

**Roleplay Technique: Improving Communication and Intrapersonal Skills in Fourth  
Graders.**

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## Abstract

Over the last decades, English as a foreign language teaching in Colombia has faced many challenges, especially in teaching kids, in which grammar theoretical perspectives have been the only focus, while oral performance skills have been set apart from the goal, all this due to the lack of opportunities, innovation, investment and resources (Clavijo, 2016). This document seeks to provide a pedagogical proposal, in which role plays activities enhance communication and intrapersonal skills, such as self-confidence, in fourth graders through a Blended learning approach. This proposal emerged from documentary research about Colombian EFL education and the need of improving students' performance in English. From previous investigations, it was identified that students had difficulties understanding and producing basic sentences in order to express themselves and speak in a different language. To address these difficulties, role play activities and a blended learning environment are designed as an alternative way to improve kids' English performance. Due to the current sanitary circumstances, this proposal is not being implemented; the preparation time, the availability of the participants, the school permits and more have made its development difficult. However, this provides the foundation for future implementation, seeking to improve children's communication.

**Key words:** Role play, Blended learning, Communication, Young learners, Intrapersonal skills.

## Resumen

En las últimas décadas, la enseñanza del inglés como lengua extranjera en Colombia ha enfrentado muchos desafíos, especialmente en cuanto a la enseñanza de niños pequeños, en los que las perspectivas teóricas gramaticales han sido el único foco, mientras que la adquisición de habilidades de ejecución oral se ha apartado del objetivo, todo esto debido a la falta de oportunidades, innovación, inversión y recursos (Clavijo, 2016). Este documento busca brindar una propuesta pedagógica, en la que las actividades de juegos de roles mejoren las habilidades comunicativas e intrapersonales; como la confianza en sí mismo, en los estudiantes de cuarto grado a través de un enfoque de aprendizaje combinado. Esta propuesta surgió de una investigación documental sobre la educación bilingüe en Colombia y la necesidad de mejorar el desempeño de los estudiantes en el inglés. De investigaciones anteriores se identificó que los estudiantes tenían dificultades para comprender y producir oraciones básicas para expresarse y hablar en un idioma diferente. Para abordar estas dificultades, las actividades de juego de roles y un entorno de aprendizaje combinado son diseñados como una forma alternativa de mejorar el rendimiento en inglés de los niños. Debido a las circunstancias sanitarias actuales, esta propuesta no se está implementando; pues el tiempo de preparación, la disponibilidad de los participantes, los permisos escolares y más han dificultado su desarrollo. Sin embargo, esta propuesta proporciona las bases para una futura implementación que buscará mejorar la comunicación de los niños.

**Palabras clave:** juego de roles, aprendizaje combinado, comunicación, jóvenes estudiantes, habilidades intrapersonales.

## **Introduction**

New strategies for EFL teaching in Colombia are needed to perform meaningful activities that help students improve their social domain. Thus, this pedagogical proposal seeks to provide elements that strengthen the idea of roleplay as a technique to enhance communication in young learners. In consequence, the text below contains different reasons why young kids can improve by being able to perform and comprehend others' perspectives within a blended learning environment.

The first chapter attempts to describe the population for which this proposal is designed, and which potentially benefits from it, in order to give a context, in terms of social, cultural, and economical aspects, as well as their access to education. It provides information about kids' development, 4th graders abilities, characteristics, and domains to be developed, especially in terms of communication, intrapersonal skills, and language cognitive domain. Then, in the second chapter, the reasons for teaching English through role plays are described. A huge section of selected studies and investigations is presented to provide different perspectives of the use of roleplays as means to enhance speaking and communication in young children. Also, studies around the Blended learning approach are reviewed with the purpose of providing an alternative way to teach. After a thorough investigation through these studies, it is proven that these activities benefit the improvement of language in native speakers as well as in children with English as a foreign language, making it a very effective technique of teaching and learning English.



## **Chapter 1**

### **Contextualization and Problem Statement**

This chapter's objective is to contextualize the population and illustrate the most important characteristics of the participants. Also, the corresponding problem statement and objectives are described, considering documentary review such as thesis, research, dissertations, and articles. Finally, the information gathered provides a better understanding of the problematic and the matter of this proposal.

#### **Contextualization**

##### *National*

Education in Colombia is characterized for being a constant process for the integral formation and conception of people and their cultural development. It is also the integration and reinforcement of the dignity, and rights of the human being. Its structure is based on initial education, preschool, basic, secondary, and higher education.

In Colombia, education is a fundamental right and a public service that has a social function exercised by the government; it seeks the fulfillment of its objectives as well as a good quality regarding the moral, intellectual, and physical development of Colombians (Political Constitution of Colombia, 1991, Art. 67 pg.11).

In addition, there are three different types of education in Colombia, that is, formal education, non-formal education, and informal education. According to the Ley General de Educación (1994), formal education is the one intended, which is imparted in approved educational establishments, in a planned and regulated manner, following a regular sequence of cycles, and promoted by the government.

This formal education is made up of levels, which are organized in three (3):

- a) Primary education
- b) Basic education
- c) Secondary education

The objective is to develop in the learner knowledge, skills and aptitudes that contribute to their comprehensive development (Law 115, 1994, Title 2, Chapter 1, Art 10).

On the other side, non-formal education is a learning that is not offered in an education or training center and does not normally lead to certification. However, it has a structured character (in didactic objectives, duration, and support). In concordance to the Ley General de Educación (1994), non-formal education is offered with the aim of complementing the training, providing new and updated knowledge in academic or labor aspects without being subject to a level system. Also, it follows the general principles and purposes of education established in the Law. It promotes human growth, knowledge, and the reaffirmation of national values, providing training for artistic, recreational, occupational, and technical. (Law 115, 1994, Chapter 2. Art 36).

Finally, informal education is one that is offered casually, without planning. That is, learning that is obtained from activities of daily life such as work, family or leisure and does not entail a certification. Therefore, it is not given in an institutional or educational setting. "Informal education is considered all freely and spontaneously acquired knowledge, coming from people, entities, mass media, print media, traditions, customs, social behaviors and other unstructured ones" (Law 115, 1994, art 43). Likewise, informal education aims to provide opportunities to complement, update, perfect, or deepen knowledge, skills, techniques, and practices already acquired.

On the other side, in Bogotá, the Secretaria de Educación Distrital (SED) oversees

training children, and youth, designing strategies to strengthen their processes according to the different Proyectos Educativos Institucionales (PEI)<sup>1</sup>, which help to promote diverse pedagogical lines such as art, sports, reading and writing, the environment, citizenship and coexistence, science and technology, and mathematical logical thinking.

### ***Institutional***

In the seek for improvement of the foreign language teaching in Colombia, and the defense of the public education, which has generally been the largest center of affectation in Colombia, where low investment has caused drops in the educational quality of thousands of students in the country, it is important to consider new ways of teaching English; this, with technological resources that provide new and alternative ways to teach and boost oral expression in a foreign language. By using technological tools, it is possible to create different online academic spaces suitable for children's' training, where is offered available resources, materials, and opportunities for students to be comfortable with their own learning process.

The creation of favorable strategies for the permanence and improvement of educational quality, such as programs for boys, girls, and young people that allows them to participate in different educational and recreational activities, benefits the learning and the good use of language. All in all, strategies that have a reasonable methodology, pedagogic, theoretical, and practical foundation enhance good communication skills and acquisition of knowledge, allow investment in science and technology, preparation for teachers, and suitable environments to study.

### ***Participants***

In concordance with above and considering the current situation for students due to the

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<sup>1</sup> Proyecto Educativo Institucional: General statement that specifies the mission and links it with the institutional development plan of each school.

pandemic, the population's profile for this proposal are students who need assistance with their educational progress, some of them do not have enough resources to access to the whole education online, and some others cannot put on danger their families' health. Thus, with this proposal it is sought to provide children the best of both options depending on their needs and accessibility, in that sense, the population are kids that are starting to develop their confidence and start having more sense of responsibility, capable and willing to make use of technological resources and new pedagogical strategies in order to enhance communication and improve their social development. With that being said, it is expected to study a group of fourth grade children with ages between 9 to 11 years old. According to Tassoni (2016) children at this stage of development, begin to form friendships and relationships with their peers that are stronger and more complex, which enables them to boost their communication and social skills, as well as emotional domains. He also affirms that for these kids, making friends becomes a special goal, especially of the same sex, as puberty approaches. Also, relative to their cognitive characteristics, in fourth grade, children face more academic challenges and responsibility in school and enjoy solving problems. Likewise, children's physical development is also reflected in improved coordination skills and performance.

In addition, according to the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (MEN,2006) teaching English in Colombia is important to help kids interpret the world, as well as to exchange intercultural aspects, so they can have more access to the same (pp.9-12).

In terms of English language learning, students can answer and ask questions such as name, age, nationality, address, profession and more. They can also greet and give instructions. In addition, they can understand what other people are saying and identify a specific topic to start

a conversation. They develop creativity to carry out group activities such as presentations, dialogs, and role plays. Hence, children at this age become more creative and more independent, allowing them to experience more social interactions in which good communication is the key.

In consequence, it is expected to reinforce the most important characteristics of kids on this stage, especially social and interaction skills, enhancing communication through the roleplay technique and in a blended learning environment.

