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“Roleplaying and Speaking Fluency”

Author: Páez Checa Carolyn Margoth

Tutor: Mg. Ximena Alexandra Calero Sánchez

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I, Lcda. Mg. Ximena Calero, holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic: **“ROLEPLAYING AND SPEAKING FLUENCY”** investigated by Carolyn Margoth Páez Checa confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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C.C. 1802884062
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Carolyn Margo Páez Checa

I.D. 1726502816

AUTHOR

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Carolyn Margoth Páez Checa

I.D. 1726502816

AUTHOR

DEDICATION

To my mother, who is my
inspiration to get
everything I want to.

Carolyn Páez

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To my parents that taught me
how to live differently.

To my niece, that inspired me
to be a better person.

To Olga and María, who were
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TOPIC: “ROLEPLAYING AND SPEAKING FLUENCY”

AUTHOR: Carolyn Margoth Páez Checa

TUTOR: Lcda. Mg. Ximena Calero

Abstract

Speaking fluency is a subskill that is essential for learners to develop their ideas in English conversations. The purpose of this research is to analyze the influence of roleplaying in speaking fluency in students from basic and professional units from “Pedagogía de los Idiomas Nacionales y Extranjeros” at “Universidad Técnica de Ambato”. The population of this research were from second, third, fourth, and fifth semesters. The present research project carried out qualitative and quantitative approaches to obtain data. A survey was applied to 85 students to analyze the influence of roleplaying in speaking fluency. The survey was evaluated with Chi-Square, it is a statistical model, to verify the hypothesis. The level of this research was descriptive to know if there is an influence on speaking fluency using roleplaying activity. Main findings stated that the use of roleplaying has an influence on speaking fluency since students claimed a development in their speaking after performing roleplaying. In addition, the statistical model showed up that it is a highly recommended theme to do further experiments applying roleplaying in classes. Therefore, teachers must include Roleplaying to let students the opportunity to practice speaking skills throughout this activity.

Keywords: Productive skills, Roleplaying Activity, Speaking Fluency, Learning English.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Nowadays, English classes' goals are focused on comprehending the world with its different cultures as well as communicating their points of view with the language to be well prepared for this new globalized environment (Educación, 2016). For that reason, it is important to look for strategies or activities to develop speaking skills in students. It is necessary to mention that for this research, some articles, dissertations and books were used to have an international understanding of what teachers are using.

Sukatri (2016) developed a research work with the topic "Improving students' speaking skills through role-play" This research work aimed to analyze the impact of role-playing on speaking skills in students and improve teaching through this method. Furthermore, this research considered the application of role-playing as a way in which students improved their participation and development of their speaking skills. This research work was applied to first semester students at Travel Tourism Program. The class had 30 students of 25 female and 5 males. Qualitative and quantitative approaches were used for this work. The data was obtained by a gap questionnaire applied to the students in order to evaluate the effectiveness of role-playing in their learning of speaking skills as well as the use of a rubric. To achieve the objective of this research, five phases were applied: problems identification, planning, action and observation, and reflection. The application of role-playing created a pleasant atmosphere for the students in which they were motivated and enthusiastically involved in the different activities. Role-playing was also shown to increase student confidence.

In the study "Effectiveness of role-playing in enhancing the speaking of the learners in a large classroom" carried out by Islam (2012), it was demonstrated the effectiveness of the use of role-playing in class to improve and develop

students' oral skills as well as to determine the advantages and disadvantages of role-playing. For data collection, a survey questionnaire was applied to 20 students. The results showed that the majority of the surveyed population agreed that role-playing is an innovative learning activity. In addition, the learners said that role-playing helped them improve their speaking skills and stated that they could show their creativity. Teachers were also interviewed to determine if role-playing had an impact on students' speaking skill. The results of this study showed that role-playing improved students' ability to speak, as it allowed them to acquire fluency in acting and communicating with others and confirmed that students gained more confidence in themselves.

Wibawanti (2020) developed a study with the topic "Improving students' speaking skill through role play". This study aimed to improve the communication and oral skills of the students using the role-playing technique. This research was conducted at the second semester theater students at SD Negeri Bandulan 02 Malang. To obtain the results of this research, it was necessary to apply class lessons with effective topics to teach oral skills. A rubric was applied to evaluate and demonstrate students' improvement. An observation sheet was also used to know if the students had an improvement in their communication during the activities. The results were demonstrated by means of graphs and statistics. Based on the results obtained during the classes and evaluations, it could be shown that the implementation of role-playing can improve the oral capacity of the students as well as their performance during the activities. There was a high percentage of 85 percent improvement in pronunciation, vocabulary, grammar, and fluency.

A research work with the name "The use of role-playing technique to increase Speaking skill" developed by Tristia (2020) had as the main objective to show that role-playing increased the speaking ability and helped students with their problem of being able to communicate in English. The expectation was to achieve that this technique would provide benefits for the teacher and students in the problem of managing speaking skills. This research was developed at the SMA Muhammadiyah institute with the participation of 30 students. Three data

collection techniques were used: Observation, test, and documentation. Quantitative and qualitative approaches were applied, for this, it was necessary to apply a pre and post test. After the application of the technique, satisfactory results were obtained, 75% of the students improved in their speaking ability. Based on the results obtained in this research, it could be said that there was an improvement in the percentage score and the total number of students. The role-playing technique was an effective technique and could be used as an alternative way of teaching how to speak; this could make the students more feasible and increased their oral comprehension.

Piedrahita (2017) developed a study with the name “The impact of role-play on the oral fluency in English of a group of EFL beginner students.” The purpose of this study focused on the use of new expressions to improve oral fluency. Considering the use of role-plays to contribute to the participation and creativity of students for the construction of their knowledge. This was qualitative research, with a descriptive non-experimental design. There was a quantification of students “rubrics evaluation that measured students” performance throughout the role-plays. The participants of this study were six 14-year-old ninth grade students, which four were female and two were males. Lesson plans were developed applying the technique in which students memorized dialogues to be able to carry them out in their performances. On the other hand, they were also asked to improvise some activities. Stages were also considered for the activities of each class such as: pre-stage and stage presentation. The data obtained during the study was guided in the categories: Use of formulaic expression and use of instructional modeling. The results showed that 50% of the class improved in their oral fluency and participation. As a conclusion, it was obtained that the implementation of role-plays did not enhance significant oral fluency. There was improvement only in students with a high level of English while for those with low performance it affected their performance.

Margianti (2018), in his research study with the topic “Teaching speaking using role play technique”, aimed to apply the role-play technique to students to

improve the teaching of speaking criteria such as: fluency, vocabulary, pronunciation, comprehension. In conducting this research, a descriptive qualitative approach was used through observation, teacher interviews, and surveys. Surveys include cross-sectional and longitudinal studies using questionnaires for data collection with intent of generalizing from a sample to population. The data was collected, and an interview was carried out by using recorded media. The participants were 21 students from grade eight in SMP N 17 Tangerang Selatan. The results obtained from the questionnaires showed that students liked to speak with this activity and that roleplaying is an easy way to avoid shyness and to learn vocabulary. At the end of this research, it was possible to conclude that the problem of students to practice oral skills is that some students were ashamed to speak because they lacked vocabulary and still did not have the notion of the importance of speaking.

Finally, the previous information confirms that there are several advantages to apply Roleplaying to develop speaking fluency. In addition, students can learn vocabulary; improve participation in classes and grammar skills while unconsciously they are preparing themselves to speak in real-life situations.

1.2 Theoretical framework

Independent variable

1.2.1 Teaching

In most parts of the world English is taught as a foreign language (Fajardo, 2019). The most difficult thing for a teacher is to find out the student's motivation to learn and which strategy is going to fit according to each necessity.

Teaching in schools requires a small background of the English level of students. Talking with some colleagues or head of institution is a help to know some information to avoid bad attitudes in the classroom. Speaking to the learners can give an idea of what they are able to perform in the language and what is necessary to improve in the school year. To ask questions in different tenses and easy ones like the names, ages or feelings.

According to Fajardo (2019), teaching outside the classroom is divided into two options. The first one is Tutoring, it is about one-to-one interaction, and this is not recommended because every language is focused on communication with different people in different situations and most learners may have an adaptation to their teacher's voice. Otherwise, it is useful when a student has a special need to cover up and the time to understand the topic is one hour (Fajardo, 2019).

The second one is No suitable textbooks, it is to have more specific information to teach students, and for example some students will need phrases to communicate in business environments such as greetings and vocabulary according to the situation (Fajardo, 2019).

Teaching inside the classroom requires a knowledge of the methods and approaches to teach according to student's needs, some of them are Traditional Language Teaching, Communicative Language Teaching and Innovative Language Teaching.

1.2.2 Teaching Methods

Teaching methods are based on theories created by educational psychology

and here are the following:

Behaviorism:

Ivan Pavlov is the author of this method with the example of the dog and the bell. This theory is based on how the learner knows nothing and the teacher has to conduct every stimulus and if there is going to be a response, the reinforcement to learn can be positive or negative.

Social Cognitive theory:

Piaget's is the founder with its four stages in which learning is practice, this is according to the age since the birth of a person. The first stage called Sensorimotor is from birth to 18 months, the brain is exploring different sounds, figures, creating habits; look at themselves in mirrors and so on. The second stage called Preoperational is from 2 to 7 years, the understanding process starts, children ask a lot of questions, and the use of the language is a more complex by forming sentences, the empathy is not developed yet so they are too honest of what they think. The third stage is the Concrete Operational is from 7 to 11 years, have a conversation about things they like, and the empathy is developing. The final stage is Formal Operational it is where critical thinking appears.

The Multiple Intelligences:

This method gives the opportunity to develop a discipline with a way of learning according to the intelligence of a student. There are eight intelligences: musical, spatial, kinesthetic, mathematical, intrapersonal, naturalistic, interpersonal and linguistic (Gardner, 1993).

Constructivism:

Student-centered is what constructivism focuses on. Piaget is the author, and it is about how someone learns by experiences; an active learning is what teachers have to do to activate the process of acquiring information through prior knowledge.

Teaching techniques

A technique is the road to follow in a specific procedure in classes that has a method and an approach to accomplish the common goal in a lesson (Howard, 2021). Teaching speaking is to produce sounds, intonation, rhythm, use of appropriate words according with who is hearing, have logical ideas, express rational thoughts and be fluent. To do those things the methods that can serve to fulfill this purpose are Communicative Language Teaching and Collaborative Learning.

The following list is about the different teaching techniques that help to develop speaking in classroom.

Discussions:

As an activity, to form small groups maximum 5 in each one is the better option to have more participation of all the members. A well focus discussion can help students to know the direct goal of the task and not to speak more than they have to. An example can be in agree/disagree topics. This kind of question serves to put in practice the different ideas of each student and to think faster with good arguments (Brown & Yule, 1983).

Role Play:

In this part, the student is going to pretend to be someone else. The different situations that can rise from it are the ones who can help learners to think on what they are going to say, depending on the topic and the context (Harmer, 1984).

Simulations:

They are almost the same as role-playing; they differ in the simulations as they have some support of material, for example a scenario to act. The advantages

are that they are entertained and the creation of confidence to perform a character left the possibility to express something without stress (Harmer, 1984).

