



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN - MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

FAREM – CARAZO

“AÑO DE LA RECONCILIACIÓN”

Topic: Innovative strategies in the English teaching and learning processes in secondary school.

Sub-topic: Role-plays as Interactive didactic strategy (Active talking show) to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.

Students' names:

ID number

Br. Edith Auxiliadora Torres Rivas

14094402

Br. Karen Gissel Vélez Cruz

14091278

Tutor: Miss Gisele Ortiz

Tuesday, April 30th, 2019

¡A la libertad por la Universidad!

I. Summary

This study is about the use of Role plays as interactive didactic strategy, specifically about the implementation of the strategy Active talking show using Role-play to improve the teaching-learning process of the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, as well as to analyze the instruments in order to know the effectiveness of the use of the strategy to help strengthen the speaking skill in the teaching learning process with the 9th grade “A” students in the first semester 2019

This study presents the use of Role plays as interactive didactic strategy, in order to help strengthen the speaking skill with the 9th grade “A” at National Institute Juan José Rodríguez in the first semester 2019. It also proposes to the English teacher a new didactic resource in order to improve students speaking skill and contribute to catch their interest.

In order to validate the results of the innovate strategy applied to the students, its carried out different instruments.

Key words: Role plays, interactive didactic strategies, speaking Skill.

II. Dedication

This research is dedicated to our God that keeps us alive, and the one that provide us intelligence and makes us able to reach our goals.

To our respective parents who have been our constant source of inspiration. They have given us support at all-time no matter the difficulties we confronted to achieve our goals. For without their determination and constant support this project would not have been made possible.

A special feeling of gratitude to our loving English teachers of the National Autonomous University of Nicaragua (UNAN FAREM-CARAZO) who have offered us their support and comprehension in the achievement of our work, who were so helpful and also for their words of encouragement during our entire English major.

To all our classmates who shared their difficulties strengthen, good and bad times, but at the end, they gave us a perseverant spirit in this major. We keep good memories from them.

III. Acknowledgement

First of all, we would like to thank God for giving us the opportunity to fulfill our English major, for giving us strengths when we were weak and for guiding us in the right way to achieve our goals.

Ours thanks to our Tutor Miss Gisele Ortiz for providing us her knowledge and support in completing this study. We are grateful for her constructive criticism, enduring support, and patient and time.

We would like to acknowledge to all the teachers who have contribute in our learning process during all this time. Thanks to everyone for their support while they taught us.

Content

I.	Summary	2
II.	Dedication	3
III.	Acknowledgement.....	4
IV.	Introduction	7
V.	Background	8
VI.	Activity Proposal.....	10
VII.	Justification	14
VIII.	Problem statement.....	15
8.1.	Problem characterization.....	15
8.2.	Problem formulation	15
8.3.	Systematization problem.....	15
IX.	Objectives.....	17
9.1.	General objective.....	17
9.2.	Specific objectives.....	17
X.	Theoretical framework	18
10.1.	Innovation.....	18
10.1.1.	Innovation in the teaching learning-process in the English language	18
10.2.	Teaching and learning process	19
10.3.	What means Didactic strategies?.....	20
10.4.	Receptive and productive skills.....	20
10.5.	Speaking skill	21
10.5.1.	What is speaking?.....	21
10.5.2.	Why is it important?	21
10.5.3.	How to Teach Speaking	21
10.5.4.	Speaking sub-skills.....	22
10.5.5.	Activities to develop speaking	23
10.6.	Input and output	25
10.7.	Use of Role Plays	26
10.8.	WhatsApp as a supporting technological tool for education.....	26
XI.	Hypothesis.....	28
XII.	Methodological design	29

Type of study.....	29
Area of study	29
Universe and Sample.....	29
XIII. Matrix descriptor.....	30
XIV. Methods, techniques, and instruments	32
Results obtained through the students' interview.....	33
Results obtained through the survey applied to the students.....	34
General Analysis from the results of the instruments	38
Conclusions	41
Bibliography	43
Annexes.....	44

IV. Introduction

When it comes to interactive didactic strategies, this research focuses on an innovative strategy that might be developed to accomplish with the class objectives to create a meaningful class in which the main purpose is to improve the students speaking skill . For that reason, this research proposes an innovative didactic strategy for teaching and learning specially to develop the speaking skill.

So far, the structure of this research includes the following aspects, such as the summary, introduction, justification, general and specific objectives, problem statements, background, theoretical framework and its methodology.

The introductory section states the main objective of this research and the structure to be found throughout all the document. The reasons that support this investigation are given in the justification.

The theoretical framework contains important theories and concepts that support this investigation, in the first part of this study; it is a short description about innovation in education, in the second part; it is a description about teaching and learning process. On the other hand the third part; it shows a definition of didactic strategies, then in the fourth part; it is a description about speaking skill, also the fifth part is a short definition about the use of Role play and the sixth part is a description about WhatsApp as a supporting technological tool for education. Finally, it shows the methodological design, which describes the methodology to implement for carry out this study.

V. Background

The use of interactive didactic strategies in the English language to develop speaking skill with students has become a necessity because with those the teacher can accomplish a huge change if those are put into practice with the students in the classroom to; lose fear at the time of speaking to a native speaker or any person who speak English, the development of their pronunciation without obstacles, the achievement to make a meaningful conversation with someone and understand what someone said and that they can answer as well.

This research takes into account the results of studies about didactic strategies, and the use of Role-plays in English teaching, that important experts have done. One of them is (Barrera, 2008) who refers that at the first education's congress at UNAN-MANAGUA about the topic "interactive activities in classrooms" got as result that the current methods that promote the communication allow us to practice our organizational skills and knowledge's techniques about how to successfully lead the classrooms where learning is promoted. The primary materials are the students and their interests. The different patterns of interaction have a purpose that is communication. Thanks to groups' work, the students have more time for oral production. Through the interactive activities performance, the students with less language capacity and the more timid have the opportunity to interact with their classmates and practice the language, thus becoming the classrooms in places where important skills are developed.

As stated in a research done in Venezuela about "Teaching-learning strategies' proposal for English teachers" (Acosta,Escobar,Maita, 2011) found that the educational act is constantly changing, dynamic and does not admit static behaviors, from there comes the necessity for a constant updating of the teacher staff. The English teacher is the stilt, the one who is in charge and is responsible to promote the enthusiasm, and share the interest for the English language with the students who are part of their classes, for that reason is fundamental to keep the motivation towards teaching in a high level.

In agreement with a research conducted by (Carvajal, 2013) in Costa Rica published in the Education journal, the topic about “Teaching English in secondary : an innovative proposal” it shown as result that the student’s role is not static as a simple knowledge’s receiver, but students participate actively in their own learning, discussing and practicing the English language in situations proposed by the teacher, but in a more real situation, so that later the student take advantage of the learned and use it in your daily life. Furthermore, the intention of the proposal is that it be a support for the teachers who have in charge the teaching and learning of the English language of secondary in the educational process.

(Altun, 2015 cited by Alabsi, 2016) Conducted a case study on the implementation of role-play activities to explore the benefits of such activities in developing language. It was found that conduct of role-play activities can provide a stress free learning environment where students enjoy using the language. Findings show that role-play activities enable students to gain self-confidence enhance motivation and promote the speaking skills of foreign language learners.

Role-play strategies have proven their effectiveness in teaching English to learners, as role-play can increase students' enthusiasm, self-confidence, and empathy, and encourage critical thinking (Alabsi, 2016).

VI. Activity Proposal

Title: Active talking show

Phase I

Based on the researches carried out by authors like: Barrera (2008), Acosta & et al (2010), Carvajal (2013), Alabsi (2016) , comes the idea to propose the use of Role plays as innovative strategy (**Active talking show**), that will be useful for teachers and students at Instituto Juan José Rodríguez.

This proposal offers an innovative way to improve the teaching of the speaking skill through dynamics presentations using Role-plays where each one of the students is going to take a role to create an active conversation. The creation of groups participating in dynamics presentations (**Active talking show**): This one consists of groups of students who are encouraged to demonstrate their speaking skill putting into practice useful Role-plays, related to real life situations, but also taking into account the units and topics that they have studied during the course; in order to lose their fears, getting used to practicing the language, get a meaningful vocabulary, pronunciation, fluency, accuracy, through a fun and motivating way.

- First, before apply the proposal, in order to measure student's knowledge based on the speaking skill, the teacher is going to carry out a diagnostic activity which will let the teacher knows how much the students are related with the skill.

Phase II

Steps to follow

Step 1: Determine the topics to carry out the activity, according to the contents of a unit.

- In this step is going to be taken into account unit I: Occupations

Step 2: Create the work groups. The student's number by group will depend of the students' total in the classroom.

Step 3: The students have to choose what their presentation is going to be about, according to the topic already studied.