### **Problem Statement**

There have been different attempts to approach excellence in English teaching in Colombia. Nevertheless, these have been difficult to develop appropriately because, in most of the cases, children are not willing to communicate in another language due to different reasons including class methodology and self-confidence. According to Bonilla in his thesis *Los Juegos de Rol como Potenciadores del Desarrollo de la expresión oral en los estudiantes de cuarto grado de primaria en la clase de Inglés* (2015), learning a new language generates anxiety, apathy, laziness, and disinterest, since it is a difficult process that must be carried out gradually. Also, due to several changes in bilingual education, and pedagogical strategies, there has been a low achievement as a result. In agreement with Dela and Yana in their research *The use of role plays to improve a student's speaking skills* (2018), most of the students do not speak in a foreign language due to the lack of knowledge and confidence, they mentioned: “Some students say that they can’t speak up because of lack of vocabulary, and they also don’t have any confidence to speak. [...]” (p.417). For this reason, Colombia’s system of education needs to create activities that foster self-confidence, and communication. In this regard, it is essential to seek for innovative techniques that allow students to use the target language and communicate, with new activities that are attractive to them. There are several possibilities in the classroom for

innovation where teachers can expand their experience and pedagogical vision. Consequently, the creation of a blended classroom environment in which students feel confident and comfortable enough to express and make use of a different language is an important goal of this proposal. When putting in practice daily life activities, it is expected students can speak and give their opinion, without any problem or fear of making mistakes, facilitating basic communication in English and thus, their social and emotional development.

## **Objectives**

### ***Main Objective***

To enhance foreign language communication in 4<sup>th</sup> graders through the role play technique and a blended learning environment.

### ***Specific Objectives***

1. Foster interaction through communicative activities.
2. Design a Blended learning environment as an alternative way to teach and learn English.
3. Develop progressively, a final role-play activity for children to express themselves and work in groups.

## **Chapter 2**

### **Literature Review and Theoretical Framework**

This chapter discusses the most important studies carried out in relation to the main goal of this work. Therefore, the literature review is based on different local, national, and international thesis, monographs, articles, and states of art, which provide meaningful information about applying role play techniques to enhance communication in English. Consecutively, the theoretical framework provided defines and characterizes the bases to construct this proposal regarding topics such as role plays and its definition, characteristics,

benefits, as well as the blended learning approach, socioemotional skills, and more.

### **Literature Review**

The first local research project considered in this chapter was *Los juegos de rol como potenciadores del desarrollo de la expresión oral en los estudiantes de cuarto grado de primaria en la clase de inglés* by Bonilla (2015), which main objective was to provide a didactic strategy to foster motivation in learning English as a foreign language and enhancing oral expression. To achieve this goal, a didactic strategy based on role-play activities was developed to encourage kids from 4th grade to feel more comfortable by learning.

The project had a qualitative focus, specifically within the action research method. This study argues that the socio-affective nature hinders the correct performance of communication since foreign language students tend to think about how not to fail and not be judged by their classmates or teachers. Bonilla uses several studies and articles to reinforce this statement, which proves one of the many reasons why affectivity separates students from having an extrinsic motivation to learn a different language.

This work was carried out in sessions of 1 hour, whose level of difficulty increased as it progressed. From a previous diagnostic test, and through activities such as the mask workshop, the puppets and finally the performance, it was evident the students were much more motivated, and their performance was improved exponentially. Thus, it is shown that role-playing games are an ideal tool to be used in an English class and are a way to break down and shovel those common obstacles that appear naturally in learners because of nerves, anxiety, and the fear of making mistakes.

Finally, the previous study confirms the effectiveness of the use of role-plays with students who learn a foreign language such as English, since the students are more motivated

when role-playing games are performed than in other types of activities.

In addition to this, many other communicative activities have been implemented for children to improve their English skills and communication. This is the case of Valencia (2018), whose local thesis *Collaborative strategies to enhance oral interaction in an EFL classroom*, was carried out at Rafael Bernal Jimenez I.E.D, a public educational institution in Bogotá, Colombia, with the purpose to analyze the impact of the use of collaborative strategies, such as the implementation of roleplays to promote oral interaction in a seventh-grade English class.

The study was developed during 2017 and 2018, where, in seventh grade, students must be able to perform activities in which they can understand the main idea of a conversation. However, it was identified that students presented a lack of oral interaction as well as a lot of difficulties to work in groups due to a bad relationship between them and the poor interaction, also, because most of the classes were focused on vocabulary and translation, in which activities, most of them written, were in Spanish.

To face this problem, pair, and group activities, including role-playing and dialogs, were implemented to enable students to express their ideas and opinions and to interact with their partners and teachers using the target language. From the implementation of such collaborative strategies, it was evidenced that interaction of the students in terms of sharing their ideas, motivation for the class, knowledge, and more was successful. The results showed that this kind of activities, influenced collaboration between students since they were able to work together and reach a common goal.

Furthermore, the following research project, *The use of role plays to improve student's speaking skills* by Dela and Yana (2018), states that speaking is one of the most important skill when acquiring a second or foreign language since it has been more and more needed for a



global interaction. In Indonesia, for example, English has become an important way to communicate. However, this country, as many others around the world, has faced many difficulties in terms of teaching and learning English. Thus, the objective of this research project was to improve speaking using a Role Play technique with 30 students.

When interacting, people make use of spoken language to express ideas, feelings, and thoughts, while sharing information, respecting other people's opinions, and understanding utterances. As mentioned, “English is a tool of communication that has been playing an important role for cultural, scientific, and technological knowledge acquisition” (Dela & Yana, 2018, p.416). In addition, through class observation, it was identified that for many students, speaking was one of the most difficult skills to reach. They believed it required not only knowledge of the language, but also a desire, an objective, and confidence (Dela & Yana, 2018). The problem then, appeared in the motivation of the students to speak in public and in another language.

Therefore, this study sought the way to enhance speaking skills by motivating the students. The researchers conducted the study using observation notes, questionnaires, and interview data collection methods. Through a four-week study, they implemented a method to find out the differences between a group of students who used role plays activities and other groups of students who used other type of activities such as oral test; it was proven that students who used role playing activities are more interested in speaking English than students who did not.

The result of the research showed that there was improvement cycle to cycle in the students' participation and communicative skills. Also, after the implementation of Role Play activities in every cycle, the students' speaking scores got better. With these results it is worth

mentioning that role playing can be considered as a right technique to improve students' English performance and to foster confidence. Furthermore, it enhanced active participation in the learning process.

A second international investigation review helps to reinforce roleplay technique as an accurate approach for EFL teaching. The thesis named *The use of role-play activities as a technique to improve oral communication skills in 10th basic grade students at Nueva Alborada High School* by Donoso (2014) at Universidad Laica Vicente Rocafuerte, in Guayaquil, Ecuador, had as main objective investigating the multiple advantages of the use of role-play activities to increase learners' oral communication skills.

This project emerged to help learners to increase their oral skills using entertaining activities. The researcher conducted several procedures which included data collection using questionnaires, interviews, and classroom observation. Also, a two-week educational intervention, from which the research determined that speaking skills such as pronunciation, intonation, fluency, and more are important for the student's ability to communicate.

In accordance with this investigation, role-playing games, or activities to enhance communication and language learning are not new, nevertheless, there is no specific definition for this term. Multiple researchers have stated that role plays are "simulations" planned by the teacher, in which students perform a specific given role, and fulfill various tasks according to it (Donoso, 2014, p.3).

On the other hand, school environments do not always allow students to master this important language skill, since there are no opportunities to practice, having as a result, the inability to express themselves in the target language. Thus, Donoso (2014) mentioned that:

Role plays are a communicative technique that helps to promote effective oral interactions based on real-life situations since the nature of these activities promotes group integration, critical thinking, sharing ideas, building new knowledge and respect among learners. Daily life activities such as ordering food, leaving phone messages, making phone calls, buying tickets for a movie, arranging appointments are goal-oriented activities to enhance and reinforce pronunciation, vocabulary, creativity, and body language in basic levels students. (p.6)

Thus, the above research project concluded that role play technique implementation had a positive impact regarding the students' speaking skills. Also, it helped motivate them to learn a new language and acquire knowledge around it, meaning culture, economy, social aspects and more. Role-plays come up with the opportunity to practice the language in different real-life situations at the same time they promote confidence among learners by reducing the anxiety and fear of speaking in public.

Equally, current circumstances have brought to the world the need to put into practice new learning approaches that will meet the educational demands and will help to the continuity of the students' academic process. This is the case of the Blended learning approach, in which students can enjoy and become part of their learning process by having face to face and online classes. Mary Dracup, an Australian leader, and expert in education projects, in her case study named *Role play in blended learning: A case study exploring the impact of story and other elements* (2008), describes how innovative and important a blended role play activity can be for the kids' engaging to the learning process and improvement of their most deep insights and socioemotional domain.

This case study describes the online component as a small but important part, proving that the use of technology facilitates the design of role plays activities by having a profound effect on the creation of stories from which powerful learning can be drawn. A case study was developed as the method since according to this author, it investigates the phenomenon within its own context. Thus, with the use of interviews, questionnaires, and recorded videos, the data were collected for a quantitative and qualitative analysis that enabled to capture a more profound result of the experience.

As a conclusion, it was indicated that participants enjoyed the role play activity, having as a result a significant effect on their learning process, making what they had learned, transferred to their real lives. Thus, the effectiveness of the role play technique as a means of enhancing students communicative and socioemotional skills, through the blending of online and face to face, contributes to a range of factors in their life that are important for their future.

## **Theoretical Framework**

### ***Role Play***

Role play, according to the British Council dictionary, is any speaking activity in which an individual or group pretend to be somebody else or pretend to be in an imaginary situation. The idea of role-play is that students can perform anyone for a short time, and they can share opinions and debate different point of views to foster a better development on social skills. Consecutively, according to Cambridge and Macmillan dictionaries, role play is an activity in which students learn a new skill. It helps to improve different skills and is also an effective way for children to make sense of the world around them, be motivated and create relationships, providing them a better understanding.

