

**ESCUELA NORMAL SUPERIOR
DEL ESTADO DE MÉXICO**



**Role-play and information gap activities to
improve oral production in third grade secondary
school students**

TESIS DE INVESTIGACIÓN

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PRESENTA

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Introduction

All over the world, English teaching has gained importance since it is the language used in different areas such as technology and science. Thus, in Mexico, in 1993, some States designed different programs to promote the English teaching in kindergarten and primary school level to boost the contact with the language before the secondary school. Nonetheless, there was a need of unification that enhanced the creation of the *Programa Nacional de Inglés* (PRONI), created in 2009, whose main purpose is to promote the ability of communication in English in students, who are expected to become fluent in the language.

Nowadays, the curricula that guides English teaching in public schools is *Aprendizajes Clave para la Educación Integral* (2017) and, in some cases, schools work with the 2011 curricula: *National English Program in Basic Education* (NEPBE). Both of them are based on the communicative approach projected into social practices of the language. Actually, the general purpose of the *Lengua Extranjera. Inglés* subject implies that students develop skills and learning strategies to interact in social practices of the language, both written and spoken in different contexts. (SEP, 2017, p. 265). Therefore, it is compulsory that students carry on activities that promote the real use of English, linked to the self-regulation of emotions, including basic knowledge to enhance some values such as collaboration, respect and empathy towards cultural diversity.

Taking this into consideration, an important skill for students to develop is speaking, which is one of the tools that will let them communicate their ideas. This skill is defined as the production of oral texts for the purpose of communication, considering the importance of doing so in an effective way. To assure effective communication (avoiding misunderstandings) there are some characteristics that have an important role in the successful achievement of this communicative process, such as fluency, comprehension, pronunciation and even the word choice as well as the structure of the utterances.

For this reason, it should be imperative that secondary school students work on their oral production. Nevertheless, it was found that for third-graders from the secondary school “Ricardo Flores Magón” it was a skill that needed to be improved because some students of the group E

demonstrated having problems with it. Problem that was verified through a diagnostic exam presented in the first chapter.

Bearing in mind the importance of this skill, research was done in an attempt to select the most appropriate strategies that helped students to improve their oral production. Along these lines and based on the theories exposed in the present thesis, the best and most suitable strategies found, were role-play and information gap activities, considering the characteristics of the group of study.

In order to reach the objectives, the activities proposed in this investigation are a set of different exercises that made use of strategies above-mentioned which, according to the data, if well applied, they will definitely help students to improve their oral production as well as some other skills listed in the conclusion part.

Then, to share the findings, this thesis is divided into five chapters: chapter number one describes the problem as well as the instruments that were applied in order to verify it and gather data related to the causes. Also, it includes the methodological framework and the research questions that guided the investigation.

In chapter number two, the theories that gave support to the suggested activities are presented, together with an explanation on how to develop them adequately. Additionally, some important considerations to assure success are included such as the seating arrangement and how the teacher should give instructions.

Next, it is chapter number three, which includes the description of the planned activities for the purpose of giving the reader a glimpse of the way in which all the theory was put into practice inside the classroom. To have a better idea of it, the description of the activities contains the objective of each one as well as the social practice of the language and the topic they were immersed in.

Thereafter, in chapter number four the results are shown and analyzed based on the data gathered through the rubric by which the teacher evaluated students' performance in the different activities.

Lastly, the author presents the conclusions reached as the result of the investigation, together with some suggestions to be taken into account to do the maximum of the strategies suggested in this paper.

CHAPTER I

PROBLEM STATEMENT

1.1 The problem

Speaking English provides many advantages. One of the most important is that English is a tool that can help people to communicate with others even when there is not a mother tongue in common. This owing to the fact that English “is a truly global lingua franca – the language most widely spoken throughout the world” (Woll, 2022). Thereupon, the global lingua franca helps to cross borders not only physical, but mental ones as well.

In fact, the current curricula *Aprendizajes Clave para la Educación Integral* includes the *Lengua Extranjera. Inglés* subject in the syllabus of kindergarten and primary school level. At the kindergarten level together with the first and second grade of primary school students are supposed to get familiarized with the language. After that, they would work on mastering the language (Competence and domain period). By the end of the basic education (at the secondary level), pupils would reach a B1 level, according to the Common European Framework of Reference for Languages (CEFR). In this level, the main purpose is that they are able to interact through oral and written texts and behave depending on the different communicative situations they might face.

Unfortunately, not all the kindergarten and primary schools have an English teacher who can work on it. Actually, the SEP (2017, p. 265) expresses the need of experts on the subject to achieve the proposed goals. It also mentions that until the 2015-2016 school cycle, just 18% of the third-grade kindergarten groups had an English teacher, while at the primary level, just 20% of them had it.

As a consequence, most of the students in public schools start the familiarization period at the secondary level. And just a few have studied it previously, but they have done it in private schools or classes. For that reason, secondary school teachers must adapt the syllabus content to the students’ contexts.

This was the case of students from the secondary school “Ricardo Flores Magón” located in Zinacantepec, Estado de México. They were not used to working on their oral production. And in fact, talking about third graders, their oral production was limited to rarely repeating pre-established short sentences.

Moreover, as at the secondary school mentioned above there had been an emphasis on the other skills and features of the language such as grammar and vocabulary, students were afraid of participating in any oral activity in English. Mainly because they did not want to commit mistakes, especially at that age, when they do care a lot about what the others think about them, not only the issues related to physical appearance, but also their *mental capabilities* (Brown, 2000). It implies that to avoid negative comments, nicknames or mocking, students tried to avoid speaking in English. Actually, when they had to record an audio practicing this skill, they took a lot of time practicing what they were going to say, and when there was a grammatical mistake, their peers immediately corrected them, interrupting the communicative process.

Therefore, it can be said that there was a great problem when teachers tried to make students speak, as they were not used to it. Worried about the situation, the authorities of the school were trying to work on this factor so they suggested starting by practicing the basic questions related to personal information, such as name, age, nationality, address, e-mail address, family members, pets, and phone number during the classes.

1.2 Diagnosis

To be more specific, third-grade group “E” is the group where students did not want to voluntarily participate when they were asked to do it in an oral way, some of them even refused to do it when they were directly asked to speak, and some others did it but in a low tone, which reflected insecurity. That is why, to verify the problem, three instruments were used. The first one was an observation guide and the second one was a survey, in which, 20 students (55.5%) out of 36 expressed that speaking was the most difficult skill for them, information that confirms the detected problem. At last, a speaking diagnostic exam was applied. The results of these instruments are shown below.

- **Results of the observation guide**

According to this guide, students participated actively when they had to repeat specific chunks in English as a whole group, but they lowered their voices when they were asked to do it individually.

When reading aloud, some of them did it lower than others, depending on their English level, and when they did not know how to pronounce a word, most of them continued the reading without hesitation and just few students asked “¿cómo se decía?” or took too long to continue the reading.

Talking about the oral production when they were working with their friends, they tended to be more relaxed, but their effort was less than when working with their classmates with whom they do not have a strong relationship. In this last case, students made greater efforts.

In this group there was only a student who voluntarily participated in oral activities, and this is due to her level of English. (Annex 1).

- **Analysis of data obtained from the survey**

During the intervention period that went from October 3 to 28, 2022 at the Escuela Secundaria Federalizada "Ricardo Flores Magón", a survey (Annex 2) was applied to a total of 36 students (of which 20 were male and 16 were female) of the third-grade group E, with the objective of gathering information related to the identified problem (what the most difficult skill was and why, according to this group of students). This survey was composed of 10 questions, of which 5 were semi-open and the rest of them were closed. It is important to mention that, to gather more accurate information, the survey was applied in Spanish, Ergo, the questions and answers are going to be presented in that language too.

Question 1: De las siguientes habilidades, ¿cuál se te dificulta más en inglés?

In this question, 20 students (55.55%) out of 36 (100%) stated that the skill that was most difficult for them was speaking in English, while 10 (27.77%) of them expressed that it was writing, 8 more students (22.22% out of the total) chose the option of reading, and in turn the same number of students (8 of them) expressed that it was listening. For her part, 1 student (2.77%) expressed that no skill was difficult for her. As can be seen (see annex 3), most of the students had problems with oral skills when it comes to the English language, which confirmed the problem detected. It is worth mentioning that some students chose more than one option, since they expressed that those skills represented great difficulty for them, so the sum of these is bigger than the total number of the sample.

Question 2: Cuando tienes que expresarte en inglés, prefieres que sea:

Here, 18 students (50%) out of the 36 (100%), expressed that they preferred to express themselves in a written way, while the other half (18 students out of the 36 students) selected the option "de forma oral", mentioning that it was harder for them to write and that they preferred trying to do it orally so that they could learn. But in fact, during the lessons and as the observational guide points,

they were afraid of mispronouncing words they did not know, which shows the importance of providing them with the appropriate scaffolding, by selecting specific accurate activities.

Question 3: ¿Qué tan importante crees que sea hablar en inglés?

In this question, 31 students (86.11%) out of the 36 (100%) answered that speaking English was important, while another 5 (13.88%) of the total expressed that it was not especially important. And none of the students said that speaking in English lacks importance. Which shows the great relevance that English means within this community of students, then, if well guided, they can develop this skill, because most of them (see annex 3) agreed that it is important.

Question 4: ¿Te sientes cómodo hablando en inglés?

As it can be seen in the graph included in annex 3, 14 (38.88%) of the 36 students (100%) said they felt comfortable speaking in English, while the remaining 22 (61.11%) expressed that they did not feel comfortable when they had to speak in English, this due to many reasons, such as shyness or lack of confidence, which supports the detected problem, since most of the students (more than 50% of them) said that they did not feel comfortable speaking in English.

Question 5: De los siguientes factores, selecciona los que consideres una limitación para que hables en inglés:

Through this question it was possible to identify that one of the biggest limitations for students to speak English was the lack of practice, which was mentioned by 21 students (58.33% of the total), followed by the fear of not doing it well, selected by 15 students (41.66% of the total of the sample), finding as a third limitation the lack of vocabulary, mentioned by 8 students (representing 22.22% of the 36 students). In fourth place, the fear that people made fun of them (selected by 25 % of the students, that is 9 of them). It should be noted that the sum of these percentages is bigger than 100% since in this question it was possible to select more than one option, however, the predominance of the first limitation mentioned is evident, that is the lack of English practice.

Question 6: ¿Te gustaría que se realizaran más actividades en donde puedas hablar en inglés dentro del aula?

In this question, 25 (68.44%) of the 36 students (100%) answered that they would like more activities where they could speak in English in the classroom, while the rest of the sample (11

students representing 30.55 % out of the total) answered “no” to this question. It can be concluded that most of them are willing to practice English in the classroom through activities where they perform oral tasks.

Question 7: De las siguientes actividades, ¿cuál te gustaría realizar para practicar el inglés?

The results of this question showed that 17 (47.22%) of the 36 students (100%) like interpreting roles (role play), while 11 of them (30.55%) are interested in repeating a conversation, now just 3 (8.33%) would like to perform plays and other 3 students (8.33%) would like to do information gap activities, and finally, 12 (33.33%) preferred to do communication games. Then, most of the students would like to develop role play activities and communication games, which indicates that the proposed activities are interesting for the students. Note: As in this question students could choose more than one option, if summed up, the total of responses will be bigger than 100%.

Question 8: ¿En caso de haber realizado una de las actividades anteriores en la clase de inglés, ¿te gustó?

In this question, 3 (8.33%) students mentioned they have never done it, while 33 students (91.66%) stated that they had carried out at least one of the activities mentioned above; 26 of them (72.22% of the total number of students) mentioned that they did like these activities, while 7 students (19.44%) said that they did not, as can be seen in the graph (annex 3), most of the students expressed their interest towards this type of assignments, so its implementation in the classroom will be attractive for them.

Question 9: ¿Te gustaría hablar más con tus compañeros a fin de practicar el inglés dentro del aula?

In this question, most students (23 students representing 63.88% of the total) said that they would like to interact with their classmates in English to practice this language, while the remaining 36.11% (13 students) stated that they would not like it, among their reasons were they felt afraid of doing it wrong or that their peers made fun of them, even one of them mentioned he did not get on well with them. This question shows the willingness of most students to work in pairs to improve their oral production in English.

Question 10: ¿Te gusta interpretar papeles?

In this question, 23 students (63.88% of the total) expressed that they did not like playing roles due to many reasons, most of them were that it was complicated and that they did not like speaking in English, while 13 of them (36.11%) did like it, so this is an opportunity to make students find these exercises attractive, as they may not know them or may have a wrong idea of what they imply because as it can be seen, in question 7 27 students out of 36 expressed they would like role plays to be implemented in the classroom, but in this question most of them (23 out of 36) declared that they would not like to interpret roles. On the other hand, the students who would like to do it, expressed that they think they are fun.

In conclusion, despite all the obstacles students face when speaking in English, they are aware of its importance and more than that, most of them would like to practice this skill in the classroom. Talking about the activities, it is a great opportunity to help students to have a clearer idea of what they consist of and make students like them.

1.3 Diagnostic exam results

In contemplation of the need to identify the English-speaking level of the students, a speaking diagnostic exam was applied (Annex 4) as it is noticeable, it was an adaptation from the A2 Key for Schools (KET) exam since this certification is based on the CEFR. This diagnostic was answered by 31 students, and it was done in pairs guided by the teacher where the teacher made the questions. It may be observed that the exam was divided into 2 parts, the first one was related to personal information, and the second one included some description and a discussion activity. But just a few students completed the tasks. Moreover, to assess the students' performance, a rubric was adapted (annex 5). This rubric includes 5 criteria:

Task¹, initiation², vocabulary, pronunciation, and structure. The results were the following:

The maximum score students could get was 20, from which 11 students out of 31 that represent the 35.48% got the minimum score (5), 6 of them (19.35%) got 6 points, while 4 of them got 11 points, 3 more students got 7 points and 2 of them got 12 points, another 2 students got 8 points and 1 student got 9, another one got 10 and the final one got 14 points (which was the highest).

¹ This element was graded considering the number of tasks completed successfully.

² Initiation refers to the willingness of the student to initiate speech in the discussion part, doing so without hesitation.

From those scores, the criteria with better results were initiation and task, as they got the highest results in 3 out of the 4 points (See **table 1**).

Table 1. Results of the diagnostic exam.

	4	3	2	1
Initiation	0	6	11	14
Task	0	8	9	14
Vocabulary	1	0	5	25
Pronunciation	1	0	10	20
Structure	1	2	2	26

This table shows the number of students who got each score. The criteria ranged from 1 to 4 points and as can be seen, the parts where students struggled the most were two: structure and vocabulary. In first place structure, as they only made brief utterances and comprehensibility was interrupted. In second place, the vocabulary used was limited and sometimes mispronunciation interfered with comprehension and, more than that, most of the students did not even remember basic words related to personal information. When it happened, they used Spanish to do the tasks or made comments like “No sé qué decir, profa” (Listen to **annex 6**, recording 1, second 23), even some of them remained in silence and shook their head to express a “no”. (Listen to annex 6, recording 2)”

A related point to consider is that another factor that had an enormous influence on the development was the affective one. It was perceived in some students’ performance that nervousness prevented them from speaking (Listen to annex 6, recordings 3 and 4), in recording 3 the student expresses it directly by saying “ay, ya me puse nervioso” and in recording 4, nervousness can be perceived in the student’s low tone and hesitation.

For that reason, activities must be carefully planned so that they not only improve students’ fluency and accuracy, but also help the teacher anticipate the affective factors that prevent students from producing oral texts.

1.4 Justification

It is well known that Mexico is immersed in a globalized world, where the most spoken language is English, being used by about 1.5 billion speakers, according to the New York Times (2022). Thus, it is important to provide students with instruments that have a beneficial impact not only in their daily life, but also in their professional one. Developing speaking skills in English will be extremely useful for them. That is why the current curricula *Aprendizajes Clave para la Educación Integral* mentions that the general purpose of English subject is that students develop skills, knowledge, attitudes and learning strategies to interact in different oral and written social practices of the language in different communicative contexts (SEP 2017, p. 265).

Lamentably, despite being aware of the significance of this skill, it does not receive the importance it has. It is reflected in the EF English Proficiency Index³ report, which classifies México as a country with very low proficiency in English, scoring 447 points out of 700 from which the lower levels were obtained by people from eighteen to twenty years old. Concretely, the State of México scored 458 points in 2022, which places it in a very low proficiency level.

Promoting productive skills, especially speaking involves many factors, one of the most important is to provide confidence (Brown, 2000), in consequence, if a teacher makes them feel capable of speaking in English by providing them tools to do it, this will have a beneficial impact in many areas and in both short and long term. In short term, it will be reflected in their academic development, as, specifically this group is one with the lowest grades in English. According to the survey applied in this group, speaking in English is the most difficult skill for them. Therefore, if they notice an improvement on it, they will feel more confident in the other skills and subskills, especially in listening, as these two skills are linked.

Another benefit is for the institution, which is one of the few secondary schools in which students can get a certification, as part of the *Programa Nacional de Inglés (PRONI)* thereby, if students improve their speaking skills, they will get better results on their certification. Now, talking about the long term, students will have better opportunities to get better jobs and to enrich their knowledge about the world, as they will be able to communicate with people from all over the world.

³ The EF English Proficiency Index is a ranking of countries according to their adults' English level.

1.5 Research questions

- **General**

What strategies can be implemented to improve English oral production in third-grade secondary school students?

- **Specific**

What is oral production?

Why do students not participate in oral production activities?

What is role play?

What kinds of role play can be used to improve oral production in third grade secondary students?

What are information gap activities?

What advantages are in using role play and information gap activities to improve oral production?

1.6 Objectives

General: To improve oral production in third grade secondary school students through role play and information gap activities.

Specific:

- To help students improve oral production in English.
- To describe the importance of oral production in English.
- To describe the benefits of information gap activities and role play to improve oral production in secondary school students of third grade.

1.7 Hypothesis

Role-play and information-gap activities improve English oral production in third grade secondary school students.

Independent variable: Role play and information gap activities.

Dependent variable: Oral production in third-grade secondary school students.

Methodological framework

1.8 Research method

Mixed methods research.

Population: 3rd grade students.

Sample: 3rd grade group “E” of the secondary school “Ricardo Flores Magón”.

Research techniques:

Observation and survey.

Data analysis:

Percentage method

Theoretical delimitation:

English communicative approach.

Location: Secondary School “Ricardo Flores Magón” located in Zinacantepec.

Time: This investigation was developed in the school cycle 2022-2023 that went from August 29th, 2022, to July 26th, 2023.

The research was bibliographic (as some papers were read to develop the action) and field research, where the previous investigation was put into practice to show their results.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter there are going to be presented the theories and documents that gave support to the present paper. First, it is the information related to the oral production and how it can be taught in the classroom. Then, there is the information related to role-play and information gap activities and how they can be implemented in the classroom.

2.1 Speaking

The current curricula of basic education in Mexico, *Aprendizajes Clave para la Educación Integral*, establishes that the curriculum of the *Lengua Extranjera Inglés* subject includes the four skills⁴ of the language in a balanced way, following the CEFR standards. These skills are categorized into passive (also called receptive skills) conformed by reading and listening and active (or productive) skills which include speaking and writing.

Referring to speaking, it is a productive skill which, as claimed by Nunan (2004), “consists of producing systematic verbal utterances to convey meaning.” (p.48). Moreover, he points out that “speaking includes the oral production of many different genres. Reciting poetry, participating in debates, engaging in class discussions, and leaving messages on answering machines are all diverse types of speaking. Perhaps, the most common type of speaking is conversing” (p.62). Which means that speaking goes further than just producing sounds, it has to do with distinct functions of the language.

Even though there is not a definition of “oral production” as itself, Brown (2000) in his book *Teaching by principles* uses the term referring to speaking by expressing “In beginning through intermediate levels of proficiency, most of the efforts of students in oral production come in the form of conversation, or dialogue.” (p. 269) So, in the present paper both terms are going to be used instinctively to refer to the act of producing understandable utterances to communicate something.

⁴ The four skills (known as macroskills) include listening, speaking, reading and writing.

Undoubtedly, all the skills are important, but as Ur (2009) stated: “Of all the four skills [...], speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing.” (p. 120). Therefore, when teaching speaking, there are other skills and subskills that must be practiced to develop this process accurately. Specifically, this is extremely linked to listening. In fact, Krashen and Terrel (1998) stated that some comprehension is needed before the spoken production (p. 20). And here lies the importance of providing optimal input, especially for foreign learners, who are going to take it as a model for their further performances.