Information gap:

This activity serves to have a participation of all students in large conversations. Two students have two different papers in one of them there is the information that the other classmate needs to complete. The paper cannot be done without the help of the other learner (Brown & Yule, 1983).

Brainstorming:

The possibility to give ideas without feeling frustrated not have the correct answer is avoided here. To brainstorm the words and ideas they have to say them quickly.

Storytelling:

To summarize a story or tell something that someone else said, this can help to have an imaginary structure of beginning, development and ending.

Interviews:

Students are going to have an out-classroom activity asking some questions about a specific topic to different people, socialization and the self-confidence are skills that are going to develop with interviews (Rahman & Thamrin, 2020).

Story completion:

Classes can be fun too; free speaking is what students are going to do. Someone starts with a few words, the next person has to complete with more information, the third person continues and so on until the end.

Reporting:

Using newspaper information and reporting it at the beginning of the class will

develop speaking competency and prepare students to speak more (Harmer, 1984).

Picture narrating:

A rubric can help to develop this activity; it can be focus on vocabulary or grammar structures. There is sequential of pictures and the student must tell the story about it.

Picture describing:

The idea is that a student has one picture and he or she has to describe what the elements of it is. This activity can be used to develop creativity.

Find the difference:

Two different pictures for a couple of students, to start a discussion about the similarities or differences of each picture.

1.2.3 Role-playing

There is more than one definition about what role-playing is. “Role-playing is to provide students a topic for verbal interaction, discussion or put them into groups to have more interchange of communication” (Negara, 2021). All the activities performed by people are patterns of roles in social interactions; the world is a big stage where everybody is an actor (Castro & Villafuerte, 2019). From a variety of techniques, role-playing is one of them. This one facilitates to introduce a subject to some realistic situations in which the social interaction between people is the main point. The roles can be different from the students’ lives. The options can vary but the significant learning obtained from this activity is the biggest because a person can divine the possible way in which a conversation will go on. (Kumaran, 2017).

How role-playing works is to assign a role and a situation to a student, such as

meeting with a friend, order in a restaurant, a crime scene (Kumaran, 2017).

The instructions have to be clear and specific on the attitude of the character, the script must be coherent to the context of the activity.

According to Krebt (2017) the procedure of role-playing has five steps to follow: the first one is to look for a situation, presenting the problem and the possible solutions these things encourage people to think about what they are going to present. The second step is to detail the scenario to make it real. The third step is to assign the characters of the play for example in a business dinner can be the boss, the employees, and the waiter. After the assignation, everyone has to put in the character's shoes. The fourth step is to act. Finally, self and peer assessment have to be done to know the things learned and the experience they had performing the activity (Krebt, 2017).

The typology of roleplaying is divided into three activities used in higher education: "Role Switch" is to take someone else's role to know the different attitudes to understand the way of act. "Acting" is to imitate a scenario in which a new skill is required in the character. In addition, "Almost Real Life" is to perform the situation as real as possible (Krebt, 2017).

Dependent variable

1.2.4 Language Skill

Languages have their easy and difficult part to learn, they have many purposes as communication. The basis are the four skills: reading, writing, listening and speaking. They manage all the learning and without one of them, a learner cannot be able to communicate in another language or in the mother tongue.

Teachers are in charge of creating the perfect condition in which a student can learn and be able to reach the goal. The language skills that can lead an

effective communication in an oral way are listening and speaking. For a written information, reading and writing are going to be the skills to use. The last ones need to put in pressure to be learned. To expose learners in difficult task but not impossible is the work of a guide to develop the competencies to acquire the language (Rivers, 2018).

The other work of a teacher to develop language skills is to give opportunities to put in practice the four competencies, for example in a song activity: students are going to listen the instruction and the lyrics. At speaking, students are required to sing along. For reading, to catch the meaning of lyrics, to read the instructions of what they have to do in each activity. Finally, in writing, students can fill the blanks with missing words or make a small analysis of the singer they want to represent (Rivers, 2018).

There are two activities in which the four skills are needed to perform, the first one is Self-introduction, it is about answering some personal questions as full name, age, place of birth, etc. Teacher's example of how the students must present is important and, in that moment, the listening part is activated. Then, students are going to present themselves in a spoken way to the whole class or in peers. The second activity is Reading and retell, a book according with the level of the students, students are going to read and write a summary with the aid of a template. To complete this activity and involve the four skills, students can choose a passage and speak loudly about it, the rest of the class have to take notes and the process is done (Rivers, 2018).

Reading:

For many people developing a reading habit is too difficult, technology is making an easier life and entertainment is providing us a new way to lose our

time. Everybody knows that reading has good benefits for example to learn more about a topic, to learn about the world, to have more expressions in a language, to be able to discuss, to be wisdom, etc. In addition, the vocabulary that a person acquires is the most powerful advantage because when someone needs to talk or write the use of different kind of words can lead to a major quality of communication (Burns & Siegel, 2018).

Writing:

Someone that can write has good abilities to express oneself. To develop this skill is the hardest because it combines your intellectual and expression level. For many years, writing has been taught in schools but how many students use it in the best way. There are some phases to make a good writing (Burns & Siegel, 2018). The first one is Prewriting in this part it is necessary to have a brainstorm about the topic and all the ideas we are going to put emphasis on. The second step is to write a first draft, it is just the compilation of every idea and some structured sentences. Then, revision, in this part a writer has to reread and to have self-feedback. The following is editing, this one is where everything about grammar and punctuation is clear, and it is ready to publish in the last part. These five phases cannot be avoided; the success of a writing depends on those.

Listening:

This skill is necessary in life because it is not about ear sounds of words; it is to go further and understand the context and the message in the way it is (Burns & Siegel, 2018). To have a good communication a person has to know how to listen to the speaker and to avoid misunderstanding the commands and to have a good answer in the conversation.

Speaking:

It is the last part of the four skills. Once the learner knows how to read and acquire vocabulary, then how to write in the correct grammar and the punctuation; and at the end, listening the message. The learner is ready to express his or her own ideas orally (Burns & Siegel, 2018). The ability to communicate spoken ideas require the combination of sounds of letters. It must have an order because when someone is listening, it is possible to have bad reception of the thoughts and misunderstand the message.

1.2.5 Productive skill

Productive skills also called the active skills cannot work without receptive skills, called passive knowledge. In productive there are speaking and writing, to perform the skills the information has to be transmitted. A learner is always in contact with both unconscious. Listening and reading are just to look symbols and hear sounds. The usual process to teach and learn is to start with receptive and then productive skills.

The importance of productive skills is the only way to see the progress of learning in a student. The speaker must be able to produce coherent oral and written ideas. They are the base of communication in life to inform and share ideas are necessary to know and develop these skills (Golkova & Hubackova, 2014).

According to Hossain (2015), to teach speaking or writing skills, it is required to follow some steps:

The teacher will provide a template to be changed by students.

It is necessary to use goals to fulfill the activity.

It is necessary to make an outline to go with.

It is necessary to prepare the task, be aware of the process of draft, review,

and edit.

Students need to be ready to feedback with a checklist.

Hossain (2015) proposed six elements to consider teaching speaking and writing skills:

The task: to assign one, it is necessary to focus on some questions, who, what, to whom and why. To include a purpose and a point as well as the audience and information.

The audience is an important goal in which a speaker has to focus, the age, status and sex. It is not equal to talk to a child than to an adult. Write formally to an informal letter is not correct. In addition, social status is another fact to take into consideration to modify the manner of communication. It is crucial to know to whom a person is going to speak to, to be appropriate with the set of words.

Genre: some text has different features and purposes. The learner or the user of the language is the only one who can perform in a correct way.

Purpose: For a good production of the language is important, to know the different texts that exist and the purpose of each one for example in an essay the goal is to explain something.

Cohesion and coherence are terms that are together, the cohesion is when the grammatical part has features and there is a link between ideas, and the lexical part is about semantic relations. Coherence is that it may be a logical step to choose words accurate to the context and the situation.

Giving feedback is the last element to consider and it is performed at the end of the task. In addition, it can be done at the same moment of preparation.

1.2.6 Speaking

The process that involves the interaction of speaking is producing, receiving, and processing oral information (Gilakjani, 2017). This action involves different factors and context for example the participants, the background, the place in which it developed, and what is the final goal of the communication. Speech is something unpredictable but there are some situations in which it can be predictable for example a salesperson will ask a yes/no question, it has a sequence of what is going to be said.

Speaking in classroom. -

The following list shows six ways of speaking responses that are produced in the classroom to answer tasks (Gilakjani, 2017).

Imitative: this activity is used to improve clarity and accuracy because it is focused on repeating a phrase.

Intensive: focused on grammatical points to repeat minimal pairs.

Responsive: there is no necessity to have big answers just to be able to answer yes/no questions.

Transactional: it is focused on obtaining and exchanging information for example in interviews, role-playing activities, or debates.

Interpersonal: conversations of social interaction such as casual speeches.

Extensive: this kind of response is involved by monologues or oral summaries to improve speaking skills.

They do not have a sequence of use. The usage depends on the need, for example if a student is out of intonation, the imitative task can work.

According to Arifin (2021) there are five components for developing

speaking skills:

The first component is pronunciation, it happens when a speaker transmits a clear message each word even the grammar is not too accurate. In addition, pronunciation is seen as traditional. It does not mean that a learner must master the sound of each vowel to form a text. Instead, it is how the ideas have a facility to follow.

The second component is grammar, without it, a sentence cannot be correct in an oral or written way. This component is meant for people to predict the language and the rules that conform it. Grammar is to have the right meaning of information depending on the context of a conversation is taking place.

The third component is vocabulary; the power of words is the only one that can manage the existence of a language without them a structure is not possible. The purpose of knowing is to be able to communicate familiarly. To express ideas and feelings with accurate pronunciation and the correct meaning is the goal of acquiring a lexicon.

As fourth, fluency is the speaker's manner to express a speech free in an oral way.

Finally, comprehension is the ability to avoid misunderstandings. To know the message a speaker wants to say and what is needed to answer according to the situation and the knowledge acquired.

1.2.7 Fluency

The definition of fluency can vary, nevertheless, there are some characteristics to be fluent: a person must be able to produce sounds and words that are connected without a break. Then, the ideas must be easy to

follow by the listeners. However, pauses are not done between sentences to avoid misunderstanding. In addition, there is not a discomfort of the tone level of the speaker. The speaker can use some phrases ready-mades to speak faster. Finally, it is permitted to slip, hesitate and reformulate if the message delivered is still clear (Thomson, 2015).

To develop fluency in students is a challenge and there are some ideas that can help to it. Tasks in which learners can practice free as in Communicative Approach. Teach the meaning in context of grammar instead of the structure, the phrases are easier to access by students. Use drills to master the pronunciation and the fluency, this develops the movements of the students' tongues to adapt to the different small sounds of English language (Thomson, 2015).

There are ten ways in which you can consider yourself as fluent but that does not mean that a person will not have any mistake and fluency occurs after years to be in a place where a language is spoken. If you can have a small conversation with a native speaker. Basic questions can be answered without needing repetition. The delivery of your message is well understood. Describing things are easy even when the exact word is missing. Speaking by telephone is easy. Follow and give directions are not too complicated. Idioms and jokes are catchable for the receptor. Express your feelings. Retell something seen on television, and overhear a conversation and get the correct information (Thomson, 2015).

