



UNIVERSIDAD DE LAS AMERICAS

Faculty of Education

English Pedagogy

**HOW ROLE-PLAYING ACTIVITIES CONTRIBUTE TO ORAL PRODUCTION IN
THE FIRST A GRADE HIGH SCHOOL LEARNERS OF MARINA DE CHILE,
CONCEPCION**

Karen Cifuentes Ramirez

Haidy Frederick Figueroa

Alejandro Rozas Martínez

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A thesis to fulfill the requirements for seminar class

Guide professor: Mg. Angélica Nahuel Coloma

Rut: 13.309.329-K

Karen Cifuentes Ramirez

Haidy Frederick Figueroa

Alejandro Rozas Martínez

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ABSTRACT

This research involves analyzing how the use of role playing activity can help to improve oral production in the 1st grade A high school Marina de Chile. In this qualitative and descriptive research has been analyzed the data gathered from a grade of twenty-four students to know about their oral production management. The aim of this research is to demonstrate how the use of role playing activities can be useful to improve oral production, helping students to enhance their oral skills and promoting the speech of English language into the classroom. Moreover, the use of role playing can show a positive attitude from students to speak in English, improving the ability to communicate using a motivated technique of English language. A checklist and field notes were used to collect data about students' oral production management, their pronunciation, volume, fluency, intonation and confidence to speak in English. The results show that most of the students improve their oral skills because they were more interested and confident. As a conclusion, this research pretends to inform about the possible benefits of the role-playing activity. According to MINEDUC, the English language should be taught by means of Communicative Language Teaching method. For that reason, the role-playing activity is a powerful tool which can help students to experiment the English language in a real context being an effective method for students learning because it promotes a better communication. Finally, the importance of this study is to show that the role playing is advisable to employ in the English teaching language due to the learning is most significant for students.

Keywords: *Role-playing, oral production, English language, Communicative Language Teaching.*

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INTRODUCTION

Nowadays, teaching English as a Foreign Language (EFL) has a significant impact on the global level, it means that many countries are interested in promoting the English language, and Chile is not the exception of improving the language outcome.

According to the Chilean ex-president Sebastian Piñera (2010, p. 21), it was established that Chile should become a bilingual country in 2020. However, the Chilean perspective about the teaching of English as a Foreign Language shows that the problem to reach this challenge is the lack of practicing English oral production in the classroom and for that reason, they may not communicate in an effective manner.

Consequently, teachers are not consistent with what is established by the Bases Curriculares, in the development oral production of learners, who after twelve years of English studies are not able to communicate. Despite a large period, it has seen and demonstrated that English SIMCE (2014), where the focus is the communicative skills, it had not expected results. Additionally, MINEDUC (Bases Curriculares, 2016) establishes the necessity of implementing innovational activities which are central to develop the four skills.

Nevertheless, given the situation of lack of practice in the oral expression into the classrooms, these types of activities are essential and necessary for student's oral production. In addition, it makes clear that what was previously stated is a difficult objective to reach, since the proposal by MINEDUC (Bases Curriculares, 2013) establishes that:

Oral expression activities that teach language functions explicitly and that are meaningful to learners help them to solve real-life communicative tasks, moreover provide them oral expression strategies, and give them tools to be able to communicate according to a specific situation. Therefore, it becomes indispensable to increase the use of communicative skills into the classroom, through activities which develop the oral expression of learners by using the communicative language teaching method. MINEDUC (Bases Curriculares, 2013, p.242)

The purpose of this research is to determine how the use of role playing activities, increases the oral production of students at Marina de Chile School, Concepción.

Furthermore, it will be necessary to use the qualitative method to discover the phenomenon observed; additionally, it is required to work with a case study based on direct observation. And finally, as a data collection technique, field notes will be used to support this inquiry.

CHAPTER I

1.1 Problematization

English classes are being done with traditional activities, common didactic material such as worksheets, pair works, reading comprehension, drilling, etc., without considering developing the productive skill which not promotes speaking and writing skills. This phenomenon impacts on the oral expression development, and expected to learn outcomes, proposed by the English official study program.

According to MINEDUC, learners should be strengthened with dynamic aids; nonetheless, learners in the classroom just develop habitual activities like reading and writing skills.

However, the routine activities are not giving any responses from what the Bases Curriculares have settled. For that reason, it is essential to visualize the phenomenon and give solutions to contribute to the English learning process, for achieving the suggested MINEDUC outcomes.

1.2 Objectives

1.2.1 Main objective

To demonstrate how the use of role play enhances oral production based on activities, focused on Communicative Language Teaching.

1.2.2 Specific objectives

- To describe the command in oral production of first A grade of Marina de Chile School through observation.
- To develop ludic activities based on Communicative Language Teaching to increase the oral production.
- To evaluate and determine the effectiveness of role playing.

1.3 Research questions

- Why learners of first A grade high school of Marina de Chile do not have an effective oral production?
- Are the role-playing activities effective for teaching speaking?
- Are the role-playing activities in classroom based on the English objectives of the Chilean Ministry of Education?
- Is Communicative Language Teaching method used in the classroom?

1.3 Justification of the problem

Learners of first A grade high school Marina de Chile cannot develop oral production due to the activities in class do not motivate to promote speaking skill. On the other hand, MINEDUC does not encourage the use of activities to contribute the English learning process as an effective technique to learn a foreign language. Additionally, the Bases Curriculares mentioned that the four skills need to be developed in order to enhance the English language. Eventually, the environment barriers do not contribute developing the four skills, so the affective filter of learners might be high as a reason of the classroom environment. Nonetheless, by using role playing activities is one of the techniques that help to stimulate speaking English, in learners, as a Foreign Language.

1.5 State of the art

Around the world, there have been many researchers who have done research studies about how the use of role playing activity in a classroom can contribute to the oral production of EFL learners, as the ones presented below.

1.5.1 Effectiveness of role playing in enhancing the speaking skills of the learners in a large class

Islam & Islam (2013), contributed to this research study that was focused in the effectiveness of role playing in enhancing the speaking skills. This study was done during 4 months in a group of one hundred and twenty students of the Department of English of Stamford University Bangladesh. As qualitative data collection tool, they decided to use (questionnaires, group interviews, classroom observation, and students' performance evaluation result). The results concluded that, the role playing improved learners' speaking skills. Since role playing activities provided to students the opportunity of experimenting different situations of the real life and allowed them to speak accurately and confidently. Nevertheless, the situation got chaotic during the role play activity because students did not remember the dialogue.

1.5.2 Teaching speaking by using role playing in the fifth-grade students of MinuKh. MukminSidoarjo

This study research was conducted by Rachmawati, Muayanah, & Alamsari (2013). The study object was a group of learners of fifth grade of MinuMukminSidoarjo in Indonesia, and the focus of this study research was how the use of role playing contributes to the teaching of speaking skill. The data was gathered through observation and questionnaires, having as conclusions that the activities of role playing involved teacher, students practiced and did performances. The technique was effective as students responded; students enjoyed the classes, felt happy, and self-confident when speaking. On the contrary, the study applied in this research differs from the above just exposed due to the object of this study was not young participants.

1.5.3 The effect of using role playing on Iranian EFL learners' speaking ability

In the case of the research study done by Rahimy & Safarpour (2012), it was focused on the effect of role-play as a classroom activity aiming to determine how effective role playing could be when enhancing a more acceptable speaking skill in Iranian EFL learners of Shokouh Language Institute. The object of this study was separated into experimental and control groups, both were applied an oral pre-test. The Experimental group was taught English through role-play activity while the control one was taught to speak through other existent methods. After some sessions; conducting role plays, it was administered a post-test of speaking and once again learners from both groups were asked to answer the post-test. Research findings showed the great significant difference between the experimental and control group; experimental one with more improvement.

CHAPTER II: THEORETICAL FRAMEWORK

This chapter has different concepts that explain in what will be this study and what the techniques will be able to achieve in order to develop oral production in the first A grade high school of Marina de Chile. These concepts support the investigation and complement the theoretical framework to get a better vision and clarity of what is going to investigate.