- First they have to decide what occupation role (example: Teacher) they are going to use
- Then they have to organize the situation(example: bullying at school) , the characters (example: students, parents, principal, psychologist) and their roles

Note: From step 1 to step 3 will be developed and monitored in the classroom during time classes (the last 10 minutes of each class until it is covered).

- Step 4: The teacher is going to let the students know that a WhatsApp group will be created in order to check the students' advances in their draft (dialogue) and give feedbacks, recommendations for them to create a good presentation.

Note: during the preparation time the students have to work time out class, and send their works to the teacher through the WhatsApp group in order to take advance and avoid using the time class revising students' draft.

- The teacher is going to give instructions about when they are going to send each advance (example: the students are going to send the first draft about their writing) and what she expect to check in each one.
- When the students have sent the final draft and the teacher has checked it, its mean they are ready to present.

Step 5: Organize the date and let the students know about the parameters to evaluate.

- Once the students are ready, proceed to determine the date to the final presentation.

Phase III

- The final presentation will be covered during two classes, time of 90 minutes. The class will already know which groups will be presenting each day, and the rest who is not going to present the first day will be the audience, and vice versa the next day.

Evaluation:

- The teacher is going to apply the instruments already created to measure the achievements got it and know how effective was the proposal for teacher and students as a main centered to develop the students speaking skill.

Assessment

The teacher uses a rubric to assess student's presentation. The teacher will be observing and completing the rubric.

Rubric

Parameters to evaluate	Quality			
	Excellent	Very good	good	Regular
Pronunciation & Fluency				
Vocabulary				
Coherence				

Parameters to evaluate	Quality requirements			
	Excellent	Very good	good	Regular
Pronunciation & Fluency	-Pronunciation and intonation are almost always accurate -Speak smoothly without hesitation	-Pronunciation & intonation are usually accurate with a few problems areas -Speak with some hesitation but it does not interfere with communication	-Pronunciation & intonation errors sometimes make it difficult to understand the students -Speak with some hesitation which often interfere with communication	-Frequent problems with pronunciation and intonation -Hesitate too often when speaking which often interfere with communication
Vocabulary	Use a variety of vocabulary and expression	Use a variety of vocabulary and expressions but some errors in word choice	Use a limited vocabulary and expressions	Use only basic vocabulary and expressions
Coherence	Sequence information and ideas logically	Majority of information is presented in a logical sequence	Ideas are loosely connected	Ideas are disjointed, incoherent & illogical

VII. Justification

Based on the topic Role-plays as interactive didactic strategy, this document presents an innovative strategy (Active Talking show) that teachers can include in order to help the students to lose fear and interact with other people.

The elaboration of this research originates from the fact that student's interest and motivation about English language are decreasing; also because the students are presenting more problems in speaking skill since they do not feel confident with themselves. Therefore, this proves the significance that English language has and how teachers can encourage the students to learn the language.

Nowadays, the importance of English is fundamental in any area of personal or professional life, since it is the tool that allows communication with people from other countries within the globalized world we live in, also in the economic field, industry, business and international trade. For that reason, it is useful to know the value that speaking skill has to communicate orally, to help create understanding, and help students express with each other, also in the development of the English language.

On the other hand, this research describe the importance that using interactive didactic strategies have, and take into account that those help to strengthen each one of the English skills. In this case, this paper refers to the speaking skill that is considered the most relevant by its complexity at the time to communicate with people.

Furthermore, this research recommend an innovative strategy that teachers can put into practice to teach and improve the speaking skill by learning through the creation of student's groups participating in short dynamics presentations using Role-plays as student-centered strategy to help the students develop communicative skills.

VIII. Problem statement

8.1. Problem characterization

Actually the problem in secondary school is that students do not feel confident, motivated or in many cases they do not know how to match ideas and also how to pronounce them correctly in order to have a good communication, even most of them know many vocabulary words. For that reason Role play is considered a special strategy to help students get involve with the real life situations.

8.2. Problem formulation

Coming from problem characterization presented above, it sets the following principal question about this research:

How the implementation of the strategy Active talking show is going to improve the teaching-learning process of the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019?

8.3. Systematization problem

The corresponding systematization questions are presented below:

- ❖ Which difficulties do the students have to develop the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019?

- ❖ How the creation of Active talking show is going to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019?

- ❖ How the application of the strategy Active talking show is going help to improve the speaking skills with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019?

- ❖ How the evaluation of the strategy Active talking show is going to develop the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe- in the first semester 2019?

- ❖ Which is going to be the impact of the strategy Active talking show to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019?

IX. Objectives

9.1. General objective

To implement the strategy Active talking show using Role-play to improve the teaching-learning process of the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.

9.2. Specific objectives

- ❖ To identify the weaknesses to develop the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.
- ❖ To create the strategy Active talking show to help strengthen the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.
- ❖ To apply the strategy Active talking show to develop the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.
- ❖ To evaluate the effectiveness of the use of the strategy Active talking show to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.
- ❖ To recommend the use of Role-play as Interactive didactic strategy Active talking show to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.

X. Theoretical framework

10.1. Innovation

According to (Berkun, 2013), “Innovation is significant positive change. It’s a result. It’s an outcome. It’s something you work towards achieving on a project. If you are successful at solving important problems, peers you respect will call your work innovative and you an innovator”.

(Carless, 2013) Define Innovation as an attempt to bring about educational improvement by doing something which is perceived by implementers as new or different.

Referring to the previous quotes from (Berkun 2013) and (Carless2013) they refer that innovation is to make something different in order to improve something.

10.1.1. Innovation in the teaching learning-process in the English language

“Innovation in education means doing what’s best for all students. Teachers, lessons, and curriculum have to be flexible. We have to get our students to think and ask questions. We need to pique their curiosity, and find ways to keep them interested. Innovation means change, so we have to learn that our students need more than the skills needed to pass the state assessments given every spring. We have to give them tools that will make them productive in their future careers” (Kimberly, cited by Concordia University-Portland , 2018).

Innovative teaching, according to (Kibria, 2014) “is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student, for example, whether providing new material by teachers helped the student to gain new insights or opened up new channels of intellectual stimulation or enhanced student’s essential and creative thinking power”.

(Serdyukov, 2017) Innovations in education are of particular importance because education plays a crucial role in creating a sustainable future.

10.2. Teaching and learning process

Teaching is fundamentally a process, including planning, implementation, evaluation and revision. Planning and teaching a class are familiar ideas to most instructors. More overlooked are the steps of evaluation and revision. Without classroom assessments or some other means of receiving feedback on a regular basis, it is surprisingly easy to misunderstand whether a particular teaching method or strategy has been effective. A teacher can create an environment of mutual trust and respect by relying on students for feedback -- students can be a valuable resource for verifying whether the class pedagogy is (or isn't) working. Self-examination with feedback from your students and the instructor are key to improving your teaching (Georgetown University). In few words this cite refers that teaching process is an indispensable part of education, because it involves many aspects like communication, planning and all that is required to create a successful teaching and learning process.

“Whether or not we are more autocratic or democratic as teachers, we are called upon to play many different roles in a language learning classroom. Our ability to carry these out effectively will depend to a large extent on the rapport we establish with our students, and on our own level of knowledge and skill” (Harmer, 2007).

In line with (Stellenbosch University, 2013) “To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to systematic understanding of learning. The aim of teaching is not only to transmit information, but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively”.

10.3.What means Didactic strategies?

According to (Feo, 2010) “didactic strategies are defined as the procedures (methods, techniques, activities) by which the teacher and students consciously organize actions to build and achieve anticipated and unforeseen goals”.

According to (Navarro & Piñeiro, 2012) didactic looks for ways to create good ideas to catch student’s attention, have an active learning and also make students produce.

“The didactic strategy requires the identification and characterization of two components: the task of teaching and learning situation both focused on creating an optimum environment designed to offer children the opportunity to achieve a specific operational objective” (ELSEVIER, 2013).

(Camelo, 2017) A Didactic Strategy is the integration of numerous didactic methods in an Educational Action. This basically states not what is being learned but how it's being learned, how the information is being taught so students can advance in their English learning process. It allows to be able to reach the levels of the taxonomic scale as it is knowledge, understanding, analysis and evaluation. To promote the acquisition of different skills and competences in the communication and relationships area, which will motivate students to be able to be more open to speak English

10.4.Receptive and productive skills

(Hossain, 2015) “Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning”.

“Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom” (Hossain, 2015).

(Golkova & Hubackova, 2014) “Productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Productive skills would not exist without the support of receptive ones”

10.5. Speaking skill

10.5.1. What is speaking?

Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information... speaking is a means of communication in expressing ideas, information and feeling to others (Rahman, 2011).

10.5.2. Why is it important?

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its developments result in the development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people (Bilash, 2009).

