UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Perfil de investigación previo al informe final de trabajo de graduación y obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

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Theme: ROLE PLAYS AND SPEAKING SKILL

Author: Fonseca Rojas Adriana Daniela

Tutor: PhD. Chicaiza Redín Verónica Elizabeth

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SUPERVISOR APPROVAL

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I, PhD. Veronica Chicaiza holder of the I.D No 171510632-2, in my capacity as supervisor of the Research dissertation on the topic: **"ROLE PLAYS AND SPEAKING SKILL"** investigated by Miss Adriana Daniela Fonseca Rojas with I.D No. 180513168-5, 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 Directors Board.

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171510632-2

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I declare this undergraduate dissertation entitled **"ROLE PLAYS AND SPEAKING SKILL"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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……………………………….
Adriana Daniela Fonseca Rojas
I.D 180513168-5

AUTHOR

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AUTHOR

DEDICATION

TO:

To God for helping me get to where I am now, who takes care of me and guides me every step of my life, for giving me health and life. To my parents, without their unconditional support and dedication, I would not have been able to get here. To my sisters Isabel, Tannia, and Tamara who with every word of encouragement have made this process more rewarding. For my nephew León who is my little Angel who lights up my life. To my uncle who has always been unconditional and has always had a word of encouragement. To my friends, who have always trusted and believed in me, who have never let me give up until I achieve my goals.

Adriana.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ABSTRACT

Topic: "Role plays and speaking skill"

Author: Adriana Daniela Fonseca Rojas

Tutor: Mg. Verónica Chicaiza

Education has been transforming over time, for this reason, it is necessary for teachers to adapt to changes and create new and innovative ways of teaching specially to teach English speaking skills. The present research was developed with the aim to study the use of role-plays activities to improve speaking skills. There were 22 participants from fifth semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato. This research had a mix-method approach because qualitative and quantitative approaches were used. Also, it had a quasi-experimental design. The experiment was carried out in 5 weeks. The class-sessions of the research were in an online modality. The PET exam (Preliminary English Test) part 3 of speaking paper was applied as a pre-test at the beginning and as a post-test at the end of the research. The test consisted on speaking for one minute to describe a picture. The test was graded using an adapted rubric from Cambridge for speaking performance. Role-plays activities were applied as a treatment. Finally, the results of the pre-test and post-test were carefully analyzed with the SPSS program and using the T-test. The final results showed that the use of role-plays improve the students' speaking skills.

Keywords: Role-plays activities, speaking skills, PET test, scripts.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

Tema: "Role plays and speaking skill"

Autor: Adriana Daniela Fonseca Rojas

Tutor: Mg. Verónica Chicaiza

La educación se ha estado transformando con el tiempo, por esta razón los profesores deben adaptarse a los cambios y crear innovativas maneras de enseñar, especialmente en la destreza de hablar en inglés. Esta investigación se enfocó en determinar los efectos del uso de juegos de roles para mejorar la destreza de hablar de los estudiantes. Participaron 22 estudiantes del quinto semestre de la carrera de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. Esta investigación tuvo un enfoque mixto ya que se utilizaron enfoques cualitativos y cuantitativos. Además, tuvo un diseño cuasiexperimental. El experimento fue llevado a cabo en 5 semanas. Las sesiones fueron de modalidad virtual. Un examen PET (Preliminary English Test) parte 3 de la producción oral fue aplicado como prueba previa al inicio y como prueba posterior al final de la investigación. Este examen consistió en hablar por 1 minuto para describir una imagen. El examen fue calificado usando una rúbrica adaptada de Cambridge para la presentación oral. Las actividades de juegos de roles fueron aplicadas como tratamiento. Los resultados de la prueba previa y posterior fueron analizados cuidadosamente con el programa estadístico SPSS y la prueba estadística T-student. Los resultados finales mostraron que el uso de los juegos de roles mejora la habilidad de hablar de los estudiantes.

Palabras claves: actividades de juegos de roles, habilidad de hablar, examen PET, guiones.

CHAPTER 1

THEORICAL FRAMEWORK

1.1 Investigative background

This study involves the use of innovative activities to develop learners' speaking skills. For this reason, it is important to apply new strategies. These strategies should promote active use of the English language. Nowadays, teachers still use traditional methods and do not get to catch the full students' attention. Role-play activities allow students to explore and understand realistic situations (Harries, 2012). Moreover, it helps to develop communicative skills using the English language. Also, these activities permit the students' interaction, acquisition of new words, and the use of complex grammatical structures.

In order to get a better idea of the background of this research, some educational and communicative papers' information was checked. This research was developed to demonstrate how the use of role-play activities improves the students' speaking skills. For this reason, the information was taken from papers from different countries where English is taught as a foreign language. The papers were chosen with information around the last five to six years of publication. Moreover, it was taking into account a variety of research done in different countries not only on the American continent but also in other places such as Indonesia. The papers were published in some magazines such as Revista Comunicación from Costa Rica and Journal on English as a Foreign Language from Indonesia. In this section, the analysis of previous research was carried out to know more about the implementation and the results of applying role-play activities as a technique of developing speaking skills. The previous research involved studies with learners from different schools, professions, ages, and levels.

Wulandari et al. (2019) studied how to improve speaking skills using role-play technique. Also, the research aimed to raise the students' motivation when they speak English using role-play. The classroom action research (CAR) method was used as a reflective process to gather empirical data. There were two cycles. There were four stages: planning, implementing, observation and reflection. In planning, researchers prepared the materials and a lesson plan. In implementing, the researchers used the script memorization role-

play as treatment and applied it to students. In observation, students were observed while they used role-play in the speaking skill. In reflection, this final stage was developed by the analysis and interpretation of the data. There were 30 participants 10 males and 20 females. The students were divided into two groups: the target and the control group. The target group was exposed to role-play activities to increase the motivation of students when they speak English. The data was collected through a test, questionnaires, observation notes of the activities, and interviews. The material was developed by researchers. In contrast, the control group used an oral English test. At the end of the study, the results showed that there is a significate improvement in speaking. Students learn better in a communicative classroom. Using activities like role play increased their speaking skill in each cycle. Finally, there were limitations because the time was short to completed all activities. This research demonstrated that the use of role play activities improves the students' communication and their speaking skill in English language, and it is useful in the classroom for students.

Dwiana et al. (2015) conducted research to explain whether role-play strategy improves students' speaking skills. Classroom Action Research (CAR) was used as a method that involves four steps: planning, action, observation, and reflection. It was used to solve students' problems with the English-speaking ability. It was a qualitative and quantitative approach. The technique of data collection was direct observation in the qualitative method. Quantitative data was collected by students' speaking scores. The research was carried out with students from the Eighth grade of SMP N 6 Rambah. There were two cycles which include the CAR steps. In each cycle, students showed an improvement in their speaking skills by the use of discussion. The findings of this research showed that the materials are important to develop this strategy. The role-play application was helpful in the teaching-learning process. Role-play activities reinforced the workgroup and increased the students' motivation. Finally, the researcher ensured that this strategy could be an alternative in teaching speaking using the correct materials. The research concluded that the use of Role-play help to students to improve their ability to speak and their motivation when they have workgroup activities.

Castro and Villafuerte (2019) developed research focused on teacher's motivation to using role-play activities in English classes in rural secondary schools in Ecuador. It was used qualitative and quantitative research approaches. The participants were 45 English teachers chosen in an aleatory way: 22 females and 23 males who work in rural and urban

areas of Manabi. The researchers analyzed the relationship between teaching and motivation of the language in schools. The motivation could be affected by external factors such as gender and work location. The instruments to collect data were focus group guide and Likert questionnaire which was created by researchers with the name: "Teachers' perceptions about role-play contribution on the foreign language acquisition process". The data were analyzed with charts in which there were teachers' voice evidence of what they think of role-play activities in English class. In conclusion, participants showed motivation to use role-play strategies because it was a good way to improve students' speaking skills. Also, participants mentioned that there were some disadvantages such as the lack of time in classes to apply it. This research showed that there are advantages when role-play strategy is applied because this is a strategy that allows motive learners to use the English language in classes.

Soraya (2017) conducted research focused on improving the students' problem with speaking ability through the implementation of role-plays in class. The research used a CAR theory which implied planning, acting, observing, and reflecting. It was applied to 33 students. The data of students' attitudes in the speaking learning process was collected by observation checklist and fieldnote. Speaking skill data was obtained with a speaking assessment and a rubric. The researchers used their material to collect the data with pictures and asked a student about them, also encourage the students' participation. There were 3 cycles. Each of them showed that students improve progressively their speaking skills using role-play. With the information of the observations, researchers collected and analyzed the data. The results of pronunciation and fluency were shown with criteria from 1 (low) to 5 (high). The research evaluated students through the activities' observation such as asking for opinion, using specific words and expressions, and create a dialogue. Finally, the process of applying role-play in class showed some improvement in cycles 2 and 3 of the students' speaking skills. Some suggestions that the author included were that teachers should encourage the use of role-playing activities to motivate and enthusiasm to the students to learn the English language. This research shows that there are benefits in applying role-play activities, not just for improving speaking skills but also for motivating students in classes.

Krebt (2017) conducted research focused on the impact of role-playing using in the classroom as a technique to improve speaking skills. There were 40 participants from Baghdad University that were chosen randomly. Participants were divided into

experimental and control group. In the pre-test, there were developed thirty questions and apply it to both groups. The answers were orally and recorded for scoring. In the experimental group, role-play activities were applied. In the control group, traditional activities were used to teach students. In the end, a post-test was applied to compare the result with the control and experimental group. The pre and post-test required from 10 to 15 minutes to answer and were evaluated with the same criteria. The data were evaluated with the t-test statistical method. The results prove that using role-play as a classroom technique improve the speaking skill in EFL Iraqi students, also improve their vocabulary. Finally, this research demonstrated that the application of role-play activities helps students to develop their speaking skill and also, role-play activities help to acquire more vocabulary.

Lara and Díaz (2019) studied the willingness of students to participate in speaking activities by using scripted role-play activities. The population of the research was 38 students from seventh grade. There were 20 males and 18 females. 6 of the participants had special needs and behavioral issues. Classroom Action Research was used as a method. The data was obtained through seven sessions of nine minutes each. There were two instruments to collect data: A Likert scale about the students' perceptions of using scripts role-play and a role-play analytic rubric with six criteria. The data was organized in graphs with their analysis and interpretation. The results showed positive aspects of implementing scripted role-play in the students' willingness to participate in speaking activities. With this research, it can conclude that scripted role-play gives benefit to students in the acquisition of the English language because this provides the opportunity to improve their speaking skills and participate in conversations of real-life situations.

Lutfi et al. (2018) directed a study about the teaching speaking through of simulation role-plays in students with different levels of motivation. There were 34 participants. It was a quasi-experimental design with 2 X 2 factorial. The pre- test and post-test were applied to know the differences between before and after to implement simulations and role-play. The data was classified into qualitative and quantitative. The data was obtained from tests, questionnaires to know the level of students' motivation, observations to the class, and informal interviews with students and teachers. The questionaries' data about the speaking skill were analyzed with the "t-test" and ANOVA. The SPSS formula was used to calculate the students' motivation from the questionnaire. The findings showed that the use of simulation role-play to teach speaking had advantages in students. According to

the data, there were significant improvements in students' speaking skills with high motivation. This research establishes that there are advantages in the application of role-play simulation, this helps students increase their ability to speak and motivates them to learn the English language.

Bhatti (2021) analyzed if teaching speaking skills using role-play activities are beneficial to students of elementary level. There were 360 students participants in this research, 180 females and 180 males, in this way 90 students were selected to the experimental group and the same amount to the control group. It was experimental research. A pre-test and post-test were taken to compare the result before and after the role-play. Test and questionnaire were created by the researcher as the instruments to collect data. The questionnaire was applied to the teachers in order to know their teaching experiences. The results were organized in tables and these showed that there were positive impacts in students' speaking skills of using role-play activities in comparison to the pre-test and post-test. In addition, the students had a positive attitude with the implementation of role-plays and they increased their motivation to speaking with others in the classes. Students had more active participation. Finally, the research proved the hypothesis that uses role-play improves the English speaking level of students and it should be promoted to used in elementary level. The researcher concluded that there are benefits of using role-play activities, students are more motivated to use the language and participate in class in this way, learners improve their speaking skills.

