it is important that during the class students experience, live and understand different situations through activities taken from real life, in which they risk using those linguistic elements that allow them to communicate effectively in English in and out of the classroom. In Espina's words (2001), "The role-playing resource is usual in all professions that have to do with human relations (...). In them, the simulation of typical situations serves to evaluate or act, without the risks that reality entails" (p. 158).

The possibility of immersing themselves in recreated scenes allows the exploration of situations of all kinds, as well as their subsequent analysis and evaluation. Barkley (as quoted in Sumpana, 2010) thinks that role playing is an example of "learning by doing". For the author, the word role indicates that students must actively apply their knowledge, skills, and understanding to speak and act successfully from a different perspective. The term play indicates that students use their imagination and have fun, playing their role in an environment where they feel safe.

Vocabulary: In this aspect role playing allows that, according to the context, the vocabulary used is truly significant for the students since it is used in concrete situations. If they have the words to express what they want, they will be remembered more easily. Álvarez & Panta (2016) state that "role playing in the teaching of English allows for the inclusion of a wide range of vocabulary in specific contexts, language expressions that can be included in specific situations" (p. 30). For this, the teacher must consider that situations and dialogues to be used in role playing must be according to the level of the group of students. This means that the more advanced the level of the students, the more complex are the situations proposed and the vocabulary to be worked on.

Pronunciation: to improve this ability, role-playing sessions allow for the rehearsal of dialogues, which greatly facilitates this skill since the stage becomes that space where those conversations that are not commonly held outside the classroom take place. According to Bailey (2003):

When we talk with someone outside the classroom, we usually do so for interactive or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. (p. 56)

The possibility of recreating real spaces and situations in the language classroom promotes the development of pronunciation as speaking skill with interaction and communication objectives in the students. Since, they apply the grammatical structures and new vocabulary by living in first person different simulated situations. In pairs or groups, each participant assumes a role and acts putting into practice his/her knowledge

and assimilating new ones thus creating significant learning. "Significant learning occurs when the student is able to apply what he or she has learned in a new context" (Torres, 2017, p. 35).

Grammar: From the perspective of role playing, the aspects concerning grammatical structures are only a tool that support the process since priority is given to the communication itself allowing error and inaccuracy and favoring the development of such important aspects as spontaneity, creativity and confidence. On this, Mostacero (2013) asserts:

The factors that determine the influence of role-playing on the improvement of oral comprehension and production are gestural expression and spontaneity, which strengthen the spoken text, occurring when the student, naturally, has the need to convey their feelings, emotions, desires, etc.; and the acquisition of personal security, since mounting a scenario within a real context allows the student to rehearse without fear of error and failure. (p. 68)

Álvarez & Panta (2016) propose two types of role playing: the real one and the imaginative one. The real role playing includes typical activities that will be performed in real life such as ordering food in a restaurant, greeting, asking for directions etc. On the other hand, the authors say that imaginative role-playing aims to promote the expression of thoughts and feelings in each student's mind. In this regard, Ladousse (quoted in Álvarez and Panta (2016)) states that various types of interactions can arise through different situations proposed by the professor.

For example, a real need in the students' lives (an appointment with a doctor, at the bus station, etc.). Students can also interact through situations in which they do not

have a direct experience. This is, events that few students will experience but are easy to play with (the journalist, a rock star). Finally, interactions may arise in fantastic scenarios and roles that are imaginary, absurd, and have nothing to do with reality. The author suggests that teachers who use role playing in their classes should be aware of the different types of this process and estimate which one is most appropriate for their students.

Whether in real or imaginary situations, by using the role - playing technique, students will need to communicate and express their ideas through an activity where they improvise, produce spontaneous messages and act from the perspective of the character they represent. Forero & Loaiza (2013) think that, because it's based on dialogues, role playing develops oral comprehension and expression, making it easier for the student to interact and communicate. So, those language teachers who want to implement this technique to improve the speaking skills of their high school students are required to take on multiple roles and create friendly, trustworthy spaces. Only in this way can meaningful opportunities be ensured for students to learn and apply what they have learned.

