



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**IMPLEMENTATION OF THE RASSIAS METHOD THROUGH THE
USE OF ROLE-PLAYING AND SIMULATION IN HIGH SCHOOL
BEGINNER STUDENTS AT BUAP**

A THESIS SUBMITTED TO THE SCHOOL OF LANGUAGES

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BY:

VIVIANA GUADALUPE GINES RUGERIO

THESIS DIRECTOR:

MTRA DIANA FERNÁNDEZ RODRIGUEZ



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This thesis has been read by the members of the thesis Committee of:

VIVIANA GUADALUPE GINES RUGERIO

And is considered worthy of approval in partial fulfillment of the requirements for the
degree of

LICENCIADA EN LA ENSEÑANZA DEL INGLÉS

Thesis director



Mtra. Diana Fernández Rodríguez

Committee member



Mtra. Beatriz Tobón León

Committee member



Mtro. Fidel Jaime Conde Luna

Benemérita Universidad Autónoma de Puebla

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TO MY MOTHER...

I did it, mom but I want to continue traveling around the world.

I love you so much!

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CHAPTER I

1.0 Introduction

Currently, students are used to getting to the classroom and spending all their time listening to the teacher and specially in the English subject. They tend to copy what others do and hide or look down as soon as the teacher asks something. Many of my classmates argue that they do not like to feel exposed in class; For this reason, this routine is comfortable for them. Patiung, Tolla, Anshari, & Dolla. (2015) stated that professors usually focus only on speaking principles rather than the speaking exercise with the learners. Thus, they cannot accomplish this essential skill in school and less in real life. According to Udon Thani Rajabhat University (2012), the main task of teaching a language is to pay total attention to the students, to make them produce oral communication for many specific activities throughout daily life, such as asking for detailed information at the bank, at the hospital, at the café, or any place in the town where they can solve a basic need. This study also mentions that most of the time, learners do not use the language in an actual situation because they lack confidence and fluency, so they cannot transmit the correct message to others. Consequently, they offer great difficulty in speaking with native people. (Udon Thani Rajabhat University, 2012).

Therefore, this research focuses on implementing the Rassias method through role-plays and simulation activities with the students of the Preparatoria 2 de Octubre de 1986 at the Benémerita Universidad Autónoma de Puebla to promote oral production within the English as a foreign language (EFL) classroom. The present work is a qualitative and quantitative research since, on the one hand, it emphasizes the different opinions that the students have in their English class. On the other hand, a count will be made of those who prefer the inclusion of interactive activities for the improvement and interest of this subject.

1.1 Rationale

Writing, reading, and listening is essential to learn a new language, even our mother tongue. Still, speaking skill is the one that allows us to communicate the message and makes it possible to interact with others.

In foreign language teaching and learning, the ability to speak is an essential skill since it is the basis for communication and it is the most challenging skill. The reference stated that speaking English is the most difficult skill for learners. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. (Oradee, 2012 & Shumin, 2002, P.1)

This means that speaking skill is more essential in the teaching and learning process. Many students feel this ability is very complex and not easy to produce in public, so they need more real activities in which they feel free to use the language to express the need they want to solve. That is the main challenge to deal with. Also, learner's nervousness can be considered at the moment to stand in front of the public to produce the language; language students have to know that this type of anxiety to speak is a healthy sign that shows students are getting "psyched up" for a reasonable effort. (Stephen, 1998).

This research is relevant because, in the present time, one of the main problems seen in the classroom is the inhibition of speaking skills. Many language teachers claim that in a regular classroom, just those students who have an excellent English level are the most participative, and I can affirm that statement in the previous teaching experiences on high school students

1.2 Significance of the study

Nowadays, speaking a foreign language, in this case, English is a direct 'passport' to achieve a high quality of life in the professional and academic areas. (Riyaz, 2016)

English plays a crucial role in weaving the world into a single thread. English is a second language in almost all countries where it is not the first language. Acquiring simple language for day-to-day communication is the main aim of learning any language. (Riyaz, 2016, p.1)

The findings of this study redound to the benefit of society, considering that English plays a vital role in global communication. The Udon Thani Rajabhat University (2012) stated that it is essential to implement language exercises to make a class productive, mainly focused on speaking production; this research tries to help high school students produce the foreign language in both scenarios: inside and outside the classroom.

Riyaz (2016) claimed that English had become one of the most spoken languages around the world, allowing us to maintain scientific, technological, and social relations in the present time; it is a necessity to speak this foreign tongue if people want to take part in this new global communicative generation that is increasingly competitive.

According to the English syllabus at the Benemérita Universidad Autónoma De Puebla (BUAP, 2012), high school students have to be able to generate the language in different contexts of their life. It is essential to boost the learners' speaking habits and deal with the anxiety of speaking in public (stage fright). After that, they will be more motivated to speak in front of many people. (Stephen, 1998).

1.3 Context of the research

This research project takes place, as mentioned before at Preparatoria 2 de Octubre de 1968, in a classroom of forty-five students in first grade, where the majority of them are women. The high school is in Reserva Territorial Atlixcáyotl, Concepción Guadalupe, Puebla, Pue. This educational institute is one of the seven preparatory schools in Puebla at the Benemérita Universidad Autónoma de Puebla. This public school is so close to a municipality called San Andrés Cholula. According to the statistical and demographic annual directory in Puebla (2017); There are 137,290 inhabitants, where 67,537 are men and 69,753 are women. It is an urban zone, so most of the population has essentials, such as drinking water, electricity, gas, and internet. My participants count on the necessary tools and environment to learn satisfactorily; however, according to a previous questionnaire applied during my teaching experiences to test their English level, 80% have low proficiency in the foreign language. Currently, they are learning different subjects such as chemistry, Spanish, history, mathematics, sports, psychology, philosophy, and the foreign language "English"; As it was mentioned in the context of the research, it will focus on the use of practical activities to develop the speaking ability of the English language in teenagers between 15 and 16 years old.

1.4 Aims

The current study has the following aims:

- To identify the principal factors that cause inhibition in high school students when speaking English.
- To test the Role-play and Simulation Speaking techniques to make students confident with the foreign language.

- To analyze the Rassias method in the classroom to prove whether the students perceive comfort in the class.
- To describe the changes students show while using the new methodology.

1.5 Objectives

- To analyze the principal problems that students face at the moment of speaking in public.
- To verify, in a short period, if the use of role-playing and simulation work in the class.
- To value, at the end of the instrument application, the Rassias method in improving oral communication in high school students.
- To write the students' attitudes and opinions about the speaking techniques (role-play and simulation).

1.6 Research Questions

- 1 How does using "role-playing" and "simulation" in the classroom encourage more active and participatory learning in high school students in the English subject?
2. Why could the Rassias method be an alternative teaching tool to develop speaking skills in high school students at BUAP?

1.7 Conclusion

As it can be seen, developing the speaking ability is a great challenge for many students learning a foreign language. There are many reasons for students to avoid speaking in public. Still, the most important, according to the expert on the topic, Oradee, T. (2012), but the lack of confidence in them and the absence of real-life situations in the book activities. The current study analyzes the main factors in which high school learners do not feel able to produce oral communication using the English language; for that reason, two techniques to help students

feel comfortable with verbal production will be tested; role-play and simulation will be the principal tasks to support this research. Also, using the Rassias method will guide the class in a drama scenario. This research is tested on students of the Preparatoria 2 de Octubre de 1968, teenagers in their first scholar grade. One of the positive factors in the study of this research is the use of technology because the high school has this tool so it will be easier to implement the use of role-playing and simulation with this great tool. The use of the Rassias method with the execution of role-playing and simulation will be tested to see whether it improves the speaking ability of the students and increases motivation and understanding on the English subject.

CHAPTER II

2.0 Introduction

This chapter presents the literature review with the most relevant concepts supporting this study about speaking capacity methodology. As it has been said, the research is applied in Puebla, Puebla. It focuses on implementing the Rassias method to generate the English language in a natural way. Authors' contributions are based primarily on the analysis of the teaching methodology as well as the effects of oral activities in the classroom in order to produce the foreign language, so it emphasizes the use of role-playing and simulation; different assessments about speaking skills in the class, description and impact of the Rassias method in the teaching process, and how it works. This chapter summarizes all the contributions that different authors have made to make the field more comprehensible and transparent.

2.1 Teaching Methodology

Each teaching method has a specific goal throughout the history of language teaching because they tend to express the needs and the different perspectives of learners according to society's demands. These approaches had been developed in diverse moments of life; for example, in the twentieth century, the silent and natural methods, among others, showed different theories of instructing language learning. A big deal in this issue for many teachers and experts in the area is to find better methods that improve the use of the foreign language among students (Richards & Rodgers, 2014).

That means teachers have to select the better method according to the demands and needs of the group because they have different learning styles, and most of the time, their English level is different from one another; the students' age is a primordial factor to consider establishing

the type of activities that motivate the learners in the target language. There is a lot to consider when selecting the teaching method, The learners' success in the foreign language results from the exemplary implementation of the instruction method.

2.2 Teaching Methods

New teaching methodologies have to be efficient to the demands of the recent generation of students; these methods have to be creative and not consider the teacher as the center of learning, as the article of the Faculty of Economics and Business in Zagreb (2020) says, a class is more efficient when there is active participation of the students, coexistence between them and honest communication about what is happening in their environment because in this way they look for solutions themselves and feel proud when they find the answer. On the other hand, the teaching methods are related to the learning style, cognitive ability, learning experience, gender, national culture, and creativity of each student, because they cannot guarantee that a methodology will work well for everyone. Still, it can make each learner feel comfortable and safe with that method, and little by little, he/she will gain the confidence and pleasure to learn in that way. The teacher is in charge of making this happen, but the students are evidence that learning a foreign language is taking place. More students prefer more active teaching methods since the first ones make students the center of attention; they are submerged in their knowledge, while the professor's role is to be the guide and facilitator of the learning development. Still, it is also true that if one way is better than another, it may be because it focuses more on the students' needs in many other aspects, not just the academic one. The Rassias teaching method allows the learner to be the protagonist inside and outside the classroom.

There are many teaching methods; some of them are the following:

2.2.1 Audiolingual method

Audio-lingual is based on Skinner's contributions to behaviorism and the structural linguistics of Bloomfield. According to Rodgers and Theodore (2001), in this method, the principal teacher's roles are language modeler and drill leader where the students follow the target example imposed by the teacher and there is collaborative and individual participation by the whole class. They act as pattern practitioners and enthusiasts. Advocates of this method claimed that speaking and listening skills must be developed first then writing and reading (Griffiths, 2008).

2.2.2 The Silent way method

The same author describes the silent method devised by Gattegno, as a method where the learner's role is of an inventor and problem solver, while the teacher acts as a pantomimist and neutral observer (Rodgers&d Theodore, 2001). An activity is performed as many times as possible with a minimum of target language models; the students have to guess or imagine the learning process conducted by the mentor. This plan has to be adapted to the large class. The main goal of this teaching method is to leave the student to perform the foreign language without a lot of participation of the teacher. ‘‘The Silent Way belongs to a tradition that views learning as a problem solving, creative, discovering activity, in which the learner is a principal actor rather than a bench-bound listener’’ (Bruner 1966). In sum, the teacher plays a passive role, like a mime where students produce the learning task, using their imagination and common sense to build a satisfactory knowledge.

