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Note of acceptance:

Catalina Salle.

ADVISOR

Mabel Diaz F.

JUROR

IMPACT OF ROLE-PLAYING ACTIVITIES IN SOCIAL AWARENESS

Paula Andrea Moreno Ortiz

Tatiana Prada Ramírez

Laura Juliana Triviño Guevara

Corporación Universitaria Minuto de Dios

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INTRODUCTION

During this research, the topic of social awareness was developed with second and third semester students at Corporación Universitaria Minuto de Dios. The objective of this research was that participants faced role-plays where they could find common situations as bullying, lack of respect, injustice or intolerance with others; with the purpose that they become aware of the importance that values as respect, tolerance, justice, and honesty have in their lives.

In first place, the constructs are developed: role-playing, social awareness and material's design that supported the research and were the principal elements that participants developed during the research; it is because the first one were the activities that participants had to do during the session, the second one was the knowledge that the participants had about values and how those values help them to be part of the society, and the last one was the steps and the guidelines that were followed in order to create the activities.

In second place in the research design chapter; are described important aspects that the research needed to be developed: first is described the type of study that gave the guide for the research; second the description of the participants, the context, and the instruments that were used to collect data during the research; and finally, it is mentioned the ethics that were used to conduct the research.

In third place in the instructional design chapter; the sessions are explained and described, how data was collected and the procedure that each session had to achieve the objectives of the research. Next to these, is the data analysis chapter where the categories found during the research are described and analyzed, the reactions and opinions that the activities caused in participants.

Finally, in chapter 6 the results and the conclusions that researchers could discover through the research are mentioned, and the effect that this research caused not only in participants also in the people that was involved in it.

JUSTIFICATION

Being part of a group is one of the main reasons why people try to please others; it is there where the term of social awareness appears. In the Encyclopedia of Clinical Neuropsychology social awareness is defined as "the ability to recognize another person's thoughts and feelings, predict and understand another's behaviors based on the perception of another's mental state, and empathize with others" (page 77, 2011), it is on basis of this definition where the importance of this research was based; because in order to have an effective communication and relation with others, people could acquire or improve their social awareness.

In the daily life, it is easier to see many examples of social awareness as understand the different kind of religions people have, respect the elderly people or do not judge the decisions that others make; those examples show the importance of social awareness inside a society, because if people could not have that ability will be really difficult for them to share any space with others.

In addition, nowadays, it is easier to see problems that are caused by little things. For example, a seat in Transmilenio, someone saying something and it causes misunderstandings, or even because someone tries to help another person and he/she does not want his/her help. Taking into account the context of this research; some of the problems that can be found are, discrimination because of the different beliefs that students have, fights because students are fans of different teams, and differences because of the culture that each student has. So, through this research students and teachers can learn more about how to face that kind of situations in daily life.

The innovative part that this research had, it was that with the use of role-playing activities students not only practice their English skills, and also, they could learn communicative skills, reinforce values and improving their social awareness. Also as the research was worked with future teachers, the role-plays they had to face were helpful to improve their abilities as teachers; it was because the topics developed in the activities were topics they could find inside the classroom, so with the help of this research, those future teachers would be prepared in terms of values, making decisions and recognizing different behaviors that appear inside a classroom.

CHAPTER 1

Statement of the problem

After the social practice done during the first semester of 2015 at Minuto de Dios University, in a course named "Grammar Workshop" in which students not only learn about English language also they learn about social responsibility; through observations and note taking during the classes to give a report to the teacher; it was possible to identify in the role of teachers,, certain situations that could be useful for the research. Therefore, those situations started to be analyzed in detail in order to take advantage of things that could be useful for student's lives.

The situations that were faced were for example, students were not respectful with their partners or even teachers. In a class, for example a student arrived late and with a negative attitude; during that class, he answered in a rude way when the teacher asked him about the activity they were doing that day. In other class students were doing a presentation about their neighborhoods and a student was talking with another; the teacher asked him to be quiet at least three times. The last time teacher said: "please sit on another place"; student's reaction was to take his bag and leave the room without an explanation. With this two examples, it is shown that some students have lack of some important values that are involved in social awareness as respect and tolerance.

In order to solve the problem, the use of role-playing could be an effective activity. According to McDonough & Shaw (cited by Cho, 2015) "…through role-play, learners will not

only learn more about the communicative use of language in the L2 occupational reality, but will hopefully learn more about settings/scenarios relevant to their occupational field"; with this definition that the authors gave to role-play, it is easier to connect both topics (social awareness and role-play) because inside the activity of role-play could be immersed the values that are part of social awareness, and taking into account the field in which the research was developed the situations and the characters were designed using topics that are important in schools' contexts.

Research Question

What is the impact of role-playing activities in student's social awareness in second and third semester students of English Bachelor at Minuto de Dios University in the Language and Anglophone Culture classes?

Research Objectives

General Objective

✓ To analyze the impact that role-playing activities have in the social awareness of second and third semester students.

Specific Objectives

✓ To identify the situations where students present different ways to solve a problem.

✓ To be able to face situations on which the students have to respect or show the different values that each one possess.

✓ To analyze the changes that students have in their attitudes, after the role-plays.

CHAPTER 2

Literature Review

During this part of the research, some others research carried to identify and consider relevant points that were basis in the development of the research. The following studies have a relationship with this study; as the participants they used in their research and the techniques they used during the intervention of the study.

Kilgour, Reynaud, Northcote & Shield's (2015), research used four role-plays where students had to face different situations. Students were in the last year of their degrees.

The first role-play was in a multicultural education class, it was done with 100 students, and it had a duration of fifty minutes. To do the role-play was not necessary previous activities. Each student had a role that was chosen randomly, the principal purpose was to see the feelings and opinions that different situations in society could cause in them like injustices, differences in power and some others. After the activity students had to complete a survey where they expressed their feelings and made feedback to see the effectiveness of the role-plays.

The second role-play was War-gaming in History class; in a first session students attended to two lectures about the wars; during other sessions, they had two-hour war-game per week. They changed the roles so all the students were involved in the game; some of the roles were commander and assistants (moving courses, taking notes and rolling dice). Then

commanders had to complete a journal where they reflected about strategies used during the

game, and the relation that they found between history and game.

The third role-play was with a primary mathematics method class; in this role-play, the

principal objective was that, future teachers remembered how they felt when they were learning

mathematics and through it, they could understand the learners and have a better way to teach

math. During the first part students should attend to lectures, tutorials and made online activities;

after that students were doing activities and solving problems where they had several options to

answer correctly.

The last role-play was an assessment in leadership development, in this activity the

purpose was that students prepared a performance as if they were in an interview. Some of the

students were staff members, others were observers and the rest were interviewed.

The overall results were positive because in most of the role-plays students were happy to

share their experiences and they said that they had felt very real during the activity. In most of

the cases students changed their attitudes with regarding to the situation they faced in the role-

play. In other cases, students thought that it was important to incorporate those kind of activities,

because of making the learning more real and the lessons easier to understand using situations

from the reality. Also, the researchers said that one of the most incredible results was the way in

which students involved themselves with others; because the role-plays made a connection and

familiarization between team-groups.

