Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Role-play and improving speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.

Juego de roles y mejora de la expresión oral en los estudiantes de bachillerato de una institución pública en la ciudad de Loja. Año escolar 2022-2023.

> **Trabajo de integración curricular previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés**.

AUTORA:

Mayra Katherine Rivera Berru

DIRECTORA:

Lic. Adriana Elizabeth Cango Patiño Mg. Sc.
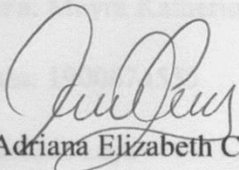
Loja - Ecuador

2023

Certification

Loja, 23 de marzo de 2023

Lic. Adriana Elizabeth Cango Patiño. Mg. Sc.

DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

C E R T I F I C O:

Que he revisado y orientado todo el proceso de elaboración del Trabajo de Integración Curricular denominado:**Role-play and improving speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.,** previo a la obtención del título de **Licenciado en Pedagogía del Idioma Inglés,** de autoría del estudiante **Mayra Katherine Rivera Berru,** con **cédula de identidad** Nro.**1900674555**, una vez que el trabajo cumple con todos los requisitos exigidos por la Universidad Nacional de Loja, para el efecto, autorizo la presentación del mismo para su respectiva sustentación y defensa.
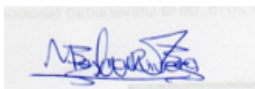
Lic. Adriana Elizabeth Cango Patiño. Mg.Sc.

DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR.

Autoría

Yo, **Mayra Katherine Rivera Berru**, declaro ser autora del presente Trabajo de Integración Curricular y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos y acciones legales, por el contenido del mismo. Adicionalmente, acepto y autorizo a la Universidad Nacional de Loja la publicación de mi Trabajo de Integración Curricular en el Repositorio Digital Institucional – Biblioteca Virtual.

Firma:

Cédula de Identidad: 190067455

Fecha: 13 de abril del 2023

Correo electrónico: mayra.rivera@unl.edu.ec

Teléfono: 0981779768

Carta de autorización por parte de la autora, para la consulta, reducción parcial o total, y/o publicación electrónica de texto completo, del Trabajo de Integración Curricular
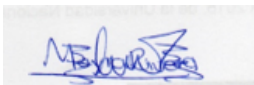
Yo **Mayra Katherine Rivera Berru,** declaro ser autora del Trabajo de Integración Curricular denominado: **Role-play and improving speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.**, como requisito para optar el título de **Licenciada en Pedagogía del Idioma Inglés,** autorizo al sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos muestre la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el Repositorio Institucional, en las redes de información del país y del exterior con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia del Trabajo de Integración Curricular que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los trece días del mes de abril del año dos mil veintitrés.

Firma:

Autora: Mayra Katherine Rivera Berru

Cédula: 1900674555

Dirección: Loja

Correo electrónico: mayra.rivera@unl.edu.ec

Celular: 0981779768

DATOS COPLEMENTARIOS:
Directora del Trabajo de Integración Curricular: Mg. Sc. Adriana Elizabeth Cango Patiño.

Dedication

Foremost, I want to dedicate my work to Segundo Rivera and Maria Berru, beautiful and admirable parents, for giving me support and pieces of advice during my career and for showing me that whether I want something I can achieve it with effort. Secondly, I dedicate my thesis project to my boyfriend Deydi Velez for keeping me strong, accompanying me and not allowing me to give up in difficult times since being away from my family was a hard challenge. Thirdly, I would like to dedicate my thesis to my sister Vanessa Rivera because she offers me her help with the things that I could understand. Finally, I would like to dedicate my work to my sister Nancy Rivera for being a second mother during my stay in Loja while I was studying.

Mayra Katherine Rivera Berru.

Acknowledgments

Index of Contents

Index of Tables:

Index of Figures:

Index of Annexes:

Title

Role-play and improving speaking skills among bachillerato students at a public institution in Loja city. School year 2022-2023.

2. Resumen

La expresión oral es una de las destrezas más importantes de la lengua inglesa, ya que permite mantener una conversación fructífera con hablantes nativos o no nativos. La expresión oral contiene algunos componentes fundamentales como la pronunciación, el vocabulario, la gramática y la fluidez. Por ello, este estudio pretende identificar el impacto de los juegos de roles como estrategia para mejorar la competencia oral en inglés entre los estudiantes de Bachillerato de una Institución Pública de la ciudad de Loja. El método fue mixto ya que incluye datos cuantitativos y cualitativos, por lo que los instrumentos fueron un pretest, posttest y un cuestionario los cuales fueron administrados a los participantes del segundo año de Bachillerato. En este estudio de investigación, el investigador utilizó el análisis estadístico descriptivo y temático para analizar la información obtenida en los instrumentos que permitieron responder a las dos sub-preguntas establecidas. La investigación-acción se llevó a cabo utilizando el modelo de Gerald que consiste en varias etapas tales como diagnosticar, planificar la acción, actuar, evaluar y reflexionar. Los resultados del pretest y posttest revelaron que los estudiantes mejoraron la pronunciación y el vocabulario más que la gramática, la gestión del discurso (relevancia, coherencia y cohesión) y la comunicación interactiva (fluidez) mediante la realización de actividades de juego de roles. La pronunciación aumentó 1,38 sobre 2 en comparación con 0,65 sobre 2 al principio, y el vocabulario subió a 0,95 sobre 2 desde 0,50 sobre 2. La gramática aumentó 0,68/2 y la gestión del discurso subió 0,73 sobre 2, ambas desde 0,40/2 al principio. La comunicación interactiva pasó de 0,45/2 a 0,93/2. Por último, el resultado principal del cuestionario mostró que los estudiantes mejoraron más en vocabulario y pronunciación al utilizar los juegos de roles totalmente guionizados y semidirigidos. Por lo tanto, el investigador concluye que el uso adecuado de los juegos de roles tuvo un impacto positivo en los estudiantes en la mejora de las destrezas orales.

Palabras claves: Destrezas orales, juego de roles, pronunciación, vocabulario,

2.1 Abstract

Speaking is one of the most important English language skills since it allows for a fruitful conversation with native or non-native speakers. Speaking contains some pivotal components such as pronunciation, vocabulary, grammar, and fluency. Thus, this study aims to identify the impact of role-play as a strategy to improve English speaking skills among Bachillerato students at a Public Institution in Loja city. The method was a mixed method since it includes quantitative and qualitative data, so the instruments were a pretest, posttest, and questionnaire which were administered to the participants of the second year of Bachillerato. In this research study, the researcher used statistical descriptive and thematic analysis to analyze the obtained information in the instruments that allowed answering the two established sub-questions. The action research was carried out by using the Gerald's model stages which are diagnosing, action planning, acting, evaluating, and reflecting. The pretest and posttest findings revealed that students improved pronunciation and vocabulary rather than grammar, discourse management (relevance, coherence, and cohesion) and interactive communication (fluency) by implementing role-play activities. Pronunciation raised 1.38 out of 2 compared to 0.61 out of 2 at the beginning, and vocabulary went up to 0.95 out of 2 from 0.51 out of 2. Grammar increased 0,68/2 and discourse management upsurged 0,73 out of 2, both from 0,40/2 at the beginning. Interactive communication uplifted from 0,45/2 to 0,91/2. Finally, the results of the questionnaire displayed that students enhanced more in vocabulary and pronunciation by using fully scripted and semi-scripted role plays. Therefore, the researcher concluded that the appropriate use of role-plays had a positive impact on the improvement of students' speaking skills.

***Keywords**: Pronunciation, role-plays, speaking skills, vocabulary.*

3. Introduction

Speaking is one of the most relevant English language skills that students should acquire to get effective communication. Rao (2019) claims that Speaking is crucial for learners to interact in a globalized world, being the natural way of communicating. On the other hand, the Ministry of Education (2016) emphasizes that students should reach the ability to ask and answer questions, exchange ideas, and give their viewpoints smoothly when they finish high school as evidence of their B1.1 English level acquisition. However, not all students reach the expected goals at the B1 level of speaking skills mentioned in the EFL curriculum because many students struggle with the components of speaking skills such as lack of vocabulary, fluency, accuracy, and pronunciation.

Based on the above information, speaking skills require a good environment that allows students to feel confident to practice speaking skills without tension because students see speaking skills as a hard challenge (Criollo,2018). Additionally, one of the components of speaking skills is vocabulary which plays an essential role in students since without sufficient vocabulary is difficult to hold a conversation appropriately (Khan et al., 2018). Moreover, in a research study conducted at Muhammadiyah Lampung University in 2021 during the Pandemic COVID-19 students presented problems with their speaking skills due to the lack of teaching strategies.

The purpose of this research is to establish an innovative proposal to help students to improve their speaking skills, which is role-play. Similarly, this proposal aims to answer the general question: How does role-play impact speaking skills improvement among Bachillerato students at a Public Institution in Loja city in the school year 2022- 2023? and the subquestions as follows: (1) How effective is role-play as a strategy in the development of English speaking skills among Bachillerato students at a Public Institution in Loja city? (2) What are the students' perceptions of role-play as a successful strategy to improve their speaking skills in Bachillerato level?

Role-play has been proposed in many research studies as a good strategy to facilitate students' skills improvement. Firstly, role-play is considered for some researchers as an effective strategy to develop students' speaking skills, also it gives students the opportunity to accurately demonstrate appropriate language in certain roles and real situations (Criollo,2018; Neupane, 2019). Moreover, other previous studies agreed that role-play creates a communicative, participative, and fun environment such one leads to better attention in

learning and stimulates students to participate in the class (Alzboun et al.,2017; Krebt, 2017; Wicakana et al.,2020).

Krebt (2017) in his research study suggested expanding the scope of this study from limited students of college classes to more classes with different levels of language proficiency. For that reason, the researcher carried out this study with second-year of Bachillerato students, who also provided diverse English levels.

Through intervention plan based on implementing role-play as a strategy, is expected to contribute to the development of English-speaking skills. Role-play enhances and provides students with chances to improve their oral skills by applying the three types of role-plays in the classroom. Similarly, students participate in discussions or conversations based on real experiences, taking responsibility for each of their roles and increasing their personal skills (confidence, creativity, communication, and collaboration). Consequently, role-play contributes teachers to introducing entertaining and thrilling activities to help students raise their participation and motivation.

Notwithstanding, the scope of this study was limited by intervention time and learners' level since it prevented reaching better outcomes by implementing the three types of role-plays (fully scripted, semi-scripted, non-scripted) over speaking skills (grammar, vocabulary, pronunciation, and fluency). The intervention plan lasted 40 hours during the school year 2022-2023. The general objective of this study is to identify the impact of role-play to improve speaking skills, and the specific objectives are to determine the effectiveness of role-play as a strategy in the development of English speaking skills and to analyze the students' perceptions of role-play as a strategy to improve their speaking skills.

4. Theoretical Framework

The main objective of this research is to identify the impact of the role-play to improve in the speaking skills among Bachillerato students. Hence, this section provides a conceptual theoretical framework based on role-play and speaking skills. Firstly, it presents a general conceptualization of role-play, its benefits, types of role-play, importance, advantages, pedagogical implications, personal skills, principles, components, and instructional approaches for creating the lesson plans to introduce role-play as a strategy. Finally, it describes speaking skills, which contains the definition of speaking skills, importance, types of speaking, the subskills, components underlying speaking effectiveness, strategies for using in EFL Classroom to improve speaking skills, and previous studies about using role-play to improve speaking skills.

4.1. Role-Play

4.1.1. What is Role-Play?

Altun (2015) mentions that role-play (RP) involves physical movement where students are part of the activities; students work in groups and act together by using role-play strategy. Besides, role-play is the study in which learners take on specific roles for speaking and doing. He claims the physical involvement of the students in role-play activities in the classroom enhances them to learn the English language effectively. For that reason, implementing role-play gives students the chance to interact with each other, increasing students' attitudes and motivation in oral skills.

Alzboun et al., (2017) define role-play as one strategy that might have a significant impact on learners' performance in speaking. Role-play gives students the opportunity to discover and apply what they have already learnt by imagining their own scenarios. Hence, role-play seems to be an important strategy in voice teaching, as it provides learners with a useful opportunity to practice diverse speech behaviours in communication in different contexts and real situations by asking them to use simple imagination as some kind of game. According to Alabsi (2016), role-play motivates students in activities that contribute to their learning and help them implement it in real-life situations, at the same time it stimulates unmotivated learners to use the English language when they play their roles in the classroom. Therefore, role-play is useful to increase students' imagination, motivation and performance in English speaking skills since students can practice dialogues or conversations with practical situations based on real experiences.

A study conducted by Neupane (2019) argues that "Role-play is an effective technique to develop students' speaking skill as it provides ample opportunities to the students to take roles of different persons" (p.12), so students may express or speak in their given roles using appropriate English language functions.

4.1.2. Benefits of using Role-Play in EFL classroom

Role-play is described as any speaking activity in which the language learner places himself or herself in a role assumed by others. Role-play helps learners prepare for real-life communication by simulating reality and using several situations focusing on different roles individuals play in their lives. Through simulating reality in a role-play, EFL students may feel that they are using the language for communication purposes, thus helping to develop their ability to use the English language effectively and meaningfully in contexts (García, 2018).

Additionally, Altun (2015) argues that " there are many benefits of using role-play activities in the language classroom. Using role-play in an EFL classroom is one the greatest ways to improve learners' discourse" (p.28). Through role-play, students may use the English language to communicate based on different scenes, which permits them to place in another position momentarily. Moreover, role-play strategy helps to create a positive, interactive, and constructive learning environment for students to practice what they have learned in terms of grammar, vocabulary, fluency, pronunciation, and comprehension. Students actively participate and interact with their peers despite their low English proficiency (Alzboun et al., 2017)**.** Soto et al., (2018) mentioned that "role-plays (RP) are reduced through actions that will lead them to learn more vocabulary, have more grammar control, and become more fluent, less shy, more encouraged, and more capable of pronouncing words correctly" (p.49)

Based on different authors perspectives, there are several benefits of using role-play in the classroom to improve English speaking skills as follows: (1)role-play gives students a fun and great environment, (2) it prepares learners for real communication, (3) role-play allows them to interact based on their real experiences, (4) it increases students' motivation, creativity and confidence, (5) it enhances them to work in groups or in pairs being more sociable, (6) it helps to improve their fluency and pronunciation, and (7) it allows them to increase their vocabulary knowledge. Therefore, the usage of role-play helps EFL learners to interact in practical situations depending on their given roles. Hence, role-play is beneficial for English language teaching-learning process since it helps EFL learners to face real situations.

4.1.3. The importance of using Role-Play in the EFL classroom

Role-play (RP) has a huge impact on EFL learners to enhance oral skills. Alghamdy (2022) points out that role-play helps students to improve not only their language proficiency

and oral interaction, but also the use of body language, especially when communicating face to face. RP activities are essential for students when learning a foreign language since it provides opportunities to use that acquired language. In addition, role-play can be enjoyable and playful to learn a new language through learner-to-learner communication. Therefore, role-play gives students the chance to practise the target language in real-life situations in an interesting and exciting way, at the same time, RP stimulates unmotivated and unenthusiastic students to share and use the language when they play their roles in front of the class. The researcher based on the gathered information mentions some important statements about using RP in the EFL classroom.

- It can be used for low and high-level students.
- According to Krebt (2017), "teaching in groups also reduces the inhibitions of the students who fell shy who cannot speak comfortably with the whole class" (p.865).
- Through RP students may increase and reinforce their vocabulary since they learn better in a less control group than in a control group.
- It promotes students' participation and cooperation in the classroom.
- RP reinforces working in groups or pairs. Students may support each other during role-play games.
- It increases students' creativity.
- Role-play offers a good place for English language learning where students may take part in role-play games or activities in a meaningful way.
- Students may use the English language in their daily lives since RP allows them to students work in real situations, so RP prepares students to cope with true and physical facts or circumstances.
- It raises students' motivation because role-play activities are sometimes based on students' needs and experiences.

