



**UNIMINUTO**  
Corporación Universitaria Minuto de Dios

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO  
FACULTAD DE EDUCACIÓN**

**LICENCIATURA EN IDIOMA EXTRANJERO-INGLÉS**

**MONOGRAPH**

**Title**

**Cooperative Role-plays to Support Self-confidence when “Public Speaking  
Anxiety” is experienced**

**Authors:**

**Paula Alexandra Bermúdez Quevedo**

**Laura Valentina Jiménez Martínez**

**María Fernanda Cárdenas Báez**

**Bogotá, May 17<sup>th</sup> 2019**



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**Research Group Cibeles**

**Research Line: Didácticas en Saberes y Disciplina**

**Authors:**

**Paula Alexandra Bermúdez Quevedo**

**Laura Valentina Jiménez Martínez**

**María Fernanda Cárdenas Báez**

**Advisor (s):**

**Ángela María Gamboa González**

**Bogotá, May 17<sup>th</sup> 2019**

**Jury acceptance sheet**

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO  
FACULTAD DE EDUCACIÓN  
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**ACTA DE SUSTENTACIÓN**

**Las examinadas:**

**PAULA ALEXANDRA BERMÚDEZ QUEVEDO  
LAURA VALENTINA JIMÉNEZ MARTÍNEZ  
MARÍA FERNANDA CÁRDENAS BÁEZ**

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“PUBLIC SPEAKING ANXIETY” IS EXPERIENCED**

**Ante los jurados:**

Astrid Carolina Gómez  
Maryluz del Carmen Hoyos

**Obtuvieron el concepto:**

**APROBADO**

**REPROBADO**

**Observaciones** \_\_\_\_\_  
\_\_\_\_\_

**Para constancia se firma en Bogotá, D.C., el día 17 del mes de mayo de 2019**

**FIRMA DE LOS JURADOS:**

*gomez*  
\_\_\_\_\_  
Astrid Carolina Gómez Amargosa  
\_\_\_\_\_  
VoBo. *Maryluz del Carmen Hoyos*  
\_\_\_\_\_

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Finally, we highlight the final product that we obtained after an arduous work developed thanks to a great teamwork with the objective of achieving our personal and professional goals.

Thank you!

## **Dedication**

To God for giving us the wisdom for creating this project.

To our beloved parents for motivating us during this valuable adventure of knowledge.

To our teachers from Minuto de Dios University.

To our advisor tutor for leading and monitoring our process.

To the principals of Rochereau Language Center and the students for contributing to this study.

To us, that as a team we were always supporting and helping each other in the difficult moments.

This research is dedicated to you.

## **Analytical Academic Summary**

This qualitative research was conducted to support self-confidence of A1 students when they experienced public speaking anxiety, through the use of cooperative role-plays. This study explored not only the factors directly related to the teaching of a language, but also the emotional factors or feelings that students showed and expressed when they had to assume a role, work cooperatively and act in front of their peers. Furthermore, by solving this problem the students of English 1 class could be benefited, for example, in the social factor since it would help the students to communicate in a correct way with others as in a daily conversation on different topics, likewise for specific purposes such as getting a job or traveling to other countries. The participants that were chosen for this project were 30 students, 9 men and 21 women, from different majors. The instruments used to carry out this study consisted of a semi-structured interview for the teacher of the course, a pre-test and a post-test which includes questions about the feelings, perceptions and relationships of the participants with themselves and with others in order to know about the students' self-confidence, field notes to collect information about the behaviors of the students during the process when applying the cooperative role-plays, and finally, a focus group to know the students' points of view about the process. At the end of the implementation, it is demonstrated from the data analysis that the cooperative role-plays had an effect on self-confidence when the participants had to speak English in public.

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## **Introduction**

Foreign language teachers must face different situations in their classrooms, and one of the most common situations is the public speaking anxiety that learners experience when they try to speak English in front of other people. This issue is strongly connected with emotional factors, especially when people do not have self-confidence because they just focus on their mistakes, they think that everything they do is wrong, and they can easily be affected by the opinion of others. Thus, it is necessary and a challenge for teachers to look for a pedagogical strategy that supports learners with this negative issue, and a useful way might be implementing cooperative role-plays in the teaching-learning process.

Because of the previous reasons, the main goal of this research was to support self-confidence of A1 students, when they experienced public speaking anxiety, through the use of cooperative role-plays. Therefore, in the first chapter of this research, readers can find the contextualization, macro context and micro context. The second chapter includes the description of the problem, formulation of the problem, justification, and the research objectives. The third chapter explains the referential framework, background framework, theories and studies that show evidence and explain the main constructs of this research: Cooperative role-plays, self-confidence, and public speaking anxiety. Furthermore, this chapter includes the legal framework of the research. The fourth chapter explains the methodological design of the research; type of investigation; method of investigation; stages of investigation; population and sample; and the data collection instruments. The fifth chapter shows the results of this research. The sixth chapter provides to the readers the conclusions of this research. The seventh chapter talks about the ideas for possible further research. The eighth chapter shows all the bibliographic references used in this research. The chapter ninth includes the annexes. The chapter tenth presents the project's timetable which shows the process of this research from the beginning. The eleventh chapter

explains the intervention proposal and the pedagogical intervention of this research with all the lesson plans. The twelfth chapter talks about the designed instruments. And the last chapter shows the informed consents and approval to carry out this research.

## Chapter 1

### Contextualization

#### Macro Context

This project was carried out at Corporación Universitaria Minuto de Dios, it is a private university located in the locality of Engativá, at Minuto de Dios neighborhood, in the city of Bogotá. The project was developed specifically at Rochereau Language Center, the institute in charge of teaching English to the students of the programs the university offers. In 1986, the idea of creating an academy in which people of a community could receive classes in astronomy, mathematic and languages was stated by Father Rafael Garcia Herreros, subsequently, the university established the Rochereau Language Center that comes into the Education Faculty as a response to the need for enhancing educational processes, particularly in English and French. (Centro de Idiomas Rochereau, n.d.)

According to the vision of this center (Corporación Universitaria Minuto de Dios, 2015), “Rochereau Language Center at Corporación Universitaria Minuto de Dios is the unit responsible for foreign language education”. (p. 8). Additionally, it mentions that the center will maintain international alliances and agreements with the objective of promoting the culture of foreign languages. In the same way, the mission of the center states that “it is dedicated to promote a culture of foreign languages and directing its learning through the development of programs and projects of the highest quality”. (p. 8)

#### Micro Context

The participants that were chosen for this project were thirty students, nine men and twenty-one women, from different majors such as public accounting (six students); psychology

(four students); bachelor's degree in early childhood education (four students); business administration (six students); industrial engineer (two students); technology in graphic communication (one student); social work (four students); visual communication (two students); and social communication and journalism (one student), who had an A1 level and were in an age range between approximately twenty and twenty-five years old. The majority of participants were from Bogotá and a few from the coast of Colombia, and they belonged to social strata 2 and 3. These students were part of the English 1 class offered by Rochereau Language Center at Corporación Universitaria Minuto de Dios.

## Chapter 2

### Problems

#### Description of the Problem

One of the skills that students should be able to handle in the process of learning a foreign language is the speaking skill. However, it is common that certain weaknesses arise. According to Wallace, Stariba, & Walberg (2004), “Children, adolescents and adults sometimes fear the challenge of sustained formal speaking before large groups” (p.12). The research that we carried out was based on some specific aspects such as speaking skill, self-confidence and public speaking anxiety.

An aspect that particularly stands out is the speaking skill, which as Boonkit (2010) says, is one of the four macro skills that is important to communicate, and even more when we are not speaking our own language. In addition to this, thanks to the internet, it has become necessary to speak well to allow a correct communication either with native people or internationally. In this sense, it is necessary that learners use this skill since it brings benefits to the speakers when they communicate with others.

Additionally, in Tanveer’s words (2007), “Feelings of anxiety, apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language and considered to exert a potentially negative and detrimental effect on communication in the target language”(p.3). As stated above, this ability can be affected, not only by factors directly related to the teaching of the language, but it is also affected by low self-confidence and public speaking anxiety of the students that are the ones that were considered in this study.

Taking into account the problems described above, the following research question arose:

- How may cooperative role-plays have an effect on A1 student's self-confidence of a language center when they have to speak English in public?

### **Formulation of the Problem**

Taking into consideration the problems previously stated, this research topic was chosen because it is believed that the problematic given in the communicative competence due to some negative feelings such as apprehension and nervousness can affect students in different ways.

In order to identify this issue in a specific context, three different kinds of evidence were collected. First, it was made an observation<sup>1</sup> of the English 2 class, which was offered at Rochereau Language Center to forty students from different programs at Corporación Universitaria Minuto de Dios. During the class, it could be observed that since students entered to the classroom, they showed expressions of disgust and fear, and when the teacher started the class, some students were very attentive and others decided to check their social networks. Then, when the teacher asked students to prepare a conversation about their favorite person in order to present the dialogue in front of the class, they felt very nervous, and at the moment of the presentation most of the students spoke with a low voice and they were blushed.

Due to what was observed, the question that arose was why the students seem not to like to speak English, thus it was necessary to ask them about that at the end of the class. They said that since they were in the school, some English teachers only taught the grammar by using a traditional and boring methodology, therefore they have thought that learning English is a difficult process. On the other hand, they mentioned that they do not like to speak English because their classmates could laugh at their pronunciation and mistakes, which affects their English performance because when they have to speak English in front of their classmates, they

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<sup>1</sup> Observation made to the English 2 class at Rochereau Language Center, 2018-1



are worried and afraid of making mistakes. Other students said that they felt anxiety every time they had to talk in front of other people.

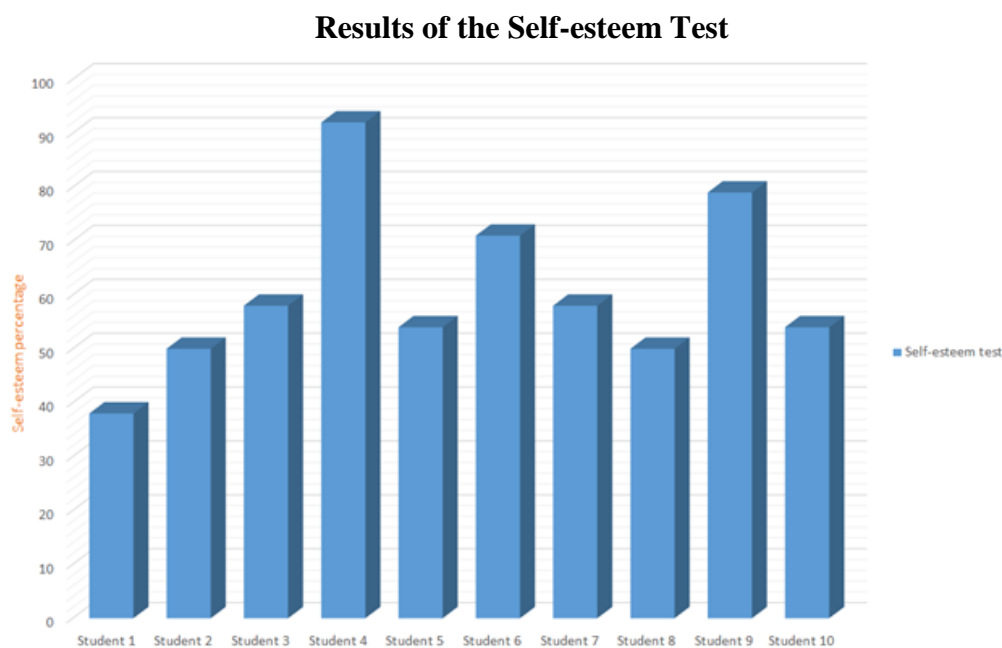
Second, a self-esteem test created by Dr. Fernandez (2017) was taken from an online health and well-being magazine called “Web Consultas” (see chapter 12). She is a psychologist specialized in emotions, her main area of work has been the field of the psychopathology of emotions like anxiety, stress, depression, obsessions, and low self-esteem.; researcher in the psychiatry service; cognitive-behavioral psychotherapist; and professor of the Department of Basic Psychology I in the Faculty of Psychology of the Complutense University of Madrid.

Then, the test was made to a 'pilot group' of ten students of English 2 class in order to identify the levels of self-confidence that students had and could affect the development of the speaking skill in a foreign language . The ten students were chosen because in the three previous classes, they were observed and asked how they felt when speaking English in front of their classmates and they expressed and there was noticed that they were nervous and anxious when presenting something facing their classmates.

In the test there were twelve questions about the concept they had towards themselves, the perception they had about how others saw them, and their relationships with others. Additionally, one question was included about how they felt when they tried to speak English. Considering the results of the test, it is showed that most of the students did not feel self-confident; they did not accept themselves as they were, they rejected themselves because for example in one question of the test they chose the option that said: “When I look in the mirror I have some flaws that embarrass me”; they were very easily affected or hurt by others; and with respect to speaking English, they were afraid of making mistakes and that their classmates made fun of them.

In this way, it can be evidenced that having difficulties when speaking can affect students emotionally, since when they do not know how to speak or express themselves they are inhibited, do not participate in the class or in a conversation with their classmates, and this can be a cause of bullying on the part of other classmates who handle this skill better than others.

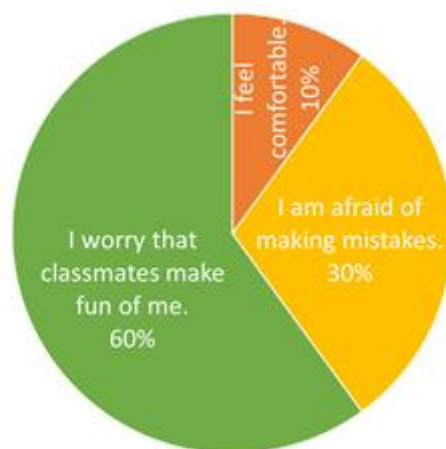
Therefore, the test gave clear results and evidence that students of English 2 class had low self-esteem which affected their performance in the class and their development of English speaking skill, because according to Paredes (2004), a high self-esteem, linked to a positive self-concept, will enhance the ability of people to develop their skills and increase the level of personal security, while a low level of self-esteem will focus people on defeat and failure. In the following figure, the results obtained from the test can be seen.



*Figure 1.* Results of the self-esteem test applied to ten students of an A2 level English course. In this graphic the scale goes from 0 to 100 percent, which represents the students' level of self-esteem. From 0 to 40 the level of self-esteem is very low; from 41 to 60 the level of self-esteem is low; from 61 to 80 the level of self-esteem is medium; and from 81 to 100 the level of self-esteem is high.

### Question # 12 of the Test

How do you feel when you try to speak English?



*Figure 2.* Results of how students feel when they try to speak in English. The graph represents the 100 percent which corresponds to the 10 students.

In that order, it is worth to mention that having deficient communicative competence can be a problem for the personal development of the students. In a like manner, the Manager of the Smart Language Academy, Sergio Bello (as cited in Zuluaga, 2017) states that:

Actualmente el inglés ya no es un plus, es un requerimiento indispensable, no solo para la mejora de posibilidades en el mercado laboral e ingresos, también para facilitar estudios en el exterior, acceder a mayor información, conectarse con el mundo, viajar con libertad, hacerle frente a limitaciones y desarrollar nuevas habilidades. (para. 4)

In other words, if they wanted to travel outside the country where the first language is English, they would not be able to achieve good communication. In the same way, poor speaking skills can affect job opportunities since, currently, many companies require personnel that speaks at least a second language perfectly.

Third, the professor of the English 2 class of the Rochereau language center was interviewed<sup>2</sup>. She was asked about the factors that caused students to feel afraid when they tried to speak English, and what would be a possible solution to this issue. The professor said that in the English classes there were students who had more knowledge about English and showed a selfish and offensive attitude towards the classmates who do not know much about it. Therefore, this creates a learning environment where is almost a danger that the learners are wrong because that might generate mockery. This interview was useful to support the relevance of this research problem because it gave an idea of the possible factors that cause anxiety in students especially when they have to speak English in front of their classmates.

### **Justification**

Nowadays, it is very important for people to be able to communicate in an optimal way with other people regardless of the person's objective. However, when wanting to communicate in a language that is not native, people are often affected by feelings that do not allow them to achieve this communication, a clear example of this, are students who learn new languages. More precisely, Tanveer (2007) points out “In many cases, students’ feeling of stress, anxiety or nervousness may impede their language learning and performance abilities.” (p. 8). In the same way, Tanveer (2007) mentions the importance to build students’ confidence and self-esteem in their second/foreign language ability with encouragement, reassurance, positive reinforcement, and empathy by the teachers (p. 57). Taking into consideration this, we decided to use the cooperative role-plays as the principal strategy to support the students’ self-confidence when they had to perform in front of an audience.

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<sup>2</sup> Interview made to the professor of the English 2 class at Rochereau Language Center, 2018-1

On the one hand, as previously mentioned in the formulation of the problem, there was noted that when students had higher level of English, they made lower level students felt unable to achieve the objective of the class. This justify that students could be disadvantaged, if they did not employ their strategies of collaborative work. Then, that information was important to realize that it is a problem that occurs in many professional contexts. Hence, with this research the students will have benefits for their professional development because as Fonvielle (2014) mentions people will be able to achieve their goals with high self-confidence, which means that they might have more probability to be successful in their careers. (para. 20). The reason of this is because when people are sure about what they can do, and that they are valuable, they will perform better in their professional environments.

