



**Students' perceptions of the effectiveness of role-plays and video recording diaries  
in terms of oral production after participating in them**

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extranjeras con énfasis en inglés.**

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### **Dedication**

We would like to dedicate this project, first, to God, for enlightening us and giving us the opportunity to grow on this journey, showing us the right path at every step. To our teachers, who with their wisdom, guidance and unconditional support helped us to follow the path to the culmination of this research. We are deeply grateful for their patience and the valuable teachings they provided us throughout the process. To our families, who with their love, understanding and constant encouragement gave us the strength to overcome each challenge on this difficult path. Our greatest gratitude also goes to the students who participated in our research, who with their willingness and effort made this project possible, contributing their time and enthusiasm. This achievement is also yours.

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### **Abstract**

This project follows a qualitative approach and action research study that intends to determine perceptions of the effectiveness of role-plays and video recording diaries to enhance students' oral production of students that belong to the bachelor's degree program in foreign languages with emphasis in English at one private university in Bogotá. To develop this project, we applied the two strategies with six students, who attended 4 series of sessions each week. After this, the students' narratives were analyzed using as instruments the same video diaries and focus group, which included interview-type questions. The mostly positive results showed the different perspectives of the participants in terms of emotional, social, learning, reflection, utility, and motivation factor, present when they communicate orally. These findings are important to provide ideas and tools that can be useful for professors and trainee teachers to help students to improve their speaking skills. It is also beneficial for students that want to improve their English level using comfortable tasks that can increase their confidence.

*Keywords:* Perceptions, Role plays, video diaries, English speaking skill.

### Resumen

Este proyecto sigue un enfoque cualitativo y un estudio de investigación-acción que pretende determinar las percepciones sobre la efectividad de los juegos de roles y los diarios de grabación en video para mejorar la producción oral de los estudiantes que pertenecen al programa de licenciatura en lenguas extranjeras con énfasis en inglés de una universidad privada de Bogotá. Para desarrollar este proyecto, se aplicaron las dos estrategias con 5 estudiantes, quienes asistieron a 4 series de sesiones cada semana. Posteriormente, se analizaron las narrativas de los estudiantes utilizando como instrumentos los mismos video diarios y el grupo focal, que incluyó preguntas tipo entrevista. Los resultados, en su mayoría positivos, mostraron las diferentes perspectivas de los participantes en cuanto al factor emocional, social, de aprendizaje, reflexión, utilidad y motivación, presentes cuando se comunican oralmente. Estos resultados son importantes para aportar ideas y herramientas que puedan ser útiles a profesores y docentes en formación para ayudar a los estudiantes a mejorar su expresión oral. También es beneficioso para los estudiantes que quieran mejorar su nivel de inglés utilizando tareas cómodas que puedan aumentar su confianza.

*Palabras clave:* Percepciones, juegos de rol, video diarios, destreza oral en inglés.

## Introduction

When learning a foreign language, oral production is one of the most difficult skills for students, especially at intermediate levels such as B1 of the Common European Framework of Reference (CEFR). Due to factors such as public speaking anxiety, lack of confidence, and limited vocabulary, students often have trouble expressing themselves fluently and coherently. At a private university in Bogotá, this phenomenon has been observed in students in the foreign language program with an emphasis in English, who, despite making progress in their studies, have a low performance in their oral production.

This research proposes the use of two strategies, role-plays and recorded video diaries. On one side, role-plays allow students to improve their vocabulary, confidence, and communication skills by simulating real situations that require oral interaction. On the other hand, video recording diaries allow students to reflect on their progress, evaluate their performance, and identify areas in which they need to improve. This study aims to determine whether these two strategies improve the oral production of B1-level students through their perspectives. To do this, students' perceptions about the use of role-plays and video recording diaries will be investigated, as well as their impact on the development of their oral skills in English using a qualitative approach and an action-research design.

The potential of this study lies in its ability to provide teachers with innovative pedagogical tools that encourage students' participation in learning the English language and help overcome the emotional and linguistic barriers that limit their oral performance. It is also important to highlight that this project helps improve the foreign language program by

suggesting methods that fit the CEFR objectives, which are to reach a C1 level at the end of the degree.

## **Chapter 1: Contextualization**

### **Macro context**

This research was conducted at a private institution with a humanist focus, emphasizing an integral educational model grounded in praxeology and a commitment to human integrity. This approach values dignity and respect for individuals as both learners and members of the community. The university offers a diverse range of academic programs across various fields, including Economics, Accounting, Management, Engineering, Architecture, Health, and Social, Human, and Educational Sciences.

In our research, we focused on the Educational Sciences program, where developing oral proficiency is essential for students pursuing degrees in foreign languages. Within this private institution, the bachelor's degree in foreign Languages with an emphasis on English is dedicated to fostering effective communication skills. However, we identified a significant challenge: many students struggle to express themselves confidently in spoken language. This research aims to address this gap by exploring innovative pedagogical approaches, specifically through the implementation of role-plays and video recording diaries with students belonging to this program at a B1 English level.

### ***Micro context***

The six volunteer participants were from the same program; although they had shared some classes, they did not have close relationships and rarely engaged in conversations with one another. Some of them felt they could still improve their speaking skills and expressed interest in participating in this research.

A group of six students voluntarily participated in this research are part of the bachelor's degree program in foreign languages with an emphasis in English at a private university. They are being trained as professionals in the field of education and teaching English and French. This degree has a curriculum of ten semesters (five years) in which most of the subjects are delivered in the target language except for the cross-disciplinary subjects shared with other programs. Participants are at the B1 language level and in the fifth semester. The time slot in which they study classes is at night, for this reason, the execution of the project was carried out during this time, the physical space for improvisation activities and role plays that was used was an open site within the institution since some of the available classrooms could be too small for the planned activities, for the theoretical portion of the session, we selected a specialized room for language activities, which we were able to book at this private university.

## **Chapter 2: Problems**

### **Description of the problem**

The bachelor's degree program in foreign languages has as its main purpose, forming integral professionals with communicative abilities at the C1 level, a high development in the second and third language (French or Portuguese), and different pedagogical competencies to teach dynamically in other educational contexts.

Nevertheless, it is not hard to identify students in a bachelor's degree, who show a low level of competence in developing adequate oral skills in English. According to our personal experiences as students and teachers in the Formative Practicum at the University working with A1, A2 & B1 level students, it seems they are not able to develop and express their ideas properly. Also, it looks like they have heaps of difficulties connecting thinking, and their speech does not sound natural and fluent.

### **Formulation of the problem**

In one observation class of students with B1 level (Third semester) at one private university in the year 2022, students had the Speaking test B1 level, a student showed great difficulty in joining ideas to talk about her habits, she used basic vocabulary with an incorrect pronunciation. Also, she did not understand all the instructions provided by the teacher, and she had filler words such as “Ehhh” “Ahhh” in all the speech and added the word “o sea” to join the idea without realizing she was doing it. For last, she could not make deep descriptions and assumptions about simple pictures. Students have difficulties expressing and getting specific

ideas, some of them were not able to keep a natural conversation and continue using translators often.

According to the common reference levels established by the Council of Europe (2020), in the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, a person with a B1 English level is considered an independent user who can grasp the main ideas from clear, develop standard communication on familiar topics often encountered in work, school, habits, relations or leisure. They can handle most situations that may arise while traveling in a region where the language is spoken. Additionally, they can articulate experiences, opinions, situations, events, aspirations, and provide explanations for plans.

In addition, the program expects to reach a C1 level of the domain in the foreign language. From the first semester, students must take the A1 English subject to start learning basic components of the language, to then move forward to the A2 level, where students can communicate about simple tasks that are related to their everyday lives. In the B1 and B1+, they can give personal opinions and produce texts. In B2 and B2 +, learners can interact with native people with fluency and comprehend complex texts, and finally, C1 where users have an advanced level.

The program at this private university follows the modality of a semester divided into three moments. In each of these, the students are tested with an exam similar to the standardized ones in the Common European framework that have the intention of measuring the skills developed so far corresponding to the content seen now. Still, this scale is probably not achieved satisfactorily by students because they continue advancing semester by semester without having the knowledge, skills, and command of the language.

Different issues probably affect and restrict the achievement of proficiency in oral skills in English. Some possible causes have been identified:

- The *lack of confidence* in the learners has a huge impact on how they propel or halt their abilities. They continually feel nervous, shy, anxious, and afraid when needing to communicate their ideas. This is because perhaps there is an incomplete knowledge of linguistic resources, for performance in speaking ability. In one study done in Bangladesh some students claimed that when they speak in English, they experience a cognitive block and physical sensations such as sweating, as well as problems recalling words and knowing the accuracy of their organization (Islam & Stapa, 2021). Thus, there is a correlation between anxiety and the proficiency to progress in the command of a second language. When a teacher asks something, students feel those problems that limit the time to communicate with others, also they experience having their minds empty, so their interventions are short, or in other cases, they do not engage in the class.

Additionally, socio-emotional factors influence students because they are worried about the impression that their other partners have about them due to their mistakes, including that they feel that others are more successful and fluent in English. This is a negative belief about low ability taken as a reference to their peers and native speakers. Thus, students prefer to refrain from participating in class and to have a silent role to avoid damage to their personality and self-esteem. (Kitano, 2001, as is cited in Tsai 2018)

- The deficiency in speaking abilities also is caused probably because learners do not have enough *vocabulary*. As mentioned by August et al. (2005), foreign language learners who have limited vocabulary take more time to learn new vocabulary items and are less able to involve in comprehending text and lack involvement in oral communication with their

peers. As a result, such learners are more likely to get lower achievement in language learning assessments, and are at the edge of the risk of being indicated as disabled in learning. (as cited on Khan et al., 2018).

Sometimes there is a comfortable environment to develop students' skills, but their limited lexicon makes them shy and insecure about their ideas. For instance, an English teacher at a private university, in his classes with B2 students has a clear methodology to propel the language level, he worked on different strategies per day of class and skill. On Friday, they discuss a specific topic they choose at the beginning of the week. They choose if the students are in favor or against the main statement, and they start to share their ideas and opinions with solid arguments. When the students read about the topic in the week and structured their ideas, they listened actively to the main ideas of the other students to complement, attack, or counter the arguments. But when the students do not read about it, they do not share almost anything in the class, they do not understand all the arguments and they do not have the specific words to defend their thinking objectively. Evidently, vocabulary is indispensable in learning foreign languages because they need to be capable of using suitable words in a determined social context.

- *Learning Plateau*: It is a common phenomenon that can occur during the language learning process, not only in English but in any language. According to Shormani (2013), “learning plateau can be simply defined as a natural learning process with a temporary cessation of language learning” (p. 765).

In this phase the learning process where an individual stops making noticeable progress in acquiring new skills or knowledge, even though they continue to engage in practice and effort. In this paper is related to the unnoticeable progress articulate ideas clearly, and effectively in a natural speech. During this time, learners may feel as though they are not improving, leading to

potential feelings of frustration and stagnation. Various factors can contribute to this phenomenon, including the increasing complexity of the skill being learned, reliance on outdated techniques, mental or physical fatigue, and a lack of constructive feedback. Overcoming a learning plateau typically involves changing learning strategies, seeking external feedback, setting clearer goals, taking breaks, and focusing on specific areas for improvement.

Learning a new language involves many factors, one of the most important is motivation. If at any time the objectives and the purpose of what you want to achieve are lost, most likely, the learning of the second language stagnates. According to our experience as foreign language students, we believe that when an intermediate level is reached, students enter a comfort zone with the language since they can establish a conversation that is not perfect with someone, but it is understandable enough to have good communication. In this way, the motivation levels drop, and a conformism to what they already know of the language arises.

- The lack of *self-awareness about vocation* and the awareness of the purposes and requirements that we need to be accurate to generate good practices in the classroom as future teachers. In the profile of a professional English educator, it is important to have the linguistic aptitudes to guarantee to teach a class with quality. According to Islam and Stapa (2021), mastery a language is useful for teachers “to conduct a spoken English class smoothly and confidently. Moreover, students receive authentic input. Most importantly, students often assume teachers as their role models” (p. 21).

To teach a language it is necessary to avoid mistakes because learners are acquiring pronunciation, rhythm, correct structures, and vocabulary from the model that the educator offers. When there is no accomplishment by the future educator, students will fossilize those errors, and they will have significant difficulties improving their competitiveness.

If future educators do not take the vocation seriously, they will not work harder to overcome those possible matters. One example of this behavior is students in the class of English talking in Spanish, taking into consideration that it is an opportunity to be involved and practice in the target language. Besides, it implies that the opportunities to get a good job for future graduates will decrease because high proficiency is a requirement, and they will not perform with excellence.