2.1 Communicative Language Teaching: General description

Communicative Language Teaching (CLT) is an approach originated after several changes in the British Language Teaching. The precursors of this approach, Christopher Candlin and Henry Widdowson, saw the language teaching from a different perspective focused on the communicative proficiency.

According to Savignon (1997), the term communicative was used to describe programs that used a functional-notional syllabus based on needs assessment, and the language for specific purposes (LSP).

CLT is characterized as a broad approach to teaching with a defined set of classroom practices. According to Nunan (1991), CLT approach is established in general principles as such:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
4. An enhancement of the learner's own personal experience.

2.2 Task Based Language Teaching: General description

Task Based Language Teaching (TBLT) is not a new concept. This method was proposed by Prabhu in (1987) in Bangalore, India. Around the world, teachers began to use TBLT as they realized that the acquisition of a second language through traditional methods that emphasize mastery of grammar do not achieve an acceptable level of competence in the target language.

TBLT has its origins in Communicative Language Teaching, and although both concepts have enough differences their main purpose is to promote the use of the target language through activities.

Furthermore, this method promotes the integration of skills, through completing daily life activities, which improves the oral skills of the students, since they are constantly exposed to practice the target language. One of the basic principles of this method is that the students can interact with each other, using the target language in a meaningful way to solve some given tasks in the class. According to MINEDUC (2013), “communicative tasks present similar characteristics to those in real life and require that students understand and interact using the target language, focusing primarily on meanings rather than forms”. In this way, the students are able to reach the objectives of the tasks.

Another principle of this method is the integration of the four skills in a single class, in order to facilitate the real use of the language. Nunan (1999), supported this idea when claimed that “TBLT requires listening, speaking, reading, and writing in the same exercise to complete the problem posed by the task”.

Moreover, another important point is the teacher’s and the student’s role. The role of the teacher in TBLT is not to be a guide and facilitator, since he/she should oversee, preparing and choosing the tasks that are appropriate at the level of the students. Whereas, the role assumed by students in this method is to become communicators since they must be able to interact and achieve the tasks.

2.3 Communicative Competence

In the teaching language one of the major goals is to develop communicative competence in learners which are necessary for communication and understanding of a new language. Communicative competence provides tools to use the language effectively, it means understanding the grammatical structures, use the language in a social and communicative context and know the lexical set of the English language. Communicative competence is considered in term of knowledge in three components: linguistic, sociolinguistic and pragmatic.

The importance of communicative competence lies in the fact it promotes the communication. Therefore, in the teaching language is essential to know which is the context where students are implying, it is required to know how the language will be used.

According to Hymes (1972), communicative competence is defined as “a knowledge of the rules for understanding and producing both the referential and social meaning of language”.

2.3.1 Linguistic Competence

Linguistic competence is the unconscious knowledge of a language. It refers to the ability to use the language resources developing communicative skills. The components of language such as lexical, phonological and syntactic allow that learners use and understand the language properly. This set of associated components provides knowledge of a language in a communicative approach.

2.3.2 Sociolinguistic Competence

The relevance of the sociolinguistic competence is to allow the management and production of a language considering the social context promoting interaction and communication of the language. This means that sociolinguistic aspects have an effect on linguistic communication. In order to learn a language, it is essential to create connections to increase sociocultural knowledge, which encourages learning and acquisition of a new language.

2.3.3 Pragmatic Competence

Pragmatic competence is the ability to make a communicative use of the language in order to use available linguistic resources at an appropriate level, through different communicative situations. The pragmatic competence indicates, that the use of language is exposed in a discourse where speakers convey a message in which their meaning must be in accordance with the content given. On the other hand, the literal meaning of the words must be coherent according to the context given that the words often have a different sense depending on the situation.

2.4 The Affective Filter Hypothesis

Stephen Krashen has been a great collaborator in the field of linguistics. He is an expert investigator in the study of the second language acquisition. The Krashen's theory of second language acquisition consists of five main hypotheses: The Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis and the Affective Filter hypothesis.

However, in this research, the Affective Filter Hypothesis just will be mentioned. This hypothesis explains that different affective factors such as motivation, attitude, anxiety, and self-confidence affect the acquisition of a second language.

According to Stephen Krashen, people acquire a language when they give comprehensible input in low anxiety situations. Comprehensible input refers to the message that is possible to understand. Moreover, people acquire a language when they are presented with interesting and meaningful messages that they understand. In fact, when the filter is up, it prevents the language acquisition and learning is not possible. Positive affective factors such as interest and motivation can help to keep the affective filter down and make learning possible.

In the second language teaching is essential to activate the affective factors in learners to increase the desire for English language and to promote opportunities for learning. Furthermore, teachers should give input comprehensible using different resources such as pictures, gestures, vocabulary, and repetition among others. All this will help learners to understand in the best way the language and feel emotionally safe to learn.

2.5 SIMCE

SIMCE is a standardized test created in 1988, which is used to measure the knowledge of Chilean students about school curriculum, being its main objective to obtain and provide information about student's learning achievement. This standardized test is applied once a year, to all students who study 4th grade of primary school, and once every two years to students of the 8th grade elementary school and 2nd grade of high school. On the other hand, SIMCE, through questionnaires, collects information about all the actors of the educational system.

Nowadays, La Agencia de Calidad de la Educación is responsible for evaluating the learning outcomes of the establishments, evaluating the achievement of the contents of the current curriculum, in different subjects, such as Mathematics, Language, and Science.

The results of SIMCE provide key information for each institution in order to reflect on the processes, learning achieved by its students and thus make clear the strengths and weaknesses of their students and teachers.

SIMCE in English was taken in 2010 for the first time. According to Agencia de la Calidad de la Educación, "the importance of English has kept its growth and people who speak English are increasing around the world. For that reason, the objective of evaluating and monitoring the progress in learning this subject has been preserved " MINEDUC, (2014).

SIMCE in English the skills of Reading and listening comprehension are examined, and since 2012 both the construction of the instrument and the analysis of this instrument are done by the Cambridge English Language Assessment. Furthermore, in this standardized English test, students who take the test are expected to be able to achieve the Common European Framework of Reference for Language (CEFR) levels, A2 and B1, and thus determine the number of Chilean students prepared to use this second foreign language, in an independent way.

2.6 Speaking Skill

Speaking is the productive skill in which learners can communicate with others, achieving certain goals or express their opinions. It consists in communicating a message clearly and with adequate pronunciation when the speaker participates in a conversation or exchange of opinion. In addition, speaking skill is one of four skills for developing a language, speaking and writing skill are productive skills, leaving listening and reading as receptive skills.

On the other hand, speaking skill is of vital importance in EFL programs, since it is through carrying out a conversation that the success of learning can be measured (Nunan, 1999). However, the anxiety that the students feel when practicing this skill makes it one of the hardest to achieve in the acquisition of a second language.

In the context of Chilean education, the development of speaking skills in the teaching of English is fundamental as it is expected that students can communicate effectively and meaningfully in any context MINEDUC (Bases Curriculares, 2012).

In order to achieve this objective, MINEDUC, (2016) claims that for the levels A2 and B1 of the language, students of English can understand at least 500 words that are in the oral and written texts on the subject

Finally, it is necessary to say that the curriculum of the subject of English in Chile is oriented to the achievement of two levels. The A2, which according to CEFR corresponds to the basic level, this level must be reached by the 8th grade students, and on the other hand the level B1, defined as the intermediate level, it must be reached by the students graduated 4th grade MINEDUC (Bases Curriculares, 2016).