According to Gorkaltseva, Gozhin, & Nagel (2015), the confidence created by Roleplaying activity was shown when they speak in public; students can speak about their feelings and express themselves. In addition, the part of the

feedback is very useful to know the weakness and the strengths of students and to improve them.

1.3 Objectives

1.3.1 General objective

To analyze the influence of roleplaying in speaking fluency.

1.3.2 Specific objectives

- To identify the use of roleplaying on virtual learning.
- To determine the application of roleplaying as an activity to develop speaking fluency on virtual learning.
- To establish the relationship between roleplaying and speaking fluency.

CHAPTER II

METHODOLOGY

2.1 Resources

These were the resources used to develop this research in order to collect all the information to analyze the results obtained in this study of roleplaying performance and speaking fluency development at “Universidad Técnica de Ambato”:

Human resources

- Research tutor.
- Researcher.
- Students.

Institutional

- Universidad Técnica de Ambato.

Technological elements

- Computer.
- Internet.
- Mobile.
- Platforms and websites.
- Virtual libraries.

2.1.1 Population

The population of this research were 85 students from basic and professional units of “Pedagogía de los Idiomas Nacionales y Extranjeros” at Universidad Técnica de Ambato, in the academic period April – September 2021.

2.1.2 Technique

A survey is a method for gathering information about what people think from a specific situation or context with structured questions (Fowler, 2002). For this research, this method helped to know the real aspects about the topic. An online survey was applied using Google Forms. This survey was directed to students from basic and professional units of “Pedagogía de los Idiomas Nacionales y Extranjeros”; the questionnaire contained 20 questions using the Likert Scale giving numerical values to the alternatives from one to five. Expert teachers

validated the survey to be reliable to apply.

2.2 Methods

2.2.1 Basic methods of research

This research involved both approaches, the qualitative and the quantitative.

Qualitative approach since the researcher had to analyze the information to find out the reality of students at speaking. This method is used to know the characteristics by looking and examining the different abilities of the society (O'Dwyer & Bernauer, 2014).

Quantitative approach is the one in which a researcher uses tools to have numerical information and it is relevance to the investigation (O'Dwyer & Bernauer, 2014). To get quantitative data, it was necessary to quantify the results; the numerical part came from the statistical processes of analyzing the different features obtained in the research.

2.3 Research modality

2.3.1 Bibliographic research

This research was bibliographical to find principal information in documents, papers, books, articles, and thesis. The resources helped to have a global understanding of the variables to get knowledge about the research topic. In addition, it helped to know the different results obtained from other similar experiments. The goal of this research modality is to analyze sociological phenomena (Maggio, Kuffer, & Lazzari, 2017).

2.4 Level or type of research

2.4.1 Exploratory research

This kind of research modality focuses on identifying the cause and effect between two variables and to know the impact of existing processes (Sabino,

1996). The main purpose of the research was to provide more information about Roleplaying and Speaking Fluency to give the opportunity to apply this activity in English classes.

This research was explanatory because it explained the results obtained in the surveys and it found a relationship between the use of Roleplaying and Speaking Fluency.

2.4.2 Descriptive research

The descriptive investigation is the one in charge of describing the population, situation or the phenomena in which the topic of the research arises. It is focused on answering the questions, what, how, where and when (Mejia, 2020).

This research was descriptive because it applied a survey to students to find out the different reasons to use roleplaying in the classroom and the influence at students' speaking development.

2.5 Hypothesis

Null hypothesis

Roleplaying does not influence in the speaking fluency of students in basic and professional units at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

Alternative hypothesis

Roleplaying influences in the speaking fluency of students in basic and professional units at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

STUDENTS' ONLINE SURVEY

In this section are the answers of 85 students from basic and professional units who completed the online survey

QUESTION 1. - Do you consider yourself able to speak in English with a native speaker?

Table 1

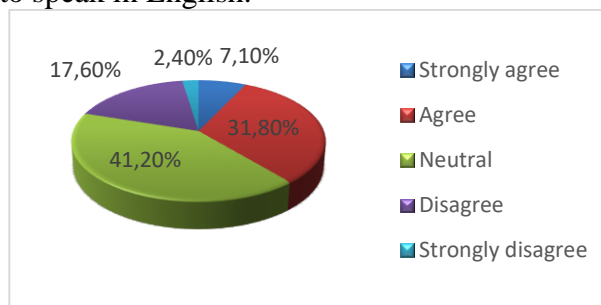
Able to speak in English.

Alternatives	Frequency	Percentage
Strongly agree	6	7,1 %
Agree	27	31,8 %
Neutral	35	41,2 %
Disagree	15	17,6 %
Strongly disagree	2	2,4 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 1 Able to speak in English.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the survey applied, 35 students who represent 41.20% are neutral about being able to speak in English with a native speaker. Besides 31.8% shows that 27 students claimed that they agree to be able to speak in English. On the other hand, 15 students, which correspond to 17.6%, disagree with being able to have a conversation with a native speaker. Six students (7.1%) state that they can speak in English with a native speaker and two students (2.4%) mentioned that they are not able to speak in English. It is required to develop self-confidence in order to be fearless to communicate with foreign people in a second language and to accomplish that goal is necessary to practice more speaking activities.

QUESTION 2. - Do you consider that you can learn English in context?

Table 2

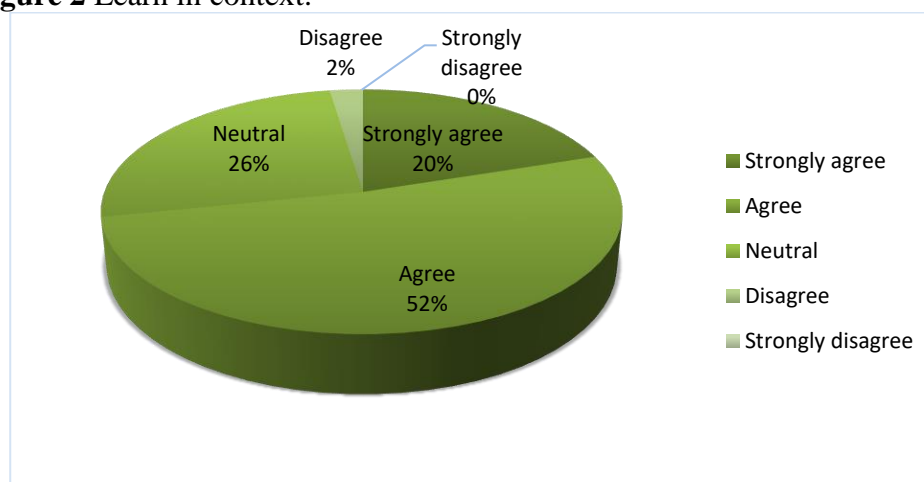
Learn in context.

Alternatives	Frequency	Percentage
Strongly agree	17	20 %
Agree	44	51,8 %
Neutral	22	25,9 %
Disagree	2	2,4 %
Strongly disagree	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 2 Learn in context.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

Forty-four students that represent 51.8% agree that they can learn in context. On the other hand, twenty-five-point nine percent that are 22 students mentioned that they are neutral about learning English in context. Moreover, seventy students who illustrate 20% strongly agreed to learn in context and just two students that show 2.4% affirmed that they disagree. Learning in context inside a classroom is a way in which the teacher can control the environment through tasks. Roleplaying activity leads students to learn in context using a planned topic where it is require having actors and a setting to perform.

QUESTION 3. - How often do you use English in class?

Table 3

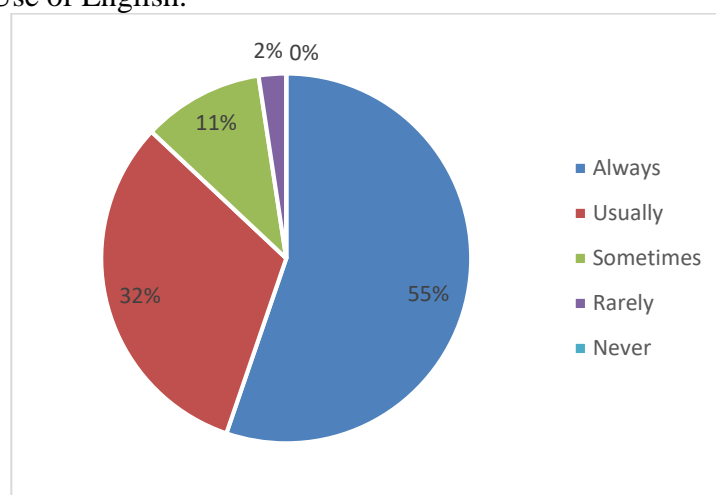
Use of English.

Alternatives	Frequency	Percentage
Always	47	55,3 %
Usually	27	31,8 %
Sometimes	9	10,6 %
Rarely	2	2,4 %
Never	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 3 Use of English.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the results, 47 students representing 55.3% always use English in classes. Twenty-seven students said that they usually use English in class, (31.8%). Besides, nine students that illustrate 10.6% of the population stated that they sometimes use English in class and just the 2.4% that are two students claimed that they rarely use English in class. This data helps us to know that during their time at the university students always are in touch with the language and this is valuable for them since they are going to acquire more knowledge and to improve their skills.

QUESTION 4. - How often do you speak in English with your classmates?

Table 4

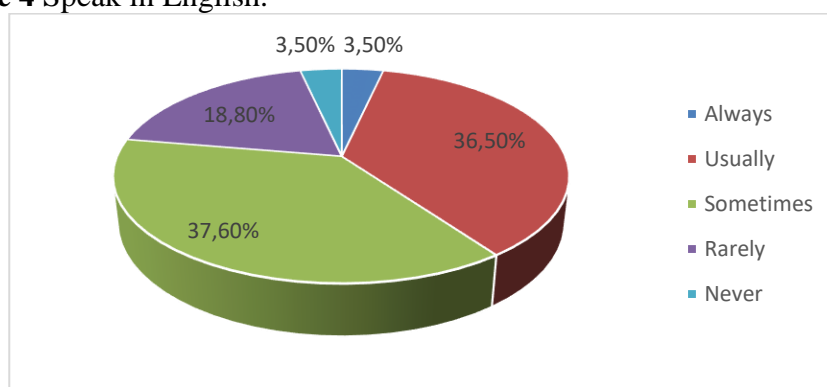
Speak in English.

Alternatives	Frequency	Percentage
Always	3	3,5 %
Usually	31	36,5 %
Sometimes	32	37,6 %
Rarely	16	18,8 %
Never	3	3,5 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 4 Speak in English.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

The 37.6% who are 32 students mentioned that they sometimes speak in English in the classroom. Thirty-one students that represent the 36.5% said that they usually have conversations in English with their classmates. Sixteen stated that they rarely speak in English and that information interpret 18.8% of the population. On the other hand, three students showing 3.5% claimed that they never speak in English with their classmates. Besides, three students (3.5%) affirmed that they always speak between classmates in English. The most ranked alternative was sometimes, and this means that students speak in English with their classmates when they must work in pairs or groups, and it is required to use the language.

QUESTION 5. - How often do you need your teacher's help to speak in English?