The most serious thing of all is that many of the students do not understand the magnitude of the problem, which can be personal or professional. On a personal level, it can cause great frustration knowing that they studied a degree and learned nothing, and on a professional level, it is so difficult, if not impossible, to teach a subject that is not largely mastered.

Therefore, if the student plans to continue with the idea of being a teacher, he will find that perhaps he is studying the wrong career or does not have sufficient command of the language, which is very serious, because that could contribute to the worsening of the quality of the English that is instructed in the classroom.

In view of the foregoing, it is so important for future English teachers to understand the situation, the context, and how we can work in that to get a significant resolution. For that reason, to speak English correctly, the best thing is to interact with people. For today's students it is so difficult and oral communication becomes a challenge, since it requires knowledge, will, perseverance, and to break the nerves and fear of being wrong. For this reason, there are different types of learning strategies to improve this skill, one of the most used is the role play, which according to Ruiz (2019), becomes a good tool to combine learning with real life and make a meaningful experience for important moments where interaction with other people is needed. In

addition, she argues that the Videotaped Oral Dialogue journals also work very well to counteract the low levels of speech in English learners, since it helps them to receive more accurate feedback from the teacher, and additionally to review and control their learning process.

According to the above, the development of this research is oriented to the following question: *How do students perceive the effectiveness of role-plays and video recording diaries to enhance their speaking skills after participating in them?*

### Chapter 3: Justification

This project could be highly relevant because it addresses the crucial challenge of improving oral production in English, especially in intermediate level (B1) students at one private university this can be implemented through innovative strategies such as role-plays and recorded video diaries. These methodologies could provide a practical and safe environment for students to acquire vocabulary and improve their fluency, and could encourage reflection and self-assessment, which helps them identify their areas of improvement and develop self-confidence. On the other hand, by focusing on overcoming emotional barriers such as anxiety and insecurity, the project allows students to face the challenge of public speaking with greater ease and autonomy. In addition, the approach has a direct impact on the training of future teachers, since the proposed strategies could be implemented in classrooms to improve students' oral skills.

The results of this research could influence curricular design, providing tools that strengthen the teaching of English and promote greater confidence in oral communication. In our experience as students and pre-service teachers, we have evidenced the strengths and weaknesses that can be found in the different semesters and levels. Usually, the students who are starting their studies have a low level in their skills. That becomes a problem with exponential growth because they continue the suggested route without having the necessary skills for each level. Some possible causes of the aforementioned problem have been identified:

- The *lack of confidence* in the learners has a huge impact in how they propel or halt their abilities.

- The deficiency in speaking abilities is caused because learners do not have enough *vocabulary*.
- *Learning Plateau*.
- The lack of *self-awareness about vocation*.

**Figure 1**

*Observation notes of practicum*

OBSERVATION NOTES	ASPECTS IDENTIFIED
<p>Teacher made the exam in pairs, and she started the exam explaining the methodology of the exam. First, she asked one student about one topic (sports, healthy life, pollution), and the student provided information.</p> <p>Secondly, the teacher gave them a specific situation to interpret two characters, to get and receive advice. For instance, a student is sick and the other is a doctor who should provide some advice according to the symptoms. (They should keep a conversation)</p> <p>Thirdly, the teacher gave them 2 images and they should make a deep description about what they say. And later, they should have a conversation between them about the similarities and differences in the images.</p> <p>On this day, the teacher evaluated 5-6 pairs.</p>	<p>Most of the students didn't understand the instructions, and the teacher repeated the information 2-3 times. The teacher was talking really slow, using basic vocabulary, and sometimes she used their hands and face expressions to make them understand the instruction.</p> <p>Students used basic vocabulary, most of them have difficulties to join ideas, make questions, and express the ideas they have.</p> <p>Students didn't develop their ideas, they just answered the questions in a simple way, and a lot of fillers:</p> <p>Teacher: Why is soccer your favorite sport? Student: Because....Aaaa...In this sport....You use more your legs....Not your hands....And I don't use...my hands.</p> <p>Also, they made a really brief and basic description of the images. They're not able to keep a conversation. In general, they felt scared to make mistakes and talk more than they should.</p> <p>Some students have good pronunciation, but they don't have the B1 level.</p>

Observation notes and aspects identified in one journal made in the practicum. (Own authorship)

**Figure 2***Interview notes***2. Analysis & Explanation**

- a. Implement steps 2, 3 & 4 proposed by Corder.

Error in context	Kind of error	Possible cause of the error:
	*Grammar *Lexicon *Pronunciation	*Language transfer *Overgeneralization
<i>I always played</i>	Pronunciation	Language transfer
They are playing <i>Rayuela</i>	Lexicon	Language transfer
<i>In</i> my last birthday.	Grammar	Overgeneralization
And <i>sing</i> the happy birthday song.	Grammar	Overgeneralization

- **In my last birthday:** In this error, it is important to mention that the student is ignoring a grammatical rule related to the prepositions IN-ON-AT, which is overgeneralization. Clearly, she does not have enough knowledge of how the correct use of these prepositions is, since for a Spanish speaker it is too difficult to find the difference between them, for this reason the pressure of the interview makes the participant make the mistake of using the wrong preposition.

Linguistic analysis of an interview focused on speaking mistakes. (Own authorship).

## **Chapter 4: Objectives**

### **General objective**

To explore students' perceptions of the effectiveness of role-plays and video recording diaries in terms of oral production after participating in them.

### ***Specific objectives***

To identify through students' perceptions about role plays and video recordings diaries effectiveness in their oral skills.

To observe and interpret students' growth in their speaking skills and their confidence through video diaries and their narratives.

To evaluate the impact of role-play and video recording diaries activities on students' engagement and motivation in practicing oral English skills.

## Chapter 5: Referential framework

### Background framework

In the literature review for this research, different research articles will be analyzed, and some important concepts related to improving the speaking level with role-play as a learning strategy and video diaries to increase self-confidence in students of a second language will be considered. Likewise, the different methodologies that each author used during their studies and the results obtained from each investigation will be used to support the importance of the strategies proposed to solve the problem.

In the first study, Gómez and Valencia (2016), use role-plays to improve the communicative skills of Colombian younger learners belonging to a public school and which level corresponds to A1. This study oriented under the communicative approach of teaching shows that students usually have serious difficulties related to fluency at the moment of speaking in the target language because they do not use it in meaningful contexts that demand from them the function of the language and its components such as pronunciation and grammar. Additionally, it causes discouragement in students for learning the language. Accordingly, role plays give a solution to this issue since it fosters the interactive participation of students in real, social, and familiar situations, and builds knowledge through the support and work of others, as well as students significantly expand their vocabulary.

While our primary aim was to assess the perceived effectiveness of role-plays in improving oral skills, this research also facilitated the organization of our ideas and provided a structured approach for implementing role-plays with our students given the process of designing, creating, and developing a correct curriculum and lesson plan which includes accurate

activities centered in the content of the language and vocabulary that could propel the oral production naturally and fluently. Likewise, video recordings were used for personal reflection and field journals. Through this study could be confirmed the viability of both strategies, role plays and video diaries since the valuable results found in the research.

In the same way, Idham et al. (2022), display the need for one university education in Iraq to improve communication skills through effective and dynamic methodologies. They mention that textbooks' low flexibility to meet the various demands of potential users in various circumstances is in direct opposition to the principles of communicative language instruction. However, for them, one of the most striking methodologies for learning the language is the use of role-plays due to its vast content of a daily nature that will positively influence them for the proper development of speaking skills. In 2021, data was gathered using a quasi-experimental method involving two groups subjected to pre-tests and post-tests. The study encompassed forty-six students from two classes, revealing a notable enhancement in their speaking scores. Consequently, engaging in role-playing exercises proved advantageous for students, providing them with an opportunity to grapple with oral communication challenges. The findings demonstrated a substantial improvement in the speaking skills of the experimental group, surpassing those instructed through the grammar-translation method.

The use of these types of activities develops good communication skills because it is necessary to know the real situations to respond with relevant vocabulary depending on the context. On the other hand, it is important as guidance in teaching the second language based on communicative skills because many students lose interest when they work only with grammar.

In addition, Tipmontree and Tasanameelarp (2020), studied the impact that role plays generate in university students. In this case, the experiment was carried out with a group of 50

Thai undergraduate students of EFL. They applied an English proto syllabus for hospitality services, in which the practice material for each week was provided to each student. It contained the following stages: preparation, practice, presentation, production, discussion, and evaluation. In this way, students studied the lessons and acted them out in a role play at the end of each practice material. The analysis concluded, after performing a pre-test and post-study, that not only was there a positive performance in the students speaking English but also increased self-confidence. Therefore, this research contributes substantially to the progress of oral skills in students, with a structured plan that allowed frequent practice during certain periods of time, and where collaborative work helped cultivate social and emotional thinking. It is necessary to indicate that the stages used in this research constitute the most fundamental part and the core of the organization of the lesson planning for the present inquiry.

Wijaya et al. (2024), reveal the insights of students to learn when it is used the role play technique to acquire speaking skills just as its positive and negative impacts. This study follows a qualitative approach, and the results were collected through surveys, observations, and interviews. The research findings show that students thought that participating in role plays enriched their vocabulary and it is advantageous to memorize difficult words. They also noted that it helps to improve listening comprehension and understand the structure of sentences and the pronunciation of words better. Other optimistic results were that the majority of students had a more enthusiastic attitude to learning and found role-plays as an enjoyable, active, and collaborative method.

In contrast, the deficiencies identified were that few students recognized that role plays could help them to enhance their self-confidence, however, for this point the research clarifies that disinterest in the language may be connected to the lack of self-confidence, due to the

students who expressed their dislike, felt less secure. In the same study, some students reported difficulties at the moment of preparing the dialogues and feeling shy and afraid when they made the performances.

This study offers an understanding of the possible benefits that role plays could bring to the participants of the current investigation. Likewise, taking into consideration the weaknesses, we are concerned that some people struggle with the pressure of speaking in public for this reason, we want to integrate engaging elements such as warm-ups grounded in theatre which could help students to overcome this problem and feel more relaxed during the plays.

The fifth article Kırkgöz (2011), integrates principles of task-based learning and the use of technology tools such as cameras and video recordings in order to know what the perceptions and effects of this strategy are when implemented for the improvement in the speaking proficiency in a speaking face-to-face course for first-year students teachers of English in a Turkish University. The research draws on the conceptual framework that blending technology in lessons brings huge advantages for learning. It is because students see and watch themselves and evaluate their process and speech by replaying the video as many times as necessary.

The course is founded on the Task-Based Learning (TBL) approach. It motivates students to complete some activities to achieve a real outcome using the target language as a means of communication. Also, it remarks on the importance of meaning and function above grammar and forms of the language. Task-based learning is effective because learning a second language has a purpose and students become participants and autonomous of their own learning process.

Regarding the methodology, this study followed for the analysis and data a qualitative approach although it incorporates a mixture of other types of instruments and procedures. Mainly, the data was collected by recordings of the pre- and post-course speaking tasks,

recordings, and a final survey. The research was developed in steps and stages and established three important components. The first one was the pre-task where students, through readings and models of recordings, were familiarized with the content of the topic or situation, the vocabulary, and their structures. Later, they work in groups writing the most important notes necessary for performing, and as homework, they report the task orally in a video. To finish in the report component students presented their final recording to the rest of the class here they had to follow a critical self-evaluation guided by the teacher where suggestions were given to improve their weaknesses and enhance their strengths.

The results of the research were considered positive because students acknowledged their process, paying attention to their mistakes found in the videos and improving them. Furthermore, the final post-course task revealed that the use of technological resources allowed them to increase their level of proficiency and fluency in speaking just as it provided a wider range of vocabulary in the preparation to execute the target task.

Those results are valuable for our research due to the success benefits that students with a low level of English can gain in linguistic and cognitive terms. As well, it allows students to overcome their fears and anxiety when speaking in English. We can apply this proposal in our investigation as an autonomous strategy for the participants. Nevertheless, we will manage the strategy differently by taking it as an instrument related to self-reflection and final assessment without presenting it to the complete group of participants.

One study that also provides evidence about the effectiveness of video recording is the research conducted by Menggo et al. (2019), a quasi-experimental methodology was applied to 146 students from five English-speaking classes and two speaking lectures. To analyze the data by comparison the participants were divided into two groups, an experimental group, and a

control group. The aim of this study was to be informed about the effect that self-recording has on student's academic English-speaking competence. Likewise, to seek the impacts that self-recording has on the affective factor of students when they speak English. In the first place, the researchers designed a pre-test and post-test to compare the results before and after the implementation of self-recordings. The performance of self-recordings was a speech about a random topic. To rate this performance, it was necessary to use a rubric with six components: grammar, vocabulary, comprehension, fluency, pronunciation, and task. On the other hand, to answer the affective factors, researchers used questionnaires and an in-depth interview. The results produced by this inquiry are relevant for the current project owing to the successful average of improvement showing in the experimental group mostly in terms of pronunciation besides, in the affective factors students showed a positive effect since self-recordings reduce anxiety and inhibition and increase motivation and self-esteem in the process.