The current changes in educational paradigms invite language teachers to create new strategies, assume new roles and invite their students to assume theirs as well. Both teachers and students must be aware of the historical moment they are living to start transforming classrooms, rethinking strategies, creating new forms and proposing new paths to go through the beautiful process of teaching and learning a second language.

Some samples of role-playing activities designed for development of oral skills

One of the objectives of this document is to compile some examples of role playing focused on the development of speaking skills designed by some of the authors studied during this research. In this way, the characteristics and guidelines of role-playing technique in an applied way can be observed. Remember that although a role-playing session is based on the three concrete stages of a psychodrama session, language teachers can make changes in procedures and adapt the activity according to their specific contexts and needs.

Pimbo (2014) affirms that role-playing activities help students be creative and ready to face possible real-life situations since they develop their imagination, their ability to speak and their ability to solve a problem. In her guide for teachers *Speak English with Role Games*, she proposes different role-playing activities that are developed through a comprehensive procedure that begins with the objectives to be achieved, the vocabulary to be used, the instructions, controlled practice and the development of the role-playing activity in a concrete and very didactic way (see appendix A). Note that in this activity, unlike a typical role-playing session, this one does not contain the stage of comments or conclusions and emphasizes the warming up and the controlled practice of the linguistic aspects and the vocabulary to be used.

Through its "Enhancing Speaking through Role playing" manual, Criollo (2018) offers various role-playing activities to promote the development of students' speaking skills. For this author, the technique of role-playing gives students the opportunity to interact, explore their emotions and share ideas, while encouraging the development of their oral skills. In the role-playing activity shared in this document (see appendix B), in

addition to providing clues about the vocabulary to be used, the characteristics of the role to be played are detailed on cards so that students can play their character more effectively. The teacher plays the role of a guide and provides the necessary feedback to the students who are the center of the whole process.

In their article *The Effect of Role Play Strategy on Jordanian EFL Tenth Grade Students Speaking Skill*, published in the *Arab World English Journal*, researchers Alzboun et al. (2017) present another model of applying the role-play technique (see appendix C). Unlike the previous ones, this proposal contains a stage for evaluation and conclusions as well as a moment for students to rehearse their roles always under the supervision of their teacher who observes how their students interpret their roles and takes notes on possible grammatical errors. However, he does not interfere with the activity and only responds when necessary. The correction of errors in grammar or pronunciation is only done at the evaluation and conclusions stage.

Finally, there is a proposal made by Krebt (2017) and although its main objective is to improve the practice of teachers in a college classroom, it can be adapted by high school teachers when they try to use similar ideas with their students, adapting the steps and contents that are most appropriate to their students' experience and needs (see appendix D). In this activity, the teacher asks students to write a script that describes a specific situation or conflict in a simulated scenario. Also, this proposal emphasizes acting, inviting participants to be as convincing as possible with their performance.

CHAPTER III

Methodology

This document aims to identify the main characteristics and guidelines of role playing as a strategy for developing English speaking skills in high school students. This chapter explains the procedures and instruments used to collect and organize the information needed to achieve the proposed objectives. For the elaboration of this document a descriptive and investigative study was carried out in which the documents researched allowed comparing or contrasting opinions from different perspectives to understand which are the main characteristics and guidelines of the role playing technique as a strategy for the development of oral skills in high school students.

The present document has been designed under the qualitative methodological approach. From this approach, the technique of bibliographic index card record was used (see appendix E), where the information extracted from different sources such as search engines, scientific magazines, virtual books, undergraduate and master's thesis has been collected and organized by means of bibliographic index card record that allow compiling the basic data such as author, page and date, as well as the classification of the topics according to their variables.

All this, allowed to come and go with all the necessary information and to be able to recover it in a more efficient way in the moment that it is required to identify which are the main characteristics and guidelines that must be taken into account at the moment of implementing the role playing in the language classroom. No sample or population was used, this is an investigation in which a thorough bibliographic review together with the experience during the process provides important contributions on the subject.