2.2.3 Grammar-Translation method

In the Grammar-Translation method, first, the grammatical rules of the mother tongue must be clear to be able to explain and translate sentences or texts in the target language that apprentices wish to learn. It is a method that seeks to better understand morphology and syntax

of the foreign language instead of just memorizing grammatical rules. In sum, the first language is the basis for learning the target language. It is important to consider that in this method, the most critical skills are writing and reading; there is not much attention to speaking and listening. The use of a dictionary, and extended vocabulary with its translation in both languages are essential tools in a regular class under this methodology. The teacher uses the sentences as a better way to explain the class; he/she makes use of the text's vocabulary to practice the language. In this teaching way, the learners are always waiting for the translation of the words, sentences, and text; it is essential that vocabulary and grammar are acquired deductively, and the teacher's role as an active translator is essential to construct the foreign language knowledge (Richards & Rodgers, 2014).

2.2.4 Direct method

In the direct method, the classes must be performed in a foreign language, and the student's daily routine is considered to teach vocabulary and sentences; there is the facility to make small communicative interactions between the student and the teacher through the use of questions and answers. In this approach, grammar is taught inductively, and the use of tangible and visual materials help to produce the speaking ability; Priority is also given to the listening ability aspects of pronunciation and grammar are remarkable in the classroom. Among the disadvantages presented by this method, according to the author of the book: the teacher must have a high level of proficiency in the language, a native speaker preferably, must not use the mother tongue during the lecture, only in necessary cases; for this reason, it is a problematic method for many apprentices, because they feel frustrated when they cannot understand or express their ideas (Richards & Rodgers, 2014).

2.2.5 Suggestopedia method

It is already known that the left hemisphere controls logic, reason, speech, and the right part of the body; this hemisphere houses the areas of language and vocabulary (Pease, 2008). So, in this case, music and other dynamic materials boost the students' knowledge.

So, the objective of these kinds of interaction exercises makes meaningful communication among people and do not give much importance to the form of utterances in the language structure. Each time a specific situation is assigned to the student, the teacher must attribute most of the details to use a certain number of questions that intervene with vocabulary or grammar implicit in the group discussion. In this way, the apprentice feels familiar with the context of the situation, and he/she can respond as much as possible. The teacher assumes the role of an actor and props user while the student is a guesser and immersed (Rodgers & Theodore, 2001).

2.2.6 Task-based method

“Proponents of Task-Based Language Teaching point out that second language acquisition research shows that successful language learning involves learners in the negotiation of meaning.” (Brown, 2002, p. 30)

This method is about looking for understandable and clear tasks that go according to the grammatical topic for students to acquire the necessary tools to comprehend the subject better and, simultaneously, facilitate learning. Therefore, the teacher is responsible for looking for appropriate tasks that motivate the student to discover the rules of the language and use them in a situation that helps him solve problems (Brown, 2002).

2.2.7 Communicative Language Learning

Its leading exponents are Hymes, Canale, and Swain; the message must be understood and spread to others in this approach. Four elements support the basis of this method “grammatical

competence'', ''discourse competence'', ''sociolinguistic competence'' and ''strategic competence''; each is related to language and linguistics. It is said that the language must be valued first, without giving significant importance to grammatical structures (Brown, 2002).

Rodgers (2001) stated that this method has five principles; the first one says that the principal goal in language acquisition is to create communication. The second one affirms that a real use of language inside the classroom is the primary purpose of the teaching tasks. The third one is related to the belief that fluency has a significant role in speaking. The fourth principle refers to the other speaking skills that complement the speech act. Moreover, the last one follows a pattern of trial and error because most of the time, apprentices learn better from mistakes and errors since there is a chance to get feedback from the professor.

2.2.8 Rassias Method

Although this method is older than the others, its practice is beneficial in developing speaking skills since it has many features to make a face and the ability to speak in public through good communicative strategies that help students to ace in real life.

The main goal of this method is to create a very comfortable class environment to produce oral communication by linking teaching and drama (Beall, 2000; Cova, 2009). Among the purposes of this methodology, the primordial to highlight is the fact that students kick-start their imagination and stay connected to the foreign language individually because they keep alert in any moment of their effort and production since the motivation and desire to make each activity the best way possible is always present. It is the learners themselves who, little by little, become aware of their mistakes and improve them day by day. That is how the learning process of a foreign language takes place with this teaching method, which does not focus on the students' mistakes (Mela, 1998).

According to Mela (1998), using creative drama in the classroom boosts the students to acquire comprehensive knowledge not just with the language but also with the ability to learn better due to the mixture of physical movements and spontaneous situations where they use their imagination and creativity. With this in mind, it can be said that the student no longer cares about his/her language production but rather that his/her mind relaxes when making physical actions, which is required by this methodology, making the learner feel comfortable with the foreign language. It is necessary to highlight this expression ‘‘students need to learn to use the idea of ‘‘I am’’, ‘‘I am myself speaking English, I am expressing my feelings, my beliefs, my culture, and my wishes and concerns. In other words, everything that makes me, ME’’ (Richards, 1985, p. 13). In this scenario, the learner has to be conscious all the time of his/her success in hypothetical situations where he/she has to make important choices to sort out different problems or needs in different situations that may come up later in real life. The objective of this teaching method is to make apprentices aware of achieving their individual goals.

The Rassias method is a system for teaching conversational use of second languages. It is based on the premise that you do not learn a language to speak it; you speak a language to learn it. Mechanical techniques are essential to this approach, but the dynamic, emotional involvement of the instructor is the heart of the method and the most critical factor in applying it successfully. (Cova, 2009; Shannon, 2005, p. 1).

Acquisition of a foreign language is not a simple process that just involves the speech act; it carries out much commitment by the apprentice because they learn a second language to know customs, ways of living, traditions, the culture in general. Hence, the Rassias method intends to make teachers and students aware of the enormous task that conveys learning a foreign language. In this methodology, the teacher’s role is the most important; It does not mean the professor is the center of the learning process. He/ She has to be involved enough in the group

activities. The author of this methodology assures that the teacher's principal activities inside the classroom are the following: the whole class is conducted in the target language; However, the more students use their imagination, the better. The teacher has to monitor all the students in the whole class without losing their attention. The board is used rarely, books are closed most of the time. At the moment of asking questions, students should not feel pointed out by the teacher, if one of them does not know what to answer, the teacher should immediately follow up with another student and in the end, come back with that student. Finally, the professor has to dedicate at least five minutes of the class to answer questions and be sure all learners feel motivated and comfortable in the class (Rassias, 1970). Students have the task to perform the role-play or simulation while the teacher sits at the back of the room and stares at how their students gain confidence; At no time is the teacher authorized to correct the students' mistakes at the time of the performance, instead of this he/she must record the oral activity and at the end reproduce it with the class and give feedback to each other.

There is a philosophy of the Rassias method to comprehend the factor considered at the moment of use better. Point number one is about 'know thyself', that is making teachers conscious and learners about their weaknesses, strengths, and significance during life. The class's objective is on one side to avoid negative thoughts, and on the other side to increase confidence. Point number two is called 'Connect'; the Rassias method accelerates the way of thinking of other learners to integrate more easily into different areas of life; they will learn little by little to develop widely in the foreign language, to the immersion of another different culture. The next point is titled: 'Special delivery,' where the search for comfort by the teacher to make the students feel calm and comfortable to capture their total attention in the class. The most frequently used techniques are the monitoring of language patterns and repetition, on the other hand, it encourages spontaneous and imaginative participation together with teamwork.

The fourth point is stage presence; the student has to be the center of attention in each of the lessons, and the teacher takes full advantage of each of their abilities to make them shine as if they were on top of a stage. Moreover, last but not least important critical senses and emotions, make a call to exploit and highlight the emotions of students and teachers through the senses in their maximum expression. Another of the teacher's obligations is to make the student a critical person in question of the deepest details surrounding the action done in class, such as feelings in a conversation in a foreign language. (Cova, 2009; Shannon, 2005)

The Rassias method, according to researches, has more than fifty techniques; some have more impact on the students, such as: alphabetization, the wave, first two letters, press conference, dice, face-off, lottery or pyramid, and advertisements (Cova, 2009). It is not necessary to focus on each of these techniques because the principal purpose of this research is just to pick up the Rassias method theory and input the classroom with the support of other speaking practices, such as role-playing and simulation.

2.3 Language skills

The basis for learning a language successfully is developing the four essential skills, reading, listening, writing, and speaking; they are part of the language course in any school; However, each one has to be taught according to the requirements and level of the students (Darancik, 2018). According to Mrotzek (2008), many learners argue that some skills are more complex than others, for example, the listening ability versus the reading one, and this is for the assumption that in reading comprehension, they can read the text as many times possible to achieve a better understanding when in the audio task on a real conversation this is not possible. Another aspect to consider based on the Çukurova University (2018) is that the language skills are taught according to the syllabus of the course. Many times the book only

focuses on listening, reading, and writing and it is assumed that the act of speaking takes place during the lecture. The reality is that some skills are more accessible than the others because the program only focuses more on practicing the skills in which the students do not produce the foreign language.

2.3.1 Listening skill

According to Schmitz (2012) the listening skill is one of the most important because it makes us be better students and more successful teachers, since this ability is a whole process to make possible a certain task. Learners receive the instruction by the teacher, then they interpret the message as it was understood, after that, they recall the information to do the task the best way possible, to culminate with the evaluation and response by the teacher to verify if there was truly listening comprehension. So, the listening skill is not just listening to someone or something speaking, it has cognitive, behavioral and relational elements to practice a successful communication in a verbal and no-verbal way.

The purpose of listening-comprehension teaching is not a skill that can be defined as the ability to listen but rather a practical stage because it can perceive the transmission from the speaker correctly. When it is spoken at average speed, even if the speaker's discourse is not understood, it is expected to perceive what it means. (Darancık, 2018, p.166).

It means that “listening comprehension” goes beyond listening because it involves clearly understanding what the speaker is saying; even if we cannot capture all the information, we may have a general idea of the subject.

2.3.2 Reading skill

According to Sandhu (2018), reading is sharing ideas, opinions, and stories through the text in order for the reader to build their meanings. There are many reasons at the moment

of reading something, but the main deal is to find a good understanding in general of what the author wants to show. The reading ability is also based on the prior knowledge of the student in order to adapt it to the literary or informative work you want to work with when doing an activity that involves this strategy. If a topic is unknown or uninteresting for the student, the objective of the class will not be achieved and there will not be meaningful reading. Tarigan (2008) states that reading is a kind of exchange between the reader and the writer through words. However, the reader has the main task since he/she recognizes, understands and interprets the words or symbols in order to get the message in a meaningful way. Many times, people learn more things through reading, the challenge as a reader is knowing how to understand what is being read, being creative and using the imagination a lot to create valuable knowledge.

2.3.3 Writing skill

Balcı summarizes the importance of writing as follows:

Writing is an essential communicative tool for developing one's identity by contributing to developing other language skills. This skill has the feature of being an effective tool to produce learning in the foreign language. It is developed most in class without leaving the student alone. (Balcı, 2000, p. 528)

Every time we write, a part of our identity is reflected because in writing there can be feelings, opinions, ways of thinking, and attitudes, among many other aspects that make this ability lean on others to achieve a total understanding of a language.