Vygotsky (1986), argues that learning is enhanced through collaborative activities, where individuals interact to progress within the Zone of Proximal Development—defined as the gap between their existing knowledge and their potential learning, supported by guidance and encouragement from a partner. In a role-play setting, students are guided throughout each part of the lesson to communicate and negotiate meaning with their peers, fostering deeper understanding and mastery of the language. By adopting different roles, participants are encouraged to express themselves in various contexts, which expands their vocabulary and enhances their ability to convey ideas clearly.

“Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38). This paper centers on students' perceptions of their learning experience through each session, highlighting the significance of self-reflection in their

educational processes. By examining how students view their own processes and transformations, we gain insights into their understanding of learning as an active and dynamic experience.

Kolb (1984), argues that experiential learning enhances understanding by engaging learners in active participation and reflection since knowledge is created through experience transformation. Central to this theory is the concept of the learning cycle, which consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This author emphasizes that effective learning occurs when individuals engage in each of these stages, allowing them to reflect on their experiences, form theories, and apply their insights to new situations. This approach underscores the importance of active participation and reflection in the learning process, making it particularly relevant for interactive methods such as role-play.

In summary, different authors have used separately or in combination the strategies of role-plays and video recordings, and the beneficial experiences reported in these studies lend strong support to the findings of the present research. These studies provide insights into the challenges faced by participants, such as limited use of the language in context, and how specific strategies address these difficulties by enhancing speaking skills and fluency, grammar, vocabulary expansion, and pronunciation. Beyond the linguistic contributions, they also empower students to adopt a different attitude towards learning, making them feel more confident and at ease when engaging with the second language.

## **Theoretical framework**

### ***Role-play***

According to the British Council (n.d.), an international organization from the UK focused on cultural relations and educational opportunities, using role play in the English language classroom provides a memorable, enjoyable, engaging, and motivating learning experience by allowing students to put themselves in someone else's shoes.

For this paper, role play can be defined as a speaking strategy/activity in which participants either step into another person's perspective, or remain in their own while engaging in an imagined scenario. This interactive method allows individuals to explore different viewpoints, practice communication skills, and enhance understanding through simulated experiences. This strategy breaks down the barriers that many students have when expressing themselves orally. Barriers include embarrassment, anxiety, lack of vocabulary, and body language.

According to Idham et al. (2022), role-plays benefit students by offering opportunities to cope with oral communication. In their study, role plays contributed to a significant improvement in the speaking skill of the experimental group. The students taught through the role-play method performed better than those taught through the grammar-translation-method. On the other hand, the task-based learning approach could be considered.

According to Willis and Willis (2007), task-based learning emphasizes the active participation of students in practical and meaningful language activities. Role playing can be seen as a communicative task in which students play specific roles and engage in authentic oral interactions, allowing them to practice and improve their oral production skills. This collaborative environment not only aids in language acquisition, but also helps participants refine

their speaking skills in a safe and supportive atmosphere. Through feedback and interaction, learners can continuously improve, making role play a dynamic and impactful approach to developing English speaking abilities.

### *Speaking skill*

To speak in English could be defined as the ability to articulate ideas clearly and effectively in an oral way. To express ideas fluently and accurately, it is essential to integrate grammar and listening skills. Without these foundational elements, speaking English can become merely an empty gesture, lacking meaningful communication.

According to Koizumi (2022), speaking in the classroom is crucial for education as it allows for effective tracking of learning progress and offers valuable feedback to enhance learning and teaching. Additionally, classroom discussions and speaking activities promote a collaborative learning atmosphere where students can learn from one another's perspectives and experiences.

Furthermore, the act of speaking encourages critical thinking and the development of communication skills, which are essential in today's interconnected world. By prioritizing speaking in the classroom, educators equip students with the confidence and competence to express themselves clearly and persuasively, skills that are invaluable for their future academic and professional performance. Overall, Koizumi (2022), underscores the transformative role of speaking in education, highlighting its potential to enhance engagement, foster personal growth, and create a dynamic learning environment.

According to Richards and Rodgers (1986), the communicative approach places a strong emphasis on the development of communicative competence and the ability to use the language effectively in real situations. This involves providing students opportunities to practice speaking

in meaningful and authentic contexts. Furthermore, the ability to speak English aligns closely with the communicative approach to language teaching, which is highly relevant to this project.

### *Communicative approach*

The communicative approach was born in the 60s and is characterized by using the language for real purposes. This approach differs from the methods that prioritize the structure as the main point in acquiring the language. Their supporters defined it as an approach that “aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 1986, p. 66). It is to say that the skills in the language are not studied isolated but as a whole of the learning process. Another objective of this approach is to give the faculty to the individuals to communicate effectively their ideas based on the needs, and the communicative context since each situation demands different knowledge and responses from the individuals. On the other hand, another principle of this approach is placing the learner in the center of the education giving it an autonomous role that is supported by their partners and teachers who are only facilitators. Richards (2006), confirms this saying “Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model” (p. 5). The current research sees this approach as suitable to guide the methodologies of role-plays and video recording diaries considering that this approach provides opportunities to develop not only speaking competence but also fosters students to be exposed to real contexts and practice the language in a meaningful way.

### *Videorecording diaries*

In this paper, video recording is utilized as a strategy for capturing new data after each session with the students. This approach is particularly valuable as it allows us to observe their bodily expressions, movements, and gestures. By integrating this visual data collection method, we can complement our analysis providing a more comprehensive understanding of the students' progress throughout the process.

Considering the definition provided by Bonala and Prasad (2020), "Video recording is a modus operandi used in teaching speaking by recording the students' speaking skills." (p. 43). The expected results of this paper relate to how students perceive their development during the process of express themselves through a speech, before, during, and after the sessions including aspects such as topic mastery, confidence, and bodily expression. In this way, video recording facilitates opportunities for researchers and students to recognize their mistakes, build self-confidence, and engage in self-reflective assessment.

Additionally, Khalifa and Marsh (2020), highlights the value of video recording as a tool for reflection and self-assessment. Their research shows that students can watch their performances on video, allowing them to reflect on their linguistic and non-linguistic skills to make presentations. This process helps them identify strengths and areas for improvement, enabling them to work on these aspects.

### *Perceptions*

Perceptions in language learning refer to the beliefs, attitudes and opinions that learners have about themselves, the language they are learning, the learning process and the context in which this process takes place. Likewise, Nazara (2011), states that perceptions play a very

important role in the process of learning a language, especially when trying to improve the level of speaking. This added to how teachers encourage oral use of the language and the personal interests of students with a language, resulting in vital factors for having a positive perception of themselves.

## **Chapter 6: Methodological design**

To explore how participants perceive their speaking skills following four sessions that involve role-playing, theatrical improvisation activities, and the use of video-recording diaries, the present study employs a qualitative approach to gain in-depth insights into participants' experiences and perceptions.

### **Type of investigation**

This project follows a qualitative research model. According to Glaser and Strauss (2017), supporters of the qualitative approach in research consider that it is the best and richest source for developing theories about social structures and social systems. This project also follows, as Lincoln and Guba (1985), say a model in which the instrument is the human being himself. In other words, it bases the analysis of the information on the experiences and reflections of the human being. Therefore, through the realization of a proposal of implementing role-plays and video-recordings in oral production in the English language and interpret the perception of effectiveness. It is the community who interprets the studied phenomenon and shapes the result of the research according to their opinions.

The research is grounded in a constructivist philosophical worldview, where the primary objective of the researcher is to understand how individuals perceive the world and how social relations and beliefs shape facts and knowledge. As Kant (1781), affirmed in his work *Critique of Pure Reason*, “All our knowledge begins with the senses, proceeds then to the understanding, and ends with reason. There is nothing higher than reason” (p. 361). Which means knowledge is constructed from experiential data, influenced by concepts that shape our interpretation of those experiences.

Consequently, to this paper, the teacher-researcher must delve into the lived experiences within the classroom, analyze them, and ultimately develop procedures and techniques to capture the significance of social reality for the participants involved. We expect to collect the information through interviews and questionnaires identifying how participants perceive the effectiveness of role plays and video-diaries to enhance their speaking skills.

### **Method of investigation**

Action research is particularly suitable for this study, as it employs a structured approach involving role-plays and video-recording diaries to continuously enhance participants' speaking skills. This method aims to assess whether students' self-perceptions, confidence, speech fluency, and vocabulary evolve throughout the process. Understanding students' participation, needs, and behaviors is essential for effectively examining the outcomes of these practices.

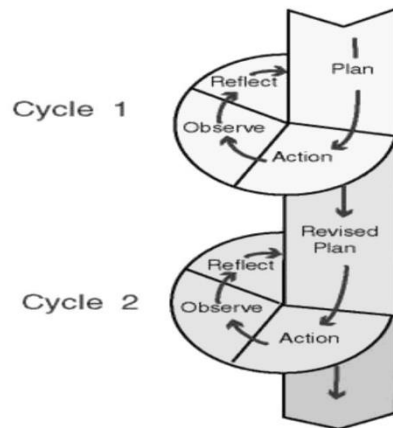
Our initial plan was to conduct three cycles of inquiry, adhering to the stages of investigation: planning, acting, observing, reflecting, and revisiting. However, due to time constraints, we were able to complete only one cycle. During this cycle, insights gained from student perceptions proved to be invaluable for the study's findings.

### **Stages of investigation**

To initiate this research, we have identified and followed a concept for action research based on a spiral model proposed by Kemmis and McTaggart (1998), which consists of four key steps: Plan, action, observe, reflect.

**Figure 3**

*Representation of the steps in action research.*



Kemmis and McTaggart (1990) Cycle of Action Research

Steps in action research cycle according to Kemmis and McTaggart (1990).

***Planning: Identify the problem and make a plan***

This step involves identifying and defining the issue to be addressed, as well as gathering initial data. In this instance, we focused on the lack of oral proficiency among some students in the bachelor's degree program in Foreign Languages at a private university and visualized role-plays and video-recording strategies as a possibility to explore. We formulated our research question, which underwent several revisions until we arrived at a precise version that aligned with the objectives of our investigation.

After establishing our objectives and conducting a literature review to inform our planning process, we decided to conduct a single cycle of action research, consisting of four implemented sessions of about 1 hour each, and one focus group, for each session. In addition, we developed an action plan that incorporates role-plays and video recordings in each session.

We based this on the five stages proposed by Tipmontree and Tasanameelarp (2020), which are “preparation, practice, presentation, production, and discussion and evaluation.” (p. 1218), as well, as the seven steps related to the procedure of role plays by Huang (2008).

***Action: Implement the plan***

The stages and steps followed to create our lesson plans, aligned with the objectives of each session, are as follows:

**Table 1**  
*Structure of role plays and video recordings diaries.*

<b>Tipmontree and Tasanameelarp (2020), (Stages of the lesson plan)</b>	<b>Huang (2008), (seven steps for the role plays)</b>
<b>PREPARATION</b>	<ul style="list-style-type: none"> <li>• Teaching materials.</li> <li>• Select situations/create dialogues.</li> <li>• Teach the dialogues for the role-plays</li> </ul>
<b>PRACTICE</b>	Have students practice role-plays.
<b>PRESENTATION AND PRODUCTION</b>	Have students modify the situation and dialogues.
<b>EVALUATION</b>	Evaluate and check students' comprehension.
<b>DISCUSSION</b>	Video recording diaries.

The table represents the organization of the five stages based on Tipmontree and Tasanameelarp (2020), and the seven steps proposed by Huang (2008), followed for the implementation of the planning process of role plays and video diaries.

In the following paragraphs, the steps corresponding to the five stages will be explained in detail.

### **Preparation stage**

*Teaching materials.* The teacher decides on appropriate and suitable teaching material aligned with the objectives and the activities of the role play. For this proposal, 3 main materials were selected:

1. Warm-up based on performing arts exercises.
2. Videos that exemplify a conversation.
3. Scripts or dialogs based on the videos.

*Select situation and create dialogs.* Teachers select the role-play situation. After that, the dialogs are provided either created by the students or the teaching materials chosen before

*Teach the dialogs for the role plays.* Teachers are going to teach the main vocabulary used in the situation by using different activities, in this step the teacher must ensure that students will understand how to apply the vocabulary in the role play.

### **Practice stage**

*Have students practice the role plays.* After students have understood the vocabulary and the situation of the role play, they are going to practice in pairs or groups.

### **Presentation and production stage.**

*Have students modify the situation and dialogs.* Students can modify or make some changes either in the situation of the role-play or add a variation in the dialog. Also, students can create a new version taking into mind the before model.