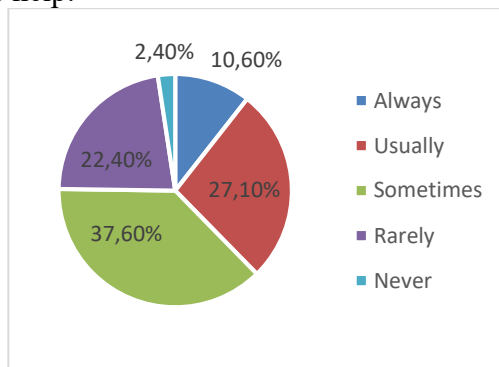
Table 5
Teacher's help.

Alternatives	Frequency	Percentage
Always	9	10,6 %
Usually	23	27,1 %
Sometimes	32	37,6 %
Rarely	19	22,4 %
Never	2	2,4 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 5 Teacher's help.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the results, thirty-two students representing 37.2% of the population said that they sometimes require teacher's help to speak in English. Twenty-three students affirmed that they usually need the teacher's help, describing the 27.1%. Moreover, nineteen students illustrate 22.4% rarely ask teacher's help to speak in English. Besides, nine students claimed that they always need help from their teacher to speak and on the other hand, two students mentioned that they never need the teacher's help, interpreting 2.4% of the total. This information shows that teacher's help is necessary in every class to fill up knowledge of the students when they need it. In addition, according to the majority alternative that was sometimes, the teacher is a referent of understanding for students.

QUESTION 6. - How often does your teacher give you feedback after an oral presentation?

Table 6

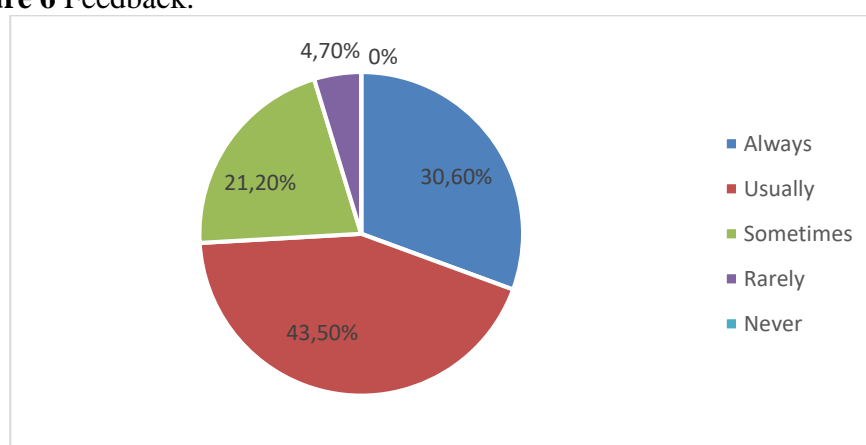
Feedback.

Alternatives	Frequency	Percentage
Always	26	30,6 %
Usually	37	43,5 %
Sometimes	18	21,2 %
Rarely	4	4,7 %
Never	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 6 Feedback.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the data, thirty-seven students representing 43.5% of the total said that they usually receive feedback. Twenty-six students stated that they always have feedback after an oral presentation, describing 30.6%. However, eighteen students that show 21.2% claimed that they sometimes have teacher's feedback. Besides, four students illustrating 4.7% mentioned that teacher rarely give feedback after an oral presentation. After an activity is necessary to give students feedback about their performance and according to the result obtained teacher usually, indicate the advice of the presentation providing them the opportunity to self-assess and to gain more confidence for the following tasks.

QUESTION 7. - Rank yourself in a scale from five (higher) to one (lowest).
How comfortable do you feel to speak English?

Table 7

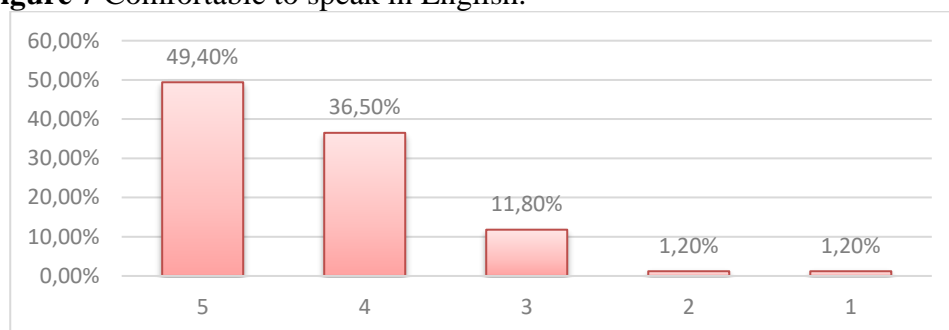
Comfortable to speak in English.

Alternatives	Frequency	Percentage
5	42	49,4 %
4	31	36,5 %
3	10	11,8 %
2	1	1,2 %
1	1	1,2 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 7 Comfortable to speak in English.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

In this comfortable scale from five, that is the higher and one the lowest, the researcher obtained the following results. Forty-two students representing 49.4% claimed that they feel very comfortable speaking in English while thirty-one students that show 36.5% mentioned that they are comfortable to speak. Besides, ten students stated that they feel slightly comfortable of speaking in English since it illustrates 11.8%. However, one student that describe 1.2% claimed that he or she feels moderately uncomfortable to speak and one student stated that speaking in English makes feel very uncomfortable interpreting 1.2%. According to the results, most students feel very comfortable speaking in English this is because they are used to use the language as consequence of most of classes are in the target language.

QUESTION 8. - Do you agree that it is better to recreate a conversation in the classroom to be ready to speak in real life?

Table 8

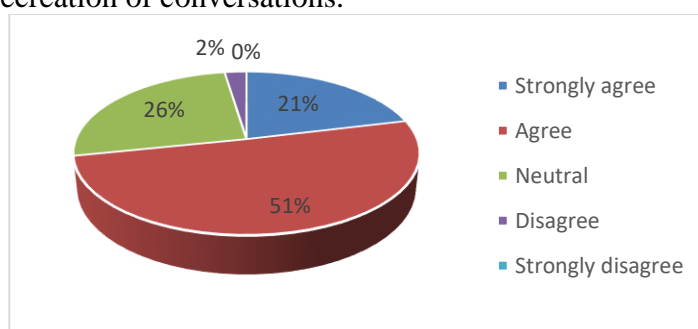
Recreation of conversations.

Alternatives	Frequency	Percentage
Strongly agree	18	21,2 %
Agree	43	50,6 %
Neutral	22	25,9 %
Disagree	2	2,4 %
Strongly disagree	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 8 Recreation of conversations.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

Forty-three students that represents 50.6% said that they agree that is a better option to recreate real conversations in the classroom. On the other hand, twenty-two students claimed that they feel neutral about having conversations to use them in real life since it shows 25.9%. Besides, eighteen students strongly agree to recreate conversations since it illustrates 21.2% of the population. Moreover, two students that describe 2.4% disagree to recreate conversations in the classroom to be ready to speak in real life. According to the results, students agree to have fake conversations in the classroom as necessary to be ready to speak in real life this means that simulations help them to have a guide of what is going to be expected in daily activities.

QUESTION 9. - How often do you feel afraid speak in English when working in groups?

Table 9

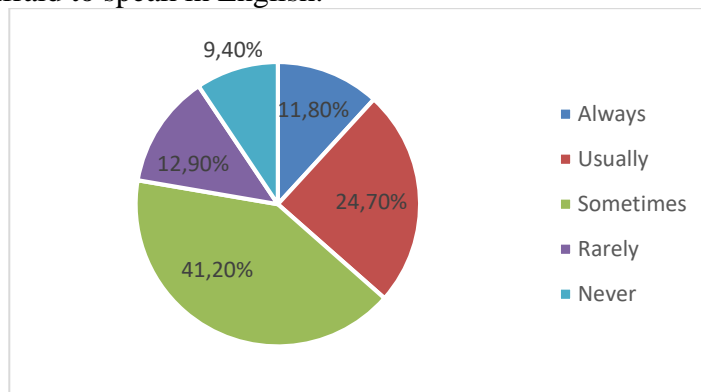
Afraid to speak in English.

Alternatives	Frequency	Percentage
Always	10	11,8 %
Usually	21	24,7 %
Sometimes	35	41,2 %
Rarely	11	12,9 %
Never	8	9,4 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 9 Afraid to speak in English.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

The following results show that thirty-five students representing 41.2% claimed that they sometimes feel afraid speak when working in groups. Besides, twenty-one students stated that they usually feel afraid speak in English, illustrating 24.7% of the total. Moreover, eleven students said that the rarely feel afraid when they must speak in groups, describing 12.9%. On the other hand, ten students that show 11.8% affirmed that they always feel afraid to participate speaking in English when working in groups. Furthermore, eight students that interpret 9.4% of the total considered that they never feel afraid speak in English when working in groups. According to the data, thirty-five students from eighty-five sometimes felt afraid speak in English it means that when there is an activity to be done in groups, they develop self-confidence to perform the speaking task.

QUESTION 10. - Which of these activities do you like the most to speak?

Table 10

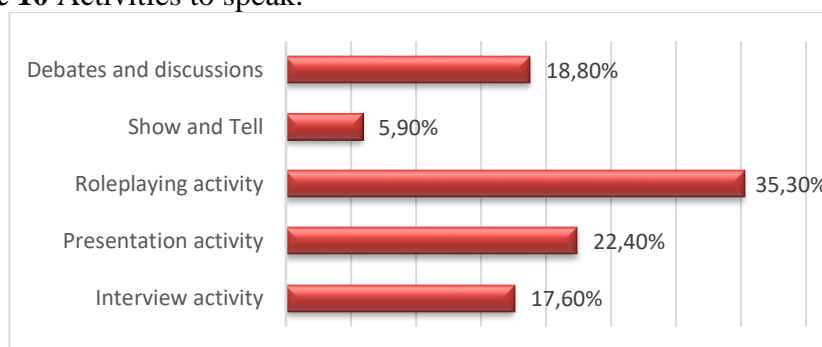
Activities to speak.

Alternatives	Frequency	Percentage
Interview activity	15	17,6 %
Presentation activity	19	22,4 %
Roleplaying activity	30	35,3 %
Show and Tell	5	5,9 %
Debates and discussions	16	18,8 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 10 Activities to speak.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the survey, thirty students show 35.3% stated that they like perform Roleplaying activities to speak. Besides, nineteen students affirmed that they like Presentation activities to speak since it illustrates 22.4%. On the other hand, sixteen students representing 18.8% claimed that the activity they like to perform to speak is Debates and discussions. Moreover, fifteen students, describing 17.6%, said that they like Interview activity to speak. Furthermore, five students interpret 5.9% mentioned that they like Show and Tell activities to speak. Eighty-five students were surveyed and 35.3% of the total select Roleplaying, this variety of thoughts are because teachers give students more options to develop speaking skills in classes and students could choose from a list of activities the one that they like the most.

QUESTION 11. - How often is Roleplaying related with the book's unit?