The connection between Kilgour's et al. (2015) research and this one, it is that both are

done with students from universities, so it is easier to choose the situations that they have to

perform. Also, it is important that both researches give a principal role to teamwork, in this research where the principal topic is social awareness; the item of teamwork takes an important role and one of the basis because with it students can take into account opinions and ideas from other people.

Pérez's (2013) research was done with students from tenth grade in a public school in Bogota, Colombia; the objective was that students learn how to work collaboratively to reflect about social issues using English Language in some contextualized situations. This study was qualitative, the principal objective that the study had, was to answer these questions what do EFL students' written reflections reveal about their social awareness when inquiring about verbal and physical aggression at Tejares public school and how do students develop their EFL writing skills when inquiring about verbal and physical aggression inside their institution?

The study was developed with 40 students (21 girls-19 boys) from tenth grade in a public school in Bogotá; the ages of the participants were between 16 and 20 years old; they had three hours per week of English class so researchers collected data for three months with questionnaires and interviews. They were divided in 12 groups to have a better data collection, because they could see many point of views than if they only have 1 or 2 groups.

The study was conducted following an inquiry cycle that the researcher designed; in the first stage students discuss about a problem they had in their context, then they analyzed the causes of it and which solutions could be useful for the problem; the second stage was to propose a research question, looked for information, analyzed data and give a solution for the problem they proposed. It was done for about ten lessons, during the activities students could use English and Spanish languages, it was not necessary that use L2 to express their ideas. So, the results of

the activity were better, because students were in their natural setting and talking in a common environment.

The results of the study were first that students identify the causes of aggressions; they said that any situation can generate an aggression, it is used to have control over other people or been recognized in their groups; it does not matter if you are in a pedagogical or any other context. Students said that they could see that problem in their school with students that have special needs; because they suffered from physical and emotional aggression.

Other result obtained with the study was that students shared their experiences with others in order to understand realities; also, students believed and expressed that teachers should pay more attention in personal growth rather than academic matters. In addition, students improved their writing skill to express ideas about social problems in their realities, so at the end of the implementation students used grammar and expressions in English to express their problematics.

The connection between Pérez's (2013) research and this one, is that both use real situations where students could act as they were in their lives. Also, that both promote interaction and teamwork which make easier to achieve the objectives that both researches have. In addition, Pérez's (2013) study was important to this one because gave many ideas about how to conduct the research, the instruments that could be useful to achieve the goals that the research have, and also how to organize and analyze the data collected during the pedagogical intervention.

Bautista, Buchelli & Ruiz's (2007) study was done with students from seventh semester at Universidad de la Salle and used dilemmas as the principal tool to create moral awareness. The objective was to form students that could develop criteria, attitudes and thinking skills;

which allows students to be a symbol of service, leadership and that they could promote social justice.

The study was almost experimental, because of the pedagogical intervention that the researchers did. The principal question that the study tried to answer was ¿Cuál es el impacto de la propuesta de una intervención pedagógica, basada en el uso de los dilemas morales, para la formación de la conciencia moral en los estudiantes de economía de VII semestre jornada nocturna pertenecientes a la Facultad de Economía de la Universidad de la Salle?

The study was done with students of Economy at Universidad de la Salle that were in seventh semester. They were divided in two groups, each group of 23 students; one of them was called experimental group and the other was called control group. They had six sessions of 45 minutes each one during all the semester, the researchers used six different dilemmas, one for each session. The dilemmas that were worked during the sessions had relation with topics from the Colombian context as employment, black market in organs, child labor, kidnapping, discrimination by nationality and pardon. Each dilemma had the purpose to develop or improve a value that was immerse the problem, some of the values that were part of the dilemmas were responsibility, justice, equity and some others.

During the first part of the implementation, researchers made a Pretest in both groups to identify the level of moral awareness that students had. In the second part, students that were in the experimental group received a pedagogical intervention where they had some activities that used dilemmas to see their answers in specific situations. In the first part they analyzed the situation, in the second part they had to answer specific questions about the situation, in the third part they had to share with their partners, and finally they did a debate about the answers they

gave. In the third part of the implementation, students needed to answer a Post-test to identify the process they had in their moral awareness.

The results that researchers obtained at the end of the study were; that in the experimental group most of the students were in the same level of moral awareness, four of them increased and three decreased in their moral awareness. On the other hand, in the control group where they did not receive any intervention; most of them were at the same level of moral awareness, but five students decrease their moral awareness during the four months of implementation.

The connection between Bautista's et al. (2007) study and this one, it is that both use a strategy where students have to be in others' feet, the way to analyze the data it is similar and this study gives us some items that can be useful to develop in a better way the data collection. The ways in which they collect the data is interesting and give many ideas to select the most relevant categories and the variables of this research. Besides the topics that were worked in Bautista´s et al. (2007) gave to this research in progress many ideas of how depending on the participants and their needs select the correct topic to have a better development. Also, the test they proposed and the way to conduct it, guided the way to create the pre-test that will be part of the data collection instruments.

Through these three studies is possible to conclude, that each research give an important idea and some strategies that are going to help in the development of this research. In addition, with the help of those researches; this research can take the most relevant items and adapt them.

Theoretical Framework

In this part of the chapter, it is going to be developed the constructs that are the basis for this research. The constructs are role-playing and social awareness. The idea it is first give a definition of each one, and then explain the importance that these terms have in the context of this research. Besides these ideas are based on authors and studies where the role-plays and social awareness mean something relevant and important.

Role-playing.

The focus of this research is to use Role-playing as a technique to increase the level of Social Awareness; Role-playing is defined as an activity that allows students to put themselves in different kind of roles and situations of daily life, where they could enjoy the class and at the same time acquire some components of Social Awareness.

According to Longman Dictionary role-playing is defined as "An exercise in which you pretend to be in a particular situation, especially to help you learn a language or deal with problems". In this research role-playing is an activity to put learners in situations that could be problematic for them. Also, students try to solve problems and issues together; therefore, it is an opportunity for learners to participate in these activities and to share their experiences about the situations and roles they have to face in their daily life.

Moreover, "Role-play activity is based on taking yourself in other roles, it is an interesting activity because it helps you think or feel like others" (Ding, 2009), with this activity students not only improve vocabulary and grammar, also they practice and learn some values as respect, tolerance and honesty; to know and accept that other people have different feelings, thoughts, ideas and opinions. As Ding (2009) mentions in his article Role-play in English Language Teaching: "...incorporating role-play into the classroom adds variety, a change of pace

and opportunities for a lot of language production and also a lot of fun!", And a clear reason for it, is that in some cases teachers are not part of the activities, they only control and supervise the activity; it´s for that reason that during this research teachers are involved during the role-plays, to learn some aspects from students and even understand better the context where they are teaching.

Additionally, Budden (2006) expresses the importance that role-play has when is included in the lessons regularly, the learners "are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice". It means that learners are not only going to feel comfortable with the class, they are also going to feel motivated with a funnier class and with the same topics. Hense they feel more enthusiastic at the moment to learn any topic because they are sure that the activities will be interesting.

As the author mentions when teachers give a comfortable environment to students, the development of the class and the motivation of students will increase and the results will be better. It is for that reason that the use of real situations in the classroom creates in student's mind an idea that they can act or be like they are in their daily life.