Therefore, the cooperative role plays are an opportunity for students to meaningfully relate the outside world within the inside situation. Alabsi (2016) stated that "role plays engaged learners in activities that bring realism to their learning and help them to apply it in real situations".(p. 229) This implies that working together would help the ability of the students since they would feel that the situations presented in the classroom are closed to real world circumstances.

On the other hand, solving this problem could benefit the students of English 1 class because they as all human beings have the necessity of establish their goals and to achieve them is important that people believe in their abilities in order to face challenges which will appear during life in work, professional and social environments. Thus, the objective of this research was to support students' self-confidence and of this way, based on Fonvielle (2014) the students will have high self-confidence which help them learn to accept and manage bad comments of other people, and they won't be afraid or anxious of putting themselves in situations where they

could be exposed to being in public and being mocked by others therefore, the students will have better social relationships. (para. 25)

Otherwise, with this study we wanted to show that the learning process requires some changes in the strategies and a solution could be the cooperative role-plays as these helped students to engage to the language in an interactive way. For this reason, we considered that this research helped in the Uniminuto context in the following way. First, to the teachers and practitioners of the university, who will have a great opportunity to expand their knowledge and understanding of emotional difficulties and problems that affect learners in speaking a foreign language, to get alternative routes to teach in their classroom. At the same time, teachers at Rochereau language center by being the first to know this possible solution, which might strengthen the students' self-confidence through the use of cooperative role-plays.

## **Research Objectives**

### **General objective.**

To analyze the effect that cooperative role-plays have on self-confidence when A1 students of a language center experience public speaking anxiety.

### **Specific objectives.**

- To identify the reasons why A1 students experience public speaking anxiety at a language center.
- To describe the pedagogical process during the implementation of the cooperative role-plays at a language center.
- To explain the way cooperative role-plays support the students' self-confidence when they have to speak English in public.

## Chapter 3

### Referential Framework

#### Background Framework

Forthcoming, the Background Framework is going to be presented. It is composed by studies and previous researches carried out in regards to the problem and topic of the present research. There are seven studies, which are ordered by topics, first three studies related to role-plays, then two studies of self-esteem, and finally two studies of anxiety. Likewise, for each topic, it is found, first an international study and then a national study.

A large number of studies have been carried out in response to the anxiety experienced by students when they try to communicate in a foreign language. In addition, through both national and international researches, it is reflected that the lack of self-confidence is the reason why students do not succeed in speaking and that one of the most used strategies to overcome these problems is the role-plays. Below we will explain these studies in detail.

Firstly, in an international research about role-plays made by Yanchaliquin (2015), one specific question was addressed for guiding the study: “how do communicative activities (dialogues, role plays, simulations and games) as a teaching strategy develop the speaking skill in the students?” (p. 3). The focus of this research was based on developing students’ language skills in English, especially their speaking skill. It is assumed that the use of communicative activities will develop students’ fluency, accuracy and pronunciation in speaking.

The sample consisted of thirty-nine students of second grade of high-school, “F” class at Unidad Educativa Pedro Vicente Maldonado. The author collected data by preparing some observation guides to obtain information in three aspects of speaking: fluency, accuracy and pronunciation. After that, he elaborated an evaluative test to acquire information about the reasons why students had weaknesses in speaking a foreign language.

The results in this study supported that students had increased their ability of speaking through the use of communicative activities. The results also indicated that by applying communicative activities the students improved their language production.

That research supports the research paradigm of this new study because it was a qualitative research in which the author collected data by taking into account the participants' understandings about important aspects in speaking a foreign language. Furthermore, that project provides excellent understanding regarding those students whose deficiency when speaking English is noticed.

Second, in an international research about role-plays carried out by Alabsi (2016), it was investigated the effect of using role-play strategy on enhancing vocabulary among female secondary school EFL students. Especially, the author showed to what extent role-play strategy allowed students to improve their vocabulary competence. The author collected data using a quasi-experiment method, "pre-test and post-test" design in which a special population with certain characteristics was chosen to develop or carry out the research. The author used this method in two classes in her research (the experimental class and the control class), in order to know if the execution of role-plays was effective or not in teaching.

The results indicated that the experimental group class did a better job than the control class. This means that those who used the role-play technique had positive effects on developing their vocabulary competence rather than those who used the traditional way. Moreover, she found that using role-play strategies in EFL classes are worthwhile, and more effective than the usual teaching.

This article provided useful information about role-play as a teaching strategy that encourages students to use naturally the target language. Besides that, it helped our research in



understanding how to develop the role-play strategy in order to enhance students' language production.

However, this study is different from ours because in this they used role-plays as a strategy that helps in speaking skill, while we will use the cooperative role-plays strategy in personal factors such as students' self-confidence.

Third, a national study made by Caicedo (2015), examined the activities that teachers develop and ninth-graders' participation in responses to those activities. The three questions that were addressed in this study were: First, what activities does the teacher develop in order to promote the foundational and subsidiary language skills in the classroom? Second, how do the students participate in and respond to the activities? And third, what is the relationship between the activities developed and the L1/L2 use inside the classroom?

The data collection consisted of daily field notes and a diary. The results pointed out that the teacher developed 12 types of activities, among them oral instruction/explanation in L2, unscramble writing and dialogues/role-plays. He also found that students decided in which language to respond, for example, oral repetition in L2 and oral production in L1.

The previous article was of help for us since it gave us an idea to familiarize ourselves with the procedure that must be carried out based on the role-plays to achieve the objectives. In addition, the article provided new knowledge about the use of different teaching activities in the classroom and the possible answers that can be obtained by the students, possibly we obtain these same answers when doing the implementation of the role-plays. Likewise, it was useful to know the instruments since we can use field notes which is the one used in the study and it is a good way to collect information.

The fourth study was an international journal article called "Self-confidence and its importance in learning languages", which was carried out by Nazarova & Umurova (2016). This

journal article talked about the big problem that most language teachers have to face because foreign language learners show a shy attitude and they do not participate in class, and this is the reason why English teachers need to look for different strategies that enhance the students' confidence. Thus, the authors of this article discussed the problems of self-confidence and how it affects language learning, and they collected evidences of the problem from different investigations, studies and from their own experience as English teachers.

The authors of this journal article showed a description of the problem based on different studies and then, they mentioned the reasons why students avoid to speak in the English classes. The main reasons were: Being laughed from other people; low proficiency in the target language; previous negative experiences with speaking in class; cultural beliefs about appropriate behavior in classroom contexts; habits; and language anxiety. Therefore, the authors suggested some activities and strategies that teachers can implement to develop students' self-confidence such as dialogues, narratives texts with transcripts, role-plays, questions with helpful content on everyday topics to have discussions and practice speaking, thematic texts to improve vocabulary, ready-made materials with English phrases, and conversation books.

This study is related to our research because it provides evidences and theories that support our research problem. Besides, they gave us very important reasons why the students do not speak with tranquility which we should take into account when carrying out our analysis. It also gave us an idea of some strategies and activities, which we could adapt according to the level or needs of the students and so, we could use them to improve the self-confidence and the ability to speak English of A1 students in a language center.

Fifth, it is important to mention a national study about self-confidence carried out by Sánchez & Sánchez (2017). In this article the authors mention that most of foreign language learners have high levels of anxiety and low levels of self-confidence on their oral performance

which make learners not to develop speaking skill or have success in their learning process. And related to this issue, teachers need to be aware of their role in causing language anxiety in their students and use different strategies that help students to overcome this problematic. For this reason, the authors focused their research on the following question: How can a psychology-based strategy be brought into the L2 classroom to mitigate Foreign Language Anxiety and help learners perform orally in the L2?

Therefore, this research was developed in the context of two undergraduate foreign language programs at a public university in Colombia with thirteen students who had to attend some workshops to talk about anxiety and self-confidence and to learn some useful tips to manage those issues. The authors used two kinds of data collection. First, a quantitative form through the application of FLCAS (Foreign Language Classroom Anxiety Scale) in order to identify a baseline anxiety level. Second, a qualitative form by analyzing the comments and essays provided by the participants. These students showed significantly lower anxiety levels in the FLCAS after the workshop sessions. Also, the analysis of the comments and essays provided by the participants, indicated that they perceived the strategies as useful for their academic and personal lives and for dealing with speech anxiety.

That study was very useful for this research because it provides a way to see the level of anxiety that students might have in order to identify if our pedagogical strategy, cooperative role-plays, supports self-confidence and thus, the English performance of A1 students at a language center.

Sixth, an international research about anxiety made by Ansari (2015) - an English teacher in India - called "*Speaking Anxiety in ESL/EFL Classrooms: A Holistic Approach and Practical Study*". The author said that the second/foreign language speaking anxiety is a big problem in teaching and learning English since it affects the oral performance of speakers, like the students

in the classroom, but teachers usually do not identify anxious students and consider that their lack of participation is due to demotivation or low performance. For this reason, the author raised three fundamental research questions in his study, 1. What are the characteristics of students who suffer from second/foreign language speaking anxiety? 2. What are the sources of second/foreign language speaking anxiety? 3. Can the incorporation of case study findings and supportive classroom atmosphere help target students overcome their anxiety?

In that order, the researcher chose a population which consisted of thirty students in the higher secondary level (12th class) at M.L.S.M. College, who were between seventeen and nineteen years old. Ansari used the following techniques of qualitative data collection: a) semi-structured interviews, b) group discussion, c) question-answer sessions d) interactions on situation-based spoken English, and e) direct observation. As a result, Ansari found that about ten of the thirty students who participated in the study were experiencing English language speaking anxiety, this was due to the fear of negative evaluation from their classmates and the perception of low ability in relation to the ability of their classmates. To conclude, this research provided evidence which showed that students' unwillingness to participate in speaking activities did not have relation to laziness or lack of interest in learning, instead, it was caused by their beliefs that they were not good at speaking and the fear that their classmates would evaluate them negatively.

With regard to the present study, it is considered that the tools used in Ansari's study for data collection were good to collect the information, and as his study had aspects very similar to this one, the results were very helpful as it gave an idea about the possible findings at the end of this study.

Finally, Gaona (2017), who is a student from Universidad de la Sabana, conducted a national research called "*Impact of PBL on Self-Confidence and Anxiety in a L2 Class*", in which the author states that, for students the most difficult skill to develop is the Speaking, since it

exposes them in front of an audience and produces anxiety and lack of self-confidence. For this reason, Gaona posed this research question for her thesis: “To what extent does the implementation of PBL in the classroom help ninth graders from “Institución Educativa Santa Teresa” in Huila improve their self-confidence and reduce the levels of anxiety when speaking English?”

The author chose a population of twenty-nine students of ninth grade between fifteen and seventeen years old. From the total number of participants, six students filled in the six surveys implemented to observe the process and they were considered as a subgroup to be compared to the whole group. The author clarified that although the research was considered qualitative, some elements of quantitative design such as structured online questionnaires and statistical information were included. From this study, it can be concluded that PBL (Project Based Learning) had a positive impact on students with improvement in situational, communication and potential self-confidence subcategories. In the same way, the impact of PBL regarding anxiety was noticeable with a reduction in all its subcategories of communication, criticism and evaluation in the communicative skill of speaking.

In this sense, the study was useful for this research because it showed the importance of taking into account anxiety and self-confidence, and also it provided tools for data collection that could help to collect information about students' anxiety and self-confidence.

### **Theoretical Framework**

To carry out this research, some main concepts were used as a basis and support of the work. The constructs are: Cooperative Role-Plays, Self-Confidence and Public Speaking Anxiety.

### **Cooperative Role-plays.**

Role-plays are considered as one of the most relevant communicative speaking activities used to teach and learn a foreign language. In this respect, Abdullah (2016) defines communicative speaking activities as a way to train the students to be able to express meaningful and contextual communications as in real life (p. 390). In this sense, what the author means is that communicative speaking activities provide students with greater opportunities to rehearse their speech in order to express a meaningful message within a specific social context.

Significantly, Kusnierek (2015) gives a considerable aspect when using role-plays in the classroom and it is that students learn to put themselves in someone else's position, assuming a role which involves the classroom interaction and encourage cooperation among them (p. 84). Besides, this writer explains that learners are given a chance to pretend to be someone else and it may help timid students to overcome their shyness of speaking. This was meaningful for the project because as it was expressed in Chapter 2, the role-plays are the most used pedagogical strategy to solve the negative problem related to the timidity and nervousness that learners experience when they have to stand in front of their classmates to speak in a foreign language.

Bearing in mind Kuśnierek's view, it can be said that role-play is a strategy through which an attempt has been made to arrive at an effective solution to the constant problem related to the lack of interaction between two or more people in a foreign language. In addition, learners will have the necessary tools to control their emotions and become secure when performing in English, because they will assume a 'role' that they will play in a specific situation.

To complement, Bang (2003) claims that role-plays are designed to integrate the four skills, as one activity flows naturally to the next. "To participate in the activities, the students have to verbally express their ideas, listen to others' opinions, read related texts, and work on projects as the role-play progresses" (as cited in Lin (2009), p. 50). Taking into account what this

author says, role-plays rely on an attempt to see in detail how learners make personal use of language and how learners complete a task by employing social interaction and individual change to accomplish a given task.

In accordance with what we have already discussed throughout the previous chapters, it can be noticed that in order to address role-plays in the classroom it is mandatory to guide and stimulate students to work in pairs, teams or short groups to build trust among learners and in this way lead them to generate findings that are useful within a specific context.

Considering role-plays as a strategy to help learners build self-confidence and fluency when speaking English, Bell (2014), distinguishes four main categories of role-plays. The first is the conflict role-play. It deals with students trying to find solutions to a problem under pressure. The second is cooperative role-play and it intends to support shy students' performance within a group. The third is information gap role-play in which its purpose is to prepare students to ask and answer questions in order to complete specific information. The last type is task-based role play that aims to help students practice a realistic survival English skill. The intention of the author in dividing the role-plays into different categories or types is to demonstrate that practicing speaking in conversational situations lead students to evidence learning into action since they have to use certain strategies to fulfil the aim of each kind of role.

Understanding the suggested types of role-plays, throughout this research the 'Cooperative role-plays' are the focus, because the purpose of our project was to offer students the necessary tools to reinforce their self-confidence through the use of cooperative work that help them to feel assured, especially when they have to speak English in public. Moreover, a cooperative role-play is a strategic activity that allows insecure students to practice speaking through a conversation in which they take part in an imaginary situation to present someone's outlook. In addition, it involves students in promoting self-confidence and overcome the public

speaking anxiety since they must work on an activity in groups or pairs and they need to assess and evaluate each other performance.

Having presented the main points related to the pedagogical strategy and proposal selected for this research, it will be practical to go forward the next construct which will give us a better understanding of what self-confidence is about.

### **Self Confidence.**

Self-confidence is an essential part for the personal and professional development of human beings, since it plays an important role in achieving the objectives or goals proposed. Thus, it is necessary to provide clear definitions of this construct. Firstly, according to the University of Queensland (2018), self-confidence is the belief that each person has about himself or herself and his/her abilities which demonstrates the internal state created by what each person feels and thinks, and this states changes according to the different situations that happen in the social environment like past events and the way how we remember them. This previous definition makes us reflect on the fact that teachers should strengthen self-confidence in students during class development to create positive experiences and thoughts about their abilities and at the same time about their learning process.

Similarly, Fonvielle (2014), says that “Self-confidence is a good feeling about yourself and your capabilities to achieve things that you want to achieve” (para. 4). Therefore, it is important to have in mind that people can do anything and achieve the goals they set themselves if they believe in their abilities, since the human mind plays a fundamental role in each action and decision of people. Consequently, the main focus of our research was the importance of learners having high level of self-confidence because in that way they could give the best of themselves and be willing to take risks in order to achieve their goals by overcoming any weaknesses,



people's negative critics, and challenges that could be presented during the learning process of a foreign language. For this reason, Miller (2003), refers that learners should understand that self-confidence is like an inner game in which they play with themselves without other players, and other can criticize or put them down, but it is up to them what they believe about themselves and their ability. Thus, this definition was a great argument that supported this research because it makes an emphasis on the necessity of helping learners support their self-confidence through the use of cooperative role-plays in order to improve the English speaking skills.

The key to be successful when people are learning a foreign language is to establish goals and overcome any difficulty that might appear during the process. Thus, the factor that allows this to be possible or not, is self-confidence because if people believe in their abilities, they will always strive to achieve their goal regardless of the challenges. Correspondingly, Heyde (as cited in Park & Lee, (2005)), states that "Self-confidence involves judgments and evaluations about one's own value and worth. Self-confidence can be negatively influenced when the language learner thinks of oneself as deficient and limited in the target language" (p. 197). According to this definition it is important to understand and reflect that self-confidence can affect positively or negatively the foreign language learning. And this is the reason why the goal of our research was to create, develop and implement a pedagogical strategy, which is the cooperative role-plays, in order to enhance self-confidence and thus students could decrease their speaking anxiety and improve their English communicative speaking skill.