### **Role-play presentation and evaluation stage.**

*Evaluate and check students' comprehension.* In this segment, students will perform their new role-play. Teachers will offer feedback on various aspects, including the creativity of the proposed scenario and any suggested modifications. They will also assess students' confidence, tone of voice, the development of the improvisation activity, the use of expressions covered in previous sessions, and pronunciation.

### **Discussion through video recording diaries stage.**

*Video recording diary.* Each student will reflect on the process of the class. They will record a video answering some questions that allow us to know what the perception of participants is about role plays and their speaking skills in practice.

*Observation.* Closely monitoring and documenting the perceptions of the effectiveness of the actions taken. We gathered qualitative with our video-recording diaries and focus group data to evaluate the impact of the intervention, reflecting on both the successes and challenges encountered.

*Reflection.* In this final step, we analyzed the data collected during the observation phase. We reflected on the entire process, transcribing the data for thorough analysis. This involved assessing what worked or not and concluding while considering the conditions that enabled us to achieve those results. This reflection informed our future planning and provided detailed insights for anyone interested in continuing the research or embarking on a new cycle of action research.

### **Population and sample**

As we wanted to implement role-plays and video-recording journals in a group of students in a foreign language bachelor's degree at a private university, we have implemented a

non-probability form of sampling convenience; sampling for self-select to participate in the research as volunteers.

According to Nikolopoulou (2022), convenience sampling is commonly used in education and social sciences when conducting qualitative studies, as researchers often have access to existing target populations. This sampling technique is particularly well-suited for studies aimed at obtaining people's perceptions and attitudes as in our case, for conducting pilot tests for surveys, and for generating hypotheses to be tested in detail in future research.

We have announced our research in an English class for those students interested in facing their speaking skills and willing to explore them through role-plays, and video-recording diaries. The sample was selected in one of the courses of B1 students in English, members of the bachelor's degree in foreign languages at a private university made up of around 20-25 students of which five students were interested in participating in the present research.

In this case, it is solving the issues and barriers of proficiency that experience groups who are in intermediate level English, that want to be volunteers to participate in the research, we did not specify requirements just being interested in exploring the use of methodologies such as role-plays and video recording diaries to avoid the state of slowing down in the learning process and to pass to the next level without difficulties in their speaking skills. In addition, this subgroup represents the population of B1 students in the private university.

In this case, we aim to address the challenges faced by intermediate English learners who wish to volunteer for our research. We have not set strict requirements; we simply look for individuals interested in exploring methodologies like role-plays and video recording diaries, our goal was to enhance their learning experience and provide other tools to work on their speaking skills. This subgroup specifically represents the B1 level students at the private university. We

initially had six volunteers, but we concluded the research with five participants. One volunteer (participant number six) was unable to attend several sessions due to personal circumstances and could not join the final meeting because of an overseas trip.

### **Data collection instruments**

#### ***Video diaries***

All types of visual elements are essential to capture the audience's attention with what you are trying to explain because they last longer in memory than the text. Various neuroscience, education, and marketing studies confirm that our brain processes images more quickly and efficiently than words. (Sikorski, n.d).

This rapid processing underscores why video recording is a valuable strategy in qualitative research, particularly for methods such as interviews and focus groups. According to Penn-Edwards (2004), the use of video recording in qualitative research captures spontaneous and transitory information. Additionally, it serves as a material for ensuring the reliability and confirmability of the collected data. However, it is important to note that not all gathered information is analyzed, only the relevant portions are considered. It has been useful to analyze the students' narratives in the videos and to understand the effectiveness of the strategies, considering their body language and gestures.

#### ***Focus group***

“Focus groups are an extended way of the interview method, a more specific in-depth group interview with discussion. In a structured and organized way with the help of a facilitator or moderator the selected topics are explored.” (Gundumogula, 2020, p. 299).

We consider a focus group as a complement to our selection of methods to collect data because it provides students' overview, they can share their opinions, attitudes, and perceptions about a specific topic, guided by a moderator who asks leading questions and directs the conversation. According to Gundumogula (2020), data collection through focus groups allows researchers to obtain spontaneous, rich, and deep information from the participants, due to the social interaction that is established. Focus groups also help to examine in detail how group members think and feel about the proposed topic. In this study, the focus group let us to ask questions and foster discussions among participants, helping us understand their perspectives on the strategies implemented in each session, their feelings about the experience, and their views on participating in the research.

## Chapter 7: Results

### Analysis of results and methods

The results of the research are presented in an analysis in which we report how the students who participated in the role-plays and video recording diaries activities perceive their effectiveness in the oral proficiency of the English language. For the initial phase, the first and second videos were analyzed, where the students narrated their experiences and opinions of the first and last sessions, comparing them to conclude the process.

For the second phase, a similar focus group analysis was executed, which gathered the responses of all participants who shared their views about the effectiveness of these activities and the methodology applied in them. For this process, the following categories were considered: (learning factor, emotional factor, social factor and reflective factor) which were the most prominent during the students' speech and which help us answer the research question. It is worth mentioning that the focus group was executed in the students' native language (Spanish) so that they would feel more comfortable giving their opinions clearly and completely.

To identify the participants and their interventions, some codes have been assigned. For video diaries, the code consists of the name of the participant, the video diary number and the question number where the opinion was expressed. This is depicted in the following form [participant, VD1, Q4]. In the case of the focus group the code assigned is focus group, question number and the participant's name. This will be represented as follows [FG, Q1, participant].

### **Conditions**

To begin the analysis, it is important to note that it appears that the favorable conditions of the intervention, such as the space given by a teacher of a subject to participate in the role plays in the space of one of his classes, a safe learning environment with acquaintances, activities designed to encourage active participation like the warm ups and the constant support from the facilitators, may have positively influenced students' perception of the effectiveness of role plays. Possibly the warm-ups were one of the essential conditions to strengthen the learning process allowing that activities could be more engaged, interesting and pleasant. Those activities implemented before each session serve as activators and ice breakers to allow students to feel calmer. Furthermore, the activities were based on theater games, which improve improvisation skills and reduce embarrassment.

### ***Video recordings***

**Data video 1.** The data shows that emotional and social factors can facilitate or limit participants' progress in developing their speaking skills in the role-play activities. Negative emotions such as shame, anxiety, and discomfort are presented in some participants in dealing with a new and challenging situation. For example, Alejandro said that he is not used to doing activities where there is improvisation, and this situation causes nervousness in the participant (Alejandro, VD1, Q2). Also, Juan said in this regard that, although it was not difficult for him, it had been a long time since he had done something related to theater, which caused him discomfort at the beginning. In his narration he expressed the following: "the feeling of shame, perhaps not feeling comfortable, with the first time is understandable" (Juan, VD1, Q2) This suggests that at the beginning there may be some discomfort, constant practice in a safe

environment allows students to gain confidence and improve their communication skills.

Additionally, he recognizes that the role-play sessions have helped him to improve in improvisation and interaction during presentations or work.

This means, learning progress is conditioned by emotions, personality and preferences. For Vanessa, interacting in this type of activity with unfamiliar people causes this kind of negative emotions that affect his security and confidence , she says “I don’t like to talk with a new persons because I don’t have this confiance (**sic**), I don’t trust in these people and this is so for I don’t like so much, I don’t so comfortable with this people with new people” (Victoria, VD1, Q2). In the case of Alejandro, he believes that because he was so nervous, there was no improvement in his first intervention.

On the other hand, positive emotions enhance the individuals' confidence and learning, thus experiencing an improvement in their oral skills, where role-plays are perceived in a more attractive and functional way to practice it. This is how one of the participants described it:

“This session was easy. I felt very good. I felt that I could lose pain... I think it was the best activity to be able to perform” (Nadia, VD1, Q2)

Another aspect observed with respect to the role-plays is the retention of vocabulary. Remembering the vocabulary already learned is not immediate, it takes time to process the information and associate it with the context seen, some participants first remember the scenarios in which the vocabulary was presented rather than the actual words learned, others struggle a bit, but in the end, they remember some.

An additional aspect mentioned by the participants is the pedagogy implemented in the role-plays, which has an impact on the students' appreciation for engaging in these activities and feeling comfortable during their development. For example, Victoria experienced a mixture of

feelings; at the beginning she was nervous, shy and anxious, but as the activity progressed and she received support from the teachers, she felt more comfortable. For her, the kindness, the way of explaining and adapting the teaching to the student's level as well as the group management and teachers' patience were key to a positive experience, which suggests that a supportive environment is crucial for students to feel at ease and make the most of the activity.

As a last point, video diaries are considered important tools that help detect improvements in oral discourse and recall what was previously learned in the role-plays. One of the participants mentions: "it gave us the ability to specifically highlight that we need to improve ... I need more expression, or I need to improve my speech and my reaction or my interaction in front of an audience" (Juan, VD1, Q4). In other words, this method develops the participants' ability to evaluate themselves and reflect on their learning process.

**Data video 2.** The data indicates that the effectiveness of role-plays is built on creating memorable and meaningful experiences for participants. A practical illustration of this is seen in Nadia. For her, session number three was particularly significant because she remembered the role-play performed based on the song "I Still Haven't Found What I'm Looking For" and some scenes from the film series *Breaking Bad*. However, Nadia mentioned that she did not recall much of the vocabulary learned, except for a few words related to the *Breaking Bad* series and how to answer questions. Nadia stated, "Well about the vocabulary I don't remember very well but I don't know that they taught us how to answer questions... I remember they show with us as song and some parts of this series *Breaking Bad*." (Nadia, VD2, Q1)

On the other hand, one of the parts of the structure of the role-plays sessions that drew the attention of the participants is the use of warm-ups. Indeed, they were perceived as usable, engaging and enjoyable exercises, "With this you learn so much you learn, you improve your

concentration” (Victoria, VD2, Q3). Equally, Juan expressed a strong interest in the game "Ninja" and the various warm-up exercises. This suggests that well-designed warm-ups help to enhance the experience of learning since they provide a better environment, motivate the students and boost them to feel more confident in the moment of carrying out the role plays.

Given that the theatrical improvisation exercise was conducted in English as second language, all participants briefly experienced feelings of shyness, embarrassment, insecurity, nervousness, or excitement at some point or during some sessions. However, these emotions were not lasting or present in every activity. In the final session, they presented no major challenges as they felt confident in themselves and their peers to improvise according to the given situations and circumstances. “I was more relaxed and more calm (**sic**) on the 4th session, so it was in general better” (Alejandro, VD2, Q3). The support provided by tutors/teachers and classmates persists in the narratives of the participants, impacting positively the atmosphere and confidence of students. To give an example, Nadia demonstrated greater confidence, freedom, and determination to engage in role-playing games and propose ideas on stage, stating, "This session was easy; I felt very good... I didn't feel difficulty acting; in fact, I felt more free (**sic**) and confident..." (Nadia, VD2, Q2).

In contrast, Alejandro initially faced significant challenges, including considerable nervousness and uncertainty about how to act. Alejandro disclosed that he had a mild autism spectrum disorder (ASD), which affected his ability to communicate and interact socially. Despite these challenges, Alejandro found the sessions enjoyable and beneficial, noting that they helped improve his communication skills:

“ It was not difficult as the first one where I was nervous, and I didn't know what to do... the last session was difficult and funny because it represented a challenge to do two role plays at

the same time let's say, it was, it felt nice the idea of having a challenge, it was really nice really cool so I like that I felt great" (Alejandro, VD2, Q2).

As the sessions progressed, Alejandro was able to better identify and address his mistakes, which led to noticeable improvement. He also found that recording videos was an invaluable tool for reviewing his performance, identifying errors, and refining his skills for future presentations: "Yes, having a video recorded... is very good because you can analyze what you said and... improve your speaking skills based on the recording." (Alejandro, VD2, Q4).

The other participants also reported improvements in their communication skills and confidence when sharing their ideas. For instance, Vanessa feels she has made significant progress in her English-speaking abilities, particularly in improvisation and interacting with her peers: "I feel more comfortable and now I can speak better in English... feel so in confidence with the other people" besides she agreed that approaching others and engaging in conversations had become much easier and more relaxed (Victoria, VD2, Q2). It indicates relationships with fellow participants had notably improved, and during presentations or public speaking whether in front of familiar or unfamiliar audiences, they felt much more at ease and confident, allowing them to express their ideas with greater ease.

**Conclusions of both videos.** Those reports offer an in-depth look at how role-playing influence student learning. In the first analysis, emotions are emphasized as a fundamental part in the learning experience. For instance, negative emotions appear as initial barriers that participants must overcome, nevertheless, some of the characteristics mentioned in both reports that allowed the students to minimize these emotions were the supportive environment, practice and the use of memorable and meaningful experiences. This was crucial to help students feel more comfortable during the activity. It is interesting to note that the learning experience of the

participants was varied, especially at the beginning, since their preferences and unfamiliarity with the topic were different, while others found the exercise much easier.