2.7 Role Playing Activity

Role playing is a cooperative activity where each participant must play a fictional or real character. The role-playing activity is similar to dramatization. However, in the case of role playing students should not interpret a script, it must be done in a less structured way. Additionally, Brown, (2007), describes role play as "The task that involves assigning a role to one or more members of a group and determine an objective or purpose that participants must achieve"

On the other hand, role playing had its origin in the 60's of the last century, when Moreno introduced the "didactic or pedagogical psychodrama", which objective was to study the ability of an individual to represent different roles through interpretation. However, there are numerous techniques of psychodrama, role playing is undoubtedly the most used in several areas between one of them teaching, as Riera, (2009) points out: "Education must cultivate spontaneity and creativity as essential points of personal development"

Nowadays, role playing is a technique connected to the Communicative approach as role plays focus on communication and making and negotiating meaning through spoken language. According to Gongora and Manjarrez, (2014) "The most obvious uses of role-play are in those areas which deal primarily with aspects of communication" Since in this way students must interact with their peers or teachers, distribute specific roles and functions and encourages motivation in students.

Furthermore, it is necessary to add that there are role playing activities that are structured and there are activities that are less structured, according to Larsen-Freeman, (2000).

In the structured activities, the teacher must tell the student what role to play and what to say, while in the less structured the teacher tells the student what role to play, but the student decides what he will say, but the latter is more in Keeping with CLT, of course, because it gives the students more of a choice. (p. 135)

It is necessary to say that in these two types of role playing the teachers must give the feedback to the students and these activities can be used as evaluation technique, since "the use of this activity facilitates to the teacher the observation and verification of the learnings achieved

by students, where they must apply the concepts and elements studied" Gaete-Quezada, (2011, p.304).

Additionally, in a study about the use of role playing in the classroom, Monteagudo and Pomposo (1990), claimed that "some of the advantages of this strategy are that both the teacher and the students get involved in the task "and for this task to have effective results, both parties, teacher and student, must fulfill their respective roles in the organization of this activity, The first acts as a counselor, observer and organizer. The students become in actors of the activity, therefore they acquire more freedom to put their language skills into practice.

2.8 Technique

Technique is the procedure that is performed to execute a certain task. With the use of specific techniques to develop the four skills teachers have many tools to use, in order to execute the task and achieve the objectives.

According to Brown (2000), states that “Techniques (also commonly referred to by other terms): Any of a wide variety of exercises, activities, or rules used in the language classroom for realizing lesson objectives”.

In the case of applying activities to develop communicative skills, Brown (2000), add “communicative techniques for beginners involve appropriable small chunks of language and build in some repetition of patterns for establishing fluency”.

Finally, the use of Techniques to learn a Foreign Language help to develop a classroom environment where students can practice the English language focused in the four skills in a practical manner.

CHAPTER III: METHODOLOGICAL FRAMEWORK

In this investigation, the qualitative research will be used as it seeks to describe the characteristics of a phenomenon. In this case, the methodological framework is used directly in the data collection. Some of the points that will guide this research will be the type of methodology that will be used, and the participants who will be involved in this research. Another important point for our analysis will be the instruments that will be used for the data collection. In addition to carry out the procedures that are necessary and the techniques that will be used to analyze the obtained data.

Consequently, the students of Marina de Chile will be exposed to the Communicative language teaching method and they will be measured using the method of direct observation in order to enhance the oral production within the EFL classes.

3.1 Qualitative Method: General description

Qualitative research refers to the systematical, critical and empirical process applied to the study phenomenon Hernandez et al. (2014). This type of investigation is structured in a naturalistic perspective and the interpretative comprehension based on the human experience. This approach is an inductive process that analyzes subjective realities which do not have a linear sequence. In addition, qualitative research contextualizes the study phenomenon interpreting the meanings.

As Sandín (2003), proposes that qualitative research is a systematic activity oriented to an in-depth understanding of educational and social phenomena, to the transformation of socio-educational practices and scenarios, to decision-making and also to the discovery and development of an organized body of knowledge.

Certainly, the instruments to collect information in a qualitative research could be such as field notes, interviews, observations, written records and recordings. According to Hernandez et al. (2014), a qualitative approach is based on data collection methods without numerical measurement such as descriptions and observations.

3.2 Case Study: General description

According to Bisquerra et al. (2009), Case Study is a method of qualitative research that has been used to understand the social and educational reality. This type of method is characterized by the systematic and in-depth examination of a phenomenon. Besides Case Study allowed to causality study and it is expressed in a theory.

In this methodology is essential to focus on key incidents, in descriptive terms, using interviews, field notes, observations, video recordings and documents.

The basic characteristics to know what a Case Study is:

- It performs a contextualized description of the study object.
- Its approach is not hypothetical. It is observed, draws conclusions and reported it.
- Focus on relationships and interactions.
- Case study incorporates multiple data sources and analysis.
- It gives negotiation processes between the researcher and the participants take place on a permanent basis.

This investigation is based on descriptive case study since its purpose is to analyze how an organizational phenomenon occurs within its real context.

Finally, in a qualitative research is important to use Case Study, because it is focused on the phenomenon exclusively, Simons (2011), points out, the purpose of undertaking a case study is to investigate the particularity, the uniqueness, of the singular case.

3.3 Observational Method: General description

The method of observation has been selected for this research in order to collect information about the improvement in oral production of students, this is the most appropriated method to implement in this research since the method of observation is ideal for observing elements such as; Physical and human environments, relevant events and activities (Hernandez, 2010). Moreover, it is necessary to say that the method of observation is very useful for collecting data about issues or delicate situations. In addition, it helpful when the participants are not very eloquent, when working with a phenomenon or in a group which the researcher is not very familiar with (Cuevas, 2009).

Furthermore, Bisquerra et al. (2009), adds that "Observation is about action, it is controlled and recorded through observation. The research provides for an improvement in professional practice, the information obtained allows us to identify evidence to understand whether the improvement has taken place or not." In this sense, the observation involves the collection and analysis of data. In addition, the observation should give sufficient information for the analysis and obtain the necessary evidence for the investigation.

Another essential point in the method of observation is the role of the observer, his/her role must be very active in inquiry, and his/her role may acquire different levels of participation. According to Hernandez the role of the observer is divided into 6 levels of participation:

- Non-participation: for example, when participants watch videos.
- Passive participation: the observer is present but he does not interact with participants.
- Moderate participation: the observer participates only in some activities.
- Active participation: the observer participates in most activities, but he/she does not mix with participants.
- Full participation: the observer is one more participant.

Finally, Hernandez points out that "The roles that allow for greater understanding of the internal point of view are active and full participation. However, they can also lead to the loss of focus as an observer".

3.4 Field Notes: General description

Field notes are a written register of the most important events in a qualitative research. This register is elaborated from of the observation which allows collecting immediate information as the events unfold. In addition, the qualitative researcher writes all that is possible to perceive through the senses making personal reflections from what is observed and the interaction with the object of study.

On the other hand, the data collection should be orderly registered to use the relevant information that helps to solve the investigated problem. Bisquerra et al. (2009), argued that are four major types of field notes, such as methodological field notes that consists in the description of the development of all activities realized in the investigation. The personal field notes refer to the personal observations of the investigator. The theoretical field notes make a theoretical interpretation of the situation under study. Furthermore, the descriptive field notes in which the information could be presented in a descriptive or reflective way.

Importantly, field notes are being used in order to support and validate the investigation that is observed, as a reason of based on validity the theorizing, better vision of the investigation.

3.5 Population

The population for this research belongs to Marina de Chile School situated in Marina de Chile Street # 2836, Concepción, Región Del Bío Bío. The participants are the first A grade high school. It is formed by twenty-four students, thirteen girls and eleven boys. They aged fourteen to seventeen years old. Moreover, eight failing students and three of them are exempt of English subject. On the other hand, five students of first grade A have been diagnosed with attention deficit hyperactivity disorder (ADHS). The students of first grade A has three pedagogical hours of English per week. They also have resources for learning English as dictionaries, books, and they have an English lab. Additionally, MINEDUC claims that the expected level of first grade A high school should be A2. According to CEFR “the level A2 corresponds to the students that are able to introduce themselves and others and can ask and answer questions about personal details”.

On the other hand, the instruments considered for this research will be a laboratory of English, electronic board, data, computer laboratory, dictionaries, speakers. These previously mentioned resources will facilitate the investigation since these instruments support the teaching-learning process of the students.