As stated by (Guanquiza, 2013)

Oral expression gives the opportunity to students to demonstrate their ability to communicate orally using vocabulary and grammatical structures. Students develop this ability through activities such as: describing things or situations, explaining something, doing interviews, doing monologues, role plays or dramatizations, making videos, phone calls and conversation clubs, etc.

10.5.3. How to Teach Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations

that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task (Kayi, 2006).

Also about the strategies for speaking (Sainz, 2014) proposes that “The first thing you should do to improve your speaking is to have confidence in yourself and talk to several people as often as you can. Do not be afraid to make mistakes, the more you practice, the better you will improve and you will be safer in your pronunciation”. It means that the best way to improve your speaking skill is to practice and take benefit of each single opportunity you have, and the key to get it is the confidence.

10.5.4. Speaking sub-skills

Speaking skill involve many sub-skills that teachers have to take into account at the moment to evaluate it, to measure the students advances.

- Fluency: (British council, 2013) “fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot [...] sound as natural as possible in speaking”.
- Vocabulary: As stated by (Clouston, 2013) “Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas”. It means that vocabulary is a set of words uses for communication, to say what you want to when speaking.

- **Pronunciation:** (English Club, 2019) refers to “the way in which we make the sound of words. It includes: **word stress**(emphasis on certain syllables in a word), **sentence stress** (emphasis on certain words in a sentence), **linking** (joining certain words together), **intonation** (the rise and fall of our voice as we speak)”
- **Coherence:** *is a state or situation in which all the parts or ideas fit together well so that they form a united whole. Describe the way anything, such as an argument (or part of an argument) “hangs together”. If something has coherence, its parts are well connected and all heading in the same direction. Coherence is relevant to every level of organization, from the sentence level up to the complete argument* (Collins dictionary, 2019).

10.5.5. Activities to develop speaking

(Kayi, 2006) Mention some activities to promote speaking, presented below

- **Role Play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles.

- **Brainstorming**

“On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas”.

- **Storytelling**

“Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative

thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class".

- **Picture Narrating**

"This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating".

- **Picture Describing**

"Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills".

On the other hand some of the classroom speaking activities mentioned by (Harmer, 2007) are the following ones:

- **Acting out dialogues:** "when choosing who should come out to the front of the class, we should be careful not to choose the shyest students first. We need to work to create the right kind of supportive atmosphere in the class. We need to give students time to rehearse their dialogues before they are asked to perform them. If we can give students time to work on their dialogues, they will gain much more from the whole experience".

- **Instant comment:** another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

- **Formal debates:** In a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as 'panel speakers' produce well-rehearsed 'writing-like' arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject.

10.6. Input and output

(Harmer, 2007) *“Receptive skills and productive skills feed off each other in a number of ways. What we say or write is heavily influenced by what we hear and see. Our most important information about language comes from this input. Thus the more we see and listen to comprehensible input, the more English we acquire, notice or learn. This input takes many forms: teachers provide massive language input, as does audio material in the classroom and the variety of reading texts that students are exposed to.*

Input Learning: (Blog English-Learning, 2013) process of learning things from resources, teachers or other people and keeping them in our brain. (Listening, Reading). Output is the process of using things we learned or memorized (Speaking, Writing).

Language Input: (Hossain, 2015) “It gives learners the material they need to begin producing language themselves which comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class”.

Communicative Output: It focuses on the learner’s purpose to complete a task. To complete it the learners use the language they have recently learned as well as items of language they have already known. In communicative output activities, the criterion of success is whether the learner gets the message across (Hossain, 2015).

10.7. Use of Role Plays

Conforming to (Nurbaya, Salam, & Arifin, 2014) Role play is important in teaching speaking because that gives students an opportunity to practice communication in different social context and in different social roles. In addition, that also allows students to be active and to put students in another person's place for a while. Role play technique is the way to teach speaking by setting up the students in the situations in pair of groups. In other words the author refers that role play is a useful technique which make students produce in a natural way, and they can adapt it to real life situations, associating them to social, occupational or whatever environment.

Furthermore, (Hand, 2011 cited by Nurbaya and et al, 2014) says that the effective of use role play can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity and let students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur to make them engage on speaking activity.

(Blogs Shu, 2014) "Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment".

Role-play is a structured set of circumstances that mirror real life and in which the participant acts as instructed. The participant is asked to play the part of someone else. He is given details about the person situation that he is supposed to be in. The activity the student is given is in fairly controlled scenarios. The student interacts in small groups or pairs taking the part of different characters. In extended role-playing, improvisation is included (Melta, 2018).

10.8. WhatsApp as a supporting technological tool for education

Here WhatsApp is used for educational purpose but just as a supporting technological tool and not as a main focus.

(Webwise)WhatsApp is free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting. You can also use WhatsApp on your desktop, simply go to the WhatsApp website and download it to Mac or Windows. It is popular with teenagers because of features like group chatting, voice messages and location sharing.

“The underlying purpose of WhatsApp is to facilitate communication, and at its most basic level, education is nothing but communication. WhatsApp can provide a channel through which teachers can achieve faster and more seamless communication with their students. It can also increase the level of communication between students and create another venue for learning” (Kumar, 2016).

XI. Hypothesis

Speaking skill of ninth grade “A” students at National Institute Juan José Rodríguez, Jinotepe-Carazo could be improved through the implementation of the innovative strategy Active talking show.

XII. Methodological design

Type of study

The proposed study takes a qualitative approach. According to the study level is descriptive (Piura, 2006). According to the period and sequence of the study, the research is cross sectional (Canales, Alvarado, & Pineda, 1996).

Area of study

This research took place at Instituto Juan José Rodríguez, Jinotepe-Carazo. Specifically with the 9th grade “A” students.

Universe and Sample

For the development of this research and for its particular characteristics, were taken as subject of investigation all the students from 9th grade “A” at secondary school (Institute Juan José Rodríguez).

The sample is defined by all the students from the same group. According to the data provided by the English teacher Mr. Zamora, the class is formed by sixty active students.

Definition and operationalization of variables (MOVI)

In the Matrix, operationalization of variables (MOVI), is specified each one of the topics which are going to help to determine the indicators to be measure, and also the data collection techniques used to obtain the results.

In this study were covered the campus: conceptual variable, sub-variable and operative variable; taking into account the abstract concepts identified in the systematization from the problem statement.

XIII. Matrix descriptor

Descriptors Matrix

General objective: To implement the strategy Active talking show using Role-play to improve the teaching process of the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.

Specific objective	Conceptual variable	Sub-variable	Operative variable	Sources	Data Collection and Information Gathering Techniques					
					Interview	Survey	Focus group	Diagnostic	Lesson plan	Evaluation rubric
To identify the weaknesses to develop the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.	Identify the weaknesses in Speaking skill	- Pronunciatio n & Fluency -Vocabulary -Coherence	-Excellent -Very good -Good -Regular	Students				*	*	*
To create the strategy Active talking show to help strengthen the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.	Help strengthen the Speaking skill	- Pronunciatio n & Fluency -Vocabulary -Coherence	Create the strategy Active talking show	Students					*	
To apply the strategy Active talking show to develop the speaking skill with the 9th grade “A”	Develop the Speaking	- Pronunciatio n & Fluency	Apply the strategy Active						*	

students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.	skill	-Vocabulary -Coherence	talking show	Students						
To evaluate the effectiveness of the use of the strategy Active talking show to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.	Evaluate the effectiveness of the use of the strategy	Active talking show	-Help to improve speaking -Motivate and make students feel confident -Give a new contribution to the teaching learning process	Students & Teacher	*	*				*
To recommend the use of Role-play as Interactive didactic strategy Active talking show to help strengthen the speaking skill in the teaching-learning process with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.	Recommend the use of the strategy	Active talking show	Would you like to use this strategy in coming year?	Students & teacher	*					

XIV. Methods, techniques, and instruments

To carry out this study the qualitative method will be used with interviews conducted to five students of the 9th grade “A” (annex 1), and one interview to the English teacher (annex 2). Also the quantitative method will be used with a survey that will be applied to all the 9th grade “A” students (annex 3). An evaluation rubric will be applied to students in order to determine their progress through the implementation of the innovative strategy.

Procedure for gathering the data and information

First, the instrument **Survey** was applied to 43 students.

Second, the instrument **interview** was applied to the English teacher.

Finally, the instrument **interview** was applied to five students.

All the instruments for the data collection were validated by the Tutor Gisele Ortiz.

Tabulation plan and statistical analysis of data

From the data collected, the corresponding database was designed, using the statistical software SPSS. Once the quality control of the registered data was carried out, the relevant statistical analyzes were realized.

According to the nature of each of the variables (quantitative or qualitative) and guided by the commitment defined in each of the specific objectives, graphs of pastel or bars were realized.