Table 11

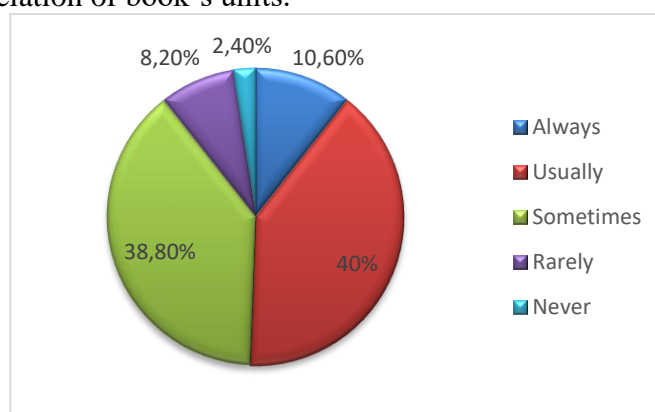
Relation of book's units.

Alternatives	Frequency	Percentage
Always	9	10,6 %
Usually	34	40 %
Sometimes	33	38,8 %
Rarely	7	8,2 %
Never	2	2,4 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 11 Relation of book's units.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the results, thirty-four students representing 40% of the total said that Roleplaying activity usually is related to the book's unit. Besides, thirty-three students (this concerns 38.8%), they claimed that it sometimes is related with the book's unit. On the other hand, nine students stated that always is the role-playing related to the book's unit, illustrating 10.6%. Moreover, seven students affirmed that role-playing rarely is related with the book's unit since it interprets 8.33% of the population. Furthermore, two students describe 2.4% said that it is never roleplaying related with the book's unit. The data means that most roleplaying activities usually are related with the book's unit, increasing the frequency of relation between the activity and the topic can help to consolidated knowledge through activities.

QUESTION 12. - How many times do you perform Role-plays in English classes in a week?

Table 12

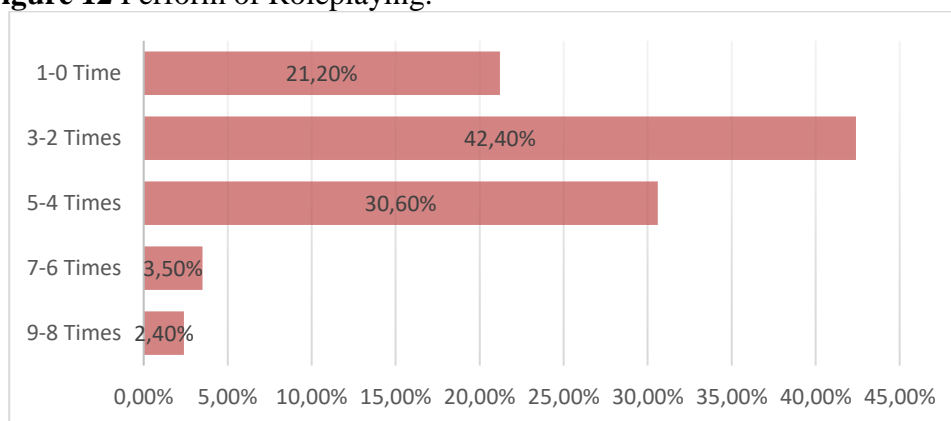
Perform of Roleplaying.

Alternatives	Frequency	Percentage
9-8 Times	2	2,4 %
7-6 Times	3	3,5 %
5-4 Times	26	30,6 %
3-2 Times	36	42,4 %
1-0 Time	18	21,2 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 12 Perform of Roleplaying.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the information collected, thirty-six students representing 42.2% claimed that they perform Role-plays from 3 to 2 times a week. Besides, twenty-six students (30.6%) they performed from 5 to 4 times in a week. Moreover, eighteen students stated that 1 or 0 times are performed roleplaying activities, illustrating 21.2%. On the other hand, three students that interpret 3.5% affirmed that they performed from 7 to 6 times role-plays in a week. Furthermore, two students said that they performed role-plays from 9 to 8 times in a week since it describes 2.4% of the total. This data means that in a stage from 0 to 9 times, role-plays are performed from 3 to 2 times in a week being beneficiary for students because they can have a space to develop skills throughout this activity and learners have to pay careful attention to work in this task because it is also demanding time.

QUESTION 13. - When your teacher asks you to make a roleplaying activity in front of your classmates. How do you feel?

Table 13

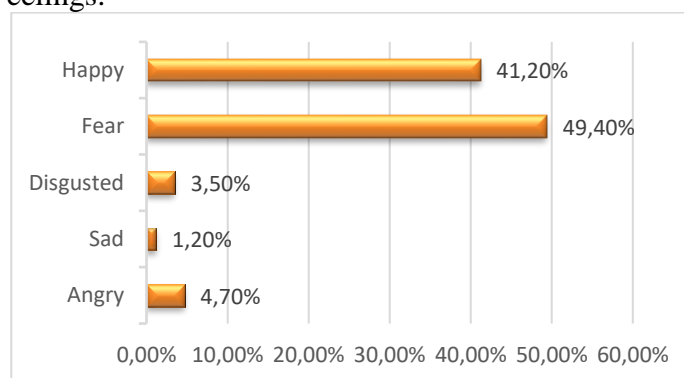
Feelings.

Alternatives	Frequency	Percentage
Angry	4	4,7 %
Sad	1	1,2 %
Disgusted	3	3,5 %
Fear	42	49,4 %
Happy	35	41,2 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 13 Feelings.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

This question evaluates students' feelings of performing roleplaying activity; forty-two students representing 49.4% said that they feel fear when teacher asks them to make a roleplaying activity. On the other hand, thirty-five students that (41.2%) claimed that they feel happy when they must perform a roleplaying in front of their classmates. Besides, four students describing 4.7% stated that they feel angry when they must make roleplaying activity in classes. Moreover, three students, interpreting 3.5%, affirmed that they feel disgusted when teacher asks to perform roleplaying in classes. Furthermore, one student illustrating 1.2% said that make roleplaying in front of his classmates cause him sadness. This information means that students are afraid when teacher asks them to perform a communicative activity in front of their classmates and it is necessary to include more opportunities to develop self-confidence to speak in public.

QUESTION 14. - Do you consider that roleplaying helps you to speak fluently?

Table 14

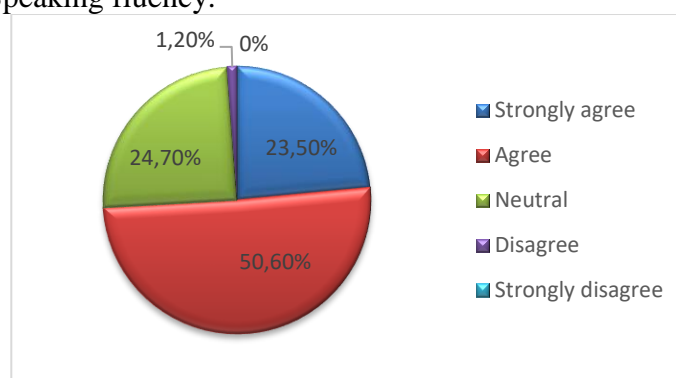
Speaking fluency.

Alternatives	Frequency	Percentage
Strongly agree	20	23,5 %
Agree	43	50,6 %
Neutral	21	24,7 %
Disagree	1	1,2 %
Strongly disagree	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 14 Speaking fluency.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

After students were surveyed, forty-three students representing 50.6% stated that they agree on roleplaying helps them to speak fluently. Besides, twenty-one students (24.7%) claimed that they feel neutral that roleplaying helps them to speak. Moreover, twenty students, illustrating 23.5%, strongly agree that they have a development on their speaking fluency after performed a roleplaying activity. On the other hand, one student affirmed that he or she disagree on developing speaking fluency by using role-plays in classes since it describes 1.2% of the population. The results means that students realize that after making this communicative activity it helped them to develop speaking fluency since this task put learners in a situation in which they must use all the knowledge learned.

QUESTION 15. - Do you consider that roleplaying must be included as a common activity in English classes?

Table 15

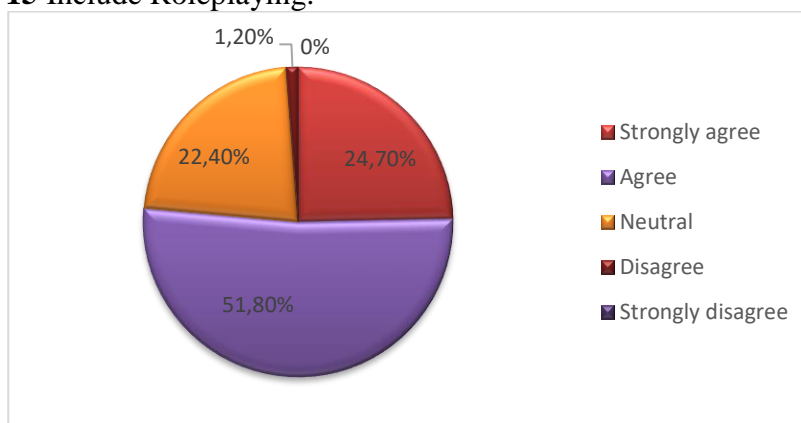
Include Roleplaying.

Alternatives	Frequency	Percentage
Strongly agree	21	24,7 %
Agree	44	51,8 %
Neutral	19	22,4 %
Disagree	1	1,2 %
Strongly disagree	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 15 Include Roleplaying.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the results, forty-four students agree on having roleplaying as a common activity in English classes since it represents 51.8% of the population. Besides, twenty-one students (24.7% over 100%) said that they strongly agree to include roleplaying as a common activity. Moreover, nineteen students illustrating 22.4% claimed that they feel neutral about considering as a common activity. On the other hand, one student disagrees on include roleplaying as a common activity in English classes since it describes 1.2% of the total. This means that many students consider that roleplaying must be included as a common activity in English classes because students have to be involved in every aspect to do this communicative activity in groups.

QUESTION 16. - How comfortable do you feel when using apps or computer programs to make videos?

Table 16

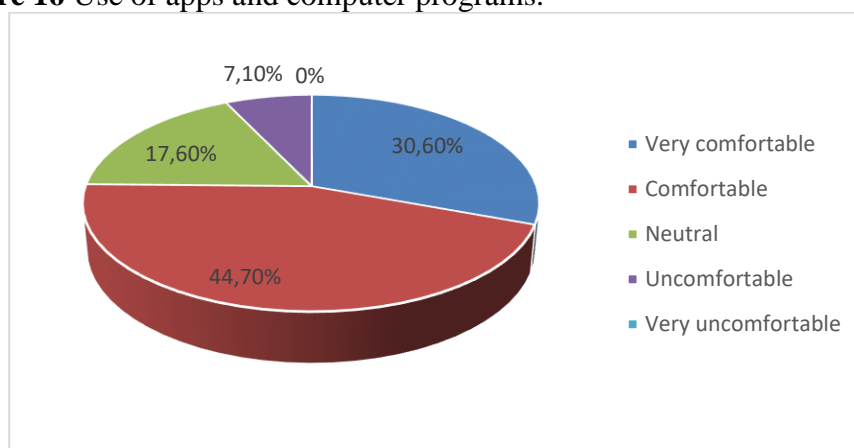
Use of apps and computer programs.

