UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: **ROLE PLAYS AND ORAL FLUENCY**

Author: Pilaguano Patango Bertha Susana

Tutor: PhD. Chicaiza Redín Verónica Elizabeth

Ambato – Ecuador

2022

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SUPERVISOR APPROVAL

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I, PhD. Chicaiza Redín Verónica Elizabeth holder of the I.D No 171510632-2, in my capacity as supervisor of the Research dissertation on the topic:**"ROLE PLAYS AND ORAL FLUENCY"** investigated by Miss Bertha Susana Pilaguano Patango with I.D No. 175037153-4 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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PhD. Chicaiza Redín Verónica Elizabeth
171510632-2

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

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I.D 175037153-4

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DEDICATION

TO:

God for taking care of me and blessing me in every step of my life. To my lovely parents Narcisa and Rafael for living and supporting my dreams as if they were their own. To my brothers William, Efrain, Freddy, Joel and Lenard for believing in me and supporting me with every word of encouragement. To my sister-in-law Sara for her love and understanding. To my grandparents, Rosa, Lucia and Pedro who cared for me and give me their unconditional love and support. To my aunts, uncles, friends and other family members who have wanted the best for me. To my pet Botas who has been in every moment of my life giving me strength and cheering up my days. Last but not least, I want to thank myself for having believed in myself, I want to thank myself for having done this hard work, I want to thank myself for never giving up.

Bertha.

AKNOWLEDGEMENTS

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ABSTRACT

Topic: "Role plays and Oral fluency"

Author: Bertha Susana Pilaguano Patango

Tutor: PhD. Chicaiza Redín Verónica Elizabeth

Most of the English learners want to become fluent English speaker, on account of this teachers should provide practical and useful strategies such as Role Plays to develop and improve students' oral fluency. The current research work was aimed to analyzed the impact of Role plays in the development of English oral fluency. This research work had a mix-method because qualitative and quantitative approach were used. The design of this study was quasi-experimental research with a single group of 35 participants from tenth grade of Unidad Educativa "Sagrada Familia". The experimental part of the research last 6 weeks in one face to face class and 5 online sessions and the pedagogical interventions involved the use of role plays as main strategy in oral fluency. To collect the results, the researcher applied a pre-t and post- test taken from A2Flyers speaking test part 1,2,3 and 4 by Cambridge which asses speaking student's ability in term of oral fluency before and after using role plays. The results showed that students needed to improve their speaking skill due to the fact that the total average of the pre-test was 8,86 over 15 and 2,95 over 5 points, Consequently, students were taught by applying Role Plays. After finishing the 6 session, students took a post-test in order to compare it with the pre-test- The total average for the post test was 11,06 and 3,68 over 5. It is important to highlight the progress of 2,20. The findings confirmed that there is a significant influence of role plays in oral fluency. This study concluded that Role Plays can be used to improve students speaking skill and sub skill such as fluency.

Key words: Role Plays activities, Speaking skill, Oral Fluency,

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RESUMEN

Tema: "Role plays and oral fluency"

Autora: Bertha Susana Pilaguano Patango

Tutora: Mg. Veronica Chicaiza

La mayoría de los estudiantes de inglés quieren hablar inglés con fluidez, por lo que los maestros deben proporcionar estrategias prácticas y útiles, como juegos de roles, para desarrollar y mejorar la fluidez oral de los estudiantes. El presente trabajo de investigación tuvo como objetivo analizar el impacto de los juegos de roles en el desarrollo de la fluidez oral en inglés. Este trabajo de investigación tuvo un método mixto porque se utilizó un enfoque cualitativo y cuantitativo. El diseño de este estudio fue una investigación cuasi-experimental con un solo grupo de 35 participantes del grado décimo de la Unidad Educativa "Sagrada Familia". La parte experimental de la investigación duró 6 semanas en una clase presencial y 5 sesiones en línea y las intervenciones pedagógicas involucraron el uso de juegos de roles como estrategia principal en la fluidez oral. Para recopilar los resultados, el investigador aplicó un pre-t y un post-test tomados de la prueba de expresión oral de A2Flyers, partes 1, 2, 3 y 4 de Cambridge, que evalúa la capacidad de hablar de los estudiantes en términos de fluidez oral antes y después de usar juegos de roles. Los resultados mostraron que los estudiantes necesitaban mejorar su habilidad de hablar debido a que el promedio total de la prueba preliminar fue de 8,86 sobre 15 y 2,95 sobre 5 puntos, por lo que se les enseñó a los estudiantes aplicando Juegos de Rol. Luego de terminar la 6 sesión, los estudiantes realizaron un post-test para poder compararlo con el pre-test- El promedio total del post test fue de 11,06 y 3,68 sobre 5. Es importante destacar el avance de 2 ,20. Los hallazgos confirmaron que existe una influencia significativa de los juegos de rol en la fluidez oral. Este estudio concluyó que los juegos de roles se pueden usar para mejorar las habilidades y subhabilidades del habla de los estudiantes, como la fluidez.

Palabras clave: actividades de juegos de roles, habilidad para hablar, fluidez oral

CHAPTER I.

THEORETICAL FRAMEWORK

1.1 Investigative background

In recent years, role plays have become used because they provide several benefits such as the development of oral fluency. For this reason, the present research work was carried out to analyze the influence of role plays to develop oral fluency of students from tenth EGB of Unidad Educativa Sagrada Familia. Therefore, this research work was based on some previous academic studies, which was compiled from Google Scholar, ReseachGate, Redaylc such us journals, scientific articles, thesis, books and articles which contributed to analyzing the influence of the independent variable on the dependent variable. The data of these articles were taken from the year 2018 to 2022.

In the research work developed by Piedrahita (2017) called **"The impact of role-play on the oral fluency in english of a group of EFL beginner students"** the purpose of this research was to establish if role-plays enhance oral fluency in English in beginner EFL students. This research work was a qualitative research, with a descriptive non-experimental design. To this research 31 students of ninth grade students from San Jose de Tarbes School, a private and catholic school managed by the San Jose de Tarbes Congregation from France in Popayan city were applied where after the diagnostic test to all of them six students were chosen according to the criterion of level of performance. Based on this criterion two students with high performance, two with medium performance and two students with low performance were chosen. The results of this research project the low performance in some others shown by students could be explained by different factors: In the focus groups, high-level students pointed out that the fact they had to repeat several times some expressions, made it easy for them to remember the key sentences to carry out the conversations. As expresad S2A

"Yo creo que lo más difícil es repasar las expresiones, porque se necesita hacer una elección y si uno no repasa y repite, pues no se queda nada."25 To reinforce this fact, the following

was registered in the Teachers'' Log: "Students repeated many times the expression during the practice. In fact, some of them told their peers to memorize certain expression and then, practice to see if they could use them and how many they can remember" May 24th/ 2017.On the other hand, low students'' performance did not show any improvement, this could be explained because even though they use chunks, expression and including a process of scaffolding, these did not guarantee a commitment to repeat, memorize and use the expressions worked in class by students. Therefore, the study concludes, the improvement in oral fluency depended on students'' previous level. Role-play as a communicative activity enhanced fluency in this study but in those students who had certain English level. For those, with low performance it affected their performance.

This research work is crucial for this study, because it focus attention on role plays to improve students' oral fluency. Consequently, based on the positive results obtained by the researcher guided after the treatment employed, it concluded that these activities encourage the development of the oral fluency. However, these activities help in the development of the oral fluency depending on students'' previous level.

>   Fonseca (2022) studied **"Role plays and speaking skill"** whose primary objective was to determine how the use of role-play improves the students' speaking. The population were 22 Students from fifth semester of Pedagogía de los Idiomas Nacionales y Extranjeros major. This research project was a mixed-method approach where quantitative and qualitative approaches were used. The results of this research work were carried out in an online modality because of the global pandemic Covid-19 where students speaking skills were assessed using a rubric adapted from Cambridge the majority of 22 participants improved their level of speaking through role plays strategy. Eventually, the researcher said that the use of role plays to improve speaking skills help students' learned new grammar and vocabulary the same that help them to improve their speaking skills.

This study is essential for the current research work because it suggests to use role plays activities to develop speaking skill. Beside when the students improve their speaking skill lt allows them to learn new grammar and vocabulary and develop a clear communication.

Therefore, Role plays strategy support the development learners comprehension and oral fluency.

Muhammad (2021) pointed out in his study called **"Teaching speaking skills through role play at elementary level: An analysis".** This study was focused on this matter whether the use of role play can be beneficial in bringing a positive change in the teaching-learning process of speaking skills for elementary level learners. The population for this study was Elementary level learners of Bahawalpur City. This study's data were collected from the elementary level students in the academic year 2018-19. The study was limited to the Bahawalpur City only. Therefore, the collective problems of the teachers and students during speaking English were the main focus of the study. 360 students and twenty teachers of Bahawalpur region participated in this study. This work was experimental in nature which includes both experimental and control groups. As a tool to collect data from respondents the pre-test, the post-test and the questionnaire were used. The results of this study showed that there was a significant difference between pre- and post-test results. It was suggested that speaking practice with the help of role play should be encouraged at the elementary level.

This research work is valuable for the present study because it provides the positive change in the English teaching-learning process of speaking skills through the use of role plays strategy. Besides, it concluded that role plays are an effective strategy to increase learners' motivation and help them practice their speaking production, so that this work suggest to use role plays activities to encourage students speaking practice.

Additionally, the article titled **"The pecularities of using role plays in teaching foreign languages"** by Bahrieva and Karimova (2021) whose principal aim was to discussed different methods of learning foreign languages using role-playing games. To carry out this study the following question was stated in this article: **How can you best use role-playing games when teaching english?** based on that some tips were mentioned: first, decide what language skills you are working on, prepare your students, do not prepare your students and choose a format. Furthermore, the following methods of learning foreign language such as: Information gap, conflict situation, Phone cal, Group planning were used in order to collect information data. Finally, this article concluded that, role play is a great way to get students

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using and developing their language skills in a "real world" setting. With good planning, students are sure to gain confidence and language ability whilst having a little fun at the same time.

The article described before can be uses as a guide for this work project because it highlights the different methods of learning foreign languages using role-playing games. They evidence that role plays strategy is the best way to get students attention and make them feel confidence in order to develop their language skills whit a funny way.

A research conducted by Guzal and Marjona (2022), in their study named **"Role –playing as interactive method of foreign language teaching"** with the purpose to discuss role-play as a methodological technique that belongs to the group of active ways of teaching practical knowledge of a foreign language. In this study, the basic didactic structures of role-plays for young educators were analyzed. Also, main structural components of the teaching role plays were highlighted based on the main characteristic features of all role plays in language learning. After an intensive analysis and discussion, the conclusion of this study, role play as a communicative technique is used to promote students' speaking skill. It provides the students with opportunities to learn and practice the foreign language. Furthermore, it allows students to learn new attitudes and perspectives in different situations.

This study is valuable for this research work because it shows that role plays strategy provides in students positive attitudes and perspective that help them improve their speaking skill, As the end of the analysis this study conclude that role plays strategy are an active technique to teach and put in practice the foreign   language in order to improve their speaking ability.