Results obtained through the students' interview

According to the information obtained during the interview applied to five students out of sixty and corresponding to the first question about which were the weaknesses they have at the beginning of the course, the 80% of them referred that the main difficulty was the pronunciation and the other 20% referred that they knew vocabulary but at the time to make sentences or phrases they forgot everything because they did not feel confident. As a result of the second question that was if they considered that the strategy Active talking show was a good way to make them feel confident and motivated at the moment they speak in English, the 100% of the students referred that it was a good strategy which helped them to develop their self-confident because they lost their fear at the moment they are speaking in English. (Sainz, 2014) proposes that "The first thing you should do to improve your speaking is to have confidence in yourself and talk to several people as often as you can. Do not be afraid to make mistakes, the more you practice, the better you will improve and you will be safer in your pronunciation".

In the third question about if they considered that the strategy Active talking show was focus on helping them to improve their speaking and why, the 60% referred that it was focused because it helped them to develop their self-confident and improve their pronunciation at the moment they were speaking English , and the other 40% referred that it is a useful strategy that help to develop everything related with the speaking skill but to them it helped to develop their vocabulary and speak with fluency.

Next, about how did they feel at the moment they were developing their Role play as innovative strategy Active talking sow, the 100% of the students referred that at the beginning they felt nervous because they were presenting in front of their classmates but at the end they felt confident with themselves, they did it well and they looked easy. Finally, about the question if they would like to be working with this strategy in the next years and why, also the 100% referred that they would like to work with this strategy because it is interesting, entertainment, and is focus on help and develop the self-confident, vocabulary, pronunciation.

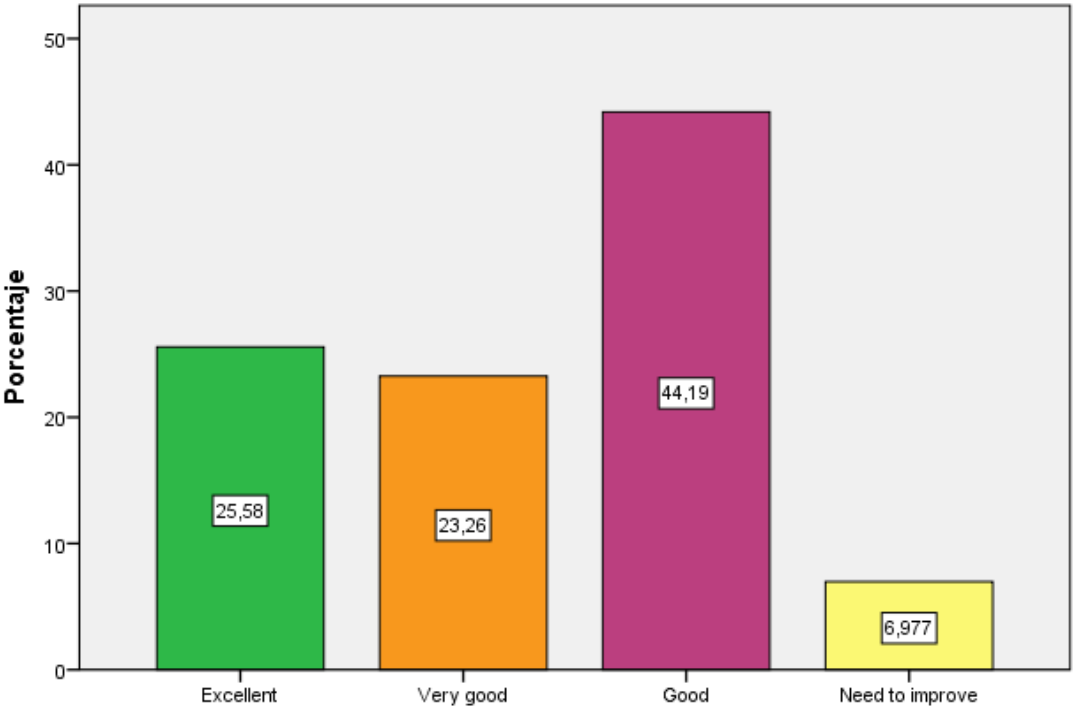
Results obtained through the survey applied to the students

Chart 1			
Do you think that the implementation of the didactic strategy Active talking show helped you to improve in the English teaching learning process with the speaking skill?	Yes	Count	41
	No	Count	2
Do you consider that during the performances of the research group, the application of the strategy motivated you to participate?	Yes	Count	32
	No	Count	11
Do you consider that the strategy Active talking show give a new contribution to the English teaching learning process with the speaking skill?	Yes	Count	41
	No	Count	2
In your opinion was appropriate and enough the time applied to the implementation of the strategy?	Yes	Count	31
	No	Count	12

According to the survey applied to 43 students, the chart presented above shows that the 95.3% equivalent to 41 students said, that the implementation of the didactic strategy “Active talking show” helped them to improve in the teaching and learning process with the speaking skill, which mean that they recognized that this strategy was helpful. Also the same 95.3% consider that this strategy give a new contribution to the English teaching learning process with the speaking skill. Furthermore the 74.4% equivalent to 32 students express that the application of the strategy “Active Talking show” motivated them to participate actively. Although the 72.1% equivalents to 31 students think that the time used to the implementation of the strategy was appropriated for them.

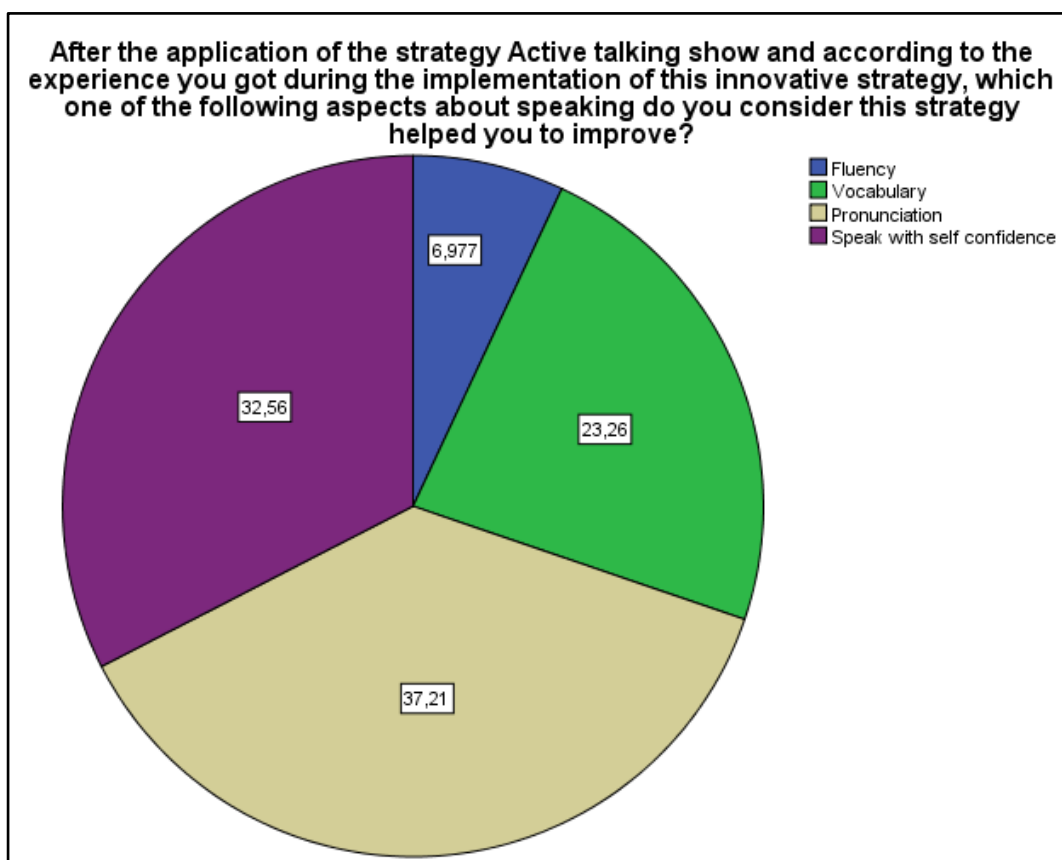
The graphic presented below shows that 19 students equivalent to 44.19% consider that according to the implementation of the strategy Active talking show, they evaluate their speaking as good. On the other hand 11 students equivalent to 25.58% evaluate their speaking as excellent, and 10 students equivalent to 23.26% evaluate their speaking as very good. And just 3 students equivalent to 6.977% consider they need to improve their speaking. It means that the 93.023% of the students are in a satisfactory level between excellent, very good and good in their speaking skill.

According to the implementation of the strategy Active talking show, how do you evaluate your speaking?



According to the implementation of the strategy Active talking show, how do you evaluate your speaking?