Taking into account that low levels of self-confidence cause that learners feel anxiety when they must speak, it is necessary to explore the concept of public speaking anxiety.

### **Public Speaking Anxiety.**

Before defining public speaking anxiety, it is important to first define public speaking to have a general knowledge of this. In general terms, public speaking is defined by Alberts, Martin,

& Nakayama (2011) (as cited in Nash, Crimmins, & Opreescu, (2016) ), as “The process of speaking with a purpose to a group of people in a relatively formal setting” (p. 587). In that order, it is necessary to make a relationship between public speaking and the academic environment as this study was carried out in a university, for this, it is important to mention the definition made by Nash, et al. (2016) in which he states that “Public speaking and oral assessments are a common assessment type in university, and serve to measure a student’s capacity to create and deliver an engaging, informed and persuasive argument” (p. 586). This is worth for the project since, as the author mentioned, it is a very common form of assessment in the universities and is related to what is mentioned in chapter 1 because having problems in public speaking can affect the academic environment of students, both personally and academically. An important factor that particularly stands out when it goes with public speaking is the anxiety. Seiler & Beall (2011), establish that it is “Fear of speaking before an audience or group” (p. 251), in this case presenting in a university classroom. Taking into consideration this, the study will focus on a specific construct that is Public Speaking Anxiety.

Daly, McCroskey, Ayres, Hopf, & Ayres (1997) (as cited in Bodie, (2010)), define “Public speaking anxiety (PSA) as a specific subtype of communication-based anxiety whereby individuals experience physiological arousal (e.g., increased heart rate), negative self-focused cognitions (e.g., ‘I’m concerned I’ll appear incompetent.’), and/or behavioral concomitants (e.g., trembling) in response to an expected or actual presentation” (p. 70-71), and in Leary & Kowalski (1995) words (as cited in Kumar, Kalakbandi, Prashar, Neelu, & Parashar, (2017)), “Public speaking anxiety (PSA) is one of the most common social fears” (p. 287). These factors mentioned by the authors are important because they helped us recognize characteristics of anxiety in a physical way, likewise, it is also related to self-confidence because, as the authors

mention, many of the students' responses to the self-esteem test agree that they have bad thoughts about themselves.

As Glassman, et al. (2016) state, “Individuals with PSA often experience deficits in speech performance that can affect their career, education, or personal success” (p. 768), in the same way, Glassman et al. point out that “There is evidence that individuals with public speaking anxiety (PSA) experience impaired speech performance, which affects their social, occupational, and educational functioning” (p. 749). This goes in accordance with what we have already argued since, from our point of view, these are consequences that students might face in the classroom with participation and grades, in their future when they get a job or simply to understand another person.

We also agree with Pearson, Child, DeGreeff, & Semlak (2007), when they affirm that “Individuals with a low sense of self-esteem will experience more anxiety within the communication setting whether it is in an educational, interpersonal, or professional setting” (p. 7). In this study, it refers to what we have mentioned about the close relationship that low self-esteem has as a cause of anxiety when speaking in any context. Even by taking the answers of the students who were asked to complete the pre-test and post-test in the chapter 1, it was demonstrated that poor self-confidence in students might lead to elevate their levels of anxiety as well as affecting their performance, especially when they have to speak English in front of their classmates. In addition, we have already mentioned how this anxiety is evidenced when speaking in public product of low self-esteem in the previous studies that were shown earlier in chapter 2.

### **Legal Framework**

Nearby, it is relevant to describe what educational policies exist with reference to our project, and in this sense, the pertinence of this research can be understood from a legal framework. Firstly, in an international context exists the Common European Framework created

by Council of Europe (2001), which “Describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills learners have to develop so as to be able to act effectively” (p. 1). This goes in relation to the objectives of the project since our ideal was to implement strategies such as cooperative role-plays and help the participants improve their self-confidence so that they could act, communicate and interact with other people in an effective way. In addition, it is important because this Common European Framework (2001), provides some Common Reference Levels to know the proficiency of the person in English; these are the Basic user with A1, A2, and an Independent user with B1, B2, and the Proficient user with C1, C2 (p. 23).

Particularly, in Colombia, the Ministry of National Education (2004), established educational policies in the National Bilingualism Program 2004-2019; this program seeks for students to master the language as this provides an advantage and competitiveness in their field since in general terms Colombia points to bilingualism in the education sector. Likewise, they establish specifically in higher education the English as a foreign language, defining that the level of English for future teachers must be High Intermediate (B2 +, C1) and for students of different careers an intermediate level (B2). In this respect, Rochereau Language Center offers the English courses with the purpose of helping students from the different careers achieve the level required.

On the other hand, the Common European Framework (2001), mentions the importance of including strategies at the moment of teaching a foreign language, this Framework states “Strategies are a means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, in order to fulfill the demands of communication in context and successfully complete the task” (p. 57). It has to do with the implementation of the project since the cooperative role-plays were chosen as a strategy which finally helped learners use their skills

to complete different tasks proposed in the sessions developed for the implementation, and in this sense made a contribution regarding the desired level the students in this kind of programs need to accomplish in light of national and international policies.

## Chapter 4

### Methodological Design

The third chapter explains the methodological design that was chosen with its characteristics, such as: The type of investigation, the method, the stages, the instruments used to collect data. Likewise, in this chapter there is a description of the participants and population of the study, the sampling method that was chosen and the instruments used to collect the data.

#### Type of Investigation

Cobb & Forbes (2002), define qualitative research as “an approach to the study of human behavior that relies on the analysis of narrative data to create an interpretation of the meaning of these behaviors from the perspective of the participants themselves, within their own social context” (para. 3). These authors considered that in a qualitative research the researchers were not only interested in facts itself but in the ways people acted and gave meanings to their social experiences. Apart from that, this type of investigation provided the chance to explain in depth and meticulously what was found in the data.

Considering that, we chose as our research paradigm the qualitative research because we wanted to develop deep understanding about how self-confidence is a key factor when people are learning a foreign language and have to speak in front of many other people. Furthermore, we wanted to explain how cooperative role-plays were a useful strategy to support self-confidence, and our main focus was to analyze the process of the implementation of the strategy by only using qualitative interpretation without making statistics because during this research every behavior or ideas that the learners expressed were analyzed as a process of improvement.

#### Method of investigation

**Action research.** Hopkins (2014), asserts that “action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding

while engaged in a process of improvement and reform” (p.58). It means that an action must have firm basis on reality, in order to be described appropriately avoiding misunderstandings. Furthermore, the research must give reliability and validity by generating new knowledge for both theory and practice.

As shown in Figure 3, there are four continual steps in action research which compose a spiral of plan, act, observe and reflect. Kemmis and McTaggart (2000) maintain that “action research involves a spiral of self-reflective spirals of planning a change, acting and observing the process, reflecting on these processes and then replanning, acting and observing, reflecting, and so on....” (As cited in Koshy, (2005), p. 5).



*Figure 3. Action Research Spiral. Star Tree action research. (2016, September). Retrieved from <http://reforestingscotland.org/wordpress1/wordpress1/wp-content/uploads/2016/09/Action-Research-spiral.jpg>*

### **Stages of investigation**

Regarding to the above mentioned, this project was conducted in four moments by planning an action, acting and observing the process, and finally reflecting. First of all, the

researchers looked for a specific cooperative role-play that would fit with the educational necessities of learners, then two researchers filled their field notes format, in which were stated the kind of information that would be collected in the session, while the other researcher was the one that presented the strategy. Finally, the researchers arranged all the information and analyzed the data collected. This process was repeated per each session, there were six sessions. As this type of research aims at knowing how things are or how they behave within a specific social context, this project was based on participants' responses towards the strategy which was cooperative role-plays, by understanding achievements through the analysis of collected information.

### **Population**

As we already mentioned in the micro context, the participants of this project were thirty students that were part of the English 1 class offered by Rochereau Language Center at Corporación Universitaria Minuto de Dios. The reason why these students were chosen was because during the English classes they looked nervous and when they had to speak English they felt uncomfortable, their cheeks turned red, and they spoke with a very low tone of voice. Additionally, the students expressed that learning English was a difficult process and they did not like to speak English in public because their classmates could laugh at their pronunciation and mistakes. A clear evidence of this was the results of the test because these showed that most of the students did not feel self-confident; they did not accept themselves as they were, they rejected themselves; they were very easily affected or hurt by others; and with respect to speaking English, they were afraid of making mistakes and that their classmates made fun of them.

### **Sample**

Etikan, Musa, & Alkassim (2016), state that “The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the



participant possesses...The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information.”(p.2)

According to this, the study had a purposive sampling because participants were selected based on specific characteristics or qualities of a population, these principal characteristics that students should have were low self-confidence and that when they spoke English in public showed behaviors of anxiety, fear, and that they showed themselves uncomfortable talking in front of their classmates. In that order, our sampling frame were ten students of the English 1 class at Rochereau Language center that showed the characteristics mentioned above when speaking English in public, thus the process of a possible improvement in the problem of the participants could be evidenced.

### **Data Collection Instruments**

In order to collect the information needed to answer the research question and achieve the proposed objectives, the following instruments were used. First, a semi-structured interview for the teacher of the course which helped us know her thoughts and perceptions about the problem. Second, a pre-test and a post-test which includes questions about the feelings, perceptions and relationships of the participants with themselves and with others in order to know about the students' self-esteem. In relation to the objectives of this study, these two instruments mainly helped in the achievement of the first objective since they gave us results of the reasons why students experienced public speaking anxiety. Third, the field notes were used as they served to collect information about the behaviors of the students during the process, when applying the selected strategy, in this way this instrument helped us reach the second objective. Finally, a focus group to know the opinions of the students about the process and if, from their point of

view, there was any change in the problem, thus helping with the last objective proposed in this study.

**Semi-structured interview.** Bernard (2017), mentions that “Semi-structured interviewing is based on an interview guide, is a written list of questions and topics that need to be covered in a particular order”. Bernard also suggests that “You should build a guide and follow it if you want reliable, comparable qualitative data” (p. 165). In this way, it was created some questions in order to explore a little bit more about the themes that conformed this study. Furthermore, the semi-structured interview provided valuable information from the experience and perspective of the head teacher.

To begin with, two interviews were done for this study. One interview was done at the beginning of the research to the head teacher of the English 2 class in order to identify the research problem, and the other interview was done on November 27<sup>th</sup> to the head teacher of the English 1 class, who are the population of this research, to know her perspective, thoughts or points of view on the problem, the cooperative role-plays and the process of the implementation. (See chapter 12).

**Test.** Ary, Jacobs, Sorensen, & Razavieth (2010), state that “a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual’s behavior, is an indicator of the extent to which the subject has the characteristic being measured.” (p. 201). Based on that statement, a test looked specifically for answers to a single representative sample, which in this project is self-confidence, hence, the test was intended to explore and analyze the perception that students had about themselves.

Thereafter, it was performed one pre-test twice during this research. First, the pre-test was done to a “pilot group” of ten students of English 2 class in order to identify the research problem. Second, the same pre-test was done with the population of the research, students of the English 1 class, in the first class before implementing the strategy. Additionally, one post-test was implemented at the end of the implementation to know the students’ final perceptions of the strategy used. This test of self-esteem was taken from an online health and well-being magazine called “Web Consultas”, was created by Dr. Vanesa Fernandez Lopez in 2017, who is a psychologist specializing in emotions. In this test students answered multiple-choice questions about themselves, this, to know the self-esteem that students had and their perceptions of themselves. The answers were anonymous. (See chapter 12).

**Field notes.** In Bryman’s words (2016), the field notes based on observations “Should be fairly detailed summaries of events and behavior and the researcher’s initial reflections on them. The notes need to specify key dimensions of whatever is observed or heard” (p. 440). It means that the researchers wrote down reflective and detailed descriptions of what they experienced and observed during the execution of the new strategy.

Moreover, eight classes with the English 1 students of Rochereau Language Center were held, each of one hour and a half, to perform the cooperative role-plays. During this classes, observations and field notes were made, in order to study the participants’ behavior, perceptions and experiences through the implementation of the cooperative role-plays.

The field notes were done in all the classes that took place, from the beginning of the class to the end. These were done by the two researchers Maria Fernanda Cardenas and Laura

Valentina Jimenez, in some cases the researcher Paula Alexandra Bermudez could do some, but not always since she was in charge of directing and carrying out the classes. (See chapter 12).

**Focus group.** According to Bernard (2017), “Focus groups are recruited to discuss one particular topic. They are widely used to find out why people feel as they do about something or the steps people go through in making decisions” (p. 179). Then, it was engaged a group of students in a guided discussion about a specific topic. The participants were chosen as they could provide relevant information for this project.

Finally, one focus group interview was carried out with the sample of the project that were 10 students, where they had the opportunity to talk about their experience with the cooperative role-plays, and to know from their perspective if the implemented strategy helped in the problem. The focus groups was made the last session to have a closing of the implementation. The questions were made by the researchers Maria Fernanda Cardenas and Valentina Jimenez, we decided not to include the researcher Paula Bermudez as she was the teacher and maybe this could affect the answers of the students. This interview was recorded to analyze it. (See chapter 12).

## **Chapter 5**

### **Results**

Chapter five presents the analysis of the data that were collected during the implementation of the project and the procedure applied to develop this process. To analyze the information gathered, it was used Corbin & Strauss grounded theory approach (1990), which allowed us to make an orderly and structured analysis taking into account the different instruments used: a test, an interview, one focus group and field notes. Likewise, the chapter presents the categories and subcategories that emerged from this analysis.

#### **Analysis of Results and Methods**

The process to analyze the data was done following the steps proposed by Corbin & Strauss (1990), which are open coding, axial coding and selective coding. In the following paragraphs, the steps will be explained as well as what was done in each of them.

In order to interpret the collected data, first the open coding was used because we uncovered the main thoughts of the different instruments and compared them to find relations and distinctions. As Corbin & Strauss (1990), stated “In open coding, events/actions/interactions are compared with others for similarities and differences.” (p. 12). To achieve that, the researchers, keeping in mind the research question of the study, started searching and creating appropriate codes for further analysis. Second, we followed the axial coding step, in which the data were related to obtain codes, categories and subcategories based on all the descriptions of the instruments. Hence, the researchers drew conclusions on the basis of the similarities among the interview, focus group, tests and field notes for the purpose of arranging the prior evidence from the open coding step, into six categories which permitted to integrate the data with the intention of supporting the objective of this study. Finally, considering the previous step, the selective coding step was conducted, which based on Corbin & Strauss (1990), is “the process by which all

categories are unified around a central "core" category” (p. 14). In this way, we chose from the six categories conceived in the axial coding step, the relevant ones that collected important events that arose during the sessions of the execution of the strategy and were perceived throughout the data analysis.

In order to achieve that, we put together the defined patterns that were discovered in the data analysis and reduced the codes previously obtained into three main categories. Thereby, we began to join the identical information in order to build up the sub-categories.

All the facts were coded by applying the color coding method that is defined by Stottok, Bergaus, & Gorra (2011), as “a pragmatic approach that supports effective data analysis and processing, which we found easy to use” (para. 37). Thus, it was used because it made simple to see which bit of information was suitable to which category and the importance that it had to answer the research question.

To begin with, the researchers read carefully all the data collected with the instruments and developed the Category #1 named “Metamorphosis” in which we evidenced the change on the feelings and behaviors that students had showed during and at the end of the implementation of the new learning strategy. This category was lined with the subcategory 1.1 “A being that is not me” that was highlighted with yellow.

Second, it was formulated the Category #2 titled “Benefits of teamwork” which was meaningful for the research in view of it had relevant evidence of advancement in the students' learning process. In here, two subcategories were proposed; the subcategory 2.1 called “Supporting each other” was highlighted with blue; the subcategory 2.2 “Establishing new relationships” with purple, and the subcategory 2.3 “Guiding my group as a leader” with green.

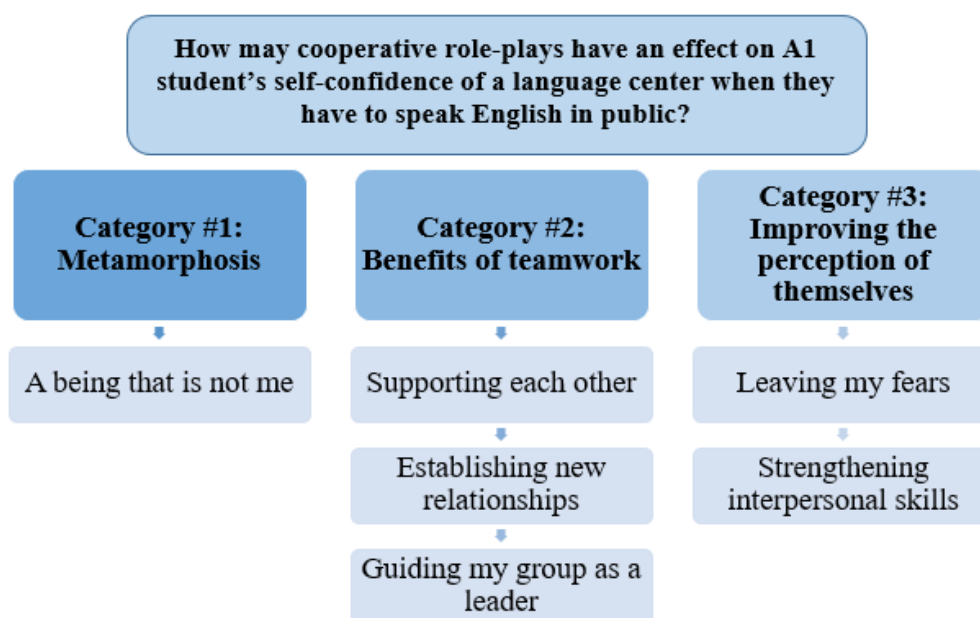
Lastly, it was conformed the Category #3 labelled “Improving the perception of themselves” which demonstrated that students learned to express their hidden strengths. From

that, two subcategories were shaped; the subcategory 3.1 “Leaving my fears” with pink and the subcategory 3.2 “Strengthening interpersonal skills” with red.

