BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The Use of Role Plays to Develop Communicative Competence in a First Grade Secondary EFL Class

AUTOR: Alejandro Rafael Pérez Rodríguez

FECHA: 7/15/2021

PALABRAS CLAVE: Competencia comunicativa, Educación secundaria, Educación a distancia, Lengua extranjera, Rúbricas

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

SISTEMA EDUCATIVO ESTATAL REGULAR

DIRECCIÓN DE EDUCACIÓN

INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMÉRITA Y CENTENARIA

ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

GENERACIÓN

2017 **2021**

"THE USE OF ROLE PLAYS TO DEVELOP COMMUNICATIVE COMPETENCE IN A FIRST GRADE SECONDARY EFL CLASS"

ENSAYO PEDAGÓGICO

QUE PARA OBTENER EL TÍTULO DE LICENCIADO EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS

PRESENTA:

C. ALEJANDRO RAFAEL PÉREZ RODRÍGUEZ

ASESORA:

MTRA. DIANA KARINA HERNÁNDEZ CANTÚ

SAN LUIS POTOSÍ, S.L.P. **JULIO DEL 2021**

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ
CENTRO DE INFORMACIÓN CIENTÍFICA Y TECNOLÓGICA

Benemerita y Centenaria Escuela Normal del Estado de San Luis Potosi

ACUERDO DE AUTORIZACIÓN PARA USO DE INFORMACIÓN DEL DOCUMENTO RECEPCIONAL EN EL REPOSITORIO INSTITUCIONAL DE LA BECENE DE ACUERDO A LA POLÍTICA DE PROPIEDAD INTELECTUAL

A quien corresponda.
PRESENTE. –

Por medio del presente escrito Alejandro Rafael Pérez Rodríguez autorizo a la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí, (BECENE) la utilización de la obra Titulada:

"THE USE OF ROLE PLAYS TO DEVELOP COMMUNICATIVE COMPETENCE IN A FIRST GRADE SECONDARY EFL CLASS"

en la modalidad de: Ensayo pedagógico para obtener el Título en Licenciatura en Educación Secundaria con Especialidad en: Lengua Extranjera (Inglés) en la generación 2017 - 2021 para su divulgación, y preservación en cualquier medio, incluido el electrónico y como parte del Repositorio Institucional de Acceso Abierto de la BECENE con fines educativos y Académicos, así como la difusión entre sus usuarios, profesores, estudiantes o terceras personas, sin que pueda percibir ninguna retribución económica.

Por medio de este acuerdo deseo expresar que es una autorización voluntaria y gratuita y en atención a lo señalado en los artículos 21 y 27 de Ley Federal del Derecho de Autor, la BECENE cuenta con mi autorización para la utilización de la información antes señalada estableciendo que se utilizará única y exclusivamente para los fines antes señalados.

La utilización de la información será durante el tiempo que sea pertinente bajo los términos de los párrafos anteriores, finalmente manifiesto que cuento con las facultades y los derechos correspondientes para otorgar la presente autorización, por ser de mi autoría la obra.

Por lo anterior deslindo a la BECENE de cualquier responsabilidad concerniente a lo establecido en la presente autorización.

Para que así conste por mi libre voluntad firmo el presente.

En la Ciudad de San Luis Potosí. S.L.P. a los 15 días del mes de Julio de 2021.

ATENTAMENTE.

Alejandro Rafael Pérez Rodríguez
Nombre y Firma
AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

Nicolás Zapata No. 200
Zona Centro, C.P. 78000
Tel y Fax: 01444 812-11-55
e-mail: cicyt@beceneslp.edu.mx
www.beceneslp.edu.mx

BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ, S.L.P.

BECENE-DSA-DT-PO-01-07
REVISIÓN 9

OFICIO NÚM:

DIRECCIÓN: Administrativa

ASUNTO: **Dictamen Aprobatorio.**

San Luis Potosí, S. L. P., 10 de Julio del 2021.

Los que suscriben tienen a bien

DICTAMINAR

que el(la) alumno(a): **PEREZ RODRIGUEZ ALEJANDRO RAFAEL**
de la Generación: **2017-2021**

concluyó en forma satisfactoria y conforme a las indicaciones señaladas en el Documento Recepcional en la modalidad de (✓)Ensayo Pedagógico, ( )Tesis de investigación, ( )Informe de prácticas profesionales, ( )Portafolio Temático, ( )Tesina. Titulado:

"THE USE OF ROLE PLAYS TO DEVELOP COMMUNICATIVE COMPETENCE IN A FIRST GRADE SECONDARY EFL CLASS"

Por lo anterior, se determina que reúne los requisitos para proceder a sustentar el Examen Profesional que establecen las normas correspondientes, con el propósito de obtener el Título de Licenciado (a) en Educación **SECUNDARIA CON ESPECIALIDAD EN: LENGUA EXTRANJERA (INGLÉS)**.

ATENTAMENTE

DIRECTORA ACADÉMICA
MTRA. NAYLA JIMENA TURRUBIARTES CERINO

DIRECTOR DE SERVICIOS ADMINISTRATIVOS
DR. JESÚS ALBERTO LEYVA ORTIZ

SECRETARÍA DE EDUCACIÓN
SISTEMA EDUCATIVO ESTATAL REGULAR
BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ S.L.P.

JEFA DEL DEPARTAMENTO DE TITULACIÓN
MTRA. MARTHA IBÁÑEZ CRUZ

ASESOR DEL DOCUMENTO RECEPCIONAL
MTRA. DIANA KARINA HERNANDEZ CANTÚ

AL CONTESTAR ESTE OFICIO SÍRVASE USTED CITAR EL NÚMERO DEL MISMO Y FECHA EN QUE SE GIRA, A FIN DE FACILITAR SU TRAMITACIÓN ASÍ COMO TRATAR POR SEPARADO LOS ASUNTOS CUANDO SEAN DIFERENTES.

Certificación ISO 9001 : 2015
Certificación CIEES Nivel 1
Nicolás Zapata No. 200,
Zona Centro, C.P. 78230
Tel y Fax: 01444 812-5144,
01444 812-3401
e-mail: becene@becenesIp.edu.mx
www.becenesIp.edu.mx
San Luis Potosí, S.L.P.

Index

I. INTRODUCTION

II. TOPIC OF STUDY

2.1 Nucleus and Thematic Line 9

2.2 School Context and Geographical Location 11

2.2.1 Name, Code, Address 11

2.2.2 School History 11

2.2.3 Current Physical Condition of the School 12

2.2.4 School Personnel 12

2.2.5 English Academy 13

2.2.6 Number of Students and Groups 13

2.2.7 Modality 14

2.3 Relevant Social and Academic Characteristics 14

2.3.1 Group Description 15

2.3.2 Group Grade Average, Needs and Likes 15

2.3.3 Linguistic Needs 16

2.4 Description of the Case Being Studied 21

2.5 What Is Known About the Topic: Communicative Competence 23

2.5.1 Approach: Presentation Practice and Production 23

2.5.2 Literature Review 25

2.5.2.1 Historical Development Linguistic Competence 25

2.5.2.2 Definitions of Communicative Competencies 30

2.5.2.4 Activities to Develop Each Competence 38

2.5.2.3 Corrective Feedback 46

2.5.2.5 Role Play 48

2.5.2.6 Aprendizajes Clave 53

2.6 Key Questions This Case Will Attend 55

III. TOPIC DEVELOPMENT

3.1 The grammar bone 57

3.1.1 How were role plays incorporated in virtual classes to influence communicative competence? 57

3.1.2 How did role plays influence communicative competence? 61

3.2 The digestive discourse 64
3.2.1 How were role plays incorporated in virtual classes to influence communicative competence? 65
3.2.2 How did role play influence students' communicative competence? 68
3.3 Lights, camera, action 73
3.3.1 How were role plays incorporated in virtual classes to influence communicative competence? 73
3.3.2 How did role plays influence communicative competence? 77
IV. CONCLUSION
V. REFERENCES
VI. APPENDICES

I. INTRODUCTION

This pedagogical essay titled “The use of role plays to develop communicative competence in a first grade secondary EFL class” describes the application of different activities which aimed the develop of communicative competence in students using role plays as input and as final product to perform their abilities learned. Communicative competence, according to Habermas (1970, p. 367), means that “the speaker must have at his disposal, in addition to his linguistic competence, basic qualifications of speech and symbolic interaction (role-behavior)”.

In other words, communicative competences refer to the ability of a speaker to include all the competencies in his speech. Those competencies, according to Celce-Murcia et al. (1995, p. 7) are grammatical competence, which refers to the knowledge of langauge code; sociolinguistic competence that is the mastery of the sociocultural code of language use; discourse competence, that refers to the ability to combine language structures into different types of cohesive texts; and strategic competence, that is the knowledge of verbal and non-verbal communication strategies.

The use of role plays was selected taking into consideration that is an activity which allows to set students in any context possible and, at the same time, can be used as input in order to expose students to the target use of English. Aprendizajes clave (SEP, 2017, p. 170) mentions that the pedagogical approach that secondary schools for the English subject is to “learn English using English in real communicative interactions or close to reality”. In other words, it is a place for students in a situation they are familiar with and use the language.

Communicative competence is important to develop in an English classroom because the objective of learning a new language is to communicate. However, it is

not enough the knowledge of the words to express a message, but to know what is the correct grammar, the correct words selection accroding the context, how to connect ideas each other to make a meaningful whole and how to leave the communication channel open.

My personal reasons for selecting that topic were that the objective of learning a new language is to communicate, and in observations in previous years, I could realize that the English class was focused on translation or just covering the content, but little development of communicative competence. Therefore, my personal objective developing this topic was that students were able to start developing abilities for being communicatively competent.

In addition, I personally selected this topic to develop fundamental communication skills. As mentioned in Aprendizajes Clave (SEP, 2017, p. 170) “It is intended for students to interact, progress and rebuild the social world in which they live through their effective participation and successful in social practices of the language typical of the XXI century society”. In other words, they must communicate effectively in order to accomplish the demands of the twenty-first century.

In respect of my professional reasons, by developing these competencies, students should be able to improve their current level of proficiency. Moreover, by developing this topic I could also encouraged myself to develop communicative competence. Not only students but I also learned from the apliaction of the sequence. This way, both the teacher and students learned and developed communicative competence because, as I mentioned, it is learning English using English in real context.

The objective of this pedagogical essay was to start establishing the competencies a speaker should have in order to be regarded as competent. The following are features of communicative competence: grammatical (communicate using correctly grammar), sociolinguist (how is vocabulary used in context), discourse (how can you link isolated ideas in a fluent speech), and strategic (how to deal with communicative situation and set the communication channel open).

One of the most appropriate activities for students to be in scenarios as similar to life as possible was role play. Role plays have the property of placing participants in a specific context or scenario, so the role players must perceive the role they have been allocated. The use of role plays in this analysis would put the students in a situation close to the real life in order to improve competencies that cover from grammar competence (to organize grammatically correct the message) to strategic competence (dealing with the situation they can face).

In order to produce this investagtion, the activities developed allowed me to analize my presonal teaching practice. Based on this, I could determin the topic for this essay which was interesting for me and could be related to the objectives of the current syllabus. The following activity was observation and the gathering of information from the group of study. I applied a diagnosis exam in order to know the English level proficiency the students were and, based on that information, designe the level of the activities.

In addition, I created a survey where I could know students' preferences, opinion about English class, and the access to Internet. The modality used was online, due to the pandemic derived by COVID-19, it was impossible to have face-to-face sessions. So, it was important to know students' internet access and the possibility to have synchronic sessions.

Continuing with the activities to create this pedagogical essay, the next activity was researching the theoretical support of different authors about the topic. Then, proceded to, desing a lesson plan and activities that developed my research about the topic in order to be applied in the practice period. After the sequence was desiged, I applied the lesson plan to develop my objectives and analysis of the results with the theory gathered to justify the results.

The classes and results obtained were analyzed using Gibbs framework for reflection. This framework consists on six stages which are: Description, here the class was described in detail; Feelings and thoughts, feelings or thoughts that I had during the experience; Evaluation, evaluate what worked and what didn't work in the situation; Analysis, making sense of what happened in the session; Conclusion, what I learned from that experience; and finally, action plan, what I would do differently in a similar or related situation in the future.

As I mentioned, the modality used for the practice period was online, derived by the COVID-19 pandemic. That was one of the difficulties I dealt with during the application of the sequence. Technology became the tool to continue having classes, however, not everyone had technological abilities so it turned into a problem because students struggled with attendance and to hand in activities.

In addition, the interaction throughout the session was not the same in contrast to face-to-face modality. Students usually, based on my observation in previous years, did not interact in the class, and in face-to-face classes I could observe if students were paying attention or not, now due to synchronic sessions were online, they turned off the camera and microphone, so there was no way to assure if students were online or not. Even if I asked them to complement something to the class, they did not answer.

Another angle of this issue was the communication. WhatsApp group, where parents and students were in, was the communication channel set for interact out of videocall platform. However, the difficulty presented derived from that issue was that the instructions given for completing an activity or for the class, most of the times was confusing for the group who asked for a clarification. Despite the use of voice messages to explain instructions and activities, it difficulted teacher-student communication.

The final project consisted on a creation of a role play by students, however, another difficulty was presented regarding this point. Derived by the current health situation, is not possible to have face-to-face interaction with other people, so as a role play involves to act and have contact with other people, the creation of that final project was a challenge for students because they had to create it at distance. In addition, the health situation influenced on de performance of the role play and the sequence.

The utility of this paper was that I could develop aspects from the bachelor's graduation profile established for this major according to SEP (2000, pp. 9-11). The aspects I developed in the creation and development of this pedagogical essay were the following:

Understanding the processes involved in learning process of a second language for adolescents and the factors that favor it and hinder (SEP, 2000, p. 9). During the creation of the sequences applied, it had to be considered the experience gathered from previous practice period in the group of study. In addition, the reflection of the activities and strategies that worked and the ones that did not work in order to improve and reach the objectives stablished.

Knowledge of the structure of the foreign language (SEP, 2000, p. 10). The topic of this paper was to develop communicative competence. This way, in order to develop competencies in students, I had to understand first the structure of the foreign language the best possible. Based on my experience, students were not the only actors that learned from the topic and the strategies, but also teacher did.

The didactic competence to select, design and apply strategies and teaching resources that contribute to the development of the skills of communication in adolescents (SEP, 2000, p. 10). As I mentioned, the sequence was designed taking into consideration several aspects, such as English level, activities and strategies that worked and did not work, students' preferences, to develop and reach the objectives established. In addition, the activities proposed and applied aimed the development communicative competencies in students.

The ability to organize and develop the teaching work of a foreign language with secondary school students (SEP, 2000, p. 11). The observation carried out in previous years, supported to the observations made during the application period in order to analyze the conditions I could work on. However, due to the pandemic, the modality turned into online. This way, face-to-face observation was not possible, but using surveys, information was gathered and used for the teaching practice.

II. TOPIC OF STUDY

In the following pages, I described the theoretical support for developing this pedagogical essay, from role plays to communicative competence features. In addition, the main characteristics of the group selected and the context in which the strategies were applied and the modality. Moreover, the main characteristic of the school I worked in such as general context, school personnel, English academy and location,

2.1 Nucleus and Thematic Line

This pedagogical essay is titled “The use of role-plays to develop communicative competence in an EFL group of first grade of junior high”. This topic was selected taking into consideration the approach in the current syllabus for secondary school, Aprendizajes Clave, which aims “to ensure that students interact, progress and rebuild the social world in which they live through their effective participation and successful use of social practices of the language typical of the XXI century society” (SEP, 2017, p. 170).

In other words, students need to be competent for the social world in which they live in, learn and use English in real communicative interactions or close to reality. This way, the intention for developing this topic is to facilitate the process for students to communicate effective and competently, through the use of roleplays that will place students in a situation as close as possible to the real life in order to communicate according the context they are immersed in.

The thematic line I am following is "**Analysis of teaching practices**". In this line, I intend to analyze my teaching experiences gathered in secondary school groups along the practice periods with specific contents. Thus, my role selecting this thematic line is analyze teaching strategies applied, and adolescents’ role during the

performance of the proposed activities. This topic line is defined in academic guidelines for the preparation of receptional documents book (SEP, 2004)

> "The work in this line requires student to put into play the knowledge, initiative and pedagogical imagination that has been developed during initial training, to design, apply and analyze teaching-learning activities congruent with the purposes of secondary education and high school specialty subject"
>
> *SEP (2004, pp. 20-21)*

In the book "Design of Didactic Proposals Workshop and Analysis of Teaching Work I and II" (SEP, 2004, pp. 22-27) states the thematic nucleus for pedagogical essays, which are "The adolescents", "The didactic competence of the Normalista student in teaching English" and "School and the context adolescents come from". The nucleus I selected is "The didactic competence of the Normalista student in teaching English", in which several points are stated that will help for the reflection of my teaching practice, such as:

- Ability to adjust or adapt programs based on necessities of adolescents
- Characteristics of adolescents that teacher considers when teaching activities are designed: the knowledge that students have on the content to be treated and form in which they integrate it into the focus and English content, the diversity of interests and expectations they have about the subject, their learning styles, etcetera.
- Ability to use the language in order to promote the use of le language that is being learned

- Ability to identify evidence of student learning in relation to purposes and contents of English.
- Use of evaluation results for the improvement of teaching work with the group.

2.2 School Context and Geographical Location

The following information provides a general panorama of the context that teacher and students was immersed thorough this research. Therefore, the importance of this information is in order to describe the current situation of the school and the modality used for teaching derived by the pandemic (COVID-19).

2.2.1 Name, Code, Address

General junior high school “Dionisio Zavala Armendariz” is located at No. 239 Fernando De Magallanes street, Industrial Aviación 2nd section, in San Luis Potosí, San Luis Potosí, with Postal Code 78140 (Appendix A). The work code of the school is 24DES0018Z. Dionisio Zavala school has two shifts. In the morning from 7:30 to 13:40 hrs. and in the afternoon from 14:00 to 20:10 hrs. This school is located close to crowded avenues such as Pedro Moreno and Hernan Cortes. Around the school, there is a great deal of food establishments and some convenience stores., this is the type of commerce have more presence close to the building.

2.2.2 School History

According to Tenorio (2018, p. 11) Dionisio Zavala school was inaugurated on September 2nd, 1973 under the name of “Escuela Secundaria General No. 2”. However, the location on those day was completely different from current location. The school was located at the Ipiña’s portals in the city’s downtown. The first

principal was J. Jesús Mayorga Campos. Vazquez Mendoza (2020, p. 11) mentioned that, the architect in charge to build the school was Joel Cuevas Patzuengo. On those days there were only 10 teachers, two administrative, two prefects and two janitors.

2.2.3 Current Physical Condition of the School

The school has a total of 18 classrooms, which are divided into the six groups per grade (first, second and third). Also, there is an auditorium, one multipurpose room, two science laboratories, a telematic room, one principal office, five technologies workshops, one social work office, one USAER (Unidad de Servicios de Apoyo a la Educación Regular) office, three prefectures (one for each one of the grades), one cellar for material used in physic education class, one civic square, four basketball courts and one for soccer used for physic education class purposes and a cafeteria where students buy food and two computer rooms.

Regarding the conditions of the classrooms, they are in a regular quality, constantly some chairs for students are missing and they need to request for some in other classrooms. The walls are scratched and result on distractors for students. Each classroom has board, desk and chair for teacher. In order to have a control of any issue regarding the correct use of furniture, one student per group, proposed by tutors, is in charge of detect and report any situation in the classroom and specially of the care of the furniture.

2.2.4 School Personnel

This school has a complete organization. The principal of Dionisio Zavala Almendarez junior high is Prof. Enrique Arevalo and the vice-principal is Profa.

Natividad Francisca Hernandez. Around 58 personnel are divided into prefecture, professor for social work, administrative staff, teacher for all the subject and workshops on the three grades and janitors. There is a good communication among the actors of the school, and through the communication channels

2.2.5 English Academy

English academy is conformed by four teachers for this school year which are Teacher Alexandra Sukei Delgado Aleman, Teacher Nohemí Arlet Flores Coronado, Teacher Alberto Carlos Flores Vazquez and Teacher Carolina Calderón Salazar. Each one of the members has an academic profile specialized for the subject. There is a president of academy and a secretary that are in charge of all the meetings and the academy.

This academy, according head teacher, has been working in the best way. The president of the academy is the responsible of schedule meeting with all the members of the academy, these can be ordinary and extraordinary meetings. On ordinary sessions, the way of work is during CTE (Consejo Tecnico Escolar), and they address topics such as school situations, reach agreements, reports of the work shared among the members, results etc. Regarding extraordinary sessions, they address situations by principal's orders, such as events for highlighted dates in the calendar such as Halloween, Christmas, Saint Valentine's day and more.