Moreover, Peñarrieta and Faysse (2006) state that: “Role plays are a model that serves as an

intermediary object, that is, it proposes a representation of reality that allows us to approach a stress-free and often playful environment” (p.4). Thus, role play gaming allows the students to feel comfortable to express their feelings and opinions. In addition, role plays come from a sociodrama technique, which is used to explore complex situations and social issues from real world, allowing children to become ready to face reality (Blatner, 2009). Considering the above, in education, role play uses dramatic devices to help express what we think or feel, and it also helps to empathize with the other's point of view. Then, speaking from different point of views makes people more conscious and tolerant, since these techniques facilitate self-expression and reflection. Also, children become ready to experience their environment in a meaningful and fun way.

However, role play technique presents problems, although it is a more dynamic way to learn, it requires time and confidence between children and teacher, participants need to feel comfortable enough to work together. As mentioned by the authors above, it is important to link the role play game to a decision-making and participation process. Also, it requires a feeling of safeness, it means an adequate environment where children feel safe and ready to participate with no fear of making mistakes. This must be built in group, in a warming-up process in which they get to know each other in a more trusting way (Blatner, 2009).

Nevertheless, role plays, individual or in groups, will make students find themselves, understand their feelings and own opinions, Nickerson (2007) states that students are: “placing oneself in another’s shoes, this provides opportunities for learning in both the affective domain, where emotions and values are involved, as well as in the cognitive domain where experiences are analyzed”(p.1).

To conclude, role play gaming is an important activity in which people can become someone

else and play a part of a situation, this can be used as technique with the purpose to improve English skills, but also to enhance communication, since it permits socialization in a more safe and comfortable way in which kids can have a first experience to the real world's communicative situations. It is important to motivate the students to participate so they will be willing to use the target language and be part of their own learning process.

### ***Types of Role Plays***

To use roleplay in an effective way it is important to know the different types of roles plays that exist and their characteristics so they can be applied in the classroom, considering students' goal and needs. Thus, role-playing activities teach how to use proper skills in and outside the classroom. These exercises require the students to use imagination, background knowledge, and communication.

According to Harper-Whalen and Morris (2005), as cited in Mizhir (2017), There are three specific types of roleplays, fully scripted role-play, semi-scripted role-play, and non-scripted roleplay:

- Fully Scripted role-play: In a fully scripted role-play, each word is given, it means that the student needs to understand and memorize the given role. This type of role play has a given conversation (script) and the idea is to memorize language.
- Semi-scripted role-play: The second type of role play is about the students being able to establish their own conversation. They are provided with few contexts and information about a specific situation; however, the idea is that students can change the main topic and construct their own script and interaction by improvising and using their knowledge, learning in a meaningful and collaborative way.
- Non-scripted role-play: In the third type of role play students are provided with less

information, such as an idea, key words, poor context etc. They must create dialogs, their own speech, build a conversation and a hypothetical situation. Non-scripted role plays allow students to use their knowledge, this kind of role plays are more advanced and demands since special "skills problem-solving" as well as improvising are demanding. This means they will not be given the opportunity to use or read a given script. (pp. 865-866)

In concordance, an accurate role play activity requires the students to make use of complex abilities and practice different speaking aspects such as pronunciation, fluency and more that must be addressed through practice. Thus, a semi-scripted role play technique is intended to be applied on this proposal as one the most accurate according to the kids' level of English. The use of this type of role play supports the fact that kids feel more comfortable and confident when they are part of the process being. The constant preparation, the practice, and the progress of the workgroups, leads to a successful activity. Consequently, students can create different scenarios to perform, recreate different situations taken from real life and even become part of a conversation.

Furthermore, the probability of plunging themselves into the process allows the exploration of situations of all kinds, as well as their subsequent analysis and evaluation. Also, role-playing is an example of "learning by doing" which indicates that students must actively apply their knowledge, skills, and understanding to speak and act successfully from a different perspective. The term play indicates that students use their imagination and have fun, playing their roles in an environment where they feel safe and confident enough.

### ***Teaching English through Roleplay***

Although most of the English class activities are focused only on grammar and

vocabulary, it is important to recognize and look for a different, more innovative, and fun way to teach and learn a foreign language. Thus, role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, participate in their own progress, and put learning into action. This technique is often set up to test social interaction skills such as negotiating, interrupting, asking for assistance, and making small talks.

Furthermore, role play in any classroom brings a range of benefits. It adds variety to a lesson, which can be fun and motivating for students. It takes students beyond their own life and experiences. Role play can also help with group dynamics; quieter students are encouraged to communicate more. In addition, Cardenas & Robayo (2001) state that “Role plays are good activities for developing speaking in a funny and interesting way because these permit students to use the language in communicative situations related to their lives, such as greetings, family album, clothes, and weather” (p.13). All of this, while students’ oral production is developed.

Furthermore, role-plays are an effective way to help students develop speaking skills; however, it is important to provide the students with enough material and motivation so they feel the situation a bit more real. “In other words, we should create an appropriate environment in which students feel secure and are able to speak naturally” (Cardenas & Robayo, 2001, p.13).

To sum up, role plays are an effective technique that can be used for children to practice their English and interaction skills in a safe way. This activity is about pretending to be someone else or be in an imaginary situation and construct not only a conversation but also a successful interaction in which the students feel confident and use the target language. As mentioned above, this technique can be used individually and in groups, students need to embrace the character or situation given and become part of it. In addition, the teacher can either introduce enough information or just a few details about the topic so they can perform the role play on their own.



### ***Blended Learning Approach***

Blended learning combines e-learning (asynchronous encounters) with face-to-face (synchronous) encounters, taking the advantages of both types of learning. This approach implies using new elements of technology and communication and new pedagogical models that allow continuity in the academic process of students.

Technology is incorporated to enhance the learning experience and broaden understanding of certain topics. For example, with b-learning, teachers can share a link to a video for students to watch at home, send feedback or homework via email, and then discuss it in class. Thus, it seeks to integrate the strengths of face-to-face and virtuality in a transformative, more practical, and effective learning dynamic, which provides meaningful interactions and educational experiences and allows building knowledge, responding to the needs of education.

On the other hand, the Blended Learning Approach allows teachers to make use of the most up-to-date technological tools to promote good academic performance. Today, most people learn other languages such as English, thanks to music, videos, series, and other technological resources, which makes it an advantage. Then, this approach facilitates the interaction of students with the language and with their learning processes, since they feel more comfortable, and with more confidence when making use of different resources that may be of interest to them, more than the simple use of guides and books.

In addition, a blended learning approach can provide the opportunities and flexibility necessary for the future of education regarding the post pandemic situation we face now. Prior to the coronavirus pandemic, blended learning was a choice. Now, it is a necessity. Pre and during the COVID-19 pandemic, teachers and researchers used multiple methods to understand its value to educational outcomes and which role could play to ensure an enhanced experience, thus,

multiple options to evaluate the continuity of education were implemented and since the onset of the pandemic, they've used different remote platforms to assess how online learning works. In consequence, blended learning became a trend in education that was already in motion.

Therefore, a huge variety of benefits came along with the implementation of this new trend. The first one is the practicing of a deeper learning; blended learning allows schools to transform learning with opportunities to adopt these deeper learning experiences. In addition, a personalized learning window was opened as an opportunity to have a more collaborative teacher-students relationship. In this case, personalized learning is highly student-centered because it helps to develop character, build connections, and reconsider resources like time, space, and technology. Now, by using technology to adapt to new ways of recent learning, students are able to choose where and how to best achieve their learning goals.

Finally, blended learning is the most accurate approach for the post pandemic context we live in; learners become more confident and committed to their learning, the different tools and resources help to save time, and be much more flexible, making the content easily reviewed, and more enjoyable and interactive. Likewise, teachers provide institutions the chance to move forward a standard where blended or e-learning is becoming the most desired and successful within the newest variety in teaching methods.

### ***Intrapersonal Skills and Self-Confidence***

A communicative activity will require a proper development in terms of speaking and social interaction, such a protocol, a good and appropriate speech, vocabulary, pronunciation, fluency, and more. It is known that learners of a foreign language (English) must face several challenges in order to accomplish a good performance, which impact negatively on their attempts at achieving English proficiency. Thus, is it essential to create tools that stimulate and motivate

students to practice their abilities to interact with others; this will allow them to develop not only self-confidence, but also multiple factors that will make personal growth possible in each of them. Additionally, confidence is one of the most difficult pillars to build in human life, it is also of the ones that takes the longest. This proposal seeks to provide the tools needed to motivate students to face and take a first step for them to advance towards a better development in society. Bearing this objective in mind, it is intended students have the possibility of acquiring skills through learning a foreign language. Thus, the materials as well as the hybrid environment designed must be subject to the needs of the students to complement their process. The blended learning approach will help strengthen those skills through the activities, materials, and resources that can be found in our online learning environment since they are accessible and more comfortable to use.

Moreover, the sharing of ideas leads to confidence, this means that when students have the chance to speak out and share their ideas and knowledge with their peers, it provides greater confidence in them. Blended learning classrooms include both technology and in-person work, which allows students to work together in multiple activities, share their opinions, and even mentor other classmates. Also, a remote class environment gives the students control over their own learning process and it gives a feeling of independency, providing them the trust enough to work on their own learning. Likewise, recognizing their accomplishments and milestones raise the self-esteem of students, which is possible when students work independently.

In addition to that, the use of role-play activities in a safe environment motivates children to go out of their comfort zone, which results in a meaningful education, with benefits that influence each component of their lives (family, educational and social) as well as their self-esteem (emotional, social, and academic). Providing a pleasant environment for learning

increases students' self-esteem and gives them the opportunity to use learned skills in real-life settings.