On the other hand, in both reports' students were aware of the way in which the teachers facilitated the learning process. According to them, teachers fostered not only a supportive environment but also, they patiently managed the group, and their positive attitude motivated the students. This was crucial for some students to lose their initial feelings of anxiety or nervousness during the activity. In fact, one participant mentioned that even though he felt nervous and anxious at first, the teachers' kindness helped him feel at ease and get more involved. This type of learning environment facilitates participation and enhances learning by allowing students to practice their skills in a safe and encouraging context.

In the second report the participants emphasized the importance of creating meaningful experiences during role-playing activities. Sessions that focused on popular topics were particularly memorable and helped students form an emotional connection with the activity, which enhanced their learning. However, in both reports, it is worth noting that the same phenomenon remains. Students recalled the scenarios and activities shown in the videos, but they did not always remember the specific vocabulary they had learned. Therefore, although memorable experiences effectively engage students, additional strategies are needed to reinforce vocabulary learning.

In conclusion, both texts highlight the importance of fostering a teaching environment that is not only educational but also emotionally supportive and safe. Role-playing can be a highly effective learning tool, particularly when it is designed to be memorable and paired with proper guidance. It is also essential to recognize and adapt to the unique needs of each student, as seen in the case of Alejandro. Whether through self-reflection using video diaries or the creation

of impactful experiences, these approaches can work together to enhance participants' learning outcomes, ensuring that everyone, regardless of their personal circumstances, can develop their communication skills.

### *Focus group*

**Learning factor.** The applied strategy of role-plays is perceived as a different alternative to learn English which moves away from the traditionalist style of master classes where students must only learn grammatical rules or perform mechanical exercises. In this regard a participant expresses that this methodology “cut with the usual, it's not the same to be in a room, the same 4 walls, board, chairs, but it's something new, it's something cool” (FG, Q2, Alejandro).

Also, role plays are a tool that facilitates the teaching of the language since it provides a comfortable and relaxing environment in which the student takes an active role and enriches their own learning. Additionally, it is an attractive, entertaining and meaningful strategy that encourages creativity and collaborative work since it enables the use of language in real or simulated situations. As an example, Juan mentioned “It is not that forced practice as I have to sit and listen to listening, to make a platform but in a more dynamic way that is with games and activities that it seems to me that that is why it has stayed with us so much, because it is like uyyyy I learned by playing” (FG, Q13, Juan). (DeepL, Trad). In other words, if the experience is positive, there is greater retention and motivation to learn the language.

Considering the above, participants do not focus so much on the benefits of the role plays in their grammatical domain but, on the contrary, they highlight that there is a significant increase in their confidence and ability to express themselves in a fluent and spontaneous way. Alejandro mentions that “When you become more confident, you feel lighter when you talk”. (FG, Q6, Alejandro) ( DeepL, Traductor). Likewise in another intervention he says, “This works

a lot, it improves speaking, interaction, and also everything related to English, relaxation, movements, all that counts, all that counts, all that is worthwhile and it is something very interesting". (FG, Q23, Alejandro). (DeepL, Trad). That is, confidence is an essential point in oral production since it provides a sense of accomplishment and allows the student to take risks without fear of making mistakes. However, it is mentioned that role plays help to improve vocabulary and grammar to a certain degree. For example, in vocabulary one participant says "We saw a word a few sections ago that was "citywall" which is muralla and I didn't know that word...so it helps with the vocabulary" (FG, Q18, Alejandro) (DeepL, Traductor). In the same way, Juan recognizes that role plays offer an opportunity to listen to other participants and notice forms of expression, vocabulary or grammatical structures that may not be mastered "it's more like saying, well, yes, I have this deficiency, well, I speak slowly or maybe I lack more grammar. "Listening to others or even in my own group, ah I heard someone say this phrase, I'm going to look it up". (FG, Q13, Juan). (DeepL, Traductor).

**Emotional factor.** The emotional aspect of the focus group participants shows how the role-play and video recording activities positively influenced their confidence during the learning process. From the beginning of the conversation with them, the students expressed that the environment created was "chévere" and "divertido"<sup>1</sup>, which helped them feel really motivated to want to participate. The student Alejandro mentioned that "it's not so much about getting motivated, it's about getting to have fun" (FG, Q2, Alejandro). (DeepL, Trad) Highlighting the importance of a relaxed environment to be able to actively take part in it. This reflects that a

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positive environment, free from the pressure of a conventional classroom, helps students feel more comfortable and willing to be part of the project.

In terms of personal development, the role-plays helped students face their fears and anxieties, especially when speaking in public. Vanessa, for example, mentioned that speaking had never been her strength, but these activities helped her to lose fear and feel more confident, to the point of being able to present herself at the university or anywhere else without being paralyzed by nervousness “at least I'm not so afraid to speak anymore, I literally used just to stand there, and lately, the presentations I do at the university in class don't happen to me anymore” (FG, Q4, Vanessa). (DeepL, Trad). Alejandro, who might find social interactions demanding due to the spectrum of autism he has, similarly expressed that participating in these dynamics allowed him to improve his ability to speak with others and in public “I never look people in the eye when I speak, if you have noticed it is very difficult for me because it gives me anxiety, like panic”. (FG, Q6, Alejandro). (DeepL, Trad), but he emphasizes that the atmosphere of trust and the support of the group were key to his progress, saying “has helped me a lot” in his process of overcoming stage fright. (FG, Q6, Alejandro). (DeepL, Trad).

In addition to the confidence in the group, the students highlighted how these activities helped them take some stress away and relax. Victoria mentioned that the space given for doing these activities feels like an escape it means that it was not something mandatory “we've handled like a lot of stress, it's like an escape, rather than a straight thing that you have to do like it or not, it's like more relaxed, softer” (FG, Q23, Victoria). (DeepL, Trad). This student's perspective highlights that the way the role-plays were applied by the teachers allowed them to release accumulated tensions, which contributed to a better emotional disposition to learn. Likewise, the student Juan mentioned that he totally agrees with her classmate, Victoria. The fact of feeling

very comfortable during a presentation makes the subject of improvisation come much more naturally and without so much effort.

**Social aspect.** Regarding social development, roleplays have had more effect, as they have managed to develop an atmosphere of trust between students, which has allowed all relationships to be more open and freer. One student stated that, although at the beginning of the semester they were not so close, after so many activities they felt closer: Nadia “Well, in general, I think it's very good as much as in the aspect to lose the fear of speaking in front of the public, I would like the university to have something like that to include plays or something like that to lose the fear of presenting oneself in front of people”. (FG, Q17, Nadia). (DeepL, Trad).

The feedback from other students confirms this impression. It is pointed out how the confidence finally gained not only contributed to communication skills, but also promoted a more intimate and natural relationship between the students. All of them were classmates and had some university subjects in common while others had already a friendship, however, not everyone had interacted so much with each other. Furthermore, some of the participants mentioned that lessons in this way allowed him to feel less tense and less forced when interacting with his classmates: “Now it's more relaxed, more natural” (FG, Q20, Victoria). (DeepL, Trad) by gaining confidence in the group, it becomes easier to speak and participate in a spontaneous way. Vanessa also comments “I didn't expect at all like feeling more confident with my other colleagues... I didn't think I was going to feel so so comfortable” (FG, Q20, Victoria). (DeepL, Trad).

In turn, these testimonies confirm the value of role-play activities as a pedagogical resource that harmonizes and improves social connections among students. By the end of the final session, the participants expressed their intention to continue communicating, staying in

touch. They believe that they are now more united. In conclusion role plays not only prepare the student in technical terms, but also provide greater mental clarity and self-confidence and, last but not less important, tools to better perform in social and academic contexts.

**Reflective aspect.** They also talk about how role-plays influenced their preparation and personal development, highlighting the importance of these activities before facing challenging situations. One participant mentioned that the warm-up process that takes place in theatre, including in role-plays, is crucial to properly prepare for performances or any activity that requires concentration “Yes, I feel that the point of, well, whether it's what we did here or in general what the theater produces to warm up, I think that for a presentation or anything else, it helps a lot to concentrate and focus”. (FG, Q21, Juan) (DeepL, Traductor).

In the reflective factor, it was also found that the daily video recordings had great relevance in the learning process. For example, for Victoria “When I was recording it, I was saying like I missed this and.... I started to talk at the end, and I said, yeah, I remembered the other activities they had done before and I said, well, this activity is kind of cool” (FG, Q12, Victoria). (DeepL, Trad). Which means that it helps students to remember what they have worked on and understand which parts of the role-plays were more effective in their process. In the same way, she adds that she had to make the video many times before leaving the final one “I have about 10 videos recorded there” (FG, Q12, Victoria). (DeepL, Trad) mentions the student, which clearly shows that recording videos is an important tool to make a self-reflection and correct the mistakes made in the previous videos.

**Utility and motivation aspect.** The volunteer participants from this research consider role-playing to have a huge significance and utility, not only for their English-speaking skills and confidence but also in their daily lives, personal development, public speaking, anxiety and panic

management, and all the learning experience that can be applied in their teaching methodology as future teachers.

While participants frequently reported that each session had provided them with a great deal of enjoyment, relieved their stress, and allowed them to focus on something other than their daily responsibilities, these were not the only benefits they identified. For instance, Juan notes that this develops and improves the skills for talking in public “It helps a lot when you want to improvise and make a presentation” (FG, Q5, Juan). (DeepL, Trad) Other participants also agree on it, and they share some experiences where they have given a speech without feeling nervous, thus this role plays have working for both previous knowledge and practice to face similar situations in the university. To illustrate, Victoria says that in other classes she sees their partners don’t want to pass in front to speak, but she doesn't feel like that anymore. “Sometimes my classmates are told like to come to the front, and they say no what a fear what a shame and I do not, it so relaxed because we have already made several” (FG, Q5, Victoria) (DeepL, Trad). Alejandro finds that participating in the research has been a significant help for him, although he still sometimes struggles to express his ideas in front of a large audience, he is now able to do so without overthinking.

Following the same idea, as researchers, we have observed that participants have become emotionally open during each session. For example, one volunteer shared, “I don't think my classmates know that I have Asperger's syndrome, low autism.” (FG, Q5, Alejandro) (DeepL, Trad). The participant commented that he experiences difficulties in daily activities due to Asperger's, including communicating simply and effectively with others, expressing and understanding feelings, and maintaining eye contact. However, Alejandro also notes that both he

and his peers have observed progress in his communication skills from the first to the last session.

Lastly, it is important to mention that the warm-ups, activities, and improvisational situations presented were seen motivational and useful by the participants in his role as future Teachers. In fact, one of the warm-up exercises involved walking through space at varying speeds to activate both body and mind. This warm-up was adapted and applied by one of the volunteers in his university practice with kindergarten children.

### **Interpretation of results**

Gomez and Valencia (2016), discuss the advantages of using roleplays to improve oral communication and strengthen human, intercultural, and global skills through the interpretation of real-life situations. Thus, it is related to this project since it focuses on improving oral skills using roleplays, offering a communicative approach to English language teaching in everyday contexts. On the other hand, both studies show the great usefulness of this methodology to overcome the barriers of anxiety and fear of public speaking. Although that study considered a population between ten and thirteen years old, which is different from ours, in both cases very positive results were obtained, implying that the methodology, applied correctly, can be very beneficial for any type of population.

On the other hand, Idham et al. (2022), and Tipmontree & Tasanameelarp (2020), highlight role plays as an effective tool for improving oral skills and increasing self-confidence in second language learners. Both studies emphasize the importance of real-life scenarios and structured methodologies to improve communicative skills, this is demonstrated by the fact that these communication skills are essential for effectively fulfilling the role of a professor and achieving proficiency in English as a second language. According to our research, most

participants perceived that their abilities have improved, and feel more confident expressing their ideas in real-world contexts. Idham et al., found that learners who participated in role-plays showed a significant improvement in their speaking skills compared to those who were taught through traditional methods. Similarly, Tipmontree and Tasanameelarp demonstrated how a step-by-step curriculum for Thai students in hotel services improved their oral performance and self-confidence, which is the focus of our study. Both studies underscore that creating dynamic, hands-on experiences through role-plays has a positive impact on language learning.

Our research builds on these findings by emphasizing the emotional and social dimensions of role-play activities. While both papers focus on language skills, techniques, lesson plans, and to some extent with how learners feel, our research highlights that emotional factor, such as anxiety, nervousness, or discomfort, may limit learners' initial progress. However, as in previous research by Idham et al. (2022) and Tipmontree & Tasanameelarp (2020), we also found that role-plays, when conducted in a supportive environment, helps students overcome these negative emotions and develop greater confidence. The role of teachers and peers in creating a safe and encouraging atmosphere was a key factor in helping students feel comfortable, leading to more significant improvement in oral communication skills.