Mayasyarah (2017) carried out research to know the effects of using role-play activities to teach speaking for hotel staff. The research was carried out at Arsela Hotel Pangkalan Bun with 14 participants. It was a quasi-experimental design in which was applied a pre and post-test to measure the knowledge in the foreign language. The participants were divided into experimental groups (A) in which role-play activities were applied and in the control group (B) in which there was no treatment. The pre-test and post-test were applied for both groups the same. A speaking test (orally) was the instrument of data collection. The data were analyzed using SPSS 16.0 program. The findings of this research reflected that the use of the role-play activities generated advantages in the teaching speaking to the hotel staff. Finally, the author affirmed that role-play activities offers meaningful effects in the teaching speaking to students' foreign. The research demonstrated the positive impact that the application of role-play has because students can practice English

as a foreign language. Consequently they can interact with others which facilitates their work.

Yusuf and Setyamardani (2020) developed a study that allowed to know the measure in which semi-scripted role-play helped to improve the students' speaking skills. The research was carried out with a group of students of 8th grade at SMP Rahmat in Surabaya. There were 30 participants. The researchers used a pre-test, treatment, and post-test. As a treatment, students had to use semi-scripted role-play. The pre-test and post-test were applied to follow up on the speaking ability before and after the treatment. An observation rubric and a speaking test scoring guidance were used as an instrument for data collection. The pre-test was a simple activity (describing pictures) in which students had to show their speaking knowledge by answering some questions. Speaking scoring was used as a pre-test and it was developed by researchers using pictures and simple questions, maximum of five questions to each student. Semi script role-play was applied and the researchers used an observation rubric to check the process. Students worked in pairs and also in groups to promote teamwork. The activities lengthed almost 3 hours. The findings of the research reflected some advantages in the students' speaking skills because students demonstrated to be more confident and more participants after applied the treatment. In short, they had a meaningful improvement in their speaking ability. Through this research, it was determined that there are improvements in speaking skills after the application of role-playing activities. It was concluded that improving the speaking skills in students helps them to have more self-confidence at the time of using the English language.

To conclude the investigative background, the previous research support and suggest the applications of role-plays activities to improve the learner's speaking skills. Some of the previous research had a similar population to this research, students from college between 20 and 30 years old. At the end of the previous research, they showed positive results to had been exposed to role-plays activities.

In contrast to previous research, this research was developed 100% online modality because of the global pandemic. Moreover, this research helped students prepare to take a standardized test of speaking part because, for the development of this, the PET (Preliminary English Test) Speaking part 3 was taken as pre-test and post-test. This research had a quantitative approach because the students obtained a grade that reflected their level before using role-plays activities and after applying them. Finally, this is

research that has a lot of background information inside and outside the country that demonstrates the success of the use of role-plays in speaking skills.

1.2 Theorical framework

INDEPENDENT VARIABLE: Role-plays

Drama

Nowadays, drama has a great value to language teachers from ELT because this allows to teach to students and help develop their acting and communicative skills with drama. Drama in the teaching-learning process engages the student to participate in a collaborative context. In addition, this allows breaking the stereotypes of traditional Language teaching. Drama are simple activities such as read a dialogue, this is a warm-up to start to use more English language in classes (Kawasaki, 2021). The drama could be used in many different subjects to learn. Using drama in education allows a holistic learn which imply the personal develop in learners' social life skills (Sabeh, 2014). The drama involves the use of oral communication, facial expressions, body movements, and collaborative works. Using drama in the classroom ensure that students will be motivated to learn, and participate in class (Stojkovic, 2017). Drama is a good opportunity to develop oral skills. Therefore, teachers need to apply effective techniques.

Drama activities

Drama activities are creative and an innovative way to teach and learn languages. The teacher should be trained to apply drama activities. Teachers need to update and dominate the subject. To use these types of activities, teachers need to have enough knowledge to develop with students. To incorporate drama activities is necessary to get the appropriate resources for the students and manage the time to complete the drama classes' purposes. In addition, students have an active participation and improve their interactives skills (Ma, 2020). Moreover, drama activities are related to real-life situations. In this way, students can acquire and use the language. In addition, these drama activities develop the students' imagination and reinforce students' self-esteem and confidence.

Types of drama activities

There are a lot of drama activities. These activities allow to students develop their creativity, imagination, visualization, and communicative skills. These activities can be

used as a warm-up/wrap-up, pedagogical tools, or as formal assignments. Some of these activities are improvisation, role plays, mime, puppets, poetry performance, theater, alphabet conversation, animal animation, rainstorm, and other (Janovsky, 2021).

Role play

Role-play gives the chance to explore personal problems and feeling inside a safe place (classroom). Role-play is a type of drama activity that consists of taking the role of another person to represent a situation (Bawa, 2020). The situations can be a story, a scene, a novel, an experience, or a real-life issue. Role-play is also considered a strategy that has the power to change and transform the classroom environment (Satish, 2019). It also permits understanding the points of view of others. The role-play strategy consists on contextualized the use of language in real situations, familiarizing with the social environment. Role-play require that learner take a role and act it from the character's perspective (Ma, 2020). Students use it to interact with others. Students take a specific role to act and transmit a message.

Role-plays are creative ways to catch the students' attention and promote the use of speaking skills. There are several benefits to use role-play such as making a funny class, involve problem-solving, students can practice conversation to apply in real-life situations, teachers provide feedback to improve students' speaking skills, students can express their emotions and be creative and finally, role-play activities improve students' language competencies (Keezhatta, 2020).

Role-plays can occur in several different contexts real or imaginative, using a variety of materials (Hidayati & Pardjono, 2018). The role-play activities can be developed in groups or pairs.

Bawa (2020) define roleplay as a way to facilitate the learning of any subject using dramatization. Also, teachers use it to solve interpersonal problems in the classroom and improve the students' cooperative skills. In the same way, role-play offers to students the ability to improve and clarify their relationships with others. Students use dramatic confrontation to improve their expectations from society, understand the lifestyle of one-self, and the importance of the material in the classwork.

According to Keezhatta (2020), role-play is an effective way to play which allows children to examine a variety of situations but from another perspective. That means,

students, take a different role than theirs in which they can act as another person and understand a specific situation. The author points out that in order to apply role-play activity is important have a list of useful resource to use it with students and increase their motivation to work. one way to make role plays successful is to ask people with experience in that situation to execute the best. The use of controversial topics must be considered and evaluated to avoid problems in the development of role-playing (Bawa, 2020).

Role-play activities

Participants in role-play activities should be volunteers since they need to feel comfortable to transmit a message with their performance (Erturk, 2015). Students can examine and explore the consequence of situations used in role-play activities reaching learning outcomes (Hidayati & Pardjono, 2018). For this reason, teachers should find interesting topics to motivate students to participate. Moreover, role-play activities must to describe an ethical issue. That is, students should generalize a situation to act it. This will be done with the visualization of the characters, scenarios, the issue, what language they need to use (formal or informal), and settings. These activities are easy to monitor by the teacher and allow give feedback on pronunciation, the use of grammar, or fluency. The goal of the feedback is help to students improves their performance the next time. To develop drama activities, students must be able to use correct intonation, body movements, facial expression, and cultural information to take the role of the character that is represented (Erturk, 2015). In addition, students use the functions of language with simple questions in the role-play activities performance such as greeting, invitation, giving/asking directions, making appointments and giving reasons or personal information.

Types of role play

Satish (2019) stated that there are several types of roles play such as multiple, single, role rotation, and also scripted or not. The fully-scripted, it is a completely created role-play script. So, the student will have to learn it through memorization and act it out. it is important that the student learns the correct pronunciation of words and uses an appropriate intonation for the situation. This type is proper to a beginning level.

The following is a roleplay semi-script in which there is a conversation model with missing words that students will have to complete to establish their own conversation,

making sense of the script. This type of role-playing is generally used by upper-beginner to intermediate proficiency level.

Finally, the third type of role play is an unstructured script. This type is only provided to the student with the general idea and a bit of information on the topic, so the students have to develop their own script. In this part, students can demonstrate their knowledge when creating the script. Likewise, this type of role-playing is aimed at students from middle to advanced levels. In this type, students demonstrate their knowledge and skills to develop the script, apply it and then act on it.

DEPENDENT VARIABLE: Speaking

English language skill

There are four English language skills that are developed in two categories receptive and productive skills. Receptive skills are reading and listening which are considered passive skills. Speaking and writing are categorized as productive skills because there are produce actively in the language context (Harappa , 2021). All the skills together offer a lot of opportunities to develop a complete English language. That is, English is employed in different situations such as text conversations, e-mails (writing), video conferences and conversations (speaking), watching movies (listening), and papers, books, and magazines (reading).

Productive skills

Speaking and writing are active skills and these are considered productive skills because these produce the language either oral or written. The teaching of these skills is very different since there are activities or tasks completely separated since one uses written forms such as essays, reports, and letters; and speaking uses oral expression in conversations, dialogues, and speeches (Rhalmi, 2020). Learning to speak is important because people need to communicate with others all-time and in different situations. Moreover, this is the main purpose to learn a new language.

Speaking

Speaking is the way to communicate with others verbally using sentence structures, phrases making use of the language. The purpose to communicate is to express people's knowledge, ideas, opinion, emotions in oral form (Escudero & Cutiopala, 2020). Speaking is also known to be an interactive skill. There are some types of interaction that

are used in different situations such as invitations, greetings, explanations, and others. In addition, the language that is employed depending on the formality of the situation could be formal or informal

Importance of speaking English

The importance of speaking English lies in the large number of opportunities that this language offers, for example, to get an international job, to study foreign, to travel to others countries. in addition, knowing a language offers many benefits in different areas such as academic, social, culture, and more. For students, this allows being up-dated with information from a wide variety of fields such as technology and science. Speaking English also contributes to change people's lifestyles. Therefore, teachers must reinforce the teaching of English and encourage students to learn to speak it (Escudero & Cutiopala, 2020)

Speaking skill

Speaking skill is the ability to interact with other in others using the language and creating an effective communicative situation (Kurum, 2016). Speaking is one of the English skills considered the most difficult to develop for the students. There are four speaking skills that speakers have to develop: fluency, vocabulary, grammar, and pronunciation. Speakers must manage speaking skills fluently and clearly in order to be easily understood by others. Speaking is an important part of the diary life; it happens at any time and place. In speaking classes, some of the main difficulties to learn is the lack of students' motivation for English language and also the use of inappropriate technique to teaching speaking skill.

Teaching speaking skill

Teaching English as a second language requires effective techniques, methods, and strategies. to teach speaking, teachers should encourage students to learn through the use of activities, language games, or any exercise that promotes the use of language in class. Teaching English speaking skills has to be tailored to the needs of all students to motivate them to learn. Most of the communication takes place in real-life situations so, it is essential that people who learn a new language can use it in a real-life situation. Moreover, teachers should assess students speaking skills constantly because they need to have evidence about the progress of students (Duque-Aguilar, 2020). Developing speaking

skills are important for human existence. Mother tongue acquisition is a natural process because children are exposed to the language all the time. However, learning a second language like English is completely different because learners need to develop reading and writing skills before starting with speaking. The purpose of teaching speaking skills is to achieve that learners acquire the ability to express themselves intelligibly, accurately, and fluently (Kurum, 2016).

Learning speaking

The best way to develop speaking skills is be to expose to the language and practice it. While people are more exposed to language, the more people learn it (Kurum, 2016). Speaking and listening are closely linked. So, learners can learn speaking exposing them to the language, that is, they can use the different technological resources to learn by themselves. For example, music, videos, movies, conferences, and speeches. In the classroom, learners must put into practice their speaking ability creating conversations, dialogues, and participating in oral activities.