Alternatives	Frequency	Percentage
Very comfortable	26	30,6 %
Comfortable	38	44,7 %
Neutral	15	17,6 %
Uncomfortable	6	7,1 %
Very uncomfortable	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 16 Use of apps and computer programs.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

The following results said that thirty-eight students representing 44.7% feel comfortable when they have to use computer programs or apps. Besides, twenty-six students (30.6%) claimed that they feel very comfortable to use technological programs. Moreover, fifteen students, describing 17.6%, stated that they feel neutral about using apps and computer programs. On the other hand, six students affirmed that they feel uncomfortable when they must use apps and computer programs, interpreting 7.1% of the total. This data means that students need to know how to use ICT (Information and Communication Technologies) and have the opportunity to develop more activities to be comfortable when it is required to work in an educational or professional environment with the computer or the cellphone.

QUESTION 17. - Does your teacher use roleplaying on virtual classes?

Table 17

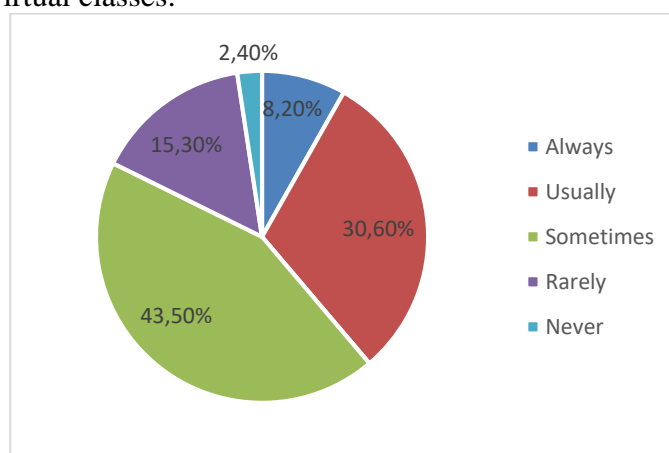
Virtual classes.

Alternatives	Frequency	Percentage
Always	7	8,2 %
Usually	26	30,6 %
Sometimes	37	43,5 %
Rarely	13	15,3 %
Never	2	2,4 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 17 Virtual classes.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the results, thirty-seven students (43.5%) claimed that the teacher sometimes use roleplaying on virtual classes. Moreover, twenty-six students describing 30.6% stated that teacher usually use roleplaying on virtual classes. Furthermore, thirteen students that illustrate 15.3% said rarely teacher use roleplaying on virtual classes. Besides, seven students representing 8.2% affirmed that teacher always ask them to perform role-plays. On the other hand, two students that interpret 2.4% of the total declared that teacher never use roleplaying on virtual classes. The information obtained mean that the use of roleplaying is not a daily activity performed in virtual classes it may depend on the time and the facility to perform it by the learners.

QUESTION 18. - In virtual classes. Do you consider it is a good alternative to do roleplaying activities with the help of technological tools?

Table 18

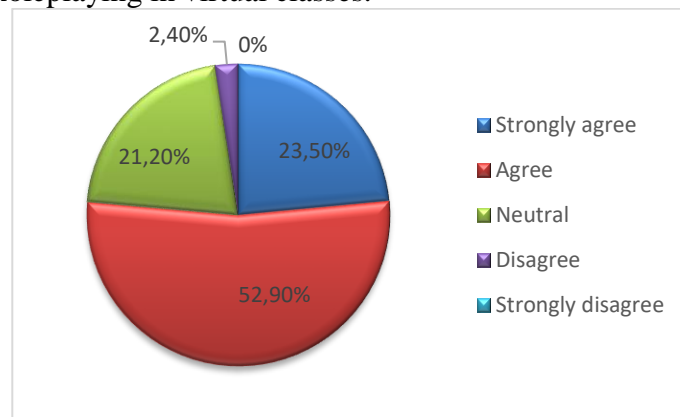
Roleplaying in virtual classes.

Alternatives	Frequency	Percentage
Strongly agree	20	23,5 %
Agree	45	52,9 %
Neutral	18	21,2 %
Disagree	2	2,4 %
Strongly disagree	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 18 Roleplaying in virtual classes.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

According to the data, forty-five students, representing 52.9% of the total, agree that roleplaying is a good alternative to perform in virtual classes. Besides, twenty students (23.5%) claimed that they strongly agree to use roleplaying in virtual classes. Moreover, eighteen students stated they are neutral to the use of roleplaying as an alternative in virtual classes since it describes 21.2% of the population. On the other hand, two students that interpret 2.4% of the population disagree of considering roleplaying as a good alternative to perform with the help of technological tools. This result means that the majority of students agreed that roleplaying is a good alternative to do it with the help of technological tools in virtual classes.

QUESTION 19. - When your teacher asks you to make a roleplaying activity using technological tools. How do you feel?

Table 19

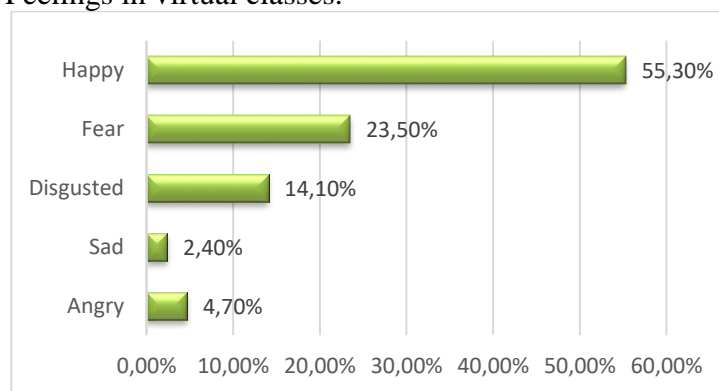
Feelings in virtual classes.

Alternatives	Frequency	Percentage
Angry	4	4,7 %
Sad	2	2,4 %
Disgusted	12	14,1 %
Fear	20	23,5 %
Happy	47	55,3 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 19 Feelings in virtual classes.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

Forty-seven students (it concerns 55.3% of the population) mentioned that they feel happy when have to make roleplaying activities. On the other hand, twenty students feel fear when use technological tools to make roleplaying since it illustrates 23.5% of the data. Moreover, twelve students interpreting 14.1% feel disgusted to make a roleplaying. Besides, four students, feel angry when teacher asks to make roleplaying activity using technological tools, this information interpreted 4.7%. Additionally, two students describing 2.4% claimed that they feel sad to make a roleplaying activity using technological tools in virtual classes. According to these results, students feel happy when they have to perform a roleplaying activity using technological tools; this opportunity leads them to use their time and to look for options to organize their groups.

QUESTION 20. - Rank Roleplaying importance for you, from five (higher) to one (lowest).

Table 20

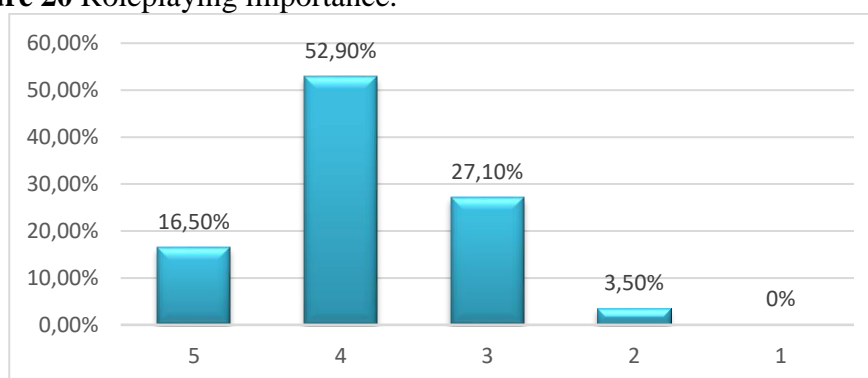
Roleplaying importance.

Alternatives	Frequency	Percentage
5	14	16,5 %
4	45	52,9 %
3	23	27,1 %
2	3	3,5 %
1	0	0 %
Total	85	100 %

Source: Student's perceptions survey.

Author: Páez, C. (2021)

Figure 20 Roleplaying importance.



Source: Student's perceptions survey.

Author: Páez, C. (2021)

Analysis and interpretation:

In a scale from five to one, the researcher had the following results: fourteen students that represent the 16.50% said that roleplaying is the most important activity. Forty-five students that are the majority claimed that Roleplaying is important (it concerns 52.9% of the total). Twenty-seven-point one percent, who are 23 students mentioned that roleplaying is moderately important. Moreover, three students consider roleplaying as slightly important and it was illustrated by 3.5%. The last question is about the importance of roleplaying that students ranked, they choose the level four from five (higher) to one (lowest). This result said that the majority consider roleplaying as an important activity to develop in classes.

3.2 Hypothesis verification

Person's Chi2 statistical calculation was performed to verify the hypothesis in this research.

3.2.1 Logic model

Ho: Roleplaying does not influence in the speaking fluency of students in basic and professional units at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

H1: Roleplaying influences in the speaking fluency of students in basic and professional units at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato.

3.2.2 Mathematic model

$H_0 = H_1$

$H_0 \neq H_1$

3.2.3 Statistical model

Chi squared process

Selection of significance level

With the 95% of reliability was worked to verify the hypothesis which corresponds to an $\alpha = 0,05$ of error margin.

Statistical selection

$$\chi^2_{\text{Prueba}} = \sum \frac{(o_i - o_{ei})^2}{o_{ei}}$$

o_i = Frecuencia observada

o_{ei} = Frecuencia esperada

Decision rule

$$G_L = (F - 1) \cdot (C - 1)$$

$$G_L = (7 - 1) \cdot (4 - 1)$$

$$G_L = 18$$

F= Questions

C= Answers

3.2.4 Data collection and statistical calculations

Table 21 Observed frequencies

QUESTIONS	Always	Usually	Sometimes	Rarely - Never	TOTAL
How often do you use English in class?	47	27	9	2	85
How often do you speak in English with your classmates?	3	31	32	19	85
How often do you need your teacher's help to speak in English?	9	23	32	21	85
How often does your teacher give you feedback after an oral presentation?	26	37	18	4	85
How often do you feel afraid to speak in English when working in groups?	10	21	35	19	85
How often is Roleplaying related with the book's unit?	9	34	33	9	85
Does your teacher use roleplaying on virtual classes?	7	26	37	15	85
TOTAL	111	199	196	89	595

Author: Páez, C. (2021)

Table 22 Expected frequencies

QUESTIONS	Always	Usually	Sometimes	Rarely - Never	TOTAL
How often do you use English in class?	15,857	28,429	28,000	12,714	85,000
How often do you speak in English with your classmates?	15,857	28,429	28,000	12,714	85,000
How often do you need your teacher's help to speak in English?	15,857	28,429	28,000	12,714	85,000
How often does your teacher give you feedback after an oral presentation?	15,857	28,429	28,000	12,714	85,000
How often do you feel afraid to speak in English when working in groups?	15,857	28,429	28,000	12,714	85,000
How often is Roleplaying related with the book's unit?	15,857	28,429	28,000	12,714	85,000
Does your teacher use roleplaying on virtual classes?	15,857	28,429	28,000	12,714	85,000
TOTAL	111	199	196	89	595

Author: Páez, C. (2021)