4.1.4. Advantages of Role-play in the EFL Classroom

Using role-play in the EFL classroom brings many advantages to students and teachers. It is crucial to understand that role-play in the EFL classroom might achieve good performance in the students if the implementation is done properly. Otherwise, if the implementation of role-play is not applied properly the students' performance is not going to increase. Additionally, role-play is advantageous on improving the four macro-skills such as reading, speaking,

listening and writing, and micro-skills such as grammar, pronunciation, and vocabulary (Abu-Esba, 2021).

4.1.4.1. Role-Play is a Form of Active Learning. Role-play can be found under the category of active learning. Active learning consists of student participation and interaction, in other words, it is the process in which students learn by interacting and participating in the classroom in order to gain a better understanding of the subject being taught. In addition, active learning has a relationship with Kinesthetic learning, it means that role-play as a form of active learning can be very successful for all types of learners (Abu-Esba, 2021).

4.1.4.2. Role-Play Improves Vocabulary and Grammar. The use of role-play promotes benefits in EFL students by allowing them to become familiar with vocabulary and grammar since the drama, which is included in role-play, is considered authentic material that helps students to increase comprehension of verbal and non-verbal communication. The verbal aspect refers to vocabulary while the non-verbal refers to grammar. Furthermore, vocabulary is vital in learning a second language or foreign language, through improving vocabulary, students may see it as moving a level up in the English learning process, and they may connect the newly acquired words through grammar. Therefore, students unconsciously acquired new vocabulary and grammar as well as improve learnt vocabulary and grammatical rules (Abu-Esba, 2021).

4.1.4.3. Role-Play Boost Self-Confidence. As reported by Alabsi (2016), role-play increases students' enthusiasm, self-confidence, and empathy, and encourages critical thinking because students have the chance to practice the English language based on real-life situations. Abu-Esba (2021) mentions that an advantage of role-play is that learners' self-confidence and self-assurance increase. This may sound contradictory since role-play needs students to get out of their comfort zone and act in front of the classroom.

4.1.5. Pedagogical Implications of using Role-Play

As noted by Garcia (2018), role-play can be applied to all age groups and proficiency levels, but young learners and beginners may require support from the teacher to become independent and confident through practice role-play. Besides, role-play can be beneficial for teaching beginning functions such as greetings, giving compliments, and common expressions. Some examples of role-play include fantasy situations from stories, television shows, or situations in which learners get ready for a future event, for example, an interview for a job. Additionally, Garcia states that using index cards with written cues can be very helpful. These cues can take the form of prompts, such as keywords or phrases, or full role-playing exchanges. At later stages and after practice, students may participate in role-playing without markers or

cue cards, and including puppets and toys is a great way to motivate young learners and get them involved in role-play.

Benati (2018) argues that role-play requires several steps to be carried out in the classroom. In the first step, language teachers should first choose an appropriate situation or context for role-playing, taking into account the needs and interests of the learners and giving them the opportunity to practice what they have learned. After selecting the situation (setting the scene). In the second step, teachers design the role-play considering the language proficiency of the learners. In the third step, instructors should create two or more roles for the learners in order for everyone to take part in the classroom activities. For example, in a role-play situation, at a bar, the participants had conflicting role information. One or two participants have their lists of stuff to order while another two or three participants are bartenders, who may not have certain drinks ordered, but can provide different drinks. In the last step, language teachers should provide role players with clear information and role descriptions so students may play their roles with confidence.

4.1.5.1. Role of the Teacher. According to Garcia (2018), the role of the teacher varies during the role-play activity. Also, the teacher must be aware of her or his role as a facilitator. During the role-play activities, teachers must guide, observe, and assess the use of the language, helping students if necessary in the instruction. There are some helpful guidelines for teachers as a facilitator which are mentioned by Garcia:

- The role-play activity and objectives of the lesson are based on students' needs.
- Helping students why they need to take part in role-play activity, and how this activity is going to contribute to their lives.
- Introducing students to the environment where the role-play takes place, as well as having students complete worksheets individually or in pairs is an effective way to prepare them for role-play.
- Give students cards about the characters they will be playing. Have students work together to discuss the information on their cards before the role plays begin. They may also ask questions about their character before starting to role-play.
- If students have never been involved in role-playing, they should be guided in one way or another through role-playing. Teachers can do this by giving students a sequence of activities to focus on. As students become more familiar with this type of activity, especially at advanced levels, less preparation will be required.

- Set a time limit for role-playing. If it is a solution to a problem (for example, in the doctor's office), make sure students report back the problem and the solution they considered.

- Teachers must discuss the results of role-playing with their students to increase student interest. It is also helpful to get feedback from students on how they like the role-playing activity as a language learning strategy and how it can be used or improved in the future.

- As a follow-up activity, you could ask students to write their roles in the form of a script.

For successful role-playing game development, language teachers need to take the following actions. Firstly, teachers must identify authentic contexts in which learners use the target language. Secondly, teachers must establish authentic roles. Third, teachers must identify the reason for the communication and the goal or problem to be solved. To conclude, role play is a form of simulation in which learners participate in collecting, swapping information, and then communicating the gathered information successfully (Benati, 2018).

Benati (2018) claims that language instructors can play a number of different roles in a play. They may take on one of the roles and interpret it as a role model. They can be spectators of the role-playing game and provide comments and feedback. Feedback is often best provided not by correcting mistakes during the role play, but by providing sentences with errors on the board for participants to correct together. Participants are also encouraged to correct mistakes. Language teachers can also act as "moderators" as they assist learners in their tasks and can provide words, and phrases, and help with role-playing rehearsals. Only at the end of the role-play should teachers discuss with the learners their experience and what they have learned. In addition to group discussion, an evaluation questionnaire can be used in order to know the learners' experiences. Instructors provide feedback on learners' performance and praise them for their strengths, language usage, and how they perform.

4.1.5.2. Role of the student. The students should interact with the given information in the role cards and they can add more items when necessary. The purpose of role-playing activities is that students can create an interaction time of at least 4 minutes. To develop this activity, it is essential to use a special set of vocabulary as well as grammar content should be applied. Moreover, role-playing activities provide the chance to be a central point in front of their classmates (Criollo, 2018). To conclude, role-play helps students interact with each other

with the objective to improve English speaking skills where they can take advantage of learned vocabulary and grammar.

4.1.6. Personal Skills that involve Role-Play

Role-play is both a part of the daily life experience and part of formalized genres of human action, including theatre. Harshbarger (2016) argues that role-play gives the opportunity to students to develop their personal skills such as communication, collaboration, critical thinking, and creative thinking skills.

4.1.6.1. Communication. Communication abilities pay attention to two critical skills. Firstly, students have daily opportunities to share ideas and to summarize the ideas from their own perspectives. Secondly, students listen to the speaker and respond to the speaker's ideas appropriately (Harshbarger, 2016).

4.1.6.2. Collaboration. Collaboration implies group work and pair work; it means that all students work together and productively. Criollo (2018) describes that students work with each other to perform the tasks, taking into account their similarities and differences.

4.1.6.3. Critical thinking. Critical thinking is a complex process where students are required to use learning strategies for problem-solving and generating ideas and concepts with critical thought (Harshbarger, 2016).

4.1.6.4. Creative thinking. Students generate pathways to solutions. Also, students come up with ideas about how to solve a problem from different perspectives (Criollo, 2018).

4.1.7. Principles of Role-Play

As reported by Criollo (2018), the principles of role-play are six which are the following mentioned below:

- Motivation to learn
- Learner's need to know
- Self-concept of learner
- Prior experience
- Readiness to learn
- Orientation to learn

Criollo created a graphic about role-playing which emphasized the most important aspects. The graphic is shown below.

Figure 1.
Role playing characteristics
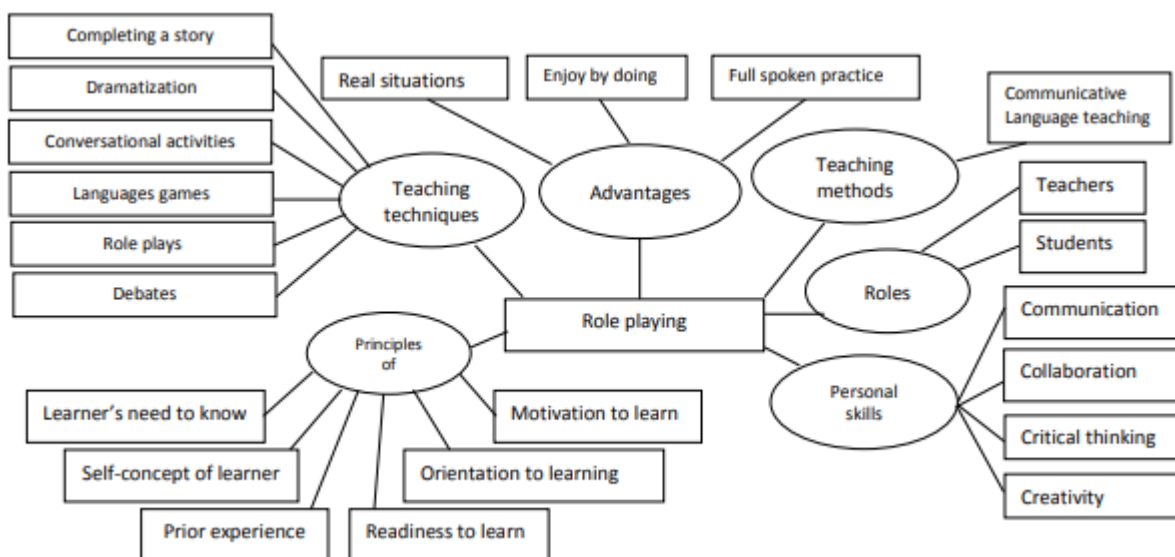
4.1.8. Types of Role-Play

Role-play has been used in English language learning to improve oral skills. Based on Benati (2018), there are generally two types of role-play which are closed and open. First, closed role-play refers to single data or information that responds to the situational prompt and the interlocutor's opening, for example, making a request, suggestion, and so on. Second, open role-play comprises a number of turns and a variety of speaking activities in which students act. Krebt (2017) claims that teachers can use three types of role-plays in the classroom to enhance speaking skills: fully scripted, semi-scripted, and non-scripted role-play. To conclude, these types give teachers a perspective about what kind of role to use in the classroom for English-speaking classes.

4.1.8.1. Closed Role-Play. The closed role-play comprises concrete situations which are elaborated for the interlocutor. Generally, closed RP includes apologies, requests, suggestions, and specific questions. Also, this type can be used for beginner and intermediate level students because teachers guide and explain to them what they must do, at the same time teachers give them a model conversation and cue cards in order to help them to create their conversations. There are two examples mentioned by Benati (2018) which are the following:

Example 1: You are a taxi driver.

1. Greet the passenger and ask him where he wants to go.

2. Say the price and make a comment on the weather. Then, asks the passenger if he/she likes the weather.

3. Answer the passenger's question. Presume that your son won a swimming competition at school. Then, ask the passenger if he/she likes swimming.

Example 2: You are a passenger in a taxi

1. Greet the taxi driver and tell him/her where you want to go. Ask about the price.

2. Answer the taxi driver's question and ask what type of weather he/she prefers.

3. Say that you like swimming and you learned to swim 10 years ago when you travelled to Spain with your relatives.

4.1.8.2. Open Role-Play. Open role-play consists of different acting activities involving linguistic expression. Through open RP students may use a range of expressions based on the role given by the teacher (Benati, 2018). It means that students need to show a good level of English to create their own role-play because it refers to students can choose their script or writing their own script. For that reason, this type is called open role-play and is adequate for advanced EFL students because they provide a good range of grammar and vocabulary.

4.1.8.3. Fully scripted Role-Play. Krebt (2017) describes that in fully scripted role-play, each word and phrase is given by the teacher, students just need to memorize, understand, practice, and learn the words in the cue cards. Thus, this type is appropriate for low students' level of English-speaking skills.

4.1.8.4. Semi-scripted Role-Play. The second type is semi-scripted, including cue cards or a model conversation with missing words that students must fill in the blanks using adequate words related to the situation or context. It means that students create their own conversation because they can change the main conversation depending on the used words. It is crucial to mention that this type of role-play is useful for upper beginner to intermediate levels of English proficiency since it is less supervised than fully scripted (Krebt, 2017).

4.1.8.5. Non-scripted role-play. The third type, non-scripted gives more opportunities for students to practice real-life situations, in which they may propose and write their thoughts and opinions. This type is appropriate for middle and advanced-level students because they provide a wide vocabulary knowledge. As a result, this type increases confidence and motivation in students since they have the control to write about the characters or a situation concerning their experiences (Krebt, 2017). Non-scripted role play is the final type of role play. As is well known, it is a type of role-play without any texts or scripts before performing

the role-play. Non-scripted role-play may be delivered with keywords of conversations, keywords, and information. Moreover, students can create mini-conversations based on the aforementioned keywords, resources, or settings or just fill in the blanks. These authors in their research study mentioned that this kind of role-play is not suitable for beginner students since it will be difficult for them. So, before they can completely demonstrate the non-scripted role play to the teacher, they should first receive training in fully scripted role plays to help them become accustomed to the environment in front of the classroom and feel confident to move on to the next phase (Yusuf & Setyamardani, 2020).

The researcher of this study concluded based on the found information that closed role-play is like fully scripted and semi-scripted because they display some similarities, for example, a cue card is given by the teacher or interlocutor, and students review the cards before starting with the role-play activity. Additionally, both fully scripted and closed role-play are suitable for low and high EFL beginner students, but the closed type can be also used with intermediate students' level of the English Language like semi-scripted. On the other hand, open and non-scripted role-play have a close connection since both types involve students' imagination, creativity, and critical thinking to formulate or write their roles according to their preferences, also students can feel free to write about what they wish. These types are usually implemented with advanced EFL students.

4.1.9. Components of Role-Play

Actors are required to perform lines from scripts that comprise multiple characters in the story. It is the actor's duty to authentically express the emotions and behaviours of the characters they are playing, but they must follow the director's and the script's guidelines. Role-playing requires characters that students can play and a story that establishes the context for the actions the players must perform. The actor's relationship with their characters can be enhanced by the director's guidance and direction. Additionally, role-play in the classroom needs a facilitator or guide to work with the students. Role-playing involves the application of three key components: scenarios, roles and characters, and facilitators or guides (Bawa, 2020). The facilitator is vital for developing the role-play as it helps students in the preparation of their characters and gives feedback when necessary. The researcher mentions that there are three essential components needed to successfully put role-play into practice: scenarios, roles and characters, and facilitators or guides.

4.1.9.1. Scenario. As claimed by Bawa (2020), to comprehend how to portray their characters, the performers require a script they can refer to. Likewise, role-play scenarios must incorporate significant background information that will assist to define the constraints,

motivations, and issues that students will have to handle. For instance, if the lesson aims to explain manufacturing, the scenario's topic, characters, and issues should all be related to manufacturing. The roles and characters should be based on employees in manufacturing factories.

4.1.9.2. Roles or Characters. The roles must be focused on the scenario's theme and linked to the problems that will be covered throughout the role-play presentation. For instance, only giving the learner the job of manager, won't be sufficient. The student will need to be aware of the manager's areas of expertise such as strategies and status within the organization. It is relevant to emphasize that the student will need to be aware of the manager's areas of expertise such as strategies and status within the organization. It is relevant to emphasize that connections between the different characters are also essential when there are various roles (Bawa, 2020).

4.1.9.3. Guides/Facilitators. As noted by Bawa (2020), in role-playing exercises, guides or facilitators play a similar role in guiding learners. Besides, guides or facilitators must be well-prepared for the lessons in advance and possess knowledge of the topic matters to respond to the learners' questions during the session.

4.1.10. Instruction Approaches for Creating a Lesson to Apply Role-Play

The instructions approaches are necessary to design a lesson plan to develop in classroom. There are two approaches to follow such as the 5E learning cycle model for exploring life, and the Gagne's nine events of instruction. In this research study for designing the lesson plans, the researcher used the Gagne´s theory which consist of using nine events which are gaining learning attention, informing students to the objectives, stimulation prior learning, presenting the stimulus, providing guidance, eliciting performance, providing feedback, assessing performance, and ehancing retencion and transfer.