### ***Motivation in Learning a Foreign Language***

Learning a foreign language requires different aptitudes to help build the knowledge. Motivation and self-confidence are very complex psychological processes that involve recognition of different aspects in the human being such as emotions, environment, behavior, decision-making, family and more. Being motivated to learn something new, specially, a foreign language is important for the development of autonomous and meaningful learning.

Even though there have been different studies about the need to look for activities that motivates children, the truth is that children can also motivate themselves when they feel confident enough to. The self-Determination Theory (SDT) by Deci and Ryan (1985) explains that self-determination is an important concept that refers to each person's ability to make choices and manage their own life. This ability allows people to feel that they have control over themselves. It also has an impact on motivation since people feel more motivated to act when they feel that what they do will influence their life. Furthermore, as Deci and Ryan (1985) say, cited in Escobar, Muñoz, and Velandia (2019) “As the interaction of an individual with the environment never ends, SDT highlights how ideas, values and goals are internalized according to the influence of numerous variables in the social context” (pg.2). Thus, the constant interaction and communication with others, plays an important role in motivation and self-determination since people tend to be driven by a need to grow and gain fulfillment as well as the need to become social human beings that interact, communicate, and speak to others.

Consequently, an autonomous motivation encourages kids to participate in their own process and be conscious of their own progress. Taking into consideration this, learning English

as a foreign language to improve communication and self-confidence, is a big and difficult process that requires the intervention of multiple aspects; however, these are the key skills that are pretended to reinforce this proposal, looking for a better involvement of the children in their societies and cultures, and providing them options to learn and develop as a person.

Thus, role plays give the students a chance to explore different situations of real life and enables them to speak accurately and confidently in that situation in the target language. Likewise, role plays activities help build confidence and fluency, assess progress, and put learning into action. On the other hand, motivation in learning a foreign language is shown through the participation and encouragement of the students to practice oral performance. The use of the target language (English) is the vehicle that provides the resource to help shy students by providing an opportunity to feel liberated. In addition, it is fun, and most of students will agree that enjoyment leads to better learning. The use of role play makes the class more active and meaningful. Students are willing to participate without any forces from the teacher and without fear of making mistakes. The use of role play makes the students more motivated in learning and easier to grasp the lesson since problems that the students faced mostly in role play are lack of confidence and lack of vocabulary. At the same time, this kind of activities enriches the creativity and improves students' knowledge. Motivation within role-playing is an effective means to intensify students' educational activity, to activate students' ability to control their attention, to set goals and achieve a better communication via productive actions.

### **Chapter 3**

#### **Pedagogical Proposal**

This chapter illustrates the pedagogical proposal design, which is based on the theoretical concepts of the blended learning approach and constructivist theory, in which the vision of

language, learning and classroom are exposed to enhance communication in a foreign language and develop intrapersonal skills. In addition, the role of the teacher and the role of the student are also described to provide a broader perspective of what is intended to be achieved with this proposal. It is important to mention that this design also contains the instructional design and the chronogram.

### **Vision of Learning**

Learning in this pedagogical proposal, is considered a contextualized practice, developed in a blended learning environment, in which learners will have the opportunity to connect real life experiences with meaningful online and in-person activities that allow them to prepare for social interaction in a foreign language. Considering Vygotsky's sociocultural theory of learning (1978), learning is a social and cultural process, this theory states that social interaction plays a fundamental role in the development of cognition. Thus, these concepts relate to the objectives of this proposal, which facilitate the interaction of students and provides resources to become autonomous and confident learners, capable of working independently.

Blended Learning occurs in a social context where interaction creates a positive development and interdependence. This proposal aims to expose students, through innovative teaching and learning practices, to events, opportunities, and online environments that will integrate all social and cultural aspects to provide children the opportunity to interact and work together, practice a foreign language, develop self-confidence, and become successful and productive citizens in college, work, and life.

### **Vision of Language**

Accordingly, the language in this proposal is, indeed, a vehicle that children use to communicate and interact in a foreign language (English). According to Scarino and Liddicoat

(2009), language is not just a code or a subject of study in which, traditionally, vocabulary and grammatical rules are the only focus, rather, language is a social practice of creating meaning and interpreting (pp.15-16). This perspective is related to Vygotsky's sociocultural theory, where he states that language develops from social interaction and for communicative purposes. Learning in mixed foreign language classes provides sociocultural and psychological aspects, providing a better understanding of the language. Thus, language and social practice are achieved when children interact with each other, and feel confident seeking a common goal, for which children have the possibility to create meaningful social and interpersonal relationships, as well as improving their communicative skills and acquire self-confidence when speaking.

### **Vision of Classroom**

Moreover, this proposal attempts to create a safe environment of interaction in which students may relate their context and real-life experiences to the foreign language, to communicate and express ideas, thoughts, and emotions. The ideal classroom expected by this proposal is the one from the Blended Learning approach, which provides an appropriate balance between online instruction, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated, and teacher's instruction, which personalizes the learning experience and adds the human elements of encouragement, compassion, caring and guidance.

This learning dynamic benefits students and teachers alike. Giving students the opportunity to become active learners who gain knowledge, lets them assume some control over their own learning process and helps them develop self-reliance and self-confidence. Also, teachers have different ways of providing a better and more personalized instruction. Considering Vygotsky's social constructivist theory (1978), classroom environments should

provide students confidence and freedom enough so that they can show themselves, respect, tolerance and feel motivated to use the target language. This mix of presence with virtuality may well occur on websites, web 2.0 platforms, etc. In this sense, "design is an important component and it is essential that it integrates activities in a coherent way in order to offer efficient content and support students" (Marques et al., 2017, p. 112).

### **Role of the Student**

Students are considered social agents that construct meaning by assimilating their previous ideas to the new ones, as well as considering their background knowledge of the world. They work collaboratively, by sharing their ideas and experiences to their classmates, to practice social skill, communication, and English.

In this proposal, the teaching processes are emphasized on the student's interaction with elements that favor their learning; blended learning design favors interaction and is identified as a student-centered learning model. Thus, the use of efficient and useful content for activities with different degrees of complexity, provides students with the opportunity to learn in different ways and learn how to work with their peers as well as to develop collaborative skills, problem-solving strategies, and independence.

### **Role of the Teacher**

Consecutively, in this proposal, the teacher is a mediator and a guide. He or she encourages students to become participants and builders of their own learning process. Children are guided through most of the processes initially, and ultimately responsibility is transferred to them. In this scenario, language represents the central type of interaction that allows children to seek reflection and interaction.

Thus, the teacher identifies potentialities of his/her students in the natural environment



and takes advantage of them for the proper use of digital teaching and learning tools and resources. The teacher encourages collaboration and communication among students, as well as independence through autonomous access to learning, through ICT tools.

From this perspective, the teacher faces an important challenge today, regarding the use of technological supports and tools derived from ICT, in the design of learning environments that harmoniously integrate face-to-face workspaces in the classroom with on-line spaces and resources. Blended learning provides an appropriate balance between online instruction, which offers the interactive, tech-based learning, individualized pacing, and privacy that keep students continuously engaged and motivated.

### **Instructional Design**

This pedagogical proposal seeks to improve communication and self-confidence in kids while practicing a foreign language. It is focused on blended learning approach, which will allow students to learn in different ways, be autonomous and interact with others. The following lesson plans are focused on real life situations and social environments from 4th grade kids, such as going to the school, going shopping, playing with friends, at the house, etc., experiences that will allow them to feel more comfortable. Also, previous theoretical concepts are considered to develop communication, independence, and self-confidence by making a significant learning. Thus, the following general lesson plan design is divided into four stages of one week each one: “Let’s make a role play”, “The creation”, “The performance”, and “the discussion”. These stages will be developed between online and in-person environments, which will allow children to become more familiar and confident with their own learning process, since they will have different ways to learn something. This will comply with the principles of the view of learning, view of classroom and language, as well as teachers, and students’ role. Thus, collaboration,

motivation, responsibility, confidence, communication, and interdependence are key aspects to be developed in groups during each activity.

The following table displays the general lesson plans dividing each stage into one week, that is 2 classes per week, considering different activities, objectives, materials, resources, as well as the time to be spent during class/stage. It is important to mention that these activities, instructions, examples, videos of the class and more will also be divided into in-person and online environment activities for kids to have access to the information, considering our blended learning approach. Thus, planning, performing, observing, and reflecting are shown during each stage.

