



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**(FECYT)**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN EN LA**  
**MODALIDAD PRESENCIAL**

**TEMA:**

**“ROLE-PLAYING AS A TEACHING-LEARNING STRATEGY TO IMPROVE  
SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH  
SCHOOL FROM ATUNTAQUI DURING 2021-2022”**

**Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de los  
Idiomas Nacionales y Extranjeros mención Inglés**

**Línea de investigación:** Gestión, Calidad de la Educación, Procesos Pedagógicos e Idiomas

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Ibarra–Ecuador

2022



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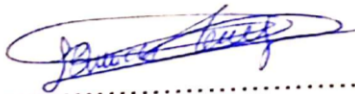
DATOS DE LA OBRA	
<b>TÍTULO:</b>	“ROLE-PLAYING AS A TEACHING-LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021-2022”
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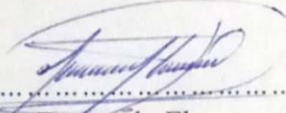
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## **DEDICATION**

I dedicate this work with all my heart to my beloved parents, Francisca and Esteban, who are my greatest driving force to achieve everything I set out to do in life. Thank you for having raised me with the values of respect, humbleness, responsibility, and perseverance. Each of these values has helped me become the person I am today. For that and more, this research work is for you.

*Blanca Tamayo*

## ACKNOWLEDGEMENT

Foremost, I express my deep gratitude to God for giving me the wisdom and strength to achieve one of the most important goals.

Besides, I sincerely thank all the authorities and staff that make up the Abelardo Moncayo high school for opening the doors and allowing me to carry out the entire research process within their institution.

Equally, my heartfelt thanks to the third-level English teachers at this school, especially MSc. Jessica Cifuentes, for having collaborated on the research and sharing their valuable advice and experiences with me. And to all the senior students who participated in this study, thank you, too.

I also want to thank the Universidad Técnica del Norte, the Facultad de Educación, Ciencia y Tecnología (FECYT), and all my professors of English major, who helped me grow as a person and professional day by day with their teachings.

From the bottom of my heart, I would like to thank my cherished family, classmates, and friends.

Finally, I would like to express my deepest and most sincere gratitude to MSc. Fernando Flores, who, besides being my tutor, has been like a friend. Thank you very much for always being willing to help me with everything throughout the research development. His teachings, guidance, support, and encouragement have been priceless in this study.

*Blanca Tamayo*

## ABSTRACT

The following research deals with role-playing as a teaching-learning strategy to improve the senior students' speaking skills at Abelardo Moncayo high school during the 2021-2022 academic year. The study's objective was to help improve learners' oral competence by integrating role-playing. In this research, the mixed approach was used for data collection in which qualitative and quantitative techniques and instruments were integrated. The questionnaire surveys (quantitative) were directed to the students corresponding to the third level, while the semi-structured interview (qualitative) was referred to the English teachers of the same level. Equally fundamental is that the present investigation was also developed through documentary research since the information was sought in several articles, journals, and books to support the effectiveness of role-playing in enhancing speaking. Concerning the relevant findings, it was found that besides the affective factors that affect students' adequate performance, external factors (e.g., connectivity problems and advanced curricular modules) also have a significant impact. Therefore, teachers believe that a methodological guide with role-playing activities based on the students' reality, learning rhythm, and interest could be practical. Based on the above, a handbook was designed with real and unreal role-playing activities where learners could learn vocabulary and grammar before performing them. Finally, it was concluded that incorporating role-playing can help reduce affective factors and improve students' performance in speaking skills entertainingly.

**Keywords:** communicative activity, role-playing, handbook, speaking skills, strategy, learning

## RESUMEN

El siguiente trabajo de investigación trata sobre el role-playing como estrategia de enseñanza-aprendizaje para mejorar el speaking de los estudiantes de último año de la Unidad Educativa Abelardo Moncayo durante el ciclo académico 2021-2022. El propósito de este estudio fue ayudar a mejorar la destreza del speaking de los estudiantes a través de la integración del role-playing. En esta investigación se utilizó el enfoque mixto para la recolección de datos en la que se integraron las técnicas e instrumentos cualitativos y cuantitativos. El cuestionario encuestas (cuantitativo) fue dirigido a los estudiantes correspondientes al nivel de bachillerato, mientras que la entrevista semiestructurada (cualitativo) a los profesores del mismo nivel. Cabe destacar que la investigación también se efectuó de forma bibliográfica dado que se buscó información en varios artículos, revistas y libros para respaldar la efectividad del role-playing en la mejora del speaking. En cuanto a los hallazgos más relevantes, se encontró que además de los factores afectivos que inciden en el adecuado desempeño de los estudiantes, los factores externos (problemas de conectividad y módulos curriculares avanzados) también tienen una gran incidencia. Por lo que, los profesores creen que el desarrollo de una guía metodológica con actividades de juegos de roles acorde a la realidad, ritmo de aprendizaje, e interés de los estudiantes podría ser efectiva. Considerando lo anterior, se diseñó un manual con actividades de role-playing de tipo real e irreal donde los estudiantes antes de realizarlo, podrán aprender vocabulario y gramática. Finalmente, se concluyó que la incorporación de role-playing puede ayudar a reducir los factores afectivos y mejorar el desempeño y rendimiento de los estudiantes en la destreza de speaking de forma entretenida.

**Palabras clave:** actividad comunicativa, juego de roles, manual, destreza oral, estrategia, aprendizaje



## CONTENT TABLE

<b>IDENTIFICACIÓN DE LA OBRA .....</b>	<b>ii</b>
<b>CONSTANCIAS .....</b>	<b>iii</b>
<b>CERTIFICACIÓN DEL DIRECTOR.....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>ABSTRACT.....</b>	<b>vii</b>
<b>RESUMEN .....</b>	<b>viii</b>
<b>CONTENT TABLE .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>ACRONYMS .....</b>	<b>xiii</b>
<b>INTRODUCTION .....</b>	<b>1</b>
<b>CHAPTER I: THEORETICAL FRAMEWORK .....</b>	<b>6</b>
1.1 Key categories .....	6
1.2 Teaching and learning theories .....	6
1.2.1 Learning .....	6
1.2.2 Learning theories .....	7
1.2.3 Importance of learning theories .....	7
1.2.4 Constructivism Learning Theory .....	7
1.2.5 Humanism Learning Theory .....	8
1.3 Teaching methods and approaches.....	9
1.3.1 Method.....	9
1.3.2 Approach.....	10
1.3.3 Cooperative Language Learning (CLL) .....	10
1.3.4 Communicative Language Teaching approach (CLT) .....	11
1.4 Teaching strategy .....	12
1.5 Communicative Language Teaching strategies to develop speaking skills .....	13
1.5.1 Gamification .....	13
1.5.2 Dramatization.....	13
1.5.3 Debates.....	13
1.5.4 Conversations.....	13
1.6 Role-playing strategy .....	14

1.6.1	Importance of role-playing .....	15
1.6.2	The purpose of role-playing.....	16
1.6.3	The Advantages of using role-playing in class.....	16
1.6.4	The disadvantages of using role-playing .....	18
1.6.5	Types of role-playing.....	18
1.6.6	Ways to perform the role-playing.....	19
1.6.7	Teachers' and students' roles during role-playing.....	19
1.7	English language .....	20
1.7.1	English as a Second Language (ESL).....	20
1.7.2	English as a foreign language (EFL) .....	20
1.8	English language skills.....	21
1.8.1	Productive skills.....	22
1.9	Speaking skills .....	22
1.9.1	Importance of speaking skills .....	23
1.9.2	Speaking sub-skills .....	23
1.9.3	Speaking problems and difficulties.....	25
1.9.4	Teaching speaking skills.....	25
1.9.5	Teaching strategies for developing speaking skills .....	25
1.9.6	Factors that affect the speaking performance .....	27
<b>CHAPTER II: METHODOLOGY .....</b>		<b>29</b>
2.1	Description of the study area.....	29
2.2	Research approach/ Type of research .....	29
2.2.1	Qualitative research .....	30
2.2.2	Quantitative research .....	30
2.2.3	Bibliographic research .....	30
2.3	Research Methods .....	30
2.3.1	Deductive .....	31
2.3.2	Inductive .....	31
2.3.3	Synthetic .....	31
2.3.4	Descriptive .....	31
2.4	Techniques and Instruments.....	31
2.4.1	Interview .....	31
2.4.2	Survey .....	32
2.5	Research questions .....	32

2.6	Matrix of variables operationalization or diagnostic matrix .....	32
2.7	Research participants .....	33
2.7.1	Sample .....	34
2.7.2	Sample stratification .....	34
2.8	Data analysis plan and procedure.....	35
<b>CHAPTER III: RESULTS AND DISCUSSION.....</b>		<b>37</b>
3.1	Results.....	37
3.1.1	Student’s survey.....	37
3.1.2	Teacher’s Interview .....	46
3.2	Students’ surveys and teachers’ interviews summary.....	52
3.3	Discussion .....	53
<b>CHAPTER IV: ACADEMIC PROPOSAL.....</b>		<b>55</b>
4.1	Title .....	55
4.2	Rationale .....	55
4.3	Theoretical foundations.....	56
4.3.1	Communicative Language Teaching (CLT).....	56
4.3.2	Role-playing.....	57
4.3.3	Types of role-playing.....	58
4.3.4	Forms to perform role-playing.....	58
4.3.5	Role cards .....	59
4.3.6	Speaking skill.....	59
4.4	Objectives.....	60
4.4.1	General.....	60
4.4.2	Specific .....	60
4.5	Beneficiaries.....	60
4.5.1	Direct Beneficiaries .....	60
4.5.2	Indirect Beneficiaries .....	60
4.6	Impacts .....	61
4.6.1	Social impact.....	61
4.6.2	Behavioral impact .....	61
4.6.3	Affective impact .....	61
4.6.4	Cultural impact .....	61
4.6.5	Linguistic impact .....	62
4.6.6	Academic impact .....	62

4.6.7	Pedagogical impact .....	62
4.7	Development .....	62
<b>CONCLUSIONS .....</b>		<b>107</b>
<b>RECOMMENDATIONS.....</b>		<b>108</b>
<b>GLOSSARY .....</b>		<b>109</b>
<b>REFERENCES.....</b>		<b>110</b>
<b>ANNEXES .....</b>		<b>115</b>

## LIST OF TABLES

Table 1 .....	33
Table 2 .....	33
Table 3 .....	35

## LIST OF FIGURES

Figure 1 .....	6
Figure 2 .....	10
Figure 3 .....	22
Figure 4 .....	26
Figure 5 .....	27
Figure 6 .....	37
Figure 7 .....	38
Figure 8 .....	39
Figure 9 .....	39
Figure 10 .....	40
Figure 11 .....	41
Figure 12 .....	42
Figure 13 .....	42
Figure 14 .....	43
Figure 15 .....	44
Figure 16 .....	45
Figure 17 .....	46
Figure 18 .....	57

## ACRONYMS

**EFL:** English as a Foreign Language

**BGU:** Bachillerato General Unificado

**B1:** Intermediate Level of English

**L1:** First or native language

**L2:** Second language

**CLT:** Communicative Language Teaching

**CLL:** Cooperative Language Learning

**CEFR:** Common European Framework of Reference for Languages

**SLA:** Second Language Acquisition

# INTRODUCTION

## **Motivations for the research**

Currently, in Ecuador, it is required that all graduate students be competent speakers of the English language since it is an essential requirement requested in several settings, such as schools, institutes, workplaces, colleges, et cetera. Sometimes, it is even a determining factor in personal and professional success. Nonetheless, thousands of learners worldwide face many difficulties when learning and acquiring this language. That is why several researchers, teachers, and language experts are interested and concerned about promoting the effectiveness of communicative and cooperative activities in English classes as a viable solution. Through these activities, they want to facilitate the learning process for pupils who wish to learn English as a second (ESL) or foreign language (EFL). Equally, this research's author intends to focus mainly on role-playing to strengthen students' speaking skills since it involves direct and experiential learning and encourages effective oral interactions amongst learners. Hence, the investigator considers that role-playing could be a valuable tool for teaching and learning English as a foreign language.

In addition to this, the experiences acquired by the researcher throughout her academic life, both in her role as a primary, secondary, and higher education student and as a practicing teacher, have allowed her to demonstrate that English classes are not spaces where students can practice their oral competence in a meaningful way. As a result, they present a low level not only in their scores but also in their speaking proficiency. From this, the investigator was interested in studying the possible effects, impacts, and benefits of role-playing on pupils' oral production. Besides that, the researcher was very attracted to investigating this topic since, from her own experience, she could see significant development in her speaking skills thanks to role-playing. Accordingly, she is confident that this teaching strategy can also significantly impact learners' oral proficiency.

## **Research problem**

In keeping with the EF English Proficiency Index (EPI) 2021, Ecuador ranked 90/112 countries worldwide, which means that this country has a low level of English language proficiency worldwide. Some factors may cause this problem, such as traditional teaching, scarcity of learning resources and communicative activities, overuse of the grammatical approaches, deficiency of standard textbooks, and others. Due to these factors, students are not interested and motivated to learn the target language. Consequently, learners present a poor level of mastery in this foreign language (English).

In Imbabura Province, students learn English as a Foreign Language in public and private schools. They begin the English language learning process in elementary school and finish it in high school. According to Auquilla & Fernandez (2017), the National Curriculum Guidelines for English established that students completing the Bachillerato General Unificado (BGU) must achieve a B1 level according to the Common European Framework

of Reference (CEFR). Despite that requirement, not all senior pupils reach the required level and still graduate from high school. Likewise, in the study conducted in eight public educational institutions, Auquilla & Fernandez (2017) concluded that learners are far from achieving level B1 according to the CEFR as they demonstrate a deficient level of proficiency due to their English language skills are limited.

Equally, during the pre-professional practices, it was observed that senior students who study at Abelardo Moncayo high school had few opportunities to practice the English oral production; consequently, they present a low level of this productive skill. Some factors cause this poor English proficiency; for example, the teacher does not use communicative, motivational, and cooperative activities during classes; subsequently, pupils get bored and demotivated quickly. Another point is that the educator uses traditional methods to teach speaking, which involves working on the book most of the time. As well, there is more emphasis on teaching grammar than oral competence. Finally, the students have little participation in class because they are afraid and embarrassed to speak using the target language. Based on the information above, three main research questions arise, which are: What are the factors that affect students' speaking performance? How can role-playing contribute to improving students' speaking skills? How can role-playing reduce the affective and emotional factors that affect the proper development of students' oral production?

### **Justification**

Today, it is almost essential to master English since it is the universal language spoken in many parts of the world. However, it is no secret that speaking this language is not easy as many learners have faced several problems along the way, and it is the case of senior students who study at Abelardo Moncayo high school. They present a deficiency in speaking skills as they cannot communicate ideas effectively with others; that is why the author of this research wants to strengthen pupils' oral competence using role-playing as a communicative and cooperative strategy.

In addition, this study has been regarded as vital since it permits readers to understand and know the impact of role-playing as a strategy for improving students' speaking skills at Abelardo Moncayo high school. In essence, it is known that role-playing belongs to the communicative approach, which focuses on promoting the exchange of real information and the use of authentic language through interaction among students. Therefore, role-playing may be a valuable tool for working in a student-centered setting. Moreover, this research could positively impact the EFL teaching-learning, as role-playing develops the four English language skills and social skills (e.g., teamwork, conflict resolution, active listening, respect, and so forth) as students work together. Thus, this strategy can also significantly reduce affective and emotional factors that affect students' oral performance.

Last but not least, this investigation is innovative since role-playing of different types and ways of developing it has not been integrated before within EFL teaching at Abelardo Moncayo High School. It is even applicable in both virtual and face-to-face education.

Equally important, this research is feasible as it is unnecessary to spend many economic resources developing role-playing within the classroom. On the other hand, this study's direct beneficiaries are the teachers, the third-year students, and the school itself. In contrast, the researchers, educators from other institutions, and parents are the indirect beneficiaries.

### **Research impacts**

Some general areas in which this investigation influences or impacts are educational, social, and scientific fields. Each of these impact fields is described below.

#### **Educational impact**

The findings of this research contribute valuably to teachers, students, and schools. Teachers can strengthen speaking teaching through role-playing, an interactive and entertaining strategy. Conversely, by participating in role-playing, students can significantly improve their speaking skills and become competent English speakers. As a final point, this investigation provides schools with relevant knowledge about the benefits and impacts of role-playing in improving oral production.

#### **Affective impact**

Role-playing, a purely cooperative and communicative activity, can help teachers motivate students to use authentic language. Further, role-playing integration can aid learners in communicating and expressing themselves freely, confidently, creatively, and spontaneously in different vivid and lifelike situations and stimulates learners' interest and motivation in speaking within the classroom (Liu, 2010, as cited in Thuyet, 2020). Consequently, affective factors that limit students' adequate skill development will be reduced. Subsequently, the speaking proficiency of learners can be enhanced and reinforced.

#### **Scientific impact**

The findings of this research give a valuable theoretical and practical contribution to the teaching-learning process, especially in the teaching of speaking. Likewise, this study serves as a bibliographic resource for the national and international community. Therefore, educators and researchers interested in studying more and conducting future investigations on this topic can use this research work as a resource to broaden their knowledge. In this manner, they can also reinforce their pupils' speaking skills.

#### **Social impact**

This research helps readers understand that role-playing is a simple activity that provides powerful social benefits. It fosters social relationships and values among participants, which are indispensable for proper integration into society. While participating in the role-playing, they can express their opinions, work as a team and mainly learn from each other. In this



way, they also learn and practice the social skills which are indispensable to behave correctly in society and build proper relationships.

## **Objectives**

### **General objective**

Integrate role-playing as a teaching-learning strategy in the improvement of speaking skills in senior students at Abelardo Moncayo high school from Atuntaqui during the 2021-2022 academic year.

### **Specific objectives**

- Identify what teaching strategies English teachers use for the development of senior students' speaking skills at Abelardo Moncayo high school.
- Establish theoretical bases from academic databases in support of the effectiveness of role-playing in class.
- Design a handbook with role-playing activities for the enhancement of students' speaking skills.

### **Problems or difficulties**

The investigator faced some difficulties during the research process due to the COVID-19 pandemic. Firstly, all institutions, schools, and universities, without exception, adopted the virtual education modality at all levels. For this reason, the researcher could not accurately delimit and describe the senior students' current problems and needs since she could not observe as in the face-to-face classes. In the same way, it was complicated to know precisely how many pupils are currently studying at the third level (BGU). Another problem was that the investigator did not have a clear idea about how to conduct this kind of study initially since she was unsure what information should go in each research section. Lastly, because of the virtual classes, there was not enough time for the professor in charge to fully explain and review the parts of the research work. Despite everything, previous studies by other researchers guided her to develop each component of the research correctly.

### **Brief description of the research structure**

This research work consists of four chapters. They are presented as follows:

In Chapter I, the researcher displays the theoretical framework, which contains previous studies, insights, and findings related to the variables of the research topic. It was structured based on scientific information from texts, articles, journals, thesis, and internet pages.

In Chapter II, the investigator describes the methodology, which details the type of research, methods, techniques, instruments, research questions, operationalization matrix of variables, participants, and data analysis plan applied in this study to gather data.

Chapter III addresses the results and discussion after interpreting and analyzing the data collected from the surveys and interviews using statistical graphs. The discussion section is structured by determining the results found in this research, comparing them with the theoretical basis and the other similar researchers' studies, and triangulating with the information obtained in the survey and interview.

In Chapter IV, the researcher presents the academic proposal, which provides information about the guide title, objectives, justification, theoretical foundation, impacts, beneficiaries, and proposal development. This part also displays the principal conclusions and recommendations established according to the research chapters, objectives, and questions.

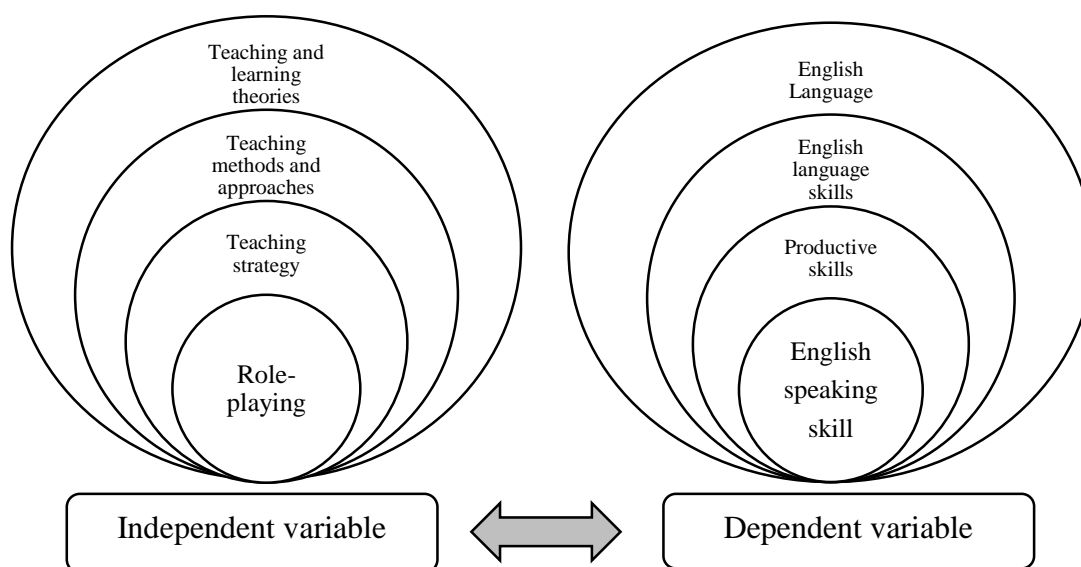
## CHAPTER I: THEORETICAL FRAMEWORK

This section addresses several theories, concepts, insights, and findings from academic journals, university databases, and international and national articles on role-playing as a strategy to improve students' speaking skills. Several studies related to this topic, conducted by applied linguists and educational experts, have been found. The most relevant studies, which serve as a theoretical basis for the development of this inquiry, are cited below.

### 1.1 Key categories

**Figure 1**

*Fundamental categories*



Note: The figure shows the two variables of the research work. Created by: the author.

### 1.2 Teaching and learning theories

Over the years, the education field has always been the object of study by many theorists, applied linguists, educators, and experts. It is precisely from these investigations that many educational theories have emerged since the beginning of the 20th century. These theories address issues, such as the learning definition and learning styles. The following is a brief overview of different educational learning theories, but before explaining them, it is necessary to define the terms learning and learning theory.

#### 1.2.1 Learning

The International Bureau of Education (2016) defines learning as “a process whereby individuals gather together personal and environmental experiences and influences to acquire or modify and enrich their knowledge, skills, attitudes, values, behaviors, and worldviews” (para 1). Therefore, learning is a continuous and natural process that people are exposed to every day of their lives through practice, study, and experience.

### **1.2.2 Learning theories**

Learning theories describe how learning occurs and how information is transmitted, processed, and converted into knowledge. These theories also investigate what motivates individuals to learn and the situations that obstruct or allow learning. In other words, these theories help to understand how the learner receives, processes, and constructs knowledge (Exline, 2021).

Once these terms have been defined, it is pertinent to mention that the major learning theories are: behaviorist learning theory, humanism learning theory, meaningful learning theory, constructivism, cognitive psychology, and social constructivism (Padgett, 2020). In addition to these five theories, there are others: experiential learning, multiple intelligence, situated learning theory, and community of practice. After a general review of all these different learning theories, constructivism and humanism have been selected as theories related to this study. Each one is detailed below.

### **1.2.3 Importance of learning theories**

All teachers must be trained to teach students every day since they are a world apart; indeed, they have different backgrounds, personalities, realities, learning styles, rhythms, needs, and preferences that play a crucial role in how and what they learn. That is why a pivotal part of educator training is comprehending these different learning styles to meet all pupils' needs and thus help everyone succeed in learning. Teachers can rely on some established learning theories to employ different strategies to meet their learners' necessities. It is worth noting that teaching and learning are two processes that complement each other, but there is no teaching without learning.

### **1.2.4 Constructivism Learning Theory**

The constructivism theory was developed by two leading psychologists in the 1970s and 1980s. The first was Jean Piaget, who, through his theories, explained that people create their knowledge through the interaction between experiences and ideas that have a place within everyday life (McLeod, 2019). Most of his theories are based on work with children, in which he tried to demonstrate that they are not inferior thinkers to adults. After hard work, Piaget proved that kids are not cognitively lower than adults. Indeed, this research on children's cognitive development will lead Piaget to identify two processes: accommodation and assimilation, focusing on how learning occurs in children rather than on the factors that influence their learning. Another prominent psychologist is Lev Vygotsky, who focuses on the social aspects of experiential learning. He states that individuals learn best by interacting with others, i.e., they create and construct knowledge by being involved in the groups. Likewise, Vygotsky strongly believed that culture plays a fundamental role in human cognitive development. He thought that babies were born with basic skills to develop cognitively, and then these skills improve through interaction with other people.

The constructivist theory is based primarily on the idea that learners actively create their knowledge based on prior experiences. Equally, this theory is a student-centered approach; the learners have an active role within the learning process; they are responsible for constructing their knowledge, while the teacher acts as a knowledgeable guide. This theory can be seen when pupils take what their teacher is teaching them and add it to their previous experiences and knowledge, thus creating a unique reality (Brau, 2020).

On the other hand, some core principles surrounding this theory explain how it works and applies to learners. The first one is learning as an active process. This principle refers to the fact that the students must be the central point in the teaching-learning process; they have to actively participate in the classroom to create their learning and development. Further, learners should never take a passive role, which means not only sitting and waiting for the teacher to order them to do things but participating in different activities such as discussions, debates, and readings. Essentially, learners' autonomy or independence is vital in this theory.

Another fundamental principle is that knowledge is built, which means that the pupils' knowledge, beliefs, experiences, and prior perceptions are essential bases for their continuous learning. In this regard, interaction and cooperation play a vital role, as they allow students to share ideas with others and further enrich their knowledge. By way of illustration, learners take pieces of something and put them together in their mode to construct something different from their peers. The last core principle that governs constructivism theory is learning as a social activity. It emphasizes interaction in various settings with other people who can be teachers, family, friends, peers, and acquaintances who impact human learning. This social activity is visible at school in group work, class interactions, conversations, discussions, debates, and others.

### **1.2.5 Humanism Learning Theory**

Humanistic learning theory was created by Abraham Maslow, Carl Rogers, and James Bugental in the early 20th century. According to University Western Governors (2020), this theory focuses on the idea that learners bring out the best in themselves and that people are driven by feelings and not by rewards and punishments. To illustrate this, when the teacher sees wrong behavior in their pupils, the educator focuses on their students' emotional problems to understand the reason for their behavior instead of punishing the bad behavior. For his part, Maslow believed that people are inherently good and will make good decisions when their needs are met. As this theory developed further, it was based on the idea that if pupils are upset, discouraged, or sad, they are less likely to learn. Accordingly, human beings' emotions, goals, self-esteem, and autonomy are central to humanistic learning theory.

Several fundamental principles govern this learning theory. First, self-realization is a primary principle. It happens when people satisfy all their needs, become their best versions, and feel satisfied. Maslow supposed that, although not everyone will achieve self-realization, human beings will always seek it, and the closer they get, the more they can learn. Second,

feelings and knowledge are crucial in the learning process. This principle refers to the fact that students must be emotionally well to learn because, otherwise, they will not be in a position or condition to learn. For that reason, teachers must create the appropriate lesson plans and activities to generate a more pleasant environment to make students feel comfortable and willing to work in the classroom.

In humanism learning theory, teachers and learners have specific roles for success. An educator's primary functions are facilitator, role model, passive agent, guide, mediator, and motivator. At the same time, pupils are active, participatory, autonomous, owner of their knowledge, and responsible for learning decisions.

### **1.3 Teaching methods and approaches**

Given that English is one of the most widely spoken languages worldwide, different researchers, applied linguistics, educators, and scholars have studied, discussed, and evaluated the best way to teach this language in schools at various educational levels. In the search for the perfect method for teaching foreign languages, over thirty approaches have been developed over the years. However, just ten approaches and methods have gained the highest popularity worldwide for their significant impact on the EFL teaching-learning. Some include task-based learning, the communicative approach, the silent way, grammatical translation, the audio-linguistic approach, and others (Richards & Rodgers, 2014). These approaches have significantly contributed to second language acquisition (SLA) and foreign language learning. Nowadays, the Communicative Language Teaching approach dominates language teaching in several countries.

Moreover, different methods have brought new elements and thus have tried to address some language learning problems. Nevertheless, it is vital to keep in mind that they came from other historical contexts, emphasized different educational and social needs, and have distinct theoretical considerations (Liu & Shi, 2007). Hence, during the EFL teaching process, if the teachers want to apply any of these methods effectively, they must consider who their learners are, their current level of language mastery, their needs regarding the communicative aspect, and their learning style. In this part, it is pertinent to note that no single method or approach can assure fruitful outcomes.

#### **1.3.1 Method**

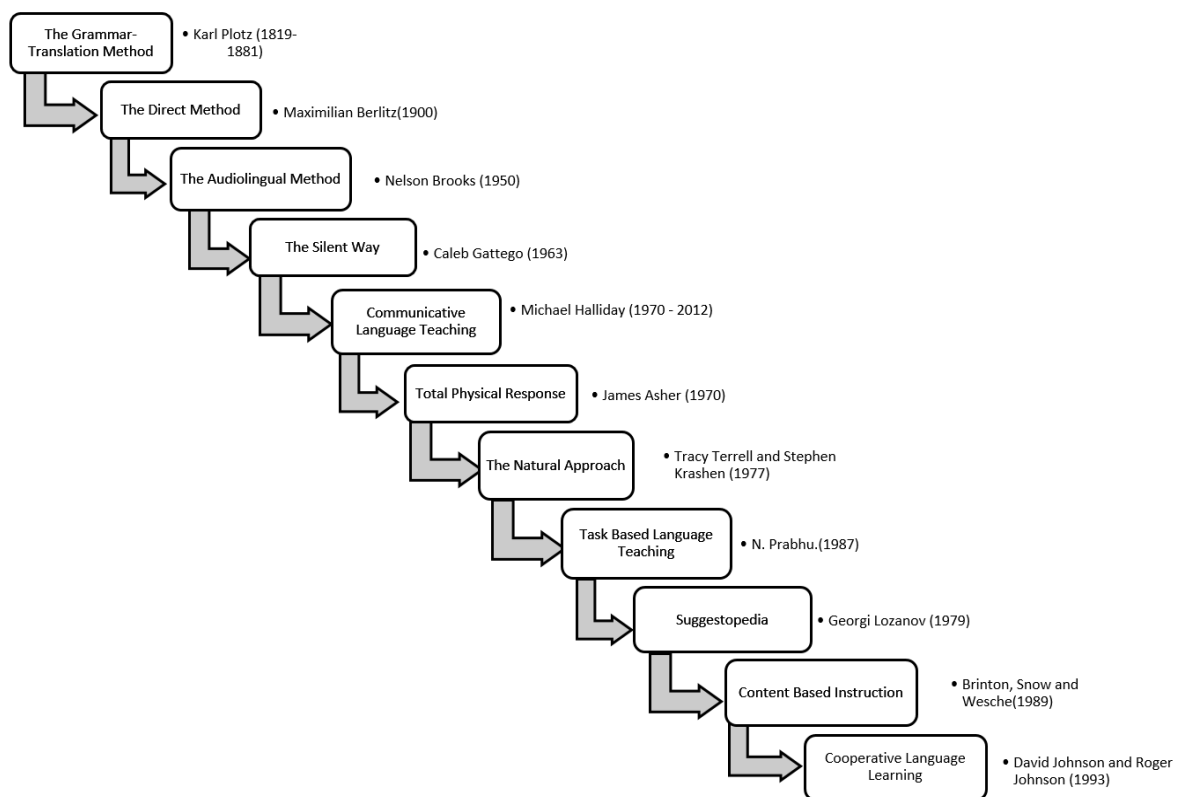
As per numerous authors, approach and method are two terms that can be defined differently. A method is a set of orderly techniques, procedures, or steps that teachers follow to meet specific classroom objectives (Larsen-Freeman & Anderson, 2011, as cited in Richards & Rodgers, 2014). It means the method is a general plan in which the theory is put into practice. Sometimes the method pinpoints the specific skills that will be taught to the students, the pupils' and the teachers' roles, the linguistic objectives, the sequence in which the content will be presented, the content to be taught in class, and the class materials.

### 1.3.2 Approach

Anthony's 1963 model (as cited in Richards & Rodgers, 2014) describes an approach as logical assumptions, theoretical beliefs, and perceptions about teaching, the nature of language and language learning, and learners. The approach also explains the nature of the content to be taught in the classroom, how the target language is acquired, and the circumstances that foster language acquisition. In simple terms, an approach refers to each teacher's philosophy regarding teaching a language. The following figure describes some of the world's most famous L2 and FL teaching methods and approaches.

**Figure 2**

*Different English Language Teaching approaches and methods*



Note: Approaches throughout history. Created by: the author

After a general review of the different methods and approaches for teaching foreign languages, it has been found that Cooperative Learning Approach and Communicative Language Teaching approach are related to the present study. The nature and features of these two approaches are described below.

### 1.3.3 Cooperative Language Learning (CLL)

Over the years, language educators have been concerned that traditional pedagogical models encourage competition rather than cooperation among learners, thus favoring the highest achievers. That way, a new teaching idea (cooperation) emerged. In keeping with Zhang

(2010), the concept of integrating collaboration in the classroom is attributed to the early 20th-century American professor, John Dewey. The promotion and development of this new teaching idea occurred in the United States in the 1960s and 1970s as a reaction against teacher-centered methods in favor of learner-centered approaches. Since then, teachers have continued to refine it and develop it according to the educational and social contexts in which the target language is taught.

Cooperative Language Learning (CLL), or Collaborative Learning (CL), is a teaching approach and instructional method where students learn in pairs and small or large groups rather than alone. When pupils interact, learning becomes more enriching and meaningful, as they can share their ideas, beliefs, perceptions, and feelings. In other words, they can learn from each other. This approach also promotes an effective classroom environment and provides more opportunities for communication using the target language. Given that almost the entire education system worldwide is based on competition rather than cooperation, it is worthwhile for language educators to employ this method in the language learning classroom to increase learners' academic and social skills (Putri Amilia, 2017).

In the CLL context, the educator plays the role of organizer, monitor, counselor, creator of a conducive learning environment, materials selector, learning facilitator, and assigner of students to groups and roles. Conversely, learners are the active, direct, autonomous, and independent participants, i.e., they are the central point of the class. Besides, they must work in groups, develop and practice communicative and social skills, and respect their partners' ideas. In short, in collaborative or cooperative learning, language classrooms are far less teacher-centered than in other approaches.

#### **1.3.4 Communicative Language Teaching approach (CLT)**

There is a clear need for fluent communication skills in today's globalized world, which creates a real challenge for foreign and second language teaching. Considering the above, it is critical to prepare students for real-life situations outside the classroom, considering their interests, background, needs, preferences, qualities, and objectives. In this sense, researchers, teachers, psychologists, and pedagogues who study language acquisition and learning theories believe that the communicative approach can address pupils' communicative needs, as well as develop their oral competence effectively. The following are the most relevant aspects of this approach.

Communicative Language Teaching (CLT), better known as the communicative approach (CA), has its origins in England, where ESL is taught. This approach arose in the early 1960s when educators and linguists were reexamining the concepts of second language teaching and reevaluating theoretical assumptions about them. Some studies support how the communicative approach arose. Galloway (1993, as cited in Thamarana, 2015) claims that CLT could result from dissatisfied educators with the effects they obtained after utilizing the first methods of teaching languages in classrooms, e.g., Audio-lingual and Grammar Translation methods. Both focused on developing students' grammatical competence rather



than promoting communication skills. Besides, these traditional methods share similar features: learning by memorization, drilling, and repetition. By contrast, Richards and Rodgers (1986, as cited in Thamarana, 2015) say that the roots of the communicative language teaching approach lie in the changing situational approaches to teaching that influenced the British language teaching tradition until the late 1960s. Apart from all that, it is evident that in the search for a method that would enable learners to utilize the second language (L2) in real-life situations, communicative language teaching emerged in the 1980s.