2.1.1 Stages of production

About the production process, it is important to mention that there are some stages of development when talking about these skills (productive ones), the classification is based on the production the students show, according to Krashen and Terrel (1998) these are:

1. Student shows understanding through non-verbal communication, it can be through body language (for example by nodding yes or no) or by performing some specific actions such as drawing or pointing.
2. Student uses single, basic words such as “yes, no, there, O.K., you, me, house, run, come, on, etc.”
3. In the third stage, the student can use 2 or three words together to convey meaning.
4. Student starts producing phrases.
5. Student produces sentences.
6. Student creates elaborated texts. (p. 20)

This shows the strong relationship that exists between listening and speaking, because, as it can be seen, the first step of the production process has nothing to do with producing sounds, not even the minimal ones, but to demonstrate comprehension through nonverbal communication. After that, the production comes in stages, going from simple isolated words to the construction of more complex oral texts. Taking this into consideration, the importance of providing enough comprehensible input is indubitable, but it should be considered that there are some other factors that have an enormous influence in this process: the affective ones, some of them are the low anxiety environment and “at least some degree of acquirer self-confidence” (Krashen and Terrel, 1998, p.20).

2.1.2 Types of spoken language and types of speaking performance in the classroom.

Even though language in the Communicative Approach is expected to be taught in real contexts, there exists a difference between the speaking performance developed in the classroom and the one held in real life situations (see **table 2.1** where both spoken performances have been added in order to make their comprehension clearer).

Table 2.1 Types of spoken language.

Types of spoken language (Nunan, 1991; in Brown, 2000, p. 251)	Types of spoken performance in the classroom (Brown, 2000, p.271).
<p>Monologue: It refers to the use of spoken language without interruption.</p> <p>Planned: Little redundant, more difficult to understand.</p> <p>Unplanned: More redundant and easier to understand.</p> <p>Dialogue: Hold by two or more speakers</p> <p>Interpersonal: It is used to promote social relationships.</p> <p>Transactional: It is used to convey information (propositional or factual).</p>	<p>Imitative: It is used to practice a certain element of language, not for meaningful interaction.</p> <p>Intensive: Like the previous one, but this includes a speaking performance.</p> <p>Responsive: Here meaningful and authentic language is used to reply to a question or comment in a short way.</p> <p>Transactional (dialogue): It is used to convey certain information. The difference between this and responsive lies in the extent and the purpose (this is used for negotiating more than responding).</p> <p>Interpersonal (dialogue): It is aimed at socializing.</p> <p>Extensive (monologue): It is used in higher levels, here students are required to give extended monologues.</p>

As seen, the types of spoken language inside and outside the classroom are similar. Except for some types added to the classroom performance to practice some linguistic elements. But, in general, they are similar; in fact, in the second column, some spoken performances are labeled according to their equivalent. Related to dialogue speaking, it cannot be denied that the transactional and interpersonal production require more skills for its development as they have an enormous influence of the “reciprocity condition” which is basically “the relation between the speaker and listener in the process of speech” (Bygate, 1987, p.8). This involves that there are two

people with the responsibility of the communication process, both must adjust their speech, considering the listener's needs. However, the listener must be active too, by showing understanding or asking for clarification, if needed. On account of that, people involved in the process must be committed and flexible. Furthermore, the interpersonal speaking performance requires more effort considering its informal nature (use of idioms, ellipsis, slang, and the register).

2.1. 3 Accuracy and fluency

Referring to the speaking performance in the classroom, there has been a distinction between the focus it should have, establishing some differences between accuracy and fluency.

Accuracy

Centro Virtual Cervantes states that accuracy refers to “la ausencia de errores en el uso de cualquiera de las destrezas lingüísticas —comprensión auditiva, expresión escrita, interacción oral, mediación, etc.—.” (Instituto Cervantes, n.d.). So, basically it is defined as the quality of being free from mistakes or following some specific standards. (Merriam-Webster, n.d.). Related to the speaking, accuracy references the correct use of principally three elements: grammar, vocabulary, and pronunciation, explained below.

- Grammar refers to the way in which words are modified or combined to create sentences. In the EFL, there has been a wide discussion about this element. Some people argue that even for native speakers it is difficult to create perfect sentences related to grammar. Nonetheless, it is questionless that if grammatical rules are “too carelessly violated, communication may suffer.” (Harmer, 2001, p. 12). For that reason, Brown (2000) has established that “appropriate grammar-focusing techniques” must be immersed in a context, help to achieve communicative purposes, promote the use of accurate language to reach fluent communication and create intrinsic motivation. Also, he states that these techniques should not be full of linguistic terminology that might weigh students down (p. 363). Additionally, he points out: “If we force too much grammar focus on beginning level learners, we run the risk of blocking their acquisition of fluency skills.” (p 364). On the whole, even if the activity is aimed to practice grammar, it must be focused on a communicative goal, in consequence, it cannot be presented in an isolated, inconsequential way.

There are some patterns that can be practiced to get some input in the real world. Hence, despite not being the goal of the English teaching, including some drilling activities may be helpful for the student to “manage conversations” (Krashen and Terrel, p. 60).

- Vocabulary refers to “all the words known and used by a particular person” (Cambridge Dictionary, n.d.). Paul Nation (1990) (cited in Nunan, 2015) mentions some elements of “comprehensive knowledge of a word”, they are: Meaning, written form, spoken form, grammatical behavior, collocations, register, associations, frequency. Although these elements are all important, teachers must decide when to use them according to their students’ profile.
- Pronunciation. To explain pronunciation, Nunan (2015) differentiates between two terms: segmental phonology and suprasegmental phonology. The first one studies segments of speech (phonemes) and the differences they cause. While the other one is interested in the study of “differences in stress, rhythm and intonation.” (p.92). Stress refers to the parts of words or sentences emphasized, rhythm is the pattern of stressed and unstressed words in sentences, and intonation is related to how the pitch changes. (p.97) But students become aware of these suprasegmental markers when they are on advanced levels. Because of that, when teaching beginners, teachers should focus only on clear pronunciation so that it does not interfere with communication (Brown, 2000, p.284). Nevertheless, Nunan (2015) makes some suggestions to carry out an effective communicative activity where pronunciation can be worked on, the principles are: “1. Begin with Comprehension Before Production. [...]. 2. Set Realistic Goals. The goal for the learner should be to speak intelligibly [...]. 3. Teach the Connections Between Form and Function. [...] 4. Keep Affective Considerations Firmly in Mind. [...]” (pp. 98-99). These principles remark on what has been mentioned before: the need to provide a good model for students, also being aware of the students’ characteristics and that the goal of pronunciation is not to speak like a native speaker. What is more, there is a need to explain to students how the use of the suprasegmental elements can help to express attitudes.

Fluency

On the other hand, fluency refers to the natural flow in which comprehensible speech is produced (Nunan, 2015, Harmer, 2001). Because of this, foreign language teachers sometimes struggle with

the activities that must be developed and which of these two aspects they should be focused on. The truth is that they should not be divided. Although a communicative approach does not seek accuracy as its main goal, this is necessary somehow to achieve fluency. In fact, in Richards (1990) accuracy is considered as part of oral fluency. (p.76). Due to this, activities developed in the classroom must work on both accuracy and fluency, but without forcing students to produce perfectly accurate production that can make them feel overwhelmed, but with the appropriate level of accuracy so that the communication process can be rehearsed successfully.

2.1. 4 Characteristics of a successful speaking activity

In this regard, there are some other factors to be considered in the designing of the speaking activities, Brown (2000, p. 275) notes that activities must be balanced, referring to providing students with language building, but without doing it in a boring way. Also, he suggests appealing to intrinsic motivation. To do so, it is necessary to plan the activities based on students' interests and goals. Even though sometimes activities might not be the funniest, teachers must share with the students the purpose of the activity. Providing authentic language in meaningful contexts is one of the most important points highlighted by the author. "Even drills can be structured to provide a sense of authenticity," he mentions. Regarding feedback and correction, it is important to know when to do it, for this reason this point is discussed later in this chapter.

As mentioned before, there is a strong link between speaking and listening, so they must take advantage of this. Usually, when teaching speaking it remains in the responsive intensive level limited just to answer certain questions and students do not have the opportunity to initiate oral communication, which is an ability required in real life and must be practiced inside the classroom together with some other speaking strategies such as asking for clarification, repetition, using fixed expressions, fillers and nonverbal expressions, paraphrasing, etc. (Brown, 2000, p. 276)

Moreover, Ur (1996, p. 120) suggests the following characteristics:

1. **Learners talk a lot:** Ideally, every student should practice most of the time that the speaking activity is being developed.
2. **Participation is even:** Students do not have the chance to practice speaking when the group is too large, and those who do it are always the same. Due to this, participation must be well planned and distributed.

3. **Motivation is high:** When students are interested in the topic and have something to share, they will look for the way to express it.
4. **Language is of an acceptable level:** communication among students must be relevant and comprehensible for each of them (requiring a certain level of accuracy to reach it).

All aspects previously listed must be considered, as they have reason to suggest. But, emphasizing in the third point Ur (1996) goes deeper, giving some advice related to it. First, he points out the importance of choosing an interesting topic for students (it can be known through some surveys, activities or even through observation). In second place, comes the importance of creating interest in the topic, this can be possible since it is presented. Teachers should show enthusiasm so that students can feel the same way. Also, they can get engaged if the teacher asks them questions related to the topic, which leads to the following point that is activating schemata. It refers to the act of preparing students for new knowledge by connecting it with what they already know. In fourth place it is the need of varying topics and the need to provide students with the necessary information, not only related to language, but also with instructions. If students have a clear idea about what they are expected to do from the very first moment, it will be easier for them to complete the activities.

Additionally, to reach fluency, Harmer (2001) suggests some language features to keep in mind: connected speech: through contractions, stress, elision and linking to sound more natural. Expressive devices are also important, it means that not only all the elements of language such as stress, intonation, volume, and speed should be explored, but also the non-verbal elements that can be used. In addition to those, the lexis and grammar comes with the use of some common phrases pre-established according to certain functions of the language, such as the ones used to ask for clarification, but this function can be transmitted even through body language. (p. 269).

Also, the linguist lists three language skills required in productive ability, the first one is language processing, that refers to the ability to express the intended ideas in a clear way. The second one is interacting with others, consequently, some listening skills and turn taking need to be developed. Finally, it is mentioned the “on the spot” information processing which requires student’s ability to understand the information at the same time it is being produced (p. 272)

In this line, Lackman (2010: 3) lists some basic speaking sub-skills that are related to the language features listed above, these are:

- Fluency
- Accuracy with Words & Pronunciation
- Using Functions
- Appropriacy
- Turn -taking Skills
- Relevant Length
- Responding and Initiating
- Repair and Repetition
- Range of Words and Grammar
- Discourse Markers

Many elements mentioned by Brown, Harmer (2001), and Ur (1996), are projected in the performance that Lackman (2010) suggests. Due to this, almost every concept has been explained above. In any case, function is related to the main purpose of the utterance being produced, while appropriacy is related to the correct choice of language forms according to the communication purpose. It is important to remark that the accuracy aspects (pronunciation, grammar and vocabulary) are considered in order not to interfere with communication, as Finocchiaro and Brumfit (1983) (cited in Richards and Rodgers, 1986, p. 68) stated: “accuracy is judged not in the abstract but in context”. Considering that fact, these aspects are included by these means more than just being checked to work themselves.

2.1.5 Factors to be considered when teaching speaking

Affective factors

It has been mentioned the role of the affective factors and it has been remarked several times that they must be considered when designing and executing speaking activities. But teachers at secondary school must be aware of the immense impact these factors may have on the students. In fact, Krashen and Terrel (1998) mention the importance of this, especially in puberty. (p. 47)

Puberty is well known as the stage that precedes adolescence, and it is defined as “the stage in people's lives when they develop from a child into an adult because of changes in their body that make them able to have children” (Cambridge Dictionary, n.d.). Within these changes, come some others related to emotional factors. They start caring about how other people perceive them and

hyper sensibility starts at this period. In both puberty and adolescence, the affective filter is usually high due to this “emotional upheaval” (Krashen and Terrel, 1998, p. 47)

According to Krashen (in Du, 2009, p. 162) there are four factors that affect a language acquisition: Motivation, attitude, anxiety and self -confidence.

- **Motivation** plays an important role, and even though it is a highly complex topic, Williams and Burden (1997) have settled some considerations for teachers to motivate learners. They suggest focusing on both initiating and maintaining students’ motivation through the recognition of students’ interests so that they can learn in meaningful situations created based on their contexts. Also, through building “beliefs in themselves” and something that can help to achieve this is creating “supportive learning environments” that make students feel confident when speaking thanks to the necessary support provided by the classroom members (not only the teacher, but also the other students) and guided to reach autonomy when doing so.
- **Attitude** refers to the willingness of the students to learn a foreign language and it is extremely linked to motivation.
- **Anxiety:** Related to this factor, Horwitz et.al (1986) (cited in Gardner, 1989, p. 263) discerns three components of foreign-language:
communication apprehension in simple words is the frustration that a learner experiments when having a concrete idea to express but without having the tools (vocabulary) to do it in the foreign language.
Fear of negative social evaluation: When students have a lack of confidence about what they are going to express and how, they are afraid of giving a negative impression.
Test anxiety is the “apprehension over academic evaluation”.
The three of them might have a detrimental effect on learning. (p.252)
- **Self-confidence** is defined as the individual’s feeling of self-confidence to overcome situations. (Rubio, 2007: in Rabiul *et.al.*, 2021, p. 143).

Taking into consideration the importance of these factors in the input and the output of a foreign language and knowing that all of them are linked, activities should be aimed to work also on them. There are some affective strategies that can be helpful such as relaxation techniques or letting students practice the outcome (British Council, n.d.).

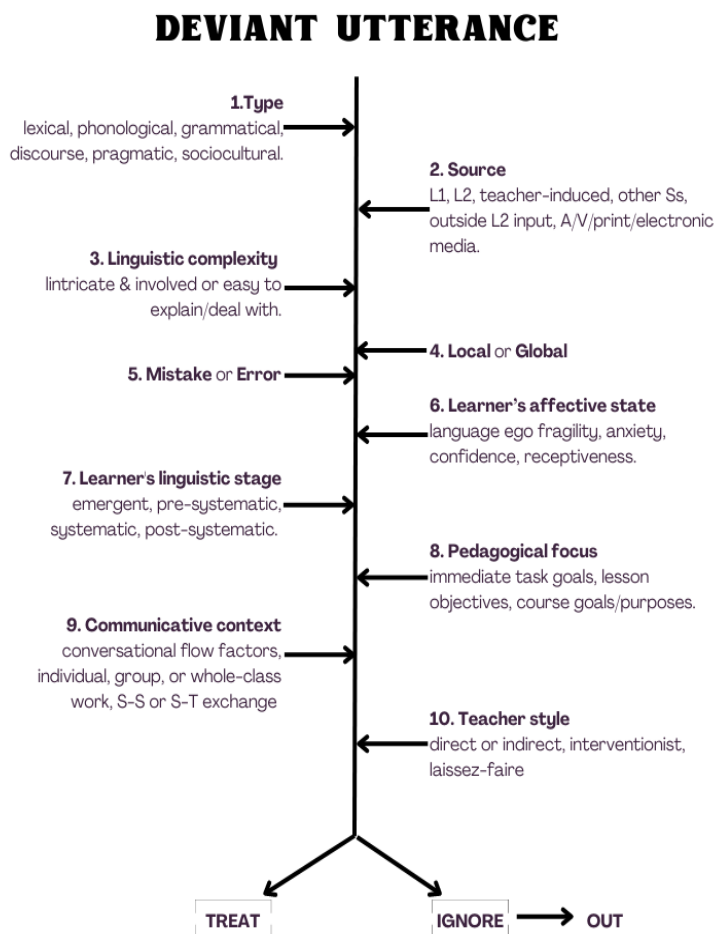
Feedback

Providing feedback is also important so that students can improve their oral production by knowing what can be worked out. But is it extremely necessary that teachers know exactly when and how to do it, which leads to the following point that is related to error correction in the classroom and some aspects to be considered when working on it.

Error correction

Despite the fact that errors are seen as proof of learning rather than something undesirable, there are some of them that must be treated, in order to avoid problems in the communicative process. Brown (2000) suggests a model (**Figure 2**) which starts by identifying some elements of the deviant utterance and then he presents the way in which they can be threatened (**Figure 3**).

Figure 2. Deviant utterance



Taken from Brown (2000), p.294

Figure 3. Error correction

WHEN?	immediately	end of utterance			much later
WHO?	T	another S	whole class	self	
HOW?		location	correction	type/source	metalinguistic
a. Input to S	fact indicated	indicated	modeled	indicated	explanation
b. manner	indirect/unintrusive				direct/intrusive
c. S's output	none				rephrase utterance
d. Follow-up					
• affective	none	"okay"	"good"	[gush]	
• cognitive	none	acknowledge	verbalize	further clarification	

Taken from Brown (2000) p.294

To explain better the model presented in **Figure 2.**, it is important to mention that from steps 1 to 5 the analysis is related to the linguistic features of the utterance and from points 6 to 10, they are related to the students, teacher, and the lesson. That said, first, you must identify the type of deviant utterance being produced. In second place, identifying why it is happening will be helpful to treat it. In third place, teachers must consider if the deviation is worth the correction as sometimes there are some that require so much time and are unnecessary to be corrected. In fourth place, identifying if it is a global or a local error is important. Local errors can be ignored, but global ones must be clarified as they interfere with communication. Fifthly, the identification between error and mistake is necessary.

Point number six is quite important as it is related to students' affective factors. It is necessary for the teacher to know if the students are in conditions of receiving the correction or not depending on their affective characteristics such as the level of anxiety they show, how confident they are, etcetera. The seventh point refers to the linguistic stage the student is in (as stated before, students at a higher level are required to produce more accurate utterances). Point number 8 refers to the objective of the activity, while point number nine is related to the context in which the deviant happened. In the end, (after considering all these factors that are not taken into account inside the classroom as they should be), the last point is how the teacher is related to error correction. Teacher chooses whether to correct mistakes or not. If they are not going to be corrected the treatment has

finished. In case the teacher wants to treat the utterances, the process continues. He must decide when the utterance will be corrected by who and how (see **Figure 3**).

As a conclusion, Brown (2001, p. 367) states “it is prudent for you to engage in such treatment [treatment of grammatical errors], as long as you adhere to principles of maintaining communicative flow, of maximizing student self-correction, and of sensitively considering the affective and linguistic place the learner is in.” So, it is important to always keep in mind that what is being prioritized is the communicative process and if deviant utterances do not cause a problem in communication, it should be carefully evaluated if they are worth correction or not.

2.2 Role-play and information gap

2.2. 1 Games

In CLT the teacher becomes a “facilitator, who creates a classroom climate conducive to language learning...” (Richards, 2006, p. 23). Hence, the *Lengua Extranjera. Inglés*. Plan asserts that English teachers must propose interesting activities headed to oral or written interaction. To achieve it successfully, apart from being competent in the language, teachers must manage information related to two main fields. The first one is related to students’ learning and development processes, while the second is about teaching a foreign language. Additionally, the teacher needs to plan activities considering the social practices of the language without forgetting the importance of promoting a respectful environment so that students feel confident when practicing the language. (SEP, 2017, pp. 272-273)

In this regard, Vygotsky (1979) (in Cole *et. al*, 1978) writes about the importance of games/play⁵ as a key factor in childhood development. The psychologist states that for children, games are “an imaginary, illusory world in which the unrealizable desires can be realized” (p.93). Therefore, children use games to satisfy some needs they cannot fulfill immediately, establishing a strong link between play and imagination, which leads Vygotsky to declare that “imagination in adolescents and school children is play without action.” (p 93).

There are certain characteristics of a game, Vygotsky (1979) declares that in every play there exists some rules, even when they are not explicit together with a specific purpose. For her part, Hadfield

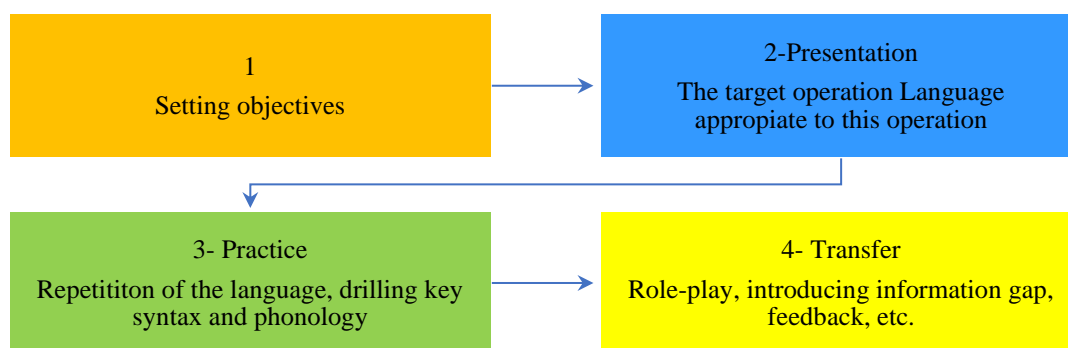
⁵ The author uses the terms without making any distinction.