Writing skills can be used to control the learning process, determine the learners' levels, consolidate the teachings or words, see language mistakes, teach punctuation marks, and learn other skills, to improve the language skills of the student by helping them transform their skills into performance. (Çakır, 2010, p. 167-168)

Writing relies heavily on many other sub-skills such as grammar and vocabulary, the student improves his/ her writing skills and also develops the other skills mentioned above because a skill is never learned without covering any aspect of others. In this ability, the progress that the students have in terms of their level of language and how it can lead to the production of this can be cleaved.

2.3.4 Speaking skill

Syakir (2007) states that there are two components to consider in order to cover the speaking skill; linguistic and non-linguistic aspects, the first one corresponds to the level of understanding, fluency, lexicon, sentence length, word order, pronunciation, and general speed of speech. The second one refers to personality features, self-esteem, and extroversion. So, not only does speaking a language well involves linguistic aspects but also knowing to express the messages that manifest themselves according to the personality that corresponds to the correspondent of saying things.

As defined by Cunningham (1999), speaking is “an interactive process of constructing meaning. Both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose for speaking” (p. 1).

The speech act will always depend on more than one person; we talk about what is known and lived daily according to all the tangible and intangible factors surrounding us. We always look for something when we speak, whether to convince, persuade or just inform about an event that seems essential.

Speaking is a highly complex and dynamic skill involving several simultaneous cognitive, physical, and socio-cultural aspects – where a speaker’s knowledge and skills must be activated rapidly in real-time (Sim & Pop, 2016, p.2).

As it had been said, the speaking task is a mix of essential factors that convey to generate communication in society according to the demands of the present time; the person is conscious of the issues that need enough awareness to solve them.

The ability to speak and understand a language is the ability of the student to master certain situations in possible speaking situations and react appropriately with the perception of the cultures of the foreign language they learn as well as their own cultures and their effort to understand. It is the ability to communicate with a communicative approach, a foreign language teaching method, and in an appropriate environment to meet the need for language communication. (Genç, 2000, p.101)

A person cannot learn a language without speaking it; the student has to produce the act of speech in any situation to demonstrate their knowledge of the language and spread their roots with people. Speaking a foreign language makes the apprentice express emotions, feelings, and points of view about what happens around the world; he/she can also solve problems and help to understand things better from different perspectives.

2.4 Importance of the speaking skill while learning the English language

Baker and Westrup (2003) claimed that speaking in the classroom is an indifferent practice because, in the examinations, students are exposed to a high level of grammar and vocabulary. They often demonstrate extreme difficulty in answering these kinds of tests. An essential need for speaking English is significant ample opportunity in the labor world; Nowadays, more and more national and international companies request people who can speak the English language very well to communicate in business or educational places. Learners with this ability have better opportunities for further education employment and gaining promotion. Another critical point to consider is the easy access to information of different areas such as education, science, technology, medicine, etc. that is because many

articles, books, web pages contain updated information from the internationally recognized universities or countries. (Baker & Westrup, 2003)

Good English speakers will be in a solid position to help their country's economic, social and political development. So, by learning to speak English well, students gain a valuable skill which can be helpful in their lives and contribute to their community and country (Baker & Westrup, 2003, p. 5).

Baker and Westrup, (2003) also stated that there are excellent educational points to develop in a speaking English class; the first one is related to the acquisition of vast vocabulary, to bolster grammar and functional language. In the second one, the apprentices can use the language in which they are studying according to their needs in real life. And the last one is when the students have the chance to experiment with the language, they already know in context what they have to do. In sum, with these strategies, the teacher helps learners to succeed in the examinations.

2.5 Speaking sub-skills

Besides the four basic skills for learning a language, which are speaking, listening, writing and reading, there are others that are called sub-skills or micro-skills. They are in charge of improving and preparing the student even more in his speech production in real conversations. In this paper pronunciation, grammar, vocabulary, appropriacy and fluency are considered. Since the purpose is to boost student to speak as much as possible rather than paying attention to the mistakes in the oral production.

2.5.1 Pronunciation

Pronunciation is a complex skill for those who are learning a foreign language, this involves a lot of effort and practice by the students and a lot of work by the teacher to help them develop it correctly since the beginning. It is known that when the student is able to

speak English in a correct way, that means he/she has a good understanding of the phonetics and phonology of the language, when he knows how to make differentiation of sounds, handle the rhythm of the words, carry an adequate intonation, and stress on the syllables. For this motive, the teacher must also focus on teaching how to pronounce the words correctly since everything follows a linguistic process to produce the language in a fluid and accurate way. (Ramesh, 2006, Sakale, 2012)

“Pronunciation is a crucial speaking sub-skill, and by far the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system”. (Sakale, 2012, p.75)

Pronunciation makes us distinguish different languages and makes communication between people in specific contexts possible to understand different meanings. (Ashour, 2014)

2.5.2 Grammar

Language has rules, and these guidelines are changing over time, to make a language unique, with the defined and peculiar structure to express these rules both in written form and orally. “Grammar is simply a reflection of a language at a particular time” (Alvarez, 2010,p.14). We do not need grammar to speak nor to understand what others tell us because when we are born our parents do not teach us the rules of language, however grammar is essential to speak and write in a foreign language correctly, and especially to know our mother tongue (Salazar, 2006) thoroughly. In short, grammar is the backbone of the language.

2.5.3 Vocabulary

Vocabulary is an essential part of any language because it allows any person to express himself/ herself as clearly as possible. Undoubtedly, it is the basis of spoken discourse; It shows how much a person knows a foreign language and theirs (Shafaei & Nejati, 2010).

“The goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown words” (Cooper, Kiger, Robinson & Slansky, 2011, p. 228).

The search for new vocabulary makes the student more prepared to express himself sincerely. This arouses curiosity about unknown words and expands his lexicon while developing socially.

Thornbury (2005) suggested three usual things used by speakers in what they are saying:

1. Speakers involve a high proportion of words and expressions to express their attitude (stance) toward what is being said. 2. Speakers employ words and expressions to express positive and negative appraisals because much speech has an interpersonal function. 3. Speakers employ deictic language, i.e., words and expressions that point to the place, time, and participants in the intermediate or a more distant context. (Thornbury, 2005, p. 22)

In short, a speaker will always look for the largest amount of vocabulary to make his stance clear. He will use the appropriate words to express his agreement or disagreement about a topic of social relevance, and he will use idiomatic expressions that will be even clearer in the speech for everyone else.

2.5.4 Appropriacy

The term appropriacy is found within the sociolinguistic competence, it is basically when the language is used in a timely manner in the speech act, that is, everything said has to be logical and appropriate at that moment with respect to the context. This is a primordial aspect to master by the students because in each speaking activity they will show their level of understanding to perform correctly the task and at the same time they will realize if their speech is understandable or not by the others and by themselves. It is good to use different situations of the real life to help students be able to use the foreign language in formal, informal and neutral contexts and to teach them the differences between each other. (Talukder, 2016)

“Appropriacy is the process of selecting the content of the communication and formulation of the message based on the speaker's intention (Kaplan, 2010, p. 64) and cultural background” (Arndt, Harvey & Nuttall, 2000, p.150).

To conclude, appropriacy is related to the ability to speak at a moment, place, and time suitable according to the audience with which we are trying to inform, persuade or entertain with something. Students have to use the language appropriately according to the message they want to express since asking a friend for a favor is not the same as asking a doctor.

2.5.5 Fluency

A person who can manipulate English in a good way is accurate and fluent (Baker and Westrup, 2003). In this case, it is focused on language fluency, which refers to the speaker expressing himself/herself properly and without hesitation. The same authors say that fluent students have a greater capacity to not get carried away by worry when they make mistakes.

“Fluency is the ability to describe and report actions or situations in precise words” (Segalowitz, 2010, p. 47). that means that the speaker is fluent when he can manage the time

limits in a speech, he controls his rhythm to communicate the message successfully, and he really knows what to say and how to say it at the right moment without saying more; and he knows very well how to organize his ideas in a simultaneous situation.

According to Nakano et al. 2001, there are vital points to consider in the development of fluency:

- (1) The total number of words spoken in a fixed time. (2) The number of silent pauses for thinking. (3) The number of repetitions of words, phrases, or clauses. (4) The number of repairs or reformulation for correction. (5) Mean length of utterance. If well-developed and mastered, this factor is also considered an indicator of fluency. (Nakano et al., 2001, p.3)

The balance between time, the words spoken, the corrections of phrases, and the utterances, make the perfect mix to consider a speaker a fluent speaking person.

2.6 Techniques to practice speaking skills

It is necessary to provide the student with the essential tools to gain confidence in her/him at the moment of speaking before exposing them to a large audience. First, it is essential that the student practices in the classroom. In this place, he/she feels comfortable with his/her classmates. After that, she/ he will be able to speak alone, in pairs, or a small group about topics of interest, from answering questions to participating in debates and even a formal presentation of a speech; the student has to acquire the continuous practice of speaking on the part of the teacher (Wallace, et al., 2004). By implementing techniques to make the student speak as much as possible, he/she will acquire a better practice in the foreign language and will reduce anxiety when speaking in public.

2.6.1 Small talk

Shumin (2002) assures that a small talk among peers in the target language is done with the purpose of gathering the communication between themselves, the student has to learn

to give his point of view on social issues, as simple as deciding where to go; The key point is to share pieces of utterances in the foreign language. A class followed by a small talk has a sequential structure because in a first instance the students are sensitized through visual and audio-visual media about the topic that they intend to discuss. Afterward they discuss their points of view, making similarities and differences between what was shown before and the ideas of each group. Finally, a discussion is made real between the teacher and the students (Cunningham, 1999).

2.6.2 Discussions

In this type of task, certain topics are discussed in groups, in order that each apprentice gives his point of view with clear and accurate information.

Green et al. (2002) suggest that in order to ensure the success of this technique, it is necessary to form teams of four members at the most, then they will be given the theme to develop, each student will have to investigate that topic and then they will have to discuss the findings, the task of the other teams will be to observe the discussion and analyze the interventions. In brief, everybody will give feedback with the teacher's help and they will see if the topic lends itself to continue developing it or choosing a new one. In this way each student can participate actively and reflect on the situation, the teacher will see that the message of the topic was understood. It is a way to make all students participate, but the teacher has to consider essential factors such as the time, number of students and age.

2.6.3 Narratives

Storytelling is another way to call this kind of speaking activity, Deacon (2000) suggests the term 'split story' in which the learner must complete a certain point of the narration with her own opinion, idea or suggestion. Most of the time, this task may be

related to students' experiences because they can feel identified with past anecdotes from themselves or other people around them. A familiar language is used to make it easier at the moment of speaking. "Storytelling is the activity of telling or writing stories" (Bence, 2017) so, it is basically the way to tell these stories to the audience. This kind of strategy is suitable for young learners to catch their attention and keep them aware in the story. If the teacher wants to implement this activity in the lesson plan, he/she has to use different elements to motivate the student to listen or read from beginning to end; for example, the teacher can include ambient sounds, drawings, movies, photographs, etc. even she or he can act the role or simply give a different tone and rhythm at the moment to tell the story. In this way, the students will be motivated and they will want to know more about it. It is an excellent way to learn vocabulary, grammar and pronunciation.