4.1.10.1. The 5E Learning Cycle Model for Exploring Life. The 5E teaching approach is helpful to teachers in designing a lesson plan. This approach includes successive stages Engage, Explore, Explain, Elaborate, and Evaluate. In the engagement stage, teachers start the lesson with an activity or question in order to call the students' interest; engaging offers opportunities for students to share what they already know about the topic of the class. This stage helps students be able to make connections between the new and previous learning, so this phase is useful to connect the old and new ideas in the learning process. Many teachers use a conventional KWL (what I know, what I wonder, what I learned) chart, in which learners must list what they have already learned and how this stage helps them to learn the new topic.

Secondly, the exploring stage allows students to explore the lesson theme with new material. For example, students perform hands-on activities through interaction with the material, so students reinforce their understanding of the content (Vigeant, 2017).

Another important point of the exploring stage is that students tend to investigate problems such as conflicting ideas, questions and confusion. These are examples of hands-on activities in which students distinguish what they require to know before starting to introduce other content. In the third stage, which is exploring, teachers guide students in their presentation about the concepts; students explore in the previous stage and evidence their understanding of the new ones that were applied in the lesson. Depending on the theme and grade level, teachers' guidance embraces students' confusion and questions that cope with the exploration phase. In the fourth phase, which is named elaborating, learners apply their understanding and knowledge to new experiences and expand their conceptual knowledge as they solve a problem in a new situation context before evaluation. Elaborating activities may occur during lesson time or through homework assignments. Last but not least, the evaluating phase allows instructors to know the learners' learning, understanding and performance. Through evaluation, students may notice what they have achieved in their learning process and demonstrate how well they master the taught content; besides, the evaluation does not need to have a limited time like a quiz or test. It can be a product such as a presentation, poster, invention, drawing, brochure, article or final article (Gerges, 2022). Product assessment known as summative assessment is a tangible creation by students since it is related to authentic assessments based on real tasks.

4.1.10.2. Gagne`s nine Events of Instruction Design. There are nine events of Gagne such as gaining students' attention, making the course objectives clear, stimulating past learning experiences, presenting the learners with the new content, providing guidance, eliciting performance practice, providing feedback, assessing performance, and enhancing retention transfer. These events will be described below.

4.1.10.2.1. Gaining learners' attention. Learner's attention to the teaching and learning process is an essential ingredient for effective learning. So, for effective learning students must give up actively attending to other stimuli, and shifting their priorities (Ngussa, 2014). To gain the students' attention is crucial at the beginning of the class in order to stay students paying attention and interested in the topic.

4.1.10.2.2. Informing the students of the objectives. Objectives tell learners what performance is expected; also, knowing the objectives arouse curiosity among learners about the activity in the classroom (Ngussa, 2014). Therefore, the objectives must be clear and

specific with the aim of students making clear about what the objective is and what they need to achieve at the end of the lesson.

4.1.10.2.3. Stimulating recall of prior learning. It is a fundamental pillar of what students know and unknown. Students try to remember the prior learning and apply it (Ngussa, 2014). It means that students relate the past knowledge with the new knowledge by being able to remember what they have learned in the previous classes.

4.1.10.2.4. Presenting the stimulus. It is an environmental condition which is in charge to activate the students' learning (Ngussa, 2014). It means that students remember what they have learned to associate with the new stimulus information.

4.1.10.2.5. Providing learning guidance. Guidance is an important practice because it involves students' academic performance (Ngussa, 2014). Guidance should be provided along the presentation of the new content through examples, analogies, and case studies.

4.1.10.2.6. Eliciting performance. Teachers should elicit the learners to practice what has been taught during the instruction in order to increase permanence in the learning process (Ngussa, 2014) In other words, students have the opportunity to practice the content that they have already learned in order to confirm their understanding about the new skill or information. An example of eliciting performance is homework; however, it can be done in class or at home.

4.1.10.2.7. Providing Feedback. As reported by Gagné et al.,(1992), the feedback should be based on the degree of correctness of the learners' performance. Besides, the feedback communication may be delivered in many ways, for example, when the teacher is looking at the learners' performance, and the teacher smiles or gives a motivational spoken word. Eliciting performance is important to provide information to the learners about the correctness of their learning process.

4.1.10.2.8. Assessing Performance. The assessment identifies the learning outcomes as well as desired learning that occurs when the appropriate performance is elicited (Gagné et al.,1992). As noted by Ngussa (2014), assessment is an act of paramount importance in the teaching-learning process, it helps to identify students who need special assistance. Therefore, evaluation gives the chance to students to demonstrate what they have learned, and teachers can also know and analyze the students' understanding and knowledge.

4.1.10.2.9. Enhancing Retention and Transfer. When the learning and skills have occurred, the next step is to start enhancing retention and transfer the obtained learning. Retention is to prevent forgetting, so enhancing students' recall of the learning knowledge. Transfer links the new learning with prior learning, which means that students must apply what they have already known with the new information (Ngussa, 2014).

4.2. English Speaking Skills

4.2.1 What is Speaking?

Speaking is one of the four English language skills which is meaningful and requires a special interest in the teaching process, it is the natural way of communicating. Speaking is considered an active process of using the language to convey meaning. Through spoken language, the understanding and knowledge of the English language are evidenced (Alzboun et al., 2017). Speaking ability shows the performance of non-native speakers since speaking demonstrates the level of proficiency in English; this skill is essential for interaction and communication with native and non-native speakers. In addition, spoken English opens, expands, and generates educational and social opportunities in a globalized society where English is one of the means of communication.

4.2.3. Why do you teach Speaking Skills in EFL classrooms?

There is a need to share ideas, culture, and thoughts with people who live around the world in order to transmit our wishes. Learners must improve their speaking skills since they get found in a competitive world where the English language is used to communicate and opens doors for future jobs in society. In addition to this, speaking skills play an important role in many situations, there is a need for EFL and ESL students to focus on them. For that reason, teachers must apply different effective and helpful strategies in the classroom to involve all students in the speaking activities in English class (Rao, 2019). Thus, speaking skills gives students a lot of opportunities outside the classroom. Students may perform discussions and debates in the classroom and outside. For example, the teacher gives a topic about the financial situation, and they start discussing it with another classmate to share ideas and thoughts, leaving out the fears and being well-prepared to discuss outside. Furthermore, students increase their self-confidence and self-motivation; for instance, students feel comfortable when they speak to each other, and when the environment is fun and full of energy, thus the teacher must promote a secure, and peaceful environment, where students can elaborate their speaking activities without fear and with trust. Finally, students may communicate and interact with native speakers and non-native speakers using the target English language since they are exposed to a globalized world. To conclude, improving speaking skills is necessary to help students to be involved in conversations outside the classroom, being able to establish good ones smoothly using what they have learned.

English teachers need to apply some strategies to develop their learners' speaking skills as some EFL learners are afraid of making mistakes and others are shy. This is seen even in people who speak English, in other words, native speakers. As a consequence of this, English

teachers must introduce fun activities in the form of language games for learners to talk in English classes. In general, most learners enjoy playing games in the classroom and it is quite common for them to ask for as many games as they make them happy. For that reason, introducing games promotes an enjoyable environment where students can improve their speaking skills a lot (Rao, 2019).

4.2.4. How to develop Speaking Skills among the EFL students

Today's society requires the ability of people's oral skills as means of communication. Oral communication skills are presented every day since people always interact with others as friends, relatives, colleagues, workers, and bosses, trying to persuade them about one topic they have in common. Therefore, English language learners (ELLs) improve their oral communication skills in order to express information in an effective way. Speaking skills concern several aspects. Rao (2019) assumes the following statement:

> The EFL/ESL teachers have to understand the present situation in society and try to impart these speaking skills among their ELLs by applying the available latest techniques of teaching speaking skills. In this connection, the teachers have to replace the old-fashioned methods and approaches with the latest and innovative ones that grab the complete attention of the learners to participate actively in these activities that take place in the regular English classrooms. Moreover, the teachers' burden is reduced when they think positively about the needs and interests of the ELLs. It is also important that the teachers have to change their method of teaching i.e. from teacher-centered environment to learner-centered environment so that the ELLs can get plenty of opportunities to participate in the teaching-learning activities that go on in the English classrooms. It also leads them to think and work on their own to complete the given tasks magnificently. (p.13)

4.2.5. Importance of Speaking Skills

Spoken language is the means by which a new language is exposed, understood, practiced and learned. Without speaking, people cannot communicate effectively with each other (Alzboun et al., 2017). Speaking is so essential in society to communicate and take part in dialogues and communication with others. Speaking has several advantages for EFL learners, some of them are mentioned by Rao (2019), as follows:

> To participate actively in pair or group activities in the classrooms. To give a maiden and impressive speech on different occasions. To participate actively in debates and group discussions. To develop critical thinking among the learners. To pursue higher studies in foreign countries. To interact with people all around the globe. To promote

the sale of products in the business. To make living abroad simpler and easier. To get better employment opportunities. To make use of the internet effectively. To perform well in job interviews. To acquire more knowledge. To travel to a foreign country. To do good international business. To earn high respect in society. To give presentations for all purposes. To communicate effectively with others. To increase the income of the individual. To boost up the speakers' self-confidence. To know the different cultures of the world. To interact with people all around the globe. To keep over cognition and reasoning very sharp. To get better employment opportunities all over the world. To increase the ability of problem-solving and critical thinking. To improve the overall development of the speaker's personality. To highly motivate and attract the customers in buying the products. (p.12)

Speaking skills must be incorporated into activities which motivate students to participate actively in the classroom, though entertaining activities students are able to improve in a better way their verbal skills. Nunan (2003, as cited in Alzboun et al., (2017) stresses that speaking activities must provide real-life opportunities to be authentically used and use the target language quickly and confidently without gaps, it is called fluency. Second, speaking tasks in which students attempt to use part of the language can provide feedback on their level of learning in oral communication. Ultimately, the more likely students are to activate the various elements of the language they have stored in their brains, the more automatic and effective the use of these elements.

Speaking skill is the most essential skill for all learners who want to learn English to improve their career, business, confidence level, better job opportunities, public speaking, participate in interviews, participate in debates and group discussions, presentations and so on (Rao, 2019). Hence, speaking skill plays a vital role in EFL students since they must master the English language fluently and clearly in order to give a meaningful message. To conclude, speaking takes place everywhere, becoming part of daily life where learners can share and express their feelings, emotions, situations, and experiences with others.

Manurung (2015) stresses that the ability to use the English language as a means of communication often measures a person's success in a speaking class in the language teaching-learning process. This success is discovered when language learners use language to convey ideas, feelings, goals and thoughts in dialogues, even learners can join conversations with each other. English speaking skills are crucial in non-native speakers since it shows second language acquisition (L2), being proficiency in using all English components correctly mentioned by Alzboun, Smad, & Baniabdelrahman in their research study named "The Effect of Role Play

Strategy on Jordanian EFL Tenth Grade Students' Speaking Skill". This study uses five English components of speaking skills, which were used to assess learners' speaking skills, such as pronunciation, comprehension, grammar, fluency, and vocabulary.

4.2.6. Types of Speaking Skills

Brown (2003) mentioned that some basic types of speaking are imitative, intensive, responsive, interactive, and extensive. These types of speaking will be defined below one by one.

4.2.6.1. Imitative. According to Derakhshan et al., (2016), imitative refers to imitating sound correctly, it means that students must pay attention to stress, sound, and intonation to say aloud the word sound. For example, the teacher asks to the students repeat after her the words bear and beer, they need to pay attention to pronunciation before saying aloud the word.

4.2.6.2. Intensive. The creation of brief vocal passages intended to show mastery of a specific range of grammatical, phrasal, lexical, or phonological links (Kurniati et al., 2015). Therefore, the intensive speaking type involves a high control of the English language. Brown (2003) stated some examples of intensive such as directed response tasks, reading aloud, sentence and dialogue completion, translation, and limited picture-cued tasks.

4.2.6.3. Responsive. Learners can initiate questions and comments, it involves learners' responses where they answer the teacher's questions and comments (Derakhshan et al., 2016). Hence, this type of speaking refers to learner-centered which means that students participate in the classroom by replying to questions and asking questions, producing an interaction between students and teacher or students and students. An example given by Derakhshan et al., in their research is the following:

T: How's it going?

S: Pretty good!

4.2.6.4. Interactive. According to Derakhshan et al., (2016), it is used to share data or transmit messages, which means that the purpose is to communicate an idea or concept directly to someone. Brown (2003) claimed that the two types of transactional language used in interactive communication are used to exchange specific information or conduct interpersonal interactions. Additionally, it serves to preserve interpersonal bonds. Derakhshan et al., display an example of this type of speaking which is mentioned below.

T: What is the main idea in this essay?

S: The United States should have more power.

T: What do you mean?

S: Well, for instance, the USA should have the authority to destroy other nations.

Brown (2003) stressed that there are some assessment tasks for interactive speaking such as interviews, role play, discussions and conversations, and games.

4.2.6.5. Extensive. Speeches, oral presentations, and storytelling are examples of extensive oral production activities, during which listeners' opportunities for vocal interaction are either completely constrained (nonverbal answers) or severely disregarded (Brown, 2003). In extensive speaking, learners may build their specific vocabulary by listening to difficult sentences, learners should first increase their general vocabulary. Also, when learners read a book, story or magazine aloud, it can help learners to improve their fluency (Derakhshan et al., 2016).

4.2.7. The Subskills of English Speaking

The features or subskills of speaking skills must be taken into consideration in a conversation, in addition, these are necessary to carry out a fruitful conversation and give a clear and concise message. There are two subskills which are fluency and accuracy.

4.2.7.1. Fluency. Fluency is seen as a requirement to build good oral communication. Soto et al., (2018) assume that developing pronunciation, vocabulary, language understating, and grammar is vital in English teaching-learning because through building these ones students will become more fluent when speaking in the target language. In addition to this, they state that teachers must be sure that the class circumstances have excellent conditions to carry out the teaching skills of speaking. Furthermore, Soto et al., claim that role-play is worthwhile to build speaking fluency as long as it is associated with interesting and real-life topics that gain students' attention. It means that students need to be sure that those topics are important and applicable to their future lives. According to Kurniati et al., (2015), fluency is the ability to read and speak easily, smoothly, and without hesitation. The speaker can read, and respond spontaneously and concisely, avoiding a lot of pauses like ums and ers.

4.2.7.2 Accuracy. Accuracy refers to speaking properly using the right words, pronunciation, and grammar in utterances. Gómez (2021) reported that accuracy is related to grammar and the appropriate word choice when communicating. Moreover, accuracy is the ability to speak in properly articulated, grammatically and phonologically error-free sentences. If there are any mistakes, they are non-impeding to giving the message. The meaning doesn't change the meaning by mistakes. The degree to which the language aligns with established linguistic standards is typically referred to as accuracy (Ministry of Education, 2016).

4.2.7.2.1. Vocabulary. Learning the meaning of the words in the English language is crucial for learners can use enough words adequately in conversations. Learning vocabulary involves a long process. The breadth of vocabulary knowledge is significant for promoting

good communication while the depth of vocabulary learning involves different strategies and processes that teachers should take into account to apply in the classroom with the students to achieve a broad vocabulary control. Therefore, it is necessary that teachers reinforce the new words using different materials such as audiovisual instead of having students practice the new ones. Through audiovisual aid, students may see how the native speakers pronounce and use the new terms in a particular situation (Soto et al., 2018).

4.2.7.2.2 Grammar. Good control of grammar allows students to speak without fear, in addition, adequate grammar helps the speaker to give a significant message to the listener with correct utterance structure. Soto et al., (2018) argue that grammar teaching support EFL students to enhance oral communication by applying the communicative approach in English classes. They also warn that if students learn enough vocabulary, they have better control of grammatical rules, and they pronounce the words properly. At the same time, the fear of speaking will decrease and will increase the enthusiasm of students about the activities in the classroom, so instructors are essential to help students develop good pronunciation since they correct students' mistakes when necessary.