Born in the 1980s, CLT approaches focus on interaction as the primary means of learning a language; namely, it is based on the philosophy that learners must engage in conversation for as long as possible using the target language. Consequently, students have to practice it wherever possible to learn a language. Besides that, CLT is focused on developing learners' communicative and social skills rather than their grammatical competence. In essence, teachers seek to prepare learners to be confident and efficient speakers in vivid, lifelike, and real-life contexts through several communicative activities (e.g., role-playing, discussions, debates, oral presentations, simulations, etc.) to help them practice natural communication among them (Hakim, 2022).

On the other hand, several principles govern this teaching approach. The first one is to boost learning by doing, which refers to how to make knowledge meaningful and last longer in the student's memory by linking it to real-world situations. Another point is to promote collaborative learning, which focuses on pairing or grouping students so that they can work together on a task or activity using the target language. Most importantly, CLT is a learner-centered approach where students actively participate in communicative activities. Besides that, providing positive feedback on errors is a core principle of this approach. Equally, accepting and respecting learners' affective factors is vital; in so doing, teachers will be able to motivate them. To conclude, all educators worldwide must use different teaching approaches and methods in EFL classrooms so that students are active participants with substantial autonomy, motivation, and commitment to their learning.

#### **1.4 Teaching strategy**

A strategy is a word that has several meanings depending on the context (e.g., business, corporations, companies, and organizations) in which it is used. A strategy is an overall plan or a set of high-level plans to achieve particular objectives or outcomes, either short or long time. It means that strategy is the art of planning and organizing the best way to achieve the stated goal and thus achieve success. However, in education, consistent with Anilkumar (2021), strategy describes how teachers will reach the established goals and the means or resources they will use to achieve the objectives.

Teaching strategies, also known as instructional strategies, are practices, methods, and techniques that educators employ to facilitate student learning and keep them engaged and practicing different skills. The teachers may select different teaching strategies in language

teaching depending on the unit's topic and content, student interests, class size, available classroom resources, and others. Likewise, various instructional strategies have been utilized to achieve particular teaching and learning objectives and support student learning. On the whole, instructors use strategies to make the learning-teaching process effective and efficient.

### **1.5 Communicative Language Teaching strategies to develop speaking skills**

Some communicative language teaching activities promote interaction and communication among pupils. Below are described the main teaching strategies.

#### **1.5.1 Gamification**

Kiryakova et al., (2014) state that gamification integrates typical game elements or game thinking, such as scoring, leaderboards, challenges, badges, teamwork, competition with other users, and others to motivate learners to learn and practice the class content. In essence, gamification is a fun and dynamic technique based on learning by playing. And its main objective is to increase the student's motivation to improve some language skills or help them enjoy the learning process. In this part, it is essential to indicate that gamification is a strategy that requires technological devices and internet connections. That is why it is widely used in virtual education.

#### **1.5.2 Dramatization**

Dramatization, a cooperative activity, is a valuable educational tool that fosters and improves the students' values, social skills (e.g., self-esteem, self-confidence, collaboration, and imagination), as well as linguistic skills such as speaking and writing (Ferrer et al., 2003, as cited in Medrano Chávez, 2016). It is also an interactive activity where participants must memorize their dialogues to interpret a character. Overall, it may be said that this activity allows pupils to develop oral production dynamically.

#### **1.5.3 Debates**

In Arung & Jumardin's (2016) words, the debate is part of an instructional method, which involves students expressing their perceptions or opinions on a controversial topic from two opposing perspectives to contradict each other's arguments. In this activity, there must be at least two participants so that one offers views in favor and the other issues opinions against any topic. This activity develops learners' critical thinking and problem-solving skills. In sum, the debate is another communicative activity where students can flow and defend their ideas on some controversial topic.

#### **1.5.4 Conversations**

Conversations play a fundamental role in language development, as they allow pupils to share perceptions and ideas and listen to others. It means each person can learn from each other, thus increasing knowledge and developing social and communication skills.

Therefore, students' participation in conversations can enormously influence their ability to relate to others. It is vital that during the dialogue, the persons involved in it actively listen to each other's opinions and use appropriate facial and body expressions to demonstrate their thoughts and emotions. In short, the conversation is a communicative strategy where students work in groups to talk and exchange their ideas about any topic with their partners.

### **1.6 Role-playing strategy**

Recently, role-playing has been touted as a more appropriate strategy for meeting the needs of today's language learners around the world than more traditional teaching methods (Bobbit et al., 2001, as cited in Britt-Elmore, n.d). This strategy is used in a wide variety of contexts and diverse fields, from medicine, law, pedagogy, and business to psychology. As a result, its meaning may vary according to the context and area in which it is utilized.

Among the various meanings of role-playing, this investigation has considered the definition proposed by Araujo (2017, as cited in Martínez López, 2019), who defines it as a brief theatrical representation based on a real-life or fictitious situation. Neupane (2019), on the contrary, claims that role-playing comprises putting oneself in the shoes of a specific character or another person's identity. In other words, participants pretend to be somebody else or act as if they were another person for a while (e.g., a nurse, a doctor, spiderman, a salesperson) and imagine a situation (e.g., ordering food, shopping, planning a vacation, making an appointment, etc.). Role-playing is a well-known communicative strategy planned and performed during classes where learners assume specific roles to fulfill various tasks according to the assigned role, similar to what they do in real-life (Criollo Erazo, 2018).

Besides that, role-play is considered a dynamic and fun activity in which students work with their peers or groups to establish a conversation or dialogue. It is dynamic since it implies that when pupils participate in this activity, they will not work alone but help each other achieve the same learning goal. It is fun because role-playing, in essence, is a kind of game in which learners can play their favorite characters, either real (singers, actors, dancers) or not real (anime, cartoon, fairy tale characters). Likewise, through this activity, the learner can perform better as it is an environment where they interact with familiar people.

As per Krebt (2017), role-playing is an active learning technique that permits students to use the target language confidently and authentically as it aids them in working in a stress-free classroom environment. The author also considers that it is a collaborative technique that arises from the need to help pupils adequately develop their interpersonal skills (e.g., self-esteem, motivation, confidence, positive attitude, and autonomy), which play a crucial role in effective communication, interaction, and work with other people, both individuals, and groups. Thus, it may be said that role-playing develops not only learners' communicative skills but also their social skills.

On the whole, role-playing is considered the practice of having students assume specific roles or another people's identity and act them out in a scenario to practice course content.

It means that through role-playing, participants can become anyone they want for a short time or put themselves in another person's place for a while. Additionally, participants have to perform role-playing considering its three basic parts: the situation, the roles, and the useful expressions.

### **1.6.1 Importance of role-playing**

Role-playing is an activity used by different educators worldwide for EFL or SLA teaching. It is a valuable tool since, through this strategy, as Tateyama (1998, as cited in Aliakbari & Jamalvandi, 2010) indicates, more cognitive demands are placed on learners' comprehension and production system, and students' capacity to instantly include sociopragmatic and pragmalinguistic knowledge in interaction is examined. "This strategy is practically one of the appropriate ways to allow the pupils to practice and enhance a range of real-life spoken language within the language classroom" (Chen-jun, 2006, as cited in Aliakbari & Jamalvandi, 2010, p.20).

Arung & Jumardin (2016), in their studies, say that role-playing is considered a valuable language teaching-learning strategy for several reasons. First, it offers learners the opportunity to use authentic language in a real-world context through peer interaction. Second, this strategy is an excellent tool to engage all learners and allow them to interact with their peers as they attempt to complete the task assigned to them in their specific role, thus fostering social and interpersonal relationships among participants. Third, during role-playing, not only communication and collaborative skills are put into practice, but also facial expressions, gestures, and body language, which are the most immediate expression to show feelings when speaking. Lastly, role-playing is a learning structure that allows students to apply the content immediately. It also helps the teacher see students' progress in mastering oral skills and give feedback quickly. Therefore, it can be an effective and fruitful activity for foreign language learning courses.

Students must also develop all the macro language skills to perform role-playing since they must work on their roles and write down what they will say. In addition to this, they must research or read any document to support the role and practice their listening skills to understand and know what to say in response as well. Finally, they must speak to express their ideas and develop the conversation. Besides, by role-playing, students will be able to practice and strengthen speaking sub-skills such as pronunciation, fluency, accuracy, vocabulary, and grammar, which are crucial aspects for effective and understandable communication. In like manner, role-playing, a purely cooperative, communicative, and interactive strategy, can reduce affective and emotional factors that affect students' oral production performance, such as fear, anxiety, embarrassment, low self-confidence, demotivation, and disinterest. It is also a dynamic and interactive activity that maximizes students' creativity and imagination and encourages them to use language freely, confidently, and naturally.

In summary, role-playing is important because it assists language learners in learning by doing and provides them with direct experience. Thus its impact can be significant or positive on the students' speaking ability.

### **1.6.2 The purpose of role-playing**

Role-playing help students practice and develop their speaking skills in the target language in the best possible way. Its main objective is to provide a situation of communication and interaction for participants to engage in a conversation or dialogue with each other. Hidayati (2015) mentions that teaching speaking and the role-playing strategy share a similar goal: to promote productive communication among language learners. All things considered, integrating role-playing can aid enhance the learners' English speaking skills since this strategy's principal function is to promote real communication through cooperation among pupils, as explained in Rao's 2019 study.

### **1.6.3 The Advantages of using role-playing in class**

Pavey & Donoghue (2003, as cited in Britt-Elmore, n.d) summarize the advantages of employing role-playing as a pedagogical tool in the EFL classrooms:

Role-playing offers several benefits that help students in the process of improving their speaking skills. It is well known that this strategy can increase students' confidence, interest, and motivation since it is a playful activity in which students can learn better to express their ideas, emotions, and feelings towards others. As a matter of fact, by doing role-playing, students can appreciate others' ideas, open their minds, actively participate, share their experiences, and let their imaginations run wild. Likewise, role-playing activities can reduce frustration, stress, apathy, and classroom monotony since the participants, through this technique, have the opportunity to work as a team, interact, help each other, and above all, learn from each other.

Notwithstanding role-playing has traditionally been used in educational settings as a social dynamic of learning to foster collaboration among learners (Joyce & Weil, 2000, as cited in Britt-Elmore, n.d), researchers have found that it is advantageous for getting pupils to understand practical cognitive skills better as well.

Given that role-playing requires cooperation and group work among the participants, it helps to develop social skills significantly, such as active listening, collaboration, empathy, respect, kindness, conflict resolution, effective communication, and others. It also fosters the creativity and imagination of the students. It is worth mentioning that developing these social skills is of utmost importance as they are the basis for building healthy relationships between people within a group or community. Equally, these skills will allow them to perform at their best in any personal or academic environment. In simple terms, role-playing fortifies social skills and prepares students for life. Hence, developing social skills is valuable for students later in life.

Moreover, this strategy can strengthen foreign or second language learning and reduce racial bias (Britt-Elmore, n.d) since it involves collaboration among learners. Not only does it increase student engagement, but it leaves meaningful learning and increases knowledge retention. In fact, through role-playing performance, pupils can develop other language macro-skills such as reading, listening, and writing, as well as further strengthen language micro-skills such as fluency and coherence, vocabulary, grammar, fluency, and pronunciation. In sum, it can be said that this strategy helps learners develop their micro and macro linguistic skills.

In addition to breaking the ice both between the teacher and the students and among the students themselves, role-playing allows pupils to work together as a team on a task, thus helping them to get to know better and providing an opportunity for informal interaction where they can laugh and joke, that way creating a memorable learning experience. Equally, through role-playing, students can somehow deal with their emotions such as fear, stress, nerves, anxiety, and frustration by supporting each other and working together. Indeed, this strategy can help shy and introverted students overcome their shyness in speaking a foreign language and develop their self-confidence to speak fearlessly in front of an audience. Then, this activity represents an opportunity for those students who are not self-confident.

Apart from that, role-playing is purely an interactive and active activity that involves movement, body language, and interaction; hence during its execution in class, students can actively participate, and learn by doing, making mistakes, interacting, or sharing their ideas with their classmates. Indeed, through role-playing, developing speaking can be fun, engaging, enjoyable, and meaningful. In keeping with Pimbo (2014, as cited in González González, 2020), role-playing is an active teaching-learning strategy that can generate meaningful and memorable learning in the participants because it involves direct and experiential learning. In the same way, it develops mainly creativity in each learner for the oral production development since it involves imaginary and real actions and situations during its execution.

Along with encouraging students to express their ideas and feelings to others, role-playing requires students to take an active role in the classroom, promoting a student-centered learning environment. It also allows students to practice and develop their communication skills and express their thoughts freely, confidently, and spontaneously using the target language (English) in different social contexts and vivid and realistic situations.

In Sukatri's view (2016), it is fundamental that students enjoy the learning process; in that sense, this type of activity based on role-playing becomes a valuable tool to help students learn foreign languages in the best way possible. The above means role-playing offers several opportunities for students to practice their speaking skills in real situations entertainingly and dynamically.

On the other hand, role-playing can be adapted to different learning levels, rhythms, needs, and interests of students and turn the learning process into an active process without stress

or pressure. Equally, mistakes are also seen as an essential part of learning when performing this strategy. In that way, most students can feel confident in speaking and expressing their ideas; as a result, they will be able to improve their oral production significantly. Therefore, by using role-playing in class, language teachers can encourage learners to interact using the target language and include all learners in the class activity. This will make the students feel that they are taken into account equally, making the classroom environment more enjoyable and motivating. Considering the above, it could be said that role-playing is a practical strategy for a large class.

Overall, among the main advantages of role-playing are that it improves some aspects of language skills such as fluency, accuracy, pronunciation, students' grammar, etc. It also promotes student interaction, fosters creativity, thinking, and imagination, and increases learning motivation. Another core advantage is that it provides a memorable learning experience. It is much easier for students to remember the content or subject matter based on their direct experiences while acting, sharing dialogues, and playing characters.

#### **1.6.4 The disadvantages of using role-playing**

Fuller's 2018 study found that role-playing can be helpful, but it also has some drawbacks. Educators pressure students to perform correctly when doing role-playing activities, leading to embarrassment and even resistance to participating in classes. Another point is that sometimes these activities are very structured and controlled, limiting students to perform as expected. In addition, for this author, not all students have the same confidence and motivation to speak in front of large viewers; therefore, they cannot perform as well as others. Further, it depends mainly on each student's willingness and readiness to participate in the activity, so not all will agree to perform such activity or be enthusiastic and active in participating in it. Likewise, pupils may not take the activity seriously. Accordingly, getting all learners to participate and engage in the role-playing activity becomes one of the biggest challenges. Finally, developing role-playing in class could be time-consuming, as it needs careful preparation, coordination, and follow-up work.

#### **1.6.5 Types of role-playing**

Different types of role-playing can be applied in language classrooms to develop students' oral competence. In the words of Martínez López (2019), there are two types of role-playing: real and unreal. For this author, real role-playing is an activity where participants play roles of real-life people (such as firemen, doctors, and teachers) based on real-life or everyday situations and contexts such as ordering a restaurant menu, greeting the neighbors, meeting friends, booking a vacation, et cetera. As well, they can perform this type of role-playing based on their own experience; hence they may or may not have direct experience in doing it. For example, suppose educators want to teach their students about greetings (formal or informal) in English. In that case, they could create a situation where learners have to imagine going out to buy food at the mall and meeting different known people. Another illustration is that to learn prepositions in the context of places; students can imagine giving

information to tourists about the directions of the place. In that way, they will review and strengthen the vocabulary and grammatical structures of the subject matter and develop their speaking skills.

On the other hand, unreal role-playing involves putting oneself in the fictitious, fantasy, and imaginary characters and playing them, considering their characteristics. Usually, this kind of role-playing is performed following the stories and scripts of fairy tales and science fiction and taking fragments of melodramas and chapters of animated series. For the same, it is sometimes challenging to integrate unreal role-playing to practice the subject matter that is being taught. Despite this, it maximizes the participants' creativity and imagination.

#### **1.6.6 Ways to perform the role-playing**

In his study, Byrne (1986, as cited in Sukatri, 2016) proposes 3 ways to develop role-playing:

To begin with, in fully scripted role-playing, the learner is assigned a role of a character or person and is given a script to practice, memorize, and speak in the development of the play. In simple terms, students do this role-playing by completely following a model conversation (dialogue script) that is taken from a prescribed textbook. Therefore, the participants have no opportunity to remove or add more lines to the written dialogue. In contrast, in the fully scripted role-play, learners are given dialogues or conversations in which some words, ideas, or phrases are missing, and they must fill in the gaps according to their perception. Thus, students have the chance to modify the main conversation in some way and establish their dialogue using authentic language. "This mode of doing role-playing could also be called semi-controlled" (Krebt, 2017, as cited in Sukatri, 2016, p. 21). As a final point, in unscripted role-playing, learners receive only general information about the roles and characters to be played; subsequently, they must construct or create their dialogues based on their opinions, thoughts, and language level.

In conclusion, "whether it is a fully scripted, semi-scripted or unscripted, each way of conducting role-playing within the class must be planned, designed and directed by the language teachers in an organized and coherent manner" (Sukatri, 2016, p.21). Also, the instructors can adapt their classroom dynamics according to their needs and specific objectives to be achieved.

#### **1.6.7 Teachers' and students' roles during role-playing**

Rao's literature review (2019) on best practices across all types of role-playing revealed that best practices include teachers establishing clear and achievable role-play learning objectives; making sure their students have clear instructions to perform the role-playing; clearly explaining the class content (vocabulary and grammar) so that students do not have any inconvenience when speaking; giving the necessary amount of time to prepare for the activity adequately, and; motivating students to feel positive. Instead, pupils must be willing to develop the role-playing with a positive attitude, listen attentively to the teacher's explanations and instructions, and work together to learn from each other.



## **1.7 English language**

Today, English has undoubtedly become the dominant language of international communication and the most widely spoken language worldwide. Due to this, it is regarded as a universal language. It means that English is used by people from all over the world to communicate and exchange ideas, thoughts, or information with each other and establish relationships. Besides that, the English language is not only used for international communication but is also used as the primary language in shipping, international trade, entertainment, popular music, education, sports, and even in international conferences such as the United Nations and at some international organizations meetings that deal with such matters as science, trade, tourism, aviation, the military, and diplomacy.

Considering the above, it is notorious the importance of English in certain aspects of people's lives; however, its learning and improvement is considered as a complex matter since it implies the development of skills through processes and permanent practices (Andrade Molina et al., 2018). Therefore, one of the most significant difficulties in studying English could be particularly the lack of an environment that promotes its use and continuous exposure.

People can learn English in two different manners: English as a Foreign Language (EFL) and English as a Second Language (ESL). Although both learning the second language and the foreign language make a person bilingual and are languages other than the speaker's mother tongue, there is a clear difference between these two terms.

### **1.7.1 English as a Second Language (ESL)**

Second language refers to a language that a person learns after their mother tongue, particularly as a resident of a region where it is utilized. In simple terms, the second language is the language that an individual learns apart from the mother tongue. The second language refers to a non-native language officially recognized and used as a means of public communication. Considering that definition, English as a Second Language is the English taught to students in an English-speaking country. That implies a country where English is widely spoken as the mother tongue. In this way, the learners are exposed to English since they can interact outside the class with native speakers, making it even easier and faster to gain a second language.

### **1.7.2 English as a foreign language (EFL)**

Foreign language refers to a language that is not widely spoken by the people of a specific place. For example, Spanish is a foreign language for an individual living in India since it is not commonly used. At the same time, English is a second language for that person living in India as it is an officially recognized language in that country and is actively used for public communication. Then, English as a Foreign Language is the English taught to students in a foreign country that does not speak English. The above means a country where English is not the native language. To illustrate, Ecuador is a country where English is taught as a

foreign language since it is not widely used by people for general communication. In addition, its official language is Spanish, which is used almost without exception in all places to carry out different activities, unlike English. For this reason, the English teaching-learning process in this country's public and private institutions is limited since pupils can only have meaningful interaction within the class context. It means that learners do not have direct exposure to the target language after classes, affecting their EFL acquisition and learning.

### **1.8 English language skills**

Firstly, it is necessary to define the word "language." It can be defined in different ways by different scholars. In line with Bhasin (2020), language is a formal system that human beings use as the chief means to communicate and exchange their perceptions, thoughts, ideas, and emotions with others. Hence, language plays a crucial role in people's lives, as it is a means to communicate or transmit ideas among people in different settings.

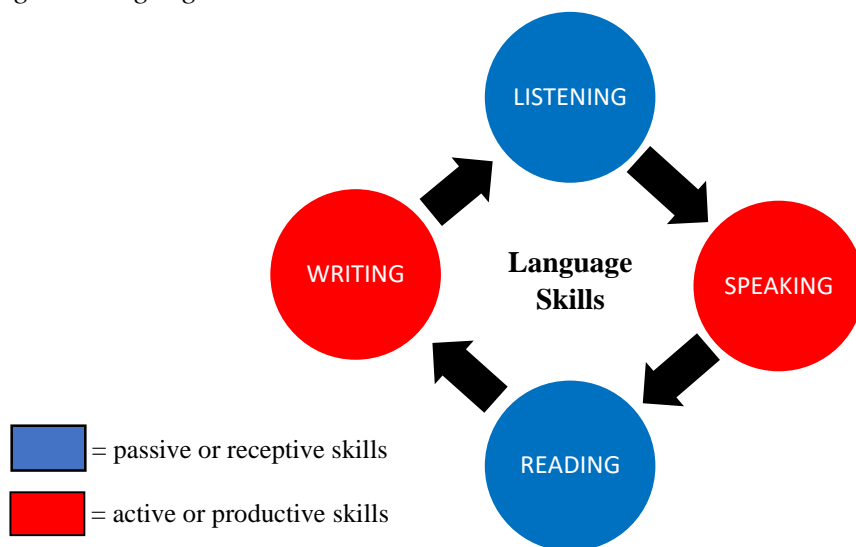
There are four English language skills that learners have to develop to learn and acquire this foreign language and become qualified language speakers. Those are speaking, listening, reading, and writing skills. These four skills are necessary for a person to understand and produce spoken language for effective communication. In other words, these language skills are essential for communication, as they enable learners to receive and transmit the message with quality. There are multiple competing theories about the best form to teach a foreign language in schools or the order in which each language skill should be taught to pupils. Some teachers initially focus on the alphabet, and some ignore spelling at first, concentrate on conversation and pronunciation first, and learn reading and writing later.

However, consistent with Rivers (2018), language students must follow this intrinsic sequence mainly. Students have to learn to listen first, speak second, read third, and finally write. Based on this, before paying attention to the spelling of new words, learners should repeat that word as many times as possible. Similarly, before they practice reading and writing skills, they should practice speaking; since that could be useful to achieve the correct pronunciation of the words. Perhaps, the last one is the proper sequence that all learners should follow to learn to communicate effectively using the target language. Regardless of any order, learners must constantly practice these skills in the classroom and in different environments.

On the other hand, these macro skills can be divided into two types: receptive and productive. Receptive skills are reading and listening, and productive skills are speaking and writing. As reported in Husain's 2015 study, the four basic language skills can be synthesized as follows:

**Figure 3**

*English Language Skills*



Note: The four English language skills Source: own elaboration

### **1.8.1 Productive skills**

The productive or also known as active skills, are speaking and writing, as learners need to articulate words and write to produce language. In simple terms, these two languages belong to the productive language skills classification since they enable the pupils to produce language in written or spoken forms. These skills are significant because, primarily in real life, people need to inform, convince or share ideas; hence they must have well-developed speaking skills. Sometimes they also have to perform written tasks such as taking notes, filling out forms, and writing emails, articles, letters, reports, or stories. In conclusion, both forms of language skills are essential in learning a language as they are the observable evidence of students' language acquisition.

### **1.9 Speaking skills**

Gutierrez Rodríguez et al., (2017) define speaking as a daily action that people do to communicate or express some idea, opinion, thought, feeling, and general information (e.g., asking for directions, debating, requesting something, ordering food at a restaurant, or saying hello). That is, speaking is an activity that involves transmitting information to others. From an informal comment to an academic presentation or a formal speech, they are ways of speaking. In this regard, speaking may be considered a skill that gives people the ability to communicate effectively. Likewise, Chaney (1998, as cited in Neupane, 2019) declares that speaking is the process of sharing and constructing meanings using verbal and nonverbal symbols in different contexts and life situations. Overall, this ability allows the message to be clear and ensures that those who listen do not misinterpret the message that someone wants to convey.

Rao (2019) claims that “speaking requires not only conveying messages or ideas orally or verbally but also needs certain non-verbal characteristics such as body movements, e.g., posture, gestures, hand movements, eye gaze, and others” (p.25). These are essential elements for effective and productive communication among individuals. Besides that, language learners need accurate pronunciation, intonation, and rich vocabulary and grammar to effectively share the message with others. For those reasons speaking is considered the most challenging skill to develop in learners.

### **1.9.1 Importance of speaking skills**

Kadamovna (2021, cited in Navarro Figueroa & Pita Martínez, 2021) considers that speaking skill is essential since, through it, people can exchange information, and express and share their feelings, thoughts, or opinions with others. Moreover, it is considered an indispensable communication tool utilized in everyday life. From this, it may be said that its importance lies in the fact that speaking is necessary for interaction between two or more individuals. Oral language is used in everyday life to communicate instead of written language. Accordingly, it can be inferred that it is impossible to communicate with others without speaking; likewise, it would not be easy to decipher the message someone wants to convey.

On the other hand, Rao (2019, as cited in Navarro Figueroa & Pita Martínez, 2021) considers that in this globalized world, the speaking skill has a vital priority in people’s future personal goals; that is, if they have well developed the ability to speak a foreign language, they can continue with their studies, access better education, attend interviews or make their speeches grow professionally, have new job offers around the world, et cetera.

Speaking is considered the most productive and essential of the four language skills since it is used for communicative purposes. Expressing ideas, dialoguing, sharing beliefs, or answering questions is always done through speaking. In other words, speaking is an interactive and communicative process where individuals exchange and share ideas and meanings with others and enter into bargaining. As mentioned above, there are four fundamental skills to determine the students’ level of language proficiency. However, speaking has gained more importance than the other skills because it allows teachers to see and assess the pupils’ progress in terms of language learning. By speaking, they can see if their learners master grammatical rules, have good pronunciation, an extensive vocabulary, fluency, and accuracy. In short, speaking becomes the most important skill as it is the basis of all types of communication between people (Gutiérrez Rodríguez et al., 2017).

### **1.9.2 Speaking sub-skills**

Productive speaking skills require some aspects for effective interaction and communication using the target language. These elements or components of speaking are fluency, accuracy, pronunciation, vocabulary, and grammar.

## **Fluency**

Fluency is an essential component of speaking, as it is the ability to express ideas correctly with a certain ease, spontaneity, and efficiency. In other words, fluency refers to conveying a thought without pausing or hesitating too much during the speech. It helps people to show how comfortable they are using the language. It should be noted that here students can make grammatical mistakes since what matters is that they can communicate ideas efficiently and comfortably (Prima, 2015).

## **Accuracy**

It involves demonstrating the ability to correctly use the vocabulary, language grammar rules, and punctuation, such as verb forms (past, present, future, etc.), articles (the, a, an), and prepositions (at, in, on, from). In addition, grammatical errors are taken too much into account, and how ideas are structured determines speech quality. Therefore, students must select words and expressions carefully and use grammatical structures correctly to convey the intended meaning. This skill is particularly crucial for written work at university, such as academic essays, articles, and emails.

## **Pronunciation**

Kurniati et al., (2015) state that “pronunciation is an action of uttering articulate sounds” (p.6). This part considers the characteristics of sounds, such as voicing and aspiration, and the voice characteristics, configuration, accent, and intonation. Stress, intonation, and rhythm are essential aspects of accurately pronouncing words. In short, pronunciation is the capacity to utilize the correct stress, rhythm, and intonation of a term or word in a spoken language. It is known that a word can be pronounced differently by different people, depending on where the language is spoken. For example, Australians’ pronunciation of English words is not the same as that of Americans. As a final point, accurate pronunciation is essential in speaking; otherwise, inaccurate pronunciation can cause problems and misunderstandings between the sender and receiver.

## **Vocabulary**

Vocabulary is the set of words a given person uses or all the words in a specific language. If it talks about a person’s vocabulary, it can be said that it is a set of words known and utilized in spoken or written language.

## **Grammar**

Grammar is the rules and conventions that govern sounds, words, sentences, and other components; it is like the system or structure of a language. Indeed, it tells how individuals use signs to communicate, including morphological rules (e.g., word structure and construction, such as roots, suffixes, prefixes, and morphemes), phonological rules (e.g., sound and its combinations), and syntactic rules (e.g., word order and its combinations).

### **1.9.3 Speaking problems and difficulties.**

Arung & Jumardin (2016) argues that students in the learning process may face different internal and external problems. Internal problems are those feelings of fear, anxiety, distrust, demotivation, and stress that they experience when learning the target language. Instead, external problems can be a shortage of resources, teaching methods, the environment in which the learner develops, and social pressure. These issues are factors that hinder the effective learning of English as a Foreign language.

In addition, most teachers limit themselves to reinforcing writing and reading skills or rely on teaching grammar rules, phrases or words but do not practice oral competence much; thus, learners do not have enough time to practice it. Hence, it is difficult for pupils to gain confidence in expressing their ideas. For the same, the teacher must encourage learners to develop oral production at any time inside or outside the classroom as much as possible so that learners are not afraid to speak. Also, it is necessary to promote practice habits in learners to use the language in a real context (Hussain, 2018).

Based on the above, it can be inferred that students' low oral proficiency may result from limited opportunities to practice the language, scarcity of communicative and interactive activities, and poor motivation. Learner needs, rhythms, and personalities also influence the development of speaking. Consequently, language teachers must seek innovative strategies to aid learners in overcoming these factors and thus strengthen their speaking skills.

### **1.9.4 Teaching speaking skills**

Speaking is considered a fundamental skill in foreign language teaching, as it is the key to communication between teachers and students. Speaking is also a productive skill in which students demonstrate their mastery of the language and a visible way for educators to assess the progress of language learning and acquisition. Nowadays, in the globalized world, it is required that speaking teaching focuses on developing in students the necessary communicative skills so that they can stand out in this competitive world.

On the other hand, there are two basic principles in teaching speaking. The first is for learners to practice the target language fluently and accurately. The second is to allow students to practice the language in groups or pairs. In other words, it is necessary to provide every opportunity for pupils to feel motivated to speak and participate in class actively. Then, teachers must be limited to speaking in class as they can (Liyana, 2014). Equally, developing various communicative and interactive activities in class plays a crucial role in learners' oral production. It is worth noting that both interactive communicative activities belong to the CLT approach, which enables the learner to use the language for effective communication.

### **1.9.5 Teaching strategies for developing speaking skills**

First, it is necessary to define what strategy and teaching mean in the context of education. Brandão (2012) states that strategy is a method, guideline, and strategy that teachers use to

facilitate the teaching-learning process. It is a way of doing things or following steps to achieve the desired goal. On its part, teaching is defined as the process in which knowledge, values, experiences, and feelings are transmitted, students' needs are met, and they intervene to learn new things. Therefore, teaching strategies are a set of methodological strategies that the teacher uses to make the teaching-learning process more dynamic, active, and, above all, enjoyable. Strategies vary according to their purpose, the context, and the characteristics of the group. Similarly, there is a wide variety of techniques for teaching and learning not only foreign languages but also other academic subjects.

Teaching strategies are essential in students' learning process, as they respond to many of their needs. For this reason, the teacher must look for the best techniques to help learners develop their skills to the maximum and thus achieve meaningful learning. There are some teaching strategies for practicing oral skills, which have been adapted to the needs and purposes of each learner. The following is an overview of these teaching strategies.

**Figure 4**

*Popular and current strategies for teaching speaking*



Note: own elaboration      Source: Klippel & Klippel (1984)

The first one is gamification, which has gained significant acceptance in language teaching. It is a fun and dynamic strategy based on learning while playing (games). Its main aim is to foster students' motivation and interest by implementing elements from games, such as scores, awards, badges, and others. The flipped classroom is another strategy that educators can use in their EFL classrooms. It is an innovative strategy that comprises learners reading

or studying the lesson previously and then discussing the topic in class with the teacher. It is effective since students can come from a home with the assimilated concepts, the points that caught their attention, and doubts to clarify. Through it, students learn by doing and not by memorizing (Luque, 2021).

On the other hand, dramatization is a cooperative activity in which students must memorize their dialogues to interpret a character. This activity allows students to develop their speaking skills engagingly. Equally, group interaction is another cooperative activity where students talk and exchange ideas about any topic. In this activity, pupils can express their opinions freely since they will be involved in a familiar environment. As a final point, the debate is a communicative activity in which the learners defend their position on any argument or issue. This activity is advantageous as it allows them to think and argue.

### 1.9.6 Factors that affect the speaking performance

Different factors affect the quality of the students' oral production. These factors significantly impact learners, as they do not allow the correct development of language skills.

**Figure 5**

*Overview of factors affecting students' speaking performance*



Note: factors affecting students' oral production Source: own elaboration

### **Apathy and demotivation**

These are emotional factors that directly affect students' performance in learning since they do not allow them to have an incentive or strength for learning. This causes the student to have no interest in learning (Gutiérrez Rodríguez, et al., 2017).



### **Students' time to practice**

Most students are not in the habit of practicing speaking skills outside of class, so there is no progress. It is known that practice in any aspect is necessary to improve or polish something, so speaking skill also requires a lot of training and exposure.

### **Maternal language environment**

The environment in which learners attempt to learn a language has a meaningful impact on their learning; it is not the same as learning English in a Spanish-speaking environment as in the setting where the target language is initially spoken. As long as students are immersed in their environment, they will not need to use the target language for any communicative purpose.

### **Lack of communicative and interactive activities**

Most teachers apply the traditional teaching method in its entirety, in which textbooks are the primary teaching resources. There is no space for developing interactive and communicative activities such as role-plays, drama, debates, and discussions that encourage students to practice the target language in a real context.

### **Overusing mother tongue**

When language classes are conducted using the native language, students are deprived of the opportunity to have contact with the target language, practice their listening skills, know the pronunciation of words, and increase the vocabulary essential for communication. Therefore, using the native language or L1 in the classroom represents a significant limitation to language learning (Voicu, 2012).

## **CHAPTER II: METHODOLOGY**

This research started from a need observed in senior students at Abelardo Moncayo high school. At the same time, it seeks to help solve the problem situation, which is to improve learners' speaking through the role-playing strategy.

This section presents the methodology utilized in the development of this research. It details the different approaches, methods, data collection techniques, and instruments employed, as well as the research location, the population, and the sample necessary to apply the tools. All of them served as a fundamental basis for obtaining objective, precise and significant data about the students' speaking problems and the strategies that learners and teachers used to develop and enhance English speaking. All of the above is explained in the following.

### **2.1 Description of the study area**

The present research entitled role-playing as a teaching-learning strategy to improve senior students' speaking skills during the academic year 2021- 2022 was carried out at Abelardo Moncayo high school, located in Natabuela from Imbabura province. Furthermore, this high school is a public and mixed institution (male and female) of primary and secondary education in Atuntaqui city, Antonio Ante canton, with eighty years of teaching work for the students' benefit. Likewise, this institution educates over 1900 students, who are distributed by sections: initial I and II, Basic General Education, and baccalaureate (Bachillerato General Unificado, Bachillerato Técnico, and Bachillerato Internacional). At the moment, this school has block one, which comprises the initial sections; and block two, which includes the basic, upper basic, and baccalaureate sections, where over 90 teachers carry out their pedagogical functions. Specifically, this high school is located on Avenue Luis Leoro Franco 24-99 and Velasco Ibarra.