By comparing our study to Wijaya et al. (2024), there were similarities in terms of social bonds with peers, but differences regarding how participants felt. In other words, students feel more motivated to speak English with this strategy, which is supported by Wijaya et al. (2024) study, where it is concluded that students were more eager and optimistic with this technique. Similarly, these authors also state that role plays “foster a sense of togetherness” (p. 16) as is confirmed in the current inquiry since the relationship between classmates became stronger since they experienced an environment of trust and harmony, which also boosted their communicative

skills. Although the research mentioned indicates that role-playing was ineffective regarding self-confidence because there were negative emotions in them, such as shyness and fear, it is evident that this does not apply to the current study since students expressed, by the end of the sessions, that they overcame their fear to speak and act. They felt that role playing encouraged them to practice and gain confidence. They also change negative emotions to positive ones, such as feeling relaxed and less stressed.

Regarding video diaries, this study and previous ones found that it is a positive tool to boost self-reflection about the process of speaking in English. In Kırkgöz (2011), and the current one, participants identified areas of improvement, and strengths in their speeches. Also, in both studies, video diaries enhanced their ability to memorize because they could recall what they studied during the sessions. Similarly, Menggo et al. (2029), and the current study found that this approach not only encouraged students to take responsibility for their learning but also enhanced their ability to self-assess their speaking skills. All in all, the findings suggest that incorporating video recording diaries into speaking curricula can be a valuable tool for educators aiming to foster greater engagement and self-reflection among students.

## Chapter 8: Conclusions

Role-plays seem to increase confidence and oral fluency. Participants felt that both strategies help overcome fear of judgement and anxiety related to public speaking. This confidence increases their ability to speak more fluently and spontaneously, which is essential for their overall oral production in English.

Participating in realistic role-plays improves language retention. By comparing previous research to previous ones, we conclude that role-plays tend to make learning more meaningful and dynamic because they simulate real-life scenarios. The participants of this study report more retention of vocabulary and language structures because they learn through interactive and hands-on activities rather than memorization and grammar.

Self-awareness and reflection through video recording diaries enhance self-improvement. According to the participants, video diaries provide a reflection tool for students, allowing them to self-evaluate and identify areas for improvement. This reflective practice helps the student to be more autonomous and able to correct their process effectively and quickly.

Students' motivation and enthusiasm during the process are largely attributed to the establishment of a secure learning environment, the social relationships they build with their peers and the techniques applied by the teachers. In addition, the environment and setting could be important for the success of roleplays. As a matter of fact, the subjects of the study reported the significance of working with friends and people close to them in a stress-free situation.

### **Chapter 9: Limitations and suggestions**

Firstly, at the beginning of the sessions, a place which had technological means was taken, allowing to present the pedagogical resources for teaching the lesson of the day. Afterwards, the setting to carry out role plays should be carefully chosen to make the most of this technique.

On the other hand, considering the positive view the participants of the study highlighted, role playing should be used extensively to enhance speaking proficiency. To investigate this further, we implemented a single cycle consisting of four lessons. However, found that conducting three or four cycles would allow for a more comprehensive analysis of participants' perceptions. Consequently, if additional cycles can be incorporated in future studies, it is recommended that the effectiveness of role-plays and video-recorded diaries be evaluated more thoroughly. This can be achieved by developing assessment tools to be administered both at the onset and at the conclusion of each cycle, allowing for a more nuanced understanding of their impact over time.

Regarding the video recordings diaries strategy, it is suggested for future research to analyze other approaches that go beyond self-reflection and focus especially on how this tool can influence the students' perception of the improvement of their ability to speak English.

Finally, the number of students may serve as a significant factor influencing the results; it is important not to generalize and think that the indicated strategy will obtain the same results in students of the same level or in a larger population.

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## Annexes

## Annexe (1)

Table 2

Video recording transcription

	VIDEO RECORDING DIARIES TRANSCRIPTION			
<b>PARTICIPANTS</b>	<b>1. What vocabulary did you learn?</b>	<b>2. Do you think the session was difficult or not? How did you feel? (Express your feelings, confidence, the things that you liked the most and the things you liked the least)</b>	<b>3. Did you get an advance in your speaking skills with the Role-Play session?</b>	<b>4. Do you consider that recording a video to present your opinions allows you to review it later and, in this way, identify areas for improvements to make a more effective presentation?</b>
<b>VIDEO 1 VICTORIA</b>	I don't remember I have a terrible memory, but I don't remember the topic, but i remember with... with my partner I made a role play about the engage people that the people were chosing a wedding cake and discussing discuss about the	Not, more or less. Ok the thing is that the teachers was so kind, ehh if you have a question or if you don't understand anything they was so kind and explained for you the things that was so patient for explain this. I think that is not difficult and to he talk more slow i like so much	Yes, I have a really big advance (she answers this question with great confidence) because I don't I can't talk with this moment I don't talk with this person in this way because I am so nervous I am so embarrassing I don't know why, but actually my teacher of	Yes, why, ehhh, maybe to one month ago I don't remember I shot the first video but was so so so nervous I don't want I want I say but I remember that I shot more or less 10 or 15 videos it was so so horrible beacuse I repeat and repeat and make a mistake and I send the video the last

	<p>flavour about the taste and this in the role plays. And use a lot of vocabulary that the teachers, I am going to say teachers explain to us in the first session because the role play with the role play in the second session. Ah, I don't remember the exactly words, but for example engage I don't know what is engage but with this role play ,I search yes, I find ah. And to married, wedding</p>	<p>How do you feel? I felt so comfortable in the moment when the teachers talk with us, but in the first moment i feel so nervous feel so shy and to so anxious so I was so anxiuos but i like so much, i don't like to talk with a new persons because I don't have this confiansse I don't trust in these people and this is so for i don't like so much I don't so comfortable with this people with new people, but I like so much. The think that I like so much was the teachers was so kind what i say before and that was the think that I enjoy more. And the think that I don't like so much was the classroom beacuse the classroom was so small and the environment and the weather was so hot and don't like so much.</p>	<p>first experience said for me oh my god your skills your speaking skills and your listening skills are so cool and I said listening skills maybe for they guys were so kind, watch a lot of videos that they show for us. And yes, the answer is yes, I get a really good advance.</p>	<p>video that I shot the last video and I send this video and I remember that I was watch this videos and I say oh my god this is the mistake why do I say this or oh my god this is so good for me and I like so much, so yes and it the same with this video I am going to do the same with this video so the answer is yes, so that all for this video, thank you, bye.</p>
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<p><b>VIDEO</b></p> <p>2</p> <p><b>VICTORIA</b></p>	<p>Ok. I Remember for session we have to do a two role plays.</p> <p>The first was with about a song, a song and the second was about a serie, Breaking Bad. I don't remember what vocabulary that I learned because I have another vocabulary for my for my power. For my hour the role play with my partner but. Maybe, uh, when I was in the floor, I, I said a word, I don't remember, but I, I learned so much. I learned, but I don't remember so much. So, I have to recognize these things.</p>	<p>Not, not really. What wasn't difficult because here's the classroom the other space was so big and you can make or break a lot of things and what's not difficult because my partner was so kind with me, the teacher was so kind and I was preparing these things. But with experience in last a role-play, I can't do this role-plays than the others best, best. So I like so much. I it was no, no, zero difficult for me. How did you feel? I feel so comfortable. I feel so prepareid. I feel so confidence with the other people. With the other people, Yes, I feel so, so good. So it was so, so cool. I remember what's so cool. And the thing that I like so much was I OK? My partner was my partner. I have. I have to do the the role play wasn't. Wasn't present.</p>	<p>Yes. After this session with. I like so much because it was so calm. I like so much. When I did this role play, I felt so in confidence in my speaking. It was so better than the passed and the so better than the first because I was so yeah, so calm, so relax. So yeah, I'm the games of the how do you say that? The break, the break. OK, the games for the first of the class I don't remember for Ice Breakers. Of this this thing I like so much. I think that is so that the thing that I enjoyed so much this thing. My favorite was chin chin, chin, chan chin chin. I don't remember sorry but I like so much. With this you learn so much you learn your your improve your concentration and with the other that was you</p>	<p>Yeah, with the past video I see the video and I saw the video and say Oh my God. this is a mistake, yes, and with this is the same because. I made a little mistakes, mistakes so little, but it was a complication in the future. But yes, there is, yes, and that's all. Thanks for the research project. And that's all. Thank you so much.</p>
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		<p>Did not was present. So I have to do this with two other colleagues and I remember that, I felt so. So bad because I was playing with the with, with him a thing. But with this. It's so improvised. The thing that was the thing that I don't like, but the thing that I like so much was that I can't to do these things. And I have ideas about two role plays, and I can involve. I can't. Yeah, you know. Do this thing I like so much.</p>	<p>have to make that the other person. For example, I was drunk and it was touch my colleague Andy was acting with me. So I I like so much you approve your speaking skills with this</p>	
<p><b>VIDEO</b> <b>1</b> <b>JUAN</b></p>	<p>I don't remember everything but I remember after of this session I have used a a quite quite a bite, I agree with you, you are alright, I know what you mean, but I haven't used much the negative part, but...because the people who were there at at the</p>	<p>The session was not difficult but the main issue with me is that it has been to long since I did anything based on theater, since school I have not done anything referenced and the feeling of shame, perhaps not feeling comfortable, with the first time is understandable.</p>	<p>Of course, I have some progress either when I comes to interacting or sometimes improvising, sometimes in presentations, or some work.</p>	<p>Considering making a video and at the same time reviewing it, I think it gives us the ability to specifically highlight what we need to improve, I need more expression, I need to improve my speech, my reaction or my interaction in front of a audience or any public.</p>

	<p>moment think or have many things that I think in the same positive way, but for example: I don't think so, i don't agree with you, are good examples for how answer with your opinion.</p>			
<p><b>VIDEO</b> <b>2</b> <b>JUAN</b></p>	<p>Eh well I learned quite a few expressions words for example to say when I agree or disagree and expression that use the series and at the same time we use them I have used quite a bit I agree with you, you are right I know what you mean and I haven't used much the negative form but I use I don't think so I don't agree with you but I don't use much.</p>	<p>The sessions were not difficult perhaps the most difficult things was to feel comfortable for me as it was something I had not done for quite some time I had his shame his shyness but as time went by I felt comfortable thence to support help and everything the tutors did to make us feel calm he I love when play the ninja game or during warm ups when we pass that type of energy or roll the other person I I love it.</p>	<p>Of course, I have seen progress either when it comes to interacting or sometimes improvising in some type of presentation of some work.</p>	<p>Well, consider considering making a video and at the same time reviewing reviewing it I think it gave us the ability to specifically highlight that we need to improve I need more expression, or I need to improve my speech and my reaction or my interaction in front of an audience.</p>

<p><b>VIDEO</b> <b>1</b> <b>ALEJA</b> <b>NDRO</b></p>	<p>I'm not sure I don't remember honestly because it was a long time ago that was like that was like two months ago or something like that, so I don't honestly, I don't remember anything at that time.</p>	<p>Yes, it was difficult because it was the first role play you are not kind of like used to doing that kind of activities you are not used to making a role play eh that first role play was improvised so it was very bad, so I was very nervous.</p>	<p>I don't think so for the for the same reason that I was nervous, so I don't think I was capable of of thinking about how I did on the role play and improving based on that because I was nervous, so I don't think so at least on that role play on the first session.</p>	<p>yes having a video recorded to later on and listen to it and watch it to to take advantage of the recording and and kind of like improve your speaking skills based on the recording is very good because you can analyze what you said and based on that you can keep improvising improvising and and yeah so I think it's pretty good.</p>
<p><b>VIDEO</b> <b>2</b> <b>ALEJA</b> <b>NDRO</b></p>	<p>Mmm to be being honest I already know all the vocabulary used but I think it's it's important to mention mention that the word high in speaking about this slangs means something else as being literally like on a high place or being above someone else that it means being like under the under</p>	<p>Yes yes, it was difficult but it was not difficult as the first one where I was nervous and I didn't know what to do and the last session was difficult and funny because it represented ammm a challenge to do two role plays at the not at the same time but but at the same time let's say it was it felt nice the the idea of having a challenge it was really nice really cool so I like</p>	<p>Yes just because I was more relaxed and more calm on the 4th session so it was in general better and I also got to like think of what I said and improve on what I said for example if I conjugated a verb and bad yeah and an improper tense then I could memorize and reflect what I reflect what I did and improve on that.</p>	<p>Yes as I say as I said on the first video on the first session it is important to to have a video recorded so you can then later on listen to it and know what you said if you said something good then you keep saying that same thing good and if you said something bad then you can improvise and correct your mistakes four so in that way in the</p>

	the effect of certain drugs that means being highs so I guess that's that's a valid point and something that it's worth to saying.	that I I felt great it was difficult but it was fun.		future you don't commit thisin mistakes.
<b>VIDEO 1 NADIA</b>	Well about the vocabulary I don't remember very well but I don't know that they taught us how to answer questions	This session was easy I felt very good I felt that I could lose pain when speaking English and more in the role play	And about the progress if I could get an advance in my speaking and I think it was the best activity to be able to perform	Well I think it is necessary to remember what was seen in the session
<b>VIDEO 2 NICOLL</b>	About the vocabulary, I don't remember much. I remember the show with us as song and some parts of this series breaking bad. That would be the one we would be playing.	About the last session, I think it was one of my favorites because I feel more determined to get into the role play. I didn't feel difficulty to have acted, in fact I feel more free and confident and as it was the last session.	I feel I had more progress with the vocabulary.	If necessary, record my opinion because if I could remember let's say what was thought and as I said before it was a good session.