Chi square calculation

Table 23 Chi square calculation

O	O _e	O-O _e	(O-O _e) ²	(O-O _e) ² /O _e
47,000	15,857	31,143	969,878	61,163
27,000	28,429	-1,429	2,041	0,072
9,000	28,000	-19,000	361,000	12,893
2,000	12,714	-10,714	114,796	9,029
3,000	15,857	-12,857	165,306	10,425
31,000	28,429	2,571	6,612	0,233
32,000	28,000	4,000	16,000	0,571
19,000	12,714	6,286	39,510	3,108
9,000	15,857	-6,857	47,020	2,965
23,000	28,429	-5,429	29,469	1,037
32,000	28,000	4,000	16,000	0,571
21,000	12,714	8,286	68,653	5,400
26,000	15,857	10,143	102,878	6,488
37,000	28,429	8,571	73,469	2,584
18,000	28,000	-10,000	100,000	3,571
4,000	12,714	-8,714	75,939	5,973
10,000	15,857	-5,857	34,306	2,163
21,000	28,429	-7,429	55,184	1,941
35,000	28,000	7,000	49,000	1,750
19,000	12,714	6,286	39,510	3,108
9,000	15,857	-6,857	47,020	2,965
34,000	28,429	5,571	31,041	1,092
33,000	28,000	5,000	25,000	0,893
9,000	12,714	-3,714	13,796	1,085
7,000	15,857	-8,857	78,449	4,947
26,000	28,429	-2,429	5,898	0,207
37,000	28,000	9,000	81,000	2,893
15,000	12,714	2,286	5,224	0,411
χ^2_{Test}				149,538

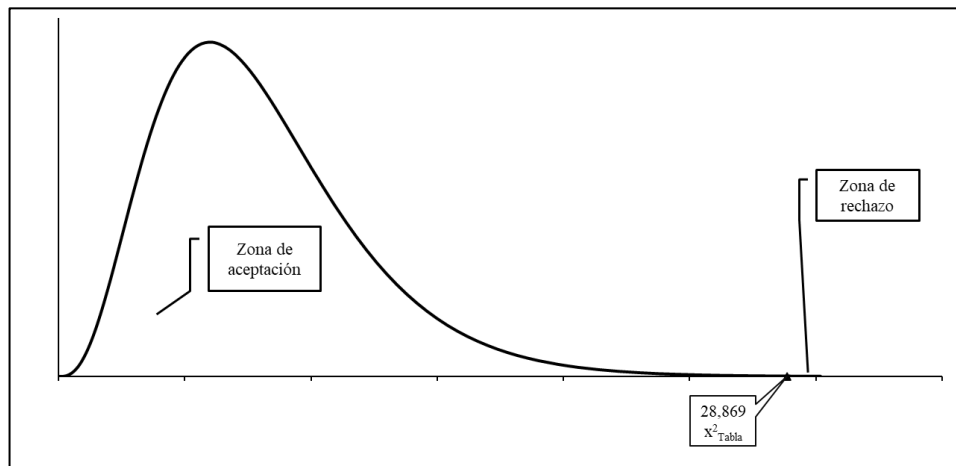
Author: Pérez, C. (2021)

Decision making

After the statistical calculations required were carried out, the following result is acquired:

With 18 degrees of freedom $\chi^2_{\text{Test}} (149,538) > \chi^2_{\text{table}} (28,869)$ the null hypothesis (H_0) is rejected, and the alternative (H_1) is accepted which stated: “Roleplaying influences in the speaking fluency of students in basic and professional units at Pedagogía de los Idiomas Nacionales y Extranjeros Career from Universidad Técnica de Ambato”.

Figure 21 Zone of acceptance of the hypothesis



Author: Páez, C. (2021)

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After carrying out this research about roleplaying and speaking fluency, the following conclusions have been reached:

- The online survey was applied to analyze the influence of roleplaying in speaking fluency. The results show that students reveal a development in their speaking after a role-play activity. The majority of students, according to question 14 representing 50.6% of the total, agreed that roleplaying helps them to speak with confidence. Therefore, learners would be fluent in English; this is a positive aspect of this research since 51.8% agreed that this activity should be considered in classes to be performed.
- The new virtual modality in Ecuador due to COVID-19 has been a challenge for every teacher. Activities done in virtual classes were difficult to perform because of the students' connectivity. According to the results obtained, this process of adaptation said that roleplaying activity sometimes was performed in virtual classes (37 students on question 17). Moreover, on question 16, 38 students feel comfortable with virtual tools that mean that learners fit on virtual learning. In addition, learners agreed on having the alternative to use technological tools to perform this activity in classes.
- In this research it was determined on questions 18 and 19 that the application of roleplaying as an activity in virtual classes provides motivation and confidence to students when speaking as well as instant feedback and the involvement of students in the learning process. According to the results, this is a practice activity, which allows recreations of conversations for real situations; therefore, it helps to the development of speaking fluency in students. In addition, it favors the cognitive processes of information since students participate and assume roles in an active learning.
- According to the hypothesis, there is a relationship between roleplaying and speaking fluency since the statistical test pointed out that the calculated Chi has a huge distance in the reject zone in the test (149.538), and this means that the link between these two variables is optimum to put in practice in learning process.

4.2 Recommendations

After carrying out this research about roleplaying and speaking fluency, the following recommendations have been pointed out:

- Roleplaying is a controlled activity in which students can perform a character in an imagine situation, this activity helps learners to know how to act in real life context. Teacher should use more speaking activities such as discussions, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, picture narrating, picture describing and find the difference; to develop the communication in classes because this is a skill required in every aspect of living. Many students have no confidence to speak in English because they did not have the opportunity to make mistakes while learning since in past years teachers applied methodologies focused on written grammar.
- To avoid technological gaps, El Ministerio de Educación could give trainings to teachers. In addition, the lack of internet connection where students live is bigger and the presentation of tasks was difficult to accomplish in virtual learning. As a recommendation, the due date to present homework may be flexible without generating frustration in learners and teachers can look for tools to facilitate the work in classes.
- It is important that students can have more interactive activities in which they have to talk in public. Roleplaying activity involves the four skills in one; it allows learners to develop each one in different stages. In addition, roleplaying is a way to make mistakes and learn chunks for real situations and it is recommended, according to the survey applied, that teacher can apply more roleplaying activities in future English classes to give students the opportunity to develop speaking skills.
- It is recommended to consider the guide created by the researcher, in which there is information and tips for learners and teachers to know how to perform Roleplaying when it is requires performing that activity. Considering that, students from PINE feel fear, according to the results of the survey, to speak in front of their classmates; they need to practice improving their self-confidence in order to change the reactions when they must carry out this task.

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Anexos

Annex 1: Approval



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD
Av. Los Chacutos y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
Ambato-Ecuador

Ambato 03 de mayo 2021
Res. N° FCHE-CD-1266-2021

Señores/itas
Páez Checa Carolyn Margoth
Estudiante de la Carrera de PINE Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 03 de mayo 2021, en atención a los requerimientos del estudiante **Páez Checa Carolyn Margoth**, sobre el tema preliminar: **"ROLEPLAYING AND SPEAKING FLUENCY"** por usted propuesto resuelve:

APROBAR LA MODALIDAD DE TITULACION PROYECTO DE INVESTIGACIÓN Y EL TEMA PRELIMINAR: **"ROLEPLAYING AND SPEAKING FLUENCY"**, PROPUESTO POR EL ESTUDIANTE EN MENCIÓN, AUTORIZÁNDOLE EL DESARROLLO DE LA INVESTIGACIÓN.

DESIGNAR COMO TUTOR SUGERIDO PARA LA REVISIÓN DEL TEMA PRELIMINAR A LA **MG. XIMENA CALERO**.

Atentamente,



SEGUNDO VICTOR
HERNÁNDEZ DEL
SALTO

Dr. Mg. Victor Hernández del Salto
PRESIDENTE



XIMENA ALEXANDRA
CALERO SANCHEZ



ELSA MAYORIE
CHIMBO CACERES

CC: TUTOR SUGERIDO
SECRETARIA DE CARRERA - CARPETA
ESTUDIANTIL ARCHIVO NUMERICO
CONSEJO DIRECTIVO CARPETA: GRADOS
PROYECTOS

VHS/CVD/SES

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 03/05/2021

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de Quinto Semestre paralelo "A" de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Roleplaying and speaking fluency" propuesto por el/la estudiante Carolyn Margoth Páez Checa, portador/a de la Cédula de Ciudadanía, 1726502816 estudiante de la Carrera de Pedagogía d los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

 Firmado digitalmente por:
**SARAH
JACQUELINE
IZA PAZMINO**

.....
Mg. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Annex: Student's survey



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
STUDENTS' SURVEY

* Required

GENERAL INFORMATION

TOPIC: ROLEPLAYING AND SPEAKING FLUENCY

Objective: To analyze the influence of roleplaying in speaking fluency.

What is Roleplaying?

Roleplaying allows an actor to step into the shoes of a character. It is a group dramatization activity in the classroom to perform a topic.

Instructions:

- Answer the following survey.
- If you have any doubts about a word or question, ask the person in charge to explain.
- Answer with your personal experience.
- Select with and (X) each question

Course: *

Capital letters

Your answer

Age *

In numbers

Your answer

Do you consider yourself able to speak in English with a native speaker? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Do you consider that you can learn English in context? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

How often do you use English in class? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

How often do you speak in English with your classmates? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

How often do you need your teacher's help to speak in English? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

How often does your teacher give you feedback after an oral presentation? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Rank yourself in a scale from five (higher) to one (lowest). *

How comfortable do you feel to speak English?

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

Do you agree that it is better to recreate a conversation in the classroom to be ready to speak in real life? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

How often do you feel afraid to speak in English when working in groups? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Which of these activities do you like the most to speak? *

- ☐ Interview activity
- ☐ Presentation activity
- ☐ Roleplaying activity
- ☐ Show and Tell
- ☐ Debates and discussions
- ☐ Other: _____

How often is Roleplaying related with the book's unit? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

How many times do you perform Role-plays in English classes in a week? *

- ☐ 9-8 Times
- ☐ 7-6 Times
- ☐ 5-4 Times
- ☐ 3-2 Times
- ☐ 1-0 Time

When your teacher asks you to make a roleplaying activity in front of your classmates *
How do you feel?

- ☐ Angry
- ☐ Sad
- ☐ Disgusted
- ☐ Fear
- ☐ Happy
- ☐ Other: _____

Do you consider that roleplaying helps you to speak fluently?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

Do you consider that roleplaying must be included as a common activity in English classes? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

How comfortable do you feel when using apps or computer programs to make videos? *

- ☐ Very comfortable
- ☐ Comfortable
- ☐ Neutral
- ☐ Uncomfortable
- ☐ Very uncomfortable

Does your teacher use roleplaying on virtual classes? *

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

In virtual classes *

Do you consider it is a good alternative to do roleplaying activities with the help of technological tools?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

When your teacher asks you to make a roleplaying activity using technological tools *

How do you feel?