2.2.6 Number of Students and Groups

The number of students on this school, for morning ship is 523 students. These are divided into the 18 groups for this shift (six groups per level). This means that around 175 students are for each one of the grades and around 25-30 students are

in each one of the groups (From A to F). For afternoon shift, there is a number of 347 students in general. In other words, there are around 115 students in each grade and around 20-25 students per group.

2.2.7 Modality

Due to the pandemic derived by COVID-19, face-to-face classes were impossible to have. The modality used was online teaching. Two types of classes were implemented, synchronic and asynchronous sessions. The first one was a class through a videocall platform, such as meet and zoom. Regarding to asynchronous class, students were given the activity to complete and the material needed for the session. In addition, thorough the practice period, there were only two session per week.

2.3 Relevant Social and Academic Characteristics

During this year, I worked with 1st grade, “B”, “C”, and “D”. I created and applied for a diagnosis exam in order to know the English Level of the groups I was in charge of. This exam provided an idea about the proficiency level of the groups in the skills assessed and what their weaknesses were. In addition, this exam provided information about the type of skills students need to work on to develop and increase their proficiency and the ones that they need to keep working to achieve the graduating level.

In the same way, I created and applied a survey to know students likes, dislikes and connectivity. This survey let me know student information in order to create attractive material for them. Connectivity was aspect considered due to the current

situation derived from the pandemic. This section let me know if students had access to the internet in order to have online sessions.

In this school year, the modality I worked was online session. Thus, my practices with these groups were through video call session and activities provided through WhatsApp groups. Therefore, all the material used for gather information, such as diagnosis exam and surveys, and material for providing class were digital, using different online platforms friendly to students.

2.3.1 Group Description

The group I selected was 1st C. In this group, there were 28 students registered, according to the school's students list 16 are boys and 12 are girls. However, the number of students that answered the diagnosis exam was 13 out of 28. Regarding the survey applied to discover their likes and resources, most of them liked music artists, and all of them were able to attend video call classes because they had Wi-fi connection available and at least one smart device.

2.3.2 Group Grade Average, Needs and Likes

The survey I applied, with a number of 15 questions, was divided into three categories (appendix B). The first category is focused on knowing the likes of students, such as music, artists and activities preferred in their leisure time. The second category was focused on knowing their opinion about the English subject. The last category to know their connectivity in order to have synchronic sessions.

The likes of the students are varied. One of the activities they liked most was listening to music and watching TV (series and movies). This information could be helpful for me to create material for the sessions. Using their likes and preferences the material could be more attractive for them in order to engage and elicit active participation for the class.

The second aspect was their opinion about English Subject. This category was included in order to know what perception they have about English. Most of the students considered that the subject useful, and they said they liked it because they could learn new vocabulary and to understand their favorite music and series. However, they consider learning English difficult. One of my personal aims is to show students that learning English is not as difficult as they consider, that is why I decided to include this aspect.

Finally, the last aspect is connectivity. This category I decided to include because the modality I am working with, derived from the pandemic, was online. This way, most of the students answered that they had connection to the internet and they could have synchronic sessions. Also, they answered they had at least one smart device at home that they could use to communicate with teachers and have synchronic sessions.

2.3.3 Linguistic Needs

As previously mentioned, I applied a diagnosis exam in order to know students' English level. This exam let me establish the level in which students were at and what level my activities should be according to the results and what skills needed more attention and improvement. These results were relevant because this let me

establish the zone of proximal development, I needed to consider in order to accomplish the graduating profile the syllabus establishes.

Description of the Exam

This exam was extracted from a sample papers exam that Cambridge (2018) disposed on its web page, these exams are used for practicing for real certification exams. However, for educational purposes, this type of exam was designed especially for the evaluation of English level proficiency.

The type of exam selected and applied was “Movers” (appendix C) under the criteria that students who did not accomplish certain amount of correct answers, are in a pre-A1 level, and the ones with a certain amount of correct answers in an A1 level and, the ones with all the answers correct would be in an A2 level of proficiency.

The number of items for this exam were 31 divided into two sections. The first sections were listening, in which students had to answer 15 questions. The second section was reading and writing with an amount of questions of 16; this part of the exam was managed by Cambridge joining two abilities in one exam. Regarding speaking, it was impossible to apply it due to the current situation (derived by COVID-19) and the rest of the exam was applied online through Google forms.

As mentioned before, due to the pandemic derived from COVID-19, this exam was applied online on September 25th, 2020. Google © forms was the platform selected because it was manageable, intuitive and allowed to turn the form into a questionnaire, this means, the forms considering the exam online. One of the major interferences of using this platform is that it did not allow to set an individual timer;

for this, an extension for the form was installed and each one of the students had 60 minutes to complete it, this benefited by limiting the attempt to one chance to answer.

The grading scale used for this exam, for general measurement of exam was the following:

Number of correct questions	Level of proficiency
0 – 10	True beginners (pre-A1)
11 - 20	Weak A1 (A1-)
21 - 25	A1
26 - 30	A1+
31	A2

Criteria for each one of the skills is the following:

Listening		Reading and writing	
0 – 4	True beginners (pre-A1)	0 – 5	True beginners (pre-A1)
5 – 9	Weak A1 (A1-)	6 – 10	Weak A1 (A1-)
10 – 13	A1	11 – 14	A1

14	A1+	15	A1+
15	A2	16	A2

Description of the Type of Items

The exam was created with 31 items, 15 of those items belong to listening skill, and 16 to reading and writing. The type of items used were short answer questions, multiple choice, listening for gist questions, and open cloze. These items were used throughout the exam and will be explained by section

Listening section was divided into 3 parts, the first part incorporated five questions of listening for gist questions in which students listen to the audio, detect the correct answer and finally answer. The second and third part is composed of multiple-choice questions, five items for each part, in which students listened to the audio and they had to choose the image that belonged to the audio content.

Regarding reading and writing, this section was divided into three parts as well. The first section was composed of five questions of open-cloze, because students had to answer the questions using one of the words provided that better fit according to the statement of the question. Part two consisted on 6 questions of multiple choice focused on use of English, because students read the conversation (one line) and they choose the best option for answering the conversation grammatically correct.

Finally, part three was made by five questions of open cloze focused on use of English as well, in which students had to read the text and choose one of the options

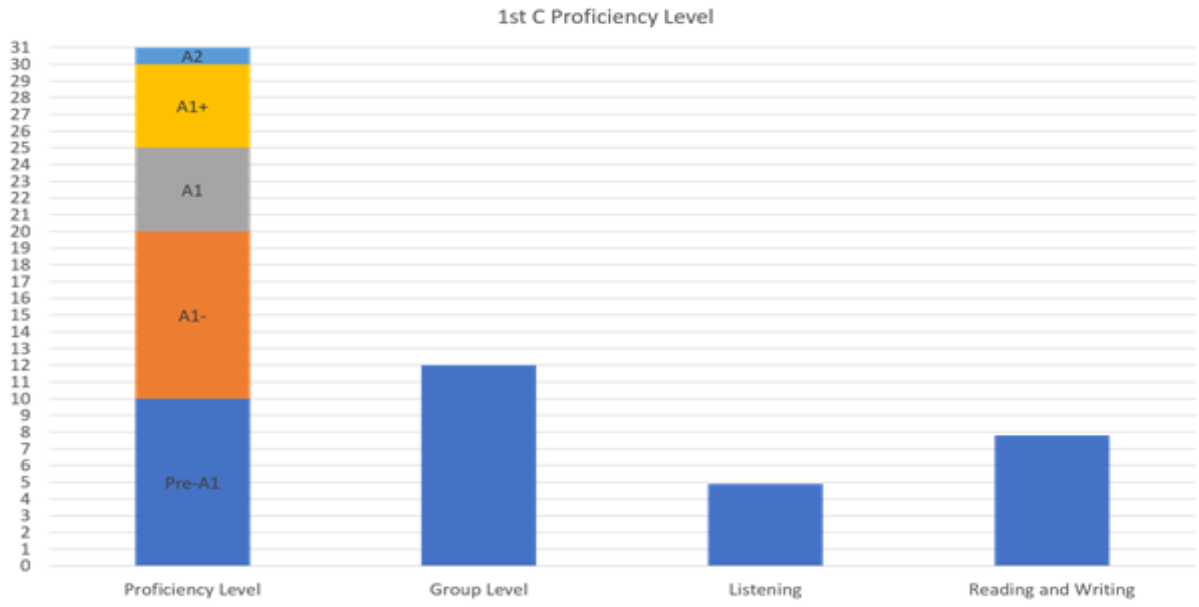
that was grammatically correct. Despite this part of the exams held the label “reading and writing”, only reading was assessed.

Results of the Group Selected

As mentioned before, 13 out of 25 students took the diagnosis exam was, and these were the results obtained:

Figure 1

Diagnosis exam results.



Note. The graphic represents the proficiency level obtained by the group. The results were obtained by the application of a diagnosis exam extracted from a sample papers exam that Cambridge (2018) disposed on its web page, these exams are used for practicing for real certification exams

This chart displays student proficiency level. The general proficiency level of the group was a weak A1 (A1-) with an average of 12 correct answers. Nevertheless,

the general level of the group in listening and reading and writing was true beginners' level with an average of three and five correct answers of four and seven respectively.

Having stated the level of my group of study, the abilities that a student in this level (A1) according Common European Framework of Reference (CEFR) are:

> "Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help".
>
> *Council of Europe (n.d.)*

2.4 Description of the Case Being Studied

The main purpose of this study is to develop students on the competencies needed for communication and be able to be competent in any context they are immersed in. This study was selected because most of the time I observed that in the classroom students were not immersed in situations that demand the use of their knowledge. Through my observation in several schools and classrooms, students were not asked to communicate beyond only some sentences.

The intention of this study was to start developing the competencies a speaker should have in order to be considered as competent. These characteristics for

communicative competence are: grammatical (communicate grammatically correct), sociolinguist (how is the language used according the context), discourse (how you link isolated ideas in a fluent speech) and strategic (how to deal with communicative situation and set the channel open).

In order for students to be in situations as close to reality as possible, one of the most suitable activities was role play. Role plays have the characteristic of place to the participants in a given context or situation, thus, the actors of the role play should interpret the role they were assigned. In terms of this study, the use of role plays will place the student in a situation close to reality in order to develop competencies, from grammar competence (to structure grammatically correct the message), to strategic competence (dealing with the situation they can face).

My purpose for developing this study is to generate the fundamental competencies for communication. As Aprendizajes Clave (SEP, 2017, p. 170) mentions “It is intended for students to interact, progress and rebuild the social world in which they live through their effective participation and successful in social practices of the language typical of the XXI century society”. In other words. they have to communicate competently for the requirements of the 21st century.

My academic purpose is that through the constant development of fundamental competencies, students might increase the level of proficiency they currently have. Taking into count they are placed in a weak A1 level (A1-), the zone of proximal development is placing the students in an A1 and A1+ level, and get them ready for the next proficiency level (A2).

The action plan to follow the design of a didactic sequence, based on strategies to work the competences through interesting and challenging situations for the students, in which they can develop each of the competences for a competent communication. The contents to develop the didactic sequence were taken directly from the current syllabus for basic education Aprendizajes clave.

2.5 What Is Known About the Topic: Communicative Competence

This section points out the approach this pedagogical essay followed, defining from each one of the aspects of the methodology used, literature review for communicative competence, assessment, activities to develop this approach and the current syllabus for secondary school.

2.5.1 Approach: Presentation Practice and Production

Presentation Practice and Production is the methodology I used to develop my lessons. Is one of the most common and used methodologies for teaching a foreign language before 1990's (Maftoon & Sarem, 2015). The main characteristic of this methodology is that is divide into three main steps: (1) Presentation, (2) Practice and (3) Production.

PPP is a classic deductive approach with grammar being explicitly introduced in the Presentation stage, the first part of the class, by the teacher. The Target Language (TL) for the day is chosen by the teacher from a syllabus. Material presented to the students is manipulated to emphasize the TL; and finally, students are encouraged to use the new language in a freer way, either for their own purposes

and meanings or in a similar context introduced by the teacher. (Maftoon & Sarem, 2015)

According to Criado (2013, p. 98) the origins of PPP can be tracked back to the mid-20th century when this methodology was adopted by the structural methods, such as The North-American Audiolingual Method, the British Situational Language Teaching Method and the French Audiovisual Method. The objective of Structural Method was the acquisition of structures and PPP was very useful to fulfill this objective.

As was mentioned, this methodology has the main characteristic of three elemental steps for the development of the class “Presentation, Practice and Production (PPP).

Presentation

Presentation is defined by Richards (2006, p. 8) as the process when “new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students’ comprehension of it”. Also, this is the stage when teacher highly controls the teaching/learning process. The material in this phase contains all the targeted linguistic items. Thus, this presentation can take a deductive and inductive mode (Criado, 2013, p. 99).

Practice

“Students practice using the new structure in a controlled context, through drills or substitution exercises” (Richards, Communicative Language Teaching Today,

2006, p. 8). As Richards mentions, this is the stage where students practice the knowledge acquired from presentation stage. The activities in this stage, according Criado (2013, p. 99), are aimed at the achievement at achieving accuracy forms so can be later achieved in production activities, also, the linguistic targets presented in the initial phase (presentation stage) following the models to which the learners most adjust.

Production

Richards (2006, p. 8) establishes that “students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern”. In other words, this stage encourages students to use the knowledge acquired and practiced in previous phases in different contexts. Criado (2013, p. 100) mentions that this production stage increases autonomous and more creative activities, due to the strategies for achieving a goal are based on a freer use of the target structures.

2.5.2 Literature Review

This section describes the theoretical support of several authors such as Celce-Murcia, Hymes and more regarding communicative competence. This is the basis of the selection of the study topic for this document, which involves the definitions of each competence, assessment, the current syllabus for secondary education and the activities selected to apply communicative competencies.

2.5.2.1 Historical Development Linguistic Competence

In today's globalized Mexican society, the ability to express oneself in a foreign or second language (English) is a “vital skill” (Mizne, 1997). Therefore, effective communication plays a crucial role in today’s world, and a competent second language (L2) speaker is one who is able to use the language properly in different contexts and is capable of taking advantage of different features such as context, grammar and more for accurate communication.

Conventionally, the term "competence" is related to the performance and the ability a person can accomplish a specific task. In linguistic terms, competence refers to the proficiency of the use of language to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned (Celce-Murcia, 2007, p. 60). However, the communicative and linguistic competence term was introduced for the first time by Chomsky in 1957 and 1965; years later, other authors such as Hymes, Canale and Swain, and Celce-Murcia were incorporating and enriching this term with their own investigations (Celce-Murcia, 2007).

It is necessary to mention communicative competence (CC) before linguistic competence (LC) due to LC is a branch of communicative competence. The term “communicative competence” has been in circulation for about forty years according Marianne Celce-Murcia (2007, p. 41) It was coined by the linguistic Dell Hymes which set forward this idea in light of the speculations of the conventional language specialist Noam Chomsky.

> “Hymes (1972) argued that in addition to linguistic competence (the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences), one also needed notions of sociolinguistic

> competence (the rules for using language appropriately in context)".
>
> Celce-Murcia (2007, p. 42)

Having said this, there are more features that linguistic competence involves for being a competent speaker. On one hand, Chomsky in 1965 introduced the terms "competence" and "performance" in modern linguistics statements for studying language (Canale & Swain, 1980, p. 3), he argued the acquisition of language was context-free whereas Hymes claimed they were not (Celce-Murcia, 2007, p. 42). The basis of these two linguistics ran around the contexts.

On the other hand, Canale and Swain in 1980 introduced other terms and competencies, for instance strategic competence, the same proposed by Hymes in 1972. Nevertheless, they referred to 'linguistic competence' as 'grammatical competence" (Canale & Swain, p. 42). In addition, Canale incorporated discourse competence in 1983, and Celce-Murcia et at. proposed actional competence years later, in 1995.

Celce-Murcia et al, made a modification in the Canale-Swain model: sociolinguist model was modified to the labeled "sociocultural competence", and grammatical competence was re-labeled as "linguistic competence". So far in this outline, it has not been mentioned what these competencies consist of, thus, it is necessary to research these concepts for a better understanding of communicative competence.

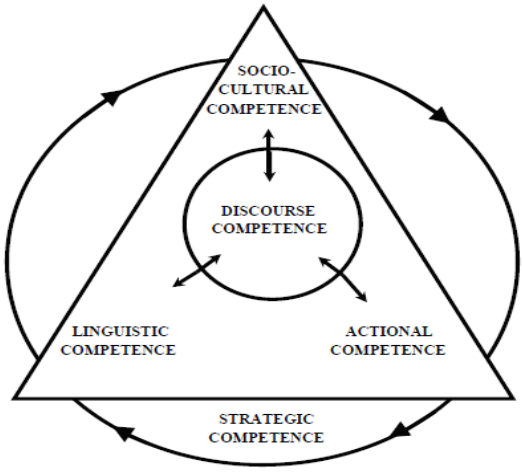
Until now, this paper mentions the components of communicative competence, and the scholars who have introduced those competencies. However, it can be believed these competencies work with no relation with each other, that it is

necessary to accomplish one before another one, but Celce-Murcia et al. have specified different competencies are interrelated with each other in order to understand the construct of communicative competence.

> "We represent our model of communicative competence as a pyramid enclosing a circle and surrounded by another circle. The circle within the pyramid is discourse competence, and the three points of the triangle are sociocultural competence, linguistic competence, and actional competence."
>
> Celce-Murcia, et. at. (1995, p. 9)

Figure 2

Communicative competence model by Celce-Murcia, et. at. (1995, p. 9)



Note. Extracted from "Communicative Competence: A Pedagogically Motivated Model with Content Specifications" by Celce-Murcia, et. at. (1995), Eötvös University. The model of communicative competence mentions that each competence does not work separately, but are interrelated each other

This schematic representation displays that each one of the competences are not separated from each other, but they work linked and co-related in order to

accomplish one similar aim, being a competent speaker. As was mentioned before, for being a competent speaker it is necessary to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned, thus, only one competence cannot cover everything to produce and interpret those utterances.

For instance, in order to accomplish discourse competence, it is necessary to have linguistic competence because it is necessary to have in mind the rules of the language for producing and interpreting utterances, actional competence because is the ability to handle and produce basic talk act test and finally sociolinguistic competence because it is necessary to know the rules of the language in context.

For this issue, Canale and Swain in 1980 proposed they also proposed that “learners should be taught about the second language culture in order to provide them with the sociocultural knowledge” quoted by Coperías (2007, p. 60) and, Van Ek in 1986, suggested that “foreign language (FL) teaching and learning was not concerned merely with training in communication skills but should also involve the personal and social development of the learner as an individual” (Coperías Aguilar, 2007, p. 60)

In other words, if a person is exposed to real situations in which he or she is encouraged to use the language, he or she will develop competencies for being understood through the context he or she is. That is the reason why Van Ek mentions that teaching and learning a foreign language is not merely training in a specific piece of language (a competence), but it is the set of all of these in order to learn and acquire a language in several directions, not limited just in one.

2.5.2.2 Definitions of Communicative Competencies

Celce-Murcia at al. (1995, p. 7) mentions that the first comprehensive model of communicative competence is the one proposed by Canale and Swain in 1980 and further elaborated by Canale in 1983. This model was intended to serve both instructional and assessment purposes; In the same way, this model posited four models of communicative competence which are: grammatical competence (or linguistic competence), sociolinguistic competence, discourse competence and strategic competence.

Grammatical Competence

> "Grammatical competence refers to the Chomskyan concept of linguistic competence; it is the native speaker's knowledge of the syntactic, lexical, morphological, and phonological features of the language, as well as the capacity to manipulate these features to produce well-formed words and sentences. It provides the linguistic basis for the rules of usage which normally result in accuracy in performance".
>
> Alptekin (2002, p. 57)

In other words, grammatical competence refers to the ability to produce and interpret meaningful utterances according the rules of the language (grammar), however, the label "grammatical competence" was changed by Canale and Swain in 1980 to "linguistic competence" because they considered linguistics "include the sound system and the lexicon as well as the grammar (i.e., morphology and syntax)" (Celce-Murcia, 2007, p. 42).

The importance of this competence within an EFL classroom is essential due to grammar is the basis for the creation of utterances and the message being correctly understood. I hold the impression of this importance because in an EFL classroom, students are encouraged to communicate with others in a comprehensive and grammatically appropriate way. In this point, the historical background knowledge may play a important role for a communication, however, students in a secondary school (which is the level I have experimented this competence), were only elicited to develop this competence as first steps.