4.2.7.2.3. Pronunciation. For improving communication skills, both teachers and students need to pay close attention to stress and intonation since the speaker and hearer cannot understand the message if the pronunciation is incorrect (Hamad & Muhammad, 2018). Wang (2014) points out that when a single sound is mispronounced, the listener misunderstands, and varying intonations and stress levels convey whole different meanings. Speaking accuracy suffers dramatically if learners frequently make sounds, stress, and intonation mistakes. Therefore, stress and intonation are crucial in pronunciation because it allows speakers and listeners to catch the message avoiding misunderstanding.

If the pronunciation of the words is appropriate, the listener will be able to understand the message clearly. For that reason, teachers need to do all the necessary implementations in the EFL classroom, for instance, teachers should correct mispronounced words by showing students the proper usage (Soto et al., 2018). Hence, teachers must be aware of the importance of the right pronunciation of the words for giving a meaningful message to listeners. Teachers should also make students repeat the words with the objective that students realize the wrong pronunciation and become aware of the accurate pronunciation. Criollo (2018) warns that there are relevant aspects of pronunciation such as stress, intonation and rhythm.

4.2.7.2.3.1. Stress. A common definition of stress is "the relative emphasis that may be given to certain syllables in a word or certain words in a phrase or sentence." Syllables that are stressed in English are stronger than those that are not. They have a higher pitch and are longer

as well. There are many different categories for different kinds of stress, including main and secondary stress, word stress, and sentence stress (Hamad & Muhammad, 2018). According to Nation and Newton (2020), stress is classified into stress-timed or syllable-timed. The stress is equal distances even when the number of syllables between each stress is not the same. In other words, it describes that some syllables would be said quickly if there were several between two stresses, and some ones would be said slowly if there were few between two stresses. Therefore, the stressed syllables in English sentences are at the same distance from each other, so if there are unstressed syllables between stressed syllables, the unstressed syllables are said quickly.

4.1.7.2.3.2. Intonation. As Hamad and Muhammad (2018) state that in speaking, the complete range of pitch change is referred to as intonation. In intonation, the word stress is also dealt with. To emphasize a point, words are sometimes stressed. Depending on the speaker's intent, a statement can be pronounced in a variety of ways. In addition, intonation explains how the voice rises and falls in speech, so numerous intonation patterns exist such as falling, rising, rise-rise, and rise-fall. First, falling intonation describes how the voices fall on the final stressed syllable of a sentence and phrase. This pattern is common in wh-questions and saying something definite or being clear about saying something. Secondly, rising intonation explains how the voices raise at the end of a group of words, it is also common in yes-no questions. Finally, fall-rise intonation is when the voice falls and then rises. It is used at the end of a sentence when someone wants to say that he/she is not sure about saying something or when someone needs to add something extra.

4.1.7.2.3.3. Rhythm. It is the result of stressed sentences and what occurs to the words and sounds between the stresses. The rhythm produced by the combination of stressed and unstressed syllables is a major feature of spoken English and makes English stress-timed. In stress-timed, there is a similar amount of time between each stress in the sentence. What is more, sentence stress plays an important factor in spoken English since if there is only strong stress had the wrong rhythm, it sounds unnatural and does not help the listener recognize the meaning of the sentence (Darn, n.d.). It means that if the stress is wrong, the rhythm is wrong which is not advantageous for giving a message.

4.2.8. Components Underlying Speaking Effectiveness.

4.2.8.1. Discourse Management. EFL students should build discourse competency through international connections. It is important to apply coherence and cohesion to every discourse, whether it be formal or casual (Derakhshan et al., 2016). These mentioned aspects are relevant to hold good communication, without coherence the message will probably be unclear.

Discourse competency, which is concerned with intersentential interactions, is a skill that EFL students must develop. Furthermore, the principles of cohesion and coherence are applicable in discourse, which can be formal or informal. These cohesion and coherence rules help hold the communication in a meaningful sense. Communication requires the ability to perceive, and process stretches of conversation, and to construct representations of meaning from referents in both previous and subsequent sentences. Effective speakers should therefore develop a broad repertoire of discourse markers and structures to convey thoughts, illustrate temporal links, and show cause, contrast, and emphasis (Richards & Renandya, 2002).

4.2.9. Strategies for Using in EFL Classroom to Improve Speaking Skills

The EFL teacher may introduce role-play activities in the classroom. Role-play is a helpful activity for English language learners to improve their speaking skills. Role-play is the best activity to apply in English classes to enhance the speaking skills of English learners. Teachers should train learners in pairs and give different topics for them to work on in class. Teachers give ten minutes to prepare and then they may ask learners to conclude the task. Teachers should motivate and inspire learners as they prepare for the task since proper motivation and regular encouragement allow learners to perform assigned tasks well and encourage them to pronounce sentences grammatically correct. English classes will be the best platform for ELLs to improve their speaking skills through role-play because learners accomplish roles related to their everyday life situations which are part of the society. Furthermore, speaking skill plays a vital role in EFL learners because it allows them to sustain themselves in this globalized competitive world. Hence, English teachers must implement a variety of strategies in their classroom by choosing the best ones and most useful for creating an interesting and entertaining environment where learners participate in speaking activities pleasantly and improve their oral communication skills successfully (Rao, 2019).

4.2.10. Previous Studies Using the Role-Play to Improve Speaking Skills

An intense search has been carried out on databases and academic journals in order to find investigations about the use of role-play as a strategy for improving speaking skills. Many research studies have been found and cited.

Alzboun et al., (2017) developed a research study named "The Effect of Role Play Strategy on Jordanian EFL Tenth Grade Students' Speaking Skill". It was carried out with EFL tenth-grade students in order to examine the effect of role-play strategy on Jordanian EFL students. To develop this study, the researcher used a pre-test, post-test, and rating scale or rubric which helped to measure the speaking test. The finding result was that role-play has a significant impact on the five components of speaking skills. Finally, this research

concluded that the use of role-play strategy is more effective in developing students' speaking skills than conventional methodology, so the researcher believes that this strategy is effective and useful in improving students' speaking skills. improve performance of EFL students on speaking level, regardless of the poor facilities in the classrooms.

Krebt (2017) carried out an investigation called "The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students" whose objective was to investigate the impact of role-playing as a classroom technique on Iraqi EFL learners' speaking skills since he identified the main problem that many Iraqi EFL college students were facing in speaking skills. Then, the researcher used a pretest and posttest as instruments which were applied to college students around 40. Finally, the finding result was that role-play provides a kind of interesting environment in which students feel comfortable taking in part of activities. To conclude, this researcher displayed that role-play can be suitable for low- and high-level students, helping them speak English and providing them with background information in the form of an indirect experience.

Criollo (2018) carried out a study that comprises the same variables as this research which are role-play and speaking skills. The general objective of this study was to determine the effect of role-playing on English speaking skill development. The methodology consisted of classroom action research, the data was collected through pre-test, post-test, questionnaire, and notebook to write down the most important information during the class observations. After applying those instruments, the researcher found that role-play activities positively impacted the development of students' speaking skills, showing a significant improvement. Based on the research, Criollo recommended being clear about students' levels before applying any lesson and selecting role plays, so teachers might select adequate role plays according to their students.

Khan et al., (2018) carried out research whose name was "The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. It aimed to seek EFL teachers' opinions on the extent to which lack of vocabulary has influence on EFL students' performance in listening, and conversation classes, and in expressing their ideas and feelings, and especially in speaking skill. The participants of the research were college students around 110 EFL learners and 20 EFL teachers and instructors. The researchers identified that most of the students understand the words, but they forget the learned words since they do not use them anymore into context, so the usage of the vocabulary in speaking is the focus of this research study. The data collection included both qualitative and quantitative where the researchers applied questionnaires and interviews with the participants. As a result of this data collection,

the researchers found that vocabulary knowledge shows good proficiency in the four skills of language learning. However, data indicated that both teachers and students had a lack of vocabulary knowledge which the biggest problem in speaking English.

Neupane (2019) developed a research study named "Effectiveness of Role-Play in Improving Speaking Skill". The purpose of this research was to find out the effectiveness of role-play, and it was done with 40 students of a public school in the Luamjung district. The methodology consisted of an observation technique in which the researcher used an observation sheet. The speaking test was carried out through pre-test and post-test. Finally, the findings were that role-play has a significant improvement in speaking skill of the experimental group. The researcher concluded that role-play is an effective strategy for developing students' speaking skills. It can be generalized that role-play improves the students' verbal skills since it provides a positive aspect in the EFL classroom. Therefore, role-play develops students' confidence and creativity; they are motivated to engage in speaking activities. Regular practice of role-play helps learners become fluent in English and develop vocabulary which helps in choosing the right words for interaction using the appropriate words in the situation context.

Wicaksana et al., (2020) developed a research study called "The Effectiveness of Role-Play towards Vocational School Students' Speaking Skill" whose objective was to investigate the effectiveness of using role play toward learning speaking skill. The research method consisted of using speaking tests, field notes and scoring rubrics. The speaking test consist of implementing a pretest and posttest to measure students' speaking skill, and the scoring rubric helped to monitor the students' learning speaking skills. The participants were students of Muhammadiyah Pangkala Bun in Indonesia. The research found that role-play is effective for teaching and learning English, creating a great communicative atmosphere in the classroom. However, the field notes showed that the teacher can lose control over students in preparation since they prefer to use their first language instead of practicing the second one. Time is another challenge that teacher faced because students need more time to relate with the topic. Based on the findings, researchers suggested making a good preparation in terms of instructions, time and speaking rubrics.

Role-play is a good strategy for teachers to enhance students' speaking skills. The main purpose of this study is to identify the effectiveness of the role-play in the speaking skill among Bachillerato students at a Public Institution in Loja city. Recently investigators have examined the effects of role-play in English speaking skills. Despite the positive effects that role-play provides teachers, one previous study claimed that role-play has many challenges

that teachers face in the classroom such as time, and mother language. These challenges for teachers are serious because most of the learners want to use their mother language and the time is not enough for students to familiarize with the topic. For this reason, further research needs to examine the links between role-play and English-speaking skills more closely. The major literature review of this research is based on previous studies about role-play as a good strategy to apply in the classroom to improve speaking skills. Moreover, the literature shows that role-play has different types such as fully scripted, semi-scripted, and non-scripted, but it is crucial to consider that these types must be applied according to the students' levels. Similarly, role-play seems to be a good method to build on speaking skills, the evidence of this statement is found in the recent studies that suggest that role-play can be helpful toward learning speaking skills.

5. Methodology

5.1. Setting and participants

The research was carried out in Loja at a Public Institution. The city of Loja is located at latitude -3.99313 and longitude -79.20422. It is also part of the continent of South America and belongs to Ecuador country.

The population of this study was Bachillerato students. From this population, a group of second-year Bachillerato was selected by convenience sampling, which is defined by Gay et al., (2012) as the search for volunteers and non-volunteers participants or studying available groups just because they exist. In this case, the sample was chosen due to the educational institution's approval.

The sample were 16 students, 10 girls and 6 boys who belong to the second year of Bachillerato at a public institution in the city of Loja in the school year 2022-2023, whose age was between 15 to 18 years old. Moreover, students were at the B1 intermediate level of English proficiency according to the EFL English as a Foreign Language which is aligned with the Common European Framework of References (MINEDUC, 2016). Additionally, it is necessary to emphasize that the participants were given a code of participation to follow the research ethical principles of privacy. Creswell (2012) pointed out that participants who take part in a study have some rights, and the researcher must protect the individual's confidentiality.

5.2 Procedure

5.2.1 Method

The research approach was a **mixed method** since it includes quantitative and qualitative data. Quantitative research studies measurement, and statistics. Quantitative data-gathering methods like surveys, correlational designs, and experiments. Whereas qualitative research needs experience conducting fieldwork so they may understand how to observe people and conduct interviews in a variety of settings (Creswell, 2012). Qualitative data collect descriptive, narrative, visual and non-numeral information to obtain perceptions about the variable under study, it involves observations, and questionnaires. It also comprises six steps such as identifying a research topic, reviewing the literature, selecting participants, gathering, analyzing, and interpreting data and reporting and evaluating the study (Gay et al., 2012). Therefore, this research used a pretest, posttest, questionnaire, and checklist to collect data about the identified problem.

5.2.2. Research Design

Action research is expanding knowledge through interventions that aim to reach desired changes about a problem. Action research involves both researchers and participants (Gunbayi,2020). The action research of this study was based on Gerald Sussman's model (1983), which proposed a sequence of stages such as diagnosing, action planning, acting, and evaluating and reflecting. Gerald's model stages were pivotal to explain how the research process was executed.

5.2.2.1. Diagnosing. This study started by identifying a problem in the English-speaking skills of the target group by applying the pretest. The pretest was elaborated based on the subskills of speaking such as grammar, vocabulary, pronunciation, and fluency. Then, the researcher found out information about the problem by reviewing the literature, which was significant to spot a strategy to enhance speaking skills in the second-year of Bachillerato students. Consequently, the general problem was slipped into two sub-questions which were aligned to identify the impact of the role-play to improve English-speaking skills.

5.2.2.2. Action Planning. The action plan was aligned with the research questions stated in the study and the instruments were designed according to both the features of the participants and the design of the research study. Action planning was developed by using Gagne's theory to develop the lesson plans focused on the three types of role-plays: fully scripted, semi-scripted, and non-scripted to improve speaking skills with the selected group of students. Gagne's theory comprises nine events of instruction design such as gaining learners' attention, making the course objectives clear, stimulating past learning experiences, presenting the learners with the new content, proving guidance, eliciting performance practice, providing feedback, assessing performance, and enhancing retention transfer. Finally, the lesson plans were designed by incorporating the technological material to improve speaking skills and to turn the traditional classes into more dynamic classes.

5.2.2.3. Acting. The researcher intervened by using the lesson plans in the selected group appropriately by taking into consideration the research proposal to handle the main issue of improving speaking skills through role-play. The plan intervention was performed at a public institution in the city of Loja in the second-year of Bachillerato, and it was carried out in face-to-face classes during the school year 2022-2023 around twelve weeks with 6 weekly class periods equal to 40 minutes per lesson. At the beginning of the intervention, the researcher identified the problem to be solved. During the intervention, the lesson plans and checklists were executed. At the end of the intervention, a questionnaire was accomplished to analyze the

students' perceptions, and the posttest was administered to determine the effectiveness of the role-play as a strategy.

The time of the plan of intervention was 40 hours of English language classes, which means that the intervention was completed in twelve weeks, six hours weekly during the school year 2022-2023. Furthermore, the schedule of the intervention within the institution was Monday from 8:30 to 11:40, Tuesday from 12:20 to 12:50, and Friday from 11:40 to 12:20.

5.2.2.4. Evaluating & Reflectin*g*. The research gave students a posttest like a pretest in order to determine the effectiveness of using role-play on improving speaking skills. The researcher could also notice how students cooperated, interacted, and communicated with each other to perform the lesson plan activities, especially the role-play one. The reflecting stage involved the analysis of acquired findings from the intervention plan by interpreting the gathered information in the pretest, posttest, questionnaire, and checklist. The findings were informed by developing conclusions and recommendations that helped both to answer the specific questions stated in the research study and point out if the objectives were reached.

The limitations of the research study were a short time and the level of the English learners, which greatly limited the researchers in developing activities or moving forward with the content.

5.2.3. Data Collection Sources and Techniques

Data collection is the process of gathering, measuring, and analyzing the information obtained information by the instruments to answer the objectives and research questions. First, a speaking test consisted of pretest and post-test to determine the effectiveness of role-play as a strategy in the development of speaking skills to collect quantitative data. Second, the mixed method instrument was a questionnaire because it provided the collection of both open-ended data as qualitative and closed-ended data as quantitative to answer what are the students' perceptions about using role-play as a strategy over speaking skills (Creswell & Creswell, 2018).