As a result of the application of the strategy Active talking show and according to the experience that students got during the implementation of this strategy, 16 students equivalent to 37.21% said that it helped them to improve their pronunciation, 14 students equivalent to 32.56% considered that it helped them to speak with self-confidence. Also 10 students equivalent to 23.26% said that it helped them to improve their vocabulary, and 3 students equivalent to 6,977% express that is helped them to improve their fluency.



Results obtained through the interview applied to the English teacher

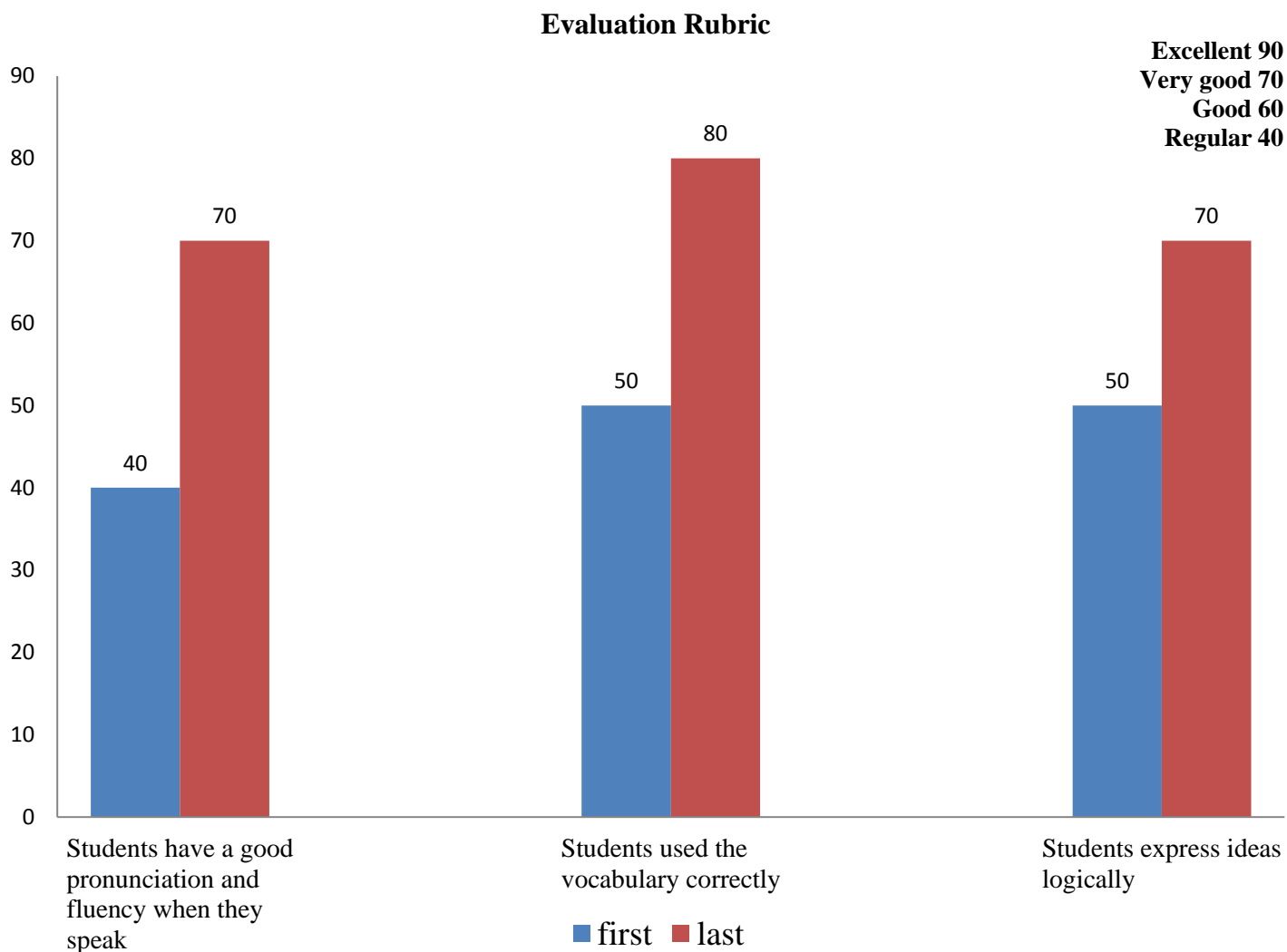
As a result of the interview applied to (**Mr. Zamora**) the English teacher to know his opinion about some questions related with the implementation of the strategy, the teacher answers expressed in the first question that the difficulties were that the students' number were too much, and another one was the interest of the students because not all the students like to participate. In the second question he said that of course is very important to be very interactive with the students using didactic strategy as well as students put into practice the English skills because they are speaking, they are listening, they are interacting and they are reading too. On the other hand, in the following question about how using interactive didactic strategy like Role play contribute to the English teaching and learning process, the teacher opinion was that the students learn more with the act out, they participate each other, they gather and they share ideas and also it contributes to their understanding in English. Moreover the teacher said that this strategy was helpful because students spoke in English, they participated, and they tried to figure out how to solve problems. Also He expressed that with the application of the strategy the students were confident at the time they were talking, acting out and that this strategy demonstrated that the students got out of the shell of been ashamed. Additionally He said that He would try to use this strategy in his class because with this, student become more affective to the language, even though they are not taking the class as something that is hard to learn. In the end He really recommends the use of this strategy because it is important for you to take your students to be active, to be participating all the time.

General Analysis from the results of the instruments

According to the relevant information obtained from the interview applied to the students and teacher, the teacher and students expressed that the innovative strategy “Active talking show” contributed to strength and improve relevant aspects like fluency, pronunciation, vocabulary and one of the most important was self-confident of the students at the time they were speaking in English when they were acting out and expressing their ideas.

As stated by (Berkun, 2013) “Innovation is significant positive change. It’s a result. It’s an outcome. It’s something you work towards achieving on a project. According to the author it refers to the fact that innovation provides an opportunity to make students produce and at the same time strengthen weaknesses and achieve the objectives in the teaching learning process.

Results Obtained through the Evaluation Rubric (before and after the implementation of the innovative strategy)



According to the results from the first and the last evaluation rubric in the improvement of the speaking skill, students demonstrated a satisfactory improvement. As the graphic shows, the students got from regular to very good advances in the speaking skill.

Budget

Budget for the realization of this research work

Activities	Price
Impression of student's interview	15 cordobas
Impression of student survey	64 cordobas
Impression for teacher interview	5 cordobas
Impressions of the final work	200 cordobas
Transportation	720 cordobas
Total	1,004 cordobas

Conclusions

After having completed the research and the analysis of the implementation of the strategy Active talking show using Role-play to improve the teaching-learning process of the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019, this research concluded that:

The objectives proposed were achieved because the student’s difficulties in the speaking skill were identified like problems at the moment to pronounce the words correctly, lack of self-confidence and another one was the poor coherence. The students speaking skill was improved with the creation of the strategy Active talking show because during the implementation of the strategy they were developing their self-confidence with the pronunciation of the words. Also during the application of the strategy students got a satisfactory development in the speaking skill, which mean that the use of this strategy had an effective impact in the teaching and learning process because it helped students to become more affective to the language as they improved the self-confident at the time to speak English.

Moreover the use of this strategy was very recommended by teachers and students who would like to be working with it in coming years.

Recommendations

According to the findings in this study and the conclusions, this paper makes the following recommendations:

- Is recommended the use of the strategy “Active talking show” because is proved that it helps students to develop all the skills, specifically the speaking that is one of the skills which students have many difficulties.
- Is important to develop innovative strategies that allow students get engaged in the class and never get bored.
- It is necessary to catch students’ interest by using interactive didactic strategies like Role plays that help to motivate them to speak English.
- It is helpful using Role plays to develop all the English skills because it involve reading, writing, listening and speaking that is the most important at the time to make a conversation and have an understandable interaction.