Due to the pandemic, the English subject is currently being taught entirely online; that is, using virtual environments in which teachers in this education modality have greater freedom to select and employ the most appropriate strategies to support English as a Foreign language (EFL) teaching-learning process.

Third-year students have an A1 level in English according to the Common European Framework of Reference for Languages (CEFR) descriptors, as they can understand and use frequently used everyday expressions and simple phrases. Moreover, they can introduce themselves and answer questions about personal data, such as where they live, things they have, and people they know. It means that they are beginners in terms of English language proficiency. Regarding gender, there are 92 girls and 131 boys (total senior students of the seven courses) between 17-and 18 years old.

### **2.2 Research approach/ Type of research**

This research had a mixed approach since the researcher combined methods, techniques, research instruments, approaches, and concepts of the qualitative and quantitative

approaches in the same study. Leavy (2017) defines the mixed approach as a process in which the investigator collects, analyzes, and integrates data from the quantitative and qualitative approaches in a single study to respond to a problem statement.

### **2.2.1 Qualitative research**

Qualitative research allows the researcher to explore, interpret, describe, and analyze the natural experiences of participants involved in the research process (Martínez, 2019). In this approach, data collection does not follow standardized procedures or methods and its analysis and interpretation are not statistical. Furthermore, this type of research follows inductive reasoning and focuses more on interpretations, sensations, anecdotes, emotions, experiences, and their meaning. In this study, the qualitative approach was utilized to obtain information about the teachers' opinions, insights, beliefs, and experiences regarding communicative strategies, the difficulties within the teaching-learning process, the students' speaking level, and others.

### **2.2.2 Quantitative research**

Conversely, quantitative research is a rigorous process where the researcher collects and analyzes numerical data on the phenomenon. It is also purely inductive since the investigators make general observations of the problem situation and establish deductions about what they saw with the help of different instruments. Besides, the data analysis is carried out through statistical and mathematical tools to express the research results in figures (Williams, 2007). In this case, the quantitative method facilitated the analysis and interpretation of the results obtained from the questionnaire survey applied to the senior students about the problems regarding speaking skills, the strategies used by the teacher, and the kinds of role-playing they would like to develop in class.

### **2.2.3 Bibliographic research**

On the other hand, documentary or bibliographic research was essential since it was necessary to review the background and theoretical foundation to support this mixed-approach study. Matos (2020) defines documentary research as a process that allows exploring other authors' theories, thoughts, viewpoints, and arguments in books, academic journals, and scientific articles as well as in online resources such as websites, blogs, and bibliographic databases. In simple terms, this type of research refers to the use of external sources, texts and documents to support the argument of any academic work.

## **2.3 Research Methods**

Deductive and inductive methods were used since the research had a mixed approach (qualitative-quantitative). As well, it was applied synthetic and descriptive methods in this study.

### **2.3.1 Deductive**

This research utilized the deductive method since the investigator made general observations of the English class. Then she performed deductions of the factors and situations that affect the pupils' oral performance. It is also relevant to explain that; the deductive method is reasoning that makes it possible to draw conclusions starting from the general (laws or principles) to explain the particular (phenomena or concrete facts).

### **2.3.2 Inductive**

In this case, the inductive method was applied to observe, study and know the common or generic characteristics of the school situation, the teacher's role, teaching materials, and factors affecting students' oral production or performance, and thus establish general conclusions. Azungah (2018) defines the inductive method as a reasoning strategy that enables the researcher to obtain general conclusions from particular facts.

### **2.3.3 Synthetic**

Furthermore, the synthetic method helped the researcher expose general truths and questions before descending to particular ones. This method enabled her to lead from causes to effects and principles to conclusions. In essence, the nature of this method is to always go from the general to the particular, that is, from the abstract to concrete. According to Jiménez (2015), a synthetic method is a form of scientific and analytical reasoning that seeks to reconstruct an event in a summarized way, using the most representative elements that took place during that event. In other words, this method allows academics to review or summarize something they know.

### **2.3.4 Descriptive**

Similarly, it was descriptive since it allowed the investigator to accurately detail what happened at the research place (Raffino, 2020). That means the researcher made a complete description of the current problem situation. Likewise, the report by Sahin & Mete (2021, cited in Navarro Figueroa & Pita Martínez, 2021) states that descriptive research describes a situation, population, or phenomenon being studied. Moreover, as its name indicates, the descriptive research's main objective is based on defining the variables it is measuring.

## **2.4 Techniques and Instruments**

The research techniques and instruments made it possible to obtain truthful and accurate information that contributed significantly to meeting the proposed objectives. Brief information on data collection tools is presented below.

### **2.4.1 Interview**

The researcher applied this technique to two English teachers, and it was divided into six small sections for a better understanding. The first part was about the educator's personal

information. The other sections of the interview questionnaire focused on getting to know the teachers' perceptions, thoughts, knowledge, expectations, and feelings about issues related to the EFL teaching-learning methodology. An interview questionnaire with eleven questions was employed as an instrument to collect data (see the annex). Specifically, a semi-structured interview was used in which only a few predetermined questions were requested.

In contrast, the rest of the questions were not planned; in other words, they were created in advance during the interview's execution. This type of interview was employed as it combines the structured and unstructured interview styles, thus offering the advantages of both (Pollock, 2019). Lastly, an interview was conducted face-to-face at the school where the teacher works, while the other was achieved through a virtual meeting in the Zoom application.

#### **2.4.2 Survey**

The survey was an essential tool within this research since, as Bhat (2021) states, the survey is a method to gather information about people's perception of any situation and insights into several topics of interest. In this case, the questionnaire survey was divided into two sections. The first part was about participants' personal information, and the second section was about specific data related to the methodology used by their teachers. Besides, the online survey was applied to 142 senior students through Google Forms, which was delivered by the Vice-principal's and teachers' authorizations. The questionnaire also held 12 questions; some were open-ended, semi-open, and multiple-choice questions. It is vital to mention that expert teachers validated the survey so that it could be applied reliably. See the annex.

#### **2.5 Research questions**

What are the factors that affect students' speaking performance?

How can role-playing contribute to improving students' speaking skills?

How can role-playing reduce the affective and emotional factors that affect the proper development of students' oral production?

#### **2.6 Matrix of variables operationalization or diagnostic matrix**

The matrix of variables development was constructed according to the relationship between variables 1 and 2 or the independent and dependent variables (cause and effect) to guide the elaboration of the data instruments, the research objectives designed, the techniques and tools employed, and the information source. Equally important, this matrix can help develop the basis for the theoretical framework of this research in accordance with the variables, indicators, and the elaboration of the research instruments and techniques.

**Table 1***Variables Matrix Chart*

<b>Variables</b>	<b>Indicators</b>	<b>Technique and instrument</b>	<b>Information source</b>
Role-playing Independent variable	Knowledge of teaching methods, approaches, and communicative activities. Frequency of use of role-playing activities Role-playing effectiveness, impacts, and importance Types of role-playing Ways to perform role-playing within the class.	<b>Technique:</b> Interview <b>Instrument</b> Interview questionnaire	English teachers of the Abelardo Moncayo high school  Academic research databases(books, articles, journals, et cetera.)
Speaking skill Dependent variable	Students' communication and interaction Difficulties in speaking skills Speaking performance Students participation Role-playing strategy to develop students' speaking skills English speaking activities	<b>Technique:</b> Survey <b>Instrument</b> Survey questionnaire	Senior students of the Abelardo Moncayo high school  Academic research databases(books, articles, journals, et cetera.)

Note: own elaboration.

## 2.7 Research participants

The study's population or universe was made up of 223 students and 2 English language teachers from the senior at the Abelardo Moncayo high school in the academic period September 2021 to July 2022.

**Table 2***Third-year student population*

<b>High school</b>	<b>Year</b>	<b>Courses</b>	<b>N° students</b>	<b>N° teachers</b>
Abelardo Moncayo	Senior (BGU)	A	18	1
		B	33	
		C	36	
		D	33	
		E	34	
		F	35	
	Senior (TÉCNICO EN SERVICIOS FIGURA PROFESIONAL TSFP)	A	34	1
<b>TOTAL</b>			<b>223</b>	<b>2</b>

Note: Own elaboration. Source: Abelardo Moncayo School secretary.

### 2.7.1 Sample

For the sample calculation, the total population of senior students from Abelardo Moncayo school was taken as a starting point, consisting of 223 students. Then what this author says about the sample size selection was considered. Bullen (2013) states that the minimum sample size to obtain any significant result is 100 participants. Therefore, there are two crucial aspects to consider when applying the formula. The first one is that if the research population is less than 100, no procedure is required as, in this case, it applies to everyone. Another point is that if the study's total universe exceeds 100 people, the formula must be used to obtain a considerable sample size. The sample was selected probabilistically in this investigation since the statistics formula is required because the study population exceeds 100 participants. For his part, Anello (2021) says that probabilistic sampling implies that all individuals have the same probability or chance of being chosen and, thereby, being part of the research.

Of the 223 students, a representative sample was obtained with a reliability of 95% and an acceptable error of  $0.05 = 5\%$ , for which the following formula was applied:

$$n = \frac{N \cdot z^2 \cdot \sigma^2}{(N - 1) \cdot e^2 + z^2 \cdot \sigma^2} =$$

Where:

$n$  = sample size

$N$  = universe

$z$  = value obtained from the normal distribution for a confidence level of 95% (1,96)

$\sigma$  = population standard deviation (0.5)

$e$  = acceptable sample error margin (0,05)

$$n = \frac{223 \cdot 1,96^2 \cdot 0,5^2}{(223 - 1) \cdot 0,05^2 + 1,96^2 \cdot 0,5^2} =$$

$$n = 141,32849$$

$$n = 142$$

### 2.7.2 Sample stratification

After drawing the sample size, it is proceeded to stratification, taking into account the students' number in each parallel. Based on this criterion, the next table indicates the number of surveys to be applied per parallel to obtain the research sample (142). For this purpose, the following formula was employed to calculate the sample fraction of each course.

$$p = \frac{n}{N} \cdot E$$

or

$$\text{sample size for each layer} = \frac{\text{size of the whole sample}}{\text{size of the population}} \times \text{size of layer}$$

Where:

P: sample fraction

n= sample size

N= population size

E= stratum or layer (per parallel)

### Parallel A

$$p = \frac{142}{223} \cdot 18$$

$$p = 11$$

The same procedure was performed with the other parallels to know how many surveys must be applied according to the sample size.

**Table 3**

*Stratification of the research sample*

<b>Parallel</b>	<b>Student population</b>	<b>Sample</b>
BGU A	18	11
BGU B	33	21
BGU C	36	23
BGU D	33	21
BGU E	34	22
BGU F	35	22
Técnico A	34	22
<b>Total</b>	<b>223</b>	<b>142</b>

Note: own elaboration

## 2.8 Data analysis plan and procedure

The theoretical framework's investigation of the research variables was the starting point for developing the study methodology, data collection, and analysis. Then, based on the findings in the theoretical foundation, the researcher designed these two instruments, which were student surveys and teacher interviews. These instruments could not be applied in person at the institution due to the COVID-19 outbreak. Indeed, most legal requirements have been done online because of the pandemic. After that, the questionnaire survey and interview were sent to three English teachers for review and evaluation. Once the instruments were verified and validated by the professors from English Major, a request was sent to the dean's secretary of the Universidad Técnica del Norte requesting an authorization letter to obtain information and carry out the research at the Abelardo Moncayo high school (Annex 1). After obtaining approval from the institution's principal to conduct the study (Annex 2), the investigator applied the instruments to the target population, who agreed to cooperate



voluntarily. In like manner, it was necessary to use a statistical formula to calculate the sample size since the target universe exceeded 100 participants. Equally, the sample was stratified to know the number of surveys to be applied in each parallel. As a result, the questionnaire survey was employed on 142 senior students online. Meanwhile, the semi-structured interview with the teachers was conducted face-to-face and virtually. The survey lasted about 10-15 minutes, while the interview lasted approximately 20-30 minutes. Later, the data obtained were interpreted, systematized, and analyzed using tables and graphs created in Excel, a software program that uses spreadsheets. It is worth clarifying that the data collected was purely confidential and just for academic purposes. Finally, the interpreted and analyzed information was utilized to continue the proposal's development.

## CHAPTER III: RESULTS AND DISCUSSION

This section shows the outcomes obtained from the research instruments applied, the results' analysis of the students' survey, as well as the analysis of the teachers' interviews, and the discussion of the findings.

### 3.1 Results

This current inquiry was carried out at Abelardo Moncayo high school, a public institution located in Atuntaqui city. Both the teachers and the students of the third year provided valuable information that significantly contributed to achieving the different objectives proposed in this study. Likewise, both the interviews and the surveys developed through questionnaires assisted significantly in the quantitative and qualitative data collection that support the reliability and validity of the results.

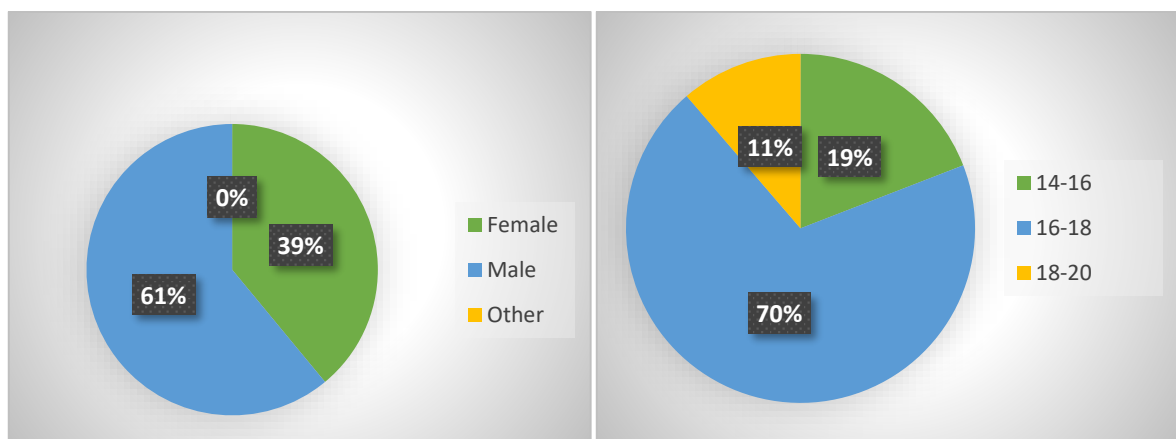
#### 3.1.1 Student's survey

Starting from the quantitative aspect, a questionnaire of eleven multiple-choice, close-ended, and open-ended questions was designed for 142 third-level students who currently study at Abelardo Moncayo high school. Its main objective was to determine the communicative strategies used by the teacher to develop their English speaking skills. Altogether, the survey was applied to 6 parallels: A, B, C, D, E, and F that belong to the BGU, and one parallel: A from Bachillerato Técnico. Besides, pupils at this level are studying in the blended modality due to the COVID-19 pandemic. That is why this data collection instrument was also applied online using Google Forms, a free online software.

The statistical results are detailed below in pie charts and some in tables due to the numerous response options. The respective interpretation and analysis regarding the questionnaire survey are issued as well.

**Figure 6**

*Senior students' gender and age*



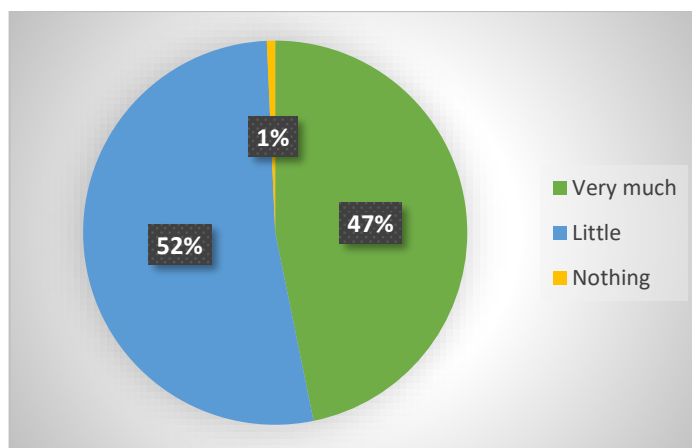
Note: Own elaboration. Source: Survey January 2022

Figures 1 and 2 show the gender and age of the students surveyed. It is necessary to highlight that these two aspects (general data) were included in this research only to obtain some references from the interviewees; thus, this information does not influence the inquiry. The highest percentage reveals that most respondents are men, representing 61%. Moreover, the rest of the population are women representing 39%. Based on this, it can be concluded that the largest student population in the third level is male. Regarding the age of the students surveyed, most of them are between 16-and 18 years old, while some are between 14-and 16 years old. Finally, a tiny minority is between 18-and 20 years old. It means there is a higher number of respondents in the 16 to 18 age range.

1. How much do you enjoy English classes?

**Figure 7**

*Satisfaction level of English classes*



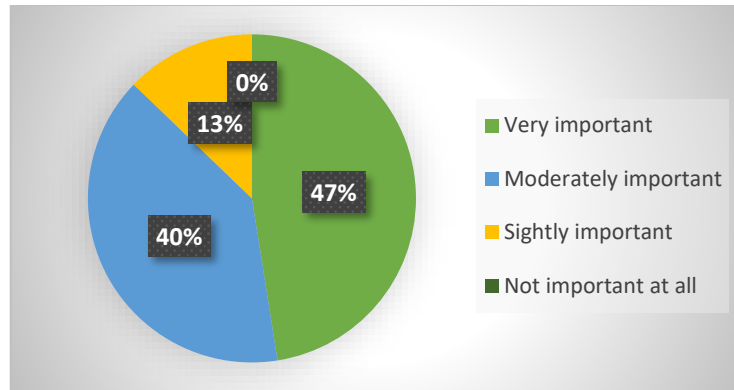
Note: Own elaboration. Source: Survey January 2022

Regarding question one, it indicates students' satisfaction level in terms of English classes. A significant percentage of pupils alleged that they somewhat enjoy the English classes taught by their teachers, while the rest of the respondents said they like these classes. Based on this result, teachers have to develop a positive attitude toward learning through motivational strategies to lead to more engaged, motivated, and receptive students. That way, achieve meaningful learning in all students during this virtual education modality. In support, Tabrizi (2020) states that learners must have some interest or motivation in learning a target language as well as enjoy the learning process; otherwise, they may experience different negative emotions.

2. How important is the English language in your academic life?

**Figure 8**

*English language importance in academic life*



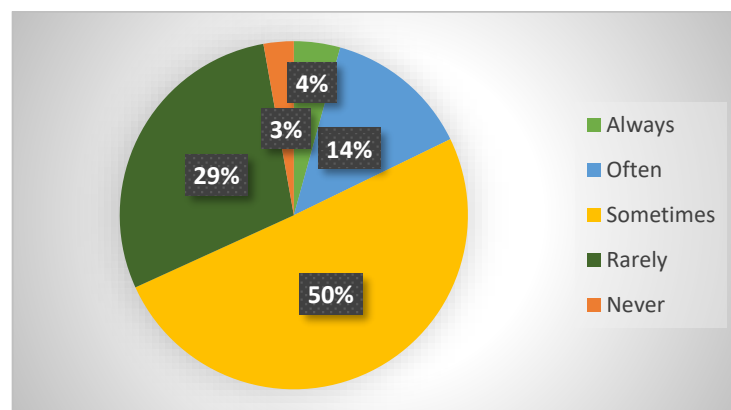
Note: Own elaboration. Source: Survey January 2022

This pie chart shows the students' perception of the importance of English in their academic life. In this globalized world, learning English becomes even more indispensable. English not only enables people to have a better education but also to find better job opportunities. A high percentage of the respondents consider the English language fundamental in their academic life. Apart from being the language of international communication, commerce, and finance, learning English is essential because it allows access to up-to-date and complete information (Rao, 2019). Indeed, almost all academic, scientific and technological texts are written in English; consequently, learning this language will assist people in accessing data without limitations and in real-time. Conversely, a minority of the students surveyed mentioned that this language is not vital for their professional life. Despite this, it is visible that a significant group of learners are aware of the English language's importance regarding academic aspects, which is a positive aspect since they have a reason to learn this language.

3. How often do you participate in speaking activities in class?

**Figure 9**

*Frequency of students' participation in class*



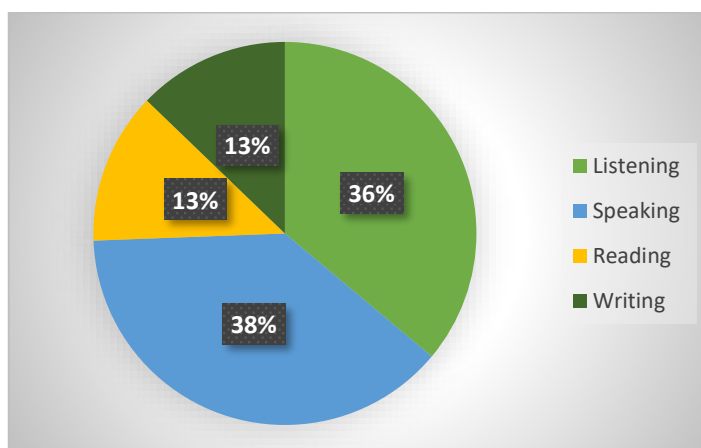
Note: Own elaboration. Source: Survey January 2022

Concerning this question, it was aimed at knowing the frequency with which students participate in English classes using the target language. Class interaction or participation is quite crucial in the EFL teaching-learning process as it provides learners with opportunities to practice the language and share ideas in a real context (Ginting, 2017). Nevertheless, half of the respondents testified that they sometimes engage in speaking skills activities. Equally, a considerable number of the pupils surveyed stated that they rarely participate in class. This result reveals there is no active student participation in the English classes. This problem may be because learners are timid or afraid of being judged and criticized. The poor engagement can affect their speaking skills performance since class participation is indispensable, as it offers various benefits. To illustrate, when pupils participate in class, they develop autonomy, improve reasoning and self-esteem, and learn values. Hence, it is vital to seek appropriate methods that help increase students' participation, such as interactive or communicative activities (e.g., role-playing, debate, picture description, etc.).

4. For you, which of the following language skills is the most difficult to develop?

**Figure 10**

*Most difficult English skill for developing*



Note: Own elaboration. Source: Survey January 2022

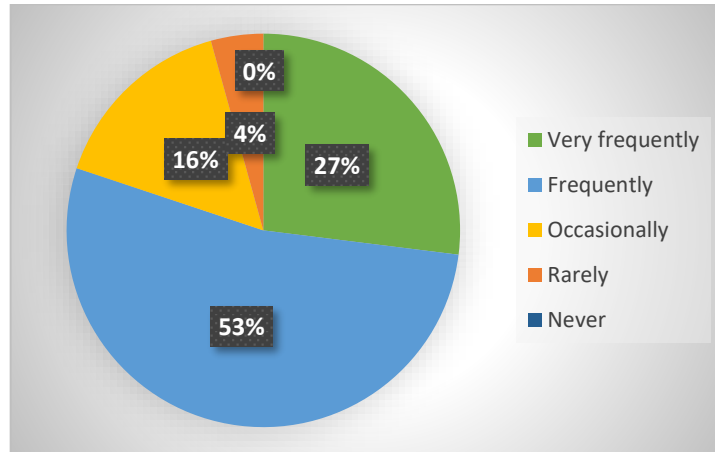
According to the data presented in this chart, it is possible to appreciate the students' perception of the English language skills that are the most challenging to develop. A large majority of respondents, representing 38% of the students, expressed that speaking is the most difficult language skill to develop. A study developed by Jaramillo Crespo (2021) revealed that English speaking skill is complex due to lack of vocabulary, confusion in the use of grammar, difficulty in pronouncing words, and self-confidence and motivation shortage. By contrast, a considerable number of participants considered listening, the most challenging skill. In like manner, listening comprehension being receptive skills also needs constant practice to learn. Surprisingly, the rest of the learners equally divided their opinions, as 13% declared that reading and writing skills are the most difficult of the four language skills to learn. Overall, this result displays that speaking and listening skills are extremely difficult to develop for the vast majority of pupils. Perhaps, one reason for that might be that

these two skills, productive skills, require a lot of exposure and practice with the target language. Nonetheless, it is fundamental to mention that the four skills must be considered as they are all connected in the English language learning process.

5. How often does your teacher provide activities to improve speaking skills?

**Figure 11**

*The frequency with which the teacher carries out activities*



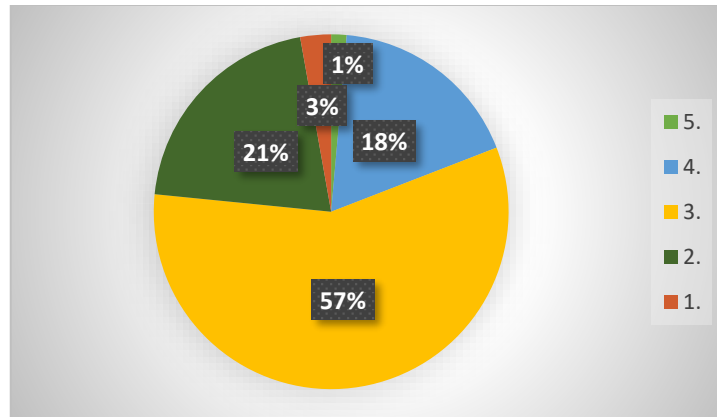
Note: Own elaboration. Source: Survey January 2022

This figure helps to know the frequency with which the English teacher conducts activities to enhance the students' speaking skills within the class. Of the total number of the respondents, over half stated that their teacher performs speaking skills activities frequently. Then, a significant percentage of the students surveyed mentioned that the educator constantly implements oral activities. Hence, it is explicit that teachers almost always carry out speaking activities, which is a positive aspect since it means their students practice speaking regularly. In today's schools, discussion and debate (speaking activities) on relevant topics are encouraged so that pupils learn to bring their inner thoughts to the outside world powerfully (Linning, 2019). It is worth noting that the development of these activities is significant, as it promotes class participation and interaction. Correspondingly, activities like those can motivate learners to express themselves in a confident, forceful, and thoughtful way in their daily lives.

6. According to the Ministry of Education, senior students must reach a B1 level in English language proficiency, which means that they will be able to communicate simple or basic needs and talk about familiar topics at this level. Concerning this requirement, determine your speaking skills level taking into account that 5 is the highest and 1 is the lowest.

**Figure 12**

*Students' English speaking level*



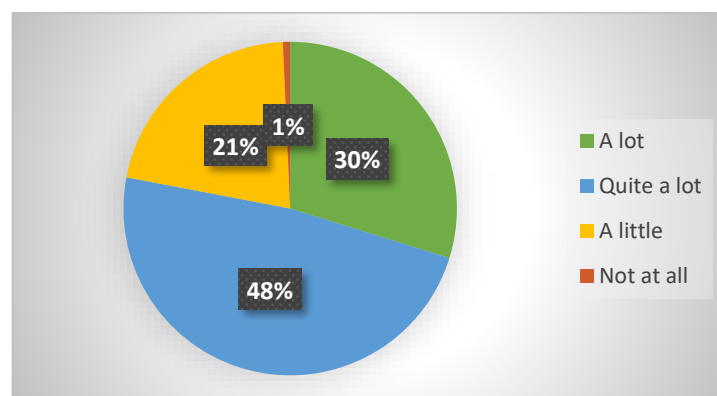
Note: Own elaboration. Source: Survey January 2022

This chart displays the students' perception of their English language proficiency, considering what the Ministry of Education established on level B1. More than half of the research participants indicated they have an intermediate level of speaking ability, representing 57% of the total population. However, a significant number of students surveyed considered their speaking level to be low, representing 21%. These results reveal that most learners assume that they have an intermediate level, i.e., neither advanced nor low. It could also mean that they will not have much trouble expressing their ideas on familiar topics using the target language. This outcome may be good, but it is critical to achieving the goal that all senior students graduate with a B1 or even with at least an A2 level. As per the Common European Framework of Reference for Languages (CEFR), at levels A1 and A2, learners are considered basic language users; in contrast, at level B1, they are described as independent users in terms of language proficiency.

7. Do you like the activities your English teacher uses within the class to improve your speaking skills?

**Figure 13**

*Students' acceptance of the speaking activities*



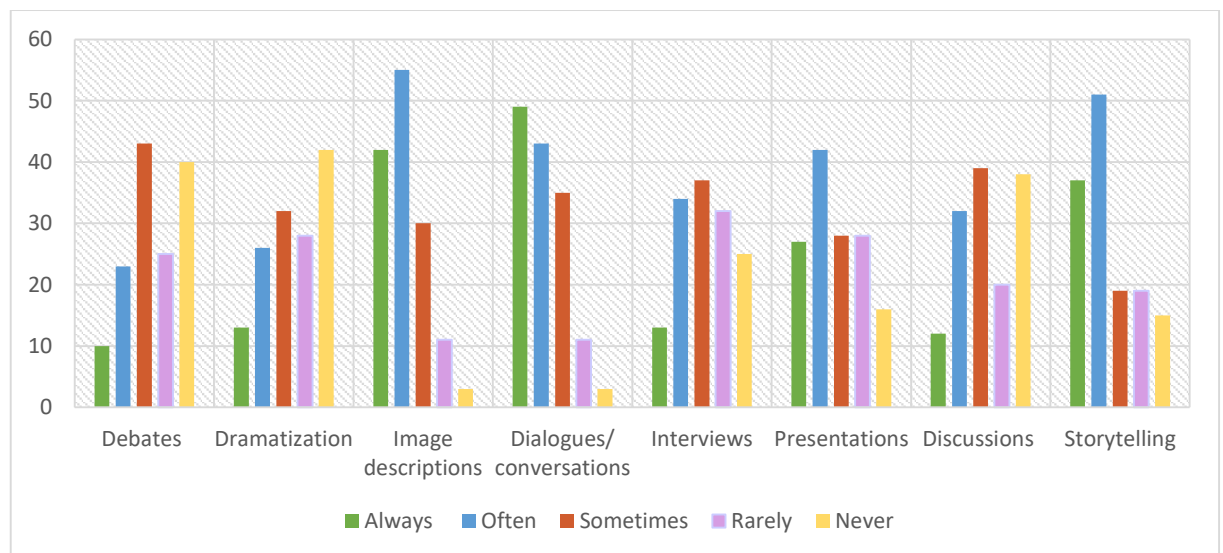
Note: Own elaboration. Source: Survey January 2022

This figure shows the students' acceptance of the activities employed by the English teacher to develop their speaking skills. As shown in the pie chart, the results revealed that most of the students surveyed (48%) quite like the activities used by their educator. On the contrary, less than half (30%) of the total pupils surveyed said they like it a lot. Among the most important reasons they added for liking their teacher's activities were that they find them (activities) fun, simple, recreational, creative, engaging, understandable, and entertaining. Equally, activities help them practice English in the best way, allow them to work in groups, and lose their fear of participating in class. However, some respondents, who represent 21%, stated that they only like speaking skills activities a little. The reasons given were that pupils do not like English, do not understand the teacher's explanations, and are afraid to participate in class. Despite this, it may be said in general that most of the students appreciate the activities developed within the class, i.e., the activities are to the learners' liking. It is a beneficial aspect because it means that the teacher's speaking activities positively impact the students learning.

8. How often does your teacher use these activities in class? Put an X according to your answers.

**Figure 14**

*Teachers' frequency in the use of speaking activities*



Note: Own elaboration. Source: Survey January 2022

Question eight illustrates the frequency with which the teacher uses these communicative ESL speaking activities during class. Communicative activities involve any activity that encourages and requires students to speak and listen to others; for instance, news reporting, pair work, simulation, dialogues, role-plays, and others. In these activities, learners are required to use the target language in real-life situations, i.e., where real information is



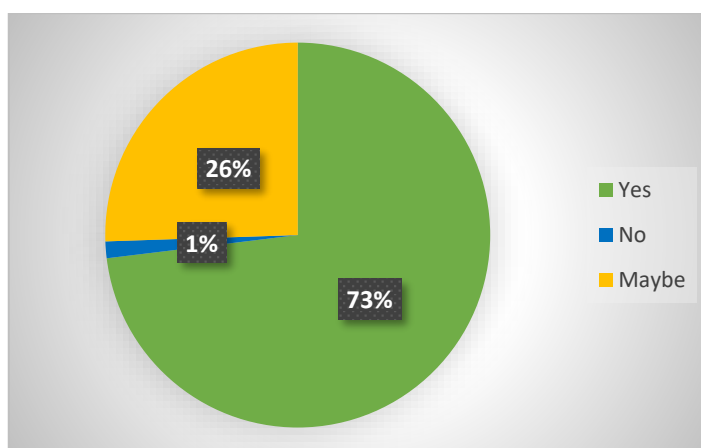
swapped, and mistakes are not emphasized. Nowadays, using them (activities) in class is fundamental to developing students' speaking skills due to their real purposes, such as talking and giving information about oneself, learning naturally, finding and exchanging information, and so on (Ramadan, 2021).

According to the figure, the teachers' activities have different usage frequencies. The most frequently utilized activities in class were picture descriptions, dialogues or conversations, and storytelling. Contrariwise, the oral presentation was occasionally employed activity. Finally, with similar percentages, the minor used activities were debates, interviews, and dramatizations. In conclusion, it is notable that the educators somehow apply the communicative approach to teaching speaking. In this regard, it means that they do not use very traditional strategies like primarily working entirely on the book's activities.

9. Would you like your teacher to use other activities such as role-playing in class to improve your English speaking skills?

**Figure 15**

*Students' perceptions of the use of role-playing*



Note: Own elaboration. Source: Survey January 2022

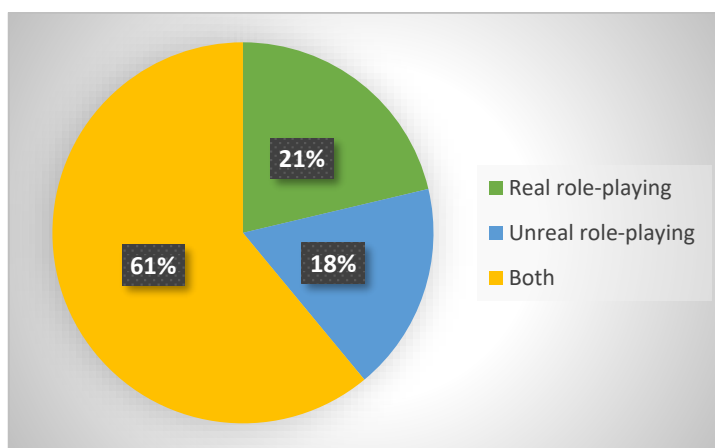
The figure shows the responses to the semi-open-ended question that sought to know the students' opinions on whether they would like to develop role-playing to improve their oral skills. As shown in this pie chart, the results revealed that more than half of the survey respondents, representing 73%, indicated that they would like their teachers to use role-playing to improve their speaking skills. In contrast, the rest of the students surveyed (26%) were unsure, as they chose the "maybe" option. One of the many reasons why learners want to perform the role-play is because they believe it is a fun and entertaining method that could reduce the monotony of the class. Another point is that it can grab their attention and reduce classroom stress. Therefore, it can be said that a large number of pupils are willing to utilize role-playing as an activity, which is a positive aspect since they can experience new things and see if their English proficiency level improves. Cornett's 1999 study (as cited in Neupane, 2019, p.12) shows that when students participate in role-playing, they improve

fluency and oral communication, interaction skills, as well as body language. As a final point, this result was an impulse or motivation to design a handbook with role-playing activities. Equally important, those activities aim to develop communication skills along with social skills.