CHAPTER IV

Results and discussion

To identify the main characteristics and guidelines of role playing as a strategy for the development of English speaking skills for high school students motivated this present work, which showed that unlike role playing which is used simply as a leisure and recreational activity, pedagogical role playing is a technique that belongs to dramatic plays and because of its socio-cultural character it can be used as a strategy in all fields dealing with human problems including education. This is related to what was proposed by Navarro (2007) who argues “Through dramatic plays, the capacity of elaboration, the psychophysical knowledge that the person has of himself, his inhibitions, the state of the expressive, corporal and verbal language, his capacity of social integration, etc., is revealed” (p. 163).

For teaching-learning English, role playing is a very useful tool since it allows students to actively participate in simulated environments by adopting roles of different characteristics and applying language in a meaningful and experiential way, through activities that are developed in specific stages: Warming up, representation and comments, all this without fear of error or judgment. The teacher's role is that of a guide who designs the activity, clarifies doubts about the use of the language and accompanies each moment while the students are the center of the process by adopting a role, planning the staging, choosing the language to be used and the way to include it in their representation.

This document also aimed to recognize the characteristics of role playing as teaching-learning strategy and it showed that although many books on language teaching

currently propose role playing as a strategy for the development of different skills, many teachers are still reluctant to include it within their classroom activities due to their lack of knowledge about its real guidelines and characteristics. About this, Motos (2014) assures "For those who have not received training in drama pedagogy, the terms dramatization and theatre play are the same and are often related to aspects such as plays, actors, authors, rehearsals, costumes, scenarios, etc." (p. 39).

There is still much controversy about the origin of role playing, this study allowed to identify Levy Moreno as a precursor of role playing with his proposal of the psychodrama session, a psychotherapy technique designed to explore solutions to human problems. This coincides with what Poblacion & Lopez Barbera (2000) conclude "Role playing is one of the most fertile seeds sown by Jacob Levy Moreno" (p. 22). As in psychodrama, during a role-playing session, students interact in real or simulated contexts and get involved in a situation where they have to look for alternative solutions to the proposed problems.

With the classroom transformed into a scenario where interactions and roles are developed to put into practice the subjects studied, the ability to experience hypothetical situations from another person's perspective generates in students a significant learning and the willingness to understand difference as an inherent factor in human relationships, which makes the role-playing technique an excellent tool for the teaching-learning process. As pointed out by Pimbo (2014):

Role-play is an active strategy, which generates significant and memorable learning in students, since it involves them in imaginary and real actions and

situations, promoting in each of them decision making, innovation and creativity for the development of the oral language of the English language. (p. 36)

Another objective of this document was to analyze the relationship between role playing and the development of speaking skills in high school students and it was found that role playing is closely related to the development of oral skills since its characteristics are in line with those of communicative approach for which language, more than a set of structural rules, is an effective instrument of communication. This approach proposes the design of instruments and activities that not only address communicative competence but also its practical demonstration, these must be related to the outside world and the real contexts of the student.

This is related to Canale and Merrill (1996) who state that a communicative approach is organized around communicative functions that the student must recognize, emphasizing how certain grammatical forms can be used to express those functions correctly. A well-designed role-playing activity allows the language teacher, through playful, meaningful and innovative activities, to evaluate aspects such as fluency, accuracy and vocabulary to identify the achievements of their high school students.

Finally, although a role playing session should be based on the three concrete stages of a psychodrama session, the different examples compiled from role playing activities for the development of oral skills, showed that language teachers can make changes in procedures, adapting the activity to the contexts and their specific needs.

CHAPTER V

Conclusions and Recommendations

The role-playing technique is an excellent strategy for the development of speaking skills in a second language since it allows students to actively participate in simulated environments by adopting roles of different characteristics and applying language in a meaningful and safe way. As it is a technique related to dramatic plays, it is of vital importance that language teachers who wish to use it in their classrooms, recognize very well the objectives, guidelines and stages of this kind of activities.