Bibliography

- Blog English-Learning*. (2013, August 21). Retrieved from <http://www.englishpump.com/blog/english-learning/313-input-vs-output-learning?ckattempt=2>
- British council*. (2013). Retrieved from <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency>
- Collins dictionary*. (2019). Retrieved from <https://www.google.com/amp/s/www.collinsdictionary.com/amp/english/coherence>
- English Club*. (2019). Retrieved from <https://www.englishclub.com/pronunciation/what.htm>
- Acosta, Escobar, Maita. (2011, julio 19). *www.monografias.com*. Retrieved from [www.monografias.com: http://www.monografias.com/trabajos91/propuesta-estrategias-ensenanza-aprendizaje/propuesta-estrategias-ensenanza-aprendizaje.shtml](http://www.monografias.com/trabajos91/propuesta-estrategias-ensenanza-aprendizaje/propuesta-estrategias-ensenanza-aprendizaje.shtml)
- Alabsi. (2016). The effectiveness of Role play strategy in Teaching vocabulary.
- Altun, 2015 cited by Alabsi. (2016). The effectiveness of Role play strategy in Teaching vocabulary.
- Barrera. (2008, Enero 29,30). *www.unan.edu.ni*. Retrieved from [www.unan.edu.ni: http://www.unan.edu.ni/feduci/l%20CONGRESO/DIDACTICAS%20ESPECIALES/ACTIVIDAD%20INTERACTIVAS%20ENLASSALAS%20DE%20CLASES.pdf](http://www.unan.edu.ni/feduci/l%20CONGRESO/DIDACTICAS%20ESPECIALES/ACTIVIDAD%20INTERACTIVAS%20ENLASSALAS%20DE%20CLASES.pdf)
- Berkun, S. (2013, April 03). Retrieved from <https://scottberkun.com/2013/the-best-definition-of-innovation/>
- Bilash. (2009, May). Retrieved from <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/speaking.html>
- Blogs Shu. (2014, July 04). Retrieved from <http://blogs.shu.ac.uk>
- Camelo, J. (2017, October). Retrieved from <https://repository.unad.edu.co>
- Canales, Alvarado, & Pineda. (1996).
- Carless, D. (2013). Retrieved from https://web.edu.hku.hk/f/acadstaff/412/2013_innovation-in-language-teaching-and-learning
- Carvajal. (2013). *www.revistas.ucr.ac.cr*. Retrieved from [www.revistas.ucr.ac.cr: http://www.revistas.ucr.ac.cr/index.php/educacion/article/view/12927/12254](http://www.revistas.ucr.ac.cr/index.php/educacion/article/view/12927/12254)
- Clouston, L. (2013). Teaching Vocabulary.
- ELSEVIER. (2013). Didactic Strategies Used in Teaching .

- Feo. (2010). Retrieved from http://www.tendenciaspedagogicas.com/Articulos/2010_16_13.pdf
- Georgetown University. (n.d.). *CNDLS: Teaching as a process*. Retrieved from <https://cndls.georgetown.edu>
- Golkova, D., & Hubackova, S. (2014). Retrieved from <https://www.sciencedirect.com/science/article/pii/S1877042814044486/pdf?md5=3d4a8cc0e0969b7cb8155896bd879753&pid=1-s2.0-S1877042814044486-main.pdf>
- Guanoquiza. (2013, Mayo 22). Retrieved from <http://carlosguanoquiza.blogspot.com/2013/05/el-role-play-como-una-estrategia-de.html>
- Hand, 2011 cited by Nurbaya and et al. (2014). Improving students' speaking ability through Role Play. *Jurnal Untan*.
- Harmer, J. (2007). *The practice of English language Teaching* (4th ed.). England: Pearson Education.
- Hossain. (2015, December). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. Retrieved from <https://core.ac.uk/download/pdf/74352632.pdf>
- Kayi. (2006, November). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, XII(11). Retrieved from <http://iteslj.org/Techniques/kayi-TeachingSpeaking.html>
- Kibria, G. (2014, August 8). Retrieved from https://www.researchgate.net/post/What_is_innovative_teaching
- Kimberly, cited by Concordia University-Portland . (2018, March 16). Retrieved from <https://education.cu-portland.edu/blog/classroom-resources/educational-innovations-roundup/>
- Kumar. (2016, April 18). *How can I use WhatsAap for educational purpose-Quora*. Retrieved from <https://www.quora.com>
- Melta. (2018). Role play and Simulation.
- Navarro, D., & Piñeiro, M. (2012, July 02). Didactic strategies for teaching English as a foreign language in seventh and eight grades in secondary schools in Costa Rica. *Revista Kañiña*.
- Nurbaya, S., Salam, U., & Arifin, Z. (2014). Improving students' speaking ability through Role Play. *Jurnal Untan*.
- Piura. (2006).
- Rahman. (2011). Retrieved from https://www.academia.edu/5611079/Improving_speaking_skill_by_jigsaw

Sainz. (2014). Retrieved from <http://proyectoescolar.org/joomla16/index.php/materias/ingles/14-habilidades-del-ingles-reading-speaking-writing>

Serdyukov, P. (2017). *Innovation in education: what works, what doesn't, and what to do about it?* Retrieved from <https://www.emeraldinsight.com/doi/full/10.1108/JRIT-10-2016-0007>

Stellenbosch University. (2013). Teaching, learning, assessment, curriculum and pedagogy.

Webwise. (n.d.). *Explainer: What is WhatsApp?* Retrieved from <https://www.webwise.ie/parents/explainer-whatsapp/>

Annexes



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

FAREM - CARAZO

“2019, AÑO DE LA RECONCILIACIÓN”

Graduation Seminar Second Semester 2018

Student interview protocol

Institution: National Institute Juan Jose Rodriguez.

1. Person to Interview: The ninth grade “A” students of the National Institute Juan Jose Rodriguez in the first semester 2019.

2. Objective of the Interview: This qualitative research technique has the objective of gathering the diversity of perspectives, visions and opinions on:

A) The impact of the application of Role-plays as Interactive didactic strategy (Active talking show)

B) The importance of applying new strategies in secondary schools to motivate students in the teaching-learning process.

3. Topics to be addressed in this interview: The topics under which the interview will be conducted will focus on:

A) The search for motivational factors of the students regarding learning English

B) The implementation of Role-plays as innovative didactic strategy (Active talking show) in secondary schools.

4. Technical and Contextual Reference of the Methodological Instrument

- a. **Method:** : Interview
- b. **Technique:** Semi-structured interview.
- c. **Date:** April 2019
- d. **Time:** 20 to 30 minutes
- e. **Place:** A classroom at National Institute Juan Jose Rodriguez
- f. **Context:** Environment conducive
- g. **Who is going to apply the interview?** The research group

5. Rapport.

a) Rapport:

First Phase: The interviewers introduce themselves and let the students know the interview objective of their research work.

“Hello, our names are ... we appreciate your time and allow us to conduct this interview...”

Second Phase: The interviewers make initial questions to empathize; these are simple questions to establish comfortable and fluid communication between the interviewers and the interviewee.

How are you today?

7. About Content with open questions:

7. Evaluation questions:

- Anything else you want to share with us?

Student interview

To cover each of the topics, the following guiding questions are posed:

1. Which were the weaknesses you have with the speaking skill at the beginning of the course?
2. Do you consider that the strategy Active talking show is a good strategy to make you feel confident and motivated at the moment you are speaking in English?
3. Do you consider that the strategy Active talking show is focus on helping you to improve your speaking? Why?
4. How did you feel at the moment you were developing your Role play as innovative strategy Active talking show?
5. Would you like to be working with this strategy in the next years? Why?

;; Thanks so much!!

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO



Graduation Seminar second semester 2018
Teacher interview protocol

Institution: Institute Juan Jose Rodriguez.

1. Person to Interview: The ninth-grade “A” teacher at National Institute Juan Jose Rodriguez in the first semester 2019.

2. Objective of the Interview: This qualitative research technique has the objective of gathering the diversity of perspectives, visions and opinions on:

- A) The impact of the application of Role-plays as Interactive didactic strategy (Active talking show)
- B) The importance of applying new strategies in secondary schools to motivate students in the teaching-learning process

2. Topics to be addressed in this interview: The topics under which the interview will be conducted will focus on:

- A) The search for motivational factors of the students regarding learning English.
- B) The implementation of Role-plays as innovative didactic strategy (Active talking show) in secondary schools. .

4. Technical and Contextual Reference of the Methodological Instrument

- a. **Method: Interview**
- b. **Technique:** Semi-structured interview.
- c. **Date:** April 2019
- d. **Time:** 20 to 30 minutes

- e. **Place:** A classroom at National Institute Juan Jose Rodriguez
- f. **Context:** Environment conducive
- g. **Who is going to apply the interview?** The research group

5. Rapport.

a) Rapport:

First Phase: The interviewers introduce themselves and let the person know the interview objective of their research work.

Hello, our names are ... we appreciate your time and allow us to conduct this interview...

Second Phase: The interviewers give rise to questions of initiation and empathy, are simple and aim to establish comfortable and fluid communication between the interviewer and the interviewee.

How are you today?

6. Interviewee Empowerment:

Do you know about the implementation of Role-plays as Interactive didactic strategy (Active talking show) in the English class?

6. About Content with open questions:

7. Evaluation questions:

- Do you have any issues remained?
- Anything else you want to share with us?

8. Development of the questions: They take into account that flexibility is essential to adapt to the person interviewed without losing sight of the topic and objectives of the interview.