10. Which of the following types of role-playing would you like to use to improve your speaking skills?

**Figure 16**

*Students' preferences about types of role-playing*



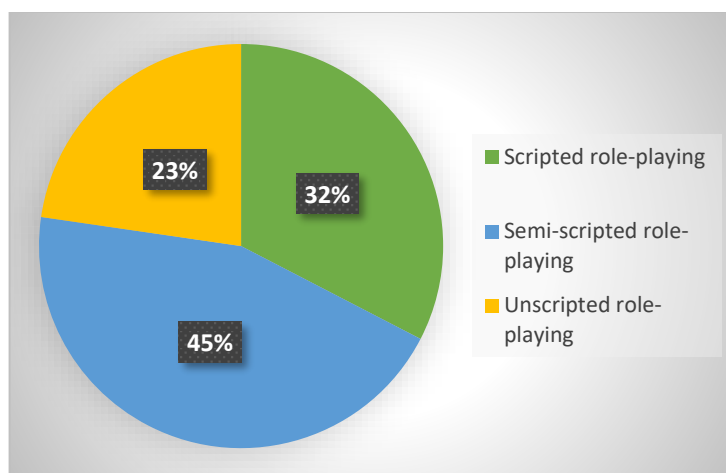
Note: Own elaboration. Source: Survey January 2022

This graph helps to know the types of role-playing that students prefer to use to improve their speaking skills. There are two kinds of role-playing which are real and unreal. Unreal role-playing is based on imaginary or fantasy situations, such as fairy tales. Oppositely, real role-playing is chiefly based on everyday life situations such as shopping, booking a hotel, making a phone call, and so on. More than half of the population (61%) stated that they would like to develop real and unreal role-playing. Some other respondents, representing 21%, want only to use real role-playing. This one may be the most beneficial for the learners' speaking skills development, as it promotes communication in a real-life context using authentic language. The rest of the population (18%) answered that they prefer to employ unreal role-playing. It is essential to highlight that both types of role-playing are helpful since, besides improving students' confidence in speaking skills, they enhance other skills, such as creativity, critical thinking, and emotional intelligence. Each kind has its advantages and disadvantages or positive and negative aspects. Lastly, the results served as the fundamental basis for the guide development. It means all students' opinions were significantly considered when developing the activities in the methodological guide.

11. Which of the following ways of role-playing would you like to use to improve speaking skills in English?

**Figure 17**

*Students' perceptions of the ways of developing role-playing*



Note: Own elaboration. Source: Survey January 2022

The pie chart above displays the results of the survey's last question. As in figure 12, when pupils were requested about the ways to carry out role-playing, the vast majority of students (44.7%) opted for the option of performing semi-scripted role-playing. Nevertheless, a significant percentage, 32.6%, of all respondents chose fully scripted role-playing. Finally, the rest of the population (22.7%) chose unscripted role-playing. Therefore, these results were considered in the guide's design and focused on creating activities based on semi-scripted role-playing since it has the highest percentage. This one is very advantageous as it gives learners and their educators the freedom to improvise or adapt the story in their way, thus promoting creativity. In Cherif's words (1995), semi-scripted dialogues are better since they offer slightly more realistic material, facilitating the language's naturalness. It even keeps the dialogue from sounding forced and artificial. Contrariwise, scripted role-playing is practical when teachers want to control the grammatical structures, content, and vocabulary.

### **3.1.2 Teacher's Interview**

Regarding the qualitative component, a semi-structured questionnaire of eleven questions was carried out, which in turn were divided into six sections to achieve a better understanding by senior English teachers who work at Abelardo Moncayo high school. In addition, two English teachers were interviewed altogether. In this part, it is relevant to note that one teacher was interviewed face-face at the school, while the second educator was interviewed through the Zoom platform. Likewise, one interview lasted 20 minutes and the other about 30 minutes. Equally important is that the teachers provided valuable information about the teaching methodology used in class to develop speaking skills. Finally, the data obtained from the educators were considered, proposing a viable solution to the research problem.

To perform the respective analysis and interpretation of the interviews' results, the researcher transcribed everything the teachers said during the interview. Next, the analysis of the data collected in the interviews is presented.

#### **a. Part A: Previous Experience.**

In this section, teachers responded about the motivation that led them to become English teachers, the years they have been teaching at the institution, and their perception of the most challenging skills to develop. The purpose of this section was only to obtain information from teachers regarding their professional life, and hence, the data gathered in this section did not influence the research development. In other words, the first questions were asked to make the interview more enjoyable (Icebreaker Questions). Here are the questions that were asked.

1. What motivated you to become an English teacher?
2. How many years have you been teaching English?
3. According to your perception, what is the most difficult language skill to master? Why?

#### **Teacher A**

Teacher A said that her main reason for becoming a teacher was because she had liked the English language a lot since school. She was excellent at English. It means she had an innate ability to learn English. Besides, she mentioned she has been an English teacher for 12 years, but she has worked as an English teacher at this institution for only four years. Regarding English language skills, she considered writing skills as the most difficult to develop, as it includes grammar and vocabulary. Because of this, she believes that her students often get confused and do not learn. In line with Askhatova (2020), if the learners do not have enough vocabulary and do not have extensive grammar knowledge of some topic, they will hardly be able to communicate effectively in the target language. Something remarkable that teacher A stated was that the difficulty of language skills depends on the multiple intelligences of each learner.

#### **Teacher B**

Teacher B declared that his chief motivation was the service to the educational community and his connection with students. Regarding the years of teaching, he affirmed he has been teaching for 29 years and 32 years altogether. For this educator, speaking skills are complex, as students get nervous quickly. Another reason, he stated, was that it requires knowledge of vocabulary, pronunciation, and intonation. He even said this skill is challenging because students need listening comprehension to respond.

#### **b. Part B: Objectives Achieved.**

Question four displays value data about the teacher's perception of the aim established by the Ministry of Education to reach a B1 English level in third-year students.

4. In Ecuador, according to the Ministry of Education, the exit profile of the Ecuadorian bachelor proposed in the curriculum is to reach a B1 level in English according to the Common European Framework of Reference (CEFR). That is, students should leave with an intermediate level, so they will be able to talk about familiar topics. Do you think that senior students at this institution have achieved this requirement? Why/ Why not?

#### **Teacher A**

Teacher A responded to that question, emphasizing this time of the pandemic. She confirmed that students have not reached either A2 or B1 levels due to the virtual education. She added some reasons for this failure. Most pupils do not have access to the internet and do not practice the target language as in face-to-face classes. The educator also highlighted another reason: the number of hours devoted to teaching English. That is, the English language is not given enough importance in the curriculum. Conforming to her perception, these are just some reasons why students have a poor proficiency level in the English language. Overall, it may be said that the level of English required in this institution was not achieved because of the different limitations that appeared with the pandemic and also the changes in the curriculum regarding the English as foreign language (EFL) teaching. However, it is visible the teacher's concern for improving the English level of her students; yet, given the limitations against her, the only thing she can do is adapt to the established changes.

#### **Teacher B**

Concerning this question, teacher B exclaimed that he has tried to reach A2 and even B1 levels in his students, but because of the methodology and other aspects such as vacations, extracurricular activities, internet problems, the provision of the use of the mother tongue for teaching, deficiency of resources (light, recorder, projectors, and so forth), he could not meet this requirement. That is why it continues to be a great challenge until this day to achieve this goal. The teacher also stated that he is in constant training, which is relevant. On the whole, it is concluded that besides the change in the education modality, other factors with which he cannot deal do not allow the educator to achieve the objective proposed by the Ministry of Education concerning English Level proficiency.

#### **c. Part C: Problems in the teaching-learning process**

The five-question discloses the teachers' perceptions about the limitations or obstacles that have arisen during the EFL teaching-learning process.

5. What are the limitations or obstacles that have arisen during the teaching-learning process of English as a Foreign Language?

#### **Teacher A**

Regarding this question, teacher A confirmed that the principal obstacle during the teaching-learning process is that she has not had books according to the students' level. That is, she

has been primarily working with the books of 4 years ago. That is why the educator has sought other strategies to solve this problem. Another obstacle is the reduced hours allocated to teaching English, making it challenging to teach correctly. Besides that, students' disinterest and lack of commitment to attending virtual classes is another aspect that has significantly affected their learning. Based on these results, these different limitations directly affect the students' performance since, although it is true, the teaching contents must be under their English level so that the pupils learn step by step based on their realities. Similarly, class hours are essential in EFL teaching as this subject requires learners to practice or have contact with the target language for at least 2 hours each day. Nevertheless, as the teacher mentioned, only 3 hours of teaching per week have been assigned, which is not enough. Consequently, the Ministry of Education should analyze and resolve the limitations cited above as this public high school depends much on its decisions.

### **Teacher B**

According to the teacher's perception, one limitation or obstacle that has arisen during the teaching-learning process has been the shortage of resources such as light, CD, audio, projectors, and digital screen. This limitation is something that the teacher cannot handle or solve as he is not responsible for solving equipment problems. Accordingly, the Ministry of Education must analyze this problem to make the English teaching process even more effective since this institution, being a public one, depends on it.

#### **d. Part D: students' speaking skills level**

This question was posed in the sense of knowing the speaking skills level of their students.

**6.** What could you say about the speaking skills level of your students?

### **Teacher A**

In this case, teacher A indicated that her students' speaking skills level is intermediate since she affirmed they do not know enough vocabulary and do not have vast grammar knowledge; as a result, they cannot express their ideas effectively. What is more, she highlighted that for the same reason, she applied a strategy which was to interview or talk with native English speakers, but the pupils did not take advantage of that opportunity. In this part, it is essential to note that the learners' English proficiency level depends on the teacher and themselves since, from one side, the educator must motivate and make the pupils practice. On the other hand, in this new education modality, learners must be autonomous in their learning and strive to improve their speaking skills. Therefore, both teachers and students must work together to graduate with a B1 or at least an A2 level and thus become competent language speakers.

## **Teacher B**

In this part, the teacher stated that the student's English level in the four skills is poor or low and alluded that one reason for this is that at this time of the pandemic, the authorities have not allowed him to teach using the target language. For that same reason, he has been utilizing 100% mother tongue or L1 (Spanish) in his classes. To conclude, the leading cause of this low English level is that the educator may not use the target language in its entirety to teach the subject since the learners do not understand. In conclusion, the target language in the classroom is essential as, in this way, the pupils have at least the opportunity to have real contact with the language. Another point is that it is a worrying situation as students have a poor level of English proficiency. That is why the teacher must find a way for students to practice this language. In this regard, using current methods with different communicative activities aimed at developing language skills could be an effective solution.

### **e. Part E: methodology applied**

The current analysis belongs to the method or approach that teachers apply during the EFL teaching-learning process and the type of communicative activities used by them to develop the speaking skills of their students. These are the questions that were asked.

7. Which L2 method/approach do you prefer to use in your English class? Why?
8. What kind of communicative activities do you use to develop your students' speaking skills?

## **Teacher A**

Based on the information gathered, teacher A explained that she has used gamification and ludic activities as the principal method during virtual classes. She also added that she has employed the Communicative Language Teaching (CLT) approach to making students have real contact with the target language. Equally, when requested about the communicative activities, the educator confirmed that she has utilized role-plays, conversations on real-life issues (e.g., What did you do on your last vacation?), describing images, and talking parrots (i.e., speaking as quickly as possible) to develop the students' speaking skills. The above means that the instructor uses a great variety of current communicative activities in class, which are necessary today in this virtual modality. As Stevens (1983) stated earlier, communicative activities include any activity that requires and encourages students to speak and listen to other classmates. Today, using these kinds of activities in EFL classrooms is crucial. Something significant to add in this part is that the communicative activities have real purposes since they use real-life situations to promote communication and interaction between people.

## **Teacher B**

Teacher B claimed that he has utilized the communicative approach to develop their students' speaking skills, and about it, he thinks it has helped the pupils lose their fear. In

addition, he stated that this approach has had a positive impact on his students' oral production, as they can express themselves with freedom, confidence, and spontaneity when using the communicative approach. In agreement, Richards (2005) states that communicative language teaching, also known as the communicative approach, focuses on interaction, oral practices, and cooperation between students so that they become confident and competent speakers. Regarding communicative activities, he mentioned that he has almost always used dialogues and sometimes role-playing to strengthen his learners' oral competence. Interestingly, he added that he has applied the meaningful learning theory, which links the previous students' knowledge with the information they will learn during the class.

#### **f. Part F: role-playing**

The last analysis refers to teachers' perceptions about how the role-playing integration could improve their students' speaking skills, the type of role-playing they would use, and how a methodological guide could help them improve their students' oral production. Here are the questions requested.

9. How could the integration of role-playing in your English class improve your students' speaking skills?
10. Which types of role-playing would you like to use to improve speaking skills? Why?
11. To what extent could a methodological guide help improve your students' speaking skills?

#### **Teacher A**

According to the teacher's opinion, through role-playing, in the first place, students lose their embarrassment, which is an essential point since, to speak, students must feel confident. In her words, this activity aids in developing students' imagination and creativity. She also said that learners become more outgoing, creative, and authentic, which is a highly favorable aspect. Another point that she indicated is that role-playing encourages cooperation between them; for instance, when they do not know or forget the meaning of a phrase or word, they support each other. The highlight was that the teacher stated that role-playing develops the four skills, and to illustrate this, she explained in this way: pupils must first create or write the dialogue, then they must look for more information and read about what they are going to do, they must also practice listening to understand what the other partner says, and finally, they must speak to express the ideas of the dialogue. In a few words, integrating role-playing has a positive impact as it encourages interaction and teamwork among learners. That way, they can lose their fear of speaking and gain more confidence. It means role-playing can reduce the affective factors that influence the pupils' speaking skills development.

In addition, when asked about the type of role-playing, the teacher did not hesitate to say that she would use both types of role-playing, which are real and unreal, as both foster the



students' imagination and creativity. Therefore, this teacher's response has been considered in the guide's design with role-playing activities.

At the end of the interview, the teacher was asked to explain how a methodological guide could help her improve the students' speaking skills. She confirmed it would be great to create a guide since they are currently working with the old books that contain advanced modules. As well, she added that if the pupils had a guide to practice their speaking skills, they would know what to do, what not to do, and how to do it. In the end, she said that a handbook with role-playing activities is necessary for developing students' oral competence. Hence, this answer was considered as motivation to design a methodological guide that contributes positively to the EFL teaching-learning process. Thereby also helping to improve learners' oral production, which is an essential skill as it is a means of transmitting ideas.

### **Teacher B**

Teacher B affirmed that role-playing could indeed improve speaking skills since he considers students learn by playing or enjoying. In support, Neupane (2019) claims that role-playing is an activity that allows students to learn entertainingly; for the same, it can be a profitable strategy. Regarding the type of role-playing, he said that he would like to use both since, from one side, the real role-playing permits learners to talk about real situations or their daily lives. Instead, he would like to use unreal role-play as it allows students to put in the shoes of their favorite characters, thus helping them develop their imagination. On the other hand, the teacher also expressed that a methodological guide based on the role-playing strategy could be advantageous, therefore helping improve pupils' speaking skills. However, he suggested that a handbook should be designed based on the students' current English proficiency level.

### **3.2 Students' surveys and teachers' interviews summary**

The different approaches and research methods, as well as the instruments and techniques used, served as a fundamental basis for obtaining objective and real data. With surveys aimed at senior students, it was intended to know the problems regarding speaking skills, the strategies used by the teacher, the mastery level of speaking skills, and the topics to develop role-playing. The students provided valuable answers, which were considered in the proposal development. On the other hand, through semi-structured interviews, the teachers delivered helpful personal experiences and detailed opinions about the difficulties within the teaching-learning process, the learners' speaking level, and the methods used. Likewise, their answers were crucial in the proposal's design (role-playing). Thanks to the contribution of both students and teachers, it was possible to create significant role-playing activities that are focused on improving the students' oral skills.

### 3.3 Discussion

As mentioned earlier in the theoretical framework, the English language plays a fundamental role in people's lives since it is used worldwide as a means of communication. In the same vein, both surveys of students and interviews with teachers have revealed that both are aware of the relevance of English in different fields, whether academic, labor, or personal. In this part, it is essential to mention that learning this language depends greatly on four basic linguistic skills that promote effective communication between students and teachers (Lewis, 2021). Being the speaking skill considered by some authors as Leong & Ahmadi (2017), the most complex skill for development in learners. Another study developed by Bueno et al., (2006, cited in Rao, 2019, p. 8) also stated the same "speaking is one of the most difficult skills faced by thousands of language learners around the world," but equally, it is considered the most important skill of the four English language skills. Nonetheless, the data gathered illustrated that, according to the research participants, the most challenging language skills are listening, speaking, and grammar (a micro-skill). Perhaps, as said by teachers, "the difficulty is since speaking, and listening skills require much exposure to the language, constant practice, and, above all, vast grammar and vocabulary knowledge." In a similar situation, Hunston et al., (1997) cited that vocabulary and grammar play an essential role in speaking development. He explained that from one side, grammar permits expressing the message clearly and logically, thus avoiding misunderstanding by the other person. The same, vocabulary is another vital micro-skill in language learning since if EFL learners do not have sufficient vocabulary, they cannot transmit their ideas properly. In short, pupils need grammatical bases and vocabulary to express ideas with coherence and cohesion.

Besides that, Krashen (1982, as cited in Leong & Ahmadi, 2017, p.37) claimed that speaking is considered the most complex skill to develop for learners because of the affective variables that intervene during the process, such as shyness, stress, anxiety, fear, demotivation, mistrust, low self-esteem, and inhibition. In like manner, teachers affirmed that students find it challenging to speak English since they feel fear and shame. The above confirms why the vast majority of students stated in the survey that they do not have active participation and do not like English. Hence, it is vital that teachers understand their students' feelings and interests, build a friendly relationship to help overcome those emotional and affective factors and, above all, remind them that mistakes are part of the learning process. Choosing the best teaching methodology and creating opportunities to keep students engaged in the speaking activity are equally fundamental.

After performing an in-depth analysis of the data collected, it can be testified that currently, senior students are not able to reach the B1 level in terms of English language proficiency, which is the requirement established by the Ministry of Education relied on the Common European Framework of Reference for Languages scale. About this, a teacher and pupils agree that their English level is intermediate, which means they are not able to express ideas very well or reasonably understand familiar topics yet; therefore, both must work together to overcome this situation. On the contrary, the other educator confirmed that "the students' oral competence level is definitely deficient." Some reasons can be added to this failure; one

of them is the few hours devoted to teaching the English subject. The other one is the curriculum that is not designed according to the learners' reality and needs. Apart from that, the change in education modality because of the pandemic has completely transformed the way teachers teach, and students learn. In agreement, Hoofman & Secord (2021), in their research, reached the same result "the COVID-19 outbreak has affected and will continue to limit the way of teaching and learning the contents in each subject at all educational levels" (p. 68). Due to virtual education, teachers have been forced to seek more innovative methodologies based on the virtual learning environment to address students' needs.

On the other hand, one of the research's main objectives was to identify the teaching strategies used by senior teachers in their students' speaking skills development. Both teachers and pupils said they perform picture descriptions, dialogues or conversations, and storytelling to develop their speaking skills. Then, it is clear that English teachers apply the communicative approach during classes. Oviedo Guado & Mena Mayorga (2021) claims that communicative language teaching (CLT), or communicative approach (CA), focuses on interaction, oral practice, and cooperation among students. That way, they become confident and competent speakers. For this reason, educators should continue using this method as much as possible and avoid applying traditional methods, even more so in this virtual modality where interaction is limited.

In addition, based on the interviews and survey results, it was possible to identify some benefits of role-playing. Both teachers and students agreed that role-playing reduces embarrassment, thus allowing them to become more extroverted, creative, and self-confident. Likewise, they consider that this activity permits them to work as a team, learn in an entertaining environment and enjoy the learning process. For this reason, they agree to integrate role-playing as a teaching-learning strategy within the classes. Specifically, they want to develop both types of role-playing: real and unreal, since they offer similar benefits. A project developed by Criollo Erazo (2018) detailed other advantages of role-playing. When students participate in this activity, they can learn by doing and have full oral practice. Further, the author mentioned that this strategy might be implemented as a valuable teaching tool to develop not only learners' communicative skills but also their interpersonal and social skills. Despite these benefits, it can be inferred that role-playing is not widely employed since most students claimed on the survey that this strategy is rarely utilized within the class. In keeping with them, role-playing is not a typical activity used to practice speaking skills. In contrast, the teachers declared that they also use it often in their classes.

In conclusion, considering all the above data, the senior teachers and students agreed that a methodological guide with role-playing activities would be great because they found it innovative, attractive, and helpful. Nowadays, in this education modality where students feel even more unmotivated, stressed, and uninterested in learning the target language, it would be a favorable opportunity to present a detailed guide with the best role-playing activities that support the EFL teaching-learning process. Thereby, developing one of the most important language skills: speaking.

## CHAPTER IV: ACADEMIC PROPOSAL

This section displays the academic research proposal aimed at improving the senior students' English-speaking skills at Abelardo Moncayo high school by using the role-playing strategy in the EFL classroom. It is worth mentioning that this proposal was designed considering the findings obtained from teachers' interviews and students' surveys and the theoretical foundation regarding role-playing as a strategy to enhance the learners' speaking skills.

### 4.1 Title

**“Learning while communicating, connecting, and collaborating with others”**

ROLE-PLAYING HANDBOOK FOR THE ENHANCEMENT OF SENIOR  
STUDENTS' ENGLISH SPEAKING SKILL

### 4.2 Rationale

The speaking skill is the primary means of expressing, transmitting, and exchanging messages, ideas, feelings, and thoughts. In other words, through this skill, it can be perceived people's views, ideas, and personalities. Therein lies its importance. Another relevant point is that through this productive skill, teachers can readily know if the student is correctly acquiring the target language since, when speaking, learners not only demonstrate the grammar and vocabulary knowledge level; but also the ability to speak fluently and accurately. However, the various investigations and theories on speaking ability conclude the same thing, that most students, particularly those who acquire the language after adolescence, present problems with oral production (Al Hosni, 2014). In the same way, Abelardo Moncayo high school teachers argued that speaking is a difficult skill to improve when students learn English as a foreign language, even more so in a virtual modality where interaction is limited. That is why they affirmed that their students' speaking skills are intermediate, which means that it is not so good or so bad. Then, it is clear that this skill needs to be further strengthened.

Moreover, they added other reasons why their students have this speaking level. The teachers claimed that the curriculum for teaching English as a Foreign Language (EFL) designed by the Ministry of Education does not connect with the third-year students' reality (language level). That is, the contents of the textbook to be taught are designed without considering the learners' current needs, previous knowledge, mastery levels, and learning styles. In the same way, the hours assigned to EFL teaching are not enough. Students receive this subject only for a short period during the week (3 hours). Apart from that, teachers mentioned that pupils feel ashamed and afraid to speak English in a dominant Spanish-speaking environment. Therefore, it is necessary to offer alternatives to solve these problems that limit the proper development of the students' English speaking mastery level.

Considering all the above, the author of this project has created valuable and practical material that promises to assist third-level teachers in enhancing their students' speaking skills based on their language level and necessities. It is worth emphasizing that this research work is based on role-play activities since it has been verified in the theoretical foundation and results and discussion sections that integrating this didactic strategy serves as a valuable tool to work in a student-centered environment. Equally, it has been proven that its implementation within the class develops not only the students' oral production but also their creativity, autonomy, and confidence. Consequently, using the activities proposed in this handbook could promote students' personal and oral communication skills. In addition, role-playing belongs to the communicative language approach and the cooperative method; in this regard, it could motivate learners to establish real communication using authentic language while working in groups.

As a final point, it is necessary to emphasize that the activities proposed in this manual are adapted considering the pupils' reality, rhythm, interests, preferences, and current needs. Besides, each unit contains different meaningful activities in which students will learn new vocabulary and grammar before developing the role-playing according to the main topic. As stated by Askhatova (2020), grammar and vocabulary are two required elements to express ideas effectively. If the students do not possess enough vocabulary and do not have extensive grammar knowledge of some topic, they will hardly be able to communicate effectively in any language. That is why activities for developing grammar and vocabulary are included in the handbook as well. Equally important, the cards will be used as a didactic resource where the roles to be developed by each student will be detailed. Role-play activities are created for students to work in groups and practice their speaking skills as much as possible.

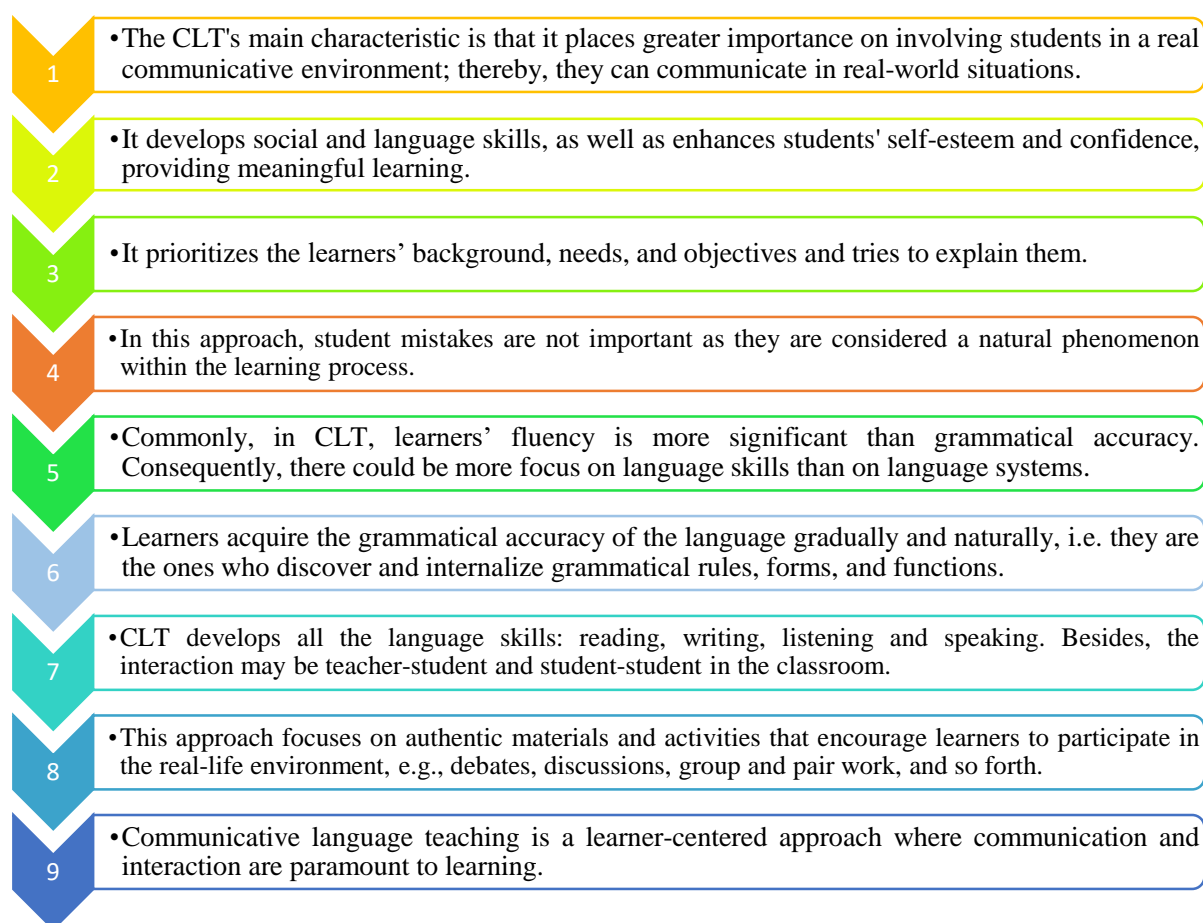
### **4.3 Theoretical foundations**

#### **4.3.1 Communicative Language Teaching (CLT)**

Nowadays, Communicative Language Teaching (CLT) is one of the most popular educational approaches used by many language educators in many schools worldwide due to its effectiveness in second language learning. This approach prioritizes the development of social, communicative, and problem-solving skills rather than grammatical competence. In this manner, it aims to boost learners to share real information and to actively and authentically use the second language. Accordingly, CLT provides students with opportunities to express and communicate ideas confidently and effectively using the target language in real-world situations or contexts (Hakim, 2022). Some activities in this approach include role-plays, debates, discussions, and pair or group work. The following are some relevant characteristics of Communicative Language Teaching.

**Figure 18**

*Principal features of Communicative Language Teaching*



Note: Own elaboration. Source: Hakim's 2022 blog

### **4.3.2 Role-playing**

Role-playing can be defined in different ways, according to various authors. Doff (1992, as cited in Neupane, 2019) defines role-playing as a classroom speaking activity where students imagine or adopt the role of a particular character or person (e.g., firefighter, police officer, doctor) and a specific situation (e.g., making a phone call, planning a party, booking a hotel, buying food). In simple terms, this strategy comprises learners putting themselves in somebody else's shoes. What is more, the word role-play can be divided into two parts to explain its definition. "Role" means to put oneself in the place of another person, and "play" refers to an entertaining environment (Ladousse, 1987, as cited in Criollo, 2018).

By way of illustration, to practice and learn about phrases for expressing complaints and apologies in the target language, pupils can depict a situation where the server gets confused and delivers the food order to the wrong people in a restaurant. Therefore, students will have the opportunity to practice the target language in an environment similar to everyday life situations. Equally, role-playing help students to learn and develop essential aspects of

speech, as well as grammatical structures and vocabulary. By using role-playing, they will also develop their social skills (such as empathy, cooperation, active listening, and fellowship) as they will work in groups, thus reducing affective or emotional factors such as stress and fear.

### **4.3.3 Types of role-playing**

Two types of role-playing can be integrated into the EFL classroom to develop students' speaking skills. The first is the real role-playing, in which pupils practice only typical activities that they might perform in real life, for example, booking a room in a hotel, ordering or buying food, asking for directions, etc. (Kusnierek, 2015, as cited in Martínez, 2019). The second is the unreal role-playing, which requires a lot of students' imagination or creativity, i.e., in this type, they can fantasize about any situation in which they will be involved. They can even develop roles of characters from myths, legends, fairy tales, science fiction movies, melodramas, animes, cartoons, etc.

### **4.3.4 Forms to perform role-playing**

There are three ways of performing role-playing: fully scripted, semi-scripted, and unscripted role-playing. In the first form, students are given every word to read, understand, and memorize the dialogue lines of the role they are going to play (Harper-Whalen & Morris, 2005, as cited in Neupane, 2019). Besides, this manner of conducting role-playing is very structured and controlled. Scripted role-playing may be seen when language teachers perform fairy tales (e.g., Cinderella, Pinocchio, Snow White, and the Seven Dwarfs), melodramas (Romeo and Juliet), movies, anime, cartoons, etc., which have a written script. Nevertheless, educators can also create their scripts and have students perform them based on real situations. Therefore, learners only have to read, review, and develop the story in a scenario. Neupane (2019) declares that developing role play in that mode can be practical for students with low proficiency in the language, i.e., beginners.

Unlike scripted role-playing, in the semi-scripted role-playing, pupils will have a model conversation with some missing lines where they will fill in the blanks with their ideas according to the context (Livingstone, 1983, as cited in Krebt, 2017). That way, they have the freedom to change the conversation and create their dialogue. Hence, through this role-playing mode, learners' creativity can be developed. Apart from that, this manner is suitable for students who have intermediate proficiency levels, i.e., who have some knowledge of the language they are learning, as it requires them to contribute their ideas to complete the conversation. In that sense, students should have at least a basic knowledge of grammatical structures.

Finally, in unscripted role-playing, learners are given only keywords of the conversations, a small context and situation, and objectives. In other words, in this manner of developing role-playing, students create a mini-conversation by considering the keywords, problem situation, scenario, and materials as a guide for what to talk about or what aspects to include

in the dialogue (Sukatri, 2016). Therefore, pupils can draw on their opinions, ideas, and thoughts to establish a conversation with their peers. As a result, original, creative and unique dialogues are obtained, and the students' level of language proficiency is appreciated. Equally, unscripted role-playing can be appropriate for intermediate and advanced learners, as it is free and requires good knowledge of the target language.

#### **4.3.5 Role cards**

Commonly, role cards are used as a didactic resource to develop role-playing. Through these small pieces of paper, as Scrivener (2005 as cited in Martínez López, 2019) explains, the participants learn the guidelines for each role, or in simple terms, the role cards provide basic information about the character to be played or the context in which he/she finds himself/herself. In essence, it could be assumed that the success of the role-playing activity depends mainly on the information contained in the role cards. In other words, good execution of role-playing will rely on these cards. For this reason, the information on the cards should be accurate, clear, and in line with the level of the participants regarding the language, and competence to be developed. In conclusion, the learners can know precisely what to do by utilizing the cards. And given the importance and benefits of these cards, this resource was used in the proposal to perform various activities based on role-playing.

#### **4.3.6 Speaking skill**

Speaking is an everyday activity by which people can communicate, convey messages, and share ideas, opinions, and thoughts by being involved in a conversation. Rao (2019) claims that, of the four language skills, speaking is the most essential skill when learning a second language. This could be because this skill is the fastest and easiest way of communication between people. In language learning, speaking is the most viable way to evaluate the students' progress in terms of language mastery, since when speaking, pupils demonstrate whether they have a good command of grammatical rules and vocabulary, as well as correct pronunciation and fluency. The aspects mentioned above are fundamental aspects of effective communication.

Moreover, speaking is not only a skill that requires learners to convey messages orally but also requires them to make use of certain non-verbal features, such as body language (e.g., postures, gestures, and body movements) and facial language (e.g., eye contact). That is why language teachers emphasize teaching speaking rather than writing or reading skills. There are different communicative activities to enhance speaking skills that teachers can use, such as role-plays, storytelling, oral presentations and talks, conversations, discussions, and debates. However, it is worth noting that educators must consider teaching all the language skills, as they play a crucial role in the English acquisition as a second language. Likewise, it is necessary to give autonomy, motivation, and opportunities for participation to students during the teaching of speaking.



## **4.4 Objectives**

### **4.4.1 General**

To design a handbook with role-playing activities to improve English speaking skills in senior students at Abelardo Moncayo High School during the 2021-2022 academic period.

### **4.4.2 Specific**

- To create relevant role-playing activities based on learners' interests to boost communication and interaction among senior students.
- To develop a teachers' and students' handbook using topics that senior students must know according to the B1 level descriptors established in the Common European Framework of Reference for Languages (CEFR).
- To reinforce students' speaking skills as well as grammar, and vocabulary knowledge using different types of role-playing.

## **4.5 Beneficiaries**

### **4.5.1 Direct Beneficiaries**

The primary beneficiaries of this present study will be senior students and English teachers. Students will improve their speaking proficiency level. Perhaps, there will be a change in their attitudes towards English classes, as they will be more motivated to participate in speaking activities when utilizing this guide. Teachers will have a reference guide to carry out different activities based on role-playing strategy. They will be able to utilize this playful tool to put it into practice in their classes to develop their pupils' oral production. The handbook offers dynamic activities committed to helping develop BGU students' speaking skills. Besides, through the role-playing implementation, they will change their lesson plans and make English classes more communicative and entertaining. In this way, the educators could promote creativity, autonomy, motivation, and meaningful learning. Hence, both the students and the Abelardo Moncayo high school teachers are the direct beneficiaries.

### **4.5.2 Indirect Beneficiaries**

The indirect beneficiaries will be senior students and teachers of the different educational institutions of the country who wish to execute this handbook for improving their pupils' speaking proficiency level, learners' parents, and the Abelardo Moncayo high school itself. Parents will verify the influence of role-playing on improving their children's speaking performance. Thereby, they could use this strategy to enhance the speaking skills of their other children. Equally, the school is the beneficiary since as students improve their speaking proficiency level, it will reach the standards required by the Ministry of Education and the European Framework of Reference for Languages. In this way, it can further increase its prestige among the city's other institutions.