In addition, the role-playing activities are helpful for students; because depending on the situation they have to represent and the topic is going to be developed in the role-play, students have to represent the decisions, attitudes, aptitudes and the solution of the role-play. Hence it can change and make them to think about what is the best way to resolve conflicts is and how to resolve it, to make life better for them and people around them, for that reason students have to change their roles and be a different person during the activity. *"A typical role playing activity would have students taking on a role of a character, learning and acting as that individual would*

do in the typical setting" (Jarvis, 2002), the role-playing can have different setting and the function of the teacher is to choose the most appropriate, taking into account everything about students.

"In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Jones, 1982, p. 113). It means that students not only have to speak or say a word, they have to think as the characters and become in the character only in that way, students will understand the decisions that others take in a situation; it is the aim of a Role-playing.

In Addition, with the Role-playing students can share ideas and opinions about the situation, give a meaningful message in their live and according to Ladousse (1989), role play also supports the confidence of shy learners because during the activity they are provided with a mask, they can learn the structures and use them in the familiar setting of their classroom.

The classroom is a space where will be easier to face real situations like intolerance, unrespect and injustice in class. To have a better environment it is important to create a real setting, because in that way students will be more comfortable and will act as if they were living that situation in their real lives.

As Scrivener (1998) said "By bringing the outside world into the classroom like this, we can provide a lot of useful practice that would otherwise be impossible in cafés, shops, banks, etc." for that reason it is so important to take into account all the elements of Role-play; the setting, the characters and context etc. It makes easier to design the Role-playing, because

considering all these aspects, the situation plan is going to be more real, and students will feel more comfortable during the activity. Besides with the use of real places; the role-playing activities will be more real and the reactions will be natural. In some cases, the context in which you develop the class can be positive or negative to achieve the goals that you have planned; so for that reason it is important to choose the correct elements for each role-playing.

Littlewood (1994) the uses of role-playing are classified by Van Ments (1994) as follows: Developing sensitivity and awareness, experiencing the pressures which create roles, testing out for oneself possible modes of behavior,r and simulating a situation for others (and possibly oneself) to learn from. The first one is when the participant explore stereotypes, feelings, attitudes and develop a deeper understanding of the point of view, the second one is when the role-play provide the interaction of formal structure and individual personalities, the third one is when you use the Role-play in a variety of situations for that participants have the mind in advance of some new situation that one has to face and the last one, the participants learn how to react against complex situations.

To conclude, in this research is going to be useful this classification because are an important part to analyze the Role-plays. For that reason, is going to be classified according to Van Ments (1994) who say that the sequence of role-play is: introduction, warm up, running and ending. Role-play is an important tool related to our topic because is our bridge to promote the Social Awareness, using the creativity, reflection, team work and fun. As a result, all these authors contributed interesting ideas and resources at the moment to analyze the dates, design and perform the Role-plays

Social Awareness.

Taking into account the definitions that some authors gave and the context in which this study is going to be developed, the study defines social awareness as the group of values that help in the development of each person. In role-playing students have to think, feel and act like other people; so, students can practice values and share ideas about some situations that can be problematic depending on the perception that each student has about the situation.

Social awareness can be defined depending on the field in which it is going to be developed, for example in terms of medicine more specifically Neuropsychology social awareness is defined as "the ability to recognize another person's thoughts and feelings, predict and understand another's behaviors based on the perception of another's mental state, and empathize with others" (Encyclopedia of Clinical Neuropsychology), in this definition it is easy to see the importance of social awareness inside a society; it is because if people do not have clear the function of this ability the problems with other people will be caused by any little reason as a bad word or misunderstanding.

As well as Schmidt (2002) considers social awareness "… is thus conceived of awareness of the social context and is seen as something that engenders informal interactions and a shared culture"; it is based on the culture when social awareness begins as the author mentions in the previous quote. Considering both definitions social awareness could be defined as an ability that people should have from the childhood respecting and understanding their own culture, due to if they do not start being consciousness about the things that are around them will be difficult that they understand and recognize the feelings, decisions, and opinions that other people have about the society.

One instance of this lack of social awareness could be the intolerance that is presented in most of the problems that Colombia has. According to Muñoz (2015) the intolerance it is one of the main causes of fights in Colombia, he explains that the common welfare nowadays it is something forgotten by many people and the only thing that care it is the personal welfare, regardless of the consequences that it has.

As a consequence of this problematic, the lack of social awareness is presented in most the fields of the societies; schools, on the street and even inside the companies. Groth (2004) gives a clear example of it saying "... we had two departments that had a hard time cooperating. The problem seemed to be that one group was not aware of what the other one was doing. We moved them in offices close to each other and the problem disappeared". In this context where you have to work with many people it is really important the use of social awareness to have good relationships and do not have any problem. Any little thing can cause these problems and in all the contexts, so it is easier to identify that social awareness it is not a topic for young people; everybody should practice it.

There is reason to believe that social awareness should be something that starts at home, because families are the principle models for a young person and then in the school that person improves that ability. As Misty (2008) said *"Because student's success in a global society is dependent upon their abilities to collaborate with others, be open to differences, and think critically, teaching from a global perspective is critical"*, this is one of the reasons why the research wants to work with students that are going to be teachers in the future, because it is there where the changes could start and where the ability of social awareness is practiced most of the time.

Material's Design

Most of teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching; these materials have many advantages, which are helpful for teaching and learning.

The first advantage is contextualization where students can recognize the language as a global language which is spoken by many people in each part of the world; teachers take into account those environments and cultures at the moment to design teaching materials. The purpose it is that students learn using situations from the real life, because in that way the learning has a sense and the topics relate to their personal experiences.

The second advantage is the individual needs which are derivative from students' experiences, teacher can create teaching materials and organize them by categories or groups taking similarities in students' needs. In addition, depending on the needs that students have, teacher can vary the materials with the idea to reinforce and develop the learning styles that each student has.

The third advantage is personalization where teachers take into consideration the styles to increase the student's motivation. Also, teachers have the possibility to change each class the materials in order to add variation and develop a different student's skill during the class. Finally, timelines is another advantage at the moment of design materials with different kinds of events and times.

Another factor is the personal competence and confidence where the teacher has to perceive learner's skill individually and adequate the material to the learners. However, teacher

should to take into account Copyright compliance and the restrictions that it offers on the copying of authentic materials. According to Nunan (1988) the texts and tasks are authentic if they were designed for purposes other than language teaching. An example of an authentic text is one taken from a magazine and an authentic task is one that people do on their jobs.

Material design refers to the tailoring of material properties to meet product performance goals (McDowell, 1998; Seepersad, 2004, quoting by Thompson (2007)). It's important before to design the material, to know the goals that are waited, because the results are the final product that check if the material designed works or not. The materials designed should take into account; a clear content, the goals, the participants' needs and styles.

At the same time, as pointed out by Harwood (2010, p. 4), quoting Allwright (1981), "(...) no pre-prepared teaching materials can meet the needs of any given class precisely; some level of adaptation will be necessary". It is really necessary to design in the right way the materials, because if it isn't very well designed, is possible that the role-play and the activities don't give the results that were waited. Therefore, it will be probably return to the first step and design the materials again, it means that you lost your time doing something that do not take into account your student's need and the goals of the lesson.

Some of the most important factors that teacher should consider is to know their learners well, their experiences and knowledge give to teachers the best support, the second one factor is the curriculum which is really important to take into account because it contains the goals and objectives necessary on the process of the learners learning. Another important factor is the resources and facilities, here is important to mention authentic resources like for example; video player, T.V, radio, recorders, copies, photos etc.