In addition, linguistic competence includes four types of knowledge according to Celce Murcia (2007, p. 47) which are:

Phonological: includes both segmentals (vowels, consonants, syllable types) and suprasegmentals (prominence/stress, intonation, and rhythm). I consider useful this knowledge because English has phonemes, which helps to understand and specify what word was used. It is known that English Language contains many words that sounds particular similar but are completely different due to the phonemes it has.

Lexical: knowledge of both content words (nouns, verbs, adjectives) and unction words (pronouns, determiners, prepositions, verbal auxiliaries, etc.). This knowledge contributes to the correct use of words when it is communicating and, as a result, a correct and comprehensible communications. The use of this knowledge is one of the focuses of the grammar competence and grammar teaching because of it provides sense, coherence and being grammatically correct expressed.

Morphological: parts of speech, grammatical inflections, productive derivational processes. From my point of view, this knowledge provides to learner the ability to

create new words according the communicative situation, have a wide range of words to use and not get limited and being redundant.

Syntactic: constituent/phrase structure, word order (both canonical and marked), basic sentence types, modification, coordination, subordination, embedding. The develop of this knowledge works in collaboration of the last three points because provides to learner the knowledge of how to place the words correctly according grammatical rules

Sociolinguistic Competence

> "Sociolinguistic competence deals with the social rules of language use, which involve an understanding of the social context in which language is used. Such factors as the role of the participants in a given interaction, their social status, the information they share, and the function of the interaction are given importance. Social context here refers to the culture-specific context embedding the norms, values, beliefs, and behavior patterns of a culture".
>
> Alptekin (2002, p. 58)

Sociolinguistic competence refers to the correct use of language in context, appropriate application of vocabulary register and style. Nevertheless, Celce Murcia mentions that sociolinguistic competence terminology suffered changes by Canale and Swain in 1980, in the same way as grammatical competence (see grammatical competence). "Sociolinguistic competence" changed to "sociocultural competence" which is the "cultural background knowledge needed to interpret and use a language effectively" (2007, p. 42).

Sociolinguistic competence is related to English language teaching because part of the English language is based on phrases that has a meaning. This competence is helpful to helpful to learner because knowing the cultural background of words or phrases, will be easier to comprehend the meaning. For instance, in United Kingdom football is soccer in United States, and football, in US, is what British people known as American football.

The basis of sociocultural competence is the “speaker’s pragmatic knowledge, for instance, how to express a message appropriately within a social and cultural context” (Celce-Murcia, 2007, p. 46). Thus, Celce-Murcia et al. (1995, pp. 23-24) described several variables, but three are the most crucial, such as social contextual factors (the participants’ age, gender, status, social distance and their relations to each other), stylistic appropriateness (politeness strategies, a sense of genres and registers), cultural factors (background knowledge of the target language group, major dialects/regional differences, and cross-cultural awareness).

Social contextual factors “concerns the participants in the interaction and the communicative situation”, i.e. according to the situation and context is the way the participants will speak or communicate and the style they will use. The variables that participants know to determinate how to talk, according to Preston, 1989; Brown & Levinson, 1987 quoted by (Celce-Murcia, Dörney, & Thurrell, 1995, p. 23), are: age, gender, office (profession, rank and public position), status (social standing), social distance from and relations to each other (both in terms of power and affect).

Stylistic appropriateness factors include variables that lend themselves to explicit instruction. Van Ek & Trim, 1991; Dornyei & Thurrell, 1992 quoted by Celce-Murcia et al. (1995, p. 23) mentions that “the most important politeness strategies can readily be presented as language teaching input” and “the main characteristics of

various styles and registers can also be summarized and presented for the students".

Cultural factors involve three main components: (1) sociocultural background knowledge of the target language community, (2) awareness of major dialect or regional differences, and (3) cross-cultural awareness. These areas of knowledge are referred by Widdowson (1990) quoted by Celce-Murcia et al. (1995, p. 24) as "Schematic knowledge" which complements the "systemic knowledge" of the language code. He argues that "in real-life communication, the systemic knowledge is subservient to the schematic"

These competencies can be acquired through some knowledge of the life and traditions of the place, as well as knowledge of the history and literature of the target language (TL) community. "An extended living experience among member of the target language group is probably the best experience for language acquisition" (Celce-Murcia, 2007, p. 46)

Discourse Competence

> "Is the ability to deal with the extended use of language in context. This is ordinarily achieved through the connection of a series of sentences or utterances to form a meaningful whole. These connections are often quite implicit: ideas are linked to each other based on general knowledge of the world as well as familiarity with a particular context".
>
> Alptekin (2002, p. 58)

Meanwhile grammatical or linguistic competence is in charge of the grammar, structures, syntactic, lexical, morphological, and phonological features, and sociolinguistic competence is in charge of cultural background of the language used in context, discourse competence is in charge of the extended use of language in contexts, this means, linking ideas to create sentences or utterances for a meaningful communication.

Celce-Murcia et al. (1995, pp. 13-14) describe several sub areas of discourse competence, however four are the most important: Cohesion: conventions regarding use of reference (anaphora/cataphora), substitution/ ellipsis, conjunction, and lexical chains. Deixis (situational grounding achieved through use of personal pronouns, spatial terms (here/there; this/that), temporal terms (now/then; before/after), and textual reference.

Coherence: expressing purpose/intent through appropriate content schemata, managing old and new information, maintaining temporal continuity and other organizational schemata through conventionally recognized means. Generic structure: formal schemata that allow the user to identify an oral discourse segment as a conversation, narrative, interview, service encounter, report, lecture, sermon, etc.

According to Celce-Murcia et al. (1995, pp. 14-15) cohesion is the are most related to linguistic competence, “it deals with bottom-up elements that help generate texts, accounting for how pronouns, demonstratives, articles and other markers signal textual co-reference in written and oral discourse”. In addition, it copes with the use of conjunctions to make unequivocal connections in discourse.

Hatch (1992) quoted by Celce-Murcia et al. (1995, p. 15) mentions that deixis system is an important aspect of discourse competence because it links situational contexts with the discourse. In other words, it is possible to interpret factors in a message such as deictic personal pronouns, spatial references, temporal references and certain textual references that, grammatically, should be included.

Regarding coherence, it deals with thematic, this means, what is the purpose of the message of a speaker or writer, moreover, is concerned with macrostructure in that its major focus is the expression of content and purpose in terms of top-down organization of propositions. However, coherence also relates with the ease of interpretation for speakers or readers using their linguistic and sociocultural knowledge to relate part of the discourse with objects and events (real or imagined) beyond the texts itself (Celce-Murcia, Dörney, & Thurrell, 1995, p. 15)

Strategic Competence

> "Strategic competence is the ability to cope in an authentic communicative situation and to keep the communicative channel open. This requires the knowledge of communication strategies that one can use to compensate for imperfect knowledge of rules, or for factors such as fatigue, inattention, and distraction which limit the application of such rules."
>
> Alptekin (2002, p. 58)

Strategic competence is the ability to know how to manage a situation in which the speaker is struggling to communicate. As Alpekin (2002, p. 58) mentions, it is necessary to get familiar with communication strategies for cases such as "what do

you do when you cannot think of a word? What do you do when you realize that your message is misunderstood?".

According to Celce-Murcia et al. (1995, p. 26) communication strategies has three functions of strategy use from three different perspectives. Psycholinguistic perspective: Communication strategies are verbal plans used by speakers to overcome problems in the planning and execution stages of reaching a communicative goal.

Interactional perspective: Communication strategies involve appeals for help as well as other cooperative problem-solving behaviors which occur after some problem has surfaced during the course of communication, that is, various types of negotiation of meaning and repair mechanisms. Communication continuity/maintenance perspective: Communication strategies are means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and to make (alternative) speech plans.

The definition of strategic competence is highlighted into the following main aspects according to Celce-Murcia (2007, p. 50) which are: achievement: strategies of approximation, circumlocution, codeswitching, miming, etc.; stalling or time gaining: using phrases like Where was I? Could you repeat that?; self-monitoring: using phrases that allow for self-repair like I mean...; interacting: these are strategies that include appeals for help/clarification, that involve meaning negotiation, or that involve comprehension and confirmation checks, etc.

Achievement or compensatory strategies means speakers need to manipulate the language enough to reach a communicative goal (being understood) in order to

compensate for linguistic deficientness and be able to achieve a meaningful message. For instance, mime, pointing, gestures, drawing pictures. (Celce-Murcia, Dörney, & Thurrell, 1995, pp. 27-28). Stalling for time-gaining strategies represents the moment that speaker repeats what the other person said in order to gain time and think of the next answer or specific vocabulary item.

Celce-Murcia et al. (1995, p. 28) mentions that an example of this are hesitation devices and gambits. Regarding self-monitoring strategies, it implies changing or correcting parts of one's own speech (self-correction) and or paraphrasing (and sometimes over elaborating) in order to be understood. Interactional strategies Appeals for help are similar to achievement strategies in function but through using them the learner exploits his/her interlocutor's knowledge rather than manipulating his/her own language resources.

2.5.2.4 Activities to Develop Each Competence

Communicative competence is divided into four competencies, thus, each one has a purpose that learner has to reach which, combined with the rest of the competencies, will result in a competent speaker. However, despite the four competencies work interrelated, these can be taught separately and with specific activities for each one.

Grammatical Competence

Learning grammar of a foreign language is common to think on rules about sentence formation, tenses, verb patterns, exercises about tenses or a book full of explanation and rules and more (Scrivener, 2005, p. 252). It actually is grammar but this can be though differently.

One of the aspects that teachers spend a great deal of time is on input stages where they give explanation about the rules, patters tense and more, but the real learning experiences is when learners try to use the language themselves (Scrivener, 2005, p. 255), as Aprendizajes Clave mentions “learning English using English” (SEP, 2017, p. 170).

There are several types of activities to develop grammar, Ur (1991, p. 84) proposes 7 types of activities from accuracy to fluency:

Type 1 Awareness: After students have been introduced to the structured, they are given opportunities to encounter it within some kind of discourse, and do a task that focuses their attention on its forms and /or meaning. For instance, students are provided an extract of a newspaper and they are asked to read, detect and underline all the examples of the tense (they are already introduced in) that they can find.

Type 2 Controlled drills: Students create examples of the structure; however, these examples are predetermined by the teacher, and they have to conform very clear, closed-ended cues. For example, “John drinks tea but he doesn’t drink coffee”, students have to create statements about a person (John in this example) modelled by the example, but the information changes “John speaks English but he does not speak Italian” (speak: English/Italian)

Type 3 Meaningful drills: these types of drills are similar to controlled drills but the difference is that can make a limited choice. For instance, for practice forms of present simple, students choose someone that they know well and compose true statements about them: She enjoys playing tennis or she does not enjoy playing tennis (enjoy: playing tennis)

Type 4 Guided meaning practice: Students forms sentences of their own according to a set pattern, but exactly what vocabulary they use is up to them. Example: For practicing conditional clauses, students are given “If I had a million dollars…” and they suggest what they would do.

Type 5 (Structure-based) free sentence composition: Learners are provided with a visual or situational clue, and they have to compose their own responses; they are directed to use the structure. For example: a picture showing people dressed in different ways is presented to the class, they have to describe the clothes in the images in an appropriate tense and structure.

Type 6 (Structured-based) discourse composition: Learners hold a discussion or write passage according to a given task, they have to use at least some of the examples of the structure in the discourse. Example: A dilemma is given to the class (you have seen a good friend cheating in a test) and they are asked to give a solution.

Type 7 free discourse: Similar to type 6, but learners are given no specific direction to use a structure, however, the task situation is such that instances of it likely to appear. For instance, they hold a discussion where there is no situation to follow or point of reach.

Ur provides seven types of activities, however, within the class, the ones used on the application were: type two: controlled drills, type three: meaningful drills, type five: free sentence composition. The first type mentioned (controlled drills) students were presented an example with the structure to manage, then they had to modify the information according to what they were asked. The second type (meaningful

drills) were applied similar to controlled drills, they had the structure to work with, but they had to use something familiar to them, instead.

Regarding type three mentioned (free sentence composition) students were placed in a situation which they have to use the structure already seen, the vocabulary included was the same reviewed in class or the words they needed. This type was applied specially during production stages because they have to communicate using a situation given using the patter and vocabulary provided before.

Sociolinguistic Competence

One of the most popular tools for developing sociolinguistic competence (remembering that this competence is the correct use of language in context, appropriate application of vocabulary, registers and style) is Discourse Completion Task (DCT). A definition of task is provided by Brown (2001) quoted by Cyluk (2013, p. 103) ‘‘any pragmatics instrument that requires the students to read a written description of a situation (including such factors as setting, participant roles, and degree of imposition) and asks them to write what they would say in that situation”.

Cyluk (2013, p. 103) mentions that the situations in the questionnaire are designed in such a way that a specific communicative act (compliment, apology, invitation, thanking, request, refusal, etc.) is elicited. The situations in the questionnaire are designed in such a way that a specific communicative act (compliment, apology, invitation, thanking, request, refusal, etc.) is elicited. Depending on the research aims, participants have to provide one or two responses to the situation in the case of open-ended questionnaires

However, there is an alternative to Discourse Completion Task, which is Discourse Rating Task (DRT). This format requires the student to rate various responses on a continuum (e.g. unassertive to assertive, indirect to direct, or impolite to polite) based on a given scenario and dialogue prompt (Lee & McChesney, 2000, pp. 162-163). In other words, this task places the students in a situation and they should use the vocabulary, format, style appropriate to communicate.

In order to create DRT scenarios about assertive language behavior it is important to create scenarios that students are interested on (Lee & McChesney, 2000, p. 163). Taking into count the approach Aprendizajes Clave is working on, this type of scenarios should be according to a real-life situation that students can be immersed on.

Discourse Competence

The basis of discourse competence is linking ideas to create sentences or utterances for a meaningful communication. Aprendizajes Clave mentions that students need to learn English using English (SEP, 2017, p. 170). In this way, students need to use the language to experiment and learn about it, and to reach this they need to connect all the isolated ideas into an idea and communicate more fluent.

Communication activities, according to (Rogers 1978: Littlewood 1981: Krashen and Terrell 1983: Ur 1981) quoted by Richards (1985, p. 2) should include group work, pair work, problem solving tasks, discussions, drama, role plays, and simulations. Thus, this type of activities has some of the following features:

They provide opportunities to practice strategies for opening, developing, and terminating conversational encounters; They require learners to develop meanings collaboratively; They necessitate the use of turn taking rules; They practice use of conversational routines and expressions; They involve learners in different kinds of roles, necessitating use of different styles of speaking; They require negotiated completion of tasks; They involve information sharing; They focus on comprehensible and meaningful input and output; They require a high degree of learner participation.

In order to develop these types of features, some activities such as questions, narratives, and sound play are proposed by Keenan (1974, pp. 169-172). The first one refers to utterances used to seek information or confirmation. Whereas comments are expressed by utterances in the indicative mood, questions are expressed by utterances in the interrogative mood. This activity can be used as an interview, where student is asked about a topic or gather information and should answer connecting several sentences he knows to communicate and express an opinion.

The second is narratives. Narratives are closely related to comments in that they tend to be formed from indicative utterances. They differ in that they describe a sequence of two or more events which the students imagine take place. In this case, students can communicate using more events he can take advantage of in order to be more fluent and enrich their ability.

Finally, sound play. Sound play refers to exchanges in which speaker and hearer focus primarily on the sounds of words. That is, a basic motivation for uttering the word(s) is to manipulate, to play with possible sound combinations. This type of

activity can be used to develop pronunciation and have a wide range of words to use in order to connect and communicate ideas.

Strategic Competence

Strategic competence refers to the ability to know how to manage a situation in which the speaker is struggling to communicate. However, not all time is developed in the classroom. Throughout my observations in serval schools and group, this competence is not developed, most of the time, teachers are focused on grammar or vocabulary. Thus “There are few, if any, materials available at present which teach learners how to use communication strategies when problems are encountered in the process of transmitting information” (Tarone and Yule (1989) quoted by Dörnyei & Thurrell (1991, p. 16)).

However, Dörnyei & Thurrell (1991, pp. 16-21) proposes these activities to develop strategic competence:

Fillers: A good way of presenting fillers is by playing unedited authentic recordings for students to note down all the variations of what they consider to be fillers. They may also write down the bare bones of the information they hear on tape without the fillers. With carefully chosen material, very often five or six spoken interchanges can be condensed to one or two lines of relevant information.

The knowledge and confident use of fillers are a crucial part of learners’ strategic competence, since these invaluable delaying or hesitation devices can be used to carry on the conversation at times of difficulty, when language learners would

otherwise end up feeling more and more desperate and would typically grind to a halt.

Going off the point: Another important part of strategic competence is the ability to ‘go off the point’ smoothly when you don’t want to, or simply cannot, answer a question. If students learn how to evade the answer, or to slant the conversation in a desired direction, that will give them a lot of confidence, because they will then know that they can remain in control of the conversation even if something unexpected occurs. These are the kinds of skills that a language examinee will find particularly useful at an oral exam, and the following two exercises were indeed very much welcomed by our students on examination preparation courses.

Example: Avoiding giving information. The teacher addresses a student with a question that asks for specific information, for example, ‘How old are you?’ The student must respond in two or three sentences without actually giving that particular information. A possible answer might be, for example, ‘Well, that’s an interesting question. Isn’t it strange how people always feel that they need to know the age of a person? I don’t really think that age is important at all. . ..’ The longer the answer, the better.

Paraphrase and circumlocution.

Explanation: Hand out a slip of paper to each student with the name of an object on each slip. Everybody in turn must try to ‘explain’ their word to the others without actually saying what it is. Students jot down their guesses for all the words and the winner is the person whose word has been found out by the most students. Since

some words are easier to ‘explain’ than others, a fair result will be obtained only after several rounds.

Definitions. In pairs, students are given the name of an object (e.g. car) which they must define by using a relative clause (e.g. ‘A car is a vehicle in which you can travel’). Each pair in turn reads out their definition, while the other pairs check whether it is precise enough. If it is not - that is, if they can find another object that the definition suits (e.g. ‘bus’ in this case) they get a point, and for another point they must give a more specific definition (e.g. ‘a car is a small vehicle in which you can travel’). Of course, this new definition is also open to debate.

Paraphrasing. An interpretive strategy (from Tarone and Yule, 1989), often taught to counsellors and psychotherapists, involves the paraphrase of the interlocutor’s whole message. An example would be, ‘So you are saying that. ‘, or ‘You mean. .‘. This is a very useful strategy for learners to clarify what they have heard and to invite the interlocutor to help if they have misunderstood something.

Taking into consideration the definition of each one of these aspects, the most suitable to work with students was definitions and paraphrasing in order to encourage the students to have a wider vocabulary repertory and do not use all time similar expressions or words. However, any of these was possible to be implemented due to the modality this paper was applied derived by the pandemic (COVID-19). Into a synchronic class (videocall session) is difficult to work because not all students were eager to participate, or not participate at all even they were asked to do so.

2.5.2.3 Corrective Feedback

According to Lyster and Ranta (1997, pp. 46-48), there are six types of feedback that can be used within a classroom with students. Explicit correction refers to the provision of correct form. Teacher provides the correct form or indicates where the mistake is according what the students said incorrectly. For example, “Oh, you mean…” or “You should say…” This type of correction is common during the development of reading out load or speaking exercises.

Recasts refers to the reformulation of students’ utterances minus the error. Recasts are generally implicit in that they are not introduced by phrases such as “You mean,” “Use this word,” and “You should say”. Clarification requests indicate to students that the utterance created has been misunderstood or is incorrect in some way, and it is necessary to reformulate the utterance. This is a feedback type that can refer to problems in either comprehensibility or accuracy, or both.

Metalinguistic feedback contains comments, information, or questions. related to the correct form of the student's expression, without explicitly providing the form correct. Metalinguistic comments generally indicate that there is an error somewhere. Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to “fill in the blank” as it were. Second, teachers use questions to elicit correct forms. Third, teachers occasionally ask students to reformulate their utterance.

Repetition refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error. For instance, reading a dialogue, student mispronounces several words during his speech, teacher read the dialogue again an adjusts his intonation where the error took place in order student could detect and correct.

Pointing out these types of feedback by Lyster and Ranta, each one of those were used in different moment during the professional practice and application of content. As was mentioned before, the modality used in this school year was online. This means, two types of sessions were used, synchronic and asynchronous sessions during the time in front of the group.