## Annexe (2)

### Focus group

#### Question 1

**¿Cómo describirían su experiencia general con la implementación de estos Role-plays y los vídeos que grabaron?**

**¿Sí, cómo se sintieron a nivel general de todas las actividades?**

**Alejandro**

Pues yo siempre lo dije desde un principio que esto siempre me gustó, que la idea general del proyecto y las personas que dirigen el proyecto, muy chévere en general, el ambiente Muy bacáno. Pues a mí, desde principio desde el momento uno me gustó.

**Question 2**

**¿Entonces sí sientes que eso te ayudó a motivarte un poquito para para querer aprender más? Tener un ambiente chévere, ¿sí?**

**Alejandro**

Si porque corta con lo siempre, no es lo mismo estar en una sala, las mismas 4 paredes, tablero, sillas, sino que es algo nuevo es algo chévere, pues por eso uno como que se motiva. O sea, no es tanto el motivarse, sino llegar a divertirse como la diversión.

No tener como tal la presión de las notas encima ¿sí?

**Alejandro**

Si.

**Pregunta 4**

**¿En cuánto digamos la parte oral, digamos, ustedes nos pueden compartir algo?  
¿Qué tal se han sentido con estas dinámicas?**

**Vanessa**

El speaking nunca ha sido mi fuerte, y creo que todavía no lo es, porque generalmente solo digo palabras sueltas, pero no sé si fueron los Role-plays o las actividades de antes, pero por lo menos ya no me da tanto miedo hablar, literalmente me quedaba parada allí, y últimamente las presentaciones que hago en la universidad en las clases ya no me pasa.

**Question 5**

**¿Y tú crees que las actividades y los Role-plays han influido en eso?****Vanessa**

Es que yo siento que al principio uno esta como muy, Dios es que yo voy a hacer esto y si me sale mal, entonces hace que pierdas el miedo, de pronto que se te olvide del miedo al momento de hacerlo. Entonces yo creo que si me ayudó mucho en esa parte sobre todo no se si hablarlo más fluidamente o más bien sin tener miedo a equivocarme esa es la palabra.

**Juan**

En mi caso si me siento muy de acuerdo con Vanessa porque esto si ayuda bastante de pronto a la hora de cuando uno quiera improvisar y hacer una presentación uno se siente más cómodo. Pues generalmente en la parte también de la comodidad que se genera en el grupo yo digo que también a mí me da como ese sentimiento porque literal esto de teatro yo no lo hago desde que estaba en el colegio y pues volver a ese tipo de actividades en donde uno no solo tenga que estar siendo uno mismo siendo solo escuchar, escribir, responder, sino que uno se pueda llegar a este tipo de actividades.

**Alejandro**

También lo que yo quería comentar ahí, pues a nivel personal no me demoro nada es que creo que los compañeros no saben que yo tengo síndrome de Asperger, autismo bajo. Y creo que creo que todos pueden dar fe, que de la primera a esta fue mejor, creo. Entonces también como en ese aspecto, o sea, también en ese aspecto de poder hablar mejor en público. Todavía hay cosas que me cuestan, pero pues en general, como hablar mejor en público, así como con en un grupo grande, pues eso también ayuda mucho, no solamente con el tema del inglés, sino personalmente con el tema del speaking y por eso lo digo personalmente con el tema del autismo es pues es una ayuda muy grande.

**Question 6**

**¿Ósea sientes que te ha ayudado también a manejar el síndrome de autismo, por qué?**

**Alejandro**

Porque pues yo también hacía teatro en el colegio, y digamos que todo esto me pues me acuerdo del Colegio como esas cosas y eso y, es más, o sea es como divertido, o sea, yo creo que la base de todo es como la diversión, porque si uno se divierte si uno está en un grupo con el que no siente confianza, como dije Ahorita desde el momento uno, el grupo en general todos, todos fueron. Geniales. Entonces, por eso también, como que ayuda, o sea ayuda, como entrar en confianza. O sea, al uno ya entrar en confianza como que se aligera al hablar. Igual cuesta, por eso es por lo que nunca miro la gente cuando hablo a los ojos, sí se han dado cuenta medio se me dificulta mucho porque me da como ansiedad como pánico, Juan que me conoce desde hace mucho tiempo lo sabe, entonces es eso, me ha ayudado bastante.

**Question 7**

**¿Ustedes se conocían antes?**

**Vanessa**

Creo que con el único que no había compartido era con Alejandro de resto con todos, porque tenemos portugués todos.

**Question 8**

**¿Creen que cambiarían algo los resultados si fuera con gente que no conocieran?**

**Juan**

Sí, yo creo que sería más tardío el proceso, mientras conocemos a las personas, para generar esa confianza.

**Pregunta 9**

**¿Ustedes fueron voluntarios? ¿Si esto se abriese en un futuro ustedes se pensarían en ser voluntarios nuevamente?**

**Vanessa**

Obviamente depende del tiempo, pero si osea si no estuviera ocupada seria como intentar

**Alejandro**

Mas del tiempo yo diría que de las personas, si fueran personas como así tan buena disposición como ustedes, pues uno dice si de una, pero si fuera gente, así como con mala vibra, como con menos ganas, como con menos desempeño uno dice, nahh! ni para que, pero si es gente, así como ustedes con entusiasmo, con vibra, como con buena energía uno si le hace todas las veces que sea.

**(Second intervention)Vanessa**

No yo sí entraría, sin saber quién estaría simplemente por saber que pasaría ósea si tal vez conocería muchísimas más personas porque por ejemplo yo ósea si conocía a Juan, pero era con el que, de hecho, con el grupo, con Jessid y Juan yo no, no hablaba tanto con ellos. Aunque esto me dio confianza para hablarles la verdad.

**Question 10**

**¿Osea ahora hay una relación distinta con Juan?**

**Vanessa**

Con Juan y Alejandro y ellos, ósea yo tenía clase como tal con Juan y Alejandro, Alejandro no, una, pero esa es difícil hablarles porque hay mucha gente en cambio en portugués solo somos solo como nueve personas y obviamente tenemos que hablarnos porque somos 9 personas, pero yo con ellos no había no no...

Entrevistador: relacionado antes

No, y ahora, pues si ya tengo más confianza para estar con ellos, por eso yo digo que así no se hubiera, no conociera las personas sería como pues que puede pasar.

### **Question 11**

**¿Creen que esto les sirve como un entrenamiento en el futuro si llegan a tener algún tipo de evento acá en la universidad donde tengan que hacer prácticamente digamos que lo mismo: obras de teatro, presentaciones, en un futuro Les ayudaría, osea les ayudaría este curso para afrontar esos desafíos futuros?**

#### **Victoria**

Los Role-plays son como más para expresarnos, para ser más relajado como pues sí, porque digamos a mí me pasaba mucho que a mí me daba miedo que digamos yo presentando algo se me burlaran, y me daba mucho miedo porque pues me ha pasado en el colegio no todo el mundo ha pasado por eso pues yo tenía miedo pero pues no ahorita ya es super relajado ya uno pasa al frente y ya, esto me ha ayudado hartito, porque digamos a veces a mis compañeros les dicen como no usted pase al frente y no que miedo que pena y yo no pues relajado porque ya hemos hecho varios entonces ya es como más...

#### **Vanessa**

Por ejemplo, nosotros obviamente como que aprendíamos la situación antes que vamos quien va a empezar y quien va a terminar, más nunca aprendíamos generalmente tú dices esto y después yo digo esto y esto, entonces eso nos sirve mucho la verdad por ejemplo presentar algo en la universidad, algo algún trabajo, ahorita tuvimos que hacer como una miniescena de un libro, pues teníamos guiones y todo, pero pues fue como un poco más fácil adaptarlo

### **Question 12**

**¿Cuándo grabaron los videos, los que han grabado los videos llegaron como alguna conclusión-reflexión a la que no habían llegado antes?**

**Victoria**

Si si, es que cuando yo lo estaba grabando yo decía como no pero me faltó esto y después yo dije como, empecé a hablar al final y yo dije como hay si yo como que me acordaba de las demás actividades de las que habían hecho antes y yo decía pues esta actividad esta como chévere y pues uno se siente como más calmado más relajado ósea como que esas actividades de inicio como que le hacen a uno más como relajarse más como quitar toda esa tensión y ya estar como más más relajado pero si si me paso, tengo como 10 videos hay grabados

**Question 13**

**¿Y digamos reflexionen cuanto digamos su cómo, no sé cómo la fluidez del idioma y todo esto digamos llegaron a darse cuenta en el vocabulario como si había de pronto todavía cosas por mejorar?**

**Juan**

Mmmm pues yo siento que siempre hay cosas que mejorar pues eso ya es más más analítico de cada persona, pero pues siento que pues este tipo de juegos es más como de decir bueno si yo tengo esta falencia, bueno yo hablo lento o de pronto me falta más gramática, yo escuchando a los demás o hasta en mí mismo grupo ah escuche que dijo esta frase la voy a buscar, osea también es como ese tipo de mundo que es como descubrir y volverlo a practicar entonces yo creo que si es muy de practicar este tipo de cosas y ya cada uno si tiene como sus cosas como voy a mejorar esta parte pero no es de esa práctica forzosa como me tengo que sentar a escuchar listening, a hacer plataforma sino de una manera más dinámica que es con los juegos con las actividades que eso si me parece que por eso si se nos ha quedado tanto porque pues es

como uyyy yo aprendí jugando, ¿cómo? ah cuando yo hice lo de Ninja, ese tipo de cosas uno lo va relacionando sinceramente.

#### **Question 14**

**¿Teniendo en cuenta eso ustedes creerían que en el currículo de Inglés por ejemplo de la universidad estaría bien poner este tipo de actividades?**

Tres estudiantes dicen: Si

#### **Juan**

Si, ya no solo en el inglés sino en cualquier idioma se prestaría para mucha mejoría

#### **Pregunta 15**

**¿Osea seria genial tener una clase así sea teórica y empezar con un grupo como estos, no?**

Varios estudiantes si

Entrevistador: Como que estaríamos, mas activos, mas atentos

#### **Vanessa**

Pero, siento que Tendría que comenzar con un grupo pequeño, osea no digamos que toda la clase haciendo lo sino como hagamos 4 grupos y los 4 grupos comiencen a jugar cada uno, que no sea como toda la clase porque se siente feo

#### **Victoria**

Siento como más tensión digamos no se 40 personas mirándote.

#### **Question 16**

**¿Qué paso con las expectativas que tenían al principio y lo que paso pues durante el grupo, taller, proyecto?**

**Vanessa**

Yo llegue sin cero expectativas, ósea me cuesta muchísimo salir de mi zona de confort, pero cuando es como con gente con la que yo, no sé, comparto algo, es como, vamos con cero expectativas y que pase lo que vaya a pasar, pero no me esperaba para nada como sentirme en más confianza con mis demás compañeros, creo que es lo que menos pensé, porque como te digo, yo cero contacto con Alejandro, muy poco con ellos dos y pues no pensé que me fuera a sentir pues como tan tan tan si cómoda.

**Question 17**

**¿Después de este proyecto, creen que van a seguir hablándose entre ustedes, saludándose, interactuando?**

Sí

Sí

**Victoria**

Pues es que nosotros ya llevábamos una relación antes pero no tan fuerte, nosotros nos hablábamos pero no éramos tan unidos

**Nadia**

Pues en general creo que es muy bueno tanto como en el aspecto para perder el miedo de hablar en frente del público, me gustaría que la universidad tuviera como eso de meter obras de teatro o algo así, para perder el miedo de presentarse ante las personas y así mismo creo que también se podría mejorar mucho el vocabulario.