(1990) states that “a game is an activity with rules, a goal and an element of fun” (p. V) Consequently, a game can be defined as an important activity that encourages development through imaginary situations. Not only letting people have fun, but also considering some rules (whether they are explicit or implicit) and the achievement of a certain goal.

Focusing on games as a tool to teach English, there are many types and techniques in which some games are based on. Hadfield (1990) lists “information gap, guessing, search, matching, exchanging, collecting, combining, arranging and card games, board games, problems and puzzles, role play and simulation techniques.” (p.V). Withal, these and other techniques are classified by Brown (2002) (cited in Ortiz, 2019, p. 115) “ranging from controlled (drills, dialogues, reading aloud, display questions/answers, etc.) to semi-controlled (referential questions/answers, cued narratives, information gap activities, etc.) to free (role-plays, problem solving, interviews, discussions, etc.)”.

Despite the fact that there are assorted techniques, the present paper is going to be focused on two of them. The first technique is going to be information-gap and the second one is role play. Both are based on CLT principles and include several types, but, as Brown (2002 in Ortiz, 2019) stated, information gap activities are more controlled than role plays, which is favorable considering that “some accommodation has to be reached, [...] initiating gradual rather than immediate change” (Harmer, 2001, p. 95), especially in classroom where students are not used to working on their oral skills. In the end, any mechanical activity can have a “communicative dimension” if inserted and related to a certain communicative task (Morrow, 1981, p. 61). In fact, he presents the following guide (**figure 4**) to work out speaking for communication:

Figure 4. Speaking for communication steps.



Taken from Morrow and Johnson (1981, p. 72)

2. 2. 2 The role play

According to the Cambridge dictionary, it is a technique which involves “pretending to be someone else, especially as part of learning a new skill”. Littlewood (1981) expresses that learners have not only to imagine that they are in a specific given situation that can be real, but also, they have to act according to the role they have been assigned (p.49). Due to this and considering that Harmer (2001) uses the terms without distinction, in the present paper role play and role-playing are going to be used interchangeably.

Role-play is a strategy that helps students practice the language into real-life situations. In this way, it boosts both comprehension and production skills as they are practiced while developing this activity. (Alakbari and Jamalvandi, 2010). Larsen mentions that “students are asked to temporarily pretend that they are someone else and to perform in the target language as if they were that person” (84). For this reason, it requires students to be able to interact in English assuming roles.

As it can be seen, there are many definitions of what a role-play is. One that is worth mentioning and fits perfectly with the current investigation is the one given by Ladousse (1987) who splits the word into two to give the explanation. First it is role which means that students are going to be taking part of a preestablished situation. Then it is play, that, as described in the beginning of the chapter, it provides students a safe environment, as the presented situation is not real. They are “unselfconsciously creating their own reality and by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people” (Ladousse, 1987, p. 5). Therefrom, a successful role-play would be perfect to help students improve their oral production as it meets the requirements settled for a successful speaking activity.

In other words, role-play consists on carrying out an interaction in a simulated environment that is prepared in order to promote learning. To do it, participants are provided with a general situation and some specific roles which they had to fully understand before doing the performance to act accordingly, but without forgetting to set a safe environment in which students feel free to express themselves.

2. 2. 2. 1 Types of role play

According to Littlewood (1981, p. 50), role-plays can be used as a controlled pre-communicative activity or can be extended to a communicative one, depending on the kind of role-play it has been

planned. But in general, there are three main types of role play: fully scripted role-play (SRP), semi-scripted role-play (SSRP) and non-scripted role-play (NSRP). (Harper-Whalen & Morris 2005 in Cho, 2015 and Krebt 2017, p. 865).

- **Fully scripted role-play (SRP)**

This type of role play provides students with the whole dialogues they are going to rehearse, whether they are constructed by students themselves or given by the teacher.

- **Semi-scripted role-play (SSRP)**

Here students are provided with dialogues with some parts left blank so that students can fill them. Littlewood (1981) suggests the following ways to get role-plays freer.

- **Role-playing controlled through cued dialogues**

This kind of role play is controlled, but focused on functions. This lets the teacher provide students with useful language that they will use during the role playing. Students are given different cards with cues for each student as shown in the example below.

Learner A	Learner B
You meet B in the street.	You meet A in the street.
A: Greet B.	A:
B:	B: Greet A-
A: Ask B where he is going.	A:
B:	B: Say you are going for a walk.
A: Suggest somewhere to go A together.	A:
B:	B: Reject A's suggestion. Make a different suggestion.
A: Accept B's suggestion.	A:
B:	B: Express pleasure.

(Taken from Littlewood, 1981, p 51)

As seen, these activities are controlled, because they are restricted to certain forms to express a function, but at the end both students are allowed to suggest another place, which leads to creativity. Therefore, the teacher can give more or less control through the level of specification in the functions that are established.

- **Role-playing controlled through cues and information**

This kind of role-playing is useful when there is a “natural initiator” due to the fact that one student (the one who tends to be the initiator) has the role card with the functions he is expected to work on, while the other students have the role card with the information to be provided.

● **Non-scripted role-play (NSRP).**

Students are only provided with keywords and the context. This type is less controlled and structured.

- **Role-playing controlled through situation and goals**

Here students are freer, and control is limited by the provided situation. Students have a wider range of functions as their cues are focused on achieving a certain goal. As these role plays usually involve more than two participants it is recommendable to add certain repeated information to more than one participant but not to all of them.

- **Role-playing in the form of a debate or discussion**

The last type of role play refers to the activities in which students are required to have some knowledge related to a certain topic so that they can give arguments supporting their ideas so that they can reach an agreement when they finish the role playing.

As the role play gets freer, the possibilities to use different forms of the language become wider, thereby, probabilities of the need to do a debriefing may increase, but at the same time it becomes more difficult to correct all the mistakes that have been made because of the great quantity of forms that had been used. Hopefully, when freer role plays are developed, students are not worried about using certain forms, but they do it without thinking, just to communicate.

2. 2. 2. 2 How to prepare for a role-play

There are multiple benefits in using role-plays in the classroom. To take advantage of this technique, Chesler and Fox (1966) and Gastao (1995) propose to follow some important steps when preparing a role-play.

1. Choose the topic to be threatened.
2. Do the warm-up. Help students to feel more confident.
3. Explain the situation in a general but clear way. Here the activity's purpose is clarified with the rules. These guidelines depend on the characteristics of the group. But Golebiowska (1988; in Gastao, 1995) suggests reminding students they must avoid showing their role cards or revealing the whole information immediately and try to use the target language.
4. Rehearse the role play.
5. Comment the activity (debrief). Here students share their experiences (as explained in the following page).
6. Evaluate.

In the learning process, motivation plays an important role. Thereby, choosing the right topic is essential as well as preparing students for the activity whether by rehearsing activities to lower the anxiety levels or by developing activities to practice what is going to be worked on. The purpose of the warm-up is to make students feel capable of developing the activity.

Instructions also have a significant effect in the learning process. When they are unclear, the activity (or even the lesson) is likely to fail if students do not know exactly what to do. (Sowell, 2017:10) If the teacher has not mastered this, it is important to plan instructions from the preparation stage. These have to be simple and logical and the teacher has to make sure every student has understood them. For example, by asking a student for the explanation, the demonstration of the activity or even for the translation of the instructions (Harmer, 2007).

Ideally, the role-play should not take more than 10 minutes and even when the objective is not aimed at the performances in front of the class, students can do it to reinforce the learning process. Additionally, when the role-play is being rehearsed, it is important not to interrupt it. If there are some worthy corrections, they must be made at the end of it. Commenting what can be improved is indeed included in the debriefing part that comes after the performance.

Finally, the act is assessed (the instrument of evaluation and the criteria have to be previously presented).

2.2.2 3. Considerations when using role plays.

In order to reduce the possibilities of students using their native language or feeling overwhelmed or confused by the role play, Porter (1987, p. 12) gives some points to take into consideration:

- Make students feel confident. Role plays must be developed in a free anxiety atmosphere, where all the students are participating so that they do not feel someone is going to be judging them, “even the teacher must stand back for she may be perceived as an inhibiting presence, ready to pounce every time a mistake is made.” (p.10)
- Explain clearly what all students are expected to do during the role play and make sure students have understood before the activity starts.
- Keep the role plays simple, short and with a low level of emotional involvement until students are used to them.
- Start with pair work instead of group work.
- Prepare a filling activity for early finishers.
- Set a specific time to develop the activity and stick to it.
- Prepare the role cards carefully. They have to be easy to understand.
- When assigning roles, it is essential for teachers to consider what is expected from students. The author suggests giving students the opportunity to choose their role (considering that some of the advantages previously mentioned may fall apart) or assigning them randomly.
- In case any correction needs to be made, it should not be done when role play is in progress.
- Also, debriefing is suggested, this process consists of answering the questions:
“Who participated?
Who did not?
Why not?
Who was particularly good?
Who could have done better?” (Porter, 1987, p. 16)

But this process is presented as an option for higher levels rather than for lower ones, due to the lack of language knowledge.

The previous considerations can be easily inserted into the different steps mentioned above. They are basically a more descriptive guide for the activity. Porter (1987) declares that sometimes debriefing needs a greater range of vocabulary than the role-play itself, in this regard and considering the group of study this paper is focusing on, this step is going to be rehearsed in its mother tongue.

2. 2.2. 4 Advantages of using role play

Using role plays in the classroom can be beneficial if they are well designed. Role plays can help to lead students to freer communication in which learners do not only repeat information, but explore many possibilities of expressing themselves through a mask. Inside the classroom, there is such a different variety of personalities. Some of the students might be more confident than the others and express their ideas, but there are some others that may not. Role play is useful for students who need to hide under somebody else to avoid taking the complete responsibility of what they are expressing. Moreover, “role-plays are also advantageous if the learners don’t have fixed ideas about the topic at hand, or don’t have the language to express their own ideas.” (Nunan, 2015, p. 60).

Furthermore, role-playing helps to improve students’ oral production as one of its benefits is to develop fluency by promoting interaction and increasing motivation (Porter, 1987, p. 7) and more than that, they are usually fun and provide students with useful language to use in real situations, promoting the use of phatic expressions that are usually ignored in a classroom.

As Furness (1976, p. 15) expresses, role play is a way of “trying life on for size” It means that it helps students practice real-life scenarios in a safe mood.

As it has to be adapted to students’ context usually, they feel involved, even people who are not interested in academic issues.

It provides a way for learn by doing, which is required in the current syllabus.

It boosts cooperative working to reach a goal.

It can be developed in multiple ways; thus, students are focused on communicating rather than using a specific form which both lowers the anxiety level and promotes fluency among students.

2. 2. 3 Information gap activities

According to Larsen-Freeman and Anderson (2011) “an information gap exists when one person in an exchange knows something the other person does not” (p. 162). they have to communicate in order to “bridge the gap” (Seligson, 1997, p. 62) and achieve a given task. Actually, Morrow (1981) specifies three characteristics that have to be considered in a communicative activity: information-gap, choice and feedback. The three of them can be used together or in an isolated way.

Based on the author's thoughts, in real life communication there is something that one of the participants does not know but they have to “bridge” the gap. Knowing it, teachers must include information-gap activities adapted to the level of their students.

The second characteristic is choice and it refers to the opportunity for students to choose what they are going to say and how they are going to do it. (Morrow, 1981) The point here is that the other student is not sure about the information he/she will receive.

The third point, that is feedback, is related to the aim of the activity; to what extent the students have achieved it and what strategies they used to reach it.

Thus, an information gap is created when a student knows information the other(s) don't, so they must find the way to get the missing information to reach the objective. These gaps can be created from different sources such as the teacher, books or even from real material such as books, newspapers, magazines, among others. (Seligson, 1997, p. 62).

2. 2. 3. 1 Types of information gap activities

There are several types of information-gap activities, Seligson (1997) suggests some that are perfect for beginners and can be easily made with some pictures:

- Find the same picture

This activity requires a picture. Then, the teacher has to slightly modify it creating different versions (depending on the number of students, but approximately 10). After that, the teacher makes several copies of them so that each student has one.

The objective of the activity is that they describe the pictures they have to find the people who have the same one.

- Spot the difference

These kinds of activities can be adapted to any level. On these, students are divided and provided by similar pictures but with specific differences. Students have to work together to discover them.

- Describe and draw

The student describes to his partner what to draw. When he is done, they compare the description with the result. Then, students change roles and do the same with another image.

- Pictionary

Students are given some cards with the vocabulary to be practiced. After that, they have to draw it so that their partner guesses what it is.

(p.63)

Other types of information gap activities are the ones suggested by the British Council, which are: “jigsaw readings and listening and split dictations.” (British Council, n.d.) which are explained below:

- Jigsaw readings and listening:

They consist of receiving different parts of a text which need to be completed by exchanging information with the rest of the class.

To better explain them, Rees (n.d.) divides them into two: Two stories and one-story split into two.

Two stories are different versions that have to be shared with their partners with the help of some notes previously done. While the same story is divided into two and a group reads the first part whilst the second group reads the second part. Then, the ones who had the first part of the story report it to the ones of the second part. After that, they do the same so that they can know what the whole text is about.

Despite being described as activities for intermediate students, they can be adapted to lower-level students by removing just some specific parts of the texts or making them short such as in split dictation.

- Split dictation

It consists of having the same text but with some missing parts depending on the version. Students then have to work in pairs so that they can dictate their classmates the missing

information. It can be worked on in lines, students with the A version can be all in a line while B students are in front of them, but separated to avoid cheating.

To maximize the results of split dictation, (Kidd, 1992, p.54) indicates that teacher should choose a text and then separate it into “dictation phrases”, making sure that they are according to the students’ English level, that means that they are balanced; comprehensible and easy to be understand and copied to avoid the need of repetition, but not too easy to prevent boredom.

All these activities can be adjusted to students’ level and interests. Also, they can be used at any stage of the lesson. But especially, they are useful and engaging when practicing the language. Furthermore, they provide all the students the opportunity to practice speaking.

In light of the fact that some English teachers are not used to working with communicative activities, Xiaoqing (1997) lists four ways to implement information-gap activities gradually in the classroom.

- Try to use gap language. It can be easily done by using some hypothetical statements to be completed, asking students to restate what they have said, or by asking for further information.
- Vary ways of asking questions. Instead of using common questions used in the classroom, the author suggests asking more natural questions.
- Transform to communicative drills. If teacher provides drills, he should ask students to use them then in a more communicative way through different activities such as:
 - a. setting the drills in a real situation.
 - b. Using guessing games
 - c. Transforming drills into real questions.
- Transform further to communicative activities. Despite not being a communicative activity, drills can be used as a pre-communicative exercise.

(pp. 6-7)

Therefore, taking into account that the group of study is not accustomed to practicing communicative activities, teacher may use drilling to facilitate the process.

- **How to prepare for an information gap**

To execute these activities, Yorkey (1985) proposes the following procedure:

1. Distribute the material.
2. Have students create their pairs.
3. Read the instructions and clarify any doubts (whether they are related to the vocabulary that is going to be used or to the instructions themselves).
4. Both students A and B do what they are requested to, according to the instructions. (If the information provided by student A is not clear, student B may ask questions for clarification and vice versa).
5. At the end of the activity, they should compare their information to verify the communication and comprehension in the exercise.

(p. 5-20)

As these tasks may require asking for repetition or clarification, it would be worth providing students with such phrases from the very beginning of the activity. For the purposes of this research and according to the characteristics of the sample group, some steps presented here might be reorder or omitted, such as the creation of the pairs (as they may be assigned by the teacher instead of by the students).

2. 2. 4 The importance of the seating arrangement

Developing a communicative activity requires the commitment of the teacher and the students to create an environment which does not hinder the activities. One of these elements is the seating arrangement. Usually, seatings at the secondary school are arranged in rows that interfere with communication. And despite working with teenagers can present a problem when “combining activity with discipline”, students learn by doing things. If they do not practice speaking, they will hardly learn how to do it. (Morrow and Johnson, 1981, p. 64)

Due to this, the seating arrangement is as important as detailed instructions. If a teacher cannot easily get into the different parts of the classroom, he could hardly monitor all the students’ performance. Actually, Jones (2013) expresses the great importance of arranging the seats different from they usually are, arguing that the people who arrange them are usually not concerned about

the teaching and learning processes. What's more, he outlines the great relationship between seating arrangement and classroom management.

There are some particular shapes that are suggested for arranging the seats depending on the activities' purpose, the following layouts involve pair or team work, which is necessary for the activities suggested in the present paper.

The most recommended is the "U shape", also called horseshoe. On it, students are seated in a semicircle (look at **figure 5**), so that the teacher can easily get into different parts of the classroom to monitor what students are doing.

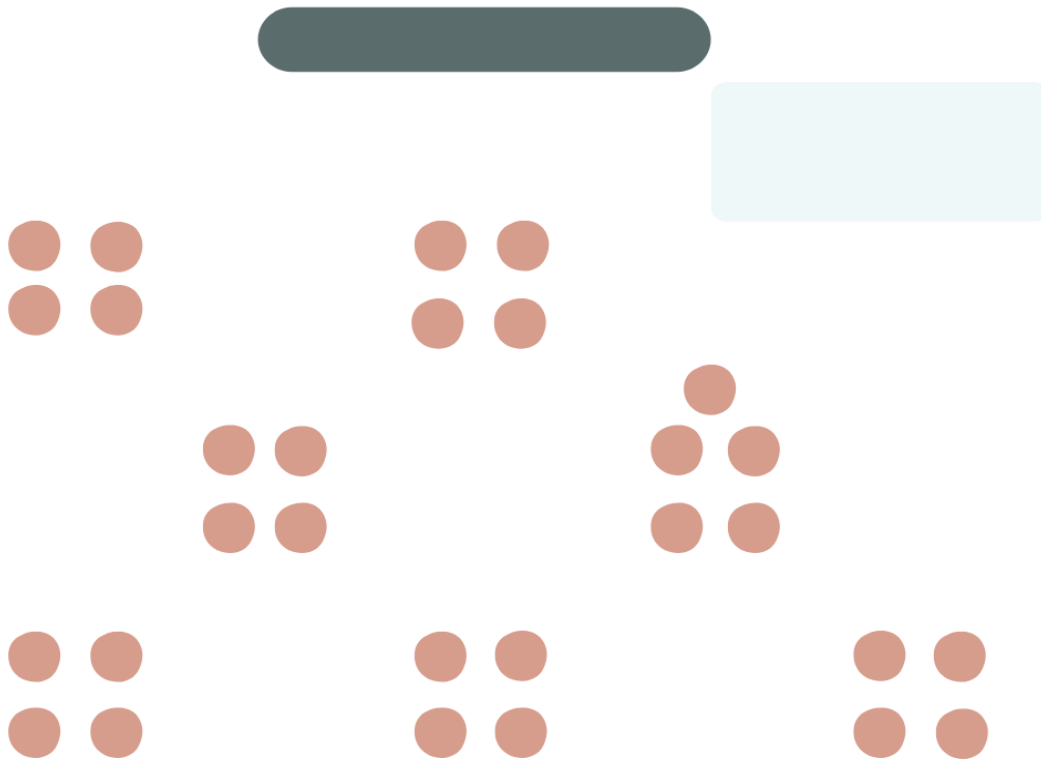
Figure 5. U shape seating arrangement.



The image shows students seated on a U shape, being the green rectangle the whiteboard and the blue one the desk, while the seating plan is represented by the brown dots. As it can be seen, it is convenient for pair work and for teachers to monitor activities. Unfortunately, it can bother shy students and cause difficulties with large groups.

There is also a layout named “clusters” (see **figure 6**) that is suggested for student centered classrooms, where students have to develop some team work. The disadvantages it can represent are noisier classes and more difficulties to assess individual skills.

Figure 6. clusters



2. 2. 5 How to develop the activities

Both techniques: information-gap and role playing require to be done in pairs or groups. It is essential to highlight the importance of the planification of this kind of work, especially when working at secondary school level, in order to avoid chaotic and time-consuming situations. Brown (2000) suggests the following steps when using group work.

1. Introduce the technique
2. Justify the use of small groups for the technique.
3. Model the technique.
4. Give explicit detailed instructions.
5. Divide the class into groups.

6. Check for clarification.
7. Set the task in motion.

(p. 187)

Introducing the technique is essential, especially when students are not used to working with it or even do not know it. Justifying the way of work is as useful as modeling, because due to the fact that learners are studying a foreign language, they sometimes are not clear what they have to do. Despite Brown suggests doing this before giving instructions, for this study, these steps are sometimes going to be changed, explaining first what it has to be done and then modeling the activity. After that, groups or pairs are assigned and they have time to check for understanding, to finally perform the activities.