## **4.6 Impacts**

Role-playing has been shown to be effective in achieving learning outcomes in four main fields that are affective, social, cognitive, and behavioral (Hidayati & Pardjono, 2018, as cited in Maier, 2002; Rao & Stupans, 2012). In the case of this proposal, the positive impacts that the present handbook intends to achieve and the social, cultural, linguistic, behavioral, academic, pedagogical, and affective repercussions are as follows:

### **4.6.1 Social impact**

Role-playing activities in this guide are intended to encourage interaction, teamwork, and active participation; consequently, they will aid hone students' social skills such as fellowship, empathy, assertiveness, active listening, cooperation, communication, and others, which are necessary for proper personal performance. As a result, students will be better citizens and will be able to function in society in the best way. In other words, through role-play, pupils can learn and practice social skills, which can help them construct more and better relationships. Besides that, social skills are also related to the learners' academic performance; researches reveal that the better students' social skills, the better their academic performance will be when they get to college (Hidayati & Pardjono, 2018).

### **4.6.2 Behavioral impact**

The use of this handbook's role-playing as a teaching tool will assist students in changing their behaviors and using best practices in the real world. In simple terms, it will enable participants to learn how to behave in a socially appropriate manner and teach them how to create and maintain friendships. Similarly, many investigations have shown that role-playing can train each of the three learning outcomes: knowledge, moral reasoning skills, and attitudes that drive improvements in pupils' behaviors (Rao & Stupans, 2012, as cited in Britt-Elmore, n.d).

### **4.6.3 Affective impact**

Role-playing activities in this guide are based on the cooperative learning approach; they attempt to stimulate students to work as a team above all. That way, pupils will improve confidence, self-esteem, autonomy, attitude, and motivation when doing the role-play. The different activities will also aid in creating a suitable atmosphere for learning, thus reducing anxiety and stress levels and encouraging students to speak without fear and embarrassment.

### **4.6.4 Cultural impact**

Since role-playing is a strategy based primarily on collaboration, pupils (who have different backgrounds, ethnicities, beliefs, and realities) can share their ideas, perceptions, and thoughts on any current, controversial topic or social, cultural, political, or educational issues. Consequently, each one can be enriched by the knowledge of the other and learn and construct their vision of things.

#### **4.6.5 Linguistic impact**

Role-play activities will help reinforce and improve students' speaking skills, thus having a significant impact on the second or foreign language learning process. Besides that, this strategy helps to increase vocabulary and knowledge of grammatical rules that permit learners to communicate and express their ideas effectively. As well, role-playing develops not only the speaking part but also the other language skills: reading, writing, and listening, which are equally crucial in the EFL acquisition process.

#### **4.6.6 Academic impact**

By developing role-playing, students not only improve their scores but also their performance in speaking skills. In this way, they can achieve their English language proficiency goals, i.e., they become proficient speakers of the language.

#### **4.6.7 Pedagogical impact**

Teachers can improve their speaking instruction by using this guide as an additional resource or complement the book; accordingly, their students' speaking skills could also improve considerably. Furthermore, implementing role-play could help make English classes more communicative, entertaining, and less monotonous. In this way, every teacher could promote motivation, independence, and interest in EFL learning in students, as well as create a safe and proper class atmosphere.

Overall, the role-plays in this guide will help participants learn to collaborate and engage with other peers, recognize and respond to other classmates' feelings, share, show affection, resolve conflicts, and respect rules.

### **4.7 Development**

Initially, this guide was made in Microsoft PowerPoint, but later it was uploaded to Issuu, an online application that enables converting a pdf into a flash document with the appearance of a digital magazine which is displayed with excellent quality. This app was used since the result is much more attractive and practical than a pdf. In addition, the Issuu file weighs less, the pages turn as in an e-book, and it can also be downloaded or printed if desired. Thus, both students and teachers can access this material quickly and easily online and use it on different devices (e.g., computers, tablets, and cell phones).

You can access the links to the videos and images by simply clicking on them. The link to the handbook is the next: <https://issuu.com/santacruz-blancatamayo456/docs/rp-handbook>

Besides, a printable PDF version will be available for those who do not have an Internet connection or access to different technological devices. The link is: <https://n9.cl/5uubb>

The following proposal contains a cover page, author's letter, introduction, objectives to be achieved, a summary of the unit structure, vocabulary, grammar, speaking exercises, an answer section, and the rubrics to evaluate the students' role-playing development.

A methodological guide is presented that complies with the characteristics mentioned earlier:



# UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS

*“Learning while communicating,  
connecting, and collaborating with others”*

## ROLE-PLAYING HANDBOOK FOR THE ENHANCEMENT OF STUDENTS’ SPEAKING SKILL

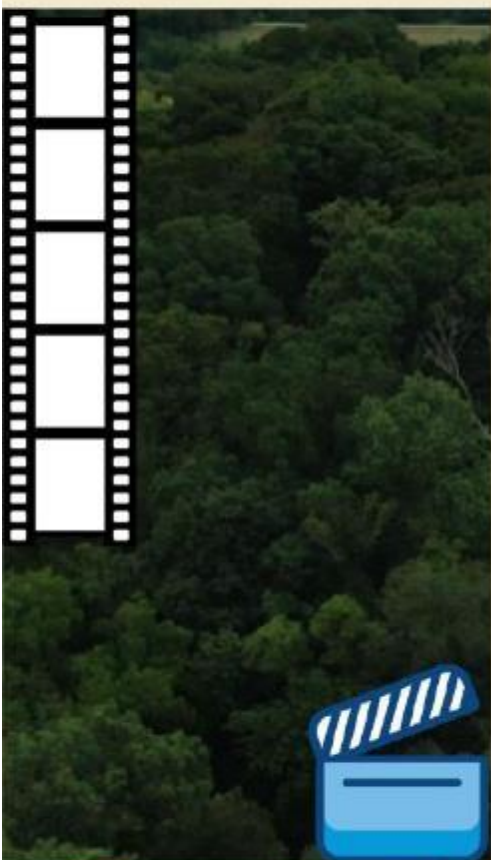


<https://bit.ly/3LhePu4>



By: Blanca Alicia Tamayo

2021-2022



# Role-playing handbook for the enhancement of senior students' English speaking skill

## Author's letter

Dear teachers and students,



This handbook, called "Role-playing handbook for the enhancement of senior students' speaking skills," was designed to aid students in strengthening their speaking skills in the best way possible and contribute to the EFL teaching-learning process. Through this resource, learners can interact, explore emotions, debate, cooperate, exchange information, and share ideas.

Moreover, the activities were created considering the students' interests, the different rhythms, current needs, and the content of the third-level English textbook. In this way, this guide seeks to promote teamwork, creativity, communication, and cooperation significantly.

The guide's creator sincerely hopes that this handbook provides you and your students with the teaching and learning resources to enhance their speaking proficiency. Some features were added to the manual to ensure that it reflects best practices in teaching the target language. The author is delighted to inform you that these are some aspects that you can find in this guide:

- A fresh new design, new illustrations and photos, and updated content based on students' reality and needs.
- Grammar and vocabulary learning activities
- A wide range of activities to get students talking as much as possible
- Dynamics and games to create work teams.
- A detailed explanation of how to perform role-playing in class.
- Additional tasks for students to reinforce their knowledge.

With best wishes and warmest regards,

**Blanca Tamayo**

## **INTRODUCTION**

This innovative guide is dedicated to English teachers and students who want to improve their oral production in the classroom. It contains a variety of role-playing activities based on the topics that senior students should develop according to the B1 level descriptors in the Common European Framework of Reference for Languages (CEFR). Equally, these activities are based on the Communicative language teaching and Cooperative Learning approach to foster teamwork and collaboration skills, thus motivating learners to communicate meaningfully using the language target in real-world situations.

Besides that, this teaching-learning strategy allows students to practice speaking skills in a more enjoyable, practical, and meaningful way. The aforementioned has been verified thanks to the information obtained from research participants and the theoretical foundation. Therefore, teachers and students could use these activities to complement and support the EFL teaching-learning process.

In this guide, you will find real and unreal role-playing activities along with scripted, semi-scripted, and non-scripted ways of performing the role-playing, which are the ones that the senior teachers and students selected in the data collection process. Overall, through the present handbook, pupils develop their speaking skills and other language skills, such as listening, reading, and writing.

Last but not least, there are several fascinating dynamics and games to create role-playing groups or pairs described in the speaking section. These dynamics are a great motivator to start with more energy on the task for which they were grouped.

**Important!** 🗣️🗣️ : It is necessary that students complete the grammar and vocabulary activities before doing the role-playing. The role-playing activities will be described on the cards so that participants know what to do or say.

## **HANDBOOK OBJECTIVE**

The handbook's main objective is to enhance the students' speaking skills through role-playing and hence help to become competent English speakers. Hopefully, learners may interact and speak as much as possible using this guide.

## HANDBOOK OVERVIEW

The manual is divided into three units with topics based on what senior students must develop according to the B1 level descriptors. Each unit has its respective name, objective, and procedure to be followed when performing each activity proposed in the guide. Equally, each unit contains three different activities. Each one includes the vocabulary, grammar, and speaking parts. In the last part are the various role-playing activities.

Unit 1 is about people where real role-playing will be applied together with fully scripted role-playing. Unit 2 is about people's jobs in which unreal and semi-scripted role-playing will be used. Finally, unit 3 is about food, where the real role will be used again, but this time without a script. The overall objective of each activity is to boost and enhance students' creativity and imagination to communicate in different contexts. All of the above is summarized in the following table for better understanding.

Furthermore, this guide has two sections, one for teachers, in which they can find the answers, warm-up ideas, extra activities, procedures, tips, et cetera. The other section is for students, where they will complete activities to learn grammar and vocabulary before practicing their speaking skills. At the end of this guide, there are two rubrics to evaluate students' oral performance during the role-playing development.



## Contents

CONTENTS				
Units	Activities	Vocabulary	Grammar	Speaking
Unit 1 People. P.5  Real role-playing  Scripted role-playing	1. Activity 1- It's nice to meet you	Phrases for introducing	Possessives adjectives: my, her, his, our, your	Students perform a role-play to use and respond to greetings when they meet for the first time; ask and provide basic personal information.
	2. Activity 2- Are you Oscar Smith?	Introducing someone else	The verb to be: positive, negative forms; question and short answer	Students do the role-playing to practice the phrases of greetings; introduce someone (friend) else.
	3. Activity 3- Saying hello and goodbye	Phrases for saying hello and goodbye	The use of names and titles	Students do role-playing to practice the phrases for saying hello and bye using the people's titles.
Unit 2 Job and workplace. P.16  Unreal role-play  Semi-scripted role-playing	1. Activity 1- what do you do?	Jobs Workplaces	Simple present WH-questions	Students develop a role-play to talk about jobs and workplaces.
	2. Activity 2- what's your job like?	Adjectives	Placement of adjectives	Students do a role-play to describe their jobs and their friends.
	3. Activity 3: What are the best and worst jobs?	Short and long adjectives.	Comparatives and Superlatives	Students carried out a role-play to compare one job with the other.
Unit 3 Food. P.27  Real role-playing  Unscripted role-playing	1. Activity 1- Do we need any mushrooms?	Food: liquids, fruit, grains, oils, vegetables	Determiners and quantifiers: a/ an some and any	Students do a role-play to talk about the food they eat.
	2. Activity 2- What do you usually have for breakfast?	Meals: breakfast, lunch, dinner	Adverbs of frequency Time expressions, once, twice.	Students perform a role-play to discuss the food they frequently have for breakfast, lunch, and dinner.
	3. Activity 3- How much chocolate do you eat a day?	Countable and uncountable food	Quantifiers: much, many, a lot of, a few, a little	Students do a role play to practice the quantifiers in the context of food.

# Unit 1

## PEOPLE



**Time:** 2 hours per activity approx.

**Class profile:** BGU students (senior)

**Level:** B1 CEFR descriptor

**Age:** 17-18 years.

**Resources:** pictures, cards audios, this handbook, computer, paper, notebook, cards, pen or pencil.

### Unit objectives

- At the end of this unit, students will be able to:
- Understand information, texts and conversations about people.
- Introduce themselves and other people by using possessives adjectives.
- Ask and give basic personal information.
- Practice a conversation among two people meeting for the first time.

### Aim

- To foster students' speaking skills in the secondary EFL classroom by creating a real-life communicative setting.

## Real role-playing ☆

### Definition

It is a strategy where participants perform roles based on their everyday life situations in the real world context.

Students can play different individuals, such as teachers, doctors, vets, salesman, and others, and imagine situations, i.e., think about what they are doing (buying groceries at the market, debating, booking, going shopping, etc).

### Advantages

- It promotes lifelong learning.
- It helps to exchange real information and use authentic language.
- It develops cooperation, communication, and language skills.
- It develops social (e.g., active listening, teamwork, empathy, respect, etc.) and emotional skills as students collaborate with others.
- It provides real-world scenarios to aid students in learning.
- It permits learners to represent and make sense of real-life situations.
- It facilitates the expression of attitudes and feelings.
- It involves direct and experiential learning.



## ★ APPROACH ★



Role-playing is an activity that belongs to Communicative Language Teaching and Cooperative Language Learning as it involves the participation of pairs and small groups of students in the classroom in which they must interact and communicate with each other.

## Fully scripted role-playing

It is a way to carry out role-playing where the participants have the script written, so they only have to review, follow, and memorize the dialogue lines when interpreting their respective roles.

Retrieved from:

Picture 1 <https://bit.ly/35Z53fS>

Picture 2: <https://n9.cl/l6yk9>





## ACTIVITY 1: IT'S NICE TO MEET YOU

### 1 Vocabulary

#### Phrases for introducing

- a. Look at the conversation and the underlined words. Listen carefully to your teacher's explanation.

Blanca: Hello. My name is Blanca Tamayo.  
 Oscar: Hi. My name is Oscar Smith  
 Blanca: It's nice to meet you, Oscar.  
 Oscar: Nice to meet you, too.



- b. Look at the conversation in a1 again. Work in pairs. Introduce yourself to your partners.

### 2 Grammar

#### Possessives adjectives: my, your, our, its, their, her, his

**Possessives adjectives** = ownership  
 What's **your** name? → **My** name is Blanca.  
 What's **her** name? → **Her** name is Jessica.  
 What's **his** name? → **His** name is Carlos.

**Note:**  
 What's = What is



- a. Complete the following conversations. Use the possessives adjectives: my, your, her, or his

1. Student A: Hello. What's **your** name?  
 Student B: Hi.....name is Nicolas. What's..... name?  
 Student A..... name is Alejandra.

2. Student A: What's.....name?  
 Student B: ..... name is Blanca. And what's..... name?  
 Student A: ..... name is Oscar.

### Additional activity

#### Spelling names



Taken from:  
 Picture 1 <https://n9.cl/41e93>  
 Picture 2 <https://n9.cl/h2fzk>  
 Picture 3 <https://n9.cl/swiej>

- Listen and practice the whole alphabet.
- Look at the conversation. Take turns and practice with your own names.

A: What's your first name?  
 B: My first name is Blanca.  
 A: How do you spell that?  
 B: B-L-A-N-C-A  
 A: How do you spell your last name?  
 B: T-A-M-A-Y-O.  
 A: Great!



- Make a list of your classmates' names. Try to spell each name correctly.

3

## Speaking

### Role-playing


#### ACTIVITY 1: IT'S NICE TO MEET YOU



Time	20 mins	
Type of role-playing	Real role-playing	
Form to perform role-playing	Scripted role-playing	
Didactic resource	Role cards	
Objectives	<ul style="list-style-type: none"> <li>To foster students' speaking skills in the secondary EFL classroom by creating a real-life communicative setting.</li> <li>To practice a conversation between people meeting for the first time.</li> <li>To encourage students' collaboration and teamwork.</li> </ul>	
<b>DESCRIPTION</b>		
<p>In this session, learners play the roles of two persons. For this, they use role cards, whose purpose is to provide general information about each person's role (what they should say and do). They also have the script of the dialogue. Students perform a short role-play to practice greetings when meeting a person for the first time. They must respond to greetings, ask for and give basic and extended personal information.</p>		
<b>CONTENT</b>		
<b>Grammar</b>	<b>Vocabulary</b>	
Possessives adjectives My, your, our, its, their, her, his	Hello/Hi My name's/ I'm What's your name? How do you spell your....? Brother	Father Nice to meet you! Nice to meet you too! First name Last name



## INSTRUCTIONS

Teacher	Students
<p style="text-align: center;"><b>Before</b></p> <ul style="list-style-type: none"> <li>Review the grammar and vocabulary seen earlier in this lesson. Ask Ss: What do you remember from this lesson, or what did you learn?</li> </ul>	<p style="text-align: center;"><b>Before</b></p> <ul style="list-style-type: none"> <li>Participate actively in class.</li> <li>Pay close attention to the teacher's indications and explanations.</li> </ul>
<p style="text-align: center;"><b>During</b></p> <ul style="list-style-type: none"> <li>Establish the objective of this activity.</li> <li>Focuses Ss' attention on the dialogue script</li> <li>Explain that they will work in pairs to perform the role-playing.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Tip: To create working pairs</b></p> <p>Ask pupils to write their names on a piece of paper. Then put the papers with your names in a box, mix them up and ask Ss' to reach over and grab a piece of paper.</p> </div> <ul style="list-style-type: none"> <li>Also, tell Ss' that they will fill in the gaps in the dialogue with their own information.</li> <li>Emphasize that Ss' will memorize the lines of dialogue according to their role.</li> <li>Provide the role cards to the students.</li> <li>Suggest that they develop the role-playing as naturally as possible.</li> <li>Ask for questions or doubts about the task.</li> <li>Help them during the preparation and give suggestions and comments.</li> <li>Have Ss' play the rock-paper-scissors game to make it fun for them to choose which role they will work on.</li> <li>Use the rubric on page 32 to assess students' performance.</li> </ul>	<p style="text-align: center;"><b>During</b></p> <ul style="list-style-type: none"> <li>See and review the dialogue below.</li> <li>Please write your name on a piece of paper and give it to your teacher.</li> <li>Go pull out a piece of paper to meet your partner.</li> <li>Request your tutor if you have any doubts.</li> <li>Play with your partner rock, paper, scissors game to define the roles you will develop.</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>Finally, in pairs, use the information on the cards and work on your own role. Practice the conversation and present your work in class.</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #d1ecf1;"> <p style="text-align: center;"><b>Remember</b></p> <p style="text-align: center;">If you do not know the meaning of a word or are not sure how to pronounce it, ask the teacher for help.</p> </div>
<p style="text-align: center;"><b>After</b></p> <ul style="list-style-type: none"> <li>Provide positive feedback</li> <li>Discuss with Ss what you have learned.</li> </ul>	<p style="text-align: center;"><b>After</b></p> <ul style="list-style-type: none"> <li>Listen carefully to your teacher's feedback</li> <li>Comment what you have learned.</li> </ul>

### DIALOGUE SCRIPT

- A: Hello. My name is/I am ..... What's your name?  
 B: Hi. My name is/I am.....  
 A: It's nice to meet you, .....  
 B: Nice to meet you, too.  
 A: How old are you?  
 B: I am..... years old, and how about you?  
 A: I'm.....years old.  
 B: What's your last name?  
 A: It is....., what about you?  
 B: My last name is.....  
 A: How do you spell it?  
 B: ....., and how do you spell your last name?  
 A: .....  
 B: That was great!  
 A: Shall we try spelling our family names this time?  
 B: Let's do it.  
 A: Well, do you have siblings?  
 B: .....  
 A: What's your sister's (brother's/mother's/aunt's/ father's) name?  
 B: Her name is .....

**The class begins**  
**END**



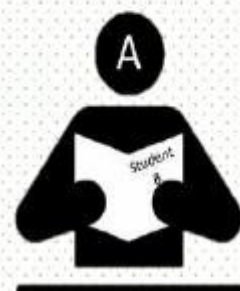
## Students' role cards

enjoy-it



**Student A:** Imagine you are on your first day of guitar class (you are a new student). You arrive very early to class, so the classroom is almost empty. However, at the back, you see a student sitting, approach him/her, and greet him/her.

**Student B:** You are the first student to arrive at the guitar class. Suddenly another student comes and greets you. Greet him/her politely and answer any questions he/she asks you. As well, request your new classmate for personal information.



## ACTIVITY 2: ARE YOU OSCAR SMITH?

### 1 Vocabulary

#### Introducing someone else

- a. Look at the conversation and the word in bold.

Blanca: Excuse me. Are you Nicol Jonson?

Oscar: No, I'm not. She's over there.

Blanca: Oww. My apologies.

Blanca: Nicol? This is your book.

Nicol: Oh, thank you. You're in my English class, right?

Blanca: Yes, I am. I'm Blanca Tamayo.

Nicol: hey, Oscar, let me introduce you to Blanca.

Blanca, **this is** Oscar, my classmate. He is in our English class.

Oscar: Hi, Blanca. Pleased to meet you.

Blanca: Hello, Oscar. It is pleased to meet you too.



- b. Group work. Greet a partner. Then introduce him/her to another partner.  
For example. Hey, David, this is.....

### 2 Grammar

#### The verb to be (ser o estar)

Positive	Negative	Question	Short answers
I'm Oscar Smith	I'm not Oscar Smith	Are you Oscar smith?	Yes, I am No, I'm not
You're in my class.	You're not in my class.	Are you in my class?	Yes, I am No, I'm not
She's in our class. (Blanca is in our class)	She's not in our class	Is she in our class? Is Blanca in our class?	Yes, she is No, she isn't
He's over there. (Carlos is over there).	He's not over there.	Is he over there? Is Carlos over there?	Yes, he is No, he isn't
It's Carlson. (My last name is Carlson):	It's not Carlson.	Is your last name Carlson?	Yes, it is No, it isn't
<b>Contractions</b> I'm= I am You're= you are He's= he is She's= she is It's= it is	<b>WH-questions</b> How are you? I'm fine. Where are you from? I'm from Ecuador.		

- a. Complete the following conversation with the correct word in brackets. Then practice it with a partner.

Blanca: Hello, Oscar. How..... (are/am) you?  
Oscar: .....(He's/I'm) great, thanks.  
Blanca: well, Oscar, this..... (are/is) Nicol Jonson.  
.....(She's/ he's) in our English class.  
Oscar: Hi, Nicol. ....(It's/I'm) nice to meet you.  
Nicol: Hello, Oscar. I think..... (you're/he's) in my history class, as well.  
Oscar: That's right, I .....(am/are).



- b. Complete the text with the correct form of the verb. The first is done as an example. Once you finish, practice in groups.

Carla: Excuse me, Are you Oscar Smith?  
David: No, I .....not. My name.....David Lozano. Oscar.....over there.  
Carla: Oh, sorry.  
.....  
Carla: ..... you Oscar Smith?  
Oscar: yes, I .....  
Carla: Hello, Oscar. I..... Carla Sevillano.  
Oscar: Hi. You .....in my biology class, right?  
Carla: yes, I .....  
Oscar: It ..... delighted to meet you.



- c. Class activity. Write your name on a sticky note. Put that paper in a bag. Then take a different paper. Find the student according to the name on the paper.

3

## Speaking

### Role-playing



Taken from:  
Picture 1 <https://n9.cl/9y6mz>  
Picture 2 <https://n9.cl/n9ftj>  
Picture 3 <https://n9.cl/wyt9x>

## ACTIVITY 2: ARE YOU OSCAR SMITH?



Time	20 mins
Type of role-playing	Real role-playing
Form to perform role-playing	Scripted role-playing
Didactic resource	Role cards
Objectives	<ul style="list-style-type: none"> <li>To practice the verb to be in speaking.</li> <li>Introduce themselves and other people by using the forms of the verb to be.</li> <li>To encourage students' cooperation and teamwork.</li> </ul>

### DESCRIPTION


In this session, students play the roles of four people. For this, they have the support of role cards as well as the script of the dialogue.

Students perform a short role-play to introduce themselves and other people.

### CONTENT

Grammar	Vocabulary	
The verb to be Positive, negative, questions, short answers with be Wh-questions with be	Excuse me Pardon Sorry This is..... Are you... ?	My apologies Right? Let me introduce you to... Pleased/delighted to meet you,..... Biology/English/ math class

### INSTRUCTIONS

Teacher	Students
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Do a general review of the vocabulary and grammar studied previously. To do this, get the students involved.</li> </ul>	<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Participate actively in class.</li> <li>Pay close attention to the teacher's indications and explanations.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Establish the aims of this activity.</li> <li>Focuses Ss' attention on the dialogue script</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Tip: To create working groups</b> <b>Numbers</b></p> <p>Ask the Ss to number themselves up to number 4 to form groups. Then, those with number 1 will form a group, those with number 2 another group and so on.</p> </div> <ul style="list-style-type: none"> <li>As well, tell Ss' that they will fill in the gaps in the dialogue with their own information.</li> </ul>	<p><b>During</b></p> <ul style="list-style-type: none"> <li>Look at and review the dialogue below.</li> <li>Request your tutor if you are unclear about any instructions.</li> <li>Write on pieces of paper the four roles, mix them up and randomly choose your roles.</li> </ul> 

- Provide the role cards to the students.
- Recommend that Ss develop the role-playing as naturally as possible.
- Ask for questions or doubts about the activity.
- Help them during the preparation and give suggestions and comments.
- Tell them that to decide which role to play, they can write the roles on a piece of paper, mix them in a box and choose their role randomly.
- Make sure everyone works on the assigned activity.
- Use the rubric on page 32 to assess students' performance.

**After**

- Give constructive feedback to the Ss and share with them some conclusions from the activity.

- Use the information on the cards and work on your own role. Practice the conversation and present your work in class.
- Work together and help each other to learn.

**Remember**

If you do not know the meaning of a word or are unsure how to pronounce it, ask the teacher for help.

**After**

- Write down the essential points your teacher comments about your performance in the role-playing to improve next time.

**DIALOGUE SCRIPT**

A: Pardon. Are you.....(name)?

B: No, I am not. My name is ..... (name) is over there.

A: oh, I am so sorry!

B: No problem

Then.....

A: Are you ..!(name).....?

C: Yes, I am.

A. Hi,.....(name). I am.....(name)

C: Hello, how do you do? You are in my French class, aren't you/ right?

A: Yes, I am.

C: It's pleased/ delighted to meet you,.....(name)

A: Delighted to meet you too! Look, I found your history book in the hallway of my classroom.

C: Really? I thought I had it in my backpack. Thank you very much.

A: It's nothing

C: Taking advantage of the moment, let me introduce you to my friend.

Okay, .....(name)..... This is.....(name). We are in math class.

D: Hello, .....(name)..... Pleased to meet you!

A: Pleased to meet you too.

**The school bell rings**

Everyone says goodbye

END



**Students' role cards**

**Student A:** Imagine that you found a history book near your classroom. However, the book only has the name and no other information. Ask a nearby student to find its owner.

**Student B:** You are the person who is near the student who found the book. You are not the owner of that book, but you know whose book it is, so tell him/her.

**Student C:** You are the owner of the history book. Politely answer the questions of the student who found your book. Thank him/her and also introduce your friend.

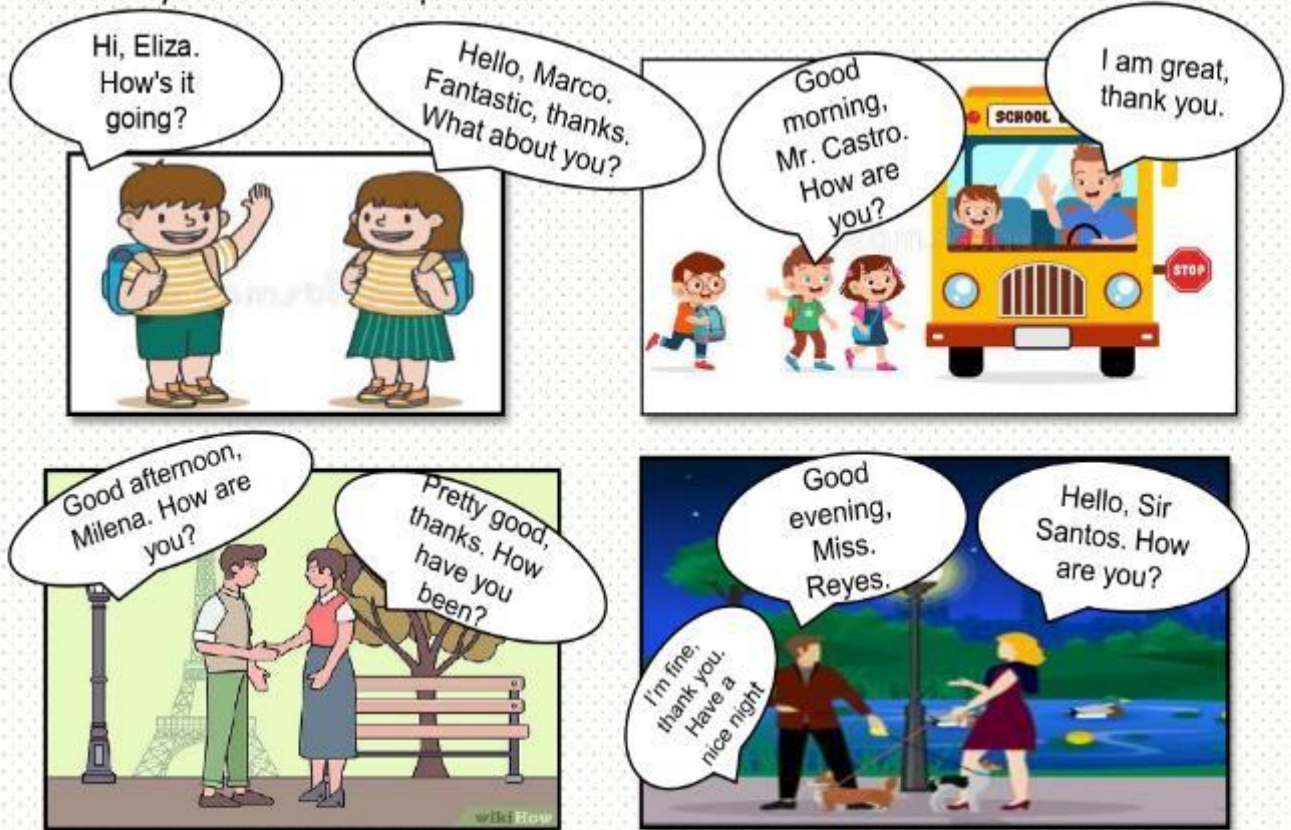
**Student D:** You are the friend of the person who lost the book. Say hello to the person who returned the book to your friend.

## ACTIVITY 3: SAYING HELLO AND GOODBYE

### 1 Vocabulary

#### Phrases for saying hello and goodbye

- a. Listen to your teacher and practice



- b. Class activity. Interact with as many partners as you can. Greet formally (with titles) and informally (without titles).
- c. Look at the conversations and the pictures. Practice with a classmate.



Taken from:  
<https://n9.cl/bxkdi6>  
<https://n9.cl/v47or>  
<https://n9.cl/3ux2g>  
<https://n9.cl/om5n6>  
<https://n9.cl/znkc8>  
<https://n9.cl/v3sn9>



## Names and titles

Mr. 	Mrs. 	Miss 	Ms. 
• Pronounced "mister"	• Pronounced "misses"	• Pronounced "miss"	• Pronounced "mizz"
• usually used with a man's last name.	• usually used with a woman's last name.	• usually used with a woman's last name.	• usually used with a woman's last name.
• For example: "Please give this to Mr. Smith."	• For example: "Please give this to Mrs. Smith."	• For example: "Please give this to Miss Smith."	• For example: "Please give this to Ms. Smith."
• It is not possible to know if the man is married or single.	• Used to refer to a married woman.	• Used to refer to a single woman 	• It is not possible to know if the woman is married or single.

More titles = formal

Sir (adult male of any age)

Madam (adult female - American)

Madam (adult female)

Mr. + last name (any man)

Mrs. + surname (married woman using her husband's surname)

Ms + last name (married or unmarried woman; common in business)

Miss + last name (unmarried woman)

Dr. + last name (some doctors are called Dr. + first name)

Professor + last name (in the university setting)



## Speaking

## Role-playing

## ACTIVITY 3: SAYING HELLO AND GOODBYE



Time	20 mins
Type of role-playing	Real role-playing
Form to perform role-playing	Scripted role-playing
Didactic resource	Role cards
Objectives	<ul style="list-style-type: none"> <li>• Practicing formal and informal ways of saying hello and goodbye.</li> <li>• Use people's titles correctly.</li> <li>• Work as a group in the best way to perform the role-playing.</li> </ul>

## DESCRIPTION

In this session, students play the roles of three people. To do so, they have the support of role cards as well as the script of the dialogue.

Students perform short role-playing to greet and say goodbye formally and informally, using the titles to address people.

## CONTENT

Grammar	Vocabulary		
Names and titles: addressing people	Hello Goodbye Hey, How's it going? Good morning See you later	Sir Madam Mr. + last name Mrs. + last name Ms Miss	Good evening Good night Take care Madam See you soon Bye

## INSTRUCTIONS

Teacher	Students
<p style="text-align: center;"><b>Before</b></p> <ul style="list-style-type: none"> <li>Ask random questions to check students' knowledge of the vocabulary and grammar in this lesson.</li> </ul>	<p style="text-align: center;"><b>Before</b></p> <ul style="list-style-type: none"> <li>Participate actively in class.</li> <li>Pay close attention to the teacher's instructions.</li> </ul>
<p style="text-align: center;"><b>During</b></p> <ul style="list-style-type: none"> <li>Share the aims of this activity.</li> <li>Focuses Ss' attention on the dialogue script</li> <li>Tell them they will work in groups of three students to develop the role-playing.</li> <li>This time, organize the workgroups. Form groups of three, and in each group, there should be one girl and two boys.</li> <li>Assign role A to the girl, and for the rest of the roles, let the Ss decide which role they want to play</li> <li>Moreover, tell Ss' that they will fill in the gaps in the dialogue with their own information.</li> <li>Deliver the role cards to the students.</li> <li>Ask for questions or doubts about the activity.</li> <li>Encourage students to perform the role-play with the best attitude.</li> <li>Help them during the preparation and give suggestions and comments.</li> <li>Make sure everyone works on the assigned activity.</li> <li>Use the rubric on page 32 to assess students' performance.</li> </ul>	<p style="text-align: center;"><b>During</b></p> <ul style="list-style-type: none"> <li>Look at and review the dialogue below.</li> <li>Ask your teacher if you have any doubts.</li> <li>Go to your work group</li> <li>Use the information on the cards and work on your own role. Practice the conversation about saying hello and goodbye in a formal and informal way.</li> <li>Work as a team and help each other to learn.</li> <li>Be enthusiastic and actively listen to your partners.</li> <li>Finally, present your work in class.</li> </ul> <div style="text-align: center; border: 2px solid #a6c9ec; border-radius: 20px; padding: 10px; margin: 10px auto; width: 80%;"> <p style="color: #729fcf; font-weight: bold; margin: 0;">Remember</p> <p style="margin: 0;">Feel free to ask your teacher for help when needed.</p> </div>
<p style="text-align: center;"><b>After</b></p> <ul style="list-style-type: none"> <li>Discuss with the Ss what they have learned so that they can learn from the experience and improve next time.</li> </ul>	<p style="text-align: center;"><b>After</b></p> <ul style="list-style-type: none"> <li>Comment what you have learned.</li> </ul>

### DIALOGUE SCRIPT

A: Hey, ..... long time no see. How have you been?  
 B: Hi, ..... I'm very well, thank you. How about you? It's great to see you again.  
 A: I'm fine too. What are you doing?  
 B: I'm resting a little after I get off work. Is that your puppy?  
 A: No, it's not. It's Mr. .... dog, my new neighbor. Actually, it belongs to his wife, Mrs. Alicia.  
 B: And why are you taking care of it?  
 A: He is very busy with the remodeling of his house, and that's why he asked me to take care of his dog.  
 B: I get it.  
 C: Good afternoon, Miss ..... Thank you for taking care of my dog.  
 A: It was nothing, Mr..... Look, this is..... , an old friend.  
 B: Good afternoon, Mr..... I'm ..... Nice to meet you.  
 C: Nice to meet you too, sir.....  
 A: I think it's getting late. I have to go.  
 C: That's right, indeed, your aunt, madam/ma'am Alexa was looking for you.  
 B: Alrighty, I have to go, as well. It has been really nice talking to you. See you soon!  
 A: Have a good day. See you!  
 C: Goodbye.