- ☐ Angry
- ☐ Sad
- ☐ Disgusted
- ☐ Fear
- ☐ Happy
- ☐ Other: _____

Rank Roleplaying importance for you, from five (higher) to one (lowest). *

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1



Annex: Chi 2 distribution

ity \ Probabil Degrees of freedom	0,99 5	0,99	0,975	0,95	0,9	0,75	0,5	0,25	0,1	0,05	0,025
1	0,00 0	0,00 0	0,001	0,004	0,016	0,102	0,455	1,323	2,706	3,841	5,024
2	0,01 0	0,02 0	0,051	0,103	0,211	0,575	1,386	2,773	4,605	5,991	7,378
3	0,07 2	0,11 5	0,216	0,352	0,584	1,213	2,366	4,108	6,251	7,815	9,348
4	0,20 7	0,29 7	0,484	0,711	1,064	1,923	3,357	5,385	7,779	9,488	11,14 3
5	0,41 2	0,55 4	0,831	1,145	1,610	2,675	4,351	6,626	9,236	11,07 0	12,83 3
6	0,67 6	0,87 2	1,237	1,635	2,204	3,455	5,348	7,841	10,64 5	12,59 2	14,44 9
7	0,98 9	1,23 9	1,690	2,167	2,833	4,255	6,346	9,037	12,01 7	14,06 7	16,01 3
8	1,34 4	1,64 6	2,180	2,733	3,490	5,071	7,344	10,21 9	13,36 2	15,50 7	17,53 5
9	1,73 5	2,08 8	2,700	3,325	4,168	5,899	8,343	11,38 9	14,68 4	16,91 9	19,02 3
10	2,15 6	2,55 8	3,247	3,940	4,865	6,737	9,342	12,54 9	15,98 7	18,30 7	20,48 3
11	2,60 3	3,05 3	3,816	4,575	5,578	7,584	10,34 1	13,70 1	17,27 5	19,67 5	21,92 0
12	3,07 4	3,57 1	4,404	5,226	6,304	8,438	11,34 0	14,84 5	18,54 9	21,02 6	23,33 7
13	3,56 5	4,10 7	5,009	5,892	7,042	9,299	12,34 0	15,98 4	19,81 2	22,36 2	24,73 6
14	4,07 5	4,66 0	5,629	6,571	7,790	10,16 5	13,33 9	17,11 7	21,06 4	23,68 5	26,11 9
15	4,60 1	5,22 9	6,262	7,261	8,547	11,03 7	14,33 9	18,24 5	22,30 7	24,99 6	27,48 8
16	5,14 2	5,81 2	6,908	7,962	9,312	11,91 2	15,33 8	19,36 9	23,54 2	26,29 6	28,84 5
17	5,69 7	6,40 8	7,564	8,672	10,08 5	12,79 2	16,33 8	20,48 9	24,76 9	27,58 7	30,19 1
18	6,26 5	7,01 5	8,231	9,390	10,86 5	13,67 5	17,33 8	21,60 5	25,98 9	28,86 9	31,52 6
19	6,84 4	7,63 3	8,907	10,11 7	11,65 1	14,56 2	18,33 8	22,71 8	27,20 4	30,14 4	32,85 2
20	7,43 4	8,26 0	9,591	10,85 1	12,44 3	15,45 2	19,33 7	23,82 8	28,41 2	31,41 0	34,17 0
21	8,03 4	8,89 7	10,28 3	11,59 1	13,24 0	16,34 4	20,33 7	24,93 5	29,61 5	32,67 1	35,47 9

Author: Páez, C (2021)

Annex 3: Urkund analysis



Urkund Analysis Result

Analysed Document:	THESIS PAEZ_URKUND.pdf (D111407084)
Submitted:	8/18/2021 5:43:00 AM
Submitted By:	xcalero@uta.edu.ec
Significance:	7 %

Sources included in the report:

FINAL_PIS_7B.pdf (D110998832)
Tabulation Inca Tatiana.pdf (D89775738)
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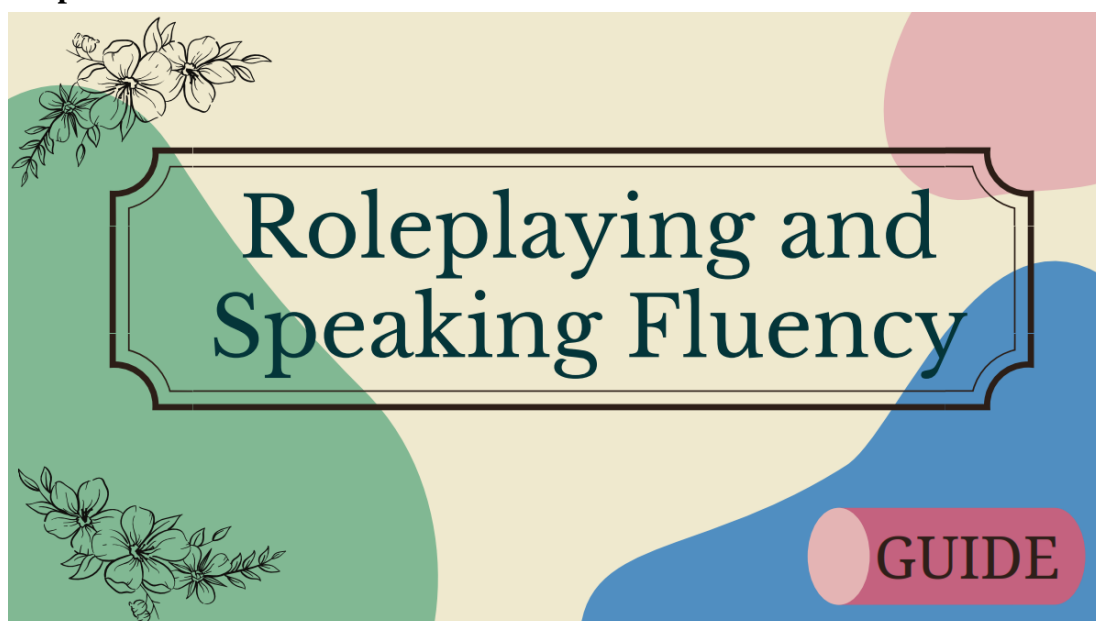
Instances where selected sources appear:

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XIMENA ALEXANDRA
CALERO SANCHEZ

Proposal



Roleplaying and Speaking Fluency

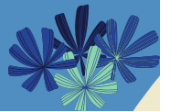
Communicative activities can help students to express their thoughts and it is important to link Roleplaying to improve speaking fluency.



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Introduction



This guide will provide important information for students about the steps to perform roleplaying activities to take advantage of this tool to improve their speaking skill through tips.

WHAT IS ROLEPLAYING?



Roleplaying is an activity in which students immediately apply the content they have learned in a game. Teacher assigns roles that learners have to follow in groups. This task engage students to work in pairs. Roleplaying allows students to put into the shoes of a character to fossilized knowledge (Chesler & Fox, 1966).

ADVANTAGE OF ROLEPLAYING

- Chesler & Fox (1966) stated the following advantages of Roleplaying:
- Students apply what they learn in a real world context.
- Students can act from a different perspective of their-selves.
- Students realize that the things they learn will help them to the real world.
- Feedback is immediate received.
- Students develop higher thinking.



WHAT IS SPEAKING FLUENCY? 🔍

Being fluent means to speak and to understand comfortably and easily in a target language. It is important to develop this subskill in order to maintain communication with the world and to be able to study or work worldwide (Hill& Hoffman, 2020).



IMPORTANCE

Speaking fluency is a need for people who want to be in contact with this globalized world, roleplaying gives the opportunity for learners to recreate conversations in real context to have the experience to not feel afraid when the moment to speak appears (Hill& Hoffman, 2020).



STEPS TO PERFORM ROLEPLAYING

PREPARATION

According to Boess (2008) there are 3 steps to take in consideration to perform roleplaying activities.

- Students must know the background information by reading or watching.
- Classroom rules for everybody in order to promote inclusivity.
- If it is necessary teacher can provide a prompt, the teacher must put them into groups and assign them the goal of the roleplaying.

DURING

- Create the setting of the roleplaying environment and the clothes to wear.
- Determine the roles that students will work on in the group.
- It is important to know that students understand the information before the simulation
- Students have to know that things can change during the presentation, and they have to be prepared.
- Students have to track their time.

AFTER

- Feedback is necessary for students.
- Self and peer-assessment are the keys to development.
- Students can question their roles to improve aspects of their lives



TIPS TO SPEAK IN PUBLIC

The characteristics of public speaking are three: the first one is that it is more structured. The second one requires formal language. Finally, the method of delivery is different from a conversation. (Lucas, 2007).

Practice

Be comfortable
with your material

**Know
the
audience**

Words choice is
important

Organization

Get everything
ready before a
speech

**Adapt to the
audience**

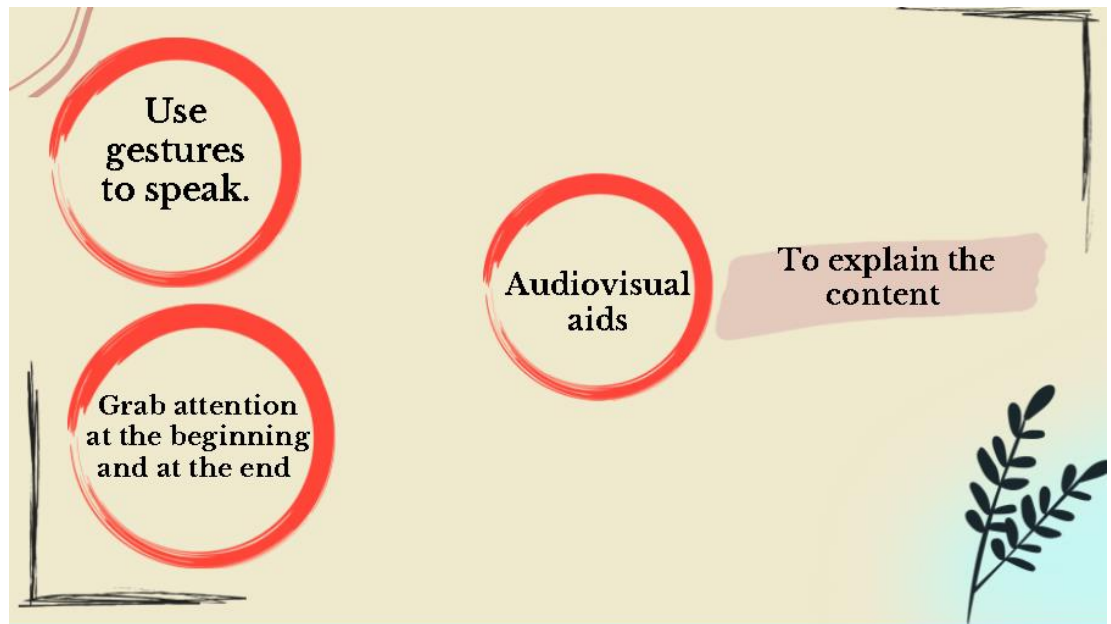
You can change
your speech
according to
their reactions

**Tell
stories**

Personal stories
make people
feel
comfortable

**Be
yourself**

**Do not
read.**



HOW TO BE FLUENT?

There is no easy way to be fluent, just practice. Teachers can provide students space to perform communicative activities furthermore give them time to be comfortable with the information of the task and feedback to enhance learners to keep developing this subskill (Hill& Hoffman, 2020).

The complex block has a blue background. On the left, a large brown speech bubble contains the title 'HOW TO BE FLUENT?'. To the right, a white speech bubble with a blue border contains a quote. At the bottom, there are line drawings of a woman and a man. In the bottom right corner, there are white wavy lines on a blue background.



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