Similar to the process explained above, Harmer (2007) states that pair work or groupwork can be divided into three stages before, during and after the activity.

In the “before stage” teacher gives instructions together with a demonstration (if needed, for example when students are going to develop an information-gap activity or when they are going to use cards) (pp.171-172)

These steps may be considered in the designing of the strategies as they usually involve pair work.

- How to create pairs:

Another important point to consider is how are pairs going to be formed. Because of these, Harmer (2007) mentions the following principles on which teachers can base their decision: friendship, streaming, chance, the task, changing groups and gender and status. (p. 168) From these, the one that best suits to the focal group is streaming, as the group of study is a multilevel group. As a consequence, “more able students can help their less fluent or knowledgeable colleagues” (Harmer, p.169) and cooperative learning can be reinforced.

CHAPTER III

DESIGNED ACTIVITIES

3. 1. Presentation

In this chapter it is going to be presented a series of activities aimed to improve the oral production of third-graders from the group E. The following activities were implemented during the two periods. The first one went from February 20th to March 31st and the second one went from April 24th to May 20th. As all activities involved pair-work, pairs were assigned by the teacher so that students who had difficulties worked with the ones who have a better level of English to provide them some support.

In both periods the activities were inserted into a sequence because, as it has been mentioned before, all the skills have to be worked on, according to the syllabus *Aprendizajes Clave para la Educación Integral* and more than that, “La lengua se aborda aquí [...] como instrumento de socialización que nos permite llevar a cabo en conjunto las más variadas ‘tareas’, en todos los posibles contextos en el que el usuario y aprendiz se vean inmersos.” (SEP, 2017).

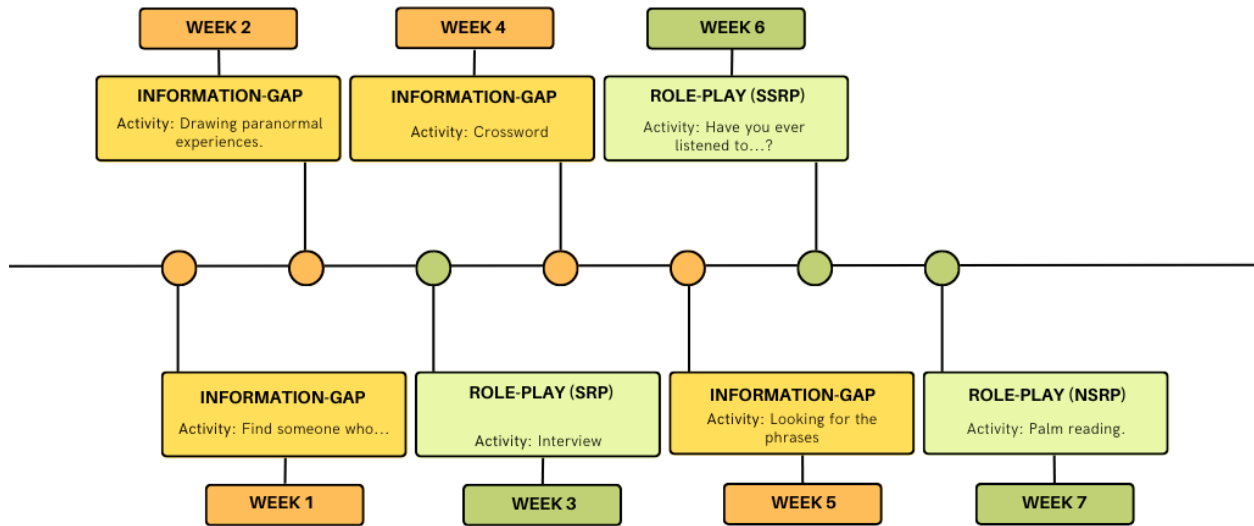
It is worth mentioning that even when the school requirements were focused on a grammatical topic, the activities were planned to be worked as communicative as possible.

During the first period, the social practice of the language was: Understand and share experiences from oneself and others. To work it on, it was divided into two main topics: “paranormal experiences” and “my best experiences” and in both topics the order of the activities was the same: first two information-gap activities were developed and then the role play (see **figure 7**), this due to the fact that information-gaps are pre communicative activities.

As a side note, the reader should keep in mind that there are many types of assessment, the ones related to the level of formality are formal and informal. This is important to be taken into account as it has to do with the level of stress. The more formal the assessment is the greater the level of stress it is (McAlpine, 2002). So, despite the assessment was formal from the teacher’s side (as she gathered information through some preestablished standards), it is going to be informal in the students’ side as these activities are going to be inserted into some other tasks in order to keep the anxiety level low.

Moreover, before the development of the activities it is important to establish certain rules that will lead to success. They are going to vary depending on the activity, including the practice of values such as respect and cooperation may be helpful to create a safe environment in which all the students feel free to practice the target language.

Figure 7. Organization of the activities.



The final role-play was developed during the period from April 24th to May 20th in which the social practice of the language was: Produce constructive forecasts for others. In consequence, the chosen topic was “forecasts”.

- **Activities related to “paranormal experiences”**

The first three weeks students were reviewing paranormal experiences so the performances were related to that.

Considering that comprehension precedes production (Krashen and Terrell, 1998), activity number one was “Drawing paranormal experiences” where students had to listen to a text and understand it in order to draw the paranormal experiences mentioned there.

The second activity was “Find someone who...” Here, students had to look for five different people who had experienced the situations listed there (also related to paranormal events). In order to look for further information there were some additional information questions related to -wh questions (that had been previously worked on).

In third place there was the scripted role play. In order to involve other skills, students had to write their scripts. To start with it, they were given some vocabulary and a scheme to help them to organize their ideas. Then, they had to share it in pairs and choose one to be developed. After that, students had to write their scripts following the guide provided. And finally, they rehearsed the role-play with the scripts of their classmates.

- **Activities related to “my best experiences”**

During this period, three activities were applied: two of them were information gap activities and the final one was a role-play.

The first activity was called “crossword” in which students had to interact with their classmates to complete the clues needed to solve a puzzle.

The second one was “looking for the phrases” in which students were given incomplete instructions that would guide them to some specific shapes that contained a split sentence, which they were expected to find. The phrases were related to questions about positive experiences.

Finally, a semi-scripted role-play was rehearsed. It was called “have you listened to...?” and this was related to music considering students’ interests. In this role-play, students imagined they were in a bus when they noticed somebody there was listening to one song of their favorite band, they tried to talk with that person.

- **Final activity**

Due to the fact that the group of study is a third-grade group, during the second period of intervention, just one speaking activity could have been worked on as students were being prepared for their admission exam to the high school. For this reason, the topic was carefully planned to motivate students to speak. As the social practice of the language was: Produce constructive forecasts for others and the topic was “forecasts”, a non-scripted role-play was developed. In it, students had to read their classmates’ palm in three different aspects: love, life and head.

3. 2 Activities

Activity 1

Activity:	Drawing paranormal experiences.		
Strategy	Information gap.	Type	Describe and draw
Social practice of the language	Understand and share experiences from oneself and others.		
Topic	Paranormal experiences.		
Objective	Students will practice pronunciation by reading some paranormal experiences to get familiarized with the related vocabulary.		
Aids	Annexes 7 “ <i>Paranormal experiences</i> ” & 8 “ <i>House template</i> ”.		
Time	15 min.		
Description	<p>Warm-up Ss. Practice the vocabulary included in the text with the use of some images and miming. T. Lets them know their pairs and gives annexes 7 and 8, accordingly. One student reads the instructions out-loud and another one explains what they have to do.</p>		
	<p>Development T. Reads the text to provide a model of pronunciation and intonation. Ss. Do a choral reading T. Clarifies any doubt related to pronunciation. T. Elicits possible phrases they may need such as the following: <i>Can you repeat the last part, please?</i> <i>Can you repeat the paranormal event, please?</i> <i>Where did it happen?</i> T. writes them on the board so that students can copy them. Ss. Read the questions trying to imitate accurate pronunciation. Ss. with the A role start reading out loud until they reach the indicated word while student B draws. Then they change roles (student B is going to read now and student A is going to draw). T. Monitors and makes notes if necessary related to assessment.</p>		
	<p>Closure T. Shows annexes 8 (amplified) and asks some students to go and paste the paranormal events where they happen in the order they occurred. Ss. verify if they are correct and check the pronunciation.</p>		

Activity 2

Activity:		Find someone who...	
Strategy	Information-gap.	Type	Find someone who
Social practice of the language	Understand and share experiences from oneself and others.		
Topic	Paranormal experiences.		
Objective	Students will ask and express in an oral way certain experiences related to paranormal events.		
Aids	Annex 9 “ <i>Find someone who</i> ” statements.	Time	15 min
Description	<p><i>Warm-up</i></p> <p>T. Asks <i>have you ever seen a ghost?</i> Showing a flashcard with a ghost. Ss. Answer the question. And then repeat the pronunciation.</p>		
	<p><i>Development</i></p> <p>T. Explains the activity:</p> <p>1. <i>Find five different people who have experienced the listed experiences (in annex 9). Then write the name of the person and ask him/her for further information: when did it happen? Where did it happen?</i></p> <p>T. Models the activity</p> <p>E.g. Student x, have you seen a ghost? When did it happen? Where did it happen?</p> <p>T. Elicits vocabulary for the further information part e.g., two months ago, two years ago, etc.</p> <p>Ss. Repeat the pronunciation of each phrase after the teacher.</p> <p>Some students ask the questions to the person they choose and T. repeats the pronunciation of the mispronounced words, if any.</p> <p>Ss. Go to the garden and start asking their classmates.</p> <p>T. Monitors.</p> <p>T. Assesses.</p>		
	<p><i>Closure</i></p> <p>The student who has found the people shares their answers. T. Asks the people for further information: when and where did it happen.</p>		

Activity 3

Activity:		Interview	
Strategy	Role-play.	Type	Fully-scripted
Social practice of the language	Understand and share experiences from oneself and others.		
Topic	Paranormal experiences.		
Objective	Students will be able to perform a role-play to share their stories.		
Aids	Annex 10 “ <i>graphic organizer</i> ”.		
Time	30 minutes.		
Description	<p><i>Warm-up</i></p> <p><i>Note:</i> Students are asked to write their script for their role-play in advance.</p> <p>Ss. Get ready for their role-play and review the pronunciation of the words in annex 10 “<i>graphic organizer</i>” which contains the key words of the script.</p> <p>Ss. Do a breathing exercise to lower the anxiety level.</p>		
	<p><i>Development</i></p> <p>T. Explains that they have to use the target language as much as possible and the rest of the teams have to pay attention as they are going to make comments about the performance.</p> <p>Ss. Rehearse the role play in pairs while teacher monitors and evaluates.</p> <p>T. asks some voluntaries to go to the front and do the role play. The rest of the class pays attention.</p>		
	<p><i>Closure</i></p> <p>Ss. Do a debriefing exercise, commenting how they felt, the things that they did well, the ones they can improve.</p> <p>T. Makes general comments about the issues that can be improved at the end of the role-play.</p> <p>WC- Makes general comments about how they can improve.</p>		

Activity 4

Activity:		Crossword	
Strategy	Information-gap activity.	Type	Split dictation
Social practice of the language	Understand and share experiences from oneself and others.		
Topic	Life experiences.		
Objective	Students will be able to ask for certain specific information.		
Aids	Annex 11 "Crossword"		
Time	15 min.		
Description	<p>Warm-up</p> <p>T. Asks students about their experiences, if they have done it they jump to the left, if not, they jump to the right.</p>		
	<p><i>Development</i></p> <p>T. Explains: Now, to practice the verbs, join the pair I'm assigning to you and do this crossword (Annex 12). To solve it, talk to your partner to complete the missing information. There are some words you don't have and some others that you do, but he does not. Pay attention before you start.</p> <p>Ss. Get in pairs (assigned by the teacher) and receive their paper.</p> <p>Ss. Look at the missing information, and say what they could ask to get the missing information.</p> <p>T. Writes the possible questions on the board and practice the pronunciation of difficult words with students.</p> <p>After that, the whole class repeats the pronunciation of all sentences.</p> <p>Ss. A pair models the activity and another ss explains it again.</p> <p>T. Explains: When you finish the description, work individually to solve the crossword.</p> <p>Ss. Ask their pairs for the missing verbs.</p> <p>T. Checks students' performance identifying difficult words and assessing ss' performance.</p> <p>After they have all the clues, Ss. solve the puzzle.</p>		
	<p><i>Closure</i></p> <p>At the end they verify the answers by writing them on the board. And pronouncing the words that were more difficult for them.</p>		

Activity 5

Activity:		Looking for the phrases	
Strategy	Information-gap activity.	Type	Split dictation
Social practice of the language	Understand and share experiences from oneself and others.		
Topic	Life experiences.	Time	20 min.
Objective	Students will be able to practice how to ask for certain experiences related to life events.		
Aids	Shapes, pencil colors, annex 12 “instructions” Cardboard to settle the stations and color papers to add the phrases (included in annex 13).		
Description	<p><i>Warm-up</i></p> <p>T Asks ss if they have played find the treasure. “What do you need?” Guiding them to the instructions.</p>		
	<p><i>Development</i></p> <p>T. Explains: Work with your partner to do the activity “looking for phrases”. The objective of the activity is to find out the phrase.</p> <p>It is divided into 4 parts written on a certain shape with a specific color, depending on the station. All of them are outside. Do not pick the ones that are not yours. Work with your partner to complete the instructions. Then go outside and follow them. When you have your phrase, order it and write it on the board, then take your seats.</p> <p>T. Elicits useful language:</p> <p style="padding-left: 40px;">Which is the “x” shape?</p> <p style="padding-left: 40px;">Which is the color of the x shape?</p> <p style="padding-left: 40px;">Can you repeat it, please?</p> <p>Ss. Repeat the pronunciation of shape until it is well pronounced and after that they use repetition to practice pronunciation and intonation of each phrase.</p> <p>T. Models the activity with a student.</p> <p>T. Pairs students and gives ss their instructions (annex 13).</p> <p>Two pairs of students model the activity (one asking for the color and the other one asking for the shape).</p> <p>Ss. Repeat the pronunciation of tricky words.</p> <p>Ss. Complete the instructions asking and answering for the missing information.</p> <p>Ss. Go to pick up the different shapes.</p> <p>T. Monitors and makes notes if necessary related to assessment.</p>		
	<p><i>Closure</i></p> <p>Team by team students write their questions and the rest of the group copy them.</p> <p>Ss. practice asking and answering the questions in pairs.</p>		

Activity 6

Activity:		Have you listened to...?	
Strategy	Role play	Type	Semi-scripted (controlled through cued dialogues).
Social practice of the language	Understand and share experiences from oneself and others.		
Topic	Life experiences.		
Objective	Students will be able to practice how to exchange certain experiences related to life events.		
Aids	Annex 14 “role cards”	Time	20 min.
Description	<p><i>Warm-up</i></p> <p>Ss. Discuss if they’ve found someone with the same taste in music and what they did.</p>		
	<p><i>Development</i></p> <p>T. Explains the activity and presents the situation. Asks ss to arrange their chairs as if they were on a bus.</p> <p>Ss. Sit together with their pairs (assigned by the teacher) and read the role cards (annex 14) without showing them to their pairs. And a review about how to ask for an experience.</p> <p>T. Writes it on the board. And elicits how Ss show surprise/Greet, etc. so that they have a repertoire of phrases.</p> <p>Ss. Copy the phrases in their notebooks and practice the pronunciation with the shadowing technique.</p> <p>T. does the role play with a high-level student.</p> <p>After that, the same student does the same with another one while the rest of the class listens to them and pays attention to the pronunciation of difficult words.</p> <p>Ss. Perform the role-play with their peers.</p> <p>T. Monitors and takes notes of the performances according to annex 11. Then she asks for volunteers to rehearse the role play from their seats.</p>		
	<p><i>Closure</i></p> <p>Ss. Debrief- Share how they feel and what was the most difficult part of it.</p> <p>T. Makes comments about the performance.</p>		

Activity:		Palm reading	
Strategy	Role play.	Type	Non-scripted
Social practice of the language	Produce constructive forecasts for others.		
Topic	Forecasts.		
Objective	Students will be able to produce oral predictions.		
Aids	Palm image, blue, red and green markers and “ <i>palm reading guide</i> ”		
Time	15 min.		
Description	<p><i>Warm-up</i></p> <p>Ss. Identify the three main lines in palm reading on a palm image and say their names out loud.</p> <p>T. Elicits what the process to read a palm is.</p> <p>T. Reads a student’s hand.</p>		
	<p><i>Development</i></p> <p>Ss. With the help of their guide a student is going to read her classmate’s hand.</p> <p>T. Explains the activity. Half of them are fortune tellers and the rest fortune hunters. Each fortune hunter has a specific information to look for so they go with each fortune teller until they listen to what they want to.</p> <p>T. Models the activity together with 2 students.</p> <p>Ss. Fortune tellers (dressed up accordingly, if possible) are seated. The rest (fortune hunters) are not.</p> <p>T. Gives them their role cards.</p> <p>Ss. Fortune hunters visit fortune tellers until they find someone who tells them what they want to hear.</p> <p>T. Assesses.</p>		
	<p><i>Closure</i></p> <p>Ss. Comment how they felt during the activity and what can be improved.</p>		

Note: It is important to clarify that this activity was not developed with all the students due to the external factors such as the days off during the planned period and the absences of the students.

CHAPTER IV

RESULTS ANALYSIS

In order to analyze the progress made by the students, the first rubric that was used for the diagnosis was adapted taking the students' skills levels into consideration. Some aspects of the rubric were taken from the Interchange Oral quiz scoring sheet (Annex 15) which assessed five criteria: comprehension, fluency, structure, vocabulary, and pronunciation. Comprehension is considered the ability to understand questions and statements and respond appropriately. Fluency refers to being able to speak in a natural manner without pauses that interfere with communication. In regards to structure, it has to do with constructing sentences in a manner which is clearly understood. This is very linked to vocabulary that refers to the usage of appropriate words/phrases related to the topic. Finally, it is pronunciation, that in this case is thought as mentioned above, trying to do it accurately in order to assure comprehensibility.

In summary, all of the criteria evaluate the students' abilities to communicate in a comprehensible manner. Students are graded using a scale ranging from 0 to 4 points where 1 means poor, 2 is fair, 3 is good, and 4 is very good.

4.1 Activity: Drawing paranormal experiences

The first activity "Drawing paranormal experiences" had the following results, according to each criterion:

Comprehension

Only one student (2.77%) of the 36 students (100%) had poor comprehension, this was perceived due to the fact that when he did not catch the idea, he remained silent until his partner re-read him the text. Twenty-five students (69.44%) of the total (100%) showed fair comprehension when drawing what they heard. Nine students (25%) showed a good comprehension, and one student demonstrated a very good comprehension. This criterion was observed mainly when students started to draw the paranormal events in the house.

Fluency

Talking about fluency, half of the students (eighteen of them which represents the 50% of the total number of them) had a poor development in this criterion, which sometimes interfered in the comprehensibility of the text. Sixteen of them (44.44%) had a fair development. One of them (2.77%) showed a good level of fluency and the missing one (2.77%) showed a very good level of fluency.

Despite the fact that fluency is not the main goal, this study seeks to work fluency in order to not interrupt the communicative process. Sometimes there were so many pauses that the idea was not fully understood, therefore it had to be repeated.

Structure

Due to the fact that this exercise consisted on reading and asking for repetition the structure was checked in the asking for repetition phrases. Here nine of the students (25%) out of 36 (100%) had a poor development related to structuring sentences, this means that they had to reorder their questions as they were not clear enough. More than half of the students (52.77% of them that is nineteen of the total number of students) got a fair development in this criterion, and eight of them obtained a good development.

Vocabulary

Related to the vocabulary used, thirty-two students (88.88% of the total) made fair use of vocabulary and phrases related to the topic, three of the students (8.33%) made good use of vocabulary and one of them used it in a very good way.

This criterion was easier as students were provided with the vocabulary in the text, thereby, the majority of them made fair use of it.