2.6.4 Role-play as an essential technique to learn the English language

It is said by Baker and Westrup (2003) that to develop fluency, teachers have to implement activities in which learners feel confident, comfortable, and familiarized with the topics. Hence, the teacher has to implement enjoyable speaking activities in relation to students' needs and interests. The lesson plan is the key to carrying out a good class, so it has to be done the best way possible according to the number of students, grammar topic, and age. It has to be in balance with the correct use of the teaching materials. In this case, role-playing is implemented for high school learners, where the goal is to motivate students to speak in a given situation.

"Role-play is a social or human activity in which participants take on and act out specified roles, often within a predefined social framework or situational blueprint (a scenario)" (Spencer-Oatey, 2000, p.322).

The success of this type of task depends mainly on the primary language preparation they have had for the production phase. It is said by Keneth (2008) that role-playing is the personality that the student acquires when given a specific role in a real-life situation, but it is done through group action. Role-play is used in many different methods to perform the speaking skill, and each one works with its own rules. Thanks to this technique, learners can have the chance to choose an actual situation of daily life and produce a dynamic conversation in the class. (Chen-jun, 2006). In sum, this task results meaningfully because it involves good attitudes by the students, and they really achieve understanding at the end of the activity.

Holt and Kysilka (2006) assumed that the role-play task has two specific objectives; making classes enjoyable and promoting learning in a group because everybody in the class has to do their best to improve the speaking exercise, which involves working together with a high level of communication. In this way, they learn the value of commitment to others for the moment they support each other all the time. By giving a specific role to the student, he feels more confident of himself. It is an excellent strategy to motivate them to speak in public and even more so when the topic is of their total pleasure and interest because this gives meaning to a daily life conversation.

2.6.4.1 Types of role plays

According to the journal of language teaching and research (2017), ‘There are three types of role-plays; fully scripted role-play, semi-scripted role-plays and non-scripted role-play.

2.6.4.2 Fully scripted role-play

This type of role-playing is the most accessible and most popular in the classroom because it is the most common way to make students perform a quick speaking activity. “Each word is given in a fully scripted role-play, and each student should understand or memorize his/her role” (Harper-Whalen & Morris ,2005, p. 3). Therefore, in this first type of role play, a conversation model has to be followed by the students so that afterward, they will be able to reproduce it without having to return to the dialogue. This type of role-playing is very useful at the beginning of learning a foreign language because it can be meaningful and easy to manage by the students. The teacher can explain word by word in context or even students can infer the situation and discover the meaning of unknown words, all thanks to the context and information literally given. Some examples of the fully scripted role-play are dialogues, theatrical scripts, scripts for movies, novels, short stories, etc. (Krebt, 2017)

2.6.4.3 Semi-scripted role-play

In the semi-scripted role-play, the students have a model to follow to make their dialogue; the use of the technique, filling in the blanks, takes place in a conversation in the target language, so the learner must pick out the correct word in order to complete the text. It is assumed that the apprentice already has a foreign language proficiency level to carry out the task. As Krebt (2017) shows, this second type of role-playing is for those students with an upper-beginner to intermediate level of language since it is less structured and less controlled; It means that students have more freedom to modify or add information according to their own experience. These types of exercises are common in the classroom when the teacher gives a model to follow so that the students do something similar. The

important thing about this communicative strategy is that they are able to use the language according to their needs and then be able to reproduce it orally without hesitating or fearing to make mistakes.

2.6.4.4 Non-scripted role-play

The contrary to the other types of role plays, this one could be the most difficult to perform by the students since this activity can take place at any moment of the class without a previous preparation, so the student has to use his/her imagination and be alert to speak of whatever situation seen in class. In the non-scripted role-play, the student has the freedom and chance to create their own dialogue based on keywords previously taught by the teacher or shown in the textbook; There is already a broad knowledge about the foreign language and the student can imagine an everyday situation where there is a need to solve a problem. The student must understand the situation very well to do the activity successfully. In sum, this kind role-playing is for middle to advanced level students who can build their opinions and thoughts in order to solve a fictional situation in real life (Krebt, 2017). This strategy makes the student think and reflect more, since although it is a given situation at that moment without script previous preparation, many times the students consider it an experience or a fact that is familiar to them. This is very important because the language teaching becomes meaningful for the students, making it easier and less complicated to understand because it is clearly their real life, without following word by word what someone else has experienced before (Naksevee, 2013).

2.6.5 Simulation as an important technique to learn the English language

The only difference that differs this technique with the role play, is that it is much more developed by the students, and it is similar because it also focuses on situations of daily life. Everybody in the classroom has to participate in the simulation because it is clear

that the teacher has already taught the topic and learners have gathered information in different media. Another distinction from the previous oral activities is that apprentices have the freedom of writing their own scripts, they know what to do and how to do the task, once the educator gave clear instructions on the subject and the setting where the situation should take place. The teacher's role is just advising their students, correct them before the presentation phase, give comments to make the performance of each team better. This technique helps learners to gain confidence, improve fluency and prepare them to any situation of improvisation both in the classroom as well as outside. Prieto (1987) pointed out that is considered essential for the class that certain stages have been learned before carrying out the simulation activity. First of all, a 'rehearsal' is necessary, where apprentices know exactly the topic and the whole panorama of the situation. Although in some cases the teacher has to make an example of what he/she expects at the end of the day, and in that moment to correct, clarify ideas and written productions by the class. After that, 'performance' of the students' representations to analyze their effort and in what aspects they can improve. And the last stage, named 'debriefing', there is an auto-evaluation of all the oral productions among all students, and the teacher has to make a good discussion to make everything understandable, and it is very important to consider that the major value is dedicated for the fluency aspect instead of the accuracy point as well as the coherence, cohesion, intonation and pronunciation in the given situation of each team (Mela, 1998).

A successful simulation within the classroom must guarantee the commitment of the student in the resolution of a social problem with the necessary tools for its resolution (Ashour, 2014). The same author pointed out that with the use of this speaking task the learners feel sure and motivated with their performance because they want to make it the

best way possible; at the same time, this activity increases the attention to the class, and it is not boring for them. There is also a chance to boost the apprentice's imagination since they are free to create the scenario with their stuff to cause more impact and realism to the situation.

“Simulations provide a situation that capitalizes on three areas critical to the learning process. These are; motivating, social and experiential” (Ashour, 2014; Saunders & Smalley, 2000, p.34).

This technique not only seeks to attract the attention of the student to motivate him to understand the topics of the subject but also tries to sensitize him on critical social issues to see if he can find the most appropriate solution taking into account his ability in making decisions for his future life.

2.7 Conclusion

The current chapter provides a conceptual and informative review of the literature on the following main concepts: first, it briefly describes the teaching methodology. After that, there is a summary of the most relevant teaching methods throughout the history of the educational system; all of this to explain the nature of the Rassias method, as it has been said, this is the approach in which this research is developed. It can be known more about it, the main goal, and the other features mentioned. Then, the four language skills: listening, reading, writing, and speaking are defined in order to focus on the last one since the current academic project looks for the improvement of the speaking ability in high school beginner students. Also, a great value is given to the importance of speaking the English language to the students, mainly because there are a bunch of advantages to consider aspects such as employment, future education, and better opportunities for life. Another concept to highlight in this research is the sub-skills in speaking, where fluency is one of them. These functions work as a

fundamental part of the main objective of this work, taking up again the issue observed in the classroom where the students have many difficulties in producing the English language fluently. To sum up, the concept of the techniques used by the English teacher to practice the speech act within the classroom, in order to highlight the tasks in which the Rassias method is complemented, by using role plays and simulations. This chapter pretends to explain in a clear and better way all the components that make this project meaningful. It is important to know the basics of this process in order to move forward in the next chapter, where aspects about the methodology will be discussed deeply.

CHAPTER III

3.1 Introduction

The following chapter is organized into six sections. The first section includes a description of the context in a profound way. The second section contains the description of the participants, while the third section consists of the sample on which the research will be based and the method and procedures used for data collection. The fourth section explains the process of collecting data. The fifth one shows the kind of instruments to support the study, and the last section provides the procedures used for data collection and a description of measurements for analyzing the data of this research.

3.2 Contexts

This research is focused on high school students because, according to some recent teaching experiences, that scenario can be adapted to the kind of work is pretended to experiment with. This research project will be developed as mentioned, in the High School 2 de Octubre de 1968 in a classroom of thirty-seven students in their first grade, where 55 percent are women, and 45 percent are men. The high school is located in Reserva Territorial Atlixcáyotl between two communities in the south of Puebla: Mayorazgo and Concepción Guadalupe. This educational institute is one of the seven high schools in Puebla at the Benemerita Universidad Autónoma de Puebla (BUAP); with more than 30 years of existence, the High School 2 de Octubre de 1968 is one of the most prestigious in the state and the third with the highest number of students in the schools of the upper-middle level of the Institution. According to the general secretary of the BUAP, in 2016 the high school started with just under 900 students distributed in both shifts. Now, the high school 2 de Octubre de 1968 has 2,148 students in Puebla, 392 in the Tepeaca section, and 72 in Chiautla de Tapia; that is, a

total of 2,612 young people in 46 groups. Currently, the institution has four buildings, with approximately ten classrooms for each, including teaching rooms. It also has physics, chemistry, and, biology laboratories, a medical office, three fields, and recreational spaces for students. The quality of its teaching staff and educational programs makes this high school one of the best options to pursue upper high school education today. In their classrooms, students are committed and prepared for society, forging a way that will determine the direction of their future life. As it was mentioned earlier, due to the students 'context and needs, there is an interest on improving the speaking skill through a new methodology and techniques that boost the student's attitudes toward learning this foreign language better.

3.2.1 Participants

In this research, the subjects are considered one of the principal components of the project's successful development. This research contemplates 37 high school teenagers, primarily women, who are in their first grade. All the adolescents are under 17; in other words, they oscillate between 15 and 16 years old. Most of these participants count on the necessary resources to have a quality education, because they have easy access to internet, their classrooms have good equipment, and in short, they have technology at their fingertips. Hence, this kind of population was chosen because they can easily succeed in the process of developing the speaking ability both outside and inside the classroom. They are prepared for complex situations, as Piaget (1976) describes it in his theory of the four stages of cognitive development, where the last stage, entitled the stage of formal operations which, begins approximately from the age of twelve and covers until adulthood. At this stage, people can distinguish multiple potential solutions to problems and think more scientifically about their world. For instance, the application of the Rassias method can be well adapted for them.

3.2.2 Sample

Creswell (2012) states that ‘‘sample is a portion of population or universe’’. It is just a tiny part of the participants in general; in this case, this kind of sample is nonprobability sampling because at the moment of randomization is not essential in selecting a sample from the population of interest.

Subjective methods are used to decide which elements are included in the sample.