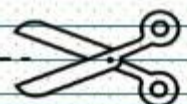
END

**Student A:** Imagine you are taking care of your neighbor's dog in the park. Suddenly, you run into an old friend. Greet him using informal greeting phrases. Strike up a conversation with him. Later, your neighbor comes to pick up the dog. Introduce your old friend to your neighbor. In the end, say goodbye formally and informally.

**Student B:** You are the old friend. Return the greeting. Try to engage in conversation using the (formal) titles to address people.

**Student C:** Student C: You are the neighbor and owner of the dog. Greet the old friend and formally say goodbye. Join the conversation.

**Students' role cards**



# Unit 2

## PROFESSIONS AND WORKPLACES

**Time:** 2 hours per activity approx.

**Class profile:** BGU students( senior).

**Level:** B1 CEFR descriptor

**Age:** 17-18 years.

**Resources:** pictures, audios, cards, this handbook, computer, paper, notebook, eraser pen or pencil.

### Unit objectives

By the end of this lesson, students will be able to:

- Comprehend the information, texts, and conversations about jobs and workplaces.
- Talk about their jobs and the different people's jobs they know.

### Aim

- To foster students' speaking skills in the secondary EFL classroom by creating a real-life communicative setting.
- To develop students' collaboration and creativity.



### Semi.-scripted role-playing

It includes a model conversation with some missing words, phrases, or lines, so participants must fill in the blanks with their ideas, the appropriate terms according to the situation, and the context of the dialogue.

### Unreal role-playing



#### Definition

This type of role-playing consists of playing science fiction characters such as superheroes (e.g., superman, Spiderman, batman), fantasy (e.g., unicorns, dinosaurs, princess stories), anime (e.g., Naruto, dragon ball), an animated television series (e.g., ben 10, Simpson, bob sponge).

#### Advantages

- It promotes lifelong learning.
- It develops thinking, learning and problem-solving skills
- It boosts creativity and imagination.
- It develops cooperation, communication, and language skills.
- It develops social (e.g., resilience, fellowship, teamwork, empathy, respect, etc.) and emotional skills as learners work together.
- It facilitates Ss to express their ideas and feelings in a relaxed setting.
- It involves direct and experiential learning.



**Note:** the use of the dresses of the animated characters and the setting of a scenario will depend on the teacher in charge of the class.

# ACTIVITY 1: WHAT DO YOU DO?

## 1 Vocabulary

### Jobs

a. Choose the words from the box and write them under the correct pictures.

- Actor
- Homemaker
- Cleaner
- Dentist
- Engineer
- Farmer

- Plumber
- Mechanic
- Nurse
- Photographer
- Police officer

- Carpenter
- Vet
- Businessman
- Doctor
- Tailor

- Singer
- Waiter
- Teacher
- Dancer
- Pilot

<https://n9.cl/zyykk>



1).....

<https://n9.cl/1fk4>



2).....

<https://n9.cl/3lyyu>



3).....

<https://n9.cl/sf7tv>



4).....

<https://n9.cl/x9tas>



5).....

<https://n9.cl/94ghm>



6).....

<https://n9.cl/jz108>



7).....

<https://n9.cl/3u19d>



8).....

<https://n9.cl/2z7mv>



9).....

<https://n9.cl/1a5ipl>



10).....

<https://n9.cl/wiqqy>



11).....

<https://n9.cl/z6g5w>



12).....

<https://n9.cl/1p7c2>



13).....

<https://n9.cl/00i7o>



14).....

<https://n9.cl/rmlg>



15).....

<https://n9.cl/31hac>



16).....

<https://n9.cl/0D9ge>



17).....

<https://n9.cl/k4hon>



18).....

<https://n9.cl/1p7c2>



19).....

<https://n9.cl/00i7o>



20).....

<https://n9.cl/00i7o>




21).....

### Workplaces

a. Look at the pictures and select the correct workplace for each job. Then practice with other jobs.

#### JOB AND WORKPLACES

A teacher works in a...	School
	Hospital
	Theater


A farmer works in a...	Shop
	Library
	Farm

A vet works in a...	Bank
	Pet hospital
	Cinema


A barber works in a...	Ship
	Barbershop
	Plane

A actor works in a...	Theater
	Restaurant
	Police station

A pilot works in a...	Church
	Library
	Plane

A doctor works in a...	Fire house
	Restaurant
	Hospital

A taxi driver works in a...	Farm
	Library
	Taxi

A chef works in a...	Circus
	Market
	Restaurant

A baker works in a...	Shop
	bakery
	Farm

A secretary works in a...	Office
	Mall
	Bus station

A waiter works in a...	Café
	bakery
	Farm

b. Complete the blanks by using the words from the box.

Fireman post office courtrooms fire station cashier store judge postman

①

What does he do?  
He is a .....

Where does he work?  
He works at a .....




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③

What is his job?  
He is a .....

Where does he work?  
He works at a .....



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②

What does he do?  
He is a .....

Where does he work?  
He works at a .....



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④

What does she do?  
She is a .....

Where does he work?  
She works at a .....



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## 2 Grammar

### Simple present WH-questions

What	Where	Who	How
What do you do? I'm a student.	Where do you work? I work in a school	Who works in the office? She works in the office.	How do you like it? I really like it.
What do they do? They are teachers.	Where do they work? They work in a hotel	They work in the office.	How do they like it? They like it a lot.
What does she do? She's a nurse.	Where does she work? She works in a hospital		How does she like it? She hates it.

a. Complete with the correct words the following conversations. Then practice with a classmate.

①

A: What does your mother do?  
B: mmm. She is a teacher.  
A: ..... does she ..... it?  
B: It's tiring, but she really loves it.

③

A: ..... do you .....?  
B: I'm a medical student.  
A: ..... do you ..... your classes?  
B: I love them a lot.

②

A: ..... do your sisters ..... their jobs?  
B: Oh, I don't know.  
A: ..... do they .....?  
B: In a Korean restaurant.

④

A: ..... does your cousin .....?  
B: In a bank. He's a bank teller.  
A: ..... does he ..... it?  
B: He doesn't like it.

## 3 Speaking

### Role-playing

# ACTIVITY 1: WHAT DO YOU DO?



<b>Time</b>	60 mins
<b>Type of role-playing</b>	Unreal role-playing
<b>Form to perform role-playing</b>	Semi scripted role-playing
<b>Didactic resource</b>	Role cards
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To practice the present simple (Wh-questions) in the context of jobs and workplaces in speaking.</li> <li>Ask for and give information about works and give an opinion about job.</li> <li>To develop students' creativity, imagination, cooperation, active listening, and communication.</li> </ul>

## DESCRIPTION

In this session, students play the roles of two characters from the animated series The Simpsons. For this, they have the support of role cards as well as the initial idea of the dialogue. They should complete and continue the script with their own ideas.

Students perform a short role-playing to talk about jobs and workplaces.

## CONTENT

Grammar	Vocabulary		
Simple present WH-questions What, where, who, how	Baker Homemaker Cleaner Engineer Farmer	Fireman Post office courtrooms Cashier Profession	Workplace Bank Café Library Hospital

## INSTRUCTIONS

Teacher	Students
<ul style="list-style-type: none"> <li>Make a general summary of the vocabulary and grammar of the previous lesson.</li> <li>Read aloud the objectives of this activity.</li> <li>Focuses Ss' attention on the dialogue script</li> <li>This time, organize the workgroups. Form groups of three, and in each group, there should be two female Ss and a male student.</li> <li>Assign the role of the interviewer to the male student, and for the rest of the roles, let the female Ss decide which role they want to play.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Tip: To create working groups</b> To define their roles, the two girls can play heads or tails, which is a game of chance using a coin. Participants have to choose a side of the coin and flip it.</p> </div> <ul style="list-style-type: none"> <li>Make sure there are no doubts</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively in class.</li> <li>Pay close attention to the teacher's instructions.</li> <li>Look at and review the dialogue below.</li> <li>Ask your teacher in charge if you have any doubts.</li> <li>Go to your work group.</li> <li>Play with your partner heads or tails to choose your role. (except for male student).</li> </ul> <div style="text-align: center; margin: 10px 0;"> </div> <ul style="list-style-type: none"> <li>In groups, complete the script of the dialogue.</li> <li>Provide ideas to complete the dialogue.</li> <li>Use the information on the cards and work on your own role to talk about professions and workplaces.</li> </ul>

- Explain that the dialogue is incomplete, so they should give or write an ending. Suggest that the script not be so long.
- As well, clarify that it is a small and straightforward role-playing, so preparing a scenario is unnecessary.
- Deliver the role cards to the students.
- Ask for questions or doubts about the activity.
- Encourage students to perform the role-play with the best attitude.
- Help them during the preparation and give suggestions.
- Make sure everyone works on the assigned activity.
- Use the rubric on page 32 to assess students' performance.
- Give positive feedback when students finish the roleplaying performance.
- Have Ss comment respectfully on the activity they completed.

- Support each other during the activity.
- Be enthusiastic and actively listen to your partners.
- Practice and present your works in class.
- Comment on what you learned.

**Note**

Feel free to ask your teacher for help when needed.

**DIALOGUE SCRIPT**

*Marge Simpson at the job interview*

Interviewer: Welcome to The Fashion Secret store, Marge. I'm David.

Marge: Good afternoon, nice to meet you.

Interviewer: Nice to meet you too; how are you today?

Marge: I'm good; how about you?

Interviewer: Great, thank you. I hope we didn't keep you waiting too long.

Marge: Not at all.

Interviewer: That's good. Marge, shall we get started?

Marge: Yeah, sure.

Interviewer: So, please introduce yourself, Marge.

Marge: I'm Marge Simpson. I'm 36 years old. I have three children Bart, Lisa, and Maggie.

Interviewer: And what do you do?

Marge: I'm a homemaker

Interviewer: How do you like it?

Marge: I really like it.

Interviewer: And what about your children?

Marge: My son and my daughter Lisa are both students at Springfield Elementary School.

Interviewer: What does your husband do?

Marge: He is a nuclear safety inspector

Interviewer: That sounds like a lot of hard work. How does he like it?

Marge: He hates it.

Interviewer: Where does he work?

Marge: He works at the Springfield Nuclear Power Plant.

*At home*

Lisa: Hi, mom. How did the job interview go?

Marge: So-so.

Lisa: What questions did they ask you?

Marge: They asked me more about our family's jobs and workplaces.

Write down your ideas and finish the dialogue in your own way.



**STUDENTS' ROLE CARDS**



**Interviewer:** You are a store manager. You are looking for a vacancy as soon as possible. Interview Marge, ask about her family's job and workplace and how do they like their jobs.

**Lisa:** Check this character's lines in the dialogue above. Research her personality to play her.

**Marge:** You have a job interview. Answer the interviewer about your family's job. Review this character's lines in the dialogue above. Research her personality to characterize her.

## ACTIVITY 2: WHAT'S YOUR JOB LIKE?

### 1 Vocabulary

#### Adjectives

- a. Read the following people's jobs. Use another adjective to describe each

WHAT / HOW IS YOUR JOB LIKE?



I'm a waitress in a cafe. It is effortless, but boring. I really don't like my job.



I'm a carpenter. My job is demanding and dangerous. However, I like my job a lot.



I'm a surgeon. It's stressful and really challenging, but I love my job.

- b. Practice. What do you do? What's your job like?

A: What do you do?  
 B: I'm an English teacher.  
 A: What's your job like?  
 B: It's exciting and rewarding.  
 A: How do you like it?  
 B: I really love my job.

- c. Use three different adjectives to describe these jobs.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>✓ Teacher:</li> <li>✓ Painter:</li> <li>✓ Salesperson:</li> <li>✓ Fireman:</li> </ul> | <ul style="list-style-type: none"> <li>✓ Pilot:</li> <li>✓ Waitress:</li> <li>✓ Model:</li> <li>✓ Surgeon:</li> </ul> |
|--|---|



#### Wordpower

- Pretty=quite, but not extremely  
Example, this game was pretty good.
- Too: overly" or "also.  
Example, I come too late.

### 2 Grammar

#### Placement of adjectives

Placement of adjectives	<p>1. Subject (') + verb (be) + adjective</p> <ul style="list-style-type: none"> <li>❖ A surgeon's job is demanding.</li> <li>❖ A builder's work is risky.</li> </ul> <p>2. Subject + verb + determiner + adjective + noun</p> <ul style="list-style-type: none"> <li>❖ A teacher has a wonderful job.</li> <li>❖ A pilot has an exciting job.</li> </ul>
-------------------------	---

- a. Write the following sentences in a different way. The first one is done as an example.

1. A waiter's job is easy. A waiter has an easy job.
2. A cashier's job is exhausting. ....
3. A cook's job is fascinating. ....

### 3 Speaking

#### Role-playing

Taken from:  
 Picture 1 <https://n9.cl/js71s>  
 Picture 2 <https://n9.cl/78iu3>  
 Picture 3 <https://n9.cl/lzvo9>



## ACTIVITY 2: WHAT'S YOUR JOB LIKE?



Time	60 mins
Type of role-playing	Unreal role-playing
Form to perform role-playing	Semi scripted role-playing
Didactic resource	Role cards
Objectives	<ul style="list-style-type: none"> <li>To practice the placement of adjectives in the context of professions.</li> <li>To perform role-playing using characters from an animated series.</li> <li>To develop learner's imagination, interaction, collaboration, and communication.</li> </ul>

### DESCRIPTION

For this application, students play characters from the animated series Hey, Arnold! This time, Ss have half of the script as a guide or model; hence, they must complete the dialogue with their own ideas. They have the role cards where it is specified what each student should do as well.

Students perform short role-playing using adjectives to describe people's jobs.

### CONTENT

Grammar	Vocabulary		
Placement of adjectives	Exciting Rewarding Interesting Boring Calm	Stressful Easy Demanding challenging Effortless	Risky Wonderful Terrible Incredible Dangerous

### INSTRUCTIONS

Teacher	Students
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Summarize the main points (vocabulary and grammar) from this lesson.</li> </ul>	<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Pay close attention to the teacher's instructions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Indicate the objectives of this activity.</li> <li>Focuses Ss' attention on the dialogue script</li> <li>Pair the Ss; each pair must be made up of one female student and one male student.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Tip: To create working pairs</b> Find your other half</p> <p>Use the antonym cards. Give half of the antonym cards to the male Ss and the other half to the female Ss. Ask the Ss to find their partners using the cards.</p> <p><b>For example:</b> if a male student has a card with the antonym fat, he must look for the female student who has skinny on her card.</p> </div>	<p><b>After</b></p> <ul style="list-style-type: none"> <li>Look at and review the dialogue below.</li> <li>Request your teacher if you have any questions.</li> <li>Find your corresponding partner according to your antonym on the card.</li> </ul> <div style="text-align: center; margin: 10px 0;"> </div> <ul style="list-style-type: none"> <li>In pairs, complete the script of the dialogue.</li> <li>Use the information on the cards and work on your own role to describe the professions using adjectives.</li> </ul>

- Have them collaborate to complete the dialogue.
- Suggest that the script not be so long.
- Equally, clarify that it is a short and simple roleplaying, so preparing a great scenario is unnecessary.
- Make sure that the indications are clear before starting the activity.
- Deliver the role cards to the students.
- Ask for questions or doubts about the activity.
- Aid them during the preparation and give comments as needed.
- Make sure everyone works on the assigned activity.
- Use the rubric on page 32 to assess students' performance.

- Practice and present your works in class.
- Comment on what you learned.
- Listen carefully to your teacher's feedback.

**Note**

Help each other and let your imaginations run wild.

**After**

- Give positive feedback when students finish the roleplaying performance.
- Request about the aspects Ss liked and disliked when developing the roleplaying.

**After**

- Share your opinion on what you liked and disliked about doing the role-playing.

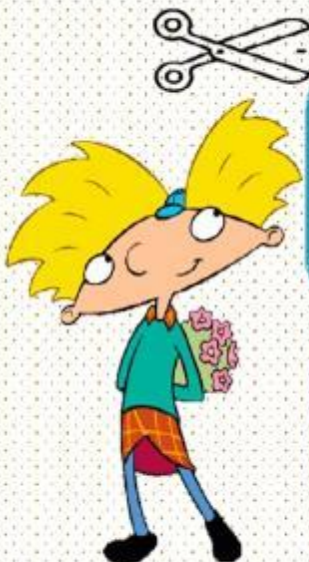
**DIALOGUE SCRIPT**

Helga: Hey, Arnold. What are you doing?  
 Arnold: I'm thinking about something.  
 Helga: What is it?  
 Arnold: I'm thinking about what career I'm going to pursue in college.  
 Helga: You're very good at everything. What would you like to become?  
 Arnold: I would like to be an astronaut at NASA.  
 Helga: I believe this profession is too challenging and dangerous.  
 Arnold: Maybe you're right, but it's incredible. I think Astronauts have an exciting job.  
 Helga: And how do you like it?  
 Arnold: It fascinates me a lot.  
 Helga: And what do you think about the doctor's job?  
 Arnold: I consider it is pretty exhausting but satisfying occupation. Incidentally, what is your dream work like?  
 Helga: My dream job is well-paid, calm, engaging, and rewarding.  
 Arnold: So, you want to be...?  
 Helga:

Write down your ideas and finish the dialogue in your own way.

END

**Students' role cards**



Helga: You see your friend Arnold looking very thoughtful. Ask him what he does. Look again at the script for this character in the dialogue above. Research her personality to characterize her.

Arnold: Engage her in conversation. Talk about your future job. Use adjectives correctly to describe your dream job and other people's jobs. Review the script for this character in the dialogue above. Study his personality to characterize him.



**Do Your Best**

## Activity 3: What are the best and worst jobs?



### ① Vocabulary

#### Short and long adjectives.

a. Research the meaning of these adjectives

- Ambitious:
- Conscientious:
- Diligent:
- Enthusiastic:
- Dauntless:
- Long:
- Ancient:
- Large:
- Fast:
- Sad:

### ② Grammar

#### Comparatives and Superlatives

# COMPARATIVE & SUPERLATIVE ADJECTIVES

ENGLISH GRAMMAR	COMPARATIVES - SUPERLATIVES		
	The dog is <b>faster</b> than the elephant. The horse is <b>the fastest</b> . The horse is <b>bigger</b> than the dog. The elephant is <b>the heaviest</b> . The dog is <b>more energetic</b> than the elephant.		
	<b>ADJECTIVE</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
<b>ONE syllable</b>	fast young	-ER faster younger	-EST the fastest the youngest
<b>ONE syllable Ending in -E</b>	nice strange	-R nicer stranger	-ST the nicest the strangest
<b>ONE syllable Consonant + Short Vowel + Consonant</b>	big hot	Double the last consonant and add -ER bigger hotter	Double the last consonant and add -EST the biggest the hottest
<b>TWO syllables Ending in -Y</b>	happy crazy	Remove the -Y and add -IER happier crazier	Remove the -Y and add -IEST the happiest the craziest
<b>TWO or MORE syllables</b>	famous beautiful	MORE + more famous more beautiful	THE MOST + the most famous the most beautiful
<b>Common Exceptions</b>	good bad	better worse	the best the worst

**Comparatives & Superlatives**

**ADJECTIVE**      **COMPARATIVE**      **SUPERLATIVE**

One syllable      Double the last consonant and add -ER      Double the last consonant and add -EST

Dog      Horse      Elephant

Example: A dog is **faster** than an elephant.  
A comparative compares two things.

Example: The horse is **the fastest**, **the most** of all animals.  
A superlative compares one thing to all the others in the same group.

**Comparatives & Superlatives**

**ADJECTIVE**      **COMPARATIVE**      **SUPERLATIVE**

One syllable      Double the last consonant and add -ER      Double the last consonant and add -EST

Harry      Dean      Frank

Example: Harry is **nicer** than Frank.  
Which is the **strangest**?

Example: Dean is **the nicest**.

- a. Fill in the blanks with the comparative or superlative adjectives
- This bike was.....the bike in the gallery(expensive).
  - It was..... day of this week (hot).
  - My sister is.....my brother (busy).
  - A shark is .....animal in the ocean(dangerous).
  - I have..... scores in the English class (good).

### ③ Speaking

#### Role-playing

## ACTIVITY 3: WHAT ARE THE BEST AND WORST JOBS?



Time	60 mins
Type of role-playing	Unreal role-playing
Form to perform role-playing	Semi scripted role-playing
Didactic resource	Role cards, flashcards
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To practice comparatives and superlatives in speaking.</li> <li>To encourage students' participation.</li> <li>To promote lifelong learning by creating a proper atmosphere.</li> <li>To develop learner's collaboration and communication.</li> </ul>

### DESCRIPTION

In this class session, pupils play the roles of two characters from the animated series Phineas and Ferb. The students have half of the script, so they must complete the rest and give it an ending. They also have the role cards where it is specified what each student should do.

This time, Ss perform a simple role-play using the comparatives to define which is the better or worse job.

### CONTENT

Grammar	Vocabulary		
Comparative and superlative Adjectives	More beautiful The best The worst More exiting Tedious	Stressful. Challenging. Unusual Rewarding. Demanding	The funniest The hardest Safe Relaxing Amazing

### INSTRUCTIONS

Teacher	Students
<b>Before</b> <ul style="list-style-type: none"> <li>Give an overview of the grammar and vocabulary of this lesson.</li> <li>Ask Ss for questions about the lesson.</li> </ul>	<b>Before</b> <ul style="list-style-type: none"> <li>Pay close attention to the teacher's instructions.</li> <li>Enquiry your tutor if you have any doubts about this lesson's grammar or vocabulary.</li> </ul>
<b>During</b> <ul style="list-style-type: none"> <li>Describe the objectives of this activity.</li> <li>Focuses Ss' attention on the dialogue script.</li> <li>Briefly explain what they are going to do in this speaking section.</li> <li>Create groups of three. There should be a female student and two male Ss in each group.</li> <li>Have them collaborate with each other to complete the dialogue.</li> <li>Suggest that the script not be so long.</li> <li>Equally, clarify that it is a short and straightforward roleplaying, so it is not required to prepare a great scenario.</li> </ul>	<b>During</b> <ul style="list-style-type: none"> <li>Look at the dialogue script below.</li> <li>Go to your respective groups.</li> <li>As a team, complete the script of the dialogue.</li> <li>Use the information on the cards and work on your own role to decide which is the best or worst job in the world using comparatives.</li> <li>Support each other to learn.</li> <li>Practice and present your works in class.</li> <li>Listen to your teacher's feedback and take notes if needed.</li> <li>Comment on what you learned about the role-playing you did as a group.</li> </ul>

- Make sure that the instructions are clear.
- Deliver the role cards to the Ss.
- Ask for questions or doubts about the activity.
- Help them during the preparation and give comments as needed.
- Make sure everyone works on the assigned activity.
- Use the rubric on page 32 to assess Ss' performance.

**After**

- Give positive feedback when students finish the role-playing performance.
- Request about the aspects Ss liked and disliked when developing the role-playing.

**After**

- Listen carefully to your teacher's feedback.
- Provide your opinion on what you liked and disliked about doing the role-playing.

**DIALOGUE SCRIPT**

Phineas: Hey, what are you doing?  
 Ferb: I'm reading an article about the best and worst jobs in the world.  
 Phineas: How interesting! Can I read it with you?  
 Ferb: Of course, you can.  
 Phineas: Look, it says here that the best job is a doctor's. Do you think so?  
 Ferb: I think so because it's a dignified and rewarding job.  
 Phineas: Maybe, but it's not the most important job.  
 Ferb: What do you think is the most significant job?  
 Phineas: I'm sure the teacher's job is more important than the doctor's job.  
 Ferb: Why?  
 Phineas: Teachers educate for the future.  
 Candace: Hey, guys, what are you up to?

Write down your ideas and finish the dialogue in your own way.

END

**Students' role cards**



**Ferb:** You're concentrating on reading an article about the best and worst jobs. Your friend Phineas arrives. You talk to him, ask him questions.

**Phineas:** You see your friend Ferb doing something. Go over and talk to him about what he's reading. Have an opinion about the best or worst job, most important job, the most challenging job, etc.

**Candace:** Say hello to Ferb and Phineas. Ask them what they are doing. Give your opinion about the best or worst job and justify. Don't forget to use comparatives.



**Note:** Use your creativity to keep the conversation going.

# UNIT 3

## FOOD



**Time:** 2 hours per activity approx.

**Class profile:** BGU students (senior).

**Level:** B1 CEFR descriptor

**Age:** 17-18 years

**Resources:** pictures, cards, this handbook, computer, paper, notebook, pen or pencil.

### Unit objectives

At the end of this unit, learners will be able to:

- Comprehend information, texts and conversations about food, and dishes.
- Ask for and give information about the food they eat every day.
- To talk about food using quantifiers correctly.
- To differentiate countable and uncountable nouns.
- To learn vocabulary for everyday food.

### Aim

- To foster students' speaking skills in the secondary EFL classroom by creating a real-life communicative setting.

## Real role-playing



## Unscripted role-playing

Unscripted role-play is a conversation that occurs naturally in real life. Students should create the entire dialogue script according to the situation and context given by the teacher.

In other words, students themselves have to decide what language to use and how the conversation should develop.

### Example:

If the teacher asks them to do a role-play a discussion on the death penalty, the participants should prepare everything they are going to say according to the role they are going to play.

### Advantages:

- It promotes active learning amongst the students.
- It develops cognitive skills since students have to create their own scripts.
- It boosts creativity.
- Ss can express themselves freely.
- It could be a fun activity.
- It develops the authenticity of speaking.
- It doesn't depend on textbooks.
- It is free or improvised.

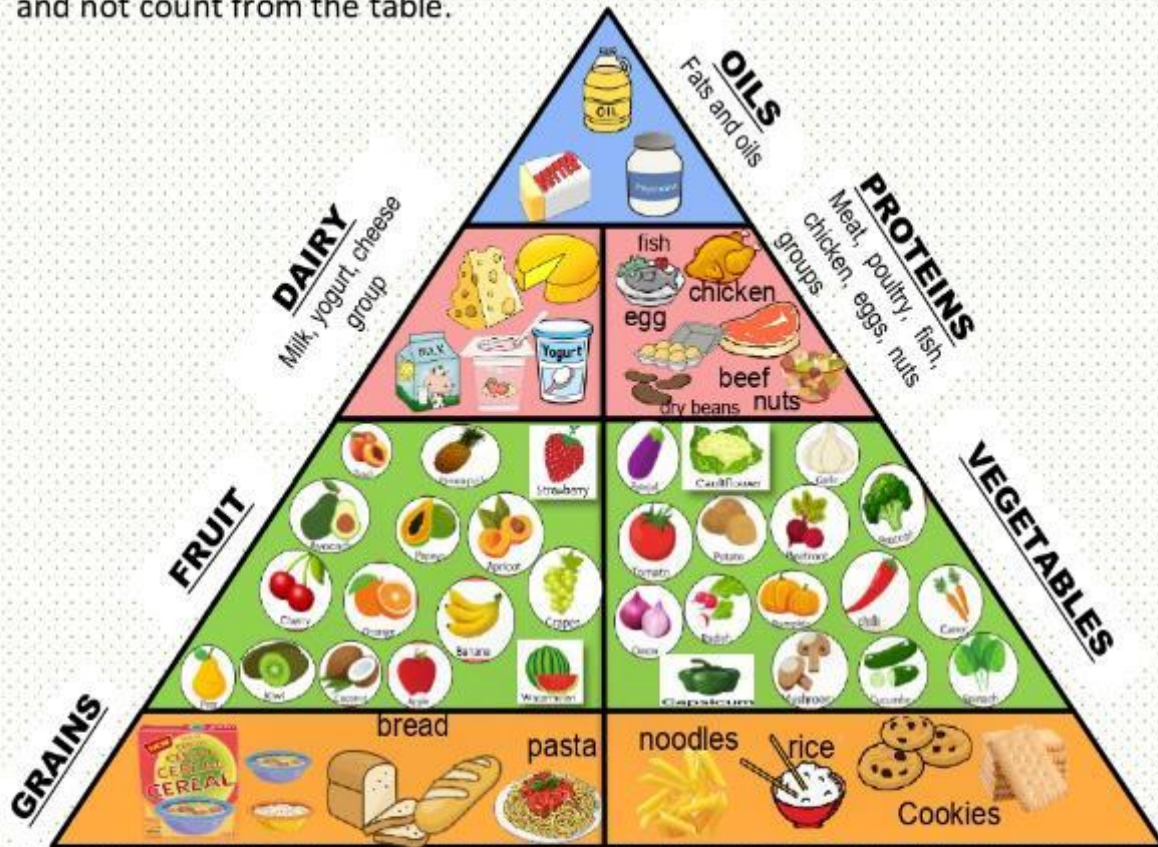


# Activity 1: Do we need any mushrooms?

## 1 Vocabulary

### Food

- a. Listen carefully to your teacher's pronunciation. Say what type of food can you count and not count from the table.



- b. List the food you like and don't like. Then tell a partner.

A: I like pears, meat, and milk. I don't like chicken and fish. What about you?

B: I like.....

## 2 Grammar

### Countable and uncountable nouns: a/ an, some and any

**ENGLISH GRAMMAR** **COUNTABLE AND UNCOUNTABLE NOUNS** **Woodward**

**COUNTABLE NOUNS**  
 Have a singular and plural form → a tree two trees  
 Can use a *singular* verb or a *plural* verb → The **book** *is* old. The **books** *are* old.

**UNCOUNTABLE NOUNS**  
 Have only one form (no plural) → butter butters.  
 Always use a *singular* verb → **Sugar** *is* sweet.  
 Cannot use **a, an** or **a number** before them → *a* rice two rice  
*a* bread two bread

**UNCOUNTABLE NOUNS ARE OFTEN...**

**ABSTRACT IDEAS** (cannot touch)  
 love, freedom, education, luck, help, beauty, music, thunder

**MADE OF SMALLER PARTS**  
 sugar, rice, salt, sand, flour, dirt, dust, traffic, grass, spaghetti

**SOME FOOD** (cut into small parts)  
 bread, fish, cheese, chocolate, meat, bacon, food, ham

**LIQUIDS & GASES**  
 water, milk, wine, oil, coffee, rain, soup, air, smoke, blood, juice, fog

**MATERIALS**  
 wood, glass, paper, gold, silver, ice, iron, cotton, wool, steel

**BE CAREFUL!** (uncountable in English)  
 furniture, advice, work, news, information, luggage, money

A / An

USE: with COUNTABLES in Singular.

Example: There is A plum.  
There is AN apple.

Some

USE: With Countables and Uncountables in AFFIRMATIVE sentences.

Example: There is SOME sugar.  
There are SOME apples.

Any

USE: With Countables and Uncountables in NEGATIVE AND INTERROGATIVE sentences.

Example: There isn't ANY sugar.  
There aren't ANY apples.  
Is there ANY sugar?  
Are there ANY apples?

Taken from:  
 Picture 1 <https://n9.cl/ht4o>  
 Picture 2 <https://n9.cl/jjj8>

a. Fill in the space from the conversation. Use a/an, some, and any



• Lore: The market doesn't have any beef.  
 • Marco: Never mind. We have some chicken in the fridge. Let's make.....!  
 • Lore: Great! Do we have..... seasoning?  
 • Marco: No. We need to purchase.....  
 • Lore: We need .....garlics, as well.  
 • Marco: No. I really hate garlics!  
 • Lore: So, let's buy.....onions.  
 • Marco: Ok. Let's put..... tomatoes, too.  
 • Lore: That sounds great!



b. Pair work. Ask your partner: Do we need...? question about the food you see in the picture.

A: Do we need any onions/?  
 B: Yes. We need some onions.  
 A: Do we need any orange?  
 B: Mmm. No. We don't need any orange.



Taken from:  
 Picture 1 <https://n9.cl/9wqyn>

3

Speaking

Role-playing

ACTIVITY: DO WE NEED ANY MUSHROOMS?



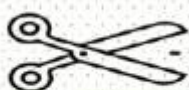
Time	60 mins
Type of role-playing	Real role-playing
Form to perform role-playing	Non-scripted role-playing
Didactic resource	Role cards
Objectives	<ul style="list-style-type: none"> <li>To practice using food vocabulary related to everyday scenes within the context of countable and uncountable nouns in speaking.</li> <li>To encourage students to create authentic dialogue.</li> <li>To exploit students' creativity to the fullest.</li> </ul>

DESCRIPTION

In this class session, students perform the role-playing using real-life situations in the context of food, yet, this time, they have to create the whole script of the dialogue. For this, Ss have to use the role cards where it is specified what each student has to do. Here the students will show all their creativity.



CONTENT			
Grammar		Vocabulary	
Countable and uncountable nouns: a/ an, some and any		Vegetables Chocolate onions Mayonnaise Lettuce cabbage	Grain Oil Apricot Noodles A potato Bread
Some rice An apple Any beef Some carrots Yogurt Cheese			
INSTRUCTIONS			
Teacher		Students	
<b>Before</b>		<b>Before</b>	
<ul style="list-style-type: none"> <li>Summarize the main points from this lesson(grammar and vocabulary).</li> <li>Ask for Ss' participation</li> </ul>		<ul style="list-style-type: none"> <li>Listen carefully to the teacher's instructions.</li> <li>In case you have questions about the grammar or vocabulary in this lesson, ask your teacher.</li> </ul>	
<b>During</b>		<b>During</b>	
<ul style="list-style-type: none"> <li>Share with Ss this activity's aim.</li> <li>Briefly explain what they are going to do in this speaking section.</li> <li>Motivates Ss to use the target language for everything.</li> <li>Form pairs by affinity, i.e., Ss can decide whom to work with this time.</li> <li>Have them work together with each other to create the dialogue.</li> <li>Remind them that they can guide on the dialogues from this lesson's grammar and vocabulary sections.</li> <li>Provides the role cards to the Ss.</li> <li>Ask for questions or doubts about the activity.</li> <li>Help them during the preparation and give comments as needed.</li> <li>Make sure everyone works on the assigned activity.</li> <li>Use the rubric on page 32 to assess students' performance.</li> </ul>		<ul style="list-style-type: none"> <li>Choose the person you are going to work with.</li> <li>Play some games to define the roles you are going to perform.</li> <li>As a team, create the dialogue script, i.e., prepare what you are going to say.</li> <li>Use the information on the cards and work on your own role to talk with your partner.</li> <li>Make sure the script is not too long.</li> <li>Indicate the draft script to your teacher for spell check (if you have enough time).</li> <li>If you don't know how to accurately pronounce a word or its meaning, ask your tutor for help.</li> <li>Practice as much as possible and present your works in class.</li> </ul>	
<b>After</b>		<b>After</b>	
<ul style="list-style-type: none"> <li>Deliver positive feedback when students finish the role-playing performance.</li> <li>Have them share their experience in developing the role-play.</li> </ul>		<ul style="list-style-type: none"> <li>Pay attention to your teacher's feedback and take notes if needed.</li> <li>Share your experience with the whole class about the role-playing you did in pairs.</li> </ul>	
DIALOGUE SCRIPT			
A:	 <p><b>Note:</b> Use your creativity to create the conversation.</p>		
B:			
A:			
B:			
A:			
B:			
A:	END		



### Students' role cards



**Student B:** You are the friend of the person who wants to make the salad. Help her/ him make a list of the missing ingredients. Go together with her to the market and remind her what your friend needs to buy.