The data were triangulated following the steps mentioned early, this means, in accordance with Honorene (2017), we developed a “process of using more than one method, theory, researcher and data collection method & technique to make the research findings more valid, reliable and generalizable” (p. 91). Consequently, after having organized and contrasted all the instruments used during the implementation, the information was gathered in a diagram which allows the reader to visualize the categories and subcategories.

### Categories

To begin with the presentation of the categories obtained in the analysis process, it is worth remembering that the objective of this study was to analyze the effect that cooperative role-plays had on self-confidence when students experienced public speaking anxiety, it is also important to take into account the research question since these categories seek to answer this question. In the following figure the categories obtained are shown.



*Figure 4. Categories*

### **Category 1: Metamorphosis.**

This category was based on the data collected during the whole implementation. To begin with, it is important to remember that for the study the feelings, and mainly negative feelings like apprehension or nervousness, have always been a very important factor since these interfere directly with the self-esteem of the participants and likewise, as mentioned previously in chapter 1, they can have a potentially negative effect in the communication of people.

In this sense, for the project it is crucial to show how these feelings at the end of the implementation changed, they were no longer negative but the students eventually managed to turn that fear and nerves into security and confidence. Take for example some annotations of the field notes:

*Researcher 1: “The students felt more confident and motivated, they shared information, they were eager to present themselves quickly.” (Field note, session 4, November 6th, 2018)*

*“They returned to their seats with great security, smiling and grateful for the applause of the others and for what they had achieved.” ... “The students who were most afraid to speak in public were the ones who commented that they felt better and safer in this last presentation.” (Field note, session 6, November 20th, 2018)*

*Researcher 2: “They did not feel so nervous; they actually said that they felt normal and even relaxed.” (Field note, session 4, November 6th, 2018)*

*“One guy did it so great, he danced, he moved, he made the thing funny and that was very good” (Field note, session 6, November 20th, 2018)*

Additionally, some comments from the interview made to the teacher evidenced this change, for example:

*Researcher 3: OK. Y ¿Cómo ha sido el proceso de sus estudiantes desde la implementación de los cooperative role-plays?*



*Teacher: Al principio se vio un poco de nerviosismo, pero al pasar el tiempo creo que ellos perdieron el miedo, se sintieron más seguros, al final del semestre tuvieron un avance gigantesco en cuanto a seguridad ... Me pareció muy interesante porque sobre todo perdieron el miedo de hablar en inglés. (Teacher interview, 2018)*

In general, it was noticeable that before starting the project the students mostly showed negative feelings such as anxiety and fear when talking in front of their classmates, however, during and at the end of the implementation, a change in the attitudes, behaviors and feelings of the students could be noticed, they no longer showed fear at all but they could demonstrate the confidence, the security and the desire to participate, the change was evident.

***Subcategory 1.1: A being that is not me.***

Taking into account what was mentioned about the change that the students had, it deals directly with the fact that the students had to represent another person in the role plays. This was a very important factor that helped to cause this change, as students themselves told us that being another person shifted their mentality and led them to have an "evolution".

The following comments in the field notes and the focus group exemplify this:

*“Researcher 1: Osea que cuando ustedes presentaban los cooperative role-plays y sentían que estaban representando a alguien más, sentían más seguridad que presentándose como si fueran ustedes mismos.*

*Ss #8 (...): Pues si digamos que cada persona tiene como ciertas características... El segundo role-play fue la banda de rock entonces también es como meterme en el papel de pues estoy en una banda no tengo porque sentir miedo, la seguridad, ser extrovertido, entonces siento que nos ayuda a la hora de presentarnos.” (Focus group, 2018)*

*“Researcher 2: Cómo se sentían cuando asumían el rol específico de alguien, no tanto como bueno me tengo que aprender esto y esto, sino más bien como ustedes se ponían en el*

*papel y eso.*

*Ss #8 (...): En la mayoría de papeles, era un papel muy marcado, deportistas, actrices, actores entonces al ser personas de la farándula o personas importantes marcaban ciertas características que debías acoplar a ellos ... Hablo por mis experiencias, en el caso de la estrella de rock como lo dije anteriormente, extrovertida y yo estaba en un grupo de niñas entonces tenía que ser como la persona ruda del grupo y pues para nosotros era fácil interpretar las características propias de cada escenario.*

*Ss # (...): Bueno, al asumir el rol de otra persona es mucho más fácil de interactuar con mis compañeros... Además esto de los role plays es muy importante ya que normalmente caemos en solo oír en cambio con estos role plays tenemos la práctica, podemos practicar el vocabulario y así el día de mañana que viajemos a otro país o tengamos el placer de estar con una persona nativa que podamos comunicarnos de una buena forma.” (Focus group, 2018)*

*Researcher 2: “They were prepared which made them feel sure in a certain way, they had more body language, they moved more, they enjoyed more, they were laughing, and they did not look uncomfortable with the situation.” (Field note, session 4, November 6th, 2018)*

*Researcher 1: “All the groups included well-designed materials, and they noticed that this kind of visual support helped them to remember and be in context of what they did and said.” (Field note, session 4, November 6th, 2018)*

In sum, what the researchers could show as well as the students' own opinions highlight how important it was to get into the character during the role play, have the material, the clothes and adapt to the context or the situation. It helped them feel like they were another person, which made them have different feelings, thoughts, attitudes, and to express themselves in a different way and that in reality they were not themselves.

## **Category 2: Benefits of teamwork.**

In view of the above revealed, this category appeared taking into consideration the data collection instruments mentioned in Chapter 3 and as a result of constant reiteration of the information. Hence, the researchers realized that working as a team led the students to build trust in themselves. On the one hand, the interaction with new people increased confidence in the classroom and, on the other hand, the support of each other made them improve and achieve the aim of the pedagogical strategy.

Apart from that, all the participants were willing to take risks, and dared to help their group, leaving aside the anxiety that could cause facing a public. They encouraged their own and others group work, and found it as a way of increasing safety among all. As indicated in the extract below:

*“Researcher 1: ¿Qué opinan de trabajar en grupo? ¿Cuál es su opinión acerca del trabajo en grupo?”*

*Ss #4 (...): Es más fácil que trabajar solo porque uno tiene como en que apoyarse y pues si se equivoca pues puede uno apoyar al compañero para corregirle algo.” (Focus group, 2018)*

In this sense, two subcategories were conceived. These subcategories present the most relevant pieces of information, which maintain that cooperative role-plays had a positive effect on students' self-confidence.

### ***Subcategory 2.1: “Supporting each other”.***

The researchers noticed improvement in the capacities of the participants in terms of self-confidence and overcoming adverse situations, such as the public speaking anxiety. In this way, it was demonstrated that by receiving the help from others, allowed students to trust in themselves, and therefore believe in their abilities in order to perform in front of their peers.

The following notes confirm the statement made:

*“Researcher 1: The students listened carefully to their classmates and supported them when they did not know what to say or when they did not understand what their partner wanted to express by encouraging them to speak up and correcting the pronunciation of the words that had been taught to them in previous classes.” (Field note, session 3, November 1st, 2018)*

*“Researcher 2: A girl that was very nervous stop talking and she said like “I can’t” but her partner helped her and then she could continue talking.” (Field note, session 6, November 20th, 2018)*

*“Researcher 1: Both the students who were watching the presentation as the ones who were presenting, constantly supported their partner saying: 'breathe deeply, you can' and all this with a kind and patient face.” (Field note, session 6, November 20th, 2018)*

Likewise, opinions stated in the teacher's interview and in the focus group asserts that supporting each other created a sense of strength among students:

*Researcher 3: ¿Qué papel cree usted que desempeña la cooperación entre los estudiantes cuando deben hablar en público?*

*Head teacher: Pues básicamente creo que la cooperación entre los estudiantes es importante ya que se afianzan vínculos entre compañeros y el uno coopera y le ayuda al otro y se crean lazos en los que no solamente pienso en mí, sino que también pienso en el trabajo en grupo. (Teacher interview, November 20th, 2018)*

*“Researcher 1: ¿Ósea ya confiabas tanto en ti como en el otro?*

*Ss # (...): Aja, además también era más fácil porque las demás personas te ayudaban como diciendo “no tranquilízate, respira, no pasa nada, si te equivocas no importa.” (Focus group, November 20<sup>th</sup>, 2018)*

Besides that, it was also proved that not only the help among the students was important to enable students to rely on themselves, but also the help of the teacher created an environment of security and confidence. As displayed in these comments:

*“Researcher 2: Something good is that they have a good relationship with Paula, she makes them laugh and they feel comfortable.” (Field note, session 5, November 13th, 2018)*

*“Researcher 1: Paula was around the groups clarifying doubts and answering questions that arose before going to present in front of their classmates.” (Field note, session 6, November 20th, 2018)*

In short, based on the data collected, it was shown that both students and teachers should be part of the learning process, either by using positive words or by creating appropriate learning environments, because in this manner, they can build their self-confidence, participate actively and overcome the public speaking anxiety. As a result there was a progress in students when having difficulties related to their self-confidence, and reinforced their ties by working as a team, while they performed in a foreign language.

### ***Subcategory 2.2: “Establishing new relationships”.***

This subcategory emerged throughout the execution of the strategy, because sometimes students were unsure of meeting new people, and were restricted to always being with the closest ones, for that reason, the students had the chance of expanding their minds by looking for new relations, sharing ideas, collaborating to achieve an activity and expressing their feelings. As revealed in the extracts below:

*“Researcher 2: Since they did not take the same old people but changed, they said:*

*-It was good because they left their "comfort zone" because they did not talk much or know each other, even though they achieved good communication, they got closer to each other."* (Field note, session 3, November 1st, 2018)

*"Researcher 1: The students assimilated the change in a good manner, and they did not oppose at any time. Later, they started to look for who was the person with whom they had to make the cooperative role-play and they organized themselves in the new groups."* (Field note, session 3, November 1st, 2018)

Considering the above exposed, it can be concluded that establishing new relationships was useful to improve the learning process, acquire abilities, and support self-confidence, because they could take advantage of different experiences shared by their team.

***Subcategory 2.3: "Guiding my group as a leader".***

This subcategory was created due to the relevant information obtained regarding the effect that cooperative role-plays had on self-confidence, since as soon as students established new relationships, it was demonstrated from the data collected that a leader within a group made the members to accomplish the strategy appropriately, because they assigned roles, distributed the information in the group and promoted a successful communication. Before this strategy was implemented, these leaders did not notice the important function they had inside the group.

Therefore, the existence of leaders in the new groups, permitted the improvement among classmates and made them discover and reinforce their self-confidence. It could be evidenced in the following excerpts obtained from the field notes:

*"Researcher 2: There was a recognized leader who guided the group, consequently, during the performance they demonstrated to be well prepared and confident"* (Field note, session 2, October 16th, 2018)

*“Researcher 1: Three students from different groups who had already faced the anxiety to be in front of their classmates, offered their help to carry out the cooperative role-play. So, one of them assumed the role of leader and assigned roles to the others in order to present the cooperative role-play and accomplish the assigned task.” (Field note, session 2, October 16th, 2018)*

In brief, it was significant for the research to know how aware students were about the specific roles they carried out to strengthen their self-confidence and hence, present without fear ; in this case, the leadership was a way of motivating, creating and inspiring students to work cooperatively taking into account the same vision or objective.

### **Category 3: Improving the perception of themselves.**

This category arose because there was clear evidence in the data collection instruments of the improvement of students in terms of their confidence and interpersonal skills during the pedagogical intervention because they expressed that new relationships were created and helped them to have a better concept of themselves. Besides, the students felt proud of the progress they had during the cooperative role-plays.

#### ***Subcategory 3.1: Leaving my fears.***

Due to this research project focused on the importance of foreign language students trusting in themselves and their abilities to achieve what they propose, the cooperative role-plays were implemented in order to help students improve their self-confidence; and during the process of the implementation some evidences of students’ improvement were noticed in the field notes, teacher interview, post-test and the focus group. Here there are some examples:

*Researcher 1: “...he looked confident, he made some jokes during the presentation, and he was smiling.” (Field note, session 2, October 16th, 2018).*

*Researcher 1: “The students felt more confident and motivated, they shared information, they were eager to present themselves quickly.” (Field note, session 4, November 6th, 2018).*

*Researcher 2: “Some of them were more active than others, some of them tried to participate.” (Field note, session 5, November 13th, 2018).*

*“Researcher 3: ¿Cómo ha sido el proceso de sus estudiantes desde la implementación de los cooperative role-plays?.. Head teacher: ... al pasar el tiempo creo que ellos perdieron el miedo, se sintieron más seguros, al final del semestre tuvieron un avance gigantesco en cuanto a seguridad...” (Teacher interview, November 20th, 2018).*

In addition, comparing the pre-test and post-test, it was evidenced that there was a great improvement in students’ self-esteem because through the answers that they chose in the pre-test, they expressed that they did not believe in themselves and they felt ashamed in front of other people, but these perceptions changed in the post-test since their answers showed that after the implementation of the cooperative role-plays they had self-confidence and believed in their abilities. Then, the following graphic shows the comparison between the pre-test and the post-test:

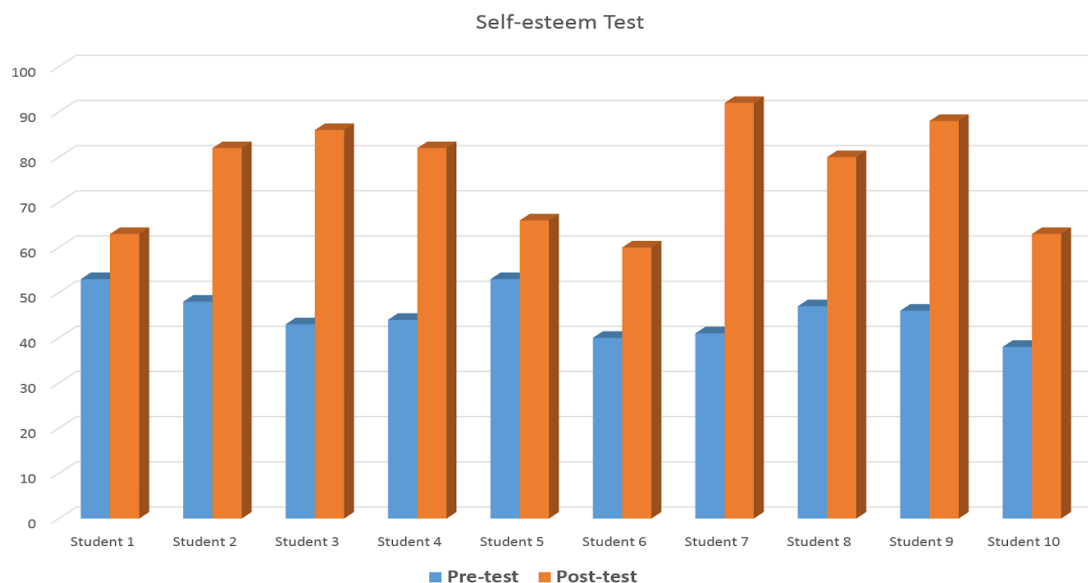


Figure 5. Results of the self-esteem pre-test and post-test applied to ten students of A1 level English course.



In this graphic the scale goes from 0 to 100 percent, which represents the students' level of self-esteem. From 0 to 40 the level of self-esteem is very low; from 41 to 60 the level of self-esteem is low; from 61 to 80 the level of self-esteem is medium; and from 81 to 100 the level of self-esteem is high. (You can see all the thirteen questions of the test in Chapter 12).

Analyzing the graphic, it is evident that the results of the post-test showed that there was an increase in the students' self-esteem level, compared with the results of the pre-test. Therefore, it is shown that the cooperative role-plays positively supported the students' self-confidence.

On the other hand, the post-test showed an improvement of how students felt when they had to speak English because in a question about speaking English, most of the students chose the answer that said "Al intentar hablar en inglés... me siento cómodo", which was a positive change because in the pre-test all the students chose the answers that said "Al intentar hablar en inglés... tengo miedo a equivocarme o me preocupa que se burlen de mí". Here there are two graphics which show the comparison between the pre-test and post-test focusing on the question about how the students felt when they had to speak English:

## How do you feel when you try to speak English? (Pre-test)



*Figure 6.* Results of the last question of the pre-test about how students felt when they tried to speak English. The graph represents the 100 hundred percent, which corresponds to 10 students.

