ROLE PLAY: AN EFL STRATEGY TO FOSTER SELF-CONFIDENCE AND VOCABULARY IN ORAL COMMUNICATION

VALENTINA CAPERA CONDE

THESIS ADVISOR

VANESSA ANDREA REINA MORENO

UNIVERSIDAD PEDAGÓGICA NACIONAL
FACULTAD DE HUMANIDADES
DEPARTAMENTO DE LENGUAS
LICENCIATURA EN ESPAÑOL E INGLÉS
2023

Abstract

The project is framed in the action research modality and part of qualitative research that has an interpretative approach since emerged from the urgent need to change the English teaching practices regarding oral communication. This study was carried out with a group of ninth graders at Colegio Liceo Femenino Mercedes Nariño IED. In the observation phase was identify the lack of vocabulary and self-confidence that the students had when they tried to communicate in English. Therefore, this project had as a purpose to analyze the impact of using role plays in self-confidence and vocabulary in English oral communication. Thus, this document displays a pedagogical proposal based on the constructivist pedagogical model as well as on the communicative language learning and task-based learning approaches since they allow students to be more active in their learning process. The present study found that by promoting spaces of oral communication through role play, students could improve their vocabulary learning and self-confidence. Likewise, the approaches used enhanced student´s collaborative work, learning, motivation, and overall allowed students to use the target language in their immediate reality. Thus, the project contributes to understand how, by using the role-play strategy, the English learning process, the vocabulary, and self-confidence in oral communication in the EFL classroom can be improved.

Key words: Oral communication, self-confidence, self-confidence in the learning process of EFL, role play.

Resumen

El proyecto se enmarca en la modalidad de investigación acción e investigación cualitativa que tiene un enfoque interpretativo, ya que surgió de la necesidad urgente de cambiar las prácticas de enseñanza del inglés en cuanto a la comunicación oral. Este estudio se realizó con un grupo de estudiantes de noveno grado del Colegio Liceo Femenino Mercedes Nariño IED. En la fase de observación se identificó la falta de vocabulario y autoconfianza que tenían los estudiantes cuando intentaban comunicarse en inglés. Por lo tanto, este proyecto tuvo como propósito analizar el impacto del uso de juegos de roles en la autoconfianza y el vocabulario en la comunicación oral en inglés. Así, este documento muestra una propuesta pedagógica basada en el modelo pedagógico constructivista, así como en los enfoques de aprendizaje comunicativo de lenguas y aprendizaje basado en tareas, ya que permiten a los estudiantes ser más activos en su proceso de aprendizaje. El presente estudio encontró que, al promover espacios de comunicación oral a través del juego de roles, los estudiantes pudieron mejorar su aprendizaje de vocabulario y su autoconfianza. Asimismo, los enfoques utilizados mejoraron el trabajo colaborativo, el aprendizaje, la motivación de los estudiantes y, en general, les permitieron utilizar la lengua objetivo en su realidad inmediata. Así, el proyecto contribuye a comprender cómo, mediante el uso de la estrategia del juego de roles, se puede mejorar el proceso de aprendizaje del inglés en comunicación oral en el aula de inglés como lengua extranjera.

Palabras clave: Comunicación oral, autoconfianza, autoconfianza en el proceso de aprendizaje de inglés como lengua extranjera, juego de roles.

List of contents

List of tables

List of figures

CHAPTER I

INTRODUCTION

This chapter consists of the contextualization, population, diagnosis, problem statement, rationale, the research question, and the objectives are presented as well.

1.1 Contextualization

1.1.1 Local Context

The research was developed at Colegio Liceo Femenino Mercedes Nariño, a public school for girls that has educational services in preschool, primary and secondary in the morning, afternoon, and evening. It is located in Bogota, in San José neighborhood, which is part of the eighteen locality of Bogotá called Rafael Uribe Uribe. The neighborhood is considered one of the youngest neighborhoods in Bogota, it is recognized for being a commercial space, therefore there are residential and commercial areas. In addition, near the school, there are two important access roads that are Caracas and Primera de Mayo Avenue, so it is a frequented area.

1.1.2 Institutional context

The mission of the school is to promote the integral education of its students, promoting values such as respect, identity, and solidarity, among others, that contribute to their development of life. The school believes that the previous guarantees the experience and coexistence of a full and happy life by transforming the society in which they live. Regarding the vision, the school seeks to be recognized globally for its quality and the excellence of its graduates in foreign languages such as English and French, basic sciences, arts, and information and communication technologies, contributing to a society of knowledge.

Furthermore, the school tends to an educational and pedagogical model based on values that promote the integral formation of the students, making them more suitable and valuable beings for their specific contexts. (Institución Educativa Distrital Liceo Femenino Mercedes Nariño, 2018.).

1.2. Population

A survey was designed to characterize the population studied (annex 4). The purpose was to recollect information about the sociodemographic, familiar, and academic aspects of the students.

To begin with, the participants in this research were a group of 28 girls between the ages of 13 and 17 years old, who were in ninth grade. Half of these students were living in the localities of San Cristobal and Rafael Uribe Uribe, the rest were distributed between the localities of Bosa, Tunjuelito, Kennedy, Ciudad Bolivar, Fontibon, Los Martires, and Usme. Regarding the information on the nuclear family of the students, it was found that 83% of them live with their parents, siblings, and grandparents. Likewise, 93% of their guardians completed secondary education and only 65% of them have a formal job.

In addition, regarding the academic aspects of the students, it was found that 59% of them do their homework alone and consider that they learn better at school with their friends and teachers. Specifically, in the English Subject, 97% of the students like to learn the language because for them it is interesting and relevant for studying, traveling, and communicating with other people. Thus, all the students (100%) consider that it is important to learn English because it offers many possibilities such as getting a stable job, studying abroad, traveling, and learning about other cultures. However, the students recognize that they have difficulties in learning the language, for 70% of the students, it is difficult to speak

the language and understand the grammar component. Even with all this, there are 36% of the learners that consider that their performance in English is good, 32% believe that they should improve it, 29% think that their performance is regular and finally 3% (one person) who considers that her performance is really good.

It is important to highlight that in accordance with the field diaries students were very active in the English classes, and they tried to participate, although they mostly did it in Spanish, since their vocabulary was very limited. Moreover, when they participated, they did so in a low voice, and they were hardly understood. However, they tried to carry out the activities proposed by the teacher supporting each other, since the teacher did not allow the use of the cell phone but only the dictionary which I consider a good strategy since the students were observed to be distracted and sometimes, they used Google translator for carrying out the activities.

Likewise, the students worked in the same groups given the organization of the classroom. During the observation phase it was noticeable that in the English class oral communication was a deficiency, so it was proposed to establish a diagnostic test that would allow the global recognition of the level of English that the students had in the speaking skill.

1.3 Diagnosis

A diagnostic test was used to get information about the speaking level of the target group. The test evaluated pronunciation, grammar, and vocabulary. It was divided into two parts.

The first part consisted of describing the daily routine of a family member or friend, for which the students were asked to mention specific information (Annex 1). To carry out this test, students could not use their cell phones or the dictionary to search for unknown

words. Once the topic that the students had to talk about was explained, an example was given as a guide. Students had 15 minutes to write a script with the information they wanted to mention, then they had 10 minutes to record an audio and send it to a WhatsApp group that was created at the beginning of the class.

The second part consisted of creating a conversation in pairs in which the students mentioned their name, age, city or country, cell phone number, favorite place, favorite food, and information about the family. Students had 15 minutes to write a script with the information they wanted to mention, then they recorded it.

It should be considered that during the testing process most of the students felt overwhelmed because they did not know what vocabulary to use to achieve the task. This is probably because the vocabulary that they had was limited. In addition, a lack of self-confidence was evident, since during the development of the first part they were embarrassed to send their audio to the group and that they would be heard by the other students for fear of being mocked.

Likewise, with the results of the first part of the test, it was evident that most of the students did not mention all the information that was requested, but only half (who is the person, name, age, and occupation). While in the second part, the students mentioned all the requested aspects. This may be due to the fact they worked in pairs or groups of three people, which implied that they helped each other, which gave them a boost of confidence.

Regarding the information that learners mentioned, it was evidenced that there was a flaw regarding the correspondence between grapheme and phoneme, given that although they had made a script, it was very difficult for the students to achieve this correspondence, so it was difficult to understand them. In the recordings (Annex 2) it is evident that there are words that were mispronounced, some that cannot be understood, and others that were said in Spanish. However, it is important to point out that a shortcoming in the test was the

background noise, since at the time of recording the audios, the students began to speak very loudly.

In sum, the characteristics evidenced through the diagnosis test were that students had a limited vocabulary, confusion with grammar (verb to be and present simple) and mispronunciation, which could be the reasons why they used Spanish to communicate with the teacher and their classmates. Likewise, it was noted that the students lacked self-confidence because their tone of voice was low, and they feared being heard by their other classmates.

1.4 Rationale

Nowadays in this globalized world, people from different countries communicate with each other in a common language, which is English. This language has been widely used in the fields of research, education, business, tourism, media, among others. Hence, the importance of people learning the language to be part of this new world, where they can acquire communicative skills to be successful in their respective fields (Rao, 2019). Thus, in Colombia, the learning and teaching of English as a foreign language has been promoted. In this way, bilingualism (Spanish - English) in Colombia has been strengthened through different proposals that have been designed by the Colombian Ministry of Education (MEN) in cooperation with the private entity British Council. The most relevant is the state policy launched by the Colombian National Ministry in 2004 called the National Bilingualism Program, whose aim was both to promote English learning and to improve the quality of English teaching.

Likewise, the Ministry of Education established the Basic Standards of Proficiency in Foreign Languages: English (2006) where is indicated the English level that students should achieve in each grade following the Common European Framework (CEFR). In that case,

students are expected to reach a B1.2 level when they finish high school. However, the Saber 11 tests show the opposite, the results of the 2022 tests indicate that even though there was an improvement in the English level of the students, the results are still very low. In fact, only 8,8 % of the students have a B+ level, while 72,6 % of the population are at levels A- and A1 (Observatorio Gestión Educativa, 2023). In this way, the goals established by the Ministry of Education are not being met. However, it is important to keep in mind that in these types of exams that are carried out at a national level, the speaking component is not included, which indicates a lack of assessment of it. Thus, the importance of establishing new strategies for learning and improving the English language.

Considering the above, this project focuses on oral communication, a component that needs to be further developed in the EFL classroom, as most people today communicate more orally than in writing. For this, it is necessary to consider that if the objectives established by the standards are not being achieved, students can become frustrated, since they do not have a solid base in the language, which will directly affect their performance in the language. In this way, it is considered that ninth graders should have a conversation about the things they like, about their experiences and plans (MEN, 2006). However, the reality is different, in the particular case of the present research, the diagnostic test evidenced that for the students it was not even clear the use of present simple, a topic that they have already studied. This demonstrates the need to generate new learning and teaching strategies, through which students can really learn to orally express in the target language in a comfortable environment. Thus, role play is a strategy that allows all students to communicate orally and by impersonating a different person it can generate comfort and motivation in the EFL classroom.

Hence, the importance of this research because it seeks to determine to what extent do role plays foster self-confidence and vocabulary in oral communication in an EFL classroom.

In this regard, Chauhan (2015) points out that role play increases language production, as well as establishes a communicative objective, in which the learning process ceases to be merely mechanical and rote. Thus, role play allows students to prepare for specific real-life situations, improves vocabulary and verbal expression, and self-confidence. Each of these aspects contributes to the students having a better learning and performance, since when learners use real life situations, more meaningful learning can be generated because role plays are everyday situations, which can happen to them at any time to each one of them. Likewise, when a specific role play is established, vocabulary management will be more specific and conscious since it is being used in a determined situation. This leads to performance and peer interaction, which is important for the development of self-confidence since if there is mutual support among students it will be easier to develop the role play, because it is understood that in a process of learning, mistakes are inevitably going to be made, so they can help each other, motivating themselves to learn and learn from their mistakes.

1.5 Problem statement

According to the Basic Standards of Proficiency in Foreign Languages: English (2006) nine graders need to be able to describe, narrate, justify, and explain probable events and processes, also dreams, hopes, and ambitions to accomplish the target level, which is B1.1. Nonetheless, based on the observations and diagnosis test, it could be said that any of the students reach this level. In fact, problems related to elemental grammar structure, limited vocabulary, pronunciation, and hesitation were recurrent in the whole group.

The information collected from the observation was registered through field diaries

(Annex 3). There, it was evidenced that the vocabulary of the students is limited, since at the time of doing a short story, they could not do it with the vocabulary they had, but instead they use the google translator to carry out the activity. This directly influences the fact that the students do not recognize the tenses or the vocabulary they use when they speak, since they do the translation in a mechanical way, leaving aside the significant learning of vocabulary. Likewise, it was evidenced that when the students had to speak in English, they did not feel self-confident, contrary, they felt embarrassed and nervous, aspects that are reflected in the management and tone of the voice, since it was low and sometimes it was difficult to understand them. In the same way as was previously mentioned in the diagnostic test, the same shortcomings were evidenced with respect to vocabulary, self-confidence, and pronunciation.