Hence, nonprobability sampling is a technique where the samples are gathered in a process that does not give all the participants or units in the population equal chances of being included. (Ilker Etikan et al. 2016, p. 2)

The sample in this research will be fifteen high school students in first grade who share the same context and characteristics to carry out the investigation. Dörnyei Z. (2007) points out that according to specific practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate, sometimes it is not possible to cover the whole population, so the researcher has to resort to a strategy that allows him/her to work with fewer participants, this type of sample is called convenient. ‘‘Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling’’. Many studies resort to this type of sample because the participants are within reach of the researcher, their characteristics meet the requirements of the study, and the analysis time is shorter compared to another type of sample (Ilker Etikan et al., 2016)

In this type of circumstances, it is planned to work in a considerable period with the participants; worth mentioning that in the first instance the application of the qualitative and quantitative questionnaire will be applied to the 37 participants, and once the method has been tested, the second instrument will be applied that in this case is the oral exam with only 15 students who will be our final sample.

3.3 Method of data collection

In order to obtain the most relevant data and results, this study is based on mixed methods research which, according to Creswell & Plano Clark (2012), is a procedure that implies the collection of the information qualitatively and quantitatively in order to obtain better results to have a more explicit panorama of the research problem. What is more “It consists of merging, integrating, linking, or embedding the two strands. So, the data are "mixed" in a mixed-methods study” (Creswell, 2012, p.535) and relies on the direct experiences of human beings as meaning-making agents in their everyday life.

Researchers are free to choose the methods, techniques, and procedures of research; this applies to mixed methods because they look to many approaches for collecting and analyzing data rather than subscribing to only one way; investigators work to provide the best understanding of a research problem; it is focused to the what and how to research, based on the intended consequences (Creswell, 2007, p. 11)

This study is conducted in a mixed-method design, their strategies are six: Convergent parallel design, Explanatory sequential design, Exploratory sequential design, Embedded Design, Transformative design, and Multiphase design (Creswell, 2012). In line with this, the selected strategy to perform this project is the Exploratory sequential design because the researcher starts with the application of instruments that yield qualitative data and then with quantitative one. With this type of design, the researcher can develop the second instrument of quantitative character better since it is based on the first qualitative one, so she has enough information to have solid and reliable results.

Respecting the research settings, the data will be collected with a qualitative and quantitative questionnaire written in Spanish to better understand the students. Also, since it

is their mother tongue and it could be easier for the participants to express what they want to express, and it would be helpful for the researcher to get more confident results.

The second instrument will be a quantitative oral test in the foreign language to know how many students could perform the English language orally. It will have placed at the end of the implementation of the Rassias method in the classroom to measure the level of accomplishment of the speaking skill after this practice. It is worth mentioning that this last test will be done according to the answers obtained from the questionnaire about the student's needs since the study focuses on what is valuable and interesting in the student's real life.

3.3.1 Instruments

The purpose of the instrument is to elicit the data for the study. In this case, the previously designed instrument will help the researcher to obtain the most confidential information to explore the Rassias method's implementation through role-playing and simulation in fifteen high school beginner students at BUAP.

The tools selected to be carried out for the completion of the research are a questionnaire and an oral exam. A ten-question form was designed to collect information about the learners' needs to speak English to find in what circumstances the students feel comfortable with the foreign language. The instrument presents positively worded statements. In the first part, there are two open-ended questions to know what the participants need to learn English for and how much they can produce the English language speaking with the others. Also, there is a scale to know the frequency of participation in the English class to prove the student's probability of contributing to the practice with the new teaching methodology. In the next part, there are three tables; the first one analyses the capacity of performance of the foreign language in different situations of real life. Each statement has five alternatives to choose from: extremely

capable, very capable, capable, poorly capable, and incapable. The second table indicates the level of importance that each learner has at the moment of speaking English in different scenarios of life, again, each statement has five options to select from very important, significant, moderately important, poorly important, and unimportant. Moreover, the third one examines the students' perceptions of learning better English as a foreign language; each one of the nine statements has five alternatives: extremely pleasant, very pleasant, pleasant, slightly pleasant, and unpleasant. In the last part of the questionnaire, there are two open-ended questions and one with a yes/no alternative. These help the investigation to know in the first instance what is needed in each student to manage the act of speaking in English confidently and comfortably; the second question is attentive to the students' willingness as to whether they agree or disagree with the use of role-playing and simulations in the English class, for helping them to improve the speaking skill. Finally, the third question determines how far they want to go with their English level at the end of their first year of high school.

The second instrument will be performed with an oral exam, in which the researcher will explore the improvement of only fifteen participants in using English in an oral way. This proof will be composed of two parts, the first one will measure the ability to correct the use of the language in a short presentation of themselves, and the second part will cover a real-life situation through the use of role-playing to see how prepared they are to solve problems that could arise at any time in their life, that involve communicative expression in the English language. This test will be developed as soon as the participants have completed the first qualitative and quantitative questionnaire, to consider their real needs and preferences to learn the foreign language most suitable.

The content validity of the first tool was established by piloting the first instrument, which was the qualitative and quantitative questionnaire. This was executed to two participants

whose characteristics are much closer to the characteristics of the fundamental subjects' necessities of improving English speaking skills in high school students of first grade. As mentioned before, performing piloting of the instruments in research it is essential and relevant so the researcher can make sure the structure and understanding of the tools to gain information are well designed and prepared to be applied to the real subjects.

3.4 Data gathering procedures

This approach aims to help young learners to improve their speaking skills and to understand their environment in real situations in their daily life, which can be used in the future, such as a visit abroad, an interchange, or a situation in the airport, among others. The data collection procedure will be two kinds of proofs focus in the students through the perspective of speaking English in the classroom in real-life situations and the aspects to consider adapting the teaching method in a comfortable and easy-going environment.

“Methods of data collection are typically associated with either numbers or numeric data and words or text and image data. Mixed methods researchers collect quantitative and qualitative data” (Creswell, 2012, p. 548).

Before collecting all the information, a series of previous steps have to be considered first. They are the following: going to the high school from which the study will take place, asking to speak with the principal and inform him of the primary purpose for which the researcher decided to work with that institution, and giving to the principal an overview of the problems seen as a novice teacher in the English area with the students from that high school showing interest in helping the learners all the time as well as contributing to educational improvement in the quality of teaching-learning in the English class. After this meeting, it will be necessary to speak with the secretary in charge of social service and professional practice

to get information about the availability of groups and schedules of first grade, specifically in English. Once having several options, the researcher has to speak personally with the English teachers and explain them more in detail the research, making it clear that the practitioner will have only a maximum of 2 months of practice and she will be available for any schedule so as not to interfere the content of regular classes. And finally, but no less important to talk with the students before the application of the first instrument, about the study in general, its importance in their lives, and why I decided to work with them. All this is to arrive at the application of the first qualitative and quantitative instrument, the questionnaire (**see appendix A**), to then continue to the implementation of the Rassias method with the use of the role-playing and simulation techniques, and to finish with the oral test (**see appendix B**). This oral test will take place in one of the classrooms of the high school; the students will have five minutes to say personal information about their hobbies, family, and plans, among other aspects of their lives; and after that, they will have the opportunity to choose one real situation of the daily life to perform with a partner with the use of a role-play, for that the researcher will give them three different circumstances. They have to select the easiest one for them; this speaking task will last 5-8 minutes but before each pair will have 10 minutes of preparation to organize their ideas. This test will be evaluated with the support of a rubric (**see appendix A**), which covers the principal linguistic areas, such as language scope, fluency, content and vocabulary, grammar, communication abilities, and interaction. This final proof will have a duration of twenty-five minutes maximum per pair.

In this specific case, the data collected by the instrument will be analyzed and interpreted using graphics and tables to compare and contrast results.

CHAPTER IV

RESEARCH RESULTS AND ANALYSIS

4.1 Introduction

The purpose of this chapter is to review the results and analysis of the qualitative and quantitative data that had been obtained from the application of the instruments. The findings are discussed in a logical order in line with the tools for data collection. All before mentioned is to answer the research questions; 1.-How does the use of "role-playing" and "simulation" in the classroom encourage more active and participatory learning in high school students in the English subject? 2.-Why could the Rassias method be an alternative learning style to develop speaking skills in high school students at BUAP? These questions were planted at the very beginning of the project in Chapter I and they have been the starting point throughout this research process. A comprehensive description of the research methodology was given in Chapter III.

4.2 Results and Analysis



Instrument N° 1 (Questionnaire)

1. I need to learn English to...

In this graph, it can be observed that most of the students answered the statement "I need to learn English to..." have opportunities in life; the other essential factors to consider for them were having success in a national workplace and traveling. This question was open-ended, so the students had the freedom to write more than one option. The answers given by the students were very different from what was expected, because it had been thought that at this age students are more interested in getting an interchange abroad; In other words, aspects that involve academic situations rather than working in a good place. Just one learner wrote about scholarship abroad to study.

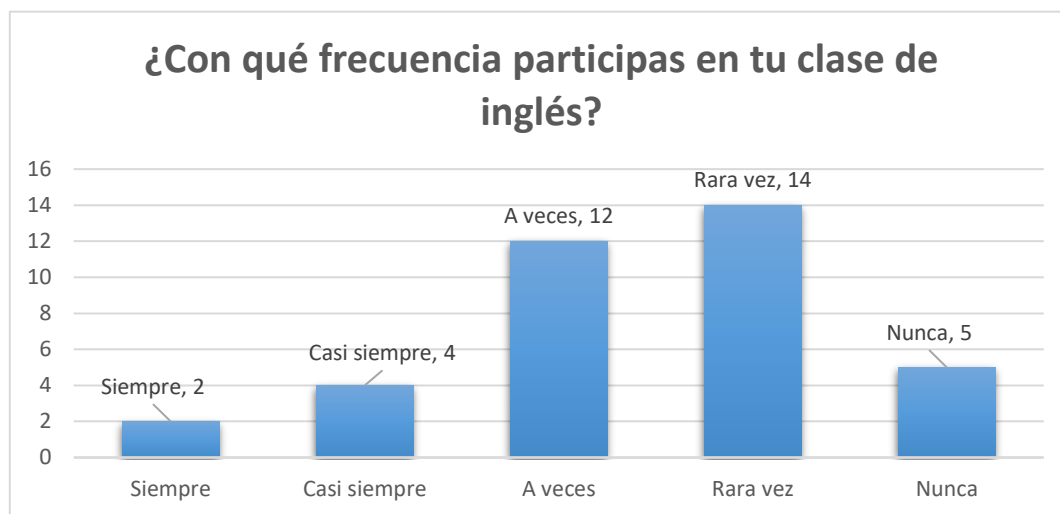
2. How well do you think your English level is to speak?