The pretest and posttest were elaborated by the researcher generating quantitative data. Applying the pretest, the research could identify the students' problem and review the literature to find out a strategy and to apply it to improve English speaking skills. Then, administering the posttest, the researcher could notice whether the application of the role-play as a strategy was effective. Likewise, to carry out those instruments, a rubric was utilized which was adapted from Cambridge Analytical Scale comprising the following items: vocabulary, grammar, pronunciation, fluency, and discourse management on a scale from 1 to 5 (Gay et al., 2012). Then, the researcher also used the criterion-referenced test because the grading national scale

provided by the Ministry of Education (2016) was utilized to grade both the pretest and posttest out of 10.

The questionnaire was performed to analyze and get information about students' perceptions of role-play as a strategy to improve speaking skills. The questionnaire contained nine closed-ended questions as quantitative data which was necessary to support the concepts of the literature. Similarly, it comprised open-ended questions that allowed the researcher to identify any comments about the usage of role-play as a strategy. Those questions were included in the nine closed-ended ones by adding the word "Why" as an open-ended question to get qualitative data (Creswell & Creswell, 2018). Finally, a checklist was used to support the information in the questionnaire. It served to observe how students perform role-play in the classroom, and their behaviours during one (Creswell, 2012). As a result of this, the researcher was a participant observer because the researcher was directly involved with the learners being the teacher during the intervention plan (Gay et al., 2012).

The checklist contained indicators such as enthusiasm, communication, interaction, collaboration, confidence, and creativity which helped to support the objective about students' perceptions. Similarly, it is significant to emphasize that each indicator provided items. First, the enthusiasm, and communication indicators comprised items like feeling comfortable, fostering the development of the activity, showing interest in the development the role-play, and asking questions and answers about the topic of the lesson. Second, the interaction and collaboration indicators provided items such as interact with each other about the role-play activity in the classroom, asking for clarification before developing role-play, sharing similar experiences and likes, working in groups and pairs, sharing the tasks together without difficulty, and working together to create the role-play activity to achieve the purpose of the lesson. Ultimately, the confidence and creativity indicators furnished elements such as speaking slowly and clearly, making eye contact to feel sure of what he or she is saying, generating ideas on how to create a role-play by themselves, and coming up with ideas about how to do the role-play.

5.3. Data Analysis

In this research study, the researcher used statistic descriptive for processing and analyzing the quantitative data. The data was displayed in tables by using the Microsoft excel program to derive the mean of the pretest and posttest and to get the frequency of the close-ended questions in the questionnaire. Moreover, the researcher used thematic analysis for categorizing and analyzing the qualitative data in which the checklist indicators assisted to support the results in the questionnaire about the usage of role-play over English speaking

skills. That data was gathered based on the students' opinions and perceptions of speaking skills improvement (vocabulary, grammar, discourse management, pronunciation, and interactive communication).

6. Results

6.1. Pretest and Posttest Results

The results obtained in the pretest and posttest allowed the researcher to determine the effectiveness of role-play as a strategy in the development of English speaking skills among Bachillerato students at a Public Institution in Loja city. The data was analyzed by using Microsoft excel program to tabulate gathered information in both pretest and posttest as shown in Annex 4 and Annex 5. The table below illustrates the results of the pretest.

Table 1

Pretest Results on the Speaking Skills Performance of Second-year Bachillerato Students

Grading Scale	V		G		DM		P		IC	
(2/2)	F	%	F	%	F	%	F	%	F	%
Grades (0,40)	13	81.25%	16	100%	16	100%	10	62.5%	14	87.5%
Grades (0,80)	2	12.50%	0	0%	0	0%	2	12.50%	2	12.50%
Grades (1,20)	1	6.25%	0	0%	0	0%	4	25%	0	0%
Grades (1,60)	0	0%	0	0%	0	0%	0	0%	0	0%
Grades (2)	0	0%	0	0%	0	0%	0	0%	0	0%
Total of students	16	100%	16	100%	16	100%	16	100%	16	100%
Means	0.50		0.40		0.40		0.65		0.45	
Total mean (10/10)					2.40/10					

Note: **V**= Vocabulary, **G** = Grammar, **DM** = Discourse Management, **P** = Pronunciation, **IC** = Interactive Communication.

Table 1 presents an overview of the results of the pretest which was administered to the second year of Bachillerato students before the intervention plan to measure the students' speaking skills. To carry out the pretest, a rubric was utilized to grade the speaking skills indicators such as vocabulary, grammar, discourse management, pronunciation, and interactive communication. Then, the national grading scale proposed by the Ministry of Education was used to grade out of 10 and verify whether students reach the grade of 7. Nevertheless, 100% of the students could not reach the required average score of 7/10

As for "vocabulary", most students had a poor and weak range of vocabulary knowledge because they used a limited range of appropriate vocabulary to talk about familiar topics.

Concerning "grammar", students could not reach the learning requirements since they lacked the vocabulary and grammar structure to convey the message clearly and adequately.

In regards to "discourse management", students could not manage the relevance, coherence, and cohesion in their produced responses since those ones were without much sense. Additionally, the students' responses were characterized by short phrases and repeated information.

In relation to "pronunciation", students displayed issues in pronunciation aspects such as stress, intonation and individual words because some answers were given with incorrect stress -e.g. the word complement – students emphasized the stress in the middle or at the end, just some of them gave the correct stress at the beginning of the word.

Finally, regarding to "interactive communication", students' fluency was not smooth as expected since they could not maintain simple exchanges and responses appropriately. However, not all students showed bad results in interactive communication because some students kept the interaction going with frequent hesitation.

To conclude, the lowest grade obtained by the students in the pretest was in both grammar and discourse management (relevance, coherence, and cohesion) with a mean of 0.40/2 (20%). On the other hand, the highest performance was seen in pronunciation obtaining a mean of 0,65/2 (32,5%). Due to the aforementioned, the researcher decided to carry out the intervention plan to improve speaking skills using role-plays as a strategy in second year of Bachillerato students.

Table 2

Posttest Results on the Speaking Skills Performance of Second-year Bachillerato Students

Grading Scale	V		G		DM		P		IC	
(2/2)	F	%	F	%	F	%	F	%	F	%
Grades (0,40)	2	12.5%	10	62.5%	7	43.75%	0	0%	4	25%
Grades (0,80)	8	50%	3	18.75%	5	31.25%	3	18.75%	4	25%
Grades (1,20)	4	25%	2	12.5%	4	25%	4	25%	7	43.75%
Grades (1,60)	2	12.5%	0	0%	0	0%	8	50%	1	6.25%
Grades (2)	0	0%	1	6.25%	0	0%	1	6.25%	0	0%
Total of students	16	100%	16	100%	16	100%	16	100%	16	100%
Means	0.95		0.68		0.73		1.38		0.93	
Total mean (10/10)					4.67/10					

Note: **V**= Vocabulary, **G** = Grammar, **DM** = Discourse Management, **P** = Pronunciation, **IC** = Interactive Communication.

Table 2 provides the results obtained from the posttest analysis after the intervention plan to gather information about speaking skill indicators such as vocabulary, grammar, discourse management, pronunciation, and interactive communication. Likewise, the national grading scale was also manipulated to score students' performance which indicated that

students could not achieve the learning requirements because they did not reach seven out of ten points.

Regarding "vocabulary", students showed a good range of vocabulary since some students did well-describing images using the known vocabulary, and other students were limited to using only keywords that were familiar to the content. In terms of "grammar", students showed sufficient control and appropriacy of simple grammatical structures which allowed them to give a significant message to the listener. However, not all students could master the grammar forms because the utterance was confusing and ambiguous.

In respect to "discourse management", students enhanced the relevance, coherence, and cohesion in the speech by using short phrases and known vocabulary. Despite the difficulty and repetition, students might relate ideas to make them understandable.

In relation to "pronunciation", students could clearly pronounce most of the words in the test. Most of the students were good at pronouncing the stress correctly and acceptable which allowed the researcher to recognize the word easier.

Eventually, in regard to "interactive communication", students could hold a conversation, but they were not smooth. Nevertheless, it was noticeable that most of them boost their fluency despite hesitation since they were thinking about how to make sense of the response.

To sum up, it can be seen that the grammar indicator was the lowest performance obtaining a mean of 0,68/2 (34%). Whereas the highest score obtained by students was in pronunciation with a mean of 1,38/2 (69%). Therefore, the results displayed an improvement in students' speaking performance.

Table 3

Pretest and Posttest Means on the improvement of speaking skills in the second year Bachillerato students

	Pretest	Posttest
Vocabulary (2/2)	0,50 (25%)	0,95 (47.5%)
Grammar (2/2)	0,40 (20%)	0,68 (34%)
Discourse Management (2/2)	0,40 (20%)	0,73 (36.5%)
Pronunciation (2/2)	0,65 (32.5%)	1,38 (69%)
Interactive Communication (2/2)	0,45 (22.5%)	0,93 (46.5%)
Total Means (10/10)	2,40 (24%)	4,67 (46,7%)

Note: Comparison of the Results of the Pretest and Posttest.

Table 3 compares the results gathered from the pretest and posttest. In the pretest, the mean was 2,40/10 (24%) whereas in the posttest was 4,67/10 (46,7%). Those scores are the result of the five speaking skills indicators vocabulary, grammar, discourse management, pronunciation, and interactive communication.

Based on the data presented in Table 3, the results had a significant increase in the average score in the posttest. These results clearly showed an increase in speaking skill indicators. First, students obtained 0,68/2 (34%) and 0,73/2 (36,5%) in grammar and discourse management, which means they increased their initial scores seen in the pretest. Second, students obtained 0,95/2 (47,5%) and 0,93/2 (46,5%) as score in vocabulary and interactive communication. Finally, they obtained 1,38/2 (69%) in pronunciation which is the highest score among all the speaking skills indicators. Overall, these results indicate that the posttest results increased in comparison with the pretest. It means that the usage of role-play as a strategy was effective in the English-speaking skills despite the students could not reach seven out of ten according to the Ecuadorian grading scale.

On the other hand, the results were directly affected by some restrictions during the intervention plan such as the topics were not covered properly due to students' understanding and institutional events, students' level – mother language – students got accustomed to using the native language, the book was advanced for the students' level, the researcher was limited to working with the book, and intervention time.

6.2 Questionnaire Results

Table 4 shows data about the students' perceptions. The purpose of that table is to analyze the students' perceptions of role-play as a strategy to improve speaking skills in Bachillerato level. The researcher was also used a checklist to support the results obtained in the questionnaire.

Table 4

Results of the Questionnaire to Analyze the Students' Perceptions.

Indicators	Yes	%	No	%	Total of students	%
1. Did you enjoy using role-play activities to improve your English-speaking skills?	16	100%	0	0%	16	100%
2. Fully scripted role-play helped to increase your creativity rather than semi-scripted role-play.	13	81,25%	3	11,54%	16	100%
3. Are you satisfied with the obtained learning and developed activities inside the classroom?	16	100%	0	0%	16	100%
4. Do you believe that role-play activities have improved your communication skills among classmates?	15	93,75%	1	6,25%	16	100%
5. Do you consider effective role-play activities such as fully scripted role-play and semi-scripted role-play to practice and improve English speaking skills?	16	100%	0	0%	16	100%

6. Do you consider that using semi-scripted role-play in class is appropriate to increase collaboration among classmates?	16	100%	0	0%	16	100%
7. Do you think that role-play activities increase confidence in speaking? Mention the most relevant type of role-play that helped you to increase your confidence.	16	100%	0	0%	16	100%
8. Do you think the role-play implementation has improved your pronunciation and fluency?	16	100%	0	0%	16	100%
9. Do you think, you have improved your vocabulary and grammar through the application of role-play as a strategy?	15	93,75%	1	6,25%	16	100%

Question 1. Did you enjoy using role-play activities to improve your English-speaking skills?

Based on the checklist items, at the beginning of the intervention, the researcher applied a non-scripted role-play which was not adequate for students. As a result of this, all students struggled from developing it. The activity role-play consisted of doing a non-scripted role-play including the topic of relative pronouns where they needed to use grammar structures, vocabulary, and pronunciation. The non-scripted role-play was directly affected by the lack of vocabulary. However, some of them developed a script with a few words that they have already learnt by using the book as a guide to write some sentences. For those reasons, the fully scripted role-play was more appropriate for students rather than the non-scripted one. Using fully scripted role-play, students were enthusiastic since they already had a guide to follow. Similarly, all students wanted to use the cue cards to participate properly without feeling afraid to make many mistakes. Therefore, the students' enthusiasm was negatively impacted by using non-scripted role play, but at the middle and end of the intervention, the enthusiasm increased by using fully scripted and semi-scripted plays.

However, the students' comments showed that 100% of students enjoyed using role-play activities to enhance their speaking skills because they felt that using role-plays was easier to learn vocabulary and practice pronunciation. Moreover, other students felt that they could improve in groups and pairs through feedback among themselves, which enhanced their creativity and development. Therefore, using role-play as a strategy boosted English-speaking skills allowing students to gain more vocabulary knowledge and feel comfortable pronouncing the words.

Question 2. Fully scripted role-play helped to increase your creativity rather than semi-scripted role-play.

Most of the students (81,25%) mentioned that fully scripted role-play helped them more than semi-scripted role-play because they could clear their minds and awaken their creativity. Based on the checklist, students showed good creativity in organizing their scenarios. For instance, students used the costumes of the characters, and materials to represent the scene. Similarly, they also said that the teacher's support was necessary to perform the activity effectively and to understand what they had to do. 2BD6 commented that through the usage of fully scripted role-play, he/she could interpret and know the characters much better, whereas semi-scripted was more complicated due to the English level and vocabulary.

On the other hand, a few students (11,54%) stated that fully scripted role-play did not help to raise their creativity because it did not let them work creatively and improvise. For that reason, they said that semi-scripted is much better than fully scripted. However, according to the checklist, those students had problems generating ideas about how to create a role-play by themselves, so it was contradictory based on students' responses and the teacher's observation. Therefore, the researcher concluded that fully scripted role-plays were the most suitable for students' creativity since they had poor vocabulary.

Question 3. Are you satisfied with the obtained learning and developed activities inside the classroom?

All students (100%) mentioned that they were satisfied with the learning outcomes because they learnt new words and expanded their English understanding. Besides, they said that the learning was entertaining and useful as the activities were not difficult to accomplish. For example, some of them claimed that they learnt to read considerably better which increased their fluency. At the same time, others mentioned that they improved their English skills with the teacher's strategy and methodology because they enjoyed practicing pronunciation, written and spoken sentences, and the meaning and use of the words. Therefore, students reinforced their previous learning in a funny and interesting way while being encouraged to continue learning the English language, especially in speaking skills.

Question 4. Do you believe that role-play activities have improved your communication skills among classmates?

Based on the students' comments, 93,75% of them agreed that they rocketed their communication skills through socialization, interaction, and participation. In socialization, students needed to tolerate and live with the strengths and weaknesses of each member of the group. Similarly, they shared ideas and opinions by dialoguing about the topic. In interaction, learners improved he pronunciation of the words by applying the feedback among themselves

inside the group. At the same time, students were able to get along with their partners by discussing the characters and setting of the role-play activity. Finally, in participation, students enhanced their vocabulary by becoming involved in fully scripted and semi-scripted role-play activities. Nonetheless, one of the learners (6,25%) commented that the English language needs to be constantly used inside the classroom to know more intriguing words. Thus, interaction, participation and socialization promoted the students' communication skills because they could uplift their connections.

In the checklist, communication and interaction indicators were related to each other since both involved asking and answering questions. First, not all students asked questions about the topic of the lesson at the beginning of the classes, just some of them asked questions for information and extra examples which were answered by the teacher. Most of the questions were about the pronunciation and meaning of the words and grammatical rules. While other questions were focused on the characters. For example, some students asked whether they could choose the character by themselves or whether the teacher selected one for them. The response was "no" since they could choose according to their likes. Similarly, both communication and interaction were teacher-student and student-student because they requested clarifications from the teacher and their classmates before developing role-play. Besides, at the end of the role-play activities talked about their mistakes and how they may improve for the next activity. Even some students interrogated the teacher about pronunciation errors to enhance the next activities.