During synchronic sessions, explicit correction, recast, clarification request and elicitation was used for providing feedback. These types of feedback were used in this modality because was the moment which I was able to hear and point out the mistake in the moment where students presented it. Activities such as reading out loud, participating providing answers for the activity and explanation of grammar were the spaces that students received the feedback.

Regarding asynchronous sessions, recast, metalinguistic feedback and repetition was applied because of was the moment they handed-in activities and homework and they received feedback directly where the error or mistake was located, an explanation of the error/mistake committed and explanation and/or example for clarification and improvement.

2.5.2.5 Role Play

Role play is not an activity that is commonly developed in an EFL of secondary school class in English subject, this is by several factors, such as space, time, and material. Through personal observations in different classroom and school, this activity is not developed unless the syllabus proposes or is part of an extracurricular subject as workshops or will be presented in a school event, but never by the English subject.

A role play, according to Tompkins (1998) "encourages thinking and creativity, the development and practice new language and behavioral skills in a relatively

nonthreatening setting, and can create the motivation and involvement necessary for learning to occur". A role play is one activity that can be used to place students in real-life context and develop skills necessaries for communication and it where stress and shyness are removed.

According to Boggs, Mickel & Holtom (2007, p. 837) there are several general learning objectives met effectively by interactive drama (role plays). These objectives include the following: Increase student knowledge through observation of how theories discussed in class operate in real life. Apply students' new knowledge to solve real problems. Encounter diverse viewpoints and expand students' perspectives. Develop and increase students' confidence in their ability to apply newfound knowledge.

Role play promotes the interpersonal relations among the participants, but in order to accomplish a successful roleplay, it is necessary that participants must accept duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves (Jones, 1982, p. 113). To fulfil their role responsibilities and the purpose of the role play (learning English using English) participants must use communicative skills and, through the development, become competent.

Another important angle of role play is the input. A comprehensive and a real-life situation input will engage students in real communication because students or participants have the opportunity to try out new behaviors in a safe environment, which helps them develop long term motivation to master an additional language; "Active involvement stems from participation in worthwhile, absorbing interaction which tends to make students forget they are learning a new language" (Tompkins, 1998).

In secondary school, when a role play is created for the sole purposes of the subject and not be presented to the public, normally either does not uses a script where students have to learn by heart their lines, or students create their own lines and sometimes improvise. However, there are 3 types of roleplay that according to Krebt (2017, p. 865):

Fully scripted role-play: In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role (Harper-Whalen & Morris 2005 quoted by (Krebt, 2017)). This can be provided from a play already created scrip can be created by participants of the roleplay. For learning English, this type of activity can develop speaking fluency.

Semi-scripted role-play: includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone 1983 quoted by Krebt (2017)). This type pf roleplay can be suitable to work with vocabulary and/or grammar.

Non-scripted roleplay: students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding (Davies (1990) quoted by (Krebt, 2017)). This type of roleplay can be structured under specific scenarios and grammar tenses to work on.

The types of role-play used were semi-controlled and non-controlled role plays. The first one was in order to students place their role play in a situation given but managing grammatical structures, vocabulary and expression. This was mainly applied during practice stage of the lesson plan looking for students start practicing

to create a role play by themselves, recuing the information and examples seen before.

The second type of role play used was non-scripted role play. This was applied during production stages as practices for a final project and as a final project per se. Thus, this type of role play was applied looking for students used all the knowledge, vocabulary and more tools gathered during all the teaching time in a role play and, at the same time, communicate using situations they are familiar with.

Assessment

For assessing role-play there are many options to focus on base on what you are aiming to developing. For instance, a role plays for English subject in secondary school, the aim of a roleplay is to develop either speaking fluency, or appropriate use of grammar and vocabulary under specific scenarios. Chan (2009) proposes 6 elemental points to design a role play assessment:

Decide the specific learning objectives for it. Specific learning objectives can be very useful for both the teachers and students to evaluate and reinforce what the students have learnt during the activity. Define the general structure of the flow, and let the students interact among themselves spontaneously. Maintain students' motivation by stimulating their curiosity and keeping the role play performance relevant to the topic and learning objectives.

Engage the students in the topic by activating their background knowledge, and set up an interactive display of items such as: photographs, pictures, posters, books etc. so that the students can obtain confidence and perform smoothly. Involve all the

students as either the performers or the audiences, and tell them to take notice of other students' performance and give feedback. Audiences' reactions can contribute significantly to the feeling and experience of the performers, and shape their performance in real-time.

Prepare role play cards, which are cards stating the roles that students are responsible of. Using role play cards can prevent them from selecting only the easy and less challenging roles. Self-assessment observations can help in giving feedback to students regarding their performance and usage of their knowledge.

Having mentioned that a role play assessment can be focused on a specific skill, or competence, the use of rubric aims ensuring that students are acquiring the necessary vocabulary, control of grammar, fluency, confidence, motivation, and intelligible pronunciation (Encalada, Role-plays as an assessment tool in English as a foreign language (EFL) class, 2018, p. 59) (appendix D). By doing this, can be assessed the progress of students' conversational abilities through real-life role-playing situations in EFL classes.

> "By using rubrics, teachers will be able to identify precisely what causes make students not being willing to speak, what aspects are necessary to improve to enable learners to participate in conversations, and the procedures required to be followed to overcome the elements that limit the development of students' speaking skills"
>
> Encalada (2018, p. 60).

2.5.2.6 Aprendizajes Clave

Aprendizajes Clave is the current syllabus to use in secondary school, but not only on this education level, but kinder garden and elementary school are included as well. The purpose of this syllabus is to develop a life project and reduce the risk of being socially excluded. “A key learning is a set of knowledge, practices, skills, core attitudes and values that contribute substantially to integral growth of the student” (SEP, 2017, p. 111)

This syllabus, seeks to promote the development of: Resilience: so that young people are able to get ahead in a structurally unbalanced world; Innovation: so that young people are able to add value to the world; Sustainability: so that young people are able to maintain the balance of the world.

Ideology/Methodology and Approach

The proposal of Aprendizajes Clave for Foreign Language English takes an approach of action focused on social practices of language. This approach provides opportunities to students to practice on several communicative exchanges that seek for the development of the correct use of knowledge, skills, attitudes and strategies, and to reflect about several aspects of the language and culture.

The approach in which is based Aprendizajes Clave is to place students in context which they are acquainted with as a communicative activity for expressing, exchanging and defending ideas, emotions wishes, interest and maintain interpersonal relationships, access and interpret information, participate in the construction of knowledge, organize thought and reflect on the own process of discursive creation. (SEP, 2017, p. 170)

In other words, it is about learning English using English, in situations close to the reality in which students participate and get interested on learning how to communicate and interact with others. Thus, it is necessary to place the students in which students need to use the language to communicate, and, through experimenting reach their own knowledge.

Graduating Profile

The graduating profile of a school level defines the scholar achievement a student should accomplish by the end of the level. “This achievement is not the result of the student's work at the end of the journey, but the result of their progressive learning throughout the previous educational levels” (SEP, 2017, p. 99).

There are eleven aspects of the graduating profile, but the one regarding English Language, in secondary school, is “Communicate confidently and effectively”. This aspect mentions that:

> “Student use his/her native language to communicate effectively, respectfully and safely in a variety of multi-purpose and multi-speaker contexts. If it is speaker of an indigenous language also speaks Spanish language. Describe experiences, events, wishes, aspirations, and opinions in English”.
>
> SEP (2017, p. 101).

2.6 Key Questions This Case Will Attend

- How were role plays incorporated in virtual classes to influence communicative competence?
- How did role plays influence students' communicative competence?

III. TOPIC DEVELOPMENT

The following chapter has the intention of attending the key question established and analyze the class development in the selected group with the purpose of developing communicative competence through the use of role plays. The questions this paper addresses were answered during the description of the three weeks. Three classes were analyzed in the course of this chapter using Gibbs Framework for reflection.

Gibbs framework for reflection was selected based on its direct usage of reflection on action, in other words, it proposes that reflection takes place after an experience. In addition, it provides a structure that generally guides the process of reflecting and consists of cue questions, based on key concepts, which provides a checklist for learners to work through, by answering and considering the cue questions as they progress, I was able to attend the key questions that guide this paper (Gibbs, 1988 quote by Husebø, O'Regan, & Nestel (2015, p. 369))

Role plays were selected and implemented in the investigation of the present pedagogical essay by virtue of It supports thinking and innovation, development, and practicing new tongue and behavioral skills in a generally non-threatening environment, and can inspire and collaborate enough for the learning occur (Tompkins, 1998). In addition, Aprendizajes clave (SEP, 2017, p. 170) points out that students learn English by using English, in communicative interactions that are real or close to reality. Thus, using role plays can place students to situation in which they can use the language in a real communicative situation or close to their context.

It is important to mention that the modality used throughout the period in front of the group was online. Due to the pandemic derived by COVID-19, it was impossible to have face to face interaction with students, therefore, the classroom turned a virtual classroom. The instruments that assisted to develop online sessions were

Google Meet © for synchronic sessions, WhatsApp group for asynchronous classes and Google Classroom © for students handing in assignments and receive feedback

3.1 The grammar bone

3.1.1 How were role plays incorporated in virtual classes to influence communicative competence?

The following week started on March 1st, I provided students material and instructions required to develop asynchronous session. The objective of that asynchronous session was to “identify vocabulary associated to skeletal system and use comparatives and superlatives in order to answer questions using simple present” (appendix E). Regarding my topic of study, the session was focused on developing grammatical competence.

On that day, I sent through WhatsApp group instructions to complete the activities, which consisted of students took a look and analyze a scheme of skeletal system and answer some questions regarding that scheme. Once they answered, they had to complete a chart including fun facts about skeletal system. However, they were asked to complete that chart using present simple and comparatives and superlatives. That grammar was introduced through a complementary video and shared in WhatsApp group.

It is important to mention that students in a regular face-to-face class, they have three session of English class program per week. However, considering the situation with COVID-19, head teacher assigned one asynchronous session and one synchronic class. During the asynchronous class, information for the class was given so students could start getting familiarized with the topic that was going to be

covered in the synchronic class. In addition, one day before the synchronic class I shared the material was going to be used. Therefore, when they logged in to the class, they should have already had access to the material necessary for developing the session

On March 3rd, a synchronic class took place. Students logged in to the videocall on Google Meet and the class started. The modality used in this group of study was online due to the pandemic (COVID-19). Students logged in to the session previously shared through WhatsApp group. It is important to mention that the material necessary for the session was provided one day before the video call through the WhatsApp group of the class in order for all students were able to have access to the material.

The class (appendix F) started reading a conversation about two characters talking about skeletal system. Two students played the role of each characters from the conversation (appendix G) and read out loud. Once the conversation finished, they had to answer two questions about the information seen in the dialogue. The next activity was organizing the words in order to form grammatically correct questions about skeletal system. Finally, students chose a classmate to ask the questions formed and the second students had to answer.

This paper addresses the use of role plays to develop communicative competence, therefore, Howell (1992, pp. 70-71) proposes some guidelines a role play should include, such as:

“What do I want the student to learn from the role play?” (Howell, 1992, p. 70). The role play incorporated in the class served as an input activity, where students

could be exposed to the target information they had to acquire, for that session, simple present and, as context, skeletal system. In addition, Aprendizajes clave mentions that students need to “learn English using English in real communicative interactions or close to the reality” (SEP, 2017, p. 170). In this way, using a role play students could be exposed to the language, placed in a real situation or close to the reality, and started identifying the language focus they had to develop.

The following point, according Howell (1992, p. 70) was “How will the role play fit into the preceding and following parts of the lecture or sessions?”. The idea of role play as an input was students began to identify the grammatical structure and vocabulary they worked with. Moreover, the use of the role plays as an input served to contextualize students about the use of language, in other words, they could observe the language in a real communicative situation.

“Assign students roles and role play groups” (Howell, 1992, p. 70) is the next point. Once the role play was presented to the class, two volunteers participated selecting a role and then proceeded to read the dialogues. The purpose of two students read the dialogue was they felt expose the information within the dialogue and they were placed in a situation given, in this way, they could start practicing.

Subsequently, the incoming point Howell (1992, p. 71) mentions is “make sure all students know what they have to do”. To develop this point, I asked to students to choose a character, after that, I asked to read the dialogue of the character selected. To do that, I explained the instruction in English, however, when they did not understand I proceeded to explain in L1. According to Swain & Lapkin (2000, p. 251) “the development and maintenance of the L1 supports the development of the second language”. In this way, the use of L1 helped to make students understand better the instructions given.

The final point was “allow feedback on the outcome of the role play” (Howell, 1992, p. 71). Once students concluded reading the dialogue, I read the dialogue again, and students were asked to pay attention to the pronunciation in order the identified their errors and realize what was the correct pronunciation for the words. According to Lyster & Ranta (1997, pp. 46-48), the type of feedback provided for this activity was repetition, which consisted of teacher’s repetition of the students’ erroneus utterances.

I expected that the activities designed for asynchronous class were in a higher level than students could handle. During asynchronous session, I provided a complementary video explaining the process students had to follow to complete the activity. However, students were able to answer correctly despite the support provided through the complementary video. Thus, this permitted me to observe that the level of the activities was suitable for them.

During the synchronic class, I observed students did not understand completely what I was explaining, neither instructions nor the activity. First, they are not used to hearing instructions in English. According to head teacher, it was the first contact with formal English teaching for most of the students, some other found difficult to understand the language Secondly, instructions were not clear enough and I tended to over explain the activity.

During the development of the class, students were feeling confused because they are not used to being spoken in English, not for a complete class. At the moment, I managed the situation by explaining in L1 (Spanish) what I said in order to students were able to comprehend what I mentioned. According to Swain & Lapkin (2000, p. 251) “the development and maintenance of the L1 supports the development of the second language”. For this reason, when students were not able

to comprehend partially or completely, I used L1 in order to clarify, especially when silence took over the session.

3.1.2 How did role plays influence communicative competence?

I cannot consider that the goal of this lesson was reached. The objective of the lesson was “identify vocabulary associated to skeletal system and use comparatives and superlatives in order to answer questions using simple present”, however, students struggled using that vocabulary due to the answers they provided were focused on all body systems, not on skeletal system. Nevertheless, not all students were incorrect, some were able answer the activities correctly (appendix H). One possible reason they got incorrect answers wee that they did not comprehend the questions, in addition, they might not use a dictionary to clarify the meaning.

In respect of grammatical competence, simple present was used for this week, and students were able to use this grammar tense correctly. They had to answer a chart with fun facts about skeletal system they found out on internet using simple present and the answer provided were grammatically correct (appendix I).

During synchronic session, one of the activities was organize in grammatical correct order some words in order to create questions. However, they attempted to create those questions correctly, during the activity they could not have correct answers, they could identify their error once all the group started to share their answers and I displayed the correct response on the screen. One of the reasons they did not reached this task was they never received an explanation about how to create questions and how to answer them.

In respect of the role play, students did not have any question regarding the meaning of the role play or any particular situation, however, as I mentioned before, the struggled with vocabulary about skeletal system. Learners had to answers some questions after reading the dialogue, however, the answers they provided were incorrect due to was not the correct use of vocabulary.

Analyzing that issue, the incorrect answers provided by students was a result of the lack of questions made in order to solve doubts regarding the role play or vocabulary used. In addition, despite they could be afraid of asking in front of everybody during the class, they did not ask privately through a message or used other strategies such as use of a dictionary.

In other words, students responded with a different bone than the correct answer. I was under the impression that they did not answer correctly to those questions due to unclear meaning of vocabulary and the name of the bones. Moreover, I consider they did not take notes and activities from the previous class and I did not ask for as well.

This means that I need to make sure that students comprehended the information or vocabulary used, otherwise this issue will continue and the student's answers are going to be incorrect. In order to achieve this, I can ask to students some key questions about the information and vocabulary, this would help me to identify what they are not understanding if they are not eager to ask by themselves

I could observe that during the sessions, students were not comprehending completely the activities and what was expected from them to do. Some of the answers provided during asynchronous session did not have any relation to the

questions of the activities, and, during synchronic class, students were not understanding what they have to do. First, the issue that students did not comprehend the activities means that the instructions I created were not clear enough. An effective instruction needs to be short and conscious (Harmer, 2007, p. 37).

In addition, include example of how to answer the activity, in case my instructions were not clear enough, exemplification would help to students to clarify and they have a guide and support for their own answers. Moreover, include a word bank in case they do not have an idea what possible answer were.

Secondly, the relation between students' answers and questions from activities, means that I need to explain briefly what they have to do. There was a lack of explanation when the activities were sent, I only limited myself to write instruction and share with students. In further session I need to include a small explanation of the activity with example I order to clarify as much as possible.

I learned that one fundamental part of an activity to be successful was the instruction, as Harmer (2007, p. 37) mentioned "The best activity in the world is a waste of time if the student do not understand what it is they are supposed to do". So, if my instructions were not clear enough to students, the activity was not going to be success and would be "a waste of time" (Harmer, 2007, p. 37).

In addition, if instructions were not enough for students, examples will help and support students to know what is expected from them to do. Moreover, I need to make sure that students comprehended completely what they have to do, what information they will manage and what it is expected they to reach. If I do not

accomplish these aspects, students will find difficult to reach the objective set for the sessions.

In the following week, I planned to make sure I provided clear and conscious instructions and examples. I am under the impression that students were not able to answer correctly the activities, especially during asynchronous session, due to unclear instructions. In addition, must remember to not limit myself to set the instructions the curse book proposes, but to use my own instructions, because these were complicated and students had different understanding them

Another point I have to work on is the explanation and making sure students caught the idea of what they are going to work with. This means, not to assume they already know clearly, but retake previous knowledge or provide a clear explanation of the information they will work with. During this week, there was a lack of explanation of how to create questions using present simple, and this resulted on a difficulty for students to answer an activity.

Considering the main aim of the week, which was to “identify vocabulary associated to skeletal system and use comparatives and superlatives in order to answer questions using simple present”, the level students were able to reach, according to Bloom’s taxonomy, was “remember”, because they were not able to identify correctly vocabulary of skeletal system and they struggled with present simple tense.

3.2 The digestive discourse

3.2.1 How were role plays incorporated in virtual classes to influence communicative competence?

The following week started on March 16th, I provided students material and instructions needed to develop asynchronous session. The objective of that asynchronous session was to “use simple present to describe digestive system elements/parts/organs in a diagram and adverbs of sequence to describe digestive system process”. Regarding my topic of study, the session was focused on developing discourse competence.

On that day, through WhatsApp group where students, parents and head teacher are participants, students received instructions to complete the activities (appendix J). The activities designed for that session consisted of digestive system scheme and students had to point out organs of that system and write the function that organ does. The organs students worked with, were reviewed on previous week session. In addition, students had to use that information and write a paragraph describing the process that body system accomplishes, and use adverbs of sequence in their writings.

The synchronic session took place on March 16th. Students logged in to the videocall Google Meet and the class started. It is important to mention that all the session during the practice period continued with the online modality due to the pandemic (COVID-19). Students logged in to the session previously shared through WhatsApp group. It is important to mention that the material necessary for the session was provided one day before the video call through the WhatsApp group of the class in order for all students were able to have access to the material.

That class (appendix K) started with a sentence displayed on the screen with a word in a different color. Students had to mention if the word was either a verb, noun, adverb of sequence; the correct answer was adverb of sequence. The following activity consisted of a conversation where students had underlined adverbs of sequence. Once some students voluntarily read the dialogue, the subsequent activity was answering some questions about the information from the dialogue read.

After that, students had a text with some words missing, they had to fill the gaps using the adverbs of sequence already provided. This activity was focused on developing the use of those adverbs of sequence. Finally, in the last activity, students had to write a paragraph explaining the process of digestive system including adverbs of sequence. The information to create this text was extracted from asynchronous session scheme.

This paper addresses the use of role plays to develop communicative competence, therefore, Howell (1992, pp. 70-71) proposes some guidelines a role play should include, such as:

“What do I want the student to learn from the role play?” (Howell, 1992, p. 70). The role play incorporated in the class served as an input activity, where students could be exposed to the target information they had to acquire, for that session, adverbs of sequence, as context, digestive system process. In addition, Aprendizajes clave mentions that students need to “learn English using English in real communicative interactions or close to the reality” (SEP, 2017, p. 170). In this way, using a role play students could be exposed to the language, placed in a real situation or close to the reality, and started identifying the language focus they had to develop.

The following point, according Howell (1992, pp. 70-71) was “How will the role play fit into the preceding and following parts of the lecture or sessions?”. The idea of role play as an input was students began to identify the adverb of sequence they worked with. Moreover, the use of the role plays as an input served to contextualize students about the use of language, in other words, they could observe the language in a real communicative situation.