## How do you feel when you try to speak English? (Post-test)



*Figure 7.* Results of the last question of the post-test, which was applied at the end of the implementation, about how students felt when they tried to speak English. The graph represents the 100 hundred percent, which corresponds to 10 students.

In short, those evidences proved that the students learned to believe in themselves, they started to participate in class, and they liked to present the cooperative role-plays because they felt confident and excited to act.

***Subcategory 3.2: Strengthening interpersonal skills.***

As mentioned in the in the vision of classroom of this research, the students could apply the cooperative role-plays in different situations that required interaction and that they expressed themselves in those situations, considering their feelings, perspectives and social relations with others. Therefore, communication was the basis of this project which allowed that the students improved their interpersonal skills.

The following annotations support this subcategory:

*Researcher 1: "It was noticed that two of the members interacted and gave opinions on how they should present the cooperative role-play." (Field note, session 2, October 16th, 2018).*

*Researcher 2: "About the groups, since they did not take the same old people but changed, they said it was good because they left their comfort zone ... they achieved good communication, and they got closer to each other." (Field note, session 4, November 6th, 2018).*

*Researcher 1: "I noticed more communication with the new group, they rehearsed several times until getting the expected result and enough self-confidence to make the presentation." (Field note, session 4, November 6th, 2018).*

*"Researcher 3: ¿Cómo ha sido el proceso de sus estudiantes desde la implementación de los cooperative role-plays?.. Head teacher: mejoraron mucho en las habilidades comunicativas con sus compañeros y compartieron esa experiencia." (Teacher interview, November 20th, 2018).*

To sum up, it was noticed that the students improved their interpersonal skills which are useful to have success in real life because human beings are constantly communicating, whether in the family, work or professional environment.

### **Interpretation of results**

The involvement of the cooperative role-plays as a pedagogical strategy to accomplish the aim of this project, originated several findings, one of them is evidenced in the first category since the participants could control their emotions and transformed it into safety and self-conviction. Moreover, once students felt comfortable with their role, they could see themselves as others see them. For instance, when students rehearsed their speaking in performing real situations, they were benefited from acting as another person, because they could connect the outside world within their existing knowledge.

In the second category is evidenced that the majority of students reacted positively to participating in new groups, they discussed and shared in an effective way, they encouraged their classmates, and they were supported before, during and after the implementation. The relationship of the students in the groups were successful, since it was evidenced a leader within it, which guided, inspired and encouraged the team. Consequently, when the students worked cooperatively with people different from the ones they were used to interact, they obtained a noticeable advance in their learning process and their self-assurance. Additionally, establishing connections with more people allowed them to move forward and acquire abilities that maybe they could not be provided by the people with whom they always shared.

At the same time, negative communication experiences were a matter of the past when students thought highly of themselves, communicated with others and achieved acknowledgement and recognition of their role. Generally, interactions with acquaintances were viewed as positive and supportive because they listened to, communicated their understanding,

provided advice, and often sought out for an effective way to complete the activities (Miczo, 2004).

The third category shows that the participants improved their self-confidence and the cooperative role-plays helped to improve the interpersonal skills of students which according to Pulsifer (2017), “are a set of abilities that enables a person to interact positively and work effectively with other people” (para. 2). Besides, this author identified twelve essential interpersonal skills: verbal communication, non-verbal communication, active listening, encouraging, problem-solving collaboration, decision-making, creative thinking, leadership, respect, responsibility, sensitivity, and team building, which were developed during the cooperative role-plays as it can be evidenced in the field notes, focus group and teacher interview. These interpersonal skills were developed of the following way:

The verbal communication skill was developed because the students created dialogues putting the vocabulary and the grammar topics of the class into practice, and establishing a real communication situation in order to comprehend the meaningful use of English language.

The non-verbal communication skill was developed by the students because during the process of the implementation of the cooperative role-plays they understood that when they spoke English, they were communicating something and that the body language was another way to send a message to their classmates. Therefore, in each cooperative role-play the students got into the character that corresponded to them, and acted and behaved according to the characteristics of that character.

The active listening skill was developed because when the students had to present the cooperative role-play, sometimes they forgot what they had to say, but they used the strategy of listening to what their classmate was saying in order to answer to the communicative situation

and the message sent. Besides, the students learned to listen to the ideas and points of view of their group's members in order to create an attractive cooperative role-play.

The encouraging skill was developed because during the cooperative role-plays the students supported each other before, during, and after the presentations and this was useful to build or improve the self-confidence of each student, and this was the reason why most of the students lost their fear of speaking English in public.

The problem-solving collaboration skill was developed because the students involved and used the ability of their team members to enhance and strengthen an individual's ability and weaknesses in order to overcome the difficulties and achieve the common goal.

The decision-making skill was developed since the students had to make decisions within their team about how to carry out each cooperative role-play, and this was evidenced during the first session of each role-play because the students talked and discussed about the materials, the clothes, the plot of the role-play, the characters, and all the details to perform the cooperative role-play.

The creative thinking skill was developed because the students created attractive materials to represent the context or scenario of their role-play, they wrote the plot and the script of their performance, they created their characters and acted according to the profile of those characters, and they wore interesting clothes and costumes.

The leadership skill was developed because during all the cooperative role-plays some students played the role of leaders, guided their team and supported to their members in order to accomplish their common goal and to carry out the cooperative role-play.

The respect had an important role in each team because the students understood that every person is different and contributes to accomplish a specific task. Besides, they learned to manage

positively those situations in which some members of the team disagreed with specific details or decisions of the role-play.

The responsibility skill was important because each student was like a piece of the puzzle which meant that each member of the team had specific functions to make the team successful in carrying out the cooperative role-play. Therefore, they understood that if one person of the team did not do the activity assigned by the group or the leader, they would not perform the cooperative role-play well.

Finally, the sensitivity skill and team building skill were developed since the students realized that each person had fears and that some of them did not believe in themselves, then they supported and helped each other making the other understand that he or she was valuable and important to the team.

## Chapter 6

### Conclusions

In this Chapter, we will conclude the present work and show some limitations we encountered in our research process.

This research provided valuable information on the specific issue such as, whether cooperative role-play is a useful teaching strategy to support self-confidence when students experience public speaking anxiety and how effective it was. As it could be noticed in the interpretation of the results, the findings showed that the cooperative role-plays are an innovative and good strategy to help students control their negative feelings like fear, apprehension, nervousness and anxiety, managing to change them into security. In fact, it is important for the teaching of a foreign language, since this study shows a novel way of facing situations that are seen daily in classrooms, such as the students' fears and anxiety of speaking in public because of their lack of self-confidence.

In the same way, the data analysis suggested that working in groups was motivating for the participants as they shared their thoughts and points of view in order to support their classmates and made them feel comfortable and confident when performing in front of their peers. Moreover, the results of this study proved the significance of supporting each other, teachers and students of English as a foreign language, and guiding the teamwork with a leader, as well as the importance of the cooperative role-plays to promote self-confidence in the classroom.

From our personal educational experience with cooperative role-play application, the interpretation and the analysis of the data validated our assumption that cooperative role-plays do have a place in teaching strategies in education as long as it was demonstrated that cooperative



role-plays facilitate students to communicate orally in the target language without being worried about physical changes such as red cheeks, shaking hands, or bad feelings as the above expressed.

Furthermore, the majority of the participants claimed that they felt challenged, but at the same time confident about their capabilities. They found that the cooperative role-plays were an interesting way to improve the perception of themselves. Likewise, they realized that during the research lessons their performance had increased a lot and this helped them to face real-life situations better.

Although, the obtained findings from the research instruments confirmed that there are positive effects of using cooperative role-plays to support students' self-confidence, we have identified some limitations during the completion of this research. These can be summarized in three points. The first limitation was the amount of sessions, we developed only three cooperative role-plays within six session because it took time for participants to create the material and make themselves familiar with their role. The second limitation was time, we would like to implement at least six cooperative role-plays in order to obtain more findings. However, we gathered enough data to accomplish the objective of this study. And the third limitation was that we could not know exactly if all the students of the English 1 class increased their self-confidence because of our study had a purposive sampling.

All in all, with all the outcomes mentioned above, our study will increase the use of cooperative role-plays in the classroom to overcome the problem described in chapter 2. Besides that, the use of cooperative role-plays to support self-confidence will contribute to promote innovations and changes to improve the communicative competence of students.

## **Chapter 7**

### **Prospective**

Taking into consideration what was done throughout the project, as researchers, we noticed certain questions that came up which would be interesting to address in the future, for example: What would happen if teachers use the cooperative role-plays to improve speech ability? It means, not focus just on personal factors of the students like the self-confidence, but on improving the speaking skill. In this line of thought it would be interesting to know if this strategy would serve to acquire vocabulary in a more effective and easier way.

As well as this, talking of the writing ability, we thought that it would be possible to develop an improvement in the writing skill since when making their dialogues the students look for information so these are of good quality at the time of presenting it to the teacher and presenting the cooperative role-play.

For the above mentioned, we would like that in the future the teachers, students and researchers, continue guiding themselves with this work and also use this strategy to help in certain problems either at a personal level or in teaching and learning the language; thus ensuring that cooperative role-plays are still taken into account as an effective strategy in the classroom.

## Chapter 8

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## Chapter 9

### Annexes

#### Annex #1: Teacher interview script

**Paula:** Buenos días profe, la idea es hacerle una entrevista sobre nuestra investigación.

Entonces usted va a responder a las siguientes preguntas. La primera es ¿cuál es tu opinión sobre los cooperative role-plays?

**Profesora:** Yo creo que los cooperative role-plays son una herramienta bastante interesante al momento de desarrollar las habilidades de habla de los estudiantes. Yo los implemento en todas mis clases, una al bimestre y tres al semestre, y siento que ellos pierden el miedo a hablar, se sienten más cómodos y aparte de eso pueden practicar las estructuras que han visto en clase.

**Paula:** OK. Y ¿Cómo ha sido el proceso de sus estudiantes desde la implementación de los cooperative role-plays?

**Profesora:** Al principio se vio un poco de nerviosismo, pero al pasar el tiempo creo que ellos perdieron el miedo, se sintieron más seguros, al final del semestre tuvieron un avance gigantesco en cuanto a seguridad, en cuanto a manejo del idioma, mejoraron mucho la pronunciación y mejoraron mucho en las habilidades comunicativas con sus compañeros, y compartieron esa experiencia y me pareció muy interesante porque sobre todo perdieron el miedo de hablar en inglés.

**Paula:** La tercera pregunta es: ¿Cómo ha sido el proceso de los estudiantes con la autoconfianza y la ansiedad al hablar en público durante la implementación de los cooperative role-plays?

**Profesora:** Como te decía al principio sentí bastante nerviosismo pero al pasar el tiempo ellos iban perdiendo el temor a hablar en público. Ehh, creo que esta herramienta les brinda a ellos cierta seguridad, sobre todo porque la gente siente mucho temor de hablar en inglés, entonces eso frente a tener que hablar en público se multiplica porque hablar en inglés y

hablar en público pues siempre da mucho temor, y siento que con estos cooperative role-plays ellos manejaron muy bien este tipo de situaciones y mejoraron.

**Paula:** ¿Considera usted que los cooperative role-plays son una estrategia para desarrollar con otros grupos? Y ¿por qué?

**Profesora:** Claro, de hecho como te decía también yo los manejo en mi clase, pero no con tanta intensidad como lo hicieron ustedes. Al manejarlo de esa manera los estudiantes afianzan sus conocimientos en el idioma porque a la par se ve la gramática y ellos tienen que implementar esos diálogos y eso pues genera mayor confianza al hablar y mayor fluidez cuando se presentan.

**Paula:** ¿Qué papel cree usted que desempeña la cooperación entre los estudiantes cuando deben hablar en público?

**Profesora:** ¿La cooperación entre ellos?

**Paula:** Si

**Profesora:** Pues básicamente creo que la cooperación entre los estudiantes es importante ya que se afianzan vínculos entre compañeros y el uno coopera y le ayuda al otro y se crean lazos en los que no solamente pienso en mí, sino que también pienso en el trabajo en grupo.

**Paula:** Listo, muchas gracias profe por su colaboración.

**Profesora:** Con gusto.

## **Annex #2: Focus group script**

**Valentina:** ¿Cómo se sintieron antes de presentar los cooperative role-plays?

**Estudiante #1 (Alejandra):** En el primero fue donde más tuvimos nervios, porque pues era la primera vez, era con un video, era pues difícil porque no nos conocíamos y pues ya a medida que fuimos practicando y era seguido, pues ya cada quien empezó a meterse más en el personaje y pues fue muy divertido

**Estudiante #2 (Lourdes):** A mí me dieron muchos nervios en todas las presentaciones porque pues no me lograba aprender bien como tal el papel y me daban muchos nervios ehh... No pronunciar bien.

**Estudiante #3 (...):** Pues la verdad es que estábamos acostumbrados en el colegio como a hacer eso. ¿Entonces fue como ... Sabes? Pero entonces, pues al igual pues yo creo que eso le ayuda tanto a uno como a los compañeros como a dar la fluidez en el inglés y eso pues es súper importante. Ósea a pesar de que uno no sepa como vocabulario y todo eso, pues uno tiene que aprender como a desenvolverse. Entonces yo creo que esos ejercicios ayudaron a eso.

**Mafe:** ¿Que opinan de trabajar en grupo? ¿Cuál es su opinión acerca del trabajo en grupo?

**Estudiante #4 (...):** Es más fácil que trabajar solo porque uno tiene como en que apoyarse y pues si se equivoca pues puede uno apoyar al compañero para corregirle algo.

**Estudiante #5 (...):** Pero digamos también tiene su ponencia, ósea digamos uno depende también del otro, por lo menos yo no pude hacer el segundo role-play entonces pues mi grupo quedo incompleto y digamos mas todo eso porque bueno puede que no todos se aprendan el dialogo de todos sino solo tu parte y ya entonces si se te olvida no tienes en que apoyarte porque el otro no se sabe tu dialogo entonces creo que es más por eso.

**Estudiante #6 (Luisa):** y compañerismo más que todo... Respecto a lo que ella dice, yo estaba en el grupo en el que ella no vino, y pues nos tocó, ósea nosotros no sabíamos el dialogo de ella y fue simplemente como un compañero nos ayudó y ya. Es como el compañerismo y el compromiso más que todo, no hacer las cosas solo por la nota sino pues meterse como en el rol. A mí me daba miedo pues presentarlos, pues por la pronunciación, pero yo me aprendía los diálogos.

**Mafe:** Y eso te daba seguridad a la hora de pasar al frente...

**Estudiante #6 (Luisa):** asintió con la cabeza

**Valentina:** Otra pregunta es ¿Qué estrategias utilizaron ustedes para desarrollar los cooperative role-plays?

**Estudiante #7(...):** Hmm ... Pues uno escribía por decir así el texto y lo ponía a escuchar así para la pronunciación, o por lo menos yo cuando hacía por lo menos en el oral Project, yo lo que hice fue, poner a traducir así todo y pues escribía como se pronunciaba y no como en verdad se escribía la gramática como tal sino que pronunciaba para aprendérmelo bien.

**Estudiante #8 (...):** Digamos coincido en el oral Project, yo creo que algo muy importante, pues ehh... Meterse en un papel porque pues como nos dijo la profe en el primer oral Project ehh... las cosas que, pues se facilitó, porque no era nosotros los que estábamos sino era como un personaje, entonces siento que eso me sirvió, y practicar el dialogo como tal, encapsulado en el personaje ficticio que....

**Mafe:** Osea que cuando ustedes presentaban los cooperative role-plays y sentían que estaban representando a alguien más, sentían más seguridad que presentándose como si fueran ustedes mismos.

**Estudiante #8 (...):** Pues si digamos que cada persona tiene como ciertas características, en el rol-play me toco ser un turista entonces ciertas características de pronto la inseguridad de estar en otro país, no conocer a la gente, entonces de pronto eso me ayudo a la hora de presentar, el segundo role-play fue la banda de rock entonces también es como meterme en el papel de pues estoy en una banda no tengo porque sentir miedo, la seguridad, ser extrovertido, entonces siento que nos ayuda a la hora de presentarnos

**Estudiante #9 (...):** Ehhh. Pues una compañera de ustedes nos enseñó pues como una táctica de respirar profundo antes de una presentación, pero pues ya en la presentación pues como dice él es por cuenta propia y pues ya se desenvolvía

**Valentina:** Ustedes se preocupaban más por la pronunciación, el dialogo todo eso, y no tanto como en la puesta de escena, el material, que se vestían y todo eso.

**Estudiante #6 (Luisa):** Pues eso era como lo primero que se cuadraba, pero uno piensa como listo ya está el escenario pero si uno no pronuncia bien que...

**Estudiante #1 (Alejandra):** Igual uno planea como que bueno quien va a hacer, entonces no importa si se te olvida el dialogo, tu sabias que era lo que tenías que decir, entonces intentabas decirlo de otra manera, entonces pues era más fácil.

**Valentina:** Como se sentían cuando asumían el rol especifico de alguien, no tanto como bueno me tengo que aprender esto y esto, sino más bien como ustedes se ponían en el papel y eso ....