Speaking activities

In the classroom, it is important that teachers implement speaking activities to develop student self-confidence so they can speak in front of others. Pair or group work are activities in which students can practice their speaking skills and recognized the mistakes and going to improve. The teacher could assign dialogues, role-play, speeches or narration to promote the speak in the classroom (Kurum, 2016). Also, these activities can be easily monitored by teachers so they can give feedback to encourage student participation.

Techniques to develop speaking skill

English has developed a wide variety of techniques and strategies to teach students to speak the language using traditional and technological tools. Nowadays there are innovative activities to promote the development of speaking skills in students. The best way to increase the speaking skill is to practice, practice, and practice. Learners can use cellphones or cameras to record their speaking and check in order to identify their mistakes and improve the next time. Role-play activities can be used as a technique to incentivize students to learn using the English language. In addition, role-plays are motivated students to learn and participate in class, since learners can use the English

language. Also, they can express their creativity to performed different situations and use countless materials to perform.

1.3 Objectives

General objective

- To determine how the use of role-play improves the students' speaking skills.

Specific objectives

- To recognize the use of role-play activities in speaking skill.
- To identify the speaking level of students before and after applying role-play activities.
- To describe whether the use of role play is helpful in developing students' speaking skills.

1.4 Description of the fulfillment of objectives

To achieve the objectives of this research work, several activities were carried out

In the first place, to achieve the general objective, which is to determine how the use of role-plays improves the students' speaking skills, an experiment was applied which was carried out with fifth-semester students of the PINE major. At the end of the research, it was proven how the use of role-play helps students improve their speaking skills.

To achieve the fulfillment of the first specific objective, which consists of recognizing the use of role-playing activities in the skill of speaking, several articles, web pages, papers, magazines were reviewed, which provided information on how the use of games of roles is beneficial to develop this skill in students. As a result, many of the documents reviewed affirmed that there are great benefits when these types of activities are applied, not only in the development of speaking skills but also in increasing confidence in students.

To achieve the fulfillment of the second specific objective, a pre-test and post-test were developed, for which part 3 of speaking of the PET exam was taken, which is a standardized test. Part 3 consisted of describing an image. The students had to speak for one minute, which allowed know the level of students' speaking skills. At the end of the

application of the role-play activities, the post-test was applied, which had the same format as the pre-test. These tests were scored with a rubric adapted from Level B1 from the Cambridge English Speaking Test, which consisted of 4 parameters: grammar and vocabulary, discourse management, pronunciation, and interaction.

To achieve the last specific objective, the post-test data was taken to compare them with the pre-test data and to know what was the impact on the students. It was determined that if it had a positive impact, the results would be a significant improvement in the test results. On the other hand, if the results did not show an increase in the students' speaking skills, a negative impact would be declared.

CHAPTER II

METHODOLOGY

2.1 Resources

Institutional

Universidad Técnica de Ambato and Ciencias Humanas y de la Educación faculty.

Human

Students from fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major

Material

Virtual modality:

Computer, Zoom platform, Cellphone, Google docs, WhatsApp

Economic

Internet service, access to virtual books.

Virtual modality

Internet service

2.2 Methods

Basic method of investigation

The present research was developed with the following different types of investigation:

Approach

This research is a mix-method approach because qualitative and quantitative approaches will be used. According to Bhandari (2019), a qualitative approach is the collection of non-numerical data; this is focused to understand opinions and empirical situations. On the other hand, a quantitative approach is the opposite of qualitative research since this approach is focused on analyzing numerical data. In this research, the data was collected through a survey and using a pre and post-test.

2.3   Research modality

Bibliographic research

Allen (2017) defined bibliographic research as any research that requires gathering information from published materials. These materials can be resources such as books, magazines, and reports, but also technological media. For the present research several papers, books, and articles were analyzed to compile important information about the two variables: speaking skill and role play. This was useful to probe how the independent variable (role-play) can be implemented to improve the second variable (speaking skills). Moreover, this was necessary to understand better the research's problem.

Field research

Field research was carried out in the place where the events take place. That is, in this case, the research was developed in the fifth semester of the PINE major of the "Universidad Técnica de Ambato" having direct contact with the students and knowing the real situations of the variables.

2.4   Design

Quasi-Experimental research

Quasi-experimental research is the manipulation of at least one of the variables in order to make a comparison, make a relationship, and determine the cause and effect of the phenomena. It is also a must to work in a complete group that must not be chosen randomly (Thomas, 2020). In this research, the group to research was students of the fifth semester of the PINE major. Role-play activities were applied to determine if there is a relation between the application of role-play and the improvement of speaking skills.

2.5   Level of research

Exploratory level

This research was explorative because the problem to be investigated was known. In addition, the research had the idea of how to the role-play application is useful for students to improve their ability to speak. It was used as a dynamic and innovative idea that was applied in the teaching-learning process. Moreover, these types of activities involve real situations. Therefore, students can understand and related one to another in order to get a

better knowledge of real problems (Sampiere et al., 2014). Finally, foundations were sought to develop the hypothesis on the use of role-playing in improving speaking skills.

Descriptive level

This research had a descriptive level because the population was exposed to role-play activities in order to improve their speaking skills. A process was followed to get the objective of this research. Students watched examples of the application of role-plays activities. They recognized the steps to develop a role-play. This was carried out on the October 2021- to February 2022 academic period with students of PINE major.

Correlational level

This research had a correlation level because the relationship between applying role play to students with the improvement of speech skills in students was seen, for this reason, it was focused on a correlational level to know the level of the relationship between the two variables role-play and the speaking skill.

2.6 Procedure

For the first-class session, there was an introduction and general indications of how the research was going to be done. Therefore, in the first class, the researcher explained the pre-test taken from PET speaking part. After that, the pre-test was taken, which was carried out using the breakout rooms of the zoom platform. In this way, one by one, the students were describing the picture for one minute. The researcher graded them using the rubric. This information was stored in a folder on google drive. The time to take the pre-test to each student was around 1 minute and 30 seconds. Each student had to speak for one minute and at the end, the researcher gave them some indications. Therefore, the total time for the first-class session was 1 hour (60 minutes), there were 22 students who took the pre-test.

In the second-class session, it was explained how to use Google documents to start writing the scripts for the role-play. For this, the researcher asked the students to form groups of five to six students to be able to develop this activity. Also, the researcher sent a link for the students to write the name of the participants in each group. The course president created a WhatsApp group for the researcher can be in contact with the students and vice versa. In addition, the researcher carried out a short discussion about "What is role-play?" in which the students participated by giving their ideas about it. Once the groups were

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established, the researcher showed a YouTube video example about a role-playing activity. Moreover, the researcher asked each of the groups to share an important characteristic or aspect that they identified in the video. This was done using Google docs. In the same session, the researcher showed some role-play examples to make students identify the steps to create a role-play and interact in classes. Finally, the researcher presented some important characteristics of role-playing in order for the students can choose a topic to create their script.

In the third class, the researcher sent students to breakrooms in order to start to write their scripts. In the rooms, students organized and created the role play script. They took different roles and followed the instructions given by the researcher. Students practiced the role-plays script and improved it during the class's hour. Each group looked for appropriate vocabulary for the topics chosen. The researcher entered each room to monitor the students' work progress. In addition, the researcher gave some recommendations and finally evaluated the students' progress during the class. At the end, the researcher gave general indications for presenting the role play in the next class.

In the fourth meeting, the presentation of the role-plays was carried out. Therefore, at the beginning of the meeting, the students were sent to the breakout rooms in order to they can prepare the last details for their presentation such as the recreation of the appropriate environment according to the topic using the resources of the zoom platform. The students had 10 minutes to prepare everything. Then all the students returned to the main session where the role-play presentation was performed. Group by group students turned on their cameras and started with the performance. Each group had from 5 to 8 minutes to present their role-play script. Finally, the researcher sent a Google form link about the role-play activities in which students had to enter and write their script of the role-play presentations.

In the last class session, the researcher took a post-test using pictures and asked to students for describing it, which was scored using the same rubric in the pre-test. The same pre-test procedure was followed in the post-test.

2.7 Population and sample

This research was carried out with 22 students from the fifth semester of PINE major from Universidad Técnica de Ambato, this research was taken in 5 weeks, which means 5 sessions of one hour each. The classes were online modality and the Zoom platform was used to develop the research.

2.8 Data collection technique and instruments

Pre-test and post-test were used to measure the students' speaking level before and after the treatment using role-play. As a pre-test and post-test students had to describe a picture for one minute individually which was graded using a rubric from the Cambridge Speaking part. The rubric had four criteria to evaluate students' speaking skills. The criteria were grammar and vocabulary, discourse management, pronunciation, and interactive communication. The researcher used six pictures taken from PET Preliminary English Test speaking part 3 to ask the students to describe it speaking for 1 minute. It was an activity that was useful to obtain data on the level of the students' speaking skills before and after the treatment.

YouTube videos were used as examples of role-play activities. Using videos is a good way to encourage students to participate in role-play activities. In addition, videos were chosen to help students to write their scripts to carry out role-playing activities based on different topics. These videos were selected taking into account the students' needs such as age, level, and the real communication that means talking about diary life's problems: environment, health, education, etc.

Google docs was used to students could create their role-play scripts and could be monitored by the researcher. In this manner, students could later apply them in classes.

Google Drive was used to save the pre-test and post-test evidence of the students. This evidence was used to analyze the data obtained.

Canva was used to present activities and information about the role-play activities.

A WhatsApp group was created to send information, links, and general indications. In addition, the WhatsApp group was useful to interact with the students and solve some doubts or problems during the research.

Zoom platform to have online classes because of the covid situation the classes were 100% online modality. Zoom meetings were recorded to have evidence of the role-play performance to evidence the treatment.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and findings. These were obtained during the five weeks of research. The data collected shows the results before and after applying role-plays as the treatment. Moreover, the data was organized in tables, charts, and figures. In addition, there is an explanation of each one to understand it better.

The experiment was developed with 22 students from 5th semester of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major at Universidad Técnica de Ambato. This research was carried out in an online modality because the global pandemic did not allow it to work in a face-to-face modality.

The pre-test and post-test were taken from the PET (Preliminary English Test) standardized test. For this research, the speaking sheet was used, specifically part 3, in which students have to demonstrate their speaking skills for one minute by describing an image.

The students' speaking skills were evaluated using a rubric adapted from Cambridge. The rubric assessed students with four criteria: grammar and vocabulary, discourse management, pronunciation, and interactive communication. The rubric was adapted to grade the speaking part over 10 points. However, it is necessary to mention that in the speaking paper, the four criteria are graded over five marks each, 20 marks in total.

The results of students were carefully analyzed with the SPSS program to demonstrate if the use of role-plays as a treatment to improve the students' speaking skills was successful or not.

The scores are presented in a clean and organized way with tables. The grades are presented over 10 points and with a Cambridge scale over 20 marks. Table 1, represents the results of the pre-test before the treatment, and table 2, shows the results of the post-test after the use of role-plays as a treatment.

Table 1: Pre-test results

Pre-test		
Participants	**Score over 10**	**Cambridge score over 20**
Student 1	**4.5**	**9**
Student 2	**5.5**	**11**
Student 3	**5.5**	**11**
Student 4	**5.5**	**11**
Student 5	**7**	**14**
Student 6	**5**	**10**
Student 7	**6**	**12**
Student 8	**6**	**12**
Student 9	**5**	**10**
Student 10	**4**	**8**
Student 11	**7**	**14**
Student 12	**5**	**10**
Student 13	**5**	**10**
Student 14	**6.5**	**13**
Student 15	**5**	**10**
Student 16	**6**	**12**
Student 17	**4**	**8**
Student 18	**5**	**10**
Student 19	**5**	**10**
Student 20	**5.5**	**11**
Student 21	**5.5**	**11**
Student 22	**4**	**8**
AVERAGE	5,2	10,6

Source: Field research

Prepared by: Fonseca, A (2022)

Analysis and interpretation

Table 1 is presented the results collected from the pre-test to the 22 students from the fifth semester of the career of "Pedagogía de los Idiomas Nacionales y Extranjeros". The table shows students' score over 10 marks. Firstly, it can be seen that none of the students got a grade of 10 marks which corresponded to excellent, which means that 0% of the students got an excellent level in their speaking test. Likewise, none of the students obtained a grade from 8 to 9.5, which corresponds to very good, representing that 0% of the students belong to this category and they did not have a good performance in the test. On the other hand, 6 of the 22 participants obtained a grade from 6 to 7.5, which corresponds to good, which means that 27,3% belong to this category getting a basic level of speaking skill.