CHAPTER 3

RESEARCH DESIGN

In this chapter, the methodological framework that help to develop this research will be found. First of all, is explained the research paradigm and the research approach that were the basis of the project; during the second part of the chapter are described the participants and the context where the research was developed; and finally, is explained in detail the instruments that helped in the data collection.

Research Paradigm

The study was a qualitative research, it is because the principal purpose was to describe and to analyze the behavior of a specific group. As Hunt (2003) said "Qualitative research is an inductive approach, and its goal is to gain a deeper understanding of a person's or group's experience"; the author puts a clear objective that qualitative research should achieve; and it is that based on the opinions, ideas and behaviors that participants show, to explain the situation/ context or the phenomenon that it was the basis of the research.

Furthermore, the importance that the context has inside a research it is relevant to achieve the goals and develop in the correct way the same. "Takes account of complexity by incorporating the real-world context – can take different perspectives on board" (Hancock, Ockleford & Windridge, 2009, p.6); with this idea, it is easier to understand the importance of the real world inside the research, and how it can be useful to have more perspectives from the participants. In addition, as each person had a different idea about the topic that was developed in the research, the construction of concepts was more extensive and enriched the research.

Research Approach

The approach in which this study was based its on action research, "…encouraging more positive attitudes to work, or modifying pupils' value systems with regard to some aspect of life" (Cohen, Manion & Morrison, 2007 p.297); as the authors mention in their book in this approach one of the main objectives is to change a specific problematic that the participants have in their context; nevertheless as this research had social awareness as the principal topic action research was really useful to involve participants in terms of values.

On the other hand, other important characteristic that this approach had was the team-work between researchers and participants. "Action Research requires cooperation between researchers and the client personnel, and continuous adjustment to new information and new events" (Coughlan and Coghlan, 2002: 224) Action Research it is based on a reflective process that solves a problem in the case of this study the tool that helped to solve the problems was the role-playing activities.

Action research approach has a specific cycle to complete the change in participant's context. According to Kemmis and McTaggart (as was quote in Cohen et al. 2007) "Action research starts with *small cycles* of planning, acting, observing and reflecting which can help to define issues, ideas and assumptions more clearly so that those involved can define more *power questions* for themselves as their work progresses". With the help of this cycle the activities of role-playing were designed, and the topics that were developed in each session were chosen in order to complete the cycle.

The procedure to implement this approach according to Cohen, et al. (2007); it is first, apply a diagnosis in order to identify the problems and the situations that the participants have in

order to create hypothesis; and then those hypothesis are tested to analyzed if the problems that the participants have improving.

Setting

This study was developed at Corporación Universitaria Minuto de Dios in the English bachelor program; in the courses called "Language and Anglophone Culture 2" and "Language and Anglophone Culture 3" where students learn about language skills (speaking, listening, writing, reading and grammar) and the English culture. This course is the principal subject that the English Bachelor program have in terms of learn the English language.

Considering the importance that the course has, students see this course four days per week with a time of 1.30 minutes each day of the week. During the sessions students use a book in which they have the grammatical rules of the English language, also they have the possibility to do projects where they learn about English culture (Traditions, celebrations, food and places to visit).

Participants and sampling

There are three groups of Language and Anglophone Culture per level (six levels), for this research were chosen one group of Language and Anglophone Culture 2 and one of Language and Anglophone Culture 3; these groups were one in the morning and the other in the afternoon respectively. The first group had 22 students (3 men and 19 women), the ages were between 17 and 22 years old, and the English level was A2. The second group had 12 students (4 men and 8 women), the ages were between 17 and 22 years old, and the English level was between A2 and B1.

As the group was small and the participants were not equality in terms of genre, the most appropriate is homogeneous sampling; this sampling has as characteristic that all the participants

have something in common. As Patton, M. (1990) said "The point here is that sampling for focus groups typically involves bringing together people of similar backgrounds and experiences to participate in a group interview about major program issues that affect them", in the case of this study the participants shared the degree they are studying and the context in which the research was developed.

Data Collection Instruments

In order to collect the appropriate data, taking into account the point of view from the researchers and the participants; the instruments selected for this research were: journal from the researcher, video recording, and questionnaires from the participants where they expressed opinions about the topic worked in each session. The theory that supports the importance of each instrument and how it was used inside the study will be explained in detail below.

Journal (Researcher).

During the develop of this research, journal helped researchers to write about behaviors, body language, or comments that were shown during the role-playing; also, students could say something during the activity and researcher took note about that, and then interpreted it. "It is an important source of information to use when trying to piece together the chronology of your research project" (Johnson, 2012), it helped researchers to see the progress and had a report of each class, to classify the things that occurred during the activities.

The journal gave to the researcher the possibility to take notes about issues that the participants did unconsciously during the development of the activity; researcher took notes during the activity and at the end of each session organized his/her ideas and wrote a report with the things that happened that day. The journal was written in English, and not only were considered the things that happened during the running of the role-play also the ideas and

comments that the participants did during the preparation of each script, and the discussion that was done at the end of each session to share opinions about the role-play.

The data expected to collect with this instrument were the behaviors, the expressions and the body language that participants used during the sessions, seen from the point of view of the researcher.

Video recording.

This instrument helped in the research, because it could be seen many times if researchers forget to write something during the real presentation; with this instrument can be seen to look for more details about the implications that the role-playing caused in students. "Video recordings (videotape and digital) provide you with information related to students' nonverbal behaviors, their location or movement throughout a lesson, and a general overview of your performance or pedagogical techniques" (Johnson, 2012); with this instrument, there were not only the words or the impressions that students had of the role- playing, also it can show some expressions, body language or even comments that students made to their partners during the activity.

The data expected to collect from this instrument were the expressions, opinions and ideas participants expressed during the role-play. The part of the session that was recorded, was the running of the role-play with the purpose of identify the principal issues that students did unconsciously as gestures, body language and comments that they did with their partners.

Questionnaire.

With the use of questionnaire participants could express in words the ideas/opinions that they had about the topic that was worked during the session. "Questionnaires are non-

observational techniques for data collection used to gain factual or attitudinal responses to specific issues in non-face-to-face situations" (Burns, 1999), it means that with the use of questionnaires students could show other opinions and give other ideas about the role-playing.

Those questionnaires (see appendix 1) were done at the end of the role-play, participants had some time to reflect on the topic; taking into account the decisions that were presented during the role-play and the knowledge they had about the topic, they had to answer a reflective question. This questionnaire should be answered individually.

In addition, during the role-play some students (observers) took note about the decisions and the values expressed by the students. Those observers had to complete a format (see appendix 2) where first they described specific situations and then reflected about those situations considering their knowledge about the topic.

Ethics

Regarding to the ethics of the project the director of the program was notified; the director was given a consent form (see appendix 3) with the purpose to obtain her approval. In the consent form was explained the objective, the instruments and the procedure of the study. On the other hand, the head-teacher was given a consent form (see appendix 4) explaining all the information related with the study.

Finally, the students were informed during a brief talk about the objectives, the activities, the data collection instruments and the procedure that the study had. As one of the instruments was video recording, students received a consent form (see appendix 5) were they accepted to be recorded.