**Estudiante #8 (...):** En la mayoría de papeles, era un papel muy marcado, no como una simple persona, sino que la mayoría de veces eran papeles muy marcados, deportistas, actrices, actores entonces al ser personas de la farándula o personas importantes marcaban ciertas características que debías acoplar a ellos, en el caso del turista una persona que no conoce la ciudad, está sorprendida por las cosas que nunca ha visto. Hablo por mis experiencias, en el caso de la estrella de como lo dije anteriormente, extrovertida y yo estaban en un grupo de niñas entonces tenía que ser como la persona ruda del grupo y pues para nosotros era fácil interpretar las características propias de cada escenario.

**Estudiante # (...):** Bueno, al asumir el rol de otra persona es mucho más fácil de interactuar con mis compañeros, obviamente se tiene que tener una dedicación porque si no te aprendes el dialogo no estás haciendo y que bobada, además esto de los role plays es muy importante ya que normalmente caemos en solo oír en cambio con estos role plays tenemos la práctica, podemos practicar el vocabulario y así el día de mañana que viajemos a otro país o tengamos el placer de estar con una persona nativa que podamos comunicarnos de una buena forma.

**Mafe:** Bueno, ¿Cómo se sentían cuando presentaban los cooperative role-plays frente a sus compañeros?

**Estudiante (...):** Nerviosos obviamente, porque puede que tú te aprendas el dialogo en tu casa y lo repitas muchas veces súper bien, pero tú llegas acá y se te olvida una palabra o te comes las palabras, y digamos como el temor a equivocarse.

**Mafe:** ¿Pero tampoco sintieron el temor como de alguna burla de sus compañeros hacia ustedes?

**Todos:** No.

**Mafe:** Todos se sintieron bajo las mismas circunstancias.

**Estudiante:** Yo creo que al principio sí, pero cuando iban ocurriendo las presentaciones, ya como que uno se familiarizaba con las personas que estaban en la clase y era más fácil.

**Mafe:** ¿Ósea ya confiabas tanto en ti como en el otro?

**Estudiante # (Luisa):** Aja, además también era más fácil porque las demás personas te ayudaban como diciendo “no tranquilízate, respira, no pasa nada, si te equivocas no importa”.

**Valentina:** Bueno, otra pregunta es que pudimos notar la diferencia del segundo role play, que fue en grupo de a 4 personas al último que fue de a parejas. Ustedes nos hicieron caer en cuenta que fue mejor el segundo por todo lo que nombran, ¿Afecto que fueran con personas que no conocían?

**Estudiante:** No, en el segundo role play estábamos con personas que no conocíamos, pero era mejor porque era más la cantidad de personas con las que estábamos.

**Estudiante:** Exacto, pues como en el segundo éramos de a 3 o 4 pues era más fácil distribuir las cosas porque por poco que digas al hablar 4 personas se va acumulando más, en el último role play que eran dos personas pues teníamos que hablar más, cuidar la pronunciación, teníamos que interpretar, entonces era como más complejo en ese sentido, me pareció a mí.

**Estudiante # (Eric):** Yo diría que hay que tener en cuenta varias cosas, primero la cantidad, pues porque es menos que aprenderse, segundo, hay gente que de pronto no se caen mal pero tampoco se llevan muy bien tal vez entonces como que no comparten muy bien, entonces eso también puede influir porque imagínate que te toque con una persona que te cae mal, no creo que sea muy chévere y que se rían en la conversación, entonces sería lo bien que se relacionan las personas, la cantidad de gente que hay y también los nuevos temas que se están involucrando en el texto porque por ejemplo que tal sea un tema sencillo entonces yo digo que eso también influencia en el dialogo.

**Estudiante:** Yo también pienso que lo que dice Eric de la empatía que uno tiene hacia el otro digamos cuando eran grupos de 4 porque puede que con 2 no los conozcas pero puede que con uno al menos hayas hablado y digamos que se puede interactuar mejor pero entonces por ejemplo en las parejas me toco con una persona con la que yo jamás había hablado entonces solo como que hablamos por WhatsApp y ya nada más, y uno tampoco se toma el tiempo de hablar con las personas o interactuar más con el otro entonces eso pasa.

## Annex #3: Field note

## Field note

<p><b>DATE:</b> November 6<sup>th</sup>, 2018</p> <p><b>TIME:</b> 1h 30 min</p> <p><b>NUMBER OF STUDENTS:</b> 30</p>	<p style="text-align: right;"><b>SESSION # <u>4</u></b></p> <p><b>CLASS:</b> A1 level</p>
<p><b>DESCRIPTION OF THE CLASS</b></p>	<p><b>CRITICAL COMMENT</b></p>
<p><i>Warm- up</i></p> <p>At the beginning of the class, several students were concerned and anxious about the presentation of the cooperative role play. They were verifying that their classmates had taken all the materials, they were looking for the pronunciation of the words they were going to use.</p> <p>Paula explained the warm-up, she gave an example and then the students began to think about their feelings, both good and bad and wrote. When Paula picked up, she took at random and asked the students to say who felt identified with that feeling about their personalities, they showed friendly expressions with those people who shared the same feeling.</p> <p><i>Communicative</i></p> <p>I could perceive that the students who did not interact with their groups in the previous cooperative role play, this time surprisingly I noticed more communication with the new group, and they rehearsed several times until getting the expected result and enough self-confidence to make the presentation.</p> <p>The students prepared their scenarios according to what was said the previous class, all the groups included well-designed materials, and they noticed that this kind of visual support helped them to remember and be in context of what they did and said.</p>	<p>Perhaps if the students had been asked to hand out the pieces of their feelings with someone they did not know, other reactions might have been evident.</p> <p>To think that each one was going to play a special role in the presentation, it made them imagine what it is to be in the someone's position, how he/she behaves, the attitudes and actions he/she performs and so on.</p> <p>Comparing the previous presentations with this class, I noticed great improvement and clearer conversations, we saw a good interaction listening to the other and, therefore, the fear of mockery took a back seat.</p> <p>This indicates that students have confidence when they understand that working individually is not enough to be able to communicate in another language, they need to interact taking into account factors that allow creating a context,</p>

Moreover, the students felt more confident and motivated, they shared information, they were eager to present themselves quickly. I noticed that some students had not taken enough material to contextualize the others, so they asked for ideas from their classmates and they were friendly and suggested good alternatives to use the materials they had, they even gave them material they had.

On the other hand, there was only one group that did not manage to reach an agreement with their peers, but even so, everyone tried to do something in the cooperative role play.

#### *Assessment and Closing*

The students said that the support of their new classmates was beneficial so that the nerves or shyness were not evident, the commitment of each member of the group was also vital. On the other hand, a girl said that they should improve the tone of the voice, but that she had had a lot of fun with the presentations of their classmates. While other students expressed that everyone should improve the pronunciation.

be in the situation itself, and to express oneself without fear.

This reveals that little by little they are noticing the progress of their presentations, and that it can give them the opportunity to advance in the learning of a foreign language. Likewise, when they reflect on the things they should do to improve their presentations, they no longer think of fear be in front of their classmates, but rather of doing better each time to have a great time.



**Chapter 10**  
**Project's Timetable**

<b>TIMETABLE</b>	
<b>ACTIVITY</b>	<b>DATE</b>
<b>Permission letter for the Director of Rochereau Language center.</b>	August 23 <sup>rd</sup> , 2018
<b>Consent form for the students.</b>	September 18 <sup>th</sup> , 2018
<b>Consent for the head teacher of the English class.</b>	September 24 <sup>th</sup> , 2018
<b>Pre-test</b>	September 25 <sup>th</sup> , 2018
<b>Lesson plan 1</b> <b>Field note 1</b>	October 4 <sup>th</sup> , 2018
<b>Lesson plan 2</b> <b>Field note 2</b>	October 16 <sup>th</sup> , 2018
<b>Lesson plan 3</b> <b>Field note 3</b>	November 1 <sup>st</sup> , 2018
<b>Lesson plan 4</b> <b>Field note 4</b>	November 6 <sup>th</sup> , 2018
<b>Lesson plan 5</b> <b>Field note 5</b>	November 13 <sup>th</sup> , 2018
<b>Lesson plan 6</b> <b>Field note 6</b>	November 20 <sup>th</sup> , 2018
<b>Post-test</b>	November 22 <sup>nd</sup> , 2018
<b>Focus group</b> <b>Teacher interview</b>	November 27 <sup>th</sup> , 2018

## **Chapter 11**

### **Intervention Proposal**

In this chapter the reader will find the vision of language, vision of learning, and vision of classroom according to the focus of this research. Based on these visions and understanding of teaching-learning processes, the pedagogical intervention was developed including an implementation of cooperative role-plays with their corresponding lesson plans, the description of each step and the information collected during each lesson.

#### **Vision of Language**

This research understands language as a means of communication to express ideas, experiences and feelings, which allows people to establish relationships with others. In this sense, Tudor (2001), states that language is not only a tool for achieving specific aims, but it is also a tool of self-expression because the learner is a social and personal actor, affective individual, and language is a form of social action. Additionally, this author mentions that the humanistic perspective plays an important role in the vision of language as self-expression because its main components are based on feelings, social relations, responsibility, intellect, understanding, and self-actualization, so language is a tool to achieve personal fulfilment.

Similar to what Tudor states, this research considers that learners are individuals who have their own goals, wishes, ideas, and feelings which they want to express or convey to other people in order to build relationships with others, and this is the reason why learners and mainly the population of this research wants to learn English, they are interested in learning the universal foreign language, English, because they think with this language they can expand their social relationships with people from different countries and thus have a better personal and professional growth.

## **Vision of Learning**

Giving some thought to what was said about the vision of language which was self-expression, it is fair to state that the vision of learning inside this research, is the role of affect. Tudor (2001), points out that “the role of affect is an omnipresent phenomenon, and which relates to students' attitudes to and involvement in learning activities” (p. 96). Therefore, affect can be seen as a medium through which students learn to analyze their emotional factors that affect their performance, in order to develop a positive relationship between the learning material, and supportive interpersonal relationship in the classroom itself, because in this project, through the implementation of the cooperative role-plays the students were asked to prepare themselves to talk in front of their peers and be secure about their knowledge.

On the other hand, in this vision of learning the author takes into consideration the humanistic language teaching because it aims at fostering and maintaining students’ interest and involvement in the learning process, (Tudor, (2001), p. 98). Thus, when learners enter in the classroom, they expect teachers to have something important and meaningful to provide them with in the lesson, subsequently, the teacher must engage and motivate students with the appropriate learning activities according to the reasons they have for learning the language, in that way, it will be ensured that something was learned, and they will want to find out more information about the topic.

At this point, the main idea of this research was to make students feel confident when speaking a foreign language and raise awareness of their learning process when they were executing an activity by demonstrating that everyone has something important to contribute and students must tap into classmates' creative or imaginative potential. That is to say that despite of the differences in terms of language use, students are able to learn by creating an affective and trusting relationship in the classroom to discover their personal learning in the target language.

## **Vision of Classroom**

It is important to emphasize the role that a classroom has in the teaching-learning process. Tudor (2001), considers an emphasis on class methodology in which, on one hand, language is spoken as a means to achieve communicative goals in real communicative situations that require interaction, and on the other hand, language is used as a way of self-expression. For this reason, the vision of classroom in this project was the communicative classroom, because in this project students could apply the cooperative role-plays in different situations that require interaction and that they could express themselves in those situations, considering their feelings, perspectives and social relations with others.

Based on the methodology mentioned above, we share Tudor's view (2001), when he states that "Language skills which are developed in the classroom are designed to facilitate language use in the communicative situations that students will or may encounter at some future stage in their professional, academic, or personal lives." (p. 115), because it deals with what we already argued in the previous chapters since, it is important to have a good communication in different situations such as in the classroom with participation or grades, and to have a good development in a future job or just to understand what a person says.

Moreover, Tudor (2001), mentions the importance of the student involvement in the learning activities and the personal meaningfulness for learners, he claims that "Personal meaningfulness arises out of the interaction between tasks and materials, and learners' interests, attitudes, and expectations"(p. 113), it is worth mentioning this since our project handled the thoughts, perceptions and behaviors of the students, thus it was important to provide them with materials or activities that help them feel good in the classroom, as well as an environment where the communication between the students could be developed in the best way, where the students

felt comfortable during each activity, thereby they could perceive the classroom like a place where they were able to communicate and express their ideas and emotions.

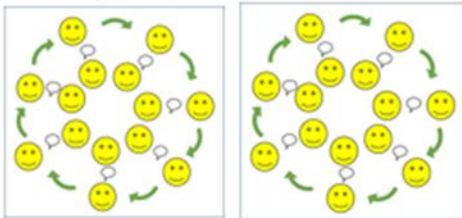
### **Pedagogical Intervention**

To carry out the pedagogical intervention, the following implementation was proposed in which three different cooperative role-plays were carried out, each cooperative role-play was carried out in two sessions, the first session where the explanation of each one was given and the students prepared the cooperative role-play, and in the next session the different scenes taken by the students were carried out, this for a total of six sessions.

## Lesson Plan #1

Place	Class length	Date	Nr of session
Rochereau Language center, Uniminuto	90 minutes	October 4 <sup>th</sup> , 2018	1
Class Level	Topic		
A1	Giving and asking for directions		
Learning Objective			
Students will be able to play a common daily situation that happens on the street by using common expression to give and ask for directions to a specific place, and also they will develop teamwork skills.			



Stage	Description of Activities	Data to be collected
Warm-up	<ol style="list-style-type: none"> <li>The students are going to organize in two groups, and each group must stand up forming two circles of seven people. One circle is going to be located in the center, and the other circle on the outside around the first circle.</li> <li>The students who are in the outer circle must ask three personal information to the person in front of them, and then, they must turn right to ask the same questions to another partner.</li> </ol> 	We are going to observe the knowledge that the students have about the language, their relationship with their classmates and if they work collaboratively or individually to achieve the objective of the activity.
Presentation of the topic	<ol style="list-style-type: none"> <li>The students are going to watch two videos about giving and asking for directions in order to see the usefulness of the topic and also, to have real examples of how to play a common daily situation by using English language. The first video is about a man who is on the street and asks for directions to get to a restaurant and to an ATM, besides, this person repeats the directions slowly to provide a better explanation. The second video shows a woman asking for directions in a restaurant to a man who is eating with his friends.</li> <li>After watching the video, the teacher is going to ask what expressions they heard in the video and what they understood about the situations presented in the video. Students will find expressions such as:</li> </ol>	We want to know how students react when speaking aloud, the physical changes they show (red cheeks, trembling)


	<ul style="list-style-type: none"> <li>● Go down this street.</li> <li>● Take a left after the bridge.</li> <li>● It will be on your left.</li> <li>● It's the same way.</li> <li>● Cross the bridge.</li> <li>● A block up on your left.</li> <li>● I am lost.</li> <li>● Where is there an ATM?</li> <li>● Go up one block and take a left.</li> <li>● Next to an art gallery.</li> <li>● In front of Art's bar.</li> <li>● Excuse me, How do I get to the red cafe?</li> <li>● Go to the corner and turn left.</li> <li>● Go two blocks and turn right.</li> <li>● Go through the station.</li> <li>● Next to the pharmacy is the red cafe.</li> </ul>	
<p><b>Practice Activity</b></p>	<ol style="list-style-type: none"> <li>1. The teacher is going to say to students that they will be actors and actresses because they are going to have the opportunity to play a common daily situation by acting as different characters.</li> <li>2. The students are going to organize in groups of three or four. In this first cooperative role-play students could choose the people with whom they want to work, because of this way the students and the researchers can identify the weaknesses and strengths that each student has.</li> <li>3. Each group will receive a dialogue about giving and asking for directions. They will have to read the dialogue, and look for the meaning of unknown words.</li> <li>4. Then, they will have to change the places of the dialogue that are underlined, and they will assign a character or role for each member of the group according to their ability or personality.</li> <li>5. The teacher will mention to students that they can add more information or details to the conversation, and also they can propose a context, place, or situation where the conversation happens or takes place. For this reason, all the members of each group must talk to agree on the details of the role-play.</li> <li>6. The students will have to prepare the cooperative role-play with all the materials that they need to act the situation. The teacher will say to students that to succeed with this activity they can relax and not be worried if they make mistakes because these are part of the learning process, and besides, the teacher will explain that it is important to understand the conversation instead of memorizing meaningfulness words, because of this way if students forget something of their dialogue, they can listen to their partner and think of a possible answer.</li> <li>7. The students must present the cooperative role-play in the second session.</li> </ol> <p style="text-align: center; color: blue;">Dialogue:</p>	<p>We want to observe how they react to the first assigned role play, which is their first impression in front of this new "activity", if they feel emotion or in the contrary if they do not like the idea.</p>

	<p>Man on the street: Excuse me. Can you tell me how to get to the <u>post office</u>?</p> <p>Second man: I'm sorry. I don't know because I don't live here. I'm just a visitor.</p> <p style="text-align: center;"><i>(ten seconds later)</i></p> <p>Man on the street: Excuse me. Do you know where the <u>post office</u> is?</p> <p>Woman: Sure. It's not far from here. Walk straight ahead until you get to <u>Main Street</u>. Then ...</p> <p>Man on the street: Sorry to interrupt you. How many blocks is that?</p> <p>Woman: It's about two or three blocks. It's the first traffic light you come to. When you get to <u>Main Street</u>, turn right, and walk one block to <u>Broadway</u>. Then turn left and go about half a block.</p> <p>Man on the street: Which side of the street is it on?</p> <p>Woman: Coming from this direction, it'll be on your right side. It's in the middle of the block, next to <u>the Sweets Ice Cream Shop</u>. You can't miss it. Do you want me to repeat any of that?</p> <p>Man on the street: No, that's okay. I've got it. Thanks a lot.</p> <p>Woman: You're welcome.</p>	
<b>Closing</b>	<p>The teacher will say the rules to the students to present the cooperative role-play in the next session.</p> <ul style="list-style-type: none"> <li>● Students can create posters or pictures to decorate the scenario of their cooperative role-play.</li> <li>● Students can wear accessories or clothes to play the different characters.</li> <li>● Students cannot read the dialogue.</li> <li>● Students must support each other during the preparation and the presentation of the cooperative role-play.</li> </ul>	<p>We are going to observe and understand the discursive interaction between the teacher and the students. For example, if there exists questions or comments about what the learners have to do, how both react.</p>



## Lesson Plan #2

Place	Class length	Date	Nr of session
Rochereau Language center, Uniminuto	90 minutes	October 16 <sup>th</sup> , 2018	2
Class Level	Topic		
A1	Giving and asking for directions		
Learning Objective			
Students will be able to play a common daily situation that happens on the street by using common expression to give and ask for directions to a specific place, and also they will develop teamwork skills.			