“Assign students roles and role play groups” (Howell, 1992, p. 70) is the next point. Once the role play was presented to the class, two volunteers participated selecting a role and then proceeded to read the dialogues. The purpose of having two students read the dialogue was to expose them to the information within the dialogue and they were placed in a situation given, in this way, they could start practicing.

Subsequently, the incoming point Howell (1992, p. 71) mentions is to “make sure all students know what they have to do”. To develop this point, I asked to students to choose a character, after that, I asked them to read the dialogue of the character selected. To do that, I explained the instruction in English, however, when they did not understand I proceeded to explain in L1. According to Swain & Lapkin (2000, p. 251) “the development and maintenance of the L1 supports the development of the second language”. In this way, the use of L1 helped to make students understand better the instructions given.

The use of L1 (Spanish) during the class was due to I did not receive a response for the instructions when I gave them in L2 (English) so, I decided to explain in L1 in order to students were able to comprehend what was expected from them to do and avoid misunderstandings. In addition, as Swain & Lapkin (2000, p. 251) mentions, the use of L1 supports to students to understand the use of L2.

The final point is to “allow feedback on the outcome of the role play” (Howell, 1992, p. 71). Once students concluded reading the dialogue, I read the dialogue again, and students were asked to pay attention to the pronunciation in order the identified their errors and realize what was the correct pronunciation for the words, I made special emphasis on the words mispronounced, so students could detect their errors. According to Lyster & Ranta (1997, pp. 46-48), the type of feedback provided for this activity was repetition, which consisted of teacher’s repetition of the students’ erroneus utterances.

Before the week began, one of my main concerns was students found difficult to manage adverbs of sequence. Despite they were able to manage those adverbs, my main concern was that they struggled using adverbs and present simple. However, I consider students could understand the use of adverbs of sequence due to the complementary video because the evidences demonstrate that students use of sequencers was correct (appendix L). In addition, students could retake previous knowledge about this topic due to they worked with sequences in previous practice periods.

Another concern I had was that they could get confused by the use of adverbs of sequence in a writing; in other words, they would not know how to incorporate sequencers in a paragraph. In order to attend this issue, I provide an example of how to incorporate sequencers in a text besides my instructions. I consider this strategy helped to clarify the use of sequencers due to students were able to use them correctly.

3.2.2 How did role play influence students’ communicative competence?

Based on the results of the productions stage activity, the goal of the class was accomplished (appendix L). The main aim of the week was to “use simple present and adverbs of sequence to describe digestive system process”. This way, students were able to retake information from previous session, notes about the function each organ does, and incorporate adverbs of sequence to write a paragraph describing the process of that body system.

The two aspects considered for developing the activity were the description of the function each organ does and the incorporation of sequencers in order to create a paragraph explaining the digestive system process. 12 out of 14 students that handed in the activity incorporated sequencers in their writings, and 9 out of 14 students added the function of the organ (appendix M). However, there were some students that incorporated the function and adverbs of sequence but they did not add the organ for the functions they wrote.

Therefore, the goal of the session was accomplished due to most of the students that handed in the activity were able to incorporate adverbs of sequence in their writings to link the sentences. Taking into consideration the goal of the session, that was that “students used present simple and adverbs of sequence to describe digestive system process” and the results obtained, the goal was accomplished.

Over the course of asynchronous session, evidences indicated that students were able to extract useful information from previous weeks and they began using adverbs of sequence in prose form (appendix N). 10 out of 14 students that handed in the activity, recovered information from previous sessions, and 8 out of 14 students were able to incorporate adverbs of sequence in their writings.

The activity consisted of write the digestive system process in prose form taking into consideration the information previously added to a chart about digestive system. First, students pointed out and wrote the function each organ accomplished in the diagram, after that, they used that information to create a prose explaining the digestive system process, here is when they included the adverbs of sequence to link each phrase in order to create a paragraph (appendix N).

Throughout the synchronic session, learners did not have issues regarding the use of adverbs of sequence. They were able to write the process of digestive system taking into count the three competencies we have worked on. Their writings were grammatically correct, the first competence this paper addresses. Grammatical competence refers to “produce well-formed words and sentences” (Alptekin, 2002, p. 57).

Moreover, students’ paragraphs made use of vocabulary appropriated to the context, in other words, they developed sociolinguistic competence (appendix L). This competence refers to the correct use of language in context, appropriate application of vocabulary, register and style according to Alpekin (2002, p. 58). Finally, learners’ activities made use of adverbs of sequence in order to link sentences. This issue refers to the development of discourse competence, which refers to “the connection of a series of sentences or utterances to form a meaningful whole” (Alptekin, 2002, p. 58) (appendix M).

In respect of role play, students did not have any use regarding the meaning of the role play, the comprehended due to the dialogue was about a visit to the doctor, so the doctor assigned some steps to follow in order to patient recovered. After the dialogue was exposed and read by some volunteers, students had to answer some

questions. They did not struggle answering the questions due to they followed the steps mentioned in the dialogue (appendix O).

I consider they answer correctly due to the complementary video I created which explained what adverbs of sequence were and how they are used, thus, they understood that adverbs of sequence delimit the order in which events occurred. In this way, the answers were correct because they observed the order of the steps in the dialogue.

Observing the development of the class, students were able to manage the use of sequencers due to they were introduced during asynchronous session. The complementary video I created, supported greatly to students on the use of those adverbs. In addition, that helped them to re-take previous knowledge about the topic because of students worked on this topic before in previous practice periods.

Moreover, students were able to incorporate all the competencies we worked throughout the practice period in their writings. I continued working with grammatical competences during sociolinguistic competence week. In the same way, I worked with grammatical and sociolinguistic competences during discourse competence.

In respect to role play incorporating to the class, the success of the role play is derived by the dialogue which was placed in a situation close to the reality for all students, as was a visit to the doctor and getting a prescription with instructions. In addition, the use of common and easy-understanding words for them supported the comprehension of the idea of the dialogue. Moreover, highlighting the adverbs of sequence impulse the understanding of how to use adverbs of sequence in a communicative situation

I learned that incorporating the use of competencies seen before helped to students to reinforce all the knowledge acquired and improved. For instance, during the first week, students struggled with the use of present simple, thus, throughout second week, they began using the second competence which was sociolinguistic, but they continued working on present simple grammar. In the same way with the current week; students kept working on grammatical and sociolinguistic while they managed discourse competence.

For the current week, the activities applied were designed looking for continuing developing the competencies seen before. In order to develop grammatical competence, students had to point out the organ and write the function using present simple in a diagram. Regarding sociolinguistic competence, students were asked for including words that were used on that specific contexts, such as “pharynx”, “bolus”, “secretions” etcetera. Finally, to develop discourse competence, students had to incorporate adverbs of sequence in order to link sentences.

Moreover, I learned that asking to students to share their answers or exercises helped for the rest of the class to identify some errors they had. Also, the student who shared received an immediate feedback about the information presented, that dynamic opened a space for other students to ask doubts regarding some special issues they did not comprehend about the class, however, they did not make any question. I was under the impression that they were afraid to participate or make a mistake in front of the group.

Additionally, using common and easy-understanding words for students helped them to acquire the idea of the dialogue, to expose them to the use of English in a real communicative situation close to their reality and they start identifying the correct grammatical use during the development of the role play.

In my next week, I continued working in the same way as I did this week. Integrating competencies seen in previous weeks into the current week, especially due to the following week, all the competencies could be reviewed. This review was to retake previous knowledge, reinforce them and students hope would be able to create their final project. That final project was a role play where students should develop grammatical, sociolinguistic and discourse competence by the role play they created, this include the script where they got support from and were aware of including all aspects set for the role play.

In addition, maintain the format used for the role play as an input, highlighting and using friendly words to students, so they can absorb the information presented in the role play and they use the input as a guide where they are asked to use the data extracted from the dialogue in a real communicative situation. This issue attends the pedagogical approach that Aprendizajes Clave points out which is “learn English using English in real communicative interactions or close to reality” (SEP, 2017, p. 170).

For that week, the main aim was to “use simple present and adverbs of sequence to describe digestive system process”, that means that they had to incorporate sequencers in order to link ideas. In respect of Bloom’s taxonomy, the level the reached was “apply” because of they could include those adverbs of sequence and transform a list into a paragraph.

3.3 Lights, camera, action.

3.3.1 How were role plays incorporated in virtual classes to influence communicative competence?

The following week started on March 22th, students logged in to the videocall Google Meet for synchronic session. The objective of that synchronic session was to “use simple present, adverbs of sequence and recycle previous material to create a role play”. In other words, the main aim of that session was making a review in order to help students to reinforce knowledge acquired and so they could use it in their role play.

One day before that synchronic session, students received the material necessary to develop the class (appendix P) through WhatsApp group where students, parents and head teacher are participants. The methodology implemented throughout all practice period was Presentation, Practice and Production, however, to develop that review Task Based Learning approach (appendix Q) was implemented.

The class started by playing a kahoot game, students watched some words and they had to organize questions in a grammatical correct order. The next activity consisted of two columns, where students had to match one to the next. Matching both columns, the could form sentences that explained the stages of digestive system process. Once they matched, students listed in sequential order to the stages of the digestive system. This listing was a support for the following activity. Finally, students had to write the complete digestive system process in prose form and adding adverbs of sequence to their writings.

The class concluded with a section of questions and answers regarding the final product. I created a complementary video explaining all features the final product had to include, which were that the role play had to be included simple present tense, the use of adverbs of sequence. In addition, the context they had to place their role play was either a biology class, or a doctor’s office. All those characteristics were

designed in order to evaluate their performance for each one of the competencies taught in previous weeks.

One of my main concerns about the final project was that students found it difficult to create a role play due to the pandemic. In order to attend this issue, I asked to students to choose a format to create their role play, either an audio or a video. The idea of let students choose was to avoid face to face interaction due to the current health situation. However, the learners were able to find a way to create their final project without any kind of face to face interaction.

In respect of the synchronic session, I had the impression that students were feeling comfortable with the activities designed because those tasks were designed using information they had already checked before during the practice period, both asynchronous sessions and synchronic classes. This way, as in the review class, they retook previous information and activities in order to complete the activities.

Now, observing the development of the class, students' activities and the development of the role plays, I consider it was beneficial to hold a review class before students began to creating their role play, because they went over to retake previous knowledge learned and use them into the role play for better performance.

The main aim of this week was to "use simple present, adverbs of sequence and recycle previous material to create a role play", therefore, this week was focused on making a review of previous material that students could use for creating their role play. In addition, the class of the week was to review and reinforce the knowledge of students through the practice period.

Students evidences displayed that they had some issues answering the third exercise, which consisted of writing a paragraph including adverbs of sequence. 33.3% of students that handed in the assignment had some issues with the use of adverbs of sequence, such as medium use of them, they did not place those adverbs in grammatically correct order or they did not make any use of them. This means, students were not able to comprehend correctly the use of sequencers.

One possible reason of the lack comprehension was I did nor provide enough practice of the use of sequencers despite all the activities that implied the incorporation of adverbs of sequences to link sentences, that was not enough for them. Another possible reason was that they did not solve their questions due to they were afraid of making a question in front of the group and make a mistake.

For this week, students were asked to create a role play as a final project. In this role play, students had to retake all information and knowledge acquired throughout the sessions and use it into the role play. Using a rubric (appendix R), students' performance was evaluated. That rubric was extracted and adapted from Encalada's (2018, pp. 59-60) rubric proposal for assessing role plays.

The rubric was adapted to evaluate as well as the performance of the role play, as each one of the competencies taught. It was divided into several aspects that involved communicative competencies and role play performance. Color blue section represented the aspect related to grammatical competence, such as grammar, fluency, pronunciation and vocabulary. Red color was about sociolinguist competence which involved style and vocabulary.

Regarding color green, connectors used throughout the role play represented the evaluation for discourse competence. Finally, using purple, the performance of the role play was evaluated with aspects as creativity and confidence. All these aspects were extracted from Encalada (2018, pp. 59-60) rubric proposal for assessing role plays and adapted to fit to communicative competence and role play performance.

The results gotten from role play performances displayed that the competence developed the most was sociolinguistic competence with a 94.1% of proficiency. The second competence developed the most was grammatical competence with an 83.3% of proficiency and finally discourse competence with a 68.3% of proficiency (appendix S). Those results mean that the activity was challenging enough for them, however, they struggled for that final project because I did not provide examples enough about role play, I only limited myself to provide the features that final product had to include.

In addition, the final project creating was on students own. It was designed to learners incorporated all they learned through the development of the practice period, so, the results display what they could achieve and other opportunity areas they had. Moreover, not the straightness and opportunity areas of students, but the areas I have to improve my teaching and what I need to do in order they can increase those percentages.

3.3.2 How did role plays influence communicative competence?

In respect of the activities of the class, I consider that all the students who were not able to answer correctly the third exercise was because of they did not solve all their doubts even when they were asked to do so on synchronic sessions. Another angle of that issue could have been that they did not had enough practice with

adverbs of sequence. The evidence displays that majority of students could manage properly, however, that percentage could have struggled using sequencers or they did not comprehended instructions of the activity and there was no question by them to clarify.

Regarding the final project, the competence which they did not have a high proficiency was discourse competence, same as in the synchronic class activity. Students presented the same errors as review class, they did not include adverbs of sequence, or they did include but those were either incorrectly implemented or just some were added, were not present in all the role play.

The main reason I considered this issue occurred was that students were able to incorporate sequencers last week because they were under my guidance, so, when they had to do it on their own, as was in the final project and that session, they struggled to do it. They were not able to incorporate them on their own. In addition, that issue means that they were not actually learning because, by themselves, they could not complete favorably the activity.

That situation, as I mentioned before, could have been because they did not solve their doubts. Throughout the session of the week, I had the perception that they were shy to ask their doubts, participate and/or even make a mistake, except for few students who are always eager to participate. Through synchronic session of the week I made an error during one of the activities, which consisted of provide an incorrect answer during Kahoot! activity. That error was showing students that even the teacher could make a mistake and making mistakes leads to learning because it is a natural part of the learning process.

That strategy was applied taking into count what Swartz (1976, p. 249) mentions “it seems reasonable to try to find something good about the mistakes people are like to make; we can try to be optimistic about our mistakes”. Translating it to this paper context, that means that a mistake opens a gap for extend the learning, not exclusively for students, but also teacher. Moreover, making mistakes does not mean that incorrect, but it is an opportunity to increase the knowledge of the topic.

Having a review class before students began creating their final project was beneficial to rescue previous knowledge acquired, having extra practice, and solve as many doubts as possible. In addition, this review class supported students’ final project by recycling material seen previously. That material was easier for students to manage and incorporate in a message exchange as it was a conversation.

Moreover, I conclude that working a competence per week was a factor that influenced to the performance and proficiency achieved by students on their role plays. If the sequences had been planned trying to develop all competencies simultaneously, students might not have comprehended the information. The idea was to develop one competence per week in order to have clear all the possible misunderstandings and achieve the development of the competence.

One of the opportunity areas I have to work on is to provide enough practice exercises. As was mentioned, students struggled with the use of adverbs of sequence, both in the synchronic session and developing the role play. This issue could be due to they did not practice enough using sequencers. In this way, I would assign follow-up activities, as a homework, using webpages for students practice more the topic to improve.

Regarding the final project, I would include, in the question and answer section, an example of a role play, specially under the context we are living due to the pandemic. That example would have been beneficial to clarify as many questions as possible in respect of how to create a role play, and what is a role play. I consider I could have gone deeper on explaining general characteristics of a role play, examples, and technological ideas to create that role play.

The objective for that week where student had to create their final project, a role play, was to “use simple present, adverbs of sequence and recycle previous material to create a role play”, in other words, they had to use all the information seen throughout the practice period in order to create their role play. The Bloom’s taxonomy reached by students was “apply” because they were able to use that information to create their role play in a context as close as possible to the reality.

IV. CONCLUSION

The academic objective of this pedagogical essay was for students to be able to develop communicative competence through the use of role plays. This topic was selected taking into consideration the pedagogical approach from Aprendizajes Clave (SEP, 2017, p. 170) which was “learning English using English in real communicative interactions or close to reality”. In other words, it is placing students in situations as close to their reality so they can communicate with others.

As the approach mentions, students need to be placed in a situation, and role play was the activity that fit the most. That means, using a role play, students can be placed in any situation possible and, at the same time, those situations can be as their immediate context. However, despite students can be placed in a situation as close to their reality, it is important for them to know how to communicate, and that was the reason that this paper addressed the development of communicative competence.

Communicative competence involves four competencies which are grammatical, sociolinguistic, discourse and strategic. This way, in order to consider a competent speaker, he should be able to include all competencies so he can be capable of express himself in any situation can be immersed in. Therefore, the activities applied were looking for increasing students’ communicative competence.

One of the biggest challenges I faced during the application of the activities was that, due to the pandemic derived by COVID-19, the classroom turned in to virtual. Consequently, the way I incorporated role plays in my sessions were online, as all the session. I created the role play considering the aspects I wanted to introduce students to, in other words, I used the role play as input. That allowed me let students discover what grammar, vocabulary or language focus was going to be used in the class.

Besides, the use of role plays as input, allowed me to expose to students to real communicative situations where they could discover how the language is used in context. In addition, it helped to familiarize students with the role plays, so, when were asked to do one on their own, they had a notion of role plays and what was expected from them.

As I mentioned, students created a role play on their own as final product. The results obtained from the final evidence, indicated that the use of my role plays as input influenced more in some competencies that others. For instance, one of the competences with a high level of proficiency was grammatical, that means that they could create their script with a minimum of grammatical errors. However, it was not the same for discourse competence.

Discourse competence had the lowest proficiency level of all the competencies seen during the practice period. However, during the class, when the role play was applied they had favorable results, but when they had to include to their role play, the results were low. I do not consider that the role play was a factor that influenced the result in the role play, but the guidance of the teacher.

In other words, when students were under my guidance, they achieved the objectives of the class, which means a high level of proficiency, but, when they were asked to do it on their own, they were not capable in contrast to the class. That means that they were not completely competent, because they could not do it by themselves.

In general, I conclude that the use of role plays as input, influenced to student's communicative competence, because it was used to introduce students to the target

language items so they could begin to discover the language focus and use. According to Criado (2013, p. 99) the material in this phase contains all the targeted linguistic items. Thus, this presentation can take a deductive and inductive mode.

However, not only the input stage influenced to the development of the communicate competence, but also the activities applied. The methodology used throughout the application of didactic sequence was Presentation Practice and Production, this way, each one of the stages contributed to the development of the competencies. That means, presentation for introducing students to the target language items trough the role plays, practice stage to manipulate and practice the use of the language, and production to apply and demonstrate the level of achievement reached.

Throughout the application of the didactic sequence, it was impossible not to reflect on the time set for developing a lesson plan focused on communicative competence. It was enough time to teach one competence per week, so I designed my planning covering the main aspects of each competence, and not going deeper for all features. In addition, working longer on each competence, would have let students to have more practice, as guided by teacher, as on their own so they can increase their proficiency level results.

Regarding the role play, it was impossible not to have in mind that due to the pandemic and the online classroom, everything turned difficult, and, of course, the interaction between students changed. The use of technologies could have been difficult for some students and for others not. I consider that students would have enjoyed more the creation and performing a role play, as they were in a theater, with spectators and a stage, in other words, in person.

As was mentioned, the use of role plays allowed to set students in any context possible so they could practice for the social language practices typical of 21st century societies (SEP, 2017, p. 170). Purpura (2013, p. 14) proposes several tasks focused on the performance. However, not all allow to place the students in situations close to the reality. For instance, an interview set you in only one context, despite the information or questions provided.

Having mentioned that, I developed the following possible research questions which could be used as a guidance for a future research, based on all the factors that involved this paper:

- ✓ What would the results be if I had worked longer on each competence?
- ✓ What would be the group performance if the interaction was face to face?
- ✓ What other tasks can be used in order to set the students in context as close to the reality, and to develop communicative competence?

The creation of this pedagogical essay, allowed me to reflect on the benefits of getting out of my comfort zone. Throughout my professional practices in previous years, I personally never considered a role play as an activity to develop in the classroom, however, the creation of this paper allowed me to start experimenting some other strategies and the results obtained from that. Moreover, this paper let me increase my planning skills due to I had to be aware of designing activities that let students to reach the objective of this investigation.

I learned that being communicative competent is an important issue learning a foreign language and actually, each one of the competencies are linked to each other and are like steps. The first step is grammar, you need to know how to say something

correctly; stage number two is the context, what words are you going to use and, retaking grammar step, what is the correct order for those words that gives a meaning.