Although there is much controversy about the origin of role-playing, this study identified to psychiatrist and educator Jacob Levy Moreno as a precursor of role-playing with his proposal of the psychodrama session, a psychotherapy technique designed to explore solutions to human problems and whose main purpose is to facilitate the development of creativity and spontaneity.

The design of a role-playing session should contain at least three stages: Warm-up or preparation, Performance or staging, and Comments or feedback. However, teachers can adapt stages, contents and materials according to their specific needs and objectives. The teacher, besides designing and proposing the activity, must clarify the doubts about the use of language and accompanies every moment of the activity, while students are the center of the process by adopting a role, planning the staging, choosing the language to be used and the way to include it in their representation. Aspects such as pronunciation or linguistic errors can be raised and corrected at the post-session stage.

Role playing is closely related to the development of oral skills, since its characteristics are in line with those of the communicative approach for which language,

rather than a set of structural rules, is an instrument of communication. Activities oriented from this approach demand the design of strategies that not only address communicative competence, but also its practical demonstration. Therefore, role playing is an activity very much in line with these demands, since it proposes using language to interpret a role, simulating or recreating imaginary or real worlds, which in one way or another are significant for the student. In addition, through role playing, teacher and students can evaluate aspects related to the ability to speak such as fluency, accuracy and vocabulary.

To conclude, this research showed that there is speculation and some confusion about the characteristics of role playing that go from the simple definition to its guidelines and characteristics. For this reason, it is considered that this document could serve as a starting point for other investigations that will allow to confirm the origins and other deeper aspects of this wonderful technique so that teachers of all areas can take full advantage of the benefits that dramatic plays can bring to their classrooms.

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APPENDIXES

APPENDIX A


Role playing activity proposed by Pimbo (2014)

5: FIVE

THE TEACHER


OBJECTIVE: Plan a fantastic English class using the present continuous.

MATERIALS: Look at the pictures and get those things. Students need to show more other things they have to bring. The uniform could be the same they use, just the person who is going to be the teacher must be different.



1. GROUPING STUDENTS:

- ✓ Number yourself from 1 to 14.
- ✓ Make a group the first half of the students.
- ✓ Select a teacher from each group.



2. INSTRUCTION


Read and practice the sentences with ing form.

Example:


I am reading a book.

She is looking the pictures.

You are listening to the teacher.





Look at the pictures and talk about what the people in the pictures are doing.



3. CONTROLLED PRACTICE:

Write what the person in the pictures is doing. Use the INB form.

We are _____ tango. They are _____ a pizza.

I am _____ a car. He is _____ a shower.

She is _____ on Facebook. You are _____ English.

Complete the role play with the words below.

Students, guess, mimics, eating, driving, learning

MY ENGLISH CLASS

A: Good morning _____ How are you?

B: I am fine thank you!

A: Ok sit down please. You are going to _____ the activity that I am doing. I am going to do _____

B: You are dancing electronic music.

B: you are _____ pizza.

B: you are _____ a car.

B: you are _____ English.

A: Now, please (Carlos) make a mimic and the rest have to guess.

B: _____

4. FREE PRACTICE: TIME TO ROLE PLAY


The role of each student:

A: teacher

B: students of each group

A situation to solve:

Present the role play in front of the class. **TIME ACTIVITY TO PRESENT (10 MINUTES)**



APPENDIX B

Role playing activity proposed by Criollo (2018)

Activity 4 – Seasons



Time: 20 minutes	Vocabulary: It is sunny today. It's hot and humid today. It's a nice day today. Day Morning Afternoon Night It's a fine day. It's a windy afternoon	Weather Now It's drizzling outside. It's snowing. Take an umbrella, it's raining. It was cold yesterday. It will be cloudy tomorrow.
Language structure: Present simple & continuous Apostrophe + S Subject & object pronouns		
Objectives		
To practice the use of present simple and present continuous in speaking in the context of seasons and weather.		
To practice the use of apostrophes and subject pronouns in speaking.		
Instructions		
<ul style="list-style-type: none"> ✓ Teacher explains the language structure and vocabulary to be used in this activity. ✓ Teacher makes the students read the role play clue ✓ Teacher provides the role cards to the students ✓ Students use information in the cards and their own work on a role play talking about seasons and weather 		