Finally, it is necessary to mention that the socio-cultural level of the students is a medium low range, according to the level of family incomes and the place where students come from.

3.6 Instruments

The first step in our intervention is going to make a diagnostic to verify the command of learners to develop speaking skills. The instrument will be an observation checklist that was made specifying the criteria that will be evaluated according to the needs of the research. It should be noted that the same instrument will be used at the end of our intervention to make a comparison between both stages. In addition, in the qualitative research will be necessary to use field notes to register all the moment that occur during the investigation.

Once identified the command of the students they will be evaluated in a role-playing activity through a checklist that was adapted with the criteria that it is considered necessary for our research. Students will be evaluated individually to identify their strengths and weaknesses to communicate in English into the classroom.

The results gathered in the diagnostic test and the role-playing activity will be compared through a checklist which will be analyzed whether there was an increase or decrease in the command of oral production.

3.7 Procedure

The research will be carried out in the first A grade of the Marina de Chile high school and this process will last five weeks. During the intervention, the students will be monitored by using the observational method. Additionally, investigators will use field notes to support the information gathered.

In this inquiry, researchers will use direct observation, since this method claims to observe directly the work of the students at the moment to do the activity.

In the process of presentation of role playing activity, the students will be selected randomly, in other words, they will be selected through a random number chosen from the list of attendance of the students.

The aim of this intervention is enhancing the oral expression in the English language and increasing the developing of communicative skills that allow more participation of students in EFL classes. According to this, the planning of the classes is explained in detail in the next paragraphs.

3.7.1 Planning for intervention

Class 1

According to Unit 1: “Joy from works”, and the previous knowledge that students had acquired in previous classes, such as: jobs, professions and working life. The class will start with an introduction about the "role playing” activity. The students will receive an explanation of the topic and will be presented to them the characteristics of role playing, structures, and vocabulary to use. Then the teacher applies a diagnostic test to determine the command of the students.

Learners will work in a pair activity where they have to describe the characteristics of certain professions using given structures. In addition, students will develop a small role play where they must create a written dialogue in ten lines minimum about a given profession.

The purpose of this session is to identify and use structures that allow describing characteristics of a profession through role playing, some students will be asked to present the characteristics of each profession in front of the class.

Finally, the observer will monitor and compile information on students’ participation in each activity.

Class 2

In the second intervention, students will be instructed in oral and written way in order to develop a role play in pairs. In this activity, each student in the group must personify a profession under a given context. For this, the students will create their dialogues with information related to a profession and the context determined, using expressions and vocabulary related to the unit.

The objective of the session will be to apply expressions and thematic vocabulary through role playing.

Finally, some students will be asked to present their dialogues in order to practice in front of the class.

Meanwhile, the observer will take note the development of the activities, focusing on the oral production of the students.

Class 3

In this class, the errors found in the dialogues related to grammar and use of vocabulary will be reviewed and corrected. In addition, students will test their characters by practicing their dialogues and paying attention to their pronunciation. The objective of the class will be that students practice their dialogues.

Meanwhile, the observer will monitor the students' work and take note of the most relevant information.

Class 4

In this class, the students will present their role-playing activity and will be evaluated through a rubric which contains the most relevant criteria for the presentation.

The aim of this activity is to demonstrate what students have learned through role play activity and to demonstrate minimal communicative skills for language use. Finally, comments and suggestions will be given to improve the shortcomings, which may exist.

3.8 Data Collection

To carry out this investigation and its objectives, four interventions will be done in the first grade A high school this intervention will be implemented in a period of five weeks, (three hundred sixty minutes), divided in blocks of ninety minutes, because in this way, it expected to achieve the aims in an organized and effective manner.

During the first intervention, it is intended to apply a diagnostic test to know the speaking skills of the students. Then, in the second intervention students will have to work in pairs. Moreover, they will elaborate a mini dialogue used in a role playing about jobs and professions. In the third class of intervention, the students will have to practice the role-playing activity, in order to the teacher checks the pronunciation and grammar mistakes. During the fourth class, the groups will present their role-playing activities. Furthermore, the teacher will be evaluating the communication of ideas through a rubric. Finally, the students will receive a general feedback of the role playing presented, to enhance the most typical errors of pronunciation made in the oral presentation.

CHAPTER IV: ANALYSIS AND RESULTS

4.1 Diagnostic Test

To improve the students' oral production, the researchers decided to assess the command of the language through an oral assessment checklist, categorizing the performance in a qualitative intervention instrument of data collection. In addition, a checklist was used to gather information in order to describe the initial level from the students. According to the information collected, the result showed a low level of oral production. It demonstrated that the students from first A grade high school have a low management of speaking skills.

In the first intervention, the teacher introduced the common expressions related to the unit of "Jobs and Professions", where students expressed the most common characteristics about jobs through a role playing guided activity. On the other hand, to check the use of these expressions, students adapted a dialogue about jobs and professions. Furthermore, the observer checked the motivation of the students, pre, while and post the activity, the participation in the activity, the interruptions and the speech of the students during the class.

| Criteria | Description |
|----------------------------|--|
| Appropriated volume | There were fourteen students that used an appropriated and obtained "Yes" and there were ten students that did not use an appropriated volume and they obtained "No" this result shows that students had high anxiety level when they presented the guided dialogue in front of the class. |

| Criteria | Description |
|--------------------------------|--|
| Appropriated Intonation | <p>There were fifteen students that had an appropriated intonation. They obtained “yes”. On the other hand, there were nine students that obtained “no”, due to the students were not able to use the expression in an appropriated variation of sound. Moreover, they showed a lot of hesitations during the diagnosed test.</p> |
| Clear pronunciation | <p>There were five students that had a clear pronunciation because they felt confident and they had an adequate use of language, for that reasons they obtained “yes”</p> <p>On the other hand, there were nineteen students that obtained “no” because, they felt nervous and also, they did not recognize the different phonetic sounds.</p> |

| Criteria | Description |
|------------------------------|--|
| Fluency | Five students had an adequate fluency, because their speech was clear and the rhythm of the presentation was correct, also, the students were able to articulate the sentences in a correct way. For that reason, they obtained “yes”. Additionally, there were nineteen students that obtained “no”, because of they were not able to produce the diagnosed test in a correct way. Also, they did not feel self-confident and the affective factors into the classrooms affected the fluency of the presentation. |
| Relaxed and confident | Seven students had an adequate use of the language that helped them to feel relaxed. Moreover, they showed a positive attitude and they practiced during the class before taking the diagnosed test that is the reason why they obtained “yes”. On the contrary, there were seventeen students that obtained “no”, as they did not feel confident talking in front of the class. |

According to the obtained results, it reflected a low command in the oral production of the students. The established criteria in the checklist, most of the students did not get the proper outcomes of this inquiry. In four out of five criteria, a large number of the students obtained as a result “NO”, which means that those students did not reach the purpose of this assessment.

4.2 During the Intervention

During the intervention were obtained results that helped to know the students' speaking management of first A grade high school. Considering six criteria that reflected these three levels, such as satisfactory, fairly satisfactory and unsatisfactory, these helped to categorize and to get the final results.

| Criteria | Description |
|--|--|
| Knowledge of vocabulary | Twenty students were in the unsatisfactory category, due to poorness vocabulary; four students were in the fairly satisfactory category because of they demonstrated to handle more vocabulary; at the last point, the satisfactory category did not exist any student. |
| Ability to speak the language in a conversation | Seventeen students were in the unsatisfactory category owing to lack of practice in oral production; however, just five students achieve the fairly satisfactory category, they had abilities to speak with some difficulties; and two students were able to speak without problems. |
| Appropriate application of grammar rules in speech. | Ten students were in the unsatisfactory category due to, they did not apply grammar rules during the oral practice; on the other hand, ten students were in the fairly satisfactory category, because they demonstrated ability to apply a good grammar with some error in their speech; and just four students were in the satisfactory category were able to apply a good grammar without error or mistakes. |

| Criteria | Description |
|--|---|
| Participation in classroom exercises and recitation. | Four students were in the unsatisfactory category due to, they did not want to participate in the exercises, they presented less motivation or just they did not like English; in the fairly satisfactory were twenty students, they were more enthusiastic at the moment to do the exercises; in the satisfactory category did not reflect students. |
| Evidence of study and practice. | In the unsatisfactory category were eight students which did not study; In the fairly satisfactory were twelve students that demonstrated practice and study in their dialogue. In the satisfactory category; just four students demonstrated responsible work. |
| Thoroughness and timeliness in preparing projects or assignments. | In the unsatisfactory category were eight students did not prepare the project on time; on the other hand, eleven students prepared the project with some problems, but they had accomplished the task. Finally, just five students failed with the project because of time. |

As it may be noticed, the presented results show a representation of the learners' performance; nonetheless, there were some interruptions, in which students lost their concentration.