Hence the importance of using strategies that promote and improve the speaking skill of students. In this sense, role play can become useful as it proposes an interactive environment, in which students learn new vocabulary, have fun, and leave aside their fear of being judged by others (Chauhan, 2015).

In order to identify how role plays can impact students' self-confidence and vocabulary in oral communication, this study aimed to create a situated learning environment where students have contextualized conversations in an environment that is familiar to them. This can bring benefits regarding the development of self-confidence and vocabulary in students, as well as foster participation and the engagement that students have towards the activity.

1.6 Question Research

- To what extent do role play foster self-confidence and vocabulary in oral

communication in E.F.L classroom?

1.7 Objectives

1.7.1 General objective

- To analyze the impact of using role plays in self-confidence and vocabulary in English oral communication of 9th graders.

1.7.2 Specific objectives

- To identify the effects of using role plays on self-confidence in oral communication.

- To describe students' vocabulary learning in their oral communication in the EFL classroom.

- To understand the impact of the proposal on the oral communication of ninth graders

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

This chapter contains previous national and international research projects related to the improvement of vocabulary and self-confidence in oral communication. It also presents the theorical constructs that guide this study. These concepts are role play, oral communication, self-confidence, self-confidence in the learning process of EFL, and vocabulary.

2.1 State of art

There have been developed several researches regarding self-confidence and

vocabulary in the oral communication in English as a foreign language in national and international contexts. However, in this section, just five are presented with the objective of recognizing and understanding what has been studied and proposed in the field of EFL teaching, specifically oral communication.

First, Ramirez & Artunduaga (2018) carried out a research called *Authentic tasks to foster oral production among English as a foreign language learners*. In this investigation four tasks were implemented, the topics were chosen with the students: sports, farewell party, favorite type of music, and embarrassing experiences. Likewise, each task was carried out through three stages where students became familiar with the subject, worked with their classmates to develop the activity and practiced what they had learned in a space given by the teacher. The results indicate that students improved their English performance overcoming the fear and anxiety as well as a positive effect on the collaborative work among students. It should be noted that those types of activities engage the students since they relate to their immediate reality. In this way, role plays can generate positive impacts since the proposed scenarios are contextualized and collaborative work is also promoted. However, the population of this study is smaller than the current one. It would be necessary to see if the proposed methodology would work with larger groups.

Second, Corredor (2018) developed an action research called *Fostering Oral Communication through Project Work and Situated Learning*. The research was carried out at Prado Veraniego in Bogota in 2018 with fourth graders. Corredor proposed a set of activities under project-based work and situated learning focusing on recycling and looking after animals. These activities promote better usage of English, cooperative work among students,

and motivation to participate in class. The importance of this research for this study lies in the fact that it shows how by considering the context of the students, their participation increases since they learn vocabulary about the things, they are familiar with, and they can also express their ideas and thoughts relating them both to the proposed topic as with their lives. Like this study, role plays consider the context of the students, which is why it can be said that it could generate a great impact on the participants of this study, in terms of vocabulary and self-confidence in oral communication. However, this project was carried out with a younger population, it would be necessary to verify if the topics addressed would work with an older population.

Third, Vanegas (2020) proposed an action research called *Boosting Argumentative Speaking Skills and Cultural Awareness Through Ludic Activities*. The research was carried out with tenth graders from the Prado Veraniego School in Bogota. The pedagogical proposal is divided into three cycles. The first one is related to the environment including aspects such as contamination, global warming, and how to take care of the environment. The second one consists of human emotions and how those are perceived within society. The third one is about the implications that habits and customs have in society. Vanegas (2020) points out that students established a wider point of view and closer relationship with the topics proposed, mainly because they felt comfortable with this learning environment since they could express their ideas, emotions, feelings, and arguments through different ludic activities identifying an improvement regarding the acquisition of vocabulary and the self-confidence of the students. Moreover, the cultural awareness of the students increases by exposing them to topics related to their real life. As same as this study, role plays work under contexts that are familiar to the participants, which is why it can be said that it can generate a great impact in terms of vocabulary and self-confidence in oral communication. Although, it is necessary to consider that the

sociocultural contexts of the students are different, so it remains to be seen if the results in terms of vocabulary learning would be the same.

Fourth, Neupane (2019) proposed an experimental research called *Effectiveness of Role Play in Improving Speaking Skill*. The research was carried out with tenth grade students from a public school in Nepal, Asia. Forty students were equally divided into two groups, one was the experimental group and the other the control group. In the experimental group, the role of the teacher was to be a guide. In this way, the teacher read the conversation aloud and then asked the students to read it in front of the class. Then, the teacher resolved doubts about the vocabulary used. After that, the students had a couple of minutes to practice their conversation and then presented it in front of the class. The results of this research were that students who were taught through role-play had better results in pronunciation, fluency, and performance than students who were taught through traditional grammar-based methods. Consequently, the role-play strategy may allow the students to be more creative, aware and active in their English learning process. However, the context of the population is different from the current one. It is yet to be seen if the methodology and strategy used would show the same results with a group of ninth graders.

Fifth, Widjaja & Apriliyanti (2022) carried out an action research called *Enhancing English speaking skills for elementary learners through role play: challenges and opportunities.* The topic used was "Helping at Home". The methodology was to explain to the children in detail the scenario, objectives and how they would play during the class. The results showed that students improved their vocabulary, pronunciation and fluency. However, in this project it is identify that the motivation and cooperation between peers was low given that the students were afraid of speaking in public and that their classmates would laugh at them, which represents a negative factor that directly affects the performance of students. In this sense, it is relevant to consider strategies that allow group

integration of the classroom, where mistakes are recognized as part of the learning process and not as something bad or something that should be judged.

In sum, all these researches make a great contribution to the research of oral communication in the EFL classroom. A common point of the previous investigations is to involve topics and situations of daily life, which allows generating a closer learning for students and since for this research role play is based on daily life experiences, is it expected to generate a more active participation on the student's and significative learning for them. Likewise, the previously mentioned research projects describe how group work enhances the development of self-confidence and oral communication, which is highly important, given that if the number of students is considered, the activities inevitably must be carried out in groups, hence the importance of establishing dialogue bridges between the entire course with the purpose that learners support each other in the classroom. Finally, it is important to point out how by using a specific vocabulary, the repertoire of words that the students have could increase and this will directly improve oral communication since the learners can have a more stable and natural conversation. Nonetheless, it is relevant to consider that these projects were developed in different socio-cultural contexts with different populations, hence the need to establish the shortcomings of the population studied with the aim of generating a greater impact.

2.2 Theorical framework

With the intention of addressing the research question, this section examines the concepts of oral communication, vocabulary, self-confidence, self-confidence in the learning process of EFL, and role play that are the basis for understanding and analyzing

the present study.

Oral communication

Oral communication is a meaningful transferring of information through language between two or more people within a specific context, it is a direct method of communication, in which the people involved can receive immediate feedback (Prabavathi & Nagasubramani, 2018). In this project, oral communication, apart from being face to face, can also be mediated by technology, that is, it can be given through calls, video recordings, videocalls and voice notes. Hence, the importance that students know how to communicate properly in a foreign language due to in a globalized world like today, people from different countries communicate with each other in a common language, which is English. Indeed, this language has been widely used in the fields of research, education, business, tourism, media, among others.

Regarding this, Brown (2000) asserts that "communication is a series of communicative acts that are functional, purposive and designed to bring out some effect-some change, however subtle or unobservable on the environment of hearers and speakers "(p. 223). That means, that whatever the person´s communicative context, there will always be an intention on the part of the speaker. In this way, it becomes relevant to distinguish which are the elements that make up any speech act. This research is based on the understanding of the speech act of Hymes (1974) which proposed eight components. The first one is the setting and scene that are factors socially recognizable in time and place of an event. The second is participants, who are the people present, implied or that have their respective roles in the communicative situation. The third is ends, that refers to the purposes, goals, and outcomes of the situation. The fourth is act sequence, which is the form and order of the events that took place during the speech. The fifth is key that tackles different

elements such as tone, manner, and metacommunicative framework. The sixth is instrumentalities that refers to the forms and styles of the speech. The seventh is norms which includes the sociocultural norms of composition and interpretation. The last is genre, that refers to the kind of speech act or event.

It is important to take these components into account, since language is not only about transferring information, but it goes further, including aspects of the immediate context, which could generate significant learning. In such manner, in this project, students had contextualized conversations within the classroom which allowed immediate feedback and the creation of meaningful conversations.

In short, oral communication is a process of information transfer that occurs through a language, within a specific context that has an intention. This context can be immediate, such as a face-to-face meeting, or remote, either through a call or a voice note. It is important to note that vocabulary is essential for the development of oral communication, since it is the basis of interaction, both to express oneself and to understand the interlocutor within a specific context, that is, the appropriate vocabulary must be selected depending on the situation.

Vocabulary

According to Scrivener (2005) the vocabulary is single words, or the combination of them, that allows sentences with meanings. Thus, a person can use an endless number of sentences that have a communicative purpose. In this way, people select the relevant vocabulary according to the situation in which they find themselves.

Likewise, Wilkins (1974) states that communication would not be possible without vocabulary because it is the based for speaking, reading, writing, and

listening. In the skill of speaking, it is through the vocabulary that the learner can express and explain their ideas orally. In reading, vocabulary facilitates the comprehension of the text. In writing, learners can expand their ideas about the topic they want. In listening, with vocabulary students can comprehend and understand what other people say. Therefore, the importance of learning vocabulary during the process of English learning since students find themselves in communicative situations where they must use the vocabulary they have studied. It should be noted that in this project students are given specific vocabulary that will be developed throughout the sessions in different communicative contexts. This, due to it was identified that the students had gaps in their vocabulary preventing them from communicating effectively. Hence the importance of recognizing the vocabulary as a fundamental aspect of the construction and development of the English learning in oral communication.

Self-Confidence

It is a perception or value judgment that people have about themselves of what they can do and the security that they have about themselves (Brown, 2000). This perception influences the behavior and attitudes that students have inside the EFL classroom.

Self-confidence in the learning process of EFL

Brown (2000) points out that self-confidence is a key aspect for the learning of a second language, since it is important that the students are willing to communicate their ideas, even when they make mistakes, since it is part of the learning process. Likewise, if students have a lack of self-confidence, it will be very difficult for them to be willing to participate in several activities since they are fearful or shy. This affects directly the

vocabulary learning of the students inside the classroom. In fact, students could move away from the group and avoid expressing their opinions and even not being able to pronounce a complete sentence in the class, for fear that their performance may be criticized or disapproved by the teacher or the other classmates (Jabor et al, 2017). Hence, the importance of promoting self-confidence in EFL classroom because this will help students to try to learn something new, considering the mistakes that can be made during the learning process. It should be noted that in this project, due to the number of students, they will have to work in pairs and in groups, which is why the activities will be carried out first in pairs and then in groups with the purpose of fostering self-confidence in a scaled way.

Role play

Laudousse (1987) states that role play is a communicative technique that improves fluency in the language, promotes interaction and increases student motivation. In this way, it is part of the communicative process where the sharing information, the negotiation of meaning, and the interaction occurred (Richards & Rodgers, 1986). Likewise, it involves acting and behaving in a specific way. Students may play themselves, but in different settings, or play imaginary characters in different situations. Nuriyanti (2017) points out that there are two types of role play. The first is the scripted role-play activity, where students receive instructions related to the selected scenario, then prepare it and rehearse the dialogue in advance to be presented later. The second is the unscripted role-play activity, in which a group of students are assigned a scenario to present it without having prepared or written a script in advance. It is noteworthy that for this project the scripted role-play will be considered since the students still do not have a large vocabulary to maintain a spontaneous conversation.

Moreover, Laudousse (1987) indicates that the main reasons for using this technique

in the classroom are that it improves oral skills, given that students are involved in diverse speaking situations, which can serve as a rehearsal for real-life situations. Likewise, it generates dynamism and participation in the class, even with the shyest students, since thanks to this exercise their personality is not completely involved, which generates greater freedom of expression.

In summary, in this project the concepts of oral communication, self-confidence, and role play are important in the process of learning English as a foreign language. This is because, as had been pointed out before, schools do not provide space for the development of oral communication. Hence, the importance of providing strategies such as role play that allow not only to strengthen oral communication, but also aspects such as vocabulary and self-confidence. Factors that influence student performance in the learning process, given that to establish a conversation in English it is necessary to know and use the appropriate vocabulary. Likewise, self-confidence is relevant because despite making mistakes, students do not get carried away by it but on the contrary take it as a form of learning. Thus, through role play oral communication, self-confidence and vocabulary are jointly strengthened.