CHAPTER 4

INSTRUCTIONAL DESIGN

This chapter presents the implementation based on the steps that according Chesler and Fox (1966) are essential to have an effective role-playing, the idea was that considering those steps the participants achieved some goals that were essential in the process of test their social awareness. The purpose of this implementation was that students faced some situations and made decisions based on their beliefs, ideas and backgrounds about specifics topics; for example, religion, injustice in the classroom and abortion. The pedagogical purpose was that participants took awareness about the importance of values to solve daily problems; based on the theoretical framework where was defined the importance of social awareness in societies.

Added to the data collected, a set of activities were designed according to Van Ments (1994) who say that the sequence of role-play is: introduction, warm up, running and ending; taking into account those steps the activities designed were brainstorm, the running of the role-play, a discussion and finally a workshop to conclude the topic of the session. The first activity that was developed was a brainstorm where each student had to pass in front and write a word on the board that had relation with the topic that was worked during that session. The second activity that students had to do was the running of the role-play, first they had to make groups of six people; four of them were characters of the role-play and the rest were the observers. The last activity started with a discussion between the whole participants with the objective that they expressed their ideas and impressions regard to the topic worked during the session, and then they had to answer a reflective question where they expressed their opinion about the topic worked.

The set of activities were done with two different groups, the objective was to compare the changes, opinions and perceptions that the participants from each group had. The participants were students of the Bachelor Program of English Language Teaching who were in second and third semester. The first group from second semester was composed by 21 students (19 of them were women and 2 of them were men), they were between 16 and 21 years old and their English level was A2. The second group from third semester was composed by 12 students (8 of them were women and 4 of them were men), they were between 17 and 22 years old and their English level was between A2 and B1.

Steps of the Role-play: "Injustice in the classroom".

Preparation and instruction. It is something really important for raise energy levels and to engage the student's interest on the topic "Injustice in the classroom". According to Chesler and Fox, (1966) The explanation of the general problem situation should make clear the educational purposes of the drama and the relevance of the issue or problem for the entire class. It means that in the warm up they were developing the curiosity for the topic in which they were exposed, also they felt more comfortable because with the warm up, the topic was clearer for them.

Dramatic action and discussion. According to Chesler and Fox, (1966) sufficient time should be allowed during the improvisation for students to become thoroughly immersed in the problem situation, so that they could take full advantage of the situation's promise for discovering and practicing alternative ways of acting. In this step, students had the opportunity to think on the best form to act and discuss about what was good or bad or each performance. Therefore, they had the opportunity to share opinions, ideas and thoughts about the injustice in the classroom.

Evaluation. "The final stage, must follow the enactment and discussion of the role-playing situation" Chesler and Fox, (1966). They had to make a workshop where the teacher could realize if the goal was achieved or not. Also, this stage was an opportunity for that students could make their feedback and made questions or clarified doubts if something was not clear for them.

ACTIVITIES AND TIMETABLE

Session and Date	Objectives Learning objectives	Pedagogical activity/ies	Kind of data to be collected
October 30th, 2015 Session 1	Students are able to reflect about situations they face during their daily life.	Teachers give a pre-test to the students. Students individually answer the pre-test taking into account their experiences and backgrounds of the topic.	The answers that students give, are the principal item to design the role-playing activities. So, the pre-test was the principal instrument to collect data and the tool to develop the research in a good way.

November 13th, 2015 and March 2nd, 2016 Session 2 (with each group) Topic: Religion	Students are able to use present perfect to express opinions. Students are able to learn more about values as; respect and tolerance. Students are able to express their opinions and ideas depending on the topic developed in class. Students are able to use present perfect and present perfect	**Preparation and instruction:** teacher wrote the word religion on the board and the students have to think in other word that can be related with this general word. In a few minutes students and teacher make a discussion about how the words are related. For example: Catholic, church, beliefs, point of view, Jewish, Judaism, etc. **Dramatic action and discussion:** teacher chooses groups of six people, two of each one were the observers and the others were the characters of the Role-play. They discussed and perform the role play. After each Role-play teacher made a discussion to know if all	The first part that was useful to collected data were the different perspectives that students had respect to the word religion, showed during the preparation of the role-playing and the ideas they express during the warm-up and the discussion at the end of the activity. The second part that gave us interesting data were the formats and the workshop that students did (some during the role-

	continuous.	students understand which was the aim, characters, conflict and solution. **Evaluation:** Teacher made a general reflective and the students had to make a workshop with reflective questions. The question was, for you as future teacher it is important that inside schools people respect the beliefs that others have, why? (see appendix 1)	playing and the others at the end of the activity). Finally, we took some notes about the behavior that students showed during the preparation of the role-playing and the running of it.
November 20th, 2015 and March 3rd, 2016 Session 3 (with each group)	Linguistic: Students are able to use some modal verbs to express ideas in a role-play. Communicative:	**Preparation and instruction** Teachers are going to do a discussion about what it is the opinion that students have about injustice in a classroom. Teachers are going to explain the instructions and how the role-play is going to be	As the topic worked during this session had relation with some experiences that students had had during their lives; the opinions and ideas they show

| Topic: Injustice in the classroom | Students are able to perform the role-play in a good way.

Students are able to speak in a fluently way during a conversation.

Students are able to know more about the values of injustice and honest, | performed.
Teachers are going to make groups of 6 and give them the function that each one is going to have in the role-play.

Dramatic action and discussion: Students are going to have 10 minutes to plan the role-play and their speeches.

Evaluation: Teachers are going to give feedback and a summary of the role-plays, with the intention that students understand the importance of this activities in their lives. Students are going to do the workshop in which they answer a reflective question taking into account their experiences and opinions about the topic (see | during the activity were part of the data collected. These opinions and ideas were expounded in the brainstorm and the discussion about their experiences about the topic. In addition, with the help of the audio recordings, we could identify some characteristics, behaviors and reactions that students had during the running of the role-playing. Finally, at the end of the discussion |

		appendix 1)	that we did, students answered a question that had relation with their lives as future teachers and the decisions they would take in the future.
November 27th, 2015 and March 4th, 2016 Session 4 (with each group) Topic: Abortion	Students are able to use modals verbs as should for give an advice to their partners. Students are able to know more about the values of responsibility, tolerance and respect.	**Preparation and instruction:** teacher showed a video about abortion and all the point of views that this topic has. **Dramatic action and discussion:** they have to perform a Role- play related with the Abortion, it means that they had to make groups of four people, each person had a character and the teacher gave them a beginning but they to	This activities, showed many kinds of data which are going to be useful in this Research for example: The own experience and events of life showed the previous knowledge of the students over a derivate topic.

	Students are able to give their opinions in a fluently way using the modals verbs too	invent the ending. In the classroom six people are chosen and one person is the observer of the Role-plays. Then they performed the Role-play, which were really interesting. **Evaluation:** They had a small discussion about the decisions that were taken during the role-playing and why was his/her point of view as future teachers. In the last stage, students had to make a workshop, which contains a reflective question that is What is your opinion about pregnancy in young people?	The majority of times the role-plays were conflict so they had to made the beginning but they had to invent the ending, it means the solution of the conflict. It gives us a lot data; Likes and Dislikes, Agrees and Disagrees, opinions, thoughts and attitudes represented in a conflict. Many different solutions were found.