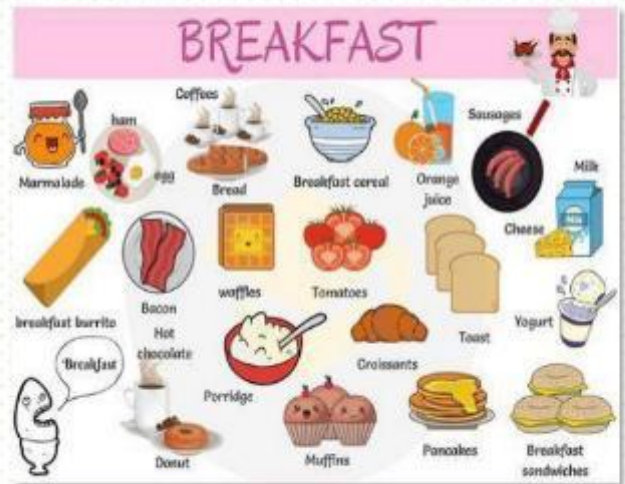
**Student A:** You and your friend want to prepare a meat salad with vegetables, but you don't have all the ingredients. Make a list of the items you are missing. Go to the nearest market to buy what is missing.

## Activity 2: What do you usually have for breakfast?

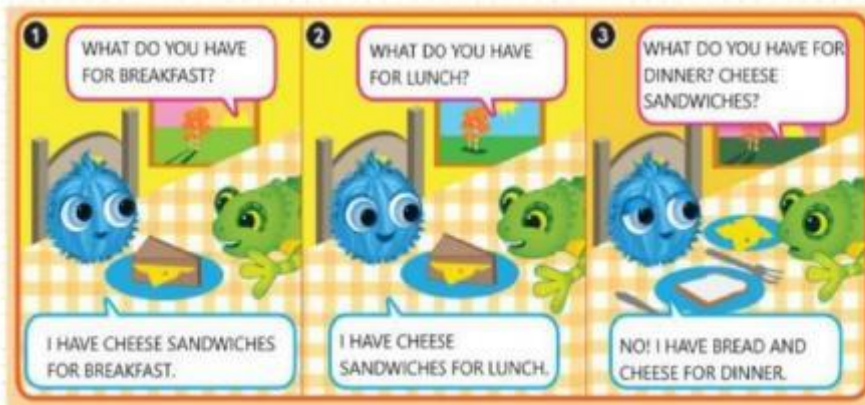
### 1 Vocabulary

#### Meals

- a. Listen carefully to your teacher's pronunciation. Practice



- b. Look at the following pictures. Practice



- c. Ask: What do you have for breakfast/lunch/dinner? question to your partner. Take turns.  
A: What do you have for breakfast?  
B: I have some cheese.
- d. Look at the conversation. Practice



**Blanca:** Hey, Oscar. How often do you eat quesadillas for breakfast?

**Oscar:** I never have quesadillas for breakfast. How about you? What do you usually have for lunch?

**Blanca:** I sometimes eat fried chicken and rice for lunch.

### 2 Grammar

#### Adverbs of frequency

Taken from:  
Picture 1 <https://n9.cl/ezo24>  
Picture 2 <https://n9.cl/3m5nh>  
Picture 3 <https://n9.cl/ut1iu>

## ADVERBS OF INDEFINITE FREQUENCY

We use some adverbs to describe how frequently we do an activity.

100%	Always
90%	Usually
80%	Normally / Generally
70%	Often / Frequently
50%	Sometimes
30%	Occasionally
10%	Seldom
5%	Hardly ever / Rarely
0%	Never

ONLY APPROXIMATE NUMBERS

Subject + adverb + verb + complement.

**We** always have a picnic on Mothers Day.  
**I** usually eat rice and chicken for lunch.  
**I** normally eat at McDonalds on weekends.  
**He** often drinks water before going to bed.  
**She** sometimes cooks lunch for her family.  
**I** occasionally have coffee for breakfast.  
**I** seldom eat pancakes for breakfast.  
**I** hardly ever drink alcohol.  
**I** never eat salad with my lunch.



Taken from:  
<https://n9.cl/39yrk>

a. Rewrite the sentences and put the adverbs in the correct places. Then practice the dialogue with a classmate.

A: What do you have for breakfast? (usually)	What do you usually have for breakfast?
B: I have fried chicken with potatoes (always)	.....
A: Do you eat lunch at home? (ever)	.....
B: No. I have lunch at my work. (sometimes)	.....
A: Do you eat noodle for dinner? (usually)	.....
B: No. I have noodle. (never)	.....

b. Order the sentences.

1. I / have dinner / on / hardly ever / Monday . \_\_\_\_\_
2. home / my mother/ sandwich / eat / at / always. \_\_\_\_\_
3. have / you / lunch / with / sometimes/ family / your. \_\_\_\_\_

### 3 Speaking

#### Role-playing

### ACTIVITY 2: WHAT DO YOU USUALLY HAVE FOR BREAKFAST?



<https://n9.cl/flbax>

Time	60 mins
Type of role-playing	Real role-playing
Form to perform role-playing	Non-scripted role-playing
Didactic resource	Role cards
Objectives	<ul style="list-style-type: none"> <li>▪ To ask for and give information about your daily food.</li> <li>▪ To practice adverbs of frequency within the context of meals.</li> <li>▪ To exploit students' creativity to the fullest.</li> </ul>

#### DESCRIPTION

Students perform role-playing using meals vocabulary to describe what they have for breakfast, lunch, and dinner in this session. Equally, they have to create the whole script of the dialogue. For this, Ss have the support of the role cards where it is specified what each student has to do. Here the Ss will demonstrate all their originality.

CONTENT		
Grammar	Vocabulary	
Adverbs of frequency: always, hardly ever, never, normally, occasionally, often, rarely, sometimes, usually.	Meals Breakfast Lunch Dinner Snack Sandwich	Have Eat Eggs Dessert Cake Never
INSTRUCTIONS		
Teacher	Students	
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Ask questions about the content of this lesson to evaluate students' understanding.</li> <li>Encourage Ss to ask questions or any doubts about the content of this lesson.</li> </ul>	<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Listen carefully to the teacher's explanations and instructions.</li> <li>In case you have questions about the grammar or vocabulary in this lesson, ask your teacher.</li> </ul>	
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Share with Ss this activity's aim.</li> <li>Briefly explain what they are going to do in this speaking section.</li> <li>Encourages Ss to use the target language for everything.</li> <li>Create working pairs using this dynamic.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;"><b>Tip: To create working pairs</b> <b>Looking for my half</b></p> <p>Give half of the Ss the cards with the mathematical operations and the other half the cards with the results. Ask them to solve the equation and find their partner. For example, if student A has the card with the equation 5-2, he/she should look for the person who has the card with the result 3. <b>Note:</b> you must have the cards ready.</p> </div> <ul style="list-style-type: none"> <li>Have them support each other to create the dialogue script.</li> <li>Make Ss review this lesson's grammar and vocabulary sections.</li> <li>Provides the role cards to the Ss.</li> <li>Ask for questions or doubts about the activity.</li> <li>Make sure each pair work on the assigned activity.</li> <li>Use the rubric on page 32 to assess students' performance.</li> </ul>	<p><b>During</b></p> <ul style="list-style-type: none"> <li>Find your partner with the card given to you by your teacher.</li> <li>Play some games to define the roles you are going to perform.</li> <li>As a team, create the dialogue script, i.e., prepare what you are going to say.</li> <li>Use the information on the cards and work on your own role to establish a conversation with your partner.</li> <li>Indicate the draft script to your teacher for spell check (if you have enough time).</li> <li>Use the target language (English) as much as possible during the activity.</li> <li>If you are unsure how to accurately pronounce a word or its meaning, ask your teacher for help.</li> </ul>	
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Give positive feedback when Ss finish the roleplaying performance.</li> </ul>	<p><b>After</b></p> <ul style="list-style-type: none"> <li>Listen carefully to your teacher's feedback.</li> </ul>	
DIALOGUE SCRIPT		
A:		
B:		
A:		
B:		
A:		
B:	<i>Note: put into practice everything you have learned so far.</i>	
A:		
END		

### Students' role cards

GOOD  
LUCK

Student A: You have a visitor at home. It is your old friend from school. You are surprised because she/he looks different, she/he has a sculpted body, so you ask her/ him about her/his diet. You can ask about the products she/he usually eats in the morning, afternoon, and evening. Besides, request where she/he works and where she/he eats lunch.

Student B: You are the old school friend who has a great body. Tell her/him the food you eat morning, noon, and night. You can also ask your friend what her/his morning, afternoon, and evening diet usually comprises.

## Activity 3: How much chocolate do you eat a day?

### 1 Vocabulary

#### a. Read the following dialogue. Look at the words in bold. Practice

Customer: Excuse me, I need some mushrooms.  
 Seller: Hello, sure, how **many mushrooms** do you need?  
 Customer: Five, please.  
 Seller: Do you need anything else?  
 Customer: Yes, I do. Do you have any meat?  
 Seller: Yeah. How **much meat** do you want?  
 Customer: Only 5 pounds, please.  
 Seller: Here you have it. Anything else?  
 Customer: No, thank you.



### 2 Grammar

#### Quantifiers: much, many, a lot of, a few, a little



#### Much

With **uncountable** nouns  
 In **negative** and **interrogative** sentences.  
 Examples:  
 - There isn't **much** beef.  
 - Is there **much** beef?  
 - How **much** beef is there?

#### Many

With **countable** nouns  
 In **negative** and **interrogative** sentences.  
 Examples:  
 - There are **many** potatoes.  
 - Are there **many** potatoes?  
 - How **many** potatoes are there?



#### (a) few

- A **few**: with **countable** nouns when the **quantity** is **enough** but not big.
  - **Few**: with **countable** nouns when the **quantity** is **not enough**.
- Examples:  
 - There are a few oranges. We don't need any more  
 - There are few oranges. We need to buy some more.

#### (a) Little

- A **little**: with **uncountable** nouns when the **quantity** is **enough** but not big.
  - **Little**: with **uncountable** nouns when the **quantity** is **not enough**.
- Examples:  
 - There is a little milk. You can have a glass.  
 - There is little milk. We need more.

#### A lot of/lots of

- with **countable** and **uncountable** nouns.
  - **Large** quantities
  - In the plural in **affirmative** sentences.
- Examples:  
 - There is a lot of butter.  
 - There are a lot of/lots of onions.

#### a. Complete the blank spaces from the sentences with much or many.

1. How .....chocolate do you need?
2. How..... eggs are there?
3. How..... fish do want?
4. How..... coffee do you drink?
5. How..... onions have we got?
6. How..... bread is there?

#### b. Circle the correct answer. Sometimes two answers are possible.

1. We've got much/many/a lot of chocolate.
2. There isn't much/many/a lot of milk in the fridge.
3. My mother has much/many/a lot of oranges in her bag.
4. There are much/many/a lot of potatoes on the floor.
5. There is much/many/a lot of rice in my dish.



### 3 Speaking

#### Role-playing

## ACTIVITY 3: HOW MUCH CHOCOLATE DO YOU EAT A DAY?



<https://n9.cl/dalp0>

<b>Time</b>	60 mins
<b>Type of role-playing</b>	Real role-playing
<b>Form to perform role-playing</b>	Non-scripted role-playing
<b>Didactic resource</b>	Role cards
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To practice the use of quantifiers within the context of food in speaking.</li> <li>To develop students' creativity and cooperation.</li> <li>To exchange real information and use the authentic language.</li> </ul>

### DESCRIPTION

In this class session, students perform role-playing using quantifiers to give someone information about the quantity of something they want. For this, Ss have to use the role cards where it is specified what each student has to do. They have to create the whole script of the dialogue.

### CONTENT

Grammar	Vocabulary	
Quantifiers: much, many, a lot of, a few, a little	Much meat Many oranges Mushrooms A little milk Few mangos	Many garlics Much cheese A few grapes Butter Chicken

### INSTRUCTIONS

Teacher	Students
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Give an overview of the grammar and vocabulary of this lesson.</li> <li>Explain the objectives of this activity.</li> <li>Briefly explain what they are going to do in this speaking section.</li> <li>Encourages Ss to use the target language for everything.</li> <li>Create working pairs using this dynamic.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Tip: To create working pairs</b></p> <p style="text-align: center;"><b>Who is?</b></p> <p>Give half of the Ss the cards with the surnames of famous people and the other half the cards with the names. Ask them to find their partner.</p> <p>For example, if student A has the card with the surname Spears, he/she should look for the person who has the card with Britney.</p> <p><b>Note:</b> you must have the cards ready.</p> </div>	<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Pay close attention to the teacher's instructions.</li> <li>Request your tutor if you have any questions about the grammar or vocabulary from this lesson.</li> <li>Find your partner with the card given to you by your teacher.</li> <li>Play some games to define the roles you are going to perform.</li> <li>Create the script of the dialogue. Share and discuss ideas.</li> <li>Use the information on the cards and work on your own role.</li> <li>Practice as much as possible and present your works in class.</li> <li>Listen to your teacher's feedback and take notes if needed.</li> </ul>

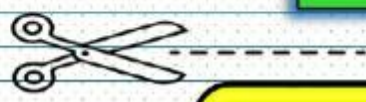
<ul style="list-style-type: none"> <li>• Have them support each other to create the dialogue script.</li> <li>• Make sure that the instructions are clear before starting the activity.</li> <li>• Delivers the role cards to the Ss.</li> <li>• Ask for questions or doubts about the activity.</li> <li>• Help them during the preparation and give comments as needed.</li> <li>• Make sure each pair work on the assigned activity.</li> <li>• Use the rubric on page 32 to assess students' performance.</li> </ul>	
<p style="text-align: center;"><b>After</b></p> <ul style="list-style-type: none"> <li>• Give positive feedback when Ss finish the role-playing performance.</li> <li>• Have them share their experience in developing the role-play.</li> </ul>	<p style="text-align: center;"><b>After</b></p> <ul style="list-style-type: none"> <li>• Give opinions on what you learned about the role-playing you did as a group.</li> </ul>

**DIALOGUE SCRIPT**

A:  
B:  
A:  
B:  
A:  
B:  
A:

END

**Students' role cards**



**Student A:** Imagine you are in the market looking for vegetables and fruits for today's dinner. Tell the vendor what you need. Ask the seller if he has pears, grapes, blackberries, cherries, etc.



**Student B:** You are the vendor. Welcome the person who wants to shop at your store. Ask the customer how much of each item he/she needs and also request if he/she needs anything else.

**PRACTICE  
MAKES  
PERFECT**

# WELCOME TO ROLE-PLAYING HANDBOOK

## TEACHER'S HANDBOOK

It covers detailed teacher notes for each lesson, including additional tips, ideas, dynamics, activities, optional lead-in, support, and answer keys.

TEACHER'S HANDBOOK CONTENTS	
Unit 1: People	
Activity 1	Page 37
Activity 2	Page 38
Activity 3	Page 39
Unit 2: Jobs and workplaces	
Activity 1	Page 40
Activity 2	Page 41
Activity 3	Page 41
Unit 3: Food	
Activity 1	Page 42
Activity 2	Page 42
Activity 3	Page 43
Rubrics	Page 44



## UNIT 1 PEOPLE

### ACTIVITY 1: IT'S NICE TO MEET YOU

#### GETTING STARTED

#### Optional lead-in

Introduce yourself. Shake your hands enthusiastically. Say my name is..... or I'm.....  
Boost students to respond using their names. Once they respond, say, Hello,..... It's nice you meet you.

### Vocabulary

#### Introducing yourself

- Focus students' attention on the conversation and the underlined words.
  - Write these sentences on the board.
    - ✓ My name is Blanca Tamayo.
    - ✓ I'm Oscar Smith.
  - Explain to them that I'm.. and My name is .... have the same meaning. Give an example.
  - Read the conversation and ask them to follow the reading.
  - Write "nice to meet you" on the board and explain that it means it's nice to meet you. Say, it is used when we meet people for the first time.

- Ask Ss what it means "too." Listen to Ss' answers.
- Explain the meaning of "too." Say, it means as well. Give an example, draw two girls with the same name on the board.
- Have Ss to give other examples.

#### Extra activity

Write on the board first names and last names.

Say, my first name is..... My last name is...  
Ask some Ss: What's your first name?  
What's your last name?

Write on the board students' names.

#### b. Explain what the task is about.

- Give an example, choose a student, and make the conversation by using your own names.
- Have Ss stand up and practice the same conversation in pairs.
- Monitor the task and encourage them to smile while introducing themselves.
- Then, choose a couple to show what they did in front of the whole class.



## Grammar

### Possessives adjectives

**BEFORE** Explain a little more about the chart from the students' book. Possessives.  
Give as many examples as you can.

- Have Ss complete the conversations individually.
  - Elicit answers. Discuss the answers as a class (encourage them to explain why they wrote that).

#### Answers

- A: My  
B your  
A: My
- A: your  
B: My, your  
A: My

- Ss practice the conversation with a partner using their own names.

### Additional task

#### Spelling names



- Go to student's book. Revise the alphabet and play the audio.
  - Ask Ss to repeat silently.
  - Write the alphabet on the board one letter at a time, saying each letter clearly and asking the class to chorus it after you.
- Have Ss practice the alphabet in pairs.
- .....
- Explain the task and focus Ss' attention on the conversation.
    - Ask Ss to practice the dialogue in pairs using their own information.
  - Ss write their partner's names and try to spell.
    - Elicit some answers.
    - Write some names on the board and ask, how do you spell.... ?

## Speaking

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

## ACTIVITY 2: ARE YOU OSCAR SMITH?

### Vocabulary

#### Introducing someone else

- Focus students' attention on the conversation, underlined words, and the pictures.
  - Explain the new vocabulary, e.g., excuse me, over there, this is.
- Have Ss to work in groups of three. They have to practice the conversation three times as they will take different roles.
  - Choose two groups to make the conversations for the class.

#### Extra task

Book closed. Explain what the task is about. Write the following conversation on the board.

Student A: Hey, (Student B)  
Student B: Hi, (Student A)  
Student A: (Student B), this is (Student C)  
Student B: Hello, (Student C)  
Student C: Hi, (Student B). Pleased to meet you.  
Next ask three Ss to model the conversation. Remind them that they have to look at each other while they speak.

## Grammar

#### The verb be

**Before.** Go to the student's book. Give Ss 5 mins to look at the grammar box.

Explain the subject matter.

Ask Ss for more examples. Engage students.

Use CCQs questions for checking students' comprehension.

- Ss complete the conversation by choosing the words from the brackets.
  - Then check answers as a class.

#### Answers

Blanca: Hello, Oscar. How..... (are/am) you?

Oscar: .....(He's/I'm) great, thanks.

Blanca: well, Oscar, this.... (are/is) Nicol Jonson.

.....(She's/ he's) in our English class.

Oscar: Hi, Nicol. ....(It's/I'm) nice to meet you.

Nicol: Hello, Oscar. I think.... (you're/he's) in my history class, as well.

Oscar: That's right, I .....(am/are).

- Encourage them to explain why they choose that option.
  - Once this activity is finished, Ss practice the conversation in groups of three.
  - Monitor and give positive feedback while they are speaking.
- b. Ss complete the conversation using the correct form of the verb be.
- Elicit answers. Discuss the answer as a class.

#### Answers

Carla: Excuse me. Are you Oscar Smith?  
 David: No, I am not. My name is David Lozano. Oscar is over there.  
 Carla: Oh, sorry.

.....

Carla: Are you Oscar Smith?  
 Oscar: yes, I am.  
 Carla: Hello, Oscar. I am Carla Sevillano.  
 Oscar: Hi. You are in my biology class, right?  
 Carla: yes, I am.  
 Oscar: It is delighted to meet you

- Read the conversation aloud, making pauses.
  - Ss have to practice the same dialogue in groups of three.
  - Ask Ss if everything is clear so far.
- c. Have Ss write their names on paper to practice the above dialogue.

#### Additional task

##### Countries and nationalities

Write on the board, "I'm from Ecuador."  
 I'm Ecuadorian.  
 Explain a little more about nationalities.  
 Engage Ss to participate in the activity.

## Speaking

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

## ACTIVITY 3: SAYING HELLO AND GOODBYE

### Vocabulary

Saying Hello (formal and informal greeting)

- a. Focus students' attention on the pictures.

- Write hello, good morning, good night, and more on the board.
  - Ask Ss to guess the meaning of hello, good morning, and good afternoon.
  - The write the titles of some people. Ask Ss what it means, Miss, Mr., Madam, and more.
  - Show some pictures of people, and encourage Ss to guess if he/she is miss o Mrs.
  - Explain to them that we use titles for having formal conversations.
- b. Ss practice in groups. They greet them formally and informally to their classmates.

#### Saying goodbye

- c. Focus students' attention on the pictures in exercise 1c on page 13. Then focus them attention on exercise 1. Say. Now people there are saying goodbye.
- Write some expressions on the board and explain.
- b. Ss practice in pairs.
- Monitor the activity.

## Grammar

### Names and titles

Before. Go to the student's book. Give Ss 5 mins to look at the grammar box.  
 Explain the subject matter.  
 Ask Ss for more examples. Engage students.  
 Use CCQs questions for checking students' comprehension.

.....

To practice names and titles, write on the board some people's names and ask them if they are single or married what they would call them formally.  
 For example, Adams (single man) = Mr. Adams.

## Speaking

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

## UNIT 2 JOBS AND WORKPLACE

### ACTIVITY 1: WHAT DO YOU DO?

## ACTIVITY 1: WHAT DO YOU DO?

### GETTING STARTED

#### Optional lead-in

Books closed. Ask Ss: who am I? See student's responses. Next, write the word teacher on the board. Say: I am a teacher, and teaching is a job. Give other examples of professions. Ask Ss to say the jobs they know. Then write them on the board.

## Vocabulary

### Jobs

- Focus Ss attention on the pictures. Then read the words in the box aloud. Have Ss listen and repeat.
- Explain the first task. Ss use the words from the box to fill in the blanks.
- Once finished, students compare their answers in pairs.
- Check the answers.

#### Answers

- Singer
- Tailor
- Waiter
- Homemaker
- Doctor
- Teacher
- Carpenter
- Dancer
- Plumber
- Police office

- Pilot
- Mechanic
- Nurse
- Businessman
- Photographer
- Actor
- Farmer
- Engineer
- Cleaner
- Dentist
- Vet

### Workplaces

- Focus students' attention on the pictures. Then read the names of the workplaces aloud. Have Ss listen and repeat. Explain what the activity is about. Ss color or circle the correct option for each picture.
- Check the answer as a class.

#### Answers

- School
- Pet hospital
- Theater
- Hospital
- Restaurant
- Office

- Farm
- Barbershop
- Plane
- Taxi
- Bakery
- Café

- Answer the questions using your own example. (I am a teacher. I work at a school).
- Explain Ss the activity. Ss choose the words from the box and fill in the blank.
- Check the answers as a class.

#### Answers

- Postman
- Post office

- Judge
- Courtrooms

- Fireman
- Fire station

- Cashier
- Store.

- Ask Ss: What do you do? /What is your job? Where do you work?

## Grammar

### Simple present WH-questions

Before. Go to the student's book. Give Ss five mins to look at the grammar box.

Explain the subject matter. Write what, where, and how on the board to explain their functions. Then write the structure to form simple present WH-questions:

### Wh-word+ do/does+ subject+ verb?

Use CCQs questions for checking students' comprehension.

- Have Ss complete the conversations.
- Once finished, check as a class.

#### Answers

- How, like
- How, like, where, work
- What, do, how, like
- Where, work, how, like

- Model the example conversations with four students.
- Ask Ss to choose any dialogue. They practice the conversation with their own information in pairs.
- Go around the class and ensure that all Ss are doing the speaking activity.

## Speaking

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

## ACTIVITY 2: WHAT'S YOUR JOB LIKE?

### GETTING STARTED

Apply a game that consists of having Ss think of an adjective that best describes them according to the initial letter of their names.  
For example: Blanca= Brave/brilliant

## Vocabulary

### Adjectives

- Explain the first task. Ss read the text individually. Then choose Ss to read the text for the whole class.
  - Encourage them to find other adjectives to describe each job in the reading.
  - Take Ss' responses and write them on the board.
- Model the example conversation with a student. Then Ss practice the short dialogue in pairs. They take turns.
- Ask Ss to write adjectives for each job. Then Ss compare in pairs.
  - See some Ss' answers. Ask: What's the job of a nurse/teacher like?

## Grammar

### Placement of adjectives

Before. Write the following on the board:

My job is exciting.

I have an exciting job.

Indicate that these two sentences mean the same thing.

Ask Ss. What's the adjective in these examples?

Go to the student's book. Give Ss five mins to look at the grammar box.

Explain the subject matter. Explicate how an/a determiners work. Its use depends on how we pronounce the initial letter of a word. Example: MP3= an MP3.

Use CCQs questions for checking students' comprehension.

- Have Ss complete the activity.
  - Check the answer as a class. Ask for volunteers.

### Answers

- 
- A cashier has an exhausting job.
- A cook has a fascinating job.

## Speaking

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

## ACTIVITY 3: WHAT ARE THE BEST AND WORST JOBS?

## Vocabulary

### Short and long adjectives

- Have students look up the definition or meaning of the word. Suggest that they use the Cambridge Dictionary for accuracy.

## Grammar

Go to the student's book. Give Ss five mins to look at the grammar box.

Explain the subject matter.

Uses real sentences to explain the topic of this lesson.

For example, my dog is smaller than yours. (comparative)

My city is the most dangerous in the world (superlative).

Encourage students to think of their own examples. Write them on the board.

Allow time for clarification of the topic.

- Students should fill in the blanks considering the words in the parenthesis.
  - Have students check or compare answers in pairs.
  - Say the correct answers.

### Answers

- More expensive than
- The hottest
- Busier than
- The most dangerous
- The best

## Speaking

### Role-playing

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

## UNIT 3 FOOD

### ACTIVITY 1: DO WE NEED ANY MUSHROOMS?

## Warm-up

### Apple pass

Have the Ss sit in a circle. Next, use a plastic apple and throw it to student S. While tossing, you must say a fruit word. Then the student must throw another student and tell a different fruit as well. If the student drops the plastic apple, they are out of the game. And the game will end until there is a winner. And if there is time, you can play with different topics related to food, such as vegetables, seafood, and fast food.



## Vocabulary

### Food

- Explain that there are different types of food, e.g., vegetables, fruit, grains, oils, etc.
  - Pronounce each food name. Ss listen and repeat.
  - Elicit Ss to give more examples in each food category.
  - Then ask if they have any new vocabulary or any doubt.
  - Query Ss: Can you count grains /vegetable/ apple/ onion?
- Explain the activity. Ss write the food they like and don't like in their notebooks.
  - Ss share the previous information with a partner.
  - Provide Ss with an example of how to do the activity.

## Grammar

### Countable and uncountable nouns: a/ an, some and any

Before. Use different classroom objects like markers, books, and pencils to explain countable nouns. Then draw milk, bread, and cheese on the board to describe uncountable nouns.

Go back to student's book and explain the grammar chart. As you explain each topic, ask Ss for more examples to evaluate students' understanding. Engage Ss as much as possible.

- Explain what the task is about. Ss complete the conversation with the correct quantifiers.
  - Check the answer as a class. Ask two volunteers to read the conversation.
- Have students practice the dialogue, but before, model the dialogue with a S.

### Answers

Lore: The market doesn't have any beef.  
Marco: Never mind. We have some chicken in the fridge. Let's make **some**!  
Lore: Great! Do we have **any** seasoning?  
Marco: No. We need to purchase **some**.  
Lore: We need **some** cloves of garlic, as well.  
Marco: No. I really hate garlic!  
Lore: So, let's buy **some** onions.  
Marco: Ok. Let's put **some** tomatoes, too.  
Lore: That sounds great!

## Speaking

### Role-playing

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

### Activity 2: What do you usually have for breakfast?

## Vocabulary

### Meals

- Explain the meals of the day. Pronounce basic breakfast vocabulary.
  - Have Ss listen and repeat.
- Write the three questions on the board.
  - Answer each question.
  - Explain that the word "have" means eat in the context of food.
  - Write this on the board:  
I have some bread for breakfast.  
I eat some bread for breakfast.
  - Say that these sentences are grammatically correct, but if you want to sound more like a native speaker, use have instead of eating.
  - Go back to the student's book and focus Ss attention on the pictures.
- Have Ss practice the short dialogue in pairs.
  - Monitor students' tasks.
  - Ask for volunteers to perform the conversation.
- Focus Ss attention on the conversation.
  - Ask if they have any questions so far.
  - Explain the activity. Ss practice the conversation in pairs.

## Grammar

### Adverbs of frequency

Go back to the student's book and explain the grammar chart (position of the adjectives in a sentence).

Ask Ss for other examples using adverbs of frequency in the context of food.

Use CCQs questions for evaluating students' understanding.

- Explain what the task is about. Ss rewrite each sentence placing the adverbs of frequency correctly.
  - Ss compare their answers with a partner.
  - Then check the answers as a class.

### Answers

A: What do you **usually** have for breakfast?  
B: I **always** have fried chicken with potatoes  
A: Do you **ever** eat lunch at home?  
B: No. I **sometimes** have lunch at my work.  
A: Do you **usually** eat noodle for dinner?  
B: No. I **never** have noodle.

- In the same group work, Ss practice the short dialogue. Ss take roles.
- b. Ss unscramble each sentence.
- Ask Ss to write their answers on the board.
- Look at Ss' answers and compare.

#### Answers

1. I hardly ever have dinner on Monday.
2. My mother always eat sandwich at home.
3. You sometimes have lunch with your family.

## Speaking

### Role-playing

The speaking development activity (role-playing) is detailed in the student guide. Take a look.

### ACTIVITY 2 HOW MUCH CHOCOLATE DO YOU EAT A DAY?

## Vocabulary

- a. Focus Ss attention on the conversation. Ss look at the words in bold.
- Ask Ss: What comes to your mind when you see these words? (many and much)
- Take students' responses and say that much and many are determiners.
- Have Ss practice the dialogue in pairs.
- Check that all Ss are doing the activity.
- Then choose two couples and ask them to do the speaking activity for the whole class.

## Grammar

### Quantifiers: much, many, a lot of, a few, a little

Go back to the student's book and explain the grammar chart.

As you explain each topic, elicit Ss to give more examples about each topic.

Use CCQs questions for evaluating students' understanding.

- a. Explain what the task is about. Ss utilize the correct determiner, much or many, to complete the questions.
- Check the answers as a class.

#### Answers

1. Much
2. Many
3. Much
4. Much
5. Many
6. Much

- Ss respond to each question individually.
- See some Ss' answers.

- Give positive feedback if it is necessary.
- b. Explain the second part of the activity. Ss underline or circle the correct option.
- Ss compare their answers in group of three.
- They discuss their responses.
- Then check the answers as a class.

#### Answers

1. Much
2. Much
3. Many
4. Many
5. Much

## Speaking

### Role-playing

The speaking development activity (role-playing) is detailed in the student guide. Take a look.



# ROLE-PLAYING RUBRICS

Use these rubrics to assess your students' speaking skills as they perform the role-playing.

INDIVIDUAL EVALUATION RUBRIC				
School: Abelardo Moncayo		Year: senior		Student's name:
OVERALL SPEAKING PERFORMANCE IN ROLE-PLAYING				
Category	4	3	2	1
Pronunciation	Pronunciation is similar to that of a native speaker in terms of individual sounds, word stress, word endings, intonation, and rhythm.	Fairly accurate pronunciation of sounds, word stress, the intonation of word endings, and rhythm.	Inaccurate pronunciation of some sounds, word stress, the intonation of word endings, and rhythm interfere somewhat with comprehensibility.	Significant inaccuracies in pronunciation of individual sounds, word stress, the intonation of word endings, and rhythm cause significant intelligibility problems.
Vocabulary	Students use a variety of basic vocabulary, memorized phrases, word groups, and formulas to communicate.	They use considerably new vocabulary to communicate.	They do not use much vocabulary, which affects the comprehension or clarity of the message.	Poor use of subject matter vocabulary and inappropriate choice of words to communicate.
Grammatical competence	There are minor grammatical mistakes, so the idea is very understandable.	There are some grammatical errors, but the general idea is still understood.	There are quite a few grammatical errors that affect understanding, i.e., the idea is not clearly understood.	There are many grammatical errors, so nothing is understood.
Coherence	Clearly organized information linked with simple, cohesive devices. Hence, the message is conveyed clearly.	Information follows a logical sequence, and sometimes hesitations are observed, but they do not disturb the overall coherence.	Information more or less follows a logical sequence, but sentences are generally not cohesively linked.	The information is not understood because the students cannot organize their ideas well.
Fluency	Native-like fluency; speaks fluently, without hesitation, and with ease.	Occasional non-native pauses and hesitations do not interfere with comprehensibility.	Many non-native pauses and hesitations interfere with comprehensibility.	Significant pauses and hesitations, and short sentences interfere significantly with comprehensibility.
Mark :	4-Fully satisfactory for B1 level	3-Partly satisfactory for A2 level	2- Satisfactory for A1 level	1-Unsatisfactory for A1 level

Source: Oral assessment criteria for the Preliminary English Test (PET), designed by the Cambridge English Language Assessment Center, according to CEFR parameters (Council of Europe, 2001).

## GROUP EVALUATION RUBRIC

Members:

Date:

### Criteria

- ✓ The role-playing was very eye-catching
- ✓ Speech was clear with and appropriate volume
- ✓ The message is conveyed clearly
- ✓ Role-playing was well prepared and organized
- ✓ Role-playing captured and kept the audience's interest
- ✓ Creativity and teamwork were reflected

### Rating

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1



### Comments:

Note: You can adapt these rubrics according to your criteria.



## CONCLUSIONS

After conducting this investigation entitled role-playing as a teaching-learning strategy, the following conclusions have been established:

- Speaking is one of the most fundamental skills in English language learning since it is the primary means whereby people exchange and express their ideas. However, learners present a low level of speaking proficiency due to some reasons, e.g., the use of traditional methodologies and emphasis on teaching grammar that affects their oral production. In this regard, the use of role-playing can significantly impact the students' communicative skills as this strategy's chief function is to promote real communication through cooperation, as explained in the theoretical foundation. Therefore, it can also help develop learners' social skills, such as confidence, motivation, and creativity, thus improving pupils' speaking skills.
- Based on the results obtained, it can be said that despite the efforts that English teachers have made to improve their students' speaking skills, other external factors limit proper learners' development. For instance, internet connection problems, advanced content established in the curriculum, learners' lack of interest, and short hours of English. Apart from that, it was found that affective factors, e.g., inhibition, anxiety, lack of self-esteem, confidence, and others, do not permit pupils effectively express their ideas, thus affecting their speaking performance.
- The integration of role-playing as a teaching-learning strategy has a significant pedagogical implication in the EFL classroom to enhance students' communicative and social skills. Through a methodological guide based on role-playing, developing speaking may be fun, engaging, enjoyable, and meaningful, thus improving students' confidence and self-esteem. Equally, it can develop learners' other language macro-skills, such as reading, listening, and writing, and increase their vocabulary and grammar knowledge. Thus, this handbook can be a beneficial tool for EFL teaching.
- Although many more investigations are needed to demonstrate the impact of role-playing, based on this research work, it can be affirmed that this strategy is effective in helping students to enhance their speaking skills. Indeed, it was also found that role-playing is a tool that favors the development of both receptive and productive language skills.



## RECOMMENDATIONS

After having presented the conclusions, the following recommendations have been established whose execution is relevant to continue improving speaking skills in senior students.