CHAPTER III

METHODOLOGY

This chapter describes the methodology, including definition of the research approach, the research method, and the description of the data collection instruments.

3.1 Research approach

For this research, it is opted to use qualitative research with an interpretative

approach, since it focuses on comprehending phenomena such as situations, places, and people in their natural environment (Ramos, 2015). In this regard, Willis (2007) states that human beings are influenced by their subjective perception of reality, that is to say, reality can be interpreted from multiple points of view. For that reason, culture is diverse at ethical, religious, and ideological levels, among others. In this case, it is relevant to consider the way students are putting their perceptions, their culture, and the culture of the target language into dialogue. Thus, it could be identified both how students feel when they speak in English and how they see themselves in comparison with people from other cultural backgrounds.

Moreover, it is noteworthy that the researcher should be involved in the natural environment of the students. So, it could observe the natural development of English teaching and learning processes in the classroom. Thus, the researcher and subjects establish a relationship and hence, they reach a consensus about what reality is. Therefore, it is rebuilding the perception that they have about reality. That is, the teacher and students establish a route to follow in the learning process in the EFL classroom.

Hence in this project the pre-service teacher is integrated into the educational community with ninth graders, understanding and getting involved in the context. This is how, through this methodology, more priority is given to self-confidence and the vocabulary learning in the oral communication of ninth graders. Thus, the impact of the implementation of role plays in the EFL classroom is investigated. Then, the results were analyzed from the experiences of the pre-service teacher as well as from the perspective that the students had about their new reality in the EFL classroom.

3.2 Research method

This project was based on the action research method. This method consists in identifying a problematic situation and taking action to deal with it. In that way, it involves observing, analyzing, suggesting, and taking action (Kumar, 2011). Latorre (2009) states that one of the goals of action research is precisely to be able to get closer to reality, that is, to have a better understanding of educational practice and to be able to improve and transform that practice. Likewise, the teacher becomes a researcher of his or her personal teaching context at the same time as being one of its participants (Burns, 2010). Particularly, in this project, it was necessary to identify what were the shortcomings of oral skills in a specific English Foreign Classroom (EFL) at the Liceo Femenino Mercedes Nariño a public school in Bogota, Colombia. Once the students' needs were identified, different strategies were proposed to manage those shortcomings, and then it was verified if through these strategies students improved their learning process and as a consequence, their speaking skills. This research method is of great importance since it generates a reflective process in teaching practice which directly influences the learning process of the students.

3.3 Data collection instruments

During this research, five data collection instruments were used to observe and comprehend the learning process of the students in the EFL classroom. Those instruments will be described below.

Observation

The observation allows the researchers to watch and to listen the specific phenomena, that for this research is the English foreign classroom (EFL). Kumar (2011) points out on one hand, the participant observation in which the researcher takes an active part as a member of the group that is being observed and at the same time keeps notes

about his or her direct experience. On the other hand, it is the non-participant observation where the researcher does not involve him/herself with the subjects or the activities of the group. That means, the researcher remains as a passive observer that just takes notes about the things that he/she watches and listens to. The observations were of great importance for this project since with them the research problem was established. Thus, in the observation phase of this project, non-participatory observation was used and during the implementation phase, participatory observation was used.

Field notes

Field notes are a tool where researchers record the observations made. Hopkins (2008) states that field notes have four uses in the classroom. The first is that the researcher can focus on a particular issue or teaching behavior during a specific period of time. Second, they can be used to record general impressions of the classroom and its climate. Third, field notes also provide an ongoing description of an individual participant. Fourth, they can be used to record the development of the main researcher in his/her role as teacher. In this project, the field notes are used both to record the general information of the group and to do a self-assessment of the researcher´s performance in her teaching role during the development of the research. Thus, to organize the information collected, a field diary was used (Annex 3), where the information was distributed into categories related to the research topic.

Artifacts

Artifacts are physical evidence made by students in the classroom, they can be a script, workshops, posters, among others. Likewise, the artifacts can be generated naturally in the class, or they can be done on purpose, that is, the researcher proposes an activity where the student must do some type of drawing or writing (Lankshear & Knobel, 2004). In this way, the artifacts of this research correspond to the scripts made by the students and some

activity templates. This allowed to see the process that students made throughout the phase implementation of this project.

Audio recording

According to Burns (2009) the audio recordings capture the oral expressions of the students in their natural environment. In this way, the information gathered through this instrument allows the collection of more reliable data and can be used to complement direct observation. This instrument is important since it allows the researcher to demonstrate the progress that the students have in the development of the activities.

Focus groups

It is a qualitative interview-type technique where the participants talk freely about their beliefs, views, attitudes in relation to a specific topic or idea. In this way, the researchers can gather information about the opinion, expression of agreement or disagreement that participant could have with the research topic (Canals, 2017). In this project, four focus groups were carried out, two at the beginning of the research and two at the end with the purpose of collecting and comparing the information regarding the self-confidence that the students have in oral communication.

3.4 Ethical recommendations

Due to this research included the participation of minors, at the beginning of the project the parents were informed by an informed consent (Annex 5) about the activities that were going to be carried out in the EFL classroom, emphasizing that personal information will be confidential and will only be used for academic purposes.

CHAPTER IV

PEDAGOGICAL PROPOSAL

This chapter describes the vision of language and learning of this research as well as

the pedagogical proposal. The above served as a basis to determine the teaching approach to use in the pedagogical intervention.

4.1 Vision of language

This project is based on communicative language learning, a teaching approach in which language is seen as a system for the exchange of meaning through interaction and communication. In this way, in the communicative processes are the sharing of information, the negotiation of meaning, and the interaction (Richards & Rodgers, 1986). Indeed, language is interactional, it depends on the sociocultural framework since members of a specific community established concepts, perceptions, and values that have a particular meaning for them (Tudor, 2001). Hence, the importance that EFL learners consider both the sociocultural context and intention of their discourse. Thus, it is important to highlight precisely how through the use of role plays, different communicative situations of the students' reality can be addressed. In this manner, it is evident that the vocabulary chosen for the pedagogical intervention can find utility in various situations students encounter regularly, contributing to an enhancement of their self-confidence. This is due to its relevance to real-life scenarios, which can occur at any time and apply to anyone.

4.2 Vision of the learning

This project is based on constructivism and task-based learning approaches. On one hand, constructivism is a learning theory where students actively participate in the construction of their own learning. Manrique & Puente (1999) highlight the need for the students to create new knowledge on top of a previous one, in this way that new knowledge acquires meaning and significance for the students, thus increasing their motivation.

Another relevant aspect is that knowledge is situated, that is, the context in which social interactions take place must be considered, since these are an elementary factor for learning. Hence, in the EFL classroom it is significant to establish multidirectional interactions between students, teachers, and content where students can argue, share, contrast and acquire new knowledge related to their own culture and that of others.

On the other hand, task-based learning is a teaching approach that focuses on the authentic use of language to complete meaningful tasks. This approach is appropriate because it situates the learners within a specific context where they are exposed to language production and reception. Immersing them in this way, in their own learning through a dynamic and striking way for them (Rodríguez-Bonces & Rodríguez-Bonces, 2010). In this way, this project intends to propose tasks where students have the possibility to increase their vocabulary and self-confidence in oral communication in an EFL classroom.

4.3 Curricular vision

According to the PEI of the institution *Liceísta crítica, reflexiva, autónoma, transformadora de contextos para la convivencia*, the pedagogical and educational model that the school adheres to is based on values that promote the integral formation of students, making them more suitable and valuable beings for their specific contexts. (Institución Educativa Distrital Liceo Femenino Mercedes Nariño, 2018.). Regarding the English class, due to the ninth grade is part of the pilot plan of the international baccalaureate, the curriculum has been developed under five themes: identities, experiences, human ingenuity, social organization, sharing the planet.

In this way, the vision of the curriculum of this project is in accordance with Grundy (1987) who argues that in the curriculum as praxis, the teacher promotes

reflection and dialogue with students, making them the main actors in their learning process, since praxis supposes a process of building meaning that is socially constructed. Thus, this project seeks to create a learning environment among peers, where students are the main actors in their learning process, taking into account their immediate context, providing them with learning opportunities through role plays, where together with their peers they build joint knowledge.

4.4 Vision of classroom

The classroom is understood as a communicative space where students exchange opinions and beliefs about their personal and academic life through interaction. Therefore, this project follows student-centered classroom model, where the teacher and students jointly construct knowledge instead of the teacher being the only one who transmits it (Garret, 2008). In this way, in the classroom, multidirectional relationships are generated where students interact both with the teacher and with their other classmates.

Thus, Brophy (1999) affirms that in this type of classroom, students are expected to relate their previous knowledge with the new one that is being generated, in the same vein, the classroom is the space where little by little knowledge is built. For this reason, in the activities designed by the pre-service teacher the previous knowledge that the students had was considered and from there the activities to be developed were designed. Bearing in mind that it was the students who oversaw their own learning process through the proposed scenarios with the role plays.

4.5 Pedagogical Proposal

This pedagogical proposal seeks to foster self-confidence and vocabulary through

role-play in an 9th EFL classroom in Liceo Femenino Mercedes Nariño IED. For this purpose, this project is based on the constructivist pedagogical model as well as on the communicative language learning and task-based learning approaches since this will allow students to be more active in their learning process. Willis (1996) states that a task is an activity that is directed towards a specific objective that the student would carry out using the foreign language, obtaining a significant result in their learning process. Thus, with the role plays students are reinforcing vocabulary that can be used in different communicative situations that aligns with the mission of the school where coexistence between students and the transformation of their context are guaranteed.

The following curricular plan of lessons focuses on situations and social environments of the immediate reality of the students, thus generating a meaningful learning by which the performance of the students, the use of vocabulary and self-confidence are strengthened. The pedagogical intervention started on March 23rd and ended on May 18th. It consisted of seven lesson plans, one session per week, one hour and forty minutes each. It is noteworthy to mention that the project was divided into two moments. The first covers the first four sessions, where the students carried out the activities in pairs using the speed dating strategy. The second covers the three remaining sessions, where the students carried out the activities in groups. The schedule of activities is presented below.

Table 1

Lesson plans

Lesson and date	Topic	Vocabulary / Language	General Objective
Telephone conversations (March 23rd, 2023)	Invitations and permissions	- Greetings - Relatives - Verb to be - Present simple - Can I ...? And would you like to ...?	To create a short phone conversation

Meeting new people (March 30th, 2023)	Personality adjectives	- Greetings - Personality adjectives - Occupations and countries. - Verb to be - Present simple	To produce a conversation with fictional characters
Supermarket (April 13th, 2023)	How much is/are	- Greetings - Objects, clothes, and numbers - Verb to be - Present simple - How much is/are	To create a short shopping conversation
Air travel (April 20th, 2023)	Wh questions	- Greetings - Numbers, months - Verb to be - Present simple - Wh questions	To create a short airport conversation
Family conversation (April 27th, 2023)	Wh questions	- Greetings - Objects, clothes, numbers, and family members. - Verb to be - Present simple - How much is/are - Wh questions	To create a short family conversation
Personal conversation (May 11th, 2023)	Wh questions	- Greetings - Numbers and family members. - Verb to be - Present simple - How many - Wh questions	To create a short personal conversation

		- Greetings	
Auction (May 18th, 2023)	Wh questions	- Numbers and objects	To create a short conversation of auctioning
		- Verb to be	
		- Present simple	
		- How much	
		- Wh questions	

CHAPTER V

Data analysis and findings

This chapter describes the analysis of the data and the findings of the research considering the pedagogical proposal. Thus, it presents an overview of the method used to conduct the analysis and its procedures. In addition, in this section are described the categories and subcategories of the analysis.

The method selected to analyze and categorize the information collected was grounded theory. Charmaz (2006) states that it is a research methodology that follows systematic and structured but flexible guidelines to collect and analyze qualitative data to build theory based on the data itself. Thus, researchers start with the data, which have been built with the observations, interactions and materials that were gathered on the subject of study. Likewise, data collection and analysis are cyclical processes in which the researcher constantly compares data and regroups it for the analysis process.

To begin with, according to grounded theory, the data collection that provides the investigation with various information was carried out. For this project the instruments for gathering data were used in three stages: before, during and after implementation. Thus, the instruments used were: pre and post-test, field diaries, focus groups, exit tickets, a group interview, and student artifacts collected through photos and audios. Each one is described below. Initially, with the audios of the tests, the range of vocabulary and oral communication

of the students was verified (Annex 6). Regarding the field diary, this was used during the observation and implementation of the project. Likewise, at the beginning and end of the investigation, two focus groups were carried out with 8 students who were randomly selected. In the same way, with the exit tickets, the students carried out a formative evaluation of both the session and their performance (Annex 7). Besides, At the end of the implementation, a group interview was held with the entire course (Annex 8). Lastly, the student artifacts were collected from the third session and are stored according to the session (Annex 9). Once the information were collected, it was used to give meaning to the investigation and understand the phenomenon analyzed (Góral et al, 2021).