Since it had to introduce the technique to improve the speaking skills, it could be demonstrated that the ability of oral production on students of first A grade high school, increased as a reason of using role playing activity for four classes. They demonstrated the use of expression of vocabulary, correct pronunciation, intonation due to the practice the expressions previously.

Finally, these outcomes address to have a general vision of the English learning process.

4.3 Final Intervention and Results

The following results represent the last class of the investigation, in this class was developed the techniques to enhance the oral production. Students presented their dialogues that consisted of the use of common terminologies, using expressions of daily routines and vocabulary about jobs and professions.

On the other hand, it was used an oral rubric assessment for assessing the educational process, however, to obtain information from the students it was necessary a checklist.

Finally, this information will allow answering the research question and the objective of this inquiry.

| Criteria | Description |
|--------------------------------|---|
| Appropriated volume | There were nineteen students that used an appropriated volume and obtained “yes” and there were five students that did not use an appropriated volume and they obtained “no” this result show that students had high anxiety when they presented the guided dialogue in front of the class. |
| Appropriated intonation | There were fourteen students that had an appropriated intonation. They obtained “yes”. On the other hand, there were eight students that obtained “no”, due to the students were not able to use the expressions in an appropriated variation of sound. Moreover, they showed a lot of hesitations during the diagnosed test. |

| Criteria | Description |
|----------------------------|---|
| Clear pronunciation | <p>There were eleven students that had a clear pronunciation, because they felt confident and they had an adequate use of language, for that reasons they obtained “yes”</p> <p>On the other hand, there were thirteen students that obtained “no” because, they felt nervous and also, they did not recognize the different phonetic sounds.</p> |
| Fluency | <p>Five students had an adequate fluency, because their speech was clear and the rhythm of the presentation was correct, also, the students were able to articulate the sentences in a correct way, for that reason, they obtained a “yes”. Additionally, there were fourteen students that obtained “no”, because they were not able to produce the diagnosed test in a correct way. In addition, they did not feel self-confident and the affective factors into the classrooms affected the fluency of the presentation.</p> |

| Criteria | Description |
|------------------------------|---|
| Relaxed and confident | Thirteen students had an adequate use of the language what helped them to feel relaxed. Moreover, they showed a positive attitude and they practiced during the class before taking the diagnosed test. That is the reason why they obtained “yes”. On the contrary, there were eleven students that obtained “no”, as they did not feel confident talking in front of the class. |

Conformity to the data collected we have been able to observe sub-criteria that prevailed within our research and that influenced the students to develop the activity in a more effective way such as; the positive attitude that students showed at the moment of being evaluated, the enthusiasm and motivation showed by students to realize the activity and finally the responsibility to present the activity on time.

According to the following data collected can be concluded that in the final intervention:

In comparison to the diagnostic test the students increased the command of oral production because the result showed an improvement in each criterion established.

The results demonstrated that the use of role playing enhanced the English oral management. Moreover, through the use of role playing students were able to comprehend the use of the structures given. Additionally, Brown, (2007), claimed that role playing facilitates the comprehension of theoretical contents. Furthermore, it stimulates and motivates from the experience. It forces students to think and resolve situations creatively.

CHAPTER V: CONCLUSION

Currently, nobody doubts about the enormous importance of learning the English language, being essential not only to learn grammatical structures but also promoting speaking skill that facilitates the communication in the English language. Additionally, there are many countries that are interested in promoting the English language and Chile is not an exception to the global impact that has caused the teaching English as a foreign language.

According to the Chilean ex-president Sebastian Piñera, in 2010. It was established that all of the future politic administrations should work in order to become Chile a bilingual country in 2020. However, the Chilean perspective about the teaching of English as a Foreign Language shows that the problem to reach this challenge is the lack of practice in English oral production in the classroom and for that reason; students may not communicate in an effective manner.

As it has confirmed, this investigation had as objective to demonstrate how the use of role play enhances oral production in EFL classes. Consequently, the researchers searched to demonstrate that the use of role-playing activity was effective to solve the phenomenon found in students of first grade A from Marina de Chile high school. Furthermore, investigators discovered that the lack of oral production occurred, when activities in this class did not promote speaking skill, which contradicts what Bases Curriculares establish when it mentions that the four skills need to be developed for enhancing the English language.

In order to determine whether the use of role playing activity could improve the oral production of students from high school Marina de Chile in EFL classes, researchers worked by using CLT method; since this methodology follows the requirements of the current Bases Curriculares. For achieving this, four classes were planned to make the intervention, which includes a diagnose activity, for teaching based on the topic “jobs and professions”. This activity consisted of answering the question related to students’ personal information. In addition, in the last class, the instrument used to collect data was a checklist and field notes, which were based on the qualitative method and case study.

Importantly, based on the results of the first intervention it can be said that the results gathered by using a checklist instrument to the diagnosed process, indicated that students presented a low level of English specifically in oral production despite the current regulation of learning English as a foreign language established through Bases Curriculares.

Since the investigators were notified, it was decided to apply the techniques based on the CLT method in order to solve the phenomenon presented. Notably, by using activities based on role playing activities it might be possible to get answers to this inquiry.

On the other hand, in the final stage of this investigation, investigators applied and evaluated the role-playing activity, which gathered value information from students, in other words, making comparisons between initial intervention and final intervention it can be commented that the results increased partially, when high school students were trained, by using role playing activities, enhance the oral production.

Outstandingly, for answering the research questions, it can be claimed that from the experience of teaching English as a foreign language by using role playing activity, enhance the oral production of high school students of Marina De Chile; Besides, during the intervention and the teaching practice students responded correctly to the Communicative approach while they are learning English.

From the point of view of the ministry of education, their English study programs they do not add ludic activities for enhancing English oral production in teenagers so, it can be harmful to the English learning process.

As a conclusion, based on the activity carried out, it can be said that it is possible to demonstrate that the use of role playing activity enhance the oral production of students of Marina de Chile due to the results of the presented inquiry shows an improvement of the oral production. In addition, in the case of specific objectives, the research project achieved the proposed goal due to the effectiveness of role playing as a ludic activity gave a response to the students when applied activities based on the techniques and the method.

As investigators, we can comment that the use of the role playing activity should be used frequently, due to the arrangement time assigned to develop the speaking skill do not allow using the English language in a communicative context. Moreover, the most common activities used by teachers into the classroom do neither increase nor enhancing the students' oral production. However, we might highlight the enthusiasm of teachers as it is a difficult task to motivate the students to speak in English. Nevertheless, we suggest that establishing familiar rules such as, using common expressions in English into the classroom from the beginning, would encourage a better attitude from students to the English language and it would help to enhance the students' oral production.

This research was an exhaustive and demanding process which helped us carry out this research work in a collaborative way and that will also help us in future projects to be carried out. In the following paragraphs, we will describe what this thesis means to us.


Firstly, one of the most important aspect we learned was to understand the process of researching a project, this means understanding and analyzing the structure that makes up a thesis. On the other hand, we learned that there are different perspectives on the same subject, so we had to be rigorous in the classification of the information. Moreover, we understood that there are many variables that affect the children's learning within the classroom, such as the social context in which the students are immersed. We could also verify by using role playing, that when they develop the communicative aspect in a ludic way, student show more interest than doing through traditional activities.