Teacher Interview Questionnaire

To cover each of the topics, the following guiding questions are posed:

1. Which difficulties the students have had with the speaking skill since beginning the course?
2. Do you think is important to use interactive didactic strategies? Why?
3. In your opinion how using interactive didactic strategy like role plays contribute to the English teaching and learning process?
4. Do you consider that the strategy “Active talking show” helped students to improve the speaking skill? Why?
5. Which aspects of speaking do the students improve with the application of the strategy Active talking show?
6. Would you use this strategy to improve students speaking skill?
7. Would you like to recommend the use of this strategy to get better results with the students in the speaking skill?

:: THANKS A LOT!!



UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA
UNAN-MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

FAREM – CARAZO

“2019, AÑO DE LA RECONCILIACIÓN”

Graduation Seminar Second Semester 2018

Student Survey Protocol

Objective: To implement the strategy Active talking show using Role-play to improve the teaching-learning process of the speaking skill with the 9th grade “A” students at Instituto Juan José Rodríguez, Jinotepe-Carazo in the first semester 2019.

No. survey: _____ Date ___/___/___ surveyor’ name:

Check with an “X”, just one of the options.

	yes	No
Do you think that the implementation of the didactic strategy Active talking show helped you to improve in the English teaching learning process with the speaking skill?		
Do you consider that during the performances of the research group, the application of the strategy motivated you to participate?		

Do you consider that the strategy Active talking show give a new contribution to the English teaching learning process with the speaking skill?		
In your opinion was appropriate and enough the time applied to the implementation of the strategy?		

1. According to the implementation of the strategy Active talking show, how do you evaluate your speaking?

Excellent_____

Very good_____

Good_____

Need to improve_____

2. After the application of the strategy Active talking show and according to the experience you got during the implementation of this innovative strategy, which one of the following aspects about speaking do you consider this strategy helped you to improve?

Fluency_____

Vocabulary_____

Pronunciation_____

Speak with self-confidence _____

;; THANKS A LOT!

Lesson plan

Instituto Juan José Rodríguez

Monday, March 4th 2019

9th grade "A"

Time class: 75minutes

Unit I: Occupations

Review

- Modal can
- Be able to

Objective: Students will be able to use modals can and be able to in positive, negative and affirmative way to say short sentences by throwing the dices activity.

- **Greeting (2 minutes)**

- **Warm up (8 minutes)**

- Jump activity (Do what I do! Say what I say)

The teacher ask students to make a circle and take hands each other, first the teacher models the activity, its consist of jumping in different sides; like jump in, jump out, jump right, jump left but the next time the students have to do it in the opposite way, for example if the teacher says jump in, the students have to jump out, and all the actions have to be followed by repetition.


- **Brainstorming (10 minutes)**


The teacher brings a piece of paper with a question written: **What would you like to be? I would like to be a -----!** And model the activity in front of the class, then as a hot potato activity, the students have to pass a box one by one while the teacher kit the board and while the teacher stop, the student who get the box is going to answer the question using an occupation.

– **Review (15 minutes)**

In order to make a review, the teacher is going to show in the board many pictures about occupations and job skills, and then as a reminder give them the pronunciation by drilling.

Then the teacher explains the use of modal **Can** and **Be able to**/ bring a chart with each one.

Modal Can				
Subject pronoun	+	can	+	Job skill
	+	–	?	 <p>Play the guitar</p>
I	can	can't	Can I	
YOU				
HE				
SHE				
IT				
WE				
YOU				
THEY				

Be able to				
Subject pronoun	+	be able to	+	job skill
	+	–	?	<p>Drive a car</p> 
I	am able to	am not able to	Am I able to	
YOU				
HE				
SHE				
IT				
WE				
YOU				
THEY				

– **Practice (15 minutes)**

To complete the rest of the each chart ask students to participate, ask for volunteers to come to the board to write the sentence down and tell it doing mimics and point someone according to the subject. The rest of the class has to repeat the sentence doing the mimics.

– **Production (20 minutes)**

Bring three dices, one of them with positive, negative and interrogative marks; the other with the words Can & be able to, and the last one with pictures about job skills (sticked in its sides).

Then divide the class in 6 groups (10 students per group), give a number each group to know the order they are going to participate. Then explain them that the activity consist of: 4 students per group are going to come to the front and three of them are going to throw the dices, one each one and one by one; first throw the dice which has the modal can / be able to, this is going to indicate what modal you have to use; second, throw the dice which has the pictures, this is to indicate the job skill they are going to use as a complement, and the last one is going to be the dice which has the marks (+, -,?), this is going to indicate the type of sentence they are going to create. The other student has to create the sentence according to what they get from the dices, for example (if I get the word **be able to** at first, then a picture which represent **take care children**, and the last is an interrogative mark (?), the sentence is going to be: **Are you able to take care children?** So the student creates the sentence and ask to her/his group to repeat the sentence. Once the first group finish, move to do the same with the others groups.

Note: If the student, who comes to the front to create the sentence couldn't do it, other student from his/her group can help.

– **Closure (5 minutes)**

- Exit ticket

Ask student to write in a small piece of paper two sentences, one of them using can and the other using be able to. It could be positive, negative or interrogative; it depends on student's preference.

Lesson plan
Instituto Juan José Rodríguez

9th grade “A”

Monday, March 11th 2019
Time class: 75minutes

Unit II: Work

Content: Work schedule

Vocabulary phrases: Wake up, get up, take a shower, get dressed, eat breakfast, go to school, come back home, eat lunch, do homework, watch TV, do exercise, have dinner, go to sleep.

Objective: Students will be able to create a short Role play to talk about their schedule by group activity

– **Greeting (2 minutes)**

– **Warm up (8 minutes)**

Pass the marker one by one, and ask students: **What day is today? What class did you have before English? What classes are you going to have tomorrow?** In order to make students understand what schedule mean.




For example:

Time	Monday	Tuesday
	?	?
3:45-5:00	English	?

– **Presentation (20 minutes)**

Introduce the new vocabulary using pictures, in order to make students understand the meaning without translation. After that, ask students to listen and repeat the pronunciation.

Then explain the use of the vocabulary with the subject pronouns (third person)

Subject pronouns	Verb (daily routines)
I	Get up
YOU	Get up
HE 	Gets up
SHE 	Gets up
IT 	Gets up
WE	Get up
YOU	Get up
THEY	Get up

– Practice (15 minutes)

Bring a poster paper with many pictures which represent a schedule about Maria's schedule. Give an example to students about how they are going to create a written schedule about her (remind students to be careful with the use of third person).

Example:

7: 00 AM



Maria gets up at 7:00 AM

Then ask for volunteers to complete the schedule on the board.

– **Production (20 minutes)**

Group's activity

Work in groups and create a short Role Play talking about your schedule. The teacher is going to be checking and monitoring the activity, and help students if necessary.

Then ask for volunteers groups to come to the front and share their Role play with the class.

– **Homework (5 minutes)**

Be prepared to present your Role play in a formal way for the next class (you can use your creativity)

Bring your schedule in wallpaper for the next class, in order to perform it to the class (you can use your creativity)

Innovative strategy (5 min)

Step #1 and 2

Chose the topic (Occupations) and create the groups

Lesson plan
Instituto Juan José Rodríguez

9th grade “A”

Monday, March 18th 2019
Time class: 75minutes

Unit II: Work

Content: Paycheck

Objective: Students will be able to understand what paycheck is about and use the vocabulary words to say their parent’s expense by a conversation partner.

- **Greeting (2 minutes)**

- **Brainstorming (10 minutes)**

Ask students to think about jobs in their community and mention them.

Then ask them to classify the jobs they mentioned according to the following chart.

Jobs that require No English	Jobs that require Some English	Jobs that require A lot of English

- **Presentation (15 minutes)**

Introduce the vocabulary using pictures. Then ask students to listen and repeat.

Vocabulary:

Buy, cost, earn, Electricity bill, expense, food, pay, rent, save, saving, spend, transportation, water bill, How much?

Expression of frequency:

A day/ Daily	Biweekly
A week/ Weekly	Once
A month/ Monthly	Twice
A year/ Yearly	Three times

– **Practice (15 minutes)**

Read the text below and answer the questions

Maria earns one thousand (1,000) cordobas a week. Her boss pays her biweekly. Her rent cost one thousand (1,000) cordobas a month, the water bill is seventy (70) cordobas a month and the electricity bill is two hundred (200) cordobas a month. She buys five hundred (500) cordobas of food a week.

Check number: 0025	
Date: February/ 15 th / 2019	
Name: <u>Maria Fernanda López Guadamuz</u>	C\$ <u>2,000</u>
<u>two thousand Corbobas</u>	
For: <u>Salary</u>	_____
	Authorized signature

1. How much does Maria spend a month?
2. How much does Maria earn a month?
3. How much does Maria save a month?

– **Production (20 minutes)**

Students are going to get in pair face each other in order to make a conversation talking about their parent's expenses. Students can take into consideration some of the following questions if they want.