Consequently, after the collection and organization of the data the next relevant step is coding which "means naming segments of data with a label that simultaneously categorizes, summarizes, and accounts for each piece of data" (Charmaz, 2006, p. 43). According to Corbin and Strauss (1990) there are three stages of coding that are part of the analytic process: open coding, axial coding, and selective coding.

In the first place, open coding is the interpretative process in which the information, be it events, actions, or interactions, is compared with others to find similarities and differences. In this way, the information is organized analytically, grouped into "codes" that are labeled. In the second place, axial coding consists of comparing and creating connections between the "codes" generating categories and subcategories. In the third place, selective coding consists of connecting all the categories and unifying them into a core one that represents the central phenomenon of the study (Corbin and Strauss, 1990).

Bearing this in mind and keeping the triangulation process, data was organized and divided into initial codes. For that, each dataset was revised several times through color coding. Thus, some interrelations came up establishing at the same time categories and subcategories that were defined thanks to their relationship with the research question and the

main objective. Therefore, those categories and subcategories are presented in the next section.

5.1 Categories and subcategories

The present study aimed to describe the effects of using role plays to foster self-confidence and vocabulary in oral communication of 9th graders. Based on the research questions, general objective, and specific objectives the data was revised and organized to create the categories and subcategories that are presented below.

Table 2

Categories and subcategories of analysis

Question research and general objective	Specific objectives	Categories	Subcategories
To what extent do role plays improve self-confidence and vocabulary in oral communication in E.F.L classroom?	To identify the effects of using role plays on self-confidence in oral communication.	Self -confidence as a personal assessment	Communicative acts (pairs & groups)
			Students´ engagement and motivation
			Multidirectional relationships (teacher´s role)
To describe the effect of using role plays to foster self-confidence and vocabulary in oral communication of 9th graders.	To describe students' vocabulary learning in their oral communication in the EFL classroom.	Vocabulary	Communicative situations
			Language production (Writing, listening, speaking – pronunciation)
	To understand the impact of the proposal on the oral communication of	Exchange of dialogues through a foreign language	Collaborative learning
			Real interactions

	ninth graders		Use of English language in oral communication

5.2 Category 1: Self-confidence as a personal assessment

The first category is directly related to the research question and the first specific objective which addresses one of the main purposes of the study: to identify the effect of using role plays on self-confidence in oral communication. It is noteworthy to mention that this concern arose from the information that was collected during the observation stage, through field diaries and non-participatory observation, the lack of self-confidence students had when participating orally in the EFL classroom was identify. Likewise, it is relevant to recall that in this study self-confidence is understood as a perception or value judgment that people have about themselves of what they can do and the security that they have about themselves (Brown, 2000). Thus, in EFL classroom is important because if the students have self-confidence, it will be easier and more pleasant for them to express in English, even knowing that they can make mistakes in the learning process. In this way, the data that support this category was taken from the field diaries, the exit tickets, the group interview, and the initial and final focus groups.

5.2.1 Subcategory 1: Communicative acts: pairs and groups

Bearing in mind the concept of self-confidence, in this project it was decided to work the first four sessions in pairs and the remaining three in groups with the purpose of promoting self-confidence in a scaled way. Regarding the first 4 sessions, the speed dating strategy was used so that the students had the opportunity to practice their conversation with different classmates. This is because the students stated in the initial focus group (Annex 10)

that their self-confidence was influenced by the actions or things that their other classmates said. In fact, during the initial focus groups the students indicated that they feel that their voices change when they speak in English, and they are embarrassed that the other students listen to them because they do not think they are good, or the other classmates may make fun of them. Regarding the above, they highlighted that there are different rhythms and forms of learning for each person:

-Nuestra pequeña sociedad como que es un poco criticona por así decirlo, ósea, es que hay personas que obviamente tienen mucha más habilidad para el inglés y puede que para nosotras, o desde mi caso es una frustración poder ver que de que otras tienen más capacidades y yo no puedo (G1, Student1)

-Y usted intenta y aprende para hablar y alguien llega y se burla, pues a uno le baja la moral y pues ya no quiere seguir practicándolo, y ya no, mejor dejémoslo como estaba. (G1, Student3)

In the second group of the initial focus group (Annex 10), the students indicated that they are embarrassed that the other classmates listen to their voices because they may make fun of it and that these types of actions and comments affect each person differently.

-Si se burlan de uno, pero pues si usted sabe pues no le va a importar lo demás, pero pues si da pena, pero pues si usted sabe que puede, pues le vale.. (G2, Student1)

-Cada quien tiene su seguridad por si misma, no? Ella de pronto es muy segura y de pronto otras personas no son, entonces como ella -hay no me vale la gente y que me digan- , pero yo de pronto me sienta como mal o algo así, es depende de la persona y de la manera en que tú te sientas. (G2, Student2)

Accordingly, it is noticeable that the comments of the classmates are an important factor in the construction of their own self-confidence, influencing the performance and

development that the students have in a general way in the oral activities.

Considering the above, the first four sessions were designed for the students to interact with other classmates outside of the common work group. In this way, the classroom desks were arranged two by two, one in front of the other. The speed dating strategy consisted of the students having their conversations and once they finished, they changed the template that was used during the session, and a specific group of students moved to the right changing both the person they talked to and what they said.

The first conversation that the students had was a telephone conversation in which they had to ask permission or invite someone, a specific situation was given to each pair (Annex 11). In this session, the girls resisted working with people other than their friends a bit, but later they adapted to the methodology and tried to fulfill the task of having the conversation with their partner. In the second session students had to create a conversation where they introduce themselves with fictional characters that they had invented (Figure 1), this allowed them to imitate being someone else, leaving aside the fact that they could be mocked, because all the students were doing the same exercise. This generated an impact on the students' self-confidence since their perception of their learning process was positively transformed by effectively communicating with different classmates as could be notice in the following field note: "the girls were excited to do the activity because they were being a different person every 3 minutes, which generated a pleasant atmosphere since sometimes they laughed at the same characters that they had. In the same way, they constantly asked about the vocabulary or pronunciation of the words." (Field note, lesson 2, March 30th , 2023)

Figure 1

Student artifact Lesson 2 (March 30th, 2023)

Name = Jenny
Nationality = Argentina
Ocupation = Actress
Likes = Talk, dance, cat
Deslikes = Write, Soccer
Personality = Sociable, happy, intelligent

In the third session the students had to create a short shopping conversation. For this, each student put some of their personal belongings up for sale. In this case, the class was divided into two groups where some students were the sellers and others the ones who bought. This was an activity that managed to connect the students as a group where there was no teasing about pronunciation or mistakes that were committed during the activity. Likewise, it was notary the active participation of the shyest students, they were fearless of what could happen in the class. Thus, the students' self-confidence increased to the point that they were not limited by making mistakes, but rather they let their learning process flow naturally.

Fragment conversation of Lesson 3 audio 5

Student A: Hello, can help you?

Student B: Hello thanks, how much is pencil case

Student A: is fifty thousand

Student B: Thank you.

Fragment conversation of Lesson 3 audio 6

Student A: Hello, can I help you?

Student B: Hello thank you, I´m looking around

Student A: how much is the ...

Student B: (no eso lo pregunto yo)

Student A: (no ya que nos tiramos ... otra vez)

Student B: How much is the lipstick?

Student A: is the five thousand

In light of the aforementioned, it was identified that the students, when communicating one by one, help each other by correcting mistakes and resuming the activity or even started the conversation with the intention of doing it in the best possible way. Likewise, when communicating, students were not aware of the mistakes, in this sense it became more important to deliver the message than to deliver it in the correct way.

From the fifth session on, the activities were carried out in groups where students selected the classmates that they wanted to work with, one of the main differences with the previous activities was that once the students had the conversations, they needed to present them in front of the whole class. In this way, the attention was addressed to a specific group of people. In session N° 5 it was noticed through the data recorded with the exit tickets (Annex 7) that some students did not feel comfortable talking in front of their classmates. Some of the comments were "*No me gusta pasar al frente a hablar*" and "*Me gusto la actividad solo que no me gusta pasar al frente*".

In contrast, in the last two sessions, students did not mention this aspect as something negative, but rather as an aspect to improve. For example, in the second item of the exit ticket (things to improve) students wrote, "*el hablar al frente*" and "*la confianza de poder expresarme en público*". This means that the students began to identify their shortcomings, leading to a valuable self-assessment process for their learning and a boost in their self-confidence.

Moreover, with this type of exercises students noticed that it was important for them to improve their pronunciation, fluency, and the tone of the voice for their classmates to understand them. This means that they were able of recognizing their own flaws without feeling bad about their English learning process. In fact, in the last exit ticket (Annex 7) comments that the students had about their self-confidence were recorded during the sessions that were carried out in the implementation. These comments make it possible to identify that there was an increment in the students´ self-confidence:

- *Tuve más confianza al hablar porque eran juegos*

- *Mi autoconfianza mejoro bastante ya que al interactuar con diferentes personas aprendi a desenvolverme mejor.*

- *Estas sesiones me han ayudado a tener más confianza de mi misma ya que me da demasiada pena hablar en público.*

Based on the examples shown above, it was recognized how the students began to take more risks in classes, giving less importance to what other classmates thought of them, gradually improving their self-confidence. Likewise, by actively involving the students in their own learning process, their self-perception as learners was modified, coming to recognize that they can improve their learning process individually and with their classmates. Likewise, with the information gathered from the final focus groups (Annex 10) it was confirmed that the self-confidence of the students increased as the classes were carried out.

- *En la parte de parejas si daba pena pero no tanto, era solo con la persona que uno tenia un poco de confianza... ehh, a veces era como de sacar un papel,*

era como al azar y a veces tocaba con una pareja que hace poco conocia,

entonces si daba pena entonces pues si daba más pena, pero ya en grupo daba

mucho más pena porque era pasar al público pasar adelante, pero eso cada

clase iba mejorando. (G1, student 2)

- *Al principio claro a uno le daba mucha pena que se rieran o que le dijeran*
  algo a uno o criticarlo por no saber pronunciar bien, o alguna palabra o un
  número no sé pero ya al pasar del tiempo como que ya que, para mi ya no me
  importa si se rien, yo por lo menos estoy haciendo el trabajo y me siento bien
  con eso. (G2, Student 1)

- *Siento que mi autoconfianza ha mejorado pues ya hablar y atreverme hablar*
  porque pues antes no contaba con eso como dicen ellas pues me daba pena
  que se burlaran o dijeran algo y eso me afectaba no me gustaba, pero pues
  ahora si es como que me gusta y ahora sí estoy aprendiendo y me atrevo más
  a hablar y ahí ya estoy aprendiendo. (G2, Student 2)

Furthermore, in the group interview (Annex 8), a consensus was evidenced regarding the increase in self-confidence in each student in the group, especially in the last three sessions where they had to present the task in front of the entire class, pointing out that each communicative situation represented a learning opportunity.

- Al pasar al frente nos dio más seguridad de presentarlo a todas y hablar en frente de todas (S1)

- Si hubo esa confianza con el profesor y todas para poder pues expresarnos, si saliera mal o no, y las otras pues no iban a decir nada porque de todas formas

también de los errores se aprendía, de cada palabra, de cada pronunciación de cada cosa. (S5)

The sessions were designed so that the students were in constant production of the language, in this way each one of them was a participatory agent in their own learning process, which directly influenced their self-confidence. Likewise, by using conversations from immediate reality, it allowed the students to learn to develop communicatively in different communicative spaces. Thus, throughout the development of the classes, the importance of mutual support was recognized not only between the students but also with the pre-service teacher. All of this together enhanced the improvement of the students' self-confidence in the EFl classroom.

In conclusion, the students' progress regarding their self-confidence was evident. Before the implementation, the students felt overwhelmed when they needed to speak in English for fear of making mistakes or being mocked. However, with time and as the class passed the students considered that their self-confidence increases due to the constant communicative interaction where the purpose for them was to achieve the task, they did not let their own fears or even the comments of their classmates affect their performance in the class. In this way, the importance of establishing spaces for constant communicative interaction where all students can actively participate and share with their classmates was determined. Thus, by proposing the role-playing game as the main strategy, it allowed the students to loosen up more when speaking because at the time of the activity they were not being themselves but impersonating another person, which allowed flexibility with respect to the expression of the students.