In another aspect, we consider that the group work was fundamental to carry out this project, since this taught us to consider and respect other member's opinions, and also to be responsible for the agreements taken. On the other hand, we considered that assigning specific roles within the research was vital to do this work in an efficient way.

Finally, in our personal experience, we believe that this instance allows us to demonstrate to ourselves that with our abilities and skills we can be able to carry out qualitative research in an efficient way.

APENDIX

Letters

 **UDLA**
UNIVERSIDAD DE LAS AMÉRICAS

Concepción, 18 de Mayo de 2017

Estimada
Sra. Victoria Uribe Allen
Directora
Colegio Marina de Chile
Presente

Estimada Sra. Victoria Uribe:

Junto con saludarla, nos dirigimos a usted, primero que todo nos presentamos, somos Karen Cifuentes Ramirez y Haidy Frederick Figueroa, alumnas en práctica profesional de la carrera de Pedagogía en Ingles de la Universidad de las Américas.

La presente tiene por finalidad solicitar su autorización, para realizar nuestra intervención en la institución Colegio Marina de Chile, específicamente en el curso 1° Medio A. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la profesora guía del establecimiento Karina Filún Lobos, lo que corresponderá a los contenidos del actual texto de estudio.

Agradeciendo de antemano su valiosa colaboración, se despiden de usted,
Atentamente,


Karen Cifuentes Ramirez
Rut: 14.209.635-8
Alumna Tesista




Haidy Frederick Figueroa
Rut: 14.210.112-2
Alumna Tesista






Concepción, 19 de Mayo de 2017

Estimada
Sra. Jimena Espinoza Briceño
Profesora de Inglés
Presente

De nuestra consideración:

La presente tiene por finalidad solicitar su colaboración para determinar la validez del contenido de los instrumentos de recolección de datos a ser aplicados en la institución Colegio Marina de Chile, en el estudio a realizar para nuestra tesis de grado, solicitamos a usted su autorización para la intervención en el curso 1° Medio A, del establecimiento Colegio Marina de Chile de Concepción.

Su valiosa ayuda consistirá en validar nuestros instrumentos de recolección de datos utilizados en la aplicación de la intervención. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la profesora guía del establecimiento Karina Filún Lobos, lo que corresponderá a los contenidos del actual texto de estudio.


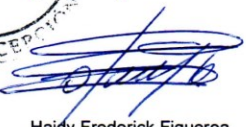
Agradeciendo de antemano su valiosa colaboración, se despiden de usted,

Atentamente,




Karen Cifuentes Ramírez
Rut: 14.209.635-8
Alumna Tesista
Universidad de las Américas


Alejandro Rozas Martínez
Rut: 17.320.387-k
Alumno Tesista
Universidad de las Américas



Haidy Frederick Figueroa
Rut: 14.210.112-2
Alumna Tesista
Universidad de las Américas

PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: Medianamente Suficiente: Insuficiente:

Observaciones:

- Se sugiere realizar cambios menores, en relación a formato de planificación, a fin de enfocarse en actividades de habilidad oral.

2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: Medianamente Suficiente: Insuficiente:

Observaciones:

- Se sugiere realizar modificaciones en rúbrica, a fin de indicar que se evalúa habilidad oral.



Firma y Rut Docente
11.538.123-7



Concepción, 19 de Mayo de 2017

Estimado
Sr. Marco Campos Tiznado
Profesor de Inglés
Presente

De nuestra consideración:

La presente tiene por finalidad solicitar su colaboración para determinar la validez del contenido de los instrumentos de recolección de datos a ser aplicados en la institución Colegio Marina de Chile, en el estudio a realizar para nuestra tesis de grado, solicitamos a usted su autorización para la intervención en el curso 1° Medio A, del establecimiento Colegio Marina de Chile de Concepción.


Su valiosa ayuda consistirá en validar nuestros instrumentos de recolección de datos utilizados en la aplicación de la intervención. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la profesora guía del establecimiento Karina Filún Lobos, lo que corresponderá a los contenidos del actual texto de estudio.


Agradeciendo de antemano su valiosa colaboración, se despiden de usted,

Atentamente,




Karen Cifuentes Ramírez
Rut: 14.209.635-8
Alumna Tesista
Universidad de las Américas


Alejandro Rozas Martínez
Rut: 17.320.387-k
Alumno Tesista
Universidad de las Américas


Hajdy Frederick Figueroa
Rut: 14.210.112-2
Alumna Tesista
Universidad de las Américas

PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: _____ Medianamente Suficiente: Insuficiente: _____

Observaciones:

EXISTE UNA DIFERENCIA CONCEPTUAL ENTRE ('ORAL PRODUCTION') 'SPEAKING'. SE PLANTEA DE TERMINAR NIVEL INICIAL DE PRODUCCION ORAL LO CUAL SE PUEDE LEER CON UNA ENTREVISTA O PRESENTACION. LO QUE ES ES UNA ENTREVISTA ESCRITA QUE LUEGO DEBE REPONERSE. POR ENDE NO CUMPLE A CUALQUIERA DE ELLOS.

2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: _____ Medianamente Suficiente: Insuficiente: _____

Observaciones:

LAS VARIABLES DE LAS DEBEN, PRESENTA USO DE ADVERBIOS DE GRADO, LO QUE DIFICULTA LA REAL COMPRENSION Y ALCANCE DE LAS MISMAS. REVISAR LOS CONCEPTOS. HAY ERRORES GRAMATICALES EN EL USO DEL INGLÉS. ES UN BUEN COMIENZO PERO DEBE REALIZAR AJUSTES.



Firma y Rut Docente
1066252-2



Concepción, 19 de Mayo de 2017

Estimada
Sra. Elena Saravia Sánchez
Profesora de Inglés
Presente

De nuestra consideración:

La presente tiene por finalidad solicitar su colaboración para determinar la validez del contenido de los instrumentos de recolección de datos a ser aplicados en la institución Colegio Marina de Chile, en el estudio a realizar para nuestra tesis de grado, solicitamos a usted su autorización para la intervención en el curso 1° Medio A, del establecimiento Colegio Marina de Chile de Concepción.

Su valiosa ayuda consistirá en validar nuestros instrumentos de recolección de datos utilizados en la aplicación de la intervención. La duración será de cuatro semanas aproximadamente.

Los contenidos considerados para esta intervención están de acuerdo a lo planificado por la profesora guía del establecimiento Karina Filún Lobos, lo que corresponderá a los contenidos del actual texto de estudio.

Agradeciendo de antemano su valiosa colaboración, se despiden de usted,

Atentamente,

Karen Cifuentes Ramirez
Rut: 14.209.635-8
Alumna Tesista
Universidad de las Américas



Alejandro Rozas Martinez
Rut: 17.320.387-k
Alumno Tesista
Universidad de las Américas



Haidy Frederick Figueroa
Rut: 14.210.112-2
Alumna Tesista
Universidad de las Américas

PAUTA PARA EL DOCENTE

1. Pertinencia de las preguntas con los objetivos:

Suficiente: Medianamente Suficiente: Insuficiente:

Observaciones:


En general se mantiene la pertinencia del trabajo. Se realizan correcciones con respecto a objetivos e indicadores.

2. Pertinencia de las preguntas con la(s) Variable(s):

Suficiente: Medianamente Suficiente: Insuficiente:

Observaciones:

Se mantiene pertinencia del trabajo. Sólo se realizan algunas correcciones que contribuyen al mejoramiento de la tesis.