Student A

1. How much does your mother earn?

2. How much does she pay on water bill?
3. How much does she pay on electricity bill?
4. How much does she spend on food?
5. How much does she save?

Student B

They have to complete the chart with a full answer.

1. My mother earns _____
2. She pays _____ on water bill _____
3. She _____
4. She _____
5. She _____

– **Homework (5 minutes)**

Complete with your own paycheck and create your budget in a short paragraph or chart about your expenses at school. Specify if it is monthly, weekly, etc.

Check number: _____
Date: _____
Name: _____ C\$ _____
_____ Corbobas
For: <u>Salary</u> _____
Authorized signature

Consider the following questions:

- How much do you spend on snacks at school a day?
- How much do you spend on transportation?
- How much do you spend on photocopies?

Innovative strategy (8 minutes)

Step # 3 Students choose what their presentation is going to be about

Lesson plan

Instituto Juan José Rodríguez

Monday, March 25th 2019

9th grade “A”

Time class: 75minutes

Unit II: Work

Content: Paycheck (Review)

Objective: students will be able to create a short paragraph to describe their classmate information about paycheck by reporting information.

– **Greeting (3 minutes)**

– **Review (20 minutes)**

Ask students to mention some of the vocabulary words they learned the last class. Then remind them the pronunciation by listening and repeating. After, ask them to choose five of the vocabulary words to make sentences.

– **Practice (20 minutes)**

Students ask their classmates details to complete a paycheck and also ask the questions: How much do you spend a month? How much do you save a month?

– **Production (25 minutes)**

Then create a short paragraph describing their classmates' information. After, they are going to tell it (reporting information) and hand it in a separated piece of paper.

Innovative strategy (7 minutes)

Step # 4 Creation of WhatsApp group

Lesson plan

Instituto Juan José Rodríguez

Thursday, March 28th 2019

9th grade “A”

Time class: 45minutes

Unit II: Work

Content: Paycheck and budget (Review)

Objective: Students will be able to create sentences using the vocabulary words about paycheck and budget.

- Greeting (2 minutes)
- Warm up activity (3 minutes)
 1. Shake your hands
 2. Clap your hands
 3. Smile to your friend

Students are going to do the activity with their partner. If the teacher says one (they have to shake their hands), two (they have to clap their hands) and three (they have to smile). They are going to do it according to the number the teacher mention.

- Review (5 minutes)

Show pictures about the previous vocabulary words already learned and ask students to name them to make sure their pronunciation.
- Practice (15 minutes)

Make students work in groups. The teacher is going to give them pieces of paper with words and they have to unscramble the words to make a sentence. Then they are going to stick them on the board in the correct order.
- Production (15 minutes)

In a separated piece of paper (to hand it in) write a sentence with each one of the following vocabulary: **earn, spend, buy, pay, save**. Before hand it in, students have to tell their sentences to their classmates who are next to them.

Innovative strategy (5 minutes)

Step # 5 Organize the date to the final presentation

Diagnostic Activity

Unit I: Occupations

- Make a review about occupations by brainstorming activity
 - The teacher bring a colorful paper with the word occupation written, to stick it in the board to make a brainstorming diagram that will be completed with the student's ideas about occupations; the teacher is going to ask the students to name the ones they know.
- After that, asks the students to make a circle with their chairs and the teacher is going to bring the occupations names written in pieces of paper which will be inside of a box. Then the teacher is going to play a song that means students have to start walking or dancing around, and when the song stop, they have to look for a chair and the one who does not get a chair is going to take out of the box a piece of paper and tell the occupation he/she gets and create a sentence and share with their classmates.

Note: In order to make students do not get a chair, the teacher is going to participate in the activity to create interaction between teacher and students.

- ❖ In order to evaluate the activity, the teacher is going to bring a student's list to check and monitor the weaknesses and strength of each one in the speaking skill.

Evaluation rubric:

Parameters to evaluate	Quality			
	Excellent	Very good	good	Regular
Pronunciation & Fluency				
Vocabulary				
Coherence				

Schedule of activities.

Activity/Time	January	February				March				April		
	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week
Topic delimitation												
General and specific objectives												
Justification												
Problem delimitation												
Description of the institution												
background												
Framework												
Phase 1												
Phase 2 and 3												
Application of instruments												
Introduction												
Phase 4 and 5												
Budget/ hypothesis												
Annex/ acknowledgement												

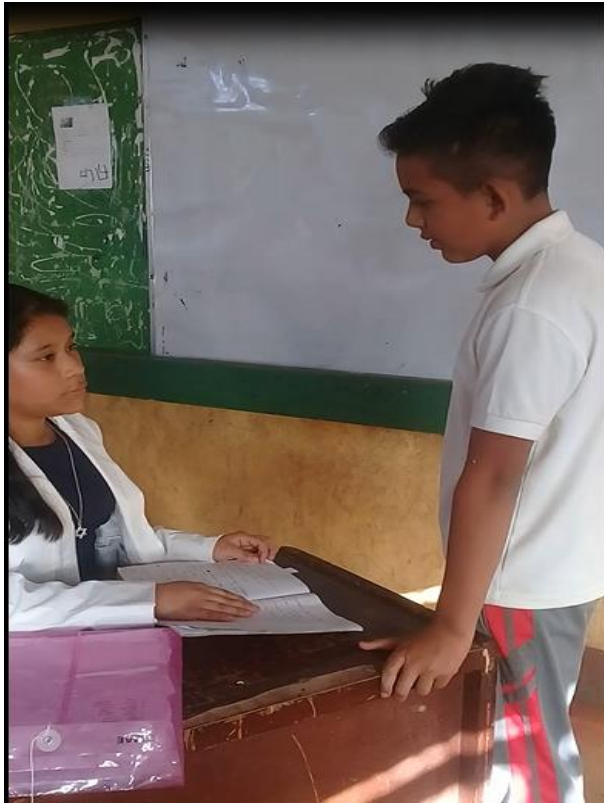
Students working in groups



Students doing their final presentation.

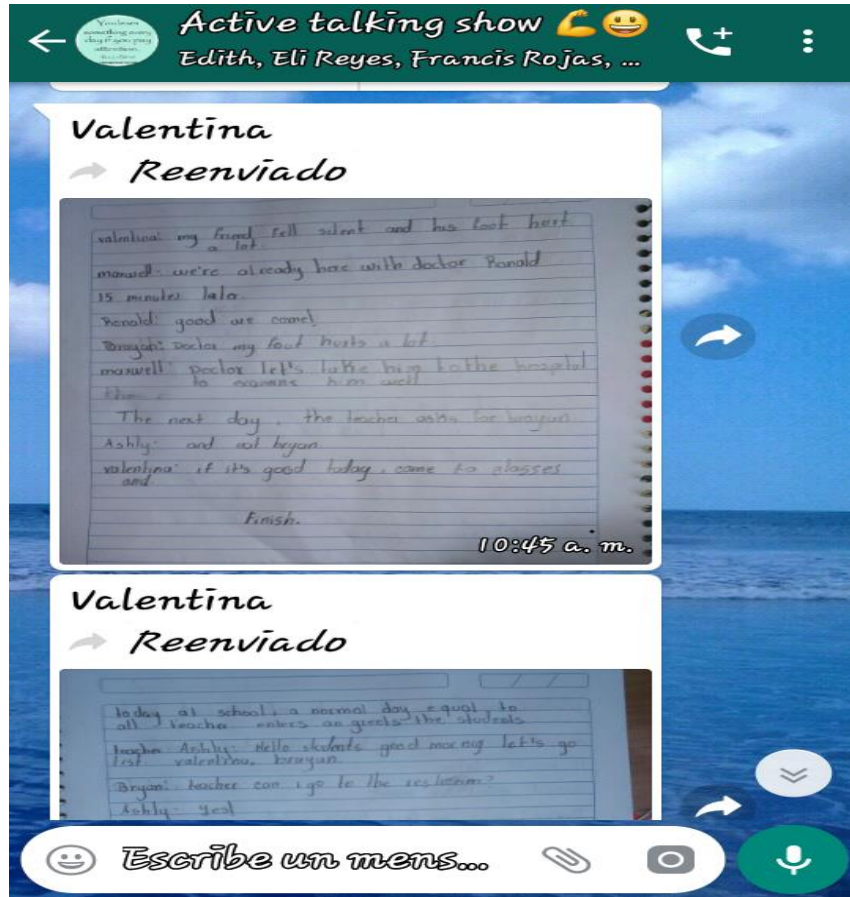


This group did their performance using the occupation Police officer.



Students doing their performance. They used the occupation doctor.





This is the evidence about the WhatsApp group that was created.

There students were sending their advances and we were helping them, and correcting their mistakes.