5.2.2 Subcategory 2: Students´ engagement and motivation

This subcategory describes the motivation and commitment that the students had towards the activities proposed during the implementation stage. Motivation is a key element that influences student performance and the achievement of their tasks. For the purpose of this study, the distinction between intrinsic and extrinsic motivation is reviewed from Chiew, F. N& Poh, K. N (2015)

On the one hand, intrinsic motivation is generated first in the individual, that is, learning for the student is the goal. Thus, the learning process is gratifying and satisfying for the students as they carried out the activity, which demands effort and work from the students, generating a sense of enjoyment of the activity itself and of the moment lived when carrying out the task. Hence, the importance of establishing dynamics in which students enjoy and have fun at the same time. In this project, the established activity was role play where the students had to personify someone, in a specific context, assuming the role with the characteristics that it implies as their way of being and acting.

On the other hand, extrinsic motivation comes from outside the individual because students are motivated by an external stimulus such praises or grades. In this way, performing the activities is done to earn those rewards (Chiew & Poh, 2015). In this study, this type of motivation had not been contemplated at the beginning. However, in the last classes, it was considered pertinent to give participation points to those students who answered some questions related to what their classmates had said. In this way, the students were rewarded for their commitment to mutual learning.

During the non-participatory observation phase, it was noticed that the students participated little in the EFL classroom as they felt intimidated by having to speak in public and having their classmates listen to them. Likewise, the activities were done only for a grade or to earn participation points, but there was not much interest in learning as a goal. Thus, the predominance of extrinsic motivation in the course was evident.

In contrast, during the implementation stage and since the first class, motivation and commitment on the part of the students was notorious to complete the proposed activities. From the very beginning, the students were actively participating, and their motivation and commitment were evident when they inquired about vocabulary and pronunciation. This showed their dedication to the activity and their effort to understand and perform it to the best of their abilities. The previous generated that at the moment of carrying out the activity students felt more secure and confident of what they had done. This occurred thanks to various factors such as the communicative situation proposed to carry out the role-play, in the same way providing the space for the students to become familiar with the information they had and giving the space to practice it individually, to later put it into practice in a conversation. From there, the constant support from the teacher is highlighted to resolve doubts about vocabulary and pronunciation of the words before and during the activity.

Additionally, it was noted that the information recorded in the focus groups, the exit tickets and the group interview had aspects in common regarding the motivation and commitment of the students. In these three instruments, the students pointed out that the fact that it included games allowed them to relax and enjoy the activities. The intrinsic motivation was reflected throughout the sessions where the students felt happy and excited about what they were going to do, generating a feeling of satisfaction when they shared what they had done with their classmates. In Table 3 are some fragments that were taken from the three instruments to illustrate the previous situation. It is important to highlight that some of the next phrases also refer to self-confidence.

Table 3

Comments about motivation

Final Focus groups ¿Creen que las actividades realizadas ayudo a mejorar su comunicación oral y su	Last exit ticket	Group interview ¿Tienen comentarios sobre las sesiones?

pronunciación?		
• Cuando es interesante se mete en el tema y aprende. • Entonces uno empieza a mejorar y darse cuenta que en verdad era el método de educación, cosas dinámicas a veces uno más aprende, que cosas aburridas porque a veces uno no presta atención.	• las actividades de participación pueden abrir nuevos caminos. • antes no me atrevía a hablar porque me daba pena. ahora participo más y logro entender lo que dice en un texto sin necesidad de traductor. • Las clases son divertidas, entretenidas y se generaba interés en las ingles	• Porque uno como estudiante pues solo presenta por presentar y ya la mayoría de trabajos, cambio en su clase se volvió diferente porque no era así. • Las clases eran chéveres, se entendieron, las dinámicas y los juegos todo eso fueron chéveres.

In addition, it is important to point out that during the group work (last three sessions) at the beginning the main motivation was to show the product of what they had done. However, the motivation of the students increased when the principal teacher began to give points to the students who participated. What in some way or another allowed the students to feel more motivated to participate, losing more fear of being heard or even being mocked by their classmates and thinking rather that they had carried out the requested task and trusting each time in themselves. In this way, there was an increase in extrinsic motivation, being a complement to intrinsic motivation in the students' learning process.

In summary, by promoting interactive activities, intrinsic motivation could be improved, which was also enhanced through extrinsic motivation. This had an immediate effect on the students' self-confidence, generating a circle of benefits in their learning process. Thus, motivation and engagement reinforced the self-confidence that students had, because when there was an intrinsic motivation, students enjoyed and valued the learning processes more, which lead them to complete the task, giving more priority to learn than to

the product to be delivered. Thus, the fear of being judged or making a mistake went to the background where it was understood that they were natural processes in learning processes. Similarly, extrinsic motivation can foster learning. However, when the activities are carried out only out of obligation, it may happen that the level of learning is lower. In the case of this study, it was noticing how the two motivations were involved in the learning process and were complementary.

5.2.3 Subcategory 3: Multidirectional relationships (teacher´s role)

This subcategory describes the multidirectional relationships that were generated in the EFL classroom during the implementation. Interpersonal relationships in the classroom are factors that inevitably influence the performance that students have during their learning process. It is important to highlight that for this project, multidirectional relationships are understood as the interaction that is generated between the students and the one of the students with the pre-service teacher.

To begin with, it is important to point out that in the observation phase it was evidently how the comments that some students made about their classmates affected their performance in class. In fact, this information was rectified by the students who participated in the focus groups where at the beginning they indicated that it was embarrassing to speak and to be heard, so they feared that their classmates would mock, judge, or criticize them. Therefore, the interaction that the students had with each other influenced their performance in the classroom. In this way, in this project it was opted for a student-centered classroom where there would be a communicative space in which the students would not feel bad if they made a mistake, giving priority to the student. So, the construction of knowledge was created jointly with the students and the pre-service teacher (see 5.4.1 subcategory 1: Collaborative learning).

The relationship between the students was built as they carried out the activities, that is, as the time passed, the classroom became a safe place for each student as students could express themselves freely and support each other progressively. Similarly, when group activities were carried out and some students had to come forward to present the activity, the other girls listened to them carefully, encouraged and congratulated them on their work. Thus, the cooperation and respect among the students was noticeable as it is shown in the following field note "it is important to highlight that students felt more motivated to do the activity because the head teacher gave some points to the students that answered some questions related to the information that their classmates mentioned. That situation allowed students to concentrate more and listen carefully to their classmates." (Field note, lesson 5, April 27th , 2023). In light of this, it is relevant to recognize how by promoting multidirectional relationships in the classroom, other aspects of the students' learning process were strengthened.

In the same vein, an important factor found in this project was the role of the pre-service teacher. Students indicated in the different data collection instruments that the interaction with the pre-service teacher was of great importance in their performance because it helped them to have more self-confidence.

Table 4

Comments about teacher´s role

Focus groups	Last exit ticket	Group interview
¿ Creen que las actividades ralizadas ayudó a mejorar su comunicación oral y su pronunciación?		¿Consideran que su autoconfianza al momento de hablar en ingles incremento o disminuyo, por qué?
• A la compañía de la profesora porque ella era bueno no entiendo le explico	• Participas y si te equivocas te lo corrigen sin sentirte mal, aprendí varias cosas de manera	• Tu fuiste la que nos diste seguridad, ¿no? fue como tu ósea fue como me equivoco, pero practícalo más

pues iba a cada asiento, en este caso a cada puesto de las niñas entendió hay algo que necesiten y no como que uno ir, eso me gusta, se notaba el compromiso de la profesora para nuestro mejoramiento • Entonces uno muchas veces no aprende por como la confianza que le brindan los profesores, pero como tu nos brindaste esa confianza ehh era mejor el aprendizaje, uno se profundiza más y tenía mucho más interés.	divertida. • La profesora da mucha confianza da ganas de aprender la profesora da una clase divertida y aprende uno harto • Como lo dije las clases de Valentina me ha ayudado en no tenerle miedo a pronunciar mal, ayudándome a entender más palabras en inglés.	bien, y después me dices y aprendes a ser segura de tu misma • tu nos brindaste esta seguridad al pronunciar las cosas, otros profesores eran como no mal ahí, si te equivocas tú puedes mejorarlo y así siempre. • lo importante era que tú a cada una nos prestabas atención, a cada uno nos dabas ese momento que uno necesitara y nos corregías cuando uno lo necesitaba, en cambio los profesores anteriores no, no hacen eso porque solo es como decopien y ya.

In conclusion, in this subcategory was seen how both the interaction of the students and the teacher influence the learning process of the students, their motivation and their self-confidence. When classmates were not teasing or criticizing, students generally felt a bit more at ease if they made a mistake. It is relevant to highlight that with the information collected before the implementation, it had been identified that the students' experience with learning English orally had been marked by the fear of being judged by their classmates, and by not receiving support from the teacher. However, the classroom became a comfortable and safe space which was recognized as part of the learning process. In this way, the constant support from the pre-service teacher became key to improve the students' self-confidence. Thus, it is demonstrated that the learning environment must be dynamic, in which the relationships established in the classroom enrich the learning process, which makes visible

the importance of promoting positive multidirectional interactions in the classroom.

5.3 Category 2: Vocabulary

The second category is directly related to the research question and the second specific objective which addresses one of the main purposes of the study: To describe students' vocabulary learning in their oral communication in the EFL classroom. It is worth mentioning that this concern arose from the information that was collected during the observation stage, through field diaries and non-participatory observation. It was possible to notice the limited vocabulary that the students had since at the time of completing tasks, most of the students used Google Translator, making in this way a mechanical translation and not a significant learning of vocabulary.

Likewise, it is important to remember that in this project, vocabulary is a very important aspect in the English learning process, since as Wilkins (1974) states communication would not be possible without vocabulary because it is the basis for speaking, reading, writing, and listening. In this way, a person can use an endless number of sentences with a communicative purpose, however, students must select the relevant vocabulary for each communicative situation in which they find themselves in the EFL classroom. In this way, the data that support this category were taken from the field diaries, the exit tickets, the group interview, the initial and final focus groups, and the final test.

5.3.1 Subcategory 1: Communicative situations

In this project, it was employed a particular vocabulary that the students would consistently use during the sessions. This decision was made in line with the definition of vocabulary discussed earlier and the goal was to encourage the students to apply this vocabulary in various communication scenarios. It is possible to find the specific vocabulary and language covered in each session in *Table 1*. This approach was adopted based on feedback from the students in the initial focus group (see Annex 10) who mentioned

experiencing difficulties in learning new words."

- *"yo creo que la retención de vocabulario que puedo aprender unas palabras, pero a los cinco minutos se me puede estar olvidando." (G1, Student 1).*

- *"yo siento que deberíamos manejar mucho más el vocabulario en nuestras clases porque osea uno a veces aprende osea escritura y todo y es mucho mejor en la clase digamos no aprender tanto la escritura sino la pronunciación." (G1, Student 2).*

In this way, it was established that each session would have a different communicative situation where students could practice the vocabulary learned in the session and the one, they already knew. In fact, with the exit tickets used in each session, it was possible to identify and record the vocabulary learning that the students were having because the first item on the exit ticket was "things I learned today." In this way, it was constant that the students wrote there in that space, words that they learned in each session (see Annex 7). Throughout the implementation of the project, the used of situated vocabulary was considered, that is, vocabulary that was common for students related to personality adjectives, occupations, countries, objects, clothes, numbers, months, and family members were used. The decision to use this vocabulary was based on the information collected in the initial diagnosis and on the observation phase.

Furthermore, in table 5 are presented some fragments of conversations from the diagnostic test. In these conversations, the students showed a lack of vocabulary regarding places and numbers. In fact, the mispronunciation of words is an indicator of this. For example, one student was trying to refer to "place" but from its pronunciation it seemed to say "please". Likewise, if the conversations before and after the intervention are compared, better vocabulary management is evident, as well as more fluent conversation.

Table 5

Fragments of conversations from the diagnostic test

Diagnosis test – Conversation	
Audio 10	**Audio 12**
Student A: What is your favorite please?	Student A: what she name of your country?
Student B: My favorite please is house and you?	Student B: I am from Venezuela
Student A: My favorite please is cuarto	Student A: what your number?
	Student B: My number is 302833... (in spanish)
	Student A: sur, is your favorite place?
	Student B: my favorite please is the park.

In contrast, the use of the vocabulary seen in the classes was evident in the final test (Annex 6); the student took the vocabulary seen into account when they were having the conversations. Below in table 6 are some fragments of some conversations that students had, the words and phrases in bold were the ones seen in class.