Step three is linking those sentences in order to create a meaningful whole, considering the appropriate words for the context and the grammar necessary. Finally, step four, which is how to leave the communication channel open. In order to reach the following step, you need to master the previous step before. It is important to manage each step correctly before going to the following one because you may have difficulties, as I said, each competence is linked to each other, and being competent involves mastering all competencies.

I cannot consider my students are completely competent, the results displayed that they have to keep working on several aspects in order to improve. In addition, this investigation was only focused on only one grammar, context, vocabulary and more, however, to be completely competent, they need to master more context, more vocabulary, grammar and strategies to keep communicating, and, in order to master those points, it is necessary more time.

I will personally keep working on developing communicative competence in my future classrooms, however, not all time through the use of role plays. I would like to experiment with other tasks that let students perform what the learned and how they can communicate in different scenarios. In addition, I personally consider the objective of learning a foreign language, besides learning the culture, traditions and more, is communicate, so this paper will let me continue working on develop communicative competence so my students can be competent.

V. REFERENCES

Alptekin, C. (2002). Towards intercultural communicative competence in ELT. In O. U. Press, *ELT Journal Volume 56* (pp. 57-64). Oxford: Oxford University Press.

Boggs, J. G., Mickel, A. E., & Holtom, B. C. (2007). Experiential learning through interactive drama: An alternative to student role plays. *Journal of Management Education*, 832-858.

Cambridge University Press. (2018). *Cambridge Assessment English.* Retrieved from Cambridge Assessment English: http://cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf

Canale, M., & Swain, M. (1980). *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing.* Ontario: The Ontario Institute for Studies in Education.

Celce-Murcia, M. (2007). Rethinking the Role of Communicative Competence in Language Teaching. In E. Alcón Soler, & M. P. Safont Jordà, *Intercultural Language Use and Language Learning* (pp. 41-58). Spain: Springer.

Celce-Murcia, M. (2007). Rethinking the Role of Communicative Competence in Language Teaching. In E. Alcón Soler, & M. P. Safont Jordà, *Intercultural Language Use and Language Learning* (pp. 41-57). Spain: Springer.

Celce-Murcia, M., Dörney, Z., & Thurrell, S. (1995). *Communicative Competence: A Pedagogically Motivated Model with Content Specifications.* Budapest: Eötvös University.

Chan, C. (2009). *Assessment: Role Play.* Retrieved from Assessment Resource Centre: https://ar.cetl.hku.hk/am_rp.htm

Coperías Aguilar, M. J. (2007). Dealing with Intercultural Communicative Competence in the Foreign Language Classroom. In E. Alcón Soler, & M. P. Safont Jordà, *Intercultural Language Use and Language Learning* (pp. 59-78). Spain: Springer.

Council of Europe. (n.d.). *Council of Europe*. Retrieved from Council of Europe: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

Criado, R. (2013). A Critical review of the Presentation-Practice-Production Model (PPP) in a Foreign Language Teaching. In R. Monroy Casas, *Homenaje a Francisco Gutiérrez Díez* (pp. 97-115). Región de Murcia: Universidad de Murcia.

Cyluk, A. (2013). Discourse completion task: reliability in research projects on speech acts. *ANGLICA-An International Journal of English Studies*, 101-112.

Dörnyei, Z., & Thurrell, S. (1991). Strategic competence and how to teach it. *ELT journal*, 16-23.

Encalada, M. R. (2018). Role-plays as an assessment tool in English as a foreign language (EFL) class. In S. T. Soto, E. I. Palacios, & J. V. Holguín, *Beyon paper-and-pencil test: good assessment practices for EFl classses* (pp. 49-73). Machala: UTMACH.

Google. (2020, December 28th). *Google Maps*. Retrieved from Google Maps: https://goo.gl/maps/GfUoGVRLt6zKLUsy9

Habermas, J. (1970). Towards a theory of communicative competence. *Inquiry: An Interdisciplinary Journal of Philosophy*, 360-375.

Harmer, J. (2007). *How to Teach English.* Essex: Pearson Education Limited.

Howell, J. (1992). Using role play as a teaching method. *Teaching Public Administration*, 69-75.

Husebø, S. E., O'Regan, S., & Nestel, D. (2015). Reflective Practice and Its Role in Simulation. *Clinical Simulation in Nursing*, 368-375.

Jones, K. (1982). *Simulations in language teaching.* Cambridge: Cambridge University Press.

Keenan, E. O. (1974). Conversational competence in children. *Journal of child language*, 163-183.

Krebt, M. D. (2017). The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students. *Journal of Language Teaching and Research*, 863-870.

Lee, J. S., & McChesney, B. (2000). Discourse rating tasks: a teaching tool for developing sociocultural competence. *ELT journal*, 161-168.

Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms. *Studies in Second Language Acquisition*, 37-66.

Maftoon, P., & Sarem, S. N. (2015). *A critical look at the presentation, practice, production (ppp) approach: challenges and promises for ELT.* Iraq: BRAIN. Broad Research in Artificial Intelligence and Neuroscience.

Mizne, C. A. (1997). *Teaching Sociolinguistic Competence in the ESL Classroom.* Tennessee: The University of Tennessee Knoxville.

Purpura, J. E. (2013). Assessing Grammar. In A. J. Kunnan, *The Companion to Language Assessment. Volume 1* (pp. 100-124). New York: John Wiley & Sons Inc.

Richards, J. C. (1985). Conversational Competence through Role Play Activities. *RELC journal*, 82-91.

Richards, J. C. (2006). *Communicative Language Teaching Today.* Cambridge: Cambridge University Press.

Scrivener, J. (2005). *Learning Teaching.* Oxford: MacMillan.

SEP. (2000). *Programa para la Transformación y el Fortalecimiento Académicos de las Escuelas Normales.* México: SEP.

SEP. (2004). *Orientaciones Académicas para la Elaboración del Documento Recepcional.* México: SEP.

SEP. (2004). *Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I y II .* Mexico: SEP.

SEP. (2017). *Aprendizajes Clave.* Ciudad de México: Secretaría de Educación Pública.

Swain, M., & Lapkin, S. (2000). Task-based second language learning: the uses of the first language. *Language Teaching Research*, 251-274.

Swartz, R. M. (1976). Mistakes as an Important Part o the Learning Process. *The High School Journal*, 246-257.

Tenorio Elias, A. (2018). *Incorporating Stimulus Material in an EFL Multi-sensory 2nd Grade Class of Middle school.* San Luis Potosí: Benemerita y Centenaria Escuela Normal del Estado.

Tompkins, P. K. (1998). Role Playing/Simulation. *The Internet TESL Journal*.

Ur, P. (1991). *A Course in Language Teaching.* Cambridge: Cambridge University Press.

Vazquez Mendoza, A. V. (2020). *The use of a Project to promote Speaking Skills in a Foreign Language (ELF) class, with third secondary grade.* San Luis Potosí: Benemerita y Centenaria Escuela Normal del Estado.

VI. APPENDICES

APPENDIX A

LOCATION OF THE SCHOOL

Source: Google. (s.f.). [Location map of Escuela Secundaria General Dionisio Zavala Almendarez]. Retrieved December 28th, 2020 from: https://goo.gl/maps/GfUoGVRLt6zKLUsy9

APPENDIX B

Survey applied

- **Conociéndote**
  - ✓ ¿Cuál es tu tipo de música favorita?
  - ✓ ¿Cuál actividad te gusta más hacer?
  - ✓ Menciona tu artista, deportista, serie, Youtuber etc. favorita/o según tu respuesta anterior
  - ✓ ¿Qué tipo de películas te gustan más?
  - ✓ Menciona tu serie/película favorita
- **¿Qué piensas de…?**
  - ✓ ¿Te gusta la materia de inglés? ¿Por que?
  - ✓ ¿Consideras que inglés es útil?
  - ✓ ¿Consideras que inglés es difícil para ti?
  - ✓ ¿Te pones nervioso cuando te piden participar o dar una respuesta en inglés?
  - ✓ ¿Eres capaz de resolver lo que se te pide por ti mismo?
- **Conectividad**
  - ✓ ¿Cómo te conectas a internet?
  - ✓ Si usas WI-Fi ¿Cómo es la conectividad de internet? - Si usas Datos, ¿Qué tipo de plan tienes?
  - ✓ ¿Cuál dispositivo tecnológico utilizas para tus actividades académicas? Puedes seleccionar más de una
  - ✓ ¿Con cuántas personas compartes el dispositivo tecnológico que usas para cumplir con tus compromisos académicos?
  - ✓ ¿Tienes la posibilidad de atender clases por video llamada?

Link to survey as students answered: https://forms.gle/dZPWdyAWs79YX1h56

APPENDIX C

Diagnosis Exam

- **Listening section**
  - ✓ What is the name of the zoo? Jungle .....
  - ✓ How many different animals are at the zoo?
  - ✓ What is the animal you can give food to?
  - ✓ Where is the zoo store to buy animal food? Next to .....
  - ✓ What is the food on the train? ..... and lemonade
  - ✓ What is the favorite hobby of Mrs. Castle's son?
  - ✓ What is the favorite hobby of Mrs. Castle's son?
  - ✓ What is the favorite hobby of Mrs. Castle's uncle?
  - ✓ What is the favorite hobby of Mrs. Castle's brother?
  - ✓ What is the favorite hobby of Mrs. Castle's cousin?
  - ✓ Who is Vicky's piano teacher?
  - ✓ What clothes does Nick want to wear at school today?
  - ✓ Where did Peter find the shell?
  - ✓ What is Daisy doing now?
  - ✓ What sport did Anna get a cup for?

- **Reading and Writing section**
  - ✓ This person helps people who aren't well in hospital.
  - ✓ Some people put milk or lemon in this drink
  - ✓ There are lots of cars, buses and people in this busy place
  - ✓ You can put cheese or meat between bread to make this.
  - ✓ This is part of a farm where you often see vegetable plants
  - ✓ Paul: Did you see the film about pirates? Daisy
  - ✓ Paul: Which was your favorite pirate in the film? Daisy
  - ✓ Paul: Was he the one with long, curly hair? Daisy
  - ✓ Paul: I like films which are funny. Daisy

- ✓ Paul: How about going to see ‘Treasure Train’ at the cinema? That’s very funny. Daisy
- ✓ Paul: Let’s ask Fred to go with us. Daisy
- ✓ Dolphins are part of the whale family. They are smaller ..... most whales and they have small teeth
- ✓ Dolphins are very clever animals. They learn things very ..... and a dolphin can make noises to ‘talk’ to another dolphin
- ✓ Dolphins live with their families. They like to play in the water and to jump..... of the water and back in again
- ✓ A lot of people ..... sail boats say that dolphins like to be near people.
- ✓ They come very near to boats and sometimes they ..... with the boats for days

Link to survey as students answered: https://forms.gle/QFygBjoJmkPnWYmSA

APPENDIX D

Role play Evaluation Rubric proposed by Encalada (2018, pp. 59-60)

Description	5	10	15	20
Vocabulary	Insufficient vocabulary knowledge	Some vocabulary knowledge	Enough vocabulary knowledge.	Plenty vocabulary knowledge.
Control of grammar	Poor use of the grammar structure.	Some errors are shown in the use of grammatical structures.	Few errors are shown in the use of grammatical structures.	Proper management of grammatical structures.
Fluency	Most of the times the student hesitates when trying to speak the target language.	Some hesitation is evidenced while the student speaks the target language.	Few times the student hesitates while speaking.	The student speaks the target language fluently
Confidence	The student demonstrates fear to speak.	Several times the student demonstrates fear to speak.	Although at times, the student demonstrates some fear to speak, he/she can communicate reasonably well.	The student is entirely self-confident of what he/she is saying.
Motivation	The student is not motivated by the activity since he does not show any creativity, innovation, and dynamic body language while participating	There is some evidence that the student is motivated. Once in a while, the student is creative, innovative and uses some dominant body language.	The student tries to be motivated regardless of the difficult task. He uses some creativity, innovation, and dominant body language while participating in the conversational activity.	The student is e n t h u s i a s t i c about the activity. He/she is sufficiently creative, innovative, and uses dynamic body language.
Pronunciation	Unclear pronunciation of words.	Some words are intelligibly pronounced.	Most of the words are intelligibly pronounced	Words are intelligibly pronounced.

Appendix E

Lesson plan Week 1 – Asynchronous session

Week 1: Asynchronous class

Topic: Human body	**Date:** March 1st – 5th, 2021
Main Aim of the lesson: By the end of the lesson, students should be able to identify vocabulary associated to skeletal system and use comparatives and superlatives in order to answer questions using simple present	
Assumptions: Student have reviewed parts of the body before in other subjects	

Stage	Procedure	Material		Skills	Evaluation and/or assessment		
Presentation	Students are going to read the diagram on page 90, they have to analyze the parts of the skeleton and they have to fill the gaps next to the diagram. Once they have read, they are going to answer questions below the diagram. They have to create notes about the vocabulary they do not understand. This can be useful for next class.	App 1.1	Students book page 90 (exercise 4 & 5)	Reading	Were students able to fill the gaps correctly	Yes	No
					Students were able to answer the questions correctly?	Yes	No
Practice	Students are going to complete a concept map where they have to write fun facts they know about skeletal system. This activity can be complemented with vocabulary seen in presentation stage activity and complementary video provided by teacher	App 1.2	Concept map to complete	Writing	Students used correctly grammar structure (simple present)	Yes	No
Wrap up	Students will receive feedback for the development of their activities through google classroom platform		Google classrooms platform				

Appendix F

Lesson plan Week 1 – Synchronic session

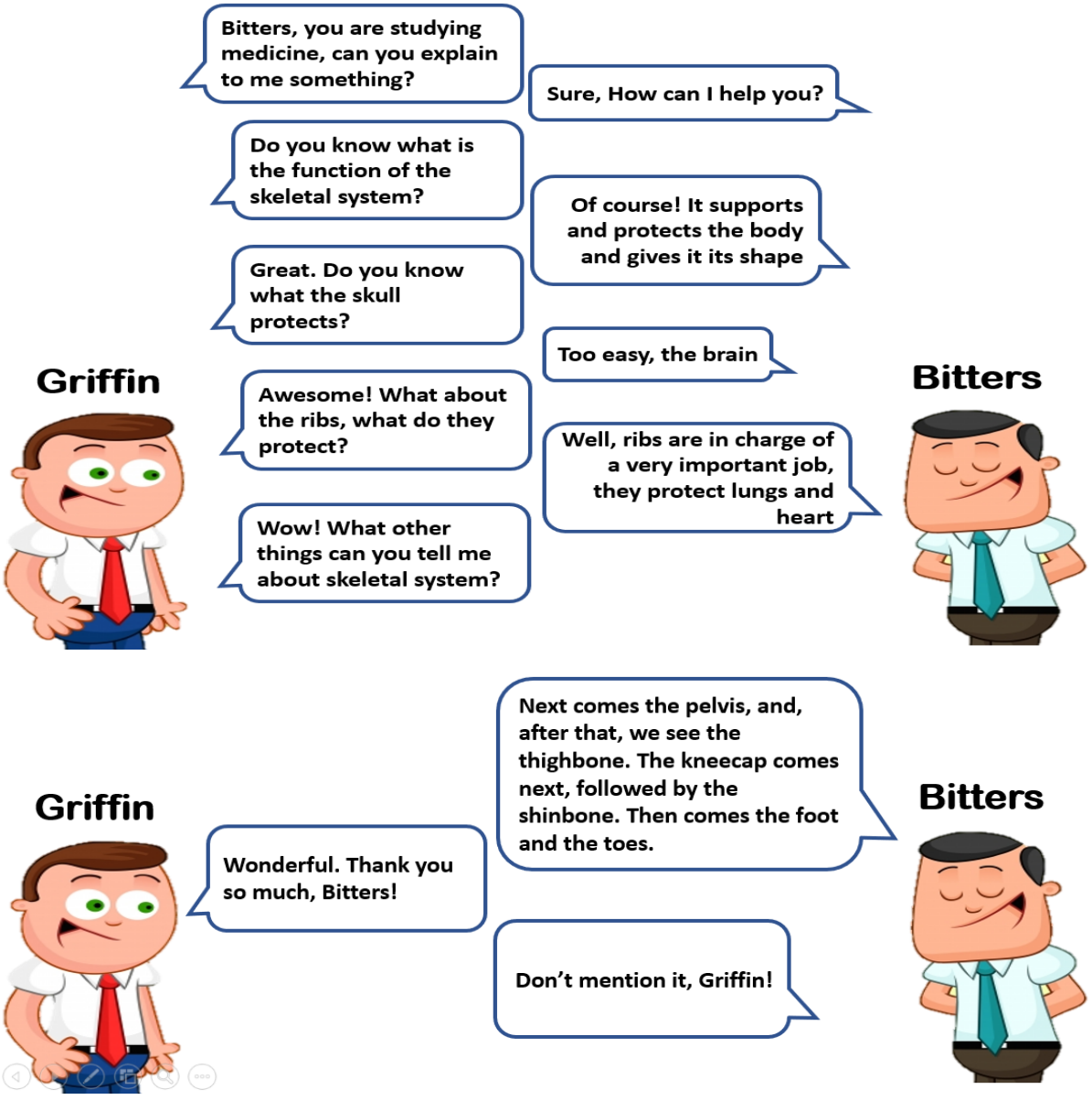
Week 1: Synchronic class

Topic: Human body	**Date:** March 1st – 5th, 2021
Main Aim of the lesson: By the end of the lesson, students should be able to use simple present to create and answer questions about human body	
Assumptions: Student have reviewed parts of the body before in other subjects	

Stage	Procedure	Material		Skills	Evaluation and/or assessment		
Warm up	Start the class with the following detonating questions: "Is my skull on my head?", "Are the ribs on my chest?", "Is the femur on my arm" "Where is my femur?" "What bones are in my arm?"	Detonating questions		speaking			
Presentation	Students are going to read a conversation about skeletal system. In the conversation, they will find some phrases underlined, these phrases include the grammatical structure they have work with. Once they have read, they are going to answer some questions about the conversation.	App 2.1	Conversation about skeletal system	Reading	Students understood the grammatical structure they worked with	Yes	No
		App 2.1.1	Questions about the conversation		Answers to the questions were using simple present?	Yes	No
Practice	Students have to unscramble several words into a question, they can get support from the complementary video about how the structure to use	App 2.2	Words to unscramble	Writing	Questions unscrambled were grammatically correct?	Yes	No
					Provide to students oral feedback in the moment in case of a mistake		
Production	Once students have unscrambled the questions, they are going to answer them. After they have unscrambled questions, they are going to chose a classmate to ask the question, and the students chosen have to answer.	App 2.2	Words to unscramble	Writing	Students were able to answer the questions grammatically correct?	Yes	No
					Provide to student's oral feedback in the moment in case of a mistake		
Wrap up	Retake information seen in class (about grammar) with questions such as "What is the auxiliary in simple present", "When is 3rd person, what do you add to the verb?" Once the class have finished, students will upload the evidences to google classroom platform		Google classrooms platform				