Role play clue

What's the weather like today? Yes it is, it is a rainy day.	It is very cold this morning, isn't it? Yes, It is getting colder now. Give my coat, I am leaving to my sister's house. Not really, she is living by the park at the moment. What season do you like? Why do you like summer?
Does your sister live far away?	
I like summer Because it is hot and I can go to the beach	You are right. I also like going on vacation to the beach. I like visiting my grandparents
Where exactly do you like going on vacation? Where do they live?	They live in Salinas.
How's the weather like in Salinas?	It is very hot, especially in summer; but in August, it is a little cold and cloudy there.
Does it rain a lot there? Oh, could you invite me?	Yes, it does, it rains a lot in winter. Someday, maybe! lol

Students' role cards



St A) You are a person who lives in El Puyo and you are having a video chat with a friend who is in a tour in three countries The United states, China and Egypt. You ask him information about the seasons and the weather in those countries.

St B) You are the person who is in the tour and you are having a video chat with a friend who is in El Puyo. You give him information about the seasons and the weather in the countries you have visited and ask about the weather in Puyo.

APPENDIX C

P.P.P Model of role-play strategy in Action Pack 10 in the second semester of 2016/2017. By Alzboun et al. (2017).

Module Four: Journeys

The learning outcomes of the module (The teacher's Book, P.65 and Student's Book, P.41):

It is expected that students will

- pronounce the letters *p* and *b*
- use the Second Conditional to express ideas and opinions
- participate in a simple discussion by using relevant words and sentences from the unit.
- Talk about visiting the North and South Poles, make suggestions and plans, and choose items to take on a trip.

Activity One: A Visit to the North Pole (P. 43)

The Learning Outcome (The teacher's Book, P.65): It is expected that the students will:

- use the Second Conditional to express ideas and opinions
- participate in a simple discussion by using relevant words and sentences from the unit.

The Procedures:

First: Presentation Stage

- The teacher reads the role-play activity twice to the students, then asks them to memorize their roles at home
- The teacher prepares all necessary learning resources (pictures of TV, the North Pole, Iceberg and penguins).

- When speaking periods starts, the teacher writes the title of the speaking activity "A Visit to the North Pole" on the board.
- The teacher writes the learning outcomes of this activity on the board
- The teacher assigns roles to the students and divides the class into pairs (one takes the role of Fadia and the other takes the role of Jameela). The teacher explains the speaking activity and the role for each character.
- The teacher draws students' attentions to the structure of the Second conditional clauses and the meaning of the new vocabulary such as Iceberg, Antarctica.
- The teacher checks the students' understanding of what they will do in the activity before they start by raising some questions on their roles.
- The teacher sets the time limit for the speaking activity and reminds the students to use their own English language resources and try to act as natural as possible.

Second: Practice Stage (Training stage)

- The teacher moves around the class to check what the students are doing, listen to their execution of their roles and gives help only when necessary or when he/she asked to.
- The teacher does not correct the errors in grammar or pronunciation during the activity but takes written notes of them.

Third: Production Stage (Executing the Activity)

- The teacher asks students to act out their roles while he/she observes them and takes notes.
- The teacher gives feedback on grammar, vocabulary and pronunciation problems after the activity is over.

- The teacher assesses holistically the performance according to the taken notes and reinforces the students' participation by praising and encouraging them to be better.

Activity One: A Visit to the North Pole (P. 43)

(Fadia and Jameela are at Fadia's house. Fadia was watching a program about North Pole on National Geographic Channel on TV. The following dialogue was between the two friends). **A**-Fadia **B**-Jameela

A- It's a very nice place to visit! I like it so much!

B- What are you watching, Fadia?

A- It's a program about the North Pole.

B- The North Pole? What is the North Pole?

A- It's a very cold place at the north of the Earth where you can see polar bears and seals.

B- Wow! I like polar bears! What else can we see there?