        To sum up this chapter, the sessions and the topics were worked with both groups and during the next chapter is described and analyzed the categories that were found during the research, and how those categories help to answer the research's question.

CHAPTER 5

DATA ANALYSIS

During the previous chapters, it was mentioned the importance that social awareness has inside a society and how the role-playing helped in the personal development of each person. It is now where the results are going to be shown from the analysis of the data collection; which was collected during six sessions (three per group) in two months at Minuto de Dios University.

In order to gather that information, there were used three instruments; video recordings, questionnaires, and journals. The first instrument helped in the identification of students' behaviors, body language and expressions used by students during the role-play; it was with the idea of seeing the situation many times as possible and analyze all the aspects that students showed during the activity unconsciously. Students were recorded when they were performing the role-play, at the end of each session those videos were transcribed by the researchers.

Also, questionnaires were used during, and at the end of the session; with these instrument students could express their ideas, opinions and their point of view in regard to the topic that was developed in each role-play. During the role-play, some students were taking notes and completing a form, where they first had to describe the things that happened and then they had to reflect about those situations. The other part was done by the students who performed the role-play, they had to answer a reflective question taking into account their experience during the role-play and their perspectives as future teachers.

In order to have the perspective of all the people involved during the research; the final instrument was the journal made by the researchers at the end of each session. This instrument

was important because it was the tool in which researchers could express their ideas and opinions

regard to the development that students had during the session. There is not only written about

feelings during the activities; also, were described behaviors, opinions and comments from

students during the steps of the session.

With this in mind, the data analysis started with the reading and the highlighting of the

most relevant and repetitive aspects that were expressed in all the instruments. Those aspects

were organized taking into account similarities and ideas that were repetitive in each instrument,

each session and by each participant. After that, they were selected and organized into categories

and subcategories which helped to answer the study's question.

One of the categories that was found, it is values that are part of human life, in which

were found values that people reflect depending on the situation they are. The second category

that was found is the different aspects that take part in the process of making decisions.

Category 1: VALUES THAT ARE PART OF HUMAN LIFE

The first category appeared when students reflected on the situations that were

developing during the role-plays. Therefore, they expressed that inside societies, there are not

only values that are positive and help people to be accepted or have good relationships with

others; also, there are values that appear when people is upset or when people only think in their

personal benefit.

One of the aspects that make important the term of *values* is the definition that Debbarma

gave (2014) "Values may be treated as keys to solving many world problems". As, it is known

the values are part of the culture of a society; for that reason, are really important at the moment

to make decisions or do an action. Hense those values allow people to identify the personality of another, because are the media where they show behavior and principles. The examples that support that theory are shown below.

"(...) people can express their ideas, but if a person doesn't want to be part of his group he should respect the decision and do not be rude or force that point of view."

(Journal 1. Researcher. March 02, 2016)

"(...) if someone is doing something wrong, I have to stop it and correct it."

(Questionnaire. Student 6. March 03, 2016)

The context of this role-play, was that one of the students was pregnant and she had to take the decision of abort or had the baby. She asked for many advices including the opinion of her boyfriend, a friend and her teacher. Below is the opinion of the boyfriend:

"(...) Actor 1: Yes the baby is yours. Actor 2: that's not my baby, I am not going to take responsibility for that baby."

(Video recording. Role-play. November 27, 2016)

The three examples show how the values help in the development of a society and reinforce the definition that the author gave previously. Taking into account the context and the participants of the study, teaching values is one of the main factors that they have to take in mind; because as they are going to work with new generations this tool can help them in the problem solving inside classroom and then with other people in different contexts.

Although the values are the main aspect identified during the research, the principles cannot be separated of values; because they work together and are the principal basis for the societies. "Your values are what you consider important, literally what you value. Principles are what allow you to live a life consistent with those values. Principles connect your values to your actions; they are beacons that guide your actions, and help you successfully deal with the laws of reality. It is to your principles that you turn when you face hard choices" (Dalio, 2011). For that reason, the principles are an important part of this research because it means the first step for gain the values, taking into account the actions and follow the rules to take the best decision and act of a better manner to not make mistakes.

During the development of each role-play most of the students expressed and used positive values that are found in daily life. When the questionnaires and the observer's format were read, one of the aspects found was that most of the words and the opinions referred to values as respect, tolerance, honesty, friendship, etc. It gives the idea that even in the worst situation people try to find the positive aspects; also, that the help of those values people can be active part and have better relationships with others.

The context in which the examples appeared, was during the first session where students were working with the topic of religion. During the role-play students had to decide if they want or not listen people from other religions; considering the values they had they made the decisions during the activity.

"…it implies have patient and much persistence also because every people deserve respect"

(Questionnaire. Student 14. November 13, 2015.)

"But I think that people should be listened."

(Video recording. Student 2. Role-play 1. November 13, 2015)

"I would express my belief with respect and tolerance."

(Observer's format. Student 10 and 11. March 02, 2016)

According to Debbarma (2014) "The values like truthfulness, kindness, honesty, law, justice, patriotism, humanism, etc. are to be preserved in society in order to regulate human life in a well-ordered manner"; the importance of those values is not only for personal benefit are these the ones that build the societies, and even more important relationships. That's one of the reasons why people should learn those values from their homes and inside schools or universities, because those places are where students spend more time and have the possibility to share with people from different cultures.

In opposition, during the sessions students referred to positive values that they could identify; but when the things that they wrote were analyzed and taking into account the reflection made by researchers in the journals, appeared some negative aspects and behaviors that students have. Many of them appears in uncomfortable moments and when the situation was influenced by ideas, comments or events that they lived; for example when the topic of religion was worked, the answers that students gave, were based on family traditions or ideas that the culture have taught them. The following examples show those values that students find and how they were expressed in a natural context; the first example appeared during the second role-play where a student was cheating during an important exam, teacher was chatting in the cellphone and was not worry about the things students were doing during the exam; so, the conflict started when teacher wanted to impose rules but she was not a model for students.

Actor 2: Teacher I am not cheating, you always are chatting in your cellphone. And you don't care about that.

Actor 3: I don't know that is my decision

Actor 2: NO! It is my decision to do copy too. Teacher please!

(Video recording, Role-play 1. November 20, 2015)

During the developed of the same role-play teacher asked a student if she saw the things that her partner was doing during the exam, with the purpose to know of the other person was cheating or not; but the answer that the girl gave was:

Actor 4: I don't care teacher, it's not my problem"

(Video recording. Role-play 1. March 03, 2016)

"The disrespecting about the beliefs"

(Observer's format. Student 9. March 02, 2016)

 "Some students said that they respect other religions but they are against those people or religions that forced others to be part of their groups"

(Journal1. Researcher. March 02, 2016)

The last example was taking during the first role-play with the topic of religion, the situation was that one of the students based on her ideas, decided to do not listen a person from a different religion so she acted in this way:

Actor 3: … Sorry. So now you can go to another house.

(She slams the door in their faces)"

(Video recording. Role-play 2. March 02, 2016)

Some of the examples show values that are learned from childhood and were taught by the family traditions. "Families are the first source of information so they should be careful about

their behaviors and attitudes as children see them as a model. Cooperation within families and teachers is very important for the thing that affects the children most is what the teacher does in the classroom" Debbarma 2014. The experiences and background take an important part of the values for that reason people don't have the same values, because they had lived different steps and moments of the life that make them, be and think different over the years.