Stage	Description of Activities	Data to be collected
<b>Warm-up</b>	<ol style="list-style-type: none"> <li>The sitting arrangement for the warm up will be a semicircle, because the students need the space in the middle.</li> </ol>  <ol style="list-style-type: none"> <li>The students will make pairs, and each pair must seat on the floor putting their backs together.</li> <li>The students will do a breathing exercise for which the teacher will give the following directions: Teacher: To begin, each pair should try to synchronize their breathing, that is, breathe at the same time, trying to move their back (up and down) so that the partner knows the speed with which he/she is breathing.</li> <li>Afterwards, the teacher will say that the couple she touches should begin to breathe harder (so the others can hear them) and the others should try to synchronize their breaths with that couple, thus adding more couples until all the students breath hard and synchronized.</li> <li>During the activity, it will be played relaxing music that will help to create a calm environment.</li> </ol> <p>The objective of this activity is to make the students feel a little relaxed, that they do not feel so anxious and nervous before the role plays.</p>	Observe how students react to new exercises and if it helps them feel relaxed and calm, to carry out the planned activities.
<b>Communicative</b>	<ol style="list-style-type: none"> <li>Before beginning with the presentations, the teacher will give the following commands to the students:</li> </ol>	We will look at the different groups and identify groups' unique characteristics.

	<p>2. The teacher will remember the rules of the presentation of the role play which are:</p> <ul style="list-style-type: none"> <li>• Students can create posters or pictures to decorate the scenario of their cooperative role-play.</li> <li>• Students can wear accessories or clothes to play the different characters.</li> <li>• Students cannot read the dialogue.</li> <li>• Students must support each other during the preparation and the presentation of the cooperative role-play.</li> </ul> <p>3. The teacher will say that they will have some time to prepare what they need for the presentation (clothes, materials, to review the dialogue)</p> <p>4. At the end of the commands the teacher will go with each group asking if they need something, if they have doubts or questions about the presentations and clarifying what the students need to know.</p> <p>5. When the time is over, students' presentations will begin.</p>	<p>Additionally, we will find the recognized leader of each group, if there is any or not.</p>
<b>Closing</b>	<p>In the remaining five minutes of the class, the teacher is going to ask the next questions to the students:</p> <ul style="list-style-type: none"> <li>- How did you come to establish roles within the group?</li> <li>- How did you feel before the presentation?</li> <li>- How did you feel during the presentation?</li> <li>- How did you feel after the presentation?</li> <li>- What do you think should be improved for future presentations?</li> </ul>	<p>We want to hear, observe and understand the students' points of view towards their presentations in front of their peers and his or her own performance.</p>

### Lesson Plan #3

Place	Class length	Date	Nr of session
Rochereau Language center, Uniminuto	90 minutes	November 1 <sup>st</sup> , 2018	3
Class Level		Topic	
A1		Talking about hobbies	
Learning Objective			
Students will create a role-play situation in which they talk about their hobbies by using gerunds. Besides, they will understand the importance of communication during teamwork to achieve the goals.			



Stage	Description of Activities	Data to be collected
<b>Warm-up</b>	<p>1. To begin with the class, the students will place the seats in a semicircle and they will be organized in pairs in the center of the room. The teacher will explain the rules of the activity:</p> <ul style="list-style-type: none"> <li>→ Students will have 30 seconds to say 1 or maximum 2 words about things, activities, and food, anything that they like, if the partner likes it, they will have to answer simply with YES, or on the contrary if they do not like the student will say NO.</li> <li>→ They will say things without until the time is up.</li> <li>→ They should take turns, the student A first saying a word and the B answers, then the student B another word and the A answers, and so on.</li> <li>→ At the end of 30 seconds the teacher will say SWAP and students should change partners with the closest partner and start the exercise.</li> <li>→ They cannot repeat the partners</li> </ul> <p>What we want with this activity is to make that the students from the beginning of the class begin to interact with their classmates and that they know a little more about the classmates with whom they have not had much contact.</p>	We want to make inferences about attitudes we observe. Attitudes that students have when developing activities with other classmates who may not know too much or classmates with who have not had a conversation before.

<b>Presentation of the topic</b>	<p>1. The teacher will show to students a video with vocabulary about hobbies or free time activities, and the students must take notes. The vocabulary is:</p> <ul style="list-style-type: none"> <li>- Cycling</li> <li>- Cooking</li> <li>- Horse riding</li> <li>- Playing basketball</li> <li>- Dancing</li> <li>- Shopping</li> <li>- Eating out</li> <li>- Reading</li> <li>- Listening to music</li> <li>- Singing</li> <li>- Playing golf</li> <li>- Jogging</li> </ul> <p>2. The teacher will stop several times the video to interact with students by asking them if they like or hate doing those activities. <a href="https://www.youtube.com/watch?v=Gib09sIRwOM">https://www.youtube.com/watch?v=Gib09sIRwOM</a></p> <p>3. After the video, the teacher will ask some students about their hobbies, in order to create a friendly environment and to show students that they and their interests are the most important part of the class.</p>	<p>We want to know how students react when talking about their hobbies and activities, besides to know their understanding and interest in the subject.</p>
<b>Practice Activity</b>	<p>1. The teacher will say to students that they are going to be like directors of films, and scriptwriters because they must create a real situation in which they talk about hobbies.</p> <p>2. The teacher will organize the students in groups of four taking into account their personality because the idea is that in each group there are people who are afraid to speak in public and others who do not feel so afraid, in this way they can support each other. Besides, the teacher will assign the leader role to the shiest person of the group.</p> <p>3. For this cooperative role-play there will be four contexts or places where the conversation will take place. These are: A TV show, a party, a bus, and a police station.</p> <p>4. The teacher will assign one of the previous contexts to each group. Then, the teacher will explain to students that they must create a conversation talking about hobbies; the characters of the situation; and the materials to recreate or simulate the context or place assigned to them.</p> <p>5. The teacher will say to students that they must write on a piece of paper the names of the group members, the information of the characters, the synopsis of the role-play, and a list with the materials that they will use.</p> <p>6. While students are doing the activity and sharing ideas, the teacher will play English music to provide a quiet environment. Furthermore, the teacher will be walking around the classroom to check the teamwork strategies that students use, and to help students who need to clarify doubts.</p> <p>7. The teacher will collect the papers of each group.</p>	<p>We want to find out what behaviors students exhibit when the teacher organizes them taking into account the different abilities they demonstrate in previous sessions, in order to work cooperatively with others.</p>
<b>Closing</b>	<p>The teacher will say the rules to the students to present the cooperative role-play in the next session.</p> <ul style="list-style-type: none"> <li>• Students must use different materials to decorate the scenario of their cooperative role-play.</li> <li>• Students must wear accessories or clothes to play the different characters.</li> </ul>	<p>We are going to observe and understand the discursive interaction between the teacher and the students. For example, if there exists</p>

	<ul style="list-style-type: none"><li>• Students cannot read the dialogue.</li><li>• Students must support each other during the preparation and the presentation of the cooperative role-play.</li></ul>	questions or comments about what the learners have to do, how both react.
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### Lesson Plan #4

Place	Class length	Date	Nr of session
Rochereau Language center, Uniminuto	90 minutes	November 6 <sup>th</sup> , 2018	4
Class Level	Topic		
A1	Talking about hobbies		
Learning Objective			
Students will create a role-play situation in which they talk about their hobbies by using gerunds. Besides, they will understand the importance of communication during teamwork to achieve the goals.			

Stage	Description of Activities	Data to be collected
<b>Warm-up</b>	<p>To begin with the class, the teacher will do a "liberation" exercise which consists of:</p> <ol style="list-style-type: none"> <li>1. On a piece of paper students will write one thing they like about them and one that they do not, these things should be about personality or feelings, not about the physical.</li> <li>2. The students who want, can put the name and those who do not want leave them anonymously.</li> <li>3. The teacher will read 5 papers aloud and the students will be asked who identifies with that feeling or thought.</li> </ol>	<p>We are going to observe how the students feel (sad, worried, proud, sad, embarrassed, etc) when sharing their feelings in front of their classmates.</p>
<b>Communicative</b>	<ol style="list-style-type: none"> <li>1. Before beginning with the presentations, the teacher will give the following commands to the students:</li> <li>2. The teacher will remember the rules of the presentation of the role play which are: <ul style="list-style-type: none"> <li>• Students must use different materials to decorate the scenario of their cooperative role-play.</li> <li>• Students must wear accessories or clothes to play the different characters.</li> <li>• Students cannot read the dialogue.</li> <li>• Students must support each other during the preparation and the presentation of the cooperative role-play.</li> </ul> </li> <li>3. Teacher will say that they will have some time to prepare what they need for the presentation (clothes, materials, to review the dialogue)</li> <li>4. At the end of the commands the teacher will go with each group asking if they need something, if they have doubts or questions about the presentations and clarifying what the students need to know.</li> <li>5. When the time is over, students' presentations will begin.</li> </ol>	<p>We will see the teacher-student interaction when the teacher gives instructions in order to be developed and assessed the cooperative role-plays.</p> <p>Moreover, we want to know if the students assigned for creating the new groups improved their security and transmit it to their team or not.</p>

<b>Closing</b>	In the remaining five minutes of the class, the teacher is going to ask the next questions to the students: <ul style="list-style-type: none"><li>- How did you come to establish roles within the group?</li><li>- How did you feel before the presentation?</li><li>- How did you feel during the presentation?</li><li>- How did you feel after the presentation?</li><li>- What do you think should be improved for future presentations?</li></ul>	We want to hear, observe and understand the students' points of view towards their presentations in front of their peers and his or her own performance.
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## Lesson Plan #5

Place	Class length	Date	Nr of session
Rochereau Language center, Uniminuto	90 minutes	November 13 <sup>h</sup> , 2018	5
Class Level	Topic		
A1	Talking about abilities		
Learning Objective			
Students will talk about abilities in a cooperative role-play situation using can, can't and present simple tense, besides, they will interact with new people to face the fear of speaking in public.			

Stage	Description of Activities	Data to be collected
<b>Warm-up</b>	<p>1. The students will walk around the classroom and when the teacher shouts "Sharks are coming", the students must do a scared face and shout "How many, teacher?"</p> <p>2. Then, the teacher will shout out a number and the students must get into groups of the number shouted.</p> <p>3. The students who are left out have to answer a question. Let's look an example:            Teacher: Sharks are coming            Students: How many, teacher? (with a scared face)            Teacher: 5            Teacher: Can you tell me two things you can do by your own?            Students: I can play the guitar and I can swim.            Teacher: Very good!</p> <p>This activity will allow us to increase inclusion in the classroom and know how help is evidenced among students in order to be part of a group, besides this will encourage students to support each other when speaking a foreign language.</p>	We will observe the way students encourage to the one who has been left out from the groups to answer the questions. We will see if they motivate their classmates or let them alone.
<b>Presentation of the topic</b>	<p>1. The teacher will show to students a video in which there is a man interviewing some people on the street about their abilities, and also, there is a conversation between a man who is looking for a job, and a woman who asks questions about the abilities that he has in order to find him a perfect job.</p> <p>2. Students must pay attention and take notes about the expressions to talk about abilities using can and can't. The expressions that they will find are:</p> <ul style="list-style-type: none"> <li>- Can you sing? Yes, I can./ No, I can't.</li> <li>- Can you play the violin? Yes, I can / No, I can't.</li> </ul>	We want to see how students react when they give their opinions about the video, if they can express themselves fluently or if, on the contrary, when speaking, we see that maybe they stutter or we notice the trembling voice.



	<ul style="list-style-type: none"> <li>- Can you speak Hungarian? Yes, I can.</li> <li>- I can't speak Chinese but I can speak Spanish.</li> <li>- Can Jack fix cars? Of course, he can.</li> <li>- Tell me what can you do?</li> <li>- I can fix cars.</li> <li>- You're a mechanic.</li> <li>- Can you do anything else?</li> <li>- I'm sure we can find a job.</li> <li>- Can you bake bread and cakes? No, I can't.</li> <li>- Can you drive a bus? I'm afraid, I can't</li> <li>- Can you type? No, I can't</li> <li>- I can't do anything. What can I do?</li> <li>- You can act.</li> <li>- You can get the job.</li> </ul> <p><a href="https://www.youtube.com/watch?v=RPDHqfX4PZQ">https://www.youtube.com/watch?v=RPDHqfX4PZQ</a></p> <p>3. The teacher will ask the students what expressions they found and their opinions about the video.</p> <p>4. Then, the teacher will ask students about their abilities saying "raise your hand if you can play the guitar, sing, dance, drive, etc".</p>	
<b>Practice Activity</b>	<ol style="list-style-type: none"> <li>1. The teacher will say to students that they are going to play the scene presented in the video, but with a different dialogue.</li> <li>2. The teacher will organize the students in pairs taking into account that it is not with people with whom they always work, because the idea is that students leave their comfort zone and socialize with new people to face the fear of speaking in public or with strangers.</li> <li>3. For this cooperative role-play there will be only one situation, which is "looking for a job". Therefore, the students must create the role-play situation based on the scene presented in the video, but the students will have to create their own dialogue using can, can't, and present simple tense.</li> <li>4. The teacher will explain to students that they must use materials to recreate or simulate the role-play, and mainly that they must not only say the dialogue, but also use body language to convey the message. So, students will have to act and be creative to play the different roles.</li> <li>5. The teacher will say to students that they must write on a piece of paper the names of the group members, the information of the characters, the synopsis of the role-play, and a list with the materials that they will use.</li> <li>6. While students are doing the activity and sharing ideas, the teacher will play English music to provide a quiet environment. Furthermore, the teacher will be walking around the classroom to check the teamwork strategies that students use, and to help students who need to clarify doubts.</li> <li>7. The teacher will collect the papers of each group.</li> </ol>	<p>We are going to observe the participants and their roles in the cooperative role play proposed by the teacher, that means to detect the interaction among the group, the way of communicating (including non-verbal communication), and finally, the specific behavioral events, such as, conflicts, decision-making and collaboration.</p>
<b>Closing</b>	<p>The teacher will say the rules to the students to present the cooperative role-play in the next session.</p> <ul style="list-style-type: none"> <li>• Students must use different materials to decorate the scenario of their cooperative role-play.</li> <li>• Students must wear accessories or clothes to play the different characters.</li> <li>• Students must use body language.</li> </ul>	<p>We are going to observe and understand the discursive interaction between the teacher and the students. For example, if there exists questions or comments about what the learners have to do, how</p>

	<ul style="list-style-type: none"><li>• Students cannot read the dialogue.</li><li>• Students must support each other during the preparation and the presentation of the cooperative role-play.</li></ul>	both react.
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### Lesson Plan #6

Place	Class length	Date	Nr of session
Rochereau Language center, Uniminuto	90 minutes	November 20 <sup>th</sup> , 2018	6
Class Level	Topic		
A1	Talking about abilities		
Learning Objective			
Students will talk about abilities in a cooperative role-play situation using can, can't and present simple tense, besides, they will interact with new people to face the fear of speaking in public.			