Question 5. Do you consider effective role-play activities such as fully scripted role-play and semi-scripted role-play to practice and improve English speaking skills?

In relation to the usage of role-play as effective strategy, all students (100%) considered the use of fully scripted and semi-scripted role-plays effective and helpful to improve their English-speaking skills. For instance, one of the participants stressed that role-play was a great ludic technique that assisted in learning the four phases of speaking skills such as grammar, vocabulary, pronunciation, and fluency. While other students emphasized that both types of role-plays helped to enhance pronunciation, reading and writing. Hence, both fully scripted and semi-scripted helped students to learn and practice their pronunciation.

Furthermore, students commented that both role-play activities were entertaining and suitable for increasing the understanding of vocabulary in the cue cards. Notwithstanding, a few students just mentioned that the fully scripted role-play was effective because they already know what to say. To conclude, it is noticeable that fully scripted and semi-scripted role-plays were productive in increasing students' performance in English-speaking skills.

Question 6. Do you consider that using semi-scripted role-play in class is appropriate to increase collaboration among classmates?

Concerning to the usage of semi-scripted role-play to raise collaboration, all students (100%) commented that using semi-scripted role-plays upsurged the comprehension amongst classmates where they were able to join and connect ideas and opinions, foster group work, and create good connections. Similarly, students argued that collaboration was carried out by supporting each other and contributing ideas to create the setting and characters. One participant commented that they became less afraid to speak in public as they were able to practice their fluency by developing role-plays. Therefore, through the students' comments, the researcher concluded that semi-scripted role-play helped them to interact, participate, and collaborate to carry out the activity adequately.

In the checklist, collaboration indicator displayed that most of the role-play activities were developed in groups, and a few of them were worked in pairs. The groups were formed by the teacher with the purpose to join everyone inside the classroom and to help the students who presented more problems than others. Almost all students collaborated to create the role-play successfully and well-prepared. However, a few students did not want to collaborate with their classmates because they were a bit uninterested. Despite that those students collaborated with each other to connect ideas and develop good work, so based on the students' comments and remarks on the checklist, role-plays assisted to raise students' collaboration.

Question 7. Do you think that role-play activities increase confidence in speaking? Mention the most relevant type of role-play that helped you to increase your confidence. (Fully scripted, semi-scripted, and non-scripted)

Many students mentioned that fully scripted role-plays enhanced fluency, making classes fun and helping them to increase their confidence in the pronunciation of the words. Correspondingly, one participant stated that "I preferred using fully scripted play because I already know what to say without worrying whether they were correct or incorrect". Another comment was "fully scripted is easier since semi-scripted was complicated for me". On the other hand, other students claimed that they preferred using semi-scripted because they acted freely. This means that the student could fill in the blank with a character they chose. In addition, students indicated that role-plays increased their confidence since the teacher helped them to pronounce the words. For that reason, students became less afraid to speak in front of the classroom. Therefore, using role-play activities positively impacted students' confidence to use the English language.

Based on the checklist, the results referring to the confidence indicator showed that most of the students spoke slowly because they were afraid to make mistakes. The speech was not clear at the beginning due to pronunciation errors, however, at the end of the intervention the speech continued slowly though the message was already understood. It is crucial to mention that the pronunciation was reinforced by using Online Cambridge Dictionary. Notwithstanding, the students also asked the teacher for the correct pronunciation of the words since they mentioned that they wanted to carry out the activity correctly to avoid their classmates laughing. While others said that they forgot the word pronunciation. On the other side, half of the students looked at the teacher when they spoke to see the teacher's reaction and gestures and get pronunciation feedback.

Question 8. Do you think the role-play implementation has improved your pronunciation and fluency?

Regarding to the role-play implementation to enhance pronunciation and fluency, all students (100%) stressed that they improved their pronunciation and fluency by reading the cue card and immersing in the characters. They also argued that the teacher's support was essential since the teacher corrected pronunciation mistakes through repetition. Moreover, students practiced pronunciation by saying the words aloud. Likewise, one student commented that "I improve fluency by learning new words, pronunciation and grammatical structures and uses".

Question 9. Do you think, you have improved your vocabulary and grammar through the application of role-play as a strategy?

Most of the students agreed that they learnt more vocabulary than grammar through the usage of scripts since they needed to learn the roles. Other students commented that they learned certain words and structures which were unknown. Additionally, one student argued that the repetition of the words helped her/him to improve their vocabulary. While other participants commented that they raised their vocabulary by practicing the writing. One participant (6,25%) claimed that the teacher's explanation helped her/him to learn vocabulary and grammar more than role-plays. Overall, these results indicated that the strategy of role-play is more beneficial in improving vocabulary than grammar.

7. Discussion

The purpose of this study is to identify the impact of role-play in improving the students' speaking skills in the second year of Bachillerato. After the application of the role-play as an innovative strategy, it was possible to gather that the role-play to improve English speaking skills had a positive impact on the proficiency level of EFL learners. It was evident in the posttest since students obtained a high score compared to the pretest. In addition, this section aims to answer the established sub-questions.

The first sub-question is: how effective is role-play as a strategy in the development of English-speaking skills among Bachillerato students? To prove this question, a pretest and posttest were utilized. The pretest and posttest results revealed that there was a moderate change from 2,40/10 to 4,67/10 in speaking improvement by applying role-play as a strategy. This finding corroborated what Criollo (2018) stated that role-play positively impacted students' speaking skills development. Moreover, a pivotal finding in this research was the difference between grammar and pronunciation because grammar did not change much compared to pronunciation which had a considerable growth from 0.65/2 to 1.38/2. That finding differed from Soto et al.,(2018) who indicated that role-play leads students to have more grammar control. Thus, role-play was definitely effective in speaking skills, especially in pronunciation and vocabulary more than grammar and fluency.

The second sub-question answered the students' perceptions about using role-play as a strategy to improve English-speaking skills. Based on the students' perceptions, the findings indicated that students improved more in pronunciation and vocabulary than fluency and grammar because most of them added constantly both pronunciation and vocabulary in their responses. However, some of the learners mentioned that they learnt the grammatical structures and improved their vocabulary through writing the words and fluency by reading the cue card. This finding was in agreement with Neupane's (2019) findings, which showed that role-play develops vocabulary that helps students select the right words. Similarly, this result confirmed the ideas of Soto et al.,(2018), who claimed that role-plays lead students to learn more vocabulary and be more capable of pronouncing words appropriately. Therefore, this showed that role-play was suitable for speaking skills enhancement.

A few students' comments within the questionnaire mentioned that they improved their grammar structures and fluency by implementing role-plays. However, grammar had the lowest score in the posttest, but it had a moderate increase compared to the pretest. Thus, this argument corroborates what Abu-Esba (2021) stated that students unconsciously acquired new

vocabulary and grammar. Notwithstanding, this finding was directly affected by some limitations such as intervention time, students' level and understanding. For that reason, the generalizability of the results is limited by the lack of information in Question 8 and Question 9 inside the questionnaire. Consequently, further research about using role-play as a strategy to improve speaking skills in a control group over a long time is recommended to achieve better results in all four speaking sub-skills (grammar, vocabulary, pronunciation, and fluency).

8. Conclusions

The following section aims to present the conclusions based on the objectives and obtained results.

Role-play was an innovative strategy that helped students to enhance their speaking skills through active and dynamic participation. For that reason, students developed their pronunciation, vocabulary, grammar, discourse management, and interactive communication. Based on the literature review, role-play strategy contributes favorably to the speaking skills improvement. Thus, the application of the role-play as strategy was effective in teaching-learning process to improve students' speaking skills since the administration of the posttest with the five speaking skills indicators changed in comparison with the pretest.

Once the pretest was applied, students had many problems to answer the questions properly. The pretest results displayed that the average scores were low in five indicators of the test (vocabulary, grammar, discourse management, pronunciation, and interactive communication) with an average of 2,40 out of 10. Similarly, the highest performance was 0,65 out of 2 in pronunciation, and the lowest scores were 0,40 out of 2 in grammar and discourse management. On the other hand, once the posttest was administered, students presented a few issues to response the questions. The posttest uplifted moderately in the five indicators (vocabulary, grammar, discourse management, pronunciation, and interactive communication) with an average of 4,67 out of 10. The highest scores were 1,38 out of 2 in pronunciation and 0,95 out of 2 in vocabulary which had a significant change in students. While the lowest average was 0,68 out of 2 in grammar. To sum up, the students improved their speaking skills despite not achieving 7 out of 10 according to the national grading scale.

In the questionnaire, the students' perceptions were positive in relation to role-play as a strategy to enhance speaking skills. All students agreed that role-play activities helped them to improve their speaking skills, particularly in pronunciation and vocabulary by repeating the words. Likewise, some students' comments showed that fully scripted play was the most appropriate for them since this type was considered suitable for low-English beginners. Whilst other students' responses claimed that semi-scripted role-play was interesting and suitable for increasing speaking skills. Finally, role-plays positively impacted students because students considered role-plays as helpful strategies to improve their speaking skills.

9. Recommendations

After having developed all the steps in this research study, the following recommendations are presented.

Role-play must be applied during the teaching-learning process to enhance students' oral skills such as pronunciation, grammar, vocabulary, discourse management, and interactive communication. So, teachers must consider to using the types of role-play activities in the classes. Moreover, it could be a good idea to start introducing the vocabulary at the beginning of the lesson, so students will already be related to the new vocabulary during the role-play activity.

The researcher recommends applying role-play in the classroom because it helped to improve students' vocabulary and pronunciation by using the cue cards and immersing in the roles. Furthermore, the researcher suggests selecting the most appropriate type of role-plays depending on the students' level before implementing role-plays, for example, fully scripted plays are recommended for low-English beginners and semi-scripted plays are suitable for intermediate level.

10.Bibliography

Abu-Esba, T. (2021). *The Use of Role Play in the English Foreign Language Classroom: An Applied Research on Eleventh Grade Students at Dar A1 Salam Secondary School for Girls* (Master's thesis, Hebron University of Palestine) 82.213.57.179

Alabsi, T. (2016). The Effectiveness of Role Play Strategy in Teaching Vocabulary. *Theory and Practice in Language Studies*, *6*(2), 227. https://doi.org/10.17507/tpls.0602.02

Alghamdy, R. (2022). How Do EFL Learners Interact and Learn English Communication Skills during a Role-Play Strategy?. *World Journal of English Language*, *12*(1), 313-313.

Altun, M. (2015). Using role-play activities to develop speaking skills: A case study in the language classroom. *International Journal of Social Sciences & Educational Studies*, *1*(4), 27-33.

Alzboun, B., Smad, O., & Baniabdelrahman, A. (2017). The Effect of Role Play Strategy on Jordanian EFL Tenth Grade Students' Speaking Skill. *Arab World Englishl*, *8*(4), 121–136. https://doi.org/10.24093/awej/vol8no4.8

Bawa, A. (2020). Role-Play. In R. Kimmons & S. Caskurlu (Eds.), *The Students' Guide to Learning Design and Research*. BYU Open Textbook Network. https://open.byu.edu/studentguide/roleplay

Benati, A. (2018). Role Play. *In The TESOL Encyclopedia of English Language Teaching* (pp.1–4). https://doi.org/10.1002/9781118784235.eelt0182

Brown, H. (2003*) Language Assessment: Principles and Classroom Practices*. San Francisco, California.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

Creswell, J., & Creswell, J. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE

Criollo, W. (2018). *Role playing in the English speaking skill development* (Master's thesis, Universidad Técnica de Ambato. Dirección de Posgrado. Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera) repositorio.uta.edu.ec

Darn, S. (n.d.). *Rhythm.* British Council Teaching English. https://n9.cl/5970s

Derakhshan, A., Khalili, A., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies, 6*(2), 177-186. Doi: 10.5539/ells.v6n2p177

Gagné, R., Briggs, L., Wager, W. (1992). *Designing Instruction: The Events of Instruction. Principles of Instructional Design* (4 ed., pp. 3-355). Wadsworth Publishing. ISBN 0-03-034757-2

García, N. (2018). Using Dialogues, Role Plays, Songs, and Poetry in Teaching Speaking. *In The TESOL Encyclopedia of English Language Teaching* (pp. 1–6). https://doi.org/10.1002/9781118784235.eelt0259

Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research Competencies for Analysis and Applications*. Pearson

Gerges, E. (March 4, 2022) *How to Use the 5E Model in Your Science Classroom*. EduTopia. https://n9.cl/4csqi

Gómez, C. (2021). *The impact of communication strategies on learners' accuracy, fluency and vocabulary* (Master's thesis, Universidad de Caldas. Master in English Didactics) https://repositorio.ucaldas.edu.co/

Gunbayi, I. (2020). Action Research as a Mixed Methods Research: Definition, Philosophy, Types, Process, Political and Ethical Issues and Pros and Cons. *Journal of Mixed Methods Studies,* 2, 16-25. Doi: 10.14689/jomes.2020.2.2

Hamad, P., & Muhammad, H. (2018). Teaching Stress and Intonation from Students' Perspective. *Al-Fatih journal*, *14*(74), 1-33.

Harshbarger, R. (2016). *Learning in the 21st Century: A Study Addressing Educational Trends and Implications* (Doctoral Dissertation, University of Central Florida. Degree of Doctor of Education in the College of Education and Human Performance) https://library.ucf.edu/

Khan, R., Radzuan, N., Shahbaz, M., Ibrahim, A., & Mustafa, G. (2018). The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners. *Arab World English Journal*, *9*(1), 406–418. https://doi.org/10.24093/awej/vol9no1.28

Krebt, D. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of language Teaching and Research*, *8*(5), 863-870. DOI: http://dx.doi.org/10.17507/jltr.0805.04

Kurniati, A., Eliwarti, E., & Novitri, N. (2015). *A study on the speaking ability of the second year students of SMK Telkom Pekanbaru* (Doctoral dissertation, Riau University).

Manurung, K. (2015). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. *Procedia-Social and Behavioral Sciences*, *176*, 44-51. Doi: 10.1016/j.sbspro.2015.01.442

Ministry of Education. (2016). English as a Foreign Language https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf

Ministry of Education. (2016). Instructivo para la aplicación de la evaluación estudiantil. Ministerio de Educación. https://educacion.gob.ec/wp-content/uploads/downloads/2016/07/Instructivo-para-la-aplicacion-de-la-evaluacion-estudiantil.pdf.

Neupane, B. (2019). Effectiveness of role play in improving speaking skill. *Journal of NELTA Gandaki*, *1*, 11-18. https://doi.org/10.3126/jong.v1i0.24454

Newton, J., Nation, I. (2020). Pronunciation. *Teaching ESL/EFL Listening and Speaking*. (2 ed., p. 294). Routledge. DOI: 9780429203114

Ngussa, M. (2014). Gagne's Nine Events if Instruction in Teaching-Learning Transaction: Evaluation of Teachers by High School Students in Musoma – Tanzania. *International Journal of Education and Research, 2* (7), 189 -206. ISSN: 2201-674

Rao, P. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, *2*(2), 6-18.

Soto, S., Palacios, E., & Holguín, J. (2018). *Beyond Paper-and-Pencil Tests: Good Assessment Practices for EFL Classes*. Editorial UTMACH.

Susman, G. (1983) Action Research: A Sociotechnical Systems Perspective. In: Morgan, G., Ed., Beyond Method: Strategies for Social Research, Sage, Newbury Park, 95-113.

Vigeant, F. (March 14, 2017) *What is the 5E Instructional Model?*. KnowAtom's Blog. https://n9.cl/agynl

Wang, Z. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. *English language teaching, 7*(2), 110-118. http://dx.doi.org/10.5539/elt.v7n2p110

Wicaksana, B., & Fitriani, E. (2020). THE EFFECTIVENESS OF ROLE-PLAY TOWARDS VOCATIONAL SCHOOL STUDENTS'SPEAKING SKILL. *Journey: Journal of English Language and Pedagogy*, *3*(2), 74-80. https://doi.org/10.33503/journey.v3i2.1081

Yusuf, K., & Setyamardani, F. (2020). Engaging Students 'Speaking Skill Using Role Play in Junior High School. *Linguistic, English Education and Art (LEEA) Journal*, *3*(2), 327-339. https://doi.org/10.31539/leea.v3i2.1150

11.Annexes

Annexe 1. Pretest and Posttest

<table>
<tr><td>[UNL Logo] Universidad Nacional de Loja</td><td>**FACULTAD DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**
DEPARMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS</td></tr>
</table>

Pretest and Posttest

Date:_____

Participant code:_____ **Course:** _____

Note: This test is confidential, please answer the questions without worrying.