In the second graph, it can be appreciated in a clear way the students' level capacity to speak English, where sixteen students affirmed that their English level is very basic, five said this ability is essential, nine assured is medium, four wrote is intermediate, and only three of thirty-seven learners said is good their level to express the language orally. The group was not big but small, it can be seen that some students felt they had an excellent level to communicate

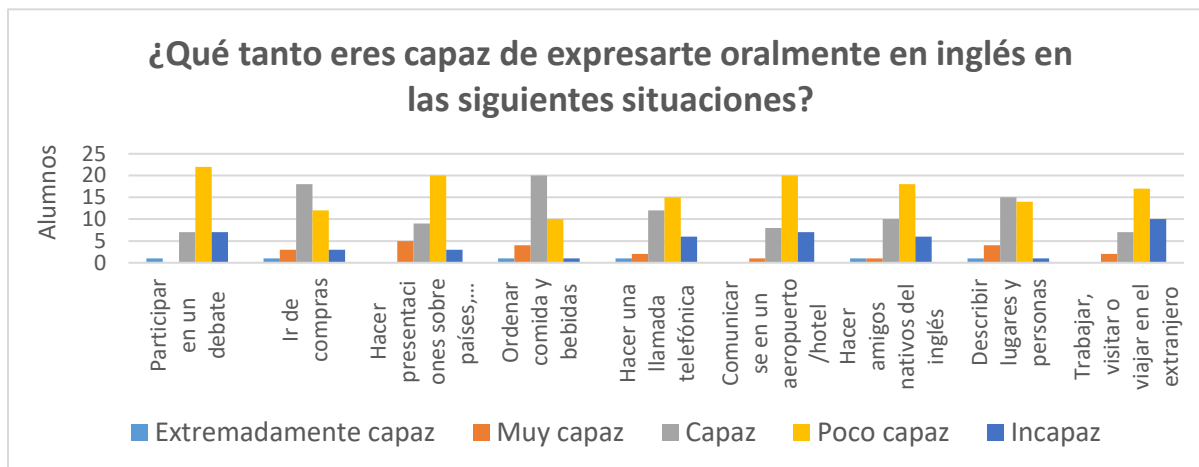
with their teacher and classmates, and it was a surprise that no one said they had excellent Speaking skills

3. How often do you participate in your English class?



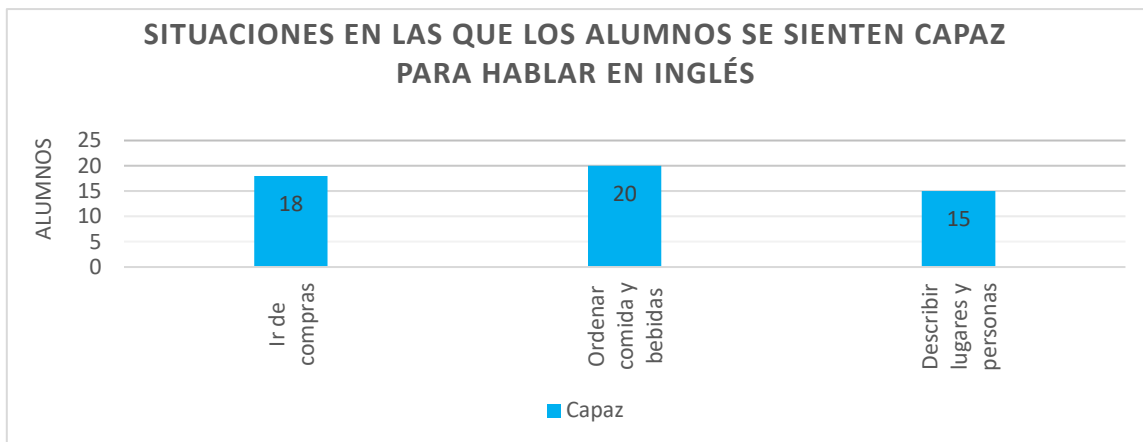
The following graph shows the frequency in which the students participate in the English class. The majority of them collaborate in the classes rarely, twelve teenagers participate sometimes, four usually, two always, and five apprentices said that they never participate in the class. It was obviously that the majority of students does not feel comfortable participating in their English class and besides almost all the class the teacher is the main actor. In addition to this fact, it should be noted that the time dedicated to the grammar point is quite extensive, which often causes students not to participate as much and it is a determining factor for their little intervention in class. This question provides information about the degree of involvement by the students in the teaching practice, and it can be noticed that it is necessary to implement many strategies to encourage the learners' attention and motivation, to assure the success of this study.

4. How much are you able to express yourself in English orally with the situations indicated in the list?



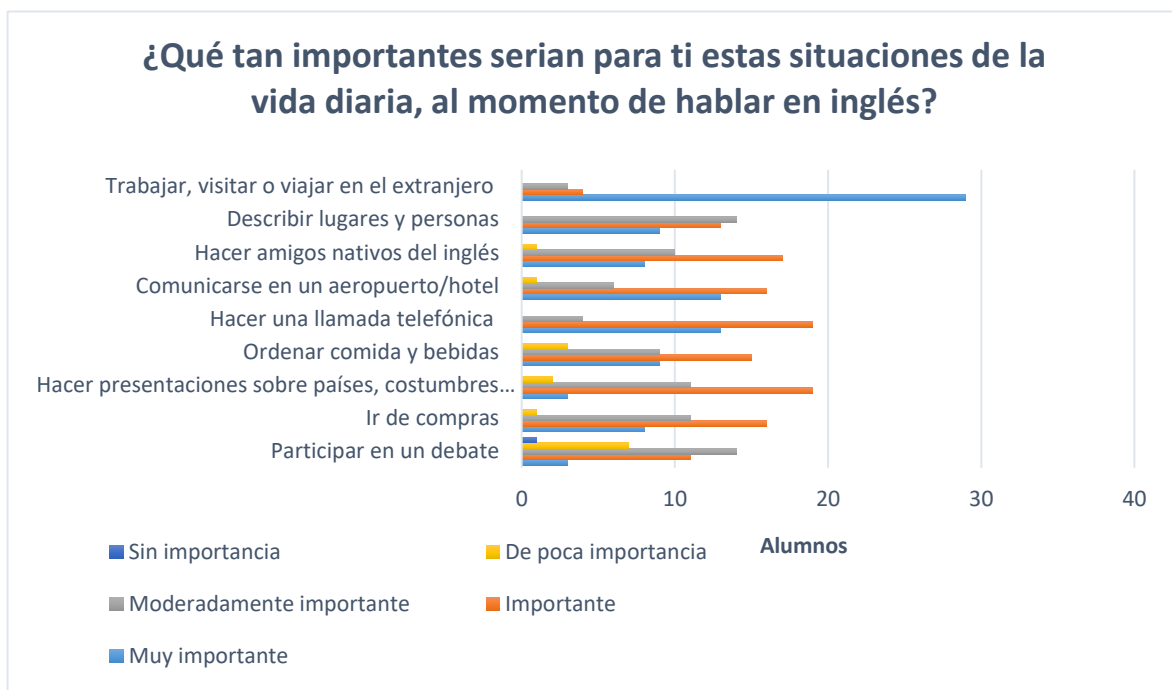
In this graph, it is possible to identify the speaking level in English that learners have in different situations in real-life, in the first instance, there are few students who feel extremely capable to speak in the foreign language, however in situations like making presentations about countries, culture, conversations in a hotel or airport, jobs, visiting or traveling abroad, they are unable to express orally in English. Other students say that they feel very capable in the majority of the circumstances of daily life but they are not many, so this bar is not relevant. It is a bit worrying that the most outstanding data are those that reveal the students' poor ability to communicate in basic situations of everyday life in a foreign language, in this case, English.

Situations in which students feel able to speak English



In this graph, it can be appreciated better how many learners feel capable to speak in English in situations as going shopping, ordering food, and describing people and places. These results were expected because these topics are the most commonly worked on the textbooks and they are familiarized with the vocabulary of each one.

5. How important are these daily life situations to you when speaking in English?



The high school students in this graph said the importance of their lives to speak English in the situations before analyzed and the data shows that for each one all the cases are essential. It is satisfactory, because almost no one thinks that these situations are not relevant. The majority feels important in all the cases, which makes the selection one of these topics to practice the speaking ability in students will be acceptable for them and they feel comfortable expressing themselves in English.

Very important situations for students when speaking English



This graph highlights the activities in which students assume that they are very important in their life and obviously, the working factor and trips abroad left the other situations very short. This answer about the working aspect is so repetitive in other questions of this instrument, so the economic issues are always presented in the students. On the other hand, for the students using the English language to make a phone call and being able to express themselves at an airport or hotel is not relevant, this could be an aspect to consider in the future because at this

age the things that were hardly taken into account for them are not important in English, when they should be the first to consider in order to later be able to cope with more complex tasks or situations, as well as travel or working abroad.

6. What activity do you enjoy doing more while learning English?



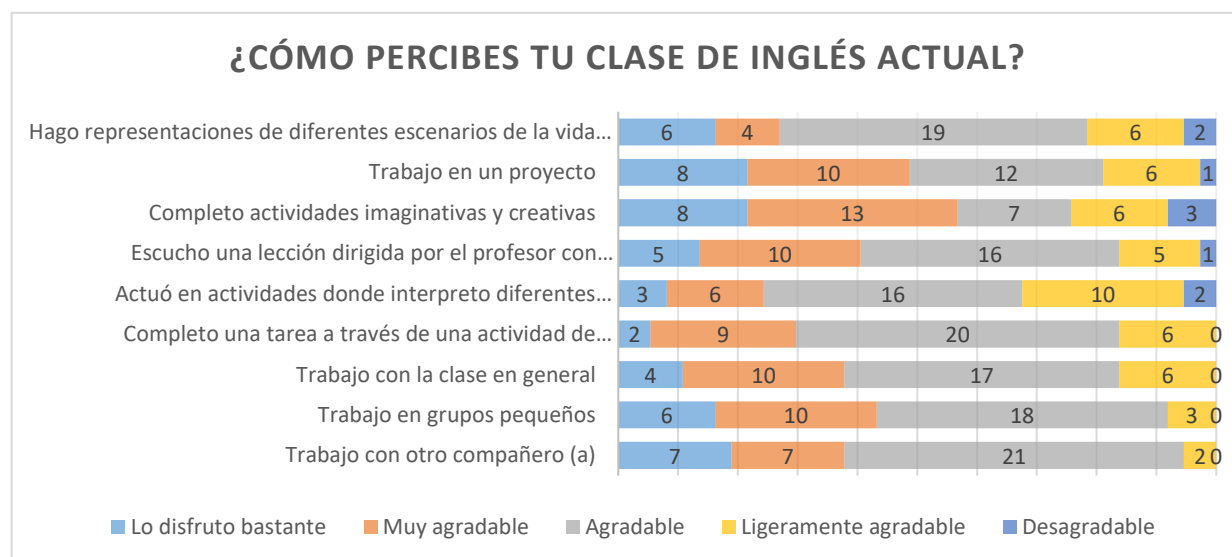
In this graph, the favorite activities students enjoy at the moment of learning English are described; the majority of apprentices wrote formal tasks but others just put basic actions like eating or taking a break. It can be observed that many of these activities are not relevant to the entire group because only one or two learners wrote words like reading, writing, playing video games, doing grammar exercises, among others. Teachers have to implement the type of tasks in which the students enjoy more learning English, these tasks or activities will be detailed below.

What activity do you enjoy more while learning English? (Second part)



Here, it can be distinguished the most popular activities to learn English from the previous graph, the highest one reveals that listening to music is the favorite for them, they are teenagers so this is expected. The second one is watching movies, series, and videos, the third one prefers dynamics in the classroom and the last one enjoys interacting with others. This was an open-ended question, so learners gave more than one activity in the present statement, making solid the results.

7. How do you perceive your current English class?



In this graph, it can be noticed how comfortable the students are in the English class, most of them argued to feel pleasant with all the activities described, and just a small part of the group perceived the situations as unpleasant, this research marks greater interest in those role-playing activities and simulations in the classroom, and the majority have a good disposition in the English subject according to the data presented. They like tasks that involve working with all their classmates and doing fun activities.