Stage	Description of Activities	Data to be collected
<b>Warm-up</b>	<p>To begin with the class the teacher will do a game call "Mixed basket":</p> <ol style="list-style-type: none"> <li>In this game all members must sit in a circle while the teacher will act as coordinator and stay in the center, standing. All students will say their names out loud to remember them.</li> <li>Then, the coordinator must point to a person and say ¡APPLE! So that the person responds with the name of the colleague on his right, and if he says ¡ORANGE! You must say what the person on your left is called.</li> <li>If the person you are questioning is wrong or takes more than three seconds to answer, you must go to the center of the circle and take on the role of coordinator.</li> <li>At the moment when the coordinator says "mixed basket", everyone should change places.</li> </ol>	We want to know if the activities that are more didactic and do not have much to do with the class, distracts them from their "responsibilities" and makes them free their minds and then focus on achieving the activities.
<b>Communicative</b>	<ol style="list-style-type: none"> <li>Before beginning with the presentations, the teacher will give the following commands to the students:</li> <li>The teacher will remember the rules of the presentation of the role play which are: <ul style="list-style-type: none"> <li>Students must use different materials to decorate the scenario of their cooperative role-play.</li> <li>Students must wear accessories or clothes to play the different characters.</li> <li>Students cannot read the dialogue.</li> <li>Students must support each other during the preparation and the presentation of the cooperative role-play.</li> </ul> </li> <li>The teacher will tell the students what will be evaluated, what things will be taken into account for the grade, since</li> </ol>	We are going to observe if the participants have a good interaction among the group, the way of communicating including non-verbal communication among themselves, and if the students could decide and assign the roles to solve behavioral events, such as, conflicts, decision-making and collaboration.

	<p>the teacher will evaluate the activity as a speaking.</p> <p>4. The teacher will tell the students that they have a time of 5 minutes for each presentation since the dialogue is not very long.</p> <p>5. The teacher will say that they will have some time to prepare what they need for the presentation (clothes, materials, to review the dialogue).</p> <p>6. At the end of the commands the teacher will go with each group asking if they need something, if they have doubts or questions about the presentations and clarifying what the students need to know.</p> <p>7. When the time is over, students' presentations will begin.</p>	
<b>Closing</b>	<p>In the remaining five minutes of the class, the teacher is going to ask the next questions to the students:</p> <ul style="list-style-type: none"> <li>- How did you come to establish roles within the group?</li> <li>- How did you feel before the presentation?</li> <li>- How did you feel during the presentation?</li> <li>- How did you feel after the presentation?</li> <li>- What do you think should be improved for future presentations?</li> </ul>	<p>We want to hear, observe and understand the students' points of view towards their presentations in front of their peers and his or her own performance.</p>

## Chapter 12

### Designed Instruments

#### Instrument #1

#### TEST

##### 1. Cuando me comparo con otras personas...

- Me siento fatal destacando mis virtudes y afianzando mis defectos.
- Me encuentro bien conmigo mismo, cada uno tiene su encanto.
- Hay algunas cosas que envidio de ellas sintiéndome algo inferior.

##### 2. En lo que respecta a mi desempeño académico...

- Estoy bastante satisfecho con mi rendimiento.
- Me consta que no podré superar nunca el rendimiento de algunos de mis compañeros.
- Casi todo el mundo lo hace mejor que yo.

##### 3. Cuando me miro al espejo

- En general, me gusta lo que veo.
- Me cambiaría muchas cosas o casi por completo.
- Tengo algunos “defectillos” que me avergüenzan.

##### 4. Creo que la gente que me rodea...

- La pasa bien conmigo.
- Se aburre enormemente cada vez que se reúne conmigo.
- La pasa bien conmigo pero no tanto como con otras personas.

##### 5. Cuando alguien me critica...

- En seguida me vengo a bajo.
- Intento aprovechar la crítica para crecer como persona.
- Dependiendo de la persona y/u ocasión me siento bastante inseguro.

##### 6. En lo que respecta a mi entorno familiar (familia, pareja, etc.)...

- Me siento muy valorado y querido.
- Alguna vez que otra siento que no me tratan como merezco.
- Soy un cero a la izquierda.

### **7. La opinión de los demás sobre mí...**

- Me importa muchísimo pues me afecta enormemente lo que piensen.
- Es una opinión más que tengo en cuenta, pero no más que la mía propia.
- Puede llegar a cambiar bastantes cosas en mi comportamiento.

### **8. Cuando conozco a gente nueva...**

- Voy tranquilo porque generalmente agrado a la gente.
- Lo paso fatal, en mí hay algo que no gusta del todo.
- A veces me siento algo inquieto por la impresión que pueda causar.

### **9. Cuando he cometido una torpeza graciosa (como tropezarme, romper una silla, etcétera delante de la gente)...**

- Me avergüenzo muchísimo, siempre me toca a mí hacer el ridículo.
- Me río con la gente sacando la parte divertida de la situación.
- Intento que pase cuanto antes pues me da algo de vergüenza.

### **10. A la hora de tomar decisiones...**

- Me siento seguro de mí mismo.
- Necesito que sean aprobadas por gente que considero mejor que yo.
- Aunque decido yo, suelo darle demasiadas vueltas.

### **11. Si una persona a la que aprecio (amigos, pareja, etcétera) me habla mal...**

- Me callo, la verdad es que a veces merezco que me hablen así... sé que es por mi bien.
- No lo tolero. Aunque me haya confundido merezco que me traten con respeto.
- Protesto aunque muchas veces siento que esa protesta no es suficiente para que la otra persona me deje de hablar así.

### **12. Ante las situaciones difíciles...**

- Tengo en cuenta mi experiencia en situaciones similares para poder afrontarlas.
- Tengo miedo por sentirme indefenso ante ellas por lo que busco la ayuda de otras personas.
- Siento ansiedad por temor a equivocarme pero intento afrontarlas yo solo.

### **13. Al intentar hablar en Inglés....**

- Me siento cómodo.
- Tengo miedo a equivocarme.
- Me preocupa que se burlen de mí.

## **Instrument #2**

### **Teacher Interview**

1. ¿Cuál es su opinión sobre los cooperative role-plays?
2. ¿Cómo ha sido el proceso de sus estudiantes desde la implementación de los cooperative role-plays?
3. ¿Cómo ha sido el proceso de los estudiantes con la autoconfianza y la ansiedad al hablar en público durante la implementación de los cooperative role-plays?
4. ¿Considera usted que el cooperative role-play es una estrategia para desarrollar con otros grupos? ¿Por qué?
5. ¿Qué papel cree usted que desempeña la cooperación entre los estudiantes cuando deben hablar en público?

## **Instrument #3**

### **Field Notes Format**

#### Research Question

How may cooperative role-plays have an effect on A1 students' self-confidence of a language center when they have to speak in public?

#### Research Objectives

##### General Objective

To analyze the effect that cooperative role-plays have on self-confidence and anxiety when A2 students of a language center have to speak in public.

##### Specific Objectives

- To identify the reasons why A2 students experience public speaking anxiety at a language center.
- To describe the process during the implementation of the cooperative role plays at a language center.
- To explain the way cooperative role plays support the speaking process of A1 students at a language center.

<b>DATE:</b>	<b>SESSION #_____</b>
<b>DESCRIPTION OF THE CLASS</b>	<b>CRITICAL COMMENT</b>

#### **Instrument #4**

##### **Focus group**

1. ¿Cómo se sintieron antes de presentar los cooperative role-plays?
2. ¿Qué opinan de trabajar en grupo?
3. ¿Qué estrategias utilizaron para desarrollar los cooperative role-plays?
4. ¿Cómo se sintieron cuando asumían el rol de alguien más?
5. ¿Cómo se sentían cuando presentaban los cooperative role-plays frente a sus compañeros?



## **Chapter 13**


### **Informed Consent and Approval**

It is important to mention that before implementing the project, some consent forms were made to be able to carry out the research. Firstly, the researchers made a permission letter for the Director of Rochereau Language center since he was responsible for the English classes in which the project was carried out. (See consent 1)

Likewise, a consent for the head teacher of the English class was designed since she permitted us to carry out the implementation during her class. (See consent 2)


Finally, students were provided with the consent forms with the information about the project that they signed. In these, the participants were informed of their participation, of the activities that would be carried out, as well as how the data would be collected, how the data would be used, emphasizing their privacy and the confidentiality of the information that they provided. In addition, the researchers guaranteed the participants that the information collected only would be used for academic purposes respecting the anonymity and confidentiality. (See consent 3)

## Consent 1: Consent letter for principals



**UNIMINUTO**  
Corporación Universitaria Minuto de Dios

**Corporación Universitaria Minuto de Dios**  
**Bachelor Program in English Language Teaching**



Respetado

Germán Andrés Soto  
Director Centro de Idiomas Rochereau  
Facultad de Educación  
Universidad Minuto de Dios

Asunto: Carta de solicitud de permiso

Cordial saludo,

Como estudiantes del programa de Licenciatura en Idioma Extranjero- Inglés, respetuosamente nos dirigimos a usted con el objetivo de solicitarle autorización para llevar a cabo el proyecto de investigación titulado “Cooperative Role-plays to Support Self-confidence when “Public Speaking Anxiety” is Experienced”. Este proyecto tiene como propósito apoyar el desarrollo de la autoconfianza de los estudiantes de uno de los grupos de inglés I, cuando experimentan ansiedad de hablar en público, mediante el uso de juegos de roles cooperativos. Con el desarrollo de esta investigación, se busca implementar una estrategia pedagógica que apoye a los estudiantes con el problema de la autoconfianza cuando experimentan ansiedad al hablar en inglés en público. Para implementar este proyecto, requerimos:

- 1 pre-test y 1 post-test en el que los estudiantes responderán preguntas de opción múltiple acerca de sí mismos. Las respuestas serán anónimas.
- 6 clases con los estudiantes de inglés I del Centro de Idiomas Rochereau, cada una de 1 hora y media, para realizar los juegos de roles cooperativos.
- 1 entrevista en grupos focales a los participantes del proyecto, donde tendrán la oportunidad de hablar sobre su experiencia con los juegos de roles cooperativos. Esas entrevistas serán grabadas para analizarlas.
- 1 entrevista al docente titular de inglés I.

Es importante señalar que teniendo en cuenta que el estudio maneja temas como la autoestima y la confianza en sí mismo, es probable que algunas preguntas, que podrían ser personales, generen sentimientos encontrados, haciendo que el participante prefiera no hablar sobre el tema. En ese momento, el participante tendrá todo el derecho de pedirle al investigador que detenga la entrevista o a rehusarse a responder la pregunta si se trata de un cuestionario.

La decisión de participar en este estudio es voluntaria y no afectará el desarrollo ni el proceso académico de los estudiantes. El participante puede negarse a participar en el estudio en cualquier momento sin afectar su relación con los investigadores del estudio o la institución.

Toda la información brindada se mantendrá estrictamente confidencial, solo disponible para las investigadoras. Las grabaciones de las entrevistas se borrarán cuando finalice la investigación. Los resultados de este estudio se socializarán con los profesores de la Licenciatura, y posiblemente se utilizarán para futuras investigaciones, pero el nombre de los participantes o cualquier otra identificación no será revelada.



Como resultado de este estudio es posible que las investigadoras aprendan más acerca de estrategias pedagógicas que permitan la posible disminución de la ansiedad en los estudiantes y este conocimiento beneficie a otras personas en el futuro.

Agradecemos de antemano su atención y colaboración,

Atentamente,

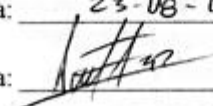
Paula Alexandra Bermúdez Quevedo- Número telefónico: 3203720231

María Fernanda Cárdenas Báez- Número telefónico: 3016084001

Laura Valentina Jiménez Martínez- Número telefónico: 3165387215

El Director del Centro de Idiomas Rochereau Germán Andrés Soto tiene conocimiento del proyecto que las estudiantes Paula Alexandra Bermúdez, María Fernanda Cárdenas y Laura Valentina Jiménez desarrollarán en la institución y autoriza que las actividades, tests y entrevistas realizadas por los estudiantes de uno de los grupos de Inglés I sean utilizadas como soporte para el estudio.

Fecha: 23-08-18

Firma: 

Nombre: Germán Andrés Soto

Cédula de ciudadanía: 80760350

## Consent 2: Consent letter for teacher



**Corporación Universitaria Minuto de Dios**  
**Bachelor Program in English Language Teaching**



### Consentimiento Informado - Docente

Título: Cooperative Role-plays to Support Self-confidence when "Public Speaking Anxiety" is Experienced

Investigadoras: Paula Alexandra Bermúdez Quevedo - Número de contacto: 3203720231

María Fernanda Cárdenas Báez - Numero de contacto: 3016084001

Laura Valentina Jiménez Martínez - Numero de contacto: 3165387215

Estimada profesora,

Nos dirigimos a usted con el fin de solicitar autorización para implementar nuestro proyecto de investigación llamado "Cooperative Role-Plays to Support Self-Confidence When Public Speaking Anxiety is Experienced", el cual se desarrollará durante los meses de septiembre y octubre del año 2018 en el curso de inglés 1 los días martes en la clase de 7:00 am a 8:30 am.

Las actividades de nuestro proyecto no tendrán ninguna interferencia con el programa ya establecido por los docentes de Rochereau, ya que se trabajarán los mismos temas, pero a través de la implementación de los juegos de roles cooperativos en la planeación de la clase. El objetivo de implementar los juegos de rol es ayudar a que los estudiantes tengan más confianza en sí mismos y que disminuyan la ansiedad cuando hablan en público en inglés, ya que se proporcionará un ambiente adecuado en el que todos los estudiantes trabajen cooperativamente y se respeten entre todos.

Adicionalmente, para la recolección de datos, solicitamos que en la primera sesión usted responda unas preguntas relacionadas con su opinión respecto a la ansiedad y el miedo de los estudiantes cuando deben hablar en público usando el inglés. Solamente se grabará el audio de esta entrevista sin mencionar su nombre debido a que éste jamás será revelado, ya que su participación y la de los estudiantes serán totalmente anónimas.

Por otro lado, en la participación de nuestro proyecto los estudiantes que acepten deberán responder un pre y post test de autoconfianza y ansiedad, harán parte de las actividades de los juegos de roles cooperativos, y finalmente participarán en una entrevista grupal donde hablarán de su experiencia con los juegos de roles haciendo énfasis en la autoconfianza y la ansiedad al hablar en público. Los datos recolectados serán confidenciales y de uso exclusivo para la investigación.

Agradecemos la atención prestada y solicitamos su autorización con el consentimiento informado para nuestra investigación.

Atentamente,

Paula Bermúdez

María Cárdenas

Laura Jiménez

### Acuerdo para participar en la investigación

He leído la información mencionada en este documento y tuve la oportunidad de hacer preguntas, las cuales me fueron respondidas. Estoy totalmente de acuerdo y participaré voluntariamente en esta investigación.

24/09/18

Fecha

Firma del docente

### Consent 3: Consent letter for students

#### CONSENTIMIENTO

Título: Cooperative Role-plays to Support Self-confidence when “Public Speaking Anxiety” is experienced

Lugar: Corporación Universitaria Minuto de Dios (Uniminuto)

Investigadoras: Paula Alexandra Bermúdez Quevedo-Numero de contacto: 3203720231

María Fernanda Cárdenas Báez-Numero de contacto: 3016084001

Laura Valentina Jiménez Martínez-Numero de contacto: 3165387215

Usted está invitado a participar en un estudio de investigación cuyo propósito es apoyar la autoconfianza de los estudiantes del nivel A1, cuando experimentan ansiedad al hablar en público, mediante el uso de juegos de roles cooperativos.

Si acepta participar en este estudio, se le pedirá que desarrolle un pre-test y un pos-test en los que responderá preguntas de opción múltiple sobre usted, pero no tendrá que escribir su nombre porque sus respuestas serán anónimas. Además, participará en la implementación de cada planeación de clase que incluye los juegos de roles cooperativos, éstos se desarrollarán durante la clase de inglés 1, en aproximadamente 8 sesiones y tendrán una duración de 1 hora y 30 minutos, y finalmente será parte de las entrevistas en los grupos focales donde tendrá la oportunidad de hablar sobre su experiencia con juegos de roles cooperativos. Esas entrevistas serán grabadas para análisis futuros.

Teniendo en cuenta que el estudio maneja temas como la autoestima y la confianza en sí mismo, es probable que algunas preguntas, que podrían ser personales, generen sentimientos encontrados, haciendo que usted prefiera no hablar sobre el tema; en este punto, tiene todo el derecho a pedirle al investigador que detenga la entrevista o a rehusarse a responder la pregunta si se trata de un cuestionario. Los participantes no llevarán material adicional a menos que se les haya pedido con anticipación.

La decisión de participar en este estudio depende totalmente de usted, puede negarse a participar en el estudio o dejarlo en cualquier momento sin afectar su relación con los investigadores de este estudio o la institución. Su decisión no dará lugar a ninguna pérdida o beneficios a los que de otra manera tenga derecho.

Toda la información que brinde será estrictamente confidencial, solo disponible para las investigadoras. Las grabaciones de las entrevistas se borrarán cuando finalice la investigación. Los resultados de este estudio se presentarán a los profesores evaluadores, y posiblemente se utilizarán para futuras investigaciones, pero su nombre o cualquier otra identificación no será revelada.

Cabe resaltar que este proyecto no generará ningún beneficio o compensación monetaria, sin embargo, los resultados nos permitirán comprender los factores emocionales que influyen el desarrollo de la autoconfianza de los aprendices de una lengua extranjera. Por último, contribuirá a futuras investigaciones y estudios en este tema.

Su firma a continuación indica que ha decidido ser voluntario como participante de la investigación para este estudio, que ha leído y entendido la información proporcionada anteriormente y que tuvo la oportunidad de hacer preguntas que fueron respondidas oportunamente por los investigadores.

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Nombre y firma del participante