Pinatih (2021) developed a study **"Improving students' speaking skill through role-play technique in 21stcentury"** the population was Universitas Pendidikan Ganesha Indonesia. According to, the author this study was carried out in the speaking class, being students faced several problems such as the learners show a low enthusiasm and motivation in speaking, afraid and shy to speak. It was   aroused because of a low interest, material, and improper technique which apply in the class. In solving those problems, it needed an attractive teaching

technique therefore the aim of this study was the implementation of role-play as an appropriate teaching technique in the 21st century that can stimulate students in learning especially in speaking class can be one alternative. In this work as applied the pre and post-test the same that evidenced that the use of role-play technique significantly can improve students' speaking ability. It means that the results showed that there is an improvement in student score after the implementation of the role-play teaching technique. So it can be concluded that one alternative to improve students' speaking skill is by the implementation of role-play technique which also reflects a 21stcentury teaching technique.

The previous research is indispensable for this study because of the result show that through the implementation of role play technique the learners improve their speaking skill providing enthusiasm and motivation to speak Therefore, the study concluded that role plays activities is one of the alternative teaching technique of 21stcentury that must be to applied during foreign language teaching learning process .

Uquillas (2022) in the study "**Numbered heads together strategy and the development of english oral fluency"** directed to analyze the effect of Numbered heads together strategy in the development of english oral fluency. The participants for this research work were 24 students from 4th level at Centro de Idiomas UTI. This project was a pre-experimental research where the investigator worked with a group of 24 participants (4th level "A") in order to analyze the relationship between the two variables. First, it was applied a pre-test to evaluate students speaking skill in terms of oral fluency. Then, treatment sessions were developed based on numbered heads together strategy to enhance oral fluency. Finally, a post test was applied to the group to measure students' oral fluency. The obtained significant was numbered heads together has a positive impact in the development of english oral fluency.

This research contributes to the current study because it shows how the students' oral fluency is development through the use of cooperative learning strategies. In this case numbered heads together as a cooperative strategies had a positive impact to improve oral fluency.

López (2021), conducted research called **"Collaborative learning strategies to promote oral fluency in EFL"** to analyze the effects on using collaborative learning strategies on the promotion of oral fluency in EFL students from sixth year of primary school at Unidad

Educativa "Pichincha". This research project was a mixed-method approach where quantitative and qualitative approaches were used the same that supported to this research work in order to determine the impact of using the collaborative learning strategies as an alternative solution to promote oral fluency. The result of this project was taken from positive and favorable. Finally, based on the result, this research project concludes that collaborative learning strategies provide oral exercise pissed off in student's pronunciation and intonation allow them to communicate in naturally way and improve their oral fluency.

Taking into consideration what the author included in this work. It is evident that the use of Collaborative learning strategies provides oral exercise that allow learners to improve their intonation and pronunciation support them to communicate fluently.

Another experimental study titled **"Cake application and oral fluency"** developed by Sarango (2021) aimed to study the use of Cake application as a learning tool for reinforcing oral fluency. It was applied over 20 students from sixth Semester "B" from the PINE (Pedagogy of national and foreign languages career) at Technical University of Ambato that endured three weeks by zoom sessions. For this research project qualitative approaches were used in order to measure student's fluency and quantitative was applied to collect data information. A Pre-test was used to assess the oral fluency. and Post-test oral fluency evaluation process. After the implementation of cake application, the researcher concluded that the use of the mobile application Cake was significant for the improvement of the fluency in speaking in the English language only for the basic levels A1 and A2 English students. At last, the use of Cake mobile app helped to enhance oral fluency for students from a1-and a2 level helped them to improve the next high level.

This work project contributes to the present research work because it demonstrated that it is possible to reinforce oral fluency using different strategies or teaching technique. Therefore, it is evident that oral fluency can be develop regardless of student's previous level.

In the study carried out by Velásquez (2021) titled **"Theme-based teaching to promote oral fluency in a University in Colombia"** which was focused on the strengthening of students' oral fluency in English through the implementation of six theme-based teaching workshops. This study is a qualitative approach, Students of an EFL pre-intermediate English language

course in the institute of foreign languages at the Technological University of Pereira, in Risaralda State, Colombia were the participants on this study in order to helping them improve their oral fluency in English. This study started after an exhaustive needs analysis which showed that the university's students, as future professionals, had difficulties with their oral performance i.e. their being unable to speak about topics related to their university life in English; hence, the need of including themes aligned with their academic contexts was highlighted with the purpose of helping them improve their oral fluency in english. Eventually, the findings indicated that the students improved in their oral fluency in terms of vocabulary, intonation, and a reduction in the number of long pauses when speaking in English.

The previous research investigation supports this current research work because of the result described that the strengthening of students' oral fluency in english through the implementation of six theme-based teaching workshops had a positive impact in the improvement of vocabulary, pronunciation, intonation and oral fluency.

Identically, the research **"Drama strategies and oral fluency"** conducted by Rubio (2021) sought to establishing if there is a relationship between drama strategies inside the classroom and the influence on students' oral fluency. The participants for this research work were 40 english students from the English department of ESPE University. This research was quantitative approach because it was important to know how many of the students thought that certain factor can or not affect their oral fluency. The instrument to collect data information of this study was a survey that contained 20 multiple choice questions, where 40 English students from the lower levels answered the questionnaire. The finding of this research was according to the statistical data obtained and the results of the Chi-Square test, there is a relationship between drama strategies and oral fluency. The use of drama strategies enhances students' confidence to talk more freely. In this way students generate a better disposition to talk in english.

Regarding the previous study drama strategies enhances students helping them to lost the fear and shame to talk in English. The author concludes that there was a positive relationship between drama strategies inside the classroom and the influence on students' oral fluency.

A paper direct by Vo (2021) **"The impacts of motivation and task types on L2 oral fluency development in higher education in Vietnam**" sought to research the impacts of motivation and task types on the development of L2 oral fluency in higher education in Vietnam. For this research work taken part thirteen teachers and thirty second-year students at the university. Furthermore, the quantitative method was employed to achieve this goal. The questionnaires were employed as data collection with close items for students and instructors and semi-structured interview questions for instructors. In addition, the results of this research suggested that teachers consider that a student would be successful with proper motivation and the task success is just being motivated. Finally, the findings reveal that performance is, in general, statistically more fluent in dialogue but also indicate that performances in the two modes are not different.

The research works seen previously are important for supporting this study because the authors concluded that Role play strategy is one of the collaborative and interactive learning strategies that teachers use in class in order to develop student's oral fluency, this strategy allow learners involve in real context when they learned a second language. Furthermore, role plays techniques are used to develop different skills because of role plays increase students' motivation for cognitive activity, acquiring knowledge and communicative skills in a foreign language, as well as it creates positive psychological atmosphere in a classroom. Therefore, all of these papers support this research work in order to analyze the influence of role plays in the development of oral fluency. Additionally, this research work will help future work and future English learners who wish improve their oral fluency through role plays techniques

1.2 Theoretical framework

 Independent variable theoretical support

In this part of the research different theoretical concepts proposed by different authors on the use of role-playing in the development of oral fluency are presented, for which a large number of academic activities and several researches have been reviewed to describe the topics related to this research project.

Teaching approach

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It is a set of principals' pedagogy and management strategies used for classroom instruction. An approach is the way of teaching something. According to Sutaphan and Yuenyong (2019), said The teaching approach consists of 7 stages. These include (1) Identification of social issues, (2) Identification of potential solution, (3) Need for knowledge, (4) Decision-making, (5) Development of prototype or product, (6) Test and evaluate the Solution, and (7) Socialization and completion decision stage, all of these Teaching approach are the strategies that allows teacher to use according to goals and needed of their learners. The ideas of teaching approach are to enhancing students apply science, mathematics, technology, and other knowledge for finding solutions or products through inquiry from the context in order enhancing students" practicing knowledge in real world. On other hand, Nazar et al. (2019) stated that, the impact of a blended learning teaching approach is gaining popularity as long as it is able to support the education of students at any time and any pace, thereby reaching higher numbers of learners and establishing a learning environment independent of time and space. Therefore, this approach demonstrates positive effects on students' performance, skills and engagement.

Teaching method

Teaching method refers to the general principles, pedagogy strategies used for classroom management in order to help students learn how to apply the content in particular contexts developing theirs learning outcomes. Mustafayeva (2020) mentioned Each teaching method is mainly based on a particular vision of comprehension the language or the learning process, frequently using specific techniques and materials used in a set sequence. Language teachers who deeply study and use various methods of teaching English are those who take care of their own value to self, to pupils, to family, to society and to a larger community of the world. Nowadays, everything is changed, particularly, in teaching the English language. Teaching methods are strategies base on particular vision of comprehension of language that used in a learning process to achieve an affective learning process. Also, the researcher mentioned that the teaching method is not defined as a concrete, single method, but as a method, which combines listening, speaking, reading, and writing and may include some practice at the lesson.

Each method is used different tools and techniques to achieve common educational goals. Therefore, many teachers try some ideas from different approaches, and incorporating them into a single teaching approach depending on the needs of the students and the school

and other circumstances. There are some teaching methods that teacher incorporate in classroom in order to achieved their academic goals. Lakshmi (2021) described to flipped classrooms as an effective teaching method to teach and learn activities where students watch a lecture video outside the class and have hands-on activities in the class. There is growing concern among medical and dental educators that conventional modes of teaching neither create interest in students nor imparts a life-long respect for learning. Flipped classroom learning allow students develop their intellectually strongly enough to understand the concepts and the lesson in an easy way through the videos can be useful to listen to videos of pharmacology topics outside the classroom without having textbooks.

Teaching techniques

Teaching strategies are methods and techniques that a teacher use in order to support their students' learning process. Dapa (2020) supported that the influence of reciprocal teaching technique on improving students' oral communication skills, to foster critical thinking to provide an opportunity for students to work independently and increase in their self-efficacy, participation, understanding and enjoyment levels after the intervention. Otherwise, Mohammed (2019) mentioned that literature and experience have shown that well-designed teaching techniques start with the induction stage awakening learners' interest and then move on to present the target material, engage students in practice with feedback, assess their comprehension, and provide the required remedial follow-up activities. Teaching strategies can support increased investment and motivation in ALL when learning english, but future research is required. The six strategies are: providing relevance, addressing settlement needs, incorporating life experiences, encouraging learner autonomy, promoting collaborative learning and building self-efficacy. Additionally, it is necessary for teachers to embrace an individualized, responsive approach when teaching ALL while simultaneously celebrating the victories and acknowledging the external and internal challenges associated with implementing the six strategies. Techniques help teachers to create a good relationship among the students, moreover it encourages students to integrate with technology to achieve and effective and funny learning.

Role play

Rojas and Villafuerte (2018), role play is the most used technique of psychodrama in the educational field in which the learner acquires knowledge naturally and meaningfully. During the Role play preparation, students are encouraged to choose the keywords and expressions related to the context they want to resemble. This way, role play promotes the learner's creativity by working collaboratively. Furthermore, Role Play is a communication technique that improves fluency by enabling students to interact in class and increase their motivation to learn. Besides, they mentioned that the contributions that Role Play provides to the development of oral skills of learners, is supported by contemporary learning approaches such as TBLT, which is a student-centered approach in which they are encouraged to produce meaningful messages in the target language. Role plays are authentic examples of what students will experience in the real world in TBLT activities.