- Teachers should consider that role-playing integration within the teaching-learning process can contribute to the students' oral production improvement and other skills, such as writing, reading, and listening. For this reason, teachers must use it from time to time in their classes to encourage cooperation and motivate them to learn the target language. In contrast, students should be willing to work in a team, offer ideas, and develop role-playing in the best possible way.
- The different affective factors that limit efficient students' speaking skills performance could be decreased using the role-playing strategy. That is why teachers could integrate this strategy into their lesson plans to cover the oral part of the learner's book. Likewise, teachers must provide as many opportunities as possible for obtaining active student participation in class. Further, it is vital that they monitor, motivate and provide positive feedback as needed.
- It is suggested that teachers who teach English as a Foreign Language (EFL) consider this guide, which has information, clear instructions, advice, and procedure to perform role-playing in class. In addition, educators can modify the role-playing activities according to the current interests and needs of the students to obtain better results. Indeed, they could adapt the vocabulary and grammatical structures of the units of any textbook to carry out the role-play in class. Lastly, educators can complement role-playing with other communicative and interactive activities, such as debates, conversations, or discussions.
- Due to its effectiveness, it is recommended that the role-playing strategy be included among the various activities in courses aimed at improving students' speaking skills.

## GLOSSARY

**Strategy:** A detailed plan that is used to do something or achieve something.

**Hone:** To make something become perfect or completely fit for the purpose.

**Strengthen:** To make/become stronger or cause something to become stronger.

**Handbook:** A book that contains instructions or procedures and advice on how to do something on a subject.

**Role-playing:** To pretend to be someone else, particularly as part of learning a new skill.

**Gain:** To obtain or begin to have something.

**Remarkable:** worthy of attention; eye-catching.

Note: The Cambridge Dictionary was used to accurately define the meaning or definition of the new words in this research.

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## ANNEXES

**Annex N°1:** Request for instruments' application at the Abelardo Moncayo high school.



## UNIVERSIDAD TÉCNICA DEL NORTE

Facultad de Educación Ciencia y Tecnología

### DECANATO

Oficio 784-D – 2021  
Ibarra, 09 de diciembre de 2021

Magíster  
Dalia Rosero  
RECTORA DE LA UNIDAD EDUCATIVA ABELARDO MONCAYO

Señora Rectora:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted, con la finalidad de solicitarle muy comedidamente, se brinde las facilidades necesarias a la señorita BLANCA ALICIA TAMAYO SANTACRUZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información, con el fin de desarrollar el trabajo de titulación con el tema "ROLE – PLAYING AS A TEACHING – LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021 - 2022".

Por su favorable atención, le agradezco.

Atentamente,  
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

The block contains a handwritten signature in blue ink and a circular official stamp. The stamp is red and contains the text 'FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA' around the top, 'DECANATO' in the center, and 'IBARRA - ECUADOR' around the bottom.

MSc. Raimundo López  
DECANO DE LA FECYT



Annex N°2: Institution's authorization for the study



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Facultad de Educación Ciencia y Tecnología  
**DECANATO**

Oficio 784-D – 2021  
Ibarra, 09 de diciembre de 2021

Magíster  
Dalia Rosero  
RECTORA DE LA UNIDAD EDUCATIVA ABELARDO MONCAYO

Señora Rectora:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted, con la finalidad de solicitarle muy comedidamente, se brinde las facilidades necesarias a la señorita BLANCA ALICIA TAMAYO SANTACRUZ, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información, con el fin de desarrollar el trabajo de titulación con el tema "ROLE – PLAYING AS A TEACHING – LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021 - 2022".

Por su favorable atención, le agradezco.

Atentamente,  
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


MSc. Raimundo López  
DECANO DE LA FECYT



UNIDAD EDUCATIVA "ABELARDO MONCAYO"  
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**Annex N°3: Request for the instruments' validation**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



Ibarra, 17 de diciembre de 2021

Magister

Marcia Lucía Mantilla Guerra

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "Role-playing as a teaching-learning strategy to improve speaking skills in senior students at Abelardo Moncayo high school from Atuntaqui during 2021-2022". Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Blanca Alicia Tamayo Santacruz

1004822894

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

Annex N°4: Instruments' validation



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS**



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACION CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACION</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....  
 .....  
 .....



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			

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C.C.: 1711539690

Apellidos y nombres completos	Marcia Lucía Mantilla Guerra
Título académico	Mgs. Lingüística Aplicada Mgs. Docencia Universitaria
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	mlmantilla@utn.edu.ec
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<b>Fecha de envío para la evaluación del experto:</b>	17 de diciembre del 2021
<b>Fecha de revisión del experto:</b>	4 de enero del 2022



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	x			

Firma del Evaluador

C.C.: 1714076120

Apellidos y nombres completos	Christian David Andrade Molina
Título académico	Magister
Institución de Educación Superior	Universidad técnica del Norte
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Teléfono	

<b>Fecha de envío para la evaluación del experto:</b>	17 de diciembre del 2021
<b>Fecha de revisión del experto:</b>	4 de enero del 2022



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	x			

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Firma del Evaluador  
C.C.: 1001512043

Apellidos y nombres completos	José Miguel Obando
Título académico	Magister
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Teléfono	

<b>Fecha de envío para la evaluación del experto:</b>	3 de enero del 2022
<b>Fecha de revisión del experto:</b>	04 – 01 - 2022

Annex N°5: Teacher's interview questionnaire



**UNIVERSIDAD TÉCNICA DEL NORTE**  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA-FECYT  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



**“ROLE-PLAYING AS A TEACHING-LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021-2022”.**

**Interview aimed at third-level teachers:**

**Date:**

**Educational area:**

**School:**

**Age:**

Dear English teachers of Abelardo Moncayo high school, this interview will be used for a research work to obtain the Bachelor degree in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica del Norte.

**Objective.** This interview aims to gather accurate and valuable information from English teachers about the L2 methodological strategies used in class to enhance students' English speaking skills.

**Instructions:** Listen carefully and provide the answer that best suits your perceptions. All interviews are anonymous and confidential, and no personal information is requested, so you can reply freely. The interview will be divided into five sections.

**QUESTIONNAIRE**

Semi-structured interview:

**A) About the previous experience:**

1. What motivated you to become an English teacher?
2. How many years have you been teaching English?
3. According to your perception, what is the most difficult language skill to master? Why?

**B) About objectives achieved:**

4. In Ecuador, according to the Ministry of Education, the exit profile of the Ecuadorian bachelor proposed in the curriculum is to reach a B1 level in English according to the Common European Framework of Reference (CEFR). That is, students should leave with an intermediate level, so they will be able to talk about familiar topics. Do you think that senior students at this institution have achieved this requirement? Why/Why not?

**C) About some problems in the teaching-learning process**

5. What limitations or obstacles have arisen during the English as a Foreign Language (EFL) teaching-learning process?

**D) About students**

6. What could you say about the speaking skills level of your students?

**E) About the methodology applied**

7. Which L2 method or approach do you prefer to use in your English class? Why?
8. What kind of communicative activities do you use to develop your students' speaking skills?

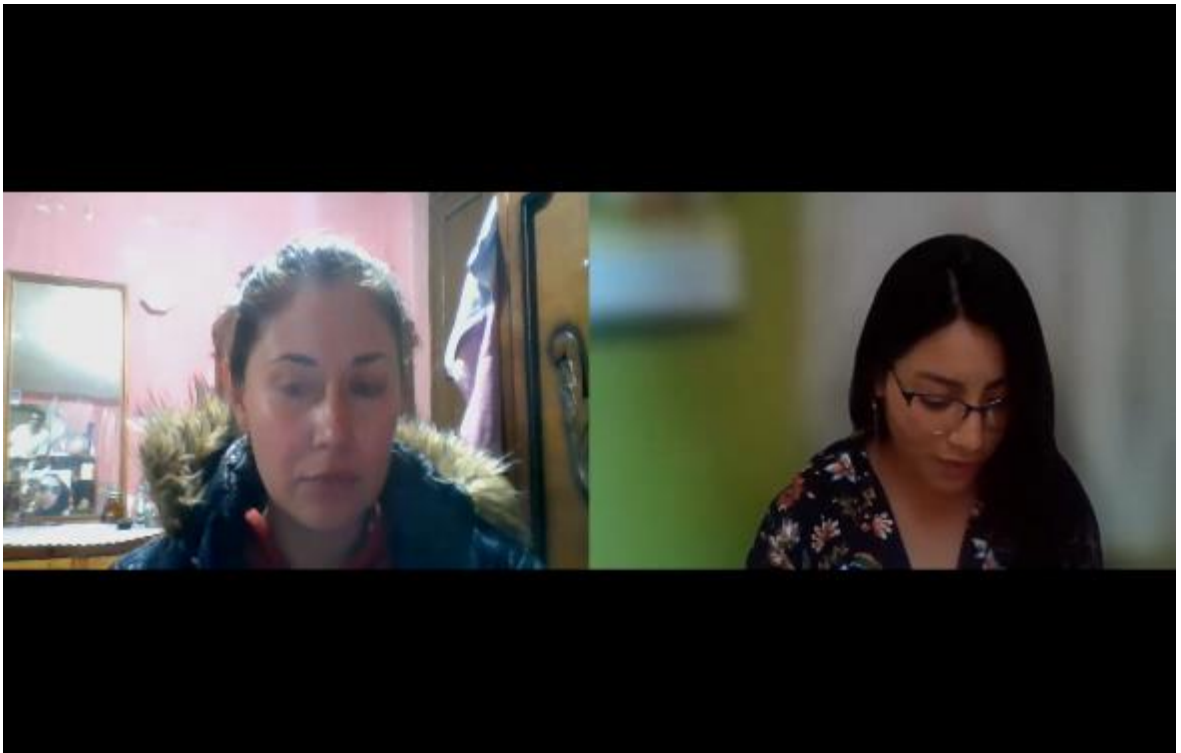
**F) About the role-playing**

9. How could the integration of role-playing in your English class improve your students' speaking skills?
10. Which types of role-playing would you like to use to improve your students' speaking skills? Why?
11. To what extent could a methodological guide help improve your students' speaking skills?

**THANK YOU FOR YOUR COOPERATION!**



**Annex N°6:** Teachers' interview questionnaire application evidence





**RESEARCH TOPIC**

“ROLE-PLAYING AS A TEACHING-LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021-2022”

**QUESTIONNAIRE**

Semi-structured interview

Questions	Answers
Q.1 What motivated you to become an English teacher?	Good evening. Well, what motivated me to become an English teacher, I guess I could say, was my love for English. I have always liked English since school. In school, I was an excellent student of English. I could tell you that it was the only subject I didn't study, and I got good grades. So I always liked English, and when I went to college, I found that there was a career that referred to being an English teacher. So it was the first thing I could say, and here I am. I have been teaching for 13 years now, and thank God I am happy teaching young people; well, I could say all ages.
Q.2 How many years have you been teaching English?	I have been teaching English for about 12 years. I have worked in many institutions in Otavalo city. This is my first time working at the Unidad Educativa Abelardo Moncayo. I have been working at Abelardo Moncayo since 2018. This means that I am going for four years working in this unit, but I could say that it is one of the best units I have worked in. The work environment is friendly. I do not complain about my other institutions because I can say that the person is the one who makes and creates an institution's atmosphere. So I can say that I have never had problems with any institution, but the environment itself is charming. I have been working at Abelardo for four years, and I hope to stay for a long time, but we just have to see what the district says; the district is the one that decides, and we simply comply.
Q.3 According to your perception, what is the most difficult language skill to master? Why?	I think that language skills if we are talking about the four language skills that are reading, writing, listening, and speaking, we need to involve grammar. Most students have problems practicing grammar. They get confused because as soon as they learn the present tense, they already have to learn the past tense and the present perfect. So the kids get very confused in grammar. In the other linguistic skills, we can say or perceive that it is not so difficult because listening is connected to speaking, and reading is connected to writing. So they go hand in hand, and there is not much confusion, but the students get confused in grammar. And apart from that, if the pupils don't know or don't have knowledge of vocabulary, whether it is nouns, verbs, any kind of knowledge, vocabulary, the kids are not going to be able to learn. It's challenging for kids because they don't practice. Kids need to learn a lot of vocabulary, and therefore the moment they know the vocabulary, they will be able to acquire grammar knowledge very quickly. From my point of view, grammar and vocabulary are very important, but kids don't practice. Then the other skills come in addition.



	<p>So if we are talking about grammar and vocabulary, which of the language skills would it focus more on or emphasize more in this case?</p> <p>I think that if we are talking about the four language skills, in this case, it would be writing because they have to learn to write, and writing is connected to grammar and vocabulary. The moment they can grammar and vocabulary, they can practically write; therefore, when it comes to writing, they simply have to practice pronunciation a little bit more because you know that pronunciation is complicated. After all, they mix Spanish and English, and Spanglish is formed, and it is challenging to realize it. I make up we have the word emergencia, and if you tell the pupils how to pronounce emergencia in English, they go for the pronunciation which is similar to Spanish. Instead of saying emergency, they say emergencia because they go for the accent that is similar to Spanish. So you have to give them a little push after they have already mastered the writing.</p> <p>It should also be pointed out that it depends on the way of acquiring knowledge and the multiple intelligences that students have because one student will be able to gain understanding very well in listening and will fail, I don't know, in writing. But another student is going to acquire well in writing, but he is going to fail in listening. And then also every little human being that we teach has his multiple different intelligence and his different way of acquiring English, better or worse. So that is where we have to focus, and we have to look for the methodological strategies to be able to, to try that each one in his way learns English in a better way, it is worth the redundancy, or the four skills, in this case also, including grammar and vocabulary.</p>
<p>Q.4 In Ecuador, according to the Ministry of Education, the exit profile of the Ecuadorian bachelor proposed in the curriculum is to reach a B1 level in English according to the Common European Framework of Reference (CEFR). That is, students should leave with an intermediate level, so they will be able to talk about familiar topics. Do you think that senior students at this institution have achieved this requirement? Why/Why not?</p>	<p>It is if we speak in this era, in this time of the pandemic, students, unfortunately, have not acquired the A2 level or B1 level, because unfortunately via online we can see that students do not have internet, internet access, do not have the practices that should be done when you are in person. So we have many cons when trying to teach high school students. That is one point. Another point is that, according to the curriculum, senior students have to focus more on other subjects, and unfortunately, English is not given the attention and importance it deserves. In the curriculum, students only receive 3 hours of English per week when they should receive 5 or 6 hours, and it should be given the importance given to other subjects. But unfortunately, it is not. And with this pandemic, they are given one hour of English per week, and we are not talking about an hour by the clock; they are given one hour, which is 40 minutes. So, in this pandemic, the students will leave with a terrible level of English because, apart from that, they are not connected either. Unfortunately, since the Ministry of Education designates that students do not lose the year, students are not concerned and say whatever it is, I'm going to pass. So, they are often based on laziness because I have been aware that there are students who simply do not connect. After all, they are lazy or do not like English, and because they do not understand English, they simply do not connect. It is for that reason that now, unfortunately, I repeat in this time of the pandemic, the students I believe that many are going to leave with an A2 level but not reach a B1 level. That is unfortunate because, for all the points mentioned above, I can tell you. The pupils are terrible not only in English. I am speaking in general</p>

	<p>because it is not English. It is mathematics, physics, and chemistry. Unfortunately, the face-to-face classes have ended in the terrible acquisition of the children's learning.</p> <p>As I tell you, the curricula do not give them the importance that the children should have in English. They have only 3 hours a week. If you look at the private schools, the children have 2 hours of English every day. If we multiply two hours of that, they have ten hours a week, which makes the kids go to university very well prepared, very well prepared to defend themselves in a small conversation with a tourist or with a foreigner. But the kids with 3 hours a week, unfortunately, cannot. Today, I had classes with a girl in the Atahualpa boarding school, and I was giving lessons to this girl. This girl receives 2 hours of English per day, she is in the ninth grade, and the girl gets subjects from the first baccalaureate. So you can see the level of English that the private schools have, as opposed to the public schools. Why is that? Because it is not given, it is not given the importance that English should have, as shown in other institutions.</p> <p>So that is why, unfortunately, the students do not leave with a good level of English, because we teachers cannot do something that the Ministry of Education forbids us to do. After all, if we could, we could give the ten hours that correspond to the students and the children would have a good level of English, but unfortunately no, instead of improving the quality of English they make us worse because of the 3 hours that are given to the high schools in this case in the sixth grade.</p>
<p>Q.5 What limitations or obstacles have arisen during the English as a Foreign Language (EFL) teaching-learning process?</p>	<p>I think I already answered this question in the previous question. As I told you, that's the point, English is not given importance. What else? Unfortunately, I think, if I am not mistaken, it has been three years that they have not sent us the texts, the texts for the students. We have to work blindly with a curriculum forwarded to us, which is not per the level of the students in a public institution. We as an area are still using the book from 4 years ago. We are not using the current modules because for our way of seeing an English area, we see that the level they are putting in those modules is very advanced, and the kids are confused. The kids do not have enough knowledge to acquire classes with the new modules and, worse, online. So those are the two points. I could say that the first obstacle would be that English is not given the importance it has to have. And second, we can't use books, and we can't tell the pupils to buy this book or make copies because if we are not denounced in the district, we are working with our hands tied.</p>
<p>Q.6 What could you say about the speaking skills level of your students?</p>	<p>The level of my students at the moment of speaking is regular because it would be regular. After all, the students at the moment of not knowing how to structure a sentence and do not have knowledge of vocabulary, they are not going to know first of all what to answer. And secondly, at the moment of speaking or speaking exercises, what happens? The kids can't or don't understand what the teacher is talking about. They have to be there as a clown miming so they can understand, and we are talking, in my case, about tenth-grade kids. I also teach tenth grade and the third baccalaureate pupils, who are a little more advanced and have their cons. They don't have enough knowledge about speaking. So I could say that the oral ability of the kids is average. I tried to send them, ask them to go, and ask kind of questions to the students before the pandemic when I told</p>

	<p>them to go and ask questions to foreigners. But unfortunately, what happened? There were problems, foreigners were reluctant, and they didn't want to answer. They thought they were scammers, I don't know what was in their heads, unfortunately, or some students left under the pretext that they would do these internships and go elsewhere. So you can't trust the students either, because the kids also make a pass at you, you look bad, they call attention to you. So you can't work, there is no responsibility on the part of the children. So there are pros and cons. So we also need to polish the speaking, but as I say, in these times we need more hours to work on that with the pupils.</p>
<p>Q.7 Which L2 method or approach do you prefer to use in your English class? Why?</p>	<p>During this pandemic, I use gamification or everything that refers to online and playful activities. It is that in this virtual education. But if we are talking about face-to-face, the method that is used is unfortunately based on the planning that is given, as they send us from the Ministry of Education, because, for example, in my case, I could learn other or other methods, but it cannot be developed because you cannot ask money to students. For example, I could tell them let's practice, we go to such and such part, and we can practice, and we can work in some kind of way, that is all face-to-face. Everything practicing with other people, but there is not the openness to be able to use that kind of method.</p> <p>Have you ever used the communicative language approach? Have you ever used it?</p> <p>I have been using the method without knowing the name because, as I said, I wanted to take the children to practice. For example, I even have many gringo acquaintances in this case, and I used to tell them that I created a group called gringo, talk to the gringo ask gringo, ask the gringo, ask the gringo. Then we would make a video call with a friend that I would ask to help me or collaborate with me, and the kids would have to ask a series of questions and ask, ask and ask. So that suitable method I would integrate into the one you say in the communicative approach. So that's what it's about. But unfortunately, a lot of times, there's no collaboration. The pupils stay quiet. That is, there is no responsibility on the part of the students.</p>
<p>Q.8 What kind of communicative activities do you use to develop your students' speaking skills?</p>	<p>At this time, role-plays or I also send them texts; I send them or tell them that they have to create conversations based on a conversation about what they did, for example, what did you do in your last holiday? Then the kids have to make a conversation between the two of them. Another one is Picture Description, where they have to describe. They have to explain a picture or the Talking Parrot. They also have to speak as fast as they can or pronounce several words that they have acquired depending on the activity that we do.</p>
<p>Q.9 How could the integration of role-playing in your English class improve your students' speaking skills?</p>	<p>In the role play in my English class, the students lose their embarrassment first. They have to lose their shame to be able to communicate. It makes them flow their ideas and more extroverted because it's cool, because they communicate with each other and, unfortunately, someone makes a mistake. The teacher is not there to correct them. They correct each other. Sometimes they make fun of each other, but it's not to make them feel ashamed. It's to improve. I like the role-playing game because the kids are unleashed. The kids are themselves. With little or a lot of knowledge about English, they help each other. For example, they are already</p>

	<p>speaking or acting and forget something and the partner helps them. The teacher is just a spectator. The teacher does absolutely nothing. So it's friendly to role play because the kids bring out their own. If you tell them to make a drama, they make a drama. If you ask them to make a comedy, they make a comedy. So it is spectacular to see the ideas, to see the imagination that the students can have to carry out an idea and be able to act and be part of a play in this case. In other words, it's nice because the kids use the four skills, first the writing, because they have to create, they have to make the roles. First, they have to create the roles and the conversations. Listening, in which they have to practice, they have to listen to each other to see what they will talk about. Speaking is essential to developing the role play. And what else am I missing? Reading, they have to look for information and acquire knowledge to know what they will create. So it is vital, it is excellent.</p>
<p>Q. 10 Which types of role-playing would you like to use to improve your students' speaking skills? Why?</p>	<p>I think both, depending, I guess, on the pupils' mood, or I don't know, because in the unreal I think it is to invent, to let their imagination fly, in the real it is to give them, to provide them with something. So I think you start with a real one so that the kids see themselves more or less, are connected, or know how the role-playing will be in the real one. For example, you give them Romeo and Juliet, and they have to understand how to work giving the real thing. But then, when they already have the experience and know-how a real role-play works, you move on to the unreal role-play, which they will imagine and invent. They will create absolutely everything. They will make the characters, the scripts, and create everything, absolutely everything. So, in my humble point of view, I think it's like that. I have worked in both ways, but as I said, I didn't know what real role play and unreal role-play were, but I could tell you that I have worked in this way in the one I gave them first. I didn't give them the Romeo and Juliet role play because it is too much for the students, but I have given them, for example, to mime in English, but when they mime, the kids are there, you could say, telling the story of the pantomimes. If a couple of students are there doing the mimics, and the partners talk in stations or in stages. What happens with the couple that mimes and then there if I send them to have them make up a story. And then they made up a story about San Pablo Lagoon and Lechero. I told them a story, and they made up a much better story, and then they came up with a crazy idea out of nowhere, and I was like, "wow, they are so cool! I mean, wow, they are crackers. So that's how it is. So you start with a real role-play for them to gain experience and then let their imagination fly with the unreal role-play.</p>
<p>Q.11 To what extent could a methodological guide help improve your students' speaking skills?</p>	<p>It would be the best, because as you know, as I mentioned before, we have nothing to work with at the moment, we are working with our hands tied, we are working blind, in our case as the English area of Abelardo Moncayo we are working with the books from three years ago because the modules are now very advanced, but if there is a guide to be able to practice speaking it would be perfect, because the students would have something to work on, how to work, what to do, what not to do, how to improve, how to improve their speaking, so it is an excellent idea. If it's needed, as that's not there and something and there should be, then it's a good idea.</p>
<p>Note: Translated by the research author Source: English teacher interview</p>	



 <b>UNIVERSIDAD TÉCNICA DEL NORTE</b> FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS 	
<b>RESEARCH TOPIC</b>	
“ROLE-PLAYING AS A TEACHING-LEARNING STRATEGY TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021-2022”	
<b>QUESTIONNAIRE</b>	
Semi-structured interview	
Questions	Answers
Q. 1 What motivated you to become an English teacher?	Well, actually here in my institution. I say so because I have been in the service of this institution for more than twenty-nine years, teaching English. My motivation since I was a student was to serve the community, to serve the students. The affective, social relationship that a human being gives to others is the main reason for having taught English. More than anything else, English is an activity, a knowledge, and a subject that leads me to be in direct relationship with students.
Q.2 How many years have you been teaching English?	At Abelardo, I have twenty-nine years of teaching experience and have been teaching for thirty-two years.
Q.3 According to your perception, what is the most difficult language skill to master? Why?	Well, I know the four basic skills; skills are different from ability. I have taken it like this, the most difficult ones, obviously, is the conversation that involves listening and speaking because the student first gets nervous second, the knowledge of vocabulary, pronunciation, intonation, and everything that is involved in that skill makes it a little bit complicated for the student.

<p>Q.4 In Ecuador, according to the Ministry of Education, the exit profile of the Ecuadorian bachelor proposed in the curriculum is to reach a B1 level in English according to the Common European Framework of Reference (CEFR). That is, students should leave with an intermediate level, so they will be able to talk about familiar topics. Do you think that senior students at this institution have achieved this requirement? Why/Why not?</p>	<p>Well, actually, you are absolutely right because it is proposed, the Minister of education has been proposed for about eight to ten years that we come up with a new methodology that involves books, audio cd to meet this level B1, but in the process on the way in the very reality of the methodology before the students and involves or involves other situations that do not allow us to develop the power of the student. This is, for example, vacations cut other activities. Before there was a strike. Now there is no more, but in a certain way, it can be achieved, although the profile itself is pretty demanding. But it can be completed in the harsh reality of national, regular, fiscal education. But some conditions do not allow us to develop a lack of resources in the same way. For example, there is no tape recorder, there is not even a campus, we lack electricity and power, and there are no cables. In other words, there are so many things that limit our potential. I will tell you why this is correct and the limitations of what is not achieved, right? Even though we, as English teachers, are constantly training ourselves, both from the ministry and personal level. But as I say, some situations do not allow us to reach 100 percent with the students. Things outside the campus, that's all.</p> <p>Talking about this year, obviously, as I say here, it involves another situation that was not taken into account in the process and the issue of the pandemic, the problem of virtual classes. That really is not comparable to face-to-face education. There is a multiplicity of situations that limit us and more limit us, not only as English teachers but at the general level of all subjects, lack of resources of the students. Sometimes there is no electricity, sometimes they don't have internet, sometimes the internet is not available, sometimes the students get sick because of the COVID 19 issue, and so many other things that have really made us a mountain of situations that do not allow us to deal with. Talking about the year that is coming out now</p> <p>And before the pandemic, could you say that the third-level students did not meet this requirement?</p> <p>Yes, that's what I was referring to. It was better to have a face-to-face education. It was better to reach a better level, which we are really doing now. We are fighting against a tremendous process of lags that now advantageously in something is being compensated in blended learning. No? Because I say blended learning because the Minister gives us this permission for face-to-face classes, but we cannot force the students to do so. They come late, come without uniforms, come in situations in a very loose way, and get sick. They do not justify it, and well, we really continue, but something has been compensated.</p>
<p>Q.5 What limitations or obstacles have arisen during the English as a Foreign Language (EFL) teaching-learning process?</p>	<p>Yes, again, so we have already encountered this situation, but I emphasize again that these are situations that are out of the teacher's control. For example, I mean there is no light on the campuses, and in the classrooms, we do not have the technical equipment to use CDs or audio like other private institutions. They even have their screens, their projectors, they have digital screens. On the other hand, we are practically with the teacher's voice only, because as you can see, it is the only tape recorder we have, and the only CD that can be used. These are</p>



	situations that limit technical and pedagogical resources to implement in English.
Q.6 What could you say about the speaking skills level of your students?	Practically, the level of English is extremely low, very low in the four skills. Something, something in reading, but not the rest. We practically do the rest. Well, the harsh reality, since we are technically we have to increase the percentage of English in the classes according to the level of the students, but in the harsh reality, unfortunately, and today with the pandemic, we have to make the English class 100 percent in Spanish, we are not allowed to practice. Now, at the high school level, we should be in 80 percent of the English class and something, something like reinforcement in Spanish, but it does not allow us because the student is out of date, does not know and does not understand the class, so we have to resort to Spanish. On the other hand, even the institution's authorities force us to do it in Spanish, which is incoherent, but we have to agree.
Q.7 Which L2 method or approach do you prefer to use in your English class? Why?	I use the method that at least has given me good results, according to the characteristics of the teacher, practically because here we have some teachers who are skilled in communication, and I use the oral communicative method. Practically, I take the social and affective aspects. A little something in English. But the student can express himself in a freer, more spontaneous way. I have not looked for other methods because I have to look for ease. I have adapted to this method, and I think it has given me good results. We laughed. The class is not so drastic, so cold. The student already loses some of his fear of English because he knows that the teacher will do it in Spanish, then in English, and in this way, he is judging the student's state of mind.
Q.8 What kind of communicative activities do you use to develop your students' speaking skills?	According to the methodological order of the English class, we open with a cordial greeting and a joke, and then I apply the dynamics, the contests where the student participates, acts, and spontaneous dialogue. In English, obviously not, a question or two, according to what is new, so that the student more or less adapts his ear and can express himself in something, or at least if he doesn't need to speak, but at least he obeys, acts, understands English. Then little by little, they are introduced to dynamics, games, and contests, which is a kind of introduction or motivation for the class, and then obviously the exercises and explanations. Practically, I carry out the theory of meaningful learning, which implies the previous knowledge, the structure, the presentation of the subject matter, the development of the subject matter, and the application or transfer of knowledge to real life. And have you ever used role-playing in your classroom? Of course, that's what I'm saying. I was practically a teacher at the International Baccalaureate, where the students are selected. They are the best who need and like to learn. There I have been able to apply role play 100 percent. I have even invented situations where the students do respond. For example, we have done comedy sketches where they play a nurse or a doctor, or a patient, and they assume the character's role in English, and it works. Not so with the other students who are a little

	<p>out of phase. In other words, they play or apply another role play, but a little more at a lower level, more elementary.</p>
<p>Q.9 How could the integration of role-playing in your English class improve your students' speaking skills?</p>	<p>In this case, at the general level of the students, the teacher has to read first; there are many books, I have had many books, there are dynamics of different role plays, of functions, where I must select according to the level and taste of the student, the level of teacher knowledge and taste of the student and be able to implement, that is to say, little by little. You cannot be with the same thing and the same thing; you have to vary from one class to another, not only the role play. There are other dynamics. Well, I dare to think that I have also applied riddles, gymkhanas, and so many things that can be used according to the level of the student.</p> <p>The student learns and learns by playing, learns by having fun. Some students are very skilled; even in the role-playing that I do for them, I have taken my own experiences from television. So, whoever wants to make an example of the character of I am Segundo Rosero. In this case, talking about English, they have made Michael Jackson characters, so they dress up, dress up and sing with their music, identify themselves and go to learn English, do their singing skills, learn English, and have they have fun.</p>
<p>Q. 10 Which types of role-playing would you like to use to improve your students' speaking skills? Why?</p>	<p>In this case, the two types, the two types are essential because the first one is the real one. I ask the students real-life questions. Then he answers me as a student; another case I do with mixed, one plays the role of the student, the other plays the role of the father or teacher, and between the two of them, they engage in a free, spontaneous conversation. On the other hand, there is the imaginary one. As I said, they take on roles or representations of actors they like. For example, they identify with Bruno Mars, and I didn't know that artist. And they identify themselves with that kind of song, and they do it well, even live with guitar and sing.</p>
<p>Q.11 To what extent could a methodological guide help improve your students' speaking skills?</p>	<p>See, I see, handy a guide if maybe you make it, you make your contingent to the English educational community. If you make a good proposal, but taking as a basis these experiences that sometimes the books that I have are from abroad, where the English level of the students is much higher, and they can adapt to the activities that you indicate to us. But if there is a proposal at the national level in our harsh reality, I would welcome it excellently, because I know that it is the result of an experience according to the level and taste of our students.</p>
<p>Note: Translated by the research author Source: English teacher interview</p>	

Annex N°7: Students' survey questionnaire

Link to survey (google forms): <https://forms.gle/2PFDhFjpKGzEQWra6>



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



**TRABAJO DE GRADO “ROLE-PLAYING AS A TEACHING-LEARNING STRATEGY  
TO IMPROVE SPEAKING SKILLS IN SENIOR STUDENTS AT ABELARDO  
MONCAYO HIGH SCHOOL FROM ATUNTAQUI DURING 2021-2022”.**

### **Questionnaire for senior students:**

**Objective:** The purpose of this questionnaire (survey) is to collect valuable information from senior students about the EFL methodological strategies used by English teachers for the improvement of speaking skills.

**Instructions:** Dear Abelardo Moncayo high school seniors, the following survey is intended to collect information for academic purposes only. That is why you are asked to answer the following questionnaire in the most restrained way, marking with an X the option that best suits your opinion.

This questionnaire is anonymous and confidential, so no teacher will see your answers, so you are free to answer.

**Note:** *At the beginning of the questionnaire, a short definition of role-playing will be placed so that the students know what it is.*

## **QUESTIONNAIRE**

### **General Date**

#### **Gender**

Female ( )

Male ( )

Other ( )

#### **Age**

14-16 ( )

16-18 ( )

18-20 ( )

### **1. How much do you enjoy English classes?**

Very much

Little

Nothing

**2. How important is the English language in your academic life?**

- Very important
- Not very important
- Not important at all

**3. How often do you participate in speaking activities in class?**

- Always
- Often
- Sometimes
- Rarely
- Never

**4. For you, which of the following language skills is the most difficult to develop?**

- Listening
- Speaking
- Reading
- Writing

**5. How often does your teacher provide activities to improve speaking skills?**

- Very frequently
- Frequently
- Occasionally
- Rarely

**6. According to the Ministry of Education, senior students must reach a B1 level in English language proficiency, which means that they will be able to communicate simple/basic needs and talk about familiar topics at this level. Concerning this requirement, determine your speaking skills level, considering that five is the highest, and one is the lowest.**

- 5
- 4
- 3
- 2
- 1

**7. Do you like the activities your English teacher uses within the class to improve your speaking skills?**

- Too much
- Too little
- Far too little

Why?

.....

**8. How often does your teacher use these activities in class? Put an X according to your answers.**

Activities	Always	Often	Sometimes	Rarely	Never
Debates					
Dramatization					
Image descriptions					
Dialogues/ conversations					
Interviews					
Presentations					
Discussions					
Storytelling					

**9. Would you like your teacher to use other activities such as role-playing in class to improve your English speaking skills?**

- Yes
- No

¿Why?

.....

**10. Which of the following types of role play would you like to use to improve speaking skills?**

- Real role-playing (everyday life situations, e.g., telephone conversation, going to the shop, booking a hotel)
- Irreal role-playing (fantasy/ imagination that included myths and mythical creatures like gods, angels, demons, fairies, et cetera).
- Both





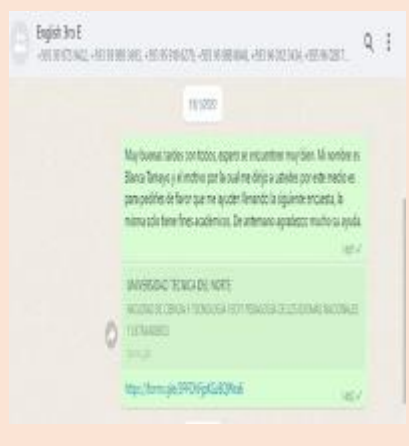


**11. Which of the following ways of role-playing would you like to use to improve speaking skills in English?**

- Scripted role-playing
- Semi-scripted role-playing
- Unscripted role-playing

**THANK YOU FOR YOUR COOPERATION**



**STUDENTS' QUESTIONNAIRE APPLICATION EVIDENCE**

Parallel A (BGU)	Parallel B (BGU)	Parallel C (BGU)
		
Parallel D (BGU)	Parallel E (BGU)	Parallel F (BGU)
		
Parallel A (Bachillerato Técnico)		
		

## Annex N°9: Urkund analysis



### Document Information

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<b>Analyzed document</b>	Tamayo, Blanca. Trabajo de Grado.docx (D135959499)
<b>Submitted</b>	2022-05-09T18:44:00.0000000
<b>Submitted by</b>	Fernando Flores
<b>Submitter email</b>	dfflores@utn.edu.ec
<b>Similarity</b>	0%
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