Finally, 16 of the 22 participants obtained a grade lower than 5.5, which corresponds to unsatisfactory, they represent more than half of the students with 72.7% of the total belonging to this category.

The majority of fifth-semester students obtained grades below 5.5, which means that they are below the level they should have compared to the academic level in which they are. This is because students use basic vocabulary and simple grammatical structures which affects their speaking development. Also, students should use more complex grammatical structures. In addition, they need to develop fluency in order to they can express themselves freely. On the other hand, 6 of the 22 students had grades between 6 and 7.5, which reflects that they have a better development of speaking skills. This means that students are able to describe an image using proper pronunciation and vocabulary, formulating sentences, and speaking coherently.

Table 2: post-test results

Post-test		
Participantes	**Score over 10**	**Cambridge score over 20**
Student 1	6,5	13
Student 2	7	14
Student 3	7,5	15
Student 4	7	14
Student 5	9	18
Student 6	8	16
Student 7	8	16
Student 8	8,5	17
Student 9	7	14
Student 10	8.5	17
Student 11	7,5	15
Student 12	6	12
Student 13	7	14
Student 14	9	18
Student 15	6,5	13
Student 16	7	14
Student 17	7	14
Student 18	8	16
Student 19	6	12
Student 20	7	14
Student 21	8,5	17

Student 22	7.5	15
Average	**7,4**	**14,9**

Analysis and interpretation

Table 2 shows the results of the post-test. it can be seen that; First, none of the students obtained a grade of (10 points), which corresponds to excellent. This means that 0% of the students belong to this category. However, in the very good category with grades from (8 to 9.5), it can be seen that 8 of the 22 students, which represents 36.4% of the total, belong to this category. Likewise, 14 of the 22 participants obtained a score in the range of (6 to 7.5). That corresponds to good, which means that 63.6% belong to this category. Finally, the table reflects that none of the students obtained a grade lower than 6 (5.5 or less), which means that 0% of the participants belong to an unsatisfactory level. In summary, most of the participants (14) belong to the good level with 63.6% of the total and the rest of the participants (8) belong to the very good level with 37.4%. Giving a total of 100%, and the number of participants (22).

The results of this table showed that the majority of the participants significantly improved their level of speaking skills, because 14 of the 22 participants obtained grades between 6 and 7.5, which means that with the help of the application of role plays the students were able to improve grammar, vocabulary, pronunciation, the use of discourse management and their level of interactive communication, which are the criteria that were evaluated with the rubric.
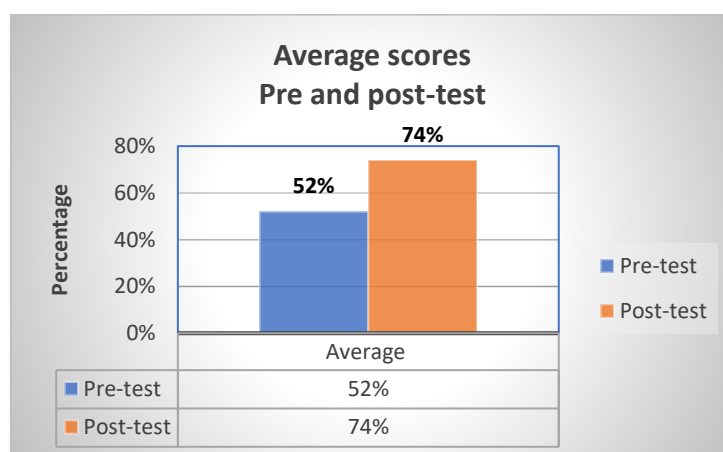
3.2   Data interpretation

Table 3: Pre-test and post-test average.

Results	**Pre-test**	**Post-test**	**Difference**
Average over 10	5,2	7,4	2,2

Figure 1: Average scores

Source: Field research
Produced by: Fonseca, A (2022)

Analysis and interpretation

Table 3, Figure 1. It shows the final results of the pre-test show that the final average of the course was 5.2 out of 10 marks, which indicates that the students are below the minimum grade (7). This is because most of the students obtained grades less than 5.5 in the pre-test. In comparison, the final results of the post-test reflects that there is a significant improvement between the result of the pre-test and the post-test because the students obtained a general average of 7.4 out of 10 marks. The difference between the pre and post-test is 2,2 marks as a class. This means that the average students speaking skills increased 2.2 marks after the application of role-playing activities to improve their English speaking skills.

The students performed better after the role-play activities were applied which means that the students improved their grammar, pronunciation, vocabulary, use of discourse management, and interactive communication.

3.3 Verification of hypotheses

The results obtained from this research were analyzed using SPSS software using a T-test to prove the hypotheses.

Establishment of hypotheses

Within this research two hypothesis were established: the alternative *(H1)* and the null hypothesis *(H0)*

Null hypothesis

Ho: The use of role-plays does not contribute to the improvement of the speaking skill

Alternative hypothesis

H1: The use of role-plays contributes to the improvement of the speaking skill

Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,162	22	,136	,933	22	,139
Postest	,196	22	,027	,939	22	,191

a. Lilliefors Significance Correction

Source: SPSS program
Produced by: Fonseca, A (2022)

Analysis and interpretation

For the results of the normality test, the SPSS statistical software was used, which had the following results: pre-test with a score of 0.139 and post-test with a score of 0.191. These values are called Sign, which, being greater than 0.05, establish that the results are normal and reliable. But, it is important to mention that there are other ways to compare and reinforce the results, one of these is the Kolmogorov-Smirnov test, which was also applied, obtaining the following results in the pre-test 0.136 and post-test with 0.027, which indicates that the data is reliable too.

T-test – Paired Samples Statistics

Table 4: T-tests - Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error mean
Pair 1	Pretest	5,34	22	,851	,181
	Postest	7,45	22	,885	,189

Source: SPSS program

Produced by: Fonseca, A (2022)

Analysis and interpretation

Table 4. It represents the results gathered from the pre-test and post-test applied to 22 participants. These values show a big difference between averages. The pre-test with 5,34 while the score of the post-test is 7,45. With these results, it is evident that there was a positive impact in the students' speaking skill before and after the application of the role-playing as a treatment.

T-test – Paired Sample Test

Table 5: Paired Sample Test

		Paired differences					t	dl	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-2,114	,950	,203	-2,535	-1,692	-10,432	21	,000

Source: SPSS program
Produced by: Fonseca, A (2022)

Analysis and interpretation

Table 5, it is shown that P-value is 0.000, which is lower than 0.05. For this reason, this is the evidence to reject the null hypothesis (H0) "The use of role-plays activities do not contribute to the improvement of speaking skills", and the alternative hypothesis (H1) "The use of role-plays activities contributes to the improvement of speaking skills." is accepted. It means that the use of role-play activities improves the students' speaking skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the research process, the following conclusions have been obtained:

- The use of role-plays widely improved the speaking performance of students from the fifth semester of the career of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The results demonstrated that in the pre-test at the beginning of the research students showed a lower level in speaking skills. Nevertheless, after role play implementation, students presented significant improvements in terms of grammar and vocabulary, discourse management, pronunciation, and interactive communication which were the criteria that students were assessed. The average score of students obtained in the pre-test was 5,2 out of 10 marks, while in the post-test it was 7,4 out of 10 marks, which guide the researcher to conclude that role-plays activities improve the students' speaking skills.

- The use of role-plays for speaking skills has been recognized by the students because with these activities students can acquire more vocabulary, grammar structures, and also learners can improve their fluency, pronunciation, self-confidence when they speak in classes. In addition, it is not only useful for fluency and improving pronunciation, with role-plays students can recreate real-life situations by interacting and actively participating on really important topics. Using role-play allows being part of everyday life situations that are probably difficult to deal with. Moreover, these activities permit students to develop their communicative skills. In addition, role-play allows students to be more creative and motivates them to be curious and seek information about several topics in order to have good performances. Finally, during the treatment students had the opportunity to get vocabulary about topics such as pollution, racism, and others. This was reflected in the results of before and after of applying role-plays activities.

- To identify the speaking level of students, a test was taken at the beginning of the research. This was before applying role-play activities. The results showed the final average of the course was 5,2 out of 10 marks which belongs to a low level

of students' speaking skills. This was evidenced in quantitative data in table 1. The pre-test and post-test were taken from PET (Preliminary English Test) speaking part 3. This was evaluated with a rubric adapted from Cambridge. At the end of the research, after applying the role-plays as treatment, the results of the post-test showed that the students from the fifth semester of PINE major got better grades after applying the role-playing activities. The final average was 7,4 out of 10 marks. Students had an increment of 2,2 points in comparison with the pre and post-test. This means that students had a significant improvement in their grammar and vocabulary, discourse management, pronunciation, and interactive communication which was assessed with the rubric.

- Indeed, the use of role plays is useful for students to improve their speaking skills. This is reflected in table 2, in which are the results of the post-test. These data demonstrated in the post-test results got 7,4 that represents a significant increase of 2,2 points in total as a course compared to the first test results in table 1. This demonstrated a remarkable improvement of the students in their speaking skills because they not only improved their fluency, but also the students were able to acquire more vocabulary, they used new grammatical structures and use linking words. Moreover, students expand their curiosity and creativity to present an interesting performance. Finally, role-plays activities permit to student work to improve the pronunciation of the words because when they develop de role-play script, they have the chance to practice and improve the presentation of the role plays.

4.2   Recommendations

After completing the research work, it is recommended that:

- Teachers should take into account that the use of role-playing activities improves students' speaking skills. For this reason, it is necessary for teachers to adopt this type of activity in classes, because these should be more recurrent in order for to students take advantage of them. Furthermore, knowing some of its benefits ensure that students be motivated in class and especially that they can go developing their speaking skills more and more.

- All the members of the teaching-learning process should recognize the great value of role-play activities in the speaking skills of students. It must be encouraged more in the teaching of a language, giving it more importance in the classroom, for example by creating contests in which students can participate and not only getting a grade but also an award for their presentation and creativity in acting out a relevant situation in society. Role play can be use with several topics such as educational, religion, medical or exposing controversial topics inside a safe environment (Erturk, 2015).

- It is important for teachers to know the level of students to speak. For this reason, it is necessary for teachers to constantly evaluate students and apply different teaching alternatives such as role-plays to help them improve and develop their communication skills in the English language (Duque-Aguilar, 2020). It is also important to mention that students need to be exposed to standardized tests that help them to improve their English skills because this is useful for their professional and academic lives.

- The use of role-play has undoubtedly been useful for students in speaking skills. Teachers should plan this type of activity more often thus students can be exposed to real-life situations inside the classroom and develop their communicative skills to create self-confidence and stay motivated. In addition, to encourage their curiosity and creativity in the classroom teachers can get out of the routine of speaking class and start to innovate with drama activities, specially role-plays because the final results of this research have demonstrated that there are a lot of positive aspects in the use of it. students can gradually acquire vocabulary which is helpful to improve their speaking skills.