**Table 1**

*General lesson plan*

Stage	Activity	Topic/language	Objective	Material	Resources
<b>Stage 1 / Week 1:</b> <b>“Let’s make a role play”</b>	<b>Introduction</b>  <b>Class 1:</b>  <b>Time: 2 hours</b>  <b>Role play:</b> What it is?  Characteristics,  Types of role play, how to make a role play?	Present simple /  verb to be.  Adjectives for  description.		Presentation,  images,	<b>These 2 classes will be online:</b>

	<p>Students will be introduced to the topic “Role plays” In which they will learn what is it, its characteristics, elements and more. This is to be develop in the online environment, where they will need to navigate the online class, and find all kind of materials, resources, and activities.</p>		<p>To learn about Role plays, their characteristics, elements, history and more. Kids will also learn about the simple present tense, adjectives, present progressive, and past. They will develop independency when reviewing the information online.</p>	<p>videos, flashcards, Infographic.  Note: All these materials will be created by the teacher and shared in the online environment in Google Sites.</p>	<p>Microsoft teams for the meeting, Google sites for access to the information. Padlet platform for resources. Canva for infographic, Genially for reinforcement, PDF, and YouTube for additional material.</p>
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	<p>Students will be able to reflect and make discussions about the topic, what they learned and ask questions in the synchronic session in TEAMS.</p>				
	<p><b>Class 2:</b> <b>Time: 2 hours</b> <b>Script</b></p> <p>What is it? How to do it? Characteristics Examples.</p>	<p>Present progressive for actions.</p> <p>Past simple.</p>			

	<p>The teacher will share an image and presentation about the creation of scripts. This class will be synchronic which means kids will be paying attention from their own houses. They will learn what is a script, types of scripts and how to create one.</p> <p>They will practice with an online</p>				
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<p>interactive game, and they will start thinking about how to create one from the bottom. Finally, kids will have the opportunity to use their creativity and imagination, they will integrate language aspects such as the past simple tense and more.</p>				
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<p><b>Stage 2/ week 2:</b></p> <p><b>“The creation”</b></p>	<p><b>Role plays preparation.</b></p> <p><b>Class 3:</b></p> <p><b>Time: 2 hours</b></p> <p>Groups</p> <p>creation, topic selection, scenario, and costume preparation.</p> <p>The students will gather into groups of 4 or 5 people, to start preparing the role play, they will decide whether they will do it in person or online. The</p>	<p>Will and going to.</p> <p>Simple future.</p> <p>Action verbs</p>	<p>For kids to develop independence and learn how to work in groups. They will practice</p>	<p>Pieces of paper, colors,</p>	
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	<p>teacher will guide them into the topic: “going shopping”, “inviting friends at home”, “at the class”, etc. The kids will start the preparation for the scenario, costume, and situations, the teacher will help them with some ideas, resources and more.</p>		<p>future simple tense, action verbs and some words to describe different places, future actions, and situations. They will develop a communicative domain as well as progressively improve their self-confidence to perform.</p>	<p>images, markers, examples of costumes and scenarios. Examples of scripts.</p>	<p>In person classes: Projector, laptop, white board.</p>
	<p><b>Class 4:</b></p>				



	<p><b>Time: 2 hours</b></p> <p>Script creation, design scenarios, discussion.</p> <p>Kids will continue with the preparation of the role plays; in this case they will build the script they need to perform. Here, kids will make use of their knowledge and language domain. Kids will have the opportunity to create drafts</p>	<p>Future progressive.</p> <p>“He will be doing”</p> <p>Practice of verb tenses and adjectives. Use of verbs.</p> <p>Develop writing skills.</p>			
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	and present them, during the classes. The teacher will guide them and help them with the grammar, as well as with some ideas to motivate them.				
<b>Stage 3 / Week 3:</b> <b>“The performance”</b>	<b>Performance</b> <b>Class 5:</b> <b>Time: 2 hours</b> End of preparations, ultimate details, share material and ideas. Discussion about the process and topics. <b>(Online workgroup)</b>	Use of simple present, description.  Past simple.	Kids will be capable of reflection when discussing the process and the topics they covered. They will practice and appropriate	Slides presentation, images, videos, online interactive whiteboard.	This will be a virtual class, in which students will have some homework to do in groups, through different online channels such as Teams and Google Sites, to work in groups by doing meeting and using Miro/ whiteboard.fi and more.

	<p>Kids will gather into the groups in the online platform “Teams” to discuss and ultimate the details of their role play activity. This will be an independent class, in which kids will have the responsibility to use the resources provided by the teacher and learn on their own.</p>		<p>the language topics seen and be autonomous.</p>		
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	<p><b>Class 6:</b></p> <p><b>Time: 2 hours</b></p> <p>Presentation of first performance and discussion.</p> <p><b>(In person class)</b></p> <p>This is an in-person class, in which the first performance will take place.</p> <p>The groups who decided to present their role play in person will show us their work, material, situation and will make use</p>		<p>Work on building self-confidence, while performing the role-plays created by themselves.</p> <p>They will be able to use the</p>	<p>Customs, scenography, notebook, pencil, camera.</p> <p>Pieces of paper (For students notes)</p>	<p>Classroom, whiteboard, markers.</p> <p>Projector if needed by students.</p>
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	<p>of the resources</p> <p>to build a meaningful learning and develop communicative skills. Kids will also be able to work on their intrapersonal skills when performing and being creative.</p>		<p>acquired learning and practice interaction.</p>		
<p><b>Stage 4 / Week 4:</b></p> <p><b>“The discussion”</b></p>	<p><b>The discussion</b></p> <p><b>Class 7:</b></p> <p><b>Time: 2 hours</b></p> <p>Final presentations (The ones that preferred to record a video or do it virtually)</p>	<p>Use of the language</p>		<p>Videos, audio,</p>	<p>Teams, Google sites and YouTube (for the</p>

	<p>The groups of students that decided to present their role play in a virtual mode, will have the opportunity to either record themselves, submit the video, and share it in class, or do it synchronically, it means, during the online class, through the platform TEAMS. For this, kids will</p>	<p>aspects, such as pragmatics, phonetics, syntax, morphology, semantics, phonology. Use of Language skills: Listening, speaking, reading, and writing.</p>	<p>At the final class kids will be capable of reflection when discussing about the topics seen and the activities they made. Also,</p>	<p>special effects. Online whiteboard</p>	<p>presentation recorded)</p>
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	<p>connect from their houses and will have the chance to review the videos in the online environment in Google Sites.</p>		<p>they became a bit more confident after performing.</p>		
	<p><b>Class 8:</b> <b>Time: 2 hours</b> Kids will connect to the online class for a final discussion about the project, they will discuss about the presentations, and the teacher will enhance</p>				

	<p>the communication in English by using all the language aspects and skills they have been practicing, with this they will feel more comfortable and so, the teacher will provide feedback.</p>				
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Note. The specific details for each stage are provided in the appendix.

**Table 2**

***Chronogram***

P E R I O D 1		
STAGE	EVALUATION	CLASSES



<p style="text-align: center;"><b>Stage 1</b></p> <p style="text-align: center;"><i>'Let's make a role play'</i></p>	<p style="text-align: center;">Week 1</p>	<p>Class 1:</p> <p>2 Hours</p> <p>Topic: Role Play</p>
		<p>Class 2:</p> <p>2 Hours</p> <p>Topic: The Script</p>
<p style="text-align: center;"><b>Stage 2</b></p> <p style="text-align: center;">'The creation'</p>	<p style="text-align: center;">Week 2</p>	<p>Class 3:</p> <p>2 Hours</p> <p>Topic: Preparation</p>
		<p>Class 4:</p> <p>2 Hours</p> <p>Topic: The Creation</p>
<p style="text-align: center;"><b>Stage 3</b></p> <p style="text-align: center;">'The performance'</p>	<p style="text-align: center;">Week 3</p>	<p>Class 5:</p> <p>2 Hours</p> <p>Topic: Details</p>
		<p>Class 6:</p> <p>2 Hours</p> <p>Topic: Performance</p>
<p style="text-align: center;"><b>Stage 4</b></p>	<p style="text-align: center;">Week 4</p>	<p>Class 7:</p> <p>2 Hours</p> <p>Topic: Performance &amp; Discussion</p>

'The discussion'		Class 8: 2 Hours Topic: final performance
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Note. This table provides a general view of the chronogram and lesson plan. This pedagogical proposal is divided into 4 stages, each stage of one week (each week is composed of 2 classes of 2 hours).

## **Chapter 4**

### **Material Design and Learning Environment Creation**

This chapter provides a description of the material and online learning environment, which is based on the previous general lesson plan and theoretical concepts of the blended learning approach to reach the objective of this proposal.

A communicative domain will allow children to feel more comfortable in their culture and society, providing tools to develop intrapersonal and interpersonal skills and thrive as a person. It is worth mentioning that these materials are created and modified from others, thus, they can be modified again depending on the students' needs. The materials created vary from presentations, images, flashcards, videos, audios among others, all of them included in the virtual learning environment.

#### **Learning Environment Creation**

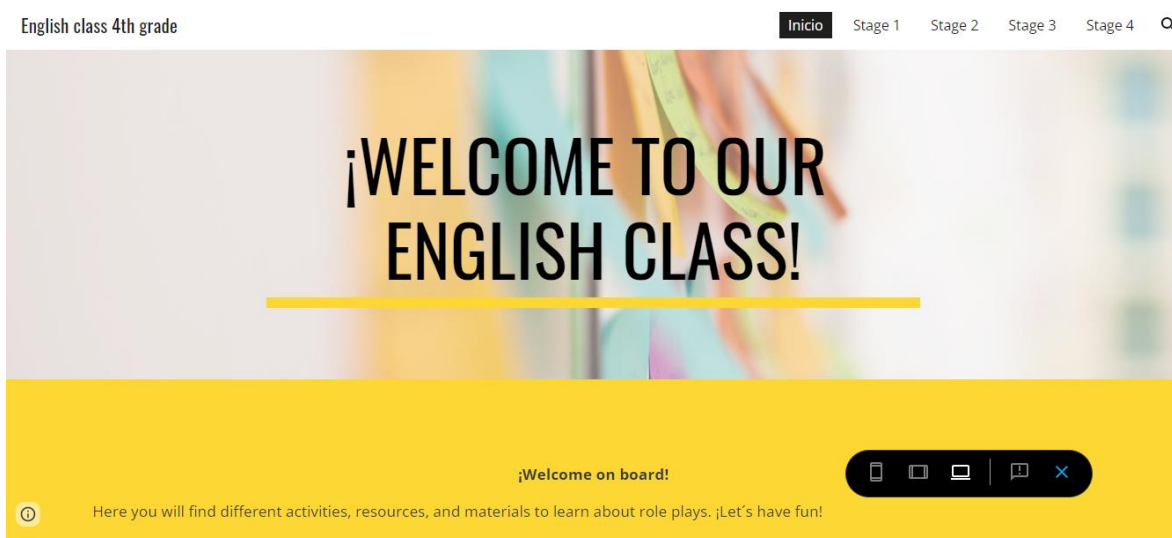
A Blended Learning Environment helps students to become more independent and gives different options to experience their learning process. This online environment is created with the use of a web 2.0 resource such a Google sites. The Learning environment contains multiple visual and auditive materials previously discussed to use and explore. The students can learn by

their own time, with enough freedom to feel more confident and comfortable. Link to access:

<https://sites.google.com/view/blendedenglishclass/inicio>

## Image 1

### *Google Sites Learning Environment*



## Material Design

### *1. Presentation, Images, and Videos*

The material is taken and modified from others, used as a reference to explain the topics of the class. It provides different ways to experience the learning, making sure kids can understand and enjoy. It is important to take into consideration the student's needs and level, so we can either create, modify, or apply alternative ways to teach the target language and kids to learn how to communicate by using English.