Table 6

Fragments of conversations from the final test

Fragments of conversations from the final test – Part 1	
Audio 1	*Audio 5*
Student B: Are we from the same class?	*Student A: What´s your **favorite place**?*
Student A: Yes	*Student B: **My favorite place** is the **mall** and yours?*
*Student B: So, we have the same age. **You are 14 years.***	*Student A: **My favorite place** is cinema*

*Student A: No, **I´m 13.*** *Student B: I have never seen you, **are you from Bogota?*** *Student A: ohh, **I´m from** Medellin. I´m new in the school.*	*Student B: What´s your **favorite food**? Mine is **strawberry ice cream.*** *Student A: ohh good, mine is pizza*

Fragments of conversations from the final test – Part 2

Audio G1 *Student A: Who is your mother, Melissa?* *Student B: My mother is Juliet is **twenty-five** years old. My mom is **community manager.*** *Student A: ohh, **I would like to go** with your mother at **the cinema. How much money has mom?*** *Student B: ahh, I don´t know.* *Student A: okay, bye.* *Student B: bye.*	*Audio G6* *Student A: **Do you wanna go to the coffee with me?*** *Student B: Yes of course, why not?* *Student A: **How money money do you have** in your **pocket**?* *Student B: I have **fifteen,** how much do you have?* *Student A: I have **one hundred.***

Likewise, both in the group interview and in the final focus groups, the students indicated that they learned new vocabulary and remembered what they had forgotten which means that the communicative situations that were given in each session allowed them to work with the same vocabulary in a different way.

- Por ejemplo, repasé demasiado lo que fue números, hubieron cosas que no sabía incluso aprendí nuevas con respecto al tema de la familia por ejemplo no sabía cómo se decía padrastro madrastra o como se escribía y en general si siento que mejoré bastante y tuve un progreso y evolución con respecto a la segunda lengua del inglés.

- Mejore, uy si mucho porque antes no sabía casi, ósea si sabía, pero lo básico que como me llamo y cuantos años tengo, pero de los numero si era mal, y también la pronunciación, la escritura cada clase me iba enseñando algo (G1, Student 2)

- Uno va mejorando, aprendiendo nuevas palabras y también con las palabras pues la pronunciación y pues eso después se queda tipo grabado en el cerebro, pues no es que se le olvide a uno fácil, entonces ahí uno ya puede utilizar esas nuevas palabras aprendidas, pues para hablar y comunicarse con los demás (G2, Student 1)

- Cada actividad veíamos un tema diferente y en cada actividad por ejemplo a mí me queda marcada cosas, palabras, expresiones que si podía usarlas frecuentemente para las clases. (G3, Student 3)

In brief, the data collected on communicative situations shows a clear improvement in students' vocabulary. Before the program began, students had very limited vocabulary, making it difficult for them to have basic English conversations and even communicating meaning. However, as the sessions progressed, students learned new words and remembered the ones they had studied before which make a great improvement in their oral expression. The sessions were designed to introduce vocabulary related to personality traits, jobs, countries, objects, clothing, numbers, months, and family members, vocabulary that they had already learned or practiced before. This allowed students to use this vocabulary in various real-life situations, leading to practical learning. The students themselves recognized the importance of vocabulary, stating that it's essential for basic conversations. Thus, to carry out the activities correctly, the students helped each other to resolve vocabulary doubts and their

respective pronunciation, which enhanced their learning process in English in oral communication.

**5.3.2 Subcategory 2: Language production**

This subcategory describes the production of the language that students had throughout the implementation phase, although this project focused only on self-confidence and vocabulary in the oral communication, there were other aspects of the language that were worked on indirectly. For instance, students reinforced writing, listening and aspects of speaking such as pronunciation and fluency. It is noteworthy that linguistic skills are intertwined, and when dynamics are made that require oral communication, aspects such as writing and listening are involved.

Thus, the students were aware of these aspects. From the first session held, it was noticeable through the exit tickets (annex 7) that the students were aware of other linguistic aspects such as fluency, pronunciation, and writing. Pointing out that an improvement must be made in these aspects, since they were involved in the tasks they did (Figure 2). This implies that as these aspects improved, their performance in oral communication also improved.

Figure 2

Student exit ticket Lesson 1
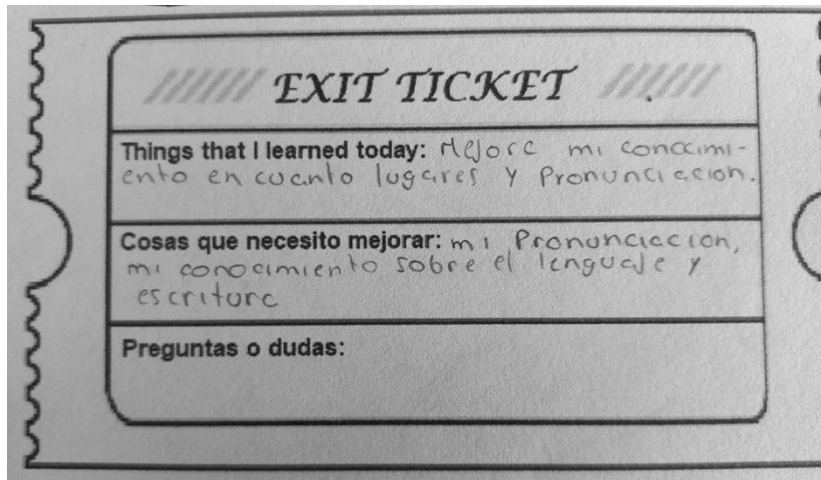
Likewise, it is relevant to recall that in this project it was opted for carrying out a scripted role play where students were given a template that they had to fill. In this way, they tried to be careful with the writing and do it in the best way possible. Thus, the correct pronunciation of the words was important, so their classmates understood them correctly, working in this way on the listening skill.

Furthermore, In the final focus groups (annex 10), the students indicated that thanks to the activities carried out in class, apart from seeing an improvement in their vocabulary and self-confidence, they also showed improvements in writing and pronunciation of some words.
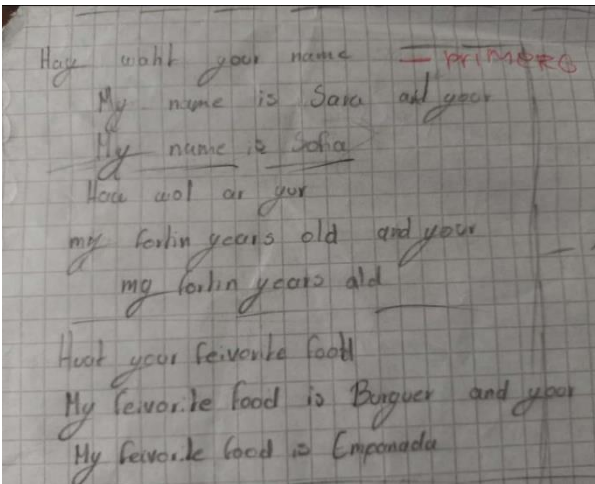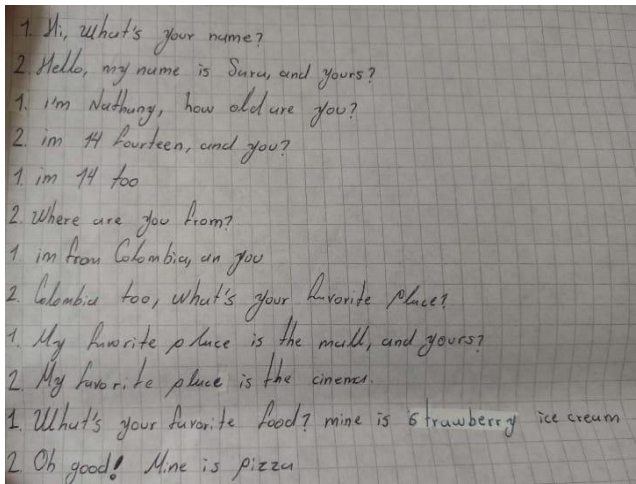
- siento que, si he mejorado palabras que antes pronunciaba mal, entendí, comprendí la pronunciación correcta. La pronunciación siento que he mejorado gracias a las clases. (G1, S1)

- y como todas las clases eran orales ehh eso me ayuda en si a mejorar todo la escritura, cuando lo escribíamos en el cuaderno para pasar al frente y decirlo eh la pronunciación y en si todo (G1, S2)

- yo no sabía nada de la pronunciación de los tiquetes y lo de la música y yo pues ahí en ese momento como uno lo pone en práctica, pues lo va mejorando (G2, S1)

In addition, there was a consensus among the students in the group interview (annex 8) regarding the improvement of the pronunciation of some words, indicating that when they had a conversation the pronunciation of the words was put into practice. Furthermore, it was possible to identify that the students had an improvement in other linguistic aspects that had not been contemplated at the beginning of the research. Although in this project the role strategy had been proposed to foster vocabulary and self-confidence in oral communication, it was noted that the students were able to improve other linguistic skills at the same time.

For instance, their listening was addressed when they had a conversation, whether in pairs or groups, since it was necessary to listen carefully to understand what the other classmates were saying to follow the conversation or to answer the questions proposed by the teacher. Likewise, to understand the other classmates it was important to use the correct pronunciation. At first it could represent a challenge for most of the students, but by using the same vocabulary in different situations it made it possible for the students to become familiar with the pronunciation and learning it progressively, that is, as the sessions progressed students felt more comfortable and secure pronouncing the words. In addition, by considering the use of scripted role plays in this project, it made it possible for the students to also put their English writing into practice. Most of the students decided to write down the conversations they were going to have to be sure that they included all the information. In Figure 3 the contrast between the students' writing before the intervention and after it can be seen. In this case, the use of the correct writing of the words as well as a better use of the grammatical structure in the artifact of the final test is visible.

Figure 3

Students' artifacts

Students' artifact diagnosis test	Students' artifact final test
Hay woht your name — PRIMERO My name is Sara and your My name is Sofia How wol ar yur my fortin years old and your my fortin years old Huot your feivorite food My feivorite food is Burguer and your My feivorite food is Emponada	1. Hi, what's your name? 2. Hello, my name is Sara, and yours? 1. I'm Nathany, how old are you? 2. im 14 fourteen, and you? 1. im 14 too 2. Where are you from? 1. im from Colombia, an you 2. Colombia too, what's your favorite place? 1. My favorite place is the mall, and yours? 2. My favorite place is the cinema. 1. What's your favorite food? mine is strawberry ice cream 2. Oh good! Mine is pizza

In conclusion, each session carried out in the implementation stage made it possible for students to not only to foster their vocabulary and self-confidence in oral communication but also strengthen listening, pronunciation, and writing.

5.4 Category 3: Exchange of dialogues through a foreign language

The third category is directly related to the research question and the third specific objective which addresses one of the main purposes of the study: To understand the impact of the proposal on the oral communication of ninth graders. It should be noted that this concern arose from the information that was collected during the observation stage, through field diaries and non-participatory observation, where the occasionally use of English that students had to communicate in the classroom with each other and with the teacher was identify.

In the same vein, it is pertinent to recall that in this project oral communication is understood as a meaningful transferring of information through language between two or more people within a specific context, it is a direct method of communication, in which the people involved can receive immediate feedback (Prabavathi & Nagasubramani, 2018). Thereby, in the EFL classroom, space to practice speaking must be provided so that students can communicate orally with their classmates. Understanding that when they communicate it

is not just repeating words mechanically but rather, they are establishing a conversation with meaning within a specific context. In fact, in this study, different contexts were proposed for each session with the aim that students could practice their learned vocabulary in different communicative situations.

5.4.1 Subcategory 1: Collaborative learning

This subcategory describes the collaborative learning that was generated in the EFL classroom during the implementation. Since this project was based on constructivism approach, it sought to actively involve students in the construction of their own learning process. Although, it could be identified different learning rates, that is, there were some students who had a better level than their classmates, it is important to highlight that throughout the sessions it was noticeable how knowledge was being built jointly between the students and the teacher.

In accordance with field notes (Annex 12), from session 1, the students showed their willingness to participate in class and carry out the proposed activities. Although at first the students were not used to speak constantly in English, they tried to do so by supporting their classmates as evidenced in the following field note: "the students were active, each one in their group, collaborating either to solve doubts about the vocabulary or helping their classmates with the pronunciation of some words." (Field note, lesson 1, March 3rd, 2023). Therefore, by establishing the dynamics of work in pairs and groups, students could socialize with several of their classmates, allowing them to exchange their ideas and support each other, whether it was socializing unknown vocabulary or helping to correct the pronunciation of a word. As could be noticed in some fragments of the final focus group.

- *Usted sabe más venga, ayúdeme explíqueme, entonces yo creo que en ese aspecto si había como un poquito más de confianza porque era face to face, osea tu me ayudas,*

yo te ayudo y asi (S1, G1)

- *La pronunciación tú nos ayudabas a mejorarla bastante, digamos cada palabra que no entendiamos o no sabiamos su pronunciación pues tu nos ayudabas y asi ibamos pronunciación cada vez mejor. (S4, G1)*

This shows that when carrying out the activities the students tried to support each other, perhaps recognizing that some knew more than others, and taking this in favor of the construction of common knowledge. Likewise, the students relied on the teacher to improve their oral communication asking for clarification and guidance. Furthermore, in the moment of carrying out the different activities the students helped each other to correct themselves (see table 7).