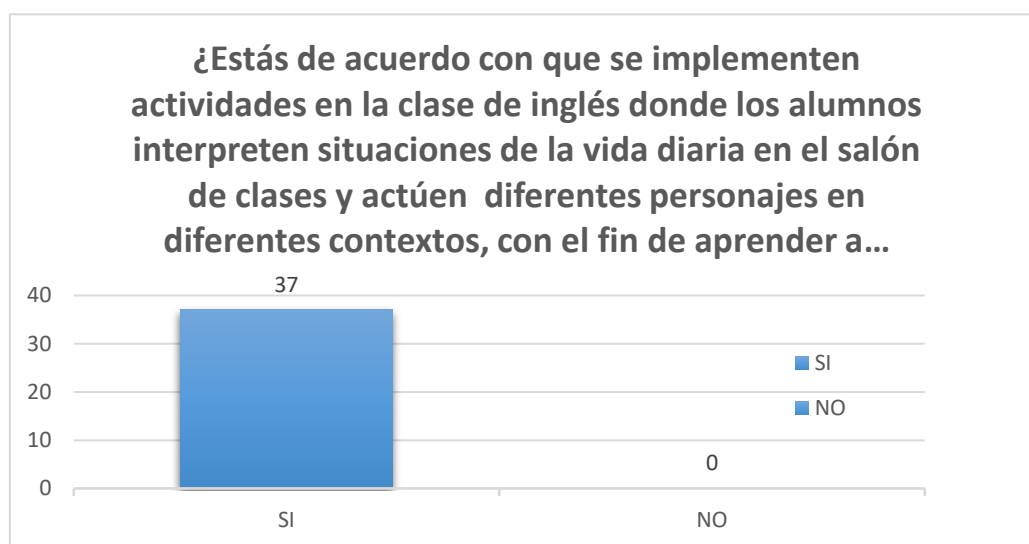
8. What do you think you need to speak this foreign language with confidence?



In this graph, it can be perceived what elements are said by the students to the question: What do you think you need to speak this foreign language with confidence? Where most of them answered that the practice and the dedication in the foreign language is the principal requirement for each one of them to speak with certainty the English language. Also points as memorization, better knowledge of the language and time were the less voted for them, so if they need practice, it is intended that they use the language both inside and outside the classroom. Also, it is considered the other points as well as self-assurance, confidence,

vocabulary, pronunciation, and understanding in the English language to get better in the learners because everything is the key to perform the speaking skill.

- 9. Do you agree with the implementation of activities in the English class where students role-play daily life situations in the classroom and play different characters in different contexts, to learn developing more orally in this language in any circumstance?**



In this last one graph the students were asked if they agree or disagree with the idea of the implementation of role-playing and simulation strategies to improve the speaking ability in the classroom, and a hundred percent said yes to the proposal, so it is noticed the consent by the students to work with the new methodology in which this research is based, ‘‘The Rassias method’’ with the use of role-playing and simulation.

In the last question, the students were asked what they expect with their English level at the end of the first year of high school and some of them wrote the following:

‘‘mejorar lo suficiente como para entablar una discusión sobre diversos temas’’

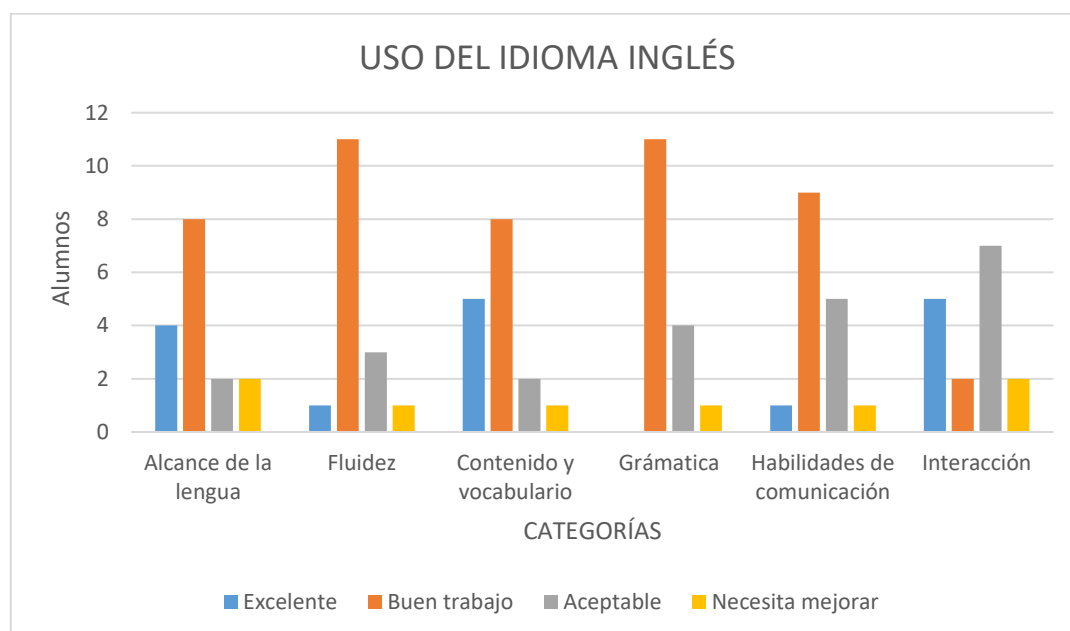
“poder incrementarlo”

“poder mantener una conversación en inglés”

“yo espero mejorar mucho, poder hablar más inglés y sé que poco a poco lo lograré”

As revealed by the students the majority of them want to develop the speaking skill deeply and obviously their English level since all the answers are very similar; they affirm to have a good disposition to make true these statements and that is a big advantage in this paper to make the necessary at this moment as a novice teacher and future English teacher.

Instrument N° 2 (Oral test)



In this graph, several things can be analyzed. First of all, the category entitled language scope, where four learners did this oral task excellent, eight did a good job, and two got an acceptable job and only two need to improve. In the second category called fluency, the majority of apprentices did a good job, and it was so good because it was more relevant than the other bars of the same aspect. In content and vocabulary, they got great results because the highest bars were an excellent and good job, just some students did not achieve the goal. In the fourth

one entitled grammar eleven learners did a good job so this reveals that their knowledge about the English grammar rules is improving and they are very receptive to receiving the information. In the fifth one “communicative skills” they got a good job. However, the next higher bar is acceptable; It can be perceived some problems in the lack of asking questions to her/his partner and a better retention of the information that is demanded at that time. only one apprentice did an excellent job so it is necessary to work more in this category. Moreover, the last one named “Interaction” here it can be observed that most of the students did an acceptable job but five did an excellent job, two students did a good job and the same quantity need to make a big effort. In short, this shows that they have to practice more the speaking ability with their classmates, not just be used to listening to their English teacher all the time.

4.3 Conclusion

As observed in the first instrument (the questionnaire) most of the learners want to speak English in simple situations or just having a good performance at class but it is also pretended to highlight aspects that can be achieved in a medium-term, as exchanges abroad, working as a babysitter in another country, going on a summer camp, studying English in another country for months or just to excel even more and be the pride of their families. At this moment, it can be seen the real need by the students to learn English, and that has to be the principal teacher’s goal to improve the interaction and create a good learning environment in the class.

CHAPTER V

5.0 Introduction

By the end of this project, it is possible to answer completely the first research question that was put forward in chapter 1, at the very beginning.

1. How does the use of "role-playing" and "simulation" in the classroom encourage more active and participatory learning in high school students in the English subject?

The majority of teachers have observed with their students how complex the process of speaking English is for them, however, they consider that it could be essential to implement strategies to boost the apprentices' motivation in the classroom to perform the foreign language. In other words, what the participants showed during the implementation of the role-playing and simulation in the English class was that if the teacher gives an exciting topic to the class to act, they are going to feel the absolute need to speak what they are thinking about that. They have to perceive a comfortable environment to express their emotions, and points of view of issues of the real-life. As it was previously mentioned by Baker and Westrup (2003) that in order to develop fluency we as teachers have to implement activities in which learners feel confident, comfortable and familiarized with the topics. Moreover, all of this was observed when different topics in the English class with the thirty-seven students, obviously not all the students were participatory enough, but at least everybody said something in the class. Adolescents will need to speak English at a certain point, they also agreed with the idea that it would be helpful to the use of these speaking techniques to improve their speaking skill.

The second research question was answered partially and was the following:

2. Why could the Rassias method be an alternative learning style to develop speaking skill in high school students at BUAP?

There are many teaching methods and all have the objective of producing in students the foreign language, on the other hand there are some methods that focus in developing the speaking skill in particular and with this, the Rassias method plays an important role in this study because, during the practice of this methodology in the classroom with the high school apprentices at Preparatoria 2 de octubre de 1968 at BUAP, it was realized that this way of teaching the English language is useful at the moment of generating the native language, the teenagers feel confident and motivated in the class as Beall (2000) and Cova (2009) stated that the main goal of this method is to create a very comfortable class environment to produce oral communication by linking teaching and drama. Also, they can speak what they need to express in real life to solve any problem.

Finally, it was found that, the more the students are in touch with the English language in situation that they like, the more they have the disposition to participate in class, also they increase their imagination and creativity in the speaking tasks because there is not a way or a situation where they will not need to speak English in the future according to the data obtained from the questionnaire instrument in chapter 3.

a. Implications of the study

The selection of this topic is the result of the concern that is often observed on students, who are not able to speak English, this ability has proven to be the most difficult for them and therefore it is intended to help them through a way more enjoyable and trustworthy in the classroom. Moreover, during the last 4 years of studying at the university a lot has been learned from teachers, and this project is an opportunity to apply the acquired knowledge. Finally, this research contributes to the field of teaching English language, in particular in the speaking

area, especially in terms of the application of the Rassias method on high school students who form part of the Benémerita Universidad Autónoma de Puebla, since there is not enough information that supports the usefulness of this teaching methodology in high schools of this institution. It is believed that the research results reported here have significance to teachers, students, university apprentices, school leaders, curriculum designers of high schools, researchers and other stakeholders in the area of teaching English because it can impact in a good way the new panorama of the students in the foreign language given. According to Sim & Pop (2016, p.2) the speaking skill is one of the most difficult abilities to accomplish by students because it is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time. Teachers can change this perspective and make students confident to speak the English language in public, without fear of making mistakes or thinking that it can be tough to communicate in this language. It could also affect the way of perceiving that, for a not so long period the students can have the idea of traveling, working or studying in their country or a foreign country with the certainty of effectively producing the foreign language. Furthermore, to the English teaching, it contributes to make better this profession; All teachers were students, they know that speaking a foreign language is not easy, therefore it is necessary to help the student as much as possible to avoid having a hard time with the language, because it is known that there are many ways to face this and consider that not all the language skills can be learned with the same method, teachers have to look for the easier ways for the students in the acquisition of a second language and try not to make boring and tedious this subject for teenagers at this age.

b. Limitations of the study

When conducting research, avoiding certain problems you are likely to face is impossible. Based on what is said before, the presented project did have specific issues that, at a certain point, turned the research hard to perform. However, after reflecting, there was always a solution. Some of the problems found during the development of this work were mainly related to the methodology, in other words with implementation of the Rassias method in the classroom, which helped the researcher on applying the final instrument “the oral test”. In terms of the time, it was uncertain at some point if this new method was good enough for the students to develop better the speaking ability. Sometimes, students were not in class on time and this caused that some of them did not take important the task. This was their first class of the day for that reason, not all were punctual. Besides, with this, the period of practice was short, if there had been more time teaching English with the Rassias method, the goal would have been accomplished. Good results were gotten, but they would have been better. This is one aspect that all researchers should be aware of. Moreover, there were thirty-seven students in the class, so the lack of time and the number of participants made complex to obtain the participation of everybody at the moment of the role-playing and simulation performance. And there was not chance to catch the motivation of shy students, just some of them. At the end, it was possible to realize that those students who did not participate should have been taken more into account. The class could have been divided into different teams to participate in varied days instead of considering the same people who always represented the speaking task. There was stress due to time and at all times it was intended to make it clear that the objective was to help them improve their public speaking skills.