A- You can also see icebergs and a lot of snow and ice.

B- Icebergs? Are they animals?

A- No, they are not. They are separated pieces of ice that reach the sea.

B- Aha! Are there penguins? I love penguins. They are funny birds while walking.

(laughing)

A- No. Penguins don't live in the North Pole.

B- Mmmm! But how can one go there?

A- If I had a lot of money, I would go on an Arctic boat trip; such a trip would be amazing, but very expensive. I wish I could go there!

APPENDIX D

Role Play in Teaching Speaking for EFL for College Student. By Krebt (2017)

Activity Summary

In this activity students will:

- Prepare a text of a conflict situation in the workplace
- Role play the text

Prior Knowledge

- Basic Skills
- Conflict Management Theory

Teaching Planning Notes

- pointing assignment including previous information needed and assessment and evaluation means
- support students with many references that discuss conflict resolution
- support students with a sample of a simple script
- support students with ample space for practicing role playing (outside)
- support feedback and guidance during script writing and role- playing practices
- establish a form of paper for role playing times and dates

Assessment of Student Achievement

Task Tool / Type

Script Writing Conflict – Says Who? Texts Assessment Tool (Formative)

Role-playing Conflict – Says Who? Role-Play Rubric (Summative)

Activities and Assessment Materials

- Dealing with Conflict Role playing Assignment Paper
- Text Writing Assessment Tool
- Role playing rules

Introduction

As we studied in last lectures, when dealt very well, substantive conflict which can be very healthy for managements.

Also can often expand the output of a group, this due to the thoughts are tested and assessed depending on their advantages, using profess, logic and reasoning, rather than accepted as the way things have always been done. This can lead to positive change. Disagreements based on substantive conflict can be a result of differences over:

- Procedures
- Ideas/opinions
- Reasoning process

We also taught about five types of conflict management styles employed to find an answer for conflicts (avoidance, accommodation, authoritative, compromise, and collaboration).

Assignment

Part A: Script Writing

Working with a partner you will write a script depicting a conflict scenario at the workplace. This conflict can be between a boss and an employee or two co-workers of equal status. This conflict is substantive in nature and the root of the conflict is based on one individual not using one or several Essential Skills effectively.

Part B: Role-playing

Rehearse your script as much as possible so you are convincing to the audience. Your performance will be based on the script itself and on your ability to convince the audience that this could be a real situation.

Part C: Peer Assessment Tool

Using the peer assessment tool, you will be identifying the situation, the individuals, what Essential Skills are instrumental in this conflict and what type of conflict management style is used to resolve the situation.

Conflict - Says Who?

APPENDIX E

Bibliographic index card record

Topic: Pedagogical role playing
Subtopic: Origin of the role playing
Reference: Poblacion & López Barbera (2000) Introducción al role playing pedagógico. Editorial: Desclee de Brouwer
<p>Resume: Through this book, the authors tell their experiences of more than 30 years of work with psychodrama and educational role playing as a form of training, learning and therapy from psychodrama as a form of practical application of the areas of sociology and sociometry, created by Jacobo Levi Moreno.</p> <p>The theoretical bases of role playing can be clearly identified, as well as its usefulness as an intervention, development and training tool for all professionals who work with groups in the areas of health, teaching and social organizations, which makes it an excellent guide for those who want to apply it in a practical way.</p>
<p>Source quotes and their page: “Role playing is one of the most fertile seeds sown by Jacob Levy Moreno. If its therapeutic aspect, the triadic psychodrama, has not yet reached the extension that it deserves and that is already oted, its didactic aspect, the pedagogic role playing, is of such a general use that many of those who use it from other psychological models or in other areas do not even know its origin or place its birth in their own fields”.</p>
Page: 22
<p>Comments: If we want to recognize the specific characteristics that a role-playing activity must have, it is very important to recognize which is its origin. Of all the bibliographies consulted, this is perhaps the clearest regarding the origin of role playing, its precursor and the relationship with psychotherapy. Besides, this source speaks to us about role playing from the educational perspective, which is the one that interests us in this work.</p>