According to Bindu (2019) role play helps students learn to empathize with patients and also allow students to have fun while learning, role play in a simulated scenario gives students a chance to develop their affective domain and also the opportunity for feedback and correction of their errors. Good communication skills can be taught to undergraduate through role play. People can say that role play techniques are the most flexible techniques that help learners to improve their fluency through a funny way.

Additionally, Latift et al. (2018) described Role play as a technique in which students are presented with roles in the form of a case or a scenario, and then act out the roles in order to experience them for educational purposes [7]. Role play is then a spontaneous human interaction that involves realistic behavior under artificial or imagined conditions.

Why use role play

Ladousse (1987) stated some special reasons for using role plays, here is a list of the main ones: 1 A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train our students in speaking skills in any situation. 2 Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are So often neglected by our language teaching syllabuses. Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social

skills from a very low level through role play.3 Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.4 Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated. 5 Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people this is surely so. Additionally, the researcher gives a general idea of what is going on during the role play, each of these are described below: First, level, generally an indication of the minimum level at which the activity can be carried out. If the activity is only suitable for low levels a maximum level is given as well. Second time, as indication of the time that the actual role play will take. More time will be needed if the students have to read articles, reports, etc. Third, aim, the broader objective of each activity, such as developing self-confidence, learning to improvise, or becoming sensitive to attitudes expressed in language. Language, an indication of the language that the students will need during the role play. The suggestions may be structures, functions, different skills, work with register or intonation patterns, etc. Organization, whether the activity involves pair work or group work and, in the letter case. How big the groups should be. Preparation, anything you need to do before you go into the classroom. Warm-up, these ideas are intended to focus the students' attention and get them interested in the issues. Procedure, a step-by-step guide to carrying out the activity. Follow-up, these activities may be done by all the students or only by those members of the class who finish the main activity quickly. They can also be done for homework. Remarks, these may be of general interest, or they may be warnings about special difficulties that may occasionally arise in some role plays. Finally, variations, refers to some activities have variations that can be used with different types of classes and different levels.

DEPENDENT VARIABLE

Communicative competence

According to Rickheit and Strohner (2006), communicative competence comprises not only the ability to produce messages in a way that their intents can be inferred by others and that their interpersonal goals can be accomplished, but also the ability to receive messages conveyed by others. Therefore, an important part of cognitive processes involved in communicative competence deal with inferring the speaker's intentions. It is understood as the ability to use knowledge to perform any activity in an outstandingly efficient and successful way.

Communicative competence focuses on the individual's ability and skill, which necessarily includes both knowledge of social/communicative rules and the wherewithal to perform in an appropriate manner (Wiemann & Backlund, 1980, p.188).

Language fluency

According to NH De Jong (2018), fluency itself is defined as follows: "the flow in spoken or written language as perceived by the listener or reader. Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context." At most levels there is specific mention of fluency, referring to unnaturally lengthy hesitations, pauses, reformulations, and self-corrections. Thus, people can understand that language fluency is the ability acquired by learners in a foreign language, which is said to be the ability to create or reproduce ideas in order to communicate in an effective, fast, precise and clear manner.

Fluency (henceforth, utterance fluency) is typically defined as the ability to produce smooth and eloquent speech with few pauses, hesitations, or reformulations. As mentioned previously, utterance fluency is also multi-faceted and consists of three sub-constructs: speed,breakdown, and repair fluency(Suzuki & Kormos,2002).

Speaking production

Speaking production or spoken language production is divided into conceptualization, formulation and articulation. First, users of language decide what to

express or convey as a general them. Then, they organize the ideas and determine how to express them. Next, people speak in order to communicate. Even though, there are many different goals of communication through speaking. People need to know how people speak. Some studies have found that it could be consider as an unconsciously process because of the formulation of isolated utterances. Those utterances deal with one or more words put together to make sense. In addition, the selection of words is a process which learners do in order to decide the intention according to the context. Finally, the end of this process occurs when learners produce the language, articulate words and pronounce them correctly (Marzona,2017 as was quoted in Lopez,2022).

Oral fluency

Piedrahita (2017) stated that "oral fluency is the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation" (s.f), what requires to speak without frequent pauses, repetitions and self-corrections. So it is a measure of both the production and reception of speech, in which a fluent speaker must be able to understand and respond to the message in a conversation.

Oral fluency is one of the most salient markers of proficiency in a second language. The term 'fluency' has a range of meanings, the most common of which is related to 'high proficiency,' that is, an excellent grasp of the vocabulary and grammar of a language. In this paper, we define fluency as a performance phenomenon related to 'flow, continuity, automaticity, or smoothness of speech' (Koponen & Riggenbach, 2000, p. 6 as was quoted in Thomson ,2010).

Oral fluency measurement

According to Uquillas (2022), there are two ways of assessing oral fluency: quantitative and qualitative. Quantitative assessment refers to the examiner looking at the rate of speech: intonation and emphasis when speaking. In addition, there are many factors that influence fluency assessment: pauses. Thus, the use, location, frequency, and duration of pauses most often affect the measurement of oral fluency.

Additionally, Council of Europe (2020) as was quoted in Uquillas (2022), mentions that there are three abilities' for the illustrative descriptor scale for communicative language competences: linguistic competence, linguistics competence and pragmatic competence. Fluency is a component of the pragmatic competence that includes:

- The flexibility to supply utterances, even with hesitation and pauses.
- The flexibility to possess a protracted stretch of free oral communication or production.
- The flexibility to precise simple and spontaneously.

1.3 Objectives
General objective

- To analyze how role plays develop oral fluency.

Specific objectives

- To identify the use of role play activities in oral fluency.

- To determine the level of students' oral fluency.

- To describe how role plays develop the oral fluency.

1.4 Description of the fulfillment of objectives:
The present research work is intended to analyze how role plays develop oral fluency. In order to fulfill this objective, three specific objectives were stablished as steps that help to analyzed the effect of the independent variable in the dependent one.

To achieve the first specific objective, several scientific articles, academic papers, books related to reole plays were reviewed in order to identify the use of role play activities in oral fluency.

To accomplish the second specific objective, the research evaluated' english oral fluency through the application of a pre-test and post-test taken from cambridge A2 flyers speaking exam part 1,2,3,and,4 These tests were score by descriptor scale for communicative

competence: Fluency rubric from cambridge assessment english Pre A1 Starters, A1 Movers and A2 flyers for exams was used in order to determine the level of students' oral fluency.

Finally, it was necessary to use the statistical method to attain the last specific objective, the pre-test and post- test were compared to describe how role play develop the oral fluency. The data collected was analyzed and interpreted according to the tables and figure presented.

CHAPTER II

METHODOLOGY

2.1 Resources
Resources

The present research used human resources such as the authorities of the institution, the tutor, the researcher and students of the tenth grade"B" of Unidad Educativa "Sagrada Familia. Besides, this research work needed some materials such as a flyers speaking exam paper 3 Part 1, 2, 3and 4, cellphone, sheets of paper, prints, markets, WhatsApp, a computer, in different websites internet connection, electricity in order to develop the research.

2.2 Methods

This research had a quantitative approach because pre and post-test data collected was measured according to the obtained results from the specific assessment rubric. Therefore, it

was possible to quantify the number and the percentage of students who improved their

oral fluency by using role play strategy. Additionally, all data collected from the students´

grades were tested in a specialized software called "IBM SPSS statistics" in order to obtain

accurate results and determine which hypothesis must be accepted. Finally, quantitative generally refers to methods that rely on objective analyses of measurable data via descriptive or applied math methods.

2.3 Research modality
Bibliographic research

Allen (2017), bibliographic research is also outlined as any research requiring info to be gathered from revealed materials. These materials may include additional ancient resources like books, magazines, journals, newspapers, and reports, however, can also accommodates electronic media such as audio and video recordings, and films, and on-line resources like websites, blogs, and listing databases. Therefore, this present research is bibliographic

research because it provided the investigator the challenge to pick out applicable resources that basically blockage and strengthen the theoretical ideas and the development of the study.

Field research

According to McConville and Hong Chui (2017) the field research is the ability to speak to folks and relate to their lives. Researchers should be ready to get alongside people in the least levels in life not merely to achieve acceptance and trust within the field however additional significantly to check life from the angle of respondents, to know and establish with their lives while not essentially endorsing their behavior. This study was field thanks to the proven fact that the researcher was within the same place wherever the facts took place, thus it allowed assembling necessary and relevant information regarding the problem. The sector research was at Unidad Educativa Sagrada Familia. Thus, the field research helped to assemble very important information about the influence of the use of role plays to develop oral fluency.

2.4 Design
Quasi-Experimental

A quasi-experimental study is one that compares outcomes between intervention teams where, for reasons involving ethics or feasibility, participants are not randomized to their individual interventions (Andrade,2021). This scientific research used quasi-experimental research, because just one management and experimental group (10th grade B) were chosen in order to know the impact of the treatment intervention, all the participants took a pre-test then the variable was manipulated and finally, a post-test was taken by all participants.

2.5 Level or types of research
Descriptive research

Sahin and Mete (2021), descriptive research is a type of research that describes a population, situation, or development that's being studied. It focuses on respondent the how, what, when, and wherever queries of a groundwork problem, instead of the why. Descriptive research is outlined as a research technique that describes the characteristics of the population or phenomenon studied. This research is descriptive, as a result of it details how the matter is

bestowed and the way it manifests itself within, the establishment in that the study is carried out. Besides, it interprets information and analyzes the cause-effect relationship between the variables of the research topic. Therefore, the current study is descriptive therein it describes the characteristics of the 2 variables still because the conditions of the educational method whereas applying role play strategy in tenth grade students.

Explorative research

Exploratory research is a methodology approach that investigates research questions that have not previously been studied in depth (Tegan, 2021). Consequently, the present research is determined as explanatory because it allows analyzing significant aspects of role plays when is used in an EFL classroom for improving oral fluency.

2.6 Population and sample

This research work was developed at Unidad Educativa Sagrada Familia which is in Ambato city, on Ruta Sta. María del Toachi. The subjects involved were 35 students who belonged to the tenth grade "B". this research work was taken in 5 weeks, which means 5 sessions of thirty minutes each. Moreover, participants had an average age between 14 to 15 years old among female and male

2.7 Instruments

A pre-test and post-test were used to instrument was taken from Flyers speaking examination designed by Cambridge Assessment English. Flyers is the third of 3 Cambridge English Qualifications designed for young learners. These tests introduce youngsters to everyday written and spoken English and are a superb manner for them to achieve confidence and improve their English. Additionally, for this analysis the ability assessed was oral fluency, therefore, the speaking paper part 1, 2, 3 and 4 were considered.

2.8 Procedure
According to the schedule, forty to fifty minutes' sessions were held in both modalities. The interventions applied to the students were once a week, on Tuesdays from 08:00 to 08:45am.

2.8.1 Session one

In the first lesson, the pre-test was applied to collect data on oral fluency in students. The researcher gave instructions for taking the test based on the Cambridge Assessment Rubric. The researcher instructed the students and received each one of students with the rubric in another room. The researcher read the prompts and the students began the test with parts 1, 2, 3 and 4, then the researcher scored the students' performance according to the FLYERS oral document.