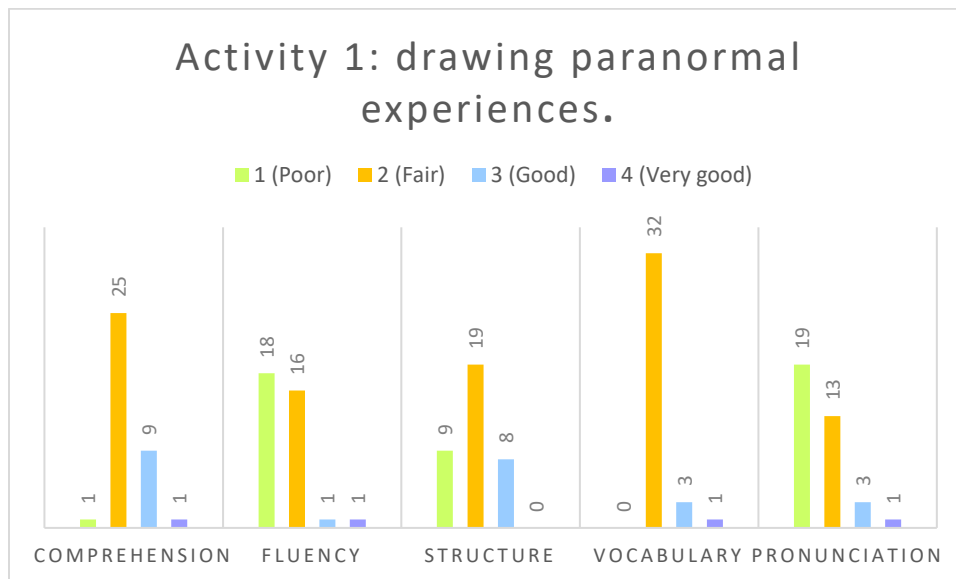
Pronunciation

Moving to pronunciation, nineteen of the students (52.77% which represents more than half of them total number of students), had a poor development on it. Thirteen of them showed a fair pronunciation. Three of them had a good pronunciation and one of them had a very good pronunciation.

Sometimes pronunciation problems interfered on the comprehensibility, but the partners helped their classmates to “correct” it.

It is evident that the criteria which represented more trouble for students in this activity was pronunciation and fluency (see **figure 8**). Despite having read the text aloud before, students sometimes forgot the pronunciation of some words which caused a poor development in fluency. But in the end, the tasks where accomplished thanks to the pair work, because, as it was said, the pairs were formed by a student with a low level of English and by another student with a better English level.

Figure 8. Results of the first activity.



4.2 Activity: Find someone who...

This activity was included in the topic of paranormal experiences. In it, they students had a worksheet and they had to ask their classmates for some experiences, if they had experienced them, they wrote the name of the person and asked for further information (which was the part where they troubled the most), results of this activity are going to be described in a more detailed way below:

Comprehension

In comprehension, three students out of the thirty-six had a poor comprehension (especially in the further information part which required more vocabulary). Fifteen of them (41.66% of the total)

showed a fair comprehension. Seventeen of them (that are almost half of the total of the sample) did it in a good way, while one student did it very good.

Fluency

Moving to fluency criterion, twelve of the students had a poor development, this was mainly affected by the lack of knowledge related to the pronunciation of some words or sometimes even by comprehension. Seventeen more students had a fair development in fluency, struggling just in some parts. Six students had a good development here and one student's development was super fluent.

Structure

The third criterion is related to structure, in which mainly eight students presented problems in formulating the questions, sometimes it did interfere in the comprehension, but thanks to the use of the body language students understood that the idea was not clear so they repeated the questions again doing it in a more accurate way. Twenty students had a fair production in structuring sentences, which is the majority of the students (55.55%). Then seven students were good at structuring and even one of them did it very good.

Vocabulary

In vocabulary, just three students had some problems that interfered in communication, but twenty-seven students made a fair use of vocabulary. Five more students used it in a good way and the missing one did it in a very good way,

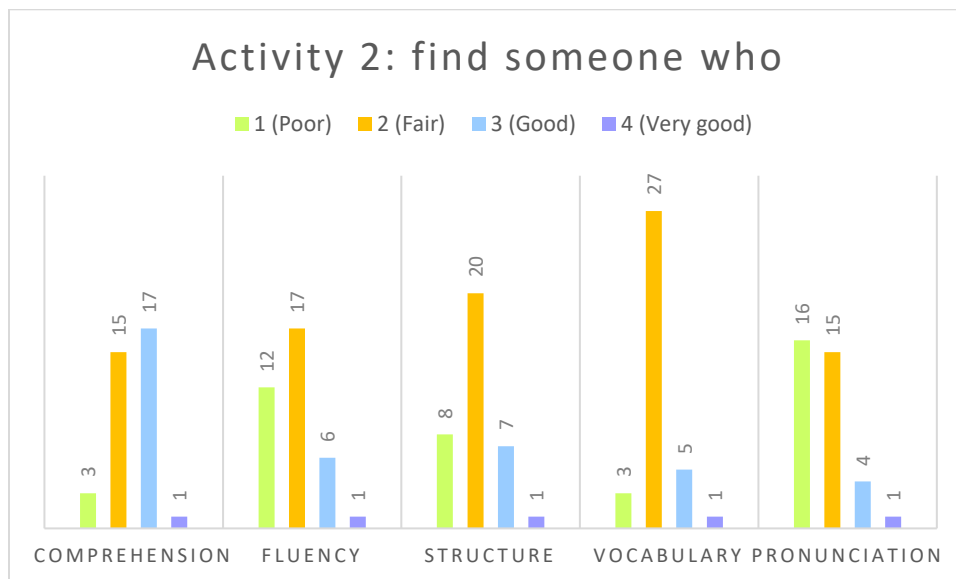
Pronunciation

Finally, there was the pronunciation category in which almost half of the students (sixteen to be more specific) showed a poor development. It was mainly in words they were not very familiarized with. Fifteen of them did it fairly and four more students used vocabulary in a good way. And one student did it in a very good way.

It is obvious that in this activity, students got lower results in comprehension compared to the previous activity, mainly because this activity was a little bit less controlled thanks to the further information questions. With also had an impact in the vocabulary, being three students the one who got a poor development. Despite pronunciation was better than in the previous activity, it was still

a great number of students whose pronunciation was poor that it sometimes prevented communication.

Figure 9. Results of the second activity



4.3 Activity: Interview

This fully scripted role play showed better results compared to the previous two activities, results of each criterion are shown below:

Comprehension

Here just one student (2.77%) of the total of the 36 students that are the 100% of the sample showed poor comprehension as he seemed confused when his classmate was answering him. 14 of them (38%) had a fair comprehension. And half of them (18 students) showed a good comprehension. Finally, 3 of them (8.3%) showed a good understanding of what the other person was saying. Most of the students answered appropriately, not only through spoken communication, but also through non-verbal features such as facial expressions.

Fluency

Scores pertaining to fluency are the following:

Four students (11.11% out of the 36 that are the 100% of the sample) got one point (equal to a poor development) this due to the fact that they were focused on accurate pronunciation. As a

consequence, they sometimes struggled when rehearsing the role play. But fifteen more students (41.66%) had a fair fluency while other sixteen learners that represent almost half of the sample, demonstrated a good development in fluency. And there was a student whose fluency was very good (this due to her level of English). It should be mentioned that the fact that this was a fully scripted role-play made students feel more confident in the rehearsal as they had opportunity to practice pronunciation.

Structure

As in the previous criteria, the majority of the students had a good or a fair development in this aspect, being seventeen students (that represent 47.22% of the total of the sample) the ones who got a fair development talking about structure. Fourteen students (38.88%) were good at structuring their ideas while four students (11.11%) did it very good. The majority of the mistakes related to structure were in changing the order of some words or omitting some auxiliaries that did not interfered in communication.

Vocabulary

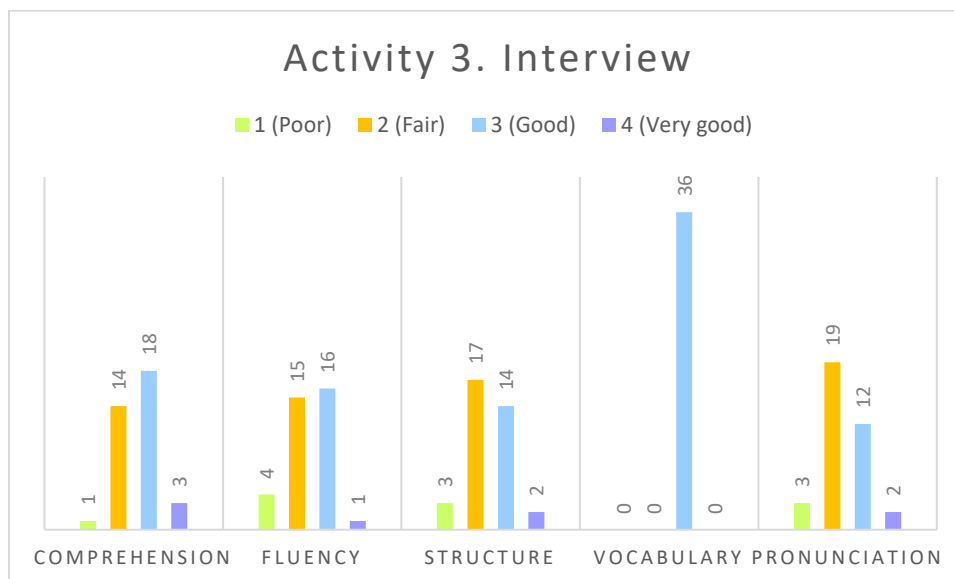
This criterion was where all the students got a good use of vocabulary (it means that 100% of the sample showed a good domain of the vocabulary used). This mainly because they have written their scripts before following a guide provided by the teacher and using the vocabulary previously seen. Also, the pronunciation of these specific words was usually accurate.

Pronunciation

Related to pronunciation, only three students (8.33%) had a poor pronunciation that sometimes interrupted the communication process. Nineteen of them (52.77%) showed a fair pronunciation, twelve students (33.33%) pronounced the words in a good way and the two remaining (5.55%) did it in a very good way.

In general, the development of this activity got higher results compared to the first two activities and this was mainly because the activity was more controlled which provided them with more confidence.

Figure 10. Results of the third activity.



The criterion in which they had more difficulties was fluency (being four students the ones who presented problems here). And the one with the best results was vocabulary in which all the group made good use of it (as it can be seen in **figure 10**).

4.4 Activity: Crossword

As described above, the fourth activity was an information-gap where students had to complete the clues in order to solve a crossword. The scores got by the students in each category are shown below:

Comprehension

Here five students (13.88%) had not clear what their partners were asking or about the information they were providing to them. Seventeen of them (47.22%) comprehended in a fairly way the information their classmates were transferring to them. Eleven students (30.55% from the total of the group of study) showed a good comprehension while the 8.33% (represented by three students) did it in a very good way.

Fluency

Moving on to the next point that is fluency, it could be perceived that despite having some problems with structure and pronunciation, students did not struggle because of that so none of the students

showed a poor development in this part. In fact, the majority of them (23 students that are 63.88% from the 100%) had a fair fluency, while 11 more students (representing the 30.55%) were fluent. Finally, the rest of the sample (3 students that are the 8.33%) showed a very good fluency without hesitations.

Structure

Related to structure, just few students (three of them; 8.33%) had problems with structure that interfered in communication, mainly because they had not understood how to ask for the missing parts. Apart from them, twenty students (55.55%) did it fairly, having some problems when structuring their ideas, but nothing that meant a real problem. A third part of the total of the sample ((33.33%)) represented by twelve students did it in a good way and one of them (2.77%) did it very good.

Vocabulary

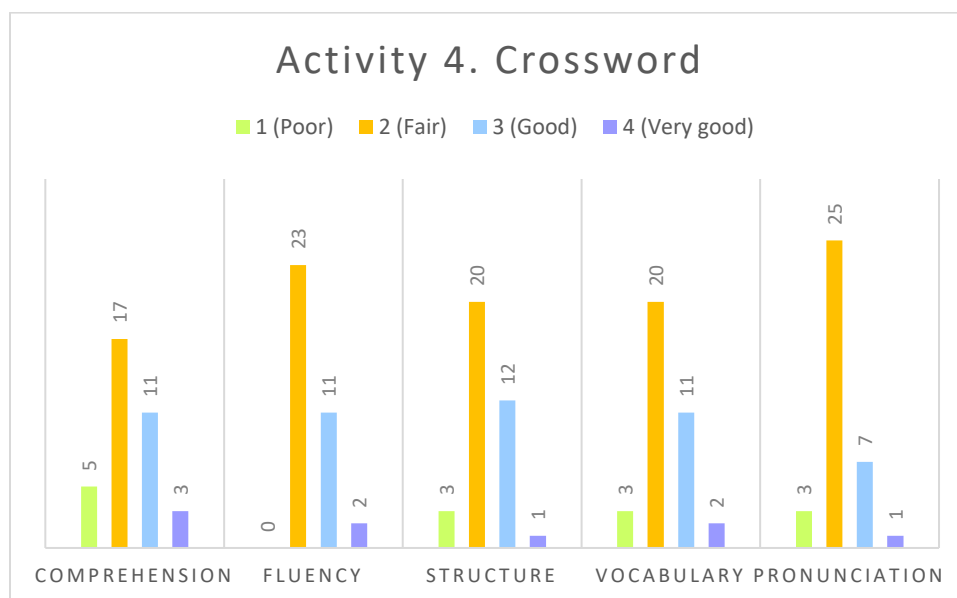
In the fourth place it was vocabulary. Here the same number of students that showed a poor development was the same as in the previous criterion. This means that three learners (8.33% that is less than the 10%) had problems with the use of vocabulary. Twenty students (55.55% which is more than half of the total of students) were good at structuring their ideas whether they had to ask for information or to give it to their classmates. And one student succeeded in (2.77%) doing it in a very good way.

Pronunciation

As well as that, also three people had difficulties in pronunciation concerned with this activity. Most of the students (twenty five out of thirty-six) pronounced words in a fair way- Seven more did it good and the missing student did it very good. The part in which they troubled the most was when answering as they did not remember how to pronounce some verbs, but the majority of them managed to overcome these obstacles.

In sum, compared to the previous activity, this had lower results, this was mainly because the previous activity was fully-scripted so they felt more secured about their oral development. Despite being freer, students had the best scores in structuring sentences and the least in pronunciation, the main reason was mentioned above. To better understand this, see **Figure 11**.

Figure 11. Scores activity 4. Crossword.



4.5 Activity: Looking for the phrases.

This activity got better results in general (except by the pronunciation part). In the exercise they had to ask some information to their classmates in order to complete some instructions that would let them to discover a phrase. Having this in mind, it is interesting but not surprising that the poor development in the pronunciation of some words did not interfere neither in the fluency nor in the communicative process (Look at **figure 12**).

Comprehension

Here just one person struggled a little bit when trying to understand what his classmate was saying. However, fourteen students showed a fair comprehension, while sixteen more students (44.44%) had a good comprehension and five of them (which is the highest score got in comprehension considering all the previous activities) had a very good comprehension. Indeed, it did not matter the pronunciation and structure problems, as students helped their classmates to correct it in order to achieve the goal. (Listen to **annex 6** recording 5) in which this can be perceived.

Fluency

Concerning to fluency, it is impressive that any student showed a poor fluency. They had tiny problems with pronunciation but they did not stop speaking and communication was successfully achieved thanks to the pair work done by the students. Here, the scores were the following:

Twenty-two students (that is more than a half of the sample, 61.11% to be specific) had a fair fluency rate. Twelve more students had a good fluency while the rest of the group (two students) were very fluent.

Structure

With regard to structure, three people had some problems, mainly in differentiating how to ask for the color and how to ask for the shape. But it was pleasant that they did not struggle because of this. Then, twenty students (more than half of the group) structured their sentences in a fair way, while twelve of them did it good. And at last, one student structured her sentences in a very good way.

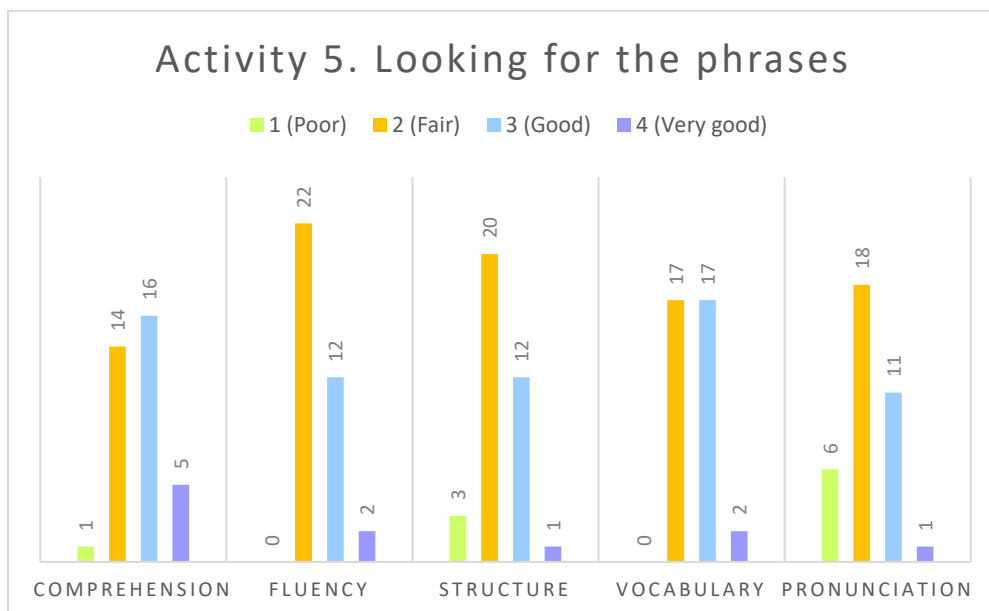
Vocabulary

Related to vocabulary, all the students used it at least in a fair way, to be more specific, seventeen students (47.22%) had a fair use of vocabulary in this activity. The same number of students did it in a good way and one more student did it very good.

Pronunciation

Pronunciation was the criterion with the lowest scores in this activity. Six students (16.66%) had a poor pronunciation development. Eighteen students did it fairly while eleven of them did it good and one student pronounced words very good.

Figure 12. Results of the fifth activity.



4.6 Activity: Have you ever listened to...?

In this semi-scripted role-play students had better results. In all the aspects. Better explanation is going to be given below:

Comprehension

In this criterion just one student had a poor development. This was mainly because of the tone of the voice. Three of them had a fair comprehension and the majority of the students: twenty-nine that are the 80% of the total of the sample) and three more students showed a very good comprehension. Apart from the fact that they were very familiarized with the vocabulary and the presented form, students' motivation was high thanks to the topic. Music is something this group is really into, that's why they really enjoyed this role-play.

Fluency

Related to fluency, none of the students struggled in this aspect. Twenty-one had a fair development here, just stopping for a few seconds, but this did not interrupt the process. Twelve of the students did it in a good way and the final three did it very good.

Structure

Moving on, it is structure, where just one student had a poor development. Thirteen of them did it fairly. And the majority (21 students that are the 58% of the total of the sample) structured the sentences in a good way and one student did it very good. This activity had better results in this field due to the fact that it has been being worked during two periods, so this time their performance improved in this area.

Vocabulary

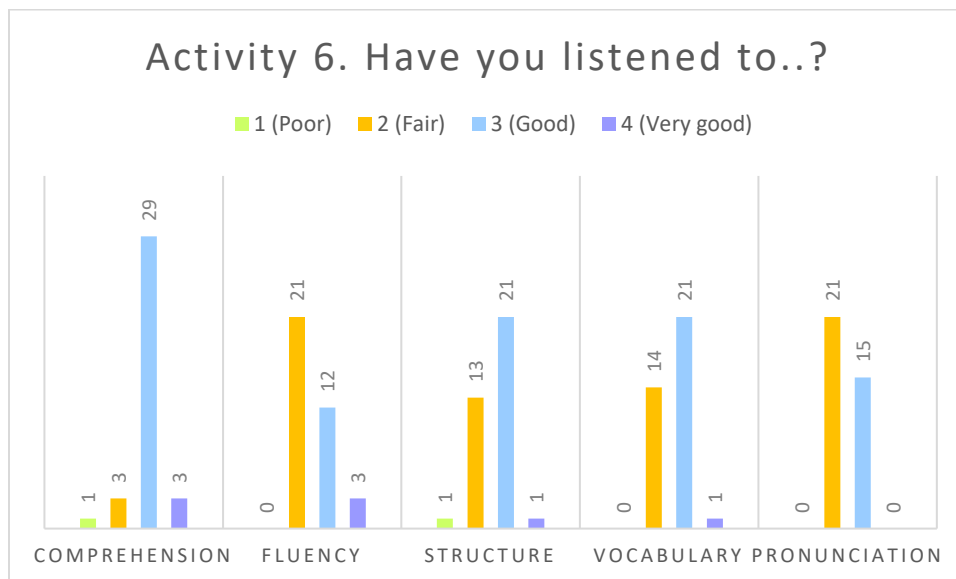
Talking about the use of vocabulary, the lowest scores meant a fair development, gotten by fourteen students. Moreover, twenty-one students made good use of vocabulary and one of them used it very well. Same as in structure, the vocabulary needed in this activity has been checked before, that's why scores were that good here.

Pronunciation

Pronunciation had no problems. Twenty-one students did it fairly and the rest of the groups (fifteen students that are the 41.6%) did it good. But something interesting here is that any student did it

very good. The main problem here is that they struggled with the pronunciation of verbs in past participle, but, fortunately, this was not a problem as communicative process was not interrupted (see **Figure 13**).