Speaking Test – Level Intermediate B1

Part 1: Vocabulary (2 points): Describe the images below saying a brief definition with your own words.

Part 2: Grammar (2 points):

2.1 Answer the following questions using the past simple and past perfect simple.

Had you ever visited a guidance counsellor?

Did you know that a psychiatrist treats mental disorders?

2.2 Use the verbs mentioned below to make a sentence. Remember that the verb turns into a noun. (Gerunds as nouns). Example: Being a phycologist must be hard (verb be)

Work   -   Act

Part 3: Discourse Management (2 points): Describe the three or four jobs. For example Secretary is someone who works in an office, writes letters and makes phone calls…

Part 4: Pronunciation(2 points): Read the following words.

Favor	Treat	Technician	Psychiatrist
Compliment	Simulation engineer	Trust	Zookeeper

Part 5: Interactive Communication (Fluency) (2 points):

Introduction: The teacher asks students some questions and students must answer. It allows the teacher to know the fluency of each student.

Personal Information: Questions and Answers.

Annexe 2. Rating scale

ASSESSMENT RUBRIC

Rubric Adapted from Cambridge Analytical Scale

SCORE LEVEL B1 EACH ITEM 0,40 (2/2)	1 (0,40) Poor	2 (0,80) Weak	3 (1,20) Good	4 (1,60) Very Good	5 (2) Excellent
Vocabulary Range	Uses a limited range of appropriate vocabulary to talk about familiar topics.		Uses a range of appropriate vocabulary when talking about familiar topics.		Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
Grammar Control Appropriacy	Show sufficient control of simple grammatical forms.		Shows a good degree of control of simple grammatical forms.		Shows a good degree of control of simple grammatical forms and attempts some complex grammatical forms.
Discourse Management Relevance Coherence/ Cohesion	Produces responses which are not extended and relevant by using short phrases. Repeats information or digresses from the topic.	PERFORMANCE SHARES FEATURES OF 1 AND 3	Produces responses which are extended beyond short phrases. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	PERFORMANCE SHARES FEATURES OF 3 AND 5	Produces extended stretches of language. Contributions are relevant despite some repetition. Uses a range of cohesive devices.
Pronunciation Intonation Stress Individual words	It is mostly intelligible, despite limited control of phonological features.		It is mostly intelligible and has some control of phonological features at both utterance and word levels		Is intelligible. Intonation is appropriate. Sentence and word stress are generally accurately placed. Individual sounds are articulated clearly.
Interactive Communication Fluency	Maintains simple exchanges, despite some difficulty and frequent hesitation by using short phrases. Requires prompting and support.		Initiates and responds appropriately with short phrases and repeated words despite some hesitation. Keeps the interaction going with very little prompting and support.		Initiates and responds appropriately and smoothly. Maintains and develops interaction with very little support.

Source: Cambridge Assessment English (2020) Handbook for teachers for exams from 2020. *Cambridge English Qualifications*. https://n9.cl/39iuv

Annexe 3. Grading National Scale

FACULTAD DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
DEPARMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

Ecuadorian Grading Scale

Note: This grading scale was used to score the pretest and posttest results in order to know whether students of second-year of Bachillerato achieve the seven out of ten, which means that students reach the learning requirements.

Escala cualitativa	Escala cuantitativa
Domina los aprendizajes requeridos.	9,00-10,00
Alcanza los aprendizajes requeridos.	7,00-8,99
Está próximo a alcanzar los aprendizajes requeridos.	4,01-6,99
No alcanza los aprendizajes requeridos.	≤ 4

Annexe 4. Data Tabulation of Pretest

Data Tabulation of Pretest Results on the Speaking Skills Performance of Second-year

Code Participant	V 2/2	G 2/2	DM 2/2	P 2/2	IC 2/2	Score 10/10
2BD1	0,80	0,40	0,40	1,20	0,40	3,20
2BD2	0,40	0,40	0,40	0,40	0,40	2,00
2BD3	0,40	0,40	0,40	0,40	0,80	2,40
2BD4	0,40	0,40	0,40	0,40	0,40	2,00
2BD5	0,40	0,40	0,40	1,20	0,40	2,80
2BD6	1,20	0,40	0,40	1,20	0,40	3,60
2BD7	0,80	0,40	0,40	0,40	0,40	2,40
2BD8	0,40	0,40	0,40	0,40	0,40	2,00
2BD9	0,40	0,40	0,40	0,40	0,40	2,00
2BD11	0,40	0,40	0,40	0,40	0,40	2,00
2BD12	0,40	0,40	0,40	0,40	0,40	2,00
2BD13	0,40	0,40	0,40	0,40	0,40	2,00
2BD14	0,40	0,40	0,40	0,80	0,40	2,40
2BD15	0,40	0,40	0,40	1,20	0,40	2,80
2BD16	0,40	0,40	0,40	0,80	0,40	2,40
2BD17	0,40	0,40	0,40	0,40	0,80	2,40
Mean	**0,50**	**0,40**	**0,40**	**0,65**	**0,45**	**2,40**

Note: **V**= Vocabulary**, G**=Grammar, **DM**=Discourse Management, **P**=Pronunciation, **IC**=Interactive Communication, **2B**=Second-year of Bachillerato, **D1**= Student code by list and course.

Annexe 5. Data Tabulation of Posttest

Data Collection of Results of the Posttest on the Speaking Skills Performance of Second-year

Code Participant	V 2/2	G 2/2	DM 2/2	P 2/2	IC 2/2	Score 10/10
2BD1	0,80	1,20	0,80	1,60	1,20	5,60
2BD2	0,80	0,40	0,40	1,20	0,80	3,60
2BD3	0,80	0,40	0,80	1,60	0,80	4,40
2BD4	0,80	0,40	0,40	0,80	0,40	2,80
2BD5	0,40	0,40	0,80	1,60	0,40	3,60
2BD6	1,60	2,00	1,20	2,00	1,20	8,00
2BD7	1,20	0,40	0,40	0,80	0,40	3,20
2BD8	1,60	1,20	0,80	1,20	0,80	5,60
2BD9	1,20	0,80	1,20	1,20	1,20	5,60
2BD11	0,40	0,40	0,40	0,80	0,40	2,40
2BD12	0,80	0,40	1,20	1,60	1,20	5,20
2BD13	0,80	0,40	0,40	1,60	1,20	4,40
2BD14	0,80	0,80	0,80	1,60	1,00	5,00
2BD15	1,20	0,80	1,20	1,60	1,60	6,40
2BD16	1,20	0,40	0,40	1,20	1,20	4,40
2BD17	0,80	0,40	0,40	1,60	0,80	4,00
Mean	**0,95**	**0,68**	**0,73**	**1,38**	**0,93**	**4,67**

Note: **V**= Vocabulary, **G**=Grammar, **DM**=Discourse Management, **P**=Pronunciation, **IC**=Interactive Communication, **2B**=Second-year of Bachillerato, **D1**=Student code by list and course.

FACULTAD DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
DEPARMENT OF PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

Student's Questionnaire

Participant Code: _____ **Date:** _____ **Course:**_____

Level: B1 intermediate

Note: This test is confidential, please answer the questions honestly.

Instruction: The purpose of this instrument is to obtain information about students' perceptions of the application of role-playing as a strategy for improving English speaking skills. Through this instrument, the researcher will know whether personal skills increase, and the effectiveness of the independent variable (role-play) on the dependent variable (speaking skill).

Mark X according to your scale and explain why according to your selection.

1. **Did you enjoy using role-play activities to improve your English-speaking skills?**

   Yes [ ]   No [ ]

   ¿Why? _____

2. **Fully scripted role-play helped to increase your creativity rather than semi-scripted role-play.**

   Yes [ ]   No [ ]

   ¿Why? _____

3. **Are you satisfied with the obtained learning and developed activities inside the classroom?**

   Yes [ ]   No [ ]

   ¿Why? _____

4. **Do you believe that role-play activities have improved your communication skills among classmates?**

   Yes [ ]   No [ ]

   ¿Why? _____

   _____

5. Do you consider effective role-play activities such as fully scripted role-play and semi-scripted role-play to practice and improve English speaking skills?

Yes [   ]   No [   ]

¿Why? _____

_____

6. Do you consider that using semi-scripted role-play in class is appropriate to increase collaboration among classmates?

Yes [   ]   No [   ]

¿Why? _____

7. Do you think that role-play activities increase confidence in speaking? Mention the most relevant type of role-play that helped you to increase your confidence (fully scripted, semi-scripted, non-scripted).

Yes [   ]   No [   ]

¿Why? _____

8. Do you think the role-play implementation has improved your pronunciation and fluency?

Yes [   ]   No [   ]

¿Why? _____

9. Do you think, you have improved your vocabulary and grammar through the application of role-play?

Yes [   ]   No [   ]

¿Why? _____

Annexe 7. Observation Guide

**FACULTAD DE EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
DEPARMENT OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Checklist for Role-Play Activity

Instruction: This checklist is necessary to corroborate the questionnaire results.

Indicator	Item	Yes	No	Remarks
Enthusiasm	-Feel comfortable.			TOPIC:
	-Foster the development of the activity			
	- Show interest in the development of the role-play.			
Communication	-Ask questions and answers about the topic of the lesson			
Interaction	-Interact each other about the role-play activity in the classroom.			
	-Ask for clarification before developing role-play.			
	-Sharing similar experiences and likes.			

Collaboration	-Working in groups and pairs.			
	-Students share the task together without difficulty.			
	-Work together to create the role-play activity to achieve the purpose of the lesson.			
Confidence	-Speak slowly and clearly.			
	- Make eye contact and feel sure of what he/she is saying.			
Creativity	-Students generate ideas on how to create a role-play by themselves.			
	-Students come up with ideas about how to do the role-play.			

Annexe 8. Matrix

THEME:	Role- play and Improving Speaking Skills among Bachillerato Students at a Public Institution in Loja city. School year 2022 – 2023. (Revisada)			
GENERAL PROBLEM	**OBJECTIVES**	**CATEGORIES THEORETICAL FRAME**	**INSTRUMENTS**	**INDICATORS**
How does role- play impact speaking skills improvement among Bachillerato students at a Public Institution in Loja city. School year 2022-2023?	To identify the impact of the role-play to improve in the speaking skills among Bachillerato students at a Public Institution in Loja city. School year 2022-2023.	*VARIABLE 1* Role play (Independent) *VARIABLE 2* Speaking skill (dependent)	Methodology (mixed) Action research (exploratory-descriptive) Quantitative data - Pre-test - Post-test - Questionnaire Qualitative data - Checklist - Questionnaire	**Gagne's nine events:** **Preparation.** 1. Gain the learner's attention. 2. Make the course objectives clear. 3. Stimulate past learning experiences. **Instruction and Practice.** 4. Present the learners with the new content. 5. Provide guidance. 6. elicit performance practice 7. Provide feedback **Assessment and Transfer**. 8. assess performance, 9. Enhance retention transfer.
SUBPROBLEMS	**SPECIFIC OBJECTIVES**	**THEORETICAL FRAMEWORK**		

		INDEPENDENT VARIABLE	Testing	SUBSKILLS OF SPEAKING
How effective is role-play as a strategy in the development of English speaking skills among Bachillerato students at a Public Institution in Loja city?	To determine the effectiveness of role-play as a strategy in the development of English speaking skills among Bachillerato students at a Public Institution in Loja city.	• **5.1. Role-Play** • *5.1.1. What is Role-Play?* • **5.2. Benefits of using Role-Play in EFL classroom** • **5.3. The importance of using Role-Play in the EFL classroom** • **5.4. Advantages of Role-play in the EFL Classroom** • *5.4.1. Role-Play is a Form of Active Learning* • *5.4.2. Role-Play Improves Vocabulary and Grammar* • *5.4.3. Role-Play Boots Self-Confidence* • **5.5. Pedagogical Implications of using Role-Play** • *5.5.1. Role of the Teacher* • *5.5.2. Role of the student* • **5.6. Personal Skills that involve Role-Play** • *5.6.1. Communication* • *5.6.2. Collaboration* • *5.6.3. Critical thinking* • *5.6.4. Creative thinking* • **5.7. Principles of Role-Play** • **5.8. Types of Role-Play** • *5.8.1. Closed Role-Play* • *5.8.2. Open Role-Play* • *5.8.3. Fully scripted* • *5.8.4. Semi-scripted* • *5.8.5. Non-scripted* • **5.9. Components of Role-Play** • **5.10. Instruction Approaches for Creating a Lesson to Apply Role-Play**	• Pre-test • Post-test Rating scale (rubric) Observation • Checklist Survey • Questionnaire	-fluency (interactive communication) -use of vocabulary -correct pronunciation -accurate grammar - Discourse Management (relevance, coherence and cohesion) ROLE-PLAY -enthusiasm -interaction -collaboration -confidence -degree of communication -creativity students' perceptions. likes interests benefits imagination
What are the students' perceptions of role-play as a successful strategy to improve their speaking skills in Bachillerato level?	To analyze the students' perceptions of role-play as a strategy to improve their speaking skills in Bachillerato level.			

		5.10.1 The 5E Learning Cycle Model for Exploring Life *5.10.2. Gagne`s nine Events of Instruction Design* **5.10.2.1. Gaining learners' attention.** **5.10.2.2. Informing the students of the objectives** **5.10.2.3. Stimulating recall of prior learning** **5.10.2.4. Presenting the stimulus** **5.10.2.5. Providing learning guidance** **5.10.2.6. Eliciting performance** **5.10.2.7. Providing Feedback** **5.10.2.8. Assessing Performance** **5.10.2.9. Enhancing Retention and Transfer** **DEPENDENT VARIABLE** **5.11. English Speaking Skills** *5.11.1 What is Speaking?* **5.12. Why do you teach Speaking Skills in EFL classrooms?** **5.13. How to develop Speaking Skills among the EFL students** **5.14. Importance of Speaking Skills** **5.15. Types of Speaking skills** **5.16. The Subskills of English Speaking.** *5.16.1. Fluency* *5.16.2. Accuracy* **5.16.2.1. Vocabulary.** **5.16.2.2. Grammar.** **5.16.2.3. Pronunciation.**		

		- **5.16.2.3.1. Stress.** - **5.16.2.3.2. Intonation.** - **5.16.2.3.3. Rhythm.** - **5.17. Components Underlying Speaking Effectiveness** - **5.18. Strategies for Using in EFL Classroom to Improve Speaking Skills** - **5.19. Previous Studies Using the Role-Play to Improve Speaking gSkills**		

Lesson plan 2	
Class: Second-year high school	School year: 2022 -2023
Nª students: 16	Topic: Relative Pronouns
Language level: B1.1	Type of institution: Public
Date: Wednesday, November 9th, 2022 / Thursday, November 10th, 2022. Schedule: 12h20 – 13h00 / 12h20 – 13h00. Nª of periods: 2	Pre-service teacher: Mayra Rivera
Strategy: Role-Play Type: Non-scripted Role-Play	Speaking focus: grammar, pronunciation, and vocabulary. Type of speaking: Interactive Speaking
Materials	**Lesson Objectives**
Video Flashcards Whiteboard Worksheet (song)	At the end of the lesson, students will be able to ask and answer questions and make sentences about things, people, and places by using relative pronouns.

Warm-up and Objective Discussion

Show students a phrase where they must identify the sentence in which the relative pronoun is. Tell them that the purpose of the phrase is to recognize the relative pronoun, and explain that at the end of the week, they will be able to use and recognize relative pronouns to ask and answer questions and write sentences. Tell them they need to do a role-play activity using what they are learning.