2.8.2 Session two

In this session, the researcher finished applying the pre-test with the missing students.

2.8.3 Session three

The third session focused on learning what role-playing strategy is, to present to the class, the researcher asked a question: what is role-playing about? and created a brainstorm. The researcher then explained what role-play is about and the steps to create a role-play script through online slides on the Canva platform. After that, the researcher created groups to work on a first role-play activity, the students worked on their role-play script about their last vacation. Finally, the researcher gave instructions on the task and she instructed the students to create a role play about ordering food for the next class.

2.8.4 Session four

The objective of the third session was to develop a role play activity and practice. The researcher started the class with a question How are you feeling today?, the students shared their feelings when answering the question and gave reasons to support their answers. After that, the researcher started the class by asking the students how the role-play activity was going. The researcher asked students if they had any questions about their role-play activity.

-The researcher presents an example of a role-play conversation in English (Conversation in the restaurant) so that the students have a clearer idea about the role-play, how it develops.

- The researcher created work rooms and the students entered the groups for about 5 minutes to finish and practice the script before the presentation.

-The students went back the main room and the teacher gave some instructions for the presentation of the role play.

-Students presented their second role-play activity.

- After the presentation, the teacher gave them a general feedback to improve their presentations.

- Lastly, the teacher gave the students a topic to work on and create a final script of role-plays on music.

- Students worked on their final role-play activity in breakout rooms.

- The researcher was monitoring in each of the work rooms to verify that the students were working on their presentations.

- The teacher and students went back to the main room and the teacher gave them some instructions for their final role play presentations for the next class.

2.8.5 Session five

- This session was based on the final presentation of the role-play activity of the students, the researcher began by presenting the game Stretch your body.

 -The researcher asked the students if they had any questions about the presentation of the role play.

-The researcher and the students began with the presentations of the role play.

-The researcher provided feedback and general instructions on the presentations.

-The researcher gave instructions on how the post-test will be applied in the next class.

2.8.6 Sixth session

This final session focused on applying an A2Flyers speaking test to assess students' oral fluency in English (Post-test).

-The researcher started the class, greets the students and gives some indications of how the Post-test was going to be done.

-The researcher sends the students to the waiting room.

-Each student entered the main room to work and the teacher began to apply the post-test

Each student worked together with the teacher for at least 5-7 minutes.

Hypothesis

H1

Role play strategy does not influence the students' oral fluency of tenth grade "B" at English's Students from "Unidad Educativa Sagrada Familia" from Ambato.

H0

Role play strategy influences the students 'oral fluency of tenth grade "B" at English's Students from "Unidad Educativa Sagrada Familia" from Ambato.

<center>**CHAPTER III**</center>

RESULTS AND DISCUSSION

3.1 Analysis and interpretation of the results

This chapter shows the results collected after applying Role plays strategy to develop English student's oral fluency, all this information is presented into the tables, charts, and figures, as well as, the analysis and interpretation are below to each figure in order to make it easy to understand all the findings.

Learners' scores were analyzed in order to compare the results to determine the efficacy of Role Plays strategy to develop English student's oral fluency. Thus, students' oral fluency was assessed through a rubric from cambridge. The rubric assessed students with three criteria: grammar and vocabulary, pronunciation, and interaction; giving a score of 5 points for each marker, this allows the student to obtain a maximum score of 15 points on the test.

Moreover, the IBM SPSS statistical program was used, which is related to the research hypothesis. For this reason, a normality test was developed, in which Shapiro Wilk was considered, being that the study sample is less than 50. The test showed that the results are dispersed and do not follow a normal distribution, so a Wilcoxon rank test was applied, between 2 related samples. To determine the range of students who increased or decreased their scores. Additionally, a statistical test was developed to show whether the hypothesis will be accepted or rejected. Finally, the pre-test and post-test score are showed in table 1 and 2. Then, both results are compared in figure 3.
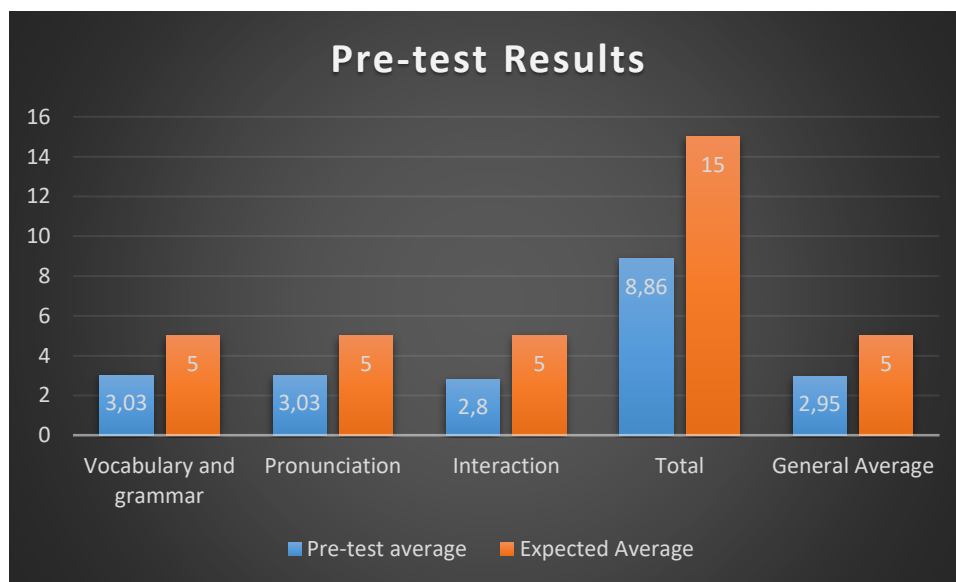
Table 1 : Pre-test results

PRE-TEST RESULTS

Criteria	Pre-test average	Expected Average
Vocabulary and grammar	3,03	5
Pronunciation	3,03	5
Interaction	2,8	5
Total	**8,86**	**15**

<center>33</center>

General Average	**2,95**	**5**

Note: General Average of the speaking pre-test. **Done by:** Pilaguano B (2022).**Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Figure 1

Note: General Average of the speaking pre-test. **Done by:** Pilaguano B (2022). **Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Analysis and interpretation

Table 1 presents the results after applying part 1,2,3, and 4 of the pre-test in terms of oral fluency. Pre-test assessed the student's oral fluency using some criteria established in the A2Flyers speaking rubric mentioned before. Regarding the results presented in table 1 the average of the criteria used to assess the students' oral fluency shows that the oral fluency is low in view of the fact that that the total is 8,86 over 15 and 2,95 over 5. Therefore, it is evident that the students have an intermediate level in their oral fluency, and it is recommended to develop and improve the oral fluency of the participants.

 Regarding the figure 1, it can be shows the average score for each marker that was evaluated in the test. The first marker corresponds to vocabulary and grammar, here the average range was 3.03 out of 5 points while, in the pronunciation marker the average was 3.03 out of 5 points. Finally, the value obtained was an average range of 2.8 out of 5 points in the

interaction marker. The sum of each marker gives as a general average a value of 8.86 out of 15 points in the pre-test .It is evident that there are some deficiencies in students' oral fluency. For instance, it is recommended to develop and improve on grammar and vocabulary because, the majority of learners used a limited range of vocabulary, it is simple and repetitive, and join ideas with a few simple linkers therefore, it is necessary that students enhance their grammar and vocabulary to be able to use range of simple structures, range vocabulary, and range simple linkers. Furthermore, regarding the pronunciation it is mostly intelligible, the students have limited control of word stress and intonation. Finally, the lowest score of students shows that their interaction is not good because, they often attempt to ask for support and they often respond with hesitation and pausing mid-utterance.

1. **Post-test results**

The following information presents the results obtained of the post-test to after applying role plays strategy to develop the english's students' oral fluency. The post-test was divided into 4 part as the pre- test and it was scored using the A2Flyer speaking rubric. Besides, table 2 shows the global score got by all the thirty-five students.

Table 1: Post-test results

Criteria	Pre-test average	Expected Average
Vocabulary and grammar	3,74	5
Pronunciation	3,71	5
Interaction	3,6	5
Total	**11,06**	**15**
General Average	**3,68**	**5**

Note: General Average of the speaking post-test. **Done by:** Pilaguano B (2022). **Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Figure 2
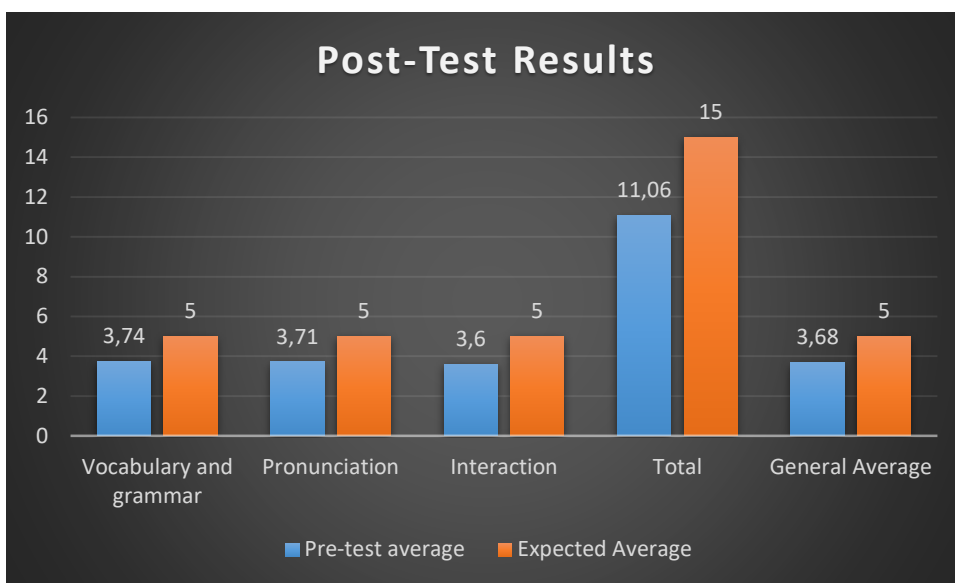
Post-Test Results

Note: General Average of the speaking pre-test. **Done by:** Pilaguano B (2022). **Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Analysis and interpretation

For the post-test application, the same procedure, test sample, and scoring as the pre-test was used. The findings showed a significant improvement in students' oral fluency, consequently it cannot be refused that after the use of role plays strategy, students enhanced their oral fluency.

Table 2 shows that English oral fluency was improved after applying Role Plays on account of the fact that the total score over 15 is 11,06 and 3,68 over 5. Moreover, table 2 and figure 2 are reveling overall that the strategy proposed in the study helped to increase student's oral fluency because in vocabulary and grammar marker, the average rank reached 3.74 out of 5 points. On the other hand, for the pronunciation score, the average score rose to 3.71 out of 5 points. Finally, the interaction score, the average rank reached 3.6 out of 5 points. Therefore, the sum of all the parts of the post-test gave an overall average value of 11.06 out of 15 points in the pre-test. Therefore, it is evident that the use of the role plays strategy had a positive influence on the development of oral fluency.