Figure 13. Results of the sixth activity.



All in all, a progress in each criterion can be perceived, it is not gradual all the time, though. This mainly because a series of factors that interfered in the activities such as the topic that was being worked on and how familiarized students were with it.

4.7 Results of each criterion

In order to better understand students' progress in each criterion, the results of each one is presented above. A table with the number of students who got each score is shown together with a graphic to better observe how each criterion increased or decreased.

Comprehension

Table 4.1. Results of each activity in comprehension.

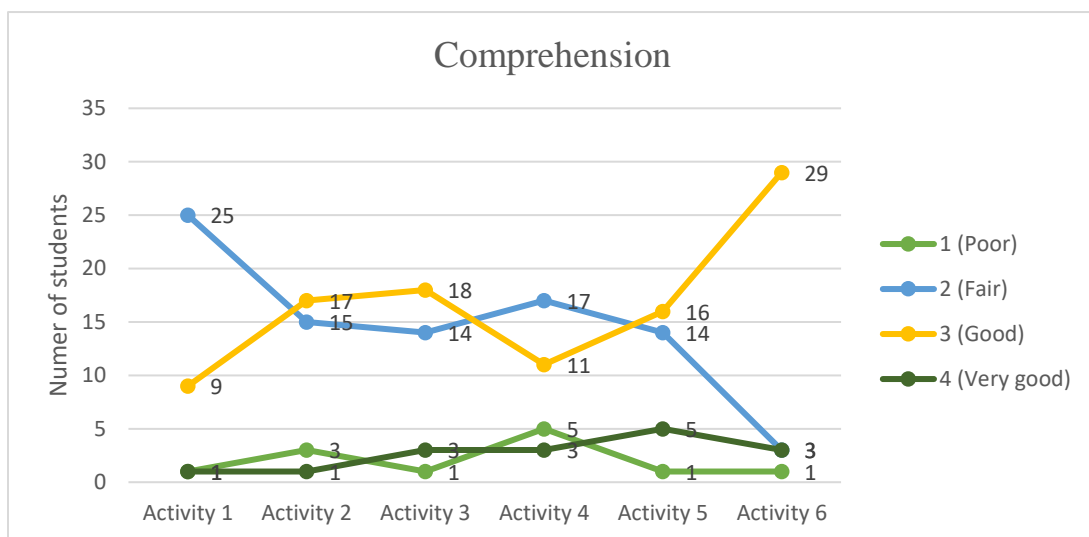
Comprehension						
	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Poor	1	3	1	5	1	1
Fair	25	15	14	17	14	3
Good	9	17	18	11	16	29
Very good	1	1	3	3	5	3

The results in this criterion were interesting, activities in which students got a poor development in comprehension were the second and the fourth one. This, because the topic in both of them was been introduced. As it was been also in the first activity. But it is important to point out that this first activity was aimed to comprehension, therefore, scores were better.

Apart from that, fair range was decreasing due to the fact that students were improving in comprehension. Actually, it can be perceived how these students were added to “good” and “very good” criterion, in most of the cases in a gradually way.

Something important here is that in “good” criterion, results were lower in the third activity, this was mainly because students were not familiarized with the new vocabulary seen. Despite this, the quantity of good development went up after it (see **Figure 14**)

Figure 14. Results in comprehension criterion.



In the figure presented it is clear how the poor development decreased while the good one increased, which shows how this criterion has been improved.

Fluency

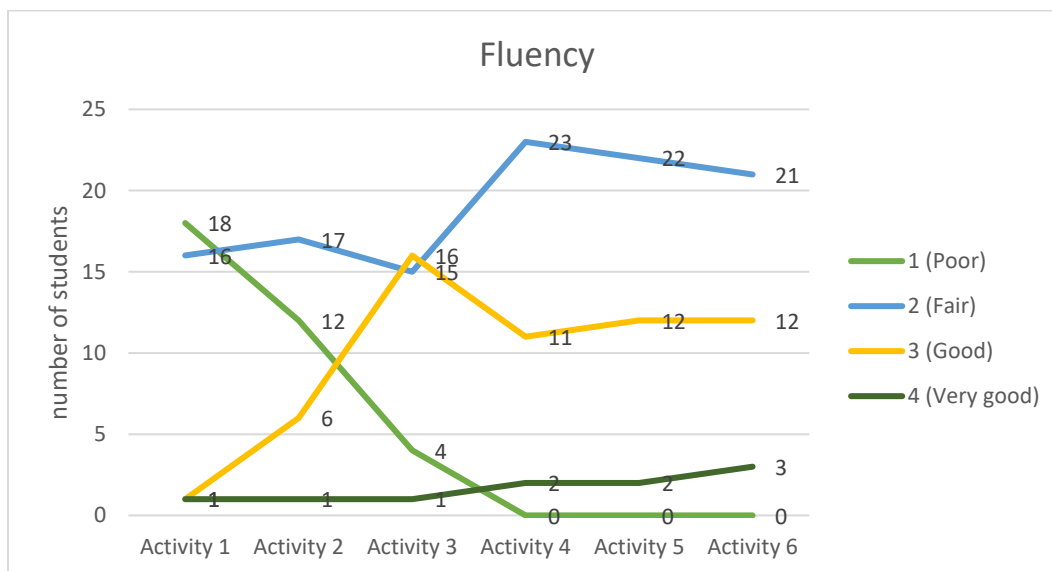
In the chart below can be seen how students’ fluency has improved. During the first activity it was the highest number of students who had a poor development in this criterion. After that, it decreases to twelve students in the second activity and finally to four students. Since that moment students did it better, increasing the number of students who did it fairly, good or even very good. As shown

in **figure 15**, the activities with better results in fluency were activities number three and six, both of them were role plays.

Table 4.2. Results of each activity in fluency.

Fluency						
	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Poor	18	12	4	0	0	0
Fair	16	17	15	23	22	21
Good	1	6	16	11	12	12
Very good	1	1	1	2	2	3

Figure 15. Results in fluency criterion.

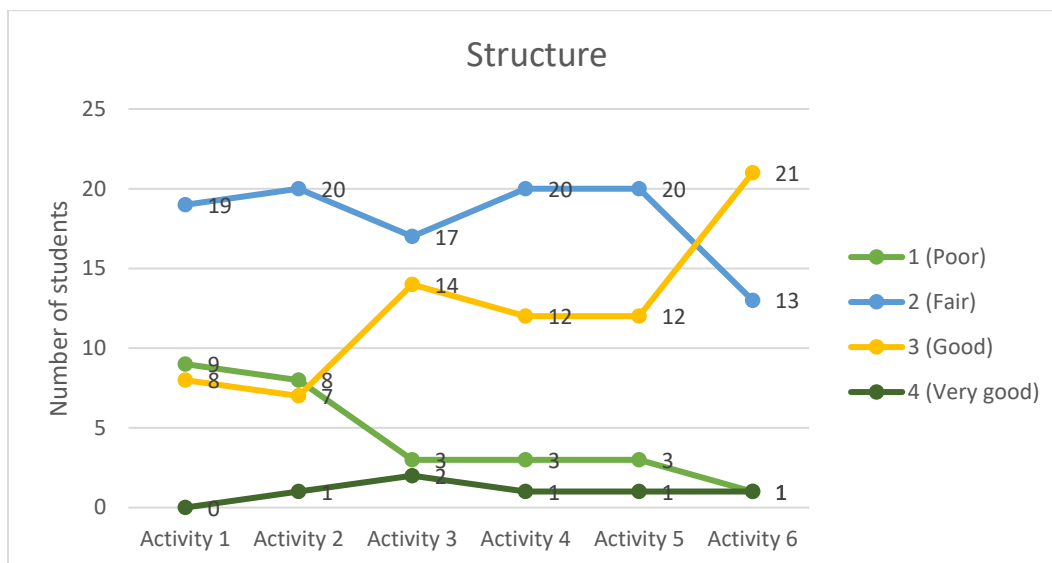


It is intriguing that the best scores related to structure were gotten in the same activities that in the previous criterion (see **Figure15**). First, because the third activity was more controlled than the two previous ones. And the sixth was one who caught students' attention and included parts known for them such as greetings and asking for phone numbers.

Table 4.3. Results of each activity in structure.

Structure						
	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Poor	9	8	3	3	3	1
Fair	19	20	17	20	20	13
Good	8	7	14	12	12	21
Very good	0	1	2	1	1	1

Figure 16. Results in structure criterion.



There's a similar case in vocabulary field, as these criteria are related each other (see **figure 17**).

Table 4.4. Results of each activity in vocabulary.

Vocabulary						
	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Poor	0	3	0	3	0	0
Fair	32	27	0	20	17	14
Good	3	5	36	11	17	21
Very good	1	1	0	2	2	1

Figure 17. Results in vocabulary criterion.

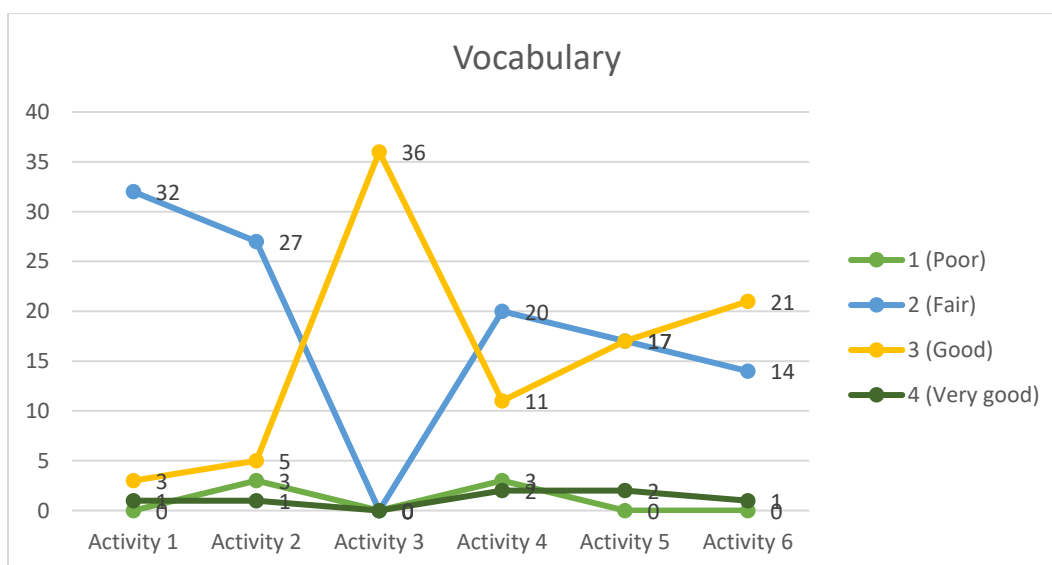
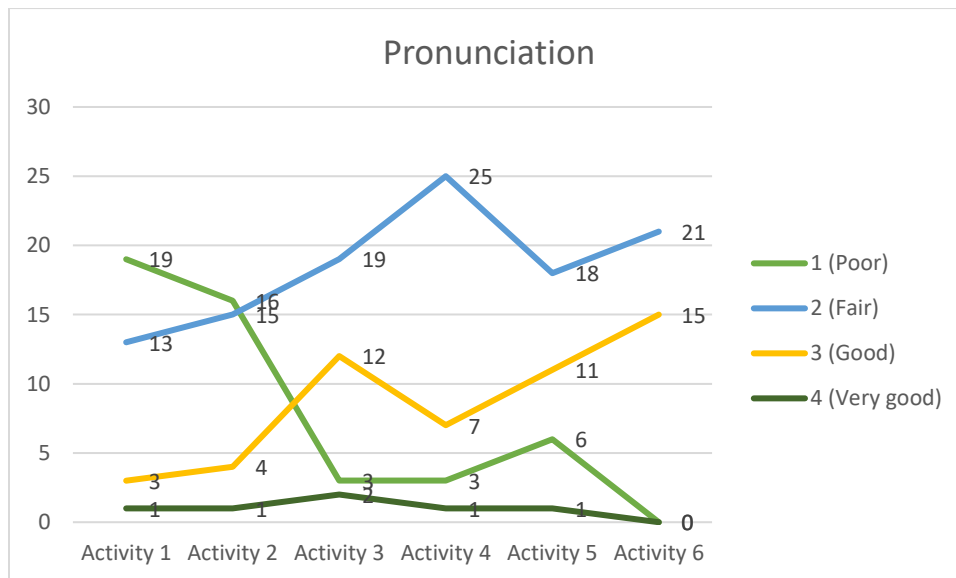


Table 4.5. Results of each activity in pronunciation.

Pronunciation						
	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Poor	19	16	3	3	6	0
Fair	13	15	19	25	18	21
Good	3	4	12	7	11	15
Very good	1	1	2	1	1	0

Figure 18. Results in pronunciation criterion.



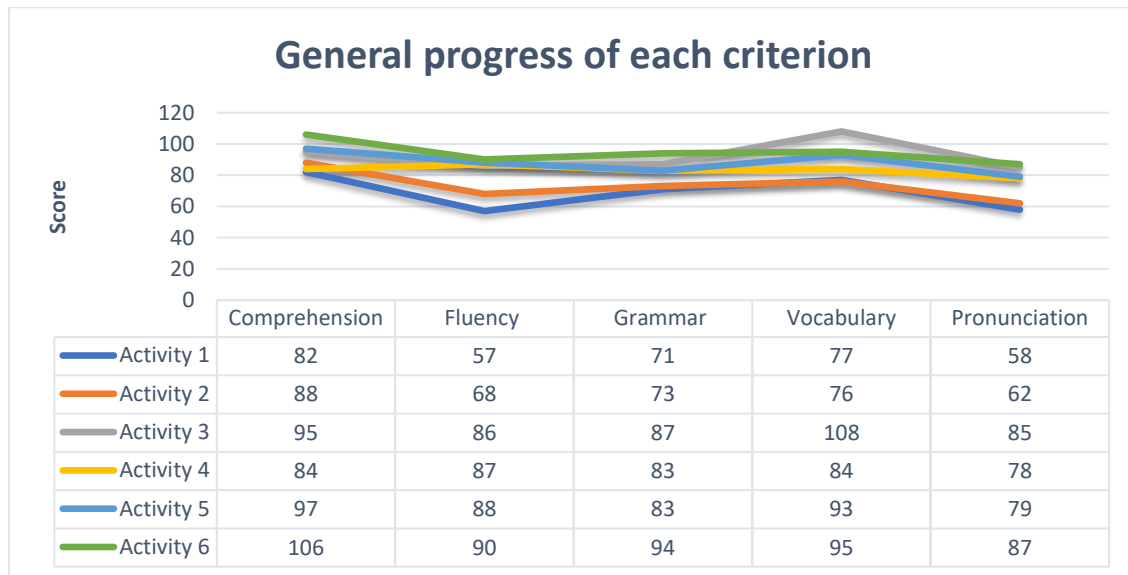
As can be noted, the performance of poor pronunciation was down, while the fair and the good performance of it went up. Finally, the very good pronunciation only changed in the third activity (which was the fully-scripted role-play), having two students that showed a good pronunciation and it also changed in the last activity, in which any student showed a very good pronunciation (mainly because of the use of different verbs in past participle).

Overall, students' oral production improved in the different settled criterion, having in general better results in the third activity and in the sixth one. The factors that both activities shared apart from being role-plays, is that vocabulary included in those specific activities had been practiced before not only with the information gap activities, but also during the rest of the lessons.

To sum it up, in figure 19, it is shown a graphic with the total of the scores got in each activity per criterion, which basically illustrates how the oral production of the students has improved in each activity. The most interesting observation might be that activity number three got the best results

in vocabulary, being better than in the last activity, and this was due to the nature of the activity as it was a SRP.

Figure 19. General progress of each criterion



Paying attention to the total scores, two patterns can be identified:

The first one can be observed on four criteria: Comprehension, grammar, vocabulary and pronunciation. And it does something like this: ↗ ↗ ↗ ↘ ↗ ↗ this can be understood with the explanation given above. The third activity got very high scores in those criteria on the ground of the level of control it has. It clearly exemplifies that when working with a new topic and freer activities the scores went down, but they kept improving.

Nonetheless, it does not mean that the other criterion (fluency) does not have an improvement, in fact, it was more constant. It always went up, so its pattern can be seen like this: ↗ ↗ ↗ ↗ ↗ ↗ (see **Figure 19**). This proves that even when students struggled with some other aspects, their fluency did not stop improving.

No matter whether the scores followed the first or the second pattern, both showed an improvement comparing the score got in the first and in the last activity. To have a clearer idea on the improvement have a look at the section below.

Improvement

With a view to analyze which category improved the most, another **table 4.6** is added, it contains the total score gotten by the total of the sample in each criterion. To understand it better, scores were converted in a scale from 1-10⁶ for each category (columns). In the last column, there are the total scores considering the five criteria. Below the chart, in the green line it is the rate of improvement⁷ got by each category.

Table 4.6 Points of each criterion per activity (1-10 scale).

Activity	Comprehension	Fluency	Structure	Vocabulary	Pronunciation	TOTAL
Act 1	5.69	3.96	4.93	5.35	4.03	4.79
Act 2	6.11	4.72	5.07	5.28	4.31	5.10
Act 3	6.60	5.97	6.04	7.50	5.90	6.40
Act 4	5.83	6.04	5.76	5.83	5.42	5.78
Act 5	6.74	6.11	5.76	6.46	5.49	6.11
Act 6	7.36	6.25	6.53	6.60	6.04	6.56
Improvement	1.67	2.29	1.60	1.25	2.01	1.76

Apparently, fluency and pronunciation were the categories with the lowest scores, but analyzing them, it can be said that fluency was the aspect which had the highest improvement, being 2.29 points of improvement. After that, it is pronunciation, with 2.01 points, followed by comprehension and structure, with 1.67 and 1.6 points, accordingly. And finally, it is vocabulary which had an improvement of 1.25 points.

This shows how both strategies, information gap and role-play helped students to improve their oral production. Especially fluency and pronunciation. This can be explained thanks to the importance of affective factors. As students were provided with practice and did their performances

⁶ Considering that 144 was the maximum score (since the sample group was constituted by 36 students and the maximum points, they could get were 4), it was equivalent to 10. From it, the proportions of each score were calculated in each category.

⁷ Note that it was calculated comparing the score got in the last activity and the one got in the first activity.

in a respectful environment, possible problems related to forms of the language did not prevent them from improving their fluency.

Chapter V

Conclusions

The main objective of the present paper was to improve oral production of the third-grade students from the secondary school “Ricardo Flores Magón”. Therefore, proposed activities were based on two main strategies: role-play and information-gap, which, according to the results obtained from the data analysis were effective as it is evident that students’ oral production improved. As a consequence, it can be said that the general objective was accomplished.

To guide the present research, the general question was “what strategies can be implemented to improve English oral production in third-grade secondary school students?” Here it is possible to asseverate that information-gap and role play are the most suitable strategies to do it. The success of these strategies is based on their communicative nature and also their flexibility, as they can be adapted according to the characteristics of the group. Speaking about the rest of the research questions, they were answered all along the research, mainly in chapter number II that contains the theoretical framework.

After the reviewing the literary, the hypothesis that was proposed stated that “Role-play and information-gap activities improve English oral production in third grade secondary school students.” Data shows that it is approved since students’ oral production improved in all criteria (as can be seen in Chapter IV). But especially in fluency, this was mainly because students were provided with tools to lower the anxiety levels such as the knowledge of the language together with some warm-up activities to help them feel more comfortable and capable of doing the activities.

According to the results, it can be concluded that:

- Using role-play and information gap was beneficial for the learning process as it added variety to the classroom exercises. Being this last aspect necessary to keep students motivated and willing to participate in the speaking activities.
- The use of the strategies to teach English has to be gradual, starting with controlled activities and letting them be freer as time goes by to help students get used to communicative exercises without doing them abruptly.
- The creation of an anxiety free environment was fundamental for the success of the activities, especially these ones that were aimed to develop oral production. This success

can be perceived in the fluency improvement. Despite conflicts in the other criterion, fluency was rarely affected and the communication process continued. To reduce stress levels, it was undoubtedly the need of providing students with the appropriate scaffolding so that they can feel capable of producing oral utterances.

- Moreover, the instructions play an important role, if students have a clear idea of what they are going to do, they will do it. Instructions are a key factor for the development of the activities.
- Other aids that made the performance easier to carry out were the didactic material and exemplification, that helped the teacher catch students' attention too and to facilitate the comprehension of the activities.
- The use of role plays and information gap activities was useful to improve all the criterion considered in the present document, but especially in fluency, where there was a improvement of 2.29 points and pronunciation (with 2.01 of improvement).