Table 7

Fragments of conversations from the classes

Fragment Lesson 3 audio 2	Fragment Lesson 4 audio 1
Student A: How much is the hoodie?	Student A: What´s your flight?
Student B: it´s ehh (¿como se dice ochenta?) eigtheen?	Student B: my flight is MP320
Student A eighty thousand	Student A: (ay /laugh/ ya me perdí, lo siento. Otra vez) /Pause/ ya
Student B: eighty thousand	Student A: What´s your gate of the flight?
Student A: here you are	Student B: my gate is A08
Student B: here is your change.	

Fragment Lesson 4 audio 6 Student A: what does the flight come from? Student B: (Alemania, ¿se dice normal?) Teacher: Germany Both students: Germany Student A: what´s your destination Student B: Italy	**Fragment Lesson 6 audio 1** Student C: my favorite song is Cardigan B, bye Students of the group: bye /Claps/ Viewers comments: ay good, excellent, good job girls!

The important thing to notice about this is that when the conversions were carried out between pairs, the students were sometimes not sure how to pronounce a word, and they rectified this with their classmates or with the teacher. Likewise, mutual support was evident among the students because at the end of each group presentation the other classmates congratulated their classmates. In this way, the effort that each classmate made to complete the task was appreciated and a construction of mutual knowledge was carried out because at the end of the presentations the rest of the students were asked in English about the information that their classmates they had told.

To conclude, due to the methodology proposed in the sessions, the students were able to generate collaborative learning with their classmates and teacher, this generated a positive impact on the exchange of dialogues through a foreign language, because the students supported each other before and during the communicative process. In this way, both the activities proposed in pairs and in groups allowed the students to learn together.

5.4.2 Subcategory 2: Real interactions

This category describes how by using role plays students had real interactions with their classmates. For this, it is significant to recall thar role play in this project is understood as a communicative technique that involves acting and behaving in a specific way. Students may play themselves, but in different settings, or play imaginary characters in different situations (Laudousse,1987). Thus, in this project seven lessons were developed based on social environments of the immediate reality of the students.

In this way, in the first lesson students created a short telephone conversation where they asked for permission or invited someone to do something, the template given to the students had contextualized situations that the students could have already experienced or may experience in the future. In fact, in Figure 4 could be seen how students pointed out that they learned to create a conversation where they asked permission or invited someone.

Figure 4

Students exit tickets Lesson 1

In the second lesson, students created a short conversation about introducing themselves and knowing more people but with fictional characters. These interactions allowed the students to be more aware that they can get to know more people from different places and not just Colombia. Likewise, the students reinforced their vocabulary to introduce themselves as can be seen reflected in figure 5. Thus, this activity let students practice vocabulary related to introduce themselves as well as communicate orally with their

classmates.

Figure 5

Students exit tickets Lesson 2

In the third lesson, students produced a short conversation about shopping conversations. In fact, the students took turns being sellers and buyers. This was a situation that was familiar to everyone and by using the fake money it allowed the students to feel more in control and comfortable with the activity because they could feel the conversation more real.

Fragment conversation of Lesson 3 audio 5

> *Student A: Hello, can help you?*
>
> *Student B: Hello thanks, how much is pencil case*
>
> *Student A: is fifty thousand*
>
> *Student B: Thank you.*

Taking into the consideration the above, students had conversations where they did the exercise of selling something with their objects, thus when students sold something they gave it to their classmates and at the end of the activity they returned the things to their classmates. Additionally, with this exercise the students were more aware of the English vocabulary of the objects they commonly use.

In the fourth lesson, students had a short conversation. The students pretended to be

passengers and receptionists of the airport. In this way, to provide the information, the students used as support the given template that was filled with information that they themselves invented.

Fragment conversation of Lesson 4 audio 3

Student A: Where does the flight come from?

Student B: Peru

Student A: What is your destination?

Student B: Italy

*Student A: When is the flight?*

Student B: Thirty July 2023

Student A: What time does your flight leave?

Student B: seven o´clock

Considering the above, the students had the opportunity to practice and learn how to say the information of a boarding pass in English (Figure 6). Probably, some of them had already traveled and knew the information that normally appears on the boarding pass, but those who had never done so got an idea of the information that usually appears, thus carrying out a conversation not too far from their own reality. Also, this activity strengthened the way student said dates in English, numbers, and spelling.

Figure 6

Students exit tickets Lesson 4
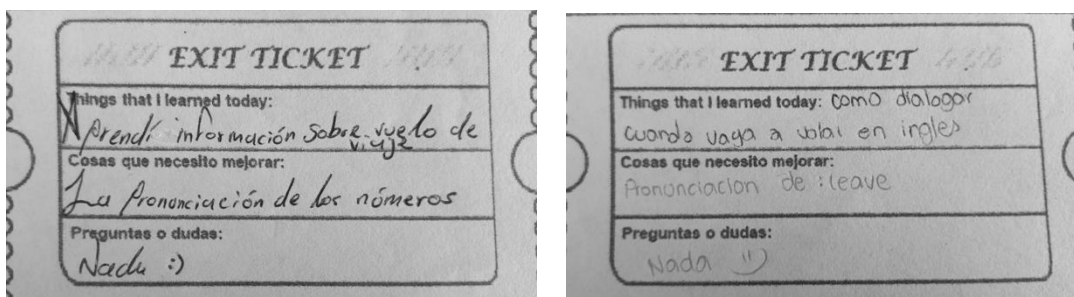
In the fifth lesson, students in groups produced a family conservation based on the questions that teacher provided. In this way, each group had certain questions that the students organized and solved as a group.

Fragment conversation of Lesson 5 audio 3

Student A: What day is today?

Student B: Today is Saturday Mateo. Today we´re going to the amusement park.

Student C: How is the weather?

Student A: It is sunny.

Bearing in mind the above, the students created hypothetical conversations that a family may have. Thus, fictitious characters were used where each student performed as a specific family member. In such manner, students could practice vocabulary already seen related to family, weather, music, objects, and places.

In the sixth lesson, students in groups created a personal conversation where daily topics that people talked about were included. Thus, students were talking about themselves with their classmates but expressing this in English.

Fragment conversation of Lesson 6 audio

Student A: What is your favorite city?

Student B: My favorite city is Caldas

Student C: My favorite city is Bogota

Student D: My favorite city is Nueva York

It should be noted that this activity had great significance due to the students tried to express their personal opinions and beliefs through this short exercise that was shared in front of the whole group, expressing themselves in public.

In the seventh lesson, students simulated being at an auction. To carry out this exercise, each student selected two of their own objects and assigned them a bid price.

Fragment conversation of Lesson 7 audio 1

Student A: the next item is pencil case

Teacher: the description

Student A: (grande) with two pockets and green and pink. The initial bid price starts with ten thousand pesos.

Student B: Fifteen thousand

Student C: Forty thousand

Student D: Fifty thousand

Student E: Sixty thousand

Student F: No, seventy thousand

Student G: one hundred thousand

/20 Seconds later/

Student A: sold to number (cincuenta dos)

Teacher: in English

Student A: fifty-two

It is important to highlight that to carry out this activity it was necessary to explain that it was an auction since some students did not know the term, but although they had not heard the term properly when the teacher explained it, they understood it, referring to the fact that they had sometimes seen it in a movie. This shows that although the students had not interacted with an auction in their lives, the idea of it was not that far away. Likewise, it was a valuable closing activity, because the students were able to interact orally with each other without fear of being judged, and the activity was carried out with vocabulary that was already familiar to them.

In summary, due to the sessions planned and the scenarios proposed for each session, the students were able to organize and prepare conversations that were part of their

immediate reality, either through lived experience or through external recognition of it. Thus, being immersed in the EFL classroom, the students communicated through dialogue in this foreign language. In this way, the students were able to put into practice everything they learned in class such as vocabulary, self-confidence, and correct pronunciation of words. Likewise, by carrying out a constant communicative process, the students were more aware of their own learning processes, strengthening teamwork, thus recognizing themselves as their peers, creating spaces for meaningful communicative exchanges where an effective communication was identified.

5.4.3 Subcategory 3: Use of English language in oral communication

This subcategory describes the use of English language in oral communication that students had throughout the implementation phase of this project. It should be noted that with the non-participatory observation and the initial focus group (annex 10) was identify that the students merely used English in oral communication. They only used it when the teacher asked them to do an oral exercise, although due to time constraints they were not able to complete all of them, which suggested that the students did not have enough space to be able to speak and practice their English. Likewise, the students pointed out that in previous classes more importance was given to written production than to oral production, which is why it was more difficult for them to establish a conversation considering aspects such as vocabulary, pronunciation, and fluency.

That is why in this proposal the need to use a strategy such as role play was raised so that the students used English to communicate orally. Thus, in each session the students were establishing conversations with their classmates in English (Annex 9). However, when the students did not remember the English vocabulary, they used Spanish, but most of the time they tried to speak in English.

In addition, it is important to highlight that as the sessions developed, the students,

through the exit tickets (Annex 7), stated that they were learning how to have a dialogue and conversation in English, as well as being aware that they should improve their pronunciation and fluency in the oral skill to have better performance when they speak. In fact, in one of the questions from the group interview that was made after the implementation phase, the students were asked if they thought it was easier for them to have a conversation in English. Below are some of their responses.

- *Si porque aprendimos a llevar el dialogo, lo hacíamos constantemente*

- *Si porque en todas las clases hacíamos eso contigo, conversaciones estábamos dialogando pues al hacer eso lo ponemos en práctica.*

- *En las clases anteriores solo escribíamos y ya, en cambio en la tuyas fue dinámico y actuamos hablamos demasiado y había que comunicarlo a todos, a todo el curso.*

The above shows that by proposing role-playing activities where the students had to communicate frequently in the English language, it helped the students to better maintain a conversation in English because they spoke constantly. Likewise, by using the methodology of working in pairs and groups, it allowed all the students to speak and practice their English orally, leaving no one without participating.

In summary, this subcategory explores how students' oral English communication evolved during the project's implementation. Initially, they used English mostly when prompted by the teacher, and time constraints limited their practice. Their previous focus on written work made spoken English more challenging. Introducing role-play as a strategy led to a positive change, with students engaging in English conversations in each session, occasionally switching to Spanish but trying to stick to English. Their feedback on exit tickets showed improved conversational skills, and they recognized the need to work on

pronunciation and fluency. In a group interview, students expressed greater confidence in holding English conversations, indicating the effectiveness of role-play and the benefit of group activities in bridging the gap in oral communication skills.

CHAPTER VI

Conclusions and implications

This chapter examines the conclusions that arose from this research project considering the finding previously presented. It also describes the implications for the students and the pre-service teacher, the limitations that emerged during the implementation of the project and provides some suggestions for further research in the field.

6.1 Conclusions

To begin with, it is important to recall that the aim of this project was to describe the effect of using role plays to improve self-confidence and vocabulary in oral communication of 9th graders. Thus, this project was guided by the following question research: to what extent do role plays improve self-confidence and vocabulary in oral communication in E.F.L classroom? Hence to answer this question three specific objectives were set: the first one was to identify the effects of using role plays on self-confidence in oral communication. The second was to describe students' vocabulary learning in their oral communication in the EFL classroom and the third was to understand the impact of the proposal on the oral communication of ninth graders.

Regarding the first specific objective, due to the methodology used during the implementation, the proposed activities and the constant support from the pre-service teacher enabled an increase in the self-confidence that the students had in themselves. Firstly, once the context and the perceptions that the student had about their self-confidence were known,

it was proposed to use a class methodology in which the students would increase their self-confidence in a scaled manner, for this purpose four sessions were proposed in which the students would have to work individually and three sessions in which they would have to work in groups. Thus, the first approaches that the students made orally were only with one classmate at a time, that is, they changed partners every five minutes which allowed oral communication between them to be closer, strengthening the group on a small scale. In this way, when the student worked in groups and presented their conversations to the entire group, they already felt more self-confident and comfortable speaking in English due to the previous interaction with their classmates and the vocabulary acquired.

Likewise, by proposing communicative activities that were familiar to the students, it increased the motivation they had to complete the task, which generated an impact on self-confidence due to intrinsic motivation, that is, students simply enjoyed the activity by valuing the process of learning, without having to worry about being judged or mocked, or by an extrinsic motivation, in which students were encouraged to participate for some point of participation. In either of the two previous situations, it is extremely important to highlight that the students were encouraged to communicate their conversations orally in English, which represents a great contribution to their self-confidence. Furthermore, the role of the teacher was key to foster the student's self-confidence, due to the constant support and accompaniment to the students, they were able to correct and improve their weaknesses. This increased their self-confidence and motivation when they had a conversation in English. It is noteworthy to mention that was through the students' testimonies that was possible to identify the increasement in their self-confidence.