 13625.567

Firma y Rut Docente

Elma Sandoval
Docente de Inglés
Magister en Educación

Gantt Letter

| CARTA GANTT | 2017 | | | | | | |
|---|------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | MAY | | | JUNE | | | |
| <p>Project: How Role- Playing Games Activities Contribute to Oral Production in First Grade High School Learners of Marina de Chile, Concepcion.</p> <p>Members: Karen Cifuentes, Haidy Frederick y Alejandro Rozas.</p> <p>Starting date: May 29th, 2017</p> <p>End date: June 9th, 2017</p> | | | W E E K 1 | W E E K 2 | W E E K 3 | W E E K 4 | W E E K 5 |
| Activities | | | | | | | |
| Students' observation. | | | X | | | | |
| To describe the management in students' oral production. | | | X | | | | |
| To teach vocabulary in context, related to the content. | | | | X | | | |
| Organization of work group. | | | | X | | | |
| Practice students' presentation. | | | | | X | | |
| Practice students' pronunciation. | | | | | X | | |
| Students' evaluation. | | | | | | X | |
| Analysis and results of the data collected. | | | | | | | X |

Instruments of Evaluation



Subject: English
Teacher: Haidy Frederick
Observer Teacher: Karen Cifuentes Ramirez
Level: 1ºMA



INTRODUCE YOURSELF ACTIVITY

Name:

Grade:

Date:

Objective: To diagnose the command of spoken English.

Instructions: Answer and complete the following questions with your personal information to reproduce aloud.

1. **What is your name? And what do you do?**

My _____ and I am _____

2. **How old are you?**

I _____

3. **Where do you live?**

I _____ with _____

4. **What do you like to do in your free time?**

I _____

5. **What would you like to be?**

I _____

OBSERVATION CHECKLIST DIAGNOSTIC TEST

| | |
|---|---|
| Subject: English Level: 1°MA Date: May 29 th 2017 | Teacher: Haidy Frederick Observer Teacher: Karen Cifuentes Ramirez |
|---|---|

| |
|--|
| Objective: To demonstrate the command in oral production. |
| Content: Introduce yourselves. |

| Criteria Student | Appropriate Volume | | Appropriate Intonation | | Clear pronunciation | | Fluency | | Relaxation and confident | |
|---------------------|--------------------|----|------------------------|----|---------------------|----|---------|----|--------------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| 1 | x | | x | | x | | x | | x | |
| 2 | x | | x | | x | | x | | x | |
| 3 | x | | x | | x | | x | | x | |
| 4 | | x | | x | | x | | x | | x |
| 5 | x | | | x | | x | | x | | x |
| 6 | | x | | x | | x | | x | | x |
| 7 | x | | x | | | x | | x | | x |
| 8 | x | | | x | | x | | x | | x |

| | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|
| 9 | | X | | X | | X | | X | | X |
| 10 | X | | X | | X | | X | | X | |
| 11 | | X | | X | | X | | X | | X |
| 12 | X | | | X | | X | | X | | X |
| 13 | X | | X | | X | | | X | X | |
| 14 | X | | | X | | X | | X | | X |
| 15 | X | | | X | | X | | X | | X |
| 16 | | X | | X | | X | | X | | X |
| 17 | | X | | X | | X | | X | | X |
| 18 | X | | | X | | X | | X | | X |
| 19 | X | | X | | | X | X | | X | |
| 20 | X | | | X | | X | | X | | X |
| 21 | | X | X | | | X | | X | | X |
| 22 | | X | X | | | X | | X | X | |
| 23 | | X | | X | | X | | X | | X |
| 24 | | X | | X | | X | | X | | X |

Adapted from: Sidney University.

OBSERVATION CHECKLIST DIAGNOSTIC TEST

| | |
|---|---|
| Subject: English Level: 1°MA Date: May 29 th 2017 | Teacher: Haidy Frederick Figueroa. Observer Teacher: Karen Cifuentes Ramirez |
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| Objective: To demonstrate the command in oral production. Content: Introduce yourselves. |
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| Criteria | Appropriate volume | | Appropriate Intonation | | Clear pronunciation | | Fluency | | Relaxation and confident | |
|---------------------------|--------------------|----|------------------------|----|---------------------|----|---------|----|--------------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Number of Students | 14 | 10 | 9 | 15 | 5 | 19 | 5 | 19 | 7 | 17 |

Adapted from: Sidney University.

Comments: To take the diagnostic test the total of population was twenty-four students whose were selected randomly.



Checklist for During Language and Speech

Development

Grade: 1°MA Evaluation Period: May 29th, 2017 to June 5th, 2017

Evaluator: Karen Cifuentes

| Skills Under Review | Satisfactory | Fairly satisfactory | Unsatisfactory |
|---|--------------|---------------------|----------------|
| Knowledge of vocabulary | 20 | 4 | 0 |
| Ability to speak the language in a conversation | 17 | 5 | 2 |
| Appropriate application of grammar rules in speech. | 10 | 10 | 4 |
| Participation in classroom exercises and recitation. | 4 | 20 | 0 |
| Evidence of study and practice. | 8 | 12 | 4 |
| Thoroughness and timeliness in preparing projects or assignments. | 8 | 11 | 5 |

Adapted from Teaching & Learning Company.

OBSERVATION CHECKLIST FINAL INTERVENTION

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|---|---|
| Subject: English Level: 1°MA Date: June 9 th 2017 | Teacher: Haidy Frederick Figueroa. Observer Teacher: Karen Cifuentes Ramirez |
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| Objective: To demonstrate the effectiveness of role playing. Content: Introduce your Jobs or Professions. |
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| Criteria | Appropriate volume | | Appropriate Intonation | | Clear pronunciation | | Fluency | | Relaxation and confident | |
|---------------------------|--------------------|----|------------------------|----|---------------------|----|---------|----|--------------------------|----|
| | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| Number of Students | 19 | 5 | 14 | 10 | 11 | 13 | 10 | 14 | 13 | 11 |

Adapted from: Sidney University.

Comments: The English class was developed without interruptions and all the students presented the role-playing activity.

Lessons Planning

LESSON PLANNING CLASS 1

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|---|--|--------------------------------------|
| Sub-sector: English | Teacher: Haidy Frederick | Grade: 1°M A |
| Start date: 29/05/2017 | End date: 29/05/2017 | Total teaching hours: 2 hours |
| Fundamental objective: To elaborate mini dialogue used in a role playing about jobs and professions. | Transversal fundamental objective: To show interest in the activities presented and participate in the class. | |

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| Title Learning unit: Joy from work | Unit name: Jobs and Professions |
|---|--|

| Number of teaching hours | | Objectives | Content | Learning Activities | Resources Materials Bibliography | Evaluation | |
|--------------------------|-------|------------|---------|---------------------|--|------------|-----------|
| Date | Hours | | | | | Instrument | Indicator |

| | | | | | | | |
|------------|----------------------------------|--|--|--|--|--|---|
| 29/05/2017 | 90 minutes 2 pedagogical hrs. | To verify the level of the students in oral production, through an oral diagnostic test. | Simple present <i>I work as a doctor, I work as</i> Frequency words and expressions: <i>part-time job, full time job, nice to meet you, What do you do?</i> | <p>Pre: Greetings to the students, previous knowledge is activated through images related to Jobs and occupations. Questions about the topic are asked to verify their oral expression skills.</p> <p>While: Role playing topic is introduced and the objective of the class is showed. Teacher apply a diagnostic test to verify the level of the students to show the expressions that student will use in class. For example, <i>I work as....., I work in.., I work with ..., and I'm a...</i> this expression will be used in order to answer some questions as :</p> <p><i>What do you do?</i> <i>What do you do for a living?</i> <i>What sort of work do you do?</i> <i>What line of work are you in?</i></p> <p>In addition, there is presented the thematic vocabulary about Jobs and Profession: <i>nurse, doctor, police office, farmer....</i></p> <p>Students apply the grammatical structures of simple present describing the characteristics of different professions. Later, in a small role-playing activity students will have to work in pairs and write a dialogue of 10 lines about a profession selected by them. After that, some students are selected to perform their dialogues in front of the class.</p> <p>Close: Some questions are asked to verify the content taught.</p> | White board Markers Data Laptop | Diagnostic test. Checklist. List of questions. | To identify problems in their presentation and set goals and register errors in their notebook and correct some with the help of the teacher. |
|------------|----------------------------------|--|--|--|--|--|---|