These findings were identified, in a great part thanks to the constant assessment of the activities as well as the continuous application of the strategies inside the classroom. Wherefore, it is suggested the constant implementation of role-play and information gap activities inside the classroom to maximize the results. As literature, in which this research was based, declares: the more students get used to them, the better the results will be. If students keep on practicing, they will be more comfortable when expressing themselves in an oral way which could guide them to perform better even in freer activities.

Stems from the fact that these activities were inserted in the social practices of the language suggested in the current English syllabus and adapted to the students' interests, they also had a positive impact on other macro skills such as listening and writing as they were not worked as themselves but included into a sequence.

As a conclusion, it is important to highlight the significance of doing research aimed to the improvement of educational issues, which would have a positive impact on the learning process, creating a better environment inside the classroom and bringing benefits for the scholar members, mainly teachers and students.

Suggestions

To work with both strategies, the reader should consider to follow and adapt the process to develop the activities, but there are some key factors that were crucial, at least in the present research, those are:

Choosing the topic: This stage is crucial as it will determine the success of the activity. And it goes further than just selecting the topic. First it is needed for the content to be in accordance to students' interests so that they feel intrinsically motivated to participate in the speaking activities. Then it is also important to adapt the topic according to the students' characteristics such as their English level, age, etc. For this reason, it is essential for English teachers to take their time on designing the activities so that the timing is also accurate.

Work the strategies as a game in which students have fun and learn, but where they keep in mind that there are some necessary rules to be followed and which must be established since the beginning. Also, these activities must be part of some other, it means that they should be included on a sequence so that they are not isolated activities with no purpose.

Instructions: they have to be short, precise and not delivered all at the same time if they are too long.

Warm-up: Even when students had the elements to perform the oral production, affective factors can play against them, then, providing some confidence to students will be required to boost the development.

In closing, it is pertinent to note that even when these activities were planned to be worked on with third-graders from a secondary school, both, the activities and strategies can and must be adapted according to the students' context, grade, age and English level, including the social practices of the language.

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Annexes

Annex 1



ESCUELA NORMAL SUPERIOR DEL ESTADO DE MEXICO
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

Guía de observación	
How do students react when they have to read aloud in English?	It depends on the students' English level. Students with higher level speak louder and even do it voluntarily. On the contrary, students with low English level read in a lower tone, but they rarely stop the reading due to lack of pronunciation knowledge.
How do students react when they have to repeat chunks in English as a whole group?	The majority of the group participate, they speak up when the teacher is near to them. This also helps when somebody is not repeating the chunks.
How do students react when they have to repeat chunks in English individually?	They normally do it in a lower tone, but never refuse to do it when they are presented the model.
Do students speak in English when the trainer teacher is in the classroom?	It depends on the teacher. But they are used to use phrases like "May I go to the bathroom toilet, please?" and "what's the meaning of...?"
How do students react when they have to orally exchange information in English with a classmate?	They don't want to do it. Usually they ask the teacher to let them work with their friends. But once they are with their classmates most of them tend to seek accuracy, asking the teacher to help them with some pronunciation issues.
How do students react when they have to orally exchange information in English with a friend?	They are more relaxed, unfortunately some of them speak in Spanish and some others need to be monitored to do the activities.
Who are the students who participate the most in speaking activities?	The ones with higher level of English. Specifically one girl.
Who are the students who participate the least in speaking activities?	The ones sitting on the corners and at the back of the classroom.
Do students try to speak in English?	Just when they are asked to in order to go out or ask for vocabulary to the teacher.

Annex 2

La siguiente encuesta tiene como objetivo identificar una estrategia para facilitar la expresión oral en la lengua extranjera (inglés) en alumnos de tercer grado de educación secundaria.

Instrucciones: Contesta las siguientes preguntas, marcando con una X las afirmaciones con las que estes de acuerdo.

Sexo: M F Edad:

1. De las siguientes habilidades, ¿cuál se te dificulta más en inglés?

Hablar Escribir Leer Escuchar

2. Cuando tienes que expresarte en inglés, prefieres que sea:

De forma escrita De forma oral ¿Por qué?

3. ¿Qué tan importante crees que sea hablar en inglés?

Mucho Poco Nada

4. ¿Te sientes cómodo hablando en inglés?

Si No ¿Por qué?

5. De los siguientes factores, selecciona los que consideres una limitación para que hables en inglés:

Falta de vocabulario Miedo a no hacerlo bien Miedo a que se burlen de ti

Falta de práctica

Otro, ¿Cuál?:

6. ¿Te gustaría que se realizaran más actividades en donde puedas hablar en inglés dentro del aula?

Si No ¿Por qué?

7. De las siguientes actividades, ¿cuál te gustaría realizar para practicar el inglés?

Interpretar papeles (juego de roles). Repetir una conversación. Realizar obras de teatro.
Realizar ejercicios de completado con información que tenga otro compañero. Juegos comunicativos

8. ¿En caso de haber realizado una de las actividades anteriores en la clase de inglés, ¿te gustó?

Sí ¿Cuál fue? _____ No ¿Por qué no te gustó?

No he realizado ninguna de las actividades anteriores en la clase de inglés

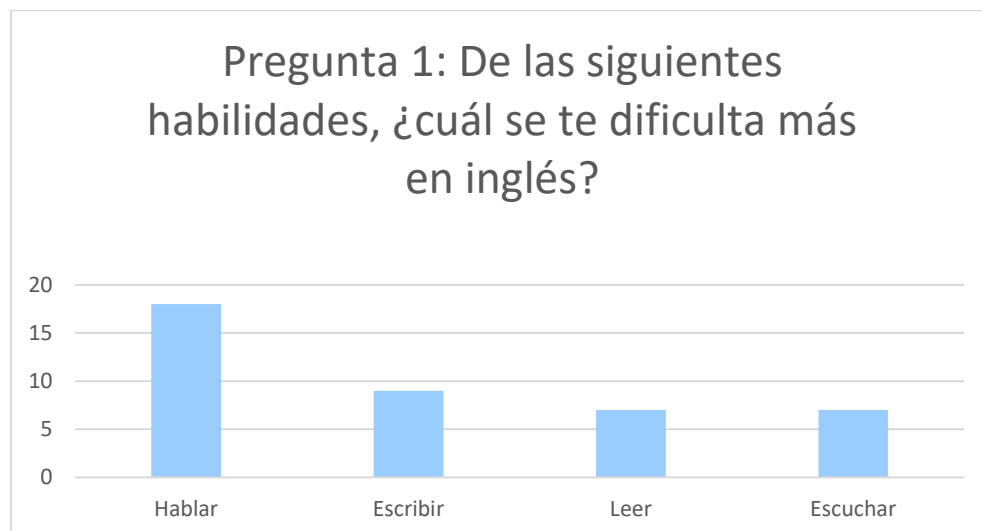
9. ¿Te gustaría hablar más con tus compañeros a fin de practicar el inglés dentro del aula?

Si No ¿Por qué?

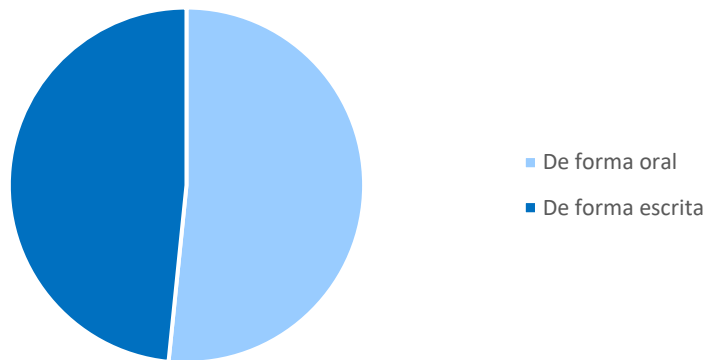
10. ¿Te gusta interpretar papeles?

Si No ¿Por qué?

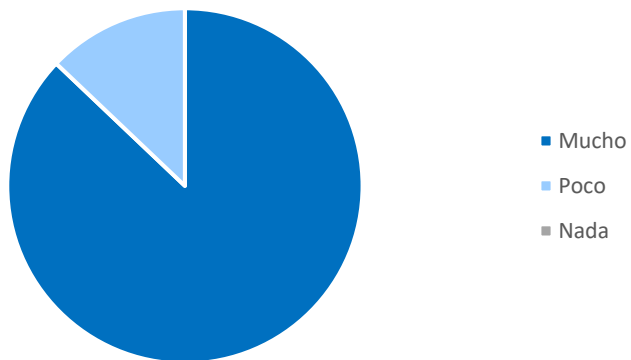
Annex 3



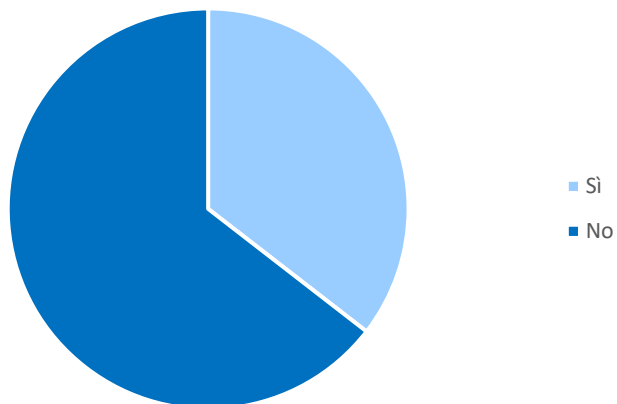
Pregunta 2: Cuando tienes que expresar algo en inglés, prefieres que sea:



Pregunta 3: ¿Qué tan importante crees que sea hablar en inglés?



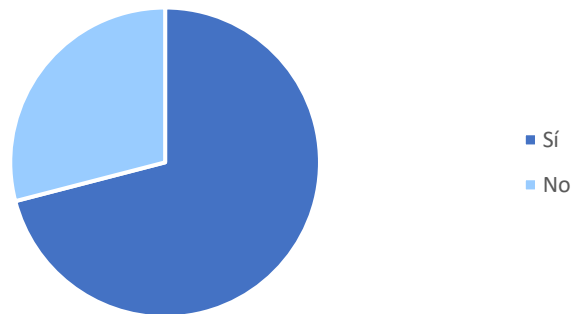
¿Te sientes cómodo hablando en inglés?



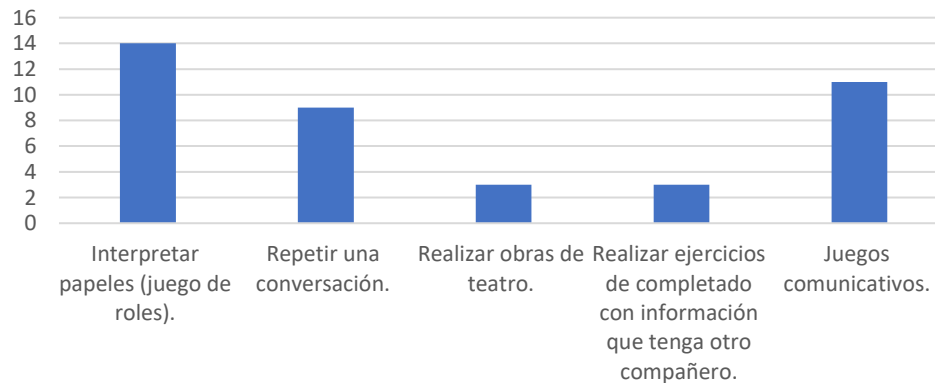
Pregunta 5: De los siguientes factores, selecciona los que consideres una limitación para que hables en inglés:



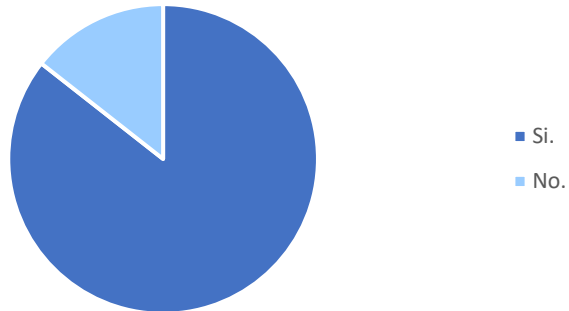
Pregunta 6: ¿Te gustaría que se realizaran más actividades en donde puedas hablar en inglés dentro del aula?



Pregunta 7: De las siguientes actividades, ¿cuál te gustaría realizar para practicar el inglés?



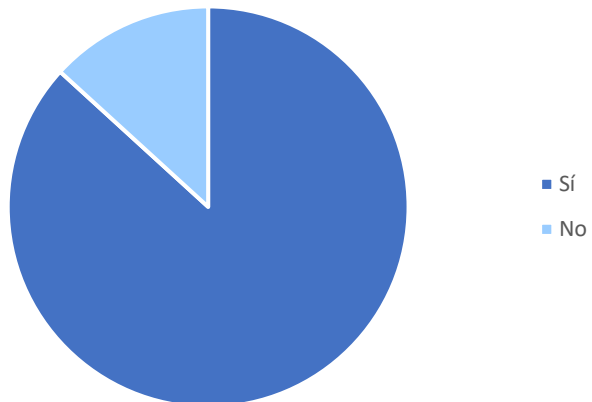
Pregunta 9: ¿Te gustaría hablar más con tus compañeros a fin de practicar el inglés dentro del aula?



Pregunta 8: ¿En caso de haber realizado una de las actividades anteriores en la clase de inglés, ¿te gustó?



Pregunta 10: ¿Te gusta interpretar papeles?



Annex 4

Part 1 (Phase 1)	
<p>Teacher <i>To both candidates</i> <i>To Student A</i> <i>To Student B</i></p>	<p>Good morning What's your name? And your surname? And what's your name? And your surname?</p>

Part 1 (Phase 2)	
<p>B, how old are you? Where do you live? What's your phone number? Thank you.</p> <p>A, how old are you? Where do you live? What's your e-mail address? Thank you.</p> <p>Extended Response Now A, please tell me something about the homework you have to do.</p>	<p>Back-up prompts</p> <p>Are you thirteen years old? Do you live in ... (Zinacantepec)?</p> <p>Do you live in ... (San Luis)? Is it a Gmail or a Hotmail account?</p> <p>Back-up questions Do you get a lot of homework every day? Did you do any homework yesterday? Do you like homework? (Why? /Why not?)</p>
<p>Now, let's talk about home.</p> <p>B, who do you live with? How many bedrooms are there in your house? A, Do you have any pets? What's your favorite room in your house?</p> <p>Extended Response Now, B, please tell me what you like doing at home.</p>	<p>Back-up prompts</p> <p>Do you live with your family? Are there three bedrooms in your house? Do you like animals? Do you like your bedroom?</p> <p>Back-up questions Do you like cooking? Do you play computer games?</p>

Part 2 (Phase 1)	
<p><i>To both students</i> <i>Student A</i> Teacher <i>Student B</i> Teacher</p>	<p>Here are two images that show some activities. A, describe the first image, please. <i>Describe the image.</i> Now, B, describe this image please. <i>Describes the image.</i></p>

<p>Students</p> <p>Teacher</p> <p>Teacher</p>	<p>Now, in this part of the test you are going to talk together. Here are some pictures that show different hobbies.</p> <p>Do you like these different activities? Say why or why not. I'll say that again. Do you like these different activities? Say why or why not.</p> <p>You can start</p> <p><i>Allow a minimum of 30 seconds (maximum of 2 minutes) before moving on to the following questions</i></p> <p>Do you think ...</p> <ul style="list-style-type: none"> ... playing football is fun? ... playing an instrument is difficult? ... playing computer games is boring? ... reading is interesting? ... painting/drawing is easy? <p>So, A, which of these hobbies do you like best?</p> <p>And you, B, which of these hobbies do you like best? Thank you.</p>
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Adapted from: Key for Schools Speaking Sample Tests Test 1: Hobbies (2022)

Do you like these different hobbies?



Annex 5

	4	3	2	1
Initiation	Eagerly initiates speech. Easily asks questions and speaks without hesitation.	Is willing to initiate speech. Asks questions and speaks with few hesitations.	Sometimes initiates speech. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions.
Task	Always responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Rarely responds appropriately to questions/statements.
Vocabulary	Uses a variety of words/expressions appropriate for the topic	Uses some words and expressions related to the topic.	Uses basic vocabulary related to the topic.	Uses limited vocabulary.
Pronunciation	Speaks clearly and imitates accurate pronunciation.	Speaks clearly and attempts accurate pronunciation.	Mispronunciation do not interfere in comprehension.	Mispronunciation interferes in comprehension.
Structure	Makes few errors in the correct word order and errors do not interfere in comprehensibility.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes brief utterances with little structure and comprehensibility is interrupted.

Adapted from:

NY Learns (2022). Sample Assessment Rubrics.

<https://www.nylearns.org/module/content/search/item/2773/viewdetail.ashx#sthash.BWhix4KQ.h6yNV6lp.dpbs>

Annex 6

https://drive.google.com/drive/folders/14rg_atXStvd6rNxYofpJUItot0oObP2d?usp=share_link



Annex 7

Student A

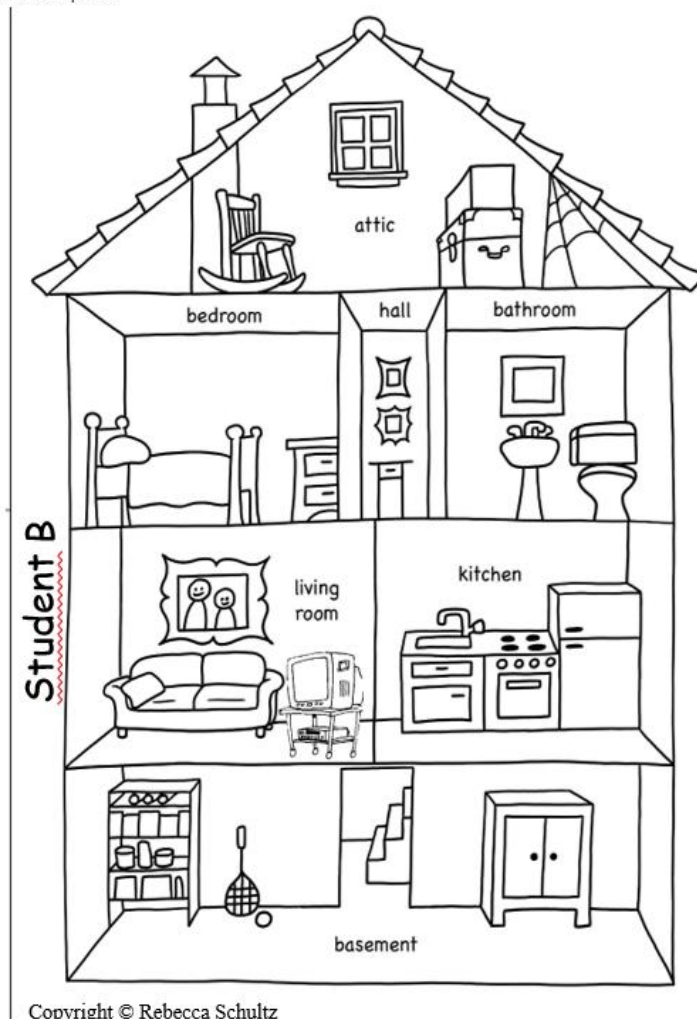
Instructions: Read the following text to your partner and ask him/her to **draw** the different **paranormal events** in the correct part of the house they have occurred. When you reach to the word “teeth” give the paper to your classmate for him/her to read and now you have to draw.

I did not believe in ghosts and all that stuff, but I have experienced some paranormal situations which doesn't have a logical explanation.

This happened to me 3 years ago. I was staying at a rented house when some paranormal situations occurred. The first night, I saw a shadow behind me through the mirror when I was brushing my teeth. Then, the following day when I went to the kitchen the four burners of the stove were turned on, but there was nobody. Finally, I heard as if someone was sweeping the attic so I went upstairs and saw a broom moving by itself. I was so scared that I decided to leave the house.

Annex 8

Student A: _____ # List: _____
Student B: _____ # List: _____
Instructions: Listen to your classmate and draw the event (s) he is describing in the part of the house that corresponds.



Annex 9

Find someone who...