**Question 18**

**¿Creen que adquirieron vocabulario****Alejandro**

Si, yo sí. Porque me acuerdo de que grabando el video yo dije: Vimos una palabra hace algunas secciones que era “citywall” que es muralla y yo no conocía esa palabra y yo me acuerdo de que cuando la presentaron yo sí dije ve que será eso y cuando dijeron lo de la muralla yo no sabía, entonces pues con eso del vocabulario si ayuda.

**Question 19****¿Qué actividad por role play, recuerdan más?****Alejandro**

La del chin chan chan.

**Vanessa**

Role play el que más recuerdo es el del principio porque estaba muy asustada, pero creo que son buenos para para tipo haz un role play pero que deben tener estas palabras sencillamente como que estudias el significado de cada una y ya lo puedes utilizar en tu role play sin que tener una línea como tal una base entonces con el de desagree y agree con ese es el que tengo más vocabulario

**Question 20****¿Como se sintieron comparando el primer a este ultimo de esta semana?****Alejandro**

Fue un cambio completo, yo al principio estaba muy nervioso y el primero lo hicimos Juan y yo me acuerdo de que teníamos el celular y yo estaba así: (hace mímica de miedo) ya estaba mucho más calmado, mucho más tranquilo, entonces se nota como ese progreso y también lo que decía Vanessa es como la confianza que se genera con el grupo.

(Todos rien)

**Victoria**

Ahorita ya es como más relajado, como más natural.

**Vanessa**

Creo lo primero lo que fue bonito, es que nosotros llegamos re Dios mío tenemos que hacerlo y queremos que salga tal cual lo planeamos, sobre todo yo, porque siento que no lo planeé antes, me traumé feo y me quede ahí pensando que hacer, pero recuerdo que ustedes me dijeron que tenemos el espacio, no sé qué, bla bla bla, ahí me di cuenta de que, al integrar movimiento fluye más la cosa, no quedarte estático, más movimiento hace que todo fluya.

**Question 21**

**¿creen que ustedes en su individualidad y en su proceso individual de aprendizaje podrían implementar algo de lo que aprendieron acá?**

**Juan**

Si, yo siento que el tema de...pues ya sea de esto, de lo que hicimos acá, o en general lo que genera el teatro de calentar creo que para una presentación o para cualquier cosa ayuda muchísimo para el tema de concentrar y centrarse, porque ya es como bueno yo sé que digamos que yo soy muy tímido o en cualquier momento se me va a olvidar el tema que voy a exponer, es como más bueno me voy a preparar, pues ya me sé el tema, pues ya preparar psicológicamente, entonces creo que ese calentamiento es muy muy muy bueno.

**Victoria**

También lo de los role-plays que han sido muy bueno, no es como tú eres tal y tú eres tal, entonces hagan algo, sino que dijeron bueno hagamos un motivo, entonces eso es como mejor porque uno puede ver como más cosas de lo que pudo haber pasado.

**Alejandro**

De pronto como revivir el momento o sea como pues obviamente mentalmente venir otra vez aquí y recorrer todo lo que se hizo, y ya entrar otra vez como en ese calor del ambiente, si me entienden? Como esa confianza del ambiente y ya decir como bueno ‘Vamos pa’ lante”, esa es la confianza que uno genera aquí y puede proyectar a otras cosas, si uno está nervioso con el portugués o algo, pues simplemente uno dice como pues ya hice obras de teatro en tal idioma porque no voy a poder con una presentación en portugués, y ya uno como que coge la confianza.

**Vanessa**

Tal vez involucrar como el movimiento, entonces tal vez no sé, no sabría cómo hacerlo, pero también involucrar movimiento mientras estoy aprendiendo algun tema.

Intervención docente.

Hablen con ustedes, traten de seguir una conversación con ustedes mismos, es como esto mismo que hicieron acá improvisando, pero si están leyendo algo de un tema específico podrían intentar hablar del tema con ustedes mismos.

A mí me parece interesante tener una conversación con uno mismo mirándose al espejo, podrían intentarlo en español, para ver qué tan natural se ven hablando español, como se mueven, como mueven sus ojos su cara, como se tensionan cuando mencionan algo que no les gusta, como se emocionan y tratar de hacer ese mismo ejercicio en Ingles, y que tan fluido se ve mi cuerpo comparado al español.

**Question 22**

**¿creen que ustedes en su individualidad y en su proceso individual de aprendizaje podrían implementar algo de lo que aprendieron acá? ¿Tienen alguna recomendación-sugerencia para el futuro con este tipo de proyecto?**

**Vanessa**

No lo sé pero lo que si se, es que, por ejemplo, como futuros docentes, supongo, lo que realmente funciona es la actividad del inicio, porque primero que todo si es la mañana y están cansados, super funciona porque pues eso de que te levantan te llevan al jardín o al colegio, despierta mucho niño, entonces estas actividades funcionan tanto como para un estudiante como un futuro docente ayudar a los estudiantes.

**Question 23**

Entonces **¿creen que ustedes implementarían algunas de estas actividades en sus lesson plans?**

Si, sí, sí.

**Vanessa**

¿Ya lo hice, como me fue? Pues, aquí va lo más chistoso, no hablo mucho y me da cosa, pero soy profesora de inglés, entonces el que más funciono fue caminar derecho y en círculos, con los niños. Entonces, por ejemplo, decirles cómo no, no pueden caminar en círculos. Es como “Ah”, osea es como muy interesante y bonito, también son todos lindos.

Es totalmente diferente, por eso yo dije tiene que ser algo fácil y que pequeño, y me sirvió como para recto, circulo, para ese tipo de enseñanzas y hacer la demostración.

**Alejandro**

Lo que yo quería decir es que ojalá se implemente, en los lesson plan pero digo sería muy bacano que, en algún punto, en algún punto, puede ser muy soñador o visionario, pero como un estilo, una escuela de teatro de inglés. Porque esto funciona mucho, si mejora mucho todo lo que es el speaking, la interacción, y pues también todo lo del inglés, relajarse, los movimientos, todo eso cuenta, todo eso vale y es algo muy interesante.

Yo me acuerdo de que cuando el profe Diego, yo dije como interesante- raro esto, si ve o sea yo, yo nunca había escuchado esto, y nunca había pensado implementar el inglés con las obras de teatro, pero pues ya haciendo todo esto me doy cuenta de que es una idea, que es algo muy bueno, que ojalá se siga haciendo a futuro.

**Victoria**

Además, es algo que no solo te sirve para mejorar el inglés, sino digamos nosotros hemos manejado como mucho estrés, es como un escape, más que algo recto que debes hacer si o si, es como más relajado, más suave, entonces sería una buena alternativa, algo que te puede liberar mientras practicas

**(Second intervention) Vanessa**

De hecho, una vez el profesor Diego nos hizo una pregunta sobre cómo se debía implementar el inglés en las escuelas para que mejoraran y estuvimos viendo más o menos los colegios bilingües, que todo lo hablaban en inglés, y bla, bla, bla, entonces yo le decía al profesor que me parece horrible que en un país de habla hispana comenzaran a dar todo en Inglés sencillamente porque querían alcanzar estándares, como país no solo hablamos español, tal vez nosotros no, pero otros sí. Una persona que no habla español y que le digan vamos a hablar todo en inglés así solo sepas español, yo le decía al profesor que era mucho mejor, el aprendizaje de un nuevo idioma en clases como de Educación física, en artes, artes en mi colegio era como actuación, danza, o artes plásticas, entonces sería como bonito que no se diera como tal todo, porque no estoy de acuerdo, pero sí que se implementaran más materias más didácticas, dinámicas.

**Annexe (3)**

**Table 3**

*Lesson plan: role plays and video recording diary.*

LESSON PLAN: ROLE PLAYS AND VIDEO RECORDING DIARY			
<b>TOPIC: Cheesecake</b>		<b>LENGTH: 60 minutes    SESSION: 2</b>	
<p><b>OBJECTIVE:</b> At the end of the lesson, students will be able to internalize and correctly use the specific vocabulary learned through the video, demonstrating their understanding by modifying the end of the video and acting it out in a role play.</p>			
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Video: <a href="https://www.youtube.com/watch?v=HK-6H79JOxc">https://www.youtube.com/watch?v=HK-6H79JOxc</a></li> <li>• Wordwall with the vocabulary and its meaning: <a href="https://wordwall.net/es/resource/72064862">https://wordwall.net/es/resource/72064862</a></li> <li>• Presentation: <a href="https://www.canva.com/design/DAGDHruyJM8/L-fQuZv7sH9FCizPVSEegg/view?utm_content=DAGDHruyJM8&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=editor">https://www.canva.com/design/DAGDHruyJM8/L-fQuZv7sH9FCizPVSEegg/view?utm_content=DAGDHruyJM8&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=editor</a></li> </ul>			
STAGES	STEPS IN THE PROCEDURE	DESCRIPTION OF THE STEPS	DEVELOPING OF THE LESSON PLAN
<b>PREPARATION</b>	<b>DECIDE ON THE TEACHING MATERIALS</b>	<p>In this step, the teacher decides on appropriate and suitable teaching material aligned with the objectives and the activities of the role play.</p> <p>For this proposal, 3 main materials were selected:</p> <ol style="list-style-type: none"> <li>1. Warm-up based on performing arts exercises</li> </ol>	<p><b>ROLE PLAY PRESENTATION (15 minutes)</b></p> <p>Students will present the role-play of the video shown in the previous class.</p> <p><b>Warm-up (5 minutes) Mirroring</b></p> <ol style="list-style-type: none"> <li>1. Form pairs of actors and ask them to stand face to face, at a comfortable distance.</li> <li>2. One of the actors will take on the role of "leader" and the other will be the "mirror"</li> <li>3. The leader will begin to perform simple, slow body movements, such as raising one arm, leaning to one side, moving the head, etc.</li> </ol>

		<p>2. Videos that exemplify a conversation</p> <p>3. Scripts or dialogues based on the videos.</p>	<p>4. The mirror must imitate the leader's movements exactly, as if they were a reflection in a mirror.</p> <p>5. As the activity progresses, the leader can increase the complexity of the movements, adding changes in rhythm, facial gestures, or even expressive emotions.</p> <p>6. After a few minutes, the roles can be switched so that the mirror becomes the leader and vice versa.</p> <p><b>SHOW THE VIDEO: (5 minutes)</b></p> <p>The teacher will show a video in which two people are arguing over whether they will get the majority of a cake. Students must pay attention to specific details such as vocabulary, the sentences' intonation, and the actors' performance.</p>
	<p><b>SELECT SITUATIONS AND CREATE DIALOGUES</b></p>	<p>The teacher selects the role-play situation. After that, the dialogues are provided either created by the students or the teaching materials chosen before.</p>	<p>Here, students will receive the dialogue or script of the situation seen in the video.</p>
	<p><b>TEACH THE DIALOGUES FOR ROLE PLAYS</b></p>	<p>The teacher is going to teach the main vocabulary used in the situation by using different activities, in this step the teacher must ensure that students will understand how to apply</p>	<p>20 MINUTES</p> <p>1. The teacher will do a small activity where the students will choose the meaning of 6 words related to the video script.</p> <p>2. Then the teacher will explain 3 phrases that are in the video.</p> <ul style="list-style-type: none"> <li>- We are desert stealers!</li> <li>- We are living outside the law!</li> </ul>

		the vocabulary in the role play.	- For God sake
<b>PRACTICE</b>	<b>HAVE STUDENTS PRACTICE THE ROLE PLAYS</b>	After students have understood the vocabulary and the situation of the role play, they are going to practice in pairs or groups	Practice (15 minutes) Students will read the script, see the vocabulary, and practice it between themselves. To end this part, students will see again, the video to check their understanding.
<b>PRESENTATION AND PRODUCTION</b>	<b>HAVE STUDENTS MODIFY THE SITUATIONS AND DIALOGS</b>	Students can modify or make some changes either in the situation of the role-play or add a variation in the dialog. Also, students can create a new version taking into mind the before model.	Autonomous work. 1. Students should change the ending of the story by adding two more sentences for each character. 2. Students must learn the dialogue with the modifications at the end and present it next class.
<b>EVALUATION</b>	<b>EVALUATE AND CHECK STUDENTS' COMPREHENSION</b>	In this part, students will pass to the front of the class and perform their new role-play. Teachers then will assess and provide feedback about the confidence, tone of voice, the development of the improvisation activity, the use of expressions covered in previous sessions, and pronunciation.	<b>NEXT CLASS</b> At the beginning of the session, students are going to present their performance which has to length of at least 3 minutes. In this part, the teachers are going to assess if the students achieve the task successfully with a rubric created by them.

<b>DISCUSSION</b>	<b>VIDEO RECORDING DIARY</b>	Each student will reflect on the process of the class. They will record a video answering 4 questions that allow us to know what the perception of participants is about the role-plays and their speaking skills in practice.	After presenting the role plays students will have 10 minutes to record themselves with their phones answering 4 questions about the process.
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