The statistical result in table and figure 2 illustrated that the proposed strategy role plays contributes to raise and develop student's oral fluency. Furthermore, it was visible that by

using role plays strategy the use of grammar and vocabulary were increase, Students used appropriate vocabulary to express their ideas with a range and simple linkers. Moreover, the pronunciation showed advance too, it was observed that students have some control of stress and intonation at both word and longer utterance levels. Besides, interaction was the best increased. In the post-test, it was seen that learners are be able to respond appropriately to all instructions, questions and visual prompts with only natural hesitation and pausing. Therefore, the use of the strategy is recommended, due to the positive impact it has on learning.

3.2 Comparative results pre-test and post-test

Table 2 Pre-Test and Post-Test Average and Difference

CRITERIA	PRE-TEST RESULTS	POST-TEST RESULTS	DIFFERENCE
Vocabulary and grammar	3,03	3,74	0,71
Pronunciation	3,03	3,71	0,69
Interaction	2,8	3,6	0,80
TEST SCORES	8,86	11,06	2,20

Note: General Average and Difference pre-test and post-test. **Done by:** Pilaguano B (2022). **Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Figure 3
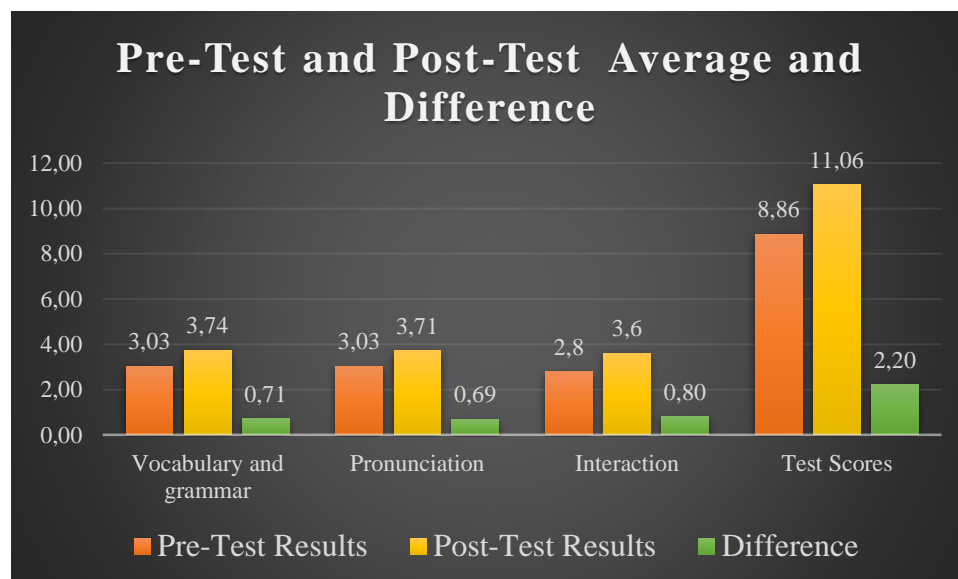
Note: General Average and Difference pre-test and post-test. **Done by:** Pilaguano B (2022)**. Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Analysis and interpretation

The following analysis was figure out to compared both results of the pre-test and post-test in order to identify the effect that Role Plays had in the development of the English oral fluency. Figure and table 3 show the comparative table between the two tests, where a significant change in the scores of each evaluated marker is evidenced. In vocabulary and grammar, the average range in the pre-test was 3.03, which increased to 3.74 out of 5 points in the post-test, and a difference of 0.71 points is evidenced. In pronunciation the mean rank was 3.03 which increased to 3.71 out of 5 points, there was a growth of 0.69 points. On the other hand, with reference to interaction, the initial average was 2.80, while in the post-test this value rose to 3.60 out of 5 points, there was an increase of 0.80 points. Finally, the general average of the oral fluency study had a positive change, the initial value of the research was 8.86, while the final value increased to 11.06 out of 15 points.

At this point, it is concluded that the results changed positively, the use of the role plays strategy significantly influenced the students' learning. One reason why the treatment worked is because the strategy is very dynamic and fun, and captures the attention of the participants throughout its use. Therefore, the use of this strategy is recommended for the development of students' oral fluency.

3.3 Verification of hypotheses
Hipothesis Statement

Alternative hypothesis (H1)

Role plays strategy influences the students 'oral fluency of tenth grade "B" at English's Students from "Unidad Educativa Sagrada Familia" from Ambato.

Null hypothesis (H0)

Role plays strategy does not influence the students' oral fluency of tenth grade "B" at English's Students from "Unidad Educativa Sagrada Familia" from Ambato.

3.2 Test of normality

Table 3: Test of normality

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadístic	gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,214	35	,000	,917	35	,012
Post_Test	,245	35	,000	,902	35	,004

a. Lilliefors Significance Correction.

Note: Shapiro Wilk Normality test values. **Done by:** Pilaguano B (2022). **Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

The following table shows the result of the normality test applied in relation to the hypothesis, in this table there are two statistics, the Kolmogórov-Smirnov, this statistic works with a sample greater than 50, and there is also the Shapiro Wilk statistic, this statistic works with a sample less than 50. It is observed in the highlighted values that, in the Pre-Test, the significance is 0.012, while in the Post-Test, the significance is 0.004. At this point it is demonstrated that the values are dispersed and do not follow a normal distribution. Therefore, a Wilcoxon rank test should be applied.

3.3 Wilcoxon signed ranks test

Table 4: Wilcoxon signed ranks test

		N	Mean Rank	Sum of ranks
Post_Test - Pre_Test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	28[b]	14,50	406,00
	Ties	7[c]		
	Total	35		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values. **Done by:** Pilaguano B (2022). **Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

3.4 Test statistics

Table 5: Test statistics

Test Statistics[a]

	Post_Test - Pre_Test
Z	-4,806[b]
Sig. asintót. (2-Tailed)	,000

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Note: Test stadístic values with asymptotic significance. **Done by:** Pilaguano B (2022).**Source:** Students tenth grade of Unidad Educativa Sagrada Familia"

Analysis and interpretation

After developing the Wilcoxon rank test, the table shows the ranks, product of subtracting the values between the Post-Test and the Pre-Test. It is observed that the (a) negative range is equal to 0, this means that no student had a lower value than the pre-test, on the other hand the (b) positive range shows a value equal to 28, this means that, it is the number of students who raised their scores in the post-test, and finally a total of 7 (c) ties are observed, which means that the score remained the same in the two tests. In the next column is the average range, with two values, the first one of 0.00 and the other one of 14.50. And the sum of these ranges gives as value, the first one of 0.00 and the second value was 406.00.

The following table shows the level of significance resulting from the analysis of the results obtained. A level of 0.000 is evidenced, this value is lower than the established value of 0.05. Therefore, at this point the researcher rejects the null hypothesis and accepts the alternative hypothesis. Therefore, the application of the role-play strategy in learning has a positive influence on the improvement of oral fluency. It is inferred that its use is recommended, because it is dynamic, allowing the training of students' knowledge and skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

After the research process, the following conclusions have been obtained

- Role plays were an effective strategy to develop the English students' oral fluency from the tenth grade of Unidad Educativa Sagrada Familia. After carrying out the study the results demonstrate that in the pre-test students showed a lower level in oral fluency, However, after having implemented role plays strategy, students presented significant improvement in term of grammar and vocabulary, pronunciation, and interaction which were the criteria that students were assessed. The average score of students obtained in the pre-test was 8,86 over 15 and 2,95 over 5, meanwhile in the post-test the total score was over 15 is 11,06 and 3,68 over 5. Considering these aspects, the researcher conclude that role plays had positives effects on the development of English students' oral fluency, also help them to improve their speaking skill .

- The use of role plays for oral fluency has been identified by the learners because through these activities students can acquire more grammar and vocabulary. Besides, students can improve their oral fluency, pronunciation, self-confidence when they speak in classes. Furthermore, through the use of role plays strategy students can learn skills used in real-world situations, role plays provide students with opportunities to interact, learn and develop their oral fluency and speaking skill in a funny way. Finally, the students had the opportunity to learn new vocabulary, improve their pronunciation and fluency through the use of role plays, these activities allowed students to develop their communication skills an interactive and engaging way. This was illustrated in the results of before and after applying role plays. Additionally, role plays allow students to interact with other, improve their thinking skill, creativity, and motivates them to participate more in the classes.

- The results from administration of the pre-test and post-test determined the level of students 'oral fluency, before and after using role plays. It was found that before the

intervention with role plays students had some issues related to oral fluency. The average of the whole class in the pre-test was 8,86/15 points according to the A2Flyers rubric. The results showed that students got 3.03 /5 points in vocabulary and grammar, 3.03 out of 5 in the pronunciation marker, and 2,8/5 points in the interaction marker. However, after applying role plays strategy the post-test results revealed a significant improvement and as final average students got 3.74 /5 points in vocabulary and grammar. 3,71/5 in pronunciation score, and interaction 3.6 /5 points. This means that students had a significant improvement in their vocabulary and grammar, pronunciation, and interaction.

- The results illustrate that after students worked with role plays, they   not only did they improve their oral fluency, but also the students enhanced the use of a new range of vocabulary, grammatical structures, simple structures, a variety of simple links, and interaction. In addition, students expanded their communication skills, creativity and presented creative role plays. Finally, the role plays activities allow students to improve pronunciation because of the script that they develop for the role plays, with the script they have the chance to read and practice the correct words stress and intonation before the presentation.

4.2 Recommendation

- Role plays are a suitable strategy for learning the English language and developing oral fluency, therefore, it is recommended for teachers to apply this strategy in their lesson in order to practice and encourage students to improve their oral fluency, because these activities have some positive benefits in teachers and students. Using role plays ensure students to be more active and motivated in class, so it helps teacher works in a more flexible way and create a good learning atmosphere into the class.

- Teachers should be completely familiarized about role plays strategy because it will help them to promote community and inclusive activities within the class. Role plays requires students to engage in an unfamiliar role and help them get out of their comfort zone. Additionally, to be familiarized with role plays stages allow them to stablish rules that promote students' participation and enthusiasm. It helps them to work in different real topics where students can involve to the real-world as possible.

- For determining the students' level of oral fluency it is recommended use appropriate speaking test in order to notice the strengths and weakness of the students' oral fluency, Beside, it is crucial to take into consideration the English level, age, and learning environment because it is necessary to work according to that and apply different teaching alternatives such as role plays for the purpose of help students improve their communication and oral fluency

- Regarding the result of this research, the use of role plays has been useful for students in oral fluency. Therefore, teacher should implement role plays strategy for increase students motivation, creativity, giving them the opportunity to build their own learning by discussing about different topics that can engage them to

talk in the class and, develop their communication skill thus leading to improved their oral fluency.

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ANNEXES

Annex 1.Approval

CARTA DE COMPROMISO

Ambato,19/04/2022

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

Yo Mg. Miguel Angel Gonzáles , en mi calidad de Rector de la Unidad Educativa Sagrada Familia , me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"Role Plays and Oral Fluency "** propuesto por la estudiante Pilaguano Patango Bertha Susana, portadora de la Cédula de Ciudadania, 1750371534 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.