Schwartz [Schwartz, 1992, 2005a] details the derivations of the ten basic values and each one of the ten basic values are characterized by describing and share the same motivational goal.

1. Self-Direction. Independent thought and action; choosing, creating, exploring.

2. Stimulation. Excitement, novelty, and challenge in life.

3. Hedonism. Pleasure and sensuous gratification for oneself.

4. Achievement. Personal success through demonstrating competence according to social standards.

5. Power. Social status and prestige, control or dominance over people and resources.

6. Security. Safety, harmony, and stability of society, of relationships, and of self.

7. Conformity. Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.

8. Tradition. Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self.

9. Benevolence. Preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group').

All these values are identified by sharing the same goal; the motivation, they come together because are focused on the frequent interaction in favor of imposed socially expectations in

people. Also, some of these values like conformity are created to promote cooperative social relations, which is directly related with its research. Besides benevolence is the value which is concentrated on the behaviors, it means that values take part in some times of the role-plays, when the behaviors, experiences and backgrounds came to the head of the participants at the moment to take decisions. However, in some cases those values could be taken as a negative aspect depending on the situation or the meaning that each student give to it.

Through the years, people had learned that one of the most important things that they have to do it is think only in their personal benefit. As Debbarma (2014) said "Social morality means fairness, which is one basis of law, which helps to govern society and to control individual behavior", considering that quote it is where values as envy, lack of interest or disrespect appear; because when the situation started to be problematic most of the people look for their own benefit without take into account the point of view of others or if the decision that they are going to take affect that people.

Category 2: CULTURAL BACKGROUND INFLUENCE ON DECISIONS MAKING.

During the whole activities that were developed with students; there was a common factor that was repetitive, it was that when they were going to make any decision for their lives, appearing many aspects that are helpful during that process. Some of the factors that influenced the point of view that each student, were: the traditions acquired from their families, the context in which they have grown up, the opinions that their partners have and the experiences or backgrounds that they have with the topic.

A clear example of those aspects was that during one of the role-plays, a student had a strong point of view with the topic of abortion, the opinion that he had was the abortion was fine and that is a good option when girls do not know what to do; during the preparation of the role-play he used all his arguments and at the end of the role-play the girl decided to abort. Based on the logical sequence, it had the problem identified and immediately choose the first alternative as the most appropriate, the girl made the decision to abort therefore the last step was to check the effectiveness of it, what happened with it? The second step was excluded for that reason the process was not right and the decision neither. Now some examples are going to be presented of those aspects that interfered in the process of taking decisions;

"…people that have to change the other with yours believes and that have a consequence in the brain of others."

(Questionnaire. Student 10. November 13, 2015)

"Each person follows the traditions of the family or the information of different TV programs."

(Observer's format. Student 18. November 13, 2015)

"All of the members of the family have the same religion."

(Observer's format. Student 10. March 02, 2016)

"…things that they saw in society, using stereotypes from things that they had listened from others"

(Journal. Researcher. March 02, 2016)

After the identification of the problem that is being worked during the session, students started to generate alternatives of solution, these had to be carefully evaluated and the best and

most appropriate is chosen for the implementation of this, but there the effectiveness of this have to be checked. Therefore, it is important to take into account the logical sequence of these activities.

However those values are in many cases controlled by feelings, societies and background that people have, making that people's decisions change, because when it takes part of a problem each person think, understand and act in a different way depending on their experiences. Value is a theory about "what things in the world are good, desirable, and important." (Sinha, 1990). Nevertheless, those values can change or become more important depending on the situation, in many cases you can have your personal values but in order to be part of a group you change it and learn other values. "Social values are certain qualities and beliefs that are shared within a specific culture or group of people" (Debbarma 2014); even if you have your values, point of view and ideas regard to a topic, in some cases people control and become those items irrelevant in order to control the mind of others and incorporate the ideas they need that you learn.

It demonstrates that the world can be changed by people if the family had introduced the values in all the human growth process, especially on the childhood stage. Which is the stage where people acquire all that they learn unconscious and what they want to learn. "In our need to congregate and belong, we have created a rich and varied group life that gives us our norms, practices, and values – our whole way of life." (Giddens, 2011).

As a conclusion of this category the author Debbarma (2014) mentioned one of the mains reasons why nowadays people' mind can be influenced by anyone; "one can finally arrive at a conclusion that the moral behavior of an individual or a group of individuals affects the society

at large". It is clearer that in the new societies with the use of technology and the increase control

from the mass media, people's mind is easier to manage and the point of view that each has

CHAPTER 6

CONCLUSIONS

The following chapter presents the conclusions and the implications that this study might have in future studies, and even how the activities designated for the study will help future classes and could be part of the curriculum not only in universities also in other contexts.

Relevant findings

The purpose of this research was to see the impact that role-playing activities causes in social awareness in students at Minuto de Dios University. Three sessions per group were developed with two different groups (six sessions) to see the principal differences those groups had, and with the objective to see how the same activities could cause different impressions depending on the group.

After analyzing data and all the experience lived during the sessions, it was found that students do not feel comfortable talking about some topics that nowadays are very common; it is because those topics had been taboo in the society they live, it is because in some cases the information it is not clear and some groups change the reality in order to maintain the control over others. In the same way, it was noticed that some students do not like to talk with people they do not know; if they are in their traditional groups with their friends they expressed their ideas and opinions in a natural way. However, if the topic is interesting the shy students could participate more and express in many cases ideas that the rest of the group haven't considered.

Implications

After reflecting, it was determined that values should be a principal topic in the curriculum, it is not only a topic for children; those topics must be taught at home, the institutions where people go to learn different aspects of life have the responsibility to help in the acquisition of those values. It is not because people spend at least 6 hours in those places and it is there where they meet people from other cultures. The role of teachers takes a great relevance, because is he/she who can see if students are having problems with others; it is there where that teacher shows the experience in terms of solving problems and uses the values as the key to solve the conflict.

In terms of pedagogic field, this study could help teachers to face some situations they are having in their classroom. The activities could be a tool to improve Language skills, because putting students in activities where they can express their opinions regard to specific topic; maybe the skills can be developed in an easier way and in a natural way.

Limitations

The principal limitations that the research had were the lack of collaboration from some students, the lack of time and organization with the groups, and the lack of confidence with some students. The first problem was because some students did not want to be part of the research and preferred to be far away, it meant that they only did the perform of the role-play and did not help with the other activities.

The second problem was because the time was not enough with the first group, it was necessary to change the group and started the process again with another group. Taking into account this difficulty, the research took it as an advantage. The last problem that the research had was that some students were not confident when they had to express their opinions so during

the session they were shy, also in some cases when they were doing the role-play they only

repeated the sentences and the information they had in the role-cards; it was a difficulty because

they did not express their own ideas and only followed the lines.

Further Research

Considering the topics that were worked in this research in the future, the following ideas

can be taken as a starting point for further research. They might contribute in the development of

curriculum and the improvement of teaching techniques inside the classroom.

- ✓ To develop a project in which the context of the students help in the development of the

    classes; putting together and making a relation between the personal life and the

    academic life.

- ✓ To design materials where students could express their opinions about real situations they

    live every day; incorporating the real context inside the classrooms.