LESSON PLANNING
CLASS 2

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|--|---|--------------------------------------|
| Sub-sector: English | Teacher: Haidy Frederick | Grade: 1°M A |
| Start date: 05/06/2017 | End date: 05/06/2017 | Total teaching hours: 2 hours |
| Fundamental objective: To use expressions and thematic vocabulary related to professions describing different sort of jobs. | Transversal fundamental objective: Use communicative skills to perform ideas, opinions, feelings and experiences in a coherent and grounded way. | |

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| Title Learning unit: Joy from work | Unit name: Jobs and Professions |
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| Number of teaching hours | | Objectives | Content | Learning Activities | Resources Materials Bibliography | Evaluation | |
|--------------------------|----------------------------------|--|--|---|--|------------|---|
| Date | Hours | | | | | Instrument | Indicator |
| 05/06/2017 | 90 minutes 2 pedagogical hrs. | To participate in interactions and presentations, use the following strategies to express yourself clearly Before speaking: practicing presentation, organizing key information, making connections or establishing relationships. When speaking: use expressions and thematic vocabulary, use frequency adverbs. After speaking: identify weaknesses, set goals, record errors and correct them. | Simple present <i>I work as a doctor, I work as...</i> Frequency words and expressions: <i>part-time job, full time job, nice to meet you, What do you do?</i> Frequency adverbs: <i>Always, usually, sometimes, never...</i> | Pre: To greet and motivate students with a game called Pictionary. To show the objective of the class. While: Students work in pairs give them the professions to develop a role-playing activity. The Teacher gives them some characteristics about their profession. Students exchange ideas about their roles and create the dialogues for a presentation. Close: Some questions are asked to verify the content learned. | White board Markers Data Laptop | Activity | To express ideas with enough clarity to understand the message, using expressions and learned vocabulary. |

**LESSON PLANNING
CLASS 3**

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|---|---|---|
| Sub-sector: English | Teacher: Haidy Frederick | Grade: 1°MA |
| Start date: 12/06/2017 | Deadline: 12/06/2017 | Total pedagogical hours: 2 horas |
| Fundamental Objective: To practice and correct mispronunciation. | Transversal Fundamental Objective: Use communicative skills to perform ideas, opinions, feelings and experiences in a coherent and grounded way. | |

| Title Unit of Learning: Joy from Work | | Name of the Unit: Jobs and Professions | | | | | |
|---|----------------------------------|--|---------------------------------------|--|---|-------------------|---|
| Pedagogical hours | | Objective | Content | Learning Activities | Sources/ Materials/ Bibliography | Evaluation | |
| Date | Hours | | | | | Instrument | Indicator |
| 12/06/2017 | 90 min. 2 Pedagogical hrs. | Students practice the role playing about Jobs and Profession, to verify the correct pronunciation. | Present simple and frequency adverbs. | <p>Pre: To greet students and they create some sentences using frequency adverbs to activate previous knowledge.</p> <p>While: Students work with their classmate to start with the practice of role playing, at the same time, the teacher checks the pronunciation and grammar mistakes and errors.</p> <p>Post: To verify the content learned, the Teacher makes the following questions: <i>What did you learn today?</i> <i>What are the new expression did you learn today?</i></p> | Whiteboard. Markers. Data. | Questions | Students practice their role playing aloud. |

LESSON PLANNING

CLASS 4

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|---|---------------------------------|---|
| Sub-sector: Ingles | Teacher: Haidy Frederick | Grade: 1°MA |
| Start date: 19/06/2017 | Deadline: 19/06/2017 | Total pedagogical hours: 2 hours |
| Fundamental Objective: To demonstrate the final level to express ideas clearly through a role playing. | | Transversal Fundamental Objective: To show interest in the activities done by actively participating in the class. |

| Title Unit of Learning: Joy from work | | Name of the Unit: Jobs and Professions | | | | | |
|--|-------------------------------|--|--|---|--|------------------------|--|
| Pedagogical hours | | Objectives | Content | Learning Activities | Sources/ Materials/ Bibliography | Evaluation | |
| Date | Hours | | | | | Instrument | Indicator |
| 19/06/2017 | 90 min. 2 Pedagogical hrs. | To evaluate the oral presentation of each group. Through a rubric will be evaluated the communication of ideas, In addition the pronunciation, the performance of each student, the use of grammatical structures and thematic vocabulary. | Role playing about Jobs and professions using sentences in simple present. <i>I work as a doctor,</i> <i>where do you work?</i> <i>What sort of work do you do?</i> | Pre: To greet the students, the instructions of the role-playing presentation are given to the students While: Students will have to present their role-playing activities. Each couple will present their role-playing activities in numerical order; which was established in the previous classes. Each couple will have 3 minutes to present their role playing. Students will be evaluated through an oral evaluation rubric. Post: Students will receive a general feedback of the role playing presented. Suggestions are given regarding the work done and the most common pronunciation errors in oral presentations are corrected. | White board Markers | Oral evaluation rubric | To express information orally about Jobs and Professions using vocabulary and structures previously learned. |

Field Notes

In this field note will be supported all the process which it was carried out in four weeks, by Karen Cifuentes Ramirez observation, taking notes about the classes of the teacher in practice, which consist of gathering the information in order to provide evidence of the intervention.

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| <p>Date: May 29th, 2017 Grade: 1st grade A Observer: Karen Cifuentes Ramirez Teacher: Haidy Frederick Figueroa</p> | <p>The teacher enters in the classroom and to greet the students.</p> <p>Teacher starts with a short introduction about the contents of the class, then she begins with diagnostic test.</p> <p>Moreover, she explains in what is going to refer the evaluation and she guides in what they have to do in the diagnostic test. Importantly, students are receptive to participate, but they are still being noisy. Consequently, misbehaviors students do not show interest in doing activities for preparing the activity.</p> <p>Teacher gives five minutes to write and complete the guided activity, in which consists of asking five questions of personal information. Once the students have written them, they have to present to the audience, using a clear voice. Notably, twenty-four students were chosen to present the activity.</p> <p>After five minutes of starting the activity, teacher verifies the guided work.</p> <p>One student did not do the activities.</p> <p>After ten minutes, students get close to the teacher in order to check the progress.</p> <p>To illustrate, most of the student does not get the proposed goal for this activity, as a reason of poorness language development. However, a few students answered correctly but, with some errors.</p> |
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| <p>Date: June 2nd, 2017</p> <p>Grade: 1st grade A</p> <p>Observer: Karen Cifuentes Ramirez</p> <p>Teacher: Haidy Frederick Figueroa</p> | <p>Teacher greets and motivates to students through a Pictionary game to activate previous knowledge about jobs vocabulary; in addition, the students receive the job to create a mini dialogue by using the structure and expressing some characteristics related their Jobs.</p> <p>As usually, students are noisy and disrespectful during the class. Consequently, it is impossible to hear the instruction.</p> <p>Finally, the teacher gives the jobs to represent and create dialogues by using the role playing.</p> |
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| <p>Date: June 5nd, 2017</p> <p>Grade: 1st grade A</p> <p>Observer: Karen Cifuentes Ramirez</p> <p>Teacher: Haidy Frederick Figueroa</p> | <p>Teacher gives feedback about last class, but, all students are talkative for this reason, the teacher gives them a recommendation to pay attention to the class, because of next class will be the evaluation of role playing.</p> <p>Students work within their dialogue and practice it., Besides, the teacher checks the errors and mistakes. Of the students and gives feedback, when it's necessary.</p> <p>Finally, teacher remains to the students, the requirements gave them before presenting the dialogue; Furthermore, guide teacher and teacher in practice, modeling the future role playing.</p> |
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|---|---|
| <p>Date: June 9nd, 2017</p> <p>Grade: 1st grade A</p> <p>Observer: Karen Cifuentes Ramirez</p> <p>Teacher: Haidy Frederick Figueroa</p> | <p>The teacher greets the students and immediately, asks to the students' dialogues.</p> <p>After asking the dialogues, the teacher begins with the role playing.</p> |
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Pictures Evidences



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