### *2. Web 2.0 Resources*

Most of the resources needed for this proposal are online tools that are created with the intention to personalize and provide a different experience on the learning process. These platforms provide a feeling of independency and control over the learning, since kids have the option to review the content as many times as they want and in the time they prefer. This helps

them to feel comfortable, especially the ones that are shier in terms of participation. Also, it allows them to be more independent and responsible. Additionally, there are plenty of different options to provide a variety to the class and make it more fun and meaningful for the students.

### **First Lesson**

The first lesson is known as “Let’s make a role play!” which was designed with the intention to provide an introduction of the topic. This first part of the lesson sets the first insights of the topics and objectives of the proposal. To begin with, the lesson starts with a brief introduction of what a role play is, providing different examples with the use of videos and infographics. Then, an interactive activity allows kids to express and share their ideas and opinions on what they understood about Role Plays. Finally, a Genially presentation is provided with the purpose of a reinforcement, this material allows kids to manipulate all the information they have been provided with so they can learn in a more comfortable way. At the end, there is an activity modified from the site Worksheets, an online resource to create different activities that will enrich the experience of the students.

### ***Videos***

- <https://www.youtube.com/watch?v=TGa5TaF23rQ>
- <https://www.youtube.com/watch?v=LsTuLRVKi58>

Kids watch and listen to the videos, try to understand the situation and context of the same, then explain in their words what they saw and heard; students make connections to their real-life experiences.

### ***Infographics***

This online resource allows the teacher to better summarize and explain the topic. This tool is used to deliver the information in a friendly way, so students have the option to review as

many times as needed.

## Image 1


### *What Is a Role Play?*

English class 4th grade

Inicio **Stage 1** Stage 2 Stage 3 Stage 4

### What is role play?

Watch the following video examples, think and write about what you understood in our Padlet:



The image shows two video thumbnails side-by-side. The left thumbnail is titled "[NEW] 20 Shoe Store (English Dialogue) - Role..." and features a cartoon character in a shoe store with a "NEW" starburst and the text "Shoe Store". The right thumbnail is titled "[Order] May I take your order - Easy Dialogue - ..." and features a cartoon character at a food counter with the text "May I take your order?". Both thumbnails include a play button icon and a "Ver en YouTube" link at the bottom.

## Image 2

### *Role Play*

English Class #1

## ROLE PLAY

Read, see the examples and share your opinions with your classmates.

**What is a role play?**  
Role play is to pretend to be someone else. Be an animal, person, or object. Put yourself in someone else's shoes and have fun while playing.



**Why it is important?**  
Playing role-plays helps you to explore your feelings and ideas. As you "walk in someone's shoes", you learn empathy and develop creativity and social skills.

**CHARACTERISTICS**




1. You place yourself in another's shoes.
2. Role play should build on the learner's previous knowledge and experience.
3. Role play enables people to experience a situation from the past to prepare for a future situation.
4. children develop expressive language skills as they communicate, share, work together.

## Other Resources

### *Padlet*

Padlet is an online platform that provides a virtual experience to share information and make an interactive work. This tool is used to provide an additional online environment where kids can share their works, opinions, ideas and more. Link to Padlet:

<https://padlet.com/mvgarciag98/vjz0pohw3vt004w>

### *Genially*

The presentation on genially provides a reinforcement on the topic previously seen. This interactive and online resource contains more information about the definition of role play, its

characteristics, the step by step on how to create one, examples and a final activity. This kind of material provides kids with enough information and work to start with. Link to Genially:

<https://view.genial.ly/61ac534cdf3d3b0d55e7ffd9/presentation-blackboard-presentation>

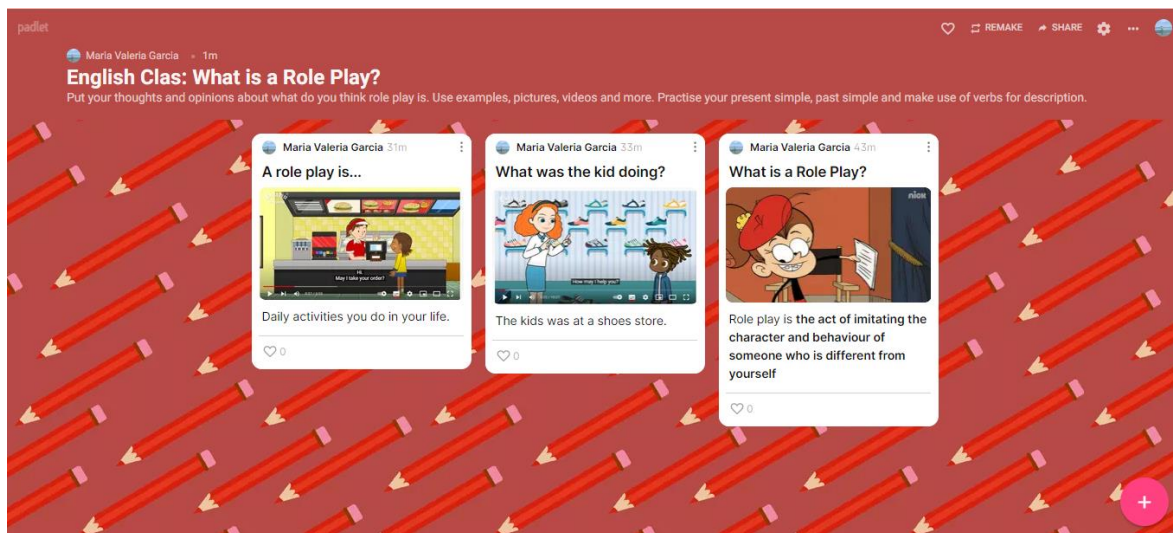
### ***Worksheets.com***

This interactive web 2.0 allows teachers to innovate in the evaluation activities. Kids can interact and have a meaningful learning while having fun and completing the exercises online.

This resource is to be used as an additional one to reinforce the learning.

### **Image 3**

#### ***English Class Padlet***



### **Image 4**

#### ***Role Play Reinforcent in Genially***



**Image 5**



**Image 6**

*Interactive worksheet*



**WORD ORDER - BUYING CLOTHES**

PUT THE DIALOGUE IN THE CORRECT ORDER

1. help / you? / Hello, / I / May

2. jumper. / a / Yes, / looking / I'm / for

3. size. / What / you? / are

4. medium. / I' am

5. about/ How/ one? / this

6. Nice! / I / May/ try / one? / this

7. Room / The / changing/ over /there / is.

**Second Lesson**

This second lesson is part of the first stage named “Let’s make a Role Play!”, in which the main goal is for children to develop creativity and learn about one of the most important characteristics of a role play, that is, the script. To begin with, this online class provides a wide range of materials and resources such as images, videos, and presentations that kids can watch and learn about how to make a script, the characteristics, the types of scripts, and more.

**Image 7*****Features of a play script***

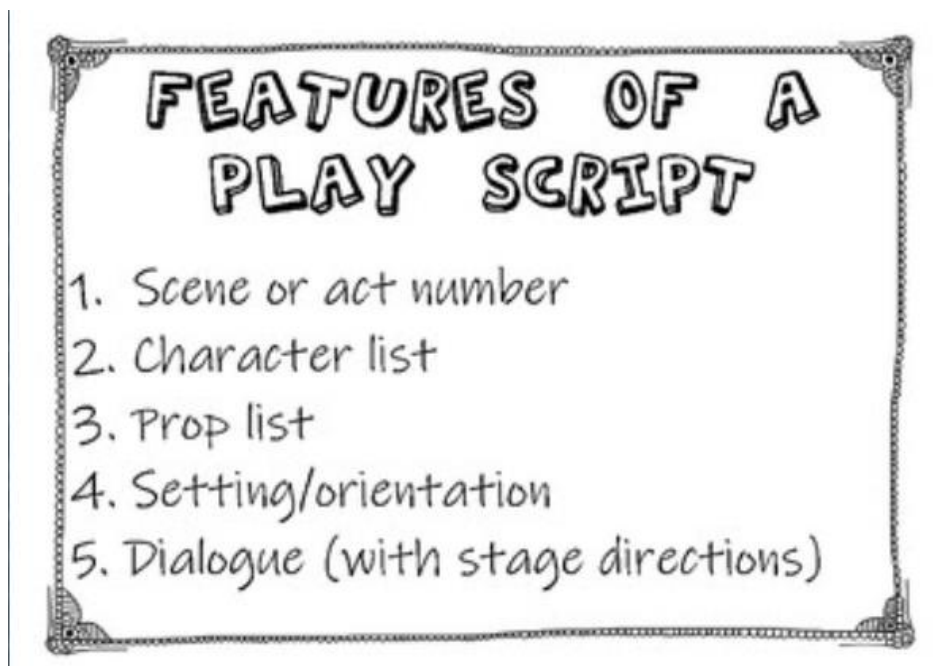



Image 8

*How to plan a script*

Name: .....	Date: .....
<h3 style="margin: 0;">Planning a Play script</h3> 	
<p>Which <b>characters</b> will be in your play?</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p>What <b>entertaining event(s)</b> will happen?</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>Where will each scene take place (settings)?</p> <p>Scene 1: ..... Scene 4: .....</p> <p>Scene 2: ..... Scene 5: .....</p> <p>Scene 3: ..... Scene 6: .....</p>	
<p>Describe the opening <b>stage directions</b>:</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	
<p>How will the <b>play end</b>?</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	

### Third Lesson

This third lesson is designed with the purpose of developing creativity, independence, responsibility, and workgroups. This lesson belongs to stage number 2 which is named “The creation”. Kids have their first in-person class, in which they gather in groups to socialize and start creating their own role plays. Images and videos about costumes, topics, scenography, and different kind of role plays are provided with the help of resources such as a computer, projector, and paper. However, these resources are also available in the online environment.