MONSTER

I'm friends with Monster that's under my bed.

Get along with the voices inside of my head.

You're trying to save me, stop holding your breath

And you think I'm crazy, yeah, you think I'm crazy.

Instruct and Model

Instruct

First, show a brief video about relative pronouns. The video displays the necessary information.

After the video, show flashcards of relative pronouns from the video as a visual prompt to keep in mind the meaning, pronunciation, and usage.

Then, explain using the whiteboard and mark the use of each pronoun. For example: Who - refers to people - The girl who lives in front of my house makes a lot of noise.

Finally, give students a list of verbs and explain to them they must learn at least five verbs for each class when we have one hour. Also, let them know that when we have one period, we will work on grammar.

Model

Show the flashcards about the topic and make some sentences using the relative pronouns. Then, ask them to think about why I cannot use all the relative pronouns for the same purpose. Next, ask them to say if the sentences or questions that the teacher mentions are using the wrong and right relative pronoun.

Highlight the importance of using relative pronouns appropriately to ask and answer questions and sentences. Also, it is going to help students to be well-prepared to do the next guided practice.

(Resources: YouTube video link:
https://www.youtube.com/watch?v=cpIoNMAtA_g&ab_channel=NUITEQSnowflakeEducationalK-12Content
https://www.youtube.com/watch?v=7AfKYUwlClo&ab_channel=EnglishAnimated

Guided Practice

Ask students to open the book and explain to them that we are going to work together to develop the first and second activities in the book. For example, I like people **tha**t/which like to go out.

Exercise 3: Choose the correct pronoun in each sentence.

1. I like people **that** /which like to go out.
2. I like guys **who**/they make me laugh.
3. I like to hang out with people **that**/like understand me.
4. I´d prefer a girlfriend that/**who** I can share personal stuff with.
5. I´d prefer a friend who/**that** I can trust and talk to.
6. I´d prefer a roommate who/**that** I can cook with.

Less guided activities
Group work. Without material and the books close, students have to remember and write their own sentences or questions by using relative pronouns. They will have five minutes to write.
Once time is over, they have to say the sentence that they wrote.

Independent Practice

Group work. Students must develop a role-play using relative pronouns. This role-play consists of using different expressions that they consider useful since the activity is about non-scripted role-play. Students can use the same sentences and questions that they wrote before doing the less guided

activities. The scenario can be any according to the student's interests and likes.

Assessment

Pair work: Students need to complete the next activity about relative pronouns and tell the teacher the usage of each one with the correct pronunciation.

RELATIVE PRONOUNS

READ AND COMPLETE EACH SENTENCE WITH THE CORRECT RELATIVE PRONOUN: WHO - WHOSE - WHICH - WHERE

1-A student is a person _____ learns new things at school.

2-The gym is a place _____ you can go to work out and get fit.

3-Rodrigo is one of the students _____ did not come to class today.

4-That is the girl _____ comes from Spain.

5-A ruler is an object _____ is used to measure things.

6-Tom is the boy _____ dog ran away.

7-The library is a place _____ you can check out books.

8-A teacher is a person _____ helps students to learn.

9-The movie is about a dog _____ owner gets lost in the mountains.

10-She is the girl _____ parents won the lottery.

Loja, November 9th, 2022

……………………………..
In-service Teacher: Bertila Rios

…………………………………………..   …………………………………………………
Pre-service Teacher: Mayra Rivera   Academic Tutor: Miriam Troya Sánchez

Lesson plan 5	
Class: Second-year high school	School year: 2022 -2023
Nª students: 16	Topic: It clauses + Adverbial Clauses with when
Language level: B1.1	Type of institution: Public
Date: Monday to Friday, November 21 - 25, 2022 Schedule Monday: 2 "E": 8h30 a 9H50 - 2 "D" 10H20 a 11H40 Schedule Tuesday: 12h20 a 12h50 Schedule Friday: 11h40 a 12h20	Pre-service teacher: Mayra Rivera
Strategy: Fully Scripted Role-Play	Type of Speaking: Interactive Subskills of Speaking: Grammar, pronunciation, fluency and vocabulary

Materials	Lesson Objectives
Worksheet Cue cards Checklist Internet Computer Speaker Projector Rubric (Cambridge Rating Scale)	At the end of the lesson, students will be able to answer questions and make sentences about people and places by using the adverbial clause with when. At the end of the lesson, students will be to pronounce at least five words correctly by using the Cambridge Dictionary Online to learn the right pronunciation.

Warm-up and Objective Discussion

Show students an example of a "row of leaders" with some students where they say a sentence using a verb and the previous lesson's adverbial clauses. Tell them the purpose of the activity is to reinforce the previous topic and join it with the verbs that they had to study at least five verbs, so they can see what they are going to learn and the importance of the verbs. It is important to mention that this activity is like a game.

1.- The example was shown with voluntary students. So, the teacher asks for the participation of eight students.

2. Teacher explains that it consists of saying the verb in a context using a sentence, and students have to say the sentence quickly. The students who say faster win, and others lose.

3. This dynamic is in groups, which means that there are two rows of students, but one by one participates in the group.

4. If one student wins, he or she continues in the row of leaders. If the other student loses in the following group, he or she has a seat and continues with the next classmate in her or his group. Each row comprises four students.

Instruct and Model
Instruct

First, explain to students "what is an adverbial clause?" For example, it is a dependent clause that modifies the main verb in the independent clause. Then, explain to them the difference between dependent and independent clauses by using a power point presentation.

Second, explain to students that there are four types of Adverbial Clauses but now they will learn one by using when. Say to them that adverbial clauses modify the main verb of the independent clause by answering questions with when. Example: You may have dessert when you finish your dinner.

Third, give some tips on how to recognize the adverbial clauses: 1 (it starts with a subordinating conjunction) 2 (Modify verbs) 3 (when it comes before the subject must be separated from the rest of the sentence by using a comma). It is explained by showing a power presentation as well.

Fourth, show students a video about "it + adverbial clauses with when".

Last, say to them that at the end of the lesson, they must choose one piece of paper which will be into a box. Explain to them that the box contains the five verbs that they should study.

Resource link: https://www.albert.io/blog/adverbial-clauses/#:~:text=An%20adverbial%20clause%20is%20a,be%20late%20to%20my%20appointment.
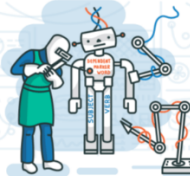

The Basics of Adverbial Clauses

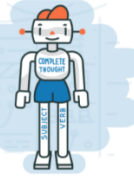Phrases may contain a subject or a verb, but do not contain both.

A dependent clause has a subject and a verb.

An independent clause has a subject and a verb.
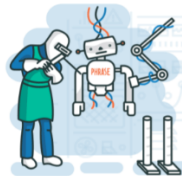
They *cannot* stand on their own.

It *cannot* stand on its own.

It *can* stand on its own.

What is an Adverbial Clause?

An **adverbial clause** is a dependent clause that modifies the main verb in the independent clause. **Adverbial clauses** always start with a subordinating conjunction and must connect to an independent clause to make sense.

For example:

- Even if I take the train, I still might be late to my appointment.

In the example above, the **adverbial clause** *even if I take the train* modifies the verb phrase, might *be late* by answering the question, "*how?*".

What are the Four Types of Adverbial Clauses?

Resource video: Link
https://www.youtube.com/watch?v=MEj1HRpsNRg&ab_channel=calenglishschool

Clauses with "it" + Adverbial Clauses with "when"

Model

Show students examples of using adverbial clauses + when. Then, ask them to think about one sentence using what they have already learnt.

Example 1: When I was a child (Dependent clause) + use comma (,) I used to play soccer in the park (Independent clause) - When I was a child, I used to play soccer in the park.

When we change the order of the clauses, we do not use a comma. I used to play soccer in the park when I was child.

Examples: 2 When children are playing, it makes me happy. - It makes me happy when children are playing.

Highlight the importance of learning the adverbial clauses to ask questions and make sentences.

Guided Practice

Ask students to pronounce the sentences and phrases in the cue cards. Pronounce them one by one. Then, the teacher helps with the pronunciation to students and they must repeat the pronunciation, so they can work effectively without being afraid of making many mistakes in the pronunciation of the words. Also, the teacher repeats the pronunciation of individual words that they show difficulty.
Less guided activities
GROUP WORK: Tell them they must join in the groups of four and repeat and practice their pronunciation, and meaning of the cue cards before starting the role-play.
Once time is over, each one must be prepared for the next activity which is independent practice.

Independent Practice

GROUP WORKk: Students must develop a scripted role-play by using the adverbial clauses with when. This role-play consists if using the phrases and expressions in the cue cards given by the teacher. Students will have five minutes to organize, and they will have five minutes to develop the fully scripted role-play.

The teacher explains the activity to students and gives instructions to develop the fully scripted role play. Students work in groups to organize the roles for each one because it depends on students how they organize the roles and settings. Before starting the role plya, students must practice their

pronunciation in each group.

STUDENTS' ROLE CARDS

STUDENT A: You are a soccer player who has injured his right leg, so you go to the hospital.

STUDENT B: You are the player's mother/father, and you go with him to the hospital. You explain to the Doctor that your son/daughter's right leg severe.

STUDENT C: You are the doctor and ask the player how the accident happened.

ROLE PLAY CUE CARDS

Good morning, Doctor. My son/daughter the right leg is severe.	But, he liked to play.
May you can revise him?	Can you help hi, with his leg?
Yes, I can.	I feel good when people enjoy watching the match.
What do you do?	It makes me happy when my mom goes with me.
I'm a soccer player.	Well, I can help.
How many times do you play in the week?	I hope your right leg will be fine for around two weeks.
Seven times a week.	
It bothers me when patients never care for their bodies.	Really. thanks for helping my boy.
	I really appreciate it when doctors help patients.

Assessment

INDIVIDUAL WORK: Students must complete a worksheet into the classroom about "it + adverbial clauses with when".
We use the Cambridge Dictionary on Internet to practice the mistakes in pronunciation in sentences that students created during the dynamic game. This website is also used to practice the mistakes in pronunciation in role play activity as feedback for students.

Loja, November 21st, 2022

………………………………..
In service Teacher: Bertila Rios

…………………………………………..   …………………………………………………
Pre-service Teacher: Mayra Rivera   Academic Tutor: Miriam Troya Sánchez

<table>
<tr><td colspan="2" align="center">**Lesson plan 10**</td></tr>
<tr><td>Class: Second-year high school</td><td>School year: 2022 -2023</td></tr>
<tr><td>Nª students: 16</td><td>Topic: Asking for favours.</td></tr>
<tr><td>Language level: B1.1</td><td>Type of institution: Public</td></tr>
<tr><td>Date: Monday to Friday January 16 - 20, 2023. Schedule: 8h30 to 9h50 / 10h20 to 11h40

Nª of periods: 4</td><td>Pre-service teacher: Mayra Rivera</td></tr>
<tr><td>Strategy: Semi-Scripted Role-Play</td><td>Type of Speaking: Interactive
Subskills of Speaking: pronunciation, fluency and vocabulary</td></tr>
<tr><td>**Materials**</td><td>**Lesson Objectives**</td></tr>
<tr><td>Book I KNOW
 Canva.
Digital images
Cambridge Dictionary Online
Cue Card
Rubric (Cambridge Rating Scale)
Checklist</td><td>After watching the canva presentation. students will be able to ask and talk about favours at the end of the lesson.</td></tr>
<tr><td colspan="2">**Warm-up and Objective Discussion**</td></tr>
<tr><td colspan="2"> Show students an example of how they must develop froggy Jumps in Educaplay. Say to them that together we are going to perform the Froggy Jumps. Explain to them that the activity is about selecting the correct item about jobs, comparative adjectives, and asking a favour. They need to answer 9 repetitive questions. Also, tell them that the purpose of the warm-up is to relate them to the past topics about jobs, and comparative adjectives with the new one about asking a favour vocabulary. Students will activate their prior knowledge of some learnt jobs and adjectives.

Finally, tell them that the objective of the lesson is that they can use vocabulary about asking for a favour at the end of the lesson by watching the canva presentation.

</td></tr>
<tr><td colspan="2" align="center">**Instruct and Model**</td></tr>
<tr><td colspan="2">**Instruct**</td></tr>
</table>

First, teach the vocabulary of the lesson by splitting it into categories. The categories are verbs, and nouns. Example: interesting, hard, make employees, and so on

Second, teach them the correct pronunciation of the words in the presentation by using the Cambridge Dictionary.

Model

Show students digital images related to the previous topics like jobs, and others related to the new one. Give them some examples about asking a favour using digital images and vocabulary. Example:

 Please, babysit my kids. Here, I am asking for a favour by using the word "please" and the vocabulary " babysit" Next, remember the pronunciation of the words. Finally, the teacher tells them that it is time to develop the guided practice.

Guided Practice

INDIVIDUAL WORK: Ask students to think about sentences or questions using the digital images, and the vocabulary of the lesson with the correct pronunciation. Then, ask them to say aloud the example that they thought with the purpose to identify the pronunciation mistakes and give them feedback. Show them the correct stress in the words by using Cambridge Dictionary. Also, ask them to read aloud the meaning of some words in the vocabulary to identify the speed of the reading (fluency).

Less guided activities
GROUP WORK: Tell them they must join in groups of three to perform the activities in the book related to the topic. Exercises 1,2,3. Ask them to repeat and practice the pronunciation of the vocabulary in the exercises. Tell them that some vocabulary will appear in the semi-scripted role-play that they must develop in the assessment activity.

VOCABULARY

Exercise 1.Vocabulary: Match the words with the corresponding definitions:

1. groceries c   a. to buy or pay for something for another person
2. move e   b. Give somepne a ride.
3. pick up b   c. Food and other items you buy in a food store or supermarket
4. charity f   d. To take care of someone's child while that person is out
5. baby sit d   e. to go to a different place to live or work
6. treat a   f. an organization that helpsto those who need it

Exercise 2: Complete the phrases with the missing words form the box.

Lend-buy-fix-help move-pick up- buy- babysit-donate-treat

1. . pick up some groceries
2. fix my computer
3. donate to my favorite charity
4. babysit my kids
5. treat me to a movie
6. buy me a coffee
7. lend me some money
8. help me move to a new apartment.

EXERCISE 3. CHOOSE THE CORRECT ANSWER FOR EACH PHRASE.

a) Make do ask a compliment
b) Do tell owe an apology
c) Exchange give return a phone call
d) Ask give a favor
e) Accept win lose an invitation
f) Do make a request return
g) Receive take say a gift

Independent Practice
GROUP WORK: Students must prepare their semi-scripted role-play in their groups according to their likes and choices. There are three students in each group. All these groups need to prepare and complete their role-play by using the vocabulary. Students will have 15 minutes to organize their roles and their creative scenarios.

Assessment
GROUP WORK: All students need to organize their semi-scripted role-play by using the words below in the cue card.

ROLES

STUDENT A: Computer technician you fix the secretary's computer. CT

STUDENT B: You are a secretary and your computer does not work. S

CUE CARD

CT: Good morning beautiful girl. What do you need?
S: Good morning. _____. Can you _____, please?
CT: Of course, help me with some information, please.
S: I go to _____, and I turn on my laptop. It does not work _____ my friend's laptop.
CT: You spilt your coffee. Maybe. Can you help me with the information, _____?
S: No, I do not split my coffee. It just stop working.
CT: Let me see.
THE COMPUTER TECHNICIAN IS CHECKING THE COMPUTER…
CT: _____ your laptop, please. The computer is working now (gerund as a noun).
S: Thanks a lot. Bye.

- Do me a favour
- Fix my computer
- Buy a coffee
- as much as
- Please
- Pick up

GROUP WORK: Students must develop the semi-scripted role-play activity. Students may use Cambridge Dictionary on the Internet to practice pronunciation by themselves.

Loja, January 16th, 2023

………………………………..
In-service Teacher: Bertila Rios

…………………………………………..   ……………………………………………….
Pre-service Teacher: Mayra Rivera   Academic Tutor: Miriam Troya Sánchez