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Ambato, 18 de octubre de 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

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora 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: "ROLE-PLAYS AND THE SPEAKING SKILL" propuesto por la estudiante Fonseca Rojas Adriana Daniela, portadora de la Cédula de Ciudadanía 180513168-5, estudiante de la Carrera de Pedagogía de 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 electrónicamente por:
SARAH
JACQUELINE
IZA PAZMINO

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

Annex 2. Lesson plan

Lesson plan 1

Teacher: Adriana Fonseca   **Subject:** Psycholinguistics

Level: 5th semester

Group: 5th semester	
Date: November 19, 2021 **Time:** 1 hour	
Aim: • To talk about the general information of the research • To take the pre-test of the dissertation project	

Time	Activity	Material
5 minutes	The teacher introduce herself and give the general instruction to develop the research and the role-play activities.	• Zoom platform
5 min	The teacher explains how they are going to take the pre-test and what kind of exam they are going to take	• Zoom platform
10 min	The teacher explains what the PET exam is, for which he uses a web page. the teacher explains how the speaking part will be taken and they start with the test by sending the students to the zoom meeting rooms in pairs	• Zoom platform • https://www.britishcouncil.es/en/exam/pet-preliminary
30 min	The teacher enters each group in each meeting room and shows each one an image and they have to describe the image per minute individually, this is how it is done with each of the meeting rooms and with all the students	• Zoom platform
10 min	Teacher and students go back to the main room. Teacher gives general instruction for the next class to the students and ask to create a WhatsApp group to have better communication.	• Zoom platform • WhatsApp

Produced by: Fonseca, A (2022)

Source: Fonseca, A (2022)

Lesson plan 2

Teacher: Adriana Fonseca   **Subject:** Psycholinguistics

Level: 5th semester

Group: 5th semester **Date:** November 26, 2021 **Time:** 1 hour		
Aim: • To explain what is role-play activities and provide the examples • To ask to students create a groups to develop a role-play script		
Time	**Activity**	**Material**
5 minutes	The teacher greets the students and begins with the question what is a role-play?	• Zoom platform
5 min	The teacher guides a discussion about what role-playing is and students give some ideas about what they know of the role-play activities.	• Zoom platform
10 min	The teacher explains what is role-play, how to use it, tips, roles, and other relevant information using slides and web pages.	• Zoom platform • https://www.teachingenglish.org.uk/article/role-play
10 min	Students and the teacher exchange ideas and knowledge about how to do a role-play. The teacher tells to students that they have to develop a role-play in groups of 5 people.	• Zoom platform
5 min	The teacher sends a link to create the groups and choose the topics.	• Zoom platform • WhatsApp • Google docs: https://docs.google.com/document/d/1YQoKBz6PMB9-IUoOHmN-PiPWFefHOfEVcYDGfNpm1QM/edit
8 min	The teacher presents an example of role-playing performance and steps using a video from YouTube	• Zoom platform • YouTube: https://www.youtube.com/watch?v=Ie0K1GsDM08
7 min	The teacher asks students to mention the steps to create a role-play	• Zoom platform • Google docs 1. introduction, greeting 2. state the problem or situation 3. state the problem or situation 4. a couple of question about the situation 5. answering the question 6. give the advice with responses 7. ask a question about the advices •
5 min	The teacher shows some topics that students could use for their presentations	• Zoom platform • https://busyteacher.org/7371-10-roleplay-ideas-for-general-english.html
5 min	The teacher asks students choose a topic and creative the script for the next class, students have to take into account all the	• Script link: https://docs.google.com/document/d/1YQoKBz6PMB9-IUoOHmN-PiPWFefHOfEVcYDGfNpm1QM/edit

Produced by: Fonseca, A (2022)

Source: Fonseca, A (2022)

Lesson plan 3

Teacher: Adriana Fonseca   **Subject:** Psycholinguistics

Level: 5th semester

Group: 5th semester	
Date: December 03, 2021	
Time: 1 hour	

	Aim:	
	• To create a script of role-play	
	• To practice the role-play script	

Time	Activity	Material
5 minutes	The teacher greets to the students and ask about the topic of their scripts.	• Zoom platform
5 min	The teacher organizes the class in breakout rooms and send to students create and practice the scripts.	• Zoom platform
40 min	The teacher enters to each breakout room to monitor the students work and give some advices and recommendations to improve.	• Zoom platform
10 min	The students go back to the main room and the teacher gives some general instruction for the role-plays presentations in the next class.	• Zoom platform

Produced by: Fonseca, A (2022)

Source: Fonseca, A (2022)

Lesson plan 4

Teacher: Adriana Fonseca   **Subject:** Psycholinguistics

Level: 5th semester

Group: 5th semester Date: December 10, 2021 Time: 1 hour		
Aim: • To apply role-plays activities to improve the speaking skill		
Time	**Activity**	**Material**
5 minutes	The teacher greets students and asks if they have any questions about the presentation.	• Zoom platform
10min	The teacher sends students to the breakout room to practice the last time	• Zoom platform
5 min	The teacher enters each room to monitor the students' practices and clarify any doubts.	• Zoom platform
5 min	The students come back to the main room to start with the presentations.	• Zoom platform
25 min	The students start with the presentation of role-plays.	• Zoom platform
10 min	The teacher gives feedback about the role-play performance and gives general instruction for the post-test in the next class.	• Zoom platform

Produced by: Fonseca, A (2022)

Source: Fonseca, A (2022)

Lesson plan 5

Teacher: Adriana Fonseca   **Subject:** Psycholinguistics

Level: 5th semester

Group: 5th semester **Date:** November 26, 2021 **Time:** 1 hour	

Aim:		
• To determine the level of students' speaking skills after applying the role-play treatment.		

Time	Activity	Material
5 minutes	The teacher greets students and give the general instructions	• Zoom platform
5 min	The teacher explains the post-test and send to student to breakout rooms to take it.	• Zoom platform
40 min	The teacher enters to each breakout room and take the post-test in the same way like the pre-test. Students have to turn the cameras on and talk for one minute to describe a picture.	• Zoom platform • Post test link: https://www.canva.com/design/DAEhga8PcSE/JTKRR1BVNpJdL-5mVBBabg/view?utm_content=DAEhga8PcSE&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton
10 min	End of the treatment and farewell	• Zoom platform

Produced by: Fonseca, A (2022)

Source: Fonseca, A (2022)

PET Speaking part 3. describe a picture 1 minute.

Image for Candidate A

This image shows someone cooking.
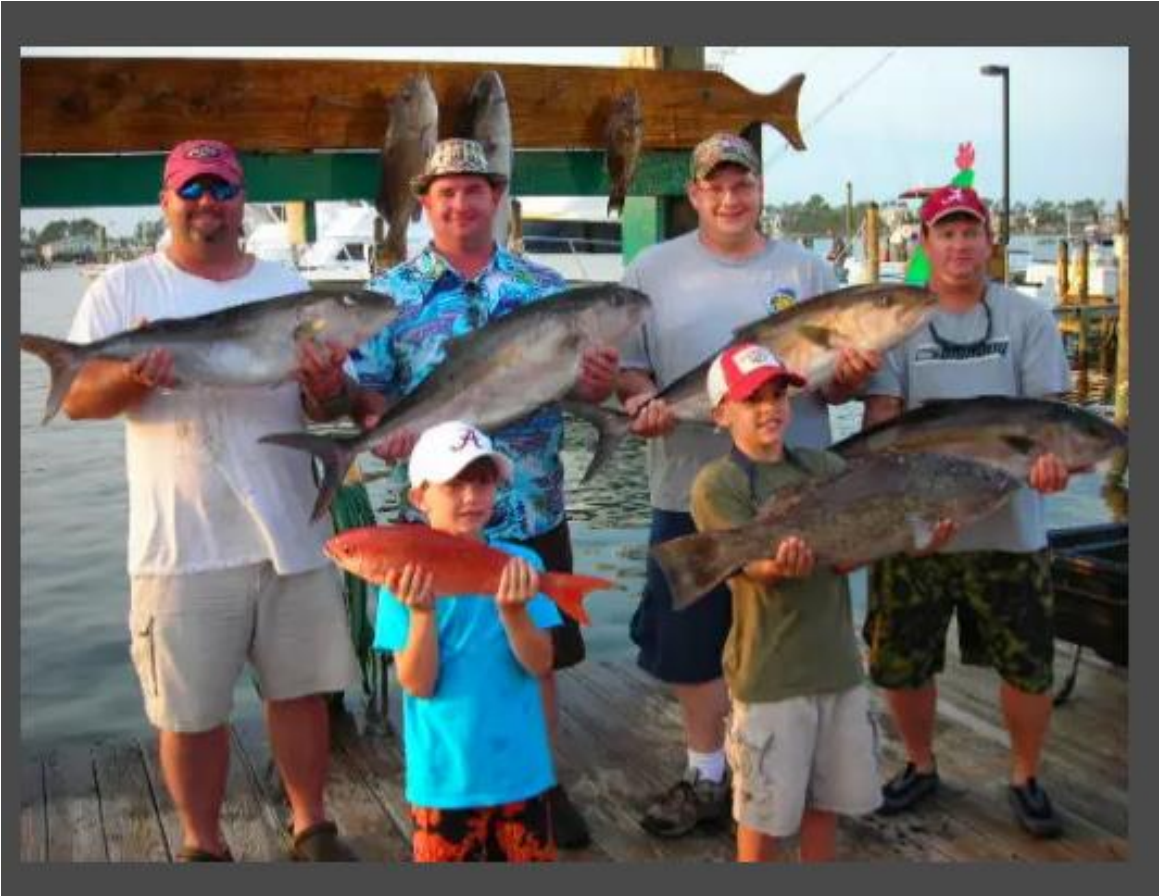You are required to talk about the image.

Produced by: Fonseca, A (2022)

Taken from: https://www.englishaula.com/en/cambridge-english-test-exam-preparation/cambridge-english-preliminary-b1-preliminary/speaking/exam-parts/exercise-practice-test/3-4-5-6704715370856448/

Produced by: Fonseca, A (2022)

Taken from: https://www.englishaula.com/en/cambridge-english-test-exam-preparation/cambridge-english-preliminary-b1-preliminary/speaking/exam-parts/exercise-practice-test/3-4-5-6704715370856448/

Produced by: Fonseca, A (2022)

Taken from: https://www.englishaula.com/en/cambridge-english-test-exam-preparation/cambridge-english-preliminary-b1-preliminary/speaking/exam-parts/exercise-practice-test/3-4-5-6704715370856448/

Produced by: Fonseca, A (2022)

Taken from:

Produced by: Fonseca, A (2022)

Taken from: **https://petspeakingtest.wordpress.com/part-2-and-3/practice-8/**

Produced by: Fonseca, A (2022)

Taken from: **https://petspeakingtest.wordpress.com/part-2-and-3/practice-8/**

Produced by: Fonseca, A (2022)

Taken from: https://petspeakingtest.wordpress.com/part-2-and-3/practice-8/

Annex 4. Adapted rubric for pre-test and post-test

RUBRIC FOR SPEAKING PRODUCTIONS BASED ON CAMBRIDGE ASSESSING SPEAKING PART 3

Task: speaking part 3: describe a picture talk for one minute

Date:

Students' name:

CRITERIA	2.5	2	1.5	1
Grammar and vocabulary				
Discourse management				
Pronunciation				
Interactive communication				
FINAL GRADE				

Comments:_____

_____

Produced by: Fonseca (2022)

Source: This rubric was adapted from PET speaking rubric

Annex 5. Students from fifth semester

Names
1. Acosta Erika
2. Acosta Sebastián Adrian
3. Alvarado Brenda
4. Chimba Cristian
5. Espin Andres
6. Espinosa Vero
7. Guadalupe H. Jazziel
8. Guanga Estefania
9. Guanoluisa Carina
10. Landazuri José Gabriel
11. Machaquiza Gissela
12. Manotoa Cristina
13. Masaquiza Viviana
14. Mayorga Sebastian
15. Mendez Alexander
16. Mora Solange
17. Moreta Tatiana
18. Mullo Lisseth
19. Naranjo Josselyn
20. Toapanta Ismael
21. Torres Carlos
22. Zurita Betsabe

Produced by: Fonseca, A (2022)

Source: Students from fifth semester PINE major (2022)

Annex 6. Role-´plays groups

Nro.	Members	TOPICS
1.	**Acosta Sebastian** **Espin Kevin** **Espinosa Vero** **Guadalupe H. Jazziel** **Landazuri José**	**Pollution**
2.	**Viviana Masaquiza** **Solange Mora** **Lisseth Mullo** **Manotoa Cristina** **Mendez Alexander** **Zurita Betsabe**	**Book recommendation**
3.	**Moreta Tatiana** **Machaquiza Gissela** **Naranjo Josselyn** **Toapanta Ismael** **Torres Carlos**	**What do you prefer? (movies)**
4.	**Erika Acosta** **Brenda Alvarado** **Sebastian Carrera** **Dayana Carvajal** **Carina Guanoluisa**	**Racism and Bullying**
5	**Chimba Cristian** **Guanga Estefania** **Sebastián Mayorga**	**Climate Change**

Produced by: Fonseca, A (2022)

Source: Students from fifth semester PINE major (2022)

Annex 7. Role-´plays scripts

ROLE-PLAY SCRIPTS

GROUP 1:

Heber=》 Guys don't you think there is a lot of ==pollution== in our city?