5.3 Recommendations for further research

There is too much work to do in this area of research; It was a huge honor to have the opportunity to work with this kind of context. As said before, there are some other research lines that should be considered to improve and contribute to the development of this field of language teaching. Suggestions for further research might be to look for what the factors are that make this skill complex for teenagers when nowadays technology is so accessible to them and they can use it as a tool to accomplish the speaking ability, also it would be essential to compare and contrast the results with some similar research but in a different location where the conditions of education changes. In addition to this, future research should include a broader range of research methods and instruments that assure more robust designs to analyze what are the principal advantages of each one in the four language skills but especially in the linguistic competence, because the Rassias method was chosen to boost this skill. However, maybe there are others methods that focus on this and can be more attractive to the students. In this way the current and future teachers can mix teaching methods to develop the four skills of language but in the first instance consider the oral ability since as Richards & Rodgers (2014) said it is a big deal in this issue for many teachers and experts on the area is to find better methods that improve the use of the foreign language in the students.

c. Research experience

In general, it was satisfying to work with the given practice of the Rassias method, and the implementation of the role-playing and simulations in the classroom; this teaching method was worked for a month and a half, and the students managed to obtain a desirable result for themselves, time will never be enough to develop a skill as complex as speaking another language that is not the mother tongue, but at least many reasons were considered to continue improving their English level. The English teacher is always knowing more about her/his students since it was observed that the confidence level between students and teacher is an essential factor in the speaking ability, all this in order to make them feel more comfortable in their English class. It was a good experience to know more about the fear to speak the English language in front of people which is often known in this case with my participants because even if they are classmates many times, they do not feel confident among themselves. It is hoped that in the future students will be able to forget about their fears and insecurities so that they feel confident and motivated at the moment to speak in English.

Making research carries out commitment, responsibility, ethics, respect, and much effort. During this way, it was contributed a little in the current study area, the speaking skill on high school students with the implementation of the Rassias method through the use of role-playing and simulation tasks in the classroom. To conclude with this research, it is said that according to the findings, which show that students can produce the oral skill in real situations of their daily life as long as these are of personal interest, knowing that at some point, they will have the need to solve any problem or circumstance that comes their way because at the end of the day it cannot be assumed that a foreign language has been taught to our students if they are not capable of producing it orally.

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APPENDIX A

QUESTIONNAIRE FORMAT

Cuestionario sobre las necesidades del alumno para hablar inglés

Nombre de la Institución educativa: _____

Grado: _____ Edad: _____ Sexo: Femenino / Masculino

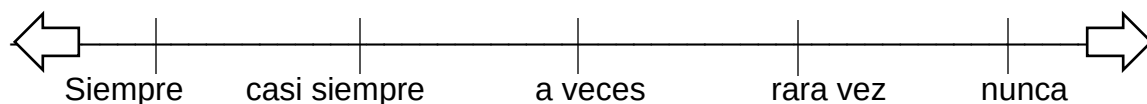
Habilidad en específica a desarrollar: producción oral (speaking)

Instrucciones para llenarlo: Debes contestar cada pregunta sinceramente de acuerdo a tu criterio propio y experiencia como estudiante en la materia de inglés, piensa en tus razones personales para poder aprender mejor este idioma. Este cuestionario es anónimo, así que siéntete en la libertad de expresar tu opinión en cada una de las preguntas.

Completa la siguiente frase: Necesito aprender inglés para...

¿Qué tan bueno crees que es tu nivel de inglés para hablar?

¿Con qué frecuencia participas en tu clase de inglés?



Con lo aprendido hasta ahora ¿Qué tanto eres capaz de expresarte oralmente en inglés con las situaciones indicadas en la lista de abajo?

	Extremadamente capaz	Muy capaz	Capaz	Poco capaz	incapaz
Situaciones de la vida real:					
Participar en un debate					
Ir de compras					
Hacer presentaciones sobre países, costumbres y cultura					
Ordenar comida y bebidas					
Hacer una llamada telefónica					
Comunicarse en un aeropuerto/hotel					
Hacer amigos nativos del inglés					
Describir lugares y personas					
Trabajar, visitar o viajar en el extranjero					

	Muy importante	Importante	Moderadamente importante	De poca importancia	Sin importancia
Situaciones de la vida real					
Participar en un debate					
Ir de compras					
Hacer presentaciones sobre países, costumbres y cultura					
Ordenar comida y bebidas					
Hacer una llamada telefónica					
Comunicarse en un aeropuerto/hotel					

Hacer amigos nativos del inglés					
Describir lugares y personas					
Trabajar, visitar o viajar en el extranjero					

Otras situaciones (por favor escríbelas)

Hábitos de aprendizaje: ¿Qué actividad disfrutas hacer más mientras aprendes inglés?

¿Cómo percibes tu clase actual de inglés? (marca con una x el recuadro que mejor describa tu respuesta en la tabla siguiente.)

Aprendo mejor cuando	Lo disfruto bastante	Muy agradable	Agradable	Ligeramente agradable	Desagradable
Trabajo con otro compañero(a)					
Trabajo en grupos pequeños					
Trabajo con la clase en general					
Completo una tarea a través de una actividad de resolución de problemas					
Actuó en actividades donde interpreto diferentes personajes de la vida real					
Escucho una lección dirigida por el profesor con explicaciones					
Completo actividades imaginativas y creativas					
Trabajo en un proyecto					
Hago representaciones de diferentes escenarios de la vida diaria con material propio en el salón de clase					

Otra: _____

¿Qué crees que te hace falta para hablar con seguridad esta lengua extranjera?

¿Estás de acuerdo con que se implementen actividades en la clase de inglés donde los alumnos interpreten situaciones de la vida diaria en el salón de clases y actúen diferentes personajes en diferentes contextos, con el fin de aprender a desenvolverse más de forma oral en este idioma en cualquier circunstancia?

Si _____

No _____

Al culminar tu primer año de preparatoria ¿Qué esperas respecto a tu nivel de inglés? (si te hace falta espacio por favor escribe en la parte de atrás)

¡GRACIAS POR TU PARTICIPACIÓN!

APPENDIX B

ORAL TEST FORMAT

1. Introduce yourself

- Personal information
- Physical description
- Family
- Hobbies
- e plans

2. Choose one of the following situations and act in a role-play with your partner.

Situation #1: Imagine you are working in a summer camp, and after camp, you want to travel from NY to Vegas, but that day you lost the flight, ask the airline what could you do to get to your destination and also ask for an advice to have an accommodation or just having a good time while you wait for the next flight.

Situation #2: imagine you will travel to the USA the next weekend and you need to book a room in a hotel. Make a call to the receptionist to make it. Try to give the necessary information to have a reasonable accommodation.

Situation #3: imagine you are visiting the most popular places in NY, but you do not know how to go from the downtown to the Museum of Modern Art. Ask for directions to arrive to that place and some leisure activities you can do in the state.

APPENDIX C RUBRICA

Puntaje total: 24

Puntaje obtenido:

Nota:

Criterios o categorías de evaluación	4 Excelente	3 Buen trabajo	2 Aceptable	1 Necesita mejorar	Puntaje otorgado
Alcance de la lengua	Muestra un amplio uso de estructuras verbales bien organizadas. Hace buen uso de conectores y frases complejas para hacer una completa descripción personal.	Hace uso de los tiempos verbales básicos. Usa varias frases para expresar ideas propias y descripciones a detalle.	Utiliza al menos dos tiempos verbales. Expresa ideas completas, pero carece de conectores.	Usa solo un tiempo verbal en toda su descripción personal. No da suficientes detalles para lograr completar sus ideas. Utiliza muchas palabras aisladas sin unir las en frases completas.	
Fluidez	Se expresa correctamente con facilidad y espontaneidad	Se expresa correctamente con facilidad y espontaneidad. Las pausas que realiza al conversar no distorsionan la claridad del mensaje.	Se expresa con dificultad. El mensaje no se entiende.	No se expresa correctamente. No hay espontaneidad. Las pausas que realiza al conversar distorsionan la claridad del mensaje	
Contenido y Vocabulario	Habla sobre el tema indicado. Aporta nuevas ideas y promueve la participación de su pareja. Utiliza correctamente el vocabulario estudiado en clase. Explica los nuevos conceptos.	Aunque habla sobre el tema indicado no aporta nuevas ideas. Utiliza el vocabulario estudiado en clase la mayoría de las veces en forma correcta. Explica los nuevos conceptos, pero	Se limita a comentar lo aportado por su pareja. No promueve la participación espontánea. El uso que le da al vocabulario estudiado en clase indica que no conoce el significado de algunos términos.	Lo aportado no está relacionado con el tema indicado. El uso que le da al vocabulario estudiado en clase indica que no conoce su significado.	

		no siempre de forma correcta.	Explica los nuevos conceptos.		
Gramática	Utiliza las estructuras gramaticales estudiadas en clase sin errores. Se aventura a utilizar estructuras no estudiadas en clase.	Frecuentemente, utiliza las estructuras gramaticales estudiadas en clase, con errores que no afectan el mensaje.	La mayoría de las veces utiliza las estructuras gramaticales estudiadas en clase, los errores afectan el mensaje.	El uso que le da a las estructuras estudiadas en clase indica que no conoce su aplicación.	
Habilidades de comunicación	Elabora al menos tres preguntas sobre el tema indicado a su pareja. La conversación es natural al cien por ciento.	Elabora dos preguntas sobre el tema indicado a su pareja. Duda para dar su respuesta, pero esto no afecta la naturalidad de la conversación.	Elabora una pregunta sobre el tema indicado a su pareja. Las dudas en su participación demuestran que su conversación no es natural.	No hace preguntas a su pareja. Se limita a contestar. Duda al contestar. El tiempo de espera por su participación refleja que su conversación no es natural.	
interacción	Conversa con relativa facilidad y eficacia, y colabora con su interlocutor	Mantiene la conversación de forma adecuada, colaborando con su interlocutor.	En ocasiones, necesita alguna aclaración o repetir parte de lo que dice su interlocutor para confirmar la comprensión.	Precisa que el interlocutor repita o reformule con frecuencia sus intervenciones y sus respuestas no siempre se ajustan a las preguntas que se le formulan.	

Fuente: Gatica y Uribarren (2013)