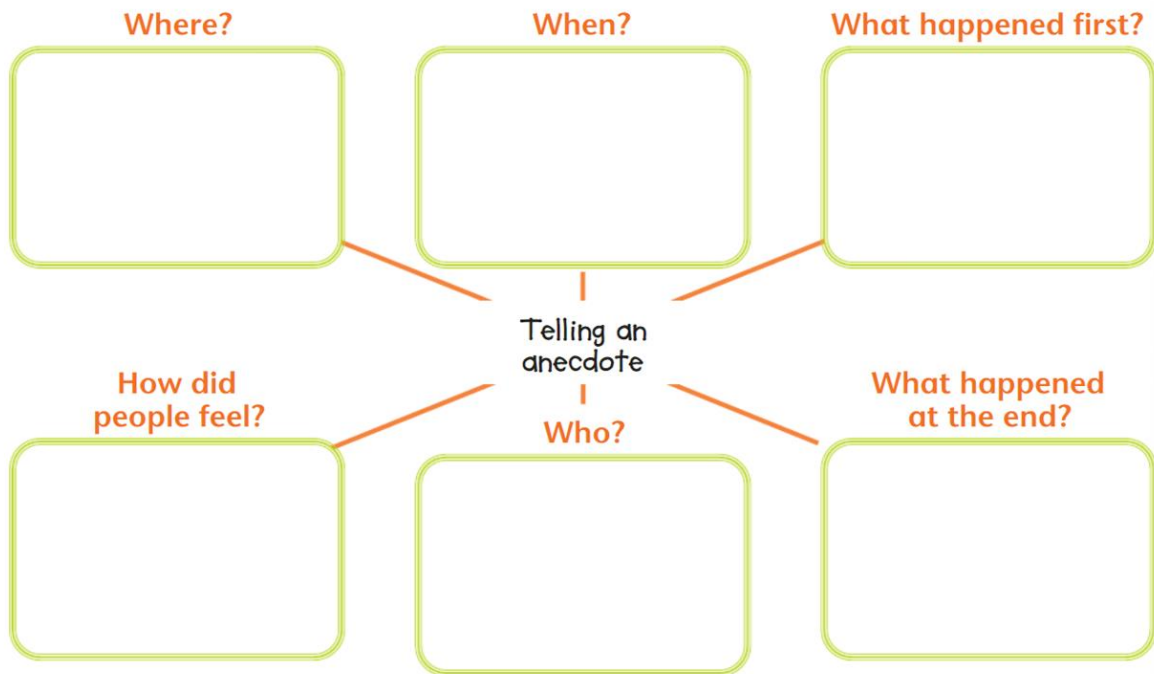
Name: _____

Group: _____ # list: _____

Instructions: Find a classmate who fits the description and write his/her name on the line. Then ask her/him additional information (if possible).

	Name	Additional information (When did it happen? / Where did it happen? / How did you feel?)
Have you ever heard "la Llorona"?		
Have you ever been to a haunted house?		
Have you ever seen a ghost/witch?		
Have you ever heard someone whispering your name when there is nobody?		
Have you ever had a paranormal experience?		

Annex 10



Taken from: Barea, C., Cacho, G., Ruiz, J., Villarino, G. and Soriano, B. (2019). *Yes, we can! Secondary 2*. Richmond.

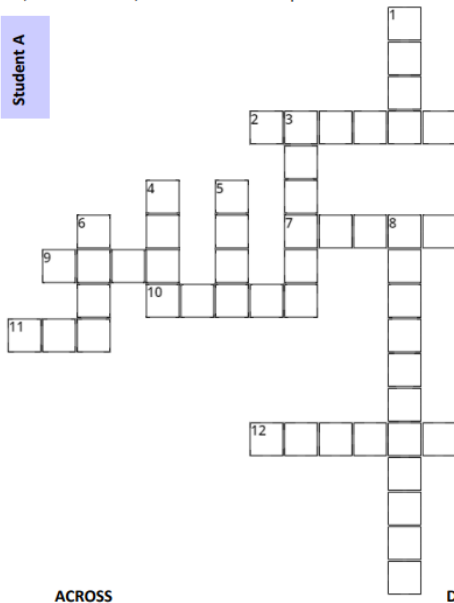
Annex 11

Student A: _____ # list: _____
 Student B: _____ # list: _____

Past participle verbs

Instructions: Ask your partner for the missing information and provide him/her the one he/she needs. Then complete the crossword.

Student A



ACROSS

DOWN

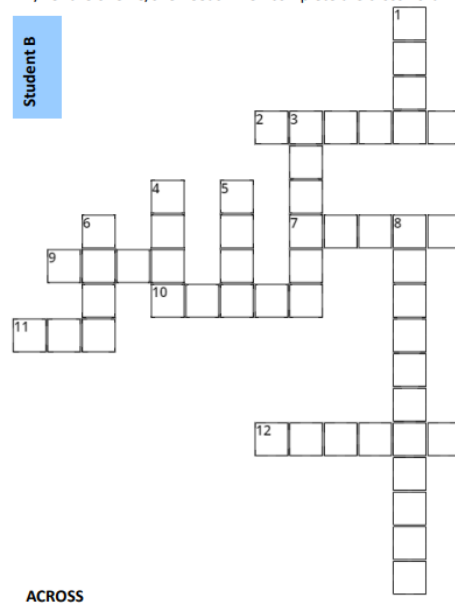
- | | |
|------------------------------------|----------------------------------|
| 2. The past participle of _____ | 1. The past participle of make . |
| 7. The past participle of date . | 3. The past participle of _____ |
| 9. The past participle of _____ | 4. The past participle of go . |
| 10. The past participle of eat . | 5. The past participle of _____ |
| 11. The past participle of _____ | 6. The past participle of hold . |
| 12. The past participle of speak . | 8. The past participle of _____ |

Student A: _____ # list: _____
 Student B: _____ # list: _____

Past participle verbs

Instructions: Ask your partner for the missing information and provide him/her the one he/she needs. Then complete the crossword.

Student B



ACROSS

DOWN

- | | |
|-----------------------------------|--|
| 2. The past participle of break . | 1. The past participle of _____ |
| 7. The past participle of _____ | 3. The past participle of ride . |
| 9. The past participle of be . | 4. The past participle of _____ |
| 10. The past participle of _____ | 5. The past participle of send . |
| 11. The past participle of have . | 6. The past participle of _____ |
| 12. The past participle of _____ | 8. The past participle of experience . |

Annex 12

<p>Student A.1 Go to station # 1 and pick up the _____ square. Go to station # 2 and pick up the pink _____. Go to station # 3 and pick up the _____ triangle. Go to station # 4 and pick up the purple _____. Student A: _____ Student B: _____</p>	<p>Student B.1 Go to station # 1 and pick up the green _____. Go to station # 2 and pick up the _____ triangle. Go to station # 3 and pick up the orange _____. Go to station # 4 and pick up the _____ triangle. Student A: _____ Student B: _____</p>
<p>Student A.2 Go to station # 1 and pick up the _____ square. Go to station # 2 and pick up the green _____. Go to station # 3 and pick up the _____ triangle. Go to station # 4 and pick up the orange _____. Student A: _____ Student B: _____</p>	<p>Student B.2 Go to station # 1 and pick up the yellow _____. Go to station # 2 and pick up the _____ square. Go to station # 3 and pick up the pink _____. Go to station # 4 and pick up the _____ triangle. Student A: _____ Student B: _____</p>
<p>Student A.3 Go to station # 1 and pick up the _____ square. Go to station # 2 and pick up the yellow _____. Go to station # 3 and pick up the _____ square. Go to station # 4 and pick up the pink _____. Student A: _____ Student B: _____</p>	<p>Student B.3 Go to station # 1 and pick up the blue _____. Go to station # 2 and pick up the _____ square. Go to station # 3 and pick up the green _____. Go to station # 4 and pick up the _____ triangle. Student A: _____ Student B: _____</p>
<p>Student A.4 Go to station # 1 and pick up the _____ square. Go to station # 2 and pick up the blue _____. Go to station # 3 and pick up the _____ square. Go to station # 4 and pick up the green _____. Student A: _____ Student B: _____</p>	<p>Student B.4 Go to station # 1 and pick up the purple _____. Go to station # 2 and pick up the _____ square. Go to station # 3 and pick up the yellow _____. Go to station # 4 and pick up the _____ square. Student A: _____ Student B: _____</p>
<p>Student A.5 Go to station # 1 and pick up the _____ square. Go to station # 2 and pick up the purple _____. Go to station # 3 and pick up the _____ square. Go to station # 4 and pick up the yellow _____. Student A: _____ Student B: _____</p>	<p>Student B.5 Go to station # 1 and pick up the orange _____. Go to station # 2 and pick up the _____ square. Go to station # 3 and pick up the blue _____. Go to station # 4 and pick up the _____ square. Student A: _____ Student B: _____</p>
<p>Student A.6 Go to station # 1 and pick up the _____ square. Go to station # 2 and pick up the orange _____. Go to station # 3 and pick up the _____ square. Go to station # 4 and pick up the blue _____. Student A: _____ Student B: _____</p>	<p>Student B.6 Go to station # 1 and pick up the pink _____. Go to station # 2 and pick up the _____ square. Go to station # 3 and pick up the purple _____. Go to station # 4 and pick up the _____ square. Student A: _____ Student B: _____</p>
<p>Student A.7 Go to station # 1 and pick up the _____ rectangle. Go to station # 2 and pick up the pink _____. Go to station # 3 and pick up the _____ square. Go to station # 4 and pick up the purple _____. Student A: _____ Student B: _____</p>	<p>Student B.7 Go to station # 1 and pick up the green _____. Go to station # 2 and pick up the _____ square. Go to station # 3 and pick up the orange _____. Go to station # 4 and pick up the _____ square. Student A: _____ Student B: _____</p>
<p>Student A.8 Go to station # 1 and pick up the _____ rectangle. Go to station # 2 and pick up the green _____. Go to station # 3 and pick up the _____ square. Go to station # 4 and pick up the orange _____. Student A: _____ Student B: _____</p>	<p>Student B.8 Go to station # 1 and pick up the yellow _____. Go to station # 2 and pick up the _____ rectangle. Go to station # 3 and pick up the pink _____. Go to station # 4 and pick up the _____ square. Student A: _____ Student B: _____</p>

<p>Student A.9 Go to station # 1 and pick up the _____ rectangle. Go to station # 2 and pick up the yellow _____. Go to station # 3 and pick up the _____ rectangle. Go to station # 4 and pick up the pink _____. Student A: _____ Student B: _____</p>	<p>Student B.9 Go to station # 1 and pick up the blue _____. Go to station # 2 and pick up the _____ rectangle. Go to station # 3 and pick up the green _____. Go to station # 4 and pick up the _____ square. Student A: _____ Student B: _____</p>
<p>Student A.10 Go to station # 1 and pick up the _____ rectangle. Go to station # 2 and pick up the blue _____. Go to station # 3 and pick up the _____ rectangle. Go to station # 4 and pick up the green _____. Student A: _____ Student B: _____</p>	<p>Student B.10 Go to station # 1 and pick up the purple _____. Go to station # 2 and pick up the _____ rectangle. Go to station # 3 and pick up the yellow _____. Go to station # 4 and pick up the _____ rectangle. Student A: _____ Student B: _____</p>
<p>Student A.11 Go to station #1 and pick up the _____ rectangle. Go to station # 2 and pick up the purple _____. Go to station # 3 and pick up the _____ rectangle. Go to station # 4 and pick up the yellow _____. Student A: _____ Student B: _____</p>	<p>Student B.11 Go to station # 1 and pick up the orange _____. Go to station # 2 and pick up the _____ rectangle. Go to station # 3 and pick up the blue _____. Go to station # 4 and pick up the _____ rectangle. Student A: _____ Student B: _____</p>
<p>Student A.12 Go to station # 1 and pick up the _____ rectangle. Go to station # 2 and pick up the orange _____. Go to station # 3 and pick up the _____ rectangle. Go to station # 4 and pick up the blue _____. Student A: _____ Student B: _____</p>	<p>Student B.12 Go to station # 1 and pick up the pink _____. Go to station # 2 and pick up the _____ rectangle. Go to station # 3 and pick up the purple _____. Go to station # 4 and pick up the _____ rectangle. Student A: _____ Student B: _____</p>
<p>Student A.13 Go to station # 1 and pick up the _____ triangle. Go to station # 2 and pick up the pink _____. Go to station # 3 and pick up the _____ rectangle. Go to station # 4 and pick up the purple _____. Student A: _____ Student B: _____</p>	<p>Student B.13 Go to station # 1 and pick up the green _____. Go to station # 2 and pick up the _____ rectangle. Go to station # 3 and pick up the orange _____. Go to station # 4 and pick up the _____ rectangle. Student A: _____ Student B: _____</p>
<p>Student A.14 Go to station # 1 and pick up the _____ triangle Go to station # 2 and pick up the green _____. Go to station # 3 and pick up the _____ rectangle. Go to station # 4 and pick up the orange _____. Student A: _____ Student B: _____</p>	<p>Student B.14 Go to station # 1 and pick up the yellow _____ Go to station # 2 and pick up the _____ triangle. Go to station # 3 and pick up the pink _____. Go to station # 4 and pick up the _____ rectangle. Student A: _____ Student B: _____</p>
<p>Student A.15 Go to station # 1 and pick up the _____ triangle. Go to station # 2 and pick up the yellow _____. Go to station # 3 and pick up the _____ triangle. Go to station # 4 and pick up the pink _____. Student A: _____ Student B: _____</p>	<p>Student B.15 Go to station # 1 and pick up the blue _____. Go to station # 2 and pick up the _____ triangle Go to station # 3 and pick up the green _____. Go to station # 4 and pick up the _____ rectangle. Student A: _____ Student B: _____</p>
<p>Student A.16 Go to station # 1 and pick up the _____ triangle. Go to station # 2 and pick up the blue _____. Go to station # 3 and pick up the _____ triangle Go to station # 4 and pick up the green _____. Student A: _____ Student B: _____</p>	<p>Student B.16 Go to station # 1 and pick up the purple _____. Go to station # 2 and pick up the _____ triangle. Go to station # 3 and pick up the yellow _____. Go to station # 4 and pick up the _____ triangle. Student A: _____ Student B: _____</p>

<p>Student A.17 Go to station # 1 and pick up the _____ triangle. Go to station # 2 and pick up the purple _____. Go to station # 3 and pick up the _____ triangle Go to station # 4 and pick up the yellow _____ Student A: _____ Student B: _____</p>	<p>Student B.17 Go to station # 1 and pick up the orange _____. Go to station # 2 and pick up the _____ triangle. Go to station # 3 and pick up the blue _____. Go to station # 4 and pick up the _____ triangle Student A: _____ Student B: _____</p>
<p>Student A.18 Go to station # 1 and pick up the _____ triangle. Go to station # 2 and pick up the orange _____. Go to station # 3 and pick up the _____ triangle. Go to station # 4 and pick up the blue _____. Student A: _____ Student B: _____</p>	<p>Student B.18 Go to station # 1 and pick up the pink _____. Go to station # 2 and pick up the _____ triangle. Go to station # 3 and pick up the purple _____. Go to station # 4 and pick up the _____ triangle Student A: _____ Student B: _____</p>

Annex 13

- 1. Have you ever broken a heart?
- 2. Have you ever had your heart broken? /
- 3. Have you ever dated someone you weren't attracted to? /
- 4. Have you ever been in love? /
- 5. Have you ever experienced love at first sight? /
- 6. Have you ever had a crush on a ~~teacher~~ ^{classmate}?
- 7. Have you ever spoken to your crush?
- 8. Have you ever made a prank call?
- 9. Have you ever sent a text to the wrong person?
- 10. Have you ever broken something ^{very} ~~and~~ ^{important for you?} ~~hidden~~?
- 11. Have you ever eaten food that fell on the floor?
- 12. Have you ever gone into the wrong restroom?
- 13. Have you ever broken a bone?
- 14. Have you ever eaten an insect? /
- 15. Have you ever been to another country?
- 16. Have you ever broken your phone? /
- 17. Have you ever held a snake?

18. Have you ever ridden a motorcycle?



Annex 14

Student A

You are on the bus when you see a person listening to one of your favorite songs. You tell him/ her it's your favorite song. You have a lot in common that she asks you for your Instagram.

A. (Greet student B _____). Sorry for bothering you, but is it "Fix you"?

B.

A. Yes! I love it! (Tell B that Coldplay is the best band you have ever listened to _____).

B.

A. (Say that you have listened to it _____). It is incredible!

B.

A. Yes, it's 7221345633.

B.

Student B

You are on the bus when someone tells you that the song you are listening to is his/her favorite song. Ask her/him if she/he has listened to another song by the same singer. You have a lot in common that you ask her/him for his/her phone number.

A:

B: (greet student A _____) Yes! Do you like it?

A:

B:(Show surprise). It's mine too! (Ask student A if he has listened to "Viva la vida" _____).

A:

B: Oh! This is my bus stop. (Ask her/him for his phone number _____)

A:

B: Thank you! I'll text you later.

Oral quiz scoring sheet

Name: _____

Date: _____

Score: _____

		Poor	Fair	Good	Very good	Excellent
Comprehension	0	1	2	3	4	5
Fluency	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
Vocabulary	0	1	2	3	4	5
Pronunciation	0	1	2	3	4	5
General comments						
Suggestions for improvement						

Comprehension = ability to understand questions and respond appropriately

Fluency = ability to speak quickly, naturally, and without many pauses

Grammar = ability to use correct grammar and sentence structures

Vocabulary = ability to understand and use vocabulary words and phrases

Pronunciation = ability to use correct stress, rhythm, and intonation patterns

ASUNTO: Carta de liberación de trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023

LIZETH BERNAL HERNÁNDEZ
ESTUDIANTE DEL OCTAVO SEMESTRE DE LA
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL
INGLÉS EN EDUCACIÓN SECUNDARIA
PRESENTE

Quien suscribe, Lic. Judith Padilla Rodríguez, en su calidad de asesora, y en atención al cumplimiento en tiempo y forma de los procedimientos de construcción, asesoría, dictaminación y acreditación de su trabajo de titulación que la normatividad vigente marca, se dirige a usted, con respeto, para expedirle la presente

CARTA DE LIBERACIÓN DE SU TRABAJO DE TITULACIÓN

en la modalidad de Tesis de Investigación que lleva por título: Role-play and information gap activities to improve oral production in third grade secondary school students.

Por lo anterior, se le informa que, puede continuar con los trámites correspondiente para la programación de su examen profesional.

Sin otro particular, le desea éxito.

ATENTAMENTE

Lic. Judith Padilla Rodríguez

c.c.p. Mtro. Inocencio Montoya Escobar. Responsable del Área de Exámenes Profesionales.
c.c.p. Lic. Cindy Yareli Gaxiola Camacho. Jefa del Departamento de Control Escolar.

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México"

ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO

SECCIÓN: SUBDIRECCIÓN ACADÉMICA
No. DE OFICIO: DIR/SAC/AEP/0349/2022-2023
ASUNTO: Se autoriza la edición de trabajo
de titulación

Toluca, Estado de México, 30 de junio de 2023

LIZETH BERNAL HERNÁNDEZ
ESTUDIANTE DEL OCTAVO SEMESTRE DE LA
LICENCIATURA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN
SECUNDARIA
PRESENTE

La Dirección de la Escuela Normal Superior del Estado de México, se dirige a usted, respetuosamente, en atención al cumplimiento en tiempo y forma de la normatividad vigente del procedimiento de elaboración, construcción, dictaminación, liberación y acreditación del trabajo de titulación en su modalidad de TESIS DE INVESTIGACIÓN, con el título: ROLE-PLAY AND INFORMATION GAP ACTIVITIES TO IMPROVE ORAL PRODUCTION IN THIRD GRADE SECONDARY SCHOOL STUDENTS, asesorada por la LIC. JUDITH PADILLA RODRÍGUEZ; para informarle que se le AUTORIZA la edición correspondiente.

Sin otro particular, le exhorta a dar continuidad al procedimiento para el logro de su examen profesional respectivo.



MS/AZ/JMMC/FJGR/NE/dgj*

SECRETARÍA DE EDUCACIÓN
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL
SUBDIRECCIÓN DE ESCUELAS NORMALES
ESCUELA NORMAL SUPERIOR DEL ESTADO DE MÉXICO

ASUNTO: Se asume responsabilidad del trabajo de titulación

Toluca, Estado de México, 30 de junio de 2023

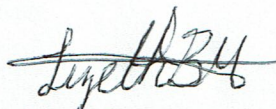
MTRA. MARÍA DEL SOCORRO ARREDONDO ZÁRATE
DIRECTORA DE LA ESCUELA NORMAL SUPERIOR
DEL ESTADO DE MÉXICO
PRESENTE

Quien suscribe, Lizeth Bernal Hernández, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, en atención a la normatividad vigente para el proceso de titulación, se dirige a su persona con respeto, para informarle que asume plena y conscientemente la responsabilidad total en la autenticación, originalidad, estructura y formato del trabajo de titulación que presentará en su examen profesional, en su modalidad de Tesis de Investigación, con el título: Role-play and information gap activities to improve oral production in third grade secondary school students, para proceder al trámite correspondiente.

Asimismo, le refiere que se han atendido las recomendaciones realizadas por la asesora y las sugerencias de los dictaminadores asignados; por lo que asume el compromiso de llevar a cabo el proceso de réplica establecida en el protocolo conveniente.

Sin otro particular por el momento, le envía un cordial saludo.

ATENTAMENTE



Lizeth Bernal Hernández

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