Andres=》 yeah I agree, I've been watching the Ambato river, and it's nasty man, and when I say nasty, it's naaaasty, the water is black, it's really bad :c, and the air is very dark due to the traffic

Verónica=》 Yeah me too. There is a lot of ==garbage== everywhere and most people are not worried about this detrimental problem.

Heber=》 Even though I think this is in your city ? Because in Pallatanga is not too bad, I mean, I saw some garbage in streets, but our river is very clean, I've always gone to swim in the river

Gabriel=》 **In our village there is no pollution.. The air is clean and so on.**

Andres =》 Yes, but you live in the really top of the mountain, just kiding, jaja but it's true, the air in the mountains is better than in the city

Adrián=》 **I know why it is in our city..**

Andres=》 **can you explain to us?**

Adrián=》 yeah sure, one is for the smoke, other is for people that use a lot of stuff, and it makes a lot of garbage

Gabriel=》 even I want to know..I do not get why there is a lot of garbage in the city if there are people working on cleaning the city

Adrián=》 this is because in cities there are more ==factories== which throw waste in ==rivers/lands==. This causes air, water and ==soil pollution==..

Gabriel=》 **However, I think it is important that people realize this. If we change people's minds, they will act differently.**

Verónica=》 **I know one more thing.. due to natural and artificial activities pollution is caused. Therefore, I can say that in our city there is a lot of pollution because a lot of primary industries have been created here and the ones that use chemicals to produce different products are the ones who contaminate the water, and destroy nature.**

Gabriel=》 **We should work on it..It is the only world we have and if we do not care, we are going to destroy it.**

Verónica=》 **Yeah we will.**

Gabriel=》 **So what can we do?**

Heber=》 **We can stop ==throwing waste== here and there. If you realize, many people prefer throwing garbage in the ground instead of the recycle bin.**

Andres=》 **We can also tell in our homes to practice ==recycling== habits. Many things can have a second chance.**

Adrian=》 We can also tell other people to support ==environmental== practices.

Gabriel=》 What are environmental practices?

Adrián=》 Good Environmental Practices are defined as those actions that seek to reduce the negative environmental impact such as Repack food and equipment to eliminate plastic wrap and cardboard boxes – these items just become garbage that you have to carry out of the wilderness

Gabriel=》 But what about factories?

Verónica=》 We will tell them to treat their waste before throwing it. For instance, those <mark>industries</mark> who use a lot of <mark>chemicals</mark> when producing their products must use special filters in order to not <mark>contaminate</mark> the water and produce several damages to the ecosystem. Additionally, we should promote restrictions for those people who cut down trees for their business, because as we know they cut down trees because it serves as raw material. Additionally, we should participate in clean up projects in order to take care of the place we live. We must take into consideration that pollution of all types can have negative effects in the environment and wildlife and often impacts human health.

All of us =》 yeah let's promise you will not throw waste here and there from now we will throw it in <mark>landfills</mark>..

Produced by: Fonseca, A (2022)

Source: Role-plays scripts (2022)

GROUP 2:

TOPIC: BOOK RECOMMENDATION

V: Good morning

L: Good morning. How can I help you?

v: Liss !. How are you doing here?

L: Hi Vivi, I'm working here.

V: It's fantastic, how long have you worked here?

L: Around 3 months and what about you?

V: Now, I'm studying but I'm not working and I have a bit of free time and for that, I want to buy a new book. The last book just wasn't my thing.

L: Ho, that's bad. What book was? and tell me you prefer fiction or non-fiction books

V: Was "The magician who lost himself in his hat" or something like that I can remember so good. mmmm And I was thinking of a fiction book, something like mystery or a thriller.

L: Hoo, I read it too and I agree with you. It's trash. I recommend you "The sentinel" is a mystery book, currently it is a best-seller. Now I'm reading it and it's a really page-turner and fast to read. I truly can't get enough of it.

V: The Sentinel? I read it online but it was hard to follow for me and finally, it put me to sleep.

B: Sorry for the interruption.I'm Betsabe and I work here with Liz. I heard you are looking for a mystery book, is that correct?

V: Yes, of course.Do you have any books you would recommend?

B: I recommend that you read the book "The Guest List".

V: Can you tell me what about it is?

B: Basically, a murder occurs at a wedding and each of the guests narrates from their point of view what happened.

V: Sounds Interesting. Do you know who the writer is?

B: Yes, Lucy Foley.

V: Really? I want it.

B: ok, my partner Liz is going to buy you. Have a nice day and enjoy your book.

A: Wait, wait, I am Alexander, the owner of this place, this book that you are thinking of buying is about to run out. If you have more friends, I would recommend that you call them right now because a group of friends knows how to arrive and they always take the best books.

V: is it serious !? Of course I'm calling you right now, I have two friends who were also thinking of buying the book. Hello Solange, hello Cristina, the reason for my call is to tell you to come right now, the book you were looking for is going to be out of print.

NEXT DAY-----------

C: Good morning, we are here to buy ¨The Guest List¨ book.

S: Yes, but I want to change the book that I buy because I want to the new book but I don't know if it's possible

C:I guess so. Maybe we need to talk with some seller of the store.

S: Sure, but I hope that the book wasn't sold out.

A: Unfortunately yes, but in this week the new versions of books arrive

S: Oh really¡¡¡ and We can separate one or two?

A: Of course

S: Excelent.

C: How much is the book? We want 2 books please

A: Each book costs 20 dollars. Do you pay effectively or with a credit card?

S: Credit card please.
A: OK, It was a pleasure to see you Vivi. I hope that you enjoy your new book.
C: thanks Alexander, also was a pleasure and I hope so. Bye.

Produced by: Fonseca, A (2022)

Source: Role-plays scripts (2022)

GROUP 3
TOPIC: WHAT DO YOU PREFER? MOVIES

I: Hi guys, what are you doing? There is something special to do this weekend?

T: Hello, we are talking about the new releases of the movies.

G: As Taty mentions there are two different famous movies the first is Spiderman and the second is Squid game. What do you think about those two movies?

C: I was telling you guys that I wanted to see the new movie from Spiderman and his friends but I'm not sure about that

J: Well, I saw the Squid Game. That series was very interesting and exciting. When I saw that series, it attracted my attention from the first episode. I couldn't stop watching it until the last episode.

T: For me it's very interesting because this series has suspense, thriller, etc. that are the likes of a preference of the movies.

I: As you mention, the squid game It's one of the best series right now. I think series are becoming the newest way of entertainment and movies are decreasing in popularity.

G: In my opinion, I prefer to watch the tv series squid game because I think it is more interesting and it has more special effects that impressed me.

C:I did not see the squid game series , should I see the series?

T: Yes, I recommend you see this series because this series is one of the most viewed in the world, so this is the second time I watch it.

J: It's true what Taty say, you should watch this series because you can remember the games of your childhood.

I: Wow you have different opinions and interests about movies. That's good for our entertainment.

G: Yes, we have. Do you know the conflict that occurred during the Spiderman ticket sales? (video)

C: Yes, I know, I saw the video on the web. It was crazy, what do you think about that?

I: As for me, I laugh a lot watching the video, because are you sure to fight for a ticket? I mean, it's just a movie that will be at the cinema for 3 months.

G: The conflict was very hard and that problem was broadcast on many social networks even on TV channels.

T: I think they shouldn't give an embarrassing show just for a movie; it could be released at other times to see that movie.

J: I also think that this movie is very interesting, and the conflict is very hard but, I think when the movie comes out it will be a surprise.

I: Fortunately, I bought my tickets for the following weekend to the premier of the movie. And was calm.

G: Have you seen a movie that has had the same impact as the Spiderman movie?

C: I know that the last movie about avengers had this impact because the people was crazy

T: I suppose that "Avengers: Endgame "movie, this movie impacted the general public because of its special effects and among other things, but what most attracted the public's attention was the death of the Iron Man character and there were even tears at the end of the function movie.

J: Also, I think another movie that had an impact was "Wonder Woman". This movie was very exciting for me because she proves to be a hero to help her people. Diana will fight alongside men in a war in which she will discover her new powers and her true destiny.

C: I don't know guys; I only go to the cinema to see what I want to see and all the problems that comes with this event are not important for me

G: Some people seek to complicate their lives with problems that have an easy solution.

I: I know Haha, I think that after all the emotion as each movie that we have related to superheroes genre all return to the calm, and only it will be repeated in the future with another hyped movie.

T: I think the same thing is that Giss many people complicate everything instead of looking for solutions or doing other things. I can't believe what people do for a movie.

J: Of course, I think every movie develops problems to attract attention but, in the end, there is always a solution and for the most part the end of the movie is usually happy.

G: Well, our conversation was very interesting, but I have to go, bye guys.

Produced by: Fonseca, A (2022)

Source: Role-plays scripts (2022)

GROUP 4

Brenda: Hi guys, how are you?

Erika: Good Brenda, a bit concerned.

Carina: Hi, what happened?

Sebas: Yeah, what's your problem?

Erika: Well, I just attended an internship at a school, and I found an extreme case of bullying.

Sebas: Really? Could you tell us about it?

Erika: Well, it all started when I was going to the bathroom to wash my hands, and there was a little indigenous boy crying. I asked him about his problem, and he just told me that he was insulted because of his ethnicity and then he ran away.

Brenda: That is very serious, did you see if the child was beaten or something?

Erika: Yes, he clearly had a beaten eye.

Brenda: Did you report this case to the school principal or any authority?

Erika: Yes of course I did, however I received a negative response. The school principal just told me that it was a little child's game and not to take that child's tantrums into account.

Brenda: Really? clearly the director and the children are discriminating against him and that is very serious.

Sebas: Yes it is very serious, it is an act of racism because they are clearly violating the rights of that little boy and besides they are beating him.

Cari: I agree with you on that one, so right now I will talk to my aunt who works at the Ministry of Education to take action on the situation.

Erika: Thank you very much.

calling .....

Cari: Hi aunt, I have a case of bullying at the school where my friend works. Can you do something about it?

Dayana: Hi Sebas, Sure, tell me about it.

Cari: Well, she says she found a boy being beaten up, she went to the principal to report it but he did nothing and clearly discriminated against him because of his race.

Dayana: It is really very serious, I will open an investigation right now to get to the bottom of this problem. Racism and bullying in schools is a very serious problem that occurs when racist attitudes violate the rights of others. Of course, this case should be sanctioned. Thank you for informing me.

Cari: Thanks aunt for your help, bye.

Daya: Bye

calling

Carina: Hello Erika, I tell you that my aunt who is in charge of the Ministry of Education will solve this case.

Erika: It really is great news, I am calmer. And when will she be here?

Carina: As soon as possible. Well I have to go because I'm with Brenda and Sebas, we're all going to eat some hamburgers, don't you want to join?

Erika: I'll be waiting for her. I would love to but I have to work on a planning for tomorrow

Carina : No problem , Bye

Erika : Enjoy it , although without me haha Bye .

The another day in the school

Dayana: Good morning, are you the English teacher ?.

Erika: Yes, good morning and you are from the Ministry of Education?

Dayana: Yes , my role is social work, I work for the Ministry of Education and a complaint has been made that one of her students is a victim of bullying at this Institution. Because of that I am going to carry out an investigation and thus solve this case.

Erika: Very kind of you, my student has been violated even though he talks to one of the authorities of this Institution, the truth is that he has not done anything.
Dayana: Very well, what we will do is follow up on this whole case.
Erika: Thank you very much.