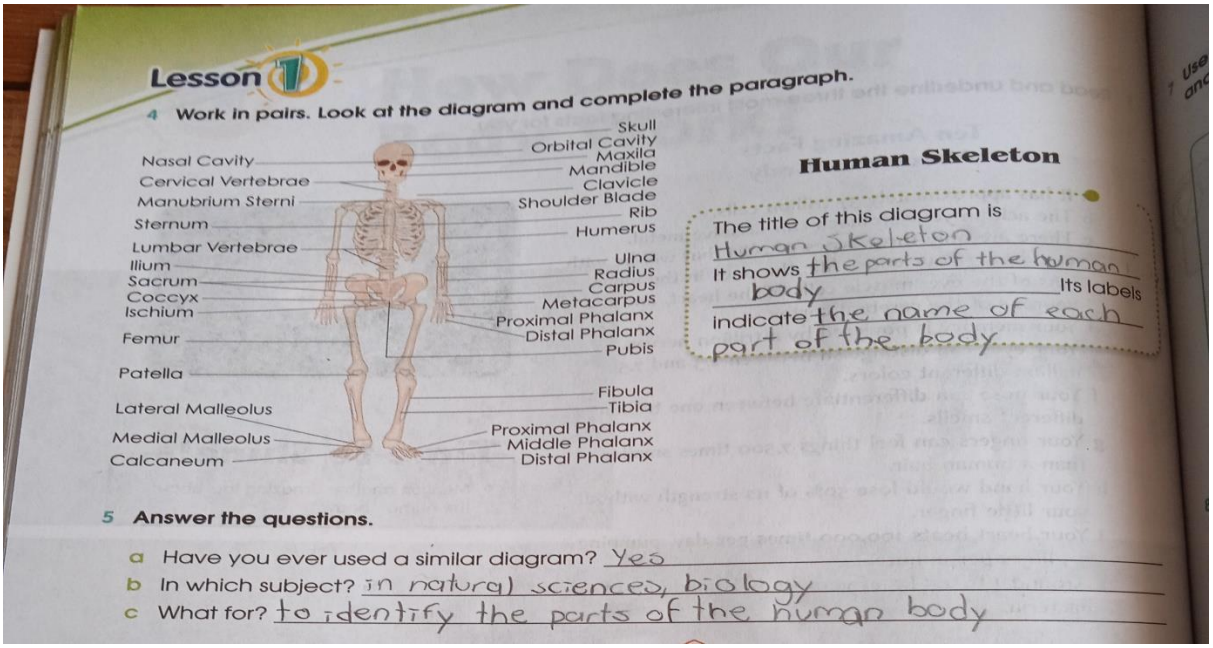
Appendix G

Conversation



Appendix H

Evidence Week 1 – Synchronic class



Lesson 1

4 Work in pairs. Look at the diagram and complete the paragraph.

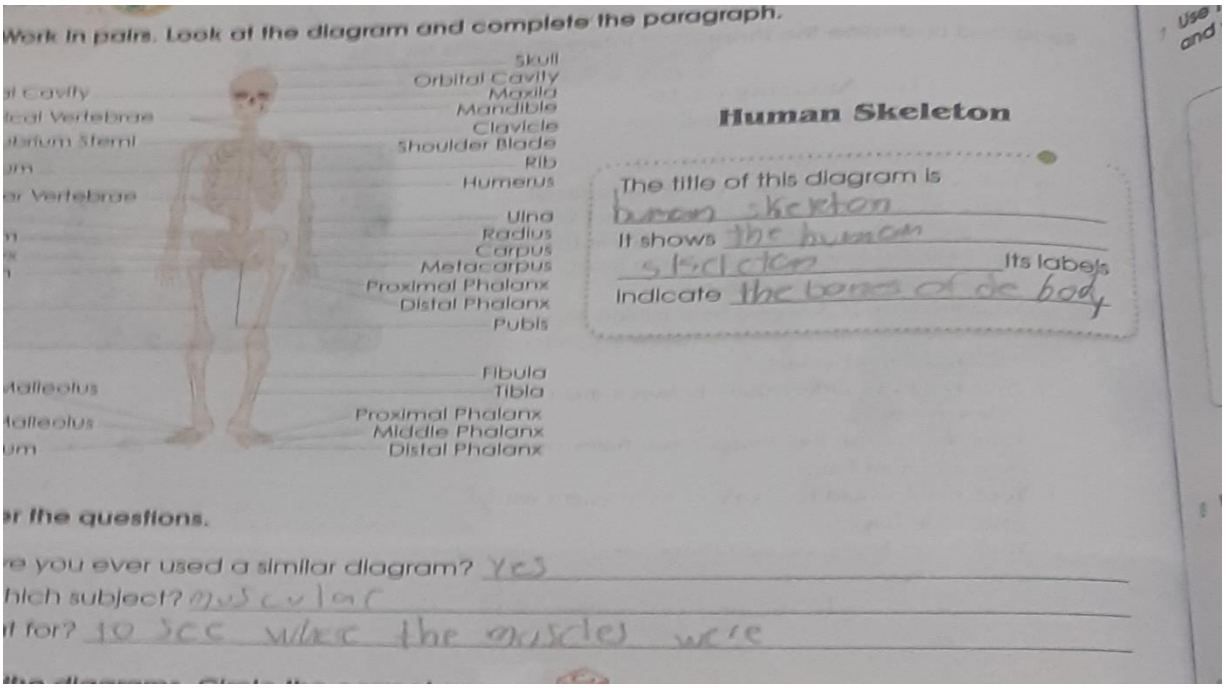
Nasal Cavity
Cervical Vertebrae
Manubrium Sterni
Sternum
Lumbar Vertebrae
Ilium
Sacrum
Coccyx
Ischium
Femur
Patella
Lateral Malleolus
Medial Malleolus
Calcaneum
Skull
Orbital Cavity
Maxila
Mandible
Clavicle
Shoulder Blade
Rib
Humerus
Ulna
Radius
Carpus
Metacarpus
Proximal Phalanx
Distal Phalanx
Pubis
Fibula
Tibia
Proximal Phalanx
Middle Phalanx
Distal Phalanx

Human Skeleton

The title of this diagram is Human Skeleton
It shows the parts of the human body Its labels indicate the name of each part of the body.

5 Answer the questions.

a Have you ever used a similar diagram? Yes
b In which subject? in natural sciences, biology
c What for? to identify the parts of the human body



Work in pairs. Look at the diagram and complete the paragraph.

Skull
Orbital Cavity
Maxila
Mandible
Clavicle
Shoulder Blade
Rib
Humerus
Ulna
Radius
Carpus
Metacarpus
Proximal Phalanx
Distal Phalanx
Pubis
Fibula
Tibia
Proximal Phalanx
Middle Phalanx
Distal Phalanx

Human Skeleton

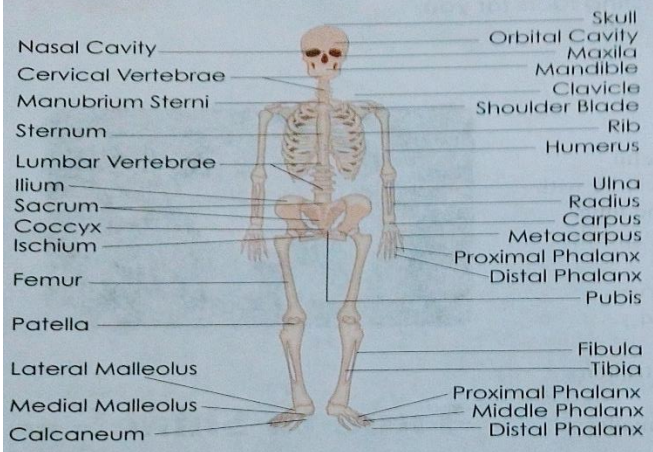
The title of this diagram is human skeleton
It shows the human skeleton Its labels indicate the bones of de body

the questions.

you ever used a similar diagram? Yes
which subject? muscular
t for? to see where the muscles were

Lesson 1

4 Work in pairs. Look at the diagram and complete the paragraph.



Human Skeleton

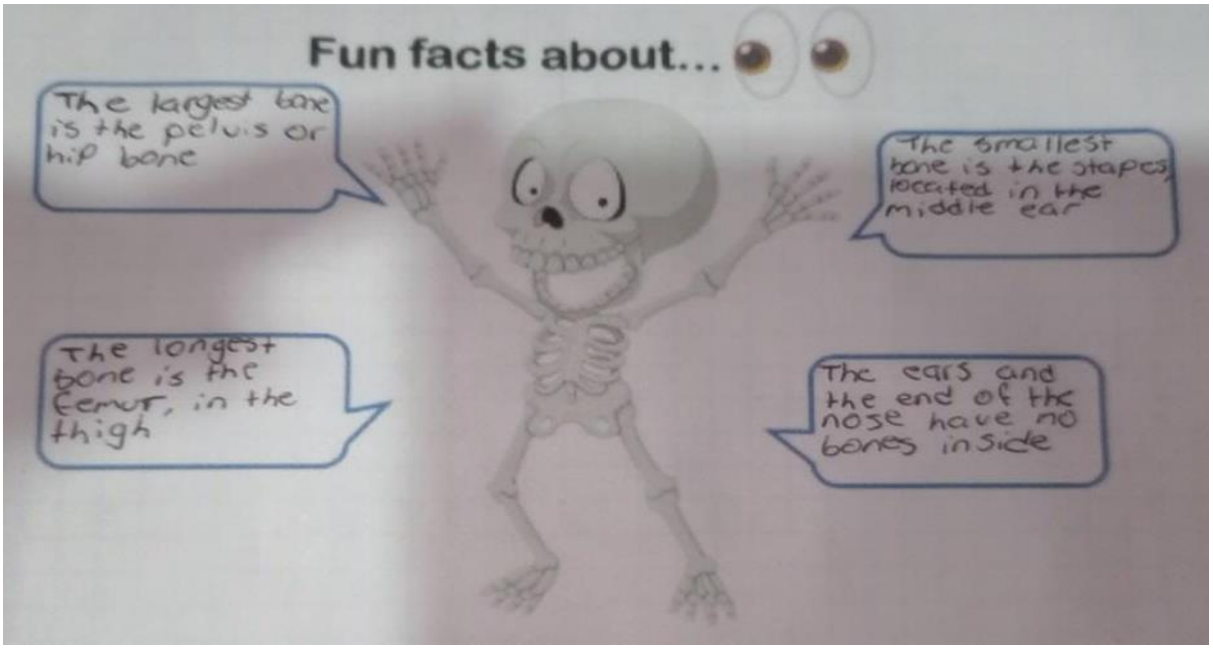
The title of this diagram is Human Skeleton
It shows the parts of the human skeleton Its labels indicate where is each part located

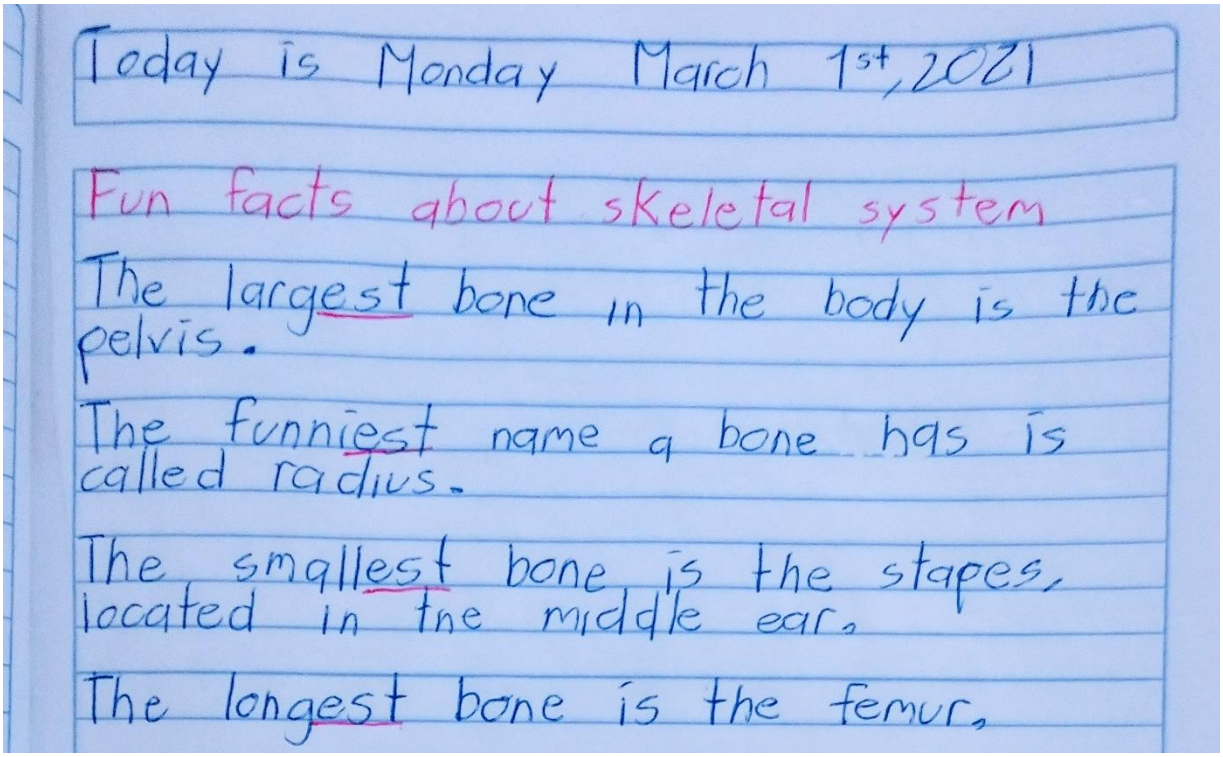
5 Answer the questions.

a Have you ever used a similar diagram? Yes
b In which subject? The parts of the cell in biology
c What for? To show where cad is apart from this

Appendix I

Evidence Fun Facts Chart




Today is Monday March 1st, 2021

Fun facts about skeletal system

The largest bone in the body is the pelvis.

The funniest name a bone has is called radius.

The smallest bone is the stapes, located in the middle ear.

The longest bone is the femur.

Appendix J

Lesson plan Week 3 – Asynchronous session

Week 3: Asynchronous class

Topic: Human body	**Date:** March 15st – 19th, 2021
Main Aim of the lesson: By the end of the lesson, students should be able to use simple present to describe digestive system elements/parts/organs in a diagram and adverbs of sequence to describe digestive system process	
Assumptions: Student have created notes about human body system	

Stage	Procedure	Material		Skills	Evaluation and/or assessment		
Presentation	Students are going to answer page 98 – exercise 4. Students have to draw an arrow to the organ and describe the function that organ accomplishes using simple present. For example, "Teeth breaks food" "the stomach disintegrates food"	App 5.1	Students book page 98 exercise 4	Writing	Were students able to describe correctly the function of each organ/part?	Yes	No
					Did students use simple present (3rd form included)?	Yes	No
Practice	Once they have written the functions of the organs, they are going to write the order of the digestive system using simple present in exercise 5 on page 98. teeth and saliva break the book, food travels over esophagus. (as a complement, the video created and provided by the teacher will explain how to do this task)	App 5.2	Students book page 98 exercise 5	Writing	Students were able to organize in sequence the digestive process?	Yes	No
Wrap up	Students will receive feedback for the development of their activities through google classroom platform		Google classroom platform				

Appendix K

Lesson plan Week 3 – Syncrhonic session

Week 3: Synchronic class

Topic: Human body	**Date:** March 15st – 19th, 2021
Main Aim of the lesson: By the end of the lesson, students should be able to use simple present and adverbs of sequence to describe digestive system process	
Assumptions: Student have created notes about human body system	

Stage	Procedure	Material		Skills	Evaluation and/or assessment		
Warm up	Students are going read a sentence in the screen, sequencers will be highlighted in a different color and students have to guess what is that word, either a verb, adjective, noun, etc.	Detonating questions		speaking	Students were able to identify the words highlighted	Yes	No
Presentation	Students are going to read a conversation. They will find some words underlined and they must pay attention to those words because are adverbs of sequence. Once they have read, they are going to answer some questions.	App 6.1	Conversation	Reading	Students were able to retake previous knowledge about adverbs of sequence	Yes	No
		App 6.1.1	Questions		Students were able to identify the use of adverbs of sequence exposed?	Yes	No
Practice	Before students start the activity, they will receive an explanation about the use of adverbs of sequence. Use true or false question Students answers yes or no, then information is complemented After explanation, students will fill the gaps using the words in the box. Those words are adverbs of sequence. Students are going to read the sentences and write the best option	App 6.2	Sentences to fill	Writing	Students were able to complete correctly the gaps?	Yes	No
Production	Retaking activities from asynchronous session, students are going to create a paragraph explaining the digestive system. They must include adverbs of sequence and using simple present	App 5.1	Students book page 98 exercise 4	Writing	Students were able to use correctly adverbs of sequence	Yes	No
		App 5.2	Students book page 98 exercise 5		Students were able to use simple present and adverbs of sequence?	Yes	No
Wrap up	To finish the class, students will answer to the following questions: "What are adverbs of sequence?", "When can adverbs of sequence be used?", What examples did we use?"				Students were able to answer correctly the questions	Yes	No

Appendix L

Paragraph using adverbs of sequence

3. Write digestive system process using adverbs of sequence

First	Then	After that	Next	Finally

The process of digestive system is the following:

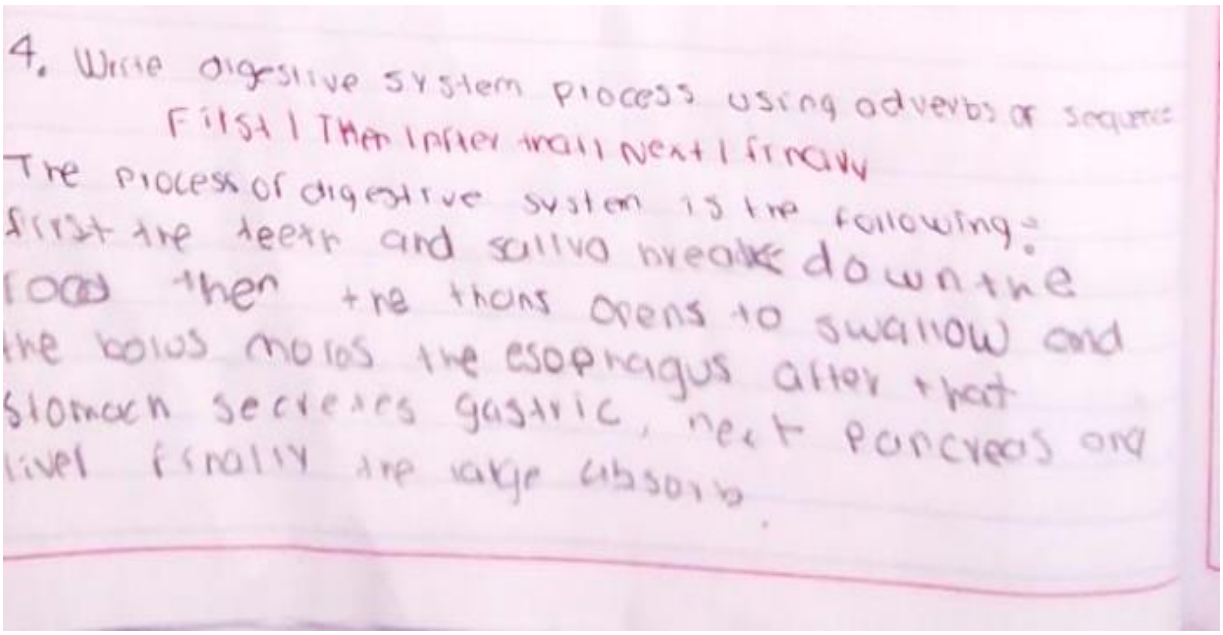
First, the teeth and saliva break down the food, next, the pharynx opens and moves the bolus to the esophagus. After that, the stomach secretes gastric juices processes the food, then, the pancreas and liver release juices to process fats and carbohydrates. Finally, the large absorbs any remaining substances.

4. Write digestive system process using adverbs of sequence

First	Then	After that	Next	Finally

The process of digestive system is the following:

First, the teeth and saliva break down the food, next, opens and moves the bolus to the esophagus. After that, secretes gastric juices processes the food. Finally, Release juices to process fats and carbohydrates.

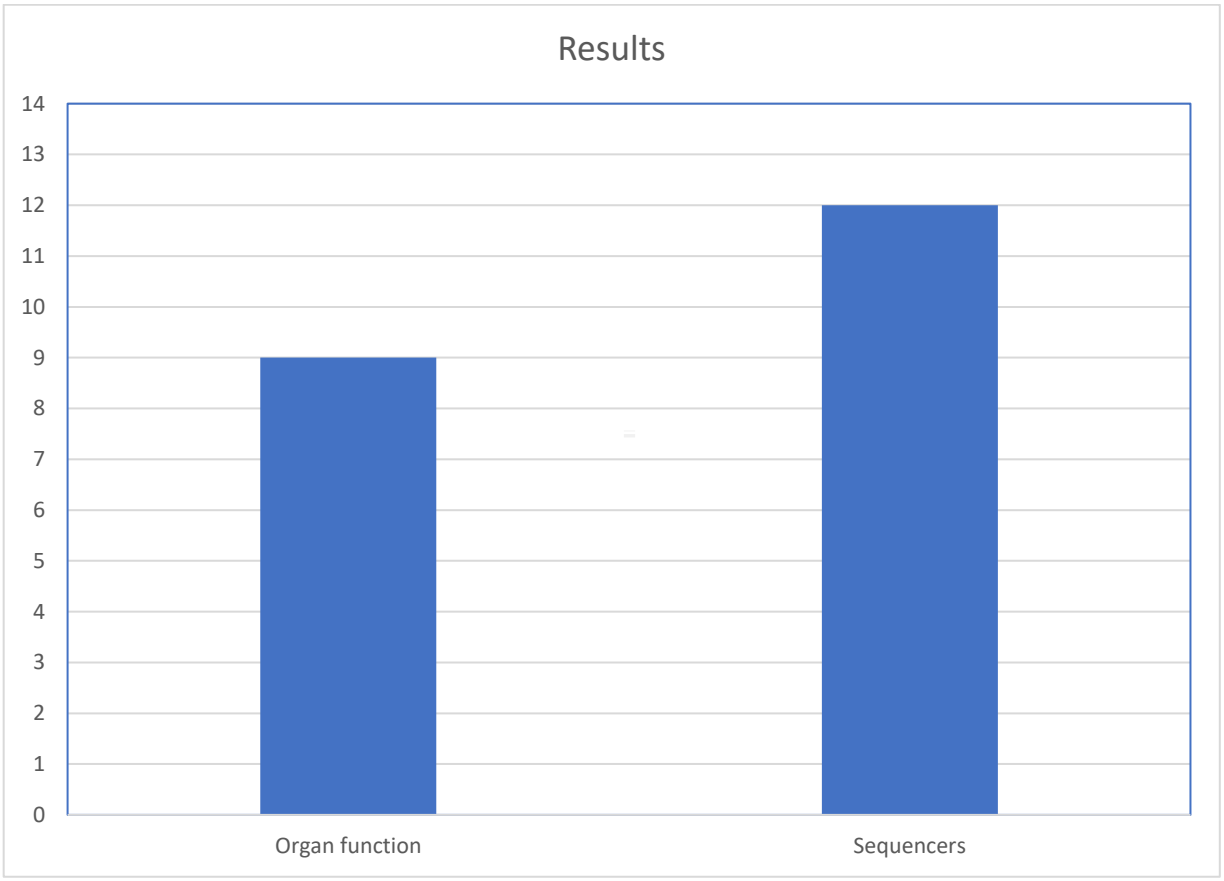

4. Write digestive system process using adverbs of sequence
First | Then | After that | Next | Finally
The process of digestive system is the following:
first the teeth and saliva breake down the
food then the thoms opens to swallow and
the bolus moves the esophagus after that
stomach secretes gastric, next pancreas and
liver finally the large absorb.