Mg. Miguel Angel Gonzáles
1600291692
032521877
0979140370
magagoan@safa.edu.ec

U.E.-"Sagrada Familia"
RECTORADO

Annex 2.Lesson plan

<table>
<tr><td colspan="3" align="center">LESSON PLAN 1</td></tr>
<tr><td colspan="2">Teacher: Bertha Susana Pilaguano Patango</td><td>Type of lesson: PPP</td></tr>
<tr><td colspan="2">Class: Tenth year EGB</td><td>Date:03/06/2022</td></tr>
<tr><td colspan="2">General objective:
To evaluate the level of oral fluency in students of then grade EGB at Unidad Educativa Sagrada Familia</td><td>Specific Objectives:
To identify the level of oral fluency through a speaking test of A2 Flyers.
To apply part 1,2, 3 and 4 of the Pre-test</td></tr>
<tr><td colspan="2">Subject: English</td><td>Group: 35</td></tr>
<tr><td colspan="3">Aim:
 - To give the general instructions to the students.
 - To apply a A2 Flyers speaking test</td></tr>
<tr><td colspan="3">Materials: A2 Flyers speaking test, photocopies, pen.</td></tr>
</table>

N o.	Date	Time	Activities	Material/ Resources
1	03/06/2022	10 minutes	-Teacher introduces herself and explain what she is going to do during the treatment. -Teacher gives instructions to students about how they are going to take the exam in order to apply the pre-test.	A2Flyers speaking test
		30 minutes	-Teacher applies the Pre-test (A2Flyers) exam to each student.	

Produced by: Pilaguano, B (2022)
Source: Pilaguano, B (2022)

LESSON PLAN 2

Teacher: Bertha Susana Pilaguano Patango	Type of lesson: PPP
Class: Tenth year EGB	Date: 10/06/2022
General objective: • To evaluate the level of oral fluency in students of ten grade EGB at Unidad Educativa Sagrada Familia. •	Specific Objectives: • To identify the level of oral fluency through a speaking test of A2 Flyers. • To apply part 1,2, 3 and 4 of the Pre-test
Subject: English	Group: 35

Aim:

-To give the general instructions to the students.

- To apply a A2 Flyers speaking test.

Materials: A2 Flyers speaking test, photocopies, pen..

No.	Date	Time	Activities	Material/ Resources
2	10/06/2022	**5minutes**	-Teacher give the instructions in order to continue applying the pre-test.	A2Flyers speaking test
		35 minutes	-Teacher applies the pre-test-A2 Flyers speaking test with the missing students.	A2Flyers speaking test

Assessment: Students will study the verbs that teacher wrote on the board.

Produced by: Pilaguano, B (2022)

Source: Pilaguano, B (2022)

LESSON PLAN 3				
Teacher: Bertha Susana Pilaguano Patango			**Type of lesson:** PPP	
Class: Tenth year EGB			**Date:** 16/06/2022	
General objective: • To use and understand what role play is about,why it is use and steps.			**Specific Objectives:** • To talk about role play steps. • To present videos about role play examples.	
Subject: English			**Group:** 35	
Aim: -To learn what is role play strategy and provide video examples. -To create role play script in groups.				
Materials: Zoom platform, canva, slides, YouTube, google docs.				
N o.	**Date**	**Time**	**Activities**	**Material/ Resources**
3	16/06/2022	5 minutes	-Teacher starts the class and greets the students. -Teacher presents the agenda for the class. -Teacher begins asking a question what role play is about ? before to start with the presentation.	Zoom platform.
		15 minutes	-Teacher shares the presentation and explains what role play is about, why it is use, steps to create a role play using slides. - Teacher asks students about What did you understand about role play.	Zoom platform. Canva presentation https://www.canva.com/design/DAFEY0jybYI/-0zUpQhP0IAJbR1Mu2myCw/view?utm_content=DAFEY0jybYI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink Video https://www.youtube.com/watch?v=Ie0K1GsDM08
		10 minutes	-Teacher guides a brainstorm and students share some ideas about role play strategy. -Teacher asks to students in order to create a group and explain that they have to create a role play activity in groups of 5 people.	Zoom platform.

		5 minutes	-Teacher shares the link in a zoom chat in order to create a groups. - Students work in their first role play script about their last vacations. - Students present their scripts. - Teacher give them instructions about the homework and informed the students to create a role play about ordering food.	Google docs https://utaedu-my.sharepoint.com/:w:/g/personal/bpilaguano1534_uta_edu_ec/Eft686kwrOhLh8wfXUv7UCYBYt3-mAQOIy8FjG_0ICmncQ?e=QD10ew
Assessment: Students will organize in they groups in order to create a role play activity.				

Produced by: Pilaguano, B (2022)
Source: Pilaguano, B (2022)

			LESSON PLAN 4		
	**Teacher:** Bertha Susana Pilaguano Patango		**Type of lesson:** PPP
	**Class:** Tenth year EGB		**Date:** 23/06/2022

Teacher: Bertha Susana Pilaguano Patango | **Type of lesson:** PPP

Class: Tenth year EGB | **Date:** 23/06/2022

General objective:
- To develop a role play activity and practice.

Specific Objectives:
- To analyze role play English conversation example (At the Restaurant Conversation).
- To work in groups and create a role play script.

Subject: English | **Group:** 35

Aim:

-To create a role play activity in groups.

-To practice a role play activity before their presentation.

Materials: Zoom platform, canva, slides, YouTube.

No.	Date	Time	Activities	Material/ Resources
4	23/06/2022	5 minutes	-Teacher greats to students and ask them a question. How do you feel today? -Students share their feelings through answering the question and give reasons to support they answers.	Zoom platform.
		5 minutes	- Teacher starts the class asking to students about, how role play activity is going? -Teacher asks students if they have any question about their role play activity. -Teacher presents a role play English conversation example (At the Restaurant Conversation) in order to students have more clear idea about role play, how it is develop.	Zoom platform. YouTube Video https://www.youtube.com/watch?v=CjzrznCrUTI
		5 minutes	-Teacher creates breakout rooms and said students enter to the groups in order to finish and practice the script before the presentation.	Zoom platform.
		15 minutes	-Students go back to the main room and teacher gives some instruction for the role play presentation. -Students present their second role play activity. - After the presentation, teacher give them a general feedback in order to improve their `presentations.	Zoom platform.

		10 minutes	- Lastly, teacher give students some topic in order to work and create a final role plays script about Music . - Students start work on their final role play activity into a breakout rooms. - Teacher monitors in each breakout rooms in order to verifier that students are working on their presentations.	
		5 minutes	- Teacher and Students go back to the main room , and teacher give them some instruction for their final role plays presentations for the next class.	

Assessment: Practice and be ready for the role play presentation.

Produced by: Pilaguano, B (2022)
Source: Pilaguano, B (2022)

			LESSON PLAN 5	
	**Teacher:** Bertha Susana Pilaguano Patango		**Type of lesson:** PPP	
	**Class:** Tenth year EGB		**Date:** 24/06/2022	
	**General objective:** • To evaluate role play activity		**Specific Objectives:** • To present role play activity.	
	**Subject:** English		**Group:** 35	
**Aim:** -To apply role play presentation in order to develop oral fluency.
**Materials:** Zoom platform, google docs.
No.	**Date**	**Time**	**Activities**	**Material/ Resources**
5	24/06/2022	5 minutes	-Teacher starts introducing the Stretch your body game. **-**Teacher asks to students if they have any question about the role play presentation.	
		30 minutes	-Teacher and students start with the role play presentations.	
		5 minutes	-Teacher gives feedback and general instruction about the presentations. -Teacher gives instructions for how will apply the pre-test in the next class.	Zoom Platform

Produced by: Pilaguano, B (2022)
Source: Pilaguano, B (2022)

LESSON PLAN 6

Teacher: Bertha Susana Pilaguano Patango	**Type of lesson:** PPP
Class: Tenth year EGB	**Date:** 30/06/2022
General objective: • To apply a A2Flyers speaking test • for testing students' English oral fuency	**Specific Objectives:** • To apply part 1,2, 3 and 4 of the Pros-test
Subject: English	**Group:** 35

Aim:

-To determine the level of student's oral fluency after applying role play treatment.

Materials: Zoom platform, canva.

No.	Date	Time	Activities	Material/ Resources
5	30/06/2022	5 minutes	-Teacher starts the class, greets students and gives some instruction about how The Post-test is going to do. **-**Teacher sends students to the waiting room.	Zoom Platform Post-test link https://www.canva.com/design/DAFF Bk7WhjU/BxQ8X4cDu7W_vkFOpX MgYA/view?utm_content=DAFFBk7 WhjU&utm_campaign=designshare& utm_medium=link&utm_source=publi shsharelink
		40 minutes	-Each student enters to the main room in order to work and teacher starts apply the post-test Each student will work together with the teacher in for at least 5-7 minutes.	
6	01/07/2022	60 minutes	-Teacher works in a Post-test with the missing students. -Each student will work together with the teacher in for at least 5-7 minutes. - End of the treatment and farewell.	Zoom Platform Post-test link https://www.canva.com/design/DAFF Bk7WhjU/BxQ8X4cDu7W_vkFOpX MgYA/view?utm_content=DAFFBk7 WhjU&utm_campaign=designshare& utm_medium=link&utm_source=publi shsharelink

Produced by: Pilaguano, B (2022)
Source: Pilaguano, B (2022)

Annex 3. Tests

PART 1- Find The Differences

Picture: A

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf

Picture B

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf

PART 2 -Information Change

Picture A

Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf

Picture: B

Robert's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

Sarah's favourite restaurant

Name	Rainbows
Like eating	pizza
Where	Hill Street
Time / open	12.30
Cheap / expensive	cheap

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf

Part -3 Picture Story

The Brave Teacher

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf

Part 4

The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school**?,** What month of the year do you prefer?. Where is your birthday?