### Image 10

#### *Examples*

**THE CREATION**

**THINK ABOUT YOUR COSTUME!**

Discuss with your groups the characters and costumes that you are going to use. Design them and show us the examples!

**DON'T FORGET THE SCENOGRAPHY!**

Share your creations and ideas in our Padlet:

[Click Here: Padlet English Class](#)

### Fourth Lesson

In this fourth lesson, writing skills are developed as kids start creating their own scripts.

Following the examples provided in the last classes, students share ideas, and opinions and with their creativity, they can present different drafts and ideas for the role play. All additional material to reinforce and guide is provided in this in-person class as well as in the online environment. The English language is also developed as they need to make use of all the grammar learned and implemented during all the classes, in this case, future simple and description. These activities continue enhancing communication and self-confidence as they feel part of something important, which results in meaningful learning.

## Image 11

### *Script examples and motivation*

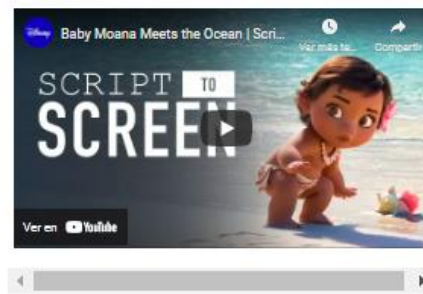


### CREATE YOUR OWN SCRIPT

Follow the structure of the script provided in the stage 1 lesson number 2 and start thinking about your characters! Who are they? What they do? What happens?

### My Play Script

The characters in this scene are:	
The setting is:	
Character name	What is said



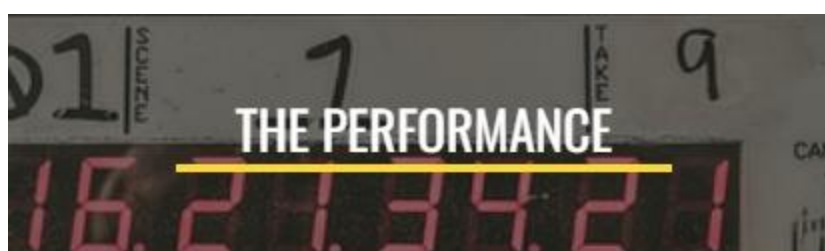
## Fifth Lesson

In this fifth lesson, kids start stage number 3 “the performance”. In first place, an

asynchronous class takes places as kids will be gathered in groups in TEAMS and work in the interactive online environment. This session is for kids to work independently as a team, be capable of reflection and discuss about the last details of their presentations. Additionally, students could share their ideas and opinions in the online environment through the resource Padlet. They will also have access to all the material shared by other classmates.

## Image 12

### *Asynchronous Class*



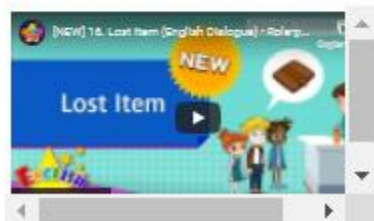
Work independently as a team and finish the details of your Role Play



CLICK ON THE LINK TO THE INVITATION ON TEAMS AND DISCUSS WITH YOUR GROUPS ABOUT THE ROLE PLAY ACTIVITY.

Share your ideas and opinion with the rest of the class:

[Click Here](#)



Don't forget to join our synchronous class through TEAMS.  
Email: [mygarolog@upn.edu.id](mailto:mygarolog@upn.edu.id)

## Sixth and Seventh Lesson

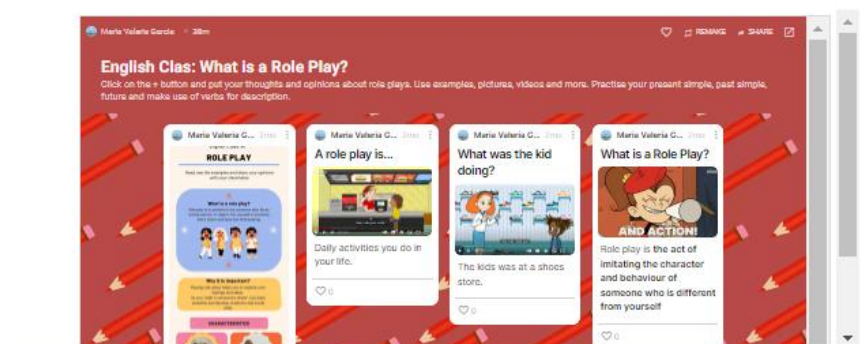
Lessons number six and seven are proposed as the classes to perform the role plays. There are two classes for the presentations, one for kids who decided to perform in person, in front of all the classmates and teacher, the other class is for kids who preferred to do it through teams or record themselves and upload the videos in the online environment. These classes are provided with resources such as projector, scenography, material designed, laptop, online environment and Youtube.

### Image 13

#### *Performances*



Remember to watch your classmates performance in our Padlet and in Youtube (To be submitted)



## Eight Lesson

The final lesson is part of the fourth stage named "The Discussion" in which kids can talk about their experiences, the activity, how they feel and more. In this case, communication is the key, as kids are talking using as much English as they can and making connections with the

learning and their real-life experiences. At the end, this activity reinforces their social development and self-confidence.

## **Chapter 5**

### **Expected impacts, conclusions, and considerations**

The following chapter provides a description of the expected impacts of this proposal. It discloses the most important considerations for the development and application of the same and it shows the expectations considering nowadays situation where blended learning takes place to facilitate the participation of students. Likewise, some pedagogical and didactic suggestions to teachers and researchers are given to provide a better understanding of the usage of this initiative.

This present pedagogical proposal attempts to improve student's communicative skills and self-confidence. Additionally, the implementation of role plays technic to be used as a tool seeks to caught student's motivation to study and speak in English. Kids are expected to find confidence in themselves when interacting among themselves and beyond the school environment. Students are not required to just learn the language and vocabulary but also to develop intrapersonal and interpersonal skills by using the target language.

In addition, it is intended that kids become motivated to participate in their own learning process by creating their own role play performance and be able to interact in the real world. kids work in groups, so they contribute to their classmate's development in a collaborative way. Thus, this innovative technique is implemented with the purpose of a better understanding of communication and socialization.

### **Conclusions and Considerations**

During the creation of the previous proposal, different strategies, materials, and resources

were used to help build the basis foundations of this innovative technique. Thus, this proposal was presented as a new way to improve students' English performance and provided a new vision of the bilingual education in Colombia. Moreover, the pedagogical, technological, and didactic considerations that were considered in order to apply this initiative in a hybrid and face-to-face environment were also discussed seeking for an accurate methodology to implement in nowadays English teaching. As a result, this proposal opened a wider window to the possibilities but also the limitation to each one of the processes that can take implementing a new technique to work on students' communication and self-confidence.

In first place, a huge variety of ideas were introduced with the intention of a better communication and development on social domains for kids, being this the main goal of this proposal. However, difficulties also came along with the creation of the proposal. To begin with, current pandemic's situation put all of us in a hurry, since there was big demand for new and innovative strategies to give continuity to education. Consequently, schools, kids and even parents had to follow rigorous changes and use different resources to accomplish these demands. Thus, possible solutions arrived, and different methodologies started to be implemented. The creation of didactic and playful material, as well as reliable and efficient procedures, allowed the execution of an adequate website for students to access and continue their education. An atmosphere of virtual learning was built to counteract the possible limitations that the pandemic could generate. This was considered as a possible second resource that can be used in contrast to face-to-face education, this being a useful technological support for educational reinforcement.

Thus, the use of a web service resulted in the adaptation of a remote learning atmosphere, which could meet the needs of students who were affected by the pandemic. These changes and implementations made it possible to create an adequate environment for students to learn and



somehow develop their communication skills. For its success, multiple multimedia resources were considered that could offer trust, access, and diversity to the environment. Consequently, the learning environment created in this proposal was able to achieve different achievements, such as adaptation to different intelligent resources, development of independence, personalized learning, variety of materials, and more. In short, the construction of a hybrid learning environment is based on the material, the processes, the approach, and the means through which students access the content and learning as such.

Finally, as a suggestion for a future application by teachers and researchers, it is suggested to understand the proposal as one that adapts according to the circumstances and needs; the stages can be carried out at the pace of student learning, the different technological problems that may appear, can cause adjustments to the remote environment, which would make it more of a tool for educational reinforcement, than a unique means of learning. Additionally, it is important to track individual processes and guide students considering their development throughout the proposal.