Concerning the second specific objective, the data collected showed that the vocabulary learning of the students increased. This was mainly since in this project were

considered seven different communicative situations in which the students had to use vocabulary related to personality adjectives, occupations, countries, objects, clothes, numbers, months, and family members in different situations. In this way, constant use of the vocabulary seen was made, allowing significant learning of new words. Likewise, learning these new words had an impact on other linguistic skills not contemplated at the beginning of the project such as writing, listening, and pronunciation. This is because when the use of scripted role play was proposed, students created a type of script to guide their conversation. In this way, students improved their writing, just as when they were immersed in a context of communicative situations it was necessary to understand what the other partner said to answer properly, so for the other classmates to also understand it was relevant to do the correct pronunciation of the words. And although for some students it was difficult to pronounce new words learned or even those they already knew, using the same vocabulary in different situations allowed them to improve. So, they reinforce not only their vocabulary learning but also strengthen listening, writing and pronunciation.

Respecting the third specific objective, it was noticeable that the students improved their ability to communicate orally, because throughout the classes held in the implementation phase the students helped each other, either by solving doubts about vocabulary or verifying pronunciation. Likewise, in each class they did the exercise of communicating orally with their classmates, generating real interactions. Thus, in the end the students feel capable of maintaining a basic conversation in English with someone.

In view of the above, it is pertinent to conclude that the impact of the use of role plays on self-confidence and vocabulary in oral communication was highly positive. Because when contrasting the information collected in the observation and implementation phases, a clear improvement is evident with respect to the development and learning of these two aspects.

6.2 Implications

Considering everything discussed so far, it is important to highlight that this project has some implications regarding the teaching and learning of English as a foreign language. First of all, it is relevant to keep in mind that in Colombia learning objectives have been established for each school grade, but they have not been met satisfactorily, in the same vein the development and learning of oral skill has been underestimated in the EFL classroom. Hence, the need to generate new strategies that allow improving the learning process of students in this field.

Thus, one of the most important implications of this project was that the students were able to develop and maintain different conversations in different communicative contexts, generating situated learning where they could express their ideas, thus the classroom became a place where all students could participate freely. Likewise, this project illustrates that even with large groups it is possible to develop oral communication in English without the need to exclude anyone, generating a dynamic and comfortable space for each person. Hence, the relevance of the active participation of teachers in the students' learning process, where teachers provide support and monitoring through the proposed activities.

Likewise, it is important to point out that group and pair dynamics together with a contextualized approach allow generating spaces for collaborative knowledge construction, generating a more personalized and appealing learning environment. In this sense, this project demonstrates that through role plays it is possible to improve self-confidence and vocabulary learning in oral communication. However, it is important to continue exploring and refining the use of strategies to improve oral communication learning.

6.3 Limitations

The main difficulty that arose in the development of the research project was the constant change in class schedules, and the extracurricular activities that took up the time assigned for carrying out the sessions. Thus, the pedagogical and didactic proposal was modified according to the time available to carry out the intervention.

6.4 Further research

In the present research, it was evident that the use of role plays, apart from positively influencing the self-confidence and vocabulary learning of the students, also influenced other linguistic aspects, therefore an investigation of the use of role plays focusing on other linguistic skills could be expand the impact of this strategy. Likewise, the time used for this project was not very long, it would be interesting to identify if in a longer time and in a different context the proposal would have the same results. In addition, this research could be expanded by doing a deeper investigation into the development of self-confidence in the EFL classroom. In this way, it could be done a mixed research that includes quantitative data that allows the researcher to have more accurate information about increasing students' self-confidence.

REFERENCES

Brophy, J. (1999). Perspectives of classroom management: Yesterday, today and tomorrow. In H. Freiberg (Ed.), Beyond behaviorism: changing the classroom management paradigm, 43–56. Boston: Allyn and Bacon.

Brown, H. D. (2000). *Principles of language learning and teaching (Vol. 4)*. New York: Longman.

Burns, A. (2009). Action research. In Qualitative research in applied linguistics (pp. 112-134). London, UK: Palgrave Macmillan.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners.* Routledge.

Canals, L. (2017). *Instruments for gathering data*. In E. Moore & M. Dooly (Eds), Qualitative approaches to research on plurilingual education (pp. 390-401).

Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. London, Sage. Corbin, J., & *Strauss, A. (2015). Basics of qualitative research (4th ed.). SAGE.

Chauhan, P. M. (2015). Role play: A means of dialogue for learning English language. *Arts Social Sci J*, *6*(132), 2.

Chiew, F. N& Poh, K. N. (2015). "A Review of Intrinsic and Extrinsic Motivations of ESL Learners," International Journal of Languages, Literature and Linguistics vol. 1, no. 2,

pp. 98-105, 2015.

Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, 13, 3-21.

Corredor Sánchez, D. A. (2018). *Fostering Oral Communication through Project Work and Situated Learning*. [Thesis Degree, Universidad Pedagógica Nacional]. Repositorio Institucional de la Universidad Pedagógica Nacional.

Garrett, T. (2008) *Student-Centered and Teacher-Centered Classroom Management: A Case Study of Three Elementary Teachers*. Journal of Classroom Interaction, 43, 34-47.

Góral, A & Jałocha, B & Mazurkiewicz, & Zawadzki, M. (2021). Action Research: A Handbook for Students.

Grundy, S. (1987). *Curriculum product or praxis. University of New England,* USA.

Hopkins, D. (2008). *A teacher's guide to classroom research* (4th ed.). Maidenhead, UK: Open University Press.

Hymes, D. (1974). *Foundations in sociolinguistics: An ethnographic approach*. Routledge.

Institución Educativa Distrital Liceo Femenino Mercedes Nariño (2018). *Manual de convivencia.*

Kumar, R. (2011) *Research Methodology: A Step-by-Step Guide for Beginners*. 3rd Edition. Sage, New Delhi.

Ladousse, Gillian Porter. (1987). *Resource Books for Teachers: ROLE PLAY*

Lankshear, C., & Knobel, M. (2004). Teacher research from design to

implementation. Glasgow, UK: Bell & Bain Ltd.

Latorre, A. (2009). *Capítulo 12 – La investigación acción. In R. Bisquerra (Coor.)*, Metodología de la investigación educativa (369-394). Editorial La Muralla.

Ministerio de Educación Nacional, MEN (2006). *Estandares Básicos de Competencias en Lenguas Extranjeras:Inglés. Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer.* Revolución Educativa. Colombia aprende.Bogotá.

Neupane, B. (2019). Effectiveness of role play in improving speaking skill. *Journal of NELTA Gandaki*, *1*, 11-18.

Nuriyanti, K. (2017). *Using Role-Play Techniques to Improve Speaking Ability for Students in the Classroom.* Universidad Islámica de Malang: Medina, Saudi Arabia.

Observatorio Gestión Educativa (2023). *Análisis de resultados Pruebas Saber 11° | 2022.*

Prabavathi, R., & Nagasubramani, P. C. (2018). *Effective oral and written communication. Journal of Applied and Advanced Research,* 3(1), 29-32. https://doi.org/10.21839/jaar.2018.v3iS1.164

Ramírez Ortiz, S. M., & Artunduaga Cuéllar, M. T. (2018). Authentic tasks to foster oral production among English as a foreign language learners. *How*, *25*(1), 51-68.

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, *2*(2), 6-18.

Statista. (2022). *The most spoken languages worldwide in 2022.*https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/

Tudor, I. (2001). *The dynamics of the language classroom.* Cambridge, UK: Cambridge University Press.

Vanegas Gutierrez, K. N. (2020). *Boosting argumentative speaking skills and cultural awareness through ludic activities.* [Thesis Degree, Universidad Pedagógica Nacional]. Repositorio Institucional de la Universidad Pedagógica Nacional.

Widjaja, M., & Apriliyanti, D. L. (2022). Enhancing English speaking skills for elementary learners through role play: challenges and opportunities. Project *(Professional Journal of English Education)*, *5*(5), 926-933.

Willis, J. (2007). *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks, CA: SAGE Publications, Inc.

Wilkins D.A (1974). *Second language learning.* London: Edward Arnold.

ANNEXES

Diagnostic test

Describe the daily routine of a relative or friend, you should mention the next aspects:

- ¿Quién es la persona?
- Nombre
- Edad
- Ocupación
- Descripción física de la persona
- Hora en que se levanta
- Hora de salida y llegada de la casa
- Qué actividades realiza durante el día (al menos 3)
- Hora en que se duerme

Diagnostic test

FIELD DIARY N°

Basic information	
Date: August 25th 2022	
School: Liceo Femenino Mercedes Nariño	
Head Teacher: Sindy Rivera	
Grade: 805	**N° Students:**
Start time of the class:	**End time of the class:**

Description	Insights
Stages of the class	
Course methodology	.
Use of the English Language	

Class Environment	
Attitude of the students towards the class	
Attitude of the students towards knowledge	
Resources of the class	
Interactions	

Final del docu...

Annex 4: Survey

10. ¿Cuál crees que es tu desempeño en el área de inglés?

- ○ Muy bueno
- ○ Bueno
- ○ Regular
- ○ Necesita mejorar
- ○ Malo

11. ¿Qué forma de aprendizaje se te hace más fácil?

- ○ Visual
- ○ Auditiva
- ○ Escrita
- ○ Oral

12. ¿Qué forma de aprendizaje se te dificulta más?

- ○ Visual
- ○ Auditiva
- ○ Escrita
- ○ Oral

13. ¿Cuál crees que es la habilidad lingüística que más se te dificulta en inglés? Enuméralas de 1 a 6, siendo 6 la más difícil y 1 la más fácil.

- ____ Hablar
- ____ Escribir
- ____ Escuchar
- ____ Leer
- ____ Gramática
- ____ Vocabulario

14. ¿De qué forma te gustaría trabajar durante la clase de inglés?

- ○ Actividades individuales
- ○ Actividades para realizar en parejas
- ○ Actividades para trabajar en grupo

Lee con atención las siguientes preguntas; estas se plantean con el objetivo de reconocer tu contexto socioeconómico, cultural y académico. Responde de manera honesta, los apartados no tienen ninguna calificación.

Datos Personales

Fecha: _____

Nombre: _____

Curso: _____

Edad: _____

Barrio en qué vive: _____

Contexto

Nota: Por favor marcar las respuestas con una **X**

1. Selecciona con quién vives

- ○ Mamá y papá
- ○ Mamá
- ○ Papá
- ○ Madrastra
- ○ Padrastro
- ○ Hermanos
- ○ Abuelos
- ○ Tíos
- ○ Tías
- ○ Otro ¿Cuál?: _____

2. Ocupación de tu(s) acudiente(s): _____

3. ¿Cuál es el máximo nivel de escolaridad alcanzado por tu acudiente?

   a. Sin educación
   b. Primaria
   c. Secundaria
   d. Técnico/ Tecnólogo

   e. Universitario
   f. Especialista/ Maestría
   g. Doctorado
   h. No sé

4. ¿Quién te ayuda con las tareas del colegio?

   a. Nadie, todos están ocupados
   b. Madre
   c. Padre
   d. Otros familiares

5. Selecciona en cuál de los siguientes sitios, crees que aprendes mejor

   a. En casa, sin ayuda de nadie
   b. En casa con apoyo de un familiar
   c. En la escuela con mis amigos y docentes

6. ¿Te gusta aprender inglés?

   a. Si
   b. No

   ¿Por qué?:
   _____
   _____
   _____

7. ¿Crees que es importante aprender inglés?

   a. Si

   b. No

   ¿Por qué?:
   _____
   _____

8. ¿Cuál de los siguientes adjetivos relacionas con el área de inglés

   a. Difícil
   b. Aburrido
   c. Normal
   d. Fácil
   e. Interesante

9. Menciona cuáles son las falencias y los aspectos positivos de la clase inglés.

Falencias	Aspectos positivos

Annex 5: Consent form

	FOMATO		
AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018			
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____

Yo, _____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. ☐ NUIP ☐ No. _____ declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales[3], necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles[4] y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

_____

FIRMA

Nombre: _____

Identificación: _____

---

[3] La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

[4] Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelan el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Documento Oficial. Universidad Pedagógica Nacional.

Annex 6 Link Pre- test & Post- test

PRE TEST -- POST TEST

Annex 7 Link Exit tickets

[Exit tickets](#)

Annex 8 Group interview

[Group interview](#)

Annex 9 Link Session

[Sessions](#)

Annex 10 Focus group

[Focus groups](#)

Annex 11 Artifacts

[Artifacts](#)

Annex 12 Field diaries – Implementation

[Field diaries - Implementation](#)