Produced by: Fonseca, A (2022)

Source: Role-plays scripts (2022)

GROUP 5: CLIMATE CHANGE CONVERSATION

Cristian: Today we can see that the atmosphere is highly polluted. People dump a lot of garbage all over the city. We can help climate change by recycling bottles or paper.

Sebastián: Yes, is really incredible to see how the human being has increased the level of pollution in the left 50 years

Annie: Hi Cris, how are you?

Cris: Hi Annie, I'm fine, thank you.

Annie: Cris could you help me with a survey please?

Cris: ¡Of course!

Annie: What is your opinion about climate change?

Cris: Today we can see that the atmosphere is very polluted. People dump a lot of garbage all over the city.

Annie: How can we help the planet?

Cris: We can help climate change by recycling bottles or paper.

Jorge: Hey Annie, do you know that in Ecuador Is there a rainforest? , what about you Cris?

Cris: I know it, it is a ENVIRONMENTALLY FRIENDLY places close to Puyo

Annie: Really, well, I don't know about that. Is a place without pollution a thing?

Jorge: Yes, you're right, maybe we can go some weekend, the conservation of the different animal is a priority in those places

Annie: Last week I was in Quito and did you know that the level of carbon dioxide in that city is higher !!

Jorge: That is true, if you look the city from a high place in the early hours in the morning a gray cloud over the city

Sebas: Yeah! Quito is one of the most contaminated places in our country, they produce a lot of pollution as fast as the biggest cities in developed countries.

Cris: Hey guy, do you know some place without garbage in the streets??, for example Cuenca is a city with many clean place, there are many ecosystem, environments free of pollution

Sebas: Well the purest places I've known are Galapagos, Salasaca and Salcedo wich are the cities with the lowest level of carbon dioxide.

Jorge: Sebas you are right, that environment is free of pollution , it is nature sanctuary

Jorge: Hey Annie, If I am not wrong, you live in Pelileo, don´t you? I suppose that it is a city close to nature, right?
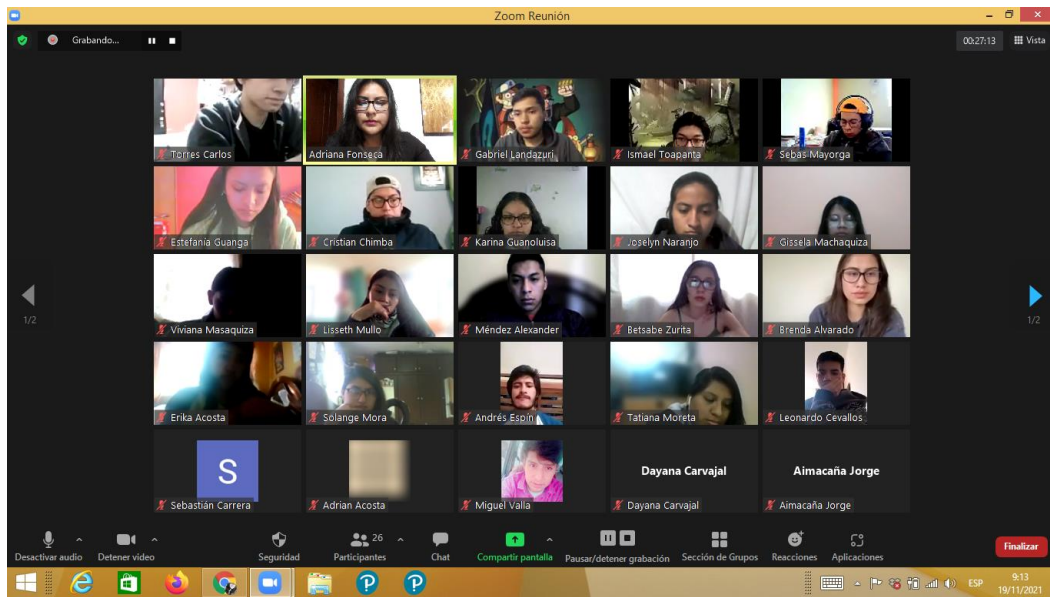
Annie: Yes, that is true, Pelileo is like a garden because there are parks and you can visit a lot of natural places. It is a beautiful city.

After a long investigation, everything could be resolved and it was concluded that the Director of the Institution was a racist person
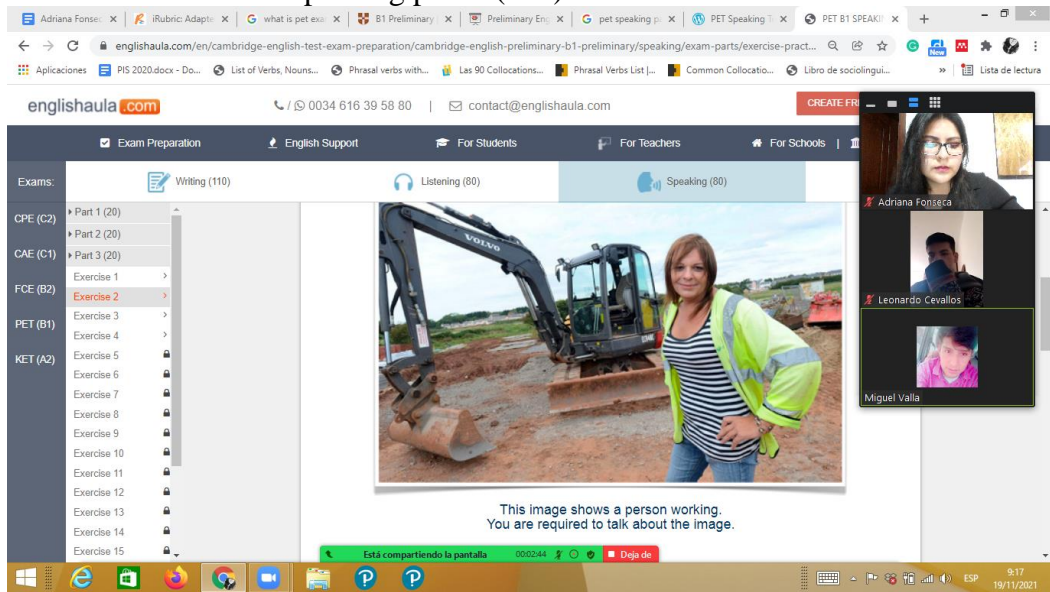
Produced by: Fonseca, A (2022)
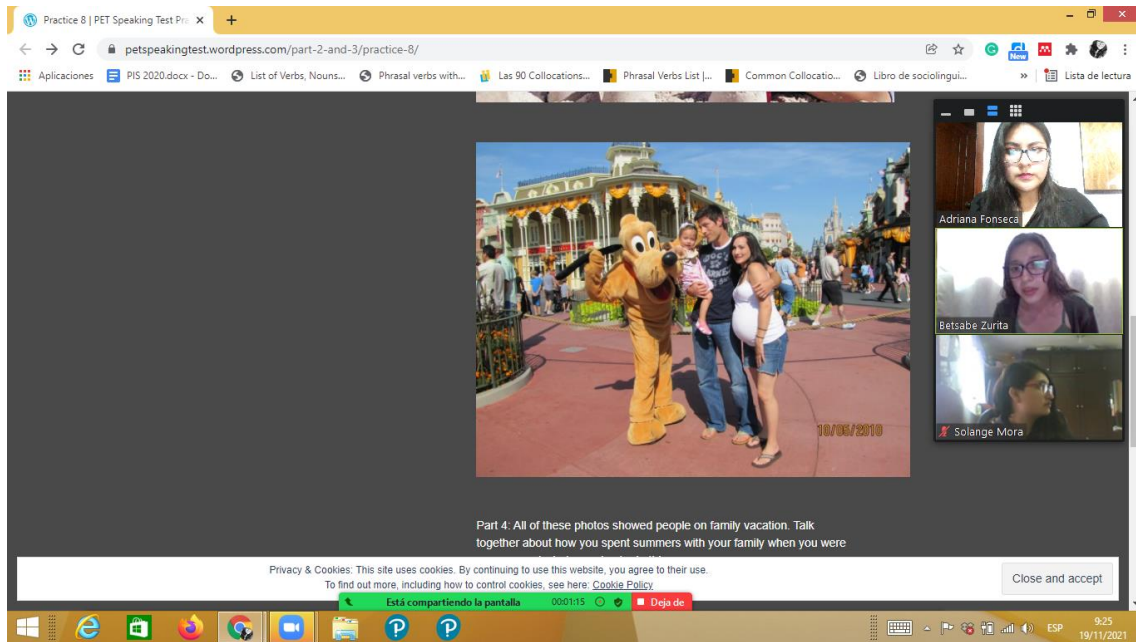
Source: Role-plays scripts (2022)

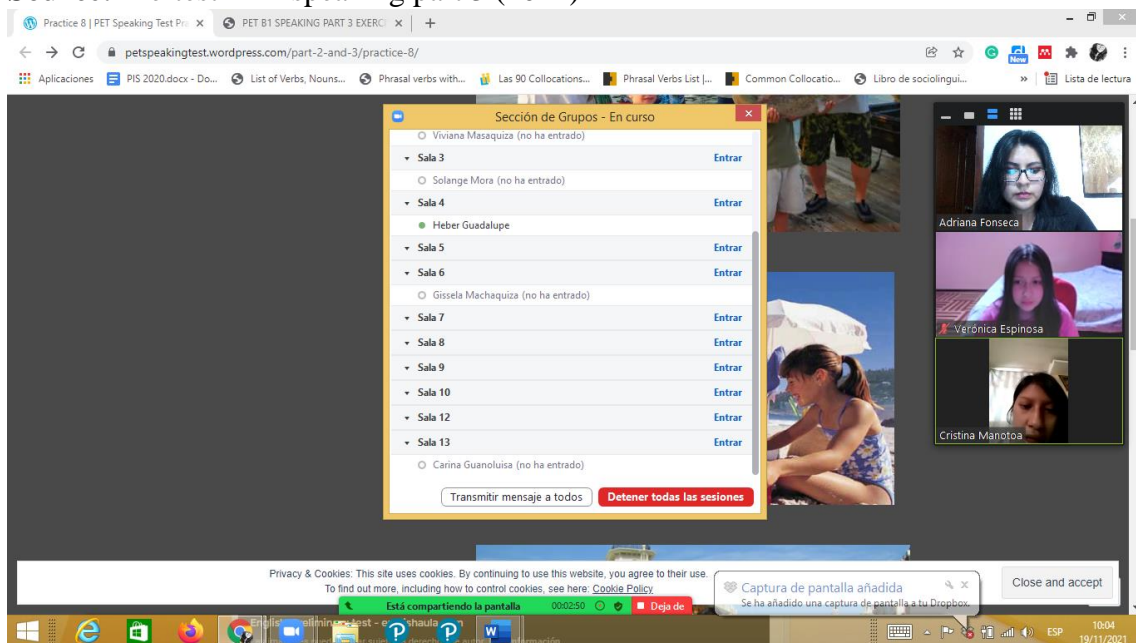**Annex 8. Evidence**

Produced by: Fonseca, A (2022)

Source: Pre-test PET speaking part 3 (202)

Produced by: Fonseca, A (2022)