Appendix M

Results production stage

Figure 3

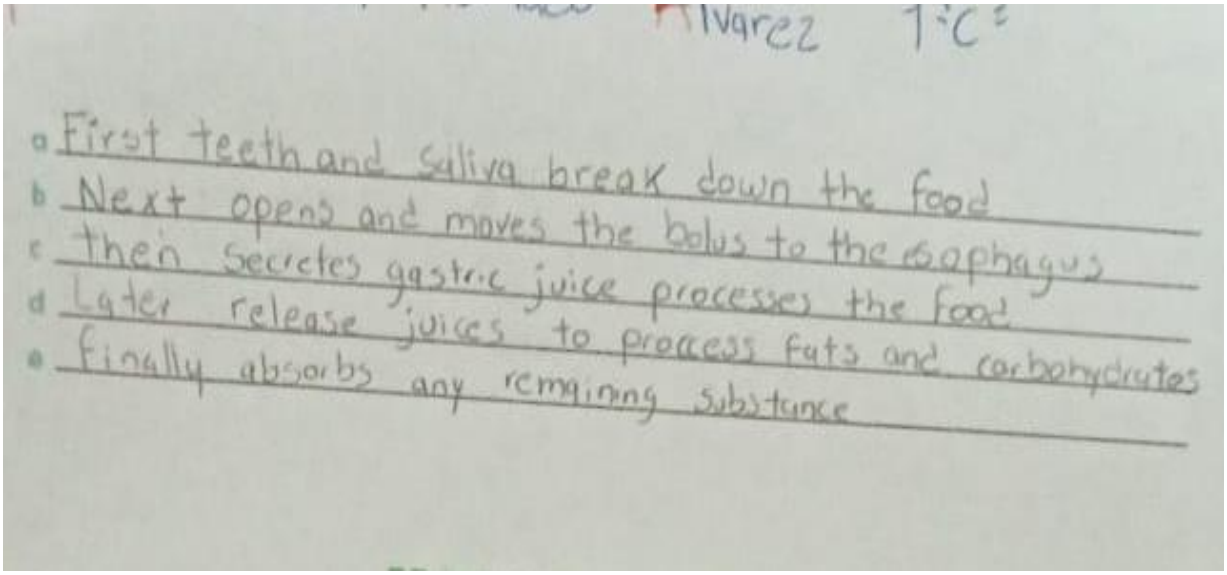
Results productions stage



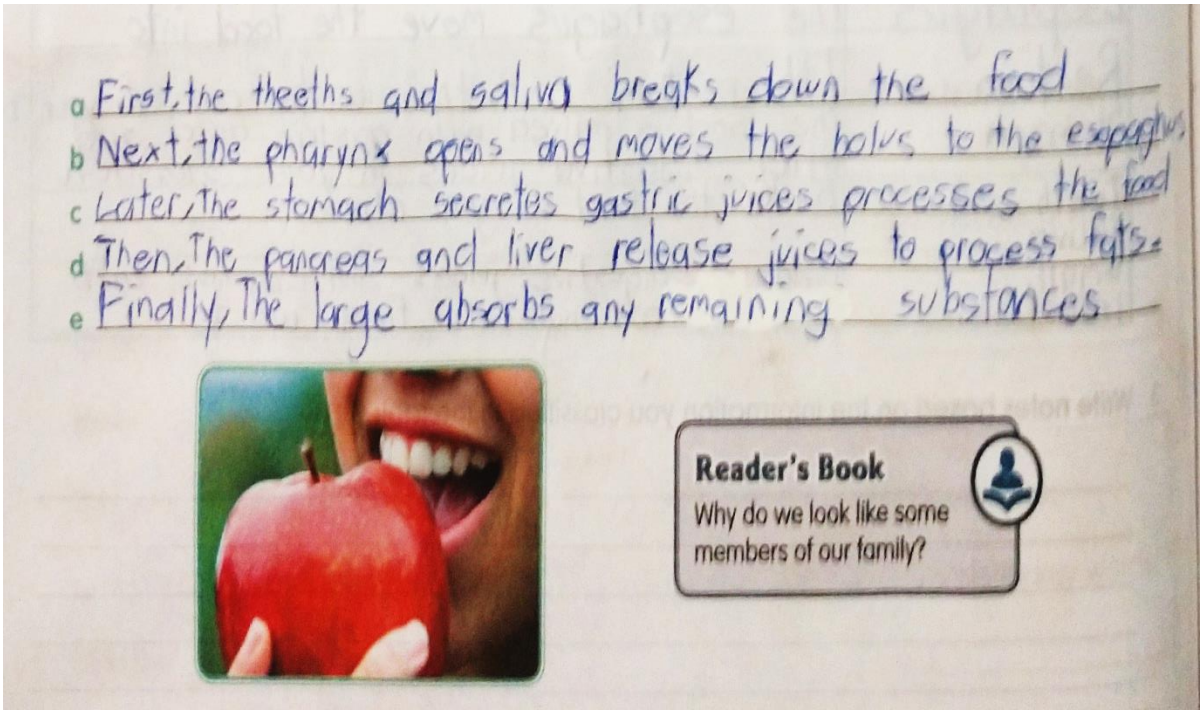
Note. The chart display the proficiency achieved by students for each one of the aspects considered for the production stage.

Appendix N

Use of adverbs of sequence in prose form



a First teeth and saliva break down the food
b Next opens and moves the bolus to the esophagus
c then secretes gastric juice processes the food
d Later release juices to process fats and carbohydrates
e finally absorbs any remaining substance



a First, the theeths and saliva breaks down the food
b Next, the pharynx opens and moves the bolus to the esopagus
c Later, The stomach secretes gastric juices processes the food
d Then, The pancreas and liver release juices to process fats.
e Finally, The large absorbs any remaining substances

Reader's Book
Why do we look like some members of our family?

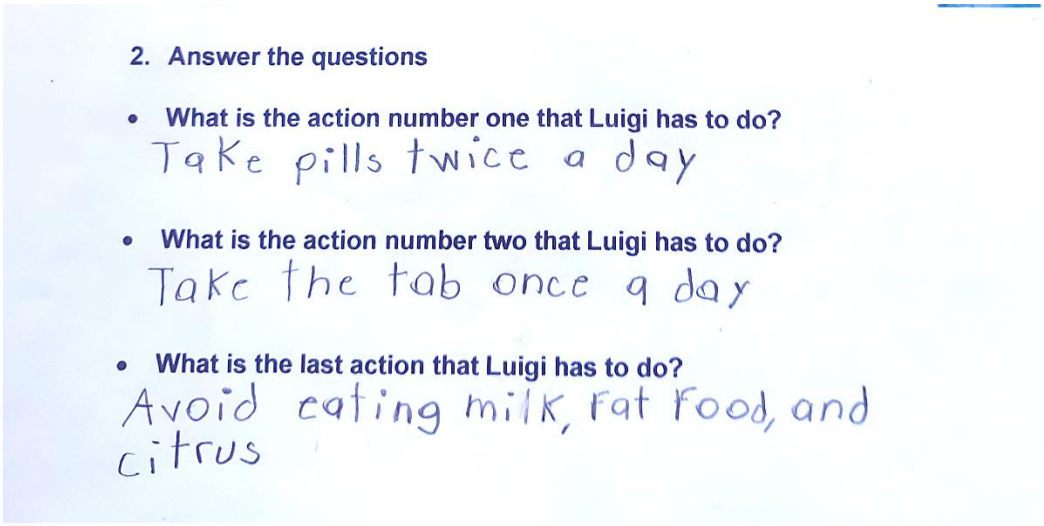
5 First, write in order your notes from Activity 3. Then, write the corresponding numbers next to the arrows you draw in Activity 4.

a Teeth and saliva break down food first
b Then the pharynx is opend to swallow to carry food into the esophagus
c Then mix gastrigo juices with the food to process the food
d Then the pancreas and liver release juices to rapidly process carbohydrates
e Firstly, any substance that the body has not yet absorbed goes to the large intestine

Reader's Book
Why do we look like some members of our family?

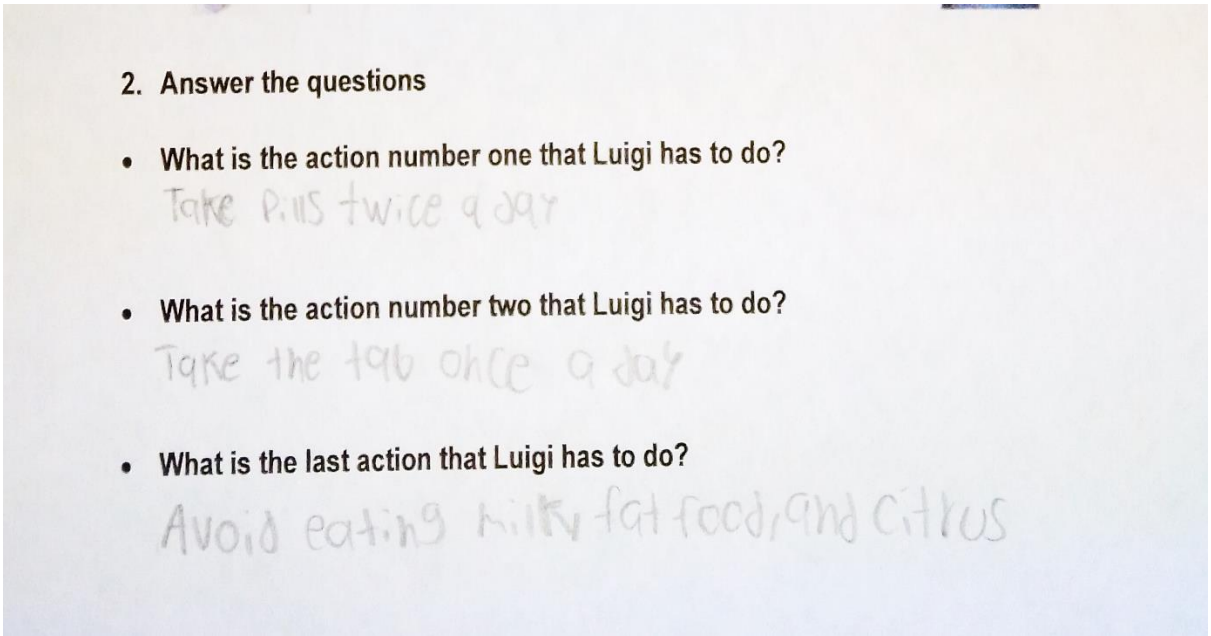
Appendix O

Question about role play



2. Answer the questions

- What is the action number one that Luigi has to do?
  Take pills twice a day
- What is the action number two that Luigi has to do?
  Take the tab once a day
- What is the last action that Luigi has to do?
  Avoid eating milk, fat food, and citrus



2. Answer the questions

- What is the action number one that Luigi has to do?
  Take Pills twice a day
- What is the action number two that Luigi has to do?
  Take the tab once a day
- What is the last action that Luigi has to do?
  Avoid eating milk, fat food, and citrus

2. **Answer the questions**

- **What is the action number one that Luigi has to do?**

  Take pills twice a day

- **What is the action number two that Luigi has to do?**

  Take the tab once a day

- **What is the last action that Luigi has to do?**

  Avoid eating milk. fat food, and citrus. you'll be fine.

Appendix P

Material Week 4 – Synchronic session

NAME: _____

GROUP: _____

BECENE Inglés

1. **Unscramble the questions**

   - ✓ do / does / the digestive system / ? / what
   - ✓ does / the food / enter to / esophagus / when / ? / your
   - ✓ ? / what / stomach / does / your / do

2. **Match the columns**

___ Small intestine produces digestive juices	And enzymes that separate nutrients
___ Your teeth and saliva	digestive juices with the food
___ When you swallow	You put food in your mouth
___ This process begins when	Food enters to your esophagus
___ Your stomach mixes	Break down the food

3. **Describe digestive system process. Use adverbs of sequence**

First / Then / After that / Next / Finally

The process of digestive system is the following:

Appendix Q

Lesson plan Week 4 – Synchronic session

Week 4: Synchronic class

Topic: Human body	**Date:** March 22st – 26th, 2021
Main Aim of the lesson: By the end of the lesson, students should be able to use simple present, adverbs of sequence and recycle previous material to create a role play	
Assumptions: Student have worked with simple present and adverbs of sequence	

Stage	Procedure	Material		Skills	Evaluation and/or assessment		
Pre-task	Students are going to unscramble some questions in order to create questions. These questions are using simple present and students should ask to a classmate in order to look for the answer. They have to write the answers in simple present	App 7.1	Questions to unscramble	Writing	Students were able to unscramble the question grammatically correct?	Yes	No
					Students were able to answer to the questions grammatically correct?	Yes	No
Task	Students are going to match two columns, they have to read the sentence and match to the other half that fits better. These phrases should be focused on digestive system	App 7.2	Match the column	Writing	Students were able to match the columns correctly in order to form sentences?	Yes	No
Review	Having matched the phrases on previous stage, students are going to create a paragraph using those phrases and adverbs of sequence they will find in a box.	App 7.3	Adverbs of sequence to use and example		Students were able to use simple present, adverbs of sequence for create a paragraph?	Yes	No

	For Final project, students are going to create a role play. This role play has to include the following features: • Use of present simple • Use of adverbs of sequence • Under biology class or doctor's office context • Focused on digestive system • Audio or video format • Length 2-4 minutes Students can recycle previous material notes and information used before in order to create their role play		Previous material		Rubric (App. 7.4)

Appendix R

Rubric for evaluating role play

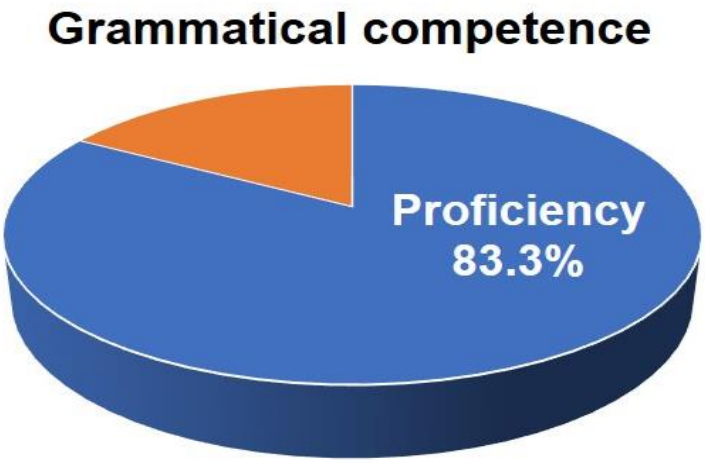
		1 point	2 points	3 points	4 points
Dialogue (script)	Grammar	Poor use of the grammar structure.	Some errors are shown in the use of grammatical structures.	Few errors are shown in the use of grammatical structures.	Proper management of grammatical structures.
	Fluency	Most of the times the student hesitates when trying to speak the target language.	Some hesitation is evidenced while the student speaks the target language.	Few times the student hesitates while speaking.	The student speaks the target language fluently
	Pronunciation	Unclear pronunciation of words.	Some words are intelligibly pronounced.	Most of the words are intelligibly pronounced	Words are intelligibly pronounced.
	Vocabulary	Insufficient vocabulary knowledge	Some vocabulary knowledge	Enough vocabulary knowledge.	Plenty vocabulary knowledge.
	Style	No style detected	Inappropriate style used	Correct style used	Appropriate style used
	Connectors	Insufficient use of adverbs of sequence	Some use of adverbs of sequence	Enough use of adverbs of sequence	Plenty vocabulary knowledge.
Development of role play	Confidence	The student demonstrates fear to speak.	Several times the student demonstrates fear to speak.	Although at times, the student demonstrates some fear to speak, he/she can communicate reasonably well.	The student is entirely self-confident of what he/she is saying.
	Creativity	The students do not present any use of special effect sound (audio), body language use (video) and characterization (both)	There is some evidence that the student presents some use of special effect sounds (audio), body language use (video) and characterization (both)	He/she presents enough use of special effect sounds (audio), body language use (video) and characterization (both)	He/she presents sufficiently use of special effect sounds (audio), body language use (video) and characterization (both)
TOTAL:					
Total points obtained:				**Percentage:**	

Appendix S

Results Role play

Figure 4

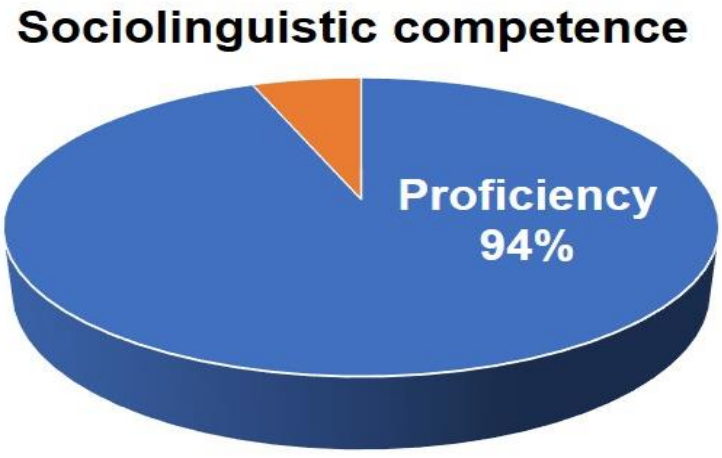
Grammatical competence results



Note. Results of grammatical competence proficiency achieved by students obtained by the rubric to evaluate role play performance

Figure 5

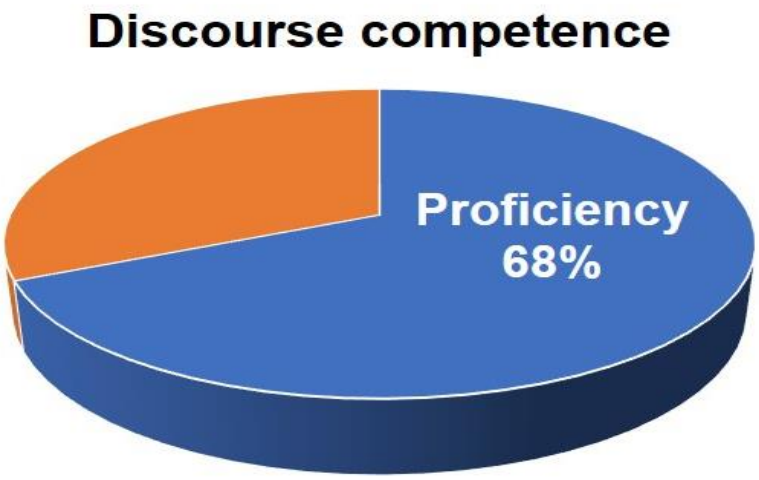
Sociolinguistic competence results



Note. Results of sociolinguistic competence proficiency achieved by students obtained by the rubric to evaluate role play performance

Figure 6

Sociolinguistic competence results



Note. Results of discourse competence proficiency achieved by students obtained by the rubric to evaluate role play performance