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## Appendix

### Stage 1 / Week 1: “Let’s Make a Role Play”

#### Lesson Plan Class #1

#### *What is a Role Play?*

Lesson Plan	Class	Description
<b>Activity</b>	Introduction to Role Plays.  Time: 2 hours.	In a previous synchronous class
<b>Topics</b>	What is a role play?  Characteristics  Types of role play  How to create a role play?  Examples	through the platform TEAMS, the teacher introduces the topic about Role Plays. The dynamic of the class is
<b>Material/Resources</b>	Google Sites, YouTube, Padlet, Canva, Genially.	explained and, the online environment is
<b>Objective</b>	To learn about Role plays, its characteristics, elements, history and more. Kids learn about the simple present tense, present verb to be, verbs to description. They will develop independency when reviewing the information online.	presented.  The students share their ideas and questions about the class and the platform to practice social and communicative skills.

		<p>Commands such as the following are made in order to provide kids the instructions of the class.</p> <p>“Please click on the link and access the online environment in which you will learn everything about Role Plays! Have fun!”</p> <p style="text-align: center;"><b>Class #1:</b></p> <ol style="list-style-type: none"><li>1. Acces the stage 1, in our English Class 4<sup>th</sup> grade online environment.</li><li>2. Watch and listen to the videos posted from YouTube about role plays.</li><li>3. Learn about what is a role play with our</li></ol>
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		<p>beautiful infographic.</p> <p>Click on the link below the videos and Padlet, and access to it.</p> <p>4. Write and share with your classmates all your thought and understanding of a role play activity making use of our second online resource, Padlet.</p>
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### Stage 1 / Week 1: “Let’s Make a Role Play”

#### Lesson Plan Class #2

#### *The Script*

Lesson Plan	Class	Description
<b>Activity</b>	The script creation Time: 2 hours.	After the introduction of Role plays and the online environment, kids learn one of the most important aspects of a role play: The script. In
<b>Topics</b>	What is a script? How to create a script? Types of scripts? Examples, characteristics.	



<b>Material/Resources</b>	Google Sites, YouTube, Padlet, Canva, genially.	this class, kids will learn what it is, how it is
<b>Objective</b>	To learn and motivate the creation of a script for the role play. Also, to practice and learn about present simple, present progressive. In addition, develop creativity is also part of the objective.	<p>made, how to create one, which resources. This activity is going to develop their creativity as they will need to create their own script.</p> <p style="text-align: center;"><b>Class #2:</b></p> <p>1. Access the stage number one, class 2. There you will find multiple resources and material to learn about the Script.</p> <p>2. Click and see the images of some templates that can help you create yours.</p> <p>3. Look at the infographic below and learn what is a script and bit about the history.</p>

		<p>4. Put on practice your knowledge! Click on the interactive online game and practice everything you know about role plays and scripts.</p> <p>5. Think about a possible scenario and situation in which you would like to perform and discuss with your classmates. Share your opinion on TEAMS or our English Class Padlet.</p>
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### Stage 2 / Week 2: “The Creation”

#### Lesson Plan Class #3

#### *Preparation Time*

Lesson Plan	Class	Description
<b>Activity</b>	Work in groups to start preparing the role play.  Time: 2 hours.	This is a in person class, it means that is develop in the classroom at the

<b>Topics</b>	<p>Creation of groups, selection and discussion on possible scenarios and situations to perform. Selection on customs, characters, and type of role play.</p> <p>“Going shopping” “inviting friends at home” “at the class” “In my break”.</p>	<p>school. Kids gather into different groups of 4 or 5 people, they start thinking about the role play.</p> <p style="text-align: center;"><b>Class #3:</b></p> <ol style="list-style-type: none"> <li>1. Gather into groups of 4 or 5 people.</li> <li>2. Please pick a piece of</li> </ol>
<b>Material/Resources</b>	<p>In person class: Paper, pen, pencil, notebook, dictionary, projector, TV, list of topics, examples of resources. Online environment for additional material.</p>	<p>paper from the box and you will be given a topic to work with.</p> <ol style="list-style-type: none"> <li>3. Think and discuss with your groups about all the possible scenarios,</li> </ol>
<b>Objective</b>	<p>Kids become independent and develop responsibility. They work in groups and feel part of something important. They make decisions in groups, practice interaction and communication. Self confidence in task. Also,</p>	<p>dialogue, and characters.</p> <ol style="list-style-type: none"> <li>3. Describe and make a list of the resources and materials you will need.</li> <li>4. See the examples provided by the teacher (images, videos, material, etc.)</li> </ol>

	kids practice simple future by creation future actions and description.	5.Start preparing your role play!
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### Stage 2 / Week 2: “The Creation”

#### Lesson Plan Class #4

#### *Preparation Time Part 2*

Lesson Plan	Class	Description
<b>Activity</b>	Continuity: Creation of the script. Time: 2 hours.	This is a in person class, it means that is develop in the classroom at the school. Kids will continue working on their role play creation.
<b>Topics</b>	Script creation, design scenarios. Practice of writing skills.	
<b>Material/Resources</b>	In person class: Paper, pen, pencil, notebook, dictionary, projector, TV. Online environment for additional resources.	This time, they will create the script and make decisions.  <b>Class #4:</b> 1.Work on your groups
<b>Objective</b>	Kids develop writing skills while practicing simple future tense, adjectives, action verbs. Kids will also continue	for the creation of your role plays. 3. See the examples provided by the teacher

	<p>working in a collaborative way, being responsible and practicing social interaction.</p>	<p>and in the learning environment to create drafts of the script.</p> <p>4. Share your ideas with the rest of the class and show us what you have prepared.</p> <p>5. Share your material and ideas in the online environment, provide feedback to your classmates.</p>
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### Stage 3 / Week 3: “The Performance”

#### Lesson Plan Class #5

#### *Lights, Camera, and Action*

<b>Lesson Plan</b>	<b>Class</b>	<b>Description</b>
<b>Activity</b>	End of preparation, ultimate details. Let’s talk about our role plays!	This class is an online class in which kids will meet in groups and with
<b>Topics</b>	Discussion of the role play preparation. What does your role play about? Which are	an interactive platform will discuss the last

	the characters? What is the situation? Which resources and material you will use?	details of the performance.  <b>Class #5:</b>
<b>Material/Resources</b>	Online environment in Google Sites, TEAMS, images, videos, Padlet.	1.Gather in groups through TEAMS and discuss about the last details of your role play.
<b>Objective</b>	To put on practice all the tenses, and grammar learned.  Develop the capacity of reflection. Practice interaction through the online environment.	2.Share the material and ideas you have in our Padlet. This will be available in Google sites.  3.Ask your questions to the teacher through the Padlet and TEAMS.

### Stage 3 / Week 3: “The Performance”

#### Lesson Plan Class #6

#### *Lights, Camera, and Action*

Lesson Plan	Class	Description
<b>Activity</b>	First performances.	This class is in person at the classroom. Kids will present their roleplays at the class. Then, kids will
<b>Topics</b>	First acts of the performances, and discussion about the activity.	

<b>Material/Resources</b>	Scenography, customs, projector, notebook, camera, material, dialogues.	talk and reflect about the activity, what they liked and did not like, how
<b>Objective</b>	To make use of the knowledge in languages aspects such as pragmatics, phonetics, syntaxis etc. Also, use of language skills, such as speaking, and listening.  Additionally, to enhance self-confidence in kids so they can be independent and learn in a meaningful way.	was the experience.  They will be using the language knowledge.  The videos taken from the presentations are posted on the online environment.

#### **Stage 4 / Week 4: “The Discussion”**

##### **Lesson Plan Class #7**

##### ***Role Play Technique***

<b>Lesson Plan</b>	<b>Class</b>	<b>Description</b>
<b>Activity</b>	Final performances.	This is an online class, in which technological resources such as Google
<b>Topics</b>	Last online performances and discussion about the activity.	

<b>Material/Resources</b>	TEAMS, Google Sites, Youtube. Online interactive whiteboard: MIRO.	Sites and TEAMS are used to meet us all. Kids will have the chance to
<b>Objective</b>	To make use of the knowledge in languages aspects such as pragmatics, phonetics, syntaxis etc. Also, use of language skills, such as speaking, and listening. Additionally, to enhance self-confidence in kids so they can be independent and learn in a meaningful way. Besides this, kids are being skillful with the usage of technology by working together.	either perform simultaneously or record a video and submit it on Youtube and the online learning environment. Opinions and comments are provided by their classmates. A reflection is made at the end of the class about the exercise made.

#### **Stage 4 / Week 4: “The Discussion”**

#### **Lesson Plan Class #8**

#### ***Role Play Technique: The Activity***

<b>Lesson Plan</b>	<b>Class</b>	<b>Description</b>
<b>Activity</b>	Discussion, reflection, and feedback.	This is an online class that takes place during a



<b>Topics</b>	Opinions about the activity.  Comments on the other performances. Feedback about the presentations.	synchronous meet through TEAMS.  In this class, kids have the opportunity to speak
<b>Material/Resources</b>	Platform TEAMS, Google sites. Videos, images, whiteboard MIRO.	out loud and talk about their experiences. This activity allows them to
<b>Objective</b>	To enhance participation, discussion, and self-reflection.  Kids will be using the knowledge acquired. They will provide opinions and become more confident when speaking in English.	express and reflect about all the different things they felt and perceived during the activity, also providing feedback for everyone. Kids will hare their opinions one by one, and they will also be share them in the online environment.