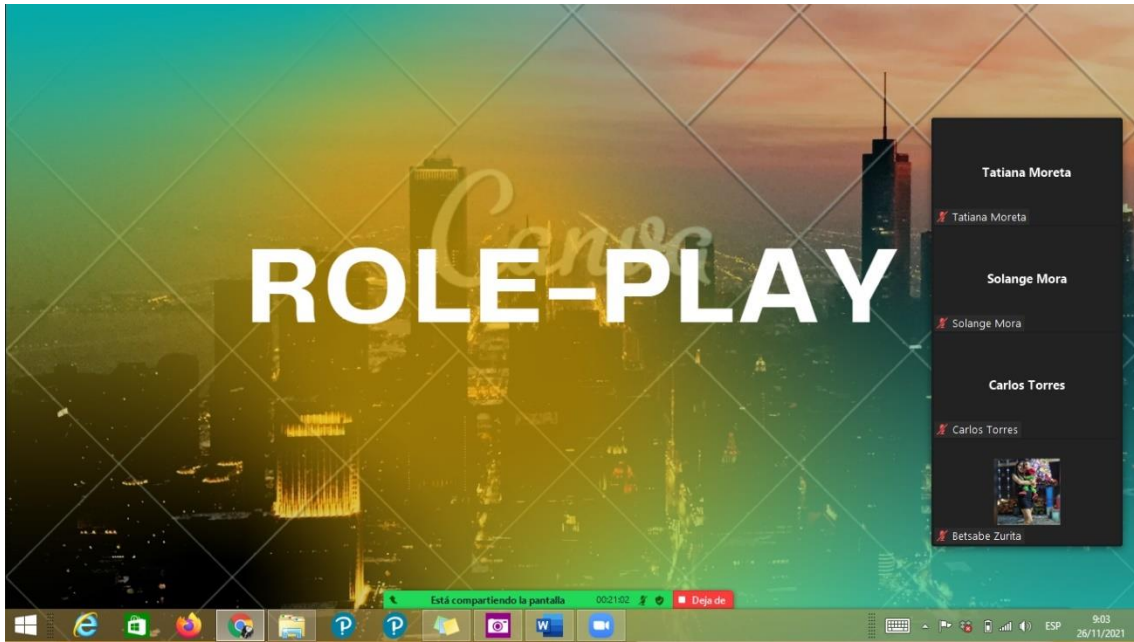**Source:** Pre-test PET speaking part 3 (2022)

Produced by: Fonseca, A (2022)

Source: Pre-test PET speaking part 3 (2022)

Produced by: Fonseca, A (2022)

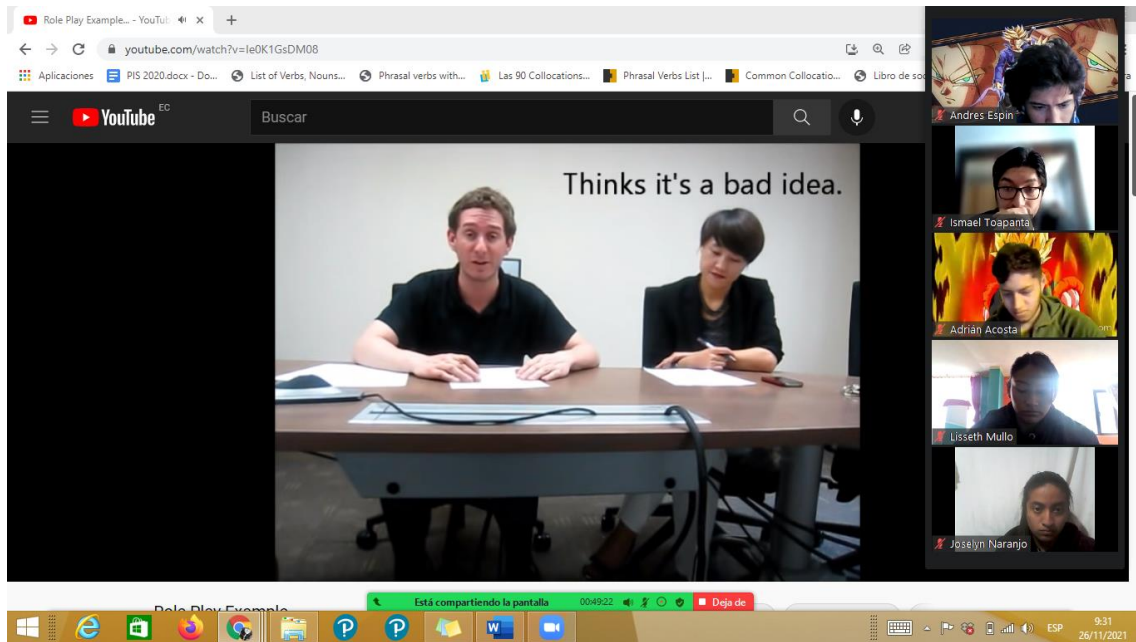**Source:** Post-test PET speaking part 3 (2022)

Produced by: Fonseca, A (2022)
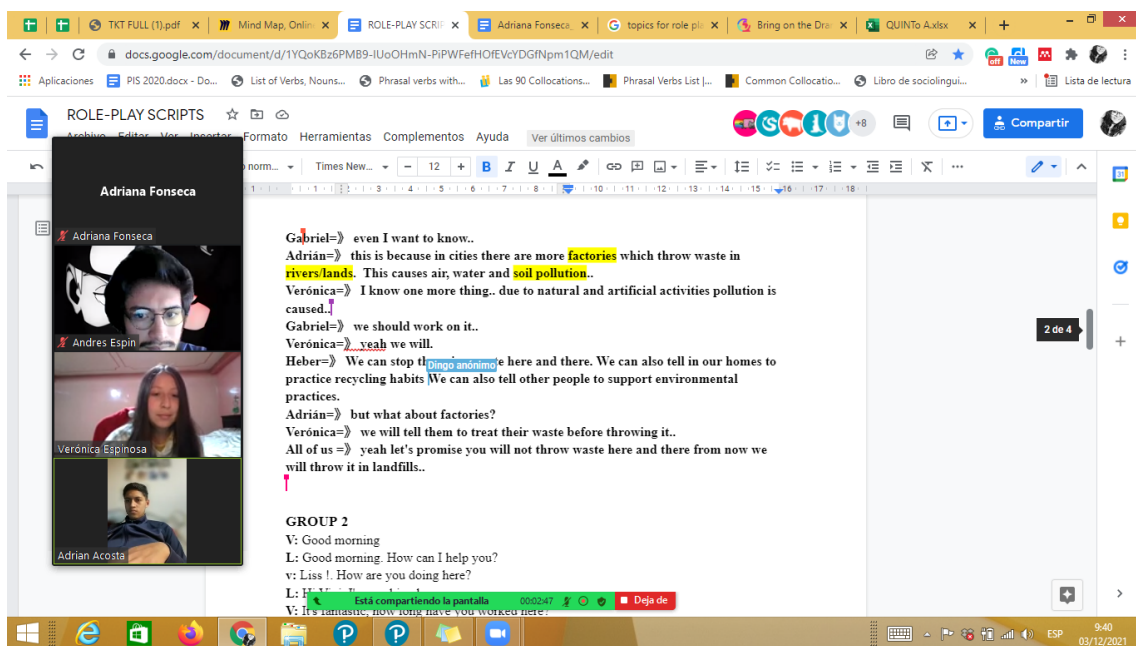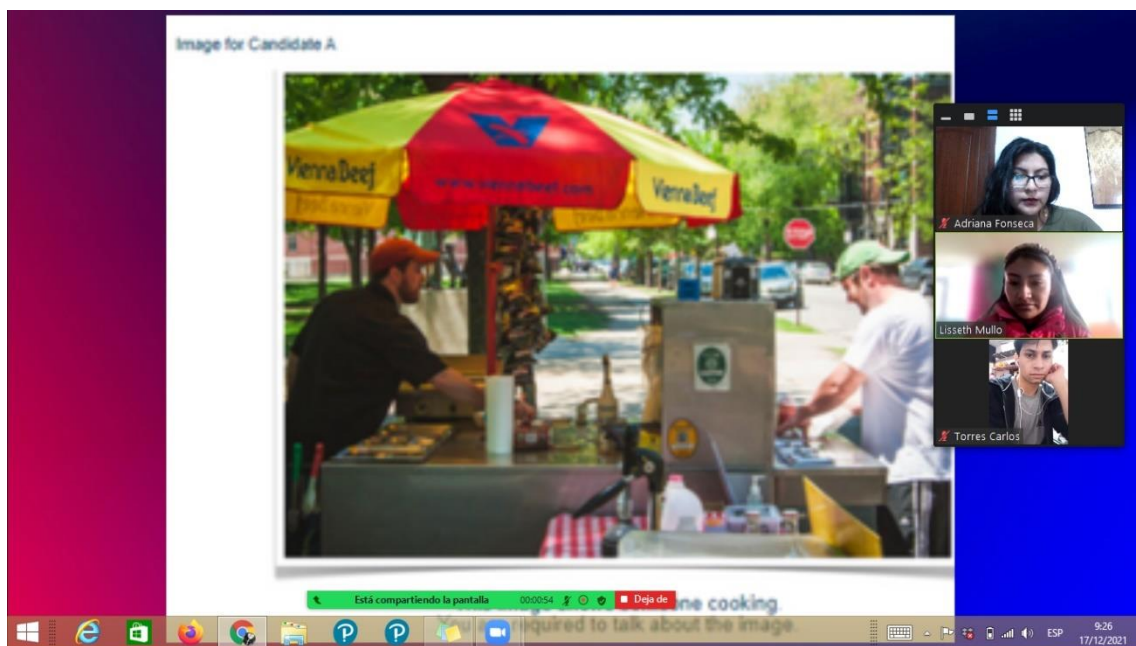
Source: Canva Role-play presentation (2022)

Produced by: Fonseca, A (2022)

Source: Canva Role-play presentation (2022)

Produced by: Fonseca, A (2022)

Source: YouTube Role Play Example (2022)

Produced by: Fonseca, A (2022)
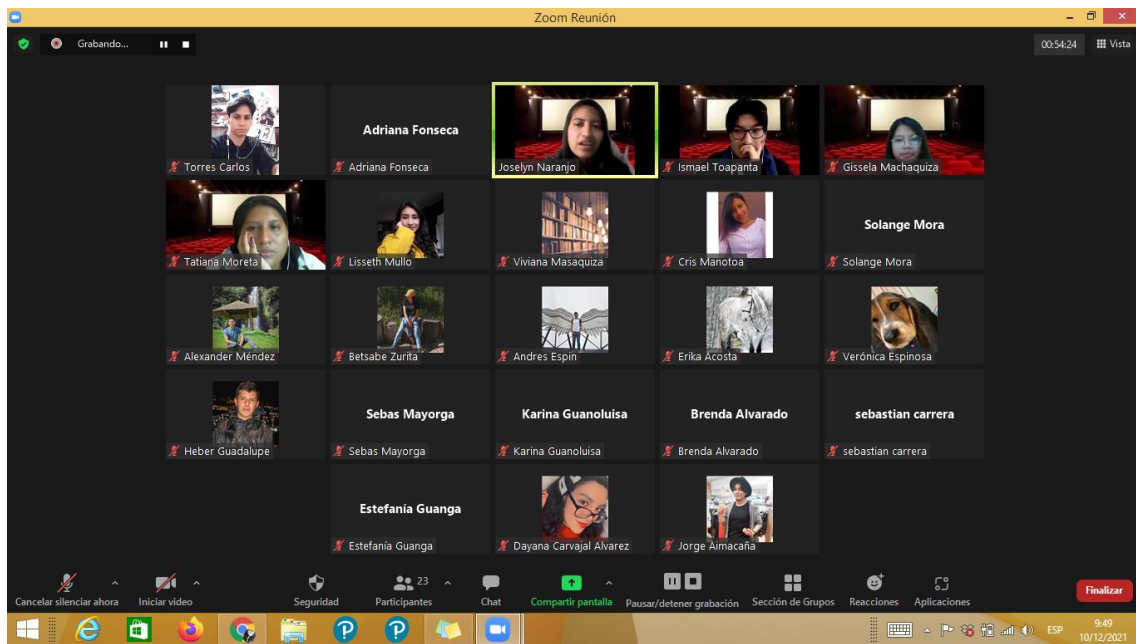
Source: Fonseca, A (2022)

Produced by: Fonseca, A (2022)

Source: Post-test PET speaking part 3 (2022)

Produced by: Fonseca, A (2022)

Source: Post-test PET speaking part 3 (2022)

Annex 9. Urkund report

Curiginal

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Analyzed document	Fonseca Adriana_ Tesis.pdf (D126351298)
Submitted	2022-01-28T04:08:00.0000000
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Submitter email	adryfons0811@gmail.com
Similarity	1%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report

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