Annex 4. Cambridge speaking asses rubric for pre-test and post-test

A2 Flyers

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	• Uses a range of vocabulary to deal with all test tasks. • Uses a range of simple structures and, although there are some mistakes, meaning is clear. • Responds at word, phrase or longer utterance level. • Can join ideas with a range of simple linkers (e.g. and, but, when, then, because).	• Is mostly intelligible. • Has some control of stress and intonation at both word and longer utterance levels.	• Responds appropriately to all instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Responds promptly with only natural hesitation and pausing.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. and, but, when, then).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to almost all instructions, questions and visual prompts, and little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to deal with some test tasks. • Attempts some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce longer utterances. • Can join ideas with a few simple linkers (e.g. and).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to some instructions, questions and visual prompts with some support. • May attempt to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
0	Performance does not satisfy the Band 1 descriptor.		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

SOURCE: Cambridge Assessment English Pre A1 Starters, A1 Movers and A2 Flyers for exams from (2018) retrieved from https://www.lttc.ntu.edu.tw/Cambridge/YLE/sample_papers/young-learners-handbook-2018

Annex 5. Students from tenth grade

STUDENT'S NAME
1. Alejandro Albán
2. Alejandro Gallegos
3. Alexis Aguilar
4. Anahí Martínez
5. Andre Rubio
6. Andrés Valle
7. Belén Vascones
8. Berenice Salazar
9. Carlos Hidalgo
10. Édison Hualpa
11. Eduardo Vivas
12. Emilia Riera
13. Emilio Acosta
14. Fernando Acurio
15. Gabriel Guambo
16. Ingrid García
17. Jorge Mesha
18. José Mejía
19. Lizbeth Cueva
20. Martin Santana
21. Mateo Fuentes
22. Matías Carvajal
23. Mathias Rios
24. Nayeli Bonilla
25. Nicolás Villacres
26. Paula Freire
27. Paz Merizalde
28. Sara Barba
29. Thomas Delgado
30. Fernando Lopez
31. Xiomara Vásconez
32. Alejandro Paulo Romo
33. Maria Pazo
34. Milena Morales
35. Fernando Santos

Produced by: Pilaguano,B (2022)
Source: Students from Tenth grade (2022)

Annex 6. Role' plays groups

Groups	Members	Topics
1	GROUP #1 Luis Fernando Acurio Xiomara Vásconez Thomas Arias Emilio Acosta	Favorite bands or artists.
2	GROUP #2 Alejandro Alban EduardoVivas Ingrid Garcia Alexis Aguilar	Your country's traditional music.
3	GROUP #3 Paula Freire Sarita Barba Gabriel Guambo Nicolás Villacrés	Favorite kind of music
4	GROUP *# 4* Mateo Fuentes Marcelo Hidalgo Andres Valle Nayeli Bonilla	Favorite song recomendation
5	GROUP # 5 Berenice Salazar Edisson Hualpa Anahi Martinez Mathias Carvajal	Go to your favorite artist concert
6	GROUP # 6 Lizbeth Cueva Andre Robayo Fernando Lopez Merizalde Paz	What kind of music do you prefer?
7	*GROUP # 7* José Mejía Emilia Riera Matías Rios Alejandro Gallegos	*Favorite bands or artists.*

	GROUP # 8 Belen Vaconez Martin Santana Jorge Meza Elian Ramos Milena Morales	*Favorite bands or artists.*

Produced by: Pilaguano,B (2022)
Source: Students from Tenth grade (2022)

Annex 7. Role play's scripts
GROUP 1
SCRIPT
Emilio: Hi guys, can I make an Interview with you?.
Fer: Ehmmm, of course, you can make an interview with me.
Xiomara:Hi, of course.
Thomas: Hello, Of course.
Fer: But, I have a question. What is the interview about?.
Emilio: The interview is about your favourite band or artists, we are going to start.
Fer: ¡Oh! That's Great. Incredible.
Xiomara: Amazing.
Emilio: Who likes to start?
Thomas: Well,let´s get started.
Fer: Can I start this interview?
Emilio: Yes you can, so we are going to start.
Emilio: Fernando you have a favorite band or artist ?.
Fer: Yes, of course. But this band is not famous, but my favorite band is Los Campesinos, I love them. Is a Uk band, his genre is the Punk. Ohhhh when i talk of this band is so.... .. I don't have words. I listen every albums but my favorite music is . We are all acelereted reders of the album.
Hold on Now Youngester.
Emilio: That fine, Well, that's good, Xiomara do you like to contine?
The same question. What is your favorite band or artist and why?
Xiomara: Yes, of course, my favorite band is Morat because the song and their lyrics are interesting and very special for me.
Emilio: And we are going to finish whith Thomas, and the same questions.
Thomas: Yes, my favorite band is Gostemerts because the music are amazing and when I am sad I usually listen them and it makes me feel better and happy.

GROUP 2
Alejandro: Hi guys¡
Alexis Aguilar: Hi Alejandro
Ingrid García : How are you?
Alejandro: I'm not so good
Eduardo vivas: Why Alejandro?
Alejandro: My fathers don't like my music
Alexis What kind of music do you like?
Eduardo: Maybe you listen reggueton?
Alejandro: No, I listen to traditional music like pasillos, I don't like reggeton
Ingrid: Oh but is a nice kind of music
Eduardo: Yes, I think this is the best kind of music
Alejandro: Yes , but my parents don't think the same because they are very young
Eduardo vivas: That is terrible!
Ingrid: Maybe you can say them to listen this kind of music because its very interesting and is a traditional music too.

Alejandr0: Ok! Thanks guys for your recommendation . I will do that .
Everyone: See you Alejandro.

GROUP 3-

PAULA: ¡HI!
Sara: Hi Guys, How are you doing?
Nicolas: Im Doing very well and you?
Gabriel: Well im not ,doing very fine
Paula: Why?
Nicolas: Yes Gabriel, What's up?
Gabriel: Well, I was listening to my music, and my mother come and tell me to put it off.
Sara: But why? Does she dislike your music?
Gabriel: Yes, but i only listen to Electronic music so i dont know why
Nicolas: Well, it's not a big deal, i like electronic too.But i personally prefer the romantic music. What about you, Sara?
Sara: Mmmmm i dont know, i always listen to everything, but if i had to choose, u will pick pop music.
Nicolas: Do you like pop? Well thats not very interestic genre of music, but whatever. And you Paula?
Paula: I love english music, and also i like pop, i don't think it is boring.
Gabriel: Well thats on personal opinion. Guys, what do you think if we go a to the mall for an hour and talk listening to music?
Sara: Sounds right to me.

GROUP 4

V: Hello my friends
F: Hi
H: Hello
B: Hi how are you andres?
V: I'm find , i was listening to music.
F: What kind of music ?
V: I was listening to Pop.
B. What song you were listening to?
V: I was listening to "When i was your man of Bruno mars.
That's my favorite song.
H: Really, that my favorite song too.
B: My favorite song is "Dancing Queen" of ABBA.
F: My favorite ong is "Perfect" of Ed sheran.
V: Guys i have to do to de school , Good bye.
H: Me too, Bye.
B: See you
E: Bye, Take care.

GROUP #5

Anahi: ¡Hi guys!
Berenice: hi edisson: hi
Mathias: hi
Anahi: ¡guess what!
Edisson: what´s up?
Anahi: i found out there´s a bad bunny concert on friday
Mathias: yes, and today the tickets come out
Berenice: but surely they will be sold out
Edisson: but let´s not lose hope that we will find tickets
Anahi: Yes, guys we don't have tickets, but maybe Fernando and Tomas have , because yesterday they told me that they was going to get it
Edisson: really that`s amazing!
Berenice: that good, on friday we are going to meet bad bunny
Mathias : this is really amazing.
<div align="center">Two friends are coming</div>
Tomas: Hi guys what are you doing?
Fernando: What's Up guys . I have news, I forget tell you that, we brought tickets for each one, its was like a gifs because your are my best friends
Tomas : Yes, guys , Fernando and me know that to everyone here love Bad bunny music and we decided to get the tickets and enjoy the concert together .
Anahi: woow , it is really amazing
Edisson: Yes thank you so much guys.
Berenice: We love you guys thank you so much.

GROUP # 6

Lizbeth Cueva**:** Hi guys, whats up?
Andre Robayo: Hi Liz, How are you?
Lizbeth Cueva: I have amazing news
Paz Merizalde: Really! What?
Fernando Lopez: Yes, tell us about it
Lizbeth Cueva: Well, I heard that there's going to be a concert in the central park of different types of music. Do you want to go?
Andre Robayo: Of course but what concert are we going to?
Lizbeth Cueva: I don't know, I was thought of pop
Paz Merizalde: No! that's your favorite type of music.
Lizbeth Cueva: Yeah!, but I heard that there's going to be some band of different kinds of music.
Andre Robayo: I hope, in the concert played a pop music, because it is my favorite.
Paz Merizalde: I would like to heard a classic music
Fernando Lopez: mmmmmm! I don't like it , i prefer regaetoon
Lizbeth Cueva: Yeah! . But i think that we might to go to the concert!
Andre Robayo: Sure, so let's go it will be fun.

GROUP # 7

J: Hello,friends, how are you?
A: Good thanks for asking
M: Find thank you and you?
E: I am good thanks
E: Do you like to for a nice cream to keep to talk?
A: Yes, I love ice cream
J: yes, come on
M: yes, is a great idea.

They go to eat ice cream
Play a band in a speaker

E: Wow, What is you favorite band?, this is my favorite band
A: Gun's androses is my favorite band.
J: my favorite band is Imagine dragons.
M: wow, my favorite band is Gun's androses too, they make me feel better.
E: Yes, his good but, i think this band Marron 5 is the best band.
J: Yes, of course, but is your opinion.
M: You listen that today is a concert of this band
A: Really; that is incredible.
J: yes, mmmm, Do you like to go to concert? I think that is a good idea.
A: I agree with jose, it is a good idea, but we don't have money.
E: Certain, i have a other idea, can i to sell a decoration of house that i have
J: Yes
M: Good idea.

AFTHER 2 HOURS

E: Guy I to get a money for a concert.
J: Yeah!
M: That' fantastic.
A: Great! Is amazing.
E: Lets go!

GROUP# 8

J: Hey guys , What's up?
M,S,E: We are fine jorge.
J: but, what about you Belen.?
B: Sorry, I'm really tired, yesterday i went to a concert
M,S,E,J: really?, Whos?
B: 5505, my favorite band.
S: What? , I don't like that.
B: I don't believe you, What is your favorite band?

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S: Gorrillaz!!! , Gorrillaz is my favorite band.
B: That's great, What about you guys?.
E: For me Nirvana.
M: In my case Artics Monkeys is my favorite band of all time.
J: And me , 21 Pilots.
B: Wow, these bands are great.