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APPENDIX 1

1. Why do you think that the values worked during the role-play are important in your life as teacher?

Are important because I as a teacher need to teach to my students values than they will use in a future and also because my responsability as a teacher is change the people's mind for a better society.

2.

I think than is important that teacher will take into account values like these and others too, maybe is posible than will be teachers who won't worried for values

Workshop

Soy Transparencia

1. Why do you think that the values worked during the role-play are important in your life as teacher?

Yes, Of course because in our profession always there are action and people that have to chage the Other with yours believes and that have a consequence in the brain of others.

2. Do you think that future teachers will take into account those values in their classes?

It's important that the teachers has many values and represent this in your class.

1: Because, for example, the respect as teacher, I must respect my students if I hope that Also they respect me. For other part tolerance is one way of respect the differece so for my the tolerance and respect work together in a society.

2. No...
i think that if each teacher use this values in the present, the teacher futures Also use this values Because thie are very importants

APPENDIX 2

Class Anglophone 3
Level 3
Date March 2nd
Observer's name

Item	Description (Please write a short description about the situation)	Reflection (Write something that you would change in the situation)
What is the principal topic that is reflected in the role-play?	Here we can see the different believes of people and how they are trying to defend their point of view.	I think they should be more patient and listen to the others -
Which values can you identify in the role-play?	Honesty, attention, love, respect.	I wouldn't be agresive and I would express my believes with res
Which factors intervene in the decision-making of the actors?	All of the members of the family have the same religion.	They should accept the opinions and they shouldn't try to change their minds

Class LYC3
Level
Date
Observer's name

Item	Description	Reflection
What do you think about injustice inside a classroom?	Jose was copying Carlos' exam. Carlos studied while Jose was at a party.	teachers shouldn't allow injustice ness.
For you as future teacher, justice will be an important value in your classes.	Of course will be because it is important to be honest	Justice must prevail.
What do you think about teachers that have preferences over some students?	they are quite unfair because they give grades that students don't deserve	Every student must have the grade they deserve.
Give an opinion about the characters and their decisions in the role-play	Jose and the teacher were guilty because both share the preferences.	The teacher must be responsable and the students honest.

APPENDIX 3

Bogotá Noviembre 11 de 2015

Directora
Blanca Lucia Cely Betancourt

Por medio de la presente solicitamos a usted autorización para implementar nuestro proyecto de investigación llamado "Promoting Social Awareness through Role Play Activities", el cual se llevará a cabo durante el mes de Noviembre del año 2015 en los grupos de Lengua y Cultura Anglófona 2, los días viernes en los grupos de 10:00 am a 11:30 am y de 1:45 pm a 3:15.
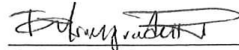
Durante las sesiones se realizará la implementación de juegos de rol que impliquen en los estudiantes un punto de vista crítico para la toma de decisiones, enfrentarse a situaciones que fácilmente encontrarán en sus vidas como profesores, además de esto tendrá la posibilidad de compartir e intercambiar ideas con respecto al tema que se toque en las diferentes sesiones. Para la recolección de datos se grabarán 3 sesiones, se realizarán entrevistas a los docentes y algunos de los estudiantes; además de esto se realizará un test al inicio de la implementación y al final de cada sesión se realizará un taller para conocer las percepciones que los estudiantes tienen con respecto al tema trabajado en cada sesión.
Los datos recolectados durante las sesiones serán confidenciales y de uso exclusivo para el proyecto; además de esto las actividades no tendrán ninguna interferencia con el programa ya previsto por los docentes en este tiempo, ya que el tiempo estimado para cada actividad será corto.
Estos grupos fueron escogidos porque la mayoría de los estudiantes ya nos conocen y tienen una relación cordial con nosotras, debido a que el semestre anterior nos tuvieron como sus docentes en el curso de gramática de primer semestre. Es por esta razón, que los estudiantes ya conocen del proyecto y tenemos su autorización para recolectar los datos con ellos.

De esta forma buscamos su colaboración, para poder implementar nuestro proyecto.

Agradecemos la atención prestada y solicitamos su autorización como consentimiento para nuestra intervención.

Blanca Lucia Cely Betancourt
Directora

Tatiana Prada
Investigador

Paula Moreno
Investigador

APPENDIX 4

Bogotá Febrero 24 de 2016

Proyecto: Impact of role-playing activities in social awareness

Profesor Lengua y Cultura Anglófona 3

Por medio de la presente solicitamos a usted autorización para implementar nuestro proyecto de investigación llamado "Impact of role-playingactivities in social awareness", el cual se llevará a cabo durante los meses de febrero y marzo del año 2016 en el grupo de Lengua y Cultura Anglófona 3, los días miércoles y viernes. Las actividades no tendrán ninguna interferencia con el programa ya previsto por los docentes en este tiempo, porque el tiempo estimado para cada actividad será de 35 a 45 minutos por sesión.

Durante las sesiones se realizará la implementación de juegos de rol que impliquen en los estudiantes un punto de vista crítico para la toma de decisiones, enfrentarse a situaciones que fácilmente encontrarán en sus vidas como profesores, además de esto tendrá la posibilidad de compartir e intercambiar ideas con respecto al tema que se toque en las diferentes sesiones. Para la recolección de datos se grabarán 3 sesiones, se realizarán entrevistas a los docentes y algunos de los estudiantes; además de esto se realizará un test al inicio de la implementación y al final de cada sesión se realizará un taller para conocer las percepciones que los estudiantes tienen con respecto al tema trabajado en cada sesión.
Los datos recolectados durante las sesiones serán confidenciales y de uso exclusivo para el proyecto.

De esta forma buscamos su colaboración, para poder implementar nuestro proyecto.

Agradecemos la atención prestada y solicitamos su autorización como consentimiento para nuestra intervención.

Sebastián Concha
Docente

_____
Tatiana Prada
Investigador

Paula Moreno
Investigador

APPENDIX 5

Bogotá Febrero 24, 2016

Proyecto: Impact of role-playing activities in social awareness

Estudiantes Lengua y Cultura Anglófona 3

Por medio de la presente solicito a usted su colaboración en nuestro proyecto de investigación llamado "Impact of role-playing activities in social awareness", el cual se llevará a cabo durante el mes de febrero del año 2016, en el espacio del curso de Lengua y Cultura Anglófona 3.

Durante las sesiones se realizará la implementación de juegos de rol que impliquen en los estudiantes un punto de vista crítico para la toma de decisiones, enfrentarse a situaciones que fácilmente encontrarán en sus vidas como profesores, además de esto tendrá la posibilidad de compartir e intercambiar ideas con respecto al tema que se toque en las diferentes sesiones. Para la recolección de datos se grabarán 3 sesiones, se realizarán entrevistas a los docentes y algunos de los estudiantes; además de esto al final de cada sesión se realizará un taller para conocer las percepciones que los estudiantes tienen con respecto al tema trabajado en cada sesión.

Los datos recolectados durante las sesiones serán confidenciales y de uso exclusivo para el proyecto.

De esta forma buscamos su colaboración, para poder implementar nuestro proyecto.

Agradecemos la atención prestada.

_____

Firma del estudiante

Paula Moreno Ortiz

_____   _____

Firma del investigador   Firma del investigador