Annex 8. Evidence

Produced by: Pilaguano, B (2022)
Source: Pilaguano, B (2022)

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Picture B

PART 2 Information Change

Picture A

Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf

Picture: B

Robert's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

Sarah's favourite restaurant

Name	Rainbows
Like eating	pizza
Where	Hill Street
Time / open	12.30
Cheap / expensive	cheap

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf
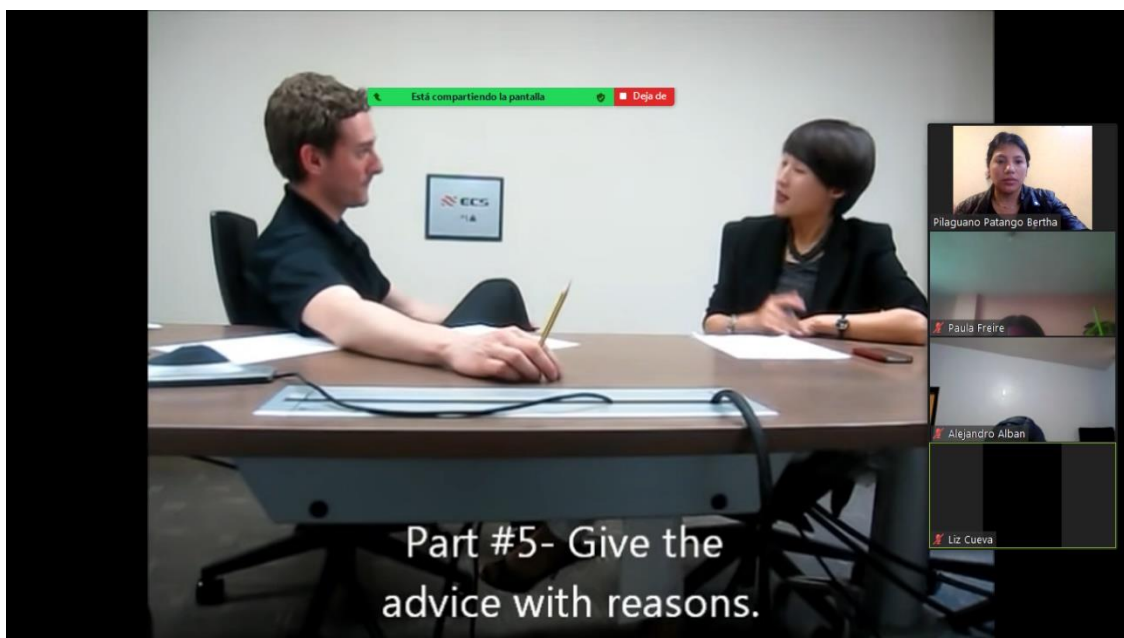
Part 3 Picture Story

The Brave Teacher

Source: Adapted from Pre A1 Starters, A1 Movers and A2 Flyers Sample papers For exams from 2018 file:///C:/Users/user/Downloads/young-learners-sample-papers-2018-vol1%20(1).pdf
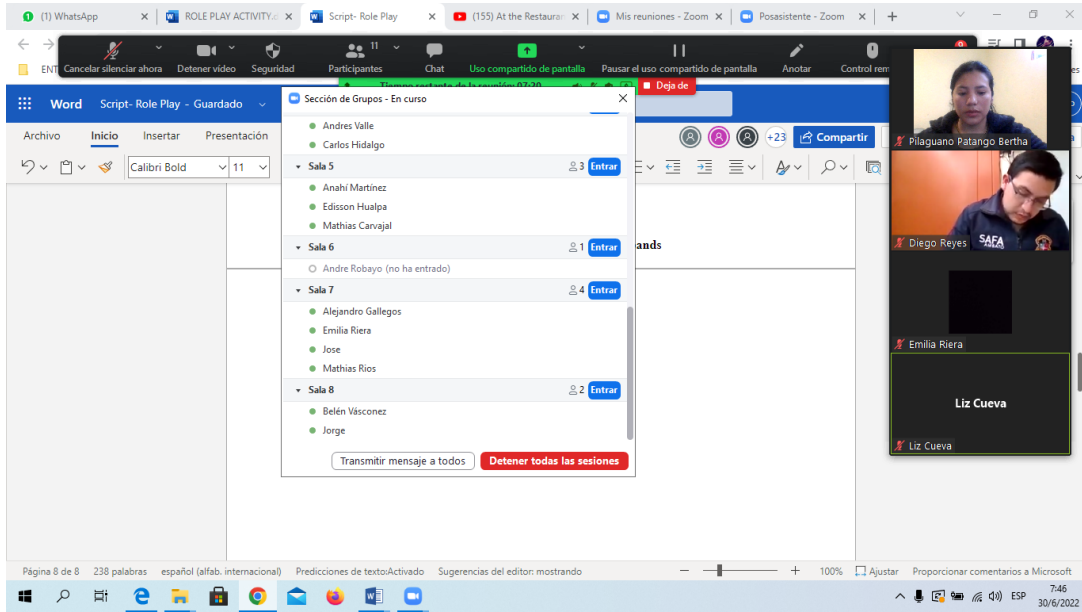
Part 4

The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school**?,** What month of the year do you prefer?. Where is your birthday
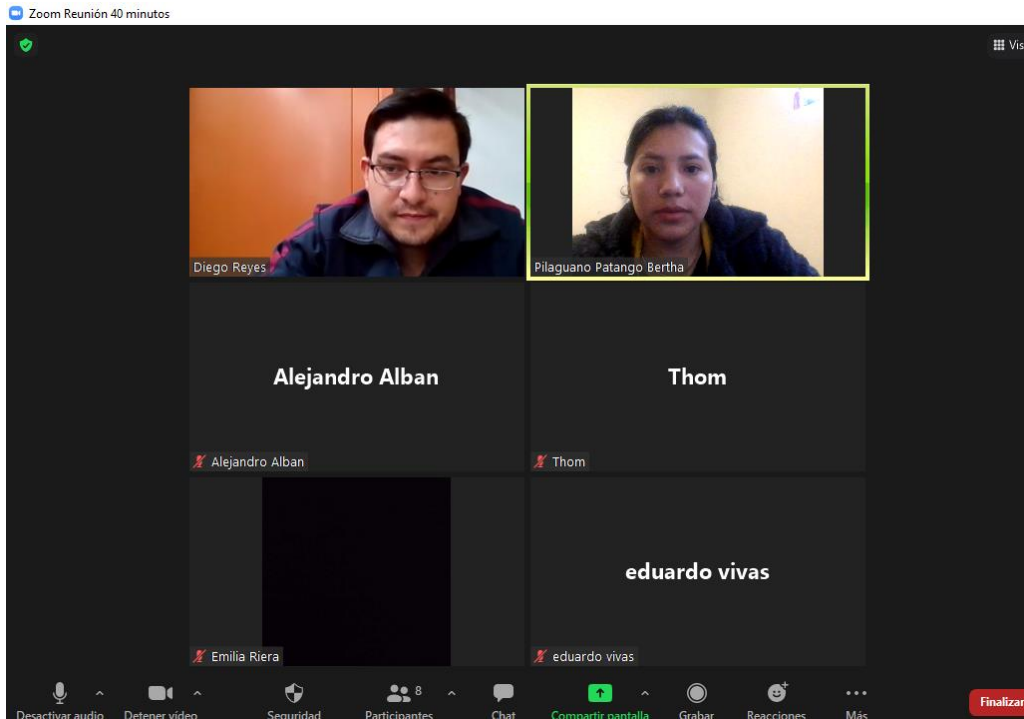
Produced by: Pilaguano, B (2022)
Source: Role play presentation (2022)

Produced by: Pilaguano, B (2022)
Source: Role play presentation (2022)

Produced by: Pilaguano, B (2022)
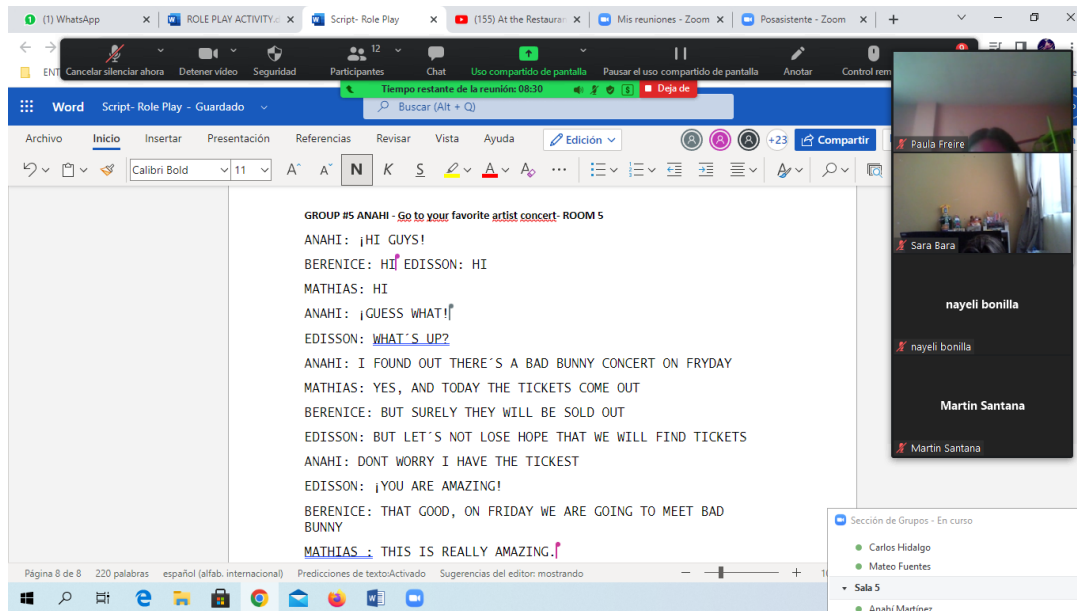**Source**: Role play presentation (2022)

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Source: Role play example (2022)

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Source: Pilaguano, B (2022)

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Source: Pilaguano, B (2022
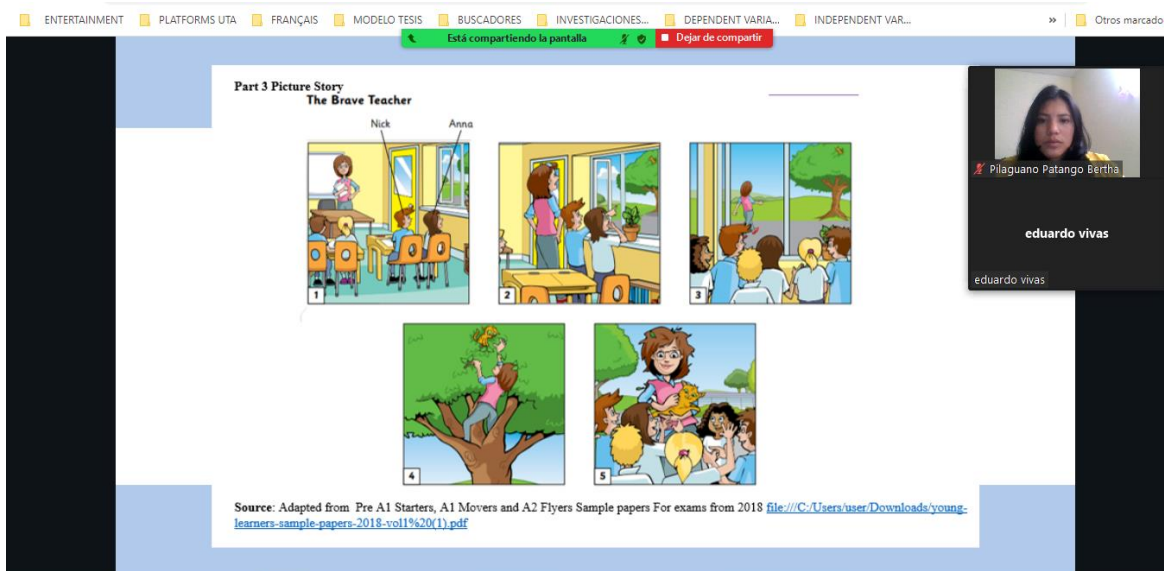

POST-TEST

Produced by: Pilaguano, B (2022)
Source: Post-test speaking part 1,2,3 and 4 (2022)

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Source: Post-test speaking part 1,2,3 and 4 (2022)

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Source: Post-test speaking part 1,2,3 and 4 (2022)

Annex 9. Urkund report

Curiginal

Document Information

Analyzed document	Pilaguano Bertha Tesis-Final.docx (D142096048)
Submitted	7/15/2022 11:53:00 PM
Submitted by	
Submitter email	bpilaguano1534@uta.edu.ec
Similarity	5%
Analysis address	ve.chicaiza.uta@analysis.urkund.com

Sources included in the report

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